

UNDERSTANDING THE EFFECTS OF DOMESTIC VIOLENCE

A Trainer's Manual for Early Childhood Educators

Linda L. Baker
Peter G. Jaffe
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UNDERSTANDING THE EFFECTS OF DOMESTIC VIOLENCE ON CHILDREN

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ISBN 1-895953-12-X

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The views expressed herein are those of the Centre for Children and Families in the Justice System, of the London Family Court Clinic, Inc. and do not necessarily reflect those of the Ontario Women's Directorate or the Government of Ontario.

Acknowledgements

- ⇒ The support of the Government of Ontario, through the Ontario Women's Directorate, is acknowledged.
- ⇒ The authors are grateful for the ongoing support and constructive feedback provided by Louise Moyer throughout the development of the handbook and training manual.

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Understanding the Effects of Domestic Violence: A Handbook for Early Childhood Educators

Introduction

This manual is designed to provide a “user friendly” tool that contains training modules for Early Childhood Educators on the effects of early childhood exposure to domestic violence.

The training manual is a companion to **Understanding The Effects of Domestic Violence: A Handbook for Early Childhood Educators**. A copy of this handbook is included in the manual (see Appendix Insert).

Every Early Childhood Educator will benefit from having the handbook as a resource to assist them to support children presenting with challenging behaviours and to promote safety for children and families affected by violence. The training manual is designed for those individuals who will be providing professional development for Early Childhood Educators on this important topic.

The Development of The Handbook and the Training Manual

Linda Baker, Peter Jaffe and Kathy Moore developed the handbook and training manual. Linda and Peter are psychologists who specialize in research and training on the effects of children’s exposure to domestic violence at the Centre for Children and Families in the Justice System. Kathy instructs within an Early Childhood Education program at the community college level and is an Early Childhood Educator Resource Teacher.

Sponsorship

The support of the Government of Ontario, through the Ontario Women’s Directorate, is acknowledged.

Content of the Modules & Activities:

The first module focuses on understanding why the topic is important for Early Childhood Educators and on increasing awareness of what domestic violence is and how it impacts children.

In the second module, the focus shifts to understanding the links between what is happening at home and a child’s reactions and efforts to cope in the childcare setting. Concrete strategies to support children are presented, including guidelines for dealing with situations like parent attended events, crisis situations and safety

education. Safety is clearly presented as the over-riding principle to guide policy and procedures.

The first part of the third module focuses on when and how to report to the Children's Aid Society. The remaining activities are designed to create opportunities for participants to apply what they have learned to case examples. Frequently Asked Questions are included in an exercise to address issues that are often challenging and may be barriers for workers when it comes to domestic violence and the children affected by it.

Format of the Modules & Activities:

Each module and activity is set up with the same "easy-to-use" format.

The modules begin with a section called At a Glance. This section is an overview of what will be covered and contains the following subheadings:

- Goals
- Module Outline
- Set Up
- Time
- Advanced Preparation

The activities follow. Each activity is sequentially numbered and has a title. The facilitation of the activity is simplified by the descriptions and steps provided under the following subheadings:

- Goals
- Materials
- Time
- Directions

Some activities will also contain a section called, Note to Trainer, which contains background information and/or tips for facilitating the activity.

After the activities, each module contains a section called, Overheads/Handouts/Trainer's Guides. This section provides the masters for making the overheads or handouts needed for facilitating that module. The module and activity numbers are written at the top of each master.

Resources

This section of the manual contains a list of resources that may be helpful to trainers, as well as to the Early Childhood Educators participating in the training.

Appendix Insert

In the appendix insert on the back cover of this manual, you will find a copy of the handbook for Early Childhood Educators – *Understanding the Effects of Domestic Violence: A Handbook for Early Childhood Educators*.

Options for Training

This training resource has been designed so that training can be presented in one of two basic approaches:

Option 1:

Training is offered in three separate sessions where each session is approximately 2½ hours in length. With this option, each session would focus on one of the three training modules. This approach to training may be particularly suitable for settings where professional development is scheduled in the evening. Trainers may also feel that this approach is more manageable than the second option.

Option 2:

A full training day is scheduled to facilitate the three modules. With this option, the warm-up exercises that begin Modules 2 and 3, and the wrap-up activities for Modules 1 and 2, are omitted. Recommended times for lunch and refreshment breaks are included. This approach may be particularly suited for training events where participants have to travel substantial distances to attend.

The Trainers:

The individuals that will be providing training and using this manual are likely to include:

- those linked to the Early Childhood Education field who are interested in and concerned about the impacts of domestic violence on children and the implications for childcare programs; and/or
- those who have volunteered to or are charged with the responsibility of training Early Childhood Educators on important topics.

Experienced Early Childhood Educators, Resource Teachers or community partners who work with childcare settings and have knowledge of domestic violence and children (e.g., children's mental health consultants), are some examples of the individuals that might assume training roles for one childcare setting or for a group of settings.

Training for the Trainers

As part of this initiative, two training days were held for a total of 60 individuals. During these sessions, Linda Baker and Kathy Moore modelled how to set up, facilitate and debrief the exercises.

While the training that launched these resources provided an excellent opportunity for the participants able to attend, the manual is designed so that individuals can provide the training without having participated in the "train the trainer" days.

Availability and Use of These Resources

We developed these resources for you. We encourage you to photocopy or duplicate these resources as needed. **Please do not include any portion of this material in other publications without written permission from the Centre for Children and Families in the Justice System.**

Both the handbook and the training manual are available on the Centre's website at <http://www.lfcc.on.ca> (no fee is charged). You may also order the handbook and the training manual for the cost of printing and shipping from the Centre for Children and Families in the Justice System by phone (519-679-7250 ext. 206) or by email (publications@lfcc.on.ca).

Module 1



UNDERSTANDING DOMESTIC VIOLENCE

AND

ITS IMPACT ON CHILDREN

Module 1: At a Glance

Goals:

- ⇒ To increase awareness of what Domestic Violence (DV) encompasses
- ⇒ To increase understanding of the potential effects of exposure to violence on a child's social, emotional, behavioural and cognitive development at different ages
- ⇒ To reinforce that quality childcare can make a difference in the life of a child

Module Outline:

- Activity 1: Welcome, Objectives & Agenda*
- Activity 2: Warm-up Exercise – Because
- Activity 3: Why Do Early Childhood Educators Need to Know About Domestic Violence?
- Activity 4: What is Domestic Violence?
- Activity 5: Video – Kids Stuff**
- Activity 6: Understanding the Impact of Domestic Violence on Children of Different Ages
- Activity 7: Wrap Up***

Refreshment Break before or after Activity 5

* If you do not have access to an overhead projector you may provide handouts of the overhead master, or, put the overhead material on flip chart pages before the session.

** Omit if you are not able to obtain the suggested video and/or access to a TV/VCR. You may want to substitute a video that you have access to on this topic.

*** Activity 7 should be omitted if all three modules are being presented as a full day training event.

Set Up:

- ⇒ Tables and chairs arranged for small groups (5 to 8 participants per group)

Time:

- ⇒ 2 ½ hours

Advanced Preparation and Materials:

- ⇒ Obtain copies of the Early Childhood Educators' Handbook on Understanding the Effects of Domestic Violence (one per participant)(see page 8)
- ⇒ Gather flip chart paper and coloured markers
- ⇒ Set up TV/VCR, cue "Kids Stuff", National Film Board of Canada
- ⇒ Set up overhead projector
- ⇒ Make overheads from the following masters provided in this module:
 - Training Objectives (page 24)
 - Agenda (page 25)
 - Warm-up – Because (page 26)
 - Early Childhood Educators Need to Know (page 27 & 28)
 - Early Childhood Educators are able to ... (page 29)
 - Common Myths about DV (page 30)
 - Domestic Violence is. . .(page 31 & 32)
 - Power & Control Wheel Sections (page 33)
 - Impact on Infants & Toddlers (page 34)
 - Impact on Preschoolers (page 35)
 - Impact on School-aged Children (page 36)
 - Children Exposed to Domestic Violence (pages 37 & 38)

Activity 1:

Welcome, Objectives & Agenda

Goal:

- ⇒ To create a climate for learning and sharing
- ⇒ To provide the objectives for the training session
- ⇒ To outline what topics will be covered in Module 1

Materials:

- ⇒ Overheads:
 - Training Objectives (see page 24)
 - Agenda (see page 25)

Time:

- ⇒ 10 minutes

Directions:

1. Make introductions as needed. For small groups it may be helpful to have participants share their names, agencies and the age groups with whom they are currently working.
2. Use the overhead to present the training objectives for Module 1 (see page 24).
3. Use the overhead to preview the agenda (see page 25).

Activity 2:

Warm-up – Because

Goal:

- ⇒ To reinforce the “cause and effect” associated with behaviours/events

Materials:

- ⇒ Handout sheet Warm-up – Because, one per small group (see page 26)

Time:

- ⇒ 15 minutes

Directions:

1. Give out a copy of Warm Up – Because to each group (see page 26).
2. Explain that the first participant must describe an everyday situation/event in a simple way. For example, “My shoes are muddy” or “The car crashed into the tree.”
3. The participant seated next to the first participant must tell the reason why or the cause of the situation. For example, “Her shoes are muddy because it’s raining outside,” or “Her car crashed into the tree because she was asleep.”
4. The next participant must figure out a probable effect. For example, “Her shoes are muddy because it’s raining outside and her footprints are all-over the floor.” or “Her car crashed into the tree because she was asleep and she has a broken arm.”
5. The next participant begins with a simple situation again. The warm-up is complete when each participant has had a chance to come up with a situation, the cause and its probable effect; or when the allotted time has been used up (i.e., 15 minutes).
6. End the exercise by reminding participants that it is important to think of “cause and effects” when we are seeing challenging behaviours. And that we are going to focus on the potential effects of domestic violence.

Activity 3:

Why Do Early Childhood Educators Need to Know About Domestic Violence (DV)?

Goal:

- ⇒ To present a compelling rationale for why this topic is important for Early Childhood Educators

Materials:

- ⇒ Overheads
 - Early Childhood Educators Need to Know. . . (see pages 27 & 28)
 - Early Childhood Educators are able to. . . (see page 29)

Time:

- ⇒ 10 minutes

Directions:

1. Read background note to trainer.
2. Invite participants to suggest answers to this question.
3. Review the overheads building on participant responses wherever possible (see pages 27, 28 and 29).

Note to Trainer:

- ⇒ It is estimated that 416,000 children saw or heard spousal violence in the 5 years preceding the 1999 General Social Survey in Canada¹.
- ⇒ Domestic violence occurs when one partner uses abusive behaviour to control and dominate the other².
- ⇒ Many children exposed to domestic violence experience a variety of problems that often resemble the difficulties associated with the direct victimization of children (e.g., sexual abuse, physical abuse)^{3,4,5}.
- ⇒ Research indicates that households where domestic violence occurs are more likely to have young children, and that the majority of children residing in shelters for abused women are under age five⁶.
- ⇒ Children living in a home where domestic violence is occurring face increased risks for child maltreatment, and may also be at greater risk of accidental injury because they are more likely to be physically close to their parents during violent incidents^{1,7}.
- ⇒ Early childhood educators are in an ideal position to identify when a child in the program is having difficulty and can play a key role in providing supportive strategies to assist a child to cope with and adjust to program.
- ⇒ Information can be shared with parents that lead to earlier interventions for children and families living with domestic violence.
- ⇒ Young children have been shown to adjust better following exposure to violence when they experience a caring relationship with an adult and a safe haven. Early childcare programs can be that safe haven⁸.
- ⇒ Early childhood educators can be the caring adults who may make a difference in the life of a child who is experiencing violence at home.

Activity 4:

What is Domestic Violence (DV)?

Goals:

- ⇒ To define domestic violence
- ⇒ To highlight that DV is more than physical violence
- ⇒ To clearly differentiate 'facts' from 'myths'

Materials:

- ⇒ Flip chart paper and coloured markers
- ⇒ Handbook for Early Childhood Educators, one per participant
- ⇒ Overheads:
 - Common Myths or Facts About DV (see page 30)
 - Domestic Violence... (see pages 31 & 32)
 - Power & Control Wheel Sections (see page 33)

Time:

30 minutes in total:

- 10 minutes – small group discussions
- 10 minutes – reports back to large group
- 10 minutes – present overheads and link to group work

Directions:

Small Group Discussions

1. Ensure that participants are divided into small groups of 5 to 8 people.
2. Give each group a marker and flip chart paper.
3. Instruct the group to pick a recorder and a reporter. Explain that these roles will rotate throughout the training to ensure that everyone has a turn.
4. Ask the recorder for each group to divide the paper into two columns. Write at the top of the first column – Myths, and write at the top of the second column – Domestic Violence is . . .
5. Ask the groups to discuss myths, as well as what domestic violence really means.
6. Ask the recorders to write key ideas on the flip chart paper.

Reports to the Large Group

7. Ask the reporter for each group to share two points about myths and facts about domestic violence with the large group. Encourage each reporter to provide responses that have not already been presented by other reporters.

Review Overheads & Link to Group Work

8. Give out and introduce the handbooks. Handbook introduction may include:
 - ⇒ supported by the Government of Ontario through Ontario Women's Directorate,
 - ⇒ written specifically for Early Childhood Educators,
 - ⇒ a resource for participants to keep to assist them in supporting children and families.
9. Put up overhead 7, 8 & 9, Myths and Domestic Violence Is. . ., (pages 30, 31 & 32) and ask participants to turn to page 2 in the handbook. Review the overheads making links to the points that the reporters presented wherever possible.
10. Ask participants to turn to page 3 in their handbooks and display overhead on the Power and Control Wheel Sections (page 33). Again, highlight various sections of the wheel that were identified by the small groups. It will be very important to focus the groups' attention on aspects of DV that may not have been identified by the participants.

Activity 5: Video Kids Stuff*

Goals:

- ⇒ To focus participants' attention on the effects of domestic violence (DV) on children
- ⇒ To generate discussion on the effects of DV on children

Materials:

- ⇒ "Kids Stuff" – A video produced by the National Film Board (NFB). This short, Canadian video can be purchased from the NFB or borrowed from the library.
- ⇒ Flip chart paper and coloured markers

Time:

- ⇒ 15 minutes

Directions:

1. Tell participants that the focus of this training is on understanding children's exposure to DV.
2. Introduce the video "Kids Stuff". Share that it is Canadian and often used in training or with older children.
3. Before playing the video, ask participants to think about what it tells us about children living with domestic violence.
4. Play the video.
5. After the video ask participants what this film tells us about children living with domestic violence. The following questions can be used to assist the discussion:
 - What were your feelings as you watched?
 - What was the little boy feeling?

* Omit this activity if the video or equipment is not available, or substitute another short video or video clip on children's exposure to DV.

Activity 6:

Understanding the Impact of Domestic Violence (DV) on Children of Different Ages

Goals:

- ⇒ To understand the impacts of exposure to DV on children at different developmental stages

Materials:

- ⇒ Flip chart paper and coloured markers
- ⇒ Overheads:
 - Impact on Infants & Toddlers (see page 34)
 - Impact on Preschoolers (see page 35)
 - Impact on School-aged Children (see page 36)
 - Children Exposed to DV (see pages 37 & 38)

Time:

- ⇒ 40 minutes in total:
 - 15 minutes – small group task
 - 15 minutes – reports to large group
 - 10 minutes – present overheads & link to group work

Directions:

Small Group Task

1. Ensure that participants are divided into small groups of 5 to 10 individuals. There needs to be three groups or more. Assign one or more groups to each of the following developmental stages: infants & toddlers; preschoolers; school-aged children.
2. Give each group a marker and flip chart paper.
3. Instruct the groups to pick a recorder and a reporter.
4. Ask the recorders to draw a vertical line down the paper. Head the left column with the title -- Key Development Features and the right column with Potential Effects of DV.
5. Ask the groups to fill in the columns for their assigned age and stage of development (e.g., infants & toddlers). See example on the next page.

Reports to the Large Group

6. Ask the reporter for each group to share the groups findings. If there is more than one group working on a given developmental stage, then it is best to have each group present two points before returning to the first group for additional points. This strategy ensures that all of the allotted time is not taken up by one group and that each group has a chance to make a contribution.

Review Overheads & Link to Group Work

7. Link the points on overheads 11, 12 and 13 (pages 34, 35 & 36) to the group findings for the different developmental stages.
8. Refer participants to the sections in the handbook on the Impacts of DV on Children at Different Developmental Stages (page 6) and Increased Risk for Problems (page 5). Remind them that this is a resource that they can refer to often, to help them support the children and families they are working with.
9. Conclude this activity by reviewing overheads 14 & 15 (pages 37 & 38) on the problems associated with children's exposure to DV.

Note to the Trainer:

- ⇒ Be sure to stress at the beginning and end of this activity that: Not all children who display such problems have been exposed to domestic violence. It is also important to inform the group that some children and adolescents exposed to domestic violence do not appear to **experience obvious problems**.
- ⇒ Remember that the participants are going to be most interested in the impacts of DV as they potentially relate to challenges children experience in their programs. Be sure to let them know that the next training session, Module 2, will focus on how the effects of DV may impact behaviour in childcare programs and on strategies for supporting children experiencing these difficulties. You may want to keep the flip chart paper with the group findings and put them up during the next session.

Example for Trainer: Infants & Toddlers

Key Developmental Features	Potential Effects of DV & Childcare Setting
attachment to primary caregiver	⇒ separation difficulties, difficulty connecting to childcare workers
take in information through senses	⇒ distressed by loud noise, may have increased startle response, difficulty settling
imitation of others	⇒ may be aggressive in play with peers and/or with staff

Activity 7: Wrap Up*

Goals:

- ⇒ To summarize key points covered in this module
- ⇒ To set the stage for the next training module

Time:

- ⇒ 10 minutes

Directions:

1. Invite participants to share their reactions about Module 1. Encourage them to identify something that they learned, or something that was an important reminder.
2. Invite participants to share what would be helpful in the next modules.
3. Points that you may want to conclude the session with are as follows:
 - ⇒ Highlight sections in the handbook index related to Module 1. Repeat that they may keep the handbook but ask that they bring it with them to the next training session.
 - ⇒ The importance of Early Childhood Educators being aware of DV and its impact on children:
 - What we know about the increased difficulties that many children experience. Link this to the next session on strategies to support children in childcare settings.
 - The importance of remembering safety and learning how to respond and support children exposed to DV and their non-offending parents. Link this topic to Module 3, where policies and procedures to promote safety will be discussed.

*Omit this activity if you are presenting all three modules in a full day training event. You will want to include this activity if you are presenting the three modules on separate occasions.

Module 1

Overheads/Handouts/Trainer's Guides

Training Objectives

- ⇒ To increase understanding of domestic violence
- ⇒ To increase knowledge about the social, emotional and cognitive effects of exposure to domestic violence on young children
- ⇒ To highlight the links between the experiences children may be having at home and difficulties they are experiencing in the childcare setting

Agenda

Activity 1: Welcome, Objectives & Agenda

Activity 2: Warm-up – Because

Activity 3: Why Do Early Childhood Educators Need to Know About Domestic Violence?

Activity 4: What is Domestic Violence?

Activity 5: Video – Kids Stuff

Activity 6: Understanding the Impact of Domestic Violence on Children of Different Ages

Activity 7: Wrap Up

*Refreshment Break before or after Activity 5

Warm-up – Because

Situation/Event ➡ keep it simple!

e.g., "My shoes are muddy."

Cause ➡ why did it happen?

e.g., "Because its raining outside."

Effect ➡ what was the result?

e.g., "My footprints are all-over the floor."

Early Childhood Educators Need to Know About Domestic Violence and Its Impact on Children Because...

- ⇒ 416,000 children saw or heard spousal violence in Canada during the 5 years preceding the 1999 General Social Survey on Spousal Violence ¹;
- ⇒ Households where domestic violence occurs are more likely to have young children ⁶;
- ⇒ The majority of children taken to shelters for abused women are under age ten ⁶.

continued next page...

Early Childhood Educators Need to Know About Domestic Violence and Its Impact on Children Because...

- ⇒ Young children may be at greater risk of accidental injury because they are more likely to be near parents during violent incidents;
- ⇒ Children living with DV face increased risks for child maltreatment ^{1,7};
- ⇒ Experiences during the early years influence developmental outcomes ⁵.

Early Childhood Educators are able to...

- ⇒ Implement policies and procedures that promote the safety of children, non-offending parents, and staff;
- ⇒ Recognize and act on children's signals that they are experiencing difficulties;
- ⇒ Use supportive strategies to assist children to cope in the program;
- ⇒ Support and provide information to non-offending parents about community resources.

Early Childhood Educators can be the caring adults who make a difference in the life of a child who is experiencing violence at home.

Some Common Myths About Domestic Violence

- ⇒ Things that happen between adults in the privacy of their home are not anyone else's business*.
- ⇒ Alcohol and drugs cause violence against women⁹.
- ⇒ Men are affected as much as women are by DV, and the magnitude of this problem is greatly exaggerated*.
- ⇒ Sexual assault (including rape) cannot occur when the woman is the man's partner⁹.
- ⇒ Women can cause domestic violence because of their nagging, bad housekeeping, overspending, or flirting⁹.
- ⇒ Children are not affected by domestic violence, especially if they are babies or preschoolers, because they are too young to understand and they are not being directly victimized*.
- ⇒ Women obviously don't mind abuse if they continue to live with the abuser⁹.

* Additional myths frequently heard by the authors (Baker & Jaffe).

Facts

Domestic Violence...

- ⇒ Occurs in all age, racial, socio-economic, educational, occupational, and religious groups¹⁰;
- ⇒ Occurs within an intimate relationship^{2,11};
- ⇒ Typically involves repetitive behaviour encompassing different types of abuse^{2,10,11};
- ⇒ Is a systematic way of maintaining power and control over victims^{2,11};
- ⇒ Is learned behaviour¹¹;
- ⇒ Is caused by the perpetrator, NOT by the victim or the relationship^{2,11}.

continued next page...

Facts

Domestic Violence...

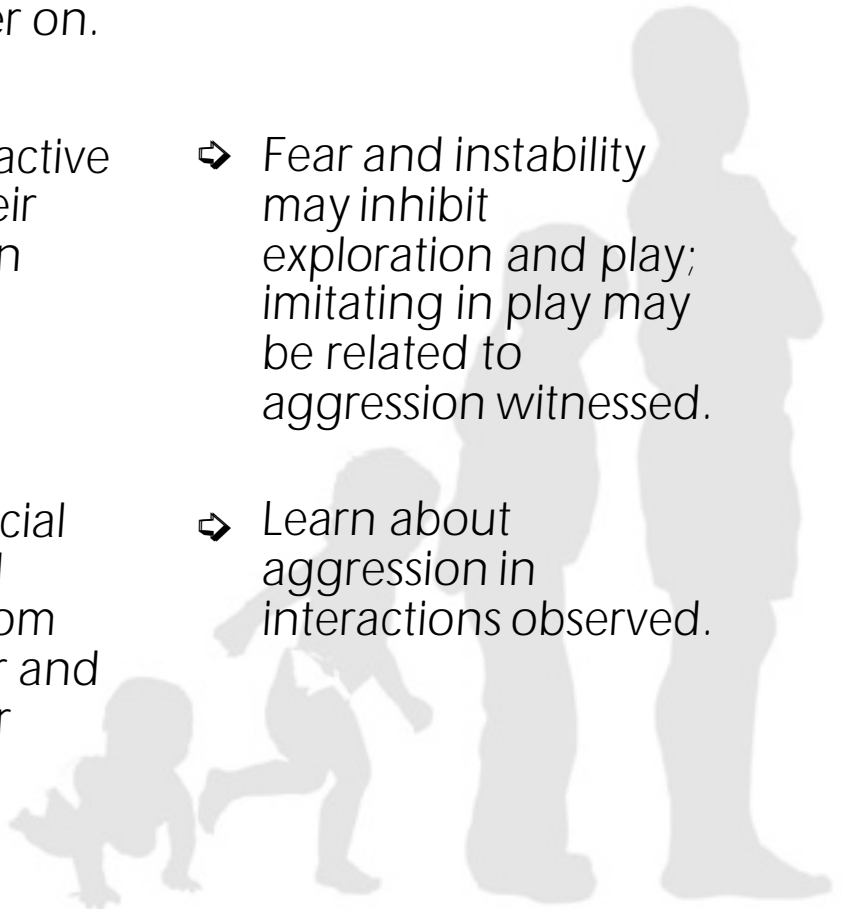
- ⇒ Is a criminal offence when physical or sexual force, actual or threatened is used;
- ⇒ Is experienced more often by women ¹⁴;
- ⇒ Results in more severe forms of violence and more serious injuries to female victims than to male victims ¹⁴;
- ⇒ May present increased risk to the victim and children at the time of separation from the abuser ¹¹;
- ⇒ Evokes victim behaviour that is often about survival ^{2,11}.

Power and Control Wheel

- ⇒ Using Coercion and Threats
e.g., making and/or carrying out threats to do something to hurt her
- ⇒ Using Intimidation
e.g., destroying her property, displaying weapons
- ⇒ Using Emotional Abuse
e.g., making her feel bad about herself
- ⇒ Using Isolation
e.g., controlling what she does, who she sees and talks to, what she reads, where she goes
- ⇒ Minimizing, Denying and Blaming
e.g., saying she caused it
- ⇒ Using Children
e.g., threatening to take the children away
- ⇒ Using Male Privilege
e.g., treating her like a servant
- ⇒ Using Economic Abuse
e.g., taking her money

Impact on Infants and Toddlers¹²

Key Aspects of Development	Potential Impact
Take in information from the world around them through their senses.	⇒ Loud noises, vivid visual images associated with violence can be distressing.
Form secure attachment. This is the foundation for the child's ability to regulate feelings and behaviours later on.	⇒ Parent may not be able to consistently respond to children's needs.
Become more active explorers of their world and learn through play.	⇒ Fear and instability may inhibit exploration and play; imitating in play may be related to aggression witnessed.
Learn about social interaction and relationships from what they hear and observe in their families.	⇒ Learn about aggression in interactions observed.



Impact on Preschoolers¹²

Key Aspects of Development

Potential Impact

Learning how to express aggression and angry feelings, as well as other emotions, in appropriate ways.

⇒ Learn unhealthy ways of expressing anger and aggression; possibly confused by conflicting messages (e.g., "What I see" versus "What I'm told").

Think in egocentric ways.

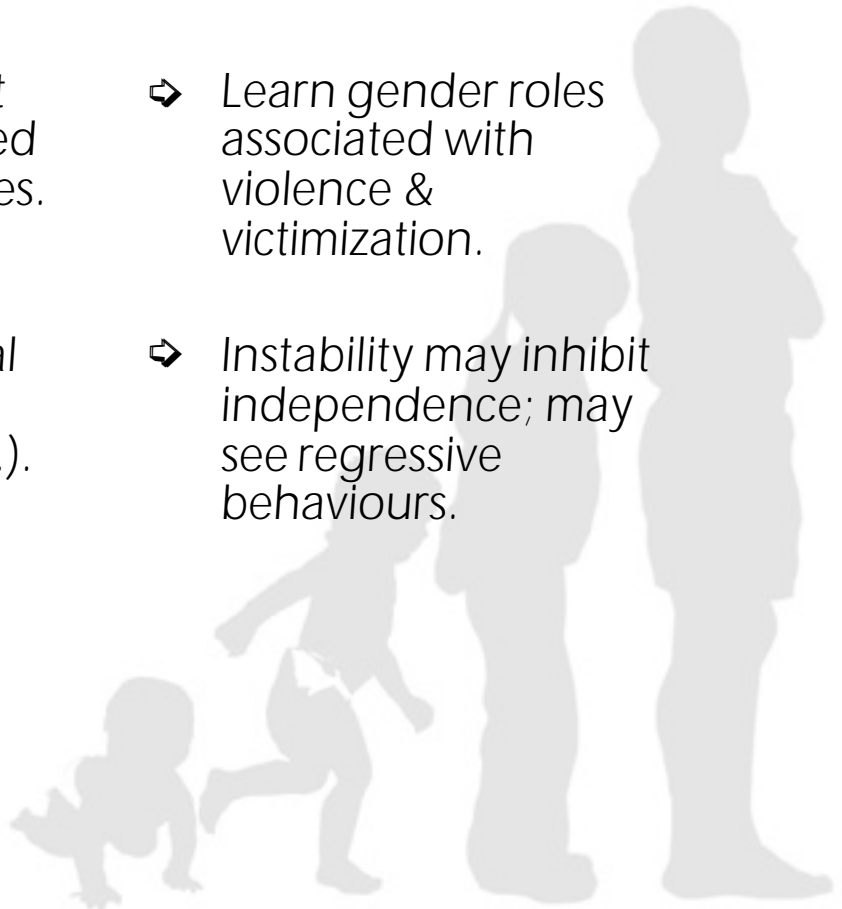
⇒ May attribute violence to something they've done.

Form ideas about gender roles based on social messages.

⇒ Learn gender roles associated with violence & victimization.

Increased physical independence (dressing self, etc.).

⇒ Instability may inhibit independence; may see regressive behaviours.



Impact on School-aged Children¹³

Key Aspects of Development

Potential Impact

Increased emotional awareness for self and others.

⇒ More awareness of own reactions to violence at home; more aware of impact on others (e.g., mother's safety, concerned about father being charged).

Increased complexity in thinking about right and wrong; emphasis on fairness and intent.

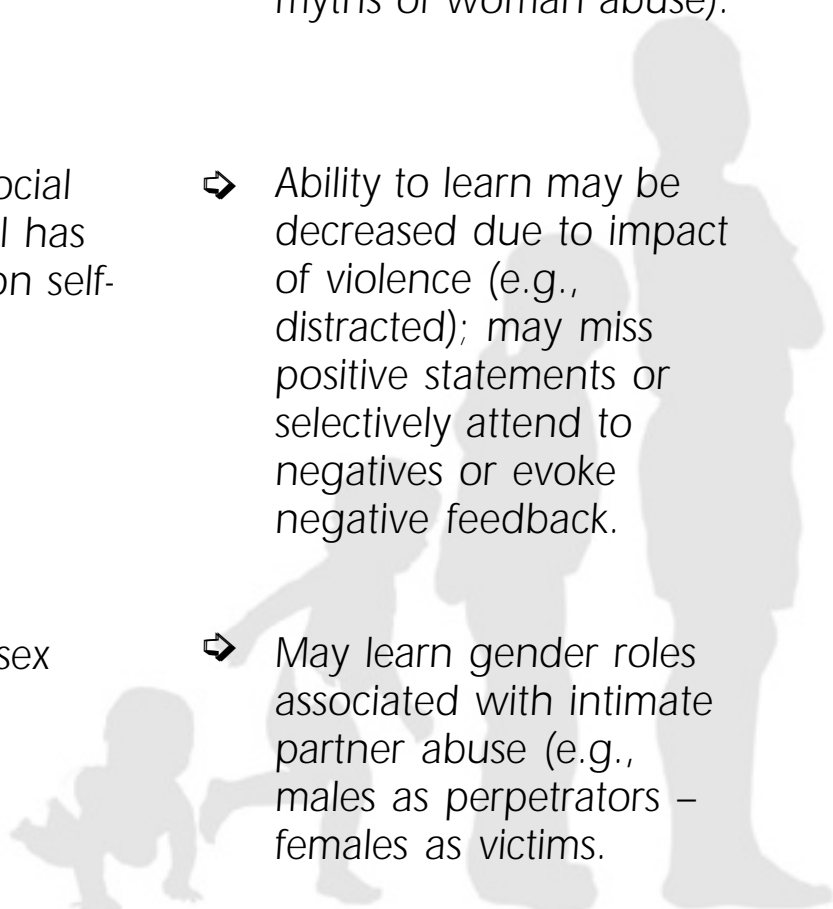
⇒ Possibly more susceptible to acquiring rationalizations heard to justify violence (e.g., myths of woman abuse).

Academic and social success at school has primary impact on self-concept.

⇒ Ability to learn may be decreased due to impact of violence (e.g., distracted); may miss positive statements or selectively attend to negatives or evoke negative feedback.

Increased same sex identification.

⇒ May learn gender roles associated with intimate partner abuse (e.g., males as perpetrators – females as victims).



Children Exposed to DV Face Increased Risk for Problems^{3, 4, 5} such as:

- ⇒ sleep troubles, nightmares, fear of falling asleep,
- ⇒ restless/anxious behaviour at naptime,
- ⇒ headaches, stomach aches, aches and pains (somatic symptoms), complaints of being overly tired,
- ⇒ severe separation anxiety (beyond what you would normally expect for this age group) or separation anxiety that lasts an extended period of time,
- ⇒ increased aggressive behaviour and angry feelings,
- ⇒ a very high activity level, constant fidgeting,
- ⇒ constant worry about possible danger.

continued next page...

Children Exposed to DV Face Increased Risk for Problems^{3, 4, 5} such as:

- ⇒ loss of skills learned earlier (such as toilet training, naming colours, etc.),
- ⇒ withdrawing from friends and activities,
- ⇒ not showing feelings about anything (emotional numbing),
- ⇒ worrying a lot about the safety of loved ones (e.g., needing to see siblings during the day, asking constantly about mom),
- ⇒ difficulty finding and completing an activity or task,
- ⇒ repetitive play about the violence event,
- ⇒ using bullying or aggression to control others.

Not all children who display such problems have been exposed to domestic violence. Some children and adolescents exposed to domestic violence do not appear to experience serious problems.

Module 2



RESPONSES AND STRATEGIES TO SUPPORT CHILDREN AND THEIR FAMILIES

Module 2: At a Glance

Goals:

- ⇒ To increase understanding about the potential links between children's exposure to violence and their adjustment in childcare programs
- ⇒ To develop effective strategies to support children in childcare programs who may be affected by violence
- ⇒ To provide guidelines to promote the safety of children, their non-offending parents and staff

Module Outline:

- Activity 1: Welcome, Objectives & Agenda*
- Activity 2: Warm-up – Positive and Negative Lenses*
- Activity 3: Through A Child's Eyes
- Activity 4: Promoting Safety
- Activity 5: Wrap Up*

Full Day Training with 3 Modules – a break for lunch would be taken after Activity 3 depending on how closely the training was keeping to the recommended schedule.

Module 2 as a Separate Training Session – a refreshment break would be taken before Activity 4.

* Omit these activities if you are presenting full day training with 3 Modules.

Set Up:

- ⇒ Tables and chairs arranged for small groups (5 to 8 participants per group)

Time:

- ⇒ 2 ½ hours

Advanced Preparation and Materials:

- ⇒ Early Childhood Educators Handbook on Understanding the Effects of Domestic Violence – one per participant
- ⇒ Gather flip chart paper & coloured markers
- ⇒ Set up TV/VCR, cue the video
- ⇒ Video* – “Seen But Not Heard”
- ⇒ Set up overhead projector
- ⇒ Make handouts for participants of A Child’s View (see pages 54 through 60)
- ⇒ Make overheads** from the masters provided in this module
 - Training Objectives (page 52)
 - Agenda (page 53)
 - Safety Planning (pages 66 - 68)
 - Safety Education (page 69)

* Omit this activity if the video or equipment is not available, or, substitute a video that you have access to on this topic.

** If you do not have access to an overhead projector you may provide handouts of the overhead master, or, put the overhead material on flip chart pages before the session.

Activity 1:

Welcome, Objectives & Agenda

Goals:

- ⇒ To create a climate for learning and sharing
- ⇒ To provide the objectives for the training
- ⇒ To outline what will be covered in the session

Materials:

- ⇒ Overheads
 - Training Objectives (see page 52)
 - Agenda (see page 53)

Time:

- ⇒ 10 minutes

Directions:

1. Make introductions as needed. For small groups it may be helpful to have participants share their names, agencies and the age groups with whom they are currently working.
2. Use the overhead to present the training objectives (see page 52).
3. Use the overhead to preview the agenda (see page 53).

Activity 2:

Warm-up – Positive and Negative Lenses

Goals:

- ⇒ To create a fun, relaxed environment for learning
- ⇒ To highlight that we can choose to focus on the negative or the positive aspects of a thing or event
- ⇒ To remind participants of the importance of looking for positives when working with children

Materials:

- ⇒ scrap paper
- ⇒ pens/pencils

Time:

- ⇒ 15 minutes

Directions:

1. Assign an age group (e.g., infants, toddlers, preschoolers, school-age children) to each work station and ask people to join the station representing the age-group with which they work.
2. Number off participants 1,2,1,2,1,2,1,2 etc..
3. Ask the 1s to think about a favourite thing. Tell them to not let anyone else know what the favourite thing is. It could be a place or an object.
4. Ask the 2s to think about a dreaded thing. Tell them to not let anyone else know what the dreaded thing is. It could be a place or an object.
5. Now have the 1s think about and write down the bad qualities about their favourite thing (e.g., What are the things it cannot do? What are its limitations generally or in specific situations?). It is important that their favourite thing is not mentioned or directly identified.

6. Ask the 2s to think about and write down possible good qualities about their dreaded thing (e.g., What could it do? When might it be helpful?). It is important that the dreaded thing is not mentioned or directly identified.
7. Encourage participants to make their favourite things sound awful and their dreaded things sound good without lying. For example, if the favourite thing is a balloon, you might say "You can't sit on it. You have to be careful that it doesn't explode. It doesn't last long, and it's impossible to keep in a room full of porcupines."
8. In the small groups, have participants describe the qualities of their favourite or dreaded things without mentioning them by name. Then have the rest of the small group try to guess what the thing is. If everyone is stumped and the group member has run out of bad things to say about their favourite thing, then she can suggest one "good" clue. Similarly, a member can suggest one negative clue about a dreaded thing when the group is stumped.
9. The first person to guess what it is goes next. Continue until everyone has a turn, or until the time allotted for this exercise is over.
10. End the exercise by challenging participants to look for positive ways to support children displaying challenging behaviours in later activities.

Activity 3: Through the Eyes of A Child

Goals:

- ⇒ To increase understanding of what a child may be experiencing in the program when she/he is living with domestic violence (DV)
- ⇒ To identify strategies that support children experiencing specific difficulties coping with the childcare program

Materials:

- ⇒ Flip chart and markers
- ⇒ Handbook for Early Childhood Educators (distributed in Module 1)
- ⇒ Group Handouts:
 - A Child's View (see page 54)
 - Drop Off – A Child's View (see page 55)
 - Play Time – A Child's View (see page 56)
 - Group Time – A Child's View (see page 57)
 - Transitions – A Child's View (see page 58)
 - Nap Time – A Child's View (see page 59)
 - Departure – A Child's View (see page 60)

Time:

- ⇒ 65 minutes in total:
 - 5 minutes – video clip and stage setting
 - 30 minutes – small group task
 - 30 minutes – reports to large group and Trainer Input

Directions:

Small group task

1. Play the brief dramatization of the domestic violence situation that opens the video, "Seen But Not Heard". (Note: If the video is not available, replace this opening with a brief description of what children may be exposed to when DV is occurring in their home.)

2. Ask the participants to think about the children in the scene they have just watched. Then, ask them to work in their small groups to identify what children experiencing similar situations may be feeling and doing during a typical day in the childcare program.
3. To assist participants, give each group copies of the Child's View handouts (see pages 54 - 60) and ask them to read the instructions and record their responses on the sheets provided.
4. After 7 to 10 minutes ask the groups to stop working. Collect all the forms related to drop off and assign this routine task to one or more (if necessary) groups. Repeat for the remaining 5 routine tasks (e.g., nap time, departure). Subdivide groups, if necessary, to ensure that all routine tasks are being addressed by a working group.
5. Again, ask the recorder for each group to jot down the suggested strategies. This time ask that the strategies be recorded on flip chart paper.

Reports Back to the Large Group and Trainer Input

6. Ask the group working on strategies to support children experiencing difficulties with drop off to share their suggestions. Trainers should reinforce promising strategies and share additional strategies during each report. Trainers may refer to the Trainer's Guides contained in this activity for additional ideas (see pages 61 - 65).
7. Proceed as described in 6 for the remaining routines (e.g., play time, group time, transitions, nap time, etc.)

Note to Trainer:

- ⇒ Begin the small group assignments with, and conclude this activity by, reminding the participants that:

Children may experience these difficulties for many reasons. Exposure to domestic violence is only one possible cause. Also, some children may not display any of these behaviours but may be living with violence.

- ⇒ It is essential to highlight the importance of **modelling, training, and reinforcing healthy, conflict resolution skills for all young children. This is especially important for children exposed to DV because it teaches an alternative response set to what is being modelled, at least at times, by the abusive parent.** We suggest engaging participants in a discussion to share how this important part of programming is being addressed in their settings. Highlight the references in the resource section (see page 110) that they can refer to for additional information:
 - No Violence = Good Health
 - Peacemaking Skills for Little Kids
 - Everybody Wins
- ⇒ Remember that the participants are likely going to be most interested in the impacts of DV as they potentially relate to challenges children experience in their programs.
- ⇒ Provide participants with their flip chart lists from Module 1, Activity 6 – Potential Effects of DV on Children & the Childcare Setting. This will help to link the two activities and to encourage participants to build on their earlier work.
- ⇒ Your role in highlighting and reinforcing promising strategies and providing additional strategies will help to make this activity meaningful. Be sure to study the Trainer's Guides before the training session and to give thought to additional strategies that you could bring to the session.
- ⇒ After the reports to the large group on strategies, refer the participants to their handbook (pages 13 & 14). Explain that the suggestions in the handbook do not represent an exhaustive list. Encourage the participants to add new ideas to the strategy list for future reference.

Activity 4: Promoting Safety

Goals:

- ⇒ To increase awareness of safety issues for children and adult victims of domestic violence
- ⇒ To encourage an evaluation of current policies and procedures regarding safety planning and safety education in childcare programs

Materials:

- ⇒ Paper and pencils/pens
- ⇒ Overheads:
 - Safety Planning (see pages 66, 67, & 68)
 - Safety Education (see page 69)
- ⇒ Handbook for Early Childhood Educators

Time:

- ⇒ 20 minutes

Directions:

1. Using the overheads on Safety Planning, review the main points related to:
 - ⇒ Pick-up Arrangements (page 66)
 - ⇒ Parent Attended Events (page 67)
 - ⇒ Living in a Shelter (page 68)
2. Encourage the participants to think about the policies and procedures at their centres. Facilitate discussion with the following questions:
 - ⇒ Are they familiar with their policies and procedures related to these areas?
 - ⇒ Are the policies and procedures adequate or do they require review and possible modification in light of the information shared in this workshop?

3. Present the overhead – Safety Education (page 69). Make the following points:
 - ⇒ Explain that specific safety planning for a child exposed to domestic violence should be left to the child's mother and others that the mother may involve (e.g., shelter worker).
 - ⇒ Suggest that preschoolers, including those living with domestic violence, may benefit from general safety education such as learning to call an emergency number for help.
 - ⇒ Stress the importance of providing general safety education in ways that do not make children frightened or make them feel responsible for their safety and that of others.
 - ⇒ Note that there are situations when they may be asked NOT to teach general safety education to a child that has been exposed to domestic violence (e.g., sometimes a survivor may ask that her preschooler not be taught his address so that it will not be shared with the abusive parent).
4. Conclude this activity by:
 - ⇒ Highlighting the sections in the handbook related to these topics (see pages 11, 12);
 - ⇒ Inviting participants to share experiences they have had in their roles related to children, safety, and domestic violence, and;
 - ⇒ Inviting participants to share ideas or questions they may have related to this topic area.

Recommended Practice: Notify parents that basic safety education will be taught. Provide a brief description and request that parents sign the consent form to indicate their willingness to have their child participate. Invite them to talk with their child's Early Childhood Educator/Teacher if they have any questions.

Activity 5: Wrap Up*

Goals:

- ⇒ To highlight and integrate key points covered in this module
- ⇒ To set the stage for the next training module

Time:

- ⇒ 10 minutes

Directions:

1. Ask participants to take a moment to think about what or how they might approach or do their work differently based on the information discussed in this session.
2. Invite volunteers to share their responses with the group.
3. Points that you may wish to conclude this session with are as follows:
 - Highlight sections of the handbook index related to Module 2 that will serve as a resource for participants in the future.
 - Ask participants to remember to bring their handbooks with them to the final training session.
 - Reinforce the link between what children experience at home and how they react and cope within the childcare program.
 - Make a statement about the important role of Early Childhood Educators in understanding children and in supporting them to adjust to the various routines and expectations within the program.
 - Emphasize that safety for all concerned is the overriding principle that guides our responses and strategies to support children and their families.
 - Let the participants know that in Module 3 they will be focusing on issues related to reporting disclosures, as well as revisiting policies and procedures to ensure that they promote safety and satisfy requirements. Case examples and Frequently Asked Questions will be used to provide opportunities for participants to apply what they have learned in all three modules.

* Omit this activity if you are presenting three modules in a full day training event. You will want to include this activity if you are presenting the three modules on separate days.

Module 2

Overheads/Handouts/Trainer's Guides

Training Objectives

- ➔ To increase understanding about the potential links between children's exposure to violence and their adjustment in childcare programs

- ➔ To develop effective strategies to support children in childcare programs who may be affected by violence

- ➔ To provide guidelines to promote the safety of children, their non-offending parents and staff

Agenda

Activity 1: Welcome, Objectives & Agenda

Activity 2: Warm-up – Positive and Negative Lenses

Activity 3: Through the Eyes of A Child

Activity 4: Promoting Safety

Activity 5: Wrap Up

Instructions for “Through the Eyes of A Child”

Children, like adults, may experience a variety of feelings in reaction to different situations. The nature and intensity of these feelings will depend on a variety of influences on a given occasion and over time (e.g., other stressors, protective factors). For example, feelings of vulnerability and lack of control over the environment may intensify in children exposed to domestic violence. In this case, children may feel an increased need to exert control over their environment. Other children may appear to withdraw or to be passive participants in the program. This exercise is designed to help you consider how children's experiences at home may impact on their behaviour in the program, and to develop concrete strategies to assist them in coping.

Exercise:

Please discuss the feelings a child may have during each aspect of their day at the childcare centre. Consider how the age group you work with may communicate their feelings through their actions and behaviours in the various components of the program.

Drop Off – A Child's View

Routine	Child May Feel . . .	Behaviours You May See . . .	Strategies to Support the Child
Drop Off			

Play Time– A Child's View

Routine	Child May Feel . . .	Behaviours You May See . . .	Strategies to Support the Child
Play Time			

Group Time – A Child's View

Routine	Child May Feel . . .	Behaviours You May See . . .	Strategies to Support the Child
Group Time			

Transitions – A Child's View

Routine	Child May Feel . . .	Behaviours You May See . . .	Strategies to Support the Child
Transitions			

Nap Time – A Child's View

Routine	Child May Feel . . .	Behaviours You May See . . .	Strategies to Support the Child
Nap Time			

Departure – A Child's View

Routine	Child May Feel . . .	Behaviours You May See . . .	Strategies to Support the Child
Departure			

Trainer's Guide

Strategies for Support – Drop Off

Time/ Routine	Behaviour	What Might Help
Drop off	Severe separation anxiety	<p>⇒ Approach parent to offer help, do not wait for parent to approach you.</p> <p>Plan for future separation by designing a pictorial plan of steps for separation with the child, (e.g. arrive at the centre, hang up coat, go to classroom, find teacher, give mom 2 hugs and 2 kisses, wave goodbye, mommy will pick you up after playtime, outside, after lunch).</p> <p>Keep child with you, do not rush/push/try to distract child to find an activity until child indicates they are ready (this may take days/weeks), child needs to feel secure and build a bond with one caregiver at a time; over time the child will bond with all caregivers, do not rush this.</p> <p>Encourage transition objects, (e.g. stuffed toys, blankets, bottles, cups, even when children are older).</p>

Trainer's Guide

Strategies for Support – Play Time

Time/ Routine	Behaviour	What Might Help
Play Time	<p>Wandering, aimless behaviour</p> <p>Need to see siblings</p> <p>Re-occurring violent play themes</p> <p>Verbal aggression, bullying, aggressive play</p>	<ul style="list-style-type: none"> ⇒ Help child find a task and master it, allows for a sense of control over the environment. ⇒ Set times for siblings to be together, provide a concrete reference point for the child (e.g., after nap time), make sure you follow through on this/it will build trust, set limits for length of visit (e.g., until snack time). ⇒ Do not judge or try to shut down child. Listen, watch and comment on how child/mom might feel, what they could do to keep safe. ⇒ Set explicit expectations/rules for play that let all children know how to behave (e.g., use words..., no hitting, etc.). Intervene if a child is aggressive toward another. Model, teach, and reinforce healthy, conflict resolution skills. Validate child's feelings and provide clear limits (e.g., "You are angry but hitting is not okay, Let's..."). It may be necessary to give a child brief "time away" from an activity in response to aggressive behaviours. Be sure to assist with re-entry and help the child to meet his/her needs in an appropriate way.

Trainer's Guides

Strategies for Support – Group Time

Time/ Routine	Behaviour	What Might Help
Group Time	Inattention	<p>⇒ Help the child have a positive group experience by keeping it short, sitting the child close to an adult, praising all attempts to attend, following the lead of the child, discussing topics of interest to the children.</p> <p>Use violence prevention curriculum in program (e.g., Second Step Violence Prevention).</p>

Transitions

Time/ Routine	Behaviour	What Might Help
Transitions	Unfocused, avoidance behaviour (avoid tidying up, running around), poking others, increased movement, fidgeting	<p>⇒ Warn children of upcoming transitions both individually as well as the group.</p> <p>Make a chart of pictures outlining the daily schedule and refer to it often.</p> <p>Draw on a piece of paper what the clock will look like/have the child who has difficulty with transitions cue you when it is time to cue the group about the upcoming transition.</p>

Trainer's Guide

Strategies for Support – Nap Time

Time/ Routine	Behaviour	What Might Help
Nap Time	Anxious behaviour (fidgeting, excess movement, defiance about settling on cot or getting on cot)	<p>⇒ If possible, do not have the child nap; provide awake room for those who do not need sleep.</p> <p>Turn nap time into a positive, nurturing time by having the child cuddle with you on your lap (even while you rub the backs of other children).</p> <p>Have the child join nap time after most of the other children are asleep, this will allow you time to support this child.</p> <p>Do not demand sleep, use this time as a chance to bond, cuddle, nurture and reassure the child that they are loved, valued and safe.</p> <p>Keep nap time positive, there is no room for threats (e.g., "If you can't lie still, I'll take away your stuffed toy until after nap time.").</p> <p>Encourage transition objects (e.g., stuffed toys, blankets, bottles, cups, even when children are older).</p>

Trainer's Guide

Strategies for Support – Departure

Time/ Routine	Behaviour	What Might Help
Departure	Refusal/delay to leave once mom has arrived, anger toward parent, ignoring parent, crying (even if child has been fine all day)	<p>⇒ This does not always mean that the child is afraid to go home, it may have more to do with difficulty the child is having with loss of control/change in activity (child may not be done playing or may need to spend some time sharing with the parent what they did during the day).</p> <p>May indicate a close bond with parent rather than a problem. We often let our loved ones see us at our worst.</p>

Safety Planning

Pick up Arrangements

- ⇒ Who can and cannot come to pick up the child? Check every time. Plans change.
- ⇒ What happens if a parent arrives to pick up a child that he/she is not allowed to pick up? Who will stay with the child, who will call the police, who will explain to the parent that the police have been contacted?
- ⇒ Get copies of court papers and keep on file.

Safety Planning

Parent Attended Events

- ⇒ Determine if both parents can attend at the same time.
- ⇒ If not, possible solutions may include:
 - parents taking turns attending events
 - conducting two, separate events
- ⇒ Ultimately, supervisors and directors of programs have the authority to make difficult decisions that protect children in the program as part of their overall mandate to create safe and caring environments.

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Safety Planning

Living in a Shelter

- ⇒ Provide stability and consistency.
- ⇒ Cooperate with the safety plan that may have been developed in conjunction with the non-offending parent.
- ⇒ Be aware of any centre policies and procedures in the case of a crisis situation.

Safety Education

Dial 9-1-1 or emergency number for your area.

The person answering the phone will say "Police, Fire, Ambulance."

You say " _____."

Then you say: "My name is _____,

I need help. Send the _____."

Tell the problem: (e.g. "Our house is on fire", "Someone is being hurt.")

Tell your address: "I live at _____."

"My phone number is _____."

There are situations when you may be asked to NOT teach this information to a child. Sometimes, it is not safe for the child to know their address – this information may be relayed to the offending parent and the safety of the non-offending parent and child may be compromised.

Module 3



Disclosures, Policies & Procedures, and Advocacy

Module 3: At a Glance

Goals:

- ⇒ To enhance skills for responding to disclosures from a child or parent
- ⇒ To highlight reporting responsibilities
- ⇒ To highlight the importance of policies and procedures to ensure safety of children and adult survivors
- ⇒ To integrate and apply information presented in Modules 1, 2, and 3

Module Outline:

Activity 1	Welcome, Objectives & Agenda*
Activity 2	Warm-up – Taking Care of Me*
Activity 3	What Does Our Policy Say?
Activity 4	Case Studies – Applying What We Know
Activity 5	Wrap Up – Frequently Asked Questions

Provide refreshment break after Activity 3 depending on how closely the training was keeping to the recommended schedule.

* Omit these * activities if you are presenting full day training with 3 Modules.

Advanced Preparation and Materials:

- ⇒ Early Childhood Educators Handbook on Understanding the Effects of Domestic Violence
- ⇒ Set up TV/VCR*, cue video: "Seen But Not Heard"
- ⇒ Make copies of handouts and overheads from masters in this book:
 - Training Objectives (see page 82)
 - Agenda (see page 83)
 - Looking After Me (see page 84)
 - When Someone Discloses (see page 85)
 - When You Need to Report (see page 86)
 - Reporting (see page 87)
 - Documentation Guidelines (see page 88)
 - Talking to the Non-Offending Parent (see page 89)
 - Community Support (see page 90)
 - I Need to Examine the Way I/The Way Our Centre... (see page 91)
 - Case Studies:
 - Rayan (see page 92)
 - Jewel (see page 95)
 - Lauren (see page 98)
 - José (see page 101 & 102)
 - Frequently Asked Questions & Trainer's Guides (see pages 105 to 109)

* Alternate suggestions are offered in the module for Trainers who are not able to obtain the suggested video or who do not have access to a TV/VCR.

** If you do not have access to an overhead projector you may provide handouts of the overhead master, or, put the overhead material on flip chart pages before the session.

Activity 1: Welcome, Objectives & Agenda

Goals:

- ⇒ To create a climate for learning and sharing
- ⇒ To provide the objectives for the training
- ⇒ To outline what will be covered in the session

Materials:

- ⇒ Overheads
 - Training Objectives (see page 82)
 - Agenda (see page 83)

Time:

- ⇒ 10 minutes

Directions:

1. Make introductions as needed.
2. Use the overhead to present the objectives (see page 82)
3. Use the overhead to preview the agenda (see page 83).

Activity 2:

Warm up – Looking After Me

Goals:

- ⇒ To acknowledge that it can be very difficult to learn children are living with violence
- ⇒ To encourage self care

Materials:

- ⇒ Flip chart paper and markers
- ⇒ Handout – Looking After Me (see page 84)

Time:

- ⇒ 15 minutes

Directions:

1. Set the stage for this exercise by talking about vicarious trauma, the toll our work can take on us, and the importance of taking care of ourselves.
2. Ask each participant to spend a few minutes completing the handout, listing whom they can talk to about difficult situations at work and away from work, and ways they can nurture themselves.
3. Ask the participants to share their strategies in their small groups.
4. Invite the groups to share some of the strategies identified in their discussions and write them on the flip chart.

Note to Trainer:

- ⇒ Vicarious trauma occurs when we are traumatized by learning of another's traumatic experience.
- ⇒ Workers experiencing vicarious trauma may feel anxious, a sense of hopelessness, have intrusive thoughts that reflect the experiences of the trauma victim, and nightmares.
- ⇒ Strategies to assist workers to cope with situations that may lead to vicarious traumatization include:
 - access to counselling
 - built-in opportunities to debrief
 - supportive supervision and work environment
 - healthy self-care strategies

Activity 3:

What About Our Policy?

Goal:

- ⇒ To highlight guiding principles for policies and procedures related to domestic violence (DV)
- ⇒ To encourage participants to consider the policies and procedures for their centre to determine whether they:
 - reflect the guiding principles discussed,
 - provide safety and support to children living with domestic violence and their families, and
 - provide safety and support to the staff involved, and satisfy legal obligations

Materials:

- ⇒ Handbook for Early Childhood Educators, one per participant
- ⇒ Handouts:
 - When Someone Discloses (see page 85)
 - When You Need to Report (see page 86)
 - Reporting (see page 87)
 - Documentation Guidelines (see page 88)
 - Talking to the Non-Offending Parent (see page 89)
 - Community Support (see page 90)

Time:

- ⇒ 30 minutes

Directions:

1. Review and invite questions and discussion on the information contained in the following overheads:
 - ⇒ When Someone Discloses (see page 85)
 - ⇒ When You Need to Report (see handbook page 15; manual page 86)
 - ⇒ Reporting (see handbook pages 15 & 16; manual page 87)
 - ⇒ Documentation Guidelines (see manual page 88)
 - ⇒ Talking to the Non-Offending Parent (see handbook page 16; manual page 89)
 - ⇒ Community Support (see handbook page 17; manual page 90)
2. Remind the group that policies and procedures should be fluid – always being improved and adapted as new information is gained. Encourage the group to examine their setting's strengths and needs, as well as their personal strength and need areas related to situations of domestic violence (e.g., for some staff, the skills required for talking to an upset parent may require further development).
3. Ask each participant to write down their thoughts on the handout "I Need to Examine the Way I/The Way Our Centre..." (page 91).
4. Give participants an opportunity to discuss their responses within small groups.
5. Conclude activity by inviting participants to share themes from their small group discussions, to ask questions that may have arisen, and suggest they follow-up on areas that require more consideration when they return to their setting.

Activity 4:

Case Studies

Goal:

- ⇒ To apply knowledge and skills learned in Modules 1, 2, and 3 to case studies featuring issues and situations related to domestic violence.

Materials:

- ⇒ Handbook for Early Childhood Educators
- ⇒ Handouts of the Case Studies (see pages 92, 95, 98, 101 & 102)

Time:

- ⇒ 35 minutes in total
 - 15 minutes – small group task
 - 20 minutes – reports to the large group

Directions:

1. Arrange participants in work-groups of 5 to 8 people. You may want to have individuals group according to the age-group of children with whom they typically work.
2. Distribute copies of one of the case studies found in this module to each group. If you have more than four groups, more than one group can be assigned to the same case study.
3. Ask the groups to identify and discuss potential concerns/ issues raised in their case study, and then, to develop a plan for supporting the child portrayed. Let participants know that they can use the handbook or handouts as resources during this exercise. Ensure that they know that the objective of this exercise is to apply what they have learned.

4. Request that one member of each group record the strategies/plans suggested.
5. Once all of the groups have a plan, hand out copies of the case studies so that each participant has all the case studies. Then ask for a volunteer to read aloud the first case study to be discussed.
6. Invite a participant to share their group's plan of action for the child in their case study with the large group. If more than one group was working on that case study, then ask each of the groups to share two steps in their plan, going back and forth until the entire plans have been presented. This will give each group working on a given case study an opportunity to make a meaningful contribution. Groups should highlight modifications, when relevant, or additional steps rather than repeat what has already been identified.
7. Continue until all groups have shared their plan of action.

Note to Trainer:

- ⇒ Your role is to highlight features of the plans that reflect an understanding of domestic violence, its impact on children, guidelines for promoting safety and supporting children, and satisfying legal obligations.
- ⇒ It will be important to add key strategies or steps that may have been overlooked.
- ⇒ We have prepared some notes for trainers to read before the session [following each case study] to help prepare to lead a meaningful discussion (see pages 93 & 94, 96 & 97, 99 & 100, 103 & 104).

Activity 5: Frequently Asked Questions

Goal:

- ⇒ To integrate knowledge
- ⇒ To address questions about domestic violence frequently asked during training

Material:

- ⇒ Overhead – Frequently Asked Questions (see page 105)
- ⇒ Flip chart paper and coloured markers

Time:

- ⇒ 25 minutes in total
 - 10 minutes – small group discussions
 - 15 minutes – reports to large group

Directions:

1. Ask each group to form an answer to one of the four frequently asked questions. You may have more than one group answering each question.
2. Hand out flip chart paper and markers to each group and request that each group select a participant to record their answers.
3. Once the groups have answered the question, have the reporter for the group share the thoughts with the large group. Invite discussion.
4. Let the participants know that you have shared a great deal of information with the group over the three modules. Thank them for their participation and encourage them to use the handbooks as a reference.

Note to Trainer:

- ⇒ We've prepared answers as a guideline and resource for you for each of the questions (see pages 106 - 109).
- ⇒ You may wish to make overheads and share these responses with the group or merely use them as a resource for yourself.

Module 3

Overheads/Handouts/Trainer's Guide

Training Objectives

- ➔ To enhance skills for responding to disclosures from a child or parent
- ➔ To highlight reporting responsibilities
- ➔ To highlight the importance of policies and procedures to ensure the safety of children and adult survivors
- ➔ To integrate and apply information presented in Modules 1, 2 and 3

Agenda

Activity 1: Welcome, Objectives & Agenda

Activity 2: Warm-up – Taking Care of Me

Activity 3: What Does Our Policy Say?

Activity 4: Case Studies

Activity 5: Frequently Asked Questions

Looking After Me

If I need support at work to deal with my feelings, I can talk to:

Ensure that this(these) person(s) will maintain confidentiality and help you to determine which course of action you need to take.

Away from work, I can talk to:

Ensure that this(these) person(s) will also maintain confidentiality. You need to ensure that you do not use the child and family's name nor reveal information which will make it possible for this person to figure out the identity of the child and family.

I do the following activities to help maintain my emotional health:

When Someone Discloses

- ⇒ You may be the first person the child (or adult) has told.
- ⇒ Disclosures often happen because something has just happened or changed that further threatens the child's (or adult's) sense of security/safety or belief that it will be okay.
- ⇒ The child (or adult) may feel relief at having told but may also feel worried because they have told.
- ⇒ Disclosures often come in parts over time (i.e., not all at once).
- ⇒ It is very important to listen to your feelings, BUT your actions must be guided by the safety of the adult victim and child, laws, policies, and procedures.

When You Need to Report

Report to the Children's Aid Society (CAS) when:

- ⇒ Child maltreatment/child abuse is suspected – includes neglect, emotional, physical or sexual abuse (e.g., ask child if she/he is being hurt*, or base your decision on information the child or parent has already disclosed);
- ⇒ Extreme and/or compelling risk to child or another is indicated;
- ⇒ If unsure, consult with the local CAS.

* e.g., "Can you tell me how you got that mark?"

Reporting

Identify who is responsible for filing the report:

- ⇒ In Ontario, the person receiving the disclosure is mandated to report the suspicion of abuse to the Children's Aid Society (CAS).

Identify what information should be recorded and how it is documented:

- ⇒ Know your internal policies and procedures regarding making the report (e.g., consulting with your supervisor or director of the centre prior to calling CAS, how the report is documented, where reports are filed). Keep in mind that "less is better" when it comes to documentation because this information may be accessed by the abusive parent and may increase the risk to the child and non-offending parent.

Documentation Guidelines

Document disclosures in a clear, concise and objective manner. Record all calls made to the Children's Aid Society (CAS). File documentation in a confidential place (note: in some settings this may necessitate filing the records apart from the child's main file which may not be kept in a secured location).

Guidelines for what should be included within the documentation are as follows:

- ⇒ The child's full name and address.
- ⇒ The birth date of the child.
- ⇒ The names of the parents and addresses if different from the child's.
- ⇒ The date and time of the written recording.
- ⇒ The date and time that the disclosure/incident happened.
- ⇒ The description of what the child/parent said. Keep this brief and to the point. Ensure that you are not interjecting your feelings into the documentation. Keep it objective – describe what the child/parent said not what you think they meant.
- ⇒ The name of the persons you spoke with at CAS, shelter, etc., if applicable.
- ⇒ Sign each entry and write your name and title under your signature.
- ⇒ It is helpful to write each entry on a separate page and to write on only one side of the paper.

Talking to the Non-Offending Parent

- ⇒ Find a safe time and place to talk. Do not phone the parent at home when his/her partner is likely to be there, nor leave a message for her. It may be easier to set up an appointment when she comes to pick up her child.
- ⇒ Share your concerns from the perspective of her child's adjustment in the childcare program.
- ⇒ Even if there is not a need to contact the Children's Aid Society (CAS), it may be very difficult for a parent to hear that his/her son or daughter has let someone know about the abuse. The parent may be worried about increased safety concerns the disclosure may bring and may respond to you with anger or denial. It is important that you remain supportive. If you do need to contact the CAS, you need to explain that you do not have a choice (i.e., you are mandated to call).
- ⇒ Most adult victims want to and have tried to protect their children.

Community Support

- ⇒ You are not alone;
- ⇒ It is important to build links with other agencies (e.g., protocols with shelters, police);
- ⇒ Know the key contact numbers for your community (e.g., shelters) in order that you can access information/consultation and can provide the numbers to the parents with whom you work.

“I Need to Examine the Way I/The Way Our Centre...”

Policy/Practice I Need to Examine	Ways It Might Be Changed
When Someone Discloses	
When I Need to Report	
Community Support/Links	
Documentation	

Case Study – Rayan

Background: Rayan was two years old. Her mother, Trina, was attending classes for English as a Second Language. The family had been in Canada for a few months. They moved here from the Middle East for her husband's work. During the intake interview, both of Rayan's parents were present. Rayan's father is fluent in English. Rayan's father answered all the questions during the interview, rarely conferring with his wife.

Concerns: Rayan has been in your program for one month. When Rayan's mother drops Rayan off at the centre before going to her classes, Rayan becomes extremely upset. She clings to her mother, screams, and needs to be peeled off of her. Her mother often has tears in her eyes and seems to hesitate as she leaves. You struggle to let her mother know that you will call her if you need to. You have needed to call Rayan's mother out of class periodically to calm Rayan down. You are familiar with separation anxiety, but this seems to be lasting too long and is severe. Rayan usually cries all morning while her mother is in class, although lately there are times when she calms to a whimper, but never completely stops crying. You cannot distract her with toys. She startles and will start to scream if there are any loud noises. She sits in the corner of the room and follows your every movement with her eyes.

Meeting with the Parent: You talk with her mother one day after class, asking if she can bring her husband with her to talk to you about your concerns about Rayan. Her mother quickly shakes her head when you suggest this. You notice that her hands are shaking. She tells you that you can not bother her husband with this. Rayan's mother starts to cry, saying that she will need to quit school to stay with Rayan.

Concerns/Issues That May Need to be Addressed:

Plan to Support the Child at the Childcare Centre:

Trainer's Guide

Rayan: Some of the Concerns/Issues That May Be Discussed

- ⇒ Rayan's seeming separation anxiety, frequent crying, and lack of response to your efforts to soothe and settle her;
- ⇒ Trina's distress about your suggestion of speaking with her husband;
- ⇒ Trina's belief that she'll have to quit school and her subsequent distress;
- ⇒ The potential need for a cultural – linguistic interpreter;
- ⇒ The possibility of domestic violence, child maltreatment, or past traumatization.

Trainer's Guide

Areas for Consideration

in your Plans for Supporting Rayan

- ⇒ Look at short term and longer term goals and means for achieving them;
- ⇒ Strategies for addressing crying/distress/separation anxiety if no additional information is obtained (e.g., increase Trina's time in the program, and increase one to one support for Rayan);
- ⇒ Suggest referral for Rayan to mental health setting or physician;
- ⇒ Determine if cultural/linguistic interpreter is required;
- ⇒ Continue talks with Trina with view to supportively inquiring about:
 - What may be happening at home that could be affecting Rayan?
 - Is Rayan being hit or yelled at in the home?
 - Is Trina being hit, or yelled at or put down in the home?
 - Is Rayan left in the care of anyone else?

Case Study - Jewel

Background: Jewel (6 months) has been attending your childcare centre for one month. Her mother, Andrea (16), is attending a high school in the same neighbourhood. You have noticed that Jewel seems listless. She sleeps a lot when you are caring for her, has little appetite, and shows little interest in playing with new toys or other children. The resource consultant that visits your childcare centre on a weekly basis states that Jewel doesn't appear to be physically ill.

Meeting with the Parent: When you talk to Andrea about your concerns, she states that she is quite happy with the amount of time that Jewel is sleeping, as this gives her more time to work on her school work and sleep herself. She tells you that she is living with her mother now and that her mother is supportive, but works two part-time jobs to provide for her family and is not home much. Andrea also tells you that she left Jewel's father two months ago. She states that he was a drug user and sold drugs as well. She also says that they argued a lot about Jewel and he became quite angry whenever the baby was crying or needed Andrea's attention. She tells you that she decided to leave because she felt that his drug habit, and the people he hung around with, were going to have a negative effect on the baby. You talk to Andrea a bit about what contact he has had with her in the past two months, and discover that he has been following her, phoning her repeatedly, stopping her on her way home from school, and coming to her mother's apartment when she is there alone. While he has been there, he has hit her and broken furniture on several occasions. Andrea indicates that he is angry about her leaving and that he wants her to move back in with him. Jewel has been present on all of the occasions that Andrea's ex-boyfriend has become abusive, and on at least one occasion she was in Andrea's arms when he hit her.

Concerns/Issues That May Need to be Addressed:

Plan to Support the Child at the Childcare Centre:

Trainer's Guide

Jewel: Some of the Concerns/Issues That May Be Discussed

- ⇒ Jewel's seeming listlessness, lack of interest and lack of appetite;
- ⇒ Andrea's seemingly limited understanding of Jewel's developmental needs and/or her own competing needs for study and sleep time;
- ⇒ Risk to Jewel and Andrea from Andrea's former boyfriend's abusive behaviour.

Trainer's Guide

Areas for Consideration

In the plans for Supporting Jewel

- ⇒ Continue to discuss your concerns about Jewel with Andrea;
- ⇒ Strongly recommend consultation with public health nurse, family physician, or children's mental health professional for Jewel;
- ⇒ Consult with Supervisor and Children's Aid Society to determine if you need to report in light of possible risk to Jewel;
- ⇒ Talk with Andrea about her own safety, provide information about resources to assist her (e.g., shelter, etc.);
- ⇒ Develop strategies to support Jewel in program (encourage discussion of concrete, solution-focused strategies).

Case Study – Lauren

Background: Lauren is a delightful, four-year-old with excellent verbal skills. She tends to “mother” the other children in the program. Lately, you’ve noticed that Lauren frequently expresses worry about her baby brother and her mother. She finds separation from her mother difficult in the mornings. For the last two weeks, she has been requesting to go to the infant room to see her baby brother, Paul. It is becoming increasingly harder to encourage her to rejoin her group in the preschooler room. If you attempt to redirect her, she begins to cry and physically resists moving.

Meeting with the Parent: You arrange to speak with Lauren’s mother, Joy. You describe her daughter’s behaviour and express your concern. You ask if she has noticed similar behaviour. Joy indicates that Lauren is like a little mother to Paul and has started to sleep in Paul’s room. Lauren makes a fuss if Joy tries to get Lauren to return to her own bedroom.

You inquire about possible changes or events in Lauren’s life that might explain her seeming concern about Paul and her mother. Joy says everything is fine but that things have been a little rough between Lauren’s father and herself. You ask if Joy or the children are being hurt when it gets a little rough. Joy tells you that her husband is a good father and that he’s just going through a difficult time because he lost his job. She explains that his nerves aren’t too good because he worries about how much she’s spending on diapers and formula for Paul. Joy explains that this may be why Lauren is worried about Paul but that her husband has never and would never really hurt a baby or a child. You reply that it is good her husband has never hurt the children. You ask her if he sometimes gets physically rough with her when he really gets upset and worried. Joy indicates that this does not happen very often. When you begin to provide information about the shelter, Joy tells you that she knows all that.

Concerns/Issues That May Need to be Addressed:

Plan to Support the Child at the Childcare Centre:

Trainer's Guide

Lauren: Some of the Concerns/Issues That May Be Discussed

- ⇒ Lauren's seemingly excessive worry about her baby brother Paul and her sudden separation difficulties (i.e., is she also worried about her mother?);
- ⇒ Possible child maltreatment and/or exposure to domestic violence;
- ⇒ Is Joy (mother) minimizing difficulties and risks as part of a coping strategy to keep her family safe and together?

Trainer's Guide

Areas for Consideration in Plans for Supporting Lauren

- ⇒ Discuss concrete strategies for:
 - addressing Lauren's need to see, and reassure herself, that Paul is okay,
 - encouraging Lauren to have fun and to know that staff are responsible for making sure all the children are "okay" during the program;
- ⇒ Possibility of talking with Lauren about her concerns for Paul;
- ⇒ Further discussion with Joy about how the situation at home may be affecting Lauren.

Case Study – José

Background: José (4½) has attended your childcare centre for the past six months. He also attends Junior Kindergarten, in the neighbourhood school every morning. He and his family moved to your community from Central America less than one year ago. His mother, Maria, works full-time. José has two older brothers, aged 8 and 10. His father, Omar, works at a local factory.

Concerns: José's English has improved, however, he becomes easily frustrated when the other children have difficulty understanding what he is saying. He exhibits outbursts of anger and has thrown small chairs and some larger toys at some of the other children. Last week, he hit one of the boys in his group with a toy shovel that bruised the boy's arm. José has difficulty playing with other children, yet appears unhappy when left out of the group.

Consultation: Following the incident last week, you consulted with your co-workers, your supervisor and the resource consultant. As a group, you wondered if perhaps José was witnessing violence at home. You agreed that there was not enough information to know at this point, but that it would be a good idea to talk to Maria about her home life. Your colleagues suggested giving Maria the name of a local counsellor who specializes in working with immigrant families and also works with issues related to violence. This counsellor has an office near where Maria works. They suggest that you speak with Maria first, as you have the closest relationship with her. They think that this counselor might be helpful to her whether or not she is experiencing violence at home.

Meeting with the Parent: The next day, you asked Maria to come to the childcare centre to talk to you about your concerns. You mentioned the angry outbursts and José's aggressive behaviour toward other children. She stated that he is a lot like his father, and that his older brothers fight with each other a lot as well. You asked her whether or not José spends a lot of time with his father, and she mentioned that Omar is working shift work and often goes out with some of the other men after work. You asked her if she has been able to meet other women since moving to your community, and she indicated that she had made some friends since starting work and that they were very supportive. She stated that they have been helpful in connecting her with an after school program for

continued on next page

Case Study – José (cont.d)

her older sons. Their caregiver has also talked to Maria about her older sons' behaviour. Maria then begins to talk a bit about how difficult life was in Central America and the level of violence she and her family had witnessed there. She said that her husband is not violent but that sometimes he hits her and the children.

Concerns/Issues That May Need to be Addressed:

Plan to Support the Child at the Childcare Centre:

Trainer's Guide

José: Some of the Concerns/Issues That May Be Discussed

- ⇒ José's aggressive behaviour toward others, his difficulty joining and maintaining play activities with peers, his seeming frustration and sadness;
- ⇒ José's father's reported aggression toward his wife and children, and possible child protection issues;
- ⇒ Exposure to violence in home country, and the "loss" José and his family may be experiencing as a result of immigrating.

Trainer's Guide

Areas for Consideration in Plans for Supporting José

- ⇒ Discuss concrete strategies to:
 - assist José to express his anger in respectful ways,
 - develop social skills that will help him get along better with other children,
 - talk to Maria about a referral to the counsellor who works in the community with new Canadians and offer to speak with the counsellor about José,
- ⇒ Consult with CAS regarding suspected physical maltreatment by José's father;
- ⇒ Talk further with Maria about your concerns about José in program, links to home situation and reporting obligations.

Frequently Asked Questions (FAQs)

1. I'm an Early Childhood Educator, not a social worker. How will knowing about exposure to violence make a difference?
2. If victims care about their children, why don't they leave the abusive relationship?
3. Can a battering spouse be a good parent?
4. Aren't I better to say and do nothing in case I make things worse?

Trainer's Guide

Answers to FAQs

1. I'm an Early Childhood Educator, not a social worker. How will knowing about exposure to violence make a difference?

It is because you are an Early Childhood Educator that you can make a difference.

You have an opportunity to form a relationship with children and this may place you in the best position to observe the warning signs that a child is experiencing difficulty. You play an important role in the early identification of problems, including exposure to violence, and in referring children and their families to community services for support.

Problems that may affect children's adjustment are a reality for many children living with violence. While support at the childcare centre does not remove the need for problems at home to be resolved, evidence shows that participation in early childhood education settings has been linked to better outcomes for children.

Trainer's Guide

Answers to FAQs

2. If victims care about their children, why don't they leave the abusive relationship?

Evidence shows that many victims do leave abusive relationships and that "leaving" often takes time. In fact, leaving an abusive relationship is best understood as a difficult process that can be life threatening to victims and their children. Abusive relationships are complicated. When deciding about staying or leaving, survivors carefully weigh extremely serious considerations such as:

- ⇒ coping with escalations in violence that often occur after separation;
- ⇒ the possibility of losing children to abusive partners in custody battles;
- ⇒ the numerous challenges faced when arranging to provide for themselves and their children.

It is very important to remember – victims want the violence to end and that ultimately, it is victims who carry the moment-to-moment burden of attending to their safety and that of their children.

Trainer's Guide

Answers to FAQs

3. Can an abusive spouse be a good parent?

NO. The abuse itself creates a climate of fear for children and offers inappropriate role modelling for caring relationships, conflict resolution and the unacceptable use of threats and violence to control another.

The abusive partner may have positive qualities that are valuable as a parent. To maximize these qualities, batterers have to acknowledge responsibility for the violence against their partner and take part in a re-education program. An ongoing and long-term commitment to change is necessary.

Trainer's Guide

Answers to FAQs

4. Shouldn't I "say-and-do-nothing" in case I make things worse?

Women survivors often report that they wish someone had cared enough to ask if they were being abused. They also suggest that things might have happened differently if someone had asked them this important question – "Are you being put down or hit at home?"

Survivors and their children are likely to benefit from your concern when you:

- ⇒ are respectful;
- ⇒ recognize that safety is the overriding concern;
- ⇒ connect your concern to what you know and have responsibility for – i.e., the child's well-being;
- ⇒ recognize your limitations and your role;
- ⇒ provide information about community resources.

Resources

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