



PART TWO

Additional documents to the Intervention Methods

1. Additional documents to Victims program services – tools/questionnaires/manuals/procedures

1.1 APHVF - Association for the Prevention and Handling of Violence in the Family.....

1.1.1 Support Program for Children hosted at the Shelter

1.1.2 Workshop for battered women

1.1.3 A safe place story book

1.1.4 Evaluation report

1.2 Demetra Association.....

1.2.1 Questionnaire for Expert Psychological Surveillance of Victims of Violence - Author's Tool

1.2.2 The Scale of Hopelessness BHS, Author: Aron Back

1.2.3 Problem Solving Inventory (PSI). Author: P. Paul Heppner

1.3 Salvamamme.....

1.3.1 Reception Rescue Suitcase

1.3.2. Reception Telephone Rescue Suitcase

1.3.3 Collecting bos rescue suitcase

1.3.4 Methodology and realization Valigia Di Salvataggio

2. Additional documents to Perpetrator's Treatment programs – tools/questionnaires/manuals/procedures

2.1 CIPM - Italian Center for the Promotion of the Mediation.....

2.1.1. UTI activities Calendar

2.1.2. Static-99R

2.1.3. Stable 2007

2.2 Demetra Association.....

2.2.1 Self – assessment tests

2.2.2 The Aggression questionnaire – Arnold H.Buss and Mark Perry

2.2.3 My feelings and emotions

2.2.4 Violence questionnaire

2.3 Diakonia.....

2.3.1 Manual of psychotherapeutic work with couples

2.3.2 Feedback questionnaire (FQ).

2.3.3 Questionnaire Frequency of Aggressive Behavior (QFAB)



“STEP4GBV - Support, training, exchange practices for Gender-Based Violence”
Project number № 776892 - STEP4GBV

Co-funded by the Rights,
Equality and Citizenship (REC)
Programme of the European Union



“This publication has been produced with the financial support of the Justice Programme of the European Union. The contents of this publication are the sole responsibility of the SPAVO - Association for the Prevention and Handling of Violence in the Family, CIPM - Italian Center for the Promotion of the Mediation, Demetra Association, Salvamamme, Diakonia and cannot be taken to reflect the views of the European Commission.”

*All rights reserved. No part of this publication may be reproduced, copied or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission of the copyright owners. The contents of this publication may be used for educational and other non-commercial purposes, provided that any such usage is accompanied by acknowledgement of the source.
This publication has been produced within the framework of the project “STEP4GBV-Support, training, exchange practices for Gender Based Violence” with the financial support of the Rights, Equality and Citizenship Programme of the European Union (2014-2020).*





1. Additional documents to Victims program services – tools/questionnaires/manuals/procedures

1.1 APHVF - Association for the Prevention and Handling of Violence in the Family

1.1.1 Support Program for Children hosted at the Shelter - (if they leave they should still complete the program)

The program includes an orientation session including 10 core group sessions and a post group family session.

Orientation involves intake with the parents including desired outcomes (parent interview form, child intake form-age appropriate, permission to treat minors form, release of information form and developmental information form, desired outcomes evaluation form.

A group message is needed such as ‘Violence is not ok’, or ‘I love myself’. This guides the group activity in order to give a better idea.

Week One –Getting to know each other

Message: It’s okay to talk about abuse

- Introductions of self, each child, agency, its aim, the program. Asking each child why they think they are here, letting them know they are in the group for a reason, and allowing them to talk about issues of violence. What happened in the family and how they can handle it.
- Getting to know each other. There are several games that can be played to get to know each other depending on the age and the relationships that have already formed and the number of participants. *Three things I am good at, Movement and sound or sharing favorite things, roller ball. See pg 82 or workbook.*





- Discuss rules and discipline (confidentiality, no physical or verbal abuse, and respect is important). These are your base and you can add rules that children add. If you find that some children have difficulty following the rules, you can have individual contracts with each child. There are examples on pg 84 & 85 of the workbook if you find difficulty enforcing rules.
- Family drawings – All family drawings are legitimate and normal, and we deliver this message to children while they draw and present their families. Each child presents their families as they wish. They do not need to show their pictures and they can share only information they are comfortable sharing. Let children know that they have a right not to share anything they are uncomfortable sharing.
- Check-In (feelings about attending of how they felt before and after-Weather report) the purpose is to validate their feelings, not always make them feel better. Gives the opportunity to discuss first session and their feelings about it.
- Closure –children hold hands and repeat the message individually and squeeze the hand of the next person whose turn it is to repeat the message. You can let them know if they want to suggest several messages its ok to do so.

Week Two – What is Abuse?

Message: Abuse is not okay

- A name game – Decorate your name on a paper and decorate it with a design and expresses who he or she is. When drawings are done present them.
- Check-in – Either using a poster or simply discussing how everyone feels. pg87, has examples
- Feeling of the day: sad Present the feeling using visual aids. Asking children what they think each person in the picture feels. A puppet can say in a crying voice its very sad because he didn't get a role in the school play. After the introduction, each person takes a turn to discuss a time in the last week or a similar occasion when they felt this way. Help children to understand what they felt, connecting the feeling to behavior, by asking what they did when they felt sad.
- Reviewing group rules
- What is abuse? Brainstorm with kids, use puppets to present scenes of abuse or use of pictures and have children identify abuse. Define abuse as any behavior that hurts either physically or emotionally someone without it being an accident. Use examples of bullying and mention that sometimes adults can also be abusive towards each other and towards children.
- Children draw a picture with the message that abuse is not okay, using a no entry sign, or ask them to draw both hands on a paper with one hand representing behaviors that help and on the other hand behaviors that hurt.
- Closure-Each child gives a personal affirmation (i.e., something they like about themselves or something that made them feel good about themselves) Some children may find it hard, it is important to help each child find something positive.

Week Three: Anger and healthy ways of expression

Message-It's okay to be angry and express it, but it is not okay to abuse others with my anger

- Check in
- Feeling of the day: anger
- Give a story or film about anger, either read or show video
- Personal Expressions of anger exercise
 - Young children-Ask them to act out, in turn their anger typically in a scenario. After this they might discuss appropriate and inappropriate expressions of anger. Appropriate ways do not involve abuse of self, others, pets, or property. Teach them





alternate ways of expression – drawing, dancing, playing drums, jumping rope, swimming

- Older Children: Draw a picture or make a clay sculpture that represents how they feel when they are angry.
- Free Play or free time activity-have props and toys they can play whilst keeping an eye on them (If time-examples on pg 100-103, *make believe/instant relaxation*)
- Closure: Personal affirmation about self. Message-It's okay to be angry but not abuse others with anger.

Week Four: When Parents Fight

Message- *It's not my fault when someone is abusive to me and when other people abuse each other*

- Check in
- Feeling of the day(Depending on the child's age and level of understanding: shame, confusion, mixed feelings, guilt)
- Story or a film
- Discuss the story with relation to personal experiences of children. Ask what it feels like when parents fight? Who is responsible for the fighting and abuse? What can parents do about the fighting? Is it possible to feel both love and hate and as well as anger towards another person? Pg 110 scenario of father and child and spilt milk.
- Free play or free time activities p99 for activities (Machine building-each takes turn to connect to machine adding a motion, Make-believe – instead of rain there is music, change yourself into creature once a year)
- Describe/act out a short scenario of abusive interactions then ask children to identify who is responsible for abuse, and have them brainstorm about what they worry about when their parents fight.
- Closure: Personal Affirmation. Pass the squeeze. Message: Abuse is not my fault.

Week Five: It's not always happy at my house

Message: *I'm not the only one whose parents fight or abuse hurts*

- Check in
- Feeling of the day: Brave(Discuss scenarios and where children felt brave and were able to cope with difficult feelings and memories, eg could be that child stood up for his friend in a group of bullies, it didn't matter that he was bullied as well and hurt, but he felt proud and brave enough to help his friend)
- Story-Safe Place - *traces consequences of women leaving a shelter with her children(bravery is depicted)*
- Discussion of movie and integrate feelings of previous sessions-Include definitions of abuse, feelings of responsibility, self-protection, feelings and attitudes of violence, comparison between children own experience of children in story and any feelings that are evoked by the story.
- Closure: Personal Affirmation- I'm not the only one whose parents fight, and abuse hurts.

Week Six: Sharing Personal Experiences with Violence

Message: *I'm not the only one whose parents fight*

- *It's okay to tell the group about violence in my family*
- Check-in
- Feeling of the day: hurt
- Children draw a violent event that has occurred in their family, children should not be forced to draw if they do not wish to. Soft background music helps to soothe them whilst drawing





(100 thousand angels by your side). It's hard to remember something children try so hard to block out. Remind them they are in a safe place and that they are in control of their thoughts and that they can choose to stop drawing at any point.

- Children present drawings-Talk about their feelings whilst drawing
- Free play or free-time activity, a relaxation exercise can help to unwind from the tension of the exercise. *The balloon and then instant relaxation*
- Closure: Personal affirmation, optional message-I'm not the only one whose parents fight.

Week Seven: Positive Touch

Message: My body is private, and I have the right to protect it.

- Check in
- Feeling of the day: Afraid. Fear is usually perceived as negative but we can help children recognize that fear is an indication that something is wrong. When they discuss times they felt afraid we can ask them what they did to take care of themselves. If they did not do anything we can ask them think of ways in which they could in case they feel afraid in the future.
- Differentiation: Good touch-Bad Touch Exercise
- A story or film- My body is private (Teaching children about the meaning of privacy, focusing specifically on the body. Main message is that no one can touch children's bodies without permission and that if someone does then they should tell an adult they trust if their privacy is violated. Teaching children appropriate and inappropriate touch will awaken them to the ability to differentiate between abuse and non-abuse, even when they allow abuse, they should know that it is wrong)
- Discussing stories of abuse aims at developing their awareness of potential situations in which they may be victimized and in which ways they can protect themselves. Ask questions such as what is bad touch? What does our fear tell us? When do we call a bad touch sexual abuse? What can you do to protect yourself when someone touches you in a bad way? **Give clear instructions on personal protection.**
- Personal Space exercise (separate children into two groups and line them up facing each other on both sides of the room. Assign a partner from the opposite side of the room to each child. As one of the group starts to proceed toward instruct the member of the group that is stationary to pay attention to their level of comfort as their designated partner is coming towards them and tell them to stop when it feels like the child is getting too close. Asks them to then switch roles and do the same.
- Closure: Personal Affirmation. My body is private and I have the right to protect it.

Note: Even though most children won't disclose sexual abuse in a group setting it is important to acknowledge that you heard them , "I am sorry that it happened to you" and make a promise to talk later to give them your full attention. It's important to refer them to someone who is an expert in the field so they get the appropriate treatment necessary.

Week 8: Assertiveness

Message: I have the right to be safe & I can be strong without being abusive

- Check in
- Feeling of the day: Strong (Important to discuss two ways of being strong, physically and mentally/emotionally, using the description of inside-outside) Help children to recall events when they felt strong and praise them for their strength. It is also important for children to be made aware that there are only 2 sessions left. This may be distressing for some but it is important for them to know in order to prepare themselves emotionally.
- Learning the differences between assertiveness, aggressiveness and passivity. Use of posters, film or story can be used here to discuss differences. Good story, is the mouse the monster





and me(Palmer, P. 1977)/Game. Assertiveness is also linked to expressiveness, so activities that help children to express how they feel are good to use.

- Assertiveness activity pg 125, Personal Strengths, Cards game, Puppets, Roleplaying
- Safety discussions: when is a situation considered dangerous for children? Who is responsible for stopping the violence? Discuss how the child can protect themselves from the violent situation? Parents are of course always held responsible for their children’s safety however, in extreme cases of dom. Violence it is important for children to know how to protect themselves.
- Closure: Personal Affirmation- I am a special, lovable person.

Week 9: Protection Planning

Message: I have the right to be safe

- Check in
- Feeling of the day: Happy (Because this is then second last session it is importance to place emphasis on the feeling of happiness. Though some will be sad, most will be happy and relieved). Have them draw their happy heart and what it includes.
- Review safety discussion from previous week
- Work individually on Personal Protection Plan. (Where to go in dangerous situations, who to call) This information should be written down on a personal card for each, older children can write their own). It is important to check whether the safe place children choose to go to are realistic, such as a neighbor, a friend’s house close by, their room, the basement etc.
- Role Play: Practice calling the police or another helper on the phone, first model the call and then allow children to role-play. Help children memorize these emergency numbers.
- Children draw a picture on the back of the PPP card symbolizing the theme: Abuse is not okay, or I deserve to be safe.
- Briefly discuss the end of the group and make a group decision about what kind of snack they would like to have on the last day.
- Closure: Personal Affirmation- I have the right to be safe

Week Ten: Review and Goodbye

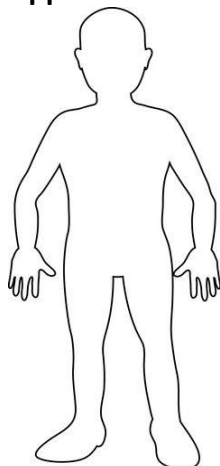
Message: It’s sad to say goodbye

- *You were great and you deserve the best!*
- Check in – Include how children feel since it is the last session. (saying goodbye)
- Discussion: How did you feel when you first came to the group? Have these feelings changed over time? Have children act out how they felt on entering and how they feel today.
- Review and evaluate group in open discussion. Discuss likes and dislikes about group. Favorite things, what they would have done differently.
- Ages 4-9. Tell them the story about the star and remind them that they too have a star and how happy they felt here. Give each child a star at the end of the story
- Ages 7-12. A souvenir t shirt. Give each child a t-shirt and fabric paint crayons, they can paint on and ask them to write their names and a short message on each other’s t-shirts.
- Each Child is given a certificate of completion.
- Positive Affirmation: Say something positive to each child that relates to the work they have done in the group. Pin a badge on them that says they are special.
- Lastly, Personal affirmation: Each child passes his message around the group. Optional message: It’s sad to say goodbye, I’ll miss you but I won’t forget you. We were great and we deserve the best!





Appendix



Good Touch Bad Touch Exercise



Assertiveness Exercise

What should you do if you think your friend has made a bad decision?	What can you do if your parents make a decision you don't like?
What can you do if your friend wants you to do her homework for her?	What can you do if your teacher hugs you in front of the whole class?
What can you do when a parent makes you wear clothes you don't like?	What should you do if a stranger offers you a ride?
What can you do if you feel sick at school?	What can you do if you get in trouble for something you didn't do?
What can you do if you lose your homework on the way to school?	What can you do if you are at a friend's house and you don't like the food?

1.1.2 Workshop for battered women

1 MEETING

Activity 1:	<i>I am...</i>
Target	<ul style="list-style-type: none"> To get to know each other To share information, thoughts, reflections that they want to share within the group
Method	There are numbered papers to choose the participants randomly. Each number is entered twice. The numbers are meeting and each couple has 10 minutes to learn about the other person. In the plenary of the group each pair presents their partner.



<u>Auxiliary questions:</u>	<ul style="list-style-type: none"> • Ask the person to give you the information you need to present it to the group. • Why is here. • What does he expect to get from this group? • Why she came here today and did nothing else that might have been more enjoyable to him or left something back that she should do.
-----------------------------	--

Activity 2:	<i>The snail who left its shell</i>
<u>Target</u>	<ul style="list-style-type: none"> • Identify practices by which domestic violence victims are manipulated. • To recognize common characteristics and behaviors of psychological physical, sexual and economic violence. • Identify the recurring pattern by forming the circle of domestic violence and how the distances between the points diminish over time.
<u>Method</u>	In pairs each member tries to identify what behaviors of her partner were perceived as pressing or troublesome. Once the behaviors have been recorded, a circle of violence is created in a table, which in the course of time diminishes and the snail is formed. The circle breaks when the snail's body leaves its shell.
<u>Auxiliary questions:</u>	<ul style="list-style-type: none"> • What was it that made you leave? • What behaviors / words that they felt were pressured / hurt you or made you think negatively about yourself? • Described two / three emotions that you felt when these behaviors took place.

Activity 3:	<i>Our agreement</i>
<u>Target</u>	<ul style="list-style-type: none"> • To create, record and agree the rules of the team • To review and give feedback for the workshop
<u>Method</u>	In plenary, rules are set for the proper functioning of the group. Record the rules on a table. With the passage of the contract, give feedback to the workshop.
<u>Auxiliary questions:</u>	<ul style="list-style-type: none"> • What rules would you like to set for the team in order to limit the difficulties?? • What would you like to do with the kids when we have our meeting? • What would you like to set for the delay in the arrival of the workshop? • What do you keep today from our workshop? • What would you like to leave behind from today's workshop?

2 MEETING





Activity 1 :	<i>The ideal family</i>
<u>Target</u>	<ul style="list-style-type: none"> • To identify thoughts about the shape and image of the ideal family • To identify mothers' beliefs and expectations about the ideal child and the ideal partner • To identify influences on the information and the way of raising their children
<u>Method</u>	Each member gets 2 different cards with one figure painted. In one he must record and/or paint the characteristics of the ideal partner and the other of the ideal child (10'). The features are recorded on 2 worksheet with the 2 corresponding figures. Then follow the table on page 15 of the manual individually You and Me Mum with the question “from where do you get information guidance on bringing up your child?” (See Annex Meeting 1, Exercise 2).
<u>Auxiliary questions :</u>	<ul style="list-style-type: none"> • How do you think it is an ideal partner for you? What features/characteristics does it have or does not have? What does or not does he do? • Was your image of the perfect partner stable through the years? How was when you were 20, 16,10,5 years old? • How is the ideal child for you? What are its strengths or vulnerabilities? • How is it? How does this child behave in school, with his friends, relatives, against you, with his father or/and your partner?

Activity 2:	<i>The mother I am, whom I would like to be, the mother I must be</i>
<u>Target</u>	<ul style="list-style-type: none"> • To explore beliefs about the ideal mother • To identify the positive and negative features and behaviors that they have as mothers • To identify beliefs that prevent mothers from becoming the ideal motherly model • To correct beliefs about the ideal mother • To reflect on the level of self-awareness of this role • To find out how their partner affected this role



<p><u>Method</u></p>	<p>On a paper creates 3 columns with the title: the ideal mother, the real mother, the mother who I have to be</p> <p>They are given 10 minutes to record features and behaviors that define each type. They are given 20 minutes to discuss in a group the attributes they have recorded and identify similarities and differences among the participants in the group. Each participants makes observations by comparing the three aspects between them.</p> <p>With another color identifies the thoughts, words and demands of the partner for her role in the three aspects.</p> <p>Identifies 2 difficulties (behaviors) that prevent her from realizing the ideal model of the mother she has recorded.</p> <p>Within the team and with the contribution of the other participants, is committed to change the two behaviors by replacing them with a new behavior until next meeting.</p>
<p><u>Auxiliary questions :</u></p>	<ul style="list-style-type: none"> • What features you know (either alone or because they have mentioned to you) help you to be good mothers. • What kind of behaviors express these features ? • Are there any features that prevent you from this role? • How is the mother you would like to be either now or in the future? • How is she supposed to be a good mother? • Observe the three columns. How close they're the three types of mothers? How close are you to being the ideal mother? • Identify 2 difficulties that prevent you from getting to the ideal mother's model. • Think of 2 possible solutions of this problem. You can seek the contribution or/and the help of other people in the group. • What do you think will be the obstacles to make these two solutions? • Which 2 behaviors will you adopt during the week in order to achieve your goal?

3 MEETING

<p><u>Activity 1:</u></p>	<p><i>Do not put the blame on me</i></p>
<p><u>Target</u></p>	<ul style="list-style-type: none"> • Identifying guilty and self-indulgent thoughts • Development of critical thinking • Developing ability to respond to guilty thoughts
<p><u>Method</u></p>	<p>5x7 cards with images of an angel and a little devil on dialogue. In each little devil there is a (self) guilty thought. The angel responds to this thought with a logical argument. These response cards can be kept in their wallet and pull them when they need it.</p>





<p><u>Auxiliary questions :</u></p>	<ul style="list-style-type: none"> • Part of the psychological violence exerted by the perpetrators is also the cultivation of intimidating self-beliefs (e.g. you are not a good mother) negative, or self- blaming thoughts (e.g. your food is a mess, can lead to thoughts like > I am not a good mother since I cannot even cook properly). Does this also apply to your case? Record examples of such thoughts in the little devil. • To record the answer to the angel you can answer the question: what evidence do I have that this is true? • What kind of advice would you give to friend, if she told you that she was thinking that? • Have other people mentioned something else about this matter?
-------------------------------------	---

<p>Activity 2:</p>	<p><i>The ship</i></p>
<p><u>Target</u></p>	<ul style="list-style-type: none"> • Identify their social, economic and personal potential • Identify what they have achieved so far • Encouragement through reward
<p><u>Method</u></p>	<p>The exercise begins with the coordinator telling the story of the ship that went out and met storm. The story is interrupted and the target of the participants is to save the ship through a series of 6-10 sentences. The coordinator directs the story, by using the questions below. When the story ends in a table, 3 columns are recorded. 1. Who helped save the ship? 2. What exactly did they do? 3. What else helped the boat? Parallelism the ship and its crew with themselves. The three columns are created and for themselves, adding one fourth column. What did I do; Once they gather them down, they record what they have achieved so far. It is presented to the group for exchange and knowledge enrichment. Then on a piece of paper they created 4 semicircles. The smallest semicircle represents themselves. The second, the people in the nearby environment who can help them. The third, the other people who have helped or could help them and the last the social organizations who know, that can help them or has already help them. The last section refers to services, operators etc. to whom they have or can be contacted in the future for help.</p>



<p><u>Auxiliary questions:</u></p>	<ul style="list-style-type: none"> • What does the captain and the crew do to save the ship? • Where does the ship go to be saved? • Where did the crew arrive where is now the ship? • If we consider that you are the captain, what/ who is your crew (the people that help you)? • How exactly did they help you? • Are there others outside of your familiar environment from whom you get or can you get help (public services, organizations, etc.)? In what way? • Think and record what you have accomplished so far by leaving the abusive environment (e.g. Ensure my own physical safety and my child's physical safety).
------------------------------------	---

4 MEETING

<p>Activity1:</p>	<p><i>The developmental needs of children</i></p>
<p><u>Target</u></p>	<ul style="list-style-type: none"> • Identifying children's developmental needs and the enabling environment to fulfill these needs
<p><u>Μέθοδος</u></p>	<p>On a piece of paper with a picture of a baby and with the title “welcome the world”, we ask the plenary to record thoughts that a child can have in infancy. There is a discussion within the group about the needs of the child and what messages are given when these needs are satisfied. On large paper, are formed the age groups 1-3,4-7,8-10,11-14,15-18. The child's respective needs and thoughts are recorded in these ages, with emphasis on transition periods such as school.</p>
<p><u>Auxiliary questions:</u></p>	<ul style="list-style-type: none"> • In order to capture the needs of a child, it is important to use your own experience as a child and as a parent • What feelings and thoughts are caused by the satisfaction or non-satisfaction of the needs of children at all ages. • Would you like to give a name to the baby? • Try to think as a baby: Do not use “adult words” like <i>security</i>. What does a child need to feel secure? Maybe a hug or someone to hold it?

<p>Activity2:</p>	<p><i>The birth order and it's meaning</i></p>
<p><u>Target</u></p>	<ul style="list-style-type: none"> • Exploring the importance in the birth order.
<p><u>Method</u></p>	<p>By dividing the group into first children, second children etc., we ask them to discuss with each other whether the needs they have recorded at any age where different. Identify similarities and differences.</p>



<u>Auxiliary questions:</u>	<ul style="list-style-type: none"> • Look at the paper with the needs you have recorded. Do the above needs apply to all groups? • Is there a need that some group did not feel satisfied with? • How do you explain these similarities / differences?
	<i>If there are not enough participants, the exercise can be done based on the diversity of the cultural context.</i>

MEETING 5

Activity 1:	<i>The child ...</i>
<u>Target</u>	<ul style="list-style-type: none"> • Explore changes in the way of thinking and the needs of the child who grows up in an abusive environment • Introduce the roles that children may take in this environment
<u>Method</u>	<p>A. After restoring the cartons to the needs of children various ages then we give the script of an abusive relationship. The participants are called to identify differences in thoughts and needs of a child living in abusive environment. List the different thoughts and write it down with different color. Debate results in the group.</p> <p>B. The team coordinator through the narrative scenarios gives characteristic behaviors of roles that can be adopted by the child. Each scenario corresponds to a role and the main characteristics of the role and it writing in the table. This categories are later given in writing so that each one can identify the role that the child has taken.</p>
<u>Auxiliary questions:</u>	<ul style="list-style-type: none"> • Have you notice any changes at needs, thoughts, feelings of child , because you they live in abusive environment? If yes, how? • Can you guess any new thoughts, feelings or needs that we can write it down? • How do you think is the behavior of a child who has these new needs? • Now, I will read you some scenarios on how a child can react to what is experiencing by adopting a potential role in the family. I want to listen carefully and tell me the main behaviors, thoughts and feeling about each role. • With your experience, have you noticed if someone of the children has adopted one of these roles? • In your own maternal family do you have one of these role?

MEETING 6

Activity 6:	<i>I feel...</i>
<u>Target</u>	<ul style="list-style-type: none"> • Recognition and definition of feelings • Relationship between feelings, behavior and bodily sensation at different ages. • Relationship between feelings and children’s role in abusive environment.



<u>Method</u>	<p>Each member receives a monologue of a child. Each member has to read its monologue loudly. The facilitator stops when necessary and asks the possible feelings of each child. In case of difficulties we create a table with feelings. The participants can respond using the table.</p> <p>The scenarios are read again and by using the different age groups created at meeting 4, the participants are called to think possible behaviors and bodily sensations/symptoms for expressing these feelings at different ages.</p>
<u>Auxilliary questions:</u>	<ul style="list-style-type: none"> • Can you name the feelings of.... • If Was texting his feelings to a friend via mobile phone or social platforms which emoticons he/she could use? • What kind of behavior will... express at the age of 0, 2,5,9,12,17 years? • Lot of children are trying to express their feelings by complaining for bodily symptoms. What kind of symptoms could...Complain at the age of 0, 2,5,9,12,17 ετών. • How can a child with the role of..... Is possible to react?

Activity 2:	<i>The role of our emotions in our daily life</i>
<u>Goals</u>	<ul style="list-style-type: none"> • To explain the role of emotions in our life • To let the participants how the expression of emotions in the maternal family affects our family • To practice muscle relaxation
<u>Method:</u>	<p>Muscle relaxation exercise.</p> <p>When the exercise is finished we ask the participants to talk in groups about their feelings at the moment. They should include the body reactions to those feelings.</p> <p>In small groups (2-3 persons) the participants are called to discuss the expression of emotions in their maternal families. They can have a small discussion for about 25 minutes. In the group they can share the main information and continue about what is happening now in their own families, other interpersonal relationships and in their everyday communication.</p> <p>The facilitator asks the participants to take two opportunities until the next meeting to express their feelings towards their children by using expressions like “I feel proud/happy because.....” Or “I feel angry/sad because”</p>
<u>Auxiliary questions:</u>	<ul style="list-style-type: none"> • Why do you think is important to express our feelings? • Can you name your feelings before and after the muscle relaxation exercise? • How did your body feel before and after the exercise? • Do you think that there are “bad” and “good” feelings • Can you discuss in small groups about the expression of feelings in your maternal family? • What is it happening now in your own family. Do you find any similarities or differences in correlation to your maternal family? Can you name some?
<u>Extra</u>	<p><i>You can ask the participant to observe their own behavior and reactions in correlation with their feelings. Give the informative leaflet for active listening.</i></p>



MEETING 7

Activity 1:	Action and Reaction
<u>Goal</u>	<ul style="list-style-type: none"> To highlight the differences between passive, aggressive and active parenting skills, that promotes the healthy communication and self-esteem. To realize that our feelings, our thoughts and needs are necessary to develop healthy relationship and set healthy boundaries between parents and children.
<u>Method</u>	<p>a. By recreating the scenarios given at annex we ask for 3 volunteers. One of them is the child, the other one is the parent reacting passively and the other reacting aggressively. We ask the rest of the team to talk what are the possible messages received by the child in each case and what kind of feelings she/he may have.</p> <p>b. After reading the leaflet “The parenting role action or reaction” the participants repeat each scenario by acting within the frame of an active parent. Discussion within the group about the tone of the voice, the body language and the possible messages received by the child in this case.</p>
<u>Auxiliary questions:</u>	<ul style="list-style-type: none"> What did you noticed at the behavior of the 1st and 2nd parent? What are the possible feelings of the child and the parent What was the reaction of the child at the 1st and at the 2nd reaction? What do you have to say about the body language of the parent in each case? What is the possible message received by the child in each case? Try to apply the some of the techniques that you read about. Do you have any difficulties? Which one is easier for you to adopt? What kind of difficulties you might face during your effort to adopt them?

Activity 2:	Twelve rules for unhealthy communication
<u>Goals</u>	<ul style="list-style-type: none"> To recognize the most common fault practices of unhealthy communication between them and their children To recognize the possible feelings and behaviors of children.
<u>Method</u>	<p>The facilitator ask from each member to pretend that is a child playing football in the living room. In each case is using one of the unhealthy response written on the leaflet to react. After each case asks the feelings of the participants.</p> <p>Active listening: explain what exactly is active listening. Ask from the participants to take out from their folder the informative leaflet given at the end of meeting 6.</p> <p>Watch the video at the following link: https://www.youtube.com/watch?v=4VOubVB4CTU</p> <p>Discuss within the group, the behavior, the body language, the words that helped the person.</p>





<u>Auxilliary questions:</u>	<ul style="list-style-type: none"> • How would you characterize this way of communication? • What kind of feelings may the child have? What are the possible thoughts? • Are there any behaviors that you have experienced as children or even some that you use often? Do you remember how did you feel? • What are your thoughts on active listening? • Do you think is something easy to adopt? What are the possible difficulties you might find in your effort to adapt this kind of behavior? • During this week try to adopt say more often the helpful words that express active listening that you can find in the leaflet.
------------------------------	--

MEETING 8

Activity 1:	<i>I am listening...</i>
<u>Goal</u>	<ul style="list-style-type: none"> • Practice on active listening skills and expression of feelings
<u>Method</u>	By using the scenarios given in the annex, we ask by two participants to handle the possible scenarios by using the skills of active listening. It is important to reflect and express the feelings, noticed during the role playing. The rest of the participants can stop the play, whenever they feel that they can help or they want to express what they would do differently if they were at the same situation, by using the skills they learned. The participants should pay attention to the body language and the assertive behavior.
<u>Auxilliary questions:</u>	<ul style="list-style-type: none"> • What did you notice about the parent’s behavior? What about the child? How it may the child feel? • What do you think about the body language? The words used? • What kind of messages do you think the child has receive?
Activity 2	<i>To sum up</i>
<u>Goal</u>	<ul style="list-style-type: none"> • <i>To summarize the content of the workshops</i> • <i>To describe possible changes in knowledge, behavior and emotions</i>
<u>Method</u>	<i>By using the worksheet found in the annex, the participants and the facilitators are describing the content of each workshop. The worksheet represents a road. On the one side of the road the participants write down key words about the content. At the same point on the other side the participants should write down two things they learned, changed or even kept at that point.</i>
<u>Auxilliary questions:</u>	<ul style="list-style-type: none"> • <i>Our workshop has come to an end. Is there something you want to share in the group? Thoughts feelings?</i> • <i>How did you find the workshop? Is there something you suggest to include? Any other suggestions?</i> • <i>Now as you can see in the worksheet given to you this is a road. Can you think back and write down what changed for you during or after each session?</i> • <i>Can you write down your feelings at each session?</i> • <i>Did you do any changes at your behavior after each workshop? What kind</i>



2. Please write down the types of domestic violence.

3. Please write down the type of behavior used in domestic violence in order to control and abuse the victims.

4. Where do you usually get information, concerning your parenting skills?

- book, newspapers ,magazines, internet
- family therapy, school of parenting
- advices from my mother, father or guardian
- T.V programmes about parenting
- advices by family members or friends
- my own childhood
- my own cultural origin
- the culture in which my children are being raised, if different from my own
- Religion/church
- my partner's or spouse background
- the community I live in
- My experience in the relationship with the father of the children
- Other (please specify)

5. Who supported you while experiencing domestic violence, or after you decide to break the circle?

6. Have you ever observed the behaviour of your children while or after an episode of domestic violence? What do they usually do?

7. Please complete this table using the scale given.



0= Never, 1=rarely, 2=a few times, 3= most of the times, 4=always

ΣΥΜΠΕΡΙΦΟΡΑ	ΣΥΧΝΟΤΗΤΑ
1. I discuss with my child about my feelings when I am emotionally upset	
2. I explain to my child why is important for me to pay attention when I am talking	
3. I ask my child about his/her feelings after a fight	
4. When I need my child to do something I ask about his/her opinion	
5. I always discuss with my child about the consequences of his/ her action	
6. I used an aptitude or language to communicate with my child, and after a while I felt sorry about it.	
7. I told to my child that I am not ready to discuss an argument immediately and I need time	
8. I had difficulties (p.e to eat, sleeping) after an argument with my child	
9. I am thinking that I want to change he way I am communicating with my child	

1.2 Demetra Association

1.2.1 Questionnaire for Expert Psychological Surveillance of Victims of Violence - Author's Tool

Sex: M F Age _____ Education _____ Profession _____





Read the following statements and determine to what extent do they apply to you, by marking with "X" in the appropriate box whether this is true for you or not. Try to work quickly.

№	Statement	True	False
1“	I look to the future with hope and optimism		
2	I surrender if I can not do the things the way I want to.		
3	I can not imagine what my life would be like in 10 years.		
4“	I have enough skills to achieve the things I want.		
5	I am a person accusing myself and eating myself about happening problems		
6	Often my life disappoints and saddens me		
7	My future seems to me grim and failed.		
8	I'm not lucky and I do not believe I will be.		
9	I often feel humiliated		
10“	Past problems have made me stronger and more confident		
11“	When I think about the future, I expect to be a happy person		
12	I am locked in myself and can not share my problems		
13	I'm often irritable and tense		
14	My future seems insecure		
15	I'm a failed and cursed man		
16	It is pointless to dream of anything because it will not happen		
17	I'm no longer interested in what will happen to me		
18	I am often disappointed and depressed by my life		
19“	I have experienced joy and love in life		
20	I can not find myself a solution for my most important problems		

1.2.2 The Scale of Hopelessness BHS, Author: Aron Back





A. Back

QUESTIONNAIRE HOPELESSNESS

Sex: M F Age _____ Education _____ Profession _____

Read the following statements and determine to what extent do they apply to you, by marking with "X" in the appropriate box whether this is true for you or not. Try to work quickly.

No	Statement	True	False
1	I look to the future with hope and enthusiasm		
2	I surrender if I can not make things better for myself.		
3	When things go wrong, it helps me that they can not stay forever this way.		
4	I can not imagine what my life would be like in 10 years.		
5	I have enough time to achieve the things I want.		
6	In the future I expect to succeed in the things that affect me most.		
7	My future seems grim to me.		
8	I expect to get more good things in life than other people.		
9	I'm not lucky and I do not believe I will ever have.		
10	Past trials have prepared me well for the future.		
11	Everything I see in front of me is rather unpleasant than pleasant.		
12	I do not expect to get what I really want.		
13	When I look at the future, I expect to be happier than I am now.		
14	Things just do not get the way I want.		
15	I strongly believe in the future.		
16	I never get what I want, so it's foolish to want anything.		
17	It seems incredible to me that I can ever get real satisfaction with something.		
18	My future seems insecure.		
19	In the future I expect better times for myself than worse.		
20	It is pointless to try to get what I want because I will hardly succeed.		

The results are processed according to the table below.





The results of the test processing are encoded in the study as follows:

Level of hopelessness - level (level of hopelessness) 0 - norm

Level of hopelessness – level 1 – slightly elevated level

Level of hopelessness – level 2 – highly elevated

<p>Step 1</p> <p>If questions with these numbers have been answered by the respondent with "true," then one point is charged for each one.</p>	<p>2, 4, 7, 9, 11, 12, 14, 16, 17, 18, 20</p>
<p>Step 2</p> <p>If questions with these numbers have been answered by the respondent with "false," then one point is charged for each one.</p>	<p>1, 3, 5, 6, 8, 10, 13, 15, 19</p>
<p>Step 3</p> <p>All points are collected (steps 1 and 2). The overall result can be called a "level of hopelessness experience" which shows the magnitude of the feeling of pessimism.</p>	

Interpretation _____ of _____ results

The resulting number can be used for individual judgment in the person's diagnosis.

The indicative norms show that in the control group conditionally of women from the social environment not having reported domestic violence, the average score on the scale $Mx = 2.8$ at $Sx = 1.55$ (for comparison of a group of female victims of domestic violence is $My = 9.35$ at $Sy = 4.88$). Therefore, a score of **4 to 7 points** on the proposed scale is **slightly increased** hopelessness, and a value **above 7 points – strongly increased** sense of hopelessness

1.2.3 Problem Solving Inventory (PSI). Author: P. Paul Heppner

SOCIAL PROBLEM SOLVING QUESTIONNAIRE (SPSQ)

PROBLEM-SOLVING INVENTORY (PSY)

Author: P. Paul Heppner

Target: To evaluate the perception of respondents to their behavior and attitude to problem solving.

Description: PSI is a tool of 35 items, created to evaluate individual beliefs of people which usually affect (influence) personal problems in their life. The term “problem” relates to personal problems, such as making friends, choosing a career, or deciding whether to take a divorce. Although the PSI does not measure current problem solving skills, it evaluates the perceptions (ideas) of a person about his/her skills or his/her style of problem solving.

In the presented study, the results are used for a comprehensive assessment of personal choices in the social environment that are influenced by emotional factors such as experienced domestic violence and accompanying specificities in behavior and emotional attitude, as well as impact on general communication and parenting skills in the form of readiness to transmit social experience.

PSI contains 3 subscales, based on the factor analysis:





- **confidence and creativity in solving problems (items 5, 10, 11*, 12, 19, 23, 24, 27, 33, 34*, 35)**
- **avoiding style (items 1*, 2*, 4*, 6, 7, 8, 13*, 15*, 16, 17*, 18, 20, 21*, 28, 30, 31)**
- **personal over-control (items 3*, 14*, 25*, 26*, 32*)**
-

Questionnaire

Read each statement and indicate the degree in which you agree or disagree with the said statements, using the following scale:

1 = Strongly agree

2 = Moderately agree

3 = Disagree

		Agree	Moderately agree	Disagree
1	When the solution to a problem has failed, I do not investigate why it did not work.	1	2	3
2	When facing a complex problem, I do not bother to invent a strategy and gather information so that I can accurately determine what the problem is.	1	2	3
3	When my initial efforts to solve a problem fail, I worry about my ability to deal with its solving.	1	2	3
4	Once I have solved a problem, I do not analyze what was right and what was wrong.	1	2	3
5	I am usually able to invent creative and effective alternatives to solve a problem.	1	2	3
6	After trying to solve a problem with certain actions, I spend time and compare the actual result to what I thought was supposed to happen.	1	2	3
7	When I have a problem, I think so many ways to deal with it as much as I can until I can't think of any more ideas.	1	2	3
8	When I'm facing a problem, I'm constantly exploring my feelings to figure out what's going on in the problematic situation.	1	2	3
9	When I'm confused with a problem, I do not try to identify the vague ideas or feelings within the concrete or specific conditions.	1	2	3
10	I have the ability to solve most problems, even if at first the decision is not immediately obvious.	1	2	3
11	Many of the problems I face are too complex for me to solve.	1	2	3
12	I make decisions and am happy with them at a later stage.	1	2	3
13	When facing a problem, I tend to do the first thing that comes to my mind to solve it.	1	2	3
14	Sometimes I do not stop and I do not take the time to deal with my problems just as a kind of embarrassment.	1	2	3
15	When I choose an idea or a possible solution to a problem, I do not take the time to consider the possibilities of each alternative to be successful.	1	2	3
16	When facing a problem, I stop and ponder before taking the next step.	1	2	3
17	I usually support the first good idea that comes to my mind.	1	2	3
18	When making a decision, I weigh the consequences of each alternative and compare them to each other.	1	2	3
19	When I make plans to solve a problem, I'm pretty sure I can handle it.	1	2	3
20	I try to predict the end result of implementing an individual mode of	1	2	3





	action.			
21	When I try to think about possible solutions to one problem, I do not think of many alternatives.	1	2	3
22	Trying to solve a problem, a strategy I often use is to think about past problems that were similar.	1	2	3
23	Spending enough time and effort, I believe I can solve most of the problems I face.	1	2	3
24	When facing a new situation, I have the confidence that I can deal with the problems that may arise.	1	2	3
25	Even if I work on a problem, sometimes I have the feeling that I'm looking blindfold or wandering and not getting to the real question.	1	2	3
26	I make hasty decisions and later sorry for them.	1	2	3
27	I believe in my ability to solve new and difficult problems.	1	2	3
28	I have a systematic approach to comparing alternatives and making decisions.	1	2	3
29	When I try to ponder how to deal with a problem, I do not try to combine different ideas together.	1	2	3
30	When I face a problem, I usually do not examine what kind of external circumstances from my environment might contribute to my problem.	1	2	3
31	When facing a problem, one of the first things I do is to review the situation and take into account all the information related to this issue.	1	2	3
32	Sometimes I am so busy that I am unable to consider many ways to deal with my problem.	1	2	3
33	After making a decision, the result I've expected usually matches the actual result.	1	2	3
34	When facing a specific problem, I am uncertain whether I can handle the situation.	1	2	3
35	When I get a specific problem, one of the first things I do is try to explain to myself exactly what the problem is.	1	2	3

Results processing: Items with stars are evaluated in a reverse manner. Then the points for items for each of the factors are summed. The sum of the results of the three factors gives the full result.

Items 9, 22 and 29 are complementary and not evaluated.

Lower scores reflect higher perceived problem solving capabilities.

The results of the test processing are encoded in the study as follows:

High problem-solving abilities - PSP (problem-solving perception) - negative values

Low problem-solving abilities – upon positive values.



1.3 Salvamamme

1.3.1 RECEPTION RESCUE SUITCASE

SURNAME _____
FIRST NAME _____

NATIONALITY _____
DATE OF BIRTH _____
WORK CONDITION _____
MARITAL STATUS _____
PRESENCE OF CHILDREN _____ CHILDREN NUMBERS _____
DATES AND PLACE BIRTH _____

SITE ENTRY _____
SEND DATE _____
INSTITUTION REFERENT _____

CONTACTS WITH ANTIVIOLENCE CENTERS _____
WHICH _____
WHEN _____
HAS MADE DENUNCIATION OR QUERELA _____
MEDICAL REFERENCES FOR SUBJECT VIOLENCE _____
TEMPORARY ACCOMMODATION _____
FOLLOWED BY LAWYER _____
NEED FOR LEGAL ASSISTANCE _____
NEED FOR THE NEXT DAYS _____



NOTE

1.3.2 RECEPTION TELEPHONE RESCUE SUITCASE

Date _____

Operator _____

SURNAME _____

FIRST NAME _____

PHONE _____

CITY _____

CODE _____

REQUEST _____

CHILDREN PRESENCE _____

WORK CONDITION _____

HOW DID YOU KNOW THE SALVAMAMME _____

HAVE YOU ALREADY ASKED FOR HELP FROM OTHER ORGANIZATIONS? _____

NOTE





1.3.3 Collecting bos rescue suitcase

Salvamamme - Rescue Suitcase - tel. 0635451698
Operator voluntary delivering.....date.....

The undersigned (name).....(surname).....

PHONE

collect today from the Association for their child (s) (total number)

FEMALE – AGE

FEMALE – AGE

MALE – ETA’

MALE – AGE

BABY CLOTHING	N.	OTHER CLOTHING	N.	ITEMS FOR CHILDREN	N.
Summer accessories				Bath	
Winter accessories				Box	
Towels				pram	
Bib				cot	
Body				Waist Bag	
outfit				Ovetto	
Cover				Stroller	
Bed sheets				bumper	





Toddlers			High chair	
Jacket				
Skirt				
Intimate			HOME ITEMS	
Sweaters				
Trousers				
bumper				
Pajamas				
Baby shoes				
Newborn shoes			FOOD	
Suit		TOYS		
Onesie				
Tutone				
Dress				

It will be his care and responsibility to analyze the safety and cleanliness of the materials withdrawn, which will always be reworked with Marseille soap. The association is authorized to process personal data for the exclusive use of the “Salvabebe / Salvamamme” project, according to law 196 of 2003.
Firma

FOR HYGIENE REASONS RELY ON THE CLOTHES AND VERIFIES THAT THE POCKETS DO NOT CONTAIN DANGEROUS OBJECTS FOR YOUR CHILDREN
WASH CLOTHES WITH CARE AND CHECK THAT THE POCKETS DO NOT CONTAIN OBJECTS THAT MAY BE DANGEROUS FOR YOUR CHILDREN
LAVAR LA ROPA CON MUCHO CUIDADO Y COMPROBAR QUE LOS BOLSILLOS NO TENGAN OBJETOS PELIGROSOS PARA TUS HIJOS

RELEASE STATEMENT

The undersigned, born in (indicate Country)
the resident in
declares to have today withdrawn from the Ass. "The Civil Rights in 2000 - Salvabebé / Salvamamme"
the products listed in the attached sheet and signed for receipt.
The undersigned declares:





- 1) to have received from the Association ample information about the methods of use of the products themselves.
 - 2) to have verified the aforementioned products and to have found them in good condition, intact in every part and component, without defects and in accordance with the use for which they are intended.
 - 3) After delivery of the aforementioned goods, of which this constitutes a receipt, the undersigned will be responsible for ensuring the safety, integrity and hygiene of the materials and all that has been delivered to them, as well as the writer's responsibility to ensure that they are used correctly. by minors and third parties.
 - 4) Declares, moreover, that he is aware that some of the goods received are used and that they have been previously subjected to control and / or sanitized by the Association "Civil Rights in 2000 - Salvabebe / Salvamamme".
- The undersigned exempts the Association from any and all liability for defects or defects that the products received may present; exonerates the donating Association from any and all responsibility for damages or prejudices that may occur in the use of the same, as well as for damages deriving from the use, compliant or not, of the same by minors and, in any case, by third parties.
- The undersigned undertakes, however, to wash again any garment delivered and to carefully check that there are no objects inside the pockets that could be ingested by minors.

Signature

Date

1.3.4 METHODOLOGY AND REALIZATION VALIGIA DI SALVATAGGIO

PROJECT

Valigia di Salvataggio

The project is aimed at those women who suffer violence from husbands, comrades or ex partners, who intend to leave the house where they are mistreated and where they are at risk for one's own life, and to those who have had to leave their homes quickly, with everything that belonged to them to save their lives.

It is a concrete project, which wants to allow these women to leave conditions of violence and risk and give them the opportunity for a new re-start, through interventions in the first hours of abandonment of the house or in moments of severe criticality.

METHODOLOGY AND REALIZATION

This project is carried out by experienced and expert operators able to respond promptly to the required information, understand the status of need of each individual user and activate the service as needed.

The intervention protocol is structured in 5 phases:

• TELEPHONE RECEPTION

The telephone lines of the Salvamamme are active from Monday to Friday at fixed times. There is a mobile number for emergencies. This is answered by the operators experienced in listening and welcoming women who are victims of violence.





For each woman is compiled a format, pre-established by the Association, in which all the information about the woman is recorded.

The forms thus compiled allow the Salvamamme to build a real observatory on the phenomenon of violence by monitoring the possible transformations over time and by observing the actual validity and concreteness of the Salvage Suitcase project.

The first contact as the subsequent reception are crucial moments: the woman through the contact with the operator can open up, find a space to tell the silent violence.

During the first contact, the operator allows the woman to accept her request in a non-judgmental manner, establishing with her a communication based on the kindness and courtesy that will serve to encourage her to speak and ask for help.

Information on available resources, on possible actions to protect them, on risks for themselves and their children is provided to the woman.

The intervention we intend to give, in this first contact, is the response to the needs of listening and orientation towards public and private social-health services present on the national territory.

The operator also makes an initial assessment of the risk, if there is an imminent danger of life / health for the woman, a series of emergency operations are activated also with the support of the network that has been established over the years (police, associations , etc).

If the first contact is not taken by the interested woman, but by a family member, a friend, a lawyer or others, an indication is given on how the woman can contact us in person.

The contact with the woman can happen in different ways, also through the association's social channels and the requests are accepted in the same way.

• REQUEST REGISTRATION

Sometimes it is the woman who turns directly to the Salvamamme for help, on other occasions it is the victim to be reported by law enforcement agencies or other institutions such as protected houses, lawyers or social workers.

Once it has been ascertained that this is a case of violence and that the woman needs support from Salvamamme, the request is recorded and the need of the woman and of any children is analyzed well.

The wearability of the woman and of the possible children is requested, in order to prepare a suitcase full of products suitable for the first hours of leaving home.

The need to activate other services that are totally free in addition to the suitcase (psychological counseling, legal advice, safety assistance services) is recorded.

• IMMEDIATE CONTACT TO ORGANIZE THE RETREAT OF THE SUITCASE

An appointment is made with the woman or the services at the operative office for the collection of the rescue suitcase, adequately prepared. A suitcase of essential goods, such as clothing, linen and products for the care and hygiene of the woman.

Each suitcase is made up of sizes, depending on the season and according to specific needs.

What does the suitcase contain?

WOMAN

underwear

(briefs, bra, tank tops)

stockings / socks

1 pair of slippers

1 pair of shoes

3 or 4 light knitwear changes

1 sweater

1 cardigan





2 pants or trousers and dress
a comfortable suit or leggings with a loose fit
scarf / shawl
gloves, hat
outerwear
personal hygiene products
(shower gel, shampoo, nail file ...)
BOY / GIRL
underwear (4 panties, 3 vests, 2 body)
pajamas
4 stockings / socks
1 pair of slippers
1 pair of shoes
4 t-shirts
2 sweatshirts
1 suit
1 sweater or heavy jacket
2 trousers (jeans or others) - or jeans and dress (if female)
giubottino / cappottino
summer accessories / winter accessories
personal hygiene products
(diapers, wipes, etc.)

• INTERVIEW IN THE OFFICE

Conscious that the main tool to bring out situations of violence and to be able to structure a path of support is a well-conducted dialogue.

An interview is held for all the women who are given the suitcase, in a room structured only for their reception.

The interview is conducted by an operator, in total anonymity and not in the presence of other people; It will be confidential and empathic, non-judgmental and above all based on the non-revictimization of women and respect for their times.

If the woman shows up at the Salvamamme with her children it is important not to let them be present during the conversation.

During the interview, the operator makes a risk assessment using the S.A.R.A - Spousal Assault Risk Assessment method to assess the situation and to prevent recidivism, to protect victims, to avoid the escalation of mistreatment that could also result in feminicides.

The operator who conducts the interview has the primary objective of fostering a relationship of trust that allows the woman to tell her story, and then help her understand what is the right choice, whether she decides to leave, or stays in the situation.

In the case in which there is not enough time to deal with the interview it is important to tell the woman and suggest other alternatives: to fix another appointment, to involve other trained operators. In any case, provide the useful numbers of the Salvamamme and of 1522 (Number of public utility of the Ministry for Equal Opportunities) if this channel has not yet been activated, as well as emergency services if emergency situations occur.

• ACTIVATION OF SERVICES COMBINED WITH THE SUITCASE ON THE BASIS OF INDIVIDUAL CASES

The full service is implemented exclusively for women whose situation requires more targeted assistance and protection.





The methodology provides that every action (report if it has not already been done, activation of services, etc.) is undertaken only with the consent of the woman and that you always work for his protection, for his good and possibly his children .

Women are not offered pre-established solutions, but specific support, adequate information so that everyone can find a solution that suits their situation.

If the woman does not feel in danger of life, but the operators believe the opposite, it is essential to talk about it frankly and discuss the situation and possible risks and define a safety plan with her.

Only in particularly dangerous and serious cases for which the woman has to leave the house, perhaps even with the children, the additional services set up in the Salvage Suitcase project are activated:

- **new phone card** for personal use of the victim to avoid situations of additional emotional stress, ensuring further protection requirements, without renouncing the data useful for the victim at the end of the complaint, contained in the old telephone sim;
- **indispensable displacements** by means of the Salvamamme or through associations linked to the project (to protected houses willing to host them, to people who trust the woman)
- **interventionist lawyer advice;**
- **targeted emergency psychologist counseling;**
- **emergency reception at the hotel or secret place.**

Separating and leaving the partner is a difficult and courageous decision.

When they decide to interrupt the violent relationship, women are in a situation of greater risk for their own safety and for their lives. From our experience the Italian system is not always able to offer sufficient and immediate protection.

So it is essential to give as much support as possible, well structured and defined in the different steps.

RESCUE PACKAGE FOR CHILDREN

The project of the suitcase also contemplates the presence of children and structure the intervention with the creation of "Valigine di Salvataggio" trolley full of clothing, material for children that become essential when a woman runs away from her home with her children following.

Our experience has taught us that violence against women and violence assisted by their children are not two distinct conditions and therefore intervention must always be managed in an integrated way.

Support and protection for women will automatically provide protection for children.

Children should be helped to find their own dimension of children, to reconstruct an authoritative mother image, able to protect and guide them.

The Salvage Valigina enters the perspective of attention towards childhood, in the awareness that "ignoring" the suffering of children exposes them to forms of stress and serious risks, in the short and long term, for the path of growth, even of more for the children involved often in the spiral of repeated violence.

The life of the children is also made up of "little certainties" like their toys, their personal objects, the loss of which generates pain, confusion that the little ones are not able to face. For this reason, in each suitcase delivered for children, there are many toys inserted in addition to clothing.

NETWORK

The network model adopted by Salvamamme to ensure an effective support network for women is integrated and interdisciplinary. Sharing and close collaboration between all the social actors involved favors a better protection of women and children victims of domestic violence.

The validity and innovation of the project allowed the realization of important protocols with the State Police, with the Rugby Gold Flames of the State Police, with the Ministry of Justice with the aim





of increasing the network and implementing a plan of local, national action against violence based on the methodology and objectives of the Salvage Suitcase project.

SENSITIZATION ACTIVITY

The project is part of the logic of prevention and contrast to gender violence and because of this specificity allows the possibility of activate training, information, promotion and prevention in schools, in the institutional areas.

2 Additional documents to Perpetrator’s Treatment programs - tools/questionnaires/manuals/procedures





2.1 CIPM - Italian Center for the Promotion of the Mediation

2.1.1. UTI activities Calendar

MONDAY	TUESADY	WEDNESDAY	THURSADY	FRIDAY
10.00-11.30	10.00-11.30	09.30-11.00	10.00-11.00	09.30-11.00
11.30-13.00	12.00-13.30	11.00-12.30	11.00-12.00	Sexual education
Communication and social skills group	13.30-15.00 Art-therapy	Trauma and conflict management group	Physical activity	
14.00		15.00-16.30	14.00-16.00	14.00-15.30
Yoga		Activation of working skills group	Section assembly	15.30-17.00
				Relapse prevention group



2.1.2 Static 99R

Static-99R – TALLY SHEET

Assessment date: _____ Date of release from index sex offence: _____

Item #	Risk Factor	Codes		Score
1	Age at release from index sex offence	Aged 18 to 34.9		1
		Aged 35 to 39.9		0
		Aged 40 to 59.9		-1
		Aged 60 or older		-3
2	Ever lived with a lover	Ever lived with lover for at least two years?		0
		Yes		1
3	Index non-sexual violence - Any convictions	No		0
		Yes		1
4	Prior non-sexual violence - Any convictions	No		0
		Yes		1
5	Prior sex offences	Charges	Convictions	
		0	0	0
		1,2	1	1
		3-5	2,3	2
		6+	4+	3
6	Four or more prior sentencing dates (excluding index)	3 or less		0
		4 or more		1
7	Any convictions for non-contact sex offences	No		0
		Yes		1
8	Any unrelated victims	No		0
		Yes		1
9	Any stranger victims	No		0
		Yes		1
10	Any male victims	No		0
		Yes		1
Total Score		Add up scores from individual risk factors		

Nominal Risk Levels (2016 version)	Total	Risk Level
	-3, -2,	I - Very Low Risk
	-1, 0,	II - Below Average Risk
	1, 2, 3	III - Average Risk
	4, 5	IVa - Above Average Risk
6 and higher	IVb - Well Above Average Risk	

There [was, was not] sufficient information available to complete the Static-99R score following the coding manual (2016 version). I believe that this score [fairly represents, does not fairly represent] the risk presented by Mr. XXXX at this time. Comments/Explanation: _____

(Evaluator name)

(Evaluator signature)

(Date)



“STEP4GBV - Support, training, exchange practices for Gender-Based Violence”
Project number № 776892 - STEP4GBV

Co-funded by the Rights,
Equality and Citizenship (REC)
Programme of the European Union



2.1.3. Stable 2007





Static-99R – TALLY SHEET

Assessment date: _____ Date of release from index sex offence: _____

Item #	Risk Factor	Codes		Score
1	Age at release from index sex offence	Aged 18 to 34.9		1
		Aged 35 to 39.9		0
		Aged 40 to 59.9		-1
		Aged 60 or older		-3
2	Ever lived with a lover	Ever lived with lover for at least two years?		0
		Yes		1
		No		
3	Index non-sexual violence - Any convictions	No		0
		Yes		1
4	Prior non-sexual violence - Any convictions	No		0
		Yes		1
5	Prior sex offences	<u>Charges</u>		<u>Convictions</u>
		0		0
		1,2		1
		3-5		2,3
		6+		4+
6	Four or more prior sentencing dates (excluding index)	3 or less		0
		4 or more		1
7	Any convictions for non-contact sex offences	No		0
		Yes		1
8	Any unrelated victims	No		0
		Yes		1
9	Any stranger victims	No		0
		Yes		1
10	Any male victims	No		0
		Yes		1
Total Score		Add up scores from individual risk factors		

Nominal Risk Levels (2016 version)	<u>Total</u>	<u>Risk Level</u>
	-3, -2,	I - Very Low Risk
	-1, 0,	II - Below Average Risk
	1, 2, 3	III - Average Risk
	4, 5	IVa - Above Average Risk
6 and higher	IVb - Well Above Average Risk	

There [was, was not] sufficient information available to complete the Static-99R score following the coding manual (2016 version). I believe that this score [fairly represents, does not fairly represent] the risk presented by Mr. **XXXX** at this time. Comments/Explanation: _____

(Evaluator name)

(Evaluator signature)

(Date)





2.2 Demetra Association

2.2.1 Self – assessment tests

Self-assessment questionnaire

INITIAL QUESTIONNAIRE

Names:

1. If I am to make some changes on my body, I will change:

There's almost nothing I		Many things, I will feel good
--------------------------	--	-------------------------------

2. If I am to change something in my personality, I will change:

There's almost nothing I like		Many things, to make myself feel better
-------------------------------	--	---

3. When I have to make a decision:

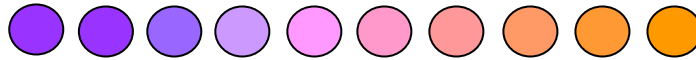
I need to know the opinions of others, and what they like or expect of me		I have to judge what my needs or wishes are
---	--	---

4. To myself:

I feel failed and useless, and I do everything wrong		I feel proud of myself, I feel precious and useful
--	--	--

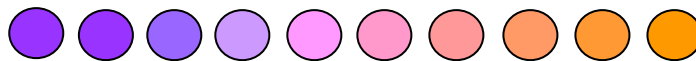
5. When I think of something:

I know I can achieve it if I make some		Achievement depends on what I do
--	--	----------------------------------



6. When someone is polite and wants something from me:

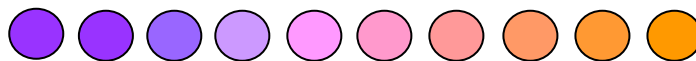
I don't know



I tell the truth: I can refuse

7. My opinion is opposite the one of the woman in my life:

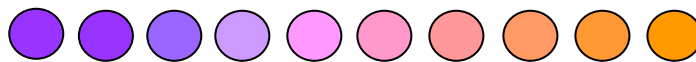
This doesn't affect me



It affects me a lot

8. When the opinion of my colleague is opposite mine:

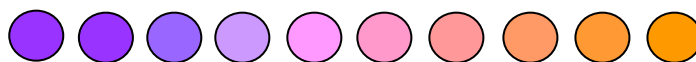
This doesn't affect me



It affects me a lot

9. The opinion of a member of my family is opposite mine:

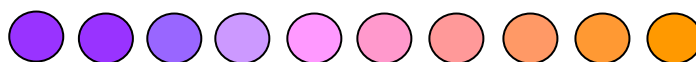
This doesn't affect me



It affects me a lot

10. When a relation important to me doesn't go well, I usually think that guilt is:

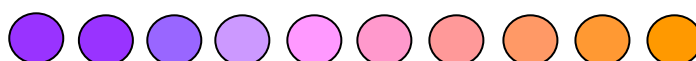
Mine



The other's

11. When there is a problem:

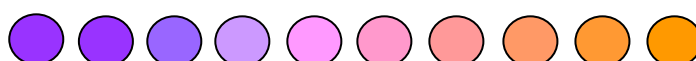
I usually don't know what to do and I discourage



I usually find a way to solve it

12. If I don't find a solution:

I search for help



I feel ashamed to search for



13. I often feel:

Sick, nervous, clenching my throat	I have the strength to carry on	Subordinate
Wish to stop suffering	I have a feeling that pain and suffering will never stop	Smiling
I fear	I learn from what's happening in my life	No matter what, my life is good
Feel loved	I am alone, helpless	Guilty for everything happening to me
I feel like crying	Powerless and corrupt	I do not want to live

Self-assessment questionnaire

Questionnaire

The questionnaire is designed to measure how you feel about yourself. This is not a test, so there are no true and wrong answers. Please answer every question.

1. I feel that others handle things much better than me.	YES	NO
2. I feel I am an attractive person.	YES	NO
3. I feel uncertain in my ability to get along with other people.	YES	NO
4. I feel I fail in things I do.	YES	NO
5. I feel people really like to talk to me.	YES	NO
6. I feel myself a very capable person.	YES	NO
7. When with other people, they are glad being with me.	YES	NO
8. I feel I make a good impression in people.	YES	NO
9. I feel confident of being able to start new relations.	YES	NO
10. I feel I am ugly.	YES	NO
11. I feel I am a boring person.	YES	NO
12. I feel very unease, when in the presence of unknown persons.	YES	NO
13. I feel I am able to learn new things.	YES	NO
14. I feel I have good sense of humor.	YES	NO
15. I like myself.	YES	NO
16. I can handle difficult situations.	YES	NO
17. My friends appreciate me very much.	YES	NO
18. I feel I am a good person	YES	NO
19. I feel commanded more than the others.	YES	NO
20. I feel like I mess things.	YES	NO





21. I would like to be with someone else.	YES	NO
---	-----	----

2.2.2 The Aggression questionnaire – Arnold H.Buss and Mark Perry

Questionnaire – Questionnaire about violence

QUESTIONNAIRE ABOUT AGGRESSION

Authors: Arnold H. Buss and Mark Perry

Target: Measuring four aspects of aggression.

Description: This instrument containing 29 items measures four aspects of aggression:

physical aggression (PA: items 1, 5, 9, 13, 17, 21, 24, 26, 28),

verbal aggression (VA: items 2, 6, 10, 14, 18),

anger (A: items 3, 7, 11, 15, 19, 22, 29) and

hostility (H: items 4, 8, 12, 16, 20, 23, 25, 27).

AQ (Aggression questionnaire) is an improved version of the Hostility questionnaire – a widely used tool developed by the first author more than 30 years ago. AQ has been created by a set of 52 items, many of which are from the original Hostility questionnaire, with the means of factor analysis of the main component and confirmatory factor analysis. The tool allows to evaluate not only how aggressive a person is, but also how this aggression is manifested, which is determined by the results of the subscales.

Calculation: First, the results of the reversed items 24 and 29 are changed. The subscale results are a sum of the results of the items in the corresponding subscale. The total result is a sum of the results of all items and ranges from 29 to 145. Higher scores reflect higher aggressiveness. (After subscale summation result of Individual person x 100/Max of the subscale is calculated in %)

Evaluation after the scales:

up to 50% - normal to light degree

50% - 70% - light to moderate degree

over 70% - expressed degree

Reliability: The inner consistency of AQ is very good. Alpha coefficients are 0.85, 0.72, 0.83, and 0.77 respectively for subscales PA, VA, A, and H. The total score has alpha 0.89. AQ is a stable tool with good test-retest reliability; for the nine week test-retest correlations are 0.80, 0.76, 0.72 and 0.72 for subscales PA, VA, A and H, and 0.80 for the total score.

Validity: The results of the AQ moderately correlate with each other. However, when the correlation mismatch due to the results of Anger is left aside, correlations are not significant; this supports AQ's theoretical validity that associations between physical aggression, verbal aggression, and hostility are due to their association with anger. The results also have good competitive validity without a significant association between PA, VA and emotionality, but with strong correlations between emotionality and the A and H scales. The results of all four subscales correlate with impulsiveness, rivalry and assertiveness, despite noticeably low correlations between assertiveness and the PA and H scales. The construct-validity is proven by the correlations between VA and peer observations on aggression, sociability and shyness.





Key references: Buss, A. H. and Perry, M. (1992). The Aggression Questionnaire, *Journal of Personality and Social Psychology*, 63, 452-459. The instrument is distributed with the permission of Arnold Buss and the American Psychological Organization.

Please consider how typical of each of you is each of the following statements. Using the following rating scale, mark your answer to the right of each statement.

- 1 = Totally not relevant to me
- 2 = To some extent not relevant to me
- 3 = Very little relevance to me
- 4 = To some extent, relevant to me
- 5 = Totally relevant to me

Totally not relevant to me	To some extent not relevant to me	Very little relevance to me	To some extent, relevant to me	Totally relevant to me
----------------------------	-----------------------------------	-----------------------------	--------------------------------	------------------------

1	From time to time I can not control the urge to hit another person.	1	2	3	4	5
2	I tell my friends openly when I do not agree with them.	1	2	3	4	5
3	I easily burst out, but I calm quickly.	1	2	3	4	5
4	Sometimes I'm angry with jealousy.	1	2	3	4	5
5	If I'm provoked enough, I can hit another person.	1	2	3	4	5
6	I often find that I do not agree with people.	1	2	3	4	5
7	When I'm stressed, I show my annoyance.	1	2	3	4	5
8	Sometimes I feel that I have suffered a severe fate in life.	1	2	3	4	5
9	If someone hits me, I hit back.	1	2	3	4	5
10	When people irritate me, I can tell them what I think about them.	1	2	3	4	5
11	Sometimes I feel like gunpowder ready to explode.	1	2	3	4	5
12	It seems that other people always have their brakes on.	1	2	3	4	5
13	I get into fight a little more than an ordinary person.	1	2	3	4	5
14	I can not stop arguing when people disagree with me.	1	2	3	4	5
15	Some of my friends think I'm hothead.	1	2	3	4	5
16	I wonder why sometimes I feel so bitter about things.	1	2	3	4	5
17	If I have to resort to violence to defend my rights, I will.	1	2	3	4	5
18	My friends say that I am somewhat inclined to dispute.	1	2	3	4	5
19	Sometimes I get out of my skin without a good reason.	1	2	3	4	5
20	I know that "friends" talk about me behind my back.	1	2	3	4	5
21	There are people who push me so hard that we get to fight.	1	2	3	4	5
22	I hardly control my temper.	1	2	3	4	5
23	I'm suspicious to too friendly foreigners.	1	2	3	4	5
24	I can not think of a good reason to ever hit someone.	1	2	3	4	5
25	Sometimes I feel that people are mocking me behind my back.	1	2	3	4	5
26	I happened to threaten people I know.	1	2	3	4	5
27	When people are especially kind, I wonder what they want.	1	2	3	4	5
28	I have sometimes been so angry that I happened to break things.	1	2	3	4	5





29	I am a moderately temperate man.	1	2	3	4	5
----	----------------------------------	---	---	---	---	---

2.2.3 My feelings and emotions

“My feelings”

My feelings	How do I express them?	How do I suppress them?	Result
Anger	I scream, go back and forth, kick something, break something ..	I crush my teeth, fists, keep silent, walk nervously ...	I can not fall sleep for a long time, I am not attentive in my work, I get rough, I fight, I offend ...
Joy			
Tenderness			
Excitement			
Delight			
Love			
Disgust			
Sorrow			
Mercy			
Shame			
Indifference			
Hatred			
Fear			
Envy			
Loath			
Jealousy			
Guilt			
Offense			

1. After completing the table, participants can share specific situations in which they used to express constructively or destructively their feelings. Pay attention to: the impact their behavior had on the other participants in the communication.

2. Participants are divided into two groups. The first group chooses some of them to say one word/sentence, for example. "Weather is dark today" - in a different way, expressing the corresponding feeling (of joy, sadness, anger, indifference, etc.), and the participants from the other team have to recognize the feeling.

2.2.4 Violence questionnaire

Questionnaire about violence

Has this ever happened to you?

- 1. have you ever punished your partner with silence, withdrawal, not speaking to her, leaving home when hungry?





- 2. have you followed her anywhere at home or outside?
- 3. have you been listening to her phone calls, reading her letters, e-mails?
- 4. have you humiliated her (making her fall on her knees)?
- 5. have you forbid her to not meet and talk with friends or relatives?
- 6. Have you ever called her dumb, speechless?
- 7. Have you ever said that household is her care, as well as raising the kids, taking care of you?
- 8. Have you asked her where and with whom she has been, all the time ringing and checking what is she doing?
- 9. Do you often blame your partner when something goes wrong (in relation, with the house, with money)?
- 10. Have you ever called your partner bitch, or something like that?
- 11. Have you ever threatened your partner of depriving her from her children?
- 12. Have you ever told your partner that while living with you and in your home, she has to do what you want her to do?
- 13. Do you regularly ask your partner what is she spending her money for?
- 14. I take care of the money.
- 15. My wife cannot work out of home.
- 16. The salary of my wife comes to me.
- 17. Have you treated your wife the way of not giving her any money?
- 18. Have you ever told your partner that you would throw her in the street or return her to her parents?
- 19. Have you argued with your partner about diner not being ready or house not being clean?
- 20. Have you required from her to make the children stop crying?
- 21. Do you hold any arming at home?
- 22. Have you thrown objects at her?
- 23. Have you hit with fist on the table, on the wall?
- 24. Has it ever happened while discussing something to take out and threaten her with a knife, axe etc.?
- 25. Has it ever happened to drive fast being aware that your partner is afraid of high speed?
- 26. Has it ever happened to startle her and wake her up from sleep?
- 27. Have you ever happened to stop her from eating, drinking, smoking etc.?
- 28. Have you ever deprived her of her phone, forcibly?
- 29. Have you ever held her hand violently?
- 30. Have you ever hit her?
- 31. Have you ever forced your partner to make sex or kind of sex without her consent?
- 32. It's a responsibility of my wife to take measures against unwanted pregnancy.
- 33. Partner has made abortion after we had been together?
- 34. Have you hit your partner during sex or slapped her on her intimate body parts?
- 35. Have you frequently made remarks to your partner about her body (e.g. for being fat, for some parts of her body being too small or too big)?
- 36. Have you made any remarks to your partner concerning the way she makes sex?
- 37. Do you decide on what clothing shall your partner put on?
- 38. Do you sexually touch your partner without her consent?
- 39. Have you ever been with a prostitute?

Measurement:

1-10 question – emotional – verbal violence





11-20 question – economic violence
21-30 – physical violence
31-39 – sexual violence

2.3 Diakonia

2.3.1 Manual of psychotherapeutic work with couples

Target group

The target group of the program are couples with tendencies to behave in an aggressive way in any form which is directed towards themselves or towards other close persons. We welcome both heterosexual and homosexual couples. Our clients have to be at least 16 years old.

We work with couples who experience mutual or alternate displays of aggression

Domestic violence can be defined as abuse and violent behavior which takes place between two close adults who live together in a common apartment or a house. The violent person gains and maintains power and control over the other person.

In case we suspect addiction on addictive substances (such as alcohol or psychoactive substances), we motivate the client to start treatment, ideally prior to the beginning of the therapeutic program. We do not work with a client who comes to the consultation evidently under the influence of addictive substances.

How to get into the program:





A client can get into the program in three different ways: voluntarily, (s)he can be referred by other professionals (psychiatrists, general practitioners,...) or sent by institutions (Probation mediation service, Department of Child and Family Services).

Initial process and motivational phase

The initial process includes:

A/ First contact with the workplace:

The clients usually make an appointment via the phone. Some clients come to SOS center when they experience a crisis. They are provided crisis intervention and informed about options regarding therapy focused on managing violent behavior.

The introductory interview is conducted by any employee of SOS center, with the exception of therapists involved in the couple therapy program. Each partner needs to make an appointment separately and each introductory interview is conducted by a different employee. This assures both partners can freely express if they want to take part in couple therapy or not and it also guarantees neutrality of the therapist.

B/ Introductory interview:

During the introductory interview clients are asked about:

- 1/ Motivation for the couple therapy – (why has he/she decided for the couple therapy? , does he/she feel some press to do so?)
- 2/ History of problems with aggression (problems with aggression in the childhood, in previous relationships...)
- 3/ Relationship history – (is this his/her first relationship?, How long does it last? Does she/he have children?)
- 4/ Previous professional help – Did He/she complete some therapeutic program before? Does she/he go to see psychologist or psychiatrist?

Questionnaire: Questionnaire Frequency of Aggressive Behavior (QFAB)

The introductory interview can take place during one or two sessions. The aim of the introductory interview is to map the client's problem, to assess his/her motivation for couple therapy and his/her ideas about it. The client is presented with methods of work which are offered during the program, their specifics, advantages and disadvantages. We also inform the client about the recommended frequency of therapeutic sessions and maximal length of therapy (one year).

The aim of the introductory interview is to determine the level of aggression the clients show, to rule out couples who deal with domestic violence. Another objective is to acquire data for the final assessment of the program efficiency (QFAB).

The goal of this phase is to determine the level of motivation of the clients and to develop and support their motivation further.

The course of couple therapy

If the result of the introductory phase is that couple therapy is indicated, clients make an appointment for the first couples therapy session. The therapist concludes an oral agreement with them regarding the psychotherapeutic cooperation and informs them about the rules, rights and obligations.

Concluding the therapeutic contract for couple therapy and negotiation of the rules:

Oral contract with the client:

- A session lasts 50 minutes and takes place once per week
- The recommended length of couple therapy is between 6 and 12 months. The specific length comes under the competence of each therapist, who adjusts it according to the needs of the clients and his/her therapeutic methods.





- We inform the clients in which situations and by which means we are obliged to submit sensitive information to a third party
- We inform the clients about the necessity to excuse themselves from a session in advance. Three unexcused sessions can be grounds for terminating our cooperation.

Potential exceptions regarding the frequency, length of the sessions or the entire cooperation are at the discretion of the therapist or the entire team.

Informing clients about their rights and obligations

❖ Rights of the clients

The clients have the right to terminate cooperation any time.

The clients have the right to have their personal data protected.

The clients can make a complaint any time during the cooperation.

❖ Obligations of the clients

The clients are obligated to actively cooperate on solving their situation.

The clients are obligated to respect the agreed time of the session and to inform the therapist in advance about their absence.

The clients are obligated to follow the instructions of the therapist in case a dangerous situation within the workplace arises.

The clients are obligated to respect the prohibition of entering the center under the influence of alcohol or psychotropic substances.

The clients are obligated to behave in accordance with the rules of decent conduct within social norms.

The clients respect that a therapeutic session will only take place when couples therapy is attended by both partners.

1) Further mapping of the current situation of the clients and establishing a therapeutic relationship, expressing interest in the clients, creating a safe environment and mutual putting in the mood for therapeutic work

We map:

- The history of violence
- The circumstances when aggression mostly takes place
- The most common triggers of aggression
- The most common forms of aggression

We can deal with information regarding the forms of aggression obtained via the questionnaire of the frequency of aggressive behavior in more detail.

We reinforce the rules of cooperation (therapeutic contract and setting) the clients were introduced to during the admission process.

Creating trust: All the questions we ask the clients regarding their situation play an important role not only for getting necessary information. They also constitute a way of showing interest in the clients and the effort to truly understand them.

- We assure the clients that no information that is shared in therapy will get outside the therapeutic place, with the exception of what is agreed in the therapeutic contract
- We provide the clients with certainty that we won't judge him/her for his/her acts, that we don't despise him/her and that nothing from the information (s)he shares with us will be used against him/her.
- We strive to make the client aware of his/her strengths and to acknowledge any progress made within the therapeutic work.





- We encourage the client to talk openly about his/her aggressive behavior or to start thinking about it in such a way, we appreciate his/her responsible approach and his/her determination to solve his/her problems
- Meanwhile, we express the belief that aggressive behavior that the client used for his/her situation, is unacceptable and is detrimental to him/herself and his/her relationships.
- We instill confidence in the clients: they are able to change the way they act

Work on motivation: This work is especially important for clients who are referred to us by the probation and mediation service or child protective services. It can also be clients who are asked to come by their partners. The motivation of these clients is often to comply with the conditions of the person who sent them to us.

These clients often find it difficult to take responsibility for their behavior. They often try to find excuses for their behavior and strive to shift some part of the responsibility to the “aggression recipient”. They persuade us that they became victims of an error or victims of “bullying” from their partner or other close person or victims of a wrongful cause of action by the police or other organs that take part in the penal proceedings. We make an effort to show the clients that we understand how difficult it is to take the full responsibility for their actions and thus acknowledge their guilt (mistakes). Meanwhile, we strive to gradually change their point of view and to offer them other possibilities. For instance, we can emphasize advantages that emerge from taking responsibility. It gives them the opportunity to manage their situation, the opportunity to start changing it, the opportunity to work on a disrupted relationship (if the client stayed in the relationship) or the opportunity to prevent such difficulties from happening in a future relationship. One of the possible motivational factors is the relationship of the clients towards their children. If the client has children, (s)he often manages to empathize with his (her) children more easily than with his (her) current or former partner. They are more open to understand what their children need from them in the current situation and what they would appreciate. It is easier to base the intervention on the relationship with children since the relationship towards the partner is often burdened by anger and the belief that the other party contributed to creating the current problematic situation. This is why these clients tend to punish their partner rather than trying to understand him (her) at the beginning of the therapeutic cooperation. Taking children into consideration can help make the first step from stepping out of the vicious circle of mutual accusations and towards taking some responsibility for one's actions.

If the clients don't find anything they could take responsibility for or any topic they would like to work on during a few introductory sessions, we offer the possibility to terminate the cooperation. Alternatively, we can refer the clients to services provided by other organizations (see Standard termination of the program).

2/ Structure and content of therapeutic sessions and used work strategies:

The structure and content of therapeutic sessions can differ according to the therapeutic approach of therapists involved in the program.

- following up on the previous session, its reflection and mapping of new occurrences within the couple
- creating a space for communication about important problems of the relationship
- supporting ways of solving conflicts without harming each other
- guiding the couple towards reflecting their emotions and ways of reacting as well as the partner dynamic
- analysing problematic situations, searching for causes of aggressive behavior
- looking for new interaction patterns, practicing





- concluding the session and finding a date for the next session

Therapeutic approaches, methods and techniques of work:

- principles of couples, family or partner counselling
- non-directive psychoanalytic approach towards couples oriented on supporting the couple and developing its own capacities of solving relationship problems
- PBSP approach: five basic needs, gaps in roles
- techniques used in the systemic approach: constructive questions, scaling
- more directive style, educating, communication practice, using metaphors from transactional analysis, elements from KBT

Couple therapy - principles

- to stress responsibility of each partner for his/her actions
- create equal space for each partner to talk about his/her problems
- create space for talking about difficult/tabooized issues
- to help understand each other
- to help not to judge a partner
- to help not to blame a partner

Couple therapy – techniques (in non-directive psychoanalytic approach towards couples oriented on supporting the couple and developing its own capacities of solving relationship problems)

- Holding: creating supporting and safe environment for sharing troubles (regularity of session, the same length, the same attention for both partners, helping to express them)
- Containing: helping with expressing strong and negative affection, survive those emotions, understanding of those emotions
- understanding both partners emotions: „If I were you I would feel/experience...” „If I were in your situation I would feel...”
- offering understanding, translating: „If I understand you correctly?”, „If I understand you correctly, you suffer from?” – to help partners grasp what the partner experience, what he suffer from...
- circular questions: „What did you feel/thing when your partner said this/did this...” – questions about the relationship, interconnection
- story about the beginning of their relationship, what attracted them on the partner, why did they choose his/her partner....- searching on what connect them

I. Termination or interruption of the couple program

a) Standard termination of the program

In the last third of the agreed length of the program (up to 1 year), we thematize the termination of therapy with the clients. We map and reflect the course of the program and the benefits of the common work up to the present. We also discuss further cause of action with the clients. We assess the fulfilment of the clients' goals and the goals of the program. After discussion with the clients, two possibilities take place:

- Termination of cooperation within the program

During the last therapeutic session, we recapitulate our cooperation together. Within the frame of assessing the program efficiency, the clients fill out a **Questionnaire Frequency of Aggressive Behavior (QFAB)** and a **Feedback questionnaire (FQ)**.

- Referring clients to a different type of service outside the program

In case that after one year of cooperation with the client, we find that another type of service would be beneficial to them, we can refer them elsewhere (to organizations that work with victims, psychiatric care, family therapy, etc.)





b) Non-standard termination of the program

- The clients wish to end their participation in the program prior to the agreed date and are convinced that their goal has been fulfilled and managed to get their aggression under control. In this case, we offer them the possibility to come back if they should need it. An assessment of the program efficiency takes place along with filling out the questionnaires (see Standard termination of the program).
- If the clients violate the rules of the therapeutic contract (see chapter The obligations of the clients), we reflect this fact and end the cooperation after evaluating the program efficiency.
- If the clients stop attending therapeutic sessions, we contact them and ask them about reasons that led to their decision. Based on the circumstances, the cooperation is either renewed or the clients are asked to attend a final session where the efficiency of the program is assessed. The clients fill out a questionnaire regarding the frequency of aggressive behavior and a feedback questionnaire.

Couple therapy - resources

- Titl S.: Psychoanalytic Couple Therapy, Institut for Psychoanalytic Couple and Family Therapy
- S. Freud – transference and countertransference
- Margaret Mahler – proces of separation-individuation
- D. W. Winnicot – concept of holding
- Wilfred Bion – containing
- Scharff – transgenerational transmission
- Jurg Willi – unconscious relationship believes
- Daniel Wile – „Therapist shall to see partners as those who are despare...” He shall understand both partners.

2.3.2 Feedback questionnaire (FQ).

Date of completion:

We kindly ask you to answer a few questions to find out if the therapy was beneficial to you. Another aim of the questionnaire is to help us improve our services for you and our future clients.

Please remember the whole period of your therapy and answer the following questions:

- 1) Do you feel that any change occurred in your life during therapy?

Positive changes: YES/NO

Negative changes: YES/NO

Please indicate the observed changes:

- 1) Think now about the therapy itself. Do you think the changes that have taken place in your life have been largely influenced by therapy?

Check YES - NO.

Please describe them by stating specific examples:

- 2) You feel that you have experienced some change in thinking about yourself during therapy; did you realize something new about yourself?

Check YES - NO.





Please indicate what are these changes about:

- 3) Please provide an overall assessment of the therapy on a scale from 1 to 5 (1 – the best, 5- the worst)
- 4) Do you think you have worked on conflict management in your partnership? Check YES - NO

Which of the following options best fits your current situation (regarding conflict management)?

- Significant improvement
- Moderate improvement
- Nothing has changed
- Significant deterioration

Please give specific examples:

Thank you for your willingness and time for filling in your feedback.

2.3.3. Questionnaire Frequency of Aggressive Behavior (QFAB)

Sexs:

- Male
- Female

Age:

- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 65 and more

- Other

How often did you find (in the last six months) yourself in situations, in which you experienced anger?

daily	Once or twice a week	Once or twice a month	seldom	never

I have a long-term partner relationship:

- yes
- no

The program:

- I found it myself
- Was recommended to me by my partner
- Was recommended to me by someone else – by whom?

Children:

- I have children with my current partner
- I have children with my former partner
- I don't have children





How often did you commit behavior described below in the last year?

	daily	Once twice week	or a	Once twice month	or a	seldom	never
- slaps							
- causing injury							
- breaking things							
- humiliation, mocking							
- swearing/abusive language							
- shouting							
- physical restraint in movement, possession							
- threats directly or via telephone or e-mail							
- did you feel that you were afraid of someone in your neighborhood?							
- other							

- requiring sex through partner's / partner's refusal							
- hidden check (email, phone, work returns ...)							
- denying access to finance							
- checking and determining what a partner can or cannot do where you can/cannot go							
- denial of communication ("silent household")							
- did you feel that she/he was afraid of you							
- other							





- *How do you consider your partner’s behavior (fill in if you are in a relationship)?:*

How often did your partner commit behavior described bellow in the last six months?

	daily	Once twice week	or a	Once twice month	or a	seldom	never
- slaps							
- causing injury							
- breaking things							
- humiliation, mocking							
- swearing/abusive language							
- shouting							
- physical restraint in movement, possession							
- threats directly or via telephone or e-mail							
- he/she woke up anger in you							

- requiring sex despite your rejection							
- hidden check (email, phone, work returns ...)							
- denying access to finance							
- checking and determining what you can or cannot do where you can / cannot go							
- did you feel that she/he was afraid of you							
- other							



“STEP4GBV - Support, training, exchange practices for Gender-Based Violence”
Project number № 776892 - STEP4GBV

Co-funded by the Rights,
Equality and Citizenship (REC)
Programme of the European Union

