

Training Session Plan

Engaging People Who Use
Violence
One-Day Program

AVERT
FAMILY VIOLENCE



**Collaborative Responses in
the Family Law System**



An Australian Government Initiative

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Training Session Plan – Engaging People Who Use Violence

Program Title: Engaging People who Use Violence

Program Length: One Day

Intended Participants: Professionals working within the Family Court System, or related roles. This program assumes prior knowledge of family violence dimensions, dynamics and impact.

Program Learning Outcomes:

- Demonstrate knowledge of family violence dynamics and prevalence
- Identify strategies to respond to people who use violence
- Identify strategies for developing accountability to victims of violence

Pre-Course Activities:

Ensure participants receive:

- Pre-course evaluation forms*
Pre-reading: AVERT Discussion Paper: *Prevention Strategies: Involving and Engaging Perpetrators*

Room Setting and Equipment: It is recommended that this program be run with a group size no bigger than 25 and the tables should be arranged in “Cabaret” style allowing participants to work in small groups. Equipment necessary for the program includes:

- Video projection
- Whiteboard

Facilitator Preparation:

The AVERT Family Violence Training Package is a multi-disciplinary training package that will be delivered to different professions with different skill sets. Facilitators should tailor the package for their particular audience and context. The package has been constructed with an assumption that an experienced trainer from within relevant professional groups will deliver the training.

Prior to delivering the program, it is essential for the facilitator to view all the video resources and read all the papers that are indicated for use in the session plans. These are listed for quick review at the end of this document and are located on the website under For Trainers/ Resources/ By Type. It is also recommended that facilitators practice any of the activities that are unfamiliar to them. This will assist in having a thorough understanding of the materials and being well prepared to answer any questions that participants may raise. This



preparation also provides an opportunity for the facilitator to clarify any hesitations or queries they may have with any aspect of the training. Family violence can be an emotional and controversial topic in many groups. Practicing ways of responding to anticipated reactions will assist in the creation of a quality education experience.

When tailoring a package for a particular audience, facilitators may need to prepare some of their own PowerPoints and Handouts, drawn from the facilitator notes and general materials. A template PowerPoint and Fact Sheet is provided for this purpose on the website under Resources/ By Type/ Learning Materials.

Named fact sheets, discussion papers and resources for training exercises are all provided and can be found on the website under the program title. Points to emphasise are indicated in the session plans as well as in the detailed outline of training exercises.

All exercises, fact sheets, PowerPoints, discussion papers and course evaluation forms can be found on the website under Resources/ By Type.

Program timing in the session plan is a rough estimate and is based on a group of between 20 – 25 participants. However, the level of participation of each group necessarily impacts the amount of time that each activity will take. It is envisaged that each facilitator will know which exercises need to be curtailed if the program is running over time.

In many cases various sections of the Video Resources have been broken up into chapters (e.g. Scenarios; Overview of Family Law system). The appropriate chapters for specific exercises within the training programs are indicated as required. Chapters are listed under Resources/ By Type on the website. Click on the chapter required to start viewing.

Handouts for the Program:

A folder of additional reading can be provided for each participant containing the following AVERT Discussion Papers:

- Dimensions, Dynamics and Impact of Family Violence*
- Legal Frameworks*
- Responding to Diversity*
- Screening, Risk Assessment and Safety Planning*
- Multidisciplinary Collaboration and Integrated Responses to Family Violence*



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 mins	<p>Introductions and Welcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledgement of Indigenous custodians of the local area. <input type="checkbox"/> 'Housekeeping' and timeframe details. <input type="checkbox"/> Present the <i>Learning Outcomes</i> PowerPoint for this program and ensure that everyone has received the pre-reading and completed the <i>Pre-Course Evaluation</i>. <input type="checkbox"/> Collect the completed <i>Pre-Course Evaluation</i> forms. <input type="checkbox"/> Show the Introduction <i>Why this Training is Important</i> from <i>Libby Lloyd AM</i>. Link her comments to the need for the Family Law System to respond effectively to family violence. <input type="checkbox"/> Ask participants to say their name, work role and what they most want to gain from the program. Link participants' responses to the learning outcomes and/or the overall need for skills within the Family Law System to respond to family violence. 	<p>PowerPoint: <i>Engaging People who use Violence Learning Outcomes</i></p> <p>Opinion Piece: Introduction by <i>Libby Lloyd AM</i> on DVD 3</p> <p><i>Pre-Course Evaluation</i> forms</p>
15 mins	<p>Why Engage People who Use Violence?</p> <p>Invite participants to share their views on the need to engage perpetrators of family violence.</p> <p>Provide a brief summary of information from the 'Engaging Perpetrators' section of the <i>Prevention Strategies</i> Paper.</p>	<p>AVERT Paper: <i>Prevention Strategies</i></p>
60 mins	<p>Scenario - Gary and Bronwyn's Story</p> <p>Facilitator's note: It is important to note that people who have experienced Family Violence and whose safety may be at risk are not required to attend Family Dispute Resolution. Legal advice should be encouraged so that people can understand the options available to them. It is possible to apply under section 60i(9) of the Family Law Act for an exception so that participation in Family Dispute Resolution is not required where there has been Family Violence or there is a risk of violence. The other option is to attend an intake and assessment interview at a Family Relationship Centre or other Family Dispute Resolution provider to examine whether or not Family Dispute Resolution is appropriate.</p>	<p>Scenario: <i>Gary and Bronwyn's Story</i> on DVD 2</p> <p>Exercise: <i>Personal Profile</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>Explain that participants are going to view a scenario and they are to assume that it is a case in which they will be involved so they will need to watch and take notes carefully.</p> <p>Show <i>Gary and Bronwyn's Story</i> and conduct the <i>Personal Profile</i> exercise following the detailed facilitator notes.</p> <p>Ask the small groups to consider what questions enabled the family dispute resolution practitioner to investigate Gary's strategies of power and control.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initial, 'inaugurating' physical violence at the beginning of the marriage that controlled Bronwyn for many years <input type="checkbox"/> Signs of escalation <input type="checkbox"/> The FDRP questions that elicit indicators of control from Gary <input type="checkbox"/> The effects of long term violence on Bronwyn evident in her presentation. <p>Additional questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What happens when people have discrepancy in their stories of violence? <input type="checkbox"/> How do our different roles within the family law system need to address this? 	
15 mins	Break	
30 mins	<p>Professional Commentary – Gary and Bronwyn's Story</p> <p>Watch the Professional Commentary from <i>Dr Peter Furze, Mailin Suchting and Pamela Lewis</i></p> <p>How did the group's responses align with the professional commentary?</p>	<p>Professional Commentary: <i>Dr Peter Furze, Mailin Suchting and Pamela Lewis</i> on DVD 2</p>
30 mins	<p>Potential for Collusion</p> <p>Discuss with the group what their interpretation of 'collusion' is.</p> <p>Having watched the previous story, ask participants to discuss in their small groups the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How realistic do you believe it is that a professional 	



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>would “collude with a perpetrator” and what does this mean?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What would be the focus of your work with a perpetrator in order to undermine the potential for collusion? <input type="checkbox"/> What might you do if you were concerned you had colluded, or might collude with a perpetrator? <input type="checkbox"/> What are the implications if we don’t discuss professional capacity/vulnerability to collude with perpetrators? <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The importance of sharing our questions and deliberations with appropriate colleagues/supervisors <input type="checkbox"/> The benefits of using screening and risk assessment ‘tools’. These support professionals to ask direct questions that relate to the research evidence, regarding indicators of violence <input type="checkbox"/> The priority of bringing individual’s back to a focus on the children’s interests and safety for <i>all</i> family members (remembering that children are affected by witnessing family violence even after separation). 	
<p>45 mins</p>	<p>Engaging People who Use Violence</p> <p>Watch <i>Danny Blay’s</i> Opinion Piece <i>Prevention Strategies</i> and ask the table groups to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the implications of <i>Danny Blay’s</i> comments on engagement with men who use violence. <p>Ask the participants to share their comments with the large group.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accountability practices prioritise the safety of the victim and children and invite the perpetrator to notice and take responsibility for promoting safety 	<p>Opinion Piece: <i>Danny Blay</i> on DVD 3</p> <p>Refer to <i>Prevention Strategies</i> Paper</p>



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	<ul style="list-style-type: none"> <input type="checkbox"/> Accountability is not the same as exclusion or rejection of perpetrators <input type="checkbox"/> Accountability practices actively seek to avoid colluding with the violence while still engaging supportively with the individual concerned <input type="checkbox"/> Accountability practices also aim to help people who have used violence to change their behaviours through greater appreciation of the impact of their actions <input type="checkbox"/> Engaging with people who use violence is an important prevention strategy that characterises sharing the responsibility for social change, rather than simply blaming individuals. At the same time, practitioners must ensure that support and engagement are not confused with excusing perpetrators or holding victims responsible for the violent behaviour. This requires clarity from the practitioner. 	
<p>45 mins</p>	<p>Lunch</p>	
<p>30 mins</p>	<p>Testimonial – <i>Jacob</i></p> <p>View <i>Jacob’s</i> Testimonial and discuss.</p> <p>Some Key Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is your overall response to <i>Jacob’s</i> story? <input type="checkbox"/> What were the effects of <i>Jacob’s</i> father’s violence? How do you see <i>Jacob’s</i> relationship with other members of his family? <input type="checkbox"/> What strengths do you see in <i>Jacob</i>? <input type="checkbox"/> In what ways might <i>Jacob’s</i> childhood experiences impact on him as an adult? <input type="checkbox"/> How might people who have used violence be impacted by this story? <input type="checkbox"/> How might we use these experiences to help people who use violence change their behaviour? 	<p>Testimonial: <i>Jacob</i> on DVD 5</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
<p>60 mins</p>	<p><i>Power Relations Exercise</i></p> <p>Refer to the detailed facilitator notes provided with the <i>Power Relations Exercise</i>.</p> <p>This exercise is to highlight the way power relations are communicated through our manner of interaction and that consciousness of power as used by ourselves and our clients is important for effective practice.</p> <p>In small groups discuss ways to build an understanding of power relations and inequalities with people who use violence. How do we incite perpetrators to understand their use of power?</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> People who use violence usually have an acute sense of their entitlement to certain things and this sense of entitlement can be discussed through thinking about the entitlements of others <input type="checkbox"/> Building a sense of the capacity to collaborate and share with others rather than control requires an ability to feel empathy for others. Therefore finding the others that people who use violence feel empathy for is an important strategy 	<p>Exercise: <i>Power Relations</i></p> <p>Enough numbered pieces of paper for the whole group</p>
<p>30 mins</p>	<p><i>Jaber and Zahra's Story</i></p> <p>Watch this Story until the Professional Commentary, and ask participants to consider how Jaber might be supported to think about his use of violence.</p> <p>Discuss in small groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How would you engage Jaber in thinking about his use of violence? <input type="checkbox"/> In what ways does Jaber's lawyer support accountability and an understanding of the use of power rather than entitlement? <input type="checkbox"/> What difference does Jaber's cultural background make to your considerations? 	<p>Scenario: <i>Jaber and Zahra's Story</i> on DVD 2</p> <p>Professional Commentary: <i>Mark Murdoch, Judy Saba and Dina Lioumis</i> on DVD 2</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
15 mins	Break	
45 mins	<p>Jaber and Zahra's Story continued</p> <p>Ask the small groups to feedback their response to the above exercise to the wider group and allow discussion to occur.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family violence is not excused or mitigated through experiences of racism or trauma <input type="checkbox"/> Addressing migration and settlement issues can contribute to recovery from trauma and reduction in risk of family violence <input type="checkbox"/> Acceptance of the new culture occurs at different rates and in different ways for each member of the family and this adds additional pressures <input type="checkbox"/> Courts and child protection services will be concerned with the best interests of the children as a priority <input type="checkbox"/> Collaborative practice between all agencies involved is extremely important for an effective response. <p>Show the Professional Commentary by <i>Mark Murdoch, Judy Saba, Dina Lioumis</i> of this scenario.</p> <p>Ask participants to comment on any additional issues that are brought to their notice.</p>	
30 mins	<p>Referral Pathways</p> <p>Refer to the detailed facilitator's notes in the <i>Collaboration and Referral Exercise</i>.</p> <p>This Exercise intends to support participants to share knowledge about local resources and how they may collaborate to assist clients' safe progress through the family court system.</p> <p>Begin by highlighting the following key points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pathways through the system need to be defined and more widely understood 	<p>Exercise: <i>Collaboration and Referral</i></p> <p>Refer to the Paper: <i>Multi-disciplinary Collaboration and Integrated Responses to Family Violence</i></p> <p>A list of appropriate local services and resources as a handout – Facilitator to create</p>



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	<ul style="list-style-type: none"><input type="checkbox"/> Unclear pathways or lack of adequate coordination between services, lawyers and courts have adverse implications for the wellbeing of children and other family members<input type="checkbox"/> There is an urgent need for greater sharing of information and facilitation of pathways between the various services, agencies and courts that are involved in family violence matters<input type="checkbox"/> Additional services external to the court are important for supporting the success of parenting arrangements and wellbeing of clients<input type="checkbox"/> This requires knowledge of relevant services and confidence to engage with and refer across systems; disciplines; and jurisdictions.	
15 mins	<p>Closing round and evaluation</p> <p>Invite participants to report to the whole group in a 'round', something from the program that they will share with others.</p> <p>Handout final evaluation forms for completion and collect these before participants depart.</p>	<p><i>Post-Course Evaluation forms</i></p>