

Gender-Inclusive Treatment of Intimate Partner Abuse

**Evidence-Based Approaches
Second Edition**

**Batterer Intervention Program Assessment Forms and Workbook
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Name _____ Age ____ Occupation/School _____

Address _____ Phone: _____

Referral source _____ Phone _____ Date _____

Client's household members

Name	Age	Relation	Location/phone/other information

Children living outside of household/ex-spouse information

Name	Age	Relation	Location/phone/other information

PRESENTING PROBLEMS – why referred; family problems, other stressors

PREVIOUS COUNSELING

MOOD, MENTAL STATUS, MOTIVATION

CURRENT RELATIONSHIP + EX/OTHER PARENT

A. Referring Incident + Worst Incident

When/where_	Name_	What Happened

B. Conflict Tactics Scale

Name _____ Partner _____ Yrs. together _____ Date _____

No matter how well a couple gets along, there are times when they disagree, get annoyed with the other person, want different things from each other, or just have spats or fights because they are in a bad mood, are tired, or for some other reason. Couples also have many different ways of trying to settle their differences. I am going to read to you a list of things that might happen when you have differences. Please tell me how many times you did each of these things in the past year, and how many times your partner did them in the past year. Then state the total number of times each of you did these things during the entire relationship.

PAST 12 MONTHS TOTAL RELATIONSHIP

Behavior	Me	Partner	Me	Partner
No. of times you disagree per week, on average _____				
1. Discussed things calmly.....				
2. Yelled at, insulted, or swore at partner.....				
3. Threatened to hit or throw something at him/her				
4. Threw or smashed or hit or kicked something ...				
5. Threw something at him/her.....				
6. Pushed, grabbed, or shoved him/her.....				
7. Slapped him or her.....				
8. Kicked, scratched, bit or hit him/her with a fist...				
9. Hit or tried to hit him/her with something.....				
10. Beat him/her up.....				
11. Choked him/her.....				
12. Burned him/her.....				
13. Threatened him/her with a knife or gun.....				
14. Used a knife or fired a gun.....				
15. Other (describe):				

C. Context (precipitants to violence; major issues) _____

How many times has your partner been injured as a result of a physical assault by you? _____

How many times was the injury serious enough that he/she sought medical treatment? _____

How many times have you been injured as a result of a physical assault by your partner? _____

How many times was the injury serious enough that you sought medical treatment? _____

When you have differences with your ex and with your current partner, what percentage of the time do you: Start the yelling or swearing? ____% Start the *physical* fighting? ____%

* When you have been aggressive with your partner/ex were you under the influence of alcohol and/or drugs? ____% What about your partner/ex when they have been aggressive? ____%

CHILDHOOD

Childhood History _____

_____ Family of Origin Today _____

How parents settled their disputes: Verbal, physical fighting? _____

How parents disciplined you: Corporal punishment? Severe? Psychological abuse? _____

Your aggression at home _____

_____ At school/elsewhere _____

Other abuse in family (e.g., siblings, elderly abuse) _____

ADULT HISTORY: School, Work, Major Events _____

PREVIOUS ADULT RELATIONSHIPS

Years	Name	Nature of relationship (e.g., violence, police called, sub. abuse, cause of break-up)

AGGRESSION-RELATED MEDICAL AND PSYCHOLOGICAL CONDITIONS

Brain injury___ Stroke___ Epileptic seizures___ ADHD___ Other_____

OTHER VIOLENCE/CRIMINAL HISTORY

(Conflicts at work, traffic; any arrests, for violent or non-violent offenses?)

LETHALITY ASSESSMENT (check when applicable):

Access to firearms___	Previous use of weapons ___	Previous threats to use weapons___
Serious injury in past assaults___	Drug/alcohol abuse___	Forced sex_____
Extreme jealousy/dominance___	Murder/suicide threats___	Increase in severity of abuse__
Child abuse___	Aggression outside home___	Criminal history_____

CURRENT PARENTING

How do you respond to your children, when they misbehave? Do you use corporal punishment? Are there times when you “lose it,” or don’t respond very well? What happens then?

Now tell me about your spouse/current partner. Are there times when she/he “loses it,” or just doesn’t respond very well? What happens?

Has Child and Family Services ever investigated your family because someone reported a charge of possible child abuse? Tell me about that.

9. To get back at or to retaliate for being emotionally hurt by your partner.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___R
None of the time				Half the time				Every time			
10. Because it was sexually arousing.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___O
None of the time				Half the time				Every time			
11. To get your partner's attention.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___CD
None of the time				Half the time				Every time			
12. Because you were jealous.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___J
None of the time				Half the time				Every time			
13. Because you were angry at someone else and took it out on your partner.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___EN
None of the time				Half the time				Every time			
14. Because you were under the influence of alcohol.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___O
None of the time				Half the time				Every time			
15. Because you were under the influence of drugs.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___O
None of the time				Half the time				Every time			
16. To get your partner to do something or to stop your partner from doing something (e.g., going out with friends).											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___PC
None of the time				Half the time				Every time			
17. Because your partner was going to walk away or leave the conflict before it was solved.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___CD
None of the time				Half the time				Every time			

18. Because you were afraid your partner was going to leave you.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___EN
None of the time				Half the time				Every time			
19. Because you didn't believe your partner cared for you.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___EN
None of the time				Half the time				Every time			
20. Because you didn't know what else to do with your feelings.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___EN
None of the time				Half the time				Every time			
21. Because you needed to make your partner agree with you.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___PC
None of the time				Half the time				Every time			
22. To shut your partner up or to get your partner to leave you alone.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___PC
None of the time				Half the time				Every time			
23. To get away from your partner.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___O
None of the time				Half the time				Every time			
24. To hurt your partner's feelings.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___R
None of the time				Half the time				Every time			
25. Because your partner provoked you or pushed you over the edge.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___R
None of the time				Half the time				Every time			
26. Because of stress.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___EN
None of the time				Half the time				Every time			
27. To make your partner afraid or scared.											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	___PC
None of the time				Half the time				Every time			

Reasons for Violence Scoring Sheet

Power and Control

Add all PC scores _____ Divided by 7 = _____

Self-Defense

Add all SD scores _____ Divided by 1 = _____

Jealousy

Add all J scores _____ Divided by 1 = _____

Communication Difficulties

Add all CD scores _____ Divided by 3 = _____

Expression of Negative Emotions

Add all EN scores _____ Divided by 7 = _____

Retaliation

Add all R scores _____ Divided by 6 = _____

Other

Add all O scores _____ Divided by 4 = _____

NOTE: Compare final category scores to scores in bold type in the M% column from table on next page. Client scores are significantly higher or lower compared to those in the table if they are one SD higher or lower. SD scores are in parentheses. For example, a male client would need to score 42.4 or above in the Power and Control category (16.1 + 26.3) for his score to be considered significantly higher than average.

Reasons for Partner Violence Perpetration Among Men and Women: Population Norms

Reasons for Violence	M% (SD) ^a		Endorsement Prevalence ^b	
	Men (n=90)	Women (n=87)	Men (n=106)	Women (n=103)
Power/Control	16.1	17.8		
	(26.3)	(24.0)	61.1	67.0
	19.8	26.1		
To feel more powerful	(29.5)	(28.1)	41.7	53.4
To get control over your partner (e.g., show that you're boss)	21.2	21.7		
	(30.3)	(26.4)	44.4	45.6
To get your partner to do something or to stop your partner from doing something (e.g., going out with friends)	16.5	22.4		
	(27.6)	(28.5)	33.3	46.6
	18.3	16.9		
Because you needed to make your partner agree with you	(28.7)	(26.0)	38.0	35.0
To shut your partner up or to get your partner to leave you alone	20.8	23.2		
	(27.2)	(28.0)	39.8	47.6
	10.2	11.0		
To make your partner afraid or scared	(23.0)	(21.8)	23.1	23.3
	6.0	3.0		
Because you wanted to have sex and your partner didn't	(17.6)	(9.5)	12.0	10.7
	29.4	38.7		
Self-Defense	(33.2)	(36.5)	57.4	65.0
	29.4	38.7		
To protect yourself (e.g., self-defense)	(33.2)	(36.5)	57.4	65.0
	18.0	25.1		
Jealousy	(31.2)	(30.9)	31.5	50.5
	18.0	25.1		
Because you were jealous	(31.2)	(30.9)	31.5	50.5
	21.6	29.2		
Communication Difficulties	(29.4)	(31.3)	63.0	75.7
	23.7	38.0		
To show feelings that you couldn't explain in words	(27.8)	(31.2)	53.7	69.9
	21.9	24.5		
To get your partner's attention	(32.3)	(31.3)	40.7	46.6
Because your partner was going to walk away or leave the conflict before it was solved	19.1	25.2		
	(28.2)	(31.5)	39.8	52.4
	20.8	28.0		
Expression of Negative Emotions	(29.6)	(30.3)	70.4	73.8
	27.0	39.4		
To show anger	(28.5)	(28.5)	63.0	74.8
	24.6	27.1		
To prove that you love your partner	(36.2)	(36.7)	35.2	39.8
Because you were angry at someone else and took it out on your partner	11.8	14.8		
	(22.4)	(22.0)	27.8	37.9
Because you were afraid your partner was going to leave you	13.9	18.2		
	(25.5)	(26.4)	29.6	41.7

	17.0	25.1		
Because you didn't believe your partner cared about you	(28.3)	(30.1)	36.1	49.5
	22.1	35.2		
Because you didn't know what else to do with your feelings	(32.0)	(36.1)	42.6	62.1
	29.3	36.5		
Because of stress	(34.3)	(32.5)	55.6	59.2
	18.9	27.4		
Retaliation	(29.2)	(32.3)	61.1	70.9
To get back at your partner or to get revenge for being hit first	15.8	20.2		
	(28.8)	(29.8)	29.6	39.8
	13.9	24.7		
To punish your partner for wrong behavior	(26.1)	(31.6)	27.8	45.6
To get back at or to retaliate for being emotionally hurt by your partner	21.2	35.3		
	(31.0)	(34.5)	42.6	60.2
	14.9	20.4		
To hurt your partner's feelings	(24.3)	(25.7)	33.3	44.7
Because your partner provoked you or pushed you over the edge	33.0	38.9		
	(34.4)	(34.2)	55.6	59.2
	14.4	24.6		
Because your partner cheated on you	(30.6)	(37.7)	22.2	33.0
	13.9	15.4		
Other	(24.7)	(25.0)	66.7	61.2
	9.1	9.7		
Because it was sexually arousing	(22.7)	(21.2)	16.7	21.4
	15.8	17.8		
Because you were under the influence of alcohol	(27.5)	(27.9)	33.3	35.0
	5.1	8.4		
Because you were under the influence of drugs	(16.7)	(20.8)	13.0	16.5
	25.5	25.8		
To get away from your partner	(32.0)	(30.2)	48.1	49.5

- a. Refers to the percentage of perpetrated violence episodes for which the reason was endorsed.
b. Refers to the prevalence of any endorsement for each group and item.

From: Elmquist, J., Hamel, J., Shorey, R.C., Labrecque, L., Ninnemann, A., & Stuart, G.L. (In press). Motivations for intimate partner violence in men arrested for domestic violence and court referred to batterer intervention programs. *Partner Abuse*. New York: Springer Publishing.

Name _____ CAT – 2

Date _____

Circle how often you and your partner, or most recent ex-partner, engage or have engaged in the behaviors listed below, using the following scale. The column “Me” is for YOUR behaviors against your partner/ex-partner; the column “Partner” is for THEIR behaviors against you.

0 = Never; 1 = Rare; 2 = Occasional; 3 = Common; 4 =Frequent

		Me	Partner
1 Refuses to work or contribute financially	TC	0 1 2 3 4	0 1 2 3 4
2 Calls partner names (e.g., Bitch, Loser)	DC	0 1 2 3 4	0 1 2 3 4
3 Ridicules partner	DC	0 1 2 3 4	0 1 2 3 4
4 Treats partner like he/she is stupid	DC	0 1 2 3 4	0 1 2 3 4
5 Tells partner he/she is incompetent and helpless	TC	0 1 2 3 4	0 1 2 3 4
6 Tells others partner is crazy	TC	0 1 2 3 4	0 1 2 3 4
7 Blames partner for all the problems in relationship	DC	0 1 2 3 4	0 1 2 3 4
8 Orders partner around	DC	0 1 2 3 4	0 1 2 3 4
9 Expects partner to “hop to it”	DC	0 1 2 3 4	0 1 2 3 4
10 Nags	DC	0 1 2 3 4	0 1 2 3 4
11 Refuses to accept “No” for an answer	DC	0 1 2 3 4	0 1 2 3 4
12 Criticizes partner’s every move	DC	0 1 2 3 4	0 1 2 3 4
13 Deliberately ignores partner	DC	0 1 2 3 4	0 1 2 3 4
14 Withholds affection or sex	DC	0 1 2 3 4	0 1 2 3 4
15 Locks partner out of bedroom or residence when angry	DC	0 1 2 3 4	0 1 2 3 4
16 Refuses to cooperate	DC	0 1 2 3 4	0 1 2 3 4
17 Tells partner what he/she cares about is unimportant	DC	0 1 2 3 4	0 1 2 3 4
18 Tells partner he/she is unattractive	DC	0 1 2 3 4	0 1 2 3 4
19 Flirts with others to make partner jealous	DC	0 1 2 3 4	0 1 2 3 4
20 Makes fun of partner’s sexual performance	DC	0 1 2 3 4	0 1 2 3 4
21 Humiliates in front of others	DC	0 1 2 3 4	0 1 2 3 4
22 Spreads false rumors about partner	TC	0 1 2 3 4	0 1 2 3 4

0 = Never; 1 = Rare; 2 = Occasional; 3 = Common; 4 =Frequent

23 Attempts to control who partner spends time with	TC	0	1	2	3	4	0	1	2	3	4
24 Accuses partner of being unfaithful or flirting with others	JH	0	1	2	3	4	0	1	2	3	4
25 Secretly records partner		0	1	2	3	4	0	1	2	3	4
26 Searches partner's purse/wallet/cell phone calls	JH	0	1	2	3	4	0	1	2	3	4
27 Interrogates partner as to where he/she has been, who he/she has seen	JH	0	1	2	3	4	0	1	2	3	4
28 Follows partner around	DC	0	1	2	3	4	0	1	2	3	4
29 Calls, pages or text messages constantly	JH	0	1	2	3	4	0	1	2	3	4
30 Leaves numerous unwanted messages on partner's voicemail/computer	JH	0	1	2	3	4	0	1	2	3	4
31 Controls money/excludes partner from financial decisions	DC	0	1	2	3	4	0	1	2	3	4
32 Verbally threatens to hurt partner	TC	0	1	2	3	4	0	1	2	3	4
33 Threatens with gestures (e.g., staring)	DC	0	1	2	3	4	0	1	2	3	4
34 Harms, or threatens to harm someone partner cares about	JH	0	1	2	3	4	0	1	2	3	4
35 Tries to restrict partner's movements	TC	0	1	2	3	4	0	1	2	3	4
36 Keeps partner from leaving (e.g., stand in doorway)	TC	0	1	2	3	4	0	1	2	3	4
37 Withholds car keys, disables vehicle	TC	0	1	2	3	4	0	1	2	3	4

0 = Never; 1 = Rare; 2 = Occasional; 3 = Common; 4 =Frequent

CAT2 Scoring Sheet

Males

Derogation and Control
Add items 1 – 22 _____

Jealous Hypervigilance
Add items 23 – 30 _____

Threats/Control of Space
31 – 37 _____

Category Mean Scores:

Derogation and Control	13.09
Jealous Hypervigilance	4.75
Threats/Control of Space	4.07

Total Mean Score (all items): 21.91

Females

Derogation and Control
Add up all DCs _____

Jealous Hypervigilance
Add up all JHs _____

Threats/Control of Space
Add up all TCs _____

Category Mean Scores:

Derogation and Control	14.57
Jealous Hypervigilance	4.47
Threats/Control of Space	4.09

Total Mean Score (all items): 23.13

NOTE: Items #16 and #25 are not scored for females

From: Hamel, J., Jones, D., Dutton, D., & Graham-Kevan, N. (under review). Controlling and abusive tactics: Preliminary findings of a gender-inclusive questionnaire. *Violence and Victims*.

RELATIONSHIP FUNCTIONING SELF-ASSESSMENT

For each category, decide which box best reflects your level of functioning. Circle the number for the box that best reflects your level of functioning (1 = very poor; 3 = fair; 5 = excellent). If your level of functioning is between "very poor" and "fair," circle "2" for "poor." If your level of functioning is between "fair" and "excellent," circle "4" for "good." Then put an "X" over 1, 2, 3, 4, or 5 in each category to indicate how your *partner/ex* would rate you.

CATEGORY		Very Poor 1	Poor 2	Fair 3	Good 4	Excellent 5
Personal responsibility	Blames partner, expects her/him to change first. Minimizes own behavior, rarely admits wrongs.		Tends to blame, but willing at times to admit wrongs and change own behavior.		Accepts and expresses responsibility for behavior. Promptly admits wrongs.	
		1	2	3	4	5
Anger management	Short fuse. Temper tantrums. High level of verbal aggression; any kind of physical aggress.		Tries to express feelings properly, but often reacts before thinking. Some verbal, no physical aggress.		Rarely lets partner push his/her buttons. Able to think through options, choose his/her actions.	
		1	2	3	4	5
Coping with stress	"Type A" personality. Driven, a perfectionist. Unable to unwind. No lifestyle balance.		Experiences moderate stress levels. Knows signs of stress, and sometimes makes lifestyle adjustments.		Experiences low levels of stress. Has lifestyle balance.	
		1	2	3	4	5
Communication	Poor listener, interrupts. Doesn't express feelings. Highly critical, rarely gives praise.		Satisfactory listener. Some efforts to share feelings and understand other points of view.		Excellent listener. Communicates in a clear and respectful manner.	
		1	2	3	4	5
Conflict resolution	Ignores problems, allows arguments to spin out of control. Takes things personally. Always wants to win.		Somewhat able to keep conflicts from escalating. Tries to resolve issues. Sometimes willing to compromise.		Rarely lets conflicts escalate. Negotiates. Finds solutions acceptable to all, or able to move on, no resentments	
		1	2	3	4	5
Control	Insists on being in charge and making all decisions. Keeps partner on "short leash." Possessive		Can be flexible in making decisions. Grudgingly allows spouse right to independence.		Encourages partner's participation in making decisions. Not threatened by his/ her independence success.	
		1	2	3	4	5
Isolation/ social support	Suspicious of others. Won't ask for help. No friends or family support. No outside activities except job.		Requests help in crises. Gets some support. A few outside interests. Occasionally goes out w/partner.		Large network of supportive family and friends. Regular outside activities with and w/o partner.	

ANGER STYLES QUESTIONS

1.	I try never to get angry.	YES	NO
2.	I get really nervous when others are angry.	YES	NO
3.	I feel I'm doing something bad when I get angry.	YES	NO
4.	I tell people I'll do what they want, but then I often forget	YES	NO
5.	I say things like "Yeah, but..." and "I'll do it later."	YES	NO
6.	People tell me I must be angry but I'm not sure why.	YES	NO
7.	I get jealous a lot, even when there is no reason.	YES	NO
8.	I don't trust people very much.	YES	NO
9.	Sometimes it feels like people are out to get me.	YES	NO
10.	My anger comes on really fast.	YES	NO
11.	I act before I think when I get angry.	YES	NO
12.	My anger goes away very quickly after I explode.	YES	NO
13.	I get very angry when people criticize me.	YES	NO
14.	People say I am easily hurt and oversensitive.	YES	NO
15.	I get angry when I feel bad about myself.	YES	NO
16.	I get mad to get what I want.	YES	NO
17.	I try to scare others with my anger.	YES	NO
18.	I can pretend to be very mad when I'm really okay.	YES	NO
19.	Sometimes I get angry just for the excitement or action.	YES	NO
20.	I like the strong feelings that come with my anger.	YES	NO
21.	My anger takes over and I go out of control.	YES	NO
22.	I seem to get angry all the time.	YES	NO
23.	I just can't break the habit of getting angry a lot.	YES	NO
24.	I get mad without thinking—it just happens.	YES	NO
25.	I become very angry when I defend my beliefs and opinions.	YES	NO
26.	I become outraged about what others try to get away with.	YES	NO
27.	I always know I'm right in an argument.	YES	NO
28.	I hang onto my anger for a long time.	YES	NO
29.	I have a hard time forgiving people.	YES	NO
30.	I hate people for what they've done to me.	YES	NO

From Ronald T. and Patricia Potter-Efron. (1996). *Letting go of anger* (pp. 4–6). Oakland, CA: New Harbinger. Reprinted with permission of New Harbinger.

MARITAL HAPPINESS & COMMUNICATION

A. Below is a list of areas that are important to having a satisfying relationship. Please circle the number corresponding to how satisfied you are for each specific area:

	Very Satisfied	Mostly Satisfied	Satisfied	Somewhat Unsatisfied	Very Unsatisfied
1. The way we interact on a daily basis	5	4	3	2	1
2. Level of affection shown	5	4	3	2	1
3. Our sex life	5	4	3	2	1
4. Our overall communication	5	4	3	2	1
5. The trust we have in one another	5	4	3	2	1
6. How we handle conflict	5	4	3	2	1
7. Dividing household chores	5	4	3	2	1
8. Cooperation in raising children	5	4	3	2	1
9. Our money management	5	4	3	2	1
10. Amount of free time spent together	5	4	3	2	1
11. Quality of free time spent together	5	4	3	2	1
12. Amount of individual free time	5	4	3	2	1
13. Our ability to cope in a crisis	5	4	3	2	1

B. Now please indicate how much each statement below accurately describes your communication:

	Nearly Always	Often	Sometimes	Rarely	Almost Never
1. My partner listens attentively when I speak	5	4	3	2	1
2. I listen attentively when my partner speaks	5	4	3	2	1
3. My partner understands what I say	5	4	3	2	1
4. I understand what my partner says	5	4	3	2	1
5. My partner speaks to me with respect	5	4	3	2	1
6. I speak to my partner with respect	5	4	3	2	1
7. My partner compliments/encourages me	5	4	3	2	1
8. I compliment/encourage my partner	5	4	3	2	1

Safe at Home Questionnaire – Revised

Instructions: Please check the box (or) that BEST describes how much you agree or disagree with each statement in the list below.

Item #	Item Statement	I Strongly Agree	I Agree	I Don't Agree or Disagree	I Disagree	I Strongly Disagree
1-C	The last time I lost control of myself, I realized that I have a problem.	1	2	3	4	5
2-M	I do not believe that I will return to my old ways of losing control.	1	2	3	4	5
3-P/A	I try to listen carefully to others so that I don't get into conflicts anymore.	1	2	3	4	5
4-C	It feels good to finally face how I've been messing up my life.	1	2	3	4	5
5-P	It's no big deal if I lose my temper from time to time.	1	2	3	4	5
6-P/A	I handle it safely when people get angry with me.	1	2	3	4	5
7-*	Sometimes I find that it is still very hard for me to avoid my old ways of treating my partner.	1	2	3	4	5
8-*	I have a problem with losing control of myself.	1	2	3	4	5
9-C	I want to do something about my problem with conflict.	1	2	3	4	5
10-C	I want help with my temper.	1	2	3	4	5
11-P	I'll come to groups but I won't talk.	1	2	3	4	5
12-P/A	I am actively keeping my cool when my partner(s) and I have conflicts.	1	2	3	4	5
13-C	I need to change before it's too late.	1	2	3	4	5
14-P	There's nothing wrong with the way I handle situations but I get into trouble for it anyway.	1	2	3	4	5
15-P/A	Even though I get angry I know ways to avoid losing control of myself.	1	2	3	4	5
16-M	I really am different now than I was when conflicts were a problem for me.	1	2	3	4	5
17-C	I guess I need help with the way I handle things.	1	2	3	4	5
18-P	It'll cost me plenty to get help.	1	2	3	4	5
19-M	I have been successful at keeping myself from going back to my old ways of acting when I have conflicts with my partner.	1	2	3	4	5
20-P	If my partner doesn't like the way I act, it's just too bad.	1	2	3	4	5

Item #	Item Statement	I Strongly Agree	I Agree	I Don't Agree or Disagree	I Disagree	I Strongly Disagree
21-C	Some of what I see and hear about people being abusive seems to apply to me.	1	2	3	4	5
22-P/A	When I feel myself getting upset I have ways to keep myself from getting into trouble.	1	2	3	4	5
23-C	I'm sick of screwing up my life.	1	2	3	4	5
24-M	I try to talk things out with others so that I don't get into conflicts anymore.	1	2	3	4	5
25-M	I am sure that I will never return to my old ways of treating my partner(s).	1	2	3	4	5
26-P	It's my partner's fault that I act this way.	1	2	3	4	5
27-*	It's okay that I got into trouble because it means that now I'm getting help.	1	2	3	4	5
28-P/A	It's becoming more natural for me to be in control of myself.	1	2	3	4	5
29-P	I'd get help if I had more free time.	1	2	3	4	5
30-P/A	I have a plan for what to do when I feel upset.	1	2	3	4	5
31-*	Recent changes that I have made probably won't last.	1	2	3	4	5
32-C	It's time for me to listen to the people telling me that I need help.	1	2	3	4	5
33-M	I know the early cues for when I'm losing control.	1	2	3	4	5
34-P	I need to control my partner.	1	2	3	4	5
35-M	Anyone can talk about changing old ways of acting in relationships. I am actually doing it.	1	2	3	4	5

36. Please check the box for the description that best describes where you think you are, today, in your efforts to change the way you behave with your partner(s). (Check only one box)

- I am not really making any changes
- I am thinking about making changes in the future
- I am getting ready to make changes or I have made some changes already
- I have made some important changes and I have more to do
- I have made the changes I needed to make and now I have to keep up the good work

Scoring Instructions
SAFE AT HOME QUESTIONNAIRE (REVISED) SCORE SHEET

NOTE: Reverse code each score before totaling and averaging (1=5, 2=4, 3=3, 4=2, 5=1).

<p>P = <u>Precontemplation Stage</u></p> <p style="text-align: center;">Reverse:</p> <p>Item # 5 Score _____</p> <p>Item # 11 Score _____</p> <p>Item # 14 Score _____</p> <p>Item # 18 Score _____</p> <p>Item # 20 Score _____</p> <p>Item # 26 Score _____</p> <p>Item # 29 Score _____</p> <p>Item #34 Score _____</p> <p>Total: _____</p> <p>/8 = _____ Average</p>	<p>C= <u>Contemplation Stage</u></p> <p style="text-align: center;">Reverse:</p> <p>Item # 1 Score _____</p> <p>Item # 4 Score _____</p> <p>Item # 9 Score _____</p> <p>Item # 10 Score _____</p> <p>Item # 13 Score _____</p> <p>Item # 17 Score _____</p> <p>Item # 21 Score _____</p> <p>Item #23 Score _____</p> <p>Item #32 Score _____</p> <p>Total: _____</p> <p>/9 = _____ Average</p>	<p>P/A= <u>Preparation/Action Stage</u></p> <p style="text-align: center;">Reverse:</p> <p>Item # 3 Score _____</p> <p>Item # 6 Score _____</p> <p>Item # 12 Score _____</p> <p>Item # 15 Score _____</p> <p>Item # 22 Score _____</p> <p>Item # 28 Score _____</p> <p>Item # 30 Score _____</p> <p>Total: _____</p> <p>/7 = _____ Average</p>
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Precontemplation Stage (P): Client denies or minimizes having an anger/aggression problem and has no intention of changing.

Contemplation Stage (C): Client is thinking about changing but has not specific plans.

Preparation/Action (P/A): Client is preparing for change, or actually implementing a change strategy

Overall Readiness to Change: (C _____ + P/A _____) - P _____ = _____

Mean Scores

(Based on field study of 218 court-referred + 56 voluntary male batterer intervention clients)

P = 20.15/8 = 2.52 (SD = 4.92) C = 34.45/9 = 3.83 (SD = 8.48)

P/A = 26.23/7 = 3.75 (SD = 4.42) M = 26.40/7 = 3.78 (SD = 4.48)

Overall Readiness to Change = 40.53 = 5.06 Average

For more information, read: Begun, A., Brondino, M., Bolt, D., Weinstein, B., Strodthoff, T., & Shelley, G. (2008). The revised Safe at Home Instrument for assessing readiness to change intimate partner violence. *Violence and Victims*, 23(4), 508–524.

EXPERIENCES IN CLOSE RELATIONSHIPS – REVISED

The statements below concern how you feel in emotionally intimate relationships. We are interested in how you *generally* experience relationships, not just in what is happening in a current relationship. Respond to each statement by circling a number indicate how much you agree or disagree with the statement.

1. I often wish that my partner's feelings for me were as strong as my feelings for him or her.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

2. I prefer not to be too close to romantic partners.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

3. I tell my partner just about everything.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

4. I feel comfortable sharing my private thoughts and feelings with my partner.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

5. It's not difficult for me to get close to my partner.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

6. When my partner is out of sight, I worry that he or she might become interested in someone else.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

7. It makes me mad that I don't get the affection and support I need from my partner.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

8. I worry that I won't measure up to other people.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

9. I often worry that my partner doesn't really love me.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

10. I feel comfortable depending on romantic partners.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

11. My romantic partner makes me doubt myself.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

12. I prefer not to show a partner how I feel deep down.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

13. My partner really understands me and my needs.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

14. I am nervous when partners get too close to me.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
15. I find it difficult to allow myself to depend on romantic partners.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
16. I do not often worry about being abandoned.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
17. It helps to turn to my romantic partner in times of need.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
18. I talk things over with my partner.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
19. My partner only seems to notice me when I'm angry.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
20. I find that my partner(s) don't want to get as close as I would like.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
21. I usually discuss my problems and concerns with my partner.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
22. I don't feel comfortable opening up to romantic partners.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
23. I find it easy to depend on romantic partners.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
24. I rarely worry about my partner leaving me.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
25. I am very comfortable being close to romantic partners.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
26. It's easy for me to be affectionate with my partner.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
27. I worry a lot about my relationships.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
28. I'm afraid that once a romantic partner gets to know me, he or she won't like who I really am.
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

29. I get uncomfortable when a romantic partner wants to be very close.
 Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
30. I often worry that my partner will not want to stay with me.
 Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
31. My desire to be very close sometimes scares people away.
 Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
32. I'm afraid that I will lose my partner's love.
 Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
33. I find it relatively easy to get close to my partner.
 Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
34. I worry that romantic partners won't care about me as much as I care about them.
 Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
35. When I show my feelings for romantic partners, I'm afraid they will not feel the same about me.
 Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree
36. Sometimes romantic partners change their feelings about me for no apparent reason.
 Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

The Experiences in Close Relationships-Revised (ECR-R) Questionnaire

The items on this questionnaire include two scales, each containing 18 items: An attachment-related anxiety scale, and an attachment-related avoidance scale. To obtain a score for attachment-related *anxiety*, please average a person’s responses to the items in the left column. Because items 16 and 24 are “reverse keyed” (i.e., high numbers represent low anxiety rather than high anxiety), you’ll need to reverse the answers to those questions before averaging the responses. The easiest way to do this is to subtract 8 from each reverse keyed item (e.g., if someone answers with a “6” to item 16, you’ll need to re-key it as a 2 before averaging). To obtain a score for attachment-related *avoidance*, please average a person’s responses to the items in the right column. Items 3, 4, 5, 10, 13, 17, 18, 21, 23, 25, 26 and 33 will need to be reverse keyed before you compute this average.

<u>Anxiety Scale Scores</u>	<u>Avoidance Scale Scores</u>
1 _____	2 _____
6 _____	3 _____ R=_____
7 _____	4 _____ R=_____
8 _____	5 _____ R=_____
9 _____	10 _____ R=_____
11 _____	12 _____
16 _____ R=_____	13 _____ R=_____
19 _____	14 _____
20 _____	15 _____
24 _____ R=_____	17 _____ R=_____
27 _____	18 _____ R=_____
28 _____	21 _____ R=_____
30 _____	22 _____
31 _____	23 _____ R=_____
32 _____	25 _____ R=_____
34 _____	26 _____ R=_____
35 _____	29 _____
36 _____	33 _____ R=_____
Total _____ /18 = _____	

Mean Population Norms

	Anxiety over Abandonment	Avoidance of Intimacy
Males	M = 3.64 (SD = 1.33)	M = 2.88 (SD = 1.15)
Females	M = 3.64 (SD = 1.33)	M = 2.95 (SD = 1.19)

Fraley, R. C., Waller, N. G., & Brennan, K. A. (2000). An item-response theory analysis of self-report measures of adult attachment. *Journal of Personality and Social Psychology*, 78, 350–365.

* This questionnaire is reprinted by permission from the author.

PART 1

For each of the statements below, please circle the number to the right of the statement that most accurately describes how it applies to you, from 1 (completely un-descriptive of you) to 5 (completely descriptive of you).

1	2	3	4	5
Completely un-descriptive of you	Mostly un-descriptive of you	Partly un-descriptive & partly descriptive	Mostly descriptive of you	Completely descriptive of you

1. I can make myself angry about something in the past just by thinking about it. 1 2 3 4 5
2. I get so angry, I feel that I might lose control. 1 2 3 4 5
3. If I let people see the way I feel, I'd be considered a hard person to get along with 1 2 3 4 5

PART 2

For each of the statements below, please indicate how true it is about you by circling the appropriate number.

1	2	3	4	5
Never true	Seldom true	Sometimes true	Often true	Always true

4. I see myself in totally different ways at different times. 1 2 3 4 5
5. I feel empty inside. 1 2 3 4 5
6. I tend to feel things in a somewhat extreme way, experiencing either great joy or intense despair. 1 2 3 4 5
7. It is hard for me to be sure about what others think of me, even people who have known me very well. 1 2 3 4 5
8. I feel people don't give me the respect I deserve unless I put pressure on them. 1 2 3 4 5
9. Somehow, I never know quite how to conduct myself with people. 1 2 3 4 5

PART 3

Please read each of the following statements and rate the extent to which it describes your feelings about romantic relationships by circling the appropriate number. Think about all of your romantic relationships, past and present, and respond in terms of how you generally feel in these relationships.

Not at all like me		Somewhat like me		Very much like me	
1	2	3	4	5	

10. I find it difficult to depend on other people. 1 2 3 4 5
11. I worry that I will be hurt if I allow myself to become too close to others. 1 2 3 4 5
12. I am somewhat uncomfortable being close to others. 1 2 3 4 5

PART 4

How often have you experienced each of the following in the last two months?

0	1	2	3
Never	Occasionally	Fairly often	Very often

13. Insomnia (trouble getting to sleep). 0 1 2 3
14. Restless sleep. 0 1 2 3
15. Nightmares. 0 1 2 3
16. Anxiety attacks. 0 1 2 3
17. Fear of women (for men); Fear of men (for women). 0 1 2 3
18. Feeling tense all the time. 0 1 2 3
19. Having trouble breathing. 0 1 2 3

PART 5

Besides each statement, please circle the number of the response listed below that best describes how often the experience happened to you with your mother (or female guardian) and father (or male guardian) when you were growing up. If you had more than one mother/father figure, please answer for the persons who you feel played the most important role in your upbringing.

1	2	3	4
Never occurred	Occasionally occurred	Often occurred	Always occurred

		Father or Guardian	Mother or Guardian
20.	My parent punished me even for small offenses.	1 2 3 4	1 2 3 4
21.	As a child I was physically punished or scolded in the presence of others.	1 2 3 4	1 2 3 4
22.	My parent gave me more corporal (physical) punishment than I deserved.	1 2 3 4	1 2 3 4
23.	I felt my parent thought it was <i>my</i> fault when he/she was unhappy.	1 2 3 4	1 2 3 4
24.	I think my parent was mean and grudging toward me.	1 2 3 4	1 2 3 4
25.	I was punished by my parent without having done anything.	1 2 3 4	1 2 3 4
26.	My parent criticized me and told me how lazy and useless I was in front of others.	1 2 3 4	1 2 3 4
27.	My parent would punish me hard, even for trifles.	1 2 3 4	1 2 3 4
28.	My parent treated me in such a way that I felt ashamed.	1 2 3 4	1 2 3 4
29.	I was beaten by my parents.	1 2 3 4	1 2 3 4

NOTE: The total PAS score is found by adding the individual item scores. Individuals who score 57 or above are considered at risk for perpetrating emotional abuse and control, as well as physical abuse, upon their intimate partners. The PAS items are grouped into five factors that have been correlated with abuse perpetration: problems managing anger; evidence of Borderline personality traits; insecure attachment to significant others; symptoms of PTSD; and having experienced abuse in one's family of origin. Further information on the PAS can be found in Dutton, D. (1995). A scale for measuring the propensity for abusiveness. *Journal of Family Violence*, 10, 203–21.

OBSESSIVE RELATIONAL INTRUSION/STALKING CHECKLIST

Indicate whether your ex-partner has engaged in the following behaviors by circling “yes” or “no”:

- | | | | |
|------|---|---|---|
| (1) | Spies on you | Y | N |
| (2) | Follows you | Y | N |
| (3) | Sends you notes | Y | N |
| (4) | Makes unwanted phone calls | Y | N |
| (5) | Leaves messages on your telephone | Y | N |
| (6) | Secretly records your conversations | Y | N |
| (7) | Sends gifts* | Y | N |
| (8) | Sends offensive photos | Y | N |
| (9) | Waits for you in car | Y | N |
| (10) | Leaves notes on your windshield | Y | N |
| (11) | Leaves notes at your home | Y | N |
| (12) | Stays outside your home, or drives by | Y | N |
| (13) | Stays outside your work, or drives by | Y | N |
| (14) | Waits around when you are talking with someone | Y | N |
| (15) | Shows up where you are | Y | N |
| (16) | Visits you at work | Y | N |
| (17) | Calls you at work | Y | N |
| (18) | Leaves items for you to find | Y | N |
| (19) | Communicates verbally against your will | Y | N |
| (20) | Damages your property | Y | N |
| (21) | Does unrequested favors* | Y | N |
| (22) | Contacts your family | Y | N |
| (23) | Asks others about you | Y | N |
| (24) | Knocks on your window | Y | N |
| (25) | Asks you out as friends* | Y | N |
| (26) | Asks you out on a date* | Y | N |
| (27) | Threatens to release harmful information on you | Y | N |
| (28) | Takes up an activity to be closer to you | Y | N |
| (29) | Manipulates you into dating | Y | N |
| (30) | Scares you | Y | N |
| (31) | Secretly takes your belongings | Y | N |
| (32) | Gives you unusual parcels | Y | N |
| (33) | Attempts to, or verbally abuses you | Y | N |
| (34) | Harasses you | Y | N |
| (35) | Breaks into your house or car | Y | N |
| (36) | Visits your home | Y | N |
| (37) | Threatens or attempts to hurt you | Y | N |
| (38) | Is physically violent to you | Y | N |
| (39) | Threatens emotional harm | Y | N |
| (40) | Threatens or attempts to harm someone you know | Y | N |
| (41) | Threatens to or harms your pet | Y | N |

(42)	Forces you to have sexual contact	Y	N
(43)	Takes photos of you	Y	N
(44)	Kidnaps you	Y	N
(45)	Uses profanity about you	Y	N
(46)	Argues with you in public places	Y	N
(47)	Spreads false rumors about you	Y	N
(48)	Claims to still be in relationship	Y	N
(49)	Violates restraining orders	Y	N
(50)	Will not take hints he/she is not welcome	Y	N
(51)	Tries to keep you away from the opposite sex	Y	N
(52)	Harms your new partner or their property	Y	N
(53)	Threatens to harm him/herself	Y	N
(54)	Tells others stories about you	Y	N
(55)	Constantly apologizes for past wrongs	Y	N
(56)	Exaggerates claims of affection for you	Y	N
(57)	Describes acts of sex to you	Y	N

* Indicates normal courtship behavior in most cases

Adapted from K. Davis & I. Frieze (2000). Research on stalking: What do we know and where do we go? *Violence and Victims*, 15(4). Reprinted with permission.

DANGER ASSESSMENT

Several risk factors have been associated with increased risk of homicides (murders) of women and men in violent relationships. We cannot predict what will happen in your case, but we would like you to be aware of the danger of homicide in situations of abuse and for you to see how many of the risk factors apply to your situation. Mark Yes or No for each of the following. (“He” refers to your husband, partner, ex-husband, ex-partner, or whoever is currently physically hurting you.)

- 1. Has the physical violence increased in severity or frequency over the past year?
- 2. Does he own a gun?
- 3. Have you left him after living together during the past year?
- 4. Is he unemployed?
- 5. Has he ever used a weapon against you or threatened you with a lethal weapon? (If yes, was the weapon a gun? _____)
- 6. Does he threaten to kill you?
- 7. Has he avoided being arrested for domestic violence?
- 8. Do you have a child that is not his?
- 9. Has he ever forced you into sex when you did not wish to do so?
- 10. Does he ever try to choke you?
- 11. Does he use drugs? By drugs I mean uppers or amphetamines, speed, angel dust, cocaine, crack, street drugs, heroin, or mixtures.
- 12. Is he an alcoholic or problem drinker?
- 13. Does he control most of all of your daily activities? For instance, does he tell you whom you can be friends with, how much money you can take with you shopping or when you can take the car? (If he tries, but you do not let him, check here _____)
- 14. Is he violently and constantly jealous of you? (For instance, does he say, “If I can’t have you, no one can.”)
- 15. Have you ever been beaten by him while you were pregnant? (If never pregnant by him, check here _____)
- 16. Have you ever threatened or tried to commit suicide?
- 17. Has he ever threatened or tried to commit suicide?
- 18. Does he threaten to harm your children?
- 19. Do you believe he is capable of killing you?
- 20. Does he follow or spy on you, leave threatening notes or messages on answering machine, destroy your property, or call you when you don’t want him to?

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COLLATERAL INTERVIEW WITH CHILD

Note: Children should only be interviewed when absolutely necessary – i.e., when the standard interview process, outside documentation, and collateral contact information fail to resolve the parents' conflicting accusations. Children should first be reassured that they have done nothing wrong, and that they are being asked merely to provide some information that will help the counselor resolve some problems that their parents are having.

Sometimes parents disagree. What happens when your parents don't get along, with each other or with the stepparents?

Do your parents or stepparents ever yell, or use bad words? Can you give me an example—something that happened recently (not too long ago)?

Does one parent/stepparent yell or swear more than the other(s), or do they do it about the same?

Do either of your parents, or stepparents, ever throw things, or grab or push or hit the other one? Tell me about something that happened recently (not too long ago).

Does one parent/stepparent throw things, or grab or push or hit more than the other(s), or do they do it about the same?

What's the worst fight your parents ever had? Tell me about that. Have there been times when one of your parents got really hurt because of something the other parent or stepparent did?

Sometimes, parents get angry with their kids. What happens when your parents/stepparents get angry with you (are mad)? What about with your brothers and sisters?

If they say bad things, what kinds of things do they tell you?

Do your parents/stepparents ever spank you, or your brothers and sisters (hit you on the rear with an open hand)? When does that happen? Who usually gives you the spankings?

Besides spankings, do either of your parents or stepparents, hit you in other ways? Tell me about that.

Have there been times when you got hurt because of something one of your parents/stepparents did to you? What was the worst thing that happened?

Are there other things your parents/stepparents do that you don't like or that make you afraid?

JOHN HAMEL & ASSOCIATES – SUBSTANCE ABUSE QUESTIONNAIRE

Substances Currently Using, Pattern (how often, amount, circumstances), Impact/Symptoms

Abuse History: When, Substances Used, Pattern of Use

Alcohol/Drug Related Arrests _____

Substance Abuse in Family of Origin? _____

Reasons for Relapses _____

Tolerance Factor – Increase Over Time? _____

Previous Substance Abuse Treatment _____

Current 12-Step Program and/or Substance Abuse Treatment _____

JOHN HAMEL & ASSOCIATES

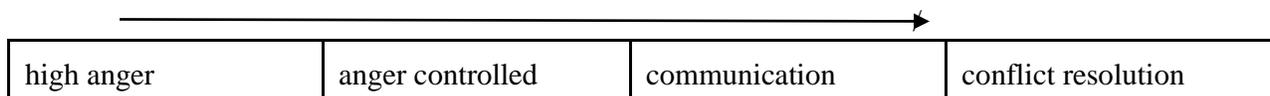
DOMESTIC VIOLENCE TREATMENT PROGRAM
PARTICIPANT'S WORKBOOK

INTRODUCTION

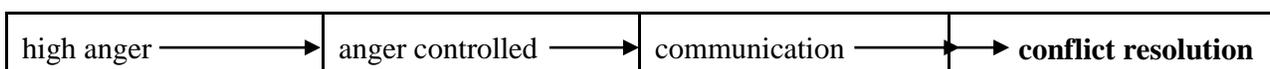
You have completed the assessment phase of the domestic violence/batterer intervention program. The next phase consists of regular group meetings for a period of 26 to 52 weeks (anyone convicted of spousal abuse is required by California law to complete 52 weeks). During this time, you will be learning how to better handle interpersonal relationships, with an emphasis on resolving conflicts by managing anger and letting go of violent, controlling, and abusive behaviors. How well this program works for you, and how successful you become in improving your relationships, will depend largely on three factors: effort, consistency, and setting priorities. You will be asked to change behaviors that have been established over a lifetime, behaviors that have become deeply ingrained in your personality. They won't go away overnight. But you'll make steady progress if you attend each meeting, participate to the best of your ability, and apply what you learn. Progress will be slow, but it will last.

The number one priority is taking responsibility for your behavior, including verbal and emotional abuse, controlling behaviors, and physical assaults upon others. This means not blaming others for your behavior. To the extent that your anger is a problem, you must find a way to control it, and not use it as an excuse to be aggressive. Whenever you are in a conflict with another person you must first control your anger to have any chance of resolving the problem. In order for a conflict to be resolved, there must be clear and respectful communication. But healthy communication is impossible when one person is very angry. "Leap frogging" (A) doesn't work; conflicts can only be resolved by going through the proper steps (B)

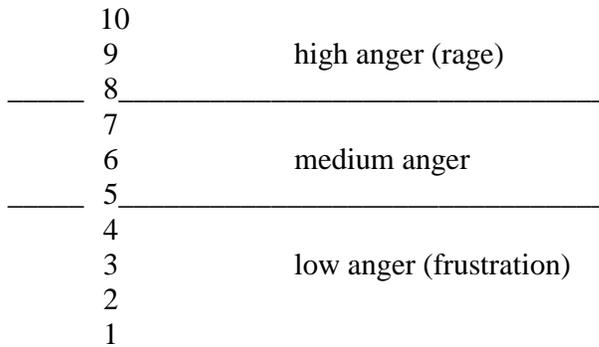
A.



B.



Resolve the problems you can. However, until you have learned more productive communication and conflict resolution skills, don't worry about resolving all your conflicts right away—especially the difficult ones. By managing your anger, you'll gain confidence and feel more in control. This increased confidence will motivate you to make even more changes. Meanwhile, by being a positive influence on those with whom you have been fighting, you'll generate good will and help re-establish trust. You will soon learn much about how to control anger. For now, concentrate on two things: awareness and acceptance. You can't control what you aren't aware of, so don't ignore or "stuff" your anger. By the time you realize how angry you are, the conflict has escalated to the point where emotional, and sometimes physical, damage has already been done. Practice identifying your anger at lower levels before it becomes too intense. You can do this by taking your anger "temperature," rating its intensity on a scale of 1–10.



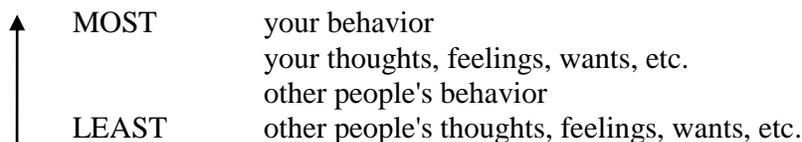
Frustration is anger, merely at a lower level. Don't discount it. After a hectic day at work, a sarcastic remark from your spouse may be all it takes for your anger to jump from a 4 to a 6, or even higher. Recognizing that you are highly frustrated can help you to anticipate, and better handle, such a provocation. Practice identifying your anger by randomly taking your anger temperature during the day—at work, in traffic, at home—even when you seem to be feeling fine.

Accepting your anger is equally important. You can expect to experience anger long after having completed our program. There will always be occasions when no matter what you do to make your anger go away, it will remain. People tend to ignore or "stuff" anger because they are afraid of it. Then, when they are unable to ignore it any longer, they "blow up," in the hope that this will make the anger go away. Of course, it doesn't—not for long, anyway. Also, people associate anger with aggression and fear they will react aggressively if they let themselves be angry. But anger is only an emotion, and nothing to be afraid of. It's what you do with your anger that matters.

What others object to is not your anger, but the way you express it. Unless you remain intensely angry all the time, and thereby risk incurring a stress-related illness, being angry won't hurt you or anyone else. Although you may sometimes feel like you will "explode," the worst that will happen—if you control your behavior—is that you'll be uncomfortable. Feeling angry is like being in cold weather: not enjoyable, but something you can live with. The bottom line is, no matter how angry you are, you cannot use it as an excuse. Anger does not "cause" you to become abusive.

Like all emotions, anger serves several important purposes. A major function of anger is to alert you to possible danger—and not just physical danger. For example, anger lets you know that others are trying to take advantage of you, and helps you stand up for your rights. Think of your anger like a smoke alarm. A smoke alarm is loud and obnoxious. Furthermore, when a smoke alarm goes off in your home, it doesn't tell you how big the fire is, or even if there is a fire at all (someone may have lit a cigarette), and it certainly doesn't tell you how to put it out. But it's immensely useful.

Accepting your anger, or wanting to control how you express it, is more difficult when the other person is especially mean, unfair, provocative, etc. Keep in mind, however, that you have very little control over other people. The diagram below illustrates this point.



You have the most control over your behavior. So, until you learn how to directly change your thinking or lower your anger in the presence of the person who is provoking you, concentrate on altering your behavior. This includes keeping your lips pressed together (to keep from saying something you'll later regret), saying something you know will be helpful ("I'm sorry") or moving your feet so they take your body away from the provocation. This is called a "time out."

Take a time out whenever your anger temperature is at a 5 or above, or you sense that the argument is getting out of hand. If you're becoming increasingly tense, if you have angry thoughts, if you are no longer able—or wanting—to hear what the other person has to say, then remove yourself from the situation. Let the other person know where you are going and for how long. Don't blame or take any "parting shots" as you leave. Go to another room, go to the bathroom, walk around the block, or go see a friend (don't go to a bar or use mind altering substances). If your anger temperature is in the "rage" portion of the anger scale, avoid driving. Leave the house, or wherever you may be, and walk. Walk for at least a half hour, until your anger level has come down. If you have been physically aggressive in the past, don't return until you are sure that you have your anger under control. Stay with a relative or friend, or go to a hotel or motel. Stay the night, a week—as long as you need.

Taking a time out is not "giving in." It is your way of taking control over a volatile situation the best way you can—by changing your behavior. Remember: your priority is to gain control over your anger and to refrain from reacting aggressively. The better you do this, the more quickly and comfortably you'll be able to discuss and resolve the most controversial and volatile issues.

Using the Workbook

This workbook is divided into three sections. The first part includes guidelines for group participation, a copy of the program agreement, and a sample progress/termination report. It also contains definitions of "dirty fighting" and controlling/emotionally abusive behaviors, information on overcoming irrational beliefs and identifying needs, *and special sections on substance abuse and child development* (read and complete only if these pertain to you). Read the introduction carefully, because they will help you complete the log sheets, in the second section. Keeping track of these behaviors will make it easier for you to overcome them, and to replace them with more appropriate, healthier—and ultimately more effective behaviors. It is recommended that you fill out the log on a weekly basis. The third section contains all of the worksheets and handouts used during the program. Bring your workbook to group each week. You can refer to your progress log during the "check in" section of the meeting. In addition, you will need the workbook to complete the readings and assignments that will be dispensed, usually on a weekly basis. Completing this workbook as requested will help you gain greater awareness and control of your behavior. Good luck!

TURN IN YOUR COMPLETED LOGS THE FIRST WEEK OF EACH MONTH FOR THE PREVIOUS MONTH. YOU CAN EARN FROM 0 TO 3 POINTS, DEPENDING ON HOW WELL YOU COMPLETE THEM. WHEN YOU HAVE EARNED A TOTAL OF 16 POINTS YOU NO LONGER NEED TO TURN IN YOUR LOGS UNLESS YOU WANT TO. COURT-MANDATED CLIENTS CANNOT GRADUATE UNTIL THEY HAVE OBTAINED 16 POINTS. (ASK ABOUT HOW TO EARN EXTRA CREDIT POINTS IF YOU GET BEHIND WITH THE LOGS.)

DOMESTIC VIOLENCE TREATMENT PROGRAM – GROUP GUIDELINES

1. Come to every session, unless you are sick or on vacation. The effectiveness of the program depends on your consistent attendance.
2. Attend each session on time.
3. Come to each meeting alert, free of chemical influence, and ready to participate.
4. Listen attentively to the group leader, and to your fellow participants.
5. Share, as much as possible, about how you are doing.
6. Speak with respect, both to the other group members, and when referring to people outside the meeting. Referring to your partner, or others, in demeaning terms (e.g., “bitch”) is unnecessary and destructive. Using demeaning language only reinforces old, dysfunctional behavior, and will hinder your progress.
7. Some limited griping about your partner and others in your life is permissible, but you are encouraged to focus on your behavior, and what *you* can do to make things better.
8. When someone else brings up a problem, avoid advice-giving unless requested to do so. Instead, share any experiences you may personally have had with the problem in question.
9. Show positive support of your fellow group members. This means being empathetic and concerned when they are having a hard time, and praising them when they are making positive changes in their lives. Refrain, however, from supporting abusive, illegal, or anti-social behavior. The group works best when each person holds him/herself and everyone else accountable for their actions.
10. (For court-mandated clients) Everyone is allowed to share, for purposes of identification, the circumstances under which they were referred to the group. You may also, briefly, inform the group of major new developments in your court case, such as having a restraining order lifted or instituted. However, extended complaints about “the system” are not allowed. This includes how unfair the judge was, your attorney fees, why your partner wasn’t arrested, etc. You are in the group to learn how to overcome anger and violence and improve your relationships. Legal complaints should be discussed with an attorney. If you are unhappy with public policy or laws regarding domestic violence, write to your local congressperson or state representative.
11. Respect the confidentiality of the other group members. If you share with someone you know what happens in the group, it is better if you talk only about yourself. Do not, under any circumstances, disclose anyone’s name or identity.
12. Complete your progress log, as well as all in-class and “homework” assignments as requested. This will help you get more out of the program, and will accelerate your progress.

JOHN HAMEL & ASSOCIATES – BATTERER PROGRAM AGREEMENT

- A. I am required to attend a weekly, same-sex group, each lasting 2 hours and not to exceed 15 people, for 52 consecutive sessions, and a final exit interview afterwards. The primary goal of the program is to stop domestic violence. While in the program, I agree to:
1. Attend sessions and pay my fees as specified in the Client Instructions sheet.
 2. Respect the confidentiality of each group member, so as to encourage more honest participation and build trust. I agree to not disclose any information obtained through participating in the program regarding other participants.
 3. Never attend sessions under the influence of alcohol or drugs.
 4. Appropriately participate in group. This includes the following: listen attentively; show an interest in the material discussed, and what the other participants are saying; make an effort to talk about my issues (e.g., relationship problems, anger management, work stress), while avoiding frivolous topics; give support and constructive feedback to the other group members; share experiences, but avoid giving unwanted advice.
 5. Keep the group facilitator informed of any change in address, phone number, or probation officer, and any major changes in my life (e.g., employment, relationship status), as well as any changes to the address and/or phone number of the victim or current partner.
 6. Complete all homework assignments, including the progress log as required, and turn in for inspection the first week of each month, and pass a final exam at the exit interview.
- B. I understand that I will be held accountable for acts or threats of domestic violence, that quarterly reports regarding my progress will be sent to the probation department/court, and that they will be immediately notified of any use of violence or threats of violence. To successfully complete the program, I must agree to stop violent and threatening behavior and demonstrate that I have:
1. Been violence free for a minimum of 6 months.
 2. Cooperated and participated as required in the program.
 3. Practiced and demonstrated an understanding of anger management and conflict resolution skills.
 4. Not blamed, degraded or committed acts which dehumanize the victims of my behavior or puts at risk their safety, including, but not limited to, molesting, harassing, stalking, striking, attacking, threatening, sexually assaulting, or battering them.
 5. Not made threats to harm anyone in any manner.
 6. Complied with any requirements to receive substance abuse or other counseling, if necessary.
 7. Adhered to all terms of my probation, protection orders and weapons prohibitions.
- C. Attendance Requirements
1. I agree to miss no more than 3 sessions. If I miss a fourth session, I will be immediately terminated from the program and probation/court will be notified within 24 hours.
 2. I can only miss 1 of the first 8 scheduled group sessions. If I miss more, I will be terminated from the program and probation/courts will be notified within 24 hours.
 3. Late attendance policies:
 - a. No one will be allowed into group, under any circumstances, after 15 minutes.
 - b. After each 2 sessions I am late, I will be required to complete 1 additional session on top of the required 52 weeks; continued lateness may lead to my termination
 4. If terminated for poor attendance, I *may* be allowed to re-enroll in the program if I:
 - a. Obtain permission from probation/court and pay the re-enrollment fee.
 - b. Agree to start the program from the beginning if I was terminated during the first 8 weeks. (Individuals terminated after 8 weeks may also be required to start from the beginning, depending on the case.)

5. If I anticipate that I may miss sessions in the future for unavoidable reasons, it is my responsibility to notify both the group leader and the probation department/court. In some cases, a leave of absence may be granted. I understand that only the probation department can grant such a leave, and that I must secure it in advance. *Sessions missed during a leave of absence will not count against my attendance, but only if the probation department contacts the group leader directly to OK the leave.*

D. Policy Regarding Fees

1. Financial debts at other domestic violence programs must be paid prior to enrollment.
2. Fees are charged on a sliding scale basis, and due on the first week of the month. I am required to pay the entire amount (for 4 weeks) at that time. *No partial payments will be accepted.* If I pay the monthly fee in a later week, I may be assessed a penalty in addition to my regular fee. (If the group meets for a fifth week that particular month, that week is *free*.)
3. If I am excessively or chronically late in paying my fees, the courts/probation will be notified, and if the problem continues I could be dropped from the program.
4. Group fees may be subject to revision, should my financial circumstances change during my participation in the program.

E. Release of Information and Receipt of Program Workbook

John Hamel & Associates cannot provide information regarding my participation in the program to anyone without my written permission, but is legally required to report if I engage in child or elderly abuse or make threats to harm myself or others. However, I give John Hamel & Associates permission to contact anyone necessary to recoup unpaid counseling fees. In addition, I understand that John Hamel & Associates may need to obtain documents or contact certain individuals regarding past programs or previous violence, and I therefore grant John Hamel & Associates permission to exchange information with the following regarding my participation in this program:

<u>Name/Organization</u>	<u>Address</u>	<u>Phone</u>	<u>Fax</u>
_____	_____	() _____	() _____
_____	_____	() _____	() _____
_____	_____	() _____	() _____

I understand that a letter will be sent to the victim, informing he/she of my participation in this program and inviting he/she to report any further violence or abuse; and that I may be removed from the program and the courts/probation notified if it is determined that I have not been benefiting from, or have been disruptive to, the program.

I acknowledge receipt of the Client Workbook, containing a description of the program curriculum, statement of program goals and philosophy, guidelines for participation, definitions of abuse and strategies for overcoming abusive behaviors.

I acknowledge that representatives from probation have the right to sit in on group sessions from time to time, and I understand that such visits are intended to make sure the group and its facilitator meet the standards set for batterer intervention programs under California law per PC.1203.097.

Name

Signature

Date

DEFINITIONS OF “DIRTY FIGHTING” AND CONTROLLING BEHAVIORS

A. Dirty Fighting - The underlying motive when using these behaviors is to win the argument at all costs. The effect of these behaviors is to make the other person feel too confused, guilty, overwhelmed or worn out to effectively make their case, so that in your mind you “won.”

- 1 Timing: Insisting on talking when your partner is tired or busy, such as late at night.
- 2 Brown bagging: Bombarding the other person with all the complaints you have been wanting to talk about, all at once.
- 3 Overgeneralizing (e.g., “You’re always late,” “I can never count on you”)
- 4 Cross-complaints: Instead of answering the question and taking responsibility for your actions, you complain about something your partner did.
- 5 Blaming
- 6 Pulling rank: You use your authority/power to get your way, instead of presenting facts (e.g., “I’m the father, that’s why!” or “I’m the man of the house”).
- 7 Not listening
- 8 Listing injustices: Similar to “brown bagging” —you name all of the bad things they have done to you, with an emphasis on how they have wronged you, and how it isn’t “fair.”
- 9 Mind-reading: You tell the other person how they think or feel, or what they want
- 10 Fortune-telling (e.g., “You’ll never change”)
- 11 Being sarcastic
- 12 Rejecting compromise
- 13 Playing the martyr: Saying things to make the other person feel guilty or beholden to you, such as: “I’m nothing but a slave in this house.”
- 14 Giving advice: The other person doesn’t want your advice, and has his/her own way of doing things, but you tell him/her anyway.
- 15 Terminal language: You imply/state that if you don’t get your way you’ll leave him/her.
- 16 Lecturing

- B. Emotionally Abusive and Controlling Behaviors - The intent behind these behaviors is not only to win the argument but to dominate and/or to emotionally hurt the other.
1. Threats and Intimidation: Verbally threaten to hurt partner, or intimidate with gestures (e.g., staring). Harm pets. Threaten to harm someone partner cares about.
 2. Isolation and Jealousy: Attempt to control who partner spends time with. Restrict partner's movements, keep her/him from leaving (e.g., by standing in front of the door). Withhold car keys or disable her/his vehicle. Accuse of being unfaithful or of flirting with others. Check up on partner, interrogate about where she/he has been.
 3. Economic Abuse: Control the money or exclude partner from financial decisions. Spend money excessively or refuse to work or contribute financially. Threaten to have partner fired. Lie about expenses to get more child support.
 4. Diminishment of Self-Esteem: Tell partner she/he is unattractive or call her/him names (e.g., "bitch," "loser") make fun of her/his sexual performance. Threaten to have an affair. Humiliate partner in front of others, pressure her/him to do things against her/his values. Ridicule or treat partner like she/he is stupid, or tell her/him she/he is incompetent and helpless. Tell her/him that what she/he wants or cares about is unimportant. Spread false rumors about partner, or try to convince others that partner is crazy. Blame him/her for problems in relationship.
 5. General Control: Order partner around, expect him/her to "hop to it." Nag and refuse to take "no" for an answer. Follow him/her around, criticizing his/her every move. Insist on talking late at night, keeping him/her awake.
 6. Obsessive Relational Intrusion: Call, go to partner's place of employment to harass her/him. Follow her/him around. Page constantly, or leave numerous unwanted messages on her/his voice mail.
 7. Passive-Aggressiveness and Withdrawal: Threaten to harm myself to get attention. Deliberately ignore partner, or withhold affection or sex to punish him/her. Lock out of bedroom when angry. Refuse to cooperate. Act in a "passive-aggressive" manner (e.g., "forgetting" to pay a bill or to give them some important information).
 8. Using Children: Tell children negative things about partner. Exclude partner from child-rearing, or join with the children against him/her. Threaten to keep them from partner, or use them as spies. Refuse to allow the children to see their grandparents.
 9. Legal System Abuse: File false or exaggerated domestic violence charges or false child abuse charges. Threaten to have partner deported, or to report him/her to welfare.
 10. Sexual Coercion: Pressure partner to have sex when she/he doesn't want to, or to engage in sexual practices partner is uncomfortable with. Physically force sex (rape).

NOTE: Some controlling behaviors are particular to certain populations (e.g., threatening to report a partner to immigration, or threatening to "out" a same sex partner).

OVERCOMING IRRATIONAL THOUGHTS AND BELIEFS

A. Events don’t cause emotions, your thoughts about events and your attitude cause those emotions. Having more control over your emotions requires that you be able to identify and challenge your negative, distorted thinking, and replace it with clear, reality-based thinking. Familiarize yourself with this page—you will need to refer to it when completing the progress logs.

Negative, distorted thinking	Emotional consequence	Reality-based thinking
<u>Mind-reading</u> “she’s trying to mess with me” “he doesn’t really love me”	anger Depression	“how do I know?” “I can’t read minds” “ _____ ”
<u>Labeling</u> “jerk,” “bitch,” “lazy,” etc.	Anger	“everyone has a good side” “what is it I don’t like?” “ _____ ”
<u>Futurizing</u> “she/he is never going to change” “I’ll never get another job”	anger, anxiety, depression	“I don’t have a crystal ball” “ _____ ”
<u>Magnification</u> “this is horrible, terrible” “the weekend’s ruined”	anxiety, depression, anger	“how horrible is this, compared to a real tragedy?” “ _____ ”
<u>Absolutes</u> “she/he can’t talk to me like that” “this has to change”	anger anger, anxiety	“she can do what she wants, but I don’t have to like it” “ _____ ”
<u>Arbitrary inferences</u> “she/he is working late again, so she/he must be having an affair”	anger, anxiety	“there are many reasons why people do things.” “ _____ ”
<u>Black and White Thinking</u> “they are either with me or against me.”	anger, anxiety	“people have mixed feelings; they can change their minds” “ _____ ”
<u>Overgeneralization</u> “There aren’t any decent men” “Women are just impossible”	anxiety, depression anger, anxiety, depression	“My experiences are limited” “I haven’t had any luck so far” “ _____ ”

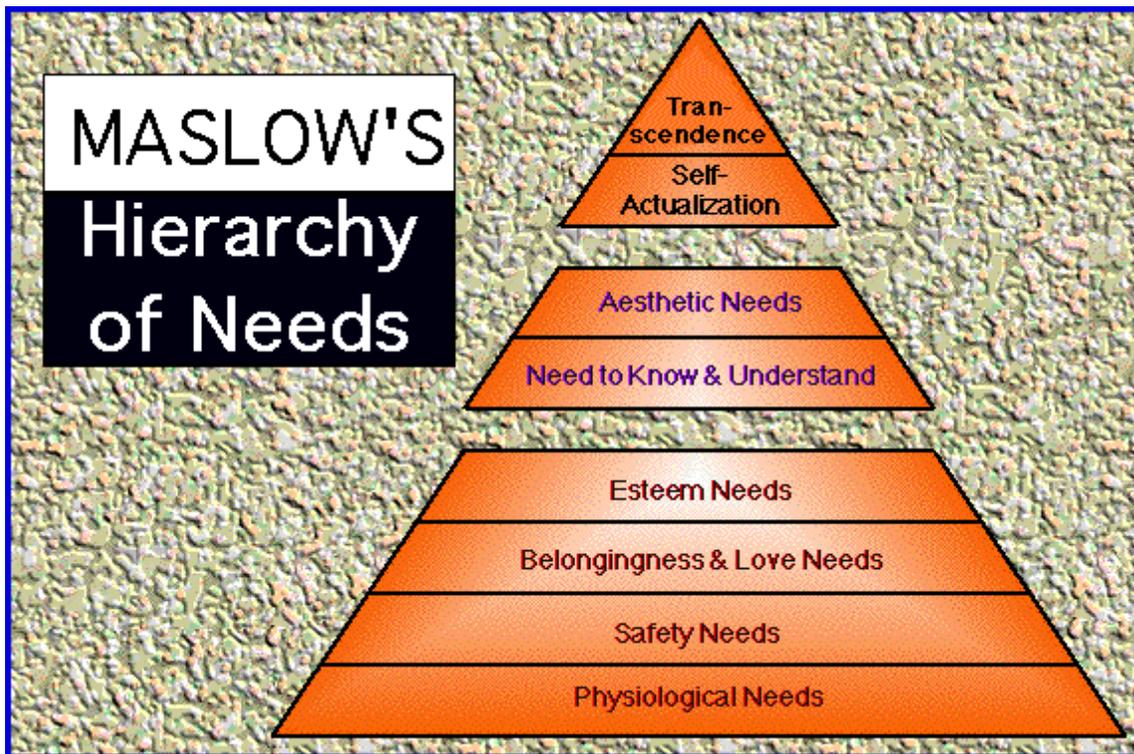
B. The “Fundamental Attribution Error”:

We rate behaviors more negatively when they are assumed to be intentional and to reflect one’s personality, and less negatively when they seem to arise within the context of the situation. Because we know our inner motives, which we typically think are benign, we are more likely to blame the situation for our actions (e.g., “what else could I do?”); but when it comes to others, we assume the opposite (e.g., “that’s just who they are”). And too often, we are wrong.

Maslow's Hierarchy of Needs

Citation: Huitt, W. (2004). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from, <http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

Abraham Maslow (1954) posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. The first four levels are: 1) Physiological: hunger, thirst, bodily comforts, etc.; 2) Safety/security: out of danger; 3) Belongingness and Love: affiliate with others, be accepted; and 4) Esteem: to achieve, be competent, gain approval and recognition.



According to Maslow, an individual can act upon the growth needs if the deficiency needs are met. The growth needs are: 5) Cognitive: to know, to understand, and explore; 6) Aesthetic: symmetry, order, and beauty; 7) Self-actualization: to find self-fulfillment and realize one's potential; and 8) Self-transcendence: to connect to something beyond the ego or to help others find self-fulfillment and realize their potential.

When a person feels angry, they are getting a message that their needs may be threatened, even when they are not. The person who knows his or her needs does not have to react impulsively. Instead, he/she can better decide what he/she really wants. This helps in solving problems and reducing conflict with others.

***REFER TO THIS CHART WHEN COMPLETING PART "D" OF YOUR LOGS.**

SUPPLEMENTAL READINGS

DOMESTIC VIOLENCE AND SUBSTANCE ABUSE

STAGES OF CHILD DEVELOPMENT

Anger/Aggression Relationship to Alcohol/Drugs

Drug Group	Overall Risks	Why?
Alcohol	High	Societal permission/expectation; disinhibition (reduces one's ability to control impulses); withdrawal; irritability; pervasiveness within society
Sedatives and barbiturates	High	Promotes irritability; assaultiveness; self-destructive attacks
Crystal methamphetamine	High	Amphetamine use (long term) can produce both immediate aggression and long-term personality changes
Cocaine and stimulants	High	Highly associated with irritability and impulsive attacks
PCP	High	Produces angry/assaultive tendencies
Steroids	Medium-high	Seems to encourage anger and aggression, especially in already prone individuals
Inhalants	Medium	Generally incapacitates users but associated with aggressive lifestyles
Opiates	Medium-low	Generally diminishes all emotions during use; aggression to procure drug money main problem
Cannabis	Medium-low	Mistakenly assumed to diminish anger/aggression; can exacerbate underlying paranoia
Hallucinogens psychotic	Low	May exacerbate underlying delusions

Questions That Help Clients Understand the Linkages Between Their Anger/Aggression and Their Use of Alcohol and other Drugs

1. What is your experience with alcohol and other mood-altering substances?

Substance	Current or Recent Use	Past Use	Frequency
a. Alcohol			
b. Amphetamines			
c. Barbiturates			
d. Cocaine			
e. Inhalants			
f. Marijuana			
g. Prescribed medications			
h. Opiates			
i. Other (designer drugs, etc.)? What?			
j. Drug combinations? What?			

2. What connections could there be between your use of these substances and your anger or aggression?

- a. When I use _____ I often become more angry than usual.
- b. When I use _____ I can become violent (making threats, pushing, shoving, hitting, etc.).
- c. When I use _____ I get argumentative.
- d. When I use _____ I become controlling or demanding.
- e. When I use _____ I sometimes have poor judgment.
- f. When I use _____ I get jealous or paranoid.
- g. I only get in trouble with my anger when I use _____.
- h. Others tell me I get angrier or more violent when I use _____.
- i. Mixing _____ and _____ makes me more aggressive.
- j. I often use _____ to try to cool down.

k. Another connection between my using and my anger is

l. ____ I don't see any connection between my use of alcohol or drugs and my anger or aggression.

3. How does your use of alcohol or drugs affect:

a. How often you get angry (frequency)

b. How strongly you get angry (intensity)

c. How likely you are to be violent?

✓ Against
yourself? _____

✓ Against others? _____

✓ Against objects, pets, etc. ? _____

4. How does getting angry affect your drinking or drug use?

a. Does it give you an excuse to use? _____

b. Does it affect your choice of drugs? _____

c. Is your anger a regular part of the way you relapse? _____

5. Are there times you want both to get angry and get high? _____

When does this happen (e.g., shame episodes, depression)?

6. The general relationship between violence and substance abuse can be written with the formula: $P(Person) + D(Drug) + E(Environment) = V(Violence)$. It depicts the multiple relationships factors that can interact to increase the risk for violence. There are seven separate possible interactive effects between substance abuse and violence, described below. Which best describes your experience?

✓ *Independence* —Acts of violence by an instigator have no causal relationship to that individual's substance use pattern.

✓ *Rationalizing Effect* —A person excuses his/her acts of aggression by claiming they were caused by the effects of a mood-altering substance when in reality the substances had no causal effect.

✓ *Causative Effect* —Here violence is elicited by the direct effects of a drug with little or no contribution from the person or environment. One example occurs when acute or chronic substance use creates toxic organic psychoses that subsequently impair the individual's ability to perceive their environment.

✓ *Additive Effect* —The substance use contributes to but does not independently cause acts of violence. This could occur when an individual's threshold for violence is more easily reached when intoxicated because of increased disinhibition and impairment of judgment.

✓ *Synergistic Effect* —This exceptionally dangerous interaction happens when persons with extremely high risk for serious violence also make high-risk drug choices, dosages, and methods of ingestion. This combination may produce acts of aggression far exceeding a simple additive effect. These individuals often have histories indicative of neurological trauma, neurological impairments, violent coaching, abandonment, and so on. They are violent even without drugs, but drug use greatly increases the risk for especially violent acts.

✓ *Neutralizing Effect* —Certain illicit drugs, such as marijuana, have long been claimed to reduce some people's tendency toward aggression. Drugs that lower anxiety, lower one's sense of sensory overload, blunt emotional experiences, or lower psychomotor activity could produce such an effect.

✓ *Contextual Effect* —In this situation, violence occurs when an act of aggression is a learned way to achieve status and power and/or to resolve problems.

7. How do you plan to stop or control your anger if you don't deal with /drug use?

How do you plan to stop or control your drinking/drugs if you don't deal with your anger?

Source: Potter-Efron, R. (2007). Anger, aggression, domestic violence, and substance abuse. From: J. Hamel & T. Nicholls (Eds.), *Family Interventions in Domestic Violence* (pp. 437–456). New York: Springer Publishing.

ESSENTIALS OF RECOVERY

- Acknowledge that you cannot handle substances, and the need for abstinence
- Get help and support
- Overcome your preoccupation with drinking/using
- Learn non-chemical/addictive ways to manage stress, and find lifestyle balance
- Learn non-chemical/addictive coping skills to handle strong emotions and everyday problems
- Get in touch with your self
- Share your life with others
- Repair the damage caused by past drinking/using
- Commit to personal growth
- Be aware of the warning signs of relapse

THE RELAPSE PROCESS

Relapse back into active alcohol/drug use does *not* just “happen.” There are reasons why people relapse, so if you know what they are you will have a much better chance of staying clean and sober. Research by Terence Gorski, a recovery specialist, has found that the relapse process begins with certain high-risk factors:

High Risk Factors

1. High-stress personality (driven, Type A)
2. High-risk lifestyle (lack of balance, such as too much or not enough work; disruptive changes; negative peer influences, especially socializing with alcohol/drug abusers)
3. High levels of interpersonal conflict
4. Poor health maintenance (poor nutrition, not enough exercise, sleep, and relaxation)
5. Various illnesses (e.g., colds—common among those in early recovery, whose immune systems have been compromised by chronic alcohol/drug abuse)
6. Inadequate recovery program

Trigger Events

Continuing to experience high risk factors without doing something about them can lead to dangerous trigger events:

1. High-stress thoughts (distorted “self-talk,” and irrational thoughts such as “euphoric recall”—remembering only the good times and forgetting about all the bad things that happened while you were using)
2. Painful emotions, such as depression, loneliness, anger, and anxiety
3. Painful memories (e.g., childhood trauma)
4. Stressful situations and interactions (e.g., at work)

Internal Dysfunction

When you are unable to cope with high-risk factors and trigger events, you will likely experience internal and external dysfunction. Signs of internal dysfunction include:

1. Difficulty in thinking clearly
2. Difficulty in managing feelings
3. Problems with memory
4. Problems with sleep
5. Difficulty managing stress
6. Shame, guilt, and hopelessness (result from failing to take care of yourself and your responsibilities)
7. Return of denial

External Dysfunction

Unless you can find help and support, life inevitably becomes even more overwhelming and your ability to ignore your problems becomes less and less possible. This stage of relapse features:

1. Avoidance and defensive behavior (e.g., avoid people who can help you; arguing with people)
2. Crisis building (problems are poorly dealt with, or not at all, leading to more serious problems)
3. Immobilization
4. Confusion and overreaction (increased anger with yourself and others; not able to understand why life is unmanageable)
5. Depression

SUPPLEMENTAL SECTION FOR PARENTS: STAGES OF CHILD DEVELOPMENT

* Read the information below. Which problems have you had, and how have you dealt with them?

BIRTH – 8 MONTHS: INFANTS

<u>CHILD CHARACTERISTICS/NEEDS/ TYPICAL PROBLEMS</u>	<u>WHAT PARENTS SHOULD BE DOING</u>
<p>1. <u>Dependence</u> - Babies are completely dependent on their caregivers, and need to feel absolutely secure.</p> <p>2. <u>Differences</u> - Infants differ in temperament, activity level, reaction to stimulation, sensitivity to the environment, how loud and often they cry, and how well they sleep. No two babies develop at exactly the same rate. By the second or third month, a baby's personality emerges, in terms of what they like to look at, how much stimulation they need, and how they wish to be held.</p> <p>3. <u>Sucking</u> - Infancy is also known as the "oral-sensory" stage, due to baby's need to suck. This need is stronger in some infants than others. Babies, however, will put anything into their mouths.</p> <p>4. <u>Crying</u> - Crying may signal physical distress (e.g., hunger, stomach cramps, needing to change position,) or a desire for comforting. Because they don't achieve "object permanence" until around 8 months, babies think that if you are out of sight, you disappear. But babies may cry just because they can.</p> <p>5. <u>Feeding</u> - Newborns need to be fed every 3–5 hours, but 3 a.m. feedings may stop by second or third month. Bottle-fed babies get more diseases, are more overweight, but have more control over the feeding process. Solid foods accepted some time after the fourth month, but breast feeders will often resist them. At six months, they will want to feed themselves, using their fingers.</p>	<p>1. Respond to your baby's needs. It is nearly impossible to "spoil" an infant. The more secure an infant feels, the more he trusts you, the easier it will be for him to successfully separate later on.</p> <p>2. Expect your child to develop at her own pace, and respond accordingly. Consult with your pediatrician if the baby's development is highly unusual.</p> <p>3. An infant's need to suck should not be denied. Keep dangerous objects out of reach. Pacifiers can be used in addition to the breast or bottle. If the infant has begun to use his own hand, a pacifier won't be needed. You can use a pacifier between feedings, but limit its use to times when the baby is being highly fussy, so he/she doesn't become too dependent on it. Pacifiers are not a substitute for cuddling and holding.</p> <p>4. Tend to baby's needs. To comfort, hold and rock, sing or play a music tape. You may need to burp her - babies swallow air as they cry. If you have to leave the room, call to her - your voice is reassuring. Let her cry for a while if you've tended to her needs. Infants like to be snugly wrapped and be held upright, to look over your shoulder. An infant carrier comforts baby, and frees your hands.</p> <p>5. Feed your baby when he's hungry. Don't force feed, and never use bottles as pacifiers. Introduce new foods one at a time, at the beginning of a meal. Don't let the baby take a bottle to bed as it causes tooth decay and bottle dependence. Breast-fed babies will often reject bottles from mom but accept them from others.</p>

<p>6. <u>Sleeping</u> - Each baby will prefer a particular sleeping position. Often cry themselves to sleep. Typically begin sleeping through the night in the second or third month, but will sometimes wake up for short periods in middle of night. Will give up late night feeding by fourth month. Need several naps each day, until around the eighth month, when only one nap may be needed. By then, they are more mobile, and will protest their bedtime.</p>	<p>6. Go along with preferred sleeping position. Have a consistent bedtime (e.g., 8 p.m.) once the baby has given up late night feeding. Let baby cry her/himself to sleep—ignore short periods of crying during night. Don't force baby to stay up past her/his bedtime in an attempt to make her/him tired—she/he will only become agitated. Be firm with bedtime. Don't walk on tiptoes—babies can tolerate a good deal of noise when asleep.</p>
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8 MONTHS – 18 MONTHS: TODDLERS

<p align="center"><u>CHILD CHARACTERISTICS/NEEDS/ TYPICAL PROBLEMS</u></p>	<p align="center"><u>WHAT PARENTS SHOULD BE DOING</u></p>
<p>1. <u>Need to explore</u> - Experience rapid growth in motor, communication and cognitive skills, and begin doing many things on their own (begin to crawl at 9 months). Curious, want to master their environment by exploring manipulating objects.</p> <p>2. <u>Stranger and separation anxiety</u> - Exploring is exciting but scary. Toddlers realize they are separate persons, develop an identity. Object permanence lets them distinguish between mom and strangers, causing anxiety. Repeatedly return to primary caregiver for security, even as they seek independence. Fear of strangers—will even reject toys. May reject dad and other relatives.</p> <p>3. <u>Biting</u> - Babies use their mouths to explore their environment, and to get pleasure. Biting is natural, and can help relieve pain of teething. In their second year, toddlers bite when frustrated.</p> <p>4. <u>Weaning</u> - Most pediatricians believe that weaning, from the breast or the bottle, should occur after the child is 12 months old. Some toddlers will want a bottle when upset or sleepy.</p> <p>5. <u>Playing with b.m.'s</u> - Very normal. Satisfies their need to explore. May also hold their b.m.'s.</p> <p>6. <u>Bedtime problems</u> - Toddlers often will resist going to sleep, and scream in protest</p>	<p>1. Provide a safe environment that also encourages exploration. Playpens OK for short periods, but toddlers need to roam to feel more in control. Child-proof house (e.g., locks for doors/drawers, gates; remove breakables, small, edible objects).</p> <p>2. Let the child determine the pace of exploration. Be patient. Be available, and let him cling if he needs to. Don't force him on others.</p> <p>3. If she bites you, don't take it personally and don't punish. Say "No!" firmly, and put child in a time-out. Afterwards, you can hold her, but don't talk about the biting incident.</p> <p>4. The more you deny the bottle, the more he will want it. Let the child have a bottle when they ask, but insist that he use a cup during meals.</p> <p>5. Supervise the child, but don't overreact if she makes a mess. Calmly clean up.</p> <p>6. Give bath or read story 30 minutes before bedtime. Tuck him in and leave the room. If the screaming continues, go back every 5 minutes or so to reassure him. Tuck him in, kiss him (but don't pick him up) and leave right away.</p>

18 MONTHS – 36 MONTHS: THE “TERRIBLE TWOS”

<u>CHILD CHARACTERISTICS/NEEDS/ TYPICAL PROBLEMS</u>	<u>WHAT PARENTS SHOULD BE DOING</u>
<p>1. <u>Experimenting</u> - At this age, children realize that they can cause things to happen. Are constantly on the go, getting into things. Want to be independent.</p> <p>2. <u>Frustration</u> - Physical development lags behind cognitive skills, causing frustration (e.g., can't put a puzzle piece into place). Can't express thoughts and feelings into words (only know about 10 words at 18 mos.) Often reject help.</p> <p>3. <u>Rebellion</u> - Won't respond when you talk to them. Throw loud, violent tantrums. Won't cooperate. Say “no!” a lot.</p> <p>4. <u>Social aggression</u> - Even more difficult with other children than with adults. Possessive of their toys, territorial. Hit, push, pull hair. No patience, want everything right now. Self-centered, can't empathize with others' feelings, incapable of remorse, and don't know right from wrong. Don't know how to make friends.</p> <p>5. <u>Separation anxiety</u> - New independence is scary. Will often cling, follow parent from room to room. Have a favorite toy or “security blanket.” Can be ritualistic about arranging toys, or going to bed.</p> <p>6. <u>Sibling rivalry</u> - Their self-centeredness won't let them tolerate rivals for parent's attention. Show aggression to babies, or act up. Sometimes will regress (e.g., want to wear a diaper again, or nurse).</p> <p>7. <u>Bedtime problems</u> - Will insist on staying up past their bedtime, may scream to get their way.</p>	<p>1. Allow as much exploring and experimenting as possible, while providing for his safety. Have toys available that are age-appropriate but challenging.</p> <p>2. Assist child when frustrated, but back off when she refuses help. Let her figure things out himself, or encourage her to do something else.</p> <p>3. Enforce rules firmly but gently. Show him what to do step-by-step. Don't explain. Remove him from trouble, re-direct to other activities, or put him in his room. Reinforce immediately (e.g., “pick up that toy, then watch TV”). Don't react in anger - this increases his anxiety and convinces him that he is more powerful than you! Rebelling is not all bad: helps him establish an identity, understand cause-and-effect and figure out his limits.</p> <p>4. Supervise play. Pair child with playmates of similar temperament. If one child takes another's toy, gently give it back, then separate the children until they calm down. Don't try to “reason” with her. Model for them the right way to play. With severe aggression, such as biting, sternly say “no!” before removing him from the situation.</p> <p>5. Allow him to cling and follow you. Hold him if he wants that. He'll let go when she feels ready. If clinging is excessive, re-direct him to a fun activity that you can join in at first, but walk away from later. Go along with his ritualistic activities.</p> <p>6. Give her plenty of love. Reward appropriate attempts to get attention. Set aside time just for her. Continue to have reasonable expectations, but make her feel special by telling her that she's a “big girl” and is more capable than her baby brother.</p> <p>7. As with toddlers, establish a pre-bedtime routine. If he screams, check in with him every 10–15 minutes, tuck him in and quickly leave.</p>

3-YEAR-OLDS

<u>CHILD' CHARACTERISTICS/NEEDS/ TYPICAL PROBLEMS</u>	<u>WHAT PARENTS SHOULD BE DOING</u>
<p>1. <u>Initiative</u> - Child builds on the independence achieved during the “terrible two’s.” Excellent memories. Like to make thing. Vivid imaginations. Learn from mistakes, more persistent at solving problems, better at delaying gratification. Not yet able to plan ahead – play for the sake of playing.</p> <p>2. <u>Helplessness</u> - Fragile sense of identity. Distressed by minor cuts and bruises, because they don’t understand that wounds eventually heal. Vivid imagination, along with inability to tell the difference between words and things (if there is a word for something, then it must exist), combine to cause fear of ordinary events, such as ghosts or the dark. Fear of the dark may persist into middle childhood.</p> <p>3. <u>Physical awkwardness</u> - Will often spill things, trip over their feet, stutter, etc.</p> <p>4. <u>Imaginary friends</u> - Indicates interest in peer relations. Allows them to practice social skills in a way they can control the interaction. Children often project negative aspects of themselves onto these imaginary playmates, as they do with dolls.</p> <p>5. <u>Social relations</u> - At this age, children are very social, and can make instant friends. Imitate others, as a way to develop social bonds and acquire more problem-solving skills. Able to take turns and play with others, and not just parallel play. Often, they will rush too quickly into a relationship, and be hurt. Will want parents to play with them instead</p>	<p>1. Provide toys and games that challenge him, such as puzzles, and markers or paints for drawing. Encourage imaginative play with doll sets, hand puppets, etc., but allow spontaneous play with household objects. Keep television watching to a minimum.</p> <p>2. Continue to be available to the child. Tend to minor injuries, sit with the child, but don’t try to correct her exaggerations. Don’t try to reason fears away. Acknowledge that the fear is real for her, and reassure her that you are there to protect her from harm. Remain calm. Don’t show anxiety, or go out of your way to accommodate her - this will only convince the child there really is something to worry about.</p> <p>3. Be patient and supportive. Don’t show anger, and don’t criticize. If you make a “big deal” out of it, he’ll think he did wrong. If he spills something, help him clean up. If he stutters, don’t complete his sentences for him or tell him to “slow down.” Instead, remain calm, talk slowly, and ask questions that can be answered in a few words.</p> <p>4. Never question the existence of imaginary playmates.</p> <p>5. Provide adequate supervision and guidance. If possible, put her in a good day care program a few days a week. Don’t be over-concerned about play interactions that don’t go well—making friends is a trial-and-error process for her. Resist her attempts to make <i>you</i> her constant playmate.</p>

<p>6. <u>Morality</u> - Lie and take things. Until they are six or seven, don't fully understand the meaning of responsibility, or what is the "truth," and understand "good" and "bad" as what their parents approve or disapprove of. Feel empowered when lying works to avoid punishment. Don't understand pronouns, and the difference between "mine" and "yours."</p>	<p>6. Don't give him a chance to lie. <i>Tell</i> him what he did wrong - don't ask. Punish the behavior. Disregard the dishonesty. Don't promise to make things easier if he tells the truth, or threaten more punishment if he lies. Don't preach or moralize—he cannot understand abstract concepts. If he takes something, focus on his <i>behavior</i>, and have him return what he took.</p>
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FOURS AND FIVES

<u>CHILD CHARACTERISTICS/NEEDS/ TYPICAL PROBLEMS</u>	<u>WHAT PARENTS SHOULD BE DOING</u>
<p>1. <u>Purposeful behavior</u> - Can set goals and work towards them.</p> <p>2. <u>Verbal skills</u> - Talk constantly, vocabulary of 1,500 words by age 4. Ask searching questions and want to know the meaning of words.</p> <p>3. <u>Gender awareness</u> - Indicate preference for doing "boy" or "girl" things, and seek approval from same-sex parent. Want to know where babies come from. Curious about their genitals, may want to masturbate, or to play "doctor."</p> <p>4. <u>Cognitive and ethical limitations</u> - At this age, children see things in black-and-white, and don't understand abstractions. Will say "I hate you" if they are angry with something you have done. Understand what is right or wrong based on what the parents specifically approve and disapprove. Can't generalize beyond each particular circumstance.</p> <p>5. <u>Clinging behavior</u> - Although more socially adept, their primary relationships remain with their parents. May demand help, follow mom or dad around the house. May seek reassurance that parents still love them, and will return after going somewhere.</p>	<p>1. Provide more complex play materials. Suggest simple projects. Assign tasks (e.g., cleaning room). Set up reward system to motivate good behavior.</p> <p>2. Be patient! Calmly answer his questions. If you're irritated, tired, etc., change the subject or divert his attention to another activity.</p> <p>3. Don't interfere with child's natural choices. Pushing a child to be "gender neutral" can be as futile as prohibiting interest in opposite-sex activities (e.g., boys who want to play with dolls, or girls who like rough-and-tumble play). Reacting to self-exploration of genitals with anger and disgust, or punishing her, will give the message that she is bad. Teach her that one's genitals are private. Separate children who are playing "doctor," tell her it's not appropriate, but avoid sermons. Divert their attention to something else. Stay low-key.</p> <p>4. Reacting too strongly or defensively will only reinforce his negative feelings for you. Avoid taking the words seriously, but teach him alternative ways to express feelings (e.g., "I'm angry with you!") Don't expect him to understand ethical terms such as "polite" or "responsibility." Address misbehavior immediately after it happens. Be brief, and focus on his actions.</p> <p>5. Assist with difficult problems, but insist that she figure out for herself those problems she can handle. Don't show discomfort to the question, "Do you love me?" Instead, teach her that saying "I love you" is special, and better used sparingly, like a surprise.</p>

6-11: MIDDLE CHILDHOOD

<u>CHILD CHARACTERISTICS/NEEDS</u> <u>TYPICAL PROBLEMS</u>	<u>WHAT PARENTS SHOULD BE DOING</u>
<p>1. <u>Achievement</u> - This stage is sometimes known as one of “industry versus inferiority.” Children at this age need to build on the independence, initiative and imaginary play previously acquired, to succeed at school and with peers. Starting to understand some abstractions, such as “morning” or “afternoon.” Interested in concept of “God.” Moral judgment expands, from learning peer group rules, competitive play and the classroom. More cooperative at school than at home.</p> <p>2. <u>Peer problems</u> - Fitting in with peers is a difficult task for all children, and more so for some. As they learn their roles and how they fit in, they may be bossy and aggressive, overly compliant and sensitive, or detached.</p> <p>3. <u>Fighting with siblings</u> - Siblings who are close together in age will often argue and compete, and fighting may escalate to physical brawls.</p>	<p>1. Accept that your child will be preoccupied with school and peers. Problems in these areas will upset him, but don't expect him to always want to talk to you about them. Don't feel rejected—his loyalties have become divided. Lesser cooperation at home is not your fault, but due to simpler rules at school, and the fact that teachers can be objective, without emotional bonds to the children. Encourage school success by providing a quiet place and time to do homework. Help him learn to study, assist, but <i>don't</i> do his homework for him. Also encourage him to engage in activities that give him a feeling of competence. Some kids are good in sports, while others excel in music, etc. Keep him away from organized sports in which adults are too involved—it's not fun for him, but a burden.</p> <p>2. Usually, it is best to let her work out her own problems with peers - otherwise, she will depend too much on you and will have a harder time fitting in. Remember that “natural consequences” are the most effective for learning. Understand that bossiness at home is normal, where the child is being territorial. If she is overly aggressive and rude, send her friends home. If your child is teased or rejected, help her find solutions to the problem. Be supportive without showing pity - pity only reinforces the victim role. If your child isolates, it may be due to shyness or her preference - some children are more introverted, and that is OK. Look for opportunities to pair her up with similar children, but don't force them on her.</p> <p>3. Separate the siblings. Unless one child is clearly abusing a totally innocent victim, assume that they both participated in the problem. Don't send them to separate time-outs - they won't learn a lesson. Ignore their arguments and have them apologize to each other, including shaking hands. Afterwards assign a shared task that will force them to cooperate. If fighting persists, assign more shared tasks but also make them do extra favors for each other.</p>

11–14: PRE-ADOLESCENCE AND EARLY ADOLESCENCE

<u>CHILD CHARACTERISTICS/NEEDS/ TYPICAL PROBLEMS</u>	<u>WHAT PARENTS SHOULD BE DOING</u>
<p>1. <u>Transition problems</u> - Extremely awkward stage, between childhood and adolescence. Increasing capability for abstract thinking, along with surging hormones and body changes, create confusion, intense feelings. Developing sense of morality causes them to have strong opinions about what is right and wrong. Rebel against parents, sulk, impossible to please. Want freedom but unwilling to take on responsibility. Seek out peer group. Constantly evaluating themselves, and wondering what their peers think about them. Seek negative attention to mask their insecurities. Preoccupied with appearance.</p> <p>2. <u>Emotional isolation</u> - Children at this age often feel lost. Self-esteem dependent on their success at finding a satisfying, stable role in their peer group, so they deliberately push parents away. Unwilling to talk to parents about inner turmoil, because this would be admitting dependence on them. However, due to shifts in peer group loyalties, competition, etc., may be reluctant to share feelings with peers and be perceived as weak. Present a front of aloofness, to hide their vulnerability. Especially won't ask parents questions about sex.</p> <p>3. <u>Declining grades</u> - Because of their emotional state and preoccupation with peers, it is not unusual for pre-adolescent and early-adolescent children to "forget" their homework, or turn in reports long past when they are due, and to generally exhibit poor school performance.</p>	<p>1. Be understanding and tolerant. Don't let your buttons get pushed. Listen to her feelings and opinions, even when she is wrong, contradictory, irrational or just plain angry. Find the proper balance between increased freedom and the restrictions she needs to feel safe. Don't be intimidated by her tantrums or manipulations. Refuse to engage in a power struggle. Don't dismiss her, or make fun of her, but don't take her too seriously either. Do your best to accept her, while setting appropriate limits, and she'll feel more empowered. And remind yourself that this period in her life won't last forever.</p> <p>2. Don't force him to talk with you about his emotional difficulties. Keep in mind that in the peer group culture, it isn't "cool" to be too friendly with your parents. Let him know that you understand what he's going through, that you once went through similar problems, and that you are there for him if he needs you. Don't subject him to an uncomfortable lecture about sex. Focus on relationship values, such as respecting oneself and partner, rather than the mechanics of sex. Tell him that his friend may give him misinformation, and that you are available if he has any further questions. (Girls need to be prepared for their period, and this discussion cannot be avoided.)</p> <p>3. Make sure that she goes to school. Insist that she put in the time to do their homework, without loud music or other distractions. Consult with teachers if you need to. However, accept that there may be some decline in grades and that her preoccupation with other matters may affect her ability to concentrate and follow-through.</p>

15–19: LATER ADOLESCENCE

<u>CHILD CHARACTERISTICS/NEEDS/ TYPICAL PROBLEMS</u>	<u>WHAT PARENTS SHOULD BE DOING</u>
<p>1. <u>Independence and identity</u> - The developmental task of the adolescent is to move towards independence from parents, and to establish their own, secure identity. Find their place within the peer group. Want additional freedoms. Idealistic. After 14, usually become more confident, and less intensely emotional, but may continue to test limits.</p> <p>2. <u>Coping</u> - May be rude and oppositional, taking out on parents the problems they have with school, peers, and opposite sex. May become depressed, overeat, threaten to run away, and/or try alcohol and drugs.</p> <p>3. <u>Privacy</u> - As they are establishing independence, they will want you to respect their personal boundaries, such as the right to leave their room messy and play loud music, and for you to not go in without their permission. They will also insist on their right to choose their friends and not have to inform you of their whereabouts.</p> <p>4. <u>Young adulthood</u> - At 18, a person becomes an adult and no longer the parents' responsibility. Some adolescents will be eager to move out and go to college or get a job. Others will want to stay home for a while, or maybe indefinitely. This may be a mutual choice between parents and adolescent, or, because they are not ready, or too fearful, to get on with their lives.</p>	<p>1. Continue to maintain healthy limits. Make increasing freedoms contingent on ability to take more responsibility. Have him earn your trust. For example, extend his curfew only if he regularly comes in on time over a period of several months, and allow him to drive if he gets a job and is willing to pay for the insurance.</p> <p>2. Be patient. Accept expressions of anger, but not name-calling or other types of abuse. Keep lines of communication open. Let her know, without “rubbing it in,” that her acting-out is a sign of internal distress. Offer her choice of resolving the issue with you, or talking with a counselor. Don't be over concerned about threats to run away if you have provided a healthy, secure environment. Insist that she get involved in at least one extra-curricular activity or hobby, but give her a wide range of choices. This will keep her constructively engaged, lessen her dependence on the peer group, and help her build confidence and self-esteem</p> <p>3. Try to honor his privacy and personal choices. Be flexible, willing to compromise. Make privileges contingent on keeping room somewhat clean and keeping music at tolerable levels. Reserve the right to search his room if there is evidence that something is wrong (e.g., if he has been lying about his whereabouts, skipping school, acting or looking different than usual). Insist on meeting his friends. Ask that he check-in, but don't be intrusive if you don't need to.</p> <p>4. Allow your child to live at home until they are ready to leave, so long as it is convenient for you. Tolerate a few months of goofing off, but then insist that she begin taking on adult responsibilities, by either getting a job, going to school, or both. Stay out of her personal life, unless her behavior directly affects you and the family—for example, coming home at 2 a.m., intoxicated, waking everyone. Have her contribute to maintenance of the household by doing chores and/or paying rent.</p>

SECTION QUIZZES

Section 1 Quiz – Lessons 1 – 17

Multiple Choice

1. People who have a closed attitude about conflict and avoid dealing with issues may say that the issue is not important enough, or that they don't have the time. But the underlying reasons that people avoid conflict include:
 - a. Fear of "rocking the boat," not getting your way, or losing something you have
 - b. Fear of losing partner's love
 - c. Fear of uncovering unpleasant emotions and revisiting unhappy events from past
 - d. All of the above

2. Which of the following is not a misuse of anger?
 - a. Punish
 - b. Control
 - c. Communicate
 - d. Protect oneself from hurt

3. Death of a spouse, detention in jail or being fired from work are examples of:
 - a. Cognitive distortions
 - b. External sources of stress
 - c. Internal sources of stress
 - d. Bad luck

True or False

4. A person that was next in line for a promotion at work, but the boss gave the job to his son-in-law instead, would not only feel anger but likely disappointed and disrespected.

True False

5. Destructive parenting includes high parental acceptance and moderate/high restrictiveness

True False

6. Girls tend to play in smaller groups or in pairs, and make decisions based on consensus; play games that involve turn-taking and cooperation; and are taught that vulnerable feelings ought to be expressed

True False

7. When your anger is at a lower level (between 1 and 4), your thinking is confused and dominated by negative, aggressive thoughts. You are completely unable to properly express yourself, are not wanting to listen and feeling very much out of control

True

False

Fill in the Blanks

8. A study of dominance and conflict in marital relationships found that conflict was lowest among couples with what type of relationship?

9. List at least one effect on children of seeing their parents fighting

10. Give one example of gender-role expectations

Section 2 Quiz – Lessons 18 – 34

Multiple Choice

1. The vignette about Jim and Amanda and the new jacket was intended to demonstrate the importance of which rule of communication?
 - a. What goes up must come down
 - b. The message sent is always the message received
 - c. The message sent is never the message received
 - d. Body language is usually not very important

2. Your boyfriend/girlfriend makes jokes at your expense. You have been meaning to talk to him/her about this, but have been worried that he/she will be upset with you. Eventually, you decide to assertively confront him/her. This example of making anger work for you makes use of what positive anger function?
 - a. As a means of communicating something important
 - b. As an energizer and motivator
 - c. As a means of getting more information about a situation
 - d. None of the above

3. When paraphrasing what someone has just said, you have the best chance of making the other person really feel heard when you:
 - a. Paraphrase for content only
 - b. Paraphrase for content and feelings
 - c. Repeat in detail everything they told you
 - d. None of the above

4. Bob tries to get Jimmy to clean up his room by pointing his finger at him and telling him in a loud voice: “What's the matter with you? Don't you listen to anything I tell you? Look at your room. It's a pigsty. Now clean up this mess right now or you're grounded. Do you hear me? I'm tired of this, Jimmy. Your room's a mess ... you don't do your homework like you should. I'm fed up.” This is an example of:
 - a. Conflict-avoidance
 - b. Parental responsibility
 - c. Assertiveness
 - d. Aggressiveness

5. The vignettes presented in meeting #30 are meant to show what about partner violence?
 - a. It is justified when you feel really taken advantage of
 - b. It is OK if you don't cause the victim any bodily injury
 - c. It is justified when the victim is extremely selfish and unreasonable
 - d. It is never OK (except strictly in self-defense)

True or False

6. Yelling, put-downs, criticisms, blaming, any “dirty fighting,” ignoring your partner and coming home drunk are examples of deposits to your emotional bank account

True False

7. Whether you are introverted or extroverted, orderly or disorderly, how you deal with feelings, and your attitudes about parenting are examples of perpetual relationship problems

True False

8. In the vignette about Jim and Amanda, the rapidly escalating conflict could have been prevented if one or both of them had engaged in meta-communication

True False

Fill in the Blanks

9. Conflicts tend to escalate when the “Four Horsemen” occur. Give two examples:

Section 3 Quiz – Lessons 35 – 52

Multiple Choice

1. When trying to figure out how to respond to a provocation, one of the questions you should ask yourself is: “Is this person intentionally trying to harm me, or violate my rights?” This is to determine:
 - a. Whether your anger is justified
 - b. Whether your anger is working for you
 - c. Whether you should get a divorce
 - d. All of the above

2. You agree that you did something wrong, but insist that it is not as horrible as the victim may think. The victim is left to feel guilty for being overly sensitive. This is an example of:
 - a. Blame
 - b. Minimization
 - c. Overgeneralization
 - d. Denial

3. When one member of the family is abusive,
 - a. It decreases the odds that others will copy that behavior.
 - b. The rest of the family usually forgets about it
 - c. It increases the odds that others will copy that behavior
 - d. A Child Protective Services report is automatically filed

True or False

4. Most of the time, when people have problems, they already know how to solve them. They just need you to listen, to be a kind of “sounding board.”

T F

5. It takes one person to resolve a conflict, and one to escalate; but it takes two to keep the conflict from escalating further.

T F

6. “Turning the tables” is an example of a “blocking maneuver”— something people do when they are trying to avoid taking responsibility for their behavior

T F

Fill in the Blanks

7. Your partner comes home in a bad mood, and goes into a 45-minute rant about the boss, how “impossible” he is, and complains that she/he is a week behind with a project. He/she says, “I can never please the bastard.” What do you think your partner is feeling, besides anger?

8. Doug is punctual, neat and highly dependable. A salesman at a software company, he has led his team in sales the past five years. To maintain this pace, and pay for his boat and his new Cadillac, he often works 14- and 16-hour days. This is a major source of conflict between Doug and his wife, Maureen, who feels ignored. One Friday night, when the couple had plans to go out to a movie, Doug comes home after 8 p.m., and Maureen berates him, yelling and swearing. Doug shoves her aside as he heads for the door, and the nearest bar. On his way out he says, “I can’t stand this shit. Nothing I do is ever good enough!”

Name the irrational belief that best explains Doug’s behavior:

9. Wilma comes home in tears, and starts to tell Fred all about the stressful day she had at work. Fred loves Wilma and is very concerned. As he listens, Fred is looking slightly away, as he analyzes her problem and tries to think of a solution. After about a minute or two, he has come up with a sensible plan of action and eagerly makes his suggestions. To his dismay, Wilma storms out of the room, accusing him of “not listening” and “not being supportive.” Fred feels hurt and unappreciated.

What male value might have influenced the way Fred tried to help?

What female value (s) might explain how Wilma reacted?

JOHN HAMEL & ASSOCIATES – SAMPLE PROGRESS LOG

Month February Year 2009 Complete on a weekly basis:

A. At the end of each week, enter the number of times you engaged in the behaviors listed below, then enter the total at the end of the month. Read the “Dirty Fighting/ Other control tactics” sheet first). (If you do NOT currently have an intimate partner, then log for your OTHER relationships)

Week#:	Name(s)					Week#:	name(s)				
	1	2	3	4	Total		1	2	3	4	Total
# days contact	7	7	7	7		8. Listing injustices					
# conflicts	4	2	0	1	7	9. Mind-reading	2				2
Discuss w/o aggress	1	1	---	1	3	10. Fortune-telling	1				1
Aggression						11. Being sarcastic		1		1	2
Yell, shout	3	1			4	12. Rejecting compromise					
Swear at, put down	1				1	13. Playing the martyr					
Threaten to hurt						14. Giving advice	1				1
Throw, hit things						15. Using terminal lang.					
Grab, push						16. Lecturing					
Slap											
Punch, kick						Abusive/ control tactics					
Bite/choke/pull hair						1. Threats/intimidation					
Other						2. Isolation and jealousy					
Dirty Fighting						3. Economic abuse					
1. Timing	1				1	4. Diminish self-esteem	1				1
2. Brown bagging	2				2	5. General control	1				1
3. Overgeneralizing	1	1			2	6. Obsessive rel. intrusion					
4. Cross-complaints	1				1	7. Passive-agg/withdraw					
5. Blaming	2				2	8. Using children					
6. Pulling rank						9. Legal system abuse					
7. Not listening	1				1	10. Sexual coercion					

B. What I need to work on: Be a better listener and have more patience. I tend to interrupt, which makes him/her angry and things escalate from there. Work’s been stressful lately; probably should start doing my meditation exercises more regularly.

C. Record when you got aggressive/angry in past month. Include situations outside home.

EXAMPLE 1: ANGER AND REACTION OUT OF PROPORTION TO THE PROVOCATION
(COMPLETE SECTION E)

Date: Jan. 10, 2009 Situation: Wife/husband asked me to take out trash - in a bossy tone of voice.

Anger Temp. (1-10) (1-3 = mild irritation or frustration; 4-7 = moderate anger; 8-10 = very high anger/rage): 6

Other emotions (see bottom page 86): disrespected, embarrassed, inadequate.

Thoughts (What were you telling yourself in your head?): "Always trying to get her way, that control freak. I can't stand this shit. It's never going to stop."

What I did wrong/right: Wrong: Snapped at him/her, saying: "Shut up, leave me alone!" Right: Apologized later.

EXAMPLE 2: ANGER AND REACTION APPROPRIATE TO THE SITUATION:

Date: Feb. 1, 2009 Situation: Buying coffee at Starbucks – cashier rude.

Anger Temp: 3

Other emotions: Disrespected

Thoughts: "Boy, he must have gotten off the wrong side of the bed today."

What I did wrong/right: Wrong: Nothing. Right: Decided not to say anything, and bring it up to manager if it happens again.

D. Think of the various situations in which you were angry and acted aggressively, or engaged in dirty fighting/controlling behaviors. Keeping in mind that one function of anger is to alert you to the possibility that some of your needs are being threatened, what need(s) seemed to be threatened and how? (Please refer to the Maslow "pyramid.")

BASIC (food, water, shelter, etc.)

SELF-ESTEEM/ PRIDE When she/he's bossy, I feel bad about myself

LOVE/BELONGING? I also worry that we'll keep fighting and we'll break up.

E. Now go back to part C and pick one of the situations you recorded. Then describe in greater detail your thinking process around that situation, using the guide below.

Situation: Wife/husband reminding me to take out the trash. Said it in a bossy tone of voice.

First list a few of the automatic thoughts that popped into your head in that situation. Are any of these thoughts distorted? Identify the type of distortion, using the categories in the introduction section.

1. Always trying to get her/his way, that control freak.” (Mind Reading, Labeling)
2. “I can’t stand this shit.” (Absolutes)
3. “It’s never gonna stop.” (Futurizing)

If you are unsure whether some of these automatic thoughts are distorted or reality-based, then answer the following questions:

What is the evidence that supports the thought(s)? Be as honest and as objective as you can. It helps to imagine what a good, trusted friend would say. Would they agree with your evidence?

1. There have been times in the past when she/he has told me, instead of asking me, to do things. Sometimes when she/he tells me to do things, she/he seems frustrated.
2. I get really angry when I think she/he’s bossing me around. I feel like I can’t do anything about it.
3. She/he will ask me really nicely for a while, but then she/he gets bossy again.

What is the evidence that does not support the thought(s)? Again, imagine what a trusted friend would say, someone that cares about your well-being and wants you to make good decisions.

1. I really don't know for sure why she/he sometimes bosses me. I can't read minds. There are many times when she/he asks me to do things very sweetly.
2. I must be able to stand it, because I'm still in the relationship. I just don't like it.
3. I am not a fortuneteller, and can't tell what's going to happen in the future. All I know for sure is that sometimes she/he asks me nicely and sometimes not so nicely.

Now that you have looked at the evidence for and against the thought(s), write down your new thoughts about the situation—with all the distortions taken out. Remember, your thoughts do not need to always be “positive,” but they have to be based in reality.

“I don't like it when she/he orders me around. It makes me feel angry and disrespected, and I worry that it will happen again. I've told her/him before that I don't like it, so I wonder why she/he keeps doing it. Maybe I should talk to her/him about it.”

With your new way of thinking, how would you act in the future if you were to encounter that situation again, or a situation like it?

“I would remember that she/he is human, like me, and sometimes says things that she/he doesn't mean. I would remind myself that she/he loves me. I would try to put myself in her/his shoes and imagine what might have happened to her/him that day, to cause her to feel stressed and upset. I would make sure not to respond with swearing and put-downs. Instead, I would take a time-out and talk to her/him about that situation later, when we're both feeling better.”

Month _____ Year _____ Complete on a weekly basis:

A. At the end of each week, enter the number of times you engaged in the behaviors below, then enter the total for the month. Read the “Dirty Fighting/Other control tactics” sheet first

	Partner:						Partner:				
Week#:	Weeks of the month					Week#:	Weeks of the month				
	1	2	3	4	Total		1	2	3	4	Total
# days contact/week						8. Listing injustices					
# total conflicts						9. Mind-reading					
Discussed calmly						10. Fortune-telling					
Aggression						11. Being sarcastic					
Yell, shout						12. Rejecting compromise					
Swear at, put down						13. Playing the martyr					
Threaten to hurt						14. Giving advice					
Throw, hit things						15. Using terminal lang.					
Grab, push						16. Lecturing					
Slap											
Punch, kick						Abusive/ control tactics					
Bite/choke/pull hair						1. Threats/intimidation					
Other						2. Isolation and jealousy					
Dirty Fighting						3. Economic abuse					
1. Timing						4. Diminish self-esteem					
2. Brown bagging						5. General control					
3. Overgeneralizing						6. Obsessive rel. intrusion					
4. Cross-complaints						7. Passive-agg/withdraw					
5. Blaming						8. Using children					
6. Pulling rank						9. Legal system abuse					
7. Not listening						10. Sexual coercion					

B What I need to work on:

D. Think of the situations in which you were angry and acted aggressively, or engaged in dirty fighting/controlling behaviors. What need(s) seemed to be threatened and how? (See the Maslow "pyramid.")

BASIC SAFETY (food, water, shelter, etc.):

SELF-ESTEEM/ PRIDE:

LOVE/BELONGING:

E. Pick any one situation from Part C where you definitely over-reacted. Then describe in greater detail your thinking process around that situation, using the guide below.

Situation:	
First list a few of the automatic thoughts that popped into your head in that situation. Are any of these thoughts distorted? Identify the type of distortion, using the categories in introduction (mind-reading, labeling, futurizing, magnification, absolutes, arbitrary inferences, black and white thinking, and overgeneralization)	
<u>Automatic Thought</u>	<u>Type of Distortion</u>
1.	
2.	
3.	
To determine if these thoughts are distorted or reality-based, answer the following questions: What is the <u>evidence that supports the thought(s)</u> ? Be as honest as you can. Imagine what a trusted friend or family member would say. Would they agree with your evidence?	

What is the evidence that does not support the thought(s)? Again, imagine what a trusted friend would say, someone that cares about your well-being and wants you to make good decisions.

Now that you have looked at the evidence for and against the thought(s), write down your new thoughts about the situation—with all the distortions taken out. Remember, your thoughts do not need to always be “positive,” but they have to be based in reality.

With your new way of thinking, how would you act in the future if you were to encounter that situation again, or a situation like it? How would you get your needs appropriately met?

NOTES _____

HANDOUTS AND WORKSHEETS

MEETINGS #3 & 29: ANGER – GOOD AND BAD
#3: Misuses of Anger

A. Anger can be a negative or a positive emotion, depending on what you do with it. Because it is such a strong emotion, it can easily be misused. For each of the misuses listed below, please give one or two recent examples from your own life.

1. Intimidate _____

2. Control _____

3. Punish _____

4. Protect self from hurt _____

5. Feel morally superior _____

6. Keep connection going with partner _____

7. Get a rush, or “high” _____

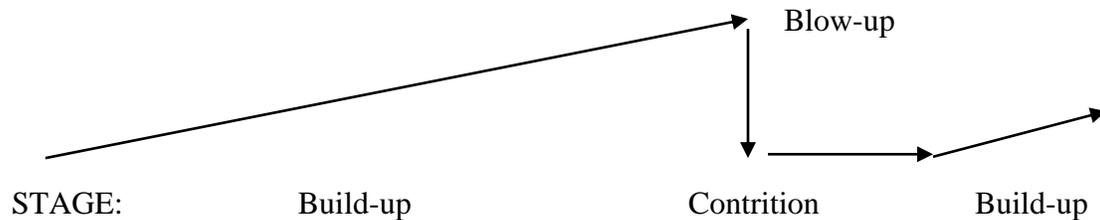
B. Now, go back to each misuse of anger, and ask yourself:

1. Did my aggression work in the short run? Do people comply out of respect, or fear?
2. Did my aggression work in the long run? Did my aggression have negative consequences, such as hurt feelings and resentments in the other person, or guilt and shame in myself?

MEETINGS #4 & 30 CONFLICT AND ABUSE CYCLES

A. When a person engages in aggression and abuse, it is either because he/she is trying to control the other person or win the argument at all costs, or in retaliation against the partner's own aggression and abuse. When one person initiates most or all of the aggression and abuse, that person is the dominant aggressor.

1. If the partner typically does not retaliate, but rather tries to be reasonable and calm things down, then this cycle is known as the *classic battering cycle*:



During build-up, the aggressor becomes increasingly agitated, not because of anything the partner is doing but because of his/her own problems with anger and need to control. Eventually, the aggressor acts out with emotional or physical abuse. Especially if the victim threatens to end the relationship or call the police, the aggressor feels bad, promises not to be abusive again, and he/she ceases to be aggressive for a while. However, if the aggressor does not learn to express his/her needs appropriately, and if the victim doesn't leave or set limits on his/her behavior, there will be another build-up and the cycle will continue.

2. If the partner retaliates and the conflict escalates, there is a *mutual abuse cycle*. In this cycle, aggressive/abusive behavior is responded with aggressive/abusive behavior. The abuse can be verbal, emotional or physical, on either side. Unless at least one partner ceases their aggression/abuse, the cycle will continue.

B. The first step in ending these cycles is to become aware of them. They can almost seem like a script to a movie, in which you and your partner repeat the same lines and engage in the same actions over and over. Think of *your* script:

- Where are you? If you are at home, in what room? Visualize it.
- How are you feeling and what are you thinking?
- Have you been moody and defensive and over-reacting to normal complaints? Has your partner seemed afraid of you, acting like he/she is walking on eggshells? If you did not initiate the aggression, are you retaliating to dirty fighting, controlling or abusive behaviors?
- As things escalate, what are you saying? What is your partner saying?
- What happens after that? What does your partner say? What do you say, and what are you thinking and feeling?

MEETINGS #6 & 32: STRESS BASICS
#6: Identifying Stress (Source: Holmes & Rahe, 1967)

A. Symptoms of Stress: Please circle the symptoms you have experienced in past 6 months

<u>Physical</u> increased heart rate tight chest, neck or back difficulty breathing sweaty palms headache diarrhea, urinary frequency nausea or vomiting constant fatigue susceptibility to minor illness slumped posture	<u>Behavioral</u> procrastination sleep disturbance appetite disturbance increase in smoking, drinking restlessness, disturbed concentration tendency to cry less involvement with others frequent mistakes at work, school decrease in productivity	<u>Psychological</u> feelings of worthlessness, depression jealousy, suspiciousness, anxiousness negativism, lack of capacity for enjoyment lack of initiative tendency to blame others self-critical preoccupation, forgetfulness poor concentration, lack of attention to details tendency to think of the past, not present decreased creativity decreased sexual interest irritability, anger outbursts, boredom
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B. Sources of Stress - LCU = Life Change Units, or degree of adjustment required by each event. Add the scores for those you have experienced in past 6 months (Over 300 = high risk for illness; 150-300 = moderate risk; Below 150 = low risk), and then separate them into those you have little control over, and those you do. Try to resolve those you can.

Event	LCU's	Event	LCU's
<u>Family</u>		Major revision of personal habits	24
Death of a spouse	100	Changing to a new school	20
Divorce	73	Change in residence	20
Marital separation	65	Major change in recreation	19
Death of a close family member	63	Major change in church activities	19
Marriage	50	Major change in sleeping habits	16
Marital reconciliation	45	Major change in eating habits	15
Major change in health of family	44	Vacation	13
Pregnancy	40	Christmas	12
Addition of new family member	39	Minor violations of the law	11
Major change in arguments with spouse	35		
Son or daughter leaving home	29	<u>Work</u>	
In-law troubles	29	Being fired from work	47
Wife starting or ending work	26	Retirement from work	45
Major change in family get-togethers	16	Major business adjustment	39
		Changing to different line of work	36
<u>Personal</u>		Major change in work responsibilities	29
Detention in jail	63	Trouble with the boss	23
Major personal injury or illness	53	Major change in working conditions	20
Sexual difficulties	39		
Death of a close friend	37	<u>Financial</u>	
Outstanding personal achievement	28	Major change in financial state	38
Start or end of formal schooling	26	Mortgage or loan over \$10,000*	31
Major change in living conditions	25	Mortgage foreclosure	30
		High mortgage	17
		*Adjust for inflation	

MEETINGS #7, 33 & 34: MANAGING STRESS
#7: Grounding Meditation + Progressive Relaxation

GROUNDING MEDITATION:

A. Procedure:

Close your eyes and sit quietly in your chair, still. There is nothing more that you have to do, other than to be aware of the experience.

(Participants quietly sit for a period of 3–5 minutes. The group leader then asks everyone to open their eyes again).

B. Questions for discussion:

1. How did you experience this meditation? What were you aware of externally? Sounds, temperature in the room, feeling of your body against the chair or couch?
2. What were you aware of internally? Current thoughts, memories, speculation about the future? Feelings (e.g., bored, excited, annoyed, happy)?
3. If we were to do this exercise again later this weekend, in a different location (e.g., shopping mall, your house), do you think you would have the same thoughts, feelings and an awareness of the same external environment?

C. The goal: improve capacity for self-observation and detachment

There is no “right” or “wrong” way to do this meditation. The purpose of this exercise is to help you get grounded, so that you can develop a capacity for self-observation and detachment. These are crucial in coping with stress and intense feelings like anger.

Remember this: Your thoughts and feelings, and even sensations of the outside environment, are always changing, sometimes from second to second. However, the part of you that is aware of these fleeting thoughts, feelings and sensations, which psychologists call the “self” or “observing ego,” does not change—or if it does, only very gradually, over time. When you say, “I” feel good, bad, etc., the “I” you are referring to is that self or observing ego. This is at the core of who you are, and it is basically whole, pure, and good.

PROGRESSIVE RELAXATION (LONG VERSION)

A. Introduction

The following relaxation exercise, developed by Edmond Jacobsen in the 1920's, has been the most widely used relaxation technique over the past many decades. It is based on the premise that your body responds to anxiety and anger-provoking thoughts and events with muscle tension. This physical tension then increases your subjective experience of anxiety and anger. But deep muscle relaxation reduces physical tension and is incompatible with anxiety and anger. It takes about 15 minutes to do the entire procedure.

B. The Exercise

Get in a comfortable position and relax. Now clench your right fist, tighter and tighter, studying the tension as you do so. Keep it clenched and notice the tension in your fist, hand and forearm. Now relax. Feel the looseness in your right hand, and notice the contrast with the tension. Repeat this procedure with your right fist again, always noticing as you relax that this is the opposite of tension—relax and feel the difference. Repeat the entire procedure with your left fist, then both fists at once.

Now bend your elbow and tense your biceps. Tense them as hard as you can and observe the feeling of tautness. Relax—straighten out your arms. Let the relaxation develop and feel that difference. Repeat this, and all succeeding procedures at least once.

Turning attention to your head, wrinkle your forehead as tight as you can. Now relax and smooth it out. Let yourself imagine your entire forehead and scalp becoming smooth and at rest. Now frown and notice the strain spreading throughout your forehead. Let go. Allow your brow to become smooth again. Close your eyes now, squint them tighter. Look for the tension. Relax your eyes. Let them remain closed, gently and comfortably. Now clench your jaw, bite hard, and notice the tension throughout your jaw. Relax your jaw. When the jaw is relaxed your lips will be slightly parted. Let yourself really appreciate the contrast between tension and relaxation. Now press your tongue against the roof of your mouth. Feel the ache in the back of your mouth. Relax. Press your lips now, and purse them into an “O.” Relax your lips. Notice that your forehead, scalp, eyes, jaw, tongue, and lips are all relaxed.

Press your head back as far as it can comfortably go and observe the tension in your neck. Roll it to the right and feel the changing locus of stress, roll it to the left. Straighten your head and bring it forward, press your chin against your chest. Feel the tension in your throat, the back of your neck. Relax, allowing your head to return to a comfortable position. Let the relaxation deepen. Now shrug your shoulders. Keep the tension as you hunch your head down between your shoulders. Relax your shoulders. Drop the back and feel the relaxation spreading through your neck, throat and shoulders, pure relaxation, deeper and deeper.

Give your entire body a chance to relax. Feel the comfort and the heaviness. Now breathe in and fill your lungs completely. Hold your breath. Notice the tension. Now exhale, let your chest become loose, let the air hiss out. Continue relaxing, letting your breath come freely and gently. Repeat this several times, noticing the tension draining from your body as you exhale. Next, tighten your stomach and hold. Note the tension, then relax. Now place your hand on your stomach. Breathe deeply into your stomach, pushing your hand up. Hold, and relax. Feel the contrast of relaxation as the air rushes out. Now arch your back, without straining. Keep the rest of your body as relaxed as possible. Focus on the tension in your lower back. Now relax, deeper and deeper.

Tighten your buttocks and thighs. Flex your thighs by pressing down your heels as hard as you can. Relax and feel the difference. Now curl your toes downward, making your calves tense. Study the tension. Relax. Now bend your toes towards your face, creating tension in your shins. Relax again.

Feel the heaviness throughout your lower body as the relaxation deepens. Relax your feet, ankles, calves, shins, knees, thighs and buttocks. Now let the relaxation spread to your stomach, lower back and chest. Let go more and more. Experience the relaxation deepening in your shoulders, arms, and hands ... deeper and deeper. Notice the feeling of looseness and relaxation in your neck, jaws, and all your facial muscles.

C. Suggestions

1. This exercise may feel odd at first. Practice it a couple of times a day for several days, and you'll soon experience the full benefits.
2. Be careful when tensing your back and neck. Overdoing this may lead to muscle damage, or even spinal damage.
3. Once you have remembered the steps (listening to an audiotape of the procedure is helpful), you can do the procedure from memory. Do it every day if you can, or at least several times a week.
4. This exercise should be practiced regularly, to help you cope with general stress. But you can also use it whenever you are experiencing acute stress, or a situation in which you are experiencing a lot of anger. When you have mastered this procedure, you'll find it easier to relax "on the spot." For instance, when you give yourself a 5-minute time out at home, or during your break at work, you can quickly "scan" your body for tension and will yourself to relax.

Source: Davis, M., et al. (1988). *The relaxation and stress reduction workbook* (3rd ed.).

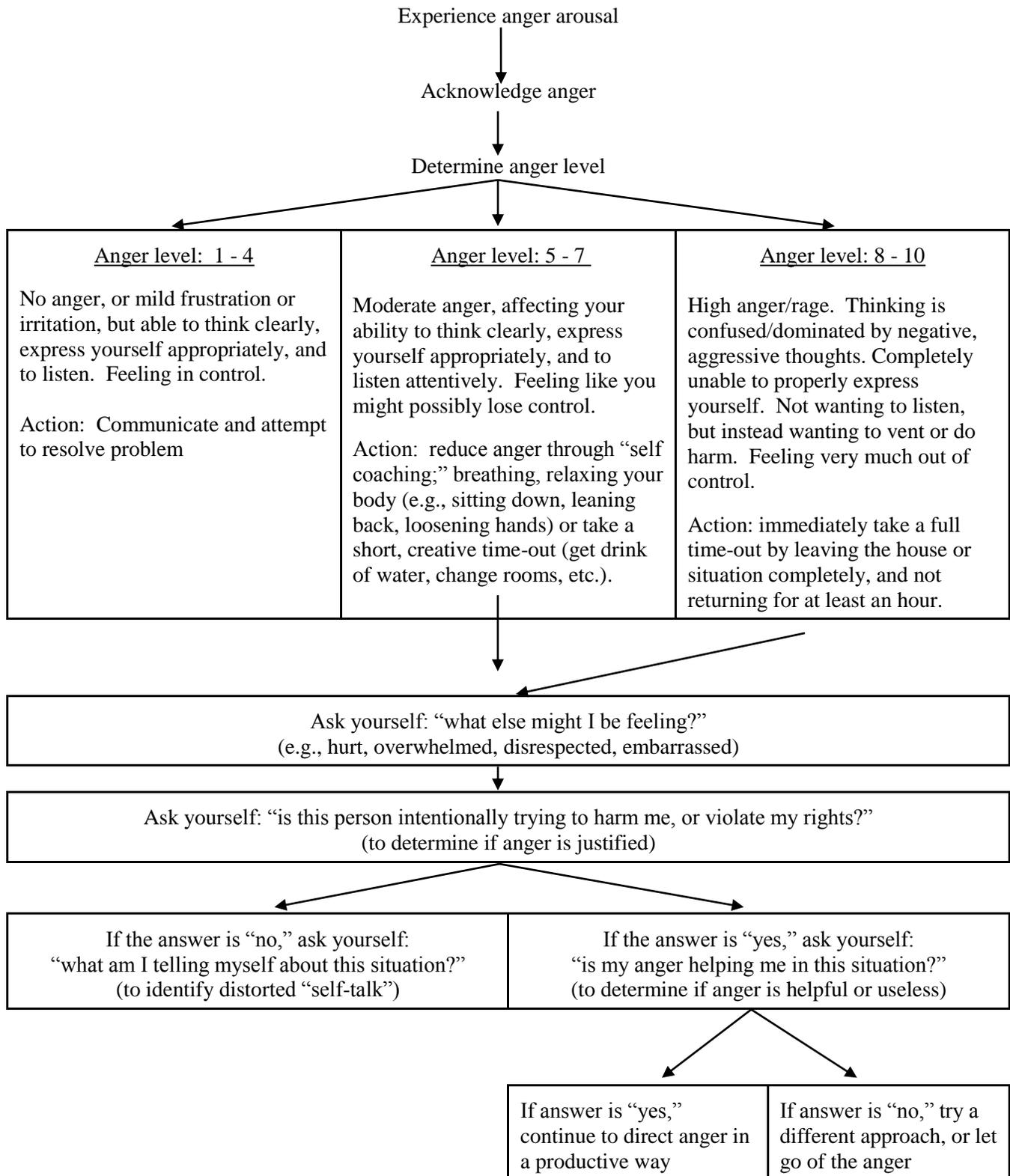
MEETINGS #10 & 37: IDENTIFYING VULNERABLE FEELINGS

#10: Identifying Feelings in Oneself

Situation	Feeling(s)
<p>Your daughter says that she'll be working at K-Mart after graduation, instead of going to college, as you had hoped.</p> <p>While dining in a 4-star restaurant, your partner tells you, in a voice loud enough so that the people at the next table can overhear, that you are "slurping your soup like a pig."</p> <p>Your 13-year old son finally comes home at 1:30 a.m., two hours past his curfew.</p> <p>Although you are next in line for a promotion, the boss gives the job to his son-in-law.</p> <p>Your partner says he/she wants his/her "own space," and hasn't returned your phone calls in three weeks.</p> <p>Your partner has been moody, glad to be with you one day, but irritable and distant the next, and has been unwilling to tell you what's wrong. Then he/she announces he/she has an appointment to see a psychotherapist.</p> <p>Once again, you have to miss a concert because your boss wants you to finish a job. You're on salary, with no extra pay, but your boss insists that he "needs" you.</p> <p>At a party, you and your partner are talking politics with friends. You chime in with your opinion, but he/she cuts you off so another person can speak.</p> <p>While fixing dinner, your children are fighting at the table. The phone rings, and there is a knock at the door.</p> <p>For the third time this week, your ex calls you wanting to know what you did with your son's raincoat. You have already explained that it was stolen at school.</p> <p>Your husband/wife is hurt because you yelled at him/her, even though you had promised not to do that again.</p>	

Vulnerable Feelings: afraid, ashamed, confused, disappointed, disrespected, embarrassed, betrayed, guilty, harassed, helpless, hurt, ignored, inadequate, jealous, lonely, overwhelmed, sad, unimportant, used, worried.

MEETINGS #11 & 38: ANGER MANAGEMENT FLOW CHART



MEETINGS #12 & 39: SOCIALIZATION OF VIOLENCE
#12: Relationship Power, Gender Roles and Aggression

A. Relationship Power

In the '80's, researchers in New Hampshire examined the relationship between marital power, conflict and violence. Power was measured according to “who has the final say” in decisions regarding: buying a car, having children, what residence to take, what job either partner should take, whether a partner should go to work or quit work, and how much money to spend each week on food. The table below shows how power and conflict are related:

Marital Power Type	Number Of Couples	% Low Conflict	% Medium Conflict	% High Conflict
Male dominant	200	25.0	36.0	39.0
Female dominant	160	23.8	43.1	33.1
Divided power	1146	20.5	45.7	33.8
Egalitarian	616	32.5	47.1	20.5

Source: Coleman and Straus (1990).

The survey also found:

1. The lowest conflict was among the equalitarian couples, and the highest in male dominant relationships
2. Few male-dominated households had a consensus about that arrangement, but those that did had significantly less conflict
3. 26% of the high-conflict couples were physically violent
4. When conflict is high, rates of violence increase substantially, the greatest in female-dominated households, the second highest in the male-dominated ones.
5. The authors conclude that:

“When conflict occurs in an asymmetrical power structure (the male-dominant and female-dominant types) there is a much greater risk of violence than when the conflict occurs among the equalitarian couples. It appears that equalitarian relationships can tolerate more conflict before violence erupts than other power structures. Thus, although consensus reduces conflict, when conflict does take place it is associated with a much higher risk of violence than occurs when similar conflicts occur in equalitarian families.”

B. Gender Roles

Individuals who dominate decision-making at home often do so because of gender roles they have adopted. Please answer the following questions about the decision making process in your home:

1. Would you characterize your relationship as equalitarian, male-dominant, female-dominant, or divided power? Who makes the important decisions in your home?
2. (MEN) Do you see yourself as the “man of the house?” Do you refuse to do household tasks because it’s “women’s work?” Do you expect such favors as sex or having your dinner prepared each night because this is your “right” as a man? Do you expect your partner to always be loving and understanding, because “that’s how women should be”?
3. (WOMEN) Do you think of the home as your “domain,” or that being a woman or mother gives you certain privileges? When you ask your husband to help with household tasks, do you “supervise” him, and re-do these tasks yourself so they are done “right”? Do you put pressure on his to work more, because “men are supposed to provide”?
4. Where did you pick up these attitudes?
5. Does your partner go along with you? Willingly, or unwillingly? Describe some of the conflicts you have had as a result.
6. Do you use those attitudes to justify abusive behavior toward your partner?

MEETINGS #13 & 40: CONTROLLING AND ABUSIVE TACTICS
#13: Consequences of Abuse

A. Take a look at the list of abusive/controlling behaviors in part A of your log sheet. Which of these have you engaged in the most since you have joined the program? Which ones were you using prior to having joined the program?

Behaviors I have used recently

Behaviors I have used in the past

B. Pick three behaviors of these behaviors. Then imagine how your partner felt, using the list below (from session #10):

- | | | | | |
|-------------|----------|-----------------|--------------|--------------|
| afraid | ashamed | confused | disappointed | disrespected |
| embarrassed | betrayed | guilty | harassed | helpless |
| hurt | ignored | inadequate | jealous | lonely |
| overwhelmed | sad | taken advantage | unimportant | worried |

My behavior

Partner probably felt

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

C. Which of these behaviors have been done to you? Think about either current or past intimate partner relationships, as well as your family of origin. List the behaviors, who did them to you, and how you felt as a result:

Abusive/controlling behavior	Who did it to me	How I felt at the time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have the abusive and controlling behaviors that were done to you the same as, or different from, those that you engaged in yourself?

D. What usually happens after you engage in these behaviors? Please check off the consequences to the relationship from the list below:

1. The argument stops, and we all feel better ___
2. My partner backs down, but everyone feels terrible and there is tension in the home long afterwards ___
3. The problem gets resolved ___
4. My partner retaliates with emotionally abusive/controlling behavior of his/her own, and then we stop fighting ___
5. My partner retaliates with emotionally abusive/controlling behavior of his/her own, and then the conflict escalates even more ___

MEETING #14: WHAT MAKES A GOOD RELATIONSHIP?

A. The following is a list of conditions necessary for a healthy, happy relationship that each partner must be committed to. How good of a job are *you* doing in with these?

	Doing a great job	Doing a fair job	Doing a bad job
1. WILLING TO TAKE RESPONSIBILITY FOR MY OWN HAPPINESS: Taking care of myself when I need to, instead of expecting my partner to make me feel better.			
2. RESPECTING MY PARTNER’S IDENTITY/INDEPENDENCE: Allowing my partner to be who they are, including their faults, without having to criticize or control them. Letting my partner make their own decisions and trusting that they know what is best for them.			
3. ROLE FLEXIBILITY: Willing to change roles when necessary, such as helping out with tasks I don’t normally do.			
4. MAINTAINING GOOD COMMUNICATION: Being a good listener, expressing myself with respect, and generally trying to maintain an open, two-way flow of communication.			
5. WILLING TO NEGOTIATE AND OPEN TO BEING INFLUENCED: Open to finding compromise, rather than always trying to “win” an argument. Committed to find solutions that work for everyone. Being part of a “team.”			
6. STRIVING FOR RELATIONSHIP INTIMACY: Knowing my partner, their habits, friends, likes and dislikes. Having them in my thoughts. Wanting to maintain an emotional, intellectual, spiritual, and sexual connection to my partner, and willing to do the hard work of making this happen.			

B. What are some of the ways you can better meet these conditions?

MEETING #15: CONFLICT: MAINTAINING THE RIGHT ATTITUDE

No one likes having conflicts with their partner. Conflicts bring up negative feelings, take up a lot of emotional energy, and can lead to unhealthy and destructive behaviors. The chart below, adapted from Gordon and Margaret Paul, describes two attitudes that people can have about conflict. The first is closed, the other open. Those with a closed attitude fear conflict, and want to avoid it at all costs. Those with an open attitude don't like conflicts, either, but are willing to work them out in order to better their relationships and to emotionally connect with their partner. *As you go over this chart, determine which attitude you normally have, and how it affects your own relationship.*

CLOSED ATTITUDE

INTENT: Avoid open, honest, two-way discussion

STATED REASONS:

- (1) Issues not important enough
- (2) No time
- (3) Angry with partner
- (4) Have dealt with this before

UNDERLYING REASONS:

- (1) Fear of getting emotionally hurt
- (2) Fear of "rocking the boat," fear of not getting what you want, or losing something you have
- (3) Fear of losing partner's love
- (4) Fear of uncovering unpleasant emotions and revisiting unhappy events from past
- (5) Fear of taking responsibility

BEHAVIORS:

- (1) Compliance: Pretend to agree, stuff anger, put your needs and wants aside
- (2) Control: Attempt to squash discussion through aggressive and/or controlling behaviors, and by insisting on your solution to the problem
- (3) Indifference: Withdraw

DYNAMICS:

CONSEQUENCES:

Power struggles, lack of positive connection and sex-deadness, feeling unloved and unloving

Source: Paul & Paul (1983)

OPEN ATTITUDE

Control - Control, Control - Compliance

INTENT: Improve emotional connection w/partner

WILLING TO:

- (1) Take responsibility for one's feelings, behaviors and their consequences
- (2) Being affected by the other person
- (3) Experience the emotional pain of learning the truth about yourself or your partner

OPEN TO EXPLORING AND CONFRONTING:

- (1) Fears
- (2) Embarrassing/shaming/painful issues
- (3) Childhood
- (4) Internal defenses
- (5) Core beliefs and values

CONSEQUENCES:

- (1) Learn more about oneself
- (2) Learn more about partner
- (3) Feeling in love, joyful, connected to partner
- (4) Relationship growth
- (5) Personal growth, and personal freedom
- (6) Resolution to conflicts

MEETINGS #16 & 42: EFFECTIVE PARENTING

Research studies indicate that effective parenting generally results in children who are responsible, competent and have high self-esteem. Children who have high self-esteem do not need to act out. You, the parent, therefore have less of a reason to get angry around them. Look at the chart below. *What is YOUR pattern of parenting?*

<u>Productive Pattern</u>	<u>Destructive Pattern</u>
<ol style="list-style-type: none">1. High parental acceptance/warmth2. Moderate to high restrictiveness3. Insistence on mature behavior4. High responsiveness5. High positive involvement	<ol style="list-style-type: none">1. Low parental acceptance/warmth (Rejection)2. Unyielding restrictiveness or extreme permissiveness3. Little insistence on mature behavior4. Inconsistent responsiveness5. High negative involvement

Additional suggestions for effective parenting

How well are YOU implementing the suggestions below?

1. Give choices, rather than commands. Say: "First you____, then you may____." Or: "You have a choice. You can____ (what you expect), and then____(the positive consequence that follows); or you can____(the misbehavior about to be committed), and then____(the negative consequence that follows).
2. Say "do____", rather than "don't do____". When kids are told they are doing it wrong, they often sulk or rebel.
3. Follow through with consequences. Kids cannot become competent and responsible unless they experience a connection between their actions and the consequences.
4. Avoid spanking. Even when spanking works in the short run, it teaches violence, and your child will learn to obey out of fear rather than out of a desire to do the right thing. Well-adjusted adults who were spanked do well, *despite*, not because of, the spanking.
5. Never defend your actions when enforcing your rules, it will only lead to arguing. Offer to hear your kid's opinions and feelings later, after the rule has been enforced.
6. Present a "united front" with your spouse. Whatever differences the parents have about parenting should never be discussed in front of the kids.

MEETINGS #17 & 43: GENDER ROLES
#17: Childhood Socialization

A. Questions for Discussion:

Think back to your childhood, from kindergarten through high school. The boys I most admired had the following characteristics _____

The girls I most admired had the following characteristics _____

B. Despite the rapid change in social mores, a number of differences persist between men and women in the way they carry out their gender roles. These differences contribute to relationship conflict, which in turn increases the likelihood of partner violence

A visit to the local toy store ought to make anyone skeptical about the imminent advent of unisex socialization—little boys still seem to favor “action” toys, and little girls still prefer to play with dolls. Reasons may have to do with “nurture” as well as “nature.” Although there are many exceptions, male and female socialization takes a dual path. It can be said that boys and girls, even when they have the same ethnic, religious and socio-economic background, are raised in different cultures

The socialization path taken by boys:

- They generally play in large, hierarchically-structured groups, and arrive at decisions based on status in the group
- Engage in competitive games in which there are clear “winners” and “losers”
- Learn that it is OK to be aggressive under certain conditions, and are given greater latitude than girls when it comes to physical fighting
- Taught that vulnerable feelings are better left unexamined and unexpressed, and to expect adults to minimize their physical injuries

The socialization path taken by girls:

- Tend to play in smaller groups or in pairs, and make decisions based on consensus
- Play games that involve turn-taking and cooperation, such as jump rope or hopscotch
- Learn to not be outwardly aggressive, and to engage in gossip, ostracizing and other indirect forms of aggression
- Taught that vulnerable feelings ought to be expressed, and to expect adults to respond quickly and empathetically to their physical injuries

C. Further Questions for Discussion:

How do you think the way you were raised has affected you in how you relate to the opposite sex? (or how you relate to same-sex partners, if you are LGBT)? In the goals you set and in the way you generally live your life? What are you doing with your own children to encourage/discourage such gender roles?

MEETINGS #18 & 44: BASIC COMMUNICATION PRINCIPLES
#18: Messages Sent and Received

A. Below is a conversation between a man and his wife. It has been broken down into four parts, to illustrate communication principle number one, “the message sent is not the message received.” By following the numbers in sequence, you will see how each person misreads the other, and by failing to speak up and “meta-communicate” allow the conversation to quickly deteriorate.

The situation: Jim comes home from work. When he opens the door, he is greeted by his wife, Amanda, who is wearing a new leather jacket.

Jim – his thoughts	Jim – what he says	Amanda – her thoughts	Amanda – what she says
(1) <i>What a nice looking jacket. Makes her look sexy. I don't remember seeing it before. Wonder if it's new.</i>	(2) “Is that a new jacket?”		
		(3) <i>Oh, no, here comes the interrogation, treating me like a child.”</i>	(4) “I got it on sale! Want to see the tags?”
(5) <i>I drive that beat-up old Chevy so we can save money, and this is how she treats me.</i>	(6) “No need to be sarcastic. Where'd you get it, anyway?”		
		(7) <i>I'm not going to put up with this.</i>	(8) “I'm an adult! You don't need to know where I got it!”
(9) <i>If she thinks I'm going to stick with the budget now, she must be crazy.</i>	(10) “Well, I'm an adult, too. Guess you don't need to know about the Beemer I'm going to buy”		
		(11) <i>What a jerk.</i>	(12) “I don't care what you do.”

B. Questions:

1. How did “mind-reading” contribute to the misunderstandings?
2. What could Jim or Amanda have said to keep the situation from getting worse?

Source: Neidig and Friedman (1984)

MEETING #19: PRACTICE QUIZ FOR ACTIVE LISTENING

- A. When someone is talking to you, especially about something important to her/him, you should:
1. Look away if you're bored
 2. Stare at them without blinking
 3. Maintain appropriate eye contact
- B. Say nothing when the other person is talking, even if he/she goes on for a long period of time
1. Yes, this is a good thing to do
 2. No, this will make them feel uncomfortable. Better to occasionally make helpful comments, such as: "Go on," or ask questions.

What are some of the other helpful comments you can make, to help move the conversation along and make the other person feel like you are really listening?

What would be some good ways to use questions?

C. Paraphrasing

Paraphrase in one or two short sentences the following, for content and feelings:

1. "I want to talk about the money situation. Yesterday, I went over the account, and it doesn't look good. There's only two hundred dollars in the checking account, and we've got the Visa bill due next week. That's about a hundred dollars right there. Plus, I haven't done the shopping yet. That's going to be seventy-five dollars, at least. And I haven't even mentioned the utilities. I know you have a check coming in Friday, but between the mortgage and car payments, I figure we'll be down to nothing. We don't have much in savings, either. What are we going to do?"

Paraphrase:

2. "McGuire's been hassling me all week about those reports. This morning, he calls me up, right in the middle of a project, wanting to go over the June account. I told him I worked on it for a month, did all I could, but that Stanley's got me on a new assignment. Got to do what the boss says. But McGuire won't take no for an answer. He kept hounding me all morning. I finally had to take an early lunch, just to get away for a while. Didn't come back until almost five. I guess McGuire's going to make a big deal out of that, too."

Paraphrase:

MEETINGS #20 & 46: POSITIVE COMMUNICATION AND BEHAVIOR
#20: The Emotional Bank Account

A. Inspecting Your Account

Think of your relationship like an emotional bank account, in which your behaviors are either deposits (positive communication and actions) or withdrawals (negative communication or actions). In the left column below, write down the withdrawals, or negative things you said and did in the past month. This might include: yelling, put-downs, criticisms, blaming, any “dirty fighting,” ignoring your partner, coming home drunk, etc. In the right column, write down the deposits, or positive things you said and did. This might include: thanking your partner for something they did, praising or congratulating them; and, depending on whether you are a man or woman, offering to help out around the house, giving your partner a back rub, letting your partner play an extra round of golf or play cards “with the boys,” etc.

<u>Withdrawals</u>	<u>Deposits</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. Questions for Discussion

1. Are your deposits less than your withdrawals? If your deposits are only somewhat greater, that may not be enough to bring your account into “balance.” A man, for instance, cannot call his girlfriend or wife a “bitch” and expect that she will forgive him after he buys her flowers and does the dishes.
2. What are some of the ways you can increase the “deposits”? Think about things you have said and done in the past that have worked, and try to do more of these.

Source: Gottman (1999)

MEETINGS #22 & 48: ASSERTIVENESS

#22: Assertiveness vs. Aggressiveness

Situation #1

All week, Bob's ten-year-old son, Jimmy, has failed to clean up his room. Bob is irritated with Jimmy, because Bob doesn't want to have to pick up after him. This kind of behavior has happened before. Bob is also angry with Jimmy for slacking off on his homework. The night before, Bob specifically asked Jimmy to have his room cleaned before Bob got home from work. Now, Bob has just come home to find that the room has not been cleaned up. Jimmy's clothes are all over the floor, and his bed is not made.

Aggressive response: (Bob stands over Jimmy, pointing his finger at him, speaks in a loud voice): What's the matter with you? Don't you listen to anything I tell you? Look at your room. It's a pigsty. Now clean up this mess right now, or you're grounded. Do you hear me? I'm tired of this, Jimmy. Your room's a mess, you don't do your homework like you should. I'm fed up.

Assertive response: (Bob speaks in a normal tone of voice) Jimmy, last night I asked you to have your room cleaned up by the time I came home today. I see that your clothes are still on the floor, and that you haven't made your bed yet. I'm really irritated about this. I like a clean house, and I don't want to clean up after you. Please make your bed, and put your clothes away where they belong—in the dresser and in the closet—by the time we eat dinner in fifteen minutes.

Situation #2

The night before, as Alice spoke with a close friend on the phone, her husband, Steve, interrupted her. While Alice listened to her friend share her sadness over her mother's death, Steve asked Alice three times where the TV guide was. He kept asking, even after she told him she didn't know, and after requesting that he not interrupt. This left her feeling embarrassed and angry. She wanted to be supportive of her friend, not have her friend listen to an argument between her and Steve. Steve has done this many times before. Alice is angry with Steve about a lot of other things, too. He hasn't been available most nights, due to voluntarily accepting overtime, and he has refused to go to marriage counseling.

Aggressive response: (Alice yells) Jerk! Why can't you keep your big mouth shut while I'm on the phone? This has been going on for years. I guess TV's more important.... Look, Steve, I don't expect you to care about Fay, but I do expect you to care about me. I've just about had it. Unless you get your act together, and we get into some counseling, then that's it for us. It's over.

Assertive response: (Alice speaks in a normal tone of voice) Last night, while I was on the phone with Fay, you asked me three times where the TV guide was, even after I told you I didn't know. Fay was talking to me about her dying mother, and your interruptions made it hard for me to pay attention to what she was saying. I was embarrassed, and angry. Next time I'm on the phone, please wait until I get off, before you ask me any questions.

PRACTICE: Now think of a situation and come up with an assertive way of dealing with it.

MEETING #23: COMMUNICATION SKILLS REVIEW OUTLINE

1. Basic principles
 - a. The message sent is not the message received. In the role of listener, therefore, strive to be as attentive as possible. As a speaker, strive to be clear and concise.
 - b. It's impossible to not communicate with someone you live with—even silence says something about your attitude, mood, etc.
 - c. Non-verbal messages are more believable than verbal ones; make sure they match
2. Listening skills
 - a. Be ready and willing
 - b. Face the other person, maintain eye contact, and don't interrupt
 - c. Make helpful comments (e.g., "go ahead," "I see,") and gestures (e.g., nod)
 - d. Ask questions
 - e. Paraphrase what the other has said. Don't just parrot; put it in your own words
 - f. When listening to criticism, remember to disagree only after you have listened to the entire message, and have acknowledged what is true.
3. Positive expression
 - a. Demonstrating affection (e.g., hugs, back rubs, offer to make dinner). A lot of small such gesture is better than a few large ones.
 - b. Praise and compliments.
 - Avoid "qualifying hooks" that undermine the message (e.g., "That was a great dinner, but why didn't you remember to press my shirt?")
 - Specific praise is accepted more readily than general praise.
 - c. Encouragement and support
 - Be a good listener
 - Avoid giving advice until asked
 - Point out the other person's areas of strength—be specific
4. Assertiveness skills
 - a. State what is bothering you—the behavior. Don't attack the person.
 - b. State how that behavior is affecting you. That includes expressing your feelings.
 - c. Request—don't demand—a change in behavior. (e.g., "I would like it if...")
5. Meta-communication
 - a. Both speaker and listener should be aware of how the communication is going
 - b. Speak up if you are too angry or confused to get the back on track (e.g., say you need a time-out, ask for clarification)

MEETINGS # 24 & 51: CONFLICT DE-ESCALATION AND RESOLUTION SKILLS

- A. It is not the amount of conflict that leads to unhappy relationships and divorce, but their escalation, and conflicts must be brought under control before they can be resolved. Conflicts escalate when the two parties either want so much to get their way—or to retaliate—that they start using dirty fighting and emotionally abusive and controlling behaviors, going from the issue level (where they are respectfully talking about the issue at hand, seeking compromise, etc.), to the personality level. From the personality level, couples often escalate to the relationship level, where they question the relationship (e.g., making statements such as, “If you don’t like it, get a divorce!”).

Issue level —————> Personality level —————> Relationship level

- B. Conflicts escalate more quickly when certain dirty fighting/emotionally abusive behaviors occur, known as the “Four Horsemen.” How often do you engage in each of these? Think of the last big blow-up you had. What happened?
- (1) Criticism (as opposed to complaints)
 - (2) Defensiveness (tendency to react, quick to take offense)
 - (3) Contempt (e.g., ridiculing partner, telling them they are stupid)
 - (4) Stonewalling (refusing to talk; silent treatment)
- C. Many happy couples disagree on a number of issues, and often bicker. However, they maintain a sense of humor, do not engage in the Four Horsemen, never allow conflicts to escalate too far, and apologize quickly when they have acted inappropriately—what some call “repair attempts.” When it looks like a simple argument is going to get out of hand, they meta-communicate and get it back on track. For example, one of them may say, “I can see you are upset and want to talk, but I’m feeling overwhelmed and I would hear you better if we could talk about this tomorrow.” Now, think of a recent or ongoing argument. What could you say to de-escalate, making sure to let partner know that you care about what they have to say and want to resolve the problem?
- D. Conflict Resolution: Basic principles
1. “Softened start-up”—bring up your complaint respectfully, using “I” statements
 2. Stay on the issue level and discuss only one problem at a time
 3. Use healthy communication skills—active listening, speaking with respect
 4. Be aware of your particular aggression and abuse dynamic, and meta-communicate if the conflict seems to be escalating again
 5. Pinpoint the real issue— what’s *really* going on? (For example, an argument over what movie to see is really an issue over who makes decisions in the family.)
 6. Seek areas of agreement—be willing to compromise, and allow the other person to have some influence over you
 7. Mutually participate in decisions, even if it’s your partner’s solutions you use

MEETINGS # 25 & 51: CONFLICT DE-ESCALATION AND RESOLUTION SKILLS

A. The two types of problems:

1. Solvable problems: These are usually specific and lend themselves to rational problem solving (e.g., where to go for dinner, what to do about your child’s declining grades in school, whether to save for a new car or keep the old one).

2 Perpetual Problems

- Those that have to do with strong core beliefs (e.g., attitudes about parenting, religion, politics)
- Those relating to your temperament or personality (e.g., whether you are introverted/extroverted, orderly/disorderly, how you deal with feelings)
- Those that involve conditions you don’t have a lot of control over (e.g., physical limitations, poverty)

3. Write down 4 to 5 of each:

Solvable:

Perpetual:

4. Concentrate on resolving the solvable problems and work on accepting the perpetual problems. Even if you don’t find ideal solutions, knowing the difference between the two kinds of problems will help you and your partner set priorities, and give you experience working as a team so you can build trust.

B. Problem Solving (for the most difficult conflicts)

1. S State the problem—remember to define it in such a way that both parties can accept the definition
2. O Outline previous solutions—no need to “reinvent the wheel”
3. L List new alternatives— “brainstorming” in which you list all ideas without judging them, no matter how extreme, silly, or unworkable they seem
4. V Visualize the consequences of implementing each solution
5. E Execute the best solution(s)

MEETINGS #26 & 52: IMPACT OF FAMILY VIOLENCE ON CHILDREN
#26: Impact of Partner Violence + General Family Dysfunction

A. Impact of Family Violence: Below are problems that children have when they see their parents fight. Have you seen evidence of these symptoms in your own children?

anxiety	Y N
sadness, depression	Y N
low self-esteem	Y N
somatic symptoms (e.g., always seem to be sick)	Y N
aggression and hyperactivity	Y N
whiny and clinging behavior	Y N
trouble sleeping	Y N
regression in development (e.g., toilet training)	Y N
take responsibility for the violence	Y N
academic and social problems	Y N
drug and alcohol abuse	Y N
delinquency	Y N
running away	Y N

B. Children don't have to see the fighting to be affected:

Megan would be in bed when the fighting started. The yelling, the name-calling, the threats ... there was so much hatred in that voice, a deep, swelling hatred that seemed to press upon her, twisting her up inside, making her sick to her stomach. "Shut up!" she'd hear. "I hate you, you worthless drunk! Do you hear me? You're worthless!" Sometimes, there were other noises, too, scary noises, of things being tossed around—like lamps and plates, and things she couldn't identify. Megan would press her hands over her ears, trying desperately to shut out the noises. Sometimes she would stand by her door and listen, waiting for the cling-clang of the kitchen drawer, where the knives were kept. Eventually, she would crawl under her covers, pull them tight over her head as she cried herself to sleep and thought about her baby brother in the next room. Did he hear? Was there was anything she could have done to stop this from happening? She didn't know. She was scared, and she was confused. "Me, too," she would think. "I'm worthless."

C. Violence: A Family Affair: Any type of family violence is destructive. Violence inflates stress to even higher levels and tends to beget more violence. When the parents divorce, they tend to carry out this dysfunction into their next set of relationships, and the children are at risk for adopting pro-violent attitudes as adults. Furthermore, researchers have found parents who are physically aggressive with children are also likely to engage in marital violence; and parents who physically assault one another are more than twice as likely as nonabusive ones to assault their children. Other research shows that children are affected as much by verbal fighting between the parents, or verbal abuse directed at them, as by any physical violence. **SO WATCH HOW YOU SPEAK, TO YOUR PARTNER AND TO YOUR CHILDREN—IT ALL COUNTS!**

MEETINGS #3 & 29: ANGER - GOOD AND BAD
#29: Making Anger Work for You

- A. Anger is an emotion, and emotions are always valid. Of course, anger is a powerful emotion and it can have devastating consequences. Properly used, however, it can be very useful. In fact, using anger constructively is required if you hope to get your needs met, and take responsibility for your actions. Keep in mind that *anger will be useful only when you keep it under control*. The quiz below will help you identify ways to turn anger into a force for good. Please match the items from the first column with those in the second:

Situation/Behavior	Positive Anger Function
<p>Your boss insists that you work overtime again, and this sets off your anger “smoke alarm.” You realize how he has taken advantage of you.</p>	<p>Energizer</p> <p>Motivator</p>
<p>Your boyfriend/girlfriend makes jokes at your expense. You have been meaning to talk to him/her about this, but have been worried that they will be upset with you. Eventually, you decide to assertively confront him/her.</p>	<p>Provides you with information about a situation so you can better deal with it</p> <p>Allows you to communicate the seriousness of your concern</p>
<p>Unemployed for three months, you are feeling depressed, and are drinking more. One day, as you are watching yet another rerun of “People’s Court,” you start feeling angry. You think, “I’m sick of lying around here all day. I need to start looking for a job.”</p>	
<p>Your son has been playing with matches in his room. In a firm, quiet, voice, you tell him that you are very angry about what he has done, how he has put the family’s safety in danger.</p>	

- B. Think of situations in which other people have used anger in a constructive way (e.g., those involved in the Civil Rights Movement in the 1960s):
1. _____
 2. _____
- C. Now think of situations in your own life when you have successfully directed your anger:
1. _____
 2. _____

5a. After catching Joe in bed with David, Ted beats Joe up with his fists

Yes No Somewhat

5b. He only slaps him once, then leaves

Yes No Somewhat

6a. Rhonda threatens Jack with a knife when he once again starts questioning her whereabouts, and refuses to give her grocery money

Yes No Somewhat

6b. Instead, Rhonda kicks him in the shin

Yes No Somewhat

7a. Margaret has been harassed daily by her jealous, controlling boyfriend. One night, as they watch television, he calls her a “tramp.” When he gets up to get a sandwich, Margaret grabs a vase and cracks it over his head

Yes No Somewhat

7b. Margaret only pushes him

Yes No Somewhat

· Score 0 points for each “no,” 1 point for each “somewhat,” and 2 points for each “yes”
(score sheet at end of section) Total_____

- B. The correct score for the above questionnaire can be found on page 127
- C. Definitions, under California law:
1. “Domestic Violence” is abuse committed against an adult or a fully emancipated minor who is a spouse, former spouse, cohabitant, former cohabitant, a person with whom the suspect has had a child or is having or has had a dating or engagement relationship. Same sex relationships are included
 2. (PC 13700) defines “abuse” as “intentionally or recklessly causing, or attempting to cause bodily injury, or placing another person in fear of injury to self or another”
- D. Some legal provisions:
- Under PC243(e), a person can be charged with a misdemeanor, for perpetrating domestic violence, even if there is no visible injury
 - Under PC273.5, a person can be charged with a felony, for perpetrating domestic violence involving a “traumatic condition,” usually visible
 - Under PC 243.4 you can be charged with sexual battering for touching an intimate part of another person against their will and for the purpose of sexual arousal
 - PC 136.1 prohibits defendants from trying to persuade another from pressing charges, even if they have not actually physically harmed or intimidated
 - Under PC 422, you can be charged with misdemeanor or felony for threatening to kill or inflict great bodily injury on another (verbally, in writing or electronically). Only requirement is that “a reasonable person is fearful for his or her own safety”
 - A person can be charged under PC 646.9 for stalking, as a misdemeanor or felony, if they willfully, maliciously, and repeatedly follow or harass or make a credible threat toward another person.
 - A Protective Order can be issued if there is a “reasonable proof of a past act or acts of abuse” (Ca Fam 6300). Definition of abuse includes placing a person in “reasonable apprehension” of imminent serious bodily injury to that person or another. An “order to show cause” hearing must be held within 21 days, in which both the complainant and the defendant can present their case. A more permanent order, good for three years unless otherwise indicted by the court, can be issued at that time.
 - A 52-week batterer intervention program is mandated for individuals convicted of any of the above statutes, or 273.6 (violation of a protective order)

MEETINGS #6 & 32: STRESS BASICS
#32: Preparing for Provocations

- A. Often, problems come up unexpectedly, or when we are tired or not at our best. But there are times when you know there will be a conflict and have time to prepare for it. An example would be an upcoming visit by your in-laws, who get on your nerves. Or you plan on talking to your hot-headed boss about a promotion. Select three of these recurring problems, think about what you tried that didn't work, and make a plan for better handling them next time. Be sure to *use what you have learned in the program*—for example, time-outs, assertiveness, the SOLVE steps. Make sure to have a back-up plan.

Problem	My Plan
<p>The problem:</p> <p>What I have tried:</p>	<p>Back-up Plan:</p>
<p>The problem:</p> <p>What I have tried:</p>	<p>Back-up Plan:</p>
<p>The problem:</p> <p>What I have tried:</p>	<p>Back-up Plan:</p>

MEETINGS #7, 33 & 34: MANAGING STRESS

A. Meeting #33: Breath Counting Meditation (Takes about 10-15 minutes)

1. Find a quiet place and sit comfortably. Scan your body for tension and try to relax. Make sure you are feeling somewhat “grounded.” Then, either close your eyes or pick a spot on the floor a few feet in front of you and gaze at that.
2. Breathe through your nose. Inhale, exhale and pause, breathing in an easy, natural manner. . Be aware of your breathing. As you exhale, quietly say to yourself, “one.” Keep saying “one” each time you exhale.
3. If your attention wavers, because of thoughts or outside distractions, try to ignore them, and continue to breathe in and out, saying “one” each time you exhale.

B. Meeting #34: Progressive Relaxation (short version)

1. Curl both of your fists, tightening your forearms and biceps, as though you were a body-builder. Then relax.
2. Wrinkle your forehead. While you are doing this, press your head back as far as possible, roll it clockwise in a complete circle, then reverse. Now wrinkle up the muscles of your face like a walnut: frowning, eyes squinted, lips pursed, tongue pressing on the roof of your mouth, and shoulders hunched. Then relax.
3. Arch your back as you take a deep breath. Hold the breath. Relax. Take a deep breath, pressing out the stomach. Hold. Relax.
4. Pull your feet and toes back towards you, tightening your shins. Hold. Relax. Curl your toes, as you tighten your calves, thighs and buttocks. Relax.

C. Meeting #34: Visualization Exercise

Close your eyes ... Imagine yourself leaving the area where you live ... Leave the daily hassles behind ... Imagine yourself going across a valley and moving closer and closer to a mountain ... Now imagine yourself on that mountain ... You're going up a winding road ... Find a place on that road to stop ... Find a path to walk up and start walking ... Find a comfortable place to stop on the path ... Take some time here to examine the tension, stress and anger in your life ... Give the tension, stress and anger shapes and colors, and look at them carefully ... Then put them all down on the side of the path. Let them go ... Continue walking up the path until you come to the top of a hill ... Look out over the hill ... What do you see? ... Find an inviting, comfortable place and go there ... What is this place like? Be aware of the sights, smells, and sounds ... Get settled and gradually start to relax ... You are now feeling completely relaxed ... Experience being totally relaxed ... Pause for three to five minutes, and then look around at this place ... Remember that this is your special place, and you can return here anytime you want, when you need to get grounded, when stress and life are overwhelming.

MEETINGS #8, 9, 35 & 36: OVERCOMING IRRATIONAL THOUGHTS AND BELIEFS
#35: Irrational Beliefs, Part 1

Irrational beliefs are a major cause of problems and unhappiness. They are irrational because they include distorted self-talk, such as “magnification” or “absolutes.” For each determine why it is irrational, then rewrite each one, taking out the distortions so they are more reality-based.

- 1 It is an absolute necessity that I have love and approval from peers, family and friends.

Why this belief is irrational: _____

A more rational view is: _____

- 2 I must be unfailingly competent and almost perfect in all I undertake.

Why this belief is irrational: _____

A more rational view is: _____

- 3 Certain people are evil, wicked and villainous, and should be punished.

Why this belief is irrational: _____

A more rational view is: _____

- 4 It is horrible when people and things are not the way I would like them to be.

Why this belief is irrational: _____

A more rational view is: _____

- 5 External events cause most human misery—people simply react to events that trigger their emotions.

Why this belief is irrational: _____

A more rational view is: _____

- 6 It is easier to avoid than to face life difficulties and responsibilities.

Why this belief is irrational: _____

A more rational view is: _____

- 7 The past determines the present.

Why this belief is irrational: _____

A more rational view is: _____

- 8 Happiness can be achieved by inaction, passivity and endless leisure.

Why this belief is irrational: _____

A more rational view is: _____

- 9 People are fragile and should never be hurt.
Why this belief is irrational: _____
A more rational view is: _____
- 10 I am helpless and have no control over what I experience or feel.
Why this belief is irrational: _____
A more rational view is: _____
- 11 If I don't go to great lengths to please others, they will abandon or reject me.
Why this belief is irrational: _____
A more rational view is: _____
- 12 When people disapprove of me, it means I am wrong or bad.
Why this belief is irrational: _____
A more rational view is: _____
- 13 Happiness, pleasure and fulfillment can only occur in the presence of others, and being alone is horrible.
Why this belief is irrational: _____
A more rational view is: _____
- 14 I shouldn't have to feel pain—I am entitled to a good life.
Why this belief is irrational: _____
A more rational view is: _____
- 15 My worth as a person depends on how much I achieve and produce.
Why this belief is irrational: _____
A more rational view is: _____
- 16 There is a perfect love, and a perfect relationship.
Why this belief is irrational: _____
A more rational view is: _____

Source: Ellis (1975)

MEETINGS #8, 9, 35 & 36: OVERCOMING IRRATIONAL THOUGHTS AND BELIEFS
#36: Irrational Beliefs, Part 2

A. Irrational Beliefs in Action: What irrational beliefs do you suppose may be behind the unhealthy, abusive, and/or self-defeating behaviors listed below?

Behaviors	Underlying Irrational Belief(s)
<p>Stephanie is punctual, neat and highly dependable. A salesperson at a software company, she has led her team in sales the past five years. To maintain this pace, and pay for her new Tesla, she often works 14- and 16-hour days. This is a major source of conflict between Stephanie and her partner, Maureen, who feels ignored. One Friday night, when the couple had plans to go out to a movie, Stephanie comes home after 8 p.m., and Maureen berates her, yelling and swearing. Stephanie shoves her aside as she heads for the door, and the nearest bar. On her way out she says, “I can’t stand this shit. Nothing I do is ever good enough!”</p> <p>Patty has been unhappy with her new boyfriend, Alex, who is good-looking but can be domineering, especially when feeling stressed. She wishes that she could stand up more for herself, but worries that if she does, he will leave her and she will once again be alone. Her mother was the same way around her father, and Patty feels doomed to follow in her footsteps. Besides, Alex was abused as a child by his mother, and she doesn’t want to hurt him any further.</p> <p>Frederick feels chronically angry and depressed. His second wife, Evelyn, recently left him after only 8 months of marriage, because of his inability to get over his divorce from the first wife, with whom he has waged a bitter custody dispute. Although Frederick has gotten as much custody time as he wished for, he periodically takes her back to court on minor issues, even though his daughter, Marie, begs him not to. More than ever, he is convinced that women are just “blood-sucking leeches.”</p>	

B. Rules for Rational Thinking (Source: Goodman, 1974)

Consider the statements below. What do they mean to you? For each, offer at least one example of the rule, preferably from your own experience.

1. It doesn't do anything to me

2. Everything is exactly as it should be

3. All humans are fallible (imperfect) creatures

4. It takes two to have a conflict

5. The original cause is lost in antiquity

6. We feel the way we think

MEETINGS #10 & 37: IDENTIFYING VULNERABLE FEELINGS
 #37: Identifying Feelings in Others (Developing Empathy)

One way to lessen feelings of anger and hostility toward another person is to calm yourself down by forcing your body to relax. The other is to stop blaming them. Blaming comes from the *fundamental attribution error*—justifying your own negative behavior according to the situation (e.g., you’re stressed)— while assuming that the other person’s negative behavior is part of their personality. You can avoid blaming and keep conflicts from escalating when you have empathy, by putting yourself “in their shoes.” One way to do this is to *imagine how they are feeling*.

Situation	What he/she might be feeling
<p>You and your wife/husband are making vacation plans, excited about getting away. You suggest a trip to Hawaii, which will cost twice as much as the budget you had agreed on. Your partner is about to say something, then shakes his/her head silently.</p> <p>Earlier, your partner was told that there might be layoffs at work. He/she has been cranky all day. You try to talk about the kids, and he/she angrily storms out of the room.</p> <p>Last night, your partner had said something mean to you, but didn’t offer an apology. Now it’s breakfast, and your partner, normally quiet at this time, is cheerfully asking you about your day and offering to get you a refill of coffee.</p> <p>Your partner has wanted to tell you about his/her day. But you put him/her off for two hours, to watch a movie. Later, you hear the door slam, and the car being started.</p> <p>Your partner comes home in a bad mood, and goes into a 45-minute rant about the boss, how “impossible” he is, and complains that she/he is a week behind with a project. He/she says, “I can never please the bastard.”</p> <p>In Family court, your partner’s visitation time with their older child was cut back. Since then, he/she has been going to bed earlier than usual, and doesn’t want to go out.</p> <p>Your partner has just turned 40. He/she announces their intention to go back to college, to take up architecture. You say that you don’t think he/she is cut out for this kind of work and that, besides, it would be too expensive. He/she then refuses to talk to you for two days.</p>	

Vulnerable Feelings: afraid, ashamed, betrayed, confused, disappointed, disrespected, embarrassed, guilty, harassed, helpless, hurt, ignored, inadequate, jealous, lonely, overwhelmed, sad, used , unimportant, worried.

MEETINGS #12 & 39: SOCIALIZATION OF VIOLENCE
#39: Adult Problems from Childhood of Origin

A. Problems associated with having witnessed parental violence, according to the NFVS:

As a Child, Person Had Witnessed Violence by:				
Problem in Adulthood	Neither	Father	Mother	Both
Depression index (above 80 th percentile)	20.0	31.0	33.6	32.9
Perceived stress index (range = 0-12)	3.1	3.7	3.9	3.8
Times drunk past year: men	2.82	7.52	3.37	3.66
Times drunk past year: women	1.02	2.24	1.61	1.62
Times high on drugs past year: men	3.18	9.0	15.45	4.48
Times high on drugs past year: women	1.76	5.0	9.87	1.96
Verbal aggression past yr: husband - wife	9.6	13.2	16.3	15.3
Verbal aggression past yr: wife - husband	9.9	14.6	16.4	15.4
Any violence past yr: husband to wife	10.5	18.3	23.0	22.2
Any violence past yr: wife to husband	11.4	21.7	21.4	22.7
Severe violence past yr: husband to wife	3.1	4.0	8.4	7.4

B. Abusive adult behavior from having been insecurely attached, rejected, shamed, or physically abused by a parent; and having witnessed marital violence (by Donald Dutton):

Socialization Experience	Psychological Consequences	Behavioral Consequences
I - Rejection, shaming	inflated self-esteem; problems with affect regulation; anger and rage; tendency to blame	frequent rage outbursts emotional abuse
II - Insecure attachment	jealousy and attachment anger	dominance/isolation behavior
III - Physical abuse victim Witnessed physical abuse	decreased empathy for victim unconscious images of violence, and lack of healthy conflict-resolution strategies	physical abuse
I + II - Rejection, shaming, insecure attachment	anger focused on intimate partner relationship	intimate rage
I + II + III - Rejection and shaming; insecure attachment; victim of physical abuse, and witnessed physical abuse	ego integrity dependent on relationship	physical and emotional abuse, dominance/ isolation behavior and stalking

MEETING #41: DEFENSES AGAINST ACCOUNTABILITY WORKSHEET

A. Minimization

You agree that you did something wrong, but not as bad as the victim thinks. The victim is left to feel guilty for being overly sensitive. Minimizing statements include those that use “only” or “just,” those that compare the behavior to something worse, those that suggest your behavior was an accident, those that suggest the victim is not affected by your actions, those that excuse your actions because you “can’t help yourself,” and those that cast blame on outside circumstances

Examples:

“I didn’t mean for her to fall on the coffee table.” “I could have punched her out.”
“What’s the big deal about a slap? He’s 6’ 2”.” “I only yelled at him.”
“It’s just the way I am.” “I’m under a lot of stress.”

Either from your log or reflecting back on previous situations, think of a few examples of how you used minimization to avoid taking responsibility for abusive behavior:

B. Denial

When using denial, you cannot take responsibility and change your behavior because, as you see it, there is no problem to work on. The victim is getting the message that it’s all in his/her mind, and are left feeling confused, helpless, and angry.

Examples:

“I never touched her.” “I have no idea why they arrested me.”

Personal examples:

C. Blame

You blame your actions on such factors as stress or alcohol use. The most destructive of all defenses, however, is blaming the victim. In this case, the aggressor is not merely avoiding responsibility, but actually re-victimizing the victim. Blame usually uses “you” statements.

Examples:

“She shouldn’t have yelled at me.” “He pushed my buttons.”
“She made me do it.” “She gets something out of it.”

Personal examples:

MEETINGS #17 & 43: GENDER ROLES
#43: Impact on Adulthood

A. Boys and girls are not differentially socialized along these lines by accident:

For boys, being raised to be competitive and aggressive, minimize pain and vulnerable emotions, and maintain hierarchical organizations in play groups prepares them for the world of work

For girls, being raised to be cooperative, consensus-seeking and nurturing, and to express pain and vulnerable emotions, prepares them for the world of home and family

Men often feel they are at a disadvantage in intimate relationships, when it comes to negotiating wants and needs and resolving conflict. Women appear to have the advantage in intimate communication because they simply have more practice. This is even more true now, with the breakdown of patriarchal authority, and the corresponding breakdown of hierarchical family structures

- *Do you think women really do have this advantage, or has your experience been different? Give examples from your own relationships.*

Differences in male and female socialization have other consequences as well, in terms of values, expectations and motives. These differences are potential sources of conflict and, sometimes, violence:

Deborah Tannen points out that although men and women both value autonomy and intimacy, men place a higher value on the former, and women place a higher value on the latter

- *Do you fight for your independence at all costs? Do you feel “smothered” easily in your relationships? Hate being told what to do? Or do you work hard at nurturing your personal relationships, and seek to make emotional connections with others?*

Men’s need for autonomy, and their desire to be seen as competent, sometimes causes them to interpret sincere advice-giving as “nagging.”

Women tend to engage in “rapport” talk, which often includes a more diffuse expression of feelings. Men tend to engage in “report” talk, which contains a greater proportion of facts. “Rapport” talk is often interpreted by men as indirect and manipulative; whereas “report” talk is often regarded by women as arrogant, boring and/or insensitive

For men, reading the morning newspaper is an opportunity to obtain facts, and relates to autonomy and competence. Women, however, often view this as a sign of rejection

Men don’t express a lot of feelings partly because they don’t consider them important enough, and partly because such expression isn’t “natural” for them. They regard this as more “work” which they prefer to avoid after a long day on the job. But women may interpret this as evidence that their partner doesn’t care

- *Have you experienced this problem in your current or past relationships? Were you able to talk about this, and if so, did you gain a better understanding of yourself and your partner?*

Men interpret their partner’s complaints as invitations to solve a problem. They see help-giving, such as fixing things, as a way of connecting to their partners

Women expect men to offer sympathy and emotional support, and often regard problem-solving efforts as presumptuous and controlling

One way that women try to connect, and offer support, is by matching a complaint by their partner with one of their own. This is, however, often interpreted by the man as dismissing and belittling

However, men will engage in “complaint matching” with other men, for the same reason. They will show support to other men by denying the problem or purposely not offering advice. This is done out of respect for the other man’s autonomy

Because of their hierarchical orientation, men tend to avoid asking for help. Help-seeking implies that they are in a one-down position

Women prefer “face to face” intimacy. Men bond to other men in what Tannen calls “shoulder to shoulder” intimacy

Women expect their partners to look directly at them when they are talking, to show respect and support. But men tend to position themselves at an angle when engaged in conversation. With other men, they are concerned about coming off as too threatening, and with women they are concerned about being perceived as flirtatious.

- *Do you relate to these findings? Is one style better than the other? Why or why not?*

When women interrupt in conversation, it is often a way to maintain rapport with the other. Men see this as annoying and disrespectful

Because of their consensus orientation and lower tolerance for direct conflict, women soften commands to suggestions, and infer rather than state their intentions directly. Men often interpret this as manipulative

According to Tannen, the same consensus orientation causes women to play the role of “peacemaker” more often than men. Because they have been socialized to be competitive and work within hierarchies, men regard conflict as a normal state of affairs

Farrell argues that because they are socialized to obtain sex, and because securing sex partners brings status and approval, men often regard women as ‘sex objects,’ which women rightfully resent

Women have been traditionally socialized to pursue relationships, with the ultimate goal of securing a family. Although many women now work outside the home, Farrell reminds us that society grants women the option of being homemakers, whereas men who don’t have regular jobs are regarded with scorn. It therefore pays for women to find a mate that can support them should they elect not to work. Thus, women regard men as “success objects”

- *What has been YOUR experience, either as a sex object or a success object? Have you ever treated the opposite sex in either of these ways?*

B. Questions for Discussion:

Couple’s conflicts may be due to personality differences, communication styles, incompatible needs, stress, etc.— and, sometimes, from the differing values that come from having been raised as a male or as a female. Read each scenario below and answer each question, to determine how gender roles affect relationships:

1. Wilma comes home in tears, and starts to tell Fred all about the stressful day she had at work. Fred loves Wilma and is very concerned. As he listens, Fred is looking slightly away, as he analyzing her problem and trying to think of a solution. After about a minute or two, he has come up with a sensible plan of action and eagerly makes his suggestions. To his dismay, Wilma storms out of the room, accusing him of “not listening” and “not

being supportive.” Fred feels hurt and unappreciated.

- What male value might have influenced the way Fred tried to help? What female value (s) might explain how Wilma reacted?

- Were Fred’s motives misunderstood? What could they have done differently so that Wilma felt more supported and Fred felt more appreciated?

2. Tina finally gets off the phone with her friend, Suzanne, after chit-chatting for an hour and a half about various topics, such as a new eyeliner she has purchased and the sale on children’s underwear at Macy’s. Her husband, Tony, is steaming mad from waiting. He accuses her of being inconsiderate, “wasting time talking about crap.” He then calls his friend, Joe, and they have a thirty-second conversation in which they arrange to play golf. Afterwards, Tina tells Tony that he’s “abusive,” and cancels their dinner date.

- What male and female values explain Tony’s frustration, and Tina’s anger?

- Who is engaging in “report” talk? “Rapport” talk?

3. Think of examples from your own life. When have you had a conflict with your partner because of differences in gender values, such as intimacy vs. independence?

4. If you are LGBT, what have been some of the ways that gender values and a same-sex orientation have played themselves out in your adult relationships?

MEETINGS #18 & 44: BASIC COMMUNICATION PRINCIPLES
#44: Practicing Meta-Communicating

When you are having a conversation with someone, and there is any problem at all with the communication, someone needs to bring this up, or talk about the communication - also known as “meta-communication.” In each scenario below, the communication has taken a bad turn. What could each person have said to get the communication back on track?

1. Jimmy is angry with his wife, Suzanne, for canceling dinner plans at the last moment. His voice is rising. Suzanne is feeling irritated and attacked, and has begun to stop paying attention, staring off in another direction.

What Jimmy could meta-communicate:

What Suzanne could meta-communicate:

2. Lucy’s boyfriend, Robb, has been watching football all afternoon, and Lucy is feeling ignored. She is sitting across from him on the couch, arms folded, looking sullen. Robb’s not sure what she might be thinking.

What Lucy could meta-communicate:

What Robb could meta-communicate:

3. Ted is trying to explain to his wife, Karen, about some re-organization plans at his job. He has gone into great detail, trying to make himself clear, but Karen has a blank look on her face. Ted is feeling unheard and angry.

What Ted could meta-communicate:

What Karen could meta-communicate:

4. Think of misunderstandings you and your partner may have had recently. Where did it go wrong? How could you have meta-communicated so that you resolved the communication problem before the conflict escalated?

MEETINGS #20 & 46: POSITIVE COMMUNICATION AND BEHAVIOR
#46: Giving Encouragement and Support

DO'S	DON'TS
<ol style="list-style-type: none"> 1. <u>Listen</u>. Remember that active listening is comprised of several skills: eye contact; making comments such as “uh-huh” or “go on,”; asking questions; paraphrasing what the other person said, and summarizing. Especially listen for <i>feelings</i> (e.g., say: “You sound depressed”) 2. <u>Express Concern</u>. Tell the other person that you are concerned, worried about them, and so on. Use “I” statements (e.g., “I’m worried about your health”). 3. <u>Remind Them of Their Strengths</u>. You can make them feel better by reminding them of instances when they successfully handled a similar problem. Make sure that you give <i>specific</i> examples. 4. <u>Offer to Help</u>. Let the other person know that you are there for them, to assist them in whatever way you can. 	<ol style="list-style-type: none"> 1. <u>Don’t interrupt</u>. Don’t argue or bring up other issues. “Active listening” types of comments should be brief and infrequent. 2. <u>Don’t criticize</u>. Even if the other person seems to be doing something wrong or not in their best interests, refrain from telling them. They’ll only feel hurt and attacked. 3. <u>Don’t minimize</u>. People are entitled to their feelings. Comments such as, “There’s no reason to be upset,” may be <i>intended</i> to be reassuring, but instead they make the other person feel invalidated. 4. <u>Don’t give advice</u>. Most of the time, when people have problems, they already know how to solve them. They just need you to listen, to be a kind of “sounding board.” Giving advice may come off as patronizing, as if you know better.

MEETINGS #22 & 48: ASSERTIVENESS
#48: Responding to “Blocking Maneuvers”

A. Delivering your assertive message in a clear, respectful manner increases the likelihood that you will be heard, but there are no guarantees. Keep in mind that when you are assertive, you are essentially telling someone that they are doing something wrong, harmful, etc. When people are confronted, it is human nature to sometimes be defensive. Don't be surprised, then, if the person at the receiving end of your assertive message tries to avoid hearing you. If they can avoid hearing the message, then they don't have to take responsibility for their behavior! Below is a list of “blocking maneuvers,” or ways that people may use to deflect your message. Imagine that you have just made your assertive request and the other person tries to block it. What is your gut reaction?

1. Request: “Billy, your screaming hurts my ears. Please stop screaming.”
Response: “Aw, you're funny, Dad. What a joker!”
Blocking maneuver: HUMOR
Your gut reaction: _____

2. Request: “Please take those tennis shoes off the bed, and put away your Barbies.”
Response #1: “Check out *your* room, mom. It's gross!”
Blocking maneuver: TURNING THE TABLES
Your gut reaction: _____

Response #2: “Why do I have to do this?”
Blocking maneuver: ASKING “WHY?”
Your gut reaction: _____
Response #3: “Whatever. Sure, later.”
Blocking maneuver: PUTTING YOU OFF
Your gut reaction: _____

3. Request: “When you do that, it makes it hard for me to think. Please stop interrupting.”
Response #1: “I didn't interrupt.”
Blocking maneuver: DENIAL
Your gut reaction: _____
Response #2: “Back off. Can't you see how stressed I am?”
Blocking maneuver: BLAME/GUILT
Response #3: “Don't control me! I'll really give you something to think about!”
Blocking maneuver: THREATS
Your gut reaction: _____
Response #4: “There goes your mother issues again. I'm not your mother.”
Blocking maneuver: PSYCHOLOGIZING
Your gut reaction: _____

- B. Go over the list. Imagine what would happen if you went with your gut reaction. Would it increase or decrease your odds of getting the other person to hear you? To comply?
- C. *Delivering your message in an assertive manner gives you the best possible chance of being heard, and possibly getting compliance.* Reacting to blocking maneuvers with arguments, anger or threats will put the “spotlight” on you and let the other person avoid taking responsibility. Once you react and get into an argument, the other person doesn’t have to listen. It is never a good idea to veer away from your assertive message. Instead of “giving up” or getting angry, try one of the following “counter-maneuvers” instead:
- D. “Counter-Maneuvers”:

THE BROKEN RECORD - Simply repeat your assertive request, calmly and firmly.

AGREEING - Helpful with “turning the tables.” They have correctly pointed out that you do the same thing. You agree, but then go right back to the “broken record.” Example:

(He/She): “Me, late? What about you? You’re *always* late!”

(You): “Good point. I’m late, too, sometimes. But I’d still like you to...(broken record)”

Or: “True, but we’re talking about you right now. Now I’d like you to...(broken record)”

DEFUSING - Use with threats. Playing the “broken record” with someone who is angry can be dangerous. Instead, acknowledge, without blaming the other person, that the situation is volatile, and back off. Examples:

“This might not be a good time to talk,” “This situation seems to be getting out of hand,” “Maybe we should get back to this later.”

If you try these counter-maneuvers, but the other person persists in blocking your assertive message, then stop. You can only use the “broken record” a few times before it becomes unproductive. At this point, your only recourse is to bow out gracefully.

OFFERING THE OLIVE BRANCH - Refuse to get sucked into an argument, or to act in an immature, abusive or irresponsible manner. *Show that you really mean to be assertive and not aggressive, that you really want to work things out.*

Examples:

“Please think about what I said. We can talk about it later.”

“I really want to work this out. I hope you do, too.”

- E. Reinforce Positive Behavior: It is not enough to simply set limits on negative behavior. **YOU CAN HELP YOU PARTNER CHANGE MORE QUICKLY BY MAKING SURE THAT YOU REWARD THEIR POSITIVE BEHAVIOR** (e.g., listen to them when they are talking to you with respect). When people get what they want in positive ways, they don’t need to resort to negative, abusive and dysfunctional behaviors.

Source: Weisinger (1985)

MEETINGS # 24,25, & 51: CONFLICT DE-ESCALATION AND RESOLUTION SKILLS

- A. (Refer to Meetings #24 and 25 for handout on conflict de-escalation and resolution)
- B. Fair Fighting Advice

- It takes two people to resolve a conflict, and two to escalate.
- It takes only one person to stop a conflict. If one person refuses to argue, and the other continues, there is no longer a conflict but rather a tantrum.
- Stop trying to “win”: When conflicts escalate, there are no winners, only losers.
- Stop trying to “score points”: No one but you cares if you are right, or have “won” a debating point. There is no hidden jury, no judge, and no verdict. There are, however, victims of your fighting - especially your children.
- Forget about “who started it”: You both “started it” when you first decided to become a couple. The chain of causality ultimately goes back to your upbringing and your gene pool. Focus instead on what is in front of you, and go from there.
- Stop complaining about what is “unfair”: Life is unfair.
- Everything is negotiable: You have a right to ask for whatever you want, but don’t expect to get it. Your partner can ask for whatever they want, and you don’t have to give it to them.
- Your partner has a right to be wrong, and ignorant, irrational, etc.
- The first rule of therapy: If it doesn’t work, stop doing it.
- When you blame others for your actions, you are giving them power over you (if they are the “cause” of your behavior, then they are the solution).
- You, and only you, are responsible for getting your needs met. Period.

MEETINGS #26 & 52: IMPACT OF FAMILY VIOLENCE ON CHILDREN
#52: My Role in Family Violence Worksheet

Domestic violence, otherwise known as “partner violence,” is often part of a general system of family dysfunction that also includes yelling, swearing emotionally abusive and controlling behaviors. In addition, when there is partner violence or abuse, there is also violence and abuse from the parents to the children, and violence and abuse among siblings. This is because any kind of abuse tends to increase stress levels, thus making high conflict situations even more volatile, and because of the behavioral principle of “observational learning”— that is, when one member of the family is seen to be abusive, it increases the odds that others will copy that behavior. Keep in mind that when you fight with your spouse, your children are usually aware. When you think they are asleep, they are often awake. When you act like everything is OK when you are around them, they sense the tension in the home, and read the fear and anger in your face and body language. Later, if you divorce your spouse, you and your children are at risk for bringing these patterns of dysfunction into the next relationships, and the next family unit.

You, as the parent, are responsible for the well-being of your family. **IT IS CRUCIAL THAT YOU NOT ONLY REFRAIN FROM ACTING ABUSIVELY YOURSELF; YOU CANNOT ALLOW ANYONE ELSE TO BE ABUSIVE, EITHER. OTHERWISE, YOU ARE HELPING TO MAINTAIN A STRESSFUL, DYSFUNCTIONAL, AND ULTIMATELY DANGEROUS ATMOSPHERE FOR THE PEOPLE IN YOUR HOME.**

- A. Please answer the questions below, circling either “yes” or “no.” If you answer any in the affirmative, what are you prepared to do to change that behavior or situation?
1. I have been physically abusive towards my spouse. Y N
 2. I have been verbally abusive, emotionally abusive or controlling with my spouse. Y N
 3. I have yelled at, swore at, demeaned, shamed, ignored, or hit my children. Y N
 4. I allow my spouse to yell/swear at, put down, demean, shame, ignore, or hit my children. Y N
 5. I allow my spouse to abuse me. Y N
 6. I allow my children to verbally and physically abuse each other - or me. Y N

The correct score for the questionnaire on pages 105–106, “When is Violence Justified,” is “0”
Because, as the bumper stickers say,

“THERE IS NO EXCUSE FOR DOMESTIC VIOLENCE”

My Profile

This information will help you set personal goals for the program and help us work with you more productively. Please enter your scores when you enter the program, and then again when you are asked to complete the same questionnaires at the end of the program.

Questionnaire	Average Population Score M/F	Program Entry Score	Program Exit Score
<p>Relationship Functioning Self-Assessment <i>Your own rating on how well you are doing in 7 important areas of functioning. Poor ratings are correlated with higher levels of interpersonal aggression.</i></p> <p>Taking personal responsibility Managing anger Coping with stress Communication Conflict resolution Tendency to control and dominate others Willingness and ability to obtain support from others</p>	<p>X X X X X X X</p>	<p>1= Very Poor 2= Poor 3= Fair 4=Good 5=Excellent</p> <p>_____ _____ _____ _____ _____ _____ _____</p>	<p>1= Very Poor 2= Poor 3= Fair 4=Good 5=Excellent</p> <p>_____ _____ _____ _____ _____ _____ _____</p>
<p>Controlling and Abusive Tactics Questionnaire (CAT) <i>Measures how much you engage in emotionally abusive and controlling behaviors with your partner or ex</i></p> <p>Category 1: Derogation and Control Category 2: Jealous Hypervigilance Category 3: Threats/Control of Space</p>	<p>13.09/14.57 4.75/4.47 4.07/4.09</p>	<p>_____ _____ _____</p>	<p>_____ _____ _____</p>
<p>Safe at Home Questionnaire <i>Measures "Stages of Growth" - how motivated you are to let go of aggressive attitudes and behaviors, learn alternatives, take responsibility and grow as a person.</i></p> <p>Pre-contemplation Stage (not very motivated) Contemplation Stage (somewhat motivated) Preparation/Action Stage (highly motivated) Overall Readiness to Change Score</p>	<p>2.52 3.83 3.75 5.06</p>	<p>_____ _____ _____ _____</p>	<p>_____ _____ _____ _____</p>
<p>Experiences in Close Relationships Questionnaire <i>Measures relationship insecurity in two ways: The extent to which you fear being abandoned by your partner, and the extent to which you avoid intimacy.</i></p> <p>Anxiety over Abandonment Avoidance of Intimacy</p>	<p>3.64/3.64 2.88/2.95</p>	<p>_____ _____</p>	<p>(Not taken at exit)</p>

<p>Reasons for Violence Scale <i>This questionnaire asks about your reasons, or motives, for physical aggression against you partner or ex-partner.</i></p>			
Power and Control	16.1/17.8	_____	(Not taken at exit)
Self-Defense	29.4/38.7	_____	
Jealousy	18.0/25.1	_____	
Communication Difficulties	21.6/29.2	_____	
Expression of Negative Emotions	20.8/28.0	_____	
Retaliation	18.9/27.4	_____	
Other	13.9/15.4	_____	

AFTER THE PROGRAM

You have completed our program. Now what? We sincerely hope that you benefited from having participated in our group. It was our goal to help you gain greater control over your behavior, and teach you the skills and strategies needed to have healthy, respectful and happy relationships. Whether you originally came to our program on a court order, or voluntarily, you will want to maintain the gains that you have made. Below are some final suggestions that you may find helpful in the months and years ahead, including a summary of what you have learned.

GENERAL ADVICE:

1. Persevere. If you find yourself reverting to old dysfunctional, abusive or self-defeating behaviors, go back to what has worked for you. Change takes time. It may sometimes be one step forward and one or two steps back, but if you keep applying what you learned in the program, you will make progress in the long run. Also remember that as you practice time-outs and positive communication and conflict resolution skills, you are literally creating new connections in your brain, just like when you learn a new sport. So the more you practice the more comfortable you become with these new behaviors.
2. Be teachable. Always be open to learning more, about yourself and your relationships. Don't miss any opportunity to learn from your mistakes. Remember that conflict is inevitable. If you see conflict as something to avoid by either giving up your rights or trying to impose a solution on others, you will not resolve your problems and you will feel bad about yourself. But if you see conflicts as an opportunity to learn and grow, then you will get closer to your partner and feel better about yourself.
3. Get support. Don't hesitate to get help. Seek out family and friends to talk things over with. Consider professional counseling, individually or with your partner. You may want to return to our program for a while, or enroll in another somewhere else.

REVIEW OF PROGRAM:

1. Like everyone else, you have some basic needs – including feeling good about yourself and your accomplishments, and feeling loved and cared about by others. It is YOUR responsibility to get these needs met.
2. When you are not getting along with your partner, because your needs and wants are in conflict with theirs, you have four choices: (1) Wait for them to change; (2) Try to force them to change by using emotionally abusive and controlling behaviors; (3) Leave the relationship; or (4) Change yourself. People don't change unless they want to, and your attempts to control their behavior, even if they work in the short term, never work in the long run. So unless you really plan on leaving, you must change yourself—either your behavior, your attitude and expectations, or maybe all of these.

3. It is not possible to resolve conflicts with others unless there is first clear, respectful communication between the two parties. No one is going to agree to your suggested solutions if they don't feel heard. High levels of anger keep people from listening properly, confuse the mind, and easily lead to aggressive and abusive behavior. Anger must therefore be controlled BEFORE anything else.
4. Anger can be used properly or misused. You can use it properly when you think of it as a "smoke alarm" that warns you of a problem that might need to be resolved, or when you harness your anger to assert your rights or get something done. You misuse anger when you use it to control or punish people, or when you let it overwhelm all of your other, more vulnerable feelings – feelings (e.g., hurt, disappointment) that need to be expressed if you want others to understand your needs and not be intimidated by you.
5. Your misused anger and attempts to control other people are bad habits you have been learning all your life. They are not easy to overcome. But a good place to start is by being aware of the assumptions, expectations and beliefs underneath them. When you find yourself getting really worked up about something, ask yourself, "What am I telling myself about this situation?" Then decide if your thinking is accurate, based in reality, or if it is exaggerated and distorted. Go back to using your logs again, if you need to.
6. Relationship problems are harder to deal with when you are feeling overwhelmed. Make an effort to lessen the stress in your life, by:
 - a. Resolving, or at least trying to resolve, the things that are causing you stress (e.g., work problems, finances). Even if you don't succeed, just trying to figure out what your options are will make you feel more in control.
 - b. Making sure your lifestyle is in balance: Are you working too many hours, not getting enough time for yourself, not enough time with your partner away from the kids, and so forth? Or are you spending too much time away from the family, or are under-employed?
 - c. Taking care of your health. Try to eat well, and get enough sleep.
 - d. Practicing relaxation or meditation exercises regularly; or at least make sure you have some quiet time for yourself to reflect on things. When you are still, and your mind is observing your thoughts, feelings and sensations, you are allowing yourself to get "grounded." This helps you get more control over yourself and feel less overwhelmed by the daily stresses of life.
7. To successfully resolve conflicts with your partner, it helps to look at the big picture and to pick your battles. Remember certain things don't change very easily with people, such as personality, temperament or deeply ingrained personal habits. So, don't worry so much if your partner is too loud, or messy, or likes to take two showers each day. What you should concern yourself with is your general happiness in the relationship, and what really matters: Do you feel respected and cared about? Can you trust your partner? Are they good for you, overall? Don't sweat the small stuff, or the things that will never change. Negotiate. Reach small agreements, and build on them if you can.

