

The Duluth Model

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Education for Critical Thinking



Origins of the Duluth Model

- Historical context
- Women's movement/Battered women's movement
- 1980 – 1981 Duluth
- Dr. Ellen Pence
- Advocates and allies in the criminal justice system



The Duluth Model Is Not

- The Power and Control Wheel
- The Duluth curriculum used for facilitating groups
- A CCR that brings all interveners to the table to review cases and problems
- A CCR that includes agencies and organizations outside of the criminal and civil justice systems



The Duluth Model Is

- A guide for organizers to develop interventions based on the lived experiences of survivors
- An agreed upon CCR that links intervening agencies through policies and procedures
- A model that ensures that interveners are accountable to each other
- An evolving model



Principles of the Duluth Model

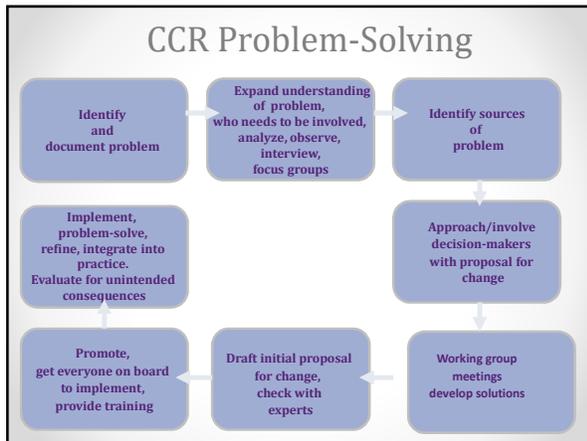
- A philosophy of IPV that accounts for the power differential between survivors and offenders
- Policies, procedures and practices that place the onus for the safety of the survivor on the system
- Consequences for offenders including rehabilitation or jail
- Intervenors in the system are answerable and accountable to the CCR



Activities of a Duluth Model CCR

- Uses focus groups to understand the experiences survivors have had with the system
- Relies on an independent agency to track and monitor cases and assess data
- Works with agencies to change policies and procedures when needed
- Engages in problem-solving strategies with input from advocates, DVRT, and system practitioners





Problem Solving

- Determine whether problems are the result of individual workers or systemic problems of an organization
- Convene meetings with the DAIP and CCR agencies to assess issues/problems
- Organize occasional inter-agency meetings
- Evaluate changes based on the impact of changed policies and procedures on survivors




Participating Organizations

991/ Dispatch	Probation
Law enforcement	Child protection
Jail	Restorative justice
DVRT	Circles
Advocacy and shelter	DAIP offender groups
Prosecution	Mental health agencies
Civil and criminal courts	




Evolution of the Model

- Institute predominate aggressor policy
- Refine prosecution policies
- Develop risk assessments used by law enforcement
- Develop risk assessments used by DVRT
- Create programs to shield children from the violence
- Made changes to the program for working with offenders



Advocacy and Survivor Safety

- Providing emergency shelter and other resources
- Explaining civil and criminal justice systems
- Advocating for survivors obtaining protective orders
- Working with the DAIP and other interveners to change policies and procedures
- Assuming a survivor's confidentiality when possible
- Advocating for community and institutional changes



Working with Offenders

- Group therapy
- Marriage counseling
- Anger management
- Cognitive-behavioral approach using the Duluth curriculum *Creating a Process of Change for Men who Batter*



Program Accountability

- Strong advocacy for survivors
- Partner contact (provide information about program)
- Offender must participate and follow group rules
- Change beliefs and attitudes about women, men and entitlement
- Swift consequences for violating court orders or ANY further acts of violence while in group

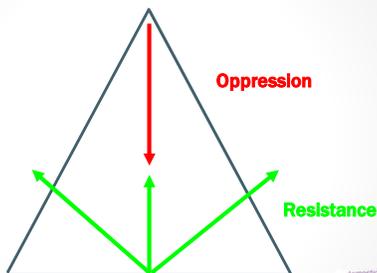


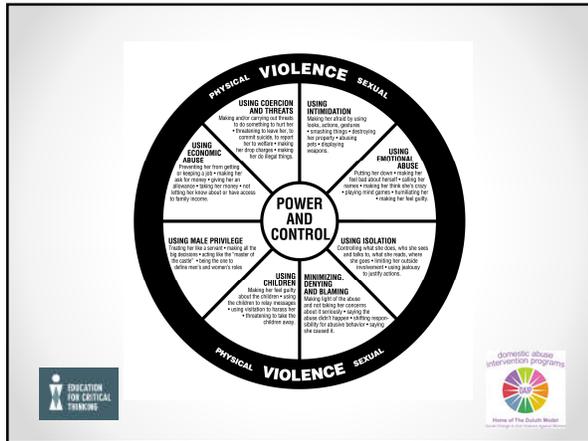
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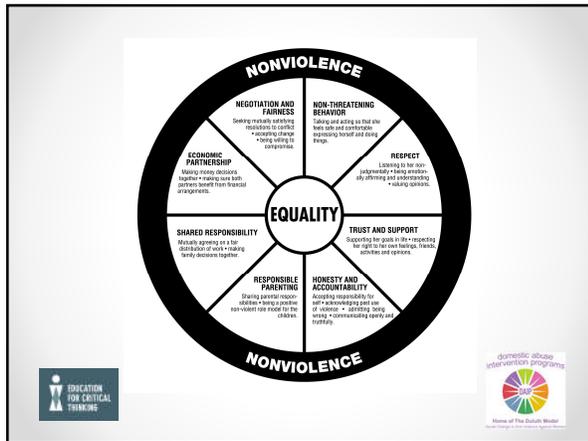
- Question whether patriarchy is natural or created by the culture
- Promote dialogue (educational methodology)
- Use problem posing questions to better understand a group member's thinking
- Facilitate critical thinking in the group
- Work with men to be open to a different worldview
- Trust that people can change



Oppression and Resistance







Creating a Process of Change for Men Who Batter (1)

- Taking responsibility for his use of violence
- Recognizing that using threats, violence, coercion and intimidation is intentional
- Understanding that controlling behavior is influenced by a man's beliefs and sense of entitlement
- Helping men understand the impact of their violence on their partners, children and himself

Creating a Process of Change for Men Who Batter (2)

- Realizing that his behavior is ultimately self-defeating
- Acknowledging the way he denies, minimizes and blames his partner
- Helping men know that there are always alternatives to being violent and abusive
- Discovering a path to equality--being non-controlling and non-violent with an intimate partner



Implementation Concerns Globally

- Ineffective laws with unintended consequences
- Police not enforcing laws
- Lack of resources for survivors
- Human rights violations in the legal process and in jails/prisons
- Victims being arrested for using self-defense
- Counseling approaches that blame victims for provoking the violence
- Counseling that focuses on fixing the relationship



Criticism of the Duluth Model

- NIJ research 2003 (Babcock, Green and Robie)
- Mandatory arrest is not effective (Sherman)
- Too much reliance on the CJS
- Women are as violent as men (Dutton and Corvo, 2006, Mills, 2003)
- Duluth curriculum is shamed-based
- Duluth curriculum ignores anger issues, psychological problems and the need for marriage counseling
- Not inclusive of other (non CJS) organizations



What Stops the Violence?

- Swift intervention by the police and CJS
- Promote safety and autonomy for survivors
- Courts using meaningful sanctions
- Groups that focus on stopping the violence and changing beliefs
- Consequences for further acts of violence
- Prevention (community involvement)



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Domestic Abuse Intervention Programs
www.theduluthmodel.org