

Reaching for a Good Life



Critique of Batterer Treatment

- Focused on avoidance of negative actions = What not to do.
- Shame-based
- Treatment outcomes vague
- Drop out rates are high
- Recidivism rates are high

Restorative Justice

Restorative Justice

- The term *restorative action* is commonly evoked in the aftermath of abuse, especially in the context of attempts to re-establish respectful relationships between family members.
- Restorative Action
 - To restore what?
 - For whom?
 - For what purpose?
 - And, in whose interests?

One alternative meaning of *restorative* caught my eye in the dictionary entry, one that seemed conspicuously different: the tendency to give new strength or vigour.

This interpretation points to something new, something better and healthier, suggesting a revitalization, or new possibilities that might develop. In this context, *restorative* suggests something creative and productive. Allan Jenkins (2006)

Shame (Jenkins, 2006)

- It is not possible to embark upon a restorative journey without facing shame.
- The experience of shame is a sense of disgrace which unavoidably accompanies deeper realisations about the nature and impact of dishonourable and destructive actions.
- However, this experience of shame seems highly restraining and disabling for men who have abused family members — the shame often feeling toxic to the point of annihilation.
- Shame and disgrace tend to motivate desperate attempts to run and hide from their presence.
- There is a distinction between *shaming* and *facing shame*.
 - *When a man faces shame, he comes to his own realisations through recognising a contradiction between his ethics and his actions.*
 - *By contrast, shaming others is a political act, an attempt to coerce or compel.*

Impact on RFGL Progam

- Positive in orientation
 - Motivating men to change for their own benefit not just to avoid negative consequences
- Focused on non-shamed based interventions
- Focus on engaging men in a change process

Risk Needs Responsivity Model

The Risk / Need / Responsivity Model

Based on:

- General personality theory
- Cognitive social learning perspective of abusive behaviour.
- Evidence-based risk factors associated with abusive behaviour

The Risk Principle

- The level of treatment intensity and the individual's risk to re-offend needs to be measured and considered before applying any change process (Bonta & Andrews, 2007).
- Intervention targets should be based on a risk assessment outcome
- A risk assessment identifies specific risk factors related to a re-occurrence of the problem behaviour that should be the focus of treatment.

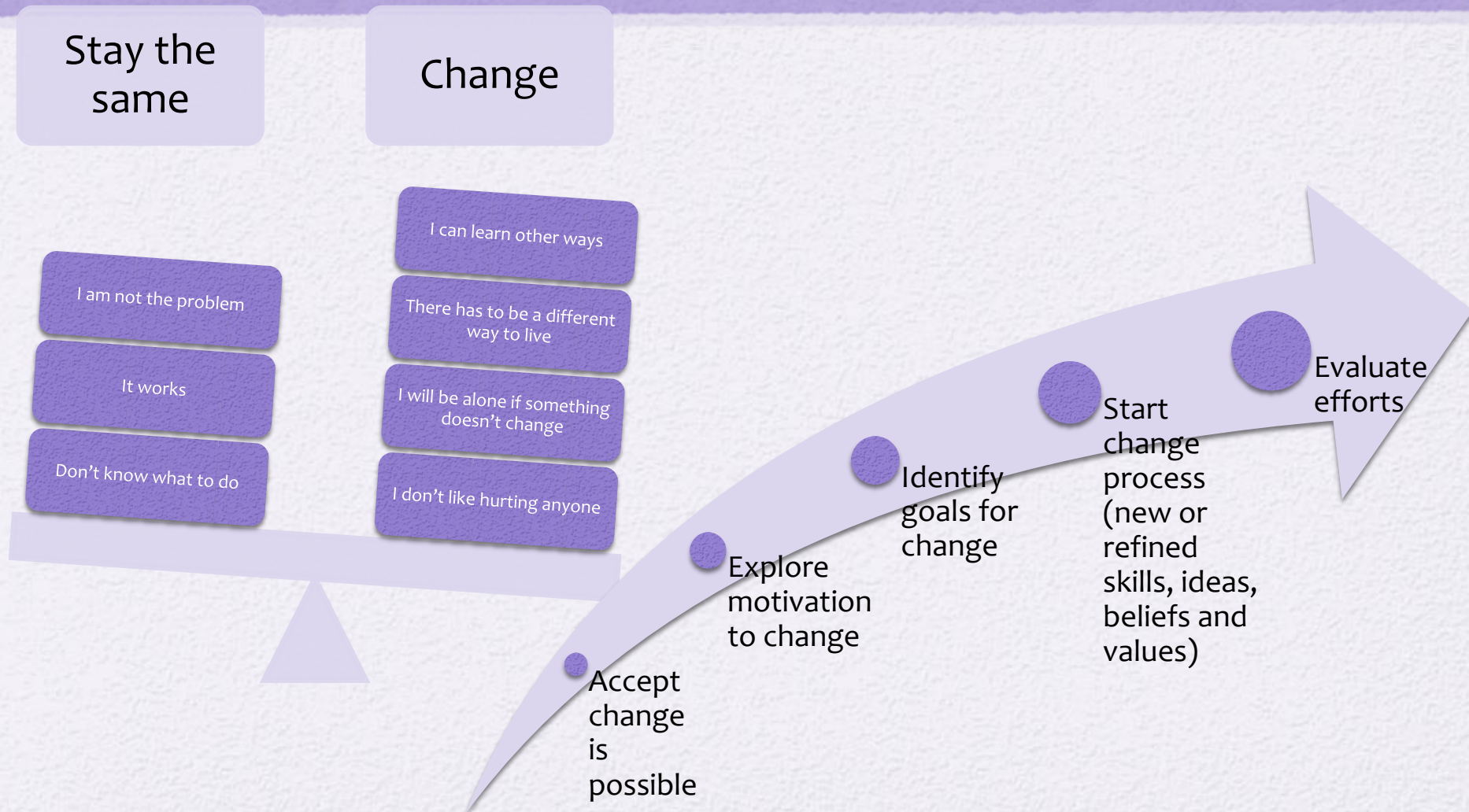
The Need Principle

- The reality that therapy programs should focus specifically on the dynamic risk factors linked to family violence.
- Interveners should be aware that an individual's needs can fluctuate over time.
- Therefore, it is important that interveners engage in ongoing evaluations of client needs as they engage with their clients.

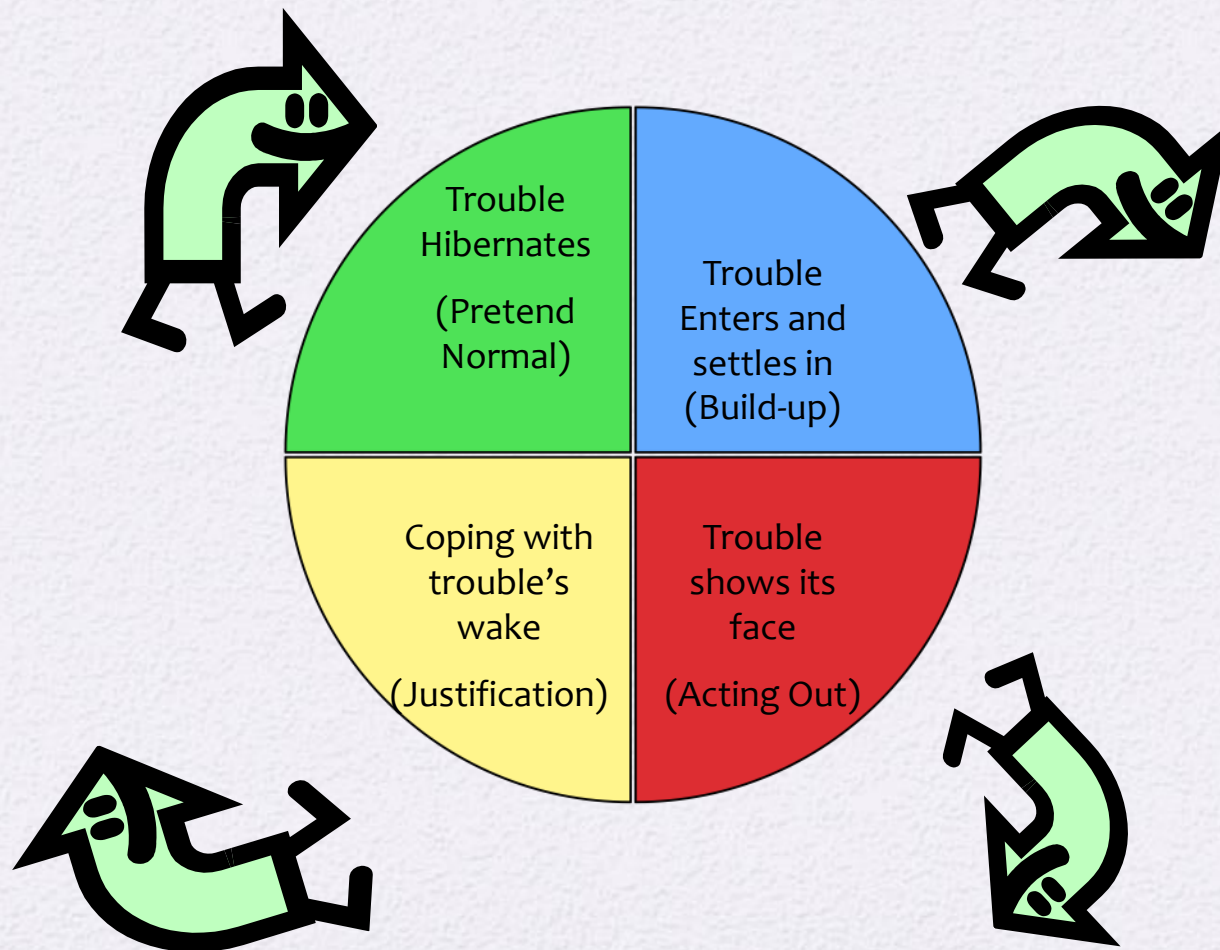
The Responsivity Principle

- Cognitive and social learning interventions are the most effective ways to teach people new behaviours.
- Effective cognitive and social learning strategies operate according to two principles:
 - *relationship principle*: establishing a warm, respectful, and collaborative working alliance with the client
 - *structuring principle*: influences the direction of change toward the pro-social through appropriate modelling, reinforcement, and problem solving.

The Change Process

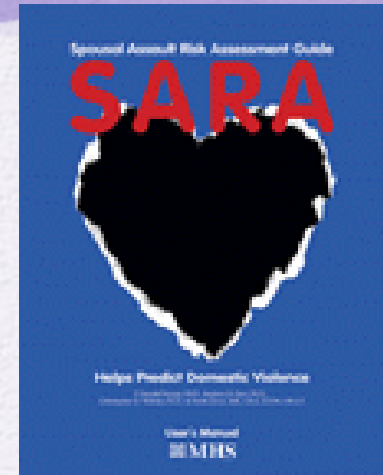


Understanding Trouble / Behavioural Progression



Risk Assessment & Clinical Tools

- SARA (problems with it but all we have)
 - Spousal assault history & current situation (static)
 - Criminal history (static)
 - Psycho-social adjustment (dynamic)
 - Relationship issues
 - Employment issues
 - Trauma history
 - Substance abuse
 - Mental health
 - Personality



Psycho-Social Adjustment

- Hostility - Buss-Perry Hostility Scale
- Personality – Personality Assessment Inventory
- Executive Function - BRIEF



Reflection

Turn to the people immediately beside and / or behind you.

Discuss what you just heard and what it means to you.

What questions arise from your discussion?

Please take no more than 5 minutes in your small groups.

The Good Lives Model

The Good Lives Model

- Is a positive strength based approach
- Dynamic risk factors are distortions in the internal and external conditions required to gain a desired human goods,
- Outlines the basic skills and capacities necessary to engage in treatment (i.e. treatment readiness)
- Addresses the question of clinicians' attitudes toward client's and the relationship between these attitudes and factors such as forgiveness, evil, and the therapeutic alliance (Ward & Brown, 2004).

The Good Lives Model

- People are more likely to make positive changes (moving toward a positive goal) than a negative change (moving away from a problematic behaviour) (Feist & Feist, 2006).
- People have, at some level, awareness of what they want in life.

The Good Lives Model

Humans are by nature:

- Active
 - Goal-seeking beings
 - Engaged in the process of constructing a sense of purpose and meaning in their lives.
-
- The identification of risk factors simply alerts interveners to problems (obstacles) in the way clients are seeking to achieve valued or personally satisfying outcomes.

The Good Lives Model

- Changing ideas about what a Good Life is into living a good life depends on the possession of internal (skills and capabilities) and external conditions (opportunities and supports).
- The specific change process a person engages in depends on the actual abilities, interests and opportunities of each individual and the importance he or she places on specific primary goals.

Good Lives Model

- Is consistent with feminist and post-modernist approaches to understanding difficulties in people's lives.
- Helps to externalize the problem of offending; separating it from the person.
- The feminist belief that the person is political is reflected in the GLM value that context matters.
 - When oppression and abuse issues are identified as barriers to happiness, their influence can be overcome.

Reaching for a Good Life

Program Description

Intake Process

- Continuous intake
- Intake group
- Assessment package
- Feedback/goal setting process
- Development of GLP
- Referral to group

Understanding Abuse from a GLM View

- Abusive behaviour is a result of a poorly defined Good Life Plan.
- Ward and Brown (2004) describe four major types of difficulties that support abusive behaviour:
 - Problems with the means used to secure goods
 - A lack of scope within a good lives plan
 - The presence of conflict among goals (goods sought) or incoherence
 - A lack of the necessary capacities to form and adjust a GLM to changing circumstances (e.g. impulsive decision making).

The Good Life Model

There are ten basic goals

- Life (Healthy living, optimal physical functioning, sexual satisfaction)
- Knowledge
- Excellence in work and play (including mastery experiences)
- Excellence in agency (autonomy and self-directedness)
- Inner peace (freedom from emotional turmoil and stress)
- Relatedness (including intimate, romantic and family relationships)
- Spirituality (broad sense of finding meaning and purpose in life)
- Happiness
- Creativity
- Community

Basics of Life

Primary

- Physical needs and factors important for healthy living and physical functioning:
 - Food
 - Water
 - A physically healthy body

Secondary (instrumental)

- Engaging in physical exercise
- Being diet conscious
- Managing health problems
- Getting enough sleep
- Comfortable living arrangement

Trouble & Basics of Life

- Inadequate or uncomfortable living arrangement
- Improper nutrition
- Lack of regular exercise
- Excess of exercise
- Poor medication management
- Sleep disturbance
- Problems managing mental or physical health concerns

Knowledge

Primary

- People are innately curious and want to understand themselves, their environment and other people.
- Acquiring wisdom or information
- Striving to answer questions about the meaning of information or events

Secondary (instrumental)

- Asking questions
- Attending school
- Participating in training, vocational or self-study activities
- Belonging to a discussion group

Trouble & Knowledge

- Lack of awareness of internal states
- Lack of self-regulation skills & knowledge
- Jealousy
- Needs to know partners movements and activities

Excellence in Play and Work

Primary

- The desire to engage in leisure or fun activities for their own sake
- To strive for mastery at work related and leisure/recreational activities

Secondary (instrumental)

- Upgrading education or taking courses.
- Participating in competitive sports
- Undergoing apprenticeships
- Mentoring programs
- hobbies

Trouble & Excellence in Play & Work

- Not engaging meaningful activities that bring enjoyment
- Not living up to social or cultural expectations
- Not taking time to play
- Not knowing how to play
- Feeling under-employed or under-trained

Agency

Primary

- The desire to set one's own goals & makes one's own decisions.
- To make independent choices to reach goals.
- To be self-governing

Secondary (instrumental)

- Achieving financial independence
- Asserting oneself
- Seeking work that allows for independence and control.

Trouble & Agency

- Being broke or having poor money management skills
- Having poor assertiveness skills
- Having poor problem solving skills
- Self-regulation difficulties
- Feeling inadequate compared to partner or others
- Feeling controlled by partner or others

Inner Peace

Primary

- Emotional self-regulation
- Having the skills and abilities to be aware of one's emotional state.
- Having the skills & abilities to identify emotions in others & respond appropriately.
- Ability to manage aversive emotions.

Secondary (instrumental)

- Engaging in activities to achieve a balanced lifestyle building positive relationships
- Learning emotional and other self-regulation skills, physical exercise, sexual activity and substance use.
- Learning meditation or practicing Qi Gong / Yoga

Trouble & Inner Peace

- Lack of emotional awareness
- Poor stress management skills
- Disconnection to other
- Poor empathy skills
- Substance abuse or other distractions

Relatedness

Primary

- The natural desire of people to establish warm bonds with others.
- Intimate, romantic relationships
- Close family relationships
- Platonic relationships and friendships

Secondary (instrumental)

- Personal sharing
- Sexual activity
- Non-sexual physical contact
- Sharing interests & spending time in shared activities
- Having and parenting children
- Participating in community activities

Trouble & Relatedness

- Poor quality or superficial relationships
- Poor intimacy skills
- Inappropriate use of sex
- Inappropriate communication strategies (mean, demeaning)
- Disconnection from children or lack of engagement in parenting
- Disconnection from others – no friends

Community

Primary

- The desire to belong to a social group
- To feel connected to groups that reflect common interests, values, beliefs, concerns.
- A wider cultural connection
- Being able to rely on others

Secondary (instrumental)

- Belonging to a service group
- Belonging to a special interest group.
- Doing volunteer work
- Being part of a neighbourhood, school or community group.

Trouble & Community

- Isolation
- No connections to any group outside of the family
- Limited involvement in cultural or spiritual activities
- Having a limited or thin support system that is not there when needed.

Spirituality

Primary

- The desire to discover and find a sense of meaning & purpose in life.
- May be religious or secular
- The experience of being part of a larger whole.

Secondary (instrumental)

- Belonging to a church or spiritual group
- Following cultural practices and activities
- Communing with nature
- Living according to particular morals or values.

Trouble & Spirituality

- Not sure of what values and moral beliefs they hold or how they express their values
- Disconnected from the natural world
- Not sure of how they fit in the world
- Not sure how history (personal / social / cultural / spiritual) influences their current behaviour

Happiness

Primary

- The state of being or the overall experience of being satisfied with one's life.

Secondary (instrumental)

- Engaging in activities which bring pleasure
- Having fun
- Participating in activities that lead to feelings of contentment.

Trouble & Happiness

- Lack of purpose & direction in life
- Loss of pleasure in activities
- Narrow range of interests
- Feeling unfulfilled
- Unsatisfying relationships

Creativity

Primary

- The desire for novelty, aesthetic experience and innovation in one's life.
- The experience of doing things differently.
- Engaging in a specific activity that results in artistic output or other novel or creative product.

Secondary (instrumental)

- Work
- Parenting
- Gardening
- Painting
- Playing musical instruments
- Woodworking,
- Etc.

Trouble & Creativity

- Failing to learn from past experience
- Being in a rut
- No interest in trying new things
- Not creating anything

Reflection

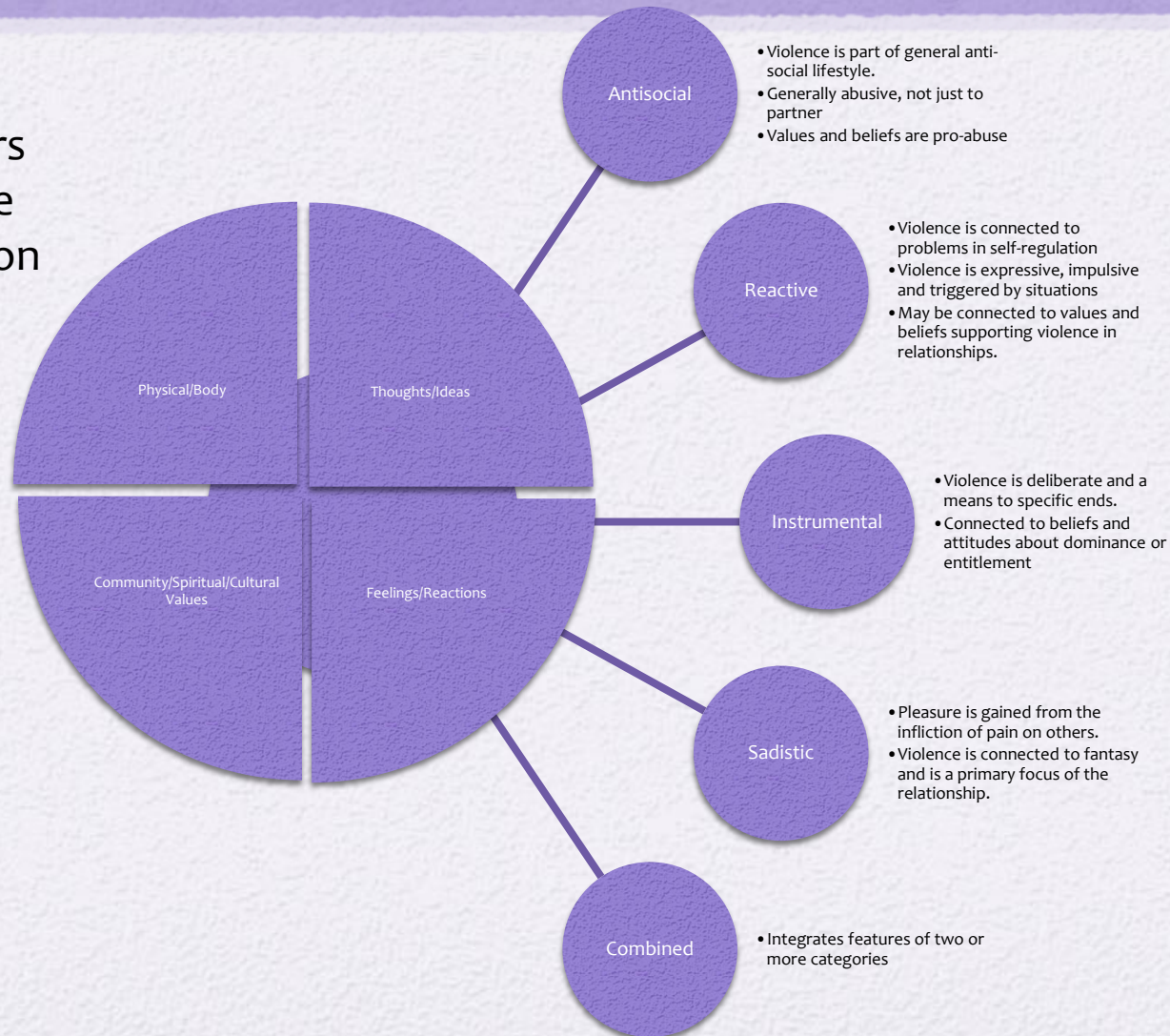
- Turn to the people immediately beside and / or behind you.
- Discuss what you just heard and what it means to you.
- What questions arise from your discussion?
- Please take no more than 5 minutes in your small groups.

Creating a good life plan

RNR & GLM in Clinical Application

Pathways to Trouble

Lack of balance (enduring &/or situational) occurs in one more more parts of the person and is expressed through one of the pathways



Pathway to Troublesome Behaviour

Unable to secure some of the primary goods



Life is unbalanced and frustrating



Can't construct a meaningful and purposeful life



Abusive behaviour to try and achieve balance and primary good

Seeking a Good Life

- How aware am I about my thought process?
- What do I believe?
- What do I want to believe?
- Are what I believe and what I do consistent?

Mind

- How do I take care of my physical self?
- What does physical health mean to me?
- Am I doing what I want for work and play – is it enough?
- What would a good physical life be like for me?
- Do I have too much/too little routine?

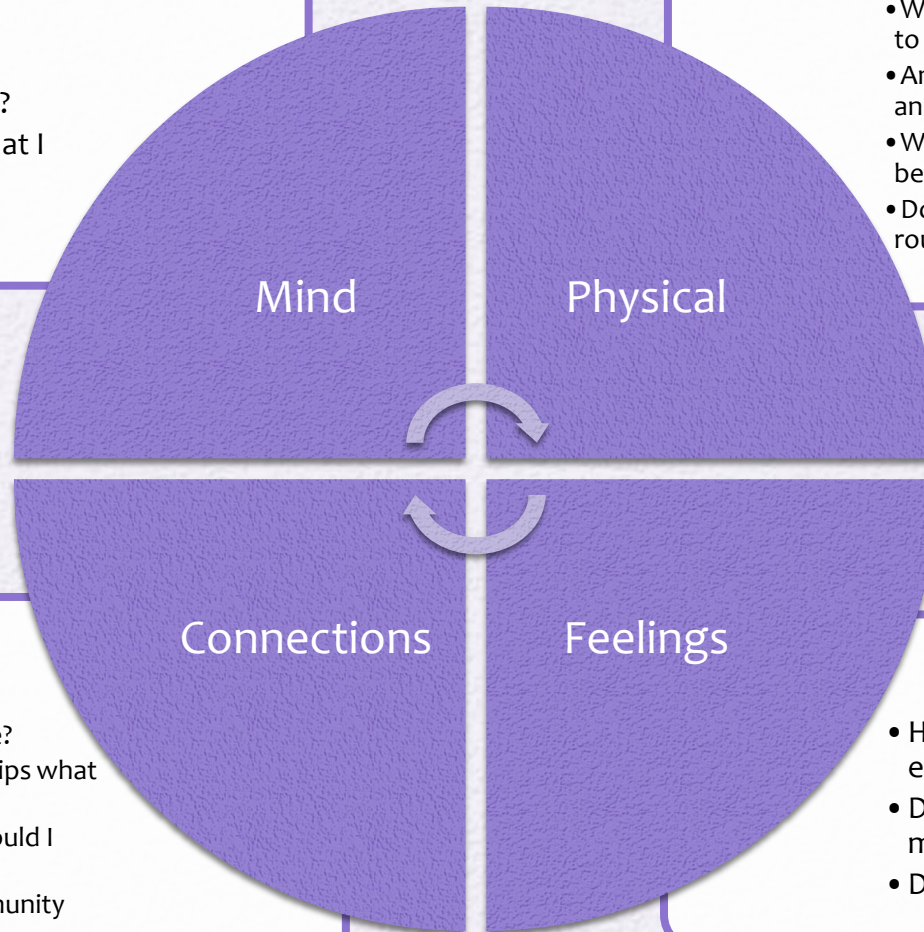
Physical

Connections

- What are my relationships like?
- Is the quality of my relationships what I want?
- What type of relationships would I want?
- Am I part of my desired community?

Feelings

- How do I manage my emotional self?
- Do I have sufficient self-management skills?
- Do I have peace?



Pathways to troublesome behaviour

Internal Obstacles

- Dysfunctional beliefs/values
- Lack of empathy
- Lack of skill
- Lack of creative thinking

External Obstacles

- Lack of resources
- Lack of opportunities
- Lack of social support

Risk Factors

- **Dispositional factors** (e.g., personality and life- style issues)
- **Historical factors** (e.g., previous experiences that relate to the problem behaviour)
- **Contextual antecedents to violence** (e.g., environmental and interpersonal factors)
- **Clinical factors** (e.g., mental health and addiction issues).

Flaws in Good Life Plan

- What obstacles might stand in the way of your achieving this goal?
- What has prevented you from achieving this goal in the past?
- What prevents you now from achieving this goal in your life?
- What things would you need to put in place in order to achieve this goal?
- How might this program help you achieve your goal?
- What would you most like to learn or work on while you are involved in this program?

Creating a Good Life Plan

- Focus on individual needs
- Identify internal & external obstacles
- Identify the means or ways that the person is attempting to meet their need or “good”.
- Identify the dynamic risk factors connecting the individual to trouble
- Rate the risk factor in connection to trouble
- Create a strategy for each individual.

Value of a Good to an Individual

- Define the Good
 - What does this mean to you?
 - How important is it for you to achieve this goal or have this good in your life
 - Has the importance of this goal changed over time for you?
 - Would you like to have more of this goal in your life?
 - What would your life be like without this goal?

Flaws in Good Life Plan

- Do you focus too much on this goal, causing you to forget about other goals?
- Do other people tell you that you focus too much on this specific goal?
- Does this goal interfere with attaining other goals? If so, how?
- Do you believe that this particular goal is realistic to achieve? Why/Why not?

Implications of Goods related to Trouble

- In the past, what has gone wrong when you have tried to achieve or attain this?
- How have others been hurt by your attempts to achieve this?
- In your view, how could this be related to the Trouble in your life?
- How is this linked to other trouble in your life?
- How could you better achieve this goal without harming anyone?

Instrumental Goods to attain a primary good

- What have you done in the past in order to achieve this goal?
- What do you do now to achieve this goal?
- Which strategies have worked best?
- Which strategies have worked least well?
- What do other people in your life do to achieve this goal?
- How could you achieve this goal in your life in the future?

Case Study Exercise

Turn to the people beside, in front, or behind you

- Review the case
- You may not have all the information you need in the case presented so feel free to embellish the case for your learning purposes.
- Complete the grid provided; some of the grid may not apply in this case.

Group Design

- New members may join group at the start of any module
- Modules are four sessions in length / 90 minutes per session
- Modules are self-contained and may be taken in any order.
- Organic design – 3 sessions of content/processing – 1 session of review and closure for those leaving.

Closing Process

- Completion of four modules
- Review of GLP and accomplishments – in group during fourth session of the module.
- Facilitator & group will make recommendations for future growth
- Client meet with facilitators for post program evaluation completion on last session.

RFGL Sessions

- The session format will follow these steps:
- Pre-group reflection
- Discussion of module material
- Application of new learning
- Reflection on gains from the session

Pre-Group Process

- Pre-group reflection (15 minutes before group begins)
 - Consider the theme of the module and their personal good life plan and identify a question that they want to address in group.
 - Consider the progress they have made in their GLP that they would like to share during the session.

Group Process

- Group begins
- No check-in per se
 - Presentation of information from the facilitators on the days topic (15 minutes)
 - Participants are encouraged to consider the information in light of what they are working on (linking to goods/goals).
 - Facilitators have knowledge of the GLP for each participant & have strategies/exercises toolkit to draw from if needed.

Group Process

- Group winds down (15 minutes)
 - Group participants take a moment to reflect on group process and impact.
 - Group participants are encouraged to share what they learned from the session.
 - Personal commitment - update on status of GL plan
 - Group members complete the GSRS.

Four Modules

- Self-awareness and self-management skills
- Effective conflict resolution skills and interpersonal communication skills
- Ethics and moral decision making
- Consciousness raising regarding power in relationships

Group Modules

Self-awareness and self-management skills

Under-regulation

Under-regulation:

- The individual fails to regulate their behaviour, affect and consequently acts out.
- This style is often connected to negative emotional states.

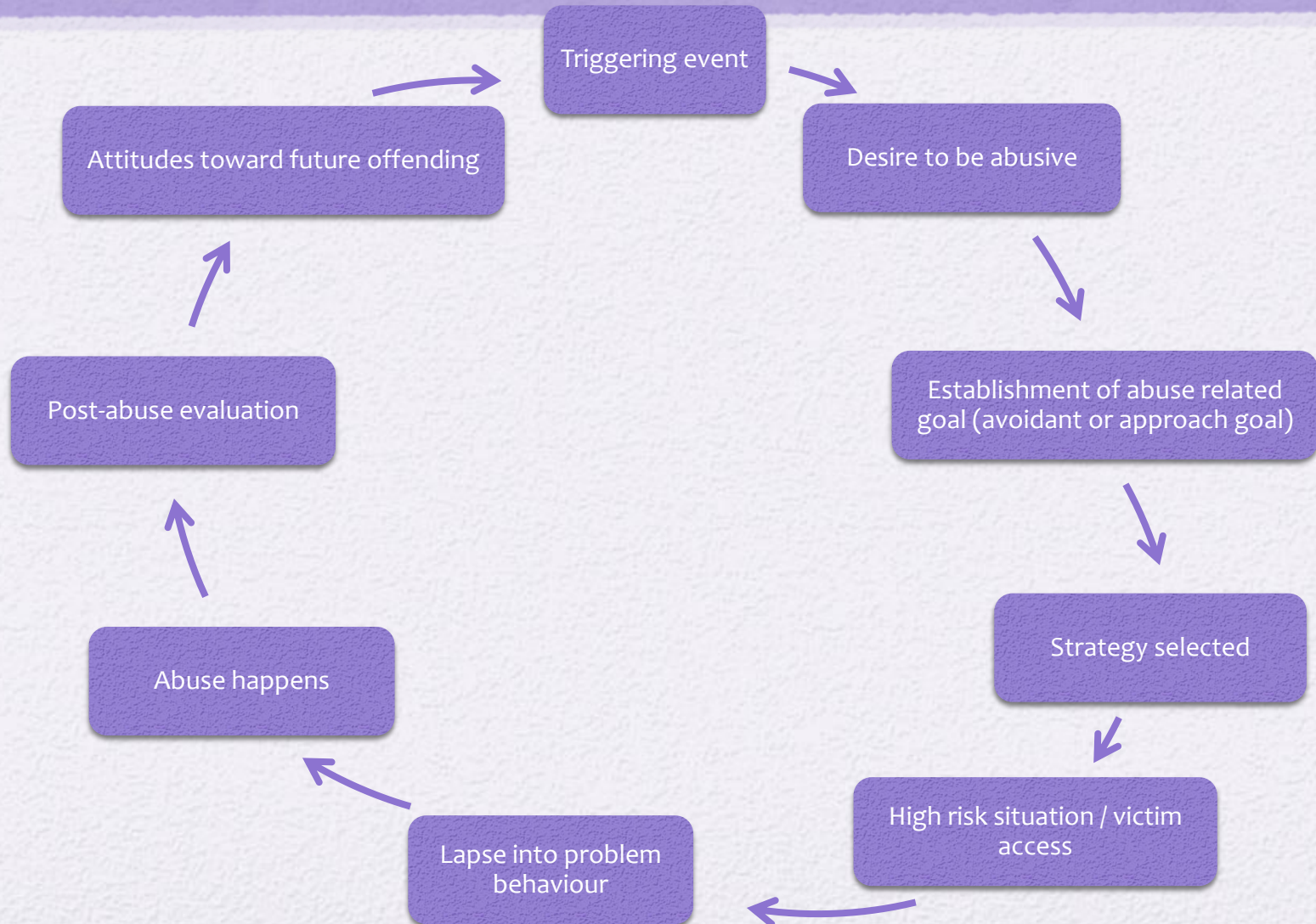
Mis-regulation

- The individual tries to control their behaviour but uses ineffective strategies resulting in a loss of control when the strategy fails.

Intact regulation

- The person's self-regulation style is not dysfunctional
- The individual can employ effective self-regulatory strategies that help achieve desired goals.
- The individual's goals are antisocial and problematic.

Self-regulation Model



Pathways to Trouble

- Avoidant-Passive
 - Under-regulated & disinhibited behaviour
 - Doesn't want to be abusive but doesn't do anything to avoid trouble from happening.
- Avoidant-Active
 - Mis-regulated
 - Doesn't want to be abusive and puts strategies in place to avoid being abusive however, the strategies aren't sufficient to deal with the situations the individual encounters.

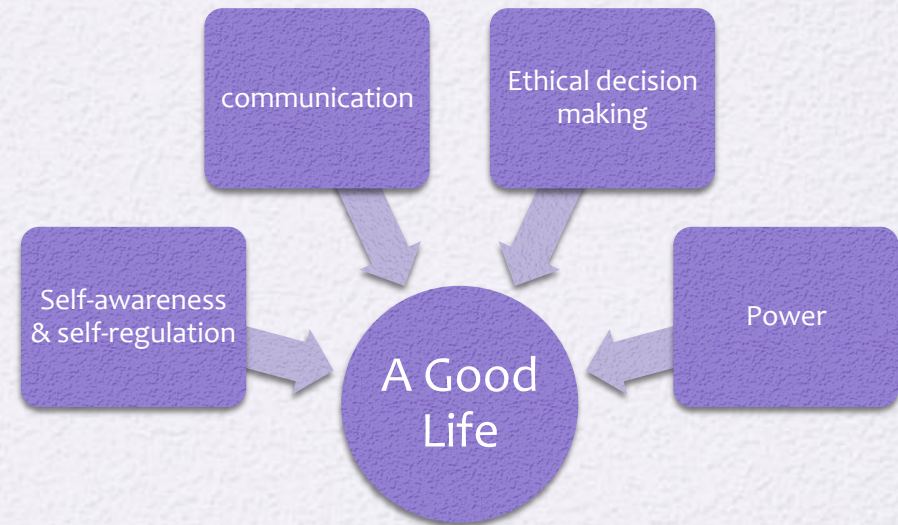
Pathways to Trouble

- Approach Automatic
 - Wants to be abusive and sets up situations in order to be abusive.
 - The individual is under-regulated, impulsive, rudimentary planning and unsophisticated.
 - Likely has entrenched thoughts and behavioural scripts which support abuse.
- Approach-Explicit
 - Intact self-regulation
 - Wants to be abusive
 - Sets things up to allow abusive actions and is content/satisfied when abuse occurs.

Defining Good Life

- Medicine Wheel
- Lifestyle plan
- Including others in lifestyle planning
- Personal commitment - update on status of plan

Reaching for a Good Life Program



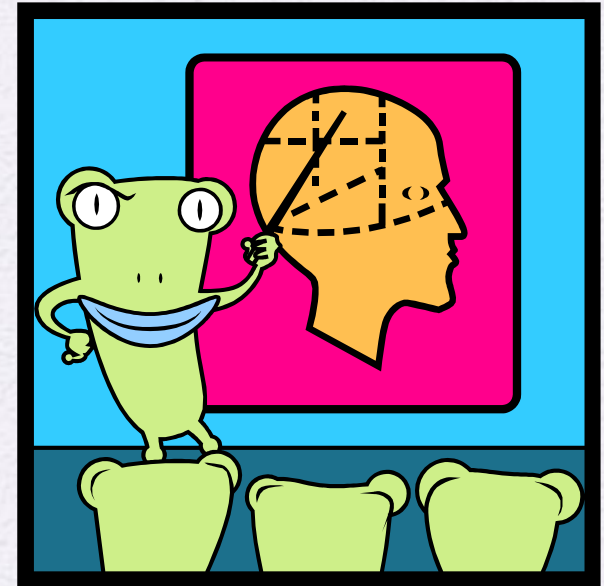
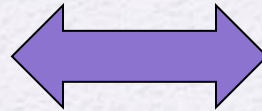
Program Module

Self-awareness & Self Regulation

Self-awareness and Self-management skills

- Participants will learn to recognize signs of physiological arousal and develop skills in arousal management.
 - Fight, flight, dissociate
 - Somatic markers
 - Stress reactions / Allostatic load
 - Bio-feedback

Fight / Flight Responses



Why “time outs” don’t work

- During times of conflict or anger it is hard to take a “time out”.
- Managing the physiological process is important before conflict resolution can begin.
- Need to:
 - Deliberate calming down process,
 - Reflect on the triggers to arousal,
 - Accept the need to re-think the situation **and** your part in the situation.

Self-regulation Skills

- Exercise – regular cardio
- Nutrition
- Sleep
- Self-calming strategies
- Self-soothing / nurturing strategies
- Mindfulness skills
- Friendships & peers
- Gendered issues around self-monitoring
- Personal commitment - update on status of plan

Bio Feedback

- May we have a volunteer to relax for us in front of this crowd of people... no pressure...

Program Module

Effective conflict resolution and communication skills

Communication Issues

- General communications skill development is insufficient to support increased safety and peace.
- Many men who batter have effective communication skills.
- The problem in abusive communication is the:
 - Lack of responsibility for contributing to problems in relationship
 - Blaming partner for problems in relationship
 - Focus of communication is to change the others' perception of the problem and the source of the problem.

Effective conflict resolution and communication skills

- support increased connection, genuineness and intimacy in relationships.
- basic conflict resolution strategies with an emphasis on mediation and non-positional based negotiation.

Strategies

- Non-position based bargaining.
 - Active listening
 - Demonstration that the other has been heard & understood the other's position and need (song)
 - Summarize your need & situation
 - Brain-storm & Co-construct solution

Identifying the Problems

- Deconstructing issues
 - Using examples, deconstruct experiences into component parts – thoughts, feelings, behaviours
- Identifying triggers
 - Personal triggers arising from personal examples
- Decision making processes
 - Emotional reasoning
 - Logic models (theory of reasoned action, ABC process)
- Personal commitment - update on status of plan

Theory of Reasoned Action

- The intention to do something is dependent upon:
 - If a person intends to do a behavior then it is likely that the person will do it.
 - Furthermore a person's intentions are themselves guided by two things:
 - the person's attitude towards the behavior and
 - the subjective norm.

(Ajzen and Fishbein, 1975).

Program Module

Ethical & Moral Decision Making

Ethical and moral decision making

- to clarify their personal beliefs and values as they apply to their lives in general and their relationships in particular.
- emphasize the importance of mindfulness and deliberate ethical decision making strategies.
- encouraged to consult within their own cultural and faith communities regarding ethics and values to ensure that they build resiliency.

Moral & Ethical Lives

- Clarifying values
 - Connections in the universe
 - People, world, animals
 - Caring – who helps whom
 - Obligation & choice
 - Justice
 - Fairness, consequences for wrong behaviour, tolerance, dealing with difference
 - Integrity
 - Rules to live by
 - Developing personal structure

Moral & Ethical Lives

- Balancing behaviour with values
 - Ethical decision making processes
- Cultural & Spiritual morality & ethics
 - Naming the influence
 - Looking for variations within and between cultures and spiritual practices
 - Clarifying moral/ethical decision making practices
 - Obtaining moral/ethical consultation
- Personal commitment - update on status of plan

Program Module

Conscious Power

Consciousness-raising regarding power in relationships.

- to explore their expectations, beliefs and values as they relate to the different relationships in their lives, particularly their relationships with their intimate partners, children, families and friends
- To explore cultural definitions about power and relationships.

Expectations & Relationships

- Expectations and meaning regarding:
 - Intimacy in relationships
 - Boundaries between partners
 - Differences of beliefs, custom, habits, etc.
 - Differences in interpretations of culture & religion within families

Understanding Power

- Understanding power imbalances
 - in intimate relationships
 - In non-intimate but important relationships
 - With children
- Power over / Power under / Power with (Jean Baker Miller)

Apology

- Understanding the power of apology (or lack of meaning)
- The difference between accountability / responsibility & apology
- The need for clarification and restitution

Jenkins (2006)

- When apology is an instrumental act designed to achieve a specific goal, it can result in further abuse of a person who may already feel humiliated and vulnerable.
- Dominant and popular concepts of forgiveness tend to emphasise the achievement of three major components (Jenkins, Hall & Joy, 2002):
 - Relinquishment by the offended person of suffering or resentment
 - Pardoning the person at fault, or the offensive act
 - Reconciliation or re-establishment of a relationship, or significant connection

Clarification

Jenkins (2006)

- This journey involves a shift from a self-centred to an other-centred focus, through:
 - Political realization about the nature and effects of abuse
 - Restitution and reparation for the harm caused
 - Resolution, through accepting the preferred outcomes of those that have been hurt.

Jenkins (2006)

- In this context, restorative action requires ethical realization which enables both:
 - Restitution to those specifically hurt and to the community.
 - Reclamation of integrity and a sense of self-respect.

Restitution & Restoration

Jenkins (2006)

- Restitution requires realisation and actions that reach out towards the experiences of others.
 - Restitution does not always involve expressing those realisations to those that have been hurt.
- Restorative action can involve staying away from those who have been hurt and offended by abusive conduct. Such forms of restitution may involve the recognition that, in abusing an individual, you destroy something or damage something within a community.