

# Coalition Chronicles

A newsletter of the  
*Wisconsin Coalition Against Domestic Violence*  
Volume 30 Issue 1



*From the Director,  
Can we end domestic violence? We must prevent it  
from happening in the first place.*



## Violence Prevention Fundamentals – Building a Foundation

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**This edition of Coalition Chronicles was a project of WCADV's Prevention Workgroup: Julie Andersen, Ann Brickson, Colleen Cox, Mary Jo Elert, Graciela Laguna, Vivian Larkin, Jennifer Obinna, Susan Ramspacher, Morgan Young and Michelle Zallar.**

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The national movement to end domestic violence began in the United States more than 40 years ago. Survivors and advocates joined forces with a vision of ending domestic violence in the lives of families forever. Over time, the anti-domestic violence movement gained recognition and momentum, shelters were built and services were funded. Today in Wisconsin, domestic violence programs serve more than 40,000 women, children and men each year. Domestic abuse services are available in all 72 Wisconsin counties and within our 11 Tribes. We have a multitude of laws that are designed to intervene and protect victims of domestic violence and to hold offenders accountable for their use of violence. During these past years, many have also conducted research to better understand both the magnitude and causes of violence, as well as working to understand interventions that are the most effective at protecting victims and changing offender behavior. Because it was absolutely necessary, our focus has primarily been directed at meeting the safety and supportive needs of individual victims and their children. This approach has gone a long way towards addressing the specific effects of domestic violence but has done little to actually eliminate or end it.

In order to end domestic violence, we realize now that we must view this issue much more broadly...we must prevent domestic violence from happening before it ever starts. Through the widest lens, we must look at the causes of violence and the social norms that support its existence. Once we understand the social norms that support violence, we must seek ways to send new messages of non-violence and to transform existing norms, reweaving our social fabric and creating conditions that make violence less likely to occur. By working to prevent domestic and sexual violence, we envision a world free from violence.

This quarter's Coalition Chronicles is a primer on primary prevention; recognizing and understanding the intersections of gender, race, ethnicity, sexual orientation, class, ability and age; community readiness; things you can do to prevent violence; and providing you with access to resources on the issue. Prevention forms the theme for this entire year's Coalition Chronicles. Join us as we transform our world!

Peace,

~Patti Seger

# Going the Distance with Prevention Education

The call finally comes. Ms. Jones, a local middle-school health teacher, asks you to present to her students on teen dating violence. She's offering you a 50-minute period with her 25 students. This is the first time since your agency started providing prevention presentations to schools that someone from Ms. Jones' middle school has contacted you. You are excited but you wonder – is it a gift or a problem?

First let's examine what you hope to achieve with your youth education – what outcomes do you want for the students, the school and the community? Most often prevention programs in classrooms and beyond provide information about definitions of abuse, warning signs, and ways to intervene and get help for yourself or a friend.

These types of programs are called secondary prevention and are a critical foundation for every student. To go deeper, primary prevention programs introduce new relationship skills, thinking processes and values that promote respect, non-violence and healthy relationships. (Wolfe & Jaffe, January 2003)

These programs challenge social norms such as gender stereotypes or violence as acceptable and generate dialogue about new norms.



As we've learned more about prevention of domestic violence and teen dating violence our understanding of what works to create change in communities has grown. Borrowing from experiences in the fields of suicide, youth violence and HIV/AIDS prevention, just to name a few, we recognize that the length of time we spend with individuals matches their level of change. For meaningful learning to take place, participants must be provided with adequate time to process new information and opportunities to practice putting it into action. (Perry, 2008) It takes more and more time (length of program) and more and more practice of skills (intensity of program) to actually help people change their attitudes and behaviors. (Lee, Guy, Perry, Keoni Sniffen, & Alamo Mixson, 2007) While one time short presentations may work to achieve secondary prevention outcomes moving our programs to offer multi-session or longer length sessions will help achieve the primary prevention related outcomes.

In addition to the length of time of programs, other issues surrounding how we deliver materials also influence effectiveness. Programs which use many different teaching methods such as interactive games, role play, and mixed media engage multiple learning styles. These interactive opportunities support students to learn beyond information to gain new skills. Both time and experience is needed to achieve mastery of a new skill such as the ability to intervene when violence or hurtful behavior occurs.



Highly effective programs engage youth participants in defining the problem and the solutions thus linking to students' cultural and social backgrounds and expertise. (Lee, Guy, Perry, Keoni Sniffen, & Alamo Mixson, 2007) With programs that build over time with students, preventionists are able to present a progression of materials starting with fundamentals such as respect and trust and moving into deeper and more intense work on gender roles and power and control.

## Ideas for Moving Beyond One-Time, Short Presentations

Below is a list of ideas that might help current programs shift from secondary focused strategies to more primary levels of change. This modification of programming will take time and can be done in increments slowly adding more primary prevention messages and activities and more time with students, teachers and school environments.

Set realistic goals – try to move everything a little deeper and more toward primary prevention. Identify the schools or teachers that you already have relationships with and ask for more time. Are there ways for once a year presentations to double? Would teachers be willing to follow up your presentations with assignments or booster sessions?

Consider focusing on one or a few schools to pilot a comprehensive multi-session initiative. Build momentum and success with a few students before trying to go broader with more classrooms and schools. Take a look at the companion article in this *Coalition Chronicles*, From Isolated Actions to Integrated Synergy! The Spectrum of Prevention for ways to take your efforts beyond the classroom.



Define the negative attitudes and social norms that you seek to break down. Develop realistic outcomes that match the length of time and intensity of activity with which you can engage students. Reach out to prevention specialists in other fields such as substance abuse, suicide and teen pregnancy prevention. Find ways to collaborate on prevention efforts and areas where students face common factors which promote and influence their lives around these issues.

Relationships are critical. While your ultimate goal is to reach students with your program you need relationships with teachers, guidance counselors, principals, etc to be successful. Take the time and energy to develop meaningful relationships. Meet with people. Get to know their interests in students and education. Find common values and approaches to improving students' lives. Offer support for their specific interest or projects and ask for support of yours.



Approach community-based organizations that work with youth as a potential venue for introducing comprehensive, multi-session primary prevention strategies. Community-based, rather than school-based, programming permits youth with common needs and strengths to become involved in their own communities, and to feel safer in participating in unfamiliar activities without fear of peer interference. (Wolfe & Jaffe, January 2003)

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**To read more about prevention education and improving our practices check out these articles:**

[\*\*Making An Impression: Sufficient Dosage & SV/IPV Prevention\*\*](#)

**Brad Perry, MA, Sexual Violence Prevention Coordinator, Virginia Sexual & Domestic Violence Action Alliance.**

“Another important consideration in the quest to prevent SV/IPV and positively impact sexuality and intimate relationships is the amount of saturation we can provide for our messages...Two of the principles, “Exercise” and “Intensity,” are particularly relevant to the high degree of message exposure needed to support healthy or non-violent behaviors, and/or inhibit abusive behaviors.”

### [Principles of Effective Prevention Programs](#)

In the article [What Works in Prevention: Principles of Effective Prevention Programs](#), the authors used a review-of-reviews approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs. The CDC DELTA-funded projects across the country use these principles as a guide in the development of their prevention programming.

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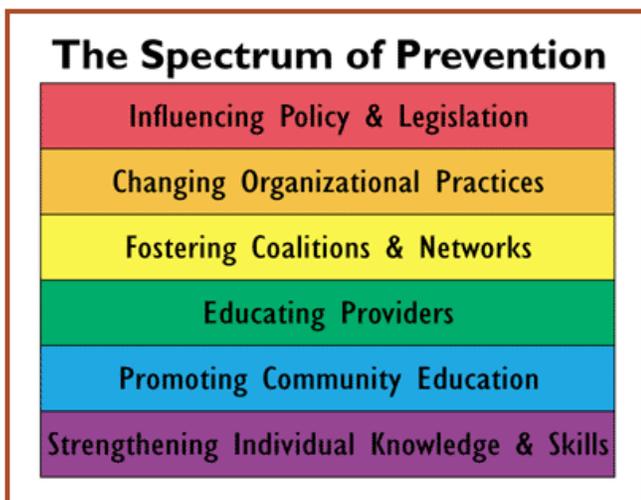
## From Isolated Actions to Integrated Synergy!

### The Spectrum of Prevention

When considering how to create the social change necessary to stop domestic violence before it happens, we often focus on how we can change ourselves or those in our immediate circle. These practices and reflections are critical if we are to “be the change we wish to see in the world,” in a paraphrase of Mohandas Gandhi’s famous quote.

We also realize that we can’t stop at changes at the individual level if we are going to prevent something as complex and ingrained in society as domestic violence. As the Institute of Medicine points out, “It is unreasonable to expect that people will change their behavior easily when so many forces in the social, cultural, and physical environment *conspire* against such change.” Social norms are a key aspect of those forces working against change. These norms – defined by society and based in culture and tradition – guide and control our behavior, including our acceptance of violence. They are so imbedded in our daily lives that we often are not conscious of the role they play in directing our lives and shaping the way we act and how we see the world.

In order to challenge these forces and change these norms, we have to take our approaches beyond the individual level to engage communities and involve multiple partners and multi-leveled strategies. The [Prevention Institute](#) offers the *Spectrum of Prevention* as a valuable tool, and one of its signature frameworks, for doing this. The *Spectrum* outlines six



levels of action that if integrated into comprehensive strategies can become a transformative force. Each level on its own can offer interesting tactics, but they become a powerful synergy for changing norms and society when they are integrated across all levels. *Spectrum* strategies have been used to address a variety of issues across the country including injury prevention, child safety, and nutrition, as well as violence prevention.

To use the Spectrum as a tool for involving community members, let’s break it down:

**Strengthening Individual Knowledge & Skills:** Enhancing an individual's capability of preventing violence and promoting safety- Example: Violence prevention curriculum for teens

[Making the Peace](#) is a violence prevention program for helping high school students build safer schools, relationships, and communities from Paul Kivel and Oakland's Men Project.

**Promoting Community Education:** Reaching groups of people with information and resources to prevent violence and promote safety-Example: Creating Public Service Announcements that portray positive examples of male behavior

[Coaching Boys into Men](#) from Future without Violence offers a series of PSAs.

**Educating Providers:** Informing providers who will transmit skills and knowledge to others and model positive norms- Example: Training for journalists to frame violence against women as a preventable problem. The Michigan Coalition Against Domestic and Sexual Violence has developed [Reporting Sexual Assault: A Guide for Journalists](#) to assist members of the media in developing strategies to accurately frame the public discussion on sexual assault.

**Fostering Coalitions & Networks:** Bringing together groups and individuals for broader goals and greater impact- Example: Coordinated Community Response or other Multidisciplinary Teams that bring together partnerships and collaborations, including non-traditional partners such as faith and business communities, to address primary prevention of domestic violence. WCADV and WCASA offer a [DV/SA Coordinated Community Response Toolkit](#) that provides multiple tools for strengthening community level coalition work to stopping violence.

**Changing Organizational Practices:** Adopting regulations and shaping norms to prevent violence and improve safety Example: Men's organizations create programs and policies to support and engage men in ending domestic violence. [Voices of Men of the Fox Valley](#) and [Voices of Men of Brown County](#) are two active organizations in Wisconsin.

**Influencing Policy & Legislation:** Enacting laws and policies that support healthy community norms and a violence-free society- Example: District-wide or state-wide policies for inclusion of anti-bullying curriculum in all elementary schools. In 2010, Wisconsin Act 309 became law, which requires the Department of Instruction to develop a model program designed to prevent bullying. See DPI's [Model Program for Bullying Prevention](#).

### **Spectrum of Prevention Integration**

So, what do the levels of the Spectrum look like when they are integrated together? Check out [Stop it Now!](#), a national organization with affiliate sites that uses multi-tiered strategies to promote adult and community responsibility for child sexual abuse prevention.

Stop it Now! recognizes that many adult behaviors foster acceptability of inappropriate boundaries with children –for example, forcing a child to sit on an adult's lap when they don't want to or opening the door when an adolescent is bathing. They challenge norms that suggest that adults' questioning the behavior of other adults is inappropriate or that discussion of healthy sexuality is improper.

To *strengthen individual knowledge and skills*, staff members coach adults on their national helpline to create family safety plans that foster a family culture of communication and appropriate boundaries. From their fact sheets on healthy child sexual development and guide “Let’s Talk,” adults learn to set limits with other adults.

They use multiple *community education* channels to motivate people to action – for example, through organizing screenings and discussions about relevant movies, such as *The Woodsman*, and writing Op Ed articles to draw the attention of legislators.

The Georgia affiliate has conducted *provider trainings* for family support workers, social workers, teachers, and school counselors to embed prevention concepts among professionals who may not recognize their potential role in preventing child sexual abuse. The Minnesota affiliate trained childcare licensing staff to promote appropriate boundaries and healthy behavior in childcare settings.

The tremendous demand generated by these trainings catalyzed a change in *organizational practice* within the state’s regional childcare resource and referral networks. Stop it Now! will conduct a training-of-trainers for these regional networks which will enable them to offer trainings themselves on an ongoing basis. This partnership approach reflects the agency’s commitment to *fostering coalitions and networks*.

**Challenging and changing the forces that maintain domestic and other types of violence in our communities is complex and so requires integrated and multi-layered strategies to ending it. The *Spectrum* helps illustrate this multifaceted approach. We’d love to hear how your work reflects this philosophy and method. Send an email to [prevention@wcadv.org](mailto:prevention@wcadv.org) with your story of prevention of violence and the *Spectrum*.**

Stop it Now! works to *influence policy and legislation* at the local, state and national levels. For example, the Minnesota chapter is supporting legislation to include sexual violence prevention information in school-based sex education curriculum. In sum, efforts to educate and build skills are reinforced by a broader set of activities that change environments, such as child-serving organizations and schools. Further, these kinds of activities (provider trainings, coalitions, organizational practice, and policy change) have a broader reach than would be possible one person at a time. Together, they are helping to shift public will toward prevention and foster environments in which child sexual abuse is less likely to be perpetrated.

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*(Excerpted with permission from “[Sexual Violence and the Spectrum of Prevention: Toward a community solution](#)” by Rachel Davis, Lisa Fujie Parks, Larry Cohen, 2006)*

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# LEADING AT THE INTERSECTIONS: AN INTRODUCTION TO THE INTERSECTIONAL APPROACH MODEL FOR POLICY & SOCIAL CHANGE C. Nicole Mason, PhD

## INTRODUCTION

Social change leaders, policy advocates and nonprofit organizations spend a significant amount of time in response mode. We work diligently to address a social problem or issue with less thought as to how the problem came to be in the first place. We tend to focus on the immediate needs of groups and communities rather than the structures and systems that have created the problem or erected significant barriers to getting the problem solved.

Existing social problems and issues are made worse or compounded by public policies that do not take into consideration the needs of communities or fail to address the structures and systems that maintain inequalities and discrimination.

Over the last three decades, we have learned a tremendous amount about organizing for social and policy change. One of the most valuable lessons is that for authentic change to happen, we must be mindful of our frameworks and approaches to movement-building and advocacy efforts.

Leading at the Intersections: An Introduction to the Intersectional Model for Policy & Social Change calls on all of us—from the small grassroots organization to the mighty foundation to legislators—to shift our frame and the way we think about social and policy change. It is a starting point and a tool to begin the conversation of how we turn this important corner without losing individuals, groups and communities along the way.

## WHAT IS INTERSECTIONALITY?

Intersectionality refers to the ways race, class, gender, ethnicity, sexual orientation, ability, status and other markers of differences intersect to inform individual realities and lived experiences.

Intersectionality recognizes that individuals and groups are shaped by multiple and intersecting identities. These identities often inform an individual's world view, perspective and relationship to others in society.

An Intersectional perspective or framework encourages policymakers and social change leaders to identify the ways in which race, class, gender, ethnicity, sexual orientation, ability and status influence public policy outcomes at the national, state and local levels. This approach can also inform advocacy efforts aimed at increasing equity and equality in society.

## HISTORY OF INTERSECTIONALITY

Intersectionality gained currency in the late 1980s and early 90s when feminists and women of color began to use the term to articulate their experiences in society and within movements for social change and equality. They argued that systems of race, class, gender, ethnicity, and other markers of difference were intersecting and interlocking. These markers often interact with institutions and structures in society to limit access to resources and information to privilege some groups over others, and to maintain power.

One of the earliest articulations of the intersectional framework is outlined in the groundbreaking article Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color by noted legal scholar Kimberle Crenshaw.

## STARTING ASSUMPTIONS OF THE INTERSECTIONAL APPROACH MODEL FOR POLICY & SOCIAL CHANGE

WE ALL HAVE POINTS OF PRIVILEGE & POINTS OF OPPRESSION. Using an intersectional framework, race, class, gender, sexual orientation, ethnicity, ability and other markers of difference intersect and inform one another. There is no hierarchy of oppression or discrimination. For example, an individual’s class or socioeconomic status may impact his or her experience as a woman or person of color with respect to access to resources and information.

THE GOAL OF THE MODEL IS TO ENSURE THAT ALL GROUPS AND COMMUNITIES HAVE A VOICE IN SOCIAL CHANGE AND POLICY ADVOCACY EFFORTS. In working to create a socially just world and advance inclusive public policies, it is important that all groups and communities are at the center and forefront of discussions for social and policy change. The Intersectional Approach Model for Policy and Social Change encourages power sharing across differences and communities with an eye toward creating opportunities for those who have been historically disadvantaged to have a seat at the decision-making table.

SYSTEMS & STRUCTURES OF DISCRIMINATION AND OPPRESSION ARE LINKED. IT IS NOT POSSIBLE TO CHALLENGE ONE SYSTEM OF DISCRIMINATION WITHOUT CHALLENGING OTHERS. The Intersectional framework encourages social change leaders and policy advocates to make the links and connections between various forms of discrimination. The systems and structures that maintain racial and ethnic privilege in society are the same systems and structures used to maintain gender, class and heterosexual privilege.

## FORMS OF INTERSECTIONALITY & VIOLENCE AGAINST WOMEN

Violence against women affects all segments of our society. Using an Intersectional framework, we can begin to understand how violence against women may impact individuals and communities differently based on their social location and lived experiences.

	<b>Definition</b>	<b>With Violence against Women (VAW)</b>
<b>STRUCTURAL INTERSECTIONALITY</b>	Refers to the creation and operation of certain systems and structures in society that maintain privilege for some groups or individuals while restricting the rights and privileges of others. It encompasses the political, economic, representational and institutional forms of discrimination and domination.  Highlights the connectedness of systems and structures in society and helps us understand how each system affects or impacts others. Any particular disadvantage or disability is sometimes compounded by another disadvantage reflecting the dynamics of a separate system or structure of subordination.	Within the context of VAW, structural intersectionality highlights the difficulties marginalized groups and individuals may face within the criminal-legal system, at social service agencies or when attempting to access resources or information.
<b>POLITICAL INTERSECTIONALITY</b>	Refers to the structures and systems of the laws and policies that govern individuals and groups in societies. It focuses on the impact of	Within the context of VAW, political intersectionality highlights the biases in the creation of

	<p>laws, the criminal justice system, public policies, and the government in shaping the individual or group's sense of fairness, equality, and justice in society.</p> <p>Highlights how laws and public policies are shaped and informed by dominant cultural perspectives of race, class, gender, ethnicity, age, ability, and sexuality.</p>	<p>public policies to address violence against women, gaps in the criminal-legal system, remedies for victims, and penalties for perpetrators of violence.</p>
<b>INSTITUTIONAL INTERSECTIONALITY</b>	<p>Focuses on the impact of institutions on the individual and the group. It highlights how institutions present in society restrict, limit or deny access to resources for marginalized groups or individuals.</p>	<p>Within the context of VAW, institutional intersectionality sheds light on how institutions created to help can become obstacles for marginalized women or groups. It also highlights how systems of privilege and discrimination are maintained.</p>
<b>ECONOMIC INTERSECTIONALITY</b>	<p>Pays attention to the distribution of wealth and resources in societies; the individual or group's access to information; and the impact of social class on an individual or group's access to resources, opportunities and mobility.</p>	<p>Within the context of VAW, economic intersectionality refers to the difficulties women encounter when leaving an abusive relationship or prosecuting a crime with very few resources or access to information.</p>
<b>REPRESENTATIONAL INTERSECTIONALITY</b>	<p>Refers to the depiction of individuals and groups in dominant culture and society through media, texts, language, and images. It pays close attention to how both the dominant and marginalized groups are represented in society.</p> <p>It refers to the way race, class, gender, sexual orientation, and ethnic images in society come together to create unique and specific narratives that shape and inform policies, laws, and institutions.</p>	<p>Within the context of VAW, racist, classist or homophobic images lead to the assumption that violence is cultural, gender oppression is normal or acceptable in particular communities or that violence is acceptable in communities that deviate from the heterosexual norm.</p>

## **SOCIAL CHANGE & ORGANIZING USING THE INTERSECTIONAL APPROACH MODEL**

### **IDENTIFY THE ISSUE OR PROBLEM TO BE ADDRESSED**

It is important to be as specific as possible when identifying the problem or issue to be addressed. If possible, the issue or problem should be connected to the organization's mission or goals. And because so many issues are layered and complex, once you have identified the issue or problem, it is important to further narrow your focus by identifying existing gaps or opportunities for intervention.

### **IDENTIFY THE ROOT CAUSE(S) FOR THE PROBLEM OR ISSUE**

Using an intersectional framework, it is likely to discover several root causes for an issue or problem. Tackle them by: unpacking and brainstorming the issue and looking at the various communities that may be impacted by it; examining the systems, structures, and institutions involved in maintaining or perpetuating the problem; and considering the ways race, class, gender, ethnicity, or class may be impacting the issue.

### **IDENTIFY PARTNERS & COLLABORATORS**

In terms of winning on a campaign or issue, identifying the right partners and collaborators is critical. Key partners and stakeholders should be engaged and involved from the very beginning so that they can have input in how the issue is framed and so they feel invested in the process.

When identifying partners, look for obvious and not so obvious allies and collaborators. Using an intersectional and multi-issue framework, an issue such as violence against women can be framed broadly and include issues related to health care, immigration, and the economy. As such, immigrant rights organizations, labor unions, and health care advocates can also sign on to the campaign.

#### IDENTIFY WHAT A WIN LOOKS LIKE FOR THE CAMPAIGN OR ISSUE

Policy change can be a slow moving process. Try to identify short- and long-term goals. When determining what a win might look like for the organization or campaign, try to be as specific and focused as possible. Goals, objectives and anticipated outcomes should be realistic and in line with the mission and vision of the organization. If possible, try to identify an end goal.

#### IDENTIFY STRATEGIES FOR ACHIEVING GOALS, OBJECTIVES & INTENDED OUTCOMES

Using an intersectional framework, there are multiple strategies that can be employed to win on an issue. When working in coalition and partnership with others, it will be important to respect the skills, talents and experiences individuals and communities are bringing to the table. Further, some strategies will be effective in reaching some constituents more than others. Be open and generate as many strategies for winning on the issue as possible.

#### CREATE A DETAILED ACTION PLAN & TIMETABLE

Action plans and timetable should be realistic and reflective of the size and scope of the campaign. They should also take into consideration the resources needed to move on the issue and what is happening in the larger political landscape. In planning, be sure to delegate responsibilities and tasks to members of the team or coalition. It is important to leave a planning meeting with a plan of action or next steps. If time runs out during a meeting, be sure to circulate the plan along with responsibilities to the group shortly thereafter.

#### EXECUTE

Many organizations lose on an issue not because no one cares, but because the execution is slow or unorganized. Once you have identified the problem or issue to be addressed, identified goals and strategies, and created an action plan, following through and managing the campaign is crucial.

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For full text of this publication see <http://wagner.nyu.edu/wocpn/publications/wcpn.intersections.pdf>

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The following Letter to the Editor was written by members of the Chippewa Valley High School Youth Action Committee. This primary prevention, DELTA funded group engages high school students in a two credit class focused on preventing teen dating violence by increasing teens' knowledge of and commitment to healthy relationships. The project objectives are to teach students and encourage their attitudes and beliefs, so they:

- ◆ Have healthy, violence-free relationships based on gender equity
- ◆ Take action in their daily lives in support of healthy relationships and gender equity

**The Chippewa Herald**

**February 27, 2011**

**Teen dating violence a problem locally, too**

To The Editor:

Did you know that, nationally, one in four high school girls has been physically or sexually assaulted by her dating partner? In Chippewa County, one-half of female teens know someone who has been or is being abused by a dating partner.

Additionally, one-third of male teens in the Chippewa Valley know someone who has been or is being abused. These alarming statistics prove that something needs to be done to help prevent dating violence within our communities.

February has been designated as National Teen Dating Violence Awareness and Prevention Month. Teen dating violence includes abuse that is physical (like hitting and pushing), emotional (like put-downs and threats), sexual (like unwanted touching and rape), and financial (like one partner having complete control over money). It can occur in any type of casual, serious, or long-term relationship.

We belong to the Youth Action Committee, or "YAC," a group of teens at the Chippewa Valley High School working together to prevent violence in youth. This includes helping to prevent dating violence, bullying, sexual harassment, and the stereotypes that support this abuse. You might have seen our slogan -- "Have A Heart!" -- on the fence outside CVHS. We're asking everyone to become aware of unhealthy relationships and to encourage teens to choose healthy ones.

What can adults do to help prevent dating violence? Since children and teens learn best through what they see around them, adults need to model healthy, respectful, violence-free relationships. They also need to talk with their kids about how to treat partners, and how to set boundaries for how they let others treat them.

Teens can help by talking (privately) to friends who may be abused, urging them to go to an adult, and offering to go with them. Teens should not endanger themselves by confronting the abuser, but should call the police if they witness abuse happening.

Teens experiencing any kind of emotional, physical or sexual abuse should contact a school counselor, call the Family Support Center Hotline at 1-800-400-7020, or contact the free Teen Dating Violence Helpline at 1-866-331-9474 anytime, day or night. Information is also available at websites like [www.loveisrespect.com](http://www.loveisrespect.com) and [www.teensagainstabuse.org](http://www.teensagainstabuse.org). The YAC also has a Facebook page that offers information and support for healthy, violence-free relationships. Check us out!

Have a Heart!

Mitch, Austin and James  
For the Youth Action Committee  
Chippewa Valley High School

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# Developing Prevention Action Plan Using Community Readiness Model

When tackling community problems, including domestic violence, there is no “one size fits all” model for success. Each community presents unique challenges, resources and players. Outside “experts” are often sought to prescribe strategies and solutions, but each community already contains experts that, when given the proper tools, can collaborate within the community to develop intervention and prevention strategies appropriate to the unique circumstances at play. This allows for cultural integrity and the investment of those within the community, ultimately increasing the potential of success.



The Community Readiness Model developed by the Tri-Ethnic Center for Prevention Research is such a tool. By identifying nine stages of readiness, Community Readiness focuses on characteristics of problem awareness, readiness for change and the group process involved in making decisions. Such an approach is particularly valuable as communities enhance their work on the prevention of domestic violence, as an extension of their traditional intervention work in the field. Prevention relies heavily on buy in and ownership from community members to achieve successful progress.

What makes the Community Readiness Model stand out from other tools is its practical, hands-on and approachability. Any community group such as a CCR, DV program or group of committed community members can take up the Model, conduct an assessment and create an action plan. To determine a community’s readiness to address domestic violence, key informants in the community are identified. These individuals are in some way connected with the issue either through knowledge of domestic violence and any existing programs aimed at working with domestic violence survivors or on community awareness of the issue. They should be leaders or individuals in daily contact with the community, such as a member of the local CCR or professionals in schools, health care or spiritual community.

By focusing on six dimensions of evaluation (existing prevention efforts, community knowledge of prevention efforts, leadership, community climate, knowledge about the problem and resources of prevention), interviews are conducted to provide a thorough analysis of the community. The Community Readiness Model includes sets of easily adaptable questions that address these dimensions. Four or five individuals are interviewed, preferably in person or by

telephone, by an interviewer trained in this Model. The responses are then scored to reveal where the community sits on the readiness spectrum with regards to the identified problem. Once community readiness is assessed, strategies can be developed collaboratively to advance the community to the next higher level of readiness.

WCADV staff are well versed in the Community Readiness Model and are ready to support any community’s effort to conduct and implement a readiness plan. For more information about the Model visit their website at [http://triethniccenter.colostate.edu/communityReadiness\\_home.htm](http://triethniccenter.colostate.edu/communityReadiness_home.htm). At WCADV feel free to contact [Susan Ramspacher](#) or [Julie Andersen](#)



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# Introducing Primary Prevention: An Exercise

There are so many potential audiences for discussion about moving upstream and developing our prevention skills and resources. The WCADV prevention website page will be updated regularly to include new and useful prevention exercises you can try with community groups, CCR teams, volunteers and staff, etc. These exercises are a fun and accessible way to teach and learn about primary prevention that can be repeatedly used to keep people thinking about social change in their personal and professional lives. Because of the long-term and ongoing changes needed in our communities every chance you get, and take, to bring prevention messages into your dialogues, trainings and meetings will help. Ideas for venues to use these activities include:

**Professional:** New Staff Orientation, Volunteer Training, Coordinated Community Response Teams, Teens, College Students, Teachers, Coaches, Counselors.

**Personal:** Community Groups, Youth Groups, Friends, Family, Neighbors.

Don't limit yourself in the range of audiences where these exercises can be facilitated. Preventing domestic violence is in everyone's interest!



**Prevention?**

## **Before & After Game (Is it Prevention or Intervention?)**

This exercise helps participants develop a better sense of how primary prevention can be used in their work and/or daily lives. The Primary Prevention activities should be tailored to the audience's past and future experiences, so they can build prevention into what they already know and do.

As an example WCADV, as an adaptation of an exercise created by staff of the national DELTA collaborative and the CDC, has provided the instructions, game cards and summary answers to activities that might be conducted in local communities as intervention or prevention strategies of domestic violence. You can use this example resource as a jumping off point or exactly as is.

To use it as a jumping off point, revise the list of activities to relate them to the experiences of your audience and re-type the cards. Group the participants into pairs and give each pair 1-2 activities to discuss. The goal is to decide if the activity is 'before violence occurs' (primary prevention) or 'after violence occurs' (intervention). In some cases there may be arguments for both. Provide time for pairs to explore this option and discuss it with the entire group.



**Intervention?**

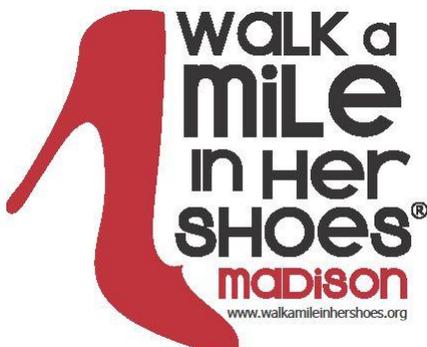
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# Thank you for your support!

Spring 2011 was a busy time for WCADV. Funds raised at WCADV special events provide necessary unrestricted funding that allows WCADV to continue its mission to promote social change that transforms societal attitudes, practices and policies to prevent and eliminate domestic abuse.



On March 31<sup>st</sup> we hosted our 4<sup>th</sup> annual **Spring Social**, a fundraising event to benefit WCADV. The event was held at *Plan B* in Madison and provided an excellent opportunity to educate the public about domestic violence and promoted the work and services of WCADV. Friends and allies enjoyed a fun, casual evening bidding on silent auction items and listening to live entertainment provided by We Are Beatrice



On May 7, 2011 WCADV teamed up with DAIS and UNIDOS for the 2<sup>nd</sup> annual **Walk A Mile in Her Shoes Madison** event. This year the event started and ended at the Essen Haus. The new location provided a great opportunity for pre and post walk celebrations. Dane County District Attorney Ishmael Ozanne kicked off the event and rallied the crowd,

and local band Little Red Wolf entertained the walkers as they returned from the one mile route around the capitol square. This year we had over 225 participants and raised several thousand dollars for the three organizations. Thank you to all walkers and supporters of this fabulous event. It was a great day, and plans are already in the making for the 2012 walk! Become a friend of Walk A Mile Madison on Facebook!

<https://www.facebook.com/?ref=home#!/WalkAMileMadison>



Last but not least, on Saturday June 4, 2011 WCADV teamed up again with Essen Haus and hosted **Essen Haus Ride For A Reason**. The event consisted of a motorcycle ride, a poker run, live music, food and a raffle. Much like annual fundraising walks/runs, the poker run is a common fundraising event for motorcycle enthusiasts. It was a great first annual event and WCADV gives a special shout-out to **City Employees Local 236** for their generous donation in support of the ride.

The following individuals, organizations, and businesses provided donations to WCADV's **Spring Social, Walk A Mile in Her Shoes and Essen Haus Ride For A Reason**: 6lb. Creative(<http://www.6lbcreative.com/portfolio>), A Room of One's Own, A Woman's Touch, Monica Adams, Ale Asylum, America's Best Flowers, Americinn of Minocqua, Linda Baaske, Mike Bacsi, The Beacons Resort, Vicki Berenson, Best Western Concord, Ann Brickson, Lynne Butorac, Capital City Harley

Davidson, Carpets Plus, Marie Carter, Chocolate Shoppe Ice Cream, City Employees Local 236, Club LaMark, Cork & Bottle, DEAN Refresh You, Dentistry for Madison, Barb Easton, Fromagination, Green Bay Packers, The Harley Davidson Museum of Milwaukee, Kroghville Oasis, Lazy Janes Café, Little Luxuries, Little Red Wolf, Madison Children's Museum, Martinez Studio, Mickey D's Corner Bar, Milwaukee Brewers, My Second Home, Val Nash, Northern Cafe & Motel, Orange Tree Imports, Pacific Cycle, PDQ, Plan B, Quaker Steak & Lube, Eileen Ramspacher, Susan Ramspacher, Riley Tavern, The Ruby Marie Hotel, Grisel Santiago-Rivera, SARDINE, Patti Seger, Sergenians Flooring, Teamsters Local 695, The Ultimate Spa Salon, Tyrol Basin, We Are Beatrice, and Willy Street Coop East.



**WOW!** A special thank you to  
Essen Haus for hosting two  
WCADV events in two months.

<http://essen-haus.com/>

**SAVE THE DATE•SAVE THE DATE•SAVE THE DATE**

**FRIDAY SEPTEMBER 16, 2011**

**WCADV's 6th Annual**

**Together We Can End Domestic Violence Luncheon**

**Special Guest**

**Rus Ervin Funk, MSW**

**Co-founder and Executive Director of MensWork**

**Overture Center for the Arts, Madison**

**11:30 am-1:00 pm**

*\$100 suggested donation*

*Become a Table Captain by inviting 7 of your friends to join you for lunch, and your name will be entered to win a \$150 gift certificate to Sundara Spa.*

*Email [Maryjo@wcadv.org](mailto:Maryjo@wcadv.org) if you are interested or have questions.*

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Help WCADV continue to provide necessary services to victims and survivors across Wisconsin.

Visit WCADV's secure website to make a donation

[www.wcadv.org](http://www.wcadv.org)

Thank you for your support.



WCADV is a member of Community Shares Wisconsin.

Wisconsin Coalition Against Domestic Violence • 307 S. Paterson St, Madison WI 53703 • 608-255-0539

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