Responding to Domestic Violence

Training Manual for Police and Frontline Workers

Co-funded by the European Union

TACTICS

TACTICS – Improving the response and follow-up of victims and perpetrators of domestic violence by police authorities

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Deliverable 3.1 Manual for Training Police and Other Front-line Workers

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Introduction

I. The TACTICS Project

This training manual was created as part of the "Improving the response and follow-up of victims and perpetrators of domestic violence by police authorities" TACTICS project. TACTICS is a three-year project (2023–2026) funded by the Citizens, Equality, Rights and Values Programme (CERV) under the EU's Justice, Rights and Values Fund.

The first persons alerted to cases of domestic violence (DV) are often police. As a result, police officers are in many cases expected to be the 'gate-keepers' to the wider network of service providers, especially victim support and perpetrator services, but in many jurisdictions in Europe, multiple individual, organizational and system-level barriers prevent them from making necessary referrals. At the individual level, police officers often lack the specialized training and skills needed to respond appropriately using a victim sensitive approach. Organizational level barriers primarily involve the lack of clearly established and coordinated practices or policies to govern officer behavior when responding to cases of DV. From a system-wide perspective, barriers arise when public and community agencies are not able to work with each other.

TACTICS seeks to build upon important work previously done in the field to improve police and community responses to domestic violence. We do so within local jurisdictions in seven TACTICS implementation countries (Estonia, Belgium, France, Germany, Greece, Spain, and Romania). As part of the project, our team performs capacity building activities to support multi-agency cooperation between police, victim and perpetrator services for an improved response to cases of domestic violence. This includes improving awareness and attitudes of police towards DV victims, especially those that come from special needs audiences (elderly, substance users, refugees, etc.) The TACTICS training program and this training manual are part of these capacity building activities.

II. Who Is This Training Manual For?

This manual is for individuals who intend to make use of the TACTICS training program to conduct workshops with police, criminal justice or other professionals. The TACTICS training program equips officers with the knowledge and tools needed to protect victims, hold perpetrators accountable, and collaborate effectively with other professionals. The training covers foundational concepts, including the definitions and complexities of DV, gender-based violence (GBV), and intimate partner violence (IPV), as well as the prevalence and patterns of abuse. Modules focus on key areas such as recognizing coercive control, conducting risk assessments under challenging conditions, and applying trauma-informed approaches to support survivors. Participants also learn strategies to address perpetrators, utilize data and IT tools to identify patterns of abuse, and engage in

multi-agency collaboration with social workers, healthcare providers, and support organizations. Through practical exercises like role-playing and case studies, the program ensures officers are prepared to apply these skills in real-world situations, fostering victim-centered and justice-driven outcomes.

It is assumed that trainers reading these guidelines have some familiarity with the topic of domestic violence. However, the manual will cover some basics of the topic. It is not assumed that trainers have any pedagogical experience, either training adults or professional groups such as police. Although experience doing either would clearly be beneficial.

III. Structure Of This Manual

The manual is divided into three sections, covering various aspects of conducting the TACTICS training program.

1

Section 1 will touch on the basics of **adult training in general**, both in terms of how people learn and adults specifically. The section will also address specific considerations that should be made when training adult professionals, especially those involved in criminal justice, such as the police. The section is more theoretical in nature.

2

Section 2 addresses more practical aspects of **conducting TACTICS workshops**, such as preparing to conduct them and carrying them out. This also will include an emphasis on the importance of setting learning objectives and how this may differ between administrators and front-line staff. The section will conclude with some pointers on how best to engage with different types of audiences.

3

Section 3 will present an overview of the **7 different training modules** of the TACTICS program. This will start with an introduction to basic concepts of Gender Based Violence and Domestic Violence, and then cover other topics such as risk assessment, working with special needs groups and multi-agency collaboration.

1 TRAINING ADULT PROFESIONALS

Goal of this section is to explore:

- Some basic concepts and theories about how we learn and the internal/external factors that affect learning
- What makes adult learners unique and can make adult education challenging
- General approaches to adult education that can be taken

1a. Factors That Affect How We Learn

In very general terms, human beings learn information in one of two ways, either intentionally or incidentally. Intentional learning is achieved on purpose, such as attending a workshop to learn a specific skill. Incidental learning on the other hand, occurs unconsciously or 'accidentally.' Such as a child learning to speak with an accent when hearing their parents talk, or a person learning how to use a phone app when they see a friend use it.

It is generally agreed that the vast majority of learning that humans do is incidental, because it most often occurs from a series of processes, not a single, well-defined event. In other words, the series of experiences that a student has in their life can often inhibit education that takes place inside the classroom. ***This is one reason why repetition is often used in teaching and homework is assigned to students – it forces them to consider the topic multiple times outside of the class.***

Furthermore, a student's ability to learn can be affected by a range of individual, social, and cultural factors. For the most part, these factors cannot be changed

by a teacher/trainer, instead the best that educators can hope to do is to recognize and adapt their approaches to these factors.

Perhaps the most important individual-level factor that can affect a person's ability to learn is their brain structure and their ability to process information. This covers things like how good their memory is, their ability to focus and their rigidity of thinking. Individuals with more rigid thinking have difficulty in considering different perspectives and often only see one solution to a problem. They also can be derailed by sudden changes in plans or become stressed when things do not go as expected. ***Effective teaching would seek to take these possible limitations into account, such as by matching the complexity of teaching to learner abilities.***

Another important individual factor is a student's motivation to learn, which is typically divided between intrinsic and extrinsic. Intrinsic motivation comes from within the person and is typically more powerful than external motivation. In other words, students who are more eager to be in class will be more likely to learn than someone who is pushed to be there by others. Student motivation in turn can be affected by believes about the subject being taught, so that if it is considered useful or interesting, learning is enhanced. The more abstract the subject, the harder it is to learn for most. Motivation can also be affected by beliefs about the teaching itself, for example do students think the teacher is more interested in teaching their topic or in answering the questions of students? ***Thus, understanding what motivates specific learners and attempting to provide that can help to increase intrinsic motivation and their learning capacity.***

How well an individual learns can also be affected by their beliefs about their own learning abilities or how people learn best in general. For example, a girl that thinks that "I am good at biology" and "girls are bad at math" will be more likely do better in biology topics than mathematics. Likewise, it is common for people to think that there is a 'best' way to learn, such as by passively receiving facts from an expert; actively participating in knowledge creating processes; receiving information visually or auditorily or by reading/writing and taking notes. Teachers often use the techniques that are based upon how they themselves best learn or based upon what is 'easier' for example interactive teaching often is more time consumptive, both in preparation and implementation. However, despite the fact that many believe there is a best way for themselves to learn, multiple studies have found that most people do **NOT** have a single best learning type. In fact, based upon the way that our brains process information, it is not beneficial to align teaching to just one type of perceived learner type. ***Instead, teaching that addresses multiple learning types (passive information, active creation, auditory, visually or reading/writing) are usually ideal.***

How do you think you learn best?

- **Listening to a lecture**
- **Participating in discussions**
- **Based on visual materials**
- **Reading and writing on the topic**

Beyond individual factors, social influences can affect the learning process. For example, collaborative activities that emphasizes cooperation between students to solve problems can enable learning that would not be otherwise possible on

the individual level. Being exposed directly to alternative ways of thinking of others can help to make thinking more flexible. These approaches can be useful in developing critical-thinking skills that address more advanced concepts that are less familiar to students. They can also help students to improve their skills in decision-making, small group communication, and conflict management around specific topics. However, the benefits of collaborative problem solving can also be hindered by 'groupthink' which is an unhealthy decision-making pattern that results from a high degree of cohesiveness and desire for consensus among the members of a group. Therefore, although collaborative learning has many benefits, this may be diminished if the class is made up of many similar-minded students.

Finally, cultural factors, such as language can play an important role in the learning process. The language of instruction can enhance or degrade the quality of education for specific learners. Using mother tongue or a dominant regional language while teaching helps ease students' connection with the topic and with the educator. It also gives them a sense of comfort and helps to motivate them to participate more. This should be considered when translating learning materials from other languages, to ensure that idiomatic phrases are appropriately expressed. Even when using the appropriate language, if training involves jargon that is unfamiliar to participants it can hinder learning. Different learners may prefer a specific style of language for instruction, such as more or less formal language. ***The (style of) language used in trainings should be aligned to the audience as closely as possible.***

6 General Points about Learning Processes

1. **Repetition is often used in teaching and homework is assigned to students to force them to consider the topic multiple times outside of the class.**

2. **Effective teaching should match the complexity of lessons to learner abilities.**

3. **Understanding what motivates specific learners and attempting to provide that can help to increase intrinsic motivation and thus their learning capacity.**

4. **Teaching that addresses multiple learning types (passive information, active creation, auditory, visually or reading/writing) are preferable.**

5. **Collaborative learning has many potential benefits, but may be diminished if the class is made up of many similar-minded students.**

6. **The (style of) language used in trainings should be aligned to the audience as closely as possible.**

1b. Specific Characteristics and Challenges of Adult Learning

The six points above describe learning in general for students of all ages. However, when we consider adult learners specifically, there are several additional factors that should be considered.

It has been demonstrated that adults have shrinking brains. Starting in our 30s or 40s, our brains begin to shrink, causing structural problems that can hinder memory and knowledge acquisition. For this reason, it is even more important to try and remove barriers that may hinder cognition, such as teaching in the language or dialect that is most accessible to them. Research also has shown that when learning, some memory loss can be offset by previously acquired knowledge. As a result, prior conceptions and knowledge are of even greater importance for adult learners. The longer-term accumulation of learning, living and working experiences of adults can be an inner resource for their learning, something that can be built upon by instructors. Teaching a classroom of police officers about the types of evidence that should be collected when investigating a domestic violence call can benefit from their prior understanding of investigative procedure. At the same time, the prior experience of adult learners can also act as a barrier to acquiring new knowledge, if what is being taught seems to contradict their previous life experiences. For example, if an officer has responded to multiple domestic violence calls where he/she believes that accusations were not credible – it can be much more difficult to convince them of the benefits of changing their procedures for collecting evidence. ***For these reasons, instructors should seek to connect training content to the prior experiences or pre-conceived beliefs of their adult students as much as possible. Using practical, relatable examples, such as from the local community are helpful in this regard. When contradictory experiences are identified, efforts to promote critical thinking should be made such as via collaborative learning exercises where students with experiences that align with concepts are able to voice this.***

Another important factor for adult learners is that they often have a need/desire for a clear learning purpose and higher learning efficiency. Adult learners have greater control over what they study and have increased demands upon their time. Thus, there is a need for clear learning objectives and content that is best structured to fit into their (professional) lives. Linking these learning objectives to the interests of adult learners can help to improve learner motivations. Training complexity should also be taken this into account, so that it can fit into the limited time available. For this reason, training for professionals often focuses on skills training that can be directly connected to their jobs. ***To increase motivation of adult learners, training should be presented as addressing their specific interests as much as possible, such as skills training for professionals. Instructors should seek to learn about these motivations as much as possible before conducting trainings.***

1c. Teaching Criminal Justice Professionals

Unique challenges exist when training professionals such as police officers. As can be seen in the list below, many of these factors are interconnected and reinforce each other.

- **Resistance to Changes in Policing methods:** Studies have shown that police officers often exhibit resistance to training. This can stem from a deeply ingrained culture that prioritizes traditional policing methods over different approaches or protocols. Considering the stressful situations they often find themselves in carrying out their work, officers are even more likely to 'stick with what they know.' Experienced officers may feel that they already possess the necessary skills and knowledge, leading to complacency. Some officers may feel that trainers who have little patrol experience, do not fully appreciate the unique issues that they may face on the street. These attitudes can lead officers to not see the value in training or how it benefits their daily work. This can in turn, reduce their intrinsic motivation to engage with new training material and hinder adoption of innovative policing strategies.

- **Resistance to DV Training in general:** Officers typically have little or no background in the complex issues related to Domestic Violence, so that they find it difficult to translate information into concrete actions and procedures. As a result, participants may become frustrated or lose interest if the material does not appear clearly relevant or is presented too 'clinically' Furthermore, patrol officers receiving classroom training may have difficulties reconciling the visceral and fast pace of their normal work to the slower pace and more abstract activity of classroom learning.

- **Cynicism, Frustration and Burnout:** Police officers can develop cynicism and burnout due to the high-stress nature of their work, especially over a longer-term period. Many officers feel overwhelmed by the multiple roles they must play, such as enforcers of the law and social service providers. This can lead to frustration and ambivalence towards domestic violence training. Officers who feel jaded or disillusioned may be less engaged and motivated during training sessions and reinforce their reluctance to adopt new practices.

- **Us-vs-Them Mentality:** An "us-vs-them" mentality, which can arise among many different professional groups, can be even more acute amongst the Police, due to the nature of their work. Some participants may believe that people from other disciplines blame law enforcement for bad outcomes in encounters with domestic violence cases. This mindset can contribute greatly to groupthink and rigid thinking which hinders considerations of alternative perspectives. It can also make them resistant to training conducted by non-police and make it harder to understand the perspectives of DV victims.

- **Bias and Prejudice:** Underlying and reinforcing the above factors may be biases or prejudices held by police officers, which are often strengthened by uncritical or selective assessment of work experiences. Attitudes such as that domestic violence is a private matter or that their intervention is not always welcomed is prevalent. These beliefs can negatively affect policing performance and create resistance to domestic violence training.

Officers often describe their interactions with citizens, such as when investigating DV as difficult, complex, and non-rewarding. These negative interactions can contribute to on-the-job learning that can strengthen their cognitive biases. Beyond their own experiences, officers also learn from their peers how to think about and carry out police work. This learning takes place in everyday policing situations when observing the behavior of other officers.

As a result, officers create their own "subjective reality" to explain observed phenomenon such as that DV is not that prevalent or severe, why victims never leave or why both victim and abuser are to blame. These cognitive biases should be confronted, by encouraging officers to reflect upon their experiences, so that they can challenge their assumptions. Case studies and role plays based upon their experiences can be useful in helping officers to carry out this reflection. Exposing officers to the perspectives of others, whether via case studies or by having mixed participation in workshops (i.e. non police professionals such as social workers, crisis support staff, DV counselors, healthcare workers or prosecutors can also be helpful in this regard. Although police departments often tend towards unified thinking, diversity of perspectives may be achieved by including a mix of male and female officers, or combinations of front-line, community relations and administrative personnel in trainings. Trainings that involve non-police, such as other professionals or citizen groups can also be valuable in exposing alternative perspectives – such as those of the victims in DV situations.

Sources for this section and additional reading

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2 PRACTICAL ASPECTS OF TRAINING

Goal of this section is to explore:

- What to do when preparing for TACTICS lectures/ workshops
- How to approach the giving of lectures and engaging with students

2a. Preparing for TACTICS Workshops

Preparing Trainers

TACTICS trainers should be familiar with the resources, relevant laws, and other local factors relevant for domestic violence cases. This includes familiarity with any local supports, service providers and other information unique to the jurisdiction. Without this knowledge, instructors may recommend practices or approaches that cannot be supported by the community. Ideally, trainers should also have at least a basic understanding of policing, particularly how street-level investigations are conducted and local limitations on law enforcement authority. Related to this would be knowledge of policing culture, policies, procedures, and real-life demands on the street. Trainers lacking accurate information in either area risk being dismissed by participants as not being credible or relevant for their work. Officers would then be less likely to implement the knowledge and practices learned.

TACTICS training organizations should seek to recruit trainers with this knowledge or should provide basic train-the-trainer workshops and updated written information that trainers can use when preparing to conduct TACTICS workshops. Non–law enforcement trainers can improve their understanding of the demands, priorities, and concerns of officers by increasing contact with them before train-

ing; this could involve participating in cross-training opportunities. Ride-alongs (if permitted) would provide an excellent opportunity for all trainers to observe the current pressures on first responders, as well as to develop relationships with specific officers. TACTICS training organizations and trainers could also consult local officers prior to conducting workshops, to ensure that the training reflects the local culture, policies, procedures, and real-life demands of law enforcement personnel.

The Venue and Scheduling

Trainings should take place in environments conducive to learning, which means they should be comfortable, temperature controlled, clean, well-ventilated and large enough to prevent overcrowding. They should also be fully equipped, well-lit and with a screen large enough for easy viewing of text for all participants of the workshop. Ideally, the space would have a whiteboard or Easel pad so that notes can be taken during discussions. Seats should also be arranged to provide clear sight lines to the screen and instructor. If participant discussion is a significant part of the workshop, then seats should be arranged so that participants can see each other easily when speaking. For this reason, arranging tables into a 'u-shape' or putting several together in groups would be considered ideal.

To limit distractions, it is strongly suggested that a quiet space be selected - free from noise or other disturbances. Ideally, no activity other than the training should take place within the room. Beyond reducing distractions, this can help demonstrate that the workshop is being taken seriously. If the training organisation does not have access to rooms meeting these criteria, it is suggested that they be held at other locations. If possible, a space convenient to participants should be selected, such as being centrally located or held near the local police precinct. If relevant, locations should also be accessible for disabled people.

It is also recommended to set-up the space early, well before the training is to begin, so that all needed equipment, accessories and teaching aids are configured. Slides should be loaded into the computer and tested as well – to make sure that colors are correct and visible, and text is readable to all participants in the room. This is especially important considering that TACTICS workshops contain a great deal of information to present in a typically very limited amount of time. Folders with the course agenda, all handouts and blank sheets of paper for taking notes should be available so that they can easily be taken by participants as they enter the room. Pens and extra supplies should be easily available as well. This is especially relevant when training professionals, as participants quite often will arrive late so you will want to minimize the disturbance they cause when entering the classroom.

As will be seen in section 3 of this manual, suggested timeframes for each of the specific trainings have been given. As much as possible, these are minimum suggestions – a frequent complaint for trainings is that not enough time is allocated to each topic. Workshops should start on-time and be scheduled for days and times that are convenient to as many potential participants as possible. The

most desirable option would be to schedule workshops during the working day, to increase attendance. However, to do so, officers would need to be given permission by their leadership. Thus, the TACTICS training organization would need to seek this authorization in advance, which would have the side benefit of further endorsing the importance of the topic to participants. If this is not possible, then the training organization should set a time after work or on weekends that fits best their context. Furthermore, when scheduling workshops, organisers should check to see what other events are taking place to try and ensure that trainings do not conflict with any other relevant activities. The only exception to this is if the desire is to 'piggy back' on another event – which means that training would be arranged before or after another event. The benefit of this can be that participants are already coming together. If this were to be done, it would be better to do so before the other event, otherwise you might run the risk of mental fatigue which would hinder learning.

Promotion and Increasing Participant Motivation

Ideally, TACTICS workshops will be advertised well in advance and be clear about the content of the training. Promotion should be done via different communication channels such as word of mouth, emails, social media and websites. Cross promotion via partner organisations or with others that also reach your targeted stakeholders should also be pursued. Channels should be selected that are best for reaching officers or other desired participants. Reminders could also be sent via email or other means to ensure that participants do not forget about the event (especially if they have indicated that they will attend such as by signing up in advance). When relevant, promotional materials should indicate who the trainer is and what their qualifications are. Depending on the person and their qualifications, this may increase their credibility with the audience.

Another valuable way to increase credibility would be to get police leadership or management of other agencies to promote the workshops to their staff. Officer interest in TACTICS workshops can also be improved by engaging supportive officers as 'ambassadors' for the training. This includes officers who have given input on training materials, have participated in workshops and given positive feedback or otherwise support such initiatives. The endorsement of fellow-officers can aide greatly in the receptivity of students. Other professionals who may have connections to officers (via work or social networks) can also help in this regard.

In most countries, officers are required to obtain some sort of continuing education, to ensure that they stay current with new regulations, policing methods and ideas about working with marginalized groups (elderly, disabled, DV victims etc.). Integration of the TACTICS training programme with these existing requirements would be extremely beneficial to improving the internal motivation of participants before workshops.

Another important way to increase the motivation before TACTICS workshops would be to make it clear that training will be tailored to the specific needs of the participants. The best way to do this would be to ask participants to send

information about themselves and their interests beforehand. Participants could be asked to indicate their job title and function, which jurisdiction they work out of and/or their level of experience. They could also be asked to self-assess their familiarity with domestic violence in general and/or the specific workshop topic and to identify what they hope to learn from the workshop. Instructors can then look through this information to adjust what information they cover and how they do so in the workshop (which will be elaborated upon in the section below on conducting the workshops).

Key Points for Preparing for TACTICS Workshops

1. **Trainers should be familiar with the local resources, laws, supports, service providers and other information unique to the jurisdiction regarding domestic violence.**

2. **Appropriate spaces for learning should be identified beforehand and setup before workshops, to ensure that they are comfortable and have the correct equipment, so that training can be as efficient as possible.**

3. **Workshops should be scheduled as conveniently as possible and advertised well in advance, using multiple communication channels appropriate for the target audience.**

4. **Workshops should be linked with existing police training initiatives or obtain authorization from police leadership whenever possible.**

5. **If possible, input from participants should be solicited before workshops, so that instructors have a better idea of their composition, level of knowledge of the topic and their expectations for the training.**

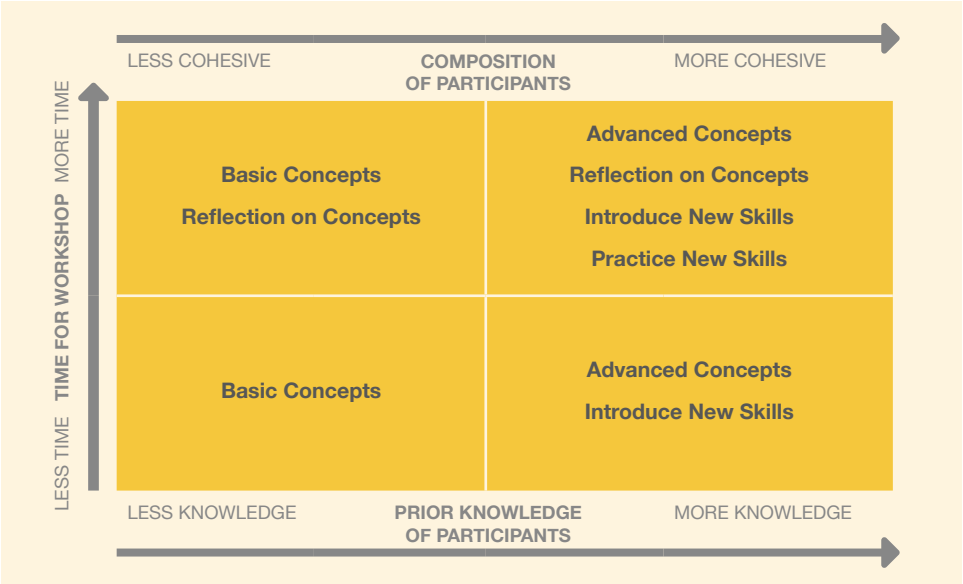
2b. Conducting Workshops

Set Clear Learning Objectives

Every TACTICS workshop should have clear learning objectives that fits the professional circumstances of participants. Objectives should be as concrete as possible, so that they can be assessed to evaluate workshop effectiveness.

In section 3d of this manual, the objectives are listed for each TACTICS workshop. Objectives typically seek to introduce new concepts and provide participants opportunities to reflect on these based upon their work/life experiences. Based on these concepts, workshops seek to introduce new skills and provide chances for participants to practice using them. However, the learning objectives indicated for workshops are not set in stone, they should be adjusted based upon the amount of time that is available, the composition of the group, the level of knowledge participants have about the topic and their expressed interests.

So, for example, if participants have lower levels of knowledge on the topic, you have little time for the workshop and the composition group is not cohesive (meaning that your group has multiple professions as opposed to all police officers) then you will probably need to focus just on introducing basic concepts. This is illustrated in the lower left box in the accompanying figure. On the other hand, if your group is already knowledgeable, is cohesive (i.e. almost all officers) and you have more time then instructors would have a better chance of reaching all objectives with the group – teaching advanced concepts and holding discussions on them as well as introducing and practicing new skills (upper right box).



Participant interests in different elements of the topic and what they hope to get out of the workshop is another important factor to consider when setting objectives and conducting workshops. Better alignment of the objectives to their inter-

ests would help to increase their internal motivation when learning. As indicated above, insight on the goals and expectations of participants can be obtained before workshops, by asking them basic questions when they register/enroll for the training. Instructors could also ask these basic questions at the start of the workshop, either by asking open ended questions such as “what do you hope to get out of this workshop?” or “what motivated you to attend today?”. Even knowing ‘negative’ motivations, such as that they are attending because they are required to do so would be useful information for an instructor, as it could help them to set more modest learning objectives.

Engaging the Audience and Making Use of Their Experiences

Workshops should make use of the experiences of officers/participants as much as possible. This can be done by posing questions that prompt officers to consider their own practical experiences and knowledge. Questions should be tailored to the specifics of each workshop, and some examples are already provided in the TACTICS slides. However, some general questions instructors should consider asking include:

- What about DV calls frustrate you?
- Can they think of cases that were not handled as well as they could have been?
- What types of poor outcomes came from these calls?
- What are your success stories? What has gone well?

Another suggestion would be to try to use language that officers are familiar with. Some technical terminology will need to be defined for officers and used in trainings. However, instructors should be careful not to overuse this terminology. Instead of abstract concepts, focus should be placed on more concrete things, such as victim or abuser behaviors that officers are likely to observe in their work. Similarly, trainers should avoid presenting too much information or detail that is not directly relevant to a law enforcement officer in their specific community. The TACTICS slides are meant to be more robust, so that instructors can pick and choose the elements that are most relevant for their context. Furthermore, the information provided to trainers before workshops should include definitions of relevant law enforcement terminology, such as the existing code of conduct prescribed for dealing with DV cases. Also useful would be any relevant slang terms commonly used by the police. The exception to this of course are any terms that have a derogatory meaning that could affect officers perspectives on victims or abusers.

An important aspect of engaging audiences is to pay attention to the feedback that they give during workshops. This can be verbal feedback such as expressions of confusion, strong disagreement or dismissiveness. This feedback should not be ignored, but instead be engaged as much as is possible. For example, when participants express confusion, instructors can slow down and try to ex-

plain the concept in a different way or ask others to put it in their own words. When someone expresses strong disagreement, the instructor can use this as a way to discuss their view, ask others if they have an alternative perspective or provide one from a non-police point of view. When the topic is dismissed as not being important or relevant, instructors should be able to refer to new or existing regulations that could affect officers, explain how techniques have been successful elsewhere, ask them what would be relevant or simply ask the participant to keep an open mind during the duration of the workshop. It is important to also observe non-verbal feedback from participants, such as head nods (agreement) or head shaking or eye rolling (disagreement). Lack of eye contact, 'far away' looks or staring at phones/laptops could mean a lack of interest or engagement to possibly address.

Facilitating Discussions

As described above, when lecturing, it is important for instructors to demonstrate their knowledge about a topic to establish credibility with participants. However, when facilitating discussion, instructors should take a different approach and avoid dominating the discussion. Facilitators who answer questions and solve problems themselves too quickly may stifle discussion and limit participant contributions. Thus, instructors should feel comfortable with silence to give participants time to process and respond to discussion points. Furthermore, as much as possible, officers' views and ideas should be treated as valuable and healthy discussion should be encouraged by eliminating judgment to ensure no responses are minimized.

Sometimes, when it is difficult to get dialogue going, an unexpected statement can be used to help prompt alternative viewpoints. By presenting opposing stances, discussion can be provoked by leading participants to debate common beliefs. Debates regarding the many controversial aspects related to the policing of domestic violence can allow officers to share experiences and knowledge and develop critical thinking about the topic. Exposure to different perspectives and opinions in a relaxed, safe environment can foster reassessment of situations and beliefs. At the same time, some conversations, especially regarding domestic violence can provoke emotional, dismissive or otherwise negative responses. Instructors should remain positive and seek to redirect discussions back on course. Setting clear boundaries or rules for discussion can encourage respect and active listening by all officers. Discussion does not need to result in agreement, but it should lead to recognition of different perspectives.

When facilitating, instructors should also assess the different communication styles of participants. For example, some officers might be eager to share their experiences or may be more outspoken with very strong beliefs while others prefer not to speak in front of a large group. Instructors should make sure that the conversation is not dominated by one or two people. Some discussions may become involved and last longer than anticipated or move towards tangents that stray away from the primary focus of the discussion. This can be made worse when side discussions among some individuals occur. If instructors overhear smaller

exchanges that relate to the primary subject, they should consider incorporating them into a larger discussion. Instructors should be assertive enough to ensure that group discussions are not derailed. Having a clear goal for the discussion (i.e. to explore perspectives about a specific sub-topic) can be useful for keeping things on track. Relatively hard time limits for the discussion portions of the workshop should also be set upfront and communicated to the entire group. The assistant in the workshop can help to keep track of this time. Although schedules should be stuck to, exceptions could be made in situations where a very important discussion is taking place.

One effective tool can be the use of role plays, in which participants are asked to act out real-world scenarios that they may come across in their work. When done well, role playing can give officers practice in using skills that are taught about in the workshops. Doing so in a structured and safe learning environment, enables constructive feedback before officers apply the skills in the field. Role plays can also be useful in helping participants see the problem from a different perspective. For example when they are asked to act as the victim (scared to share information), the perpetrator (trying to hide information) or a different professional (such as a social worker seeking to help the victim). Role plays can either be carried out by a handful of participants observed by the whole group, or can be done by splitting participants into separate groups and asked to act out the situation. It is strongly recommended that the smaller group approach be used, as some officers may be wary about the amount of attention they would receive when all their peers in the group are observing them.

Role plays within TACTICS workshops should be kept quite simple, such as by asking the group to simulate an interview with a potential victim or perpetrator. Despite this, role plays require a certain amount of improvisation, so they should be monitored closely by instructors, to make sure that they do not stray from the primary purpose of the training. This is especially true in relation to domestic violence cases, which can often be sensitive and tense exchanges. Thus, strong facilitation is integral to ensuring that role play exercises reinforce acceptable techniques in the core training topics and keep the session on track. Instructors help set the tone and pace, and they can stop the role play (call a “timeout”) to offer advice or forestall actions that seem to be leading toward unproductive or unsafe resolutions. They lead debriefing discussions and guide individuals who are role playing to ensure that their performances are most effective. An instructor may also serve as a role player in the exercise, especially if it will help participants understand better what is expected of them. Role playing exercises tend to be time-consuming and are much more difficult to facilitate then other types of instruction. So, it is strongly recommended that only instructors with some prior experience leading them should consider doing so within the TACTICS workshops.

Remove Potential Communication Barriers

Instructors should try to remove any barriers that might hinder communication. So, for example, they should speak loudly (or have a good speaker system). They should avoid speaking too fast, which is a common problem for more inexperi-

enced or nervous instructors. Also useful is changing the intonation of one's voice when lecturing – such as saying key ideas louder or more slowly to emphasize their importance. Key concepts should also be repeated to aid in comprehension and retention. To minimize learner fatigue, wherever possible, offer a break in workshops, so that the attention of participants can be held on the topic. Breaks can last up to 10 minutes for every hour of material taught. The traditional lecture-style parts of workshops should be alternated with more interactive elements such as role plays or group discussions. Paying close attention to the audience can help instructors to identify when these barriers may be arising (such as when participants look confused by a topic or tired/bored) so that they can take action.

It is strongly suggested that early in workshops that non–law enforcement trainers emphasize the commitment they share with law enforcement to improve officers' encounters involving DV. TACTICS trainings are intended to help ease the job of officers responding to domestic violence as well as improve outcomes and the safety of victims. By seeking to find solutions for common difficulties, the focus of trainings can be shifted away from assigning blame and thus make some participants less defensive. If relevant, non-police trainers could also describe their own positive experiences with law enforcement and the impact those experiences have had on them personally and professionally. Instructors can also communicate personal reasons why they believe an improved law enforcement response is needed.

Instructors should also consider asking participants to put away their PCs and telephones during training. This can help reduce additional distractions, however some participants may resent such a request. It is strongly recommended that all instructors for TACTICS workshops also have at least one assistant. Assistants can help to minimize any 'downtime' that may occur in the workshop, such as passing out papers, dealing with technical malfunctions or helping to separate participants into smaller groups. Assistants can also take notes from the workshop, which the instructor can look at when writing up their own reflections. Assistants can also help to observe the group and identify when any of the barriers described above may be occurring.

A common concern raised is that there can be a wide disparity between the level of knowledge of participants. This may be due to the fact that participating officers have varying levels of experience, come from different divisions or administrative levels or have received different training when they studied at the police academy. This issue is even more prevalent when the group contains professionals that are not police officers. In general, it is best to teach to the 'majority' of the group as these types of training opportunities tend to be limited. Asking more knowledgeable participants to explain certain concepts in their own words is one approach to addressing large gaps in the group. Doing so enables participants to be more engaged and can help to put concepts in terminology that might be more accessible to the group. Another technique that can be useful in such situations is to divide participants into smaller groups for discussions, based on their level of knowledge. This would enable groups to address the topic on the level that they are currently.

Make it 'Local'

A common idea presented throughout this guide is that TACTICS training must be seen as being relevant to participants. For example, Estonian police officers will be less receptive to information and examples that only come from a Greek context. Instructors should come into the workshops with an understanding of the local rules and regulations governing the policing of DV. This includes each of the various dimensions that are addressed in the different topics. Furthermore, examples of problems and success should be as localized as possible. This is true for both lecture and discussion segments of the workshops.

Obtain Feedback

After each workshop, feedback should be obtained from participants via short questionnaires. Feedback should include how well participants liked specific aspects of the training and their overall level of satisfaction. It should also give them an opportunity to identify weaknesses or other areas of possible improvement. It is strongly recommended that feedback be collected immediately after the workshop, to ensure that participants do so. Such as by handing out questionnaires on paper to be filled out in the room. For those who cannot stay to do this, a qr code/link should be given so that they can fill the feedback out online afterwards. It is strongly suggested that participants do so in the days immediately following the workshop, both because the experience will be more fresh in their mind but also because the longer the time that elapses, the less likely people are to do so.

Key Points for Conducting TACTICS Workshops

1. **Clear learning objectives should be set for each workshop and clearly communicated to participants. They should be set based upon the interests of participants, composition of the students and the amount of time that is available.**

2. **There should be an assistant in each workshop, to support instructors in conducting lecturers, organizing discussions and soliciting feedback from participants.**

3. **Instructors should seek to incorporate the experiences of participants as much as possible and pay attention to their feedback during workshops to make adjustments if necessary to maximize engagement and learning.**

4. **As much as possible, workshops should include both passive and interactive learning, via lecturing, questions and participant discussion.**

5. **Instructors should facilitate discussions with clear goals in the mind and seek to have balanced participation by students. Time should be given for participants to respond questions and viewpoints should not be judged, to ensure open dialogue takes place.**

6. Different techniques can possibly be used to support training, such as breaking up into smaller groups for discussion or engaging in role plays of situations.

7. Barriers to miscommunication should be limited as much as possible, such as making sure that all participants can hear the lecture/discussion or minimizing distractions from cellphones and laptops.

8. Workshops should be as localized as possible, covering the laws, regulations, practices and circumstances of the community. This should extend to examples giving during lectures, or scenarios used for discussions or role plays.

9. Feedback should be obtained from participants, to validate the effectiveness of workshops and to make improvements for the future.

3 TACTICS TRAINING MODULES

The TACTICS Training program consists of 7 modules, covering different dimensions of policing of domestic violence:

Module 1 — Introduction to TACTICS Training

Module 2 — Coercive Control

Module 3 — Risk Assessment

Module 4 — Multi-Agency Collaborative Responses to DV

Module 5 — Working with Traumatized Female GBV Victims and their Children

Module 6 — Addressing Perpetrators

Module 7 — Usage of Data and IT Tools

Module 1 – Introduction to TACTICS Training

Learning Objectives

The goal of the workshop is for participants to be introduced to basic concepts of domestic violence, including its prevalence and to introduce aspects that makes DV policing difficult. Within the workshop, relevant national, EU and international legislation on domestic violence should be covered as well as an overview of the other topics that will be covered in the series of TACTICS workshops. This workshop should also be used to solicit input from participants regarding their expectations for future TACTICS training.

Notes to Lecturer

Prevalence statistics for the workshop country should be added. This can be obtained from various sources, such as the EIGE database (https://eige.europa.eu/gender-statistics/dgs/indicator/genvio_int_sur_phy__prev_phys_sex__ipv_grand) or Eurostat (https://ec.europa.eu/eurostat/databrowser/view/gbv_dv_type/default/table?lang=en)

National domestic violence laws for the country of the workshop should be provided, including either the text of the law and/or the reference numbers of specific acts. Participants can be asked how well this legislation relates to the actual investigation of DV cases. Or if there are any gaps that exist.

In the section on 'Upcoming TACTICS Trainings' only the workshops that are planned to be given should be described. When describing these modules in class, participants should be asked if there are any specific types of information they would be interested in for each topic. This feedback can be used to help identify instructors or to tailor workshops to best meet the interests of potential audiences. Asking about specific experiences related to each of these topics can also prepare for future workshops. Some examples include:

- Can anyone describe an example in which they believe they have witnessed controlling behavior by possible abusers? (re: coercive control)
- What are some ways that you have used to identify if a potential DV victim is it high risk for harm? (risk assessment)
- What are some situations in which other professionals (i.e. non-police) have been or would be helpful in responding to DV cases? (multi-agency collaboration)
- What experiences do officers have with 'difficult behavior' of DV victims? How does this behavior obstruct policing? Why do they think victims might be acting this way? (working with DV victims)

- Can you think of any situations where you believe a possible abuser may have tried to manipulate your investigation? (perpetrators)

- What information would be useful for an officer to know before responding to a DV call? (working with data)

It is suggested that the slides for this module be provided to participants before TACTICS training, especially for more experienced participants who may not attend the intro workshop (or if the intro workshop is not held).

Time, Format and Audience

Workshop should not exceed 90 minutes. Ideally, this workshop would be provided by all TACTICS trainers, to prepare participants for later workshops. It should consist primarily of a short lecture and encourage questions regarding factual elements (e.g. the relevant legislation or legal acts). Separate groups are probably not needed for this workshop. One reason for this is that the targeted audience should focus on police officers or other criminal justice professionals who have not been trained in the topic previously. However, participants could also include any professionals who will participate in other workshops.

For Further Reading

Danis, F. S., & Bhandari, S. (2010). Understanding domestic violence: A primer. https://books.google.ee/books?id=rFLzyrNVwUUC&lpg=PA29&ots=1V9LXsPVLZ&dq=Understanding%20Domestic%20Violence%3A%20A%20Primer%20January%202010%20&lr&pg=PA29#v=onepage&q&f=false

Violence against women: an EU-wide survey. Main results report, FRA, (2014). https://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report

Module 2 – Coercive Control

Learning Objectives

Coercive Control refers to a range of tactics used by perpetrators to maintain power and control over their victims. These tactics often occur over extended periods and can have devastating effects on the victim's mental health and sense of autonomy. Coercive control and its effects are often overlooked or misunderstood.

The primary objective is for participants to be introduced to the concept of Coercive Control, including its signs, tactics, how it differs from physical abuse and what the effects of it are on victims. Participants should also be introduced to any legal frameworks that are in place in the region that offers protection to victims in such situations. If there is not clear legislation on this, laws from other jurisdictions can be introduced as approaches that could be taken to address the issue. Participants should also be given opportunities to reflect on the personal and professional roles they could play in combating coercive control to ensure victim safety.

Notes to Lecturer

Relevant laws for the country of the workshop should be provided, including either the text of the law and/or the reference numbers of specific acts.

Be sure to explain how coercive control leads to severe long-term psychological effects such as anxiety, depression, and PTSD. Also discuss how societal (police) attitudes can make it easier for abusers to engage in coercive control. Explain that many victims may not identify their experiences as abusive and ask officers how that may affect their work. If not raised by officers, bring out that this can be a major reason why multiple calls are made about the same household without anything changing.

Also ask officers how they should respond when victims do not indicate that they are suffering from abuse. It may be useful to present officers with other examples in which they may intervene even though an individual expresses that there is 'no problem.' For example, a person who appears to be intoxicated but says that they are not, or a person with apparent mental illness on the street – officers will often choose to intervene even though no crime has been committed yet, in an effort to ensure public safety. The same could be said of DV calls – where intervention is needed to protect the safety of a victim despite their indication that there is no problem.

The primary purpose of the case study is to give participants a chance to discuss with each other to identify potential signs of coercive control as well as the possible negative impacts on victims. At the end of the session, the case study could be revisited, by asking the participants to suggest how they would investigate the situation, keeping in mind the concept of coercive control. This could be engaged in as a role-play, if timing allowed.

The same case study could be used again at the end of the workshop, to identify steps that could be taken to improve the effectiveness of investigations.

Time, Format and Audience

Workshop time would be approximately 120 minutes, with at least 2 short breaks. Beyond an interactive lecture, this amount of time would enable discussions about the case study (up to 30 minutes, or 45 minutes if role playing was used). Division into separate groups could possibly be used, especially when discussing the case study or in doing any role plays. If participants include non-police officers, ensuring mixed groups would be beneficial, especially for the initial case study discussion.

For Further Reading

AU Family Violence Act https://www.legislation.gov.au/C2011A00189/latest/text

Australia's National Research Organisation for Women's Safety Limited https://www.anrows.org.au/

Coumarelos, C., Weeks, N., Bernstein, S., Roberts, N., Honey, N., Minter, K., & Carlisle, E. (2023). *Attitudes matter: The 2021 National Community Attitudes towards Violence against Women Survey (NCAS), Findings for Australia* (Research report, 02/2023). ANROWS.

Eggshells – A Short Film About Domestic Abuse (coercive control, gaslighting, domestic violence), Mortals production https://www.youtube.com/watch?v=YlHxhmOsrHo

Haist, A. (2021). Criminalizing Coercive Control in Canada: The Implications for Family Law. *Luke's Place*. https://lukesplace.ca/wp-content/uploads/2022/03/Stopping-Coercive-Control-by-Criminalization-Lukes-Place.pdf.

IR DV Act 2018 https://revisedacts.lawreform.ie/eli/2018/act/6/front/revised/en/html

Stark, E., (2023). Coercive Control. How Men Entrap Women in Personal Life. Second Edition. Oxford University Press

Stark, E., (2023) Children of Coercive Control. Oxford University Press

UK Serious Crime Act https://www.leeds.gov.uk/one-minute-guides/serious-crime-act

Module 3 – Risk Assessment

Learning Objectives

As first responders to domestic violence, police often must decide how best to ensure the safety of victims, by assessing the level of risk that is posed to them. Various approaches have been developed for assessing this risk, but no perfect tool exists and police have reported on the mismatch between tools and the practical realities of frontline policing. Within this workshop, participants will learn what makes for a high quality risk assessment tool and how they can be used to improve the investigation of domestic violence cases. Participants will also learn how to best respond to/manage cases of different risk levels, so that safety and effectiveness of policing is maximized. Participants will also be given opportunities to practice risk assessment skills for cases of DV through roleplays of different scenarios.

Notes to Lecturer

The national definition for domestic violence should be inserted into the slides, including the text of the law and/or the reference numbers of specific acts. How this can be used to recognize when a specific case should be classified as being 'domestic abuse' should be specified. Also, if possible, the % of DV related police calls should be updated to reflect the numbers for the jurisdiction/country.

If the local police have specific (written) guidelines on risk assessment and/or risk management for DV cases, the instructor should familiarize themselves with these procedures before the workshop. This can be incorporated into the discussion portions regarding the risk assessment and risk management of DV cases. For example, by pointing out differences between what the participants think should be done to assess risk in the example as opposed to what the current guidelines call for. If there are gaps or weaknesses in the current procedural guidelines, this should be brought out during the discussion.

To save time, it is suggested that groups be formed early in the workshop. These same groups can then carry out both role plays on risk identification and risk management. After each roleplay is completed by the separate groups, bring them back together as a whole and ask the groups to compare their results to determine if there is consensus. Any differences between the groups should be highlighted and the thinking behind their choices should be elaborated upon.

Regarding risk assessment tools, (i.e. digital or paper-based tools), instructors should familiarize themselves with any tool that is currently being used in the jurisdiction. If one is already being used/recommended to officers, then participants should be asked to share experiences about using this too. Both the positives and negatives/weaknesses of the tool used should be asked about. Any currently used tools should be assessed based upon the criteria presented for a good tool

(i.e. that it is based upon proven research). The tool can also be assessed by the group to determine whether or not it accounts for all of the risk factors previously identified during the group discussion. Also in terms of how well it accounts for risk assessment of specific groups (i.e. elderly or substance abusers).

Time, Format and Audience

Workshop should not exceed 120 minutes with at least two breaks in between. Beyond an interactive lecture, this amount of time would enable discussions about the two role plays regarding risk assessment and risk management. Each role play should take approximately 25 minutes in total (for discussion in smaller group and then comparison in the group as a whole). If participants include non-police officers, ensuring mixed groups would be beneficial.

For Further Reading

A guide to risk assessment and risk management of intimate partner violence against women for police, European Institute for Gender Equality, 2019, available at: https://eige.europa.eu/publications-resources/publications/guide-risk-assessment-and-risk-management-intimate-partner-violence-against-women-police

Capaldi, D. M., Knoble, N. B., Shortt, J. W., & Kim, H. K. (2012). A systematic review of risk factors for intimate partner violence. *Partner abuse*, 3(2), 231.

Robinson, A. L. and Clancy, A. (2015). Development of the Priority Perpetrator Identification Tool (PPIT) for Domestic Abuse. Cardiff: Cardiff University. Available at: http://www.cardiff.ac.uk/people/view/38078-robinson-amanda

Spencer, C. M., Stith, S. M., & Cafferky, B. (2022). What puts individuals at risk for physical intimate partner violence perpetration? A meta-analysis examining risk markers for men and women. *Trauma, Violence, & Abuse*, 23(1), 36-51.

Module 4 – Multi-Agency Collaborative Responses to DV

Learning Objectives

Domestic Violence is an issue that involves many different types of service providers, such as Police, Prosecutors, DV Support/Social workers and healthcare. These groups have goals and interests that overlap and sometimes oppose each other. Multi-agency Collaboration seeks to minimize opposition and maximize cooperation between them. This requires identification of responsibilities between professional groups (both officially or unofficially). It also requires established methods for communicating information and managing data.

Thus, the goal of this workshop is to introduce participants to the concept and benefits of multi-agency collaboration in relation to domestic violence. This includes learning how multi-agency approaches can improve police work and understanding how police can play a stronger role in multi-agency collaboration. Participants should also learn about existing models of multi-agency collaboration (especially if one is already formally in place in their community). Participants should also be engaged in a discussion to identify what new approaches could be implemented in their community to ease their work and improve results.

Notes to Lecturer

If there are already in place guidelines/procedures for multi-agency collaboration, then instructors should familiarize themselves with these before the workshop. After giving the definition of multi-agency collaboration, participants should be asked to identify the current ways this is done (formally or informally) in their community. Based upon this, the potential benefits of multi-agency collaboration for carrying out police investigations should be identified.

After presenting what makes multi-agency collaboration effective (clear roles, common language, effective partnerships etc.) Participants should be asked for any examples of effective collaboration that they have used. They should also be asked what difficulties they have encountered, to brainstorm about possible solutions or fixes.

Instructors do not need to cover all models of collaboration presented in the slides (MARAC, CCR, FJC etc.). Which and how many of these to include should be based upon several factors including amount of time available. Also important is the composition of the group and their attitude/interest towards the topic. If interest is high, then all could be presented, if interest is low then perhaps only one. If the group consists primarily of street-level officers, then MARAC's would be most relevant to focus upon. If the group is more diverse, with other professionals as well, then MARAC and FJC could be covered. If the group has more

senior-level staff from police or other departments, then CCR might be most relevant to address.

If time is limited, then only one of the case studies should be used. If the group size is large (more than 12 people) then separating them into groups to discuss the case study might be most effective. Groups should be as mixed as possible (with officers and non-officers) so that more viewpoints are considered when examining the case. If the class is comprised mostly of officers, with only a few other non-professionals, then keeping them all together for the discussion might be more beneficial.

Time, Format and Audience

Workshop should not exceed 120 minutes with at least two breaks in between. Beyond an interactive lecture, this amount of time would enable discussions about the case study (up to 30 minutes). Having a mixed group, with front-line police officers, non-police professionals and senior staff/management would be ideal for discussing the various collaboration models.

For Further Reading

Davies, P., Barlow, C., & Fish, R. (2023). The hard and complex work of implementing new multi-agency risk assessment approaches to policing domestic abuse. *Crime Prevention and Community Safety*, 25(2), 148-165.

Vogt, Catharina. (2020). Interagency Cooperation Building Capacity to Manage Domestic Abuse (IMPRODOVA Project). *European Law Enforcement Research Bulletin*, 19, 153-[iv].

Module 5 – Working with Traumatized Female GBV Victims and their Children

Learning Objectives

Policing domestic violence is difficult in part due to the trauma experienced by victims after long periods of abuse, which can make them 'difficult' to interview and otherwise involve in investigations. Victims may experience flashbacks of the traumatic event, seek to avoid anything that reminds them of the trauma or exhibit aggressive, or self-destructive behaviour. The trauma may also distort their perceptions, and prior experiences with police can affect how they interact with officers. Police officers must balance many factors when responding to DV cases. Their ability to do so would be better (and easier) if they had a better understanding of the perspectives of victims.

The purpose of this workshop is to give officers a window on the experiences of actual female DV victims and identify key considerations that should be made in each step of the investigation process. Participants will learn how trauma affects victims and steps that they can take when investigating and following up on complaints to minimize this trauma and improve their work. Participants will also learn how to modify these steps for different victim profiles, such as older women, women with disabilities or those with young children.

Notes to Lecturer

Early in the lecture, participants should be asked what their knowledge and opinion is of PTSD. For groups where this is not well understood, time should be taken to explain what it is and how it has manifested itself with soldiers and police officers. Once PTSD is generally understood, a key point will be to make a linkage between the experiences of others who suffer PTSD and of long-term DV victims. A key point to emphasize is that whereas military and police are trained for the potential trauma they may face, most DV victims are not.

Instructors should consider giving some examples of questions that could be asked of victims in DV calls. Participants should then be asked whether any of the questions are subjective or biased. And to identify better alternatives Some examples could be:

- Did you say or do something to make him angry or violent? (What happened before the incident?)
- Were you drunk or high when this happened? (Was anyone in the household drinking or high during the incident?)
- Why do you think he hit you? (No need to ask this from the victim.)

Before the workshop, instructors should familiarize themselves with the existing procedures in place for taking, documenting and following-up on DV complaints. When going through best practices for these, instructors should ask participants how many of these are already implemented formally or informally in their jurisdiction.

There are 3 group exercises proposed for the workshop:

1. Problem tree regarding barriers to using the procedures described in the workshop (groups of 5). After the smaller groups discuss the problems, they should be shared amongst the whole group to identify commonalities and differences. These in turn can be used to create a solution tree with resources to be used to improve interventions. (approximately 25 minutes)

2. Practice using simplified speech to explain to victims what the next steps are and what to expect in an investigation. Done in pairs, and if time permits, they would will present their results to the larger group. (approximately 15 minutes)

3. Joint reflection on how well prepared officers feel to deal with victims of vulnerable profiles (older women, women with children, victims under 18, etc.). This should be done in the whole group. Participants should be asked which other agencies or professionals could be involved when working with these groups. (approximately 10 minutes)

Time, Format and Audience

Workshop should not exceed 120 minutes with at least two breaks in between. Beyond an interactive lecture, this amount of time would enable 3 group activities (up to 50 minutes). This workshop is primarily for front-line police officers. However, having some professionals from other fields that work directly with victims (i.e. shelter or social workers) would be helpful in presenting their perspectives.

For Further Reading

Costa, E. C., & Botelheiro, A. A. (2021). The impact of intimate partner violence on psychological well-being: Predictors of posttraumatic stress disorder and the mediating role of insecure attachment styles. *European Journal of Trauma & Dissociation,* 5(1), 100151.

Macro-survey of Violence Against Women del Gobierno Contra, E. D. E. (2020). Macroencuesta de violencia contra la mujer 2019. Ministerio de Igualdad. https://violenciagenero.igualdad.gob.es/wp-content/uploads/RE__Macroencuesta2019__EN-1.pdf

Module 6 – Addressing Perpetrators

Learning Objectives

Perpetrators often manipulate victims and service providers to maintain (and hide) their abusive relationships. This is easier to do, because the psychological trauma and behavior of victims often makes perpetrators to appear as the 'rational' or 'calm' one. It also is possible because police typically respond to individual incidents and are not able to see the longer-term pattern of abuse. Within this workshop, participants will learn about the strategies that perpetrators use to manipulate the system (police). They will also learn skills to challenge perpetrator's behaviour and hold them accountable. A third goal is to describe how effective programmes for perpetrators of domestic violence operate.

Notes to Lecturer

Before the workshop, instructors should familiarize themselves with any existing laws regarding the policing/restriction of abusers as well as perpetrator programs within the jurisdiction. They should also briefly review child custody laws, to understand the process and review TACTICS module 2 on coercive control. Instructors should be careful to use neutral language as much as possible during this workshop to try and prevent officers from becoming defensive. For example, saying that perpetrators 'mislead' police as opposed to 'manipulate' them.

Due to the large scope of this workshop, it is assumed that trainers will need to be selective about which interactive activities they will cover. This includes:

- The 2 Scenarios regarding "John and Marta" – this should definitely be done at the start of the workshop, as a way to assess the level of understanding of the topic possessed by the group. Questions, confusions, disagreements or misunderstandings raised by participants should be marked, to make sure they are emphasized in the rest of the workshop. This should be done as a group as a whole (20 minutes maximum).

- Discussions regarding the identified vulnerabilities. If the whole group is large (more than 12 people) then participants should be separated into small groups to discuss each of these. After discussing in the small groups, conclusions can then be shared with the larger group. Trainers should expect that some stereotyped beliefs of the participants will come up. It is good to make this visible and discuss it, while gently challenging those beliefs. Such as whether a man can be a good father if he uses violence against the child's mother or that perpetrators only harm their children if they are directly violent towards them. (maximum 40 minutes)

- Discussions on how to talk with perpetrators. Again, if the whole group is large (more than 12 people) then participants should be separated into small groups to discuss each of these. Instructors should expect a a variety of feelings: angry, scared, worried, neutral, sorry for them, etc. Instructors should seek to normalize those feelings as much as possible and highlight how they might impact their work. (maximum 20 minutes)

- "Richard and Emily" scenario discussion adapted from Engage project. The purpose of this section is to identify the various indicators that exist for IPV, based upon the scenario given. The group should stay together for this part of the workshop. It is also important to emphasize that the indicators are not straight forward and might in some cases be contradictory or confusing. They require careful observation and can be seen as clues that might explain the situation. (maximum 15 minutes)

- "Richard and Emily" role play. The purpose of this roleplaying exercise is to give participants practice in asking general and funnel questions when speaking with possible perpetrators. They should do so in small groups or duos and there is no need for group reflection afterwards. Paper copies of the general and funnel questions should be provided. (maximum 15 minutes)

- Lecture/discussions on perpetrator programs. If there is already a perpetrator program in the jurisdiction, then this should be referenced. If the group is comprised primarily of front-line police officers and there are existing perpetrator programs in the region – then the focus on this section should be primarily on how best to make referrals. If the group includes higher level staff or officials, or staff of perpetrator programs then more emphasis could be placed on what makes perpetrator programs effective in general. These discussions can be done as a full group (maximum 20 minutes).

Time, Format and Audience

If all topics are covered and discussion held, then the time would be approximately 150 minutes, with at least 3 short breaks. However, it is recommended that not all material be covered, so that the workshops can be conducted in a shorter amount of time. Timeframes and structure for different interactive activities is described in the lecturer notes. If participants include non-police officers, ensuring mixed groups would be beneficial, especially for the initial case study discussion.

For Further Reading

Carlson, B. E. (2000). Children Exposed to Intimate Partner Violence: Research Findings and Implications for Intervention, Volume 1, Issue 4. https://journals.sagepub.com/doi/10.1177/1524838000001004002

McTavish, J. R., MacGregor, J. C., Wathen, C. N., & MacMillan, H. L. (2016). Children's exposure to intimate partner violence: An overview. *International review of psychiatry*, 28(5), 504-518.

Ornstein, P., & Rickne, J. (2013). When does intimate partner violence continue after separation?. *Violence against women*, 19(5), 617-633.

Rollero, C. (2020). The social dimensions of intimate partner violence: A qualitative study with male perpetrators. *Sexuality & Culture*, 24(3), 749-763.

Rossman, B. R., & Ho, J. (2018). Posttraumatic response and children exposed to parental violence. In *Children exposed to domestic violence* (pp. 85-106). Routledge.

Shortt, J. W., Capaldi, D. M., Kim, H. K., Kerr, D. C., Owen, L. D., & Feingold, A. (2012). Stability of intimate partner violence by men across 12 years in young adulthood: Effects of relationship transitions. *Prevention Science*, 13, 360-369.

Wood, S. L., & Sommers, M. S. (2011). Consequences of intimate partner violence on child witnesses: A systematic review of the literature. *Journal of child and adolescent psychiatric nursing*, 24(4), 223-236.

Module 7 – Usage of Data and IT Tools

Learning Objectives

Advances in technology and availability of data has revolutionized many aspects of policing.

However, in many districts, the full benefit of these tools is not deployed to improve policing of DV. Data could be used to help police in identifying patterns of abuse that are difficult to identify otherwise and assist in risk assessment. Technology could also be used by the police to make relevant information accessible to victims and other key service providers such as DV support staff. This workshop will identify some real-world examples of how data and technology are being used to improve policing of DV cases.

Within this workshop, participants will be introduced to the very basics of 'predictive policing' and learn how criminal justice data can be used to improve the investigation of domestic violence cases. They will also learn how data can be used to improve risk prediction in DV and explore how data from other sources (health/social care) could potentially improve predictive policing in the future. Time permitting, participants will explore digital tools currently being used in other parts of Europe.

Notes to Lecturer

Prior to the workshop, instructors should identify which types of digital systems are being used to conduct DV policing. This most likely will include systems that provide data recorded from response dispatch systems about calls made. They also probably include systems that integrate criminal justice data (i.e. arrest info) which may be available to officers when responding to calls. Also, instructors should be familiar with the risk assessment methods being used in the jurisdiction (perhaps obtained as part of the workshop #5 on risk assessment).

Due to the nature of the topic, this workshop is composed primarily of straight lecturing. However, the group can be engaged via general questions to assess their attitudes or ideas regarding the various ways that data could be used for DV policing. For example, this could including soliciting their opinions for and against predictive policing. They could also ask their attitudes towards the use of computerized risk assessment over currently used approaches. Participants could also be asked to identify what types of data would be useful when investigating DV cases and where this data could be obtained from. If time allows, participants could discuss which types of technologies are missing that they could potentially seek to implement to improve policing in the community.

Time, Format and Audience

Workshop time would be approximately 75 minutes, with at least 1 short break. There is no need to separate into groups as the workshop is primarily a lecture. The target audience for the workshop should be mixed – it should not be all patrol officers. A mix of participants, comprised of police management, staff working with data/ICT and some front-line staff would be ideal. This is because the purpose of the workshop for most areas are to assess which types of digital tools would be valuable to pursue.

For Further Reading

Turner, E., Brown, G., & Medina-Ariza, J. (2022). Predicting domestic abuse (fairly) and police risk assessment. *Psychosocial Intervention*, 31(3), 145. https://pmc.ncbi.nlm.nih.gov/articles/PMC10268549/pdf/1132-0559-pi-31-3-0145.pdf

Yu, R., Molero, Y., Lichtenstein, P., Larsson, H., Prescott-Mayling, L., Howard, L. M., & Fazel, S. (2023). Development and validation of a prediction tool for reoffending risk in domestic violence. *JAMA network open*, 6(7), e2325494-e2325494. https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2807633

TACTICS