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Traumatic Brain Injury As a Result of Domestic Violence: Information, Screening and Model Practices

Curriculum

- Module 1: **The Brain and Skull**
- Module II: **Traumatic Brain Injury (TBI)**
- Module III: **Intersections: TBI and Domestic Violence**
- Module IV: **Children, Teens and TBI**
- Module V: **TBI and Domestic Violence Screening Techniques**
- Module VI: **Advocacy for Domestic Violence Survivors with TBI**
- Module VII: **Safety Assessment and Planning**

Trainer's Guide Handout and Activities Folder

Module I

No handout

Module II

About Brain Injury
Brain Injury in Sports
Concussion Symptoms Quiz

Module III

The Intersection of Brain Injury and Domestic Violence

Module IV

When Your Child's Head Has Been Hurt

Module V

The HELPPS Tool
Medical Screening Guidelines
Program Screening Guidelines
Exercise and Discussion: Role Play Screening Exercises

Module VI

Accommodations for Individuals with Brain Injury
Exercise and Discussion: Medical Consent
Exercise and Discussion: Medical Consent Word Match

Medical Vocabulary List
Patient Reminder Card Sample
Exercise and Discussion: TBI and Personal Goals
Cultural Competency Exercise – Trainer Tool

Module VII

Safety Planning for Victims with TBI
Exercise and Discussion: Build A Wall

Trainer's Guide End of Document Appendices

Appendix **A: Acronyms**

Appendix **B: TBI Information Resources**

Appendix **C: Pre-Test and Post-Test and True/False Answer Key**

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Module I – The Brain & Skull

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Neurons and Capillaries

Brain Lobes

Cranial and Facial Bones

Summary

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Beginning the Module

Module II : Traumatic Brain Injury

Brain Injury Types

What is Traumatic Brain Injury (TBI)?

What is Anoxic Brain Injury (ABI)?

TBI and Gender
General Causes of TBI
Workings of the Brain
Mechanism of Damage
Brain Injuries: Mild, Moderate or Severe
 Mild TBI
 Concussion
 Moderate-to-Severe TBI
TBI and Medical Testing
Summary
 Reference List: Module II

Module III – Intersections: TBI and Domestic Violence

Planning for Module III

Objectives
Beginning the Module

Module III: Intersection: TBI and Domestic Violence

Prevalence and Causes

 The Significance of TBI in Domestic Violence Populations
 What Acts of Domestic Violence Result in Traumatic Brain Injury?
 Homelessness, Domestic Violence and TBI
 Repeat Injury

Medical Treatment, Domestic Violence and TBI

 The Impact of TBI on Domestic Violence Survivors

TBI and Brain Function

 Frontal Lobe
 Temporal Lobe
 Parietal Lobe
 Cerebellum
 Occipital Lobe
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 Diffuse Brain Injury

Common Issues Associated With TBI

 Sexual Functioning
 Sleep Disorders
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 Mental Health Issues
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Module IV– Children, Teens and TBI

Planning for Module IV

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Module IV: Children, Teens and TB

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Accounting For Differences

TBI and Babies

Shaken Baby Syndrome (SBS)

TBI and Children

Symptoms

Children and Healing from TBI

Support Measures for a Child with TBI

Teens and TBI

Teen Dating Violence and TBI

Teens, TBI and Sexuality

General Advocacy for Children and Teens with TBI

Prevention of Head Injuries in Children and Teens

Summary

Reference List: Module IV

Module V – TBI and Domestic Violence Screening Techniques

Planning for Module V

Objectives

Beginning the Module

Module V: TBI and Domestic Violence Screening

TBI and Domestic Violence Screening

The Case for TBI Screening Among Domestic Violence Survivors

Head Injury Emergencies

Screening and Guideline Overview

I. Screening For TBI In Medical Settings

Sample A: The HELPPS TBI Medical Screening Tool

Sample B: TBI Medical Screening Guideline

Having a Conversation

II. Screening For TBI In Domestic Violence Programs

Sample A: The HELPPS TBI DV Program Screening Tool

Sample B: TBI DV Program Screening Guideline

Having a Conversation

Summary

Reference List: Module V

Module VI – Advocacy for Domestic Violence Survivors with TBI

Planning for Module VI

Objectives

Beginning the Module

Module VI: Advocacy for Domestic Violence Survivors with TBI

General Advocacy for Working With a DV Survivor With TBI

Empowerment-Based and Woman-Centered Survivor Advocacy

TBI and Life Changes

Healing

Supporting Survivors With TBI

TBI and the Medical Care Experience

Sexual Assault and TBI

TBI and the Domestic Violence Program Experience

Advocating for Survivors With TBI

Summary

Reference List: Module VI

Module VII: Safety Assessment and Planning

Planning for Module VII

Objectives

Beginning the Module

Module VII: Safety Assessment and Planning

DV Services, TBI and Safety Assessment and Planning

Safety Issues

Assessing Safety

Safety Planning

If leaving is an option:

Working with Medical Providers

Summary

Reference List: Module VII

Appendix A – Acronyms

Appendix B – Additional Resources

Appendix C – Pre-Test, Post-Test and True/False Answer Key

Handouts and Exercises

All modules are available on PCADV's website in electronic form.

Introduction

Overview

Traumatic Brain Injury (TBI) among domestic violence survivors is a particularly prevalent issue in need of immediate and direct attention. When working with domestic violence survivors, medical and other program advocates often encounter compounding issues such as compromised mental health, Post-Traumatic Stress Disorder (PTSD), and addiction, cognitive or behavioral issues. However, TBI, often called the Silent Epidemic for domestic violence survivors, has been significantly overlooked as a domestic violence survivor injury, with immediate consequences and possibly long-term repercussions. Through key information and encouraging cultural competency, this Participant's Guide facilitates ways to better equip domestic violence program staff to recognize, understand and respond more effectively to the specific needs of those living with TBI as a result of domestic violence.

In 1981, the National Head Injury Foundation informally named TBI “the Silent Epidemic” to “describe the rapid increase in the number of TBI survivors” associated with medical advances made from treating Vietnam War soldiers.¹

Rationale

Many people who live with domestic violence seek services such as counseling, advocacy, options support and shelter. Survivors may be in crisis due to the actions of an abuser or navigating a life of trauma-related issues. A medical or other program advocate may be the first person a survivor has ever trusted to disclose their experience and needs in search of support.

Currently, Pennsylvania domestic violence programs have limited services specific for supporting domestic violence survivors who live with TBI. This training curriculum and guide is meant to build skill and resource capacities pertaining to TBI, as it intersects with domestic violence, for medical and program advocates. Well-developed screening, advocacy and referral abilities can make a meaningful difference in whether a domestic violence survivor is able to meet self-identified goals. Increasing the ability of providers to identify domestic violence survivors living with TBI helps to increase survivors' chances of enhancing their lives. This guide was created in the spirit of our common goal: Justice, Autonomy, Restoration and Safety on behalf of domestic violence survivors.

Objective

The target audience for this Trainer's Guide is domestic violence medical and program advocates. The guide serves a dual purpose:

- To train domestic violence program staff on TBI, intersections between TBI and domestic violence and screening techniques for TBI
- To train medical advocates on intersections between domestic violence and TBI and provide them with screening techniques and tools as possible resources to share with medical professionals

How to Use The Trainer's Guide

The Trainer's Guide establishes connections between the training information therein and the existing expertise of medical or domestic violence program advocates. The information is built upon (a) common empowerment-based philosophies and practices already in use by coalition and program advocates and (b) evidence-based research, with sources cited at the end of each module. The result is an enhanced educational tool with model practices and woman-centered techniques that build an advocate's capacity to work with survivors who do or may live with TBI.

Readers will gain information on:

- Core facts about the brain
- What happens when TBI happens
- Signs, symptoms, etiology and impact of TBI
- Intersections of domestic abuse and TBI
- Babies, children, teens and TBI
- Screening recommendations to guide service providers in creating a work/program environment that is conducive to appropriate support and referrals
- Making appropriate referrals
- Ways to improve services for domestic violence survivors living with TBI
- Instructive and participatory learning opportunities

Pre-Tests and Post-Tests

For trainer convenience, a Pre-Test, Post-Test and Answer Key are included as Appendix C in the *End of Document Appendices*. The Pre-Tests and Post-Tests offer training participants a means to quantifiably measure learned information relevant to the *Traumatic Brain Injury as a Result of Domestic Violence: Information, Screening and Model Practices* training content. Tests may be offered before and after the training through electronic survey means or on paper handouts at live trainings.

How to Use the Modules

The modules have been designed to be presented as either part of the larger curriculum or to stand alone as individual sessions. Some materials may therefore appear to be repetitive from one module to the next. Before beginning, trainers will need to decide whether or not to use one or multiple modules and make appropriate adjustments to the presentation.

A time-efficient way to present the entire curriculum is to have participants use PCADV's online Training Institute to review Primer Modules I and II on the PCADV website. After participants have reviewed the basic information at their own pace, they will have the foundation to work through Modules III – VII with the trainer.

Materials

Live Training

The TBI Trainer's Toolkit includes

- Participant's Guide
- Trainer's Guide
- Pre-tests and Post-tests
- Handouts
- PowerPoint slides
- Traumatic Brain Injury and Domestic Violence Trainer's Video, 2004, ACADV

Although these modules are available as online training tools, a live training is meant to create a more dynamic learning experience. In a live training, trainers will have the opportunity to answer direct questions, unfold concepts and facilitate discussions and interactive learning exercises. The Trainer's Guide uses



Trainer's Notes

to emphasize important points throughout the curriculum.

- The TBI Trainer's Toolkit is downloadable through the PCADV website.
<http://www.pcadv.org>

PCADV recommends enhancing live trainings by using the PCADV PowerPoint slides as instructional tools.

- The slides highlight key word and concepts.
- Trainers must be familiar with the curriculum content in order to expand on the meaning of the slide content.

It is important for advocates and trainers to attend conferences and engage in other educational offerings to keep current on TBI research, information and recommendations.

Online Learning Tools

- Individuals through the PCADV Training Institute as on-line learning modules: www.pcadv.org.
 - This method of learning is most beneficial for advocates without an opportunity to attend an live training or as a way to refresh previously learned information.
 - One option is to ask the participants

AGENDA

The training is designed to be approximately eight hours in length, including break and meal times. Depending on the training audience and purpose, trainers may choose to omit some modules, as each module can generally stand on its own if the training participants have previous knowledge or no need for the knowledge in omitted modules.

Trainers may choose to present the training in its entirety in one day or broken into two four-hour days. Also, trainers may choose to offer seven installments of each module.

Sample schedule for training an eight-hour day and estimated time needed per module

Module I: The Brain and Skull – 30 minutes

Module II: Traumatic Brain Injury - One hour

[Suggested 15-minute break](#)

Module III: Intersections: Traumatic Brain Injury and Domestic Violence - One hour

[Suggested 30-minute lunch break](#)

Module IV: Children, Teens and TBI - One hour

Module V: TBI and Domestic Violence Screening Techniques - One hour

[Suggested 15-minute break](#)

Module VI: Advocacy for Domestic Violence Survivors with TBI – 90 minutes

VII: Safety Assessment and Planning - One hour

Training Materials

- Computer
- Multimedia projector
- Flash drive loaded with PowerPoints
- Newsprint tablets (easel pad paper) and easels, or whiteboards
- Markers and pens
- Name tents
- Index cards, 3" x 5" and 6" x 8"
- Tape
- Module handout copies
- Module exercise copies
- Pre-Test and Post-Test copies

- Traumatic Brain Injury and Domestic Violence Toolkit Video, 2004, developed by the Alabama Coalition Against Domestic Violence; Alabama Head Injury Foundation; Alabama Department of Rehabilitation Services; Maternal and Child Health Bureau.

Module Overview

Primer Modules I - II

Modules I and II are “primers” for understanding Modules III through VII.

Module I provides basic structural and functional information about the brain and skull.

Module II answers certain questions about TBI: What is it? How does it affect the brain? What is its prevalence?

Initially, the purpose of Modules I and II may not seem relevant to domestic violence advocacy roles; however, the modules are included to prepare training participants to have informed discussions with brain injury survivors and/or medical professionals. Familiarity with the first two modules stretches an advocate’s knowledge and discussion base by attuning advocates to what people may be talking and asking about when discussing TBI. Developing familiarity with Modules I and II may benefit advocates since such information can surface in direct services, systems advocacy or training discussions. In essence, Modules I and II prime advocates to work with a reasonable sense of TBI awareness and preparedness in their domestic violence work.

Modules III – VII

Modules III through VII review ways that TBI and domestic violence merge. Advocates will find information that will help to strengthen skills for working with domestic violence survivors with TBI.

Module III merges domestic violence and TBI in discussion topics such as types of abuse and behaviors associated with TBI.

Module IV is specific to children, teens and TBI with regard to information, prevalence and advocacy.

Module V equips medical and domestic violence advocates with screening techniques for intake and counseling appointments.

Module VI describes ways to work with and on behalf of domestic violence survivors who live with TBI.

Module VII covers safety assessment and planning measures specific to domestic violence survivors who must learn to navigate their safety while living with TBI.

Moreover, the guide includes supplementary materials to extend one’s knowledge

base; quotes from brain injury survivors to offer a sense of lived experience; and exercises to train one's brain to better see, hear and respond more effectively to survivors who live with TBI.

The End of Document Appendices include an (A) Acronyms list, (B) Additional Resources, and (C) a Pre and Post Test and True/False Answer Key.

Expectations of the Trainer

This guide does not prepare or authorize a program or medical advocate or unauthorized medical service provider to presume, label, diagnose or otherwise suggest that someone has TBI or to clinically treat TBI, presumed or diagnosed. Only authorized medical personnel may diagnose or treat the condition of TBI.

PCADV asserts that domestic violence and TBI survivors are understood as experts in their own lives and experiences; medical and program advocates are considered experts in working with survivors of domestic violence; and medical professionals are considered experts in diagnosing and providing treatment for TBI.

Curriculum trainers should have expertise in working with domestic violence survivors, knowledge about domestic violence issues and a willingness to develop a strong comfort level with the PCADV TBI training materials.

In one TBI study, participants questioned use of the word 'recovery' as it

[I]mplies a desire or expectation to return to previous abilities and status, which the survivors who participated in the project have come to realize is impossible. They prefer the word 'healing' because it implies continued progress over time and encompasses ... physical, cognitive, emotional or psychological, and spiritual healing.²



Trainer's Note: Curriculum trainers can again stress that neither trainers nor advocates will diagnose, assume, or otherwise indicate a survivor or her child has TBI.

Language Use

Inclusive language is used where possible. Domestic violence is a gendered circumstance, and for the most part, domestic violence survivors are female; therefore, the word "she" is largely used throughout the text.

While the general dynamic discussed in this curriculum is male-female intimate partner, PCADV works from the standpoint that domestic violence affects all categories of

relationships including male-female; same sex/gender; Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Pansexual; teen dating and family relationships.

The word “healing” rather than “recovery”³ and the words “survivor” or “program participant” rather than “victim” are preferred.

Different words are often used interchangeably to describe the same thing. The following words are often used to describe domestic violence:

- Abuse
- Domestic abuse
- Intimate partner violence (IPV)

Throughout this module the term “domestic violence” is used.

Reference List: Introduction

1. Ashley, Mark J. and Krych, David K. (1995). Traumatic brain injury: Rehabilitation treatment and case management (2nd Ed) (541). Danvers, MA: CRC Press.
2. Lorenz, Laura S. (2010). Visual metaphors of living with a brain injury: Exploring and communicating lived experience with an invisible injury. *Visual Studies*, vol. 25 (3), 214.
3. Lorenz, Laura S. (2010). Visual metaphors of living with a brain injury: Exploring and communicating lived experience with an invisible injury. *Visual Studies*, vol. 25 (3), 214.

Traumatic Brain Injury As a Result of Domestic Violence: Information, Screening and Model Practices

Trainer's Guide

Module I – The Brain & Skull



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Planning for Module I : The Brain and Skull

Time Required

30 minutes

Materials Needed

Trainer’s Packet

Activities

Lecture

Objectives

Participants will:

- Learn basic information about the brain, brain function and lobes
- Acquire general knowledge about facial and cranial structures



Trainer’s Note: The following module information may seem intimidating to training participants. Trainers may want to initially clarify and later remind participants that they are not expected to memorize anatomical details such as cranial and facial bones.

Beginning the Module

Trainer: Explain that *Module I* is a “primer” for *Modules III - VII*. *Module I* will provide a general overview of the brain, brain function and lobes, and cranial and facial structures. The module content helps prepare training participants for informed discussions with brain injury survivors or medical professionals as they conduct TBI and domestic violence advocacy work. While training participants are not expected to memorize anatomical details presented within the module, a foundation is laid for understanding the potential for TBI as described in *Module II*.



Trainer's Note:

- Introduce and post the Brain Injury Helpline for information, referrals and resources: 1-866-412-4755.
- Stress the importance of this number as a resource for current provider referral information.



Trainer: Post this statement on newsprint and hang in room:

Healing = Rest, Time, Fluids.

MODULE I – THE BRAIN & SKULL

Module I is a “primer” for *Modules III – VII*. *Module I* provides a general overview of the brain, brain function and lobes, and cranial and facial structures. The module content helps to prepare advocates for informed discussions with brain injury survivors or medical professionals as they conduct Traumatic Brain Injury (TBI) and domestic violence advocacy work. While advocates are not expected to memorize anatomical details presented within the module, a foundation is laid for understanding the potential for TBI as described in *Module II*.

**Brain Injury
Helpline for
information,
referrals and
resources:
866-412-4755**

General Information



Trainer: Transition to Module I content by exploring the following questions about the brain.

- How much does the brain weigh?
- Is the size of the brain more comparable to a:
 - Grapefruit
 - Cauliflower
 - Basketball

Answers:

An adult brain:

- Weighs about three pounds
- Is about the size of a medium head of cauliflower



Trainer: Explain: The brain consists of several essential components, including brain lobes, tissue, neurons and capillaries that govern a person’s overall health and ability to function.

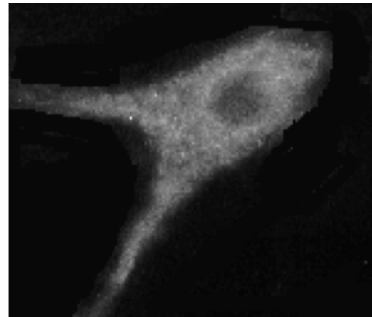
The brain consists of several essential components, including brain lobes, tissue, neurons and capillaries that govern a person’s overall health and ability to function.

Neurons and Capillaries

The adult brain holds about:

- 100 billion neurons, which are nerve cells with special jobs for memory, learning, thinking, muscle action and the sensory actions¹

Figure 1-1: Photo of a Neuron²



- 100 trillion synapses to transmit messages across neurons¹
- 400 billion capillaries, which are tiny blood vessels that carry essential components such as oxygen, glucose, hormones and nutrients to brain cells, as well as carry away waste¹
- Neurons, or nerve cells, are formed in the fetal stages and continue to form for a short time after birth³
- Brain cells that remain free of trauma can endure a natural lifespan³
- Living neurons can repair themselves, but cell death is usually permanent with the exception of a few brain regions where cells can regenerate³

Brain Lobes

The word “cerebrum” is the Latin word for brain.

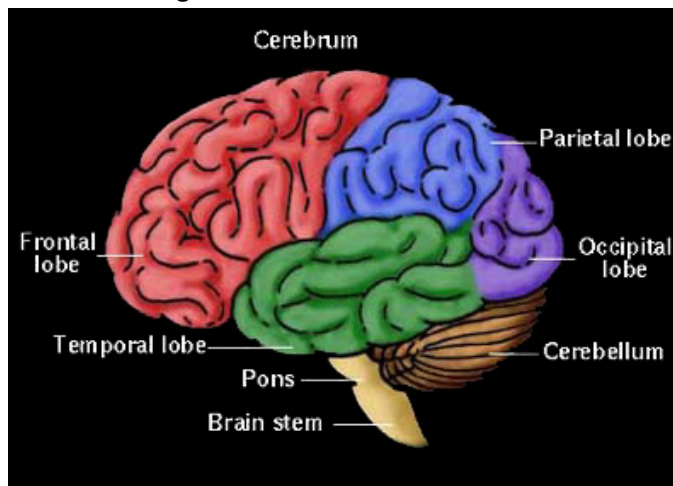
There are four lobes of the brain:

- Frontal Lobe
- Parietal Lobe
- Occipital Lobe
- Temporal Lobe

The brain also has a:

- Cerebellum
- Brain stem
- Right and left hemisphere

Figure 1-2: Parts of the Brain⁴



Between the four lobes:

- Trillions of microscopic nerve fibers interconnect between the lobes⁵
- Rapid communication of these nerve fibers results in “normal” functioning⁵

Each lobe of the brain is highly specialized and is “responsible” for differing body functions.

Damage to a specific area of the brain may result in predictable losses for an individual. For example, the occipital lobe is the center for vision. Damage to this lobe will result in some type of visual disturbance.⁵

Cranial and Facial Bones

A broken facial or cranial bone may indicate TBI.

Eight cranial bones, which correlate with the brain lobes, hold the brain.⁶

- Sphenoid
- Temporal (2)
- Ethmoid
- Parietal (2)
- Occipital
- Frontal



Trainer: Explain: One acronym for remembering the eight cranial bones is “STEP OF.”

Fourteen facial bones can be seen in relation to the cranial bones, and other components, on the depictions in Figures 1-3 and 1-4.⁷



Trainer: Explain: Training participants are not expected to memorize components of the following illustrations.



Trainer: Ask: When you look at illustrations on the next two pages, what is your impression?

Answers may include:

- Complex
- Overwhelming
- Too Much Information
- What Am I To Do With This



Trainer: Respond after feedback by:

- Confirming feelings and thoughts
- Encouraging advocates to simply observe the complexity of the facial and cranial structures.



Trainer: Explain: These bones are both resilient and fragile;⁸ any one of them could suffer damage associated with TBI.

Figure 1-3: Cranial & Facial Bones, side view⁷

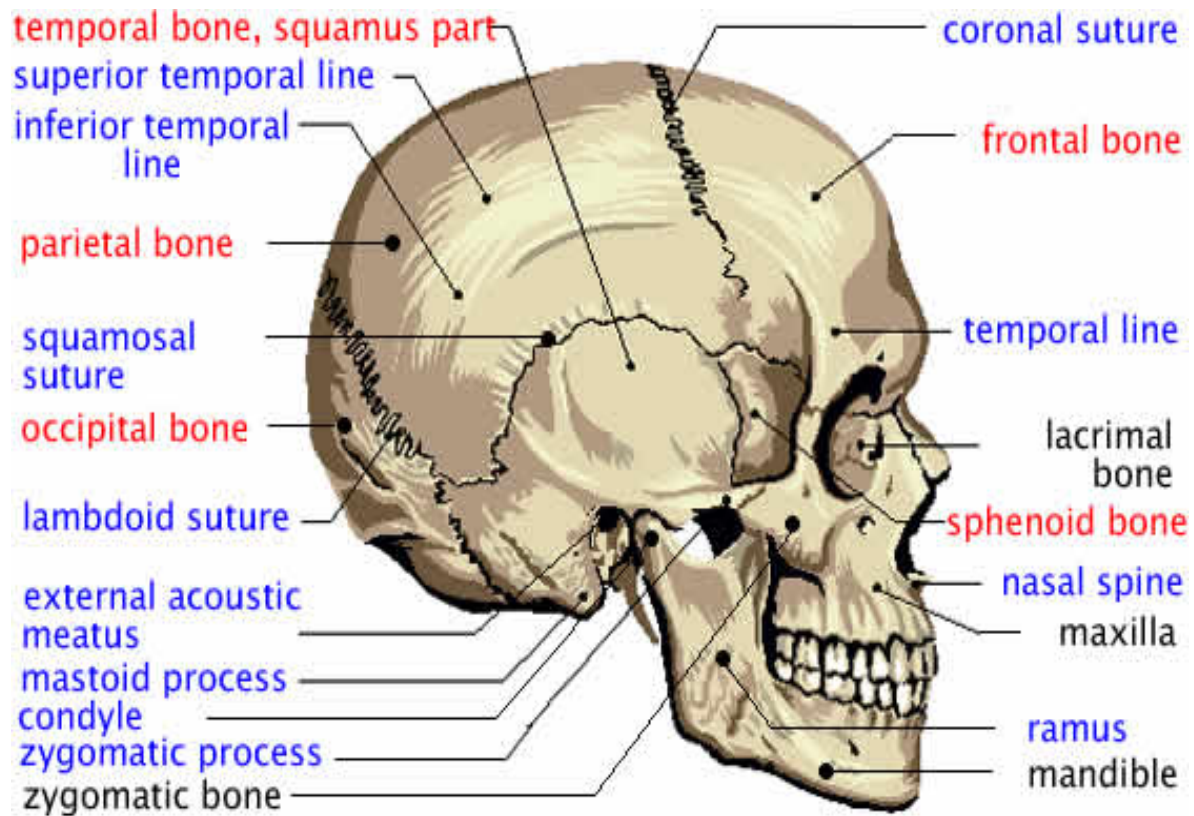
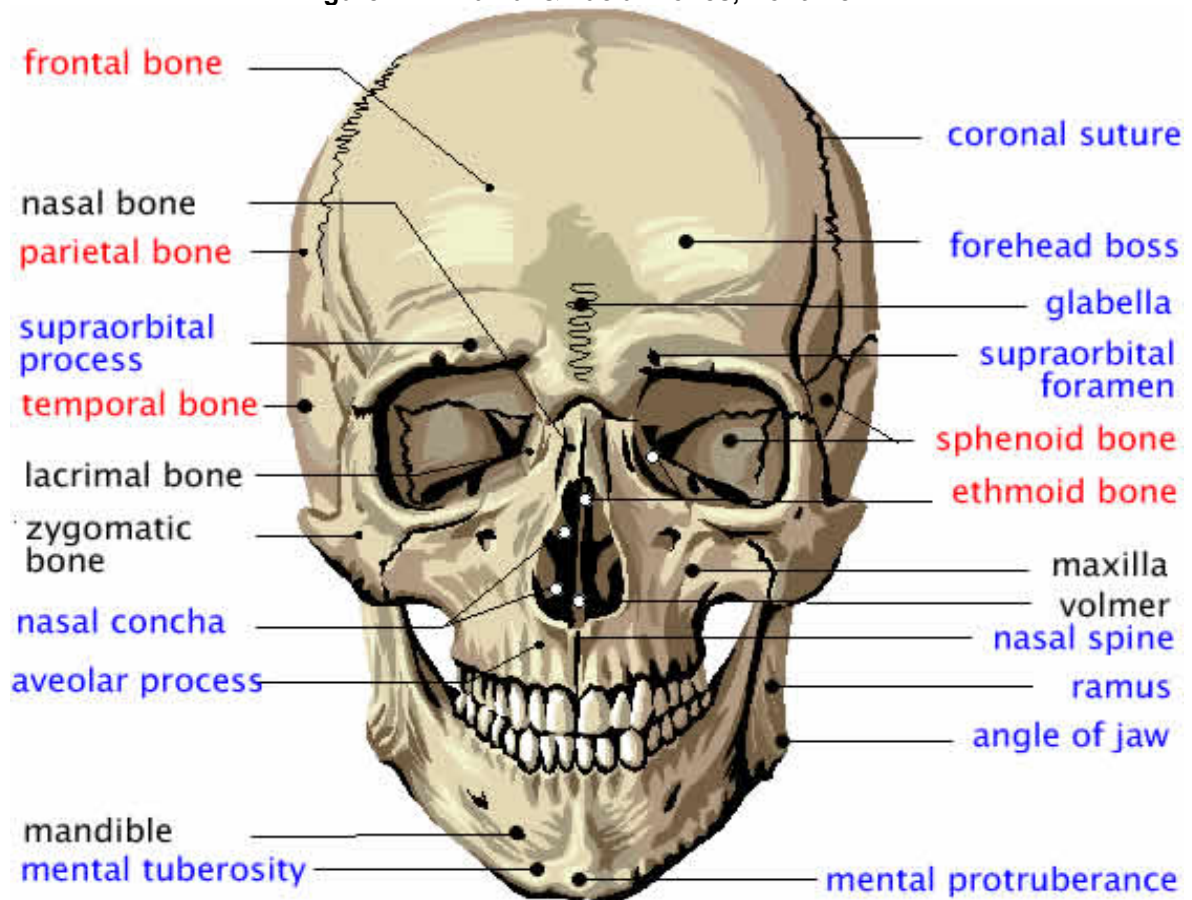


Figure 1-4: Cranial & Facial Bones, front view⁷



Trainer's Summary

Module I provides a general overview of the brain, brain function and lobes, and cranial and facial structures. A foundation is laid for understanding the potential for Traumatic Brain Injury as described in *Module II*.

Reference List: Module I

1. U.S National Institutes of Health. (n.d.). The basics of the healthy brain. National Institute on Aging. Retrieved from <http://www.nia.nih.gov/Alzheimers/Publications/Unraveling/Part1/neurons.html>.
2. Chudler, Eric H. (n.d.). Brain facts and figures. University of Washington. Retrieved from: <http://faculty.washington.edu/chudler/facts.html#neuron>.
3. U.S National Institutes of Health. (n.d.). The basics of the healthy brain. National Institute on Aging. Retrieved from <http://www.nia.nih.gov/Alzheimers/Publications/Unraveling/Part1/neurons.html>.
4. Brain Imaging. (n.d.). Retrieved from <http://www.sciencebob.com/research/brain.php>
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6. Enotes.com. (n.d.). Skull. Encyclopedia of nursing and allied health. Retrieved from <http://www.enotes.com/nursing-encyclopedia/skull>.
7. DataFace: Psychology, appearance, and behavior of the human face. (n.d.). Anatomy of the human skull. Retrieved from <http://www.face-and-emotion.com/dataface/physiognomy/cranium.jsp>.
8. Yoganandan, N., & Pintar, F. A., et al. (1993.) Human facial tolerance to steering wheel impact: A biomechanical study. Journal of safety research, vol 24, 77, 78.

Traumatic Brain Injury As a Result of Domestic Violence: Information, Screening and Model Practices

Trainer's Guide

Module II – Traumatic Brain Injury



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Planning for Module II : Traumatic Brain Injury

Time Required

60 minutes (recommended 15-minute break after module)

Materials Needed

Trainer's Packet

"Traumatic Brain Injury and Domestic Violence" Toolkit Video. (The Alabama Coalition Against Domestic Violence/ Alabama Head Injury Foundation/ Alabama Department of Rehabilitation Services/ Maternal and Child Health Bureau, 2004).

Handouts

1. Facts About Traumatic Brain Injury. *Brain Injury Association, U.S.A.*
2. Brain Injury in Sports. *Brain Injury Resource Center.*
3. Concussion Symptoms Quiz

Activities

Lecture

Large and Small Group Discussion

Concussion Symptoms Quiz

Objectives

Participants will:

- Name two categories of brain trauma
- Define TBI and its causes
- Recall 2 TBI statistics
- Define Anoxic Brain Injury and its causes
- Recall gaps in TBI and Gender data
- Describe workings of the brain and the effects of damage to the brain
- List symptoms associated with TBI and post-concussion syndrome
- Explain the impact of TBI

Beginning the Module

Trainer: Explain that *Module II* continues the "primer" for *Modules III - VII*. *Module II* is a "primer" for *Modules III - VII*. *Module II* informs domestic violence advocates of the types, signs, causes and impact of TBI in order to learn key connections between TBI and domestic violence. While training participants are not expected to memorize anatomical details presented within the module, a foundation is laid for understanding future modules.



Trainer's Note:

- Introduce and post the Brain Injury Helpline for information, referrals and resources: 1-866-412-4755.
- Stress the importance of this number as a resource for current provider referral information.



Trainer: Post this statement on newsprint and hang in room:

Healing = Rest, Time, Fluids.

MODULE II – TRAUMATIC BRAIN INJURY

Module II is a “primer” for *Modules III - VII*. *Module II* informs domestic violence advocates of the types, signs, causes and impact of TBI in order to learn key connections between TBI and domestic violence.

“I am a normal person with part of my head off in Never Never Land...will I ever retrieve it?”

TBI Survivor¹

**Brain Injury
Helpline for
information,
referrals and
resources:
866-412-4755**



Trainer: Ask participants for general thoughts on the above quote.

Each year in PA:

245,621 people are living with brain injury

2,223 die from brain injuries

10,463 are hospitalized after a brain injury

49,505 are seen in the Emergency Room following a brain injury

25,975 Pennsylvania children have brain injuries

8,612 people sustain long term or life-long disabilities from brain injury

Statistics from the Brain Injury Association of Pennsylvania, www.biapa.org.



Trainer: Transition to Module II content by exploring general questions about TBI.

What are common reactions from others when someone hits her/his head?

Answers may include:

- Pronouncing/assuming the person is or will be OK
- Telling a person to “shake it off” or “get up and keep going”
- Assuming if the person did not lose consciousness there is not a problem

What advice do people who hit their head generally hear from others?

Answers may include:

- Hold a flashlight to their eyes to check for pupil dilation
- Sleep it off

Or in contrast,

- Make sure someone wakes you up every two hours



Trainer's Note: Trainer's can have a discussion with participants to begin really thinking about these reactions and how helpful or unhelpful they may be.

Brain Injury Types

For the purpose of discussing TBI as it relates to domestic violence, these materials refer to two main categories of brain trauma:

- Traumatic Brain Injury
- Anoxic Brain Injury

A brain injury can result in:

- Short or long-term problems with independent function²

What is Traumatic Brain Injury (TBI)?

TBI is a type of Acquired Brain Injury.

- Acquired brain injuries are the result of an incident after birth, such as a stroke, tumor, or head injury³

“An alteration in brain function, or other evidence of brain pathology, caused by external force.”

Brain Injury Association of America, February 2011

TBI is an injury that cannot be seen with the eye like most broken bones, a burn or a laceration. It is often referred to as:

- The Silent Epidemic

TBI is also explained as “damage to brain tissue which has been caused by an external mechanical force, as evidenced by:”⁴

- Loss of consciousness⁴
- Post-traumatic amnesia⁴
- Skull fracture⁴
- Objective neurological findings that can be reasonably attributed to TBI on physical examination or mental status examination”⁴

TBI is not:

- A new onset mental health issue⁵
- Emotional stress⁵
- An intellectual or developmental disability
- The effects of prolonged drug/alcohol abuse⁵

Many people believe there must be a loss of consciousness (LOC) to have a brain injury, yet:

- Only 15% of all brain injuries are associated with LOC⁵

17 million new TBIs occur each year

75% of TBIs are from concussion

You don't have to lose consciousness to have TBI⁵

The general population, including some health care and domestic violence service providers, do not know about TBI or minimize its potential consequences, even though:

- 15% of individuals who experience a concussion experience life long changes⁵
- TBI can cause epilepsy and increase the risk of Alzheimer's disease, Parkinson's disease, and other brain disorders that become prevalent with age⁶

It is reasonable to conclude that:

- TBI is a largely unrecognized major health problem⁷

TBI can result from:

- A blow to the head of sufficient force to create blunt trauma, such as being hit in the head with a baseball bat or having one's head slammed against a hard object⁷
- A secondary trauma from a penetrating object into the brain, for example, a bullet entering the brain⁷
- Rapid movement of the brain within the skull, possibly from violent shaking of the body and/or head⁷
- Falling on the head, sudden jerking of the head, or sports-related blows to the head^{8,9}

There are four types of TBI:

1. Contusions: Direct impact causes bruising¹⁰
2. Compression: The brain is forced against the skull as a result of direct impact¹⁰
3. Rotational injuries: The brain rotates within the skull, tearing veins¹⁰
4. Pressure build-up due to hemorrhaging: Hemorrhaging happens when an artery in the brain bursts and causes localized bleeding in surrounding tissues¹¹

What is Anoxic Brain Injury?

Anoxic Brain Injury may also be referred to as:

- Cerebral hypoxia¹²

However, hypoxia and anoxia are different conditions:

- Hypoxia occurs when the amount of oxygen meant to reach the body's tissues is reduced¹²
- Anoxia occurs when no oxygen can reach the body's tissues¹²
- Hypoxia and Anoxia are both life-threatening conditions and are often referenced together as hypoxic-anoxic-injury (HAI)¹²

Anoxic Brain Injury:

- Occurs when the brain's oxygen supply drops to a low level for four minutes or longer¹³
- After five minutes of depleted oxygen, anoxic brain injury will likely occur¹⁴

Among domestic violence survivors, Anoxic Brain Injury can result from:

- Suffocation¹⁵
- Drug use¹⁵
- Electrical shock¹⁵
- Carbon monoxide inhalation¹⁵
- Tracheal compression¹⁵
- Forced ingestion of food or drug allergens
- Strangulation
- Attempted drowning

Strangulation is one of the most lethal forms of domestic violence and the number one indicator of future fatality due to domestic violence.¹⁶

Anoxic Brain Injury can result in permanent disabilities which range from minor “neurological or psychological deficits” to moderate-to-severe disabilities to “death or persistent coma”¹⁷

Oxygen deprivation that lasts for longer periods of time can cause coma, seizures or brain death¹⁸

- Death may occur hours to days after the event¹⁹
- “The longer someone is unconscious, the higher the chances of death or brain death, and the lower the chances of a meaningful healing”²⁰

Strangulation can occur with the use of hands, forearms, or feet pressing on the neck, and chokeholds or objects such as ligature.²¹

TBI and Gender

It is reported that:

- Men are documented to suffer TBI at twice the rate of women²²
 - Data shows that TBI occurs more frequently in males between the ages of 15-24²²
- Yet, 40% of women visit emergency rooms for injuries [including TBI] related to domestic violence, and only 2.8% - 10% of patients disclose or are otherwise identified as domestic violence survivors²³



Emphasize that there appear to be gaps in data showing higher TBI numbers for males; therefore, PCADV asserts that more research is needed for a complete data analysis.

Data on domestic violence survivors who have experienced or continue to live with TBI is unknown.

- Many domestic violence survivors tend not to get medical care or disclose the cause of injury

Looking closer at data, information gaps are evident:

- Numbers reflect only individuals who are hospitalized for their brain injuries²⁴
- Information from hospital records does not account for domestic violence survivors, including children, aside from teens, who were never seen by a medical professional²⁴
- Information does not capture those who do not disclose abuse, remain unidentified, unreported, or misdiagnosed

Only 1% of abused women are appropriately identified by the health care system²⁵

General Causes of TBI:²⁶

- Motor Vehicle Traffic 20%
- Falls 28%
- Assault 11%
- Struck By/Against 19%
- Unknown 9%
- Other 7%
- Suicide 1%
- Pedal Cycle 3%
- Other Transport 2%

Percentage of Average Annual Traumatic Brain Injury-Related Emergency Department Visits, Hospitalizations, and Deaths, by External Cause, United States, 1995–2001

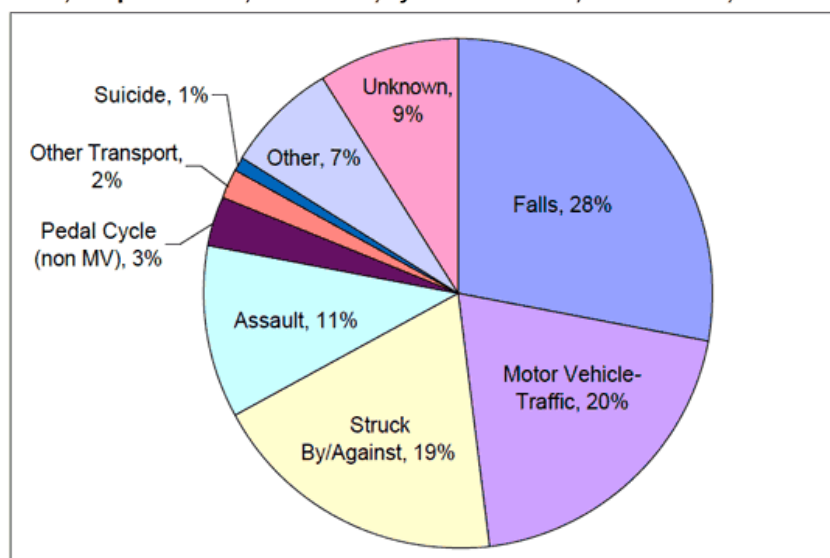


Figure 2-1²⁷



Trainer: Ask participants to identify where domestic violence survivors could be located within the Traumatic Brain Injury wheel categories above.

Most domestic violence survivors can be represented in all of these categories with the possible exceptions of Pedal Cycle and Other Transport.

Remember:

- The assault of domestic violence survivors by their abuser may also include assault with a firearm that results in TBI
- “Other” causes may include undisclosed physical abuse, including Shaken Baby Syndrome or Shaken Adult Syndrome^{28,29}

Having a gun in the home makes it three times more likely that you or someone you care about will be murdered by a family member or intimate partner.³⁰

Workings of the Brain

In lay terms:

- The brain works like a series of electrical wires that result in smooth thinking and movement³¹

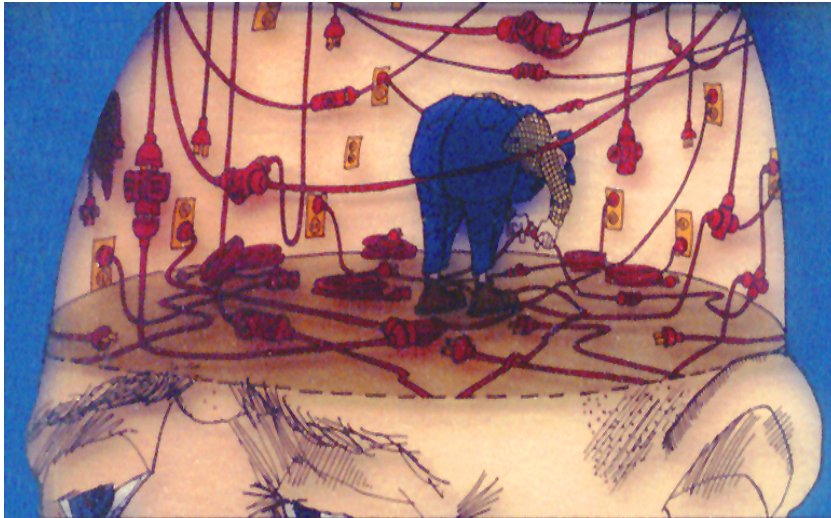


Figure 2-2

After an injury to the head:

- The wiring may misfire and cause problems for everyday functioning³¹

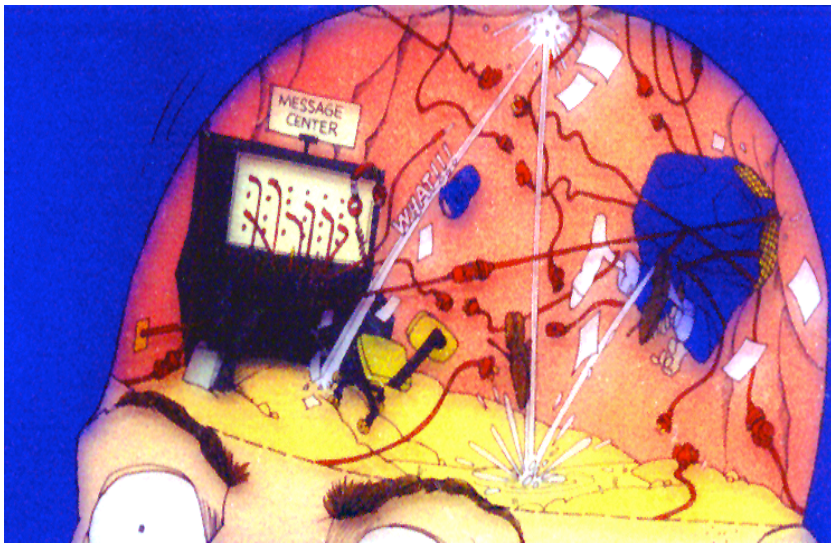


Figure 2-3

Survivors are often assaulted multiple times:

- Even one injury can change the way someone thinks, feels and acts within seconds³¹

Mechanism of Damage

The brain's natural consistency is "jello-like."³¹

With TBI:

- There is bruising of the brain due to a forward/backward movement force against the skull³¹
- Nerve fibers twist due to the twisting of the brain within the skull³¹
- Nerve fibers are broken or stretched creating temporary or permanent brain damage³¹

With significant impact, the brain:

1. Begins to rapidly vibrate within the skull³¹
2. Rapidly rebounds forward and backwards³¹
3. Bruises as it impacts the inside of the skull³¹
 - These motions continue for a period of time after the actual blow to the head³¹
 - At the time of rapid brain movement, delicate nerve fibers are twisted, broken or stretched³¹
 - If the fibers are stretched, they will not work as well; if the fibers are broken, they will never work again³¹
 - Once nerve fibers are altered, they no longer work or work well, resulting in mild to severe brain damage³¹

TBI changes a person's:

- Biochemistry: Chemical compounds and processes of living organisms³²
- Neurotransmitters: Substances that transmit nerve impulses across a synapse³²
- Brain Structure: Arrangement of particles or parts in the brain³²

Video and Discussion: Traumatic Brain Injury and Domestic Violence



Trainers: Show the "Traumatic Brain Injury and Domestic Violence" Toolkit Video. Approximately eight minutes in length. (The Alabama Coalition Against Domestic Violence/ Alabama Head Injury Foundation/ Alabama Department of Rehabilitation Services/ Maternal and Child Health Bureau, 2004).



Trainers: Discuss participants' thoughts about video.

Brain Injuries: Mild, Moderate or Severe

Brain injury severity is usually classified as mild or moderate-to-severe.

1. A “mild” TBI means there has been a brief change in mental status or consciousness³³
2. A “severe” TBI means there has been an extended period of unconsciousness or amnesia after recovery³⁴

Mild TBI



Trainer: Explain: Mild TBI is usually referred to as a “concussion.”



Trainer: Ask the following questions to gather general ideas about concussions:

- What do you hear when people talk about concussions?
- What healing time is generally thought of as normal or acceptable for healing from a concussion?

People with mild TBI are often undiagnosed, misdiagnosed, or untreated, particularly when there has been no loss of consciousness (LOC).³⁵

- 85% of TBIs are mild³⁵
- Individuals diagnosed with mild TBI are typically not hospitalized, but may be assessed in an emergency room or physician’s office
- Individuals with a brief or no loss of consciousness are often sent home from the hospital and told they will be fine – If this information is offered in error, the result may be long term and devastating as the person remains unaware of altered abilities³⁶
- The majority of these individuals recover fully within 3-6 months, however, 15% of these individuals will be left with chronic physical, cognitive and emotional problems that significantly interfere with daily functioning³⁷

Concussion

A loss of consciousness (LOC) is clearly associated with concussion,³⁸ but only occurs in less than 10% of all concussive injuries.³⁹ Headache is the most prevalent symptom of concussion.⁴⁰

A concussion is a brain injury:

- Even if there is no LOC⁴¹
- That does not require a blow to the head to occur; a significant shake or jolt can be enough to cause a concussion⁴¹

What happens during a concussion?

- The brain moves abruptly inside the skull making contact with the bony protuberances on the underside of the skull
 - This contact can result from linear or rotational forces applied to the skull or elsewhere on the body (i.e., whiplash) that accelerate/decelerate the head.
- Concussion has been classified as a “metabolic” injury or “energy crisis” that is invoked by two events that adversely influence each other:
 1. Stretching and tearing of blood vessels results in decreased cerebral blood flow which starve the injured brain for energy (i.e., glucose)
 2. Stretched membranes of the neuron leak out potassium (K⁺) and leak in calcium (Ca). This results in a chemical imbalance to which the brain attempts to fix by using an increased amount of stored energy. However, due to the lack of energy supply (i.e., poor blood flow) the brain is in an energy crisis and falls into a depressed state of function that can last for days and even weeks following injury⁴²



Trainer: Explain:

In essence, damage from a concussion and the unfolding of events put the brain in a state of crisis and imbalance that will not let it heal efficiently, resulting in a range of possible symptoms.

Chances of secondary injury can be minimized if there is initial proper diagnosis and treatment.⁴³

During the “energy crisis” the brain is extremely vulnerable to another concussion, which can have catastrophic consequences (i.e., second impact syndrome).

A **concussion** is “a temporary and brief interruption of neurologic function caused by blunt trauma to the head or by rapid acceleration, deceleration or rotation of the head.”⁴⁴

- A concussion is a mild form of TBI⁴⁵
- Repeat mild TBI’s occurring over an extended period of time, such as months or years, can result in cumulative neurological and cognitive deficits⁴⁵
- Repeat mild TBI’s occurring within a short period of time, such as days or weeks, can be catastrophic or fatal⁴⁵

Concussion symptoms fall into four categories:⁴⁶

- Physical⁴⁶
- Cognitive⁴⁶
- Emotional⁴⁶
- Sleep-related⁴⁶



Trainer: Ask: Given the information presented so far about the brain and injury, what kind of problems can result for an individual with mild TBI?

Problems can result for an individual with TBI:

- Emotional problems⁴⁷
- Attention problems⁴⁷
- Information processing⁴⁷
- Verbal memory⁴⁷
- Loss of sense of smell⁴⁸

Exercise and Discussion: Concussion Symptoms Quiz

Trainer: Distribute Concussion Symptoms Quiz. The symptoms that are not related to concussion are crossed out on the Answer Key (next page).

Concussion Symptoms Quiz

Please check the symptoms someone may experience in the days following a concussion:

- ☐ Dizziness
- ☐ Disorientation
- ☐ Amnesia
- ☐ Headaches
- ☐ Loss of Consciousness (LOC)
- ☐ Confusion
- ☐ Nausea
- ☐ Vomiting
- ☐ Unusual or prolonged sleepiness
- ☐ Emotional instability
- ☐ Fatigue
- ☒ ~~Pica (craving non-edible things to eat)~~
- ☐ Depression
- ☐ Anxiety
- ☒ ~~Uncontrollable urge to dance~~
- ☐ Visual Disturbance
- ☐ Noise Sensitivity
- ☐ Vertigo
- ☒ ~~Diabetes~~
- ☐ Altered gait
- ☐ Attention deficits
- ☐ Poor memory
- ☐ Poor concentration
- ☒ ~~Constipation~~
- ☐ Slow Thought Process
- ☐ Neurologic Deficits
- ☐ Slowed processing in general
- ☐ Fatigue
- ☐ Sensitivity to lights
- ☐ Drowsiness



Trainer: Review quiz answers with participants and correct errors.

TBI symptoms can be numerous, varied and individualized.

Mild TBI can cause short and long-term changes in:⁵⁰

- Thinking (memory and reasoning)⁵⁰
- Sensation (touch, taste, smell)⁵⁰
- Language (communication, expression, understanding)⁵⁰
- Emotion (depression, anxiety, personality changes, aggression, acting out, social inappropriateness)⁵⁰

Mild TBI is also associated with Post-Traumatic Stress Disorder and can cause someone to experience:

- Irritability⁵¹
- Anger⁵¹
- Difficulty concentrating⁵¹
- Amnesia⁵¹

25%-33% of adults who sustain a TBI develop agitation and aggression, usually within a year of the injury.⁵¹

Risk factors that may increase chances of developing agitation and aggression are:⁵¹

- Frontal lobe lesions⁵¹
- Pre-injury history of substance abuse⁵¹
- Pre-injury aggression⁵¹
- Multiple brain injuries⁵¹

Re-injury of a concussion may cause:⁵²

- Brain swelling⁵²
- Permanent brain damage⁵²
- Death⁵²
- All of the above

Serious long-term health problems from repeat concussions include chronic difficulty with:

- Concentration⁵²
- Memory⁵²
- Headache⁵²
- Physical skills, such as balance⁵²

Effects of a concussion tend to subside after 7-14 days, yet post-concussion symptoms can last six months or a year after the incident.⁵³

Post-concussion symptoms may surface:

- In 40%-80% of patients with mild TBI⁵⁴
- Three months after a mild TBI: 24%-60% of patients report symptoms⁵⁵
- Six months after mild TBI: 25-35% of patients report symptoms⁵⁶
- For more than a year post-injury: 10%-15% of patients report symptoms⁵⁶

In a recent study, some TBI patients were found to need medical attention ten years post-concussion.⁵⁶

Chart 2-1:Symptoms

Mild TBI Symptoms	Moderate TBI Symptoms ⁶²	Severe TBI Symptoms ⁶⁴
<p>Dizziness, Disorientation, Amnesia, Headaches, Loss of Consciousness, Confusion, Nausea, Vomiting, Unusual/ Prolonged Sleepiness, Restless Sleep Patterns or Insomnia, Emotional Instability, Fatigue, Depression, Anxiety, Vertigo, Visual Disturbance, Noise Sensitivity, Altered Gait, Attention Deficits, Poor Memory, Poor Concentration, Slow Thought Process, Neurologic Deficits,⁴⁹ Generally Slowed Processing, Fatigue, Sensitivity to Lights</p>	<p>Altered Level of Consciousness, Confusion, Drowsiness, Seizures, Vomiting, Headache, Double Vision, Amnesia, Focal Neurologic Deficits (Impairments due to damage to a specific area of the brain that affect a specific region of the body)</p>	<p>Post-traumatic Amnesia Beyond 1 Week, Open Head Injuries, Intracranial Contusion, Laceration, Hematoma, Hemorrhage, Diffuse Axonal Injuries (A type of widespread injury to the brain, frequent outcome is coma)</p>

Chart 2-2: Post-Concussion Symptoms

Post-concussion Symptoms Include⁶⁰

Headache
Dizziness
Concentration Problems
Memory Problems
Fatigue
Noise Intolerance
Insomnia
Reduced Alcohol Intolerance
Concentration, Memory or Other Intellectual Difficulties
Fear of Brain Damage

Moderate-to-Severe TBI

People with moderate-to-severe TBIs are usually hospitalized, known to the medical system, and are followed by the medical system.

- 15% of TBIs are moderate to severe⁵⁷

Other moderate or severe TBI symptoms include:

- Documented loss of consciousness – the longer the loss of consciousness, the more severe the injury⁵⁷
- Potential skull fractures⁵⁷
- Significant period (days to weeks) of coma⁵⁷
- Significant loss of information for a period of time post event⁵⁷
- Significant and chronic thinking, physical and emotional changes⁵⁷
- Late onset seizures appearing one to two years or more after an injury⁵⁸
- Decreased or lost senses due to damage to cranial nerves that control sensory functions
 - Those functions may include the ability to accurately smell, see, hear, touch, make facial expressions, and control tongue, chewing, and muscles in the throat and neck.^{59, 60}

It is important to note that like the brain, cranial nerves have the capacity to heal from a traumatic injury.⁶¹

Confusion is not the same as memory loss⁶³

Moderate-to-Severe Morbidity and Mortality:⁶⁴

- 7% chance of moderate disability⁶⁴
- 40% chance of mortality⁶⁴

Loss of Consciousness (LOC)

- LOC is not a necessary indicator of TBI⁶⁴
- LOC does not automatically mean a person has moderate or severe TBI, but may or may not be associated with early deficits⁶⁴
- LOC always indicates TBI⁶⁴

TBI and Medical Testing

Two main types of neurological scans are used to detect brain injury:

- Those that examine brain structure (CT scan and MRI)
- Those that examine brain function (EEG, SPECT scan, PET scan, and evoked studies that measure electrical signals along nerve pathways)

Concussion is a metabolic rather than structural injury:

- Traditional CT scans, MRIs and other neurodiagnostic imaging techniques are almost always normal after a concussion⁶⁵
- However, neurodiagnostic imaging is important to detecting other types of serious head trauma such as brain swelling, bleeding, or skull fracture⁶⁵

There may be no abnormality showing on standard imaging.⁶⁶

Recent developments in diagnosing TBI include:

- Discovery of a biological marker, referred to as plasma micro particle procoagulant activity, in patients with TBI⁶⁷
- A blood test that may detect unique proteins that spill into the blood from damaged brain cells⁶⁸
- The development of two new types of brain MRI's that have predictive capability with regard to children and adults
 - Diffusion Weighted Imaging (DWI)
 - Apparent Diffusion Coefficient (ADC)^{69,70}
- Another new type of MRI, Diffusion Tensor Imaging (DTI), that promises to be more sensitive in detecting brain injury⁷¹

Trainer's Summary

Module II training participants define TBI and its causes, and identify TBI signs, symptoms and presentation. *Module III* prepares participants to list and articulate intersections between TBI and domestic violence.

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Traumatic Brain Injury As a Result of Domestic Violence: Information, Screening and Model Practices

Trainer's Guide

Module III – Intersections: TBI and Domestic Violence



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Planning for Module III: Intersections – Traumatic Brain Injury and Domestic Violence

Time Required

60 minutes (recommended 15-minute break after module)

Materials Needed

Trainer’s Packet

Handouts

1. The Intersection of Brain Injury and Domestic Violence. *New York State Coalition Against Domestic Violence.*

Activities

Lecture
Large and Small Group Discussion

Objectives

Participants will:

- Describe the significance of TBI in domestic violence populations
- List types of abuse that can cause TBI
- Articulate risks associated with repeat head injury for domestic violence survivors
- Recall why a domestic violence survivor with possible TBI may not seek medical care
- Explain the impact of TBI on domestic violence survivors
- List reasons someone with a possible TBI may not seek medical attention
- Generalize the importance of brain lobe function
- List the most common problems and possible setbacks associated with TBI
- Recall why TBI may leave a survivor vulnerable to other types of abuse

Beginning the Module

Trainer: Explain that *Module III* participants will learn to articulate intersections between TBI and domestic violence. The information positions participants to link the information to *Module IV, Children, Teens and TBI*, in preparation for *Module*

V, TBI and Domestic Violence Screening Techniques.



Trainer's Note:

- Introduce and post the Brain Injury Helpline for information, referrals and resources: 1-866-412-4755.
- Stress the importance of this number as a resource for current provider referral information.



Trainer: Post this statement on newsprint and hang in room:

Healing = Rest, Time, Fluids.

MODULE III – INTERSECTIONS: TBI AND DOMESTIC VIOLENCE

Module III participants learn to articulate intersections between Traumatic Brain Injury (TBI) and domestic violence. The information positions participants to link the information to *Module IV, Children, Teens and TBI*, in preparation for *Module V, TBI and Domestic Violence Screening Techniques*.

**Brain Injury
Helpline for
information,
referrals and
resources:
866-412-4755**

Prevalence and Causes

The Significance of TBI in Domestic Violence Populations

- An estimated 36% of domestic violence survivors sustain injuries to the head, neck or face.¹
- Greater than 90% of all injuries secondary* to domestic violence occur to the head, neck or face region.²
- Women seeking medical attention for head, neck and facial injuries are 7.5 times more likely to be survivors of domestic violence than women with other bodily injuries.³
- To conceal visible signs, abusers will often hit survivors in the back of the head.³
- Blunt impact is most common cause of assault-related TBI.⁴
- Penetrating brain injury, secondary to firearms is most lethal.⁴

A study conducted in three separate domestic violence shelters concluded:

- 92% of survivors had been hit on head by abusers; most of the survivors were hit more than once.⁵
- 83% of survivors had been hit on the head and severely shaken.⁵
- 8% had been hit over 20 times in the past year.⁵
- Increased numbers of reported TBI assaults correlated with more severe symptoms.⁵

What Acts of Domestic Violence Result in TBI?

- Forcefully hitting a survivor on the head with an object⁶
- Shaking the survivor, which moves the brain in a whiplash motion, smashing the brain against the skull⁶
- Pushing a survivor down the stairs⁶
- Throwing a survivor, or causing that person to fall, and hit her head⁷

* May happen hours or days after primary injury.

- Causing loss of oxygen through strangling, attempted drowning, or forced ingestion of food or drug allergens⁸
- Shooting or stabbing survivor in the head⁸
- Slamming a survivor's head against the wall, floor, sidewalk, or anything hard or firm⁸
- Forced or coerced erotic asphyxiation, which causes a state of anoxia
 - Results in 500 to 1,000 deaths annually⁹



Trainer: Explain:

Erotic Asphyxiation is commonly called *Autoerotic asphyxiation* because it is often a solitary practice.⁹

Because of the prevalence of sexual abuse and strangulation among domestic violence survivors, the practice will be included in the realm of abuse tactics.

Homelessness, Domestic Violence and TBI

Landlords sometimes turn away or evict domestic violence survivors leaving them homeless; many of these people may live with difficulties from TBI.

- A Toronto study of homeless men and women found that 58% of men and 42% of women were found to have a history with TBI.
 - Many of the participants experienced their first TBI at a young age, possibly creating a life of circumstances that led to homelessness.¹⁰
- A lack of affordable housing options and long waiting lists for assisted housing often leave a survivor, possibly with children, to choose between living on the streets or with an abuser.¹¹

Repeat Injury

Repeat injury to the head, face or neck can cause:

- Second Impact Syndrome, also known as Subsequent Impact Syndrome (SIS)

SIS results from:

“Acute, usually fatal brain swelling that occurs when a second concussion is sustained before complete recovery from a previous concussion that causes vascular congestion and increased intracranial pressure, which may be difficult or impossible to control”.¹²

Repeat Brain Injury:

- Is typical of ongoing domestic violence
- Leads to increased cognitive, physical or emotional dysfunction over time¹³
- Is most damaging to the cognitive domain¹³

What happens when there are repeated blows to the head?

- Injuries accumulate, symptoms increase, and the person become less functional with a longer healing time¹⁴
- A survivor's risk of continued harm is increased¹⁵

The risk of repeat TBI is high for individuals who are survivors of domestic violence since the most common target of abuse is the head, face and neck.¹⁶

- After the first TBI, the risk of second injury is 3 times greater.¹⁶
- After the second TBI, the risk of a third injury is 8 times greater.¹⁶



Trainers: Ask participants why the risk of injury might increase proportionately with assaults?

Answers may include:

The risk of injury may increase proportionately with assaults because several things may be happening for a survivor as a result of TBI:

- Reaction time and judgment are compromised¹⁶
- Inability to tune in adequately¹⁶ to surroundings or cues
- Cognitive changes that cause impulsivity¹⁶

As a result, injuries to the head may become a regular occurrence from:

- An abuser taking advantage of the power to magnify cognitive injury
- Subsequent injuries as a result of cognitive damage

It is reasonable to conclude that the risk of multiple TBIs in the domestic violence population should be a primary concern.¹⁶



Trainers: Explain that abusers may find that hitting a survivor on the head or cutting off oxygen is terrifying, fairly invisible, damaging, and effective as a measure of power and control. As a result, repeat injury may have occurred.

Medical Treatment, Domestic Violence and TBI

An unknown number of individuals do not seek any medical attention. Here is a list of typical situations where a person may never seek medical treatment:¹⁶

- Domestic violence occurrences¹⁶
- Barroom brawls¹⁶
- Child abuse/shaken baby syndrome¹⁶
- Sports injuries¹⁶



Trainers: Ask participants to create a list of reasons why domestic violence survivors are unlikely to seek medical attention for a head injury.

Answers may include:

- Threatened by an abuser if she reports injury
- Experiencing fear and safety concerns
- Not wanting to disclose abuse to medical providers
- Being told by abuser that she is not permitted to seek medical attention
- Being told by abuser that she is fine
- Being told by an abuser that she is crazy and may be institutionalized
- Minimizing injury
- Lacking mental clarity from stress or a brain injury
- Suffering cognitive impairments from a brain injury¹⁷



Trainers: Ask participants how many of the following points may be associated with reasons why domestic violence survivors are often not treated for TBI?

Undiagnosed or untreated head injuries may be attributed to:

- Imprecise information gathering¹⁷
- Underreporting¹⁷
- Misdiagnosis¹⁷
- Lack of recognition for late-developing neurologic and endocrine symptoms¹⁷
- Failure to recognize range of TBI-related dysfunctions¹⁷

Answer: All of the above points may be reasons why a domestic violence survivor's brain injury may be underestimated.



Trainers: Review the following to further explain the above points.

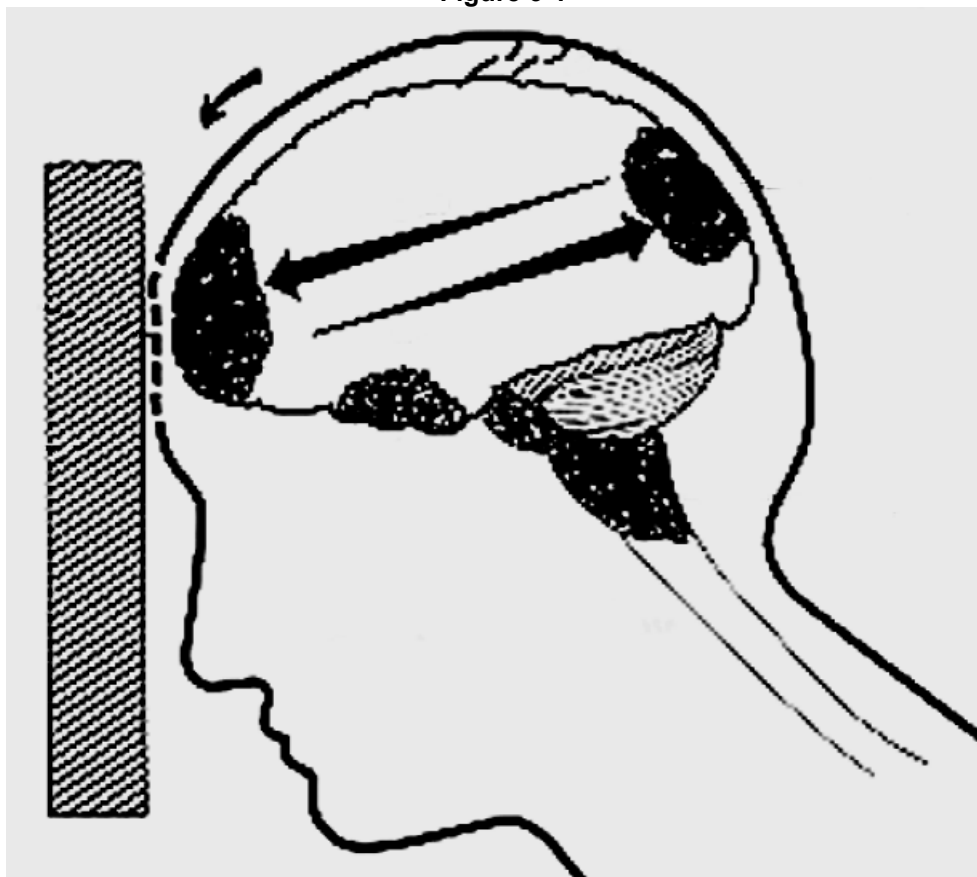
- Imprecise information gathering from a survivor may be due to memory loss
- Underreporting by a survivor may be due to safety concerns for herself and/or children, or to protect an abuser who the survivor may not want to see arrested
- Misdiagnosis by a health care provider may be due to an assessment oversight
- Lack of recognition in late-developing symptoms may be due to initial misdiagnosis, underreporting or imprecise information gathering
- Failure to recognize the range of TBI-related dysfunctions may be due to lack of proper screening or knowledge about Traumatic Brain Injury

The Impact of TBI on Domestic Violence Survivors

The illustration below depicts an example of brain motion when a person's head impacts a solid mass, such as a wall, causing damage to the brain.

- The arrows show damage to the frontal and temporal lobes of the brain through twisting, as well as forward and backward motions of the brain¹⁸
- The shaded areas at the base of the brain and brainstem also represent damage due to the twisting motion of the brain¹⁸

Figure 3-1



TBI and Brain Function

“Living without connection...that’s how I felt...there was no connection and there were so many missing links as I tried to begin living again...it was kind of like living in the middle of nowhere...”

Quote from a brain injury survivor¹⁹

TBI can cause changes for the survivor that an abuser may use to his advantage to further oppress and control the survivor.



Trainer: Ask participants how an abuser might use the reality expressed in the above quote to exercise continued control over the partner.

Answers may include that abusers may:

- Say survivor has no focus or motivation.
- Label her as depressed
- Use her behavior as a basis for saying she is an unfit parent or partner.



Trainer’s Note: As participants move through this module, it may be helpful for them to note on a sheet of paper specific connections that come to mind about actions or behaviors they have observed or ideas that surface.

Frontal Lobe

Frontal Lobe functions are more likely to be disrupted following a traumatic brain injury.

The Frontal Lobe is home of the “Executive Functions:”²⁰

- Attention and concentration²⁰
- Self-monitoring²⁰
- Organization²⁰
- Speaking expressively²⁰
- Motor planning and initiation²⁰
- Awareness of abilities and limitations²⁰
- Personality²⁰
- Mental flexibility²⁰
- Inhibition of behavior²⁰
- Emotions²⁰
- Problem solving²⁰
- Planning and anticipation²⁰
- Judgment²⁰

Executive impairments, such as those listed above, may exist in various combinations and create genuine difficulties for individuals in day-to-day functioning after TBI.

- Often a person will still function under the idea of who she was before an injury without the same functioning abilities.²¹



Trainer: Ask how Frontal Lobe damage may affect a survivor's life experience in shelter and out.

Answers may include that a survivor is:

- Not able to complete chores
- Labeled as oppositional, angry or a pain to work with
- Often considered problematic to other residents and staff
- Rarely seen outside of her room
- Forgetful about medications
- Forgetful about picking up kids from school
- Not looking for a home
- Not looking for a job
- Not disciplining or over-disciplines children
- Uninhibited with sexual decisions
- Unaware of the consequences of her actions



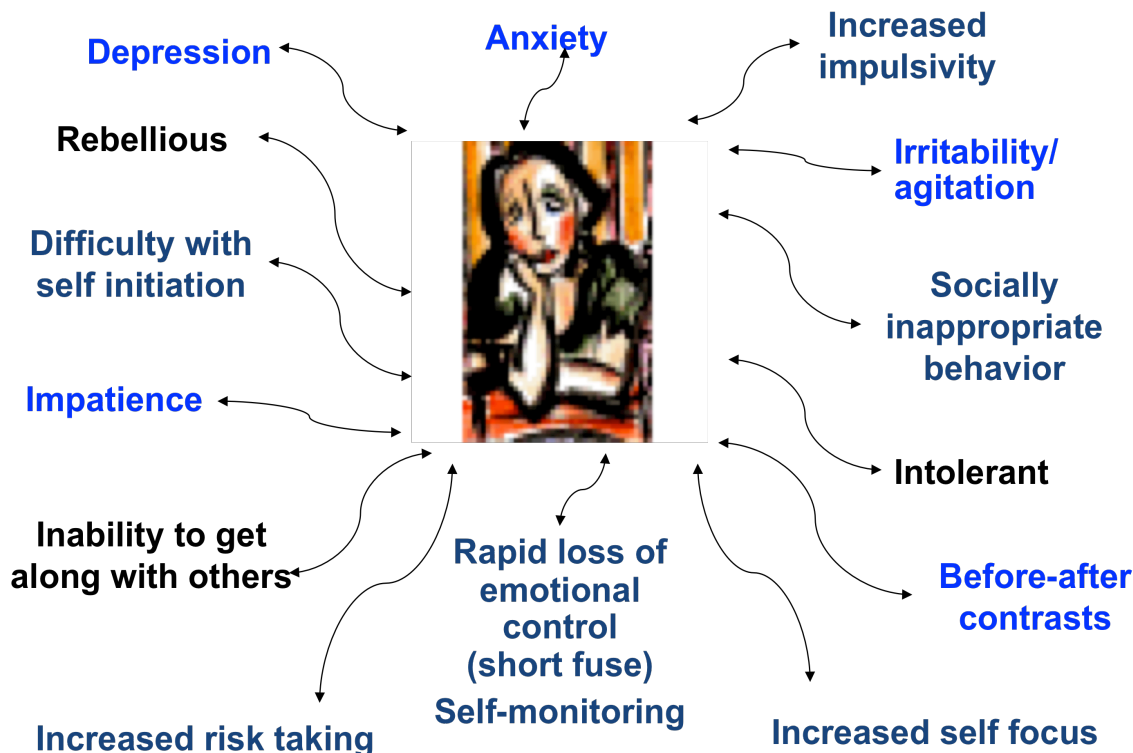
Trainer's Note: Some advocates may mistake behaviors associated with TBI as Post-Traumatic Stress Disorder or oppositional behavior.

Frontal Lobe Damage

The frontal lobe is also explained as the “home” of personality and emotions. Someone with TBI may have trouble monitoring her behaviors and emotions.

As a result of damage to the frontal lobe, individuals may present with a range of emotional and behavioral changes.

Figure 3-2: Common Behavioral and Emotional Changes²²



Common emotional changes associated with Frontal Lobe damage include:

- Depression (14%-61% of people with TBI)²²
- Anxiety (symptoms often include irritability, impatience and agitation)



Trainer: Point out that while anxiety and depression may be the result of a brain injury, these symptoms are often seen in people who have not suffered a brain injury.

When working with people who suffer from TBI and depression, advocates may hear a survivor compare abilities “before” and “after” the TBI.

- For example, someone with TBI may observe, “Before I could [fill in the blank] now I can’t [fill in the blank]”²³

Common behavioral changes associated with Frontal Lobe damage include:

- Increased impulsivity²³
- Increased risk taking²³
- Increased self focus²³
- Difficulty relating to others²³
- Rebelliousness or intolerance²³
- Disinhibitions, uncensored sexual thoughts, feelings or actions²⁴

Temporal Lobe

Temporal Lobe Functions:

- Memory²⁵
- Understanding receptive language (following spoken or written words)²⁵
- Sequencing²⁵
- Hearing²⁵
- Organization²⁵



Trainer: Ask how Temporal Lobe damage may affect a survivor's life experience in shelter and out.

Answers may include:

- Skips chores
- Misses appointments
- Does not pick up kids from school
- Does not appear to retain or process discussions
- Does not appear to follow goal plans

Parietal Lobe

Parietal Lobe Functions:

- Sense of touch²⁵
- Spatial perception²⁵
- Differentiation (identification) of size, shapes and colors²⁵
- Visual perception²⁵

Cerebellum

Cerebellum Functions:

- Balance²⁵
- Skilled motor activity²⁵
- Coordination²⁵
- Visual perception²⁵



Trainer: Ask how Parietal Lobe and Cerebellum damage may affect a survivor's life experience in shelter and out.

Answers may include:

- Stagger
- Trips over things
- Does not do some chores
- Assumed to be drunk or high

Occipital Lobe

Occipital Lobe Functions:

- Vision²⁵



Trainer: Ask how Occipital Lobe damage may affect a survivor's life experience in shelter and out.

Answers may include:

- Disabling headaches due to vision changes
- Bumps into things
- Complaints of fuzzy vision
- Does not look in the newspaper for a home or job because reading small print is painful or impossible

Brain Stem

Brain Stem Functions: (Refer to Figure 1-2.)

- Breathing²⁵
- Arousal and consciousness²⁵
- Attention and concentration²⁵
- Heart rate²⁵
- Sleep and wake cycles²⁵



Trainer: Ask how Brain Stem damage may affect a survivor's life experience in shelter and out.

Answers may include:

- Wakefulness at night
- Complaints about heart rate
- May seem anxious

Left Side

Injuries of the left side of the brain can cause:

- Difficulties in receptive language²⁵ (following spoken or written words)
- Difficulties in expressive language²⁵ (expressing the self in speech, including word recall)
- Catastrophic reactions²⁵ (depression, anxiety)
- Verbal memory deficits²⁵
- Impaired logic²⁵
- Sequencing difficulties²⁵

- Decreased control over right-sided body movements²⁵

Right Side

Injuries of the right side of the brain can cause:

- Visual-spatial impairment²⁵
- Visual memory deficits²⁵
- Left neglect (inattention to the left side of the body)²⁵
- Decreased awareness of deficits²⁵
- Altered creativity and music perception²⁵
- Loss of “big picture” type of thinking²⁵
- Decreased control over left-sided body movements²⁵

Diffuse Brain Injury

Diffuse Brain Injury is explained as injuries dispersed through both sides of the brain, which can cause:

- Reduced thinking speed²⁵
- Confusion²⁵
- Reduced attention and concentration²⁵
- Fatigue²⁵
- Impaired cognitive (thinking) skills in all areas²⁵

Common Issues Associated With TBI

TBI may be misdiagnosed and misunderstood as:

- A mental health issue
- Addiction
- Just a bump (but not TBI)

TBI is often characterized by **sudden** change(s) in the survivor’s:

- Mood and emotional control²⁶
- Motor control²⁶
- Thinking abilities²⁶

The most common issues after a TBI are changes in:

- Physical functioning²⁶
- Thinking²⁶
- Emotional and behavioral control²⁶

Sexual Functioning

Changes in sexual functioning are common.

- An abuser may be able to use changes in sexual functioning to his advantage.

The frontal and temporal lobes are associated with sexual functioning. Depending on the damage to these areas, survivors can experience changes such as:²⁷

- Inappropriate or hypersexual behavior²⁷
- Loss of or decreased sexual functioning, satisfaction and/or desire²⁸

Changes in sexual function can result in:

- Changed feelings of attractiveness or body image²⁹
- Social isolation²⁹



Trainer: Ask in what ways an abuser might manipulate changes in a survivor's sexual functioning to strengthen abuse tactics.

Answers may include:

- Rape
- Other types of sexual abuse, manipulation, coercion or exploitation
- Reproductive coercion

Sleep Disorders

Sleep disorders associated with TBI:

- A 2007 study found that 40-65% of study participants with mild TBI suffer from insomnia and 36% have circadian rhythm sleep disorder³⁰ (disorder of the sleep-wake cycle).
- The study noted that “these disorders can lead to psychological and cognitive problems and can interfere with rehabilitation.”³⁰
 - A large percent of those who live with TBI may also suffer from sleep apnea (recurrent cessation of breathing while sleeping), a condition that markedly increases the risk of motor vehicle crashes.³¹



Trainer: Ask in what ways a sleep disorder might affect a domestic violence survivor?

Answers may include:

- Extreme sleepiness or insomnia can affect daytime productivity
- Healing time from a TBI may lengthen, thus reducing a survivor's ability to make meaningful changes in life
- Negative consequences from assumptions that a survivor is abusing drugs or alcohol

Physical Issues

The most common physical problems are after a TBI are:

- Headaches³²
- Fatigue³²

And

- Overall slowing³²
- Clumsiness³²
- Decreased vision/hearing/smell³²
- Dizziness³²
- Increased sensitivity to noise/bright lights³²
- Changes in sexual functioning³³

Mental Health Issues

The most common mental health issues after a TBI are:³⁴

- Reduced concentration³⁴
- Reduced visual attention³⁴
- Inability to divide attention between competing tasks³⁴
- Slow thinking³⁴
- Slow reading³⁴
- Slow verbal and written responses³⁴

While headache and extensive fatigue are the most common and persistent complaints, reduced attention and processing speed are two of the most common changes after a TBI.³⁴

Other Issues

Attention issues include difficulty with:

- Concentration³⁴
- Paying attention to visual details³⁴
- Managing two differing tasks³⁴

Processing speed issues include difficulty with:

- Moving³⁴
- Thinking³⁴
- Reading³⁴
- Talking³⁴



Trainer: Stress that while:

- Headache and extensive fatigue are the most common and **persistent** complaints.³⁴
- Reduced attention and processing speed are two of the most common **changes** after a TBI.³⁴

Communication problems include difficulty with:³⁴

- Finding the right words, naming objects the person would normally know or use³⁴
- Disorganized communication in conversation³⁴

Learning and memory:

Learning new information is almost universally impaired after a TBI.

- Information before the TBI tends to remain intact³⁴
- Reduced ability to remember new information³⁴
- Problems with learning new skills³⁴

Thinking changes and executive functioning:

- Difficulty planning/ setting goals³⁴
- Difficulty being flexible³⁴
- Difficulty problem solving³⁴
- Difficulty prioritizing³⁴
- Decreased awareness of thinking changes in self³⁴
- Problems being organized³⁴

A survivor who lives with the compounding results from TBI may:

- Have difficulty remembering or learning new information³⁴
- Be inconsistent in their performance³⁴
- Have poor judgment and decision-making abilities³⁴
- Have difficulty generalizing to new situations³⁴
- Lack awareness of post-TBI difficulties³⁴

It is important to remember:

- No two people are alike; no two survivors are alike; no two TBIs are alike.³⁴
- The effects of a brain injury can depend on factors such as cause, severity, location on the brain³⁴, and number of subsequent impacts.³⁵
- Personal adjustment to the symptoms is often related to how much a person experiences a sense of loss associated with the TBI.³⁶

- Extent of damage, such as subsequent impacts or one disabling impact.

TBI may impact one or many facets of an individual's life resulting in significant additional challenges for someone living with domestic violence.

After TBI occurs, there may be a range of socio-ecological challenges that did not exist before a TBI.

These include:

- Vocational and/or school problems
- Collapse of family life/social relationships
- Increased financial burden on families and social service systems
- Alcohol and drug abuse
- Chronic depression/anxiety

An individual may:

- Find a need to take a different path in life
- Change her vocation
- Be unable to resume work or school patterns or responsibilities that were in place before the TBI
- Find that family and social relationships change or suffer causing social isolation
- Suddenly become dependent on family or social service systems for financial support
- Have new or increased mental health needs or substance abuse issues³⁶

An individual with TBI may have difficulty recognizing “the emotions of others from facial expressions.”³⁷

The results could lead to compromised:

- Social and familial relationships
- Work or educational opportunities
- Care for children
- Domestic violence program experience

Trainer's Summary

Module III participants articulate intersections between TBI and domestic violence and link the information to *Module IV, Children, Teens and TBI*, in preparation for learning to apply enhanced screening techniques.

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Traumatic Brain Injury As a Result of Domestic Violence: Information, Screening and Model Practices

Trainer's Guide

Module IV— Children, Teens and TBI



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Planning for Module IV : Children, Teens and Traumatic Brain Injury

Time Required

30 minutes

Materials Needed

Trainer’s Packet

Handouts

1. When Your Child’s Head Has Been Hurt

Activities

Lecture

Objectives

Participants will:

- Recall the prevalence of TBI among children ages 0-19 years
- Recall 2 statistics about children and TBI
- List TBI symptoms for children
- List behavioral and emotional changes associated with TBI in children
- List healing measures for children with TBI
- Recall support and advocacy steps for working with children with TBI

Explain the impact of TBI

Beginning the Module

Trainer: Explain that in *Module IV* participants will learn prevalence, symptoms, behavioral and emotional changes, and healing and domestic violence advocacy measures as they pertain to babies, older children and teens with TBI.



Trainer's Note:

- Introduce and post the Brain Injury Helpline for information, referrals and resources: 1-866-412-4755.
- Stress the importance of this number as a resource for current provider referral information.



Trainer: Post this statement on newsprint and hang in room:

Healing = Rest, Time, Fluids.

MODULE IV – CHILDREN, TEENS AND TBI

Module IV participants learn prevalence, symptoms, behavioral and emotional changes, and healing and domestic violence advocacy measures as they pertain to babies, older children and teens with TBI.

**Brain Injury
Helpline for
information,
referrals and
resources:
866-412-4755**

“The lights are too bright and it’s too loud. I get sick to my stomach from the lunchroom smell. I get a bad headache everyday. I just can’t be there; it’s too hard with everything they make me do. I just can’t.”

**Eleven-year old healing from concussion,
commenting on school experience**



Trainer: Ask participants their thoughts regarding the above quote. Prompt them to keep implications of the child’s words in mind as they work through the module.

Prevalence and Causes

Millions of children between 0-19 years of age sustain TBI’s in the United States each year.¹

- 564,000 children are seen in hospital emergency room departments and released.¹
- 62,000 children sustain brain injuries and require hospitalization.¹
- Approximately 1,300 U.S. children experience severe or fatal head trauma from child abuse each year.¹

TBI causes for youth include:

- Sports
- Accidents
- Peer/social assault
- Dating abuse
- Child abuse, including Shaken Baby Syndrome

Yearly statistic for children in PA ages 0-14:²

- 120 deaths²
- 1,700 hospitalizations²
- 20,000 emergency department visits²

Children have a longer expected recovery time than adults with TBI.²

Accounting For Differences

The topic of children, teens and TBI necessitates a different discussion than that of TBI that occurs in adulthood.

Childhood experiences in the formative years affect lifelong well-being and types of development:

- Physical
- Physiological
- Emotional
- Social
- Intellectual
- Behavioral
- Hormonal development
- Other



Trainer: Stress that advocates may work with people who acquired untreated or multiple brain injuries as children through domestic violence or accidents. Such people may be living with on-going life long effects.

In working with children who have suffered TBI and live in a home with domestic violence, advocates can discuss with caregivers ways to help increase a child's or teen's abilities for:

- Self care³
- Self-advocacy
- Communication
- Understanding when events are turning against them and how to cope with such situations



Trainer: Explain:

All points in the above list are important, with overlapping elements.

The fourth point can be emphasized since kids with TBI may be vulnerable to missing social cues that they are being manipulated or targeted.

Adults in a child's home, school or other social environment can help look out for these children and remind them to walk away, rather than confront, when things do not seem or feel right.

Implementing protective measures is another way to keep children with TBI safer; this is an important consideration for children who live or have lived in a home with domestic violence.

Advocates may find some parents need to discuss:

- Ways to find trustworthy and well trained care providers
- Ways to keep lines of communication open and honest between parent and child.
- Healthy relationships and boundaries

TBI and Babies

An abuser may have access to a baby who lives at home with them or through shared custody, whether or not a survivor is staying in a domestic violence shelter.

- Advocates may choose to work with the survivor to understand the prevalence, signs and implications of Shaken Baby Syndrome (SBS), a cause of TBI in babies

Shaken Baby Syndrome (SBS) is:

- Abusive Head Trauma⁴
- Inflicted Traumatic Brain Injury⁴

Babies newborn to four months are at greatest risk from being shaken.⁴

SBS happens when a baby is:

- Shaken⁴
- Dropped⁴
- Thrown⁴
- Otherwise caused to have head impact⁴



Trainer: Ask participants why parents or caregivers might strike or shake a baby.

Answers may include:

Parents or caregivers may shake or strike a baby because of:

- Frustration
- Exhaustion
- Lack of coping skills
- Unrealistic expectations about child-development/child-rearing⁵
- **Being a survivor of or witness to domestic violence⁵**



Trainer: Explain the last point above refers to a “default mode” or learned behavior.

The risk of SBS increases when a baby is:

- Crying inconsolably⁵
- Premature or has a disability⁵
- One in a multiple-child birth⁵
- Less than 6 months of age⁵

A baby's neck muscles are not well developed and cannot manage a vigorous shaking movement or impact to the head.

- Such movement causes the baby's brain to swell, bruise and bleed. Nerves may rupture and brain tissue may tear⁶

SBS:

- Is the leading cause of child abuse deaths in the United States⁷
- Is most commonly found in children three to eight months-old⁸
- Can be seen in children up to five years-old⁸

SBS Symptoms

Advocates may find the need to discuss SBS symptoms with survivors who are mothers of young children or babies.

Severe Symptoms Include:

- Death⁹
- Convulsions/ Seizures⁹
- Blindness⁹ or Hearing Issues
- Cerebral Palsy⁹

Lesser Symptoms Include:

- Change in sleeping patterns or an inability to be awakened⁹
- Irritability⁹
- Inconsolable crying⁹
- Lack of appetite⁹
- Motor dysfunction⁹
- Muscle spasticity⁹
- Developmental delays or learning disabilities⁹

TBI and Children

The extent of a child's head injury may not be apparent at first.

- A head injury can cause neurological problems and may require further medical follow up.¹¹

The diagnosis of a head injury is made through a physical examination and/or diagnostic testing by a physician who:

- Obtains a complete medical history of the child and family¹¹
- Asks how the injury occurred¹¹

The medical severity of TBI does not necessarily equal the length or depth of outcome.

- A child who does not lose consciousness may have more difficulty post-incident than a child who has lost consciousness.¹²

Most children who suffer from a mild TBI will make a complete recovery.¹³

- Within hours to days, with no apparent symptoms¹³
- Within weeks for a complete recovery¹³
- Beyond 1-3 months is uncommon and challenging¹³

Children, just like adults, experience varying TBI symptoms to differing degrees.¹⁴

Symptoms

Symptoms



Trainer: Explain any one or more of the following mild, or moderate to severe symptoms can be an indicator of TBI.



Trainer: Ask participants to imagine being a child in a shelter and having to cope with these changes in your body. Imagine being in school with these symptoms.

Listed here are the most common mild symptoms of a head injury.

Raised, swollen area on head from a bump or a bruise
Small, shallow cut in the scalp
Headache
Sensitivity to noise and light
Irritability
Confusion
Lightheadedness and/or dizziness
Problems with balance
Nausea
Problems with memory or concentration
Change in sleep patterns
Blurred vision
"Tired" eyes
Ringing in the ears
Alteration in taste
Fatigue/lethargy

Chart 4-1: Mild Symptoms¹⁴

Listed here are the most common moderate to severe symptoms of a head injury.

Loss of consciousness
Severe headache that does not go away
Repeated nausea and vomiting
Long or short term memory problems, such as difficulty remembering the events
that led right up to and through the traumatic event
Slurred speech
Difficulty with walking
Weakness in one side or area of the body
Sweating
Pale in color
Seizures or convulsions
Behavior changes including irritability
Blood or clear fluid draining from the ears or nose
One pupil looks larger than the other
Deep cut in the scalp
Open wound in the head
Foreign object penetrating the head
Coma, vegetative state or immobility

**Chart 4-2: Moderate to Severe
Requiring Immediate Attention¹⁴**

Behavioral and Emotional Changes May Include:¹⁵

- Disinhibition
- Temper outbursts
- Easily frustrated
- Inappropriate sexual behavior
- Apathy/Loss of motivation
- Difficulty initiating or completing tasks
- Mood swings
- Emotional lability
- Rigid thinking or behavior

Advocacy Tips



Behaviors that reflect the above listed TBI symptoms do not automatically mean a child has TBI. Advocates can talk to parents about watching for sudden change(s) in behavior, or complaints associated with TBI, after a definite or suspected bump on the head that may need attention, for instance, after a fall down the stairs or accident on the playground.



Advocates may want to suggest to parents to make a trip to the hospital emergency room if a child returns from a mandated visit with an abuser, or other care provider, with possible TBI symptoms.



Advocates can suggest that parents take child/ren to a doctor for any suspected medical concern.

Children and Healing from TBI

Symptom assessment and the healing process are individualized as they vary from child to child.

Treatment is based on the:

- Condition and co-existing factors¹⁶
- Individual symptomatic progress

In some cases children need to be monitored by a medical professional for increased intracranial pressure since some TBI's may cause the brain to swell¹⁶ and children tend to be more susceptible to brain swelling after impact.¹⁷

When treating TBI, medical practitioners consider:

- A child's age, overall health and medical history¹⁸
- The extent of the head injury¹⁸
- The type of head injury¹⁸
- A child's tolerance for specific medications, procedures or therapies¹⁸

- Expectations for the course of the head injury¹⁸
- A parent or care provider's informed opinion or preference for the course of treatment¹⁸

As domestic violence advocates work with survivors whose children have TBI, advocates may find that the child's parent needs additional support as the parent supports her child through the healing process.

An advocate can be familiar with basic treatment considerations in order to have an informed discussion with a domestic violence program parent.

Advocacy Tips



Questions may surface over time as parents/caregivers gain more information and have more time to consider the circumstances or see changes in symptoms.



Advocates can remind parents/caregivers to ask medical professionals critical questions and for clear answers in order to make informed decisions.



Advocates can remind program parents to keep a dated list of a child's symptoms, to show medical professionals as needed, after a bump on the head.

Abused children are at risk for Second Impact Syndrome (SIS):

- With subsequent hits, shakes or jostles, there is a risk for more brain inflammation and damage¹⁹
- Though it is rare, 2% of children with SIS do not recover fully and risk death¹⁹

Clinical Treatment for TBI may include:²⁰

- Observation
- Ice on the area
- Immediate medical attention
- Topical antibiotic ointment/adhesive bandage
- Stitches
- Surgery
- Diagnostic testing
- Rest

20%-49% of children who sustain a TBI develop agitation and aggression, usually within a year of the injury²¹

TBI symptoms increase with exertion²² and healing time can be lengthened

For children who do too much in the first four weeks after a mild TBI incident:²²

- There is a risk of cognitive regression from progress made in the healing period²²

Healing = Rest, Time, and Fluids²²



Trainer: Explain that generous amounts of rest, time and fluids are essential to healing.



Trainer: Point out that some teens involved in high impact sports may be at an increased risk for Subsequent Impact Syndrome due to the possibility of pre-existing or chances of injury from domestic violence in the home or teen dating violence. Emphasize that sports injuries are not the only cause of initial or subsequent injury.



Advocacy Tip: Advocates or domestic violence program educators in middle to high schools and colleges may want to work with athletic trainers, coaches or other sports professionals, who administer baseline head injury tests, on using the HELPPS tool as a guide to assess for pre-test head injuries as a result of domestic or dating violence.

Athletes must be symptom-free and cleared to play by a concussion specialist:²³

- Athletic clearance is beneficial for children who have TBI from a domestic violence incident(s)
- Computerized Neuropsych Testing is available: ImPACT[™] (Immediate Post-Concussion and Cognitive Testing)²⁴/CogSport²⁵ are commercially available baseline tests to help detect TBI

Support Measures for a Child with TBI

“If I don’t like something, and I don’t seem happy about it, the teacher tells me that I can’t be rude to her. And, she won’t let me go to the nurse when I need a break.”

Eleven-year old child with concussion discussing dynamics with teacher during a concussion healing period



Trainer: Ask participants their thoughts on the above reflecting on the information they have learned thus far in the module.

Advocates may find that the parent of a child with TBI needs to discuss the support process. Advocates may want to become familiar with basic support measures to have an informed discussion.

Supporting a child with TBI may mean helping the child to:

- Establish strategies and support for academic and social success
- Learn in a new way
- Work with pre-existing difficulties in a new way
- Identify when they are trying to do too much academically, socially and/or physically
- Relearn some materials
- Make changes in curriculum and life goals



Advocacy Tip: The brain must have time to heal in order to hasten recovery time. Cognitive rest includes no school, studying, texting or video games.²⁶

Teens and TBI

Advocates may develop a well-rounded understanding of teen dating violence and TBI to provide informed advocacy support to teens.



Trainer's Note: Advocates may be familiar with teen dating and teen dating violence data. The information is included because when discussing TBI, it is beneficial to remember how teen dating circumstances and patterns differ from those of adults due to biological, social and other developmental differences.

Teen Dating Violence and TBI

72% of 8th and 9th graders date.²⁷

1 in 4 dating adolescents report verbal, physical, emotional, or sexual abuse.²⁷

About 10% of students report being physically hurt by a dating partner in the last 12 months.²⁷

One in four teen girls who are in a relationship report they are pressured into performing oral sex or engaging in sexual intercourse.²⁸

42% of boys and 43% of girls say the abuse occurs in a school building or on school grounds.²⁸

Teen dating circumstances and TBI causes may differ from that of adults due to biological, social and other developmental differences.

Teens:

- Are very early in the process of developing intimate relationship maturity²⁹
- Spend time in places such as school, after school programs, teen-based social situations, friends' homes, or walking or driving aimlessly around the neighborhood or to specific destinations
- Live in familial and social locations between cultural/generational shifts
- Have an underdeveloped center of the brain responsible for "rational and high-order thinking" (pre-frontal cortex)²⁹
- Experience changes due to puberty²⁹ (emotional, hormonal, social, physical)



Trainer: Explain: Teen-situated abuse is similar to adult-situated abuse because tactics of power and control remain the root elements in both circumstances and can result in serious injury, including TBI. However, the location for the abuse to take place, and the expressions and tactics of abuse may look different between teens than between adults (with which domestic violence advocates tend to be most familiar).

Causes of TBI among dating teens may include:

- Forced down to hit head on hard surface during sexual or physical assault
- Shoving into a hard surface such as a school wall, door or locker
- Shoving down onto grass or playground surface
- "Play" hitting or slapping that escalates into violence
- Injuries from "wrestling" that becomes abusive
- Hit on the head, strangled or suffocated
- Near drowning
- Kicking
- Gunshot or stab wound to the head
- Forced erotic asphyxiation that results in a state of anoxia
- Results in 500 to 1,000 deaths annually



Trainer: Explain:

Erotic asphyxiation is commonly called *Autoerotic* asphyxiation because it is generally thought of as a solitary practice.³⁰ Yet, because of the prevalence of sexual abuse and the prevalence of strangulation among domestic violence survivors, the practice will be included in the realm of possible abuse tactics.



Trainer: Review with advocates that:

Serious injury can result from the above noted behaviors.

There are similarities between teen and adult abuse; the first bullet point provides one example.

However, in the second and third points, advocates may consider how a school environment with peer pressure and other unique and intense situations may affect actions, reactions and safety on the part of survivors, perpetrators and bystanders.

A TBI may magnify the following common problems for teens ten-fold:³¹

- Problem-solving, judgment and reasoning issues³¹
- Memory and attention difficulties³¹
- Trouble reading social messages³¹
- Changes in hormones, emotions, actions and behaviors³¹

Teens, TBI and Sexuality

Thinking about teens as sexual people and discussing sexuality with teens tends to be a troubling topic for many adults.

Adolescence tends to be a time of experimentation in many ways. An individual with a brain injury has the same, if not higher potential, to experience risky rites of passage into young adulthood.³¹

A TBI may uniquely impact teen dating/ sexual experiences.

- Teens with TBI are also managing intense hormonal, physical and other developmental changes.³²
- It is crucial that caring adults in the lives of teens with TBI not shy away from discussing sexual behavior, boundaries, healthy relationships and dating abuse.

Sexual behavior is a problem for some teens with TBI.

- Some of these behaviors can even result in perpetrator behaviors.³²

Perpetrator behaviors can include:

- Inappropriate touch³²
- Exhibitionism³²
- Sexual aggression³²
- Sexual abuse

If a rehabilitation program is part of a teen with TBI's healing process:

- Advocates can discuss ways to empower a teen or caregiver to make sure sexuality issues are included as part of the rehabilitative program³³

The length of time since the injury can affect:

- How a teen sees herself³³
- Levels of possible depression and changes in social, behavioral or sexual functioning³³

The more able a teen is to participate in life-defining activities with peers:

- The less disruptive the brain injury³³

General Advocacy for Children and Teens with TBI

Children and teens with TBI need a loving and secure support system within their community, such as:

- Family
- Friends
- School educators and other staff (teachers, principals, guidance counselors, nurses)

Some children and teens may require life-long medical and rehabilitative support. It is important to focus on maximizing the person's capabilities at home and in the community.³⁴

Positive reinforcement will encourage the child or teen to:

- Strengthen his/her self-esteem
- Work toward independence³⁴



Trainer: Explain: A parent need not be the only one working to accommodate a child with TBI; a team of doctors, teachers and other support persons may be involved in planning for healing and rehabilitation.

Domestic violence advocates cannot:

- Expect to arrange changes for a child with TBI

Domestic violence advocates can:

- Be prepared for an informed discussion with program parents who have the need to discuss ways to accommodate the child or teen with TBI

Parents may want to work with a team of outside support professionals, such as rehabilitation therapists, counselors and doctors to consider:³⁵

- Drafting a behavioral plan that builds self-monitoring and awareness skills³⁵
- Ways to meet a child's social, practical and non-verbal communication needs³⁵
- Arranging an extended school year³⁵ or modified work load or school day
- Developing a plan for social, academic and environmental transitions³⁵
- Creating a strong educational plan for the child's current and upcoming teachers, and other school staff³⁵

School accommodations may include:

- Full days of school as tolerated³⁵
- Half days of school as tolerated³⁵
- Restricted gym class activity³⁵
- Untimed, open-book, take home or shortened tests³⁵
- Reduction of class work time by 50%³⁵
- Frequent breaks from class when symptoms begin to surface (put head down on desk, go to nurse, call to go home if necessary)³⁵
- Extended time on homework and class projects³⁵
- Mandated removal of a dating abuser from a survivor's learning environment

Advocacy Tips:



Removal of an abuser from the school community in a dating abuse situation may depend on whether there is a Protection From Abuse order and on its provisions. To support this and other safety measures, advocates may suggest ways to coordinate a safety and support team made up of:

- Child/teen survivor
- Parent
- Domestic violence advocate
- School counselor
- 'Key' support teacher



Trainer: Reinforce: Students with TBI face particular challenges. Students with TBI who come from homes with domestic violence are facing additional compounding issues and feelings.

Advocates may find that children (or mothers of children) using the services of domestic violence programs have the need to discuss certain topics pertaining to the child with TBI:

Such changes may relate to:³⁵

- Changes in environment, routine and expectations
- Loss of peer support, including friends and other relationships
- Self-comparison to peers
- Changes in family dynamics
- Disruption in normal brain development
- Problems reconciling “old” and “new” self
- A fluctuation in academic performance and other skills
- Athletic restrictions, changes or setbacks

Prevention of Head Injuries in Children and Teens

When working with a domestic violence program parent of a child with TBI, advocates can discuss safety measures in the shelter and/or home environment:

- Strive for a safe shelter/home environment for children free of domestic violence and other hazards.
- Strive for a safe playing environment for young children.³⁶
- Insist that a child sit in a car seat or wear a seatbelt when riding in the car.
 - Parents or caregivers can set a good example by making sure they wear seatbelts.³⁶
 - Advocates may be able to help program parents locate suitable car seats through donations or community resources.
- Make sure helmets are worn properly when bicycle riding, ice or street skating and skateboarding.³⁶
 - Advocates may be able to help program children and adults locate helmets, through donations or community resources, to help minimize risk of brain re-injury.
- Work with other parents to minimize social risk factors, such as careless or aggressive play, in the neighborhood or shelter.
 - Parents can work to establish a system for intervention when they see or hear about bullying.
- Talk to teens about teen dating violence and the risk for all types of injury.
 - For more information go to:
www.loveisrespect.org
www.breakthecycle.org
www.loveisnotabuse.com/web/guest
<http://www.thatnotcool.com/>.

Advocates who engage in individualized or community prevention work may want to consider ways to implement SBS/other abuse topic prevention and awareness measures into their work with allied professionals. Advocates may need to work with program directors on planning and implementation.

Measures to promote prevention and awareness can include:

- Working with high school and middle school students, teachers and other staff to promote the learning of healthy relationships¹⁰
- Organizing mandatory training for child/daycare providers¹⁰
- Generating public service announcements¹⁰
- Organizing journalist/media provider training to incorporate prevention and awareness emphases into social change editorials or abuse story coverage
- Working with local businesses on policy development that addresses employee/employer behavior and business standards that prevent and address abuse
- Working with prenatal parent educators (e.g., childbirth education classes, doula support services or prenatal care provider check-ups) on ways to encourage healthy relationship-building with babies and young children

Domestic violence advocates can help parents identify a secure and loving support system for a child with TBI.³⁶ See Appendix B, Additional Resources, at the end of the guide.

Advocates can also help brainstorm ideas about safe play and other ways to avoid re-injury.³⁶

Trainer's Summary

Module IV participants understand prevalence, symptoms, behavioral and emotional changes, healing and support measures as they pertain to babies, older children and teens with TBI.

Reference List: Module IV

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Trainer's Guide

Module V – TBI and Domestic Violence Screening



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Planning for Module V : TBI and Domestic Violence Screening

Time Required

60 minutes

Materials Needed

Trainer’s Packet

Handouts

1. Sample A: The HELPPS TBI Medical Screening Tool
2. Sample B: TBI Medical Screening Guideline (MSG)
3. Sample A: The HELPPS TBI Domestic Violence Program Screening Tool
4. Sample B: TBI Domestic Violence Program Screening Guideline (PSG)

Activities

Lecture
Screening Exercises: Role Plays

Objectives

Participants will:

- Conclude why it is important to screen for TBI.
- Learn TBI screening techniques for medical service providers and domestic violence advocates.
- Learn key points about cultural competency in domestic violence screening.
- Participate in advocacy-survivor screening role plays.
- Gain access to medical locations where practitioners diagnose and/or assist with healing from TBI.

Beginning the Module

Trainer: Explain that *Module V* participants will use screening guides and role play exercises to build domestic violence and TBI screening skills. Cultural competency exercises in the module help to strengthen advocate domestic violence and TBI screening skills.



Trainer's Note:

- Introduce and post the Brain Injury Helpline for information, referrals and resources: 1-866-412-4755.
- Stress the importance of this number as a resource for current provider referral information.



Trainer: Post this statement on newsprint and hang in room:

Healing = Rest, Time, Fluids.

MODULE V – TBI AND DOMESTIC VIOLENCE SCREENING

Module V participants use screening guides and role play exercises to build domestic violence and TBI screening skills. Cultural competency tips in the module help to strengthen advocate domestic violence and TBI screening skills.

**Brain Injury
Helpline for
information,
referrals and
resources:
866-412-4755**

TBI and Domestic Violence Screening

Before continuing with this module it is imperative to acknowledge that advocates:

- **Must not** diagnose someone with TBI
- **May** screen for the purpose of alerting a survivor to the possibility of TBI and the need for a possible assessment

Advocates may conduct a screening and make a referral:

- As an important step for the survivor in receiving proper diagnosis and treatment in order to begin healing from the physiological, personal and social impact of a TBI

Remember, the information provided throughout the curriculum is not meant for diagnostic purposes:

- Screening survivors and making appropriate referrals as needed for a possible TBI is an effective start to a chain of events that could lead to needed services and rehabilitation.

An appropriate screening by a medical or domestic violence service provider has potential to make the difference in whether or not a survivor receives proper:

- Medical assessment
- Referrals
- Rehabilitative opportunities

Because survivors with TBI may:

- Slur words
- Stumble when they walk
- Sleep a lot
- Or lack comprehension

Sometimes survivors have several issues going on at once, including having to cope with compounding TBI symptoms.

- It is important not to assume such behaviors are due to drugs or alcohol use, or a mental health issue.

The Case for TBI Screening Among Domestic Violence Survivors

TBI increases the chance of life risks such as:

- Ongoing abuse
- Exploitation
- Joblessness
- Relationship issues
- Homelessness

An undiagnosed TBI for a domestic violence survivor compromises the chances of:

- Positive outcomes while receiving services through a domestic violence program
- Effective rehabilitation
- Fulfilling personal goals

Data reveals that women have a higher mortality rate and poorer outcome following TBI than men.¹

- TBI is found to be the most documented injury in the medical files of those murdered by abusers.²

Screening domestic violence survivors is important because some service providers may be unaware of the high risk for TBI among domestic violence survivors:³

- Service providers may not link psychodynamic issues and other challenges presented by survivors as signs of TBI³
- A survivor may not receive a proper referral and appropriate rehabilitation services³

Research suggests that domestic violence survivors are at increased risk of a co-occurring TBI.⁴

- Domestic violence survivors are a population in need of consistent and intentional screening and referrals since the treatment of any brain injury symptoms seems to diminish an adverse impact on treatment and rehabilitation outcome.⁵

Head Injury Emergencies

If a survivor approaches an advocate with what may be a Head Injury Emergency, the advocate can follow the program's emergency protocol.

Head Injury Emergency symptoms, which may surface over 3 days, can include:

- Unconsciousness⁶
- Sudden and severe headache⁶
- Convulsions⁶
- Vacant or dazed expression⁶
- Drowsiness or vomiting (connected to an obvious head injury or no apparent reason)⁶
- Loss of memory of the head injury⁶
- Bleeding from the ear or nose could indicate a fractured skull⁶
- Fractured or dislocated jaw⁶
- Clear fluid or blood coming from the ears, nose or mouth⁶
- Difficulty waking up⁶



Trainer: Point out that in some cases symptoms may take up to a week to surface.

Screening and Guideline Overview

The Pennsylvania Coalition Against Domestic Violence recommends using the currently adapted:

- HELPPS⁷TBI Screening Tool as a reference for screening all domestic violence program participants and medical patients at intake appointments
- TBI Screening Guidelines⁸, the Medical Screening Guide (MSG) and Domestic Violence Program Screening Guide (PSG) (within the module) as references for conversational screening during a counseling and advocacy session

The following screening guidelines are meant to be:

- Non-discriminatory
- Culturally competent
- Non-stressful
- Conducted within legal parameters
- Empathetic

Confidentiality

- Parameters for disclosure remain the same with the need for a signed release needed before talking to any medical personnel or allied professional

Disclaimers

- A TBI screening process does not guarantee medical intervention or treatment for survivors who may suffer from TBI complications and are staying in a shelter or utilizing program services
- State domestic violence shelters or programs otherwise will not be held liable if complications arise and cause harm to the survivor
- The screening process is meant only to initiate a conversation about the survivor deciding on her own if she needs medical care, and to provide better advocacy services for the survivor
- The screening guidelines **are not** for the purpose of making any medical diagnoses.

Cultural Competency



Trainer: Ask participants to call out words that they associate with “Culture.”

Trainer: Introduce exercise below and additionally ask participants to consider the role of cultural competency in the shaping of beliefs, behaviors and attitudes in the role of a service provider.



Cultural Competency Exercise

Trainer: Will need:

Tape

3x5 & 4x6 colorful notecards

Blank notecards

A wall

Trainer: Cut and paste onto notecards:

Each of the Culture points in the list below

Each of the Cultural Competency points below

Trainer: Attach two large notecards titled “Culture” and “Cultural Competency” onto a wall with two feet or so between them. Divide and pass out all other notecards to tables of 2 or 3 people; also be sure to include 2 or 3 blank cards per table.

Trainer: Instruct participants to discuss which cards belong under the category “Culture” and which belong under “Cultural Competency.” Also, participants may use the blank cards to create their own contributions to the list.

Trainer: Encourage participants, as they discuss card placement, to also discuss what qualities someone might exhibit that shows culturally competency.

Trainer: Ask each group, after eight or so minutes, to choose a spokesperson to affix their group’s cards under the titles on the wall. Spokespersons will also explain the placement of the cards.

Cultural Competency entails:

Working to understand one’s own cultural beliefs around:

Family structure and authority	Birthplace
Food	Sense of place/home
Religion and spirituality	Dis/abilities
Race	Communication
Heritage	Clothing/hair choices
Gender (male, female, intersex)	Hygiene
Socio/economic class	Power and control
Nationality	Relationships to animals
Language	Children/childraising
Age	Expressions of abuse
Sexual orientation/identity	Medical preferences
(lesbian, gay, bisexual, transgender, queer, questioning, pansexual and androgynous)	(holistic and/or technological/ pharmaceutical modalities)



Also, Cultural Competency work entails behavioral, attitudinal and policy change intended to propel genuine environmental change.

Examples include:

- Challenging differences that may affect service provider decisions through unhelpful assumptions within a provider’s cultural belief system (see list above)
- Recognizing that layers of abuse may seem complex due to cultural differences between some people offering medical care or domestic violence advocacy and some survivors in need of care⁹
- Recognizing that strong cultural competency skills will benefit service provision as advocates and survivors navigate an individual’s circumstances
- Asking service providers to become comfortable with questions and accommodations that may conflict with their personal preferences, values and social training⁹

- Providing written materials and other accommodations, such as interpreters or translators, which are sensitive to cultural groups, sexualities and ubiquitous community languages
 - For translation or interpretation needs:
 - ✓ Do not ask possible abusers
 - ✓ Try not to ask family members
 - ✓ If possible, avoid asking a child to translate or interpret
- Providing Braille materials¹⁰ and other supports for persons with limited or no vision
- Providing interpreters, signers and equipment for those who identify as D/deaf/hard of hearing
- Collaborating with a community or hospital-based diversity caucus willing to provide feedback on the screenings, policies and procedures as they are relevant to serving the whole community
- Providing services that are based on community-identified needs



Trainer: May facilitate further discussion through the following points associated with the “Culture” list:

- Family Structure and Authority:
 - What may be the impact of making assumptions about dominance or submission in a family?
- Food:
 - Do people’s food choices seem gross or strange? Is there a way to introduce conversation about food choices, rather than comment “How can you eat that?” or “I’d never eat that!”
- Weight:
 - How might ideas about someone’s size affect service provision?
- Religion and Spirituality:
 - What are the implications if advocates make assumptions about someone’s religion and/or spirituality?
- Race and Heritage:
 - How can advocates challenge stereotypes and comments about race and heritage?
- Gender and Sexuality:
 - To what extent is there personal comfort and a welcoming environment at the program for working with males, females, those who identify as LGBTQQP, intersex, transsexual or transgender.
- Medical Preferences:
 - To what extent are assumptions made that pharmaceuticals and conventional doctors are preferable over natural remedies, spiritual healers or holistic practitioners?
- Social or Economic class:

- To what extent are there assumptions about what someone might do for a living, be able to afford or have interest in? If someone cannot afford something that will help that person achieve her goals, does an advocate's belief system create a barrier rather than enable a program participant to reach goals?
- Nationality/Birth Place/Accent:
 - To what extent are there assumptions about a intentions, habits, beliefs or intelligence regarding these points?
- Age:
 - To what extent are there automatic thoughts about what someone might do, prefer or believe based on the person's age?
- Animals:
 - What thoughts surface based on someone's relationship with an animal? Animals may be: important for disabilities service; a companion; emotional support; like family; or a guard dog. Some people may be adverse to animals.
- Dis/abilities:
 - The same disability affects people differently; advocates can ask individuals about personal needs, but cannot ask if someone has a disability or what might be the disability.
- Hygiene/Hair/Clothing/Communication:
 - How fair is it to make/or act on assumptions based on hair/clothing choices, hygiene or someone's communication style?
- Power and Control:
 - Is an advocate able to be flexible with different people's ideas about power and control?
- Definitions of Abuse:
 - Is an advocate able to work with differing definitions of abuse connected to culture or social training
- Children and Childraising:
 - Different cultures and communities can have varying ideas about ways to raise children. How can advocates work with diverse ways to raise, praise and discipline children?

Medical and domestic violence advocates may find the need to conduct TBI screening in somewhat different ways.

- This module offers a section for medical service providers and domestic violence service providers
- Screening tools and guidelines differ due to differences in responsibilities between medical and domestic violence service providers

Medical service providers may screen for TBI while screening for domestic violence:

- At each phase of patient contact by someone trained in asking about domestic violence and TBI¹¹

TBI and Survivor Rights



Trainer: Ask how cultural competency skills might intersect with survivor rights?

Answers may include:

- Someone's personal belief system may mean that person may not opt for screening, referral or certain types or no medical care.
- A survivor retains the legal right to refuse to answer the screening questions and/or bypass making or attending any medical appointment.



Trainer: Point out that advocates cannot set conditions for services based on a survivor's refusal to seek medical attention or follow medical advice.

The following two sections, I (medical screening) and II (program screening), contain:

- Sample A, PCADV's adaptation of the HELPPS Tool
 - Intended for intake assessments with health care providers or advocates. The tool can be used after the questions have been integrated, with supervisor permission, into screening protocol at the time of intake.
- Sample B
 - Intended for conducting an in-depth conversational screening. The guidelines are to be used during a time when an advocate and survivor sit together for a follow-up appointment, rather than an intake appointment.



Trainer: Let participants know that there will be a portion of the module training time spent role playing with both screening tools.

PCADV recommends conducting both screenings for every survivor.

- HELPPS Tool at intake
- Conversational screening tool at follow-up appointment

I. Screening For TBI In Medical Settings

The following section is intended for use by medical advocates and/or training of medical intake staff or counselors and social workers on the use of two domestic violence screening tools.

- How the forms are stored when implemented by hospital staff will depend on hospital policy.
- Medical advocates can work with a survivor on safe keeping or destroying the documents.

Domestic violence screening tools approved for use by hospitals are protected by the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”).

Tips on using the screening tools:

- Sample A, the HELPPS tool, is a brief tool intended as a gateway TBI assessment to be used during an intake interview.
- If appropriate and possible, reserve the in-depth screening Sample B, called the Medical Screening Guide (MSG), for a time when a medical advocate/ counselor/ social worker will have more time allotted to offer personal attention during and after the screening.
- Medical advocates and other medical service providers can strive to cultivate positive and cooperative working relationships in order to generate best practices for serving survivors who live with TBI.
- If a survivor discloses TBI that is not associated with the incident that brought her to the medical location, follow the screening outline and discuss medical follow-up possibilities.



Trainer: Pass out copies of the HELPPS tool to participants.

Sample A: The HELPPS TBI Medical Screening Tool

PCADV Adaptation 2011*

The HELPPS TBI Medical Screening Tool is intended for use by medical service providers and advocates during an intake interview.

The Joint Commission (TJC) requires healthcare locations to have the following domestic violence policies and procedures in place:¹²

- Identification¹²
- Intervention¹²
- Referral¹²

Encourage medical administrators and other providers to have a clear policy and protocol routine at intake and with each practitioner visit regarding TBI screening.¹³

- Encourage medical providers to have a coordinated community response team comprised of multidisciplinary players from the hospital, rehabilitation providers, and a domestic violence medical advocacy program.¹⁴
- It is beneficial for medical advocates to have a positive relationship with hospital and other medical department supervisors, management and line staff to increase comfort and support with introducing and sustaining TBI screening techniques.
- Engage service providers who have experience or interest in screening for TBI and who may be willing to be a point of contact for their shift team regarding TBI and domestic violence screening questions.¹⁵
- Upon hospital approval, intake providers may be trained to integrate the updated HELPPS Tool into the domestic violence screening.

***Adapted from the screening tool developed by the Alabama Head Injury Council, see note 15.**

THE HELPPS TOOL

(Adapted from the International Center for the Disabled 1992.)

Question	Yes	No	Comments
H = Was your head ever hit , jarred, or slammed? Were you ever injured in the head or neck area, including being bruised, strangled, suffocated, nearly drowned or having bones broken?			
E = Have you ever gone to an Emergency Room or sought medical attention due to an action from another person, including an intimate partner or relative? How long ago? How often did you go? Have you ever felt that you needed such attention but did not seek it out?			
L = Did you ever lose consciousness ? For how long? How long ago? For what reason?			
P = Do you have any problems in the head or neck area? If so, do you know why?			
P = Are you or could you be pregnant ?			
S = Have you noticed any outstanding symptoms after an injury to your head or neck area?			



Advocacy Tip: Upon interviewing a patient, the final question, “S,” is not necessary if the patient answered negative to the first five questions.

Funded by Pennsylvania Dept. of Health and the US Dept. of Health and Human Services, grant #H21MC17232



Trainer: Pass out copies of the MSG to participants.

Sample B: TBI Medical Screening Guideline (MSG)

PCADV Adaptation 2011*

Sample B, The TBI Medical Screening Guideline (MSG), is intended for use in a medical appointment setting:

- During a medical advocacy session
- After domestic violence has been disclosed at intake

After domestic violence disclosure at the hospital intake:

- A survivor is usually asked if she would like to meet with a medical advocate

Confidentiality must remain a priority.

- Intake providers can be made aware that survivors must sign a “release of information” form to share their domestic violence assessment information with a medical advocate
- In turn, medical advocates can ask intake providers to inquire about written permission from the survivor to share the domestic violence screening information with a medical advocate, including the HELPPS Tool answers
- As a result, a medical advocate will have concrete information to guide the screening conversation during the advocacy and counseling session

Medical advocates must remember:

- The screening guidelines are not for the purpose of making any medical diagnoses.
- A survivor may refuse to answer the screening questions and/or may bypass making or attending any medical appointment.
- Program staff may not set conditions on the delivery of domestic violence services based on a survivor’s refusal to participate in a TBI screening or go for further medical assessment.

***Adapted from the screening tool developed by the Alabama Head Injury Council, see note 15.**

SAMPLE B: MEDICAL SCREENING GUIDELINES (MSG)

To help alleviate possible subjective barriers in screening for abuse, service providers should initiate:

A **conversation** that allows the survivor and advocate to discuss the survivor's abuse experiences, keeping differences of families, religions and cultures in mind.

How to initiate and continue a conversational screening is explained below.

Having a Conversation

To conduct a conversational Traumatic Brain Injury screening with someone who has disclosed abuse, medical advocates may choose to first initiate a conversation beginning with informing the survivor about confidentiality, and clarifying the exception of child abuse disclosure and mandatory reporting.

Ask about and address any questions or concerns. Then, begin with the usual pleasantries:

*Please sit down and make yourself comfortable.
How are you doing?*

Continue the conversation by asking the survivor about facts that someone without a brain injury would easily remember:

*Have you eaten today? Are you hungry?
What did you have to eat?
Are you thirsty? Did you have much to drink today?*



Advocacy Tip: The above questions may tell the advocate if the survivor's blood sugar is low or if she is dehydrated. Low blood sugar or dehydration may influence the manner in which someone answers questions. Provide a snack and water to help prevent such factors that may cause interference during the conversation.

*Do you have any children?
How about pets?
What are their names?
How are they cared for while you are here?*

Continue to let the conversation naturally unfold, responding to the survivor's answers. The questions should not be asked as though you are using a checklist.

*Let's talk about your day for a minute...
How did you come to need medical care today?
Who brought you to the hospital?
Can you tell me who you spent time with today?*

As the survivor and advocate become acquainted:

What happened before you came to the hospital?

What was going on before the incident with your boyfriend/ girlfriend/ partner/ family member?



Advocacy Tip: Be sensitive to how someone identifies an abuser; the person facilitating the screening should refer to an abuser in the same way a survivor refers to an abuser.

If a medical advocate has obtained permission to reference the survivor's HELPPS Tool answers from the intake provider, she can reference those answers as she continues talking more specifically about the abuse.

At the medical intake a bit ago, you said...

Can you tell me about that situation?

If an advocate does not have the completed HELPPS Tool copy from the intake provider in hand, she can continue **conversationally** with the questions below. (Screeners will notice that some of the questions are directly from the original HELPS tool.)

Let's talk about things that have gone on or may be going on in your life. In remembering times with a [boyfriend, girlfriend, date, relative, or caregiver], were you ever:

Hit on the head, mouth, or other places on your face?

Pushed so hard you fell and hit your head on a hard or firm surface?

Shaken or jarred in any way?

Injured in the head or neck area, including strangled/choked or suffocated.

Restricted in your breathing?

Nearly drowned, electrocuted, or purposely given something you are allergic to?



Advocacy Tip: PCADV recommends that advocates avoid discussing perceived differences between choking and strangulation when engaging in this screening conversation. Such a discussion may distract the survivor and cause the disclosure part of the process to be compromised due to semantics. If a survivor discloses being "choked," simply ask how they were "choked" and about the circumstances which followed.

Continue referencing the following questions through your conversation:

Have you ever gone to an emergency room or sought medical attention because of something a boyfriend, girlfriend, relative, or caregiver did to you?

Have you ever felt that you needed medical attention, but did not get it or were prevented from getting it?

(If yes)

Will you share why you did not get medical care?

Have you ever been told you had a concussion or other type of head or brain injury?

Did you ever have a time when you lost consciousness or blacked out?

Do you remember for how long or the reason?

Do you have any problems in the head or neck area? If so, do you know why?

If the survivor discloses a head, neck or brain injury, ask:

You mentioned an injury to your [head, neck, brain]; do you have any problems since your injury(ies)?

Allow the person time to consider, listen carefully and circle symptoms below from the answer. When the survivor is finished considering the answer, ask about symptoms not mentioned by the survivor.

Since the incident(s), do you experience:

Headaches	Depression
Anxiety	Sore throat
Fatigue	Petechiae
Difficulty concentrating	Swollen tongue
Difficulty remembering	Bodily function loss
Difficulty reading, writing or calculating	Pupil dilation
Difficulty performing job or school work	Broken collarbone
Changes in behavior or attitude	Difficulty completing things
Changes in relationships	Difficulty in usual activities
Difficulty solving problems	Uncontrollable mood changes
Changes in vision, hearing, smelling or tasting	Difficulty managing stress
Breathing difficulties	Comments or criticism that “you’ve changed”
Dizziness	Drowsiness
Problems with balance	

If a survivor discloses symptoms that may indicate TBI and the medical service providers have not considered TBI:

- Have a gentle conversation about your concerns with the survivor
- Obtain permission to discuss your concerns with a nurse

If disclosure happens in continued counseling beyond the initial medical visit:

- Gently review your concern about her symptoms
- Suggest that next time the survivor visits a health care provider, that she brings her symptoms to that provider’s attention and find out how to be screened further, or see Appendix B to obtain list of additional resources

II. Screening For TBI In Domestic Violence Programs

The following screening tools are intended for use by domestic violence advocates in a shelter or counseling program environment. The screening forms ultimately belong to the survivor.

- Once the screening is completed, advocates should ask whether or not the survivor would like to keep the screening tool.
- If she decides to keep the tool, an additional conversation should take place about safekeeping of the document and any risks associated with having the tool in her possession.
- If the survivor opts not to keep the tool, the advocate can immediately shred the document.

Tips on using the screening tools:

- HELPPS is a brief tool intended for use by domestic violence advocates during an intake interview.
- If appropriate and possible, reserve the in-depth screening, called the Domestic Violence Program Screening Guide (PSG), to be conducted by an advocate who will have more time and personal attention during and after the initial intake appointment.
- If a domestic violence program has a medical advocacy component, medical and domestic violence program advocates can strive to cultivate positive and cooperative working relationships in order to generate best practices for serving survivors who live with TBI.
- If a survivor discloses TBI not associated with the incident that brought her to the domestic violence program location, still follow the screening outline and discuss the possibility of medical follow-up.



Trainer: Let participants know that there will be a portion of the module training time spent role playing with both screening tools.

Sample A: The HELPPS TBI Domestic Violence Program Screening Tool¹⁶

PCADV Adaptation 2011



Trainer: Pass out to participants a copy of the HELPPS tool.



Trainer: Emphasize:

- All TBI screening tools completed within the domestic violence program must not be stored by the program, but should be given to the survivor only after a discussion about the safety of holding the document.
- If a survivor is not able to hold the document, the advocate should immediately shred or destroy the document.

Domestic violence programs should have:

- A clear policy and protocol at an intake appointment protecting the confidentiality of information contained in the TBI screening
- An informed, signed and time-limited specific release from the survivor prior to the advocate discussing the results of the screening, including any conclusions or observations related to the survivor and TBI, with external service providers
- A disclaimer that a TBI screening process does not guarantee medical intervention or treatment for survivors who may suffer from TBI complications and are staying in a shelter or utilizing program services
- A disclaimer should state domestic violence shelters or programs will not be held liable if complications arise and cause harm to the survivor
- A disclaimer that the screening process is meant only to initiate a conversation about the survivor deciding on her own if she needs medical care, and to provide better advocacy services for the survivor

If a survivor discloses abuse at the intake appointment, ask her if she thinks she needs immediate medical attention. If so, offer to call an ambulance or cab for her to receive immediate medical care.



Advocacy Tip: If a survivor discloses TBI not associated with the incident that brought her to the domestic violence program location, continue to follow the screening outline and discuss options and possibilities for medical follow-up.

THE HELPPS TOOL

(Adapted from the International Center for the Disabled 1992.)

Question	Yes	No	Comments
H = Was your head ever hit , jarred, or slammed? Were you ever injured in the head or neck area, including being bruised, strangled, suffocated, nearly drowned or having bones broken?			
E = Have you ever gone to an Emergency Room or sought medical attention due to an action from another person, including an intimate partner or relative? How long ago? How often did you go? Have you ever felt that you needed such attention but did not seek it out?			
L = Did you ever lose consciousness ? For how long? How long ago? For what reason?			
P = Do you have any problems in the head or neck area? If so, do you know why?			
P = Are you or could you be pregnant ?			
S = Have you noticed any outstanding symptoms after an injury to your head or neck area?			



Advocacy Tip: Upon interviewing a survivor, the final question, “S,” is not necessary if the person answered negative to the first five questions



The document must be offered to the survivor (if it is safe for her to take it) or immediately shredded after the screening

Funded by Pennsylvania Dept. of Health and the US Dept. of Health and Human Services, grant #H21MC17232

Sample B: TBI Domestic Violence Program Screening Guideline (PSG)¹⁷

PCADV Adaptation 2011



Trainer: Pass out to participants a copy of PSG

Sample B, The Domestic Violence Program Screening Guideline (PSG) is intended for use:

- In a conversational format by domestic violence program advocates
- In a program setting
- During a counseling or advocacy session, once the survivor is determined to be safe or has entered shelter

Engaging in a TBI screening conversation during a counseling or advocacy session allows a service provider to:

- Help a survivor consider symptoms possibly associated with TBI
- Refer for a follow up medical appointment, if needed

The tool is to be used as a way to:

- Review a survivor's abuse history to listen for symptoms that may be associated with TBI
- Help the survivor decide if she may benefit from medical attention and rehabilitation

After the conversational TBI screening, the survivor may:

- Feel that immediate medical attention is not needed, but opt to be observed by others and see how she feels for a week or so and, in particular, the first 36 hours post-incident

Ask the survivor if she is agreeable to her situation being shared with:

- Other shelter advocates and line staff to be made aware of what may be transpiring if symptoms surface over the next few days, as there can be swelling and hemorrhage for a time post-incident

Having secured a survivor's permission, the program can:

- Identify procedures to indicate a person has reported events that can result in symptoms associated with TBI
- Non-invasively but closely observe the resident over the next week

Domestic violence program advocates must remember that the screening guidelines are not for the purpose of making any medical diagnoses. A survivor retains the legal right to refuse to answer the screening questions and/or bypass making or attending any medical appointment.

To help alleviate possible subjective barriers in screening for abuse, advocates should initiate:

A **conversation** that allows the survivor and advocate to discuss the survivor's abuse experiences, keeping differences of families, religions and cultures in mind.

Having a Conversation

To conduct a conversational TBI screening with a program participant, advocates may choose to first initiate a conversation beginning with informing the survivor about counselor and advocate confidentiality, and clarifying the exception of child abuse disclosure and mandatory reporting.

Ask about and address any questions or concerns. Then, begin with the usual pleasantries:

Please sit down and make yourself comfortable.

How are you doing?

Continue the conversation by asking the survivor about facts that someone without a brain injury would easily remember:

Have you eaten today? Are you hungry?

What did you have to eat?

Are you thirsty? Did you have much to drink today?



Advocacy Tip: The above questions may tell the advocate if the survivor's blood sugar is low or if she is dehydrated. Low blood sugar or dehydration may influence the manner in which someone answers questions. Provide a snack and water to help prevent such factors that may cause interference during the conversation].

Do you have any children?

How about pets?

What are their names?

How are they cared for while you are here?

Continue to let the conversation naturally unfold, responding to the survivor's answers. The questions should not be asked as though you are using a checklist.

Let's talk about your day for a minute...

How did you come here today?

Who brought you here?

Can you tell me who you spent time with today?

As the client and advocate become acquainted:

What happened before you came to the program?

What was going on before the incident with your boyfriend/ girlfriend/ partner/ family member?



Advocacy Tip: Be sensitive to how someone identifies an abuser; the person facilitating the screening should reference an abuser in the same way a survivor references an abuser.

Advocates can become familiar with the HELPPS Tool answers noted by the intake provider and reference the answers as she continues talking more specifically about the abuse.

When you met with [name] during your intake, you said...

Can you tell me about that situation?

If an advocate does not have a completed HELPPS Tool copy from the intake provider in hand, she can continue **conversationally** with the questions below¹⁸.

Let's talk about things that have gone on or may be going on in your life. In remembering times with a boyfriend, girlfriend, date, relative, or caregiver, were you ever:

Hit on the head, mouth or other places on your face?

Pushed so hard you fell and hit your head on a hard or firm surface?

Shaken or jarred in any way?

Injured in the head or neck area, including strangled/choked or suffocated.

Restricted in your breathing?

Nearly drowned, electrocuted, or purposely given something you are allergic to?



Advocacy Tip: PCADV recommends that advocates avoid discussing perceived differences between choking and strangulation when engaging in this screening conversation. Such a discussion may distract the survivor and cause the disclosure part of the process to be compromised due to semantics. If a survivor discloses being "choked," simply ask how they were "choked" and about the circumstances that followed.

Continue referencing the following questions through your conversation:

Have you ever gone to an emergency room or sought medical attention because of something a boyfriend, girlfriend, relative, or caregiver did to you?

Have you ever felt that you needed medical attention, but did not get it or were prevented from getting it?

(If yes)

Will you share why you did not get medical care?

Have you ever been told you had a concussion or other type of head or brain injury?

Did you ever have a time when you lost consciousness or blacked out?

Do you remember for how long or the reason?

Do you have any problems in the head or neck area? If so, do you know why?

If the survivor discloses a head, neck or brain injury, ask:

You mentioned an injury to your [head, neck, brain]; do you have any problems since your injury(ies)?

Allow the person time to consider, listen carefully and circle symptoms below from their answer. When the survivor is finished considering their answer, ask about symptoms not mentioned by the survivor.

Since the incident(s), do you experience:

Headaches	Depression
Anxiety	Sore throat
Fatigue	Petechiae
Difficulty concentrating	Swollen tongue
Difficulty remembering	Bodily function loss
Difficulty reading, writing, or calculating	Pupil dilation
Difficulty performing job or school work	Broken collarbone
Changes in behavior or attitude	Difficulty completing things
Changes in relationships	Difficulty in usual activities
Difficulty solving problems	Uncontrollable mood changes
Changes in vision, hearing, smelling or tasting	Difficulty managing stress
Breathing difficulties	Comments or criticism that "you've changed"
Dizziness	Drowsiness
Problems with balance	

If a domestic violence advocate is concerned about possible TBI:

- Have a gentle conversation about your concerns with the survivor.
- Suggest that next time the survivor visits a health care provider, that she bring her symptoms to that provider's attention and find out how to be screened further, or see Appendix B: Additional Resources.

Screening Exercises: Role Plays



Trainer:

- Pass out role play scenarios.
- Instruct participants to try both screening tools and trading roles.
- Indicate that there will be time to discuss what seemed to work well and where more practice may be needed.



Trainer: Ask participants to think about what has been shared so far in the curriculum.

- Medical advocates can find a partner working in medical advocacy and use the scenario titled, "Medical Screening Exercise."
- Other program advocates can find a partner working in program advocacy and use the scenario titled, "Domestic Violence Program Screening Exercise."

and

- One person acts as a survivor referred for advocacy
- The other partner acts as an advocate.

There are two parts to the exercise to be done with the same partners.

For the exercise partners can:

(A) Practice using the HELPPS tool for an intake appointment. This exercise should take ten minutes: five minutes for screening and five minutes for discussion.

(B) Practice the MSG or PSG conversation for a follow-up or advocacy appointment. This exercise should take fifteen minutes: ten minutes for the screening conversation and five minutes for discussion.



Trainer: Stop the exercises after fifteen to twenty minutes and ask participants to discuss what went well, what did not, and what the person acting as the patient would prefer to see done differently.

Medical Screening Exercise

One partner acts as a nurse while the other partner acts as an emergency room patient.

Scenario: A 66-year old patient, with use of a wheelchair, comes to the emergency room for pain in her ribs and a headache. She says her husband became violent with her and she thinks she needs to be checked out. Her blood pressure is high, she has red spots around her eyes and bruising on her ribs. Also, she reports nausea. Given this general information, how would you conduct a TBI screening and referral?

Domestic Violence Program Screening Exercise

One partner acts as shelter staff while the other partner acts as new program participant.

Scenario: A 21-year old woman and her four-year-old come to the program where you work. She says her partner psychologically tormented her night and day, not ever leaving her alone or to have a moment of peace. She escaped by the back door while at a doctor's appointment and her abuser was in the waiting room. She reports that she suffers from migraines. You observe that she talks in circles often repeating her words and does not seem to be able to follow through with guiding her child in appropriate behavior. She expresses the need for cigarette breaks often, speaks quickly and seems very anxious.

Participant Notes:

Trainer's Summary

Module V participants learn why it is important to screen and how to screen for TBI among domestic violence survivors and medical patients who are possibly domestic violence survivors.

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Traumatic Brain Injury As a Result of Domestic Violence: Information, Screening and Model Practices

Trainer's Guide

Module VI – Advocacy for Domestic Violence Survivors with TBI



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Planning for Module VI – Advocacy for Domestic Violence Survivors with TBI

Time Required

90 minutes

Materials Needed

1. Trainer's Packet
2. Newsprint (large blank easel pad) and markers for exercises
3. Tape, 3" x 5" & 4" x 6" colorful notecards, blank notecards

Handouts

1. Accommodations for Individuals with Brain Injury. *Alabama Head Injury Foundation*.
2. Exercise and Discussion: Sexual Assault Medical Consent Form Worksheet
3. Exercise and Discussion: Medical Consent Word Match Worksheet
4. Exercise and Discussion: TBI and Personal Goals List
5. Patient Reminder Card Sample

Activities

Exercise and Discussions:

Cultural Competency
Sexual Assault Medical Consent Form
Medical Consent Word Match
TBI and the DV Program Experience
TBI and Personal Goals
Developing Advocate Responses to Someone with TBI

Objectives

Participants will:

- List ways to work with and on behalf of survivors living with TBI
- Build advocacy skills to affect positive change for survivors of domestic violence who have experienced traumatic brain injury
- Describe supportive measures and recommendations to assist a domestic violence survivor through traumatic brain injury healing
- Identify TBI referral sources

Beginning the Module

Trainer: Explain in *Module VI* that participants will learn supportive ways to work with a survivor of domestic violence who has TBI. Participants address program expectations and barriers, and ways that advocates can help to facilitate positive change for program participants who live with TBI.



Trainer's Note:

- Introduce and post the Brain Injury Helpline for information, referrals and resources: 1-866-412-4755.
- Stress the importance of this number as a resource for current provider referral information.



Trainer: Post this statement on newsprint (Easel Pad paper) and hang in room:

Healing = Rest, Time, Fluids.

MODULE VI – ADVOCACY FOR DOMESTIC VIOLENCE SURVIVORS WITH TBI

Module VI participants learn supportive ways to work with a survivor of domestic violence who has TBI. Participants address program expectations and barriers, and ways that advocates can help to facilitate positive change for program participants who live with TBI.

**Brain Injury
Helpline for
information,
referrals and
resources:
866-412-4755**

General Advocacy for Working With a Domestic Violence Survivor With TBI

“I feel chaos. I leave the dishes to be done later. I procrastinate....I make no time for completing my tasks. I watch cable television or daydream so I don’t have to deal with what I should be doing.”

TBI Survivor¹



Trainer: Ask participants if they observe behaviors among survivors they work with that reflect the experience expressed in the above quote.

Empowerment-Based and Woman-Centered Survivor Advocacy

For most individuals in need of domestic violence services and TBI support, complexities exist that may pose challenges for:²

- The survivor²
- Domestic violence program and/or medical staff²

Personal warmth and individualized services are essential to empowerment-based advocacy.

- For the person with TBI, this type of approach is critical since she is already doubting herself in several ways and questioning her right to services

Advocacy for survivors of domestic violence who live with TBI should be based on the core principles of Women-Centered Survivor Advocacy:³

- Justice
- Autonomy
- Restoration
- Safety

Professional expertise and use of ‘up-to-date’ research methods are important for effective:

- TBI screening, diagnosis and healing

However, it tends to benefit survivors when domestic violence or medical service providers find ways to flatten a power dynamic that may otherwise, by the design of the relationship, create a barrier and/or exist between:

- Domestic violence program staff and program participants
- Medical providers and patients

Domestic violence survivors who may have TBI must be:

- Listened to actively
- Given space and time to express opinions
- Central to the decision-making process and ultimately make their own decisions



Trainer: Explain:

Domestic violence advocates already strive to meet the above expectations.

The points may be even more important for survivors with TBI since the way a survivor processes information may have changed and she has likely been treated as though she is incompetent.



Trainer’s Note: The following section on cultural competency is also printed in *Module V: TBI and Domestic Violence Screening Techniques*. If trainers opt out of Module V, please review the section on Cultural Competency here.

The following section on cultural competency is also printed in *Module V: TBI and Domestic Violence Screening Techniques*.

Advocates must understand the importance of cultural competency:

Cultural Competency

- **Trainer: Ask participants to call out words that they associate with “Culture.”**

Trainer: Introduce exercise below and additionally ask participants to consider the role of cultural competency in the shaping of beliefs, behaviors and attitudes in the role of a service provider.

Exercise and Discussion: Cultural Competency

Trainer: Will need:

- Tape
- 3x5 & 4x6 colorful notecards
- Blank notecards
- A wall

Trainer: Cut and paste onto notecards:

- Each of the Culture points in the list below
- Each of the Cultural Competency points in the second list below

Trainer: Attach two large notecards titled “Culture” and “Cultural Competency” onto a wall with two feet or so between them. Divide and pass out all other notecards to tables of 2 or 3 people; also be sure to include 2 or 3 blank cards per table.

- Instruct participants to discuss which cards belong under the category “Culture” and which belong under “Cultural Competency.” Also, participants may use the blank cards to create their own contributions to the list.
- Encourage participants, as they discuss card placement, to also discuss what qualities someone might exhibit that shows culturally competency.
- Ask each group, after eight or so minutes, to choose a spokesperson to affix their group’s cards under the titles on the wall. Spokespersons will also explain the placement of the cards.

Cultural Competency entails:

Working to understand one’s own cultural beliefs around:

Family structure and authority	Birthplace
Food	Sense of place/home
Religion and spirituality	Dis/abilities
Race	Communication
Heritage	Clothing/hair choices
Gender (male, female, intersex)	Hygiene
Socio/economic class	Power and control
Nationality	Relationships to animals
Language	Children/childraising
Age	Expressions of abuse
Sexual orientation/identity	Medical preferences
(lesbian, gay, bisexual, transgender, queer, questioning, pansexual and androgynous)	(holistic and/or technological/ pharmaceutical modalities)



Also, cultural competency work entails behavioral, attitudinal and policy change intended to propel genuine environmental change.

- Challenging differences that may affect service provider decisions through unhelpful assumptions within a provider's cultural belief system
- Recognizing that layers of abuse may seem complex due to cultural differences between some people offering medical care or domestic violence advocacy and some survivors in need of care⁹
- Recognizing that strong cultural competency skills will benefit service provision as advocates and survivors navigate an individual's circumstances
- Asking service providers to become comfortable with questions and accommodations that may conflict with their personal preferences, values and social training⁹
- Providing written materials and other accommodations, such as interpreters or translators, which are sensitive to cultural groups, sexualities and ubiquitous community languages
 - For translation or interpretation needs:
 - ✓ Do not ask possible abusers
 - ✓ Try not to ask family members
 - ✓ If possible, avoid asking a child to translate or interpret
- Providing Braille materials¹⁰ and other supports for persons with limited or no vision
- Providing interpreters, signers and equipment for those who identify as D/deaf/hard of hearing
- Collaborating with a community or hospital-based diversity caucus willing to provide feedback on the screenings, policies and procedures as they are relevant to serving the whole community
- Providing services that are based on community-identified needs



Trainer may facilitate further discussion through the following points associated with the “Culture” list:

- Family Structure and Authority:
 - What may be the impact of making assumptions about dominance or submission in a family?
- Food:
 - Do people's food choices seem gross or strange? Is there a way to introduce conversation about food choices, rather than comment “How can you eat that?” or “I'd never eat that!”
- Weight:
 - How might ideas about someone's size affect service provision?
- Religion and Spirituality:
 - What are the implications if advocates make assumptions about someone's religion and/or spirituality?

- Race and Heritage:
 - How can advocates challenge stereotypes and comments about race and heritage?
- Gender and Sexuality:
 - To what extent is there personal comfort and a welcoming environment at the program for working with males, females, those who identify as LGBTQQP, intersex, transsexual or transgender.
- Medical Preferences:
 - To what extent are assumptions made that pharmaceuticals and conventional doctors are preferable over natural remedies, spiritual healers or holistic practitioners?
- Social or Economic class:
 - To what extent are there assumptions about what someone might do for a living, be able to afford or have interest in? If someone cannot afford something that will help that person achieve her goals, does an advocate's belief system create a barrier rather than enable a program participant to reach goals?
- Nationality/Birth Place/Accent:
 - To what extent are there assumptions about a intentions, habits, beliefs or intelligence regarding these points?
- Age:
 - To what extent are there automatic thoughts about what someone might do, prefer or believe based on the person's age?
- Animals:
 - What thoughts surface based on someone's relationship with an animal? Animals may be: important for disabilities service; a companion; emotional support; like family; or a guard dog. Some people may be adverse to animals.
- Dis/abilities:
 - The same disability affects people differently; advocates can ask individuals about personal needs, but cannot ask if someone has a disability or what might be the disability.
- Hygiene/Hair/Clothing/Communication:
 - How fair is it to make/or act on assumptions based on hair/clothing choices, hygiene or someone's communication style?
- Power and Control:
 - Is an advocate able to be flexible with different people's ideas about power and control?
- Definitions of Abuse:
 - Is an advocate able to work with differing definitions of abuse connected to culture or social training
- Children and Childraising:
 - Different cultures and communities can have varying ideas about ways to raise children. How can advocates work with diverse ways to raise, praise and discipline children?

TBI and Life Changes

Domestic violence survivors have complex histories and, if TBI is part of that history, chances are good that the:

- TBI has significantly impacted a survivor's quality of life
- TBI has significantly impacted a survivor's ability to navigate complexities of daily living, work and her environment

As true for many survivors of domestic violence, those with TBI may have difficulty in their daily activities, including:




- Relaxation
- Job responsibilities
- Relationship quality⁴

Conditions that may make TBI harder to adjust to and lengthen healing time are:

- Anxiety⁴
- Depression⁴
- Pre-existing chronic headaches⁴
- Secondary injury⁵
- Substance abuse⁵
- Psychiatric conditions⁵
- Aging process⁵

Healing

Healing can depend on:

- The severity of the injury⁶
 **Trainer: Remind participants that someone does not have to be unconscious to have a TBI.**
- The survivor's age⁶
 **Trainer: Remind participants that children generally need a longer time to heal than adults.**
- Health condition prior to the injury⁶
 **Trainer: Explain to participants that there may be other health issues going on that can affect healing.**
- How well a survivor is able to care for herself after the injury⁶



Trainer: Explain to participants that self-care can be challenging; even getting out of bed in the morning may be difficult. Also, it may be difficult to feed ones self and family if symptoms that can affect functionality are intermittent or ongoing such as: migraines; light sensitivity; nausea; vertigo; depression and low energy levels.

- Compounding brain injuries, since a survivor may experience healing with more ease the first time and decrease her ability to heal with multiple injuries⁶



Trainer: Make the connection- compounding injuries can mean compounding difficulties in everyday life.

People with positive, early healing may experience setbacks a year or decades after the incident.

- Service systems are generally inflexible with responding to such gaps in functional changes⁷
- Survivors of domestic violence and/or childhood abuse may exhibit symptoms from a recent or older injury

Proper management of a concussive injury has implications for a better or good prognosis and minimal deleterious effects with regard to brain function.⁸

Supporting Survivors With TBI




Domestic violence programs, including medical advocacy programs, may want to offer a support group for domestic violence survivors with TBI to help with difficulties that intersect:

- As a result of TBI
- As a result of domestic violence

Advocates should be prepared for:

- The possibility of heightened substance abuse and/ or a range of mental health symptoms when working with a domestic violence survivor with TBI


Advocates can be prepared by:

- Working with a person's behavior rather than labeling the person in unhelpful ways
 - Having a list of other service providers who are adept at working with empowerment-based models and other resources
 - Expecting to meet in abbreviated meeting times
-  **Trainer: Explain that abbreviated meeting times help with memory and attention issues, and help minimize feelings of being overwhelmed.**
- Speaking in a clear and literal sense
 - Sequencing tasks in short increments with the survivor or prioritizing one task at a time
 - Expecting to work with the survivor on filling out important forms or creating a resume
-  **Trainer: Ask participants how many feel like helping a survivor to fill out important forms or creating resumes is enabling dependency rather than supporting someone with trauma, that may include TBI?**
-  **Trainer: Facilitate discussion to support working with someone on forms and resumes.**

Advocates must become:

- Comfortable and proficient at working with survivors who live with TBI

TBI and the Medical Care Experience

-  **Trainer: Emphasize that any advocate should be mindful of what survivors may experience or encounter in medical settings.**

A survivor's right to self determine needs and wants can get undermined by processes and procedures in medical settings.

- Advocates can work with survivors to help them understand helpful questions to ask before and during procedures, refuse certain procedures, and select which sections of the consent forms are agreeable or not agreeable to the survivor.

Medical locations, such as hospital emergency rooms, can be fast paced for anyone, yet more so for someone with TBI. Overstimulation can be distracting or painful for someone with TBI.

Medical professionals can accommodate TBI survivors by:

- Slowing down the pace and speaking clearly to encourage a non-threatening experience
- Explaining what procedures they are doing and why in basic terms
- Being aware of cues that the survivor is not understanding or is being traumatically re-triggered by a procedure
- Having soft lighting in the room or offering to dim the lights
- Offering to close the door to minimize noise



Advocacy Tip: Do not close the door if survivor is not comfortable, as being closed in a room could re-trigger trauma

- Turning off the computer or covering the computer monitor to minimize distraction or pain caused by screen lights or movement

Sexual Assault and TBI



Trainer: Explain:

- Sexual assault may intersect with TBI for some survivors.
- If a program is not a DV/SV dual center, if sexual assault advocacy is not available, or there is no referral agreement with the community sexual assault center, advocates working with survivors will want to be aware of the information in the following section.



Trainer: Ask how many participants work in a dual center (domestic violence & sexual assault). If there is anyone in the audience, acknowledge they may already be familiar with the next exercise or connect readily with the purpose of the exercise.



Trainer: Explain:

- Information in the following exercises is for educational purposes only; the context is not meant to entitle the advocate to explain medical terminology to the survivor, as advocates can remind survivors to ask the attending medical professional for clarification.
- The medical consent form excerpts are included for educational purposes only and not to be reproduced or used in any way other than as part of this training curriculum.

Advocates can help to better prepare survivors for a sexual assault examination by:

- Explaining the general process of sexual assault evidence collection beforehand, if there is an opportunity
- Remind survivors to ask the nurse or doctor to explain anything in the process that is uncomfortable or anything on the consent form that is unclear

- Look for signs that a survivor does not understand the contents of the Sexual Assault Medical Consent Form, and if necessary, remind the survivor to ask a medical professional for further clarification

Exercise and Discussion: Sexual Assault Medical Consent Form Exercise



Trainer: Distribute the Sexual Assault Medical Consent Form Exercise



Trainer: Explain:

- The Medical Consent Form Exercise demonstrates how TBI and sexual assault may intersect and how permission is gained from a patient by a hospital Emergency Department to conduct and release the results of a sexual assault forensic examination.
- The purpose of this exercise is to better equip advocates, who may accompany survivors to sexual assault or other examinations, to empower survivors to ask medical staff to further explain medical language that may seem inaccessible.
- The Reference Points following the exercise are not yet to be reviewed by the trainer with training participants; Reference Points are included with the exercise for a trainer's reference purposes only in order to prepare a trainer to understand key words in the Medical Consent Form and Medical Consent Word Match Exercises.



Trainer: Instruct participants to:

- Read the scenario at the beginning of the exercise
- Fill in the blanks for the survivor
- Cross out any procedure the survivor has a right to refuse
- Circle words or phrases that some survivors may have trouble understanding.



Trainer:

- Allot about five minutes for participants to work through the exercise
- Ask for feedback
- Facilitate and support questions, thoughts and concerns.

Sexual Assault Medical Consent Form Exercise

Domestic violence survivors with a newly acquired TBI or pre-existing TBI may visit a hospital emergency room for evidence collection purposes due to sexual assault. As with any sexual assault examination, a medical consent form will be offered to the survivor by a SANE (Sexual Assault Nurse Examiner) nurse.

The purpose of this exercise is to better inform advocates, who may accompany survivors to a sexual assault examination, in order to help empower survivors to ask medical staff to further explain medical language that may seem inaccessible.

The information is for informational purposes only. The context is not meant to entitle the advocate to explain medical terminology to the survivor.

Note: Consent form contents are not to be reproduced or adapted in any way. The form sections are samples for the use of this training curriculum only.

Scenario

Roger N. has come to the Brookville Hospital emergency department within one hour after a sexual assault. Roger reports that his head was hit on a wooden nightstand during the assault. His abuser took photos of him with his cell phone, from the time during and after the assault, and sent those photos to his friends. Roger has agreed to a sexual assault examination. Roger's SANE nurse is Shauna R. and emergency room doctor is Dr. Lang.

Instructions:

- Fill in the blanks for Roger.
- Cross out any procedure that Roger has a right to refuse
- Circle words or phrases that some survivors may have trouble understanding.

Medical Consent Form Sample

I, _____, freely consent to allow _____, and his/her medical and nursing associates to conduct a forensic examination, which includes the collection of evidence. This procedure has been fully explained to me and I understand that I may refuse any part of the examination. Clinical observation for physical evidence of both penetration and injury to my person will be done. Collection of other specimens and blood samples for laboratory analysis may be done per the events reported.

Patient Information

- I understand that hospitals and health care facilities must report certain crimes to law enforcement authorities in cases where a survivor seeks medical care.
- I have been informed that Pennsylvania law provides that a survivor of a sexual offense shall not be charged for the costs of a forensic rape examination.
- I understand that "I" do not need to talk to law enforcement authorities directly if I choose not to, however I understand the health care facility will provide the evidence of the forensic rape examination to law enforcement authorities.

Patient Consent to Examination

- I understand that a forensic examination to collect evidence from the sexual assault may be conducted, with my consent, by a health care professional(s), to discover and preserve evidence of the assault. If conducted, the report of the examination and any evidence will be provided to law enforcement authorities.
- I understand that I may withdraw consent at any time for any portion of the examination.

Patient Consent to Photographs

- I understand that collection of evidence may include photographing injuries and that these photographs may include the genital area.

General Information

- I understand that evidence including photographs may be collected from this report for health and forensic purposes and provided to health authorities and other qualified persons with a valid educational or scientific interest for demographic and/or epidemiological purposes.
- I fully understand the nature of the examination and the fact that medical information gathered by this means may be used as evidence in a court of law or in connection with enforcement of public health rules and law.

Copy 1-Medical Records
Initials _____ Date _____

Copy 2-Law Enforcement

Copy 3-Forensic Laboratory

Medical Consent Exercise Reference Points



Trainer: Explain: Medical consent forms can be overwhelming and confusing.

If given the opportunity, advocates can explain beforehand that a survivor:

- Has the right to cross out and initial points to which he/she does not agree.
- May choose to write the name of the attending doctor, rather than the location, in the space labelled “consent to treatment.”

Photography may be an issue for survivors.

- Survivors may not want photos taken.
- However, a survivor may find more comfort if s/he able to choose who takes the photos.

Trainers may share the Medical Vocabulary List to help advocates gain a concrete understanding of how to help survivors understand the examination process and their rights within the process.

Medical Vocabulary List

The following words and phrases may seem confusing or irrelevant to anyone not trained in medical language, particularly survivors in crisis who may have TBI.

Forensic: The term simply means “having to do with the law”.¹

- In the case of an assault-based medical forensic examination, “forensic” implies using medical procedures to help legally support survivors of sexual assault.

Collection of evidence:

- Evidence is described as semen, blood, vaginal secretions, saliva, vaginal epithelial cells, and other biological evidence that may be [tested], identified and genetically typed by a crime lab.²
- Photographs are considered as evidence collection.
- Clothing worn during the assault may be collected.³

Clinical observation:

- Doctors, nurses and allied health workers compile notes that document the conditions they encounter, the treatments provided and the outcomes of those treatments.⁴

Laboratory analysis:

- Collected evidence and documentation are submitted to [a medical and/or] crime lab.⁵

Discover and preserve evidence of the assault:

- In order to discover, gather and preserve the most effective evidence, the survivor should not bathe, douche, urinate, drink, wash her/his hands, brush her/his teeth or change her/his clothes. If urination is urgent, this should be caught in a container.
- If oral sex was part of the assault, a survivor must not eat, drink, or smoke.⁶

Health authorities and other qualified persons:

- The list may include: Nurses, doctors, other medical staff, forensic scientists, police officers, legal representatives and data collection analysts.

Valid educational or scientific interest:

- May mean those who study the assault evidence with professional and valid interest in the situation.

Demographic:

- Official record of classifications such as age, race, marital status, income and gender.

Epidemiological:

- Referring to environmental, social or biological factors present in the assault.
 - Examples may include: Were alcohol or drugs part of the situation? Did anyone have a disability? Was the offender a boyfriend/girlfriend? Where did the assault occur? Was there an injury to the head?

-
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 2. U.S Department of Justice Office of Violence Against Women. (2004.). A national protocol for sexual assault medical forensic examinations: Adults/adolescents. September. P. 90. Retrieved from <http://www.ncjrs.gov/pdffiles1/ovw/206554.pdf>.
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 6. The University at Arlington, Texas. (n.d.). Relationship violence & sexual assault prevention program. Division of student affairs. Retrieved from <http://www.uta.edu/studentaffairs/rvsp/howtohelp.htm>.



Trainer: Ask the participants what may occur if a survivor does not understand the content of a release form

Answers may include: Unexpected or non-consensual procedures may trigger or otherwise re-traumatize survivors.

These procedures may include:

- Internal and external examinations and collections
- Photographing of the survivor or a missed opportunity for the survivor to decline photograph taking
- Blood drawing and testing for STI's
- Resident or other student observers
- Statistical contributions to risk analyses, such as demographic and epidemiological studies



Trainer: Distribute the Medical Consent Word Match Exercise found in the Handout Folder.



Trainer:

- Explain that the purpose of this exercise is to better equip advocates with definitions for personal knowledge and to have an informed discussion with the survivor if the need arises.
- Instruct training participants to draw lines connecting words on the left that correlate with definitions on the right.
- Allot about five minutes for training participants to work through the exercise and then begin asking for word match responses.



Trainer: Answer Key: A-5; B-9; C-2; D-8; E-3; F-4; G-1; H-6; I-7.



Trainer: Explain that advocates can help to better prepare survivors for a sexual assault or other examination by:

- Explaining the general process beforehand if there is an opportunity.
- Remind survivors to ask the nurse or doctor to explain anything in the process that is uncomfortable or anything on the consent form that is unclear.
- Look for signs that a survivor does not understand the contents of the consent form and if needed, remind the survivor to ask a medical professional for further clarification.

Exercise and Discussion: Medical Consent Word Match Exercise

Match the Word to the Definition

A. Laboratory analysis	1. Referring to environmental, social or biological factors present in the assault.
B. Forensic	2. Those who study the assault evidence with professional and valid interest in the situation.
C. Valid educational or scientific interest	3. Nurses, doctors, other medical staff, forensic scientists, police officers, legal representatives and data collection analysts.
D. Demographic	4. The survivor should not bathe, douche, urinate, drink, wash hands, brush teeth or change clothes.
E. Health authorities and other qualified persons	5. Collected evidence and documentation submitted to [an internal or] crime lab.
F. Discover and preserve evidence	6. Doctors, nurses and allied health workers compile notes that document the conditions they encounter, the treatments provided and the outcomes of those treatments.
G. Epidemiological	7. Collection of semen, blood, vaginal secretions, saliva, vaginal epithelial cells, and other biological evidence.
H. Clinical Observation	8. Official record of classifications such as age, race, marital status, income and gender.
I. Collection of Evidence	9. Having to do with the law.



Advocacy Tip: An advocate's role can include talking with a survivor about the right to ask questions before and during procedures, refuse certain procedures, and select which sections of the consent forms are agreeable or not agreeable to the survivor.

TBI and the Domestic Violence Program Experience

The domestic violence program experience is a time when survivors are offered services, including shelter, as an opportunity to consider ways to renew and restructure their lives.

- TBI may compound difficulties in someone's daily life and affect her program experience, especially if the injury is and remains undiagnosed and untreated

Remember, of survivors who come to a program for services:

- Some will have a TBI diagnosis and some will not
- Some will consent to medical screening and a follow up appointment upon a positive screening, while some will not

Do not assume that:

- Someone without a brain injury diagnosis does not have TBI
- Every survivor you will work with has TBI



Trainer: Remind advocates that: Pennsylvania domestic violence shelters have rules and expectations that should be clearly explained at the time of intake. A supportive or non-supportive manner in which they may be conveyed can have a significant impact on survivors with TBI.



Trainer: Explain: A supportive or non-supportive manner in which they may be conveyed can have a significant impact on survivors with TBI.



Trainer: Explain: The next four steps lead participants into another group exercise.



Trainer or Assistant: Write responses on newsprint. Post newsprint pages in a visible place as trainers and participants work through Steps One through Four.

Exercise and Discussion: TBI and the Domestic Violence Program Experience



Trainer Note: Keep in mind that the exercise is an incremental series of questions designed to raise awareness pertaining to the program experience for survivors with TBI.

Step One:



Trainer: Ask participants: What are general domestic violence program expectations for program participants in Pennsylvania?

Answers may include:

Program rules and expectations may include:

- Find or keep a home
- Find or keep a job
- Care for children with patience and kindness
- Attend mandatory meetings and support groups
- Follow through daily with assigned chores
- Work and live without conflict with other program participants and shelter staff
- Safeguard confidentiality for herself and other program participants
- Respect confidentiality about a program's location
- Do not bring abusers, alcohol, drugs or weapons onto shelter property

Step Two:



Trainer: Ask participants what options may domestic violence advocates offer program participants in Pennsylvania?

Answers may include:

Pennsylvania domestic violence advocates often discuss options that may help a survivor achieve her goals otherwise. Those include:

- Apply for benefits
- Apply for transitional housing
- Consider legal options
- Advance educational level
- Find reliable childcare

Step Three:



Trainer: Ask participants: Given what you understand so far about how TBI affects people cognitively and behaviorally, how might TBI compound difficulties in someone's daily life and affect her program experience, especially if TBI is and remains undiagnosed and untreated?

Answers may include:

- Living with domestic violence
- Persistent joblessness
- Ongoing relational issues
- Sexual issues
- Trouble with time management, such as being on time or organizing within time limitations
- Difficulties with logical decision-making
- Difficulties sequencing or following instructions
- Substance abuse
- Homelessness
- Problems caring for children

Step Four:



Trainer: Ask participants to call out words used among domestic violence program staff to describe program participants who 'do not meet program expectations.'

Answers may include:

- Unmotivated
- Unfocused
- Poorly organized
- Unable to plan ahead
- Unable to follow a train of thought
- Forgetful
- Harsh toward or neglectful of children
- Non-compliant
- Depressed
- Overwhelmed
- Resistant
- Disorganized
- Lazy
- Crazy
- Misusing services
- Ignorant

Step Five:



Trainer: Ask participants if the words sound like they may also be used to describe people with TBI.

- Explain: The above words are similar to those used to describe individuals with cognitive challenges as a result of TBI. Therefore, A survivor with TBI will likely need more focused and deliberate help (than a survivor without TBI) from an advocate to achieve additional goals.
- Remind group that around 85% of those interviewed in the shelter study had symptoms consistent with TBI symptoms.
- Point out that occasionally, the words “fail to meet expectations” are used to describe a survivor who does not meet program expectations; since a survivor’s response to domestic violence and shelter rules is not a “pass or fail” situation, recommend avoidance of that description.

Step Six



Trainer: Ask participants to reframe damaging perceptions described in Step Four with trauma informed perceptions.



Trainer: Summarize: The purpose of the exercise is to raise awareness by defining the program experience, and then layering the experience of the survivor with TBI.



Advocacy Tip: A survivor with TBI will likely need more focused and deliberate help (than a survivor without TBI) from an advocate to achieve additional goals.

Research shows that 74% – 77% of domestic violence survivors were found to have symptoms consistent with TBI.¹⁰

Those with TBI may have difficulty understanding risky situations or avoiding risky persons.¹¹



Trainer: Ask participants if they see survivors taking risks sometimes that do not make sense.

Individuals who have sustained a TBI may be at an increased risk for violent behavior.¹²



Trainer: Ask if advocates see any aggressive tendencies among survivors in programs.

People with TBI may have problems with impulse control, and may be irritable, anxious or depressed.¹³



Trainer: Ask if advocates see any impulsivity of mood swings among survivors in programs.

The Centers for Disease Control and Prevention estimates that at least 3.17 million Americans currently have a long-term or lifelong need for help to perform activities of daily living as a result of a TBI.¹⁴

According to one study, about 40% of those hospitalized with a TBI had at least one unmet need for services one year after their injury.¹⁴

The most frequent unmet needs of someone living with TBI were:

- Improving memory and problem solving¹⁴
- Managing stress and emotional upsets¹⁴
- Controlling one's temper¹⁴
- Improving one's job skills¹⁴
- Rehabilitation with sexual functioning and understanding sexual rights¹⁵

Exercise and Discussion: Developing Advocate Responses to Someone with TBI

This exercise is based on Dr. Stephanie Covington's curriculum called, *Women and Addiction: A Gender Responsive Approach* from the Hazelden Clinical Innovators Series. Dr. Covington is co-director of both the Institute for Relational Development and The Center for Gender and Justice.



Trainer: Explain: The purpose of the exercise is to consider the question:

How might an advocate respond to someone who lives with TBI?



Trainer: Begin by asking participants to list some of their legal addictions. (Reassure participants that the list will be relevant to the exercise.)

Examples may include:

- Smoking
- Gum
- Exercise

- Texting
- Facebook
- Knitting
- Reading
- Television



Trainer: Prompt participants to think of a time (and acknowledge that this may be some participant's situations now) when you, or someone you care about, were or are temporarily or permanently disabled. The disability could be due to a long or short-term health condition such as the flu, food poisoning, a car accident, chicken pox, cancer, diabetes, broken bone, concussion, etc.



Trainer: Ask how it would feel for someone who claims to be your advocate requires that you/ or your loved one:




- Find a new home or job.
- Stop any side jobs that may bring extra and much needed income.
- Stop seeing people to whom you are attached.
- Cook for fifteen other people every day for one week.
- The next week clean those fifteen people's dinner dishes every day.
- And through the next week clean the bathrooms which those fifteen other people use every day.
- Remain patient with your children and the fifteen other residents at all times.
- Require you to attend several mandatory meetings and groups per week under the assumption such group attendance is best for you.
- Give up your addictions





Trainer: Ask: What would be difficult for you/ your loved one?

Answers may include:


- Keeping up with communal living chores, which is particularly difficult while dealing with crisis.
- Having to live amicably with other residents and staff.
- Attending mandatory meetings when it would make more sense to spend the time bonding with and otherwise caring for my kids, searching for a home or job, or having quiet time that may not have been possible at home.
- Pressure to not sleep through the day to avoid obligations.
- Focusing on expectations set by self or other.
- Relinquishing coping mechanisms (addictions)

-  **Trainer: Summarize:** The exercise is meant to deepen empathy for the survivor's experience, including sacrifices and accommodations a survivor may be expected or forced to make, while participating in a program.
-  **PCADV maintains** that the model approach is to discuss options with survivors and provide support as appropriate. For more information, see the National Center Domestic Violence, Trauma and Mental Health, and Institute for Relational Development and the Center for Gender and Justice in the Additional Resources Appendix of the curriculum.
-  **Trainer: Ask participants:** “What feelings might surface with such requests from someone who is called your advocate?”

Answers may include:

- Anger
 - Resentment
 - Defeat
 - Controlled
 - Frustrated
 - Want to walk away from the “help”
-
-  **Trainer: Ask participants:** “Do you agree that these requirements are difficult for residents who do not suffer from TBI, let alone with live with compounding stresses that result from TBI?”
 -  **Trainer: Reinforce** that TBI can cause a wide range of functional changes that affect thinking, language, learning, emotions, behavior, and/or sensation.

Exercise and Discussion: TBI and Personal Goals

-  **Materials needed for this exercise:**
 - TBI and Personal Goals Handout
 - Notecards prepared with questions from the handout in advance of the session
 - Sheets of Newsprint to each small group on which they can write their responses to the questions
 - Markers to each small group



Trainer: Ask participants to find their handout titled TBI and Personal Goals



Trainer: Depending upon the number of training participants, this activity can be done as a large or small group. If using a small group you may want to prepare the questions on the Personal Goals Handout on notecards ahead of time and distribute three or four to each table. Everyone should get the Handout so they know what all the questions are.



It will be helpful to demonstrate the activity with one of the questions from the Handout as a large group before proceeding.



Step 1. Ask participants to respond to the questions on the Handout or notecards. Give them about 5 minutes to discuss and write their responses on newsprint.

Step 2. Ask participants to discuss the four questions below as they are relevant to the question they just examined. Their responses should be posted to newsprint. Allow 10 to 12 minutes for this step.

Step 3. If working in small groups, have them report out their responses.

Follow-up Questions

- 1. How would you introduce a conversation about this issue/concern with a survivor who may have TBI and presents with limited control over her behavior or awareness of the impact of TBI?**
- 2. How might a survivor's ability to define or work toward her goals be impacted by the behavior described?**
- 3. How might an advocate's own behavior, assumptions or perceptions impact a survivor's ability to work toward her goals?**
- 4. Provide some suggestions for how an advocate can work with a survivor having these experiences.**

TBI and Personal Goals List

1. How might a survivor's reduced ability to perceive, remember or understand risky situations lead to physical or sexual violence?¹⁷
2. How might risky drinking or drug use place people with TBI in situations or relationships that could lead to victimization¹⁷ or re-victimization?
3. How might uninhibited behaviors on the part of a survivor with TBI lead to risky sexual exchanges, possibly exposing her to HIV/AIDS or other sexually transmitted diseases?¹⁷
4. How might uninhibited sexual behaviors, on the part of a survivor with TBI, lead to unintended pregnancy?
5. Epilepsy and an increase in the risk for conditions such as Alzheimer's disease, Parkinson's disease, and other brain disorders can become prevalent with age. How might these affect an advocate's perception of what may be going on for an older survivor who has TBI?¹⁸
6. How might difficulty with anger or other behavioral management on the part of the survivor with TBI prompt others to use undue physical force, prescribe inappropriate medication¹⁹ or administer unhelpful or harsh consequences? Include implications for domestic violence services in your discussion.
7. How might the effects of TBI on someone result in demeaning or abusive treatment from others?¹⁹
- 8a. How might a survivor with TBI might experience judgment or ostracism from others?
- 8b. How might uninformed responses from advocates result in a shelter experience that is difficult or unproductive (may include decisions about intake or exit from shelter)?
9. How might real or perceived problems with a person's ability to honestly and accurately report an incident of victimization affect the quality of the advocacy relationship?¹⁹
- 10a. How might an advocate's lack of awareness about TBI affect or result in denying a problem associated with possible TBI?
- 10b. How might a lack of awareness about TBI affect the survivor's perception of her situation or needs?



Trainer's Note about point #10:

- Denial is a natural human defense mechanism that helps people adjust to shock, injury or loss.
- Avoidance of a situation can lead to greater injury and loss
- An advocate can be someone a survivor with TBI can turn to as she comes to terms with the healing period and any adjustments that must be made.²⁰



Trainer: Highlight: At this point, participants may be thinking about survivors, adults and children they have worked with. Specifically, participants may remember patterns, decisions and behaviors that may have seemed unexplainable.



Trainer: Ask the large group to discuss how TBI, particularly if it is undiagnosed, may affect someone's chances to experience the benefits of a domestic violence program?

Answers May Include Problems Associated With:

- Returning to an abusive situation
- House or job hunting
- Filling out job or housing applications
- Conflicts with other shelter residents or staff
- Family support or dependency issues
- Chore initiation or completion
- Following shelter rules (confidentiality, curfew, substances in shelter, threats or violence in shelter, etc.)
- Substance abuse
- Caring for children

Advocating for Survivors with TBI



Trainer: Explain: The next section covers specific strategies for how an advocate can effectively work with someone who lives with TBI.

How may an advocate effectively work with someone who lives with TBI?


*While the recommendations below are specifically noted for those who suffer from concussions, a form of TBI, we have listed them here as useful guidelines for any type of TBI healing.

Healing = Rest, Time, Fluids.

Someone with TBI...

Someone with TBI...May be frustrated with not being able to “do what she used to do.”

Advocates can:

- Work with her in moving forward with her interests and meeting her needs
 - Partner with her in doing chores and filling out important forms
-  **Trainer: Explain: It is understandable that some advocates will not have the time to work side by side on chores (if chores are required by a program), but if an advocate can partner on tasks, it is extremely beneficial for a program participant, particularly one with any kind of disabling trauma including TBI.**

Someone with TBI...May exhibit TBI symptoms or have needs beyond a program’s resources.

Advocates can:

- Screen for TBI at the time of intake to initially assess if support and referrals may be wanted or needed
- Screen for TBI through conversational questions about head injuries in advocacy meetings to understand how to provide support and referrals if wanted or needed
- Discuss ways to tailor working with the survivor to meet that person’s needs if symptoms leave the survivor with minor or major setbacks with meeting her needs or living in shelter
- Work with the survivor on moving to a TBI rehabilitation program, while maintaining safe residence at the domestic violence program, until a move can happen if the shelter cannot accommodate her needs due to severe symptoms
- See Appendix B at the end of the manual for possible leads or call the Brain Injury Helpline for information, referrals and resources
1-866-412-4755

Someone with TBI...May feel depressed or fatigued due to a TBI and/or abuse.²¹

Advocates can:

- Remind her of her personal strengths, which depressed people tend to forget
- Be realistic about how much, or how little, she may be able to do in a given day²¹
- Celebrate her for who she is and help her to celebrate herself

Someone with TBI...Should try to manage stress in order to support mental, emotional and physical health.

Advocates can:

- Encourage rest.
- Suggest a diet of fresh and/or other wholesome foods.
- Listen to hear if she is interested in natural ways to support overall wellness. These may include:
 - Yoga videos or classes, rented or donated
 - Meditation videos or classes, rented or donated
 - Massage through donated services or local schools
 - Use of reflexology charts through books or the Internet
 - Herbal remedies donated or purchased from most any store with a pharmacy or health food section
 - Acupuncture referral

If a survivor is interested, but does not have access to such resources, advocates can offer to help her find accessible and affordable means to carry through with her interests.

Someone with TBI...Should get plenty of sleep at night and rest during the day.²²

Advocates can:

- Request quiet time in shelter past 10:00 pm
- Designate quiet spaces in the shelter which residents can feel free to use
- Not pressure the resident to be 'up and productive' by a certain time of day

Someone with TBI...Should eat healthy foods.²²

Advocates can:

- Initiate and work with interested survivors to maintain a resident garden to supplement meals
- Make sure fresh fruits and vegetables and other whole food choices are largely available in the shelter kitchen, as "nutrients may be the only way to go in the actual treatment of memory and other cognitive function deficits"²³

Someone with TBI...Should avoid physically demanding activities, including working out and housecleaning.²⁴

Advocates can:

- Offer exemptions from chores during the healing period
- Encourage and validate the need for rest
- Make sure the resident has adequate transportation to appointments and other necessary locations if needed, rather than having to rely on walking or bike riding to destinations, as preserving energy for healing is necessary

Someone with TBI...Should avoid too much concentration, including sustained computer use.²⁴

Advocates can:

- Suggest a break from attending classes, job training or housing searches
- Suggest a break from anything that involves substantial paper work or computer time
- Offer to assist the survivor in reviewing written materials or completing forms

Someone with TBI...Should avoid driving or operating heavy equipment.²⁴

Advocates can:

- Suggest the survivor ask a health care professional when it is safe to drive a car, ride a bike, or use heavy equipment because the ability to react may be slower after a TBI²⁵
- Suggest the survivor return to work when ready and inquire about low stress activities or working half-days until a full-recovery²⁶

Someone with TBI...Should not rush back to daily activities such as school or work.²⁷

Advocates can:

- Suggest the survivor talk with a health care professional about when to return to work or school²⁸
- Suggest she investigate whether or not she is getting the benefits at work to which she is entitled²⁹
- Assist the survivor in getting documentation she may need to request accommodations at school or work

- If returning to work or school does not seem like an option, an advocate can begin to work with the survivor to explore other options such as a different occupation, applying for disability benefits, applying for Crime Victims Compensation, or legal representation to learn how to possibly retrieve compensation due to the abuse

Someone with TBI...Should not drink alcohol or take drugs, other than those doctor prescribed, since these substances can slow recovery.³⁰

Advocates can:

- Ask if the survivor feels that she can refrain from drug and alcohol use if it is in her best interest
- Offer information on a drug and alcohol support group, if appropriate/requested
- Brainstorm ways the survivor can draw upon an advocate's support to avoid drugs and alcohol



Trainer: Explain: Drugs and alcohol use is a coping mechanism that advocates can acknowledge in kind and support words, but follow up with brainstorming "safe" coping mechanisms (concept thanks to Patti Bland of Alaska Coalition and NCDVTMH)

Someone with TBI...May need extra support in a participating in legal proceedings such as a child custody hearing, criminal court case,³¹ bringing criminal charges against an abuser, or obtaining a Protection From Abuse Order.

Advocates can:

- If needed, ARRANGE court accompaniment providers who understand connections between domestic violence and TBI for upcoming court dates
- Connect the survivor with an attorney who understands domestic violence and is able to connect TBI to her abuse experience
- Assure legal support persons and possible expert witnesses are informed about the intersections of domestic violence and TBI

Someone with TBI...May have problems with memory or organization:

Advocates can:

- Give her a date book, planner, or post-it notes for writing down things that may be difficult to remember such as appointments or chores³²
- Suggest doing one activity at a time³³
- Help her prioritize responsibilities
- Remind her of advocacy appointments in person or through a phone call the day of your scheduled meeting
- Suggest she avoid doing anything that could cause a bump, blow or jolt to the head or body³⁴

Someone with TBI...May have problems following or remembering medical or rehabilitative instructions:

Advocates can:

- Suggest she keep copies of doctor's papers, hospital discharge instructions, and rehabilitation notes in an easily accessible or visible location³⁵
- Suggest she take notes during important conversations with doctors and other service providers



Trainer: Explain: Notes should include location and date of the meeting, person she spoke with, points of discussion, agreements, disagreements, conclusions, a time-line and follow-up plan³⁶

- Assist her in getting a document organizer
- Work with her to find a safe place to keep important documents

Someone with TBI...May have problems with changes in sexual urges, behaviors or boundaries:

Advocates can:

- Become comfortable with discussing sexuality with survivors; acknowledge or ask if such concerns exist, rather than ignore the topic as an issue for people with TBI
- Understand that expression and communication may be barriers for people with TBI³⁷. Keep an open dialogue about sexual boundaries and healthy relationships – this type of approach will help to build communication skills and empower a survivor struggling sexual issues
- Support a survivor who is in a rehabilitation program to speak to her service provider/ team about addressing any sexual problems³⁸ or changes
- Support a survivor in speaking with her doctor about pharmaceutical side effects that may affect sexual functioning³⁹
- Discuss ways to plan for possible sexual encounters with regard to safety, contraception and the right to say 'no'⁴⁰



Trainer: Remind participants that navigating sexuality is important to reframing self-identity after TBI.⁴¹

Someone with TBI...May need to consult with family members or friends when making important decisions.⁴²

Advocates can:

- Suggest that the family members or friends should be designated, informed and trusted:
- Designated by the survivor
- Informed on the extent and need for decision-making support in order to provide on-going discussions and follow-through for the survivors decisions
- Trusted because some friends and family cannot be assumed as committed to the survivor's confidentiality, as they may disclose information that may put the survivor at further risk

If the survivor resides in a shelter, and does not have access to trusted family or friends, her domestic violence advocate may be a good choice as a trusted person to help with important decisions. The advocate can work with her to identify other trusted persons who can provide support once she leaves the program.

Someone with TBI...Should maintain contact with appropriate medical and/or rehabilitative support

Advocates can:

- Suggest applying for government medical coverage to avoid dependency on the abuser for medical insurance or living without insurance
- Suggest communication between program participant and medical provider
- Assist her in locating and accessing rehabilitative and other support services, including assistive devices⁴³
- Give her contact information for the Brain Injury Association of Pennsylvania and the Brain Injury Association of America (See Appendix B)
- Give contact information for the CDC's "HeadsUp Brain Injury" Facebook page <http://www.facebook.com/cdcheadsup>
- Ask if she would like reminders such as notes, verbal reminders, or phone calls for upcoming appointments; remember to safety plan for these measures
- If it is safe for a survivor to take a reminder card, offer a Patient Reminder Card for every upcoming medical appointment

Someone with TBI...May need to protect her head from accidental re-injury.⁴³

Advocates can suggest:

- A regular schedule with a domestic violence advocate to discuss options and safety planning measures⁴³
- Removal of tripping hazards such as throw rugs⁴³
- Keeping hallways, stairs and doorways free of clutter⁴³
- Installing handrails on both sides of stairways⁴³
- Putting a nonslip mat in the bathtub or shower floor⁴³
- Installing grab bars next to the toilet and in the tub or shower⁴³
- Improving the lighting inside and outside her home⁴³
- Always wearing a helmet when bike riding, rollerblading, skiing, etc.⁴³

Disabilities accommodations are:

- Ethical
- Humanitarian
- Required under the Americans with Disabilities Act



Trainer: Explain:

Programs can conduct their own Accessibility Audit or have someone from an organization such as the Center for Independent Living conduct an audit (this service may include a fee).

- An audit will help to assess the extent to which the facility and your services are accessible to individuals with a range of disabilities or who are Deaf/Hard of Hearing.
- An Audit can identify service gaps or areas in need of adjustment to increase the accessibility of the program.
- Using the findings from the Audit the organization can create a prioritized plan for increasing accessibility.

Contact PCADV for more information about the ADA, accommodations and Accessibility Audit tools.

Ask a survivor with TBI what you and other shelter staff can do to accommodate her.

Patient Reminder Cards

Advocates can make and distribute their own Patient Reminder Cards:

- These cards may be handed to survivors who plan to follow up for medical care for a head or neck injury.
- After discussing the domestic violence and TBI screening results, if a survivor agrees for a follow-up medical appointment, and it is established by the survivor that it is safe for her to carry a Patient Reminder Card, then a shelter or medical advocate hands the survivor a card for an examiner to complete. The survivor may carry the card as an appointment reminder.
- The card font should be large, bold and easy to read for accessibility. A domestic violence services reference is intentionally exempt from the card wording for safety purposes.
- Advocates can discuss with survivors if they are able to keep the card from an abuser, relatives or friends working on his behalf.

Patient Reminder Card Sample

REMINDER CARD

You have been examined at _____ for a head injury.

Be sure to let a trusted family member or friend know about your injury. They may notice symptoms before you do and can help you.

Take time off from work or school for _____ day(s) or until you and your doctor think you are able to return to your usual routine.

Your next appointment with _____ is on _____.

Trainer's Summary

Module VI participants learn supportive ways to work with a survivor of domestic violence who has TBI. Participants address program expectations, barriers to meeting program expectations, and ways that advocates can help to facilitate positive change for program participants who live with TBI.

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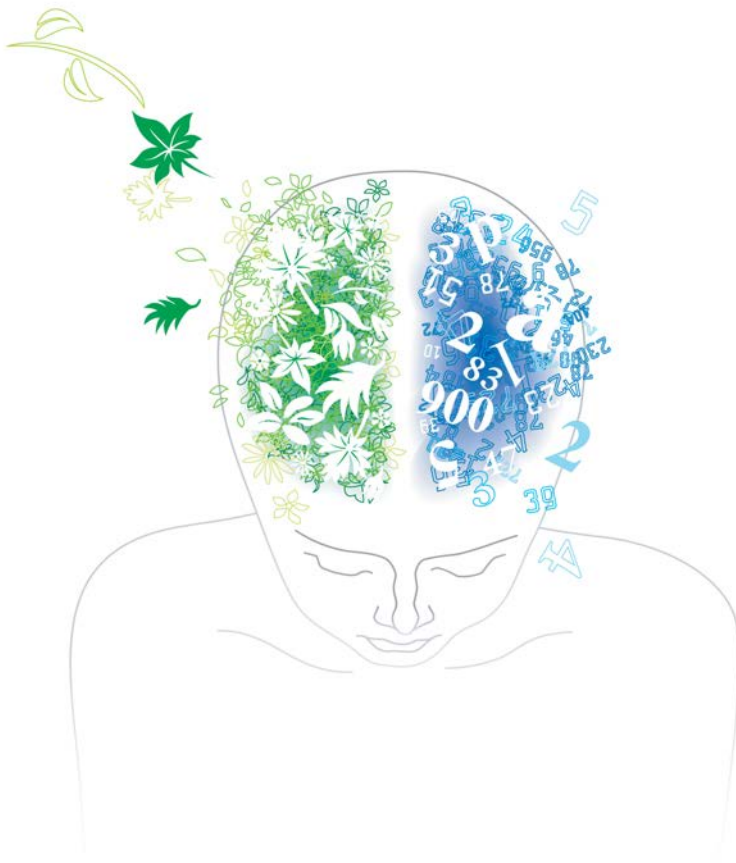
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Traumatic Brain Injury As a Result of Domestic Violence:

Information, Screening and Model Practices

Trainer's Guide

Module VII: Safety Assessment and Planning



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Planning for Module VII : Safety Assessment and Planning

Time Required

60 minutes (recommended 15-minute break after module)

Materials Needed

Trainer’s Packet

For Group Brainstorming Activity: Build a Wall

Tape

Several 3” x 5” index cards

A long sheet of newsprint (easel pad paper) taped to a wall

Three 6” x 8” index cards

Handouts

1. Safety Planning for Victims with TBI, New York State Office for the Prevention of Domestic Violence

Activities

Lecture

Group Brainstorming Activity: Build a Wall

Objectives

Participants will:

- List services offered by domestic violence and medical advocacy programs that contribute to safety for domestic violence survivors with TBI.
- Identify issues connected to safety for domestic violence survivors with TBI.
- Assess and promote safety and planning techniques relevant to domestic violence survivors affected by TBI.

Beginning the Module

Trainer: *Module VII* training participants focus on identifying issues for domestic violence survivors with TBI and safety planning techniques relevant to individualized needs and experiences.

Trainer's Note:

- Introduce and post the Brain Injury Helpline for information, referrals and resources: 1-866-412-4755.
- Stress the importance of this number as a resource for current provider referral information.



Trainer: Post this statement on newsprint and hang in room:

Healing = Rest, Time, Fluids.

MODULE VII – SAFETY ASSESSMENT AND PLANNING

Module VII training participants focus on identifying issues for domestic violence survivors with TBI and safety planning techniques relevant to individualized needs and experiences.

**Brain Injury
Helpline for
information,
referrals and
resources:
866-412-4755**

Domestic Violence Services, TBI and Safety Assessment and Planning

Safety risks and other barriers to accessing rehabilitative services may result in:

- Untreated and ongoing cognitive and behavioral issues that may significantly impact a survivor's,¹ and quite possibly her children's, quality of life.

TBI can result in a state of behavior or cognitive disability that can:

- Directly compromise a survivor's ability to plan for her or her children's safety.

Knowing domestic violence resources and safety planning measures are paramount when there is risk of a new or repeat TBI.

Safety Issues

A survivor's safety can be compromised due to abuse that is:

- Physical
- Emotional
- Mental
- Sexual
- Medical
- Psychological
- Economic

Safety issues may involve children. Research suggests that:

- Fifty percent of men who frequently assault their wives also abuse their children.²

- An estimated 30 to 60 percent of the families where either domestic violence or child maltreatment is identified, it is likely that both forms of abuse exist.³

Futures Without Violence has this to say about safety, parenting, and domestic violence:

On average, more than three women a day are murdered by their husbands or boyfriends in the United States and women experience two million injuries from intimate partner violence each year. Many of these women are mothers who often go to great and courageous lengths to protect their children from abusive partners. In fact, research has shown that the non-abusing parent is often the strongest protective factor in the lives of children who are exposed to domestic violence. However, growing up in a violent home may be a terrifying and traumatic experience that can affect every aspect of a child's life, growth and development. In spite of this, we know that when properly identified and addressed, the effects of domestic violence on children can be mitigated.⁴

It is important for domestic violence advocates to inform survivors that advocates are mandatory reporters of child abuse.

- At some point during the advocacy relationship, advocates can discuss long-term damage and safety hazards for children living with an abuser.

Socio-cultural circumstances that may further compromise safety for survivors of domestic violence include:

- Race
- Class
- Gender
- Sexuality
- Age
- National Origin
- Global Location
- Able-bodiedness

Assessing Safety

To begin assessing for safety specific to TBI-related issues, advocates can assess if any of the following apply to the survivor.⁵

The abuser exploits barriers resulting from the survivor's TBI, such as problems with:⁵

- Memory

- Logical decision-making
- Organization
- Holding a job
- Paying bills
- Caring for children or animals

The abuser tries to hide, break or otherwise block access to assistive devices she may use such as:⁵

- Wheelchairs⁵
- Memory aids⁵
- Voice recorders⁵
- Timers⁵
- Common devices such as eyeglasses and cell phones

The survivor uses a service animal.⁵

- Is that animal safe from harm?⁵
- Is she kept from properly caring for the animal?

The abuser removes notes or notepads by the phone to disorganize or confuse her.⁵

- Can she safely carry a notepad in her purse?
- Can she hide a notepad?

The abuser strains her relationships with family and friends, depriving her of needed support, and possibly a place to stay.

- Are there ways she could reach out for support and try to re-establish those connections to reduce isolation and increase options?

The abuser uses her responses or reactions as an excuse to become abusive.

- Can she prepare to take herself and children out of the room or house if she sees an abuser's anger, power or control escalating?

Are there any steps she can take to protect her head from future assaults?⁵

- If violence is unavoidable, she can try to become a smaller target by diving into a corner and curling up into a ball. She can try to protect her face and wrap her arms around each side of her head with her fingers locked together.⁶
- She may want to avoid wearing scarves or necklaces that could be used to strangle her.⁶

- If possible, she may want to make sure weapons like guns and knives are locked away and as inaccessible as possible.⁶

Her abuser has the capacity to track her location through her cell phone or other technology.

- Can she use a land phone line, email (if safe), and personal meetings for communication?
- Can she change her email password?

The survivor is pregnant.

- Can she wrap a pillow, blanket or her arms around her stomach if a physical assault is unavoidable?
- After a physical assault, will she have access to an obstetrical assessment?
- Can she enlist the help of a professional birth assistant, who is also trained in domestic violence advocacy, for support during the pregnancy, birth and post-partum period?

A professional birth assistant may be found through:

- Communicating her need through a domestic violence program medical advocate to ask for help in locating a birth assistant who may be willing and available to work with program participants
- Conducting an online search (or see the Additional Resources appendix at the end of the manual). Ask those listed in the area if they are willing to provide reduced or free services
- Communicating her need with a point person at a hospital
- Communicating her need with a point person at a community clinic
- Asking the domestic violence program supervisors if there are any professional birth assistants among the staff or volunteers



Trainer: Explain: While no formal study has been conducted connecting blunt trauma from domestic violence to brain injury acquired in-utero, PCADV considers this a possibility and urges advocates and survivors to take measures that will help protect the stomach area during pregnancy.

After the general TBI safety assessment, conduct a TBI lethality assessment:

- Let the survivor know that it is a general practice to ask if her life may be threatened.



Trainer: Explain: Some of the lethality assessment overlaps with the screening tools, yet it is an important component of safety planning.

Ask the survivor if the abuser has increased:

- Injuries to her head, neck or face more than other places on the body
- Methods of abuse, such as suffocation or dunking in pool water, that reduce oxygen
- Forced drug use
- Forced ingestion of medications or foods to which she allergic
- Denial of medical access or medicines

Ask the survivor if:

- Her abuser has gun in the home
- The police have been called to her home
- If so, how often, for what reason and who called
- Her abuser has threatened to kill her
- She feels that her life is in danger

A lethality assessment involves a suicide/ homicide assessment:

Ask the survivor if she has:

- Ever felt so bad that she did not want to go on living
- Thought about killing herself
- If so, how
- Does she have access to items that could assist suicide or a plan to kill herself
- Attempted to take her life in the past⁷
- Considered killing her abuser
- If so, does she have plans to do so

If you assess that she is at risk for taking her own life or the life of her abuser, explain that:

- You recommend she speak immediately with crisis intervention, as that is one way to help keep her safe
- There are resources to help her and you will help her access those resources.

Safety Planning

When safety planning, advocates may ask survivors to predict and respond to possible actions and reactions of an abuser:⁸

- Such abstract concepts may be particularly challenging for a person living with TBI⁸

When safety planning with someone who lives with TBI, an advocate must:

- Be clear in thought and communication⁸
- Be specific with suggestions
- Facilitate small steps⁸



Trainer: Emphasize: Focus one at a time on abuser's patterns, survivor's options, what worked and what did not work in the past and why.



Trainer: Ask participants to think of other things survivors can do to stay safe and what assistance a person may need to take safety measures.

Suggest a regular meeting the same day(s) and the same time each week to try to establish an easily predictable pattern.

It is beneficial for advocates to initiate explicit discussions in small increments about the:

- Abuser's pattern of behaviors
- Survivor's options
- What responses worked and did not work in the past for the survivor, and why

A survivor who has a TBI may not be aware of how the symptoms affect her; she may think she is functioning better than she is.⁸

- Tell her you are concerned about her safety
- Provide respectful feedback on problem areas that could affect her safety⁸



Trainer: Emphasize that the survivor may think a TBI has little impact on her life.

If it is safe for a survivor, suggest she keep:

- A journal with descriptions of assaults and other types of abuse, and dates they occurred
- Track of post-assault symptoms

- Photos of marks on the body from abuse
- A pocket calendar to keep track of days when there are abusive events



Advocacy Tip: Programs may place journals and pocket calendars on donation wish lists.



Trainer: Emphasize: The above steps will help to compensate for memory lapses, and overwhelming feelings that can decrease motivation, initiative, or follow-through.



Advocacy Tip: If she decides to keep such a list, an advocate can work with her on identifying where to safely keep the information.

Safety plans should:

- Be reviewed frequently with advocates and in detail to help compensate for problems with memory, motivation, initiative and follow-through⁸
- Involve several steps that can be sequenced as steps 1., 2., 3., etc.⁸
- Include an escape bag packed ahead of time to be stored in a place well-hidden from the abuser, yet easy to find for the survivor.

An emergency escape bag may include:

- **A list of what to include in the escape bag**

and

- Birth certificates and immunization records for her and her children
- Non-perishable snacks, cans of food, a can opener and water bottles
- Over the counter medicines such as ibuprofen or aspirin, antacids, cough drops/medicine
- Prescription medications
- Money, identification and social security information
- Insurance and credit cards
- Protection from abuse order paperwork
- Proof of residency, such as property deeds, bills or home rental papers
- A set of weather-appropriate clothing and sleepwear for herself and children
- Diapers
- Extra car keys
- Toilet paper, wet wipes (for cleaning hands), pads/tampons
- Adult/children's vitamins
- Prenatal vitamins (if pregnant)
- Small possessions of personal significance, such as jewelry, journals or photos
- Children's favorite items

Carrying the National Hotline number may be an important safety measure to connect a survivor with the nearest domestic violence program and provide immediate support regarding safety planning and well-being.

- 1-800-799-SAFE (7233)
- 1800-787-3224 (TTY)

If Leaving Is an Option:

Can she plan to take her service⁸ or companion animals?

- Can she bring supplies for her service animal, such as food, medications, leashes and veterinary contacts?⁸

Can she plan to take assistive devices with her?⁸

- Can she take spare batteries for assistive devices?⁸
- Can she arrange for back-up assistive devices, instructions, and specific information on how and where to get replacements or repairs?⁸

Can she plan to take her medications with her?⁸

- Can she take medical information and medic alert systems?⁸
- Can she take contact information for medical personnel, TBI advocates and other service providers?⁸

Is she able to drive or use public transportation on her own? If not, how will she access transportation?⁸

- Can she have access to a car with a full tank of gas?

Working With Medical Providers

Advocates may remind medical providers that confidentiality maintenance includes:

- Never repeating information to the abuser provided by the survivor.⁹
- The signing of confidentiality release waivers between medical providers and advocates.⁹

If the survivor asks a medical provider to speak with the abuser about the abuse, the provider can first explore with the survivor possible consequences of the discussion.⁹

- Is the survivor in immediate danger⁹ and will the discussion cause the abuse to escalate?
- Will the abuser retaliate in any way later?⁹



Advocacy Tip: Advocates can stress to healthcare providers the necessity to speak with an abuser in total privacy and focus on the abuser's actions, not what the abuser claims the 'survivor did' to provoke the abuse.⁹

Exercise and Discussion: Build A Wall



Trainer will need:

Tape

Several 3" x 5" index cards

A long sheet of newsprint (easel pad paper) taped to a wall

Three 6" x 8" index cards, each with one of the following labels:

- Types of Abuse
- Abuse Tactics
- Safety Plan



Trainer: Introduce the group brainstorming activity.



Trainer: Pass out 3" x 5" index cards and tape to participants.



Trainer: Tape 6" x 8" index cards to the newsprint page in the following order:

- Types Of Abuse card is posted on the left side of the newsprint.
- Abuse Tactics card is posted on the middle section of the newsprint.
- Safety Plan card is posted on the right side of the newsprint.



Trainer: Explain: Domestic violence survivors must deal with and dismantle barriers in their every day lives. The wall in this exercise is a metaphorical barrier for types of abuse and abuse techniques, while the safety planning measures show ways that advocates can work with survivors to address barriers that may be more present for those with TBI.

Ask participants to work in groups of two or three. Ask participants to write on their index cards (as these are relevant to TBI):

- First card: A type of abuse;
- Second card: corresponding abuse tactics for those who have TBI
- Third card: safety planning measures that may benefit someone with TBI who is confronting those abuse types and tactics.



Trainer Note: Cards must be kept in relevant groups of three.

After several minutes, participants must appoint a spokesperson to present ideas to the group and tape cards to the newsprint attached to the wall. (See example chart.)

Example:

Type of Abuse	Abuse Tactics	Suggested Safety Planning Measures
Medical	Hiding medication	Always keep medications in reach or sight, such as in a purse, when abuser is around.
Physical	Hitting on the head	Protecting the head when abuse happens. Seek out medical help immediately upon injury.
Psychological	Telling her he will report neglect for her forgetting to pick up kids from school	Tell school about survivor's medical issue. Set a cell phone timer to let you know when to pick up kids, Arrange a trusted support person to pick up kids if you forget or are not able.
Economic	Abuser keeps disability checks	Hide away as much money as possible at every safe opportunity.
Sexual	Abuser takes advantage of decreased sexual inhibitions	Become aware of signs leading up to abuse and try to circumvent the situation.
Mental	Abuser tells her she is dumb because she cannot do things like she used to	Try to remember why things may be different now. Be kind to yourself. Try to find a counselor educated in TBI and domestic violence and/or a rehabilitation facility to work on skills.
Emotional	Abuser tells her he will leave her with nothing	Try to find someone who can assist with legal options. Apply for disability benefits/ government assistance. Connect with TBI rehabilitation services that will help reinstate job and survival skills.



Trainer: End the training day on a positive note by showing this quote in the power point and having a participant read it to remind advocates that there is Hope For the Future for TBI and domestic violence survivors.

Hope For the Future

“New identity, new passion for gardening. First baby step was planted in containers so as to not fall into dirt because of imbalance. My garden has progressed as my new life has. Now, I not only can plant in the ground, I dig up grass and now have three perennial gardens.”

TBI Survivor¹⁰

For TBI and domestic violence survivors, there is hope for the future.

Trainer's Summary

Module VII training participants focus on identifying issues for domestic violence survivors with TBI and safety planning techniques relevant to individualized needs and experiences.

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Appendix A – Acronyms

ABI	–	Acquired Brain Injury
DV	–	Domestic Violence
HAI	–	Hypoxic-Anoxic-Injury
HELPPS	–	Hit/Head, Emergency Room, Lose Consciousness, Problems, Pregnant, Symptoms
IPV	–	Intimate Partner Violence
LGBTQQP	–	Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Pansexual
LOC	–	Loss of Consciousness
MSG	–	Medical Screening Guide
PCADV	–	Pennsylvania Coalition Against Domestic Violence
PSG	–	Program Screening Guide
SAFE	–	Sexual Assault Forensic Examiner
SANE	–	Sexual Assault Nurse Examiner
SBS	–	Shaken Baby Syndrome
SIS	–	Second (or Subsequent) Impact Syndrome
STEPOF	–	Sphenoid, Temporal, Ethmoid, Parietal, Occipital, Frontal
TBI	–	Traumatic Brain Injury

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Appendix B – Additional Resources

Acquired Brain Injury Network of PA is a nonprofit organization of brain injury survivors and family members dedicated to increasing public awareness about acquired brain injury and to providing support, education, information, advocacy and other services for individuals with acquired brain injury and their families. More information can be found at <http://www.abin-pa.org/>, 1-800-516-8052.

Advocacy Skills, a link through the Brain Injury Resource Center, guides people with TBI in building skills for self-generated problem solving, empowerment and decision-making. <http://www.headinjury.com/advocacy.htm>.

Birth Support, see “Professional Birth Assistance Organizations” within this list.

Brain Injury Association of America, Inc. is the “country’s oldest and largest nationwide brain injury advocacy organization.” BIA provides “advocacy, education, and research” and lists the National Directory of Brain Injury Services at <https://secure.biausa.org/OnlineDirectory/Directory/Default.aspx>. <http://www.biausa.org>. 1-800-444-6443.

Also, BIA offers **Living with Brain Injury: A Guide for the Family of a Child with a Traumatic Brain Injury** available through the Brain Injury Association of America. More information can be found at <http://www.biausa.org>, 703-761-0750.

Brain Injury Association of Pennsylvania aims to prevent brain injury and improve the quality of life for people who have experienced brain injury and their family members through support, education, advocacy, and research. <http://www.biapa.org/site/c.iuLZJbMMKrH/b.1760731/k.BD3E/Home.htm>. 1-866-635-7097.

Brain Injury Helpline, a program of the Health and Human Services Call Center, provides referrals for services regarding individuals with TBI. 1-866-412-4755. TTY 1-877-232-7640. Online information can be found at <http://www.HelpinPA.state.pa.us>.

Brain Injury Resource Center is a non-profit clearinghouse founded and operated by brain injury activists since 1985.” Links include those to doctors, skills, advocacy, law and resources. <http://headinjury.com>. 206-621-8558.

Also offered by the BIRC is a:

Goal Setting guide that helps people with TBI establish goals and build analysis skills <http://www.headinjury.com/goalset.htm>.

Hotline to support people with TBI, and their family and friends: 206-621-8558.

Wellness Inventory tool to help those with TBI perform a daily check-in with themselves. The tool includes “health and wellness indicators” help people reflect on how they feel and behave, as well as increase self-awareness.

www.headinjury.com/wellness.htm.

BrainandSpinalCord.org is a “one-stop” resource site for those who have brain injury. <http://www.brainandspinalcord.org/traumatic-brain-injury-types/anoxic-brain-injury/index.html>. 1-888-808-5977.

Brain Steps program provides local school districts with the technical assistance they need to effectively support children and adolescents with TBI. Also, Brain Steps has a three-hour long presentation on the educational effects of brain injury. An overview of the Brain Steps program that can be located at

http://pdeconference.com/presentation/Brenda_Eagan_Brown.html.

The Brain Steps website is www.biapa.org/brainsteps.

Brain Trauma Foundation “is dedicated to improving the outcome of TBI patients worldwide by developing best practices guidelines, conducting clinical research, and educating medical professionals and consumers. <https://www.braintrauma.org/about/>. 212-772-0608.

Center for Disease Control data and other information on TBI can be located at www.cdc.gov and www.cdc.gov/concussion/.

Center for Disease Control also has the “Journalist’s Guide to Shaken Baby Syndrome: A Preventable Tragedy” available for download at http://www.cdc.gov/Concussion/pdf/SBS_Media_Guide_508_optimized-a.pdf. Here one can find information on signs, causes, risks and prevention measures for SBS.

Children’s Hospital of Philadelphia (CHOP) has a Transition to Adulthood program for children who live with special healthcare circumstances and would like to learn how to manage their own healthcare needs as they get older. Also, CHOP has information on Assistive Technology including text-to-speech technology, touch screens, and automatic Smart Home systems for lighting, temperature control, multi-media, security, and door operations. <http://www.chop.edu/service/transition-to-adulthood/home.html>. 215-590-7444.

Council on Brain Injury is a Pennsylvania based organization dedicated to research,

advocacy and prevention of brain injury. <http://www.brain-injury-information.org/>.

Crime Victims Compensation Assistance Program may be able to offer compensation to cover various types of expenses related to crime, including domestic violence and sexual assault.

http://www.portal.state.pa.us/portal/server.pt/community/available_services/14558/financial_assistance/600143. 1-800-233-2339. Advocates from Pennsylvania domestic violence programs only may contact PCADV for technical assistance on filing for victim's compensation. The PCADV crime victims' compensation contact is Denise Scotland at 717-545-6400x117. Advocates from other states may contact their coalition, or go to <http://www.ojp.usdoj.gov/ovc/publications/infores/intdir2005/unitedstates.html> for other contact information for other contact information.

ECELS/Healthy Child Care PA is a program of the PA chapter of the American Academy of Pediatrics. ECELS provides technical assistance and education to help early education and child care practitioners give healthy and safe care. North American Brain Injury Association. 1-800-243-2357 (PA only), 484-446-3077, or email ecels@paaap.org.

Essential Skills For Everyday Functioning outlines ways that people with TBI can build skills for everyday functioning. <http://www.headinjury.com/selftest.htm>.

Head Bumps Matter – Protecting Young Brains is an online self-learning tool from the PA Chapter American Academy of Pediatrics <http://www.paaap.org/headbumpsmatter/Headbumpsmatter.htm>. The supporting document packet for the learning tool can be found at <http://www.ecels-healthychildcarepa.org/content/TBI%20Document%20Packet%20with%20cover%207-19-11.pdf>.

Heads Up is the CDC's information bank for coaches, parents and athletes involved in youth sports, with a focus on preventing, recognizing and responding to a concussion. <http://www.cdc.gov/concussion/HeadsUp/youth.html>.

To take the CDC's online training course go to http://www.cdc.gov/concussion/HeadsUp/online_training.html.

National Disability Rights Network is "a non-profit membership organization for the federally mandated Protection and Advocacy Systems and Client-Assistance Programs for individuals with disabilities." <http://www.napas.org>. 202-408-9514, (TTY) 202-408-9521.

National Shaken Baby Coalition "promotes public awareness of Shaken Baby

Syndrome, advocates justice for the survivors of Shaken Baby Syndrome and provides support, guidance, understanding and compassion for the families of Shaken Baby Syndrome.” <http://www.shakenbabycoalition.org/board.htm>.

Pennsylvania Department of Health Head Injury Program (HIP) pays for head injury rehabilitation services for eligible individuals. For more information call the HIP program 717-772-2762 or the Brain Injury Helpline at 1-866-412-4755.

Pennsylvania Medical Home Initiative provides healthcare for children and families to work as a team to access all medical and non-medical services.
www.pamedicalhome.org. 484-446-3093, 1-800-414-7391.

Professional Birth Assistance Organizations:

International Birth and Wellness Project has a link to locate professional birth assistants trained by their organization in a specific country and state. This organization is formerly the Association of Labor Assistants and Childbirth Educators. <http://www.alace.org/index>. 1-877-334-4297.

Doulas of North America (DONA) has a link to locate professional birth assistants trained by their organization in a specific country and state. <http://www.dona.org/>. 1-888-788-3662.

Childbirth International has a link to locate professional birth assistants trained by their organization in a specific country and state. <http://www.childbirthinternational.com/>.

TBI Glossary is for those looking to update their terminology and understanding with regard to TBI. <http://www.headinjury.com/tbiglossary.htm>.

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Appendix C – Pre-Test, Post-Test, Answer Key



The Test offers the training participant and the trainer a means to quantifiably measure learned information relevant to the curriculum training content. Tests may be offered before and after the training.



Trainer: If you are offering the tests, print out and distribute the last two pages of this appendix before reviewing the curriculum, and again after the final module.

If you do not review the answers with the participants after the post-test, you may print and distribute the answer key.

**Traumatic Brain Injury as a Result of Domestic Violence:
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Pre-Test and Post-Test True/False Answer Key**

1. **TRUE** Nerve cells are formed in the fetal stages and continue to form for a short time after a baby is born.
2. **FALSE** Brain cells that remain free of trauma cannot endure a natural lifespan.
3. **TRUE** There are 14 facial bones that could suffer damage associated with TBI.
4. **FALSE** Impact to the head is common and should be disregarded.
5. **FALSE** A person must lose consciousness to have a brain injury.
6. **TRUE** TBI occurs from causes such as a blow to the head, shaking, or strangulation.
7. **FALSE** Repeat brain injury is not an issue for domestic violence survivors.
8. **TRUE** TBI symptoms are associated with brain lobe damage.
9. **FALSE** TBI is nearly always detected among domestic violence survivors in hospitals and domestic violence programs.
10. **TRUE** Learning and memory are affected by TBI.
11. **TRUE** Children have a longer expected recovery time than adults with TBI.
12. **TRUE** A child who does not lose consciousness may have more difficulty post-incident than a child who has lost consciousness.
13. **FALSE** Supporting a child with TBI means helping the child to return to “the way they were.”
14. **FALSE** Advocates are permitted to tell a survivor they have TBI.
15. **TRUE** Advocates may screen for the purpose of alerting a survivor to the possibility of TBI and that further medical assessment may be needed.
16. **FALSE** Moving down a checklist of questions is the best way to screen for TBI among domestic violence survivors.
17. **FALSE** Physically demanding activities promote healing from TBI.
18. **FALSE** Someone with TBI can definitely return to work in a week.
19. **FALSE** Domestic violence survivors who may have TBI must be given the same goals to reach as all other program participants.
20. **FALSE** TBI should not interfere with a survivor’s ability to plan for her or her children’s safety.
21. **TRUE** It is helpful for advocates to know if a survivor is pregnant when safety planning.
22. **FALSE** An advocate must not tell a survivor she is concerned for her safety.

**Traumatic Brain Injury as a Result of Domestic Violence:
Information, Screening and Model Practices
Pre-Test and Post-Test**

This short quiz is given before you study the curriculum and again after you have completed the modules. This gives you and your trainer a way to determine the effectiveness of the modules in relaying key points and in giving advocates confidence to work with survivors who may have traumatic brain injuries. You are not graded on the results of either test, but you may be required to take the tests in order to receive a certificate of completion.

Rate how strongly you agree or disagree with each of the following statements by circling the appropriate number.

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree or disagree; 4 = Agree; 5 = Strongly Agree

- | | | | | | |
|---|---|---|---|---|---|
| 1. I clearly understand connections between TBI and domestic violence. | 1 | 2 | 3 | 4 | 5 |
| 2. I clearly understand ways that TBI and violence differ between babies/children/ teens and adults. | 1 | 2 | 3 | 4 | 5 |
| 3. I feel well prepared to screen for TBI among domestic violence survivors. | 1 | 2 | 3 | 4 | 5 |
| 4. I feel well prepared to advocate for domestic violence survivors who have or may have TBI. | 1 | 2 | 3 | 4 | 5 |
| 5. I feel well prepared to work with domestic violence survivors on TBI safety assessment and planning. | 1 | 2 | 3 | 4 | 5 |

Please mark T for True or F for False:

1. _____ Nerve cells are formed in the fetal stages and continue to form for a short time after a baby is born.
2. _____ Brain cells that remain free of trauma cannot endure a natural lifespan.
3. _____ There are 14 facial bones that could suffer damage associated with TBI.
4. _____ Impact to the head is common and should be disregarded.
5. _____ A person must lose consciousness to have a brain injury.
6. _____ TBI occurs from causes such as a blow to the head, shaking, or strangulation.
7. _____ Repeat brain injury is not an issue for domestic violence survivors.
8. _____ TBI symptoms are associated with brain lobe damage.
9. _____ TBI is nearly always detected among domestic violence survivors in hospitals and domestic violence programs.
10. _____ Learning and memory are affected by TBI.
11. _____ Children have a longer expected recovery time than adults with TBI.
12. _____ A child who does not lose consciousness may have more difficulty post-incident than a child who has lost consciousness.
13. _____ Supporting a child with TBI means helping the child to return to “the way they were.”
14. _____ Advocates are permitted to tell a survivor they have TBI.
15. _____ Advocates may screen for the purpose of alerting a survivor to the possibility of TBI and that further medical assessment may be needed.
16. _____ Moving down a checklist of questions is the best way to screen for TBI among domestic violence survivors.
17. _____ Physically demanding activities promote healing from TBI.
18. _____ Someone with TBI can definitely return to work in a week.
19. _____ Domestic violence survivors who may have TBI must be given the same goals to reach as all other program participants.
20. _____ TBI should not interfere with a survivor’s ability to plan for her or her children’s safety.
21. _____ It is helpful for advocates to know if a survivor is pregnant when safety planning.
22. _____ An advocate must not tell a survivor she is concerned for her safety.