

SHED Manual

For workers engaging in
men's behaviour change to
shed abusive beliefs and
violence

by Chris Laming

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Preface

This manual is necessarily the product of an ongoing process of building on the practice wisdom of others. It reflects an integration of theory in a practice setting. It also uses an eclectic approach, both in the content and in the process outlined, and draws on the many sources, including those acknowledged above.

In particular the Duluth Abuse Intervention Project (Pence and Paymar 1993) and Personal Construct Theory (Kelly 1995/1991) are major influences in the SHED model. They provide the basis for the synthesis and integration of ideas for intervention, articulated in this manual. At the same time as acknowledging these sources the responsibility for the model presented in this manual rests with me.

SHED

*Time and space
for men to face
who they are
and what they have become
and a chance to change
what is not good*

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Section One: Foundations of Hopeful Anticipation

1.1 Introduction

It is generally acknowledged that men's violence against women and children in our society is a significant problem (see Section Five on community education). In recent years there has been a growing recognition that to address this problem there needs to be an integrated response. That is, a response that not only supports women and children, but also works with the abusive men for their behaviour change. Such a response requires a consistent message from professionals and workers; Response to women, that they have a right to safety and well-being, and to men, that they are responsible for their abusive behaviour, and that they need to seek ways to change it.

A collaborative response

An integrated response requires the collaboration and cooperation of the various agencies involved, especially the police, the women's domestic violence support and accommodation service, the magistrates' court, the alcohol and drug service, psychiatric services, community health services, protective services for children, and the men's behaviour change programs, as well as a number of other services and professionals.

To implement such an integrated response with collaboration between agencies, policy changes are needed in order to ensure adequate funding and resourcing. Over the past 10 years there has been a gradual change in the policy at various levels of government, regarding men's behaviour change programs.

Changes in policy and accountability

There have been various elements to this policy change. Firstly, there has been the recognition that men's behaviour change programs do have some value in any effort to address family violence. Secondly, there is a growing acceptance that in order to address men's behaviour change adequately, sufficient funding is necessary and thirdly, that men's behaviour change programs are most effective when part of an integrated approach based on collaboration and consistency between agencies. For this to take place there

needs to be a system of accountability and transparency by which standards of practice are monitored. It is during this time of policy change that the SHED Project has emerged.

The name SHED

SHED is an acronym for Self Help Ending Domestic Violence, and whilst the SHED Project is about men taking responsibility and changing themselves (self-help), it is a difficult process that requires support and challenge. In this sense the SHED Project is not only about self-help to end 'domestic violence' but also about the various components used to do that.

SHED as a place to ponder

The term SHED is also used because the shed is the place that many men go to think about things in a space where they feel at home. The SHED Project seeks to use the name to denote a place men can meet, feel at home, express themselves frankly, not be judged, and find ways to change abusive beliefs and behaviour, through support and challenge.

Shedding abusive beliefs

At times I also use the word 'shed' in the sense of shedding or getting rid of men's abusive beliefs and violence. In this sense the SHED Project becomes the place where men begin to shed old abusive ideas, beliefs, attitudes and controlling behaviour, often learnt as boys, and to replace them with respectful ways of relating to their partner and children.

Reasons for using this manual

Working with men who use abuse or violence in their relationships, is difficult for a number of reasons.

- Many men are resistant to changing the attitudes that inform their violence or abusive behaviour, and hence it is very difficult to engage them in the first place.
- Many of the abusive attitudes are tolerated or condoned by society and in this way the violence is perpetuated.
- Historically, many men identified as abusive or violent to their family, were referred to an 'anger management' program or for one-on-one counselling. Unfortunately this feeds into the myth that anger is the cause of men's violence or abuse, rather than his abusive beliefs.
- There has not been a consistent response to men who are abusive, and in addition, there has generally not been a man's behaviour change program available.

A construction manual

This manual presents one way of working with men towards behaviour change, and not just behaviour change but also changes in their abusive beliefs. For example, when building a shed or fixing a car most of us need to use a manual, because we are not able to do these things without some help, and without the appropriate tools.

This manual describes some of the tools and techniques that can be used in bringing about men's behaviour change. Some of these tools are used individually, some are used in groups, and some are utilised at a community and society level.

Horses for courses

The SHED Manual incorporates some effective old tools from other sources, as well as describing tools that have been used in other contexts but are relatively new in their application for men's behaviour change programs.

The main reason for using this manual is to be able to apply the most effective tools for the job of eliminating men's violence against women. That is, the right tool for the right job. And given what is at stake here, it is important to get the job started quickly, as well as getting it done effectively.

Just as it is important to get the job started quickly, it is just as important to do the job well, so that it does not need fixing again. A major dilemma in working for men's behaviour change is to address the problem of recidivism where a man who has been abusive in one relationship moves on to be abusive in another, and perhaps another after that.

A map for the journey

If we're planning to go on a camping trip, most of us need a map to find where we are going, especially if it is an unknown, or unfamiliar, destination. This manual is like that. It is a sort of map to guide us on the journey towards non-violence, both at an individual and a societal level.

This manual aims to give guidelines and directions in how to work for effective long-term men's behaviour change. The manual also recognises the importance of not only working with individual men but also working towards changes in community attitudes, and societal values, to bring about respectful, egalitarian relationships between men and women.

Recognising the collusive nature of men's silence in the face of other men's abuse and violence to women, and the need for making the reality public rather than keeping it secret, this manual describes group interventions for working with men, as a way to challenge and reframe the collusion.

How to use this manual?

As with a road map that indicates distances, direction, cross roads, and landmarks that relate to what we are already familiar with and which we can use on our journey to find the way, so this manual enables the worker or program manager to engage with men for behaviour change. The manual maps out how to set up a men's behaviour change program according to the SHED model of practice, what to do to keep it going effectively.

In a very real sense this manual is also a map of our own experience and journey in establishing the SHED Project over the past 10 years. As such it has developed and changed over that time also. The SHED reference group has played a key role in that development and remains an essential part of the project, its transparency and accountability.

Self care

Personal and professional issues of working in a men's behaviour change program include personal safety both in the group and in private life. For example, many workers have a silent number on their home phone as a precaution against nuisance calls and threats.

Discretion

In rural areas it is often more difficult to ensure the safety of your family by keeping your address private, or being able to go shopping at the local supermarket without meeting one of the program participants. In most cases this is not a problem, it is with the most difficult, volatile and dangerous of men that it is potentially a risk, and it is the anxiety of that possibility occurring that can create tension for the worker.

Vicarious traumatisation

Being discreet and cautious about what you disclose and to whom, can go a long way to alleviating the stress that adds to the vicarious traumatisation that you may experience. Vicarious traumatisation is the taking on of another person's trauma, through listening, seeing or otherwise experiencing their trauma, and it can occur especially if we listen to story after story of abuse and violence.

Because of the possibility of vicarious traumatisation another issue in terms of professional practice is the opportunity for debriefing. Because the nature of this work means that the group facilitator and those doing the assessments will hear these stories about all kinds and degrees of abuse, it is essential that they debrief after groups sessions, and regularly otherwise. These debriefing sessions need to cover the material that has arisen and focus on the emotional impact on the worker, and give them an opportunity to talk about what has happened, and how it has affected them, and what strategies they are using to make sure that they continue to cope.

Debriefing

Debriefing is an opportunity for them to 'unload'. If this is not done, then there is the very real possibility that the worker will suffer from vicarious traumatisation, a condition leading to burn-out. Apart from the detailed accounts of abuse and violence against women which the assessment process necessitates, there are the many stories of how the men themselves were abused and dehumanised in childhood. This related trauma can be just as heart-breaking to listen to, though in the context why the men are there, it is doubly important not to allow them to use their experiences of abuse as an excuse to justify their own abuse of others.

Why use a group approach?

Group interventions can create an alternative culture that enables an abusive man to see and practise how to be non-abusive and non-violent. Well-run groups provide an opportunity for men, to be both supported and challenged about their behaviour.

Emotional illiteracy

Being in a group with other men who have also been abusive or violent and sharing their stories enables men to become more articulate and better listeners. They become more articulate in the words they use to describe what they have done, in what they have felt, and this addresses a general problem of men's emotional illiteracy.

By talking about their feelings in regard to their behaviour and hearing other men do the same, men in the group become more adept naming what is happening to them and their emotional reaction to it.

One positive spin-off from this is that the group participants generally become better communicators with their partners and children.

- The group experience gives the men an opportunity to listen to the pain of other men in relating, and reliving, what they have done to those they love.
- The men generally become more aware of the impact of their behaviour and its effects on others, particularly on their children.
- The men often make a connection between what their children feel now as a result of their abusive behaviour, and what they themselves felt at the hands of their own parents. This realisation can be crucial in the change process.

Hope for change

Many group participants report that in the SHED group it is the first time they have been able to talk about what they have done and what they feel. For the first time they see that they are not the only ones in this situation. And not only that, they also have a sense of hope that they can change, that despite what they have been brought up to believe, real men can be a sensitive and fragile, make mistakes and be remorseful.

A group process, if properly facilitated, is usually more effective than one-on-one counselling to bring about men's behaviour change, because:

1. It gives an abusive man the opportunity to experience a different perspective on abuse and violence, from other men.
2. The man has a chance to be challenged about his abusive beliefs by his peers.
3. There will be no collusion with other men in the group, and hence it gives the opportunity for the man to experience an alternative male culture to one that condones his abuse. In this way it provides for the possibility of 'constructive alternativism', or the chance for him to change. For example, the way he constructs what it means to be a real man, or what, for him, is the definition of abuse, or how he understands his part in the pain and suffering of his wife and children.
4. It gives the man a chance to experience that he is not the only one, and hearing that from others, he gets a felt sense that he can actually change. This sense of hope, coupled to his taking responsibility, can provide a strong impetus for change.

1.2 SHED project overview

Brief history

The Men's SHED Project at the Community Health Centre in Moe, Gippsland, at the request of women working with victims of abuse. Initially the funding that was available was for five hours a week for six months, then 10 hours/week, then 20 hours/week, then full-time for a period of five years, and now in 2005 it remains at approximately 20 hours/week.

It is our experience in the SHED Project that reliable ongoing funding is essential if best practice principles and philosophy are to be maintained (NTV 2005). A related factor is that trained workers will only be attracted to the position if there is reasonable job security. The rationale behind the SHED Project can be summed up in the following beliefs and philosophy.

Basic beliefs underlying the SHED approach

The safety of the women and children is the main priority and reason for running the SHED Project.

1. That men are not born violent.
2. That abusive or violent behaviour is learnt and so can be unlearnt. This belief challenges men to take responsibility for their behaviour and at the same time offer them hope of change.
3. It is possible for abusive men to change. Whether they choose to do so or not is another matter. Many men do take up that challenge with renewed hope that they can change and hence prevent further damage to their partner or children.
4. The notion of men taking up the challenge to change themselves is epitomised in the name SHED Project, an acronym for Self Help Ending Domesticity, as well as the shed symbolising the place men go to think about things.
5. SHED is about men choosing to change abusive behaviour, and opting for ways to do that, and firstly taking responsibility for their past abuse.
6. The notion of responsibility is used in the sense that we are response-able, able to respond in different ways, at different times, in different situations. Each of us can choose how we act or respond and each of us is capable of opting for non-abuse. This understanding is fundamental to shedding abusive beliefs.
7. It is not enough to tell a person that they are not born violent or abusive and that they can change if they take responsibility, they must also be shown how to change. This 'how to change' begins from the initial assessment onwards.
8. We each have the ability-to-respond differently, respectfully, to another person and this is what we mean by response-ability.
9. The other side of the response-ability coin is account-ability, and that means that we are ready to count the cost of our abuse, and that we are held 'accountable' for that cost by others.
10. Partner contact and feedback is used to verify the level of the man's honesty and accountability for past violence, and also to determine his commitment to change.

11. Finally, a fundamental belief of the SHED Project is the need to treat others the way I would like to be treated if I was in their position. This requires some empathy, or standing in the shoes of victims, to get a sense of what they feel as a result of what I do.

1.3 Underlying philosophy

Personal Construct Theory strongly influences the underlying philosophy to the SHED Project. It is relevant because it is about relationships, about the choices we make, about what is more or less important to us, about why we do the things we do and it also outlines why there is hope of change (Fransella 2003). When working with men to bring about behaviour change, all these things are important.

Constructive alternatives

A core philosophy of Personal Construct Theory is 'constructive alternativism', and it holds that we all have unlimited ways of regarding things, people, places, and relationships. Each of us can choose to construct a different meaning about things, where we find ourselves, and if we feel hemmed in or cornered, then there is always a way out. We can choose not to see ourselves as the victim of our personal history or biography, because there are always constructive alternatives available. For workers engaging in men's behaviour change this means that our role is to enable men coming to us for help in changing their behaviour (albeit, reluctantly), to find a different meaning in how they relate, and to choose to be non-abusive.

This basic philosophy of constructive alternativism underpins the SHED approach to men's behaviour change, in both the content and the process of the work. It is also akin to the social work notions of 'beginning where the client is at', listening to their story, and enabling them to write an alternative script or narrative.

Invitational approach

In Personal Construct terms this is known as taking an 'invitational approach' with the client, and inviting them to state the problem as they see it, in their terms. This is in contrast to taking a judgemental stance with men who have been abusive. The balance here is on the one hand being invitational and on the other hand being very clear that their abuse and violence have to stop.

Reflexivity

Related to the core Personal Construct Theory philosophy of constructive alternativism, is reflexivity, or the understanding that the theory applies equally to everyone. It applies to the worker as much as to the man coming to the SHED Project for help. For the worker, reflexivity means that what they say to group participants applies equally to themselves and this can be challenging.

Reflexivity also means that the worker cannot set themselves up as an expert who is there to help and who is therefore more powerful. Instead the SHED approach is for the worker to relate honestly from a position of common human frailty and struggle, rather than from a position of elitism. An analogy in Personal Construct Theory is that we are all co-researchers and scientists who continually adapt our personal constructs and how we relate on the basis of our experience.

Reflexivity also applies to the theory in that it is not regarded as absolute. The theory is useful as long as it helps men to become non-violent, and should be put aside if or when it ceases to be so, because its usefulness is relative and not absolute. Having said that, our experience in the SHED Project so far leads us to anticipate various ways in which Personal Construct Theory enables abusive and violent men to change.

Personal Construct Theory

This manual is designed for workers who are engaged in men's behaviour change. As noted above, it uses Personal Construct Theory as a philosophical basis for the intervention strategies, but what does this mean? Personal Construct Theory (PCT) holds that we each form relationships on the basis of what we anticipate will further confirm what we already believe about ourselves, the world, and other people. What's more we also continue to relate in a way that further confirms our beliefs. At the same time we have a multitude of different constructions of the world from which to choose, and this connects with our notion of response-ability. That is, that we can choose, for example, to either start yelling, or on the other hand to take a few deep breaths.

Interventions

The interventions proposed in this manual are both individual and group based. Whilst there is a recognition that it is usually more helpful for a man to attend a group, many men feel unable, especially when they first start, to engage in a group process. It is, however, also clear that some men use a one-on-one counselling situation to feel better about themselves rather than as a way to change their abusive beliefs and behaviour.

Values

Responsibility

The notion or concept of 'response-ability', highlights that a man does have an ability, or opportunity, to respond, or choose, from a number of options, one of which is violence, and that it is a choice. Abuse does not just happen, it is chosen by the man, and for that he is responsible, both for the action and for its consequences. This understanding is of key importance when working with abusive men for behaviour change because, if he accepts it, a number of things can follow. For example, using alcohol or anger as excuses doesn't wash, and neither does blaming his wife/partner.

Reciprocal respect

This value is based on the belief that we all have an equal right to safety, well-being, and being treated with respect, rather than one person having power or control over another based on their sex.

Constructive change

Constructive change is based on the belief (noted above), that there are always a number of choices we can make about how we construe or perceive a situation, and hence how we respond or act. It also means that we can choose to change an attitude or behaviour which, when tried, proves to be destructive of others. The opposite of constructive change is destructive apathy.

SHED principles revisited

- The safety of women and children is the fundamental reason for this program.
- It is the responsibility of men to change their abusive or violent behaviour.
- Individual men can change, given the right opportunity.
- Societal attitudes that condone and perpetuate men's violence against women and children must be challenged.

How to get abusive or violent men to attend a behaviour change program

Referrals

It is essential that referrals are consistent and according to agreed protocols between agencies. For men to receive a consistent message about their abusive behaviour wherever they go reinforces the message that they need to undergo a behaviour change process.

Consistent approach

For many men such a consistent, clear response offers hope at last that they have to do something. For women victims to also receive a consistent message enables them to gain a sense that, indeed, they are not responsible for their partner's abuse, and that the community, police, courts and agencies will all support their right to safety and well-being.

Mandated/voluntary

Whether a man is ordered by the court to have an assessment or comes of his own choice, it is important that in order to continue to attend the group programs the man needs to take responsibility for the decision to participate, rather than say something like "I'm only here because I was told to". That is, by attending the man is exercising choice to do something about his violence.

Accessing client group

Word of mouth, or 'street cred', is the best means of attracting men to the possibility of attending. In our experience this is developed simply by the group programs offering the opportunity and hope of real change. Credibility among workers based on a developing track record will also be important, and this will be based on running the program professionally according to best practice principles (NTV 2005).

Retaining participants**Meeting a need**

Participants continue to attend when they find that the group programs are effective in answering a need they have to change their abusive beliefs and behaviour.

Maintaining a balance

The balance between challenging the men to change by confronting abusive beliefs, and at the same time supporting the individual's efforts to remain non-violent, is the key to retention. This dynamic of balancing challenge and support reflects honestly the tension the men experience. They recognise and respect plain speaking and challenge about their abusive behaviour, that is honest at the same time as being non-judgemental.

Plain language

Using the day to day language of ordinary men is important, rather than jargon. Not speaking down or patronising, but applying the principle of 'horses for courses', keeping in mind the variety of men who will attend the group, indicates respect. If the worker asks themselves how they would want to be treated and spoken to, if they were standing in the shoes of the participants, that would give them a good sense of how to relate. Being culturally appropriate, not engaging in the 'macho-culture' that perpetuates a

man's 'right' to be abusive on the basis of his gender, and being vigilant for any group participant who is not literate enough to use written materials, including those on the whiteboard, are all important.

Points to promote at intake

Most men will take a lot of convincing that they need to attend at group program for behaviour change hence it is worth having promotion points at hand. For example we say to them:

- 'The stakes are very high ... like losing your family and your kids'.
- 'Look in the mirror, and ask, do you like what you see?'
- 'You are not the only one ... other men have already come to the SHED group and benefited, and the family is safer than before'.
- 'The SHED Program is like a smorgasbord at the pub ... use what helps, and leave what doesn't. You can see how the program works, what is on offer, and you can try the various techniques and use what helps'.

Providing practical assistance

Many of the men who attend for their violence and abuse, have other areas of their lives that are problematic for themselves and for others. For example: alcohol and drug abuse, financial problems, parenting, health issues, housing, employment. The SHED worker, if situated in a community health centre, is well placed to make practical referrals and personal introductions, hence possibly overcoming the resistance of a traditionally reticent client group to seek appropriate help. Linking an abusive man with this type of practical assistance will re-enforce his trust that you are there for him and his needs, albeit challenging him to change his abusive behaviours.

Ongoing support

The SHED model of working with men recognises that some men require more contact than others to change. For example, one man might need two or three contacts a week, whilst for others once a week is sufficient. For this reason the Men's Ongoing Group (MOG) which meets every Thursday night is also available for men attending the Men's Responsibility Program (MRP) on a Tuesday night. In this way a man might attend groups twice a week as well as have an individual counselling session when there is a need for more intensive work to bring about behaviour change.

Individual counselling

Individual sessions are only available to those who are participating in a behaviour change group. For some desperate men these meetings become like a life belt which they cling to during a storm, a reminder to them that they can change and that the mess of their lives, and the harm that they have done, can stop.

1.4 Particular issues

Partner safety

This is the fundamental issue and the reason for running the program, including in the cases of abuse partners no longer having contact with the abuser. Partner safety is also about the well-being of future partners, and preventing recidivism.

Protocols

The concept of limited confidentiality operates in cases where the safety of the partner or their children is in doubt. Agreed protocols between agencies that reflect the seriousness of potential danger are essential. An example of a pro-forma protocol is given in Form 1A.

A referral process that includes the client's signed authorisation for the disclosure of information between referral agencies and the program enables a collaborative, inter-agency intervention modelling best practice. It also signals to the abuser that he cannot play one agency off against another, and to the abused partner it hopefully signals that those agencies involved are taking the situation seriously to ensure her safety. It is the responsibility of agencies to not set the woman up with a false sense of security and perhaps lead her into greater danger, but rather to outline the risks and limitations as well as the possibilities of the men's behaviour change program.

Partner feedback

Wherever possible the abusive man's partner has input into the assessment process. In this regard it is her choice as to whether she engages with the process, and how much. However, it can make a crucial difference in the behaviour change process for the program facilitators to have access to the woman's account of the abuse and violence. It provides a 'reality check' for the man's account of his abuse, and enables program workers to focus on particular issues or similar examples in the group, in such a way that the partner is not put at further risk.

In the experience of SHED Program workers it is good practice to also maintain contact with the man's partner, whilst he is participating in a group process. This contact enables the partner to provide feedback to the facilitator about the man, and also to get feedback and information from the facilitator about what is happening in the program, and about how they see her partner. For many women this enables her to have a sense of what is going on, and not to feel sidelined by the facilitator refusing to tell them what is going on, and in effect controlling and creating further anxiety. Many men use this tactic and it is important in the program to provide ways to address it

and prevent it. The possibility of regular contact for the partners enables that to happen. Partners should be given the choice of contact with a female facilitator, rather than a male, if that is her preference, and meeting with both facilitators is the preferred option for best practice.

One of the ways which the program seeks to promote the safety of women and children as the primary concern is by having close ties with the women's support services, both in terms of transparency of communication about programs, but also by having women's representatives on the SHED reference group, to help maintain accountability and a coordinated approach to addressing men's violence against women and children.

Alcohol and drug abuse

Alcohol is not the cause of a man's violence and abuse, and is often used as an excuse for it, even, at times in the Magistrate's Court, alcohol is used as grounds for defence of a man's violent behaviour. At the same time there is a strong correlation between men who use violence in relationships, and men who abuse alcohol and other drugs. In the education of abusive men, it is necessary to make that distinction, and to challenge the times that alcohol is used as an excuse. A related notion is that men sometimes choose to get drunk in order to have a socially acceptable excuse for their abuse and violence that follows.

Concurrent counselling

In general it is not appropriate for a man to only use one-to-one counselling in addressing his need for behaviour change, rather than attending a group. However, at times it is appropriate for a man attending the behaviour change program to attend for individual counselling at the same time. This might be the case, for example, when a man has been sexually abused in childhood, and it suddenly comes to light as a result of an interaction in the behaviour change program. Another example is if a man has an alcohol or drug abuse problem that can be more effectively treated outside the group context.

Court reports

It is crucial that a men's behaviour change program like SHED does not become identified by solicitors and others as a useful way to get a Magistrate's Court report that might enable the abusive man to get a lighter sentence. Instead, a pre-sentence report based on the SHED assessment, can be provided to the court by Community Corrections. Such an assessment can be invaluable in informing a more effective intervention that enables the woman's safety and holds the man responsible and accountable for what he does, and gives him an opportunity to change, whilst at the same time treating his abuse seriously before the law.

Indigenous participants

Whilst indigenous men have regularly attended the SHED Program, in our experience it is probably more effective for their behaviour change if they have a Koori specific group. Often the Koori man's attendance in the intake group has benefited the group, but it is not clear whether it has helped them as much as it has helped the others in the group in hearing their frank disclosure of their abusive behaviour and its effects on loved ones.

Suicide prevention

There is a need to be aware of the possibility of a man wanting to suicide in order to end the hurt and pain that he feels, especially if recently separated. Most often a man is depressed when he first attends the group. He often feels trapped and unable to see a way out of the mess that he has caused. He sees that his wife and children are afraid of him and he hates himself for it. He usually feels sorry for himself on the one hand, and guilty on the other. In other words he often feels alone, hopeless, and despairing, and he wants to end at all. He is often very self-centred in his view of things and this makes it more difficult for him to look outside himself for solutions.

Hope of change

It is important for the worker/facilitator to give him some alternative positive and hopeful view of himself, and some alternative strategies to use and a way to survive and change. The man might need to see a doctor in order to gauge whether his depression is clinical, and requiring anti-depressant medication.

Assessment Form 1A: Family Violence Project – Key Stakeholder Group Proforma Protocols Between the SHED Project and Other Agencies

This is a protocol/agreement between _____
and the SHED Project

Background

The goal of the Family Violence Project is to reduce the incidence of family violence, by achieving an inter-agency response to family violence in the region, ensuring victim safety, and ensuring that those who commit crimes of violence are held responsible for their actions.

The Family Violence Project, has two fundamental principles governing it:

1. that the victim should be provided with safety at all times
2. that the perpetrator of family violence should be held responsible and accountable.

These two core principles may not be superseded by any protocol or procedure. They can and should bridge across conflicting philosophies, guidelines and protocols which may traditionally keep agencies separate in their response to issues relating to family violence.

Principles and rationale for the protocol

In addressing the issue of family violence there is a need for collaboration between agencies that results in a consistent intervention strategy. The goal of such an approach is that men take responsibility for their violence and that women and children remain safe and well. This protocol is intended to reflect good practice and give standards to operational systems involved in a collaborative and integrated approach by agencies to family violence.

Protocol

This protocol seeks to establish the roles of:

_____ and the Men's SHED Project in a co-operative agreement. They also seek to clarify the purpose and desired outcome of the agreement, and to define the rights of the service users in such an agreement.

_____ and the Men's SHED Project share the following values in working with people who are involved in family violence, whether they be the victim or the perpetrator:

- That the abuse of violence to gain power by one individual over another within the family is unacceptable, regardless of gender, age or cultural background.
- In addressing family violence in our community, resources and services must be delivered to both the victims and to the perpetrators in order to assist in creating change to the power relationships in the community.
- That men are responsible for their violence and must change, and that women and children have a right to safety and well being.

Referral process

To the SHED Project

- The _____ worker will advise clients who access their service due to family violence, about the Men’s SHED Project.
- This advice will be given verbally in the first instance, and followed up with printed program information when requested.
- If the _____ client wishes to access the SHED Project, s/he will advise the _____ worker of this. The worker will fill out a referral form. And the client will then be invited to sign the authorisation of release of information to/from the Men’s SHED Project. This authorisation is at the bottom of the referral sheet.
- The _____ worker will then forward on this referral form to the Men’s SHED Project. This will occur where the client wishes it to.

From the SHED project to _____

- Where the Men’s SHED Project has contact with appropriate clients they will be advised of _____
- This advice will be given verbally in the first instance, and followed up with printed program information, when requested.
- If the client wishes to access _____, s/he will advise the Men’s SHED Project of this, and sign an authorisation to release information from/to _____
- The Men’s SHED Project will then forward this referral to _____ This will occur with any woman accessing the Men’s SHED project .

The clients referred have the right to refuse or accept either service at any time after the referral takes place. Clients have the right to revoke the original authorisation.

The staff of both projects in this agreement will not disclose information to each other about any mutual client beyond what information the client has authorised either project to disclose. Client release of information will be time limited and specific as to what has been authorised to release and to whom.

Any case planning conferences that occur between the two agencies regarding service provision to mutual clients will only occur with the clients consent, and where appropriate, with the clients participation.

Signed:

_____ on behalf of _____
 / /

_____ on behalf of the SHED Project
 / /

Section Two: Intake Assessment

Summary of intake process

1. Man is referred (Form 2A)
2. Appointment is made with worker
3. Intake interview with abusive man. One-on-one assessment begins (Form 2B)
4. Partner feedback using Abusive Behaviour Checklist (Form 2C)
5. If suitable, man invited to next intake group (Men's Ongoing Group)
6. Week Two: Individual assessment continues with self-characterisation (Forms 2E-G)
7. Attends Men's Ongoing Group again
8. Further one-on-one assessment if required
9. Continues to attend MOG and ultimately the Men's Responsibility Program

2.1 Steps for effective intake and retention in group programs

Intake

At the start of service delivery there needs to be a clear referral process that includes readily available information for potential clients as well as for referring workers. Inter-agency protocols for referrals help to ensure consistency in response to men's abuse and issues of women's safety. The assessment process must elicit information respectfully, as well as give very clear feedback to the man that his abusive behaviour is unacceptable.

Profile of potential participants

The men attending have a variety of socio-economic backgrounds. They are as likely to be out of work as employed, to be with partners as not, are more likely to have children, are less likely to have been in jail, they are just as likely to have used alcohol or other drugs as part of their abusive behaviour, are mostly between the ages of 20 and 55 years, and are more likely than not to have been victims of abuse themselves as children.

Retention

The message to men who are abusive, by necessity, has to be a very tough one which challenges the prevailing patriarchal attitude. They regard their behaviour as understandable and justified, and hence, very often the challenge to change and the effects of such a change on the men seems too hard and they drop out. There is a need for the worker to both confront the abusive men to change, and at the same time to support them in the changes they are making, and encourage the other group members to do likewise.

Accessibility and availability

The program must be accessible to men on low incomes. Using a sliding scale of payment/fees, on the basis of income level, can be one way of making the service more available and equitable. Accessibility can present major difficulties in rural areas especially, and hence it is crucial to consider this factor when deciding on the location. At the same time many men attending a behaviour change program, choose to do so somewhere other than their own 'back yard', since they want to avoid the embarrassment of being identified as a 'wife basher'. Some will travel long distances to try and ensure their anonymity.

2.2 Assessment of suitability

Eligibility

Suitability for the program is determined on the basis of the following criteria:

- acceptance of at least some responsibility for his abusive behaviour
- some motivation to change
- absence of current drug or alcohol abuse that would preclude an effective intervention (eg a meaningful assessment, or participation in the group)
- not currently suffering from a mental illness that precludes the possibility of taking any responsibility.

Referrals

Participants may be mandated, or referred through a protocol/agreement with the Magistrates Court and Community Corrections, or they may come via a community agency, or 'self-refer' which usually means that their partner has phoned up for them and made an appointment. Wherever possible the referral form below (Form 2A) is used as the first step in the referral process. The form is designed to fit onto one page in order to increase the likelihood that it will be filled out by the referer, rather than merely give an abusive man a name and phone number to ring.

Participants needs

Potential participants often present at a men's behaviour change program with a number of expressed or unexpressed needs. For example they might want to obtain reassurance that their behaviour is legitimate, or 'need' a court report and have been advised by their solicitor that it is in their interest to attend, or their partner has threatened to leave if they do not stop being abusive.

However, from our point of view the over-riding need of the man who attends for assessment is to get a very clear message that his abusive behaviour is totally unacceptable, that it is his responsibility, it is preventable, and to be given some beginning ideas and strategies that he can start using immediately to stop being abusive.

One simple way to do this is to begin asking him questions about himself and his behaviour, specifically, and in a way which may have never happened to him before. The very asking of the questions below, in a pre-group interview can often meet his need to begin to see himself and his behaviour differently, and in so doing, can be the first step to him making changes.

2.3 Intake/assessment interviews

This is the first point of face-to-face contact with the man, following referral. The idea of this interview is to engage, establish rapport, challenge him to see his behaviour for what it is, and to offer the possibility of change based on him taking responsibility.

What SHED is not

It is as important at the assessment stage to make it clear to the man what the SHED Program is not, as well as what it is. For example, it is not just a group where men sit around feeling sorry for themselves and blaming their partners. It is a group where men have an opportunity to support each other in changing and challenge each other about their abusive attitudes.

One-on-one assessment with the man is recommended. If a couple come in together normally they would not be assessed together. Rather one, usually the abusive man, would be assessed first, whilst the other is given a brochure about the program, and the abusive behaviour checklist to fill out on her partner while she waits. If there is enough time, then the partner gives her account independently face to face.

Safety issues for the partner are of primary concern as has already been stated, and it may be safer for her to come in independently at another time, without the constraints and fears that his presence in the building and in the car on the way home might evoke.

Clearly, at times, transport difficulties in rural areas mean that it is much harder to have that degree of independence. Indeed, it is rural isolation that often greatly contributes not only to the degree of violence, but also to its long duration.

Housekeeping issues

The assessment commences (Form 2B), after preliminaries outlining 'housekeeping' issues such as relevant agency policies, confidentiality, duration of the session, fees charged (sliding scale according to income), and signing of authorisation for disclosure of information to and from named agencies. It can be useful to keep a checklist of these points for oneself, to ensure that nothing essential is forgotten in the preliminaries.

In the intake interview the worker uses a regular introduction with information that in our experience, has been useful in engaging men for behaviour change. For example we might say something like the following:

An example of introductory remarks

The SHED program is not about judging or condemning you for behaviour. It is about doing an assessment with you about the kinds of abusive behave you use, sort of like getting you to look in a mirror and ask you whether you like what you see, ... part of that is also to remind you that there is more to you than your abuse, that it is one part of your life, but that it is also like an infection that poisons other parts of your life ... For example, the relationship with your children and with your partner, with your own sense of self worth, your health, substance abuse. You do have a choice about these things, you are not born violent or abusive. Somehow you have learnt to use them as ways to get what you want, or react to something you do not like, and you have also learnt to justify the abuse on the grounds that it is your right. However, you can choose not to be abusive or violent. You are response-able, able to respond or choose a different way of behaving. The SHED program is about enabling you to look in the mirror, so to speak, see how your abuse is poisoning the rest of your life, with those you love afraid of you, and offer you practical tools to change your abusive attitudes and behaviour. SHED is about offering you, and your family, hope that things can be safer and happier for you all.

The above example is not meant to be prescriptive, but rather serve as an example of what the worker might say as an introduction to the intake and assessment interview.

2.4 Self-characterisation and identifying constructs

Self-characterisation/Character Sketch (Form 2G)

The self-characterisation, or character sketch, is a simple way of getting the man who has come to the SHED program to be assessed, to describe himself in his own words according to the following guidelines.

I want you to write/dictate a character sketch of 'Jack Smith' (the person's name), just as if he were the principal character in a play. Write it as it might be written by a friend who knows him very intimately and very sympathetically, perhaps better than anyone ever could know him. Be sure to write it in the third person. For example, start out by saying, 'Jack Smith' is ...

The following is an example of what 'Jack' said about himself in his character sketch:

Jack is someone who has never felt good about himself. Even as a kid he would get pushed around. He loves his family and wants to change but he finds it hard. He doesn't think it is all his fault. He works hard and does his best to provide. He feels trapped because whatever he does it is never good enough for his wife. He get upset and feels misjudged.

Using the character sketch is based on the understanding that if you want to find out what is going on for a person, then ask them, and they will usually tell you. (Kelly, 1955/91) If the man's level of literacy is not sufficient to complete this task, then he can dictate it, but be sure to write it down in his words not your own, so that he recognises it as his own.

The man giving his self-characterisation is encouraged to write in his own way, not to worry at all about grammar or spelling, or about how much he writes. He is given at least 15 minutes.

He is also reminded that his self-characterisation does not have to contain any particular information, and that what he writes is his and that he need not share it if he chooses not to. At the same time, obviously it is better for his assessment process if he does share with the interviewer what he has written. It is worth noting here that in the very doing of the exercise, namely writing a self-characterisation, the man is opening himself to the possibility of a constructive revision, even if he does not disclose what he wrote.

Obtained (Elicited) Constructs (Form 2H)

'Constructs' are obtained or elicited from the participant's character sketch by the worker asking the question:

1. *"What are the things that have most meaning for you in your character sketch?"*

Those things (constructs) are underlined in the text, and then transcribed below under the heading 'obtained pole'.

Next you ask the participant the following question about the first construct he names (eg never felt good about himself).

2. *"What is someone like who is not like this?"*

You may need to elaborate, but be sure to check with the participant the meaning he gives). The answer he gives to this question becomes the 'contrasting pole' (eg feels at home with himself).

This process is repeated for all the constructs he identifies in his character sketch, and the obtained and contrasting poles noted in Form 2H.

Note: It may be that one participant is only able to identify two or three constructs from his character sketch, whilst another articulates many.

Following is an example of the constructs obtained (elicited) from 'Jack's' character sketch and filled out using Form 2H:

Obtained Pole

Never felt good about himself
Pushed around
Loves his family
Works hard
Wants to change
Feels trapped
Gets upset
Feels misjudged

Contrasting Pole

Feels at home with himself
Stands up for himself
Doesn't care
Lazy
Stuck in his ways
Hopes things will change
Stays calm
Feels understood

The key point is what has most meaning for the man and is most important to him, right now. This might not be what was most important to him yesterday, or what will be tomorrow, but rather, is about how he sees things right now.

Most meaningful construct

Once the constructs have been identified, and the contrasting poles elicited, the next step is to ask the participant to look at his constructs which he has recorded on the sheet above, and for him to choose the one which has most meaning for him right now.

For example, out of the constructs above he might choose:

‘Feels trapped – hopes things will change’.

The construct he identifies is used in the laddering exercise described below.

2.5 Laddering

The next step is to undertake a laddering exercise with the participant that enables you together, to identify their core constructs, values and beliefs. The participant is introduced to the concept of ‘laddering’ by the worker making the following points, in a way which puts to rest any anxiety they may have.

Points to remember

For example you might say: “The points to remember about laddering are:

1. laddering is a name for one form of structured interviewing
2. the laddering exercise is structured to keep you focused
3. your focus is on identifying and clarifying core concepts that make sense to you
4. laddering may enable you to see perhaps for the first time, how different parts of your life are interrelated, why some things are important to you, and why you behave in certain ways”.

Laddering Method (Form 2I)

The participant is first asked which pole (obtained or contrasting) of his most meaningful construct he would prefer, to describe himself ... “*Which would you prefer to be?*” ... when he has chosen, then ask:

“Why is this important to you?”

... repeat what he has answered as a check, and note it down on the laddering sheet, or on a separate piece of paper, (reflective listening).

Next ask: *“What is someone like, who is not like that?”*

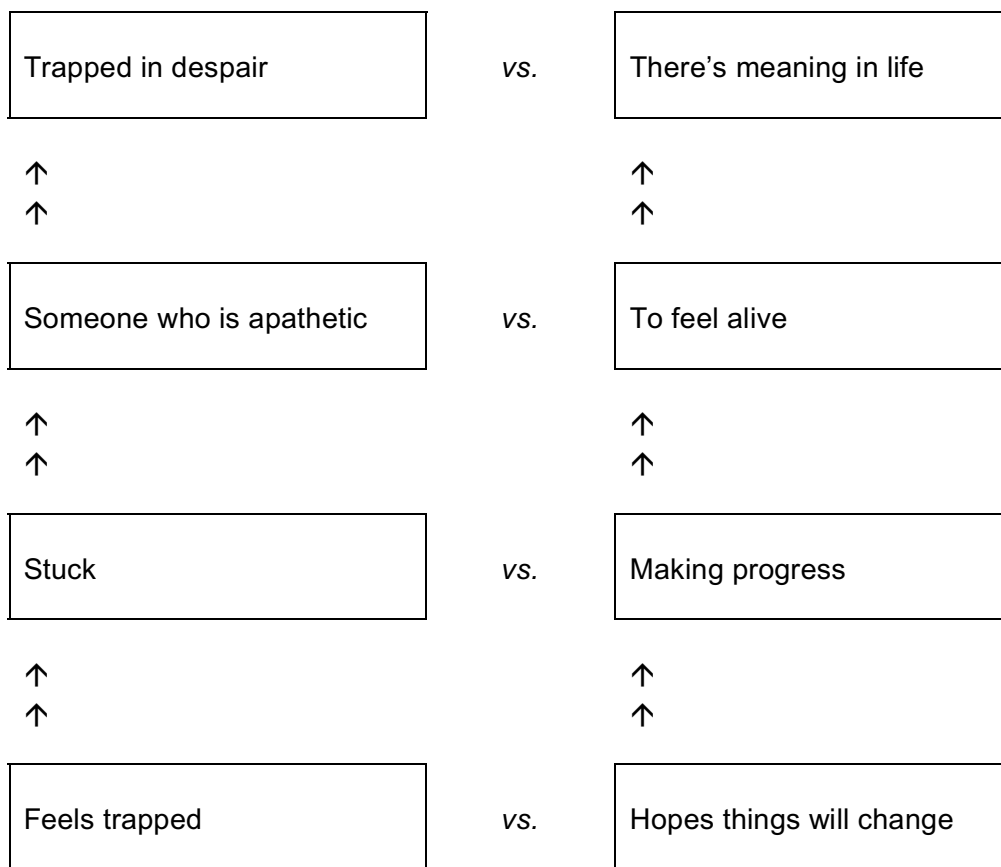
... repeat what they have answered as a check and note it down.

“So, in terms of these two which would your prefer?”

... and so on, until they begin to repeat themselves.

The following is an example of laddering based on the ‘most meaningful construct’ example above, ***‘Feels trapped –hopes things will change’***.

A laddering exercise sheet (Form 2I) is used. **Note: It is filled out from the bottom of the page up.**



The laddering exercise seeks to capture the dialogue, using the exact words of the participant to reflect his meaning.

As far as possible try not to be boring and repetitive in questioning, rather, enable the man to be involved in the exploratory nature of the laddering exercise with you.

Important points for the worker to be aware of when laddering

- The worker needs to be sensitive to hearing the meanings behind the words used by the participant, and helping him to clarify what he is trying to express.
- Laddering involves trying to stand in the other person's shoes and listen credulously.
- Laddering requires the worker to be non-judgemental, and suspend their own values, in order to be open to the narrative of the man.
- It is about the worker entering into the man's world to gain a better understanding of how he construes it, the relationships he has, including his abusive behaviour, and asking "Why?".
- Laddering is about asking why something is important to the man, even if it might seem unimportant to the rest of the world. So the question asked is "Why is it important to **you** to be ... rather than ... ?".
- Sensitivity and encouragement are required because often you are asking the abusive man to reflect on aspects of his way of understanding the world that he has never thought of before. This can be both scary.
- As the laddering progresses, the worker needs to be very alert to hear when the person is beginning to feel uneasy about where the exploring questions are leading.
- As part of a men's behaviour change assessment it is important to explore how the man's unease might enable him to move towards changing his abusive behaviour.

Questions you can use to help the man explore his 'ladder'

1. What are the core values indicated at the top of your ladder?
2. In what ways do you demonstrate these values in the situations described at the bottom of your ladder?
3. What are the possible choices or alternative behaviours implied by your personal construct poles?
4. Did you have any hesitation in choosing your preference to one of the poles rather than the other? Why?

5. Can you imagine ways in which both poles might be integrated or brought together?
6. How do you think someone might live who has made the contrasting pole choices?
7. Regarding the non-preferred poles, how can they be seen positively?
8. In regard to the poles that you prefer and choose in your ladder, of the people you know, who would criticise your choices, and who would support them?

A note of caution

A basic principle of using Personal Construct Psychology techniques, like laddering, is only to use them when you are fairly sure that the participant can make use of the result. In other words, you need a sense that the person is ready and motivated to use the information elicited, in a way that enables them to choose more constructive alternatives in their lives.

It is important to be careful in this regard, because a person who is not ready to be confronted by the information which they may elicit about themselves, using one of these techniques, might find that the knowledge of what they now realise, produces anxiety, fear, anger, hurt, aggression which they do not have the personal resources to cope with. The counsellor needs to be aware of this danger, and use their professional judgement to decide whether to use the technique at the moment or not.

In the second week of assessment, the participating man once again attends the Men's Ongoing Group. The participant also has an opportunity to get some feedback in the group about the journey he is embarking on and how he is not alone and will be supported and challenged in his endeavour to change.

2.6 Destructive behaviours and their constructive alternatives

The form (Destructive Behaviours and Their Constructive Alternatives, Form 2J) is adapted from the Duluth 'Power and Control' Wheel (Pence and Paymar) by laying out the text in tabular rather than circular format in order to enable the participants to be compare behaviour choices they are making.

The format also enables some comparison of behaviour change over time. Though in our experience it is more useful as a tool to start off the process of exploring patterns of change (and resistance) than necessarily giving an exact indication of change occurring, if any.

Self-assessment Continuums (Form 2K)

It is envisaged that if a man who attends for assessment, recognises that he uses abusive or violent behaviour at times, and takes responsibility for changing, then he is eligible for participation in the intake group, if he meets the other eligibility criteria listed above.

2.7 Data collection

The SHED Data Sheet (Form 2L) is used to collect non-attributable data for a database. The output is used for community education, funding submissions and ongoing research into more effective interventions.

2.8 List of intake and assessment forms

The following forms below are:

- Men's SHED Referral Form (Form 2A)
- Men's SHED Initial Interview and Assessment Form (Form 2B)
- Abuser's Self Report (Looking Into a Mirror) (Form 2C)
- Abuser's Self Report (History) (Form 2D)
- Abuser's Self Report (Suitability) (Form 2E)
- Abusive Behaviour Checklist (Form 2F)
- Self-characterisation/Character Sketch (Form 2G)
- Obtained (Elicited) Constructs (Form 2H)
- Laddering Method (Form 2I)
- Destructive Behaviours and Their Constructive Alternatives (Form 2J)
- Self-assessment Continuums (Form 2K)
- SHED Data Sheet (Form 2L)

Assessment Form 2A: Men's SHED* Referral Form

Forward to:

Men's SHED Project
 Latrobe Community Health Service – Moe Centre
 42-44 Fowler Street (PO Box 63), MOE VIC 3825
 Phone: 5127 9100 Fax: 5127 7002

	Date:
Referring agency:	
Contact person:	
Man's name:	
Date of birth:	

Reason for referral:

Brief client history:

Type of feedback required:
Did he present? <input type="checkbox"/> Yes <input type="checkbox"/> No
Referral accepted? <input type="checkbox"/> Yes <input type="checkbox"/> No
Did he participate? <input type="checkbox"/> Yes <input type="checkbox"/> No

Authorisation to release information to and from the Men's SHED Project for the following period:	
From ...	To ...
Man's signature: _____	Date: _____
Date of appointment: _____	Time: _____
<p><i>Please confirm appointments with SHED Project first. Contact: SHED Project Worker on 5127 9100</i></p>	

*Self Help Ending Domestic Violence

Assessment Form 2B: Men’s SHED Initial Interview and Assessment Form

Name:	No:	Date:	D.O.B.
Referrer: Self, CORE, A&D, LCHS, DHS, DV, Police, Dr, GPS, Agency, Other:			
Address:		Phone:	
Location:		State:	Postcode:
Employed: <input type="checkbox"/> Yes <input type="checkbox"/> No	Employer:		Phone:
Agency referred to:		Worker:	

Victim’s name:	Age:	DOB
Address:		
Location:	State:	Postcode:
Phone:		
Length of relationship:		Marital status:
Number of children:	Names:	Ages:

Intervention order: Yes No Breached Date:

Police involvement

Date:	
Action:	Arrest:
Assault charge:	Other charges:
Responding officers:	

Court action

Hearing date:	Magistrate:
CORE worker:	Phone:
Previous convictions:	Previous prison sentence:
A&D related violence:	Assaults:
Firearms owned:	

Assessment Form 2C: Abuser's Self Report (Looking Into a Mirror)

1. **Threats and coercion:** Threatened to hurt her or her friends or family, or to use weapons, to commit suicide, to take the children away, report her ... to burn the house.

2. **Intimidation:** Standing over partner, gestures, the look on your face, smashing things, slamming doors, punching walls, road rage, yelling, ... how afraid is she? eg (/10)

3. **Economic abuse:** Keep control of family finances, give partner an allowance, make the big financial decisions, take partners earnings, deny her access to income.

4. **Emotional abuse:** Use put-downs, mind-games, make partner thinks she's crazy or make her feel guilty, call her names, humiliate her in front of others, sexualised labels.

5. **Privilege:** Treat partner like a servant, assume 'authority' and 'ownership' on the basis of gender, make the big decisions ...

6. **Isolation:** Not allow partner to go out with friends or family, make it difficult for her, or to go to work, or study: Listen to phone calls, follow her, question her, jealous of others?

7. **Using children:** Use children to relay messages, make partner feel guilty about children, use visitation as a time to harass ex-partner, threaten to take children away.

8. **Minimising, denying and blaming:** Make light of abuse, excuse it, shift blame.

9. **Physical:** Pushed, grabbed (by throat), shoved, slapped, punched, kicked, pulled hair, held against a wall, thrown to the ground.

10. **Sexual abuse:** Pressuring into sex, demanding sex as a right, using violence during sex, not accepting 'no', expecting sex to 'make up' after a fight ... forced sex.

Note: All the above listed types of abuse are inter-related and causally linked.

Assessment Form 2D: Abuser's Self Report (History)

Summarise reason for referral:

Length of relationship: _____

Escalation of abuse: _____

Most abusive behaviour:

Current level of abuse:

Abuse in previous relationships:

Pattern of abusive behaviour by you over time:

Was your mother abused by your father? Yes No

Explain: _____

Were you abused as a child? Yes No (describe circumstances)

Physical: _____

Emotional: _____

Sexual: _____

Threats/intimidation: _____

Neglect/isolation: _____

Assessment Form 2E: Abuser’s Self Report (Suitability)

Are children affected by your abusive behaviour? How?:

Method of discipline used:

Depression/suicide:

Medication: _____

Treatment: _____

History of mental illness: _____

Alcohol abuse:

Worker: _____

Drug abuse:

Suitability for men’s behaviour change group program:

Acceptance of response-ability 0 _____ 10

Motivation to change 0 _____ 10

Supports and resources 0 _____ 10

Resistance to change 0 _____ 10

Aggression/anger 0 _____ 10

Lethality/dangerousness
(perceived) 0 _____ 10

Assessment Form 2F: Abusive Behaviour Checklist

(Given separately to abused partner for feedback, and to the abusive man.)

A description of the man's behaviour as seen by him/his partner (**circle one**).

1 = Never 2 = Rarely 3 = Occasionally 4 = Frequently 5 = Constantly

Abusive behaviours **Name:** _____ **Date:** _____

1. Coercion and threats

Made and/or carried out threats to do something to hurt partner	1	2	3	4	5
Threatened to leave, to commit suicide, to report her to welfare or other authorities	1	2	3	4	5
Made partner drop legal charges	1	2	3	4	5
Made partner do illegal things	1	2	3	4	5
Other	1	2	3	4	5

2. Anger or intimidation

Made her afraid by using looks, actions, gestures	1	2	3	4	5
Destroyed her property	1	2	3	4	5
Screamed or yelled	1	2	3	4	5
Drove recklessly	1	2	3	4	5
Physically abused pets as a warning	1	2	3	4	5
Stalked partner (phoned/followed)	1	2	3	4	5
Displayed weapons to intimidate	1	2	3	4	5
Punched walls, doors, slammed fist on table, etc	1	2	3	4	5
Other	1	2	3	4	5

3. Economic abuse

Prevented partner from getting or keeping a job	1	2	3	4	5
Made partner ask for money or accepted an allowance	1	2	3	4	5
Took partner's money	1	2	3	4	5
Did not let family members know about or have access to family income	1	2	3	4	5
Other	1	2	3	4	5

4. Emotional abuse

Used put-downs with partner and humiliated her	1	2	3	4	5
Made partner feel bad about herself	1	2	3	4	5
Called partner names	1	2	3	4	5
Made partner think she's crazy	1	2	3	4	5
Played mind-games	1	2	3	4	5
Made partner feel guilty (eg about kids)	1	2	3	4	5
Other	1	2	3	4	5

5. Gender and social privilege

Treated partner like a servant	1	2	3	4	5
Made all the big decisions	1	2	3	4	5
Acted like the owner and boss of your partner	1	2	3	4	5
Assumed 'authority' from being the man	1	2	3	4	5
Other	1	2	3	4	5

6. Isolation					
Controlled what partner did, who she saw and talked to, what she read, where she went	1	2	3	4	5
Limited partner's outside involvement and friends	1	2	3	4	5
Used jealousy or envy to justify actions	1	2	3	4	5
Other	1	2	3	4	5
7. Using children					
Made partner feel guilty about the children	1	2	3	4	5
Used the children to relay hurtful messages	1	2	3	4	5
Used visitation to harass partner	1	2	3	4	5
Threatened to take the children away	1	2	3	4	5
Other	1	2	3	4	5
8. Minimising, denying and blaming					
Made light of abuse and did not take partner's concerns about it seriously	1	2	3	4	5
Said the abuse didn't really happen	1	2	3	4	5
Shifted responsibility for his abusive behaviour away from himself saying partner caused it, blamed her	1	2	3	4	5
Other	1	2	3	4	5
9. Physical abuse					
Pushed, grabbed, tripped or shoved partner	1	2	3	4	5
Slapped, hit or punched partner	1	2	3	4	5
Held partner and slapped her	1	2	3	4	5
Kicked partner	1	2	3	4	5
Threw partner around	1	2	3	4	5
Choked or strangled partner	1	2	3	4	5
Used a knife, gun or other weapon against partner	1	2	3	4	5
Other	1	2	3	4	5
10. Sexual abuse					
Demanded sexual activity from partner	1	2	3	4	5
Made partner watch porn	1	2	3	4	5
Pressured partner to have sex in a way they did not want	1	2	3	4	5
Physically forced partner to have sex	1	2	3	4	5
Physically attacked partner's sexual parts	1	2	3	4	5
Other	1	2	3	4	5
11. Alcohol or other drugs					
Indicated frequency of alcohol use	1	2	3	4	5
Indicated frequency of other drug use	1	2	3	4	5
Indicated level of concern about the level of alcohol or other drug use by him	1	2	3	4	5

This form is useful in assessing abusive beliefs and behaviour that men use and need to change.

Assessment Form 2G: Self-characterisation/Character Sketch

Instructions:

I want you to write/dictate a character sketch of 'Jack Henry' (the person's name), just as if he were the principal character in a play. Write it as it might be written by a friend who knew him very intimately and very sympathetically, perhaps better than anyone ever could know him. Be sure to write it in the third person.

For example, start out by saying, 'Jack Henry is ...' .

Assessment Form 2H: Obtained (Elicited) Constructs

Obtained Pole	Contrasting Pole
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Assessment Form 2I: Laddering Method

The following is an example of laddering.

	vs.	
↑ ↑		↑ ↑
	vs.	
↑ ↑		↑ ↑
	vs.	
↑ ↑		↑ ↑
	vs.	
↑ ↑		↑ ↑
	vs.	
↑ ↑		↑ ↑

Assessment Form 2J: Destructive Behaviours and Their Constructive Alternatives

The man is given this for homework and asked to add his own examples.

DESTRUCTIVE BEHAVIOUR

1. Using coercion and threats

Making and/or carrying out threats to do something to hurt your partner

Threatening to leave your partner, to commit suicide, or to report her to welfare

Making your partner drop charges

Making your partner do illegal things

Other _____

2. Using intimidation

Making your partner afraid by using looks, actions, gestures

Smashing things and destroying partner's property

Displaying weapons (such as knives)

Abusing/hurting pets to intimidate

Other _____

3. Using economic abuse

Preventing partner from getting or keeping a job

Making partner ask for money

Giving partner an allowance

Not letting partner know about or have access to family income

Taking partner's money

Other _____

CONSTRUCTIVE BEHAVIOUR

1. Using negotiation and fairness

Seeking mutually satisfying resolutions to conflict

Accepting change and being willing to compromise

Accepting your partner without conditions

Doing own business (eg phone calls, paying bills)

Other _____

2. Using non-threatening behaviour

Talking and acting so that both of you feel safe and comfortable expressing yourselves and doing things

Caring for partner's things

Listening carefully to your partner and accepting her point of view.

Looking after pets

Other _____

3. Using economic partnership

Making money decisions together

Making sure both partner and self benefit from financial arrangements

Avoid quizzing partner on how she used her money

Believe that involvement of partner strengthens everyone

Respecting partner's rights

Other _____

4. Using emotional abuse

Putting partner down

Humiliating partner

Insistence on being 'right'

Making partner feel guilty

Other _____

5. Using gender privilege and social privilege

Treating partner like a servant

Making all the big decisions

Acting like the 'owner' of the partner

Assuming 'authority' from social stereotypes

Defining male and female roles

Other _____

6. Using isolation

Controlling what partner does, who she sees and talks to, what they read, where they go etc

Using jealousy or envy to justify actions

Limiting others' outside involvement

Other _____

7. Using children

Making partner feel guilty about the children

Using the children to relay messages

Using visitation to harass partner

Threatening to take the children away

Other _____

4. Using respect

Acknowledging partner's efforts

Affirming partner

Seeing other possible solutions

Accepting that partner's do things differently

Other _____

5. Using shared responsibility

Mutually agreeing on jobs to be done

Making family decisions together

Accepting individual differences

Responding positively to partner's suggestions

Being cooperative and compromising

Other _____

6. Using trust and support

Supporting both self and partner's goals in life

Dealing with own feelings of loneliness, fear

Respecting self and partner's right to her own feelings, friends and activities

Other _____

7. Using responsible parenting practice

Sharing parental responsibilities

Being a non-violent role model

Avoiding involving children

Learning about children's needs

Other _____

8. Minimising, denying and blaming

Making light of the abuse and not taking partner's concerns about it seriously

Saying the abuse didn't happen

Saying partner caused it

Shifting responsibility for abuse

Other _____

9. Using physical abuse

Pushing, grabbing, tripping or shoving

Slapping, hitting or punching

Holding partner and slapping her

Kicking partner

Throwing partner around, choking or strangling partner

Using a knife, gun or other weapon

Other _____

10. Using sexual abuse

Demanding sexual activity

Pressuring partner to have sex in a way she doesn't want

Physically forcing partner to have sex

Physically attacking partner's sexual parts

Other _____

8. Using honesty and accountability

Accepting responsibility for own actions and acknowledging past use of violence

Being honest

Admitting being wrong

Communicating openly and truthfully

Other _____

9. Using protection and comfort

Giving partner safety and security

Reassuring partner and respecting her space

Showing affection by holding hands lightly

Providing a mutually agreed hug

Offering a shoulder to cry on or stroking partner's hair to comfort her

Standing between partner and possible danger

Other _____

10. Using respect and consideration

Exercising tenderness and care

Respecting that 'no' means 'no'

Doing only those things your partner is comfortable with

Only participating in mutually agreed sex

Other _____

Assessment Form 2K: Self-assessment Continuums

(Mark on the line how you rate your behaviour towards your partner)

Initials: _____ Date: _____

On each line mark where you think your style of behaviour with your family fits.

Power and control

Equality

Coercion and threats	x-----x	Fair negotiation
Intimidation	x-----x	Non-threatening
Economic abuse	x-----x	Economic partnership
Emotional abuse	x-----x	Emotional support
Gender/social privilege	x-----x	Shared responsibility
Isolation	x-----x	Trust and support
Using children	x-----x	Responsible parenting
Minimising and blaming	x-----x	Honesty and accountability
Physical force	x-----x	Protection and comfort
Sexual abuse	x-----x	Respect and consideration
Alcohol/drug abuse	x-----x	Sobriety

Assessment Form 2L: SHED Data Sheet

1	Client Number:	17	Firearms owned:	Yes ①	No ②		
2	Date:	18	Violence against property:	Yes ①	No ②		
3	Gender:	Male ①	Assault type:	Mainly at home ①	Mainly in community ②		
		Female ②					
4	Age:	15-20 ①	20	Most serious criminal action:			
		21-25 ②		None ①	Assaults ④		
		26-35 ③		Drink driving ②	Murder or rape ⑤		
		36-45 ④		property offence ③			
		46-55 ⑤	21	Prison sentence: No ② Yes ① No ②			
5	Birth day:	22	Medical history:	Depression ①	Debilitating injury ②		
6	Referral:	23	Psychiatric treatment:	Yes ①	No ②		
	CORE ① DHS ⑥	24	Suicide contemplated seriously:	Yes ①	No ②		
	LCH A&D ② Doctor ⑦	25	Suicide attempted:	Yes ①	No ②		
	LCH ③ GPS ⑧	26	Suicide threatened to partner:	Yes ①	No ②		
	DV Worker ④ Comm Agency ⑨	27	Assessment and support group:	Assessment only ①	2-5 support groups ③		
	Police ⑤ Other ⑩			One support group ②	6+ support groups ④		
7	Location:	28	Men's responsibility program:	Commenced ①	Completed ②		
	Moe/N'bough ① Leongatha/Wonthaggi ⑥	29	Changes in violent behaviour:	Stopped ①	Increased ④		
	Morwell/Churchill ② Warragul/Drouin ⑦			Decreased ②	Physical abuse		
	Traralgon ③ Yinnar/Boolarra/Mirboo ⑧			Stayed the same ③	stopped, but other continued ⑤		
	Sale & Dist ④ Neerim/Hillend & Dist ⑨	30	Recent substance abuse:	None ①	Cannabis ④		
	Yarram & Dist ⑤ Other ⑩			Alcohol mainly ②	Alcohol and multi-drug abuse ⑤		
8	Employed:	Yes ①	No ②	31	Changes in substance abuse:		
9	Living with partner:	Yes ①	No ②		Stopped since attending ①	Stayed the same ③	
10	Physical abuse as a child:	Yes ①	No ②		Decreased ②	Increased ④	
11	Emotional abuse or neglect:	Yes ①	No ②	32	Substance abuse associated with violence:		
12	Sexually abused as a child:	Yes ①	No ②		Alcohol ①	Other drugs ②	Both ③
13	Type of abuse perpetrated by the client:	Physical ①	Emotional ④				
		Sexual ②	Threats ⑤				
		Isolation/manipulation ③	Intimidation ⑥				
14	Children effected:	Yes ①	No ②				
15	Intervention order:	No ①	Yes-breached once ③				
		Yes-not breached ②	Yes-breached more than once ④				
16	Previous DV:	Yes ①	No ②				

Section Three: Men's Ongoing Group (MOG)

3.1 Introduction

The intake group is called the Men's Ongoing Group (MOG). This group meets every weeks for two hours in the evening, at a time which on the one hand allows men to come from work, and on the other is not too late at night. Because MOG is comprised of a variety of men, some who have already attended at least one structured program and have returned, it already reflects the culture of support and challenge necessary to enable change.

When a participant attends MOG for the first time he often says that what means a lot to him is not being alone, having a chance to change, and learning from others about what he can do to bring about that change.

Outwardly, the process used is one of men sitting around a table with two co-facilitators, each one relating his story in turn and getting feedback, either supportive or challenging according to what is related. At the same time, a number of key skills are used by the facilitators to mediate and support the process to enable growth and change, in the group context. One of the skills is listening for any collusion among the participants that supports and maintains abusive beliefs, and challenging it. Such collusion is a major barrier to effective behaviour change capacity in the group.

3.2 Facilitators

Role

The group facilitators need to play many roles: educator, mentor, role model, counsellor, and challenger. The principle role is to facilitate a process whereby the group participants are supported in their honest self-disclosures, encouraged to listen respectfully to other men's stories, challenged when they collude in blame, excusing and denying their abuse, and encouraged to try new ways of relating to loved ones.

Skills and values

Listening, understanding, boundary-setting, empathising, mediating, advocacy, communicating, judgment, are all skills needed. Professional competency in working with people, as well as the ability to gain the respect of men, even if they do not like what you say, is essential. It is important also, not to be drawn into the games of intimidation, power and control, that many of the men have grown up using. Personal values that allow for the possibility of others being completely different to yourself are important in the facilitation of groups comprised of a wide variety of men.

Gender and relationship status

It is important for one of the facilitators to be male, and one female. Ideally the one doing the intake assessments will be male, in order for the men to hear immediately from another man, that the behaviour which he is describing is abusive and unacceptable. Similarly, it is important for the partners to have an opportunity to be assessed by a female co-facilitator if they wish to be. Sometimes, however, it is important to the partner that her story is believed and treated seriously by a male, and that she has an opportunity to question the male co-facilitator about the program and how it works.

Co-facilitation

Best practice is for male and female co-facilitation. There are a number of reasons for this. They can model respectful relating as well as show that it is possible to disagree and remain respectful. The group will get a chance to hear a woman's perspective on their abuse, and hear the female perspective on a wide range of issues. The co-facilitation also enables a wider range of insights into the group dynamics.

3.3 Practical issues

Food

Provision of tea and coffee, and biscuits, is usually helpful in getting the participants of the group to feel at home when they arrive for a session. In addition, in rural areas it is normal practice to provide some sign of hospitality especially since many of the participants travel a distance to get to the group. The fact that the group session takes place in the evening after work but before dinner time is an additional reason for providing some sustenance, and enhances the possibility serious group work about confronting abusive beliefs. To the extent that participants have a felt sense that they are cared for, even if their behaviour is condemned, to that extent they are more likely to be open to challenge.

Transport

Most of the men drive to the group session, and it is not uncommon that once the group is established, men coming from the same town car share. At the same time, generally there are a few men who had to rely on public transport to get to the group, for this reason it is important that the venue for the group program is close to public transport if possible. Again, in rural areas, public transport is generally very poor, or non-existent especially after dark.

Safety

The issue of safety and feeling safe, is an important one both for the participants and for the co-facilitators. For this reason agreement needs to be reached early in the group program concerning basic expectations about respect and protection of one another's rights.

Confidentiality/discretion

This is an important issue since all of us, generally value our privacy, and certainly in regard to what most would be seen as 'washing their dirty linen (in public)', we look for someone we can trust. This is especially so with couples seeking to address family violence in their home, since there is most often a big shame/embarrassment factor operating to keep the matter private.

What's said here stays here

In addition to needing to be re-assured of confidentiality in regards to his assessment information, the man also needs to be reassured that what he says in the group stays there and does not get relayed to others afterwards.

It is worth articulating this principle of 'what's said here stays here' at the start of each group session, as a reminder and reassurance of the agreement to do so.

Limited confidentiality

Finally, it is important also to state that in certain cases 'limited confidentiality' applies. For example when a man makes a threat to kill or harm his family, or when he discloses child abuse.

This principle of limited confidentiality is put to the participants in the context that they are attending a program for behaviour change and hence if they are threatening harm whilst in that program, it does not make sense.

Accessibility of venue

Most men are reticent to attend a group, and so issues like accessibility become crucial. If the man does not have 'wheels' closeness to public transport is important. Although in rural areas the acute shortage of public transport makes it very impractical except for those with a lot of time on their hands who live close to a station or bus route.

The venue is ideally situated in somewhere like a community health centre, where there is both some anonymity and other facilities, including a group meeting room. The meeting room itself needs to be functional and with enough space to be able to do various group exercises. A nearby kitchenette is a bonus that allows for the making of a 'cuppa' without too much hassle ... for many men this aspect reminds them of the familiar 'brew room' at work and it enables them to feel more at home.

Time and length of sessions

Usually it is important for the worker to have a variety of choices in the times available for assessment, both for the man, and for his partner, to be able to fit around work commitments and childcare or school times. In terms of the group times, early evening seems to be the time that suits most men.

The group sessions are usually for two hours with a 15 minute break in the middle.

Cost

Whilst government funding provides some support for programs, it is also important for the men to pay something for the service, for three reasons: Firstly, so that they have some ownership of the program; Secondly, because the payment represents (albeit in a relatively minor way), a consequence of their actions; And thirdly, because the program needs to be financed (even partly) by those who use it.

Sliding scale of fees

In order that the issue of payment not be a central reason for a man not attending, we have found that the use of a sliding scale of fees according to income has worked, as well as two rates for group attendance. One for men who have a job, and one for those out of work.

3.4 Men's Ongoing Group (MOG) Agreement Sheet

For the Men's Ongoing Group (MOG) the following Agreement Sheet (Form 3A) is used constantly as a kind of mantra as well as a reference point and reminder of what the group is about.

The Agreement Sheet was first formulated at the start of a MOG session in 1995, when the facilitators of the group, rather than use their normal introductory spiel to start off, instead invited the men present to say what they thought the group was about. What the individual MOG participants expressed that night was recorded on a white board, discussed, edited and then word-processed before the following meeting of group, and became known as 'The Agreement Sheet'.

Source of discussion

The Agreement Sheet has been used as a resource to keep discussion in MOG focussed on behaviour change. For new members of the group this Agreement Sheet is used as a set of running principles or beliefs, which introduce them to the underlying philosophy which guides the program. They are strongly encouraged to become familiar with them and refer to them in the group in relation to their own behaviour change, and the factors which they identify are important for that, or which are delaying that process.

To identify what has most meaning

A common exercise used at the commencement of a MOG session, is to ask the participants to identify which of the statements in the Agreement Sheet means most to them at present, and why. In this way, participants often relate how one of the statements on the sheet was important to them last week, but that this week a different one had replaced it, usually due to an abusive incident of theirs.

Changing society attitudes that perpetrate men's violence

Finally, regarding the Agreement Sheet, statement number 20, whilst appearing to contradict the other statements, is really stating the importance of a change in the attitudes in our society which perpetuates men's violence. That whilst working towards behaviour change with individual men in groups is important, it is also essential for social change to take place that does not allow men's abuse and violence. In order for individual men to continue to take responsibility for their behaviour and to keep working at changing their abusive attitudes and behaviour, they need those around them, especially their mates and family, to support them in the need for that change, and not to collude in abusive attitudes.

MOG Agreement Sheet (Form 3A)

(Agreement by the group about why we are here)

We agree that:

1 – men are not born violent

2 – men's abuse or violence is **learnt** and so **can be unlearnt**

3 – we are **responsible** for our attitudes and behaviour and for their effects on others

4 – **respect** means treating the other person the way I would like to be treated

5 – our abuse or violence is often used to get us what we want

6 – men often use **denial, excusing, minimising or blaming** as a way to justify abuse

7 – we often **'thingafy'** our partner to make abuse easier

8 – there are **alternatives to violent behaviour** that more peaceful and constructive

9 – our abuse or violence often scares or **terrifies our partner and children**

10 – our children use us as **role models** for their behaviour

11 – if we **resolve conflicts** at home by violence then that is seen as normal by our kids

12 – **kids learn from us** to use abuse or violence or manipulation the way we do

13 – we have a **choice** to behave violently or non-violently

14 – there is more to us than our violent behaviour, **we can change it**

15 – **anger** is often used by men as an excuse to be abusive or violent

16 – **alcohol and other drugs** do not cause violent behaviour, they do limit our control

17 – when we choose to abuse alcohol we choose the possibility that we may be violent

18 – we can stop being abusive and we can **help other men** to do the same

19 – **all men have a responsibility** to challenge other men who are being abusive or violent

20 – only **when society stops condoning** and allowing men's violence will it end

21 – the **best judges of the 'success'** of this group are our families and what they feel

22 – We are all response-able, able to choose

23 – We are all account-able, able to measure the cost and consequences of our abuse

Section Four: Men's Responsibility Program (MRP)

4.1 Introduction

The Men's Responsibility Program is divided into four modules that reflect the process a man undertakes as he is learning to take responsibility for changing his abusive or violent behaviour, and beginning to take steps to change, with some guidance, support, challenge and encouragement. A man who has completed the individual intake and assessment can begin the MRP at the start of any of the *modules*. Having said that, the ideal is for participants to begin at Session One and continue to Session Twelve. The program is divided into four modules in order to recognise the need for flexibility in delivery of the program. For example a man might be able to attend a three week module, and then take a break, and return to do other modules over time.

Whilst the different sessions are prescribed in terms of content and process it is, at the same time, essential to keep in mind the basic principle of 'starting where the client is at' and continuing from there. For example, if someone in the group introduces an example that does not seem immediately connected with the topic of the session, it is important to somehow integrate that example into the session, in the broader context of men's behaviour change.

The topics of the sessions should be flexible enough for a participant to introduce a personal issue that does not appear to be immediately relevant to that session. It seems to me that usually when a man shares something in a group situation, it is meaningful and important for him in some way, even if it appears irrelevant at first. This requires the facilitators to be vigilant and intuitive as to the leads given by participants in the group. Careful, respectful listening, and a genuine interest and wish to help the man become non-abusive, will be recognised as such, and be essential in the process of challenging him radically about those parts of his behaviour which are abusive.

Aim

- The aim of the Men's Responsibility Program is to bring about attitudinal and behavioural changes in the group that lead to the individual men ending their violent and abusive behaviour against women and children.

Objectives

The objectives of the Men's Responsibility Program are to:

- increase the participant's sense of responsibility for his violent behaviour
- raise the participant's awareness of the implications of his violence and abuse for the affected women and children
- educate the participant about how his violence is intentional and functional in ensuring he maintains control and power
- develop alternatives to violent behaviour in the form of non-violent responses
- enable the participant to gain insight into how his violent behaviour is learned and promoted through the patriarchal structures and beliefs of society.

4.2 Summary of group modules

Week:

Module One: Tuning Out of Abusive Behaviour

1. Introduction, Types of Violence and Challenging Abusive Beliefs
2. Cues, Feeling Words and 'Seven Flies on the Wall' Control Log
3. Time Out, 'Tuning Into the Radio' (Fixed Role) and Plan for Personal Change

_____ Partner contact/feedback*

Module Two: Learning From Experience to be Responsible

4. Family Background
5. Cycle of Violence, Experience Cycle, ABC Technique
6. Most Violent Incident

_____ Partner contact/feedback*

Module Three: Challenging Abusive Beliefs

7. Power and Control Wheel, Abusive Behaviour Checklist and Impact on Victims
8. Sexual Abuse and How it Relates to Other Behaviours
9. Conflict Resolution Using Constructive Alternatives

_____ Partner contact/feedback*

Module Four: Male Socialisation

10. Male Socialisation and Sex Role Stereotypes
11. Fatherhood and Separation Issues
12. Peer Evaluation for Continuing to Shed Abuse

_____ Partner contact/feedback*

* Partner contact/feedback is not prescriptive but is a reminder of its importance to some partners who need more contact than others.

4.3 Summary of how the weekly sessions are structured

The structure of the sessions is according to the following formula, based on ease of use and practicality. However the format sometimes varies according to the content of the session, for example: Sessions Four and Six have no check-in as such. Emphasis in all the sessions is on flexibility.

1. Aim of the session.
2. Objectives.
3. Materials, resources (videos, books, events, people, brochures, articles, agencies).
4. Check-ins from participants, linking to past week with examples of what they have learnt from previous sessions. Utilising the best examples from past groups doing the same session.
5. Activities.
6. Check-outs. This is a rounding up of the session, summing up main points and checking with participants about how they are feeling and what they are going home to, and what they would like to happen in the coming week.
7. Homework (check homework tasks for understanding and commitment).
8. Handouts.

MODULE ONE: TUNING OUT OF ABUSIVE BEHAVIOUR

Session One: Introduction, Types of Violence and Challenging Abusive Beliefs

Aim

- To introduce the structured Men's Responsibility Program.

Objectives

- To outline the program's parameters.
- To state clearly program rules and expectations.
- To indicate the limitations of the responsibility program.
- To give a clear indication of the types of violence being addressed.

Materials

Registration book, receipt book, name tags, exercise books for journaling, tea, coffee, biscuits, forms and handouts.

Activity 1.1: Welcome and Introduction (15 minutes)

Preliminaries – registration of participants, record payments, give receipts, keep attendance register, encourage upfront payment for the 12 week program. Discuss any initial housekeeping matters – for example, start and end times, break time, toilet location.

Welcome and introduction: Co-facilitators introduce themselves

Working notes

- Welcome the participants and allude to the journey ahead together and our common understandings. (Handout 1.1: 'Understandings')
- The Men's Responsibility Program is a structured educational group and will be more challenging than the men's ongoing group.
- Each man should accept where he is at and not fall into the trap of comparing himself with other men.
- There may be difficulty about having a female co-leader, however, male violence is against women and hence it is useful to test our attitudes, values, behaviour, and our progress, against what she perceives.
- The purpose of the group is to help participants learn to handle conflict and powerful feelings without violence and abuse.

- Participants hold the keys to their own change and need to motivate themselves towards achieving their goals.
- The group will be expected to protect each man's right to confidentiality.
- Participants will be encouraged to keep their partners informed about what they are learning in the group, without breaching the confidentiality of other participants.
- Remember that it is easy for men to become complacent after beginning the program and they may be tempted to cease attendance because they believe they are no longer violent. They must be careful not to deceive themselves.
- Men will be expected to be individually accountable and to challenge each other.
- Blocks to participation: Antagonism, resentment and resistance, denial, minimising, blaming and excusing.

(This can be written on the back of the Program rules.)

Activity 1.2: Ice-breaker in Dyads (15 minutes)

Working notes

- Men are asked to form dyads (break into twos).
- Each man is to spend a short time introducing himself to the other man by asking the following:
 - (a) Who are you?
 - (b) Why are you here?
 - (c) Tell me something about yourself.
- When the group reconvenes, each member of the dyad introduces the other member to the rest of the group.

Activity 1.3: Agreements, Reminders and Expectations (Handout 1.2) (10 minutes)

Working notes

Read aloud and discuss

- We agree to take responsibility for our violent and abusive behaviour.
- We can unlearn it – we are not born violent – we can change to non-violence.

- We agree to challenge ourselves, challenge each other in changing and be challenged.
- We agree to challenge attitudes that excuse, minimise or deny men's violence, or that blame women, or drink, or anger etc for our abuse.
- We agree to recognise the ramifications and effects of our violence on our family and others.
- We agree to commit ourselves to this group process in order to change our violent and abusive behaviour.
- We agree to be honest in the group and try not to play avoidance games.
- We agree to do the tasks set for 'homework' in order to reinforce our learning to be non-violent and non-abusive.

Activity 1.4: Program Rules (Handout 1.3) (15 minutes)

Working notes

Read aloud and discuss

- There must be no violence or threat of violence directed at a leader or any other group member.
- The man must not use alcohol or drugs on group meeting days.
- The second time a man does not report in group that he has perpetrated violence, he must leave the group.
- A man must not hit his partner or his children while involved in counselling, or in the group.
- A maximum of two missed sessions are allowed.
- A group member should not hit, push, or point at other group members.
- A man may not touch another group member without first getting permission from him.
- Each man must refer to his wife or partner by her name.
- A man may not bring a weapon into the group.
- The names of participants and information shared in the group are to remain confidential.

Activity 1.5: Contract for Participation (Handout 1.4)
(5 minutes)**Working notes**

- Read aloud and discuss and each participant signs.

Break (10 minutes)**Activity 1.6: Defining Types of Violence and Abuse**
(40 minutes)**Working notes**

- On whiteboard write "Defining Types of Violence".
- Brainstorm: To list as many examples of violence as possible. (Have a copy of these types of behaviour as a handout for the end of this activity – were there any missed?)
- Categories of violence: physical, emotional, psychological, sexual, social, financial, etc.

Activity 1.7: Role Play – Violent Situation with Various Types of Behaviour Included (examples)**Working notes**

Following the above activities, the issues can be used as discussion 'starters':

- Discuss the participants' current and previous understanding of violence.
- Discuss learned behaviour. Where was this behaviour first witnessed by them.
- Are their children developing similar abusive behaviours to their mother, siblings, friends?
- Discuss damage to their own relationships.
- Discuss fear and its implications.
- Discuss change and how to bring it on.
- Discuss male violence versus partner violence.
- Discuss anger, other emotions and (their) learnt reactions/behaviours.

Activity 1.8: Check-out (10 minutes)

Working notes

- Briefly revisit the main learnings of the session, and invite any last questions.
- Check with the participants how they are, and what they are feeling.
- Remind them that the material is challenging, and may stir up emotions for them, and that one way that might help them deal with that is by talking about it with a trusted friend, in the group, and also by writing.
- Explain the homework requirements, and how helpful they can be to reinforce new learnings.

Homework (Handout 1.5)

Use journaling, or keeping a diary, as part of the process of monitoring your change. In your exercise book:

Record any thoughts, feelings, incidents of violence, anger or abuse since the previous meeting.

Write reflections, questions, comments, on the session.

- What did I learn this week in the session?
- What was my emotional reaction to what I heard, saw or said in the session?
- How violent or aggressive, or angry was my attitude to what was said?
- How difficult is it to admit my violent or abusive attitude even to myself?
- What did I like about this week's session, what didn't I like?
- What did I learn this week? What do I need to keep working at?

Fill out the **Group Reflection Sheet** (Handout 1.6) on this session as homework each week.

'Understandings' (Handout 1.1)

- 1. The Men's Responsibility Program is a structured educational group and will be more challenging than the men's ongoing group.**
- 2. Each man should accept where he is at and not fall into the trap of comparing himself with other men.**
- 3. There may be difficulty about having a female co-leader, however, male violence is against women and hence it is useful to test our attitudes, values, behaviour, and our progress, against what she perceives.**
- 4. The purpose of the group is to help participants learn to handle conflict and powerful feelings without violence and abuse.**
- 5. Participants hold the keys to their own change and need to motivate themselves towards achieving their goals.**
- 6. The group will be expected to protect each man's right to confidentiality.**
- 7. Participants will be encouraged to keep their partners informed about what they are learning in the group, without breaching the confidentiality of other participants.**
- 8. Remember that it is easy for men to become complacent after beginning the program and they may be tempted to cease attendance because they believe they are no longer violent. They must be careful not to deceive themselves.**
- 9. Men will be expected to be individually accountable and to challenge each other.**
- 10. Blocks to participation: Antagonism, resentment and resistance, denial, minimising, blaming and excusing.**

Reminders and Expectations and Agreements (Handout 1.2)

- 1. We agree to take responsibility for our violent and abusive behaviour.**
- 2. We can unlearn it – we are not born violent – we can change to non-violence.**
- 3. We agree to challenge ourselves, challenge each other in changing and be challenged.**
- 4. We agree to challenge attitudes that excuse, minimise or deny men's violence, or that blame women, or drink, or anger etc for our abuse.**
- 5. We agree to recognise the ramifications and effects of our violence on our family and others.**
- 6. We agree to commit ourselves to this group process in order to change our violent and abusive behaviour.**
- 7. We agree to be honest in the group and try not to play avoidance games.**
- 8. We agree to do the tasks set for 'homework' in order to reinforce our learning to be non-violent and non-abusive.**

Program Rules (Handout 1.3)

- 1. There must be no violence or threat of violence directed at a leader or any other group member.**
- 2. The man must not use alcohol or drugs on group meeting days.**
- 3. The second time a man does not report in group that he has perpetrated violence, he must leave the group.**
- 4. A man must not hit his partner or his children while involved in counselling, or in the group.**
- 5. A maximum of two missed sessions are allowed.**
- 6. A group member should not hit, push, or point at other group members.**
- 7. A man may not touch another group member without first getting permission from him.**
- 8. Each man must refer to his wife or partner by her first name.**
- 9. A man may not bring a weapon into the group.**
- 10. The names of participants and information shared in the group are to remain confidential.**

Contract of Participation (Handout 1.4)

I, _____ of _____ ,

agree to participate in the Men's Responsibility Program (MRP).

I agree to attend 12 group sessions at the Latrobe Community Health

Service, 42-44 Fowler Street, Moe, from _____ on _____
Time Date

Facilitators: _____

I understand that I cannot miss more than two (2) sessions during the 12-week phase. I understand that I must contact one of the facilitators if I will be absent and agree to make up any missed sessions.

I agree to come to the sessions not intoxicated or under the influence of other drugs.

I understand that the facilitators will record my attendance, report threats and/or any violence, to the victim and/or her counsellor, and inform her of any recommendations regarding changes in counselling. If court ordered, this information may also be exchanged with the court and CORE.

I understand that the Men's Responsibility Program will contact _____
 _____ (victim) to obtain a history of abuse and that they will provide her with the name of my counsellor. She will also be informed of termination of my involvement with MRP.

I understand that if I move, I must notify MRP of change of address. I also understand that violations of the conditions of Intervention Orders are grounds for removal from group, and I agree not to be violent with any person during my participation in the Men's Responsibility Program.

I understand that my partner and her counsellor will be informed of any changes regarding counselling.

I have read this contract and understand the requirements of the MRP.

 Participant

 Witness

Date _____

Homework Sheet (Handout 1.5)

Use journaling, or keeping a diary, as part of the process of monitoring your change. In your exercise book:

- 1. Record any thoughts, feelings, incidents of violence, anger or abuse since the previous meeting.**
- 2. Write reflections, questions, comments, on the session.**
- 3. What did I learn this week in the session?**
- 4. What was my emotional reaction to what I heard, saw or said in the session?**
- 5. How violent or aggressive, or angry was my attitude to what was said?**
- 6. How difficult is it to admit my violent or abusive attitude even to myself?**
- 7. What did I like about this week's session, what didn't I like?**
- 8. What did I learn this week? What do I need to keep working at?**

Group Reflection Sheet (Homework) (Handout 1.6)

Session One: Introduction, Types of Violence and Challenging Abusive Beliefs

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

Session Two: Cues, Feeling Words and 'Seven Flies on the Wall' Control Log

Aim

- To increase awareness of cues or warning signs, develop emotional literacy and present a practical tool that can be used by individual men to address their violent attitudes and behaviour.

Objectives

- To summarise the cues or warning signs for violent behaviour, and allude to the man's 'response-ability' in the situation and to role play non-violent choices.
- To introduce the notion of expressing what we feel honestly, avoiding build-ups, and improving communication with whoever we are relating with.
- To come to a working understanding of the 'Seven Flies on the Wall' Control Log.

Activity 2.1: Check-in (10 minutes)

Working notes

- Revisit last session, review homework.
- Go around the group. Get their feedback to the questions. Note points on whiteboard.
- Collect their Group Reflection Sheets from Session One.
- Use reflections as a springboard to give an outline of this session ... cues for oncoming violent behaviour, and strategies for addressing violence.

Activity 2.2: Cues for Violent Behaviour (20 minutes)

Action play ... a warm-up exercise

Working notes

- Take examples from the participants' homework noted on the whiteboard. For example, list down left side of white board the types of abuse identified.
- Then get the men to identify contrasting behaviour, by asking the question. "what is someone like who is not like this?" For example, if the abusive behaviour is 'bullying', then they might say 'caring'.

- Identify a number of abusive behaviours and their contrasting respectful behaviours in this way. Make links with Assessment Form 2J, 'Destructive Behaviours and Their Constructive Alternatives'.
- Get the participants to stand in a line along one wall and use a continuum of height or other dimensions to begin with.
- Next, get the participants to stand in a position on a line or continuum between, for example, 'bullying' and 'caring' that indicates where they think they are in relation to their family right now. Repeat this with all the identified behaviours.

Body outline

Lie on butcher's paper ... identify physical signs in our bodies that warn us that we are becoming upset, stressed, tense, uptight, frustrated, angry, or

Anger thermometer

Stand on a continuum of signs (eg frown, scowl, shoulder tension, withdrawing, striding, yelling, conflict), maybe have one man direct others according to his own example. (Choice: act out the signs or hold out paper with the sign written on it) or

Continuum

Stand on the spot at which you lose control (0.....10) of your anger.

Working notes

The aim is to help participants to be as aware of as many of their body signs as possible before loss of control. These become personal warning signs for them of the imminent danger of becoming abusive or violent, and like a road sign, they can choose to heed the warning and take evasive action.

Give a short explanation of the following types of cues and get examples of each from the participants.

There is a need for skills in self-monitoring the categories of cues that are signals of arousal or escalation.

Write on whiteboard:

Physical signs and cues:

- tension in muscles (eg neck, shoulders, back, stomach, legs, arms)
- clenching fists
- veins in neck or head standing out
- pacing up and down
- change in breathing pattern.

Emotional signs or cues of impending abusive behaviour:

- feeling misjudged or put-down
- a sense of hurt, being misunderstood
- frustration, anger or rage
- resentment
- feeling unappreciated or demeaned
- loss of perceived entitlement (eg not being obeyed).

Fantasising:

- day dreaming of getting revenge
- seeing himself punishing his partner for a perceived wrong
- using 'stinking thinking' to rev himself into imagined payback.

Danger zones:

- sensitive topics (eg finances, children, sex, in-laws)
- time/places that usually set the scene for abusive behaviour (eg car travel, in the kitchen at tea time)
- language that man recites to himself and that fuels his attitude and sense of being a victim of a perceived wrong.

Note: Our personal warning signs or cues indicate that we may choose to be abusive or violent very soon. Like road signs lives are endangered if they are ignored. Unlike road signs, each of us has our own personalised warning signs that are particular to us, and which we are able to recognise. The warning sign for one man might not be so for another. We need to be aware of our own signs and be responsible for choosing to respond in a way that our partner and children remain safe.

Finish with a brainstorm: examples of each category of cues.

(Give out Handout 2.1: Warning Signs and Cues for Abusive and Violent Behaviour.)

Homework

Each man must come next week with a list of his own cues.

Break (10 minutes)

Activity 2.3: 'Seven Flies on the Wall' Control Log (Handout 2.2) (20 minutes)

Working notes

- Briefly explain the theory that abusive behaviour does not 'just' happen, it is informed by abusive beliefs and intentions, it affects others, it is supported by denial, blame and excuses, and it is possible to choose a non-abusive alternative.
- The 'Seven Flies on the Wall' is a tool to analyse an abusive or violent action.
- It examines the violent behaviour and examines it according to six elements:
 1. Identifying the particular behaviours that are abusive or violent in this situation.
 2. Analysing both the abuser's intention and the underlying belief system that he uses to support his behaviour.
 3. Identifying and naming feelings of the abuser in acting this way.
 4. Analysing the effect of his behaviour on the woman he abused, on his children or others present, and on himself.
 5. Recognising and owning the relationship of his past use of abuse and violence, to his current behaviour, and to the way his partner reacts to him. How much escalation is there?
 6. Exploring non-violent, non-controlling alternative ways of dealing with conflict in the relationship.

The 'Seven Flies on the Wall' Control Log is used throughout the 12-week program as the framework for discussing examples of the participants' behaviour which they bring to the group. It helps to exclude from discussion rationalisation, victim-blaming and opportunities for collusion.

Using the 'Seven Flies on the Wall' Control Log framework, use examples either elicited from the participants, or supplied by group facilitators.

Working notes

- On the whiteboard write outline of 'Seven Flies on the Wall'.
- Seek an example of an abusive incident from the group.
- Role play the incident described, eg:
 1. an argument about looking after the kids, that ends in abuse
 2. escalates into man blaming her for not looking after kids
 3. man threatens to beat up in-laws for encouraging her to move out
 4. man storms out, she breaks down and the kids are crying.
- Have the group analyse the role play using the six key elements of the control log.
- Second role play: example from the men's experiences.
- Analyse the second role play.

Activity 2.4: Check-out

- Check feeling levels.
- Remind about importance of homework.

Homework

- During the week talk to someone who knows you really well and can tell you more about your cues, and signs.
- Bring a list of your own cues.
- Analyse an incidence of your own violent behaviour according to the six elements and record it in your 'Seven Flies of the Wall Control Log.
- Fill out the group reflection sheet for this session.

Warning Signs and Cues for Abusive and Violent Behaviour (Handout 2.1)

Physical signs and cues:

- tension in muscles (eg neck, shoulders, back, stomach, legs, arms)
- clenching fists
- veins in neck or head standing out
- pacing up and down
- change in breathing pattern.

Emotional signs or cues of impending abusive behaviour:

- feeling misjudged or put-down
- a sense of hurt, being misunderstood
- frustration, anger or rage
- resentment
- feeling unappreciated or demeaned
- loss of perceived entitlement (eg not being obeyed).

Fantasising:

- day dreaming of getting revenge
- seeing himself punishing his partner for a perceived wrong
- using 'stinking thinking' to rev himself into imagined payback.


Danger zones:

- sensitive topics (eg finances, children, sex, in-laws)
- time/places that usually set the scene for abusive behaviour (eg car travel, in the kitchen at tea time)
- language that man recites to himself and that fuels his attitude and sense of being a victim of a perceived wrong.


Note: Our personal warning signs or cues indicate that we may choose to be abusive or violent very soon. Like road signs lives are endangered if they are ignored. Unlike road signs, each of us has our own personalised warning signs that are particular to us, and which we are able to recognise. The warning sign for one man might not be so for another. We need to be aware of our own signs and be responsible for choosing to respond in a way that our partner and children remain safe.


'Seven Flies on the Wall' Control Log (Handout 2.2)

Name: _____ Date _____

1.  **ACTIONS:** Describe what happened, what you did to your partner to control her – the look on your face, tone of voice, actions.

2.  **INTENTIONS AND BELIEFS:** What was your intention? What did you believe should happen?

3.  **FEELINGS:** What were your feelings before the incident, during it and afterwards?


4.  **MIMINISING, DENYING, EXCUSING AND BLAMING:** In what way did you justify, excuse, minimise or deny your actions, or try to blame her?


5.  **EFFECTS:** What were the affects of your action?

On you? _____

On her? _____

On others? (children?) _____

6.  **PAST VIOLENCE:** How did your past abuse and violence affect this situation?

7.  **NON-CONTROLLING ALTERNATIVES:** What might you have done differently? What would you do next time?

(Adapted from Pence and Paymar 1993:36)

Group Reflection Sheet (Homework) (Handout 2.3)

Session Two: Cues, Feeling Words and 'Seven Flies on the Wall' Control Log

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

Session Three: Time Out, 'Tuning Into the Radio' (Fixed Role) and Plan for Personal Change

Aim

- To present the group with three practical strategies for men to remain non-abusive and non-violent, using 'Time Out', 'Tuning Into the Radio' and a personal action plan for change.

Objectives

- To outline the 'time out' procedure.
- To show the men how they can 'tune in' to a non-abusive 'wave-length' by using the fixed role technique.
- To enable the participants to become adept in developing their own plans for personal change as a practical tool to focus on their personal problem areas.

Materials

Activity 3.1: Check-in (10 minutes)

Review the participants' 'Seven Flies on the Wall' Control Log sheets done for homework.

Activity 3.2: Time Out Procedure (Handout 3.1) (20 minutes)

Working notes

- Explain that 'time out' means leaving any given situation to calm down. However, there are several conditions that help to make time out a successful way of preventing violence behaviour.
- The man must explain this strategy to his partner before he uses it.
- Time out means leaving the entire vicinity, not just the immediate vicinity, leave the premises.
- Time out must be taken for a set period, usually one hour, and that the partner understands.
- During the time out the man should not think about the issue that triggered his anger. He should use any method available to distract himself from thinking and dwelling on the troublesome issue.
- During the time out brisk physical activity is encouraged.

- For safety's sake, a man should not drive a vehicle or operate machinery during time out.
- To maintain personal control, the man must not use alcohol or psychoactive drugs during a time out.
- When a man decides to take a time out he should say to his partner "I'm taking a time out" or make a T sign.
- A time out is for his self control only. The man's partner does not have to stop talking or do anything else when he calls a time out. Stress that it is not another way to control her.
- After he successfully completes a time out, the man should return to the situation and, if his partner is willing, again attempt to resolve the conflict. It is important that he respect her right to resume the discussion.

Note: The recommendation to return to the situation is not permission to breach restraining orders or otherwise harass the partner.

Activity 3.3: Role Plays (20 minutes)

Working notes

- Demonstrate an argument in which the man calls time out but the partner keeps following him around.
- The primary goal of time out is to avoid abusive and violent behaviour.

Activity 3.4: 'Tuning Into the Radio' (Handout 3.2) (30 minutes)

Working notes

The technique described here is based on the 'fixed role therapy' of George Kelly (1955). The term 'responsibility' is often used with men who are abusive or violent. However if the word is separated as 'RESPONSE-ABILITY', it can help to highlight our ability to response. To put it another way, our ability to choose, to opt for something different, to make alternative choices. This is what 'constructive alternativism' really means:

We assume that all of our present interpretations of the universe are subject to revision or replacement ... we take the stand that there are always alternative constructions available to choose among in dealing with the world. No one needs to paint himself into a corner; no one needs to be completely hemmed in by circumstances; no one needs to be the victim of his biography (Kelly 1955:15).

Hence a man who relates on the basis of abusive beliefs or constructs, can change, he was not born like that, and need not "... be the victim of his biography" nor cause anyone else to be the victim. He is 'response-able'.

The following technique is designed to enable a man to see that he does have the capacity to 're-invent' himself, is response-able and can tune into a non-abusive frequency on his personal 'radio'.

... to enable the client to see how it is possible to create a new person; not totally new, of course, but to see that it is indeed possible to change and to do it oneself (Fransella 1995:97).

1. The man brings his 'self-characterisation' previously given as 'homework'.
2. Three or four of his most meaningful constructs are elicited and written on the left of the whiteboard (eg 'stressed', 'frustrated', abusive, jealous, intimidating, hurt, lonely, trapped).
3. The question is then asked "how would you describe someone different to this?"
4. These are written on the right of the whiteboard and elaborated, (eg ask are these 'do-able'?).
5. A role play is enacted ... on the basis of the new alternatives ... 'fine tuned' (two voices in the head, two radio stations playing different tunes ... which do I listen to? Am I getting a good reception, or is there 'static' from ...?).
6. The man is invited to name his new role (Frank) ... and then to send his old self (Joe) off on a holiday for two weeks, by going out the door and coming back as Frank.
7. He is reminded that only he and we know that he is now 'Frank'.
8. He is to write the core elements of his new role on a small piece of paper, carry it with him and regularly remind himself during the day that he is now 'Frank'.
9. 'Frank' is invited to note the reactions of people he relates to during the week and whether there is any difference in how they see him and his behaviour.
10. The new role can then be modified according to constructive revision from experience and so on.

(Fransella, Fay 1995:97-102, Kelly 1955:361-392)

Break (15 minutes)**Activity 3.5: Plan for Personal Change (Handout 3.3)
(20 minutes)****Working notes**

The Plan for Personal Change is a written record of the goals and steps to which participants commit themselves while in the program. The goals and the steps must be concrete and realistic and should be focused on changing specific controlling or abusive behaviours whether or not the participant is still living with the woman he abused.

On the whiteboard write each man's first name, goals, steps to achieve these goals.

When an issue arises for a man in the general session propose making this a goal for him to work on and note in his journal (and with his consent place it on the weekly action plan).

Activity 3.6: Check-out (5 minutes)

Check on feeling levels etc.

Homework

- Make one phone call to another participant to support, challenge (swap contact numbers).
- Time out: Discuss time out with your partner, using Handout 3.1.
- Practice using time out several times a day – form a habit.
- Plan for Personal Change (Handout 3.3): In your notebook write at least one thing that you want to change and the specific steps to change it.

Time Out (Handout 3.1)

When: To be used when your warning signs tell you that you are likely to become abusive.

Why: To heed your warning signs (like road signs) to ensure your family's safety by choosing healthy alternatives to abuse.

Beforehand:

- at a time when you are calm, discuss the intended strategy with your partner
- talk with your partner about your taking time out and tell her that this is something that you are trying to do to prevent you hurting her again
- discuss with your partner about how long you will take time out for (so that she is not kept wondering and worrying about when you will return and what you will be like)
- mutually agree that you will signal your need by saying "I need time out" or by giving the 'T' sign.

What to do:

- at warning signs leave the situation immediately
- remain away for the agreed time
- be ready to do healthy things like going for a walk or some physical exercise
- do deep breathing.

Things NOT to do:

- keep replaying the issue or argument in your mind
- use machinery or drive a vehicle
- use 'stinking thinking' or negative thoughts.

On return:

- **let your partner know that you are back**
- **negotiate a time with your partner when you can calmly talk about the issue, or**
- **if necessary, repeat time-out.**

Note: When you choose to opt out of a potentially explosive situation in order to remain non-abusive, you are being strong. In so doing you are encouraging your family to believe that they will be safe with you.

Time Out is hard to do because most men have been brought up to believe that only cowards walk away from a fight. The opposite is true. REAL people don't have to win. REAL people are human beings who are in charge of themselves, and do what is best for others.

(Adapted from Edelson and Tolman 1992:70; Pence and Paymar 1993:57; Russell 1995:147)

'Tuning Into the Radio' (Handout 3.2)

- 1. The man brings his 'self-characterisation' previously given as 'homework'.**
- 2. Three or four of his most meaningful constructs are elicited and written on the left, (eg 'stressed', 'frustrated', abusive, jealous, intimidating, hurt, lonely, trapped)**
- 3. The question is then asked "how would you describe someone different to this?"**
- 4. These are written on the right and elaborated (eg ask are these 'do-able'?).**
- 5. A role play is enacted ... on the basis of the new alternatives ... 'fine tuned' (two voices in the head, two radio stations playing different tunes ... which do I listen to? Am I getting a good reception, or is there 'static' from ...?).**
- 6. The man is invited to name his new role ('Frank') ... and then send his old self (Joe) off on a holiday for two weeks, by going out the door and coming back as 'Frank'.**
- 7. He is reminded that only he and we know that he is now 'Frank'.**
- 8. He is to write the core elements of his new role on a small piece of paper and carry it with him and regularly remind himself during the day that he is now 'Frank'.**
- 9. 'Frank' is invited to note the reactions of people he relates to during the week and whether there is any difference in how they see him and his behaviour.**
- 10. The new role can then be modified according to constructive revision from experience and so on.**

(Fransella 1995:97-102)

Plan for Personal Change (Handout 3.3)

Name: _____

Changes I need to make	How I will change (specifically, what I need to do)

(Adapted from Pence and Paymar 1993:34)

Group Reflection Sheet (Homework) (Handout 3.4)

Session Three: Time Out, 'Tuning Into the Radio' (Fixed Role) and Plan for Personal Change

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

MODULE TWO: LEARNING FROM EXPERIENCE TO BE RESPONSIBLE

Session Four: Family Background

Aim

- To show the group the impact that their formative experiences have had on them. To lead them to share their own experiences and to redefine those events as what they really were – abuse and violence.

Objectives

- To use story telling to show the continuing pattern of violent behaviour in the men's lives.
- To help the group to understand the inter-generational cycle of transmitting it to their children.
- To help the group to use the emotional content unearthed to learn to experience empathy for the victims of their abuse.
- Background discussion:

About 70% of men in SHED groups grew up in families where they were themselves directly or indirectly victims of abuse in their childhood.

Activity 4.1: Check-in (10 minutes)

Note that this is normally held over until after Activity 4.2.

Previous week, and homework. Make connections, set the scene, recap the agreements of what we are here for (cockpit check).

Activity 4.2: Family of Origin (Handout 4.1) (60 minutes)

Working notes

- Handout list of questions and allow the group time to reflect on them for a few minutes.
- This session is about helping you make connections between your past experiences and your present behaviour.
- Each man will be asked in turn to tell his story using his answers to the questions as the basis of the story about the family or families he grew up in.

- What do you see in your own violent behaviour now that connects with your own childhood experiences?
- Remember: We are not born violent ... we learn it ...
- Each man is allotted about five minutes to share.
- Tell the group that any negative feelings they are experiencing are the same as their partners feel or their reactions to being abused.
- The men need to be cautioned to watch carefully over the next couple of weeks for cues to anger and arousal stemming from this family background module.
- Stress that family background experiences of violence and abuse do not excuse their own violence. It can help the men to understand how their dad's abuse led to their own abusive behaviour that leads to the son's and daughter's behaviour (role-modelling).

Break (15 minutes)

Activity 4.3: Men's Reflections on Their Family of Origin Stories (30 minutes)

Working notes

- Facilitate discussion that seeks to listen and affirm, rather than question or judge.
- Challenge any justifying of past abusive or violent behaviour in the family of origin, including physical 'disciplining' that is often defended by participants as necessary to teach children.
- Also challenge the notion that to question the parenting they received is being disloyal to their parents, and hence they cannot be critical of beatings by them.
- Ask the question: "What did it feel like to grow up in that situation at home?"

Activity 4.5: Check-out (5 minutes)

Remind the participants that this has been a difficult session, not just in telling of hard things from our childhood, but also listening to similar things from other men.

Homework

- Do one example of the 'Seven Flies on the Wall' from your own life.
- Personal plan for change.

Family Background (Handout 4.1)

- 1. How were emotions expressed in your family?**
- 2. As a child, what was the one phrase you remember hearing most often from your parents?**
- 3. How were you praised? Criticised?**
- 4. How is your present behaviour affected by your family of origin? What emotions, thoughts and behaviours come from growing up in that family?**
- 5. In what way are you similar to your dad? In what ways are you similar to your mum?**
- 6. How did individuals in your family handle anger?**
- 7. How did they solve conflicts?**
- 8. What methods of discipline were used?**
- 9. How did you react to the discipline?**
- 10. How did individuals in your family express love and affection?**
- 11. What parallels are there between the way children were treated in your family of origin and the way you now treat children?**

Group Reflection Sheet (Homework) (Handout 4.2)

Session Four: Family Background

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

Session Five: Cycle of Violence, Experience Cycle, ABC Technique

Aim

- To present the group with three practical tools for men to use to remain non violent.

Objectives

- To gain better insight into the cyclical nature of violence.
- Understand how we can change the decisions we make on the basis of our experience.
- Improve our ability to make different, non-abusive, choices.

Materials

Activity 5.1: Check-in

Focus on the men's reflections on the previous session about family background, and how it impacted or affected their week. For example, ask: 'How did the week go?'

Activity 5.2: Cycle of Violence (Handout 5.1) (10 minutes)

Working notes

- The notion of escalation of violence will be explored along with aids to self-monitoring.
- After drawing a bell curve on the board the facilitator will ask the men to imagine a 'very bad' day in the life of a man who hits his female partner.
- The concept of build-up will be explained by description of a series of stressful events that happen to the man in the period of a day.
- It will be explained that the escalation can occur during a period that is variable, though the outcome is the same.
- The stand-over phase and explosion will be discussed before moving on to the third stage of remorse (justification, minimisation, guilt), and the fourth pursuit phase (promises, helplessness, threats). Examples of these will be given. The final honeymoon phase will be explored.

Activity 5.3: The Experience Cycle (Handout 5.2)

Working notes

- Take an example of an abusive incident that has been discussed before by the group.
- Using the experience cycle (Handout 5.2), look at the following questions, in stages.
- This is a way to better understand how we can learn from past experience, to avoid being abusive again in a similar situation.
- The experience cycle has five phases, and they are as follows:

Anticipation Phase

- What did you anticipate or predict would happen?
- What choices did you think were possible then?
- Did you worry about what others might say or think?

Preparation Phase

- How did you prepare for what you anticipated?
- How important was the outcome for you?
- How did you show how much you cared about it?
- How much did it matter to you at the time?

Encounter Phase

- Describe what actually happened, who was there, what was done, by whom and the context.

Confirmation (Disconfirmation) Phase

- Did things go as you expected?
- Was your prediction confirmed or not? If so, how?
- How did you react to this?
- What did you do?

Constructive Revision Phase

- On reflection, what did you learn from this experience in terms of remaining non-abusive?
- How will you revise your anticipation for next time? Has this experience changed the way you see yourself? How?
- How will you prepare for next time?
- What choices do you see yourself as having?
- What are the pros and cons of those choices?

- How do you now see the advantages and disadvantages of being in a similar situation in the future?

(Adapted from Oades and Viney 2000:164)

The following ABC Technique helps to clarify the decision making process.

Activity 5.4: ABC Technique (Handout 5.3)

Working notes

The ABC Technique is used to:

- assist in making decisions
- in clarifying why we might make a certain decision
- identify what else might be related to that choice
- articulate the ramifications of the choice, both good and bad.

This technique is present to the group participants as a possible tool to enable them to choose to be non-abusive.

	Actual state (the problem)		Desired state
A1		A2	
B1	The disadvantages of A1	B2	The advantages of A2
C1	The advantages of A1	C2	The disadvantages of A2

(The problem is then re-defined from C1, as the 'actual state' and so on.)

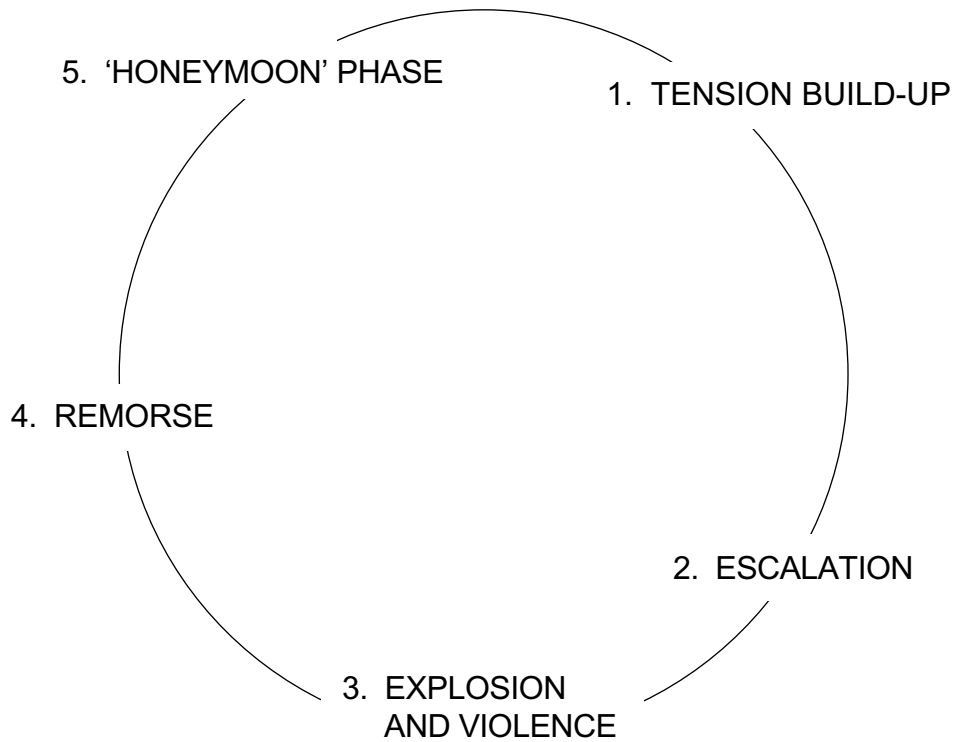
(Tschudi 1977)

Activity 5.5: Check-out (5 minutes)

Homework

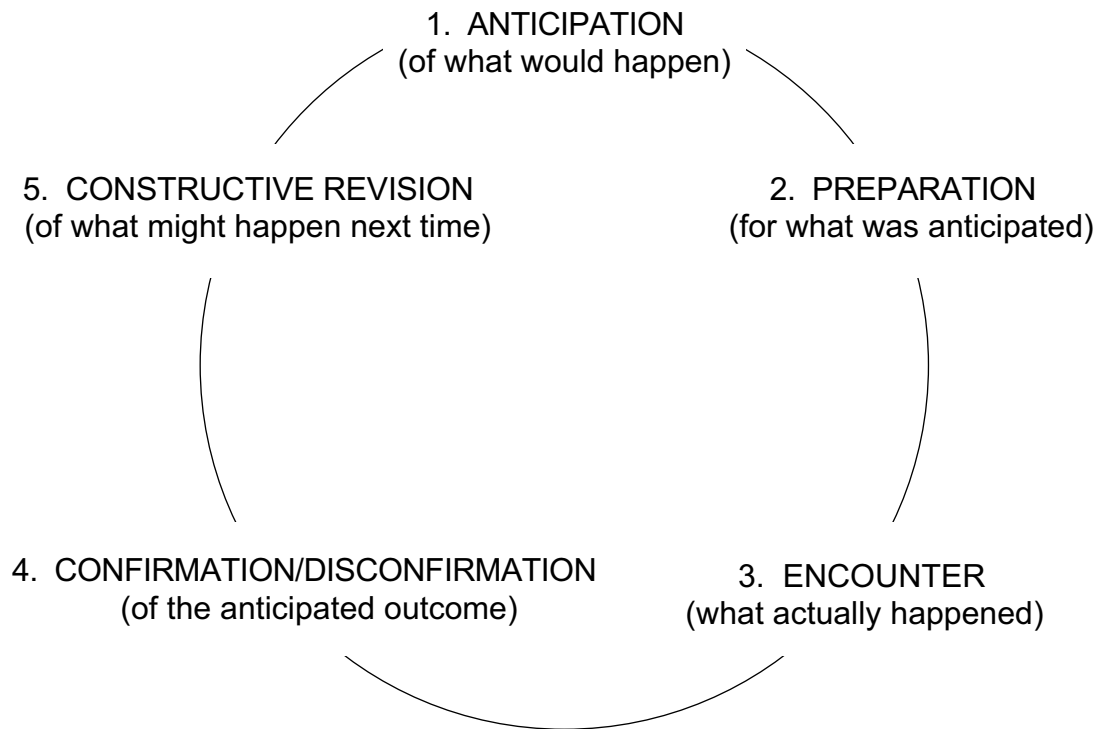
- Using the cycle of violence (handout), each man is asked to identify their own behaviours leading up to, and during an abusive situation.
- Apply the experience cycle to at least one situation in your life, show how you have changed on the basis of your experience, and fill-in your example on the experience cycle sheet.
- Take an example from your own life, and fill out at least one ABC Technique sheet, showing the choice you make, with the good and the bad of it.
- 'Seven Flies on the Wall': Analyse another incident of your abuse, focussing on a possible non-violent alternative.

Cycle of Abuse (Handout 5.1)



(Adapted from Walker 1979)

The Experience Cycle (Handout 5.2)



(Kelly, G. 1970)

(Adapted from Oades and Viney 2000:66)

ABC Technique (a Decision Evaluating Tool) (Handout 5.3)

	Actual state or situation (the problem)		Desired state (how I would like things to be)
A1		A2	
B1	The disadvantages of A1	B2	The advantages of A2
C1	The advantages of A1	C2	The disadvantages of A2

**(The problem is then re-defined from C1, as the 'actual state'
and so on.)**

(Tschudi 1977)

Group Reflection Sheet (Homework) (Handout 5.4)

Session Five: Cycle of Violence, Experience Cycle, ABC Technique

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

Session Six: Most Violent Incident

Aim

- For each man to examine in detail the time he was most violent towards his partner.

Objectives

- To give each man an opportunity to examine in extreme detail his most violent act so that he will recognise and reduce his minimising of his violence.
- To underline the man's responsibility for his behaviour.
- To overcome the man's desire to hide the full extent of his abuse from other men.
- To reduce each man's shame by exposing the full extent of his abuse.
- To demonstrate with a detailed exploration of each man's violent behaviour how stress is connected to his abuse.

Materials

Activity 6.1: Check-in

No sharing, but collect group reflection sheets, cycle of violence, experience cycle filled in, the ABC Technique sheet filled in, and the 'Seven Flies on the Wall' sheet filled in.

Activity 6.2: Most Violent Incident (Handout 6.1) (50 minutes)

Working notes

- Each man receives the handout (6.1), with the following questions:
 1. Describe the situation in which you were most violent.
 2. What was the nature of the conflict leading up to your violence?
 3. Were there any events that led up to this situation?
 4. At what point did you decide to use physical force?
 5. What kind of physical force did you use?

6. List the advantages and disadvantages to you, of using physical force in this situation.
 - The main blocks to taking responsibility are denial, blaming, excusing, and minimising what we do.
 - The participants are given time to recall the essentials of their own most violent behaviour and when it occurred.
 - Remember that we are in the group to change our abusive beliefs and behaviour. In this activity we will keep going until everyone has had a chance to relate the account of their abusive or violent behaviour.
 - Shame comes from the notion that one is essentially a bad person, that if it continues, creates anger against self, which can turn into anger and abuse against others. Shame is distinct from guilt which is appropriate recognition of bad behaviour.
 - Shame is a negative phenomenon, a burden that wears men down and maintains low self-esteem.
 - For men to get themselves out of the spiral of violence and shame, they need to be completely open in the group about their violence.
 - The men are told that this session's activity is very difficult and that it is natural to want to avoid it, to claim that they do not remember, or to try to minimise the accounts.
 - The men are encouraged to risk being truthful.

Process

Ask for a volunteer to be the first to relate his most violent incident and continue process with the whole group.

Each man relates his incident by responding to each of the questions except Question 5. After each man has had his turn then the whole group will examine the last question, leading to a better recognition and understanding of the function, (usefulness to them) of their individual violence.

Each man should take approximately 20 minutes over his story, responding to each question.

If necessary the following types of questions can be used by the leaders to help facilitate a more detailed and honest account:

- Who raised the issue?
- What did your partner say?
- What did you say in response?
- How did the argument proceed from there?
- Where were you in the house?
- Was she sitting or standing?
- Where?
- What were you doing with yourself physically during this part of the argument?
- Do you remember any of your cues?
- Were the children present?
- Was anybody else there?
- Did either of you raise your voices?
- Did either of you move to another part of the house?
- Did the other follow?
- Were you verbally abusive?
- In what way exactly?
- Did you threaten her directly or indirectly?
- How specifically?

Two kinds of information are sought

- To get a well-rounded picture of the event.
- To uncover the particular stressors the man responded to with abuse.

Minimising, denial and excusing should be challenged and confronted. A violent man will often present his incident in a way which suggests his partner was mostly (if not entirely) to blame for the conflict and the abuse.

Typically the acute battering phase is a culmination of long periods of mismanaged stress. The man may have had trouble at work, marital tension, problems with extended family, or other difficulties. It is important to help the man to recognise the cost of responding to his stress in his usual manner. It is more important however to remind him that he alone is responsible for his abuse and not any of the stressors.

“A crucial, crucial point in the process is marked by the question, “At what point did you decide to use physical force?” ... We always assume that the man made a decision. An abuser typically responds by saying that he did not make a decision. Instead, he claims his partner pushed him to his breaking point and left him no choice. Another common claim is that he lost control of himself.”

Questions to find details about the kind of violence used

- How did you hit her?
- Did you use an open hand or a closed fist?
- How many times did you hit her?
- Did you use your feet?
- Did you use other weapons?
- What injuries did she suffer?
- Did she get medical help or did you stop her?

After every man has had his turn, leaders ask the group to tell of the advantages and disadvantages of using violence in the situations they described. Usually the men have no trouble listing disadvantages, but when asked to list advantages, they often claim there are none. However if the men are aware of how abuse functions for them, they will have a better appreciation of the difficulty in giving up violence.

Warn the men that they need to especially check their cues during the coming week. Since the activity in this session is very stressful, men should be careful not to respond to the stress by becoming angry and abusive.

Break (15 minutes)**Activity 6.3: Discussion of Related Most Violent Incidents (45 minutes)****Working notes**

- In the sharing session a man may act out his fear, anxiety, and shame by escalating his anger.
- Co-facilitators need to keep seeking information and confronting the men about their abuse, and for this they need to keep highly rational and methodical. At the same time the men's denial and horrifying accounts of violence can create anger and a desire to punish the men. It is important for the leaders to retain awareness of their anger and avoid directing this at the group. Debriefing is especially important after this session.
- A perpetrator of violence can sound very rational and logical as he describes her "irrational", objectionable behaviour that the unwary leader's perception of reality can be blurred. The leaders may begin to feel sympathy for the man, begin to wonder if his circumstances are special, and be blunted in their ability to confront the man's externalisation of responsibility for the abuse.

Activity 6.4: Check-out

Debrief

1. Are you OK?
2. What are you going home to?
3. Who will be there?
4. Who will you talk with? (30 second silence)

Exchange phone numbers if the men haven't already done so.

Remember that issues from this session may re-surface during the week so be ready for it.

Homework

- Complete the group reflection sheet for Session Six.
- Using the 'Seven Flies on the Wall' Control Log analyse your most violent incident, being sure to complete the last section on 'non-violent alternatives'.

Most Violent Incident (Handout 6.1)

Describe the situation in which you were most violent.

- 1. What was the nature of the conflict leading up to your violence?**
- 2. Were there any events that led up to this situation?**
- 3. At what point did you decide to use physical force?**
- 4. What kind of physical force did you use?**
- 5. List the advantages and disadvantages to you, of using physical force in this situation.**
- 6. Remember that the main blocks to taking responsibility are denial, blaming, excusing, and minimising what we do.**

MODULE THREE: CHALLENGING ABUSIVE BELIEFS

Session Seven: Power and Control Wheel, Abusive Behaviour Checklist and Impact on Victims

Aim

- To show how power and control influences relationships and the impact of abuse on others.

Objectives

- Using the power and control wheel to show the inter-related pattern of violent behaviours.
- To show how abusive behaviours operate on a continuum gradually increasing the intensity of coercion until control is established.
- To reveal a more complete perspective on physical abuse by showing its source, namely a need for power and control.
- To educate the men about the effects of abuse

Materials

Overhead projector, Video and TV, copy of power and control video.

Activity 7.1: Check-in (10 minutes)

- Were there any repercussions after discussing the most violent incident?
- How was your week?
- Collect homework sheets.

Activity 7.2: Power and Control Wheel Overhead (10 minutes)

Working notes

- Use overhead of Power and Control Wheel (Handout 7.1) (Pence and Paymar 1993:185).
- Give a brief overview of the power and control wheel, stressing the interrelatedness of the abusive behaviours.

- Illustrate with examples that the men provide or have provided in the past.
- Draw connections between various forms of abuse and elicit further connections from the participants.
- Using illustrations and examples look at the impact, effects and ramifications of various types of abuse on women and children.
- Look at the ongoing effect of one form of abuse and coercion leading to another.
- Draw connections with previous sessions: The spiral of violence and its escalation, the cycle of violence, the ways abuse is used to control and maintain power.
- Use specific examples from women's lives.
- Ensure that the session remains grounded in the actual reality of women and children in abuse by using examples from the men's previous stories or from the video, or by having women attend as guest speakers.
- Present the overhead of the Equality Wheel (Handout 7.2) (Pence and Paymar 1993:186) and show the respectful alternatives to the specific powerful and controlling behaviours.

Activity 7.3: Power and Control Video (30 minutes)

Working notes

- Distribute list of Vignettes from Power and Control Video (Handout 7.3).
- Run through the vignettes (3-4 at a time).

Guidelines

- Acknowledging our abuse requires honesty.
- How does this video connect with your experience?
- Check your denial, blaming, minimising and excusing.
- Set the context, New Zealand examples in the video.
- Reality check about how my own abuse is reflected in the vignettes.

- Stop the video and discuss the various forms of behaviour/power and control.
- This activity works better in soliciting responses from men to individual vignettes, than by showing all the vignettes together.

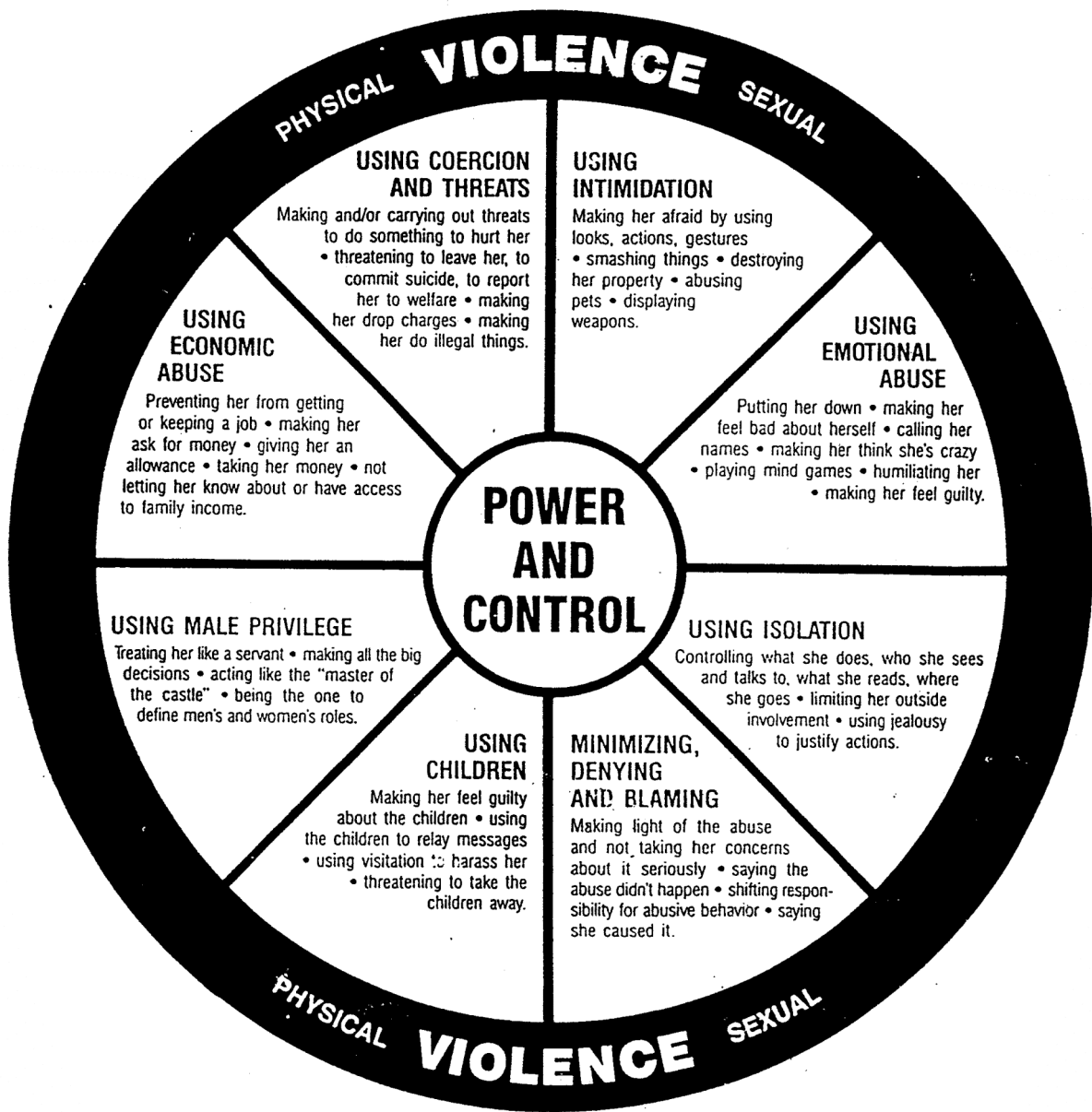
Break (15 minutes)**Activity 7.4: Abusive Behaviour Checklist and Discussion (40 minutes)****Working notes**

The men identify behaviour from the video linking it with both the Power and Control Wheel and the Abusive Behaviour Checklist (Form 2F and Handout 7.4) and discuss, specifically using examples of their own abuse.

Activity 7.5: Check-out (5 minutes)**Homework**

Record two examples of how you used power and control tactics in your abusive relationship.

Power and Control Wheel (Handout 7.1)



(Source: Pence and Paymar 1993:185)

Equality Wheel (Handout 7.2)



(Source: Pence and Paymar 1993:186)

List of Vignettes (Handout 7.3)

Video: Power and Control: The Tactics of Men Who Batter

- 1. "You're not going to tennis".**
- 2. "I'm sorry for how I acted before".**
- 3. "I'm just asking a few simple questions".**
- 4. "You don't care about what I need".**
- 5. "No judge is going to give you custody of our kids".**
- 6. "You should have thought about that before you made plans".**
- 7. "Eat at the club".**
- 8. "You promised me you were going to forget about it".**
- 9. "Going to university is not going to make you smart".**
- 10. "Why do you have to come onto every guy you meet".**
- 11. "You had better start thinking what you are doing to my son".**
- 12. "You don't know anything".**
- 13. "You act like you got the money spent".**

(Hamilton Abuse Intervention Project 1996)

Assessment Form 2F: Abusive Behaviour Checklist (Handout 7.4)

(Given separately to abused partner for feedback, and to the abusive man.)

A description of the man's behaviour as seen by him/his partner (*circle one*).

1 = Never 2 = Rarely 3 = Occasionally 4 = Frequently 5 = Constantly

Abusive behaviours Name: _____ Date: _____

1. Coercion and threats

Made and/or carried out threats to do something to hurt partner	1	2	3	4	5
Threatened to leave, to commit suicide, to report her to welfare or other authorities	1	2	3	4	5
Made partner drop legal charges	1	2	3	4	5
Made partner do illegal things	1	2	3	4	5
Other	1	2	3	4	5

2. Anger or intimidation

Made her afraid by using looks, actions, gestures	1	2	3	4	5
Destroyed her property	1	2	3	4	5
Screamed or yelled	1	2	3	4	5
Drove recklessly	1	2	3	4	5
Physically abused pets as a warning	1	2	3	4	5
Stalked partner (phoned/followed)	1	2	3	4	5
Displayed weapons to intimidate	1	2	3	4	5
Punched walls, doors, slammed fist on table, etc	1	2	3	4	5
Other	1	2	3	4	5

3. Economic abuse

Prevented partner from getting or keeping a job	1	2	3	4	5
Made partner ask for money or accepted an allowance	1	2	3	4	5
Took partner's money	1	2	3	4	5
Did not let family members know about or have access to family income	1	2	3	4	5
Other	1	2	3	4	5

4. Emotional abuse

Used put-downs with partner and humiliated her	1	2	3	4	5
Made partner feel bad about herself	1	2	3	4	5
Called partner names	1	2	3	4	5
Made partner think she's crazy	1	2	3	4	5
Played mind-games	1	2	3	4	5
Made partner feel guilty (eg about kids)	1	2	3	4	5
Other	1	2	3	4	5

5. Gender and social privilege

Treated partner like a servant	1	2	3	4	5
Made all the big decisions	1	2	3	4	5
Acted like the owner and boss of your partner	1	2	3	4	5
Assumed 'authority' from being the man	1	2	3	4	5
Other	1	2	3	4	5

6. Isolation					
Controlled what partner did, who she saw and talked to, what she read, where she went	1	2	3	4	5
Limited partner's outside involvement and friends	1	2	3	4	5
Used jealousy or envy to justify actions	1	2	3	4	5
Other	1	2	3	4	5
7. Using children					
Made partner feel guilty about the children	1	2	3	4	5
Used the children to relay hurtful messages	1	2	3	4	5
Used visitation to harass partner	1	2	3	4	5
Threatened to take the children away	1	2	3	4	5
Other	1	2	3	4	5
8. Minimising, denying and blaming					
Made light of abuse and did not take partner's concerns about it seriously	1	2	3	4	5
Said the abuse didn't really happen	1	2	3	4	5
Shifted responsibility for his abusive behaviour away from himself saying partner caused it, blamed her	1	2	3	4	5
Other	1	2	3	4	5
9. Physical abuse					
Pushed, grabbed, tripped or shoved partner	1	2	3	4	5
Slapped, hit or punched partner	1	2	3	4	5
Held partner and slapped her	1	2	3	4	5
Kicked partner	1	2	3	4	5
Threw partner around	1	2	3	4	5
Choked or strangled partner	1	2	3	4	5
Used a knife, gun or other weapon against partner	1	2	3	4	5
Other	1	2	3	4	5
10. Sexual abuse					
Demanded sexual activity from partner	1	2	3	4	5
Made partner watch porn	1	2	3	4	5
Pressured partner to have sex in a way they did not want	1	2	3	4	5
Physically forced partner to have sex	1	2	3	4	5
Physically attacked partner's sexual parts	1	2	3	4	5
Other	1	2	3	4	5
11. Alcohol or other drugs					
Indicated frequency of alcohol use	1	2	3	4	5
Indicated frequency of other drug use	1	2	3	4	5
Indicated level of concern about the level of alcohol or other drug use by him	1	2	3	4	5

This form is useful in assessing abusive beliefs and behaviour that men use and need to change.

Group Reflection Sheet (Homework) (Handout 7.5)

Session Seven: Power and Control Wheel, Abusive Behaviour Checklist and Impact on Victims

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

Session Eight: Sexual Abuse and How it Relates to Other Behaviours

Aim

- To show the connections between physical violence and sexual abuse in a relationship.

Objectives

- To distinguish between sex and intimacy.
- To identify examples of inappropriate sexual behaviour as abuse.
- To show how sex might be involved in physical, emotional and psychological abuse, and in the power and control behaviours directed at one's partner.
- To relate jealousy and men's sense of 'ownership' to sexual abuse.
- To show how men use sexual terms in their verbal abuse.
- To demonstrate how men use language to treat women as sexual objects, in a way that makes it easier for them to be sexually abusive, because they thingify her (treat her like a 'thing' rather than as a person).
- To show how men ignore their partner's feelings in a sexual context.
- To show how men use sexual humour to degrade their partners, and how they insist, manipulate, coerce, or force their partners to have sex with them or to perform certain sexual acts they would not have otherwise chosen to do.
- To name and identify marital rape. No means no.
- To show the common factors connecting the 'dysfunctional cycle' and the 'sexual assault cycle'.
- To draw the connection between one's abusive behaviour and how one may have been a victim of abuse as a child.
- To relate sexual abuse to the other forms of abuse on the Abusive Behaviour Checklist.

Materials

Whiteboard, handouts.

Activity 8.1: Check-in (10 minutes)

- Particularly check on participants' reflections from the session on power and control from the previous week, and on how they rated themselves on the Abusive Behaviour Checklist.
- Collect homework.

Activity 8.2: What is Sexual Abuse? (30 minutes)**Working notes**

- Brainstorm on whiteboard.
- Give examples of:
 - How is sex involved in physical, emotional, or psychological abuse and in power and control behaviours directed at one's partner?
 - How is sex used to resolve conflicts?
 - What is the relationship between jealousy and sexual abuse?
 - How are sexual terms used in verbal abuse? (Especially during escalation?)
 - How are a partner's feelings ignored in a sexual context?
 - How is sexual humour used to degrade a man's partner?
- Give examples of how men insist, manipulate, coerce, or force their partner to have sex or to perform certain sexual acts she would not otherwise choose to do?
- What are examples of marital rape?
- Draw connections and indicate patterns that are illustrated by the examples above.
- What is the relationship between intimacy and sexual abuse.

Activity 8.3: Positives and Negatives of Sexual Relationships (10 minutes)**Working notes**

- How do (we) men change our attitudes about sex...towards intimacy and respect?

- What do we see as the positives and negatives of sexual relationships (Handout 8.2)?
- How do we stop treating women as sex objects or thingifying them?
- Are men insecure and scared of relating and being intimate ... with both women and with other men?
- Is it that men feel more vulnerable and less able to take risks in a relationship and so turn it into control?
- How can we identify the pattern of abuse – because things don't just happen.
- There is a connection between how we treat our partner physically, sexually, and emotionally.

Break (15 minutes)

Activity 8.4 Action Methods on Sexual Assault (20 minutes)

Working notes

- Have the group participants line up side by side along one wall according to some criteria. (For example: according to height, age) and let them negotiate with each other about their positions.
- Next ask them to identify on a continuum, how they might feel if they were sexually threatened, or abused. (Anger, anxiety, fear, rage, frustration, guilty, responsible: low (0) high (10).
- Thinking of a particular occasion, (a) how did you regard your right to sex, (b) how did your partner regard your right?
- On a continuum demonstrate your perspective, her perspective on: right to sex at will, jealousy, intimacy.
- On a continuum demonstrate the how you see yourself according to the Self-assessment Continuum sheet (Form 2K).
- On the same continuums stand where you think your partner perceives you. If there is a gap between your perception and hers, what causes that, and how can it be closed.
- In particular, focus on the continuum of 'sexual abuse ... respect, consideration, and what are the areas of difference.

Activity 8.5: Discussion of Sexual Abuse and Related Matters (30 minutes)

Working notes

Possible issues:

- How family or origin influences affect attitudes to sexual behaviour.
- How male socialisation reinforces sexual abuse and violence.
- Personal examples of the cycles.

Activity 8.6: Check-out (5 minutes)

Homework

Write down three examples of how you have used some form of sexual abuse to be controlling in your relationship.

Self-assessment Continuums (Handout 8.1)

(Mark on the line how you rate your behaviour towards your partner)

Initials: _____ Date: _____

On each line mark where you think your style of behaviour with your family fits.

Power and control		Equality
Coercion and threats	x-----x	Fair negotiation
Intimidation	x-----x	Non-threatening
Economic abuse	x-----x	Economic partnership
Emotional abuse	x-----x	Emotional support
Gender/social privilege	x-----x	Shared responsibility
Isolation	x-----x	Trust and support
Using children	x-----x	Responsible parenting
Minimising and blaming	x-----x	Honesty and accountability
Physical force	x-----x	Protection and comfort
Sexual abuse	x-----x	Respect and consideration
Alcohol/drug abuse	x-----x	Sobriety

Positives and Negatives of Sexual Relationships (Handout 8.2)

Positives	Negatives

Group Reflection Sheet (Homework) (Handout 8.3)

Session Eight: Sexual Abuse and How it Relates to Other Behaviours

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

Session Nine: Conflict Resolution Using Constructive Alternatives

Aim

- To present the group with strategies for conflict resolution and making constructive choices.

Objectives

- To enable each group participant to recognise the chain of events and actions leading to abusive or violent behaviour, and that he can choose to remove himself from that process.
- To show the participants how they are able to interrupt their chain of behaviour, avoid the danger situations in their lives and increase their use of strategies like 'time out'.
- To identify factors related to respectful conflict resolution.
- To explain various assertiveness skills and make the connection between assertiveness, compromise, empathy, and conflict management.
- To demonstrate the basic principles of Transactional Analysis (TA).

Materials

Activity 9.1: Check-in (10 minutes)

- Briefly revisit past sessions and situate this session in the overall picture.
- Check with each participant about their progress or not.
- It is useful to allude to the control log as a lead-in to next examining the behaviour chain leading to a particular violent incident.

Activity 9.2: Re-writing the Script (30 minutes)

Working notes

- Ask each group participant to think of a specific example of abusive behaviour from one of the 'Seven Flies on the Wall' Control Logs that he has completed in the past few weeks, perhaps one that he did about his most violent incident (Session 6).

- Invite one of the participants to relate his example to the group, in the following way:
 - Encourage him to think of his personal cues or warning signs, (Session 2.2), and the 'stinking thinking' (irrational thoughts), he used to justify and his abuse.
 - Invite him to work backwards from the actual violence, and identify the cues and warning signs that he ignored. Use the analogy of road signs and what happens when we ignore them. In this way the participant reviews his violent incident, and describes what happened.
 - Instruct the participant to explore backwards from the incident itself (along with one of the group co-facilitators), to find the exact point at which the build up of tension became an escalation launching pad for his abuse and violence.
- Both the co-facilitator and the participant should agree on the steps in the behaviour chain leading to the violent incident and the point at which the abuse or violence could have been prevented if the man had heeded his cues or warning signs. This point is identified as the 'stopping point'.
- The participant's behaviour chain is written up on the whiteboard when it has been agreed on.
- He is then asked to go through the behaviour chain and relate it again in the first person and in the present tense (eg "I am walking in the door at home. I see my daughter on the floor. I ...").
- Ask the participant to do his best to imagine that right now he is in that same situation, and to describe it as if he is there and it is happening as he speaks, most importantly, and to interrupt his description when he gets to the stopping point that he has just identified, and to say 'stop'.
- Let the participant:
 - Again relate his example in the first person, in sequence and in the present tense. At the point in the behaviour chain previously agreed on the man says "stop", and stops the behaviour chain. This narration of the sequence should take 1-2 minutes.
 - Next relate a second scenario in which he imagines the worst possible outcome and consequences if the man persists in the behaviour chain past the 'stop' sign and becomes violent (1-2 minutes).

- And finally, a third scenario where he presents a behaviour chain of escalation, until the 'stop' sign, the point at which he can still interrupt the behaviour pattern prior to violence, and then the potential good consequences of remaining non-violent (1-2 minutes).
- The participants should be encouraged to present realistic scenarios, and none that would involve breaching an intervention order.
- Assist the participants to see the good consequences of staying non-violent after the 'stop' sign, and positive results of putting aside their controlling behaviour and maintaining power in the relationship.
- This exercise enables the participants to increase awareness of their elevated emotions, and to see the consequences of their violent behaviour. It also enables them and gain insight into their ability to control their behaviour.

(Stordeur and Stille 1989)

Activity 9.3: Assertiveness (30 minutes)

Working notes

- Assertiveness is not a method of getting what you want, or winning.
- It is a skill that gives a man more control over himself and less control over others.
- The theory is that if I am able to control my own behaviour and not feel manipulated or trapped by others' demands, then I will have less need to control others.
- The build up of anger can also be prevented by appropriate assertive reactions and conflict management:
 - handling criticisms and put-downs;
 - making requests constructively;
 - saying "no" when necessary in a calm manner;
 - being aware of the feelings of others, standing in their shoes, being empathetic; and
 - recognising, labelling and appropriately expressing feelings.

Break (15 minutes)

Activity 9.4: Respectful Conflict Resolution (15 minutes)

Working notes

For conflict resolution to be able to be carried out respectfully, the following skills are necessary:

- The capacity to identify the extent of the problem at hand, and its parameters.
- The capacity to clearly identify and articulate feelings.
- The capacity to see the world through one's partner's eyes, and state the meaning it has for them.
- The capacity to find practical solutions.
- The capacity to broker a lasting compromise.
- The capacity to choose not to be in stressful situations, and take time

(Edelson 1984 quoted in Stordeur and Stille: 225)

Remember

- The value of compromise.
- Setting boundaries for oneself and respecting the boundaries of others.
- Being assertive is not the same as using power, and controlling behaviour.
- Being assertive is about respecting oneself and respecting others.

Activity 9.5: Explanation of Manipulation (25 minutes)

Working notes

- Explain the TA concepts of: Parent-Adult-Child (PAC), how they can help us recognise how we behave, and how we play games at times, and how we can change behaviour that is destructive of our relationship (Eric Berne).
- Give examples of how the TA theory of Persecutor-Victim-Rescuer is useful in understanding and avoiding manipulative situations, where you are left wondering 'what just happened', or thinking 'I was only trying to help, why is she yelling at me?'
- Specifically show how these concepts can be useful in understanding interpersonal dynamics in relationships.

- We can choose how we behave, we can choose not to get involved in 'games' that are destructive, and leave us becoming more and more tense, and we can choose not to be hooked into a manipulative dynamic that also leaves us feeling confused, frustrated and angry.

Activity 9.6: Check-out (5 minutes)

Homework

Record on tape (or write) three scenarios from a different incident. Also complete the above if you haven't already.

Group Reflection Sheet (Homework) (Handout 9.1)

Session Nine: Conflict Resolution Using Constructive Alternatives

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

MODULE FOUR: MALE SOCIALISATION

Session Ten: Male Socialisation and Sex Role Stereotypes

Aim

- To get the men to understand how their upbringing, and socialization as males greatly influences their attitudes and behaviour.

Objectives

- To elicit the sex stereotypes of the participants.
- To help the men see how they construe women.
- To enable the men to reframe their stereotypes.
- To highlight the ramifications of male stereotyping on the women and children in their lives.

Activity 10.1: Check-in (10 minutes)

Make links – invite links about male socialisation with participant's experience (remind about family, background and sessions). What about now?

Activity 10.2: Discussion About Male Socialisation (10 minutes)

Working notes

- Introduce topic.
- Ask participants to name general issues that are related to male socialisation.
- Ask for specific examples from their own experience, current or past.
- Write issues and examples on whiteboard.
- Whilst this session concerns general issues and examples concerning male socialisation, attitudes and stereotypes it also links with family of origin issues of week four.
- Reframe men's stereotypes regarding masculine/feminine attributes: Men are tough, hardworking, silent; women are weak, soft, nag.

(Therefore 'tough' becomes 'inflexible' and 'soft' becomes 'thoughtful'.)

Elicit as many examples as possible from the men's experiences and obligations.

Note: This session is about values and being valued – not just about difference.

Difference is OK ... Devalued is not OK.

Compare individual difference to group identity.

How many men are scared of women? Confining: threat of the unknown, defining, controlling, ownership, relationship.

Danger: Stereotyping eg. Sexism, racism, ageism, bigotry.

Activity 10.2: Discussion About Sex Role Stereotypes (60 minutes)**Working notes**

Brainstorm:

- On whiteboard: list in columns attributes of men versus women.
- In other words how are men different to women. "How would you describe men as compared to women?"
- Next challenge the men to reframe the women's attributes in more positive language and the men's attributes in less positive language.
- Describe how the socialisation process takes place:
 - when they were children, at school, by older males, role models, books, videos; and
 - as adults pressure from groups: clubs, pubs, workplace.
- Share own experiences ... elicit examples from the men. Look for all the subtle forms of socialisation.
- Ask the participants to imagine what it would be like to grow up as a female in our culture, restricted opportunities, lack of safety.
- Remember our adolescence and how sex influenced our opinions of others and our feelings about ourselves.
- Elicit examples of how men sexualise women in our society through their language, attitudes, and behaviours and through the media and other means.

Role play:

A man using sexist language and telling demeaning jokes about women ... being confronted by another man in a non-aggressive way ... discuss the role play.

Break (15 minutes)

Activity 10.3: Discussion of Family of Origin and Own Family Socialisation (45 minutes)

Working notes

- Facilitate a discussion about family of origin issues.
- Identify participant's examples of male socialisation in their family of origin.
- And in their own family currently.
- Address the danger of role modelling male stereotypical behaviour to our children.
- For example, when is the last time I admitted I was wrong, and apologised?
- Have we men grown up with unfair and unreal expectations (eg to always win), and hence cannot admit to failure. Do we also put a similar burden on our own children, always to 'win', rather than give them an example of being human is to sometimes make mistakes (the only real mistake is the one we do not learn from, all the others are learning experiences!).

Activity 10.4: Check-out (10 minutes)

Homework

Write three things that you learnt growing up that gave you a sense of what a male is, and how he behaves.

Group Reflection Sheet (Homework) (Handout 10.1)

Session Ten: Male Socialisation and Sex Role Stereotypes

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

Week Eleven: Fatherhood and Separation Issues

Aim

- To give participants a better understanding of Fatherhood and of how to cope and survive separation without being abusive or violent with partner, children or with self.

Objectives

- To remind the participants of their love for their children.
- To reaffirm them of the love of their children for them, despite their abusive behaviour which is scary.
- To give the participants some skills, tools and strategies for being better fathers.
- To enable the participants to develop a personal survival strategy.
- To reinforce the notion that feeling sorry for themselves does not help their children nor themselves, and takes energy away from the essential change process.

Activity 11.1: Check-in (10 minutes)

Activity 11.2: Father-child Relationship (40 minutes)

Working notes

Brainstorm:

- The best times you have shared with your children?
- What your child has felt at those times and why?
- What you have done well, and what you have done not so well?
- Ideas for improving your relationship with your children?
- What it feels like to stand in their shoes?
- What would they say to you, about you and your behaviour, if they were sitting here right now?

Break (15 minutes)**Activity 11.3: Action Method (10 minutes)****Working notes**

- Get the man to stand along the wall.
- Using the brainstorm from 11.2 get them to situate themselves on a continuum that indicates for example, 'good times – bad times', or 'fair – unfair', 'safe – scary', 'hurts mum – looks after mum', 'listens to me – isn't interested in me', 'feels good about self – feels not good enough' and so on.
- Also use the continuum to explore feelings of being a father, as well as being a child. For example: 'Feels competent – feels like an idiot', 'happy – sad', 'despondent/despair –hopeful', 'frustrated – able to do things'.

Activity 11.4: Coping with Separation (35 minutes)**Working notes**

- Life is a series of separations, from womb, from school friends, from parents, from family. I can survive.
- Talking with friends about how I feel about the separation.
- Looking after my health, (daily exercise, rather than too much alcohol or other drugs).
- Keeping a journal, and writing about my reactions to what is happening.
- Not using my children as the 'meat in the sandwich'.
- How can we learn from our experiences?
- Revisit the experience cycle.

Activity 11.5: Check-out (10 minutes)**Homework**

- Write three things that you do well as a father.
- Write three things that you learnt tonight that might help you be a better father.
- Write three strategies that you learnt to help you cope with separation and loss.

Session Twelve: Peer Evaluation for Continuing to Shed Abuse

Aim

- To get the participants to evaluate the impact of the Men's Responsibility Program.

Objectives

- To have the men look at and reflect on what they have learnt in the program.
- To encourage the men see the progress they have made.
- To give an opportunity to see where the group started, what it has covered, and where each participant goes from here.
- To encourage the participants to give feedback to the group leaders.
- To remind the participants that this is just the beginning and that they need to keep working on unlearning inappropriate attitudes and behaviours.

Activity 12.1: Check-in (10 minutes)

Activity 12.2: Peer Evaluation (60 minutes)

Working notes

Give each participant the handout that contains the following questions:

Evaluation questions (Handout 12.1)

- (a) What was positive about this man's participation in the group and what gains do you think he made?
- (b) What have you learnt from him as a result of being in the group with him?
- (c) In what areas do you see him as having trouble or difficulty, and on what areas or issues do you think he should work?
- (d) Name at least one thing about him that you like or admire.

Process

1. One of the co-facilitators of the group begins by giving feedback to the man on his left. He sets the scene by telling the man, in front of the rest of the group, what he thinks was positive about his participation, and what he felt the man gained from the group. It is important that this is done face to face, and using the man's name, speaking directly to him, rather than speaking about him to the group.
2. This feedback normally takes no more than one minute. It is important to keep the feedback to the point and succinct, in order to cover all the questions and participants.
3. The next person in the group circle then gives the same man feedback about question '(a)', and so on until everyone has given him feedback in the same way.
4. Next it is the turn of the participant who has just been given feedback, to commence the giving of feedback on question '(a)' to the man on his left, and so on until everyone has given feedback to everyone else on question '(a)'.
5. Once the cycle has been completed for the first question, a similar process is undertaken for the next question, '(b)', and then question '(c)' and then '(d)' until everyone has had a turn to hear about themselves, and be heard.

Notes on the process

- It is important to keep the feedback moving, not too fast, but not slow enough for the participants to get distracted.
- Questions can also be answered two by two, using the same process with each individual man giving feedback in turn.
- The structure of the process, encourages and enables men to give feedback when they normally would not.
- It is not a time for men to discuss or question the feedback they are being given, but to listen to it and take it in.
- The participants are reminded that this is a precious opportunity to both hear and say honest things to each other in the context of helping one another continue to make progress in remaining non-abusive.

- The two co-facilitators are also included in the feedback by the participants and it is important to have that opportunity, as a part of closure at the end of the twelve week program.

Break (25 minutes)

Each man brings 'a plate' of food to share with others during the break along with the usual cuppa.

Activity 12.3: Summing up and closure (25 minutes)

Working notes

- Where to from here?
- Sum-up.
- Give practical info regarding Men's Ongoing Group.
- Encourage men to keep in contact with leaders and each other especially.
- Stress the need to keep building on personal strategies for change learnt over the past weeks.
- Keep in mind what is at stake.
- Use your energy to keep challenging abusive beliefs and behaviour, not feel sorry for yourself.

Homework

- Record the feedback that you received tonight, especially those bits that have most meaning for you.
- Revisit handouts and materials.
- Attend three Men's Ongoing Group sessions.

Evaluation Questions (Handout 12.1)

- (a) What was positive about this man's participation in the group and what gains do you think he made?**
- (b) What have you learnt from him as a result of being in the group with him?**
- (c) In what areas do you see him as having trouble or difficulty, and on what areas or issues do you think he should work?**
- (d) Name at least one thing about him that you like or admire.**

Group Reflection Sheet (Homework) (Handout 12.2)

Session Twelve: Peer Evaluation for Continuing to Shed Abuse

1. What happened in group this week that was particularly relevant to your situation?

2. What did you learn about yourself this week?

3. How would you have liked the session to be different?

Section Five: Community Education

5.1 Introduction

In the previous section I outlined the 12 week men's responsibility program, which is one model of how to structure the group curriculum of a men's behaviour change program. Such a group program, no matter how effective it might be, will be rendered far less effective if it is conducted in isolation from other components of the SHED model of addressing men's violence against women. Those components are listed above as Sections 2-7 of this manual, and each component is connected to the others. They are interdependent. This section concerns community education and its importance in the SHED model of a best practice response to men's violence against women and children.

Need for community education

When talking about men's abuse or violence, many people will say that it is the men that need education, not the community! That men need to learn how to change and how to take responsibility, and that is true. At the same time we too, as a community, must change our attitudes and beliefs to the extent that they support and collude in the continued violences of men against women.

The concept of community, is based around the notion of a common-unity, a shared understanding, not dis-unity. Communication is similarly based in so far as it presupposes that the communicator of the message has a shared meaning with the one receiving the message. An openness to the possibility of another way of seeing things is central to community education, and yet it is often missing.

Gender polarisation that blocks community education

One of the main blocks to educating the community about family violence, and about the role of men's behaviour change programs, is the polarisation of attitudes and ways of construing gendered roles in our society. This polarisation often precludes the possibility of any alternative to ill-feeling, distorted views of the other's position, disharmony, suspicion based on ignorance induced fear or anxiety, and anger or hatred. Personal histories of abuse and real or perceived injustice add fuel to the fire. To the extent that a disgruntled man is supported by his mates in a perception of frustrated

entitlement, and is colluded with about his excuses for abusive behaviour, to that extent those who support him are also responsible for fueling the violence he does.

5.2 The process

How we go about community education is as important as what we try to communicate. How we say something is as eloquent as what we say, and when that something is about a topic as sensitive as men's violence in the home, how the message is communicated is crucial. Different groups require different approaches to the message, however, for all of them the credulous approach that invites them to tell their experiences, to relate how they connect with the information being offered about the SHED Program. One way to use the credulous approach (open and non-judgemental), is to present some myths about men's violence against women, and elicit the group's reactions.

A community education strategy is needed that challenges the myths that support and perpetuate men's controlling behaviour and abusive attitudes.

Myths to be challenged

- *Men's anger causes their violence.*

Men do get angry, however they can choose how they express it. Some men appear to create situations that lead to them becoming angry, so that they then have an excuse for their controlling abuse. It is almost like anger gives them permission to be abusive and violent.

- *Alcohol or other drugs cause the abuse and violence.*

Again, a man can choose to not drink to the extent that his partner will be endangered. In addition, when a man chooses to drink to excess, knowing that in the past he has become violent when drunk, he is thereby choosing the real possibility that he will be violent again. He can choose not to. He is responsible for that choice, even if he becomes incapable of control once he is drunk.

5.3 The message to convey

1. Men's violence in the home is chosen behaviour, often used to control, and get something. It is about the man's convenience.
2. Men's abuse of their family is often based on a believe that it is his right and privilege to dictate what does or does not happen in the home.

3. Men get that sense of privilege from their upbringing, where they hear and see their fathers, uncles, grandfathers, bosses, older brothers and others, treat their partners disrespectfully or abusively, controlling or cajoling, and justifying their behaviour.
4. Traditionally the community has colluded in this allocation of privilege according to gender, and in many ways it continues to do so.
5. Whilst men in general benefit from this unequal distribution of privilege, at the same time they often find themselves in a position where they are expected to be a success, and they are not.
6. Abusive men very often suffer from low self esteem. They do not feel good enough, they cannot fulfil society's expectations, they feel like a failure, like life is out of control and they are trapped.
7. On the one hand many abusive men are very controlling and on the other hand they feel like their lives are out of control.
8. Many abusive men act in a pathetic way, as if they are the victim, that the whole world is against them, and that they are misunderstood, and at the same time they are being powerfully destructive at home. It is almost as if they regain some sense of control over their lives by controlling their families.
9. Men who are abuse or violent, are often able to behave like that because they are not challenged by their friends, colleagues or extended family members.
10. The man who is abusive or violent at home is behaving as a bully does. He would not dare to intimidate, threaten or harm someone else the way he does his wife or children. Older people too, are becoming more and more the victims of younger, stronger, men's abuse.
11. We can, as a community, challenge abusive beliefs and behaviour much more, so that the abusers knows that what they do is not condoned, and so that the abused know that it is not their fault.
12. For the abusive man to change his behaviour he first needs to take responsibility for it, and stop blaming others, or excusing himself, or denying that he has really done anything.
13. The abusive man can change, but he will need assistance, from the community, his friends, men's behaviour change program workers, and from his family.

14. The best assistance that an abusive man can get is the consistent message that he is responsible for what he does, that he can unlearn the abuse that he has learnt, and that he needs to go to a men's behaviour change program and begin the process.
15. Men's behaviour change programs, like the SHED Project, assess the man, and invite him to attend an intake group, usually within seven days.
16. The safety and well-being of the partners and children are the priority.
17. The SHED Project is not about creating a space for men to moan about their wives and families. It is 'time and space for men to face who they are, what they have become, and chance to change what is not so good'.

5.4 Venues for community education

Service groups

Often groups like the CWA, CFA, Neighbourhood Watch, Rotary, Lions, Neighbourhood houses are keen to have a speaker, however they may not always like what they hear in this regard. Some of the points listed above will generate a degree of discomfort depending on how 'close to the bone' they are! Be aware that the discomfort may lead to resistance.

Schools

- Talks to groups of teachers about related issues: child safety, effect of FV on student performance, learnt bullying behaviour.
- Workshops to groups of students: eliciting personal stories, reflections, experiences, and providing alternatives to abuse.
- Talks to cluster principals of schools: provide basic information, statistics, overview of the SHED curriculum, anecdotes of hope, links between childhood experiences and learnt abusive behaviour.
- Facilitating workshops for teachers, and student welfare coordinators: dealing with aggressive behaviour, what works and what does not.
- Developing an equivalent program for school students, parallel to the curriculum for the men's responsibility program, such as the COOL project (Control One's Own Life), focusing on emotions, A&D issues, bullying, communication, empathy, choices.

Other groups

Other groups that participate in community education sessions are:

Police

An effective way is for the men's behaviour change program coordinator to run 15 minute training sessions with a few police, along with the coordinator of the women's services. ... providing basic information for referrals, and distributing and explaining brochures and information sheets.

Child protection workers

Training sessions to update them as to the referral process and the established protocols that requires the abuser (usually male) to be referred to the men's behaviour change program, in a family violence incident.

Alcohol and drug workers

They are often likely to be in contact with men attending the SHED Program for their violent behaviour. It is important for them to have an understanding of the SHED philosophy, and to use the correct referral process. In A&D worker training sessions they can be challenged to consistently support the notion that an abusive man's behaviour is something that he chooses to do, not that he is the unwitting instrument of the drug. The corollary is that he can learn to choose an alternative non-abusive behaviour.

Media

Newspapers, radio, TV interviews and radio talk-back all have the potential to communicate to wide audiences information about the SHED Program. On the positive side, many women are potentially able to get information about a program that may enable them and their children to live safer lives, if the abusive partner chooses to take up the option of being assessed and so on.

On the negative side however, there is the very real possibility that the message and information given becomes distorted and prejudiced by the media, especially if they already have a particular 'slant' in mind, that may not fit with the notion that men can change if they choose to, and that they are responsible for what they do.

The message of the hope for change, juxtaposed with the recognition of potentially increased jeopardy for the women if she is led into a sense of false security, is very important to communicate, because it presents a way out of the mess. Caution and discretion are essential when attempting community education through the media, so as to protect the rights of clients, whilst engaging in a process to further their well-being.

TAFE and university students

Input into the formation of future workers in the welfare field is an important opportunity, especially if it is as part of their curriculum and assessable work. Besides challenging students to think beyond traditional gendered understandings and explore new models of working with abusive men and abused women, it is also an opportunity for students to get information about the family violence network, and perhaps attend meetings if they are interested.

Some students are interested in pursuing their knowledge further, and they may become part of a pool of co-facilitators for the group programs, both learning skills, and at the same time becoming a developing resource for community programs. As a result of presentations to classes of students, individual ones may refer their partner, or indeed come to a realisation that they themselves are abusive and need to attend a men's behaviour change program.

Men's groups

There are a growing number of men's groups, that focus on a variety of issues, masculinity, health and well-being, separation. Many of these issues also arise in the SHED group sessions, however they are not the focus of the program. Community education sessions with other men's groups highlights the important distinctions between them, and the need to treat men's violence against women as chosen behaviour that has to end, not as a pathology or sickness that men cannot control.

Psychologists, nurses, doctors

The notion that men's violence and abuse is a pathology and has to be treated as an illness has also been widely used in the medical profession, not surprisingly. However, there is a growing realisation that abusive behaviour that damages and hurts others is not the result of a sickness, but rather something which is chosen and used to get a result, and justified on the grounds of men's right to privilege and convenience. Conversely, the treatment for a man who is depressed because his wife has left him, is often anti-depressants that dumb down the symptoms but leave the cause as it is.

Input into the professional development of psychologists and the medical profession offers the chance to frame men's violence as individually chosen whilst socially constructed. Learnt behaviour that can be unlearned give the right conditions. It is useful to present the links between men's violence, and the incidence of mental illness among women, as well as the general costs of family violence to the community (see Vic Health Report 2004).

Magistrates

Community education with magistrates is crucial to them having a useful view of the men's behaviour change program (NOT an 'anger management program!'), as part of a sentencing option that gives an appropriate punishment for an offence, and at the same time offers some possibility of behaviour change by the perpetrators. Part of the session with the magistrates is used to ground a shared understanding in a set of protocols agreed on about how to best direct a man to attend the SHED Program, in a way that the onus is on him to accept responsibility for his behaviour and opt to change. Magistrates are generally keen to use any available program that will appropriately engage with abusive or violent men in a way that potentially reduces that chance that he will re-offend.

As part of the information session with magistrates, that needs to be re-visited at least annually, the clarification of roles is important. For example that the SHED worker's role is to enable the man to change his abusive attitudes and behaviour, by attending assessment and group sessions. The worker is not there in the role of police or corrections workers, and hence, it is very important that the protocol is agreed on that states that the man will only be assessed as suitable for SHED, if he initially accepts responsibility for his abuse and recognises the need to change. In this way the man cannot then say in the group that he has been ordered to come. Rather, he has chosen to come, albeit unwillingly!

Domestic violence workers

Accurate information about the men's behaviour change program, referral process, and groups is important information to convey to women's domestic violence support workers, so that it can be passed on to survivors for them to make referrals if they choose, or pass on to their partners or ex-partners, or to other women who are in family situations where they are at risk of abuse.

Part of the community education process is to propose the need for more concentration on preventing violence by men, whilst continuing to support those who have already been abused. Part of the strategy then, is to enable women, and men, who are in danger of family violence, to take measures to address the problem before it escalates. Providing information about available avenues of help, and programs to address issues, is one way of preventing the violence and abuse before it develops, as long as the program does honestly challenge abusive attitudes and beliefs, and provides a way of learning strategies for respectful relating.

Women workers are rightly reluctant to put all their hope in the possibility that the abusive men will change, however, for there to be any chance of that happening, there has to be an openness to it being possible (if not

probable). Such an openness to the possibility of men's behaviour change does not preclude the priority given to the safety and well-being of women and children, and not giving abused women false hope.

5.5 Why is community education important?

There is a need to put an alternative to bullying and abusive behaviour that is normalised, and for ordinary women and men to have the information they need to access services and resources that help them deal with and change abusive situations. In almost all cases of family violence children are involuntary and helpless victims of the abuse by witnessing it alone, and the destructive effects of that are enormous.

5.6 Resources: Information

- Scenarios, examples, stories from real life (not identifiable), conglomerate examples.
- Statistics for this particular region, state, Australia, overseas.
- Posters.
- Powerpoint presentations.
- Brochures: giving simple examples, basic information, clear, concise information.
- Videos: showing brief to the point scenarios.

A men's behaviour change group participant who is ready to stand up and name abuse and its ramifications.

5.7 Summary

The need to coordinate national or state FV campaigns in the media with local awareness and community education campaigns, ... help people make the link

Promote a consistent response to FV that matches what we value and challenges hypocrisy.

Address the patriarchal attitudes and values that perpetuate and legitimise men's violence against women, and allow individual violences.

Community education as far as possible needs to involve the community and take on a community development approach, eg asking the community what it is about family violence that they would like to change and what can we all do to achieve that. The issue of men's violence against women is so emotionally charged that to get people to engage and discuss together how change might take place is difficult.

Section Six: Integrated Inter-agency Approach

6.1 Introduction

In the last section I discussed some aspects of community education in relation to the SHED programs and family violence. In this section I will outline the importance of a collaborative model of addressing family violence that relies on an integrated inter-agency approach.

What does 'integrated' mean in this context? ... the working together, in an equal way, not the same as assimilated, but rather integrated into the service provision of the various agencies involved.

'Inter-agency' means that agencies work together, collaborate, and form protocols that delineate responsibilities, and specify agreed best practice responses to a family violence incident. Such protocols facilitate accountability between agencies, ground a process of transparency in how the men's programs operate, and enable the job descriptions of workers to include the duties embedded in the agreements between agencies. This in turn, enables the expectations and duties inherent in the protocols, to be passed on as part of a given position, rather than remain at the mercy, interest, commitment, of the individual worker. Such protocols also become part of the individual agency's policies and procedures, and link with their duty of care.

Key characteristics of an integrated inter-agency approach

1. Networking of key agencies.
2. Agreement on principles of best practice.
3. Development of common policy that is founded on principles of best practice and agreed by management.
4. Protocols or memorandums of understanding that embed practice in the agreed collaborative process.
5. Accountability mechanisms to ensure integrated approach is followed.

6. Funding is tied to collaborative partnerships founded on best practice principles.
7. Transparency of process that challenges dynamics of power and control, and reflect respectful integrity.
8. An understanding that statutory bodies must be part of any integrated inter-agency approach.
9. Men's programs are accountable to women's support programs.
10. Women's programs engage with men's behaviour change programs to hold men responsible, and to educate and train workers towards referrals.

6.2 Best practice

Such an agreed best practice response requires the agencies involved, both statutory and non-statutory, to agree to protocols, or memorandums of understanding. Often those involved in day to day intervention with both victims and abusers are in the best position to know what practical form such a protocol should take. At the same time, the protocols need to be signed off by the management of each agency involved, in order that the agreement be cemented in policy, and not be left to the good will (or whim) of workers.

Protocols between agencies usually focus on the point at which the services intersect or meet, the referral process.

6.3 Referrals

In an integrated inter-agency approach the referral process is crucial and will often have a profound effect on whether the intervention strategy, and all the hard work that it involves, will be successful in reducing or stopping the man's violence and abuse.

Types of referral

- *Informal:* Information is given, verbally and/or a brochure, with name and phone number to ring, but the decision is left to the person.
- *Formal:* Information is given, and a SHED referral form is filled out with the man, and ideally his permission for release of information is obtained, with his signature, and then it is posted or faxed to the SHED

worker. At the same time some workers phone SHED and speak to the worker whilst the man is with them, in order to establish the first contact, and to make an appointment for an initial assessment interview.

The formal referral gives the better chance of the man actually turning up for the appointment, and then it is up to the SHED worker to engage him in a process where he recognises his response-ability and chooses to come to the intake group and work at behaviour change, with other men doing the same.

6.4 Collaborative endeavours

- Joint training: police, DHS, principals, agency workers.
- Key stakeholder meetings to monitor referral patterns and adherence to protocols.
- FV network meetings, training days, conferences, shared leaflets and community education forums.
- Identifying gaps in the service system and ways to address them.

Dangers

That government use an inter-agency approach to hide its lack of commitment to response.

Section Seven: Evaluation

7.1 Introduction

Any evaluation of a men's behaviour change program must take into account ethical issues regarding the safety of women, limited confidentiality, transparency to clients and treating participants as co-researchers in the evaluation. This latter is about treating participants respectfully, rather than as objects of a research project. It is philosophically linked with a participatory model of evaluation research, rather than one that seeks to 'scientifically prove'. It values qualitative data, as much as quantitative data.

7.2 Elements of the SHED evaluation

For individual men

- Ongoing, cyclical, and built into the process, rather than an add on. Periodically doing the abusive behaviour checklist is one way.
- Pre and post program constructs, where participants elicit their constructs, and rate them, or where they ladder the constructs.
- Self evaluation, in which the participants rate themselves on the provided scales.
- Peer evaluation feedback session, on the last session of the men's responsibility program, in which men are given an opportunity to give and get constructive feedback about their progress, and the areas in which they still have to improve.
- Partner evaluation and feedback, where the same checklist is completed by the participant's partner.

For program assessment

- *Intake group*: Attendance, level and quality of participation, participant feedback each week as to what they gained from the previous week's group.
- Feedback from partners about changes in behaviour, feedback from caseworker about their observations.

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- *Men's responsibility program:* Weekly session feedback sheets that ask three questions:
 - What happened in group this week that was particularly relevant to your situation?
 - What did you learn about yourself this week?
 - How would you have liked the session to be different?
 - *Community education:* Similar feedback sheets are used in the various forums, to find out what works, what is useful to the participants, and what they might find useful in the future.
 - *Integrated inter-agency approach:* One criteria by which to evaluate whether the collaborative intervention is working well, is to get feedback from clients about what messages they are getting from different workers and agencies, and whether the message is consistent. Whether men are getting a consistent message, wherever they go, that they are responsible for their abusive behaviour, and have to change. Whether women are getting a consistent message wherever they go that they are not to blame for his abuse, and they do have right to be safe. The efficacy of the inter-agency approach can also be gauged by the number of formal referrals, using the referral form, that have the client's written authorisation to disclose his information between agencies. This simple mechanism is a good way to ensure that the abusive man does in fact, connect with the program. Participation at joint training for workers, network forums, regional family violence conferences, and reference group meetings are all indications of the inter-agency approach. The degree of transparency of process that exists between the services addressing family violence issues, is another way to gauge effectiveness.

Section Eight: Annotated Bibliography

The following are a list of books and other resources that I have found useful.

Cavanagh, Kate. and Cree, Vivienne. (1996) *Working With Men: Feminism and Social Work*. London: Routledge.

Particularly useful sections on interviewing violent men and moving on, which includes a code of practice for feminist work with men.

Cummins, Peter. (ed.) (2005) *Working With Anger: A Constructivist Approach*. Chichester: John Wiley.

This book is a useful collection of writings by practitioners utilising Personal Construct Theory in working with angry or violent men. It enables a multi-perspective understanding of theory based applications in this field.

Dobash, Russell., Dobash, Rebecca., Cavanagh, Kate. and Lewis, Ruth. (1996) *Research Evaluation of Programs for Violent Men*. Edinburgh: The Scottish Office Central Research Unit.

An extensive evaluation into programs for mandated men being run in Scotland. The recommendations are particularly useful when considering what is required for best practice in running a men's behaviour change program if the funding is available to enable best practice principles.

Edleson, Jeffrey. and Tolman, Richard. (1992) *Intervention for Men Who Batter*. Newbury Park: Sage.

This book uses an ecological approach to understand men's violence against women. It includes many useful insights into working with individual men to bring about change and at the same time addresses the social construction of men's abuse.

Fall, K. and Howard, S. (2004) *Alternatives to Domestic Violence*. New York: Brunner-Routledge.

In this book there are very useful sections on positive sexual relationships, relating to your children and negotiating in a partnership.

Francis, Ruth. (ed.) (1994) *Mirrors, Windows and Doors: A Self-help Book for Men About Violence and Abuse in the Home*. Clifton Hill: Victorian Network for the Prevention of Male Family Violence.

This is a very readable and practical self-help book for men who are abusive and a useful resource to give them to read and reflect on. Many men are profoundly moved when they read the various real life accounts of men's abuse and its effects. They often see themselves reflected in the stories which are written by women and men living in Victoria.

Francis, Ruth. (1997) *Another Way of Knowing, Another Way of Living. Participatory Action Research in a Community Setting*. Melbourne: Preston Creative Living Centre.

The strength of this work is that it gives a clear account of how to conduct research into a men's behaviour change program in an open, respectful and transparent way that gives priority to the accounts of women who have been abused, whilst taking steps to ensure their safety. It also situates such an evaluation in the ongoing life of men's behaviour change programs, rather than as an optional extra.

Fransella, Fay. (1995) *George Kelly*. London: Sage.

This book gives an insight into the person who developed Personal Construct Psychology. The book also describes Kelly's contribution to the application of his theory in practice.

Fransella, Fay. (ed.) (2003) *International Handbook of Personal Construct Psychology*. Chichester: John Wiley & Sons.

This is an excellent and very readable handbook for anyone interested in Personal Construct Theory, how it relates to other theories, and how it can be useful in many therapeutic situations.

Hamilton Abuse Intervention Project (HAIP). (1996) *Power and Control: The Tactics of Men Who Batter*. Hamilton, New Zealand.

This video contains 13 vignettes of men's controlling abuse. The real life situations make a strong impression.

Houston, Julia. (1998) *Making Sense With Offenders*. Chichester: John Wiley.

This book contains a very insightful section on the usefulness of Personal Construct Psychology in the assessment of offenders. It also indicates the various clinical applications of the theory with young offenders, sex offenders, offenders who are alcohol and drug abusers, and those who suffer from mental illness.

Kelly, George. (1955/1991) *The Psychology of Personal Constructs* (2 volumes). New York: Norton.

This foundational work is the original exposition of Kelly's theory. It contains the theoretical framework for a number of applications that are relevant to working in a men's behaviour change program.

McMaster, Ken. and Wells, Arthur. (eds) (2003) *Innovative Approaches to Stopping Family Violence*. Aotearoa: Steele Roberts.

This Book is in the series called Social Work Theory in Practice and provides much useful information. In particular, Chapter Five: "Groupwork With Men Who Abuse", Chapter Twelve: "A Facilitated Peer Group Supervision Model for Practitioners" and Chapter Thirteen: "Measuring Effectiveness" provide valuable insights based on practice wisdom.

Oades, Lindsey. and Viney, Linda. (2000) "Experience Cycle Methodology: A New Method for Personal Construct Psychologists?", pp.160-173 in Jorn Scheer (ed.) *The Person in Society: Challenges to a Constructivist Theory*. Giessen: Psychosozial-Verlag.

This article describes the Experience Cycle and its application as a tool for research with young people.

Paymar, Michael. (2000) *Violent no More: Helping Men to End Domestic Abuse*. Alameda: Hunter House.

A book full of practice wisdom and experience in helping men to understand and change their abusive and violent behaviour using a pro-feminist approach.

Pence, Ellen. and Paymar, Michael. (1993) *Education Groups for Men Who Batter: The Duluth Model*. New York: Springer.

This book outlines the Duluth model of men's behaviour change groups and emphasises the centrality of power and control in abusive behaviour. The Duluth Abuse Intervention Project became the forerunner of many projects using an integrated and collaborative response.

Russell, Mary. (1995) *Confronting Abusive Beliefs: Group Treatment for Abusive Men*. Thousand Oaks: Sage.

This brilliant book addresses the need to challenge the abusive beliefs that generate men's abuse and violence. Russell describes a model of working with groups of men to confront their ideas and beliefs about male privilege.

Walker, Lenore. (1979) *The Battered Woman*. New York: Harper & Row.

This classic book provides a powerful account of the effects of men's violence to women. In particular the cycle of violence can be a very useful tool when used as part of a men's behaviour change program.

Younger, Barbara. (1995) *Stopping Men's Violence in the Family: A Manual for Running Groups*. Richmond: Victorian Network for the Prevention of Male Family Violence (V-Net).

This is an essential reference for anyone engaged in a men's behaviour change program. It provides minimum standards of practice and best practice principles for facilitating group programs.