Youth Advocacy Task Force Member Programs
Vermont Network Against Domestic and Sexual Violence

<table>
<thead>
<tr>
<th>Program</th>
<th>Area</th>
<th>Hotline Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWARE</td>
<td>Hardwick area</td>
<td>472-6463</td>
</tr>
<tr>
<td>Battered Women’s Services and Shelter</td>
<td>Barre/Montpelier area</td>
<td>1-877-543-9498</td>
</tr>
<tr>
<td>Clarina Howard Nichols Center</td>
<td>Morrisville area</td>
<td>888-5256</td>
</tr>
<tr>
<td>New Beginnings</td>
<td>Springfield area</td>
<td>885-2050 or 674-6700</td>
</tr>
<tr>
<td>PAVE</td>
<td>Bennington area</td>
<td>442-2111</td>
</tr>
<tr>
<td>Rutland County Women’s Network</td>
<td>Rutland area</td>
<td>775-3232</td>
</tr>
<tr>
<td>Sexual Assault Crisis Team</td>
<td>Barre/Montpelier area</td>
<td>479-5577</td>
</tr>
<tr>
<td>Safeline</td>
<td>Orange and Northern Windsor Counties</td>
<td>1-800-639-7233</td>
</tr>
<tr>
<td>Step ONE</td>
<td>Newport area</td>
<td>1-800-224-7837</td>
</tr>
<tr>
<td>Umbrella</td>
<td>St. Johnsbury area</td>
<td>748-8141</td>
</tr>
<tr>
<td>Voices Against Violence/Laurie’s House</td>
<td>Franklin &amp; Grand Isle area</td>
<td>524-6575</td>
</tr>
<tr>
<td>WomenSafe</td>
<td>Middlebury area</td>
<td>1-800-338-4205</td>
</tr>
<tr>
<td>Women Helping battered Women</td>
<td>Burlington/Chittenden Co. area</td>
<td>658-1996</td>
</tr>
<tr>
<td>WISE (Women’s Information Service)</td>
<td>White River Junction, VT</td>
<td>866-348-WISE (9473)</td>
</tr>
<tr>
<td>Women’s Crisis Center</td>
<td>Brattleboro area</td>
<td>1-800-773-0689</td>
</tr>
<tr>
<td>Women’s Rape Crisis Center</td>
<td>Burlington/Chittenden Co. area</td>
<td>863-1236</td>
</tr>
</tbody>
</table>

Network Program: Children and Youth Services

Children and youth related services provided by Vermont Network Programs vary across the state. Services include:

- **Prevention Education** in flexible formats on topics including healthy relationships, dating and sexual violence, domestic violence, bullying, the effects of domestic violence on children, media literacy, and consent.

- **Support Groups** for children, teens and non-offending parents with variety of focuses relating to domestic and sexual violence.

- **Emotional Support** for children, teens, and non-offending parents.

- **Emergency Shelter** for families fleeing from domestic or sexual violence.

- **Advocacy** for children, teens, and non-offending parents with courts, schools, DCF, and other child related systems.

- **Training and In-services** about domestic and sexual violence related issues for teachers and other professionals working with children and youth.

---

By Lavinia Wetzel,
Youth Violence Prevention & Community Education Program Coordinator
Women’s Information Services (WISE)

In The Batterer as Parent: Addressing the Impact of Domestic Violence on Family Dynamics, Lundy Bancroft and Jay Silverman discuss the subtle yet detrimental effects of a batterer’s parenting style on the family dynamic and the physical and psychological well-being of his children.

**The Batterer**

Drawing on years of experience working with batterers and researching domestic violence, the authors begin by explaining their working definition of a “batterer” as someone who “exercises a pattern of coercive control” over his partner. This pattern of behavior is punctuated by incidents of violence and/or the credible threat of violence while many other tactics of control may be emotional, economic or sexual in nature. The authors go on to highlight several of the most typical characteristics of a batterer’s attitudes, including a sense of entitlement, selfishness and self-centeredness, superiority, possessiveness, confusion of love and abuse, manipulativeness, externalization of responsibility, minimization and victim-blaming. Batterers see themselves as the necessary center of their family unit, expecting all family members to cater completely to their needs and to submit unquestioningly to their control.

The authors also deconstruct several commonly held myths regarding the cause of battering behavior and the attitudes which contribute to it. They explain that while the abuse of alcohol or other substances can serve to escalate the violence of a batterer, substance abuse is not the source of violence. Attitudes of misogyny and entitlement, not the consumption of alcohol, cause a batterer to choose to inflict violence on his family members. Also, batterers do not demonstrate a higher rate of psychopathy than other men. So mental illness, while also an aggravating factor of the abuse, cannot serve to explain it. (Continued on page 6)
As a violence prevention educator and victim’s advocate, I am concerned about the way that most TV shows, movies, and video games normalize violence. Most media violence is accompanied by humor. So, as young children watch, they learn to laugh at what are - in real life – painful and traumatic events. This early “wiring” of our brains can influence how we understand and react to the world throughout the rest of our lives.

No matter how old we are, our primitive brains react to the TV screen as if the actions were real. Because our brains are always on alert for danger, food, and mating opportunities, we feel compelled - in order to survive - to watch such content. Using images of violence, food, and sexual excitement to hold consumers’ attention are the oldest tricks in the book, and media producers use these tricks intentionally. In order to protect young brains from the media’s increasingly violent and fast-paced content, pediatricians among others recommend that children should not watch TV at all until they are at least 2 years old, and that youth should not have TV sets in their bedrooms. Protecting children from content can only be a temporary solution in our increasingly media-saturated society. Therefore, encouraging media literacy within the whole family is a viable longer-term remedy. This means that adults as well as the children need to learn how media impacts their thinking and behavior. Choosing a lifestyle with less media intake, like learning any other healthy habit, takes practice. It is suggested that parents watch what their children are watching and let them know what they think about it. This provides an opportunity to talk with their children about media literacy by critically discussing examples of violence, unhealthy relationships, and stereotypes that the media provides. It is important to encourage all people to use their critical thinking skills by comparing the “TV world” with the real world on a regular basis. What are the real effects of violence, unhealthy relationships, and stereotyping? Educate youth (and others) about how these images and stories serve to promote sexual and domestic violence in the real world.

To learn more, feel free to contact AWARE. We would be happy to send you free media literacy materials and refer you to more national and local resources. We’ve published a book called *This Is Your Brain on Television* to help families and teachers respond to today’s media images. Feel free to call us and order a copy. AWARE: 802-472-6463. Healthy Vieweing!

**Meeting Standards:**

**3.3: Respect:** Students demonstrate respect for themselves and others.

**4.4: Effects of Prejudice:** Students demonstrate understanding of the concept of prejudice, and of its effects on various groups.

Domestic and sexual violence rests upon the back of gender stereotypes. Workshops that look at gender issues employ various group activities which highlight gender and race. Students learn the terms domestic violence and dating violence as well as how to recognize the warning signs of abuse in friendships and dating relationships. For consent workshops, students are given tools to help understand not only the legal definitions of consent and sexual assault, but also the basic tenants of respectful, consensual communication regarding sexual activity.

Crucial to understanding domestic and sexual violence, workshops discuss power in interpersonal relationships, how misusing power in relationships is a choice, and what a healthy relationship - when both partners have equal power looks like. *Healthy Relationship* workshops help define the differences between conflict in healthy relationships and abuse in unhealthy relationships and ask students to identify safe adults, school and community resources for support in dealing with relationships.

**Support Groups/Peer Advocacy Groups for Children/Youth**

Many Youth Advocates lead support and educational groups for children and youth - some during school hours and some as after-school activities. Many of these groups meet various *Vital Results* standards in the areas of Personal Development and Civic/Social Responsibility.

(See article entitled: Groups for Children and Youth located on page 8 for more information on support and education groups offered by Network Programs.)

**According to the 2005 Vermont Youth Risk Behavior Survey:**

Nearly 60% of Vermont adolescents reported experiencing at least one episode of dating violence, while 20% reported that they had experienced forced sex.
When many of us (adults) had been teens, oral sex was regarded as an especially intimate act. Even couples who may not have experienced oral sex. Today's culture has changed significantly and many teens look at oral sex in a very different way. Perhaps today's teens regard oral sex as a far less intimate act. Likewise, we may have had very different visions of casual sex and what that may have meant to us in terms of commitment.

Having an open mind, being non-judgmental, keeping well informed, and staying respectful of youth are all useful practices in keeping the lines of communication open. We, as adults, can lead by example. Along with the rise in teen participation in oral sex, comes challenges. Certainly, for sexually active teens, it removes the fear of pregnancy and decreases the need for contraception. However, some teens believe that you can’t get STIs from oral sex, which is not true. Chlamydia, genital herpes, gonorrhea and syphilis are all communicable through oral sex.

Many teens feel that oral sex doesn’t ‘count’ as sex, yet oral sex is clearly included in the Vermont legal definition of a sexual act. If certain other conditions are met, such as the participant being underage or if the sex act was not consensual, the act could be charged as sexual assault. Another issue to consider is gender differences regarding this trend. It seems the most common scenario involves females performing oral sex on males. This raises generation gap factor questions about how young women and young men may ultimately perceive a woman’s role in a sexual relationship.

In supporting or working with youth, it is important to recognize our own personal lenses. We may feel very strongly about these cultural trends, but we must try not to over-react. Having an open mind, being non-judgmental, being well informed, and staying respectful of youth are all useful practices in keeping the lines of communication open. We, as adults, can provide them with the things that they may need most - encouragement, support, and information - to make choices that are both physically and emotionally healthy.

SEXUAL VIOLENCE is a broad term used to describe sexual assault, rape, child sexual abuse, sexual harassment, and sexual exploitation. Sexual violence happens when a person uses sex to take power and control over another.
A Child's View of Shelter

By: Gayle Holter, Shelter Youth Advocate
Battered Women's Services and Shelter

When we came to this great big house, my mama and I were scared. We couldn't stay at our own house anymore because my daddy was hurting my mama and then she would cry and then I would cry and we would be scared. My mama called some of the people working in this house and they said we could come here so we wouldn't be so scared and cry.

In the beginning, I was scared in this house, too. I didn't know any of the people! I even told them that I didn't know why we came here! But I really do. We came here because while you stay in this house, nobody ever knows that you are here! Now that I'm not so worried about me and mama, I can think that this great big house can be fun. Other mamas and children come here to be safe, too - just like me and my mama! There are lots of bedrooms and a playroom with shelves full of toys and books that we read. We eat breakfast at a round, wooden table that has flowers in a bright blue bottle right in the middle of it. A different room has quiet, green pillows and couches that are very soft. I think my mama likes that room, but my favorite is the big, shiny kitchen. I like to sit at the table that is only big enough for children and color with the basket full of crayons or play kitchen with some of my friends while our mamas make our dinner together. (Did I tell you that I have new friends here? My mama has new friends, too.)

Some days, all the kids have a talking group with a special person that I like very much. I think it's good that we have our own person we can talk to about living in this big house and about the places I lived before this. Sometimes, I am tired after this talking group and mama and I snuggle on the soft couch and read a pretty book or watch my favorite video again.

When I go to school, a little yellow bus picks up all of the children at the end of the driveway. Mama walks with me in the morning and she is waiting for me when I get off the bus, too. I like coming home now because I know that my mama will be smiling and I will get a kiss and a big hug! My mama talks about her busy day and then I talk all about mine. My mama is working hard. The mamas that live here have talking groups, too. I think they talk about why grown-ups can sometimes be hard to get along with. My mama told me that she is working hard making plans and getting ready for when we get a new place of our own to live in. She says, "Just the two of us," and then my tummy feels very good!

After school, my new friends and I have a snack. Yesterday, it was ten hundred degrees hot! All of the children had ice cream and played in the yard with the sprinkler on. The water was very cold and it felt so good! All of the grown-ups were laughing at how fast we could run. My mama said all of that playing must have made me very hungry and I ate all of my dinner - even broccoli.

Everyone helps to keep our great big house very pretty and clean! I like to help in the kitchen after dinner. There is a stoop by the main components (note: practices may differ slightly among agencies):

Maintaining Confidentiality within groups is essential. Most groups, especially those for younger participants, begin with a permission or intake form filled out by parents allowing their child to take part in the group. One of the “guidelines” devised by children during the initial group is “what is said in the group, stays in the group.” This creates an environment where children feel safe to express their feelings and share stories. Meanwhile, children and parents are made aware that - should any pertinent information or concerns about a child's safety arise - further discussion will take place.

The Facilitation of groups is typically provided by an Advocate from your local Network Program. Advocates often team up with school Guidance Counselors or professionals from outside agencies to co-facilitate groups. Given the confidential aspect of each group, it is generally suggested that interns, parents and even siblings not partake in any of the groups. This assures that discussions, etc. remain within the group's confidentiality guidelines.

The length of groups may vary depending on the type of group and age of participants. For younger children, it is recommended that groups meet consistently over a long period of time. This helps children gain and maintain trust as well as the confidence, knowledge and tools which serve as the group's premise. While some groups for younger children last 12 weeks, other groups may meet weekly throughout the school year. Groups for older children and youth may last anywhere from 10 to 20 weeks or may be opened and meet consistently over time in community settings and throughout the school year and summer.

Application of Vermont’s Department of Education’s Frameworks and Learning Opportunities: In creating curricula for support and educational groups, many Network Programs have taken into consideration the Vermont Framework of Standards and Learning Opportunities. A number of standards, particularly in the areas of Personal Development and Civic / Social Responsibility, are addressed in individual group outlines. Such standards include: 1.15, 2.2, 2.9, 3.3, 3.4, 3.5, 3.7, 3.10, 3.11, 3.12, 3.13, 4.1, and 6.18.

The Size of groups may vary, however, it is clear to Advocates that smaller more intimate groups extend a greater amount of one-on-one concentration and give each child the positive, focused attention she or he needs. Groups that range from 6-10 participants for younger children tend to be ideal in size. The maximum amount of participants for teen groups should ideally not exceed ten.

If you are interested in finding out more about support or education groups in your area, contact your local Network Program. We can work together to help our children and youth today develop strong and healthy tomorrow. (See list of programs on back cover of this newsletter).

Teen Dating Violence Warning Signs:

Controlling behavior where one partner...
• doesn’t let the other hang out with friends.
• calls or pages the other frequently to find out where she/he is and with whom
• tells the other what to wear

Verbal and emotional abuse where one partner...
• calls the other names
• is jealous
• belittles the other
• threatens to hurt him/herself, the other or the others family/friends

Physical abuse where one partner...
• Shoves, punches, slaps, pinches, hits, kicks, pulls hair, strangles

Sexual abuse where one partner...
• touches or kisses the other when she/he does not want to be touched
• forces the other to have sex
• prevents the other from using birth control
• forces the other to perform other sexual acts that she/he is uncomfortable with

Vermont Network Against Domestic and Sexual Violence, PO Box 405, Montpelier, VT 05601; Phone (802) 223-1302, Fax (802) 223-6943; TTY (802) 223-1115; Contact: amyt@vtnetwork.org
over the privacy of personal

By Sandy Hart
Youth Program Coordinator & Youth Domestic and Sexual Violence Specialist
Umbrella, Inc.

Many of the programs of the Vermont Network Against Domestic and Sexual Violence offer a variety of groups for children and youth across the state of Vermont. While groups vary in topic, style and availability, agencies generally offer two basic types of groups.

**Groups for Children and Youth**

Support groups are designed to provide emotional support for children/youth whose life experiences include domestic and/or sexual violence. Typically, groups are designed just for girls or just for boys although some agencies offer groups for boys and girls together. Often, children are referred to support groups by school personnel or through non-offending parents and groups are sometimes created to meet the needs of specific groups of children/youth. Support groups help children strategize ways to remain safe in unsafe situations and how to make safe choices. Other components of support groups include: feelings recognition and expression (particularly anger), social skill building techniques and self-confidence building strategies. These important skills are taught through interactive activities including crafts, group discussions, and long term projects. Support groups provide a safe place for participants to give and receive support from their peers while receiving both support and guidance from the group's facilitators.

Educational groups are often more general in focus and appropriate for a broader community of children and youth. These groups most often have designed curricula that address a variety of relevant and age appropriate topics. Topics consist of issues that group participants are facing now or may face in the future. Educational groups are preventive in nature. A major goal is to work toward preparing participants for potentially difficult decisions and to prevent them from children and youth are ones that can travel with them through their lives. The introduction and the importance of such tools is emphasized through discussion, crafts, long-term projects and other fun and interactive activities that stress the value of cooperation, individual achievement and communication.

**Support groups offered:**

- **Groups for children/youth:** These groups offer support and education to children/youth who have experienced domestic and/or sexual violence. They focus on helping children/youth develop the skills they need to stay safe and feel supported.
- **Educational groups:** These groups provide age-appropriate education on topics related to domestic and sexual violence. They aim to prevent future incidents by teaching children/youth about healthy relationships and decision-making.

**Basic groups offered:**

- **Support groups:** These groups are designed to provide emotional support for children/youth whose life experiences include domestic and/or sexual violence. They focus on helping children/youth develop the skills they need to stay safe and feel supported.
- **Educational groups:** These groups provide age-appropriate education on topics related to domestic and sexual violence. They aim to prevent future incidents by teaching children/youth about healthy relationships and decision-making.

**In the Spotlight: Be Cool, Ask!**

A New Way to Talk About Consent
Elizabeth Bryant, Youth Advocate, AWARE

“Be Cool, Ask!” is an interactive 2 day sexual violence prevention program offered by AWARE in Hardwick to local area schools and youth groups.

This program addresses sexual assault in teen dating relationships. It is designed to clarify what sexual assault is while dispelling myths and stereotypes about sexual assault and victims. The presenter and students have open discussions about how body language is used to communicate attraction. Students are asked to ponder whether body language is a reliable source of communication.

Can we rely on body language to tell us what someone does or doesn’t want in terms of sexual contact? Students then draw comparisons between asking permission to enter someone’s home or use someone’s belongings and other fun and interactive activities that stress the value of cooperation, individual achievement and communication. Best practices for providing support and educational groups often include five sink that I stand on to rinse off the spoons and forks. That is one of my jobs that I’m good at. I am also good at putting my dirty clothes in the basket and I am an expert at taking bubble baths!

All of the beds here are different. One little boy sleeps in a bunk bed, his mama sleeps in a double bed, and his baby sister sleeps in a crib. My mama and I sleep in a bedroom that has purple flowers on the walls. There are two beds with a little table in the middle and a dresser for us to share. When we came to this great big house, my mama and I did not bring any clothes to put in the drawers. But we went to a store where we picked out clothes that people gave to the store just for us! So, I have pajamas with blue and yellow stripes.

I think there is a lot of people sleeping in this house at night. I think that is why I’m not scared to go to bed like I used to be. Sometimes, I have wanted to be a girl, and I think I hear yelling. I am glad to wake up and see my mama beside me in this great big house full of mammals and children.

**DATING VIOLENCE** is abusive behavior that one partner in a relationship uses to gain control over the other. It can happen in straight or gay relationships. It can include verbal, emotional, physical, or sexual abuse, or a combination.

**SIXUAL ASSAULT** is defined as contact or intrusion, however slight, into the genital, anal, or oral opening of another by an object or any part of the body...

- without a person’s consent.
- when force or the threat of force is present.
- when a person coerces another.
- when a person is under the age of 16 (unless both people are between 15 and 19 and contact is consensual).
- and/or when drugs or alcohol are given to a person.
- without his or her knowledge or permission.

**According to Vermont law...**

---

**Vermont Network Against Domestic and Sexual Violence, PO Box 405, Montpelier, VT 05601; Phone (802) 223-1302, Fax (802) 223-6943; TTY (802) 223-1115; Contact: amyt@vtnetwork.org**
The authors also rule out general "criminality" or poor impulse control as a root cause of battering because most men who abuse their wives do not lash out in other settings; in fact they impec-
cably control their impulses so as to incite the maximum amount of fear in their family members while taking great pains to maintain a positive public image.

The Batterer as Parent

Lundy Bancroft and Jay Silverman go on to explain the way in which a batterer’s attitudes and behaviors can result in dangerous parenting styles. The authors are careful to point out that battering fathers demonstrate a range of behaviors toward their children, and some appear more caring and competent than others. However, even if a batterer does not inflict the same sort of psychological and physical abuse on his children as he does to their mother, a batterer must still be considered an irresponsible parent because he is exposing his children to violence. Batterers often utilize a rigid, authoritarian style of parenting, which allows for little flexibility based around children’s developmental needs and responses. Some batterers may also swing unpredictably from extremely authoritarian to permissive parenting, demonstrating little concern for providing consistency or structure in the lives of their children. Many batterers are also often under-involved or neglectful toward their children. They often avoid less pleasant duties of parenting and may have inappropriate expectations of children’s behavior. Ironi-
cally, a batterer’s frequent swings from authoritarianism to permissiveness combined with lack of involvement in children’s day-to-day lives may actually cause children to be more excited to spend time with him to the point that they come to see him as the “fun” parent. Children may be unaware that the same opportunities for outings and adventures with mom may not be a possibility as a result of a batterer’s control and abuse. To better prevent the family from unit-

ing against him, accessing services, or leaving, a batterer will oftentimes pit children against their mother, or even against each other. Batterers also inflict severe psychologi-
cal abuse on their children whether through harsh putdowns and criticism, or manipulating a child’s sense of reality by making the child feel as if their mother’s boundaries or discipline are sometimes nonexistent. A child may come to believe the abuse they witness as real. A certain percentage of batterers may also see their children, like their mother, as possessions which exist to  cater even to their emotional or sexual needs. Studies show that battered children are anywhere from four to nine times more likely to perpetrate incest than non-batterers and both batterers and incest perpetrators demonstrate a low level of sexual dysfunction and a strong tendency to form exploitive relationships (7). Batterers also believe that victims of violence deserve that violence or bring it upon themselves, that violence or other coercive or manipulative techniques are acceptable means of getting what one wants, and sexist and misogynistic ideas that men are the only ones capable of violence. Batterers also believe that victims of violence deserve that violence or bring it upon themselves, that violence or other coercive or manipulative techniques are acceptable means of getting what one wants, and sexist and misogynistic ideas that men are the only ones capable of violence. Batterers often believe that women are “weak, incompet-
ent, stupid or violent” (96). As a result, boys who are exposed to domestic violence show dramatically elevated rates of battering their own partners as adolescents and adults and daughters (although not as highly corre-
lated) of batterers show increased likelihood in being involved in abusive relationships themselves.

Children who are raised in homes where battering occurs are at significantly higher risk for being abused themselves, whether psychologically, physically or sexually. Studies show that 49% of men who abuse their partner also abuse their children whereas only 7% of men who do not abuse their partner also abuse their children (97). Children who live with a batterer may experience a decrease in their trust and confidence in their ability to control the loyalty and govern the perceptions of his       children—often causing them to perceive the violence in the family as the fault of their mother. This can result in children becoming less likely to respect their mother’s boundaries or discipline especially as they witness again and again the way in which her control and independence are taken from her. Batterers often believe that women are “weak, incompet-
ent, stupid or violent” (96). As a result, boys who are exposed to domestic violence show dramatically elevated rates of battering their own partners as adolescents and adults and daughters (although not as highly corre-
lated) of batterers show increased likelihood in being involved in abusive relationships themselves.

Children who are raised in homes where battering occurs are at significantly higher risk for being abused themselves, whether psychologically, physically or sexually. Studies show that 49% of men who abuse their partner also abuse their children whereas only 7% of men who do not abuse their partner also abuse their children (97). Children who live with a batterer may experience a decrease in their trust and confidence in their ability to control the loyalty and govern the perceptions of his       children—often causing them to perceive the violence in the family as the fault of their mother. This can result in children becoming less likely to respect their mother’s boundaries or discipline especially as they witness again and again the way in which her control and independence are taken from her. Batterers often believe that women are “weak, incompet-
ent, stupid or violent” (96). As a result, boys who are exposed to domestic violence show dramatically elevated rates of battering their own partners as adolescents and adults and daughters (although not as highly corre-
lated) of batterers show increased likelihood in being involved in abusive relationships themselves.

Children who are raised in homes where battering occurs are at significantly higher risk for being abused themselves, whether psychologically, physically or sexually. Studies show that 49% of men who abuse their partner also abuse their children whereas only 7% of men who do not abuse their partner also abuse their children (97). Children who live with a batterer may experience a decrease in their trust and confidence in their ability to control the loyalty and govern the perceptions of his       children—often causing them to perceive the violence in the family as the fault of their mother. This can result in children becoming less likely to respect their mother’s boundaries or discipline especially as they witness again and again the way in which her control and independence are taken from her. Batterers often believe that women are “weak, incompet-
ent, stupid or violent” (96). As a result, boys who are exposed to domestic violence show dramatically elevated rates of battering their own partners as adolescents and adults and daughters (although not as highly corre-
lated) of batterers show increased likelihood in being involved in abusive relationships themselves.

Children who are raised in homes where battering occurs are at significantly higher risk for being abused themselves, whether psychologically, physically or sexually. Studies show that 49% of men who abuse their partner also abuse their children whereas only 7% of men who do not abuse their partner also abuse their children (97). Children who live with a batterer may experience a decrease in their trust and confidence in their ability to control the loyalty and govern the perceptions of his       children—often causing them to perceive the violence in the family as the fault of their mother. This can result in children becoming less likely to respect their mother’s boundaries or discipline especially as they witness again and again the way in which her control and independence are taken from her. Batterers often believe that women are “weak, incompet-
ent, stupid or violent” (96). As a result, boys who are exposed to domestic violence show dramatically elevated rates of battering their own partners as adolescents and adults and daughters (although not as highly corre-
lated) of batterers show increased likelihood in being involved in abusive relationships themselves.