

Tip Sheet for Planning Court-Based Domestic Violence Training

ABOUT THIS GUIDE

Providing domestic violence training for court staff and justice-system practitioners is a critical component of an effective response to domestic violence, but it is not always obvious how to create local trainings that complement state and national efforts and lead to desired changes in system processes and outcomes. Training alone is not sufficient to enhance court and community responses to domestic violence, and is but one component of a broader plan of action. Nonetheless, training is an essential tool for improving practices, addressing emerging needs and challenges, and ensuring that agencies maintain high standards of service despite turnover in personnel. This tip sheet is designed for court administrators, managers, judges, advocates, and other stakeholders looking to implement effective training for judicial and non-judicial personnel. It is intended to promote consistency and best practices in training and guide jurisdictions in thinking about effective training strategies.

Know Your Audience

1. Envision your target audience:
 - Who are you looking to train? What are their professional roles?
 - What do you want them to know?
 - What do you want them to do differently?
 - How are you going to reach this audience?
2. Get buy-in by including potential training participants in your planning process

Assess Your Training Needs

1. Consider using multiple approaches to identify gaps in the systems' response and corresponding training needs:
 - Create a multi-disciplinary, multi-agency training planning committee
 - Create a survey and distribute it in various ways, such as online, through agency listservs, via domestic violence court resource coordinator contact lists, and at stakeholder and task force meetings (sample survey, attached Appendix A)
 - Convene focus groups of diverse stakeholders, including non-traditional stakeholders such as educators, mental health professionals, and clergy, to discuss training needs throughout the community, identify emerging topics and themes, and learn about preferred training formats and scheduling
 - Assess survivor experiences with the system, including survivors who did not use the court process, through focus groups, interviews, and/or litigant surveys
 - Review court data, i.e. how often protection orders are granted and dismissed, ancillary relief issued, rates of service, and criminal case outcomes, to identify strengths and gaps in the current system's response
 - Review pleadings to reveal possible gaps in litigants' understanding of forms and processes and to identify training topics to address any gaps in training of court staff and those assisting litigants
 - Conduct a court walk-through and court observation to assess the process from the litigant's perspective
2. Consider whether identified system gaps are systemic issues or personnel issues, and whether each gap would be addressed most effectively through training, other strategies (e.g., roundtable discussions, peer-to-peer mentoring, individual coaching/guidance, etc.), or a combination of approaches
3. Conduct training needs assessment on an annual or semi-annual basis

Plan Your Training

1. Develop your curriculum:
 - Identify learning objectives and teaching points
 - Incorporate multiple, effective adult learning strategies
 - Ensure that teaching methods are interactive and use varied approaches to engage all participants (types of learning activities, attached Appendix D)
 - Consider a "backward design" process in which you clarify what you hope to achieve with the training, including specific changes in practice, before creating the curriculum

2. Identify and secure faculty:
 - Use local domestic violence experts as training faculty whenever possible, either on their own or paired with a national expert
 - Consider using faculty from different disciplines (i.e. educators, mental health professionals, clergy), and pairing faculty into interdisciplinary training teams
 - Consider that participants may prefer to learn from their peers (i.e. use judges to train judges)
 - Use technical assistance providers to help identify faculty
3. Consider your budget:
 - Create a budget for your training (sample budget breakdown, attached Appendix B)
 - Identify sources of funding in your training needs focus groups
 - Identify potential in-kind donations to reduce costs (e.g., training space, copying)
 - Explore options for grant funding to cover training costs
 - Consult with a technical assistance provider to brainstorm additional funding sources
4. Develop a workplan (sample workplan, attached Appendix C):
 - Send out a “save the date” notice at least two months in advance, with consideration given to how much lead time is needed given the court’s calendar
 - Develop registration materials that ask for information about participant needs (including accessibility and language access) and gather training sub-topics based on the knowledge, experience, and interests of participants
 - Create a detailed/annotated training agenda for faculty and a participant sign-in sheet
 - Submit required documents for continuing education credit, as needed
 - Ask faculty to submit all materials at least two weeks in advance
 - Assist with faculty travel and accommodations
 - Require that participants register at least two weeks in advance
 - Plan for distribution of handout materials online and/or in hard copy
5. Select the location of the training
 - Secure a training space that accommodates the expected number of participants, has a layout that’s conducive to the format(s) of the training (ie. lecture, small group work, breakout sessions), and offers the requisite technology
 - Ensure accessibility for participants with special needs. For more information, see resource from Vera Institute of Justice at:
<http://archive.vera.org/pubs/accessible-events-people-with-disabilities-deaf-individuals>.
6. Prepare and practice for the training
 - Schedule planning calls with the faculty to plan the content and discuss logistics, and convene an in-person faculty meeting immediately prior to the training event
 - Gather flip charts, markers, and any other needed supplies
 - Designate time to set up the training space and test electronic equipment
 - Do a practice run to ensure that all equipment works properly

Evaluate Training Outcomes

1. Use post-training surveys to assess whether participants' needs were met and to identify topics and formats for future training programs
2. Incorporate action planning into your training and follow up with participants to assess changes in participants' practice and their implementation of what they learned
3. Convene follow-up focus groups to assess the impact and effectiveness of the training in terms of systems' response and survivors' experiences
4. Use interviews and focus groups with survivors to assess changes in perceptions/outcomes
5. Continue to review court data and conduct court walk-throughs and court observation to identify system improvements and gaps

Technical Assistance

The Center for Court Innovation has developed this tip sheet to assist communities in developing effective domestic violence training programs. This tip sheet is not intended to be comprehensive, but rather to outline important considerations in your planning process.

FOR MORE INFORMATION:

For further information and resources, and for technical assistance regarding domestic violence training and other system responses to domestic violence, please contact Tamara Chin Loy at dvinfos@courtinnovation.org.

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Survey: Domestic Violence Training Needs

ABOUT THIS SURVEY

The purpose of this survey is to learn about what types of domestic violence training you think would be most helpful to you, to your agency, and to the system responders in your community. All responses to this survey will be kept confidential and used solely for planning training events.

1. What is your professional role? Check all that apply.

- Judge
- Court Staff
- Prosecutor
- Defense Attorney (Criminal)
- Civil Attorney
- Attorney for the Child
- Law Enforcement
- Probation
- Parole
- Victim Advocate—Community-Based
- Victim Advocate—Justice System-Based
- Supervised Visitation Provider
- Child Welfare
- Batterer Program Staff
- Mental Health Treatment Provider—Adults
- Mental Health Treatment Provider—Children
- Substance Abuse Treatment Provider
- Court-Appointed Special Advocate/Guardian ad Litem

- Government Official
- Cultural/Religious Leader
- Medical Professional
- Other _____

2. For how many years have you been working on domestic violence cases in a professional capacity? _____

3. With which of the following types of clients do you primarily work? Check all that apply.

- Adult Victims of Domestic Violence
- Teen Victims of Domestic Violence
- Adult Perpetrators of Domestic Violence
- Teen Perpetrators of Domestic Violence
- Victims of Domestic Violence Charged with Crimes (Victim-Defendants)
- Children Exposed to Domestic Violence
- Not Applicable—I don't work directly with clients

4. What are the 3 biggest barriers to safety and justice for victims of domestic violence in your community? _____

5. What are the 3 biggest barriers to offender accountability in your community?

6. What are the 3 biggest strengths in your community's response to domestic violence?

7. Have you ever participated in domestic violence training?

If 'No,' skip ahead to question #10.

Yes

No

8. What topics did the domestic violence training address?

9. What was the most helpful domestic violence training you've participated in, and why?

10. Considering the system gaps you described above, please indicate which of the following training topics you think would be most helpful to you/your agency and/or for the system more generally by placing an 'X' in the corresponding boxes.

| TRAINING TOPICS | FOR ME/ MY AGENCY | FOR THE SYSTEM |
|--|----------------------|-------------------|
| DOMESTIC VIOLENCE FUNDAMENTALS | | |
| Dynamics of Domestic Violence | | |
| Understanding Victims' Experiences | | |
| Understanding Perpetrators | | |
| Offender Accountability and Intervention | | |
| Sexual Violence in Intimate Relationships | | |
| How Children Experience Domestic Violence | | |
| Substance Abuse, Mental Illness, and Domestic Violence | | |
| Animal Welfare and Domestic Violence | | |
| Trauma-Informed System Response | | |
| Coordinated Community Response to Domestic Violence | | |
| Culturally Competent Systems' Response | | |
| Firearms and Domestic Violence | | |
| JUSTICE SYSTEM RESPONSE | | |
| Law Enforcement Response to Domestic Violence | | |
| Court Response to Domestic Violence | | |
| Prosecution of Domestic Violence | | |
| Community Corrections Response to Domestic Violence | | |
| Child Welfare Response to Domestic Violence | | |
| Attorney Response to Domestic Violence | | |
| Court Safety and Security | | |
| Procedural Justice in Domestic Violence Cases | | |
| Custody and Visitation Decision-Making | | |
| Supervised Visitation and Domestic Violence | | |
| SKILL-BUILDING | | |
| Risk and Lethality Assessment | | |
| Screening and Assessment with Adults | | |
| Screening and Assessment with Children | | |
| Interviewing Skills | | |
| Safety Planning with Victims and Children | | |
| Protection Order Practice | | |

| | | |
|--|--|--|
| Mental Health Treatment with Adult Victims | | |
| Mental Health Treatment with Children | | |
| Crisis Intervention | | |
| Connecting Families with Community Resources | | |
| Prevention of Domestic Violence | | |
| Trial and Litigation Skills | | |
| SPECIAL POPULATIONS | | |
| Domestic Violence in Military Families | | |
| Ensuring Access for Limited English Speakers | | |
| Teen Dating Violence | | |
| Abuse in Later Life | | |
| Sex Trafficking, Prostitution, and Domestic Violence | | |
| Domestic Violence Among Persons with Disabilities | | |
| Collaboration with Tribal Nations | | |
| Battered Women Defendants/Women's Use of Force | | |
| Domestic Violence in LGBTQ Relationships | | |
| Domestic Violence in Rural Communities | | |
| Cultural Responsiveness/Creating Welcoming Services | | |
| OTHER TRAINING IDEAS | | |
| Other: | | |
| Other: | | |
| Other: | | |

11. Which of the following training formats do you prefer? Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> In-Person Training | <input type="checkbox"/> Reading/Media Discussion Group |
| <input type="checkbox"/> Webinar | <input type="checkbox"/> Profession-Specific (for example, training open to prosecutors only) |
| <input type="checkbox"/> Online Training Website | <input type="checkbox"/> Multidisciplinary (training open to everyone) |
| <input type="checkbox"/> Professional Conference | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Lecture | _____ |
| <input type="checkbox"/> Small-Group Exercises | |
| <input type="checkbox"/> Facilitated Discussion | |
| <input type="checkbox"/> Peer-to-Peer Learning | |

12. Does your agency have funds to support your participation in training events?

- Yes
- No
- Not Sure

13. At which time(s) of the day are you most able to participate in training events? Check all that apply.

- Weekday Mornings
- Weekday Lunchtime
- Weekday Afternoons
- Weekday Evenings (5 PM or later)
- Weekends

14. Do you need continuing education credits? If 'No,' skip ahead to question #16.

- Yes
- No
- Not Sure

15. For which profession(s) do you need continuing education credits? Check all that apply.

- Law
- Social Work
- Mental Health Counseling
- Credentialed Alcoholism and Substance Abuse Counselor (CASAC)
- Nursing
- Other: _____

16. Are there any accommodations that would support you in participating in the training?

Check all that apply.

- Spoken Language Interpreter; Specify Language: _____
- American Sign Language (ASL) Interpreter
- Accessible Training Facility; Please specify: _____

- Closed Captioning
- Other: _____
- No accommodation needed at this time

17. Are you interested in providing domestic violence training to colleagues? If 'No,' skip ahead to question #19.

- Yes
- No
- Maybe

18. On which domestic violence topic(s) would you be able to provide training?

19. Are there any local colleagues/partners who you recommend to provide domestic violence training? If so, please provide their name(s) and recommended training topics.

Thank you for your responses. If you have questions about this survey, or additional thoughts or ideas regarding domestic violence training, please contact: _____
at _____ .

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Budget Breakdown: Considerations and Tasks

In preparation of a meeting grantees may want to consider the following items in order to prepare a budget:

| | |
|---|--|
| <p>Hotel needs:</p> <ul style="list-style-type: none"> • Per diem of city lodging • Rooming nights needed • Paid participant/faculty/consultants | |
| <p>Meeting Room costs and AV needs:</p> <ul style="list-style-type: none"> • Meeting room needs and allowances <ul style="list-style-type: none"> • Room set-up • Projector, Sound equipment, microphones | |
| <p>Consultant Fees:</p> <ul style="list-style-type: none"> • How many consultants @ \$650/day • Memo or exceptions to \$650/day fee? | |
| <p>Travel costs:</p> <ul style="list-style-type: none"> • Faculty/Consultants travel <ul style="list-style-type: none"> • Flights • Taxi fare to and from airports • Per diem • Additional costs? | |
| <p>Materials:</p> <ul style="list-style-type: none"> • Copy costs • Supplies <ul style="list-style-type: none"> • Folders • Name badges/table tents | |
| <p>Shipping:</p> <ul style="list-style-type: none"> • Off-site potential shipping costs of materials | |

APPENDIX C

Meeting/Training Tasks

When a meeting has been approved, the following are the steps from the day a meeting is approved to the week after the meeting has concluded. These steps include registration, accounting, material preparation, and what to do upon conclusion of meeting:

| TASK | ASSIGNED TO | COMPLETION DATE | NOTES |
|--|-------------|-----------------|-------|
| Fill out Program File and turn in | | | |
| Create event in iMIS | | | |
| Create a meeting folder on the K: drive | | | |
| If registration, Create Registration Binder with A-Z tabs, Cover & Spine | | | |
| Create a timeline for receiving materials & sending out shipment (Calculate timeline to allow for 20 day standard approval time for OVW) | | | |
| Approach staff attending program and make sure they have filled out a travel request (Once meeting/training is approved) | | | |
| Obtain Information Sheets and housing forms from CTM | | | |
| Fill out travel requests for Faculty/Paid Participants and turn in to CTM (include memo for any special authorization) | | | |
| Prepare Faculty Consulting Agreements with justifications & turn in | | | |



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| TASK | ASSIGNED TO | COMPLETION DATE | NOTES |
|---|-------------|-----------------|--|
| Create/Format Participant, Faculty & Scholarship Confirmation Letters/Emails | | | |
| Register all attendees in iMIS | | | |
| Confirm Participants and Faculty | | | |
| Order Necessary Supplies (If need PO, request quote for materials and request PO number before ordering) | | | |
| Send housing forms to Guest pays own and NCJFCJ staff | | | |
| If resource materials, get permissions to reprint | | | |
| Accessibility needs met | | | Interpreters? Listening Devices? Materials in larger font? |
| Create jump drive or website with resources | | | |
| Draft/Obtain Agenda | | | |
| Create Participant/Faculty/Staff Lists | | | |
| Create Faculty Biographies | | | |
| Print Agenda, Participants/Faculty/Staff Lists/Biographies | | | |
| Print Supplemental Materials | | | Materials are: |
| Follow up with lead staff for FINAL curriculum, PowerPoint and handouts | | | |
| Print Curriculum | | | |
| Print PowerPoint and Handouts for faculty | | | |
| Print Handouts for Participants and place in individual, labeled folder | | | |
| Print PowerPoint for participants | | | |
| If video clips, put on jump drive for shipping | | | |
| Create/Format/Edit Table Tents | | | |

| TASK | ASSIGNED TO | COMPLETION DATE | NOTES |
|--|-------------|-----------------|-------------------------------------|
| Print Table Tents | | | |
| Create/Format/Edit Name Badges | | | |
| Print and Assemble Name Badges | | | |
| Print Folder Labels and Adhere | | | |
| Create/Print Note Pages | | | |
| Print Restaurant List (obtain from CTM) | | | |
| Assemble Folders | | | |
| Prepare Publications to be shipped | | | |
| Enter Publications sent into TA database | | | |
| Obtain Faculty and Paid Participants travel expense vouchers from CTM | | | |
| Copy Travel Policy | | | |
| Timekeeping cards | | | |
| Check out Travel Kit | | | Make sure it includes shipping tape |
| Flip Charts (if needed) | | | |
| Flip Chart Markers | | | |
| Request Fed-Ex Return Purchase Order Number | | | |
| Fill out and pack Fed-Ex return labels & holders (pack extra blank return labels) | | | |
| Create Registration Check-in List | | | |
| Check out AV equipment | | | |
| Prepare Shipment by boxing materials and weighing - complete and ship with Fed Ex or UPS | | | |
| Save meeting folder to jump drive | | | |
| Create shipment list | | | Give to on-site staff |

UPON RETURN

| TASK | ASSIGNED TO | COMPLETION DATE | NOTES |
|---|-------------|-----------------|-------|
| Unpack boxes | | | |
| Update program file with FINAL agendas, participant list, shipment list, letters, correspondence and training numbers | | | |
| Transcribe up evaluations | | | |
| Update TA Database with returned publications | | | |
| Send grants analyst supply list used for this meeting and purchase order numbers for supply orders | | | |

APPENDIX D

Types of Learning Activities

| TYPE | BEST USES | AUDIENCE STATUS | SPECIAL ASPECTS | FOR BEST RESULTS | USE OF AUDIO-VISUAL |
|---|---|--|---|---|--|
| LECTURE (including panel of individual presenters) | Mini-lecture only (20 minutes or less) to: <ul style="list-style-type: none"> • Set up framework of concept/analysis • Summarize group work and apply to concept/analysis • Deliver concluding (learning) points | <ul style="list-style-type: none"> • Passive listening—defies observation & complicates evaluation • Reaches only one learning style preference • Attention spans limited | <ul style="list-style-type: none"> • Ignores experience of learners • May bore learners if lengthy or a panel of lecturers • Presumes that “coverage” = learning • Can imply superiority of speaker | <ul style="list-style-type: none"> • Use only as a mini-lecture, with absolute 20 minute maximum • Make it interactive—ask and allow questions • Follow with interactive activity to apply information, unless using as brief closure/transition | <ul style="list-style-type: none"> • In large group (18+), use microphones. • Use PowerPoint slides, videos, etc. • In small group, can use any of above plus flip charts for visual support |
| SMALL-GROUP LEARNING ACTIVITY (e.g., discussion, exercise, problem-solving) | To integrate: <ul style="list-style-type: none"> • Learners’ experiences • Individual knowledge • Specific perspectives • Consensus on issues • Responses & reactions—evaluation | <ul style="list-style-type: none"> • Every individual participates • Creates shared ownership in educational outcomes • Potentially reaches multiple learning styles | <ul style="list-style-type: none"> • Learners can practice using information provided • Practical framework better addresses adult education needs • Can use with large audiences seated as small working groups • Faculty and learners have greater exchange of ideas | <ul style="list-style-type: none"> • Write concrete, specific learning objectives • Prepare and give precise, written instructions • Allocate time to specific activities and monitor • Use optimal working groups of 8 (no fewer than 5, no more than 9) • Follow with structured, large-group discussion & concluding points (with or w/o reports) | <ul style="list-style-type: none"> • In large group (18+) use work tables of 8 learners & mics. • Use PowerPoint, slides, video, slides. (flip charts acceptable in small groups) • Give each small work group flip chart to record work & report back (if reports are included). |
| DEMONSTRATION (can include in small-group activity) | <ul style="list-style-type: none"> • To model new skills or best (promising) practices | <ul style="list-style-type: none"> • Active interest • Can include active learner involvement and investment in program | <ul style="list-style-type: none"> • Can reduce tension about attempting new methods • Can create greater incentive to emulate best methods | <ul style="list-style-type: none"> • Set the context for learners & stay in role • Provide, written, scripted roles for each faculty or learner volunteer actor | <ul style="list-style-type: none"> • Use microphones for actors and for participant/faculty comments • Additional visual aids needed for demo |

| TYPE | BEST USES | AUDIENCE STATUS | SPECIAL ASPECTS | FOR BEST RESULTS | USE OF AUDIO-VISUAL |
|--|---|--|--|--|---|
| ROLE PLAY OR OTHER EXPERIENTIAL ACTIVITY (can incorporate as Large- or Small-Group Learning Activity or Demonstration) | <ul style="list-style-type: none"> To assess learners' levels of knowledge and experience To appreciate different personal experiences As issue spotting activity to begin 2-3+ day program See other Best Uses under Small-Group Learning Activity above. | <ul style="list-style-type: none"> Learners involved actively in learning If used early, builds relationships quickly among previously unacquainted learners Creates trust among learners & faculty Potentially reaches multiple learning styles | <ul style="list-style-type: none"> Learners can apply new information with little risk Eases participation by more introverted learners because assigned role Some learners complain; few refuse to play role | <ul style="list-style-type: none"> Write concrete, specific learning objectives Prepare and give precise, written instructions for exercise and scripts for actors Allocate time to specific activities and monitor Follow with structured discussion & conclude with summary or mini-lecture | <ul style="list-style-type: none"> In large group (18+) with work tables, use microphones. For visual support, use PowerPoint, videos, slides. Flip charts acceptable visual support for small groups Give each small work group flip chart to record work (& report back) |
| INDIVIDUAL ACTIVITY | <ul style="list-style-type: none"> To reflect on particular issues & their resolution To develop individual plans of action To apply new information | <ul style="list-style-type: none"> All learners are part of the program Creates individual ownership of results | <ul style="list-style-type: none"> Reaches half of learning styles (reflective) Interchange with more interactive learning activities Strive to use at least once because infrequently included | <ul style="list-style-type: none"> Give clear instructions for individual work Ask learners to share results of individual work for comments by faculty & other learners Conduct structured discussion & provide closure | <ul style="list-style-type: none"> Instructions on PowerPoint slides, handouts, or flip charts (in small group) Use microphones for participant report back & faculty conclusion |
| DEBATE AND DISCUSSION | <ul style="list-style-type: none"> To show controversy and diversity To provoke discussion Always incorporate clear, unequivocal faculty conclusion | <ul style="list-style-type: none"> Varies with structure of arguments, from passive (faculty structured) to active (learner structured) Potential to reach multiple learning styles | <ul style="list-style-type: none"> Requires a moderator Moderator must carefully monitor time and always preserve time allotted for learner questions and comments | <ul style="list-style-type: none"> Clearly define objectives and share with debate presenters and learners If panel, <ul style="list-style-type: none"> strictly monitor time for arguments and questions Engage all panelists in answering learners' questions | <ul style="list-style-type: none"> Microphones for panelists and in audience for learners' questions & comments Use standard visual aids to illustrate panelists' points |