THE fullframe INITIATIVE

From Safety Planning to Wellbeing Planning:

A TOOLKIT FOR CHANGE

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The Full Frame Initiative is a social change organization that partners with pioneering organizations, systems and communities across the country to fundamentally shift their focus from fixing problems to fostering wellbeing—the needs and experiences essential for health and hope. Together, we are creating possibilities for lasting change in people's lives and sparking a broader movement that replaces poverty, violence, trauma and oppression with wellbeing and justice.

Alliance for Hope International is one of the leading systems and social change organizations in the country focused on creating innovative, collaborative, trauma-informed, hope-centered approaches to meeting the needs of survivors of domestic violence, sexual assault, child abuse, elder abuse, and human trafficking. Alliance for HOPE International and its allied Family Justice Centers serve more than 150,000 survivors of domestic violence and sexual assault and their children each year in the United States. The Alliance supports Family Justice/Multi-Agency Centers through our Family Justice Center Alliance in 40 states and 25 countries and trains more than 10,000 multi-disciplinary professionals every year.

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Shifting from Safety Planning to Wellbeing Planning: Why Now?

The sexual and domestic violence field is at a pivotal moment, one reflecting current times and the larger political and social climate in this country. "Intersectionality" is becoming the focus of many social change movements; organizations and communities are incorporating racial justice and equity into their advocacy and services; and programs are increasingly serving diverse populations of survivors. Safety planning methods and techniques must too evolve.

Since the field's inception, founders and advocates have said, and research supports, that domestic violence can—and does—happen to anyone, irrespective of race, class, income, neighborhood, religious beliefs and more. And this remains true. What is also true is that the ***experience of the violence*** is deeply contextual and the resultant impact on experiences of safety and threats to safety are complex and personal. Safety is an individualized experience that occurs along a continuum; it is not something objective nor is it static; safety is not something you "are" or "have." Race, class, social standing, gender expression, sexual orientation, citizenship or immigration status and other identities matter a great deal in how someone experiences domestic violence, and importantly, in which strategies and resources they may use to increase their safety.

As others in the field have noted, traditional safety plans and safety planning tips have not adequately attended to or integrated the contexts of survivors' lives and have lagged in cultural and social responsiveness. For example, for decades safety plans have encouraged survivors to call 911 and even to teach their children to do so, without critical analysis of the impact of law enforcement involvement on communities of color, immigrant communities and others. Contrary to the field's emphasis on specific ways to "get safe" and historical ideas about where threats to safety occur, there is no one definition or experience of safety, and certainly no standardized formula for increasing peoples', families' or communities' experiences of safety.

Safety planning is not enough to get people to safety and just broadening our understanding of safety is not enough if we are to truly join with people who are survivors of violence in forging a path forward to health and hope.

Our field must go further and it is our hope that *From Safety Planning to Wellbeing Planning: A Toolkit for Change* will help organizations, programs, advocates and others make a significant shift in how they support survivors of violence.

Truly responding to the complex reality of survivors' lives means incorporating two realities into our support of increased safety. First, safety is one component of human beings' shared (universal) drive for wellbeing, defined by the Full Frame Initiative as the set of needs and experiences that are essential, in balance and combination, to weather challenges and have health and hope. We all seek to meet our needs for wellbeing given what is available to us and our past experiences of what is possible, probable and preferable. Indeed, the other drivers of our behavior that are elements of wellbeing—social connectedness, stability, mastery and meaningful access to relevant resources—all operate in a dynamic, evolving and interdependent way with our drive for safety. Our experiences of each element of wellbeing change over short and long periods of time and are vastly influenced by both internal and external factors. Our internal preferences and values inform our experiences of wellbeing, as do our identities (e.g., our race, gender expression, sexual orientation, (dis)ability, and more) and how specifically how those identities fit into larger society and our standing and relative power within that society.

Second, safety planning often falls into a common trap of helping people respond to immediate crises in ways that also create deep and enduring problems for them. In pursuit of safety we can lead or even force people to jettison other assets essential for their wellbeing. We call these side effects and costs of choices and change "tradeoffs." Tradeoffs are a natural part of change, but not all tradeoffs are equal in magnitude or consequence. As a general rule, we all make change when we think the tradeoffs will be worth it. We sustain change when the tradeoffs are worth it. Too often, we as a field have prioritized short-term safety from an abusive partner over any and all tradeoffs a survivor identifies.

Wellbeing planning helps us help people who have survived violence make and sustain safety that is meaningful for them in ways that enhance their longer-term access to wellbeing. Simple as this may sound, it reflects a profound shift for our field. We must listen deeply and fully to survivors' exploration of what would make change worth it to them, knowing this may be a different calculus for different people. We must let go of our aspiration for "complete safety" for survivors which, if it's even attainable, would likely come at the expense of the other ingredients of health and hope.

For the field to evolve with the times and the people, families and communities it aims to support and serve, we must move from traditional ideas of safety being something we can all get to through certain strategies and behaviors. We must understand safety as a complex, personal and evolving experience. We must understand that people's desire for safety is enabled and constrained by other realities—the resultant loss of community and connections, employment, supports children urgently need, or any of a myriad of other valid reasons.

Recognizing that people are more than the trauma inflicted by another person means shifting to a response that partners with survivors[1] to increase their safety in ways that consider and build on their other identities, the assets they have, and the realities of their lives outside of the domestic violence.

From Safety Planning to Wellbeing Planning is intended to help the field help survivors be safer in ways that are deeply personal, relevant and sustainable for them and those they care for. It is on us—advocates and allies—to put our words and values into concrete action, and shift to a broader, more culturally relevant and context-informed approach that supports survivor wellbeing, including but not limited to safety.

It is critical to understand that wellbeing planning does not exclude, make irrelevant or act as a substitute for lethality assessments or in-the-moment crisis response. Hotline calls, emergency room visits and walk-ins from people in serious and imminent physical or emotional danger must still be responded to as such. Wellbeing planning does, however, allow for a more complete, culturally responsive and sustainable process to helping survivors increase their safety in ways that are relevant to them and sustainable into the future.

It's also critical to understand that increasing access to wellbeing is not a one-time checklist, single conversation, or static contract–it is an ongoing practice and a discipline. All of us, not just those who've experienced domestic or sexual violence, are safety and wellbeing planning all the time. We are all weighing tradeoffs between safety and the other domains of wellbeing, and making choices and decisions to increase our access to safety while not eroding our overall wellbeing. Many factors—individual and external—impact how we weigh these tradeoffs, and those factors can change often. Therefore, wellbeing planning is something we all engage in every day, whether we're aware of it or not; it is an ongoing discovery and implementation process.

Orienting organizational and programmatic culture, policies and daily practice around wellbeing isn't going to happen immediately: It takes practice, trying things out, making mistakes and learning from them—over and over again. With ongoing practice and discipline, programs and organizations can take meaningful, concrete first steps towards a wellbeing orientation that is truly person-centered—honoring the survivor as a survivor, and as more than a survivor.

We hope you find *From Safety Planning to Wellbeing Planning* a useful and effective resource for continuing to push our field to evolve and respond with cultural and social relevance and sensitivity. The Full Frame Initiative team is eager to hear and learn from you as to you re-examine safety planning and make shifts toward wellbeing planning.

Please contact us anytime with your thoughts, feedback, questions and lessons learned at wellbeingplanning@fullframeinitiative.org.

[1] Throughout this document, we use the term "survivor" to indicate an individual who has experienced violence and "participant" to indicate an individual who is accessing services or support from an organization or program. We believe that people are more than the one label or identity, and that many people may not identify with the word "survivor" or may not consider themselves a "survivor." In the context of this toolkit which focuses on program settings, "survivor" and "participant" may be used interchangeably.

Wellbeing Key Concepts Underpinning this Toolkit

The Full Frame Initiative believes that everyone has a right to wellbeing—the set of needs and experiences essential, in balance and combination, to weather challenges and have health and hope. We all are driven to meet our needs in and have experiences that provide social connectedness, safety, stability, mastery, and meaningful access to relevant resources (the Five Domains of Wellbeing), without unsustainable tradeoffs.

As you read through and use the *From Safety Planning to Wellbeing Planning*, it is important to keep in mind a few key concepts about wellbeing:

1. **Wellbeing is the drive, not the destination.** The domains of wellbeing are deep biological drives that have been essential for human development. We have an innate (biological) drive to experience all Five Domains of Wellbeing, and to balance tradeoffs among and within the domains (e.g., we seek safety, but not if it means giving up our social connectedness). Working with, not against, this drive is vital for change that lasts.
2. **Wellbeing is both universal and individually experienced.** How we experience wellbeing, and our ability to get our needs met in the domains, is deeply personal and individualized. Race, gender, sexual orientation, religious affiliation, (dis)ability or class; the culture and history of the places we live, work and play; experiences of poverty, violence and other forms of trauma; and other factors all inform our experiences of wellbeing and can create access or barriers to wellbeing.
3. **The Five Domains of Wellbeing are all essential and equally important, overall.** Human beings do not prioritize maximizing our safety over experiences of pride and accomplishment, or predictability over feeling like we belong or are connected to others. In any given situation or moment, we may need to attend to one domain over the others, but overall in our lives they are all equally important and we all are driven to build wellbeing assets in ways that don't erode what we have in other domains.
4. **The Five Domains of Wellbeing are connected and interdependent.** For example, we can increase our experience of safety by increasing our social connectedness or our sense of stability. Conversely, our experience of safety may be decreased if we have difficulty accessing resources to meet our basic needs, such as food or housing, or if we are socially isolated.
5. **Wellbeing is dynamic.** The interdependence of the domains combined with our individual experiences, identities, and access or barriers to wellbeing, means that our experiences in and among the domains can and do change daily, weekly and over longer periods of time and depending on the situation.
6. **We are all balancing and weighing tradeoffs in and among the Five Domains of Wellbeing, all the time.** Because our experience of wellbeing is dynamic and evolving, and because the domains are so dependent upon each other, every decision, choice or behavior (no matter how big or small) comes with benefits as well as costs or consequences (tradeoffs). Sometimes the benefit from the decision or change is worth the tradeoffs; sometimes it isn't. Whether a change is worth the tradeoffs is very individual—it may feel worth it to one person and not worth it to another.
7. **Change that undermines our wellbeing in service of a narrow goal may not be sustainable.** All of us are less likely to stick to a decision or be able to sustain lasting change when the tradeoffs are too big and erode other parts of our wellbeing. This is true even when we are motivated to make and sustain change.

> Before You Begin

From Safety Planning to Wellbeing Planning assumes you have had an introduction to the Five Domains of Wellbeing. If you have not, please review:

Increasing Wellbeing through Trauma Informed Practices Webinar: https://vimeo.com/252369548

How Do Survivors of Domestic Violence Define Success for Themselves Webinar: https://vimeo.com/252369790

How to Use this Toolkit

From Safety Planning to Wellbeing Planning: A Toolkit for Change was developed to support organizations, advocates and others working with people who have experienced domestic violence to shift their focus from safety planning to increasing people's overall wellbeing[2]. It assumes you have some familiarity with the Five Domains of Wellbeing. If you do not, please see our suggestions for learning the basics about the Five Domains of Wellbeing before you begin. All readers would benefit from a review of the *Five Domains of Wellbeing Definitions and Key Aspects*, found in the Rescources and Tools section.

The content provided in *From Safety Planning to Wellbeing Planning* is organized into three complementary parts, and includes supplemental materials on the Five Domains of Wellbeing.

The three parts of the toolkit build upon one another, and are intended to be used in the order in which they appear.

"Identifying Tradeoffs Created by Safety Plans" (Part 1) is designed for assessing how your program's or organization's current safety plans and safety planning methods may create tradeoffs in the Five Domains of Wellbeing, and create increased or decreased wellbeing for survivors, beyond just safety. This activity will help your organization or program develop new ways of thinking about safety plans, and the intersection between safety planning and wellbeing, at a programmatic or policy level. This content must be tackled first so that frontline workers can adopt new ways of working with program participants in a context that supports those new practices.

"Understanding Survivor Wellbeing" (Part 2) is designed to help you better understand how individual survivors are experiencing wellbeing in the context of safety planning and beyond. It contains strategies and tips for engaging with individual survivors to understand their experiences of wellbeing and how they are weighing tradeoffs in the Five Domains of Wellbeing. This valuable, individualized information will help support safety planning in ways that are more worth it to individual participants and that don't erode overall wellbeing.

"Wellbeing Planning" (Part 3) is designed to bring all the pieces together to help you shift from focusing on safety planning to increasing overall wellbeing. The tool featured helps you go step-by-step in partnering with an individual participant to jointly identify what is going well in their life; co-determine where their primary challenges are; and then co-develop a plan for increasing safety in ways that also increase—or at a minimum don't decrease—overall wellbeing, including anticipating and minimizing tradeoffs.

As you work your way through *From Safety Planning to Wellbeing Planning*, new questions may emerge and you may start to see other elements of your program (your residential rules, for example) differently. While the content in this toolkit is specifically designed to focus on shifting from safety planning to wellbeing planning, the concepts and thinking it introduces have wide applicability and you can begin to apply them more broadly.

Lastly, please keep in mind that using this approach requires ongoing practice and discipline; simply completing the worksheets in the toolkit is not enough. However, using *From Safety Planning to Wellbeing Planning* will help you train your brain to begin using this thinking as a way of approaching your work. You also may find that you've already been working in ways aligned with wellbeing planning, and the toolkit is helping to move your thinking and doing to the next level.

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[2] We use wellbeing throughout this toolkit to mean something very specific: the set of needs and experiences universally required, in combination, to weather challenges and have health and hope. These needs and experiences, their dynamic interplay, and the ways they animate human choices and behaviors, including balancing tradeoffs of change and progress, have been codified by the Full Frame Initiative as the Five Domains of Wellbeing framework. This toolkit is one of a growing body of tools and resources that help practitioners take first steps to tapping into and leveraging the human drive for wellbeing as a vital component to breaking cycles of poverty, violence, trauma and oppression.

For more information about the Full Frame Initiative and our wellbeing orientation framework, the Five Domains of Wellbeing, please go to www.fullframeinitiative.org. If you have specific questions or feedback about *From Safety Planning to Wellbeing Planning,* please email: wellbeingplanning@fullframeinitiative.org. We look forward to hearing from you!

We periodically add resources to our website (www.fullframeinitiative.org) and suggest that you check the Resources section for new content, or subscribe to our newsletter to stay up to date.

An overview of what is to be expected from this toolkit

Name	Description of what's involved	Anticipated time	Materials needed
PART 1: Identifying Tradeoffs in Safety Plans	Gather a group of 2-4 people who have a variety of roles (jobs) and perspectives within the organization including at least one person who works directly with survivors. This group will be reviewing the organization's or program's current safety plan tool or tip sheet.	60 min. for the worksheet	• Review content in Part 1 • The Five Domains of Wellbeing Definitions and Key Aspects • Identifying Tradeoffs in Safety Plans tool • A copy of your organization's or program's current safety plan tool or tip sheet
PART 2: Understanding Survivor Wellbeing	Study the content provided in the toolkit as a foundation for practicing. Use the practice activities in the toolkit to learn skills for engagement, identifying tradeoffs, minimizing tradeoffs, and shifting thinking and language.	Ongoing	• Review content in Part 2 • Engagement Strategies worksheet • Is It Worth It to Me? exercise • Shifting Our Language worksheet
PART 3: Wellbeing Planning	Use the Wellbeing Planning tool to co-develop a wellbeing plan with a survivor.	60 min. for the tool	• Review content in Part 3 • The Five Domains of Wellbeing Definitions and Key Aspects • Wellbeing Planning tool

PART 1

Identifying Tradeoffs in Safety Plans

Identifying Tradeoffs in Safety Plans

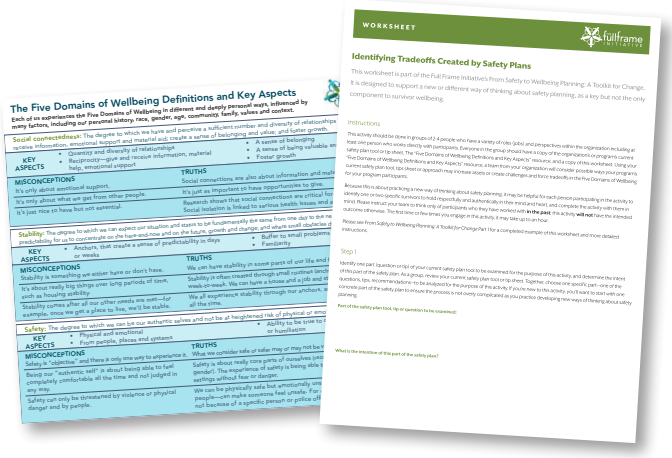
This part of the toolkit provides organizations and programs with a structured activity for examining current safety planning tools and methods through the lens of wellbeing. The goal is to assess how current safety plans and safety planning methods may create tradeoffs in the Five Domains of Wellbeing, increase or decrease overall wellbeing for survivors beyond just safety, and support or inhibit change that lasts.

This activity will help program managers, advocates and others begin to develop new ways of thinking about safety plans and the intersection between safety planning and wellbeing. Over time, a formal activity or tool such as this won't be needed, but in the beginning, it is important to stick to this format closely until it becomes a habit.

Note: This activity is intended to be used by organizations and programs to examine their current safety plan, safety planning methods, tools and tip sheets through the lens of a wellbeing orientation. This activity is not for use with individual survivors.

What You'll Need

- A copy of or ability to reference your organization's or program's current safety plan, safety planning methods, tools or tip sheets
- Copies of the following, which can be found in the "Resources and Tools" section.
    1. The Five Domains of Wellbeing Definitions and Key Aspects resource
    2. The Identifying Tradeoffs in Safety Plans worksheet



Instructions

This activity is designed to support a new or different way of thinking about safety planning as a key but not the only component to survivor wellbeing. Using Five Domains of Wellbeing Definitions and Key Aspects, a team from your organization will consider possible ways your program's current safety plan tool, tips sheet or approach may increase assets or create challenges and force tradeoffs in the Five Domains of Wellbeing for your program participants.

Setting Up

This activity should be done in groups of 2-4 people who have a variety of roles (jobs) and perspectives within the organization including at least one person who works directly with participants. Everyone in the group should have a copy of the organization's or program's current safety plan tool or tip sheet, and a copy of the Identifying Tradeoffs in Safety Plans tool.

Because this is about practicing a new way of thinking about safety planning, it may be helpful for each person participating in the activity to identify one or two specific survivors to hold respectfully and authentically in their mind and heart, and complete the activity with them in mind. Please instruct your team to think only of participants who they have worked with in the past; this activity will not have the intended outcome otherwise. The first time or few times you engage in this activity, it may take up to an hour.

Using the Identifying Tradeoffs in Safety Plans Tool

Step 1

Identify one part (question or tip) of your current safety plan tool to be examined for the purpose of this activity, and determine the intent of this part of the safety plan. As a group, review your current safety plan tool or tip sheet. Together, choose one specific part—one of the questions, tips, recommendations—to be analyzed for the purpose of this activity. If you're new to this activity, you'll want to start with one concrete part of the safety plan, to ensure the process is not overly complicated as you practice developing new ways of thinking about safety planning.

➤ EXAMPLE: CHANGE YOUR ROUTINE FREQUENTLY

Part of the safety plan tool, tip or question:
Change your daily routine frequently (to work, home, friends' homes, the grocery store, appointments)

What is the intention of this part of the safety plan?
To increase safety by decreasing the chances of being followed or stalked.

Some examples of a concrete part of a safety plan include: call 911; vary your routine and driving route to and from work; call a domestic violence service provider; talk to a lawyer; or make copies of all your important documents (birth certificate, medical records) and give them to someone for safekeeping. These are only examples. Your group should choose something specific from your own safety planning tool.

Step 2

As a group, analyze the selected part of the safety plan through the lens of the Five Domains of Wellbeing. While the purpose of this activity is to analyze a piece of a safety plan tool, tip or question, it can be helpful to be thinking about specific people rather than generalities. Each person doing the exercise should think of a specific individual (survivor) they have worked with in the past, or use themselves. The main purpose of this is to think about the role of personal history, race, culture, age, family composition and other life differences on how different parts of a safety plan work. Because each person in your group will be thinking about someone different, you will be able to identify areas where what works for one situation might create harms in another, or areas where there is more alignment.

As a group, examine the part of the safety plan you chose through the lens of each of the Five Domains of Wellbeing, referencing the Five Domains of Wellbeing Definitions and Key Aspects document. Going domain by domain, try to identify and record in the table provided where the plan helps people increase access (gains) to wellbeing, where it may create barriers (losses) to wellbeing, and what the tradeoffs may be. Pay attention to how what may appear as an asset to someone may feel like a challenge to another person. Remember to complete this exercise from different survivors' perspectives as best you can, recognizing that we cannot know what someone else is thinking without asking them and engaging them in the conversation.

Make sure you consider and talk about how survivors' identity (e.g., race, gender, sexual orientation, religious beliefs, immigration status, etc.), culture, and context may impact their experience in each of the domains, again, recognizing that we cannot know what another person feels, needs or wants without asking. Work to separate out your judgment of what the gains and losses in each domain might be from what the particular survivor you are thinking of might believe. Pay attention to differences among members of your group and also where advocates' and survivors' perspectives may align and differ. The use of the word "may" in the example below (next page) is deliberate—without asking the survivor we cannot know for sure and different survivors may have different experiences.

Again, the purpose of this part of "Identifying Tradeoffs in Safety Plans" is to analyze the safety plan tool, tip or question used in your program or organization. Parts 2 and 3 of this toolkit will help you actually work with individual participants to apply a wellbeing orientation to safety planning.

➤ Remember that this is an activity to begin thinking differently about safety and wellbeing planning. It is not designed with any right or wrong answer, nor is the completed activity meant to be perfect in any way. Even though you're keeping a specific person in mind you may need to make some assumptions as you go. This is about practicing developing skills for attending to survivor wellbeing and identifying what additional information you need.

➤ Your group may not identify gains and losses in every single domain. There may be domains that have both gains and losses, just gains or just losses, or neither gains nor losses.

➤ EXAMPLE: CHANGE YOUR ROUTINE FREQUENTLY

Domain	What may survivors gain in this domain? Which key aspects are increased?	What may survivors lose in this domain? Which key aspects are lost?
Social Connectedness	*Survivors may develop new relationships as a result of new routines.*	*Survivors may lose connection to key people. For example, if a different bus route means a new bus driver or passengers they've developed relationships with, or if it means changing to a new therapist.* *Going into stores or appointments at different times may mean losing connection to other "regulars" and a lost sense of belonging.*
Safety	*This may mean that other people can't follow or predict survivors' schedules and show up where survivors are.*	*This may create a false sense of safety; survivors may be less vigilant or aware when threats happen.* *Survivors may not feel safe expressing one or more of their identities (race, gender expression, religion, etc.) with new people they are meeting on the new routes.* *The risk of getting lost on a new route may make survivors feel unsafe.* *Being in a new, unpredictable situation may feel unsafe, particularly for people in non-dominant identity groups.* *Survivors who are undocumented may feel unsafe traveling a new route without knowing how heavily patrolled it is by police.*
Stability		*Routines and possible anchors may be disrupted.* *There may be a loss of a sense of familiarity of place and the loss of predictability that comes from losing anchors.*[1]
Mastery	*Survivors may experience a sense of control from learning new routes, schedules, routines, and having better knowledge of the area.* *Survivors may experience pride and accomplishment if safety is indeed increased (if a survivor was afraid to do something on their own in the past, for example).*	*Survivors may lose a sense of control due to the loss of predictability.* *Survivors may feel less control and more "helpless" in a new environment where they may not know what to do if something unexpected happens.*
Meaningful Access to Relevant Resources	*Survivors may discover new ways of gaining access to relevant resources by traveling in new areas.*	*Previous routines and social connections may have increased meaningful access (for example, if by always grocery shopping after 4 PM, a survivor gets a discount on expiring produce, but changing their routine means shopping in the morning, food will cost more)*

[1] See the Increasing Wellbeing through Trauma Informed Practices webinar for more information about anchors: https://vimeo.com/252369548

Step 3

As a group, review what you've identified in Step 2 to identify tradeoffs and other observations. Once you've completed the table as a group (Step 2), now is the time for review and reflection. Look over your completed analysis and together, discuss your overall observations and new information you've gained. You can use these questions to guide your conversation:

What stands out to you?

- Are there potential gains and losses in every domain, or do one or two domains stand out? Overall, are there more potential gains or losses in wellbeing? Do gains in some areas create losses in other areas?
- Are certain losses worth it from your perspective and if so, why? Might a survivor or another person come to a different conclusion about what's worth it?
- What new information does this analysis give you? What have you learned? What new questions do you have?
- How do this survivor's identity, race and culture change their experience of your safety plan, and the impact on their wellbeing?

➤ EXAMPLE: CHANGE YOUR ROUTINE FREQUENTLY

What stands out is how this part of the safety plan (changing the routine frequently) impacts so many domains, beyond safety. At first glance, there are more challenges (losses) in wellbeing created than gains, which raises the question of whether "changing routines frequently" is really worth it to every survivor, given all they might lose. This is supposed to be a strategy to increase safety, and it may increase safety in some ways (make the survivor less difficult to stalk), but decrease safety in other ways (risk of getting lost in an unfamiliar area where the survivor may be discriminated against). This seems it may be particularly true for survivors who are people of color.

What is unclear is whether the varying of routines means it will take more or less time to get places. If so, it may mean tradeoffs in time for survivors—what does the survivor now no longer get to do or now has the opportunity to do?

Race and other identities are a critical part of this examination process. For example, being a person-of-color or a person without legal status heightens challenges in safety and other domains when facing unfamiliar or unpredictable situations.

This analysis raises questions about how else we can support gains in safety (and other domains, such as access to resources), in situations where varying the routine might not be worth it. And, depending on the survivor and the situation, they may decide it's worth it.

We realized we don't want to put survivors in a position where they feel they have to comply with us and vary their routine even if the tradeoffs don't feel worth it to them because they're worried about pleasing us.

Step 4

Identify and minimize unsustainable tradeoffs. As a group, review both the table (Step 2) and your impressions and observations (Step 3), and discuss the tradeoffs that stand out to you as unintended or even unsustainable. For example, this activity may have surfaced that "change your routine frequently" creates significant challenges and may not increase safety as much as perhaps intended. If this is the case, is "change routine your frequently" worth these tradeoffs? Do you anticipate this survivor is not going to feel it's worth it to change their routine frequently? If this is the case, how might you and your program help minimize these tradeoffs—increase options for safety without losing social connectedness, for example? You can use these questions to guide your conversation:

- What tradeoffs really stand out? Which tradeoffs are new information? Which are clearly not intended?
- Which tradeoffs are likely not worth it? Which tradeoffs are likely worth it?
- What concrete and creative ways can we minimize those tradeoffs?
- What additional information do you need from the survivor?

Tradeoffs (that are unintended or unsustainable):

The tradeoffs for people of color and other non-dominant identities are significant. Forcing people in unpredictable situations creates not only challenges in stability but also in safety, which undermines the purpose of the safety plan.

Varying routines and routes has the potential to create real challenges in safety and stability, with little guarantee of increasing overall safety in general. In specific cases, it may be worth it, but this shouldn't be a blanket policy for our program or expectation for all survivors.

Potential ways to minimize tradeoffs:

- What additional information is needed?
- How can we prepare people to anticipate those tradeoffs in advance?
- What can be changed, added or removed?

This part of the safety plan needs to be discussed thoroughly with survivors in more detail. If they are being actively stalked, changing routines may be necessary or worth it to do, but we need to talk through how that is going to feel and how to minimize the challenges it creates to keep it "worth it" and support the survivor's overall wellbeing. We will need to ask specifically about what the survivor experiences as safe/unsafe and how they feel about changes in routine and stability.

If changing routines is necessary and something the survivor wants to explore, we should help them minimize the tradeoffs. Possibilities include:

- *Going with the survivor on new routes to better determine safety, support a sense of mastery around the new route, and increase predictability.*
- *Talking explicitly about routines and how to keep some routines when others are changing.*
- *Talking through the various routes ahead of time might increase predictability.*
- *Asking whether changing routes might impact meaningful access to relevant resources can give us more information to create a plan for minimizing those tradeoffs.*

If it's decided that it's not worth it to change the route and routine, we'll need to talk about other ways of increasing the experience of safety and minimizing the impact of potential stalking. We can talk about each place and each routine or route, and identify strategies the survivor is using and can use to be safe in those specific places, times, etc.

Practicing!

Adjusting and aligning your tools is an integral step towards supporting survivor wellbeing overall. And, it takes time and practice. Use this Identifying Tradeoffs in Safety Plans activity as often as you need until this way of thinking critically about your program's policies and practices becomes integral to your daily work. Remember that this activity is designed to analyze, assess and review safety plan tools, tips and questions at the programmatic or organizational level. It is not intended for safety planning with individuals.

PART 2

Understanding Survivor Wellbeing

Understanding Survivor Wellbeing

This part of the toolkit is designed to support advocates in talking with individual survivors to better understand how they are experiencing wellbeing in the context of safety planning and beyond. Using these strategies, tips and materials, advocates will gain a more complete picture of the tradeoffs that individual survivors are weighing, as well as what is working and going well in survivors' lives so that those relationships and strategies aren't eroded in the pursuit of safety.

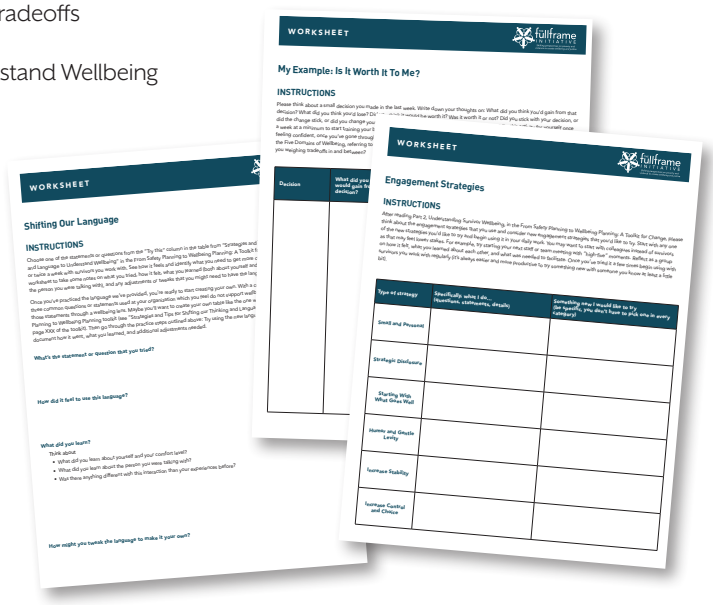
Understanding Survivor Wellbeing is organized into three Strategies and Tips sections. Taken together, the information provides a guide for better engaging with survivors to understand their individual experiences of wellbeing and how they weigh tradeoffs in the Five Domains of Wellbeing:

- Strategies and Tips for Increasing Engagement
- Strategies and Tips for Asking About, Listening for, and Addressing Tradeoffs
- Strategies and Tips for Shifting Our Thinking and Language to Understand Wellbeing

What You'll Need

In addition to the content in the sections that follow, you will also need copies of the following, which can be found in "Resources and Tools" of this toolkit:

- Engagement Strategies worksheet
- Is It Worth It to Me? exercise
- Shifting Our Language worksheet



Strategies and Tips For Increasing Engagement

Engagement is the foundation to better understanding how an individual is experiencing wellbeing and weighing tradeoffs between and in the Five Domains of Wellbeing. Engagement includes using strategies to shift the power dynamic and create an environment that signals that information shared will be listened to and considered carefully, and that the survivor (not the program or staff person) will be the ultimate decider of what the next steps are going to be. Importantly, engagement directly supports orientating around wellbeing because it allows the relationship to focus on whole people, not just their problems.

Small and personal: An important part of engagement is leveling the power imbalance and talking with each individual, human being to human being—signaling "I see you as a person, not just as someone who has been hurt by someone else." It can be very helpful to start conversations, particularly in a new relationship, with sharing or noticing something small and something authentic, appropriate and personal. Perhaps the survivor you're talking to is wearing a pair of shoes or boots you like and you can make a small comment—for example, "I love those boots!" Or, maybe you both have kids the same age, or have a hobby in common, or are fans of the same sports team. Asking "small" questions about these personal parts of someone's life allows the conversation to start with whole people, not just their challenges or bad experiences. The person you're working with can participate in the relationship as more than a "survivor" and you as more than an "advocate" or "professional". This isn't a substitute for talking about safety planning, services or other responses to challenges; it's not a long conversation; it's not about ignoring pressing challenges. It's a way of developing a more equal relationship from the beginning that will more readily lend itself to supporting wellbeing.

Some ideas for ways to start with small and personal include:

✗ Instead of: Tell me why you're here today.

✓ Try: I'm [name]; I've been here for over a decade, and I'm really looking forward to getting to know you a bit. Are there any questions you have for me right off the bat?

✗ Instead of: I see from your paperwork you're interested in services. Let me tell you about what I can offer.

✓ Try: I see you have a [name of sports team] hat on, did you see the game last night?

✗ Instead of: I know you're out of work, have you applied for jobs yet?

✓ Try: I love the color of your sweater—it really brightens up this cloudy day.

✓ Try: Consider addressing someone more formally if there is any thought that culturally or generationally it would signal respect.

Strategic disclosure: Strategic disclosure complements starting with small and personal. This is about sharing something small but strategic about yourself and your own life, again as a way of increasing engagement and demonstrating that you and the person you're working with have experiences and interests in common—especially if the survivor has more expertise than you (avoid comments where the survivor feels like you are trying to demonstrate you're the expert in that part of their life, too). Your disclosure should always be highly strategic—used to support relationship building and be relevant to that point in the conversation. You should never share personal information as a way of getting support from the person you're working with, or to try and develop an intimate relationship outside of professional boundaries. Some ideas for ways to disclose strategically include:

✓ Try: I love the color of your sweater; blue is my favorite color.

✓ Try: You mentioned you spent time in your garden while you were not working. I'm also a gardener. What are you growing this year?

OR

✓ Try: You mentioned you spent time in your garden while you weren't working. Maybe some time you can give me some tips—I'm just getting started as a gardener! But right now, let's focus on how we can support you.

✗ Avoid: I've been gardening since I was a kid. Let me know if you need any tips!

Start with what goes well: An important component of orienting around wellbeing is signaling that you recognize the person you're talking to as having strengths, skills, experience and the ability to create positive changes. It supports shifting the focus from fixing problems to fostering wellbeing, and also supports relationship building. Begin conversations by talking and asking about what is going well in the person's life, even if it might be something really small. This allows you to get to know the person better—what's important to them, what matters most to them, their interests, hobbies, and places they experience mastery, as well as better understanding what has enabled these positive moments in their lives. This last part is critical because when you get to the point where you're addressing challenges, you are able to frame those conversations with specific attention on what has gone well in the past. Some ideas for ways to "start with what goes well" include:

✗ Instead of: What brings you here today? Please tell me about what you need.

✓ Try: I'd like to start by getting to know you a bit—it will help me help you better. Would you be willing to share something about yourself that you do or that you're proud of? It doesn't have to be anything big. Something small is okay too. Other people have shared about how they figured out how to fix their lawn mower or successfully made it out the door on time in the morning. What's something you like to do or are proud of?

✗ Instead of: Why did you do that when you know it makes you less safe?

✓ Try: You've been able to avoid that for three weeks in a row, even when things were tough. What made it possible before? What was different this time? What changed?

Instead of: Good job _____ (making good decisions, seeking services).

Try: I'm so proud of you! That's a great step and a positive change from what was happening before. Tell me about what made it worth it this time?

"High-five moments" are a great way to start any conversation with what's going well. These are moments in our lives when we felt like giving ourselves a high five—they can be big moments or really small moments that are personal to us. For example, "I finally got to bed at a decent hour last night," or "I'm trying to quit smoking and I only smoked three cigarettes instead of my usual 10 yesterday."

Note: Identifying even small moments were we felt proud of ourselves and wanted to high five ourselves can be challenging. This is especially true for people who are experiencing poverty, violence and other trauma, and who are involved in systems and services. You will want to have a couple of your own examples to model for the person you're working with, as long as they are real and authentic and not bragging. Examples like, "For me, getting my kids and myself out of the house on time in the morning without forgetting my lunch or something else is a real accomplishment!" This also serves as strategic disclosure.

Strategically use humor and gentle levity: Sometimes things happen that are funny. Maybe you drip coffee on your shirt or there's a loud car radio playing outside your office that makes it hard to hear. Responding to these events with a laugh can put a survivor at ease and signal that you are not highly reactive to things going awry—a situation that many survivors are monitoring for to stay safe. Humor can, like strategic disclosure, be tricky. You need to be present and very much attuned to what's happening in the room, but it can be valuable if used with compassion and as a tool that discloses your humanity and flexibility. Humor should not be used to offend or distance, to deflect or minimize feelings, to make you look good or distract from counseling. Don't use humor in wellbeing planning if you don't use it in your daily life. But if you use it in supervision, in navigating life, to put other people at ease and minimize power dynamics and to show that you can be imperfect and vulnerable, too, it can be a powerful tool for decreasing anxiety and fostering a collaborative relationship.

Increase stability: Stability is a key element of wellbeing and we experience increased stability when schedules, environment and situations are familiar or predictable. You can increase people's comfort level and reduce anxiety by trying to increase predictability and helping people name (and preserve) how they create predictability in their own lives. Share as much information as you can—for example, always let people know what to expect prior to meeting with you (what will be covered, where exactly the meeting will be held, what items to bring or not bring, how long things will take, what food options are available). Err on the side of more information, delivered in simple, bite-size chunks whenever possible. Some ideas for ways to increase stability include:

Instead of: Your court date is _____, please bring all your paperwork.

Try: Your court date is _____ at _____ with Judge _____. Have you ever been to court before? Have you been to this particular court or been in this judge's courtroom? If not, I can tell you what to expect.

Instead of: Our next meeting is _____, I look forward to seeing you then.

Try: Our next meeting is _____. I expect it will take about an hour. Since it'll be Tuesday, there should be plenty of parking on the street but if you can't find a spot, call my cell and I can help.

Increase control and choice: Feeling mastery (the sense we can influence our future, our relationships and/or our environment) is a key element of wellbeing. Day-to-day, this manifests as feeling like we have some control and choice. For people receiving services and involved in systems, many choices have been taken away and for people who've experienced abuse there may be real challenges to feeling any control. A key strategy to engagement is to increase opportunities to feel control and choice in ways that are meaningful and not overwhelming. Some ideas for ways to increase control and choice include:

Instead of: Our next meeting is _____, I look forward to seeing you then.

Try: We should try and meet in the next week. What days and times of day work best for you?

Try: For our next meeting I have both Tuesday and Thursday free, which do you prefer?

Practicing!

Please think about the engagement strategies that you use and consider new engagement strategies that you'd like to try and begin using in your daily work. You may want to start with colleagues instead of survivors as that may feel lower stakes.

➤ **EXAMPLE: A WORKSHEET MAY BE FOUND IN THE RESOURCES AND TOOLS SECTION**

Type of strategy	Specifically, what I do... (questions, statements, details)	Something new I would like to try (be specific, you don't have to pick one in every category)
Small and Personal	*Complementing something they are wearing to start a conversation*	*Leading with an opportunity for them to ask questions*
Strategic Disclosure		*Trying to find a way for them to teach me something*
Starting With What Goes Well		*"Would you be willing to share something about yourself that you do or are proud of?"*
Humor and Gentle Levity	*Making jokes to ease the moment*	
Increase Stability	*Preparing the person on what to expect at the next meeting*	*Describing the space before the first meeting so they know where to go, what to do, etc.*
Increase Control and Choice	*Asking what works best for them around scheduling*	

Strategies and Tips for Asking About, Listening for, and Addressing Tradeoffs

Understanding how someone is weighing tradeoffs—what is most important to them, what feels worth it to give up or risk losing, what feels less worth it, what isn't worth giving up no matter what—is vital to supporting wellbeing. Because the Five Domains of Wellbeing are interdependent, our experience of wellbeing shifts and we experience losses even as we create assets or positive experiences in any of the domains. Weighing tradeoffs is the constant balance of gains and losses that happen all the time, every day. In order to increase access to wellbeing for the people you work with, you must understand their unique experiences of these gains and losses, and what is and isn't worth it.

Tradeoffs are natural and necessary. We can't (and shouldn't) try to eliminate tradeoffs for people. However, understanding and reducing tradeoffs that otherwise make it impossible for a person to take action they need or want to take, or to sustain change they've chosen to make is really important for supporting lasting change.

Tradeoffs give us insight not only into what someone feels is possible and worth it, but also how they are making that determination. The purpose of listening for tradeoffs is to gain perspective into a person's situation and the constraints and opportunities they face.

Be prepared to change your mind. The purpose of listening for tradeoffs is not to get more information you can use to change the participant's mind about their actions or decisions. For example, you may go into the conversation with the expectation that the survivor needs to leave their partner, but in listening to the survivor you may gain some understanding about why that's not the best option because of what it would cost them. And then you can help the survivor make a plan to move forward that keeps what's working in place.

Motivation is not enough: tradeoffs matter! Have you ever encountered a survivor who seemed really clear how dangerous their situation was, yet stayed? This participant doesn't need education or motivation as much as we need to listen differently and radically to what is really going on in their life.

Getting in the habit of asking about and listening for tradeoffs takes consistent practice.

Asking about tradeoffs

Here are some questions to ask or, at a minimum, keep in mind, when trying to better understand tradeoffs. Keep in mind that you do not and should not ask all of these questions. People will share a lot of information and what's just as important as asking the right question is listening for what tradeoffs are being weighed.

The following questions use an example of going or not going to a doctor's appointment, but these questions may be used in any situation to explore a decision or choice, no matter how big or small:

- What or who is making it worth it to _____? (for example, what makes it worth it to miss your doctor's appointment? Or, what makes it worth it to you to go to your doctor's appointment?)
- What or who would make it more worth it to _____? (for example, what would make it more worth it to you go to that appointment, even when you have to take the bus?)
- What will you gain or get from doing _____?
- What will you lose from doing _____?
- What are you worried about will happen or not happen if _____? (for example, they go to the appointment)
- What do you usually do during this time that you would miss? (for example, what would they be doing if they weren't at the appointment)
- What do you usually do with the money that you have to spend? (for example, on the co-pay or bus fare)
- What or who is getting in the way of you doing this?

When asking about tradeoffs, do not argue or dismiss the reasons people are sharing. The purpose of asking about tradeoffs is to gain a better understanding of their perspective, not to convince them of yours. It is natural to feel challenged in understanding the tradeoffs from someone else's point of view. However, it is only through listening to their answers, without arguing or dismissing, and better understanding their perspective that we can support people in making change that lasts.

Listening for tradeoffs

Asking questions is half of what it takes to identify tradeoffs in a conversation. The other half is listening with curiosity (not judgment) for tradeoffs as they're being shared. To do so, you'll need to listen to clues that are being given by the person you're talking with. It can take a lot of practice to listen to understand and maybe even change our minds, and to break ourselves of the habit of listening to gain information we can use to help us then convince someone of what we think.

Clues that someone is weighing tradeoffs and the tradeoffs they might be weighing include (this is not an exhaustive list):

CLUE THAT THERE'S A TRADEOFF TO PAY ATTENTION TO

When a person says...	This might* mean...
[something surprising, unexpected or doesn't make sense to the other person]	There are tradeoffs that are being weighed here.
I really do want to do that, but...	The motivation is there, but the tradeoffs may be too big and not worth it to make.

CLUE THAT THE TRADEOFF INCLUDES SOCIAL CONNECTEDNESS

When a person says...	This might* mean...
My friend/family really wants me to...	My social connectedness is driving my desire or decision to do this.
My friend/family is going to not like that...	If I do that, it may be a challenge to my social connectedness.
I won't be able to go to [church, school, other group]	This is a place I feel a sense of belonging.

CLUE THAT THE TRADEOFF INCLUDES STABILITY

When a person says...	This might* mean...
I've done that before.	It's familiar, it's probably not a challenge to my stability.
I've never been there before or done that before.	If gaining knowledge about it is insufficient, it's possible that this feels unfamiliar, unpredictable and is a challenge to stability.
It has to be done that way because it's how it's always been done.	If I don't do this, it might be a challenge to my stability.
That small change doesn't feel possible to do that with everything I have that's going on right now.	I don't have enough stability to take risks or try new things.
That makes me feel really anxious.	That feels unfamiliar.
I need to know exactly what to expect—who will do what, what the room will look like, where in a building that will take place, how to get there, where to park, what amenities are available, etc.	Stability is very important to me right now.
I can't miss... [an event, a happening, a ritual, a habit]	I can't risk losing one of the small things that helps me experience stability every day or week.

CLUE THAT THE TRADEOFF INCLUDES SAFETY

When a person says...	This might* mean...
That makes me feel really anxious.	I feels emotionally or physically unsafe.
I can't go there or see that person because I'm...[race, gender, sexual orientation, religion, etc.]	I'm worried about my safety.
I don't want to stand out.	A part of my identity puts me at risk and it's not safe.
I can't clean up/take off my coat.	One of the ways I stay safe is hiding myself (wearing clothes too heavy for the weather, excessively covering self, refusing to bathe or practice appropriate hygiene).
I'm uncomfortable telling you that.	I don't feel safe; I'm afraid there will be consequences.

CLUE THAT THE TRADEOFF INCLUDES MASTERY

When a person says ...	This might* mean...
I felt really proud of myself and I want to...	I think I might gain some mastery (feeling of accomplishment) if I challenge myself in these other ways.
Nothing I do will make a difference anyway.	I haven't experienced that my actions influence people or have any effect on my future; why would now be different?
You can't do that to me—I decide for myself.	People who have made decisions for me before have hurt me and I have to stay in control.
It's not going to work.	It's too risky to try something new.
I've never been there before or done that before.	I don't have confidence that I'll know how to navigate that or do that.

CLUE THAT THE TRADEOFF INCLUDES MEANINGFUL ACCESS TO RELEVANT RESOURCES

When a person says...	This might* mean...
I want to go there to get what I need, but I just can't because...	My access to that resource isn't meaningful (i.e., it's degrading, dangerous, or difficult)
I don't want to use that because...	This resource (food, clothing) isn't relevant to me. I need something different (food that I know how to cook with, clothing that allows me to fit in).
I don't want people to know...	The stigma and shame is too much for it to be "worth it" to get this resource.

*It's always important to check our understanding. Making assumptions based on a small amount of information can lead us in a direction that is missing what the person is trying to tell us.

Responding to and Addressing Tradeoffs When Necessary

Identifying the tradeoffs is the first step and listening with curiosity may help a participant articulate tradeoffs in ways they haven't thought about before so that everyone has a new perspective.

Remember: not all tradeoffs need to be (or should be) addressed. But if a tradeoff is keeping a person from taking steps they want to take, or if the tradeoff may undermine the sustainability of change, it's important to take steps to reduce or address that tradeoff.

In taking this next step, you and the participant are working together to figure out what to do. There are several options.

Talk about it Even if nothing can be done about the tradeoff, simply naming the tradeoff can help us prepare for what is to come so that it doesn't hit us unexpectedly. Just knowing what to expect can help us feel more in control, and therefore make the tradeoff feel more manageable.

Change the what or how If there is a change that has to happen, adjusting and creating choice in what happens or how that happens can help to make the tradeoffs more manageable.

➤ For example:

Non-negotiable: We have to meet face-to-face every week.

Negotiable: Where and when we meet is up to you.

Add something Sometimes adding choice or something else can help make the tradeoffs more manageable.

➤ For example: Provide a bus pass to someone who had to move across town for affordable housing so they can still coach soccer on Tuesday nights.

Take something away Sometimes taking away a requirement or something else can make the tradeoffs more manageable.

➤ For example: Since the person you're working with can't come to the program every week because their work schedule is unpredictable, figure out how to remove or adjust any existing attendance requirements for participating in the program.

As this section illustrates, there is a lot we can do without adding another program or another requirement or expectation!

Practicing!

One way to begin thinking about tradeoffs is to train our brains to identify tradeoffs we are weighing We can do this by thinking through small decisions we've made in the past. Do this activity for yourself once a week at a minimum to start training your brain to think about and pick up on tradeoffs that are being weighed each day.

➤ **EXAMPLE: A WORKSHEET MAY BE FOUND IN THE RESOURCES AND TOOLS SECTION**

Decision	What did you gain or think you would gain from making that decision?	What did you lose or think you would lose from making that decision?	Were there things you did or other people did to make it more "worth it" to make that decision?

I stopped by my favorite coffee shop for breakfast before work on Monday.	- *I really wanted a muffin and this was the only place that had muffins.*
	  ○ *I wasn't feeling well and I thought the muffin would help me get my brain in the game to be ready for work (mastery)*
	- *CVS was near the coffee shop so I could get medication to feel better. I was worried it would mess up my day I f I felt worse (stability)*
	  ○ *It might also have made me less productive at work (mastery)*
		- *I really wanted a muffin and this was the only place that had muffins.*
		  ○ *I wasn't feeling well and I thought the muffin would help me get my brain in the game to be ready for work (mastery)*
		- *CVS was near the coffee shop so I could get medication to feel better. I was worried it would mess up my day I f I felt worse (stability)*
		  ○ *It might also have made me less productive at work (mastery)*
			- *I remembered they had a chocolate brioche, which was a treat!*
			- *No one was at work yet and I didn't have a meeting, so it was okay to be late*
			- *Being able to also go get medication at CVS was a bonus.*

Strategies and Tips for Shifting Our Thinking and Language to Understand Wellbeing

Now that we're engaging participants, asking about and listening for tradeoffs, and helping to minimize tradeoffs that are getting in the way of people taking steps that are important to them, what's next?

We can shift some of our common thought processes and questions to better understand how people are meeting their needs for wellbeing, and use that information to support people in making changes that are more likely to stick. Here, we give several examples that can be adjusted as needed; they don't need to be only about safety. In reading these examples you'll notice that many of them are about changing our thinking about other people's behavior. Changing our thought processes is a vital first step before asking or inviting another person to change their actions!

SHIFTING OUR THINKING

When you find yourself thinking...	Try thinking instead...
They're unmotivated. They don't care. They don't understand how unsafe that is.	What is making this change difficult or not worth it to them? What would make it more worth it? How can I help make it more worth it?
I can't believe they're doing that. They know better.	What are they weighing? What do they gain and lose by doing that (from their point of view)?

SHIFTING OUR LANGUAGE

When you are about to say...	Try saying instead...
Getting safe should be most important to you.	What's most important to you? What matters to you?
Here are strategies to get safe.	Where do you feel the safest? With whom do you feel the safest? Let's talk about ways you can feel that more.
Here are strategies to make you more stable.	Where do you get a sense of familiarity? What in your life feels most predictable? What's the most important part of your daily or weekly routine, and what does it mean to you?
What do you need to get safe?	What will be the hardest part of this? What would make this less hard for you? What are you already doing to be safe?
Why did you do that when you know it makes you less safe?	You've been able to avoid that for quite a while, even when things were tough. What made it possible before? What was different this time? What changed?
You're safe here.	I want to help you feel as safe as possible while you're here. Please tell me how I can help you feel safe or safer.
You aren't safe there. You aren't safe with her. You won't be safe if ___.	I am worried about you, and also, you know so much more about your situation than I do. I'd love to understand what you do to keep yourself safe so we can build on that.
Good job _____. ...making good decisions. ...not calling him. ...seeking services.	Wow. I know what a big step this is for you. Congratulations—I'm proud of you for this positive change from what was happening before. Let's talk about what made it worth it this time.

Practicing!

Shifting our thinking and language requires practice. To begin, select a statement or question you would like to try using. Try it and process how it went. A worksheet to help guide this process may be found in the Resources and Tools section.

➤ EXAMPLE: A WORKSHEET MAY BE FOUND IN THE RESOURCES AND TOOLS SECTION

What's the statement or question that you tried?

"What made it possible to get through this before?"

How did it feel to use this language?

It felt good and the person responded well to it. It reminded them of their strength and ability to get through tough times. They came away with some ideas.

What did you learn? Think about

- **What did you learn about yourself and your comfort level?**
- **What did you learn about the person you were talking with?**
- **Was there anything different with this interaction than your experiences before?**

I learned a lot more about the person and their strengths. They shared with me their own coping skills, safety strategies and social supports that have been helpful in the past that we were able to tap into and utilize again for this time around.

How might you tweak the language to make it your own?

I might add in a validating statement along the lines of "I know this is a really tough time for you and I know you've been able to get through other tough times in the past."

PART 3

Wellbeing Planning

Wellbeing Planning

In Part 1, "Identifying Tradeoffs in Safety Plans," programs practiced identifying tradeoffs in their current safety plan tools and tip sheets. In Part 2, "Understanding Survivor Wellbeing," advocates and others learned and practiced concrete strategies to better understand how individual survivors are experiencing wellbeing and weighing tradeoffs. Part 3, "Wellbeing Planning" brings all the pieces together to help programs and advocates take initial, concrete steps to partner with survivors to identify plausible, relevant strategies that support safety without undermining what people need for health and hope: wellbeing.

Wellbeing planning should be fluid and evolve over time. Increasing access to wellbeing is not a one-time task to be crossed off a list. All of us, not just those who've experienced violence, are safety and wellbeing planning all the time—weighing tradeoffs between safety and the other domains of wellbeing. And many factors—individual and external—impact how we weigh these tradeoffs and those factors can change often. Therefore, wellbeing planning is an ongoing discovery and implementation process.

Conversation flow should feel natural. Think about and practice the engagement strategies described in Part 2, "Understanding Survivor Wellbeing," as a way of starting conversations on a more even playing field to build relationships. You don't need to ask the questions in a specific order; they aren't designed to go question by question in a linear way. It's natural for conversations to take their own course, and it's important to seize opportunities for learning, engagement and reflection through a natural conversational route, rather than an interaction that feels more like an interview or interrogation.

Tone of voice is critical. Questions are only effective when used with a fitting tone of voice. Reactions from the people you are working with may change depending on the tone of voice being used, even if the question being asked is exactly the same. A tone of warmth, authenticity and curiosity will usually lower stress levels and result in more opening up from participants.

Follow-up questions are essential. Follow-up questions surface important but not always anticipated information, and provide an invitation to learn more about the participant you're working with. It's important to not just move on to the next question in line. For example, if you ask someone, "Who do you rely on?" and they say, "My friend James," a possible follow-up could be "Tell me a bit about James. What does James mean to you?"

Be prepared to be surprised. The longer we've been in our roles or professions, the more we can assume we know what a survivor will say or do based on patterns we've observed in the past. Part of a wellbeing orientation is consciously focusing on the individual in front of us, especially when they and their situation are different from our assumptions and expectations. This information is vital to our responding to each person as the individual they are.

What You'll Need

You will need copies of the following, which can be found in the Resources and Tools section of this toolkit:

- A copy of the Five Domains of Wellbeing Definitions and Key Aspects
- A copy of the Wellbeing Planning tool
- You'll also need your organization's or program's existing safety planning tools and tip sheets

Instructions

This activity is designed to be used with **one individual participant at a time.** This wellbeing planning process may feel awkward at first so you may want to begin with someone who you already have a very good relationship with.

It is not necessary for a Wellbeing Plan to use the format of the tool provided; however, the questions and thinking behind the Wellbeing Plan are essential for wellbeing planning.

Step 1

Use Strategies and Tips for Increasing Engagement from Part 2, Understanding Survivor Wellbeing. Use these strategies and tips to get a good general sense of the person you're working with—what's most important to them, how they're weighing tradeoffs generally and what is of most concern.

Step 2

Begin the conversation by understanding where the person is, today and now, with regard to safety and wellbeing. Build on the relationship and your understanding of this person's wellbeing to co-develop a plan for increasing safety in ways that also increase, or at a minimum don't decrease, overall wellbeing. Together, identify what is going well in the person's life, what the most pressing challenges are, and where these factors increase or decrease safety. Talk about what changes, if any, are wanted and what would make that change worth it. This information provides you with a strong foundation for moving into wellbeing planning. It will give you a fuller understanding of where tradeoffs may come up in the planning process, what relationships or routines may be non-negotiable, and where are the significant challenges in wellbeing.

Listen to understand, not judge. None of us meet our needs in ways that are perfect or ideal all the time. We have social connections that aren't always good for us; sometimes we do things that aren't 100% safe; and more. When conducting a wellbeing assessment, understanding how people meet their wellbeing needs may surface ways in which people weigh tradeoffs and meet needs that you don't approve of! Don't argue or debate. You're listening and learning!

Keep it manageable. It can be tempting to try to get a person to focus on big, long-term goals to inspire them. But when any of us is in crisis or has recently been through trauma we can really benefit from help breaking things down into bite-size chunks that can be undertaken without causing tremendous tradeoffs, and where we can build a feeling of mastery. Initial wellbeing planning should focus on a timeframe of weeks, not months.

WELLBEING PLANNING CONVERSATION SAMPLE QUESTIONS

Use questions like these to get to know a person. Do not feel compelled to ask all the questions. It is more important to have the conversation flow naturally.

- What's going on in your life that's important to keep in place?
- What are your hopes or goals for [the next week or two]? What are the things that are most important to you?
- Have you or your family experienced any major life changes or incidents recently that have negatively impacted your everyday life and sense of wellbeing?
- Who are the most important people in your life right now? What do they mean to you? What do you mean to them?
- Who do you rely on the most and for what? Who relies on you and for what?
- Where do you feel safest these days? Where you can be your full self without fear or harm?
- Do you have a faith tradition, cultural identity or other identity that makes you part of a community? What does belonging to that community mean to you and what do you bring to it?
- What specific relationships or strategies do you use to feel safe?
- Which of these strategies are the easiest to do? Which do you feel you use well or are good at?
- Are there any things or people you either avoid or intentionally stay involved with in order to feel safe?
- Have you been mandated to any programs or services, or to follow certain conditions? What made it difficult or easy to comply?
- What do you do when you're scared, upset or nervous? What helps you calm down?
- What activities or routines do you or your family do that are most important to you—maybe you feel out of sorts if you miss them?
- What gets in the way of participating in these activities or routines? Who or what makes it possible or easier for you or your family to do them?
- Tell me a little about where you're living now - what do you like the most? Least?
- How are you making ends meet this week? What income sources are you relying on? Who is helping you? Is this working for you or would you prefer to get this help in a different way? Why?
- [If relevant?] What do you like best about your current job?
- What's something that you are really good at or working to be good at? Known for? Proud of about yourself?
- What can I do to make this as smooth and easy as possible for you?

Step 3

Using the information you and the survivor have jointly collected in the conversation (see "Wellbeing Planning Conversation Sample Questions"), co-develop a plan for increasing this person's safety in ways that don't force unsustainable tradeoffs and do support overall wellbeing using the following action steps:

1. Begin with how the survivor meets their needs in a given domain—don't judge it! You can also ask about what's going well and what's working for them, but sometimes how someone meets their needs is important to a person, but not something they are proud of, so offer a range of ways to think about "assets."

2. Further explore that connection to safety.

➤ EXAMPLE

What is going well, working for you, or just helping you get your needs met?	Does this increase access to safety, and in what ways?	Does this decrease access to safety, and in what ways?	If there are safety challenges, what would make a change worth it or sustainable?*
Mom is providing transportation to and from work.	*This means I don't have to ask person using violence for a ride anymore.*	*N/A*	
Exercising every day with daughter, after school. Walking around the track together.	*It helps me feel in control of my body, and is the time when my daughter and I actually connect.*	*N/A*	
Getting childcare needs met, by trading cooking for childcare with neighbor.	*N/A*	*Neighbor is homophobic and so I have to keep personal relationship a secret; same-sex partner can never pick up son at the neighbor's house when I'm working late.*	*This isn't worth it in the long run. Would like to find a new childcare option.*

*We cannot and should not try to minimize every tradeoff—tradeoffs are not inherently bad. However, we should attempt to address the tradeoffs that are standing in the way of the change survivors want to make.

3. Then move onto the most pressing challenges they identify and explore how to minimize those challenges without decreasing access to safety or the other wellbeing domains

➤ EXAMPLE

Major challenges	Does this increase access to safety, and in what ways?	Does this decrease access to safety, and in what ways?	What would make a change worth it or sustainable?*
Financially reliant on person who uses violence.	*I'm undocumented and can't risk ICE raids if I go back to working where I used to work, under the table. When I don't have to work, I'm safer from ICE.*	*Person using violence has complete financial control; I don't have options to separate if I wanted to, or to save money on the side.*	*I don't want to leave, I just want to have some financial independence. I'd have to keep it a secret.*
Both of us drinking too much every time we feel stressed.	*Person using violence doesn't try anything sexual when they're drunk; they usually pass out for a few hours and things are calm.*	*I don't have my wits about me. I often forget what happened, or what I said or did. One time I drove myself to the store and didn't remember it.*	*I think the safety challenges outweigh the possible gains. I can put up with the sex; I'd like to drink less. I can try alternating water and alcohol.*
Best friend moved out of state.	*N/A*	*I feel more socially isolated and reliant on person using violence for company.*	*I'd like to visit more often. Or at least find a way to do video calls.*

*We cannot and should not try to minimize every tradeoff—tradeoffs are not inherently bad. However, we should attempt to address the tradeoffs that are standing in the way of the change survivors want to make.

In partnership with the survivor, talk about additional steps and actions that would increase their safety. With each action step or task, talk through as many anticipated tradeoffs as possible (you may want to refer to the "Strategies and Tips for Asking About, Listening for, and Addressing Tradeoffs" section in Part 2, "Understanding Survivor Wellbeing").

4. Together, brainstorm ideas and action steps for minimizing those tradeoffs, including the who and when. .

Then identify additional concrete actions steps for increasing access to wellbeing (including safety), while identifying and minimizing anticipated tradeoffs. You may want to refer to the "Strategies and Tips for Asking About, Listening for, and Addressing Tradeoffs" section in Part 2, "Understanding Survivor Wellbeing," as well as your existing safety planning tools and tip sheets. It's important that these be really small action steps, so that it doesn't feel like too much to take on all at once.

➤ EXAMPLE

Action step for increasing wellbeing (including safety)	Anticipated tradeoffs and considerations	Ways to minimize tradeoffs*
Ask aunt to let me work for her from my house for a few hours each day while daughter is at school and partner is at work.	*If partner finds out about it, the money won't be mine, but they won't hurt me over it; ICE isn't going to find me.*	*Find out if aunt is willing to pay in cash so there's no paperwork for partner to find out about.*
Begin to call places nearby to find new childcare option.	*Will need to figure out way of telling neighbor without "outing" self or insulting her. Still want to be friendly since she lives two doors down.*	*To be determined, depending on what the new childcare option is. Maybe explain that I didn't want to keep burdening her.*
Ask aunt if I could video call my best friend using the wifi at her business.	*She would want me to pay for some of that with the money I make working for her.*	*It's worth it. I'm prepared to do that.*

*We cannot and should not try to minimize every tradeoff—tradeoffs are not inherently bad. However, we should attempt to address the tradeoffs that are standing in the way of the change survivors want to make.

Step 4

Revisit the wellbeing plan often, checking with the participant about what is going well, new or persistent challenges and importantly, new or unsustainable tradeoffs that need to be addressed and minimized. A wellbeing plan is a living document. Pay specific attention to talking about new tradeoffs that weren't previously anticipated and tradeoffs that feel unsustainable. You may want to refer to the "Strategies and Tips for Asking About, Listening for, and Addressing Tradeoffs" section in Part 2, " Understanding Survivor Wellbeing." How often to revisit the plan should be determined together with the participant but no less than every month. If you are not working long-term with this survivor, talk with them about how they'll revisit and update the plan as needed. Who keeps the wellbeing plan is dependent on the situation and needs to take into consideration issues of safety and confidentiality.

➤ EXAMPLE

Date	What's going well?	What are the challenges and unsustainable tradeoffs?	Ways to minimize tradeoffs*
4/11/18	*I started working for my aunt and we have a pretty good arrangement.* *I've been talking to my best friend and I love video-chatting with her* *I'm still walking with my daughter!*	*I found a childcare option, but it's expensive. It ends up being basically all the money I'm making at my aunt's. This means I still don't have any money saved for myself. There's another childcare option that I passed up because it takes longer to get to, but maybe it's worth doing that.*	*If I go to the cheaper childcare option, it means I won't be able to have the "down time" I usually have. I think it'll be worth it. I'll give them a call next week.* *I could go on a walk with my daughter in the morning before school. This means getting up a little earlier. If I prepare lunch and lay out clothes the night before, we might have time before school.*
5/8/18	*Most mornings I can go on a walk with my daughter, but if it's a late night, it's harder to get up. That's okay though, it's enough for me.*	*I'm really missing having my "down time" before work. The childcare option is working and I've been able to save a little money, but I just wish I had more time during the day.*	*I think what would make it more worth it to give up that "down time" is if I were able to have more time to myself during the weekend. Maybe I could set my daughter up with a playdate once a month, so I would have that down time at least.* *[name of program] will look for childcare options that are closer to work or home.*

*We cannot and should not try to minimize every tradeoff—tradeoffs are not inherently bad. However, we should attempt to address the tradeoffs that are standing in the way of the change survivors want to make.

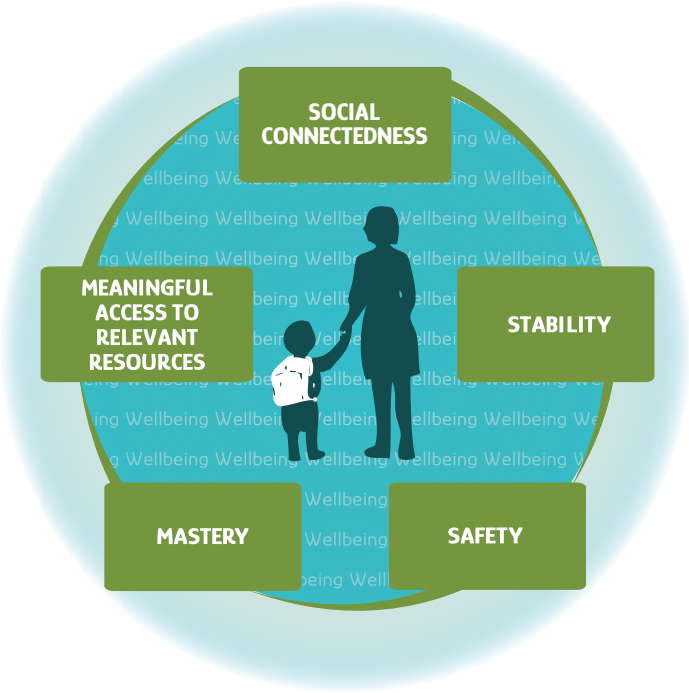
Resources and Tools

The Five Domains of Wellbeing

All of us—from janitor to judge, senior executive to senior citizen, adolescent to adult—share a set of universal needs and experiences that are essential, in balance and combination, to weather challenges and have health and hope. These are what the Full Frame Initiative defines as the Five Domains of Wellbeing.

We all need:

- **social connectedness** to people and communities, in ways that allow us to give as well as to receive;
- **stability** that comes from having things we can count on to be the same from day to day, and knowing that a small bump won't set off a domino-effect of crises;
- **safety**, the ability to be ourselves without significant harm;
- **mastery**, feeling that we can influence what happens to us, and having the skills to navigate and negotiate life; and
- **meaningful access to relevant resources** to meet our basic needs without shame, danger or great difficulty.



While we share a common need for assets in these domains, each of us experiences the domains in different and deeply personal ways, influenced by many factors, including our personal history, race, gender, age, community, family, values and context. A returning veteran may feel physically vulnerable sitting in traffic. A young black man may face extra scrutiny from security guards at a department store when he's buying clothes for school. A pick-up soccer game might give one person a sense of belonging and connectedness, but make another feel awkward and isolated.

Those same factors also influence what we are (or are not) willing to give up in order to increase our wellbeing. Increasing wellbeing doesn't happen by making progress in each single domain independently. The domains are interconnected. Sometimes, building assets in one domain means giving up something we value in another: a tradeoff. We all ask ourselves, "Is it worth it?" Is it worth it to take a job that gives me a big raise? If it means waking up 20 minutes earlier, maybe so. But if it means always missing visiting hours at a parent's nursing home, maybe not.

Sometimes we can find a way to minimize the tradeoff so that what wasn't worth it before, now is: convincing the nursing home to make an exception for visiting after hours twice a week. Being able both to decide for ourselves what's "worth it," and to navigate life in ways that build our assets and minimize tradeoffs, fosters wellbeing.

Yet many people, families and communities living at the intersection of poverty, violence and trauma face constant threats to their wellbeing, and services designed to help them address a challenge in one domain—gaining access to housing for example—rarely are set up to take into consideration the tradeoffs that might be an unintended by-product of this progress. And sometimes those tradeoffs aren't worth it, and so the progress doesn't stick. For example, if turning down available housing automatically disqualifies a person who is homeless from other housing options, the system has decided housing is "worth it," no matter what the cost of the tradeoff. But what if taking that housing means a mother has to move across the state, away from her job and the grandmother who provides care to her child who has a disability? That housing placement probably won't last, even if she takes it.

To create change that will last, systems and services must help people minimize tradeoffs and build assets in the Five Domains of Wellbeing. Doing so will begin to break the cycles of poverty, violence, trauma and oppression that undermine wellbeing for us all.

The Five Domains of Wellbeing Definitions and Key Aspects

Each of us experiences the Five Domains of Wellbeing in different and deeply personal ways, influenced by many factors, including our personal history, race, gender, age, community, family, values and context.

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Social connectedness: The degree to which we have and perceive a sufficient number and diversity of relationships that allow us to give and receive information, emotional support and material aid; create a sense of belonging and value; and foster growth.

KEY ASPECTS

- Quantity and diversity of relationships
- Reciprocity—give and receive information, material help, emotional support
- A sense of belonging
- A sense of being valuable and needed
- Foster growth

MISCONCEPTIONS	TRUTHS
It's only about emotional support.	Social connections are also about information and material support.
It's only about what we get from other people.	It's just as important to have opportunities to give.
It's just nice to have but not essential.	Research shows that social connections are critical for our physical and mental health. Social isolation is linked to serious health issues and addiction.

Stability: The degree to which we can expect our situation and status to be fundamentally the same from one day to the next, where there is adequate predictability for us to concentrate on the here-and-now and on the future, growth and change; and where small obstacles don't set off big cascades.

KEY ASPECTS

- Anchors, that create a sense of predictability in days or weeks
- Buffer to small problems snowballing to big problems
- Familiarity

MISCONCEPTIONS	TRUTHS
Stability is something we either have or don't have.	We can have stability in some parts of our life and feel very unstable in others.
It's about really big things over long periods of time, such as housing stability.	Stability is often created through small routines (anchors) that ground us day-to-day or week-to-week. We can have a house and a job and still feel unstable overall.
Stability comes after all our other needs are met—for example, once we get a place to live, we'll be stable.	We all experience stability through our anchors, and feelings of stability ebb and flow all the time.

Safety: The degree to which we can be our authentic selves and not be at heightened risk of physical or emotional harm.

KEY ASPECTS

- Physical and emotional
- From people, places and systems
- Ability to be true to core identity without harm or humiliation

MISCONCEPTIONS	TRUTHS
Safety is "objective" and there is only one way to experience it.	What we consider safe or safer may or may not be very different from what others consider safe.
Being our "authentic self" is about being able to feel completely comfortable all the time and not judged in any way.	Safety is about really core parts of ourselves (race, body size, religion, political views, gender). The experience of safety is being able to express our core identities in different settings without fear or danger.
Safety can only be threatened by violence or physical danger and by people.	We can be physically safe but emotionally unsafe. Systems and programs—not just people—can make someone feel unsafe. For example, some people fear the police and not because of a specific person or police officer.

Mastery: The degree to which we feel in control of our fate and the decisions we make, and where we experience some correlation between efforts and outcomes.

KEY ASPECTS

- Goal is attainable but not guaranteed
- Correlation between efforts and outcomes
- Sense of control and choice
- Important to self, and recognition and valued by others
- Experience of self-efficacy and sense of empowerment

MISCONCEPTIONS	TRUTHS
Mastery is only about what we've accomplished—we have to master something to feel mastery.	It's really about our sense of accomplishment, which can come from making progress or getting better at something even if we're not 'the best.'
It's about being in complete control.	It's really about feeling that we have an ability to influence people or situations around us, or our own future.
It's the same thing as self-esteem.	Self-esteem is important, but it's not the same as mastery. We can have high self-esteem and still not have a sense that we can influence other people or our world, or that we have the ability to accomplish something or overcome challenges.

Meaningful access to relevant resources: The degree to which we can meet needs particularly important for our situation in ways that are not extremely difficult, and are not degrading or dangerous.

KEY ASPECTS

- Self-determination of what basic needs are relevant and important
- Resources exist
- Resources are accessible without shame, danger or significant hardship

MISCONCEPTIONS	TRUTHS
"Resources" are social services.	While social services often can help us get resources, the Five Domains of Wellbeing are what everyone needs. We all need relevant resources, but we don't all need services to get those resources. A food bank (service) can provide access to food (relevant resource), but we don't all need a food bank to get food.
If resources are available, they are accessible.	Resources can exist, but still not be meaningfully accessible. A free health clinic next door isn't meaningfully accessible if the staff speak a language we don't understand.

Identifying Tradeoffs Created by Safety Plans

This worksheet is part of the Full Frame Initiative's *From Safety to Wellbeing Planning: A Toolkit for Change*. It is designed to support a new or different way of thinking about safety planning, as a key but not the only component to survivor wellbeing.

Instructions

This activity should be done in groups of 2-4 people who have a variety of roles (jobs) and perspectives within the organization including at least one person who works directly with participants. Everyone in the group should have a copy of the organization's or program's current safety plan tool or tip sheet, The "Five Domains of Wellbeing Definitions and Key Aspects" resource, and a copy of this worksheet. Using your "Five Domains of Wellbeing Definitions and Key Aspects" resource, a team from your organization will consider possible ways your program's current safety plan tool, tips sheet or approach may increase assets or create challenges and force tradeoffs in the Five Domains of Wellbeing for your program participants.

Because this is about practicing a new way of thinking about safety planning, it may be helpful for each person participating in the activity to identify one or two specific survivors to hold respectfully and authentically in their mind and heart, and complete the activity with them in mind. Please instruct your team to think only of participants who they have worked with **in the past**; this activity **will not** have the intended outcome otherwise. The first time or few times you engage in this activity, it may take up to an hour.

Please see F*rom Safety to Wellbeing Planning: A Toolkit for Change* Part 1 for a completed example of this worksheet and more detailed instructions.

Step 1

Identify one part (question or tip) of your current safety plan tool to be examined for the purpose of this activity, and determine the intent of this part of the safety plan. As a group, review your current safety plan tool or tip sheet. Together, choose one specific part—one of the questions, tips, recommendations—to be analyzed for the purpose of this activity. If you're new to this activity, you'll want to start with one concrete part of the safety plan to ensure the process is not overly complicated as you practice developing new ways of thinking about safety planning.

Part of the safety plan tool, tip or question to be examined:

What is the intention of this part of the safety plan?

Step 2

As a group, analyze the selected part of the safety plan through the lens of the Five Domains of Wellbeing.

Domain	What may survivors gain in this domain? Which key aspects are increased?	What may survivors lose in this domain? Which key aspects are lost?
Social Connectedness		
Safety		
Stability		
Mastery		
Meaningful Access to Relevant Resources		

Step 3

Review what you've identified in Step 2 to identify tradeoffs and other observations.

- What stands out to you?
- Are there potential gains and losses in every domain, or do one or two domains stand out? Overall, are there more potential gains or losses in wellbeing? Do gains in some areas create losses in other areas?
- Are certain losses worth it from your perspective and if so, why? Might a survivor or another person come to a different conclusion about what's worth it?
- What new information does this analysis give you? What have you learned? What new questions do you have?
- How do this survivor's identity, race and culture change their experience of your safety plan, and the impact on their wellbeing?

Step 4

Identify and minimize unsustainable tradeoffs.

Tradeoffs (that are unintended or unsustainable):

Potential ways to minimize tradeoffs:

- What additional information is needed?
- How to prepare people to anticipate those tradeoffs in advance:
- What can be changed, added or removed?

Engagement Strategies

Instructions

After reading Part 2, "Understanding Survivor Wellbeing," in the *From Safety Planning to Wellbeing Planning: A Toolkit for Change*, please think about the engagement strategies that you use and consider new engagement strategies that you'd like to try. Start with any one of the new strategies you'd like to try and begin using it in your daily work. You may want to start with colleagues instead of survivors as that may feel lower stakes. For example, try starting your next staff or team meeting with "high-five" moments. Reflect as a group on how it felt, what you learned about each other, and what was needed to facilitate. Once you've tried it a few times begin using with survivors you work with regularly (it's always easier and more productive to try something new with someone you know at least a little bit).

Type of strategy	Specifically, what I do... (questions, statements, details)	Something new I would like to try (be specific, you don't have to pick one in every category)
Small and Personal		
Strategic Disclosure		
Starting With What Goes Well		
Humor and Gentle Levity		
Increase Stability		
Increase Control and Choice		

If you have specific questions or feedback about *From Safety Planning to Wellbeing Planning*, please email: wellbeingplanning@fullframeinitiative.org. We look forward to hearing from you!

My Example: Is It Worth It To Me?

Instructions

Please think about a small decision you made in the last week. Write down your thoughts on: What did you think you'd gain from that decision? What did you think you'd lose? Did you think it would be worth it? Was it worth it or not? Did you stick with your decision, or did the change stick, or did you change your mind? What, specifically, made it more worth it or not? Do this activity for yourself once a week at a minimum to start training your brain to think about and pick-up on tradeoffs that are being weighed every day. If you're feeling confident, once you've gone through this exercise, you can go back and think about your gains and losses through the lens of the Five Domains of Wellbeing, referring to the Five Domains of Wellbeing Definitions and Key Aspects resource. What domains were you weighing tradeoffs in and between?

Decision	What did you gain or think you would gain from making that decision?	What did you lose or think you would lose from making that decision?	Were there things you did or other people did to make it more "worth it" to make that decision?

Shifting Our Language

Instructions

Choose one of the statements or questions from the "Try this" column in the table from "Strategies and Tips for Shifting our Thinking and Language to Understand Wellbeing" in the *From Safety Planning to Wellbeing Planning: A Toolkit for Change*. Use it verbatim once or twice a week with survivors you work with. See how it feels and identify what you need to get more comfortable over time. Use this worksheet to take some notes on what you tried, how it felt, what you learned (both about yourself and your comfort level, and about the person you were talking with), and any adjustments or tweaks that you might need to have the language be more yours.

Once you've practiced the language we've provided, you're ready to start creating your own. With a colleague or two, identify two or three common questions or statements used at your organization which you feel do not support wellbeing. Work together to rewrite those statements through a wellbeing lens. Maybe you'll want to create your own table like the one we provided in the *From Safety Planning to Wellbeing Planning* toolkit (see "Strategies and Tips for Shifting our Thinking and Language to Understand Wellbeing" in Part 2 of this toolkit). Then go through the practice steps outlined above: Try using the new language and use the worksheet to document how it went, what you learned, and additional adjustments needed.

What's the statement or question that you tried?

How did it feel to use this language?

What did you learn? Think about

- **What did you learn about yourself and your comfort level?**
- **What did you learn about the person you were talking with?**
- **Was there anything different with this interaction than your experiences before?**

How might you tweak the language to make it your own?

Wellbeing Planning

This worksheet is part of the Full Frame Initiative's *From Safety to Wellbeing Planning: A Toolkit for Change*. It is designed to help an organization or program build on the work of Part 1 and 2 of this toolkit to more intentionally support survivor wellbeing, including but not limited to safety. In Part 1, "Identifying Tradeoffs in Safety Plans," programs practiced identifying tradeoffs in their current safety plan tools and tip sheets. In Part 2, "Understanding Survivor Wellbeing," advocates and others learned and practiced concrete strategies to better understand how individual survivors are experiencing wellbeing and weighing tradeoffs. Part 3, "Wellbeing Planning" brings all the pieces together to help programs and advocates take initial, concrete steps to partner with survivors to identify plausible, relevant strategies that support safety without undermining what people need for health and hope: wellbeing.

Instructions

This activity is designed to be used with **one individual participant at a time**. This wellbeing planning process may feel awkward at first, so you may want to begin with someone who you already have a very good relationship with.

It is not necessary for a Wellbeing Plan to use the format of the tool provided; however, the questions and thinking behind the Wellbeing Plan are essential for wellbeing planning.

Please see the F*rom Safety to Wellbeing Planning Toolkit* for a completed example of this worksheet.

To use this tool, there are four steps:

Step 1

Use engagement strategies from Part 2.

Step 2

Begin the conversation by understanding where the person is, today and now, with regard to safety and wellbeing.

Step 3

Using the information you and the survivor have jointly collected in the conversation, co-develop a plan for increasing this person's safety in ways that don't force unsustainable tradeoffs and do support overall wellbeing.

Work with the participant to identify how they are getting their needs met in a given domain and explore that connection to safety.

What is going well, working for you, or just helping you get your needs met?	Does this increase access to safety, and in what ways?	Does this decrease access to safety, and in what ways?	If there are safety challenges, what would make a change worth it or sustainable?*

*We cannot and should not try to minimize every tradeoff—tradeoffs are not inherently bad. However, we should attempt to address the tradeoffs that are standing in the way of the change survivors want to make.

Work with the participant to identify pressing challenges and explore how to minimize those challenges without decreasing access to safety or other wellbeing domains.

Major challenges	Does this increase access to safety, and in what ways?	Does this decrease access to safety, and in what ways?	What would make a change worth it or sustainable?*

*We cannot and should not try to minimize every tradeoff—tradeoffs are not inherently bad. However, we should attempt to address the tradeoffs that are standing in the way of the change survivors want to make.

Work with the participant to identify additional concrete actions steps for increasing access to wellbeing (including safety), while identifying and minimizing anticipated tradeoffs. It's important that these be really small action steps, so that it doesn't feel like too much to take on all at once.

Action step for increasing wellbeing (including safety)	Anticipated tradeoffs and considerations	Ways to minimize tradeoffs*

* We cannot and should not try to minimize every tradeoff—tradeoffs are not inherently bad. However, we should attempt to address the tradeoffs that are standing in the way of the change survivors want to make.

Step 4

Revisit the wellbeing plan often, checking with the participant about what is going well, new or persistent challenges and importantly, new or unsustainable tradeoffs that need to be addressed and minimized.

Date	What's going well?	What are the challenges and unsustainable tradeoffs?

*We cannot and should not try to minimize every tradeoff—tradeoffs are not inherently bad. However, we should attempt to address the tradeoffs that are standing in the way of the change survivors want to make.

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The Full Frame Initiative is a social change organization that partners with pioneering organizations, systems and communities across the country to fundamentally shift their focus from fixing problems to fostering wellbeing – the needs and experiences essential for health and hope. Together, we are creating possibilities for lasting change in people's lives and sparking a broader movement that replaces poverty, violence, trauma and oppression with wellbeing and justice.