# INFONET DEFINITIONS

**Overview:** Utilize the following service category definitions and examples as guidance for documenting direct and indirect services in InfoNet. It is important each program uses these service categories for data documentation consistently across their program. Each program has unique service needs; thus, this may look different per program. The first version of this document was created in 2011 and has been updated in 2024 by the Illinois Coalition Against Domestic Violence (ICADV) and Illinois Criminal Justice Information Authority (ICJIA), in collaboration with the Illinois Department of Human Services (IDHS) and the Chicago Department of Family and Support Services (CDFSS). This 2024 revised version includes gender neutral language and the below highlighted additions.

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# SECTION 1: Individual Client Direct Services

**General Services:**

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| **Service** | **Definition** | **Examples of Client Services** | **Client Type** |
| **Child Care** | Supervising/watching children while an adult client (parent/s) are receiving services or partaking in other necessary activities pertaining to the victimization. | * Provided to adult client so that they may go to job interview or court hearing (is not a child service). * Do **NOT** use if other more meaningful services are provided to children (i.e., if children are in group counseling session while parent/guardian is at court hearing, use the appropriate category instead of Child Care). | Adult |
| **Collaborative Case Management** | Staff time spent internally or directly with a client working on the management of a victim’s case (focused on the client’s service plan and updates). | * DV program staff discussing the coordination of program services and/or service needs for the client. * Note that this involves staff only, not individuals outside of the domestic violence (DV) agency. * When working with the client to re-evaluate their service plan and/or needs assessments. * This does not include case collaborations with individuals outside of the agency (with an appropriate Release of Information). | Adult  Child |
| **Conflict Resolution** | Helping client learn effective non-violent communication skills to resolve conflicts. | * Teaching clients to communicate effectively with a family member when disagreement occurs. * Helping a client learn how to non-violently resolve a conflict they have with another client in shelter. | Adult  Child |
| **Economic Assistance/Advocacy**  *(Also referenced in Advocacy section)* | Helping clients implement plans to improve their financial status. If these funds are used for something other than economic assistance for clients, please utilize a more appropriate service category. | * Direct cash assistance, if allowable/applicable. * Helping client create a budget. * Helping clients learn how to repair their credit. * Advocating with caseworkers for client to receive benefits (TANF, Social Security, Disability, food stamps, rental assistance, etc.). * Linking client to tax assistance center. * Providing financial education. * May include helping client develop a detailed economic action plan that supplements client’s general service plan. * Help with obtaining food, clothing, utilities, or other essential needs besides housing. | Adult |
| **Educational Assistance/Advocacy**  *(Also referenced in Advocacy section)* | Helping client implement their education plans. | * Helping client complete GED application. * Helping enroll client/child into school. * Connecting clients to childcare services so they can attend classes. * May include helping client develop a detailed education action plan that supplements client’s general service plan. | Adult  Child |
| **Employment Assistance/Advocacy**  *(Also referenced in Advocacy section)* | Helping client implement their employment plans. | * Helping client complete a job application. * Linking client to a job training program. * Helping clients create their resume and cover letters. * Helping client develop an employment action plan, supplementing general plan. | Adult |
| **In-Person Counseling**  *(Also referenced in Advocacy section)* | In-person, client-centered counseling with individual adult/teen client that addresses domestic violence and related issues in client’s life and that fosters self-determination. | * Collecting information from client at intake. * Developing safety plan with client. * Identifying and exploring client’s fear, ambivalence, emotional barriers, and safety considerations. * Providing emotional support. * Providing domestic violence education. * Developing service plan. * Explaining services, policies, and procedures. * Exit interview with client. * May include virtual counseling services, including video conferencing. | Adult |
| **Life Skills** | Teaching a client fundamental life skill to improve daily living or enhance independence. | * Helping a client learn a life skill such as personal hygiene routine. * Helping a client learn how to prepare nutritious meals for their family. * This could include leadership skills, household maintenance, budgeting, cooking/preparing nutritious meals, etc. | Adult  Child |
| **Lock Up/Board Up** | Assistance to secure a client’s residence. | * Help with changing locks, installing security cameras, etc. | Adult Teen |
| **Medical Assistance/Advocacy**  *(Also referenced in Advocacy section)* | Helping client obtain emergency or non-crisis health care. | * Assisting client in receiving care for injuries at the hospital, doctor’s office, or facilitating connections to other healthcare resources. * Responding to calls from emergency room or hospital to assist DV survivors, including follow-up assistance provided by a Medical Advocate. * **NOTE:** This does **NOT** include dispensing prescribed or over-the-counter medications. | Adult  Child |

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| **Other Advocacy**  *(Also referenced in Advocacy section)* | Advocacy with third parties (e.g., other service providers) on behalf of individual clients, and that is not specified in the other service category. | * Contacting DCFS caseworker to help client with appropriate plan. * Consulting with parents regarding child’s progression in services. * Consulting with a teacher regarding the effects of domestic violence on a particular child. * **NOTE:** Advocacy that helps client implement their plans to obtain housing, education, employment, medical assistance, economic assistance, and substance abuse services should be recorded in those service categories, not in this category. | Adult  Child |
| **Safe Exchange** | Advocacy related to the transfer or accompaniment of children between parents for visitation so that the victim parent does not have to have contact with the offending parent for the purpose of increasing safety of the victim parent and their child/children. Visitation exchange services can be ordered from the court, mandated by child protection or social service providers, and/or by request or agreement from the victim parent. | * Providing safe exchange services for the purpose of increasing safety of the victim parent and their child/children. * Time explaining safe exchange services to adult and child clients. * Time building in safe exchange services as part of the client’s safety plan. * Time setting up or modifying exchange schedules. * Often used with supervised visitation services; see definition below. | Adult  Child |
| **Substance Abuse Services** | Helping client learn about substance abuse and victimization; helping client implement their plan to address substance abuse issues. | * Exploring substance abuse issues. * Linking client to substance abuse service agency. * Educating client on substance use and the relationship between substance abuse and domestic violence. | Adult  Child |

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| **Supervised Visitation** | Advocacy related to the observation of a parent by supervising their time with their child/children in order to increase safety of the victim parent and children involved. Supervision can be ordered from the court, mandated by child protection or social service providers, and/or by request or agreement from the victim parent. | * Supervising an offending parent with their child/ren for the purpose of increasing safety of the victim parent and child/children. * Supervising the victim parent with their child/ren for the purpose of increasing safety of the victim parent and child/ren. * The time explaining supervised visitation services to the adult and child clients. * The time building a client’s safety plan during visitation. * The time setting up or modifying visitation schedules. * Often used with safe exchange services; see definition above. | Adult  Child |
| **Telephone Counseling**  *(Also referenced in Advocacy section)* | Individual counseling is provided via telephone. Do NOT use this service category if a more specific service applies (i.e., if you are talking about their OP hearing, document time as civil or criminal legal advocacy/OP-not telephone counseling). | * Collecting information from client on telephone intake. * Developing safety plan. * Identifying and exploring victim’s fear, ambivalence, emotional barriers, and safety considerations. * Providing emotional support. * Providing domestic violence education. * Developing service plan with client. * Explaining services, policies, and procedures. * Providing text or chat/instant messaging-based intervention. | Adult  Child |
| **Transportation** | Individual client-related transportation provided by DV staff. May include client and staff traveling together, staff traveling while client is not with staff, or staff time spent arranging transportation. | * Driving client to program services or other destinations and no other meaningful interaction is taking place. * Driving to meet a client at program services and client is NOT with staff person. * Assisting client in obtaining transportation (i.e., bus routes, vouchers, etc.). * **NOTE**: If client and staff are together (i.e., traveling to OP hearing) and staff is providing more meaningful services during travel (i.e., civil legal advocacy/OP; counseling; etc.), then transportation should **not** be documented here- the more meaningful service/interaction should be documented as the provided service). | Adult  Child |

**Housing Services/Advocacy:**

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| **Service** | **Definition** | **Examples of Client Services** | **Client Type** |
| **Housing Assistance/Advocacy** | Helping client implement their plan for obtaining housing. This would NOT include time spent securing emergency shelter in DV program for client. | * Accompanying client to apply for Section 8 housing and other safe and permanent housing opportunities. * Calling local community transitional housing facility to help client enter that program (not DV program’s internal transitional housing facility). * Collaborating with client to secure alternative pathways for housing. | Adult |
| **On-Site Shelter** | Bed space is provided on-site at a residential DV program on an emergency basis. | * The date client entered and exited the on-site emergency shelter. | Adult  Child |
| **Off-site Shelter** | Bed space is provided off site at a motel or safe home by either a residential or walk-in DV program provided on an emergency basis. | * The date client entered and exited the off-site emergency shelter facility. | Adult  Child |
| **Transitional Housing** | Longer term housing provided to a client in a facility operated by the DV program as a step toward a goal of securing safe permanent housing. | * The date client entered and exited the transitional housing program facility. | Adult  Child |

**Legal Advocacy & Services:**

**NOTE:** If you have someone who is a licensed attorney but is not acting as legal representation for a client

use one of the advocate-provided services, **not** the services provided by a licensedattorney.

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| **Service** | **Definition** | **Examples of Client Services** | **Client Type** |
| **Civil Legal Advocacy/OP** | IDVA advocacy in the civil court forum for the purpose of providing information, obtaining, modifying, extending, or enforcing (via contempt) an OP. | * Providing general information about IDVA to client, including at intake. * Assistance with filing petition for OP in civil court. * Providing referrals to attorneys for representation in civil court. * Accompanying client to court for OP hearing in civil court. * Providing explanation of court process as it relates to OPs in civil court. * Identifying and exploring victim’s fear, ambivalence, emotional barriers, and safety considerations. * Activities to remove barriers related to obtaining an OP in civil court. * Assisting with developing a safety plan for the victim and any other protected party. * Providing translation or interpretation services related to an OP in civil court. | Adult |
| **Criminal Legal Advocacy/**  **Obtain OP** | Advocacy in the criminal court forum for the purpose of obtaining, modifying, or extending, or enforcing an Order of Protection (OP). | * Assisting client with filing petition for OP in criminal court. * Accompanying client to court for OP hearing in criminal court. * Providing explanation of court and law enforcement procedures as they relate to OPs in criminal court. * Identifying and exploring client’s fear, emotional barriers, and safety considerations * Activities to remove barriers related to obtaining an OP in criminal court (i.e., seeking service of OP). * Collecting intake information when initial contact is at criminal court. * Assisting with developing a safety plan for the client and any other protected party. This is very important if someone will be released with conditions, which is the reason for mandatory notification to survivors of a release under the PFA for safety planning purposes. * Providing translation or interpretation services related to an OP in criminal court. | Adult |

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| **Criminal Legal Advocacy/**  **Charges** | Advocacy related to the pursuit of criminal charges such as domestic battery, violation of an OP, or any misdemeanor or felony charge related to domestic assault. | * Providing explanation to client of court and law enforcement procedures as they relate to pursuing a criminal case. * Identifying and exploring victim’s fear, ambivalence, emotional barriers, and safety considerations. * Activities to remove barriers related to pursuit of criminal case:   + Advocating for police to take appropriate actions (file report, make arrest, etc.).   + Advocating for State’s Attorney’s Office to file charges and pursue criminal case against person who chooses violence.   + Advocating for State’s Attorney’s office to meet with client, seek appropriate sentence, etc.   + Assisting with developing a safety plan for the victim and any other protected party. * Providing translation and/or interpretation services related to criminal charges. * Attend court to support a client under the Pretrial Fairness Act. | Adult |
| **IDVA Legal Services/**  **Attorney** | Civil legal services for the purpose of seeking an OP or informing a client about the IDVA provided by a **licensed** **attorney** employed by the DV program. | * Licensed attorney representing client in OP hearing. * This would include legal services provided by a paralegal, supervised by an attorney. | Adult |
| **Legal Advocacy/**  **Advocate** | Civil legal advocacy other than seeking an OP or informing a client about the IDVA. | * Assisting client with civil legal issues such as divorce, child custody, visitation, child support. * Assisting client with immigration issues and/or VAWA self-petitioning. * Coordination of free Virtual Legal Clinic (VLC) consultations. * Assisting client with filing for a Firearm Restraining Order (FRO). | Adult |
| **Legal Services/**  **Attorney** | Civil legal services, *other than seeking an OP or informing a client about the IDVA*, are provided by a **licensed** **attorney** employed by the domestic violence program. | * Representation provided by a licensed attorney to assist client with civil legal issues such as divorce, child custody, visitation, child support, etc. * This includes legal services provided by a paralegal, supervised by an attorney. * A licensed attorney assisting client with immigration issues and/or VAWA self-petition. | Adult |

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| **Legal Services/ Attorney – Type 2** | Legal services provided by a **licensed attorney** employed by the DV program, which focuses on a specific type of legal assistance defined locally by the program. | * Representing a client on immigration issues and/or VAWA self-petition, that you wanted to track separately from other forms of Legal Services. * Representation provided by a licensed attorney to assist a client with a specific civil legal issue you wanted to track separately hearing, such as a VESSA hearing. This service would be used if the program wanted to track how much time their attorney spent collaborating with client related to VESSA. However, if the program is not tracking this service specifically, staff should use Legal Services/attorney. * This includes legal services provided by a paralegal, supervised by an attorney. | Adult |

**Therapy & Counseling:**

**NOTE:** Only a licensed or credentialed staff person (employed or contractual) provides therapy services. Counseling

services are more often provided by DV advocates or counselors and tend to be focused on one specific issue and considered a short-term treatment. You may work with the client on coping techniques and problem solving. Therapy tends to treat a broader range of issues and more complex problems. Therapy can be a longer-term treatment. Because information in a case note can be misused against the survivor by courts, it is important that counseling services be documented accurately and appropriately. Case notes should be brief, relevant, and objective (Service Guideline Manual (SGM) Section 2, Chapter 7).

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| **Service** | **Definition** | **Examples of Client Services** | **Client Type** |
| **Art Therapy** | Using art as a means of providing therapy to clients. A **licensed** art therapist provides this service. | * Licensed art therapist using drawing, painting, clay, etc. as therapeutic tools for helping children or adults. | Adult  Child |
| **Evaluation/ Assessment** | Social, psychological, psychiatric evaluations of clients exhibiting emotional and behavioral disturbances. This service is provided by **licensed** professionals who are employed or contracted by your agency. | * A licensed therapist observes behavior and assesses children for attention deficit disorder. * A licensed therapist obtains information about a child’s behavior from parent/guardian as part of assessment process. * This evaluation/assessment is more extensive and can occur as a supplement to a routine intake. * **NOTE:** This is not to be used for other assessments (i.e. lethality assessment, eligibility assessment, intakes, etc.) | Adult  Child |

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| **Individual Children’s Counseling** | In-person developmentally and age-appropriate counseling with individual child that addresses the domestic violence and related issues the child has witnessed/experienced. | * Collecting information from parents for the child’s intake. * Assisting with developing a safety plan for the child. * Identifying and exploring client’s fear, ambivalence, emotional barriers, and safety considerations. * Providing emotional support. * Providing domestic violence education. * Developing service plan. * Explaining services, policies, and procedures. * May include virtual counseling services, including video conferencing. | Child |
| **Individual Therapy** | One-on-one therapy provided by a **licensed** therapist. | * Licensed therapist conducts therapy session with client. * Addresses the domestic violence and related issues in the client’s life that fosters self-determination, positive thinking, coping skills, and treat mental health issues and trauma. * For children, this addresses the domestic violence and related issues the child has witnessed/experienced. * May be organized around a therapeutic activity (i.e., music or art therapy). | Adult  Child |
| **In-Person Counseling**  *(Also referenced in General section)* | In-person, client-centered counseling with individual adult/teen client that addresses domestic violence and related issues in client’s life and that fosters self-determination (also referred to in the General Services section). | * Collecting information from client at intake. * Developing safety plan with client. * Identifying and exploring client’s fear, ambivalence, emotional barriers, and safety considerations. * Providing emotional support. * Providing domestic violence education. * Developing service plan. * Explaining services, policies, and procedures. * Exit interview with client. * May include virtual counseling services, including video conferencing. | Adult |
| **Parental Services** | Helping client learn about effective ways to parent children or effective ways of co-parenting with the parent who causes harm. | * Helping parents learn how to hear what their child is communicating and respond effectively. * Teaching non-violent methods of disciplining a child. * Teaching parent behavioral modification techniques for child who exhibits behavior problems. * Discussing the impact of DV on the family dynamics. | Adult |
| **Telephone Counseling**  *(Also referenced in General section)* | Individual counseling is provided via telephone. Do NOT use this service category if a more specific service applies (i.e., if you are talking about their OP hearing, document time as civil or criminal legal advocacy/OP—not telephone counseling). (Also referred to in the General Services section). | * Collecting information from client on telephone intake. * Developing safety plan. * Identifying and exploring victim’s fear, ambivalence, emotional barriers, and safety considerations. * Providing emotional support. * Providing domestic violence education. * Developing service plan with client. * Explaining services, policies, and procedures. * Providing text or chat/instant messaging-based intervention. | Adult  Child |

**Other:**

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| **Service** | **Definition** | **Client Type** |
| **No Show/ Cancellations** | **Use of this data entry field is not required by ICADV, DHS, or CDFSS; however, tracking no shows and cancellations may be helpful for learning which clients are more likely to stop requesting or receiving services and/or encounter barriers to accessing services.**   * The staff person/therapist has an appointment with a client and the client does not show up for the session. A no show is when the client does not show up for an appointment. A cancellation is when a client calls to cancel prior to the session. * This excludes when a client cancels a service appointment and reschedules the appointment for a different date/time. | Adult  Child |

**SECTION 2: Group Services**

Two (2) or more clients must be present to document a session as a group service.

**General Services:**

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| **Service** | **Definition** | **Examples of Client Services** | **Client Type** |
| **Child Care** | Supervising/watching children provided while adult clients (parents/guardians) are obtaining services. This category should be used for services to the children of adult clients when no meaningful interaction is going on between the child and the counselor. | * Service provided to adult clients so that they may go to a job interview or court hearing (not a child service). * Do **NOT** use if other more meaningful services are provided to children (i.e., if children are on group counseling session while parent/guardian is at court hearing, do not use childcare as a service- rather, you are providing Group Children’s Counseling to the child). | Adult |
| **Life Skills** | Teaching clients’ fundamental skills to improve daily living or enhance independence. | * Helping clients learn basic life skills in a group setting, often presented as part of a series of sessions that cover a variety of topics. | Adult  Child |
| **Transportation** | Client-related transportation when multiple clients are in the car with staff **OR** staff is traveling to meet several clients to provide service to those clients. This service should be used when staff and clients are together, and no other meaningful interaction is taking place. | * This service may be used when staff is aiding a group of clients to obtain transportation (i.e., helping obtain bus routes, tokens, etc.). * Staff travels to the courthouse for an OP hearing (other examples: counseling session in a satellite office, food pantry, city hall, etc.) either with two (2) or more clients with them **OR** meeting them there. * If during the transportation other more meaningful services were offered (reviewing courtroom etiquette, safety planning, etc.), document under that category. | Adult  Child |

**Advocacy:**

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| **Service** | **Definition** | **Examples of Client Services** | **Client Type** |
| **DV Court Orientation** | Providing general information regarding the court process for victims of domestic violence that are clients of the DV program. This does **NOT** include time spent specifically on IDVA and OPs. | * Educating a group of survivors at court about the court system; including how the process works, the roles of court personnel, what to expect, etc. | Adult |
| **Economic Assistance/**  **Advocacy** | Helping clients implement plans to improve financial status and independence. | * Providing financial education and planning to clients in group sessions; usually offered in a series of groups with topics such as budgeting, credit repair, building assets, understanding predatory lending, etc. | Adult |
| **Education Assistance/**  **Advocacy** | Helping clients implement education plans. | * Educating clients in group sessions about issues such as education and training opportunities and how to pursue them. * May include helping clients develop a detailed education action plan that supplements client’s general service plan. | Adult  Child |
| **Employment Assistance/**  **Advocacy** | Helping clients implement employment plans. | * Educating clients in group sessions about employment issues such as job interviewing, completing a job application, creating a resume, keeping a job, etc. * May include helping clients develop a detailed employment action plan that supplements client’s general service plan. | Adult |
| **Group IDVA Advocacy** | IDVA education that takes place in group session. | * Explaining legal protections and victim rights under IDVA. * Educating about OPs, filing petitions, and about violations. * Educating about how OPs fit into a safety plan. * Educating about the local court system. * Educating about responsibilities of law enforcement and sheriff’s office. * Identifying and exploring victim’s fear, ambivalence, emotional barriers, and safety considerations. | Adult |

**Therapy & Counseling:**

**NOTE:**Therapy services are provided by a licensed or credentialed staff person (employed or contractual). Counseling

services are more often provided by domestic violence advocates or counselors.

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| **Service** | **Definition** | **Examples of Client Services** | **Client Type** |
| **Adult Group Counseling** | Facilitating peer support group for adult or teen victims | * Educating about the dynamics of domestic violence * Sharing personal situations * Providing emotional support * Safety planning * Sharing information about resources | Adult |
| **Art Therapy** | Using art as a means of therapy for children and/or adults/teens and provided by a licensed art therapist. | * Licensed art therapist using drawing, painting, clay, etc. as therapeutic tools for helping children and/or adults in group sessions. | Adult  Child |
| **Conflict Resolution** | Helping clients learn effective non-violent communication skills to resolve conflicts. | * Educating clients in group sessions that focus on learning new ways to effectively communicate when conflict arises between family members, friends, and others. | Adult  Child |
| **Group Children’s Counseling** | Group sessions consisting of counseling and education for child witnesses of DV, which may include various modalities, e.g., play, crafts. | * Conducted with a curriculum and have themes to address aspects of children’s experience with DV such as safety planning, teaching non-violence, providing affirmation, helping express feelings using different verbal or non-verbal techniques, etc. | Child |
| **Group Therapy** | Adult, child, or family therapy groups for DV clients that are provided by a licensed therapist. | * Adult group therapy sessions. * Child group therapy sessions. * Family group therapy sessions including adults and children. * Groups are typically structured and may be up to 12 weeks in duration. Groups may be organized around a behavior problem or may be organized around a therapeutic activity. * Peer support group for survivors consisting of counseling and education, which may include a variety of modalities (talk therapy, play, crafts, etc.). | Adult  Child |
| **Family Counseling** | A joint counseling session for parent/s and child/ren together. | * Could include conducting a group counseling group for siblings. | Adult  Child |
| **Parental Services** | Helping clients learn about effective and healthy ways to parent children. | * Educating parents in group sessions about issues such as effective communication, non-violent methods of discipline, etc. * Teaching parents/guardians behavioral modification techniques for children who exhibit behavior problems. * Usually involves discussion of the impact of DV on family dynamics. * **NOTE:** This is a service to the parent not the child. | Adult |
| **Substance Abuse Services** | Helping clients learn about substance abuse and victimization, and helping clients implement plans to address substance abuse issues. | * Educating clients in group sessions that are devoted to exploring chemical dependency issues, and the relationship between substance abuse and victimization. | Adult  Child |

# SECTION 3: Community and Institutional Services

**Institutional Advocacy:**

**Definition:** Institutional Advocacy is when your program uses resources to try to change policies or procedures used by outside

agencies to improve services to a class of victims of domestic violence.

1. *Example*: Your program decides that more survivors of DV could access services if advocates were available in a private room at the courthouse. Program staff then meet with the county board, the chief judge, a court administrator, and others. This institutional advocacy leads to your program successfully getting a room to provide direct service at the courthouse.
2. *Example*: As a follow-up, advocates go around to different departments within the courthouse to talk about how they can best work together.

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| **Service** | **Definition** | * **Examples of Services** |
| **Judge** | Advocating with a judge for changes in policies and practices that will benefit DV survivors. | * Advocating with a judge for a separate domestic violence call. * Providing a judge with information on training opportunities regarding domestic violence and encouraging the judge to attend. |
| **Law Enforcement** | Advocating with a law enforcement agency for changes in policies and practices that will benefit DV survivors | * Advocating with local law enforcement to follow specific procedures when working with victims at a DV crime scene. |
| **Medical and Hospital** | Advocating with a medical facility or hospital for changes in policies and practices that will benefit DV survivors. | * Advocating with hospital administrators for a private area in which to speak with victims upon identification. * Advocating with hospital staff for a process in which identified victims are separated from abusers as a matter of routine. |
| **Social Service** | Advocating with a social service agency for changes in policies and practices that will benefit DV survivors. | * Advocating with a local Catholic Charities and other various charities for creating a policy of reserving clothing vouchers for your clients. |
| **State’s Attorney** | Advocating with a state’s attorney office for changes in policies and practices that will benefit DV survivors. | * Advocating with an ASA regarding the merits of a policy to pursue evidence-based prosecution in DV cases, as per the Pretrial Fairness Act. |
| **Teacher/Educator** | Advocating with a teacher or educational agency for changes in policies and practices that will benefit DV survivors. | * Working with the local elementary school to expedite the process of enrolling children served by your program in their school. |
| **Other** | Advocating with another type of agency for changes in policies and practices that will benefit DV survivors | * Advocating with DCFS and other resources on a process for confirming client cooperation with DCFS and other resource service plans without violating client’s confidentiality. * Advocating with a local day care provider for creating a policy of reserving spots for children of victims who receive shelter services at your program. * Advocating for new or revised legislation that improves response to survivors. |

**Public Education:**

**Definition:** Public Educationincreases awareness about domestic violence through educating professionals to have more appropriate and trauma-informed responses to survivors of domestic violence that they may encounter. These services should be used when increasing awareness of DV and its effects on individuals, families, and communities.

**General:**

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| **Service** | **Definition** | * **Examples of Services** |
| **Civic Organization** | Providing public education regarding DV through presentations to civic organizations. | * Speaking to a group about your program’s services (grassroots organization such as Zanta, Moms Demand, etc.). |
| **DV Court Orientation** | This is staff time spent providing general information regarding the court process to victims of DV that are not clients of the DV program. | * Staff time providing basic court process information for victims of DV who are seeking OPs, but not wanting to become clients. |
| **Employees and/or Employers** | Providing public education regarding DV and issues related to DV and employment through presentations to employees/employers of an organization. | * Speaking to local business (such as Walmart, Walgreens, local businesses, etc.) employees about DV, how it might appear in the workplace, and about your program’s services. |
| **Information and Referral** | Any general information and/or referral contact made that does not fit any other Community and Institutional Service. | * A survivor shows up at your agency and wants help dealing with their partner’s abuse toward their 3-year-old child, and you refer them to DCFS. * Your agency has several programs, and you refer a client from one program to the other within your agency (resale shop, food bank, etc.). |
| **Religious Organization** | Providing public education regarding DV through presentations to religious or faith-based organizations. | * Speaking to a women’s ministry group about what your program does and how they can help end DV. |
| **Youth Organization** | Providing public education regarding DV through presentations to youth organizations. | * Speaking to a youth group about dating violence. * Speaking to a boy and/or girl scout troop about healthy relationships. |
| **Other Client Groups** | Providing public education regarding DV and related issues through presentation to client groups other than youth, religious/faith-based, or civic organizations, or employee/employer groups | * Speaking to a group of Headstart parents (or WIC clients as another example) on DV and your program’s services |
| **Other** | Providing public education regarding DV and issues related to DV through presentations to someone or some other agency, other than any type of client group outlined in this section. | * Setting up and staffing an information booth at a county fair. * Speaking with a member of the media regarding DV and your program’s services. |

**Schools:**

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| **Service** | **Definition** | **Examples of Services** |
| **Preschool** | Providing information about DV and related issues to preschool children. | * Talking with preschool children about feelings- how to identify them and how to safely express them. |
| **Kindergarten** | Providing information about DV and related issues to kindergarten aged children. | * Talking with kindergartners about how to be angry without hurting or scaring someone else. * Presentations at schools to youth as recommended by the Keeping Youth Safe and Healthy Act. |
| **Primary** | Providing information about DV and related issues to primary school aged children. | * Talking with children in primary school about living with violence in the home is never their fault. |
| **Junior High** | Providing information about DV and related issues to junior high school aged children. | * Talking with junior high students about healthy relationships and signs of abuse. |
| **High School** | Providing information about DV and related issues to high school aged children. | * Talking with high school students about dating violence and your program’s services. |
| **Post Secondary** | Providing information about DV and related issues to post-secondary school-aged people. | * Speaking with a social work class at your local college about the cycle of violence and about your program’s services. |

**Professional Training:**

**Definition:** Professional training is when your program trains outside agencies on domestic violence, including how to identify

victims, how to make appropriate referrals, or provide information on available services. *Example*: Your program holds a training for courthouse personnel, so they know what services your program offers, how to make referrals, and to meet the advocates.

**External:**

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| **Service** | **Definition** | * **Examples of Services** |
| **Clergy** | Providing professional training about DV and related issues to members of the clergy or faith-based organizations | * Training a local ministerial alliance on the cycle of violence and the dangers of couples counseling with victims of DV. |
| **Judge** | Providing professional training about DV and related issues to a judge | * Training judges on the cycle of violence as it relates specifically to OPs. |
| **Law Enforcement/CJ** | Providing professional training about DV and related issues to professionals in a law enforcement or other criminal justice agency. | * Training officers on what behaviors they can expect to observe from abusers and from victims at the scene of a domestic violence incident and how that relates to the dynamics of DV. * Trauma-informed responses to survivors of DV when making reports, etc. |
| **Medical and Hospital** | Providing professional training about DV and related issues to professionals in a medical facility or hospital. | * Training doctors, nurses, and medical students on how to speak with someone they suspect is a victim of DV. * Training doctors, nurses, and medical students on their legal obligations when it comes to reporting DV. |
| **Social Service** | Providing professional training about DV and related issues to professionals in a social service agency. | * Training your local social service programs (such as Urban League, etc.) about identifying signs that a client may be living with DV. |
| **State’s Attorney** | Providing professional training about DV and related issues to professionals in a State’s Attorney’s Office. | * Training state’s attorneys on dynamics of abuse, supporting survivors through the Pretrial Fairness Act, why a victim would recant their testimony as well as how a case can proceed without the victim’s cooperation, etc. |
| **Teacher/Educator** | Providing professional training about DV and related issues to professionals in an educational agency. | * Training teachers on how living with DV can manifest itself for a child in school. |
| **Other** | Providing professional training about DV and related issues to professionals in any other type of agency or organization other than other categories outlined in this section. | * Training DCFS workers on reasons a survivor may not pursue an OP or may decide it is best for their family to remain in the home. |

**Internal:**

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| **Service** | **Definition** | **Examples of Services** |
| **Board Activities** | Activities conducted by members of DV program’s Board of Directors which serve the purpose(s) of the Board. | * Creating fundraising brochures. * Phone calls to potential supporters. |
| **In-Service Staff** | This service is time spent providing training to existing staff. | * Staff time providing a training on suicide and DV to staff who have completed the 40-hour training (NOT time staff spend receiving the training). |
| **In-Service Volunteer** | Time spent providing training to existing volunteers. | * Staff time providing a training on substance abuse and DV to volunteers who have completed the 40-hour training (NOT time volunteers spend receiving the training). |
| **New Staff** | Time spent providing training for new staff. | * Staff time providing a 40-hour training for new staff (NOT time staff spend receiving the training). |
| **New Volunteer** | Time spent providing training for new volunteers. | * Staff time providing a 40-hour training for new volunteers (NOT time volunteers spend receiving the training). |
| **Non-direct Service Volunteer Activity** | Activities conducted by volunteers who are not members of the DV program’s Board of Directors **OR** who are, but the activity is not in service of the purpose of the Board of Directors. | * Volunteers organize a holiday party for clients. * Board member painting a client’s room. |

# SECTION 4: Hotline Calls & Referrals

**Hotline Calls:**

**Definition:** Any calls coming into the program or any incoming line (hotline number, business number, cell phone receiving forwarded calls, etc.) that is NOTa call related to the agency doing business (i.e., no calls from funders, insurance representatives, banks, janitor services, supply companies, etc.). Hotline calls/call-backs should only be documented when there is contact with the victim/caller. Date, length of time the call or contact took, type of call or contact, and disposition of the call or contact are mandatory fields for each hotline call. If the staff person/volunteer is supported by a VOCA/VAWA grant, their calls should be documented separately from the other staff persons/volunteers. This is to allow ICADV to extract hotline call service supported by VOCA/VAWA grants.

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| **Service** | **Definition** | **Examples of Client Services** |
| **Victim, has Client ID** | An incoming call or contact to your program from a victim of DV that is an existing client of your program and has a client ID number. | * An existing client with an ID number calls in need of counseling. * If the person answering the phone speaks to the caller for more than 0.25 hours, then the staff person must also complete a service log documenting the service that has been provided. In this case, the call would be counted as 1 hotline call **and** X hours of services in the client’s file. |
| **Victim, not a Client** | This is an incoming call or contact to your program from a victim of domestic violence that is NOT a client of your program, therefore does not have a client ID number. | * A victim of DV in need of some information or counseling calls the program for assistance but is not interested in becoming a client of the program. |
| **Information & Referral (not a DV victim)** | Any miscellaneous calls or contacts not regarding a victim of DV. | * Someone calls and wants help dealing with their partner’s abuse toward their 3-year-old child. Your program refers them to another social service agency, such as DCFS. * If your agency has several programs, an information and referral call can be within your agency. * Someone who is not a victim of DV calls your hotline. What they really need is assistance with food, a service your agency also offers. You refer them to your agency’s food program. |
| **Call-Back/Non-Client** | A call made by the program to a victim of DV who does not have a client ID number in the program. | * An advocate of the program contacting someone who reported DV to the local police department the previous night to try to provide them with information and assistance. This victim of DV does not currently have a client ID number in the program. |

**Client Referral Sources:**

**NOTE:** Documentation of information and referral services provided to survivors involved in the program must include the

following data: survivor name or ID number, type of referral provided, date of the service, and the length of time the service.

took place. If the referral was given to someone not involved in the program calling on the crisis hotline, it may be documented on a hotline call log sheet.

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| **Use this Referral Source…** | **If Client is Referred by or to….** |
| **Child Advocacy Center** | REFERRED FROM ONLY: Person in the Child Advocacy Center |
| **Circuit Clerk** | Person in the Circuit Clerk’s office |
| **Clergy** | Person in the clergy or religious organization |
| **DCFS** | Person in the DCFS office, EXCLUDING when advocate is making a mandatory child abuse report |
| **Education System** | Person in education/school system |
| **Friend** | Friend or an acquaintance of the client |
| **Hospital** | Person working in hospital or emergency room including doctors, nurses, nurse’s assistants, orderlies – any hospital staff |
| **IL DV Helpline** | Person working the Illinois Domestic Violence Helpline |
| **National DV Hotline** | Person working the National Domestic Violence Hotline |
| **Other Local Hotline** | Person working any other hotline (local domestic violence hotlines, 211, etc.). |
| **Housing Program** | Person working at a housing program which is not part of the domestic violence program working with the client |
| **Law Enforcement** | Any person at a police department: city, county, state, other law enforcement agencies, etc. |
| **Legal System** | Any person working in the legal system not defined in other categories such as judges, bailiffs, probation officers, etc. |
| **Media** | Any media source: television, radio, newspaper, magazine, internet, etc. |
| **Medical** | Any person in the medical field not working in a hospital (family physician, EMT, urgent care facility) |
| **Medical Advocacy Program** | REFERRED FROM ONLY: Any advocate placed at a medical facility specifically to identify victims of domestic violence |
| **Other DV Program** | Person working/volunteering at another domestic violence program |
| **Private Attorney** | Any attorney in private practice |
| **Public Health** | Any person from the local or state health departments or clinics |
| **Relative** | Any relative of the client |
| **Self** | If no one referred the client, she “just knew” where to find the DV program in their area |
| **Sexual Assault Program** | Person working/volunteering at a sexual assault program |
| **Social Service Program** | Any social service program not defined in any other category such as mental health agency, center for independent living, DHS, Catholic Charities, etc. |
| **State’s Attorney** | Any person in the state’s attorney’s office such as victim/witness person, assistant state’s attorney, etc. |
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# SECTION 5: Other Definitions

## Publications/Media:

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| **Type** | **Definition & Examples** |
| **TV** | This service is time spent on completing any projects for television. An example would be preparing a public service announcement for television. |
| **Radio** | This service is time spent on completing any projects for the radio. An example would be preparing a public service announcement for radio or preparing an announcement for the radio regarding a fundraiser. |
| **Print Media** | This service is time spent preparing and distributing printed materials or brochures. For example, preparing a new pamphlet on teen dating violence or distributing handbooks for domestic violence victims at a training you provide or health fair. |
| **Internet** | This service is time spent on staff activities involving media services provided to the community via the Internet. |

## Offender State’s Attorney Disposition Definitions and Sentencing Definitions:

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| **Type** | **Definition & Examples** |
| **Disposition: Acquitted** | The defendant was found not guilty by the judge or jury. |
| **Disposition: Dismissed, Want of Prosecution** | The prosecutor decided not to go forward with prosecution, or the judge ruled that there was not probable cause to prosecute. |
| **Disposition: Dismissed, Other Reason** | Example: The case was dismissed because the defendant went back to prison on a parole violation, died, was deported, or pre-trial diversion for batterer education was used, etc. |
| **Disposition: Dismissed, Victim Didn’t Show** | The prosecutor relied on the victim’s testimony and the victim did not come to the court appearance. |
| **Disposition: Dismissed, Fine** | The case was dismissed if the defendant paid court costs. |
| **Disposition: Mistrial** | A trial was held but a mistrial was called by the judge. This happens only in felony cases. |
| **Disposition: Charges Dropped** | The State’s Attorney drops the charges but does not request that the prosecution be able to continue at the prosecution’s request (does not ask for SOL or *nolle* the case). |
| **Disposition: Dismissed, Stricken on Leave (SOL or *nolle* the case)** | The State’s Attorney drops the charges but does request that the prosecution be able to continue at the prosecution’s request (asks for SOL or *nolle* the case). |
| **Disposition: Convicted** | The defendant is convicted by a judge or jury to the case as charged. |
| **Disposition: Convicted, Lesser Charge** | The defendant is convicted by a judge or jury to lesser charges. |
| **Disposition: Plead Guilty, Original Charge** | The defendant pleads guilty to the case as charged. |
| **Disposition: Plead Guilty, Lesser Charge** | The defendant pleads guilty to a charge that is less than the original charges. |
| **Disposition: Hung Jury** | The jury cannot come to a decision and the case has to be re-tried or the charges dismissed. |
| **Disposition: Other** | Disposition is other than any listed above. |
| **Disposition Date** | Date of disposition. |

**Sentencing Definitions:**

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| **Type** | **Definition & Examples** |
| **Not Sentenced** | The defendant was not convicted of the charge. |
| **Restitution** | The defendant is required to pay damages to the victim or for the victim’s expenses. |
| **Fines** | The defendant is required to pay court costs or other fines to the court that is not for the victim. |
| **Mandated Counseling** | The defendant is required to attend a set number of batterer education sessions. |
| **Probation** | The defendant is put on probation that is actively monitored by a probation officer. |
| **Juvenile Probation** | The defendant is a juvenile and is put on probation that is actively monitored by a probation officer. |
| **Supervision** | The defendant is put on supervision that is not actively monitored by a probation officer. |
| **Juvenile Detention** | The defendant is placed in a juvenile detention center. |
| **Conditional Discharge** | This is used for pre-trial diversion when batterers are required to go to counseling and the charges are dismissed once they complete counseling. |
| **Prison** | The defendant is sentenced to a prison term. |
| **Jail** | The defendant is sentenced to time in jail even if some or all of the time is stayed. |
| **Other** | If the sentence does not fit in any other category, use this category. |