<table>
<thead>
<tr>
<th>Thinking Errors</th>
<th>Examples of indicators of thinking errors (or what workers might say to you)</th>
<th>Examples of supervisor's responses to thinking errors (or what you can say to worker)</th>
</tr>
</thead>
</table>
| Assuming that indicators of domestic violence will only be physical violence or signs of physical violence | “I checked the criminal history and there are no reports of domestic violence.”  
“I screened for domestic violence. She said there he had never been violent with her.” | ● “What do we know/what did you learn in your interviews about a pattern of coercive control?”  
● “How did she respond to your questions about emotional abuse, control over finances?”  
● “What do learn about her ability to see friends, work, go to school, have contact with her family?”  
● “What did she say about how he supports her parenting?”  
● “What does he do to show his respect for her?” |
| Focusing only on an incident versus the history or pattern of coercive control. | “She said this had never happened before.”  
“I met with the children afterwards and they didn't have any marks and seem to be fine.” | ● “What is he saying to children about why he was arrested/out of the house?”  
● “Tell me about his history of respecting courts orders/her wishes.”  
● “What do you think his role is in being back in the house?”  
● “Do you have a sense of how he would respond/how he has responded in the past if she tried to keep him out or set boundaries?”  
● “What does she say about other violent relationships?” |
Assuming that if the survivor is still with the perpetrator she either is choosing the perpetrator over the children, or doesn't understand the domestic violence.

<table>
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<th>“She let him back into the home.”</th>
<th>“The court ordered him out of the house.”</th>
</tr>
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<tbody>
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<td>“I took her to the court but she told them DCF wanted her to get the restraining order so she didn't get it.”</td>
<td>“Mom can't seem to control the children.”</td>
</tr>
<tr>
<td>“She's picking him over the children.”</td>
<td>“What's wrong with her? He's in jail and she went to see him.”</td>
</tr>
<tr>
<td>“You know she has a history of domestic violence relationships. I don't think she gets it.”</td>
<td></td>
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- **What were her efforts in those earlier relationships to keep herself safe?”**
- **Have you spoken to her about what he would do if she didn't let him back?**
- **What do we know about the kind of pressure he is exerting over her?**
- **Why do you think it's better for her and the children for him not to be back in the home?**

Assuming that because the domestic violence perpetrator is no longer in the home that he no longer is influencing the family.

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- **“What contact is he having with the children?”**
- **“What do we know about what he's done to undermine her parenting/ her authority with the children?”**
- **“Do you think the children/mother are still worried about him coming back?”**
- **“What worries does she have about his response to the divorce/ separation?”**
- **“How is he talking to the children during the visits about the divorce/separation/arrest?”**

Thinking that if the children weren't physically present at the time of an incident that was physically violent this is automatically no impact on the children.

<table>
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<th>“The children didn't see anything.”</th>
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<td>“The children were asleep and anyway they are too young to be really negatively impacted by what happened.”</td>
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- **“Did you ask about the mother about any disturbances in the children's mood, feeding schedule/intake, sleep, toilet training since the incident?”**
- **“What time of day did this incident happen?”**
| Ignoring the strengths of mothers of children in homes where there is domestic violence because they are mothers. | (Doesn't talk about anything she does to take care of the children, buffer them from the violence, and promote stability in the children's life.) | • "Did it mess up any part of the children’s routine?"
• "How have the children responded to their father not being in the house/seeing him arrested?"
• "What have you learned about her strategies to calm him down/keep the kids away from him when he's upset?"
• "What have you learned about how she keeps the kids on track despite the violence?"
• "When he's being abusive, whose making sure the kids are getting to school/getting to the doctors?"

| Marginalizing the importance of the domestic violence perpetrator to the children and the survivor. | “She should just leave him.”
“He's no good for those kids.” | • “What do the children say about their father?”
• “What are her hopes for the relationship?”
• “What have you learned about her family's response to the violence/to staying together?” |