



Interactive Training Exercises on Abuse in Later Life

National Clearinghouse on Abuse in Later Life,
A project of the Wisconsin Coalition Against Domestic Violence

Interactive Training Exercises on Abuse in Later Life

By Bonnie Brandl and Deb Spangler
Edited by Ann Turner

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For further information or to order additional copies, contact:

National Clearinghouse on Abuse in Later Life (NCALL)
Wisconsin Coalition Against Domestic Violence (WCADV)
307 South Paterson, Suite #1
Madison, WI 53703
Phone: 608 255-0539
Fax: 608 255-3560
E-mail: ncall@wcadv.org
Website: <http://www.ncall.us>

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The National Clearinghouse on Abuse in Later Life (NCALL) is a project of WCADV. NCALL's mission is: to eliminate abuse of older adults and people with disabilities by family members and caregivers by challenging beliefs, policies, practices and systems that allow abuse to occur; and to improve safety, services and support to victims through advocacy and education.

The Wisconsin Coalition Against Domestic Violence (WCADV) is a statewide membership organization of domestic abuse programs, formerly battered women, and other individuals who have joined together to speak with one voice against domestic abuse. As a statewide resource center on domestic violence, we offer such services as:

- ▶ Training and technical assistance to domestic abuse programs;
- ▶ A quarterly education journal;
- ▶ Forums for the involvement of battered women;
- ▶ Networking and support for programs for battered women and professionals in related fields;
- ▶ Training for professionals in legal, medical, social service, child welfare, housing, education, aging, and mental health fields and for employers throughout Wisconsin;
- ▶ Technical assistance for attorneys, legal advocates, prosecutors and public defenders, health workers, elder abuse, disability and child welfare professionals, and limited funds for victims to acquire direct legal assistance.

Acknowledgements

From Bonnie Brandl and Deb Spangler (authors)

Each year WCADV sponsors a two-day curriculum development session to design new interactive exercises. Over the past eight years, one or two teams of advocates for older abused women have gathered and created the exercises in this manual. Special thanks to the following women for their creativity and wisdom in helping us create many of the exercises featured here: Mary Allen, Judy Brodjeski, Amanda Cosgrove, Amy Judy, Tiffany Lodholz, Bernice Noble, Beth Olson, Jane Raymond, Julie Rozwadowski, Carol Seaver, Bernice Sisson, Bev Sorenson, Char Thompson, Louise Garvey, and Erin Thornley.

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Developing this manual and documenting the directions for each exercise was also a team effort. Thank you to Beth Plautz and Ann Turner for editing and revising several drafts to make sure the exercises were clear and concise. We are also grateful for the time and thoughtful review done by Ann Brickson, Colleen Cox, Tess Meuer, Jane Raymond and Michelle Zaller.

Many thanks to Mary Lauby, WCADV Executive Director, and all of the WCADV staff members for their continued support. We would also like to thank David Michael Miller for graphic art and design of this manual. Finally, special thanks to Janice Green, our grant administrator from the Office on Violence Against Women, for reviewing this document and her support of our work.

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Introduction

(from Bonnie Brandl)

As a visual learner, I didn't think much about an individual's learning style when I first started doing training in 1995. Teachers putting information on a blackboard and lecturing worked fine for me. As a naturally shy person, I didn't like workshops with role-plays and active, forced audience participation.

Then I had children. One of my sons is a kinesthetic learner, but I didn't understand that when he was in elementary school. I tried to help him read and write by insisting that he sit still. Whenever I saw him rocking or hanging upside down to read, I would make him sit still so he could focus. We both grew frustrated.

As I expanded my expertise as a trainer and my frustration increased when working with my son, I recognized the importance of finding out more about different learning styles. Educators have recognized for years that learners have different styles for understanding and processing information. Visual learners need to see the content. Audio learners process by hearing information. Kinesthetic learners need to be involved in the process by "doing" or "moving" to best retain information. Understanding and appreciating differences in learning styles has changed the way I train and parent. Now when I'm helping my son memorize material off of flash cards, he rolls on the living room floor throwing a football in the air. It would never work for me – but it is very successful for him.

Skilled trainers need a variety of tools to impart information. To that end, WCADV has developed a curriculum development process to create interactive exercises on a variety of topics. These exercises blend all learning styles: kinesthetic, which encourages audience participation and movement; visual, which involves inclusion of pictures, graphs and other visual images; and auditory, which includes discussion and summary of key training points.

Most of the exercises in this manual have been created at Curriculum Development events that are organized and hosted by WCADV. For the past eight years, a team of dedicated advocates have meet once a year for two days to create a new exercise on abuse in later life. On day one we decide on the key training point. We work all day to create a sample exercise. This is a marvelous creative process – no limits or structure. At the end of day

one, we practice our exercise, presenting it to another curriculum development team working on a different topic. They critique us, and we in turn evaluate their exercise. On day two, we refine the process and begin to create an agenda and/or handouts.

I want to thank Lonnie Weiss, Judy Munaker, and Mary Lauby for developing this process. Special thanks to Mary Lauby, WCADV Executive Director, for funding this work every year. Without the two days away from phones and computers, these exercises would not exist.

Our team of advocates (see acknowledgements) is wonderful and brilliant. Many of our team members are older women, many of whom work with older abused women. This is crucial to assure our product is truly authentic and reflects the experiences of older domestic abuse victims. A couple of exercises in the manual were not created through this process but rather with WCADV staff or Candace Heisler using a similar process.

After the exercise is created, the work is not done. These exercises are test piloted and revised several times before unveiling them to the public. These exercises have been run successfully for many audiences. For answers to additional questions about the process, contact NCALL/WCADV at (608) 255-0539 or ncall@wcadv.org.

This manual will:

- ▶ Provide directions for 16 exercises focusing on several key training points for multiple target audiences such as professionals from domestic violence/sexual assault, elder abuse/adult protective services, aging, health care, justice and others.
- ▶ Give ideas of exercises that trainers can adapt to meet the needs of many audiences. For example, these exercises are designed to focus on abuse in later life but could be adapted, with rewritten scripts, to be about teen violence. When adapting an exercise, please give WCADV credit for the concept and send any revised scripts to NCALL/WCADV for our files. We love to see how others have built on our initial ideas.

This manual will NOT:

- ▶ Teach content about abuse in later life. For resources on domestic and sexual abuse in later life, including a list of videos, see the resource lists on pages 126-139 of this manual. For additional information, contact NCALL/WCADV at (608) 255-0539 or ncall@wcadv.org or visit the NCALL Website at <http://www.ncall.us>.
- ▶ Teach anyone to be a good trainer. If you are not an experienced trainer, look for a training the trainers program in your community.
- ▶ Provide PowerPoint slides. None of these exercises were designed as PowerPoint presentations, which are often presented through lecture and do not accommodate a variety of learning styles. Many of these exercises can be done as part of a workshop that includes PowerPoint.
- ▶ Provide agendas for workshops. This manual only provides directions for a series of exercises that will need to have content discussion before and after each exercise. For help or suggestions about agendas or content, contact NCALL/WCADV staff at (608) 255-0539 or ncall@wcadv.org.

How to Use This Manual

Five major training topics are covered in this manual: Dynamics of Abuse in Later Life; Barriers Victims Face; Power, Oppression and Ageism; Creating Services; and Safety Planning. There are several exercises for each point. The grid below summarizes the exercises for ease in choosing what might work best for a given audience. Several exercises can be adapted to cover multiple training points. Those exercises will be noted on the grid.

Each section has a brief introduction describing why this topic is important, followed by the exercises. Each exercise may take longer if a lively discussion follows the exercise. Most exercises should be sandwiched between content lecture, followed by the exercise to revisit the training point, and then a discussion to reinforce the training point. Each exercise has the following information: purpose and goals of the training, length of time needed, recommended audience size followed by directions and hand-out materials. To simplify the use of this manual, the exercises and handout materials are assigned corresponding letters.

Section I – Dynamics of Abuse in Later Life

Name of Exercise	Letter & Page #	Other Possible Training Points	Target Audience	Length of Time Needed
Piecing the Puzzle Together	A p. 12	How media views abuse in later life	Multi-disciplinary	20-30 min.
Understanding Abuser Tactics	B p. 25	Safety planning	Anyone learning the basics of Abuse in Later Life	15-20 min.
Tactics in 5 minutes or less	C p. 30	Any topic the trainer wants to cover quickly without lecture, building on the expertise of the audience	Professionals learning the basics of Abuse in Later Life	5 min.

Section II – Barriers Victims Face

Name of Exercise	Letter & Page #	Other Possible Training Points	Target Audience	Length of Time Needed
Birdcage	D p. 34	Unhelpful messages to victims	Professionals who do not understand why victims stay	20 min. minimum
Double Birdcage	E p. 42	Unhelpful and helpful messages to victims	Professionals who do not understand why victims stay	20 - 30 min. minimum
Comings and Goings	F p. 53	Gaps in services for victims	Professionals who do not understand why victims stay	30-40 min. minimum
Brick Wall	G p. 63	Professional strengths and weaknesses	Domestic violence and sexual assault advocates	20 min.

Section III – Power, Oppression, Ageism

Name of Exercise	Letter & Page #	Other Possible Training Points	Target Audience	Length of Time Needed
Power Line	H p. 70		Multi-disciplinary	20 min.
What Keeps Us Apart?	I p. 75		Domestic and sexual assault victim advocates	15 min.
Aging Warm-Up	J p. 79		Multi-disciplinary	5 - 10 min.
Timeline	K p. 81	Generational values of victims	Domestic and sexual assault victim advocates or multidisciplinary audience	10 min. but can be used throughout a work-shop

Section IV – Creating Services

Name of Exercise	Letter & Page #	Other Possible Training Points	Target Audience	Length of Time Needed
Stranger in a Strange Land	L p. 88		Domestic Violence Staff	15 min.
Evaluating Domestic Abuse Services	M p. 91		Domestic Violence Staff	20-30 min.
Shelter/Agency Policy Evaluation	N p. 96		Domestic Violence Staff	20-30 min.

Section V – Safety Planning

Name of Exercise	Letter and page #	Other Possible Training Points	Target Audience	Length of Time Needed
Safety Planning Warm-up	O p. 116	Dynamics of abuse	Professionals who work with the aging population	10-15 min.
Safety Plan Evaluation	P p. 121	Dynamics of abuse	Multi-disciplinary audience	20 min.

Dynamics of Abuse in Later Life

Elder abuse is generally described as physical, sexual, and emotional abuse, financial exploitation, neglect and self-neglect of a person age 60 or older.

Domestic abuse is defined as physical or sexual violence, threats, emotional insults and economic deprivation: behavior that is part of a pattern one person exercises over another to gain and maintain control in the relationship.

Abuse in later life describes situations where an older person is subjected to a pattern of coercive control by an abuser with an ongoing, trusted relationship with the victim, such as a spouse, partner, adult child or grandchild. A friend, neighbor or caregiver can also be a perpetrator of domestic abuse if there is an ongoing, and trusting relationship.

Victims of abuse in later life are primarily women, but also include older men. For this reason, the exercises in this section will focus on the experiences of older women; however, many of these exercises may also be reflective of the dynamics seen when older men are abused.

“Elder” or “older” is defined differently throughout the country. Most elder abuse services are available for victims ages 60 or 65 and older. For the purposes of this manual, older victims of domestic abuse will be defined as age 50 and older. Age 50 was chosen because many domestic abuse programs do not serve many victims age 50 plus. Anyone age 50 and older may have unique financial barriers to leaving an abusive relationship – especially those victims who do not or are unable to work. These victims may be ineligible for Temporary Aid to Needy Families (TANF)/welfare type programming and Social Security. For persons living in poverty and without access to quality health care, life expectancy may only be into the early 60’s.

There are various scenarios in which abuse in later life may be identified:

- ▶ **Domestic violence grown old** refers to those situations in which abuse has occurred throughout a relationship or marriage, usually lasting decades. As the victim and abuser age, physical abuse may decrease, while emotional abuse might increase. Or the physical, sexual or emotional abuse may have been increasing in recent months or years.
- ▶ **A new life partnership or marriage** that begins in later life is not necessarily immune to abuse. Abuse may occur while the couple is dating or may begin shortly after the couple has moved in together or gotten married.

- ▶ **Late onset abuse** occurs when someone who has not been abusive in the past becomes abusive. One explanation for this form of abuse may be physical or mental health issues now manifesting themselves in combative behavior. Getting a physical and/or mental health exam is an important first step in these cases. Another explanation might be that physical abuse did not occur in the past, however, the victim may reveal that controlling behaviors have been present throughout the relationship and this is truly domestic violence grown old.
- ▶ **Adult child, grandchild, or other family member:** Adult children or other family members may become physically, sexually, or emotionally abusive. Financial exploitation is also a common form of abuse.
- ▶ **Caregivers:** Caregivers may take advantage of their positions of power over care receivers to hurt, exploit or neglect them.
- ▶ **Mutual Battering:** Research indicates that couples where both individuals use physical force are rare. In heterosexual relationships, women sometimes use physical force to achieve self-defense, as a preemptive strike, or in retaliation, whereas men use force to maintain power and control. In heterosexual and any form of lesbian, gay, bisexual or transgender relationships, there is a primary physical aggressor in the majority of cases. (*Ganley, 1995*)

Abuse occurs for a variety of reasons. As described above, in some instances a medical or mental health concern may be the cause of the abusive behavior. Sometimes injury occurs when an individual is trying to help by providing care for someone else but does so improperly. The intent may be to help and provide care, not to harm anyone. Stress and/or power and control dynamics are not present in either of these situations.

The concept that caregiver stress is a primary cause of elder abuse has been a prevailing theory for decades. The belief has been that stressed caregivers become overwhelmed and lash out at elders when caregiving and life circumstances become too difficult.

Virtually everyone can appreciate that care giving can be stressful in some circumstances, research over the past decade has not supported that caregiver stress is a primary cause of elder abuse. (*Phillips, 2000; Reis, 1998 and 1997; Pillemer 1989 and 1988*) There are cases where caregiver stress has caused an isolated incident of emotional or physical abuse. In these situations, the abuse is not a pattern of tactics being used to control the victim's behavior and actions. While the abuse may still be a crime,

remedies that focus on stress reduction and bringing in social and health care services often eliminate the abuse.

However, too often abusers will describe being overwhelmed and stressed as an excuse so they will not be held accountable for their behavior. Often the abuse is not an isolated incident but part of a combination of emotional and physical abuse, isolation, threats, coercion, and manipulation so the abuser gets his or her way. Professionals need to use caution and look for possible power and control dynamics in elder abuse cases rather than assuming stress or poor family dynamics are the cause.

Unfortunately, elder abuse remedies that help with cases truly caused by stress can be dangerous for victims when power and control dynamics are present. Caregiver stress blames the victim, by implying that if the victim were not so hard to care for, the abuse would not occur. Too often remedies then focus on how to help the abuser feel less stressed rather than focusing on the safety needs of the victim. And finally social services remedies are often utilized without considering criminal justice interventions that hold the abuser accountable. In most cases, a stress-free abuser does not make the victim any safer.

All too often, abuse occurs because an individual feels entitled to use any means necessary to gain and maintain power over the victim. Feelings of entitlement provide one of the most common explanations for why abuse happens.

The Family Violence in Later Life Wheel, A1, (a variation of the Duluth Power and Control Wheel), illustrates the variety of tactics abusers use to gain and maintain power and control in a relationship. The spokes of the wheel show behaviors that are going on most of the time – this pattern of controlling behaviors makes it very difficult for a victim to leave an abusive relationship. Perpetrators often use a victim's vulnerabilities to maintain control. For example, a perpetrator may place a needed walker where a victim could see but not reach it, not drive a victim to church, destroy her Bible, threaten to not let the victim see their grandkids or hurt a beloved pet. These methods can systematically make it more and more difficult for a victim to reach out for help from the systems available to provide services.

Section I

Dynamics of Abuse in Later Life Exercises

The interactive exercises in this section are designed to address the dynamics of abuse in later life. They provide training participants with the opportunity to hear and/or discuss various scenarios of abuse in later life. They will also build on the participants' existing knowledge and strengths, showing that they already have the skills necessary to assist victims of abuse in later life.

Exercise A: Piecing the Puzzle Together

This exercise is designed to introduce the topic of abuse in later life. It provides a good overview of the dynamics of abuse in later life using real cases from newspaper articles. Participants work in small groups to gain a clearer understanding of who the victims and abusers are in domestic abuse situations, tactics used by abusers and possible interventions.

Exercise B: Understanding Abuser Tactics

This exercise may be used in one or two parts. The goal is to help participants better understand the tactics used by abusers. It may also be used to design safety plans. Participants work in small groups, using scenarios to discuss forms of abuse that may have occurred to the victims in the scene. If used for safety planning later in the training, participants reconvene in their small groups to discuss possible interventions and create a safety plan.

Exercise C: Tactics in Five Minutes or Less

This exercise builds on knowledge participants already have, taking only about 5 minutes and involving no trainer preparation. It may be used to better understand abuser tactics, forms of abuse, barriers that victims face or any other topic the presenter does not want to cover in lecture, but would like to include by gathering information through audience participation.

Piecing the Puzzle Together (Exercise A)

Purpose of the Exercise

To better identify the dynamics of abuse in later life, including abuser motivation and victim issues, in order to provide appropriate interventions.

Training Goals/Objectives

- ▶ To gain a better understanding of victims and abusers in domestic abuse in later life.
- ▶ To understand how the media presents information about elder victims and how these images may affect professionals' perspectives about these victims.
- ▶ To recognize that domestic abuse in later life can be dangerous and potentially life threatening.
- ▶ To begin to identify agencies to call for assistance when working with a victim of domestic abuse in later life.

Time Needed:

20 – 30 minutes (depending on how much time is spent in small groups and how much time is used to report back to the large group)

Target Audience

This exercise is designed for a multidisciplinary audience. It can be used with professionals such as, domestic violence and sexual assault agencies, elder abuse/adult protective services; aging services; social services; justice centers; health care services; and others.

Size of Audience

“Piecing the Puzzle Together” involves working in small groups, so it is designed for 15 – 50 participants. Due to noise generated during the small group discussion, this exercise may be difficult to run with a large group.

When to Use this Exercise

This exercise provides a sound overview of the dynamics of abuse in later life. It is designed for an audience of professionals to raise their awareness of the forms of abuse in later life and to give basic information about victims and abusers.

This exercise can be used in a short 1.5 – 2 hour training to introduce the

topic of abuse in later life. Including a video clip of a victim's story before or after this exercise is an excellent way to create an emotional connection with the audience. This exercise should be followed with some information about possible interventions and referral sources.

This exercise can also be used in a longer training session to set the stage for more detailed information about the dynamics of abuse, motivation of abusers, barriers victims face, and interventions.

Exercise Variations

This exercise can be adapted to meet the needs of the audience. Using other media accounts, especially local stories, can be powerful.

A variation of this exercise could focus on abuse of a population other than older people. For example, the WCADV power and control wheel on abuse of people with developmental disabilities (available at www.ncall.us) could be used to train audiences in the disability field. Trainers will need to gather newspaper accounts to illustrate the training points the trainer intends to cover and re-work the grids.

Pre-Training/Preparation

- Prepare the pieces of the puzzle prior to the event.
- Make a copy of Handouts A1 – A6 for each participant prior to the training, these can also be used as transparencies.

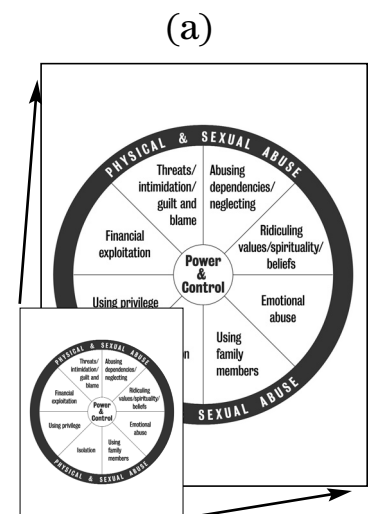
The Puzzle Pieces

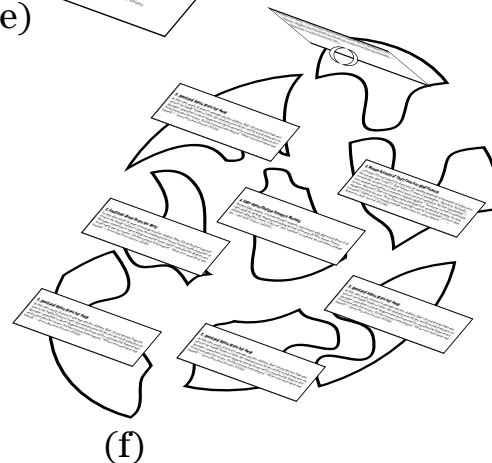
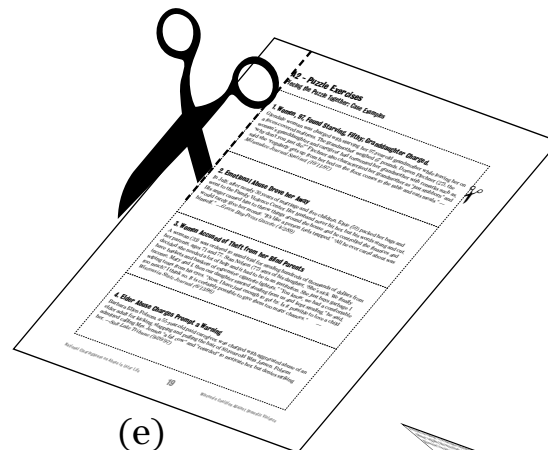
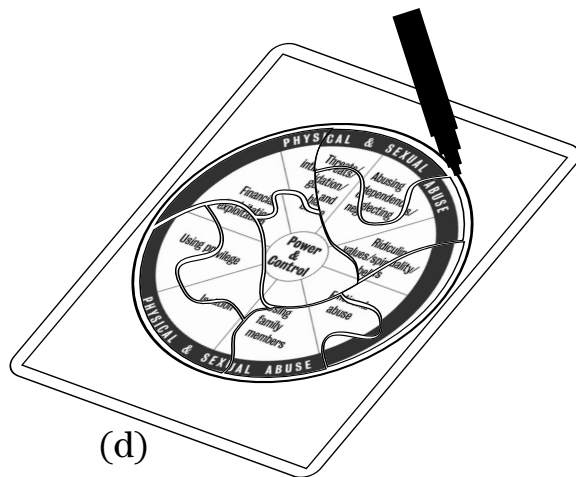
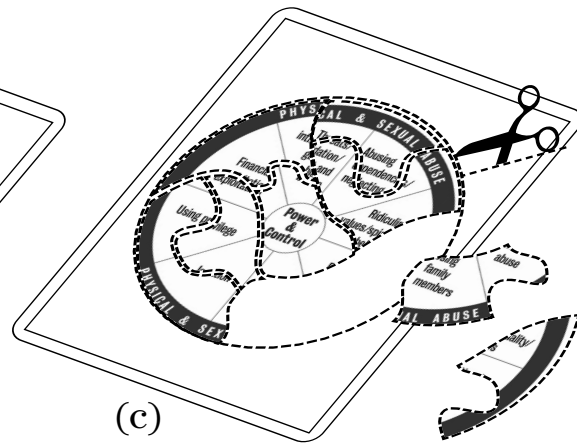
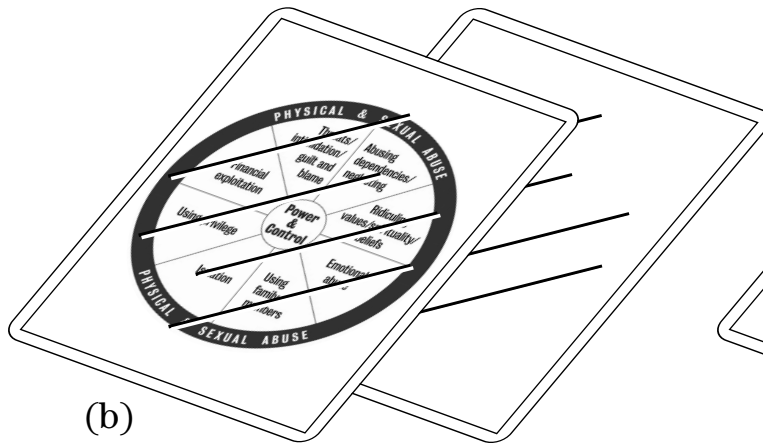
To create the puzzle, take the “Family Violence in Later Life Wheel” handout (A1) to a copy store and have the front picture of the wheel blown up to approximately the size of flip chart paper. It is not necessary to copy the back side of the wheel that shows the tactics. (a). Laminate the large blown up power and control wheel and laminate another plain sheet of paper that is the same size (b).

Cut the piece of poster with the power and control wheel on it into eight random puzzle pieces (c).

Lay the eight pieces on the blank poster. Using a permanent marker, trace the puzzle pieces (d).

The blank sheet should now have the outline of where the puzzle pieces fit.





Next, take the “Piecing the Puzzle Together: Case Examples” handout (A2) and cut along the dotted line so there are eight pieces of paper with a story on each slip (e). Tape each slip of paper to the back of one of the puzzle pieces (f). Each puzzle piece should now have a newspaper story on the back.

Ordering Equipment

This exercise requires a flipchart and overhead projector (if using the transparencies). Depending on audience and room size, a microphone may be helpful.

Bring to the Training

- 1 laminated poster size Family Violence in Later Life Wheel cut into puzzle shapes with newspaper stories on the back.
- 1 laminated poster with traced puzzle shapes.

- ▶ Tape for puzzle pieces.
- ▶ Handouts A1, and A3 – A6 for each participant.
- ▶ Transparencies (if using) (A1 and A3 – A6).

Arranging the Room

This exercise requires working in small groups. So the room should be set up with tables for small groups or chairs that can easily be moved into small group circles.

The overhead projector and a flipchart should be at the front of the room where all participants can see them. Tape the laminated sheet that looks like a blank puzzle on the flipchart or wall.

Distribute the handout materials (A3, A4).

Running the Exercise

Ask for eight volunteers to read short newspaper accounts of family violence in later life. Give each of the eight volunteers a piece of the puzzle. Have each participant stand and slowly read the statement. Then have the participant bring the puzzle piece to the front to place in the puzzle. After all the pieces have been placed in the puzzle, discuss the dynamics of power and control that are often present when abuse occurs in later life. Talk about the different forms of abuse and tactics abusers use.

Break into eight groups (if fewer than eight, have each group discuss more than 1 newspaper account). Have each group focus on one newspaper account. Using the details presented in the newspaper account, ask each group to complete one line of the grid (based on their story) for the victim (Handout A3) and then the same line on the other grid for the abuser (Handout A4). Show the transparencies of the blank grid (A3 and A4) to describe the process. A completed grid can be found in handouts (A5 and A6).

After groups have time to complete the grid, have participants report back to the larger group. It can be helpful to have transparency (Handout and Transparency A5 and A6) of sample answers displayed on an overhead projector. Cover the transparency with a piece of paper so the answers are not showing. Uncover each line after groups report on the answer. Discuss potential interventions in each case. Summarize the exercise by discussing the variety of ages, abusers, relationships, and danger/lethality of these cases.

Talking Points/Discussion

- ▶ Discuss the age range of victims, from people age 50 to 100. Explain how domestic abuse in later life affects older people of any age.
- ▶ Recognize that most victims are female (reported cases about 2/3) but there appears to be a higher number of male victims in later life abuse (about 1/3 of reported cases).
- ▶ Discuss how victims are labeled in negative ways by media accounts. Discuss how easy it is for any of us to bring these negative connotations into our work.
- ▶ When discussing the perpetrator, discuss the variety in age, gender and relationship to the victim.
- ▶ Examine how the motivation of an individual who is abusive is often described as stress or anger. Again, these media accounts may permeate the way professionals view elder abuse.
- ▶ Note that abuse in later life can be dangerous, serious and even deadly.

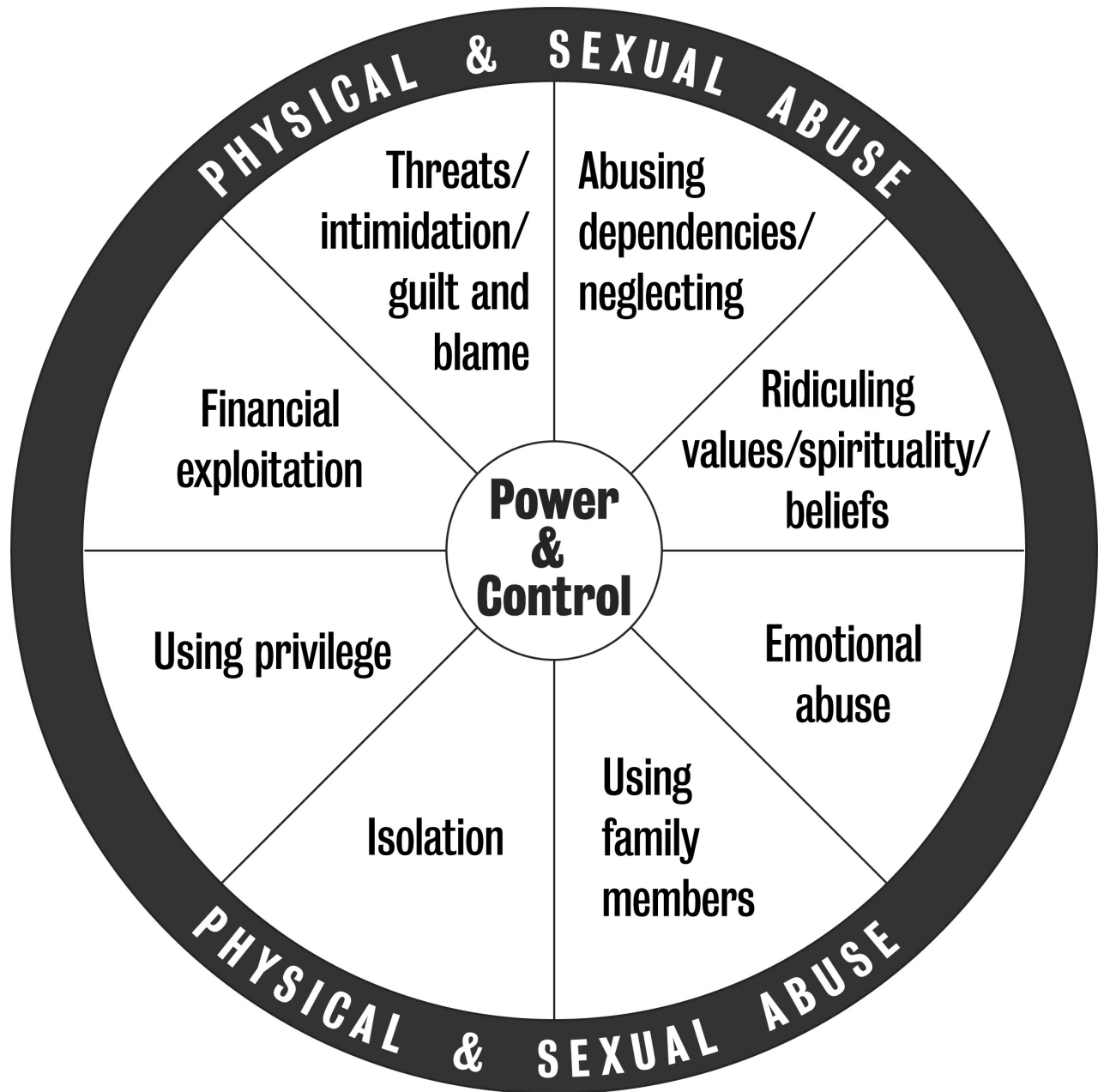
Wrap-Up Training Points

- ▶ Wrap up the exercise by thanking the volunteers for their participation. Remind the audience that abuse in later life is a serious problem. Victims and abusers will be from a variety of ages, genders and relationships
- ▶ Distribute the completed grid (Handout A5 and A6)

Other Facilitation Issues

- ▶ Be sure to have volunteers read their stories slowly and loudly to get the full impact.
- ▶ If a group finishes their case early, ask them to work through the next example.
- ▶ If participants have suggested inappropriate or dangerous interventions, discuss with the group why that suggestion might put the victim in greater danger. Examples of inappropriate interventions might include:
 - Forcing the victim to do what the professional wants
 - Forcing the victim to participate in couples or family counseling, which can be dangerous because of the power imbalance between the parties
 - Implying the victim is to blame or unstable or using poor judgment
 - Excusing the abuser's behavior

A1 – Family Violence in Later Life Wheel



Wisconsin Coalition Against Domestic Violence
307 S Paterson St., Suite 1, Madison, WI 53703
(608) 255-0539 / FAX/TTY: (608) 255-3560

This diagram is based on the Power and Control / Equality wheels
developed by the Domestic Violence Intervention Project, Duluth, MN

A1 – Family Violence in Later Life Wheel

Tactics Used by Abusive Family Members

Physical Abuse

- Slaps, hits, punches
- Throws things
- Burns
- Chokes
- Breaks bones

Sexual Abuse

- Makes demeaning remarks about intimate body parts
- Is rough with intimate body parts during caregiving
- Takes advantage of physical or mental illness to engage in sex
- Forces you to perform sex acts that make you feel uncomfortable or against your wishes
- Forces you to watch pornographic movies

Abusing Dependencies/Neglect

- Takes walker, wheelchair, glasses, dentures
- Takes advantage of confusion
- Denies or creates long waits for food, heat, care or medication
- Does not report medical problems
- Understands but fails to follow medical, therapy or safety recommendations
- Makes you miss medical appointments

Threats/Intimidation

- Threatens to leave, divorce, commit suicide or institutionalize
- Abuses or kills pets or prized livestock
- Destroys property
- Displays or threatens with weapons

Ridiculing Values/Spirituality

- Denies access to church or clergy
- Makes fun of personal values
- Ignores or ridicules religious/cultural traditions

Emotional Abuse

- Humiliates, demeans, ridicules
- Yells, insults, calls names
- Degrades, blames
- Withholds affection
- Engages in crazy-making behavior
- Uses silence or profanity

Using Family Members

- Magnifies disagreements
- Misleads members about extent and nature of illnesses/conditions
- Excludes or denies access to family
- Forces family to keep secrets

Isolation

- Controls what you do, who you see, and where you go
- Limits time with friends and family
- Denies access to phone or mail

Using Privilege

- Treats you like a servant
- Makes all major decisions

Financial Exploitation

- Steals money, titles, or possessions
- Takes over accounts and bills and spending without permission
- Abuses a power of attorney

A2 – Puzzle Exercises

Piecing the Puzzle Together: Case Examples



1. Woman, 97, Found Starving, Filthy; Granddaughter Charged.

Glendale woman was charged with starving her 97-year-old grandmother while leaving her on a feces-covered mattress. The grandmother weighed 67 pounds. Doreen Flechner (27), the woman's granddaughter and caregiver had tormented her grandmother with remarks such as, "why don't you just die?" Flechner also characterized her grandmother as "just stubborn" and said she "regularly gets up from her bed on the floor, comes to the table and eats meals." — *Milwaukee Journal Sentinel* (10/11/97)

2. Emotional Abuse Drove her Away

In July, after nearly 30 years of marriage and five children, Elsie (59) packed her bags and went to the Family Violence Center. Her husband never hit her, but his words stung and cut. His anger caused him to throw things around the house and he controlled the finances and would rarely give her money. "It's like a person feels trapped." "All he ever cared about was himself." — *Green Bay Press Gazette* (4/2/89)

3. Woman Accused of Theft from her Blind Parents

A woman (33) was ordered to stand trial for stealing hundreds of thousands of dollars from her parents, ages 71 and 77. Stan Nelson (77) says of his daughter, "She's sick. We finally decided she needed a lot of help and it had to be in an institution. She just buys garbage. I have baskets and baskets of expensive cigarette lighters." "You know, we had a comfortable income, Mary and I, then our daughter started stealing from us and kept stealing," he said, wiping tears from his eyes. "Now, I have just enough to get by. Is it possible to love a child too much? I think so. It is certainly possible to give them too many chances." — *Wisconsin State Journal* (6/13/96)

4. Elder Abuse Charges Prompt a Warning

Barbara Ellen Folsom, a 55-year-old paid caregiver, was charged with aggravated abuse of an elder adult for kicking, slapping and pulling the hair of 80-year-old Wita Jensen. Folsom admitted calling Mrs. Jensen "a fat cow" and "retarded" to motivate her, but denies striking her. — *Salt Lake Tribune* (9/20/97)

A2 Puzzle Exercises (con't)

Piecing the Puzzle Together: Case Examples (con't)

5. Man, 80, Confesses to Killing Wife in a Fight

William Volkmann (age 80) was sentenced to life in prison for the murder of his wife, Ellen (age 75). After she said something to “set him off,” Volkmann got a pistol from a cigar box in the garage and shot his wife twice in her head. He was feeling overwhelmed because his wife’s caregiver had just resigned. “I got my pistol and killed her,” Volkmann said. “I was desolate because I was working to my capacity.” He said Helen was a stubborn, old German and complained about too many things.

—*Wisconsin State Journal* (2/27/97)



6. Man, 82, Gets 2 Years; Probation for Wife Abuse

Mildred Benesch died 25 days after being knocked down by her husband during a spat. Raymond W. Benesch had been hitting his wife for more than 25 years, but a judge said there was no use in sending the 82-year-old man to prison. His attorney said that the stress of caring for his wife (80) wore down her husband, who had severe hearing difficulties and has undergone two hip replacements. “He was her primary caregiver.” “His life revolved around meeting her needs.” Mildred Benesch’s niece said Mr. Benesch was verbally abusive and that “she had never met a more controlling person in her life.” Mildred Benesch asserted her feeling in one of her last acts by rewriting her will, leaving a third to the Catholic church, a third to her niece, and a third to a battered women’s shelter. —*Milwaukee Journal Sentinel*

(1/18/98 and 4/4/98)

7. M*A*S*H Vet Accused of Abuse

Police and paramedics were called to the Brentwood home of Harry Morgan, 81 and his wife, Barbara, 70. Paramedics, who found Barbara distraught, treated her swollen left foot, a small cut near her right eye and a bruised arm. Morgan explained: “Sometimes we drink too much and we fight.” He says they “tussled” and she fell, but “I didn’t hit her.” —*Wisconsin State Journal* (7/11/96)

8. Son Going to Prison for Beating His Mother

Peter Posler (44) slammed his mother’s head into the faucet while she washed dishes. She fled her home in a panic and called the police from a pay phone. Posler apologized to the court, and said his alcohol abuse led to his anger. He and his mother, age 75, share a stubborn personality, he said, that made it difficult to resolve even minor disagreements. His defense lawyer said his mother, who exerted a psychological power over him to keep him at home, had manipulated Poser for years. —*Milwaukee Journal Sentinel* (8/3/94)

A3 - Puzzle Exercise

Piecing the Puzzle: Victim Descriptions

Article	Age	Sex	Forms of Abuse	How Victim is Described	Potential Interventions	Who to Work With
1) Woman found starving						
2) Emotional abuse drove her away						
3) Woman accused of theft						
4) E.A. charges prompt warning						
5) Man kills wife						
6) Man gets probation for wife abuse						
7) M*A*S*H vet accused of abuse						
8) Son going to prison						

A4 - Puzzle Exercise

Piecing the Puzzle: Abuser Descriptions

Article	Age	Sex	Relationship to Victim	Reason Cited for Why Abuse Occurred	Potential Interventions
1) Woman found starving					
2) Emotional abuse drove her away					
3) Woman accused of theft					
4) E.A. charges prompt warning					
5) Man kills wife					
6) Man gets probation for wife abuse					
7) M*A*S*H vet accused of abuse					
8) Son going to prison					

A5 - Puzzle Exercise

Piecing the Puzzle: Victim Descriptions

Article	Age	Sex	Forms of Abuse	How Victim is Described	Potential Interventions	Who to Work With
1) Woman found starving	97	F	Verbal, emotional, neglect, physical, isolation	Stubborn, starving	Health care, emergency housing/nursing home/assisted living, Guardian (?)	Law enforcement, health care
2) Emotional abuse drove her away	59	F	Emotional, intimidation, economic	Strong enough to leave Feels trapped	Safety planning, support group/peer counseling, emergency shelter, \$, TRO	DV Program Legal Advocacy
3) Woman accused of theft	77/ 71	M/F	Economic	Permissive parent, tearful, blind, Only has enough now to get by	Financial counseling, TRO, safety planning	Ben Spec, financial manager, mental health
4) E.A. charges prompt warning	80	F	Physical, emotional, intimidation	Fat cow Retard	Caregiving services, home health, safety planning, TRO	Aging network Health agencies Criminal justice
5) Man kills wife	75	F	Physical	Stubborn, old German, Complainer		Criminal justice
6) Man gets probation for wife abuse	80	F	Emotional, physical, power and control	Hard to care for		Criminal justice
7) M*A*S*H vet accused of abuse	70	F	Physical	Drinks too much Distracted Injured	Medical treatment Safety planning Emergency shelter, TRO	DV program, AODA, health, criminal justice
8) Son going to prison	75	F	Physical	Stubborn personality, manipulator w/ psychological powers; panicked	Safety planning, emergency shelter, TRO, medical treatment	Health care, DV program, Criminal justice

A5 - Puzzle Exercise

Piecing the Puzzle: Abuser Descriptions

Article	Age	Sex	Relationship to Victim	Reason Cited for Why Abuse Occurred	Potential Interventions
1) Woman found starving	27	F	Granddaughter Caregiver	Grandma stubborn BLAMES VICTIM	Criminal justice Counseling
2) Emotional abuse drove her away		M	Husband	Selfish, ANGER PROBLEM (Stress)	Batterers treatment
3) Woman accused of theft	33	F	Daughter	MENTAL ILLNESS	Criminal justice Mental health services
4) E.A. charges prompt warning	55	F	Caregiver	Needed to motivate Mrs. Jensen BLAMES VICTIM	Criminal justice
5) Man kills wife	80	M	Husband	Victim set him off Working to capacity BLAMES VICTIM	Criminal justice
6) Man gets probation for wife abuse	82	M	Husband	Stress of caring for victim BLAMES VICTIM (Stress)	Criminal justice
7) M*A*S*H vet accused of abuse	81	M	Husband	We drink too much BLAMES ALCOHOL	Criminal justice AODA services
8) Son going to prison	44	M	Son	Manipulated by stubborn mother, alcohol abuse led to his anger BLAMES VICTIM	Criminal justice AODA services

Understanding Abuser Tactics (Exercise B)

Purpose of the Exercise

To better understand the tactics abusers use against their victim. This exercise can also be used to design safety plans.

Training Goals/Objectives

- ▶ To recognize the various tactics and forms of abuse used against victims.
- ▶ To better understand the power and control dynamics often present in abuse in later life.
- ▶ To begin to learn to develop safety plans for older victims with complex needs (second segment).

Time Needed:

15 – 20 minutes for each segment (2 possible segments)

Target Audience

This exercise is designed primarily for professionals learning the basics of domestic abuse in later life. Professionals may come from the following fields: elder abuse/adult protective services; justice system; health care; aging; social services; and the faith community.

Size of the Audience

Because small groups are used, the exercise is designed for 15 – 50 participants.

When to Use this Exercise

The exercise is designed to break up a lecture on abuse in later life and let the audience build on their own expertise. Rather than lecturing about all the forms of abuse and signs to look for, this exercise allows the audience to come up with tactics under a variety of categories of abuse. Ideally, this exercise follows some lecture defining the target population and the forms of abuse used.

Trainers using the second part of the exercise on safety planning may do this exercise in two parts. The first part will come early in the workshop during the dynamics segment. The safety planning exercise will be used later in the

training when the content is focused on interventions and safety planning.

Exercise Variations

This exercise can be done with both the dynamics and safety planning segments together or either portion can be done separately.

This training could be adapted to train about abuse of other marginalized communities by using the specific power and control wheel designed for that population and different case examples, (i.e. a training that focused on abuse of people with developmental disabilities).

Pre-Training/Preparation

- ▶ Copy handouts, Family Violence in Later Life Wheel (A1) both front and back and handouts (B1) for all participants.
- ▶ Family Violence in Later Life Wheel (A1) may be used as a transparency. Directions for the exercise can also be put on a flipchart, transparency or as part of a PowerPoint presentation.

Copying Handouts

- ▶ Family Violence in Later Life Wheel (A1) both front and back and handouts.
- ▶ Scenarios (B1) for all participants.

Transparencies

- ▶ Family Violence in Later Life Wheel (A1) if used as a transparency.
- ▶ Directions for the exercise if done on a transparency.

Ordering Equipment

- ▶ Depending on chosen method: flipchart, PowerPoint projector, or overhead projector.

Bring to Training

- ▶ Handouts

Arranging the Room

Room for participants to move into smaller groups and discuss exercise.

Running the Exercise

Using the Family Violence in Later Life Wheel (A1) handout or overhead, briefly describe the headings listed on the wheel.

Ask participants to move into small groups of four to five members. Each participant should assign a note taker and a spokesperson. Assign each group one of the scenarios from B1. Ask them to take about five minutes to read the scenario and then discuss possible forms of abuse (using the wheel) that may have occurred to the victim in their scene. Tell the audience that the purpose is not to identify abusive behaviors listed in the exercise but rather come up with a list of possible types of abuse and tactics used against a victim that should be look for, based on their experience. Often professionals see the obvious signs of abuse easily. It is the more subtle tactics and other forms that are often overlooked. This exercise is designed to let the audience come up with ideas of POSSIBLE types of abuse that could be used against this victim. After five minutes, ask each group to report back.

If using this exercise to provide training content on safety planning, the small groups use the same scenario to discuss interventions or create a safety plan. Again, have participants work for 5 – 10 minutes in small groups, depending in the intervention questions asked. Then have groups briefly report back to the larger group.

Talking Points/Discussion

- ▶ Discuss the various tactics abusers use.
- ▶ Note how often controlling tactics are used in combination. Remind participants about the importance for professionals who identify one controlling behavior to be aware and look for other types of controlling behavior when working with abuse victims.
- ▶ If training justice professionals, discuss how some forms of abuse are criminal behavior and some are not.

Wrap-Up Training Points

Wrap up the exercise by thanking the volunteers for their participation. Remind the audience that abuse in later life is a serious problem. Victims and offenders will be from a variety of ages, genders and relationships.

Other Facilitation Issues

- ▶ Be sure the volunteers read their stories slowly and loudly to get the full impact.
- ▶ If participants suggest inappropriate or dangerous interventions, discuss as a group why that suggestion might put the victim in greater danger. This may be evident when using this exercise for safety planning. Examples of inappropriate interventions might include:
 - Forcing the victim to do what the professional wants
 - Forcing the victim to participate in couples or family counseling, which can be dangerous because of the power imbalance between the parties
 - Implying the victim is to blame or unstable or using poor judgment
 - Excusing the abuser's behavior

B1 – Understanding Abuser Tactics

Scenario 1

Rose is 72 and is married to Marshall, also 72. They have been married for 50 years and are retired. They live in their home in an exclusive part of town. Marshall has abused his wife for their entire relationship. She has never reported the abuse, though the children are aware of it. Rose has profound hearing loss and suffers from arthritis.

Scenario 2

May has been blind since birth. At 82, she especially enjoys listening to music and attending concerts with her family and church friends. She has been married to her second husband, Norman, for 4 years. He is 75. They met at church after her first husband died. Norman has had other abusive relationships and has struck May twice in the last 8 months.

Scenario 3

Sophie is married to her husband of 55 years, Edward. She and her husband grew up in another country. They came to the United States 30 years ago. She recently suffered a stroke resulting in speech and movement limitations. Sophie relies on Edward for her care. Edward has been increasingly abusive since Sophie was pregnant with their first child. She has told her children that she married for life, no matter what.

Scenario 4

Thomas, age 76, is a widower. He is confused and forgetful. He has been found wandering by local police on two occasions lately. His 45-year-old son, Richard, has returned home after losing another job in order to care for his father. Thomas was abusive throughout his long marriage with his wife.

Scenario 5

Mary, age 62, is married to Sam. She works part time at her church and has a job coach. She has a moderate cognitive disability. Sam is employed at a local plant nursery as a cashier. They have been married for 25 years. Sam is abusive.

Tactics in Five Minutes or Less (Exercise C)

Purpose of the Exercise

To better understand the tactics abusers use against their victim. Can be used to list forms of abuse or barriers victims face to living free from abuse.

Training Goals/Objectives – (depends on topic chosen)

- ▶ To recognize the various tactics and forms of abuse used against victims.
- ▶ To better understand the power and control dynamics often present in abuse in later life.

Time Needed: 5 minutes

Target Audience

This exercise was designed primarily for professionals learning the basics of domestic abuse in later life. Professionals may come from the following fields: elder abuse/adult protective services, justice, health care, aging, social services, and the faith community.

Size of the Audience

Because small groups are used, the exercise is designed for 15 – 50 participants.

When to Use this Exercise

The exercise was created to break up lecture on abuse in later life and let the audience build on their own expertise. So rather than lecturing about all the forms of abuse and signs to look for, this exercise allows the audience to come up with tactics under a variety of categories of abuse. Ideally, this exercise follows some lecture defining the target population and the forms of abuse used.

Exercise Variations

This exercise can be used anytime the trainer wants to quickly impart information that many of the audience members may already know. Rather than lecturing on a list of information, the audience can generate their own lists in small groups for several minutes.

Pre-Training/Preparation None.

Copying Handouts None.

Transparencies None.

Ordering Equipment None.

Bring to Training None.

Arranging the Room

Enough space to allow group to break into smaller groups of four to five participants.

Starting the Exercise

Ask participants to move into small groups of 4 – 8 people. Each participant should assign a note taker and a spokesperson. Give the group three minutes (using a timer) to list as many tactics used by abusers (or forms of abuse or barriers victims face to living free from abuse, whatever the topic). At the end of three minutes, have each group count how many ideas they generated. The group with the longest list is asked to read their list. Other groups then add any other ideas not mentioned by the first group. Sometimes the “winning” group is rewarded with a treat such as candy or chocolate.

Talking Points/Discussion

- Summarize the ideas generated by the group.

Wrap-Up Training Points

- Although abuse tactics may vary, it is easy to identify commonalities in those tactics.

Other Facilitation Issues None.

Section II

Barriers Victims Face to Living Free from Abuse

Any workshop that addresses the dynamics of domestic abuse must include a discussion of the barriers that victims face when they consider leaving an abusive relationship. For many professionals, this is the most difficult dynamic to understand. Many feel that a victim should “just leave.” Professionals and community members may not understand all of the reasons ending the relationship may not be possible or a choice the victim wants to consider.

Older victims face many of the same barriers that younger women face when attempting to leave an abusive relationship. However, for older women, many of the obstacles contain additional, unique issues. Generational, cultural and religious values may have an impact on an older woman’s decision to stay or leave a relationship. Many older women were raised to believe their most important role in life is that of a wife and mother. She may feel like a failure if she ends the relationship. The feelings of self-blame and guilt are magnified if the abuser is her child. For many older women, divorce is not an option. Other obstacles may include health concerns (the victim’s or the perpetrator’s), fear of nursing home placement or loss of health insurance coverage. (See the backside of the Family Violence in Later Life wheel (A1) for additional issues.)

As helping professionals, we may sometimes look at elder abuse as a problem of the frail elderly and not as domestic abuse that affects a wide variety of older individuals. It is easy to blame or assume that the signs of abuse are caused by the frailties of an older person.

Exercises in this section are used to help participants understand why victims make the choices they do and how helping professionals may unwittingly contribute to a victim’s inability to live free from abuse.

Exercise D: Birdcage

There are a number of variations of the Birdcage exercise. The original Birdcage illustrates the barriers older women face to living free from abuse. A volunteer from the audience portraying an older battered woman, reads her story and then makes statements to family, friends and professionals. Audience members respond to her statements in character. None of the

responses are helpful and some blame the victim. After each person responds to the victim, he or she comes to the front of the room where the victim is standing and builds a circle around her to illustrate her feelings of being trapped. The script in this manual shows an older woman in a new relationship.

Exercise E: Double Birdcage

The Double Birdcage was created in response to audience feedback.. Running the Double Birdcage is similar to the Birdcage, in that there is a volunteer who portrays the victim and audience members who respond to her in character. However, in addition to the characters in Birdcage, five additional volunteers read statement about “internal voices” or thoughts the victim is having that affect the options she sees available to her. Also, to end the exercise, positive internal messages and responses to the victim are read to model helpful responses to the audience. The script in this manual is an older woman abused by her adult son.

Exercise F: Comings and Goings (sometimes called Chutes and Ladders DV)

This exercise is used to illustrate why some women stay, why women choose to leave at different times and why some leave and return to their abusers. It is fun and thought provoking for participants and generates good discussion. In this manual, the script is about an older woman in a long-term relationship.

There are other scripts with different scenarios for the Birdcage, Double Birdcage and Comings and Goings. These scenarios range from different relationships (e.g., long-term marriage, new marriage, adult child as abuser) to focusing on younger victims with disabilities.

To get copies of additional scripts, go to our Website at www.ncall.us. Scripts may be downloaded or ordered by contacting staff at ncall@wcadv.org and requesting other versions of the Birdcage, Double Birdcage and Comings and Going.

Exercise G: Brick Wall

Used as a warm-up activity, this exercise was designed to begin a discussion of sexual abuse/assault in later life. Participants identify personal strengths and weaknesses they possess when working with older victims of sexual abuse.

This exercise has also been adapted to discuss domestic abuse in later life.

Birdcage (Exercise D)

Purpose of the Exercise

To demonstrate systemic barriers and individual responses for older abused women face to living free from abuse and violence.

Training Goals/Objectives

- ▶ To move participants from victim blaming to understanding the complexity of victims lives.
- ▶ To understand the systemic barriers that limit options available to older abused victims.
- ▶ To better understand how our responses as friends, family and professionals have an impact on older victims.
- ▶ To learn more helpful and affirming responses to abuse in later life (double birdcage only).

Time Needed: 15 minutes, discussion can take longer.

Target Audience

Anyone who does not understand why older victims stay in an abusive relationship. This exercise also illustrates why victims may come and go in a relationship. Audience can include domestic violence and sexual assault advocates who are accustomed to working with younger victims.

Size of Audience Any size.

When to Use this Exercise

This exercise was designed to be used following some discussion of definitions of abuse in later life and the dynamics of abuse in later life. After hearing about domestic abuse in later life (and often watching a video of a victim), many audiences have questions about why victims stay. This exercise is very effective at this time in a training.

Exercise Variations

Variations of this script are available to download or from NCALL/WCADV staff. For more information, go to www.ncall.us or contact staff at ncall@wcadv.org.

Scripts can be adapted to meet the needs of any training audience. If the

script is adapted please give credit to the Wisconsin Coalition Against Domestic Violence for the concept. Also, we collect scripts and variations to our exercises so please e-mail a copy of any adaptations to ncall@wcadv.org.

Pre-Training/Preparation

This training exercise requires preparing the materials prior to the training. Make three copies of the script and statements, D1 and D2. Keep one set stapled together for you; keep an additional set stapled to give to “victim,” and the one set of D2, cut into slips with one statement per slip.

Copying Handouts

- ▶ Three copies of the script and statements, D1 and D2.

Bring to Training

- ▶ Two stapled sets of copies of scripts
- ▶ One script that has been individually cut with one portion of the dialogue per slip.

Arranging the Room

Find a space large enough in the training room to build the birdcage. The space will need to be large enough for 10 people to make a circle. Ideally the space is in front so the audience will not have to move, yet can easily observe the exercise.

Starting the Exercise

Announce that you will be doing an exercise that will help demonstrate why victims have difficulty living free from abuse. Ask them to pay attention to what they are seeing, feeling and hearing. Tell them to listen to the assumptions that are made and ideas they have for how the players could have handled the situation differently. Let them know a few volunteers will be needed to read some short statements and come to the front of the room.

Pick one person (WOMAN) to be the victim and give her one whole stapled script. Pass out script sections to all the other volunteers.

Ask the person playing the victim to read her part, using a microphone so she can be heard even when the audience can no longer see her because

the circle of other volunteers has been built around her. She begins by reading her script to the first person (the long-time friend). Ask the long-time friend to come up, read her part and then stand facing away from the victim. Each participant should read their statement, come to the front of the room, and stand with his/her back to the victim, creating a circle around the victim. The circle should illustrate how the barriers identified in each script keep a victim trapped.

Talking Points/Discussion

When done, ask for general observations. Guide as follows:

- ▶ What do you physically SEE?
Elicit - she's trapped, can't get out, there's no opening; all the presumable helpers have their back to her, etc.
- ▶ Ask person playing the victim, what do you FEEL?
Elicit - I'm trapped, in a cage, there's no opening, they all have their backs to me, etc.
- ▶ Role players, what do you FEEL?
Elicit - I wasn't helpful, I should have said X or Y.

Ask specific role players questions. For example, financial advisor, "should you have only listened to the abuser? Is a joint bank account really such a great idea?"

Point out that this case is unusual ONLY in how many attempts the woman made. That usually, one or two people minimizing, ignoring, etc., and she wouldn't have tried anymore. Especially, for example, if she were religious, the clergy comment would have closed her down, or the comment from her friend.

Ask about what kind of assumptions were made:

- She was old, therefore all problems medical in nature — very medicated.
- Victims are responsible for making the abuse end.
- Older women who remarry are lucky and should always be happy.

What could they have done differently? What kinds of protocols, policies, and training are needed to change their procedures, assumptions, etc.?

Wrap-Up Training Points

Wrap up the exercise by thanking the volunteers for their participation. Remind the audience that abuse in later life is a serious problem, and leaving is not an easy step for victims to take.

Other facilitation Issues

- ▶ Everyone needs to be able to hear all the speakers. Use a small room or microphones.
- ▶ Participants must be able to come to the front of the room.
- ▶ This exercise is always more fun when you get some natural actors playing up their roles.
- ▶ If the group is too small for all the parts, consider using a different exercise or have folks read multiple parts.
- ▶ People will volunteer if the facilitator is insistent. Often good to do right before lunch or break so volunteers have an incentive to get through exercise for the break.
- ▶ If two facilitators are available, one can announce when each person needs to speak. The other facilitator can assist people in making a circle around the “victim.”

D1 – Birdcage Script for New Relationship

My name is Gladys. I am 70 years old. I was married to Harold 48 years. Harold was a wonderful husband and a good provider. We had four children, all who now live in different states. Harold died last year from lung cancer.

Ten months after Harold's death I met Oliver, who is 68. Oliver is funny, caring, compassionate, and romantic. I introduced him to my children and grandchildren. They all love him. My friends thought I was lucky to have found someone who was so charming.

Before we got married, I sold my home. We planned to live in Oliver's apartment until we could find a place of our own. Once I moved in, we never went to look for another place.

D2 Gladys – Birdcage Responses for New Relationship



After reading your statement, go to the front of the room and stand with your back to Gladys. We will be creating a circle around Gladys.

Gladys to her Sibling:

“Oliver isn’t like he was when we were dating.”

Sibling:

“You are so lucky to have found him. I’m so lonely since my husband’s death.”

After reading your statement, go to the front of the room and stand with your back to Gladys. We will be creating a circle around Gladys.

Gladys to Landlord:

“I have some questions about my lease.”

Landlord:

“I got a call from the neighbors complaining about a loud argument last night. If you can’t keep Oliver quiet, I will evict both of you and you will be financially responsible for any damage to the property.”

After reading your statement, go to the front of the room and stand with your back to Gladys. We will be creating a circle around Gladys.

Gladys to her long time friend:

“I have to cancel lunch again this week. Oliver likes to have me stay at home.”

Long time friend:

“It isn’t like you to cancel plans so often. We used to have lunch every Monday. But I understand you and Oliver are still newlyweds, so I guess I will forgive you this time.”

D2 Gladys – Birdcage Responses for New Relationship (con't)

After reading your statement, go to the front of the room and stand with your back to Gladys. We will be creating a circle around Gladys.

Gladys to the Banker:

"I am interested in getting some information about protecting my finances."

Banker:

"I can understand wanting a joint account so you don't have to worry about your financial affairs. You're so lucky to have Oliver around to help you. He seemed to have a good handle on your finances."

After reading your statement, go to the front of the room and stand with your back to Gladys. We will be creating a circle around Gladys.

Gladys to Clergy:

"My husband seems to have a problem with anger. What should I do?"

Clergy:

"I have explained to you that second marriages can be a struggle at first. I suggest trying harder to please your husband. It must be difficult for him to adjust to marriage after living alone for so long."

After reading your statement, go to the front of the room and stand with your back to Gladys. We will be creating a circle around Gladys.

Gladys to Doctor: "I have been having chest pains lately."

Doctor:

"Your heart checks out fine. I think you're just nervous and depressed. I am going to prescribe an antidepressant."

"I also noticed you have some old and new bruises. I am concerned about how often you are falling and your diet. I would like to talk to you about seeing a specialist."

D2 Gladys – Birdcage Responses for New Relationship (con't)

After reading your statement, go to the front of the room and stand with your back to Gladys. We will be creating a circle around Gladys.

Gladys to Law Enforcement:

"I'm afraid he is going to hurt me."

Law Enforcement:

"Unless there is physical proof, fear alone is not sufficient for us to intervene."

After reading your statement, go to the front of the room and stand with your back to Gladys. We will be creating a circle around Gladys.

Gladys to In-home Worker:

"I don't know what is wrong with me lately. I'm so nervous and easily irritated these days. Whenever Oliver walks through the door my heart starts to beat faster. He came home last night angry and I was just so afraid."

In-Home Worker:

"I've known you for years. You do seem off. And I've noticed you have lost weight. I could contact your case manager, they could do an assessment and see if we could get you into a nursing home."

Double Birdcage (Exercise E)

Purpose of the Exercise

To demonstrate systemic barriers and individual responses for older abused women face to living free from abuse and violence.

Training Goals/Objectives

- ▶ To move participants from victim blaming to understanding the complexity of victims' lives.
- ▶ To understand the systemic barriers that limit options available to older abused women.
- ▶ To better understand how our responses as friends, family and professionals have an impact on older victims.
- ▶ To learn more helpful and affirming responses to abuse in later life (double birdcage only).

Time Needed: 20 minutes minimum, discussion can take longer.

Target Audience

Anyone who does not understand why older victims stay with an abuser or why they may come and go in a relationship. This can include domestic violence and sexual assault advocates who are accustomed to working with younger victims.

When to Use this Exercise

This exercise was designed to be used following some discussion of definitions of abuse in later life and dynamics. After hearing about domestic abuse in later life (and often watching a video of a victim), many audiences have questions about why victims stay.

Pre-Training/Preparation

This training exercise requires preparing the materials prior to the training. Make three copies of the script, internal voices and responses, E1, E2, and E3. Keep one set stapled together for you; keep an additional set stapled to give to "victim," and one set of E2 and E3 cut into slips with one statement per slip.

Copying Handouts

- Three copies of the script, internal voices and responses, E1, E2, and E3.

Arranging the Room

Make a space available at the front of the room to have one person sit on a chair and 10 people create a circle around the victim.

Starting the Exercise

Ask for one volunteer to come forward and stand center stage and read a script. This volunteer represents the older victim. While the volunteer reviews the script, recruit 10 more volunteers to read short statements. These volunteers remain in their seats.

The original volunteer (older victim) reads the cover page describing whom she represents. The facilitator tells the audience that the next five speakers will represent “self-talk” many older victims have internalized from messages they receive from family, friends, professionals, and society. Volunteers with “internal” statements will stand and read “Side A, Negative Internal Voices” slowly, each coming forward after reading their statements to stand in a circle around the victim, facing away from her.

The facilitator then tells the audience that we will now hear some typical responses from friends, family and helpers. For the external barriers, the older abused woman states who she is speaking to (e.g., “I am speaking to my friend”) then an audience member responds with a statement on “Side A, Unhelpful Responses” and comes forward and stands facing away from her. At the end of this section, there will be a circle of people standing around the victim and facing away from her.

Discuss the internal and external barriers faced by victims. Describe how many women feel, including the feelings of being trapped. Then discuss how we can change our language and the messages we give to victims. Next, have the “internal voices, turn and face the woman, speak directly to her responding with “Side B, Positive Internal Voices” and then return to their seats. Then ask the woman to read the same statements to service providers. Each service provider should turn and face her as they respond with “Side B, Responses that Encourage Discussion”.

Talking Points/Discussion

When done, ask for general observations. Guide conversation as follows:

- ▶ What do you physically SEE?
Elicit - she's trapped, can't get out, there's no opening; all the presumable helpers have their back to her, etc.
- ▶ Person representing the victim, how do you FEEL?
Elicit - I'm trapped, in a cage, there's no opening, they all have their backs to me, etc.
- ▶ Role players, what do you FEEL?
Elicit - I wasn't helpful, I should have said X or Y.
- ▶ Ask specific role players:
e.g., financial advisor, "should you have only listened to the caregiver? Is a joint account really such a great idea?" Police officer, "what is standard practice when investigating a complaint? Don't you talk to the victim/injured individual?"

Point out that this case is unusual ONLY in how many attempts the woman made. (Often one or two people minimizing, ignoring, or becoming impatient with a victim can cause a victim to give up and not try to ask for help.)

What could they have done differently? What kinds of protocols, policies, and training are needed to change their procedures, assumptions, etc.?

Wrap-Up Training Points

Wrap up the exercise by thanking the volunteers for their participation. Remind the audience that abuse in later life is a serious problem, and leaving is not an easy step for victims to take.

Other facilitation Issues

- ▶ Everyone needs to be able to hear all the speakers. Use a small room or microphones.
- ▶ Participants must be able to come to the front of the room.
- ▶ This exercise is always more fun when you get some natural actors playing up their roles.
- ▶ If the group is too small for all the parts, consider using a different exercise or have folks read multiple parts.

- ▶ People will volunteer if the facilitator is insistent. Often good to do right before lunch or break so volunteers have an incentive to get through exercise for the break.
- ▶ If two facilitators are available, one can announce when each person needs to speak. The other facilitator can assist people in making a circle around the “victim.”

E1 Clara - Double Birdcage Script

Clara's Script (E1)

I am Clara. I am a 72-year-old widow. I have lived a full, active life. I was an elementary school teacher until I retired 10 years ago. I am active at church and in a bridge club. Unfortunately, eight years ago I was in an automobile accident. A drunk driver hit me and now I must use a wheelchair to get around. I have friends and neighbors who help me with groceries and housework. My son, Thomas, also helps around the house. Lately, some of my friends are more reluctant to come over if Thomas is home.

Thomas is 53 and has many talents so he has held a variety of jobs. Since his father died when he was 12, he has lived with me, except when he was in the army. That is where he developed his fascination with guns. I don't mind the army magazines that come to the house as much as the ones with girls in them. Sometimes he yells at me or gets out his guns and teases me with them. I've been thinking it is time for him to move out and get married.

E2 Clara - Double Birdcage Internal Voices



A. Negative Internal Voices: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

#1: If I had raised him right, he would be married and on his own now.

B. Positive Internal Voices: *Turn to Clara and read your statement to her. Once you have read your statement, please return to your seat.*

#1: I was the best parent I knew how to be with my son. Every mother makes mistakes.

A. Negative Internal Voices: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

#2: I don't know how I would take care of things without Thomas. Lately I've been misplacing or forgetting things. Thomas says I must be getting Alzheimer's. Sometimes, I do feel like I am going crazy.

B. Positive Internal Voices: *Turn to Clara and read your statement to her. Once you have read your statement, please return to your seat.*

#2: I am a strong, competent woman. Everyone forgets or misplaces things.

A. Negative Internal Voices: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

#3: What would my friends think if they knew Thomas watches pornographic movies -- and makes me watch them too? I hate it when he pins my wheelchair in the room when the videos are on so I have to see and hear that stuff. Usually, I just close my eyes and try to sleep.

B. Positive Internal Voices: *Turn to Clara and read your statement to her. Once you have read your statement, please return to your seat.*

#3: I do not have to watch those movies. It is my house. I can have a safety plan to avoid getting pinned in the living room again.

E2 Clara – Double Birdcage Internal Voices (con't)

A. Negative Internal Voices: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

#4: What if Thomas really leaves me this time? I need some help to cook and clean. They'll probably put me in a nursing home and I would rather die than go there.

B. Positive Internal Voices: *Turn to Clara and read your statement to her. Once you have read your statement, please return to your seat.*

#4: I have friends and neighbors who will help me. There are also programs such as home health or chore services that can help me. I will do what I can to help Thomas, but I cannot take care of him anymore.

A. Negative Internal Voices: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

#5: If I make him leave, what will happen to Thomas? Without a job or money, he might end up in jail or on the streets. And it would be my fault.

B. Positive Internal Voices: *Turn to Clara and read your statement to her. Once you have read your statement, please return to your seat.*

#5: I can love my son and not be responsible for what happens to him. He is 53 years old. It is time for him to be responsible for his own actions.

E3 Clara - Double Birdcage Responses

A. Unhelpful Responses: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

Clara to Pastor

I am concerned about Thomas.

Pastor to Clara

I have been praying for Thomas too. I have not seen him in church for years. You are his only hope for salvation. You must get him back to church.

B. Responses that encourage discussion *Turn to Clara and read your statement to her. Once you have read your statement, turn and face Clara building a circle of support.*

Clara to Pastor

I am concerned about Thomas.

Pastor to Clara

I'd like to hear more about your concerns about Thomas.

A. Unhelpful Responses: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

Clara to Relative

Thomas brought home another gun yesterday

Relative to Clara

Why is he fascinated with guns? You need to tell him to grow up and stop playing with guns and get a real job.

B. Responses that encourage discussion *Turn to Clara and read your statement to her. Once you have read your statement, turn and face Clara building a circle of support.*

Clara to Relative

Thomas brought home another gun yesterday.

Relative to Clara

Clara, I am afraid for your safety in a home with so many guns. Is there anything I can do to help you?

E3 Clara – Double Birdcage Responses (con't)

A. Unhelpful Responses: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

Clara to doctor

The headaches I mentioned at our last visit are getting worse.

Doctor to Clara

(Ignoring the bruises on her back and arms.) I see the pain medication is not working. Let's try a stronger dose. You may find this medication makes you drowsy and slows your reflexes but it should fix your headaches.

B. Responses that encourage discussion *Turn to Clara and read your statement to her. Once you have read your statement, turn and face Clara building a circle of support.*

Clara to doctor

The headaches I mentioned at our last visit are getting worse.

Doctor to Clara

I am concerned about your headaches and the bruises I noticed on your arms and back. Often when I see bruises like this, a family member or caregiver is hurting my patient. Has Thomas or anyone else hurt you Clara?

A. Unhelpful Responses: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

Clara to her banker

I want to come in to develop a financial plan for my future.

Banker to Clara

Thomas was just here yesterday saying the same thing. I understand you are getting forgetful and not keeping good records anymore. It may be time to sign over your financial decision-making power to Thomas. Then he can control your Social Security, pension, and the title to your house.

B. Responses that encourage discussion *Turn to Clara and read your statement to her. Once you have read your statement, turn and face Clara building a circle of support.*

Clara to her banker

I want to come in to develop a financial plan for my future.

Banker to Clara

I am glad that you are planning for your future, Clara. I want to hear from you how things are going now and what you might want to do in the future. I will describe your options so you can understand your rights. These are important decisions for you to make.

E3 Clara – Double Birdcage Responses (con't)

A. Unhelpful Responses: *After reading your statement, go to the front of the room and stand with your back to Clara. We will be creating a circle around Clara.*

Clara to Senior Center Activity Director
Do other people have problems with their children?

Senior Director to Clara

Of course, dear. Why, I can't get my daughter to stop buying expensive gifts and taking me on cruises. I tell her enough is enough but she just loves me so much.

B. Responses that encourage discussion *Turn to Clara and read your statement to her. Once you have read your statement, turn and face Clara building a circle of support.*

Clara to Senior Center Activity Director
Do other people have problems with their children?

Senior Director to Clara

Of course, many people have problems with their adult children. Are you having some problems with Thomas that you would like to talk about?

Comings and Goings (Exercise F)

(sometimes called Chutes and Ladders DV)

Purpose of this Exercise

This interactive exercise will help us understand why some women stay, why some women leave relationships at various times and why some leave and then return to their abuser.

Training Goals/Objectives

- ▶ To get a better understanding of why a victim of domestic abuse may stay in the abusive relationship or at best, be hesitant to leave.
- ▶ To identify housing barriers victims face when trying to leave an abusive relationship.
- ▶ To recognize abuse in later life can be dangerous and potentially life threatening.

Target Audience

This exercise is designed for a multidisciplinary audience. It can be used with professionals from: domestic violence and sexual assault, elder abuse/adult protective services, aging services, social services, justice, health care and others.

Pre-Training/Preparation

- ▶ Copy of the script (F2).
- ▶ Create play money or green slips (approximately 2 X 4 inches). Create slips of yellow paper to represent “assistance requested” the same size as the green slips or money. We recommend making packets of yellow and green slips of paper, clipping together with a paper clip. The packets should randomly have different numbers of yellow and green slips so that the participants will start with different amounts of money and “good will” in their life. (Each packet should contain 2 to 6 slips of green paper and 1 to 4 slips of yellow paper.) Then at the training distribute one packet to each participant.
- ▶ Create 6 posters with statements (F1).
- ▶ Create two signs, best on red paper, with the word “CLOSED” on them.
- ▶ Will need to bring masking tape.

- ▶ Copies of map (F3)
- ▶ Will need a bell or other noise maker.

Copying Handouts

- ▶ Can make copies of posters (F1) and use as a handout if audience is too big for everyone to participate.
- ▶ Copy of the script (F2)
- ▶ Copy of map (F3)

Bring to Training

- ▶ The script.
- ▶ Posters.
- ▶ Packets of play money and assistance cards.
- ▶ Two red cards (best if laminated) that say CLOSED.
- ▶ Masking tape.
- ▶ Bell or other noisemaker.
- ▶ A microphone will help, since people talk during the exercise.

Arranging the Room

Put up the posters in different areas of the room far enough apart so people can gather in front of them. If possible, arrange the furniture in the room so participants can move freely to each location. Participants can drop the slips on the floor or a table and they can be collected at the end of the training or during a break.

Starting the Exercise

Give each participant a packet of slips of papers containing 2 to 6 green slips of paper and 1 to 4 slips of yellow paper.

Let participants know that they can participate by getting up and moving around the room to the posters or staying in their seats and using the map. For participants who may not be getting up and physically moving around the room, provide a map (F3).

Give the directions before inviting the audience to get up and go to the HOME poster.

Everyone starts at the poster marked HOME. The presenter reads a scenario (next page) describing the older woman they are “playing.” Then a series of situations will be described. At the end of each situation, participants must decide what they will do. Deciding to leave will cost them either financially and/or a sense of indebtedness (“goodwill”) for asking for assistance. At the end of each scenario, participants will be told the cost (which are also written on the posters). Green slips (or play money) represent financial cost. Yellow slips represent the toll it takes to ask for assistance. We all know that no one can repeatedly ask for help without risking they will be turned away. This “wearing out your welcome” is a consideration for victims when asking for help. If you decide to leave, put your slips in the box by the location you go to. It is always free to stay home. If you run out of resources to use any of the available options, you must return home for the duration of the exercise.

Have everyone start at the poster marked HOME. Trainer reads the description of the older woman. Then the trainer reads each scene and asks participants if they want to stay home, or go to any of the possible locations (e.g. shelter, hotel, and relative’s house). They are not eligible for the nursing home while they are in good health. Pause after each scenario to let people move and pay (by putting money and assistance slips in the containers located at posters). Whenever the bell is rung, participants must pay again or move to another location. If they run out of resources, they return home for the rest of the exercise.

Request that participants are silent throughout the exercise so that you can keep it moving. Most participants will want to talk and laugh – this is part of what makes the exercise fun. Note the comments you hear and tell participants we will discuss these reactions at the end of the exercise.

Talking Points/Discussion

- ▶ Encourage participants who were victims to identify what it felt like as they maneuver through the different housing options.
- ▶ How did the “victims” feel each time the bell rang.
- ▶ Discuss the obstacles identified with each option.
- ▶ Discuss how agency policy and procedures can add to the obstacles faced by victims.
- ▶ Did anyone try to cheat or steal? How do we respond to people who cheat the system or steal? Do we ever see this as a survival strategy?

- ▶ How many people wanted to hurt or kill the abuser? What happens to victims who retaliate or kill their abuser in real life?
- ▶ Describe other reactions you have seen from audiences – like having some say they had medical problems to get to the nursing home, becoming homeless, sharing rent, committing suicide, etc.
- ▶ If you have any victims who didn't leave, ask if they will tell you why?
- ▶ Discuss how many people chose the nursing home. Ask how many of the older people they know and/or work with would chose a nursing home. Point out how unlikely it is for most folks to chose the nursing home and why.

Wrap-Up Training Points

Wrap up the exercise by thanking the volunteers for their participation. Remind the audience that abuse in later life is a serious problem and there are no easy answers.

Other Facilitation Issues

People like to talk to the group or their neighbors. It makes it hard to continue with too much noise. Ask participants to remain silent and promise to take comments at the end. Use a microphone, even if the audience is small.

Sometimes the directions are overwhelming or unclear to participants. Give them slowly and repeat them during the first few choices so everyone understands what to do.

Encourage everyone to participate – even from their seats. It is much more powerful to participate in making choices than watching others. Also encourage people to move around up front by the posters. The act of physically moving is also powerful.

Activity/Exercise Variations

Several other scripts are available from NCALL/WCADV by going to www.ncall.us or e-mailing NCALL staff at ncall@wcadv.org.

The word “husband” on the posters can be changed to “partner” depending on the script. For this scenario, “husband” was chosen because the participants are suppose to react to the scenario as if they were the 68-year-old woman described before the first scene. Of course, it is obvious early in the exercise that many participants do not stay “in character” but react to the

scenarios as themselves. So for example, many participants leave much earlier than most older women might leave a long-term relationship. Whether participants stay in character or react as themselves is not as important as having the participants emotionally connect with the barriers older victims face to living free from abuse.

F1: Comings and Goings Posters

Housing Options (for posters)



F2: Comings and Goings Script

Comings and Goings for An Older Woman in a Long-term Relationship

You are a 68-year old woman who has been married for 49 years. You are a homemaker who is active in church and enjoys time with your grandchildren. You have lived in your current home for 30 years. You tend a beautiful garden in the backyard and love your 10-year-old cat.

To Everyone

#1: Every Tuesday you play cards with your friends. This Tuesday as you prepare to leave, your husband starts to yell at you. He is so upset you call your friends and cancel your plans. You are concerned about your husband's increasingly controlling behavior. What do you and your cat do?

To Those at Home

#2 A few weeks later you have plans to go to the annual church social. Your husband is not feeling well but you decide to go anyway. He becomes angry, grabs you hard on the arm and pushes you into the living room wall. You think he may have bruised your arm. What do you do?

To Those at Home

#3 A few months later you go shopping with your husband. He is unhappy because he feels you wasted money on an air purifier that your doctor recommended to help with your asthma. He argues with you on the way to the car and slams your hand in the car door. What do you do?

To Those Not at Home

#4 You left quickly so you need to buy some new clothes. You find that your husband has canceled your ATM and credit cards. If you want new clothes, it will cost you 1 green card. What do you do?

RING BELL *"Remember, whenever the bell is rung, you must pay again or move to another location. If you run out of resources, return home for the rest of the exercise."*

Facilitators need to allow time for participants to make choice about paying again or moving. It often helps during these first few scenes to repeat the choices and the cost.

To Those at Home

- #5 Several months later, your husband is angry that dinner is not ready precisely at 5 p.m. He pushes you and you fall down the stairs and break two ribs. You go to the hospital. He threatens to take your name off his company's provided insurance if you don't return home with him. Without insurance, leaving him costs **3 additional green cards of out of pocket money so you can get your medication.** What do you do?

To Everyone

- #6 You decide to get a divorce but find you have too many resources for free legal help. Do you get an attorney? If yes, it costs you 5 green cards.

To Those Not at Home

- #7 You decide to talk to your pastor. Your pastor reminds you that you made a promise before God to stay in this marriage for better or for worse. What do you do?

RING BELL *"Remember, whenever the bell is rung, you must pay again or move to another location. If you run out of resources, return home for the rest of the exercise."*

To Those at Home

- #8 You have returned home from the hospital. Your husband now acts thoughtful, caring and supportive. Someone has called adult protective services. A worker comes to the home and offers to help you. She recommends family counseling and respite care for your husband. Accepting her help costs one yellow card. What do you do?

To Those Not at Home

- #9 Your husband begins to stalk you. You see his car when you are shopping. You find footprints up to your bedroom window. You file for a restraining order.

For those at your son's, one night you overhear your daughter-in-law talking to your son about asking you to leave because she is afraid that your husband might hurt your grandchildren. What do you do?

RING BELL *"Remember, whenever the bell is rung, you must pay again or move to another location. If you run out of resources, return home for the rest of the exercise."*

For those with an attorney, your attorney has interviewed all the necessary parties and now needs 2 more green cards to file any papers. What do you do?

To Those at Home

- #10 Your husband is angry that you talked to "the government" who is now meddling in your personal business. One Friday night, he takes the shotgun out of the closet, lays it on the kitchen table, starts drinking and threatens to kill you. What do you do?
- #11 You hide his gun. He finds it, loads it and comes after you. You call 911. The sheriff comes, removes the bullets from the gun and the home and tells him to settle down. The sheriff tells you that jail is no place for an older man so he will not arrest your husband. What do you do?

To Those Not at Home

- #12 Your son says you can no longer stay with them. The shelter says your time is up and you must leave. What do you do?

Note to Facilitator: Put the red CLOSED signs on the posters (with a little masking tape on the back) to remind everyone these options are no longer available throughout the exercise.

RING BELL *"Remember, whenever the bell is rung, you must pay again or move to another location. If you run out of resources, return home for the rest of the exercise."*

To Those at Home

- #13 At breakfast, you can't find your cat. Your husband laughs and says, "We are better off without that Popsicle." Later that morning you find the cat, barely alive, in your freezer. What do you do?

To Those Not at Home

#14 The increased stress has taken its toll and your asthma now requires ongoing daily medical assistance from skilled nurses.

You cannot stay with relatives or at the shelter.

You could move to or stay in the hotel for two green cards or apartment and pay 3 more green cards and 1 more yellow card for medical help if you have the resources.

You could go to the nursing home, without your cat or husband and get the medical help you need.

You could remain at home and have in-home services and your husband's "help."

RING BELL *"Remember, whenever the bell is rung, you must pay again or move to another location. If you run out of resources, return home for the rest of the exercise."*

Follow the exercise with time to discuss what people felt and experienced.

F3: Comings and Goings Map

HOME

You, Husband and your cat

RELATIVE'S HOME

You and your cat
1 yellow

HOTEL

You (sneak in cat)
2 green

DV SHELTER

You (no cat)
1 yellow

APARTMENT

You and your cat
3 green/1 yellow

NURSING HOME

You (no cat)
Only eligible if your condition meets
skilled nursing care needs
No cards

Brick Wall (Exercise G)

Purpose of the Exercise

This is a warm-up exercise to begin discussion on sexual abuse/assault in later life. (This exercise can also be used as a warm-up to discuss domestic violence in later life; however, the directions written here will describe using it to discuss sexual abuse.)

Training Goals/Objectives

- To identify personal strengths and weaknesses each participant possesses when working with older victims of sexual assault.

Time Needed: 20 minutes

Target Audience

Professionals who may work with older victims of sexual assault and abuse, including but not limited to, domestic violence and sexual assault advocates, and elder abuse and adult protective services workers.

Size of Audience

Since participants will put post-it notes on a poster, this exercise is designed for a small audience of 10 – 40 participants.

When to Use this Exercise

This is a warm-up exercise to begin a more in-depth discussion of sexual abuse/assault in later life.

Exercise Variations

The exercise described here focuses on sexual abuse in later life; however, it could be adapted to focus on elder abuse or domestic violence in later life.

This exercise could also be tailored to discuss abuse of people with disabilities. Use a picture or pictures of people with disabilities.

As described here, the exercise focuses on the personal strengths and weaknesses professionals bring to working with victims. If a primary training point is collaboration, the exercise can be adapted to focus on systemic barriers, rather than personal perspective. Simply change the questions to address systemic strengths and weaknesses.

Pre-Training/Preparation

Find a picture of an older woman's face. Get permission to use it for training purposes. Bring the picture to a copy store and have it enlarged to poster size. Laminate the poster so it can be used multiple times.

Purchase enough 3 x 5 inch post it notes so every participant can have 6-8. Some trainers like the visualization of using slips of paper that have been drawn to look like actual bricks. Using paper drawn to look like bricks may take more time to produce, but gives a more accurate visualization for the audience.

Be sure to have markers or pens for all participants and masking tape to put up the poster and to tape the "bricks" if slips of paper are used.

No handouts are required to run this exercise, however, handouts on sexual abuse in later life are recommended. The Wisconsin Coalition Against Sexual Assault has excellent resources on sexual abuse in later life. They can be contacted at (608) 257-1516 or visit their web site at www.wcasa.org.

Copying Handouts

- ▶ Enlarged copy of a picture of woman's face.

Bring to Training

- ▶ Picture of woman's face.
- ▶ Markers or pens for all participants.
- ▶ Masking tape.
- ▶ Slips of paper or 3 x 5 post-it notes to be used as bricks.

Arranging the Room

The poster of the face of the older woman needs to be attached to a wall where there is enough space for participants to come up and put their post-it notes on her. Seating for participants can be done in anyway that works best for the training room.

Starting the Exercise

Tell participants that it will be helpful to identify personal strengths and weaknesses before beginning a discussion on sexual abuse in later life. Specifically, do our own personal limitations or challenges prevent us from working effectively with older victims of sexual assault? What makes us hesitant to deal with this issue?

Pass out a stack of post-it notes (or paper bricks) to each table. The post-it notes represent bricks that can be used to build services or barriers to service. Instruct participants to write one weakness per post-it note/brick and use as many bricks as they wish. Print clearly.

State some of the following examples of weaknesses to prompt the participants' thinking:

- Confusion regarding reporting requirements
- Lack of familiarity with elder abuse laws
- Lack of knowledge about community resources
- Experience with child victims, but discomfort with elders
- Fear of asking questions about sexual abuse
- Perception of elderly as non-sexual
- Fear that the system closes its eyes and does not want to address the issue

Tell the audience to also identify their personal strengths that can help them work effectively with older victims of sexual assault. What aspects of this work are you comfortable doing? Write those strengths on the post-it note/brick, one strength per sheet.

State some of the following examples of strengths to prompt their thinking:

- Understanding of the dynamics of sexual assault
- Appreciation of elderly people
- Familiarity with the sexual assault laws
- Good advocacy skills
- Good listening skills
- Not judgmental
- Ability to make people feel safe

Allow the group about five minutes to write their responses. If using paper "bricks," prepare some tape (either two-sided or make loops of masking tape so outside is sticky). After the five minutes, ask participants to volunteer their responses by reading them out loud. After they have read one or all of their "bricks," ask (if they are able) to bring their "brick" to the picture and place their bricks (using the tape) as follows:

- ▶ If it is strength, place on the bottom of the poster below the older woman's face.
- ▶ If it is a weakness, place on top of the poster covering the older woman's face.

You want the strengths to be an image of a strong base to build on; the weaknesses will be addressed in the workshop.

Slowly, peel the post-it notes/bricks away so you can see the older woman (the barriers that keep participants from serving older woman can be removed). Discuss ways these barriers can be removed in our work. Leave the strengths in place so that participants can feel confident about what they have to offer. (Removing the barriers can be done during the warm-up or throughout the course of the workshop.)

Remind the audience that the image of an older victim before them is an example. Victims will come from a variety of racial, ethnic, religious and economic backgrounds. Some may be gay, lesbian, bisexual and transgendered. Their abusers may be younger or older. Often the abuser is related to the victim or in an ongoing trusted relationship; however, in sexual assault cases the perpetrator may also be a stranger.

Close by asking participants what they learned from the exercise.

Talking Points/Discussion

- ▶ Everyone brings both strengths and weaknesses to this work. It is important to acknowledge both.
- ▶ This workshop will help participants learn to address the barriers they face in working effectively with older victims of sexual assault.

Wrap-Up Training Points

This is generally used as a warm-up exercise that leads to a workshop on sexual abuse in later life. Throughout the rest of the workshop, refer back to the points made on the post-it notes/bricks about strengths and weaknesses.

Other Facilitation Issues

- ▶ This exercise may be difficult to run in a small room or with a large group because it gives everyone the opportunity to bring his or her post-it notes to the front. Be prepared to collect notes from people who may have difficulty coming to the front of the room.
- ▶ To keep the exercise short, the facilitator can limit the number of “bricks” participants fill out (say one or two of each a strength and/or weakness) or limit the number of “bricks” that are placed on the poster.
- ▶ If using this as a warm-up, do not let the discussion go on too long or stray too far from the training point. The exercise should get some conversation going and the participants comfortable, but do not let the exercise dominate the training by taking too much time.

Section III

Power, Oppression and Ageism

Any training or workshop that addresses domestic abuse in later life should include a discussion of power, oppression and ageism. Power, oppression and ageism have an impact on everyone to some degree. It is important to look at each victim of domestic abuse as an individual with unique needs.

Each of us has positions in our society that may give us power or result in experiencing oppression. Stereotypes and societal attitudes lead to some people having more or less power than others. These stereotypes and attitudes create additional barriers for older victims of abuse. It is critical to recognize these issues and identify what additional barriers may exist when working with victims of domestic abuse.

As professionals providing services to victims of abuse, recognize that we have professional power. Victims of abuse are accustomed to having decisions made for them by their abusers. They may see helping professionals such as advocates or workers as having power or authority, causing victims to be hesitant to make their own choices for fear of being ridiculed or punished for their decision. We must be mindful of these dynamics and the impact of our words and actions when providing services to abuse victims.

Ageism is prevalent in our society. We often make assumptions about people based on their age. In many instances, our society does not value an older person. Historically, older adults have been viewed on one hand as individuals with wisdom, who are to be respected for the life experience they have gained over the years. On the other hand, older adults are often infantilized, viewed as incapable of caring for themselves or making their own decisions. They may be treated like a child in need of protection. How we view elders affects our work with older victims. If we view them as childlike or in need of protection, we may unknowingly take away their right to self-determination. These societal attitudes can be an obstacle to an older victim seeking services and to our own delivery of services to a victim.

While professionals may have assumptions about older persons, it is also true that an older victim of abuse might hold assumptions about a domestic abuse or sexual assault agency or a young service provider. An older person may feel that a younger advocate will not understand or respect their val-

ues or that a domestic abuse agency only provides services to young women or those abused by an intimate partner. Therefore, programs and services may find it necessary to examine their internal structure, outreach literature and methods for delivering services to adequately reach out to older victims of abuse.

This section describes activities that will dispel these myths and stereotypes to make older abuse victims feel comfortable accessing services and help service providers feel more confident working with older victims.

Exercise H: Power Line

Designed to be a warm-up for the Comings and Goings (sometimes called Chutes and Ladders) exercise, this activity illustrates the importance of recognizing the diversity of victims of abuse. It helps participants begin to identify how societal inequalities have an impact on barriers faced by older victims of abuse.

Exercise I: What Keeps Us Apart

This activity helps advocates explore and understand that how they perceive an older person affects the way they provide services. It also asks advocates to think about myths older victims of abuse might hold about domestic abuse agencies and staff. The exercise opens up discussion designed to shatter myths and to encourage programs to tailor services to meet the needs of older victims of abuse.

Exercise J: Aging Warm Up

This warm up activity will give workshop participants an opportunity to meet each other and open a discussion about ageism in our society and how it affects our work.

Exercise K: Timeline

This exercise helps participants recognize the changes that have taken place during the lifetimes of the older victims to whom they are providing services. These changes shape the generational values that affect an older victim's decisions and life choices. It provides an opportunity for participants to look at characteristics often associated with growing older and how these characteristics may or may not be related to age.

Power Line (Exercise H)

Purpose of the Exercise

Designed to be a warm-up for the Comings and Goings (Exercise F) exercise, this activity illustrates the importance of recognizing the diversity of victims of abuse. It helps participants begin to identify how societal inequalities have an impact on barriers faced by older victims of abuse.

Training Goals/Objectives

- ▶ To recognize how societal inequalities and prejudices have an impact on victims of domestic abuse.
- ▶ To assist participants to move beyond stereotypes of individual domestic violence victims and recognize privilege in our current society.
- ▶ To raise awareness of participants to some of the obstacles that marginalized populations may experience within our society.

Target Audience

All professionals, including seasoned advocates can benefit from this exercise.

Pre-Training/Preparation

- ▶ Masking tape to make a line in the middle of the room. (This will be the power line.)
- ▶ Two small posters with the statements — “Most power” and “Least power.”
- ▶ Two-sided cards describing the characteristics of the different people standing on the power line. Each side can be done in a different color to add clarity when giving participants directions. (H1)

Create two-sided cards, one for each of the people standing on the power line. You may use the cards (H1) or create your own.

Copying Handouts None.

Bring to Training

- ▶ Masking tape.
- ▶ Posters.

- Two-sided cards (H1) you created describing the characteristics of the different people standing on the power line.

Arranging the Room

Put a long piece of masking tape on the floor. If possible, put the line in the middle of the room. If not possible, find a place that has a large space on both sides of the line. *(Think of this line as running east to west.)* On the north side of the room place the label “most power” and the south side of the room should be labeled “least power.” *(Don’t worry if is not really east, west, north and south...just make sure that the “most power” and “least power” labels are not on each end of the power line or the east and west ends of the line.)*

Starting the Exercise

This exercise is ideal when everyone can participate. If room size or number of workshop participants does not allow for that, start the exercise by asking for ten volunteers. Let everyone know that the exercise will take no more than ten minutes but you need people who are comfortable standing for that period of time.

Explain to the audience that this interactive exercise will help us begin to look at how societal inequalities have an impact on barriers to safety faced by victims of domestic abuse. This exercise will specifically get us to look beyond stereotypes and how those stereotypes also create barriers for victims of abuse.

Ask the participants to stand on the power line. Each person standing on the power line is a 61-year-old woman. Ask the volunteers to take a minute to think about being a 61-year-old woman and what they are feeling about themselves as this woman. Being a 61-year-old woman may or may not be very close to who the participants are at this time in their life, so these feelings will vary among the volunteers. They should not share their thoughts with the group at this point.

Explain to participants that the line they are standing on is the power line. They are all at the same place on the power line at this point since all we know about them is that they are each a 61-year-old woman. Explain that you will be giving each of them a card and they are only to look at Side A of the card. It can be useful to use different paper colors on Side A and Side B of the cards. It will add clarity to the instructions. For example, they will look at only the “blue” side of the card. Let them know that you are asking

them to step forward or backward from the line depending on how they perceive the additional characteristic listed on Side A of their card adds or takes away from their power in our current society. The size of the step is relevant when doing this exercise and they need to give that some thought as they are making their decision to step forward (more power) or backward (less power).

Next give each volunteer one of the two-sided cards. Remind them to look only at side A of the card. One at a time have each volunteer announce to the group what their characteristic is on Side A of their card and then decide how far they want to step off the line and in what direction. They will decide if the characteristic they just read on Side A of the card gives them more power or less power and walk toward the appropriate side of the room based on that decision.

After everyone completes Side A of the card begin again having everyone turn their cards over and read Side B, stepping in the appropriate direction based on this next characteristic.

Talking Points/Discussion

- ▶ Discuss with participants how the exercise felt.
- ▶ Discuss how the issues can be very complicated requiring those assisting a victim to take the time to identify all of the issues faced by a victim of domestic abuse. Things may not always be as they appear.
- ▶ Have participants discuss why they took small or large steps.

Wrap-Up Training Points

Wrap up the exercise by thanking the volunteers for their participation. Remind the audience that oppression in our society may add to the barriers faced by a victim when trying to leave an abusive relationship. It is important to take the time to listen to all of the issues a victim may be facing.

Other Facilitation Issues

- ▶ Room size can be an issue and will determine how many people can participate in the activity.
- ▶ Facilitator needs to be aware of diversity issues for the many populations.

H1 – Power Line Cards

Side A

Side B



**1A. Married to a
wealthy judge**

1B. No access to money

2A. Lesbian

2B. Congresswoman

**3A. Earns more than
\$150,000**

3B. HIV Positive

4A. Disability (MS)

**4B. Wealthy and supportive
family**

5A. Disability (MS)

**5B. Lives alone in a rural
community. Medicaid**

H1 – Power Line Cards

Side A

Side B

6A. Immigrant	6B. English speaking, from Paris
7A. Immigrant	7B. Non English speaking, Hmong
8A. Single, custody of a grandchild	8B. Native American living on a reservation
9A. African American	9B. Self-Employed (owns a successful business)
10A. White	10B. Sex Worker

What Keeps Us Apart Exercise (Exercise I)

Purpose of the Training

To visually illustrate how our misperceptions about each other influence interactions.

Training Goals/Objectives

- ▶ To help advocates understand the perceptions they may have of older victims and how those perceptions may influence their interactions when working with victims.
- ▶ To help advocates understand the perceptions older people may have of them and their agency and how those perceptions may influence an older victim's interaction with the advocate.

Target Audience

Domestic violence and sexual assault advocates, although it may be adapted for others.

Pre-Training/Preparation

None.

Copying Handouts

None.

Ordering Equipment

- ▶ Flip chart if you want to record responses.

Bring to Training

- ▶ Directions for exercise.

Arranging the Room

The room is arranged to allow all workshop participants to view the volunteers, with enough space to allow several individuals to stand in a straight line.

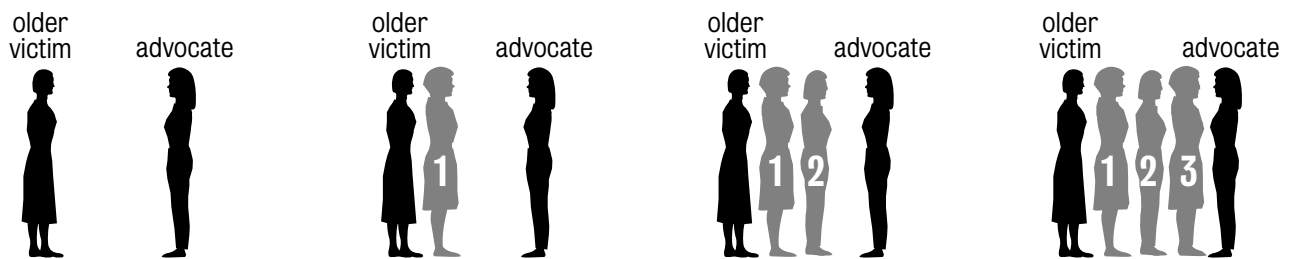
Starting the Exercise

Begin the exercise by asking for two volunteers to participate in the exercise. If using a flipchart, a third volunteer can stand by the flip chart to record audience responses. Have the other two volunteers face each other several feet apart with room behind each of them so they can back up. Tell the audi-

ence that one person is an older victim and the other is an advocate. Ask the remaining audience members to come up with responses to the following question:

“What are societal assumptions and myths of older victims?”

As the audience answers the question, have the recorder write the responses on the flip chart. Ask the person who came up with an answer, to come forward and stand, facing the advocate, in front of the person who is playing the older victim. People from the audience continue to give assumptions and myths. Each myth is recorded and the person joins the line in front of the older person always facing the advocate.



Examples of comments may include:

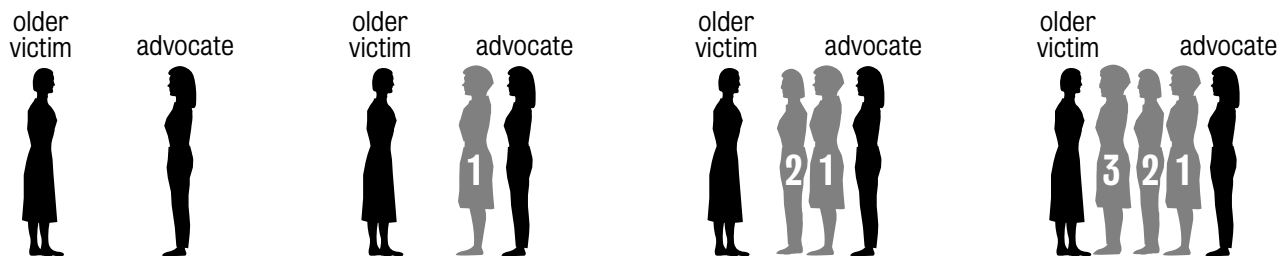
- Won't leave their partners
- Won't leave their homes
- Hard to work with
- Hard of hearing
- Old fashioned ideas about things like divorce
- Senile (a communication nightmare) (Are they crazy or really battered?)
- Won't call the police
- Can't work — not financially self-sufficient
- Childish
- Disabled
- Old men aren't dangerous
- Pressure from adult kids
- Suffered long term battery
- Stuck in their ways
- Can't function in a shelter, won't be able to follow the rules
- This is elder abuse; not domestic violence
- She'll die soon so why help her leave?
- Unable to learn anymore
- Stubborn
- Asexual
- Humorless

After you have gotten a variety of responses and a line has formed in front of the older woman, blocking the advocate's view of her, ask how these myths inhibit our ability to work with older victims. Discuss how this illustrates how we often are unable to see or reach the older person and “see their soul” or “meet the person within.”

Ask everyone to sit down except the three original participants. Rerun the exercise (one volunteer as the older victim and the other as the battered women's advocate). However, this time ask:

What myths do you think older victims have about advocates and our services?

Repeat the process having audience members state a myth or assumption and then come to the front. This time they should stand in front of the advocate facing the older woman. The recorder should continue to write the responses on the flip chart.



Some responses may include:

- All hate men
- All are lesbians
- All are divorced
- Advocates have all the answers
- She'll make me leave my husband
- She won't understand if my adult child is hurting me
- They only serve young women
- They won't understand my morals or values
- They don't trust the system or follow laws
- They'll try to put me in a nursing home
- You're too young to understand
- Things have to be “really bad” for me to get help there
- Don't understand emotional abuse
- I can only come if I'm in a life threatening situation — not to talk about abuse before my husband died
- They'll blame me for staying all these years

Once you have a variety of responses, a line has formed in front of the advocate, blocking her view of the older woman. Discuss with the audience how these myths inhibit our ability to work with older victims. Discuss how domestic abuse programs need to address these myths by tailoring our services to meet the needs of older women and their concerns.

Talking Points/Discussion

- ▶ Discuss how these misperceptions can keep victims away from services.
- ▶ Discuss how offenders may use these misperceptions to further isolate victims.
- ▶ Discuss how these misperceptions could hinder advocates from effectively meeting the needs of victims who seek services with our agencies.

Wrap-Up Training Points

Wrap up the exercise by having a group discussion about what we can do to change the myths we've just listed. Share facts and experiences to shatter the myths. Discuss why we hold these myths. Who profits or benefits by the myths we've discussed. Discuss the characteristics people identified during the beginning of the exercise. Show how some of these are not true exclusively for this generation. Also discuss how diverse we each think our own generation is and how easily we label other generations (younger and older than ourselves).

Other Facilitation Issues

Make it clear that these are societal myths not personal beliefs or participants may feel hesitant to participate.

Aging Warm Up (Exercise J)

Purpose of the Exercise

To help people recognize ageism in society and our own discomfort with aging.

Training Goals/Objectives

- ▶ To give participants a chance to meet other audience members.
- ▶ To get participants thinking about aging.

Time Needed:

About 5 - 10 minutes, depending on size of audience and follow-up discussion.

Target Audience

Any audience. This exercise was created for a multidisciplinary audience. It can be used with professionals from: domestic violence and sexual assault; elder abuse/adult protective services; aging services; social services; justice system; health care; and others.

Size of Audience

Any size, although it is easier for folks to hear each other with a smaller group.

When to Use this Exercise

Warm-up often used to start a workshop or return from a break.

Exercise Variations None.

Pre Training Preparation None.

Bring to the Training

No equipment needed.

Arranging the Room

Any room arrangement works.

Running the Exercise

Have the group break into small groups of 4-6 persons. (Also could be done in pairs if group is quite small.) Explain to participants that you want them to each introduce themselves to the group or the other person in the pair. You are to identify yourself by giving your name, the name of the agency you work with, your age and one thing you feel about being the age you are.

Model what you mean by introducing yourself. For example, “I’m Mary Smith. I work for ABC Inc. I am 45 years old and I enjoy being old enough to have some wisdom but young enough not to have significant health issues.”

Allow participants the time needed to talk with the other person or the group.

Talking Points/Discussion

- ▶ Ask how it felt to reveal their age to others. Ask if anyone chose not to reveal his or her age. Comment on the reaction you noticed from the audience when you gave the directions. Often there is a noticeable reaction in body language or behavior, such as nervous laughter.
- ▶ Discuss ageism and the view of this society about older people. Discuss how this has an impact on our work.
- ▶ Optional: You can ask for some responses about how people felt about being the age they are. Note that people generally have both positive and negative feelings about their age.

Wrap-Up Training Points

All of us live in this society and, unwittingly, often buy in to belief systems about aging and older people. To work effectively with this population, it is helpful to examine our own misconceptions about aging and through this process be in a position where we can work more effectively with older victims of abuse.

Other Facilitation Issues

Some people may choose not to reveal their age. Telling their age is not mandatory. Anyone can opt to pass. It can be useful to discuss feelings of discomfort or generational difference with the group.

Timeline (Exercise K)

Purpose of the Training

To participate in an interactive exercise to demonstrate different life experiences and generational values, depending on when victims were born.

Training Goals/Objectives

- ▶ Help participants recognize the generational values of older victims.
- ▶ Help participants recognize the changes that have taken place in the lifetimes of older women.

Target Audience

Primarily domestic and sexual abuse program advocates, although it can be used with any group.

Pre-Training/Preparation

- ▶ Create Historical Time Line Posters (K1)

Copying Handouts

None.

Bring to Training

- ▶ Historical Time Line Posters (K1).
- ▶ Flip chart and markers.

Arranging the Room

Arrange room so everyone can see the posters. Tape posters to wall prior to training.

Starting the Exercise

Point out the timeline on the wall. Ask participants to go to the timeline with markers and add other events that occurred at different points on the line. Have them mark where they were born. Give them an opportunity to look at the rest of the timeline.

When everyone is seated again, point out the differences in experiences and generational values, depending on when a person was born. Highlight that “family violence” and services for victims had not been “discovered” during many years that our older victims were living. They didn’t have a chance to

choose to go to a shelter because none existed.

A variation on this exercise is to have it on the wall but only refer to it during the workshop without having participants write additional comments on it.

Talking Points/Discussion

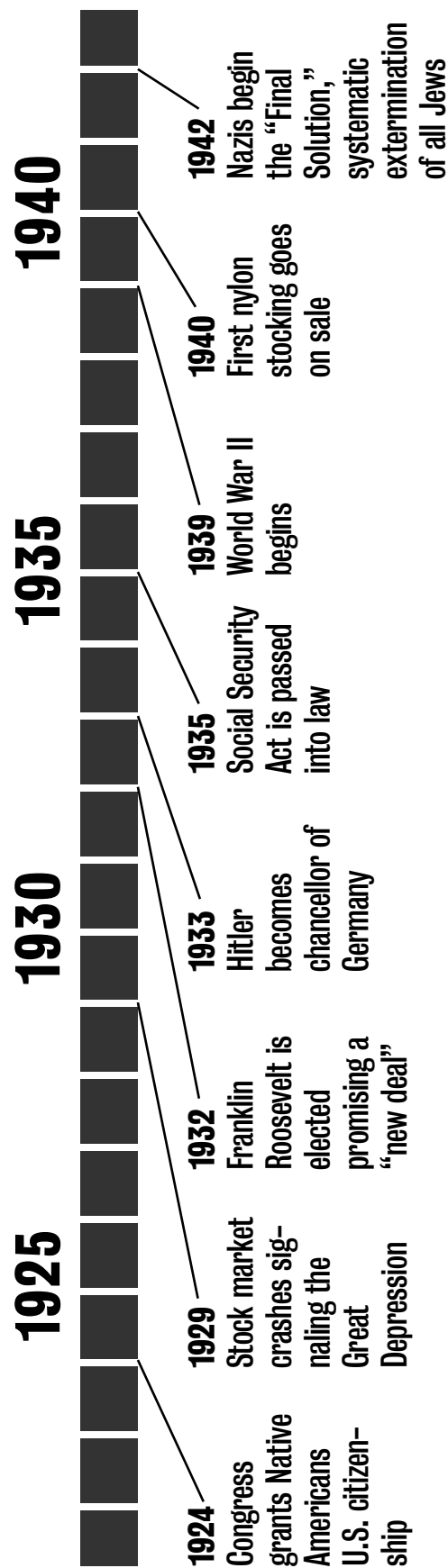
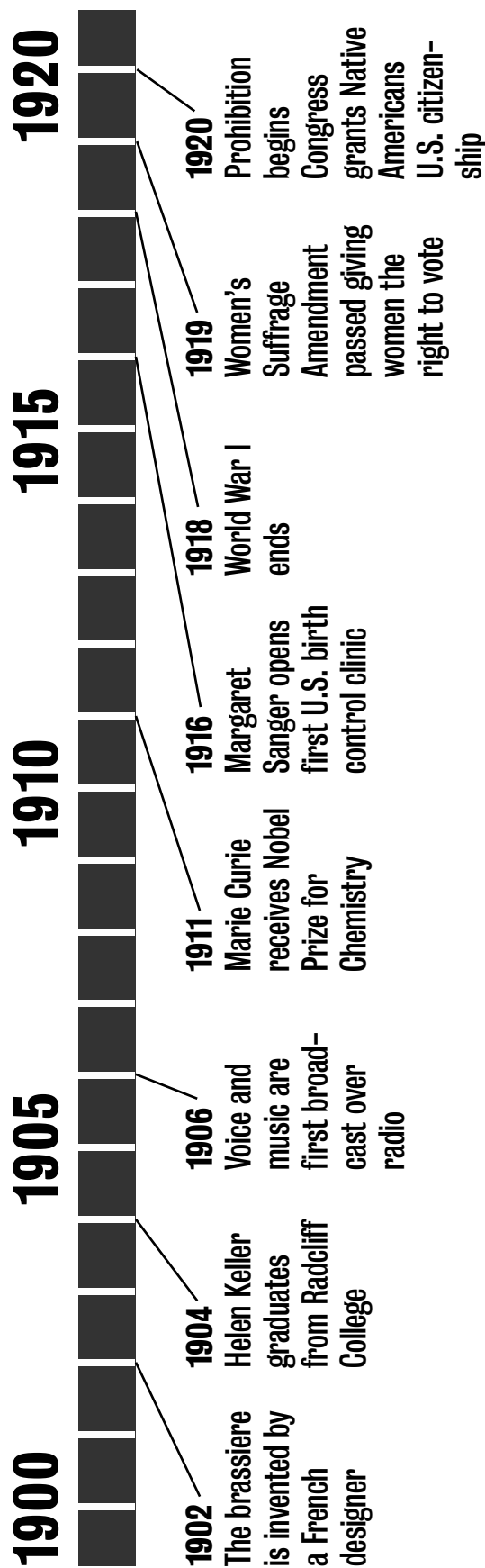
- ▶ Discuss how events listed on the Historical Timeline illustrate the generational values of older women.
- ▶ Discuss with the group how those generational values may effect a woman seeking services with a domestic or sexual abuse program.
- ▶ Discuss how these generational values may affect a woman's decision to leave or stay in an abusive relationship.
- ▶ Compare how services may be the same or different from those offered to younger victims of domestic abuse.

Wrap-Up Training Points

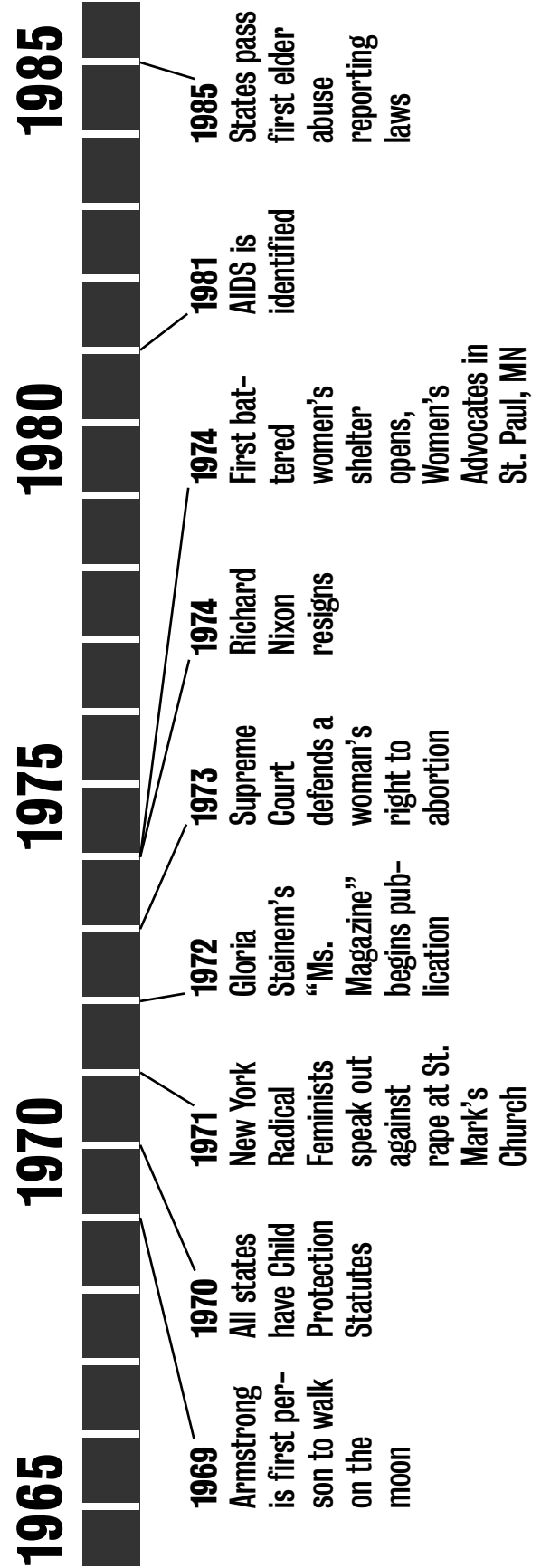
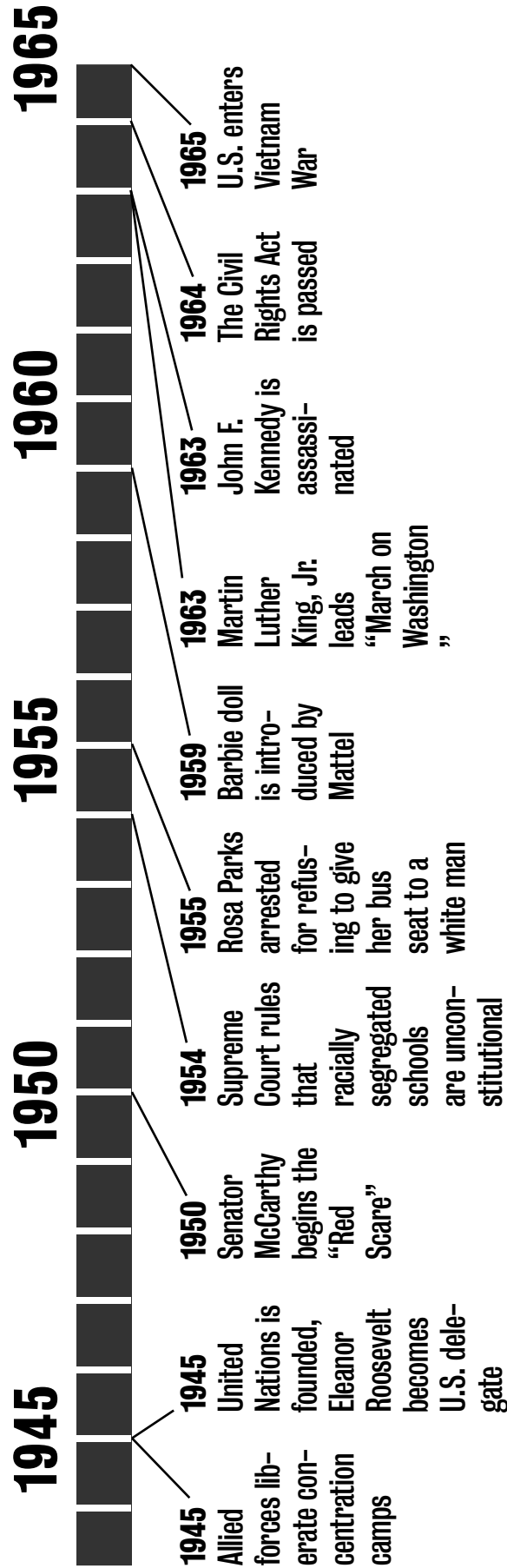
Discuss the importance of honoring a woman's generational values when providing domestic or sexual abuse intervention services. Honoring may be reflected in how we approach a victim, what our expectations are or how we assist her when defining her options to living a life free from violence.

K1 – Historical Timeline

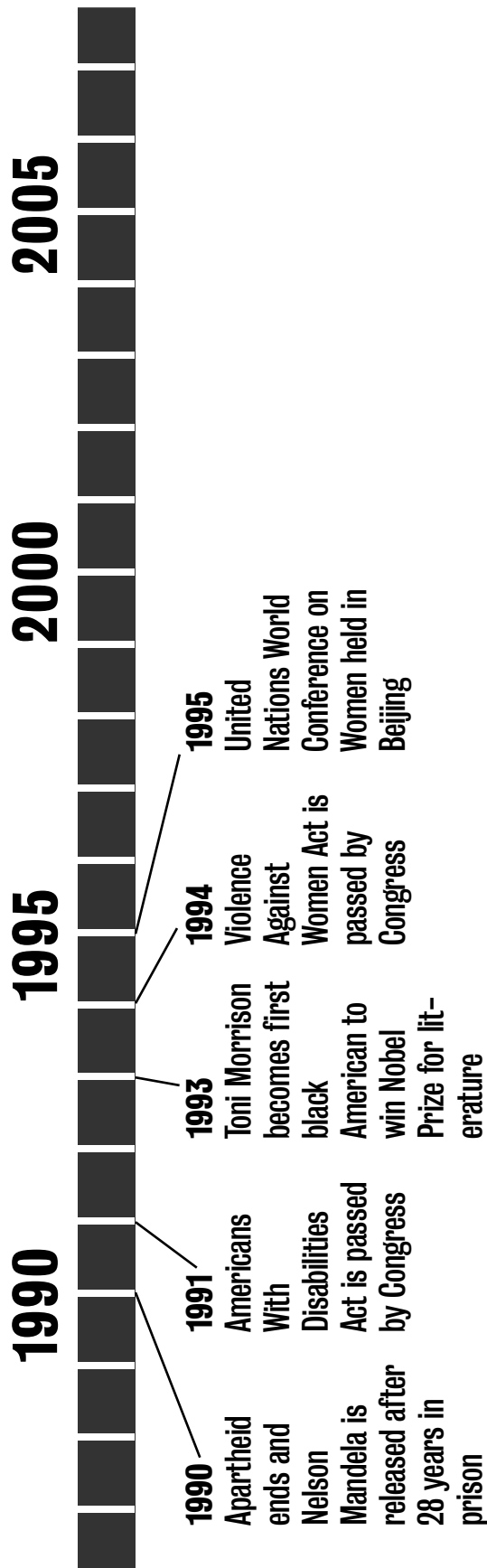
These tables can be blown up to create larger, readable posters for your room.



K1 – Historical Timeline (cont'd)



K1 – Historical Timeline (cont'd)



K1 – Timeline (cont'd)

You can add additional events to the blanks below.

1900	1910	1920	1930	1940	1950
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

1950	1960	1970	1980	1990	2000
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

Section IV

Creating Services for Older Abused Women

Domestic abuse services were originally designed to meet the needs of younger women with children. As research continues to look at how age, disability and culture affects a victim's service options, it is clear that programming specifically tailored to meet this older population is needed. We have an obligation to provide services to victims of all ages.

A coordinated response is crucial for improving safety and services for older victims of abuse. Successful specialized programs have been developed through a collaborative working relationship between domestic abuse programs, sexual assault/abuse programs, elder service providers, the aging network and others who come in contact with older persons.

The following exercises encourage programs to view their existing services through the eyes of an older victim of abuse. Discussion centers on self-evaluation and examining agency policies that might make it difficult for some older women to access services.

Exercise L: Stranger in a Strange Land

This is a warm-up exercise that will assist participants in identifying effective service delivery models for victims of abuse in later life.

Exercise M: Evaluating Domestic Abuse Services

This exercise will assist agencies in evaluating their services from case specific scenarios of older victims of abuse. It will give agencies a chance to identify their strengths in existing services and areas where they may want to improve their policies and procedures.

Exercise N: Shelter / Agency Policy Evaluation

This exercise helps agencies examine their policies and programming through the use of a questionnaire. Participants then use case scenarios to determine how they might provide services for the victim in the scenario.

The grid following these exercises can be an excellent handout to help programs generate ideas of things that can do that don't cost money as well as other activities that require ongoing funding.

Stranger in a Strange Land (Exercise L)

Purpose of this Exercise

To assist service providers with identifying effective service delivery models for victims of domestic abuse in later life.

Training Goals/Objectives

- ▶ To think “outside the box” in regard to service delivery...unlimited possibilities of how a program can provide services to victims of abuse in later life.
- ▶ Give participants an opportunity to think together about what an “ideal” model would be in providing services to older victims.

Time Needed: 15-20 minutes

Target Audience

Designed for domestic abuse shelter programs, but could be adjusted for other service agencies who may have contact with abuse in later life victims.

Size of Audience

Because small groups are used, the exercise was designed for 15 – 50 participants.

Pre-Training/Preparation

- ▶ Copies of scenario and questions (L1) for each group.

Copy Handouts

- ▶ Copy scenario and questions (L1) for each group

Starting the Exercise

Have the group break into small groups of 4-6 persons. (Also could be done in pairs if group is quite small.) Explain to participants that this is a chance for them to dream a bit. Encourage them to try and connect with unlimited thinking, to throw out any ideas of what a program that serves older victims of abuse should look like. The group will need a recorder to write down the ideas generated by the group and be ready to report back to the larger group. Read the scenario (L1) to the group and have them respond to suggested questions and whatever else may come up within their groups.

Talking Points/Discussion

- ▶ After having the groups report back about some of their ideas, ask them how and why this model is different from those of their agency's. Have participants give specific examples.
- ▶ Discuss what they determined was working well within their agencies.

Wrap-Up Training Points

Remind participants that domestic violence and sexual assault programs were originally designed by younger women to serve younger women. To be welcoming to older women, there are specific things staff can do to tailor their services.

L-1: Stranger in a Strange Land Scenarios

Scenario:

A billionaire has offered to provide whatever funding you need for as long as you need it to create the ideal domestic abuse in later life programming for your community. Take 5 – 7 minutes to dream about what the best program would look like. Consider some of the following:

1. Who helps you design your program?
2. Who is eligible for services? (e.g. age, gender, relationship)
3. What does the building look like?
4. Where is the building located?
5. What programming is available?
6. What do the staff and volunteers look like?
7. What is displayed on the walls of the shelter?
8. What food is available in the kitchen?
9. What resource materials are available?
10. What recreational activities, music and movies are available?

Evaluating Domestic Abuse Services (Exercise M)

Purpose of this Exercise

This exercise is designed to assist agencies in evaluating their current services from case specific scenarios of victims of domestic abuse in later life.

Training Goals/Objectives

- To recognize agency strengths and weaknesses in delivering services to victims of domestic abuse in later life.
- To better understand some of the obstacles that victims of abuse in later life may experience and discuss possible remedies to those obstacles.

Time Needed: 20-30 Minutes

Target Audience

Professionals who work with victims of abuse in later life.

Copying Handouts

- Copies of the scenarios and questions M1 for each group.

Starting the Exercise

Have the group break into small groups of 4-6 persons. The group may want to choose a recorder, who would write down ideas and then be prepared to present discussion points to the larger group after the small group exercise. Pass out scenarios included in M1, giving each group 10 – 15 minutes to discuss. Assign each group 2 or 3 of the scenarios to discuss.

Talking Points/Discussion

- Have groups discuss some of the difficulties they found when trying to problem solve around the scenarios. Did they come up with any creative ideas or solutions?
- Encourage groups to identify the policies or procedures they may be able to look at and change within their agency to improve their services to victims of abuse in later life.

Wrap-Up Training Points

Remind participants that domestic and sexual violence service programs were designed by younger women to serve younger women. To be welcoming to older women, there are specific things staff can do to tailor their services.

Variations

Questions could be adjusted for other marginalized populations, e.g., victims who have disabilities, victims from within the LGBT community, etc.

M-1: Evaluating Domestic Abuse Services Scenarios

Scenarios

Answer reading the case examples (1-14) below, answer the following two questions about each of the scenarios:

- ▶ What could your agency do today about the situation described?
 - ▶ What do you wish your agency could do about the situation described?
1. An 82-year-old woman calls your program and wants to talk with other women her age about her 60-year abusive marriage.
 2. A 76-year-old woman needs emergency shelter to get away from her adult son who has been physically and sexually abusing her.
 3. A 65-year-old woman, who uses a wheelchair needs emergency shelter. Can she attend all activities? Use the bathroom and shower/tub? Cook, clean and do laundry?
 4. A 42-year-old woman asks your agency's legal advocate to help her get a guardianship over her mother. She says her mother is not competent and that her brother is physically abusing and financially exploiting her mother.

5. A 94-year-old woman wants a legal advocate to go to court with her to get a restraining order against her husband. What provisions do you make in order to help keep her comfortable during what most consider a grueling and often lengthy process?
6. A woman in her 70's comes to your program a couple times a year with her suitcase. She shows up before lunch and spends the day "talking with the girls." She always returns home before it gets dark.
7. A woman in her 60's using your services finds out she has late stage breast cancer. Her greatest fear is that her very abusive husband will become her caretaker because she has no other living relatives.
8. An older man has been living in the basement for years, sleeping on a lawn chair. His wife wants it that way. To get food, he claps 3 times by the basement door and his wife gives him a tray of food. He works as a janitor at the local factory, where he showers. Co-workers have noticed bruises.
9. A 53-year-old woman with grown children calls your agency. Her partner is abusing her. She wants to leave the relationship but has no financial resources.

10. Adult Protective Services (APS) calls you. They are headed out to do an investigation where they suspect domestic abuse in later life. They ask you to come on a joint interview, where you talk to the older women while they talk with the alleged perpetrator.
11. APS staff invites you to join their multi-disciplinary team.
12. You are asked to do a presentation on basic domestic violence. Do you include domestic abuse in later life?
13. You are planning activities for Domestic Violence Awareness Month. Do you include any information on domestic abuse in later life?
14. An article in your local newspaper describes a man in his 80's who killed his wife with a shotgun. He is quoted as saying she was "stubborn" and "difficult to care for." The article focuses on the challenges older men face when they care for ailing wives. What, if anything, does your agency do?

Shelter/Agency Policy Evaluation (N)

Special thanks to the Wisconsin Coalition Against Sexual Assault for developing the concept for this exercise.

Purpose of this Exercise

This exercise will assist agencies in examining their policies and procedures through the use of a questionnaire and case examples depicting victims of abuse in later life. Agencies will specifically identify where those policies and procedures may discourage older victims from using the agency services.

Training Goals/Objectives

- ▶ Examine how existing domestic violence agency policies can make it difficult or impossible for some older victims to use services.
- ▶ Generate ideas of policies that need to be revisited and/or revised.

Time Needed: 20-30 minutes

Target Audience

This exercise is designed for domestic abuse program shelter staff.

Size of Audience

Because small groups are used, the exercise is designed for 15-50 participants.

Copying Handouts

- ▶ Copies of agency/shelter policies questionnaire (N1) for each group.
- ▶ Copies of case examples (N2) for each group.
- ▶ Copies of discussion questions (N3) for each group.

Starting the Exercise

Pass out the shelter/agency policy exercise (N1). Give participants a few minutes to read the questions and answer YES or NO regarding their agency's policies and programming.

Next distribute the case examples (N2). Have participants work in pairs or small groups to read the case examples and then determine how their agency would currently respond to these victims.

Use the discussion questions (N3) to guide a large group discussion about how existing policies may make it difficult for older victims to use domestic violence services.

Talking Points/Discussion

- ▶ Discuss with the group what they discovered about their agencies when answering the questionnaire.
- ▶ Have groups discuss some of the difficulties they found when trying to problem solve around the scenarios. Did they come up with any creative ideas or solutions?
- ▶ Encourage groups to identify the policies or procedures within their agency that they may be able to re-examine and modify in order to improve services to victims of abuse in later life.

Wrap-Up Training Points

Remind participants that domestic and sexual violence service agencies were developed by younger women with younger women in mind. To be welcoming to older women, there are specific things staff can do to tailor their service to better meet those needs.

N1 – Shelter/Agency Policy Questionnaire

Agency/Shelter Policies Exercise

Answer these questions about your program by checking either YES or NO.

- | | | | |
|--|---|---|----------|
| 1. Do you serve only victims of intimate partner violence? | Y | N | NOT SURE |
| 2. Do you have a domestic violence in later life specialist on staff? | Y | N | NOT SURE |
| 3. Do you have a policy that the victim must initiate contact with the program? (For example, staff cannot initiate contact with a victim, even if asked to by family or a professional at the request of the victim.) | Y | N | NOT SURE |
| 4. Do your policies allow for staff to conduct off-site visits with victims? | Y | N | NOT SURE |
| 5. Do you have a process to ensure that older persons are recruited as staff, board members and volunteers? | Y | N | NOT SURE |
| 6. Is it your agency's practice to run a support group for women of any age in the evening when it is most convenient for working women? | Y | N | NOT SURE |
| 7. Do you have a process to make exceptions to program policies in order to accommodate persons with disabilities and older individuals? | Y | N | NOT SURE |
| 8. Do you include information about accessibility and reasonable accommodation in your announcements, brochures, publications etc? | Y | N | NOT SURE |

For Shelters Only:

- | | | | |
|--|---|---|----------|
| 1. Do you have a policy that a victim must be able to help with chores to stay at your shelter? | Y | N | NOT SURE |
| 2. Do you have a confidential location and insist that residents be dropped off several blocks from the shelter (and make their way on their own) in order to limit shelter identification? | Y | N | NOT SURE |
| 3. Must victims be able to take care of themselves to stay at shelter? | Y | N | NOT SURE |
| 4. Must victims be able to manage their own medications to stay at shelter? | Y | N | NOT SURE |
| 5. Is a "family" defined as mom and young children? (For example, would an older woman be allowed to bring along her caregiver? Or what if she provides for her frail father, and can't leave him unattended?) | Y | N | NOT SURE |
| 6. Can victims stay longer than 30 days? | Y | N | NOT SURE |
| 7. If you run transitional housing, do you require women to work as a condition of eligibility? | Y | N | NOT SURE |
| 8. Is the shelter accessible and ADA compliant (e.g. vision, hearing, mobility and compliant with the Americans with Disability Act [ADA]?) | Y | N | NOT SURE |

N-2 - Shelter/Agency Policies Case Examples

Case Examples for Policy Exercise

Given your existing program policies, how would you respond to the following situations?

1. Edith (age 79) has been married to Fred for 57 years. She has been physically abused on and off throughout the marriage. Last week Fred threatened to kill her with his shotgun. Edith told her daughter that she would like to talk to someone about what she can do to make Fred nicer but “since she is not a battered woman” she won’t call the shelter. She would be willing to have coffee with someone who has some ideas. Edith’s daughter calls your program. Do you meet Edith at a coffee shop?
2. Maria is 72 years old. Her husband, Carlos, has abused her for 15 years. After the last beating, she ended up in the hospital for two weeks with broken ribs and a broken ankle. She has trouble walking long distances and using stairs. She is on several pain medications. She cannot stand for long periods of time to do cooking or cleaning. Maria can move in with her sister when her sister gets back from Mexico in 4 months. Maria wants a divorce and never to see Carlos again. Can you offer shelter services to Maria until her sister returns from Mexico?
3. Helena (age 65) calls to say Victoria has abused her for the past five years. Victoria has hit her, stolen money, and isolated her from friends and family. Helena wants to stay at a shelter while she gets a restraining/protective order. She plans to move into an apartment in a senior complex with a security system that will be available next month. After Helena arrives at the agency, you learn that Victoria is not an intimate partner but Helena’s adult daughter. Do you still provide shelter services?
4. Sophia (age 61) calls your program for help. She was married to her first husband for 32 years and divorced from him five years ago. She remarried 18 months ago. Her second husband is physically and sexually abusive. Sophia would like to get a divorce but she has no job and no access to any money. She wants information about financial resources. She would also like to attend a support group in the daytime because she is afraid to drive at night. Can your program provide her with financial information? Do you offer a support group during the day that would be helpful for her?

Discussion Questions for Policy Exercise

2. How could you change existing policies or procedures to accommodate the needs of older women?

Programming Ideas on Domestic Abuse in Later Life

This handout was designed to help domestic abuse advocates build new or enhance existing services for older victims. Some tips may also be helpful for sexual assault agencies. The four categories listed are: 1) Ideas that don't cost money; 2) Ideas that don't cost much money; 3) Ideas that require one-time funding; and 4) Ideas that may require ongoing funding and staff. These grids are not all inclusive but rather a sample of ideas generated by work being done throughout the United States. Keep in mind that even ideas that do not require funding may involve an investment of staff time.

The left column highlights potential activities. The right column lists possible resources, including contact information. Other helpful materials and programs also exist but have not been listed to keep the handout short. If you have any further questions, feel free to contact WCADV/NCALL staff at (608) 255-0539 or ncall@wcadv.org or www.ncall.us.

Ideas That Don't Cost Money

(May involve limited staff time and/or editing/changing existing materials or policies and procedures or considering other viewpoints/perspectives.)

Activity	Resources
1. Print materials about domestic and/or sexual abuse in later life in large type. Or have materials available in a variety of formats including audiotape and Braille.	Use larger type size/font on computer or ask printer to use larger type size. Conversion of existing materials may be possible through a donation by a local aging organization/agency.
2. Include articles on abuse in later life in agency newsletters.	

Activity	Resources
3. Display images of older persons in your office.	<p>NCALL/WCADV has created several posters on domestic abuse in later life. Contact (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p> <p>Texas Department of Protective and Regulatory Services has public awareness materials. To learn more, go to www.notforgotten.org.</p>
4. Offer ongoing training on domestic abuse in later life for new workers, volunteers, board members and continuing education.	<p>For domestic abuse materials, contact NCALL/WCADV at (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p> <p>For sexual assault materials, contact the Wisconsin Coalition Against Sexual Assault (WCASA) at (608) 257-1516 or www.wcasa.org or disabilities@wcasa.org.</p>
5. Invite adult protective services, elder abuse and aging services professionals to participate on family violence councils, coordinated community response teams, etc.	<p>For a list of other coalitions or councils, contact NCALL/WCADV for a national directory at (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p>
6. Participate in statewide efforts focused on abuse in later life (either through statewide coalitions or state departments on aging).	<p>For a list of other coalitions or councils, contact NCALL/WCADV for a national directory at (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p>
7. Include ageism training in diversity training.	
8. Consider immigration issues for older victims.	

Activity	Resources
9. Evaluate barriers for rural elders and strategize about ways to offer services.	For information on sexual assault in rural communities, see “Unspoken Crimes: Sexual Assault in Rural America.” Available from the National Sexual Violence Resource Center at www.nsvrc.org .
10. Consider asking if the victim needs any accommodations to use your services. If the victim says yes, ask specifically what he or she needs. If you live in a state where your records can be subpoenaed, use caution when documenting this information.	For information, contact SafePlace at (512) 267-7233 or www.austin-safeplace.org . For information, contact the Wisconsin Coalition for Advocacy’s Violence Against Women with Disabilities Project at (608) 267-0214 (Voice/TTY) or 1 (800) 928-8778 (for consumers and family members only).
11 Ask about head injuries at intake to provide better services for the victim. Learn about difficulties victims may have retaining information and following through on safety plans as a result of head injuries. If you live in a state where your records can be subpoenaed, use caution when documenting this information.	For Wisconsin-based information, contact the Brain Injury Association of Wisconsin at 1 (800) 882-9282 or (414) 778-4144.
12. Challenge newspaper and broadcast media accounts that blame elder victims or provide inaccurate information about elder abuse and domestic abuse or sexual assault in later life via letters to the editor, op-ed pieces, featured interviews, etc.	
13. Consider ways to provide ongoing services to older victims suffering from trauma/post traumatic stress syndrome.	

Activity	Resources
14. Consider tailoring existing self-defense programs and safety plans for the elderly or people with disabilities.	<p>Contact the International Disabled Self Defense Association at www.defenseability.com/info.htm or (828) 683-5528.</p> <p>For safety planning information, contact NCALL/WCADV at (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p>
15. Write articles on domestic violence and/or sexual assault in later life for state medical journals, state bar association journals, agency websites and others.	<p>NCALL/WCADV has sample articles published in WI at (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p>
16. Have information in your office that would be useful for older victims (e.g., information on Social Security, pensions, and aging services).	<p>Contact the Social Security Administration or your State Unit on Aging or Area Agency on Aging offices.</p> <p>In Wisconsin, contact the Wisconsin Bureau of Aging and Long Term Care Resources at 608-266-2536. Ask specifically about the “Elderly Benefit Specialist Program,” which provides assistance in “cutting the red tape” older individuals may encounter when securing pensions, Social Security, health insurance coverage, etc.</p>
17. Include diverse images of older people on information about domestic and sexual abuse.	

Activity	Resources
<p>18. Include older victims and people with disabilities in awareness month materials/presentations: [domestic violence (October) and sexual assault (April)]. Consider advertising programming in Older Americans month (May).</p>	<p>Sample domestic violence materials available from NCALL/WCADV at (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p> <p>For sexual assault awareness month, contact WCASA at (608) 257-1516 or www.wcasa.org or disabilities@wcasa.org.</p>
<p>19. Review your agency policies, procedures and practices to determine their impact on older victims.</p>	
<p>20. Join the national elder abuse list serve.</p>	<p>Professionals working in elder abuse or allied fields can subscribe to the elder abuse list serve by going to the NCEA website at www.elderabusecenter.org or sending an e-mail to lstiegel@staff.abanet.org.</p>
<p>21. Recruit older men and women as staff, volunteers and board members.</p>	

Ideas that Don't Cost Much Money

(But may require staff time)

Activity	Resources
1. Have a booth with domestic and sexual abuse information at elder abuse and aging conferences and other events, including health fairs	
2. Create a service directory of resources for older victims of abuse in your community.	For a sample, contact the Area Agency on Aging, Region One in Phoenix at (602) 264-2255 or www.aaaphx.org .
3. Train people who may come in contact with abuse victims (e.g., elder services staff, home delivered meals volunteers, drivers, beauticians, utility meter readers, postal carriers, etc.).	NCALL/WCADV has materials at (608) 255-0539 or ncall@wcadv.org or www.ncall.us . For a manual and videotape created to train Meals on Wheels volunteers, contact Institute for Family Violence Studies in Tallahassee, Florida at (850) 644-6303.
4. Join the Board of Directors of a local nonprofit focusing on senior issues. Offer release time for staff to join Boards of Directors or other committees.	
5. Attend volunteer training and/or volunteer at a local nonprofit for seniors to learn about working with older people and available services.	

Activity	Resources
6. Organize training models and create materials for justice professionals (e.g., law enforcement, prosecutors, judges, and probation and parole).	<p>NCALL/WCADV has materials on domestic abuse in later life. (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p> <p>WCASA has materials on sexual assault in later life (608) 257-1516 or www.wcasa.org or disabilities@wcasa.org.</p>
7. Organize training modules and create materials for health care providers, including nursing home staff and personal care attendants.	<p>NCALL/WCADV has materials. (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p> <p>WCASA has materials on sexual assault in later life (608) 257-1516 or www.wcasa.org or disabilities@wcasa.org.</p>
8. Create materials and train substance abuse and mental health service providers on domestic and sexual abuse in later life.	
9. Create materials and train the faith-based community on domestic and sexual abuse in later life.	
10. Invite older victims to tell their story on panels, via videotape or in writing.	
11. Organize general “Safety in Your Home” sessions (e.g., information on security, designing your home to avoid falls, etc.) that include information on family violence.	

Activity	Resources
12. Collaborate with specialists working with people with disabilities, including blind/visually impaired, Deaf/hard of hearing, physical disabilities, cognitive limitations, psychiatric, and others when the situation requires additional skills/knowledge.	<p>Materials available from SafePlace at (512) 267-7233 or www.austin-safeplace.org.</p> <p>Contact WCASA at (608) 257-1516 or www.wcasa.org or disabilities@wcasa.org.</p> <p>Contact the Wisconsin Coalition for Advocacy's Violence Against Women with Disabilities Project at (608) 267-0214 (Voice/TTY) or 1 (800) 928-8778 (for consumers and family members only).</p>
13. Join committees to review statutes and existing laws on elder abuse, domestic violence and sexual assault. Make policy recommendations.	<p>Contact WCASA for a copy of their report on domestic and sexual abuse in facilities. (608) 257-1516 or www.wcasa.org or disabilities@wcasa.org.</p>
14. Educate policymakers on the need for improved legislation and funding for all potential adult victims of abuse.	
15. Offer financial safety planning for older victims.	<p>NCALL/WCADV has a financial safety planning tool. Contact (608) 255-0539 or ncall@wcadv.org or www.ncall.us.</p> <p>The National Coalition Against Domestic Violence has published a guide titled "Hope and Power For Your Personal Finances." NCADV can be reached at (303) 839-1852 or www.ncadv.org.</p>

Activity	Resources
16. Work to improve access to legal services/attorneys for older victims.	In Wisconsin, contact the Wisconsin Bureau of Aging and Long Term Care Resources at 608-266-2536. Ask specifically about the “Elderly Benefit Specialist Program,” which provides assistance in “cutting the red tape” older individuals may encounter when securing pensions, Social Security, health insurance coverage, etc. Benefit specialists are supervised by attorneys well versed in elder law.
17. If safe, make a home visit with adult protective services/elder abuse workers if domestic or sexual abuse is suspected.	
18. Give presentations on abuse and available services at events where seniors gather, such as meal sites. Ideally have several trainers from different disciplines. Stay after presentations and join activities or visit to build relationships.	
19. Create protocols on how to work with victims with health problems that require a caregiver and/or assistance with daily living skills.	

Activity

20. Research using Title V volunteers in your program. Title V workers are sometimes referred to as “Green Thumb” workers or “Senior Aides.” The purpose of the Title V program is to provide useful part-time work experience and placement service for low-income individuals aged 55 and older who have poor employment prospects and have the greatest economic and social need.

Domestic abuse programs are eligible to be host agencies for Title V workers. Some job titles that have worked well for Title V workers in DV programs include: clerical assistant, receptionist, administrative assistant, maintenance worker, and housekeeping aide. Job descriptions can be tailored to meet the needs of the individual and the agency.

Resources

Contact your state bureau on aging.

In Wisconsin, if you are interested in pursuing a Title V placement in your agency, contact the WI Bureau of Aging and Long Term Care Resources at (608) 267-9097 or snittma@dhfs.state.wi.us.

Ideas that Require One-Time Funding

(May also require staff time)

Activity	Resources
1. Conduct a survey and/or focus groups of older persons in your area to have them identify services that would be helpful in resolving issues of abuse in later life.	NCALL/WCADV has a survey tool (based on tool used in Portland, ME.) (608) 255-0539 or ncall@wcadv.org or www.ncall.us .
2. Conduct a survey and/or focus groups of professionals in the community to determine needs and barriers for older victims.	
3. Have a media campaign on abuse in later life – (e.g., organize a breakfast for reporters; draft press releases).	
4. Create placemats to be used at meal sites and/or by home delivered meals agencies with information about abuse in later life.	
5. Research abuse in nursing homes/assisted living facilities in your area and determine a strategy to address any identified target audiences.	Contact WCASA for a copy of their report on domestic and sexual abuse in facilities. (608) 257-1516 or www.wcasa.org or disabilities@wcasa.org .
6. Determine how to make cell phones for emergency calls available to older victims.	Contact NCADV at (303) 839-1852 or www.ncadv.org .
7. Create legal remedies booklet on abuse in later life.	NCALL/WCADV has a booklet using Wisconsin statutes that can be used as a framework. (608) 255-0539 or ncall@wcadv.org or www.ncall.us .
8. Organize cross training between domestic violence, sexual assault, aging services and elder abuse/ adult protective services agencies.	NCALL/WCADV has a cross-training curriculum that can be adapted. (608) 255-0539 or ncall@wcadv.org or www.ncall.us .

Activity	Resources
9. Create posters, brochures and/or other written materials on domestic and sexual abuse in later life, elder abuse and available services tailored for the community. Make sure these materials are available in large print, on audiotape or in other alternative formats.	<p>Sample materials available from NCALL/WCADV, the Texas Department of Protective and Regulatory Services www.notforgotten.org.</p> <p>Contact the West Virginia Coalition Against Domestic Violence at (304) 965-3552 or www.wvcadv.org for sample materials.</p>
10. In a shelter, create an accessible room(s) and bathroom for older women and people with disabilities.	<p>Contact SafePlace (512) 267-7233 or www.austin-safeplace.org.</p> <p>Contact the National Council on Independent Living for the location of an independent living center in your area for assistive technology devices and disability-related resources. On the web, go to www.ncil.org for links to the center nearest you.</p>
11. Since some older people will have disabilities, purchase alarms with flashing lights (for deaf/hard of hearing), TTY and materials on audiotape. Consider assistive devices in bathrooms such as grab rails, shower chairs, and raised toilet seats. Purchase or know where to rent a wheelchair, walker, etc. if needed.	<p>Contact the National Council on Independent Living for the location of an independent living center in your area for assistive technology devices and disability-related resources. On the web, Go to www.ncil.org for links to the center nearest you.</p>
12. Purchase give-away items (e.g., pens, magnets, magnifying glasses) that have contact information for adult protective services/elder abuse agencies, the domestic abuse and sexual assault program, victim advocacy and aging services.	

Ideas That May Require Ongoing Funding and Staff Time

Activity	Resources
1. Write a grant to create specialized services for older victims of abuse.	Contact NCALL/WCADV for a copy of any of the following: a national directory of programs on abuse in later life, a manual on developing services for older abused women, or a manual on how to start support groups for older abused women (Golden Voices). (608) 255-0539 or ncall@wcadv.org or www.ncall.us .
2. Organize a fatality review team for elder abuse cases.	For information, contact the American Bar Association (ABA) Commission on Law and Aging at www.abanet.org/aging , or lstiegel@staff.abanet.org .
3. Create services for abusers (older perpetrators and adult children abusers).	
4. Create services for older gay, lesbian, bisexual or transgender persons in your community.	
5. Advertise issue and/or services on senior services vans or other public transportation.	
6. Organize a support group for older victims.	NCALL/WCADV has created a manual “Golden Voices: Support Groups for Older Abused Women.” (608) 255-0539 or ncall@wcadv.org or www.ncall.us .
7. Organize senior-to-senior time on the hotline (designated hours when an older person answers the crisis line and is available for older victims.)	

Section V

Safety Planning

Safety planning is a proactive process where victims determine a plan of action in a variety of situations (e.g. during an abusive incident, in public, in their homes). The process enhances future safety, gives victims ideas or strategies to use, and restores to them some control over their lives. The goal is to discuss with a woman all of the obstacles, threats and barriers that may be in her life. After identifying these issues workers can assist victims in creating a “safety plan” that is tailored to the specific needs of the victim. It is imperative that the victims identify what “safety” would look like to them; it may be very different than what it may look like to someone else. This is what makes safety planning effective...a process in which a victim makes her own decisions with the help of a professional who can listen and assist without judgment or persuasion concerning that victim’s choices, acknowledging that those very same choices may not work in another victim’s situation.

These exercises are designed to assist professionals in learning some safety planning strategies and on how to develop a safety plan with victims.

Exercise O: Safety Planning Warm-Up

This is a warm-up exercise to identify the challenges victims experience to living free from abuse. Service providers will begin to learn some safety planning strategies they can use with an older victim of abuse.

Exercise P: Safety Plan Evaluation

This exercise will provide further training for professionals on preparing a safety plan for an older victim of abuse. By listening to a victim’s story on the videotape, participants will work together to recognize the strengths and weakness in a sample safety plan.

Exercise B (Section I) can also be adapted to use for safety planning.

NCALL has developed an interactive exercise on safety planning that is available for purchase called “Anticipate.” The purpose of the training is to enhance the safety planning skills of professionals who work with older victims and/or people with disabilities. The training is designed for small

groups (4 – 8 people). To train more than eight participants, another set of exercise pieces will be needed. Allow approximately 1.5 - 2 hours to complete the training, although the training may need to be expanded if participants need additional training on the dynamics of abuse.

The target audience is professionals from domestic violence, sexual assault, the disability and aging network, and elder abuse/adult protective services. The training was created to facilitate dialogue across disciplines and provide participants the opportunity to share expertise and knowledge from their field. Therefore, the training experience will be richer if a variety of disciplines are present.

The exercise is run like a game, where participants draw cards that tell a story about the victim they are working with. One of the cards has a safety planning scenario and the team of workers spends about three minutes discussing possible safety planning options. The kit with the timer, cards, handouts and directions is available from NCALL/WCADV for \$40. For more information, go to www.ncall.us or contact staff at ncall@wcadv.org.

Safety Planning Warm-Up (Exercise 0)

Purpose of the Exercise

This is a warm-up exercise to identify the challenges victims face to living free from abuse and to begin to recognize safety-planning strategies.

Training Goals/Objectives

- To appreciate the prevalence and severity of violence against older women.
- To familiarize participants with additional approaches and interventions that promote safety for older abused women.

Time Needed: 10 - 15 minutes (Keep the discussion short).

Target Audience

Social workers, health care providers, domestic abuse program advocates, aging network staff and elder abuse workers and others who might have an opportunity to create a safety plan with an older victim.

Size of Audience

This exercise can be done in pairs or in small groups. Because the groups will be talking and noise in the room will be a factor, it is recommended for audiences of 10 – 60 participants.

When to Use this Exercise

This is a warm-up exercise to be used before a discussion on safety planning with older victims. Detailed information on how to create a safety plan must follow this exercise.

Variations

The index card statements could be changed to a younger person with a disability. Note that the gender of the victim and perpetrator are not identified. This exercise can be used to discuss male victims and same sex violence.

Pre Training Preparation

- Find or purchase about a dozen index cards.

- ▶ On each card, write the statements O1 (or any similar barriers you want to include).
- ▶ Write scenario (O2) on a flip chart, transparency or PowerPoint slide.

Ordering Equipment

Flip chart, transparency or PowerPoint equipment will be needed.

Bring to the Training

- ▶ Scenarios (O2) to put on flip chart or transparency/PowerPoint slide.
- ▶ The index cards with statements (O1) written on them.

Arranging the Room

This is a brief warm-up so the room can be arranged in a variety of ways. Ideally, the chairs can move so participants can form small groups. If the chairs cannot move, have participants work in pairs.

Running the Exercise

Ask participants to break into small groups of 4 – 8 (or pairs if the group is quite small or the chairs don't move). Assign a note taker and spokesperson. Tell the groups they have 2 –4 minutes to respond to the situation described on the overhead/slide/handout. Read the scenario O2, using the overhead so everyone is clear about what is happening.

Tell them as they begin to determine what they can do, you will be bringing a card (O1) or two to their group to give them more information about their situation.

As the groups start talking, distribute one or two of the index cards with the statements on them to each group to include in their discussion.

After about 2 - 4 minutes, ask the groups to report what ideas they came up with. Since the cards are different for each group, ask them to share what their card(s) said.

Talking Points/Discussion

- ▶ This is a difficult and yet common situation. They will be frustrated by the lack of options and powerlessness of the situation.
- ▶ Discuss the victim's reluctance to call the police. Some victims have negative experiences with the police. They may or may not want their

abuser to go to jail. Discuss how those scenarios may play out for a victim.

- ▶ Support good ideas for options. Note any ideas that might not be feasible in some situations or may pose additional risk to the victim.
- ▶ Note that you never identified the gender of either party or their relationship. Most participants will assume the victim is female and the abuser is her husband. This is a good time to talk about male victims and gay, lesbian, bisexual and transgender persons who might be victims of abuse.

Wrap-Up Training Points

- ▶ Victims often face few options to stay safe.
- ▶ Safety planning is a process to think proactively about what can be done in a dangerous situation. Transition to a discussion on safety planning strategies.

Other Facilitation Issues

This is a warm-up so keep the discussion short and move on to the content of safety planning.

01 – Safety Planning Index Cards

Index card Statements

- ▶ You are deaf.
- ▶ You are blind.
- ▶ You provide care for your 95-year-old mother, who lives with you and is bedridden.
- ▶ You don't speak English.
- ▶ You live in a rural community.
- ▶ Your partner is the mayor.
- ▶ You have a brain injury that causes short-term memory loss.
- ▶ You are nonverbal.
- ▶ You use a wheelchair.
- ▶ You have 3 cats that you will not leave.
- ▶ You have the flu and are weak and dizzy.
- ▶ You have moderate dementia.

02 – Safety Planning Scenario

Scenario

You are a 71-year old woman. It is 2:00 a.m. Your partner has beaten you again. You do not have access to the bank account. Your partner has just left in the only car, promising to return soon to finish what was started. You have \$20. You have contacted the police before and they have not been helpful; you will not call them again.

Safety Plan Evaluation (Exercise P)

Purpose of the Exercise

The purpose of using a video clip of a safety plan is to illustrate strengths and weaknesses of a sample interview. The video clip is from Terra Nova's "Elder Abuse: Five Case Studies" video, using the last clip of the story of Mary.

Training Goals/Objectives

- ▶ To recognize strengths and weaknesses by critiquing a sample safety plan.
- ▶ Time Needed: 20 – 30 minutes, Mary's story is about 14 minutes. Discussion can go on for 5 – 15 minutes.

Target Audience

Social workers, health care providers, domestic abuse program advocates, aging network staff and elder abuse workers and others who might have an opportunity to create a safety plan with an older victim

Size of Audience

No size limit because this is a video clip with large group discussion. For larger audiences, make sure all participants can see and hear the video.

When to Use this Exercise

This video flows nicely from the warm-up (Exercise F) and a discussion about safety planning strategies.

Pre Training Preparation

Copy of the videotape Elder Abuse: Five Case Studies. This video can be ordered from Terra Nova Films at (800) 779-8491 or www.terranova.org, or rented from NCALL/WCADV at (608) 255-0539.

Ordering Equipment

TV/VCR.

Bring to the Training

- ▶ The videotape.
- ▶ Flip Chart if you want to write down answers/ideas from audience.

Arranging the Room

Arrange the room so all participants can see and hear the videotape.

Running the Exercise

After describing safety planning (what it is and specific strategies), show Mary's story from the video "Five Elder Abuse Cases". Mary's adult son abused her. The audience will see Mary talking to an advocate, in a support group and at the end of the clip, working on a safety plan with a counselor. Tell the audience that following the video, you will discuss the entire segment but want them to evaluate the strengths and weaknesses of the safety plan at the end.

Talking Points/Discussion

Ask large group for any feedback from the video. Key points to cover can include:

- ▶ The issues for a victim who is the parent of the abuser.
- ▶ The Family Violence in Later Life Wheel can be referenced again, asking the audience to identify forms of abuse used against Mary.
- ▶ Mary's statement about "not being able to kill a chicken but could hurt my son if he returned." Discuss how victims may need a safe place to process the rage they feel. Notice how different this statement is from what Mary says she will do during safety planning.

Talk specifically about the safety plan at the end of the segment. Ask the audience to talk about what the worker did well and not so well.

Safety Plan Strengths

- Worker tried to offer tangible alternatives.
- Worker tried to help Mary see level of potential danger.

Safety Plan Weaknesses

- Worker does not listen to Mary. Mary says twice she will let son into her home. Instead of safety planning for when the son is in home, worker argues with Mary about not letting him in.

- Worker labels emotions like fear as “terrible” rather than a normal, natural response to what Mary has been through.
- Worker says “stupid” and “Mary’s son” in the same sentence, which causes Mary to shut down.
- Worker doesn’t build on Mary’s strengths.
- Worker implies that Mary’s son is only dangerous when he is using drugs.

Wrap-Up Training Points

- ▶ Safety planning is an important tool for victims.
- ▶ Must be done with care, being sure that victims are given accurate information that will not place them in more danger
- ▶ Must be victim driven and victim centered.

Other Facilitation Issues

- ▶ For many victims, living free from violence is a process. Some may never leave.
- ▶ An empowerment model is more effective than using professional power and control to protect or decide for victim/survivors what they should do.
- ▶ Safety planning can be an effective intervention to use with older victims of domestic abuse.

We hope you have found this manual beneficial for your training events. If you have any questions, please feel free to contact us and we will be glad to clarify any exercises that may be confusing to you. We thank you for your continuing efforts to educate individuals and agencies to better serve victims of abuse in later life. With all of our efforts we can make this world a bit more peaceful.

If you have any additional questions, contact NCALL/WCADV staff at ncall@wcadv.org, or (608) 255-0539. Information on abuse in later life can be found in the Appendix or at www.ncall.us.

Appendix

Domestic Abuse in Later Life

Resource List

(Selected General Information)

*Compiled by the National Clearinghouse on Abuse in Later Life, (NCALL)
A project of the Wisconsin Coalition Against Domestic Violence*

Articles

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Prepared by the National Clearinghouse on Abuse in Later Life,
A project of the Wisconsin Coalition Against Domestic Violence
307 S. Paterson Street, Madison, WI 53703-3041.
Phone: (608) 255-0539 Fax: (608) 255-3560 E-mail: ncall@wcadv.org

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Domestic Abuse in Later Life — Selected Videos

Available to rent through NCALL/WCADV

Breaking Point

This video documents the story of Nancy, a formerly abusive daughter, as she talks candidly about her repeated abuse of her invalid mother. Running time: 19 minutes. (To order call, Terra Nova Films (800) 779-8491.)

Charting NewWaters: Responding To Violence Against Women With Disabilities

This video has is accompanied by a facilitator's guide that has been designed to raise awareness of the barriers and issues faced by women with disabilities when they try to end the violence on their lives. The video combines interviews with disability advocates and criminal justice personnel with three dramatic vignettes portraying women with disabilities who have experienced or are experiencing violence in their lives. Running time: 35 minutes.

(To order call: Terra Nova Films (800) 779-8491.)

Criminal Justice Response to Domestic Violence in Later Life

This re-enactment of domestic abuse in later life illustrates interviewing and evidence collection techniques to assist law enforcement in responding effectively to these cases. Running time: 25 minutes. (To order call, WCADV (608) 255-0539.)

The Dance

This video tells the story of an older battered woman remembering the years of abuse she suffered and her struggle to break free. Running time: 20 minutes. Also available in Spanish. (To order call, (602) 264-2255.)

Elder Abuse – Five Case Studies

This award winning video examines the issues of elder abuse from the point of view of five victims. Intervention efforts are illustrated throughout the video. Running time: 40 minutes, although each case studies can be shown on its own. (To order call, Terra Nova Films (800) 779-8491.)

Elder Abuse in Arizona Indian Communities

This video has several re-enacted vignettes on abuse, including neglect, physical abuse, and financial exploitation. Running time: 15 minutes. (Available from Inter-Tribal Council of Arizona Inc., 4205 North 7th Avenue, Suite 200, Phoenix, AR, 85013, (602) 258-007.)

The Golden Years

This video features the stories of five older women who are survivors of elder abuse. The video is a great training tool for law enforcement and first responders to a crime. Running time: 5 minutes. (Available from You Have the Power. Know How to Use it, Inc. (800) 228-4630).

Just to Have A Peaceful Life

This case study is about Pat, the older battered woman featured in the video, 'Elder Abuse: Five Case Studies' will help you understand more about the cycle of family violence. It can be used as part of staff training. It can also be shown in domestic violence shelters, social service agencies, health care clinics, hospitals and community meetings to increase awareness and understanding of family violence. Running time: 10 minutes. (To order call, Terra Nova Films (800) 779-8491)

I'd Rather Be Home

This video follows the case of Norman who is repeatedly abused by one of his adult children. While the abusive son lives in the home, and Norman is unwilling to take legal action. Norman leaves the home for small periods of time hoping to return home hoping his son had changed. After a severe beating Norman is placed in a nursing home under state guardianship. Running time: 30 minutes. (To order call, Terra Nova Films (800) 779-8491)

Restoring the Sacred Circle

This video focuses on responding to elder abuse in American Indian Communities. The video addresses the definitions of elder abuse among different tribes. Running time: 29 minutes. Named as the best public service film in 2002, at the American Indian Film Festival. (Available from the Oregon Department of Human Services and People with Disabilities at (503) 945-6399.)

Roll Call: Elder Abuse

This is a training video for law enforcement on the abuse of the elderly and people with disabilities. Viewers will learn about response protocols, interviewing procedures, and available community resources. Running time: 14 minutes. (To order call, the Oregon Department of Human Resources at (503) 945-6399.)

Serving Crime Victims With Disabilities: The Time is Now

This video was designed to encourage and assist the efforts of victim advocates in actively reaching out and serving crime victims with a wide range of disabilities. There are particular challenges for many victims with disabilities. In situations where victims are isolated or live with an abusive caregiver, victims may not know about their rights and that help is available. Running time: 17 minutes, 30 seconds. (To order call, the Office for Victim Crimes (OVC) Resource Center at (800) 627-6872 or (877) 712-9279 TTY.

Serving the Victim of Elder Abuse

This video demonstrates how a team of professionals from diverse disciplines works together to resolve complex cases of elder abuse. Team members from the fields of mental health, adult protection, financial management, civil law, geriatric medicine and law enforcement share their perspective on abuse cases and offer suggestions for interviewing effectively.

Running time: 21 minutes.

(To order call, Terra Nova Films (800) 779-8491.)

Widening the Circle

This video depicts and discusses some of the barriers that people with disabilities and older adults face in receiving sexual assault services. Running time: 22 minutes. (To order call, the Wisconsin Coalition Against Sexual Assault (608) 257-1516.)

When She Gets Old

Several women share their stories of financial hardship caused by divorce, widowhood, and a history of low-paying jobs with no pensions. The women's struggle to meet their daily needs are interwoven with comments from professionals on the financial hardships faced by older women. (To order call, Terra Nova Films (800) 779-8491.)

(Note: for presentations, clips rather than the entire video are usually more effective for generating discussion.)

Video Rental Policy:

Members of WCADV can rent videos for \$5 each. Non-members can rent videos for \$10 each. Videos can be checked out for a period of 3 weeks. All videos must be returned in person, UPS or certified mail. All renters are responsible for returning the videos in the same condition as received.

Some of our videos are also close-captioned. Please ask when requesting your video rental.

Prepared by the WCADV/NCALL,
307 S. Paterson Street, Suite 1
Madison, WI 53703-3041
Phone: (608) 255-0539 Fax: (608) 255-3560
Email: ncall@wcadv.org

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Domestic Abuse in Later Life

Manuals and Booklets

Available from the National Clearinghouse on Abuse in Later Life,
A Project of the Wisconsin Coalition Against Domestic Violence

Booklets

Abuse Against the Elderly & Vulnerable Adults: Potential Legal Remedies
(Rev. 2000)

The purpose of this 51-page booklet is to provide information about potential criminal justice and civil actions to assist victims of elder abuse (including domestic abuse in later life) and professionals who work with them in Wisconsin. Remedies described are based on Wisconsin laws, however, the booklet can be used a framework to develop similar materials in other states. (Cost: \$2.75 members/\$3 non-members)

Elder Abuse, Neglect, and Family Violence: A Guide for Health Care Professionals (Rev. 1999)

Written for health care providers in Wisconsin, this 40-page booklet defines elder abuse and list common signs and symptoms, answers frequently asked questions, and identifies interventions. Potential referrals are listed in the back. (Cost: \$2 members/\$2.50 non-members)

Financial Safety Planning for Older Women (1998)

This 55-page booklet and 16 page checklist were created to assist older abused women in learning about their economic options as they make decisions about living more safely or leaving an abuser. (Cost: \$1 members/\$1.25 non-members)

Safety Plan for Victims of Domestic Abuse (Rev. 1999)

A tri-fold safety planning brochure with recommendations for victims of any age to develop a safety plan. (Cost: .20 cents per brochure)

Safety Planning: A Guide for Individuals with Physical Disabilities
(2000)

This 20-page booklet is designed to help adults with physical disabili-

ties who have been or may be abused by an intimate partner, spouse, adult child, personal assistant or other family member. This booklet will help individuals develop a safety plan that fits their needs. (Cost: \$1 members/\$1.25 non-members)

Safety Planning: How You Can Help. A guide for creating a safety plan for individuals with cognitive disabilities (2003)

This 24-page booklet is designed to help older adults with cognitive disabilities with safety planning. The information will help trusted, caring individuals who know or work with persons with cognitive disabilities better understand abuse and safety planning. The booklet focuses on signs of abuse, how to ask questions and safety planning. A one-page insert is included to help develop a plan with the victim with cognitive disabilities. (Cost: \$2.25 members/\$2.50 non-members)

Manuals

Golden Voices: Support Groups for Older Abused Women (2003)

This 91-page manual was developed from researching older battered women's programs around the country. Facilitators were interviewed and shared their expertise. Specific needs to individuals who are 50 years of age and older are addressed. From the data that was collected, Golden Voices was published to assist advocates who will be or who are facilitating a support group for older battered women. (Cost: \$14 members / \$15 non-members)

National Domestic Abuse in Later Life Resource Directory (2003)

This 123-page directory includes services available to older victims of domestic violence. This directory provides contact information and a description of the services available in each state, including Puerto Rico, Guam and the Virgin Islands. (Cost: \$4 members / \$5 non-members)

Anticipate: Identifying Victim Strengths and Planning for Safety Concerns (2003)

This resource includes a trainer's guide, participant handouts, and game pieces. This activity was created to address the specific needs of older individuals with physical and/or cognitive disabilities when developing a safety plan. This is a great training tool to use as group activity, and have participants think about the many issues when safe-

ty planning with older individuals with disabilities. (Cost: \$40 complete game / \$5 for the trainer's manual or participants' handouts, if purchasing separately)

Building a Coalition to Combat Domestic Abuse in Later Life (2003)

This 100+ page manual was created by the National Clearinghouse on Abuse in Later Life and by the AARP Foundation/Legal training Project. The manual was developed to show how communities and professionals from various disciplines can learn from each other and work together to combat domestic abuse in later life. There is a trainer's guide and participants' manual available.

(Cost: \$10 both manuals/\$5 each manual)

*From a Web of Fear and Isolation to a Community Safety Net:
Cross-training on Abuse in Later Life (2002)*

Written as a joint project with the Pennsylvania Coalition Against Domestic Violence and Pennsylvania Department on Aging, this packet contains a sample participants' manual full of useful handout materials and a trainer's guide. The trainers guide describes how to run a full-day cross training for domestic violence and sexual assault advocates, victim advocates, aging network professionals and adult protective services/elder abuse services workers. (Cost: Option 1: To purchase both the participants' manual and trainers guide (two manuals) - \$30 members/\$35 nonmembers; Option 2: To purchase either the participants' manual OR the trainer's guide (one manual) (\$25 members/\$30 non-members)

Developing Services for Older Abused Women: A Guide for Domestic Abuse Programs (1997)

This 42-page manual was designed to provide information on creating services for older women in an existing domestic violence program.

(Cost: \$8 members/\$16 non-members)

Videos

Criminal Justice Response to Domestic Violence in Later Life (2000)

This re-enactment of domestic abuse in later life illustrates interviewing and evidence collection techniques to assist law enforcement in responding effectively to these cases. Running time: 25 minutes.

(Cost: \$50 members/\$65 non-members)

To order materials from the National Clearinghouse on Abuse in Later Life, a project of the Wisconsin Coalition Against Domestic Violence or become a member of WCADV, contact staff by:

E-mail: ncall@wcadv.org

Website: www.ncall.us

Phone: (608) 255-0539

Fax: (608) 255-3560

Mail: WCADV/NCALL, 305 S Paterson, Suite 1, Madison, WI, 53703

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