

Female Offenders-Part II

TREATMENT

Course Overview

This course covers specialized treatment with female abusers/self-defending victims. This training includes addressing: women and substance abuse and how that interrelates to the violence in their lives, victimization/trauma, and the context of female violence in relation to prior victimization, the role of children in female decision-making and economic resources.

Female offender treatment (philosophical orientation)

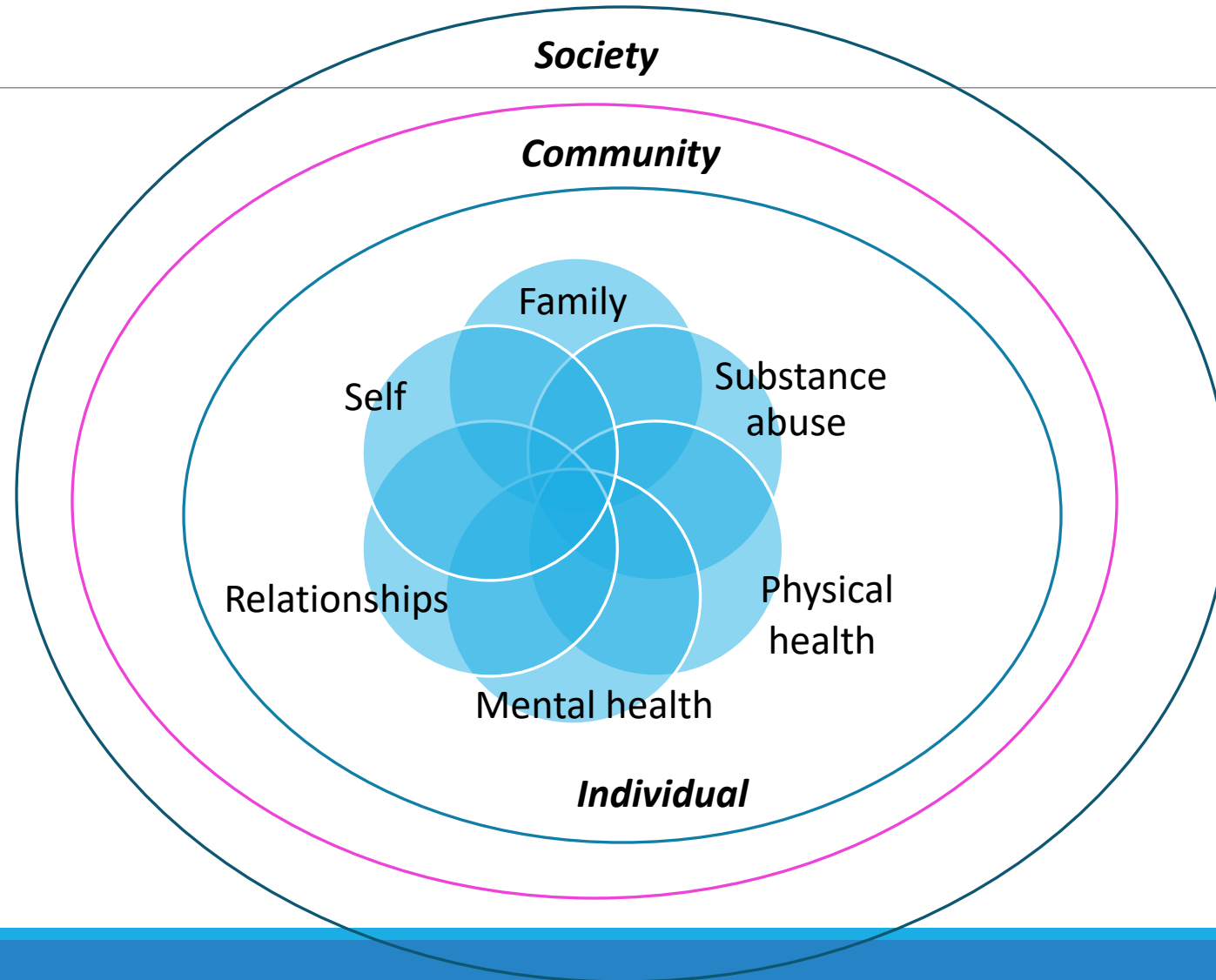
Trauma orientation (Covington)

Strength-based (developmental assets)

Empowerment-based (Wingfield)

Resiliency producing (resilience factors)

Systems of interaction for healing



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Treatment approaches

Self defending as non-offending female

Women exposed to violence more likely to retaliate when violence used against them

- Hyper-vigilance
- Awareness of consequences of abuse
- Determination not to be a victim again

Primary aggressor

Modifications From Male Oriented Treatment to Female Only Treatment

Modifications to traditional curriculum

- Make it relationship sensitive
- Allow more time for processing
- Create activities to bring out feelings using more right brain functioning
- Create support systems for healthy choices

Modifications From Male Oriented Treatment to Female Only Treatment

Keep focus on key treatment areas

- Help female clients to take responsibility for the tactics they chose to solve relationship issues
- Teach alternative responses to achieve their goals without violence
- Respond with empathy and understanding of the conflict they may have felt and not knowing how to respond differently

Curriculum Content

Based on Offender Competency Guidelines from DVOMB

Modified for Female Offender Treatment

Make adjustments in handouts

Added materials that are female focused

Offender Competency Guidelines from DVOMB

V. Core Competencies:

The offender shall actively participate in treatment. Participation means demonstrating that the offender understands and applies the following core competencies in one's life. This behavior is observable by others and consistent with ongoing Treatment Plan Review.

Offender Competency Guidelines from DVOMB

Core competencies are required and can be demonstrated by, but not limited to, completing homework assignments, journaling, role playing, and actively participating in group; by applying what he/she is learning in treatment (Bancroft & Silverman, 2002). These competencies are not set forth as a linear curriculum order or as a prioritized list of behavioral goals. They represent the final goals of treatment to be measured at Treatment Plan Reviews.

A. Offender commits to the elimination of abusive behavior (Power & Control Wheel; Checklist of Controlling Behaviors; Equality Wheel)

1. Eliminates the use of physical intimidation, psychological cruelty, or coercion toward one's partner or children.
 - a. Behavioral change goal:
 - b. Techniques to demonstrate goal achieved:
 - c. Treatment tools applied:

2. Begins developing a comprehensive Personal Change Plan that is approved by the MTT and signed by the offender (Refer to Glossary for definition of Personal Change Plan).
 - a. Behavioral change goal:
 - b. Techniques to demonstrate goal achieved:
 - c. Treatment tools applied:

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B. Offender demonstrates change by working on the comprehensive Personal Change Plan

1. Begins implementing portions of the Personal Change Plan.
2. Accepts that working on abuse related issues and monitoring them is an ongoing process.
3. Begins designing an Aftercare Plan (Refer to Glossary).
4. Completes an Aftercare Plan and is prepared to implement this plan after discharge from treatment.

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C. Offender completes a comprehensive Personal Change Plan

1. Reflects the level of treatment and has been reviewed and approved by the MTT.
2. Driven by the offender's risk and level of treatment (required for all levels but must be more specific and detailed for Level B and C treatment).

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D. Offender development of empathy

(Activity: Scenarios about women who experienced coercive control from case studies; process feelings about listening to experiences and relationship to person victimized)

1. Recognizes and verbalizes the effects of one's actions on one's partner/victim.
2. Recognizes and verbalizes the effects on children and other secondary and tertiary victims such as neighbors, family, friends, and professionals.
3. Offers helpful, compassionate response to others without turning attention back on self.

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E. Offender accepts full responsibility for the offense and abusive history (Bancroft & Silverman, 2002) (Power & Control Wheel; Types of Abusive Behaviors)

1. Discloses the history of physical and psychological abuse towards the offender's victim(s) and children.

2. Overcomes the denial and minimization that accompany abusive behavior.

In the event the offender exhibits severe denial, refer to *Standard 5.06 IV A and the Glossary*.

3. Makes increasing disclosures over time.

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E. Offender accepts full responsibility for the offense and abusive history (Bancroft & Silverman, 2002) (Power & Control Wheel; Types of Abusive Behaviors)

4. Accepts responsibility for the impact of one's abusive behavior on secondary, tertiary victims, and the community.

5. Recognizes that abusive behavior is unacceptable. The offender has agreed that the abusive behavior is wrong and will not be repeated. This involves relinquishing excuses and any other justifications that blame the victim; including the claim that the victim provoked the offender.

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Coercive Control Checklists



The Constantly Changing His Spots Leopard Co-Parent (Emotional Abuse)

The Lion King of my Castle Co-parent (Using Male Privilege)

The Sneaky Snake Co-Parent (Using Children)

The Wolf in Sheep*s Clothing Co-Parent (Using Minimization, Denial, and Blaming)

The Pompous Hog Co-Parent (Economic/Financial Abuse)

The Intimidating Badger Co-Parent (Intimidation)

The Threatening Skunk Co-Parent (Threats And Coercion)

The Laughing Hyena Co-Parent (Using Isolation)

The Prickly Porcupine Co-Parent (Spiritual Abuse)

The Slippery Weasel Co- Parent (Litigation Abuse)

The Lying Rat Co-Parent (Using Court-Appointed Professionals)

The Charging Rhinoceros Co-Parent (Using Family Court Judges)

The Stalking Fox Co-parent (Non-Physical Sexual Abuse)

The Chest Beating Gorilla Co-Parent (Physical Abuse)

The Territorial Tiger Co-Parent (Physical Sexual Abuse)

F. Offender identifies and progressively reduces pattern of power and control behaviors, beliefs, and attitudes of entitlement. (Equality Wheel; Control log; Anger Journal; Cognitive distortions; Basic Rights in Relationship)

1. Recognizes that the violence was made possible by a larger context of the offender's behaviors and attitudes (Pence & Paymar, 1993)
2. Identifies the specific forms of day-to-day abuse and control, such as isolation that have been utilized, as well as the underlying outlook and excuses that drove those behaviors (Tolman & Edleson, 1992).
3. Demonstrate behaviors, attitudes and beliefs congruent with equality and respect in personal relationships.

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Control Log

Name: _____

Date: _____

1. **ACTIONS:** Briefly describe the situation and the actions you used to control your partner (statements, gestures, tone of voice, physical contact, facial expressions).

2. **INTENTS AND BELIEFS:** What did you want to happen in this situation?

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

3. **FEELINGS:** What feelings were you having?

4. **MINIMIZATION, DENIAL, AND BLAME:** In what ways did you minimize or deny your actions or blame?

5. **EFFECTS:** What was the impact of your action?

On you _____

On the other person _____

On others _____

6. **PAST VIOLENCE:** How did your past use of violence affect this situation?

7. **NON-CONTROLLING BEHAVIORS:** What could you have done differently?

Anger Journal

Intensity	1 2 3 4 5 6 7 8 9 10										1 2 3 4 5 6 7 8 9 10									
Physical Signs																				
Behavior Signs																				
Situation																				
Did you Take a Time-out?	Yes					No					Yes					No				
	Comments:										Comments:									
Did you Stuff it, Escalate it, Direct it?	Stuff it					Escalate it					Stuff it					Escalate it				
	Comments:					Direct it					Comments:					Direct it				
"I" Statements	I'm feeling										I'm feeling									
Physical Activity																				
Coping tool used	Yes					No					Yes					No				
	Comments:										Comments:									

15 Styles of Distorted Thinking

<i>Filtering</i>	You take the negative details and magnify them while filtering out all positive aspects of a situation.
<i>Polarized Thinking</i>	Things are black or white, good or bad. You have to be perfect or you're a failure. There is no middle ground.
<i>Overgeneralization</i>	You come to a general conclusion based on a single incident or piece of evidence. If something bad happens once you expect it to happen over and over again.
<i>Mind Reading</i>	Without their saying so, you know what people are feeling and why they act the way they do. In particular, you are able to divine how people are feeling towards you.
<i>Catastrophizing</i>	You expect disaster. You notice or hear about a problem and start "what if's:" What if tragedy strikes? What if it happens to you?
<i>Personalization</i>	Thinking that everything people do or say is some kind of reaction to you. You also compare yourself to others, trying to determine who's smarter, better looking, etc.
<i>Control Fallacies</i>	If you feel externally controlled, you see yourself as helpless, a victim of fate. The fallacy of internal control has you responsible for the pain and happiness of everyone around you.
<i>Fallacy of Fairness</i>	You feel resentful because you think you know what's fair but other people won't agree with you.
<i>Blaming</i>	You hold other people responsible for your pain, or take the other tack and blame yourself for every problem or reversal.
<i>Shoulds</i>	You have a list of ironclad rules about how you and others should act. People who break the rules anger you and you feel guilty if you violate the rules.
<i>Emotional Reasoning</i>	You believe that what you feel must be true—automatically. If you feel stupid and boring, then you must be stupid and boring.
<i>Fallacy of Change</i>	You expect that other people will change to suit you if you just pressure or cajole them enough. You will need to change people because your hopes for happiness seem to depend entirely on them.
<i>Global Labeling</i>	You generalize one or two qualities into a negative global judgment.
<i>Being Right</i>	You are continually on trial to prove that your opinions and actions are correct. Being wrong is unthinkable and you will go to any length to demonstrate your rightness.
<i>Heaven's Reward Fallacy</i>	You expect all your sacrifice and self-denial to pay off, as if there were someone keeping score. You feel bitter when the reward does not come.

BASIC RIGHTS IN A RELATIONSHIP

Patricia Evans

The right to good will from the other.

The right to emotional support.

The right to be heard by the other and to be responded to with courtesy.

The right to have your own view, even if your mate has a different view.

The right to have your feelings and experience acknowledged as real.

The right to receive a sincere apology for any jokes you find offensive.

The right to clear and informative answers to questions that concern what is legitimately your business.

The right to live free from accusation and blame.

The right to live free from criticism and judgment.

The right to have your work and your interests spoken of with respect.

The right to encouragement.

The right to live free from emotional and physical threat.

The right to live free from angry outbursts and rage.

The right to be called only by names that value you.

The right to be respectfully asked rather than ordered.

G. Offender Accountability (Refer to 4.0 Appendix) (Anger Journals; Control Log; Accountability Letter; Conflict Resolution)

Offender accountability is defined as accepting responsibility for one's abusive behaviors, including accepting the consequences of those behaviors, actively working to repair the harm, and preventing future abusive behavior.

Accountability goes beyond taking ownership; it is taking corrective actions to foster safety and health for the victim. The offender demonstrates behavioral changes to alleviate the impact of offender's abusive words and/or actions regardless of the influence of anyone else's words or actions (Refer to 4.0 Appendix).

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G. Offender Accountability (Refer to 4.0 Appendix)

1. Recognizes and eliminates all minimizations of abusive behavior. Without prompts, the offender identifies one's own abusive behaviors.
2. Demonstrates full ownership for his/her actions and accepts the consequences of these actions (Bancroft & Silverman, 2002).
The offender demonstrates an understanding of patterns for past abusive actions and acknowledges the need to plan for future self-management and further agrees to create the structure that makes accountability possible (Pence & Paymar, 1993).
3. "They accept that their partner or former partner and their children may continue to challenge them regarding past or current behaviors. Should they behave abusively in the future, they consider it their responsibility to report those behaviors honestly to their friends and relatives, to their probation officer, and to others who will hold them accountable." (Bancroft and Silverman, 2002)

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H. Offender acceptance that one's behavior has, and should have, consequences

(Sonkin, et al., 1985; Bancroft & Silverman, 2002) (Anger Journals; Cognitive Distortions; Distorted Beliefs; Parenting skill development)

1. Identifies the consequences of one's own behavior and challenges distorted thinking and understands that consequences are a result of one's actions or choices. The offender makes decisions based on recognition of potential consequences.
2. Recognizes that the abusive behavior was a choice, intentional and goal-oriented (Pence & Paymar, 1993). For example, the offender has stopped using excuses such as being out of control, drunk, abused as a child, or under stress.

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I. Offender participation and cooperation in treatment (Anger Journals; Letter of Accountability guidelines; voluntarily participates in group)

1. Participates openly in treatment (e.g. processing personal feelings, providing constructive feedback, identifying one's own abusive patterns, completing homework assignments, presenting letter of accountability).
2. Demonstrates responsibility by attending treatment as required by the Treatment Plan.

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Issues experienced by women

- Abortion
- Miscarriage
- Stillbirth
- Grief
- Rape Or Other Sexual Assaults
- Sexual Harassment
- Emotional/Verbal Abuse
- Perceived or actual social, racial, and/or class injustices experienced by some women.
These issues may contribute to anger.

Issues experienced by women

- Integrating parenting and “motherhood” issues is critical for the treatment success of many female offenders.
 - Child Custody
 - Children’s Safety
 - Parenting Skills
 - Single Parenting
 - Reunification
 - Step-children
 - Childcare
 - Attachment
 - Custody
 - Visitation
 - Child Protection Services intervention.
- Arrest and incarceration trauma experienced by some female offenders.
- Accountability for behavior, despite partners behavior (i.e. no blaming)

J. Offender ability to define types of domestic violence (Power & Control Wheel; Equality Wheel, statute definitions—DV, Stalking, Cyberstalking; Boundary setting)

1. Defines coercion, controlling behavior and all types of domestic violence (e.g. psychological, emotional, sexual, physical, animal abuse, property, financial, isolation).
2. Identifies in detail the specific types of domestic violence engaged in, and the destructive impact of that behavior on the offender's partner and children (Pence & Paymar, 1993; SAFE JeffCo., 2002).
3. Demonstrates cognitive understanding of the types of domestic violence as evidenced by giving examples and accurately label situations (SAFE JeffCo, 2002).
4. Defines continuum of behavior from healthy to abusive.

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K. Offender understanding, identification, and management of one's

personal pattern of violence

(Violence Autobiography, Family Violence Patterns; Anger Journal; Time-outs)

1. Acknowledges past/present violent/controlling/abusive behavior
2. Explores motivations
3. Understands learned pattern of violence and can explain it to others
4. Disrupts pattern of violence prior to occurrence of behavior

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L. Offender understanding of intergenerational effects of violence

(ACE Factors)

1. Identifies and recognizes past victimization, its origin, its type and impact
2. Recognizes the impact of witnessed violence
3. Acknowledges that one's upbringing has influenced current behaviors
4. Develops and implements a plan to distance oneself from violent traditional tendencies, as well as cultural roles. **Examples: Homework assignments such as the Genogram, violence autobiography, and timeline.**

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From Darkness to *Light*

"I met Dr. Debra Wingfield several months after leaving a fourteen-year marriage marked by domestic abuse and coercive control. I was determined to heal and to understand how I found myself as a survivor of domestic violence. It was not until I began working through Dr. Wingfield's book "From Darkness to Light", that I began to understand the role my childhood played in my marriage and my present functioning. I thought my childhood was "normal and healthy". However, by working one on one with Dr. Debra through personal coaching, I peeled the layers of the onion to the very core where I found peace and healing in a way I never thought possible. I am forever grateful for the healing I experienced because of Dr. Debra's dedication to breaking patterns of family dysfunction and advocating for victims of domestic violence".

-Hannah Steinke, Survivor, Mom, Caseworker

"Debra helped me through a divorce several years ago. She helped me really recognize some patterns of behavior that were going on and helped me make a strong decision to leave an abusive relationship.

The book is very helpful. Writing down things from the present and from the past. Being able to go through a process, work through things, and get closure on things still present in my life. The book gives some direction to work through journaling and for people who have never journaled before, it is very helpful. It outlines a process from start to finish. It gives examples of things to do.

Debra is a very supportive and helpful person. She helped me with guidance, support, and suggestions. She's like an encyclopedia of knowledge. She talks about her own life experiences so it's very believable. You feel it coming from her heart. It's not just something she's read in a book. It comes across from the heart and it's really helpful".

-Andrea Garcia, Business owner



Debra Wingfield, Ed. D.--Counselor Education from U of Northern Colorado. Incest survivor who counseled families with child abuse and neglect issues, adults and children from all types of dysfunctional family systems, domestic violence victims, offenders, and child witness/victims, and delinquent youth. Former faculty Regis U in psychology and counseling. Developed/taught a domestic violence counselor training curriculum at the U of Southern CO (CSU-Pueblo). Author, speaker, trainer for child abuse and family violence programs.

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From Darkness to Light

Debra Wingfield, Ed.D.

From Darkness to *Light*



Your Inner Journey

Transformational Journaling for Healing Souls



Debra Wingfield, Ed.D.

M. Offender understanding and use of appropriate communication skills

(Communication Skills; Conflict Resolution skills; Describing Feelings; Feelings Words; Decision-making)

1. Demonstrates nonabusive communication skills that include how to respond respectfully to the offender's partner's grievances and how to initiate and treat one's partner as an equal.
2. Demonstrates an understanding of the difference between assertive, passive, passive aggressive, and aggressive communication, and makes appropriate choices in expressing emotions.
3. Demonstrates appropriate active listening skills.

Colorado DVOMB Standards effective Sept. 2010

N. Offender understanding and use of “time-outs”

(Time-outs; Deep Breathing; Visualizations; Finger holding)

1. Recognizes the need for “time-outs” and/or other appropriate self-management skills.
2. Understands and practices all components of the time-out.
3. Demonstrates and is open to feedback regarding the use of timeouts in therapy.

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O. Offender recognition of financial abuse and management of financial responsibility (Budgets; Financial planning basics; Economic Abuse Scale)

1. Consistently meets financial responsibilities such as treatment fees, child support, maintenance, court fees, and restitution. The MTT may choose to require the offender to provide documentation that demonstrates financial responsibilities are being met.
2. Maintains legitimate employment, unless verifiably or medically unable to work.

Colorado DVOMB Standards effective Sept. 2010

P. Offender eliminates all forms of violence and abuse (Safety Planning)

1. The offender does not engage in further acts of abuse and commits no new domestic violence offenses or violent offenses against persons or animals.

Colorado DVOMB Standards effective Sept. 2010

Q. Offender prohibited from purchasing, possessing, or using firearms or ammunition

1. An exception may be made if there is a specific court order expressly allowing the offender to possess firearms and ammunition. In these cases, it is incumbent upon the offender to provide a copy of the court order to the Approved Provider to qualify for this modification of the Offender Contract. It is then incumbent upon the Approved Provider to design treatment planning to address storage of the firearm, (such as firearm shall not be allowed in the home) and other factors related to offender risk, safety planning and victim safety.

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R. Offender identification and challenge of cognitive distortions that plays a role in the offender's violence (Cognitive Distortions, Distorted Thinking Patterns, Socialization)

1. Offender demonstrates an understanding of distorted view of self, others, and relationships (e.g. Gender role stereotyping, misattribution of power and responsibility, sexual entitlement).

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Offender Competency Guidelines from DVOMB (Parenting program overviews)

A. Offender understanding and demonstration of responsible parenting

1. Consistently fulfills all applicable parenting responsibilities such as cooperating with the child/children's other parent regarding issues related to parenting, following established parenting plan, and appropriately using parenting time including the safety and care of the child/children.
2. Demonstrates an understanding that abuse during pregnancy may present a higher risk to the victim and unborn child. The offender demonstrates sensitivity to the victim's needs (physical, emotional, psychological, medical, financial, sexual, social) during pregnancy.

Offender Competency Guidelines from DVOMB

Discussion point: If the offender has abused any pregnant partner and the current partner is pregnant, this may need to be addressed as an additional competency

3. Demonstrates appropriate interaction with the children and partner in a co-parenting or step-parenting situation (Bancroft & Silverman, 2002).

Offender Competency Guidelines from DVOMB

Discussion Point: Some offenders may not be appropriate for parenting as determined by a court order or other agreement (e.g. divorce proceedings, dependency and neglect court findings, or protection/restraining order requirements). In these cases, the Approved Provider, referring criminal justice agency and the Treatment Victim Advocate shall be apprised of this information and the Treatment Plan shall be adjusted accordingly.

Offender Competency Guidelines from DVOMB (Cognitive Distortions, DBT Principles)

B. Offender identification of chronic abusive beliefs and thought patterns that support his/her ongoing abusive behavior.

Discussion Point: One particular cognitive distortion associated with risk of reoffense is the offender's exaggerated negative view of the his/her partner (or former partner). The offender has to recognize and address that this negative distorted view of the victim may have developed as a reaction to the victim's resistance to the offender's abuse and control (Bancroft & Silverman, 2002).

Offender Competency Guidelines from DVOMB

(Involvement in 12 step programs, church or spiritually based programs, community-based support groups)

C. Offender identification of pro-social and/or community support and demonstration of the ability to utilize the support in an appropriate manner.

Discussion Point: Based on the offender's need and risk, the Approved Provider may require the offender to identify appropriate individuals who can offer positive, pro-social support, such as an individual from a 12-Step Program, or community or faith-based organization. The identified support person cannot be the victim or current partner of the offender. Based on treatment needs (e.g. social isolation and lack of pro-social support) and ongoing Treatment Plan Reviews, the Approved Provider may require the offender to share details of the offending behavior and Personal Change Plan with a support person, and verify having done so (Andrews & Bonta, 1994).

Offender Competency Guidelines from DVOMB

(Routine reports from physician's
or related medical personnel)

D. Offender's consistent compliance with any psychiatric and medical recommendations for medication that may enhance the offender's ability to benefit from treatment and/or reduce the offender's risk of reoffense.

Offender Competency Guidelines from DVOMB

(Release to contact and communicate with alcohol or substance abuse treatment program/provider.)

E. Offender's consistent compliance with any alcohol or substance abuse evaluation and treatment that may enhance the offender's ability to benefit from treatment and/or reduce the offender's risk of reoffense.

Aftercare Plan

The offender's Aftercare Plan is a written plan that demonstrates the ongoing utilization of the Personal Change Plan after treatment and components supporting that plan.

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