

Details on Intimate Partner Violence Programs and Tangential Services

This chart contains information initially requested by Jodi Russell of the Florida Coalition Against Domestic Violence on the AQUILA listserv. This table was initially constructed by Christopher Hall, with additional details provided by Amie Zalinger on the ACT-V, and an additional row of information on the “Addressing Fatherhood with Men Who Batter” was provided by Melissa Scaia. If there are any updates to inform further development of this chart, please provide them to viobane@gmail.com. Something to note: the programs listed do not necessarily have any relation to each other, and nuances and differentiation were provided (such as the split between the “Duluth Model” and the “Duluth Curriculum”). Some national leaders within IPV intervention services were not initially included in the query and were added in by the author. It seems feasible to add to this table over time if there is interest and request to do so, although at the time of this document’s completion (July 2020) simple summaries are given of additional program models and resources.

Program / Model	Scope	Philosophy	History
<p>Duluth (Model) (LINK)</p>	<p>Community coordination around empowering victims/survivors and making their safety paramount in all systematic responses. Focus on accountability for perpetrators. Often confused with the Duluth Curriculum, which CAN be a part of this Community Coordinated Response (CCR) but any model of intimate partner violence intervention could work as a part of the Duluth Model approach. Scope is typically LOCAL, although is difficult to practice within large population centers (Duluth is approximately 50k people, areas like Boston with 600k+ and several independent systems make coordination nearly impossible to be consistent or to reach all players within a system)</p>	<p>Uses dynamics from Paulo Friere's "Pedagogy of the Oppressed" to illustrate the concept of liberation of the oppressed from the tactics that oppressors use against them, and to create change through shared and coordinated community. Dialogical in nature, the CCR is synonymous with the "Duluth Model" and often involves individuals sitting in on various system responses to IPV and providing reports and feedback to decision makers to improve approaches. Some communities have enacted community councils with a paid coordinator, others have a program for victims/survivors coordinate the CCR. Some implement coordination from court or law enforcement systems but such an emphasis goes against Freire's philosophy.</p>	<p>Domestic Abuse Intervention Program (DAIP) began in 1980 with the goal of reforming the criminal justice system response to IPV in Duluth, MN. They developed responses by observing police, DSS, courts, welfare, victim/survivor shelter and counseling services, and formed focus groups of victims/survivors to incorporate their experiences. All of this work preceded the Duluth Curriculum for IPV perpetrators. Training on the Duluth Model CCR is separate from the Duluth Curriculum training, however if attending a DAIP training, they emphasize philosophy as being the foundational need of any program - unfortunately many who attend the training focus on the educational curriculum but ignore the 100 pages of text dedicated to Friere and CCR work.</p>
<p>Duluth (Curriculum) (LINK)</p>	<p>Educational intervention material for conducting group sessions with IPV perpetrators. Incorporates video vignettes illustrating various forms of "power and control" and uses "control logs" to guide participants to evaluate the behavior seen in the videos, then reflect on their own use of similar tactics before beginning a process of considering methods of choosing respectful and healthy alternatives. The curriculum suggests a minimum of 26 class sessions per participant, and due to the heavily educational process of the model, it is often done either in closed groups where members go from session 1-26, or in open groups where topics constantly cycle through 26 sessions. The Duluth Curriculum is synonymous with the "Power and Control Wheels" which provide a foundation of discussion and orientation to abusive, controlling, and violent behavior. Some IPV intervention models incorporate more psychoeducational / therapeutic approaches, but the Duluth Curriculum is heavily educational focused.</p>	<p>Like the Duluth Model, the Duluth Curriculum is based in the Frierean philosophy of liberation. However, the educational lessons emphasize personal responsibility and accountability and rely on a community model of coordination that require all systems to provide similar communication and understanding about IPV. If the curriculum is used without implementation of the Duluth Model CCR, the group education has little if no support within the community leading to an easily disconnected experience for class participants who might learn about respect and equality in classes, then experience abusive and controlling behavior within systematic responses that provide enforcement of "power and control" methodology.</p>	<p>The Duluth Curriculum was developed following focus group interviews with women victim/survivors who discussed the harms they had experienced from their partners. Seven of the wedges of the "Power and Control Wheel" were developed directly from those interviews, while the eighth "Male Privilege" was derived from the author's perspective that all the women discussed men's sexist responses which were a part of their experienced harms. The use of the curriculum began in 1984, and the curriculum was authored by Ellen Pence and Michael Paymar. Several research studies have put forward information that the "Duluth Model" does not work, but researchers have not done direct research on a CCR or an actual model, instead focusing on the curriculum being used in other communities divorced from a CCR. This makes most research on the "Duluth Model" suspect and problematic, as it is rare for researchers to directly consult DAIP for guidance and information on the model or curriculum developed there.</p>

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Cognitive Behavioral Therapy (CBT) (LINK)	<p>Typically individual or small group therapy. The "model" is a psychological orientation that involves using emphasis on individual's thinking process and behavior to allow for reflective change in the individual or group. CBT is a general bucket of an approach, and not any one thing. There are trainings specific to CBT methods for psychologists and therapists, but as CBT is a general label, most people claiming to use CBT techniques do not have formalized training in a specific CBT therapeutic method. Examples of CBT include Rational Emotive Behavior Therapy (REBT), Rational Living Therapy (RLT), or Dialectic Behavior Therapy (DBT).</p>	<p>Cognitive-behavioral therapy is based on the idea that our thoughts cause our feelings and behaviors, not external things, like people, situations, and events. The benefit of this fact is that we can change the way we think to feel / act better even if the situation does not change. CBT is designed to be time-limited and brief. Part of its philosophy involves establishing a therapeutic relationship, often before using direct CBT treatment methods. Therapy is assumed to be collaborative between therapist and client and has an orientation to "stoicism" - that is emphasizing calm rational responses to stimulus. CBT does not teach clients WHAT to do, but instead HOW to do things to meet their goals. As an overlap with IPV work, CBT fits in some ways but does not in others. As IPV intervention tends to avoid therapeutic responses due to IPV perpetrator's skill at manipulating change agents / therapists against their victim/survivor, it is best to see CBT as something supportive of but not a replacement for a specialized IPV intervention group. IPV perpetrators with overlapping mental health or life issues may benefit from concurrent CBT therapy and IPV intervention.</p>	<p>Aaron Beck developed CBT in the 1960s in attempts to draw out internal dialog he observed in his clients. Several approaches have been developed (REBT, RLT, DBT, and others), and rely on individuals achieving calm rationality in their responses.</p>
Achieving Change Through Values-Based Behavior (ACTV) (LINK)	<p>Developed for the Iowa Department of Corrections as an alternative to use of the Duluth Curriculum within a Community Corrections setting (there is a separate ACTV-P for use within prison settings). It is a 24-session primarily "experiential" curriculum focusing on the "Core Skills Matrix" that outlines a grid of sensation vs mental experiencing, and toward vs away from a contextual situation or personal response. It trains individuals to reflect on this matrix to better navigate their emotions and therefore achieve rational and respectful choices.</p>	<p>ACTV utilizes experiential learning to assist the participants in becoming more self-aware of problematic thoughts/beliefs and behaviors, and able to gradually shift their behavior to engage in more and more prosocial and values-based actions. Skills such as present moment awareness, identification of and connection to their personal values, willingness, and defusion are taught to assist them in changing their relationship with unhelpful or unwanted aspects of their experience, in order to engage in behavior that is non-violent. Part of the focus on behaving non-violently is the practice of behaviors essential to healthy relationships. It is critiqued by national IPV intervention professionals due to distribution of a 2013 version of the curriculum which lacks information on domestic violence or intimate partner violence, however facilitators of the ACTV must be trained extensively on IPV and domestic violence issues, and how to integrate this information into lessons and overall facilitation. Facilitators are required to make an ongoing commitment to self-awareness and how one's own beliefs, thoughts, attitudes, and behaviors impact their own psychological flexibility and interpersonal behaviors – as well as the ability to effectively facilitate the ACTV program. It is baked into the program that facilitators model what they are teaching. This is integral to the program, and thus why the manual cannot just be picked up and understood or taught. The training and ongoing accountability is essential.</p>	<p>ACT-V was developed in 2013 by Erika Lawrence, Amie Langer Zaring, and Rosaura E. Orengo-Aguayo, and was connected to overarching work between the Iowa DOC and Iowa State University. ACTV utilizes aspects of Acceptance and Commitment Therapy (ACT; Hayes, Strosahl, & Wilson, 1999), incorporates trauma-informed care, motivational interviewing, as well as evidence-based practices in criminal justice programming, including risk-needs-responsivity (RNR; Bonta & Andrews, 2007) and Core Correctional Practices (Dowden & Andrews, 2004). ACTV was developed as a collaboration between psychologists (clinical and research focused) and criminal justice practitioners. It attempted to incorporate feminist and family violence perspectives but is not based solely on sociological theory.</p>

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<p>Caring Dads (LINK)</p>	<p>Caring Dads is a fatherhood program, focused on enhancing men's parenting behavior. Developed as a supportive intervention tool to coincide with IPV intervention services. Typically conducted in a closed group format, and often references how harmful behavior toward a child's other parent is abusive and hurtful to the child him/herself. Curriculum activities use several methods of discussion and education to achieve reflection and growth of individual participants.</p>	<p>Caring Dads intervention program has been firmly situated within the realm of gender-based violence, and, indeed, within the framework of gender equality in general. There are unquestionably very clear connections between violence against women on one hand, and children's experience of violence, whether as victims or witnesses, on the other. When we put this information together, we see numerous advantages to changing practice to better include fathers in efforts to enhance the safety and well-being of their children including the potential to improve father-child relationships, offer an additional route to ending violence against women, model accountability, address fathers' potential use of abuse in other relationships and with other children and opportunity to monitor and contain risk from fathers during follow-up from the child protection and justice systems. The Caring Dads program was specifically designed from the premise that violence against women and violence against children are intricately intertwined, and that these two issues both can and should be addressed together.</p>	<p>Developed in 2001 by Katreena Scott, Claire Crooks, Tim Kelly, and Karen Francis. Initial pilot testing was conducted in collaboration with Emerge (oldest IPV intervention model out of Boston, MA).</p>
<p>Addressing Fatherhood With Men Who Batter (LINK) (PREVIEW)</p>	<p>Initial pilot work was conducted with men who used a supervised visitation center while also attending IPV intervention classes. The scope of the curriculum is that it works concurrently with IPV intervention programming.</p>	<p>Men who batter and who are also fathers have unique needs related to improving their fatherhood skills. This curriculum is designed as an addendum to an IPV intervention curriculum and include themes of addressing lived experience of women who were battered, children who grew up with a violent father, and men who battered women.</p>	<p>Written by Melissa Scaia, John Downing, and Laura Connelly with consulting work by Ellen Pence, Sylvia Olney, and Scott Miller in 2010. Developed in response to a pilot project from the US Department of Justice and the Office on Violence Against Women. Development of the content was focused on interviews with men, women, and children along with focus groups. This first stage of development followed with interviews of researchers on the effects of IPV on children and parenting experts who understood IPV. This curriculum was published by Advocates for Family Peace and can be purchased on the Domestic Abuse Intervention Program (Duluth model/curriculum) website.</p>
<p>"Others" (EMERGE) (MSV) (MEN'S WORK) (FPI) (ALMA CENTER)</p>	<p>Emerge (first IPV intervention model, Boston MA), Men Stopping Violence (IPV intervention model with mentorship components, Atlanta, GA), Men's Work (Paul Kivel, defunct, although curriculum still available), Family Peace Initiative (trauma focused IPV intervention, Topeka, KS), Alma Center (trauma focused IPV intervention, Milwaukee, WI)</p>	<p>Philosophies of these other IPV intervention programs vary by program, although all emphasize work toward respectful healthy change for participants. If emphasis for IPV intervention is only on Duluth, it is highly likely the individual or group has little knowledge of IPV intervention approaches, models, history, or systems.</p>	<p>First IPV intervention approach was developed by Emerge (Boston, MA) in 1977, with several following soon after. IPV intervention has shifted over the years, with current developing approaches focusing on trauma-informed work, emphasizing respect/health more than abuse/violence, and more holistic interventions that often involve Motivational Interviewing strategies.</p>

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<p>Battering Intervention Services Coalition of Michigan (BISC-MI) (LINK)</p>	<p>National/international unofficial organizing body for IPV intervention services. Hosts a conference once per year in Michigan with different themes relating to IPV intervention work. Attempts to engage in national/international dialog to improve intervention services. Hosts AQUILA listserv to distribute information on IPV intervention along with discussion on challenging topics within intervention work.</p>	<p>We will provide a working forum for interaction and information sharing among agencies and individuals concerned with the provision of battering intervention services in Michigan. We will give safety, needs, and concerns of victims/survivors priority over the interests of those who batter or any battering intervention service model. We will help create and maintain coordinated community actions that hold those who batter accountable for their behavior and promote safety and empowerment for victims. We will help create and maintain coordinated community actions that hold those who batter accountable for their behavior and promote safety and empowerment for victims. We will promote social change which works toward a society based on equality and nonviolence.</p>	<p>BISC-MI started in 1994 by a meeting between First Step's Violence Intervention Project and Alternatives to Domestic Aggression Program, creating a coalition within the state of Michigan to improve responses to IPV perpetrators. Their first statewide conference was held in 1996, and their first intentional international conference was held in 2005 as a celebration of the organization's 10th anniversary.</p>