

RECONSTRUCTING THE POWER & CONTROL WHEEL:

Trauma Informed IPV Education for Transgender and Gender Non-Conforming Students

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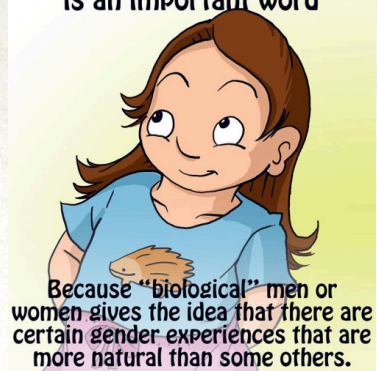
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- LGBT
 - Stands for Lesbian, Gay, Bisexual, and Transgender
- Sex Assigned at Birth
 - The gender that a doctor assigns a newborn. This is on legal documents, like birth certificates.
- Transgender
 - A person whose gender identity doesn't match their assigned sex
- Cisgender
 - A person whose gender identity DOES match their assigned sex

Trans 101 The

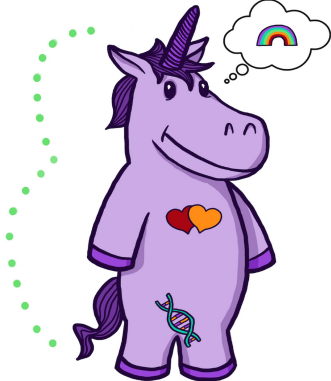
Cisgender
is an important word



Trans 101 – What is QUILT BAGPIPED?

The Gender Unicorn

Graphic by: **TSER**
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan

Gender Identity

- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression/Presentation

- Feminine
- Masculine
- Other

Sex Assigned at Birth

- Female
- Male
- Other/Intersex

Sexually Attracted To

- Women
- Men
- Other Gender(s)

Romantically/Emotionally Attracted To

- Women
- Men
- Other Gender(s)

STAKE YOUR CLAIM
WWW.UNCC.EDU

LET'S UNPACK

In small groups read out loud each of the statements from your lists

Reflect on the following questions:

- What is surprising to you about the statements?**
- What was upsetting to you?**
- What was confusing?**

HOW DO I "PRONOUN?"

Pronouns 101

Type	Name	Example
Feminine	She, her, her	She went to the store. I spoke to her. It was her apple.
Masculine	He, him, his	He went to the store. I spoke to him. It was his apple.
Gender Neutral	They, them, their	They went to the store. I spoke to them. It was their apple.
Gender Neutral	Ze, zir/zem, zirs/zes	Ze went to the store. I spoke to zir/zem. It was zirs/zes apple.
Gender Neutral	Ze, hir, hirs	Ze went to the store. I spoke to hir. It was hirs apple.

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language.



I'm seeing Jeremy this weekend. They're going to take me skateboarding. Then I'm going to go with them to the movies.

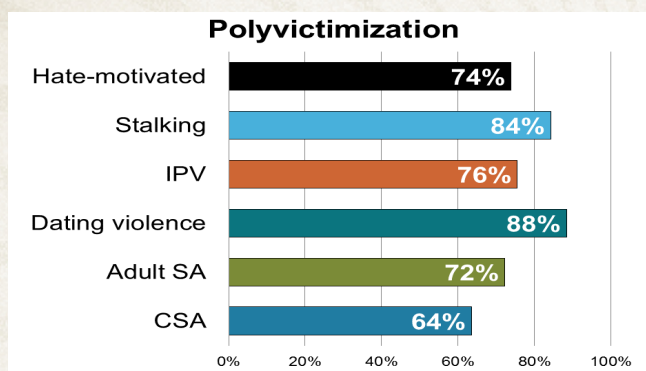
Brittany brought me to this awesome concert! Ze is so fun. I can't wait to hang out with zir again.



For more information, go to www.transstudent.org/graphics



- Sexual Assault SURVIVOR STATS
 - 18% of men, 33% of women
 - 50-66% of transgender people



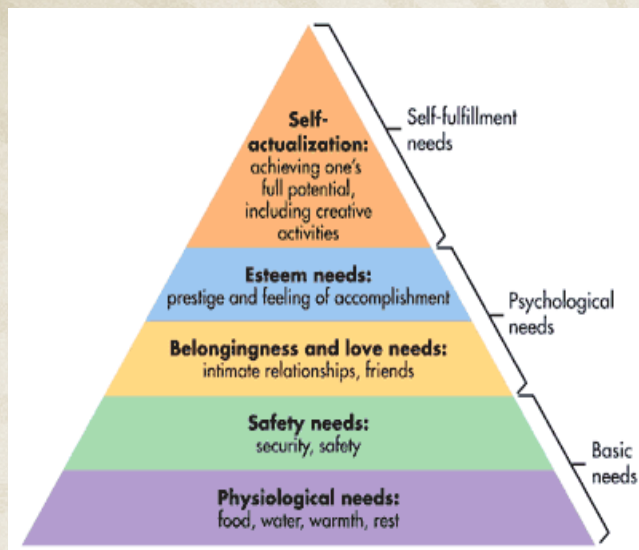
FORGE, 2011

www.forge-forward.org



STAKE YOUR CLAIM
WWW.UNCC.EDU

MASLOW'S HIERARCHY




First Line Interventions for trauma survivors include:

- **Safety Needs**
- **Physiological needs**



GAPS IN SERVICE

- **Crisis Shelter**
 - **Evidence collection**
 - **Medical care**
 - **Long term Housing**
 - **Advocacy**
 - Training for law enforcement and other professional staff
 - Trauma Treatment- evidence based?
 - Employment
- 
Necessary for ALL trauma survivors immediately



A LITTLE HISTORY- POWER & CONTROL WHEEL

- Created in 1984 as a tool to teach batterers and victims about the dynamics of abusive relationships (Duluth Model)
- Areas represented on the wheel were the most frequently reported by victims
- Based on the power differential present in heterosexual relationships where the woman is the victim and the man is the batterer
- The creators have said they do not want to make the wheel gender neutral because it will take away from the power dynamic in the relationship

<http://www.theduluthmodel.org/training/wheels.html>



REEXAMINING THE WHEEL



MYTHS VS. FACTS

LGBT-centered services, organizations, and people are safe to go to for support because they are knowledgeable about trans issues

MYTH

Power and control look the same in heterosexual/cisgender, LGBTQ, and trans relationships

MYTH

Most issues faced by trans people are a direct result of their being transgender

MYTH

Trans people often put themselves in dangerous situations such as participation in sex work which increases their vulnerability to abuse and violence

MYTH



Case Scenario #1

You are talking with another staff member at your agency who reports that she had a strange conversation with a male client, and she isn't sure what to do. When you ask her what is going on, she remarks that the client often creates controversy and conflict in group because he "dresses like a woman". She also remarks that "he is now claiming he was raped."

How do you respond?



Case Scenario #2

Tracy, a client experiencing domestic violence, self-identifies as a transgender woman. She wants housing in the local DV shelter, and this is creating a lot of tension among staff. Her ID and documentation still shows her gender to be male. Officials and staff who oppose allowing this state that “he is obviously a man” and they don’t want “him” living among the female clients and that it creates a safety issue for the survivors they are serving.

How would you advocate and address safety issues for Tracy and the other clients?



Case Scenario #3

Parker is a sophomore honors student who has suddenly started missing class. He comes to you reporting that his ex-girlfriend is following him and that she is making him anxious about leaving his dorm room. Parker reveals to you that he is a transgender man and that his ex has threatened him several times with revealing that to others. Your school is somewhat conservative, and Parker is fearful of people learning he is transgender.

How would you go about helping Parker?



Case Scenario #4

Alex is a client who comes to you for advice. They have been an active LGBTQ advocate in the community and out as gender non-binary, but lately they have been less active and report feeling depressed and even having had suicidal thoughts. They report that they and their girlfriend fight a lot. As you are talking, you learn that she often disrespects their wishes, forces them to do things they don't want, and refers to them as "it" whenever she is irritated with them.

How would you respond to Alex?



BREAKING OUT OF THE GENDER BOX

THE MAN BOX ACTIVITY

WHAT GOES **INSIDE** THE BOX?

List things you were taught about what it means to be a man in your family, community or group AND characteristics that you may have been exposed to that show manliness

WHAT GOES **OUTSIDE** THE BOX?

List things characteristics that don't "fit" what you were taught about being a man



SUMMARY- KEY TAKE AWAYS

- Ask what your student/client NEEDS no matter how they identify and go with them there
- Be open and psychologically flexible
- Be in touch with your privilege daily when working with QUILT BAGPIPED trauma survivors
- You already do amazing work—just be present. Be genuine and be an advocate
- When in doubt ASK
- Spread the word---help dispel myths that create barriers to care



"When we speak we are afraid our words will not be heard or welcomed. But when we are silent, we are still afraid. So it is better to speak."

Audre Lorde

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