

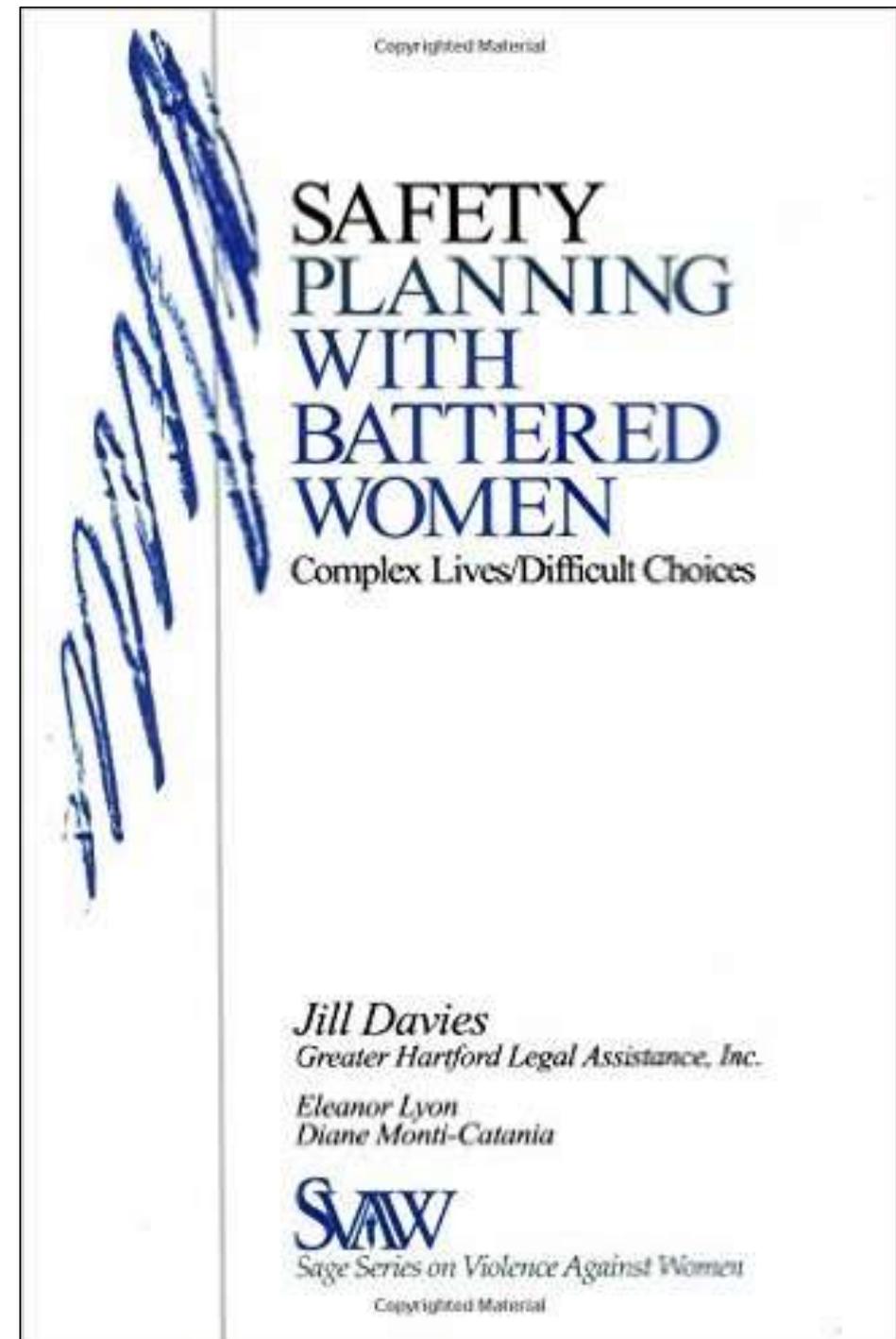
Welcome to the NNADV Advocate Certificate Course

Safety Planning and Risk Analysis



Acknowledgment

- We acknowledge the invaluable contribution of Jill Davies and her colleagues to our understanding of this topic.
- We highly recommend the book *Safety Planning with Battered Women: Complex Lives/Difficult Choices*, available for loan in the NNADV Resource Center.



Making Connections

This course builds on topics presented in other courses in the NNADV Advocate Certificate Course. Before you begin, we recommend that you complete the courses listed below first. Consult with your supervisor for guidance.

- Module 2: Introduction to Domestic Violence; and
- Module 6: Survivor-Centered, Trauma-Informed Advocacy.



Course Overview

Section 1: What is Safety Planning?

Section 2: Assessing Risks

Section 3: Creating a Community of Safety

Section 4: Developing the Safety Plan

Course Objectives

Upon completion of this course, you will be able to:

- Define safety planning.
- Recognize that safety means a different thing to each survivor of domestic violence.
- Assess lethality risks, batterer-generated risks, and life-generated risks.
- Identify the survivor's options, resources, and allies to incorporate into a safety plan.
- Develop a safety plan with a survivor that enhances safety before, during, and after a crisis.

1. What is Safety Planning?

Objective

- Define safety planning.



1. What is Safety Planning?

Safety Planning IS:

- **An active, ongoing process** designed to assist domestic violence survivors in developing strategies to keep themselves and their children safer.
- **One of many tools** advocates can use to help survivors with safety. Safety planning is about problem solving, maximizing safety, and minimizing risk.
- **Survivor-driven**. Safety means different things to each survivor. Safety plans are developed by each survivor according to her needs.
- **A work in progress** that changes when the survivor's and/or perpetrator's circumstances change.

1. What is Safety Planning?

Safety Planning Is NOT:

- **A cookie cutter process.** One size does not fit all. Each safety plan must meet the unique circumstances of the individual survivor.
- **A form or checklist.** Safety planning requires active engagement with the survivor to analyze risks and listen for strategies she is already using to keep herself and her children safer.
- **A guarantee of safety.** A safety plan provides a means for enhancing a survivor's safety, but does not guarantee it.
- **A quick process.** It may take several sessions to gather information and begin to develop options that will work for the survivor.



1. What is Safety Planning?

Safety Planning Tip

- Survivors of domestic violence are always in the process of safety planning.
- They know best what will or won't work for them under their present circumstances.

(See Resource # 1, *Creating Sustainable Safety for Battered Women*, in the Resources Folder).

2. Assessing Risks

Objective

- Assess lethality risks, batterer-generated risks, and life-generated risks.



2. Assessing Risks

Lethality Assessment

- Part of your conversation with a survivor will be about any lethality factors that may be present in the relationship.
- The survivor's responses will help you determine whether she is at high risk of being injured or killed by her partner.



2. Assessing Risks

Lethality Assessment Questions

- Ask questions such as:
 - Has your partner ever used weapons against you or used weapons to threaten you?
 - Has your partner every threatened to kill you or the children?
 - Do you think your partner might try to kill you?

2. Assessing Risks

Lethality Assessment Questions

- If the survivor answers “Yes” to any of these questions or raises any of these concerns, convey that you are concerned for her safety by saying:
 - “That concerns me; I am very worried for your safety.”
 - “It sounds like you are in a dangerous situation. Can you tell me more about what is happening?”

2. Assessing Risks

Additional Questions Related to Lethality

- Some other important questions to ask:
 - Does the abuser have a gun or access to one?
 - Have there been any incidents of the abuser strangling you?
 - Is your abuser jealous or controlling of most of your daily activities?
 - Have you separated from the abuser after living together or being married?

2. Assessing Risks

Additional Questions Related to Lethality

- Is the abuser unemployed?
- Has the abuser ever attempted to commit suicide?
- Do you have a child that is not the abuser's?
- Does the abuser ever spy on you, follow or stalk you, or leave you threatening messages?

If the survivor answers “Yes” to three or more of these questions, she might be at increased risk for serious injury or death.

2. Assessing Risks

High Lethality Risk

If the survivor's responses indicate a high risk of injury or death, you should inform the survivor:

- “I need to tell you that people in your situation have been seriously injured or killed.”



Explore with the survivor whether she wants to leave the residence or talk about other emergency housing options that might work for her.

2. Assessing Risks

Safety Planning Tip

- Advise the survivor that periods of separation from the abuser can be dangerous times, with an increased risk of harm, including serious and life-threatening injury to the survivor.
- Safety planning can reduce the risk of being harmed.

(For a more extensive lethality assessment tool that can be used when a survivor is in the office and under no time pressure, see Resource # 2, *Risk and Lethality Assessment in the Field of Intimate Partner Violence*, in the Resources Folder).

2. Assessing Risks

Orders for Protection Against Domestic Violence

- Ask if the survivor is interested in obtaining a protection order. Explain that a protection order is an order granted by a judge that can keep the abuser away from her for up to one year.
- Explain the process for obtaining a protection order in your county.



2. Assessing Risks

Orders for Protection Against Domestic Violence

- A protection order may not be the best option for a survivor—the survivor knows best how the abuser will respond to being served protection order papers.
- If the survivor believes the abuser will become more violent, other safety planning strategies need to be put in place first.

2. Assessing Risks

Victims of Crime Program

- If the abuser was arrested, the survivor is eligible for assistance from a victim/witness advocate. Ask if she wants information about the victim/witness program in her county, or the Victims of Crime Program.



2. Assessing Risks

Batterer-generated vs. Life-generated Risks

- It's important to make an assessment of survivors' *batterer-generated* and *life-generated risks* to determine the kinds of safety planning that may be most appropriate (Davies et al, 1998).



2. Assessing Risks

Safety Tip

- There is a difference between batterer-generated risks and life-generated risks.
- The batterer may be able to manipulate life-generated risks in order to control the survivor.

2. Assessing Risks

Batterer-generated Risks

- A batterer-generated risk is *created by the batterer* in order to manipulate and maintain power and control over the survivor (Davies et al, 1998, pp. 21-52).

2. Assessing Risks

Batterer-generated Risks

Physical
Psychological
Children
Financial
Family and Friends
Relationship
Arrest and Legal Status

- Bruises, broken bones, stitches. Can include risk of sexual violence and transmission of HIV or other sexually transmitted diseases.



2. Assessing Risks

Batterer-generated Risks

Physical
Psychological
Children
Financial
Family and Friends
Relationship
Arrest and Legal Status

- Insults, threats, criticizing her parenting, blaming her for everything.



2. Assessing Risks

Batterer-generated Risks

Physical
Psychological
Children
Financial
Family and Friends
Relationship
Arrest and Legal Status

- Children being abused, children witnessing the violence, engaging the survivor in a custody battle, insulting her parenting.



2. Assessing Risks

Batterer-generated Risks

Physical
Psychological
Children
Financial
Family and Friends
Relationship
Arrest and Legal Status

- Taking her money, ruining her credit, causing her to lose her job, putting her on an allowance.



2. Assessing Risks

Batterer-generated Risks

Physical
Psychological
Children
Financial
Family and Friends
Relationship
Arrest and Legal Status

- Causing her to lose the support of family and friends; causing her to fear that they will be physically injured or threatened.



2. Assessing Risks

Batterer-generated Risks

Physical
Psychological
Children
Financial
Family and Friends
Relationship
Arrest and Legal Status

- Losing the relationship with the batterer, fear that she won't be able to find another relationship, fear of being alone.

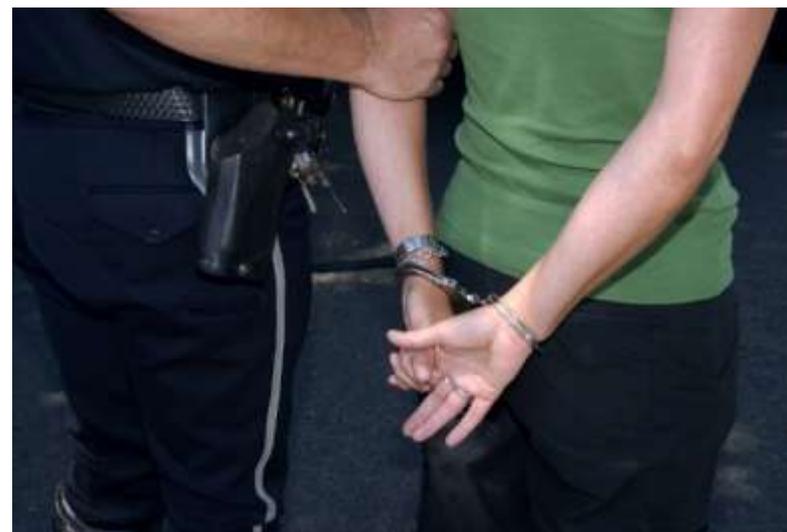


2. Assessing Risks

Batterer-generated Risks

Physical
Psychological
Children
Financial
Family and Friends
Relationship
Arrest and Legal Status

- Forcing her to commit crimes, having her arrested, having her deported or separated from her family.



2. Assessing Risks

Safety Tip

- The batterer also may try to control the survivor through the use of technology such as:
 - Spyware/computer and phone monitoring software
 - GPS devices (global positioning systems)
 - Hidden cameras
 - Social media

(See Resource # 3, [*NNEDV Safety Net Resources*](#), in the Resources Folder).

2. Assessing Risks

Life-generated Risks

- Life-generated risks are *ongoing challenges faced by survivors* in addition to domestic violence. These issues are separate from the domestic violence (Davies et al, 1998, pp. 53-72).

2. Assessing Risks

Life-generated Risks

Economic

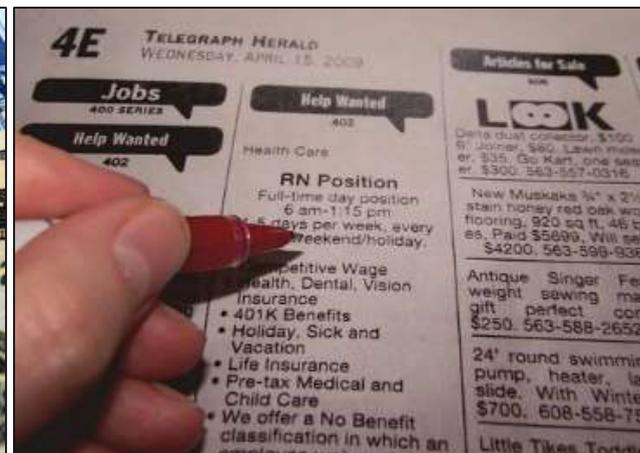
Home Location

Physical and Mental Health

Major Social Institutions

Discrimination

- Lack of a job or a low-paying job, lack of affordable child care, lack of access to training or education, dependence on partner's income or benefits.



2. Assessing Risks

Life-generated Risks

Economic
Home Location
Physical and Mental Health
Major Social Institutions
Discrimination



- **Rural**
 - Lack of public transportation
 - Isolation
 - More access to firearms and more traditional gender roles
- **Urban**
 - Higher crime rates
 - More resources, but limited public transportation
 - Abuser's network of acquaintances watching her

2. Assessing Risks

Life-generated Risks

Economic
Home Location
Physical and Mental Health
Major Social Institutions
Discrimination

- Health Issues
- Disability
- Mental Health Issues



2. Assessing Risks

Life-generated Risks

Economics
Home Location
Physical and Mental Health
Major Social Institutions
Discrimination

- Inadequate responses by major social institutions:
 - police and courts,
 - hospitals and other medical settings,
 - religious institutions, and
 - social service and counseling agencies.



2. Assessing Risks

Life-generated Risks

Economics
Home Location
Physical and Mental Health
Major Social Institutions
Discrimination

- Discrimination on the basis of:
 - Race/ethnicity
 - Gender
 - Sexual orientation/identity
 - Other bias



2. Assessing Risks

Batterer Manipulation of Life-generated Risks

- Battered women are made more vulnerable by the host of life-generated risks, but their abusive partners are also often aware of these risks and manipulate them to maintain power and control.

3. Creating a Community of Safety

Objective

- Identify the survivor's options, resources, and allies to incorporate into a safety plan.



3. Creating a Community of Safety

Who Are Some Allies the Survivor Might Identify?

- | | |
|---|---|
| <ul style="list-style-type: none">• Family members• Friends• Co-workers• Supervisor• Domestic Violence Program• Women's Center/Senior Center | <ul style="list-style-type: none">• Teachers/School Counselors• Faith community• Ethnic/Cultural Community• Employee Assistance Program/Union• Therapist/Social Worker• Doctor/Nurse |
|---|---|

3. Creating a Community of Safety

Who Are Some Allies the Survivor Might Identify?

- Discuss with the survivor how one or more of these potential allies might assist her during a crisis.



3. Creating a Community of Safety

Survivor Options

- Using the information you have gathered, begin to discuss options with the survivor.
- During this process, the survivor will recognize which options seem best for her and which ones will increase her uncertainty or decrease her safety.

3. Creating a Community of Safety

Remember

- The survivor's idea of safety may be different from yours.
- Leaving is not always an option, and may actually increase the abuser's stalking and harassment!
- If leaving is not an option, explore the options, people, and resources she can draw upon for help.

3. Creating a Community of Safety

Options

- Explore the following steps:
 - the practical steps she can take to enhance safety during an incident;
 - the allies or resources she will need to accomplish her plan;
and
 - a rehearsal of some of the action steps.

3. Creating a Community of Safety

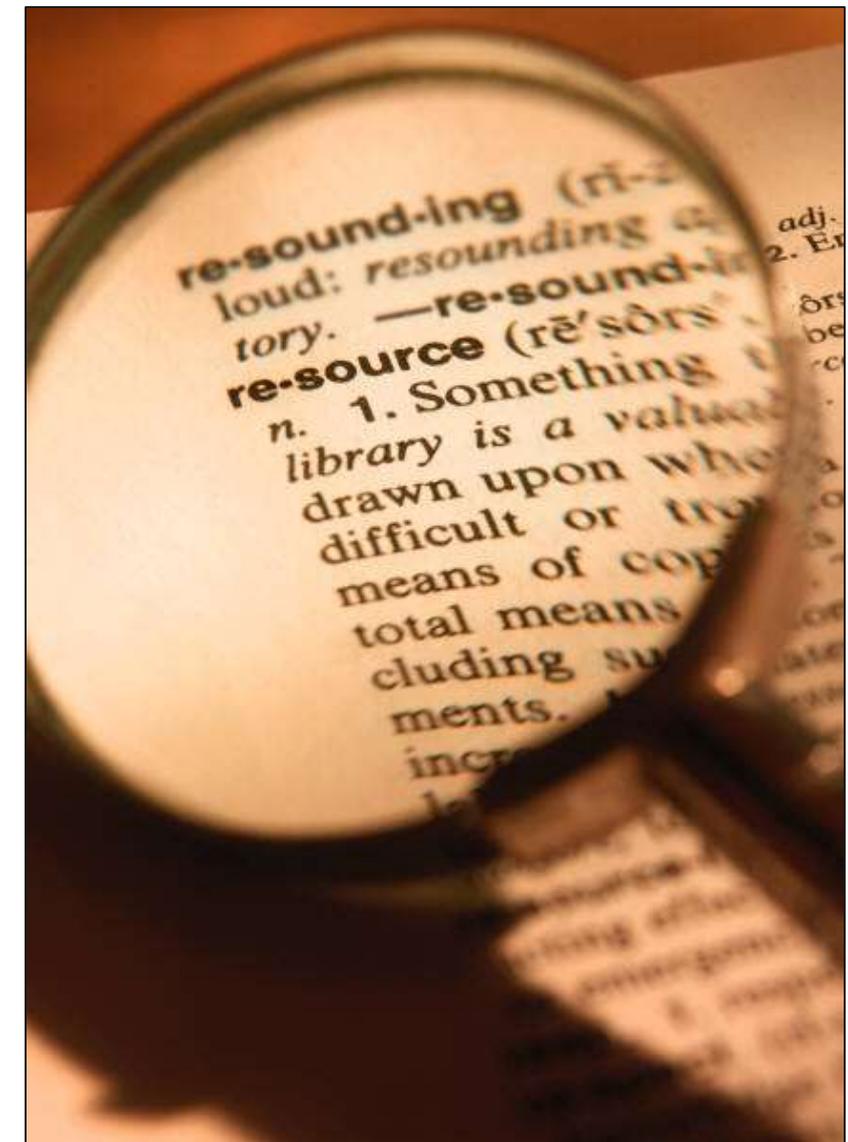
Remember

- It may take more than one phone call or session to develop a safety plan that works. She may be able to decide on only one or two best courses of action. Use supportive, reflective, attentive, validating peer counseling skills during this time.
- Each survivor's options are different. If she decides she cannot leave the residence, offer her some ways to stay safe in the home during an incident.
- Some options may only be appropriate for the long term, e.g., divorce, child custody, child support.
- For survivors who have accessed services before, it is important to revise the safety plan because circumstances and options change.

3. Creating a Community of Safety

Talk with Your Supervisor

- Meet with your supervisor to discuss the resources your program offers to survivors and their children and the types of community and human service resources available in your county.



3. Creating a Community of Safety

Practice and Prepare

- It may be helpful for the survivor to practice her plan after she has decided on the options that would work for her.
- Practicing will help her regain a sense of control, and help her prepare for any unforeseen consequences.

4. Developing the Safety Plan

Objective

- Develop a safety plan with a survivor that enhances safety before, during, and after a crisis.



4. Developing the Safety Plan

Introduction

- After you've assessed the survivor's risks and community of safety, and discussed options that would work for her, it's time to develop the safety plan.

(Note: Many of the ideas in this next section of the course come from the *National Domestic Violence Hotline* website).

4. Developing the Safety Plan

During an Incident

- Help the survivor think about safe places to go in the house when violence escalates. Avoid bathrooms, kitchen, and garage, and other rooms where weapons may be present or no exit.
- Safety may mean giving abusers what they want until the danger has passed.

(See Resource # 4, *Domestic Violence Safety Tips for You and Your Family*, in the Resources Folder. This tri-fold brochure is also available at www.nnadv.org in Spanish, Russian, Mandarin, Japanese, Vietnamese, Korean, Tagalog, Arabic, Thai, Tigrinya, Farsi, and Amharic).

4. Developing the Safety Plan

During an Incident

- If the survivor is in physical danger, talk about how she can shield her body by rolling into a ball, or using a pillow as a shield.
- Talk with the survivor about the possibility of teaching her children some safety measures, e.g., not getting between the adults, running next door, going into another room, calling the police, older children gathering up younger children, or calling a family member to come pick them up.
- Use a code word with children, family, and friends when they need to call the police.

4. Developing the Safety Plan

If Leaving is Not an Option

- Keep a phone nearby to call the domestic violence hotline, family, or friends in case an incident occurs.
- Ask a neighbor to call the police if they hear any suspicious noises coming from the home. Make a signal for them to call the police, e.g., pulling the shade down, letting the phone ring twice, or putting a light on.
- Get to a room with a phone to call for help, locking the abuser outside if possible.
- Plan an escape route and teach it to the children.

4. Developing the Safety Plan

The survivor can begin to gather important documents and items for leaving.

Birth certificates

Phone numbers

Medicine

Prescription Medicine

Insurance/Credit Cards

Paperwork

Proof of Residency

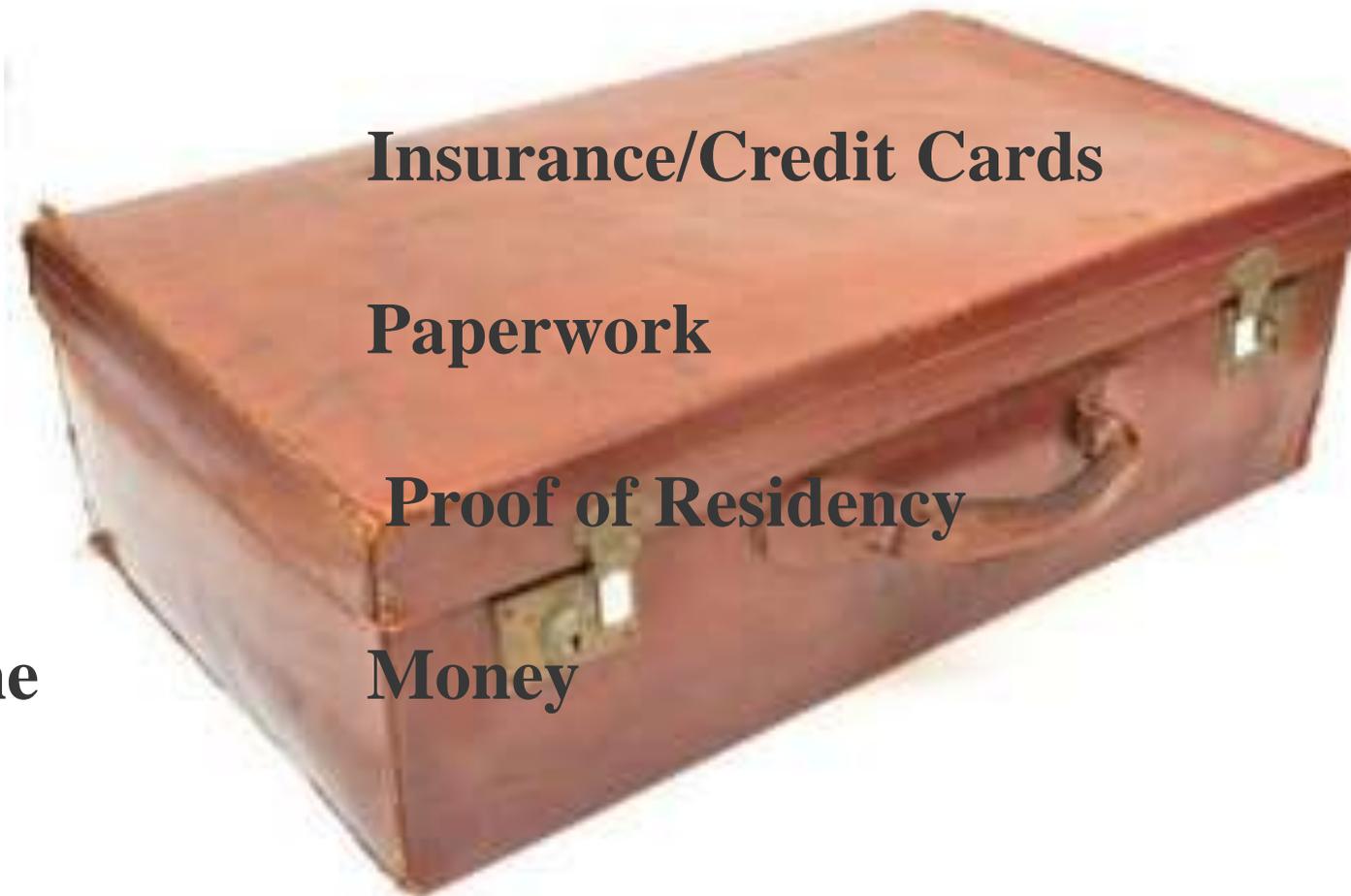
Money

Clothing

Keys

Personal Items

Children's Items



4. Developing the Safety Plan

If leaving is an option

- How can she get out of the home safely? Some times to consider leaving are:
 - Walking the dog
 - Taking out the trash
 - After the abuser leaves for work
 - Picking up the kids from school/activities
 - Going to work or school
 - Going to the store or laundry
 - After an arrest

4. Developing the Safety Plan

If leaving is an option

- Where are some places she can go if she leaves?
 - Friends or family members who are safe
 - Hotel/motel
 - Domestic violence shelter

4. Developing the Safety Plan

If leaving is an option

- Who would take care of their pets or farm animals? If your program works with an animal shelter or has an onsite kennel, let the survivor know, otherwise suggest:

- Vet
- Pet adoption center
- Friends
- Another farm



4. Developing the Safety Plan

Workplace Options

- Inform security, supervisor, or human resources manager.
- Change your route from home to work.
- Move to a parking space near the building.
- Request an escort to and from the car.
- Change work station location.
- Change shifts.
- Find out if telecommuting is possible.
- Keep a copy of the protection order at work.
- Do not go to lunch alone.



4. Developing the Safety Plan

Domestic Violence Shelter Option

- Explain that this is a safe place to begin to regroup.
- Explain that it is not a homeless shelter.
- Explain that peer counseling/advocacy/accompaniment are available to assist her.



4. Developing the Safety Plan

Legal Options

- **Order for Protection Against Domestic Violence**
 - Obtaining a protection order can be a tool for enhancing safety. Not everyone will want to pursue this. The survivor knows best how the abuser will react to being served with legal papers, and whether the abuse would escalate.

4. Developing the Safety Plan

Legal Options

- **Criminal Proceedings**

- Show the prosecutor any court orders or photos of injuries.
- Tell the prosecutor the name of anyone helping the survivor.
- Provide the prosecutor with names of persons who witnessed incidents.
- Bring a friend or relative to court when the case is heard.
- Notify the bailiff or deputy that the survivor is at the hearing and ask that they look out for her during the hearing.

4. Developing the Safety Plan

Legal Options

- **At the Courthouse**

- Sit as far away from the abuser as possible.
- Do not look at or talk to the abuser, or the abuser's friends or family.
- A domestic violence advocate can accompany the survivor.
- Leave quickly through an exit that is different than the abuser's.
- Survivor can call the police if she believes the abuser is stalking her or violating the protection order.



4. Developing the Safety Plan

Financial Options

- Save money a few dollars at a time and hide it safely from the abuser.
- Ask if there are any friends or relatives who can offer a short-term loan.
- Protect joint assets—she is entitled to money in an existing account in both of their names.
- Open a new savings account using a bank different than the abuser's.



4. Developing the Safety Plan

Final Review

- Let's review some facts about safety planning with a survivor.



4. Developing the Safety Plan

When is the Best Time to Safety Plan?

- Ideally, safety planning should begin during the **first contact** with a survivor and any time the survivor's circumstances change.



4. Developing the Safety Plan

When is the Best Time to Safety Plan?

- You can find many informal opportunities to safety plan:
 - During support group meetings
 - Accompanying a survivor to court or a social services appointment
 - When the survivor is arranging to leave shelter, relocate away from an abuser, or return to the residence.

4. Developing the Safety Plan

Meet the Survivor Where She Is

- Even if she has attempted to leave the relationship many times, begin safety planning by considering the survivor's current circumstances and available resources.
- Design a practical, realistic safety plan that includes the survivor's unique needs and opportunities.

4. Developing the Safety Plan

Think Creatively

- Help the survivor get creative about accessing or hiding resources, finding or making money, and looking for ways to enhance her safety plan based on things she is already doing successfully to keep herself and her children safe.



4. Developing the Safety Plan

During a Counseling Session or Crisis Line Call

- Focus on the survivor's immediate needs.
- You may not have time for a full conversation, but you can obtain enough information to begin assisting the survivor with some safety needs.



4. Developing the Safety Plan

Crisis Line Call vs. In-Person Counseling

- Safety planning during a crisis line call presents some unique challenges, such as:
 - less time to have a conversation or determine the level of risk the survivor is facing,
 - the need to plan around immediate safety/lethality risks,
 - no visual cues or nuances to observe, and
 - the need to rely on tone of voice and pauses for information.

4. Developing the Safety Plan

Help the Survivor Create a Community of Safety

- Safety includes the survivor's children, friends, neighbors, and family. Help the survivor prepare for safety at every point in her community.
- Talk about how the batterer might attempt to manipulate members of the survivor's community of safety. Discuss what that could look like and how to reduce the risk to others.



Test Your Knowledge

- Now that you have an understanding of the basics, let's move through some typical scenarios you might encounter in a one-on-one counseling session or on the hotline.
- In each scenario, consider the survivor's lethality factors, batterer-generated risks, life-generated risks, community of safety, and potential safety strategies.

(Source of scenarios: Pennsylvania Coalition Against Domestic Violence, *Safety Planning*).

Test Your Knowledge

Scenario 1: Susan

Susan calls the hotline and tells the advocate she was told to call and get a protection order. The advocate learns that Susan's neighbor called the police the night before when the neighbor heard them fighting. The advocate asks Susan to describe what has been happening at home:

Susan: Well, my husband and I fight a lot – sometimes it gets pretty loud. He keeps accusing me of cheating on him, and he has to know where I am all the time. I gave up on seeing my family and my friends because he just hassles me.

Advocate: It sounds like you are feeling pretty afraid of him.

Susan: Yeah. Last night my neighbor called the cops.

Test Your Knowledge

Advocate: What happened when they arrived?

Susan: Well, before they arrived we were arguing. I told him I was leaving. I've left before but I came back. He threw my car keys in the trash. Then, he called me a bitch and a whore, and said I deserved to die. He began to choke me, and I almost passed out. I ran out of our apartment and down the stairs to the parking garage. He caught up with me on the steps and slammed me against the wall; then he knocked me around. I don't remember a lot after that. When I woke up I was at the bottom of the stairs. My face is pretty bashed in. I feel like this is just too much for me.

Advocate: It sounds like you're scared and overwhelmed. I'm really concerned about your physical health and safety. Has he ever choked you before?

Test Your Knowledge

Susan: A few times.

Advocate: Can you tell me, does he have any guns?

Susan: Yes. He has some sort of handgun.

Advocate: Has he ever threatened you with it?

Susan: He's pointed it at me and said he'll kill me if I don't shut up.

Advocate: Susan, do you think he might try to kill you?

Test Your Knowledge

Susan: After what happened last night, I do.

Advocate: I need to tell you that in your situation people have been seriously injured and killed. I'm really concerned for your safety. Can we talk about some safe places for you to go?

Susan: I just have to get out of here. I don't want to stay here because when he comes back it'll get worse. It has before.

Advocate: Do you have any friends or family you could stay with?

Susan: My family and friends are tired of me leaving, then coming back. They don't want to deal with me anymore because they are afraid of him. And he keeps showing up wherever I go. So they won't help me.

Test Your Knowledge

Question 1

What are the questions or statements the advocate used to determine the lethality potential of Susan's batterer?

- Has he choked you?
- Does he own a handgun?
- Has he threatened to kill you?
- All of the above.

Test Your Knowledge

Answer

What are the questions or statements the advocate used to determine the lethality potential of Susan's batterer?

- Has he choked you?
- Does he own a handgun?
- Has he threatened to kill you?
- All of the above.

Test Your Knowledge

Question 2

What are the batterer-generated risks that Susan is experiencing?

- Physical
- Psychological
- Children
- Financial
- Family and friends
- Relationship
- Arrest and legal status

Test Your Knowledge

Answer

What are the batterer-generated risks that Susan is experiencing?

- Physical
- Psychological
- Children
- Financial
- Family and friends
- Relationship
- Arrest and legal status

Test Your Knowledge

Scenario 2: Kathleen

You are seeing Kathleen for one-on-one counseling. She tells you that a couple of months ago she split from Michelle, her partner of 10 years. Both teach in separate school districts. It seems their mutual friends have dropped away over the last few years.

She tells you she ended the relationship because Michelle was becoming very possessive, and would grab her and shake her during an argument. She would threaten to call the school and out her.

Test Your Knowledge

Lately, Michelle seems to be appearing everywhere Kathleen is. She is worried that Michelle will call the school and cause a problem for her. Michelle has even begun appearing at her school after work and making threats, including “If I can’t have you, nobody will.” She also leaves threatening messages on her cell phone.

Kathleen wants to keep Michelle away but is afraid to call the cops because she’s worried about their response. She fears that people would know about their relationship and she could lose her job. She wants to get on with her life, but with being so close to retirement she is not able to move out of the area.

Test Your Knowledge

Question 3

What are some of the life-generated risks that Kathleen faces?

- Physical
- Psychological
- Major social institutions
- Discrimination

Test Your Knowledge

Answer

What are some of the life-generated risks that Kathleen faces?

- Physical
- Psychological
- Major social institutions
- Discrimination

Test Your Knowledge

Question 4

Which of the following are possible safety planning strategies that you can present to Kathleen for consideration?

- Provide campus security a photo of Michelle and request they escort her off the property if she shows up.
- Change her phone number, and provide the new number only to safe friends and family.
- Have her car inspected to determine if a GPS device was placed in it.
- Consider installing a security system at home.

Test Your Knowledge

Answer

Which of the following are possible safety planning strategies that you can present to Kathleen for consideration?

- Provide campus security a photo of Michelle and request they escort her off the property if she shows up.
- Change her phone number, and provide the new number only to safe friends and family.
- Have her car inspected to determine if a GPS device was placed in it.
- Consider installing a security system at home.

Test Your Knowledge

Scenario 3: Jane

Jane called the hotline after leaving her husband earlier in the day. She told the hotline worker that she had been wandering around aimlessly for several hours after her husband beat her. He had beaten her before. This time he beat her because she did not want to become pregnant. Each time she left in the past, she returned to him later the same day. This time she was determined not to return, but as the day wore on, she realized she had nowhere to go.

She told the hotline worker that maybe his demand that she become pregnant meant he really cared for and loved her. She called him, but when he answered the phone, he was in a rage and threatened to kill her the next time he saw her. Once before when she threatened to leave, he threatened to kill her dog. When she returned home, her dog was gone.

Test Your Knowledge

Question 5

Which statements/questions could you use most appropriately to begin a safety planning discussion with Jane?

- He sounds like a terrible person. You're better off without him.
- Would you like to talk about some safe places you can stay?
- Can I have your name, address, age, and phone number?
- I need to check for a conflict. Can you give me his name?
- It sounds like you're having a tough day. You do not deserve to be treated that way.

Test Your Knowledge

Answer

Which statements/questions could you use most appropriately to begin a safety planning discussion with Jane?

- He sounds like a terrible person. You're better off without him.
- Would you like to talk about some safe places you can stay?
- Can I have your name, address, age, and phone number?
- I need to check for a conflict. Can you give me his name?
- It sounds like you're having a tough day. You do not deserve to be treated that way.

Test Your Knowledge

Scenario 4: Mary

This is the sixth time Mary has called the hotline for help and she's not sure why she called. Her husband has been violent ever since they got married and the abuse got worse five years ago before the birth of their first child. Since then she has called the hotline when the abuse has gotten really bad. She was in the shelter once, for three days. She left and returned home because she had no other place to stay once she left the shelter.

Last night during an argument about her friends, her husband slapped her really hard and shoved her toddler into a kitchen cabinet, giving him a black eye and a cut on his forehead. This is the first time her husband has ever been violent to the children and he swore that it would never happen again. Mary isn't so sure and wonders if she should leave with the children.

She has a disability and uses a cane to get around the apartment. She does not drive a car.

Test Your Knowledge

Question 6

Which statements/questions could you most appropriately offer to Mary to help keep her and her kids safer?

- If you have a cellphone or cordless phone, it might be a good idea to keep it with you so you can call for help.
- You should file for divorce and get custody of the kids.
- Let's talk about some ways to keep you and the kids safer next time.
- You are best judge of whether you should stay or leave, but if you decide to stay, you might want to think about getting out of the kitchen or bathroom if you think an argument is starting.

Test Your Knowledge

Answer

Which statements/questions could you most appropriately offer to Mary to help keep her and her kids safer?

- If you have a cellphone or cordless phone, it might be a good idea to keep it with you so you can call for help.
- You should file for divorce and get custody of the kids.
- Let's talk about some ways to keep you and the kids safer next time.
- You are best judge of whether you should stay or leave, but if you decide to stay, you might want to think about getting out of the kitchen or bathroom if you think an argument is starting.

Course Review

You are now able to:

- Define safety planning.
- Recognize that safety means something different for each survivor of domestic violence.
- Assess lethality risks, batterer-generated risks, and life-generated risks.
- Identify the survivor's options, resources, and allies to incorporate into a safety plan.
- Develop a safety plan with a survivor that enhances safety before, during, and after a crisis.

Conclusion

This concludes the content of this course. After reviewing the accompanying resource materials, please proceed to the learning assessment.

You must receive a 90% or higher on this assessment to receive credit for the course.

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Reference

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