

Not Reported	<i>Pre-Contemplation:</i> <i>[actively abusive/violent]</i>	<i>Contemplation:</i> <i>[questioning own behavior]</i>	<i>Preparation:</i> <i>[considering change]</i>	<i>Action:</i> <i>[trying respectful healthy alternatives]</i>	<i>Maintenance:</i> <i>[building new patterns, making repairs/amends]</i>	
<b>Physical Harms</b>						
<i>Direct assaults (hitting, punching, kicking, use of weapons)</i>	<input type="checkbox"/>	Justifies that physical assaults were a response to victim's behavior, minimizing impact of assaults, uses cultural justifications	Compares assaults perpetrated to those personally experienced. Minimizes impact of assaults	Describes own behavior negatively. Some description of not knowing what to do next or a desire to stop assaulting.	Admits to assaults. Acknowledges impact. Expresses regret for assaults.	Actively communicates harm caused. Able to describe alternatives and ways to begin repairs to victim or in future relationship.
<i>Restraint</i>	<input type="checkbox"/>	Denies having power over victim. Denies how behavior restrained victim. Focuses on need to restrain victim.	Acknowledges restraining behavior. Minimizes impact. Defends choice to restrain even if admitting behavior led to consequences.	Admits restraining behavior, states a desire to control victim for victim's own well being, asks for alternatives	Begins to separate victim's behavior from own desire to control.	Keeps personal choices separate from victim's choices. Actively works to support and care for own behavior.
<i>Sexual assaults</i>	<input type="checkbox"/>	Believes that victim has culpability in assault, Only able to define physical sexual harm as rape.	Rationalizes sexual assault or insists victim gave consent. Minimizes impact.	Admits sexual assault without justifying. Offers no alternatives or repairs.	Expresses regret at sexual assaults. Admits to non-physical as well as physical sexual harm.	Identifies alternative, healthy sexual behavior. Works to make amends for impact from sexual harm.
<i>Indirect assaults (throwing or breaking items, pushing / assaulting to leave)</i>	<input type="checkbox"/>	Describes behavior casually or as a positive alternative to direct physical assault	Justifies behavior by claiming ownership of objects or because of monetary investment. Focuses on need to escape from victim.	Identifies injuries and impacts caused due to behavior. Expresses regret	Works toward ways of deescalating conflicts beyond leaving. Acknowledges victim's right to be impacted by indirect assaults.	Makes repairs for harm caused by indirect assaults, expresses understanding of the impacts on victim for indirect assaults.
<b>Emotional Harms</b>						
<i>Threats (direct or indirect)</i>	<input type="checkbox"/>	Threats are described matter of fact, no identification of how threats may impact others, threats stated as rules of conduct	Identifies threats as harmful behavior in some way, but justifies use as a control method	Ability to identify intent behind threats, acknowledges desire for control, states regret for threats made	Seeks methods of compromise and negotiation as well as other alternatives to violent verbal controls	Can describe impacts of threats on others, discusses respectful communication alternatives
<i>Intimidation</i>	<input type="checkbox"/>	Appears to be unaware of physical presence, the manner in which others perceive personal behavior, use of gestures or verbal tones	Acknowledges intimidating presence, focuses on victim's interpreting behavior incorrectly, or otherwise minimizes impacts	Verbalizes ways that victim is intimidated by personal behavior, expresses a desire to not be intimidating	Working toward reducing intimidating behavior, presence, gestures, and communication tone	Clearly demonstrates respectful and non-intimidating behavior, describes awareness of presence and ways of changing to be non-intimidating
<i>Exposing to danger</i>	<input type="checkbox"/>	Personalizes risky behaviors, fails to acknowledge ways that personal behavior puts victim and others in danger	Describes ways personal behavior puts victim and others at risk, but expresses a need to continue this behavior or minimizes impacts	Identifies risky behavior and its impacts on victim and others, expresses desire to change	Ends risky behavior, seeks out counseling, treatment, or support to maintain healthy non-risky alternatives	Actively practices non-risky behavior, works toward making repairs and amends by admitting impacts and harms chosen
<i>Financial controls</i>	<input type="checkbox"/>	Sets standards of spending and holds victim to account, sees control of finances as a right, does not believe in shared resources	Identifies financial controlling behavior upsets victim, but justifies use of control by blaming and minimizing impacts	Considering negotiating finances, but hesitates due to blame placed on victim, willing to attempt alternatives	Attempts active sharing of resources and begins working toward negotiating and compromising financial issues with victim	Establishes patterns of financial support and respect toward victim, willing to resolve conflicts respectfully without always achieving maximum personal benefit
<i>Verbal control or abuse</i>	<input type="checkbox"/>	Calls victim names as a control tactic, does not believe verbal control/abuse is hurtful, and/or minimizes impact and describes behavior as "mutual"	Knows that verbal control and abuse upsets victim, blames victim's behavior on need to behave in this way	States a desire not to use verbal control or abuse, puts responsibility onto victim's behavior, appears open to feedback on alternatives	Able to identify the difference between respectful and disrespectful communication choices, expresses desire for healthy, respectful interactions	Actively practices respectful and healthy communication and acknowledges prior behavior and impacts on victim
<i>Sexual infidelity (emotional/physical)</i>	<input type="checkbox"/>	Admits to physical or emotional affairs, actively works to keep victim from knowing, or justifies affairs, blames victim or affair targets, or refuses to end affair relationships	States a desire to remain in relationship with victim, minimizes impact of affairs, has no concrete ideas on making repairs or amends, focuses on victim not "forgiving"	Identifies infidelities as hurtful behavior, expresses desire to make repairs to relationship with victim but focuses on the difficulties of repairing trust	Works toward respectful communication and listening to victim's needs and desires about their relationship, although may continue with selfish motivations and pressures	Accepts the impacts of personal choices on victim, works to make repairs by respecting space and healing, listening to victim's needs and adjusting personal behavior as necessary

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<b>Description of Behavior</b>						
<i>Focus of own behavior</i>	<input type="checkbox"/>	Does not admit to hurtful behavior of any kind, focuses attention on victim and others including systems and police, portrays self as victim, speaks negatively of others and overly positive about self	Minimally admits hurtful behavior, maintains focus on victim and often sees own behavior as caused by victim or other factors, admissions are for less severe harms than contained in allegations	Admits to hurtful behavior with context, does not necessarily blame victim but includes victim's behavior when explaining own choices, expresses some degree of concern about personal choices	Describes own behavior separately from victim, open to feedback on personal behavior, makes efforts to talk positively or neutrally about victim, occasionally gives others feedback on keeping focus internally	More likely to describe own hurtful behavior, providing context as needed while focusing on ways to change personal responses and attitudes separately from others, often gives feedback to others on personal focus
<i>Focus of victim's behavior</i>	<input type="checkbox"/>	When describing victim, does so in a contemptuous manner and blames victim for any personal decisions, describes self as a victim of others, finds various ways to discuss victim's hurtful behavior toward self and others	Generally negative about victim, but is able to say some positive things and focus on some personal behaviors, has some victim blaming tendencies and focus on self as a victim, but will also admit to hurtful behavior	Neutral or slightly positive focus on victim, portrays victim's actions and own actions as being linked but appears open to feedback on keeping focus on self, talks about both individual and victim's need to change	Neutral or positive attitude and description of victim, keeps description of own behavior and behavior of victim separate, talks about own needs for change separately from victim's change	Neutral or positive attitude toward victim, focuses on own behavior and need for change, describes impact of own hurtful behavior toward victim and provides a context for victim's behavior toward self and others
<i>Quality of details</i>	<input type="checkbox"/>	Details on personal behavior are sparse or missing completely and lack any concrete detail, details of victim are specific and accusatory, several or all allegations of hurtful behavior are denied completely, will become hostile if asked questions about personal behavior	Details about personal behavior are vague or general in nature, or completely forgotten and/or ignored, some detail given using context focusing on victim's behavior, will avoid or ignore questions about own behavior or spin the question into talking about victim's behavior	Provides direct information on personal behavior, but does not provide a lot of additional information, answers questions when asked but rarely volunteers information. May give feedback by using description of own behavior, but can dominate discussion by doing so	Provides several details on hurtful behavior toward others beyond allegations, describes patterns of behavior and gives additional detail when asked. Will ask others for details on hurtful behavior, and will describe own hurtful behavior as an example when needed without dominating	Describes detailed patterns of hurtful behavior and information on motives behind these behavior, gives feedback to others using own hurtful behavior and change as examples but relates these details back to the topic at hand
<i>Historical reference</i>	<input type="checkbox"/>	Describes hurtful behavior as "one time incident," reports never being hurtful ever or only during the accused incident, portrays a history of victimization and minimizes or denies any pattern of hurtful behavior chosen toward others	Details several significant relationships which have ended, and gives vague detail on reasons each ended but does not see personal choices as patterns of behavior	Admits to patterns of hurtful behavior, but has a difficult time in describing these patterns without questions and prompting, expresses some confusion about changing patterns to healthy and respectful ones	Provides details on patterns and history of hurtful behavior, requires some questions or prompting from others to recognize some patterns, open to and requests feedback from others on personal patterns of behavior	Able to describe patterns and history of hurtful behavior in detail, without prompting, and include alternative patterns that are currently being worked toward
<b>Social Supports / Connections</b>						
<i>Connections to support networks</i>	<input type="checkbox"/>	Has minimal or no connection to family or friends, describes self as a "loner" and appears to be comfortable with this arrangement, several connections have ended in major conflict, negative or hurtful behavior toward victim's connections	Has some connections to family and/or friends, but has some contentious conflicts and tends to be more comfortable avoiding contact with others, many supports are negative or encourage destructive attitudes and behavior	Sees importance of having constructive and helpful supports in life, but is unsure how to broaden and strengthen these connections, or has limited desire to ask others for support. Difficulty changing or ending negative support connections	Works toward developing and improving connections with friends, family, and social networks in healthy and constructive ways. Works to make repairs to connections that have been damaged due to hurtful behavior.	Able to maintain helpful and healthy connections to constructive supports and limit connections to those who encourage destructive behavior.
<i>Connection to community</i>	<input type="checkbox"/>	Does not involve self in community, including not voting, not participating in events with children, not engaging in community supports. Has a lack of awareness of community resources.	Speaks of wanting to get involved with community events, increase involvement with children. No concrete plans or investigations are made.	Begins to follow through with contacting and finding community events. Begins talking about the benefits to such connections. Fills out voter registration.	Begins to attend community events, engage with others. Joins groups, attends events with children. Begins to describe personal role within community events. Votes.	Actively engaged in community events, expresses appreciation for community. Engages others to join in events, works actively to promote healthy community.
<i>Use of supportive services</i>	<input type="checkbox"/>	Does not believe there is a need to seek out help or support from others. Identifies victim and others needing help and provides several details on why this is needed.	Begins to question own behavior and poor self-care. Still focuses on others responsibility for personal behavior, but does admit to need for help.	Identifies need for supportive services. Asks for referrals for appropriate supports, or follows requirements / recommendations for services. Minimal blame on others.	Actively follows through with referrals to services. Engages in these supports and identifies value in and need for personal support for harms caused to self and others.	Uses personal examples of how supportive services are valuable. Encourages others to focus on their own behavior and seek out support.

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<b>Self-Care</b>						
<i>Substance abuse</i>	<input type="checkbox"/>	Has ongoing use of substances despite overlaps with domestic violence and harm to self. Blames other's behavior as the issue and does not identify self as having addiction or a problem with substances. Focuses on partner's use of substances as sole reason for own behavior.	Blames abuse, violence, hurtful behavior on substances. Makes statements that when not using, personal behavior is respectful and not hurtful toward anyone. Believes merely stopping use of substances will repair relationships.	Identifies some overlaps between substance use and harm toward partner/self/children. Is open to feedback about substance abuse overlaps. Begins to question use of substances, may talk about potential support/treatment for substance abuse issues separate from DV.	Looks at and talks about personal choices to be hurtful regardless of use of substances or overlaps. Actively seeks out substance abuse treatment. Talks about things learned in substance abuse treatment and how they may apply to DV intervention topics, and expresses use of DV intervention topics in SA treatment.	Actively uses personal experiences of overlaps between DV/SA when giving feedback to others. Maintains substance abuse treatment / support concurrently with DVI, and expresses value in each. Focuses on self rather than others as being responsible for DV/SA issues.
<i>Mental health</i>	<input type="checkbox"/>	Seems unaware of mental health issues. Not open to feedback on MH topics of discussion. Actively attacks ideas of MH treatment and uses the term "crazy" for others or self in an attacking manner.	Begins to speak about MH issues in indirect ways - mentions stress, sadness, depression, impacts of MH issues without identifying them. Expresses thoughts of getting help for MH issues. Identifies trauma issues, but does not want to talk in depth about how those impact self.	Talks about MH issues such as depression, stress, and other issues. Asks others for feedback on how to deal with these impacts, or begins to seek out support. Identifies traumatic experiences, expresses initial understanding that such experiences have impacted self.	Begins to get support for MH issues via counseling/therapy/support. Willing to talk about overlaps in hurtful behavior in relationships. Actively follows through with recommendations of doctor/counselor/therapist.	Gives feedback to others to seek out support for MH issues. Is able to identify self care needs and where those fit without harming others in the process. Encourages others with mental health issues without judging or causing harm.
<i>Recreation</i>	<input type="checkbox"/>	Engages in activities for recreation that actively cause harm to self and/or others. Does not understand damage caused due to these activities. Controls others into allowing pursuit of these activities at others' expense.	Is able to articulate how personal recreation might make others upset, although resists ideas involving how that might be hurtful to others. Comes up with justifications, but listens to other's complaints about these behavior.	Starts to describe the harms caused by recreational activity that is hurtful. Begins to explore alternatives, may try different things or is open to exploring non-hurtful recreation.	Actively engaging in non-hurtful recreation, and is able to describe how prior behavior hurt self and others. Includes partner and children in respectful and healthy ways as a part of recreation.	Expressed understanding of the need for several sources of healthy and respectful recreation, and gives feedback to others using personal examples of how prior recreational choices were hurtful to self and others.
<i>Legal issues</i>	<input type="checkbox"/>	Focuses on legal system as a source of personal problems. Negatively attributes partner's behavior to the legal system being abusive.	Starts to pause negative assumptions of legal system. Still maintains negative attitudes, but appears willing to consider other opinions.	Is able to acknowledge the complexities in the court systems. Stops blaming his partner for using the court system and law enforcement, instead considering why she did so for partner's own perceptions of harm.	Is able to discuss how hurtful behavior chosen fit into legal violations. Does not see system as an enemy, including CPS workers, probation, etc. Is willing to work toward meeting court requirements.	Consistently works to meet court requirements and understands the benefits of doing so. When the system makes decisions against personal benefits, does not become angry, but instead respectfully stands up for rights without hurting others.
<i>Life needs</i>	<input type="checkbox"/>	Does not understand concepts of self-care. Engages in several activities that meet needs in unhealthy ways. Harms toward self hurt others, but no awareness of these impacts. Focuses on avoidance and aggression when others provide feedback on self-care.	Makes some concessions that poor self-care has harms to self, but may resist acknowledgement of harm to others. When topics of poor self-care come up, will avoid topic if possible, or address superficially.	Identifies self-care needs, is able to consider how poor self-care hurts others in his life. Is open to discussion about improving self-care, but does not necessarily follow through, or does so partially.	Works on improving self-care, actively acknowledges how poor self-care hurts self and others. Appears to understand how poor self-care is manipulative and controlling, and works to make repairs for this.	Constant work on self-care goals, and has goals which are concrete, specific, and measurable. Maintains health in physical, emotional, psychological, and spiritual realms and is able to see where those fit into relationships.