



Module One

Day 1, Morning

Segments #1-#6



**Module One
Day 1, Morning
Suggested Agenda**

Segments #1-#6

<u>Program</u>	<u>Time</u>
✍ Segment #1: Welcome & Introduction	15 minutes
✍ Segment #2: Current Solutions to Domestic Violence	20 minutes
✍ Segment #3: Building Comprehensive Solutions from Battered Women’s Experience	35 minutes
✍ Segment #4: “Rita”: Building Comprehensive Solutions – One at a Time	60 minutes
<i>Break</i>	<i>15 minutes</i>
✍ Segment #5: Building Comprehensive Solutions for All Battered Women: Addressing the Challenges	20 minutes
✍ Segment #6: Collaborative Advocacy for Comprehensive Solutions	60 minutes
<i>Lunch</i>	<i>60 minutes</i>

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National ResourceCenter on Domestic Violence, funded by the Ford Foundation.



Module One

Segment #1

Welcome and Introduction

Trainer Overview for Segment #1:

In this module you will provide an introduction to the training and guide participants through an introduction exercise in which each participant will write down and post an individual strength or resource she brings to domestic violence work and introduce herself to the group.

Group Size: Whole Group

Total Time: 15 minutes

Time Line:

- Welcome, trainer introduction, agenda review 5 minutes
- Introduction exercise 10 minutes

Set-Up/Equipment:

- Markers, tape, and paper for participants to write on
- Copies of the training agenda, Handout #1-1

Training Goals:

- Set a positive tone for training and work to be done.
- Explain the overall purpose and context for the modules, including where they fit into other modules.

Trainer Preparation:

- Prepare to introduce modules, logistics, and introduce yourself.



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Detailed Instructions:

❖ **WELCOME, TRAINER INTRODUCTION, AGENDA REVIEW**

Time: 5 MINUTES

- 1. Introduce yourself and welcome participants.**
- 2. Briefly describe the Building Comprehensive Solutions to Domestic Violence Initiative and modules.**

Trainer outline:

 *Building Comprehensive Solutions to Domestic Violence* is a multi-year initiative to help domestic violence organizations collaborate more effectively in their communities and build vision, policy, and practices that respond to the current realities facing battered women, especially those who live in poverty.

 The initiative is a project of the National Resource Center on Domestic Violence and is supported by The Ford Foundation.

 These modules are part of a national training initiative to enhance collaborations, designed for domestic violence advocates.

- 3. Give a brief introduction to public policy advocacy, review the training agenda and logistics.**

Trainer outline for introduction:

 Policy advocacy = strategic efforts to improve systemic responses to battered women.

 Policy advocacy includes a variety of activities. It is not just work with the legislature or formal public policy advisory boards.

 It is different from advocacy with individual battered women. Individual advocates play an important role in systemic change.

❖ INTRODUCTION EXERCISE**Time: 10 MINUTES**

- 1. Ask each participant to take out a sheet of paper and write down an individual strength or resource that she brings to the work of ending domestic violence. Ask participants to write down something that others might not know about them. Ask participants to tape these sheets to the wall when they are finished writing.**

Training hint:

You can ask participants to begin this process before you do the welcome and introductions, in order to save time. This is particularly useful if you are waiting for some participants to join the group before you begin.

- 2. Ask participants to introduce themselves and tell what resource they posted.**

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MODULE ONE HANDOUT #1-1

**Introduction to Policy Advocacy and Analysis:
Improving How Systems Respond to Battered Women**

**Training Agenda
Day 1 – Modules One and Two**

- **Welcome and Introductions**
- **Current Solutions to Domestic Violence**
- **Building Comprehensive Solutions from Battered Women’s Experience**
- **“Rita”: Building Comprehensive Solutions – One at a Time**

BREAK

- **Building Comprehensive Solutions for All Battered Women: Addressing the Challenges**
- **Collaborative Advocacy for Comprehensive Solutions**

LUNCH

- **Introduction to Policy Advocacy**
- **Strategic Woman-Defined Policy Advocacy and Analysis: Introduction to the Steps**
- **Policy Analysis: Using Step 2**

BREAK

- **Involving Battered Women/Formerly Battered Women in Policy Analysis**
- **Overview of Steps 3 & 4**
- **Conclusion**

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



Module One

Segment #2

Current Solutions to Domestic Violence

Trainer Overview of Segment #2:

In this segment you will ask participants to brainstorm a list of current strategies used by advocates and others to end domestic violence. You will write down their suggestions on newsprint and post.

Group Size: Whole group

Total Time: 20 minutes

Set-Up/Equipment:

- Flip chart, markers, newsprint and tape

Training Goals:

- Develop a list of current solutions and strategies to end domestic violence. (List will be used in later discussions.)
- Document that advocates are not the only ones responding to domestic violence.
- Expand ideas about solutions and strategies to end domestic violence.
- Provide participants the time and opportunity to begin to think about what domestic violence advocates and others are doing to end domestic violence.
- Give positive feedback about all the work that has been done and all that is underway.

Trainer Preparation:

- Review sample lists below.
- Prepare to explain exercise.



NOTES **Detailed Instructions:**

 *Note to trainer:*

This is a brainstorming activity. This means there are no right or wrong answers. Everything gets written down. As the trainer, you simply ask questions to clarify or expand on participants' comments.

1. Explain the brainstorming activity to participants.

Sample explanation for trainer:

“Today we are going to discuss building comprehensive solutions and think about large policy issues. It is helpful to begin by getting a sense of what we’ve done and what we’re currently doing. We are going to make two lists, which we’ll use throughout the day.”

2. Write “Battered Women’s Advocates” and “Other Efforts” at the top of one page of newsprint.

Ask participants, what are we – the battered women’s movement and battered women’s advocates – doing to end domestic violence?

→ Try to bring out the key points listed in “Sample List 1” (see below).

Prompting questions for List 1: “Battered Women’s Advocates” brainstorm:

?? What are we doing? What is our work? What work are you or your agency doing right now? What are you doing to keep battered women and their children safe?

Sample List 1: Battered Women’s Advocates

- ✓advocacy for battered women and their children
- ✓legal, housing, child protection, income, employment, social service systems advocacy
- ✓shelter
- ✓battered woman going into hiding/leaving the relationship
- ✓support groups
- ✓training on domestic violence issues
- ✓work with others responding to domestic violence



- ✓public awareness
- ✓networking with others, collaborations
- ✓trying to gain increased funding for advocacy/programs
- ✓community education
- ✓legislative advocacy
- ✓systemic/policy advocacy
- ✓national advocacy efforts

3. Shift participants' focus to List 2: "Other Efforts" by asking participants what others are doing to end domestic violence.

Prompting questions for List 2: "Other Efforts" brainstorm:

- ?? What are police doing? The courts?
- ?? Health care professionals? Schools?

 *Note to trainer:*

Don't let participants start to be highly critical or judgmental.
List positive initiatives.

Sample List 2: Other Efforts:

- ✓police response: pro-arrest, mandatory arrest, arrest policies, community oriented policing
- ✓improved court responses
- ✓prosecution efforts: vertical prosecution, "victimless" prosecution
- ✓education and training, professional development, video & curriculum development
- ✓protocols
- ✓family law, divorce, custody/visitation
- ✓batterer intervention and sanction programs
- ✓child protection initiatives, training, protocol, helping both battered parent and child
- ✓medical, health care initiatives
- ✓coordinated community responses

4. Ask participants for any final additions to any of the lists. Tape lists to the wall.



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5. Make the following points as a conclusion to this segment:

-  lists reflect a tremendous amount of work and progress in a relatively short period of time;
-  many different types of systems and people are now involved in the response to domestic violence;
-  battered women's movement is, in large part, responsible for this progress, and we should take great pride in that accomplishment; and
-  battered women still face danger from their partners and unresponsive systems, and therefore there is still more work to be done.

Module One
Segment # 3
Building Comprehensive Solutions from
Battered Women's Experience

Trainer Overview of Segment #3:

In this segment you will ask participants to brainstorm a list of the risks that battered women face because of their partners' abusive behavior, and then facilitate a discussion about how women's decisions to stay in or leave their relationships affects those risks. You will then facilitate a discussion about the public policy implications of battered women's risk analysis and decision-making. You will conclude the segment by making a number of key points that will lead participants to understand the need to build *comprehensive* public policy solutions to domestic violence.

Group Size: Whole Group

Total Time: 35 minutes

Time Line:

- | | |
|---------------------------------------------|------------|
| ▪ Brainstorm risk list | 5 minutes |
| ▪ Discussion of stay/leave effects on risks | 15 minutes |
| ▪ Discussion of policy implications | 10 minutes |
| ▪ Review of key points | 5 minutes |

Set-Up/Equipment:

- Flip chart, markers, newsprint and tape
- Copies of Handout #3-1, "Battered Women's Analysis: Batterer-Generated Risks"

Overview and Training Goals:

- Use battered women's experience to build an understanding of the need for comprehensive solutions to domestic violence and for collaborating with others responding to battered women.
- Invite self-analysis regarding current work.

Trainer Preparation:

- Prepare to introduce exercise.
- Familiarize yourself with Handout #3-1, "Battered Women's Analysis: Batterer-Generated Risks."
- Prepare to make/reinforce key points at end of facilitated discussion.



NOTES **Detailed Instructions:****Explain to participants what you are going to do in this segment.**

Sample explanation for trainer:

“It is essential to start with battered women’s experience when building comprehensive public policy solutions to domestic violence. In this segment we will explore battered women’s experience. We’ll do this by looking at the risks battered women face, the way battered women analyze those risks, and how that analysis affects the decisions they make about their lives and relationships.”

❖ **BRAINSTORM RISK LIST**

Time: 5 MINUTES

- 1. Ask participants to call out risks battered women face from their abusive partners. Explain that you will refer to these as “batterer-generated risks,” and write down the term at the top of the newsprint. List participants’ suggestions on newsprint.**

Sample Risk List: Batterer-Generated Risks

(See also Handout #3-1, “Battered Women’s Analysis: Batterer-Generated Risks.”)

- ✓ being hit, slapped, kicked, raped, killed
- ✓ children being hurt
- ✓ losing custody
- ✓ psychological effects
- ✓ substance abuse
- ✓ sexually transmitted diseases, such as HIV/AIDS
- ✓ loss of income, loss of job
- ✓ loss of housing
- ✓ damage/loss of possessions
- ✓ injury/threat to family or friends
- ✓ loss of family or friends’ support
- ✓ loss of her partner/her relationship
- ✓ she could be arrested for defending herself or because he forced her to commit crimes
- ✓ loss of immigration/residency status

- 2. Tape completed list of risks to the wall.**



❖ **DISCUSSION OF STAY/LEAVE EFFECTS ON RISKS****Time: 15 MINUTES**

1. **Draw a line down the middle of a piece of newsprint and write “Stay” on one side and “Leave” on the other. Explain that one of the key considerations in a battered woman’s analysis is the decision to stay in or leave a relationship and the effect that decision will have on the risks she faces.**
2. **Start with the risk of physical violence and ask participants whether this is a risk if a woman stays and if she leaves. Invite discussion. Ask how it is a risk when she leaves. Ask participants to share examples or experiences with each.**

Repeat this process using the large risk categories from Handout #3-1, “Battered Women’s Analysis: Batterer-Generated Risks.”

3. **Ask participants why a battered woman might decide to stay. Make the point that staying might make sense, given a particular woman’s risks and options.**

❖ **DISCUSSION OF POLICY IMPLICATIONS****Time: 10 MINUTES**

Ask participants for the comprehensive public policy advocacy implications of battered women’s risk analysis and their decisions about staying in or leaving their relationships. Write the participants’ suggestions down on newsprint. Invite discussion.

❖ **REVIEW OF KEY POINTS****Time: 5 MINUTES**

1. **Convey following three points and policy implications:**

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○ **Point 1: Physical violence is just one of the batterer-generated risks faced by battered women. Battered women may not consider physical violence to be their greatest risk.**

Policy implication:

We must address range of risks, not just physical violence

○ **Point 2: Leaving a relationship does not guarantee the reduction or elimination of a risk. In some circumstances, leaving may increase risks for some women.**

Policy implication:

We must include strategies for battered women who will stay in their relationships, as well as women who have left or are planning to leave.

2. Emphasize these first two points and comment on the limited nature of current solutions by referring back to the completed stay/leave list that you've taped to the wall. Draw a line under the risk of "physical violence" (which should be the first risk listed under the stay and leave category).

Make the following points:

-  Most of the current solutions to domestic violence listed in Segment #2 respond almost exclusively to physical violence; and
-  Most of the current solutions assume battered women will/should leave and may even require a woman to leave before the resource is available.

○ **Point 3: Every battered woman is an individual with different risks, options, and resources. Not all of the risks or potential scenarios listed in Handout #3-1 apply to every battered woman.**

Policy implication:

*Each woman is unique. Uniform, "one-size-fits-all" strategies will not be effective. However, effective **systemic** advocacy requires advocates to pursue certain generalized categories of responses. This tension between meeting individual needs and developing systemic responses is an important aspect of policy analysis.*



Battered Women’s Analysis: Batterer-Generated Risks

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Possible risks if she stays in the relationship	Possible risks if she leaves the relationship
Physical	
<p>Physical injury: he can continue to hit her and injure her</p> <p>Death: he may kill her</p> <p>HIV: through unsafe behavior with partner, have no choice regarding sex, including whether to practice safer sex, he may sexually assault her</p>	<p>Physical injury: he may continue to hit and injure her. Some studies have shown he may be more likely to hurt her after she has left.</p> <p>Death: threats can surface when a woman explores leaving or tries to leave, “If I can’t have you nobody will.” Leaving does not insure that he will not find her and may increase the chance she will be killed.</p> <p>HIV: unsafe behavior with partner may continue, he may sexually assault her</p>
<p>Much advocacy ends at this point on this list of risks that women with violent partners face. The risks that follow are acknowledged, and advocates do try to respond to these concerns. However, the primary resources, options and <u>services</u> are designed to address physical risks.</p>	
Psychological	
<p>Psychological harm: his use of violence to keep control will continue to affect her and he can continue to attack her verbally & emotionally</p> <p>Substance abuse: she may abuse drugs and/or alcohol to help her cope with the emotional and physical pain</p> <p>Long term effects: she may experience long term psychological issues</p> <p>Suicide (victim, partner): he could commit murder/suicide, she may commit suicide as a result of the psychological effects of his violence or her desire to take control of a death she may believe is inevitable</p>	<p>Psychological harm: he may continue to have access to her, particularly if they have children in common and there is ongoing contact due to court ordered visitation</p> <p>Substance abuse: even if she leaves she will take an addiction with her, she may abuse drugs and/or alcohol to cope with her new life situation.</p> <p>Long term effects: she may experience long- term psychological issues</p> <p>Suicide (victim, partner): he could commit murder/suicide, she may commit suicide as a result of the psychological effects of his violence or her desire to take control of a death she may believe is inevitable</p>



Battered Women's Analysis: Batterer-Generated Risks (Continued)

Possible risks if she stays in the relationship	Possible risks if she leaves the relationship
Children	
<p>Physical injury or psychological harm to children: children can witness violence, be the object of physical violence or psychological attack, can be hurt while trying to protect their mother</p> <p>Loss of child/ren: child protective services could become involved if violence is disclosed, “failure to protect”-type arguments could be used to place children in foster care or proceed on termination of parental rights case</p> <p>Being alone, single parenting: he could be emotionally unavailable, he could do little to help her with the children</p>	<p>Physical injury or psychological harm to children: children can witness violence, be the object of physical violence or psychological attack, can be hurt while trying to protect their mother, may be at greater risk while on visitation without parent-victim present, no visitation may also harm the child</p> <p>Loss of child/ren: he could legally gain custody or just take the children, child protective services could still be involved or become involved</p> <p>Being alone, single parenting: he is unavailable and she may not be able (or want) to “find someone new,” he may not visit or help raise the children, it may not be safe for the children or her to have him do so</p>
Financial	
<p>Standard of living: he may control the money and give her little money to live on, he could lose or quit his job, he could make her lose or quit her job</p> <p>Loss of income/job: he could keep her from working, limit how much she works, he may sabotage her efforts to find a job, succeed at a job or pursue job training</p> <p>Loss of housing: she could be evicted due to “disturbance” or damage he has done</p> <p>Loss or damage to possessions: he may destroy things of importance or value to her to further his control</p>	<p>Standard of living: she may now live solely on her income, she may have to move out of her home, neighborhood, she may have less money, he could make her lose her job</p> <p>Loss of income/job: she could lose his income, have to quit a job to relocate, have to quit if she has become a single parent, he could keep her from working by harassment, threats</p> <p>Loss of housing: she may need to move out in order to leave relationship or go into hiding for safety, she could lose her residence as part of a divorce</p> <p>Loss or damage to possessions: he may destroy things of importance or value to her to further his control, she may have to leave things behind when she leaves, he may win the right to possessions in a divorce proceeding</p>



Battered Women’s Analysis: Batterer-Generated Risks (Continued)	
Possible risks if she stays in the relationship	Possible risks if she leaves the relationship
Family and Friends	
<p>Threat or injury to family or friends: may be at risk, particularly if they try to intervene</p> <p>Loss of family/friends’ support: they may want her to leave and stop supporting her if she stays, they may not like him or may be afraid of him, he may keep her isolated from them</p>	<p>Threat or injury to family or friends: may be at risk, particularly if they try to intervene, protect the woman, provide her with housing; threat can be used to keep a woman from going into hiding— “If I don’t know where you are I’ll get your family.”</p> <p>Loss of family/friends’ support: they may not want her to leave him, they may blame her for the end of the relationship</p>
Relationship	
<p>Loss of partner or relationship: he could leave her or be unavailable emotionally</p> <p>Loss of caretaker: if she is disabled and he is her caretaker he may not adequately care for her</p>	<p>Loss of partner or relationship: leaving means the loss of her partner and significant change to the relationship</p> <p>Loss of caretaker: if she is disabled and he is her caretaker he will no longer be there to help her</p>
Arrest, legal status	
<p>Her arrest: he could threaten to turn her in or turn her in if she has participated in criminal activity, he may threaten this to keep her from leaving, he may force her to participate in criminal activity, she may defend herself against him and be charged with a crime. Arrest could lead to incarceration, loss of job, loss of children, public embarrassment, etc.</p> <p>Partner’s arrest: he might be arrested leading to his retaliation, the loss of his job, public embarrassment for her and her family</p> <p>Loss of residency status: ongoing threat, he could carry out that threat</p>	<p>Her arrest: he could threaten to turn her in or turn her in if she has participated in criminal activity, he may force her to be involved in criminal activity, she may defend herself against him and be charged with a crime. Arrest could lead to incarceration, loss of job, loss of children, public embarrassment, etc.</p> <p>Partner’s arrest: he might be arrested leading to his retaliation, the loss of his job, public embarrassment for her and her family</p> <p>Loss of residency status: ongoing threat, he could carry out that threat</p>



Module One Segment # 4

“Rita”: Building Comprehensive Solutions - One at a Time

Trainer Overview of Segment# 4

In this segment you will use the introduction of the exercise to give a mini-lecture on the “life-generated risks” that battered women face. After the mini-lecture, participants will break into small groups and build a comprehensive solution for Rita by addressing the range of batterer-generated risks and life-generated risks she faces. The small groups will then report to the whole group on their solutions and experiences in building Rita’s comprehensive solution. Finally, you will facilitate a discussion about the risks that battered women face and the options available to address those risks.

Group Size: Whole group, small groups

Total Time: 60 minutes

Time Line:

- Introduction of exercise/Rita & Mini-lecture on life-generated risks 15 minutes
- Small group work 20 minutes
- Report back of small groups 10 minutes
- Facilitated discussion of risks/current solutions 15 minutes

Set-Up/Equipment:

- Copies of Handout #4-1, “Rita” Case Scenario and Small Group Instructions, and Handout #4-2, “Rita” Form for Note Taking in Small Groups
- Flip chart, newsprint, markers, tape, overhead projector for Overhead #1

Overview and Training Goals:

- Provide participants the opportunity to envision a comprehensive solution to the domestic violence in an individual battered woman’s life.
- Expand the view of risks battered women face to include life-generated risks. Demonstrate the complexity of building comprehensive solutions for all battered women.

Trainer Preparation:

- Prepare to explain exercise.
- Prepare to facilitate “reporting back” and discussion about range of risks and complexity of strategies.
- Prepare “mini-lecture” on “life-generated risks.” See key points under “Introduction of exercise/Rita & mini-lecture on life-generated risks,” #3, in detailed instructions section.



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Detailed Instructions:

❖ INTRODUCTION OF EXERCISE/RITA & MINI-LECTURE ON LIFE-GENERATED RISKS

Time: 15 MINUTES

- 1. Explain to participants what you are going to do in this segment.**

Sample explanation for trainer:

“In this segment we are going to further examine what it means to build a comprehensive solution to domestic violence by exploring the life and risks of an individual battered woman. We will use a case scenario of a woman named Rita.”

- 2. Distribute Handout #4-1, “Rita” Case Scenario and Small Group Instructions, and Handout #4-2, “Rita” Form for Note Taking in Small Groups. Introduce Rita to the participants by reading the scenario.**



MODULE ONE HANDOUT #4-1

“Rita” Case Scenario and Small Group Instructions

Instructions:

- Take a minute or two for each person to read Rita’s story.
 - Pick a person to take notes, using attached form.
 - Identify the risks Rita faces.
 - Develop a strategy to reduce those risks. Identify the source of resources to be used.
-

Rita

Rita is 25 years old. She has two children – Keena, who is 6, and Sam, Jr., who is 4. Sam is her partner and the father of Sam, Jr. Sam and Rita are not married.

Rita and Sam live together in an apartment they rent. Rita was recently laid off from her part-time job, and Sam works off and on in construction. Rita has a health condition that requires expensive prescription medications. She has no health insurance. Sometimes they have to decide between paying for her prescription or paying the rent. Rita has received welfare assistance from time to time to try to help make ends meet.

Sam smokes marijuana on the weekends and “deals” a little to support his habit. Sometimes Rita will smoke with him because he wants her “to keep him company.” When he watches Keena and Sam, Jr., he gets very impatient and he slaps them to get them to behave. Sam slaps and shoves Rita periodically, and sometimes he forces her to have sex. Most of the time these things happen when Sam is “high” on the weekends. Sam believes he is “head of the family” and makes all the major family decisions.

Rita wants to move to a town where the schools will be better for Keena. Sam tells her to forget it, “They’ll never rent to your kind in that town.”



MODULE ONE HANDOUT #4-2
“Rita” Form for Note Taking in Small Groups

Rita’s risks:	Strategies to reduce risks: (List options, services, strategies that may reduce risks.)	Resource provided by: (List source)
Risks caused by Sam: <i>batterer-generated risks</i>		
Risks not caused by Sam: <i>life-generated risks</i>		

3. Give a mini-lecture on the life-generated risks that Rita faces.

Outline of key points for mini-lecture by trainer:

- ✍ There are “batterer-generated risks”—those caused by Sam such as Sam slapping, shoving, and forcing Rita to have sex.
- ✍ Rita also faces “life-generated risks.” These are risks that anyone might face. For example, one of Rita’s life-generated risks is being unemployed because she was laid-off from her part-time job. Life-generated risks are an important part of battered women’s decision-making.
- ✍ Batterers sometimes use life-generated risks to further their control. For example, Sam tells Rita, “They’ll never rent to your kind in that town,” using the threat of discrimination (and Rita’s fear of it) to limit her option to move to a town where the schools are better for Keena and Sam, Jr.
- ✍ To understand what battered women need and how to build comprehensive solutions to domestic violence, advocates, on both an individual advocacy and policy advocacy level, must consider and factor in “life-generated risks.”

❖ SMALL GROUP WORK

Time: 20 MINUTES

1. Break participants into small groups of 4-5. Review the small group instructions listed on Handout #4-1.

Trainer hint:

As one of the skills necessary for policy advocacy is the ability to work with a variety of people, some of whom you don’t know, try to get participants into groups with people they don’t regularly work with.

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Copy of small group instructions listed in Handout #4-1:

- *Take a minute or two for each person to read Rita's story.*
- *Pick a person to take notes, using attached form.*
- *Identify the risks Rita faces.*
- *Develop a strategy to reduce those risks. Identify the source of resources to be used.*

- 2. Allow small groups 20 minutes to work on building comprehensive solutions for Rita. Be available to answer questions and provide guidance. Tell participants when there is five minutes left and that they need to begin wrapping up their discussions.**

❖ REPORT BACK OF SMALL GROUPS

Time: 10 MINUTES

- 1. Bring group back together as whole and ask for reports from small groups. Write key points of reports on newsprint.**

Ensure that the life-generated risks Rita faced are discussed.

See next page for *Completed trainer version of Handout #4-2, "Rita" Form for Note Taking in Small Groups.*



*Completed trainer version of
MODULE ONE HANDOUT #4-2
“Rita” Form for Note Taking in Small Groups*

Rita’s risks:	Strategies to reduce risks: (List options, services, that may reduce risks.)	Resource provided by: (list source)
Risks caused by Sam: batterer-generated risks		
Physical violence <ul style="list-style-type: none"> ▪slaps and shoves Rita ▪forces Rita to have sex 		
Children <ul style="list-style-type: none"> ▪slaps the children and is an impatient father ▪CPS could get involved with the family if someone reports that Sam slaps the children 		
Emotional/Psychological <ul style="list-style-type: none"> ▪Sam makes all the decisions ▪smokes marijuana to “keep him company” ▪Sam could get arrested for selling marijuana 		
Risks not caused by Sam: life-generated risks		
Poverty <ul style="list-style-type: none"> ▪Income: Rita was laid off from her job and Sam can find work only periodically ▪Health: Rita has a health condition and no medical insurance ▪Housing: losing her housing because of low income, lack of health insurance 		
Children’s education <ul style="list-style-type: none"> ▪schools are not good 		
Discrimination <ul style="list-style-type: none"> ▪may not be able to move because of some kind of discrimination (Sam reinforces and uses the perception/reality of discrimination to keep Rita from trying to move to another town.) 		



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❖ **FACILITATED DISCUSSION OF RISKS/CURRENT SOLUTIONS**

Time: 15 MINUTES

- 1. Facilitate a discussion about the nature of the risks that Rita faces, and the options available, by building on the participants' experience developing "solutions" for Rita.**
(See *Trainer information: Risks and Places Where Battered Women Seek Help*, below.)

Prompting questions to use in discussion:

?? What observations or comments would you make about the batterer-generated risks and life-generated risks battered women face and the list of current solutions developed at the beginning of the training?

?? Where do women turn for help for batterer-generated risks and life-generated risks?

- 2. Bring out the following points during the discussion:**

 Much domestic violence advocacy focuses exclusively on responding to the risk of physical violence. Rita shows that advocates at an individual or policy level need to consider all the risks and how they interrelate. Advocates must respond to life-generated risks in order to build comprehensive solutions for Rita and for all battered women.

 The primary strategy that many of us use is to get women to leave their relationships. Sometimes women are required to leave as a condition of getting help.

 These solutions will not fit the reality of some battered women's lives or safety plans. Sometimes the solutions cause other "risks" or problems.

 Many of the services that battered women need are not domestic violence movement services.

Training hint:

Be careful not to put participants on the defensive about current solutions. Identifying the gap between current solutions and battered women's risk analyses and needs may be heard as a criticism of the participants' work.



Trainer information: Risks and Places Where Battered Women Seek Help	
Risks	Where women seek help (in addition to DV programs)
<i>Batterer-generated risks</i>	
Physical Violence	-Criminal legal system: police, probation, parole, prosecutors, advocates, offender treatment programs, judges, lawyers -Civil: judges, clerks, sheriffs serving papers, lawyers/legal services, military officers, mental health professionals, clergy, medical/hospital for injuries, child protection
Psychological harm	mental health, NA, AA, Alanon, substance abuse treatment programs, suicide hotlines, clergy, medical, support groups
Children	-injury: same as above, with child focus, e.g., pediatricians -custody: lawyers, advocates, child protection system, legal system -single parenting: parent support groups
Financial	job placement, job training, employee assistance programs (EAPs), state/federal assistance programs, Medicaid, Medicare, housing assistance programs and advocates, banks/loan departments, lawyers/legal services, child support enforcement programs, soup kitchens, homeless shelters, religious institutions' programs for the poor
Family/Friends Relationship	-police for physical violence, family counseling -support groups for divorced/separated, dating services, -services for persons with disabilities if her partner was a caretaker
Arrest, legal status	public defenders, lawyers, immigration advocates, refugee agencies, churches
<i>Life-generated Risks</i>	
Poverty	government agencies, welfare offices, religious institutions, legal services, food banks, soup kitchens, homeless shelters, job programs, housing programs
Health	hospitals, doctors, mental health agencies, substance abuse agencies, counselors, clergy, insurance industry, Medicaid, Medicare
Discrimination, Bias	government agencies, affinity groups, lawyers
Others	



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3. Conclude with the following points:

- ✍ Current solutions are limited and do not always match battered women's needs – ***therefore we need comprehensive solutions for individual battered women and for all battered women.***

- ✍ Many of the options battered women turn to are outside the domestic violence advocate community and also may not be labeled as “domestic violence” specific services – ***therefore we need to collaborate.***



Module One
Segment # 5
Building Comprehensive Solutions for All Battered Women:
Addressing the Challenges

Trainer Overview of Segment # 5:

In this segment you will ask participants to brainstorm a list of challenges to building comprehensive solutions for all battered women. Then, through a facilitated discussion, you will explore ways of making the work more manageable. It is important that the trainer both acknowledge the difficult and complex nature of building comprehensive solutions and move participants toward a constructive approach to addressing the challenges.

Group Size: Whole group

Total Time: 20 minutes

Time Line:

- | | |
|------------------------------------------------------------------|------------|
| ▪ Brainstorm challenges | 5 minutes |
| ▪ Facilitated discussion of strategies to address the challenges | 15 minutes |

Set-Up/Equipment:

- Flip chart, markers, tape

Overview and Training Goals:

- Identify the challenges to advocacy for *all* battered women.
- Acknowledge concerns such as, “We can’t do it all,” and “It’s too big.”
- Offer an approach to taking on broad, complex issues that makes the work manageable.

Trainer Preparation:

- Review sample challenges list.
- Prepare to make key points during facilitated discussion.



NOTES **Detailed Instructions:****❖ BRAINSTORM CHALLENGES****Time: 5 MINUTES**

- 1. Explain to participants what you are going to do in this segment.**

Sample explanation for trainer:

“Building comprehensive solutions and policy advocacy means taking on big and complex issues. Think of all the issues Rita faced, and then multiply these by the number of battered women and their children. Building comprehensive solutions to domestic violence may feel like too big a task to take on. We’re now going to explore some approaches to make this less intimidating, and therefore make it possible to begin.”

- 2. Brainstorm the list of challenges and write them on newsprint. Tape completed list to the wall.**

Prompting questions:

?? We’ve raised a lot of issues so far. We’ve looked at all the resources that battered women turn to both inside and outside the traditional domestic violence services, acknowledged and struggled with the range of batterer-generated and life-generated risks battered women like Rita face. Now, as we turn to advocacy not just for Rita but for all battered women, what are some of the challenges? How can we be responsive to every battered woman? How are you feeling right now about the work/issues we’ve raised? (Overwhelmed?)

Sample list of challenges:

- ✓ policy advocacy is often very public
- ✓ sometimes allies/colleagues criticize the outcomes of policy advocacy without understanding the particular circumstances or need to compromise
- ✓ fights over turf, money
- ✓ not enough money
- ✓ hard to change an established system
- ✓ still is denial that domestic violence is an important issue
- ✓ social stereotypes about battered women and domestic violence
- ✓ policy advocacy is complex work



- ✓ data/research may not support/prove our positions
- ✓ hard to define success
- ✓ it's too much work

3. Ensure the following points are made as part of the brainstorm:

-  difficult to know what all battered women want or need
-  battered women are a diverse group and have very different and sometimes conflicting needs
-  trying to address it all – both batterer-generated and life-generated risks – is complicated and large

❖ FACILITATED DISCUSSION OF STRATEGIES TO ADDRESS THE CHALLENGES

Time: 15 MINUTES

- 1. Ask participants to suggest strategies to address the challenges listed in the brainstorm you just completed. Write the suggestions down on newsprint. Invite constructive discussion and creative problem-solving approaches to the challenges.**
- 2. Conclude by listing and discussing the 4 strategies listed below:**

 *Notes for trainer discussion:*

Strategies to make comprehensive solutions feasible:

- **Strategy #1: Use all internal resources.**

Advocates have internal resources to draw upon, some of which are not currently being used.

Training hint:

Point to the wall where (during Segment #1) participants posted a description of a resource they bring to the work and highlight the range of skills and knowledge listed there.



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Domestic violence organizations may have already done a great deal of analysis and advocacy on particular issues. Advocates should not “reinvent the wheel,” but rather build on current efforts.

○ **Strategy #2: Build incrementally.**

Policy work is long range. Like individual battered women’s safety plans, work on a particular policy may take years to implement. Comprehensive solutions must be built a piece at a time, and we need to think about work in terms of years. For example, in Year 1 we’ll learn about the system we want to work with and focus on building relationships. In Year 2 we’ll spend time educating the system about battered women’s needs and continue to expand and strengthen our relationships. In Year 3 we’ll try to secure resources for the system to begin a small pilot test and evaluation of a specialized domestic violence response.

○ **Strategy #3: Build strong collaborations.**

We need to work with others in order to build comprehensive solutions. We can’t do it all by ourselves. In addition, advocates are not the only ones responding to battered women. Many systems and people are already working to address many of the risks battered women face. We need to play a role in the work, but we don’t need to control it. For example, we may choose to work with a welfare-to-work program designed for women. We don’t need to run the program, dictate the curriculum, or have every aspect of it respond exclusively to domestic violence issues. We may simply try to ensure that the program gives women access to information about domestic violence services.

Advocates need to build strong internal coalitions as well. There may already be organized policy advocacy efforts within an advocate’s organization or larger coalition. It is important to connect with such efforts and coordinate the work.

○ **Strategy #4: Plan.**

When there is a lot to do and limited resources, it is essential to think about what you want to do and how you’re going to do it. Also, it is important to think long-range. This may be a



challenge for advocates who have focused on crisis intervention responses to domestic violence. (Cross-reference to Segment #11 on Policy Advocacy Planning.)

3. (Optional) Trainer may use the following analogy as a segue to the next segment.

Description of analogy for trainer

Say the following to participants:

“If I were to ask one of you to put together a 1,000-piece jigsaw puzzle, and all the pieces were the same color, it would be a very difficult task and would take a long time.”

“However, what if I ask 100 of you to each put together 10 pieces of that puzzle? That would be considerably easier. This approach to the puzzle is somewhat like current responses to domestic violence. Each institution is working on its own, such as the criminal legal, health care, and child protection systems.”

“The question then is how to get all 100 of those 10-piece puzzles together. That is the work of collaboration and policy advocacy, and the topic of our next segment.”

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Module One

Segment # 6

Collaborative Advocacy for Comprehensive Solutions

Trainer Overview of Segment #6:

In this segment you will begin by giving a mini-lecture on collaboration and facilitate a discussion of barriers to collaboration using the criminal legal system as an example. Participants will then break into small groups to identify and work on a specific collaboration challenge that one of the participants is currently facing. You will conclude the segment by explaining the key elements of effective collaboration.

Group Size: Whole group, small groups

Total Time: 60 minutes

Time Line:

- | | |
|-----------------------------------------------------------------------------------------|------------|
| ▪ Mini-lecture and discussion on collaboration | 10 minutes |
| ▪ Brainstorm and discussion about collaboration challenges in the criminal legal system | 15 minutes |
| ▪ Small group work | 20 minutes |
| ▪ Facilitated discussion and conclusion | 15 minutes |

Set-Up/Equipment:

- Flip chart, markers, tape, overhead projector for Overhead #2
- Copies of Handout #6-1, “Instructions for Small Group Work on Collaboration”

Overview and Training Goals:

- Reinforce the importance of collaboration.
- Identify barriers to collaboration, and practice developing strategies to address them

Trainer Preparation:

- Prepare mini-lecture on collaboration
- Review sample lists and charts in segment detailed instructions.
- Prepare to summarize collaboration discussions and explain key elements of effective collaboration.



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Detailed Instructions:

❖ **MINI-LECTURE AND DISCUSSION ON COLLABORATION**

Time: 15 MINUTES

1. As an introduction to the segment, briefly review key points about why collaboration is important advocacy strategy.

-  Battered women turn to many services/sources for help, need to work with them.
-  Need to coordinate responses of multiple systems, or minimally to understand each system's response in order to do effective safety planning with battered women.
-  Advocates can't do it all. We need to share the work. There is strength in numbers.
-  Advocates can learn from staff in other systems, as well as teach them. Advocates can develop better responses for battered women and their children if they learn from others.

2. Ask participants what they think collaboration means. Give a mini-lecture on collaboration.

Outline/notes for trainer mini-lecture:

-  Acknowledge that “collaboration” is a key buzz word for funders and others working in the field and that advocates have probably had a range of experiences with collaborations.
-  Explain that collaboration is basically working on shared activities or goals. It doesn't necessarily mean that collaborative partners are allies, but that there is a working relationship. Acknowledge that collaboration can be challenging. There can be significant barriers to the collaboration, and this will affect how policy advocacy will be done.



- ☞ Distinguish advocacy and collaboration. Emphasize that they are not mutually exclusive – that you don’t give up strong advocacy positions or approaches because you are collaborating. Rather, your advocacy is done in the context of respectful and strategic negotiation.

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❖ BRAINSTORM AND DISCUSSION ABOUT COLLABORATION CHALLENGES IN THE CRIMINAL LEGAL SYSTEM

Time: 15 MINUTES

1. Explain to participants that you are now going to explore some of the challenges by using the example of collaborations with the criminal legal system. You should mention that these are common now due to the Violence Against Women Act funding and initiatives.
2. Brainstorm a list of barriers to collaboration with the criminal legal system from the domestic violence advocate perspective and a list from the criminal legal system staff perspective.

Start by asking participants to list the things that we (domestic violence advocates) say or think about the barriers we face when working with the criminal legal systems. Write suggestions on newsprint.

Prompting questions:

- ?? What is it about the people who work in the criminal legal system (such as police, prosecutors, judges, clerks) that makes it difficult to collaborate with them?
- ?? What do we say about them?

Sample list

Things that advocates might say about criminal legal system staff – how they make it difficult for advocates to collaborate with them

- ✓ They “don’t get it.”
- ✓ It is an exclusive club, old boys network, own rules, jargon, etc.
- ✓ They don’t respect us.
- ✓ They’re “pigs,” or the functional equivalent.
- ✓ They hate us, have it out for us.



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- ✓ They're just in domestic violence work for the money.
- ✓ They won't share power or turf.
- ✓ They have ego issues that get in the way of collaboration.
- ✓ Others

3. Ask participants to list things that criminal legal system staff might say about how we (domestic violence advocates) make it difficult for them to collaborate with us.

Prompting questions:

- ?? What do they say about us?
- ?? How do they view our work?
- ?? How would they describe us?

Sample List

Things that criminal legal system staff might say about us – how we (domestic violence advocates) make it difficult for them to collaborate with us.

- ✓ We're biased, always take the woman's side.
- ✓ We don't know how to get along with others, don't know how things are done. We're always angry.
- ✓ We don't have law degrees.
- ✓ We don't understand the legal system rules and parameters, and we want them to do things they can't do under the law.
- ✓ We're not prepared. We just "wing it."
- ✓ We hate men and treat all men as abusers.
- ✓ We think we're the only ones who understand domestic violence, have to have a piece of everything.
- ✓ We're angry, uncompromising feminists.
- ✓ We're lesbians.
- ✓ We don't trust anyone, even those who are trying to help.
- ✓ We send a different person every time, so they don't know who they're dealing with.
- ✓ We're too quiet, never say anything.
- ✓ We're overly critical and yet won't accept criticism from others.
- ✓ Others



Training hints:

Before moving on to the small group work, you can make some of the following summary points about the nature of these lists.

- ✍ ‘Inflammatory’ language and inflexibility stop change and support the status quo. This squelches social change.
- ✍ Ask participants: If “our” list about “them” was true, then is what “they” said about “us” also true? For example, we are angry, rigid, blaming, etc. Ask participants what the implications of this might be.
- ✍ Note that it can be important to identify and acknowledge the barriers (at least internally) as part of the process of removing them.

❖ **SMALL GROUP WORK**

Time: 20 MINUTES

- 1. Break into small groups of 3-4. Ask participants to choose to work with a group of people they don’t know that well (a collaboration skill).**
- 2. Distribute Handout #6-1: *Instructions for Small Group Work on Collaboration* and review instructions for small group work.**

Copy of Handout #6-1 instructions:

- *Pick a barrier that one of you is facing with a current collaborative relationship.*
- *Work together to develop a strategy that will reduce or remove that barrier.*
- *Pick someone to take notes and report to the larger group about your discussion.*



MODULE ONE HANDOUT #6-1

Instructions for Small Group Work on Collaboration

1. Pick a barrier that one of you is facing with a current collaborative relationship.
2. Work together to develop a strategy that will reduce or remove that barrier.
3. Pick someone to take notes and report to the larger group about your discussion.



❖ **FACILITATED DISCUSSION AND CONCLUSION****Time: 15 MINUTES**

1. **Ask participants to come back as a whole group. Ask for some of the collaboration barriers and the strategies the groups developed to respond.**

As the small groups report, write on newsprint the barrier that each worked on and the strategies they developed to address it. Invite discussion regarding the strategies and highlight strategies that are common and/or particularly effective.

 *Note to trainer:*

The following list and two charts give you guidance and information about key barriers and some constructive strategies to respond. You should be familiar with this information so you can characterize and summarize the small group reports. The information will also help you if the groups have difficulty developing effective collaboration strategies.

List of key collaboration strategies:

- ✓ Build relationships with individuals in an organization as well as formally with the organization.
- ✓ Set parameters/expectations, define responsibilities, time commitment.
- ✓ “Call the meeting.” Initiate the collaboration or facilitate someone else’s calling the meeting.
- ✓ Collaborative partners may need political cover on controversial issues.
 - Be subtle.
 - Make issue larger, e.g., statewide, to address problematic county.
- ✓ Share success.
- ✓ Make it your problem.
- ✓ Clarify goals – revisit the mission.
 - Ask if current position/approach meets the goal.
- ✓ Work for compromise.
- ✓ Be the bridge between factions, or identify the bridge.
- ✓ Acknowledge egos and power of key individuals.
- ✓ Assess collaboration efficacy.



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- ✓ Clarify points of disagreement and points of conflict.
 - allows partner to make sure that a disagreement is not just a misunderstanding or mis-communication
 - refines points of agreement and opportunity for negotiation
 - gives each partner clear understanding of the disagreement, which will help when it is characterized publicly
- ✓ Take the time necessary to build trust and allay fears.
- ✓ Understand the relative power of collaborative partners.
- ✓ Identify common ground/agreement and build from it.
- ✓ Obtain commitment from formal leadership and key players.
- ✓ Understand the “culture” of the partner’s work environment.
- ✓ Develop allies within the partner’s system, preferably an ally with power and knowledge.
- ✓ Add others to the collaboration to change the dynamic and substance of the group.
- ✓ Review the history of the collaboration.
- ✓ Define goals and tasks together and work on those tasks.

 *Trainer note about sources of advocate power:*

At some point in the discussion about collaboration, facilitate a discussion about power. Acknowledge that advocates do not always have power in certain contexts and systems. Ask participants to brainstorm some sources of power they do have.

Sample list of potential sources of advocate power:

- ✓ media (with careful planning and preparation)
- ✓ political, elections, etc
- ✓ funders, funding
- ✓ coalitions
- ✓ being the person who does the work, task
- ✓ personal credibility
- ✓ working relationships with key people
- ✓ knowledge of budgets and funding sources of the system
- ✓ knowledge about the system
- ✓ alliances with collaborative partners

Collaboration Barriers Created by <i>Others</i> (as identified by Advocates) and Strategies to Respond	
Barriers	Possible Strategies
They won't talk to us.	Determine whom they <i>will</i> talk to. Will that person/s talk to us?
They don't get it.	Determine what they NEED to get and how we can help them get it. <ul style="list-style-type: none"> ▪ Don't need to know the whole song to sing the chorus (what's their role?). ▪ Doesn't mean they'll be exactly like us; let them apply the information to their own context and experience (it is what we expect for battered women). ▪ Maybe they'll learn better from someone else.
They have it out for us; they'll block anything we do; they hate us.	<ul style="list-style-type: none"> ▪ Do you know why they treat you this way? Can you change their minds? Who could help facilitate/mediate a more productive relationship? ▪ Can you go around them? What are the consequences for doing so? In a rural setting?
They're "pigs," or the functional equivalent.	<ul style="list-style-type: none"> ▪ Keep focused on the goal. Acting badly is a tactic to keep you away. Don't let them. ▪ If possible, develop strategies ahead of time. For example: Will they act that way if a certain person is present? Will they do it if the press is involved? Will they?
Money, turf, egos	<ul style="list-style-type: none"> ▪ Don't fight over what you don't need to help battered women. Acknowledge that everyone needs money to do the work, including advocates. Assess whether your own turf or ego issues are making the situation worse. ▪ Set up formulas/justifications to share money. Enlist allies. ▪ Turf/Ego: public victories over private control. For example, once the meeting/conference/training is over, who will actually do the work, implement the policy/project? ▪ Be careful what you ask for. You might win the turf and all that goes with it – e.g., welfare referrals. ▪ Egos: create enough credit for everyone. ▪ There is enough work for everyone. Encourage other systems to do the work and let them take the lead.



Collaboration Barriers Created by *Advocates* (as identified by Others) and Strategies to Respond

Barriers	Possible Strategies
We're angry, biased, feminists, overly critical.	<ul style="list-style-type: none"> ▪ Be aware of how others are seeing you. Try to understand why they see you as angry. Assess whether anger will help you get what battered women need. If so, try expressing why the anger is justified, without acting angry toward the person you are trying to explain this to. ▪ Biased, feminists: This is a way to attack our credibility, and it is important to address. Radical, "hard line" politics can further the goals of the opposition. A few "softening" words can take the issue from them. For example, "Yes, some men are battered and all victims deserve responsive advocacy. However, it is also clear that the overwhelming majority of victims are women battered by a male partner."
We have it out for them, we'll block anything they do.	<ul style="list-style-type: none"> ▪ Consider the following: Is it true? If so, do you know why you treat them this way? Can they change your minds? Are you willing to try? Who could help facilitate/mediate a more productive relationship? ▪ Can you go around them? What are the consequences for doing so – for example, in a rural or other setting, where "going around" may have negative consequences?
We don't get it, understand the legal system, its rules etc.	<ul style="list-style-type: none"> ▪ Is it true? Do some self-analysis. If so, acknowledge and then learn. Enlist the system to help you learn. It provides enormous opportunity. Ask questions. It is still the best way to get information, and people in the legal system like to talk about their work and themselves. Build the relationship.
Turf, money, egos	<ul style="list-style-type: none"> ▪ Define your role and articulate it. Some turf wars are fought because of mis-communication. ▪ Some turf and money wars are worth fighting. Carefully assess this and your power and influence before you begin. Keep the larger picture in mind. ▪ Help others get money, write letters of support, give them copies of RFPs, etc. ▪ Egos. Personal influence can help you help battered women. However, when what you want/believe is more important to you than what battered women need, you become the problem. Stop it.

4. Conclude this segment by making the following points about effective collaboration:

✍ *The ability to see both sides.* This means an advocate understands and acknowledges the strengths and *weaknesses* of her own positions, and sees the *strengths* and weaknesses of the positions of a collaborative partner. Seeing both sides of a policy position does not necessarily mean you support the “other” side, but that you acknowledge and understand it. This builds trust, credibility, and ultimately a working relationship that allows ongoing opportunity for meaningful advocacy.

Seeing both sides also means:

- Understand the parameters of a collaborative partner’s work— e.g., funding, legal, political, bureaucratic limits.
- Understand what the partner’s system/institution can and can NOT do for battered women.
- Realize that your partner also needs support, funding, and protection.

✍ *Patience and clarity in explanation of issues and needs of battered women and advocates.* That is our job as advocates for battered women.

✍ *An approach that makes allies not enemies.* Never make an enemy you absolutely don’t have to. Don’t burn a bridge. You may make a point but lose power to make the change happen.

✍ *Fostering relationships with allies and treating them well.* Keep your allies – be the bridge builder. It is often said, “If you build it, they will come.” The converse is also true, “If you tear it down, they will go away.”

✍ *An approach that is flexible.* Rigidity closes down options and advocacy opportunities.

Conclude with the following:

1. Battered women need us to be involved and effective. They need many systems, and all need improvement, including our own. We must see the other side of things and value different views.

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2. Building comprehensive solutions to domestic violence is long-range work. We must keep a sense of this. Battered women often struggle for years to implement a long-range plan to leave their partners. We can learn from this patience, strength, and resistance to violence and control.

Training option if you have additional time:

After the small groups have completed work on Handout #6-1, you may ask the small groups to pick a barrier that a collaborating partner says that one of the participants is creating. Work together to develop a strategy that will remove the barrier or change the collaborative partner's perception.

Training hint:

If you do not have time to add this activity, remind participants that part of building effective collaboration requires analysis of barriers a collaborative partner believes you are creating as well as those that advocates think the partner is creating.

