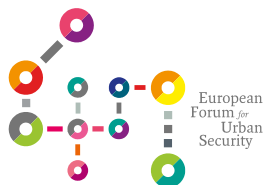


DESISTKIT | CASEREFLECTOR

REFLECTION TOOL FOR CASEWORKERS

Resource-oriented and gender-focused distancing
from extremist behaviours and ideologies



INTRODUCTION | AIMS

The DesistKit is an instrument to help professionals structure their counselling work with people who distance themselves from extremist behaviour and thinking. The usage is highly individual.

The DesistKit allows caseworkers to...

- gain a more nuanced understanding of the individuals' situation,
- reflect on what they know and assume about the individual,
- reflect on how gender affect every step of distancing,
- uncover and focus on their individuals' resources,
- learn about and prioritise the individuals' unique needs,
- synthesize knowledge and capture insights about the individual,
- plan for collaborative goal setting with the individual,
- document and reflect on outcomes, challenges and developments, and
- present their cases to their teams and/or other key stakeholders.

INTRODUCTION | PHASES

1. Phase Reflecting

Reflect on relevant distancing factors. Summarize your thoughts & insights and prioritize relevant factors for the individual.

2. Phase Counselling

Consider new insights & thoughts in your meetings with the individual. Set up goals & next steps with the individual.

3. Phase Communicating

Present case to team and/or other key stakeholders or reflect on case with a colleague in case supervisions.

Note: Each phase of the DesistKit is also useful as stand-alone, so it is not necessary to complete all three phases for the DesistKit to be useful for your work. Feel free to complete only the phases that make sense for your goals and process.

INTRODUCTION | STRUCTURE

Phase 1: Reflection

- Overview of 28 distancing factors
- Reflection slides for each distancing factor
- Note-slides
- Summary & Guidance prioritization

Phase 2: Counseling

- Slides of goals & next steps

Phase 3: Communicating

- Slides to mark information for communication with other stakeholders

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PHASE 1 REFLECTING



OVERVIEW OF DISTANCING FACTORS

Relationship & Belonging

- Family of origin
- Partnership and children
- Friends
- Community
- Support services

Individual Development

- Motivation to join
- Motivation to leave
- Personality traits
- Reflectivity
- Identity
- Emotions
- Beliefs & values
- Wellbeing
- Gender lens
- Appearance

Practical Life

- Home environment
- Educational & vocational training
- Employment
- Financial situation
- Leisure & joyful activities
- Online life

- Retaliation
- Contact with scene (members)
- Alcohol & substance consumption
- Losses
- Administrative hurdles
- Crime & violence
- Stigmatization
- Prosecution & imprisonment

Challenges

INTRODUCTION | APPLICATION

Orientation

- 4 different colours of the slides help orientating
- Hyperlinks (right-hand click) on the overview slide 6 lead to desired topics

Usage

- Highly individual!
- Look at the overview and decide on relevant factors of the individual
- Slides can be hidden; slides with new content can be added!

TIP: Be thoughtful with hiding slides to fast, important topics can be overlooked!

RELATIONSHIP & BELONGING

This main category looks at the social network and relationships the individual has, would like to have and their meaning.

- Family of origin
- Partnership and children
- Friends
- Community
- Support services



FAMILY OF ORIGIN

Refers to relationships and contacts to members of family of origin

Reflective Questions

- What do you know about the family of the individual in general?
- What do you assume regarding the relationships between the individual and their family (members)?
- Which developments regarding their relationships would you consider as helpful?

Reflection on Gender

- What do you know about the role the individual plays in their family? In what way is the role related to gender? (E.g. is there a division of labour over childcare responsibilities, care work, financial responsibility, etc.)
- Do you know anything about the gender norm expectations emanating from this familial relationship? E.g., do family expectations shape their access to socio-economic opportunities (public life, employment, education, etc. - men = providers/women = carers)
- What roles does the individual want to play within their family of origin and in what way is this connected with gender?

NOTES ON FAMILY OF ORIGIN

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



PARTNERSHIP AND CHILDREN

Refer to intimate relationship(s) and their own children

Reflective Questions

- What do you know about the partnership(s) and/or the children of the individual? What do you assume?
- Which developments regarding the/a relationships would you consider as helpful?
- What would be important for you to know and why?

Reflection on Gender

- Do you know anything about the balance of power in the relationship/marriage? E.g. who has more control over family decisions, childcare decisions, financial decisions, money and spending generally etc.?
- Do you have any concerns/signs of gender-based violence (GBV) within the family? E.g. are there any concerns about physical or emotional violence towards the individual?
- Do you know who is primarily responsible for bringing up the children? E.g. is the mother the most responsible? What role does the father play?
- Consider the potential role of the family and children in women's distancing (can be a motivation for distancing).

NOTES ON PARTNERSHIP AND CHILDREN

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



FRIENDS

Refers to relationships with friends and peer groups

Reflective Questions

- What do you know and what do you assume about the friends and peer group of the individual and their relationship(s)?
- Do you suspect that there are meaningful friends you do not know about
- What would you consider as helpful regarding the relationship to their friends?

Reflection on Gender

- Do you know whether the individual tends to spend more time with people of their own gender identity?
- Does the individual feel comfortable with people with other gender identities?
- Are there differences in the way the individual responds to people with different gender identities in the friends group?
- Which gender roles and expectations do exist within the friends group?

NOTES ON FRIENDS

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



COMMUNITY

Refers to involvement in or connections with a community (club; religious, ethnical, and/or digital community)

Reflective Questions

- To which community/group does the individual feel connected to and why?
- What assumption do you have about the involvement in that community/group?
- What stance does that group/community have in the society? How is it perceived?

Reflection on Gender

- Does this community group have a gender dimension to it i.e. is it primarily composed of men/women? Does it have a certain agenda (feminist or even misogynist)?
- Which gender roles and expectations do exist within the community?
- Can you detect any element of misogyny? – What are the opinions about women and women's role in the community/public domain?

NOTES ON COMMUNITY

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*

SUPPORT SERVICES

Refers to the professional support system (case worker, social worker, doctor, psychotherapist, authorities, lawyer...)

Reflective Questions

- Do you have an overview of all support services/networks that the individual is in contact with?
- What assumption do you have about these contacts and support systems?
- What support do you think the individual would need and would like to have?

Reflection on Gender

- Does the individual experience gender-based stereotypes or discrimination by people working in support services?
- Considering the gender of the persons working in support services, is the individual comfortable with or respectful towards them?

NOTES ON SUPPORT SERVICES

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*

INDIVIDUAL DEVELOPMENT

This main category refers to thoughts, inner feelings, and characteristics of the person.

- Motivation to join
- Motivation to leave
- Personality traits
- Reflectivity
- Identity
- Emotions
- Beliefs and values
- Wellbeing
- Gender lens
- Appearance



MOTIVATION TO JOIN

Refers to the individuals' reasons to join the extremist scene or follow the extremist ideology

Reflective Questions

- What is the individual telling you about their motivations for getting involved in the extremist scene/adopting the ideology?
- What do you assume to have been the reasons for the individual to join the scene/adopt the ideology?
- What do you assume to have been the reasons for the individual to stay in the scene or maintain the ideology?

Reflection on Gender

- Did the person have gender-related motives to join the extremist scene/ideology? (e.g. VE groups use gendered narratives to recruit)
- Which gender roles and or expectations were present in the scene and in what way were they attractive for the individual? E.g. people might want to be able to live a certain way or VE groups use gendered narratives to recruit (narratives around motherhood or emancipation from the West are recurrent in the propaganda for ISIS. In the case of the far right - the Tradwife movement, have been turned into symbols and heroines by epitomising a desired, gendered and idealised identity. Racial purity and motherhood are inseparable.
- Was there any experience of sexual violence that prompted the decision to join?

NOTES ON MOTIVATION TO JOIN

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



MOTIVATION TO LEAVE

Refers to the individuals' reasons to leave the extremist scene or the extremist ideology behind

Reflective Questions

- What do you assume motivated/motivates the individual to leave the scene/ideology behind?
- What could be other reasons for the individual to distance themselves further?

Reflection on Gender

- In what way are the individuals' motives of distancing related to gender?
- Are there potential reasons for disillusionment related to their role within a group and how that was determined by gender? E.g. women may have more subordinate roles than anticipated?
- Has there been a change in the personal circumstance e.g. death/separation of a husband/partner who was/is active in the group/ideology?
- If the individual is a parent, are the children playing a role in the reason to leave? Are there any associated concerns about prosecutions because of child abduction or failure to fulfil duty of care.

NOTES ON MOTIVATION TO LEAVE

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



PERSONALITY TRAITS

Refers to the characteristics, behaviour and attitudes of the person

Reflective Questions

- How would you describe the individual's personality in general?
- What are positive traits of the individual that helps or could be strengthened for further distancing?
- In what way could the individual personally develop regarding your assumptions?

Reflection on Gender

- What gendered personality traits does the individual show?
- Does the individual exhibit particular masculine or feminine norms/ideals? E.g. opinions about traditional femininity or masculinity or gender interactions.
- In what way do those norms/ideals influence the persons behaviour and attitudes?

NOTES ON PERSONALITY TRAITS

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



REFLECTIVITY

Refers to the individual's ability to reflect on their own (past) behaviour and thinking.

Reflective Questions

- Does the individual speak about situations that happened in the past? If so, how?
- In what way does the person reflect on their (past) behaviour/thinking? How does the individual explain their past behaviours?
- What do you think could help the individual to further reflect on their behaviour/thinking?

Reflection on Gender

- In what way does the person reflect on the influence of gender on their (past) behaviour and thinking?

NOTES ON REFLECTIVITY

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



IDENTITY

Refers to the way the person perceives and understands themselves

Reflective Questions

- How do you assume the individual sees themselves?
- How do you see the individual?
- How can you help the individual become the person they aspire to be?

Reflection on Gender

- Does the individual have a strong gender identity i.e. based on masculine or feminine ideals/ beliefs? E.g. is the individual a "strong man" or a "feminine/women in need of protection?"
- What roles and responsibilities does the individual think they should play in a family/in society? How are they related with gender? E.g. are they the provider, the protector or the carer/the childcarer etc.?

NOTES ON IDENTITY

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



EMOTIONS

Refers to the persons emotional repertoire, reactions, and handling with emotions

Reflective Questions

- Which emotions of the individual have you been noticing and in which situations do they occur?
- How do you see the individual's ability to manage their emotions? Are they able to regulate them?
- What assumptions do you have regarding their emotions?
- Which emotions can you mirror to the individual?

Reflection on Gender

- In what way do the emotions (e.g. aggression, tears, self-control etc.) the individual shows interact with gender expectations?
- Do they appear to think that certain emotions are strong/weak/not feminine or not manly?
- i.e. Do they respond in a certain way to an emotion e.g. being embarrassed about crying as not manly?
- In front of which person (gender?) does the individual feel free to express their emotions?

NOTES ON EMOTIONS

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



BELIEVES AND VALUES

Refer to the persons value and belief systems

Reflective Questions

- What values do you perceive as important for the person? How did they evolve?
- How do these values influence the person? How do they affect the individual's behaviour and thinking?
- In what way can you reflect with the individual on their values?

Reflection on Gender

- What perspective of gender does the person have? How does it influence their behaviour and thinking?
- e.g. Does the individual think that people should behave or act a certain way, according to their gender? Does this influence how they behave or what expectations they have for their partners behaviour?
- What effects do patriarchal social norms have on an individual's belief system? In some contexts, women may continue to carry extremist ideologies forward, especially in more traditional societies, due to their role as mothers and educators.

NOTES ON BELIEVES AND VALUES

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



Wellbeing

Refers to the individuals' emotional wellbeing and (mental) health situation

Reflective Questions

- How do you perceive the persons wellbeing?
In what (mental) state is the person?
- Do you know of any former diagnosis/therapies regarding the individual(s) health that you consider as relevant for the distancing process?
- Does the individual face any (cultural related) stigmas to mental health?

Reflection on Gender

- Is the individual able to speak about their wellbeing? In what way is there an ability to express their situation connected with their gender and their upbringing?
- Are there any gender related barriers to discussing mental health issues e.g. not perceived as manly?
- Keep in mind that certain spectrum disorders, such as autism, are not as easy to diagnose in women as they are in men, leading to lower or later diagnoses.

NOTES ON Wellbeing

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



GENDER LENS

Refers to the individuals' capability to reflect on their own gender, gender role, gender norms, gender bias, and expectations as well as their influences on their behaviour and thoughts.

Reflective Questions

- How does the individual reflect on their own gender?
- How does the individual reflect on the gender roles in the extremist scene?
- How do the gender images and expectations of the person influence their distancing process?

NOTES ON GENDER LENS

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*

APPEARANCE

Refers to the individuals' look and feel

Reflective Questions

- How do you perceive the individual's appearance?
- What changes have you noticed regarding the individual's appearance?
- What meaning does the individual give to their appearance?

Reflection on Gender

- Does the individual look and/or dress a certain way? E.g. wearing clothes identified as feminine or masculine.
- Which affect does the (gendered) way the person looks or dresses has on others?
- Does the way the person dresses reflect their behaviour or beliefs taking into account one's own biases? E.g. just because someone is wearing a hijab it does not mean they are repressed...

NOTES ON APPEARANCE

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*

PRACTICAL LIFE

This main category refers to the daily life of the person and the fulfilment of their basic needs.

- Home environment
- Educational & vocational training
- Employment
- Financial situation
- Leisure & joyful activities
- Online Life



HOME ENVIRONMENT

Refers to the living situation of the person

Reflective Questions

- What do I know about the current living situation of the individual?
- How does the individual feel about their current living situation?
- What do you consider as helpful for the distancing process regarding the individual's living situation?

Reflection on Gender

- If the individual lives in a shared flat or with the family, which tasks does the individual takes over? E.g. Female individuals still tend to do more housekeeping and therefore having less time for other things.
- Would they feel comfortable living alone and is this determined by gender?

NOTES ON HOME ENVIRONMENT

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



EDUCATIONAL AND VOCATIONAL TRAINING

Refers to any type of programme that furthers the persons educations or skills (school, university, vocational training, apprenticeship)

General reflective questions

- What do I know about the educational situation of the individual?
- What is the individual interested in?
- What are the individual's educational aims?

Reflection on Gender

- In what way is the individuals educational or vocational training gendered?
- In what way did/does gender influence the individual's professional desire?

NOTES ON EDUCATIONAL AND VOCATIONAL TRAINING

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



EMPLOYMENT

Refers to a job the person is making their living with

Reflective Questions

- What do I know about the work situation of the individual?
- How does the individual feel about their job? How does the individual talk about their job?
- Which career prospects or realistic dreams would the individual like to achieve?

Reflection on Gender

- Is there a gendered element to the individual's employment?
- Have they chosen a certain career because of their gendered belief systems?

NOTES ON EMPLOYMENT

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



FINANCIAL SITUATION

Refers to the financial situation and the ability to provide for themselves

Reflective Questions

- What do I know about the financial situation of the individual?
- Which sources of income does the individual have? How does the income come along with the individual's expenses?
- What are the financial goals of the individual?

Reflection on Gender

- Is the individual able to finance themselves and if not are they dependent on another person? What role plays gender within this dynamic?
- Is the individual the main income generator? E.g. Is it expected from the individual to provide financially for their family because of their gender?
- What control/independence does the individual have over finances? E.g. Women are more often financially dependent on male partners because of lower income (gender pay gap) or unpaid care work.

NOTES ON FINANCIAL SITUATION

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



LEISURE AND JOYFUL ACTIVITIES

Refers to activities and hobbies the person is doing in their free time

Reflective Questions

- What does the individual enjoy doing?
- How does the individual spend their free time?
- What does the individual like to pursue/do that they are not already doing?

Reflection on Gender

- How does the gender of the individual affect their freetime activities?
- In what way are the freetime activities of the individual gendered?
- Are there activities the individual cannot carry out or has difficulties to carry out because of their gender?

NOTES ON LEISURE AND JOYFUL ACTIVITIES

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



ONLINE LIFE

Refers to all passive and active digital activities (e.g. social media, gaming)

Reflective Questions

- What do you know regarding the online activities of the individual?
- Did the individual change their digital behaviour?
- Do you think the individual could need support regarding media competences?
- What does the individual like about their online activities?

Reflection on Gender

- How does the gender of the individual affect their online activities?
- Does the individual interact within a specific online-community and if so, which role does gender play? What are gender expectations and norms within that community?
- Does the individual experienced gender-based hate speech online?

NOTES ON ONLINE LIFE

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*

CHALLENGES

This main category refers to (known and common) challenges people are dealing with regarding their distancing from the extremist scene/ideology

- Retaliation
- Contact with scene (members)
- Alcohol & substance consumption
- Losses
- Administrative hurdles
- Crime & Violence
- Stigmatization
- Prosecution and imprisonment



RETALIATION

Refers to the potential aggressive response of the extremist network in relation to the intention/plan/action of the individual to leave the network and/or retaliatory fantasies by the individual against the extremist network.

Reflective Questions

- What do you know about the people from the extremist scene the individual was in contact with?
- Have you noticed signs that the individual might be worried about their safety/wellbeing?
- Have you noticed any retaliatory fantasies or resentments of the individual against the extremist network?

Reflection on Gender

- Does the individual fear retaliation that is related to their gender?
- In what way are the retaliatory fantasies of the individual gendered?

NOTES ON RETALIATION

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*

CONTACT WITH SCENE (MEMBERS)

Refers to the relationship and contacts the person still has with people related to the extremist network

Reflective Questions

- What has the individual told you about their relationships to people of the extremist network?
- Does the person still have ties to the members of the extremist network?
- What do you assume has made and could make it hard for the person to leave the extremist network?

Reflection on Gender

- Are there gender related reasons for the individual to stay in contact with the scene?
- Have there been or are there intimate relationships with a member of the scene?
- What opportunities are there for the individual to create new networks and contacts? Does the gender of the individual has an influence on that?

NOTES ON CONTACT WITH SCENE (MEMBERS)

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*

ALCOHOL AND DRUG CONSUMPTION

Refers to the (mis)use of alcohol and substances that can hinder the social functioning of the person and the reintegration process.

Reflective Questions

- Have you noticed problematic drinking behaviour or consumption of drugs?
- Why do you think the individual is consuming?
- What could help the individual regarding their consumption?

Reflection on Gender

- Though both men and women are susceptible to the misuse of substances, there may be easier access for certain individuals because of their gender.
- e.g. Women from a conservative family may have less access to alcohol or drugs. That said, if they do have access, they may face more shame/stigma.

NOTES ON ALCOHOL AND DRUG CONSUMPTION

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



LOSSES

Refers to all the 'advantages' that the person lost as a consequence of leaving the extremist lifestyle (e.g. power, money, status, death, friends).

Reflective Questions

- Which advantages did the person have in the extremist scene? (e.g. friends, social, orientation, support, feeling of belonging, respect, power, job, money)
- What does the person miss about their former lifestyle?
- What could help the individual to heal/overcome/cope with these losses and find alternatives?

Reflection on Gender

- Are there gendered differences in the losses? E.g do women face more practical losses because they face greater stigmatisation or do men face greater losses in power and status?

NOTES ON LOSSES

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*

ADMINISTRATIVE HURDLES

refers to all administrative or legal issues that can impact negatively on the person's life.

Reflective Questions

- Which authorities or administrative issues is the individual dealing with?
- In what way do authorities or administrative issues influence their life?
- What would help the individual regarding these administrative issues?

Reflection on Gender

- What struggles does the individual face with authorities because of their gender?
- In what way do authorities perceive the individual because of their gender?

NOTES ON ADMINISTRATIVE HURDLES

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



CRIME AND VIOLENCE

Refers to the persons criminal and violent behaviour.

Reflective Questions

- What do you know about the individual's criminal and/or violent behaviour?
- How does the person speak about their criminal and/or violent behaviour?
- In what way is/was the individual's criminal and/or violent behaviour connected to their involvement in the extremist network?
- Why do you assume the person is showing criminal and/or violent behaviour?
- What could help the person to reduce or even refrain from criminal and/or violent behaviour?

Reflection on Gender

- Survey data suggests that most women in VE do not have a criminal record, which is particularly striking when compared to men, but women are more likely to commit criminal or violent attacks with men or in networks.

NOTES ON CRIMINAL AND VIOLENT BEHAVIOUR

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



STIGMATIZATION

Refers to the labels attached by the family/community/society that can lead to social exclusion and psychological degradation.

Reflective Questions

- How does the individual feel treated or labelled by society/their family/their social network due to their (former) lifestyle?
- Has the individual mentioned any type of stigmatization due to their (previous) lifestyle/actions/convictions?
- How does stigmatization affect the person and how do they deal with it?
- What could help the person to handle the stigmatization?

Reflection on Gender

- Women's violence or participation in VE groups is often exceptionalised meaning that women face greater stigmatisation and isolation from their families/communities/societies once they leave VEOs.
- Women may also have less access to psychosocial support as their participation can be ignored or they may not be imprisoned where many of these services exist.

NOTES ON STIGMATIZATION

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*



PROSECUTION AND IMPRISONMENT

Refers to pending and ongoing legal proceedings as well as imprisonment.

Reflective Questions

- Do you know if the individual has been prosecuted/incarcerated?
- How does the individual handle their prosecution/incarceration? What do you assume the individual experiences/feels regarding their prosecution/incarceration?
- How does prosecution/incarceration influence the distancing process of the individual?
- What do you think could be helpful for the distancing process regarding their prosecution/incarceration?

Reflection on Gender

- What do you assume the individual experiences while being imprisoned or after their release regarding their gender?
- How does prosecution/incarceration effect the individual regarding their own gender perception? (e.g. male individuals are often seen as the income providers for families. If they are imprisoned, they can no longer fulfill this role and may experience disappointments. Women, on the other hand are often seen as care providers for children and can also experience disappointments).

NOTES ON PROSECUTION AND IMPRISONMENT

Guiding questions (can be deleted):

- *What is the current situation?*
- *What is the aim of the individual?*
- *How can I support the individual to reach their goals?*
- *Which developments have I noticed?*
- *Which resources and skills does the individual have?*

PRIORITISATION

Relationship & Belonging

- *Add most important factors for individual*

Individual Development

- *Add most important factors for individual*

Practical life

- *Add most important factors for individual*

- *Add most important factors for individual*

Challenges

SUMMARY OF THE DISTANCING

*Here you can put general and/or summarized notes about the distancing process of the individual.
What other thoughts, insights, or hypotheses regarding the distancing factors do you have?*

PHASE 2: COUNSELLING



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GOALS

Relationship & Belonging

dfs

Individual Development

Practical life

Challenges

GOAL SETTING

This slide can help you plan for collaborative goal setting with the individual

Which (realistic) goals does the individual want to achieve?

Which steps are necessary to achieve their goals?

How can you help and support the individual in reaching their goals?

PHASE 3: COMMUNICATING



COMMUNICATING ABOUT THE DISTANCING PROCESS

The following questions can help you prepare to share your work to your team and other key stakeholders.

- **Who do I communicate with regarding the individuals distancing process?**
- **What is the stakeholders' primary role or concern related to the outcome of the individuals distancing process?** (e.g. recidivism, national security, public safety, client's wellbeing/mental health, probability of employment)
- **What are my roles and my perspectives? The theories and approaches in the manual can underline and support you to be confident about it.**
- **Have I gained knowledge or have there been outcomes that directly relate to their primary concern? Can I offer any insights that would be helpful?**
- **How would I describe the outcome of the distancing process so far? What would the individual want me to say? What would the individual not want me to say?**

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INDIVIDUAL

Either highlight the distancing factors that are particularly significant in the individual's distancing process or delete those that do not matter.

Relationship & Belonging

- Family of origin
- Partnership and children
- Friends
- Community
- Support Services

Individual Development

- Motivation to join
- motivation to leave
- Personality traits
- Reflectivity
- Identity
- Emotions
- Beliefs and values
- (Mental) health
- Gender lens
- Appearance

Practical life

- Home environment
- Educational & vocational training
- Employment
- Financial situation
- Leisure & joyful activities

- Retaliation
- Contact with scene (members)
- Alcohol & substance consumption
- Losses
- Administrative hurdles
- Crime & violence
- Stigmatization
- Prosecution and Imprisonment

Challenges

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GOALS, SUPPORT, & OUTCOMES

Relationship & Belonging

Briefly outline (1.) what your client is hoping to achieve, (2.) how you are supporting their process, and (3.) what outcomes to the distancing process there have been to date.

Individual Development

Practical life

Challenges

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