Beyond Anger and Violence: A Program for Women

1

July 25, 2016
NCFADS, Wilmington, NC

BEYOND ANGER AND VIOLENCE:
A PROGRAM FOR WOMEN

Stephanie S. Covington, PhD, LCSW
La Jolla, California
Presented by: Twyla P. Wilson, LCSW
July 25, 2016
NCFADS
Wilmington, NC

EVOLVING TREATMENT APPROACHES

Evolving Treatment Approaches

Genetic Treatment
Gender Differences
Gender Specific
Gender Responsive

Male
Female
Parenting
Separate facilities
Child-care
Strength-based

1960s
1970s
1980s
1990s–2000s

© S. Covington, 2016

GENDER-RESPONSIVE TREATMENT

• Creating an environment through:
  • site selection
  • staff selection
  • program development
  • content and material
• that reflects an understanding of the realities of the lives of women and girls, and
• addresses and responds to their strengths and challenges.

History of Services

Addiction treatment services designed for men by men
Mental health services designed by men for women
Criminal justice services designed by men for men

© S. Covington, 2015
Beyond Anger and Violence: A Program for Women

LEVELS OF VIOLENCE
- Childhood
- Adolescence
- Adulthood
- Street (workplace and community)
- Consumer culture and media
- War
- Planet

THEORETICAL FOUNDATION
- The Social-Ecological Model
- Relational-Cultural Theory
- Empowerment Theory
- Trauma Theory
- Addiction Theory
- The Holistic Health Model of Addiction
- Best Practices for Prevention Programs

DEFINITION OF ECOLOGICAL MODEL

ECOLOGICAL MODEL RISK FACTORS
- Individual – The first level identifies factors in a person’s biological and personal histories that increase the likelihood of the individual becoming a victim or perpetrator of violence. Some of these factors are age, education, income, substance use, and histories of abuse.
- Relationship – The second level includes factors that increase risk because of relationships with peers, intimate partners, and family members. A person’s closest social circle influences her behavior and contributes to her range of experiences.
- Community – The third level explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur. It also seeks to identify the characteristics of these settings that are associated with becoming a victim or perpetrator of violence.
- Societal – The fourth level looks at the broad societal factors that help to create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms and the health, economic, educational and social policies that help to maintain economic and social inequalities between groups in society.

RELATIONAL-CULTURAL THEORY
- Connection and development
- Disconnection
- Sociocultural disconnection
- Privilege and domination
Beyond Anger and Violence: A Program for Women

RELATIONAL-CULTURAL THEORY

Some women use drugs:
- To maintain a relationship
- To fill in the void of what’s missing in a relationship
- To self-medicate the pain of abuse in relationships

(Covington & Surrey, 1997)

July 25, 2016
NCFADS, Wilmington, NC

DEFINITION OF TRAUMA

The diagnostic manual used by mental health providers defines trauma as:

“exposure to actual or threatened death, serious injury or sexual violence.”

(American Psychiatric Association [APA] DSM-5)

DEFINITION OF TRAUMA (CONT.)

The exposure must result from one or more of the following scenarios in which the individual:
- directly experiences the traumatic event;
- witnesses the traumatic event in person;
- learns that the traumatic event occurred to a close family member or close friend;
- experiences first-hand repeated or extreme exposure to aversive details of the traumatic event (not through media, pictures, television or movies unless work-related).

(American Psychiatric Association [APA] DSM-5)

DEFINITION OF TRAUMA (CONT.)

The disturbance, regardless of its trigger, causes significant distress or impairment in the individual’s:
- social interactions,
- capacity to work, or
- other important areas of functioning.

(It is not the physiological result of another medical condition, medication, drugs or alcohol)

(Steen, 1995)

DEFINITION OF TRAUMA

Trauma occurs when an external threat overwhelms a person’s internal and external positive coping resources.

(Steen, 1995)
Beyond Anger and Violence: A Program for Women

TRAUMATIC EVENTS

Trauma can take many forms:
• Emotional, sexual or physical abuse
• Neglect and/or abandonment
• Extremely painful and frightening medical procedures
• Catastrophic injuries and illnesses
• Rape or assault
• Muggings
• Domestic violence
• Burglary

TRAUMATIC EVENTS (CONT.)

• Witnessing murder
• Automobile accidents
• Immigration
• Natural disasters (hurricanes, earthquakes, tornadoes, fires, floods, volcanoes)
• Abandonment (especially for small children)
• Terrorism such as September 11, 2001
• Witnessing violence such as a parent harming another parent

TRAUMATIC EVENTS (CONT.)

• Sudden/violence loss of a loved one (even a pet)
• Combat/war
• Torture
• Stigmatization
• Victim of trafficking
• Kidnapping
• Intergenerational(cultural) trauma

HISTORICAL TRAUMA

• Across generations
• Massive group trauma

Examples include: Native Hawaiians, Native Americans, African Americans, Holocaust survivors, Japanese interment survivors

DEFINITION OF HISTORICAL TRAUMA

...the cumulative emotional and psychological wounding... Spanning generations, which emanates from a massive group trauma.


July 25, 2016
NCFADS, Wilmington, NC
Beyond Anger and Violence: A Program for Women

INTIMATE PARTNER VIOLENCE (IPV)
Of all these forms of trauma, women are at greater risk of intimate partner violence than men.

TRAUMATIC EVENTS
- Single event
- Enduring, ongoing (complex)

TRAUMA
- Acute event: accident, assault
- Chronic: ongoing abuse, poverty, racism

TRAUMA
Stress of adversity is toxic to the development of the brain
Important consideration with children

PROCESS OF TRAUMA

<table>
<thead>
<tr>
<th>Traumatic Event</th>
<th>Response to Trauma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right, flight, or freeze</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traumatic Event</th>
<th>Sensitized Nervous System</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Changes in the Brain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traumatic Event</th>
<th>Psychological and Physical Distress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current stressors, Reminders of trauma (triggers)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traumatic Event</th>
<th>Emotional and/or Physical Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sensations, Images, Behavior, Affect (emotions), Memory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traumatic Event</th>
<th>Physical Health Issues</th>
</tr>
</thead>
</table>
|                 | Lung disease, heart disease, autoimmune disorders, 
|                 | Cancer, diabetes, obesity, 
|                 | Mental illness, 

Retreat
- Isolation
- Dissociation
- Depression
- Anxiety disorders

Behavior to Self
- Substance use
- Overeating
- Smoking
- Engagement in self-harm

Behavior to Others
- Aggression
- Violence
- Rage
- Threats

Harmful Behavior to Self
- Suicide
- Deliberate self-harm

Harmful Behavior to Others
- Harmful to self
- Harmful to others

Harmful Behavior to Others
- Harmful to self
- Harmful to others

Harmful Behavior to Others
- Harmful to self
- Harmful to others

Harmful Behavior to Others
- Harmful to self
- Harmful to others
Beyond Anger and Violence: A Program for Women

PRIMARY RESPONSES
• Emotions – dysregulation
• Behavior – unmanageable
• Relationships – lack of connection, trust

TRAUMA-INFORMED SERVICES
• Take the trauma into account.
• Avoid triggering trauma reactions.
• Adjust organization so that trauma survivors can access and benefit from services.

CORE VALUES OF TRAUMA-INFORMED CARE
• Safety (physical and emotional)
• Trustworthiness
• Choice
• Collaboration
• Empowerment

Becoming Trauma Informed Creates a Culture Shift.

A CULTURE SHIFT: SCOPE OF CHANGE IN A DISTRESSED SYSTEM
• Involves all aspects of program activities, setting, relationships, and atmosphere (more than implementing new services)
• Involves all groups: administrators, supervisors, direct service staff, support staff, and consumers (more than service providers)
• Involves making trauma-informed change into a new routine, a new way of thinking and acting (more than new information)

A CULTURE SHIFT: CHANGES IN UNDERSTANDING AND PRACTICE
• Thinking differently as a prelude to acting differently
• Thinking differently initiates and sustains changes in practice and setting
• Acting differently reinforces and clarifies changes in understanding
Beyond Anger and Violence:
A Program for Women

THEREFORE...

We need to presume the people we serve have a history of traumatic stress and exercise "universal precautions."

- Universal expectations
- Universal design

POSTTRAUMATIC STRESS DISORDER (PTSD)

- Intrustive symptoms – flashbacks, nightmares, intense or prolonged distress
- Avoidant symptoms – avoiding people, places and situations which are triggers or reminders; disconnection

POSTTRAUMATIC STRESS DISORDER (PTSD) (CONT.)

- Negative emotions and thoughts – blaming, excessive negativity, fear, anger, shame, diminished interests, feelings of isolation
- Arousal symptoms – angry outbursts, reckless and dangerous behavior, hypervigilance, difficulty sleeping

SPIRAL OF TRAUMA

Transformation

Trauma (constriction)

Healing (expansion)

THE ADVERSE CHILDHOOD EXPERIENCES (ACE) STUDY

- Collaboration between
  - Centers for Disease Control and Prevention
  - Kaiser Permanente HMO in California

- Largest study ever
- 17,000 adult members participated

ACE STUDY (CONT.)

Before age 18:
1. Recurrent and severe emotional abuse
2. Recurrent and severe physical abuse
3. Contact sexual abuse
4. Emotional neglect
5. Physical neglect
Beyond Anger and Violence: A Program for Women

ACE STUDY (CONT.)
Growing up in a household with
6. Both biological parents not being present
7. Your mother being treated violently
8. An alcoholic or drug user
9. A family member who is mentally ill, chronically depressed, or attempting suicide
10. A family member being imprisoned
(N = 17,000)

ACE STUDY (CONT.)
Results
ACEs still have a profound effect 50 years later, although now transformed from psychosocial experience into organic disease, social dysfunction, and mental illness.
   • Smoking
   • Alcoholism
   • Injection of illegal drugs
   • Obesity

ACE STUDY (CONT.)
HIGHER ACE SCORE
CHRONIC HEALTH CONDITIONS
• Heart disease
• Autoimmune diseases
• Lung cancer
• Pulmonary disease
• Liver disease
• Skeletal fractures
• Sexually transmitted infections
• HIV/AIDS

ACE STUDY (CONT.)

Women 50% more likely than men to have a score of 5 or more.

ACE STUDY (CONT.)

“I see that you have experienced...
Tell me how that has affected you later in your life.”
Beyond Anger and Violence:
A Program for Women

ACE STUDY (CONT.)

Population studied:
• 80% white
• 74% college (36% some)
• 18% high school grads

[Felitti and Anda, 2010]
© S. Covington, 2016

ADVERSE CHILDHOOD EXPERIENCES

Five-State Study
2010

• Collaboration between CDC and state health departments of AR, LA, NM, TN and WA.
• 26,229 adults were surveyed

© S. Covington, 2016

ACE SCORES AND IMPACT

Adverse childhood experiences are underlying factors for:
• Chronic depression
• Suicide attempts
• Serious and persistent mental health challenges
• Addictions
• Victimization of rape and domestic violence

[Ann Jennings, PhD]
© S. Covington, 2016

ADVERSE CHILDHOOD EXPERIENCES

(WWW.ACESTUDY.ORG)
(WWW.CDC.GOV/ACE)

Death
Conception
Whole Life Perspective
Mechanisms by Which Adverse Childhood Experiences influence Health and Well-being Through the Lifespan.

© S. Covington, 2016

ACE STUDY
WALLA WALLA, WA
(WWW.ACESTOOHIGH.COM)

• Wow. Are you okay?
• What’s going on?
• 1 – 10 with anger

© S. Covington, 2016

WASHINGTON HIGH SCHOOL (CONT.)

2009 – 2010 (Before new approach)
• 798 suspensions
• 50 expulsions
• 600 written referrals

20110 – 2011 (After new approach)
• 135 suspensions
• 30 expulsions
• 320 written referrals

© S. Covington, 2016

July 25, 2016
NCFADS, Wilmington, NC
Beyond Anger and Violence: A Program for Women

CRITICAL AND INTERRELATED ISSUES
- Addiction
- Mental Health
- Trauma
- Physical Health
- Crime

CHANGES IN UNDERSTANDING: THE CENTRALITY OF TRAUMA
Incarceration — Homelessness
Violence and Trauma
Addiction — Mental Health Problems

Mental Illness
Substance Abuse
HIV/AIDS
Other Health Problems
Trauma
Homelessness

SECONDARY TRAUMATIC STRESS (STS)
- Compassion fatigue
- Burnout
- Vicarious traumatization

KEY ELEMENTS (STAFF AND CLIENTS)
- Learning what trauma/abuse is
- Understand typical responses
- Develop coping skills

TRAUMA
Gender Differences
Beyond Anger and Violence: A Program for Women

GENDER AND ABUSE

- As children, boys and girls suffer similar rates of abuse
  - Girls - sexually abused
  - Boys - emotional neglect or physical abuse.
- In adolescence, boys are at greater risk if they are gay, young men of color, or gang members.
  - Young men - people who dislike or hate them.
  - Young women – relationships; from the person to whom she is saying, “I love you.”

GENDER AND ABUSE (CONT.)

- Adulthood
  - Man – combat or being a victim of crime
  - Woman – relationship; the person “I love you.”
  - Transgender
    - High risk and rates of abuse

CANADIAN STUDY (JUVENILE JUSTICE)

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Ever been raped, or been in danger of being raped</th>
</tr>
</thead>
<tbody>
<tr>
<td>118 Females</td>
<td>46.90%</td>
</tr>
<tr>
<td>235 Males</td>
<td>6.2%</td>
</tr>
</tbody>
</table>

DIFFERENCES IN RISK

- 1 in 4 women and 1 in 8 men experience psychological abuse from a partner
- 38% of female homicides are committed by male partner; 6% of male homicides are female partner
- 1 in 5 women will be raped in their lifetime compared to 1 in 71 men

SEXUAL ABUSE AND MENTAL HEALTH

Women who have histories of sexual assault commonly experience multiple factors:
- 65 percent experience PTSD
- 51 percent experience depression
- 82 percent develop anxiety
- 49 percent become dependent on alcohol
- 61 percent use illicit substances
- 44 percent experience thoughts of suicide
- 19 percent attempt suicide

PREVELANCE OF TRAUMA AND PTSD IN SUBSTANCE USE/ABUSE

- 75% to 90% of a treatment-seeking sample of substance abusers also have a history of victimization
- More than 60% of women seeking treatment for a substance use disorder reported experiencing physical/sexual abuse during their lifetime

[Hughes, McCabe, Wilsnack, Heidt, & Boyd, 2016]
HISTORIES OF TRAUMA / VIOLENCE AMONG CLIENTS TREATED FOR METHAMPHETAMINE

Persons in treatment for methamphetamine report high rates of trauma
- 85% women
- 69% men

Most common source of trauma/violence:
- For women, was a partner (80%)
- For men, was a stranger (43%)

History of sexual abuse
- 57% women
- 16% men

SPIRAL OF ADDICTION

Addiction (constriction)  Transformation  Recovery (expansion)

BEYOND ANGER AND VIOLENCE: A PROGRAM FOR WOMEN

- Women’s expression of anger and aggression
- Women’s experience of anger and aggression from others
GENDER DIFFERENCES AND ANGER
Boys – acceptance; outward expression
Girls – often not okay; taught to suppress

WOMEN AND ANGER
<table>
<thead>
<tr>
<th>Anger</th>
<th>Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inward</td>
<td>Depression</td>
</tr>
<tr>
<td>Towards Self</td>
<td>Self Harm, Suicide</td>
</tr>
<tr>
<td>Outward</td>
<td>Escalate to Aggression and/or Violence</td>
</tr>
</tbody>
</table>

WOMEN AND ANGER (CONT.)
- Aggression is a behavior.
- Hostility is an attitude.
- Anger is an emotion.

WOMEN AND ANGER (CONT.)
- Feelings of powerlessness
- Mental health
- History of trauma
- Substance use
- Eating disorder
- Aggressive behavior

SPIRAL OF VIOLENCE AND NONVIOLENCE
Beyond Anger and Violence: A Program for Women

BEYOND ANGER AND VIOLENCE: A PROGRAM FOR WOMEN

BEYOND ANGER AND VIOLENCE

- Facilitator’s guide
- Participant’s workbook
- DVD What I Want My Words To Do To You

BEYOND ANGER AND VIOLENCE FACILITATOR GUIDE (CONTENTS)

- Materials needed for each session
- Introduction
- Chapter 1
  - Facilitating this program
  - Research on Beyond Violence
- Chapter 2
  - Theoretical and research foundations

BEYOND ANGER AND VIOLENCE FACILITATOR GUIDE (CONT.)

- Orientation session
- Twenty sessions – lesson plans
- Appendices
  - Yoga poses
  - Extra handouts
  - Guide to gender-responsive materials

BEYOND ANGER AND VIOLENCE GOALS:

- To provide an opportunity to reflect and learn more about themselves.
- To provide information to help better understand the relationships between thoughts, feelings, and behaviors.
- To help understand the effects of families, relationships, and community and the larger society on their lives

BEYOND ANGER AND VIOLENCE GOALS (CONT.):

- To help understand more about the roles of anger and violence in their lives.
- To provide an opportunity to learn new skills, including communication, conflict resolution, decision making, and calming or self-soothing techniques.
- To become a group of women working to create a less violent world.

© S. Covington, 2016
Beyond Anger and Violence: A Program for Women

RESEARCH ON BEYOND VIOLENCE (MICHIGAN DEPARTMENT OF CORRECTIONS)

Phase 1: Pilot groups of Beyond Violence on a Residential Therapeutic Unit
Phase 2: Randomized Control Trial in General Population comparing Beyond Violence and Treatment-as-Usual (Assaultive Offender Programming)
Phase 3: Beyond Violence with Women with Life Sentences
Phase 4: Collecting parole notes and administrative data to examine long-term outcomes

© S. Covington, 2016

RESEARCH ON BEYOND VIOLENCE (MICHIGAN DEPARTMENT OF CORRECTIONS)

• Women who participated in Beyond Violence showed:
  • Reduction of depression, anxiety, PTSD, and serious mental illness symptoms
  • Reduction of unhealthy anger styles
  • Increase in healthy anger management
• Beyond Violence can be implemented
  • In a therapeutic unit and general population
  • With women preparing to re-enter the community and women with long-term sentences

© S. Covington, 2016

BEYOND VIOLENCE ONE YEAR POST RESEARCH

• Less recidivism
• Less relapse

<table>
<thead>
<tr>
<th></th>
<th>Arrest within the First Year</th>
<th>Positive Drug Screen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond Violence Program</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>TAU (Assaultive Offender Program)</td>
<td>47%</td>
<td>47%</td>
</tr>
</tbody>
</table>

© S. Covington, 2016

Pilot Project on Beyond Violence (California Department of Corrections and Rehabilitation – CDCR)

Phase 1: Training staff and peer educators
Phase 2: Peer educators participate in Beyond Violence
Phase 3: Peer educators co-facilitate Beyond Violence with four specific groups

© S. Covington, 2016

2014 CDCR PILOT STUDY

Post Traumatic Stress Disorder

<table>
<thead>
<tr>
<th>PTSD Change over time</th>
<th>Positive at Admission to BV</th>
<th>Positive at Graduation from BV</th>
<th>McNemar’s Chi Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Educators</td>
<td>55.2%</td>
<td>18.5%</td>
<td>8.33**</td>
</tr>
<tr>
<td>Other Participants</td>
<td>72.1%</td>
<td>42.3%</td>
<td>7.35*</td>
</tr>
</tbody>
</table>

© S. Covington, 2016

2014 CDCR PILOT STUDY (CONT.)

Summary of Findings

• Implementing Beyond Violence showed significantly positive outcomes:
  • Reductions in PTSD
  • Reductions in anxiety
  • Reductions in anger and aggression
  • Reductions in symptoms of serious mental illness
• Beyond Violence was successfully implemented in a prison setting and was successfully facilitated by the Peer Educators (reducing costs).
• Although the sample size is small, positive results were found for previously identified difficult populations to treat.

© S. Covington, 2016
Beyond Anger and Violence: A Program for Women

BACKGROUND INFORMATION

- The Therapeutic Environment
- Prior to the Session
  - Grounding and Self-soothing
  - Interruptions
  - Participant Workbooks
  - Art Supplies
  - Use of the DVD
  - Knowing the Women in the Group
  - Co-Facilitating
- Tips on Conducting a Group Session
  - Adjusting Timing
  - Yoga Poses and the Mind-Body Connection

FORMAT OF SESSIONS

- Quiet Time
- Relaxation/Self-soothing
- Review of Assignment
- Short Lecture on Topic Areas
- Exercises, Focus Questions
- Homework
- Relaxation/Self-soothing

© S. Covington, 2016

ANGER

…the backbone of healing.

~ Bass & Davis
The Courage to Heal

© S. Covington, 2016

INTRODUCTIONS

- Name
- When and Where You Were Born
- How I Identify Myself
- People in My Family
- One Thing I Like About Myself

© S. Covington, 2016

CONTENT AREAS

- How our thoughts and feelings affect our behavior
- How to better manage feelings, especially the powerful and painful ones
- The impacts of families & relationships on our lives
- Abusive and healthy relationships

© S. Covington, 2016
Beyond Anger and Violence: A Program for Women

CONTENT AREAS (CONT.)
- The role of anger in women’s lives
- The effects of our communities on our lives, including support for violence in communities
- Making amends and restitution
- Envisioning a more peaceful world

GROUP AGREEMENTS
- Attendance
- Confidentiality
- Safety
- Feelings
- Participation
- Using “I” Statements
- Showing Respect

TRIGGERS
5 SENSES ACTIVITY

DEFINITION OF VIOLENCE
“One definition of violence is the intentional use of physical force or power – threatened or actual – against oneself, another person, or a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, inhibited development, or deprivation.”

VIOLENCE INFlicted IN FOUR WAYS
- Physical
- Sexual
- Psychological attack
- Deprivation

ABUSE IN RELATIONSHIPS

<table>
<thead>
<tr>
<th>Use of Force</th>
<th>Used for short-term control of relationship dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>Isolation and random acts of violence</td>
</tr>
<tr>
<td>Battering</td>
<td>Systematic pattern of violence or threat of violence for long-term control</td>
</tr>
</tbody>
</table>
Beyond Anger and Violence: A Program for Women

RISK FACTORS

**Individual:** Age, education, income, substance use, and history of abuse

**Relationship:** Whoever someone is closest to

**Community:** Where & who we spend our time with

**Larger Society:** Racist, sexist, classist, and homophobic ideas & practices

---

Although the world is full of suffering, it is also full of the overcoming of it.

~ Helen Keller

---

Part A: Self

31 ACTIVITIES

**Session 1** Thinking Our Thoughts
**Session 2** Feeling Our Feelings
**Session 3** Violence and Trauma in Our Lives
**Session 4** The Effects of Trauma
**Session 5** Women and Anger
**Session 6** Tools for Managing Anger
**Session 7** Understanding Ourselves

---

DISTORTED THINKING (EXAMPLE)

<table>
<thead>
<tr>
<th>Situation</th>
<th>Thoughts</th>
<th>Feelings</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>A relationship</td>
<td>No one will ever love me again. (All-or-nothing thinking)</td>
<td>Sad, lonely.</td>
<td>Isolated myself so I didn't meet anyone new.</td>
</tr>
</tbody>
</table>

---

SESSION TWO

Feeling Our Feelings

Goals:
- To learn more about our own feelings, including their intensity
- To learn the five steps to emotional wellness
- To understand how our feelings influence our behaviors

---

© S. Covington, 2016

July 25, 2016
NCFADS, Wilmington, NC
Beyond Anger and Violence: A Program for Women

Session Two
5 ACTIVITIES

• Identifying Feelings
• Beliefs About Feelings
• Intensity of Feelings
• Feelings and the Body
• Observer Self

SESSION THREE
Violence and Trauma in Our Lives

Goals:
• To review the definition of violence
• To understand the process of trauma
• To understand the value of self-calming techniques

Session Three
6 ACTIVITIES

• Types of Abuse
• Calming Strategies
• Two Calming Activities
• Calming Collage
• Five Senses
• Daily Anger Log

DEFINITION OF TRIGGER
A “trigger” is something that sets off an action, process, or series of events.

CALMING STRATEGIES

• Reading a book
• Listening to music
• Dancing
• Pacing
• Hugging a stuffed animal or toy
• Taking a shower
• Taking a bubble bath
• Deep breathing
• Coloring
• Doing a craft or creative activity
• Calling friends or relatives
• Talking to friends
• Going for a walk in a garden or park
• Exercising
• Doing yoga
• Watching television
• Eating
• Writing in a journal

DAILY ANGER LOG

Day of week | What happened | Intensity of my anger | Amount of time I felt angry
--- | --- | --- | ---
Sunday | | 1 = Irritated | 4 = Furious/enraged |
Monday | | 2 = Mildly angry | |
Tuesday | | 3 = Very angry | |
Wednesday | | 4 = Furious/enraged | |
Thursday | | 5 = Extremely angry | |
Friday | | 6 = Infuriated | |
Saturday | | 7 = Horrified | |

© S. Covington, 2016

July 25, 2016
NCFADS, Wilmington, NC
SESSION FOUR
The Effects of Trauma

Goals:
- To increase our understanding of the effects of trauma on physical health
- To increase our understanding of the effects of trauma on mental health

RISK FACTORS FOR ADDICTION
- Traumatic or highly stressful childhood experiences
- Experiencing abuse and violence
- Early substance use, meaning that the younger you are when you start using alcohol or drugs, the greater the risk of addiction
- Spending a lot of time around people who use alcohol or other drugs
- Poor coping mechanisms

TRIGGER EXAMPLES
- Not being listened to
- Lack of privacy
- Feeling lonely
- Darkness
- Being teased or picked on
- Feeling pressured
- People yelling
- Arguments
- Being isolated
- Being touched
- Loud noises
- Not having control
- Being stared at
- Room checks
- Contact with family members

WARNING SIGNS OF TRIGGERS
- Restlessness
- Agitation
- Pacing
- Shortness of breath
- Hard breathing
- Sensation of tightness in chest
- Heart pounding
- Sweating
- Teeth clenching
- Hand wringing
- Shaking
- Crying
- Gigglng
- Rocking
- Bouncing legs
- Swearing
- Singing inappropriately
- Eating more

© S. Covington, 2016

SESSION FOUR
2 ACTIVITIES
- Adverse Childhood Experiences Survey
- Triggers and the Body
- Optional: Yoga

© S. Covington, 2016

July 25, 2016
NCFADS, Wilmington, NC
Beyond Anger and Violence: A Program for Women

DAILY ANGER LOG

<table>
<thead>
<tr>
<th>Day of week</th>
<th>What happened</th>
<th>Intensity of my anger</th>
<th>Amount of time I felt angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
<td>1 = Irritated</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>2 = Mildly angry</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>3 = Very angry</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>4 = Furious/enraged</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© S. Covington, 2016

SESSION FIVE

Women and Anger

Goals:
- To better understand the feeling of anger
- To discuss self-inflicted violence

7 ACTIVITIES
- Words for Anger
- Meeting a Feeling
- The Anger Funnel
- Anger Osmosis
- Anger Triggers
- Self-Inflicted Violence
- Personal Anger Inventory

© 2016 BY STEPHANIE S. COVINGTON

SESSION SIX

Tools for Managing Anger

Goals:
- To learn tools for anger management
- To practice self-reflection in order to monitor how we are feeling and functioning

4 ACTIVITIES
- Anger-Management Strategies
- Anger Dos and Don’ts
- Self-Reflection Tool
- Visualization and Collage of My Personal Best

© 2016 BY STEPHANIE S. COVINGTON

ACTIVITY:
ANGER MANAGEMENT STRATEGIES
1. Accept anger as a normal emotion. Try not to feel guilty for feeling angry.
2. Learn to identify your triggers.
3. Learn to recognize old anger as opposed to current anger.
4. Try to identify the feelings underneath the anger.
5. Stop and think before reacting to your anger.

© S. Covington, 2016
ACTIVITY: ANGER MANAGEMENT STRATEGIES (CONT.)

6. Give yourself a “cool down” period when you are feeling intense anger.
7. Use the “Creating a Container” technique or another form of “time out.”
8. Instead of “stuffing” angry feelings, talk to someone.
9. Take responsibility for your actions and choices. Do not blame others.

ACTIVITY: ANGER MANAGEMENT STRATEGIES (CONT.)

10. Share feelings in a direct, respectful way.
11. Accept that there are things you can’t change or control.
12. Make a decision to manage your anger, rather than letting it manage you.

SESSION SEVEN
Understanding Ourselves

Goals:
• To better understand the behaviors that cause violence
• To integrate some of the materials from earlier sessions in order to understand what it means to become a whole person

Session Seven
3 ACTIVITIES
• DVD of What I Want My Words To Do To You
• Understanding My Anger
• Understanding My Behavior

BECOMING WHOLE

• Upward Spiral
• What do I believe in?
• What kind of person do I want to become?
SESSION EIGHT
Our Families

Goals:
- To understand various family dynamics
- To understand the influences of our families on our lives, especially when anger, aggression, and violence are present

SESSION EIGHT
Our Families

Goals:
- To understand various family dynamics
- To understand the influences of our families on our lives, especially when anger, aggression, and violence are present

SELF SOOTHING ACTIVITY:
Deep Breathing

© S. Covington, 2016

The Cost of Violence

Exposure to Violence

Posttraumatic Stress Disorder

Session Eight
4 ACTIVITIES
- Family Sculpture
- Feelings and the Family
- Wheel of the Nurturing Family
- Family Anger Questionnaire

Session Nine
5 ACTIVITIES
- Communication Styles
- Nonverbal Communication
- Communicating Emotions
- Strategies for Creating Connection
- Responses to Stress
- Optional: Yoga
ACTIVITY:
Communication Styles
• Passive
• Aggressive
• Passive-aggressive
• Assertive

ACTIVITY:
RESPONSES TO STRESS

Under stress, I usually (rank each 1 – 5):
- Stop thinking
- Think negative thoughts about myself
- Think negative thoughts about others
- Feel angry at others and express it instantly without thinking
- Shut down and feel nothing

ASSIGNMENT

When I’m under stress and have difficulty communicating, these are some of my common thoughts:

Three of my negative thoughts about myself or others
Three positive statements about myself or others that I can use to soothe myself

1.
2.
3.

SELF-Soothing ACTIVITY:
SEATED PIGEON (YOGA POSE)

Begin while seated in a chair with both feet on the ground. Place the left foot on the right knee, so that the legs resemble a number “4” when looking down at the shape. Then lean forward, as shown.

SESSION TEN
Power and Control

Goals:
• To understand the uses of power and control in relationships
• To explore what power and control issues each woman has experienced

Session Ten
2 ACTIVITIES
• The Power and Control Wheel
• De-escalation
Beyond Anger and Violence:
A Program for Women

SELF-CALMING/DE-ESCALATING STATEMENTS
• I don’t need to prove myself in this situation. I can stay calm.
• This is no big deal
• I’m going to take time to relax and slow things down.
• As long as I keep cool, I’m in control of myself.
• I don’t need to doubt myself, because what other people say doesn’t matter. I’m the only person who can make me mad or keep me calm.
• I can take a time out if I get upset or start to notice my feeling clues.

© S. Covington, 2016

SELF-CALMING/DE-ESCALATING STATEMENTS (CONT.)
• My anger is a signal. It’s time to talk to myself and to relax.
• I feel angry, and that must mean I have been hurt, scared, or have some other primary feeling.
• I can recognize that my anger comes from having my old feelings re-stimulated. It’s okay to walk away from this fight.
• When I get into an argument, I can take a time out.
• It’s impossible to control other people and situations. The only thing I can control is myself and how I express my feelings

© S. Covington, 2016

SESSION ELEVEN
Conflict Resolution
Goals:
• To describe and practice skills for conflict resolution
• To discuss impulsivity and the need to think before doing
• To examine the qualities of nonviolent relationships

© 2016 BY STEPHANIE S. COVINGTON

Session Eleven
3 ACTIVITIES
• Words, Words, Words
• The Equality Wheel
• DVD of What I Want My Words To Do To You

© 2016 BY STEPHANIE S. COVINGTON
SESSION TWELVE
Creating Our Relationships

Goals:
- To describe the process of falling in love
- To compare and contrast addictive and intimate relationships
- To reflect on what is desired in relationships

Session Twelve
3 ACTIVITIES
- Falling in Love
- Contrasting Intimate vs Addictive Relationships
- Relationship Collage

Part C: Community
12 ACTIVITIES

Session 13 Our Communities
Session 14 The Importance of Safety
Session 15 Creating Community
Session 16 The Power of Community

SESSION THIRTEEN
Our Communities

Goals:
- To reflect on the communities we grew up in
- To consider the effects of our communities on our lives

SESSION FOURTEEN
The Importance of Safety

Goals:
- To discuss safety in our communities
- To understand the effects of our environment on our behaviors

Session Fourteen
4 ACTIVITIES
- The Four Kinds of Safety
- DVD of What I Want My Words To Do To You
- Safety and the Body
- Community Maps – Past, Present, and Future
- Optional: Yoga

July 25, 2016
NCFADS, Wilmington, NC
Beyond Anger and Violence: A Program for Women

ACTIVITY: FOUR KINDS OF SAFETY

<table>
<thead>
<tr>
<th>Kind</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>To be physically safe from harm</td>
</tr>
<tr>
<td>Psychological</td>
<td>Ability to keep one’s self-discipline, self-esteem, self-control, self-awareness, and self-respect</td>
</tr>
<tr>
<td>Social</td>
<td>Ability to be safe with other people in relationships and in social settings</td>
</tr>
<tr>
<td>Moral/Ethical</td>
<td>Ability to maintain a set of standards, beliefs, and operating principles that are consistent, that guide behavior, and that are grounded in a respect for life</td>
</tr>
</tbody>
</table>

© S. Covington, 2016 (S. Bloom, “The Sanctuary Model)

SESSION FIFTEEN
Creating Community

Goals:
- To view an example of a safe community
- To understand the short- and long-term consequences of decision making

ACTIVITY: CROSSROADS

How might choosing this path affect you in the short-term?
How might choosing this path affect you in the long-term?

© S. Covington, 2016

SESSION SIXTEEN
The Power of Community

Goals:
- To understand the power of community
- To understand the power of connection within the community

ACTIVITY: CROSSROADS

How might choosing this path affect you in the short-term?
How might choosing this path affect you in the long-term?

© S. Covington, 2016

Part D: Society

11 ACTIVITIES

Session 17 Society and Violence
Session 18 Creating Change
Session 19 Transforming Our Lives
Session 20 Honoring Ourselves and Our Community

© 2016 BY STEPHANIE S. COVINGTON

July 25, 2016
NCFADS, Wilmington, NC
SESSION SEVENTEEN

Society and Violence

Goals:
• To examine the supports in society for violence
• To learn about groups that are working to stop violence

SESSION EIGHTEEN

Creating Change

Goals:
• To envision a changed society
• To introduce the Spirals of Transformation

ACTIVITY:
SUPPORTS NEEDED FOR HEALTH, HARMONY AND WHOLENESS

<table>
<thead>
<tr>
<th>Conditions to be Developed</th>
<th>Personal and Professional</th>
<th>Institutional and Community</th>
<th>Cultural Values and Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual vibrancy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community connection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embracing life</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Covington & Dosher, 1994)
© S. Covington, 2016

SESSION SEVENTEEN

Society and Violence

Goals:
• To examine the supports in society for violence
• To learn about groups that are working to stop violence

SESSION EIGHTEEN

Creating Change

Goals:
• To envision a changed society
• To introduce the Spirals of Transformation

ACTIVITY:
SUPPORTS NEEDED FOR HEALTH, HARMONY AND WHOLENESS

<table>
<thead>
<tr>
<th>Conditions to be Developed</th>
<th>Personal and Professional</th>
<th>Institutional and Community</th>
<th>Cultural Values and Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honoring children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling supported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurturance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Covington & Dosher, 1994)
© S. Covington, 2016

Session Eighteen

3 ACTIVITIES
• Health, Harm, and Wholeness
• Your Spirals
• DVD of What I Want My Words To Do To You
• Optional: Yoga

ACTIVITY [CONT.]:
SUPPORTS NEEDED FOR HEALTH, HARMONY AND WHOLENESS

<table>
<thead>
<tr>
<th>Conditions to be Developed</th>
<th>Personal and Professional</th>
<th>Institutional and Community</th>
<th>Cultural Values and Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honoring children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling supported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurturance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Covington & Dosher, 1994)
© S. Covington, 2016
Beyond Anger and Violence:  
A Program for Women

ACTIVITY (CONT.):  
SUPPORTS NEEDED FOR HEALTH, HARMONY AND WHoleness

<table>
<thead>
<tr>
<th>Conditions to be Developed</th>
<th>Personal and Professional</th>
<th>Institutional and Community</th>
<th>Cultural Values and Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical health</td>
<td>Exercise regularly</td>
<td>Health care for all</td>
<td></td>
</tr>
<tr>
<td>Sexual vibrancy</td>
<td></td>
<td>Sex education throughout lifetime</td>
<td>Sex is positive</td>
</tr>
<tr>
<td>Community connection</td>
<td>Connect with female leaders in your community; become a leader in your community</td>
<td>Services designed to serve the specific needs of women and their children</td>
<td></td>
</tr>
<tr>
<td>Emotional health</td>
<td></td>
<td>Mental health services</td>
<td></td>
</tr>
</tbody>
</table>

(Covington & Dosher, 1994)  
© S. Covington, 2016

SESSION NINETEEN  
Transforming Our Lives

Goals:
• To visualize personal transformation  
• To discuss remorse and making amends

© 2016 BY STEPHANIE S. COVINGTON

DISCUSSION:  
Process of Transformation  
Why do I want to stop behavior that harms others?
• When did I begin to make a genuine commitment to stop harmful behavior?
• What have I realized at this time?
• What opened my eyes to what I was doing?

© S. Covington, 2016

Session Nineteen  
3 ACTIVITIES
• Visualization  
• Making Amends Role Play  
• Forgiveness

© 2016 BY STEPHANIE S. COVINGTON

PROCESS OF TRANSFORMATION (CONT.)
What is important to me?
• What kinds of relationships do I want to have with people?
• What do I really want to offer or give in these relationships?
• What kinds of ways do I want to relate to others in these relationships?

© S. Covington, 2016
PROCESS OF TRANSFORMATION (CONT.)

What is important to me (cont.)?
- Where has my harmful behavior been leading my relationships?
- What have I been losing that is important to me?

SESSION TWENTY
Honoring Ourselves and Our Community

Goals:
- To reflect on our experiences together
- To say goodbye

ARE YOU BECOMING THE PERSON YOU WANT TO BE?

- “How are you becoming the person you want to be?”
- “How are you demonstrating this to yourself?”
- “How are you contributing in your relationships?”
- “What are you offering others?”
- “How are you showing love, respect, and compassion?”
- “Are you also giving these to yourself?”

FOR MORE INFORMATION

Twyla P. Wilson, LCSW
Email: twyla.lcsw@gmail.com
Websites: sites.google.com/site/twylalcsw
therapists.psychologytoday.com/rms/105193
112 Swift Avenue
Durham, NC 27705
919-801-9087

Stephanie S. Covington, Ph.D., LCSW
Email: ssc@stephaniecovington.com
Websites: stephaniecovington.com
instituteforrelationaldevelopment.com
centerforgenderandjustice.org

We must become the change we want to see in the world.

~ unknown