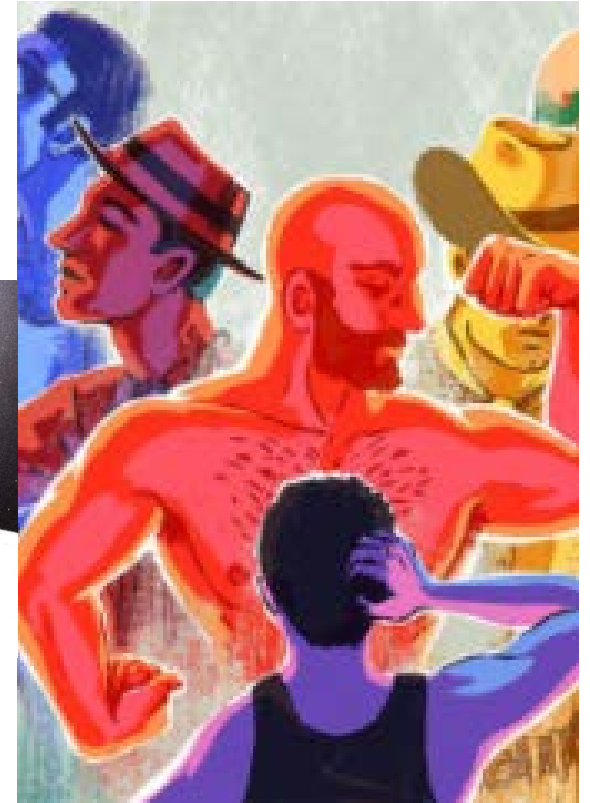


ACCUSATIONS TO TRANSFORMATIONS? SUPPORTING RESPONDENTS THROUGH GROWTH, COMPASSION, AND ACCOUNTABILITY

DR. SAED D. HILL, PH.D.

COUNSELING PSYCHOLOGIST / CONSULTANT

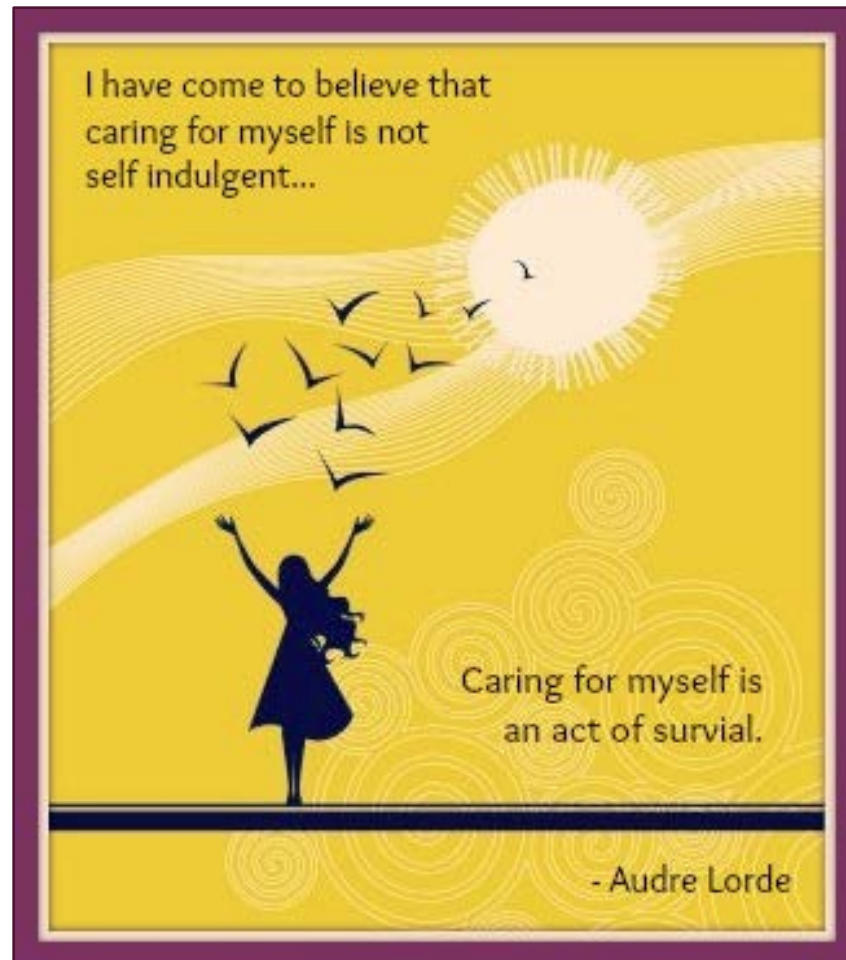
Reconciliation
Relationships
Mediation Closure
COMMUNITY
RESTORATIVE
JUSTICE
Healing Advocate
Responsibility Forgiveness
Reintegrate
Communitive



DR. SAED D. HILL, PH.D. (HE/HIM)



WELCOME



SOME GENERAL FRAMEWORKS/EXPECTATIONS

- Desire for this to be conversational and participatory
- Make space for different experiences
- Recognize that there are people with various identities (i.e. race, sexual orientation, ability, class, etc.) “in the room”
- Compassion
- Self-Care
- Framework naming power, privilege, and oppression
 - Systems of oppression are real and we live in a society that operates within hierarchies

GENERAL WHY ARE WE HERE'S?

- Connection, reflection, action
- Learn about ourselves in relation to harm and accountability
- Helping to guide individuals in building healthier relationships and community
- Examine connection between “restrictive masculinit(ies)” and harm
- Promote a culture of care

TERMS TO BE FAMILIAR WITH

- ***Intersectionality**
 - The study of the interconnected nature of oppression such as race, class, gender and sexual orientation
- ***Masculinity**
 - Masculinity refers to the behaviors, social roles, and relations traditionally applied to male-identified individuals within a given society as well as the meanings attributed to them. It is a socially constructed concept that can be used to describe what a “man” should be or how “he” should act
- ***Expansive Masculinity**
 - A broad and inclusive understanding of masculinit(ies) that allows individuals to express a wide range of emotions, behaviors, and characteristics traditionally associated with those who identify as men or masculine. Unlike more "toxic" or "restrictive" forms of masculinity, which often emphasize rigid gender norms and discourage vulnerability, expansive masculinity encourages people to embrace qualities such as empathy, emotional intelligence, collaboration, and a diverse array of interests and expressions
- ***Restrictive Masculinity**
 - Restrictive masculinity is an exclusionary form of masculinity that offers a narrow definition of what it means to be masculine. This masculinity restricts what is acceptable in terms of masculine appearance, behaviors, thoughts, and attitudes, and often pressures masculine people to display behaviors consistent with “traditional” forms of masculinity or risk being ostracized from masculine spaces and discussions. Often thought of how a “real man” thinks, looks, feels, and acts

MORE SPECIFIC GOALS FOR THIS GROUP

- Understand differences between stress and trauma
- Recognize how stress/crisis may impact the body and brain, and an individual's involvement in the Title IX process
- Identify ways to reduce stress of respondent and potential re-traumatization of “the process”



“They want to be led....”

The Masculinity Compass

**1ST - A GENERAL STATEMENT
ABOUT MEN AND BOYS**

“THE MAN BOX”



ACT LIKE A MAN BOX

MEN ARE

Bread Winners

Violent

Mean

Bullies

Tough

Angry

Active

Strong

Successful

In Control of Women

FEELINGS

Confused

Angry

Scared

Ashamed

Alone

Stupid

Powerless

Vulnerable

Revenge

Hopeless

Worthless

MEN

Have no emotions

Stand up for
themselves

Yell at people

Can take it

Don't make
mistakes

Don't cry

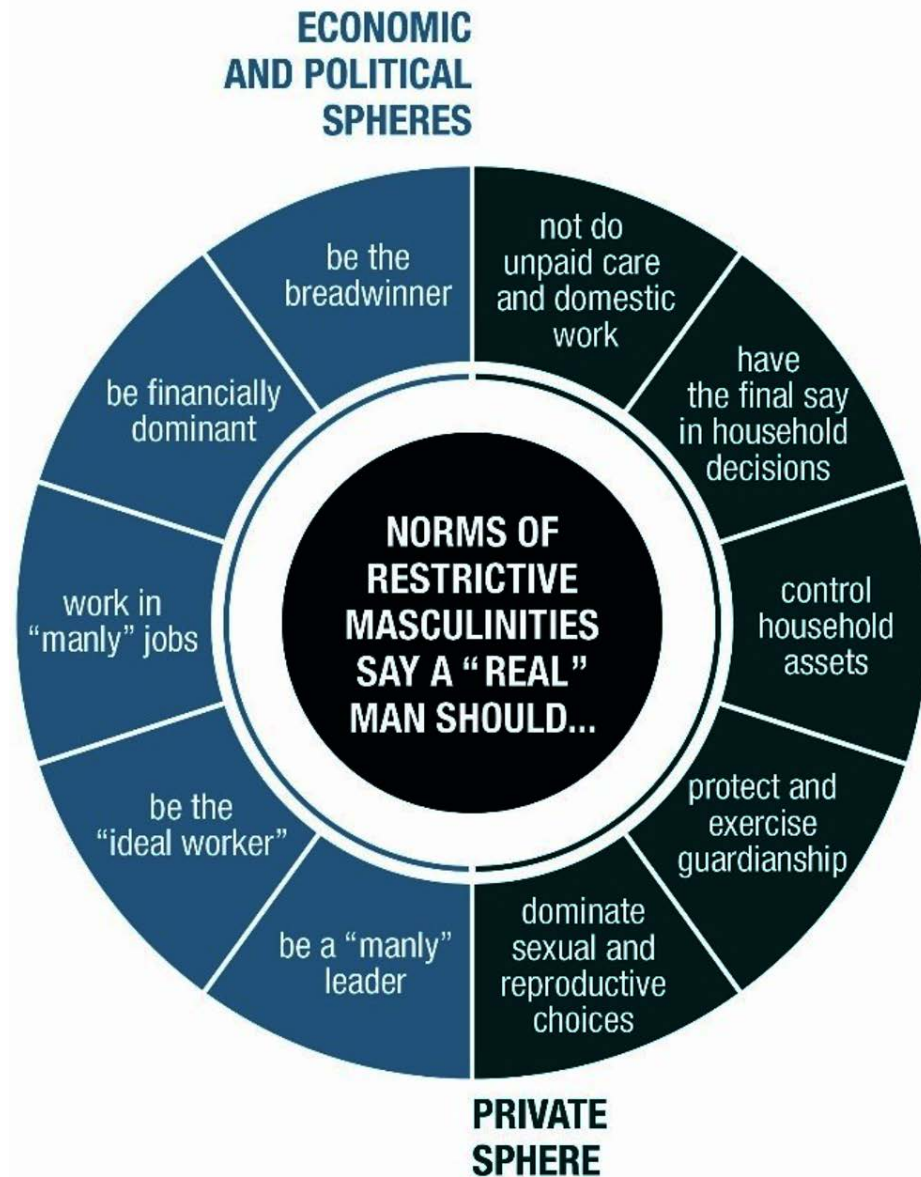
Take charge

Push people around

Know about sex

Don't back down

Take care of people



MASCULINITY = DOMINANCE? CONTROL? POWER?



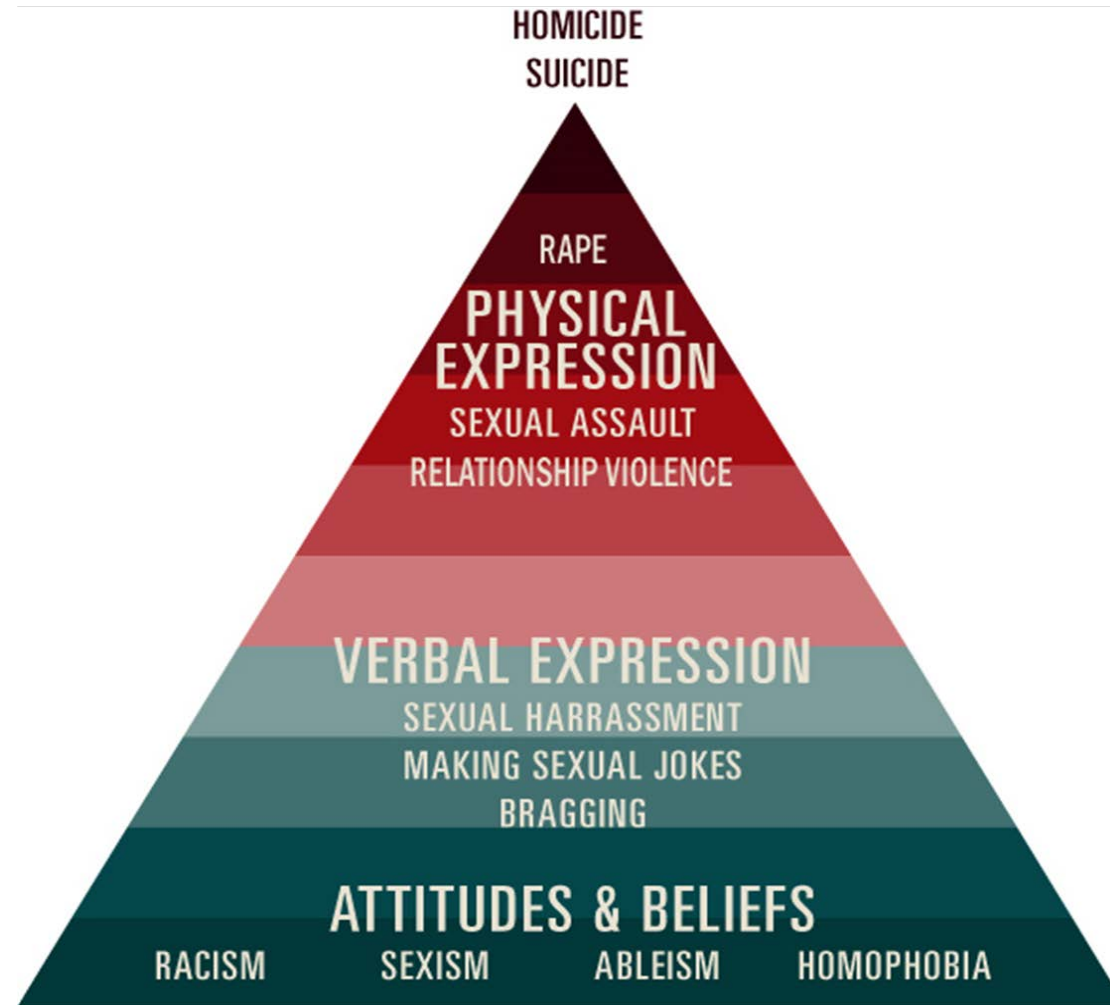
***Even when it hurts the dominating person**

THE EFFECTS OF THE “BOX”

- Depression
- Anxiety
- Volatility
- Sexual violence
- Hyper-aggression
- Escalation
- Bullying/entrapment of women/those with less perceived “power”

**Alexa, turn my
feelings off**

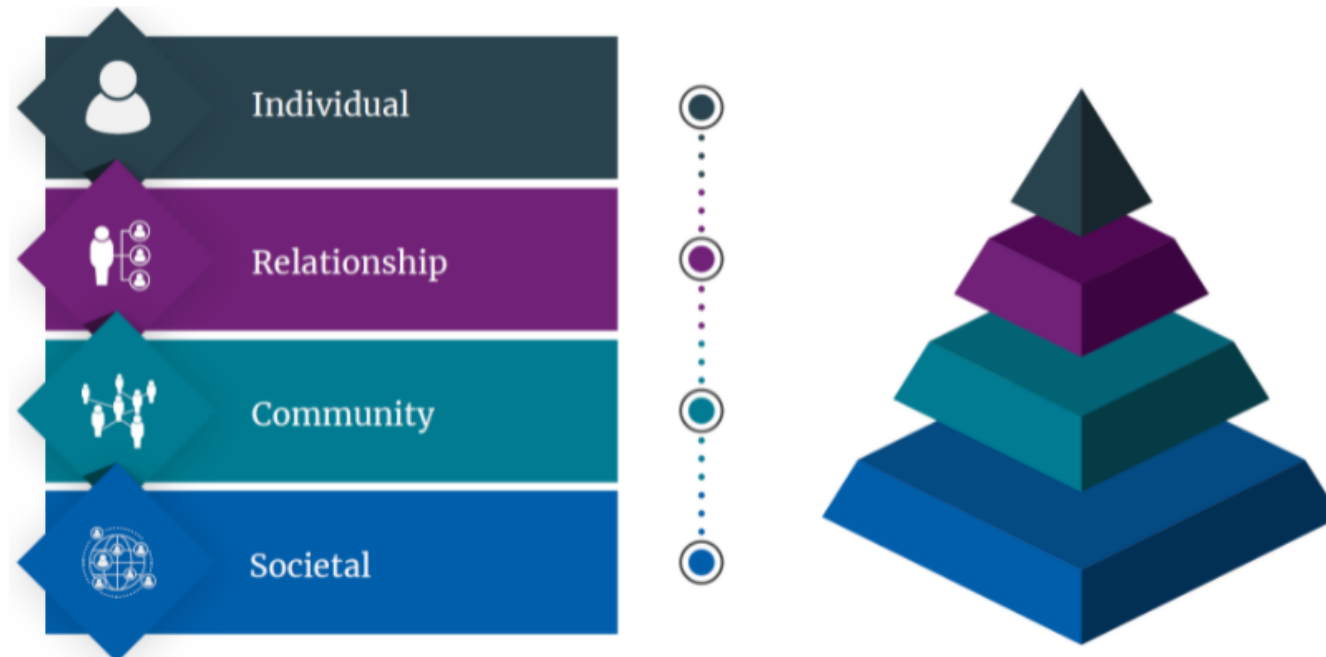
Pyramid of Violence



MASCULINITY, GENDER-BASED VIOLENCE, & BYSTANDER INTERVENTION

The Social–Ecological Model: A Framework for Prevention

CDC's goal is to stop violence before it begins. Prevention requires understanding the factors that influence violence. CDC uses a four-level social-ecological model to better understand violence and the effect of potential prevention strategies.



CONSENSUS

- There is large consensus across diplomats, policymakers, and advocates that working on masculinities yields great potential for a transformative approach to violence prevention and global peacebuilding

CONTRIBUTIONS OF PEER/SOCIAL NORMS

Men are very much informed by the behaviors of their peers. Desire to prove masculinity to peers can be a strong motivator; Masculinity as a performance

It's important that we intentionally name our feelings, thoughts, & commitments around masculinity work

DESIGN CONSIDERATIONS FOR GROUP PROGRAMMING

Design Elements

- (1) sustained, intimate engagement in small groups,
- (2) explicit attention to process and content,
- (3) critical examination of social justice issues through a combination of structured activities and dialogue

Phases of Dialogue

- (i) build relationships and guidelines for dialogue,
- (ii) clarify expectations, share stories, and gain insight into dynamics of masculine-identity development
- (iii) explore issues in an age-appropriate way to address the interpersonal, institutional, and cultural contexts of masculinity and its connection to violence
- (iv) End by action planning and alliance building

CURRICULUM – BRIEF OVERVIEW

Week 1: Intros, Expectations, Ground Rules, & Exploring the Self

Week 2: Personal and Family Values as a Navigation Tool

Week 3: Healthy Communication & Emotional Intelligence

Week 4: Sex & Sexuality

Week 5: Dating & Sexual Violence

Week 6: Accountability, Action, Wrap Up, & Mentorship

EMPHASIZING EI & ER

FOUR DOMAINS OF EMOTIONAL INTELLIGENCE

I. Self Awareness	II. Self Management	III. Social Awareness	IV. Relationship Management
*Know your story and how it affects you *Make peace with your past *Know your beliefs, your emotions and your behavior patterns *Know your relationship patterns	*Develop skills for breathing and relaxation *Learn positive, self-affirming beliefs *Develop self-soothing and self-motivation skills *Maintain good physical health	*Understand nonverbal communication *Develop a positive view of others *Understand the basic emotional needs *Understand "games" and personal integrity	*Develop skills for reflective listening and empathy *Develop skills for assertive communication *Learn conflict resolution skills *Learn skills for support & affirmation of others

Emotional Intelligence Chart



Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. New York: Bantam Books

Feeling Words List

Protective Emotions

Anger	Fear	Panic
annoyed	timid	flumoxed
agitated	uneasy	mixed up
fed up	tense	unsure
frustrated	nervous	uncomfortable
irritated	insecure	troubled
mad	cowardly	perplexed
critical	worried	insecure
resentful	afraid	disoriented
disgusted	threatened	stunned
outraged	frightened	shocked
raging	intimidated	anxious
furious	fearful	stuck
seething	anxious	lost
livid	panicky (ed)	trapped
bitter	shaky	desperate
	horrified	helpless
	terrified	frozen
		hysterical
		paralyzed

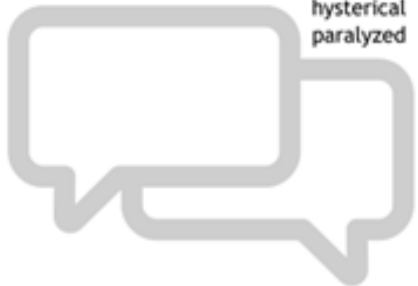
Sadness
disappointed
low
down
gloomy
disturbed
mingin
unhappy
hurt
awful
distressed
hopeless
miserable
heartbroken
depressed
terrible
crushed
devastated

Weak Feelings
Physical Fatigue
thirsty
hungry
tired
run-down
worn out
sore
powerless
shaky
sick
impotent
ill
frail
lifeless
exhausted
stressed
fragile
vulnerable
defenseless
insecure
discouraged
overwhelmed
Emotional Fatigue

Seeking /
Engaging with
Creation
curious
clever
inquisitive
motivated
stimulated
active
energetic
intrigued
engaged
constructive
productive
creative
eager
bold
artistic
fascinated
confident
focused
determined
inspired
inventive
ambitious
absorbed
obsessed

Connective Emotions

Caring Connection	Playful Connection	Sexual Connection
helpful	relaxed	flirtatious
secure	glad	affectionate
attentive	light-hearted	tender
considerate	amused	cuddly
friendly	cheerful	frisky
kind	comical	romantic
understanding	silly	physical
giving	happy	turned on
supportive	optimistic	amorous
connected	alive	desirous
tender	delighted	aroused
loving	giggly	stimulated
nurturing	spontaneous	hot
joined	imaginative	passionate
attached	whimsical	sexy
	joyful	orgasmic
	spirited	
	energized	
	cheerful	
	excited	
	bouncy	
	lively	
	animated	
	elated	
	ecstatic	



These Feeling Word lists are arranged in order of increasing intensity as you go down the list except for the weak feelings list
The Weak Feelings list is arranged on a continuum from feelings in response to physical fatigue to feelings in response to emotional fatigue

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ENCOURAGING EMOTIONAL VOCABULARY

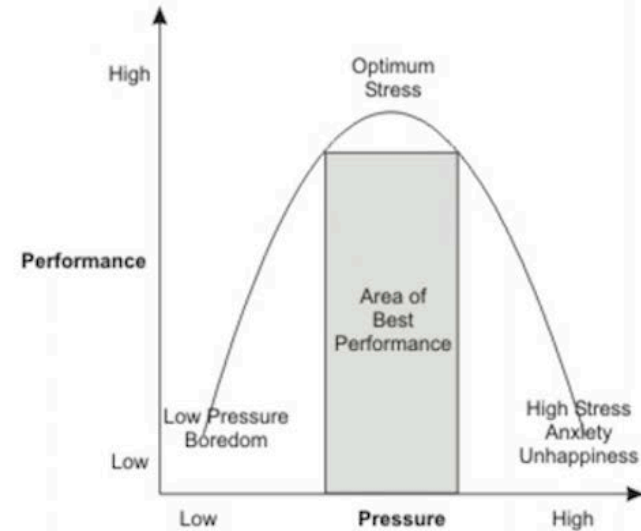
What is Stress?

Trauma response and stress response very distinct

Stress involves external demands/pressures
overwhelming our internal resources and coping

What is Stress continued...

- Think about stress in terms of performance
- Psyching up associated with low stress/boredom
- High stress associated with anxiousness. Unhappiness, and being psyched out
- Optimum stress is in the middle



The Inverted-U relationship between pressure and performance

Klabo & Williams
(2017)



STRESS & IMPACT

WHEN STRESS TURNS TO CRISIS

Profile of a Crisis

Stressful Event – single hazardous event OR
accumulation of many stressors



Initial Problem Solving Attempts Fail



Problem remains unsolved
Tension and anxiety increase

Internal Strengths and Social Supports Fail



Tension and Anxiety become Overwhelming

Person becomes a threat to self or others OR
Person cannot perform necessary functions

Stress, Crisis, Trauma

Psychological Definitions

- Stress – External Events; Typical Coping strategies are taxed
- Crisis – Typical Coping mechanisms are completely overwhelmed; need of external support
- Trauma – Awareness of threat to life and safety; psychobiological response - sustained

PSYCHOLOGICAL IMPACT ON RESPONDENT

The respondent/accused perpetrator of sexual or relationship violence certainly experiences a stressful situation in which typical coping strategies may be taxed. The potential psychological impact of being accused of such action is illustrated below:

Potential Psychological Impact



IMPORTANCE OF SUPPORT

- Respondent would benefit from support/counseling
- Continuum from stress to crisis is real depending on coping mechanisms
- Counseling/other forms of support for respondent can buffer against re-traumatization of the process for complainants and less activating for respondents
 - MANY INTERESTING STORIES!

CRITICAL ROLE OF SUPPORT

Crisis Reactions: Risk of Harm

To Self

Direct: *If I am found responsible...*
...I will kill myself.
...my life is over.

Indirect:

I give up.
It would be better if I was gone.
Saying "goodbye"
Giving away items

Suicide Prevention Approach

To Others

Direct: *If I am found responsible...*
...I will kill you.
...you will regret it.

Indirect:

You will pay.
This isn't over.

Elevated risk if also suicidal

Threat Assessment Approach



SUPPORTING OUR INDIVIDUALS IN THE WORK

APA GUIDELINES FOR PSYCHOLOGICAL PRACTICE WITH BOYS & MEN

- Psychologists strive to recognize that masculinities are constructed based on social, cultural, and contextual norms
- Psychologists strive to recognize that boys and men integrate multiple aspects to their social identities across the lifespan
- Psychologists understand the impact of power, privilege, and sexism on the development of boys and men and on their relationships with others
- Psychologists strive to develop a comprehensive understanding of the factors that influence the interpersonal relationships of boys and men
- Psychologists strive to encourage positive father involvement and healthy family relationships
- Psychologists strive to support educational efforts that are responsive to the needs of boys and men
- Psychologists strive to reduce the high rates of problems boys and men face and act out in their lives such as aggression, violence, substance abuse, and suicide
- Psychologists strive to help boys and men engage in health-related behaviors
- Psychologists strive to build and promote gender-sensitive psychological services
- Psychologists understand and strive to change institutional, cultural, and systemic problems that affect boys and men through advocacy, prevention, and education

REFLECTIONS

- *What was the first thing you learned regarding what it meant to be a man?*
- *Who were/are your masculine role models? What did you learn from them?*
 - *When you think of them, how do you think they would manage strong difficult emotions? How have they responded or behaved in the past? Has their method changed over time?*
 - *When was the first moment(s) that you realized there were different ways to be a man that might be different than your socialized understanding?*
- *What impact did/does that have on you personally, professionally, etc?*

MY GUIDELINES

- Do the “self” work
- Do not jump to conclusions
- Initiate the conversation
 - Think Cultural Mistrust literature
- Every man/masc/person in general has their own story to tell! Listen and ask questions
 - The “intersectionality” of masculinities
- Model and Permission
- Compassion for men; Humanity of men
- Explore Gender Role Conflict/Gender Role Strain
 - Become aware of how masculinity/power fits into the context of their life circumstances
- Remember there is no ‘one-size-fits-all’ solution
 - No right way, but probably some “wrong ways”

**Recall how I started this...”Being Led”

**Relational approaches to intervention whether on an individual or group level can be very effective and helpful; meet them where they are

**Restorative practices, alternative resolutions, different conditions for accountability where appropriate

**Redirecting the relationship between stress and sense of belonging

INTERDISCIPLINARY

RESOURCES

Rutger Bregman Humankind: A

Hopeful History

Justin Baldoni and *“Man Enough”*

Judith Herman (2023) *Truth and*

Repair: How trauma survivors envision justice

A Will to Change – bell hooks

For Boys Who Dance – Craig

Cartwright

Heroes, Villains, and Healing: A Guide

For Male Survivors of Child Sexual

Abuse Using DC Comic Superheroes

and Villains – Kenneth Rogers Jr.

Remaking Manhood – Mark Greene

Deep Secrets – Niobe Way

The Mask you Live In

The Work – Documentary; Jairus McLeary

Good Men Project

Ashanti Branch *Taking off the mask* podcast

APA Division 51 Taskforce for Boys in School

If You’ve Come this Far Podcast’ MenLiving

Me & Adam Dodge *Engaging Men in the Digital*

Age [Webinar]

Transformharm.org

Dylan Garity - Friend Zone

“Trafficked” with Mariana Van Zeller

Counter messengers

WHAT'S “YOUR WORK?”

- What are the priorities for the conversation on accountability and/or masculinity in your world?
- What is your role and responsibility in the conversation?
 - Write 1 commitment to intentionally incorporating masculinity work into your practice(s) where appropriate
- Where will you find support for this commitment?
 - Who can provide Partnership? Mentorship?
 - Who can you collaborate with from this room? Your spheres of influence?



FINAL THOUGHTS

THANKS!

