Praxis International –
Institutional Analysis Technical Assistance

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Mapping Your System's Response to Violence Against Women

Amalfi Parker-Elder, Denise Eng, Maren Woods, and Rhonda Martinson

August 7, 2018

>> Hello everyone. Thank you for joining us today. We are at the top of the hour and ready to get started.

>> Thank you, Patricia. Hello everyone. This is Maren Woods from Praxis International in Saint Paul, Minnesota. It is overcast but warm and hope you are enjoying the lovely summer day wherever you are. Thank you for joining us. This webinar is "Mapping Your System's Response to Violence Against Women" . We have a powerhouse training team compiled for you today and excited to chat with you about how to engage in mapping exercises with your communities. Mapping is a critical tool of community assessment and institutional analysis and other sources of assessment activities that can be used in any point in a coordinated interagency response and violence against women. It's particularly useful early on in institutional analysis process or safety and accountability audit projects to identify key points to be analyzed within the context of the audit. The Pat -- the map provides an reference point to provide information and how gaps occur. Apart from an it formal safety audit project mapping can provide a catalyst to encourage intervening agencies and intersecting agencies to be more closely linked with each other and address gaps. Today we focus on how to conduct effective mapping exercises and how it can be used as a tool to bring practitioners together to enhance the responses to violence against women. We have with us today mole -- Amalfi Parker-Elder and Denise Eng, my coworkers at Praxis. Would you like to say hello?

>> Hello everyone. Thanks for joining us today.

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>> That was both of them saying hello at the same time.

>> That was Amalfi and this is Denise from Saint Paul.

>> And we also have Rhonda Martinson who works with Praxis a lot, hello, Rhonda.

>> Hello, this is Rhonda.

>> And we also have Kue Chang who is playing the support role and you probably are familiar with our colleague.

>> Hello.

>> She might be muted. Patricia, I understand you are going to go over the webinar details and some points about participating in the Adobe Connect platform so I will let you do that now.

>> Thank you so much. Hello everyone. My name is Patricia and I would the national Council of juvenile and Family Court Judges and I will help in the technological portion of today's webinar. Right below on your screen you see a closed captioning pod. Please note this is real-time captioning so excuse any mistakes that appear. To the right of the PowerPoint we have our Q&A pod. This pod is private so feel free to leave any questions you may have here. Presenters will respond within the presentation itself. And you are free to adjust webinar boxes to your display preferences by clicking on the icon in the upper right corner of each box. You could change text sizes or settings. Audio will be from your computer speakers today. If you are having any issues with your audio you are free to dial in at the phone number 1-800-832-0736, code *5337080# . And I will go ahead and put that in the Q&A pod as well. We also have a web links pod and a copy of the PowerPoint listed below and if you have any connection issues you can click on the help button located at the top right of your screen. You can select troubleshooting and that will test your connection and download any add-ons for Adobe Connect. If you have audio issues, let me know in the Q&A box and I will contact you.

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>> Thank you, Patricia. I realize the information on the slide is outdated. Thank you for that.

>> We always have to start these webinars with a tiny little bit of context setting what it is we are talking about. Many communities across the country have established coordinated responses to violence against women that come in the form of CCR teams or MDTs etc. and I have recently learned about another called a sub oversight committee. There are lots of different terms that people have developed to describe or define what it is that when interagency teams get together to look at responses to violence against women. One important aspect of that work when the teams get together is to engage in ongoing reflection and assessment of their response to violence against women. Frequently those CCRs as I will refer to them throughout the straining ask themselves these kind of questions up on the slide. Do our interventions have unintended harmful impacts for communities or particular communities? Are we sending messages of help to victims and accountability to offenders? Is every door an open door to someone seeking safety order are some doors not available for some people? Who gets gets drawn into community systems? Seeks support from them and who avoids them and why are those communities avoiding these systems? These sorts of questions are important to ask at any point in your CCR work.

>> There are lots of methodologies that have been developed to help communities arrest those questions and Praxis has addressed some that you see on the slide. The Praxis safety and accountability audit, best practice assessment and the Blueprint for Safety. I won't go into the definition of the methods because there is a lot on the website you can read as well as videos you can watch and also webinar recordings to listen to to get a better sense of the distinction of each method but the key point is these methods help communities provide strategies and methods to help communities avoid pointing the figures at individuals and community that cause gaps or poor outcomes but instead help communities come together to analyze how systems and institutions are structured themselves to account for the complexities of social circumstances inherent in crimes of violence against women. That was a

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big word soup but ultimately we look at how the systems and institutions are structured and not unique can Arcturus sticks of an individual worker -- unique characteristics of an individual worker.

>> We will focus on mapping which is central to the strategies and also our CCR work. Throughout the webinar we will talk about both mapping exercises that teams have done in the context of safety and accountability audits. Also mapping exercises used in other sorts of context and how they can be useful to CCRs generally. I will invite our guests to comment now on some of the benefits of what mapping can bring to these different contexts. Rhonda, we will define mapping and demonstrate and dive into that soon but I want to set the stage so can you help to tell how mapping can be useful for CCR work?

>> Certainly. I will be very brief and because we are on the phone and can't see each other as we what-a-nut training room, I will try to exemplify these five examples of mapping with a tiny example so you can visualize it which might help enjoy and take more away from the exercise we are about to do. One of the reasons that helps in CCR work to do a mapping process is to see how someone's experience becomes a case. I want to emphasize someone's experience. It is not a description of how the system would do a case or process a case. It is a human experience. We might in the system describe a case and how it is processed one way, but a human being who has to experience it might say something like I called the police and they said they could not do anything because they could not tell it was him and to get a protection order first and then they could do something. I just had a call like that with someone a few days ago. Or I called the police and they have to refer to child protective services when there is a child present so I have to do XYZ with child protective services in addition to the criminal case. These are the experiences of someone and they might look different on a map as opposed to how a criminal justice practitioner would describe how the system works. Case processing could be something simple like the steps to issue and effect a warrant, the steps to apply for a protection order, or if you want this thing to happen or this action to take place or

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be approved, what are the three or four or five or six steps that need to happen before that action can take place? Linkages, I tell people to think of a corporate organizational chart and the people at the top and how they are connected to people they supervise as well as how they connect to other agencies they share information with the. A map or charting processes of linkages might look something like that. Also how information is developed and shared. One of my favorite and oldest charts or maps produced by Praxis is the many uses of a police report. We often use it in training even today because police often think of their report as a letter moving one way to the prosecutor's office. They think of that as information sharing of a police report but we know from doing institutional analysis work the police reports are used for many things and it could go to the prosecutor for charging purposes as well as the batterer intervention program so they can prevent or go to those who assist in issuing protection orders for people who don't speak English or otherwise are impaired or having difficulty explaining the experience in a factual way that meets the criteria of a protection order and you get the idea. You could create a map of how certain information is developed and shared. Last but not least also how victims are linked to advocacy. I did a mapping of the various points of advocacy in a community who had received a great deal of grant money to instill advocacy at different points in the community and people wanted to know where is that advocacy and how do you reach that person and do they or do they not overlap with each other? So we mapped out the points of advocacy in the community and were able to use that in a brochure that described the types of advocacy available in the community and created job descriptions and policy points.

>> Thank you for that, Rhonda. And all these things are true in institutional analysis projects but Denise I will ask you to talk about how mapping as an activity is discrete within the context of institutional analysis projects.

>> My first thought is what Rhonda was describing as you just said is very true in institutional analysis projects. I have to say that mapping to me is one of the best strategies for untangling [

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Indiscernible] issues. You get everyone together who touches a particular point of intervention or handles a particular problem and you get people together and talk about what they do, what information they have available to them and what information they developed it, how they capture it and pass it to others or not, and you can recover a lot of assumption that workers make about their own work and the work of other practitioners. It can help uncover how problems come about. That is the focus of an institutional analysis project. As such, it can help dig in and figure out what we really think the real question or problem is as well as what gaps are we seeing in terms of how information is shared and how people are connected to advocacy and that sort of thing. You can revisit it often as you are working through your institutional analysis project. It can also tell you if you are looking at as we did in one community we looked at various ways advocates get involved in different kinds of courts. It helped to think about where we needed to go to look for case files and how are they connected in which office handled the case and how was the decision made? It can be helpful in eliminating how information is shared and it's common when you do these types of projects for people to have these Ah Ha! moments where they say I did not realize it worked this way and thought it was happening another way. And mapping is very useful for helping to uncover that sort of thing.

>> Hopefully we have given you enough information at this point to peak your interest about what the mapping is and how you do it. And we will dive in and instead of explaining it we will dive in and demonstrate this. Thank you for being the guinea pigs in the process. We did this once before and people loved it so much and then we refined some technology pieces. I am excited to share my screen with you and start this demonstration of what mapping is.

>> Just to set us up a little bit, I will introduce you to our mock ordinate coordinator and her name is Amalfi Parker-Elder and she is bringing this map to an interview she will conduct with Rhonda Martinson who is acting as a 911 call taker and she play that role in her past employment. She has a lot of experience to share with us in this exercise. And then Amalfi will

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interview Denise Eng who will represent a community-based advocate and Amalfi will ask her questions about what she has been hearing that victims have been experiencing when they called 911 for help or when someone has called 911 on their behalf. Hopefully you have made your webinar platform screen as big as possible and I have it very big on my screen and hope you can see fine. If for some reason the text is too small, maybe you can chat with Patricia in the background to figure out how to make it bigger for yourself. This map is something we have worked on and used and developed over the years. I will do some live mapping to demonstrate this piece but I will do it in the background because now Amalfi Parker-Elder, our audit coordinator will dive in. Go ahead, Amalfi .

>> I feel like staying start the scene like when you are in an acting class. Thank you, Rhonda and Denise for joining me today so we can talk with one another about the steps 911 takes in receiving domestic violence calls for service. It is important and I thank you Denise in particular as an advocate for being here to help us see this through the lens of someone experiencing violence. Rhonda, it's helpful you provided us with the space processing of the steps you take in receiving a call. I was hoping you could briefly as a starting point describe what these initial steps are that you are taking when you receive a call as a 911 call taker.

>> Basically I check in for work, I discuss in an informal shift change fashion any calls that are ongoing or just happened with the previous shift so if there is a car accident which officers are currently responding to or a domestic violence case that they are responding to I have to be made aware of it so I can sit down and be on the radio ready to jump in and take over. It isn't just that you come in and wait for the phone to ring. You are probably walking in to a few calls that are ongoing already. As you pointed out you will sit at your seat and calls will come in. The most important thing that one does as a call taker is immediately to find out where the person is calling from. Today we have technology that better ascertains the number of people calling from or perhaps the geographic location they call from, but you can't always count on that and in my rural small town area we still have areas in the county where an officer can lose radio

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contact with us because we don't have the best tower coverage. The most important thing on a call when you first pick it up is reconfirm the contact information even if they think it is showing on caller ID.

>> Thank you, Rhonda. I want to clarify that what you describe is an important piece and there are things happening from the time you show up to work in between you walking through the door and a call for service coming in. Does that make sense that we add the piece about being prepped on ongoing calls at the start of your shift before the starting point on the map you created for us? That is something that comes at the front end before a new call comes in, is that right?

>> Absolutely. In the six years I have been called taking, I can't think of one time that I came to work whether there was not something in progress so it's a very important thing.

>> At what point -- you say location is one of the primary pieces of information that you need to obtain. What other key pieces of information are you in charge of obtaining from the caller?

>> The most immediate thing because one has to assume you may not be able to stay on the phone a long time with that person because maybe they are in a very urgent situation where they can't stay on long with you, or you yourself might be in a busy circumstance where there are other calls. You cannot stay on the phone a long time with that person so you have to think in terms of priorities. If something happens on this person hangs up and 20 sex and 20 seconds, what are the most important things to get out before they hang up? How to contact the person again, where they are, who they are, so the officer knows who to contact on-scene, and if there are injuries or medical help needed and if they are in a safe situation.

>> A lot of this information you are describing is coming from asking questions of the caller. You also are simultaneously looking at many screens. I have been to the call center before and I had the opportunity to see there are four or five screens of information in front of any given

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call taker. Where in the process that you have laid out at this point for us are you taking and processing the information being provided to you electronically?

>> In a larger staffed situation, I would be able to use our computer system to -- I am typing a note. If I were working in a system that was large enough where we had a call taker like myself and then a separate person who acts as a dispatcher, that person would be reading what I was typing in and relaying that to the officer by radio. However I work in a very small sheriff's department and 911 center and there are only often times a couple of us on duty. One of us has to occasionally monitor prisoners because our 911 center is located adjacent to the jail. There are many times where I am doing both. I am not in effect reading my own typing and then relaying it but simply relaying it to the officer. You are correct that you have to monitor screens and type in information so it is captured in case someone else beside myself is tasked with relaying the information to the police officer.

>> Are you in charge of checking criminal histories for warrants or other information that you might have to do as far as a background search?

>> Yes, in larger more urban areas there is a separate person doing that, but in our smaller area we are the only office open 24 hours a day so access by computer terminal to the records information is available and we are expected to look for that information. If for example I get a domestic violence call, and in those situations the person calling knows who it is, we look up that information to see if there are warrants or any past history or any notes from previous computer-aided dispatch reports by the call taker of any resistance or violence toward police officers.

>> My final question for you for the moment, Rhonda, is if there is a particular way you designate the call for the police to indicate to them it is a domestic?

>> Yes, we tell them it is a domestic violence call. We tell them who is calling. In other words is it the person's wife or husband or partner or if it's a witness or passerby or family member

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that saw it happen. We tell the person it is a domestic violence call. We also prioritize to the officer so they know whether to ask his or her supervisor for backup. We do not have two officer patrol cars. In larger communities there are two officers per car but we don't have that resource in our community. If in certain situations it is perceived as more life-threatening, perhaps weapons being used or serious injury or assault requiring hospitalization, we prioritize that call is a weapons case or serious injury case so the officer can request backup or a second person to accompany them to the scene.

>> Is there a number code assignment like priority 2 or priority 1 that indicates a high priority that you describe?

>> It's not written down but informally with our small staff yes we use the numbers one, two, 3. One is verbal only or situation where the perpetrator is no longer there. That would be a Category I domestic violence call. Category two would be injuries or threats. A Category III would be weapons and/or serious injury.

>> Thank you very much, Rhonda. I will come back to flush some more things out with you but want to pause for a moment and Denise I would like to speak with you about what you have been able to learn working with mostly women who have experienced violence and also experience interacting with the criminal and legal system. I want to start by asking you, Denise, in general from what you have learned from survivors, what is the common experience or is there a common experience you have come across that survivors have with 911?

>> First of all I would say there isn't a common experience because people are positioned so differently in society. One of the first things is that sometimes when people don't speak English there can be a delay or a challenge in finding a call taker who can communicate with them. If someone is deaf or a non-English speaking person, it can be difficult. Some 911 call centers are not necessarily well-positioned to respond to that.

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>> I was following along with what you were just saying and thinking in addition to language access, do you have a sense of how long it takes for calls to be picked up when women are calling or a sense of how long the calls last?

>> That varies depending on how many people are on duty, the time of day and that kind of thing. One of the things we hear a lot from women is sometimes it takes some time for the call taker to pick up. There is a lot of variation in call load. If you are the person who is being assaulted and in danger, that can be a frightening time. If there is a delay that is a problem. One of the main things I hear from victims is they often feel like the call taker is crabby. They are short with them and interrupt them. As I talked to victims it seems like part of what is happening is the call taker is focusing in trying to set in motion the task of getting the right help and right location as quickly as possible and the caller wants to tell part of their story. There is a disconnect between what the caller needs and what the call taker needs and sometimes that does not get addressed very well.

>> As Rhonda was describing some priority areas in terms of location, safety matters such as is there a weapon, if the suspect is still on the scene, if those goals of 911 may or may not be the particular things on a caller's mind. I am wondering if anyone has shared with you what their expectations have been when calling 911? What were surviving -- what were survivors hoping for when they called the did that happen for them?

>> It varies but sometimes what callers really want is eager for the call taker to understand their situation. The call taker sees their role differently as getting the hope -- help there initially. That can create a bit of a challenge and disconnect at the moment. What we would hope for is for the call taker to take a moment before tending to their tasks because that will get information faster than being cranky with the caller. The mission is important and they get focused on that. The other thing is some callers tell me they get a lot of questions from 911. They just want someone to come right now. They don't understand they get all the questions they are getting. In the CCR work we have done, we want call takers to try to position officers

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as well as they can to be able to respond effectively so we want them to get more information and some callers do not understand why that is happening so it can be frustrating for them.

>> As a closing thought before we pause for a moment and get some coffee, I was wondering Denise as Rhonda was describing that, there is a lot that they are positioned and directed to obtain and sometimes in a 22nd or 32nd phone call, the things you describe are very critical. You may not have all the answers to the world problems, but from your perspective, Denise, what would be helpful for people calling for help from 911 when they experience abuse? What would be helpful for 911 to keep in mind about their experience and what they need when they make that call?

>> What we want to try to do is help any practitioner including 911 to be tuned into how their actions can do what Rhonda was describing earlier and act in ways that make the person experience and processed as a case rather than tune into a human element as to what is going on. I am so appreciative of 911 call takers in having the goal to want to get the help to the right location, but I think if you think about human relations, if you take a moment and listen to what the person is calling about, oftentimes you can bring them around more quickly to help you accomplish your task. So try to listen for the human experience for just a moment. You want to be sure you can get your job done as quickly as possible but sometimes you can do it more quickly by taking a moment and listening.

>> This is Maren and I'm bringing the coffee for the coffee break. Thank you for this. I wanted to make a couple of comments about my mapping in the background of the conversation that you have been doing. We will talk more about tools and strategies for mapping but this is a particularly useful one for this platform where we all connect remotely. You see how messy it got right away. It's perfectly appropriate and fine. You also see as an audit coordinator I might want to take a messy map and clean it up more to make sure I understand where each of the gaps are happening. I want to highlight a couple of things. Was taking notes about what Survivor want when they call 911 which relates to this function that Rhonda discussed about

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how she answers the call and what is structuring her work is determining the priority of the call so she can get the right help to the right place. Both of these things can be accomplished and I think about that as an award -- audit coordinator and together the team can brainstorm around how to close that gap of what survivors want and operators need to do their jobs. Thank you, Amalfi for your skilled interviewing and thank you Rhonda for pinchhitting as the 911 call taker yet again and Denny for talking about your deep knowledge about the expenses of the women. So now we can stop the screen share, Patricia, and go back to the slides.

>> That mapping tool, that was 12 minutes of mapping and we didn't even get into much more detail of the dispatching function and only talked about the call so much more we could go into, but for the purposes of today I hope that gave you a taste of the mapping process, the logistics of it and how you go about doing that through the context of an interagency meeting or interview.

>> How do you do this mapping thing? Denise and Rhonda and Amalfi and I have experience with this. If you start from scratch and did not have an existing base map, there are ways to start that process by asking some questions as Amalfi did. I will ask Rhonda to talk about her thoughts and knowledge about starting from scratch with practitioners on how you engage in a mapping process with practitioners who work in systems we are trying to analyze and understand.

>> I would be a good person to ask because I just spoke to a group about this very thing a few weeks ago. I don't like to draw pictures and don't think of myself as being good at those things and most people probably don't either, so when I begin talking about the idea of mapping or charting or sketching out a process, people immediately think I have to sit down and draw a picture. To me that is the least important part of the graphics. It's more what is it you are asking and who are you asking in order to build that picture, because you can't sit by yourself and draw a picture or map or chart of your system because you don't know everything about that. The people you choose which are the people that do the work are important because my

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experience is if you sit amongst a group of agency leaders or supervisors and asked those kinds of questions, you will probably get the answers about what the policy says we do or what we think we typically do versus what happens on the street with people actually doing the work. That's what you got from Amalfi speaking to myself and Denise is not someone that as many steps removed from daily work but someone actually doing it and answering questions about what actually happens when sitting in the chair and picking up the telephone are pushing the button on the radio to speak to the police officer. So Amalfi asked me questions like the details of my job as she was interested in going in the next day and doing part of it so stepping through what do you do next or what do you do when you first come in? She asked me about specific tools or equipment. She was alluding to computers and databases as well as records and things of that nature. And also about specific kinds of cases and how I might prioritize or how my response might be different if it was a priority one case versus 2 or 3. Those are the kinds of questions you want to ask and the people you want to ask them of.

>> That's great. And Amalfi did an excellent job talking with you as a practitioner and connecting with the realities of your work and understanding there are calls in progress and you sit down and try to manage them and answer new calls. Amalfi , what would you add to the peace about asking questions of practitioners to understand the case processing?

>> I think it's what Rhonda just described. For each of the base steps that she takes as a 911 call taker in the map we started with, that was what Rhonda had prepared on her own and describing her work but a lot of things we all take for granted like routine things we do in our work. To me if we had more time, each of those areas on the original map could have been flushed out a lot further to keep building detail. You said Rhonda, if I would show up to do the job the next day what I know all the various steps? And I think what I would say is in the modeling it was kept broad-based. In practice I might hone in on things specific to domestic violence calls sooner or saying let's look at this through the lens of receiving a domestic violence call. If your audit or practice or team question guiding your mapping is related to any

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other type of process like sexual assault or child protection, whatever response you look at, you could get more specific to that response right from the beginning instead of how I left it more general and started asking about domestic violence at the end.

>> Denise, as the advocate in this mock mapping exercise Amalfi was asking you specific questions , so what is your thoughts about how to ask questions of advocates or victims directly about the experiences they have had in particular points of intervention?

>> I would say in general it is unusual for a victim of violence to actually be present during a mapping session but it could happen. Many times advocates come into the work because they have experienced violence. They may be responding both from the context of an advocate and that of a person who experienced violence and tried to access help from institutions that they are mapping. What we want to do in mapping in particular is tried to inject the experience of the person into the mapping process so we are helping practitioners to see how their actions have an impact on the real life of the person. These questions you see on the slide are useful experiences particularly when you look at the questions about how victims got looped into the information itself. How did they find out what would happen, who contacted them and in what way, how did the practitioner link advocates into the process because advocates represent the victims? And in the mapping you can uncover -- the mapping isn't as much about solving problems as seen where gaps are, although once you identify gaps that leads you down a pathway. It can help illuminate some problems and solutions we just described in the exercise you did where once you see how and where victims experience problems in the system it can help you to think about what seems to be working or not working and advocates and victims can provide important perspectives to insert in the process.

>> In summary I want to describe this thing. Dorothy Smith who was a sociologist who developed institutional [Indiscernible] upon which this type of institutional analysis was developed described institutional [Indiscernible] as a way of creating a 3-D map of what is happening with institutions and that 3-D map is the intersection of what the institution is

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structured to do and how real people experience those systems or institutions. With mapping these literal mapping exercises are a multiple layered effect. You need to understand what the institutional case processing steps are from the perspective of the practitioners and system, but that's not enough. You also need to understand how victims experience the case processing steps. That's why you see the dual layer come out as they move through the content of the webinar today. And I want to say this process we have been ambivalent about who you do this with our how you do it and you see on the slide you might ask questions of victims but you might not do that in an inter-agency setting. You might sit down and have a one-on-one about the experience they had with prostitution or victim witness if that is what you want to understand more about. Some additional strategies in addition to asking questions of practitioners or advocates and victims, there are additional strategies to keep in mind as you think about how to design an exercise with an interagency team or small group. I will summarize these because we will get into storytelling about more maps created in the context of these projects I want to get to that. Sometimes communities or teams walk through a specific case in a step-by-step manner. You might pull together a case file where everyone might've had a difficult or challenging case in a small community that everyone knows about it once it is closed might map out what happened step-by-step to the point the case first came to the attention of the system. You might identify all the text is involved in a particular case and pull them together to analyze chronologically what happened or how information was passed from one system to the next in terms of text available. Be sure you pay attention to how each step in the case processing map expand or constrict safety and well-being for victims and survivors. You pay attention to how or whether the victim stays visible throughout the process. We have specific examples of that we will share in a moment. And constantly reflect on the impact that each step has on people's lives. There was dissonance between Rhonda as the call taker saying I need to get this information to get help as quickly as possible to the right location, and the dizziness -- the dissonance we hear from Denise is we want to be understood and tell a story so we need a couple of seconds to tell the story and don't want to be

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interrupted or asked a ton of questions. So at that point we see these gaps and we can figure out how the call taker can structure things to minimize the impact that Denise was describing that victims were having feeling call takers are crabby or rude.

>> I think we have talked about this, you can do this with individual interviews or do it with one or two people. You can do this with the community-based advocates, Victor's -- victims or offenders. There have been somewhere they map offenders with different interventions. And we have talked about interagency team processes and the team can help illuminate more fully the 3-D map I described. Everyone has a unique perspective on what happens with case processing.

>> I will say a little bit about tools because if you are nerdy like me might have got very excited about Lucid chart software I was using to do the demonstration. You don't have to map in that way. It works for this platform. More commonly what happens in mapping exercises are teams pull out a flipchart and markers. They just start mapping it out and might have six sticky flipcharts taped to a wall that they use are go out and if you have a little bit of money they might buy a big roll of paper and tape it onto a wall. That might have a whiteboard in a room and map it on the whiteboard and leave it there from meeting to meeting to build the map. Sometimes you want to have something you can include in an report or that you can share electronically with others and then you can use applications like Microsoft PowerPoint, publisher, word, and Lucid chart is my personal favorite. They have a certain level of free uses of their platform and there are is lots of other software and if you are really dirty and want to know more let me know and I will help. I have lots of experience with these tools.

>> I will pause for a moment before we get into the storytelling to see if anyone has questions. I will check in with Patricia and Kue if there were questions and chat that I should address.

>> One question was can we get a screenshot of the 911 call taking map and yes I can send that to you and another person said they love Lucid chart. We much be sisters or siblings.

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>> Let's get into storytelling. I will skip showing the story of Rachel and presume a lot of you have seen the three minute video the story of Rachel so I will show the final image in the end of the video and tell how the video was developed. For those of you who have not seen it, reach out to me and let me know and I can talk how you can get a hold of that. The story of Rachel is one of extensive mapping that happened and developed from one woman's experience. She was working with an advocate together case files and text related to her experience of being battered. Rachel gathered these texts from prosecution, police and child protection and Praxis interviewed Rachel about her experiences with each intervention on what was going on in her life outside of the systems. She helped guide and create this video. Praxis conducted a deep analysis of all of the texts she compiled and pulled together with her advocate and mapped out each system . All the interventions that followed after her initial call to 911 as well. The video shows layers upon layers of interventions with a cascading response to her calling 911 for help. The video, while it is an extensive mapping exercise has been used nationally and internationally as a training tool to illuminate the chaotic mess that institutions can cause in people's lives and the burdens we place on victims and survivors to navigate their way through chaotic mazes. There are important lessons in this case but I don't think the case of Rachel's unique. It's more common than not. The training video itself shows how the violence that Rachel and her children experienced throughout this time the institution was trying to intervene got lost and became invisible and instead what became visible was requirements for case processing. The video helps to illuminate how institutional needs can take over or dominate what is happening for her to the extent where she gets evicted, her electricity was cut off, she has child protection involved in her life and it all dominates the characteristic of what is going on in the case file when Rachel simultaneously experiences a lot of stocking and ongoing harassment from her partner. The training video also helps illuminate the burdens that institutions put on victims. The final slide of the video is an actual case file note that says Rachel has become increasingly uncooperative. The system in effect characterizes her as an uncooperative victim when you see it up against this chaotic maze and

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a very powerful teaching tool to help raise the interest of practitioners and doing something about this and taking some burden off the victims and onto the institution itself.

>> Anything else my colleagues want to say about the story of Rachel or how it was created in terms of the mapping piece? So Amalfi I would love for you to share the New Orleans story of mapping because it's very powerful as New Orleans was adapting the Blueprint for Safety to their local jurisdiction.

>> The mapping in New Orleans primarily took place prior to me coming on as the Blueprint for Safety coordinator. My predecessor invited me to come to this mapping session. The top picture on the top right side of the slide is the room where the session took place. The pink paper on the wall is what they were drawing on. In that room, you can't tell from the picture, but each of those tables that sits about eight people was a different agency. She had convene people from 911 through appropriation with at least two representatives and sometimes more from each agency and several University police officers as well because there are a lot of universities in New Orleans. They started with 911 and did a very broad stroke moving through the system how each agency response to a domestic case. It was very broad strokes and almost producing more of the initial map and we started with in the simulation with Rhonda and Denise just now. If you look at the photo, on the bottom right-hand corner, that image of a map is what came from the live session. That was the version created on a computer and cleaned up after the fact that each agency was in a different color to see how it moves from 911 to the police and then prosecution and the court. What is interesting about this process is before the coordinator at the time convened an interagency group to do this, I think the difference is having attended the Praxis community assessment Institute between times, at first not quite getting the sense of what mapping is for had asked the head sergeant of the domestic violence unit in the police department to map out what it takes in his job or maybe for patrol. And what was produced was the first picture on the bottom left corner of the slide. It was very neat and he was very meticulous about it and use the ruler and the opposite of

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Maren saying messy is okay. It was okay but very bare-bones in a way like we started with in the demonstration with Rhonda Anthony's. She felt this was an Ah Ha! moment in how mapping is a more rich experience and meant to be done in a way where there are many people in the room. It doesn't have to be so many people as I described with what the coordinator in New Orleans did. I think that might have been too many. In an idea mapping session maybe four or five people in the room. It produced a richer outcome because others in the room could ask about areas that I mentioned before that people take for granted when thinking of their own work. It allowed for gaps to be revealed so the Ah Ha! came from an issue that prosecutors were having getting police reports that created tension between prosecution and police for a while. In the course of creating this map with all these different practitioners in the room, everyone started talking about their experience with this one part of the process of how these documents are getting passed between agencies. Everyone realized it was a minor type of situation where a simple change, like a simple change in where the documents were put in the office, something very simple that people said that's the only reason we couldn't get these police reports and it's something simple we can fix? It cleared up almost instantly a lot of the tension that was carried around silently for a while. That is a benefit to having it in an interagency setting. It was too many people in New Orleans in the picture you are looking at. But that was useful and helpful about it was everyone felt like they better understood what others were doing. People felt like they were able to get answers to mystery areas that they never knew what was happening in before until then.

>> That's great, thank you for the example, Amalfi . It helps bring this to light and we will have a couple more stories to share. Denise, you are up next. Possible there are folks on the webinar from Marquette, Michigan so tell us if we get the story correct. Tell us what happened in Marquette, Michigan.

>> Thank you, Maren . And Diane is on the webinar and she is the Blueprint coordinator in Marquette so if I get it wrong type it in the Q&A. I will tell an example about an issue that

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came up in Marquette regarding enforcement of protection orders. I was not present for the session although we worked with the site to identify the issue and help them plan out the mapping session. Essentially advocates were hearing battered women that if the suspect is not arrested from the scene then nothing would happen. The police would inform the the victim to file a civil order to show cause on her own which places the burden on her to take additional steps. Sometimes they would send the report to the prosecutor's office and the prosecutor was rarely charging the cases and we did not understand what was going on. We suggested they do a mapping session so they had the Blueprint coordinator, advocacy, law enforcement, prosecutors in a room and described the process by which these cases were handled. What they learned and did not take long to realize that in Michigan the prosecutor has authority to prosecute cases where there is no arrest but it's questionable. So victims are being advised to take the steps themselves or law enforcement was sending them to the prosecutor's office assuming the prosecutor would pick them up and they were not sure they had authority so they did nothing so the cases just languished. Didn't take long for them to figure out what the problem was. They were cautious because they realized they could take on a bunch of additional cases with no additional half but realized they needed to find a way to do that. So through the mapping session and getting through the whole process and covering the assumption that everyone else was making about what the practitioners are doing that led them to find a solution to the problem.

>> That's great. Diane, she says the image looks more like the charge process and not our TPL map so we might have gotten the image wrong but the point isn't so much what the content is on the map at in the webinar's just to show that it's okay that it's messy and still can be very useful. It's to reassure those of you who might be responsible for an exercise like this, that this is part of the organic process that mapping can create for teams.

>> You have a good eye and it's the initial mapping we did on your charging process. I know you created another one when you looked at your TPO process.

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>> Rhonda, you alluded to one of the early maps that Praxis created around how will police report is used and wondering if you could spend a couple of minutes describing how this map was created and how ultimately it has been used, as well as the impact it has had.

>> I would be glad to. As I mentioned I was speaking to a group about this a few weeks ago. There are a few examples at top of mind. You see from this map which incorporates a few examples I gave earlier and adds some more about how a police report is used, who uses it, who might be the audience, and if you make this map again you could not simply sit down with one or two people and draw it. It is clear from looking at this that this map is drawn through a multidisciplinary group. That is how the initial map from Praxis was drawn. People in Duluth did it about their own system. I have done mapping like this with other communities to look at how police reports are used, shared in their communities. When you look at the next slide, this checklist is something that evolves from an institutional analysis project in a small rural community who had done some mapping. Their analysis was focused on law enforcement. After it was close to being done with the project, the information gathering of mapping and charting out the law enforcement process and interviewing people and doing right along's, we wanted to debrief what we had done so far with a group of law enforcement supervisors. As they were leaving the meeting, one supervisor hung back to speak with me privately and said Rhonda, one thing we were finding is sparsely written police reports that would not help a lot of people, and he said -- one recommendation you could see that was evolving was better report writing and he wanted to hang back and tell me privately that in the small, rural community where police supervisors often went to high school with the officers they were now supervising, I am not going to nitpick Joe's report for stuff and I'm not -- I went to high school with him and I was the best man at his wedding. I'm on the bowling team with him. His kids and my kids play sports together and play together every week etc. He said I think a good strategy for a community like ours is if you created a checklist for supervisors to laminate and put it on the table next to the reports they are supervising. That way it's something I'm doing on every report consistently and not treating anyone differently.

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If I have something I would like the officer to go back and redo or add, it won't be difficult because it's simply something I'm doing with every report now. So that is what we did. From our mapping exercise which showed supervisors how extensively the reports were used or could be used if they were filled out more completely, we were able to devise a supervision tool that worked for them.

>> That's great. Awesome. Another impactful story about how mapping can create useful and ongoing tools and resources to solve problems in communities. Just one more story that I will tell which is about a different system altogether which is child protection. I was a part of a group that was assessing child protections response to the cooccurrence of child abuse and bettering. Part of that process was mapping the entire family assessment phase or alternative response to allegations of child abuse. We tried to uncover how that process was structured to account for the dynamics of domestic violence. I am just sharing with you here on this image just one part of the larger map we created which focused on the screening piece. So how child protection staff were structured to screen. This map was created from a team of folks and there was an audit coordinator, a community-based advocate, a child protection supervisor, and two direct child protection workers who helped create this map. What this map does -- the process is similar to what you heard us say and created over the course of three meetings for the entire map. We started with screening and that was created in about 90 minutes. It was a small interdisciplinary meeting. The different color coding you see was directing me as an audit coordinator of what were texts that were relevant to collect and look at and green was linkages to other points of intervention. You might not be able to read it but it came out with the linkage of police officers because at the time they were forwarding all police reports involving children to child protection so a linkage issue was there. What we focused on and illuminated through the mapping process was how and where workers were structured specifically to attend to issues that relate to domestic violence. The number one was how workers find out about domestic violence was an issue in a particular case and once they did find out, what information where they directed to collect or how are they organized to find

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out more about what was involved in a domestic violence case? So often in child protection cases that was not the reason for the referral but uncovered as part of the context for a referral. The impact this mapping process and the assessment overall largely illuminated the reality that they were not overly formerly structured to incorporate or gather information specifically about domestic violence. They had weak connections and linkages with community-based advocacy programs. The mapping led to some more structured ways a child protection worker could gather information about domestic violence and how to work with the family when domestic violence was illuminated as an issue to have specific one-on-one meetings with the mother or father in the case and that sort of thing. Just another system to include in our examples and storytelling, the mapping process worked really well in child protection as well. I will pause to see if there are any questions or if duties, Rhonda or Amalfi have anything else to add at this point?

>> Maren , I want to add that Diane added to the Marquette mapping example and Diane said the mapping process led to Marquette find ways not only to encourage arrest by law enforcement because law enforcement had become accustomed to no one doing anything with the reports and thought perhaps it was important to anyone in the system so mapping helped identify the need to establish a process for the prosecutor to initiate the show cause process that I described in cases where there was not yet an arrest but a violation of the protection order. So please thought prosecutors didn't care and battered women thought no one cared a prosecutor Scott someone else was doing something about it so this process helped establish what the problem was to create a solution.

>> This is such a great segue into the summary about how mapping can help us. I won't repeat what you just said. It is a disarming strategy and so often with interagency work where you try to identify and solve problems, people get defensive or might feel concerned about being targeted as far as contributing to a big problem. Mapping demonstrates how the work is structured and helps take away the sense of defensiveness that some individuals might have.

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Whether you use mapping as an exercise in institutional analysis or a safety audit or community assessment, or whether you just want to try it out in a small interagency team or bring it as an exercise in your CCR, mapping can help identify and close gaps, strengthen interagency linkages so people don't get lost in the cracks and help illuminate and develop new ways to solve problems.

>> I don't think there are any final questions or comments so I will wrap this up. I will highlight a couple of resources available on our website. One is the audit coordinators logistics guide and it is a practical tool for communities and audit coordinators who can download and tailored to your own project. It can be helpful to moving forward in audit work. Also the Praxis safety and accountability audit toolkit has a lot of information about the mapping process and case mapping. There is a manual for how to conduct audits but there is a detailed section on mapping and you can order the toolkit on the website. The links on the slide.

>> And Amalfi , Denise, any final closing comments before we close out today?

>> Maren , it's Amalfi and one of my final thoughts that everyone else has shared is particularly in interagency assessment work, starting out people are not sure of the process and not sure what it means to be under an assessment or audit or having practices looked at. We ask our partners and practitioners and advocates to be vulnerable to share. Mapping is very helpful as a strategy. It doesn't put particular focus on individuals but really looks at the bigger picture and allows everyone to talk and be part of the conversation, so it can be a good strategic icebreaker to do bigger institutional analysis work. Compared to looking at police reports together, especially in small communities and Rhonda you raised that throughout the webinar, people may know one another, so looking at specific examples of work like in police reports or forms or case files can seem daunting at first because people are worried about the process. I like to think of mapping as a good icebreaker for that. It can stay more broad-based and allows folks to warm up to the process. That was a final thought I had in my mind.

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>> Thank you, Amalfi . Denise or Rhonda, any closing comments?

>> Can't think of anything other than think everyone and say we love mapping at Praxis.

>> Yes indeed.

>> Same here. Thank you to everyone for everything you contributed and if anyone is interested in putting together a mapping exercise of any kind in your community let us know because we love mapping.

>> We are more than happy to help you think about how to design that activity for your interagency team or community. Feel free to email us at safetyaudit@praxisinternational.org which is on the slide and their upcoming training and available support from Praxis for your institutional work. We hope to see you on the next webinar or maybe in person at the next community assessment Institute in the spring of 2019. With that we will let you go and enjoy the rest of your afternoon. Thank you for joining us today. Take care and have a great rest of your summer. Goodbye, everybody.

>> [Event Concluded]

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