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

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C1. What is *Mapping Allies and Barriers*?

Key Questions

- Who can help?

- Who can get in the way?

- 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?

What Is It?

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. Swing people may even be barriers who have the potential to become allies.

Community allies can play all kinds of roles in interventions to violence. They can provide support (practical, emotional, etc.) to the person who has been harmed; they can contribute to engagement, support, and accountability with the person doing harm; they can support other allies playing more involved or higher-risk roles in the intervention; and they can provide logistical or interpersonal support to the intervention team.

Why Is It Important?

This model is based on the idea that working together collectively gives us more support, power, resources and good ideas than working alone. It is also based on the idea that communities have a responsibility to come together to end violence and that we all directly benefit by creating a safer, healthier community.

Finding and mapping community allies and barriers involves looking at the people and organizations around you. Who can play a role? It may be people near and dear. Or it may be people we don't know well but who can play an important role in dealing with a particular situation of harm. They may be people who can stick around for the long-haul of an intervention, or people who can play a useful role here and there.

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When we build our teams with care and consideration, we create teams that build the morale of individual members and the intervention overall. We can create teams that last.

Using the Tools in This Section

The *Mapping Allies and Barriers* section offers basic information and tools to help you think about who can be brought to help (allies) and who you might need to avoid or work around (barriers). If you need simpler, shorter tools to help when you are in immediate crisis or have less time, refer to Tool C1. *Mapping Allies & Barriers Snapshot/Quick Guided Questions*. When you get more time, you can go through Tool C2. *Mapping Allies & Barriers Worksheet*. The checklists, Tool C3. *Ally Roles Checklist* and Tool C4. *Good Ally Checklist* can help you to brainstorm about different roles that allies can play and what characteristics make for a good ally. Thinking about allies specifically to support the person doing harm can take special thought. Tool C5. *Allies to Work with the Person Doing Harm Chart* can help. Tool C6. *Barriers Checklist* can help determine who or what might be getting in the way of an intervention. When you are ready to sum up who you might have as an ally and/or a barrier, you can use Tool C7. *Allies and Barriers: Summary.* And, finally, Tool C8. *Invitation toHelp with an Intervention* helps you to think through the steps to invite other people – or to figure out what to do if they do not want to or cannot join. It gives an example of a script to use and things to think about giving them in order for them to be a better ally – even if they do not choose to join.

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C.2. *Mapping Allies and Barriers* Across the 4 Phases

In Section 3.6. *Interventions Over Time: 4 Phases,* the Toolkit introduced the idea of 4 possible phases of interventions: 1) Getting Started, 2) Planning/Preparation, 3) Taking Action, and 4) Following Up.

Mapping Allies and Barriers can look different at different phases or levels of crisis. It involves team building and matching specific allies to specific roles. It can take place at all stages of an intervention because after every action we take, we assess how it went, what makes sense to do next, and who might be able to help (or might have a hard time, or might get in the way, or might need a one-on-one check-in, etc.). Mapping community allies and barriers can look one way when we first get started and build our initial team, and then look a different way once we start planning and taking different actions.

Phase 1: Getting Started

When we first start talking with each other about addressing or stopping a situation of violence, we may sit with just one other person (a close friend, family member, witness to the violence, person affected by the violence, etc.) to brainstorm who could help us and who might stand in our way.

We may initially think there is no one who can help. Or we may name one or two supportive people, and also identify a pool of people who might be able to help later, depending on what we decide to do. Sometimes it can be helpful to think about anyone (and everyone) who could *possibly* play a helpful role in an intervention, and to separate them into groups such as the following:

1. People who seem like they can be active members of a core team now;

2. People who can be pulled in for specific contributions later depending on what the team's goals become;

3. People who are well positioned to support and communicate with the survivor;

4. People who are well positioned to engage the person who did (or is doing) harm;

5. People who could have a good impact on the intervention but who need some guidance, encouragement, or education in order to become allies;

6. People who might sabotage the team's efforts.

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Phase 2: Planning/Preparation

We may build our initial team based on who is naturally involved in a supportive way right now, and do initial goal-setting with those few people that maps out who else to bring into the team. For example, a small initial team may form and make an immediate plan to build for allies or create a team. As the intervention progresses, it might become necessary to find new allies. Or we may find that new allies have entered the picture.

Phase 3: Taking Action

When we take action, we might be taking action to build more allies, or we might be taking action with allies to support survivors and engage people who are using violence. When we take action we may discover any or all of the following:

1. Some of the allies we mapped are not ready to be allies;

2. Someone we thought was a barrier may actually be more ready than we thought to take a positive role in the intervention;

3. A team member or ally who thought they could take the agreed upon action decides it is too hard and they can't take that kind of action again;

4. In the pressure of the moment, one or more allies does not act according to plan, or takes action on their own in a way that affects the trust of others on the team and their opinion of the person as an ally;

5. An ally playing a specific role has a positive experience and wants to join the team in an ongoing way.

Phase 4: Following-Up

When we follow-up on how the action went and how it affected everyone involved, we learn a lot about our map of allies and barriers.

Sometimes we learn that potential allies are not participating in the way that we'd wanted or hoped. Sometimes we need to re-assess the situation, identify and plan for the next best step toward our goal, and then map and engage a second set of potential allies who can take that next step.

Related Tools:

Tools to help pass on necessary information to allies are in the section Section 4.A. *Getting Clear.*

Tools to help allies work better together are in Section 4.G. *Working Together.*

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Tools to help the collective group look at your goals or what you want to achieve are in the Section 4.D. *Goal Setting.*

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C.3. *Mapping Allies and Barriers* Tips

1. Read *Some Basics Everyone Should Know.*

Interpersonal violence is complicated. Although we may hear more about domestic violence or sexual assault these days, many misunderstandings still exist and many misconceptions about what it is and how to approach it. Read Section 2. *Some Basics Everyone Should Know.* Pay special attention to Section 2.2. *Interpersonal Violence: Some Basics Everyone Should Know* in order to have a clearer picture of what is going on. The Section 2.3. *Violence Intervention: Some Important Lessons* also shares important basics about interventions based upon the experiences of Creative Interventions.

Share this information with others who may be involved in a situation of violence and may need some resources to help them know what to do.

2. Watch out for extremes – nobody can help – or everyone should help – in mapping allies and barriers.

Extreme #1 can look like this: "There is absolutely *no one* who can help." Revisit goal-setting so that existing team members can brainstorm allies who can help with specific goals. Many more resources may appear when you focus on the intermediate steps, instead of thinking of a total transformation as the *only* or the *immediate* goal of an intervention.

Extreme #2 can look like this: "Let's make this team *huge*! Let's get everyone on board! Let's call a community meeting!" Be sure you have considered whether you are ready, and have clear goals and clear examples or ideas of how people can engage and contribute. Have you thought through the medium-term and long-term impact of team-building actions? Can you bring people in at different stages?

3. Be creative in finding allies among those who may look like barriers now.

Most of us are not taught how to be a good ally – especially in situations of violence. But learning the skills to become a good ally can come about through useful information and helpful support from others. Think about how your information, support and tools found in this Toolkit could turn those "swing" people who now look like barriers or poor allies into good allies. Think about who is best to deliver this information and how best to use these or other tools.

4. Prioritize safety.

If there are truly no allies who are positioned to engage the person doing harm to make positive changes, or if the risk for the survivor(s) or victims or for the people involved in the intervention is too high, pause and pay attention. If there

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are no safe allies, reassess the goals and scope of your intervention. Think about whether it is safe to wait until more allies are available. Think about whether you might need to seek more traditionally available anti-violence resources that do not rely on other friends, family, or other community members.

5. Watch out for common ally problem areas.

a. Look out for allies who have supported the survivor or victim (or perceived survivor or victim) and who come to feel so much anger, disgust, impatience, or desire to "get even" with the person doing harm that they cannot step outside of those feelings. These allies may have difficulty considering the success of the bigger picture goals of the intervention, or belittle all positive steps made by the person doing harm. Help people understand that while these are common and understandable responses, they may not be the best responses. People who cannot step out of these extreme reactions may find different roles to play or may step back for awhile.

b. Look out for allies who have supported the person doing harm and who start to: 1) protect that person from the intervention; 2) sabotage the intervention; 3) argue that the survivor(s) were equally responsible for the situation of violence and need to be held equally accountable; or 4) influence others to believe that the survivor or victim is "crazy." Ask questions to understand what is going on for the ally. Ask them to look at tools in Section 4.E. *Supporting Survivors or Victims* or 4.F. *Taking Accountability* that might be helpful.

c. Look out for team members or potential allies who are or become too deeply and personally affected by the situation of violence to be able to contribute in a constructive way, or to have any separation between their own personal experiences and reactions and the way they participate in the intervention. Consider ways to integrate self-reflection into all meetings or conversations about the intervention. See *Self-Reflection* tools in Section 4.G. *Keeping on Track* for help.

6. Try to include at least some allies who are not heavily impacted by the violence.

It can be helpful to include people who have some distance from the violence and who can bring fresh new perspectives to the group. Don't only think of those closest to the situation as possible allies or team members. If you allow some space for creativity, you may think of people who are not obvious – but who may be a very good fit.

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C.5. *Mapping Allies and Barriers* Special Considerations

Allies can play many different roles for different people involved in a violence intervention. Some allies may be particularly helpful for supporting the survivor or victim. Allies can also be there to support others who are working on the situation of violence – that is, allies can be allies to each other. It may be especially important to think about who makes sense to be an ally to the person or people doing harm. Below are questions that can be useful for thinking about who can be a good ally and how we can make good use of allies.

Survivor or Victim

As interventions get complex and long, it is easy to isolate the survivor or victim if this person is not centrally involved, blame the survivor or victim or rely so much on the survivor or victim that they are carrying the burden of the intervention.

It is good to have people who the survivor or victim trusts to make sure that they are supported through the entire process, that their humanity and needs for compassion and healing are attended to. Interventions do not always lead to healing directly. They can leave survivors or victims raw and hurt. While this may at times be unavoidable, strong allies who not only take care of tasks but also warmth, comfort and understanding is important.

If you are the survivor or victim, you can think of some of the following questions. Who do you go to for support? Who listens to your experience? Who can help you re-center yourself during times when you start spinning into negative patterns of feelings or actions?

As more allies are brought into the team or engaged to play a specific role in the intervention, think about what personal information about your experience you want to share or not share with them? What is necessary? If it's hard on you to share that information over and over again, who else could share it for you? (See *Section 4.A. Getting Clear* for some tools to help you figure out what information is important and how to document it so that you do not need to keep repeating it.

When others start talking about who could be an ally to engage the person who has done harm, be prepared for what might be some hard conversations. Allies who can help support the person who has harmed you to take responsibility might not be the best people for you to consider as your personal allies. How will you prepare for those difficult conversations? Do you want to be part of all of them? Take some time to be specific about what you want to be part of and what you don't.

As this is a collective model, think about how you can respond if others disagree with what you want. Get support to help you through these difficulties.

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During times when you are having a really hard time and need a break, is there an ally on the team with whom you could share your concerns and insights so that they could share it with the rest of the team or group of supporters.

Some things to think about are:

1. Are there specific requests you have of the allies working on the intervention?

2. Do you need support to voice your concerns with the group along the way? Who could support you to voice them?

3. What friends or supporters do you have outside of the intervention that can help you with personal healing and rebuilding that is separate from the intervention?

Use the Tools in this to help you think about allies (and barriers) and how to make good ally relations.

Community Ally

Community allies are generally those who provide support and play an ally role. Most of this section is focused on how to identify and get strong community allies. Allies may also need their own allies for support. Getting people who can look out for the well-being of everyone is important.

If you are the community ally, think about the following. Who do you want to build a team with? How can you contribute to building a team culture and team experience that makes you want to stay involved? How can you avoid bringing in people who do not have collaborative skills and/or easily become argumentative, antagonizing, or fixated on one approach being the only "right" one?

Use the Tools in this section to help you think about allies (and barriers) and how to make good ally relations.

Person Doing Harm

Getting allies for the person doing harm is a very important part of the process. Allies are not people who will excuse violence, feel sorry for the person doing harm, and see "their side of the story." They are also not there to humiliate and punish the person doing harm to make sure that "justice is done." They are there to support accountability or that person's ability to recognize, end and take responsibility for their violence.

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If you are the person doing harm or are the person accused of doing harm, think about allies as people who can support you to take responsibility or accountability for the harm – and not those who will protect you from having to take responsibility. This may be a very different way for you to think about allies or friends.

Think about who can help you feel seen and understood, without supporting you to continue the behaviors and patterns that you are trying to change. Who can you imagine going to when you mess up, fall back into an old pattern, and use violence again? How can you see their reminders of your responsibility as helpful rather than attacking or blaming?

Remember to remind yourself that someone can support the person you've harmed without becoming your enemy. Though it's easy to see people as "taking sides," try to push yourself into viewing allies as people who will help you turn away from using violence and experiencing the negative consequences of using violence.

Use the Tools in this section to help you think about allies (and barriers) and how to make good ally relations.

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C.6. *Mapping Allies and Barriers* Facilitator Notes

People are rarely 100% allies or 100% barriers. Try supporting the group to think creatively and to expand out of "black and white" and "either/or" thinking. When we think of people as 100% allies, we can overlook ways in which they are *not* the best fit into certain roles. When we think of people as 100% barriers, we can miss ways in which they could be well suited to a specific task. It is possible for participants in an intervention to be allies to one goal and barriers to another.

1. Encourage and support people to learn fundamental information first if they have not already.

This Toolkit is long and can be overwhelming. Some important parts of this Toolkit are Section 2. *Some Basics Everyone Should Know.* An especially important section can be Section 2.2. *Interpersonal Violence: Some Basics Everyone Should Know* that discusses much more about the dynamics of violence and common misunderstandings that people have.

It can be useful for you to be familiar with the different sections of this Toolkit and to read more carefully through these sections. Also encourage people to read these sections. If reading is not the best option or they cannot read English or the language that this Toolkit is in, you can help by reading this and other sections to them in a language they understand or use other formats to pass on this information.

2. Support people by going through these *Mapping Allies and Barriers* information and tools that seem useful.

You may be helping people through the process of mapping allies and barriers, and then choosing allies. When supporting the group through the intervention, you may need to help the group map allies and barriers over and over again. As you do so, look out for the ways in which allies and barriers can change over time Pay special attention to the following patterns that are also described in *Tips, #7.*

3. Pay special attention to if you are bringing together 'people who were supporting the survivor' with 'people who are friends or supporters of the person who harmed.'

a. Find ways to help people focus on the goals of the intervention and of stopping violence. Steer people away from convincing each other about what version of the story is true or false, accurate or exaggerated, or what dynamics in the situation or relationship were messed up or unhealthy.

b. Help the team remember that they are not there to evaluate every last aspect of the situation or relationship. There is no way that any one of them knows the full story of what happened. They are there to reduce and stop violence, not agree on

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an explanation for why the violence happened. They are not there to design a therapy plan for everyone involved.

4. Make sure new allies brought into the process are given the necessary information – make good use of the *Harms Chart* or *Harms Statement* described in the Section 4.A. *Getting Clear*.

As new allies become team members and mix with old allies, look out for ways to avoid spending the majority of meeting time rehashing everything that has happened. Instead, remember to get help with team documentation.

Go back to the fundamentals of Section 4.A. *Getting Clear* and use the *Harms Chart* or *Harms Statement* to figure out the basic information necessary to share with new members. Find a way to have a separate time to share this information if it would take too much time in a group meeting. Or use this as an opportunity to remind old members of the situation that brought them all together. This will likely help with morale and sustainability in multiple ways, and make good use of the experiences of old allies and the energy of the new.

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C.7. Mapping Allies and Barriers Real Life Stories and Examples

Story C: *My Husband Is Hitting Our Daughter: Who Can Help*

My husband's abuse toward our first daughter started even before she was barely a year old. He clearly had lots of problem managing his own frustration and didn't seem to know how to discipline kids appropriately. He often yelled at her and spanked her when she was little. This sort of violence continued until my daughter was in sixth grade.

One incident that comes to my mind is when my daughter was about five or six years old. On the living room couch, my husband was trying to pull out one of her teeth which was shaking badly. My daughter was obviously scared and didn't want to do it. Although I knew he was getting impatient with her, I decided not to intervene at that moment since it usually made things worse. I heard my daughter crying and my husband's frustrated voice. And suddenly my daughter started to cry even louder. I remained in my bedroom. My husband went out shortly afterwards, so I came out to see if my daughter was okay. When I asked her what happened, she simply said, "Dad hit me." "Where?" I asked. She pointed her finger to her face. When I saw the mark of his hand across her face, I became furious.

The pattern was always the same. He would tell our daughter to do something or bring him something. If she didn't do it immediately, he would get upset. Then, he would shout and tell her again. If she complained or tried to explain why she couldn't do it, he got angry and accused her of talking back to him. Then he hit her. It tended to get worse if I tried to intervene or if my daughter even looked at me.

One evening, my husband and I were having an argument about the time he hit her when he was trying to pull her tooth. We were arguing in the car on the way back from church. He kept insisting that he didn't hit her at all. I became so angry that I got out of the car and walked away. I later called my friend to come and pick me up. In the meantime, I later found out that he told my oldest daughter that everything was her fault. He blamed her for my leaving the family that evening. This had a serious impact on my daughter; she still remembers his exact words years later.

I returned home that night and again got into an argument with my husband who shouted that he didn't hit her. I thought about next step, and I started to break things in the kitchen. The next day, I cut all of his shoes with scissors.

I then decided to call my father, my husband's older sister, and one of a mutual good friend/mentor. I called my father and my husband's older sister in order to reach out to the person in authority on each side of the family. They called him separately and confronted him. This was my attempt to make him somehow

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accountable for his behavior. I also called our mutual friend/mentor whom he respects, hoping that this might have an impact on him in the long run.

My father called my husband and told him that it was wrong to hit a child and that it shouldn't happen again. When our friend/mentor heard what had happened, he came over to our home right away. He saw my daughter's face and confronted my husband about his hitting. My husband was clearly upset and embarrassed.

In the meantime, I told my daughter that it wasn't her fault and told her and my son not to worry if they hear loud voices. My goal that night was really making him feel sorry for what he did so that any future abuse can be prevented or greatly reduced.

It wasn't like I had a plan for that sort of situation. I had to think hard and fast to do all the things I could so that his behavior would stop. Although the people I called were supportive and did what they can to let him know how wrong it was to hit a child, I doubted that it would have a long lasting effect on him. I acted on my instincts and attempted to involve more people. What I was thinking all along, however, was that it is necessary for him to experience a more profound change within him to really change.

When my father, his sister, and our friend/mentor called, my husband initially denied hitting our daughter. He was angry with me for telling other people. He said I was "making a big deal out of nothing." As they continued to confront him, his denial slowly disappeared. He was upset at the fact that I had contacted several people, but became more embarrassed over time.

The intervention helped. He did stop hitting our daughter after that time, but the profound changes didn't come until later. Two things seemed to make the deepest impact. First, one of his friends shared his own story about how his grown up daughter wants to maintain distance with him because of his verbal and physical abuse toward her while growing up. This personal sharing had a big impact on my husband who always wanted to have close relationships with his kids. Second, my husband experienced a spiritual breakthrough, and he began to look at different parts of his life. He has changed so much since then.

Looking back, I think that one of the major impacts of my interventions was that my oldest daughter felt more secure and safe at home knowing that I would never overlook her dad's violent behavior. Although it took many more years before my husband was able to control his temper and stop violent behavior, my husband did realize that I will not stand for it if he treats our children in an abusive way.

I think that any kind of intervention is important. It may not stop the violence from happening again, but it almost always helps children.

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Tools 4.C. Mapping Allies and Barriers. Cover Sheet.

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Mapping Allies and Barriers Tool C1. Mapping Allies & Barriers: Snapshot/Quick Guided Questions

You can use this *Snapshot/Quick Guided Questions* to help to get started thinking about allies and barriers and as a way to make snapshots along the way. This just asks some possible basic questions to start thinking about who can get involved – and who should be avoided.

- Who can help (when and how, or toward which goal)?

- Who can potentially hurt the situation?

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

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

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

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

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Mapping Allies and Barriers Tool C2: Mapping Allies Worksheet

What is it and how can we use it?

Here are some exploratory questions related to mapping allies and barriers and doing initial team-building. Skim through them and answer the ones that stand out as clear and helpful to you! You do not need to get bogged down in thinking that you must answer all of them. You can get more specific later.

These are some basic questions:

- Who can help?

- Who do you usually turn to for help? Would they be helpful in this situation?

- Who can be helpful to the survivor?

- Who can be influential with and helpful to the person doing harm? Who can help support person doing harm to stop using violence, take accountability, repair harm, and/or learn new behaviors?

- Who is connected to the situation and could help out in some way?

- Who is disconnected from the situation but could still help out in some way?

- Who might seem good at first glance, but actually could pose some problems or challenges to the intervention?

- Who might be great if they had the right information and got some support?

- Who do you know who is good at working in groups or is a good team player?

- Who do you know is good at thinking through complex situations without jumping to conclusions or leaping to take action on their own?

- Who do you know who is a great communicator?

- Who do you know who is skilled at bringing together people with strong differences of opinion?

- Who do you know who can cheer people on, appreciate what others are good at or have accomplished, and build team morale?

- Who do you know who is not afraid of conflict or confrontation, or who can stay calm in stressful situations?

- Who do you know who has resources they could share—a car, a living room, flip chart paper and markers, a safe place to sleep, a temporary cell phone, etc.?

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- Would these people be good allies to help in this intervention? Why? Why not?

- If not or you're not sure, is there anything that can be done to make them a better ally? What?

- What kind of role can they play?

- Can you see them being a key person on a team that meets regularly? Or for a long time?

- Would they be willing to meet together to talk about this intervention?

- What would they need to make this meeting possible?

- Would they benefit from reading any part of this Toolkit – or have someone go over it with them?

- Which parts would be important? Who could do that?

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Mapping Allies and Barriers Tool C3. Ally Roles Checklist

This is a checklist that can help you focus your thinking and assessment of individual people who might be able to help out as community allies and the roles they might play. Go through the checklist. What do your responses reveal to you?

Some potential ally roles (If you are considering if you might be a good ally, then check the boxes with yourself in mind):

☐ Act as a facilitator for the intervention

☐ Coordinate logistics like where are we meeting, when, what do we need

☐ Take notes

☐ Keep track of goals

☐ Keep track of decisions

☐ Keep track of timelines (including start and end times for meetings)

☐ Make sure next steps were followed by checking in with people

☐ Make sure to think about risks and safety planning (See Section *Staying Safe)*

☐ Be a good reality check

☐ Defuse or reduce physical conflict

☐ Defuse or reduce emotional conflict

☐ Offer useful information about the dynamics of violence – may include their own experience if they are comfortable to share

☐ Be emotionally supportive to the victim or survivor or other people directly affected by violence (for example, children)

☐ Be emotionally supportive to people taking action in the intervention

☐ Be emotionally supportive to the person doing harm

☐ Offer resources (money, food, rides, shelter, storage, etc.) to the victim or survivor or other people directly affected by violence (for example, children)

☐ Offer resources (money, food, rides, shelter, storage, etc.) to support people taking action in the intervention

☐ Offer resources (money, food, rides, shelter, storage, etc.) to the person doing harm

☐ Be a person who can communicate well with the survivor or people affected by violence (for example, children)

☐ Be a person who can communicate well with the person doing harm

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- ☐ Be a person who can communicate well with others involved in the intervention
- ☐ Drive if/when necessary
- ☐ Pick up supplies if/when necessary
- ☐ Hold meetings in their home or office or other space if/when necessary
- ☐ Cook or provide food for meetings
- ☐ Provide for spiritual needs (for example, hold a prayer, bless the space, provide spiritual counseling for anyone involved in the intervention, etc.)
- ☐ Other: _____

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Mapping Allies and Barriers Tool C.4. Good Ally Checklist

Think about a potential ally and check the box if this person: (If you are considering if you might be a good ally, then check the box with yourself in mind)

☐ Is a good listener

☐ Has a good understanding of dynamics of violence or is willing to learn

☐ Will not blame the survivor or victim or will be open to understanding that blaming is not helpful

☐ Can think about the person doing harm with compassion (even if they are outraged, angered, disgusted, etc.)

☐ Does not always have to be right – can be part of group decision-making

☐ Does not always have to be the center of attention – can be a good team player

☐ Is not a gossip or at least will not gossip about this situation

☐ Is a good communicator or is willing to learn how to be better

☐ Is good at follow-through or would be for this situation

☐ Has some time to be available for conversations, meetings, etc.

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Looking at the boxes checked, would you say:

❑ **This person would be a good ally:**

Good qualities:

Potential roles:

Next steps:

❑ **This person could be an important good ally, but:**

They could use help with:

Good ways to provide this help are:

Good people to provide this help are:

Next steps:

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❑ **This person is most likely not a good ally and is even a danger to the intervention** (see Mapping Community Barriers)

❑ **This person is most likely not a good ally but is not a danger — we can keep them in mind for the future**

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Mapping Allies and Barriers Tool C6. Allies to Work with the Person Doing Harm Chart

Right from the start, you may want to think about allies whose special role is to engage the person doing harm. This is a particularly important role but one that can be a difficult role to play.

Generally speaking, it is hard to take responsibility for and to change harmful behaviors (think of the last time you were successful in meaningfully changing something about your own behavior!). It is *especially* hard when others openly demand it of you. It is pretty much impossible when we are left to do it alone without support and in the face of judgment, criticism, and contempt.

So when working toward goals that involve supporting a person doing harm to take accountability for violence, mapping allies and barriers is critically important.

When planning to help support accountability or make it possible, it is important to think through who in the community is best positioned to help make it possible, and who in the community might get in the way, or make accountability less likely to happen. To do so, look at the community contexts surrounding situations of violence. They can be very diverse.

1. Sometimes there is a natural community surrounding the situation. It might be neighbors, family members, witnesses in a workplace, a friend group, etc.

2. Sometimes the person doing harm has very few social relationships and/or has burned bridges (destroyed relationships) in their past, leaving no people who are willing or well-situated to provide them support.

3. Similarly, survivors can also be extremely isolated, and/or have lost friends and supporters as a situation of violence and its impact in their life has progressed.

4. In still other situations, especially those in which the interpersonal violence happened outside of any kind of ongoing relationship, there might be very little (or no) overlap between people who know the survivor and people who know the person who did harm. Mapping allies and barriers will look different in these situations.

Overall, there are a few basic trends:

1. It is often easier to engage allies to provide support to the survivor or victim, to team members, or to the intervention overall, than it is to find support for the person doing harm.

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2. Unfortunately, it can also be easy to engage allies to protect the person using violence by making excuses for them, justifying their behavior or criticizing those who are trying to stop or address the violence.

3. It is harder to find and nurture allies who can and are willing to engage people who are using violence and support them to reduce, stop and transform it.

Helping your friends, family members, or acquaintances take accountability for their violence and practice new coping and communication strategies and behaviors is hard. How do can you tell who can help and who might hurt? Tips on mapping allies and barriers related to supporting accountability are below. Remember to think creatively! Sometimes people might not be who we first expected.

Mapping Allies and Barriers *Working with the Person Doing Harm Chart*

Accountability allies can be people who…	People who might be barriers to accountability and transformation (but who might still support the intervention in other ways) can be people who…
Matter to the person doing harm.	Have no connection or have a negative connection to the person who did harm.
Can see the person doing harm as a human being deserving of basic respect and compassion.	Feel anger, disgust, disdain, rage, or contempt to the point that their approach to the person doing harm would be overwhelmed by judgment, criticism, harshness, etc.
Understand the harmful impact(s) of the violence, even when met with anger, tears, defensiveness, or emotional collapse (etc.) from the person doing harm.	Minimize or deny the harmful impact(s) of the violence, especially when they see any sign of anger, tears, defensiveness, or emotional collapse (etc.) from the person doing harm.
Can be clear and specific in their communication.	Get thrown off easily by other people's responses, make huge generalizations or are unclear and unspecific in their communication.
Have a sense of when to back off and give someone some space or time to take in new	"Go for the jugular" or go for the extreme point at all costs or who push their point and do

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information.	not notice when 1) the other person is unable to hear more; or 2) when their communication is having a negative impact on reaching their goal.
Can get support to sustain the hard experience of being rejected by the person doing harm, or becoming the (perhaps new) target of that person's anger or criticism.	When rejected or targeted by the person doing harm, either 1) responds with anger in a way that escalates the situation; or 2) does not get support and ends up incapable of sustaining themselves as the other person struggles against accountability; or 3) buckles to the intimidation, critique, or other form of retaliation from the person doing harm.
Can develop understanding and compassion for the person doing harm's emotions and experience, but keep that separate from condoning or supporting the person doing harm's uses of violence.	Develops understanding and compassion for the person doing harm's emotions and experience, and connects that with 1) justifying the person doing harm's uses of violence; and 2) an increased questioning and criticism of the survivor's imperfect behaviors or imperfect attempts to stop the violence.
Can help motivate the person doing harm to withstand community involvement or exposure, resist pushing everyone away, and make a positive change.	Can only "say my piece" or "tell the truth" and leave it to the person doing harm alone to figure out how to change.
Can assess that how the person doing harm behaves with them (during times of calm, with people who are not the targets of their controlling or violent behavior, etc.) is not reflective of how the person behaves in all situations.	Experience a positive connection or moment with the person doing harm and decide that their behavior can't have been "that bad" based on their own experience.
Can communicate clearly and regularly with other team members, even when there might be disagreement or conflict in the team.	Avoid conflict or disagreement by withdrawing from communication or potentially sabotaging the intervention.

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Mapping Allies and Barriers Tool C6. Barriers Checklist

This tool is to help to identify people or organizations who are barriers or roadblocks to an intervention. Key questions are: Who should not know about this intervention? Who should not be involved? Can anything be done to change them to become an ally or a neutral person (and not a barrier)?

Think about potential barriers to the intervention. (If you are considering if you might be a ally, then check the box with yourself in mind.) Check the box if this person or organization:

- ☐ Will tell people who should not be told about the intervention – even if trying to be helpful (this could include person doing harm, others who will tell person doing harm, police or other authorities you do not want to get involved – at least for now, etc.).

- ☐ Benefits in a significant way from the violence or thinks that they do.

- ☐ Could suffer negative consequences by actions taken to address, reduce, end, or prevent violence.

- ☐ Believes that the violence is okay.

- ☐ Is dependent (financially, emotionally, due to immigration status, etc.) on the person doing harm.

- ☐ Is likely to feel threatened if people try to address, end or prevent violence.

- ☐ Will "blame the victim."

- ☐ Could otherwise harm the survivor or increase their vulnerability.

- ☐ Is likely to harm the person doing harm if they find out or know that others are taking action.

- ☐ Gossips in a way which will threaten the success of an intervention.

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☐ Would try to get in the way of an intervention if they know about it.

☐ Not sure why – but just have a sense that they would be harmful to an intervention.

Barriers Checklist Summary:

If this person or organization seems to be a potential barrier, what are next steps?

Look at the following suggested steps and see whether they make sense in this situation.

☐ Make sure that they do not find out

▪ Get people to agree that they will not tell this person

▪ Make sure that this person does not have access to communication (like emails, notes, able to overhear conversations, etc.)

☐ Create some distractions to decrease their chances of finding out or creating harm

☐ Make some safety plans in case this person finds out or creates harm (See Section 4.B. *Staying Safe*)

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Other Things Which May Be Roadblocks to an Intervention Checklist

It's not just people who can be barriers or roadblocks. We can think of other things such as time, resources, laws, etc.

This Tool is to help you identify other possible roadblocks and make plans to work around them.

Time: How can time be a barrier or a roadblock:

☐ Timeline or deadline coming up: (for example, we need to help someone escape during the time that her partner is out of town – the partner is returning in 2 days)

☐ People can't find the right overlapping time to meet

☐ People don't have time to meet at all (for example, I just can't meet; email me or text me but I can't do anything else)

☐ People can be active but only for a short time (for example, I can be available for the next week/month but not after that)

☐ Other: _____

_____

_____

Resources: How can resources be a barrier or a roadblock:

☐ No transportation to get to a meeting

☐ No place to meet that is big enough, private enough, warm enough, cool enough, etc.

☐ Need babysitting or childcare to be able to meet

☐ Financial needs so urgent that nothing else can be done

☐ Other: _____

_____

_____

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Laws or Systems: How can laws or systems be a barrier or a roadblock:

☐ Dealing with child abuse but don't want to report -- need to think about who is a mandatory reporter to child welfare such as teachers, social workers, doctors

☐ Want to or need to use medical care but know that clinics are mandated to report known abuse of adults and children to police

☐ Someone involved is undocumented so run the risk of authorities reporting and getting someone deported

☐ Someone involved is in trouble with the law so run the risk of getting arrested

☐ Want to tell workplace but not sure what their policies are around violence or potential violence – what do they do regarding victims/survivors; what do they do regarding people doing harm/perpetrators

☐ Other: _____

_____

_____

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Mapping Allies and Barriers Tool C7. Allies and Barriers Summary Chart

Once you have gone through the Tools including Ally roles, the Good Ally Checklist and the Barriers Checklist, you can use this Tool to make a summary of allies and barriers. This can also lead to next action steps including who will be responsible for contacting allies and what can be done to reduce the harm of barriers.

Allies:

Potential Allies-Names	Strengths/ Possible Role(s)	Risks/ Possible Challenges	Who Will Contact Them	Are they on board? (Yes, No, Maybe, Need more information)

Next steps regarding allies?

Barriers:

Potential Barriers-Names of person or Situation	Why Harmful	How Could We Reduce Harm

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Next steps regarding barriers?

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Mapping Allies and Barriers Tool C8. Invitation to Help with an Intervention

(This can be handed to a potential ally or used as a "script" to talk to a potential ally)

Hello, I want to talk to you about _____

_____

(Insert brief description of the situation).

We are asking if you would consider being part of our group as we _____

_____

(Insert brief description of the possible intervention).

We think you would be a good person for _____

_____

(Insert brief description of possible role or roles).

We thought of you as a possible person to help because (who you know, skills, knowledge, resources, etc.):

We have some other information to help prepare you:

Information about violence (Could include: Section 2.2. *Interpersonal Violence: Some Basics Everyone Should Know*)

Information about this approach to violence intervention: (Could include: Section 1. *Introduction & FAQ;* Section 2. *Some Basics Everyone Should Know; and* Section 3. *Model Overview: Is It Right for You?*)

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We ask you to agree to respect the following (even if you decide not to join):

Who it's okay to talk to:

Who it's not okay to talk to:

Requests made by survivor:

Special considerations regarding person doing harm:

Other considerations requested:

Things that your involvement might include:

Next steps for participation:

Contact person if you have more questions.