THE POWER AND CONTROL WHEEL:

EVERYTHING YOU NEED TO KNOW

CHRIS GRIFFITH, LPCC, BIP

The Duluth Model is the most common <u>batterer intervention</u> <u>program</u> used in the United States. It is based in <u>feminist</u> <u>theory</u> positing that "domestic violence is the result of patriarchal ideology in which men are encouraged and expected to control their partners".

Duluth Model or Domestic Abuse Intervention Project is a program developed to reduce <u>domestic violence</u> against women. It is named after <u>Duluth</u>, <u>Minnesota</u>, the city where it was developed. The program was largely founded by <u>Ellen</u> <u>Pence</u> and <u>Michael Paymar</u>.

- Critics argue that the method can be ineffective as it was developed without minority communities in mind and can fail to address root psychological or emotional causes of abuse, in addition to completely neglecting male victims of abuse
- Criticism of the Duluth Model has centered on the program's insistence that men are perpetrators who are violent because they have been socialized in a patriarchy that condones male violence, and that women are victims who are violent only in selfdefense.

- It's a gender-polarizing approach that only serves to perpetrate the "battle of the sexes."
- It's about blaming and shaming men, more than giving them the insights and support to help them stop their abusive behavior.
- It ignores drinking, drugs, Borderline Personality Disorder and other serious psychological problems.

# MORE CRITICISMS OF DULUTH MODEL

The Duluth Model is the most widely-adopted approach in the world for intervening with men who batter and keeping women safer. It has influenced and shaped much of national and state-level policy around batterer intervention and domestic violence work because of its innovative methods and success. Our research has shown that 68% of men who pass through our criminal justice response and are sent to our men's nonviolence classes have not reappeared in the criminal justice system over a course of eight years

# DULUTH RESPONSES

> The battering of women by men continues to be a significant social problem-men commit over 85% of all criminal assaults and women are killed 3.5 times more often than men in domestic homicides. Not naming this gender disparity, and the continued underlying social, cultural and institutional structures that support it, keeps us from naming the social problem for what it is

# DULUTH RESPONSES

The feminist theory underlying the Duluth Model is that men use violence within relationships to exercise power and control. This is illustrated by the "Power and Control Wheel," a graphic typically displayed as a poster in participating locations. According to the Duluth Model, "women and children are vulnerable to violence because of their unequal social, economic, and political status in society." Treatment of abusive men is focused on re-education, as "we do not see men's violence against women as stemming from individual pathology, but rather from a socially reinforced sense of entitlement." The program's philosophy is intended to help batterers work to change their attitudes and personal behavior so they would learn to be nonviolent in any relationship.

https://youtu.be/r9dZOgr78eE?list=PLpnp9VeQno5OXYrLj9FrXyiTN CG2lwTdX

# ELLEN PENCE VIDEO



- → Physical Violence
- → Sexual Violence

THE WHEEL



- <u>Using Intimidation</u>
  - Making him/her afraid
  - Smashing things
  - Destroying Property
  - Harming pets
  - Displaying Weapons
  - ► "Binders"

INTIMIDATION



- <u>Using Emotional Abuse</u>
  - Put Downs
  - Name Calling
  - Mind Games
  - Humiliation
  - Making someone feel guilty
  - "Worst thing that happened"

EMOTIONAL ABUSE



- ▶ <u>Using Isolation</u>
  - Controlling what she/he does, sees, reads and where one goes
  - Limited outside involvement
  - Uses Jealousy to justify actions
  - ► "Normalizing"

**ISOLATION** 



- ► MINIMIZING, Denying, Blaming
  - Making light of abuse
  - Saying it didn't happen
  - Shifting responsibility
  - Saying she/he caused it
- ▶ Jedi Mind Trick

MINIMIZE, DENY, BLAME



- Using Children
  - Guilt Feeling about Children
  - Using them to relay messages
  - Using visitation to harass her/him
  - Threatening to take the kids away
  - ▶ Tie that binds

**CHILDREN** 



- <u>Using Male Privilege</u>
  - Treating her/him like a servant
  - Making all the big decisions
  - "Master of the Castle"
  - Defining gender roles
  - ► Culture/ Religion

MALE PRIVILEGE



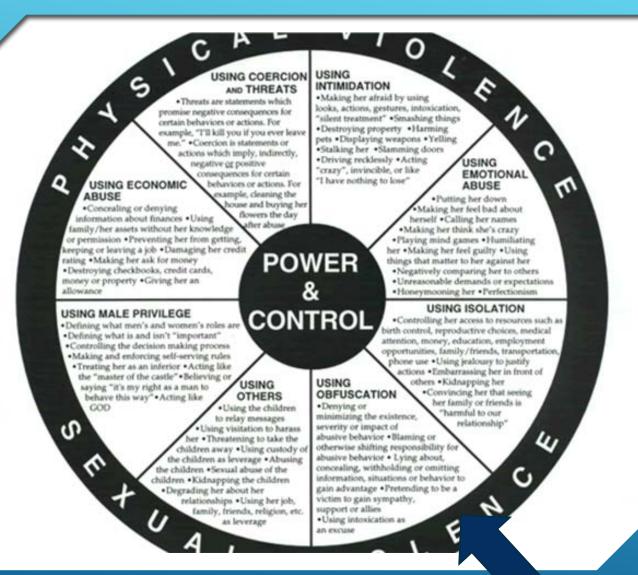
- Using Economic Abuse
  - Preventing her/him from getting/ keeping a job
  - Making her/ him ask for money
  - Giving allowance/ taking money
  - Disallowing access to family income
  - ► Golden Rule

ECONOMIC ABUSE



- <u>Using Coercion and Threats</u>
  - Making and or carrying threats to hurt
  - ► Threatening to leave, to commit suicide, report to "Welfare", Drop charges, Do illegal things
- ▶ Maintenance Behaviors

COERCION THREATS



- Denying or minimizing the existence, severity, or impact of Abusive behavior
- Blaming or otherwise shifting responsibility for abusive behavior
- Lying about, concealing, withholding or admitting information, situations or bx to gain advantage
- Pretending to be a victim to gain sympathy, support, or allies
- Using Intoxication as an excuse

Obfuscation

### Using Harmful Language

- · Name calling.
- · Playing mind games.
- · Humiliating someone.
- Making someone feel insecure.
- · Making someone feel guilty
- Telling lies or private information about someone to others.

### **Using Social Standing**

- Using popularity, class, race or disability to manipulate someone else.
- Making all the decisions for someone.
- Being the only one to define roles in the relationship.

### Using Technology

- · Sending unwanted text messages.
- Breaking into someone's social networking profile, email, or cell phone.
- Pressuring someone to take, send or look at sexual photos or pictures.

### and Control Wheel

Power

### Sexual Coercion, Harassment, or Assault

Pressuring someone to be part of a group.

Manipulating to get sex or other sexual activity.

Exclusion

shafte goes.

Controlling what

someone does of where

Deciding who someone sees,

talks to, or what she he wears.

. Isolating someone from their friends

Limiting outside involvement.

Getting someone drunk or drugged to get sex.

**Using Physical Violence** 

· Hitting, scratching, shaking,

choking, pinching, pushing,

strength against another

· Using one's body size or

biting, or grabbing.

- Destroying or refusing to use birth control or STD protection during sex.
- Making sexual comments, giving inappropriate looks, or telling sexual jokes.
  - Sexually touching, grabbing, rubbing, or pinching someone without their consent.

### Using Threats

- Making threats to use physical or sexual violence.
- Threatening to leave, to commit suicide, or report someone to the police.
- Making someone do illegal things
- Threatening to expose someone's HIV status, immigration status, or other private information.

### Using Intimidation

- Making someone afraid by using looks, actions, or gestures.
- Smashing, destroying, or stealing property.
  - Abusing pets or loved ones.
     Displaying weapons.

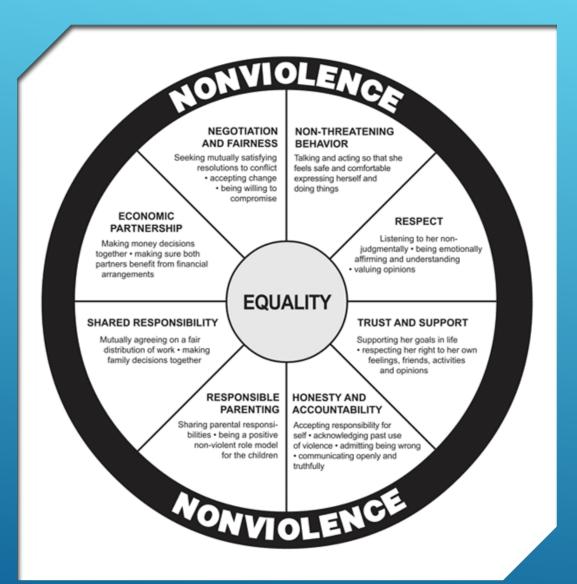
### Minimizing, Denying, or Blaming

- Minimizing the impact of abuse.
- Not taking concerns about abuse seriously.
- . Saying the abuse didn't happen.
- Blaming abusive behavior on stress, alcohol, drugs, or jealousy.
- Saying the victim caused the abuse.

### <u>Using Technology</u>

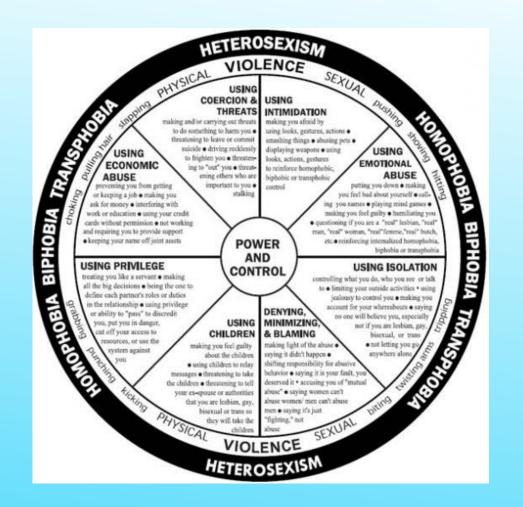
- Sending unwanted Text Messages
- Breaking into someone's SocialNetworking Profile, Email, Cellphone
- Pressuring Someone to take, send, or look at sexual images

## TECHNOLOGY



Committed to Non-Violence

**EQUALITY** 



## **LGBT**

- ▶ Heterosexism
- ▶ Homophobia
- ► Biphobia
- ▶ Transphobia
- ➤ 25-33 % of LGBT population experiences DV in their lifetime
- Heterosexual population is 1in 4

### SOLATION EMOTIONAL ABUSE Doubting reality - Doubting wrong different . can't have and expectations by friends over because of the need to hide the caregiver · fear of violence · keeping expressing feelings harmful "secrets" · inability to learn PHYSICAL & MENTAL EFFECTS Children may feel guilt & shame, think it's not trusting of adults at school . low INTIMIDATION self-esteem · Putting children in fear by: using looks, loud actions, loud their fault . may regress to gestures, loud voice, early stages of development HOW smashing things, demanding & withdrawn destroying property fear of physical safety crave/need • cranky, **VIOLENCE** crabby kids **AFFECTS** SEXUAL ABUSE SEXUAL STEREOTYPING · Shame about body ·Copy abuser's dominant **CHILDREN** feeling threatened & fearful and abusive behaviour of their sexuality . learning copying victimised passive inappropriate sexual talk and submissive behaviour behaviour . children having · unable to express access to pornography feelings or who **USING CHILDREN** magazines and they are · being put in the · Learn to movies middle of fights manipulate because of their own safety · children may take on issues due to effects roles, responsibilities of of violence in family parents and give up being expressing anger in a way children . children seen and that is violent, abusive, not heard . children being or not expressing used to solve conflicts, anger at all because asking them to take of their own fear Adapted from: Domestic Abuse Intervention Project Duluth, MN 218/722-4134

- ► Fear of doing wrong thing
- ► Fear of expressing feeling
- Inability to learn at school
- ► Low self-esteem

EMOTIONAL ABUSE

### DOMESTIC ABUSE Isolation Inability to Inability to Inability to different . can't have and expectations by friends over because of the need to hide the caregiver · fear of violence · keeping expressing feelings harmful "secrets" · inability to learn PHYSICAL & MENTAL EFFECTS Children may feel guilt & shame, think it's not trusting of adults at school . low INTIMIDATION self-esteem · Putting children in fear by: using looks, loud actions, loud their fault . may regress to gestures, loud voice, early stages of development HOW smashing things, demanding & withdrawn destroying property fear of physical safety crave/need • cranku, **VIOLENCE** crabby kids **AFFECTS** SEXUAL ABUSE SEXUAL STEREOTYPING Shame about body ·Copy abuser's dominant **CHILDREN** feeling threatened & fearful and abusive behaviour of their sexuality . learning copying victimised passive inappropriate sexual talk and submissive behaviour behaviour . children having · unable to express access to pornography feelings or who **USING CHILDREN** magazines and they are · being put in the · Learn to movies manipulate because middle of fights of their own safety · children may take on issues due to effects roles, responsibilities of of violence in family parents and give up being expressing anger in a way children . children seen and that is violent, abusive, not heard . children being or not expressing used to solve conflicts, anger at all because asking them to take of their own fear Adapted from: Domestic Abuse Intervention Project Duluth, MN 218/722-4134

- ▶ Feel guilt and shame
- ▶ Think its their fault
- May regress to earlier stages of development

# PHYSICAL MENTAL EFFECTS

### SOLATION EMOTIONAL ABUSE Doubting reality - Doubting wrong different . can't have and expectations by friends over because of the need to hide the caregiver · fear of violence · keeping expressing feelings harmful "secrets" · inability to learn PHYSICAL & MENTAL EFFECTS Children may feel guilt & shame, think it's not trusting of adults at school . low INTIMIDATION self-esteem · Putting children in fear by: using looks, loud actions, loud their fault . may regress to gestures, loud voice, early stages of development HOW smashing things, demanding & withdrawn destroying property fear of physical safety crave/need • cranky, **VIOLENCE** crabby kids **AFFECTS** SEXUAL ABUSE SEXUAL STEREOTYPING Shame about body ·Copy abuser's dominant CHILDREN feeling threatened & fearful and abusive behaviour of their sexuality . learning copying victimised passive inappropriate sexual talk and submissive behaviour behaviour . children having · unable to express access to pornography feelings or who **USING CHILDREN** magazines and they are · being put in the · Learn to movies manipulate because middle of fights of their own safety · children may take on issues due to effects roles, responsibilities of of violence in family parents and give up being expressing anger in a way children . children seen and that is violent, abusive, not heard . children being or not expressing used to solve conflicts, anger at all because asking them to take of their own fear Adapted from: Domestic Abuse Intervention Project Duluth, MN 218/722-4134

- Shame about their body
- ► Feeling threatened and fearful about their sexuality
- ► Have access to pornography

SEXUAL ABUSE

### SOLATION EMOTIONAL ABUSE Doubting reality -4 doing wrong and expectations by friends over because of the need to hide the caregiver · fear of violence · keeping expressing feelings harmful "secrets" · inability to learn PHYSICAL & MENTAL EFFECTS Children may feel guilt & shame, think it's not trusting of adults at school . low INTIMIDATION self-esteem · Putting children in fear by: using looks, loud actions, loud their fault . may regress to gestures, loud voice, early stages of development HOW smashing things, demanding & withdrawn destroying property • fear of physical safety crave/need • cranku, **VIOLENCE** crabby kids **AFFECTS** SEXUAL ABUSE SEXUAL STEREOTYPING Shame about body feeling threatened & fearful ·Copy abuser's dominant CHILDREN and abusive behaviour of their sexuality . learning copying victimised passive inappropriate sexual talk and submissive behaviour behaviour . children having · unable to express access to pornography magazines and feelings or who **USING CHILDREN** they are · being put in the · Learn to movies manipulate because middle of fights of their own safety · children may take on issues due to effects roles, responsibilities of of violence in family parents and give up being expressing anger in a way children . children seen and that is violent, abusive, not heard . children being or not expressing used to solve conflicts, anger at all because asking them to take of their own fear Adapted from: Domestic Abuse Intervention Project Duluth, MN 218/722-4134

- ► Being put in the middle of fights
- ► Being asked to take sides
- Parentification

**USING CHILDREN** 

### ISOLATION Inability to Property of doing wrong and expectations by friends over because of the need to hide the caregiver · fear of violence · keeping expressing feelings harmful "secrets" · inability to learn PHYSICAL & MENTAL EFFECTS Children may feel guilt & shame, think it's not trusting of adults at school . low INTIMIDATION self-esteem · Putting children in fear by: using looks, loud actions, loud their fault . may regress to gestures, loud voice, early stages of development HOW smashing things, demanding & withdrawn destroying property • fear of physical safety crave/need • cranku, **VIOLENCE** crabby kids **AFFECTS** SEXUAL ABUSE SEXUAL STEREOTYPING Shame about body feeling threatened & fearful ·Copy abuser's dominant **CHILDREN** and abusive behaviour of their sexuality . learning copying victimised passive inappropriate sexual talk and submissive behaviour behaviour . children having · unable to express access to pornography magazines and feelings or who **USING CHILDREN** they are · being put in the · Learn to movies manipulate because middle of fights of their own safety · children may take on issues due to effects roles, responsibilities of of violence in family parents and give up being · expressing anger in a way children . children seen and that is violent, abusive, not heard . children being or not expressing used to solve conflicts, anger at all because asking them to take of their own fear sides Adapted from: Domestic Abuse Intervention Project Duluth, MN 218/722-4134

- ► Learn manipulation
- Express anger through violence or not at all due to fear

**THREATS** 

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- Copies abusive, dominant behavior
- Copies passive, submissive behavior

# SEXUAL STEREOTYPING

### ISOLATION Inability to Inabilit and expectations by friends over because of the need to hide the caregiver · fear of expressing feelings violence · keeping harmful "secrets" · inability to learn PHYSICAL & MENTAL EFFECTS Children may feel guilt & shame, think it's not trusting of adults at school . low • Putting children self-esteem in fear by: using looks, loud actions, loud their fault . may regress to gestures, loud voice, early stages of development HOW · demanding & withdrawn smashing things, destroying property fear of physical safety · crave/need · cranky, **VIOLENCE** crabby kids **AFFECTS** SEXUAL ABUSE SEXUAL STEREOTYPING Shame about body feeling threatened & fearful ·Copy abuser's dominant **CHILDREN** and abusive behaviour of their sexuality . learning copying victimised passive inappropriate sexual talk and submissive behaviour behaviour . children having · unable to express access to pornography magazines and feelings or who **USING CHILDREN** they are · being put in the · Learn to movies manipulate because middle of fights of their own safety · children may take on issues due to effects roles, responsibilities of parents and give up being of violence in family · expressing anger in a way children . children seen and that is violent, abusive, not heard . children being or not expressing used to solve conflicts, anger at all because asking them to take of their own fear Adapted from: Domestic Abuse Intervention Project

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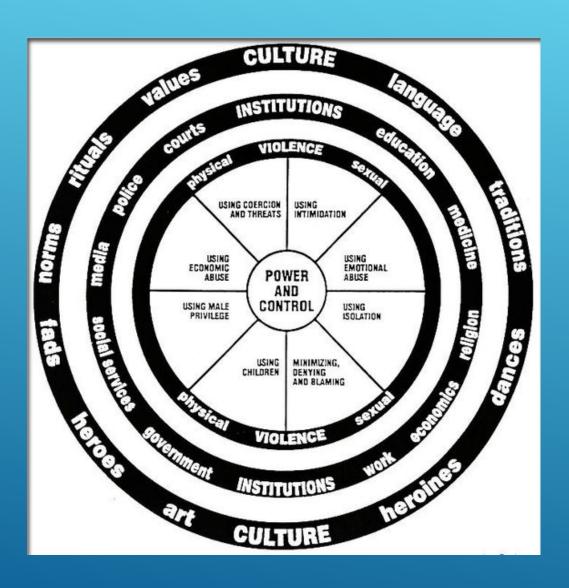
► Fear for physical safety

INTIMIDATION

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- ► Inability to develop social skills
- Cant have friends over to hide violence
- ▶ Keeping secrets
- ► Not trusting others

**ISOLATION** 



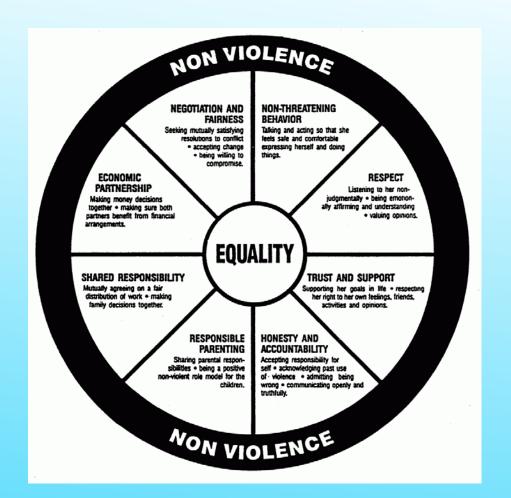
- **▶** Culture
- **▶** Institutions

THE WHEEL

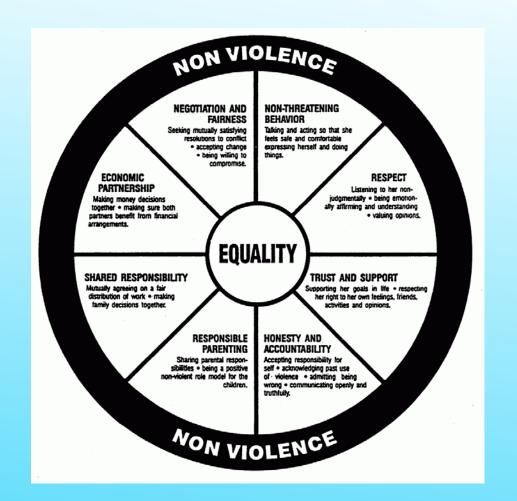
# What motivates Desire for Power and Control



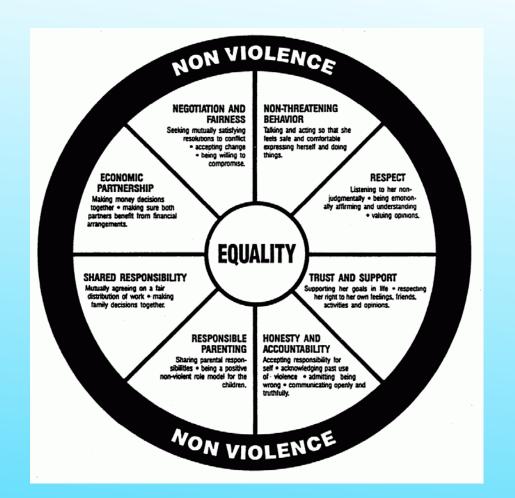
Excerpted form Stop Hurting the Woman You Love (Donaldson)



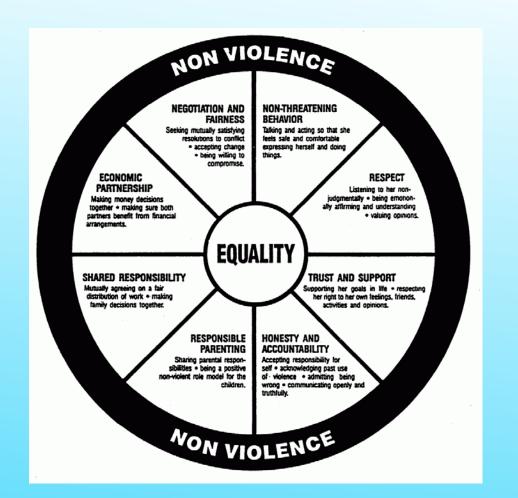
- Non-Threatening Behavior
  - Talking and acting so that she/ he feels safe and comfortable expressing her/ himself and doing things



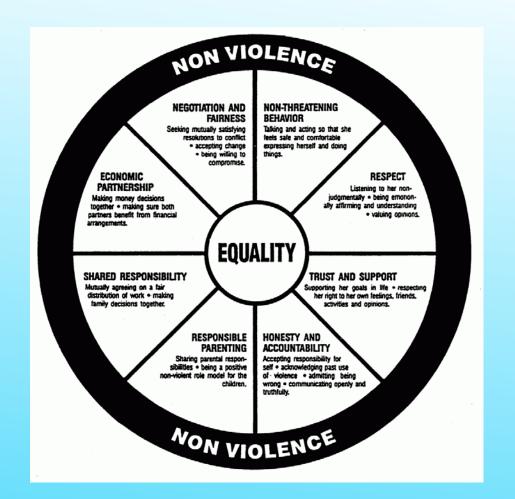
- ► Respect
  - Listening to her/ him nonjudgmentally
  - Being emotionally affirming and understanding
  - Valuing opinions



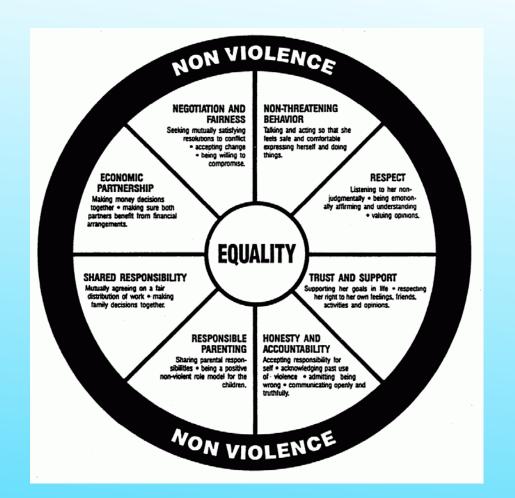
- ▶ Trust and Support
  - Supporting her/ his goals
  - Respecting her/ his right to her/his own feelings, friends, activities and opinions



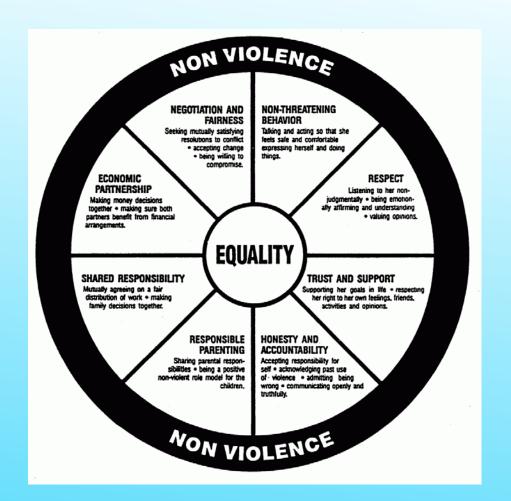
- Honesty and Accountability
  - Accepting responsibility for self
  - Acknowledging past use of violence
  - Admitting being wrong
  - Communicating openly and truthfully



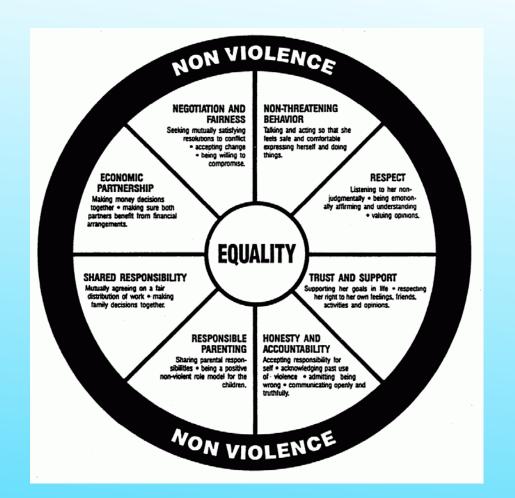
- Responsible Parenting
  - Sharing Parental responsibilities
  - Being a positive non-violent role model for the children



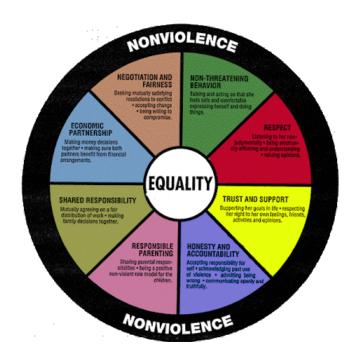
- ► Shared Responsibility
  - Mutually agreeing on a fair distribution of work
  - Making family decisions together

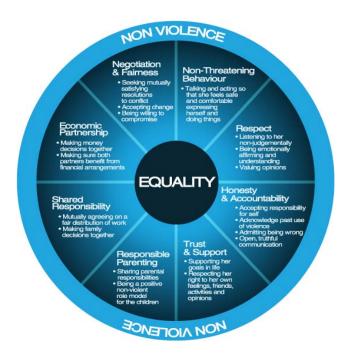


- ► <u>Economic Partnership</u>
  - Making money decisions together
  - Making sure both partners benefit from financial arrangements



- Negotiation and Fairness
  - Seeking mutually satisfying resolutions to conflict
  - Accepting change
  - Being willing to compromise





# MORE WHEELS

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THANK YOU