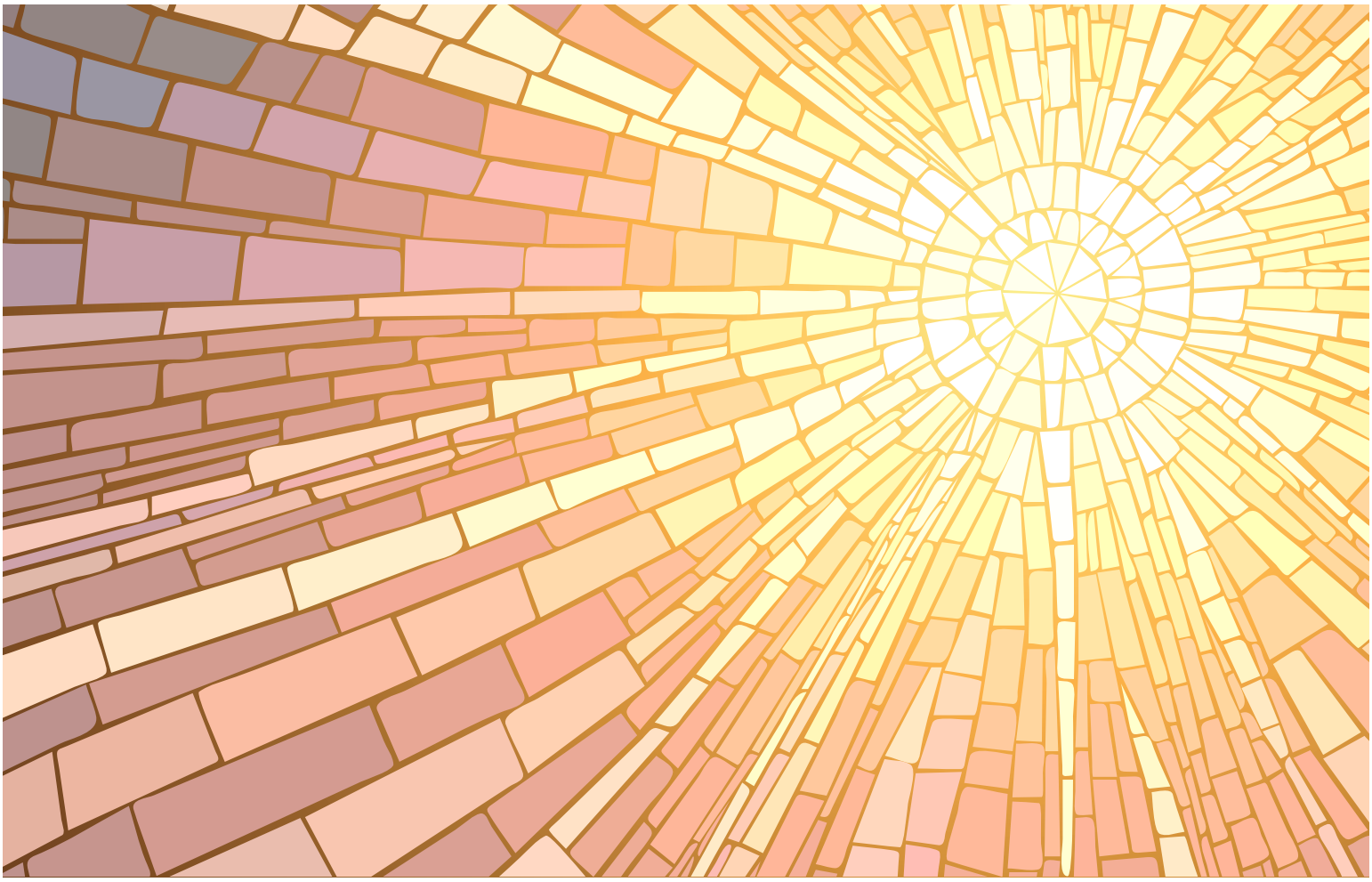

How Do We Know That Domestic Violence Programs are Making a Difference? A Guide for Using the Measure of Victim Empowerment Related to Safety (MOVERS)

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Table of Contents

How can MOVERS support your work? 1

What is safety-related empowerment? 2

How was MOVERS developed? 3

MOVERS subscales 4

Guidelines for using MOVERS 5

- Determining when to use MOVERS 5
- Bringing program staff into the MOVERS evaluation process 7
- Inviting clients to participate in using MOVERS 8
- Scoring and analyzing MOVERS 8

Appendix A: Key to MOVERS Subscales 19

Appendix B: MOVERS Scale (English version) 21

Appendix C: MOVERS Scale (Spanish version) 22

MOVERS scale for printing (English version) 23

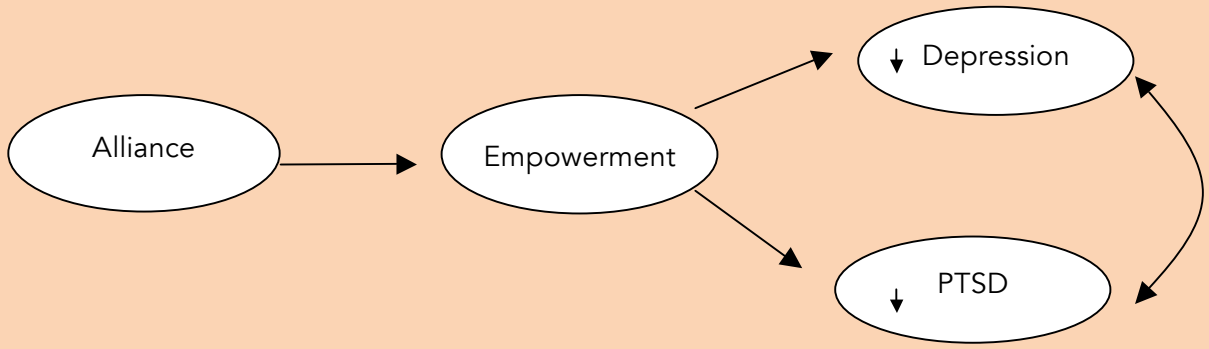
MOVERS scale for printing (Spanish version) 24

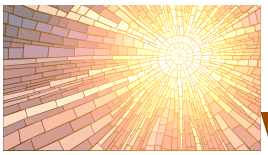
How can MOVERS support your work?

Domestic violence (DV) programs are facing enormous pressure to demonstrate the impact of their work. A key challenge to evaluation, however, is the absence of outcome measurement tools that reflect survivors' own goals, or the work that DV programs aim to do. MOVERS (Measure of Victim Empowerment Related to Safety) was created to fill this gap.

The main point of MOVERS is to assess change in individual survivors over time. MOVERS can be used in two ways: To provide evidence that program services and supports "work," or to facilitate a conversation between advocate and survivor about what is and is not going well for the survivor regarding safety.

MOVERS is a step forward in understanding whether DV programs "work" because it enables these programs to evaluate themselves on an outcome that both survivors and advocates value and that is supported by research: Safety-related empowerment. Prior research shows that for DV survivors, advocacy can lead to empowerment which, in turn, paves the way for longer-term outcomes such as safety and emotional wellbeing. More specifically, one study showed that the advocate-survivor alliance was strongly associated with safety-related empowerment; and that safety-related empowerment, in turn, was associated with reduced symptoms of depression and PTSD (Goodman, Fauci, Sullivan, DiGiovanni, & Wilson, in press), as depicted in the following model:





What is safety-related empowerment?

Safety-related empowerment bridges two key constructs central to most DV programs: Empowerment and safety.

Empowerment

Empowerment – encompassing themes of power, control, and connection – is an animating principle of the domestic violence movement. Research shows that gaining a personal sense of control and power, critical unto itself, is also related to longer-term emotional wellbeing, safety, and health. Yet, many advocates and survivors say that empowerment is too broad an idea and that people can feel very empowered in one domain (e.g., parenting) but not in another (e.g., safety).

Safety

Safety from abuse is also a salient (though by no means the *only*) goal for survivors and the advocates who help them. However, a key problem with the idea of safety as an outcome is that neither the program nor the survivor has ultimate control over whether the abuse will reoccur. Only the abuser does. Thus, measuring safety by itself is not the best way to assess program effectiveness. However, programs can help survivors find ways to become *safer* – in large part by facilitating survivor empowerment within the domain of safety.

Safety-Related Empowerment

The extent to which a survivor has the internal tools to work towards safety, knows how to access available support, and believes that moving towards safety does not create equally challenging problems.

How was MOVERS developed?

The collaboration

MOVERS was created through a university-community collaboration that included researchers, survivors and front-line advocates. Specifically, it is the product of the ongoing work of the Domestic Violence Program Evaluation and Research Collaborative (DVPERC), a collaboration among 17 domestic violence programs across northeast United States and four researchers. We came together for the purpose of developing outcome measures that worked for DV organizations and that were consistent with how survivors understood success.

The process of creating MOVERS

To create MOVERS, we took the following steps:

Developed
Developed items for the initial measure based on an extensive literature review, ongoing DVPERC discussion, and multiple interviews and focus groups with advocates and survivors in DVPERC programs.

→

Administered
Administered the draft measure in the context of a survey of 301 survivors seeking support from DV programs.

→

Evaluated
Evaluated the factor structure, reliability, and validity of MOVERS.

The final MOVERS that emerged from the exploratory factor analysis is a 13-item measure divided into three subscales: Internal Tools, Expectations of Support, and Trade-offs. The subscales and what they measure are described next.

MOVERS Subscales

Internal Tools

The extent to which a survivor has developed a set of safety-related goals and a belief in the ability to accomplish them. Items include: "I know what my next steps are on the path to keeping safe" and "I know what to do in response to threats to my safety."

Expectations of Support

The survivor's perception that the support needed to move towards safety is available and accessible. Items include: "Community programs and services provide support I need to keep safe" and "I feel comfortable asking for help to keep safe."

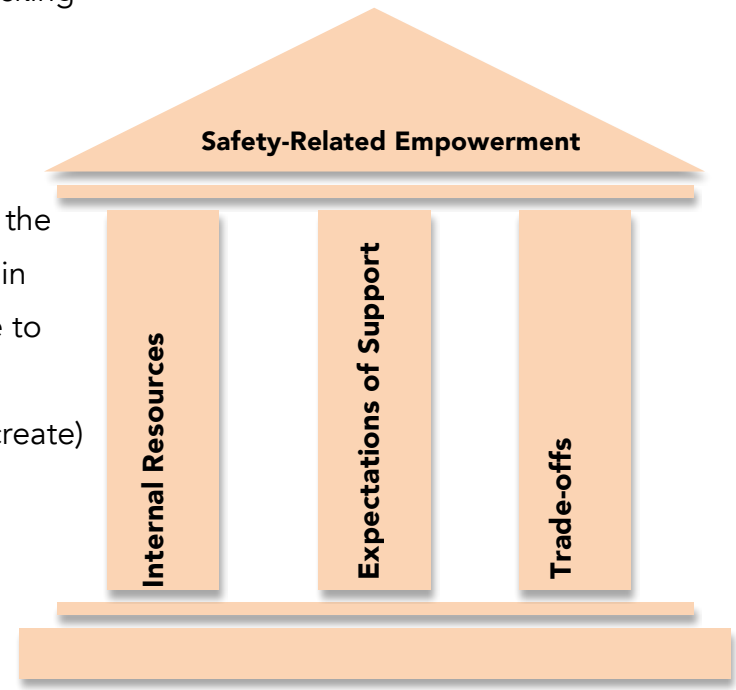
Trade-offs

The survivor's sense that action toward the goal of safety will cause new problems in other domains. Items include: "I have to give up too much to keep safe" and "Working to keep safe creates (or will create) new problems for me."

Safety-related empowerment

The extent to which a survivor has the internal tools to work towards safety, knows how to access available support, and believes that moving towards safety does not create equally challenging problems.

One can think of the subscales that comprise MOVERS like columns undergirding the concept.



Guidelines for using MOVERS

This section covers the basics regarding:

- **Determining when to use MOVERS**
- **Bringing program staff into the MOVERS evaluation process**
- **Inviting clients to participate in program evaluation with MOVERS**
- **Scoring and analyzing MOVERS**

Determining when to use MOVERS

Remember that MOVERS can be used in two different ways – for program evaluation and for individual survivor assessment. In either case, to use MOVERS properly, you need to administer it early on in your work with a survivor (the "before" administration) and then later on (the "after" administration).

- **The "before" administration:** In order to be effective, MOVERS should be administered as soon as possible after a survivor first accesses your program. This is true for program evaluation and individual survivor assessment purposes. Because a survivor may be in crisis at intake it may take a few days or meetings to find an appropriate time to administer the survey.
- **The "after" administration**: When using MOVERS to assess the ongoing progress of individual survivors, rather than for program evaluation, subsequent administration of MOVERS can be flexible, as a check-in on progress. But for program evaluation purposes, there will be at least one "after" administration, and perhaps more, depending on how you set up your design. A general guideline would be to administer MOVERS every three months in programs that have long-term contact with survivors and every month for programs that do shorter-term work. To the extent possible, the length of time between administrations should be the same for everyone.

Using MOVERS for program evaluation: Program "Hope" is a DV program that operates a 60-day emergency shelter for survivors and their children. To assess whether it is successful, the program administers MOVERS to everyone at three time points: within the first few days of arriving at the shelter, one month later, and at exit. The program is then able to compare all the scores across those three time points to see if the average level of safety-related empowerment increases from entry to exit. Some shelters that have used MOVERS have noticed that scores go down before they go up, indicating that survivors in shelters often feel less empowered within the domain of safety before they begin to feel more empowered (you can think if it as a "U"). Administering MOVERS at three time points helps to document that dip and (hopefully) show overall ultimate improvement.

Using MOVERS for individual survivor assessment: Maxine, an advocate at Program Hope, uses MOVERS in her weekly meeting with Rose, a resident at the shelter. At the start of each session, Rose completes MOVERS, and then she and Maxine talk about her score on each of the responses to see if there was any change since last session. Maxine and Rose have found MOVERS to be useful in targeting where to focus their efforts. For example, when Rose first arrived at the shelter, she scored low on "Internal resources." Maxine and Rose therefore decided to focus their first few sessions on helping Rose figure out a path to keeping safe and a plan for overcoming obstacles on that path. Later, she scored especially low on Trade-offs. This precipitated a discussion of how some aspects of her life had become worse because of her very efforts to become safe. They talked about how Rose had moved away from her community and now felt isolated in a new town. With this information in hand, Maxine and Rose began to discuss how to help Rose feel more connected to other people in the town through, for example, joining a church whose members shared her cultural values.

- It is important to note that MOVERS was designed to be used for survivors who engage with a program at least three times, if not more.

Bringing program staff into the MOVERS evaluation process

It is important that you bring staff into discussions about how and when to use MOVERS from the very beginning. They need to feel like they are a part of the process and understand how MOVERS can help them improve their work. After all, it will be their job to use MOVERS in an ongoing way. The following guidelines may be helpful in this regard:

- Meet with key staff to explain the need for the evaluation and how it can be useful.
- Decide with staff who will collect the data, how often, and from whom.
- Copy enough blank forms so that they are readily available to staff; they should be in a visible area that will remind staff to use them.

The choice of who actually administers MOVERS should be determined by individual programs, using the following guidelines:

- When you are using MOVERS for the purpose of program evaluation, it is important to give survivors the chance to fill out MOVERS on their own. Advocates should not be able to see how individual survivors have completed the measure (see below for guidelines on how to accomplish this). If there are literacy issues, advocates can read the questions to survivors, who can then circle the responses on their own.
- When you are using MOVERS for the purposes of tracking individual progress, there is no need for this kind of boundary. Advocates can and should be the ones administering the survey to the clients with whom they work as a tool to guide their work together.

Whether MOVERS is used for program evaluation or individual assessment, it is important that every survivor be given an ID number. This ID number should be associated with all of their MOVERS administrations.

Inviting clients to participate in using MOVERS

Whether MOVERS is being used for program evaluation or individual assessment, please stress that….

- MOVERS will only take a few minutes to complete.
- Staff takes the results seriously.
- Completing MOVERS is entirely voluntary.
- You are happy to answer questions or address concerns.
- You will provide a pencil or pen.
- You will provide a private and quiet place for the client to complete MOVERS.
- You are happy to read the questions out loud if the client would prefer (posing it this way prevents someone from having to admit literacy issues).

Scoring and Analyzing MOVERS

Once you've administered MOVERS, the next steps are to score the responses and interpret (i.e., analyze) them. This process is relatively easy, as long as you remember these three important tips:

1. Responses are actually numbers! Respondents are asked to answer along a scale from 1-5, with 1 being "never true" to 5 being "always true." Because respondents are answering along a scale, their responses can be quantified and treated as numbers: they can be added together, turned into percentages, or averaged. We'll explain each below.
2. Describe or compare? MOVERS can be used to 1) describe a client or a program at a single time point, or 2) compare scores over time (for one client or all clients).
3. Higher scores aren't always what they seem! The three MOVERS subscales – Internal Resources, Expectations of Support, and Trade-offs – differ in how we think about them, which affects how we score them. What do we mean by this? The first two, Internal Tools and Expectations of Support, are seen as positive; Thus, it is a good thing when participants score higher on those questions (say, a "4" or "5"). High scores on Trade-offs, however, means that seeking safety has

led the client to experience (or expect) costly tradeoffs in other areas of life. In other words, a higher score is negative. Ideally, what we want is for those scores to decrease over time (e.g., we want clients to select 0 for "never true" rather than 5 for "always true.") Keep this in mind as you continue through this section; we'll explain more in our examples.

So, we are now ready to get into the specifics. We begin by describing the scoring procedures for when you want to track individual progress and then move into the procedures for when you want to evaluate the program as a whole.

Using MOVERS to track individual progress

Once a client fills out the MOVERS scale, you have the option to examine scores for each item, each individual subscale, the entire measure, or all three. Let's use Rose as an example again. She fills out MOVERS every week so that she and Maxine, her advocate, can track her progress. Below are her Week 4 responses to the 13 MOVERS items. Please note that for demonstration purposes, MOVERS items are organized by subscale (rather than the regular order).

	Never true =1	Some times true =2	Half the time true =3	Mostly True =4	Always true = 5
Factor 1: Internal tools					
1. I can cope with whatever challenges come at me as I work to keep safe.				X	
3. I know what to do in response to threats to my safety.					X
5. I know what my next steps are on the path to keeping safe.				X	
7. When something doesn't work to keep safe, I can try something else.				X	
9. When I think about keeping safe, I have a clear sense of my goals for the next few years.		X			
11. I feel confident in the decisions I make to keep safe.				X	
Total Internal Tools (4+5+4+4+2+4) = 23					

Factor 2: Expectations of support					
4. I have a good idea about what kinds of support for safety that I can get from people in my community (friends, family, neighbors, people in my faith community, etc.).				X	
8. I feel comfortable asking for help to keep safe.			X		
12. I have a good idea about what kinds of support for safety I can get from community programs and services.			X		
13. Community programs and services provide support I need to keep safe.			X		
Total Expectations of support (4+3+3+3) = 13					
Factor 3: Trade-offs					
2. I have to give up too much to keep safe.		X			
6. Working to keep safe creates (or will create) new problems for me.				X	
10. Working to keep safe creates (or will create) new problems for people I care about.				X	
Total Trade-offs without reverse coding (2+4+4) = 10					
Total Trade-offs with reverse coding (4+2+2) = 8					
Total Safety-Related Empowerment Score (23+13+8) = 44					

Maxine looks at Rose's responses for:

- Each individual question by looking at where Rose's response falls along the scale of 1-5 and comparing that number to the one from the original administration (scores not shown). For example, when Rose arrived at shelter, she scored particularly high on item 2, "I have to give up too much to keep safe." Now, after joining a local church as Maxine suggested, she no longer believes that she has to give up too much to keep safe.

- Each subscale by adding up the scores for each and comparing them to the original scores (not shown). For example, Rose's score on the Internal Tools subscale increased, which is encouraging; however, her Trade-Offs score also increased, which is concerning. This may suggest to Maxine that trade-offs could be a focus of future conversations.

- The entire measure by adding up all of the responses for a total score. Before she can do that, however, Maxine has to deal with the Trade-Offs scale. Maxine cannot simply add up all the items across the three subscales since a high score on the Trade-Offs subscale is bad and high scores on the other two subscales are good. Instead, Maxine first does "reverse coding," which means she flips the responses to the three Trade-Offs items: "5" becomes "1" and vice versa, "4" becomes "2" and vice versa, and "3" stays the same. Once she has done this, a higher score on the Trade-Offs subscale becomes a good thing. For example, Rose scored item two as "sometimes true" to which the corresponding number is "2". To reverse score, this item, the "2" becomes "4." Rose scored items six and ten as "mostly true" or "4," which would be reverse coded as "2." Thus, the reverse coded response would be 8 (4+2+2). When this total is added to the totals for Internal Tools and Expectations of Support, Maxine can see that Rose's MOVERS score increased by 12 points since the original administration (scores not shown), indicating an increase in safety related empowerment.

Using MOVERS for program evaluation

When using MOVERS for program evaluation, you might also choose to look at individual questions, individual subscales, or the entire measure. However, it will look slightly different because you are examining data from a group of people rather than just one person. To do this, you can use either frequencies (also known as "counts") or means (also known as "averages"). We explain each below.

How to calculate frequencies

Frequencies are basically just another way to say how many of something you have. To calculate frequencies, all you need is simple addition.

For example, let's focus on the first item in MOVERS: "I can cope with whatever challenges come at me as I work to keep safe"

Let's assume 50 people completed the survey, and their answers look like this:

Response Option	Number of clients who chose this option
Never True	7
Sometimes True	20
Half the Time True	17
Mostly True	6
Always True	0
	N=50

You could also present the information as percentages, which are calculated by dividing the number for each response by the total number of responses. In this next table, "n" stands for number of participants:

Response Option	Percent of clients who chose this option
Never True	14% (n=7)
Sometimes True	40% (n=20)
Half the Time True	34% (n=17)
Mostly True	12% (n=6)
Always True	0% (n=0)
	N=50

From the table above, we might say ""almost half of clients (46%) reported that they can cope with challenges that arise as they work to increase safety at least half of the time."

Looking at each individual question offers important descriptive data; however, you'll also want to examine the data according to subscale and as a whole. It is possible to calculate the percentage of responses for all questions, as in the table below.

Survey item	Never True =1	Sometimes True =2	Half the Time True =3	Mostly True =4	Always True =5
Factor 1: Internal tools					
1. I can cope with whatever challenges come at me as I work to keep safe.	14% (n=7)	40% (n=20)	34% (n=17)	12% (n=6)	0% (n=0)
3. I know what to do in response to threats to my safety.	10% (n=5)	16% (n=8)	36% (n=18)	24% (n=12)	14% (n=7)
5. I know what my next steps are on the path to keeping safe.	6% (n=3)	28% (n=14)	42% (n=21)	20% (n=10)	4% (n=2)
7. When something doesn't work to keep safe, I can try something else.	10% (n=5)	22% (n=11)	28% (n=14)	28% (n=14)	12% (n=6)
9. When I think about keeping safe, I have a clear sense of my goals for the next few years.	0% (n=0)	18% (n=9)	40% (n=20)	32% (n=16)	10% (n=5)
11. I feel confident in the decisions I make to keep safe.	20% (n=10)	42% (n=21)	22% (n=11)	16% (n=8)	0% (n=0)
Factor 2: Expectations of support					
4. I have a good idea about what kinds of support for safety that I can get from people in my community (friends, family, neighbors, people in my faith community, etc.).	10% (n=5)	22% (n=11)	28% (n=14)	28% (n=14)	12% (n=6)
8. I feel comfortable asking for help to keep safe.	20% (n=10)	42% (n=21)	22% (n=11)	16% (n=8)	0% (n=0)
12. I have a good idea about what kinds of support for safety I can get from community programs and services.	6% (n=3)	28% (n=14)	42% (n=21)	20% (n=10)	4% (n=2)
13. Community programs and services provide support I need to keep safe.	14% (n=7)	40% (n=20)	34% (n=17)	12% (n=6)	0% (n=0)
Factor 3: Trade-offs					
2. I have to give up too much to keep safe.	0% (n=0)	20% (n=10)	40% (n=20)	28% (n=14)	12% (n=6)
6. Working to keep safe creates (or will create) new problems for me.	2% (n=1)	16% (n=8)	36% (n=18)	28% (n=14)	18% (n=9)
10. Working to keep safe creates (or will create) new problems for people I care about.	0% (n=0)	18% (n=9)	40% (n=20)	32% (n=16)	10% (n=5)

This strategy can be useful for overall descriptive purposes. For example, the responses in this table suggest that clients frequently confront tradeoffs in their efforts to stay safe, and generally have relatively low expectations of the support they might

receive. However, frequencies and percentages can get cumbersome and does not lend itself well to comparison over time. For that, we turn to calculating mean scores.

How to calculate means

A mean is the mathematical average of all responses. To calculate a mean, simply add up all responses and divide that number by the total number of respondents. You'll want to start by calculating the mean for each question, which you can use to calculate the mean for each subscale and for MOVERS as a whole.

For example, let's look at the first subscale, "Internal Tools," which has six items. Using the same responses in the prior example, and assuming 50 respondents (the number in bold), you would have the following calculations:

Survey Item	Never True =1	Some-times True =2	Half the Time True =3	Mostly True =4	Always True =5
I can cope with whatever challenges come at me as I work to keep safe.	**n=7** x 1 (7)	**n=20** x 2 (40)	**n=17** x 3 (51)	**n=6** x 4 (24)	**n=0** x 5 (0)
I know what to do in response to threats to my safety.	**n=5** x 1	**n=8** x 2	**n=18** x 3	**n=12** x 4	**n=7** x 5
I know what my next steps are on the path to keeping safe	**n=3** x 1	**n=14** x 2	**n=21** x 3	**n=10** x 4	**n=2** x 5
When something doesn't work to keep safe, I can try something else.	**n=5** x 1	**n=11** x 2	**n=14** x 3	**n=14** x 4	**n=6** x 5
When I think about keeping safe, I have a clear sense of my goals for the next few years	**n=0** x 1	**n=9** x 2	**n=20** x 3	**n=16** x 4	**n=5** x 5
I feel confident in the decisions I make to keep safe	**n=10**x 1	**n=21** x 2	**n=11** x 3	**n=8** x 4	**n=0** x 5

If you multiply each of these items accordingly and add each row together, then divide by 50 (the number of respondents), you will get a mean score for each item:

Item	Mean
I can cope with whatever challenges come at me as I work to keep safe.	2.44 (7+40+51+24+0)/50
I know what to do in response to threats to my safety.	3.16
I know what my next steps are on the path to keeping safe.	2.88
When something doesn't work to keep safe, I can try something else.	3.10
When I think about keeping safe, I have a clear sense of my goals for the next few years	3.34
I feel confident in the decisions I make to keep safe	2.34

To calculate the subscale mean from the item means, you simply add the item means together and divide by the number of items in the subscale. So, for the subscale, you would add 2.44 + 3.16 + 2.88 + 3.1 + 3.34 + 2.34 and then divide by 6. So the subscale mean is 2.88. The higher the mean score, the more internal tools respondents feel they possess.

As shown in the table below, you would follow the same exact procedures for the second subscale, "Expectations of Support."

Survey Item	Never True =1	Some-times True =2	Half the Time True =3	Mostly True =4	Always True =5	ITEM MEAN
I have a good idea about what kinds of support for safety that I can get from people in my community (friends, family, neighbors, people in my faith community, etc.).	5	11	14	14	6	3.10
I feel comfortable asking for help to keep safe.	10	21	11	8	0	2.34
I have a good idea about what kinds of support for safety I can get from community programs and services.	3	14	21	10	2	2.88
Community programs and services provide support I need to keep safe.	7	20	17	6	0	2.44
						Subscale Mean = 2.69

For the Trade-offs subscale, remember that you'll first need to change the numerical values (i.e., reverse code it). So, you'll see that the "always true" now equals 1 and "never true" now equals 5. Once that is done, you can follow the same procedure to calculate item means and subscale means.

Survey Item	Never True =5	Sometimes True =4	Half the Time True =3	Mostly True =2	Always True =1	ITEM MEAN
I have to give up too much to keep safe.	0	10	20	14	6	2.68
Working to keep safe creates (or will create) new problems for me.	1	8	18	14	9	2.56
Working to keep safe creates (or will create) new problems for people I care about.	0	9	20	16	5	2.66
						Subscale Mean = 2.63

To calculate the mean score for the entire measure, simply add up all of the item means and divide by 13 or add up the three subscale means and divide by 3. So, if we use the three subscale means (2.88 + 2.69 + 2.63/3), the total mean score is 2.73.

Comparison over Time

Now that you know how to calculate the mean scores for the subscales and the whole measure, you can move on to comparing scores over time. You want to be able to say that your clients' level of safety-related empowerment increased between starting services and ending services. However it is beyond the scope of this toolkit to describe how to demonstrate that *your program alone* caused a change in clients' level of safety-related empowerment without a rigorous research design which accounts for other factors

Change over time: "Eyeball" it

Let's say that you are a community-based DV program that provides individual advocacy and counseling. You administer MOVERS to every client at their second session, and it takes you six months to get 50 "before" administrations. Meanwhile, you administer MOVERS to that same group of people at their 3-month service anniversary (the "after" administration). Your next step is to calculate the mean total score on MOVERS (n=50) for the "before" administration and compare it to the mean total score on MOVERS (n=50) for the "after" administration. Hopefully, the mean score of the "after" administration is higher than the before score.

One thing to remember when administering MOVERS, or any outcome measure, is what we call "attrition" – a fancy way to describe when respondents drop out of data collection. For example, If you started with 50 clients in the "before" administration but could only get 40 of those 50 clients to fill out MOVERS at the 6-month mark, you can compare only those 40 people. In other words, you have to remove the surveys from the 10 clients who did not return for the "after" administration.

Good news: If you can demonstrate a consistent pattern of improvement across cohorts of clients, you will be able to say that there is promising evidence to suggest that your program is associated with an increase in clients' level of safety-related empowerment.

Change over time: Statistical tests

If your program wants stronger evidence of success than "eyeballing" provides, there are statistical tests that you can conduct to determine whether the change is statistically significant (e.g., t-tests, Analysis of Variance [ANOVA]). It is beyond the scope of this toolkit to describe these procedures. We recommend reviewing a basic statistics textbook or seeking research consultation.

Finally, a note about using computer software programs … Much of what we described in this section on scoring and analysis can be done with help from computer software programs. Many DV programs use an electronic record keeping system that can be used to calculate frequencies, percentages, and means for MOVERS. It will even handle the reverse coding. If that is the case with your program, much of this work is not necessary – all you need to do is enter responses and press a few commands. It is important, however, that you understand the domains and the concept of safety-related empowerment from a conceptual level and be able to interpret the results.

In sum

We know from experience that evaluating domestic violence programs is difficult for many reasons. Although MOVERS is not a panacea, we hope that it eases some of those difficulties. Thank you for all of the incredible work you do.

Lisa Goodman, PhD

Kristie A. Thomas, PhD

Deborah Heimel, MS

Appendix A: Key to the MOVERS scales

The full 13-item MOVERS contain 3 subscales. We have provided the subscales here in two different ways for your convenience: first by the order on the survey and second by subscale.

Organized by the order on the survey

1. I can cope with whatever challenges come at me as I work to keep safe. **[Internal tools]**
2. I have to give up too much to keep safe. **[Trade-offs]**
3. I know what to do in response to threats to my safety. **[Internal tools]**
4. I have a good idea about what kinds of support for safety that I can get from people in my community (friends, family, neighbors, people in my faith community, etc.). **[Expectations of support]**
5. I know what my next steps are on the path to keeping safe. **[Internal tools]**
6. Working to keep safe creates (or will create) new problems for me. **[Trade-offs]**
7. When something doesn't work to keep safe, I can try something else. **[Internal tools]**
8. I feel comfortable asking for help to keep safe. **[Expectations of support]**
9. When I think about keeping safe, I have a clear sense of my goals for the next few years. **[Internal tools]**
10. Working to keep safe creates (or will create) new problems for people I care about. **[Trade-offs]**
11. I feel confident in the decisions I make to keep safe. **[Internal tools]**
12. I have a good idea about what kinds of support for safety I can get from community programs and services. **[Expectations of support]**
13. Community programs and services provide support I need to keep safe. **[Expectations of support]**

Organized by subscale

Internal tools (6 items)

1. I can cope with whatever challenges come at me as I work to keep safe.
3. I know what to do in response to threats to my safety.
5. I know what my next steps are on the path to keeping safe.
7. When something doesn't work to keep safe, I can try something else.
9. When I think about keeping safe, I have a clear sense of my goals for the next few years.

11. I feel confident in the decisions I make to keep safe.

Expectations of support (4 items)

4. I have a good idea about what kinds of support for safety that I can get from people in my community (friends, family, neighbors, people in my faith community, etc.).
8. I feel comfortable asking for help to keep safe.
12. I have a good idea about what kinds of support for safety I can get from community programs and services.
13. Community programs and services provide the support I need to keep safe.

Trade-offs (3 items)

2. I have to give up too much to keep safe.
6. Working to keep safe creates (or will create) new problems for me.
10. Working to keep safe creates (or will create) new problems for people I care about.

Appendices B and C—The MOVERS scales in English and Spanish—are next. The final two pages include the English and Spanish scales without the appendix title and page numbers so that you can print and use them for your evaluations.

Appendix B: MOVERS Scale (English)

YOUR SAFETY

You may be facing a variety of different challenges to safety. When we use the word **safety** in the next set of questions, we mean safety from physical or emotional abuse by another person. **Please circle the number that best describes how you think about your and your family's safety right now**. When you are responding to these questions, it is fine to think about your family's safety along with your own if that is what you usually do.

	Never true 0	Sometimes true 1	Half the time true 2	Mostly true 3	Always true 4
1. I can cope with whatever challenges come at me as I work to keep safe.	0	1	2	3	4
2. I have to give up too much to keep safe.	0	1	2	3	4
3. I know what to do in response to threats to my safety.	0	1	2	3	4
4. I have a good idea about what kinds of support for safety that I can get from people in my community (friends, family, neighbors, people in my faith community, etc.).	0	1	2	3	4
5. I know what my next steps are on the path to keeping safe.	0	1	2	3	4
6. Working to keep safe creates (or will create) new problems for me.	0	1	2	3	4
7. When something doesn't work to keep safe, I can try something else.	0	1	2	3	4
8. I feel comfortable asking for help to keep safe.	0	1	2	3	4
9. When I think about keeping safe, I have a clear sense of my goals for the next few years.	0	1	2	3	4
10. Working to keep safe creates (or will create) new problems for people I care about.	0	1	2	3	4
11. I feel confident in the decisions I make to keep safe.	0	1	2	3	4
12. I have a good idea about what kinds of support for safety I can get from community programs and services.	0	1	2	3	4
13. Community programs and services provide support I need to keep safe.	0	1	2	3	4

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Appendix C: MOVERS Scale (Spanish)

Su Seguridad

Cuando nos referimos a la palabra seguridad en las siguientes pregunats, nos referimos a que usted se sienta seguro y salvo del abuso que le llevó a buscar ayuda de este programa. Por favor marque con un círculo el número que mejor describe su seguridad y la seguridad de su familia en este momento. Cuando usted responda a estas preguntas, está aceptable pensar en la seguridad de su familia y también en la suya, si esta es la manera en equ usted normalmente piensa.

	No es verdad	Aveces es verdad	La mitad del tiempo es verdad	Casi siempre es verdad	Suenore es verdad
	0	1	2	3	4
1. Puedo enfrentarme a cualquier reto para mantener mi seguridad.	0	1	2	3	4
2. Tengo que renunciar demasiadas cosas para mantener mi seguridad.	0	1	2	3	4
3. Yo sé como responder a amenazas a mi seguridad.	0	1	2	3	4
4. Yo sé que tipos de apoyo con respeto a seguridad puedo obtener en mi comunidad (amigos, familia, vecinos, gente de mi espiritual)	0	1	2	3	4
5. Yo sé cuales son los siguientes pasos para mantenerme seguro/a.	0	1	2	3	4
6. Mis intentos para mantener mi seguridad crean o van a crear nuevos problemas para mí.	0	1	2	3	4
7. Cuando algo no está funcionando para mantener mi seguridad, yo puedo intentar algo diferente.	0	1	2	3	4
8. Me siento co□modo/a pidiendo ayuda para mantener mi seguridad.	0	1	2	3	4
9. Cuando pienso en mi seguridad, tengo claras mis metas para el futuro.	0	1	2	3	4
10. Mis intentos para mantener mi seguridad crean o van a crear nuevos problemas para la gente que yo quiero.	0	1	2	3	4
11. Me siento seguro de las decisiones que hago para mantener mi seguridad.	0	1	2	3	4
12. Tengo una buena idea de qué tipo de apoyo puedo conseguir de las programas comunitarios para mantener mi seguridad.	0	1	2	3	4
13. Hay programas en mi comunidad y servicios sociales que pueden proveer el apoyo y los recursos que yo necesito para mantener mi seguridad.	0	1	2	3	4
14. Puedo enfrentarme a cualquier reto para mantener mi seguridad.	0	1	2	3	4

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YOUR SAFETY

You may be facing a variety of different challenges to safety. When we use the word **safety** in the next set of questions, we mean safety from physical or emotional abuse by another person. **Please circle the number that best describes how you think about your and your family's safety right now**. When you are responding to these questions, it is fine to think about your family's safety along with your own if that is what you usually do.

	Never true	Sometimes true	Half the time true	Mostly true	Always true
	0	1	2	3	4
1. I can cope with whatever challenges come at me as I work to keep safe.	0	1	2	3	4
2. I have to give up too much to keep safe.	0	1	2	3	4
3. I know what to do in response to threats to my safety.	0	1	2	3	4
4. I have a good idea about what kinds of support for safety that I can get from people in my community (friends, family, neighbors, people in my faith community, etc.).	0	1	2	3	4
5. I know what my next steps are on the path to keeping safe.	0	1	2	3	4
6. Working to keep safe creates (or will create) new problems for me.	0	1	2	3	4
7. When something doesn't work to keep safe, I can try something else.	0	1	2	3	4
8. I feel comfortable asking for help to keep safe.	0	1	2	3	4
9. When I think about keeping safe, I have a clear sense of my goals for the next few years.	0	1	2	3	4
10. Working to keep safe creates (or will create) new problems for people I care about.	0	1	2	3	4
11. I feel confident in the decisions I make to keep safe.	0	1	2	3	4
12. I have a good idea about what kinds of support for safety I can get from community programs and services.	0	1	2	3	4
13. Community programs and services provide support I need to keep safe.	0	1	2	3	4

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SU SEGURIDAD

Cuando nos referimos a la palabra seguridad en las siguientes pregunats, nos referimos a que usted se sienta seguro y salvo del abuso que le llevó a buscar ayuda de este programa. Por favor marque con un círculo el número que mejor describe su seguridad y la seguridad de su familia en este momento. Cuando usted responda a estas preguntas, está aceptable pensar en la seguridad de su familia y también en la suya, si esta es la manera en equ usted normalmente piensa.

	No es verdad	Aveces es verdad	La mitad del tiempo es verdad	Casi siempre es verdad	Suenore es verdad
	0	1	2	3	4
1. Puedo enfrentarme a cualquier reto para mantener mi seguridad.	0	1	2	3	4
2. Tengo que renunciar demasiadas cosas para mantener mi seguridad.	0	1	2	3	4
3. Yo sé como responder a amenazas a mi seguridad.	0	1	2	3	4
4. Yo sé que tipos de apoyo con respeto a seguridad puedo obtener en mi comunidad (amigos, familia, vecinos, gente de mi espiritual)	0	1	2	3	4
5. Yo sé cuales son los siguientes pasos para mantenerme seguro/a.	0	1	2	3	4
6. Mis intentos para mantener mi seguridad crean o van a crear nuevos problemas para mí.	0	1	2	3	4
7. Cuando algo no está funcionando para mantener mi seguridad, yo puedo intentar algo diferente.	0	1	2	3	4
8. Me siento co□modo/a pidiendo ayuda para mantener mi seguridad.	0	1	2	3	4
9. Cuando pienso en mi seguridad, tengo claras mis metas para el futuro.	0	1	2	3	4
10. Mis intentos para mantener mi seguridad crean o van a crear nuevos problemas para la gente que yo quiero.	0	1	2	3	4
11. Me siento seguro de las decisiones que hago para mantener mi seguridad.	0	1	2	3	4
12. Tengo una buena idea de qué tipo de apoyo puedo conseguir de las programas comunitarios para mantener mi seguridad.	0	1	2	3	4
13. Hay programas en mi comunidad y servicios sociales que pueden proveer el apoyo y los recursos que yo necesito para mantener mi seguridad.	0	1	2	3	4
14. Puedo enfrentarme a cualquier reto para mantener mi seguridad.	0	1	2	3	4

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