COORDINATED COMMUNITY ACTION MODEL

This Model demonstrates, in abbreviated form, ways communities can accountably act to support battered women L and children, and hold batterers accountable for their behavior. It is not a definitive representation. This Model primarily identifies heterosexual males as perpetrators of domestic violence (DV), as they comprise 95% of the batterers in this country. This Model was developed by Mike Jackson and David Garvin with the feedback of over 118 reviewers. We are grateful for their input, and acknowledge the Domestic Abuse Intervention Project for the wheel format. Permission to reproduce is given if there are no changes and credit is given. Please make copies and distribute them for your public education efforts. We welcome your feedback for future editions.

DESIRE TO MAKE

SOCIAL SERVICE **PROVIDERS:**

Design and deliver services which are responsive to battered women and children's needs. Require staff to receive training on the etiology and dynamics of DV. Oppose the "pathologizing" of DV and exclusive control of the "field" by "degreed professionals." Shift the focus from "trying to keep the family together at all costs' to safety of battered women and children. Utilize methods to help

promote nonviolence. Devote an

equitable proportion of their media

"product" to battered women and

children's needs. Educate about

the dynamics and consequences

of violence, not glorify it. Cease labeling DV as "love gone sour," "lover's quarrel," "family spat,"

etc. Stop portraying the batter-

er's excuses and lies as if they were the truth.

GOVERNMENT:

Enact laws which define battering as criminal behavior. identify DV. Enact laws which provide courts with progressive consequences in sentencing. Adequately fund battered women's service agencies and violence prevention education. Commute the sentences of battered women who kill in self defense. Heavily tax the sale of weapons and pornography to subsidize sexual and physical violence prevention and intervention efforts.

EMPLOYERS:

Condition batterers' continuing employment on remaining nonviolent. Intervene against stalkers in the workplace. Safeguard battered employees' employment and careers by providing flexible schedules, leaves of absence and establishing enlightened personnel policies. Provide employment security to battered employees. Provide available **MEDIA:** resources to support and Prioritize subject matter advocate for battered that celebrates peace and non-violence. Spotlight efforts which employees.

Develop and utilize safe and effective methods for identification of DV. Provide referral, education and support services to battered women and their children. Refrain from overly prescribing sedative drugs to battered women. Utilize accountable documentation and reporting protocols for DV. Devote a percentage of training equitable to D cases handled. Regularly disclose relevant sta-tistics on DV case disposition. Uti

HEALTH CARE SYSTEM:

CLERGY:

Speak out against DV from the pulpit. Routinely assess for DV in premarital and pastoral counseling. Seek out and maintain a learning and referral relationship with the DV coordinated community response system. Oppose the use of biblical or theological justification for DV. Reject patriarchal dominance as a preferred social pattern.

citizens to oppose oppression and support those who are oppressed.

JUSTICE SYSTEM:

lize methods of intervention which do

Devote a percentage of training equi-table to DV cases handled. Vigorously

with custody, visitation and injunctive

Support and educate teachers to rec-

ognize and respond to symptoms of

orders. Adopt a "pro-arrest policy." Provide easily accessible and enforce-

able protection orders.

not rely on the victim's involvement

enforce batterer's compliance, and protect women and children' safety,

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Inspired and adapted from the "Power & Control Wheel" developed by the Domestic Violence Intervention Project, 202 East Superior Street, Duluth, MN, 55802, (218) 722.4134

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A DIFFERENCE



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DV in students' lives. Teach violence prevention, peace-honoring conflict resolution and communication skills. Acknowledge gender bias in teaching materials and develop alternatives. Require education about relationships at all levels. Teach that t is the civic duty of all

EDUCATION SYSTEM: