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Section 3. Model Overview: Is It Right for You?

3.0. Introduction

What Is In This Section?

This Section brings us back to a more practical consideration of the community-based intervention to interpersonal violence so that you can think more carefully about whether this model is right for you. This section also helps to prepare you to consider your intervention before you begin to look at the *Tools to Mix and Match* in Section 4.

This section includes:

- 3.1. Reviewing the Community-Based Intervention to Interpersonal Violence

- 3.2. What This Model Is NOT

- 3.3. Building a Model on Generations of Wisdom

- 3.4. Values to Guide Your Intervention

- 3.5. What Are We Trying to Achieve: 3 Key Intervention Areas

- 3.6. Interventions Over Time: 4 Phases

- 3.7. Tools for Interventions: 8 Sets of Tools

- 3.8. Model at a Glance: Tools Across the 4 Phases

- 3.9. Tools to Use Before You Get Started

    o Tool 3.1. Is This Model Right For You? Checklist

    o Tool 3.2. Values to Guide Your Intervention. Creative Interventions Checklist

    o Tool 3.3. Values to Guide Your Intervention (In Your Own Words). Guiding Questions

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- o Tool 3.4. Values to Guide Your Intervention (In Your Own Words). Checklist

- 3.10. Next Steps

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3.1. Reviewing the Community-Based Intervention to Interpersonal Violence

The Community-Based Intervention: Review

In Section 1: *Introduction & FAQ* and Section 2.1. *What is the Community-Based Intervention to Interpersonal Violence,* we introduced this intervention approach as one that is:

- **Collective***:* The intervention involves the coordinated efforts of a group of people rather than just one individual.

- **Action-Oriented:** A community takes action to address, reduce, end or prevent interpersonal violence.

- **Community-Based***:* The intervention is organized and carried out by friends, family, neighbors, co-workers or community members rather than social services, the police, child welfare or governmental institutions.

- **Coordinated.** The intervention links people and actions together to work together in a way that is coordinated towards the same goals – and that makes sure that our individual actions work towards a common purpose. It sees us as a team rather than individual, isolated individuals working as lone heroes or rescuers – or as separated parts, not knowing about or considering what actions others may be taking.

- **Holistic.** The intervention considers the good of everyone involved in the situation of violence – including those harmed (survivors or victims of violence), those who have caused harm, and community members affected by violence. It also builds an approach that can include anyone involved in a situation of violence as a participant in the solution to violence – even the person or people who have caused harm if this is possible.

- **Centers on Those Most Affected by Violence to Create Change.** The intervention centers those most affected by violence. It provides ways for those affected by violence and causing violence to develop new skills, insights and ways to put together a solution to violence – or to form a system that not only addresses violence but reduces the chances that violence will continue.

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- ***Supports the sometimes complex pathway to change and transformation.*** Changing violence, repairing from violence, and creating new ways of being free from violence can take time.

  For the survivor/victim, the intervention relies upon consideration of the best ways to support survivors or victims of harm by sharing the responsibility for addressing, reducing, ending, or preventing violence (**breaking isolation** and **taking accountability**), without blaming the survivor/victim for their choices (without **victim blaming**), and by offering support towards what they define as their own needs and wants (supporting **self-determination**).

  For the person doing harm, the intervention relies upon consideration of the best ways to support people doing harm to recognize, end and be responsible for their violence (what we also call **accountability**), without giving them excuses (without **colluding**), and without denying their humanity (without **demonizing**).

- ***Facilitated.*** The intervention works well if someone in our communities can act as a *facilitator*, someone who can act as an anchor for the process of intervention, or someone who can help us to walk through different parts of this Toolkit. Therefore, we call this a *facilitated* model. The facilitator role can be taken on by more than one person or it can rotate among group members as the process continues. The facilitator does not have to be a professional or someone who is an expert on violence intervention. It simply needs to be someone who can be clear-headed, act within the values and guidelines of the group, and who has some distance from the center of violence to be clear of the chaos and confusion that is often a part of a violent situation. See more about the facilitator role in Section 4.C. *Mapping Allies and Barriers.* If one cannot find a facilitator, then at the very least, this Toolkit and the many people whose experiences it represents may help to guide us through the process of violence intervention.

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The Intervention as a Process

The community-based intervention is rarely a one-time event. It is a *process*, one that can take time – and one that may sometimes seem to move one step forward and two steps back. This Toolkit advises values that include long-term commitment, creativity and flexibility to be able to stay on course for the long-run as the intervention goes through its twists and turns.

An intervention to violence involves *engaging* people – people who may have their own individual and unique perspective about the situation of violence; people who may have different goals and outcomes; people who may have different ideas about what good process looks like; and some who may be very strongly resistant to change, at least at first – and perhaps for a long time.

An intervention can involve strong *emotions*. These could include excitement that people are finally going to address violence; fear that the intervention will fall apart; shame that people are getting to know the details of interpersonal violence; fear of retaliation; disappointment or frustration if things move slowly; and relief that people are working together to bring about positive change.

An intervention to violence can be *unpredictable.* Things change all the time – and these changes can greatly affect an intervention. People (including the survivor or victim, people involved in the intervention as allies, and people who have done harm) may change their mind and suddenly change their attitudes and course of action. New people and new events may enter the picture. Even seemingly insignificant events can completely alter the conditions under which an intervention takes place.

The tools and values in this Toolkit attempt to take these factors into account. It views the intervention as a *process*. An early consideration of goals helps to set a target as the group moves forward through the twists and turns of an intervention. The tools help to gather and coordinate many different people that may include survivors or victims, community members and the person or people doing harm towards a common set of goals.

More on the Facilitated Model

This Creative Interventions model is best used as a *facilitated* model. Through our experiences working with community-based interventions, Creative Interventions developed more ideas about the role of *facilitator*. This Toolkit contains many of the types of information and tools that we developed through doing this work.

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What Is the Role of the Facilitator?

As we asked these questions, we found ourselves in the role of *facilitator.* The facilitator acts as:

- An anchor or center-point for people who are involved in what could be confusing, ever-changing and emotionally difficult situations of violence and violence intervention.

- A guide to resources including basic information, stories and tools such as those found in this Toolkit.

- A sounding board – someone who can ask the kind of questions found in Section 4. *Tools to Mix and Match* – questions that can give people the chance to figure out their own answers and own steps forward.

- A group coordinator – someone who can help a group communicate together, share information, make decisions and move to the next steps.

- A group leader – someone who can help move everyone move forward in the same direction towards a common set of goals.

Who Can Be a Good Facilitator?

We believe that this model works best if someone can play the role of facilitator. The facilitator role can be taken on by more than one person or it can rotate among group members as the process continues. This person does not need to be an expert or professional. A good facilitator can be someone who is:

- Trusted.

- A good communicator.

- Familiar with or connected to the community or people involved in the situation of violence.

- Not too intensely involved in the middle of the situation of violence – has some amount of distance.

- Good at working with groups of people.

- Willing to use this Toolkit and help others become familiar with it.

- Has values that can support a community-based intervention.

- Has enough time and energy to be available for this process.

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A Holistic Model: What Does This Mean?

The Creative Interventions model aims to be a *holistic* model.

Interpersonal violence takes place within families, friendship networks, neighborhoods, organizations, workplaces and communities that are meant to be healthy places for everyone.

Interpersonal violence destroys safety, trust and health. It divides homes, neighborhoods and communities. It builds and feeds upon systems of inequality, abuse and oppression.

This model looks for solutions that do not further break communities (such as arrest, jails and prisons) – it looks for solutions that are *holistic*, meaning:

- Takes into account the health and well-being of everyone affected by and participating in violence – including the survivor/victim, community members, and person doing harm.

- Tries to build an intervention process that is based upon an outcome that is beneficial to everyone – including the person doing harm.

- Tries to lead change in response to violence through support, compassion and connection.

- Maintains support, respect and connection to the survivor or victim throughout the intervention.

- Even if not able to deal directly with the person doing harm, a holistic process holds a space, even if imaginary, for consideration of the accountability of and positive transformation of people doing harm.

  o For example, even if we do not have any or enough positive contact with the person doing harm, we may think about what we would do if they wanted to come forward, what resources could we offer them if we do not feel that we ourselves can meet together, what do they care about and how might they see things differently. This is useful for envisioning something transformative even if we do not reach this goal.

- Some may find it necessary to use a level of pressure, force or negative consequences at the beginning to get a person doing harm, at the very least, to stop their violence (See Section 4.F. *Taking Accountability*). Steps that may begin as forceful can be viewed as only a first step in a series of steps that can build towards a process more supportive, open and offering connection to the person doing harm – rather than relying upon negative consequences.

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- A holistic process may not always be gentle every step of the way, but it holds a large space for compassion and connection.

- In a holistic process, support and accountability connect directly and honestly with people. Although they may sometimes be carried out in part through emails, calls, written letters or meetings – these cannot replace human connection and communication of honest emotions including love, passion, disappointment, anger, fear and the range of emotions that violence and their interventions raise.

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3.2. What This Model Is NOT

This model and tools encourage community-based interventions that aim to put the people most affected by violence and our communities to be at the center of positive change. Despite the hopeful vision of this model, it is also important to stress what this model is NOT.

1. This model is NOT a *recipe* for violence intervention.

- Why not?

    o This approach is not for everyone or for every situation. There are times when there are simply not enough resources to make this approach safe enough or likely enough to turn out a positive outcome. There are times when individuals or groups do not share enough common values to make this the right model.

    o This approach gives guidelines based upon the limited experience of Creative Interventions. But we intend that these guidelines be adapted to the facts of the violent situation, the culture of the group or community carrying out the intervention, the unique factors that make up each situation of violence, and the events that may come up during the intervention.

2. This model is NOT a *guarantee* for a successful violence intervention outcome.

- Why not?

    o There is no way to predict a positive outcome – especially for something as complex as violence. Situations change; people change; events are unpredictable. Even groups that work well together and follow this Toolkit and other helpful tools carefully may not get the outcomes they want – especially long-term change.

    o This model and Toolkit are based upon the limited experiences of Creative Interventions gathered from a 3-year period. It also relies upon the wisdom and experiences of some of the other organizations named in the *Preface and Acknowledgements.* Although people have been doing community-based interventions to violence throughout history, it is only very recently that we have begun to actually name these types of interventions, take these interventions seriously, and to develop them into a practical approach. This Toolkit is a beginning document to be helpful towards developing this approach. It does not have all of the answers.

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3. This model is NOT a mediation model.

- Why not?

    o Mediation is a process by which two or more people or representatives meet together with a mediator to resolve a conflict. Although one person or party may feel violated by another, there is generally a sense that they have some equal level of power and that a single process of mediation can resolve the conflict.

    o Mediation can be part of the overall process of intervention. For example, two allies may have a conflict about some part of the process. They may have relatively equal power. A mediation process might be used to get through this conflict.

    o Mediation between the survivor or victim and person doing harm is not recommended. The assumption that there is equal power does not match our assumptions about the types of interpersonal violence that this Toolkit has been created to address – domestic violence and sexual assault generally take place within or create a relationship of unequal power. This model of intervention, not mediation, takes this inequality into account. Mediation has been known to equally fault the survivor or victim and potentially place them in a situation of danger.

4. While this model allows for the *possibility* of engagement with the person doing harm, it DOES NOT require that this is part of the intervention. (By engagement, we mean talking with or having some kind of communication with directly regarding the intervention – it may be in person, phone, email, letter, through other people, etc.). Nor does this model imply that NOT engaging the person doing harm affects its value or success.

- Why not?

    o You may find that engagement is too risky or dangerous – physically, emotionally, financially, sexually or for whatever reason.

    o The person doing harm may be completely unwilling to engage or completely unapproachable.

    o The person doing harm may be too dangerous.

    o Engaging with the person doing harm may give them information that can make them capable of even more harm.

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o You may not have the right person or people to contact and connect with the person doing harm in a way that can bring about positive change.

o You may not know who the person doing harm is or where they are now.

5. Even if community allies decide to engage the person doing harm, this DOES NOT mean that the survivor or victim needs to have any contact with the person doing harm.

- Why not?

  o The survivor or victim should never be pressured to make contact – reasons of guilt, duty, need to forgive, need to show toughness, need to show love and caring, need to be part of a team, etc. are never reasons enough to pressure contact for anyone – it is a choice and one that should be made carefully and with plenty of safeguards before, during and after.

  o Contact between survivor and person doing harm may be too risky or dangerous by:

    ▪ Re-exposing the survivor or victim to unnecessary memories of the harm.

    ▪ Re-exposing the survivor or victim to direct emotional, physical, sexual, financial or other forms of harm by the person doing harm (and possibly by others who might blame the survivor or victim or who may want to harm them).

    ▪ Exposing the survivor or victim to retaliation.

    ▪ Exposing the whereabouts of the survivor or victim – if the whereabouts have been or need to be kept confidential or secret.

    ▪ Exposing the survivor or victim to a process where their own truthfulness or integrity could be called into question – if safeguards are not made to ensure that the process is not set up to question or attack the survivor or victim.

  o If the survivor or victim decides to have contact with the person doing harm, then the possible risks should be fully taken into account. We suggest that before considering engagement, the

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survivor and allies weigh risks against benefits, make safety precautions, and consider other parts of this Toolkits and other resources to help with safety concerns (See Section 4.B. *Staying Safe*).

6. While this model does encourage and anticipate that the survivor will be involved in the intervention, may be a central participant, and may drive the goals that are adopted by the team, it DOES NOT require this type of survivor or victim participation. In other words, this model is not necessarily survivor/victim-driven or survivor/victim-centered although it may be.

- Why not?

    o The survivor or victim may be a child – while a child should be supported to talk about their wishes, their fears, their goals – adults may have to take on the responsibility for driving the intervention, deciding the process and determining the goals. Adults are encouraged to take into consideration the perspectives and ongoing needs of the child including those resulting from the complex impact of an intervention as they move forward with the intervention.

    o The process and goals may be decided collectively, meaning that the team of allies brought together and any other key people who are affected by the violence may discuss these together, coming up with a collective response. In this situation, the survivor's or victim's wishes may be those that are taken most into consideration. However, there may be room for people to raise their own wishes or concerns or raise more community-wide concerns so that they can all be taken into account when coming up with group process and goals.

    o The survivor or victim (or others in the group) may choose goals that are not in line with the values of the model in this Toolkit or of the group. For example, these might include revenge, shaming for the sake of public humiliation, violence – or, on the other hand, they may include doing little or nothing. Discrepancy between survivor or victim approaches and goals and those of allies is a common issue and one that can often be resolved through openness, honesty and thoughtful discussion. See Section 4.D. *Goal Setting* and Section 4.E. *Supporting Survivors* for more details regarding differences and resolutions.

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3.3. Building a Model on Generations of Wisdom

Creative Interventions believes that our communities have given us generations of lessons and examples of community-based interventions to violence. Because we as a society have done little to value and pay attention these lessons, many have been lost.

Creative Interventions and the many others who are creating community-based responses to violence have been building upon a rich history of positive, creative and courageous challenges to violence.

In order to bring these lessons back to our communities and to make them practical and usable knowledge, we have taken what we have learned about community-based responses to violence and broken them down into steps, concepts and tools that we hope are helpful to you. We have listened to and recorded stories from everyday people that can provide examples for how interventions can work. Some of these stories are included in this Toolkit. And others are available through the StoryTelling & Organizing Project on the website www.stopviolenceeveryday.org.

We have also tried to use language that is general – that might fit many different communities even if it does not fit any particular one perfectly.

Although you may not follow all of these steps or you may find your own way to deal with violence as a community, we think that at least some of these may be useful to you. We also hope that you in your community will find creative ways to think about and talk about some of these same concepts as you develop your own response to violence.

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3.4. Values to Guide Your Intervention

Creative Interventions developed this model not only to end violence, but to lead to healthier ways of being in community with each other.

We found it important to create values to guide us in our own work. As we did our work, we returned to these values to see if our day-to-day way of doing things followed these values. We also returned to our values from time to time to see if they really reflected what we believed and to see if we were missing anything that was important to our work. These values underlie our vision and practice and are reflected throughout this Toolkit.

The following is a list of the Creative Interventions values.

Creative Interventions Values (Long Version):

1. ***Creativity.*** Solutions to violence can emerge out of a creative process.

2. ***Collectivity or Community Responsibility.*** We believe that violence is not an individual problem and that solutions also cannot be individual. It takes all of us to end violence. The actions of a group (if done well) can be much wiser, healthier, effective and long-lasting than those carried out by an individual.

3. ***Holism.*** Solutions to violence can involve consideration for the health and well-being of everyone involved in and affected by violence – this includes the survivors or victims of violence; people doing harm; and friends, family and community. We also want our solutions to keep communities whole. This does not mean that abusive relationships or families necessarily need to stay together, but this does mean that they may be able co-exist peacefully in the same community or transform to healthier, more cooperative and respectful relationships.

4. ***Safety.*** We are interested in creating safety in all of its forms (physical, emotional, sexual, economic, spiritual and so on).

5. ***Risk-Taking.*** While we prioritize safety, we also believe that it sometimes takes risks to create more safety in the long-run. Safety may require action which has the potential to increase short-term risk or danger in order to reach long-term goals.

6. ***Accountability.*** All of us have our own role and responsibility to take in ending violence. Community-based solutions to violence require that we all step up and think about the ways we may have contributed to violence, the ways we may need acknowledge and make amends for our contribution to violence, and the ways we can take action to make sure that violence does not continue and that healthy alternatives can take its place.

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7. **_Transformation._** We believe that everyone involved in violence can go through positive change. What is needed is a model for taking action which believes that healthy change is possible for all – and can also take realistic and sometimes difficult steps to create an environment in which long-term change can be supported.

8. **_Flexibility._** Situations of violence are often complicated and so are the steps towards long-term change. We try to remain flexible so that we can make changes and create new strategies when needed.

9. **_Patience._** Violence is built over time and so the solution to violence takes time. We ask people to step out of expectations of quick results and take the time to create thoughtful solutions to violence, solutions which will hold in the long run.

10. **_Building on What We Know (Organic)._** We believe that we all as individuals, families, friendship networks, communities and cultures have a history of creative and community-based ways to resolve violence. We want to remember, honor and build upon the positive things we have known and done throughout history.

11. **_Sustainability._** We need to support each other to create change in ways that can last over the time it takes to successfully intervene in violence. We encourage that solutions to violence are built to last over the course of the intervention, over our lifetimes, and throughout future generations.

12. **_Regeneration._** We can all contribute to expanding opportunities to challenge violence and contribute to liberation. Although any of us may be thinking of our own unique situation of violence when creating a community-based response to violence, our successes lead to new changes and transformations for everyone involved. And our stories can be passed on to others so they can learn from our experiences. We ask you to consider sharing your intervention stories and lessons learned through the website (www.creative-interventions.org), the StoryTelling & Organizing Project (STOP) (www.stopviolenceeveryday.org) and through other community spaces.

Note: A brief version of Creative Intervention values is in checklist form later in this section of the Toolkit. You will also find a helpful list of values created by Communities against Rape and Abuse (CARA) in Section 5.4 that may help you think about the values that you want to guide your intervention.

A blank document for you to list values or use wording that may be a better match for your group is available at the end of this Section 3.

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3.5. What Are We Trying to Achieve: 3 Key Intervention Areas

One way Creative Interventions talks about interventions is that it is a way to "address, reduce, end or prevent violence."

But how does addressing, reducing, end and preventing happen? What does it look like? What kinds of activities does it involve – and for whom?

In general, we at Creative Interventions have seen interventions break down into 3 core intervention areas:

3 Core Intervention Areas:

1. *Survivor or victim support.* Offering support (emotional, physical, goods and services, financial) to survivors/victims – this may extend to include their children, pets, family members, friends and so on. See Section 4.E. *Supporting Survivors or Victims* for much more information.

2. *Accountability of person doing harm.* Engaging or working to support people who have done harm to be accountable (recognize, end and take responsibility for harm) for their harmful attitudes and actions – this may extend to people or communities who participated in the harm, supported them to do harm, or did nothing to stop the harm. This also includes taking accountability for harms regardless of whether or not these harms were intended. See Section 4.F. *Taking Accountability* for much more information.

3. *Community Accountability or Social Change.* Working with communities to take accountability (recognize, end and take responsibility for harm) for their harmful attitudes and actions. This also includes taking accountability for harms regardless of whether or not these harms were intended. See Section 4.F. *Taking Accountability* for more information.

Interventions might address one of these areas, two of these areas or all three of these areas.

Intervention Area 1: Survivor/Victim Support:

Survivor or victim support focuses on providing for the emotional and physical health, safety and other needs and wants of someone who has been the survivor or victim of harm.

The needs and wants may extend to their children, family members, pets, and others particularly who rely upon the survivor or victim and whose own health and safety may be affected by the harm directly affecting the survivor/victim. It

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may also extend to others because if their needs are taken care of, this frees up the survivor or victim to be able to better focus on their own important needs and wants. For example, helping a survivor or victim take care of children, elderly parents, or job responsibilities may be very supportive to a survivor or victim.

Support for the survivor may not result in "healing." Healing is a deeply personal process. Healing may not be a goal or a desire of the survivor or victim, person doing harm or anybody else involved in this intervention process. Or it may be a goal that is unrelated to this intervention – but rather pursued in another way. While healing may result from any aspect of this intervention and may be chosen as a goal, Creative Interventions does not assume that healing is necessarily a result from violence intervention.

In this model, survivor or victim support works best if:

- You provide enough support to allow the survivor or victim to figure out and name what they actually need and want (even if you cannot provide all of it).
- You provide these things without the survivor or victim constantly having to ask for support or remind you for that support.
- You feel care and compassion for them – if you cannot or if something is seriously blocking you, then you can help to figure out who can provide this support, and you can take a different supportive role.
- You have others in the community that can gather together to offer support.
- Make your way through this Toolkit, paying special attention to Section 2. *Some Basics Everyone Should Know* and Section 4.E. *Supporting Survivors or Victims*. See also Section 4. *Tools to Mix and Match* with attention to the *Special Considerations* for survivors or victims piece that is within each set of tools.

If you are the survivor or victim:
- Take the time to think about your own wants and needs — get support to think these through.
- Take the time to think about your goals and separate out what may be fantasy goals from those that are more achievable (for example, you may have unrealistic but understandable goals that things will get better by themselves, that you want revenge, that you want to get even, that the person doing harm will completely change with little effort). See Section 4. D. *Goal Setting* for help with goals.
- Offer this Toolkit to your allies if you think it will help them know how to offer support.
- Make your way through this Toolkit, paying special attention to Section 2. *Some Basics Everyone Should Know* and Section 4.E. *Supporting Survivors or Victims*. See also Section 4. *Tools to Mix and Match* with

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attention to the *Special Considerations* for survivors or victims piece that is within each set of tools.

See Section 4.E. *Supporting Survivors or Victims* for more information.

Intervention Area 2: Accountability

Accountability of the person doing harm is the act of *recognizing, ending and taking responsibility* for the violence and the harm one has caused, regardless of whether or that that harm is intended, and changing attitudes and behaviors so that violence will not continue.

In this model, accountability of the person doing harm works best if:

- You balance firmness and consequences with support.
- You condemn attitudes and behavior but do not demonize the person.
- You challenge excuses.
- You hold a position that change is possible at least over the long-term even if you are never able to reach this change.
- You understand that immediate change is rare and early signs of change are often followed by resistance.
- You understand that resistance to change is normal and must be taken into account in a process of accountability.
- The person doing harm has some level of care or respect for the people who are engaging them.
- The person doing harm is able to see that change is beneficial to them – not just because of avoidance of negative consequences but also the availability of positive gain.

If you are the person doing harm,
- Understand that *recognizing, ending and taking responsibility for harm* is an act of courage – not shame.
- Understand that the process of *recognizing, ending and taking responsibility for harm* can be painful and difficult – but will ultimately benefit you.
- Think of other people you trust who will challenge you and support your change – and not just make excuses for you.
- Offer this Toolkit to possible allies.
- Make your way through this Toolkit, paying special attention to Section 4.F. *Taking Accountability*. See also other parts of Section 4. *Tools to Mix and Match* with attention to the *Special Considerations* for people doing harm that is within each set of tools.

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See Section 4.F. *Taking Accountability* for more information.

Intervention Area 3: *Community Accountability* or *Social Change*

The term *community accountability* can be thought of as a more specific form of a *community-based response* or *approach to interpersonal violence.* The word "community" acknowledges that it is not only individuals but also communities that are affected by violence. Interpersonal violence is not only an individual problem, but a community problem. The word, *accountability*, points to the idea of *responsibility*.

The community might be a neighborhood where violence took place; it may be an organization or workplace in which violence against its members occurred; it may be an extended family that allowed violence to go on unchallenged. We usually think of the person doing harm as the one to be *accountable* for violence. Community accountability also means that communities are accountable for sometimes ignoring, minimizing or even encouraging violence. Communities must also *recognize, end and take responsibility for violence* – by becoming more knowledgeable, skillful and willing to take action to intervene in violence and to support social norms and conditions that prevent violence from happening in the first place.

In this model, community accountability works best if:

- The community recognizes its own participation in directly contributing to harm or letting harm happen while it also holds the person doing harm responsible.
- The community takes responsibility for the ways that it may have participated in harm. This can be done by:
    o Naming the ways in which it participated in harm.
    o Changing the conditions that led to or allowed the harm to happen.
    o Supporting the survivor or victim.
    o Offering repairs or reparations to the survivor or victim.
    o Supporting the person doing harm through the accountability process.
    o Changing attitudes and behavior and supporting these through policies, new practices, and new skills.
    o Keeping up these changes over the long run.

If you are a member of the community in which harm took place,
- Understand that *recognizing, ending and taking responsibility for harm* builds community health – it is not an act of shame or blame.

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- Understand that the process of *recognizing, ending and taking responsibility for harm* can be painful and difficult – but will ultimately benefit all members of the community.
- Understand that community accountability supports the accountability process of the person doing harm – it does not take away from it.
- Understand that the public act of a community taking a role of responsibility can also serve as a positive model for individual people doing harm to take responsibility.
- Offer this Toolkit to community members.

See Section 4.F. *Taking Accountability* for more information.

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3.6. Interventions over Time: 4 Phases

At Creative Interventions, we have learned that every intervention to violence is unique. It is impossible to say that for every intervention, one particular step follows after another.

We think of 4 phases of intervention:

1. Getting Started
2. Planning/Preparing
3. Taking Action
4. Following-Up

The 4 Phases On-the-Ground:

Interventions are generally processes made up of many steps along the way. These phases can go in mini-cycles all along the course of an intervention, that is, you may get started, plan/prepare, take action and follow up many times as you move along an intervention.

You may also think about this in terms of the overall intervention. Getting started could refer to the initial step of your intervention, and following-up can refer to the steps as the intervention comes to a close.

For some of you, the nature of your intervention will be that it does look more like one very well-defined and short-term process. Your pathway may more clearly look like a single move from getting started to planning/preparing and on to taking action and following up.

For others, things will take a long and complicated course with lots of starts and stops along the way.

Some of you will plan an intervention and never feel prepared to take action.

Others will get partway through an intervention but never feel like you reached your goal. If so, following up may be necessary even if it is only to create some plans for safety or for coming back together if the situation changes in the future.

Regardless, thinking about these phases indicates that getting started can happen many ways; some amount of planning/preparation is a necessary part of a thoughtful and effective intervention; taking action may happen at some point and is an important part of this action-oriented model of intervention (although you may never reach a stage where you feel that there are enough resources, safety protections or willing people to take action); and following up is an often overlooked but very central part of a successful intervention process.

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Phase 1: Getting Started

Getting Started on an intervention can happen any time in the course of a violent situation. Violence, itself, may have been a one-time event or may have been taking place for days, months or years. Violence may have taken place long ago, recently or may be happening right now.

Regardless of these differences, getting started happens as someone begins or at least begins to consider addressing, reducing, ending or prevention violence (violence intervention).

In this model, *Getting Started:*

- Can be initiated by anyone – the survivor or victim; a friend, family member, neighbor, co-worker or community member (community ally); or the person doing harm.
- Often involves first steps such as naming the violence (See Section 4.A. *Getting Clear*); mapping possible people and other resources to help (See Section 4.C. *Mapping Allies and Barriers*); mapping possible barriers to help (See Section 4.C. *Mapping Allies and Barriers*); and setting initial goals (See Section 4.D. *Goal Setting*).
- As in all steps, should involve thoughtful consideration of risks and ways to increase safety (See Section 4.B. *Staying Safe*).

Some examples of *Getting Started* steps include:

- Looking for help in the internet and finding this Toolkit.

- Talking to a trusted friend about the situation of violence and brainstorming about what can be done.

- Letting a family member know about a situation of violence and asking for their help.

- Thinking about a situation of violence that may have occurred long ago and deciding that something has to be done about it.

- The person doing harm may recognize that they need to seek help to address and stop their harm.

Getting started can happen at any time. A pattern of violence may just be starting to become clear and someone wants to do something about it before it gets worse; a pattern of violence may have reached such a level of danger that someone feels like something must be done; family, friends, neighbors, co-workers or community members may have found out about the violence and want to do something about it; the police or other authority may have been called, setting off a need to take action; someone may finally be out of crisis and able to think more

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clearly about taking action; someone may have seen this Toolkit and see that they have more support to take positive action; response to the violence may just be happening spontaneously – nobody knows the exact reason but it's starting to move forward.

People using this Toolkit may have tried interventions before – and are now trying to see if using this Toolkit may help with a new stage or type of intervention to violence.

Phase 2: Planning/Preparation

Planning/preparation involves further work to plan and prepare the intervention in order to make a more effective response to address, reduce, end or prevent violence.

In this model, *Planning/Preparation*:

- Can involve bringing more people together to participate in the intervention (See Section 4.C. *Mapping Allies and Barriers*).
- Can involve creating and agreeing upon intervention goals (See Section 4.D: *Goal Setting*), creating good roles for everyone helping out (See Section 4.C. *Mapping Allies and Barriers* and Section 4.G: *Working Together*), and if accountability is one of the goals, then setting up an accountability plan (See Section 4.F: *Taking Accountability*).
- As in all steps, should involve thoughtful consideration of risks and ways to increase safety (See Section 4.B. *Staying Safe*).

Some examples of *Planning/Preparation* steps include:

- Figuring out who else can help with the intervention.

- Pulling together a meeting of allies who might be able to help.

- Thinking about potential risks and dangers as one takes action steps and figuring out a safety plan.

- Making a schedule of people who can stay with a survivor or victim and that person's children in order to offer support and safety.

- Thinking about who to alert about a situation of domestic violence in order to make sure that children are protected at school, friend's homes or daycare.

- Preparing an accountability plan for the person doing harm including what harms they committed, people who can support change, requests from the survivor or victim and the community, consequences if requests are not met.

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Phase 3: Taking Action

Taking action happens as people make concrete moves to address, reduce, end or prevent violence. It is a central part of this action-oriented approach to violence intervention. It is also possible that you and your group may never reach a point where you have enough resources, safety protections or willing and able people to take action.

Taking action moves from planning or preparing to *doing.*

In this model, *Taking Action:*

- Is a more deliberate step or set of steps in violence intervention.
- Can be carried about by anyone – the survivor or victim; a friend, family member, neighbor, co-worker or community member (community ally); or the person doing harm.
- Can involve taking steps to support survivors or victims, to deal with or engage people doing harm, to bring together communities for support, to actively improve the understanding and response of friends, family or community members.
- As in all steps, should involve thoughtful consideration of risks and ways to increase safety (See Section 4.B. *Staying Safe*).

Some examples of *Taking Action* steps include:

- Staying with a survivor or victim at her home to offer support and safety.

- Contacting the person doing harm to request a meeting.

- Holding a meeting or series of meetings with the person doing harm.

- The person doing harm taking action steps to take accountability for the harms they have caused.

- Holding a community meeting about the violence that happened and your group's steps to address that violence.

- Going to a child's school to talk to the principal and others about a situation of domestic violence and requesting steps for the school to provide safety for the child.

- Going to the survivor or victim's mother to talk to her about the dynamics of domestic violence and how she can be a better ally to her child.

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Phase 4: Following-Up

Following-up happens as action steps have moved forward. It is a more coordinated part of the process with a purpose to make sure actions are following a positive course according to the values and goals of the intervention; tell whether or not adjustments or changes need to be made in order to improve the process; tell whether or not new events or changes have come into the picture; tell how close or far the intervention is to the goal; tell whether or not the intervention is at a stage where it may need to be put on hold, moved faster, shifted to another strategy, stopped altogether or brought to a close

In this model, *Following-Up:*

- Is a more deliberate coordinated process following each action step, a particular phase of the intervention, or at the end of an intervention (See Section 4.G. *Keeping on Track*).
- Can involve everyone involved in the intervention or a smaller group of people.
- Is an important part of making sure that you are keeping on track (See Section 4.H. *Keeping on Track*).
- Can involve making plans to respond if violence happens again (See Section 4.B. *Staying Safe*).
- Can involve a process for checking in and seeing how things are going after an intervention comes to a close (See Section 4.E. *Working Together* and *Section* 4.H. *Keeping on Track*).
- Should happen even if action steps are never taken or if things go completely differently than planned.
- As in all steps, should involve thoughtful consideration of risks and ways to increase safety (See Section 4.B. *Staying Safe*).

Examples of *Following-Up* steps include:

- Checking in with people who were going to take an action step to see what happened.

- Reviewing the actions and results of a specific action step in order to see if they met the intervention values, goals and safety needs.

- Reviewing the actions and results of an entire intervention process to see if they met the intervention values, goals and safety needs.

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3.7. Tools for Interventions: 8 Sets of Tools

Creative Interventions developed its approach to community-based intervention through three years of working with people seeking a different way to address, reduce, end or prevent interpersonal violence (violence intervention). Many of these tools took the form of sets of questions that we would guide people through as the considered and carried out an intervention to violence.

Some of these tools were developed after we completed our three-year project as we thought about what types of tools could have been helpful and we considered what people could look for in a Toolkit even if they did not have an organization like Creative Interventions in their local area.

We call these *Tools to Mix and Match* because they may all be used at the same time, they may be used repeatedly throughout an intervention and they may be pieced together in different ways as you move towards your intervention process.

The *Tools to Mix and Match* in Section 4 are divided into the following sets:

4.A. *Getting Clear.* What Is Going On?

4.B. *Staying Safe.* How Do We Stay Safe?

4.C. *Mapping Allies and Barriers.* Who Can Help?

4.D. *Setting Goals.* What Do We Want?

4.E. *Supporting Survivors or Victims.* How Can We Help?

4.F. *Taking Accountability.* How Do We Change Violence?

4.G. *Working Together.* How Do We Work Together as a Team?

4.H. *Keeping on Track.* How Do We Move Forward?

Tools, Definitions and Key Questions

The following is an introduction to the Tools in Section 4. *Tools to Mix and Match* along with brief definitions and key questions.

A. Getting Clear. What Is Going On?

Getting Clear means taking the time to look around, reflect and think about what is happening.

Key Questions are:

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- What is going on?

- What kind of harm/violence/abuse is happening?

- Who is getting harmed?

- Who is doing the harming?

- What can be done?

B. Staying Safe. How Do We Stay Safe?

Staying Safe includes concerns, plans and actions all meant to minimize the current, potential and future levels of harm or increase the level of safety. It includes: 1) *Risk Assessment* to *identify* the level of danger, potential danger or harm; 2) *Safety Planning* to plan steps and roles to minimize this danger or harm; and 3) *Safety Actions* to take steps to minimize this danger or harm.

Key Questions are:

- What are risks and dangers right now?

- Risks to whom?

- What level of risk? None, Low, Medium, High, Emergency?

- What are the risks and dangers if we take no action?

- What are the risks and dangers if we take action?

- Who needs safety and protection?

- What plans can we make to provide safety and protection?

- What are the next steps?

C. Mapping Allies and Barriers. Who Can Help?

Mapping Allies and Barriers involves taking a look at who we have around us as helpers and community resources (allies). It also involves looking at who could get in the way of an intervention (barriers). It may also include looking at "swing" people – people who could be better allies with a little bit of help.

Key Questions are:

- Who can help?

- Who can get in the way?

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- Who is in a good position to support the survivor or victim?

- Who is in a good position to offer support to the person or people doing harm?

- Who can become an ally or become a better ally with a little bit of help?

- What kind of help do they need and who can give it?

D. Goal Setting. What Do We Want?

Goal Setting includes the steps the individuals and group take to move towards a single outcome or set of outcomes that could result from their action.

Key Questions are:

- What do you want?

- What do you not want?

- What can you do to move towards these goals?

- Does the group share the same goals?

- What can you as a group do to move towards these goals?

- Are these goals realistic?

- How can you state these goals as concrete steps?

E. Supporting Survivors or Victims. How Can We Help?

Supporting survivors or victims focuses on providing for the health, safety and other needs and wants of someone who has been or is the survivor or victim of harm.

- What violence or abuse did the survivor or victim experience?

- What harms have resulted?

- What do they think will be helpful to them?

- Who can best offer this support?

- How are they getting ongoing support?

F. Taking Accountability. How Do We Change Violence?

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Taking accountability is a process by which a person or a community comes to "recognize, end and take responsibility" for violence.

Key Questions are:

- What attitudes and behaviors led to the harms?

- Who directly caused these harms?

- Who allowed these harms to happen – even if they did not directly commit these harms?

- Who did they harm?

- What are the results or consequences of these harms – even if unintended?

- What and/or whom does the person doing harm care about?

- What people can influence and support change?

- How can we use care and connection more than negative consequences to promote change?

- What specific changes do we want to see?

- What specific repairs and to whom do we want to see?

- What are some specific ways that we will know that change has happened?

- How can we support long-lasting change?

G. Working Together. How Do We Work Together as a Team?

Working Together involves the ways in which two or more people can work positively and cooperatively towards a common goal. In this Toolkit, the goal is to address, reduce, end or prevent interpersonal violence.

Key Questions are:

- Who can work together?

- Does everyone know and agree with the goals?

- What are their roles?

- How will you communicate and coordinate?

- How will you make decisions?

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H. Keeping on Track. How Do We Move Forward?

Keeping on Track includes tools to check in to make sure that the overall intervention is going well, that goals are in place, and that people are moving forward in a good direction. This process also includes tools for individuals to check in and do a self-check – to see if they are doing their best in moving an intervention along in a good way.

Key Questions are:

- Are we ready to take the next step?

- How did it go?

- What did we achieve?

- Did we celebrate our achievements (even the small ones)?

- What needs to change?

- What is the next step?

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3.8. Model at a Glance: Tools across the 4 Phases

1: GETTING STARTED	2: PLANNING/PREPARATION
A. Getting Clear: What is going on? What kind of violence or abuse happened or is happening? Who is getting harmed? Who is doing the harming? What can be done?	**A. Getting Clear:** What happened since last time? What changed? What new barriers are there? What new opportunities are there? What do we need to do next?
B. Staying Safe/Risk Assessment: What are the risks now? What are the risks if no action? What are the risks if take action? (Physical, Emotional, Sexual, Relationship, Money, Job, Housing, Immigration Status, Children, Custody, Other) None • Low • Medium • High • Emergency	**B. Staying Safe/Risk Assessment:** What are risks now? Any new risks? What are risks with next actions? (Physical, Emotional, Sexual, Relationship, Money, Job, Housing, Immigration Status, Children, Custody, Other) None • Low • Medium • High • Emergency
B. Staying Safe/Safety Planning: What do people need for safety now? What plans can we make for safety? Who can play what roles? Safety may be for survivor, allies, person doing harm, children, others	**B. Staying Safe/Safety Planning:** How is safety plan working? What are new safety needs? Who can play what role? Safety may be for survivor, allies, person doing harm, children, others
C. Mapping Allies and Barriers: Who can help? Who can get in the way? Who can support the survivor? Who can support the person doing harm? Who can be an ally or better ally with help? What kind of help and who can give it?	**C. Mapping of Allies and Barriers:** Who can help? Who will contact allies? Who has agreed? Who is in the way? Who can be an ally or better ally with help? What kind of help and who can give it?
D. Goal Setting: What do you want? What do you not want? What would you consider a success?	**D. Goal Setting:** Does everyone know and agree with the goals? Are you able to reach consensus on the goals? How can you state these goals as concrete steps? Are these goals realistic?
E. Supporting Survivors or Victims: What violence or abuse did the survivor or victim experience? What harms have resulted? What do they think will be helpful to them? Who can best offer this support? How are they getting ongoing support?	**E. Supporting Survivors or Victims:** How does the survivor or victim want to be involved in the intervention? What kind of support do they need? Who can best offer this support? How are they getting ongoing support?
E. Taking Accountability: What could make the violence stop? What could prevent further violence? Who/What does the person doing harm care about?	**E. Taking Accountability:** What is the goal of engagement? What reparations are requested/offered Who is offering support/connection? Who does what? When? Did you role play possible responses?
F. Working Together Who needs to be here? Who is willing to be here? Who will contact whom? What do they need? Who should **not** know that you're here?	**F. Working Together** Who can work together? Does everyone know and agree with the goals? What are their roles? How will you communicate and coordinate? How will you make decisions?
G. Keeping on Track: Are we ready to take the next step? How did it go? What did you achieve? Did we celebrate our achievements? What is the next step?	**G. Keeping on Track:** How did the last step(s) go? What did you achieve? Did you celebrate our achievements? What are the next steps? Who will do what? When? How?

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3: TAKING ACTION	4: FOLLOWING-UP
A. Getting Clear: What happened since last time? What changed? What new barriers are there? What new opportunities are there? What do we need to do next?	**A. Getting Clear:** What events have happened since the beginning of the intervention? What changes have resulted? Did we do what we could?
B. Staying Safe/Risk Assessment: What are risks now? Any new risks? What are risks with next actions? (Physical, Emotional, Sexual, Relationship, Money, Job, Housing, Immigration Status, Children, Custody, Other) None • Low • Medium • High • Emergency	**B. Staying Safe:** Is the survivor safe? Do they feel safe? Children? Allies? Person doing harm?
B. Staying Safe/Safety Planning How is safety plan working? What are new safety needs? Who can play what role? Safety may be for survivor, allies, person doing harm, children, others	**B. Staying Safe/Safety Planning** What are long-term safety plans? What other steps can be taken for safety?
C. Mapping of Allies and Barriers: Who is ready and willing to help? Are there roles to still be filled? Are there allies who can step into those roles? Have any allies become a barrier? Who can be an ally or better ally with help? What kind of help and who can give it?	**C. Mapping of Allies and Barriers:** Are there new allies for the following-up phase? For ongoing monitoring? For review? Are there barriers to look out for throughout the following-up phase?
D. Goal Setting: Are the goals still realistic? Does everyone know and agree with the goals? What goals have you reached?	**D. Goal Setting:** Have goals been met? What has not been met? Why not? Can anything be done to meet these goals? Can you let go of unmet goals?
E. Supporting Survivors or Victims: How is the survivor or victim involved in the intervention? How is the intervention affecting them? What kind of support do they need? Who can best offer this support? How are they getting ongoing support?	**E. Supporting Survivors or Victims:** Was enough support for the survivor or victim provided throughout the intervention? What kind of support was offered? What was most helpful? What kind of support is needed now? How are they getting ongoing support?
E. Taking Accountability: Is the team supporting a process towards accountability? Are there people connected to the person doing harm? Did the person doing harm stop their violence? Did they acknowledge the violence? Did they acknowledge the harms caused? Are they working towards repairs? Are they shifting attitudes and actions?	**E. Taking Accountability:** Has the person doing harm stopped violence – reduced it to an acceptable level? Has future violence been prevented? Does the person doing harm show a strong sense of responsibility about violence? Has the person doing harm followed up to repair the harm? Is there long-term support for continued accountability?
F. Working Together Is there a working system of coordination? Is there a working system of communication? Is there a working system of decision-making? Is everybody working towards the same goals? What improvements can be made?	**F. Working Together** Does everyone who worked on the intervention know about and agree to the follow-up process? Has there been communication regarding closure?
G. Keeping on Track: How did the last step(s) go? What did you achieve? Did you celebrate your achievements? What are the next steps? Who will do what? When? How?	**G. Keeping on Track:** Is further intervention needed? Can the process close? When will the next review happen? What are the next steps? Did you celebrate your achievements?

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3.9. Tools to Use Before You Get Started

If you are facing a situation of violence (past, present or future) and are considering doing something about it, we ask you to read this Toolkit's Section 1. *Introduction & FAQ,* Section 2. *Some Basics Everyone Should Know,* and Section 3. *Model Overview: Is It Right for You?* After reading these sections, you can use the following tools to see if this model is right for you.

If you have not read Sections 1 and Section 2 but want a very quick guide to see if this model might be a fit for you, you can also use the following tools to see if you want to read further.

Tools in this Section:

- Tool 3.1: Is This Model Right For You? Checklist

- Tool 3.2: Values to Guide Your Intervention. Creative Interventions Checklist

- Tool 3.3: Values to Guide Your Intervention (In Your Own Words). Guiding Questions

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Tool 3.1. Is This Model Right for You? Checklist.

The following boxes highlight some of the key points of the model in this Toolkit.

- ☐ Want to address, reduce, end or prevent a situation of violence (violence intervention)

- ☐ Seek solutions within your family, friend network, neighborhood, faith community, workplace or other community group, organization or institution

- ☐ Can think of at least one other person who may be able to work with you to address this situation

- ☐ Want to find a way to support people doing harm to recognize, end and be responsible for their violence (accountability) without giving them excuses (without colluding) and without denying their humanity (without demonizing) – if possible

- ☐ Are willing to work together with others in your community

- ☐ Are willing to work over a period of time to make sure that solutions stick (last a long time)

If you checked all of the boxes, you may be ready to continue with this Toolkit. If you have hesitations or questions about any of these, we encourage you to read through related parts of this Toolkit or talk with other people to see if this approach fits your beliefs, your needs or the resources you have available

You may follow by going through the *Values Checklist* to see if your values are also in line with this Toolkit.

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Tool 3.2. Values to Guide Your Intervention. Creative Interventions Checklist

Creative Interventions developed this model not only to end violence, but to lead to healthier ways of being in community with each other. You can read the long version of the Creative Interventions Values in Section 3.3. *Values to Guide Your Intervention.* The short version is in the Checklist below.

Please see if these work for your group. You can also create your own Values guide using Tool 3.3. *Values to Guide Your Intervention (In Your Own Words). Guiding Questions and Checklist* if you think another set of values fits your own group better.

Our Values

We _____ have created the following values to guide us in our work together to address, reduce, end or prevent violence (violence intervention). We ask everyone involved to read through this list (or have someone read it to you) and think about what these values mean to you. We hope that you will agree to these values and let them guide your involvement in this intervention.

If you do not agree, consider what changes you would want and those you would find absolutely necessary. Others may want to consider whether to include these changes. Or these changes may mean a more serious disagreement which requires more discussion. Please be clear about changes you would seek and what this means in terms of your involvement.

Note: You can also see the principles of Communities against Rape and Abuse (CARA) that are found in Section 5. *Other Resources* for another similar approach. Either set of values works well with the model and tools found in this Toolkit.

I understand and can agree to the following values:

☐ Collectivity or Community Responsibility (Working together as a group)

☐ Holism (Taking into account potential wellbeing of all people involved)

☐ Safety and Risk-Taking (Recognizing that safety sometimes requires risk-taking)

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☐ Accountability (Taking appropriate levels of responsibility for ending violence)

☐ Transformation (Working towards positive change for all)

☐ Flexibility and Creativity (Be ready and able to adjust to new challenges and new opportunities)

☐ Patience (Know that making change can take time and patience)

☐ Building on What We Know (Build on people's values, experience and strengths)

☐ Sustainability (Create ways to make changes that can last a long time)

☐ Expanding Our Work (Make changes and create lessons that can help others)

☐ Others: _____

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Tool 3.3. Values to Guide Your Intervention (In Your Own Words). Guiding Questions

We at Creative Interventions do not expect that your values and our values will be a complete match. We were often thinking about ourselves as a group dealing with lots of interventions to violence. You may think of yourself as just dealing with one – and that can be plenty. You may also find different words or language that makes more sense to you and your group.

Use this space to reflect on your own values (individual and/or group) that might help guide your future planning, preparation and actions to deal with violence.Some guiding questions:

1. What is important to you?

2. At times that you have tried to change your own behavior, what has been helpful? What has made it hard?

3. What are some guiding principles that have helped you in your own life?

4. What are some values that you would like to hold even if they have been difficult or challenging to keep up?

5. What values do you think will lead to lasting positive change?

You can write a set of values using Tool 3.4. *Values to Guide Your Intervention (In Your Own Words). Checklist.* If helpful, compare them to the Creative Interventions list or the CARA list Section 5. *Other Resources.* See which ones you would like to keep.

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Tool 3.4. Values to Guide Your Intervention (In Your Own Words). Checklist

Our Values

We _____ have created the following values to guide us in our work together to address, reduce, end or prevent violence (violence intervention). We ask everyone involved to read through this list (or have someone read it to you) and think about what these values mean to you. We hope that you will agree to these values and let them guide your involvement in this intervention.

If you do not agree, consider what changes you would want and those you would find absolutely necessary. Others may want to consider whether to include these changes. Or these changes may mean a more serious disagreement which requires more discussion. Please be clear about changes you would seek and what this means in terms of your involvement.

Our Values

1. _____:

    (Description)_____

2. _____:

    (Description)_____

3. _____:

    (Description)_____

4. _____:

    (Description)_____

5. _____:

    (Description)_____

6. _____:

    (Description)_____

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7. _____:

(Description)_____

8. _____:

(Description)_____

9. _____:

(Description)_____

10. _____:

(Description)_____

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3.10. Next Steps

If you took time to fill out Tool 3.1. *Is This Model Right for You? Checklist* and either Tool 3.2: Values to Guide Your Intervention. Creative Interventions Checklist or Tool 3.3: Values to Guide Your Intervention (In Your Own Words). Guiding Questions and Tool 3.4. Values to Guide Your Intervention (In Your Own Words). Checklist, then you may want to go back and read the previous sections including:

- Section 1. *Introduction & FAQ*

- Section 2. *Some Basics Everyone Should Know*

You might also be ready to turn to the tools in Section 4. *Tools to Mix and Match.* A good place to start is Section 4. *Introduction* where you will get an overview of the tools and follow with the first set of tools, Section 4.A. *Getting Clear*, which can help you get clear about what your situation of violence or harm is and how to move forward from there.

The complete set of tools among those to Mix and Match include:

- A. *Getting Clear*

- B. *Staying Safe*

- C. *Mapping Allies and Barriers*

- D. *Setting Goals*

- E. *Supporting Survivors or Victims*

- F. *Taking Accountability*

- G. *Working Together*

- H. *Keeping on Track*