RECONSTRUCTING THE POWER & CONTROL WHEEL:
Trauma Informed IPV Education for Transgender and Gender Non-Conforming Students

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Trans 101 The Basics

• 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 – What is QUILT BAGPIPED?

The Gender Unicorn

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)

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Feminine</em></td>
<td>She, her, her</td>
<td>She went to the store. I spoke to her. It was her apple.</td>
</tr>
<tr>
<td><em>Masculine</em></td>
<td>He, him, his</td>
<td>He went to the store. I spoke to him. It was his apple.</td>
</tr>
<tr>
<td><strong>Gender Neutral</strong></td>
<td>They, them, their</td>
<td>They went to the store. I spoke to them. It was their apple.</td>
</tr>
<tr>
<td><strong>Gender Neutral</strong></td>
<td>Ze, zir/zem, zirs/zes</td>
<td>Ze went to the store. I spoke to zir/zem. It was zirs/zes apple.</td>
</tr>
<tr>
<td><strong>Gender Neutral</strong></td>
<td>Ze, hir, hirs</td>
<td>Ze went to the store. I spoke to hir. It was hirs apple.</td>
</tr>
</tbody>
</table>

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

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**SURVIVOR STATS**

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

**Polyvictimization**

- **Hate-motivated**: 74%
- **Stalking**: 84%
- **IPV**: 76%
- **Dating violence**: 88%
- **Adult SA**: 72%
- **CSA**: 64%

For more information, go to www.forge-forward.org
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

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

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

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

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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RESOURCE:
Transgender sexuality and trauma
wwwforge-forward.org

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