

## Staff Training

When the Family Violence Prevention Fund piloted the three exercises in Boston, we found that the BIPs that received the most comprehensive staff training had the best evaluation outcomes. This confirmed our common sense belief that staff training is essential for the successful use of these tools. This training should not be limited to facilitators, but ought to include personnel in charge of partner contact, as well as program directors and other program administrators.

The primary goals of the staff training are to:

1. Introduce the *Fathering After Violence* exercises to all program staff and prepare group facilitators for the implementation of these exercises;
2. Present the theoretical framework and rationale behind each exercise;

3. Understand the cultural context in which fathering takes place;
4. Bring the voices and needs of children who have witnessed or experienced family violence to the consciousness of program staff;
5. Allow staff to express their apprehensions, hopes and ideas about the subject matter; and
6. Invite staff to be an integral part of the implementation process.

We recommend a minimum of three hours of pre-implementation staff training and at least two hours of post-implementation supervision and debriefing.



*Drawn by an 8-year-old-boy*

## Training Activity # 1: Project Overview and Brainstorm of Potential Benefits and Challenges

During the Boston pilot, we found it useful to start the training by giving a brief overview of the project followed by a staff brainstorm that was recorded on a blackboard or newsprint. The brainstorm provided the opportunity for the staff to name their fears and worries about the project, as well as to identify the possible opportunities and benefits. Staff members were asked first to talk about their concerns, which were listed. The same process was used to identify the possible positive outcomes of the project. In all pilot staff trainings there was a good balance between the two lists, and staff always acknowledged the importance of putting victim's and children's safety first. By the end of the training, program staff welcomed tools for dealing with men's parenting issues.

If, during this activity, the following teaching points do not arise spontaneously, the trainer should make sure they are covered:

- ▶ The safety of the victim and the children are always the program's first priority.
- ▶ Implementing these exercises should not be an endorsement or encouragement of any contact between the offenders and their children or co-parents. This is especially true when there are any legal restrictions limiting contact or when the custodial parent refuses contact for safety reasons.
- ▶ Most programs and groups are already dealing with issues of parenting, often without systematic and consistent tools.
- ▶ Fathers who batter often have legal and illegal contact with their children.
- ▶ As providers, we sometimes choose not to implement interventions because we fear for the safety of the victims. However, similar safety concerns may exist whether or not we intervene.



*Drawn by a 13-year-old-boy*

## Training Activity # 2: Understanding the Cultural Context of Fathering

As mentioned earlier in this guide, fathering happens within a cultural context. We believe that understanding this context is essential for the optimal implementation of the exercises. The trainer starts this activity by asking staff members what characteristics they think make someone a good father. The trainer writes the answers on a board or newsprint and should make sure that some version of the following attributes or roles is included: protecting, nurturing, providing, loving, guiding, and affirming.

The trainer continues by asking the group if they can think of instances in which men might want to be like the father on the list, but are prevented from doing so by external circumstances. The trainer again makes a list of such circumstances. These might include illness, physical or mental incapacitation, death, warfare, poverty and the man's own family history (including lack of positive modeling and witnessing or experiencing violence). If the participants don't bring up oppression, the trainer should ask probing questions, such as:

- ▶ What about oppression?
- ▶ Could this constitute an obstacle for someone to become a good father?
- ▶ How so?

The trainer then moderates a discussion about the effects of oppression in fathering. She or he should bring up this nation's enslavement of African peoples and/or Spain's enslavement of the Americas' native peoples as examples, go back to the list of positive attributes and ask whether an enslaved person had control over these actions. The trainer should help the group come to the conclusion that attributes like pro-

**“The point of this discussion is to help participants understand the duress under which men of color operate as fathers.”**

tecting and providing would be impossible to control for an enslaved person. Others, like nurturing and guiding, could be possible, but very difficult, under the extreme stress and brutal circumstances of slavery.

The trainer then explains that slavery was an extreme way in which men and women were systematically denied their right to be good parents, but that there are other ways in which this continues to happen, including racism, colonization, discrimination and poverty.

The trainer continues by asking staff members to talk about the feelings they think a man would have if he were denied the right to assume the roles included among the characteristics of a good father. The point of this discussion is to help participants understand the duress under which men of color operate as fathers (and as human beings in general). This information should help facilitators understand that men, especially men of color, need to be supported in their efforts to renounce their violence. The trainer, however, must clearly explain that oppression should never be used as an excuse to justify any abusive behavior or irresponsible parenting.

## Training Activity # 3: Presenting the Reparative Framework

After allowing ample time for the previous discussion, it is important that the trainer present the Reparative Framework as a theoretical aide for understanding the parenting exercises. We recommend that the trainer introduce the topic by conducting an activity included in the Reparative Framework Exercise. This activity involves playing the “Michael’s Story” CD and conducting two brainstorms. First, the trainer explains that the CD is the true story of a man who was interviewed for this project and whose name has been changed to protect his confidentiality. Although the story is real, the CD was recorded by a professional actor. The trainer then proceeds to play the first track of the CD.

After listening to the first track, in which Michael describes how he witnessed his father’s violence, the trainer facilitates and records two staff brainstorms. The first one highlights the mistakes that Michael’s father made when Michael tried to restore their relationship. The second one centers on alternatives to the father’s negative behavior. In other words, what could the father have done differently?

These discussions are designed to provide a transition to a presentation of the Reparative Framework. The trainer explains that the FVPF conducted qualitative research with 36 individuals in Massachusetts. These included in-depth interviews with six former BIP participants who had renounced their violence and were committed to healing their relationships with their children. Based on these men’s experiences, the FVPF developed a theoretical framework for understanding healing in relationships. This is a work-in-progress representing our best understanding to date of the reparative process between fathers and their children, but will certainly continue to evolve. All six interviewees followed each of the steps of the framework. Furthermore, all of them completed BIPs and sought additional intervention and support after they had finished their respective programs.

The trainer continues by presenting newsprint or a slide with the steps of the Reparative Framework spelled out:

**“Based on these men’s experiences, the FVPF developed a theoretical framework for understanding healing in relationships.”**

1. Changing abusive behavior
2. Modeling constructive behavior
3. Stopping denial, blaming and justification
4. Accepting all consequences for one’s behavior
5. Acknowledging damage
6. Not forcing the process or trying to “turn the page”
7. Listening and validating
8. Supporting and respecting the mother’s parenting

The trainer then goes over each step, using the following descriptions as a guide:

**Changing abusive behavior** – It is essential that fathers stop all kinds of abuse immediately. This is one of the fundamental goals of BIPs and, of course, a prerequisite to starting any reparation. This change, however, will not automatically rebuild trust and caring in the family. Men need to understand that this is a slow and difficult process. Some programs have found that explaining the effects of violence on children can be a powerful motivator for men to start changing.

**Modeling constructive behavior** – It is well known that children learn by example. Fathers need to know that as they stop modeling destructive behaviors, they have to make a

concerted effort to model positive ones. A key teaching concept in this project is that a father cannot be a good model for his children if he is abusive, disrespectful or hateful to their mother.

**Stopping denial, blaming and justification** – Most BIPs work towards having men take full responsibility for their abusive behavior. In the context of this framework, programs should teach fathers about the negative effects that denial, blaming and justification can have on children.

**Accepting all consequences for one's behavior** – Violence prevention activists often think of consequences primarily from the criminal justice perspective. Fathers involved in a reparative process need to understand that facing the consequences of their behavior may also include accepting rejection and the loss of trust, love and even contact with their children. Accepting consequences may also mean adopting a secondary parenting role, in support of the mother's authority.

**Acknowledging damage** – It is important that fathers realize the amount of damage they have inflicted and let their children know that they understand specifically how they have hurt them.

**Supporting and respecting the mother's parenting** – Men who are abusive often undermine the authority of the other parent. This usually continues to happen or increases after the parents are separated and divorced. In order to repair their relationships with their children, fathers need to restore the sense of respect for the mother's authority and decision making and fully support her parenting, especially if the father finds himself in a secondary parenting role.

**Listening and validating** – Fathers need to be prepared for and willing to receive anger, hurt, sadness, fear and rejection from their children. It is essential that they understand that this is part of the healing process and not a way for the children to manipulate the situation.

**Not forcing the process or trying to "turn the page"** – Except for the steps that involve personal change work, every stage in this framework has to take place on the children's own terms and timing. Fathers have to learn to be patient and not push healing or contact with their children. Fathers

should be open to talking about the past as many times as the children need to do it.

Additionally, the following teaching points taken from the Reparative Framework Exercise should be included in this activity:

- ▶ A common occurrence for men who have stopped their abusive behavior is that their children will start feeling safe with them in a new way. These men would like their families to congratulate and encourage them, but what they often get instead is more hostility and anger than before. For the first time, their children feel safe to express their true feelings about the years of abuse. This is a very hard situation for the men. They should be reminded that facing the anger from their children is an important part of the process and that it is a sign

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of progress. Men should never use this situation against their children.

- ▶ Once they feel safe, children often want to talk about the past repeatedly. This is particularly true for older children. Men have to understand that this is part of the healing process and not a way for survivors to be manipulative by “bringing back the past.” Men need to be open to revisiting the past as often as children need to and on their own terms and timing, as painful as it might be.
- ▶ Survivors of abuse need to have their pain witnessed and validated. This is, of course, a difficult process. Men have to be willing to sit down with their children and listen (many times) to the ways in which they were abusive and hurtful. Men have to be able to own and reflect back this reality to their family members.
- ▶ The issue of forgiveness might come up. This is a complex subject. Perhaps the most useful thing is to question

why fathers want to ask for forgiveness. Are they doing it for themselves, to feel better? Or are they doing it for their children and the children’s mother? Hopefully, men will want to apologize for the sake of their families and in that case, the process is much more involved than a simple “I’m sorry.” It is up to the children to forgive their fathers. If men really want to start healing, they need to embark on the long and arduous process of reparation, most of which will happen after participants have left their BIPs.

The trainer should conclude this activity by playing the second track of “Michael’s Story,” in which he describes his struggles overcoming his own violence and repairing the relationship with his own son. If there is time, the trainer may allow for a brief discussion among participants.

## Training Activity # 4: Presenting the Exercises to BIPs

Although we chose not to have a pre-imposed order for the Fathering After Violence exercises, all three pilot programs in Boston decided collectively to do the Empathy Exercise first and the Reparative Framework Exercise last. Other programs should feel free to find the order that best suits them, but for staff training purposes, it is recommended that the trainer first present the Reparative Framework Exercise since it is closely related to the previous activity. Before starting the presentation, the trainer should make sure that everyone has a copy of the actual exercises.

### Reparative Framework Exercise

The trainer should start the presentation of each exercise by reading aloud its goal and rationale. She or he then explains that the Reparative Framework Exercise is a simplified version of the previous activity. Its main goal is to introduce group participants to the Reparative Framework and, specifically, to help them understand that it is a difficult and slow process.

The trainer informs the staff that the first part of the exercise is identical to what they just did and walks them through the steps:

1. Explain the origins of “Michael’s Story”
2. Play the first track of the CD
3. Facilitate two brainstorms about Michael’s father’s mistakes and alternatives
4. Play the second track of the CD
5. Discuss the process of healing between Michael and his son

The main difference between the BIP exercise and the staff training activity is that the eight-step Reparative Framework is not formally presented to the BIP group. However, the facilitators have to make sure that certain points are covered during the exercise. After playing the first track of the CD, group leaders need to emphasize that:

**“Victims and witnesses of family violence need to be listened to and validated for a long period of time, often over many years.”**

- ▶ In order to start healing a relationship, the offender has to stop the abuse and begin modeling positive behaviors.
- ▶ Denial and minimization can be very damaging to children.
- ▶ Accepting the consequences for one’s behavior means more than doing time in jail or on probation. Men have to face the consequences of their behavior in their families and communities.

Upon playing the second track of the recording, facilitators will moderate a discussion that should lead to the following points:

- ▶ Healing the relationship between an abusive parent and his children is a very slow and difficult process.
- ▶ The process has to take place on the children’s terms and timing. The offender should not and cannot force the pace of the process.
- ▶ Victims and witnesses of family violence need to be listened to and validated for a long period of time, often over many years. The offender should not attempt to quickly “turn the page.”

### Empathy Exercise

The trainer starts by reading the goal and the rationale of the exercise. He or she then explains that this is a non-traditional

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exercise in which group members are asked to look at children’s pictures and then do their own drawing with crayons. Some staff might express skepticism about the willingness of men in BIPs to participate. The trainer might want to mention that during the Boston pilot, this was the most successful and best-received exercise.

The trainer proceeds by explaining that the first part of the exercise consists of showing participants a series of drawings that children in Mexico created when they were asked the question: “How do you see your father?” She or he then shows each of the drawings to the staff. This activity should be conducted in the same way that the actual exercise is implemented. The trainer reads the age and narrative that go with each drawing and allows for staff to make comments and express their reactions.

After showing the drawings, the trainer explains that the second part of the exercise consists of asking group members to do their own drawings, using crayons, to help them take on the perspective of one of their children. They should ask themselves: “How does my child see me as a father?” They need to be reminded of their history of violence and encouraged to draw from that perspective, given the focus of the BIP. If programs have enough time, they can implement an alternative in which participants are asked to execute two

drawings, one from a positive perspective and one from a negative one (e.g., informed by an incident of family violence).

Participants who don’t have children should use the perspective of another child, such as a stepchild, a niece or nephew, a mentee or even a neighbor or friend. The exercise closes by having men explain their drawings to the rest of the group and mention one way in which they think they have damaged their children.

### Modeling Exercise

After sharing the goal and rationale, the trainer explains that this exercise might look simple on paper, but may be difficult to implement. It involves remembering how group members were fathered, which can evoke intense feelings among participants. Facilitators need to pay special attention to the level of distress of group members and, if necessary, offer time to debrief after the group and/or provide referrals for psychological support outside of the program.

This exercise also asks for a commitment from the men to take actions outside the group and report about them. Some participants might be resistant to make such a commitment. The facilitators will have to use their persuasive skills to make sure everyone participates.

The trainer explains that the exercise starts by asking group members to remember their fathers’ behavior toward their mothers. They are asked to share with the group one example in which their fathers showed respect for their mothers and one in which they were not respectful. Even if there is resistance, facilitators should insist that the men think of both positive and negative examples, no matter how small.

It is likely that some group members might not have known their biological fathers. In those instances, they should think about father figures, such as stepfathers, godfathers, grandfathers, uncles, mentors or teachers. This discussion might be especially distressful for these particular men.

The second activity is identical to the first, except that this time group members have to look at their own behaviors in front of their children and provide examples of how they have modeled respect and disrespect for their co-parents. Facilitators

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tors should be equally persistent so that every man participates and provides both positive and negative examples. As in other exercises, if group members have no biological children, they can instead think about other children in their lives.

The exercise closes by asking men to think about one way in which they could better model respect for their co-parents in front of their children. Facilitators should make it clear to participants that they will have to make a commitment to execute whatever actions they choose. Their progress will be checked in subsequent sessions.

The trainer should make sure that the facilitators understand that this activity in no way endorses or encourages contact with the children's mother or children if such contact is illegal, dangerous or inappropriate in any way. The trainer should read and discuss in detail the following paragraph, taken from the Modeling Exercise:

It is imperative that the facilitators be aware of each participant's legal status with respect to their children and their children's mother. They should remind individual group members of their restrictions and make sure that

the actions they choose are consistent with them. The fact that men might have limited or no access to their children or their children's mother doesn't necessarily mean that they cannot do the exercise. They could certainly find ways to model a more respectful relationship with their children's mother, such as speaking more respectfully about her, even if a restraining order prohibits contact.

The trainer finishes this segment by explaining that if more sessions can be devoted to this exercise, it may be repeated using other kinds of modeling behaviors. One variation that yielded positive results during the pilot was using self-care as an example. Another possibility would be one in which BIP participants model support and respect for their children.

### **Closing**

The training should end, at the very least, with a brief check-out with all trainees. The trainer might ask whether any of their fears or hopes about the project have changed. If there is enough time, the trainer may want to lead a final brainstorm and document any changes of attitude among participants.

## Evaluation of Effectiveness

Engagement is a prerequisite for learning. Engaging the interest and emotional involvement of the men in Batterer Intervention Groups is potentially a challenge, as noted earlier. Most men are not participating by choice; they may have little intrinsic motivation to change; and they are likely to be angry at their partners and/or criminal justice intervention that has mandated them to the program. In Boston, it was encouraging to find that the new exercises were, in fact, intellectually and emotionally compelling for many participants.

In the pilot groups, co-facilitators filled out feedback forms after each session using the new exercises, and the men participating in the groups completed very brief reaction papers after each session. These evaluation materials indicated that engagement was high for the new exercises. Facilitators reported almost all men participated in the discussions. Participants themselves indicated their interest and sometimes emotional responses to the materials.

The feedback forms from group facilitators, reaction papers from participants and debriefing sessions with facilitators after the implementation were our sources for estimating the learning that resulted from the sessions using these materials.

The evaluator's summary indicates:

- ▶ The Empathy Exercise worked well, and at the time of the exercise participants showed increased awareness of hurting children.
- ▶ The Modeling Exercise in its original form, which has since been modified, took more than one meeting and was too complicated. Nonetheless, a majority of the men did accomplish a new action to which they had committed.
- ▶ The Reparative Framework Exercise engaged the participants' interest. Many participants gained a new awareness of their role in the intergenerational nature of domestic violence, and some indicated an understanding of aspects of the Reparative Framework.
- ▶ It is important to note that written feedback was a challenge for many of the men (Fleck-Henderson, 2003).

To get a more robust idea of the impact of the curriculum on both men and their partners, one man and his partner from each of the three participating programs agreed to be interviewed at the beginning of the program before introduction of the parenting exercises, and again at the end of the program after implementation of the new materials. Only two couples completed both interviews because one couple broke up. Each individual was interviewed alone. The interviews did not focus on particular exercises, but rather on the respondents' relationships with their children. A few excerpts from the two men who were interviewed at both time periods follow. They are illustrative of the small, but potentially significant, shifts in men's attitudes after the incorporation of the new curriculum materials. The question from the interviewer is indicated by "Q." "A time 1" indicates the response before the parenting materials. "A time 2" indicates the response to the same question after the parenting materials were introduced.

(From interviewee 1)

Q: Do you think the violence affected your kids?

A time 1: Yes, my son hits other kids. My daughter, I don't know.

A time 2: Yeah...my son...he may start crying. Definitely. Not just that. I don't want him or my daughter growing up thinking that's the way it's supposed to be, cause that's not the way it's supposed to be....[They may think] Daddy's being... (struggles). They may think of Daddy as a bad person. Or they may think of Mommy as a bad person. I don't want them to."

(From interviewee 2)

Q: What about your relationship with the children is difficult?

A time 1: Sometimes when I talk with them, they don't listen.... If I could listen to them, why can't they listen to me?"

A time 2: On occasion I have to tell them what they did wrong, and they don't like that. So when I tell them,

or scold them, I'd like to change the way I do it when I point it out to them."

Q: How can BIP help with your relationships with your children?

A time 1: I am beginning to see progress related also to children, not only domestic violence. ...I've learned a lot of good things and put them into practice. Domestic violence is a thing of the past."

A time 2: Specifically, what has helped is some studies they brought. In those sessions participants were asked to talk about their own fathers. That was very emotional. When those school children were talking about their own fathers, that really moved me a lot. One thing that stands in my mind, this story about a child who said 'My father is an excellent father. However, he has a bad temper.' That impacted me a lot. How can one be an excellent father and at the same time get so mad so quickly? I don't think that person could be an excellent father."

Personal change is always slow, and participants will be at different stages in their readiness to change behaviors. Nonetheless, the evidence so far suggests that the Fathering After Violence exercises helped many of the participating men begin to understand some of the impact of their behavior, to be more reflective about their behavior, and to change some behaviors. The high engagement with the new exercises as well as men's written reactions indicate that many of the men care deeply about their children and their role as fathers. However, they have difficulty taking another person's perspective and tend to see relationships in terms of their own needs. The mo-

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tivation is there to do better in their role as fathers, but they need help.

The curriculum materials have been demonstrated to be effective in engaging men in BIPs and promoting, for some of the men, increased empathy with their children, increased clarity about the damaging effects of violence on children, and new or clearer ideas about how to support their children's mother and think about repairing relationships with their children. The curriculum does not and cannot claim to teach parenting skills. While it is critical to work with fathers to decrease the likelihood of future child maltreatment and harm from exposure to violence, the legal limits on a participant's contact with his partner, former partner and/or children must be known and respected. The materials do not constitute an invitation to, or permission for, prohibited contact.

## Looking Ahead and Areas For Further Learning

Given that men who have been abusive remain active in their children's lives, it seems critically important to work with them to be better fathers. The responses of the men in the pilot groups indicate that many men in BIPs are concerned about their relationships with their children and motivated to improve their abilities to parent. The partners of the men in the pilot groups, insofar as we were able to reach them, were supportive of working with the men to improve their abilities to parent.

It is our hope that other programs working with men who have been abusive to their partners will join in this work. We invite them to become part of the "learning community" on this issue and share their experiences. The work has begun, but we are far from having all the answers.

The exercises presented here were developed during a lengthy period of research and discussion. The background research involved review of the literature and conversations with participants from different parts of this country. The exercises were designed with extensive consultation and influence from the directors of the programs in which they were piloted. This collaborative process, while potentially shorter for programs adapting these materials, would still be important. The particulars of any program will contribute to the shaping of the exercises. We need to learn from others about the modifications recommended and found to be useful for different groups and circumstances, and why these modifications make sense.

The research done in preparing for this project suggests that mothers who have been in abusive relationships support this work *if* the men who are fathers of their children have renounced violence. Men in BIPs have not necessarily renounced violence. The exercises have been carefully designed, and should always be interpreted, to require no actual contact with children. They do, however, imply the possibility of future contact, even in the situation where there is no current contact. Therefore, it is possible that some men should not be in the groups using these exercises. We did not have the ex-

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perience of a woman objecting to her partner's participation, but that could happen. It is important to gain further understanding of this question: How do we identify men for whom these exercises are not appropriate, and whose participation could lead to negative consequences?

The exercises presented here are only a beginning toward the ultimate purpose of helping men to have constructive and healing relationships with their children. Actual work on repairing relationships with children does imply contact. That work can only be done in a subsequent group context, limited to men who have renounced violence and have legal access to their children. A next step is to work on developing such groups, including consideration of criteria for participants and procedures to ensure partner collaboration and safety.

The question of the importance of partner contacts, and best methods to accomplish partner contacts, is still open. If women are the primary parents of their children, they must be included in the process that addresses their abusive partner's role as father. Yet, completing partner contacts, in the current form of telephone calls to the house, proves dif-

difficult, even in situations where agency policy requires them. In the pilot programs, calls were attempted in all cases. However, only about half were completed, mostly due to no answers. In agencies and localities that do not support partner contacts, the difficulties are obviously even greater. If prior contact with partners is, indeed, considered important for the safety of women and children, more and varied efforts will be needed to complete the contacts. This is another area calling for creative new approaches.

To do this work, BIPs must establish relationships with organizations concerned with families and children. This becomes critically important when BIPs more explicitly address fathering. Training in and familiarity with child protection procedures and issues is one aspect of this. Connections for consultation, collaboration, and referral with community agencies is another. These connections and collaborations will take differing forms and yield new learning about useful structures and processes.

The pilot groups had a complex evaluation component including feedback from facilitators, from the men themselves, and from partners. While other programs adapting these materials might not need such a large evaluation component, there should be some feedback mechanisms in place. This is a new venture, and it will be important to track, as well as we can, how it works, and particularly if there are unintended negative consequences. The challenges and creative innovations of other programs will be critical parts of our collective

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learning about the process of helping men renounce violence, and ultimately establish constructive and healing relationships with their children.

Research will be needed to assess the effects of addressing parenting issues in BIPs. Ultimately, we want to ascertain the effects on children’s exposure to violence, the effects on men’s relationships with their children, and the effects on men’s abilities to support the parenting of the children’s mother.

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## Appendix II – Organizational Self-Assessment

As you consider implementing materials on parenting, please take some time as an organization to reflect on these questions:

1. Who are your community partners that can help you deepen your understanding of: (1) the effects of domestic violence on children, (2) the unforeseen complications for men's partners, and (3) the supplemental resources for families (fathers, mothers, and children)?
2. What are the demographics of your current population and what do you need in order to integrate a cultural framework into your work?
3. What are your biggest fears and hopes about implementing new materials on parenting?
4. To whom are you accountable (state, county certification/standards, etc.) and how will you ensure your shifts in programming are not contra-indicated?
5. Given the time limits of your program, what sections of your current curriculum are you willing to forego in order to make room for the new materials?
6. What are the implications for other aspects of your infrastructure (e.g., intake forms, supervision, training, etc.)?
7. What do you need in order to develop an informed policy for child abuse and neglect reporting?
8. What mechanisms are currently in place to reach out to partners? Are they adequate? How will your organization ensure survivor input into a new focus on parenting?
9. How will you set aside time for the staff discussion and training that must precede implementation of the new materials?
10. How will you provide follow-up to men who reveal information that raises concerns about, among other issues, their mental health needs, their relationships with their children, and their attempts to use information to undermine their children's mothers?
11. How will you communicate your programming to the community and particularly the courts in order to avoid false hopes and perceptions about abusive men and their children?
12. Who in your community could do ongoing work with men once your program has ended?
13. How will you contribute to the knowledge base of the Fathering After Violence Project?

## **Appendix III – Additional Resources**

**Center for Fathers, Families and Workforce Development**

[www.cfwd.org](http://www.cfwd.org)

**CORIAC – Colectivo de Hombres por Relaciones Igualitarias, A.C.**

(Men’s Collective for Equal Relationships, Inc.)

[www.coriac.org.mx](http://www.coriac.org.mx)

**Domestic Abuse Project**

[www.domesticabuseproject.org](http://www.domesticabuseproject.org)

**EVOLVE Curriculum**

Dr. Stephen R. Grant

(860) 721-2199

**House of Ruth**

[www.hruth.org](http://www.hruth.org)

**Institute on Domestic Violence in the African American Community**

[www.dvinstitute.org](http://www.dvinstitute.org)

**Institute for Safe Families**

[www.sanctuaryweb.com/main/institute\\_for\\_safe\\_families.htm](http://www.sanctuaryweb.com/main/institute_for_safe_families.htm)

**National Latino Fatherhood and Family Institute**

[www.nlffi.org](http://www.nlffi.org)

**Minnesota Center Against Violence and Abuse**

[www.mincava.umn.edu](http://www.mincava.umn.edu)

**National Latino Alliance for the Elimination of Domestic Violence**

[www.dvalianza.org](http://www.dvalianza.org)

**Non-Violence Alliance**

[www.endingviolence.com](http://www.endingviolence.com)

For more than two decades, the Family Violence Prevention Fund (FVPPF) has worked to end violence against women and children around the world, because everyone has the right to live free of violence. Instrumental in developing the landmark Violence Against Women Act passed by Congress in 1994, the FVPPF has continued to break new ground by reaching new audiences including men and youth, promoting leadership within communities to ensure that violence prevention efforts become self-sustaining, and transforming the way health care providers, police, judges, employers and others respond to violence.

**Family Violence Prevention Fund**

383 Rhode Island Street, Suite 304

San Francisco, CA 94103-5133

TEL: 415.252.8900

TTY: 800.595.4889

FAX: 415.252.8991

[www.endabuse.org](http://www.endabuse.org)

[fund@endabuse.org](mailto:fund@endabuse.org)

**Family Violence  
Prevention Fund**