Family Violence: Preventing Generation Next
The Lighthouse Project



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- "In my beginning is my end...."
- East Coker of the Four Quartets...T.S. Eliot

### Hierarch of Needs and Fears



Freedom from A Meaningless Life
Need for Purpose and Meaning

Freedom from Embarrassment and Failure
The Need to Feel "I Can Do It"

Freedom from Abuse and Loneliness

The Need for Feeling Cared For

Freedom from the Fear Pain, Suffering, and Danger
The Need for Feeling Safe

## Secure Attachments





-Comfortable in relationships -Able to seek support from or provide support to partner -Relationship are meaningful, empathetic



-Partners function well as individual and in collaboration as partners

| Where '   | Violence Com   | nes From  |  |
|---|--|---|--|
| "A se<br>hu<br>st.<br>ge<br>in.<br>ex<br>hc<br>Kurt F<br>Hatio<br>Natio   | even year study of severa<br>undred children debunks<br>otion that violence has<br>rong roots in poverty,<br>ender, and race pointing<br>stead to factors such as<br>accessively violent<br>ouseholds<br>iischer, Professor<br>and University<br>nol Institute of Child Health a<br>evelopment, 2002 | al<br>the   |  |
|   |  |   |  |
| Experiential Learning   |  |   |  |
| A history of family violence is the single strongest predictor in<br>the difference between delinquent and non-delinquent youth         |  |   |  |
| Youth witnessing extreme domestic violence between parents are more than 1,000 times more likely to become physically abusive husbands. |  |   |  |
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| Progre  | ssive Developmen   | tal Impact  |  |
| Growth Stage  | Developmental Goal   | Impact of Trauma  |  |
| arly Childhood  | Trust & Safety<br>Emotional Security   | Chronic Endangerment  Damaged Trust Capacity            |  |
| Aiddle Childhood  | New Skills & Abilities<br>Mutuality and Empathy  | Personal Insecurity Diminished Self Esteem              |  |
| re-Adolescence  | Cause & Effect<br>Responsibility & Choice  | Self Blame and Guilt<br>Relationship Ambivalence        |  |
| dolescence  | Identity and Self Image<br>Integrity and Character   | Exploitation of others as on in an option Meeting Needs |  |
|   |  |   |  |

# Background and Personal History Balancing the Impact

#### • Dilemma:

-Identify with the Power or -identify with the Pain Being an abuser is predictive of having a history of exposure , directly or indirectly, to abuse.

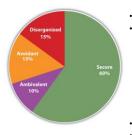
#### Expectation:

The majority of people who were exposed to abuse, do not become abusive themselves

## **Family Environments**



## **Attachment Types and Prevalence**



#### Insecure Disorganized:

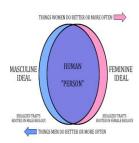
The child's behavior is disorganized and lacks any strategy in getting needs met. Behaviors are contradictory and conflicted. The child has an irreconcilable conflict in that what is need for comfort and protections is also a source of potential danger and harm.

### **Disorganized Attachments**

 When parental behavior is periodically frightening and dangerous to the child, the parents are unpredictable so the children are unable to see a pattern they can anticipate and adapt to. Their parents are a source of security but also a source of danger and harm so children do not feel safe. They become fearful at the prospect of getting close to others.



## Gender Roles Balancing Masculine/Feminine



#### • <u>Dilemma</u>

To Synthesize comparable Characteristics or Rigidly Compartmentalize

#### Expectation

Gender role expectations set up a characteristic templates for reacting to partners regardless of sexual Orientation

| Rules For Being A Man   |  |
|---|--|
| What messages did you get about how men are suppose to be ?   |  |
| •   |  |
| •   |  |
| •   |  |
|   |  |
|   |  |
|   |  |
| Rules For Being A Man   |  |
| What messages did you get about how men are suppose to be ? #1  |  |
| · Head of the household, provider, breadwinner,   |  |
| <ul> <li>-the position of authority, power and</li> <li>Responsibility for Protection</li> </ul>                            |  |
|   |  |
|   |  |
|   |  |
|   |  |
| Rules For Being A Man   |  |
| What messages did you get about how men are suppose to be ? #2  |  |
| <ul> <li>Don't cry, or show emotional vulnerability</li> <li>Emotionality as a sign of weakness. Not being a man</li> </ul> |  |
| The prohibitions against normal emotional expressiveness does   |  |
| not eliminate the presence of emotions. It sets up a norm of Constricted, repressed, or poorly modulated explosiveness      |  |
|   |  |

|   | THE PRICE FOR NOT FOLLOWING RULES  |  |
|---|--|--|
| • | What happens if you don't follow the rules?  |  |
| • | Manhood and sexuality questioned   |  |
| • | Ostracized ("lose your man card")  |  |
| • | Lose opportunities, respect, control   |  |
| • | Subject to verbal abuse and potentially violence   |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   | A body, not a person   |  |
|   | I'm not saying you are training your sons to be abusive men but.   |  |
|   | <ul> <li>Isn't he big and strong</li> <li>From the day boys are born, they are encouraged to gain approval and acceptance by being a body that is</li> </ul> |  |
|   | acceptance by being a body that is<br>strong and powerful<br>"God's joke on abusive fathers"   |  |
|   | "Son's don't outgrow true respect But they will out grow you"  |  |
|   |  |  |
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|   | The Body as A Commodity  |  |
| • | Acceptance Aggression Aggression as a means of gaining acceptance (Fear/respect)   |  |
| _ |  |  |
| • | <u>Intimacy Aggression:</u> Aggression as a means of avoiding or substituting for emotional intimacy and need for closeness                                  |  |
| • | <u>Survival Aggression</u> : Aggression as a means of getting basic subsistence needs for food shelter and protection met                                    |  |
|   | (You gotta do what you gotta do)   |  |
|   |  |  |
|   |  |  |

| Theories of Masculinity   |  |
|---|--|
| Hegemony:  Masculinity as unemotional, authoritative, and controlling  Subordinated masculinity  Men who express qualities associated with feminine. Boys taught to "despise the feminine enemy within" (homophobia)  Oppositional masculinity  Exaggerated aspects of normalized masculinity to overcompensate for the failure to meet normalized standards  |  |
| Normalizing Masculinity  Normalized masculinity: a set of expectations to which males are often still expected to conform I so related to violence inflicted on women  1) Boys pressured to be hyper-masculine, powerful, dominating and violent to prove manhood  2) social pressure to prove masculinity by dominating girls  Failure to identify gender patterns result in little progress and ineffective interventions |  |
| Normalized Masculinity  Only in a male dominated society that trains men to use women like objects and that legitimizes violence as a tool to achieve personal goals with callous indifference to eh feelings of victimized others could breed a large number of men who openly assault women they know and , in fact, even like (Schwartz and Dekeseredy 1997)   |  |

| Interpersonal Relationship Patterning   |  |
|---|--|
| Normalized masculinity: a set of expectations   |  |
| to which males are often still expected to  |  |
| conform is related to violence inflicted on   |  |
| women   |  |
| Cloak of Normalcy: Boys will be Boys  |  |
| Sexual harassment, dating violence and school   |  |
| shooting all have antecedents in the  |  |
| "normalized masculinity"  |  |
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| Normalizing Dicks Factors   |  |
| Normalizing Risks Factors   |  |
|   |  |
| Normalized Characteristics of Dominance Even if Derivative of Healthy Responsibilities Become Rigid, Defensive and  |  |
| Extreme when Insecurities are Triggered   |  |
| Controlling- The Defining Behavioral Indicator fro Abuse Entitlement- The Defining Attitude Associated with Abuse   |  |
| An Invisible Problem: Everyday violence against girls in Schools Jessie Klein   |  |
|   |  |
| The Narcissistic inclinations towards being self centered and superior are rooted in fundamental insecurities driven  |  |
| by threatening personal doubts about meeting the standards for masculine role expectations.   |  |
| talitation of muscame for expectations.   |  |
|   |  |
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|   |  |
| Controlling Behavior  |  |
| Controlling Benavior  |  |
| Controlling   |  |
| <ul> <li>Kept from seeing friends</li> <li>Restricted from contacting family</li> </ul>   |  |
| <ul> <li>Forced to choose between the<br/>date and his/her family and</li> </ul>  |  |
| friends.  Insists on knowing where you are  |  |
| all times and demands you justify everything you do.  |  |
| Get furious when you talk to others   |  |
| Expects you to ask permission<br>before seeking health care f  Talk seeking health care f |  |
| <ul> <li>Tells you what to wear and how<br/>to look in public</li> </ul>  |  |
|   |  |
|   |  |

| Teen Abuser Characteristics  |  |
|--|--|
| <ul> <li>Intense, dependent relationships</li> <li>Extremes in behaviors and moods</li> </ul>  |  |
| <ul><li>(becomes easily angered, overdoes nice things, etc.)</li><li>Abuses alcohol or other drugs and may use this to justify abusive</li></ul> |  |
| behavior • P <u>rotective</u> of dating partner to the point of <b>controlli</b> ng that person  |  |
| <ul> <li>Difficulty expressing feelings</li> <li><u>Emotionally</u> Volatile (in a rage at<br/>one moment and then calm and</li> </ul>           |  |
| apologetic the next moment)  • Specific ideas of how men and women should act (example: men should be strong and not show                        |  |
| emotions; women are helpless<br>and passive)  Histories of or witnessed abuse  |  |
|  |  |
|  |  |
| Poorly Modulated Emotion and Dating Violence:  |  |
| Emotional Over Dependent   |  |
| <ul> <li>Low Social Profile with no outward indicators</li> <li>Fringe Social Involvement with Mainstream clubs and</li> </ul>                   |  |
| campus/school groups and activities <ul><li>Insecurity Based Jealousy</li></ul>  |  |
| <ul> <li>Emotional Manipulation (Guilt to threats of self harm)</li> </ul>   |  |
| Monopolizing Time and Intrusiveness  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Constricted Emotion and Dating Violence: Aggressive and Controlling  |  |
| <ul> <li>High Profile with Additional Problem Indicators</li> <li>Strong Group Associations or Clique Involvement</li> </ul>                     |  |
| Personal Gratification Based Control and Use   |  |
| <ul> <li>Emotional and Physical Control and Intimidation</li> <li>Thrill "Extreme Dating" often with alcohol and drugs</li> </ul>                |  |
| used as manipulative dis-inhibitors  • Possessive and Emotionally Detached   |  |
|  |  |
|  |  |

| Young Adult Rela   | tionship Violence  |  |
|--|--|--|
| "Traditional male values" of interpersonal relationships Sexual projection and/or arousal as sexual obligation Cost/benefit dating: Purchasing sexual entitlement Perception of date as sexually active or previous sexual intimacy Previous histories of observing or experiencing abuse, violence or sexual aggression | Effects of Relationship Entitlement  25% to 40% of teens have been assaulted on dates  70% of pregnant or parenting teens are beaten by boyfriends  Women 16-24 have the highest rates of relationship abuse  15.6/1,000 versus average for all women 5.8/1,000  Young women 16-19 have the highest rates of sexual assault  Young women 20-24 have the second highest rates of sexual assault |  |
|  | onship Violence:<br>p Patterning   |  |
| • Emotional De  Relationship Style: Em investment  Control Factor: Fear of for emotional invo Entitlement Sources: A exclusivity of intim Control Strategies: Em blackmail "How co to me?"  Worst case Scenario: I   | otional over- of competition livement Absolute lacy lotional uld you do this   |  |
|  | otional Under-<br>y and fear of self<br>romised<br>bsolute<br>r as property<br>yalty and<br>re suppose to do   |  |
|  |  |  |

| Ego, Pride and Rage   |  |
|---|--|
| /e are entitle to nothing in life. Everything that we have is a gift we   |  |
| rere given, a reward we earned or something we took from someone ise that doesn't belong to us.   |  |
| age comes from the belief that we should have something just because<br>we want it, including another person. Earning it or deserving it doesn't<br>natter. Most violence is a matter of pride and ego and has nothing to |  |
| o with anger. It is more about dominance and trying to control other eopleor get even with them   |  |
| /e will never get ahead in life if we devote your time and energy to<br>etting even with people. No one can take our respect. It can only be<br>ven away by behaving in a manner that shows you don't deserve it.         |  |
| then it can not be earn, people who are insecure will settle for fear.  |  |
|   |  |
|   |  |
| The Anger Myth  |  |
| Eckhardt, Sampler and Murphy, 2008  |  |
| "inadequate impulse or emotional control only puts individual at risk for inappropriateness in their choices of behavior. Inadequate impulse control  |  |
| puts an individual at risk for violence only if violent acts are that person's preferred response choice because of previous learning experiences"  The American Psychological Association 1993                           |  |
| • •   |  |
| "The use of the State/Trait Anger Inventories indicated the majority of<br>partner abusive men do not present with anger related disturbances"<br>(Echkhardt, Sampler, and Murphy, 2008)                                  |  |
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|   |  |
| The Nature of Controlling Men   |  |
| Lundy Bancroft 2002   |  |
| Creating a narrative explanation that prohibits the ownership of emotional  |  |
| vulnerability and that<br>assumes male entitlement<br>leaves little room for anything   |  |
| other than functional hostility  " men are not abusive  |  |
| because they are<br>angry<br>men are angry because  |  |
| they are abusive"   |  |

| PROCESS OF COGNITION | STRENGTH OF COGNITION/EMOTION | QUALITY OF<br>EMOTION        |
|----------------------|-------------------------------|------------------------------|
| Protective           | Critically Above              | Disbelief                    |
| Reactive             | Moderately Above              | Confusion<br>Uncertainty     |
| Reflective           | Slightly Above                | Exhileration<br>Pleasure     |
| EXPRESSIVE           | EXPECTATIONS                  | SATISFACTION                 |
| Reflective           | Slightly Below                | Disappointment Disillusioned |
| Reactive             | Moderately Below              | Uncertainty                  |
| Protective           | Critically Below              | Confusion Disbelief          |

• The Way Things are....

Your Belief About Why Things Are Not the Way
You Want Them to Be is Also Why You
Feel The Way You Do...

• The Way You Want Things to be...

## The Lighthouse Project Stages

Level 1 : The Truth About How I got to this Point in My Life

Level 2: The Truth About What Happened and Who was Harmed Along the Way

Level 3: The Truth About What I could Do Different or Better

Level 4 The Truth About What I am Going To Do Next

| M   | ost Girls are              | <u> </u>        |  |
|---|----------------------------|-----------------|--|
|   |                            |                 |  |
|   | -Fun<br>-Fun               |                 |  |
| -Chill<br>-Happy<br>Active. Like to go out<br>-Like to kawe Fun & Farty |                            |                 |  |
|   |                            |                 |  |
| -   | Cool to Chill with<br>Fun  |                 |  |
| -Physically Beautiful<br>-Awesome-Fun                                   |                            |                 |  |
|   | -Freaks Sexually           |                 |  |
|   |                            |                 |  |
|   |                            |                 |  |
|   |                            |                 |  |
|   |                            |                 |  |
|   |                            |                 |  |
|   |                            |                 |  |
| M   | lost Boys Are              | e               |  |
| • Heartless   | Immature                   |                 |  |
| • Dogs  | Cheaters                   |                 |  |
| • Fake  | Idiots                     |                 |  |
| <ul><li>Stupid</li><li>Wanna be's</li></ul>                             |                            | und then leave  |  |
| Materialistic   | Sweet takin<br>Insensitive | y Luvis         |  |
| Living a fake life  |                            |                 |  |
| • Bad b—tch cha   | sers Horny Dog             | is              |  |
|   |                            |                 |  |
|   |                            |                 |  |
|   |                            |                 |  |
|   |                            |                 |  |
|   |                            |                 |  |
| M   | ost Girls are              | <u> </u>        |  |
| 141   | 030 01113 010              |                 |  |
|   |                            |                 |  |
| Skanks  | Ignorant                   | Wild<br>~       |  |
| Sluts<br>Whores   | Gold-diggers<br>Crazy      | Fake<br>Hookers |  |
| Whiners   | Bitches                    | Dirty           |  |
| Ruthless  | Life Ruiners               | Stupid          |  |
| Ugly  | •                          | •               |  |
|   |                            |                 |  |
|   |                            |                 |  |

| Most Girls Are  |  |  |
|---|--|--|
| Down to earth Mentally Tough See the good in people Real Nosey Generous Outgoing Full of Life Strong Minded   | Priceless All Shapes and Sizes Good Hearted Intelligent A good head on their shoulders Under-estimated Honest Awesome Respectful     |  |
| Street Te   | eam- Stage 1   |  |
| There are people out there that you hang out with. They may or may not be in "a gang" but we call them a "street team" because what you are doing with them legal or not, is not going to contribute to your future success. You are on the outside one bad decision away from losing control |  |  |
| A prospect is<br>that often ew<br>Prospect eith<br>at a future afi  | someone who has potential en the prospect doesn't see. The er can't see or are afraid to look ter the "street team" even though they |  |
| usually know  | they will have to eventually   |  |
|   |  |  |

| Intern- Stage 2  |  |
|--|--|
|  |  |
| The intern has figured out that what they have been doing isn't going to be good enoughfor them. Even  |  |
| though they are not sure who to trust or who will really help them, they are looking and willing to take a chance.  You will have to work to earn their trust and they are |  |
| ready to be disappointed by you but if you are honest and tell the truth, they will figure the rest out themselves.  |  |
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| Associate- Stage 3   |  |
|  |  |
| An Associate has figured out that they are the ones with the most to gain or to lose. They are no longer seeing what they are doing as something someone                   |  |
| else is making them do. They no longer keep their<br>desire for success to themselves and no longer pretend  |  |
| their future is not important to them. They want and expect things to be different.  |  |
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|  |  |
|  |  |
| CEO- Stage 4   |  |
| Being a CEO means accepting that you are   |  |
| in charge of your own life and where it<br>goes. Like any smart CEO, you surround  |  |
| yourself with people who are capable of making you successful. Past problems are   |  |
| a source of learning, not excuses. You know you were meant for success   |  |
|  |  |
|  |  |

| Consultant   |  |
|--|--|
|  |  |
| Being a consultant means having personal experience and being considered an  |  |
| expert by others who are searching for<br>success. As a consultant, you have "been<br>there and done that successfully. Now is |  |
| the opportunity for you to give back.  |  |
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| "I know it sounds crazy because I never even   |  |
| met my father but I think about him all the time. I mean maybe things would be different if I had                              |  |
| somebody to explain the way things are."  Lonny age 17 years   |  |
| , ,  |  |
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|  |  |