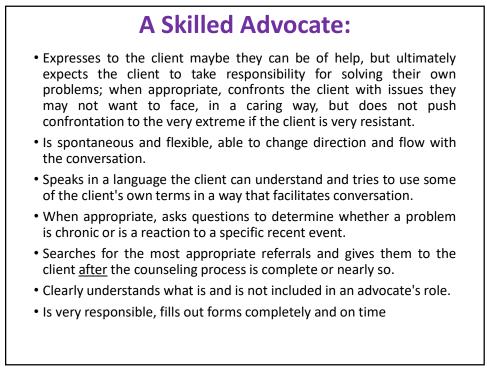


## A Skilled Advocate:

- Says what they think, feel, and want and owns thoughts, feelings and intentions without putting them on the client (e.g. . . "You make me angry").
- When (and only when) appropriate, relates own experiences and feelings briefly and comfortably, in a way which makes it easier for the client to talk about herself and places emphasis on the client's experience, feelings, and needs.
- Asks open questions ("how" or "what." not "who" or "did"); doesn't structure questions to her own ends (e.g., focusing on one rape victim's background of incest only because the advocate has been an incest victim or knows a lot about incest) but rather places the emphasis on the client; asks questions in a gentle, supportive manner.
- Recognizes the power aspect of the counseling relationship and uses it wisely and constructively.
- Explores alternatives which seem realistic or appropriate; asks about resources and support systems available to the client and helps the client use these in formulating a specific plan of action.
- Waits until she has sufficient information and has dealt with the client's feelings before giving feedback and doing problem solving.



## A Skilled Advocate:

• Is open to receiving feedback and looking at personal issues which may interfere with her advocacy work; is willing to change and grow.

• Is knowledgeable of and adheres to policies and procedures.

9

# Advocate Characteristics • Caring, Unconditional Positive Regard! This goes beyond rapport - it offers another person your trust, love, and nonjudgmental evaluation of them being capable and loving. It shows itself in your acceptance of the other person and understanding. • Empathy not Sympathy This is not "feeling sorry" for another person; it is putting yourself in their shoes and understanding what it must feel like if you haven't had first-hand experience in what the person is experiencing. • Trust • Trust takes time to develop with another person, especially if they have just been through a hard time. The best you can do is to allow the time and offer yourself as honestly as you can. Sometimes a light touch or smile can do worlds of good. Offering your help is a way of trust-building or just saying you know how hard it must be to trust anyone can help.

### **Advocate Characteristics**

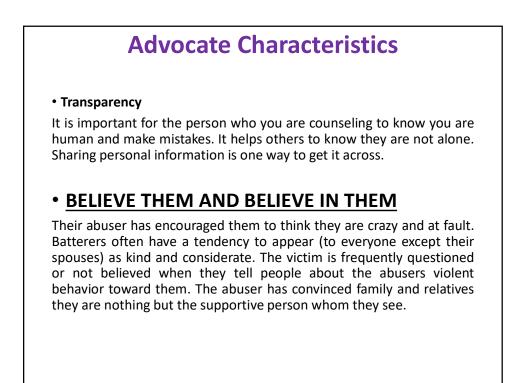
#### Awareness

It is important to be aware of not only what the other person is telling you or what they are showing in the way of overt behavior, but what is not being said as well. Often, the most important thing is what is not being mentioned – for instance, what the person is feeling, not just what is happening.

Another important thing to remember is the awareness of your own internal experiences. Being aware of your own feelings in relation with what is being said or done. It is often valuable to share this with the person you are counseling if it doesn't get in the way of what is being worked through.

#### • Valuing or Affirmation

This is an important part of building a relationship with another person. It means having esteem for yourself and the other person. It means you have a right to be who you are and allow the other person the same right. It allows a mutual respect from one person to the other. It also leaves room for differences in opinions, moral judgments, lifestyles, and belief systems.



### **Advocacy Techniques**

Aside from the standard methods of active listening, empathizing, reflecting feelings, rephrasing, summarizing, clarifying and prioritizing an advocate would use, the list that follows are skills that are particularly important and effective with victims.

#### • APPROACH THEM ON A PEER LEVEL

By dealing with them as an equal, you show them you accept them as a competent person. This, in itself, is healing.

#### • ENCOURAGE THEM TO WORK THROUGH THEIR ANGER

Some women may feel they are not "supposed" to be angry and it is a sign of a lack of femininity.

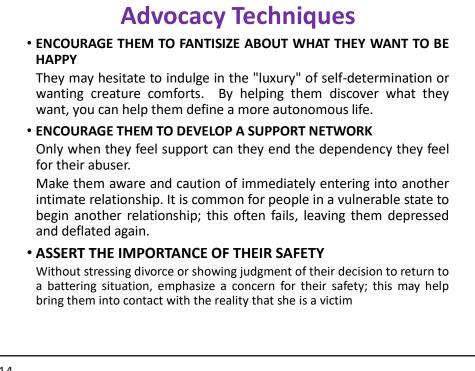
You may want to say "That would make me mad!" This helps her to own and express her anger so she doesn't displace it as frustration or depression.

Show your own emotions (within control, of course); this is a way of sharing with them an alternative reality--it's not okay to be hit!

#### • EXPLAIN THE "CALMING" PHASE IN THE CYCLE OF VIOLENCE

If they have left before, ask them to recount the past contrition stage and how it occurred. This will make them aware of what to watch for so they can better gauge sincerity, permanence, change, etc.

Role play with them to help prepare a response to the abusers pleas and apologies.



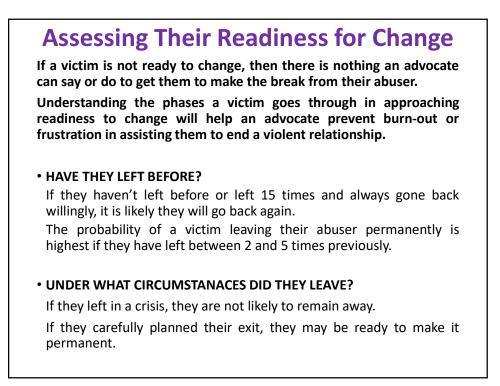
## **Advocacy Techniques**

## • IF THEY PLAN TO RETURN, HELP FORMUALTE "CONDITIONS FOR RETURN"

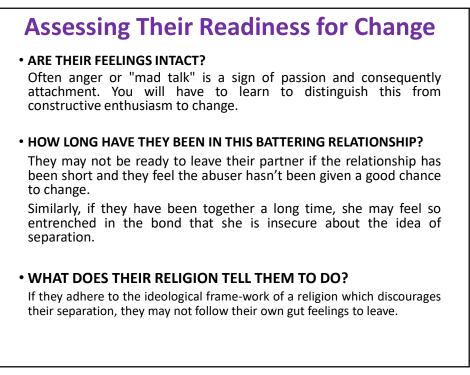
Help them gain a feeling of power and control. This is done by encouraging them to state conditions under which they will agree to return. The abuser may be in the calming phase and therefore they are in a good position for "bargaining".

Rehearse (role-play) with them the means whereby they will communicate to the abuser the fact they are a different person—they learned from the episode and have changed accordingly. This statement alone can interrupt the resumption of the Cycle of Violence.

Both of them will have heard the words and the commitment not to tolerate further abuse.



### **Assessing Their Readiness for Change** WHAT PLANNING HAVE THEY DONE? If they have little notion of what to do next, it is likely they are not ready to leave the relationship If they expresses some options, then it is more possible they are ready for change. • HOW DO THEY FEEL ABOUT THEIR CHILDREN AND THEIR **RELATIONSHIPS TO THEIR FATHER?** If she believes the children need a father, she is probably not willing to remove them and herself from the relationship. If you introduce the idea of separation as a means of protecting the children from direct or observed violence, this may motivate her to consider change. HAVE THEY REALIZED THEY MAY BE IN PHYSICAL DANGER? This is tricky because they may be in danger if they leave (and the abuser told her so).



## Assessing Their Readiness for Change

### • HAVE THEY BECOME INTERESTED IN SOMEONE ELSE?

If they have another person "on the line", this may be a sidestep rather than a passage into the phase of permanent separation. Make her aware of the fact she may not be learning new interactive skills or developing inner strength by diving into a new relationship.

• HOW CLOSELY DO THEY FIT THE BATTERED PERSONALITY PROFILE? If they are still accepting guilt, feeling powerless and feeling low self esteem, then they are probably not feeling the strength to make the break.

### • HAVE THEY EXPERIENCED THE "CLICK" OF SELF-RECOGINTION? When it "clicks" they are ready for a change, they have begun to over-come guilt and feelings of responsibility for his behavior.

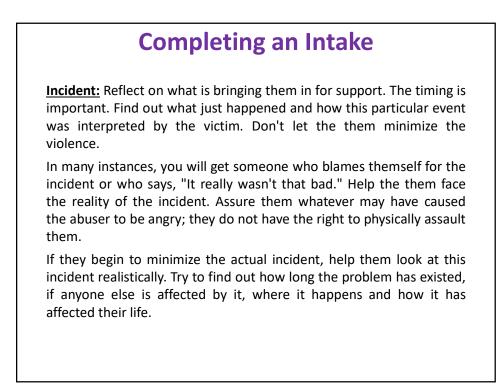
When providing crisis advocacy, it is important to remember your first task is to respond to immediate needs. Later there will be time for more concrete plans and to help them select a strategy for solving their living situation.

<b>Reminders for Advocates</b>	
• Relax. Go slow!	
• Validate their feelings.	
Allow productive silence.	
• Pay attention to non-verbal cues; give feed-back to them.	
Communicate your hunches to them.	
• Take deep breaths together.	
• Ask "What would have to happen to change the situation?"	
• "What have you done before that has worked?"	
• Explore options.	
Access resources.	
• Avoid the rescue triangle.	
• You are not expected to be her therapist.	
• Your role is to be supportive, listen and help them identify thei and options.	r issues

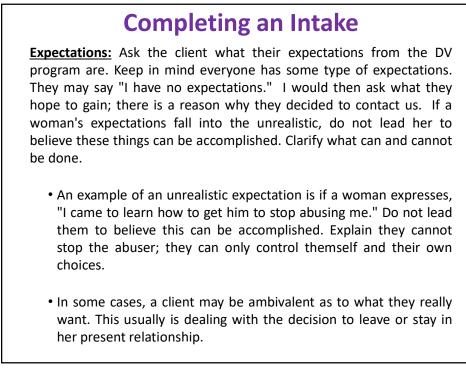
There isn't a set order of how to begin with a client as each situation is different. Here we will list out the different points needing to be covered within the first couple of sessions if possible.

**<u>Confidentiality</u>**: Many victims hold a great fear of being found out. They feel they'd be killed if the abuser knew the things the victim was revealing. Be sure to stress everything you and the client talk about is confidential; it will not leave this office.

**<u>Philosophy:</u>** A quick explanation of our philosophy may also be helpful. No person ever deserves to be abused. This includes physical, emotional, spiritual and financial.



<u>Services We Offer:</u> In some cases, the client does not know what our program has to offer. Explain the different services we offer and assure them we will not tell them what to do. Don't do more than half of the work. Our job is to empower them, not enable them. This helps them gain confidence about making decisions on their own with guided support if needed.



**Goals:** Helping a client write their needs and wants in their relationship is beneficial in setting goals. Have them then make a list of what they are not getting out of the relationship. This may enable the them to look at her situation realistically, which in turn, may help them decide what type of goals they would like to set up or if they even want our services at all. The goals set the direction for future meetings.

A few examples may be:

- To work on raising my independence.
- To raise my self-esteem.
- To find out why I can't leave this relationship-to leave it.
- To put myself before anything else.

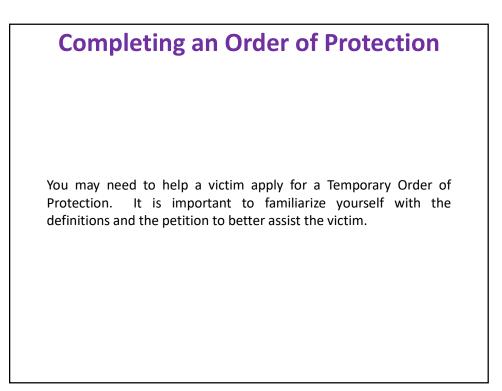


<u>Summarize and To Do List</u>: At the end of the meeting, summarize with them what the both of you went over. A brief review is always helpful. If you feel it necessary, some homework assignments may be utilized, such as "Do one thing just for yourself this week."

For example:

- Put the kids in day-care for a day.
- Go for a walk every day this week.
- Think about her different hopes and fears.





## **Completing an Order of Protection**

Copied from dojmt.gov/victims/forms

#### How to Obtain an Order of Protection

You are about to ask for a Temporary Order of Protection as a victim of abuse. This sheet has information to guide you through the legal process and answer some of the questions you may have.

You are the PETITIONER. The Petitioner is the person alleging abuse and asking for protection. The RESPONDENT is the person you are asking the court to protect you from. A Temporary Order of Protection is an order, signed by a judge, which restricts or prohibits the Respondent from contacting you. Generally, a Temporary Order of Protection is good for 20 days.

If you are a minor, your parent, guardian, or other representative may file a petition for a Temporary Order of Protection on your behalf against the Respondent.

You have the right to appear in court on your own to request a Temporary Order of Protection. However, the following resources are available in your community to help you through this process:

When signed by a Judge, a Temporary Order of Protection is valid immediately. After the judge signs the Order, these are the next steps:

- Your Petition and a copy of the Order must be given to law enforcement for service upon the Respondent.
- There must be a hearing within 20 days. If law enforcement cannot find the Respondent within 20 days, you will need to ask the court to set a new hearing date.
- At the hearing you must be prepared to explain to the court why you are asking for an Order of Protection, which includes bringing witnesses to the hearing who have knowledge about the facts in your Petition.

Stay in contact with the Clerk of Court for information about your case. The Clerk's number is: \_\_\_\_\_

You should keep copies of your Order with you at all times. It is a good idea to always carry one in your purse or wallet, as well as having a copy at work and at your children's schools. OVS 2 (05/04)



Address City, State, Zip Telephone No.			
IN THE			COURT
	STAT	E OF MONTANA	
COUNTY	OF		
S	12	) ) No.	
Petitioner,			
ν.		) SWORN PETITION ) TEMPORARY ) ORDER OF PROTE ) AND REQUEST FO	CTION
Responden		)	
	rder of Prote	ction. Under oath and as	newided by Ment. Code An
§ 40-15-201, I request that	the Court iss f harm if the seeking an C	ue a Temporary Order of Pr court does not issue a Te	otection against Responder emporary Order of Protection
<ul> <li>§ 40-15-201, I request that I believe I am in danger of immediately.</li> <li>Protected Person/s. I am</li> <li>Myself</li> </ul>	the Court iss f harm if the seeking an C	ue a Temporary Order of Pr court does not issue a Te	otection against Responder emporary Order of Protection
§ 40-15-201, I request that I believe I am in danger of immediately. 2. Protected Person/s. I am Myself The following minor ch	the Court iss f harm if the seeking an C Id/ren:	ue a Temporary Order of Pr court does not issue a Te Inder of Protection for (check How child is related to:	otection against Responder emporary Order of Protection k all that apply): Who does child live
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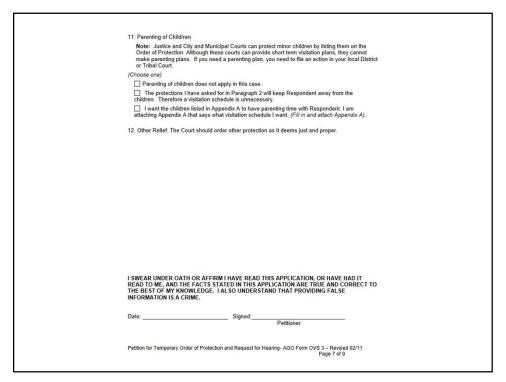
	Other people you would like to be protected (first and last names and relationship to both you and Respondent):
3. 4.	Residence. I live or am staying in the City of
Pet	Have a child and/or children together     Is a family member or a former family member or a family former family member or a former family memb

[	
	If a dating relationship please describe:
	Nature of relationship
	Length of time of the dating relationship
	How often saw each other
	Time since relationship ended
	Victim of Sexual Assault/ Stalking/ Other: (describe how you know Respondent)
	Victim of Sexual Assault Stalking, Other. (describe now you know Respondent)
	I am the parent, guardian or other person supervising the welfare of a child less than 16 years of age and request that Respondent, who is a person over 18 years of age
	and who has no legal right of supervision or control over the child, to stop contacting the child
	because I believe that the contact is not in the child's best interests as set forth in MCA § 45-5-
	622 (4).
	<ol><li>Information about the violence. Please explain what the Respondent did to you (and/or the person you want protected). Be specific, Write down places and dates as well as you can</li></ol>
	remember. It does not matter when the abuse happened or whether you reported it to the police.
	But you must tell the judge why you are afraid now.
	A. RECENT ABUSE
	Date of the most recent abuse:
	Where did it take place?
	What did the Respondent do or say that made you (and/or the person you want protected)
	afraid? Did the Respondent use or threaten to use a gun or other weapon? If yes, list how:
	Did the Respondent use of threaten to use a gun of outer weapony in yes, institiow.
	Describe any injuries:
	Did the police come? Yes No
	Petition for Temporary Order of Protection and Request for Hearing- AGO Form OVS 3 - Revised 02/11
	Page 3 of 9

B.	PAST ABUSE
	Describe any past abuse. Explain what happened in past situations. Be sure to explain when the abuse occurred, where it happened, and who was there. Explain why you (and/or the person you want protected) are afraid now
- Ex	Check here if you need more space to write. Attach a sheet of 8 ½ x 11 paper and write: planation of What Happened" at the top. Do <b>NOT</b> use the back of this form.
6. Fin	earms (Check all that apply)
	the best of your knowledge, does Respondent currently possess firearms?
Petition	for Temporary Order of Protection and Request for Hearing- AGO Form OVS 3 – Revised 02/11 Page 4 of 9

Where are the firearms located?
7. Other Court Cases (Check all that apply)
A divorce, legal separation or custody case between me (and/or the person I want protected) and Respondent has been filed in County, State of
Is the family law case listed above still pending?  Yes No
Did the Court issue a parenting plan?
A criminal charge ofwas filed against me or Respondent inCounty, State of
List any other cases that you (and/or the person you want protected) or Respondent are or have been involved in:
I ask the Court to Order the Following:
I ask the Court to Order the Following: 1. ☐ Respondent shall not commit or threaten to commit acts of violence against me (and/or the person I want protected) and the following people including family members:
1. Respondent shall not commit or threaten to commit acts of violence against me (and/or the
1. Respondent shall not commit or threaten to commit acts of violence against me (and/or the
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	Respondent shall stay at least feet from:	
	Me (Petitioner)	
	Minor child/ren	
	Other people:	
	My home (if you want the location of your home to be secret, do not list)	
	My job or workplace:	
	My vehicle:	
	The child/ren's school and/or child care:	
	Other places (describe):	
5.	Respondent used or threatened me with firearms. Respondent shall not possess these     (describe):	e firearms
6.	Respondent shall not take, hide, sell, damage or dispose of property belonging to me ( the person who I want protected) or Respondent or both of us.	and/or
	Respondent shall give me (or the person I want protected) possession or use of the fo items (items may include the residence, automobile and other essential personal property matter who owns it):	ollowing no
	I (and/or the person I want protected) need a peace officer to help get possession of property listed in Number 7, or I request that a peace officer come with Respondent when up his/her property or belongings.	the picking
9.	The Court should order Respondent to complete violence counseling, which may inclu alcohol or chemical dependency counseling or treatment, if appropriate.	ude
10.	The Court should order the following to provide for the safety and welfare of me and/o person I want protected, and family:	or the



NOTARY SEAL OR JUDGE'S SIGNATURE
STATE OF MONTANA )
County of)
SUBSCRIBED AND SWORN to before me this day of, 20
JUDGE/CLERK/NOTARY
(For use by notary)
(signed)
Name (printed)
Notary Public for the State of Montana. Residing at
My Commission Expires
Petition for Temporary Order of Protection and Request for Hearing- AGO Form OVS 3 – Revised 02/11 Page 8 of 9

			APPENDIX			
peaceful conditions	A You must tation sche	t have a t	very good reason be temporary. Fo	before the Jue r permanent p	e place under safe and dge will deny the Resp arenting arrangements	ondent
Parenting schedule     visits that take     visits that var	e place on	a regular	basis; g on the ages and	d needs of the	children.	
					protected by the Order	r of
Children	Age	How cl You	nild is related to Respondent	Who does child live with?	State(s) where child lived in the last 6 months?	
-			_			
CHECK the visitati						
Supervised visi	s (List why	r, and sup	ervised by whom	):		
8. ()						
Neutral drop off						
I request the Re				children becau	ise:	
2						
5 <u></u>						