

Training for facilitators of the programme *Helping Hands*



Trainer:

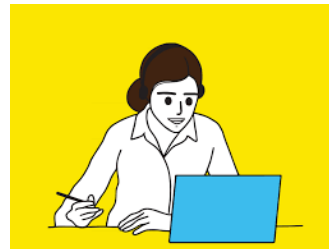
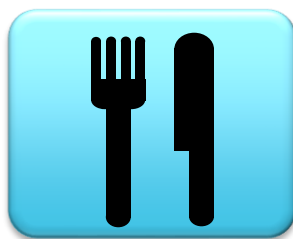
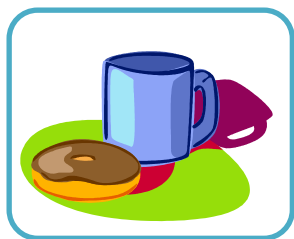
Dr Bianca Petkova

Women's Aid National Training Centre

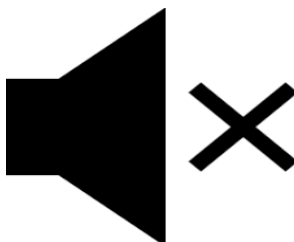


www.womensaidni.org

Working agreement



zoom



What has brought you to this training?

Overview of the day

By the end of the day, participants will:

- **Revisit the needs** of children with experiences of DA
- Consider ways of meeting their needs in **group work**, incl. facilitator skills
- Learn about the **theoretical framework** of *Helping Hands* programme
- **Familiarise** themselves with the manual
- **Practise** using the manual

Our assumptions

- **You have knowledge** of domestic abuse and how it impacts of adult and child survivors
- **Have some experience** of working with CYP in groups

Inside child's world



Source: *Helping Children Thrive*

The 'living room' exercise



Coercive control

- Children in families where there is DA frequently **suffer from limited opportunities to choose, to feel free, and to develop a sense of independence and competence** (Katz, 2015)
- **Empowerment strategies** aimed at children need to be aware of the possible impact of coercive control on children.

The importance of involving & supporting the non-abusive parent

- **Resilience** in children is **linked to mother's mental health and recovery** (Moore and Pepler, 1998)
- Children's **perception** that their mothers wellbeing is related to their own wellbeing (Goldblatt, 2003).

Supporting and involving the non-abusive parent & their relationship with the children

- **Inform mothers** about the **content** and **aims** of the programme; show them **sample activities**
- Tell mother about child's **progress in Helping Hands**.
- Respect mothers' **parental authority** - **take her concerns seriously**
- **Validate** her experiences & **strengths** (e.g. to flee DA; to protect her children; to seek help)
- **Safety planning** with mothers and children; **Sharing decision-making**
- Help children **learn about domestic abuse** (age appropriate)
- Children need to hear the message that DA is wrong **from many different sources** (e.g. teachers, social workers, relatives etc)

Helping Hands – Theoretical assumptions & some practice issues

Protective Behaviours

The concept **derives** from a programme which originated in the **USA in 1978** as a means of **preventing abuse** of children.

(it) teaches children to **express feelings, make choices** and **solve** problems.

It helps children to **develop a strong sense of themselves** and an **ability to express their own wants** and needs.

Protective Behaviours can be defined as:

“Concepts and strategies that **can be taught** to promote **anti-victimization** and enhance **empowerment** of all people”

Key Messages



“We all have the right to feel safe all the time”

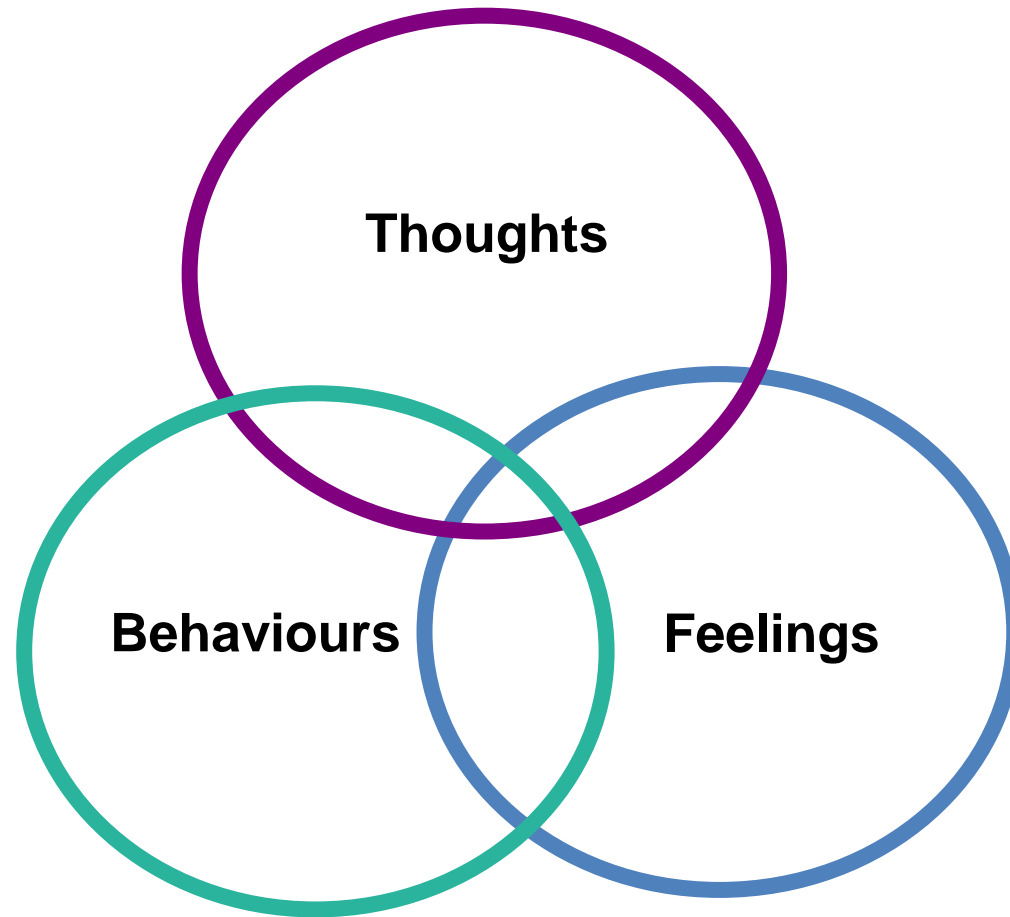
“There is nothing so awful (or so small) that we can’t talk about it with someone”

“Others have the right to feel safe with us”

Protective Behaviours - short video

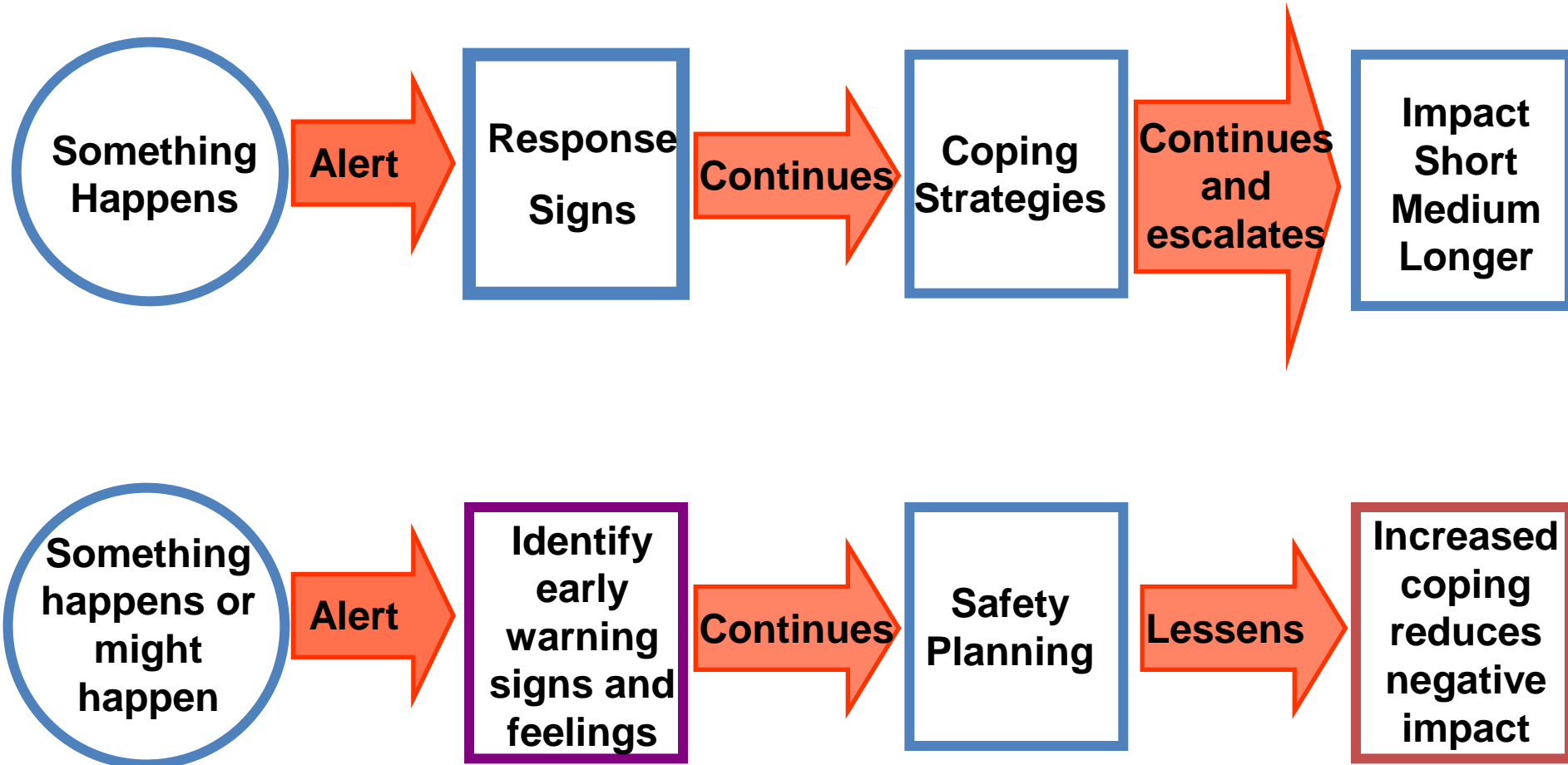
https://www.youtube.com/watch?v=0_cSgq9yfSs

Plan to Protect and *Helping Hands*



Alert to Risk model

("early warning signs")



Working with children in groups & exploring the manual

An effective facilitator working with CYP is:

- Is able to plan and prepare individual sessions
- Containment
- Engagement
- Inclusion
- Resolve conflicts between children
- Praise & validate
- Emotional warmth, availability
- Keeps task in focus
- Age/child appropriate responses
- Imaginative and creative responses
- Skilled at working with boundaries
- Dealing with disclosures
- Working well with a co-facilitator – rapport
- FUN!

Dealing with Disclosure

DO

Stay calm
Listen
Accept
Reassure
Record appropriately
Report appropriately

DON'T

Panic
Promise to keep secrets
Ask leading questions
Make the child repeat the story unnecessarily
Delay

‘Protective interruption’ in groups (NOT SILENCING!)

Messages to give to children

MESSAGES		
Having painful / not nice feelings, doesn't make people bad . All feelings are OK.	It's OK to like dad and at the same time not like his behaviour. .	Children are never to blame when mum & dad argue or dad hurts mum. It is not their fault .
Anger is ok too, but violence is not OK . There are other ways to deal with these feelings.	It's not children's responsivity to sort out adult's problems.	There are things children can learn to do to keep safe .
It's OK to feel angry with mum or dad . It doesn't mean that you don't love them.	It's OK to talk to people about things that scare and hurt us.	Children don't have to keep secrets when they feel sad or scared.
It's OK to feel mixed up about things.	It is right to stay out of adult's fights . Children have the right to keep themselves safe.	Children are not to blame for their parents separation or divorce.

The Programme consists of:

1. Activity sheets/ booklet for children to complete
2. An information book for facilitators
3. 'Feelings' cards to be used for various activities
4. The 'Even if' ... game
5. Leaflets



Helping Hands – the sessions

1. Self-esteem
2. Feelings
3. The right to feel safe
4. Oh oh! Signs
5. Helping hands
6. Even if...?
7. Others have the right to feel safe with us
8. Secrets and surprises
9. Quiz time
10. Celebrating achievements

Structure of individual sessions in the manual

- Learner's outcomes
- Introduction for facilitators
- Useful tips for facilitators
- Optional activities

Session 1 – self-esteem

p.24

Aims	Activities	Potential issues
<ul style="list-style-type: none"> ➤ Understand they are individual and special ➤ Identify their individual strengths ➤ Feel part of an environment where they can feel confident 	<p>Facilitator manual - p. 26 & 27</p> <p>Children's work book – p. 3 – 9</p> <p>Examples:</p> <ul style="list-style-type: none"> • Draw a picture of what they would like to be when they grow up; • Do a badge with a positive word, beginning with the same letter as their name • Write something positive about yourself/other child 	<ul style="list-style-type: none"> - usual issues to do with a first session (e.g. settling in a new group; administrative & practical issues) - some children might not be able to think of anything positive about themselves

Session 2 – feelings

p.28

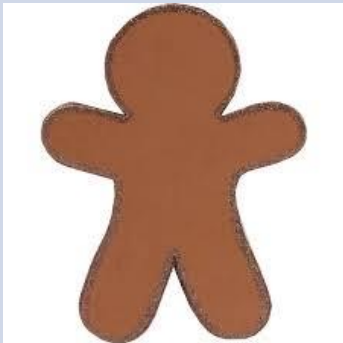
Aims	Activities	Potential issues
<ul style="list-style-type: none">➤ Understand everyone has feelings➤ Realise we experience different feelings at different times➤ Understand there are no right or wrong feelings➤ Understand masking of feelings	<p>Facilitator manual - p. 30 & 33</p> <p>Children's work book – p. 10 - 15</p> <p>Examples:</p> <ul style="list-style-type: none">• Use music to create different moods or feelings;• Matching colours to feelings;• Producing a face mask with different or same feelings on the inside and on the outside, etc.• Feelings cards <p>(many more activities)</p>	<p>Getting in touch with painful feelings</p> <p>Possible disclosures</p> <p>Missing dad/ mum's fault, angry at her/ feeling guilty - problems at home are their fault</p>

Session 3 – the right to feel safe


p.34

Aims	Activities	Potential issues
<ul style="list-style-type: none">➤ Understand what it means to have a right to feel safe➤ Understand the feelings we get when we feel safe➤ Identify own safe place	<p>Facilitator manual - p. 35 & 38</p> <p>Children's work book – p. 16 – 19</p> <p>Examples:</p> <ul style="list-style-type: none">• Write a story;• Draw a picture of a safe place;• Invite a fire brigade person or a Police officer to talk about safety;• Ask children to explain to a friend they are standing too close to them• Do a poster together about feeling safe	<p>For some children there maybe no safe places due to DA at home – accessing feelings of safety maybe harder to achieve; others always on the move</p> <p>Disclosures</p>

Session 4: OH OH! Signs

Aims	Activities	Potential issues
<ul style="list-style-type: none"> ➤ Understand that we all have early warning signs OH OH! that indicate when we feel unsafe ➤ Identify own OH OH! feelings ➤ Understand there are times when it's fun to feel scared 	<p>p.40 - 41</p> <p>Examples:</p>  <ul style="list-style-type: none"> • Running around exercise and talking about how the body feels – e.g. breathing faster, heart quickens, sweaty. • Tell stories which have scary elements in them • Encourage children to 'act out' some Oh-oh signs, e.g. wobbly knees, shivering etc. 	<p>Differentiating between positive and negative 'oh-oh' feelings, (see p. 40 – when we are in control:</p> <ol style="list-style-type: none"> 1. We can stop/start the activity 2. We can choose 3. There is a time limit <p>Re-traumatisation</p> <p>Disclosures</p>

Session 5: Helping Hands

Aims	Activities	Potential issues
<ul style="list-style-type: none"> ➤ Reinforce message <i>"there is nothing so awful (or so small) that we can't talk about it with someone"</i> ➤ Recognise the importance of talking to someone when we feel unsafe ➤ Identify a number of adults (support network) to talk to ➤ Develop own Helping Hand (safety plan) 	<p>p. 45</p> <p>Examples:</p> <ul style="list-style-type: none"> • Do a poster of significant people in the community or of people children have a trusting relationship with;  <ul style="list-style-type: none"> • Say their full name and address; practice how to phone someone for help etc. 	<ul style="list-style-type: none"> - Having no one to put on the hand - Disclosures

Small group work

Construct a plan of how you might deliver your allocated session

Room 1 – session 1

Room 2 – session 2

Room 3 – session 3

Room 4 – session 4

Room 5 – session 5

Lunch

Session 6 - Even if....

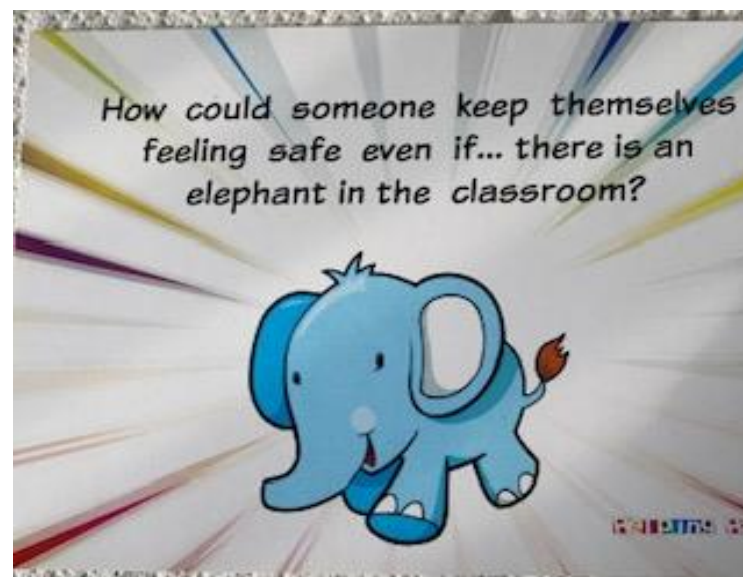
In your 'room' please discuss your allocated card.

- What things might the children say?
- What issues might you (as a facilitator) like to emphasise?

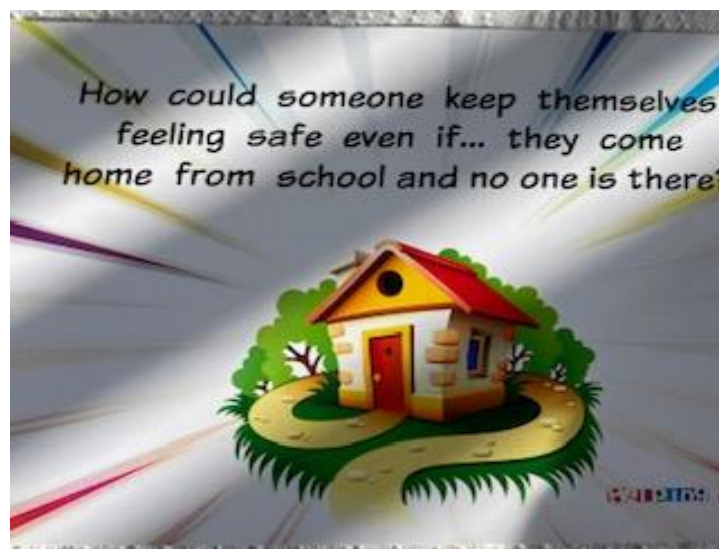
Room 1



Room 2



Room 3



Session 7: Others have the right to feel safe with us

Aims	Activities	Potential issues
<ul style="list-style-type: none"> ➤ Understand '<i>others have the right to feel safe with us</i>' ➤ Understand the links between feelings and behaviour ➤ Identify possible causes of anger, e.g. different points of view ➤ Realise that angry feelings can be controlled and expressed in ways that don't hurt others 	<p>p. 52 – 54</p> <p>Examples:</p> <ul style="list-style-type: none"> • Use stories of where the character gets angry but deals with the feelings in a positive way; • Fizzy bottle anger volcano; gradually letting liquid out • Angry corners – anger management activity <ul style="list-style-type: none"> ❖ Stamping feet corner ❖ Cuddle or scream into a pillow ❖ Deep breathing & counting down ❖ Paper & crayons to scribble on fast - Stamp feet in silence (for 1min).... 	<p>Getting in touch with strong feelings of anger</p> <p>Getting in touch with feelings of fear of others' anger (re-traumatisation)</p> <p>Disclosures</p>

Session 8: Secrets & surprises

Aims	Activities	Potential issues
<ul style="list-style-type: none">➤ Understand about safe and unsafe secrets➤ Understand that secrets can always be shared with someone we trust➤ Realise that when we have an early warning sign about a secret it is essential we tell someone	<p>Page 56 of the facilitator's manual</p> <p>Page 36 in HH</p> <p>Example:</p> <ul style="list-style-type: none">• Ask the children to make a story or write a poem about safe & unsafe secrets• Ask children to talk about a surprise they have had for their birthday or Christmas• Decide which secrets are safe or not (in children's book)	<p>Disclosures</p>

Sessions 9 – Quiz & Session 10 Celebrating achievements - Large group work

ROOMs 1 & 2:

Session 9 – Quiz time

1. Discuss the quiz in the children's handbook p. 40 -44.
& consider some of the optional activities on p. 63
(trainers' manual)

ROOMs 3 &4

Session 10 – Celebrating achievements

1. Discuss ways of ending the programme - see p. 66
(trainers' manual) for ideas

Session 9

Quiz time

Activities:

- Work with the **handbook** – word search etc.
- **Evaluating** the programme:
 - Things I liked
 - Things I didn't like
 - Something I would change
 - Something I have learnt....

Session 10 – Celebrating achievements

Activities:

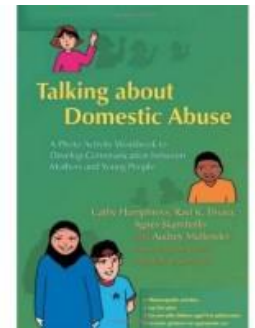
- **Award** ceremony
- A small **gift** , e.g. sweets, pen etc
- Design a **wall display** of issues learnt from the programme
- Organise a **fun trip** as a reward for the children

Concluding remarks....

- Two facilitators
- Get organisational support
- Think safety
- Know the children in the group and their specific needs
- Good preparation
- Involve non-abusive parents
- Publicise the group
- HAVE FUN

Programmes & resources

- **Expect Respect Educational Toolkit** - easy-to-use lessons for each year group **from reception to year 13**. For use by teachers **and/ or** a range of other professionals working with CYP.
- **Spiralling** - an education toolkit for use as a resource to help prevent DA in the next generation. It includes a **short film** about a young couple's abusive relationship, and an extensive toolkit of resources and activities to do with **young people**. (Bristol FAF website)
- **Domestic Abuse, Recovering Together (DART, NSPCC)**
- **Talking to My Mum: A Picture Workbook for Workers, Mothers and Children Affected by Domestic Abuse** - an activity pack for **5–8-year-olds** whose families have experienced DA to help and encourage them to open up to their mothers about their experiences. (Cathy Humphreys, Ravi K Thiara, Agnes Skamballis and Audrey Mullender. 2006).
- **Talking About Domestic Abuse: A Photo Activity Workbook to Develop Communication Between Mothers and Young People** - an activity pack for children of **9 yrs +** where families have experienced DA, to help and encourage them to open up to their mothers about their experiences. (Cathy Humphreys, Ravi K Thiara, Agnes Skamballis and Audrey Mullender, 2006).





Supporting women and babies after domestic abuse

A toolkit for domestic abuse
specialists

A toolkit for domestic abuse specialists
Women's Aid 2019

You and me, Mum

Women's Aid, in partnership with Women's Aid in Northern Ireland, is rolling out the **You and Me, Mum** programme across England. Funded by Avon Cosmetics.

You and Me, Mum

You and Me, Mum is a 10 week programme for mothers with experiences of domestic and sexual abuse. It aims to empower and support survivors in furthering their understanding of their role as mothers and in addressing the needs of children and young people who have lived with domestic abuse.

The programme covers:

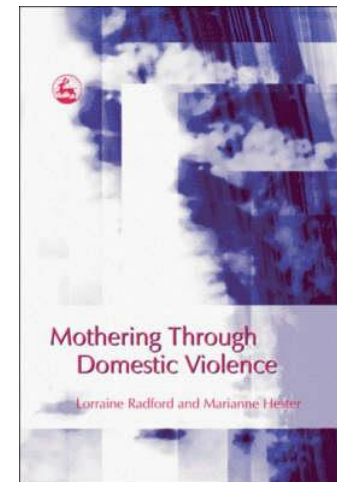
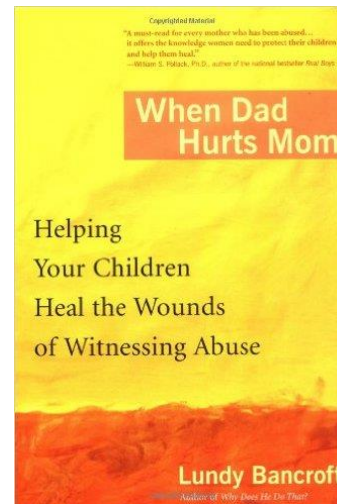
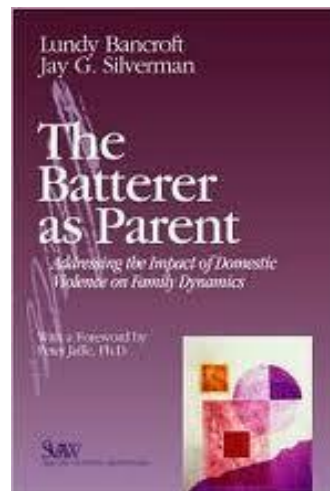
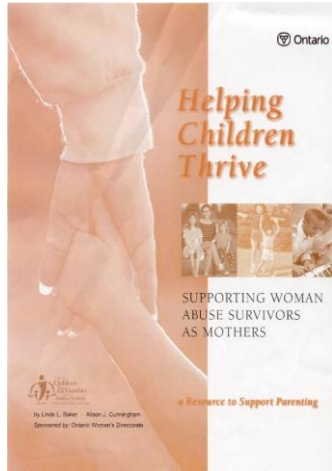
- The effects of domestic and sexual abuse on women as mothers and on children and young people
- Effective communication skills with children and young people
- Healthy and non-violent relationships
- Protective behaviours and strategies for keeping mothers, children and young people safe.

If you would like to take part in our free pilot training on how to become a facilitator and to give you the skills to deliver the **You and Me, Mum** programme, please email a.lecomber@womensaid.org.uk for more details.

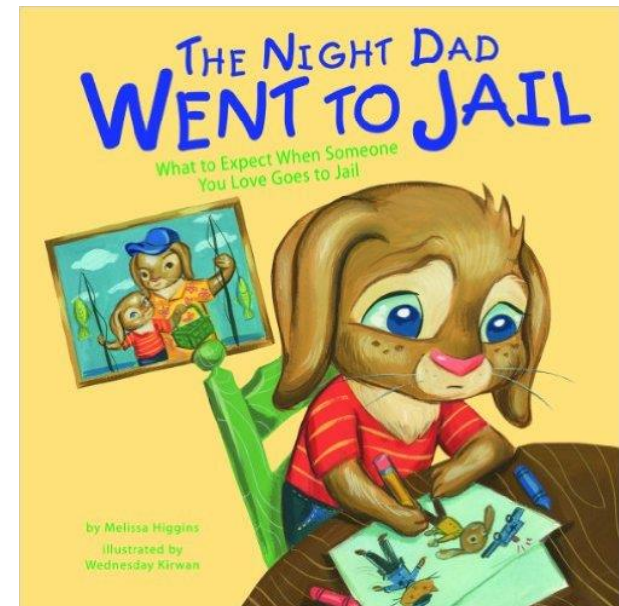
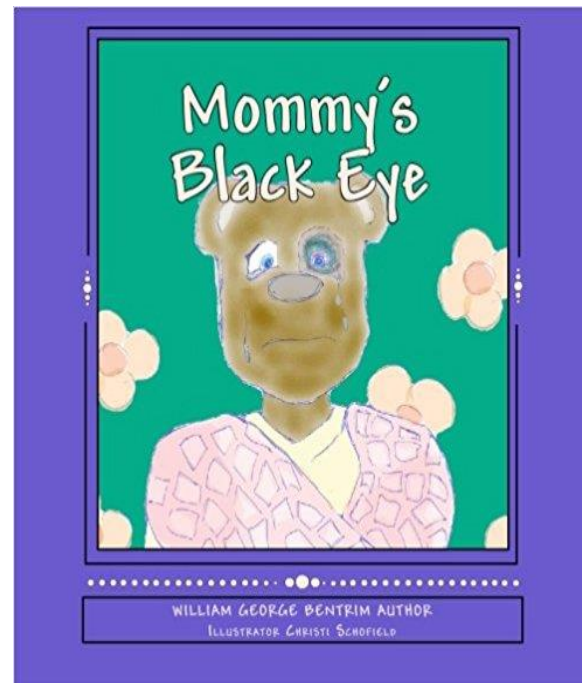
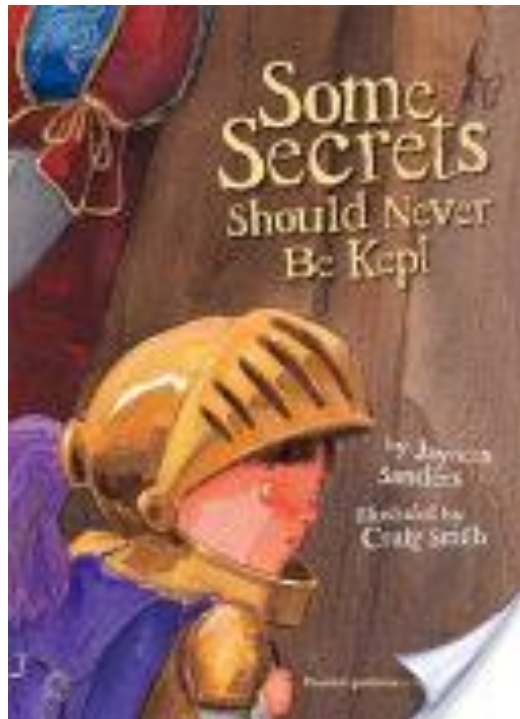
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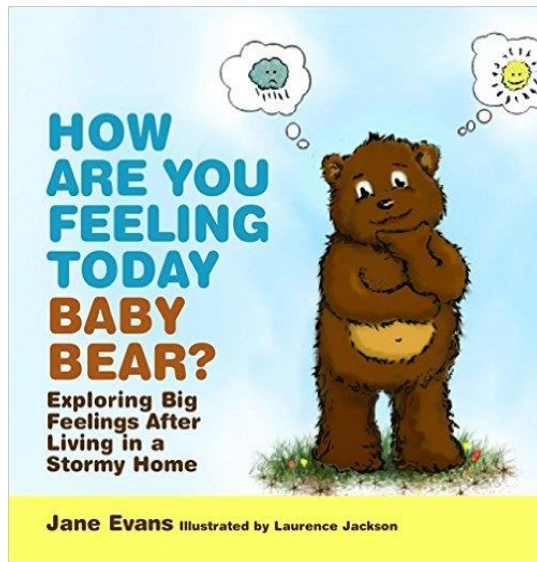
More resources



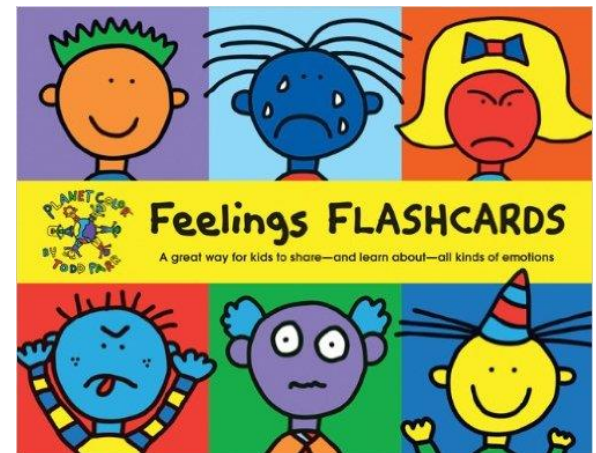
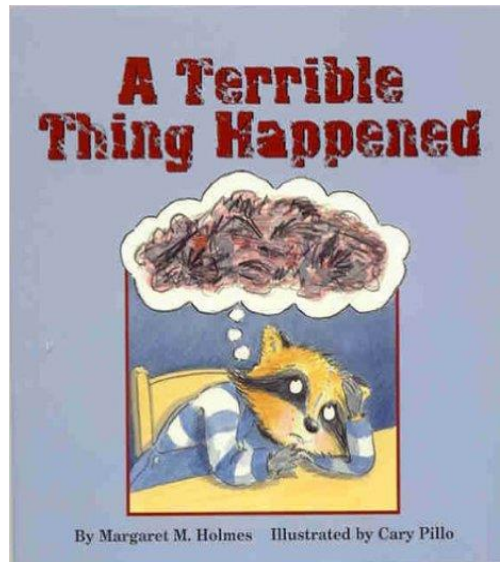
Books for children



Books for children



2 to 6yrs



Resources – agencies

Childline (for children only)

A free helpline for children and young people in the UK

Tel: 0800 1111

Website: www.childline.org.uk

NSPCC (National Society for the Prevention of Cruelty to Children)

A free confidential service for anyone concerned about children at risk from harm, offering counselling, information and advice. The service can also connect vulnerable young people, particularly runaways to services that can help.

Tel: 0808 800 5000

Website: www.nspcc.org.uk

The Hideout

Women's Aid have created this space to help children and young people to understand domestic abuse, and how to take positive action if it's happening to you.

Website: www.thehideout.org.uk

Materials for delivery

- How do I get the packs?
 - Via NIWA (Northern Ireland Women's Aid)
- What is the cost?
 - £100 + PP
- What does this include?

One parcel consisting of:

 - 30 x Children's Workbooks
 - 30 x Children's Certificates
 - 6 x Label Sheets
 - 1 x Order Form

Orders to – info@womensaidni.org

Tel: 028 9024 9041

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Helping Hands

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end of session

thank you

feedback



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