

**FLORIDA DEPARTMENT OF CORRECTIONS
OFFICE OF CERTIFICATION AND MONITORING OF
BATTERERS' INTERVENTION PROGRAMS**

GROUP OBSERVATION GUIDE

DATE OF OBSERVATION: _____

NAME OF PROGRAM: _____

A. ADDRESS OF PROGRAM:

EXECUTIVE DIRECTOR: _____

DATE AND TYPE OF LAST GROUP OBSERVATION: _____

THIS GROUP OBSERVATION IS: INITIAL ROUTINE SPECIAL

FACILITATOR(S): _____

OBSERVERS: (names and positions)

REVIEWED BY: _____

DATE: _____

DISTRIBUTION:
1/2000

GOALS AND OBJECTIVES:

The Office of Certification and Monitoring of Batterers' Intervention Programs, housed in the Office of Program Services, Bureau of Community Based Programs, of the Florida Department of Corrections, is charged with certifying and monitoring batterers intervention programs which provide services in accordance with statewide certification standards.

Along with administrative monitoring, the Office of Certification and Monitoring will observe groups held by certified intervention programs to ascertain whether groups are being conducted in a manner that is consistent with certification standards.

In order to avoid subjective conclusions while observing groups, the Office of Certification and Monitoring will use the following guide to assist them in their analysis while observing groups. The office is cognizant of the fact that there may be an occasional unsatisfactory group. In these cases, a monitoring team will make return visits to observe more groups before any action is taken that may result in the provider being decertified.

YES

NO

- | | | | |
|-------|-------|----|--|
| _____ | _____ | 1. | The group size was a minimum of 3, a maximum of 15 with one approved facilitator and 16-24 for two approved facilitators. * If an approved facilitator is co-facilitating with a facilitator trainee, the group size cannot exceed 15 members until the facilitator trainee has completed a minimum of 34 of the 84 hours of face-to-face contact. Facilitator trainees must also have completed the 21-hour, state approved facilitator training prior to their participation in group. |
| _____ | _____ | 2. | The group session was 1 hour and 30 minutes (without breaks). |
| _____ | _____ | 3. | Facilitator(s) did not use information that may endanger the victim, such as information the victim requested remain confidential. |
| _____ | _____ | 4. | The facilitator(s) did not use addiction counseling models which identify the violence as an addiction and the victim and children as enabling or codependent in the violence. |
| _____ | _____ | 5. | The facilitator(s) did not promote gradual containment and de-escalation of violence. |
| _____ | _____ | 6. | The facilitator did not teach theories or techniques which identify poor impulse control as the primary cause of the violence. |

YES

NO

- _____ _____ 7. The facilitator had a clear understanding that battering includes many forms of abuse and identified these behavior at appropriate times during group.

Examples: Threats, intimidation, emotional abuse, isolation, using the children, economic control and sexual abuse in addition to physical abuse.

- _____ _____ 8. The facilitator(s) were clear with group members that the use of violence and other abusive behaviors were intentional acts designed to control their partners.

Examples: The facilitator did not use communication enhancement or anger management techniques which lay primary causality on anger. They did not ask questions which provided rationalizations for abuse behavior, i.e. "What triggered your behavior?" or "How did things get so out of control?" And they challenged group members when they attempted to justify their behavior on such rationale.

- _____ _____ 9. The facilitator(s) stressed that there are always alternatives to violence. The facilitator(s) did not use systems theory approaches which treat the violence as a mutually circular process, blaming the victim.

Examples: Facilitators challenged group members when they made comments like "She was blocking the door, so I had to resort to violence." "She was drunk, so I had to restrain her." "She hit me first."

- _____ _____ 10. The facilitator(s) confronted minimizing and denying statements made by group participants. The facilitator did not allow batterers to minimize the violence used.

Examples: The facilitator(s) challenged statements by the batterer such as "I only slapped her" or "I sort of grabbed her"

- _____ _____ 11. The facilitator(s) modeled an equal and respectful relationships in their groups.

Examples: The male and female facilitators worked together in a respectful manner. The responsibility for confronting sexist comments wasn't left solely to the female facilitator. The presentation was equally divided unless a different counseling/teaching strategy was agreed upon.

YES

NO

- _____ _____ 12. The facilitator(s) brought the focus back to the group member when he attempted to blame his partner for his abusive behavior.

Examples: Facilitators challenged blaming comments like “She kept pushing my buttons, so I hit her.” “What about her violence?” “Because she <did> I became violent.”

- _____ _____ 13. Facilitator(s) confronted sexist, racist, ageist and homophobic comments or inappropriate joking.

Examples: Facilitators confronted sexist comments and joking like “Women just manipulate men for money.” “It must have been that time of the month.”

- _____ _____ 14. The facilitator(s) avoided making colluding comments or statements that group members could interpret as support their use of violence or abusive behavior.

Examples: Colluding comments would be when facilitator(s) say things like “I can understand how that would set you off.” “If my partner did that I guess I’d be mad as hell, too.” “You shouldn’t let her hook you into an argument.”

- _____ _____ 15. The facilitator(s) had a clear counseling agenda or educational lesson plan that was observable.

Examples: The beginning group “check in” did not take the bulk of the group time. Facilitators had a written lesson plan, agenda, curriculum, or counseling plan that allowed for optimum group participation that focused on violence, controlling behavior and change.

- _____ _____ 16. The facility, policies, group rules, and process observed in the counseling/education groups had victim safety as a priority.

Examples: Male and female perpetrator or victim support groups were not held on the same evenings at the same facility. Facilitators did not write progress letters on behalf of defendants except to indicate that they were attending. Facilitators did not divulge information from partners that would put her at risk.

