

Structured Intervention

To Address Domestic Abuse Workbook



**STRUCTURED INTERVENTION
TO ADDRESS
DOMESTIC ABUSE**

CONTENTS

Page 1	Introduction
Page 3	Programme outline
Page 5	Monitoring form
Page 7	Session 1
Page 10	Session 2
Page 12	Session 3
Page 17	Session 4
Page 19	Session 5
Page 21	Session 6
Page 23	Session 7
Page 25	Session 8
Page 30	Post programme work / preventing re-offending
Page 31	Post programme work – session 1
Page 46	Appendix 1 - SARA
Page 49	Appendix 2 – Statement of Understanding
Page 51	Appendix 3a – Information Release form – medium risk
Page 52	Appendix 3b – Information Release form – high risk
Page 53	Appendix 4 – Offender leaflet
Page 55	Appendix 5 – Guidance to assist with recording
Page 56	Appendix 6 – Session Integrity Monitoring Form
Page 58	Appendix 7 – Feedback form

NATIONAL PROBATION SERVICE - WEST MIDLANDS

STRUCTURED INTERVENTION TO ADDRESS DOMESTIC ABUSE

This guidance should be read in conjunction with the WMPA Policy on working with perpetrators and victims of domestic abuse and IC 50/06 Referrals to IDAP (Integrated Domestic Abuse Programme). Further information relating to IDAP, including the case management manual and theory manual, can also be located on EPIC under the Service Delivery tab (select Interventions, then Programmes, then IDAP).

The “structured intervention to address domestic abuse” workbook must be used for the following two categories of offenders:

1. **High or very risk of harm offenders** who have been assessed as unsuitable for IDAP because they require an interpreter, have unusual working hours (shift work), or their period of supervision is shorter than the time it would take to complete the programme and therefore have, under the auspices of an activity requirement or a licence requirement, been directed to complete the “structured intervention to address domestic abuse”.
2. **Medium risk of harm offenders** who have under the auspices of an activity requirement or a licence requirement, been directed to complete the “structured intervention to address domestic abuse”.

It is also a valuable resource for use with:

3. **Offenders on supervision, where there is information to suggest that they are domestic abuse perpetrators**, although they have no domestic abuse-related convictions. However, they accept some responsibility for their actions and demonstrate an awareness of the possibility to change.

SARA AND PRE-SENTENCE STAGE

The Offender Spousal Assault Risk Assessment (SARA) (Appendix 1) must be completed at the report stage for domestic abuse perpetrators. The SARA is a consistent way of logging risk factors associated with domestic abuse and assists in assessing the likelihood of re-offending. It must also be completed for those offenders on supervision, where there is information to suggest that they are domestic abuse perpetrators. The OASys must also be reviewed in the light of this information.

The “structured intervention to address domestic abuse” should be proposed as a 21 day activity requirement for the high/very high risk of harm offenders who are unsuitable for IDAP and medium risk of harm offenders, who meet the following criteria:

- Current offence of domestic violence or at least 1 acknowledged incident of domestic violence in the previous 6 months.
- Some acknowledgement of their offending; evidence of accepting some responsibility for their actions and demonstrating awareness of the possibility to change.
- Willingness to sign the Statement of Understanding (appendix 2) and Statement of Agreement to the Release of Information (appendix 3a or 3b depending on the level of risk).

The requirement is unsuitable for offenders:

- in complete denial.

- with severe acute mental illness who are unlikely to be able to apply the learning. Offenders scoring 2 in OASys Section 10.2 (current psychological problems) and offenders scoring 2 in Section 10.6 (likely to have a psychopathic or other psychiatric problem).

Offenders should have the expectations and requirements of the activity requirement explained to them, and have signed both the Statement of Understanding and Statement of Agreement to the Release of Information. Both of these documents must be faxed to the Court team and attached to the report given to the defendant's legal representative. The information leaflet (appendix 4) should be given to the offender. For high and very high risk of harm offenders, referrals must be made to the Women's Safety Workers.

Suggested wording for the report:

"Given the circumstances of this case, Mr X is assessed as suitable for the structured intervention to address domestic abuse, an activity requirement of 21 days duration at (**insert location of office**). This is an intensive intervention that focusses on the following areas of work:

- Power and control
- Denial and responsibility
- Non-abusive behaviours
- Sexual respect
- Communication and accountability

In addition, Mr X will be required to complete homework between most sessions and will be subject to the West Midlands Probation Area's exchange of information protocol maintained with the Police".

METHOD OF DELIVERY

The "structured intervention to address domestic abuse" can be delivered on a one to one basis or in small groups. It is a cognitive behavioural module aimed at helping offenders end their violence, thus ensuring the safety of women and children. It will help offenders to take responsibility for their violence, accept that their violence is designed to control the behaviour of their partners and learn non-controlling behaviour strategies.

The sessions build upon one another and should be delivered weekly in sequence. A session may be completed in a single appointment or may be delivered across two appointments. This is left to the offender manager's judgement and will depend on a range of factors including time constraints and learning styles. Offenders will be expected to complete homework between a majority of the sessions. For high and very high risk of harm offenders there should be swift and effective communication between the Women's Safety Workers and Offender Manager.

A detailed breakdown of the content of sessions is shown overleaf:

PROGRAMME OUTLINE

<u>Week</u>	<u>Aim and Content</u>
1	<p>Introductory Session Check Offender understands the purpose of the activity requirement. Check the Offender understands and has signed the Statement of Understanding and Statement of Agreement to the Release of Information.</p>
2 and 3 Session 1	<p>Aim: To help the Offender understand that his violence is part of a wide spectrum of abusive behaviour which aims to exert power and control over his partner. What is violence? Identify different forms of abusive behaviour Introduce power and control wheel Discuss each segment of the power and control wheel Homework – Offender to link examples of own abusive behaviour to the power and control wheel</p>
4 and 5 Session 2	<p>Aim: To increase the Offender’s motivation to change by creating some dissonance between what he wants from a relationship with a partner and what his abusive behaviour will result in. Review homework Explore qualities of a good relationship with a partner Introduce equality wheel Discuss where the identified qualities fit on the wheel and identify those that have not been listed Identify and discuss obstacles to a good relationship Homework – Action plan (Offender to list behaviours that need to be addressed and identify specific steps that can be taken to change this).</p>
6 and 7 Session 3	<p>Aim: To help the Offender begin to analyse his own abusive behaviour. Review homework Read case scenario and complete control log Homework – Offender to think about his own behaviour under the control log headings.</p>
8 and 9 Session 4	<p>Aim: To enable the Offender to begin analysing his own abusive behaviour. Review homework Use Control log to analyse a specific incident when Offender was violent to his partner Homework – Action Plan (add to behaviours that Offender wants to address and specific steps that can be taken to change behaviour).</p>
10 and 11 Session 5	<p>Aim: To enable the Offender to identify the build-up of thoughts, emotions and physical changes that may precede an assault. Review Action Plan Analyse scenario (focus on feelings, thoughts and physical changes) Homework – Offender to think about a time when he assaulted his partner and to identify the build-up of feelings, thoughts and emotions that preceded it.</p>
12 and 13 Session 6	<p>Aim: To enable the Offender to identify the build-up of emotions, thoughts and physical changes that he has prior to assaulting his partner and to look at strategies for dealing with these. Review homework Plot Anger Line (focus on offender’s build up to his assault)</p>

	<p>Introduce time-out strategies Explain and rehearse self talk statements Add strategies to Action Plan Homework – Offender to explain the use of time-outs to his partner</p>
14 and 15 Session 7	<p>Aim: To help the Offender understand that he can argue or disagree with his partner without being abusive and to help him understand the rules he needs to follow, to achieve this. Review homework List features of abusive arguing List gains and losses of abusive arguing List features of arguing in a non-abusive or fair way List gains and losses of fair arguing Homework – Offender to read handout on fair arguing and add what he needs to do, to his action plan.</p>
16 and 17 Session 8	<p>Aim: To review what the Offender has learned and to add to his action plan for the future. Complete the Control Log for specific incident discussed in Session 4 Complete Review (of what has been learnt) Up-date Action Plan (add areas for future work and the specific steps offender needs to take)</p>
<u>POST PROGRAMME WORK (PPW)</u>	
18 and 19 Session 1 of PPW	<p>Aim: To enable the offender to understand the Preventing Re-offending Model and begin to complete the Preventing Re-offending Plan Check-in Definition of Preventing Re-offending Discuss Preventing Re-offending model and ask offender for own examples to illustrate the different stages Begin to complete the Preventing Re-offending Plan</p>
20 and 21 Session 1 of PPW	<p>Aim: To enable the offender to complete the Preventing Re-offending Plan and identify strategies for the future Check-in Complete the Preventing Re-offending Plan Identify strategies for the future</p>

QUALITY ASSURANCE

Line-managers are responsible for ensuring that there are quality assurance arrangements in place to maintain the integrity of the intervention. This may include periodically audio or video taping sessions and reviewing them using the session integrity monitoring form located at Appendix 6. Managers should also ensure that cases are allocated to appropriately trained staff.

STRUCTURED INTERVENTION TO ADDRESS DOMESTIC ABUSE WORKBOOK

Monitoring Form

Offender Name :	D.O.B :
Date of Commencement :	Date Completed :
Offender Manager (OM) :	District / OMU :

Session	Date of Exercise Completed	Offender Signature	O.M. Signature
<u>Session 1: What is Domestic Abuse</u> Exercise 1 – What is Violence Exercise 2 – Forms of Abusive Behaviour Exercise 3 – Power and Control Wheel			
<u>Session 2: Healthy Relationships</u> Exercise 1 – Review Homework Power and Control Wheel Exercise 2 – Qualities of a good relationship with a partner Exercise 3 – Equality Wheel Exercise 4 – Obstacles to a good relationship.			
<u>Session 3 : Analyse Abusive Behaviour</u> Exercise 1 – Reviews Homework. Action Plan Exercise 2 – Logging the Scenario - Joe and Helen			
<u>Session 4 : Analyse Abusive Behaviour</u> Exercise 1 – Control Log			
<u>Session 5 : Identify build up of thoughts, emotions and physical changes that may precede an assault</u>			

<p>Exercise 1 – Review Action Plan Exercise 2 – Analysis of Scenario - Joe and Helen</p>			
<p><u>Session 6: Strategies for dealing with build up of thoughts, emotions and physical changes.</u></p> <p>Exercise 1 – Review homework Build up of feelings, thoughts and emotions that preceded an assault. Exercise 2 – Plot Anger Line Exercise 3 – Taking time out and how to do it Exercise 4 – Self – talk Exercise 5 – Add Time-out strategies to Action Plan</p>			
<p><u>Session 7 : Non Abusive Arguing</u></p> <p>Exercise 1 – Review Homework – Time Outs Exercise 2 – Abusive Arguing Exercise 3 – Gains and losses of Abusive Arguing Exercise 4 – Fair and Non–Abusive Arguing Exercise 5 – Gains and losses of fair or Non–Abusive Arguing</p>			
<p><u>Session 8 : Reviewing what has been learned and Action Plan</u></p> <p>Exercise 1 – Log the Assault worked on in Session 4. Exercise 2 – Complete the review Exercise 3 – Add to the Action Plan</p>			
<p><u>Session 1 : Post Programme Work</u></p> <p>Exercise 1 – Preventing Re-Offending model Exercise 2 – Complete preventing Re-Offending Plan. Exercise 3 – Identifying Strategies for the future.</p>			

SESSION ONE

Aim

To help the offender understand that his violence is part of a wide spectrum of abusive behaviour which aims to exert power and control over his partner.

Method

1. Discussion 'what is violence'
2. Exercise in listing all forms of abusive behaviour
3. Discussion on the Power and Control Wheel
4. For homework, offender to identify his own abusive behaviour

1. What Is Violence? (Short exercise)

Ask the offender what immediately comes into his mind when the word violence is used. He will probably think of physical assaults. Suggest that violence could include a wide variety of behaviour. You can give him Gandhi's view that "Any attempt to impose your will on another is an act of violence". You can prompt the discussion by asking some of the following questions?

- a. Is violence ever justified?
- b. In what circumstances?
- c. Should you use violence in self-defence?
- d. Should you use it to retaliate?
- e. Should you use it to punish?
- f. Can you give an example of seeing someone use violence to control another person?
- g. What experiences have you had which influence your thinking about violence?

The last question may well lead an offender to talk about his own experience of violence as a child. You need to acknowledge the difficulty and unhappiness this will have caused without accepting that these experiences have inevitably led him to use violence as an adult. Encourage him to think that as an adult he has a choice about how he behaves.

2. List All Forms of Abusive Behaviour (Medium Exercise)

Do this exercise on a large piece of paper or a flip chart. Either you or he can write down a list of all the different forms of abusive behaviour he can think of. To help structure this you might suggest he begins with all kinds of physical abuse, then emotional, then sexual. Add to the list yourself as this will be an indication that you have thought about the behaviours and will be open to discussing them.

3. The Power and Control Wheel (Medium exercise)

Give the offender a copy of the Power and Control Wheel. Explain that this wheel was put together in Duluth, Minnesota by the partners of violent men. The segments describe the many forms of abusive behaviour that they were subjected to, alongside the physical violence they experienced (rim of wheel). All these behaviours had the aim of exerting power and control over them (centre of wheel).

Discuss each segment of the wheel, asking the offender to give examples of each of the behaviours from the list you have just compiled.

4. Homework

Ask the offender to take the Power and Control Wheel home with him and to write down, by the relevant segments of the wheel, examples of his own abusive behaviour.



SESSION TWO

Aim

To increase the offender's motivation to change by creating some dissonance between what he wants from a relationship with a partner and what his abusive behaviour will result in.

Method

- List the qualities of a good relationship with a partner
- Discuss the Equality Wheel
- List the behaviours that present obstacles to achieving a good relationship with a partner
- For homework, offender to list the behaviour he wants to change on an Action Plan.

1. Review Homework (Short exercise)

The offender may have identified very little of his own abusive behaviour, but use what he presents and try to get him to expand on this. Acknowledging his behaviour is a first step towards taking responsibility for it.

2. The Qualities of a Good Relationship with a Partner (Short exercise)

Either yourself or the offender should list these on a piece of paper. The offender is unlikely to find this difficult to do. If he needs help, ask him to think of times where his relationships have gone well and why, or to describe the qualities in the relationships other couples have which make them good. Ask him to give examples of qualities he lists.

3. The Equality Wheel (Short exercise)

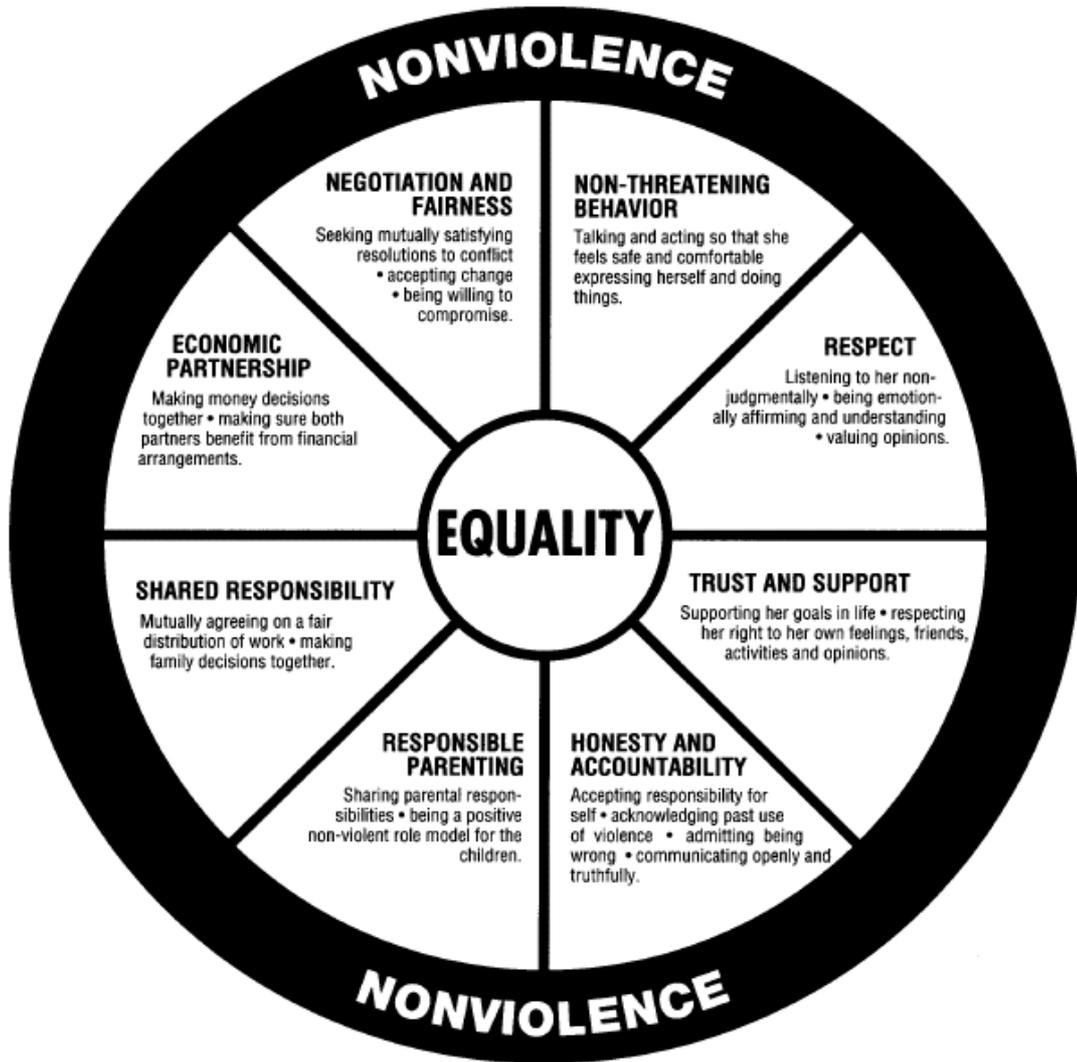
Give the offender a copy of the Equality Wheel. This, like the Power and Control Wheel is from Duluth and lists the main elements that make up a good relationship. Discuss where the qualities the man has already listed would fit on the Equality Wheel and identify any he has not listed.

4. Obstacles to a Good Relationship (Medium exercise)

The offender may find it more difficult to list these than the qualities of a good relationship. He should be able to give the opposites of the qualities he has previously identified. Ask him to give examples of what he lists so that he has to think about what he is saying and so you can see how far he understands what he is saying and help him if necessary. Some of the obstacles he identifies will reflect his own behaviour and he will experience some discomfort. Explain to him that you realise this and that these are the behaviours you are going to try and help him change.

5. Homework

Give the offender an Action Plan and ask him to list the behaviour he needs to address in the left-hand column. Ask him to think about the specific steps he can take to begin to change this. You will discuss these at the next session.



ACTION PLAN

Name:

Changes I am making	Specific steps

Aim

To help the offender begin to analyse his own abusive behaviour.

Method

Use the Control Log (1) to analyse the scenario Joe and Helen (1).

1. Review Homework (Short exercise)

Look at the offender's Action Plan and his list of changes he is making. If he has something down, you do not need to add to the list but you will need to discuss with him the specific steps he is making or going to make to achieve these changes. Try to ensure that the specific steps are clear, practical things he can do.

2. Logging The Scenario Joe and Helen (1) (Long exercise)

Give the offender a copy of the scenario and ask him to read this or if he has difficulty reading, read it out for him. Then show him a copy of the Control Log. Explain that each section looks at a particular aspect of a violent incident. The last one looks at alternative behaviour. Go through the headings and then read the scenario again.

Ask the offender what needs to go in each section. Take plenty of time over this. The work can cover a second session if need be. Offenders may well want to move into discussion triggered by the scenario on, for example, where Joe's beliefs come from. The section on Effects needs to include some explanation of effects on the children as well as effects on other relatives, friends, neighbours, employers, etc.

Some of the basic information you should aim to log after discussion is described below. It may help you to re-read the Control Log Guidelines which describe what you are aiming to achieve in each section.

Actions

Slapped her on the face on three occasions.
Punched her on the face.
Apologised and swore it would never happen again.
Looks at her to indicate she should back off.
Asks where she has been and who she talks to.

Intents

Does not want Helen to say what she thinks or to disagree with him.
Does not want her to like or admire other men.
Wants to know where Helen goes and who she talks to.
Wants to control what she thinks, says and does.

Beliefs

He has a right to control what Helen thinks, says and does.
She should not dance too close to his friends or admire them.
She should not answer him back.
He can control her through violence or the threat of violence.
His violence is Helen's fault for making him jealous.

Feelings¹

Jealous, angry, belittled, afraid of losing Helen, wanting to punish Helen, confine her, control her, guilty after he had assaulted her.

Minimisation, denial and blame

Accused Helen of exaggerating his violence.

Referred to it as “a little slap”.

Said it would not happen again.

His violence was her fault for making him angry. She deliberately wound him up.

Effects

Joe’s behaviour continues and may be becoming increasingly violent. His guilt only has a temporary effect. He is destroying any trust Helen has in him. He may be feeling desperate.

Helen is hurt, angry and afraid of Joe. She has started to blame herself, wondering if it is her fault. She is feeling worn down by the situation. She has thought of leaving but feels trapped.

The children are always upset when their parents argue and are terrified when Joe is violent. They cling to Helen and are wary of Joe.

Helen’s relatives and friends notice she looks tired and depressed at times but are not sure why. They think things cannot be right between Joe and Helen.

Past violence

Joe is now able to control Helen with a look. Helen is afraid of Joe. She dare not disagree with him and cannot be herself. She feels she is always in danger of doing something to upset him.

Non-controlling behaviours

Joe could have talked to Helen about his feeling of jealousy and fear of losing her. He could have walked away when he felt his anger rising. He could have reasoned with himself that Helen has her own mind and he should try and respect her views and feelings. He could have sought help with his violence.

3. Homework

Explain that in the next session you are going to log the offender’s own violence.

Agree with him which incident you will cover. The index offence is the obvious one but there will be others he may admit to. Ask him to think about his own behaviour under the headings he has just used.

JOE AND HELEN (1)

Joe and Helen have been married for 6 years. They have two children, Sam 5 and Evelyn 3.

Joe first hit Helen when they were still courting when he thought she was dancing too close with one of his pals. He accused her of fancying him on the way home from the dance. Helen had said, well, he is rather good looking. So Joe had slapped her hard on the face. He had instantly apologised and told her he didn’t know what had made him do it: maybe he was jealous or something. He swore it wouldn’t happen again. He felt terrible inside himself.

Helen didn’t know what to make of it. She was hurt and angry and a little afraid. Should she still continue to go out with him? But Joe was very romantic over the next couple of weeks. He sent her flowers and kept telling her how much he loved her. He said they shouldn’t fall out over a little slap. Helen gave in and said she’d forget it. But when she raised it again during an argument they were having over the wedding plans, Joe got quite angry. He accused her of exaggerating what he’d done, and said it was her fault for making him jealous anyway. He told her she deliberately wound him up and just to keep on if she wanted more. Helen shut up. She wondered if it was her fault and vowed not to give Joe any reason to behave like that again.

Since they have been married Joe has slapped Helen’s face on two more occasions, and on one

occasion two years ago he punched her twice in the face when she 'answered him back'. However, he often looks at her in a way she knows means 'back off' and he always wants to know where she has been and who she has talked to whenever she goes to town or to visit her sister.

Whenever he has been violent to Helen he is always sorry afterwards and promises it won't happen again. Helen finds he is more helpful when he is feeling sorry and those are the times she likes Joe best.

(Material from The Change Project)⁴

⁴ Morran, D. and Wilson, M. (1997). Men who are Violent to Women; A Groupwork Practice Manual. Russell House, Dorset.

CONTROL LOG (1)

Actions – Describe the actions that Joe used to control Helen

Intents – What did Joe intend to happen?

Beliefs – What beliefs does Joe have that support his intents and actions?

Feelings – What feelings was Joe having?

Minimisation, Denial And Blame – In what ways did Joe minimise or deny his actions or blame Helen?

Effects – What was the impact of Joe's action?
On him? On Helen? On others?

Past Violence – What was the impact of past violence on Joe and on Helen?

Non-Controlling Behaviours – Give examples of non-controlling behaviours that Joe could have used.

CONTROL LOG GUIDELINES

Actions

Reduce minimising
Show numerous controlling and abusive actions in one incident.

Intents

Show behaviours are not 'out of control' but intentional and functional.

Beliefs

Examine experiences that shape the offender's beliefs.
Name source of beliefs that support and justify abusive behaviour.
Challenge idea of beliefs as truth and right.

Feelings

Show how negative feelings come from the offender's belief systems and lead to control and violence.
Show how hierarchical/ authoritarian structure of relationships breaks down intimacy and trust.

Minimisation, Denial and Blame

Help the offender see how this prevents him and his situation from changing.

Effects

Help the offender see the self-defeating nature of his behaviour and help him develop empathy towards others.
Confront the notion of the offender as victim.

Past Violence

Keep the offender aware of the ongoing impact of violence on his partner and his relationship with her.
Show how past abuse alters his partner's actions and freedom of expression.
Show how continued use of controlling tactics keeps his partner in fear of violence resuming.

Non-Controlling Behaviours

Help the offender identify and practise non-threatening and non-controlling behaviour in situations he usually tries to control.

SESSION FOUR

Aim

To enable the offender to begin analysing his own abusive behaviour.

Method

Use the Control Log (2) to analyse the incident you agreed on when he was violent to a partner.
(Long exercise)

1. The offender will find logging his own behaviour vastly more difficult than logging Joe's. He may seem to have given very little thought to what he has been asked to do for homework and it may feel to you as if you are starting from scratch. Start with what he offers and encourage him to build on it. Ask questions to help him think and expand on what he says. Refer back to Joe's log to see if he can draw parallels. Do not expect, however, to fill out a log as full as Joe's at this stage.

2. Homework

Ask the offender to add to his Action Plan more things he wants to change and the specific steps he can take to change them.

CONTROL LOG (2)

Actions – Describe the actions you used to control a partner

Intents – What did you intend to happen?

Beliefs – What beliefs do you have that support your intents and actions?

Minimisation, Denial And Blame – In what ways did you minimise or deny your actions or blame her?

Effects – What was the impact of your action?
On you: on her: on others?

Past Violence – What was the impact of past violence on you and on her?

Non-Controlling Behaviours – Give examples of non-controlling behaviours that you could have used

SESSION FIVE

Aim

To enable the offender to identify the build-up of thoughts, emotions and physical changes that may precede an assault.

Method

Identification of this build-up in the scenario Joe and Helen (2).

1. Review the Offender's Action Plan (Short exercise)

Ask him to show you what he has added to his Action Plan and if he has been able to begin taking any of the specific steps he identified. How difficult was it to take these? What were the obstacles? As a result you may wish to help him identify other steps he can take.

2. Analysis of Scenario Joe and Helen (2) (Long exercise)

Give the offender a copy of the scenario Joe and Helen (2). Discuss it, emphasising the fact that the assault did not just happen. Go through it carefully a second time and ask the offender to list on a piece of paper:

a. Joe's feelings

During the build up to the assault
Just before he is violent
Immediately after he is violent

b. Joe's thoughts

During the build-up to the assault
Just before he is violent
Immediately after he is violent]

c. Joe's physical changes

During the build-up to the assault
Just before he is violent
Immediately after he is violent

3. Emphasise the fact that during the build-up to the assault and just before he was violent Joe had a number of feelings, thoughts and physical signs that he would know were 'danger signals' that he needed to deal with to prevent him assaulting Helen. All his assaults on Helen probably followed a similar pattern of behaviour.

4. Homework

Ask the offender to think about a time he assaulted his partner and to identify the build-up of feelings, thoughts and emotions that preceded it.

JOE AND HELEN (2)

Joe over-sleeps in the morning and misses the bus for work. He has to get the next one and his boss has a word with him about it. He takes it without answering back. He broods on this all day.

When he gets home in the evening the children are playing up and the tea isn't ready. He sits down in his chair. Helen asks him to help her with the tea. He starts to argue that that's her job and what has she been doing all day? He's been working hard and expects his dinner to be ready when he gets in. She shouts at him that the children have been playing up, that the washing machine emptied all over the kitchen floor again, and she's had to spend time mopping it up, again, and that she can't be expected to do everything in the house by herself. He gets up, yells at her to shut up, she yells back that she won't, she's fed up with his bad temper every night he comes home from work.

He marches through from the living room and shouts he'll show her his temper. She screams back, just go ahead then, that's all he's good for. He begins to get red in the face and his hands begin to clench into fists. He shouts just shut it, okay? That's enough! She shouts back no it's not, she's at the end of her tether and he's a useless sod. He begins to bounce up and down on the ball of his toes, he can feel his heart thumping, his forehead is hot and tight. She yells she should have listened to her mother, she always said he wasn't good enough for her. A real man would know how to fix a washing machine. He starts pointing his finger, rushes forward and bawls at her 'just shut up you nagging bitch' and slaps her face. She spits at him and screams that's your answer to everything isn't it? Yes it is, he yells, and cuffs her face hard with the back of his hand causing her to fall against the cooker. He grabs her by both shoulders and pulls her round to face him. He shakes her, shouting into her face, have you had enough yet? She bursts into tears and he steps back.

He stands there while she sobs. The children are standing at the door looking scared. He feels a bit sorry for what he's done and apologises to Helen. He says he didn't mean it and if only she didn't nag him it would be okay. He tells her she shouldn't take her temper out on him. Helen is feeling the bumps on her face and still sobbing. Joe says, come on, there's nothing there, I hardly touched you. He leads the children into the sitting room telling them that their mum's okay, she just fell and hurt herself. He settles them down and then returns to the kitchen and offers to help Helen with the dinner. She says he needn't help, she'll get it herself. She asks him to go and play with the kids thinking she doesn't want him near her. He has hurt and scared her and at the moment she hates him.

(Material from The Change Project)⁵

⁵ Morran, D. and Wilson, M. (1997). Men who are Violent to Women; A Groupwork Practice Manual. Russell

SESSION SIX

Aim

To enable the offender to identify the build-up of emotions, thoughts and physical changes that he has prior to assaulting his partner. To look at strategies for dealing with these.

Method

Review homework and plot "Anger Line".
Teach Taking Time-Outs and Self Talk.

1. Plot Anger Line (Medium exercise)

Take a large sheet of paper and draw a line diagonally across it. Explain that you want the offender to describe the build-up to his assault. Plot this, starting at the bottom of the line and identifying the danger signals on the way up to the assault at the top. At each stage you may need to prompt the offender by asking him what he was feeling, thinking and experiencing physically. When he has done this, ask how he felt and thought and what he experienced afterwards. Suggest to him that any guilt he experienced would not prevent it happening again and that together you need to look at ways of preventing it happening in the first place.

2. Explain What Taking A Time-Out Is And How To Do It (Medium exercise)

It is important to explain this process carefully to the offender. He should explain it to his partner when he goes home, before he needs to use it. If he does not explain it or keep to the guidelines and simply walks out when he is becoming angry, his partner may be further threatened by not knowing whether he is coming back or in what mood.

After going through it, give the offender two copies of the hand-out so that he can give one to his partner.

3. Self-Talk

Go through with the offender some of the positive things he can say to himself when he takes a Time-Out. Ask him for his own suggestions to add to the list. Ask him to repeat all that he can remember. Some suggestions are:

I can stay calm
As long as I stay calm I am in control of myself
It's time to relax and slow things down
I don't have to be strong all the time
I can feel confused like anyone else
I cannot control other people but I can control myself
I like myself, whether other people do or not
It's alright to make mistakes sometimes

I can stay calm

4. Add the strategies to the offender's Action Plan

5. Homework

To explain the use of Time-Outs to his partner.

TAKING TIME-OUT

A Time-Out is when you remove yourself from your partner to prevent yourself doing or saying abusive things that you will regret later. When you know your anger is building up and you recognise the danger signals, you can take control of your behaviour by removing yourself from the situation.

You must explain to your partner why you are leaving and also tell her when you are coming back.

Go somewhere away from your home where you can relax and think positively about yourself. Remind yourself that you are working on your behaviour and have just taken a positive step to prevent yourself becoming violent.

It may help to do some sort of physical exercise such as walking or deep breathing to relieve your tension. Do not drive, drink or take drugs.

When you return to the house decide with your partner on a good time to talk about the issue. If she is not willing to do this, respect her view.

If you decide to talk together, you might consider the possibility of having someone else with you whom you both trust.

If, when you are talking, you experience the danger signals again – take another Time-Out!

Aim

To help the offender understand that he can argue or disagree with his partner without being abusive. To help him understand the rules he needs to follow to achieve this.

Method

Discussion about what is meant by arguing in an abusive way and the gains and losses associated with this.

Discussion about how to argue in a fair or non-abusive way and the gains and losses associated with this.

Give hand-out on Fair Arguing.

1. The offender may have very little experience of productive arguments or negotiation. He will probably start an argument wanting to win and use abusive means to impose his will. He is likely to need a lot of help in understanding the concept of abusive and non-abusive arguing and will certainly find the latter difficult to put into practice.

2. Review Homework (Short exercise)

Ask the offender if he explained the use of Time-Outs to his partner. Ask him what he said and how she reacted. If you feel he has not explained it clearly, go over with him the points he needs to make and rehearse with him what he needs to say.

3. Abusive Arguing (Short exercise)

Take a sheet of paper and ask the offender to list what he thinks are the features of arguing in an abusive way. He is likely to be able to identify violence, shouting, swearing, name-calling and making threats. He may need help in identifying factors such as:

- deliberately picking an argument when the other person does not want to argue
- not listening to the other person's point of view
- picking on what you know hurts the other person
- always wanting to win

4. Gains And Losses Of Abusive Arguing (Short exercise)

List the gains and losses of arguing in an abusive way. The gains may include one person believing they have won, feeling powerful and getting their own way for a time. The losses are to the relationship in terms of trust, closeness, love and respect. The other person may feel afraid and humiliated. Children may have been frightened and see arguments as battles in which one person gets hurt.

5. Fair Or Non-Abusive Arguing (Short exercise)

Draw up with the offender a list of the features of arguing in a non-abusive or fair way. Try and cover most of the elements listed in the hand-out 'Fair Arguing'.

6. Gains And Losses Of Fair Or Non-Abusive Arguing (Short exercise)

List the gains and losses of fair arguing. The gains may be clearing the air, a lasting resolution of the issue, trust, more knowledge about each others needs and tastes, expression of deep feelings, confidence that they can sort out differences in future. Any children will also have a good example of how people can sort out differences. There are no losses in terms of any disadvantages to fair arguing but it does mean that someone who is used to getting their own way may feel a loss of power and control. Help the offender acknowledge that this is something he needs to lose.

7. Homework

To look at the hand-out on Fair Arguing and add what he needs to do to his Action Plan.

GUIDELINES FOR FAIR ARGUING

1. Argue only when you both want to

Don't insist on arguing when one of you cannot handle the strain.

2. Stick to the present

Don't dredge up past mistakes and faults that cannot be changed now.

3. Stick to the subject

Limit the discussion to the matter in hand. Don't bring other problems in - they can be dealt with at another time.

4. Don't hit below the belt

In living together you discover each other's sensitive areas. Don't use these to hurt or score points.

5. Don't ever try to win

If one person wins, the other loses. You need to reach agreement and may need to compromise.

6. Respect feelings

This includes the whole range of strong and painful feelings. Tears will often accompany strong emotions in both men and women.

7. Don't walk away until the argument is resolved

Both of you need to feel it has got to this point in order to end it.

8. No Violence

Violence is a major form of abuse and never resolves issues.

SESSION EIGHT

Aim

To review what the offender has learnt
To add to his Action Plan for the future

Method

Use the format of the Control Log to assess how far the offender has made progress. Complete the Review of the offender's progress

1. Log The Assault Worked On In Session Four (Medium exercise)

You may wish to do the writing for this, but ensure that the offender does all the thinking. Be encouraging without suggesting what he might put under each of the headings. It is important to try and measure what he has really taken on board about his behaviour. The log may be less detailed than the one previously produced, apart, perhaps, for the section on non-controlling behaviours where he should now be able to itemise several strategies he could have used. The sections on Intentions and Beliefs may be particularly difficult for the offender, but anything he can identify here will be progress.

At the end of the exercise, go through the log, affirming the understanding the offender has developed and highlighting the sections where he needs to do more work.

2. Complete The Review (Medium exercise)

Use what the offender has been able to demonstrate in the last exercise as the basis of what he has learnt. Specify the areas for future work. If possible, agree on what goes in the Review, but if there are differences of opinion specify these rather than fudge the issue in any way.

3. Add To The Action Plan (Short exercise)

Ensure that the areas for future work are on the Action Plan together with the specific steps the offender needs to take to work on them.

4. Ending The Module

Work done in this module begins the process of change that the offender needs to engage in to end his violence. It is important to acknowledge the work that the offender has done but also important to emphasise that this is just the beginning. Ensure that a copy of the Review goes to the case manager to inform the review supervision plan.

CONTROL LOG (2)

Actions – Describe the actions you used to control a partner

Intents – What did you intend to happen?

Beliefs – What beliefs do you have that support your intents and actions?

Feelings – What feelings were you having?

Minimisation, Denial And Blame – In what ways did you minimise or deny your actions or blame her?

Effects – What was the impact of your action?
On you: on her: on others?

Past Violence – What was the impact of past violence on you and on her?

Non-Controlling Behaviours – Give examples of non-controlling behaviours that you could have used

REVIEW OF PROGRESS FOLLOWING COMPLETION OF THE DOMESTIC VIOLENCE MODULE ON (date)

Offender:

.....

Deliverer:

.....

Level of participation:

How far has he demonstrated that he understands that his violence is part of a range of abusive behaviours?

That his violence is intentional and designed to control his partner?

How far does he understand the effects of his violence on himself, his partner and on others?

What steps is he taking to end his violence?

Objectives for future work:

Signed:
(Offender)

Signed:
(Deliverer)

POST PROGRAMME WORK / PREVENTING RE-OFFENDING

This material is derived from the post programme work attached to IDAP. Whilst initially devised as a single session, the material may best be deployed across 2 – 4 sessions (see sessions 18 – 21 in programme outlined at the start of the manual).

Each of the Preventing Re-offending sessions starts with a 'Check-in' where the offender is expected to discuss briefly any progress he has made on his Action Plan and to report any abusive behaviour since the last session. The latter can be explored using the format of the Control Log. The Check-in is also the point at which the offender is expected to tell you of any change in his circumstances such as forming a relationship with a new partner.

POST PROGRAMME WORK - SESSION ONE

1. Check-in.

2. Define Preventing Re-offending

Ask the offender for his views on what this is. Agree on a definition which includes the following elements:

“Preventing re-offending is learning to spot your risky behaviour, thoughts and feelings that lead to you becoming abusive and violent. It involves making a plan to avoid them or manage them well so that you do not slip back to old patterns”. The focus must be on his thoughts, feelings and behaviour, not anyone else's.

b. Offenders who have completed the Healthy Relationships Programme will have been introduced to the concept of SUDs – Seemingly Unimportant Decisions. Offenders who have completed the IDAP Programme will be more used to describing these in terms of dealing inappropriately with risky situations.

c. Give the offender a copy of the Preventing Re-offending Model and accompanying notes.

d. Discuss all the stages in the model. Take care to differentiate between a lapse and a relapse. A lapse is when the offender copes badly with a risk factor and increases his risk of being violent. A relapse is when he actually becomes violent.

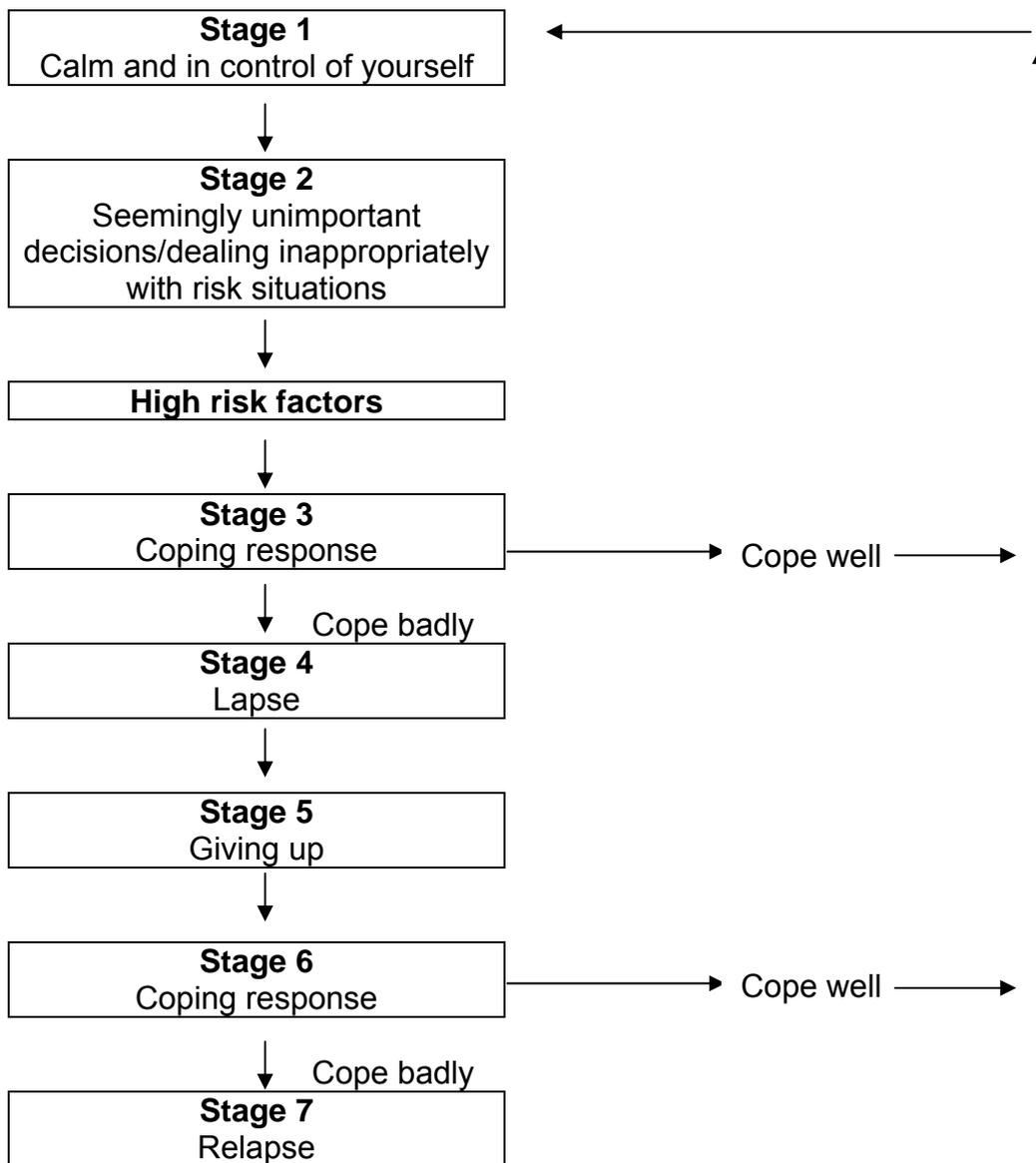
e. Ask the offender to give you examples from his own experience to illustrate the different stages. Ask him to identify which strategies he used or could have used to deal with them.

f. Show the offender an outline of the Preventing Re-offending Plan which he will need to complete when he has done sufficient work.

3. Motivational Work (if needed)

If the offender is unrealistic about the challenge of Preventing Re-offending, e.g. he does not appreciate the effort he needs to make, or if the offender is ambivalent about any further need to change, use Prochaska and Di Clemente's model of change to explore with him the journey he has been on and the stage he is at now, stressing that after any setback he can always move forward again. If you feel you need to do further motivational work with the offender you can use the Decision Balance Sheet to look at the gains and losses entailed by continuing to be abusive and by changing his behaviour.

4. Review Action Plan Preventing Re-offending Model



PREVENTING RE-OFFENDING MODEL

NOTES

Stages	Comments
<p>Stage 1. Calm and in Control of yourself in a good way</p>	<ul style="list-style-type: none"> * You are not abusive * You feel successful * You feel in control of yourself in a healthy way * You are using the skills and knowledge that you learned on the programme and you are feeling good
<p>Stage 2. Seemingly Unimportant Decisions/Dealing Inappropriate with Risky Situations</p>	<ul style="list-style-type: none"> * There are decisions that are setting you up to be abusive * Decisions that “trick” you into high risk situations and undermine your intentions not to act abusively * Decisions that unintentionally give you an excuse to be abusive (e.g. you can see that your partner is stressed and angry and you decide that this would be a good time to discuss something you feel negative about) *Such decisions may appear harmless, but they move you closer to relapsing. * If you recognise them, you can pull back, you will feel better able to avoid abuse and the risk of relapse will decrease.
<p>High Risk factors (triggers)</p>	<ul style="list-style-type: none"> * Any thought, feeling or behaviour or situation that triggers you, winds you up or gives you a reason to act in an abusive way is a high risk factor. * There are general risk factors, e.g.risk factors that are risky for everyone are substance abuse, spending time with men who think abuse is ok. * There are risk factors that are specific to some individuals such as memories of childhood abuse, dealing with racism etc.
<p>Stage 3. Coping well or coping badly</p>	<ul style="list-style-type: none"> * Coping well – you are using Non-controlling Behaviour Strategies (time outs, self-talk, challenging negative thinking). You do not just react, you THINK. Remember you are in charge of how you think and how you behave. There are always excuses to become violent or abusive, but you do not have to use them. * Coping badly – you do things that make the situation worse, e.g. get drunk, take drugs, pump up your anger or use negative thinking. You are not using your skills. You do not think – you react.

	<p>You convince yourself that you just have to take control or you get walked all over. You convince yourself that you have no choice and that violence or abuse is the only option.</p>
<p>Stage 4. Lapses (if you cope badly)</p>	<p>* You cope badly with a high risk factor, e.g. you get drunk and scare your partner, you swear at your children etc.</p> <p>A lapse can happen with thoughts, feelings and behaviours, e.g. you begin to think that your partner is being unfaithful, you feel insecure, jealous and angry, you interrogate and accuse your partner. Remember that a lapse is not a relapse, you have not become physically violent. Lapses are not failures, you can learn from lapses. You can work out what led up to the lapse and what you can do differently.</p>
<p>Stage 5. Giving up or learning from The lapse</p>	<p>* You have lapsed and feel bad, hopeless, guilty, useless, worthless and angry with yourself</p> <p>* You think negative thoughts about yourself</p> <p>“I was conning myself and everyone else, I am not going to change.”</p> <p>* You find things to blame over which you believe that you have no control.</p> <p>“I’ve damaged my brain with all the drugs, no wonder I have no will power.”</p> <p>“I cannot recover from a childhood like I had.”</p> <p>* You may experience the PIG (Problem of Immediate Gratification.) It felt good to get drunk again; it felt good to let your partner know that “I’m the boss.”</p> <p>Remember: Everybody lapses, expect to lapse and expect to be tempted to use it as an excuse to relapse, i.e. to choose to behave violently and abusively. You can learn from lapses.</p> <p>Violence is unacceptable.</p>
<p>Stage 6. Coping well or coping badly</p>	<p>* See Stage 3</p>
<p>Stage 7. Relapse</p>	<p>* Being violent or abusive to your partner.</p>

**MODEL OF CHANGE
(PROCHASKA AND DI CLEMENTE)**

Stages of Change	Ask the offender to give examples related to his experience on the programme
Pre-contemplation (Not thinking about the need to change)	
Contemplation (Thinking about the need to change)	
Determination (Deciding to do something about it)	
Action (Taking definite action)	
Maintenance (Keeping it going)	
Relapse (Fears and concerns about this)	

DECISION BALANCE SHEET

<u>Continuing to be abusive</u>		<u>Changing my behaviour</u>	
Gains	Losses	Gains	Losses

The strategies and resources I will use to cope with high risk thoughts, feelings, behaviours and situations

Strategy	Example of when or how I will use this

The changes in my lifestyle I am making to support this plan

The most important reasons why I want to make these changes

I will know my plan is working if:

Signed



Spousal Assault Risk Assessment Guide

Name of Accused: _____		DoB: _____	
Name of Assessor: _____		Title: _____	
Signature: _____		Date: _____	

Criminal History

	Rating (0-1-2)	Critical Item (Check box)	Tick if not MH assessment*
1. Past assault of family members	<input type="checkbox"/>	<input type="checkbox"/>	
2. Past assault of strangers or acquaintances	<input type="checkbox"/>	<input type="checkbox"/>	
3. Past breach of conditional release or community supervision	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence:

Psychosocial Adjustment

4. Recent relationship problems	<input type="checkbox"/>	<input type="checkbox"/>	
5. Recent employment problems	<input type="checkbox"/>	<input type="checkbox"/>	
6. Victim of and/or witness to family violence as a child or adolescent	<input type="checkbox"/>	<input type="checkbox"/>	
7. Recent substance abuse/dependence	<input type="checkbox"/>	<input type="checkbox"/>	
8. Recent suicidal or homicidal ideation/intent	<input type="checkbox"/>	<input type="checkbox"/>	
9. Recent psychotic and/or manic symptoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A provisional score only can be entered on evidence of presenting behaviour - if a MH assessment is unavailable</i>			
10. Personality disorder with anger, impulsivity, or behavioural instability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A provisional score only can be entered on evidence of presenting behaviour - if a MH assessment is unavailable

* please tick to indicate if this is a provisional rating, i.e. not a MH assessment

APPENDIX 1

Evidence:

Spousal Assault History	Rating (0-1-2)	Critical Item (Check box)
11. Past physical assault	<input type="checkbox"/>	<input type="checkbox"/>
12. Past sexual assault/sexual jealousy	<input type="checkbox"/>	<input type="checkbox"/>
13. Past use of weapons and/or credible threats of death	<input type="checkbox"/>	<input type="checkbox"/>
14. Recent escalation in frequency or severity of assault	<input type="checkbox"/>	<input type="checkbox"/>
15. Past violation of "no contact" orders	<input type="checkbox"/>	<input type="checkbox"/>
16. Extreme minimisation or denial of spousal assault history <i>If appropriate, take into account evidence from current offence(s)</i>	<input type="checkbox"/>	<input type="checkbox"/>
17. Attitudes that support or condone spousal assault <i>If appropriate, take into account evidence from current offence(s)</i>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence:

Alleged (Current) Offence		
18. Severe and/or sexual assault	<input type="checkbox"/>	<input type="checkbox"/>
19. Use of weapons and/or credible threats of death	<input type="checkbox"/>	<input type="checkbox"/>
20. Violation of "no contact" order	<input type="checkbox"/>	<input type="checkbox"/>

Evidence:

Other Considerations		
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

(continued on next page)

APPENDIX 1

Summary Risk Ratings			
	Low	Moderate	High
1. Risk of violence towards partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Risk of violence towards others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify:			

“Structured Intervention to Address Domestic Abuse”. **Statement of Understanding**

Statement of Understanding to be signed by:

all offenders

prior to receiving a Court Order or Licence which includes the requirement that they undertake the “Structured Intervention to Address Domestic Abuse”.

An Officer has told me what this Structured Intervention is and has given me a leaflet telling me about it.

I understand that:

- As instructed by my offender manager, I must attend up to 21 structured sessions to address my domestic abuse.
- These sessions may be done in a group or on an individual basis.
- If I attend these sessions in a group setting I will not disclose any information about another group member to anyone outside the group.
- If I attend these sessions in a group setting I will support other group members in ending their violence and abusive behaviours.
- I must not attend while drunk or under the influence of alcohol or drugs.
- I must attend every session on time.
- I agree to take part in all sessions.
- I will actively participate in sessions and complete tasks set between sessions, i.e., identify my abusive behaviours, identify my thoughts and feelings in the build up to abuse, control logs, action plans, where appropriate explaining non-controlling behaviours to my partner.
- I will end all violence and abusive behaviours directed at women. I understand that this includes physical, emotional, financial and sexual abuse.
- I will inform probation staff at the earliest opportunity if I begin a relationship with a new partner or restart a relationship with a previous partner.
- I will refer to my partner / victim / children by their first name.
- I will report to probation staff any violent actions, threats of violence or violent impulses towards my partner or others.
- I must attend each session in sequence and if I miss any session, I will be required to undertake the work I have missed before the next session.
- If I am excluded from a session because of my behaviour or because I am late, then that counts as missing a session.
- If I am violent, racially abusive, sexually abusive or offensive to others then I could be returned to Court and given another Sentence. If I am on licence, the Probation Service may recommend my recall to prison.

APPENDIX 2

- Each session of the module may be recorded. This recording will focus mainly upon the staff rather than the participants and is used for monitoring and assessing staff performance. It may also be used for staff training. I understand that the recording will be stored securely and will only be disclosed where there is a legal obligation to do so, e.g. as evidence in court proceedings or to comply with subject access requirements under the data protection act.
- If I am returned to Court, this form may be given to the Magistrates or Judge. If I am on licence, this form may be given to the Release and Recall Section of the National Offender Management Service.

This is to show that I understood the requirements involved in undertaking the "Structured Intervention to Address Domestic Abuse".

The contents of this statement have been explained to me and I understand the requirements.

Signed:Signature.....

(Offender Name)

Date

Witness:Signature

(Name)

Date

Do not sign this form unless it has been explained to you. If you refuse to sign it, probation staff will explain to you what will happen next. This may mean that you have to go back to court or if you are on licence the probation service may recommend that you are recalled to prison.

**"Structured Intervention to Address Domestic Abuse".
Statement Of Agreement To The Release Of Information**

Agreement to the Release of Information to be signed by:

Offenders at Medium Risk of Serious Harm

prior to receiving a Court Order or Licence requiring the offender to complete the "Structured Intervention to Address Domestic Abuse".

An Officer has told me what this intervention is and has given me a leaflet telling me about it.

I understand that these sessions are part of a multi-agency approach to end domestic violence and as such:

The following information will be shared and actively sought from the police and social services:

1. Details relating to my attendance on the sessions.
2. Any use of violence or threats.
3. Reasons for exclusion or termination.
4. Any recommendations regarding the management of risk.

I understand that my records are protected under certain governmental and ethical regulations and cannot be released without my written consent or unless subpoenaed by a court of law.

This Agreement to the Release of Information will expire one year after the completion of the "Structured Intervention to Address Domestic Abuse", or at the end of my current sentence (which ever is later).

Signed:Signature.....

(Offender Name)

Date

Witness:Signature.....

(Name)

Date

Do not sign this agreement unless it has been explained to you. If you refuse to sign it, probation staff will explain to you what will happen next. This may mean that you have to go back to court or if you are on licence the probation service may recommend that you are recalled to prison.

**"Structured Intervention to Address Domestic Abuse".
Statement Of Agreement To The Release Of Information**

Agreement to the Release of Information to be signed by:

Offenders at High / Very High Risk of Serious Harm

prior to receiving a Court Order or Licence requiring the offender to complete the "Structured Intervention to Address Domestic Abuse".

An Officer has told me what this intervention is and has given me a leaflet telling me about it.

I understand that these sessions are part of a multi-agency approach to end domestic violence and as such:

a. The following information will be shared and actively sought from the police and social services:

1. Details relating to my attendance on the sessions.
2. Any use of violence or threats.
3. Reasons for exclusion or termination.
4. Any recommendations regarding the management of risk.

b. Any partner / victim will also be contacted by the Women's Safety Worker employed by this Service to provide general information about the sessions and my involvement with them. She will also be advised when I have finished the Structured Intervention and about support for her in the community. I agree not to interfere in any way, directly or indirectly, with this process.

I understand that my records are protected under certain governmental and ethical regulations and cannot be released without my written consent or unless subpoenaed by a court of law.

This Agreement to the Release of Information will expire one year after the completion of the "Structured Intervention to Address Domestic Abuse", or at the end of my current sentence (which ever is later).

Signed:Signature.....

(Offender Name)

Date

Witness:Signature.....

(Name)

Date

Do not sign this agreement unless it has been explained to you. If you refuse to sign it, probation staff will explain to you what will happen next. This may mean that you have to go back to court or if you are on licence the probation service may recommend that you are recalled to prison.



Structured Intervention to Address Domestic Abuse Leaflet for Offenders

What is the “Structured Intervention to Address Domestic Abuse”?

The “Structured Intervention to Address Domestic Abuse” is a module of work specially designed for men who have been abusive towards partners or ex-partners. It consists of 21 sessions that you will be required to complete in sequence. The court may have ordered you to do this work as a community sentence, or it may be a requirement of your prison licence.

How will it help me?

The intervention will help you change your abusive behaviour.

It will help you to:-

- Learn about the effects of domestic abuse on your partner and family.
- Look at the consequences of domestic abuse.
- Identify the beliefs and attitudes which lie behind your violence and abuse.
- Learn how to cope with your behaviour and feelings in difficult situations.
- Learn how to react without abuse.
- Learn about respect.

How will I do this work?

The work may be done on an individual basis or in a small group setting with men who have committed similar offences.

In either case you must:-

- Talk openly about your abusive behaviour.
- Learn to understand your abusive behaviour.
- Learn to understand the impact of your abusive behaviour on your victim and others for example - children.
- Change your behaviour so that you can react without violence or abuse.

You must:-

- Sign 2 consent forms (Statement of Understanding) (Agreement to the Release of Information) to allow us to share information about you with others. Please speak to your Offender Manager for details on who we might share information with.
- Agree not to interfere with support that may be offered to your partner.

You must agree to:-

- Stop being violent or abusive to anyone, especially your partner or ex-partner and any children you have.
- Arrive on time, participate fully in sessions and stay to the end.
- Complete work outside of sessions.
- Arrive with a clear head, not under the influence of drugs, alcohol or solvents.
- Treat probation staff and other service users with respect.
- Respect confidentiality.

What happens if I miss a session?

If you miss two sessions, and in some circumstance one, without good reason, you will be in breach of your sentence / Licence requirement. You will have to go back to court or may be returned to prison.

APPENDIX 4

Where is information on me kept?

Our staff keeps information about you in paper records and on computer. We keep all records safe and secure. If you wish to know more, please ask your Offender Manager for details.

Do you record sessions?

We may record sessions. We use the recordings to check on how staff have delivered the sessions. No-one else has access to these recordings, unless we are required to do so by law.

Diversity

The Probation Service is committed to valuing and respecting differences between individuals. If you have concerns or questions about race, religion, culture, gender, sexual orientation, child care or other issues which might affect your ability to take part in sessions, please discuss this as soon as possible with your Offender Manager.

You have a right to complain if you feel you have been treated unfairly. Please ask your Offender manager for details of how to make a complaint.

Guidance to assist with recording

Suggested wording for EOASys Sentence Plan

Section 7.1 Objectives and Plans

Relevant OASys item (A)

Select “Domestic Violence issues” from drop down menu

Objective – what are you trying to achieve (B)

Select from range of objectives under “Relationships: Domestic violence” sub heading of drop-down menu, e.g. “increased understanding of triggers to violence against partner”.

How will you measure any progress made (C)

Suggested wording includes “Feedback from offender/increased demonstration from offender of understanding of triggers to violence and consequences of violence/feedback from police and women’s safety worker”.

What work will be done to achieve the objective (D)

Select “Relationships with partner counselling” from drop-down menu and add “completion of structured intervention to address domestic abuse” in free text box.

Examples of wording for CATO ECF recording

(focus on clarity and brevity and signposting to worksheets which should be retained in section 5 of file)

Attended: Commenced session 1 of SAIDA. Expored concepts of violence and abusive behaviour (see sheet in section 5 of file).

Attended: Completed session 1 of SAIDA. Introduced power and control wheel and directed Mr X to populate it with own behaviours as homework.

Attended: Commenced session 2 of SAIDA. Reviewed homework (see section 5). Explored qualities of a good relationship.

APPENDIX 6

SESSION INTEGRITY MONITORING FORM

Offender:

Session Number:

Date of Session:

Staff Name:

Please circle the appropriate scores:

1 = poor 2 = need for improvement 3 = adequate 4 = good 5 = excellent

Adherence to session format:

A. Material covered in the correct order

1 2 3 4 5

B. Exercises set up and run correctly

1 2 3 4 5

C. Exercises run to time

1 2 3 4 5

D. Exercises explained properly

1 2 3 4 5

E. No adding of inappropriate extras

1 2 3 4 5

F. Aims of the session met

1 2 3 4 5

G. Checking out the offenders learning related to the aims

1 2 3 4 5

APPENDIX 6

Adherence to delivery style:

A. Use of open questions to facilitate learning

1 2 3 4 5

B. Listening and allowing for answers

1 2 3 4 5

C. Summarising points and reflecting back

1 2 3 4 5

D. Challenging views that support offending

1 2 3 4 5

E. Offender encouraged to explain and validate ideas for himself

1 2 3 4 5

F. Dealing with responsivity issues

1 2 3 4 5

G. Offender encouraged to elicit self-motivating statements

1 2 3 4 5

H. Offender encouraged to link exercises and sessions

1 2 3 4 5

Additional Comments:

WORKBOOK FEEDBACK

We would like to know what you have to say about the workbook you have just finished so that we can look at how it could be improved.

First of all we would like to know a bit about you.

1. How old are you? Under 25 26 - 35 36 - 45 46 - 55 56 - 65 66+

2. Gender Male Female

3. Race Identity

Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Other Asian background

Black or Black British

- Caribbean
- African
- Other Black background

Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Other mixed background

White

- British
- Irish
- Other White background

Chinese and Other ethnic groups

- Chinese
- Other please specify.....

4. Name of workbook _____

5. Did you enjoy the workbook?
Yes

APPENDIX 7

- Some of it
- Not very much
- Not at all

6. Did you understand the workbook?

- Yes
- Some of it
- Not very much
- Not at all

7. Was the workbook useful to you?

- Very useful
- Useful
- Of little use
- Not useful

8. How much did you learn?

- A lot
- Quite a lot
- A little
- Nothing

9. How likely is it that completing the workbook will help you reduce your Offending?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Very likely | Fairly likely | Fairly unlikely | Very unlikely |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX 7

10. What are the most important things you have learned from the workbook?

.....
.....
.....

11. What, if anything would be the **one** thing you would change about the workbook?

.....
.....
.....

Thank you for taking the time to complete this form

Completed feedback forms should be photocopied and sent to Carol Hopkins, Research Officer, at 1 Victoria Square
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