

Appendix A

APPLICATION FOR VOLUNTEERS

Welcome to the Network! We appreciate your interest in volunteering. Volunteers are crucial to running a successful safe home, hotline, or outreach program. In order to assist us in getting a better idea of who you are, please answer the following to the best of your ability.

NAME:

DATE:

MAILING ADDRESS:

DAYTIME PHONE:

EVENING PHONE:

May we call you at these numbers? What kind of message, if any, can we leave:

E-Mail address:

1. How did you hear about the Network?

2. What made you decide to volunteer with us?

3. How would you define partner abuse?

4. Why do you think partner abuse occurs?

5. A. What is your experience with partner abuse (i.e., personal, through work or volunteer experience, etc.)

B. Have you ever done anything you or someone else considered to be abusive? Please explain.

6. Please list/describe any crisis intervention experience you have (personally or professionally).

7. While most of us experience some form of oppression, many of us also hold some privilege, whether class, race, religion, language, ability, age, gender identity, etc. Have you dealt with situations where someone has made you aware of some privilege you hold or oppressive comments/actions you have made? Please describe what kinds of issues have come up for you, and how you have dealt with them.

8. In what areas do you feel you need the most training (i.e., crisis intervention, area resources, legal issues, oppression, other)?
9. Do you speak any language(s) other than English?
10. Are there any other skills or talents that you might be interested in contributing?
11. Please give us a time frame for how long and how much time you have to volunteer.
12. Please list a few references that we may contact. Please note that personal *and* work/volunteer-related references are welcome.

Name:

Phone #:

Address:

Relationship:

How long known?

Is it okay to say where we're calling from?

Name: Phone #:

Address:

Relationship: How long known?

Is it okay to say where we're calling from?

Name: Phone #:

Address:

Relationship:

How long known?

Is it okay to say where we're calling from?

13. What kind of volunteering would be interested in doing:

____ **Safe Home**-providing 1-14 nights of shelter in your home to lesbians, gay, bisexual, transgender and/or queer survivors and their children/pets who have been abused. *(see additional application)*

____ **Hotline**-Provide emotional support and advocacy for lesbians, gay, bisexual, transgender and/or queer survivors of domestic violence.

____ **Outreach**-Produce new flyers, brochures, print ads, web design, zine, and The Network News. Attend events to promote the Network such as pride, film fests, health fairs, etc. to flyer or table. Organize fundraising events, research funding, and grant writing. Facilitate trainings.

____ **Other**-Administrative tasks, etc.

Comments or Questions?:

You can call the Network office line **617-695-0877**

Please mail back to:
The Network /La Red
PO Box 6011
Boston, MA 02114

or Fax:
617-423-56

Appendix B

Volunteer Reference Questions

Volunteer Name: _____ Date: _____

Reference Name: _____ Phone Number: _____ Staff: _____

1. What is your relationship to the volunteer?
2. How long have you known the volunteer?
3. If you had a friend that wanted to talk to someone about an abusive situation they may be in would you feel comfortable recommending the volunteer to your friend to talk to?
4. Can you tell me a little about your sense of what the volunteer is like in a crisis situation?
5. Our staff, volunteers and the people we work with come from a great diversity of backgrounds. We welcome people regardless of their race, ethnicity, cultural background, sexual orientation, gender identity, religious practices, age, politics, sexual practices, social or economic status.
Have you ever known the volunteer to use derogatory language?
6. Has the volunteer ever done anything that you or someone else might consider abusive? If so can you tell me a little about that?
7. We are primarily a volunteer organization and as such we need to have volunteers who are reliable. Do you consider the volunteer reliable?

8. All of us have personal skills that we excel at and areas in which we might need some improvement. Can you give me examples of personal or professional skills that you think of as the volunteer's strengths?

Weaknesses?

Strengths-

Weaknesses-

9. What do you think would be most challenging for the volunteer as a volunteer at The Network?

10. Does the volunteer work well independently? Can you give an example?

11. Is there anything else you would like to add?

Appendix C

Congratulations and welcome you have been accepted into The Network/La Red's volunteer training as a Direct Service Volunteer!

We are very happy to have you in our training and are looking forward to getting started. Please read through this email of training details and **please respond to this email** to confirm your attendance. I look forward to hearing from you.

Training starts Sunday October 19th. We will start promptly at 10am please plan your travel accordingly. We will be providing coffee, bagels, and fruit for breakfast. This will be provided for every session. If you have food allergies or specific dietary needs please let me know as I will make every attempt to accommodate everyone's needs.

The training will be held at the **LOCATION HERE**. Provide directions here.

That schedule is as follows (**REMINDER OF DATES AGREED UPON**):

Sunday October 19th 10am-6pm

Sunday October 26th 10am-6pm

Sunday November 2nd 10am-6pm

Sunday November 9th 10am-6pm

Sunday November 16th 10am-6pm

Sunday November 23rd 10am-6pm

Sunday December 7th 10am-6pm

Sunday December 14th 10am-6pm

Every training day will allow for a 30 minute lunch break. You can bring a lunch or there are a number of restaurants in the area walking distance from the **LOCATION**. There is also a refrigerator and a microwave on site for your use. There will also be at least one additional short break each day to allow you to get a snack, stretch, or have a cigarette.

Our Volunteer training is a great opportunity to learn more about doing Domestic Violence work, the LGBT community, LGBT-domestic violence, anti-oppression work, and the skills you will need to work with domestic violence survivors. *We also see this training as an opportunity for us all to get to know each*

other. Once you have learned more about us and we have all had the opportunity to work together we will have a better idea of whether this is a good fit. If by the end of the training we all feel that this is a good fit then you will be made an active volunteer

As was mentioned previously, because the training builds on itself and some sections heavily rely on a group process it is very important that you attend all the sessions. If for some reason you need to miss a session due to illness we will do our best to make up the session with you but in some cases this may not be possible and would result in your being unable to continue in the training. If you have any *questions* please feel free to call **TRAINERS NAME** at **PHONE NUMBER** or drop her an email at **EMAIL HERE**. If you get lost or are running late please call trainer's cell phone. This is my personal cell phone so I would appreciate it if it were not given out to others.

We look forward to seeing you at the training!

Sincerely,

TRAINERS NAMES

Appendix D

Resources List

Partner Abuse Resources

- For more information on Partner Abuse or to request training and technical assistance visit **The Network/La Red** website: <http://tnlr.org/training-tools/>, accessed January 24, 2016.
- **National Coalition of Anti-Violence Programs (NCAVP)**, The National Coalition of Anti-Violence Programs works to prevent, respond to, and end all forms of violence against and within LGBTQ communities. NCAVP is a national coalition of local member programs, affiliate organizations and individual affiliates who create systemic and social change. We strive to increase power, safety and resources through data analysis, policy advocacy, education and technical assistance. For training and technical assistance visit NCAVP's website: <http://www.avp.org/resources/training-center>, accessed January 24, 2016.

LGBQ/T Communities Resources

- **National Coalition of Anti-Violence Programs (NCAVP)**, The National Coalition of Anti-Violence Programs works to prevent, respond to, and end all forms of violence against and within LGBTQ communities. NCAVP is a national coalition of local member programs, affiliate organizations and individual affiliates who create systemic and social change. We strive to increase power, safety and resources through data analysis, policy advocacy, education and technical assistance. For training and technical assistance visit NCAVP's website: <http://www.avp.org/resources/training-center>, accessed January 24, 2016.
- **Massachusetts Transgender Political Coalition**, MTPC provides professional and corporate trainings on a variety of transgender-related topics: from introductions to transgender identities, to detailed analysis of nondiscrimination laws, and how they apply to schools and businesses. Our trainers have several years of experiences providing detailed information about this new and growing topic. Every training session is tailored to the needs of the group or audience, and includes relevant handouts and resources for all participants. For training and technical assistance visit MTPC's website: <http://www.masstpc.org/get-help/training/>, accessed February 20, 2016.

- **The Violence Recovery Program of Fenway Health**, VRP is committed to providing training and consultation to help organizations and providers understand and respond to the needs of LGBT individuals affected by violence. We offer trainings to: police departments, criminal justice officials, service providers, medical caregivers, and community groups. We also consult with service providers across the state to ensure that LGBT victims of violence are treated with sensitivity and respect. For training and technical assistance visit VRP's website: <http://fenwayhealth.org/care/behavioral-health/vrp/>, accessed February 20, 2016.

Oppression and Privilege Resources

- **The People's Institute for Survival and Beyond (PISAB)**, is a national and international collective of anti-racist, multicultural community organizers and educators dedicated to building an effective movement for social transformation. For more information visit: <http://www.pisab.org/>, accessed January 24, 2016.
- **Visions, Inc**, Founded in 1984, VISIONS, Inc. is a non-profit training and consulting organization, specializing in diversity and inclusion. We have offices in Roxbury, MA; Rocky Mount, NC; and Fresno, CA; and are supported by our highly skilled and diverse team of consultants located throughout the United States and abroad. For more information visit: <http://visions-inc.org/>, accessed January 24, 2016.
- **Anti-oppression Resource and Training Alliance**, AORTA provides consulting in a wide range of areas, from capacity-building to collective liberation, all toward the end goal of helping organizations transform to be better aligned with their social justice vision and values. For more information visit: <http://aorta.coop/ourwork>, accessed February 20, 2016.

Appendix E

Tactics of Control Brainstorms

Elements from Biderman's Chart

Indicators of lethality

Emotional Abuse

- Name-calling
- Degradation
- Lying
- Using stereotypes of identity against survivor (identity slurs, disparaging comments about people of survivors identity)
- Withholding information
- Changing the rules
- Making the rules
- Questioning the validity of ones gender identity, sexuality, kink identity, poly identity, race, class, ability status, religion, etc...
- Blaming for whatever goes wrong in the relationship/blaming for the abuse
- Locking them in a room/house
- Exotifying/fetishizing
- Isolation from family and friends
- Crazy making/gas lighting
- Controlling what someone wears or how they express their gender and/or sexuality
- Acting jealous/possessive
- Blaming for HIV status, ability limitations, etc...
- Isolating survivor from community supports or cultural identity supports (kink, poly, queer, trans*, religious, cultural, ethnic, etc)
- Blaming for death of loved ones
- Stalking
- Harassment
- Keeping tabs on the person
- Dropping by at work, at home, at places the survivor is at
- Causing hyper vigilance/fear

- Threatening to take away or harm children/pets
- Threats to kill or harm the survivor
- Threats of suicide or self harm
- Isolation from family
- Apologies and promises of change
- Honeymoon period—the good times
- Making the survivor responsible for the abusers well being/care taking
- Cheating
- Starting rumors/spreading rumors about the survivor
- Portraying the survivor as crazy/out of touch/
- Turning community/family against survivor
- Telling the survivor they are not _____ enough. (ex: out, gay, kinky, poly, black, dominant, Christian, Jewish, queer, etc...)
- Telling the survivor they are too _____. (ex: out, gay, kinky, poly, black, dominant, Christian, Jewish, queer, etc...)
- Forcing survivor to engage in behaviors that are outside their comfort level.
- Bringing up triggers
- Not respecting/honoring/ allowing emotional boundaries
- Threatening to abandon
- Threatening or sharing intimate/private information about the survivor with others
- Shaming the survivor about seeking support (therapy, AA, friends, clergy, etc)
- Shaming the survivor
- Controlling survivors access to information
- Demonstrating omnipotence
- Monopolizing perception
- Unwanted public displays of affection
- Fights that go on forever
- Electronic monitoring
- Voice of the Abuser- stays inside the head of the survivor. voice and message get internalized by the survivor because they are constant.

There are some elements that are more overtly obvious as tactics that coincide with Biderman's chart (in blue above) but upon more reflection it soon becomes clear that all the tactics can be connected to Biderman's chart.

Sexual Abuse

- All non-consensual sex
- Rape
- Cheating
- Forcing/not allowing “dirty talk”
- Withholding sex as a tool of manipulation
- Not respecting/refusing to use safewords
- Intentionally triggering about past sexual abuse
- Shaming: sexuality, kinks, identity, sex-role, sexual history, survivor status, sexual health, sexual dysfunction
- Public displays of affection
- Name calling/put downs related to sexuality, HIV status, who you have sex with, sexual health, etc...
- Forcing/Not allowing sex work
- Not respecting the words people use for their bodies
- Violating sexual boundaries
- Not allowing someone to set sexual boundaries
- Leering/voyeurism
- Questioning sexuality as related to abuse, sexual assault, sexual identity
- Invalidating someone sexually
- You are not _____ if you do not do this (sexual act). (queer, kinky, vanilla, a top, poly, etc...)
- Forcing/not allowing consumption of porn
- Forcing/not allowing/controlling/sabotaging/contraception and/or safer sex practices
- Forcing/not allowing sex toys
- Forcing specific sexual roles (top, bottom, dom, etc)
- Controlling/not allowing negotiation
- Fetishizing/exotifying someone
- Sexting
- Spreading sexualized rumors in community/twitter/facebook
- Forcing sex
- Sexual behavior at work
- Outing: sexuality, way someone has sex, sexual history, HIV status, STD status, kinks, etc...
- Forcing/not allowing kinky garb, symbols of kink/restrictive things
- Forcing/not allowing kink, poly, monogamy, etc...

- Filming someone without their knowledge
- Forcing sex with others

Physical Abuse

- Hitting
- Kicking
- Starving/controlling food
- Forced overeating
- Biting
- Tickling
- Forcing/limiting public displays of affection
- Abusive partner doing self harm and then calling police and blaming survivor
- Taking/controlling access to mobility aids/prosthetics
- Limiting access/forcing/not allowing/contaminating hormones/medications
- Withholding health care
- Not allowing gender affirming clothing
- Limiting access to binders/surgeries/other aspects of gender presenting things
- Forcing or not allowing recreational drugs
- Changing the environment (gaslighting)
- Sleep deprivation
- Sabotaging/poisoning food and or environment (related to allergies or dietary restrictions)
- Forcing someone to violate parole
- Threatening to call the police
- Outing with the intent of putting someone in physical danger
- Physical abuse of pets and/or children
- Isolating by taking important documents (birth certificate, social security card, medical cards, identification, etc...)
- Destroying personal items
- Throwing things
- Punching walls
- Getting into someones physical space- getting in someones face
- Brandishing weapons
- Using weapons to harm
- Exposing someone to STDs

- Pushing survivor over the edge/cornering them so they lash out physically in self defense
- **Strangulation**
- Forcing survivor to do physical labor/cleaning/do all the errands
- Using stereotypes about SM, poly, LGBTQ communities to betray and manipulate consent
- Forcing or not allowing survivor to do sex work
- Controlling how survivor dresses
- Forcing someone to relocate
- Forcing physical isolation
- Limiting access to transportation
- Locking survivor up or away
- Making survivor do everything-treating them like a slave

Financial and Economic Abuse

- Control access to phone-shared accounts
- Forcing shared phone for monitoring
- Stealing wages
- Identity theft
- Controlling spending
- Forcing survivor to support abuser
- Ruining credit
- Forcing/controlling use of disability/welfare benefits of survivor
- Controlling whose name is on property (lease, mortgage, etc)
- Blackmail—imposing conditions/threatening to take things away
- Making survivor financially dependent
- Outing to employer/family who financially supports/landlord about race, sexuality, HIV status, class, economic status, gender, SM, poly, disability, immigration status, etc...
- Abuser completely financially dependent on survivor
- Not allowing survivor to go to work or school
- Starting fights before exams or important work days
- Calling/showing up to work or school-risking job or school
- Isolating/splitting at work
- Alienating roommates to get them to move out
- Rumors at work
- Not allowing friendships at work or school

- Draining savings, checking accounts, retirement accounts, stocks, etc...
- Gambling
- Stealing
- Forcing someone to live outside their means
- Using identity to control spending
- Preventing doing homework, work assignments, etc...
- Monitoring/staying close at work/home
- Not sticking to an agreed upon budget
- Deciding what types of work are valid
- Giving gifts with conditions
- Control of spending on medications/clothes that are affirming of gender/hormones/gender related items

Cultural Identity Abuse

- Outing/threat of outing: trans* identity, sexuality, transition status, assigned gender, name given at birth, sex role (top, bottom, Dom, princess, daddy), HIV status, immigration status, sexual history, etc...
- Using systems against/using fear of systems/threats about systems: ICE, DCF, police, housing, courts, welfare, etc
- Using threats of systems: Your too _____ to work here, no one will believe you, using history with the police to threaten, us vs. them—we need to stick together.
- Forcing controlling: gender expression, how/what transition happens, how sex happens, what kind of sex happens, sex related to identity, access to church/religion/spirituality, forcing to switch to a different religion/belief system, access to negotiation/safewords, access to community, etc...
- Abuser establishing self as expert
- Controlling access to resources/information: immigration status resources, community supports, etc...
- Not allowing someone to be out
- Forcing someone to be out
- Using laws to threaten/intimidate/control
- Controlling/not allowing language of comfort
- Defining identity- this is just how _____ people are (latinas, queers, kinky, poly, etc...)
- Expressing prejudice/belittling/hate speech/stereotypes/minimizing/perpetuating discrimination/denying privilege/blaming because of privilege

- Put downs related to identity and culture
- Your not _____ enough
- You are too _____.
- Voice of the Abuser- stays inside the head of the survivor. voice and message get internalized by the survivor because they are constant.

Appendix F

Sample Group Agreements

- Use “I” Statements (speak from your own experience and don’t generalize the experience of groups of people).
- Don’t make assumptions (ask for clarification, don’t assume identities, pronouns, etc).
- We encourage survivors to be able to share their experience, but do not require it.
- If words you don’t recognize are used, feel free to ask for more information—this is a learning space.
- Challenge ideas not individuals/person
- Assume best intentions—check in if you are unclear of someone’s intention, don’t assume someone means to be offensive.
- Raise hand before speaking (depends on size of the group).
- Don’t talk over others—one diva, one mic.
- Get support
- Take care of yourself (eat, use the bathroom as you need)
- Anyone can call a check-in to see how the group is doing
- Be willing to be challenged/challenge ideas
- Try things on
- Push your leading edge
- There is a difference between being uncomfortable and being unsafe
- Move up, move back
- We all agree to begin and end on time
- No texting or live tweeting during the session
- Confidentiality- you can share concepts but not personal, identifying information
- Remember we are them, they are us (many of us are survivors, part of the LGBTQ/T, SM, polyamorous communities, people of color, etc...) –check your “othering” language.
- This is not a support group

Appendix G

Video Resources Used in this Training

Transgender Basics

A 20-minute educational film reviewing the concepts of gender and what gender means to transgender people. Two Center staff members discuss concepts of gender—sex, identity and gender roles—and members of our transgender community share their personal experiences of being trans and genderqueer. While the film addresses service providers and others working with the LGBT community, it also provides a fascinating glimpse into gender and identity for the general public.

You can watch this video online at <https://gaycenter.org/wellness/gender-identity>

My Girlfriend Did It

My Girlfriend Did It, a documentary film that explores IPV in lesbian relationships by highlighting the struggles and resilience of women who share the impact of violence in their lives. The first-of-its-kind film was re-released in 2008 in DVD format and is accompanied with a bilingual facilitator's guide providing definitions, discussion questions, group activities, role plays and case scenarios.

The DVD is available for purchase from Casa de Esperanza, <http://casadeesperanza.org/>

Yellow Apparel: How the coolie becomes cool

This is a documentary about cultural appropriation and cultural co-modification of Asian culture. The video is available online at <https://vimeo.com/3846269>

Rachel's Story

This dramatic 4-minute training tool depicts the events set in motion by one battered woman's call to 911: from the criminal court case, to the child protection investigation, to a protection-order petition, to a visitation center visit, to her ultimate eviction. It is a powerful illustration of the complex relationship between battered women and the systems they turn to for help.

This video is available for purchase from Praxis International <http://www.praxisinternational.org/>

Appendix H

Gender Inclusive Language Practice Exercise

Some Pointers on Gender Inclusive Language

Some gender inclusive pronouns include “they, their, theirs, themselves” or “sie, hir, hers, himself” or “zie, zir, zirs, zirself”

If you are not sure what pronoun someone prefers it is best to use gender inclusive language when talking with the person and when referring them. There are many ways to have a conversation without using pronouns. Instead of using “he” or “she” you can use “they”. If you know the persons name use it instead of a pronoun. Look at the examples below to get some idea:

Try this sentence *“Everyone should try to do his job well”*

- Pluralize to avoid using a gender specific pronoun;
 - *“The employees should try to do their job well.”*
- Rewrite the sentence without using a pronoun;
 - *“Everyone should try to do the job well.”*
- Use double pronoun construction; or,
 - *“An employee should try to do his or her job well”*
- Use an indefinite pronoun, (they are often used in speaking and informal writing).
 - *“Everyone should try to do their job well.”*

Your assignment is to practice having a gender inclusive conversation:

You will work in pairs. One of you will be the listener and one of you will be the speaker.

The speaker—tell a story to the listener about someone you know (family member, friend, co-worker, etc).

In that conversation do not use any pronouns for the person and don’t give away the gender of the person you are talking about. If you decide to use a name for the person please choose a non-gendered name (i.e. Jo, Jesse, Pat, Angel, Cam, etc...).

The listener—listen to the speaker, ask questions and help keep the conversation going. Keep track and take note of whether the speaker has used any pronouns or has given away the gender of the person they are talking about. Do not stop the conversation to give feedback, just be a good listener using your active listening skills

After about 2-3 minutes switch roles.

Appendix I

Gender Inclusive Language

Gender-neutral language, gender-inclusive language, or gender neutrality refers to using language as a way of minimizing assumptions about the gender of an individual or individuals.

Gender-inclusive language has at least two different goals:

- One aims to clarify the *inclusion* of all genders of people (gender-inclusive language).
- The other says that indicating the gender of an individual is rarely important to mark in our language (gender-neutral language).

The English language uses gender-specific personal pronouns. These pronouns are the masculine pronouns he, him, his, himself and feminine pronouns, she, her, hers, herself.

English pronouns that are gender-specific and assume a gender binary (the belief that there are only two genders male and/or female) create potential problems:

- Gender bias can be put into language, and bias about gender roles may be put into language.
- A speaker may find it difficult to mask the gender of the person being discussed, e.g. to avoid indicating whether a romantic partner is male or female
- A speaker may not know an individual's gender identity, and implying one may be misleading or otherwise inappropriate.
- A speaker may have difficulty referring to someone who does not identify their gender along a gender binary of male and/or female, as in the case of a individual who identifies as genderqueer.

Using gender-inclusive language can involve the following:

- Re-phrasing sentences so that you avoid the need for gender-specific pronouns such as she and he (e.g. "We decided to eat out," rather than "She decided that we would eat out."),
- Using gender-neutral language and replacing words such as *fireman* and *stewardess* with terms such as *firefighter* and *flight attendant*, using phrases such as "your partner", "your parent", or the person's name.
- Using gender-neutral pronouns that have entered common usage, such as the singular 'they'
- Using gender-neutral pronouns such as xe or sie and hir.

Singular 'they'

Since at least the 15th century 'they', 'them' and 'their' have been used, in an increasingly more accepted fashion, as singular pronouns. This is called the singular 'they'.

Instead of using a gender-specific pronoun and saying:

He will be arriving at 9am.

You would use the singular they and say instead:

They will be arriving at 9am.

Some feel the use of the singular "they" sounds like a grammatical error, but according to most, if not all references, including *The Chicago Manual of Style*, "they", "their", and "them" have long been grammatically acceptable as gender-neutral singular pronouns in English. Many argue that the word has been used in the singular continuously since the Middle Ages, and cite its use by a number of prominent authors, including Geoffrey Chaucer, William Shakespeare, and Jane Austen. ^[1]

In fiction, there have been several attempts to use not only gender-neutral language but also a language that does not identify the gender of any characters. One example is the mystery novel *Androgynous Murder House Party* (Ransom Note Press, 2009), by Steven Rigolosi. There are six main characters--Terry, Lee, Law, Chris, Alex, and J--and the author does not reveal any of their genders by using the techniques described above. The novel is told by a first-person narrator, Robin Anders, whose gender is also not revealed.

Gender Neutral Pronouns (also sometimes referred to as 3rd pronouns)

Examples of gender neutral pronouns include: xe, ze, zie, sie, hir, mer,

Gender-specific pronouns					
He	<i>He</i> laughed	I called <i>him</i>	<i>His</i> eyes look sleepy	That is <i>his</i>	He likes <i>himself</i>
She	<i>She</i> laughed	I called <i>her</i>	<i>Her</i> eyes look sleepy	That is <i>hers</i>	She likes <i>herself</i>
Singular they					
Singular <i>they</i>	<i>They</i> laughed	I called <i>them</i>	<i>Their</i> eyes look sleepy	That is <i>theirs</i>	They like <i>themselves</i>
Gender neutral pronouns					

Xe ^[2]	Xe laughed	I called <i>xem</i>	Xyr eyes look sleepy	That is <i>xyrs</i>	Xe likes <i>xemself</i>
Ze (or zie or sie) and hir ^[3]	Ze laughed	I called <i>hir</i>	<i>Hir</i> eyes look sleepy	That is <i>hirs</i>	Ze likes <i>hirsself</i>
Ze and mer ^[4]	Ze laughed	I called <i>mer</i>	<i>Zer</i> eyes look sleepy	That is <i>zer</i>	Ze likes <i>zemsself</i>

Gender-inclusive language is sometimes described as *non-sexist language*

The practice of assigning masculine gender to neutral terms comes from the fact that every language reflects the prejudices of the society in which it evolved, and English evolved through most of its history in a male-centered, patriarchal society.^[5]

Historically the use of *he* to refer to a person of unknown gender was common.

- The customer brought **his** purchases to the cashier for checkout.
- In a supermarket, anyone can buy anything **he** needs.
- When a customer argues, always agree with **him**.

This may be compared to usage of the word *man* to humans in general.

- "All **men** are created equal."
- "That's one small step for a **man**, one giant leap for **mankind**."
- "**Man** cannot live by bread alone."

Gender-specific pronouns were also prescribed when one might presume that most members of some group are the same gender.

- A secretary should keep **her** temper in check.
- A janitor should respect and listen to **his** employers.
- Every hairdresser has **her** own style.
- A junior doctor is at the bottom of **his** profession.

Notes:

1. Churchyard.
2. [A discussion about theory of Mind](#): a paper from 2000 that uses and defines these pronouns
3. Example: [Bornstein, Kate](#). *My Gender Workbook*. ISBN 0-41591-673-9.
4. Creel, Richard (1997). "[Ze, Zer, Mer](#)". *APA Newsletters*. The American Philosophical Association. <http://www.apa.udel.edu/apa/archive/newsletters/v97n1/teaching/ze.asp>. Retrieved 2006-05-15.
5. *Some Notes on Gender-Neutral Language*. <http://www.english.upenn.edu/~cjacobso/gender.html>

Appendix J

Homophobia Sample Brainstorm

Fear of gay people
Gay is catching
Fear of people gay people because they are different
Hate
Aversion
Fear
Corrective rape
At risk for sexual violence
At risk for domestic violence
Gay is a sin
Gay people will go to hell
Gay is deviant
Gay people are perverts
Gay people are child molesters
Hate crimes
Risk of physical violence
Murder
There are no gay people here
There are no gay people in my family
I am "OK" with gay people
"Bring your gays"
Gay people are predatory
Gay people will touch you inappropriately
Gay people are trying to turn everyone gay
Slurs
Stereotypes
Gay people have HIV/AIDS
Restrictions on donating blood if you are gay
Barriers to adoption
Barriers to competent health care

Tokenization

Invisibility

Work discrimination

Outing

Housing discrimination

At work: awkward, do you put out photos of partner

Underpaid

If invited with a +1, do you bring partner?

In the closet

Increased suicide rates

DOMA

Heterosexual assumptions

Being asked: "which of you is the guy/girl?"

"Can I watch?"

Being asked questions about how you have sex

Appendix K

Biphobia Sample Brainstorm

Increased risk of sexual Violence
Increased risk of Domestic Violence
Stereotype of promiscuity
Bi people are confused
Are perverts
Are greedy
Bi people are not real
Are cheaters
Are incapable of being monogamous
Are polyamorous
Bisexual women just want men's attention
Bisexuality is a phase
Bisexuality is the path to another identity but not an identity in itself
Bi people are fence sitters
Bi people want the best of both worlds
Bi people want their cake and to eat it too
Part-time gay
Want to get straight privilege
Asked: ok, your bisexual but which way do you lean?
Barsexual (only bi when drunk)
Bisexuals are 2 beer queers
Bisexuals are just curious about gayness
If you're bisexual why not just choose to be straight?
Bisexuals are experimenting
Bisexuality is the gateway drug for straight people to become gay
Homophobia
Invisibility of identity
Bisexuals want threesomes
Bisexuals are LUGs (Lesbians Until Graduation)
Goldstar bisexual –has had sex with a man and a woman

Bisexuals don't belong in the LGBTQ/T communities

Fetishized/exotified

Tokenized

Often left out of LGBTQ/T community conversations

Bisexuals are transphobic because bi means 2 and they only believe in a gender binary.

Are no longer bisexual once they partner up

Appendix L

Transphobia Sample Brainstorm

Hypersexualization

Dehumanization

Assumption of desired passing

Rooted in misogyny

Assumption of the binary

We frame transgender folks' gender in relation to cisgender people not the transgender people

We legitimize certain transgender lives, experiences, transitions and pretransitions.

There is an assumption that transition takes all aspects of a person's identity and moves it from one side to the other side of a binary.

Idea that cisgender is good, the norm. That everyone wants this

There is a hierarchy of cisness over transness

A transgender person's gender is a mental illness

Not respecting pronouns

Taking pronouns as the only indicator of gender

Hate crimes

Violence

Murder

Profiling as sex workers

Entitlement to ask about people's bodies

Transgender people are unattractive

Only certain kinds of people can love a transgender person

Being transgender often means pushing aside another part of who you are

Access to health care sucks

Only certain transgender narratives are uplifted making others invisible

Only medical transition is validated and health insurance doesn't cover it.

Transgender exclusion from LGBTQ/T spaces

Transgender women's exclusion from women's spaces

Constant lack of safety

It can feel like a lose, lose situation

Increased risk of Sexual violence (SV)

Increased risk of Domestic violence (DV)

Invisibility in statistics on SV and DV

The gold digging transgender person

“tranny”

Immigration barriers

Suicide

Transgender panic defense for violent crime

Belief that transgender folks are “misrepresenting” themselves, lying

The transgender trickster trope

Fetishization/exotifying transgender people

Employment discrimination

Public accommodation discrimination

Lack of safety in bathrooms

Bathroom defense to block transgender rights

Invasive/offensive questions about body

Seen as “freak show”

Transgender folks gender as spectacle

Transgender folks missing from community conversations

Tokenization in the community

Outing

Using the wrong name for transgender folks

Bureaucracy

Conversion therapy

Transgender folks as the butt of jokes

Racial stereotypes

Homo/biphobia

Appendix M

Survivor Loses/Abuser Gains Sample Brainstorm

Survivor Loses	Abuser Gains
Power	House
Control	Always being right/ Righteously indignant
Self esteem	Wants/needs met
Respect	Sex whenever they want
Self-worth	Not having to be accountable
Identity	Never having to hear no
Freedom	Reputation
Perspective	Property
Sexual empowerment/autonomy	Control
Trust (in self and others)	Power
Money	Self-esteem
Community	Money
Family/friends	Pleasure
(Sense of) Reality	Free from responsibility
Support	Sexual power
Goals	Blame on someone else
Decision-making power	Affection
Sanity	Validation
Belief system	Someone needs them
Spirit/Soul	Instant family (children)
Healthy love	Pets
Hope	Decision-making power
Reminders	No compromising
Independence	Unconditional Love, support, someone there
Physical/mental health (both short and long term)	for them
Appreciation	Assets
	Cheerleader

A partner	Respect
Safety	Agency
Growth	Admiration
Calm	Slave labor/maid
Opportunities	No loneliness
Cherishables	Never wrong/ Faultless/
Home (sense of or physical)	Security
Pets	Outlet
(Control over) Body	Friends
Boundaries	Sexual fantasies
Time	Punching bag
Voice	Trophy
Help	Their way
Enjoyment of life	Drama
Access	Idolization
Self	Always right/ Winning arguments
Perspective	Absence of accountability
Quiet	Creator of reality
Reputation	Never crazy
Ability to self care	Home
Health care	Resources
Authority	Empowerment
Ability to parent	Adrenaline/high gratification
(Sense of) security	Subordinate
Life	Sense of Security
Relaxation	Chauffeur
Activities they love	Autonomy
Culture	Social prestige
Emotional stability	Not having to spend time caring about others
Trust/security in judgment	Feeling superior
Flexibility	Community support
Release	Religion
History/herstory	(Sense of) justification
LGBTQ/SM/Poly community	Consistency

Job	Freedom to do whatever they want
Property	Get last word
Future	Secure sense of identity
Privacy	Feeling invincible
	Assets
	Yes person
	Housing/Furniture
	Punching bag/Dump emotions

Appendix N

Barriers to Leaving

Loss of support	Children Fear of something worse
Financial	Fear of not being loved
Nowhere to go	Nonenglish speaker
Fear for their life	Not knowing support systems/services
Hope	Fear of not being believed
Lack of belief in their sanity	Fear of not succeeding in leaving
Feeling at fault	Fear of shelter system
No options	No services
Disbelief	Loss of community
No opportunity	Still in love
Trapped	Need to explain
Familial reprisals	Loss of community and friends
Familial expectations	Sacrifices of relocation
Not wanting to fail	Fear of retribution
"I can handle this"	Legal dependence
Loss of self esteem	Immigration
They feel they deserve it	Medical dependence
Can fix it	Commitment
Fear of threats	
Emotional dependence	
Suicide threat	

Appendix O

Biderman's Chart of Coercion

A study was conducted in the 1950s after the release of US prisoners of the Korean War to learn about their experiences and the behaviors of their captors. Biderman's Chart of Coercion was developed from that study and shows the methods used by captors to brainwash prisoners and force compliance. Several decades later, when more was known about family violence and abuse in relationships, it was recognized that for many people experience abuse the methods appeared to be the same.

This chart was adapted from Biderman's Chart of Coercion to reflect methods of brainwashing in an abusive relationship. The second column was taken directly from Biderman's Chart of Coercion, and the third column was adapted for abusive relationships. Parts of this chart may reflect your experience in your relationship.

Biderman's Chart of Coercion as it relates to domestic violence

<i>General Method</i>	<i>Effects & Purposes</i>	<i>In An Abusive Relationship</i>
Isolation	<ul style="list-style-type: none">· Deprives victim of all social support for the ability to resist· Develops an intense concern with self· Makes victim dependent upon the interrogator	<ul style="list-style-type: none">· The abuser deliberately isolates the partner from friends & family· Abuser convinces friends that it is really the partner who is crazy, causes problems of the relationship, or needs help
Monopolization of perception	<ul style="list-style-type: none">· Fixes attention upon immediate predicament; fosters introspection· Eliminates stimuli competing with those controlled by captor· Frustrates all actions not consistent with compliance	<ul style="list-style-type: none">· Her attention becomes focused on how to keep abuser from becoming angry and how to avoid problems· Sabotages or won't let her work, attend schools or have interests outside the home or relationship· Makes her responsible for meeting abuser's wants and needs· Becomes abusive or violent when she does

		something abuser doesn't want her to do.
Induced physical and mental exhaustion	· Weakens physical and mental ability to resist	<ul style="list-style-type: none"> · Makes her do most or all of the work at home. · Keeps arguments or assaults going for hours. · Won't allow to sleep or interrupts sleep
Threats	· Cultivates anxiety and despair	<ul style="list-style-type: none"> · Abuser makes partner fearful of what could happen · Makes threats to take children or not support them, hurt or kill her r loved ones, damage her reputation, find her no matter where she goes, make it so nobody else would want her, commit suicide <p><i>The Abused:</i></p> <ul style="list-style-type: none"> · Despairs of any change in the situation. · Shows symptoms of depression.
Occasional indulgences	<ul style="list-style-type: none"> · Provides positive motivation for compliance. · Hinders adjustment to deprivation. 	<ul style="list-style-type: none"> · Abuser may behave like the person they fell in love with, promise or appear to change, be loving or supportive, buy gifts, start counseling, or apologize. <p><i>The abused:</i></p> <ul style="list-style-type: none"> · Believes they have finally reached the accepted standard and pattern of abuse will stop.
Demonstrating 'omnipotence'	· Suggests futility of resistance.	<ul style="list-style-type: none"> · Suggests that no matter where she goes, abuser will find her, seems to know about things she's done or conversations she's had, claims to have powerful connections <p><i>The abused:</i></p> <ul style="list-style-type: none"> · Accepts powerlessness. Accepts the pattern of behavior by the abuser as normal.
Degradation	· Makes cost of resistance appear more damaging to self	<ul style="list-style-type: none"> · Calls her names, humiliates her in front of children or others, forces her to do things which

	<p>esteem than capitulation.</p> <ul style="list-style-type: none"> · Reduces prisoner to “animal level” concerns. 	<p>feel degrading to her.</p> <p><i>The abused:</i></p> <ul style="list-style-type: none"> · Feels disgraced and humiliated. Loses all will to resist.
Enforcing trivial demands	<ul style="list-style-type: none"> · Develops habit compliance. 	<ul style="list-style-type: none"> · Abusers often require a partner to do something that doesn’t need to be done or that could easily be done by the abuser. <p><i>The abused:</i></p> <ul style="list-style-type: none"> · Accepts habit of compliance.

Source: Ohio Domestic Violence Network Information is Power sourcebook. **www.odvn.org** - Developed from Biderman’s Chart of Coercion in Amnesty International (1975) report on Torture, London, Gerald

Duckwo

Appendix P

Sample Oppression and Privilege Agenda

Day 1

10:00-10:20	Check In
10:20-10:50	Icebreaker of your choice- something light and fun
10:50-11:00	Activity: The Journey of Understanding Oppression and Privilege
11:00-11:30	Activity: Defining Oppression
11:30-12:00	Activity: Distancing Behaviors
12:00-12:15	Activity: Safer Space Discussion
12:15-12:45	Activity: Why Are You Here?
12:45-1:30	Lunch
1:30-2:00	Activity: 4 I's
2:00-2:50	Video and Activity: <i>Yellow Apparel: How the coolie becomes cool</i>
2:50-3:00	Break
3:00-3:45	Activity: Part 1: PowerFULL/PowerLESS
3:45-5:15	Activity: Part 2: How the PowerFULL Get and Keep Power
5:15-5:45	Activity: Part 3: The Battering and Oppression Link
5:45-6:00	Check out

Day 2

10:00-10:20	Check In
10:20-10:45	Privilege Beads- collected and jewelry made
10:45-11:20	Small Group Discussions on Privilege Beads and Lists
11:20-12:00	Report backs and big group discussion
12:00-12:15	Video and Activity: <i>Rachel's Story</i> Video
12:15-1:00	Lunch
1:00-1:30	Activity: You Are the Survivor, Make a Choice
1:30-1:40	Activity: Gatekeeping Lecture
1:40-2:00	Final Questions from the group

Appendix Q

Distancing behaviors often used in Racism

Taken from the work of Jim Edler and Bruce Irons

Many of us use distancing behaviors—things which separate us from the issue at hand – in an effort to avoid dealing with a very painful subject such as racism. This sheet includes some of those behaviors which we often use against each other to the detriment of dealing with racism.

Definitions Game: Requests for clear, absolute definitions of racism or related concepts. Usually leads to involved discussion *around* the issue, like a filibuster. Not to be confused with an actual question to clarify differences between concepts like racism, discrimination, prejudice, etc.

Where are the Black people (or any other people): Assuming/insisting that in order to make progress combating personal racism, we must be in a discussion with people of color. Combined with this assumption is the idea that if there are no or few minority people in a given community, then racism isn't a problem. (In fact, racism may be such a great problem that few minority people can live there.)

Racism isn't the only problem: Assuming/insisting that racism is only a facet of a larger problem, or that we can't just deal with it, we have to talk about how others are hurt by it as well, etc. While it is true that there are other oppressions, this is used as a resistance to dealing with and focusing on racism (comparative victimology.)

Being an expert: Being an expert on the experience of another race or culture as a way to deal with racism can lead to the "I'm the OK white person in the room" distinction. This leads to intellectualizing and not dealing with the ongoing need to change.

Instant Solutions: Oversimplification by choosing and pushing single solutions for racism may be a kind of avoidance and might not be productive, even if sincere, because it does not look deep enough.

Find the Fascist: Rather than acknowledge that we all are racist by socialization and all white people benefit from racism, it can be easy to focus on the person in the group who may be more open about their

racism, or have intellectualized least about racism, or have thought least about it. Regardless of how much we have done, we still have more to learn.

After I...: Focusing on all the things which prevent oneself from acting right now to challenge racism. It will be done when...

Geography: Focusing on places with the reputation for racism, rather than looking to discover how racism is affecting your own community. For instance, in the sixties, many people thought that racism only existed in the South. Now, many people might think that it only exists in Boston, or only in a place where there's a visible presence of minority people. This is not true. In a white dominated society, there is racism everywhere.

You've come a long way: Focusing on what changes have or may have occurred since people of color began the recent struggle for civil rights and then liberation, as if to suggest they should be satisfied. Though we should acknowledge victories, it is important not to discount what is left to be done.

Appendix R

Distancing Behaviors

- Intellectualizing
- We've come a long way-ex: there is no racism anymore, we have a black president
- Asking for proof of oppression
- Exoticizing/fetishizing another person's experience
- Making generalizations
- Denial of oppressive actions/words
- Denying oppression because of who you are related to. Ex: I have gay friends, My partner is black
- Changing topic from one in which you are the privileged to one where you are the oppressed.
- Guilt
- Getting overly emotional ex: white lady tears
- Making generalizations
- Defending language because someone of an oppressed group said they are ok with it.
- Focusing on extremists/fascists to paint actions as less oppressive
- Definitions game
- Playing oppression Olympics- ex: homophobia it not as bad as sexism
- Tokenizing
- Getting defensive
- White/man/cis-splaining
- Shutting down
- Making excuses
- Defining rules of engagement: ex: I can only talk with other liberals.
- Using geography- this isn't the south, that oppression only exists in the Midwest
- We cannot talk about X because people of that group aren't here and visa versa
- Claiming allyship
- Only having surface conversations
- Claiming to be the expert
- X oppression doesn't happen in my community
- Silence
- Refusing to engage in conversation

- “How can I learn if you won’t teach me”
- I don’t know that to do, there is not model of how to do it
- Minimizing
- Making jokes

Appendix S

The Network/La Red MISSION STATEMENT

The Network/La Red is a survivor-led, social justice organization that works to end partner abuse in lesbian, gay, bisexual, transgender, BDSM, polyamorous, and queer communities. Rooted in anti-oppression principles, our work aims to create a world where all people are free from oppression. We strengthen our communities through organizing, education, and the provision of support services.

ANTI-OPPRESSION DEFINITION + PRINCIPLES

The Network La Red understands oppression to be an imbalance of power intrinsically linked to the privileges bestowed on some at the expense of others, based on but not limited to: race, ethnicity, gender expression and identity, class, ability, sexuality, religion, citizenship status, age, language capacity and history of incarceration and court involvement.

Partner abuse exists to achieve and maintain control, and reflects and perpetuates the larger violent culture which condones and rewards interpersonal, institutional and imperialist abuse of power in order to control and/or exploit groups of people. The Network/La Red links domestic violence to all other forms of violence, oppression and abuse, because the values and tactics behind each are identical.

The Network/La Red defines anti-oppression as the beliefs, actions, and policies that aim to eliminate the imbalance of power within our society. Therefore, in order to do our work effectively, we believe that we must intentionally and consistently do the following:

- Identify, confront, and take action against all forms of oppression
- Root our work in the experience of survivors
- Develop and encourage survivor leadership
- Support the ability and right of individuals -- especially survivors --to make their own decisions
- Recognize that individuals can simultaneously experience multiple forms of oppression and privilege. For example, while a white lesbian experiences oppression, she also benefits from white privilege.
- Work in solidarity with other movements striving to end oppression and violence

- Hold ourselves and one another accountable to these principles

Appendix T

Sample: How the PowerFULL Get and Keep Power Brainstorm

- Violence/Force
 - Conquering/invading (military)
 - National guard/military
 - Physical dominance/intimidation
 - War
 - Genocide
 - Imprisonment
 - Bombing
 - Rape as a tool of war
 - Ethnic cleansing
 - Starvation
 - Propaganda
 - Colonization
 - Imperialism
 - Interrogation
 - Torture
 - Treating soldiers as property
 - Deciding whose life has value
 - Monitoring
 - Spying
 - Control over soldiers and their behavior
 - Don't ask, don't tell
 - Hazing
 - Beating up
 - Lynching
 - Rape
 - Defacing property
 - Mutilation
 - Murder
 - Assault

- Forced sterilization (This is an example of an institutional hate crime; our society has decided that people of color and differently abled people should not procreate.)
- Medical experimentation
- Withholding information
- Imprisonment
- Arson
- Costumes (KKK)
- Prison Industrial Complex
 - Jailing
 - Death penalty
 - Solitary confinement
 - Rape
 - Chaining during giving birth
 - Taking away children
 - Requiring work for no or ridiculously low pay—slave labor
 - Poor living conditions
 - Poor working conditions
 - Allowing violence by other inmates
 - Turning a blind eye to rape and sexual assault
 - Probation
 - Monitoring
 - Physical violence
 - Withholding food
 - Strip searches
 - Shaming
 - Treating people like animals
 - Throwing people away
 - Crazy-making
 - No right to vote
 - Isolation
 - Confinement
 - Defines inmate's realities
- Police
 - Police brutality
 - Racial profiling

- Placing police in people of color (POC)/poor communities
- Monitoring
- Intimidation
- Mistreatment of people
- Threats of arrest
- Threats of imprisonment
- Corruption
- Lying
- Using power over people
- Police discretion
- Laws and the selective enforcement of laws (The penalty for powder cocaine is much lower than for crack cocaine; who buys powder vs crack cocaine?)
- Big Business
 - Minimum wage
 - Abuse by employer
 - Discrimination
 - Preying on marginalized groups in advertising of alcohol and tobacco
 - Sweatshops
 - Prison labor
 - Indentured servitude
 - Slave labor
 - Loans
 - No health benefits
 - No time off with pay
 - Poor working conditions
 - Long hours
 - Not giving enough hours to allow benefits
 - Unsafe working conditions
 - Exposing employees to dangerous situations
 - Preying on the poor: fast food in poor areas, convenience stores without fresh food instead of grocery stores in poor areas
 - Taxes
 - Relying on other people, connections, legacy
 - Nepotism
 - Cultural commodification

- Taxes
 - Tax breaks for wealthy
 - Confusing policies that are hard to understand
 - Inheritance taxes, protecting money and keeping in the family
 - Trust funds and tax breaks
- Banking and Finance
 - Perks
 - Predatory lending
 - Bailouts by government
 - High interest loans
 - Variable interest loans
 - Bank fees for not maintaining minimum balances
 - Red lining (This is the practice of outlining areas where banks decide they will not give property loans to residents. If you need the loan to buy property in your neighborhood, you cannot get it; but if a company or someone outside the neighborhood wants to buy it to “develop” it, then they get the loan.)
 - Tax breaks and incentives for urban development
 - Gentrification
- Government Programs/Entities
 - Marriage
 - Civil unions
 - Welfare
 - Drug testing
 - Controlling what people spend money on
 - Making people jump through hoops
 - Morality policing
 - Controlling way people parent
 - Crazy-making
 - Entitlement programs (This includes money that anyone has a right to and you don’t need to meet certain qualifications to get it—social security, for example. Welfare used to be considered an entitlement.)
 - Housing/Housing and Urban Development (HUD)
 - Gentrification
 - Controlling who stays in a home
 - Controlling how you act in your home

- Making folks jump through hoops
 - Bureaucracy and mountains of paperwork
 - Defining the rules
 - Changing the rules
 - Morality policing
- Department of Children and Families (DCF)
 - Morality policing
 - Overworked/underpaid staff
 - No support for workers
 - Bureaucratic
 - Threats of taking children
 - Assimilationist
- Nonprofit Industrial Complex
 - Block grants
 - Amount of government money for services (everyone is fighting for a smaller piece of the pie)
 - Controlling what successful outcomes look like
 - Controlling how people receive services
 - Band-Aids rather than dealing with root problems
 - Racism, sexism, etc.
 - Low pay for hard work
 - Long hours
 - Big caseloads
 - Pitting groups against each other
 - Supporting work that only supports an already oppressive system
 - Tokenizing
 - Using communities
 - Professionalism of fields
 - Under-resourced
- Schools
 - Tracking of students of color, students living in poverty, and students with disabilities
 - Curriculums focused on memorization rather than critical thinking
 - Truancy
 - Violence in schools
 - English-only education

- Not teaching about everyone's culture
- Drugs in schools
- Curriculum with misinformation/lies
- Focus on getting kids to test well rather than learn
- Tokenizing coverage of groups
- White-focused
- Teachers underpaid
- Teachers not part of community
- Prison-like feel of schools in poor/POC communities
- Locked in school
- Control of sexuality information
- Censorship of books and what is taught
- Outdated books
- No Child Left Behind
- Voucher programs
- Whose history is taught
- Abstinence-only education
- Restricting knowledge, altering history
- Controlling information
- Reproductive Rights
 - Forced sterilization
 - Giving only certain reproductive info to certain people
 - Steering poor people, women of color, and people with disabilities to birth control, abortion, or sterilization
 - Depo-Provera
 - Abstinence-only education
 - Control and oppression of women and women's bodies
 - Eugenics
 - Drug testing and access
 - Abortion access
- Health-Care System
 - Study of medical issues affecting women vs. men
 - High cost

- Experimentation without informed consent (i.e. Tuskegee Syphilis Experiments¹)
- Double-blind studies and placebos
- Inaccessible
- Tokenizing
- Not culturally caring/competent
- Putting people who are different on display
- Traumatizing and re-traumatizing
- Care for people as a business
- Where money is put for research, medical development (to issues that affect those in power)
- Immigration
 - Immigration and Customs Enforcement (ICE)
 - Imprisonment
 - Defining people as “illegal” or “alien”
 - Scapegoating
 - Abuse
 - Force
 - Violence
 - Criminalization
 - Monitoring
 - Homeland security
 - Police power
 - Rape
 - Spying
 - Turning people against each other
- Media
 - Controlling information
 - Deciding whose story is told
 - Manipulation of the media
 - Those in power control of the media
 - Lies and stories presented as factual news

¹ The Tuskegee Syphilis Experiments were an infamous clinical study conducted between 1932 and 1972 by the U.S. Public Health Service studying the natural progression of untreated syphilis in rural African-American men in Alabama under the auspices of receiving free health care from the United States government. The 40-year study was controversial for reasons related to ethical standards because researchers knowingly failed to treat patients appropriately after the 1940s validation of penicillin as an effective cure for the disease they were studying.

“Tuskegee syphilis experiment.” Accessed January 29, 2016. https://en.wikipedia.org/wiki/Tuskegee_syphilis_experiment

- Sensationalizing
- Defining reality
- Defined what is valued
- Defines who is valued
- Uses language that is demeaning to describe people (welfare queen, illegals)
- Scapegoating
- Tokenizing
- Fetishizing
- Biased
- Misinformation
- Boils complex ideas into sound bites
- Talks down to the people
- Media monopolies
- Exploits people
- Television and movies
 - Reinforces stereotypes
 - Portrays people in negative ways
 - White portrayal of the world
 - PowerLESS portrayed as caricature
 - Culturally homogeneous
 - Marginalized groups portrayed as the villains
 - White actors playing POC, able-bodied playing differently abled, etc.
- Courts
 - Difficult to understand how things work
 - No translation services
 - Inaccessible
 - Intimidating
 - Requires a lawyer
 - Police presence
 - Confusing
 - Threats
 - Violence
 - Imprisonment
 - Victim blaming
- Assimilation

- Tokenizing
- Pit groups against each other
- Philosophy of scarcity
- Bootstrapping
- American Dream
- Meritocracy
- Equal access for *all* (not really)
- Pretend that oppression doesn't exist and that there is an even playing field for everyone

Appendix U

Participant Handout

Scenario: Alex and Marissa

I met Alex at BAGLY when I was a junior at English. She's so hot and everyone wants to be with her. She's the only one I ever think about. Everyone says I'm so lucky to have her for a girlfriend. (pause)

Alex makes me feel so awesome. She's so popular but she always says that she needs me. I feel pretty hot when I'm around her. (pause)

She can be demanding though. She doesn't want me to even look at other girls. (pause)

The other day this other girl, Ebony, started flirting with me and told she liked me. Alex found out and got all up in Ebony's face, and they fought. I guess Alex won because Ebony hasn't even looked at me since then. (pause)

I don't really look at anyone else, but she's always so sure that I'm checking out my other options. She can get pretty jealous. (pause)

Going out with her is great though. It feels like we're in our own little world. (pause)

The day after my birthday though, she got really mad when she was trying to call me and I didn't answer my cell because it was dead. She said she really needed to talk to me but couldn't get ahold of me. When I asked her what was wrong, she said it didn't matter anymore. Since then she always wants to know where I'm going, even if I'm just playing basketball with my brothers. (pause)

If I go somewhere without telling her, she'll always call or text me on my cell phone constantly and then accuses me of being somewhere I shouldn't be. Usually she's convinced that I'm out with another girl, even though that's not true. (pause)

Yesterday I was on the phone with my mom, she and I speak Spanish with each other, and when I got off the phone Alex made fun of me and said that as long as I'm in America I should be speaking English. Sometimes she even makes fun of me and says that she's going to have me and my family deported, which sucks because she knows my mom doesn't have papers. That made me feel like crap, and she says that kind of stuff to me all the time lately. (pause)

I still love her though and I know she gets angry because she just loves me so much. Even though we fight we have an awesome sex life. (pause)

This exercise was created by TOD@S- A collaboration of the Violence Recovery Program at Fenway Health, Hispanic Black Gay Coalition, The Network/La Red and Renewal House. TOD@S is funded by the United States Department of Justice's Office of Violence Against Women.

But the other day, we were messing around and she started slapping me. It caught me off guard and it didn't make me feel good, it even kind of hurt. I told her that I didn't like it. She said, "This is how lesbians have sex. Aren't you supposed to be gay?" That was weird, and it kind of turned me off. (pause)

Things are getting worse. The other day I was talking to her about dressing more like a dude, and oh my God, she got so mad. She told me that she is the stud and I am the femme and that she would be embarrassed to hold my hand in public if I dressed the wrong way. (pause)

Every once in awhile, I get so frustrated with her mood swings that I try to break up with her. She always comes back crying, "I love you. I need you." she says she's sorry and that she can be a bad girlfriend sometimes, but that if I love her, I'll help her work through these things. She texts me constantly and leave me a million voicemails saying that we need to be together, that we're meant to be, and whenever that happens, even though it feels like a lot, I remember how amazing she can be. (pause)

She would be the perfect girlfriend if she learned to control her temper and stopped getting so jealous. She says I'm the only one that will ever understand, and that if she can get better, I'd be the one to help her out with that. I know she loves me. (pause)

Activity:

- 1. Underline the tactics of abuse in the story**
- 2. Discuss the following questions with your partner or group:**
 - a. Why is it a tactic?**
 - b. Are you unsure about some of these tactics?**
 - c. What tactics are LGBTQ/T specific?**
 - d. What tactics are culturally specific?**

This exercise was created by TOD@S- A collaboration of the Violence Recovery Program at Fenway Health, Hispanic Black Gay Coalition, The Network/La Red and Renewal House. TOD@S is funded by the United States Department of Justice's Office of Violence Against Women.

Appendix V

Privilege Homework Email

Hello Everyone—

I am writing to remind you all of the homework we have for this coming Sunday's volunteer meeting. At the beginning of the day we will finish up the oppression and privilege section of training and want to spend some time focusing and recognizing our privilege. Below are directions for an exercise to be done on your own at home before Sunday. Please make sure you write this homework down and bring it with you to our session as you will be asked to share some of it on Sunday.

1. Read "Unpacking the Invisible Knapsack", which focuses on white privilege.
2. Then look at this list of oppressions (listed below) and figure out in which of these oppressions you are a member of the privileged group. For example, ableism. If you are an able-bodied person then you hold this privilege.
3. For each of the oppressions you have privilege* make a list of 3-5 ways in which you experience that privilege every day. Model this after the way that Peggy McIntosh does it in the article.

*Please focus on oppressions where you are a member of the oppressed group. For example if you are a person of color who has light skin privilege then don't focus on that privilege. It is not that this privilege is un-important it is just that light skin privilege also brings an invisibility regarding being a person of color and this is not the focus of this particular exercise. We can definitely talk about that in training but for this exercise please make sure you focus in areas in which you are privileged and not also experiencing invisibility in that particular part of your identity.

Here are a **list of oppressions** you can work from, feel free to add an oppression that I may have missed. Sexism, racism, ableism, homophobia, biphobia, transphobia, classism, ethnocentrism, ageism, xenophobia, anti-semitism, anti-muslim

If you do not understand one of these feel free to look them up. A few that folks often ask about are the following, which I have provided a very basic definition of:

Ethnocentrism—oppression of a culture solely by the values and standards of one's own culture. This comes in the form of microaggressions such as: your food looks weird, how can you eat that, commenting on a person's cultural dress, etc...

Xenophobia—it literally means fear of foreigners. This is where much of the anti-immigrant microaggressions come up. Also oppression such as English-only education, etc.

Ageism-oppression based on age. This is what we were discussing yesterday when we were talking about what age range is privileged. We know there is oppression against people for being “too young” or “too old”.

Sizism—refers to oppression against people based on size. Usually related to extremes in size. This would be things like charging larger people more money for larger sizes, designing plane seats for only small people, microaggressions against little people.

Let me know if you have any questions.

(Facilitator Signatures)

Appendix W

White Privilege: Unpacking the Invisible Knapsack

"I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group"

Peggy McIntosh

Through work to bring materials from women's studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are overprivileged, even though they may grant that women are disadvantaged. They may say they will work to women's statues, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials that amount to taboos surround the subject of advantages that men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened, or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that, since hierarchies in our society are interlocking, there are most likely a phenomenon, I realized that, since hierarchies in our society are interlocking, there was most likely a phenomenon of while privilege that was similarly denied and protected. As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools , and blank checks. Describing white privilege makes one newly accountable. As we in women's studies work to reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask, "having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are just seen as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work that will allow "them" to be more like "us."

Daily effects of white privilege

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though of course all these other factors are intricately intertwined. As far as I can tell, my African American coworkers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place and time of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.
2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
5. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
7. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
8. I can be sure that my children will be given curricular materials that testify to the existence of their race.
9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
11. I can be casual about whether or not to listen to another person's voice in a group in which s/he is the only member of his/her race.
12. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.

13. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
14. I can arrange to protect my children most of the time from people who might not like them.
15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.
16. I can be pretty sure that my children's teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others' attitudes toward their race.
17. I can talk with my mouth full and not have people put this down to my color.
18. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty or the illiteracy of my race.
19. I can speak in public to a powerful male group without putting my race on trial.
20. I can do well in a challenging situation without being called a credit to my race.
21. I am never asked to speak for all the people of my racial group.
22. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
24. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race.
25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
26. I can easily buy posters, post-cards, picture books, greeting cards, dolls, toys and children's magazines featuring people of my race.
27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance or feared.
28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize her/his chances for advancement than to jeopardize mine.
29. I can be pretty sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.
30. If I declare there is a racial issue at hand, or there isn't a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.

31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.
32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.
33. I am not made acutely aware that my shape, bearing or body odor will be taken as a reflection on my race.
34. I can worry about racism without being seen as self-interested or self-seeking.
35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.
36. If my day, week or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones.
37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.
38. I can think over many options, social, political, imaginative or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.
39. I can be late to a meeting without having the lateness reflect on my race.
40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
41. I can be sure that if I need legal or medical help, my race will not work against me.
42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.
43. If I have low credibility as a leader I can be sure that my race is not the problem.
44. I can easily find academic courses and institutions which give attention only to people of my race.
45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.
46. I can chose blemish cover or bandages in "flesh" color and have them more or less match my skin.
47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.
48. I have no difficulty finding neighborhoods where people approve of our household.
49. My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.
50. I will feel welcomed and "normal" in the usual walks of public life, institutional and social.

Elusive and fugitive

I repeatedly forgot each of the realizations on this list until I wrote it down. For me white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own.

In unpacking this invisible knapsack of white privilege, I have listed conditions of daily experience that I once took for granted. Nor did I think of any of these perquisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant, and destructive.

I see a pattern running through the matrix of white privilege, a pattern of assumptions that were passed on to me as a white person. There was one main piece of cultural turf; it was my own turn, and I was among those who could control the turf. My skin color was an asset for any move I was educated to want to make. I could think of myself as belonging in major ways and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely.

In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit, in turn, upon people of color. For this reason, the word "privilege" now seems to me misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work systematically to over empower certain groups. Such privilege simply confers dominance because of one's race or sex.

Earned strength, unearned power

I want, then, to distinguish between earned strength and unearned power conferred privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you, or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages, which we can work to spread, and negative types of advantage, which unless rejected will always reinforce our present hierarchies. For example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege for a few. Ideally it is an unearned entitlement. At present, since only a few have it, it is an unearned advantage for them. This paper results from a process of coming to see that some of the

power that I originally say as attendant on being a human being in the United States consisted in unearned advantage and conferred dominance.

I have met very few men who truly distressed about systemic, unearned male advantage and conferred dominance. And so one question for me and others like me is whether we will be like them, or whether we will get truly distressed, even outraged, about unearned race advantage and conferred dominance, and, if so, what we will do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the United States think that racism doesn't affect them because they are not people of color; they do not see "whiteness" as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation.

Difficulties and angers surrounding the task of finding parallels are many. Since racism, sexism, and heterosexism are not the same, the advantages associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage that rest more on social class, economic class, race, religion, sex, and ethnic identity than on other factors. Still, all of the oppressions are interlocking, as the members of the Combahee River Collective pointed out in their "Black Feminist Statement" of 1977.

One factor seems clear about all of the interlocking oppressions. They take both active forms, which we can see, and embedded forms, which as a member of the dominant groups one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.

Disapproving of the system won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitude. But a "white" skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate but cannot end, these problems.

To redesign social systems we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political surrounding privilege are the key political tool here. They keep the thinking about equality or equity incomplete, protecting unearned advantage and conferred dominance by making these subject taboo. Most talk by whites about equal opportunity seems to me now to be about equal opportunity to try to get into a position of dominance while denying that systems of dominance exist.

It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly inculturated in the United States so as to maintain the myth of meritocracy, the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power and serves to keep power in the hands of the same groups that have most of it already.

Although systemic change takes many decades, there are pressing questions for me and, I imagine, for some others like me if we raise our daily consciousness on the perquisites of being light-skinned. What will we do with such knowledge? As we know from watching men, it is an open question whether we will choose to use unearned advantage, and whether we will use any of our arbitrarily awarded power to try to reconstruct power systems on a broader base.

Peggy McIntosh is associate director of the Wellesley College Center for Research on Women. This essay is excerpted from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies" (1988), by Peggy McIntosh; available for \$4.00 from the Wellesley College Center for Research on Women, Wellesley MA 02181 The working paper contains a longer list of privileges.

This excerpted essay is reprinted from the Winter 1990 issue of Independent School.

Appendix X

Activity: You are the Survivor; Make a Choice

Time: 20-30 minutes

Materials: Enough copies of each station card for all the groups

Objectives:

- To help participants identify barriers to services to LGBTQ/T survivors of partner abuse
- To enhance participants empathy for the experiences of survivors

Directions:

1. Place the station cards in different places around the room (ideally groups should have enough space to move around to each station easily)
2. Explain that the activity is to put the participants in the shoes of a survivor and that they will read the scenario and makes decisions as the survivor as a team. Remind the group that there are no wrong answers.
3. Warn the group that the scenario does contain abuse and encourage the group to do whatever they need to do to take care of themselves during the exercise.
4. Count off the participants into groups according to the number of “begin here” cards that you have (i.e. if you have 5 cards, have the group count to five and split into 5 groups. Groups can have anywhere between 2-5 people.)
5. Handout the “Begin here” card to each group once they have formed.
6. Be available for questions and to direct people to the stations as they do the activity.
7. Once groups have had a chance to get to the last stations, encourage them to discuss the questions on the last card (station 9 or 10).
8. Gather the group back together once everyone has had a chance to discuss. Ask questions like: How did it feel to be the survivor in this scenario? What barriers did you face?

Potential Pitfalls: (list a few things that might go wrong or that may typically come up and offer suggestions)

1. Participants may feel that the choices are unrealistic—you can let them know that while the scenario is artificial, the barriers are real.
2. Participants may start victim blaming or mentioning violence—explore the potential consequences of violence and/or talk about how it is difficult for survivors to leave.

Attachments: hand out on next page. Print double sided, cut out the cards, and organize each station together using paperclips.

You are the survivor: Make a choice

Starting point:

You a Black Trans Woman named Cleo. You and your boyfriend, Ron, have been living together for six months. Ron is white and identifies as straight and he is the first man you've dated since you've transitioned. You feel really comfortable with Ron and he always tells you are a beautiful queen. On the other hand he also tells you that now that you are a woman you have to do all the cleaning and cooking and he wants you to give him your paycheck because he is the man of the house. You feel a little weird about it, but you do want to embrace you new roll as a woman. One day you get a notice in the mail that the bills haven't been paid and the lights and cable will be turned off. You confront Ron and he blows up at you. He blames you and throws your hair straightener across the room saying it uses too much electricity. He starts tearing up your favorite dress and telling you that no one else will love you but him.

What do you do next?

Leave the room and call a friend (Go to station 1)

Apologize and try to get him to calm down. (Go to Station 2)

Station 1:

You go to another room and you call your best friend, Denise and tell her what happened. She tells you that you are overreacting and that Ron is a good guy. He always buys you nice clothes and designer purses. Denise says "At least you have someone." You start to think maybe she is right. Ron comes in screaming at you asking who you are talking to. You tell him Denise and he doesn't believe you. "Are you sleeping with some other guy? Are you turning tricks? I know all you he-shes are hookers." He gets increasingly violent and you start to be afraid.

What do you do now?

Call the police (go to station 3)

Flee the house (go station 4)

Station 2:

You apologize to Ron and try to get him to calm down. You tell him that he is right and that you won't use the hair straightener any more. He says, "if you are really sorry, prove it" and takes off his pants. You are scared and not in the mood to have sex but you know that is the only way he will really calm down. You have sex and he falls asleep. The next day he comes home with a new dress for you. Things are okay for another week and then he comes home and accuses you of "being a ho." You tell him that you are faithful to him and he slaps you across the face and calls you a liar.

What do you do next?

Call the police (station 3)

Flee the house (station 4)

Station 3:

You run to the bedroom and lock the door. You call the police and tell them that your boyfriend is being violent and threatening you. Ron is outside the door screaming and cursing the whole time. Then he is quiet. He laughs, "Do you really think the police are going to help someone like you? The police are going to believe me because I am white and you're Black." The police knock on the door and Ron answers. He tells the police that you started the fight. You run out of the room and start yelling that he is lying and tell them what really happened. The police arrest you instead of Ron. They put you in a cell in the men's jail where other inmates start cat-calling you as you walked by. You are too afraid to sleep that night and stay up all night to protect yourself. You get released on bail the next morning. What do you do next?

Call a domestic violence program (station 8)

Go home and try to make it better (station 7)

Station 4:

You grab your purse and run out of the house. He yells, "You better come back here" after you. You start walking away from the apartment, crying. You try to think of where to go at this hour and start heading down Blue Hill Ave to see if there is anywhere open at this time of night. A police cruiser slows down and you over the officer say, "Look at that tranny mess. You know she's working." You ignore them and keep walking but they stop you and search your purse. When they find condoms, they says that this is proof and arrests you for prostitution.

What do you do next?

Call Ron to bail you out (station 5)

Call a domestic violence program (station 8)

Station 5

You call Ron to bail you out. He comes and gets you, but once you are in the car he starts screaming at you, telling you this is proof that you are a "ho" and to give him the money that you made. You tell him that you don't turn tricks. He grabs your wallet and takes all the money out of it. When you get home he tells you he can't trust you to go out alone and monitors you constantly. You decide to get him drunk and then pack a bag and slip out once he is passed out. What do you do next?

Call a domestic violence program (station 8)

Go to your pastor (Station 6)

Station 6

You go to your church and speak to your Pastor. You tell him about what has been happening between you and Ron. He tells you, "You decided to create this lifestyle for yourself. You made your bed. Now lay in it." You are shocked and hurt but ask if there is anything you can do. He says "If you want to pray, pray this lifestyle away."

What do you do next?

Call a domestic violence program (station 8)

Go back home (station 10)

Station 7

You go home with Ron and try to make it better. Things are okay for a little while. He says, "let's put this mess behind us" and you both drop any charges. Then he starts getting suspicious and jealous again. He thinks that you are starting to look "too much" like a woman and other men are looking at you. He throws away your estrogen pills and doesn't let you go to the doctor to get more. He starts monitoring your phone and doesn't let you leave the house. You decide to get him drunk one night and get him to pass out so you can sneak out of the house.

Call a domestic violence program (station 8)

Go to a friend's house (Station 6)

Station 8

Once you get out, you call Safelink and ask for help finding a domestic violence shelter. You are accepted into a shelter. You get there and do the intake with a staff member who asks "have you had the surgery yet?" and asks you a series of humiliating questions about your body. When you are done you head into the shelter's kitchen to meet the other residents. One woman says "What is that?" and points to you. While another says, "stay away from my children!"

What do you do next?

Report this to staff (station 9).

Pack up and go home (station 10).

Station 9

You tell the staff about what the other residents said about you. They tell you to keep to yourself and that you will be fine. You try to go back to the shelter but still the residents either harass you or are unfriendly. You decide that maybe Ron is right. No one else will love you or accept you for who you are. At least Ron is nice some of the time. You go back home and apologize, hoping that things will get better.

Discuss in your group:

What barriers did you face?

How did it feel to face these barriers?

What could your program do to help alleviate some of these barriers?

How would your program treat Cleo?

Station 10

You decide that maybe Ron is right. No one else will love you or accept you for who you are. At least Ron is nice some of the time. You go back home and apologize, hoping that things will get better.

Discuss in your group:

What barriers did you face as Cleo?

How did it feel to face these barriers?

What could your program do to help alleviate some of these barriers?

How would your program treat Cleo?

Appendix Y

Privilege Exercise*

Purpose: To explore ways that we enjoy privileges based on being members of social identity groups in the United States. Please note that this exercise is not meant to make anyone feel guilty or ashamed of her or his privilege or lack of privilege related to any social identity categories. Rather, the exercise seeks to highlight the fact that everyone has SOME privilege, even as some people have more privilege than others. By illuminating our various privileges as individuals, we can recognize ways that we can be accountable to our privilege and use our privileges individually and collectively to work for social justice.

Also note that each list is not meant to be exhaustive or comprehensive. You may think of other items that might be on a list, and that's fine. However, the idea is to offer some possible points of privilege that arise from being a member of certain social identity groups in the United States, and to invite us to reflect on the concepts of privilege and intersectionality (ways that our privileges overlap). Also, each list is meant to focus on your current status in life, which may mean that you haven't always enjoyed the privileges that you can identify today, or that you may have less privilege in a category than you once did.

For Facilitators:

Privilege Surveys: Please edit these to fit the context in which you are using the exercise (e.g., according to participants' characteristics, or based on points you'd like to stress)

This exercise is being done from the perspective of experiences of privilege in the United States. There may be different experiences of privilege and oppression in countries outside of the United States.

Set Up:

1. Create 7 "bead stations" around the perimeter of the room, spacing them out so that multiple participants can stand around each station.
2. Place one bowl of single color of beads at each station (red, green, clear, etc).
3. Post a copy of the matching "privilege list" above each station so that it can easily be read by several participants standing around each bowl. (The goal of all of the above is to make it possible to move all your participants through all stations quickly and easily. Adjust as needed to your room's layout.)

Nationality Privilege

1. When I apply for jobs, my legal right to work in this country probably will not be questioned.
2. People generally assume that I can communicate proficiently in English.
3. I have never been told not to speak in my native language during everyday interactions.
4. People do not assume I am poor because of my nationality.
5. The history of my country is an integrated part of the basic U.S. education curriculum.
6. People from my country are visible and positively represented in politics, business, and the media.
7. If I wanted to, I could travel freely to almost any country.
8. People where I live rarely ask me what country I'm from.

Sexuality Privilege

1. I have formalized or could formalize my love relationship legally through marriage and receive the benefits that accompany marriage.
2. I can move about in public without fear of being harassed or physically attacked because of my sexuality.
3. I do not have to fear that if my family or friends find out about my sexual orientation there will be economic, emotional, physical or psychological consequences.
4. If I want to, I can easily find a religious community that will not exclude me for my sexuality.
5. No one questions the “normality” of my sexuality or believes my sexuality was “caused” by psychological trauma, sin, or abuse.
6. People don't ask why I “chose” my sexual orientation.
7. I can go for months without me or anyone else referring explicitly to my sexuality.
8. I easily can find sex education literature for couples with my sexual orientation.

Religious Privilege

1. I can assume that I will not have to work or go to school on my religious holidays.
2. I can be sure to hear music on the radio and watch specials on television that celebrate the holidays of my religion.
3. My religious views are reflected by the majority of government officials and political candidates.
4. Food that does not violate my religious practices can be easily found in any restaurant or grocery store.
5. Places to worship or practice my religion are numerous in my community.
6. Most people do not consider my religious practices to be “weird.”
7. Implicit or explicit references to religion where I work or go to school conform to my religious beliefs.
8. I do not need to worry about the ramifications of disclosing my religious identity to others.

Class Privilege

1. I can be sure that my social class will be an advantage when I seek medical or legal help.
2. I am reasonably sure that I or my family will not have to skip meals because we cannot afford to eat.
3. I have a savings account with at least a month's rent and bills set aside in case of emergency.
4. I have taken a vacation outside of the country within the past three years.
5. I have never been homeless or evicted from my place of living.
6. I have health insurance.
7. I don't have to rely on public transportation to travel to work or school; I can afford my own vehicle.
8. The neighborhood I live in is relatively free of obvious drug use, prostitution, and violent crime.

Race Privilege

1. I can look at the mainstream media and find people of my race represented fairly and in a wide range of roles.
2. Schools in my community teach about my race and heritage and present it in positive ways throughout the year.
3. I can go shopping alone most of the time, pretty well assured that I will not be followed or closely watched by store employees because of my race.
4. I can take a job with an employer who believes in Affirmative Action without people thinking I got my job only because of my race.
5. When I use credit cards or checks for a face-to-face transaction, I don't have to wonder whether someone will challenge my financial reliability because of my race.
6. I can do well in a challenging situation without being called a credit to my race.
7. I am never asked to speak for all the people of my racial group.
8. I can contemplate many options -- social, political, or professional -- without asking whether a person of my race would be accepted or allowed to do what I want to do.

Ability Privilege

1. I can assume that I will easily have physical access to any building.
2. I have never been taunted, teased, or socially ostracized due to a disability.
3. I can make decisions for myself without others assuming I am not competent to do so.
4. I can go shopping alone and expect to find appropriate accommodations to make the experience hassle-free.
5. I can hear what's going on around me without using an assistive device.
6. I can easily see the letters on this page.
7. I am reasonably certain that others do not think that my intelligence is lacking, just because of my physical status.
8. If I am fired, not given a raise, or not hired, I do not question if it had anything to do with my physical or mental ability.

Gender Privilege

1. If I have children and a successful career, few people will ask me how I balance my professional and private lives.
2. My elected representatives are mostly people of my gender. The more prestigious and powerful the elected position, the more this is true.
3. When I ask to see “the person in charge,” odds are I will face a person of my gender. The higher-up in the organization the person is, the surer I can be.
4. I do not have to think about the message my wardrobe sends about my sexual availability.
5. In general, I am not under much pressure to be thin or to worry about how people will respond to me if I’m overweight.
6. I will never be/was never expected to change my name upon marriage or questioned if I don’t change my name.
7. Most individuals portrayed as sexual objects in the media are not the same gender as I am.
8. Major religions in the world are led mainly by people of my gender.

Gender Normative Privilege

1. My validity as a man/woman/human is not based on how much surgery I've had or how well I "pass" as a cis-gender person.
2. Strangers do not ask me what my "real name" [birth name] is and then assume that they have the right to call me by that name.
3. People do not disrespect me by using incorrect pronouns even after they've been corrected.
4. I don't have to hear "so have you had THE surgery?" or "oh, so you're REALLY a [incorrect sex or gender]?" each time I come out to someone.
5. I am not excluded from events which are either explicitly or de facto (because of nudity) for men-born-men or women-born-women only.
6. I do not have to worry about whether I will experience harassment or violence for using a bathroom or whether I will be safe changing in a locker room.
7. People do not make a big deal and are overly apologetic when they slip and use incorrect pronouns.
8. My health insurance provider (or public health system) does not specifically exclude me from receiving benefits or treatments available to others because of my gender.

Size Privilege

1. You're not assumed to be unhealthy just because of your size.
2. Your size is probably not the first thing people notice about you (unless you're being thin-shamed – the opposite of fat-shamed).
3. You are not charged more than others for the same clothes because of the size.
4. When you go to the doctor, they don't suspect diabetes (or high blood pressure, high cholesterol, or other "weight-related" diagnoses) as the first/most likely diagnosis.
5. You don't get told, "You have such a pretty/handsome face" (implying: if only you'd lose weight you could be even more attractive).
6. People do not assume that you are lazy, based solely on your size.
7. Airlines won't charge you extra to fly.
8. You can eat what you want, when you want in public and not have others judge you for it or make assumptions about your eating habits.

Age Privilege (Ageism)

1. Others don't see you as a sexless being.
2. When speaking to you, others don't assume you are hard of hearing and raise their voice.
3. You're not assumed to be technologically illiterate.
4. You're not the punch line for jokes because of how old you are.
5. People don't overlook you for job opportunities or advancement because they assume you won't "keep up" or "get with the times".
6. People don't assume you're closed-minded or set in your ways.
7. Others don't automatically dismiss what you have to say as boring.
8. Others don't talk down to you, as if they're admonishing a disobedient child.

Age privilege (Adulthood)

1. Others cannot restrict what I can do in my own home, short of breaking the law. If they try, I can object and others will see my objection as valid.
2. I can speak on my own behalf in public forums, and it will be treated as valid.
3. I am not legally allowed to vote, even though government makes decisions about me and people like me.
4. It is often considered acceptable, appropriate and even desirable for my caregiver to physically assault me if I do not please them.
5. If I am routinely yelled at, criticized, and belittled in my own home, this might not generally be recognized as abusive behavior.
6. I am routinely ignored or told to be quiet.
7. When I display age-appropriate behavior, other people find it unacceptable.
8. People often make decisions on my behalf and tell me that they know better than I do what is best for me.

Monogamous Privilege

1. I can legally marry whomever I wish, with all the legal, medical, and financial benefits of marriage universally recognized for me and my family no matter where I live.
2. It is not assumed based on my relationship orientation that I or any of my former or current partners has been misled, coerced, manipulated, or used in any way.
3. It is not assumed that I will switch relationship orientations as soon as I find the “right” person.
4. I can feel certain that my government will not suddenly remove my children to a foster home based on my relationship orientation.
5. As a responsible and loving adult, I can adopt children without lying about my relationship orientation.
6. My children are given texts and information at school that validates my family structure – two parents with kids, two sets of grandparents, etc.
7. If a romantic relationship of mine ends, no one blames my relationship orientation.
8. I do not have to fear revealing my relationship orientation to friends or family. It’s assumed.
9. I can count on finding a therapist or doctor who will recognize my relationship orientation as valid, should I seek their services.

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Appendix Z

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Appendix AA

Qualities of Good/Bad Listening

Bad Listening	Good Listening
<ul style="list-style-type: none">• Jumping to conclusions• Psychoanalyzing• Forcing unsolicited advice• Annoying• Pushes for lots of details• Interrupting• Jumping in with their own experiences• Turning the conversation to self• Making the storyteller become the listener• Derails conversation• Nervously laughing• Awkward• Not paying attention• Texting while you are talking• Acting distracted• Not making eye contact• Fiddling• Invalidating• Being judgmental• Not letting the person talk• Not allowing silence-filling silence• One upping• Infantilizing• Victim blaming• Interrogating• Telling the person what they are feeling• Disbelieving the speaker	<ul style="list-style-type: none">• Letting the person know you are there for them.• Lets the focus stay on the speaker• Non-judgmental• Quiet• Allowing for silence• Eye contact• Matching facial expressions appropriately• Asking permission to ask questions• Empathetic reactions• Showing interest• Being real• Remembering past conversations• Lets speaker lead the conversation• Repeating back information to check for understanding• Matches tone of voice to tone of conversation• Mirroring the language the speaker uses• Speaking to the person as an equal• Asking the speaker how they feel• Validating feelings• Balances questions with support• Asking open ended questions• Making the person feel like your there for them•

Appendix BB

Listening Skills Outline Handout

BASIC INFORMATION

1. Empathy—*Are you present? Can you be there for the person?*
2. Honesty—*Are you truthful? Are you Interested?*
3. Authenticity—*Are you real?*

Ways and Levels of Listening

1. Active and Attentive Listening
2. Inner Listening—Direction of Listening
3. Extended Listening—*Beyond the person's reaction and your reaction to the story-there is actually a relationship being built. What is the ebb and flow of connection with that person?*

MORE INFORMATION

1. Empathy—*Are you present? Can you be there for the person?*
 - a. Active and Attentive Listening
 - b. Attunement
 - c. Sitting Witness and Staying Connected
2. Honesty—*Are you truthful? Are you interested?*
 - a. Recognition of power imbalance in the supportive relationship
 - b. Clear contracting with survivors
 - c. Clear expectations
 - d. Informed consent
 - e. Appropriate boundaries
 - f. Consistency and follow through
 - g. Commitment and investment
3. Authenticity—*Are you real?*
 - a. Power sharing
 - b. Equality in communication
 - c. Finding hope- a vision for change

- d. Consistency in words and action

Ways and Levels of Listening

1. Active and Attentive Listening
 - a. Attending closely to content, feelings, and meaning in the supportive relationship
 - b. Asking by using language that is interested, open-ended, curious, and non-judgmental
 - c. Using reflection-repeating back content and/or meaning
2. Inner Listening—Direction of Listening
 - a. Outer ear
 - b. Inner ear

Appendix CC

Effective Listening

Author unknown

The most important skill you need as a counselor is the ability to listen well. Effective listening demands intense concentration and practice. To help yourself truly hear, listen with an open mind, without judgment, with empathy, and without preconceived notions of what she is going to say and how she feels; focus your attention on her rather than thinking about your own similar experiences or your next response.

Listening for feelings is an essential part of good listening. Be aware of the feelings a woman mentions, the feelings behind what she is saying directly, as well as emotions she communicates by body language and tone of voice; also be aware of what the woman communicates through silence – frequently the impact behind what was not said indicates sources of difficulty for the woman.

1. Encouraging: Phrases which convey interest (such as “I see,” “Yes, go on,” “That is interesting”) let the woman know that you are paying attention but offer no content, judgment, or evaluation of your own. They simply allow her to continue.
2. Door Openers: Verbal responses, which are invitations to say more (such as “I’d like to hear about that,” “Would you like to talk about it?” “Sounds like you have some ideas and feelings about this”) convey acceptance of the woman by saying in effect, “I respect you as a person with a right to express yourself, “ “I really want to hear your point of view,” and “I’m interested in you.”
3. Restating: Paraphrasing what the woman has said and feeding it back to her and lets the woman know whether you’ve heard her correctly.
4. Summarizing: Summarizing the facts can help clarify and conceptualize the main points, and thus establish a basis for further discussion for decision-making.

Allowing Ventilation

During times of crisis and also in an ongoing oppressive situation, many feelings which arise such as fear, anger, and hurt, cannot be expressed at the time, either because the situation demands action and leaves no time for emotions (as when a woman must run for her life) or because the expression of feelings, especially anger, would further endanger her. These feelings then become “bottled up” and make the woman feel confused and unable to think clearly. Each time another painful incident occurs, past unexpressed feelings again surface, making it harder and harder to respond effectively or to carry out decisions she makes. Her whole situation begins to feel like one mass of confusion and it becomes hard to identify and differentiate feelings.

You can help a woman by acknowledging her feelings and giving her permission and encouragement to ventilate them through talking about them, crying, shouting, or shaking, as she feels these feelings surfacing. Often when a woman finally has a safe place to ventilate these pent-up emotions, their release is very powerful. You can facilitate this process by reassuring her that ventilation of feelings is a healing process and will leave her freer to think clearly about her plans, and by supporting the free expression of all feelings. It is important for you to realize that and communicate to a woman that emotions are often not rational, nor would she wish to act upon them, but in the context of ventilation of feelings are accepted without judgment. It may also help to distinguish between ventilation, which is for the purpose of emotional release, and the taking of action; actions based on a process of decision-making will usually work out better than those based on strong emotion alone.

As you listen to a woman, there are certain types of responses which you should avoid because they cut off communication. Some of these will be obvious, but others will appear to be helpful, but actually take the focus off the woman and her feelings. Examples of such roadblocks to communication are:

1. Questioning/Probing: Of course, questions for information and clarity are vital, but don't ask loaded or moralizing questions or questions just to satisfy your own curiosity or to get a certain “correct” answer. Make sure your questions are sensitive and connect with the woman's feelings.
2. Criticizing, Name calling: You may not agree with a woman's handling of things, but critical comments will not make her change and will make her close off her feelings from you. You can still be honest about your disagreement without attacking her, and still support her to make her own choices.

3. Teasing, Sarcasm: Such tactics communicate that you do not take a woman's problem seriously and show lack of respect. However, once she has a little perspective on her situation, a healthy sense of humor in a spirit of sharing can lighten the situation.
4. Interpreting, Analyzing: Helping a woman to sort out and analyze her situation is helpful, but interpreting or analyzing her feelings for her can be intrusive. She is the expert on her own feelings and by giving her your interpretation, which may be quite wrong or which she may not be ready to hear, you will destroy the safety which she could have used to analyze her own feelings at her own pace.
5. Moralizing, Threatening, Ordering: Of course the woman is the one who must decide what to do, but it is easy to feel that she "should" follow a certain course of action. Telling someone what "should," "have to," or "must" do creates resentment and resistance, even if inwardly the person agrees that your ideas are correct.
6. Arguing, Lecturing, Persuading: Trying to convince a woman to do what you want her to do and getting into a conflict with her is definitely not your role. A decision which seems logical to you may not be the one she is ready to make; furthermore, a decision that she reached herself with your support will be the one she will actually carry out.
7. Advising, Providing Solutions: Giving advice may seem like a helpful thing to do, but in reality it cuts off communication, especially on a feeling level, because it implies that you know more than the woman does about what is right for her and it shows that you are not listening to her. Advice is invariably based on your own experience, not hers. You can be much more helpful to her by providing space for her to sort out her feelings and reach her own choices. Providing options and giving the pros and cons of each is different from advice-giving in that you are providing her with full information and support rather than deciding it for her. Finally, it is sometimes appropriate for you to tell her what possible courses of action you see as best for her (especially if she has asked you and you have built trust over a period of time) but the key is to present this as your opinion and give clear reasons for that opinion. Finally, restate to her that the final choice must be hers and that you will support her no matter what her decision is.

8. Sympathizing, Reassuring, Excusing: Be careful that in empathizing with the woman you do not blandly sympathize without really understanding. You do not want to belittle her feelings or take them lightly, even if they seem to you to be out of proportion. Also, be careful not to reassure her just to calm her down if there really is something to be upset about. You want to help her change the situation, not just feel better about it. Be aware that your attempts to make her feel better may stem from your own discomfort with the situation rather than being of real value to the woman.

Overcoming Initial Hesitancy

When a woman in crisis first calls you for help, she is often anxious about seeking help, as well as upset about her situation. You as a counselor must reassure her even if she doesn't mention all of her anxieties. Your personal qualities and your ability to remain calm will establish a reassuring atmosphere; then, you can take the initiative in mentioning the anxieties she may have – not in the form of a speech, but rather in the types of comments and responses you make to her. Typically, the areas in which a woman in crisis needs reassurance initially are:

1. Confidentiality: You should assure the woman that anything she says and the very fact she is seeking help will be held in the strictest confidence. She should know you will not release information to anyone without her consent.
2. Neutrality: The woman you are counseling needs to know that you will not pressure her into taking a particular action but rather, that you will encourage and support her in following through on her intentions as she defines her needs.
3. Judgments: Let the woman know you are not there to judge her nor will you pressure her to share anything about which she is uncomfortable.
4. Embarrassment: You may need to reassure the woman of your belief that the fact that she has been victimized is not the reflection on her character or her worth as a person, that she need not feel ashamed of being a victim or of asking for help.

Once you have dealt with these issues it will help put some of the woman's doubts to rest and she will be able to be more open with you.

Labeling Feelings

After a woman has had the opportunity to ventilate her feelings for a while it is worthwhile to help her label them. Feelings are often confusing, especially during a crisis, and it will help if the woman can identify them and be reassured that they are normal human emotions which can be recognized by others and which are typically experienced by women in crisis.

The manner in which you let the woman know that you are aware of her feelings is important. Remember that she is the authority on her feelings, and things you observe may not mean what you think they mean. Therefore, reflect what you hear and see your observation, not as statement of fact., and ask if you are hearing her correctly. For instance, say "It sounds to me like you are frightened," or "I hear some anger in what you are saying," or "Are you feeling guilty?" rather than "I am sure you are frightened," "You certainly are angry," or "You must be feeling guilty." If you hear a feeling, reflect it to her and if she denies it either you have misinterpreted her communication or she is not yet ready to admit to that feelings. If that is the case, your style of communication has left the issue open for her to return to it at a later time if she chooses to.

In the process of reflecting back the feelings you hear or see a woman communicating, it is important to accurately label the feelings.

Appraisal of Strengths and Weaknesses

A woman experiencing crisis often feels weak, defeated, and helpless. In order for her to solve her problems, it is important for her to get in touch with and believe her own strengths and assets. As a counselor, you should encourage the woman to realistically assess her strengths and weaknesses. This may be accomplished in one of the several ways: e.g., you might ask the woman to list first her strengths such as family and friends.

If the woman feels you believe in her, it could be an important step toward believing in herself. Remember that the very fact that she is seeking help indicates that she has not given up, and has the strength, will and resolve to work for her own happiness.

Appendix DD

Response Tools

Silence—Silence is okay. It may make you feel uncomfortable, but it also puts pressure on the caller to set direction.

Encouragers—“Uh-huh”, “I see”, serve the purpose of a head nod to let the caller know that you are listening.

Reflecting—Be like a verbal mirror to the caller. Simply repeating the last phrase or sentence she has just said serves the function of an encourager, while still leaving the responsibility for setting direction on the caller.

Clarifying—If something the caller has said is unclear, or needs some explaining, you must take the initiative to get more information. Questions often serve this purpose. Your questions should be “open-ended” rather than pinpoint, especially at the beginning of a call. (For example, “Tell me about yourself” rather than “How old are you?”.) This leaves more of the responsibility on the caller.

Paraphrasing—Also called summarizing. To insure that you are understanding the caller and that she understands what she has said, it is worthwhile to restate what has been said in a brief fashion. In paraphrasing, try to capture the most important points of the caller’s conversation, and always leave room to be corrected (“Is this right?” or “Have I got it?”) Summarizing should not be so long as to interfere with the caller’s flow of thought. They are often good if inserted into a long pause.

Feedback—(Interpreting) In each of the above steps, you as the counselor have been verbally active but have yet to add any interpretation into the caller’s behavior. In giving feedback you need to be sensitive to the caller, and to anticipate how he/she will accept it. In giving feedback you may be describing things other than the verbal content of the call, such as his/her pitch or tone of voice, pace of speech, etc. In addition you may try out your interpretations based on the that: “The way in which you talk about your partner make me think that you want to leave him/her.” Remember, though, that this is your interpretation and you may be wrong, or the caller may not be ready to accept it.

Active Listening Response—Reflecting back the feeling behind the statement. Example: “I hate him so much I could kill him.” Response: “It sounds like you are very angry and you have a right/reason to be so angry.”

Appendix EE

Feelings Scenario

Today Tracy and I went to the grocery store together. I hate when she goes to the store with me because we never agree on what we should be buying and what kind of food we should be eating. Today was especially bad though. I feel embarrassed even telling you what happened. We were in the produce section when I added yucca and batatas to the cart (they're root vegetables). No sooner had I put them into the cart when Tracy took them out. When I asked what she was doing she said 'you need to get off the carbs you are gaining too much weight'. I tried to ignore the insult, and focus on my goal and said that is for our Three Kings dinner next week.

*She said "this year we can celebrate **your** three kings without all the carbs. You are always complaining about how you feel and I think it is time you do something about it. The low carbs will not only keep you from getting fatter it will make you feel better". I was upset, and although I tried not to, I got emotional and started to cry. I tried to hide it but she saw the tears in my eyes before I could turn my head. That made her really angry. She started to yell at me in the grocery store. I couldn't believe I could feel worse but I did. I tried to calm her down but no matter what I did she yelled. People started looking at us, shaking their heads. I was completely mortified.*

Appendix FF

Sample Feelings Brainstorm

Anger

Shame

Frustration

Resigned

Humiliation

Invisible

Belittled

Isolation

Apologetic

Overwhelmed

Alone

Insulted

Denial

Confused

Single minded

Focused

Embarrassed

Sad

Pride

Exhausted

Appendix GG

Meaning Brainstorm

"I think I am abusive"

- They did something physical to partner that was in self-defense.
- They did something physical to partner that was meant to control their partner.
- They have some level of empathy.
- They could have been told by someone (maybe of authority) that their behavior was inappropriate or abusive.
- They are looking for support.
- They could be contacting us to meet a condition made by the partner.
- They are being abused.
- They have stood up for themselves, but are being abused.
- They are an abuser and are saying this to: manipulate, gain sympathy, be told "oh, no your not".
- They have a partner
- They were told that they remind people of someone who was abusive (i.e. abusive parent).
There are confusing things going on in their relationship.
- The partner went to the doctor for an injury they caused
- Someone took an order of protection out against them.
- They want some clarification about what abuse is, what it looks like, because they are uncertain.
- They could have seen something (movie, TV show, ad) that depicted abuse.
- They believe in the generational cycle of abuse and worry that this means they will be abusive.

Appendix HH

Content, Feeling and Meaning Exercise

Directions: This roleplay is used to illustrate and draw out the **content, feelings and meaning**.

The group is split into three groups and asked to focus on one of these three elements as they observe a roleplay. They are asked to write everything down so that when we debrief participants won't lose what they were holding during the roleplay and become swayed by the discussion. After the roleplay we will write down what the three different groups came up with and discuss what it is like to split these three things up and what it would like to bring them all together.

Introduction before roleplay:

Marta has been calling off and on for the past month. This is the first time the advocate is speaking with her although she has heard updates about Marta's calls. Marta has been screened as the survivor.

Ring, ring,

Advocate: Hello, The Network/La Red

Marta: Hi, this is Marta. Who am I speaking to?

Advocate: Hi Marta, this is (NAME).

M: Oh, hi (NAME), I don't think we have spoken before. I don't know if you know anything about my situation.

Adv: No, I don't think we have spoken before. I have received some information though updates. Has anyone told you anything about how we pass on updates? (*sharing power through transparency*)

M: A little, I know that you do share some information with others who work your hotline.

Adv: Yes, that is true. We get a summary of some of the things you discuss. Usually just enough to know a little of your experience so that there is some continuity between your calls. Is there anything you would like to talk about that you are wondering if I have received updates about?

M: No, not really. I guess I was just wondering if you know who I am.

Adv: yes, I do. How have things been going lately? (Door opener)

M: Not all that great. Tracy has really been riding me hard lately. I just cannot do anything right. Everything seems to set her off...

Adv: You said “she is riding you hard”, can you tell me a little about what that looks like? (restating and clarifying)

M: oh, I mean that she is on me. She hovers when I am home, checks in on me when I am at work, commenting on how I do things and being really critical. Her mood seems to swing from one extreme to another and right now she is in that place where no matter what I do she has something mean or critical to say to me

Adv: That sounds really hard. How are you doing?

M: I am feeling pretty frustrated and hurt. I try so hard to be respectful of her and her needs and I feel like she doesn't give me the same respect. The other day I was running late for work and was rushing to make her breakfast before I had to leave to catch the bus. I asked Tracy if she would mind if I clean up later so I can make the next bus. She started to lecture me about how I never plan right, how I need to be better about time and maybe I should think things through better if I am going to be able to follow through on my responsibilities. In the middle of her lecture my mom called. I looked at the phone, and was like, ugh, and said out loud, “I don't have time mamí “ but I said it in Spanish, which Tracy hates.

Adv: uhm hmm

M: So Tracy says to me stop with the Spanish Bullshit. I have told you how I feel about you speaking Spanish...I don't understand what you are saying. So I explained that I was not talking to her I was talking more to myself. She got even madder so I explained that I was just saying to my mom that I don't have time to talk to her. I wasn't talking to you. So then Tracy starts yelling about how it doesn't matter who I

am speaking to. She doesn't want me to speak Spanish at home. She doesn't even like me to talk to my mom on the phone in Spanish.

Adv: That sounds really hard to be told that you cannot speak Spanish in your own home.

M: It is hard. It is really hard. Speaking Spanish is really important to me. It is important because it is part of my connection to my culture, to my family. I have always spoken Spanish with my family. It is the language of my childhood. I love the sound and it feels so much more expressive than English sometimes. I know this may sound stupid but I feel like I am losing myself in this relationship...(silence).

But, then I think of what my life was like before I met Tracy. I was not even out to myself about being a lesbian then. I hated that part of myself and stuffed it down, deep. Then I met her and a different world opened up to me.

Adv: that sounds like it could be really isolating. Is that how you are feeling? (reflection, ascribing meaning)

M: Ya, I do feel really alone. That is a lot of how I am feeling (silence)

Adv: That seems like a normal reaction to what you have been experiencing...I am here...I want you to know that I think you deserve to be able to love and acknowledge all the different parts of yourself. (silence) Bearing Witness, reflection, ascribing meaning, attunement, validation

M: Thank you for saying that. (silence)

Tracy has been through a lot in her life. I think sometimes she acts the way she does because of that. She doesn't believe that she deserves to be loved, and that is not true. I want her to know that she deserves to be loved even when she is mean...ugh, listen to me I am so pathetic.

Adv: I hear that you feel like this makes you pathetic and I don't think it sounds like that at all. I hear that you love your partner and that you are hopeful...that you are not ready to give up on this relationship. Validation, reflection, summarizing

M: Ya...ya, your right. I am not ready to give up. I do love her. (silence)

Thank you Shakira...thanks for talking with me. I am sorry that I have to go. I am at work and my break is almost up. Can I talk with you again sometime?

Adv: I am glad that we had the chance to speak. There are several of us that answer the hotline. I am not always on the hotline but I am sometimes. So, it won't be possible to speak to me regularly but when I am on the hotline I would be happy to speak with you. Clear contracting, clear expectations, appropriate boundaries

M: Thanks again. Have a good day.

Adv: You too, goodbye

Read this at the end of the roleplay

When Marta calls again she will be able to speak to whoever answers the phone. She may ask for Shakira and even if Shakira happens to be in the office she will not be asked to take the hotline to speak to Marta. If Shakira is scheduled to be on the hotline then she will take Marta's calls. This is how we maintain appropriate boundaries for Shakira and TNLR. It is also how we exhibit consistency and follow through in our work.

Appendix II

Personal Safety Planning Scenario:

Do part 1 and 3 individually, and part 2 in pairs. Chose which person will be volunteer 1 and volunteer 2.

Part—Read aloud to group

For this exercise you are pretending that you are one of two volunteers attending a conference in Puerto Rico. You can either play volunteer 1 or volunteer 2.

The Network/La Red has received a grant to send 2 volunteers and a staff person to attend a domestic violence conference in Puerto Rico in September. Your travel, lodging and food are completely covered for 3 days. Volunteer number 1 is staying after the conference for a few days to explore the island and take a little vacation

Questions to consider:

1. What are you taking with you?
2. What do you need to do to get ready to go?

Part 2—Separate the group into pairs

When you both arrive unfortunately your luggage does not. The airline says “we are very sorry for this inconvenience. We know where your luggage went but unfortunately we cannot return it to you for 2 days.

Volunteer 1 and 2: Together

1. What do you need?
2. What do you do to get what you need?
3. When you were preparing to leave, did you anticipate this happening? If so, how did you anticipate handling this?

Part 3- Participants back to their seats

Volunteer 1:

Your luggage arrives on the last day of the conference. During the conference you attend workshops, meet great people and learn a lot. At the end of the conference volunteer 1 says goodbye to volunteer 2 and the TNLR staff person and heads off to the other side of the island to start their mini vacation. The first day of your mini vacation is great. On the second day of your mini vacation a hurricane comes in and knocks out much of the power on the island. The hotel gets a lot of water damage when the roof caves in. No one is hurt but you no longer have a place to stay.

1. What do you need?
2. What do you do to get what you need?
3. When you were preparing to leave, did you anticipate this happening? If so, how did you anticipate handling this?

Volunteer 2:

Your luggage arrives on the last day of the conference. During the conference you attend workshops, meet great people and learn a lot. At the end of the conference you say goodbye to volunteer 1 and the TNLR staff person and spend the day hanging out in San Juan. You are staying overnight in a hostel in San Juan before leaving the next day for home. The next day you board your plane without incident and arrive at your layover city in Atlanta. While sitting in Atlanta you find out that all the planes have been grounded because of a hurricane. You have no luggage and no place to stay. The airport is closed and they don't know when they will be able to open.

1. What do you need?
2. What do you do to get what you need?
3. When you were preparing to leave, did you anticipate this happening? If so, how did you anticipate handling this?

Appendix JJ

Safety Planning Scripted Roleplay

Directions:

Today is Tuesday, you are picking up your hotline shift and you get the following update from Kerry: Someone named Cleo called, she is a transgender woman who is being abused by a boyfriend. We did screening and strongly believe her to be the survivor. Her boyfriend gets physically abusive, is taking her money and then not paying the bills. He also get jealous a lot and when he thinks she is sleeping with other people he calls her terrible names, accuses her of doing sex work, and gets physical. He has also forced her to have sex. She has been calling for support.

The time is 12:30pm, Ring, ring

Advocate: Hello, The Network/La Red.

Cleo: I'm in a domestic violence situation and I need someone to talk to.

Advocate: OK, can you tell me a little about the situation you are in?

Cleo: Well, I have called before, my name is Cleo. He has been watching everything I do and leaves me no space to do anything on my own. He picks me up from work and drops me off and won't let me talk to any of my friends.

Advocate: Ok, are you in a safe place to talk right now?

Cleo: Ya, I am at work, I am on my lunch break.

Advocate: Do you have privacy to talk?

Cleo: Yes, but I only have 20 minutes.

Advocate: Ok, I understand. Do you mind if I ask what you meant when you said your boyfriend watches everything you do?

Cleo: Well, he drops me off at work and picks me up. When I want to call or see friends he gets physical and forces me to have sex when I don't want to.

Advocate: That sounds really hard. Has he always taken you to and from work and kept you away from friends like this?

Cleo: No, he has been doing this for the past month. We had a big fight and I left the house. He hasn't really trusted me since then.

Advocate: Do you mind if I ask you a few questions about the fight to get a better sense of what you have been experiencing?

Cleo: No, what do you want to know?

Advocate: You said you had a big fight and that you left before. Can you tell me what happened in the fight that led you to leave?

Cleo: Yes, I had just gotten home from shopping and when I walked in he was sitting on the couch, he was drinking and he had this look on his face. When I saw his face I immediately got this panicked feeling. It's hard to describe but I've learned that when he looks like that it means that things are going to get bad.

He told me to sit down with him. When I sat down he started to ask me all these questions about where I had been and who I was with...and then he made me show him what I had bought at the store. I answered all his questions, I showed him what was in the bag and he just seemed to get madder. I was with my friend Denise and we were just shopping for some clothes. I didn't do anything to make him angry. I didn't know why he was so angry. When I asked him why he was so angry he blew up and started accusing me of turning tricks and then taking the money to buy myself clothes. He called me a slut and started to tear up the new clothes that I had bought. I begged him to stop and he wouldn't...he just got louder and nastier (starts to cry).

Silence, crying

Advocate: That sounds really scary...I can hear how upset you are. (silence) Do you feel ok to continue?

Cleo: sniff, yes, I (deep breath) I'm ok. I can continue.

Advocate: So he said all these things to you and you said he just got louder and nastier. Do you feel ok to share what happened next or how the fight ended?

Cleo: Well, he shoved me in the bedroom and demanded that I have sex with him. Sex was the last thing I wanted at that point but I did what he wanted. I was afraid to do anything else. Then when it was done he fell asleep. Since he had been drinking I knew he wouldn't wake up easy. So, I packed up some things and got out of there.

Advocate: Let me first say that what Ron did is not ok. Forcing you to have sex and accusing you of turning tricks and calling you names...none of that is ok.

Cleo: Ya, well at this point it seems like the same shit I am always dealing with, with Ron.

Advocate: Ok, I hear that. And what he did wasn't ok.

Cleo: ya...I know.

Advocate: When you left where did you go to?

Cleo: I went to my friend Denise's house. I should have known better. It was the first place he looked for me. He came over in the middle of the night and started banging on the door. A neighbor called the police and Ron got arrested. So, I called a domestic violence shelter and went and stayed there. But, it was awful and the people who were there were really homophobic and asked me lots of questions about my body and refused to let their kids near me...like I was going to molest them or something. After a few days I left and went back home. Ron was mad and has been punishing me ever since.

Advocate: I am so sorry that you had such a horrible experience at the shelter. Unfortunately some are really not good at working with survivors from our communities. It sounds like you went back home because you didn't feel like you had any other option.

Cleo: I had no other options. I was too embarrassed to call any other friends. I could go to a homeless shelter but there just as bad for transgender women. I have been in them before and it was awful.

Advocate: Ya, I hear that. Our organization works specifically with the LGBTQ/T communities and we have a short term shelter. We don't have space at the moment but if you are interested we might be an option at some point.

Cleo: I don't know. I am trying to make things work with Ron. I know it probably sounds crazy but I still love him.

Advocate: No, it doesn't sound crazy. I can understand feeling love for Ron but also wanting things to change and for him to act differently.

Cleo: ya, that's what I want. I am not ready to give up yet.

Advocate: Ok. Since you are not in a place of wanting to leave I wonder if it would be helpful to talk about how you can get some space in the relationship?

Cleo: What do you mean?

Advocate: Well, earlier you shared that he is always watching you and that you don't get any time for yourself and I thought it might be helpful to figure out how to carve out some time for yourself where you are not constantly being monitored.

Cleo: Ya, that would be nice, But how?

Advocate: Well, one way might be to think about what your days look like and look for some times that Ron is not home or times that he might think you are at work that would allow you to take an hour off for yourself. Does he work?

Cleo: Yes

Advocate: Does he ever work late? Or go out with friends?

Cleo: Sometimes he goes out drinking with the guys after work. He hasn't lately but he might again.

Advocate: Ok, well when that happens again that could be an opportunity to take some time for yourself. How about your job. Do you get paid time off or a lunch break?

Cleo: yes, I get some paid time off, not a ton though. But I do get an hour lunch break.

Advocate: Would Ron have any way of knowing when you take some of this time off? Does he track it in any way?

Cleo: No, he wouldn't know. But where would I go? I can't stay home and he would still want to drop me off and pick me up.

Advocate: Well, is there a way to take some time off in the middle of the day? Maybe tell your work you have an appointment? Or just leave your office for lunch?

Cleo: Ya, I guess I could do that. And then what would I do?

Advocate: That is really up to you. You could go for a walk, go to a movie, have coffee with someone, sit in a park, read a book, do what you are doing now and call out hotline or a friend that you haven't been able to see. This would be time for you to do whatever you want without Ron around. What would you want to do?

Cleo: oh. I guess I could go to a park or go to a movie. I could even see something that I want to see. Maybe I could just all my mom. Huh, I hadn't thought of doing something like that.

Advocate: Do you think this is something you would like?

Cleo: Ya, I would.

Advocate: If you do take some time off it would be good to think about whether there are ways that Ron could find out. Does he ever show up at your work unannounced? Or call your office?

Cleo: No, work is the one thing he doesn't mess with. He wants me to bring the money home to him so he doesn't bother me there often. He does sometimes call me at work though.

Advocate: In your work are you always able to talk to him when he calls?

Cleo: No, sometimes I have to call him back. So, he might not know that I am not there as long as my boss doesn't tell him.

Advocate: I don't know how your job works or how they handle sharing information about whether their employees are present. Would your boss say that you were not there?

Cleo: Well, I could talk to her. She is pretty cool. Maybe I could tell her I am planning a surprise for Ron and that I don't want him to know that I am not there.

Advocate: Ok, that might work for a few times.

Cleo: Well, I could try it and see what she says. See if it would even work.

Advocate: That makes sense. Maybe you could talk to your boss and depending on how that goes decide to try doing it one time. Then see how that feels. This doesn't have to be a onetime conversation. We could possibly help figure out other ways to get space for yourself or other ways to feel safer in your relationship.

Cleo: I have to go back to work. I am going to try this. Can I talk to you again after I try it?

Advocate: You are welcome to call back and talk to me or whoever else answers the hotline. I will not always be the person on the hotline but we pass on some updates about calls so that when you call back you won't have to start all over again. My name is Tony.

Cleo: Thanks Tony. I will call again when I have time.

Advocate: You're welcome. Have a good day Cleo.

Cleo: Thanks, you too.

Appendix KK

TNLR's Philosophy on Suicide and Mandated Reporting

Many survivors feel powerless, trapped, alone, and out of control. Sometimes survivors also feel suicidal. We believe that a survivor ultimately has the right to make decisions about their own life. At the same time, we also know that many survivors who have felt suicidal have experienced a change in those feelings when they have been able to get the support they need.

Because suicide is final, we understand it to be an option of last resort. We work to create and/or help survivors access spaces where they can talk about and work through feeling suicidal without acting on those feelings. We consider ourselves to be mandated reporters around the issue of suicide and, when appropriate, will utilize mechanisms that provide crisis support to those who are planning to act on those feelings. These may include (but are not limited to) contracting, referring/sending a survivor to the emergency room, and/or contacting a crisis team.

In line with our philosophy of survivors' right to self-determination, when we are in a situation in which we believe we are mandated to take action about someone's active suicidality, we make a reasonable effort to ensure that a survivor has the right to make their own decisions. When possible, we do so through informed consent—letting a survivor know that we are mandated reporters and explaining the kinds of information that may require that we intervene—so that they can make their own decisions about what they want to tell us.

We recognize that believing in a survivor's right to decide while also adopting a suicide-prevention strategy may at first glance seem contradictory; however, we hold both simultaneously as part of survivor empowerment.

Appendix LL

What Feelings do we Associate with Feeling Suicidal?

Useless	Stagnant
Overwhelmed	Frustrated
Trapped	Heartbroken
Scared	Tired
Anxious	Exhausted
Guilt	Bored
Regret	No more interest in life
Hopeless	Helpless
Tunnel vision	Invisible
Alone	Irredeemable
Resigned	Helpless
Happy	Disconnected
Angry	Out of control
Hurt	Ashamed
	In pain (physically or emotionally)

Appendix MM

Verbal Warnings of Suicide

- “I can’t go on”
- “I feel like committing suicide”
- “There’s no way out”
- “I feel hopeless”
- “I feel useless”
- “I’m in so much pain”
- “No one cares about/loves me”
- “I’ve let everyone down”
- “I feel so alone”
- “I’d be better off dead”
- “Some days I hope I don’t wake up”
- “I can’t take it anymore”
- “I wish I could just disappear”
- “I feel like a burden”
- “I feel out of control/like I have no control”
- “I feel trapped”
- “I don’t care about anything”
- “I’ll never feel happy again”
- “No one can save me”
- “I have no interest in the things I use to do”
- “There is no light at the end of the tunnel”
- “I’m worthless”
- “I’ve nothing to live for”
- Talking about death

Appendix NN

Physical Warnings of Suicide

- Loss of appetite
- Not getting out of bed
- Sleeping a lot
- Not sleeping
- Fatigue
- Headaches
- Evidence of self harming behavior
- Unusual unkempt appearance
- Drastic changes in weight
- Crying
- Isolation from friends/family
- Physical effects of substance abuse
- Hair loss
- Not showering

Appendix OO

Behavioral Warnings of Suicide

- Quitting activities/loss of interest
- Giving away belongings
- Change in self care
- Saying goodbye to friends and family
- Sudden interest in suicide methods
- Change in eating habits
- Increased risk taking behavior- alcohol and drug use, sex practices, reckless driving, etc...
- Socializing less/withdrawing from social spaces
- Change in mood
- Mood swings
- Loss of concentration
- Thinking/talking about death
- Making a will
- Tying up loose ends

Appendix PP

Scripted Roleplay-Assessing Risk of Suicide and Informed Consent

Advocate: Are you feeling suicidal?

Survivor: Yes, I—

Advocate: I am sorry to interrupt you. I am here to listen and support you and want to continue this conversation. I also want to give you some important information before you go further.

What you share with me is confidential within our organization; however, there are some exceptions to our confidentiality that I want you to know. If someone I am speaking to is actively suicidal, homicidal, or is experiencing abuse and is under 18, over 60, or has a disability, then I am required to make a report. This does not mean that we cannot talk; I just want to you know how this type of mandated reporting works so that you can decide how little or how much you want to share with me.

Just now you said that you were feeling suicidal. If I know that someone I am speaking to is feeling suicidal, has a plan to complete suicide, and has a way to carry out that plan, then I am mandated by law to make a report. Do you have any questions about this process or what would cause me to be mandated to report?

Survivor: Um, I'm not sure. Are you saying that if I talk about being suicidal that you need to make a report? Who do you make the report to?

Advocate: OK, I am happy to talk more with you about how suicide mandated reporting works. I am not saying that you cannot talk with me about feeling suicidal. There are ways to talk about those feelings without making a report. I just want to make sure that you know them before you share any more information so that you can decide how much or how little to share. Would it be helpful if I gave you an example?

Survivor: Yes, I think it would.

Advocate: OK, at this moment in our conversation you have shared that you are feeling suicidal. That alone is not enough information to require me to report. If you were to also share that you have a plan

of how you will complete suicide and then tell me that you have access to any tools that you are planning to use to complete suicide, then I would have to make a report. I can tell you more, but I want to check that this makes sense so far.

Survivor: Yes, it makes sense. So, right now I have not said something that makes you make a report. But if I tell you how I want to kill myself and that I have a way to do it, then that would mean you have to report.

Advocate: Yes. Would you like me to go on and talk about what the report looks like?

Survivor: Yeah, sure, I guess.

Advocate: The actual report can look a few different ways. I can call an ambulance to come pick you up to take you to the hospital for an assessment. Or I could call a crisis team that would want to talk to you on the phone or in person. They would either come to you or you would need to go to them for an assessment. Or you could agree to go to the hospital yourself to have an assessment done and then have the hospital contact us to confirm that an assessment was done. If you have a therapist, you could share your therapist's contact information, I would contact your therapist, and we would work with your therapist to either have you get a suicide assessment, go to a hospital, or contract to agree not to complete suicide. Any of these are a possibility, and I would work with you to decide which you would prefer.

The last option, if none of these feel like something you want to do, is to contract with me. A contract is a verbal agreement we make that you will not take any action to kill yourself and you will contact me at an agreed-upon time. The purpose of the contract is to ask you to hold off on acting to kill yourself and for us to try to get you more support; it also stops me from having to make a formal report. Do you have any questions about any of that?

Survivor: No, I don't think so. I don't want to have a report done. So, how do I talk with you without you making a report?

Advocate: OK, I can understand that. Some folks I talk to will decide to talk with me without giving me any identifying information. I cannot make a report if I don't have any details about the person. So, someone might call and block their telephone number by dialing *67 before our number. Others will use a fake name or pseudonym when talking with me and make sure not to share information about

where they live, work, or go to school. This only works if we have not worked with the person before and don't already have identifying information. At the moment I have your phone number, because it came through on caller ID.

Other people I talk to have talked with me about their feelings of suicide but don't talk about having a plan or a way to carry out that plan. This means that when I ask questions about a plan the person will omit information or lie. It is really up to you what feels the most comfortable and safe. Does that make sense?

Survivor: Yes, I think so. Well, I don't have a plan to kill myself.

Advocate: OK, if you have any other questions about mandated reporting, please let me know. I am happy to answer them.

Survivor: OK. This is a weird thing to be talking about. Is this a normal conversation you have with the people who call you?

Advocate: I can understand why it would feel weird to talk about this and can see why it wouldn't feel normal. It's a conversation we think is important to have so that you have this information before you have shared information that mandates a report. So, it is one that we have pretty regularly. I am wondering if it you would like to talk more about the suicidal feelings you have been having.

Survivor: Yeah, I have had these feelings off and on in my life. But, recently they have been present much more.

The conversation continues

Appendix QQ

Legal Skills Roleplay

This is an integrated roleplay—It integrates legal information, safety assessment, screening, safety planning, and active listening.

Ring, Ring,

Hotline Staff (HS): Hello, (Name of your organization)

Caller: Hi, my friend gave me your number because they think I should get a restraining order. I am not sure I think so but I thought it wouldn't hurt to call.

HS: Ok, I am glad you called. I can be happy to give you some information about restraining orders. In Massachusetts, there are two different types of restraining orders. It would be helpful to get some information about what you have been experiencing to help figure out which might be the best option for you. Would you mind telling me a little about why your friend thinks you should get a restraining order?

Caller: Well, I guess the reason my friend thinks that I need one is because this person I was seeing has been harassing me. He has been leaving notes on my car, he shows up at places where I am, and I had to change my phone number because he wouldn't stop texting me.

HS: That sounds like a lot.

Caller: Ya, it has been a lot (*sounding tired*). I am so stressed all the time. He has put my job at risk. It is freaking me out. But, I don't know about a restraining order. I don't really want to go to court and I don't really want him to get arrested I just want him to stop and leave me alone.

HS: I can understand that. (*Pause*) It sounds like this is really wearing on you. How long has this been going on?

Caller: Well, that's the thing, we haven't even known each other that long. I met him 2 months ago, but we only really dated for like a month or so. Things started out great, I really liked him, but he wanted so much,

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so fast. I felt like my head was spinning. The first time I tried to stop seeing him I felt bad because he was so upset, he even cried. But this time I am angry. He has done so much to risk my job and it is hard for someone like me to find a job. *(sounding very stressed and upset)*

HS: I can hear how upset you are. Do you feel all right to continue?

Caller: Ya, I'm ok.

HS: Do you mind if I ask you a few clarifying questions about some of what you have shared?

Caller: No, what do you want to know?

HS: Well, you said the first time you tried to stop seeing him you felt bad because he was so upset. I was wondering what you meant by the first time you tried to stop seeing him.

Caller: Oh, well I broke up with him a few times but either I gave in and changed my mind or he just didn't accept that we broke up. The first time I intended to break up with him but he was so upset...When I told him I thought we needed space he started to text me about how sad he was and told me he didn't know what he would do without me. He told me he needed to see me. He sounded really bad. I was actually worried he was going to hurt himself...so I agreed to meet with him. When I met with him he cried, and was in a really bad place. I didn't know what to do so I told him maybe we could work it out and that I was willing to try. I asked him to give me a little more space at work and not to come by so often and to cut down on the texts. He agreed and I started to think maybe this **could** work. I really liked him and we had so much in common. I knew at that point that my feelings for him weren't as strong as his feelings for me but I thought maybe I hadn't given the relationship enough of a try, ya know.

HS: Ya, I can understand. It sounds like maybe you were feeling a little hopeful?

Caller: Yes, I was...at that point anyway.

(Silence)

HS: When did that change for you?

Caller: It seems like it was almost immediately. He didn't text me as much for a couple of days, things were really good. He took me to a concert and we had a great time. We both really love music and are really
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into the underground, music scene. That is actually what drew us together from the beginning. But then a couple days later he showed up at work. I am a bartender and he would sit at the bar so he could see me. It was fine at first but then the more he drank the more things got hard. I started to get nervous and was messing up drink orders and my boss was getting annoyed with me because one of the customers complained about the mistake I made with his order and told my manager that I was too busy hanging out with my boyfriend to do my job. It was a mess.

HS: You said you were getting nervous and that the more that the person you had been seeing drank the more things got hard. Do you mind if I ask what you meant by it got hard?

Caller: Well, I mean he was starting to get pushy and nasty. He was telling me that I was acting slutty and to stop flirting with the customers. He was getting really jealous. I mean I do flirt and act friendly with the customers but that is what I do. I enjoy my job, I have fun and am friendly with the customers. But when he started to say those things I got self conscious and embarrassed. It really made it hard to focus. Plus I was worrying that he was going to get louder and make a big scene.

HS: That sounds like it was probably pretty stressful. You were trying to juggle your job and the customers while he is making these nasty comments. Has he made a big scene before?

Caller: Not at work. He did at a concert once. But that night at my work, he did make a big scene. He ended up getting into it with my boss and got banned from my work. He was pissed and my boss was really close to calling the police but then he left. It was so embarrassing and I was really afraid of losing my job. It is not easy for me to find a job and I was really freaked out.

HS: What happened with your job?

Caller: Actually, its ok. My boss turned out to be really understanding; especially after I broke up with Marco. I think he realized that I was not the one causing the problem and that I didn't want anything to do with him.

HS: That is great that you didn't lose your job. I am glad that your boss was so understanding. When did you end up breaking up with Marco?

Caller: Well, it was pretty much right after he got thrown out of the club I work at. I texted him and told him I didn't want to see him anymore. Then I took a few days off and went to stay with my sister for a few

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days. He kept calling and texting me and at first he was apologetic and got all depressed, like the last time. So, I turned off my phone and just didn't respond or even look at this texts. When I finally turned on my phone I had over 100 texts and calls. It was ridiculous, I only had the phone off for like a day and a half.

HS: Wow, that is a lot of calls and texts in a short period of time. You said at first he was apologetic what were his messages and texts like later?

Caller: Mean and nasty. He was so mad he said all these really nasty thing about me, my body, called me a tranny slut, accused me of horrible things. My sister was great she told me to stop reading them and deleted them for me.

HS: I am so sorry he said all those horrible things to you. It sounds like your sister is pretty supportive.

Caller: Ya, she is. I am lucky I have a lot of friends who lost their family when they transitioned.

Well, then when I came back home there were notes in my mailbox, emails, and it just continued from there. I have found notes on my car and I think he is following me places too. I have "run into him" at the park near my house, at a coffee shop, and one time he even showed up at a restaurant that I was at with friends and caused a big scene.

HS: So, since you have broken up it sounds like things have really escalated. Is that correct?

Caller: Yes. His notes have also gotten threatening. That is why my friend thinks I should get a restraining order. But, I don't know. I don't really want to go to the court, I have not had the best experiences with the police and I don't want to file a police report. I know that they can be really prejudice against transgender people.

HS: I can understand your reservations about dealing with the police and the courts. I think they can be very prejudice against transgender people, not always but I think you have very valid concerns. I am happy to talk with you more about the process and what it might be like as a transgender person filing for a restraining order if that is what you decide to do.

Caller: Well, I don't think I have decided but it might be helpful to know whether I am eligible for a restraining order and what it involves.

HS: Ok. Well I am not a lawyer so I cannot provide you with legal advice but I can tell you a little about the requirements, the process and what you can do to prepare.

Caller: Ok, that would be good.

HS: Based on what you have shared you might be eligible for a harassment order. In Massachusetts there are two kinds of orders an order of protection known as a 209A and a harassment order known as a 259A. Both orders have similar protections but the harassment order does not require what they call a substantive relationship. The 209A does require a substantive relationship which some say means a relationship of 3 or more months, although I have seen it used for shorter term relationships. For the harassment order you have to prove 3 or more acts of willful and malicious² conduct committed with the intent to cause fear, intimidation, abuse or damage to property. From what you described you have text messages, notes left on your car, and witnesses maybe from work or the restaurant. Is that correct?

Caller: Yes, I have the notes, and I think at least one of my friends would be a witness. Some of the really bad text messages were deleted though.

HS: That should not be a problem. My understanding is that most cell phone carriers keep your text messages for a certain period of time. You can call your cellphone carrier and find out if they have them and have them send them to you. Also, if you decide to pursue a harassment order you would need to go to court and you cannot bring a cell phone into the courthouse. So, you would need to bring printed copies of the messages whether either way.

Caller: Oh ok. Well, I am still not sure that I want to go to court. What would that be like if I did?

HS: If you decide to go we might be able to connect you with a lawyer, although you are not required to have one for harassment or restraining orders. You asked what it would look like. Well, you go to the courthouse in the area that you live or the area in which the abuse occurred. You need to fill out some paperwork in the clerk's office, and write an affidavit, which is a statement that summarizes the facts about the harassment and that it made you fearful. It can be useful to draft that statement before you go and just copy it down onto the forms in the clerk's office. That way you have time to organize your thoughts and collect all the details about dates and times of the harassment.

² Malicious is defined as conduct characterized by "cruelty, hostility or revenge". G.L. c. 258E, § 1.

Once you complete the paperwork you go sit in the court room and wait to be called. Once you are called you stand up in the front of the court in front of the judge and the judge may ask you questions about your statement. Based on your answers and your written statement the judge then decides whether to award you a temporary order and you are given a date and time to return for the hearing. Then before the date of the hearing the police will serve the temporary restraining order to the defendant, in your case, Marco. At the hearing both you and Marco appear and both have the opportunity to say your side and based on what both sides share the judge makes a decision to continue the order or vacate, cancel, the order. This is when if it is possible to have a lawyer it would be a good idea to do so. Again it is not required, but especially if you think Marco would get a lawyer it is in your best interest to have one, if possible.

I know that you are concerned about how the court will treat you. Again, I think that is a valid concern the clerk and the judge are people with all the biases and misinformation that others have. Judges are supposed to put their personal biases aside and be impartial but that does not always happen. If you do decide to get a harassment order there are some things to think about. For example, has your name and gender marker been changed on your identification? What other ways might your being transgender be outed in court. Maybe in the evidence you are presenting or Marco might out you. I know that was a lot of information. Do you have any questions about any of that?

Caller: That is a lot of information. Uhm, would Marco get arrested? Is that how I get protection?

HS: No, not necessarily. A restraining order is not a criminal it is civil. If you go through the process and the judge grants the restraining order and Marco then violates that order, then Marco can be arrested. If however, Marco abides by the restraining order he will not be arrested. One thing I think we should talk about is the kind of safety that a restraining order can provide you. Is it ok for us to talk about that a little bit?

Caller: Sure.

HS: A restraining order is a piece of paper that outlines that a person has to stay away, have no contact, or not be abusive. When violations happen the police are then charged with upholding the restraining order. For some people who are abusive or harassing the existence of the paper and threat of arrest is enough to keep them from contacting the plaintiff, which would be you in this case. For some people though the process and the order itself is not enough to stop their behavior and may in fact make them angry and cause an escalation in abuse or harassment. I was wondering if you have a sense of whether Marco would get angry and escalate his behavior or be responsive to the order?

From: <http://www.keithedwards.com/2013/02/12/the-trouble-with-ground-rules-and-safe-space/>

Caller: I don't know. Hmmm maybe he would be afraid, but I also think he might get even madder. The night that he showed up at the restaurant he got into a fight with a friend who was defending me. Someone called the police and at first when the police arrived he didn't seem intimidated at all. He was yelling and calling me and my friend names and wouldn't calm down. He even got in the cops face at one point and I thought they were going to arrest him. But, then suddenly he calmed down and somehow they didn't arrest him. So, I am not sure. When the police got there I immediately got quiet and new that I needed to speak respectfully to the police.

HS: So, it sound like while you are not sure that maybe you do have some concern that he won't be intimidated by the threat of arrest?

Caller: Yes, I think so. Maybe it is not a good idea to get one. I don't know. Also, I have not made a legal name change. So how might that affect me in court?

HS: I think there are a lot of things to consider and if you decide not to get a harassment order then we can also talk about ways to be safer without involving the police. But to answer your question about how not having a legal name change might affect you in court—I believe that you have to put your legal name on the restraining order paperwork. I am not sure about that though, so I would want to try and find that out for you and perhaps the lawyer we refer you to can also answer that question. My understanding is that the judge will try to make a determination about whether your statement is true. If you do not put your legal name and only put the name you go by then the judge could see this as deceitful and that could cast doubt on your believability. I have heard that some folks write their legal name and also the name they use on the paperwork in an effort to be forthcoming up front. But again I would want to ask a lawyer about that. One thing to consider is that the judge may use your legal name in court and use the wrong pronouns for you. I could understand that this might make you feel invisible during a process that is already stressful and difficult.

Caller: Yes, it would. It would be awful.

HS: If you decide to pursue the restraining order we might be able to have one of our advocates accompany you. The advocate is not a lawyer but it can be helpful to have someone with you that understands how the process works and will have your back in the court house. I can also try to reach out to the lawyer that we refer to. Perhaps she can take you on as a client. Again, also if this is not something

you are interested in I am happy to strategize with you about other ways to be safer without going to court.

Caller: Well, I don't know. You have given me a lot to think about. Is it ok if I think about this a little bit.

HS: Yes, of course. If you would like to think about it some and then call us back with any questions or want to talk about other options please don't hesitate to give us a call.

Caller: Yes, I think I will do that. If I call back can I speak with you again?

HS: It is possible that when you call back I will be the person answering hotline but there are several of us that answer so it is also possible you might speak with someone else. However, we all have had the same training and would welcome talking more with you about whatever you decide to pursue. Would you like to leave a name? It can be your real name or a made up name—whichever you are more comfortable leaving.

Caller: Do I have to leave a name?

HS: No not at all. My name is Shay. You're welcome to call back again.

Caller: Thank you Shay. Goodnight.

HS: Goodnight.

Appendix RR

Orders of Protection Roleplay Broken Down

This is an integrated roleplay—It integrates legal information, safety assessment, screening, safety planning, and active listening.

Ring, Ring,

Hotline Staff (HS): Hello, (Name of your organization)

Caller: Hi, my friend gave me your number because they think I should get a restraining order. I am not sure I think so but I thought it wouldn't hurt to call.

HS: Ok, I am glad you called. I can be happy to give you some information about restraining orders. In Massachusetts, there are two different types of restraining orders. It would be helpful to get some information about what you have been experiencing to help figure out which might be the best option for you. Would you mind telling me a little about why your friend thinks you should get a restraining order?

Tools used:

Power Sharing: giving context to why you need to ask questions about the caller's experience.

"In Massachusetts, there are two different types of restraining orders. It would be helpful to get some information about what you have been experiencing to help figure out which might be the best option for you."

If there are not two types of protection orders in your state the staff person could have also said: It would be helpful to get some information about what you have been experiencing to better support you.

Building Trust and Letting the Survivor Have Choice: asking if it ok to ask for more information.

Would you mind telling me a little about why your friend thinks you should get a restraining order?

Goals:

To get an understanding of what the person has been experiencing which will help with screening, safety planning, determining eligibility for a restraining order, and building trust.

Caller: Well, I guess the reason my friend thinks that I need one is because this person I was seeing has been harassing me. He has been leaving notes on my car, he shows up at places where I am, and I had to change my phone number because he wouldn't stop texting me.

HS: That sounds like a lot.

Tools used:

Empathy, neutrality, validation of the person's experience without validating actions. (we do not want to validate actions without knowing whether we are speaking to the abuser or survivor.)

Caller: Ya, it has been a lot (sounding tired). I am so stressed all the time. He has put my job at risk. It is freaking me out. But, I don't know about a restraining order. I don't really want to go to court and I don't really want him to get arrested I just want him to stop and leave me alone.

HS: I can understand that. (Pause) It sounds like this is really wearing on you. How long has this been going on?

Tools used:

Encourager- "I can understand that"

Screening

Empathy, safety assessment, determining eligibility for restraining order -"How long has this been going on?"

Caller: Well, that's the thing, we haven't even known each other that long. I met him 2 months ago, but we only really dated for like a month or so. Things started out great, I really liked him, but he wanted so much, so fast. I felt like my head was spinning. The first time I tried to stop seeing him I felt bad because he was so upset, he even cried. But this time I am angry. He has done so much to risk my job and it is hard for someone like me to find a job. (Sounding very stressed and upset)

HS: I can hear how upset you are. Do you feel alright to continue?

Tools used:

Empathy

Building trust

Caller: Ya, I'm ok.

HS: Do you mind if I ask you a few clarifying questions about some of what you have shared?

Tools used:

Empathy

Building trust

Letting the survivor choose direction

Collecting information for: Screening, safety assessment, determining eligibility for a restraining order

Caller: No, what do you want to know?

HS: Well, you said the first time you tried to stop seeing him you felt bad because he was so upset. I was wondering what you meant by the first time you tried to stop seeing him.

Tools used:

Restating to give context.

Collecting information for: screening and safety assessment.

Caller: Oh, well I broke up with him a few times but either I gave in and changed my mind or he just didn't accept that we broke up. The first time I intended to break up with him but he was so upset...When I told him I thought we needed space he started to text me about how sad he was and told me he didn't know what he would do without me. He told me he needed to see me. He sounded really bad. I was actually worried he was going to hurt himself...so I agreed to meet with him. When I met with him he cried, and was in a really bad place. I didn't know what to do so I told him maybe we could work it out and that I was willing to try. I asked him to give me a little more space at work and not to come by so often and to cut down on the texts. He agreed and I started to think maybe this **could** work. I really liked him and we had so much in common. I knew at that point that my feelings for him weren't as strong as his feelings for me but I thought maybe I hadn't given the relationship enough of a try, ya know.

HS: Ya, I can understand. It sounds like maybe you were feeling a little hopeful?

Tools used:

Empathy

Attunement

Caller: Yes, I was...at that point anyway.

(Silence)

Tools used:

Using silence to let the survivor sit with feelings and have space to direct the call.

Bearing witness

HS: When did that change for you?

Tools used:

Collecting information for screening

Caller: It seems like it was almost immediately. He didn't text me as much for a couple of days, things were really good. He took me to a concert and we had a great time. We both really love music and are really into the underground, music scene. That is actually what drew us together from the beginning. But then a couple days later he showed up at work. I am a bartender and he would sit at the bar so he could see me. It was fine at first but then the more he drank the more things got hard. I started to get nervous and was messing up drink orders and my boss was getting annoyed with me because one of the customers complained about the mistake I made with his order and told my manager that I was too busy hanging out with my boyfriend to do my job. It was a mess.

HS: You said you were getting nervous and that the more that the person you had been seeing drank the more things got hard. Do you mind if I ask what you meant by it got hard?

Tools used:

Mirroring language: the staff person used the language that the caller used previously—"the person you had been seeing" and didn't label the person as an ex, ex boyfriend, partner, etc... It is possible the staff person could have also said: "You said you were getting nervous and that the more that the person you had been seeing drank the more things got hard. Is there a name or something else you would like me to use to refer to him?"

Restating to give context.

Collecting information for: Screening, safety assessment, determining eligibility for a restraining order

Caller: Well, I mean he was starting to get pushy and nasty. He was telling me that I was acting slutty and to stop flirting with the customers. He was getting really jealous. I mean I do flirt and act friendly with the customers but that is what I do. I enjoy my job, I have fun and am friendly with the customers. But when he started to say those things I got self conscious and embarrassed. It really made it hard to focus. Plus I was worrying that he was going to get louder and make a big scene.

HS: That sounds like it was probably pretty stressful. You were trying to juggle your job and the customers while he is making these nasty comments. Has he made a big scene before?

Tools used:

Summarizing

Empathy and validation

Collecting information for: Screening, safety assessment, determining eligibility for a restraining order

Caller: Not at work. He did at a concert once. But that night at my work, he did make a big scene. He ended up getting into it with my boss and got banned from my work. He was pissed and my boss was really close to calling the police but then he left. It was so embarrassing and I was really afraid of losing my job. It is not easy for me to find a job and I was really freaked out.

HS: What happened with your job?

Tools used:

Empathy-Sitting witness and staying connected

Collecting information for: Screening, safety assessment, determining eligibility for a restraining order

Caller: Actually, its ok. My boss turned out to be really understanding; especially after I broke up with Marco. I think he realized that I was not the one causing the problem and that I didn't want anything to do with him.

HS: That is great that you didn't lose your job. I am glad that your boss was so understanding. When did you end up breaking up with Marco?

Tools used:

Empathy-Sitting witness and staying connected

Building Trust

Collecting information for: Screening, safety assessment, determining eligibility for a restraining order

Caller: Well, it was pretty much right after he got thrown out of the club I work at. I texted him and told him I didn't want to see him anymore. Then I took a few days off and went to stay with my sister for a few days. He kept calling and texting me and at first he was apologetic and got all depressed, like the last time. So, I turned off my phone and just didn't respond or even look at this texts. When I finally turned on my phone I had over 100 texts and calls. It was ridiculous, I only had the phone off for like a day and a half.

HS: Wow, that is a lot of calls and texts in a short period of time. You said at first he was apologetic what were his messages and texts like later?

Tools used:

Empathy-Sitting witness and staying connected

Validation

Building Trust

Collecting information for: Screening, safety assessment, determining eligibility for a restraining order

Caller: Mean and nasty. He was so mad he said all these really nasty thing about me, my body, called me a tranny slut, accused me of horrible things. My sister was great she told me to stop reading them and deleted them for me.

HS: I am so sorry he said all those horrible things to you. It sounds like your sister is pretty supportive.

Tools used:

Empathy-Sitting witness and staying connected

Validation

Building Trust

Safety assessment—"It sounds like your sister is pretty supportive." The staff person is also looking to see what kind of emotional supports the caller has.

Caller: Ya, she is. I am lucky I have a lot of friends who lost their family when they transitioned.

Well, then when I came back home there were notes in my mailbox, emails, and it just continued from there. I have found notes on my car and I think he is following me places too. I have "run into him" at the park near my house, at a coffee shop, and one time he even showed up at a restaurant that I was at with friends and caused a big scene.

HS: So, since you have broken up it sounds like things have really escalated. Is that correct?

Tools used:

Empathy-Sitting witness and staying connected

Validation

Building Trust

Summarizing to check understanding of the callers experience

Safety assessment—"It sounds like your sister is pretty supportive." The staff person is also looking to see what kind of emotional supports the caller has.

Caller: Yes. His notes have also gotten threatening. That is why my friend thinks I should get a restraining order. But, I don't know. I don't really want to go to the court, I have not had the best experiences with the police and I don't want to file a police report. I know that they can be really prejudice against transgender people.

HS: I can understand your reservations about dealing with the police and the courts. I think they can be very prejudice against transgender people, not always but I think you have very valid concerns. I am happy to talk with you more about the process and what it might be like as a transgender person filing for a restraining order if that is what you decide to do.

Tools used:

Empathy-Sitting witness and staying connected

Validation

Building Trust

Safety Planning

Transparency

Honesty

Caller: Well, I don't think I have decided but it might be helpful to know whether I am eligible for a restraining order and what it involves.

HS: Ok. Well I am not a lawyer so I cannot provide you with legal advice but I can tell you a little about the requirements, the process and what you can do to prepare.

Tools used:

Building Trust

Transparency

Honesty

Caller: Ok, that would be good.

HS: Based on what you have shared you might be eligible for a harassment order. In Massachusetts there are two kinds of orders an order of protection known as a 209A and a harassment order known as a 259A. Both orders have similar protections but the harassment order does not require what they call a substantive relationship. The 209A does require a substantive relationship which some say means a relationship of 3 or more months, although I have seen it used for shorter term relationships. For the

harassment order you have to prove 3 or more acts of willful and malicious³ conduct committed with the intent to cause fear, intimidation, abuse or damage to property. From what you described you have text messages, notes left on your car, and witnesses maybe from work or the restaurant. Is that correct?

Tools used:

Transparency

Honesty

Sharing information in an accessible way

Caller: Yes, I have the notes, and I think at least one of my friends would be a witness. Some of the really bad text messages were deleted though.

HS: That should not be a problem. My understanding is that most cell phone carriers keep your text messages for a certain period of time. You can call your cellphone carrier and find out if they have them and have them send them to you. Also, if you decide to pursue a harassment order you would need to go to court and you cannot bring a cell phone into the courthouse. So, you would need to bring printed copies of the messages whether either way.

Tools used:

Transparency

Honesty

Sharing information in accessible way

Caller: Oh ok. Well, I am still not sure that I want to go to court. What would that be like if I did?

HS: If you decide to go we might be able to connect you with a lawyer, although you are not required to have one for harassment or restraining orders. You asked what it would look like. Well, you go to the courthouse in the area that you live or the area in which the abuse occurred. You need to fill out some paperwork in the clerk's office, and write an affidavit, which is a statement that summarizes the facts about the harassment and that it made you fearful. It can be useful to draft that statement before you go and just copy it down onto the forms in the clerk's office. That way you have time to organize your thoughts and collect all the details about dates and times of the harassment.

Once you complete the paperwork you go sit in the courtroom and wait to be called. Once you are called you stand up in the front of the court in front of the judge and the judge may ask you questions about your

³ Malicious is defined as conduct characterized by "cruelty, hostility or revenge". G.L. c. 258E, § 1.

statement. Based on your answers and your written statement the judge then decides whether to award you a temporary order and you are given a date and time to return for the hearing. Then before the date of the hearing the police will serve the temporary restraining order to the defendant, in your case, Marco. At the hearing both you and Marco appear and both have the opportunity to say your side and based on what both sides share the judge makes a decision to continue the order or vacate, cancel, the order. This is when if it is possible to have a lawyer it would be a good idea to do so. Again it is not required, but especially if you think Marco would get a lawyer it is in your best interest to have one, if possible.

I know that you are concerned about how the court will treat you. Again, I think that is a valid concern the clerk and the judge are people with all the biases and misinformation that others have. Judges are supposed to put their personal biases aside and be impartial but that does not always happen. If you do decide to get a harassment order there are some things to think about. For example, has your name and gender marker been changed on your identification? What other ways might your being transgender be outed in court. Maybe in the evidence you are presenting or Marco might out you. I know that was a lot of information. Do you have any questions about any of that?

Tools used:

Empathy-Sitting witness and staying connected

Validation

Building Trust

Safety Planning

Transparency

Honesty

Caller: That is a lot of information. Uhm, would Marco get arrested? Is that how I get protection?

HS: No, not necessarily. A restraining order is not a criminal it is civil. If you go through the process and the judge grants the restraining order and Marco then violates that order, then Marco can be arrested. If however, Marco abides by the restraining order he will not be arrested. One thing I think we should talk about is the kind of safety that a restraining order can provide you. Is it ok for us to talk about that a little bit?

Tools used:

Letting the survivors take the lead

Safety Planning

Transparency

Honesty

Sharing information in accessible way

Caller: Sure.

HS: A restraining order is a piece of paper that outlines that a person has to stay away, have no contact, or not be abusive. When violations happen the police are then charged with upholding the restraining order. For some people who are abusive or harassing the existence of the paper and threat of arrest is enough to keep them from contacting the plaintiff, which would be you in this case. For some people though the process and the order itself is not enough to stop their behavior and may in fact make them angry and cause an escalation in abuse or harassment. I was wondering if you have a sense of whether Marco would get angry and escalate his behavior or be responsive to the order?

Tools used:

Assessing safety

Safety Planning

Sharing information in accessible way

Caller: I don't know. Hmmm maybe he would be afraid, but I also think he might get even madder. The night that he showed up at the restaurant he got into a fight with a friend who was defending me. Someone called the police and at first when the police arrived he didn't seem intimidated at all. He was yelling and calling me and my friend names and wouldn't calm down. He even got in the cops face at one point and I thought they were going to arrest him. But, then suddenly he calmed down and somehow they didn't arrest him. So, I am not sure. When the police got there I immediately got quiet and new that I needed to speak respectfully to the police.

HS: So, it sound like while you are not sure that maybe you do have some concern that he won't be intimidated by the threat of arrest?

Tools used:

Safety Planning

Summarizing

Caller: Yes, I think so. Maybe it is not a good idea to get one. I don't know. Also, I have not made a legal name change. So how might that affect me in court?

HS: I think there are a lot of things to consider and if you decide not to get a harassment order then we can also talk about ways to be safer without involving the police. But to answer your question about how not

having a legal name change might affect you in court—I believe that you have to put your legal name on the restraining order paperwork. I am not sure about that though, so I would want to try and find that out for you and perhaps the lawyer we refer you to can also answer that question. My understanding is that the judge will try to make a determination about whether your statement is true. If you do not put your legal name and only put the name you go by then the judge could see this as deceitful and that could cast doubt on your believability. I have heard that some folks write their legal name and also the name they use on the paperwork in an effort to be forthcoming up front. But again I would want to ask a lawyer about that. One thing to consider is that the judge may use your legal name in court and use the wrong pronouns for you. I could understand that this might make you feel invisible during a process that is already stressful and difficult.

Tools used:

Safety Planning

Transparency

Honesty

Sharing information in accessible way

Validation

Caller: Yes, it would. It would be awful.

HS: If you decide to pursue the restraining order we might be able to have one of our advocates accompany you. The advocate is not a lawyer but it can be helpful to have someone with you that understands how the process works and will have your back in the court house. I can also try to reach out to the lawyer that we refer to. Perhaps she can take you on as a client. Again, also if this is not something you are interested in I am happy to strategize with you about other ways to be safer without going to court.

Tools used:

Building trust

Validation

Safety Planning

Caller: Well, I don't know. You have given me a lot to think about. Is it ok if I think about this a little bit.

HS: Yes, of course. If you would like to think about it some and then call us back with any questions or want to talk about other options please don't hesitate to give us a call.

Caller: Yes, I think I will do that. If I call back can I speak with you again?

HS: It is possible that when you call back I will be the person answering hotline but there are several of us that answer so it is also possible you might speak with someone else. However, we all have had the same training and would welcome talking more with you about whatever you decide to pursue. Would you like to leave a name? It can be your real name or a made up name—whichever you are more comfortable leaving.

Tools used:

Building trust

Honesty

Transparency

Caller: Do I have to leave a name?

HS: No not at all. My name is Shay. You're welcome to call back again.

Tools used:

Building trust

Transparency

Caller: Thank you Shay. Goodnight.

HS: Goodnight.

Appendix SS

Integrated Roleplay Outline for Further Practice

Scenario—Caller is a survivor. This roleplay offers an opportunity for practice with screening, safety planning, mandated reporting, and active listening

Caller Name: Jo

Jo calls hotline; she is thinking about leaving her partner Alexis but doesn't know if it's the right thing to do. Jo loves her family, but she is tired of Alexis controlling and hurting her. Jo thinks she might want to leave Alexis but isn't sure where to begin. *When roleplaying this **survivor** you can start out by talking about anything in the roleplay. All of the information is here to support you in playing this caller and answering questions about the relationship. These items should not simply be read off like a list. If you are asked something that is not in the roleplay please make it up and remember that you are roleplaying a survivor.*

History:

Jo has been with Alexis for 4 years. When they first got together things were great. They did everything together. Jo says they were like all those lesbian stereotypes you hear...they met, fell in love and moved in together right away. "It was your Uhaul or mine", she laughs. Early on in the relationship Jo was ok with the way Alexis would surprise her at work, for lunch, and pick her up after work. "It was romantic, she couldn't wait the ½ hour it would take me to get home to see me."

About a year into their relationship Jo got custody of her 6 year old son from a previous relationship and Aaden came to live with them. When this happened Jo quit her job at Alexis' urging. Alexis wanted her to be the "homemaker" because she thinks Aaden is a handful. At first Jo tried to keep working but there were terrible fight between her and Alexis and finally she decided it was easier for the relationship if she stayed home for now. She figured with time Alexis would better bond with Aaden and she could go back to work at least part time.

Since Jo left work things have gotten worse, especially financially. Being the stay-at-home parent has resulted in a great deal of financial control by Alexis. Alexis believes that since she is now the sole breadwinner that she gets to monitor all of Jo's spending. She no longer has access to a bank account and is given an allowance for running the house. She has to account for all the money she spends and then

Alexis berates her if she thinks that it was frivolous spending. Jo tells you that she has been able to put aside a small amount of money from before she quit her job and that she uses this to buy things that she knows will result in an argument. She says that Alexis thinks I cannot make “sound financial decisions”.

Alexis sometimes surprises Jo in the middle of the day for lunch. Jo no longer sees this as romantic and says that Alexis is just trying to keep tabs on her. She also feels bad for thinking that. She wished they could go back to the time when she felt like this was a romantic gesture instead of a way to keep an eye on her. About a year ago Alexis surprised Jo with a brand new computer. Jo was really excited and was excited to do some journaling and perhaps write some fiction. Soon after getting the computer Alexis told her that she had installed an instant messenger program and skype so that they could be in contact when Alexis was off at work. Jo was a little nervous when she said this but then instantly felt ungrateful and guilty for feeling that way. A few days later Alexis contacted her through instant messenger. They chatted for a few minutes and Jo went back to what she was doing. It was not long before she heard the ping from instant message again, and then again. That day Alexis contacted her 15 times on instant message. When Jo didn't respond fast enough Alexis got mad and started calling on the phone.

Alexis has told Jo that she is embarrassed by her because she is not “woman enough”. Alexis and Jo are both transwomen and Alexis often criticizes Jo for not wanting to go through a medical transition. When they first got together Jo had planned on continuing her medical transition but over time she decided that she didn't want or need to make those changes. She says, “I am still a woman I just no longer feel the need to alter my body to feel good about myself and who I am”. This has resulted in some terrible fights between Jo and Alexis and Alexis has said some really terrible things to Jo. At this point they don't go out together because Alexis is embarrassed and says she doesn't pass well enough. When Jo tries to go out on her own Alexis says “nasty” things to her about her appearance.

Jo loves her family, but she is tired of Alexis controlling and hurting her. Jo thinks she might want to leave Alexis but isn't sure where to begin.

Mandated Reporting: There is no physical or overtly emotional abuse of Aiden. Alexis is nice to him but will not agree to helping out with anything related to Aiden. *If you are asked about this feel free to ask questions about mandated reporting to get more information but please don't roleplay this as a specifically abusive situation with Aiden. We want the advocate to ask about Aiden and give the Mandated reporting information but nothing beyond that related to abuse of a child.*

Appendix TT

Integrated Roleplay Outline for Further Practice

Scenario—Caller is a survivor. This roleplay offers an opportunity for practice with screening, safety planning, mandated reporting, and active listening

Caller Name: Diego

Diego is calling hotline for the first time, he's feeling really confused and needs someone to give him advice. *When roleplaying this **survivor** you can start out by talking about the most recent incident. All of the other information is here to support you in playing this caller and answering questions about the relationship. These items should not simply be read off like a list. If you are asked something that is not in the roleplay please make it up and remember that you are roleplaying a survivor.*

Most recent incident and reason for the call:

Last night before he left to work, Diego's boyfriend Benjamin "lost it" and "really went off" on Diego. Benjamin accused Diego of sleeping around and lying to him about where he goes at night. When Diego tried to reassure Benjamin that he wasn't cheating and was in fact just going to work as a night security guard at a local bank like always, Benjamin stormed into the bedroom and started ripping up Diego's clothes. Diego tried to stop him by grabbing Benjamin from behind and pulling him away from the closet. When Diego let Benjamin go, Benjamin went to the kitchen to get a knife and threatened to cut Diego if he ever touched him like that again. Diego is feeling guilty for putting his hands on Benjamin, and Benjamin is saying that Diego is the one being abusive.

Diego still talks to his sister Ivonne. She told him to leave Benjamin that nothing will ever change, and he is too old to be dealing with this shit. But Diego doesn't really know if he wants to leave. He loves Benjamin and things are not always so bad. He also expresses that as he faces retirement that is worried about what will happen when he is home more. It is a few years off yet but he has been thinking of that. He is even thinking of getting a part time job to make the transition smoother.

History:

Diego tells us that he and Benjamin have been together a little over two years and moved in together 9 months ago. They moved in because Benjamin felt that it was time. Diego had reservations but he loves Benjamin and didn't want to ruin the relationship. So after resisting for more than a year he finally gave in.

He knows they have had issues but it has not all been bad. When things are good with Benjamin, it is great and Diego doesn't want to lose that.

Previous arguments, incidents of abuse:

Diego is expected to take care of the house as Benjamin doesn't like cleaning. Benjamin also feels like this is not work for men. Diego doesn't mind so much because he likes taking care of Benjamin. He does wish that Benjamin would help out some though, especially when he works long shifts. This has been an issue between them. A few times since they moved in together Benjamin has flipped out and broken dishes when Diego didn't get the dishes done in time. Benjamin leaves all his dishes from the evening for Diego to wash. This really upsets Diego because he often works graveyard shift and when he returns from a shift he is too tired to wash dishes before he goes to sleep. A few times he hasn't done them, not only has Benjamin broken the dishes, but he has also made Diego buy new ones.

Benjamin has always been jealous and possessive of Diego, but since moving in Benjamin has "flipped out" more often. Before moving in Benjamin would call Diego and check up on him at work. He has accused Benjamin of being into one of his co-workers because of their friendship. He has asked Diego what he and his co-worker, Ron, do when they are all alone in the building at night while working security. He has implied that he thinks that he is fooling around with Ron. At other times he has told Diego if he ever found him cheating he would kill him.

When Diego and Benjamin argue sometimes Benjamin has held Diego by the arms and hurts his shoulder. Diego has arthritis in his shoulder and this has caused him a great deal of pain and has affected his ability to go to work at times. One time when they were on their way out to dinner Benjamin thought it would be funny to pretend to push Diego in front of the train as it arrived into the station. Diego was terrified and now never stands near the platform when they are waiting for the train.

Diego and Benjamin also argue a lot about the amount of time that Diego wants to spend with his sister, Ivonne and his niece and nephew. Diego never had kids of his own and his relationship with his niece and nephew is really important to him. Ivonne says that Benjamin is jealous of their relationship so Diego has had to spend less time with Ivonne and the kids and instead talks with Ivonne on the phone a lot when he is on his security shift. He has not seen the kids that much in the last few months and he is feeling really sad about that.

Diego is afraid that Benjamin will hurt him again if he stays or try to kill him if he leaves.

Supports:

Diego is close to his sister, Ivonne and has a teenage niece and nephew. He wishes that Benjamin and Ivonne liked each other. It has been hard to deal with Benjamin's jealousy and Ivonne not liking Benjamin.

Mandated Reporting: Diego is 58 years old and doesn't fall under the mandated reporting rules. *If you are asked about this feel free to ask questions about mandated reporting to get more information but please don't roleplay this as a specifically abusive situation of someone over the age of 60. We want the advocate to ask and give the Mandated reporting information but nothing beyond that related to abuse of an elder.*

