

COURSE:	FMSC 460
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## IMPORTANT CLASS INFORMATION

- 1/3 of all women are abused in their lifetime
- ≈ 3.3 mil. observe violence
- maj. of adult victims are female
- fam. violence is a very expensive issue

### intro. to family violence:

- battering
- marital rape
- child abuse
- elder abuse
- domestic violence
- sexual abuse
- date rape
- sibling violence

### ➤ def. of fam. violence:

immediate acts or chronic situations that control or intend to control another person's beh. and may result in injury/harm to psycho., social, sexual or physical well-being.

- when someone abuses another person, they are trying to control them.

- fam. violence accounts for 11% of all violent crimes
- fam. violence is ≈ 33% of all police-recorded violence
- simple assault most frequent
- almost 1/2 (3.5 mil) victims b/w '98-02 were spouses
- fewer than 1 in 100 dies from act
- 73% victims are female
- 75% offenders were male (white)
- ages 25-54



- controversy over "cloudy recollections" (at least 20% women & 5-10% men report experiencing some form of child sexual abuse)
- disagreements over degrees of aggression

### ➤ Reasons for Underreporting:

- family private
- not a crime
- minimize & deny abuse
- avoid personal stigma
- victim dependent on perpetrator
- avoid stigma
- fear of retaliation
- frequent denial by offender
- victim unable to report
- emotional abuse discounted
- avoid encounters w/ law enforcement
- lim. services for help

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- love & violence DO co exist

### ➤ History of Fam. Violence:

- private matter
- viewed as
  - less consequential
  - less damaging
  - less worthy of our attention than violence b/w strangers

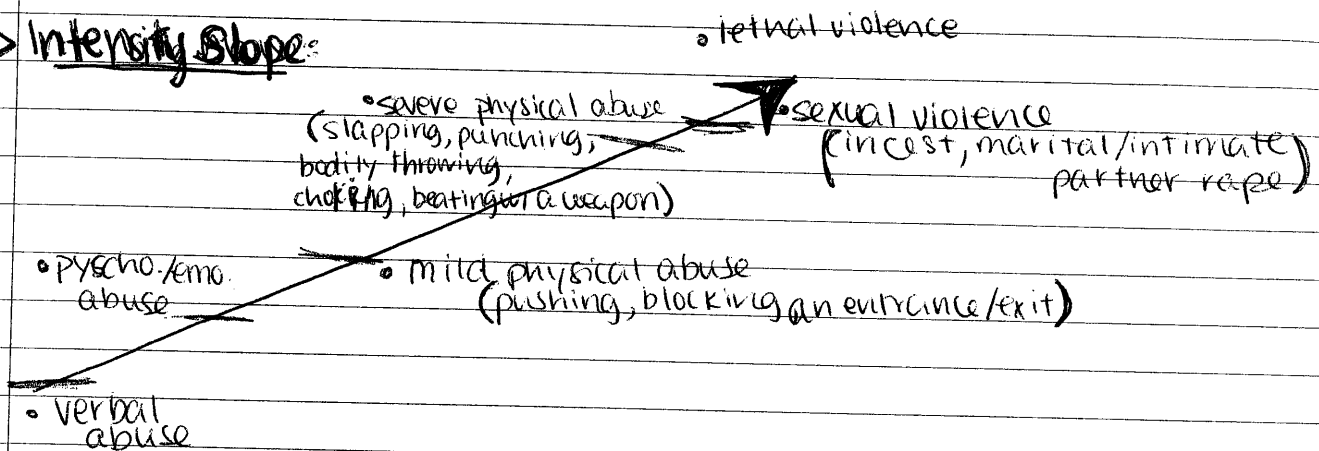
### ➤ What makes fam. violence unique from other violence:

- occurs in the context of primary relationships that are highly interdependent, that are ones closest emotional bonds.
- interdependence, family bonds, family loyalty, and eco. dependence are sig. dynamics.
- victim often dependent on same person who harms them and who might also protect and nurture them.

## ➤ Unique Qualities of fam. violence:

- strong fam. attachment & loyalty
- love & attachment coexist w/ violence & abuse
- ongoing nature of the rel. & sig. of the ties make it likely that violence/abuse occur repeatedly.
- intensity of the violence tends to inc. over time

## ➤ Intensity Slope:



## ➤ Similarities b/w diff. forms of violence:

- interrelated - rarely does one form stand alone
- involves power/control
- same psych./sociocultural factors contribute to dev. & maintenance of each.
- sim. symptoms & trauma result from ea.

## ➤ Agreement in Def:

- fam. viol. includes some degree of:
  - physical, sexual or psycho. coercion
  - intimidation occurs
  - pattern of acts & interactions are directed @ achieving power/control over another.

5-6 pages

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(Prevention Paper:) due wed 2/17

- (ex's) - elderly abuse
- child abuse
- spousal abuse

• 5 sources

3 peer reviewed journal articles  
 2 other sources

→ types of Prevention:

- (1) Primary (Prevention) - <sup>public service announcements</sup> keep abuse from happening
- (2) Secondary - something has happened but not @ crisis level
- (3) Tertiary - something bad has happened @ intervention is needed  
- crisis

→ Components of Effective Programs for Prevention/Intervention

- goals & objectives
- program activities
- (mission statement) → • theory of  $\Delta$  - <sup>theory that something will  $\Delta$</sup>  (ex) the couple program will dec. the # of <sup>spousal abuse</sup>
- research - longest part of paper - what they are doing & why
- cost & cost effectiveness - can't be free
- strengths / weaknesses

\* make it personal as if you are writing a check for this program \*

- no title page
- page #'s
- APA style

Types of Reinforcers:

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- (1) Social
- (2) Tangible
- (3) Activity

- imp. to use the 3 kinds of reinforcers together in diff. situations  
(ex) praise & give them ice cream
- reinforcers -  $\Delta$  is slow and more likely happens if reinforcers are used consistently.
- only reinforce for desirable beh.
- reinforce immediately

What are limits?• limits -

guard rails on a bridge, prov. a sense of security, but not rigid controls

## • kinds of limits:

- protect from physical harm
- protect property
- protect from psychological harm

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## • Be consistent!!

- constantly  $\Delta$ ing limits to adjust to ~~the~~ diff circumstances

Children's Role in Limit Setting:

- ultimate goal - help children dev. self-control & self-direction
- adjust rules as kids grow
- have children suggest guidelines
- provides experience in decision making
- greater cooperation when setting  
new rules.

## Examining Your Limits & Ask:

- tell your children what TO DO rather than what not to do.

## Types of Consequences:

### (1) Natural consequence:

what happens because of something a child does.

### (2) Logical consequence:

a result arranged by the parent but logically related to what the child did.

- Both consequences result from choices a child does

#### ➤ Natural consequences

(ex) Not wearing a coat outside & getting cold

thus,

- responsibility of the child
- not administered by the parent

#### ➤ logical conseq.

(ex) child rides their bike in the road when the parent told them not to, and the bike is taken away.

thus,

- ~~most~~ useful when child's action could result in their harm.
- need to be reasonable & related to problem, allowing both child/parent to keep self-control



Time Out, Extinction, & Redirection:

- withdrawal of a reinforcer following a beh. (Time Out)
- conseq. of using time out:
  - overcorrection - 2 steps
  - extinction (no longer giving reinforcers)
  - combine limiters w/ reinforcers
  - redirection

Sexual Abuse

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- mandatory reporting
- includes pornography
- beh. can be reciprocal or one sided

- risk for abuse is greater in women than men
- girls btw 8-12 are @ the greatest risk
  - ↳ they are starting to lose baby weight & looking more like an adult; "grooming"
- living away from bio parents
  - limited eco. reasons
- since 1980's, avg. age for sexual abuse is 5 years old.

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- Boy exp. sex crimes outside homes
- girls → occur inside home more often

➔➔ why do children make ideal victims?

- they are generally taught to obey adults & do as they are told
- children love to please adults.
- they are naturally curious
- crave attention of adults
- will not understand that sexual beh. is odd/uncomfortable

## ➤ Progression of Sexual Abuse:

① engagement phase

- grooming occurs; very attentional

② sexual interaction & secrecy phase

③ secrecy phase

④ disclosure phase

⑤ suppression phase

## ➤ Disclosing Sexual Abuse:

\* - children generally don't lie about sexual abuse

\* - false allegations represent 1-5% cases

- inhibitions to disclosure include:

> fear

> shame

> responsibility

- mites failure to disclose different

- dynamic process of disclosure is:

> disclose

> recant

> reaffirm

## \* ➤ Behavioral Indicators:

• young children might:

> wet bed

> cruelty to animals

> fire setting

> regression of dev.

> be afraid to be alone

> sleep disturbances

• older children:

> bulimia/anorexia

> self destructive beh.

> depression/withdrawal

> sleep disorders



## > behaviors across all age groups:

- > problems relating to peers
- > school difficulty
- > precocious talking; promiscuity; drawing inappropriate things; prostitute

## ["watch Awful Normal" movie]

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- vulnerable children use aggression as a way of coping w/ feelings of vulnerability & fear
- children are more likely to regress developmentally
- "bully" wins

## causes of school violence:

- ① lack of rules or fam. structure
- ② lack of involvement or parental supervision
- ③ violence acted out by the parents
- ④ parental drug use
- ⑤ inc. # of seriously disturbed, violent, & socially maladjusted children in the classroom - at a time when there are fewer resources for children & educational staff.
- ⑥ gang influences

## children dying from gunfire:

- children & teens losing their lives:
- 1 child ~~every~~ every 2 hours
  - 1 classroom / day

## early warning signs:

- |                       |                                |
|-----------------------|--------------------------------|
| • social withdrawal   | • discipline problems          |
| • feeling isolated    | • impulsive hitting & bullying |
| • feeling rejected    | • substance abuse              |
| • victim of violence  | • gang affiliation             |
| • uncontrolled anger  | • feeling picked on            |
| • low school interest | • inappropriate gun access     |

## imminent warning signs

- seriously physical fighting w/ peers/fam.
- use of firearms
- severe destruction of property
- detailed threats of lethal violence
- self-injury = suicide

~~immediate action~~

• early intervention is crucial ★

## What's Bullying?

- aggressive beh. or intentional harm done by someone
- carried out repeatedly, over time
- targeted towards someone less powerful
- verbal, psychological or physical

## Being a bully & a victim:

- both have same skill sets & problems
- both are lonely and are being abused/victims
- both have low achievements

## Bullying Prevention

- parents / community involvement
- character education - learning virtues
- violence prevention & conflict resolution
- addressing via school curriculum
- enhancing self-esteem of victims

## What doesn't work

- peer mediation
- zero tolerance policy
- standing up to bullies w/out support

~~★~~ consent:  
equal power & equal consent

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• What is Emotional Violence:

- intent is to dec. the victim's self-esteem
- it usually is the result of frustration w/in the perpetrator
- the forms of emotional violence
  - ① verbal
  - ② emotional blackmail
  - ③ mind games

• Methods of Control:

- time
- space
- activities
- material resources
- body language & gestures
- degrading reality

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• Cycle of Emotional Violence:

4 stages:

- ① Tension mounts
- ② the tirade
- ③ rationalization
- ④ the lull

• Characteristics of Abuser & Victim:

> Abuser:

- redefine reality
- volatile temper
- demand submission
- lies
- ignores
- isolates victim
- monitors victim

> Victim:

- lives in shame, fear, apprehension
- conflicted
- feels powerless
- believe they are to blame
- often suffers anxiety, stomach problems, headache, depression
- turn anger inwards

## • Evaluations of One's Relationship:

### ① As an abuser:

- think of ways to calm down, dec. emo. violence
- leave situation

### ② As a victim:

- questions to ask oneself to eval. your role in the rel. Do you always apologize, fear others, blame others?

## • Def. a Healthy Relationship:

- both get most of what they want from the relationship
- both are productive in ways imp. to them as indiv.
- both like sharing satisfactions w/ ea. other
- both like sharing tasks often unpleasant w/ ea. other
- both get satisfaction from supporting ea. other
- both can adapt to the never-ending Δ's & circumstances that affect relationships.

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• in 2008 there were 4.3 female victims per 1000 females ages 12 or older

• b/w 1993 & 2007 the overall rate of fem. violence or homicide fell 43% from 4.18 → 2.3% per 100,000 female

## 3 PHASES of BATTERING CYCLE

- ① tension building
- ② acute battering
- ③ kindness & loving

### stage 1

#### Tension building stage:

- learned helplessness syndrome appears
- minor battering incidents
- she attempts to modify her beh.
- victim accepts respon. for what happens
- she can't get angry so she resorts to denial
- blames outside situations
- minimal tension-building effects w/ ea. minor incident

~~Stage 1:~~ (components of stage 1:)

- batterer & batteree sense the escalation of tension & it's more difficult to cope
- ea. becomes more frantic
- man becomes more possessive & brutal
- minor incidents are more frequent & anger lasts longer
- men become more oppressive

**Stage 2:** acute battering:

- @ end of tension stage the process ceases to respond to any controls
- marked by:
  - seriousness of the incident
  - uncontrollable nature of the incident

## (components of stage 2:)

- both male / fem. accept his rage is out of control
- his intent is not to injure but to teach a lesson & to stop when she's learned the lesson
- batterers justify their beh.
- woman sometimes does provoke stage 2, just to get it over with

## (nature of stage 2:)

- brief stage (lasts 2-24 hrs)
- prior to this stage women become more anxious, depressed, sleepless, loss of appetite or the opposite, headaches
- only batterers can end this stage (she tries to protect herself by distancing herself)
- shock, denial, and disbelief follow the attack
- most women do not seek help immediately afterwards
- police called during this phase if called at all
- end of this stage welcomed by both parties