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A bulletin from the report

Gendered Violence and Safety:

A contextual approach to improving security in women's facilities

Owen, Wells, Pollock, Muscat & Torres
(NIJ Award # 2006-RP-BX-0016)

Violence and Safety Programs in Women's Prisons and Jails:

Addressing Prevention, Intervention and Treatment

Bernadette T. Muscat, Ph.D.

Violence and Safety Programs in Women's Prisons and Jails: Addressing Prevention, Intervention and Treatment (Muscat, 2008) is a bulletin from the report *Gendered Violence and Safety: A contextual approach to improving security in women's facilities* (Owen, Wells, Pollock, Muscat & Torres, 2008).

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For further information on the project, *Gendered Violence and Safety: A contextual approach to improving security in women's facilities*, please contact Barbara Owen at the Department of Criminology, CSU Fresno, barbarao@csufresno.edu

INTRODUCTION

In response to the Prison Rape Elimination Act (PREA), the research report, *Gendered Violence and Safety: A contextual approach to improving security in women's facilities*, investigated the context of gendered violence and safety in women's correctional facilities. This report described the context and correlates that produce and support both violence and safety in female facilities. The data supported the idea that sexual violence itself is embedded in the broader context of violence and safety in women's facilities and that this context is gender-based. The study argued that prevention and intervention, through inmate programs and education, staff training and other operational practices, are primary strategies in meeting the goals of PREA. Like all aspects of incarceration, violence in women's correctional facilities was markedly gendered and nested within a constellation of overlapping individual, relational, institutional, and societal factors. The report also found that violence in women's jails and prisons is not a dominant aspect of everyday life, but exists as a potential, shaped by time, place, prison culture, interpersonal relationships, and staff actions. On-going tensions and conflicts, lack of economic opportunity, and few therapeutic options to address past victimization or to treat destructive relationship patterns contribute to the potential for violence in women's facilities. While the findings concentrate on violence, in no way do they suggest that women's jails and prisons are increasingly dangerous. Most staff and managers, the report found, are committed to maintaining a safe environment. This bulletin, *Violence and safety programs in women's prisons and jails: Addressing prevention, intervention and treatment*, by Dr. Bernadette T. Muscat, builds on these empirical findings by offering specific recommendations for developing strategies toward prevention, intervention and treatment in women's correctional facilities.

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Dr. Muscat has worked with victims of domestic violence by serving as a legal advocate and by providing counseling, education, and legal advocacy in shelter and court environments. She has collaborated with law enforcement agencies, victim service programs, and courts in program and policy development, evaluation, research, and training to ensure effective administration of victim assistance, as well as state coalitions to develop and implement victim-related policies. She has provided professional entry level and advanced training to a variety of victim service providers nationwide on topics such as domestic violence, sexual assault, child abuse, trauma response, elder abuse, victims with disabilities, workplace violence, research, and policy development. Currently an Associate Professor in the Criminology Department at CSU-Fresno, Dr. Muscat has written and presented on a variety of topics related to victimology, family violence, female victimization, domestic violence, underserved victim populations, and campus oriented crimes.

Programs

A correctional institution is a fertile ground for providing programs to address violence and safety. There are several potential contributors to violence within a correctional institution including poor communication and interpersonal skills (e.g., yelling, lack of respect, jealousy); individual vulnerabilities (e.g., age, mental health status, disability, prior victimization, timidity and naiveté); addictions, debts, group associations and gang affiliations (e.g., cliques or more formal gang membership); snitching; type of instant crimes (e.g., child abuse/neglect and high profile cases); and domestic relationships. In addition, there is inmate-generated conflict and violence. The facility culture and physical plant also provides a context for violence with overcrowding, blind-spots, lack of staff, minimal surveillance, mixed classifications, and locations that are susceptible to violence such as showers

and bathroom stalls. Given the myriad sources of violence within a correctional institution and the corresponding issues of current and/or past victimization, it is imperative that programs be made available to address the complexity and dynamics surrounding these issues. The availability of programming can serve as an intervention to help inmates cope with current and/or prior victimization, while simultaneously providing information that can be preventative in nature. The duality of intervention and prevention ultimately contributes to a safer and less violent environment for everyone while incarcerated. In addition, the tools learned from these types of programs can provide long-term assistance in breaking the cycle of violence in women's lives while incarcerated and upon release.

There are a few components that must be central to programming for female inmates-rehabilitation and preparation for life outside the confines of a correctional institution. These types of programming inevitably have a great deal of overlap, share many key characteristics, and are not mutually exclusive. Rather they are meant to be a comprehensive approach to helping women survive while incarcerated and thrive upon release. In further refining these broad categories, rehabilitation and preparation for life outside must include: (1) breaking the cycle of destructive behavior, (2) developing and maintaining healthy relationships, and (3) life skills. Each of these programs will be further outlined below.

Breaking the Cycle of Destructive Behavior

Breaking the cycle of destructive behavior includes breaking the cycle of addiction and breaking the cycle of crime. There are a number of programs that focus on breaking drug and alcohol addiction that is central to many female inmates' lives. These programs need to focus on breaking the addiction, but also identifying the root causes for the onset of addiction. In many cases, this stems from traumatic experiences in childhood, adolescence, and/or adulthood. In this context, trauma can include physical, sexual, and emotional abuse at the hands of family members, loved ones, and/or strangers. In order to cope with and escape these traumas, some women turn to alcohol and drugs to self-medicate. The roles that trauma and personal victimization play in the onset of addiction must be explored and addressed in order to move toward personal healing and breaking the cycle of addiction.

There are fewer programs within correctional institutions that focus on breaking the cycle of crime and the perpetuation of victimization either to themselves, to their family/friends, or to the larger community/society within which they reside. Breaking the cycle of crime can be furthered with the availability of victim-offender reconciliation programs (VORP), restorative justice programs, mediation, and victim impact panels. Each of these can be adapted based upon the needs of the individual inmate or classification of inmates. Community-based programs can be used as a model and existing training can be adopted for use in a correctional setting. Community-based programs serve as a liaison between the victim and the offender, provide a neutral setting for the interaction, contact the offender to determine his/her interest in participating, work with the victim and offender separately to ensure that both parties understand the victim-offender reconciliation process, and have trained personnel who understand the dynamics of victimization present during all orientations and meetings. Correctional institutions with an existing Office of Victim and Survivor Services can be instrumental in creating these programs and making them available within institutions. If victim/survivor contact is required, these offices can assist in contacting the victim/survivor to determine their interest and willingness to participate in these programs. Although these programs can be beneficial for female inmates to understand the impact of their crime, the victim/survivor must be a willing participant. If this is not the case, the victim/survivor's wishes must be respected. The distance of the institution from the location of the crime may be an inhibiting factor, as a willing victim/survivor may not be able to afford the travel costs to the institution. Regardless of the reasons for the survivor's lack of participation, a surrogate victim/survivor may be found who can help the female inmate understand the impact of their crime generally. The process can be cathartic and can assist an inmate in understanding the depth of the crime and the impact of the crime on others. At the same time, victims/survivors have also found the opportunity to interact with their offender or a surrogate offender to help them understand and come to terms with, "why the crime happened?" For some victims/survivors, this provides an insight not gained from any other source and allows for a sense of closure.

Healthy Relationships

The second type of programming that female inmates can benefit from focuses on developing and maintaining healthy relationships. This can assist inmates as they build relationships while incarcerated, interact with their families during visitation, and return to their family after leaving the correctional institution. By the same token, many female inmates form surrogate families with other incarcerated females. Often individuals bring what they have learned from their families of origin and creation into their incarcerated "families." Inevitably this includes violence, abuse, and victimization. A program that addresses the totality of familial definitions, while also focusing on intervention and prevention, can help female inmates while incarcerated and upon release.

A program emphasizing healthy family relationships must detail the elements of dysfunctional and abusive interactions. A foundation of this program includes detailed descriptions of warning signs and an outline of the various types of abuse. The Duluth Model of the Power and Control Wheel is an appropriate tool to use as a visual descriptor of the components of abusive relationships (see Figure A, page 9). The Power and Control Wheel was created by the Domestic Violence Intervention Project, a non-profit community-based victim services program in Minnesota. The Power and Control Wheel will allow inmates the opportunity to learn and understand the elements of abuse. The wheel is so named because at the core of the center are the words *power* and *control*. There are eight forms of abuse (coercion/threats, intimidation, economic abuse, emotional abuse, dominant male privilege, isolation, children, and minimizing/denying/blaming) that radiate from the *power* and *control* center. The circle is enveloped in a perimeter of physical and sexual violence. The visual is powerful in understanding the interactions between power and control, physical and sexual violence, and the different abuses. The Power and Control Wheel is found in community-based victim service programs to help victims understand violence, abuse, and dysfunctional relationships. The Power and Control Wheel can be adapted to describe abusive and dysfunctional prison interactions. The Power and Control Wheel for Incarcerated Populations (PCWIP) keeps *power* and *control* at the core and is enveloped in an outer rim of physical and sexual violence. The critical adaptation is present not so much in the nomenclature of the eight categories of abuse, but rather in the corresponding descriptors,

which are outlined next. The eight categories of abuse are:

- Coercion and Threats
- Intimidation
- Economic Abuse
- Emotional Abuse
- Dominant Privilege
- Isolation
- Using Others
- Minimizing, Denying, and Blaming

Coercion and Threats

Coercion/threats have many common elements with the original Power and Control Wheel, such as making and carrying out threats, threatening to harm others who are close to the victim, and/or threatening to harm one's self. In the free world, the abuser often threatens the victim to drop charges, but in a prison setting this may be a threat to not report the abuse or threaten her with a "snitch jacket." Other examples that are more relevant for those who are incarcerated include threatening to have the victim moved, lose her release date, and get her in trouble. These latter concerns may be more problematic with an abuser who feels she has nothing to lose.

Intimidation

The second category is intimidation, which is comparable to the outside world with the use of gestures, looks, and a stature that evokes fear in the victim. The use of weapons, breaking personal property, tormenting, harassing, and bullying are characteristics that cross lines between the free world and institutional settings. There is an added layer of intimidation within prison because of the abuser's network of contacts who may be called upon to further intimidate the victim. In this setting, victims also know that seeking protection may bring on other forms of violence. In the end, safety comes at a price for the victim.

Economic Abuse

Much like the other categories, economic abuse includes characteristics that are similar in the free world and in prison. These similarities stem from the abuser not allowing the victim to get or keep a job,

forcing the victim to give the abuser all of her money/possessions, and giving the victim a small allowance. In prison, economic abuse can include forcing the victim to spend all of her money to shop for the abuser. In both settings, access to money equates to power and control for the abuser.

Emotional Abuse

The goal of emotional abuse is to destroy the victim through words, put downs, calling her names, making her feel bad about herself, playing mind games, humiliation, and inducing feelings of guilt/shame. In both settings, the abuser may tell the victim that she has nothing and is nothing without the abuser. In a prison, this may go further with the abuser saying, "You had one noodle when I met you, now you have three." The implication being that the victim will lose relative power and stature in the prison setting if she loses her affiliation with the abuser. In prison, the abuser may also use psychological abuse to taunt the victim by asking, "Where are your children?" Or, reminding the victim that, "Your children are in foster care." The latter not only evokes feelings of guilt and shame, but reminds the victim that she is alone, isolated, and is dependent on the abuser.

Dominant Privilege

The following category requires an adaptation in the name from dominant male privilege to dominant privilege. The privileges that are derived from this category are comparable to "male" privilege, but given that the abuser is another female, gender neutral terminology is appropriate. The real world-prison similarities include that the abuser treats the victim like a slave, makes all of the big decisions, and acts like the "master" of the relationship. The abuser believes that the world revolves around her and anyone else in it is secondary. Within a prison context, sometimes the abuser also has physical characteristics and mannerisms that are more male oriented. The abuser may not want the victim to improve herself by going to school, programming, or work because this jeopardizes the abuser's sense of being the focal point of the relationship.

Isolation

Isolation is a common form of abuse in unhealthy relationships and is characterized by intense jealousy that contributes to the victim detaching from friends, family, and activities in an attempt to appease the abuser. Some of the tactics that abusers use to isolate the victim include being at

the victim's side all the time, following and stalking the victim, and disrupting communication with others. In a prison context this might include questioning the victim as to who she programmed with, why she was talking to a particular person, what did they talk about, and why did they sit together? The nature of these inquiries is typically unrelenting and the abuser gets increasingly agitated with each of the victim's responses. The abuser will often not believe the answers provided and can use threats to intimidate the victim in the process. The abuser may use similar tactics during the victim's attempts to contact home, write letters to family/friends on the outside, or jeopardize visits. All of these approaches contribute to the victim's fear of the abuser and isolation from a much-needed support system. As the victim isolates herself, those around her will also tend to blame her for putting up with the abuser's behavior. This further isolates the victim because she will no longer talk about the abuse. If someone comes to the victim's aid, this comes at a price in further aggravating the abuser and raising more issues of jealousy. In prison, any form of protection can be misconstrued, put the victim in debt to the helper, and can lead to more issues with violence/safety. The end result is that the victim will remain silent, will take the abuse, and will become increasingly more isolated and dependent upon the batterer.

Using Others

Another category that requires a name change is now titled using others. This is an adaptation from using children as a means of having power and control over the victim to using others to maintain power and control. In using others, children may still be a factor, but they are not the entirety of the people who may be used as a pawn in the abuser's need to dominate and victimize. In a prison context, the abuser may use her connections with others in the prison to threaten, intimidate, and coerce the victim. At the same time, the abuser may be able to demand a group attack on the victim to keep her in line or after a break-up. The latter can convince the victim that she needs to resume the relationship in order to avoid future acts of violence.

Minimizing, Denying, and Blaming

The final category is minimizing, denying, and blaming and focuses on minimizing the abuse and violence. The abuser is adept at convincing the victim that the violence and abuse are her fault. In the real world, the batterer will blame the abuse on

having a bad day at work and/or not having dinner made on-time. In a prison context, the bad day can be a lock-down, a lack of programming, being unable to get services/medical, and the like. These can be triggers to aggravate the abuser who will then take out her aggression on the victim. The abuser will not take responsibility for the violence, but rather blame the violence on outside influences caused by the prison. The abuser will also blame the victim for the violence. The victim will play a role in this process by believing that she is at fault for the abuse. If only she gave the abuser the "noodle" she requested or if only she let the abuser eat dinner first, then the abuse would not occur. In both the real world and in prison, it is important for the victim to understand that the violence is not her fault and there is nothing that she can do to alter the abuser's behavior. Instead, the abuser is the one with a problem with violence and aggression and only the abuser can receive programming (e.g., a batterer intervention program) to change her behavior.

Once a woman learns about the various signs of violent relationships and abuse typologies, it is necessary to arm her with information about the components of healthy relationships. The Equality Wheel, created by the Duluth Domestic Violence Intervention Project (see Figure B, page 10), illustrates the components of a healthy relationship with equality at the core and eight healthy interactions stemming from the center. These healthy interactions include negotiation/ fairness, parenting responsibilities, shared responsibility, economic partnership, honesty/accountability, non-threatening behavior, respect, and trust/support. A perimeter of non-violence surrounds the circle's contents. The Equality Wheel emphasizes open and honest communication, building trust, encouraging respectful interactions, appropriate parenting, boundary development, and avoiding violence, threats, and intimidation. The elements of the Equality Wheel are very comprehensive and do not need further adaptation to an institutional setting. It is important for women to not only learn what comprises a healthy relationship, but also be provided with the tools and skills to practice living with the Equality Wheel in mind. This can be accomplished with additional programming such as anger management, behavioral modification, and battering intervention programs. The principles of the Equality Wheel can assist women to have healthy, non-violent interactions with others while incarcerated and upon release.

Cycle of Violence

The Power and Control Wheel for Incarcerated Populations and Equality Wheel are good learning tools because they provide a context for understanding the totality of violence and skills to interact in a more healthy and non-violent manner. These are important steps toward recognizing and avoiding potentially violent interactions. Another layer of understanding and preventing violence is to teach women how violence escalates. The Cycle of Violence is a three-phase model that explains violence progression in relationships (Walker, 1979).

Stage 1: Tension Building

Stage 2: The Acute Battering Incident

Stage 3: The Honeymoon Phase

Much like the Power and Control Wheel above, this Cycle of Violence can be adapted to include examples that may be present in institutional interactions.

Stage 1: Tension Building

The first stage is a Tension Building phase, which is marked by verbal altercations, disrespect, lack of communication, jealousy, and increasingly controlling behavior. Other characteristics of this phase include intimidation, threats, harassment, bullying, and retaliation. Lower level forms of violence such as property destruction, shoving, scratching, shoving/wrestling matches, cat fights, hair pulling, breast/genital grabbing, spitting, and confining one to small spaces are elements of tension building. Many of the elements of the emotional abuse, intimidation, and coercion/threats portions of the Power and Control Wheel are present in this first phase. The tension building stage can last several days to several months depending upon the participants and the type of relationship.

Stage 2: The Acute Battering Incident

The second phase, the Acute Battering Incident, follows from the pressure of the Tension Building phase. This stage is typically marked by a violent episode that can include kicking, punching, biting, strangulation, sodomy, and sexual assault. Sometimes the victim is thrown against objects (e.g., walls, tables, chairs) or items are picked up and thrown at the victim. Some examples of items

that are easily thrown include cups, bottles, cafeteria plates, hot pots, hot water, and/or cleaning chemicals. In an institutional setting this can also include encouraging others to “jump” the victim. Regardless of the setting, this stage can also include the use of weapons such as television cords, hygiene products (e.g., brushes, toothbrushes, curling irons, razors), cleaning supplies (e.g., brooms, plungers, toilet brushes), writing utensils, and locks in socks. In the outside world, this stage is typically short, lasting anywhere from a few minutes to several hours. In an institutional setting, this stage is much shorter. The duration of this phase is dependent upon the response time of correctional staff.

Stage 3: The Honeymoon Phase

In the outside world, the Honeymoon Phase ends the cycle. This final phase is filled with apologies and the abuser recognizing that the violence was wrong, a mistake, and that it will not happen again. These words are typically followed by actions that seek to mend the relationship and try again. The abuser seeks forgiveness and promises that the violence was a one-time temporary outburst that is usually rationalized by outside factors (e.g., a bad day at work). In many circumstances, the victim will forgive the abuser and the relationship continues. In time, the honeymoon phase melts away and inevitably the cycle repeats with a return to the first two phases—tension building and an acute battering incident. In attempting to adapt the Cycle of Violence to an institutional setting, it is not clear from the present research if the Honeymoon phase exists. Future research on the violent relationships in institutions is needed to determine if this phase exists and, if so, how it can be identified, described, and analyzed.

The outcome of experiencing violence, extended violent interactions with others, and/or violent traumatic events is Post Traumatic Stress Disorder (PTSD). This is an anxiety disorder that is marked by persistent fear, frightening thoughts and memories, and day and nightmares. Those who suffer from PTSD relive the traumatic event repeatedly through normal everyday activities. The outcome can leave the person emotionally numb, exhausted, fearful, and irritable. PTSD can be triggered by sounds, smells, or situations that are similar to the original trauma (www.nimh.nih.gov). This can be particularly problematic in an institutional setting where there are a myriad of loud noises, loud voices, doors slamming, people yelling,

and fighting. Additional problems stem from overcrowding, large groups congregating, the lack of personal space, and being confined to a small place. It is important for women to understand what triggers these feelings, as well as healthy coping and calming tactics to minimize PTSD. By doing so, women can move toward healing, which is essential for long-term recovery.

For those who have a history of family violence and victimization, there is a greater likelihood of either repeating the abusive behavior or vulnerability to being abused than for those who have not been victimized in the past. It is essential that in close quarters like a correctional institution women are able to see the warning signs of abuse and de-escalate the situation long before it progresses to the point of violence. Some de-escalation tactics include anger management programs, identifying personal triggers, how to handle situations, and avoidance techniques. Another component of de-escalation is to have calming activities in place to alleviate the boredom that can contribute to flared tempers and violence. Some calming activities include yoga, pilates, meditation/prayer, hobbies, painting, and crafting. Each of these provides a positive distraction for women, a way to channel energy, and skills to avoid tense situations.

A comprehensive healthy relationship program will include guidance toward self-help and individual awareness. This includes activities that build self-esteem, self-respect, emotional strength, and maturation. These programs provide a support that reinforces positive thoughts, feelings, and actions while helping individuals to move away from negativity and feelings of personal dysfunction. These skills serve as a foundation for healing and long-term recovery.

Work and Life Skills Programs

A final area of continued need is to assist in preparing female inmates for a life outside includes work and life skills programs. These programs exist within correctional institutions, but can benefit from expanded services and greater accessibility. Work and life skills programs cover the gamut of literacy, English as a Second Language (ESL) classes, Graduate Equivalency Diploma (GED) preparation, and college-level coursework. Other essential components include skills building for office-based jobs, the use of computers, and an array of vocational careers across multiple employment sectors. The other component includes skills to

assist in everyday living such as daily healthy living, self care, housing and money management, career planning, and personal finance. These programs are essential to learn while incarcerated to give inmates ample opportunity to develop and practice these skills before release. Another benefit is to keep inmates active and busy while incarcerated. This minimizes boredom while simultaneously assisting to build self-esteem and self-worth while incarcerated. There are multiple benefits that can be secured from participating in work and life skills programs.

Despite the fact that these rehabilitative programs were categorized separately, the benefits to female inmates overlap a great deal. There is a rippling effect that occurs when these programs are offered simultaneously because they contribute to individual, interpersonal, familial, and community health and recovery. At the same time, women will gain knowledge and skills in critical areas of their lives while incarcerated and upon release. In the midst of gaining the knowledge and skills from each of the above three types of rehabilitative programs, some women will realize that they are experiencing issues of personal safety and violence while incarcerated. When this is the case, women will need an outlet to report these incidents that does not put them in further danger of victimization. The next section details the components of an appropriate reporting system within correctional institutions.

Reporting System

There are several critical elements of any reporting system. First, the location and recipient of the information must be multipurpose and separate from correctional institution personnel. An ideal system is one that is present in an activity room, programming center, and/or health care building that is open and easily accessible. The multiplicity of locations is important because women can determine the safest and most easily accessible location for reporting. If there is a single location, such as a programming building and a woman does not program, then this raises suspicions as to why she is seeking permission to enter this venue. The recipient of the information should also have different employment responsibilities within the institution allowing the women further safety in reporting and seeking assistance. Again, if the employee is known simply as a type of victim advocate, fewer people will report. In contrast, if the employee is an

ombudsperson or an inmate rights advocate whose role is to assist with multiple issues that can range from complaints about the cleanliness of the institution, visitation concerns, and/or victimization within the institution, this provides greater safety to the person who needs assistance due to victimization. These elements are critical to safety because the outside observer (i.e., correctional personnel and/or other inmates) will be unable to readily ascertain the nature of the visit. The greater anonymity afforded to the woman in this process, the greater likelihood that she will report, seek assistance, and ultimately heal.

Next, the recipient of the information should be someone who is trained in crisis intervention, trauma, and victimization and one who is not a correctional officer or any other person directly affiliated with the institution. The training is important in providing immediate and appropriate crisis intervention, ascertaining the extent of the victimization, and determining the type of resources needed for short and long-term recovery. The latter can be facilitated by ensuring that a woman knows how to access appropriate community-based victim services upon release. This provides an added layer of support for the woman while in the community, can help to address any residual fears, and promotes health and continued healing. At the same time, it is important that the information is received by an objective and impartial person who is able to maintain boundaries that foster trust in the reporting process. As such, it is inappropriate for this person to be a correctional officer or administrator who in one setting has to take the report and follow-through in the best interest of the victim and in another setting may have to be punitive. This type of role conflict creates mixed signals, breeds mistrust in the process, and may limit one's willingness to seek primary or continued assistance.

Finally, a correctional institution may benefit from adopting a review team concept whereby multiple individuals review specific reported cases. The review team is comprised of individuals who are not parties to the report, but who are knowledgeable of correctional policies and procedures and issues of victimization. Training may be necessary to ensure that all review team members possess a common foundation of understanding. Review team members can include a combination of correctional employees such as an ombudsperson, medical practitioners, and mental health personnel, as well as volunteers such as victim advocates, social workers, and/or concerned citizens. Review team

meetings can be held weekly, monthly or quarterly, or on an as-needed basis. During the meeting, the review team examines various cases that have been reported since the last meeting. The team will determine the type of victimization that occurred, if there are any patterns or similarities across cases such as common locations or time of day for victimizations, if there are common victims and/or perpetrators, if organizational policies and procedures were followed, if a report was made, and the outcome of the case. The review team will work together to ensure that the case was handled appropriately and that the victim received proper care. As part of this process, the team works together to ensure appropriate and streamlined intervention and to determine strategies to prevent future acts of violence.

In order for women to report, they must be knowledgeable about the process. This includes knowing how to make a report, who is the contact person(s), and how to access services. This information must be readily available to female inmates through inmate orientation and in written formats in handbooks and on posters and bulletin boards. For those who are unable to read or whose primary language is not English, they would benefit from verbal and/or video announcements that are repeated frequently.

Conclusion

The intention of the totality of these programs is to help women break the cycle of violence and to live healthier lives both inside and outside of a correctional institution. In many cases delivering these programs requires collaborations with community based victim service providers who work with domestic violence and sexual assault survivors. The programs require some adaptation to a correctional setting to ensure relevancy to the target population. The use of community based victim service providers is important because of the knowledge and expertise that they have in working with trauma, crisis intervention, and victims/survivors. Another advantage to building a collaborative partnership with community based victim service providers is to create a support network for women to tap into within their own communities upon release.

Figures

Figure A



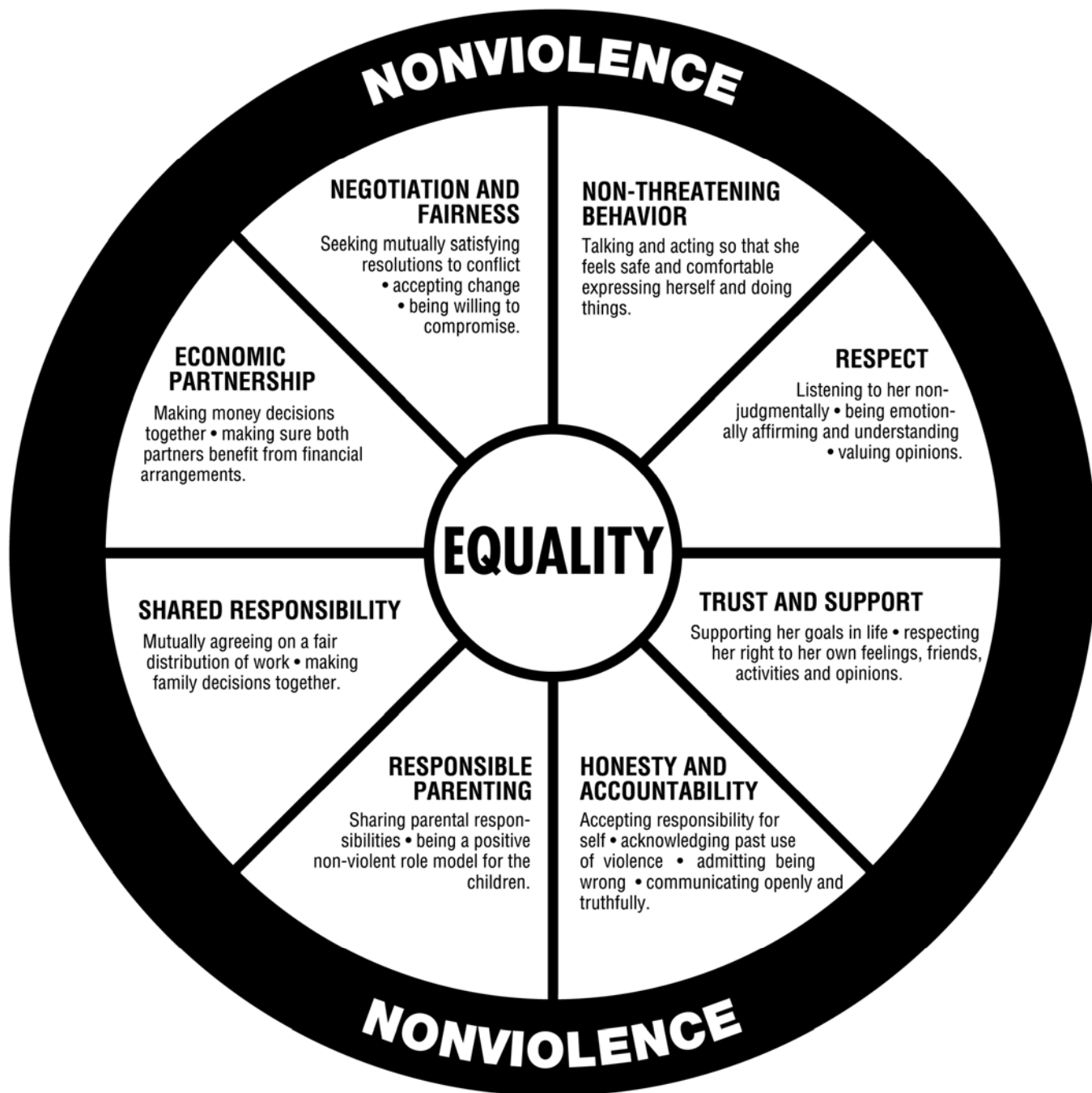
The Power and Control Wheel for Incarcerated Populations (PCWIP)

Adapted with permission from:
DOMESTIC ABUSE INTERVENTION PROJECT

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Figures

Figure B



The Equality Wheel

DOMESTIC ABUSE INTERVENTION PROJECT

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References

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