The Story of Rachel

How Rachel experiences her *life situation* is different to how her situation is *processed as a case.* Workers focus on some part of her overall situation and disregard other parts.

1. When Rachel called the police, what do you think she wanted to happen?

2. What might Rachel NOT want to happen?

3. If you and Rachel were friends sitting in a coffee shop talking about her situation, what specific things might she list as her problems in keeping herself and her children safe?

4. How do you think Rachel Portia and Daryl are experiencing the help they are getting?

5. If Rachel made a list of what she needs from outside helpers, what might that list include?

6. If Rachel's children (Portia and Daryl) were to make their own list of needs, what might it contain?

Rachel's life experience becomes unhelpfully fragmented when it's divided into unrelated cases. This is not so much caused by an individual worker's attitude or skill level. It's more about what the institution directs them to do.

Rachel's situation could be divided into five cases:

□ Criminal Assault   □ Order for Protection   □ Child Protective Services

□ Eviction Process   □ Divorce Proceedings

Choose one of the cases, and list three practitioners who will be a part of processing that case:

Practitioner s: 1_____

                  2_____

                  3_____

Assume that each practitioner competently follows the mission, policies practices and theories that their workplace demands. How might they still cause problems for Rachel, Portia and Daryl?

How might each practitioner try to "work around" their job requirements to really help Rachel, Portia and Daryl?

THREE LEVELS OF INTERAGENCY RESPONSE TO DOMESTIC VIOLENCE AND STALKING CASES

The purpose of interagency approaches is to improve safety and autonomy for victims and reduce offender's opportunity and inclination to harm victims. Many practitioners who work with domestic violence and stalking cases believe they have a "coordinated community response" (CCR) to domestic violence. Many communities will have elements of each level described here. This is not a prescription for CCR development, rather an observation of how different communities have evolved. This is a discussion guide to encourage deeper interagency work between government and community agencies. Consider what elements your community has, and what helps and hinders further development. Questions or comments to gbarnes@bwjp.org 612 824 8768 x107 www.bwjp.org

Almost all CCRs have **"level one capabilities"**

This can mean:
- ❑ Several of the key agencies (e.g. community based victim advocates, law enforcement, prosecution, criminal and civil court staff, judiciary, probation, batterer programs, sometimes child protective services, sexual assault programs) have shared policy and procedures, and attend regular interagency meetings.
- ❑ Most CCR work is done in interagency meetings, based on practitioner's ideas for solutions.
- ❑ There is informal support for the CCR from some agency heads.
- ❑ There may not be a paid CCR coordinator, but some practitioners informally take leadership, as well as their assigned work.
- ❑ Meetings are mostly cordial, and practitioners are learning more about each other's roles.
- ❑ Relationship-building across agencies supports problem solving with difficult or dangerous cases.
- ❑ Training raises awareness of the dynamics of domestic violence and stalking, and the value of working together.
- ❑ Representatives of marginalized communities may be invited to meetings.
- ❑ The CCR has a plan; produces some resources; and promotes community awareness of domestic violence and stalking.

However:
- ❑ Some key agencies may not be routinely participating, or are hostile.
- ❑ Practitioners do CCR work on top of their regular work.
- ❑ Advocacy programs believe there is inadequate commitment from other agencies, and they may be resented for criticizing other agency's work and forcing collaboration.
- ❑ When CCR partners critique each other's work, there may be ill feeling, and/or problem solving is blocked.
- ❑ The needs of culturally marginalized groups may not be identified or addressed.
- ❑ Domestic violence coordination may not account for related issues such as stalking; abuse in later life; sexual violence; child abuse.

Some CCRs have most of level one capabilities, but may also have **"level two capabilities"**

This can mean:
- ❑ A paid coordinator follows up on tasks set by CCR meetings and coordinates small working groups to fix intervention "gaps."
- ❑ CCR members observe and learn the detail of other partners' work.
- ❑ Previous victims of abuse are invited to assess the CCR effectiveness.
- ❑ There is some effort to understand the specific problems experienced by marginalized communities, to improve services.
- ❑ An interagency tracking and monitoring mechanism enables CCR partners to accurately assess the effectiveness of the many parts of intervention.
- ❑ CCR partners can critique each other's role without it becoming personal or involving public humiliation.
- ❑ Interagency working groups develop agency policy and procedures informed by their own experiences and promising practices from other communities.
- ❑ Training is mostly discipline-specific and built around implementing new policies and procedures.
- ❑ Some agency heads directly support the CCR by: freeing staff to do CCR problem solving; seeking funding for CCR projects; encouraging problem solving that is informed by front line practitioners.

However:
- ❑ CCR coordinators may spend more time coordinating meetings and encouraging attendance than fixing gaps in the system.
- ❑ Marginalized communities have few opportunities to give feedback and shape changes.
- ❑ New "system gaps" may emerge as staff changes, problematic new practices, and inadequate monitoring reduce the CCR effectiveness.

A few CCRs have most of level one and two capabilities, but may also have **"level three capabilities"**

This can mean:
- ❑ Diverse focus groups of persons the CCR intervenes with are routinely used to evaluate and inform changes in policy and practices.
- ❑ Marginalized community members have their specific needs addressed and built into the CCR process.
- ❑ Each intervention point has been examined to ensure that workers are coordinated by their agencies and inter-agency agreements to maximize victim safety and offender/system accountability.
- ❑ The CCR produces innovative policies, procedures, written resources, and training activities, and shares them with other communities.
- ❑ Agency representatives who have been involved in system change become co-presenters and trainers capable of helping other communities.
- ❑ The CCR has reinvented itself as previous system changes have become outdated or lost their effectiveness.
- ❑ Government agency practitioners are trusted by their CCR partners to initiate system changes that ensure victim's experiences guide new practice.
- ❑ The CCR is active in community organizing to raise awareness of domestic violence, stalking and related abuse issues - and partners with community agencies beyond the criminal justice system.

CCR Problem Solving Worksheet

Use this worksheet as a guide to start the process of working through a problem. Remember to consider the *eight methods institutions use to organize workers* (next page) as you think about these steps. Start with the first five steps.

1. Identify and document problem

Describe the problem: List details you know now. Who is it a problem for?

- Too many battered women are getting arrested
- No predominant aggressor assessment
- Not adequate interviewing of victims
- Problem for: long term abuse/battering victims, employment, children, allows batterer to use system as tool of abuse, CPS involvement, non-English speakers most impacted

What evidence do you have of the problem? What different sources of information do you need to collect?

- We monitor police reports.
- Women in our programs tell us.
- Culturally specific community groups have complained.

- What has changed over time.
- Is it getting worse?
- talk w/ police dept, supervisors, patrol.
- talk to prosecutors re: charging decisions.

2. Expand understanding of problem, who needs to be involved, analyze, observe, interview, focus groups

What will be analyzed? Local circumstances; examples from other communities; research; alternative approaches; the pro's and cons of each. Who else agrees there's a problem? Who needs to be involved to solve the problem? List practitioners

- What is the police policy?
- How closely is that followed? (ie practice)
- Variations in region/neighborhood?
- What is happening in other jurisdictions?
- State coalition seeing throughout state?
- Are police & prosecutors handling differently?

- What are national leaders saying the #s should be?
- Practitioners: advocates : victims, police supervisors & patrol & chiefs, prosecutors & def. bar, probation, cultural groups, fs program coord., battered women.

Who can advise on how the problem affects marginalized people? What opportunities are there for battered women or other affected parties to contribute? Who else statewide and nationally can deepen your understanding of the problem and other related problems? Who can provide guidance suggestions and feedback?

- leaders of Churches United in Mission
- Native women's shelter advocate
- Women's Circle @ Baptist Church
- 2 advocates who are prev. battered women, both know other women in the situation

- BWJP, Clearinghouse (NCDBW) WOCN, ASISTA, Raksha, API
- Researchers: Jackie Campbell & Shamita das DasGupta

3. Identify sources of problem

Describe how you will observe and learn about the setting that the problem occurs in. What strategies can you use to collect information?

- Ride alongs w/ law enforcement
- Observation of court arraignments
- Interviews w/ practitioners - i.e. prosecutor & charging decisions
- Sit alongs

- Focus groups - battered women, police
- Interviews — women, advocates, probation

How will you identify unintended consequences of changes you might make to fix the problem? List any consequences you suspect may need to be addressed.

- if deferral is used, what are criteria?
- What if battered woman has previous offences or convictions?
- how effective is the self-defense assessment?
- are there child protection concerns?

4. Approach/ involve decision-makers in proposal for change

Describe the resistance or support you expect in solving the problem: Where will resistance come from? How can that be addressed? Where will support come from? How can that be taken advantage of?

Resistance
- law enforcement : treating people differently
- prosecution : " " "
- how to make enforcement fairer by treating people differently?
- more nuanced approach that addresses dangerousness?

Support
- battered women's programs
- marginalized community grps, getting arrested most
  - use their ideas to develop more sophisticated policy.

Which agency heads need to support the working group? Who in your local agencies can provide leadership? Who do you need to convince or strategize with? What will they gain from being involved?

- law enforcement / sheriffs
- prosecution
- probation
- battered women's groups
- other community groups
- state coalitions

- city prosecutor leads
- grant proposal / writer
- convince chiefs & probation
- funding agencies support production of document & training
- sense of fairness & ownership of new policies

5. Working group meetings develop solutions

Describe the purpose and tasks of the working group What outcomes do you want?

- be able to understand complexity of cases
- think through consequences of changing / practitioner's responses
- identify outcomes desired for particular cases
- create policy / procedures to assist front line practitioners to do more effective job
- public / practitioner awareness of need to treat victims of battering differently than batterers.

Who will keep records, take notes from meetings, coordinate and facilitate meetings to keep on track?

- prosecutors, assistants
- Intervention project will research & provide nat'l examples.

CCR Problem Solving Worksheet

Use this worksheet as a guide to start the process of working through a problem. Remember to consider the *eight methods institutions use to organize workers* (next page) as you think about these steps. Start with the first five steps.

1. Identify and document problem	Describe the problem: List details you know now. Who is it a problem for?	What evidence do you have of the problem? What different sources of information do you need to collect?
2. Expand understanding of problem, who needs to be involved, analyze, observe, interview, focus groups	What will be analyzed? Local circumstances; examples from other communities; research; alternative approaches; the pro's and cons of each. Who else agrees there's a problem? Who needs to be involved to solve the problem? List practitioners	Who can advise on how the problem affects marginalized people? What opportunities are there for battered women or other affected parties to contribute? Who else statewide and nationally can deepen your understanding of the problem and other related problems? Who can provide guidance suggestions and feedback?
3. Identify sources of problem	Describe how you will observe and learn about the setting that the problem occurs in. What strategies can you use to collect information?	How will you identify unintended consequences of changes you might make to fix the problem? List any consequences you suspect may need to be addressed.
4. Approach/ involve decision-makers in proposal for change	Describe the resistance or support you expect in solving the problem: Where will resistance come from? How can that be addressed? Where will support come from? How can that be taken advantage of?	Which agency heads need to support the working group? Who in your local agencies can provide leadership? Who do you need to convince or strategize with? What will they gain from being involved?
5. Working group meetings develop solutions	Describe the purpose and tasks of the working group What outcomes do you want?	Who will keep records, take notes from meetings, coordinate and facilitate meetings to keep on track?