

School Leader Awareness: Domestic Violence Happens to Educators, too—Her Story, “The Final Blow”

Roselia Alaniz, Ph.D.

Assistant Professor
University of Houston – Victoria
3007 North Ben Wilson
USA, Victoria, Texas 77901

Estella De Los Santos, Ed.D.

Professor
University of Houston – Victoria
3007 North Ben Wilson
USA, Victoria, Texas 77901

Abstract

The case study discussed in this article is the second of a female educator who suffered intimate partner violence (IPV) at the hands of her now ex-husband for 18 months before she escaped. During the time period in which she endured physical violence, verbal abuse, and emotional and psychological trauma, she chose to remain silent for fear that “telling” might bring her further imminent bodily harm. She had been promised that death would be her fate, if she chose disobedience or did not remain silent. The first case study (Alaniz & De Los Santos, 2015) examined the behavior that the victim exhibited that impacted her work performance. The findings of the first study showed that her behaviors highly corresponded with those found in the research. The findings of the second case study show the determination and strength that she had to pull from the depths of her being in order to escape her abusive now ex-husband. The objective of this article is to help educators, other professional women, and all those in abusive situations to realize that they are not alone. There are individuals and agencies available to help women in abusive situations and the hope is that they too have experienced “The Final Blow” and escape.

Keywords: Intimate Partner Violence, Domestic Violence, Domestic Violence Indicators, Domestic Violence Statistics, Domestic Violence Effects, Domestic Violence Prevention, Women’s Studies

1. Introduction

The information for this study is taken from the same subject and incident as the initial case study. Most of the review of the literature and the background information are the same (Alaniz & De Los Santos, 2015).

The educator, who was a victim of domestic violence, in these case studies has felt ashamed, embarrassed and stupefied that a highly-educated woman, who “knew better”, allowed this to happen to herself. Additionally, she has felt guilty because she “should have left” him the first time the verbal or physical abuse occurred. She coped and endured as she internally yearned for an opportunity to escape. This former battered woman, now a survivor of domestic violence, believes that if it can happen to her, it is probably happening to numerous other educators throughout the United States. This experience altered her physical and emotional health which resulted in a decline in her job performance in that it severely impacted her work productivity and her availability to her students and her colleagues.

1.1 Research Questions

Three questions should be examined by instructional leaders and/or managers of schools. First, are the leaders aware of the telltale signs of domestic violence if exhibited by an employee?

Second, is there a policy in place that can serve as a guide as to how to approach an employee who is suffering from domestic violence? Third, is the instructional leader aware of community support systems in place that can help a victim seek aide? This information is essential for all leaders in order to help an educator, who may be a victim, and to help prevent possible violence in the workplace.

1.2 Definition of Terms

According to the National Coalition Against Domestic Violence (NCADV), domestic violence is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, psychological violence, and emotional abuse. The frequency and severity of domestic violence can vary considerably; however, the one relentless factor of domestic violence is one partner's unflinching efforts to maintain power and control over the other (NCADV, 2015).

Intimate Partner Violence (IPV) can be conveyed by a display of threatening and harmful behaviors intended to bolster forced demands and to assert power and control. It may include physical violence, threatening with weapons, sexual assault, verbal and emotional abuse, control of finances or physical freedom, destruction of objects, and threats of harm or actual harm to loved ones including children or pets (OBOS, 2011). Many abusive partners may seem unquestionably flawless in the early stages of a relationship. Possessive and controlling behaviors don't always emerge overnight, but rather appear and increase as the relationship develops. Domestic violence doesn't appear the same in every relationship because every relationship is distinctive. But one detail most abusive relationships have in common is that the abusive partner or perpetrator does many different kinds of things to obtain more power and control over their partners (National Domestic Violence Hotline, 2011).

Domestic violence or intimate partner violence is a willful single occurrence or a pattern of abusive behavior employing coercion, threat, intimidation, isolation, power or fear that results in physical, psychological or emotional trauma (Social Impact Research, 2011). The National Institute of Justice (NIJ, 2007) defines physical, sexual, threats or psychological violence as follows:

Physical violence is the intentional use of physical force (e.g., shoving, choking, shaking, slapping, punching, burning, or use of a weapon, restraints, or one's size and strength against another person) with the potential for causing death, disability, injury, or physical harm.

Sexual violence can be divided into three categories: (1) the use of physical force to compel a person to engage in a sexual act unwillingly, whether or not the act is completed; (2) an attempted or completed sexual act involving a person who, because of illness, disability, or the influence of alcohol or other drugs, or because of intimidation or pressure, is unable to understand the nature or condition of the act, decline participation, or communicate unwillingness to engage in the act; and (3) abusive sexual contact.

Threats of physical or sexual violence communicate the intent to cause death, disability, injury, or physical harm through the use of words, gestures, or weapons.

Psychological/emotional violence traumatizes the victim by acts, threats of acts, or coercive tactics (e.g., humiliating the victim, controlling what the victim can and cannot do, withholding information, isolating the victim from friends and family, denying access to money or other basic resources). In most cases, emotional violence has been preceded by acts or threats of physical or sexual violence.

Stalking is often included among types of intimate partner violence. Stalking refers to harassing or threatening behavior that an individual engages in that would cause a reasonable person to feel fear. Examples of stalking includes making unwanted phone calls; sending the victim unwanted items or presents; following, spying or waiting for the victim; damaging or threatening to damage the victim's property; appearing at a victim's home or place of business; defaming the victim's character or spreading rumors; or harassing the victim using the internet by posting personal information. As with perpetrators of physical and sexual violence, stalkers may be motivated by a desire to exert control over their victims. Stalking and intimate partner violence may co-occur (Baum, et al., 2009; Tjaden & Thoennes, 2000).

1.3 Topic at the Forefront

Domestic violence or better known as intimate partner violence (IPV) caught national attention in 2014 with several high profile cases in the news (Binder, 2014). Domestic violence issues were brought to the forefront when a video tape appeared showing Ray Rice, a former football player for the Baltimore Ravens, punching his fiancée, Janay Palmer, unconscious in an elevator on February 15, 2014. The video surfaced on September 8, 2014 and Ray Rice was fired from the team shortly after (Frantz, 2014). High profile cases create awareness, but domestic violence is a problem of epidemic proportion. An arrest database for the National Football League (NFL), showed five arrest of NFL players for domestic violence out of fifty-one records during 2014 (USA Today, 2014). On Super Bowl Sunday, February 1, 2015, an anti-domestic violence campaign titled, *No More*, teamed up with the NFL to present a “haunting” 30-second commercial. The commercial was viewed by millions of people and sought to bring awareness to the issue of domestic violence. The commercial was based on an actual 911 call (Lacey-Bordeaux, 2015). This advertising campaign was a good start for educating and making others aware of this social ill because domestic violence does not always make the headlines. As a matter of fact, many of those who are victims of violence at the hands of an intimate partner suffer in silence. Many women do so because they are led to believe that the violence is their fault. Still, many do not tell anyone, not their friends, family, psychiatrist or even primary care physician (Binder, 2014).

1.4 Statistics

Domestic violence is a pandemic that strikes about 4 million people a year (Pyrillis, 2014). According to U.S. Centers for Disease Control and Prevention (CDC), 3 in 10 women have experienced severe physical violence by an intimate partner in their lifetime (CDC, 2011). Furthermore, women are more likely to be victims of domestic violence. In our classrooms across the United States, the population of teachers is predominately women.

Domestic violence also known as intimate partner violence (IPV) is a critical social problem in the United States. On average, 20 people per minute are victims of physical violence by an intimate partner in the United States. Over the course of a year, that equals to more than 10 million women and men. In the United States, 1 in 2 women have been victims of some form of physical violence by an intimate partner within their lifetime, while 1 in 5 women have been victims of severe physical violence by an intimate partner in their lifetimes. It does not discriminate on the basis of race, age, socioeconomic status, gender, or sexual orientation. Women with a household income less than \$50K have a significantly higher preponderance of IPV. On a typical day, there are more than 20,000 phone calls placed to domestic violence hotlines nationwide, while IPV accounts for 15% of all violent crime reported (CDC, 2014). Those numbers only tell part of the story and yet, there are many victims who do not report domestic violence because they are reluctant to speak out due to fear (Binder, 2014; Furlow, 2010).

On September 15, 2010, 1,746 out of 1,920 shelters for abused and battered women in the United States participated in a survey conducted by The National Network to End Domestic Violence to measure the scope of services requested in a single day. On this date, the participants of this survey reported 80,189 domestic violence victims requested services (Social Impact Research, 2011). Not surprising, intimate partner violence causes far-reaching health issues beyond immediate injury. Its effects are massive aside from physical and psychological injuries—it impacts their children, their families, their employment, as well as brings difficulties with finances, homelessness, childcare, and role disruption (Javaherian, et al., 2007).

The Schools and Staffing Survey (SASS) conducted by the National Center for Educational Statistics (NCES) is a descriptive report on a variety of data focused on the condition of education in the United States (NCES, 2013). Findings show that the teaching profession is still predominately comprised of women. The percentage of female teachers in the public schools has slowly but steadily increased since 1987. Data from NCES reports shows statistics for selected years between 1987 and 2012. The data show that the majority of teachers (76.3% public and 74.8% private) in the United States were female during the 2011-2012 school year (See Table 1).

Data for the percentage of male and female school principals is shown on Table 2. The data was gathered from 1987-1988, 1990-1991, 1993-1994, 1999-2000, 2003-2004, 2007-2008, and 2011-2012 reports from the U.S. Department of Education National Center for Educational Statistics (NCES, 2014). While the percentage of female principals has remained in the 50-55% range for the private schools, the percentage has steadily increased in the public schools from 24.6% in 1987-1988 to 52% in 2011 to 2012 (See Table 2).

A 2010 report from the U.S. Department of Labor, Bureau of Labor Statistics, showed that women were much more likely than men to be victims of workplace homicide by an intimate partner. Between 1997 and 2009, 321 women and 38 men were killed by current or former spouses, boyfriends, or girlfriends. Between 2003 and 2008, 648 women were killed on the job, and 33% of these were perpetrated by a person who had a personal relationship with the victim (Tiesman, et al., 2012).

Published in 2011, the National Intimate Partner and Sexual Violence Survey (NIPSVS) 2010 collected data on the national prevalence of Intimate Partner Violence, Sexual Violence, and stalking among women and men in the United States. This survey was the first survey of its kind and will serve as the baseline data that will be used to track domestic violence trends (CDC, 2011b). The NIPSVS showed that more than one-third of women in the United States (35.6% or approximately 42.4 million) have experienced rape, physical violence, and/or stalking by an intimate partner at some point in their lifetime. One in 3 women (32.9%) has experienced physical violence by an intimate partner and nearly 1 in 10 (9.4%) has been raped by an intimate partner in her lifetime. Approximately 5.9%, or almost 7.0 million women in the United States, reported experiencing these forms of violence by an intimate partner in the 12 months prior to taking the survey (CDC, 2011b).

The NIPSVS report also showed the frequency of intimate partner rape, physical violence, and/or stalking by race/ethnicity. Among women approximately 4 out of every 10 non-Hispanic Black women (43.7%), 4 out of every 10 American Indian or Alaska Native women (46.0%), and 1 in 2 multiracial non-Hispanic women (53.8%) have been the victim of rape, physical violence, and/or stalking by an intimate partner in their lifetime. Among the other racial/ethnic groups of women, about one-third of White non-Hispanic women (34.6%), more than one-third of Hispanic women (37.1%), and about one-fifth of Asian or Pacific Islander non-Hispanic women (19.6%) in the United States reported that they have been the victim of rape, physical violence, and/or stalking by an intimate partner in their lifetime (CDC, 2011b).

1.5 Domestic Violence Indicators

The National Intimate Partner and Sexual Violence Survey (NIPSVS) 2010 data collected on the national prevalence of Intimate Partner Violence, Sexual Violence, and stalking among women and men in the United States reflects a serious epidemic, but there are still numerous of unreported cases (Furlow, 2010; Rodriguez, et al, 2001). The signs displayed by a victimized employee when involved in an abusive relationship can be difficult to detect at the beginning especially if the perpetrator uses subtle tactics to gain power and control. It is very common for IPV victims to recognize the beginning of the abuse as the first time the perpetrator hit them, but truly the cycle of violence may have started early on in the relationship. Perpetrators tend to be charming and very convincing when exerting power and control tactics. However, sooner or later, the symptoms of a victimized employee are exhibited by the changed behavior of the employee, the negative quality and decreased productivity in work. Nonetheless, violence in the home can lead to violence in the workplace. For this reason it is imperative that campus instructional leaders and school managers recognize indicators of domestic violence. When there are evident signs exhibited by an employee, the instructional leader or school manager can provide needed support by exercising established policy, or if none exists, knowing where to send the employee for assistance. The recommended practice is that instructional leaders and school managers have some form of policy or procedures in place for the workplace, if the school system does not provide guidance on this social issue.

The Centers for Disease Control and Prevention (2014, 2011a, 2011b), the National Coalition Against Domestic Violence (2015), The National Domestic Violence Hotline (2011), and The National Institute of Justice (2007), among others have identified common indicators found in abusive relationships:

- Having a partner with a bad temper, or one who is jealous or possessive
- Being overly eager to please the perpetrator
- Checking in with abusive perpetrator frequently to outline daily activities or confirm prior plans
- Frequent injuries and claiming of “accidents”
- Inconsistent attendance at work, school, or other social activities
- Excessive clothing or accessories to hide signs of physical abuse
- Limited or no access to friends, family, transportation, or money
- Depression or anxiety or other personality changes
- Prevents contact and communication with friends and family
- Controls money and important identification, such as driver’s licenses and passports

- Causes embarrassment with bad names and put-downs
- Critical about partner's appearance and/or behavior
- Attempts to control what partner wears
- Has unrealistic expectations, like partner being available at all times
- Threatens to take away or hurt the children
- Acts like abuse is not a big deal, or denies it's happening
- Plays mind games to place blame on the survivor
- Destroys property or threatens to kill pets
- Intimidates with guns, knives or other weapons
- Shoves, slaps, chokes, hits or forces sexual acts
- Threatens to commit suicide

Routine behaviors exhibited by victims of domestic violence include crying, complaints of chronic ailments (pain, sexually transmitted disease, injuries, gastrointestinal issues), anxiousness, worried expression, tense, changes in appearance and work behavior and unable to function in the workplace, or fearlessness, such as a startle response when the phone rings or is seen engaged in careful watching of a doorway or nearby window (Campbell, 2002; Gedman, 1998; Katula, 2012;).

More telltale signs of domestic violence include employee having recurrent bruising and/or injuries with employee frequently making excuses like falling down, missing the step, etc. IPV victims also display high evidence of extreme stress and this is because the employee is living with uncertainty and violence. The stress can be seen physically as well as emotionally. Depression, fatigue, headaches, backaches are common ailments of abused women. IPV victims also possess low self-esteem. They usually become isolated at work and become defensive when given feedback. The victims usually feel inadequate on projects at work and believe they have nothing valuable to contribute (NALC, 2015).

Domestic violence victims often cope and behave at work in ways that maintain their safety net and keep their secret. They deny and hide the physical and emotional signs of abuse to avoid being discovered by attempting to hide bruises with makeup and clothing (Katula, 2012). Other obvious behaviors are decline in work performance, decreased productivity, have difficulty making decisions, take frequent work breaks, experience work distraction, have increased absenteeism and tardiness at work, and have the inability to take a work-related trip (Katula, 2012). Victimized female employees will espouse traditional values by believing that career is secondary to their partner's and will maneuver the work load and work day to ensure job responsibilities do not interfere with the family. They will be resistant to take on any projects that conflict with this value and will frequently miss career opportunities because of this. Additionally, the IPV victim will be seen as having an intense, dependent relationship with her significant other as the employee will be frequently escorted or driven to and from work, usually daily. Moreover, the spouse will check on the victim frequently during the day either by phone or in person. Employee will appear passive but will control the work environment to prevent upsetting affairs at home. This means that the employee will clock in and out precisely on time and will not stay to work late (NALC, 2015).

1.6 Rationale

As campus instructional leaders and school managers responsible for the safety of *all* persons within the school building, one cannot turn a blind eye and dispel the myth that domestic violence has no impact on schools or its employees. Domestic violence infiltrates the lives and compromises the safety of thousands of employees each day, with tragic, destructive, and often fatal results. School leaders have an obligation to ensure effective "management of the organization, operation, and resources for a safe, efficient, and effective learning environment", according to the Interstate School Leaders Licensure Consortium Standard (ISLLC) #3 (Council of Chief State School Officers [CCSSO], 2008). To accomplish this responsibility, school leaders and school managers should be able to identify and implement practices that will promote safety in the workplace and respond effectively to the needs of victimized employees of domestic violence.

2. Method

2.1 Subject

This study is a case study of a female between the age of 45 - 55 who experienced domestic violence or intimate partner violence (IPV) at the hands of her now ex-husband during their 18-month marriage. The female is an assistant professor at a state university in a southern state of the United States.

She holds postgraduate degrees with thirty years of experience in the field of education—26 of those years in public school education having served in the roles of classroom teacher, counselor, educational diagnostician, school administrator, and district level administrator. This female received many accolades in her professional work prior to her abuse and as a survivor will continue to excel as an educator.

2.2 Data Collection

The data was collected using an interview method. The victim of intimate partner violence was asked to tell how she escaped from her abusive spouse, now ex-husband. In her own words, the assistant professor tells how she planned and executed her escape in a story that she calls, “The Final Blow”.

3. Findings

Her adult children and extended family as well as close personal friends and colleagues were unaware of her home situation although upon remarrying she immediately became alienated by not answering telephone calls, not responding to email communications, being too busy to become involved with the extended family or work-related activities, etc. To family, friends, and colleagues, her life seemed busy and hurried, but somewhat normal. For those who might have noticed her unusual behavior, perhaps they brushed it off and did not question it because after all, she had just remarried. Those who know her personally and professionally, were shocked to learn that she was a victim of domestic violence when she disclosed she was residing in a shelter for abused and battered women.

3.1 Her Story

This part of her story she calls, “The Final Blow”:

Shortly after lunch one Friday, my husband handed me a paper containing a long list of chores to do that evening. I was being left alone as he had an engagement with his son and I could not accompany him. I almost always accompanied him everywhere he went and sometimes I waited in the vehicle for him. But this time it was different. He decided I could stay at home and stay busy doing chores. Being left alone did not happen often. As a matter of fact, this would be the third time in the 18 months since we married that he would leave me alone. I welcomed it as it would give me some “breathing” space from him. To get ahead of completing the long list of chores, I decided to begin working on the major task. This task was to prepare the master bath walls and master bedroom accent wall for repainting. As I worked on taping the walls, he came to check the work I had begun and he found that the taping in the bathroom was unacceptable for his standards. He called me to the bathroom to bring to my attention the “shitty” work I had done. Since I had just swept the bathroom floor, the broom was propped against the wall. My husband grabbed the broom and twice banged me on my head with full force for not listening and doing the job incorrectly. I began to cry after he hit me. He then asked if it had hurt and when I responded that it did as I massaged my head to minimize the pain, he hit me twice more on the same spot. As I continued to cry, he said, “*Stop crying, you bitch. When I get back, you are getting the ass whipping you deserve. It looks like you like ass whippings. That is the only way you straighten out.*” I immediately stopped crying for fear that he would continue to hit me, if I did not obey him. It was at that moment that I decided I needed to keep my word that the next time he hit me, I would leave, as this was what I had told him I would do. His young granddaughter was present in the room. She had witnessed this incident and told her grandfather, “*Poppa, don’t scream at grandma.*”

As soon as I had a chance, I quickly retrieved my cell phone from where he had left it. Since I could hear his snoring, I knew he was asleep in the living room. I texted my closest friend and sent a message, “*Tonight is it. Are you available after 7 p.m.?*” My friend immediately responded, “*Yes. I will be by the phone. Please be careful.*”

When he left that evening, I fled from domestic violence which consisted of daily physical, emotional, psychological, and verbal abuse at the hands of my husband. I walked out of the house with one small drawstring bag containing limited clothing and toiletries, my laptop computer and necessary work documents. I walked into the night using a small flashlight to light my path as I walked to the nearest shopping center. There I was picked up by the trusted friend, whom I had texted my escape plan to and whom I had recently confided about my personal situation. My friend drove me to the police station, where I reported the domestic violence. That night I found refuge in a women's shelter for abused and battered women.

The friend, who helped me escape that night, had never stopped trying to contact me. She knew something was terribly wrong. The last time she had seen me was at my wedding. She made numerous attempts to contact me; but to no avail. She had left me abundant telephone messages on my work voice mailbox and sent me frequent email messages during the 18-month period. I would see the email messages she sent to my work email address; but I deleted them for fear my spouse would read them since he always sat next to me and supervised me as I made attempts to check my email.

When I finally "came out" to her it was because of an "accidental" call. She called one afternoon about one month prior to the escape, as I walked into my office to retrieve a file. Since remarrying, I rarely visited my office as I "worked" from home under my spouse's close supervision and watchful eye. I picked up the phone when I saw the caller ID and recognized that the incoming telephone number looked familiar. It was her. She was so happy to hear my voice, but quickly realized things were amiss by the sound of my voice. Her first question was, "*Are you okay?*" My response was silence. Then she questioned me about my living situation by asking, "*Is he hitting you?*" I took a deep breath before answering, not sure whether to lie or tell the truth. I then recalled the beating I had endured that morning and reminded myself that I was wearing dark makeup to cover the bruises on my face. Enough was enough! I was tired of his abuse and controlling behavior. I was tired of not being able to do my job the way I had thoroughly loved doing prior to getting married. I was tired of not being free to live life. Most important, I yearned to spend time with my children, grandchildren, and other loved ones. I had not had the freedom to be "me" in 18 months. With all the courage I could muster, I quietly responded, "*Yes.*"

My friend immediately suggested I not go home that night, but drive myself to the nearest police station. I could not do that because he chauffeured me to and from work every day and was outside in the parking lot waiting for me. Before hanging up, she quickly put a plan into action that I would call her every chance I could to assure her I was safe (i.e., alive). She would make calls to get me the help I needed. Later I learned she immediately contacted several women's shelters to ask for guidance on how to support me and what I needed to do to remove myself safely from my situation. She sent me the security plan information I needed in a disguised email. From the date of that fateful call, the domestic violence I endured daily came to an abrupt end exactly one month later with my escape. This dear friend is my heaven-sent angel, and to her I am forever indebted. Teresa, God bless you forever and may you be rewarded handsomely for rescuing me and saving my life.

It is said that domestic violence does not discriminate—it does not only happen to those who are "less-fortunate". The physical, emotional, verbal, and psychological abuse endured by this highly educated woman is indicative of this fact. Today this former battered woman is a survivor because she was able to break free. Leaving her perpetrator was a process that many do not understand particularly those who ask why she stayed in the relationship as long as she did (shy of two years).

3.2 Relationships with Research

The three key elements of domestic abuse: (a) intimidation, (b) humiliating the victim and (c) physical injury were all suffered by the subject in this case study. The subject in this case study suffered severe violence from her abuser, as defined by Fisher & Shelton (2006). It included being punched, threatened with a weapon, and strangled. When things are awry at home because of domestic violence, studies have shown that IPV has a profound mark on the individual functioning as a productive and effective employee.

This was the case with the subject in this case study. Mental and physical health problems influence the victim's capacity to complete work and to perform effectively on the job (Katula, 2012; Katula, 2009; Tolman & Rosen, 2001). Employee absenteeism, diminished productivity, employee turnover are some of the major issues related to domestic violence (Felblinger & Gates, 2008; Swanberg & Logan, 2005). Most of these problems were reflected in the subject's personal story (Alaniz & De Los Santos, 2015).

A teacher's dramatic change in job performance and a decrease in the quality of work with no or very little dedication towards work responsibilities may be indicators to the school instructional leader or school manager that a teacher may be in an unsafe situation at home. A woman involved in a relationship with a volatile partner may often keep it a secret. This is often the result of embarrassment, shame, or other reasons such as having a career or being deemed educated. There are other women who do not speak out due to fear of further injury or harm to her, her children and/or family (Binder, 2014; Furlow, 2010). This was the case in the subject's life, yet no one was aware of what was happening.

The subject in this case study had several factors in her favor including her education, job, and the fact that she did not have any children living in the home. The research shows that victims with an ability to provide for themselves are more likely to leave an abusive partner (Griffing et al., 2002; Panchanadeswaran & McCloskey, 2007; Reisenhofer & Taft, 2013; Murray et al., 2015). The victim was in the minority of those who report intimate partner violence (IPV) to the police. According to a U.S. Department of Justice (2000) report, approximately 20% of all rapes, 25% of all physical assaults, and 50% of all stalking were reported by female victims of IPV.

4. Discussions

In today's schools, the accountability for high academic performance of students is significant and critical (National Association of Secondary School Principals [NASSP], n.d.). The success of students relies heavily on classroom teachers charged to impart quality instruction and who are expected to meet the academic needs of their students regardless of where the students are in the spectrum of academic ability. Statistics show that the teaching profession is comprised predominately of females. With the statistics of intimate partner violence in the forefront, educators should be aware of the signs and know what to do to help a possible victim.

There are telling signs of physical, sexual, emotional, and psychological abuse that an instructional leader or school manager can be aware of that stem from domestic violence. This information produced by The Centers for Disease Control and Prevention can be provided to school employees by school instructional leaders and school managers to help bring awareness of this social issue and can also be used for training purposes in recognizing, reporting, and appropriately responding to victims of domestic violence.

If an instructional leader suspects that an employee is being abused, it is imperative that they do something. If instructional leaders vacillate by thinking that it's none of their business or that the employee may not want to talk about it, they might be mistaken. It is important to keep in mind that conveying the concern will let the employee know that someone cares and the action may save a life. It is paramount to speak with the employee privately and express the concerns. Discuss the change in attitude and behaviors that have been observed and have caused concern. The instructional leader should reassure the employee, provide a listening ear and make certain that the employee understands that the information shared will be kept confidential. The instructional leader should be aware of resources that can help guide and support the employee in seeking the help needed to become free and safe from the domestic violence.

According to the victim in this case study, domestic violence perpetrators are very good at controlling and manipulating their victims. Women who have been emotionally abused or battered are depressed, drained, scared, ashamed, and confused. They need help to get out, yet they've often been isolated from their family and friends, and led to believe that no one can help them. By being knowledgeable on the warning signs and support systems, an instructional leader can help a victim escape an abusive situation and possibly save a life (Smith & Segal, 2015).

The best approach that school instructional leaders and school managers can engage in is to implement policy on how to intervene and respond to domestic violence issues. Additionally, school leaders can develop staff training on domestic violence awareness and prevention. School leaders and school managers are cognizant that school policies guide the operation of the school and shape the school's climate.

Therefore, if a policy is developed to address domestic violence in the workplace, the school policy/regulation/procedures/rules developed and implemented will form the foundation for a comprehensive abuse intervention prevention and response framework. This is crucial for creating healthy relationships among employees and setting up procedures and processes on how to handle such matters when necessary to support victimized employees (USDJ Break the Cycle, 2009).

5. Conclusions

Domestic Violence affects a higher percentage of women than it does men and the population of classroom teachers in the United States is predominately female. Many employers are not aware of domestic violence occurring among their employees, as was the case with the subject in this case study. Many women remain silent because of shame, embarrassment, or other reasons, such as having a career and/or deemed educated leading to be judged or asked, “How could you let it happen to you?,” “Why did you stay?,” or “Why did you not walk away?”. Still many women do not speak out due to fear of further injury or harm to her, her children and/or her family. And there are still those women who blame themselves for the abuse and therefore continue to remain silent (Binder, 2014).

According to the data reported no employer, whether it is a business company, a corporation or even school system, is sheltered from domestic violence impacting their workplace. Domestic violence is a serious, recognizable, and preventable massive social problem. Similar to other workplace health and safety issues, domestic violence needs to be addressed by employers.

School leaders and school managers have an obligation to ensure effective “management of the organization, operation, and resources for a safe, efficient, and effective learning environment” according to the Interstate School Leaders Licensure Consortium, Standard #3 (CCSSO, 2008). Therefore, they should develop school violence prevention programs and incorporate intervention and response strategies to prevent and respond to intimate partner violence. Establishing a policy, enacting procedures, creating a network of resources and promoting a culture that is intolerant of domestic violence are not only sound business matters - they could save a life.

References

- Alaniz, R. & De Los Santos, E. (2015). Domestic Violence: It Can Happen to Professional Women Including Educators. *International Journal of Education and Social Science*, 2(12), 1-10.
- Binder, R. (2014, December 22). Domestic violence: On the path to safety. *Trauma and violence* (1). *Psychiatric Times*. Retrieved from <http://www.psychiatristimes.com/trauma-and-violence/domestic-violence-path-safety>
- Baum, K., Catalano, S., Rand, M. & Rose, K. (2009, January). Stalking victimization in the United States. Retrieved from <http://www.victimsofcrime.org/docs/src/baum-k-catalano-s-rand-m-rose-k-2009.pdf?sfvrsn=0>
- Campbell, J.C. (2002). Health consequences of intimate partner violence. *Lancet*. 359(9314), 1331-1336. Retrieved from <http://www.hawaii.edu/hivandaids/Health%20Consequences%20of%20Intimate%20Partner%20Violence.pdf>
- Centers for Disease Control and Prevention (2011a). An overview of intimate partner violence in the United States — 2010 Findings. Retrieved from <http://www.cdc.gov/violenceprevention/pdf/ipv-nisvs-factsheet-v5-a.pdf>
- Centers for Disease Control and Prevention (2011b). The national partner and sexual violence survey: 2010 summary report. Retrieved from http://www.cdc.gov/ViolencePrevention/pdf/NISVS_Report2010-a.pdf
- Centers for Disease Control and Prevention (2014). Understanding intimate partner violence. Fact Sheet. Retrieved from <http://www.cdc.gov/violenceprevention/pdf/ipv-factsheet.pdf>
- Council of Chief State School Officers, Washington, DC (2008, April). ISLLC standards (interstate school leaders licensure consortium). Retrieved from http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf
- Felbinger, D.M. & Gates, D. (2008). Domestic violence screening and treatment in the workplace. *American Association of Occupational Health Nursing Journal*, 56 (4), 143- 150.

- Fisher, J.W., & Shelton, A.J. (2006). Survivors of domestic violence: Demographics and disparities in visitors to an interdisciplinary specialty clinic. *Family Community Health*, 29(2), 118-130.
- Frantz, A. (2014, September). The Ray Rice elevator tape: What did the NFL know?" CNN News. Retrieved from <http://www.cnn.com/2014/09/11/us/nfl-ray-rice-video-what-we-know/index.html>
- Furlow, B. (2010). Domestic Violence. *Radiology Technology*, 82(2), 133-153.
- Gedman, C.M. (1998). Workplace violence and domestic violence: A proactive approach. *Journal of Healthcare Protection Management: Publication of the International Association for Hospital Security*, 14, 45-54.
- Griffing, S., Ragin, D.F., Sage, R.E., Madry, L., Bingham, L.E., & Primm, B.J. (2002). Domestic violence survivors' self-identified reasons for returning to abusive relationships. *Journal of Interpersonal Violence*, 17(3), 306-319.
- Javaherian, H., Krabacher, V., Andriacco, K., and German, D. (2007). Surviving domestic violence: Rebuilding one's life. *Occupational Therapy in Health Care*. 21(3). Retrieved from <http://othc.haworthpress.com>
- Katula, S.L. (2012). Creating a safe haven for employees who are victims of domestic violence. *Nursing Forum*, 47(4), 217-225.
- Katula, S.L. (2009). *Intimate partner violence among employed women: Workplace experiences and perceptions of safety*. Doctoral dissertation. University of Illinois at Chicago.
- Lacey-Bordeaux, E. (2014, February 2). Super Bowl ad highlights hidden nature of domestic violence. CNN News. Retrieved from <http://www.cnn.com/2015/02/02/us/super-bowl-ad-911-call/index.html>
- Murray, C. E., Crowe, A., & Flasch, P. (2015). Turning points: Critical incidents prompting survivors to begin the process of terminating abusive relationships. *Family Journal: Counseling and Therapy for Couples and Families*, 23(3), 228-238.
- National Association of Secondary School Principals. (n.d.) Leadership matters. What the research says about the importance of principal leadership. Retrieved from <http://www.naesp.org/sites/default/files/LeadershipMatters.pdf>
- National Center for Educational Statistics. (2013). Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics. U.S. Department of Education Institute of Education Sciences. Retrieved from http://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp
- National Center for Educational Statistics. (2014). Schools and Staffing Surveys. Publications and Products. U.S. Department of Education Institute of Education Sciences. Retrieved from <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=003>
- National Coalition Against Domestic Violence. (2015). What is domestic violence? Retrieved from <http://www.ncadv.org/need-support/what-is-domestic-violence>
- National Domestic Violence Hotline. (2011). Warning signs and red flags. Retrieved from <http://www.thehotline.org/is-this-abuse/abuse-defined/>
- National Institute of Justice. (2007). Intimate Partner Violence. Washington, DC: Office of Justice Programs. Retrieved from <http://www.nij.gov/topics/crime/intimate-partner-violence/Pages/welcome.aspx>
- Panchanadeswaran, S. & McCloskey, L. A. (2007). Predicting the timing of women's departure from abusive relationships. *Journal of Interpersonal Violence*, 22(1), 50-65.
- Pyrillis, R. (2014, November 25). Workplaces begin addressing domestic violence. *Workforce*. 14.
- Reisenhofer, S. & Taft, A. (2013). Women's journey to safety—the transtheoretical model in clinical practice when working with women experiencing intimate partner violence: A scientific review and clinical guidance. *Patient Education and Counseling*, 93, 536-548.
- Rodriguez, M. A., McLoughlin, E., Nah, G., & Campbell, J. (2001). Mandatory reporting of domestic violence injuries to the police: What do emergency department patients think? *Journal of the American Medical Association*, 286, 580–583.
- Smith, M. & Segal, J. (2015). Domestic violence and abuse: Signs of abuse and abusive relationships. *HelpGuide.org*. Retrieved from <http://www.helpguide.org/articles/abuse/domestic-violence-and-abuse.htm>
- Social Issue Report (2011, September.) Empowering victims of domestic violence. Retrieved from <http://www.rootcause.org/docs/Resources/Research/Empowering-Victims-of-Domestic-Violence/Empowering%20Victims%20of%20Domestic%20Violence-%20Social%20Issue%20Report.pdf>
- Swanberg, J. & Logan, T. (2005). Domestic violence and employment: A qualitative study. *Journal of Occupational Health Psychology*, 10(1), 3-17.

Tiesman, H., Gurka, K., Konda, S., Coben, J., Amandus, H.E. (2012). Workplace homicides among U.S. women: The role of intimate partner violence. *Annals of Epidemiology*; (22), 277–284. Retrieved from [http://www.annalsofepidemiology.org/article/S1047-2797\(12\)00024-5/abstract](http://www.annalsofepidemiology.org/article/S1047-2797(12)00024-5/abstract)

Tjaden, P. & Thoennes, N. (2000, July). Extent, nature, and consequences of intimate partner violence: Findings from the national violence against women survey. Washington, DC: National Institute of Justice and the Centers for Disease Control and Prevention. NCJ#181867. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/181867.pdf>

Tolman, R.M. & Rosen, D. (2001). Domestic violence in the lives of women receiving welfare: Mental health, substance dependence, and economic well-being. *Violence against women survey* (No. NCJ 183781). Washington, DC: U.S. Department of Justice.

USA Today. (2015). NFL Player arrests. Arrest database. Retrieved from <http://www.usatoday.com/sports/nfl/arrests/>

U.S. Department of Labor, Bureau of Labor Statistics. (2010). Occupational Homicides by Selected Characteristics, 1997-2009. Retrieved from http://www.bls.gov/iif/work_hom.pdf

U.S. Department of Justice, Office of Justice Programs. (2000). Extent, Nature, and Consequences of Intimate Partner Violence. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/181867.pdf>

U.S. Department of Justice, Office on Violence Against Women. (2009). Framework for developing school policies to address domestic violence, Dating violence, sexual assault and stalking. Retrieved from <http://www.breakthecycle.org/sites/default/files/Policy%20Guide%20FINAL%20.pdf>

Table 1: Percentage of Male and Female Public and Private School Teachers in U.S.A.

School Setting	Gender	1987-1988	1990-1991	1993-1994	1999-2000	2003-2004	2007-2008	2011-2012
Public	Male	29.5	28.1	27.1	25.1	25	24.1	23.7
Public	Female	70.5	71.9	72.9	74.9	75	75.9	76.3
Private	Male	21.8	22.9	24.6	23.9	23.6	26	25.2
Private	Female	78.2	77.1	75.4	76.1	76.4	74	74.8

Table 2: Percent of Male and Female Public and Private School Principals in U.S.A.

School Setting	Gender	1987-1988	1990-1991	1993-1994	1999-2000	2003-2004	2007-2008	2011-2012
Public	Male	75.4	70	65.4	56.3	50.1	49.7	48
Public	Female	24.6	30	34.5	43.7	49.9	50.3	52
Private	Male	47.8	48.7	46.4	45.4	49.8	46.7	45
Private	Female	52.2	51.3	53.6	54.6	50.2	53.5	55