

**MENTAL HEALTH
AND LIFE SKILLS
WORKBOOK**



Teen

Violence

Workbook

**Facilitator Reproducible
Self-Assessments, Exercises
& Educational Handouts**

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Teen Violence Workbook

Facilitator Reproducible Self-Assessments,
Exercises & Educational Handouts

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Using This Book *(For the professional)*

Teen violence can break out at anywhere and at any time. The question of why teens become violent has been thoroughly researched and studied. Unfortunately, pinpointing the exact causes of teen violence is complex. Some of the potential causes include the following:

- Teens tend to model behavior – When teens see violent acts by family members at home, actors in the movies, in video games they play, by gang members in their communities, by bullies at school, and on the Internet, they are often inclined to replicate such behaviors, believing those behaviors are the “norm.” This social learning theory suggests that most behaviors are learned through observation and modeling.
- Teens often have difficulty in appropriately channeling their frustrations and therefore lash out in anger. These frustrations can include being bullied in school, having a disability, not being able to do well in school, feeling pressured by peers to do things they don’t want to do and/or experiencing pressure from parents to succeed.
- Teens often become enraged and seek revenge on those who bully or hurt them. Some teens, tired of being bullied or abused, simply lash out in revenge.
- Teens often react with self-destructive behaviors, especially those with low self-esteem or with family problems. They are at risk for using drugs or alcohol, having unprotected sex, depression, eating disorders, violence and suicidal ideation.

What constitutes violent behavior?

Violent behavior in teens can include a wide range of behaviors including: explosive temper tantrums, date rape, physical aggression, school shootings, suicide, bullying, fighting, threats or attempts to hurt themselves and/or others (including homicidal thoughts), use of weapons, cruelty toward animals, fire setting, and intentional destruction of property.

What are the risk factors?

Violent behavior is unique to each individual, so it is difficult to list specific risk factors. Some behaviors that suggest violent behavior is imminent include antisocial beliefs and behaviors, use of drugs and alcohol, gang involvement, lack of commitment to school, victimization by others through teasing or bullying, poor anger management and conflict resolution skills, and interpersonal problems. This violence can happen at home, school, on a date – anywhere at any time.

Reporting

Stress the following points to participants:

- Do not to tell a person you are reporting abuse, just report it. People who are being abused will thank you later.
- Women are crying out on social networks for help to talk about domestic violence. They may not be able to report abuse and violence due to fear of retaliation.
- If you know of someone who is experiencing domestic violence, please know that YOU anonymously can help by calling the Domestic Violence Hotline 1–800–799–SAFE (7233).
- The suicide rate for people with domestic violence is high and this is a problem often ignored on social networks.

(Continued on the next page)

Using This Book *(For the professional, continued)*

The *Teen Violence Workbook* contains seven separate sections that will help participants learn more about themselves as well as the impact on their interpersonal relationships and the quality of their lives. Participants will develop a new awareness of the violence that they are exposed to daily. They will complete assessments and activities to help them explore the violence in their lives and develop strategies for coping with violence.

SECTIONS OF THIS BOOK

- 1) **Types of Abuse Scale** helps teens explore the types of abuse they are experiencing in their relationships. The scale includes physical/psychological abuse, verbal/emotional abuse, sexual abuse and financial abuse.
- 2) **Self-Empowerment Scale** helps teens explore their personal level of power to avoid or reject violent acts.
- 3) **Experiencing Dating Violence Scale** helps teens identify harmful beliefs about dating relationships that their partners possess.
- 4) **Potential for Violence Scale** helps teens determine their potential for becoming abusive in their dating relationships.
- 5) **Personal Safety Scale** helps teens examine how cautious they are in order to remain safe in an often violent society.
- 6) **Symptoms of Violence Scale** helps teens explore the signs related to violence, and determine what type(s) of violence they are experiencing in their life.
- 7) **Safety Plan** helps teens develop a personalized plan for their safety and the safety of their loved ones.

By combining reflective assessment and journaling, participants will be exposed to a powerful method of verbalizing and writing to reflect on and solve problems. Participants will become more aware of personal strengths and areas requiring growth and improvement of their daily life skills.

Preparation for using the assessments and activities in this book is important. The authors suggest that prior to administering any of the assessments in this book, you complete them yourself. This will familiarize you with the format of the assessments, the scoring directions, the interpretation guides and the journaling activities. Although the assessments are designed to be self-administered, scored and interpreted, this familiarity will help prepare facilitators to answer participants' questions about the assessments.

Use Name Codes for Confidentiality

Confidentiality is a term for any action that preserves the privacy of other people. Because teens completing the activities in this workbook are asked to answer assessment items and to journal about and explore their relationships, you will need to discuss confidentiality before you begin using the materials in this workbook. Maintaining confidentiality is extremely important as it shows respect for others and allows participants to explore their feelings without hurting anyone's feelings or fearing gossip, harm or retribution.

In order to maintain confidentiality, explain to the participants that they need to assign a name code for each person they write about as they complete the various activities in the workbook. For example, a friend named Joey who enjoys going to hockey games might be titled LHG (Loves Hockey Games) for a particular exercise. In order to protect their friends' identities, they may not use people's actual names or initials, just name codes.

The Assessments, Journaling Activities and Educational Handouts

The Assessments, Journaling Activities, and Educational Handouts in the *Teen Violence Workbook* are reproducible and ready to be photocopied for participants' use. Assessments (scales) contained in this book focus on self-reported data and can be used by psychologists, counselors, therapists, teachers and others in the helping professions. Accuracy and usefulness of the information provided is dependent on the truthful information that each participant provides through self-examination. By being honest, participants help themselves to learn about unproductive and ineffective behavior patterns, and to uncover information that might be keeping them from being as happy and/or as successful as they could be.

An assessment instrument can provide participants with valuable information about themselves; however, it cannot measure or identify everything about them. The purpose of an assessment is not to pigeon-hole certain characteristics, but rather to allow participants to explore all of their characteristics. This book contains self-assessments, not tests. Tests measure knowledge or whether something is right or wrong. For the assessments in this book, there are no right or wrong answers. These assessments ask for personal opinions or attitudes about a topic of importance in the participant's life.

When administering assessments in this workbook, remember that the items are generically written so that they will be applicable to a wide variety of teens; however violence cannot account for every possible variable for every teen. Use assessments to help participants identify possible negative themes in their lives and find ways to break the hold that these patterns and their effects have.

Advise the teens taking the assessments that they should not spend too much time trying to analyze the content of the questions; their initial response will most likely be true. Regardless of individual scores, encourage teens to talk about their findings and their feelings pertaining to what they have discovered about themselves. Talking about and working on practical life skills will improve their quality of life as well as assist them in developing positive interpersonal skills to self-access throughout life. These exercises can be used by group facilitators working with any teens who want to strengthen their overall wellness.

A particular score on any assessment does not guarantee a participant's level of life skills. Use discretion when using any of the information or feedback provided in this workbook. The use of these assessments should not be substituted for consultation and wellness planning with a health care professional.

Thanks to the following professionals whose input in this book has been so valuable!

Carol Butler, MS Ed, RN, C
Annette Damien, MS, PPS
Beth Jennings, CTEC Counselor
Hannah Lavoie
Jay L. Leutenberg
Kathy Liptak, Ed.D.
Eileen Regen, M.Ed., CJE

Adding Variety by Using Physical Movement

Contributed by Carol Butler, MS Ed, RN, C

Teens tire of sitting, reading and writing. The following activities correspond with the chapters and can be done after a brief discussion of each topic.

Chapter 1 – Types of Abuse

Help teens identify different types of abuse by printing four signs:

Physical / Psychological, Verbal / Emotional, Sexual, and Financial.

Place a sign on each of the four walls of the room. A volunteer reads randomly, (mixing up the order of items), from the lists on pages 18 and 19, items 1-40. Teens stand under the sign that signifies the type of abuse described. Alternately, teens can describe a real life experience and peers will stand under the sign that signifies the type of abuse they think was described. Emphasize there are no right or wrong answers if teens can substantiate their decisions.

Chapter 2 – Self Empowerment Scale

Place a continuum on the board, (or on the floor with masking tape); label it with numbers 1-10 and write “LOW” under #1 and “HIGH” under #10. Ask teens to position themselves under the continuum on the board, (or on the continuum on the floor), to show where they are regarding their level of self-empowerment and explain why. Teens then brainstorm how each participant might move closer to the “10” HIGH, by changing thoughts and behaviors.

Chapter 3 – Experiencing Dating Violence

Help teens identify types of violence by printing four signs: Jealousy, Control, Lifestyle, and Abusive Behavior. Place a sign on each of the four walls of the room. A volunteer reads randomly, (mixing up the order of items), from lists on pages 48 and 49. Teens stand under the sign that signifies the type of violence described. Alternately, teens can describe a real life experience and peers will stand under the sign that signifies the type of violence they think was described. Emphasize there are no right or wrong answers if teens can substantiate their decisions.

Chapter 4 – Potential for Violence

Place a continuum on the board, (or on the floor with masking tape); label it with numbers 1-10 and write LOW under #1 and HIGH under #10. Ask teens to position themselves under the continuum on the board (or on the continuum on the floor) to show their level of risk for violent behavior toward others and explain why. Teens brainstorm how each participant might move closer to the #1 LOW, by changing thoughts and behaviors or getting help with issues (anger, jealousy, control, lifestyle, etc.).

Chapter 5 – Personal Safety Scale

Seven teens take turns writing one of the following on the board and then eliciting and listing peers' related safety ideas: Home, School, Work and Volunteering, Dating and Relationships, Community, Cyberspace and Driving.

(Continued of the next page)

Adding Variety by Using Physical Movement *(Continued)*

Chapter 6 – Symptoms from Experiencing Violence Scale

Print the following on the board in random, scattered order, not in lists, rows, or columns:

Detachment, Physical Symptoms, Cognitive, Emotional, Stay in the Present, Aerobic Exercise, Low Intensity Exercise, Affirmations, Music, Visualization, Thought Stopping, Proper Breathing, Progressive Relaxation, Meditation, Nutrition, Simple Pleasures, and Quotations.

Teens take turns being blindfolded and walking up to the board (with a volunteer who ensures their safety). They touch a spot on the board, remove the blindfold, and elaborate on or demonstrate the word or phrase closest to where their finger landed. If they are unfamiliar with the term, peers assist. They may refer to the information in the chapter also.

Chapter 7 – Safety Plan

Post a sign with the one of the following labels on each of four walls: 1) Supportive Agencies and People; 2) Safe Places and Get-Away Kit; 3) Helping Siblings, Relatives and Friends; 4) School-People, Nearby Places, and Getting Home. Teens divide into four panels, huddle under their chosen or assigned sign, discuss ideas amongst themselves and then share with the whole group.

They may refer to the information in the chapter or use the worksheets as guides.

Alternately, write each of the four topics as a heading on four large pieces of chart paper; post one onto each of four walls. Teens walk around the room writing ideas on each paper.

Pantomimes for Chapter 1 and Chapter 3

Pairs or trios of teens can pantomime, while peers guess what they types of abuse or violence they are portraying. Use caution with physical and/or sexual movements. Teens should check with the facilitator before doing their non-verbal enactments!

See examples below:

- Without touching, one partner prepares to punch the other by clenching a fist. One can pretend to throw something at the other or to pour a drink in the partner's face. *(Physical / Psychological)*
- One partner shakes a finger in the other's face and moves his/her mouth as if yelling. *(Verbal)*
- One person glares at the other in a suggestive way or makes hugging and kissing motions without actual contact) as the other puts up hands as if to say "Go away" or "Back off." *(Sexual)*
- One person puts out his/her palm and points into it forcefully; the other pretends to pull out a wallet and put a wad of money in the other's hand. *(Financial)*
- Two teens are talking; a third pulls his/her partner away; one constantly calls/texts the other. *(Jealousy)*
- Using body language, a partner tells the other to sit here, stand over there, to jump up and down, and slightly and safely, to bend over backward. *(Control)*
- One teen portrays drinking or injecting or smoking drugs. *(Lifestyle)*
- One teen shows mood swings with facial expression and body language by smiling one minute, crying the next, hitting a wall the next. *(Abusive Behavior)*

Layout of the Book

The *Teen Violence Workbook* is designed to be used either independently or as part of an integrated curriculum. You may administer one of the assessments and the journaling exercises to an individual or a group with whom you are working, or you may administer a number of the assessments over one or more days.

This book includes a combination of the following reproducible pages in the seven sections:

- **Assessment Instruments** – Self-assessment inventories with scoring directions and interpretation materials. Group facilitators can choose one or more of the activities relevant to their participants.
- **Activity Handouts** – Practical questions and activities that prompt self-reflection and promote self-understanding. These questions and activities foster introspection and promote pro-social behaviors.
- **Quotations** – Quotations are used in each section to provide insight and promote reflection. Participants will be asked to select one or more of the quotations and journal about what the quotations mean to them.
- **Reflective Questions for Journaling** – Self-exploration activities and journaling exercises specific to each assessment to enhance self-discovery, learning and healing.
- **Educational Handouts** – Handouts designed to enhance instruction can be used individually or in groups to promote a positive responsibility for safety at home, in the classroom, and in the community. They can be distributed, scanned and converted into masters for overheads or transparencies, projected or written on boards and/or discussed.

Who Should Use This Program?

This book has been designed as a practical tool to help professionals, such as therapists, school counselors, psychologists, teachers, group leaders, etc. Depending on the role of the professional using the *Teen Violence Workbook* and the specific group's needs, these sections can be used individually or combined for a more comprehensive approach.

Why Use Self-Assessments?

Self-assessments are important in responding to various teen life skills issues because they help participants to engage in these ways:

- Become aware of the primary motivators that guide their behaviors
- Explore and learn to set aside troublesome habits and behavioral patterns
- Explore the effects of unconscious childhood messages
- Gain insight and a wake-up call for behavioral changes
- Focus participants' thinking on behavioral goals for positive changes
- Uncover inner resources participants possess that can help them to cope better with modes of personal safety
- Explore personal characteristics without judgment
- Develop full awareness of personal strengths and areas in need of growth

Because the assessments are presented in a straightforward and easy-to-use format, individuals can self-administer, score and interpret each assessment at their own pace.

Teen Introduction

Teens live in a society of violence. It can be difficult to avoid. Following are some suggestions for reducing violence in your life:

Make a commitment to be non-violent yourself. Do not bully, tease, ridicule, malign or spread negative gossip about others. It is important to respect others and value their differences. One way to do so is to broaden your social circle to include others who are different from you.

Learn to manage your anger. Learn ways to resolve arguments and fights without violence and ways to engage in calm negotiation and compromise. Encourage your friends to do the same.

Get involved in your school and community. Participate in extra-curricular programs. Look for such activities as volunteering with a community group, playing sports, writing, playing a musical instrument, or joining a club or any after-school program.

Avoid alcohol and drugs. Attempt to stay away from alcohol and drugs as well as people who use them. There is a strong link between the use of alcohol and drugs and violence.

Do not carry a gun or other weapons. Contrary to popular belief, carrying a gun to protect yourself will not make you safer. Guns simply escalate the level of conflict and increase the chances that you will be seriously harmed. If someone is threatening you and you feel that you are in serious danger, confide in an adult you can trust. Discuss your fears or contact school administrators or the police.

Be cautious. Take precautions for your safety. For example: avoid. Stay with a group of friends or trusted adult.

If you know someone is planning to harm someone else, report this person and the situation to an appropriate, trusted adult. If you know someone is in danger, tell a trusted adult, such as a teacher, guidance counselor, principal or parent. If you are afraid and believe that telling will put you in danger or lead to retaliation, find a way to anonymously contact the appropriate authority. If you know of someone experiencing domestic violence, please know that YOU anonymously can help by calling the Domestic Violence Hotline 1–800–799–SAFE (7233). The suicide rate for people with domestic violence is high and this is a problem often ignored on social networks.

The good news is that if you are either being violent or experiencing violence, this book can help you. Many people are not even aware of the patterns and triggers for their violent actions. The *Teen Violence Workbook* relies on a self-reflective method that is therapeutic, educational and non-threatening. It is designed to help you learn about the various types of violence and how exposed you are to violence in many areas of your life, and learn ways to deal with your violent behaviors and/or violence at home, in school, on a job, in your relationships and community.

Confidentiality

You will be asked to respond to assessments and exercises, and to journal about some experiences in your life. Everyone has the right to confidentiality, and you need to honor the right of everyone's privacy. Think about it this way – you would not want someone writing things about you that other people could read. Your friends, family and acquaintances feel this way also.

In order to maintain the confidentiality of your friends, assign people code names based on things you know about them. For example, a friend named Sherry who loves to wear purple might be coded as AWP (Always Wears Purple). **Do not use any person's actual name or initials when you are listing people – use only name codes.**

Teen Violence Workbook

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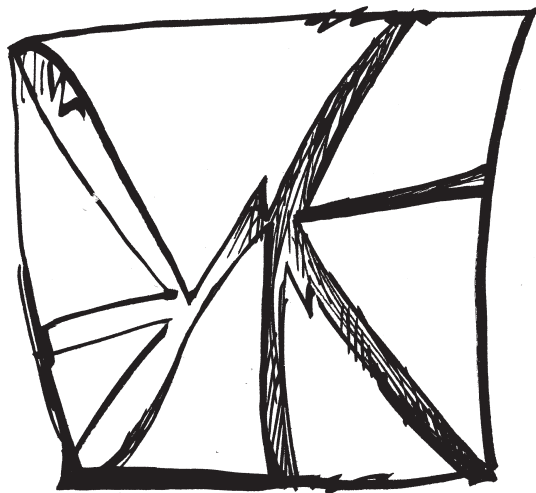
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SECTION I:

Types of Abuse Scale



Name _____

Date _____



Types of Abuse Directions

Teen violence is not limited to physical abuse such as bullying or school shootings. Many different forms of violence surround teens: physical / psychological abuse, verbal / emotional abuse, sexual abuse and financial abuse. In addition, many victims of abuse are often harmed in more than one of these ways at the same time. The Types of Abuse Scale can help you identify the different types of abuse and violence that you may be experiencing.

This assessment contains forty statements. Read each of the statements and decide if the statement is true or false. If it is true, circle the word **True** next to the statement. If the statement is false, circle the word **False** next to the statement. Ignore the numbers after the True and False choices. They are for scoring purposes and will be used later. Complete all forty items before going back to score this scale.

In the following example, the circled False indicates that the item is false for the participant completing the Types of Abuse Scale:

I . In my family, school and community there is a person who ...

1. Pushes, shoves, slaps, punches, bites, chokes, burns,
pulls my hair and/or throws objects at me True (1) **False (0)** Score _____

This is not a test and there are no right or wrong answers. Do not spend too much time thinking about your answers. Your initial response will be the most true for you. Be sure to respond to every statement.

(Turn to the next page and begin)

Types of Abuse Scale

I. In my family, school and community there is a person who ...

1. Pushes, shoves, slaps, punches, bites, chokes, burns,
pulls my hair and/or throws objects at me True (1) False (0) Score _____
2. Blames me for his/her anger True (1) False (0) Score _____
3. Tries to run my life True (1) False (0) Score _____
4. Isolates me True (1) False (0) Score _____
5. Threatens to harm him/herself if I leave True (1) False (0) Score _____
6. Abandons me in dangerous situations True (1) False (0) Score _____
7. Tells me who I can and cannot be friends with True (1) False (0) Score _____
8. Threatens me with weapons True (1) False (0) Score _____
9. Requires me to get permission before
doing anything True (1) False (0) Score _____
10. Goes through my belongings without
my permission True (1) False (0) Score _____

TOTAL _____

II. In my family, school and community there is a person who ...

11. Ignores my feelings True (1) False (0) Score _____
12. Ridicules and/or insults me True (1) False (0) Score _____
13. Pressures me to use alcohol, drugs,
or cigarettes True (1) False (0) Score _____
14. Ridicules and insults my values and beliefs True (1) False (0) Score _____
15. Rarely approves of what I do True (1) False (0) Score _____
16. Threatens to get me in trouble True (1) False (0) Score _____
17. Tries to influence all of my important decisions. . . . True (1) False (0) Score _____
18. Threatens to leave, break up or
abandon me regularly True (1) False (0) Score _____
19. Pressures me to quit activities I like to do True (1) False (0) Score _____
20. Wants to control me True (1) False (0) Score _____

TOTAL _____

(Continued on the next page)



Types of Abuse Scale *(continued)*

III. In my family, school and community there is a person who ...

- 21. Likes me for my body only True (1) False (0) Score _____
- 22. Makes me wear certain clothing against my will ... True (1) False (0) Score _____
- 23. Criticizes my sexuality True (1) False (0) Score _____
- 24. Touches me when and where I do not
want to be touched True (1) False (0) Score _____
- 25. Withholds affection from me True (1) False (0) Score _____
- 26. Compares me to other relationships True (1) False (0) Score _____
- 27. Shows sexual interest in others in public True (1) False (0) Score _____
- 28. Threatens to tell people about what
we have done True (1) False (0) Score _____
- 29. Forces me to have sex against my will True (1) False (0) Score _____
- 30. Commits aggressive or forceful sexual acts True (1) False (0) Score _____

TOTAL _____

IV. In my family, school and community there is a person who ...

- 31. Does not help to support me financially True (1) False (0) Score _____
- 32. Does not help support our family financially True (1) False (0) Score _____
- 33. Takes my money away from me True (1) False (0) Score _____
- 34. Forbids me to earn or spend my own money True (1) False (0) Score _____
- 35. Neglects to provide me with what I need True (1) False (0) Score _____
- 36. Takes and spends any money I earn True (1) False (0) Score _____
- 37. Does all of the banking, even though I want to True (1) False (0) Score _____
- 38. Asks me to justify all of my purchases True (1) False (0) Score _____
- 39. Controls all family income and assets True (1) False (0) Score _____
- 40. Denies me money for necessities True (1) False (0) Score _____

TOTAL _____

(Go to the Scoring Directions on the next page)

Types of Abuse Scale Scoring Directions

The Types of Abuse Scale is designed to help you to explore the different ways that you may be experiencing abuse in your life. To score this scale, you need to determine your scores on each of the individual scales and for the overall Types of Abuse total.

To score the Types of Abuse Scale look at the 40 items you just completed, focus on the numbers after each choice rather than the **True** or **False**. Total your score for each section. Use the spaces below to transfer your scores to each of the scales below.

- I. Physical / Psychological Abuse Scale** **Total Score** _____
- II. Verbal / Emotional Abuse Scale** **Total Score** _____
- III. Sexual Abuse Scale** **Total Score** _____
- IV. Financial Abuse Scale** **Total Score** _____

Profile Interpretation

Individual Scale Score	Total Scores	Result	Indications
0 to 1	0 to 9	very low/ none	You are experiencing very little or no abuse at this time, however, ANY amount of abuse is not okay!
2 to 4	10 to 19	low	You are experiencing some abuse at this time.
5 to 7	20 to 29	moderate	You are experiencing a moderate amount of abuse at this time.
8 to 10	30 to 40	high	You are experiencing a great deal of abuse at this time.

The higher your score on the Types of Abuse Scale, the more you might be experiencing that type of abuse. In the areas in which you score in the **Moderate** or **High** range, make efforts to ensure that you are safe and have a plan prepared to escape the violence if necessary. No matter if you scored **Low**, **Moderate** or **High**, the exercises and activities that follow are designed to help you to develop a comprehensive plan for ensuring your safety and possibly that of a family member.



Physical and/or Psychological Abuse

People scoring high on this scale are currently exposed to physical and/or psychological abuse. Physical violence is the intentional use of physical force. Sometimes it can cause injury, disability or even death, but physical violence does not need to cause physical injury in order to be abuse. Physical abuse can include any form of unwanted physical contact, such as hitting, burning, biting, shoving, throwing, punching, kicking or restraining. Psychological abuse includes threats of physical violence with or without weapons or any behaviors that cause you to feel less independent.

Who is the person? (use name code)	What does the person do?	What can you do about it?