



***Meridians for Incarcerated Women:
Facilitator Manual***



Meridians for Incarcerated Women: Facilitator Manual



***Meridians Curricula Provide Women Unique
Opportunities to Reflect Upon Their Pasts As They
Shape Their Futures***

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Facilitator Manual Overview

The Meridians for Incarcerated Women Facilitator Manual is divided into two sections.

Section 1: Curriculum. The curriculum section integrates facilitator guidance with all aspects of the participant workbook. A specific Facilitator Guide section, written in *italics*, precedes each workbook description, assignment, and presentation. The participant workbook sections appear exactly as they do in the participants' workbooks. In order to ease referencing for facilitators, there is a page number listed in parentheses under the title of each workbook section. This page number corresponds with the page number where the description, assignment, or presentation is found in the participant workbook.

Section 2: Supplemental Statistics and Information. This section contains information facilitators will find useful in understanding issues regarding and related to domestic violence. Facilitators can and should use this material to expand their knowledge, cultivate awareness among group participants, and innovate upon Enrichment Assignments.



Workbook Overview

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The Sankofa Symbol

The footnote and watermark image is a Sankofa symbol. "Sankofa," a term from the Akan language of Ghana, means to reach back and gather the best of what our past has to teach us, so we can achieve our full potential as we move forward. In this context, the Sankofa symbolizes the opportunities *Meridians* participants have to reflect upon their pasts while shaping their futures.

Purpose

To provide incarcerated women an opportunity to explore their domestic violence survivorship histories in a gender-informed and gender-responsive manner.

Explanation of the Model

Meridians for Incarcerated Women provides a framework for psycho-educational group exercises with complementary individual exercises. The information in this manual is best utilized within a nonjudgmental atmosphere of intervention, support, and participatory group work. Homework assignments are to be completed by participants. Homework contents are shared at the group members' discretion. The assignments gradually prepare participants for each of the five group presentations. Although the homework assignments are not formally shared in group, facilitators can ask participants about the assignments and their contents. There are three opportunities for group members to receive formal feedback about their group participation. These General Group Feedback opportunities follow presentations 1, 3, and 5.

Philosophy and Function

RENEW Program (www.csswashtenaw.org/renew) staff experience and evidenced based research indicate that women who have used force against their intimate partners often do so in response to the abuse they have suffered and/or because the women believe their behavioral and institutional options to be limited. Therefore, it is valuable to provide a forum for women to explore their experiences perpetrating, surviving and/or witnessing domestic violence. The group process enables an eclectic mix of compassionate confrontation and group member interaction, grounded in gender-responsive curriculum-based sessions, where women have the opportunity to heal from their survivorship histories as they explore viable nonforceful behaviors for violence-free futures.



Group Rules: Facilitator Guide

Written group rules provide a framework for facilitators and participants to understand what is expected. It allows group members and facilitators to hold participants accountable for their participation in group. The group rules for this program were written specifically for group participants from the Women's Huron Valley Correctional Facility and women at the Special Alternative Incarceration Facility.

- 1. Signing in allows for an accurate record of who is in each group. Having participants sign themselves in increases personal accountability for participation and minimizes the amount of group time spent on taking attendance. While participants are responsible for signing in, facilitators are responsible for making sure that the people who are signed in are in the room and remain there throughout group.*
- 2. The opening is the official start of group. It sets the tone for the group and separates it from the rest of the activities the participants may be involved in while in the facility. It is for this reason that everyone (including facilitators) should pay attention to the opening reading and the dedications to the candle. Passing out feedback sheets, signing in, looking for assignments, signing up to do presentations etc. should be done before or after the opening— not during the opening.*
- 3. Starting group on time demonstrates respect for the participants who show up on time. It also contributes to the integrity of the program and the group process. Everyone is in group for 2 hours and group time is not wasted.*
- 4. It is expected that participants should be able to stay in group for the entire two hours. However, some women may need to go to the bathroom. To accommodate this need one person may leave the room at a time. This minimizes disruption during group, ensures most participants are in the room when someone is doing a presentation, and allows facilitators to note if a group participant is out of the group too often and/or too long. In addition to women who may leave for the bathroom because of medical issues, facilitators also need to be mindful of group participants who leave for the bathroom when they receive feedback that may be uncomfortable or feel discomfort with the subject area discussed during the group process. This tendency*



would then become a group issue that should be discussed in an affirming manner with the entire group.

5. *Bringing group materials to group is important for full participation in the group. If someone does not have her group materials she will not be prepared to do group work. Therefore, group members need to have their materials with them in the group room whether or not they are planning to give a presentation that particular group.*
6. *Group participants signing off for one another on complete assignments contributes to personal and group accountability. It also confirms that assignments are complete, before the individual gives a presentation, which reduces wasted group time.*
7. *Confidentiality is key to the group process. The opportunity to speak freely in group, and not have group information shared outside of group, is a critical part of the group process. This rule reminds participants of the group experience privilege. If this rule is violated, it will become a group/facilitator issue of how to move forward.*
8. *Participant completion of Participant Feedback Sheets serves several purposes. First, it provides each participant an opportunity to reflect upon the group and share her thoughts and ideas. Second, it gives facilitators a chance to see what participants are thinking about and to add their own observations at the bottom of the sheet. Third, it provides an additional record of who participated in group and what assignments were completed. Fourth, it provides an additional means of personal accountability as each woman has the responsibility for making sure the sheet is turned in and legible.*
9. *Since the program is self paced, it is the responsibility of each participant to make sure that the group leader has her name in the book when she is ready to do a presentation. This also allows the group leader to have the necessary agenda information as she is overseeing the group. This builds individual and group accountability as well as personal empowerment.*
10. *Limiting participants to one presentation per-person a week encourages personal reflection on each assignment. It also allows each woman an opportunity to give a presentation while allowing time for revisions.*



Group Rules (Page 8)

1. Group participants must sign in.
2. During the group opening everyone is to listen without interruption or distraction.
3. Group will start on time.
4. Only one person may leave for the restroom at a time.
5. Participants must be prepared and bring all materials to group.
6. Participants are required to have other group participants sign that their assignments are complete.
7. What is said in group stays in group.
8. Participants must complete and turn in participant sheets at the end of each group.
9. When group members are ready to present an assignment or need group time, they will give their names to the group leader for her to put in the group book.
10. Only one presentation is allowed per week.



Enrichment Assignments – Facilitator Guide

Purpose:

Enrichment assignments provide facilitators an opportunity to customize assignments for an individual and/or groups' needs while providing an in-depth exploration of topics or behaviors.

Implementation:

At certain times during the group process a facilitator(s) may notice that an individual/group is struggling with a particular issue or has been acting out in a way that makes it clear that the individual/group needs an opportunity to reflect upon a particular topic. This is an opportunity for the Enrichment Assignment which can be customized and then assigned to the individual/group with a due date. After the Enrichment Assignment due date is made clear, the group leader will record the due date in the group book.

In some cases the facilitator may have some material prepared that the individual/group will need in order to complete the assignment. Examples include: definitions of words that may be misused or misunderstood in group; information on Media Messages and how they contribute to cultural misogyny; What are the statistics of men and women who are molested before the age of 18?; and, How long has marital rape been against Michigan Law? The facilitator(s) have the option of asking the individual/group to focus on a particular aspect of the assignment for presentation to the group.

Other assignments may not require time for reflection, rather than additional information. Examples include: Write about, "What personal traits make you a good mother?"; "What do you look for in a partner?"; "What makes you believe in yourself?"

Others might be focused on behavior demonstrated during group. Examples include: "What do you think would be the impact on the group if everyone did?"; "How did you benefit from what you said when...?"; "What do you think the impact of what you did had on the rest of the group...?" Group members behaviors that may encourage this type of Enrichment Assignment include: monopolizing group time, intentionally/rudely interrupting people, speaking over others, trying to intimidate the facilitator, etc.



Enrichment Assignments can also be related to misinformation in the facility or an expansion upon things in the workbook. Examples include: "Find out the real reason a particular rule is in place (appointments with PO's etc)" or "Use the Choice Model to understand how you interacted with your bunkmate."

Facilitator Key Points:

- 1. Be specific.*
- 2. Be creative.*
- 3. Make sure the assignment is connected to individual/ group behavior.*
- 4. Be sure everyone in the group can benefit in some way from the assignment.*
- 5. Make sure the group leader writes the assignment in the book.*
- 6. Follow-up and give the individual time to share.*
- 7. Keep track of assignments given so you can expand the group Enrichment Assignment book and share your ideas with other facilitators.*



Enrichment Assignments

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Enrichment Assignments are additional assignments that are not included in your workbook but are appropriate to the material covered in Meridians.

Enrichment Assignments may be given when a rule has been violated or to enhance understanding of a particular topic.

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

There is no limit to the number of Enrichment Assignments an individual can be assigned.



I Statements – Facilitator Guide

Purpose:

The use of I statements encourages ownership of one's actions. It also maintains focus on the individual's personal journey for the participant, the group members, and the facilitators.

Implementation:

Throughout the group process participants will need to be reminded to speak from their own experience. The easiest way to do so is to use "I statements." Participants are informed that by using "I statements" women have the opportunity to hear themselves own their experiences and to speak from those experiences. This is a powerful process for many women who have had abusive partners speak on their behalf. It can also be an initially uncomfortable process but with guidance and reinforcement, becomes natural. The use of "I statements" also reduces the tendency to use statements such as, "You should..." When participants revert to, "You should..." statements they are giving advice and focusing on another participant's personal process, rather than focusing on their personal journey. Group facilitators are encouraged to remind the group of the importance of "I statements" throughout the group process and, when "I statements" are not used to ask the participant to assist one another in using the "I statements."

Facilitator Key Points:

- 1. I statements encourage ownership of actions.*
- 2. I statements reinforce the philosophy that each woman is on her own journey.*
- 3. I statements are critical to encouraging connection among group members.*



I Statements (Page 10)

Trust, honesty, and social connection can and do flow from an atmosphere of mutual trust, support, and validation. In order to encourage this process “advice giving” is strongly discouraged. Instead, group members are asked to speak from their personal experiences by using “I statements.” For example, instead of “You should...”, a group member offering insight and/or feedback is encouraged to preface her comment with, “In my experience I....” This process reminds group members that each woman is focused on the integrity of who *she* wants to be rather than who the group members and/or group facilitator want her to be.



Group Leader Responsibilities – Facilitator Guide

Purpose:

Having a participant as the group leader allows the group to take ownership of the group process, encourages individual leadership, and provides the facilitator(s) an opportunity to focus on group content instead of group housekeeping issues.

Implementation:

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

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

If the group leader does not seem to know how to do redirect the group process, the facilitator needs to direct her back to the agenda and/or the responsibility sheet. If someone does a presentation and it is apparent they have not done the assignments, ask the group leader: "Did you check to see who signed off on this?" If the assignment was not signed off on encourage a discussion about this omission. If this happens again it would present an opportunity for an enrichment assignment, for example: "What is the purpose of an agenda, a group leader, completing assignments before presentation?", etc.

It is natural to want to step in and redirect the group yourself. Stop yourself! It may take a little longer (especially in the beginning), but it is worth it. Participants are much more likely to hear, accept, and integrate information from each other than from a professional. Empowering the group creates a sense of ownership. It also demonstrates trust in the participants' ability to navigate the agenda with integrity.



Facilitator Key Points:

1. *Be familiar with the Group Rules.*
2. *Make sure that the leader is following the Group Rules.*
3. *Hold group leaders accountable for not following the Group Rules.*
4. *Empower the group leader and group members when the group needs to stay on task.*



Group Leader Responsibilities

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



Opening Observance – Facilitator Guide

Purpose:

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

Implementation:

The opening observance is divided into 3 parts:

- 1. The Reading*
- 2. Candle Lighting*
- 3. Dedications*

The facility will provide a book of appropriate opening reading options. Facilitators are free to add additional readings to the book of readings. Women may also write their own poems and add those poems to the book. Reading options should have something to do with the following: reflection of self, inspiration, the value of relationship, personal integrity, and/or domestic violence. If a group leader brings readings to group that do not initially present as having a positive message and/or a message noted above, provide the group leader the opportunity to explain her motivation for bringing the reading. Remember: She is the group leader and has been empowered by the other members to lead this process. As long as she has a viable reason for bringing the reading for group opening, it is her choice to make. It is best if there are a variety of opening reading options with a variety of comprehension levels. This ensures that group leaders can find something they are comfortable reading and something they understand. Pay attention to group leader reading choices. Those choices often provide facilitators clues regarding the women's understanding of self and personal integrity.

The candle serves as a reminder of all victims of domestic violence.

The dedication is an opportunity for participants to personalize the candle. They may choose to share their relationship with the person to whom they are making the dedication (i.e. my sister, mother, children, partner, etc.) or they may simply say the person's first name. There is always the option to pass.



Often someone in the group will say, "I dedicate this to all abused women, children, and people in the world" and then others in the group will follow suit. This presents the facilitators with the opportunity to remind the group that the group leader has already read, "We light this candle in recognition, reflection, memory and honor of all battered women and children, especially those who have been murdered by their batterers." Therefore, group member contributions are intended to personalize the group process for themselves. By personalizing the group process it is hoped that the women will look at the candle and be reminded of those whom they chose to mention. When possible, empower veteran group members and/or the group leader to make this point.

Facilitator Key Points:

1. The opening reading needs to be appropriate.
2. The group leader needs to share why the particular reading was chosen.
3. Group members need to be quiet and attentive during the opening.
4. Model listening and respect by giving the group leader undivided attention.
5. Dedications need to be personalized.
6. Group leader and/or other members are to be empowered to assist other group members when dedications to the candle become vague.
7. Remind group members of the dedications' purpose as needed.



Opening Observance: Overview

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Before the group the group leader will select a song, poem, or reading. She will then present that song, poem, or reading during the Opening Observance. The material selected should be inspirational, meaningful, and reflective of where that woman is in her life and how her personal process relates to the work she is doing in *Meridians for Incarcerated Women*.

1) Welcome

Group Leader: "I welcome you to this intervention and support group where women who have used force in their relationships have the unique opportunity to explore individual choices, identify areas of accountability, and recognize how personal responsibility can empower each of us in our efforts to live violence-free lives. In this circle we will reflect upon our relational experiences and behaviors in order to embrace viable options for our futures. I have chosen to open the group with the following poem or reading because _____."

2) Candle Lighting

Group Leader: "We light this candle in recognition, reflection, memory, and honor of all survivors of domestic violence and women who have used force in their relationships because they did not see an alternative."

Turn on the Candle

Group Leader: "We invite any reflections or dedications you wish to share."



Introductions – Facilitator Guide

Purpose:

Introductions provide each participant an opportunity to give her name and a brief explanation of what she hopes to get out of that session's Meridian's group. This serves the dual process of name recognition among other group members and identifying where she is in her personal journey.

Implementation:

Each group member introduces herself by her first name and then states what she hopes to get out of the group session. The use of first names during introduction is important because it provides a means of personal connection. It also provides the other group members and the facilitator with an opportunity to learn the participant's first name.

Sharing what she hopes to get out of the group session provides the woman the opportunity to name where she is in her personal journey as the other group members witness her personal growth. Women may share very general hopes for the group session. When possible encourage other group members to share more about their hopes for group and how those may have evolved over time.

Participation in introductions is mandatory.

Facilitator Key Points:

- 1. First names are used to identify themselves.*
- 2. Empower the group members to encourage each other.*
- 3. Introduction participation is mandatory.*



Individual Group Member Introductions (Page 13)

My name is _____.

What I hope to get out of today's group is:

_____.



Closing – Facilitator Guide

Purpose:

The closing is a ritual ending to the group process that provides a moment of reflection. It also provides the women an opportunity to focus on their personal integrity.

Implementation:

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

Why 12 seconds of silence? During the 1980s statistics indicated that a woman was abused every 12 seconds. The purpose of the 12 seconds of silence was to recognize those women and provide participants an opportunity to reflect upon those whose lives have been affected by domestic violence. The current statistic is that a woman is abused every 8 to 9 seconds. However, we have decided that although abuse is now more frequent, survivors should be given more, rather than less, time.

The group leader is responsible for initiating the accountability pledge and setting the pace for group. Saying the accountability pledge out loud and in unison is important for multiple reasons. First, saying something out loud makes it more real and increases the likelihood that participants will integrate the essence of the pledges into their daily lives. Second, to say something in unison requires listening to those around you and modifying your pace in order to speak as one. This also presents an opportunity to focus on listening skills. Third, the accountability pledge ends group on a positive note with the emphasis on personal commitment and change. If the group is out of sync or some participants are not participating, facilitators have the option to stop the group and have the group members say the accountability pledge again and in unison.



Facilitator Key Points:

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



Closing Observance: Overview

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1) The Group Leader Says:

“As we work toward a better understanding of how the context of our situations motivated our chosen behaviors, we acknowledge the power of personal choice and commit to living violence-free lives. May we incorporate nonviolence into all aspects of our lives as we support and encourage one another on this pivotal journey.”

2) Group Members Stand and Recite:

“We observe 12 seconds of silence in recognition of the challenges and joys we will encounter before we have the opportunity to sit together again.”

3) Group Members Stand in Silence for 12 Seconds

4) Group Leader Turns Off the Candle

5) Group Members Stand and Recite the Accountability Meditation:

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



Accountability Meditation
(Page 15)

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



Group Agenda – Facilitator Guide

Purpose:

Provides an outline for the group process and group priorities. Provides documentation of what issues take place in group and what issues need to be addressed in future groups.

Implementation:

Group facilitator(s) are responsible for providing copies of the agenda, complete with three-holes punched for placement in a notebook, and a notebook in which to place the agendas. There should be a separate book for each group or a book that has divider tabs for each group.

The agenda serves as a guide for the group process. The agenda also serves to empower the group leader and the other participants to take ownership of the group.

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

*The **Opening Observance** is outlined in the agenda to make it easy for the group leader to follow. Details about the opening observance are covered on pages 23 and 24 of the Facilitator Manual.*

***Introductions** are covered on page 26 of the Facilitator Manual.*

***Facilitator Business** is the time for facilitators to share information such as: a change in upcoming rotation of group facilitators, special issues related to scheduling, remind group of residual issues from previous session, or provide details/information that is necessary for the group process.*

***Group Leader Business** is where the majority of group time should be spent. The first priority is presentations. The order of the presentations is determined by the women as they sign in for group. The presentations are done on a first come, first serve basis. **Presentations that take precedence** are: exit presentations and presentations that remain from the previous group session. Enrichment Assignments may be presented before or after other presentations, depending on the importance of the assignment and facilitator direction.*



Business for Next Session can include any assignments given to the group, revised presentations, and presentations that were scheduled but not yet given.

Enrichment Assignments are recorded as assigned. Details covered on pages 15 and 16 of the Facilitator Manual.

Closing is on the agenda for the group leader to follow. Details covered on page 28 of the Facilitator Manual.

Facilitator Key Points:

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



Group Agenda

(Page 16)

Group Leader: _____ Date: ____/____/____

Group Leader, read the following:

1. "I welcome you to this intervention and support group where women who have used force in their relationships have the unique opportunity to explore individual choices, identify areas of accountability, and recognize how personal responsibility can empower each of us in our efforts to live violence-free lives. In this circle we will reflect upon our relational experiences and behaviors in order to embrace viable options for our futures. I have chosen to open the group with the following poem or reading because _____." **(Group Leader: Read the selected reading.)**

2. Candle Lighting:

"We light this candle in recognition, reflection, memory, and honor of all survivors of domestic violence and women who have used force in their relationships because they did not see an alternative." **(TURN ON CANDLE)**
"We invite any reflections or dedications you wish to share."

3. Facilitator Business

4. **Introductions:** See page 14

5. **Group Leader Business:** Attendance Log Reminder, Names from Book

6. **Business for Next Session:** _____

7. **Group Leader for Next Session:** _____

8. Closing Observance

Group Leader:

"As we work toward a better understanding of how the context of our situations motivated our chosen behaviors, we acknowledge the power of personal choice and commit to living violence-free lives. May we incorporate nonviolence into all aspects of our lives as we support and encourage one another on this pivotal journey."

Group Leader:

"We observe 12 seconds of silence in recognition of the challenges and joys we will encounter before we have the opportunity to sit together again."

Group Leader: Turn Candle Off

Group Members Recite Accountability Pledge:

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



Attendance Log – Facilitator Guide

Purpose:

Provide participants and facilitators with an individual record to track group attendance, assignment completion, and leadership.

Implementation:

Each individual should fill in their attendance log at the beginning of each group. Participants should mark their presentation and/or group leader role on the corresponding date. All participants are expected to keep the attendance log up to date.

Facilitator Key Points:

- 1. Each group participant should mark their date of attendance on their individual log sheet each group.*
- 2. Presentations and/or being group leader should be noted on the corresponding date.*
- 3. Group participants are responsible for keeping their log up to date.*



Attendance Log

(Page 17)

Name: _____ MDOC #: _____

Date	Presentation/Leader	Date	Presenter/Leader



Assignment Completion Log – Facilitator Guide

Purpose:

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

Implementation:

The log has all the assignments in the order they are found in the manual. Participants are responsible for having another group member(s) sign-off on assignments, in the column to the right of the assignment noted, as group participants complete the assignments.

Participants are to show their signed Assignment Completion Log to the group leader before each presentation. This ensures that the assignments have been completed and the participants are ready to give their presentations.

Facilitators may ask to see a participant's Meridians Workbook to confirm that specific assignments are complete. If someone has signed off on an Assignment Completion Log and the assignments were not actually done, this is an issue that should be addressed in group. This is a situation that should lead to a discussion of personal integrity and will likely result in an Enrichment Assignment for both participants.

Facilitators should also confirm that Meridians Workbook assignments are complete by reviewing the actual assignment in the book.

If a participant does a presentation, but the accompanying assignments are not complete, the presentation must be redone — even if the group voted to pass the presentation.



Facilitator Key Points:

1. *All assignments should be signed-off on by another group participant.*
2. *Participants are responsible for presenting their log to the group leader before doing a presentation. Doing otherwise may result in having to do the presentation again.*
3. *Facilitators should consistently review Workbook to confirm that assignments are complete.*
4. *Falsifying or casually signing-off on unfinished work should be addressed as a group issue.*
5. *Enrichment Assignments may be appropriate for participants who intentionally misrepresent the work in their Assignment Completion Log.*



Assignment Completion Log (1)

(Page 18)

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

Physical Abuse	
Sexual Abuse	
Intimidation	
Threats and Coercion: Part 1	
Threats and Coercion: Part 2	
Threats and Coercion: Part 3	
Emotional Abuse	
Obfuscation	
Isolation	
Economic Abuse	
Using Others	
Male Privilege	
Power and Control: My Family of Origin	
Power and Control: My Intimate Relationship	
Power and Control: My Future	
My Houses for Presentation 1	
Presentation 1: Understanding How I Have Experienced Abuse	
General Group Feedback	
Perception: Part 1 and 2	
Perception: Part 3 and 4	
Personal Example of I.C.E.E.	
Moral vs. Strategic Behavior	
Incident When I Used Force	



Assignment Completion Log (2)

(Page 19)

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

Behaviors I Used During the Incident	
Choice Model	
Presentation 2: Choice Model	
Gender Beliefs Exercise	
Media Messages	
Word Choice	
Relationship History: Part 1	
Relationship History: Part 2	
Contextual Abusive Behavior Inventory: Part 1	
Contextual Abusive Behavior Inventory: 2	
Contextual Abusive Behavior Inventory: 3	
Contextual Abusive Behavior Inventory: 4	
Job Description: The Past	
Job Description: The Future	
Presentation 3: Gender Beliefs	
General Group Feedback	
Personal Domains of Accountability	
Positive Attitudes Assignment: Part 1	
Positive Attitudes Assignment: Part 2	



Assignment Completion Log (3)

(Page 20)

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

Negative Attitudes Assignment: Part 1	
Negative Attitudes Assignment: Part 2	
Accountability Plan: Clues	
Accountability Plan: The P.A.U.S.E.	
Personal SDR	
Presentation 4: My Accountability Plan	
My True Self	
Behind the Curtain	
Finding a Path Forward	
Treasure Hunt	
All About Me	
My Treasure Chest	
Presentation 5: My Treasure Chest	
General Group Feedback	



Meridians Participant Feedback Sheet – Facilitator Guide

Purpose:

Provides group participants the opportunity to give written feedback about the group process to cofacilitators. This form also provides cofacilitators an opportunity to note their observations and impressions of individual group participants.

Implementation:

The Meridians Participant Feedback should be handed out and then completed by group participants after each group's closing observance. This form provides group members the opportunity to briefly reflect upon their group experiences. The form also provides the cofacilitators with an opportunity to note their observations of individual group members and the group process. Handing the forms out to group members, group members indicating their feedback, and cofacilitators noting their observations should take approximately 10 to 15 minutes.

Facilitator Key Points:

- 1. Feedback sheets are handed out at the closing of each group.*
- 2. Group members take approximately 10 minutes to briefly note their impressions of the group.*
- 3. Cofacilitators indicate their observations of the group member's participation in the group.*



Meridians Participant Feedback Sheet

Participant Name _____

Date _____ **Time** _____

Participant's Response to Group

What did you learn in group today?

Participant Signature

Facilitator Observations

- | | |
|---|---|
| <input type="checkbox"/> Active participant | <input type="checkbox"/> Spontaneous Responses |
| <input type="checkbox"/> Demonstrated insight | <input type="checkbox"/> Explored Beliefs |
| <input type="checkbox"/> Seemed to integrate material | <input type="checkbox"/> Showed no interest or motivation |
| <input type="checkbox"/> Grasped concepts | <input type="checkbox"/> Participated only when prompted |
| <input type="checkbox"/> Provided support to others | <input type="checkbox"/> Guarded |
| <input type="checkbox"/> Provided feedback to others | <input type="checkbox"/> Received feedback |
| <input type="checkbox"/> Shared feelings/emotions | <input type="checkbox"/> Lacked insight |
| <input type="checkbox"/> Group Leader | <input type="checkbox"/> Inappropriate responses |
| <input type="checkbox"/> Gave presentation_____ | <input type="checkbox"/> Enrichment assignment given |

Comments:

Facilitator Signature



Power and Control Wheel Development and Definitions – Facilitator Guide

Purpose:

The Power and Control Wheel provides a visual and conceptual framework for categorizing and understanding different types of abuse. Definitions provide clarification of each category of abuse.

Implementation:

As explained in the "Power and Control Wheel's Development" (page 22), the Power and Control Wheel was developed by battered women as a visual and conceptual tool to understand the violence they had survived. It is not meant to list all forms of domestic violence but, rather, to provide a framework for understanding what many women have encountered in their relationships.

The outside of the wheel includes physical and sexual abuse. The threat of physical and sexual abuse often "hold the wheel together" by making the eight tactics listed inside the wheel more effective during the process of coercively controlling the individual.

Often group members will look at the Power and Control Wheel and tell the group and/or the facilitator what tactics they have utilized. Women will also look at the wheel and instantly feel less alone in what they have survived. It is important that group members grasp the development of the wheel as well as the categories. Rather than shaming themselves for using anything on the wheel, group members should be encouraged to note their behaviors while also understanding what was done to them. This will bring context to their experience by understanding the motivation, the intent, and the impact of the actions they used.

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



It is important that facilitators be familiar and comfortable with all the tactics on the wheel in order to effectively identify and challenge participants' understanding of the wheel. Explaining that women often use the behaviors noted on the wheel to gain short-term control of abusive situations, whereas men who batter typically use the behaviors on the wheel to exert long-term control over their partners. For more information on the Power and Control Wheel and its development, go to: <http://www.youtube.com/watch?v=r9dZOgr78eE>

The following chart can be helpful in understanding the distinctions between men's and women's experience of domestic violence:

Gender Differences in the Tactics and Effects of Force

Method of Force	Men	Women
Intimidation	Threats/behaviors used to elicit fear in partner, which may be followed by abuse	Rarely can women elicit fear in men by threats or gestures.
Isolation	Isolating partner is an effective device used by male batterers (i.e.: limiting contact with friends, families and preventing employment, etc.)	Women may try to limit contacts with families, friends and / or acquaintances but are rarely able to exert total control over men's behavior to the degree male batterers are able to do.
Economic Control	In general, men are the primary wage earner and may control financial decisions.	Few women are able to successfully deny their male partners of financial independence.
Personal Power	Abusive men tend to deny partners' decision-making skills or may demand authority over all family decisions.	Women's gender roles and socialization rarely allow them to deny their partners all decision making power.
Sexual Abuse	Men may use marital rape and sexual assault as weapons of terror.	Women may withhold sexual access and favors to manipulate their partners, but this denial does not have the same impact as a violent sexual assault.

Dasgupta, S. D. (1999). Just Like Men? A critical view of violence by women. In Shepard and Pence (Eds.) *Coordinating Community Responses to Domestic Violence Lessons from Duluth and Beyond*. Pg. 203. Thousand Oaks, CA: Sage Publications.



Facilitator Key Points:

1. *The Power and Control wheel is key to understanding abusive tactics.*
2. *Context, motivation, intent, and impact of actions used are critical to understanding a woman's experience of domestic violence.*
3. *Facilitators need to be familiar with all abusive tactics on the wheel in order to guide women to greater understanding of what they have perpetrated, survived, and witnessed.*
4. *Understanding gender distinctions in abusive behavior is critical to raising women's awareness of their experiences.*



Revised Power & Control Wheel

(Page 22)

POWER AND CONTROL WHEEL

(*Revised)



Power and Control Wheel's Development

(Page 22)

The Power and Control Wheel was created by battered women as a visual tool to understand the violence they had survived. When we think of a wagon wheel we envision the metal frame that holds the wooden rungs together. In the dynamics of domestic violence, physical and sexual violence are often the framework which enable an individual to have and maintain long-term power and control over another person. The physical and sexual violence may happen frequently or infrequently but they are often the framework for the coercion and control in battering relationships. In the case of women who have used force, many are also survivors of domestic and sexual violence. Therefore it is important to understand that women use the behaviors noted on the Power and Control Wheel in order to attain autonomy or some type of short-term control during battering and/or abusive heterosexual relationships. This is not to excuse the behavior but to explain the behavior so effective and sustainable changes can be made. In contrast, when men use the behaviors noted on the Power and Control Wheel they often do so in order to exercise their authority and primary power in intimate heterosexual relationships.



Definitions of Abuse

(Page 23)

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

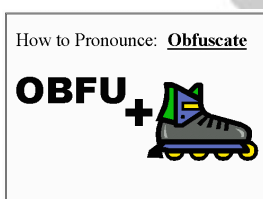
Sexual Abuse: Any contact, statements, or actions which are intended to cause or result in physical, emotional or psychological sexual injury to another person.

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

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

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

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



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

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

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

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

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

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

Battering: A pattern of coercive control, intimidation, and oppression effectively used to instill fear and maintain long term relationship domination.

Use of Force: Physically, verbally, and emotionally detrimental behaviors used toward an intimate partner to gain short term control of chaotic, abusive and/or battering situations.



Power and Control Categories – Facilitator Guide

Purpose:

Provide participants with an opportunity to explore each of the 10 tactics. Participants personalize how they define the tactics; how they perpetrated, survived and/or witnessed the tactic; how they learned about the tactic; and the cultural and societal message that shaped their experience of the tactic.

Implementation:

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

Next, the assignment asks the participant to write 5 specific ways she has experienced (perpetrated, survived, and/or witnessed) the tactic. The emphasis on this part of the assignment is for her to name her own experience. She may touch on only one of the categories (perpetrated, survived, and/or witnessed) or may touch on all three categories. The purpose is to encourage each participant to look specifically at how she has experienced the tactic in her life.

This is followed by asking the participant to identify where and how she learned about the tactic. This encourages the participant to examine how this tactic entered her life and how its entry then shaped her personal choices. This provides a foundation for the Choice Model exercise later in the workbook.

Finally the participant is asked what cultural and societal message shaped her experience of the tactic. This open ended question is meant to encourage reflection on how the abuse in her life is often bigger than what she initially perceives. This exercise provides an introduction to the Media Messages section.

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



Facilitator Key Points:

1. *Personal definitions should be personal.*
2. *The assignment is designed to guide participants toward self exploration.*
3. *Some parts of the assignment lay the foundation for future assignments in the Meridians Workbook.*
4. *Facilitators can ask for information from these assignments at any time to help clarify issues with a participant.*
5. *Facilitators need to be consistent and respectful in guiding participants.*



Physical Abuse

(Page 25)

Write a personal definition for **physical abuse**:

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **physical abuse**:

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **physical abuse**? _____

What are the cultural and societal messages that have shaped your experience of **physical abuse**? _____



Sexual Abuse

(Page 26)

Write a personal definition for **sexual abuse**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **sexual abuse**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **sexual abuse**? _____

What are the cultural and societal messages that have shaped your experience of **sexual abuse**? _____



Intimidation

(Page 27)

Write a personal definition for **intimidation**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **intimidation**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **intimidation**? _____

What are the cultural and societal messages that have shaped your experience of **intimidation**? _____



Threats and Coercion: Part 1

(Page 28)

Write a personal definition for **threats**:

Write a personal definition for **coercion**:

The difference between **threats** and **coercion** is that threats have negative consequences that are clearly and explicitly stated, for example, "If you call your mother, I will beat your head in." **Coercion** has positive or negative consequences that are purposefully vague or indirect, for example, "If you call your mother, you know what may happen, Sweetheart."

Using this model, write an example of **threats**:

Using this model, write an example of **coercion**:



Threats and Coercion: Part 2

(Page 29)

Write 5 ways you have experienced (perpetrated, survived, and/or witnessed) **threats**:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Write 5 ways you have experienced (perpetrated, survived, and/or witnessed) **coercion**:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____



Threats and Coercion: Part 3

(Page 30)

Where and how did you learn about **threats** and **coercion**? _____

What are the cultural and societal messages that have shaped your experience of **threats** and **coercion**? _____



Emotional Abuse

(Page 31)

Write a personal definition for **emotional abuse**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **emotional abuse**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **emotional abuse**? _____

What are the cultural and societal messages that have shaped your experience of **emotional abuse**? _____



Obfuscation

(Page 32)

Write a personal definition for **obfuscation**: _____

Write 5 ways you have experienced (perpetrated, survived, and/or witnessed) **obfuscation**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn to about **obfuscation**? _____

What are the cultural and societal messages that have shaped your experience of **obfuscation**? _____



Isolation

(Page 33)

Write a personal definition for this **isolation**: _____

Write 5 ways you have experienced (perpetrated, survived, and/or witnessed) **isolation**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **isolation**? _____

What are the cultural and societal messages that have shaped your experience of **isolation**? _____



Economic Abuse

(Page 34)

Write a personal definition for **economic abuse**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **economic abuse**:

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn to about **economic abuse**? _____

What are the cultural and societal messages that have shaped your experience of **economic abuse**?



Using Others

(Page 35)

Write a personal definition for **using others**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **using others**:

1) _____

2) _____

3) _____

4) _____

5) _____

How has **using others** been utilized in the dynamic of my relationship? _____

Where and how did I learn about **using others**? _____

What are the cultural and societal messages that have shaped your experience of the way others in your life have been used? _____



Male Privilege

(Page 36)

Write a personal definition for **male privilege**: _____

Write the 5 ways you have experienced (survived and/or witnessed) **male privilege**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **male privilege**? _____

What are the cultural and societal messages that have shaped your experience of **male privilege**? _____

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



Power and Control: My Family of Origin – Facilitator Guide

Purpose:

This assignment builds upon information from the previous Power and Control Wheel focused assignments in order to personalize how the participant experienced abusive tactics in her family of origin.

Implementation:

Participants have the opportunity to identify, from the perspective of the children they were, what power and control looked and felt like in their families of origin. These power and control issues may or may not have been resolved and, therefore, participants may continue to deal with the family of origin power and control issues in their current relationships. Exploring them in this format has the potential to raise participants' awareness about how entrenched abusive tactics are in their lives and the variety of ways that power and control have been used by those they have known all or most of their lives.

This assignment provides a foundation for the Presentation 1.

Facilitator Key Points:

- 1. Identify power and control in their family of origin from the perspective of the children they were.*
- 2. Explore what power and control looked like in their family of origin.*
- 3. Explore what power and control felt like in their family of origin.*
- 4. Acknowledge that these power and control dynamics may continue to influence their relationships.*



Power and Control: My Family of Origin

(Page 37)

Using the information about your experiences with abuse tactics, think about your family of origin. Please answer the questions below from the perspective of the child you were.

1) In your family of origin who had the power in your house?

2) What did those people do to demonstrate they had the power?

3) What did those people do to demonstrate they wanted power?

4) How did you feel as a member of that house?



Power and Control: My Intimate Relationship-Facilitator Guide

Purpose:

This assignment builds upon information from the previous Power and Control Wheel focused assignments in order to personalize how the participant experienced abusive tactics in a significant relationship or a combination of relationships.

Implementation:

Participants have the opportunity to identify what power and control looked and/or felt like in a significant relationship or combination of intimate relationships. By exploring who had the power; how that power was demonstrated; what their partners did to demonstrate they wanted power; and how it felt to be part of that relationship participants are now beginning to integrate their understanding of the Power and Control Wheel with how they experienced abusive tactics in their childhood and how they have experienced abusive tactics in their intimate relationships.

For many participants, this may be the first time they have identified their intimate relationship(s) as abusive. Through this awareness raising experience participants often have many questions and are willing to speak about their exploratory process. For some participants, this assignment may be accompanied by a great deal of grief and loss. Facilitators should be aware that this assignment may open up some unexplored feelings and experience for participants. Group time may need to be spent specifically processing the unexplored feelings. Although this assignment is not formally presented, facilitators should refer to this assignment throughout the group process.

This assignment but is a component of Presentation 1.

Facilitator Key Points:

- 1. Participants begin to identify how they experienced abusive tactics in an intimate relationship or combination of relationships.*
- 2. Participants raise their awareness about abusive dynamics of previous relationships.*
- 3. This assignment is a component of Presentation 1.*



Power and Control: My Intimate Relationship

(Page 38)

Using the information about your experiences with abuse tactics, think about your relationships with intimate partners. When answering the questions below use examples from one significant relationship or a combination of your relationships.

1) Who had the power in your intimate relationships?

2) What did that person/those people do to demonstrate they had the power?

3) What did that person/those people do to demonstrate they wanted power?

4) How did it feel to be part of that relationship?



Power and Control: My Future – Facilitator Guide

Purpose:

Participants have the opportunity to integrate their understanding about how they have experienced abusive tactics in the past with a focus on power in their future relationships.

Implementation:

Now that participants have had the opportunity to reflect upon experiences of abusive tactics in their families of origin and with intimate partners, they are now encouraged to look toward future relationships. With this future focus participants identify power in terms of: how they would like to see the power distributed, how they will be able to tell who has the power, how they will be able to tell who does not have the power, and how it will feel to be part of this relationship. Most participants will have a lot of experience navigating and/or participating in relationship power dynamics but less experience thinking about how they would like to see power distributed in their relationships and what that power would actually look and/or feel like. Facilitators need to be prepared to discuss what type of behaviors and/or feelings indicate healthy power dynamics. Be prepared that some participants may disclose what the facilitators and other group participants view as unhealthy power dynamics with themselves “in charge.” Use the group discussion to help all participants identify what power dynamics have “worked” for them and why and how they would/would not like those power dynamics to evolve in future relationships. This future focus of this assignment provides participants the opportunity to integrate the information they have learned so far while encouraging hope for the future.

Facilitator Key Points:

- 1. Participants envision future relationships and how power will be exercised.*
- 2. Participants may need assistance identifying behaviors and emotions connected with power distribution.*
- 3. Facilitators need to be aware that some participants may want to use a power dynamic where they are “in charge” as an example of a healthy power dynamic.*
- 4. A future focus encourages integration of knowledge and hope.*



Power and Control: My Future

(Page 39)

Using the information about your experiences with abuse tactics, think about the kind of relationships you would like to have in the future.

1) How would you like to see the power distributed?

2) How will you be able to tell who has power?

3) How will you be able to tell who does not have power?

4) How will it feel to be part of this relationship?



My Houses for Presentation 1- Facilitator Guide

Purpose:

Participants will design three houses. The three houses illustrate power and control in: 1) their families of origin, 2) an intimate relationship/combination of intimate relationships, and 3) future relationships.

Implementation:

Three "houses" represent three critical relationship dynamics of the women's lives: their families of origin, intimate relationships, and future relationships. By illustrating power and control in three "houses" participants explore an alternative form of self-expression. This format encourages the portrayal of power and control through symbols, objects, animals, etc. that complements what women have already said and/or written about these relationships.

Encourage women to draw their houses in any manner they desire. Encourage creativity. Pay attention not only to the symbols and items used to denote specific people but also where they symbols and items are placed in and/or around the house. For example, one woman drew an outline of her house. On the outside of the house she drew a bright sun high in the sky, three flowers beside the house, a snake under the house, and a shovel behind the house. From this woman's perspective the sun represented hope for the future, the flowers were her three children, the snake was her mother-in-law's manipulation unraveling her family, and the shovel represented her husband's threats to kill her and bury her behind the house. Some women may be more literal in their depictions of self and others. The important aspect of this assignment and presentation is for women to have the opportunity to explore what power and control "looks" and "feels" like in three distinct, but inter-related, parts of their life.

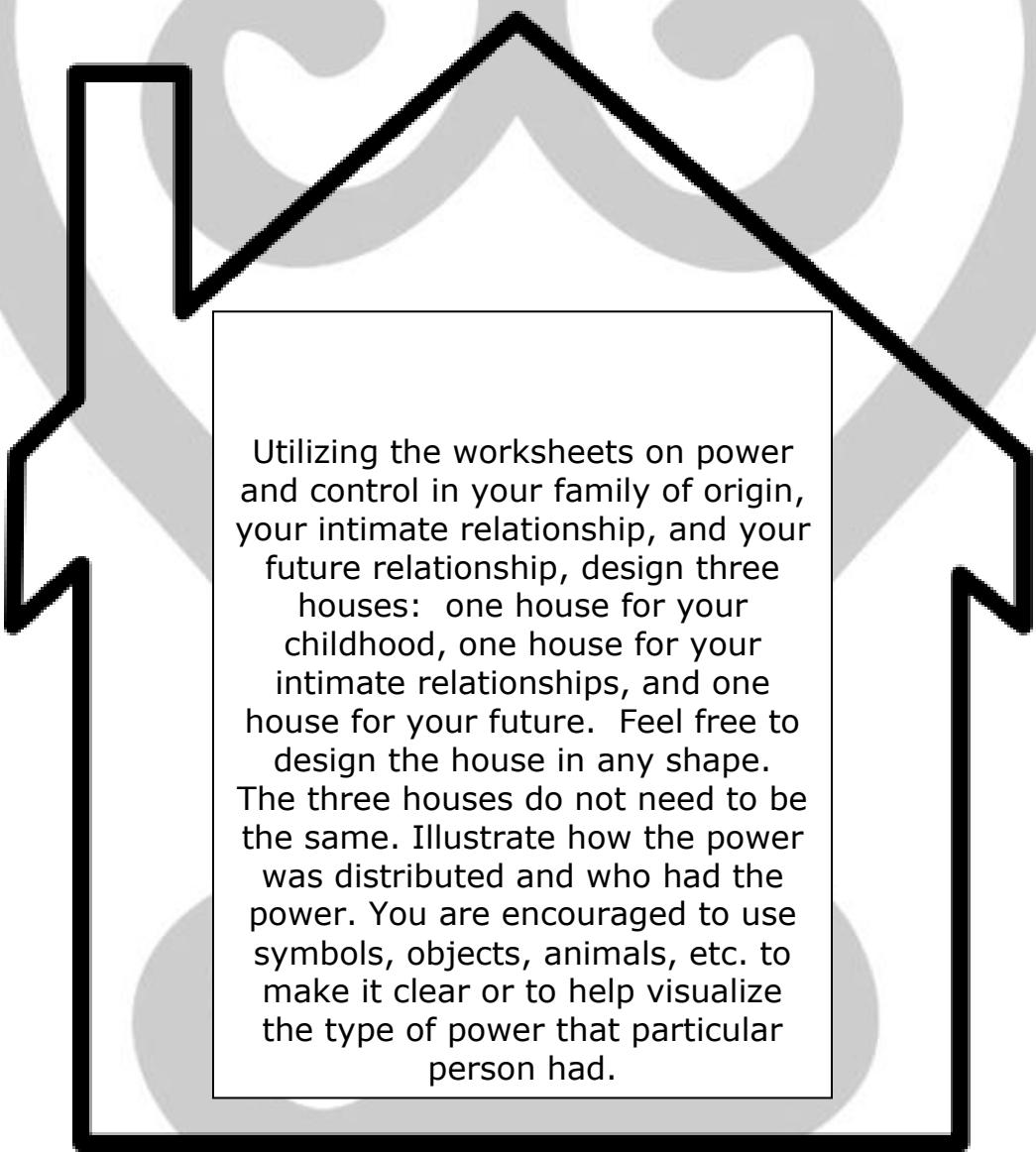
Facilitator Key Points:

- 1. Participants will illustrate three "houses" or relationship dynamics including: family of origin, intimate relationship, and future relationship.*
- 2. Encourage creativity.*
- 3. Participants have the freedom to illustrate their three "houses" as desired.*
- 4. Pay attention to the symbols used, if any, and where people and/or symbols are placed.*



My Houses for Presentation 1

(Page 41)

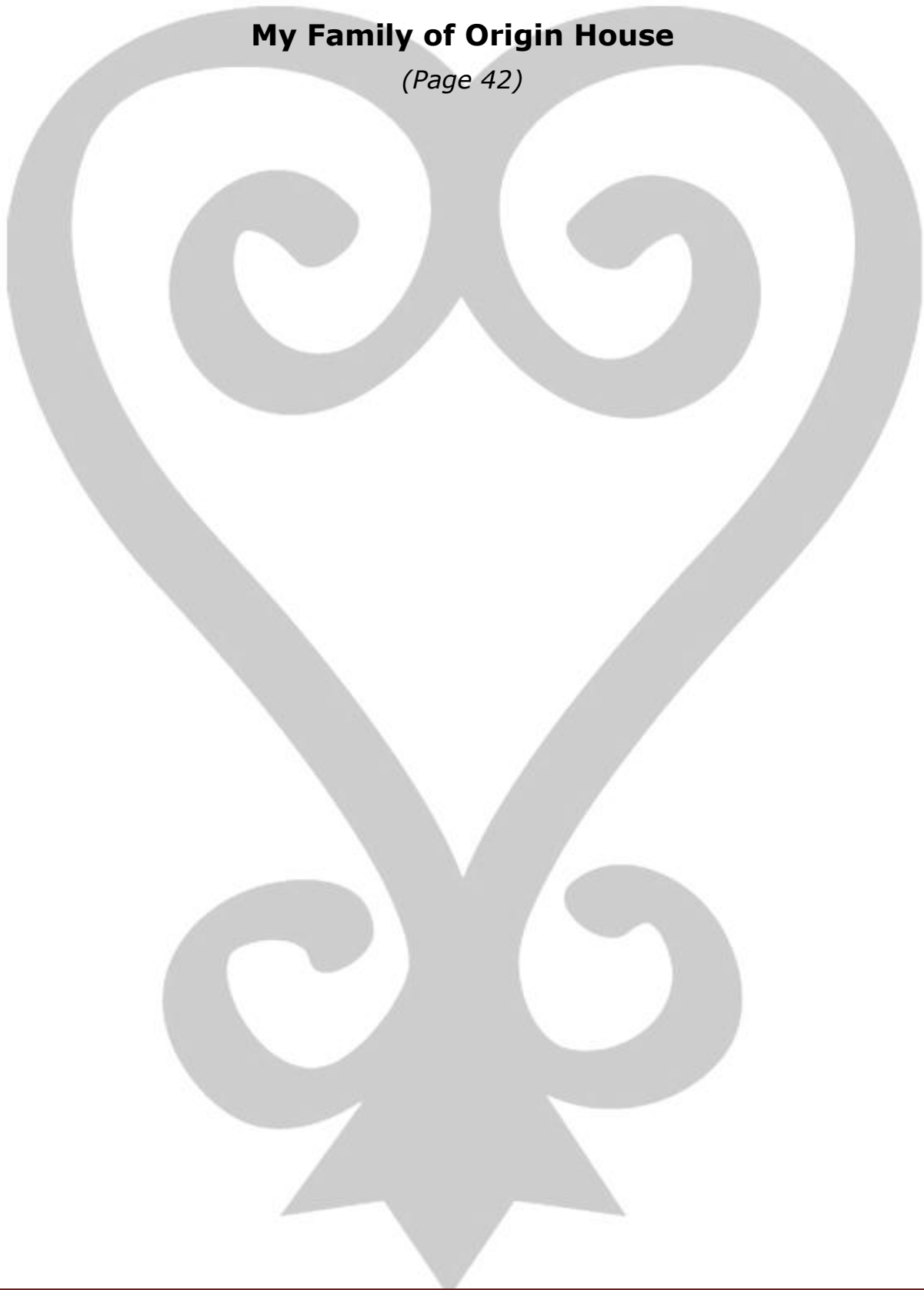


Utilizing the worksheets on power and control in your family of origin, your intimate relationship, and your future relationship, design three houses: one house for your childhood, one house for your intimate relationships, and one house for your future. Feel free to design the house in any shape. The three houses do not need to be the same. Illustrate how the power was distributed and who had the power. You are encouraged to use symbols, objects, animals, etc. to make it clear or to help visualize the type of power that particular person had.

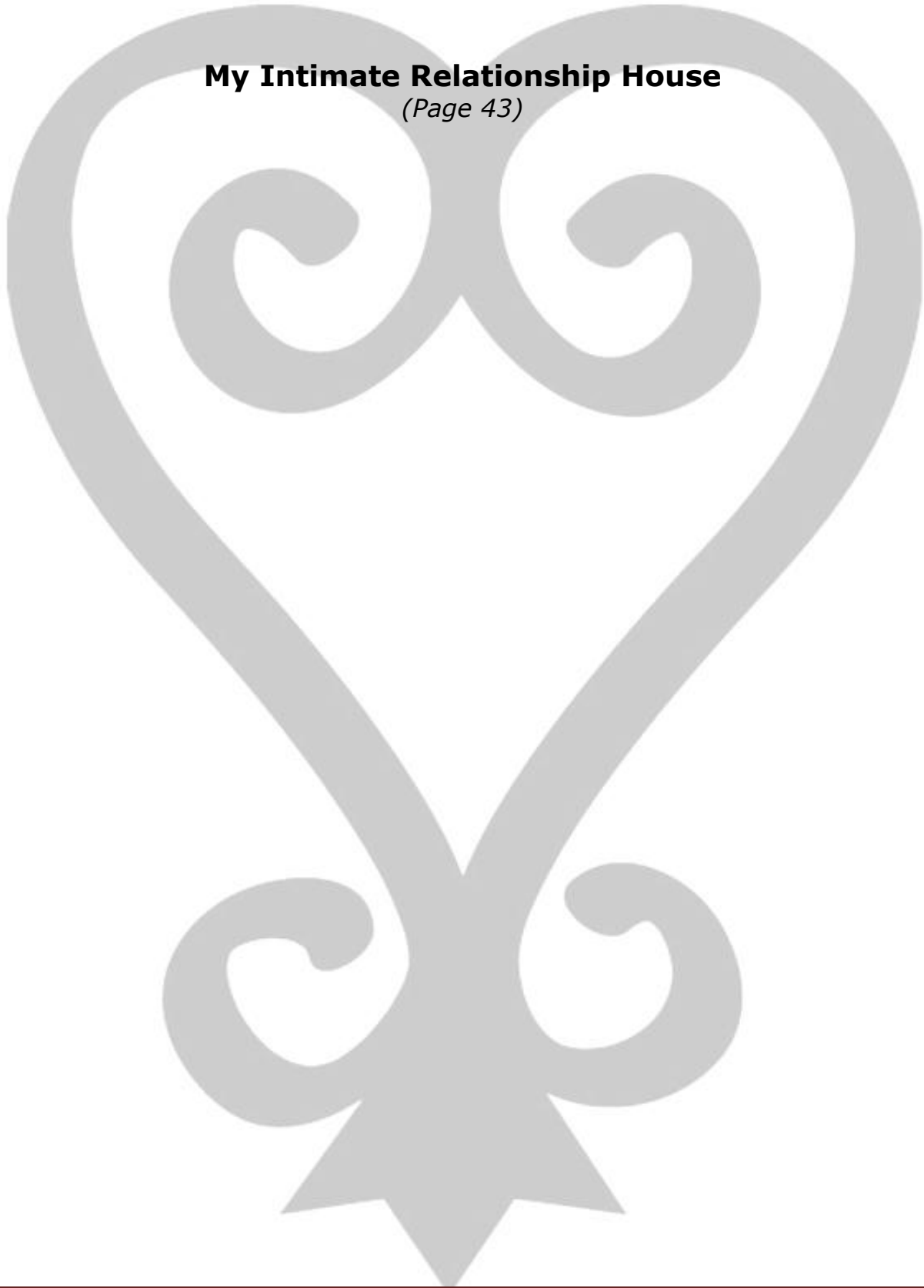


My Family of Origin House

(Page 42)

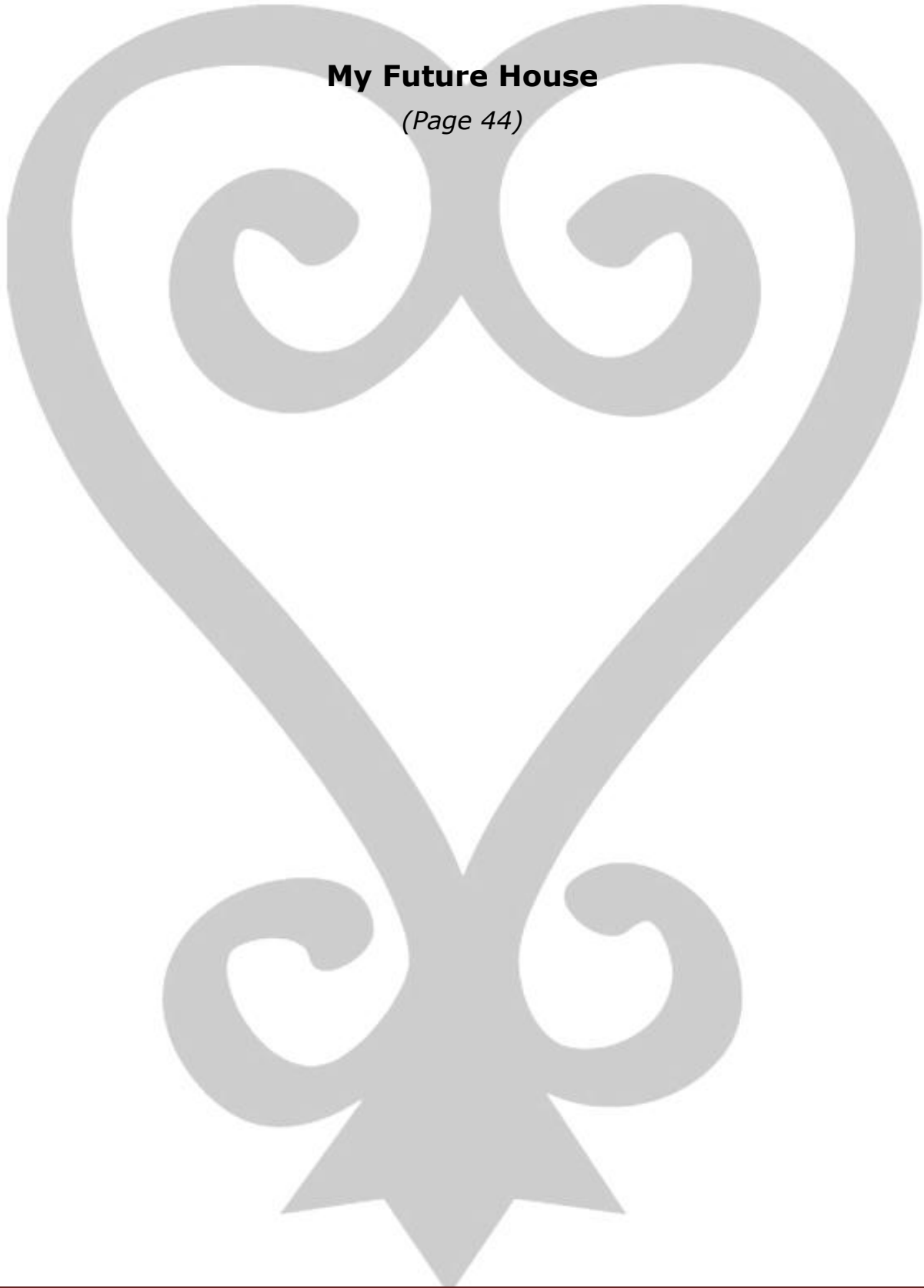


My Intimate Relationship House
(Page 43)



My Future House

(Page 44)



Presentation 1: Understanding How I Have Experienced Abuse – Facilitator Guide

Purpose:

Participants will demonstrate an understanding of the power dynamics in their life by designing and presenting three houses: My Family of Origin House, My Intimate Relationship House, and My Future House.

Implementation:

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

The presentation should take a maximum of 10 minutes. Empower the group leader to make sure the presentation falls within the time limit. Facilitators need to also be aware of the time in order to provide redirection if needed.

The participant will show the group her Family of Origin, Intimate Relationship, and Future Houses. She will then describe each house in detail in terms of who had the power, how the power holder demonstrated, who wanted the power, how it felt to be part of the relationship, how the power will be distributed, how she will be able to distinguish between who does/does not have power, and how it will feel to be part of that relationship.

During the presentation the facilitator will encourage group members to ask questions regarding: the symbols and/or people illustrated; why the symbols and/or people represented were drawn in that manner; and why the symbols and/or people represented were drawn in that place as it relates to the house and outside/inside environment.

Facilitators need to encourage presenting participants to explain the symbolism of their illustrations. There is no "right" or "wrong". There are many ways participants may choose to depict something in their houses. Facilitators may offer participants guidance toward issues they may not have recognized or areas that may be missing. Encouraging feedback from other participants is ideal as the women are more likely to integrate information provided by their peers.



Facilitators need to build upon what participants do well and give the women credit for this. Pay attention to group members who provide the presenting women helpful feedback. Facilitators should use other group members' feedback as a foundation for their own feedback, for example, "(Participant name) made a good point about children, did you consider (facilitator adds the point to be made)?" or "Participant A and participant B both gave you specific feedback about ... what do you think about that?"

Some participants may skin through the assignment or be off target and, therefore, may need to revise their presentation. A facilitator can always ask that a presentation be redone in full or in part, but it is best to guide the group members to make that determination.

Facilitator Key Points:

- 1. Be aware of presentation time limits and empower the group leader to keep the presentation within the time limits.*
- 2. The houses will be of her own creation and will symbolize how the participant has experienced power and control in her family of origin, intimate relationships, and in the future.*
- 3. Encourage questions about how the houses are illustrated, symbols used in the illustration, and placement of symbols/people in and/or near the houses.*
- 4. Empower and guide the group to provide the presenting participant feedback.*
- 5. Facilitators can always ask for presenters to revise their presentation but it is best to have the group make this determination.*
- 6. Group participants learn as much from giving others feedback as from receiving feedback themselves.*
- 7. Point out where and how group participants understand concepts.*
- 8. Connect your feedback and/or questions to what group members have given.*



Presentation 1: Understanding How I Have Experienced Abuse

(Page 45)

1. Complete all assignments about how you have experienced abuse.
2. Have another participant sign off that assignments are completed.
3. Complete My Houses assignment.
4. Put your name on the board.
5. Give a 10 minute presentation on your three houses and the power dynamics.
6. Answer questions from the group.
7. Get feedback from 3 group members and facilitator(s).

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

Date Presented: ____ / ____ / ____



Group Feedback - Facilitator Guide

Purpose:

Provide individual group participants with peer and facilitator feedback regarding their participation in group to date. The focus should be on their demonstrated understanding of Meridians group concepts and areas for growth.

Implementation:

The presenting participant receives feedback from 3 peers and from facilitators. The participant should choose the 3 peers to provide her feedback.

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

Feedback is intended to help the participant understand more about herself. The feedback should be focused on group member observations of the woman who is receiving feedback. There is a tendency for group members providing feedback to say, for example: "good job" or "she's doing great". This type of feedback is not helpful for long-term behavioral change because it does not tell the person anything about herself. Empower the group to use feedback that is specific and appropriate. If someone gives 'good job' feedback, the group should be encouraged to help the member giving feedback to be more specific. Examples: "What was good about it?", "What did you observe about this person?", etc.

Facilitators can/should pay attention to the group member(s) the participant asks for feedback. Does she ask the experienced members or the member who has only been there one week? Does she ask the person who questioned her about her presentation or someone who sat quietly and said nothing? These observations provide the facilitator with information about the participant's personal process.

After the 3 peers give feedback the facilitators should then give their feedback. Feedback can be detailed or short, it can be specific or metaphoric, but it should be reflective of who the participant is and point



her in the direction of what she needs to do next. It should be something that the participant can reflect on for affirmation in the future.

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

Distortion of what someone, especially the facilitators, say is common. Facilitators should ask the participant to repeat what she wrote down to make sure it is accurate. Asking the participant what she thinks it means is a positive step toward helping her integrate the information while confirming that she understood the feedback. This gives the facilitator an opportunity to clarify any misunderstandings and provide insight into how we often receive feedback.

Facilitator Key Points:

- 1. Feedback is to be specific and helpful while providing participants with insight.*
- 2. Participant chooses 3 peers to give her feedback.*
- 3. It is a compliment to be asked to give feedback.*
- 4. Facilitators should give clear feedback that reflects facilitator observation and points participants toward next steps.*
- 5. It may be helpful to write feedback down before giving it to the participant, in order to minimize misunderstandings about what was said.*
- 6. Confirm the participant has accurately written what was said.*
- 7. Confirm the participant understands what was said, clarify where necessary.*



General Group Feedback

(Page 46)

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

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Facilitator:	Facilitator's Feedback:

Facilitator:	Facilitator's Feedback:



Perception Parts: 1-4 – Facilitator Guide

Purpose:

Provide a visual experience that demonstrates what we initially see is not always all that is available to be seen. Perception plays a decisive role in how women perpetrate, survive, and/or witness domestic violence.

Implementation:

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

Picture 1: The first picture shows a young woman with her face turned away, a bonnet on her head and a low lace collar at her neck. Also in the first picture is the image of an old woman with a wart on her nose, facing sideways, with a cap on her head.

Picture 2: The second picture is similar to the first. There is an image of a young woman, turned away with a feather in her hat. The second image within picture 2 is of an old woman. The old woman is wearing a grand hat that becomes a scarf over her head and her face is turned in profile. Picture two is intentionally similar to picture one. Participants' experience with picture 1 is meant to influence their perception of picture 2.

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

Picture 4: The fourth picture is the most complex. It is the image of a skull floating in the clouds. Within this picture is the image of a woman looking at herself in her dressing table mirror. The eyes of the skull become the back of the woman's head and her reflection of herself.

In this assignment participants are supposed to write down what they see and then share their perceptions in group or with other group members out of group. Facilitators need to be sure that this exercise comes up on a regular basis as many participants write down what they see and never check with anyone else. During the group process group facilitators will find



a range of perceptions. Some participants will say they have seen these pictures before and already know how to decipher the 2 images. Others will see only one image but when told there is a second, find it immediately. Still others will see only one image and will actually need someone to go over and physically show them the second image. Some people will say now that they know there are 2 images they see them immediately and wonder how they missed them before. Others will still have difficulty seeing the second image, even if they saw it briefly before. Some participants might become upset or frustrated if they do not see the second image and may actively rebuff assistance from facilitators or other group members.

Perception is critical to the elements of choice, which is part of the Choice Model for Presentation 2. Facilitators need to draw on the observations of the group interaction and point out the range of responses. This is often most effective when illustrated through specific people in the group that session.

The points are:

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

There is a tendency to want to see things as black or white, right or wrong, good or evil. However, most of the world falls into the category of gray. This exercise is designed to get across the point that there is always more than one perspective to any situation.

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

The concept of perception plays a critical role in behavioral decisions. Learning to expand perception from this exercise into daily life encourages understanding of others and self.



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

Facilitator Key Points:

- 1. There are 2 images in every picture.*
- 2. Facilitators are responsible for making sure this exercise is regularly processed in group.*
- 3. Where possible make the points about perception using observations of the people in the group that session.*
- 4. Emphasize that if someone only sees one side of an issue she is missing something.*
- 5. Connect perception of pictures with how perception influences behavioral choices.*
- 6. The perception concept is critical to understanding personal choice and should be referred to often by facilitators.*



Perception: Part 1 and 2

(Page 48)

Perception is how you view or interpret something at a particular time. Look at the pictures below and describe what you see. When you are finished, compare your perceptions with other group members or bring to group for discussion.

Picture #2

Picture #1



What do you see in Picture #1?

What do you see in Picture #2?

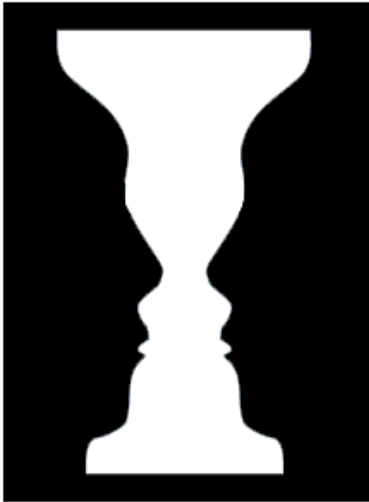


Perception: Part 3 and 4

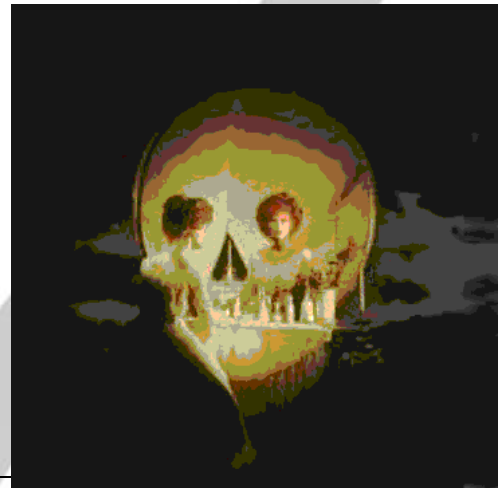
(Page 49)

Perception is how we view or interpret something at a particular time. Look at the pictures below and describe what you see. When you are finished, compare your perceptions with other group members or bring to group for discussion.

Picture #3



Picture #4



What do you see in Picture #3?

What do you see in Picture #4?



ICEE: Development and Use – Facilitator Guide

Purpose:

To provide a rubric and a model for understanding the elements of choice women use when deciding whether or not to use force.

Implementation:

The elements of choice are the final part of the Choice Model. Over time, most participants have been able to grasp the other portions of the Choice Model, but the elements of choice proved difficult and elusive to explain. The ICEE provides a framework to identify and explore the elements of choice that lead women to decide whether or not to use force.

It is important to understand that the ICEE is how most people make decisions. In this program the focus is on the choice to use force or not, but the general Choice Model concept applies to situations throughout people's lives.

The ICEE presumes that people are generally logical and make decisions that align with the options they see at the time. People weigh out the elements of choice for themselves as they decide what actions to take. It is essential that facilitators use critical listening skills to help participants understand the process participants use to make their choices. Be careful about comments like "It just happened", "I acted without thinking", or "It was just instinct". In addressing the "It was just instinct" comment facilitators can reframe the comment by pointing out that if someone can do something without giving it a lot of conscious thought it is actually practiced behavior, rather than instinct or spontaneity. Facilitators can use shoelace tying or checking mirrors while driving as examples of things that people do "without thinking" that are actually reflective of training and practice.

The 'I' in ICEE stands for investment. How invested is the individual in the person or the outcome? In the beginning participants may list Investment in terms of: "been together 2 years, 1 child, live in same house." What may initially go unsaid is if the participant wants to remain with the person or is invested in parenting. When a participant shares her Investment the facilitator should think about how competing issues may have played out for the individual. In addition to listing off facts, the participant should be encouraged to find a way to quantify her investment.



The 'C' in ICEE stands for consequences. This is NOT what actually happened, but what the person thinks is going to happen at the time. In many cases women report expecting legal consequences but state "I didn't care because I had had enough of the abuse." Often she is thinking about getting a response, any response, from her partner. Facilitators need to listen carefully that the participant is focusing on, what consequences (for the use of force she was about to use) she thought about at the time, and be prepared to redirect and explore more fully when someone gives a long list of consequences.

The first 'E' in ICEE stands for environment. This is where the participant identifies who and what else are around. The distance between people, the time of day, the weather, who is closer to the door, is there an open drawer with knives in it, etc., are all environmental elements of choice. I cannot cut someone if I do not have a sharp instrument, but if I have a sharp instrument in the room, even if I don't use it, it is one of the elements of choice. When listening to the outcome, the facilitator needs to be aware of and help the group members identify whether or not all the environmental elements were identified in this situation. Focusing on the details is critical in this portion.

The second 'E' in ICEE stands for experience. This is the experience the participant has had with this specific person or with other partners, with these feelings, situations, etc. It also refers to the experience the participant has had with using force. If yelling, for example, has gotten her partner's attention before it would make sense that this strategy would be used again. Facilitators need to listen carefully as the participant shares her forceful actions to identify if these actions sound like something the person has had experience with before.

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



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

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

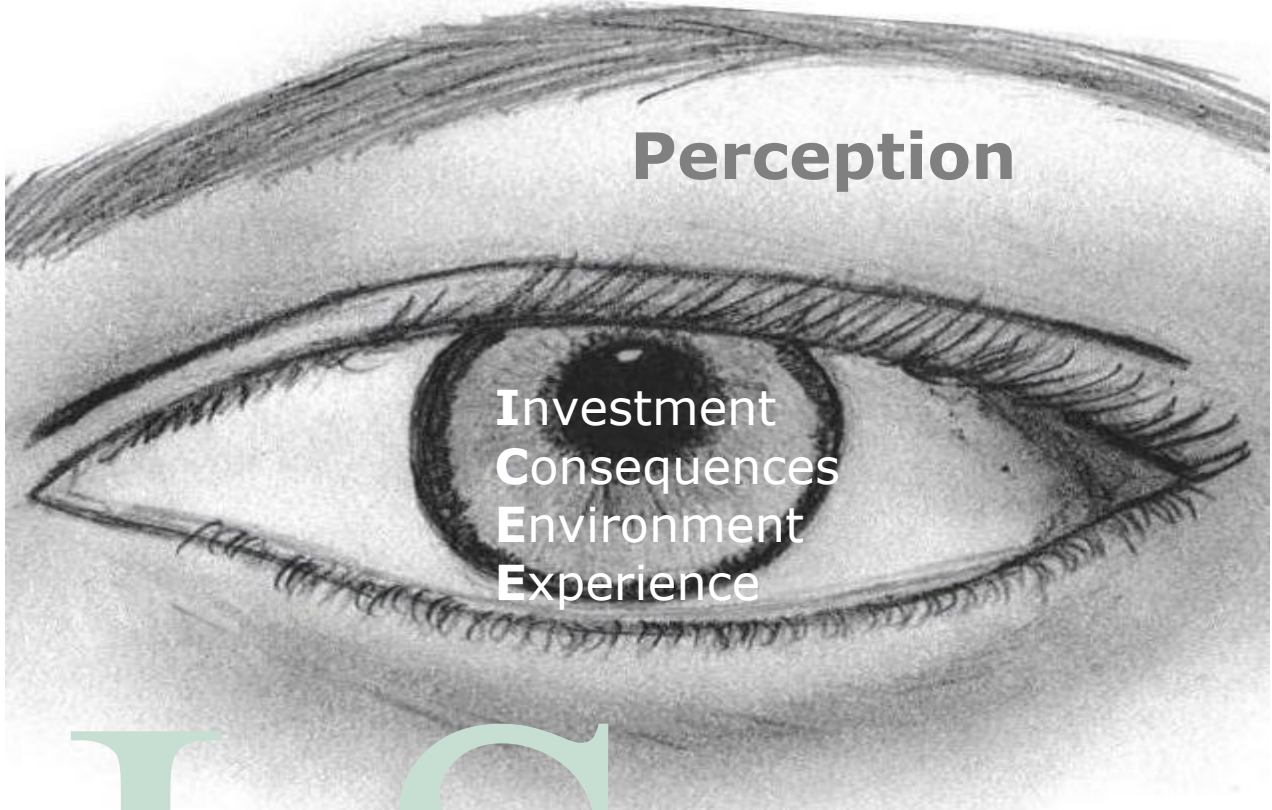
In the speeding example it could be, for example: I stayed over the speed limit (5, 10, 25 mph) for 5/10/40 minutes, 3/6/20 miles, I got to my destination on time/late and did/didn't get caught. There was a police officer behind the church and I got (or did not get) a ticket, etc.

In the use of force incident, outcome refers to all the forceful actions and the impact on the other person. For example: I yelled, "You stupid, lying, cheating bastard! You've done it again!"; "I ran into the other room with the knife in my hand"; "I yelled, "Look at me, damn you, I am your wife!"; "I spat on him."; and "I cut the back of Justin's right arm with a knife."

Facilitator Key Points:

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





Perception

Investment
Consequences
Environment
Experience

I See



I.C.E.E. Explanation

(Page 51)

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



Personal Example of I.C.E.E.

(Page 52)

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

Situation (Where were you going? Was anyone with you?)	
Investment	
Consequences	
Environment	
Experience	
Outcome	



Moral vs. Strategic Behavior Assign. – Facilitator Guide

Purpose:

To clarify that use of force is often based upon strategic behavior rather than moral behavior.

Implementation:

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

Most decisions people make are made from a strategic perspective. For example: What do I want to accomplish and based on my experience and resources what is the best way for me to get it? Morality is often not a factor for people when they are deciding what actions they are going to use. This is not meant to excuse use of force, but to explain that the choice to use force is often a strategic one. Once that is understood participants can identify how they made their choices and build a plan to make different choices. This moves the discussion toward making different choices in the future while laying a foundation for the accountability plan which is presentation 4.

Facilitators need to be prepared to deconstruct situations presented by participants. They need to do so through the participant's experience and explain that, from a strategic perspective, the individual actually made the "right decision" when they chose to use force. This is one of the cornerstones of the choice model and raises awareness for future behavioral change.





Facilitator Key Points:

1. *Decisions are made from a strategic perspective not moral.*
2. *Moral vs. Strategic decision making is initially a counter intuitive concept.*
3. *Facilitators need to use teachable moments to help clarify the concept of strategic decision making.*



Moral vs. Strategic Behavior

(Page 53)

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



Moral vs. Strategic Behavior Assignment

(Page 54)

Write three examples from your own life.

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



The Choice Model - Facilitator Guide

Purpose:

To provide participants with the opportunity to deconstruct one forceful incident and, by doing so, identifying their process for making choices.

Implementation:

The Choice Model integrates key concepts of the Meridians Program. It provides a foundation for understanding how each participant chose to use force and, by doing so, lays a foundation for future behavioral change.

The "Actions I Took" and "The Choice Model" are first provided with example and then in a blank format for participants to complete on their own.

While doing the Choice Model exercise, which will be used for Presentation 2, the participant starts from the end of her use of force story. She begins by listing her forceful behaviors (on the "Actions I Took" page). This is done for the purpose of being able to clearly see the elements of choice when she completes the Choice Model.

The Choice Model begins with an event. An event is a neutral situation in which the participant has the opportunity to make a variety of choices. When the participant shares the event, it should not be clear from what is said that this incident ends with using force. The only reason the group and the facilitator know the event did end in using force is because of the context of the assignment.

At the time of the event the participant is experiencing many feelings about the situation. The feelings might provide clues that this event could end in using force. Feelings are not something people choose. They just are. We have the choice to identify and acknowledge feelings or ignore them, but we cannot choose feelings. The "Examples of Feelings Words", found on page 108, will provide participants a wide range of feeling words from which to choose. Facilitate awareness and direction to page 108 for the participants who limit themselves to stating their feelings as "angry" or "pissed off".

Emotions are always accompanied by thoughts that manifest in self-talk. The self-talk and the emotions feed off each other. Identifying self-talk begins to



make it clear that this incident is going to end in force. It may not be clear what type of force, but the thoughts should be ones that logically lead to force. They should also be connected to the emotions. Watch for thoughts that do not connect to feelings. Participants often leave out some feelings or identify feelings but do not share the self-talk that is connected with it. Again, where possible, encourage and empower the group members to help each other.

The self-talk section is the place where a person can interrupt the process and begin to make choices that are accountable and, therefore, not forceful.

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

Facilitator Key Points:

- 1. The choice model integrates key concepts of the Meridians Program.*
- 2. Participants begin by identifying their forceful actions.*
- 3. An event is strictly the neutral facts of the situation.*
- 4. People do not get to choose their feelings.*
- 5. All feelings are connected to thoughts.*
- 6. The feelings and self-talk are interconnected.*
- 7. Thoughts should make it clear that the situation will end in using force.*
- 8. Thoughts/self-talk can be changed.*
- 9. THE ICEE should have all the elements of the use of force included.*



Actions I Took

(Page 55)

I yelled, "You stupid, lying, cheating bastard! You've done it again!"

I ran into the other room with the knife in my hand. I yelled, "Look at me, damn you, I am your wife!"

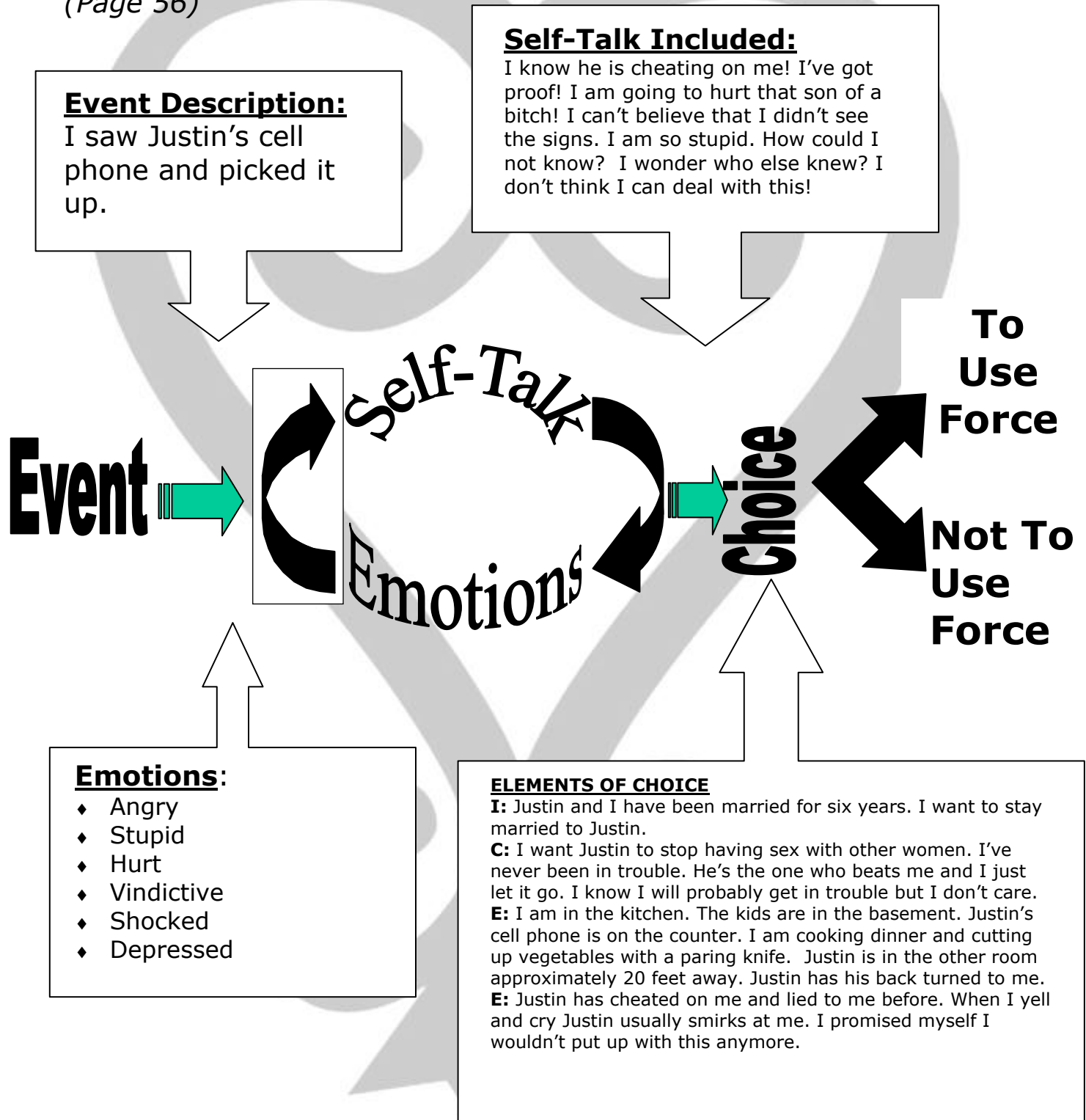
I spat on him.

I cut the back of Justin's right arm with a knife.



The Choice Model

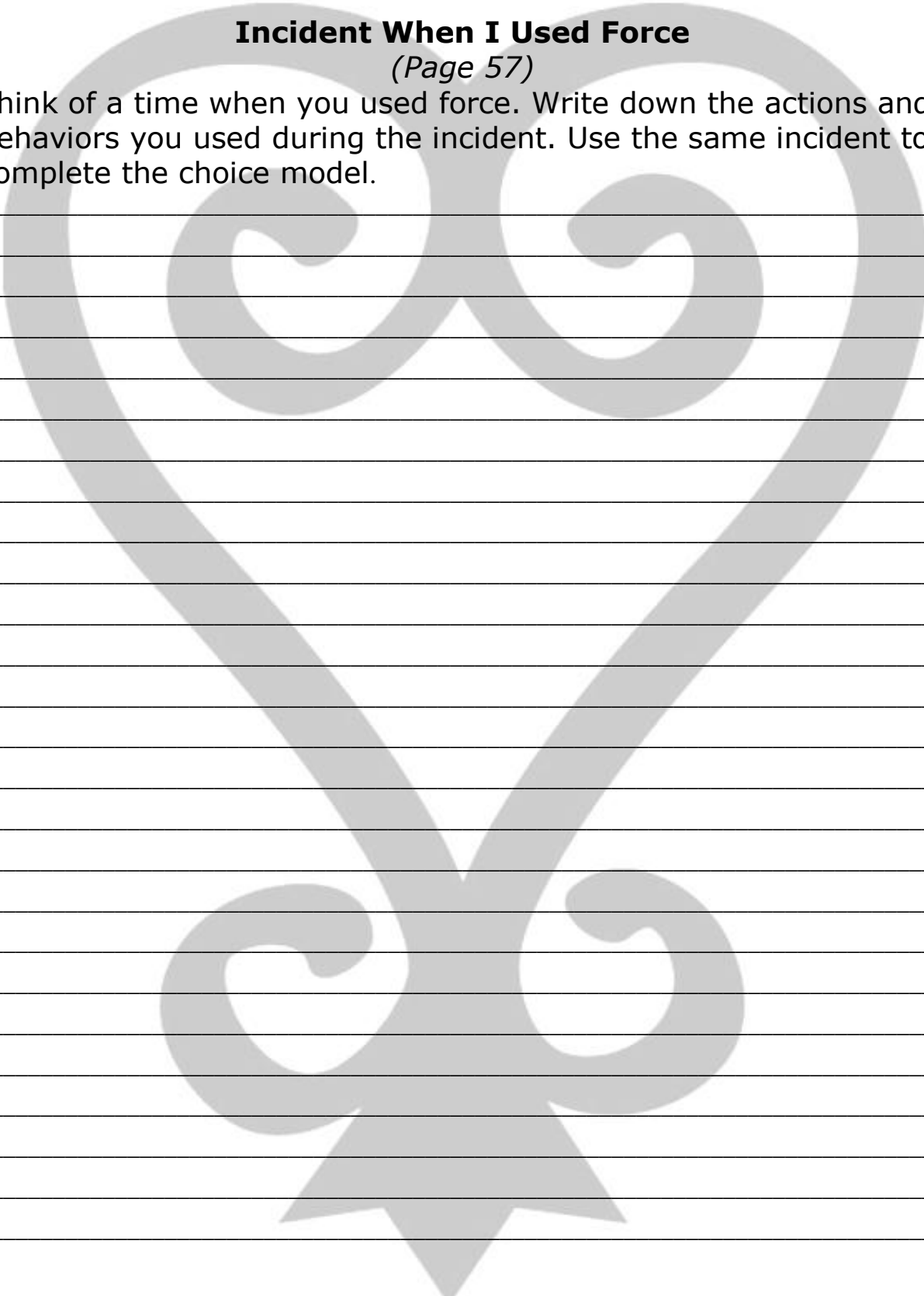
(Page 56)



Incident When I Used Force

(Page 57)

Think of a time when you used force. Write down the actions and behaviors you used during the incident. Use the same incident to complete the choice model.



A large, faint, decorative watermark of a fleur-de-lis symbol is centered on the page. The symbol consists of three stylized, symmetrical branches or leaves that curve upwards and outwards from a central base. The page contains horizontal ruling lines for writing, with a thick red line at the bottom.



Behaviors I Used During the Incident – Facilitator Guide

Purpose:

Participants will identify the specific components of the Choice Model in an outline format in preparation for their Presentation 2 Choice Model.

Implementation:

Referring back to the Incident When I Used Force assignment, participants will now detail aspects that assignment, in an outline. The outline is:

Event Description

Self-Talk

Emotions

Elements of Choice:

Investment

Consequences

Environment

Experiences

This outline includes all components of the Choice Model. By outlining the Incident When I Used Force participants are preparing themselves for the Choice Model assignment and Presentation 2. For a full description of the Choice Model go to pages 94 and 95 of this guide.

Facilitator Key Points:

- 1. Participants will outline their Incident When I Used Force assignment.*
- 2. The outline used includes the Choice Model components.*
- 3. By outlining their Incident When I Used Force, participants are preparing themselves for Presentation 2.*



Behaviors I Used During the Incident

(Page 58)

Reviewing the "Incident When I Used Force" you wrote about on the previous page, outline those actions below:

Event Description: _____

Self-Talk: _____

Emotions: _____

Elements of Choice

Investment: _____

Consequences: _____

Environment: _____

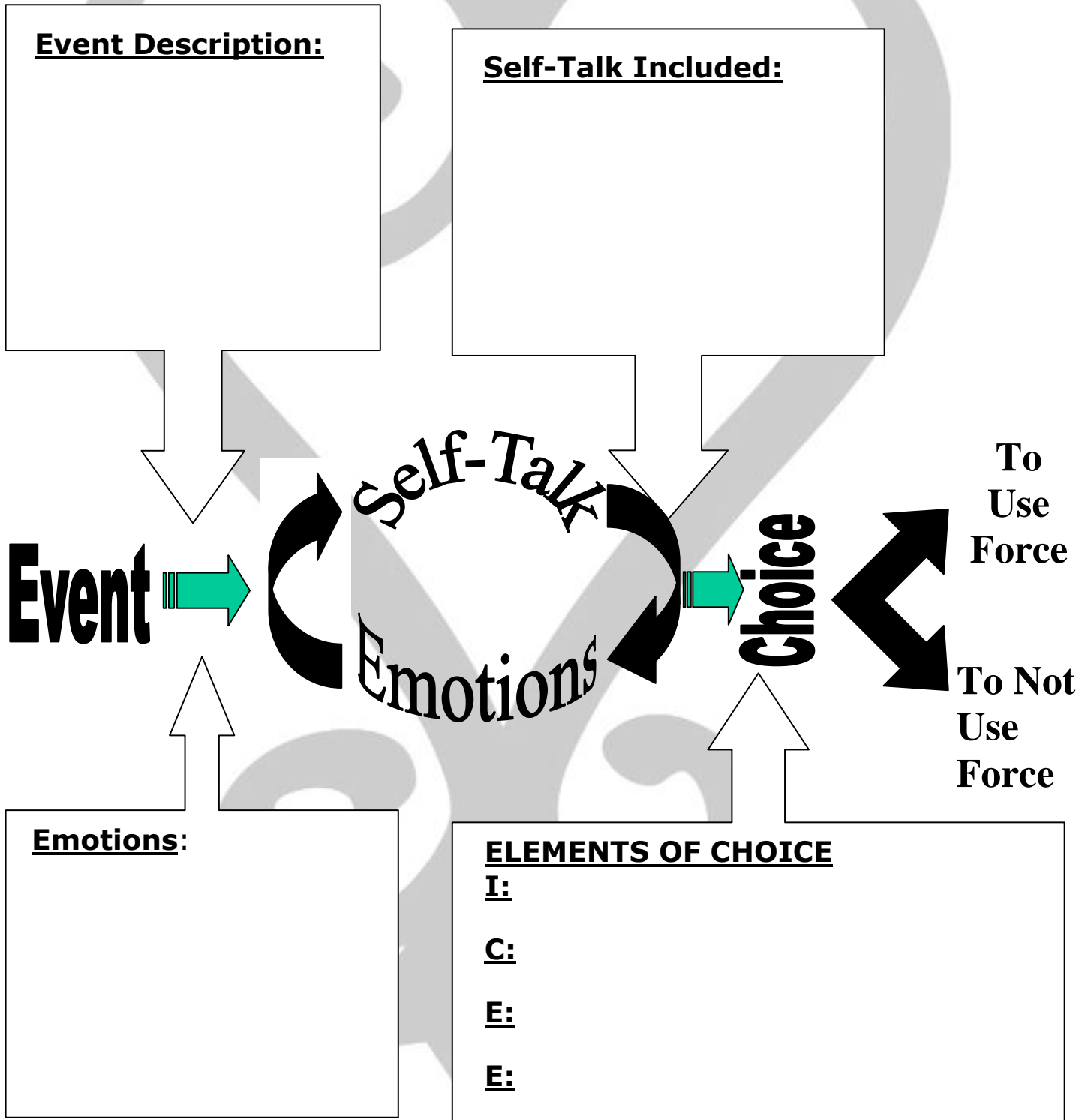
Experience: _____



Choice Model Assignment

(Page 60)

Complete this using a time you chose to use force:



Presentation 2: Choice Model – Facilitator Guide

Purpose:

Provide participants with the opportunity to demonstrate their understanding of the Choice Model by deconstructing a forceful situation from their life.

Implementation:

Participant presents Choice Model and her forceful actions. Group leader is responsible for making sure presentation falls within the time limit, but facilitators need to be aware of the time used.

Many participants get confused and think that the event is the abusive acts they committed. The facilitator needs to lead the individual and the group to the facts of the situation. The group should be normed so the facilitator could say something like, "What is the actual event? Can anyone see it?" and group members will help the participant with clarification.

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

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

There is no formal feedback section after this presentation.

Facilitator Key Points:

- 1. Be familiar and comfortable with information from the ICEE and Choice Model sections.*
- 2. Wherever possible use the group to help participants clarify issues.*
- 3. Facilitator can ask the presenter to do a revised presentation but it is best, if necessary, to have group do this.*
- 4. Facilitators can always give participants feedback even when there is no formal section for it.*



Presentation 2: Choice Model

(Page 61)

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

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

Date Presented: ____/____/____



Gender Beliefs Exercise – Facilitator Guide

Purpose:

To provide participants with an opportunity to begin to explore their common beliefs about women's and men's societal roles based upon gender.

Implementation:

Participants have the opportunity to explore how gender has shaped their belief system about what women "should" be and/or do in relationships and about what men "should" be and/or do in relationships.

This assignment provides a foundation for participants' greater understanding about how the media and common societal belief systems often shape the choices women make in their intimate relationships.

This assignment will contribute to each of the following assignments of Media Messages, Word Choice, Relationship History, Contextual Abusive Behavior Inventory and Job Descriptions.

In order to make this more meaningful to participants, facilitators should encourage the use of language that is familiar to them rather than using "jargon." Street vernacular is appropriate. If a facilitator does not know or understand the meaning of words group participants use, the facilitator should ask for clarification.

Although this assignment is not part of a formal presentation, facilitators should reference the assignment during the group process and ask participants about how their gender beliefs have influenced their choices.

Facilitator Key Points:

- 1. Participants begin to explore their beliefs about women's and men's gender roles.*
- 2. Participants identify how those beliefs translate into what they believe women and men should be and/or do in relationships.*
- 3. Participants will begin to understand how their gender beliefs shaped their choices in intimate partners.*
- 4. This assignment provides a framework for the following assignments about media messages and intimate relationships.*



Gender Beliefs Exercise

(Page 63)

Using your own words write 5 beliefs you have about women and beliefs you have about men. Write one behavior or expectation that is reflective of each belief.

Beliefs About Women	Women Should
Example: "Women are natural mothers."	Example: "Be good caregivers."
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Beliefs About Men	Men Should
Example: "Men can have sex with anyone and not have consequences."	Example: "Have NO responsibility for the results of their sexual behavior."
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Media Messages: Overview & Pictures – Facilitator Guide

Purpose:

Provide an opportunity to increase participants' awareness of media messages that promote misogyny and/or women's responsibility for men through advertising, comics, and other printed media.

Implementation:

Misogyny is the hatred, distrust, or dislike of women. Messages that perpetuate misogyny, women's responsibility for men, unrealistic body image, and negative portrayals of aging women are part of our cultural fabric. Many times these images go unnoticed and are initially seen as funny, acceptable, and even natural. The assignments are designed to raise participants' awareness of how women are typically portrayed in advertising.

Discussion and written responses about these pictures is open to broad interpretation. In the following sections there are discussion points that may facilitate the group process. The focus should be on expanding participants' awareness of media message and looking beyond the surface content.

The assignment is structured for women to write about their personal response as well as what they see as the media message. Facilitators can utilize one more of these pictures at any time during the group process to promote discussion about women's role, women's image, societal messages, etc.

Each picture in this section is referenced by a brief description and a page number. For each media message picture there is an outline. The points noted in each picture's outline provide a starting point for discussion. Facilitators are encouraged to expand the discussions and note their own questions and discussion points. The outline is as follows:

Notice: *Aspects of the picture that facilitators need to be able to use in order to facilitate discussion. Participants may or may not initially see these aspects.*

Questions About the Picture: *Specific questions about each picture that may facilitate discussion.*



Participant Response: Questions to ask that may draw upon participants' own experiences.

Media Message: Aspects of underlying messages sent by this image/picture whether it was intended or not as well as questions to promote group discussion.

Woman smiling while vacuuming, cooking, caring for children, page 65:

Notice: The woman is smiling. All of the activities this woman is doing are traditionally associated with a "woman's role."

Questions About the Picture: Why is this woman smiling while juggling many of the traditional domestic tasks? The phone is ringing, the roast is cooking, the baby is playing, the vacuum is operating, the sauce pan contents are being stirred...isn't this a stressful scenario? How do they think the woman is feeling? What message does this picture send to men? Is this what men can/should expect from their partner's?

Participant Response: Can they relate to any of the stress portrayed?

Media Message: What is the message sent by having this woman portrayed as doing it all and doing it all joyfully? Encourage discussion about the multiple messages the media is sending in the cartoon, for example, women should enjoy multi-tasking, women are responsible for doing and enjoying housework, women should do house work well and efficiently, if women do not do house work well and efficiently then something is wrong with them.

Woman organizing books while husband holds newspaper and looks on, page 66:

Notice: The woman appears to be busy organizing the disorganized room while the man is sitting reading his newspaper with his feet in the air. It appears that he is looking at her. The room looks disorganized.

Questions About the Picture: Why do you think he is looking at her? Does she seem rushed? Who has the pressure to keep things together in this picture? What do group members think the man is feeling and/or thinking? What is the woman thinking and/or feeling? What are the man and the woman thinking about each other?



Participant Response: Have you ever had an experience where you felt responsible for a lot of household organization/tasks?

Media Message: Who appears to be responsible for the mess? Who appears to be responsible for getting the room in order? What does it say about someone who has a room that is in disorder?

Woman grabbing her head and screaming, page 67:

Notice: The room is disorganized but the white couch and white carpet are spotless. There is a variety of women's clothing on the floor.

Questions About the Picture: What do we think just happened? How do you think this woman is feeling? Is it likely that someone who has a white couch and white carpet has a mess in their house? Is there a positive reason that this room might be disorganized, for example, she just received a box from Macy's and everything fits!

Participant Response: Can you relate to anything in this picture?

Media Message: Women are and should be overwhelmed by disorganization. Women have lots of different shoes and clothing choices. Women are supposed to live in spotless white houses.

Women's Home DIY, page 68:

Notice: This home "Do It Yourself" is for women.

Questions About the Picture: What color do you think the tools are (in the color version of this picture these tools are pink)? Why is there a special "woman's" do-it-yourself manual? How would this manual be different than a general do-it-yourself manual? Is there an expectation that women would need special guidance in at-home projects that are typically done by men? What "kind of woman" would need this kind of manual (For example: a single woman, a woman in a partner who is not "handy", a woman who think she should be doing things on her own)? Who is responsible for home repair, in the participants' experience? What things have the participants heard or said about women who do home repair, use power tools, are "handy" around the house, etc.?

Participant Response: Can you relate to anything in this picture?

Media Message: Women need special guidance when working on home projects.



Woman staring into space with her chin on her hand while squatting in a disorganized room, page 69:

Notice: The room is disorganized.

Questions About the Picture: What do you think the woman is doing (she could be day dreaming, she could be looking at some space, she could be looking at something we cannot see, etc.)? Is she cleaning out a closet? Is she cleaning up after someone else? What do you think the woman is feeling?

Participant Response: Can you relate to anything in this picture?

Media Message: Messy rooms are unacceptable. Women are responsible for cleaning up the mess and organizing the house. There is probably something wrong with this woman that she is in the position in the first place.

"Golddigga" written across the back of a woman's sweatpants, the woman appears to be pushing a baby stroller, page 70:

Notice: The woman appears to be pushing a stroller. Notice that it says, "golddigga" not "golddigger" which implies a racial bias.

Questions About the Picture: What does "golddigga" mean? What do they think about the person who took this picture? Have you ever felt uncomfortable and/or been criticized for clothing you are wearing?

Participant Response: Can you relate to anything in this picture? What do you think about this woman when you see this picture? (Participants may describe this woman in an unflattering manner. Encourage participants to consider that this woman may have just left her abusive partner with the only clothes available to her and be living in a shelter for abused women. Encourage participants to consider aspects of this picture they did not initially introduce.)

Media Message: What do participants think about manufacturers who make clothes with this and other sayings on the backside? Is this woman portrayed as attracted or unattractive? Is this a positive or negative image of a woman?



A woman's slim torso fitted with running bra and underwear and the woman's finely manicured hands are used to highlight her flat stomach, page 71:

Notice: How flat the woman's stomach is, how smooth her skin is, and her well-manicured nails are. The woman's torso is emphasized, there is nothing to humanize this person, she is simply a "body part."

Questions About the Picture: If this was an ad, what do you think they are advertising and to whom are they advertising? What is the message to men? How does this picture compare to the "golddigga" picture on the previous page?

Participant Response: Can you relate to this picture? How do pictures like this make them feel about themselves?

Media Message: Women are expected to have flat stomachs, smooth skin, and well-manicured nails.

A smiling mother sits at the end of a slide while holding hands with a boy, page 72:

Notice: This woman is smiling and appears to be very happy to be with this boy.

Questions About the Picture: Is the boy her son? Why are they sitting on a playground? Is this woman portrayed as especially happy because she is caring for her own child or overseeing the care of someone else's child?

Participant Response: Can you relate to this picture?

Media Message: Women, regardless of their relationship, are expected to be happy when they are with children. What does it mean if a woman is unhappy with children or does not like to be with children?

A smiling woman with closed eyes appears to be outdoors while being kissed by a little girl, page 73:

Notice: This woman is smiling and appears to be very happy to be with this girl.

Questions About the Picture: What do you think is happening? Is the girl her daughter? Where are they? Is this woman portrayed as especially happy because she is caring for her own child or overseeing the care of someone else's child?



Participant Response: Can you relate to this picture?

Media Message: Women, regardless of their relationship, are expected to be happy when they are with children. What does it mean if a woman is unhappy with children or does not like to be with children?

A woman seems to be exhaling and appears to be tired and exasperated; she has her arms around a crying baby and a toddler, page 74:

Notice: The woman's facial expression. The woman is holding one child around the neck. The baby is crying. The woman is sitting down. The woman is holding an ice cream cone and the older of the two children is licking the woman's arm.

Questions About the Picture: What do you think this woman is feeling? What do you think just happened? Where do you think this picture was taken? Are these her children? What does this picture say about a woman's mothering skills?

Participant Response: Can you relate to this picture?

Media Message: This woman is portrayed in an unfavorable manner; however, she is slim, attractive, and her hair is still relatively well kempt. Women are care takers.

A woman talking on the phone, holding groceries and a little boy while a little girl clutches the woman's leg, page, 74:

Notice: The woman is standing up and appears to be juggling multiple tasks. The woman is portrayed as competent. She appears to still be engaged in her conversation on the phone. The little girl is smiling.

Questions About the Picture: How do you think this woman is feeling? Do you think these are her children? Does she look tired? Who do you think she is talking to on the phone? What do you think about the groceries we can see peeking out of the bag (white bread, cereal, etc.)?

Participant Response: Can you identify with anything in this picture?

Media Message: Women are care takers. Women who are able to juggle multiple tasks are competent.



Profile of a little girl feeding herself while a woman appears to also feed herself, page 75:

Notice: The woman and the child mirror one another. The woman and the child are eating from the same bowl. The woman and the child seem happy.

Questions About the Picture: What is the message about women's relationship to children and food? What do you think this woman is feeling or thinking? What do you think this woman's relationship is with this child?

Participant Response: Can you relate to anything in this picture?

Media Message: Women are expected to happily engage in all aspects of the process of raising children.

Advertisement: "Moms! Not all superheroes wear capes!" page 76:

Notice: The woman is smiling. The woman is white. There is a retro feel to the picture.

Questions About the Picture: What do you think this message is supposed to convey? Who is their audience? How do superheroes and mothers compare and contrast? Do you think this was written by a woman? To be a superhero comes at a price but what is the price women pay in becoming mothers?

Participant Response: Can you relate to anything in this picture?

Media Message: Mothers are expected to be superhuman in their efforts.

Three women sitting on a bench, the woman in the center appears to be pregnant, the two women on either side of the pregnant woman appear to be presenting the pregnant woman with gifts, page 77:

Notice: The women are young. The unrealistic body proportions of the two non-pregnant women. The pregnant woman only has a belly. Everyone is smiling. The gifts are beautifully wrapped. The women are all sitting on white couches. The two women on the sides have their knees pointing toward and accentuating the pregnancy. There is no wedding ring on the pregnant woman's finger.



Questions About the Picture: Why are these women smiling? How do you think the pregnant woman is feeling? How do you think her friends are feeling? What does it mean that she is not wearing a wedding ring?

Participant Response: Can you relate to anything in this picture? Has this been their experience with their pregnancies, pregnancies of friends and/or pregnancies of family members? How does this picture compare to their experiences?

Media Message: Being pregnant is a happy occasion. People can and should give gifts to celebrate.

A woman who appears to be laughing is surrounded by four smiling children, page 78:

Notice: Look at how well groomed these children are. Everyone is smiling. The woman looks ecstatic. The woman is wearing a wedding ring.

Questions About the Picture: What do you think this woman's relationship is with these children? What do you think is happening? Who do you think is taking the picture?

Participant Response: Can you relate to anything in this picture?

Media Message: Women are expected to be happy and well groomed when caring for children.

Facial age progression, Katie Holmes' face is shown present day and then wrinkled and with gray hair, page 79:

Notice: The two sides of this woman's face involved in the aging process. Her hair is gray on the aging side of the picture. Her teeth are discolored on the aging side of the picture. Her skin is wrinkled on the aging side of the picture.

Questions About the Picture: What does this say about women as they age? What do they think is the purpose of this picture?

Participant Response: Can you identify with anything in this picture? What is their experience or perception of themselves or of women as they age? How are older women viewed by society (for example, their role, their attractiveness, their sexuality, their importance, their value)?

Media Message: As women age they are less attractive.



An elderly woman with short hair pictured with a somber face and eye glasses, page 80:

Notice: The woman's eyes. There seems to be something wrong with the woman's left eye. The woman's skin is wrinkled and hair is very gray. The woman is not smiling.

Questions About the Picture: What kind of life do you think this woman has had? What do you think this woman is thinking and/or feeling?

Participant Response: Can you identify with anything about this picture? What do you think or feel when you see this woman? Are there any older women in your life who have had an impact on you?

Media Message: This is what an elderly woman looks like.

An older woman is pictured with her hair tied up and her mouth slightly open, page 81:

Notice: The woman's expression. The woman's hair is tied up. The woman is looking directly at the camera.

Questions About the Picture: What do you think this woman is thinking? Compare this woman's picture to the previous woman. What do you think this woman's level of activity may be?

Participant Response: Can you identify with anything in this picture? What do you think of when you look at this picture? Are there any older women in your life who have had an impact on you?

Media Message: This is what an attractive older woman can look like.

"Don't Worry Ladies: We are the new average" poster of four women walking along the beach, page 82:

Notice: The picture is taken of the women's back sides. Notice the women's body types. The implication of the statement, "Don't Worry Ladies."

Questions About the Picture: What is the relationship between these women? What do you think of when you see these women? What are these women doing? Why do you think the picture is of the women's backsides? Do you think the message is meant to be uplifting? Do you think these women know someone has taken a picture of their backsides and is publicly commenting upon it?



Participant Response: Can you identify with anything in this picture? Do you ever feel that people have made judgments about your body? If so, what was that like for you?

Media Message: Body type matters. Women should worry about their size and women are getting heavier.

Picture of a woman with long hair sitting on a Honda motorcycle, page 83:

Notice: The sexual implications of a woman straddling a motorcycle. The front silver cover of the motorcycle comes just below the woman's pelvis. The age of the woman (Note: The fastest growing group of motorcycle consumers is women age 35 to 45).

Questions About the Picture: What do you think this woman is feeling? What do you think this woman is thinking? Do you think this is her motorcycle? Why is she sitting on a motorcycle?

Participant Response: Can you identify with anything in this picture?

Media Message: What do you think this picture says about women's relationships with motorcycles? Sexy women ride motorcycles.

Woman with long hair, shiny skin, wearing a tight short dress with her back against a tiled wall and her mouth slightly open, page 84:

Notice: The expression on the woman's face. The woman is wearing white. The woman is standing in a tiled room. The woman is standing with her back to the wall and palms against the wall. The woman's skin is shiny and her legs are apart. The dress is form revealing.

Questions About the Picture: Where do you think this woman is standing? What do you think this woman is feeling? What do you think this woman is doing? What is the message this picture sends to men?

Participant Response: Can you identify with anything in this picture? What are you thinking when you see this picture? How does this picture make you feel about yourself?

Media Message: Women are always ready and available to have sex.

A woman with blond hair smiling and wearing a swim suit, page 85:

Notice: The woman has an athletic figure. The woman is smiling. The woman is standing rather than posing. The woman's knees are not



completely smooth. The woman has hips. The woman is wearing a one-piece bathing suit. The woman has a natural waistline.

Questions About the Picture: Compare this woman to the woman in the picture before and after this picture. What do you think when you see this woman? Do you think this woman would be perceived as especially attractive? How does this woman's body size compare with "ideal" body size?

Participant Response: Can you identify with anything in this picture?

Media Message: What an average woman looks like.

A woman wearing sunglasses and a bikini standing in waist-high water with her arms around an older man, page 86:

Notice: The disparity between the woman's age and the man's age as well as the disparity between their body types.

Questions About the Picture: What do you think about this woman? What is her relationship with this man? What do you think she has to offer the relationship? What do you think he has to offer the relationship?

Participant Response: Can you identify with anything in this picture?

Media Message: Women are objects for wealthy men. A man's image is enhanced by the attractiveness of the woman he is with.

A man and a woman with the woman laying her head on the man's back; a man and a woman putting their foreheads together, page 87:

Notice: Both couples are affectionate. Both couples are smiling. Both couples are wearing black. Both couples are young.

Questions About the Picture: What do you think each of these couples' relationships are like? What do you think the men are thinking? What do you think the women are thinking?

Participant Response: Can you identify with anything about this picture? Can you relate to these couples?

Media Message: Love is about happiness, partnership, and youth.



An older woman and an older man side by side smiling; an older woman kissing the cheek of an older man with his eyes closed, page 88:

Notice: The couples are older. The couples are smiling.

Questions About the Picture: What is the relationship between these people? If these people are married, do you think these are the first spouses for these people? What do you think the women are thinking? What do you think the men are thinking?

Participant Response: Can you identify with anything in this picture?

Media Message: Partnership in older age is about companionship and fondness.

Women's Health Magazine cover with "Diet" in large letters next to a picture of a woman lifting weights, page 89:

Notice: The magazine cover: prominence of the word "diet"; emphasis on "27 days to..."; the sculpted abs; hotter curves; sexier. The placement of the words noted above is on top of the women's abdominal muscles. The "250 best foods for women" is emphasized as well. The woman's face is cut out of the picture. The woman on the right has very defined muscles. Her face is not shown either.

Questions About the Picture: What do you think is the message about women's bodies? How are health and sexiness connected? What does the magazine cover want us to think is most important? How do you feel when you see a magazine like this? How do you feel when you see women portrayed in this shape? Are either of these body images realistic?

Participant Response: Can you identify with anything in this picture? Have you ever felt a need to diet? If so, why?

Media Message: This is what healthy women look like. Diet is important for women. Health/Diet relates to sexiness. Women are supposed to be sexy.



Three women standing on a sidewalk together. One woman has her left hand on another woman's right shoulder while a third woman looks on, page 90:

Notice: All three women are attractive and slender. Despite the fact that the women have been exercising, no one is sweating.

Questions About the Picture: What do you think the women's relationship is with each other? These women look like they are having fun. These women look like they are friends.

Participant Response: Can you identify with anything in this picture? What do you think about women building friendships around physical activity? Have you had the experience of working out with friends? Was it a positive experience?

Media Message: Exercising can be fun. Friends can exercise together.

Participants may complete these assignments at any time. Facilitators may use these assignments during group discussions to clarify and/or solidify points.

Facilitator Key Points:

1. The Media Messages often support misogyny and/or women and their responsibility for men through advertising.
2. The Media Messages assignment provides participants the opportunity to increase their awareness of women's portrayal in advertising.
3. Facilitators can use the media messages assignments to enrich discussions on various topics.





Media Messages (Page 64)

The media has all kinds of messages about women which influence the way women see themselves and are seen by men. On the next several pages are pictures of women in different situations and stages of life. Look at each picture and write your personal response to it. Examples of response include: I can relate, Ugh!, how sweet, this reminds me of... etc. After you write your response write your interpretation of what message the media intends to send with the picture. you have completed all the pictures have a discussion with your group members.





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My Response

Media Message





(Page 66)

My Response

Media Message



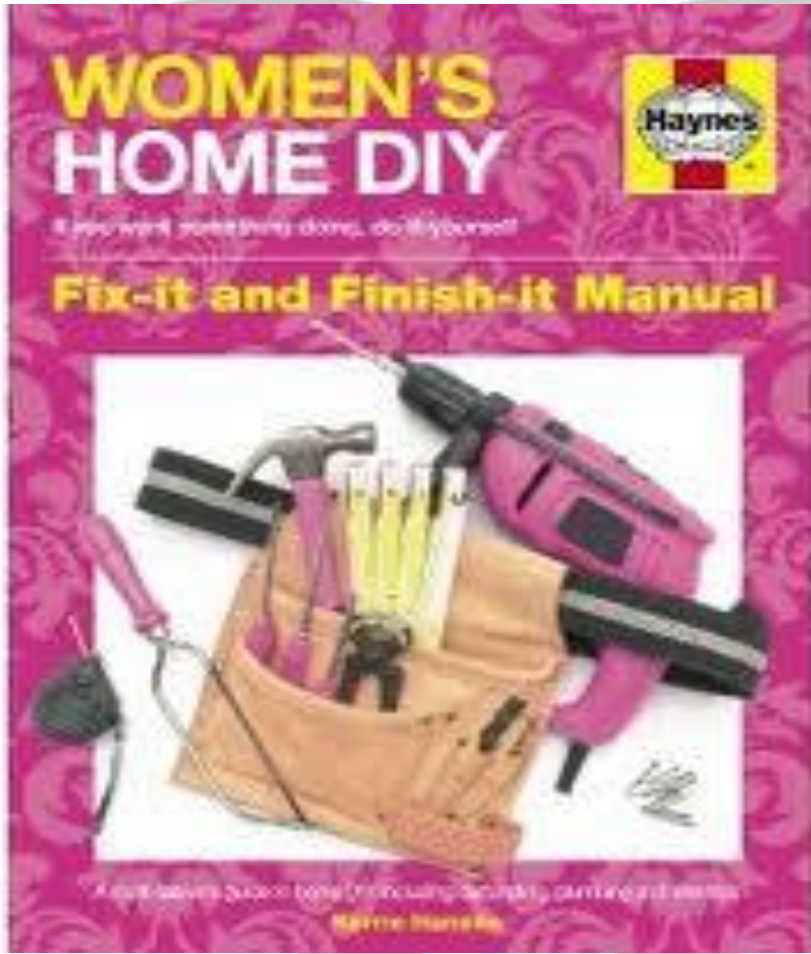


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My Response

Media Message





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My Response

Media Message





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My Response

Media Message





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My Response

Media Message



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My Response

Media Message





My Response

Media Message





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My Response

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... Tutorial: Facial age progression



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My Response

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Media Message





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My Response

Media Message



Word Choice – Facilitator Guide

Purpose:

For participants to reflect upon common words used to describe women and women's bodies and explore why those words are used by others and by themselves.

Implementation:

Participants have the opportunity to identify words generally used for women's genitals, sexually assertive women, and women who refuse sex. Participants then have the opportunity to identify the names they use to describe women's genitals, sexually assertive women, and women who refuse sex and why they choose to use those names. By reflecting upon the words commonly used by others and then words they have chosen, participants are exploring how gender beliefs and media messages (from the previous assignments) shape the language commonly used to describe women and their bodies. This language is typically derogatory.

Although this assignment is done individually outside of group, facilitators should explore these issues, particularly use of language, with the group as a whole. Facilitators need to encourage discussion about why sexually assertive women and women who refuse sex are commonly referred to by derogatory names. What do these names say about expectations of women in relationships? How have these expectations shaped the participants' view of themselves in relationships?

Key Facilitator Points:

- 1. Participants will explore words used by others and themselves to describe women's genitals, sexually assertive women, and women who refuse sex.*
- 2. By reflecting upon word choice in this context, participants begin to integrate how gender beliefs and media messages shape the way women's bodies and women's behaviors in certain situations are described.*
- 3. Explore with group members why these terms are often derogatory and how the words suggest certain expectations for women in relationships.*



Word Choice

(Page 91)

Terms for Women's Genitals	Sexually Assertive Women	Women Who Refuse Sex
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Write the names you use and why you choose to use those names:



Relationship History: Parts 1 and 2 – Facilitator Guide

Purpose:

The Relationship History assignment provides participants an opportunity to become aware of and reflect upon their relationship patterns.

Implementation:

The assignment has multiple questions about relationships, including: age, where they met, and how the relationship ended. To complete the assignment the participant needs to write the names of her partners and then answer the assignment questions. The assignment is designed to help participants explore their relationship choices and identify relationship patterns.

Sometimes participants will need assistance in identifying patterns. Examples of relationship patterns include, but are not limited to: I always had a man around so when I ended a relationship, I could start another one; I moved in with my partners after knowing them for one month; I had sex with my partner the night we met.

Facilitators need to be aware of all the questions in the Relationship History assignment in order to provide group members assistance.

This assignment is to be used in preparation for Presentation 3.

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

Facilitator Key Points:

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



Relationship History: Part 1

(Page 92)

Fill out the chart below for every person you have had a relationship with. Relationships include dating relationships that were not sexual and sexual relationships that did not include dating.

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



Relationship History: Part 2

(Page 93)

Did you get married?	Do you have children together?	Are there step children?	Did you use physical force?	Did your partner use violence against you?	Did you use other abusive behaviors?	Did your partner use other tactics?	How and why the relationship ended	How old were you when the relationship ended?	Whose idea was it to end the relationship?	Current contact?



Contextual Abusive Behavior Inventory: Part 1-4 Facilitator Guide

Purpose:

Provide participants with an opportunity to explore their histories of domestic violence, both in terms of their use of force and the force partners have used against them.

Implementation:

The Contextual Abusive Behavior Inventory is organized in a way that provides each woman an opportunity to contextualize her use of force with two separate partners. For each of these partners there are categories and descriptions of force or violence, with two columns. In one column the participant checks off the behaviors she used against her partner. In the column next to it, she checks off the behaviors her partner used against her. Then she will do the same thing for a second partner. On completing this form, women often find that their partner's abusive behaviors exceeded their own. It is one more opportunity during the Meridians program to identify her actions within the larger context of her life and choices.

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

This assignment is not shared directly in group; however, facilitators may ask to see the assignment and ask about the assignment at any time.

Facilitator Key Points:

- 1. Designed to help women identify the context of their use of force.*
- 2. Facilitators should be familiar with all items in the inventory.*
- 3. Not shared directly during group but may be asked about or seen by facilitators at any time.*
- 4. Prepares participants for Presentation 3: Gender Beliefs.*



Contextual Abusive Behavior Inventory: Part 1

(Page 94)

Write the name of partners from two past relationships in the boxes below. Then go through this list and put a "√" in the box of behaviors/actions you used against your partner, behaviors/actions partner used against you, or leave the box blank if the behaviors/actions were not used.

Partner's Name:				
Who Used the Behaviors/Actions:	I Used	Used Against Me	I Used	Used Against Me
Slapped				
Grabbed				
Pushed or shoved				
Kicked				
Hit with an object				
Threw an object				
Beat partner up				
Used a knife				
Used a gun				
Pinned to the ground or the wall				
Bite				
Pulled hair				
Twisted arm				
Spanked				
Hit with fist				
Strangled				
Abused children				
Broke objects				
Broke objects belonging to partner				
Broke down doors				
Thrown food at partner				
Punched walls				
Expressed intense jealousy				
Abused in front of partner's children				
Verbally pressured for sex				
Withheld sex				
Verbally pressured to have sex with other people, objects, or animals				



Contextual Abusive Behavior Inventory: Part 2

(Page 95)

Write the name of partners from two past relationships in the boxes below. Then go through this list and put a "√" in the box of behaviors/actions you used against your partner, behaviors/actions partner used against you, or leave the box blank if the behaviors/actions were not used.

Partner's Name:				
Who Used the Behaviors/Actions:	I Used	Used Against Me	I Used	Used Against Me
Made threats to leave the relationship				
Threatened sexual abuse				
Made threats to take away the children				
Have taken the children				
Made threats to hit partner				
Made threats to harm partner with a weapon (gun, knife, etc.)				
Made threats to kill or do great bodily harm				
Made threats to commit suicide				
Made threats to harm children				
Made threats to harm family or friends				
Made threats to get drunk or high				
Ridiculed the most admired or valued traits				
Threatened to abuse the pets				
Abused the pets				
Manipulated into doing something partner didn't want to do				
Called partner names with sexual connotations				
Kept partner up late yelling at partner or by accusing partner of having affairs				



Contextual Abusive Behavior Inventory: Part 3

(Page 96)

Write the name of partners from two past relationships in the boxes below. Then go through this list and put a "√" in the box of behaviors/actions you used against your partner, behaviors/actions partner used against you, or leave the box blank if the behaviors/actions were not used.

Partner's Name:				
Who Used the Behaviors/Actions:	I Used	Used Against Me	I Used	Used Against Me
Intercepted partner's mail, email, or telephone calls				
Drilled partner about who called or wrote partner				
Felt partner's decisions and opinions must meet approval				
Slammed doors, broke things, driven off quickly, squealed tires, or thrown things				
Threatened to "punish" or "teach a lesson" if partner did something unwanted				
Suggested partner is crazy or stupid				
Said that the hurtful things I do are because partner is loved				
Become angry or upset if partner wants to be with someone else				
Ridiculed partner's family or friends				
Denied partner access to the car				
Requested that everything be done in a precise way or it will not be acceptable				
"Checked up" on partner throughout the day				
Made promises to stop the abuse and things will get better				



Contextual Abusive Behavior Inventory: Part 4 (Page 97)

Write the name of partners from two past relationships in the boxes below. Then go through this list and put a “√” in the box of behaviors/actions you used against your partner, behaviors/actions partner used against you, or leave the box blank if the behaviors/actions were not used.

Partner's Name:				
Who Used the Actions:	I Used	Used Against Me	I Used	Used Against Me
Put partner down or criticized partner and then showered partner with affection or special care				
Ignored partner when partner is speaking				
Complained or ridiculed partner when partner asks for emotional support.				
Discouraged partner's plans.				
Request that partner wear only clothing, jewelry, etc., that is "approved."				



Job Descriptions: Past and Future – Facilitator Guide

Purpose:

Provide participants with an opportunity to integrate what they have learned about gender beliefs, media messages, and their relationship histories into "Job Descriptions" for past and future relationships.

Implementation:

Job Description: The Past

Participants will write a job description about their past relationships. In this job description participants will identify who they thought they were supposed to be as partners and what qualities they were looking for in their partners. This assignment provides participants the opportunity to reflect upon past choices, with the new information and awareness from Meridians assignments, as they look toward future relationships.

Job Description: The Future

Participants will write a job description about who they want to be as intimate partners and what qualities they are looking for in future partners. This assignment provides participants the opportunity to use what they have learned from Meridians and their new understanding of their past experience to identify what kind of relationships they want in the future. The future-focus of this assignment encourages hope and the acknowledgment that healthy relationships are possible.

Facilitators need to watch for participants' use of general "jargon" that does not specifically identify behaviors and clues that indicate a relationship is healthy.

Facilitator Key Points:

- 1. Participants identify who they and who they were looking for in past relationships.*
- 2. Participants identify who they want to be and what they want from partners in future relationships.*
- 3. This assignment integrates awareness gained and information learned in Meridians to date with a future focus on healthy relationships.*
- 4. Encourage specific language that indicates the health of a relationship.*



Job Descriptions: Past and Future

(Page 99)

In the workplace people have roles, expectations, and responsibilities. These are usually spelled out in the job description. In interpersonal relationships people also have roles, expectations, and responsibilities for themselves and for their partners. On the following pages write four job descriptions, two reflecting on the past and two reflecting on the future.

Job Description: The Past

This is who I thought I was supposed to be as a partner:

These are the qualities I was looking for in a partner:



Job Description: The Future
(Page 100)

This is who I want to be as a partner:

These are the qualities I want in a partner:



Presentation 3: Gender Beliefs – Facilitator Guide

Purpose:

Provide participants with an opportunity to present how they have integrated what they have learned about gender beliefs, media messages, and their relationship histories into "Job Descriptions" for past and future relationships.

Implementation:

In 5 to 10 minutes the participant will share Job Description: The Past and Job Description: The Future.

In the Job Description: The Past (page 99) she will detail who she thought she was supposed to be as a partner and what qualities she was looking for in a partner.

In Job Description: The Future (page 100) the participant will detail who she wants to be as a partner in future relationships and what qualities she will seek in a future partner.

Listen for participant's use of jargon. A woman may indicate, for example, that she "wants a partner to share equally in responsibility." Encourage the group members to ask questions for clarification. The facilitator is encouraged to also ask probing questions, for example: What would that look like? How would you know when the responsibilities are shared equally? How do you know when someone respects you? Assist the participant in making connections between clues they overlooked in the past and what they are hoping to do in the future. The facilitator should encourage group members to ask questions for clarification while doing the same.

Facilitator Key Points:

- 1. Participants have the opportunity to share reflections about past relationship choices in Job Descriptions: The Past.*
- 2. Participants have the opportunity to share plans for the future in Job Descriptions: The Future.*
- 3. Facilitators look for differences in how the presenting participant identifies her past relationship choices and plans for future relationships.*



Presentation 3: Gender Beliefs (Page 101)

- 1) Complete all assignments through the Job Descriptions.
- 2) Have another participant sign off that assignments are complete.
- 3) Put your name on the board.
- 4) Give your presentation a title.
- 5) Give a 5-10 minute presentation on your Job Descriptions Past and Future.
- 6) Answer questions from the group.

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

Date Presented: ____/____/____



Group Feedback – Facilitator Guide

Purpose:

Provide individual group participants with peer and facilitator feedback regarding their participation in group to date. The focus should be on their demonstrated understanding of Meridians group concepts and areas for growth.

Implementation:

The presenting participant receives feedback from 3 peers and from facilitators. The participant should choose the 3 peers to provide her feedback.

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

Feedback is intended to help the participant understand more about herself. The feedback should be focused on group member observations of the woman who is receiving feedback. There is a tendency for group members providing feedback to say, for example: "good job" or "she's doing great". This type of feedback is not helpful for long-term behavioral change because it does not tell the person anything about herself. Empower the group to use feedback that is specific and appropriate. If someone gives 'good job' feedback, the group should be encouraged to help the member giving feedback to be more specific. Examples: "What was good about it?", "What did you observe about this person?", etc.

Facilitators can/should pay attention to the group member(s) the participant asks for feedback. Does she ask the experienced members or the member who has only been there one week? Does she ask the person who questioned her about her presentation or someone who sat quietly and said nothing? These observations provide the facilitator with information about the participant's personal process.

After the 3 peers give feedback the facilitators should then give their feedback. Feedback can be detailed or short, it can be specific or metaphoric, but it should be reflective of who the participant is and point



her in the direction of what she needs to do next. It should be something that the participant can reflect on for affirmation in the future.

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

Distortion of what someone, especially the facilitators, say is common. Facilitators should ask the participant to repeat what she wrote down to make sure it is accurate. Asking the participant what she thinks it means is a positive step toward helping her integrate the information while confirming that she understood the feedback. This gives the facilitator an opportunity to clarify any misunderstandings and provide insight into how we often receive feedback.

Facilitator Key Points:

- 1. Feedback is to be specific and helpful while providing participants with insight.*
- 2. Participant chooses 3 peers to give her feedback.*
- 3. It is a compliment to be asked to give feedback.*
- 4. Facilitators should give clear feedback that reflects facilitator observation and points participants toward next steps.*
- 5. It may be helpful to write feedback down before giving it to the participant, in order to minimize misunderstandings about what was said.*
- 6. Confirm the participant has accurately written what was said.*
- 7. Confirm the participant understands what was said, clarify where necessary.*



General Group Feedback

(Page 102)

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

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Facilitator:	Facilitator's Feedback:

Facilitator:	Facilitator's Feedback:



Domains and Bases of Accountability – Facilitator Guide

Purpose:

To provide participants with a conceptual framework for their personal integrity in relation to other people in their lives. To provide participants with a conceptual framework for how to be accountable.

Implementation:

The Domains and Bases assignments and materials are in the Meridians Participant Workbook for informational and discussion purposes. There is typically not enough group time to go into these topics in depth. Facilitators can easily use Domains and Bases of Accountability as teaching opportunities during group discussion.

The concept of accountability is often spoken of in Meridians and in the community. However, many people are unclear about on what accountability means or how to develop personal accountability. In fact, many times people confuse accountability with responsibility.

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

The domains are explained in detail and include the concept of self-care. The idea is to help participants see that they have opportunities to be accountable in many different areas and that the skills they are learning can impact all facets of their lives. To make this more personal, participants are asked to complete the personal domains assignment (page 99). On the personal domains assignment sheet they are expected write down the names of the people in their life who fall into each domain. This helps to connect the concept of personal accountability with daily life.

The bases are also explained in detail. The bases provide participants a framework to develop their personal accountability. Many people believe accountability ends at first base, acknowledging that you did something, for example, apologizing. The bases help participants understand that there is



much more to being accountable. Facilitators can emphasize that, similar to baseball, the trick is learn to be accountable (hitting whatever ball the pitcher throws your way) in all situations even when it is not turning out the way they want.

Personal accountability has to do with the decisions each individual makes about her own behavior. Personal accountability does not depend on someone else doing something or having things turn out a particular way. Things can turn out other than the person had hoped and the person can still be accountable.

Facilitator Key Points:

- 1. Domains and bases focus on personal accountability.*
- 2. Domains of accountability are all the areas of a person's life where they have an opportunity to interact accountably.*
- 3. Bases of accountability provide a framework for participants to see how they are doing with their personal accountability.*
- 4. Facilitators need to watch for teachable moments and to use those moments for discussions about personal accountability.*
- 5. Acting accountably is not measured by the outcome ("Did I get what I wanted?") but by whether or not the actions/behaviors used reflected the integrity of who that individual wants to be ("Did I maintain my integrity with the actions I used?").*



Domains of Accountability-Description

(Page 104)

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

These actions can occur in many domains:

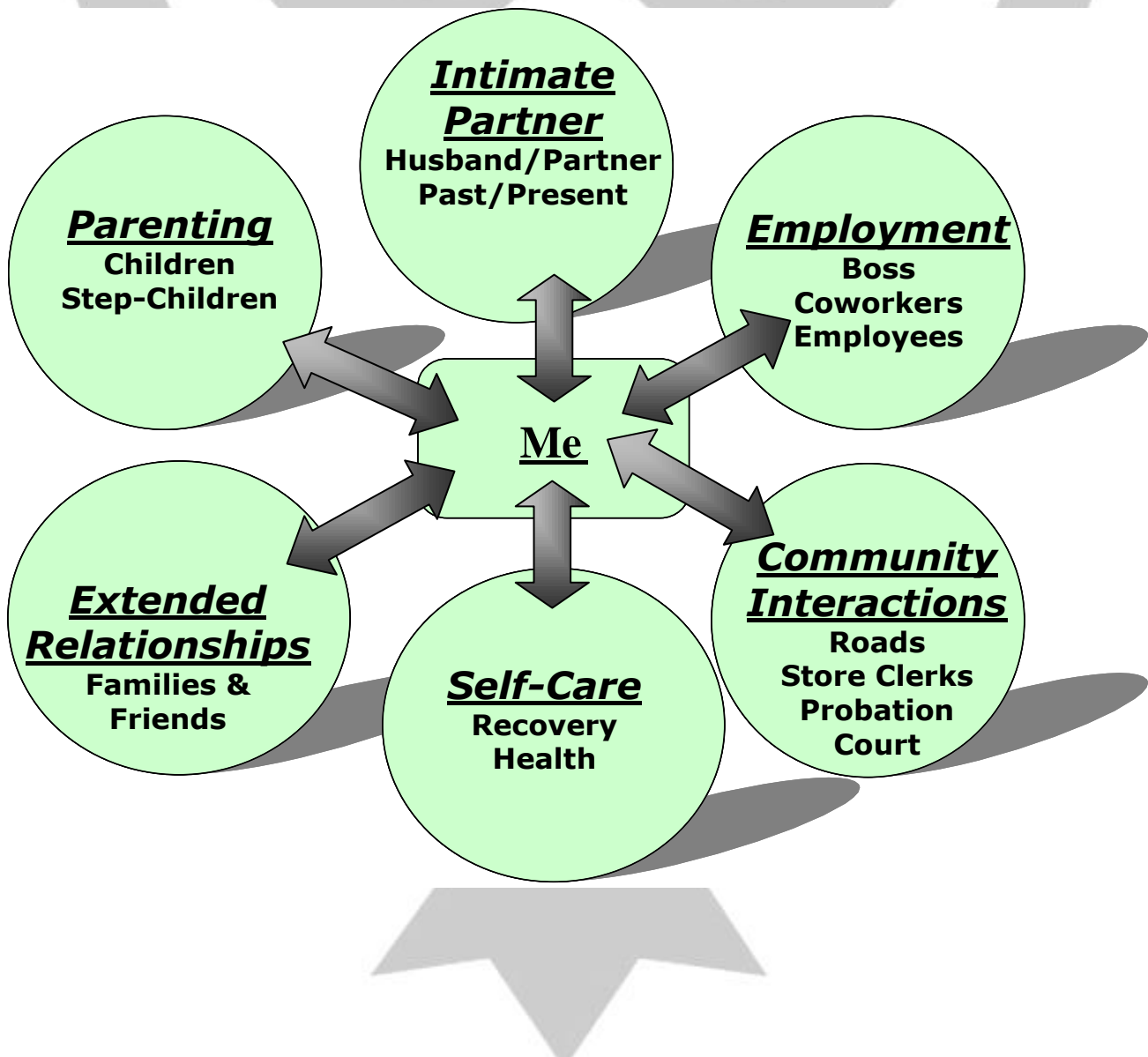
1. **Intimate Partner:** This includes anyone you have dated with the intent of building a relationship (may or may not have included sex). Anyone you had sex with (whether you had a long term relationship with them or not). This includes past and present partners.
2. **Community:** This includes people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



Domains of Accountability - Illustration

(Page 105)

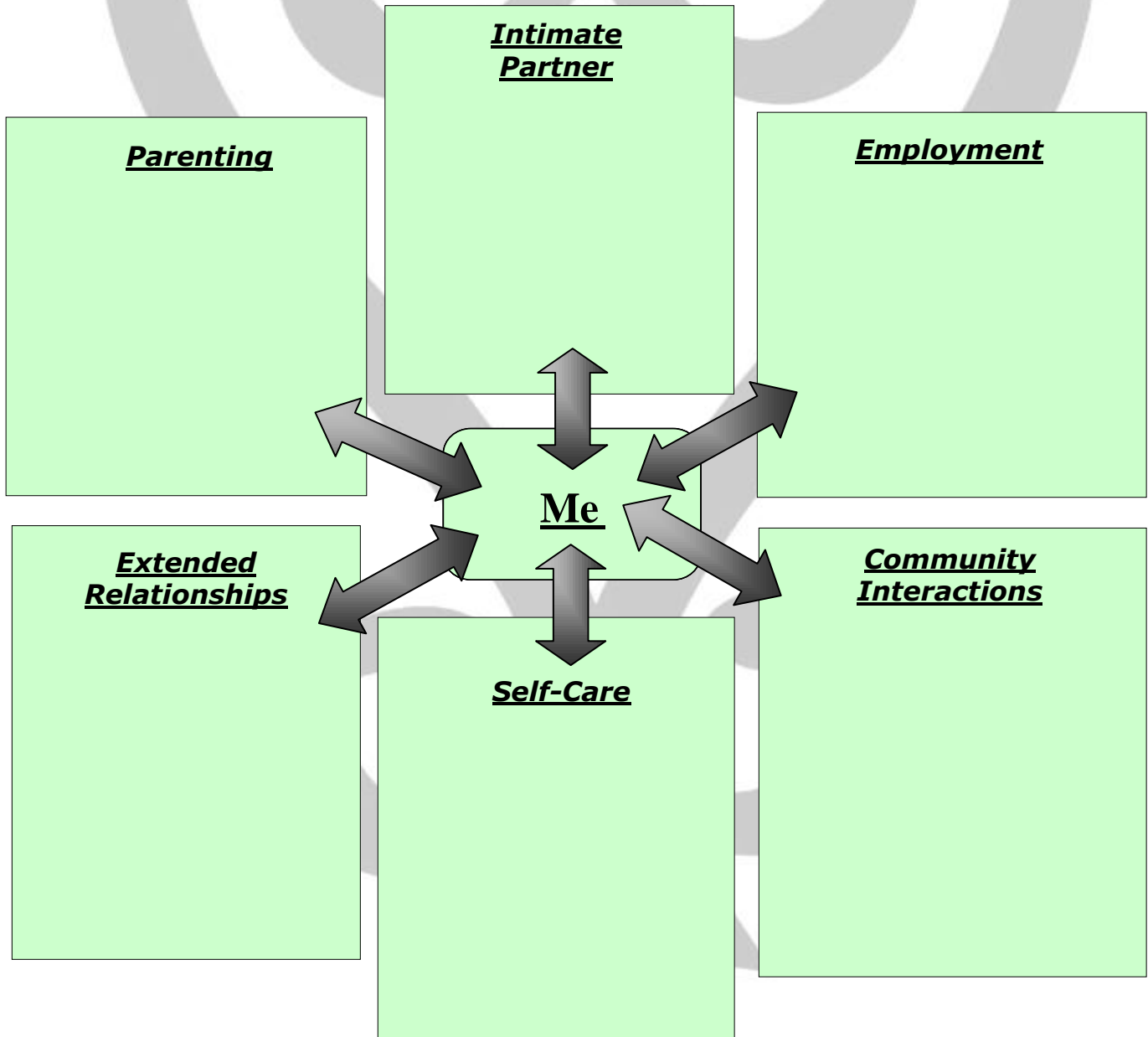
Accountability: Actions toward or involving others that reflect the integrity of the person you want to be.

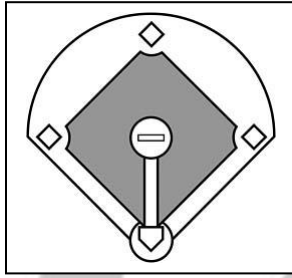


Personal Domains of Accountability

(Page 106)

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





Bases of Accountability-Description

(Page 107)

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

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

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

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

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



Foul balls: When an action starts out looking accountable, but in the end it is out of bounds (not accountable). *Example: I talked to John about the overage on the cell phone bill and calmly explained my concerns. At the end of the discussion, as I was walking out of the room, I said loud enough for John to hear, "One day you will be able to manage money without me here."*

Strike Outs: When an action is unaccountable right from the start. *Example: I stormed into the living room, waving the cell phone bill yelling, "You're an idiot! You can't keep track of your own minutes! I'm tired of having to figure out what you are doing all of the time!"*

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

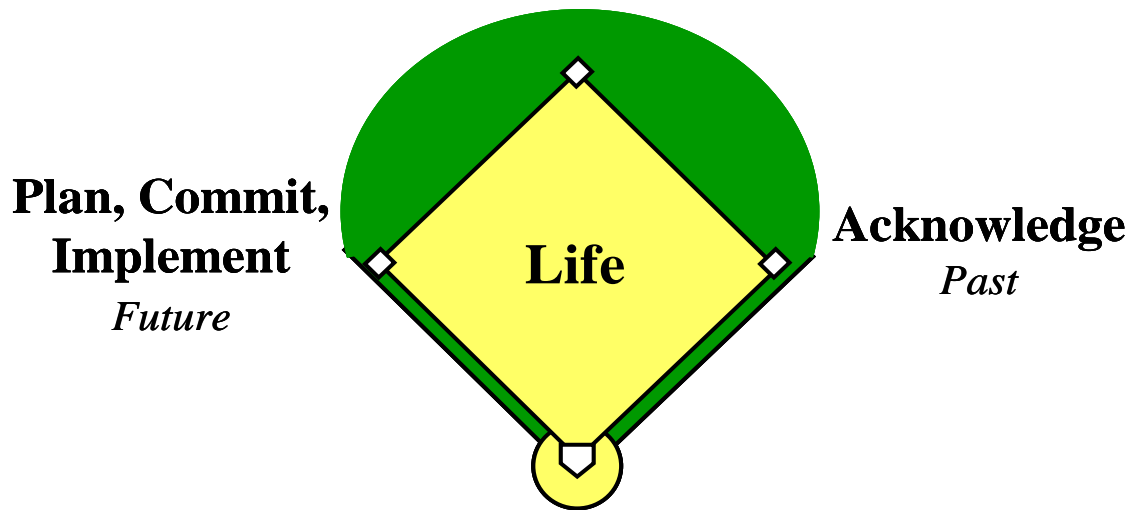
Accountability is not the same as a good deed although a good deed can be accountable if it is reflective of the integrity of who you want to be.



Bases of Accountability - Illustration

Repair & Replace

Present



Integration & Extrapolation

Building a Future on the Past

(102)

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



Attitudes in Thinking – Facilitator Guide

Purpose:

Provide participants with way of understanding positive and negative attitudes in thinking. This framework provides participants with a tool to identify negative attitudes and then work on increasing positive attitudes.

Implementation:

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

There are 2 exercises where the participant has an opportunity to personalize how both their negative and positive attitudes manifest. Personalization is critical in order for participants to recognize where they can intervene early.

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

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

Facilitators should know the following definitions:

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

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



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

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

Facilitator Key Points:

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



Attitudes in Thinking

(Page 110)

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



Attitudes in Thinking

(Page 111)

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



Positive Attitudes Assignment: Part 1

(Page 112)

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



Positive Attitudes Assignment: Part 2

(Page 113)

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



Negative Attitudes Assignment: Part 1

(Page 114)

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



Negative Attitudes Assignment: Part 2

(Page 115)

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



Examples of Feeling Words

(Page 116)

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



Accountability Plan – Facilitator Guide

Purpose:

Provide participants with a tool to understand a range of clues, unique to each person, which indicate when an individual is considering use of force. Awareness of clues contributes to each woman's understanding of herself and how she can work toward utilizing behaviors that reflect her personal integrity.

Implementation:

The accountability plan is designed to facilitate participants' increased self-awareness regarding clues, from her own experience, that have led to her use of force. With awareness of those clues, each woman is then able to develop viable alternatives to using force. An Accountability Plan is similar to a personalized roadmap. With awareness of her personal clues, each woman is then able to make choices about viable alternative "routes" that do not include using force. The Accountability Plan is designed with check-box options. The options noted were provided by other women with similar experiences. In addition to the check-boxes, there are blank spaces for each woman to add her own clues and nonforceful options. The opportunity for each participant to customize her own Accountability Plan increases the likelihood that she will integrate the plan into her daily life.

Major Subject Clues. *With awareness of certain subjects, that often lead to a woman's use of force, participants build awareness of where they are and what may be contributing to their thought process. Participants then have the opportunity to identify how they plan to navigate these subject clues nonforcefully.*

Emotional Clues. *The opportunity for each woman to identify her feelings that often lead to her use of force, provides her the benefit of early awareness. With early awareness she can then decide how to maneuver the situation in an accountable, nonforceful manner.*

Physical Clues. *Physical Clues are warning signs from each woman's body. Each participant is likely to have unique Physical Clues but there may also be overlapping themes. With awareness of physical changes in herself, that indicate she may use force, each woman is better able to acknowledge what will work for her to interrupt her use of force. This section will also be used in developing each woman's personalized SDR.*



Negative Self-Talk About My Partner/Others. Negative self-talk clues on the Choice Model is the visual and conceptual opportunity for each woman to make a choice about the behaviors/actions she will use in that particular situation. Each participant needs to become familiar with what her self-talk sounds like, in her own words. This is very important.

Behavioral Clues (things I actually do). Behavioral clues section provides participants the opportunity to acknowledge which actions they are engaging in that indicate they are rapidly escalating toward using force.

Mental Picture Clues (things I see myself doing or I see partner/other doing). Mental Pictures Clues are situations participants see in their mind's eye which indicates they are preparing to use force.

Things that REDUCE my awareness of my clues. Here participants indicate what makes it more difficult for them to identify the nature of the potentially forceful situation.

Things that INCREASE my awareness of my clues. In this section participants begin to focus on positive change that contributes to violence-free choices.

THE PAUSE:

The P.A.U.S.E. (Protecting Accountable Understanding of Self Everytime). The PAUSE section is an opportunity for each woman to reflect upon what is happening, while it is happening, in order for her to remain non-violent and utilize safe, productive interactions with others.

Positive Self-Talk/Positive Mental Pictures. In the Self-Talk and Mental Pictures sections participants identify realistic self-talk and mental pictures, they will actually use, which will encourage their taking a PAUSE.

Acknowledging and Understanding My Feelings. For participants to acknowledge what she is really feeling can then contribute to her ability to see the situation from a different perspective.

What Should I Say? Here participants identify questions they can ask themselves during the situation that will interrupt their thought process and encourage accountable choice making.



Things That Help Me Relax. Identifying what helps participants relax introduces viable alternatives to using force. Some of the items listed are options of what can be done at the time they are interacting, others are things they can do over the long-term to maintain their personal integrity.

Change My Behaviors. In this section participants will often check boxes like change eye contact or the tone of voice. Facilitators need to be sure that the participant can identify what behaviors each participant is changing from and what behaviors each participant is now incorporating as a viable alternative to force. This can be challenging; for example, if a participant changes her behavior from yelling, to being rude and sarcastic, she has changed the tone of her voice but simply exchanged one forceful behavior for another. Facilitators need to encourage participants to be especially clear about what behaviors they are working toward and how they intend to integrate those behaviors into their daily lives.

Question Myself/Listen. In the final portion of the P.A.U.S.E. section includes questions participants can ask themselves in order to help them to listen to themselves and those around them.

At the bottom of the Accountability Plan, and P.A.U.S.E. section, there is a box. In this box each participant will sign her own plan indicating her commitment to herself and a future without using force. This written commitment to herself then becomes part of establishing her personal accountability.

Facilitator Key Points:

1. The Accountability Plan is provides each woman the opportunity to explore viable options to using force.
2. The accountability plan is divided into two parts. Part 1: Clues that a participant may become forceful and Part 2: The P.A.U.S.E. which is an outline of options contributing to nonforceful behavior choices.
3. The Accountability Plan is each participant's opportunity to customize her commitment to remain nonforceful.
4. The Accountability Plan is a customized tool participants have to facilitate their personal accountability.
5. The more participants customize their individual Accountability Plan, the more useful it will be to them.
6. Facilitators need to assist participants as they tailor their Accountability Plans to be realistic and practical for them.



Accountability Plan: Clues

(Page 118)

When you are coming down with the flu you usually know about it because of the physical clues your body provides you. Clues that you are getting the flu might include feeling tired, losing your appetite, or that you just don't feel like yourself. Similarly, you can ALWAYS tell when you are considering use of force by paying attention to a variety of your clues. The first part of this Accountability Plan helps you identify your clues.

1. MAJOR SUBJECT CLUES (check at least 4 clues you use the most, then write in two more)

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> family | <input type="checkbox"/> can't find something | <input type="checkbox"/> spirituality | <input type="checkbox"/> letter from____ |
| <input type="checkbox"/> money | <input type="checkbox"/> sex | <input type="checkbox"/> confrontations | <input type="checkbox"/> others' actions |
| <input type="checkbox"/> parole hearing | <input type="checkbox"/> children | <input type="checkbox"/> family | <input type="checkbox"/> family |
| <input type="checkbox"/> messy | <input type="checkbox"/> meals | <input type="checkbox"/> faith | <input type="checkbox"/> _____ |
| <input type="checkbox"/> lying | <input type="checkbox"/> friends | <input type="checkbox"/> others' attitudes | <input type="checkbox"/> _____ |
| <input type="checkbox"/> food | <input type="checkbox"/> others don't care | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

2. EMOTIONAL CLUES: (check at least 4 clues you use the most, then write in two more)

- | | | | |
|--------------------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> angry | <input type="checkbox"/> impatient | <input type="checkbox"/> defensive | <input type="checkbox"/> depressed |
| <input type="checkbox"/> frustrated | <input type="checkbox"/> fearful | <input type="checkbox"/> rage | <input type="checkbox"/> scared |
| <input type="checkbox"/> anxious | <input type="checkbox"/> insecure | <input type="checkbox"/> irritated | <input type="checkbox"/> nervous |
| <input type="checkbox"/> humiliated | <input type="checkbox"/> threatened | <input type="checkbox"/> exasperated | <input type="checkbox"/> jealous |
| <input type="checkbox"/> embarrassed | <input type="checkbox"/> powerless | <input type="checkbox"/> hurt | <input type="checkbox"/> resentful |
| <input type="checkbox"/> possessive | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

3. PHYSICAL CLUES (I don't have any control over): (check at least 4 clues you use the most, then write in two more)

- | | | |
|--|--|--|
| <input type="checkbox"/> change in breathing | <input type="checkbox"/> tension in jaw | <input type="checkbox"/> veins stick out |
| <input type="checkbox"/> heart pounding | <input type="checkbox"/> tension - where? _____ | <input type="checkbox"/> feeling hot |
| <input type="checkbox"/> hands sweating | <input type="checkbox"/> trembling | <input type="checkbox"/> dizziness |
| <input type="checkbox"/> headache | <input type="checkbox"/> butterflies in stomach | <input type="checkbox"/> chest pain |
| <input type="checkbox"/> dry mouth | <input type="checkbox"/> tingling in hands, feet | <input type="checkbox"/> upset stomach |
| <input type="checkbox"/> jittery | <input type="checkbox"/> grinding teeth | <input type="checkbox"/> adrenaline rush |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |



4. NEGATIVE SELF-TALK CLUES ABOUT MY PARTNER/OTHERS (check at least 4 clues you use the most, then write in two more): (Page 119)

- | | |
|--|--|
| <input type="checkbox"/> He is a lying, cheating, _____! | <input type="checkbox"/> He doesn't love me. |
| <input type="checkbox"/> He is a loser. | <input type="checkbox"/> He is a jerk. |
| <input type="checkbox"/> I don't know what's wrong with him. | <input type="checkbox"/> He's a _____. |
| <input type="checkbox"/> Who does he think he's talking to? | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

5. NEGATIVE SELF-TALK CLUES ABOUT MYSELF (check at least 4 clues you use the most, then write in two more):

- | | |
|--|---|
| <input type="checkbox"/> I could've done better. | <input type="checkbox"/> What's wrong with me? |
| <input type="checkbox"/> I always pick jerks. | <input type="checkbox"/> I'm a loser magnate. |
| <input type="checkbox"/> I wanna die. | <input type="checkbox"/> Why do I bother? |
| <input type="checkbox"/> Nothing I ever do is good enough. | <input type="checkbox"/> No one cares about me. |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

6. BEHAVIOR CLUES (things I actually do) (check at least 4 clues you use the most, then write in two more):

- | | |
|--|--|
| <input type="checkbox"/> I get loud. | <input type="checkbox"/> I quit talking. |
| <input type="checkbox"/> I slap my hand down on the table. | <input type="checkbox"/> I cry. |
| <input type="checkbox"/> I tap my fingernails. | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

7. MENTAL PICTURE CLUES (things I see myself doing or I see partner/other doing) (check at least 4 clues you use the most, then write in two more):

- | | |
|---|---|
| <input type="checkbox"/> Being alone to raise the kids. | <input type="checkbox"/> Seeing him with another woman. |
| <input type="checkbox"/> Him hitting me. | <input type="checkbox"/> Him drunk or high. |
| <input type="checkbox"/> Him complaining about _____ | <input type="checkbox"/> Him sitting and watching the TV. |
| <input type="checkbox"/> Dishes on the counter. | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |



The choice of whether or not to use force starts with my decision to be aware of my clues. Below are two sections that explore ways I can improve my ability to be aware of my clues.

(Page 120)

1. Things that REDUCE my awareness of my clues include *(check at least 4 clues you use the most, then write in two more):*

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> alcohol/drugs | <input type="checkbox"/> depression |
| <input type="checkbox"/> defensiveness | <input type="checkbox"/> _____ |
| <input type="checkbox"/> hungry | <input type="checkbox"/> _____ |
| <input type="checkbox"/> tired | <input type="checkbox"/> _____ |
| <input type="checkbox"/> not talking to anybody | <input type="checkbox"/> _____ |
| <input type="checkbox"/> obsessing | <input type="checkbox"/> _____ |

2. Things that INCREASE my awareness of my clues include *(check at least 4 clues you use the most, then write in two more):*

- | | |
|--|---------------------------------|
| <input type="checkbox"/> being sober | <input type="checkbox"/> prayer |
| <input type="checkbox"/> open minded | <input type="checkbox"/> _____ |
| <input type="checkbox"/> taking care of myself | <input type="checkbox"/> _____ |
| <input type="checkbox"/> rested | <input type="checkbox"/> _____ |
| <input type="checkbox"/> being social | <input type="checkbox"/> _____ |
| <input type="checkbox"/> journaling | <input type="checkbox"/> _____ |



Accountability Plan: The P.A.U.S.E.

(Page 121)

After I have identified a clue it is time to take the next step to interrupt the process and to prevent using force. This P.A.U.S.E. is **P**rotecting **A**ccountable **U**nderstanding of **S**elf **E**verytime.

Preventing Use of Force means taking a moment to reflect on what is happening, while it is happening, so that I can remain non-violent and utilize safe, productive interactions with others. It may seem like this is difficult or impossible to do with certain people. However, the fact that I can deal with high amounts of stress or difficult people/situations under some circumstances (for example, in public or privately around those people I would never consider using force against) indicates I can do it.

1. POSITIVE SELF-TALK I WILL USE:

- We can resolve this situation
- I can handle this.
- He/she has a right to his/her feelings/thoughts
- I may be wrong
- I can understand his/her opinion
- I will listen carefully
- I must be missing what he/she really wants or is saying
- _____
- _____
- _____
- _____

2. POSITIVE MENTAL PICTURES I WILL USE:

- See myself doing my most relaxing activity _____
- See myself sitting down and talking calmly
- Recall pleasant memories of life with my partner/family/friends
- See myself negotiating an agreement
- See myself enjoying my favorite pastime _____
- _____
- _____
- _____
- _____



3. ACKNOWLEDGING AND UNDERSTANDING MY FEELINGS: (Page 122)

- What am I feeling right now?
- Why am I feeling this way?
- Am I covering up another feeling (with anger)?
- Am I ready to discuss my feelings right now?
- What is a healthy way to take care of my feelings right now?
- Maybe discussing this now will help me understand my feelings.
- How can I discuss my feelings without using force?
- _____
- _____
- _____

4. WHAT SHOULD I SAY?

- Would it be best to say something now?
- If I'm not going to say something now, will I say something later?
- I want to say something about what is happening inside me without using force; how should I do that?
- What is the tone of my voice?
- Do I know what I want to happen with this?
- How clear am I being?
- Do I want feedback?
- _____
- _____
- _____

5. THINGS THAT HELP ME RELAX

- Silently take deep breaths, letting them out slowly
- Stretch
- Identify where I am feeling tension in my body right now
- Sit down
- Close my eyes for a moment
- Use positive mental pictures from # 2
- Focus on the nearest pleasant sound for 10 seconds
- Count the number of things in my environment of one color
- Take a moment to identify how many smells are around me
- Focus on the temperature of the place where I am, compared to my body temperature
- _____
- _____
- _____



6. CHANGE MY BEHAVIOR (Page 123)

- Sit down
- Change my posture
- Change eye contact
- Empty my hands so nothing is distracting me
- Change my voice tone
- _____
- _____
- _____

7. QUESTION MYSELF

- What do I want/need to do now?
- What are my intentions?
- What do I really want from this?
- How will I feel about this tomorrow?
- Am I setting myself up to use force?
- Do I have any clues?
- Am I safe?
- _____
- _____
- _____

8. LISTEN

- What is partner/family member/friend really saying to me?
- What do I think partner/family member/friend needs from me?
- What am I really communicating right now?
- How have I not listened before in situations like this?
- _____
- _____
- _____

***I COMMIT TO MYSELF TO USING THIS
CUSTOMIZED ACCOUNTABILITY PLAN
AND WILL USE IT TO BE AWARE OF MY PERSONAL CLUES
AS I CHOOSE TO TAKE A P.A.U.S.E.***

_____/_____/_____
Signature **Date**



SDR – Facilitator Guide

Purpose:

Provide participants with a customized, specific behavioral tool for them to use in order to immediately interrupt themselves when they miss their clues and are getting ready to use force. The SDR is meant to lead participants back to their Accountability Plan.

Implementation:

The SDR concept comes from, "Stop, Drop and Roll"; the saying fire fighters teach young people to help minimize personal damage should they catch on fire. It is based on what we know about human behavior. Simple, behaviorally specific plans keep us focused and, in many cases, safe.

The participants' Accountability Plan is metaphorically like the fire prevention plan. If Meridians participants follow their individualized Accountability Plans they are less likely to "catch on fire" or choose to use force. Experience has shown that even when people have accountable intentions, there are times when they might revert back to old behaviors and thinking patterns. The SDR is designed to interrupt individuals when they find themselves getting ready to use force.

The key to a good SDR is that it must be behaviorally specific, for example, anyone who hears an SDR should know exactly what to do. Participants should refer to the physical and behavioral clue sections of their Accountability Plan. They should then pick the three or four clues that occur most often and then identify what they can do that will divert or neutralize the escalating behavior. The point of the SDR is to buy time so participants can get back to their Accountability Plans.

Facilitators need to be aware that there are some common mistakes participants often make when creating their personalized SDR. The first common mistake is using vague words that sound good but are not behaviorally specific. Words like "think", "relax", and "focus" sound insightful. However, if the facilitator(s) asks "Show me 'think'"; group members will find it challenging to show the facilitator what "think" looks like. Facilitators need to encourage the group members to guide individual participants toward identifying specific behaviors that the participant needs to utilize in order to be able to think.



Other common mistakes are for group members to pick things that are not viable, may be abusive, or cannot be used in any situation. These include: walk away (not something that can be done in a car, etc.), smoke (cannot be done in any situation, requires having cigarettes available and may involve walking away from the situation), go for a walk, etc. Also it must be easy to remember. This is something that participants will need to use in times of high stress. The SDR must be easy and clear. The chosen behaviors must be in the order that participants see themselves using those behaviors. An additional item to be aware of is participants who simply write an SDR in the book without giving it any thought. Each person needs to customize her SDR and have ownership of the process.

The SDR should be easily simplified to 3 possibly 4 actions and reduced to the least number of words possible, for example: "take a deep breath" is reduced to "breathe."

Facilitators should randomly ask participants to identify the behaviors they will use in their SDR. If their SDR is user-friendly participants will know it immediately. If they hesitate or have to look it up then it is less likely they will use it.

Facilitator Key Points:

- 1. SDR needs to be simple.*
- 2. SDR should be 3-4 actions only.*
- 3. SDR should be behaviorally specific.*
- 4. SDR should be individually customized.*
- 5. SDR should be easily done anywhere at any time.*
- 6. SDR should be connected to the physical and behavioral clue sections of the Accountability Plan.*
- 7. Facilitators can empower the group by asking group members to help each other in developing their SDRs.*
- 8. Facilitators should routinely ask individual participants about their SDR. This will encourage women to commit the SDR to memory.*



Stop Drop and Roll (SDR)

(Page 124)



“Stop, Drop and Roll” is used as a tool to teach children how to keep themselves safe in case of a fire. The concept is to give children an easy way to remember action words that will help them minimize the damage to themselves in the case of an emergency. Most adults still remember this phrase from their childhood. In a potentially abusive situation, there is also a point where an individual needs to have a simple, action-based plan to interrupt their behaviors and keep themselves and others from getting hurt. You now have the opportunity to develop your own SDR. Look at your accountability plan, see what your first clues are and what behaviors you use. Then,

think of what you have to do to divert each of these clues or behaviors. Finally, summarize your ideas down to a few brief action steps. For example, if your clues indicate that your pulse races and you get short of breath, you might choose “breathe” as your first step. If you then begin to pace and shout, you might add, sit down and shut up. In this example the SDR would be Breathe, Sit down and Shut up.”

The key to an effective SDR is to keep it simple and specific.

Example of Effective SDR

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



Develop Your Own SDR:
(Page 125)

Physical Clues	Diversion
1.	
2.	
3.	

My Personal SDR (this should be no more than 3 to 4 words per line)

1.
2.
3.



Presentation 4: Accountability Plan/SDR-Facilitator Guide

Purpose:

Provide participants an opportunity to demonstrate that they understand the Accountability Plan and SDR.

Implementation:

Group leaders are responsible for:

- 1) keeping track of presentation time,*
- 2) confirming that all of presenter's assignment are complete, and*
- 3) confirming that the presenter's assignments are signed by group members. Although this is not the facilitators' role, facilitators need to be aware that this is happening.*

The "My Accountability Plan" presentation is about the person's knowledge of herself not about how well she has memorized the plan. If the participant has difficulty answering questions about her Accountability Plan, for example, she does not know what she needs to be focused on or what her options are, then it is unlikely she will use this important tool. Often participants will say it is "too hard" to answer questions about the Accountability Plan with their books closed. One strategy that facilitators can use is to ask the participant a series of questions in rapid succession. Questions that the facilitator may want to use include: Name 5 of your favorite foods; What was the model of your first car; Name 3 places you have lived; Name three people you have dated, etc. The point is that they do not have to "look up" the answers to those questions. They know the answers because the answers are about their personal experiences. The Accountability Plan and SDR are meant to be the same way — about themselves and automatic.

The group members ask the questions from the clues and P.A.U.S.E. sections to the participant giving the presentation. Group members may follow the order of the Accountability Plan or ask in a random order. When the participant shares her SDR she only needs to say the 3 to 4 words of her plan.

This presentation requires feedback from 3 peers and both facilitators.



Facilitator Key Points:

1. *The Accountability Plan and the SDR are about self awareness.*
2. *Facilitators should be prepared to address group member concerns that the presentation is about memorization.*
3. *The group will ask the participant questions from all the areas of the Accountability Plan.*
4. *If necessary, facilitators can always ask the woman presenting to revise her presentation and present it again during the next presentation, but this is best done by other group members.*
5. *Feedback should be specific and point the participant to what she needs to do next.*



Presentation 4: My Accountability Plan

(Page 126)

- 1) Complete all assignments through the SDR.
- 2) Have another participant sign off that assignments are complete.
- 3) Put your name on the board.
- 4) Give your presentation a title.
- 5) Give a 5-10 minute presentation:
Close book and group members will ask you questions about your Accountability Plan and your SDR.
Answer questions from the group.

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

Date Presented: ____/____/____



My True Self – Facilitator Guide

Purpose:

Facilitate the participants’ process of identifying what shame means to them and how their shame has affected their lives. By doing so, facilitators are encouraging a journey beyond shame that includes vulnerability and connection.

Implementation:

Connection is what gives purpose and meaning to life. Shame, in contrast, unravels our ability to connect with others. Shame is the fear of disconnection. Shame is the feeling that there is something about me, if other people know it or see it, I will not be worthy of connection with others. Shame is universal. People typically do not like to address shame, but the more people do not address shame, the more shame they have. In order for connection and healing to take place, and for a journey out of shame to be possible, participants need the opportunity to be vulnerable and honest with themselves as they identify where they have been while deciding where they want to go. The purpose of the My True Self assignment is to begin this healing process.

The My True Self assignment is not meant to be shared in group, but group facilitators may ask participants general questions about the exercise at any time during group.

It may be helpful to guide women through different types of shame as the group processes this information. See below:

Overt Shame	Covert Shame	Cultural Shame
Learned when someone tells us we are incapable, unskilled, etc.	Learned by witnessing others be abusive or destructive to themselves.	Learned when we fail to meet expectations of, for example, our religion, our society, our economic class, etc.
Examples: Physical, emotional, or sexual abuse.	Example: Family secrets that everyone knows but no one talks about. “The elephant in the room.”	Example: “I failed to be the ‘good wife’ by divorcing him.”





Facilitator Key Points:

1. *Shame is an immobilizing emotion.*
2. *Participants need the opportunity to explore sources of shame.*
3. *By exploring sources of shame women have the opportunity to then move forward in their lives, beyond shame.*
4. *Facilitators should know types of shame as group process teaching opportunities.*



My True Self

(Page 128)

Connection is what gives purpose and meaning to our lives. Sometimes there are things we don't want people to know. The effort of hiding those things and the feeling of shame makes it more difficult for us to connect, even if we want to. In order for connection and healing to take place, it is important for us to explore the things that we keep hidden. The following exercise will help you identify some of the secrets you have kept hidden.

Something about myself that embarrasses me:

As a child I was most afraid people would find out the following about me:

As a teenager I was most afraid people would find out the following about me:



(Page 129)

As an adult I was most afraid people would find out the following about me:

In my relationships I was most afraid people would find out the following about me:

I always wished that I could be:

How I cover up the things about myself I don't want others to know:



Behind the Curtain – Facilitator Guide

Purpose:

Provide participants with an alternative form of self-expression in order to identify sources of personal shame and then gradually move beyond that shame.

Implementation:

Shame, when acknowledged, can be a powerful and painful emotion for women who have used force. One woman described her feelings of shame as having "removed her breath. I can't breathe right or look anyone in the eye anymore because I am so ashamed of what I did when I hit him. I feel debilitated." A woman's understanding of the foundation of her shame has the potential to liberate her by providing her the space to move out of shame and toward personal healing.

The women are not expected to produce outstanding art work, literature, or music. Instead, the focus is for participants to engage in a process of exploration about shame. By using artwork, the women are provided an opportunity for self-expression that, many times goes beyond words. Women have drawn courtroom scenes, a page of entirely black scribbles, a sad face with tears, a judge's angry face, lightning bolts to denote fury, children looking on during a violent episode, self-portraits with fire in their eyes to suggest rage, or a simple crack across the page to denote a broken life. Rather than drawing, some women may prefer to write poetry or lyrics for a song. This is their choice. The outcome should be a work of their choosing that reflects who they are.

Although this assignment will not be used as a formal presentation during group, facilitators may ask questions about the assignment at any time during group.



Facilitator Key Points:

1. *Shame is an immobilizing emotion.*
2. *Naming shame is the first step to moving beyond shame.*
3. *The opportunity to express shame in an alternative format has the potential to move women beyond shame.*
4. *Each woman's "Behind the Curtain" is her own creation.*



Behind the Curtain

(Page 130)

People express themselves in different ways. Reviewing your answers from the "My True Self Exercise", draw a picture, write a poem, or write lyrics to a song that shows how shame feels for you.



Finding a Path Forward – Facilitator Guide

Purpose:

For participants to learn the difference between shame and guilt and use that knowledge to move beyond shame.

Implementation:

Participants have the opportunity to learn the difference between shame and guilt thoughts. They do so by listing 5 shame thoughts and then listing 5 guilt thoughts. They also have the option of listing a thought and then identifying it as "invalid." An "invalid" thought is a thought that is not connected to something for which guilt is appropriate. For example, "No one will ever love me" is not connected to an action for which guilt is appropriate. Therefore, guilt cannot be reframed. It is important that the participants understand that shame is the feeling that they are bad for whatever it is that they have done or that has happened. In contrast, guilt is acknowledging that the action was bad but they are not bad people. There is a big difference. That difference is what has the capacity to move participants from self-defeating behaviors of self-hatred toward owning their actions and moving beyond those actions. Shameful thoughts leave people feeling helpless and hopeless. Whereas guilt can motivate people to move forward in their lives and beyond whatever it is that they did or that happened in their lives.

Facilitators need to reinforce these concepts throughout the group process.

Although this assignment is not directly used in presentations, the concepts from the assignment should be taught throughout Meridians. Facilitators should use this material for teaching opportunities.

Facilitator Key Points:

- 1. Participants will learn the difference between shame and guilt.*
- 2. Shame thoughts = I am bad.*
- 3. Guilt thoughts = I did a bad thing.*
- 4. Reinforce these concepts throughout the group process.*



Finding a Path Forward

(Page 131)

Moving beyond shame is a challenging process. However, doing so provides us personal freedom and peace. An important step in moving beyond shame is recognizing the difference between shame and "guilt" and then, finally, forgiving yourself. Shame is self defeating and keeps people stuck. Guilt is appropriate and can motivate people to move forward and find a path to personal forgiveness.

Shame Thought	Guilt Thought
"I am a bad person."	"I did a bad thing."
Examples: Thought Process	
"I am a failure."	"I failed to do something."
"People will hate me if I talk about this."	"This is going to be really hard to talk about."
"I can't be forgiven."	"What I did may be difficult to accept or understand."
"No one will ever love me."	Invalid

My Thought Process: List 5 Shame Thoughts and either reframe them into guilt thoughts or write "invalid."

My Shame Thought	My Guilt Thought or "Invalid"
1)	
2)	
3)	
4)	
5)	



Treasure Hunt – Facilitator Guide

Purpose:

Provide the opportunity for participants to begin to identify the skills, traits, and/or resources that they already have or will have in the future.

Implementation:

Personal skills, traits, or resources are deliberately mixed up in five columns. Personal skills range from lifting weights to having a “green thumb,” while personal traits range from being a fashion plate to being great at trivia. Personal resources also have a wide range including a supportive grandfather or the practice of chanting. Beside each column of skills, traits, and resources are blank spaces. In those blank spaces participants are asked to place a “√” next to skills, traits, and/or resources they already possess. They are then asked to place a “x” next to any skills, traits, and/or resources they believe they can have in the future. In addition, there are blank spaces for participants to name skills, traits, and/or resources that are not listed.

By searching for the items the participants have the opportunity to think about the listed items in terms of treasures in their lives. Before this exercise they may have thought of being great at trivia, for example, as a needless personal trait or having a green thumb as something they “just do.” By participating in this process they are engaging in an additional part of the personal healing process. They are also building an awareness of what previously unrecognized resources and recourses are at their disposal. This is particularly important given that research and practice have shown women who view themselves as without viable alternatives in their lives are more likely to use force in their relationships.

Facilitators should explore how skills, traits, and resources manifest for individual participants. Facilitators need to help participants see how these skills, traits, and resources can enrich their lives. The focus is to identify and build upon personal strength while increasing self-esteem.

Facilitator Key Points:

- 1. Identify skills, traits, and/or resources women have with an “√”.*
- 2. Identify skills, traits, and/or resources women believe they will have in the future with an “x”.*
- 3. Add additional skills, traits, and/or resources can be listed.*
- 4. Help participants see the value in their skills, traits, and/or resources.*



Treasure Hunt

(Page 132)

Using the following table, place a “√” next to items you already have as a skill, trait, or resource. Then, put an “x” next to any skill, trait, or resource you believe you can have in the future. Fill in skills, traits, and/or resources not already listed in the bottom row:

Skill/Trait/Resource	√/x	Skill/Trait/Resource	√/x	Skill/Trait/Resource	√/x	Skill/Trait/Resource	√/x	Skill/Trait/Resource	√/x
persistent		prayer		open		athletic		circle of supportive people	
good with money		thoughtful		survivor		sister		poetry	
creative		aunt		father		artistic		chosen family	
thrifty		teacher		grandparents		brother		dance	
great at trivia		religious institution		clergy		stepchildren		grandmother	
passionate		best friend		read books		comics		assertive	
my sponsor		massage		nature		make jewelry		spirituality	
great speller		leader		chant		meditate		build	
hardworking		music		art		researcher		grandfather	
great at math		sing		children		determined		therapist	
humor		great listener		write		green thumb		lift weights	
faith		coach		resourceful		cousin		design clothes	
mother		go to doctor		share my feelings		continue my education		paint	
exercise		musical		father		uncle		travel	
resilient		journaling		sharing		loving		therapy	
kind		go back to school		logical		great storyteller		Meridians group members	
eat healthfully		swimming		drawing		intuition		strong	
thoughtful		nutrition		quick		thorough		free spirit	
peacemaker		sleep		fearless		smart		deep breathing	
caregiver		risk taker		brave		courageous		positive self-talk	
fashion plate		write stories		walk		wise		GED	



All About Me – Facilitator Guide

Purpose:

Participants have the opportunity to identify 5 things they do well and 5 things of which they are the most proud.

Implementation:

*In the All About Me assignment, participants build upon what they learned about themselves during the Treasure Hunt exercise by specifically writing **5 things they do well, 5 things they are most proud of in their lives, 5 skills that help them get through tough situations, 5 people or places that could provide them with support, and 5 things they do to take care of themselves.** By writing the answers to these questions participants have the opportunity to see themselves as valuable, resilient women who possess personal skills and resources. They are also continuing to heal from their abusive histories as they see themselves beyond the details of the circumstances that may have brought them to the attention of law enforcement. Identifying positive aspects of their lives encourages personal reflection in a manner which may have not been encouraged to date.*

Although participants do not formally present this assignment to the group, facilitators should question women about how they completed the exercise and what they value about themselves.

This assignment can be used as a potential “teaching opportunity” when discussing the definition of accountability in terms of personal integrity. Examples of questions that would frame teaching opportunities would be: How do the things the participants do well reflect upon their personal integrity? How are their moments of pride a reflection of who they want to be in the future? How has making it through tough situations made the women the strong, resilient people they are today?



Facilitator Key Points:

1. *Encourage personal reflection on positive aspects of participants' lives.*
2. *Participants have the opportunity to see themselves as valuable, resilient people.*
3. *By focusing on the aspects of their lives, participants have the opportunity to look toward the future with hope.*
4. *Potential teaching opportunities regarding what they are most proud of and how that pride is a reflection of the integrity of who they want to be.*



All About Me

(Page 133)

Using the Treasure Hunt List from the previous exercise, or skills, traits, or resources not listed on the Treasure Hunt, answer the following questions:

List 5 things I do well:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

List 5 things I am most proud of in my life:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____



All About Me

(Page 134)

List 5 skills I have that help me get through tough situations:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

List 5 people or places that could provide me with support:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____



All About Me

(Page 135)

List 5 things I do to take care of myself:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____



Treasure Chest – Facilitator Guide

Purpose:

Provide participants the opportunity to identify their personal resources, skills, and supports as treasures in their lives as they continue to heal from their abusive histories.

Implementation:

Building upon the Treasure Hunt and the All About Me assignments, participants now have the opportunity to fill personal treasure chests with their resources, skills, and supports. Participants may use items they found in the Treasure Hunt assignment or already wrote about in the All About Me assignment. Still others may identify additional personal resources, skills, and supports. Because women who have used force in their intimate relationships typically do so because they see themselves without viable behavioral alternatives or resources, this series of assignments is particularly important. By identifying her treasures, and an entire treasure chest, each participant is engaging in a process that encourages her to think of herself as a dynamic, resourceful human being with options often beyond what she considered when she started Meridians.

Facilitator Key Points:

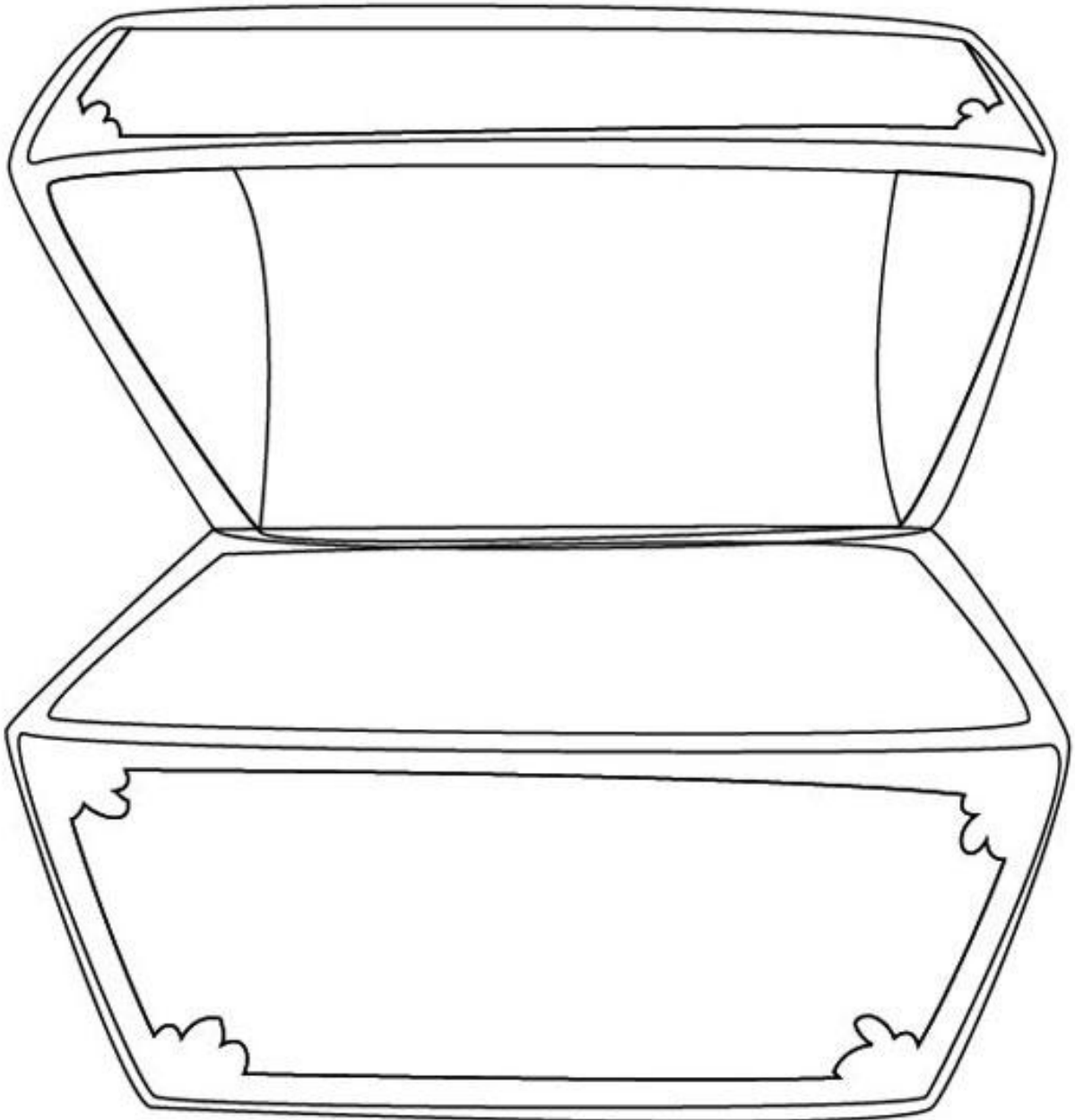
- 1. Participants will fill their treasure chest with personal resources, skills, and supports.*
- 2. Participants have the opportunity to continue to heal from their abusive histories.*
- 3. The opportunity to see themselves with a treasure chest full of personal resources, skills, and supports provides participants with often previously unrecognized resources.*



TREASURE CHEST

(137)

Using the information from the preceding assignments fill your treasure chest with as many resources, skills, and supports that you feel will help you.



Presentation 5: My Treasure Chest - Facilitator Guide

Purpose:

Participants have the opportunity to identify their personal resources, skills, and supports as treasures in their lives as they continue to heal from their abusive histories.

Implementation:

The presenting participant will take 5 to 10 minutes to discuss her Treasure Chest. During her presentation she should be given the freedom to focus on resources, skills, and/or supports that she feels will help her in her future. The opportunity to talk about the items in her treasure chest, which she has already written about, is an important aspect of maintaining her personal integrity and continuing to heal from her abusive past. By talking about the treasure chest in front of her group members she is publicly acknowledging that she does have resources, skills, and supports and that these resources, skills, and supports can be utilized in her commitment to a future free from the use of force.

Facilitators should encourage other group participants to identify treasures they think this person has that are not already in the person's chest.

Facilitator Key Points:

- 1. The presenting participant will identify her resources, skills, and supports.*
- 2. The participant will have the freedom to focus on any or all aspects of her Treasure Chest.*
- 3. Publicly talking about her treasure chest of resources, skills, and supports reinforces the participant's commitment to a future free from use of force.*
- 4. Encourage other group members to identify treasures the presenting woman has which the woman has not already identified.*



Presentation 5: My Treasure Chest

(Page 138)

1. Complete all assignments through, "My Treasure Chest."
2. Have another participant sign off that assignments are complete.
3. Put your name on the board.
4. Give your presentation a title.
5. Give a 5-10 minute presentation describing, "My Treasure Chest."
6. Answer questions from the group.

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

Date Presented: ____/____/____



Group Feedback – Facilitator Guide

Purpose:

Provide individual group participants with peer and facilitator feedback regarding their participation in group to date. The focus should be on their demonstrated understanding of Meridians group concepts and areas for growth.

Implementation:

The presenting participant receives feedback from 3 peers and from facilitators. The participant should choose the 3 peers to provide her feedback.

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

Feedback is intended to help the participant understand more about herself. The feedback should be focused on group member observations of the woman who is receiving feedback. There is a tendency for group members providing feedback to say, for example: "good job" or "she's doing great". This type of feedback is not helpful for long-term behavioral change because it does not tell the person anything about herself. Empower the group to use feedback that is specific and appropriate. If someone gives 'good job' feedback, the group should be encouraged to help the member giving feedback to be more specific. Examples: "What was good about it?", "What did you observe about this person?", etc.

Facilitators can/should pay attention to the group member(s) the participant asks for feedback. Does she ask the experienced members or the member who has only been there one week? Does she ask the person who questioned her about her presentation or someone who sat quietly and said nothing? These observations provide the facilitator with information about the participant's personal process.

After the 3 peers give feedback the facilitators should then give their feedback. Feedback can be detailed or short, it can be specific or metaphoric, but it should be reflective of who the participant is and point



her in the direction of what she needs to do next. It should be something that the participant can reflect on for affirmation in the future.

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

Distortion of what someone, especially the facilitators, say is common. Facilitators should ask the participant to repeat what she wrote down to make sure it is accurate. Asking the participant what she thinks it means is a positive step toward helping her integrate the information while confirming that she understood the feedback. This gives the facilitator an opportunity to clarify any misunderstandings and provide insight into how we often receive feedback.

Facilitator Key Points:

- 1. Feedback is to be specific and helpful while providing participants with insight.*
- 2. Participant chooses 3 peers to give her feedback.*
- 3. It is a compliment to be asked to give feedback.*
- 4. Facilitators should give clear feedback that reflects facilitator observation and points participants toward next steps.*
- 5. It may be helpful to write feedback down before giving it to the participant, in order to minimize misunderstandings about what was said.*
- 6. Confirm the participant has accurately written what was said.*
- 7. Confirm the participant understands what was said, clarify where necessary.*



General Group Feedback

(Page 139)

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

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Facilitator:	Facilitator's Feedback:

Facilitator:	Facilitator's Feedback:



Exit Criteria – Facilitator Guide

Purpose: *Provide a check list for the participant and the facilitator.*

Implementation:

Group leaders should check the attendance log and confirm that all of the criteria have been met.

Facilitator Key Points:

- 1. Make sure the facilitator receives the attendance log from the participant.*
- 2. In keeping with established facility policies, the accuracy of the information will be checked against the participant's record before official completion documentation is provided.*



Exit Criteria

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1. I have participated in a minimum of 20 groups.
2. I have been group leader.
3. I have completed all assignments.
4. I have given 5 presentations.
5. I have received feedback from my group members and facilitator(s).
6. I have turned in my attendance log.



Meridians Certificate of Completion – Facilitator Guide

Purpose:

Provide group members with a certificate to mark their successful completion of Meridians.

Implementation:

Group facilitators should be aware when individual group members have completed sessions and presentations necessary to exit Meridians. Before the woman's anticipated final presentation cofacilitators should have the Meridians Certificate of Completion ready to give to her after her final presentation. When presenting the certificate to the exiting woman cofacilitators should model and encourage celebratory congratulations.

Facilitator Key Points:

- 1. Facilitators should have the certificate ready for presentation before the group member's anticipated final group.*
- 2. Cofacilitators will present the certificate to the exiting group member after the group leader has confirmed she has completed the Meridians Exit Criteria and her final presentation.*
- 3. The certificate of completion provides women an opportunity to celebrate their hard work and dedication to the Meridians process.*





Meridians Certificate of Completion

In honor of your commitment to a violence-free future.

Group Participant

Date

Group Facilitator

Group Facilitator





Supplemental Materials
(Page 141)

- 1. Elephant in the Living Room Story**
- 2. The Lightning Story**
- 3. The Jack Story**
- 4. Alaska and Hawaii Story: "But I always did it this way!"**
- 5. The Roast Story: "But it's tradition!!"**



The Elephant in the Living Room Story

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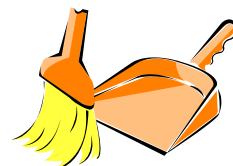
Imagine there is a great big huge elephant living in your living room. Everybody sees it, everybody moves around it, everybody accommodates it, but nobody talks about it. After a while you start to wonder if there really is an elephant in the living room, because if there was, wouldn't somebody else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



drugs."

drugs."

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



If you have ever seen an elephant at the zoo, you know exactly what they leave behind...Great Big Piles of it! So if those piles are in the living room, can you walk across it? Can you have people come over? The answer is "NO". Basically you have to live your life exactly the same way that you did when the elephant was there, except now the elephant isn't there. That is a visual for: "dry drunk," being unaccountable, and not healing. Recovery,

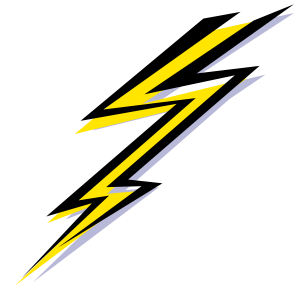
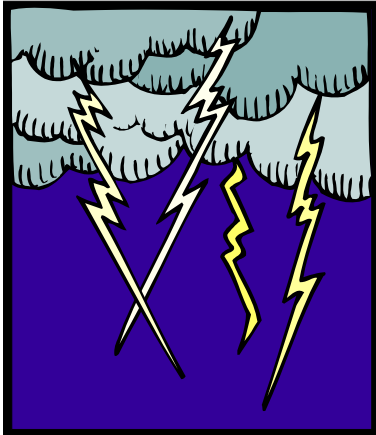


accountability, and healing require walking back into the room and cleaning up the mess that got left behind. What do you really need to do? The answer is, clean the mess up! Now that is really smelly work, nobody really wants to do it. You clean up one pile and you say "Wow! That was really hard work! That was really stinky. I don't think I want to do it anymore." The problem is that until you clean up the whole mess, you can't walk across the living room. The legacy of living with elephants is that if you grow up with them or you live with them for a period of time, what you learn is to not trust yourself or others, as anything could be the elephant. Often, this is what leads to making assumptions. One of the things we do in MERIDIANS is to assist you by providing you with the shovel, broom, bucket and other tools to clean up the piles. Often times we point out where the piles are that you might have missed. The work is yours to do. We will be there to support you doing it. The choice to do it remains yours.



The Lightning Story

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This is a story about a man, who one day was out on the golf course, enjoying his usual game of golf. The man liked to golf and was a good golfer. He spent most of his free time golfing. One day it started to rain. He could hear the thunder and see the lightning fill the sky. He stood still with the golf club clutched in his hand the head pointed at the sky. Suddenly, he was struck by lightning. A bolt sent him to his knees. After a while he regained consciousness and went home.

He told his friends what had happened. He said, **“Can you believe how unlucky I am? I got hit by lightning! But I GUARANTEE YOU THIS, IT WILL NEVER HAPPEN AGAIN!!!”** Just to be on the safe side, the man decided to give up his golfing.

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

He decided to spend more time at home. He got a little bored at home so he decided to get a dog. The dog would run into the street, into the neighbor’s yard. The man started thinking “I have all this experience putting in flagpoles; I bet I could put in my own chain link fence”. SO he calls Home Depot and has the chain link fence delivered. As he is doing the installation it started to rain thunder and lightning filled the sky. The man watched the storm while he leaned on the metal fence. Wouldn’t you know it; he was struck by lightning again, a third time. After a while, like in the past, he regained consciousness and went into his house. He sat on the couch, he



wondered how unlucky could a man be? This time he not only didn't have a golf club in his hand, but he was not carrying the flagpole. He asked himself inside his head the question, "What the heck is going on in my life?" "The same thing keeps happening over and over and over again! What am I missing?"

Consider:

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

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

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

This program believes that the use of force is learned and a choice. Now this is good news and bad news. The good news is: You can learn something new and make different choices. The bad news is: You learned that using force was the best option and then made the choice to use force.

The purpose of the program is to help participants learn about 'lightning', but the 'lightning' we are focused on is use of force.



The Jack Story

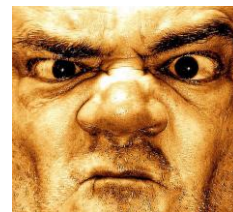
(Page 146)

A man is driving down the road. He gets a flat tire. He pulls his car to the side of the road and opens up the trunk. The man realizes he does not have a car jack to aid him in the changing of the tire. The road he is on is one where he can see for miles and miles in any direction. He can see that there is nothing around; there are no cars or trucks coming, no stores, minimarts, businesses, bicycles or houses. All he can see is way up ahead a house with a light on and smoke coming out of the chimney. He tells himself "It looks like there is someone home at that house; it is in the middle of nowhere so they probably have a car and they will have a jack".



So he starts walking, as he walks he is thinking, "I'll just go up to the door and explain that I have a flat tire and ask the guy if I can borrow his jack." Then he thinks to himself, "This guy's probably going to want some money as a deposit." He thinks "about \$20.00 should do it". He takes out his wallet and he only has \$5.00. Now he thinks to himself, "Okay, Okay, I'll go up to the door tell the guy "I have a flat and need to borrow your jack, but I only have \$5.00 You can watch me go down change the tire put the jack in my car and come right back up". But the guy is going to say, "How do I know you won't leave me your \$5.00, go down, change your tire, put my jack in your car and take off!" The man continues walking and now he's thinking, "This guy has a lot of nerve! He doesn't even know me! I've never stolen anything in my life! Who does he think he is! Like I'm going to drive out here to the middle of nowhere, walk all this way to steal his jack that he probably doesn't even use anyway, so even if I took it what would be no big deal..."

At this point the man reaches the door of the house, he knocks on the door. When the homeowner opens the door, the man needing the jack yells at the homeowner..



"AND YOU CAN KEEP YOUR DAMN JACK!"

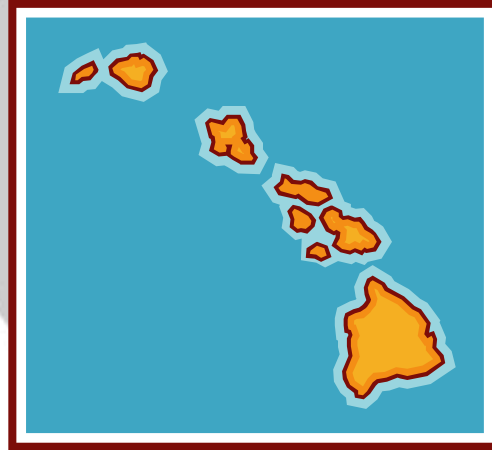
Consider:

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



Alaska and Hawaii Story: "But I always did it this way!"

(Page 147)



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

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

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

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

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





Consider:

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



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

(Page 149)

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



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

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

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



Her husband looked at her said "I was just wondering what the folding under does?" "Oh," said the young woman, "I don't really know, I'll have to call my



mom". So she calls her mother and says, "Mom, I was making the special family roast and I was wondering why we fold the roast under? "Before she had fully completed her sentence her mother was yelling" What do you mean why do we fold the roast under!?!? This is an important part of the family tradition!! This is the way I made the roast all the years you were growing up and this is the way grandma made it all the years I was growing up. It is tradition!! What do you mean why do we fold it under?!?" The young woman said. "Well I was just wondering, what does folding the roast under do??"

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

"I don't know why you do it, my pan was too small"!!!

Consider:

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



Experiential Exercises

- 1. Isolation**
- 2. Emotional Abuse**
- 3. Male Privilege**
- 4. Obfuscation**



Isolation Exercise

Purpose:

Provide an experiential understanding of the tactic isolation

Materials:

*Paint Masks (from dollar store)
Cotton balls*

Definition:

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

Implementation:

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

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

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



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

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

Emphasize that no matter how anyone felt, it was more difficult to hear what others were saying or to be heard. Connect this to the reality that most isolation tactics do not involve locking the person up, but making it more difficult for them to connect with other people and forcing them to watch/filter what they say.

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

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

Facilitators should point out participants' discomfort with this limited isolation for a short time and ask them to imagine or share what it is like to



have to do this all the time, especially in the place and with the people they are supposed to be closest with and feel safe.

Facilitator Key Points:

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



Emotional Abuse Exercise

Purpose:

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

Materials:

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

Definition:

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

Implementation:

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

This exercise can be done anytime during a group.

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

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

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

As the participants begin to tape the picture a variety of things may happen. Sometimes someone will say "I get it, you can never put it back the way it



was” or this isn’t hard”. Some may even use the back of the picture to help them put the front piece back into place or will give each other advice on how to put it back. Some will take great care to put their piece on carefully and others will slap in on anywhere.

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

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

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



Facilitator Key Points:

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



Male Privilege Exercise

Purpose:

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

Materials:

Candy/stickers

Definition:

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

Implementation:

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

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

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

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



candy/stickers for each group. This will fuel speculation in the facility as a whole.

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

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

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

Facilitator Key Points:

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



Obfuscation Exercise

Purpose:

Provide an experiential opportunity to increase understanding of obfuscation.

Materials:

Large piece of paper

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

Pens or pencils

Definition:

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

Implementation:

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

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

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

Some participants will read their statement and carefully place it in on the original statement, others may casually drop theirs in the vicinity of the



original statement, their statements may get layered on top of each other, and it doesn't matter. When everyone has finished it should be difficult to read the original statement. The facilitator asks if anyone knows what part of the power and control wheel this exercise was about. The group may or may not figure out that it is obfuscation right away. Then the facilitator asks what happened to the original statement and points out that in order to see what was originally written all those other statements need to be gone through and all the statements scattered around would need to be looked at. The facilitator points out how all those other statements distract and cover up the original message and make it harder to see what was there. The facilitator guides the discussion to make the points that anything that covers up, distracts, redirects or makes it difficult to see what is going on is obfuscation. The facilitator should point out that some people were careful and deliberate with the placing of their statements; others were cavalier, etc and connect it to how obfuscation is used. Sometimes it is done carefully and strategically, sometimes it leads people away, distorts or makes it harder for others to see what is really going on. Excuses, explanations, unnecessary details (negative about him, positive about her), minimizing the actions or their impact, blaming other people, alcohol or drugs for abusive choices, etc can be obfuscation. The main point is that anything can be obfuscation if it interferes with seeing clearly what is really going on.

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

Facilitator Key Points:

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



Supplemental Statistics & Information – Facilitator Guide

- 1) Rape: Overview & Statistics**
- 2) Date Rape**
- 3) Date Rape Drugs**
- 4) Pregnancy from Rape**
- 5) Date Rape**
- 6) What is Sexual assault?**
- 7) Domestic Violence: An Overview**
- 8) History of the Battered Women’s Movement**
- 9) Mary Ellen’s Story**



Rape: Overview & Statistics



Rape is not about passion and has nothing to do with love. Rape is an act of aggression and violence.

Rape is forced, unwanted sexual intercourse. Rape, sometimes also called sexual assault, can happen to both men and women of any age.

Rape is about power, not sex. A rapist uses actual force or violence — or the threat of it — to take control over another human being. Some rapists use drugs to take away a person's ability to fight

back. Rape is a crime, whether the person committing it is a stranger, a date, an acquaintance, or a family member.

No matter how it happened, rape is frightening and traumatizing. People who have been raped need care, comfort, and a way to heal.

Who are the Victims?

Breakdown by Gender and Age

Women



1 out of every 6 American women have been the victims of an attempted or completed rape in their lifetime (14.8% completed rape; 2.8% attempted rape).

17.7 million American women have been victims of attempted or completed rape.

9 of every 10 rape victims were female in 2003.

While about **80% of all victims are white**, minorities are somewhat more likely to be attacked.

- White women: 17.7%
- Black women: 18.8%
- Asian Pacific Islander women: 6.8%
- American Indian/Alaskan women: 34.1%
- Mixed race women: 24.4%

Men

About **3% of American men** — or **1 in 33** — have experienced an attempted or completed rape in their lifetime.

- In 2003, 1 in every ten rape victims were male.



- 2.78 million men in the U.S. have been victims of sexual assault or rape.

Children

15% of sexual assault and rape victims are **under age 12.**

- 29% are age 12-17.
- 44% are under age 18.
- 80% are under age 30.
- 12-34 are the highest risk years.
- Girls ages 16-19 are 4 times more likely than the general population to be victims of rape, attempted rape, or sexual assault.

7% of girls in grades 5-8 and 12% of girls in grades 9-12 said they had been sexually abused.

- 3% of boys grades 5-8 and 5% of boys in grades 9-12 said they had been sexually abused.

In 1995, local child protection service agencies identified **126,000 children** who were victims of either substantiated or indicated sexual abuse.

- Of these, 75% were girls.
- Nearly 30% of child victims were between the age of 4 and 7.

93% of juvenile sexual assault victims know their attacker.

- 34.2% of attackers were family members.
- 58.7% were acquaintances.
- Only 7% of the perpetrators were strangers to the victim.

Effects of Rape

Victims of sexual assault are:

3 times more likely to suffer from depression.

6 times more likely to suffer from post-traumatic stress disorder.

13 times more likely to abuse alcohol.

26 times more likely to abuse drugs.

4 times more likely to contemplate suicide.



Date Rape

Date rape: Rape of a woman by a man with whom she is acquainted. The rapist is usually the woman's "date" (escort).

Although there are many possible date rape scenarios, in a common one, the man tries to weaken the resistance of the woman by exerting undue psychological pressure upon her or by plying her with alcohol or even by giving her a drug without her knowledge, and then the man forces the woman to have sexual intercourse. Sometimes the woman has no memory of the rape because of the effects of the alcohol or the drug (or because of the traumatic nature of the event itself).

Would-be date rapists have used sleeping pills to sedate their intended victims. In addition to adding sleep-inducing medications to alcohol, date rapists also have combined them with marijuana, cocaine and other drugs.

In February, 2000, federal legislation was passed in U.S. that toughened the penalties for the distribution and possession of drugs used in date rapes. The principal drug covered by the law was gamma hydroxybutyric acid or GHB. A few drops of GHB, a colorless and odorless drug, added to a drink are enough to make the victim lose consciousness within 15-20 minutes. GHB had been implicated in more than 5,700 recorded cases of overdose and in at least 57 deaths.

Victims of date rape (like all rape victims) are likely to suffer physical and/or mental trauma. Physical trauma may include cuts, bruises and abrasions in the pelvic area as well as elsewhere on the body. Mental (emotional, psychological) trauma can include overwhelming feelings of humiliation, embarrassment and defilement.

Date rape victims should go promptly to a hospital, as should all rape victims. There the hospital rape team can begin to attend to any physical wounds, administer antibiotics to prevent or treat sexually-transmitted diseases, provide initial rape counseling and set the stage for future treatment of a psychological and/or physical nature that the patient may need. The evaluation and report by the hospital also helps to document the condition of the patient for legal purposes and possible police action.

Date rape is essentially a form of partner abuse, although the "partners" may be on their first date (or have been out together on multiple occasions).

"Rape" is derived from the Latin word "rapere" which means "to seize".



Date Rape Drugs

Below is a list of drugs that are known to have been used to assist in perpetrating a sexual assault. Sexual assault is any type of sexual activity that a person does not agree to. It can include touching that is not okay; putting something into the vagina; sexual intercourse; rape; and attempted rape. The drugs listed below are powerful and dangerous. They can be slipped into your drink when you are not looking. The drugs often have no color, smell, or taste, so you cannot tell if you are being drugged. The drugs can make you become weak and confused — or even pass out — so that you are unable to refuse sex or defend yourself. If you are drugged, you might not remember what happened while you were drugged. Date rape drugs are used on both females and males.

The three most common date rape drugs are:

- **Rohypnol** (roh-HIP-nol). Rohypnol is the trade name for flunitrazepam (FLOO-neye-TRAZ-uh-pam). Abuse of two similar drugs appears to have replaced Rohypnol abuse in some parts of the United States. These are: clonazepam (marketed as Klonopin in the U.S. and Rivotril in Mexico) and alprazolam (marketed as Xanax). Rohypnol is also known as:

Circles	Forget Pill	LA Rochas
Lunch Money	Mexican Valium	Mind Erasers
Poor Man's Quaalude	R-2	Rib
Roach	Roach-2	Roches
Roofies	Roopies	Rope
Rophies	Ruffies	Trip-and-Fall
Whiteys		

- **GHB**, which is short for gamma hydroxybutyric (GAM-muh heye-DROX-ee-BYOO-tur-ihk) acid. GHB is also known as:

Bedtime Scoop	Cherry Meth	Easy Lay
Energy Drink	G	Gamma 10
Georgia Home Boy	G-Juice	Gook
Goop	Great Hormones	Grievous Bodily
Harm (GBH)		
Liquid E	Liquid Ecstasy	Liquid X
PM	Salt Water	Soap
Somatomax	Vita-G	

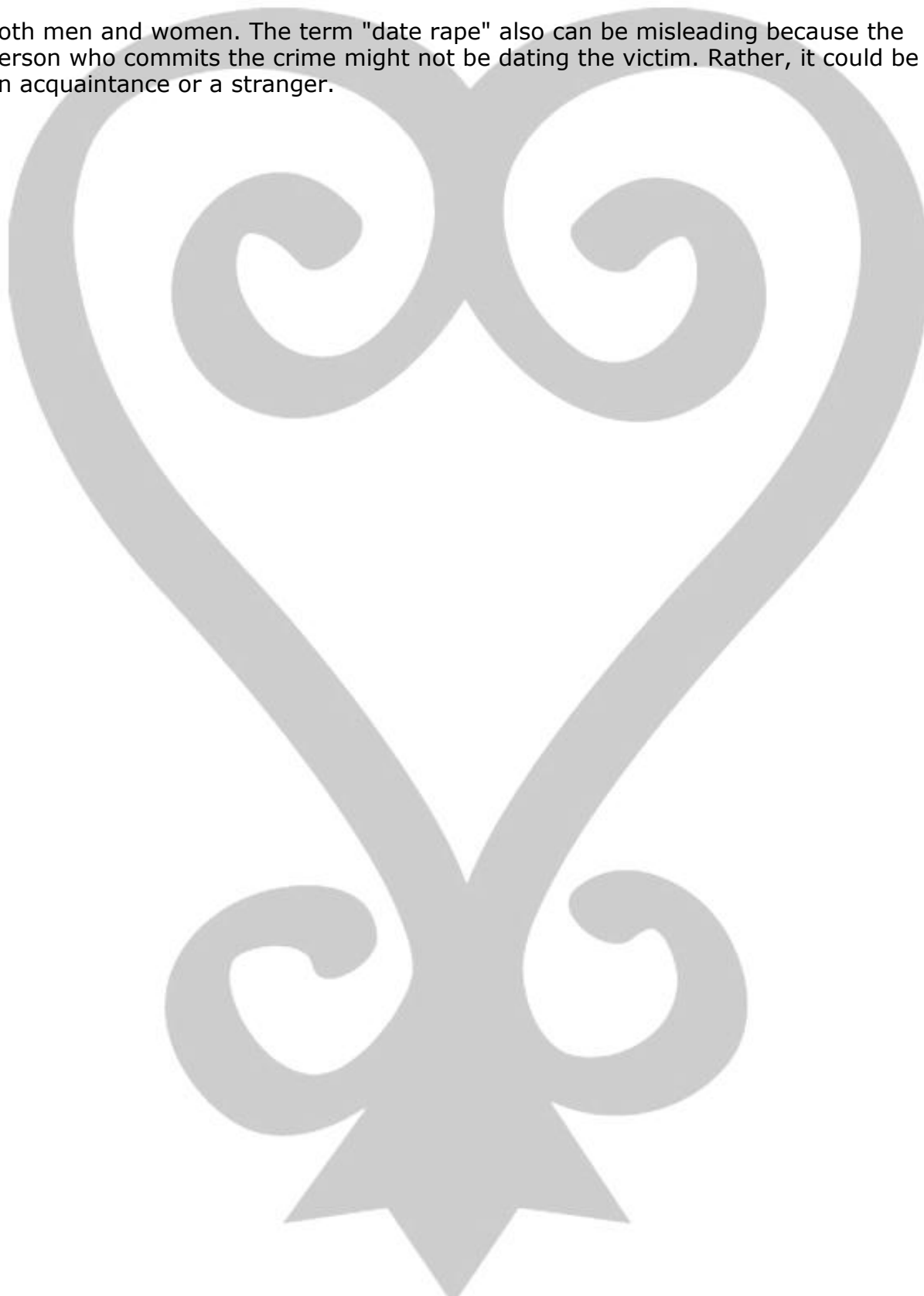
- **Ketamine** (KEET-uh-meen), also known as:

Black Hole	Bump	Cat Valium
Green	Jet	K
K-Hole	Kit Kat	Psychedelic Heroin
Purple	Special K	Super Acid

These drugs also are known as "club drugs" because they tend to be used at dance clubs, concerts, and "raves." The term "date rape" is widely used. But most experts prefer the term "drug-facilitated sexual assault." These drugs also are used to help people commit other crimes, like robbery and physical assault. They are used on



both men and women. The term "date rape" also can be misleading because the person who commits the crime might not be dating the victim. Rather, it could be an acquaintance or a stranger.



Pregnancies Resulting from Rape

In 2004-2005, 64,080 women were raped. According to medical reports, the incidence of pregnancy for one-time unprotected sexual intercourse is 5%. By applying the pregnancy rate to 64,080 women, RAINN estimates that there were **3,204 pregnancies** as a result of rape during that period.

- Rape, as defined by the NCVS, is forced sexual intercourse. Forced sexual intercourse means vaginal, oral, or anal penetration by offender(s). This category includes incidents where the penetration is from a foreign object such as a bottle. Certain types of rape under this definition cannot cause pregnancy.
- 97 out of 100 rapists receive no punishment.
- Some victims of rape may be utilizing birth control methods, such as the pill, which will prevent pregnancy.
- Some rapists may wear condoms in an effort to avoid DNA detection.
- Victims of rape may not be able to become pregnant for medical or age-related reasons.
- Medical estimates of a 5% pregnancy rate are for one-time, unprotected sexual intercourse. Some victimization may include multiple incidents of intercourse.
- Because of methodology, NCVS does not measure the victimization of Americans age 12 or younger. Rapes of these young people could result in pregnancies not accounted for in RAINN's estimates.

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The Wife Rape Fact Sheet

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Excerpted from the [Wife Rape Information Page](#). Retrieved April 2, 2012
from: <http://www.musc.edu/vawprevention/research/wiferape.shtml>

In Michigan, rape in marriage was legal until June of 1988

What is Wife Rape?

Wife Rape is the term used to describe sexual acts committed without a person's consent and/or against a person's will by a woman's husband or ex husband. Sexual acts may be committed through physical force, threats of force against her or a third person, or implied harm based on prior assaults causing the woman to fear that physical force will be used if she resists.

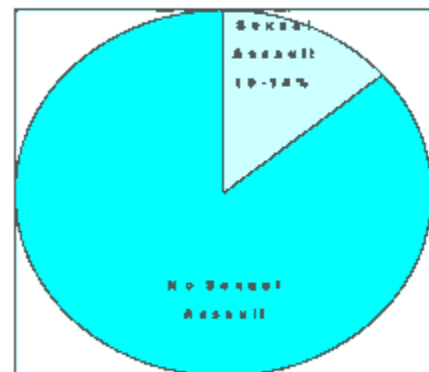
When a woman submits to sexual acts out of fear or coercion, it is rape. A wife does not need to be "putting up a good fight" for it to be rape (even according to the law). Sexual acts include but are not limited to penile vaginal intercourse, the insertion of genitals into the mouth or anus, or the insertion of objects into the vagina or anus.

How Common is Wife Rape?

Two studies have documented similar rates among random samples of women:

- Ten to fourteen percent of ever-married women have experienced at least one forced sexual assault by a husband or ex-husband (Finkelhor & Yllo, 1985; Russell, 1990).
- Studies of battered women staying in shelters and women seeking relationship help show one-third to three-quarters of those asked reported sexual assaults by their husbands or intimate partners.

Percent of women in random samples reporting sexual assault by a husband or ex-husband.



Higher figures (1/2 to 3/4) have been reported by women in shelters or treatment for relationship problems.



How are Victims of Wife Rape Different from Other Rape Victims?

Women raped by a partner are violated by someone with whom they share their lives, homes, and possibly children. In addition to the violation of their bodies, they are faced with a betrayal of trust and intimacy. Sadly, victims of wife rape are not likely to see what is being done to them as a violation of their rights. This is no surprise, however, as society has only recently legally recognized wife rape as a crime, and opinion polls show that people still believe that wife rape must be "less harmful" than stranger rape.

Research indicates that wife rape victims are more likely to be raped multiple times compared with stranger and acquaintance rape victims. In research with wife rape victims, most report being raped more than once, with at least 1/3 of the women reporting being raped more than 20 times over the course of their relationship (Finkelhor & Yllo, 1985; Russell, 1990). Women who experience wife rape suffer long lasting physical and psychological injuries as severe or more severe than stranger rape victims.

What Legal Rights do Married Women Have Regarding Wife Rape?

Today it is a crime in all 50 states (and federal lands) for a husband to rape his wife. However, according to the National Clearinghouse on Marital and Date Rape (see Resource List), as of March 1996, only 17 states and the District of Columbia have completely abolished the marital rape exemption (which precludes a husband from being charged with rape of his wife in certain situations, or limits the seriousness of the offense with which a husband could be charged). Marital privileges are extended to unmarried cohabitants in some states.

It is important to remember that under at least one section of the sexual offense codes (usually those code sections regarding force), marital rape is a crime in all 50 states. Each state has its own sexual offense codes. Women may also sue their husbands in civil court for pain and suffering and medical and other costs incurred as a result of sexual battery.

Why Would a Man Rape His Wife?

Our ability to answer this question is limited, as so little research has focused on husband-rapists. It is, however, clear from survivors' reports that it does not stem from wives withholding sex, which is the most common myth. Most women who report being raped by their husbands also report having consensual sexual intercourse. Researchers who have spoken with



husband-rapists conclude that husband-rapists rape to reinforce their power or control over their wives or families, or to express anger.

Stereotypes about women and sex such as: "women enjoy forced sex," "women say 'no' when they really mean 'yes,'" or "it's a wife's duty to have sex" continue to be reinforced in our culture through both mainstream and pornographic media. Such messages not only mislead men into believing that they should ignore a woman's protests. They also mislead women into believing that they must have "sent the wrong signals," blaming themselves for unwanted sexual encounters, or believing that they are "bad wives" for not enjoying sex against their will.

Why Would a Woman Stay With a Man Who Raped Her?

The answers to this question are complicated. Many women believe it is part of their "wifely duty" to have sex with their husbands, even if it is violent sex against their will. Many religious doctrines outline sexual acts as a "duty" for wives. In addition, it is only recently that the law has begun to offer wives protection from their husband's sexual attacks, and many people may be unaware that wife rape is a crime.

Many women do not have the financial resources to leave a relationship. If a woman has children, her ability to leave is complicated by the added problem of moving her children with her (taking them out of school, away from friends) or abandoning her children. She may not leave for fear of what the offender may do to her or the children.

Also, some women may not leave out of love and loyalty to the husband, which may override her pain and suffering. The decision to leave a person you care about or love can be very difficult, even when the relationship is unhealthy or violent. But it's the abuse that's wrong, not loving someone who is abusive. No one deserves to be beaten or raped, and no one is required to live with fear and violence. Everyone has the right to live in a safe home.

If You Have Experienced Sex Against Your Will by Your Husband or Partner...

If your partner has insisted that you have sex against your will by force, threats, or intimidation, please know that you are not alone and can seek help. You may want to seek personal and/or legal counseling. Counseling services can be found through rape crisis centers, domestic violence



services, and family service agencies (see Resources section of the [Wife Rape Information Page](#)). Immediately following a rape experience, please seek medical treatment at a hospital, followed by counseling.

Sources and additional resources

[The Wife Rape Information Page](#)

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What is Sexual Assault?

Sexual assault and abuse is any type of sexual activity that you do not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that you say no to
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. Examples of this are [voyeurism](#) (when someone watches private sexual acts), [exhibitionism](#) (when someone exposes him/herself in public), [incest](#) (sexual contact between family members), and sexual harassment. It can happen in different situations, by a stranger in an isolated place, on a date, or in the home by someone you know.

Rape is a common form of sexual assault. It is committed in many situations—on a date, by a friend or an acquaintance, or when you think you are alone. Educate yourself on "date rape" drugs. They can be slipped into a drink when a victim is not looking. Never leave your drink unattended—no matter where you are. Try to always be aware of your surroundings. [Date rape drugs](#) make a person unable to resist assault and can cause memory loss so the victim doesn't know what happened.

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Domestic Violence: An Overview

- Domestic violence is also called intimate partner violence, domestic abuse, and intimate partner abuse and is any form of maltreatment that takes place in a heterosexual or homosexual romantic relationship between adults or adolescents.
- Intimate partner violence is a major public-health problem, due to its affecting more than 2 million women and 800,000 men and resulting in homelessness of victims, billions of dollars in health-care costs, and lost work productivity.
- Intimate partner abuse has been and in some ways continues to be endorsed in all societies through legal sanctioning of the subjugation of women and lack of legal protections for GLBT victims.
- While domestic abuse strikes couples of all races, religions, social economic status, and sexual orientations, risk factors for men or women becoming victims or abusers include poverty, lack of a high school education, witnessing family violence as a child, and attitudes of male domination and substance abuse, especially alcohol abuse.
- Warning signs for individuals to consider if they suspect they are the victim of intimate partner violence include feeling demeaned, assaulted, or excessively controlled by their partner.
- Warning signs friends, family members, and coworkers can look for if they wonder whether the person they care about is the victim of domestic abuse include: frequent absences from school or work, numerous injuries the victim tries to explain, low self-esteem, a change in their personality, fear of conflicts, passive-aggressive behavior, blaming him- or herself, isolation from others, or stress-related physical symptoms.
- Health professionals unfortunately only screen for intimate partner abuse in about 20% of the patients seen. However, domestic violence is most effectively assessed when the professional asks questions that call for more than a "yes" or "no" answer and do not directly inquire about domestic abuse, at least earlier during any assessment interview.
- Domestic abuse is treated by establishing and maintaining the safety of the victim, providing appropriate legal consequences to the batterer, addressing the emotional impact on the victim and the



problems of the abuser, particularly if one of the problems includes alcohol or other substance abuse.

- The prognosis for domestic violence can be quite negative if it goes on untreated, in that the emotional and physical consequences of continued abuse can be severe and even end in homicide. Treatment can improve prognosis.
- Prevention of domestic violence involves providing economic opportunity, mentors, role models, organized community programs for youth and families, a school environment that promotes prevention of abusiveness in any relationship, and adult family members who are nurturing and who provide consistent, structured support.

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The History of the Battered Women's Movement

<http://www.bwjp.org/>
Combined with <http://www.fcadv.org/history.html>

753 B.C.

Laws of Chastisement

Origination of A Rule of Thumb which would become part of English Common Law.

1400 A.D.

"Rules of Marriage"

Written by Friar Cherubino of Siena promoted wife beating.

1500's

Marital Exemption for Rape

Lord Hale, English Jurist, establishes marital exemption for rape.

1721

Lesbian Violence Between Partners

First court transcript documenting lesbian violence between partners. Defendant sentenced to death.

1845

Equal Inheritance Rights

Law passed in Sweden giving women and men equal inheritance rights.

1868

Treaty of 1868 between General Sherman and the Navajo nation, requiring Navajos to select male leaders, destroying traditional relationships in the Nation.

1871

Legal Right of Men to Beat Their Wives Rescinded in Alabama.

Alabama first state to rescind legal right of men to beat their wives (see *Fulgrahm v. State*). Massachusetts follows shortly.

1882

Wife Beating Made a Crime in Maryland

Maryland first state to make wife beating a crime, punishable by 40 lashes or a year in jail.

1917

Full Political And Legal Equality In Russia

In Russia Bolsheviks give women full political and legal equality.



1921

Passage of 19th Amendment in US

1964

Passage of the Civil Rights Act of 1964

1965

Equal Pay for Equal Work

Congress passes laws prohibiting discrimination against women in employment and requiring equal pay for equal work.

1969

No-Fault Divorce Law

California adopts a no-fault divorce law.

1971

Movement first gains momentum in England, as Chiswick Women's Aid, the first identified shelter opens.

1972

Women's Advocates in St. Paul, Minnesota start the first hotline for battered women. Women's Advocates and Haven House in Pasadena, California, establish the first shelters for battered women.

1974

Independent Corroboration in Rape Cases

NY no longer requires a rape victim to give independent corroboration.

Erin Pizzezy publishes *Scream Quietly or the Neighbors will Hear* in England, the first book about domestic violence from the battered women's perspective.

1976

First legal center for battered women funded by Legal Assistance Foundation of Chicago.

NOW announces the formation of a task force, co-chaired by Del Martin, to examine the problem of battering. It demands research into the problem and money for shelters.

Del Martin publishes *Battered Wives*, the first American feminist publication showing violence against wives deeply rooted in sexism.

Betsy Warrior publishes *Working on Wife Abuse*, the first national directory of individuals and groups helping battered women.

Nebraska becomes the first state to abolish the marital rape exemption.



Pennsylvania establishes the first state coalition against domestic violence. It also becomes the first state to create a statute providing for orders of protection for victims of domestic violence.

First national conference on battered women is held in Milwaukee, Wisconsin, sponsored by the Milwaukee Task Force on Battered Women.

1977

Francine Hughes acquitted for murdering her husband, who abused her since 1963, on grounds of temporary insanity.

National Communications Network For The Elimination of Violence Against Women, (NCN), the first national newsletter on battered women, is published. The following year, NCN merges with the Feminist Alliance Against Rape to publish Aegis, the magazine on ending violence against women, a grassroots feminist forum on rape, battering, and other issues of violence affecting women.

Oregon becomes the first state to enact legislation mandating arrest in domestic violence cases.

1978:

U.S. Commission on Civil Rights holds "Consultation on Battered Women" in Washington, D. C., brings together hundreds of activists and results in Battered Women: Issues of Public Policy, which offers more than 700 pages of written and oral testimony.

National Coalition Against Domestic Violence (NCADV), the grassroots organization, which becomes the voice of the battered women's movement on the national level, is organized. NCADV establishes the vision and philosophy which will guide the development of hundreds of local battered women's programs and state coalitions. It initiates the introduction of the Family Violence Prevention and Services Act in the U. S. Congress.

Minnesota becomes the first to allow probable cause (warrantless) arrest in cases of domestic assault, regardless of whether a protection order has been issued against the offender.

1979

Office on Domestic Violence is established in U.S. Department of Health and Human Services, but is closed in 1981.

First congressional hearings on the issue of domestic violence are held.

1980

Spousal Abuse a Separate Offense

Ten states have passed laws making spousal abuse a separate offense.

First National Day of Unity in October is established by NCADV to mourn battered women who have died, celebrate women who have survived the violence, and



honor all who have worked to defeat domestic violence. Becomes Domestic Violence Awareness Week, and in 1987, expands to a month of awareness activities.

NCADV holds first national conference in Washington, D.C., which is attended by more than 600 battered women's advocates from forty-nine (49) states. The conference gains federal recognition of critical issues facing battered women, and sees the birth of several state coalitions.

1983

A Police Foundation study in Minneapolis, funded by the National Institute of Justice, finds arrest more effective than two non-arrest alternatives to reducing the likelihood of repeat violence. The study findings are widely publicized and provide the impetus for many police departments to establish pro-arrest policies in cases of domestic violence.

1984

U.S. Attorney General establishes Task Force on Family Violence to examine scope and nature of the problem. Nearly 300 witnesses provide testimony in public hearings in six (6) cities. Final Reports offers recommendations for action in many areas, including the criminal justice response, prevention and awareness, education and training, and data collection reporting.

Passage of the Family Violence Prevention and Services Act, through grassroots lobbying efforts; earmarks federal funding for programs serving victims of domestic violence.

1985

Thurman v. Torrington is the first case in Federal court in which a battered woman sues a Connecticut police department for police failure to protect her from her husband's violence. Tracy Thurman, who remains scarred and partially paralyzed from stab wounds inflicted by her husband, wins a \$2 million judgment against the city. The suit leads to Connecticut's passage of its mandatory arrest law.

U. S. Surgeon General issues report identifying domestic violence as a major health problem.

1987

NCADV establishes the first national toll-free domestic violence hotline.

First national conference to promote a dialogue among domestic violence researchers, practitioners and policymakers is held at the University of New Hampshire.

1988

State v. Ciskie is the first case to allow the use of expert testimony to explain the behavior and mental state of an adult rape victim. The testimony is used to show why a victim of repeated physical and sexual assault by her intimate partner would not immediately call the police or take action. The jury convicts the defendant on four (4) counts of rape.



1989

Lack of Protections for Battered Immigrant Woman Comes to Light

Brooklyn Supreme Court Justice Edward Pincus sentences Chinese immigrant man to 5 years probation after killing his wife, sending chilling message to battered immigrant woman regarding lack of protection.

1990

Civil Protection Order Statutes Widespread

48 states have some form of a civil protection order statute on the books.

1990

No-Drop Policies

Prosecutors' offices across the nation begin to adopt no-drop policies.

1991

Probable Cause Arrest Statutes

23 states have probable cause arrest statutes of misdemeanor-level offenses. In some states, it is mandatory.

1992

Arrest for Violation of a Civil Protection Order

Nineteen states require arrest for violation of a civil protection order.

1993

UN Declaration on the Elimination of Violence Against Women

Domestic Violence proclaimed an international human rights issue.

1994

Passage of the Violence Against Women Act

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Mary Ellen Wilson

How One Girl's Plight Started the Child-Protection Movement



The sufferings of the little girl, Mary Ellen, led to the founding of the New York Society for the Prevention of Cruelty to Children, the first organization of its kind, in 1874. In 1877, the New York SPCC and several Societies for the Prevention of Cruelty to Animals from throughout the country joined together to form the American Humane Association.

Mary Ellen's story marked the beginning of a world-wide crusade to save children. Over the years, in the re-telling of Mary Ellen Wilson's story, myth has often been confused with fact. Some of the inaccuracies stem from colorful but erroneous journalism, others from simple misunderstanding of the facts, and still others from the complex history of the child protection movement in the United States and Great Britain and its link to the animal welfare movement. While it is true that Henry Bergh, president of the American Society of the Prevention of Cruelty to Animals (ASPCA), was instrumental in ensuring Mary Ellen's removal from an abusive home, it is not true that her attorney -- who also worked for the ASPCA -- argued that she deserved help because she was "a member of the animal kingdom."

The real story -- which can be pieced together from court documents, newspaper articles, and personal accounts -- is quite compelling, and it illustrates the impact that a caring and committed individual can have on the life of a child.

Mary Ellen Wilson was born in 1864 to Francis and Thomas Wilson of New York City. Soon thereafter, Thomas died, and his widow took a job. No longer able to stay at home and care for her infant daughter, Francis boarded Mary Ellen (a common practice at the time) with a woman named Mary Score. As Francis's economic situation deteriorated, she slipped further into poverty, falling behind in payments for and missing visits with her daughter. As a result, Mary Score turned two-year-old Mary Ellen over to the city's Department of Charities.

The Department made a decision that would have grave consequences for little Mary Ellen; it placed her illegally, without proper documentation of the relationship, and with inadequate oversight in the home of Mary and Thomas McCormack, who claimed to be the child's biological father. In an eerie repetition of events, Thomas died shortly thereafter. His widow married Francis Connolly, and the new family moved to a tenement on West 41st Street.

Mary McCormack Connolly badly mistreated Mary Ellen, and neighbors in the apartment building were aware of the child's plight. The Connollys soon moved to another tenement, but in 1874, one of their original neighbors asked Etta Angell Wheeler, a caring Methodist mission worker who visited the impoverished residents of the tenements regularly, to check on the child. At the new address, Etta encountered a chronically ill and homebound tenant, Mary Smitt, who confirmed that she often heard the cries of a child across the hall. Under the pretext of asking for help for Mrs. Smitt, Etta Wheeler introduced herself to Mary Connolly. She saw Mary Ellen's condition for herself. The 10-year-old appeared dirty and thin, was dressed in threadbare clothing, and had bruises and scars along her bare arms and legs. Ms. Wheeler began to explore how to seek legal redress and protection for Mary Ellen.

At that time, some jurisdictions in the United States had laws that prohibited excessive physical discipline of children. New York, in fact, had a law that permitted the state to remove children who were neglected by their caregivers. Based on their interpretation of the laws and Mary Ellen's circumstances, however, New York City authorities were reluctant to intervene. Etta Wheeler continued her efforts to rescue Mary Ellen and, after much deliberation, turned to Henry Bergh, a leader of the animal humane movement in the United States and founder of the American Society for the Prevention of Cruelty to Animals (ASPCA). It was Ms. Wheeler's niece who



convinced her to contact Mr. Bergh by stating, “You are so troubled over that abused child, why not go to Mr. Bergh? She is a little animal surely” (p. 3 Wheeler in Watkins, 1990).

Ms. Wheeler located several neighbors who were willing to testify to the mistreatment of the child and brought written documentation to Mr. Bergh. At a subsequent court hearing, Mr. Bergh stated that his action was “that of a human citizen,” clarifying that he was not acting in his official capacity as president of the NYSPCA. He emphasized that he was “determined within the framework of the law to prevent the frequent cruelties practiced on children” (Mary Ellen, April 10, 1874, p. 8 in Watkins, 1990). After reviewing the documentation collected by Etta Wheeler, Mr. Bergh sent an NYSPCA investigator (who posed as a census worker to gain entrance to Mary Ellen’s home) to verify the allegations. Elbridge T. Gerry, an ASPCA attorney, prepared a petition to remove Mary Ellen from her home so she could testify to her mistreatment before a judge. Mr. Bergh took action as a private citizen who was concerned about the humane treatment of a child. It was his role as president of the NYSPCA and his ties to the legal system and the press, however, that bring about Mary Ellen’s rescue and the movement for a formalized child protection system.

Recognizing the value of public opinion and awareness in furthering the cause of the humane movement, Henry Bergh contacted *New York Times* reporters who took an interest in the case and attended the hearings. Thus, there were detailed newspaper accounts that described Mary Ellen’s appalling physical condition. When she was taken before Judge Lawrence, she was dressed in ragged clothing, was bruised all over her body and had a gash over her left eye and on her cheek where Mary Connelly had struck her with a pair of scissors. On April 10, 1874, Mary Ellen testified:

“My father and mother are both dead. I don’t know how old I am. I have no recollection of a time when I did not live with the Connollys. Mamma has been in the habit of whipping and beating me almost every day. She used to whip me with a twisted whip—a raw hide. The whip always left a black and blue mark on my body. I have now the black and blue marks on my head which were made by mamma, and also a cut on the left side of my forehead which was made by a pair of scissors. She struck me with the scissors and cut me; I have no recollection of ever having been kissed by any one—have never been kissed by mamma. I have never been taken on my mamma’s lap and caressed or petted. I never dared to speak to anybody, because if I did I would get whipped.... I do not know for what I was whipped—mamma never said anything to me when she whipped me. I do not want to go back to live with mamma, because she beats me so. I have no recollection ever being on the street in my life” Mary Ellen, April 10, 1874, (Watkins, 1990).

In response, Judge Lawrence immediately issued a writ *de homine replagiando*, provided for by Section 65 of the Habeas Corpus Act, to bring Mary Ellen under court control.

The newspapers also provided extensive coverage of the caregiver Mary Connolly’s trial, raising public awareness and helping to inspire various agencies and organizations to advocate for the enforcement of laws that would rescue and protect abused children (Watkins, 1990). On April 21, 1874, Mary Connolly was found guilty of felonious assault and was sentenced to one year of hard labor in the penitentiary (Watkins, 1990).

Less well known but as compelling as the details of her rescue, is the rest of Mary Ellen’s story. Etta Wheeler continued to play an important role in the child’s life. Family correspondence and other accounts reveal that the court placed Mary Ellen in an institutional shelter for adolescent girls. Believing this to be an inappropriate setting for the 10-year-old, Ms. Wheeler intervened. Judge Lawrence gave her permission to place the child with her own mother, Sally Angell, in northern New York. When Ms. Angell died, Etta Wheeler’s youngest sister, Elizabeth, and her husband Darius Spencer, raised Mary Ellen. By all accounts, her life with the Spencer family was stable and nurturing.

At the age of 24, Mary Ellen married a widower and had two daughters -- Etta, named after Etta Wheeler, and Florence. Later, she became a foster mother to a young girl named Eunice. Etta and Florence both became teachers; Eunice was a businesswoman. Mary Ellen’s children and grandchildren described her as gentle and not much of a disciplinarian. Reportedly, she lived in relative anonymity and rarely spoke with her family about her early years of abuse. In 1913, however, she agreed to attend the American Humane Association’s national conference in



Rochester, NY, with Etta Wheeler, her long-time advocate. Ms. Wheeler was a guest speaker at the conference. Her keynote address, “The Story of Mary Ellen, Which Started the Child Saving Crusade Throughout the World” was published by the American Humane Association. Mary Ellen died in 1956 at the age of 92.

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