

The Scottish
Intervention Initiative

Facilitator Handbook

SESSION 4: Relationship Abuse

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Equally Safe in Colleges and Universities
University of Strathclyde

Good Facilitation & Discussion Tips for Facilitators- Recap

- Confidentiality
- Appropriate language
- Attendance
- Leaving the room

Disclosure

- Acknowledge
- Listen, Believe, Reassure
- Inform

Session 4 (4 of 8): Relationship Abuse






Objectives for this session:



- Understand and recognise the features of domestic abuse
- Understand social norms theory in relation to domestic abuse


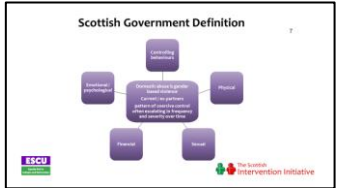

Session plan: ONE HOUR to one and a half hours




What you need to know as facilitator before the session begins	


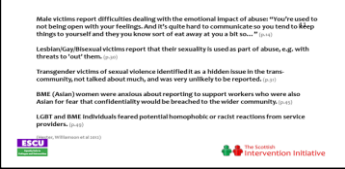
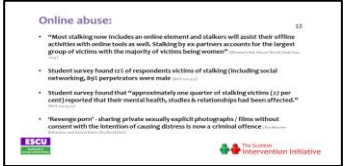
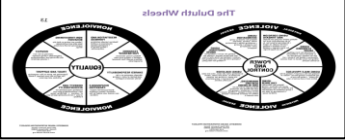

Resources you need for this session	
PowerPoint slides	
Internet connection for web links	
White board / flipchart	
Pens	
Handout: Equality & Power & Control Wheels	
Handout: Early Warning Signs	


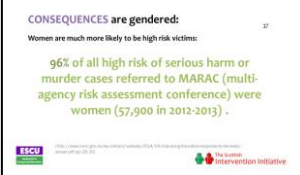


Focus/Activity	What to say	Facilitator –info only	Resources
			<p style="text-align: center;">Slide 1</p> 
Ground rules	<p>In this session we are talking about domestic abuse. Some of the content might be upsetting for some people – many people have experienced some form of abuse or know someone close to them who has. Please use our handouts which have details about help and support, if you need someone to talk to. And this is a good time to remind everyone about our ground rules which include confidentiality.</p>		<p style="text-align: center;">Slide 2 : Ground Rules</p> 
Bystander Focus	<p>We will be talking about domestic abuse in the context of what you can do as bystanders. This is not about taking the perspective of perpetrators or victims. Remember that it is only a minority of people who offend and our aim is to empower everybody else to stop this. It is really important to realise that you must not try to persuade someone to leave a relationship that might be abusive – you should always refer them to specialist help.</p>		<p style="text-align: center;">Slide 3- Bystander Programme</p> 
	<p>By this we mean abuse between people who maybe in an intimate relationship such as Boyfriend/ girlfriend Husband/ wife Girlfriend/girlfriend Boyfriend/boyfriend Friend/friend</p> <p>Or sometimes someone not in an intimate relationship This can also be referred to as Domestic Abuse but we prefer the term Relationship Abuse as it more relevant to young people</p>		<p style="text-align: center;">Slide 4- Relationship Abuse</p> 
Stage 1 bystander - noticing	<p>Remember there are four stages to effective bystander intervention and the first stage is to notice the behaviour – to understand that something is happening.</p> <p>In order to be empowered to intervene it is important to understand and recognise domestic abuse.</p>		<p style="text-align: center;">Slide 4: Stage 1: Noticing(animation)</p> 


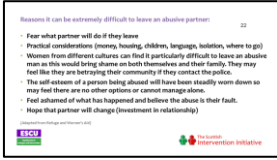


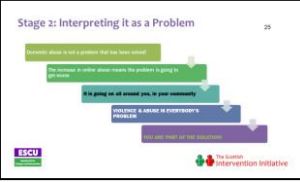
Focus/Activity	What to say	Facilitator -info only	Resources
	<p>This exercise helps students to understand some dynamics of domestic abuse but not draw parallels to it, leaving the students to contemplate. We will draw the parallels later.</p> <p>TELL THE GROUP: that they live on a desert island represented by the triangle and it is ruled by a dictator. Reproduce the triangle on a board/flipchart.</p> <p>Question 1 : On your island what would the dictator control? Looking for: education, food, housing, healthcare, work, law, travel on & off island, freedom of movement, freedom of association, media (manipulating sense of reality/‘gaslighting’) rules e.g relationships like marriage, access to abortion.</p> <p>Question 2: What would you do if you lived on this island – what are your choices? Looking for 2 main themes: choices – compliance or resistance (escape)</p> <p>Compliance: Looking for: comply, follow, avoid, passive, employ coping mechanisms such as substance abuse - drink, drugs, disordered eating, self-harm, appeasement, hoping it will change, self-blame</p> <p>Resistance Escape</p>	<ul style="list-style-type: none"> • Write down suggestions • Write them inside the triangle. • More information about mental abuse / gaslighting here https://en.wikipedia.org/wiki/Gaslighting • On one side of the triangle (outside the triangle) list all words around compliance • On the other side list all words around resistance / escape. • Write these suggestions under the words on resistance / escape • Write the suggestions on the board where there is space. 	<p>Slide 5: dictator</p>  <p>Flipchart / whiteboard</p>
	<p>The point about a certain demographic is important – this student points out the stigma they felt.</p>		<p>Slide 6 : student</p> 

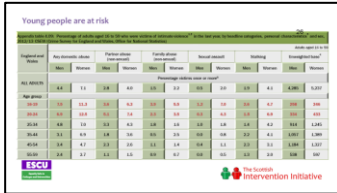



Focus/Activity	What to say	Facilitator –info only	Resources
	<p>Here are some key facts that are important to bear in mind and recognise. It can happen to anyone, in any type of relationship. But it is also gendered in that women are more likely to experience it.</p>		<p>Slide 6 : Key Facts</p> 
<p>Understanding domestic abuse</p>	<p>Domestic Abuse (Scotland) Act 2018</p> <ul style="list-style-type: none"> • This is a summary of the government’s definition of DA. It covers a wide range of behaviours, wider than the stereotype we might have of a brutal domineering man hitting his wife. • Around the outside, you can see this range i.e. physical, psychological, emotional, financial & sexual abuse. What they have in common is that they make up a pattern of coercive, controlling behaviour by one person over another. Coercive behaviour is harming, punishing or frightening someone, which has the result of making them subject to the other person’s control & unable to act freely. • DA can happen to anyone regardless of their gender or sexuality and it can be perpetrated by anyone, regardless of their gender or sexuality. It happens in LGBT relationships and to men in straight relationships. 	<p>Scot Gvt def:</p> <ul style="list-style-type: none"> • DA can be perpetrated by partners or ex-partners • physical abuse (assault & physical attack involving a range of behaviour); • sexual abuse (acts which degrade & humiliate & are perpetrated against their will, including rape); • coercive controlling behavior including controlling money, isolation from family/friends & other controlling behaviours mental & emotional abuse (e.g. threats, verbal abuse, racial abuse); 	<p>Slide 7: government definition</p> 
	<p>Here is a description of physical partner violence - physical violence is definitely part of domestic abuse, and it happens in student relationships as this student testifies.</p>		<p>Slide 8: physical violence experienced by a student</p> 



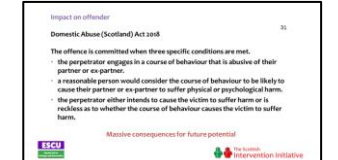

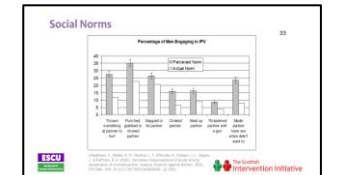
Focus/Activity	What to say	Facilitator –info only	Resources
Recognising abuse	<p>All of you will recognise that a man hitting a woman is DA. It's the stereotype and it is easily identifiable and it is all too common. It is often this that rings the alarm bell. But physical violence is only one manifestation of abuse in a relationship. We need to know and to be able to recognise other patterns of behaviour that are abusive. <i>Remind participants about patterns of behaviour.</i></p>	<p>This is an animated slide – click to add the alarm bells & click again to add the green text. Click again to add reminder (red text).</p>	<p>Slide 8: Identifying abuse (animation)</p> 
	<p>It's really important to recognise that coercive and controlling behaviour can be manipulative and verbal, not necessarily physical although there might be the threat of physical violence. Here are some common signs of domestic abuse.</p> <p>ASK THE GROUP :Have a look at this list; let's think about what you might notice (<i>Looking for: bruises; rumours about a 'fight'; a friend having to take a photo to prove where she is; a friend needing to check with a partner before being able to spend money; a friend being jumpy or nervous if their partner is around or expected to arrive soon; a friend's normal pattern of using Facebook has changed; studies might be suffering; unable to come out even for special occasions; never available to study any more...</i>)</p>		<p>Slide 9- subtle and not so subtle signs of abuse</p> 
	<p>This short clip from the TV programme <i>Hollyoaks</i> was part of a government campaign to raise awareness about DA. Some people may find this a bit difficult to watch.</p> <p>In it, we will see many examples of abusive behaviour. You can see that with both of the boyfriends, they are showing a pattern of behaviour that adds up to a clear picture of abuse.</p>	<p>Play the clip, maximising the screen</p> <p>(This clip is from the Home Office <i>This is Abuse</i> campaign, and is called "Hollyoaks 1").</p>	<p>Slide 10- Warning & Hollyoaks "This is abuse" clip</p> 

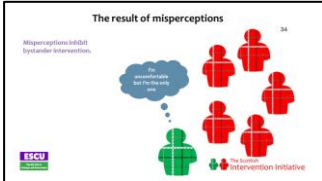
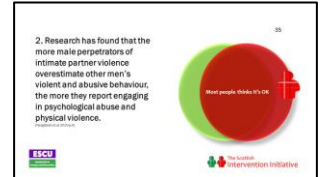

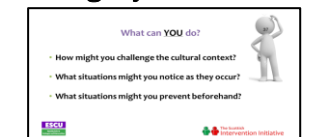
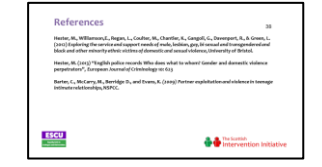
Focus/Activity	What to say	Facilitator –info only	Resources
	<p>It can be very difficult to recognise abuse, especially in one’s own relationships. This student sums it up. This is another reason why bystander intervention can be so important in this setting.</p>		<p>Slide 10: Recognising abuse – student (animation)</p> 
	<p>This slide shows other differential impact. For men, masculinity ideals tell them they should always be strong, so admitting abuse can be difficult. In LGB relationships, sexuality is often part of abuse and there is some fear of homophobic reaction from service providers. In transgender communities abuse is a hidden issue. In some BME communities there are fears about reporting in case others find out and about racist reactions.</p>		<p>Slide 11: Male victims</p> 
	<p>It is also important to recognise that online abuse is increasing. <i>Note the recent change to law on revenge porn</i> Stalking now mostly includes an online element and the predominant student age group is the most likely to use social networking. Many students have been victims of stalking including online stalking and the perpetrators are largely male. Stalking can have a serious effect on victims.</p>		<p>Slide 12: Online Abuse</p> 
<p>Power and Control wheel / Equality wheel</p>	<p>Let’s look at some handouts. The Power and Control Wheel is a very well-known summary of what DA looks like. Often, DA can follow learned behaviour patterns that come from family, culture and media. “But that’s just how our family is” or “that’s how we do things in our culture” is a common excuse for perpetrators of DA. Also, many people never consider themselves abused OR abusive so don’t recognize their own behavior as such.</p>	<p>Much of this text is drawn from the Step Up Facilitator Guide: http://stepupprogram.org/</p>	<p>Slide 13 Handout – Duluth wheels</p> 
<p>Facts and statistics: awareness</p>	<p>The statistics show that both men and women are victims of domestic abuse and both can be perpetrators. But it is important to know that it is also gendered: men’s violence is likely to be more severe and repeated and create fear in the victim.</p>	<p>Try to be positive here & try to emphasise that men can be victims & women offenders so that men do not feel blamed.</p>	<p>Slide 14: statistics</p> 

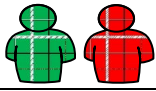
Focus/Activity	What to say	Facilitator –info only	Resources																		
Gender differences: impact	<p>The impact of abuse is gendered, an NSPCC study shows that teenage girls experience a greater negative impact on their welfare than boys.</p> <p>The table shows that men experience non-physical effects of abuse as well as women, but if you look at the stats, you can see these are felt more by women.</p>	Point out the numbers	<p>Slide 15 & 16 Impact is gendered</p>  <table border="1" data-bbox="1809 284 2119 379"> <thead> <tr> <th></th> <th>Men</th> <th>Women</th> </tr> </thead> <tbody> <tr> <td>psychological or emotional problems</td> <td>29%</td> <td>47%</td> </tr> <tr> <td>fear, anxiety and panic attacks</td> <td>11%</td> <td>27%</td> </tr> <tr> <td>scratches and minor cuts</td> <td>22%</td> <td>36%</td> </tr> <tr> <td>four or more psychological effects*</td> <td>5%</td> <td>26%</td> </tr> <tr> <td>three or more physical effects</td> <td>2%</td> <td>16%</td> </tr> </tbody> </table>		Men	Women	psychological or emotional problems	29%	47%	fear, anxiety and panic attacks	11%	27%	scratches and minor cuts	22%	36%	four or more psychological effects*	5%	26%	three or more physical effects	2%	16%
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Consequences	Women are more likely to be high risk victims, 96% of those at risk of serious harm or murder are women		<p>Slide 17: Consequences</p> 																		
Prevalence	<p>Where in the world are two women a week killed by domestic abuse? – you can probably guess that the answer is the UK.</p> <p>ASK THE GROUP: Does that shock you?</p> <p>For more information about women killed through domestic abuse in the UK, and for answers to commonly asked questions like who is counting the number of men killed as a result of domestic abuse, you can visit the website identified on this slide.</p>		<p>Slide 18 & 19</p> 																		
Escalation	Murder doesn't generally just happen out of the blue. It is important to know that generally speaking, domestic abuse escalates becoming more severe.		<p>Slide 20: escalation</p> 																		

Focus/Activity	What to say	Facilitator –info only	Resources
	<p>Many people will have this reaction to a victim/survivor : why doesn't she just leave? This implies that it is the victim's fault for continuing in the relationship. As the poster shows – this assumption that she must be ok because she hasn't left. Note the parallel with victim-blaming in rape cases.</p>		<p>Slide 21</p> 
	<p>This slide shows you some of the reasons why it can be difficult to leave. Be aware that some people may simply not recognise that their relationship is abusive and are likely to have received the message from the perpetrator that it is their fault because they...provoked it, did something wrong, are stupid...etc</p>	<p>Run through the reasons on the slide</p>	<p>Slide 22 reasons</p> 
	<p>This is really important to know: you must refer anyone you think is being abused to specialist services, this is because leaving is complicated AND crucially, the victim is MOST at RISK when they leave / separate.</p>	<p>Women are most at risk of being killed when they leave</p>	<p>Slide 23: need specialist support</p> 
	<p>This is a good response to keep in mind: being non-judgmental</p> <p>This student talks about her experience of being judged</p>		<p>Slide 24: I won't judge</p> 
<p>Stage 2 bystander</p>	<p>The second stage in feeling empowered to intervene is interpreting it as a problem that has not been solved and that is going on all around you in your community. But we do know much more about it now.</p>		<p>Slide 25: stage 2</p> 

Focus/Activity	What to say	Facilitator -info only	Resources
	In fact, the evidence shows that young people in the predominant student age group are far more at risk	Familiarise yourself with the chart and the numbers and point out where the 16-24 age group are much higher percent of victims	<p>Slide 26 : Young people far more at risk</p> 
	So here is why you have to act! Violence is everybody's problem and you are part of the solution!	Be positive!	<p>Slide 27: violence is everybody's problem</p> 
Stage 3 bystander	So why should you feel responsible? Because you are part of the community! If we don't speak out we are part of the problem. Our friends and loved ones may not realise they are being abused, you can help your friends recognise the signs and be safe.	Be positive!	<p>Slide 28:</p> 
	This student tells us why it is so important to understand that abuse does happen in student relationships and to understand what you can do.		<p>Slide 29: a student writes</p> 

Focus/Activity	What to say	Facilitator – info only	Resources
Mental health	Another reason it is our responsibility is the effects on our friends and loved ones.	Go through the list	Slide 30: mental health impact 
	If you remember in the very first session, the costs to society in economic terms are huge – billions of pounds in terms of lost working hours, providing services, the criminal justice process, civil courts etc. Look at how much recorded crime is domestic abuse!		Slide 31 : costs to society 
Offenders and law	It is also important to note that being a bystander can involve stopping a friend doing something stupid – here are some of the criminal offences that are involved in domestic abuse. There are potentially huge consequences for offenders.		Slide32: Impact offender 
	So as a friend and a bystander you can notice and act when you see signs of abuse in possible victims and from possible perpetrators		Slide 33: being a friend 
Social norms theory	This research shows the misperception of men who are perpetrators of IPV – intimate partner violence. So note how they substantially misunderstand the norm. The offenders think that far more men behave as they do, whereas in actual fact, most men do these acts far less. So the perpetrators are suffering from false consensus which helps them justify their own behaviour – they think it is ‘normal’.		Slide 34: Social norms 

Focus/Activity	What to say	Facilitator –info only	Resources
	<p>What happens when we get social norms wrong? If you remember the session on rape and sexual assault, it is the same here: the majority whose behaviour is fine, think that they are in the minority and therefore do not speak out even though actually they are in the majority.</p>	<p>Be positive!</p>	<p>Slide 35 : results of social norms misperceptions</p> 
	<p>Furthermore, just as we saw for rape and sexual assault, there is a correlation between overestimating others' abuse and perpetrating abuse. So this research by Neighbors et al found that the more men think other men are perpetrating abuse, i.e. the more they thought it normal behaviour, the more abuse they perpetrated.</p>		<p>Slide 36: misperceptions 2</p> 
	<p>You are part of the solution! By speaking out we can change the red people into green people!</p>		<p>Slide 37: part of solution</p> 
<p>Bystander intervention</p>	<p>Start thinking about bystander interventions –</p> <p>ASK THE GROUP to think about away from class : what situations might you notice?</p>	<p>Ask for ideas – if you have time do small group work. Alternatively ask students to do for homework.</p>	<p>Slide 38: what situations might you notice?</p> 
			<p>Slide 39</p> 



Session 4

Early Warning Signs of Domestic Abuse

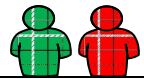
Is your friend...

- Having their movements monitored (being checked up on)
- Being stopped from seeing friends & family
- Having their phone & social media monitored
- Having their finances controlled
- Being put down in public
- Being told what to wear, how to behave
- “Walking on eggshells”
- Being coerced to have sex
- Being physically hurt

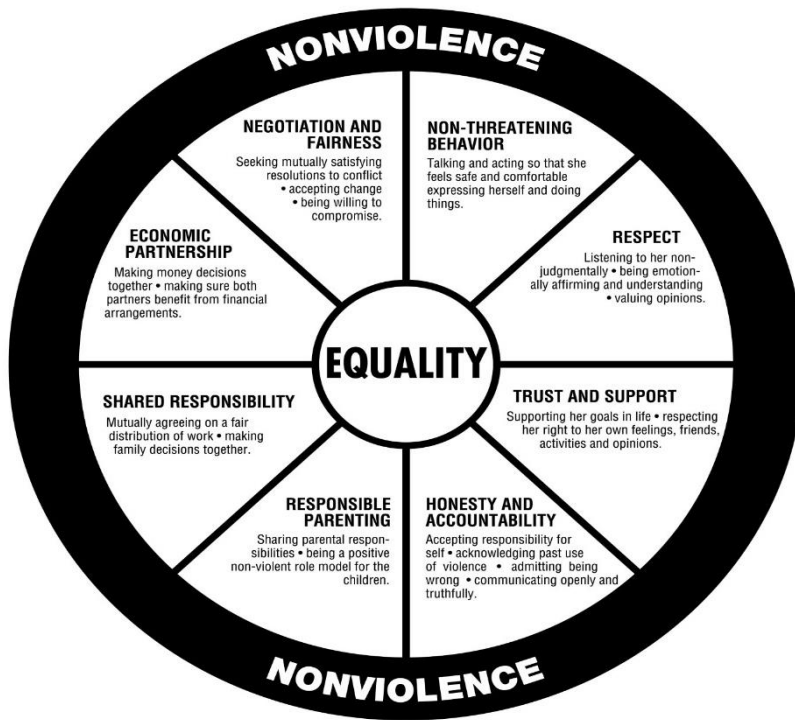
Is your friend’s partner...

- Jealous and possessive?
- Charming one minute and abusive the next? Do they have sudden changes of mood – like Dr Jekyll and Mr Hyde?

(Adapted from www.refuge.org. <http://refuge.org.uk/what-we-do/campaigns/early-warning-signs>)



Duluth Equality Wheel



Duluth Power and Control Wheel

