

Welcome Day 2 Session 2

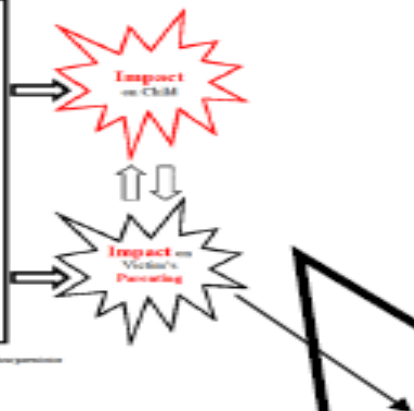
**Women's Aid, England
National Training Centre**

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HEIGHTENED RESPONSIBILITY FOR PROTECTION OF CHILD

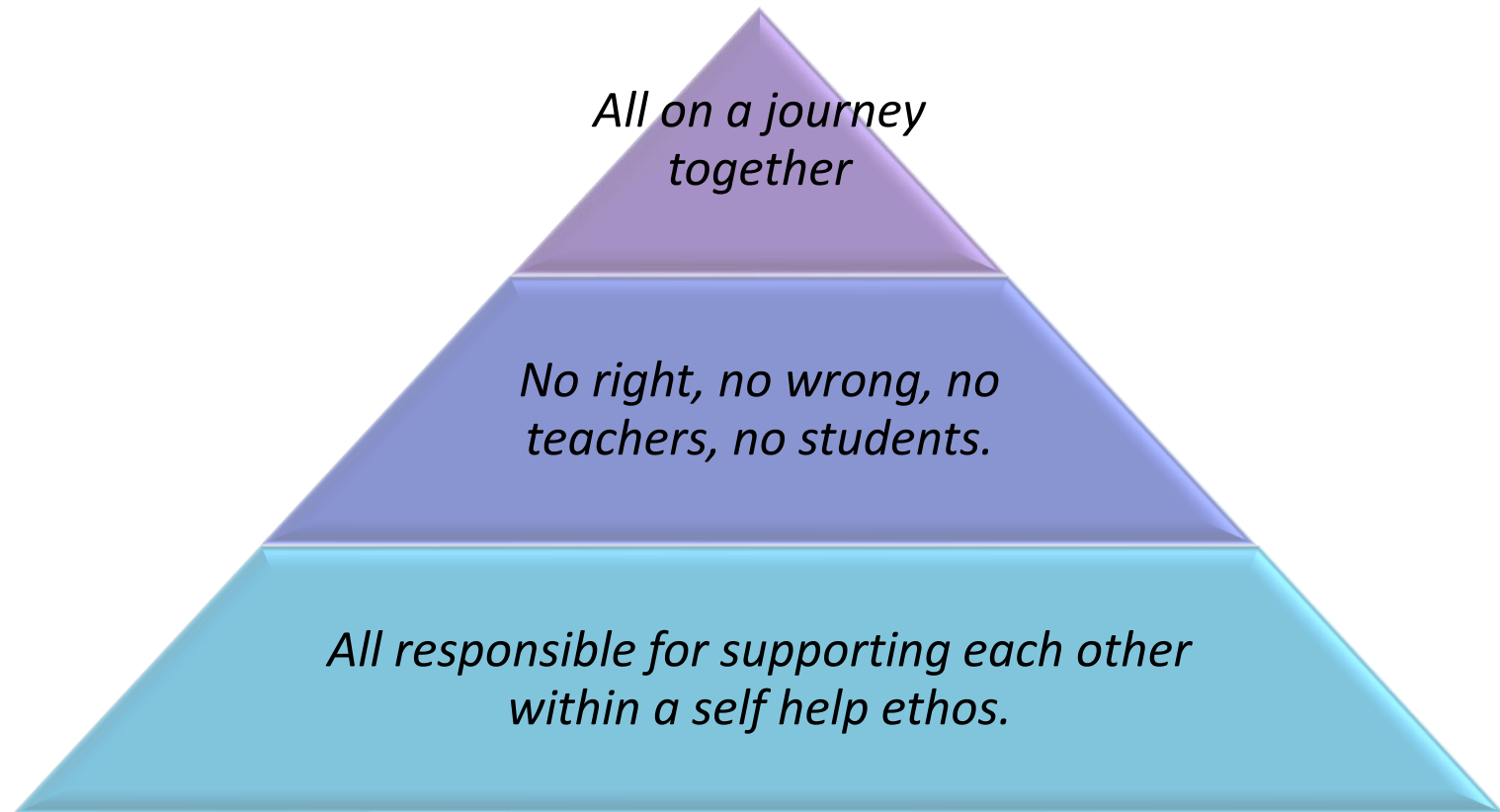
- Monitoring abuser's moods/behaviors
- Appeasing abuser
- Regulating child's actions to avoid abuse
- Shielding child from abuse
- Intervening when child is being abused
- Directly challenging/confronting abuser
- Leaving with the child

HEIGHTENED RESPONSIBILITY FOR CARE OF CHILD

- Inability to trust or rely on abuser to provide care
- Decoding signals from child about child's needs
- Hiding attempts to meet child's needs in face of harm
- Teaching child that violence is unacceptable
- Supporting the everyday needs of child

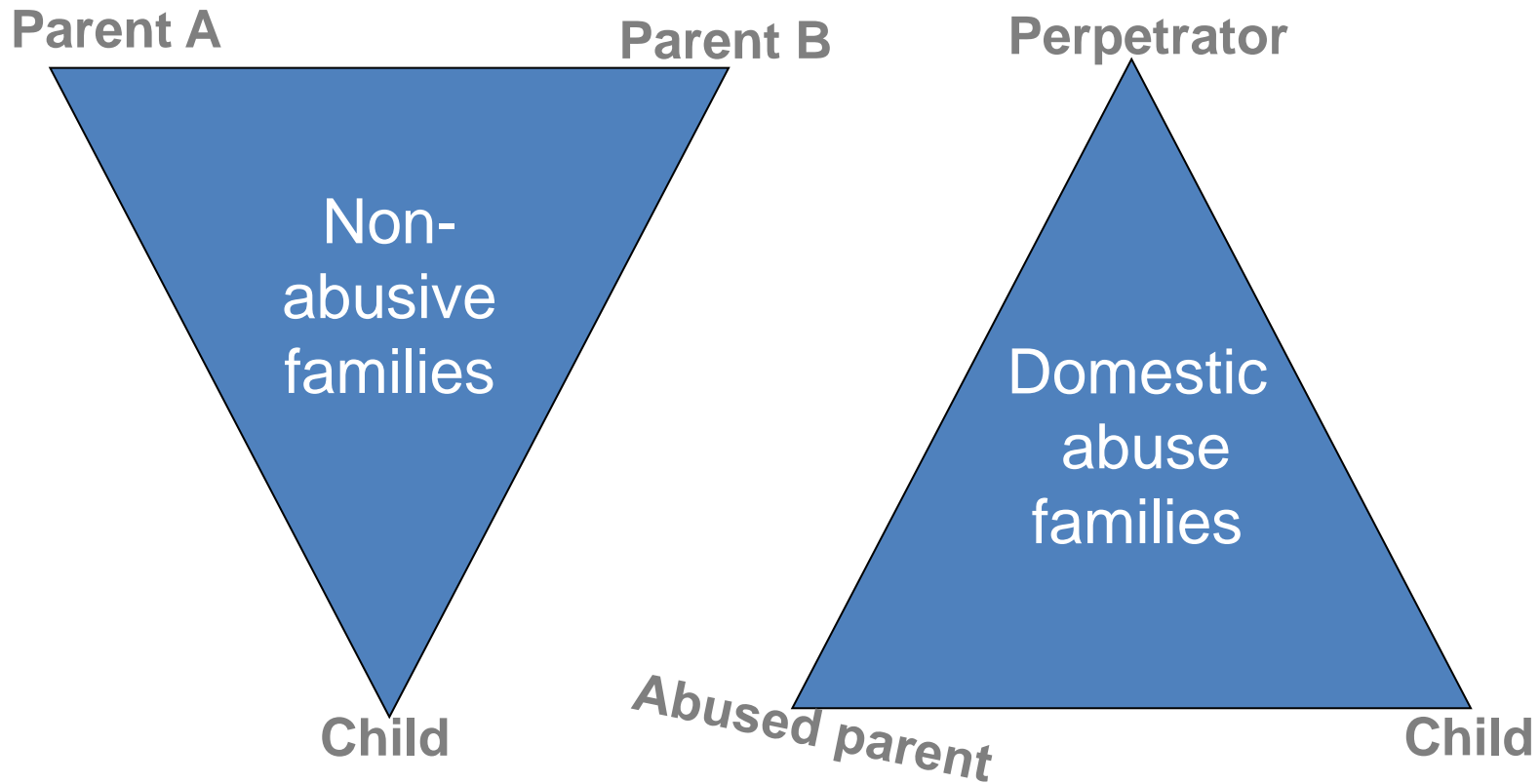
LOSS OF CONTROL OVER OWN PARENTING

- Navigating around abuser's control
- Being subject to scrutiny by courts/services
- Securing access to resources or support
- Managing safety in the midst of chaos

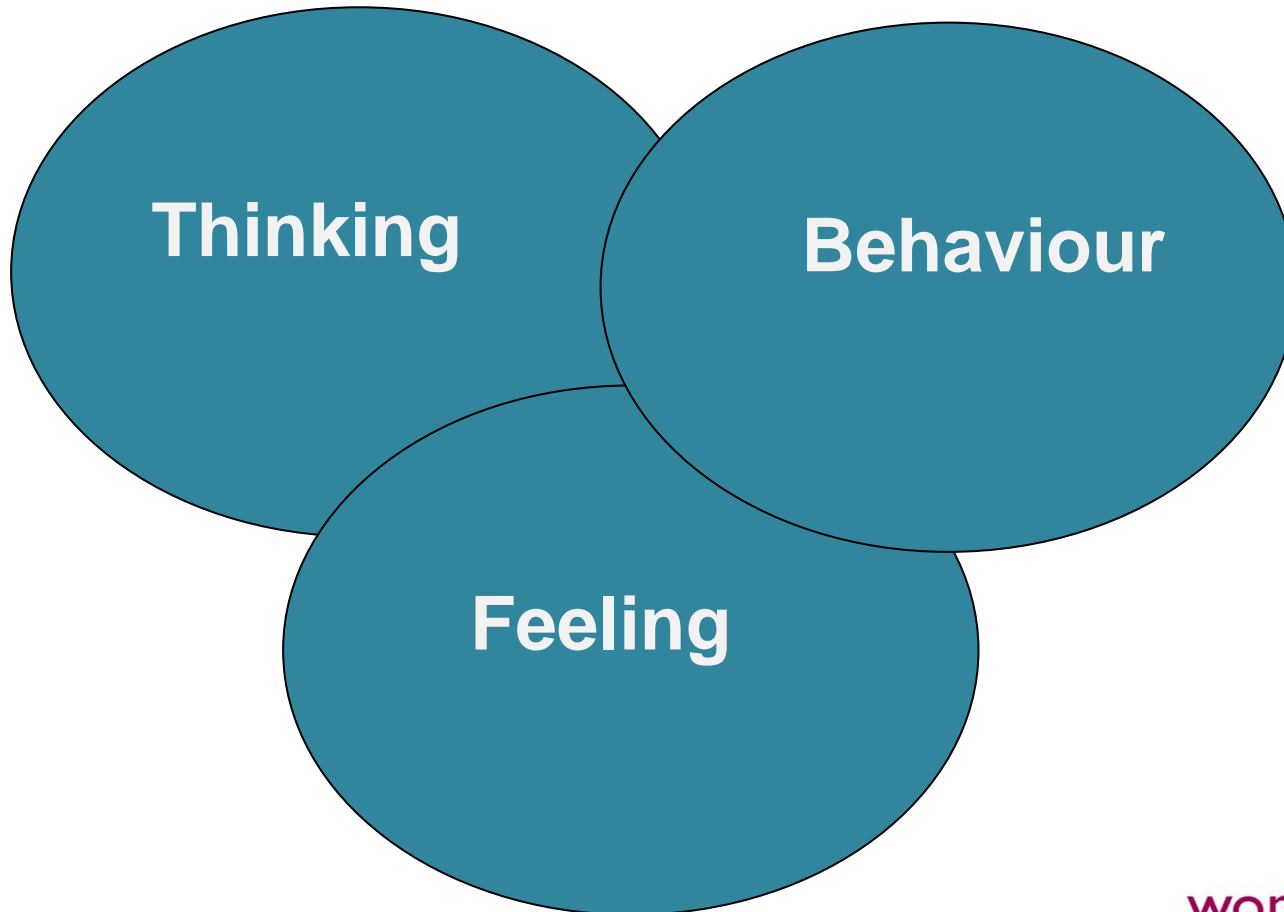


Values and ethos of “You and Me, Mum”

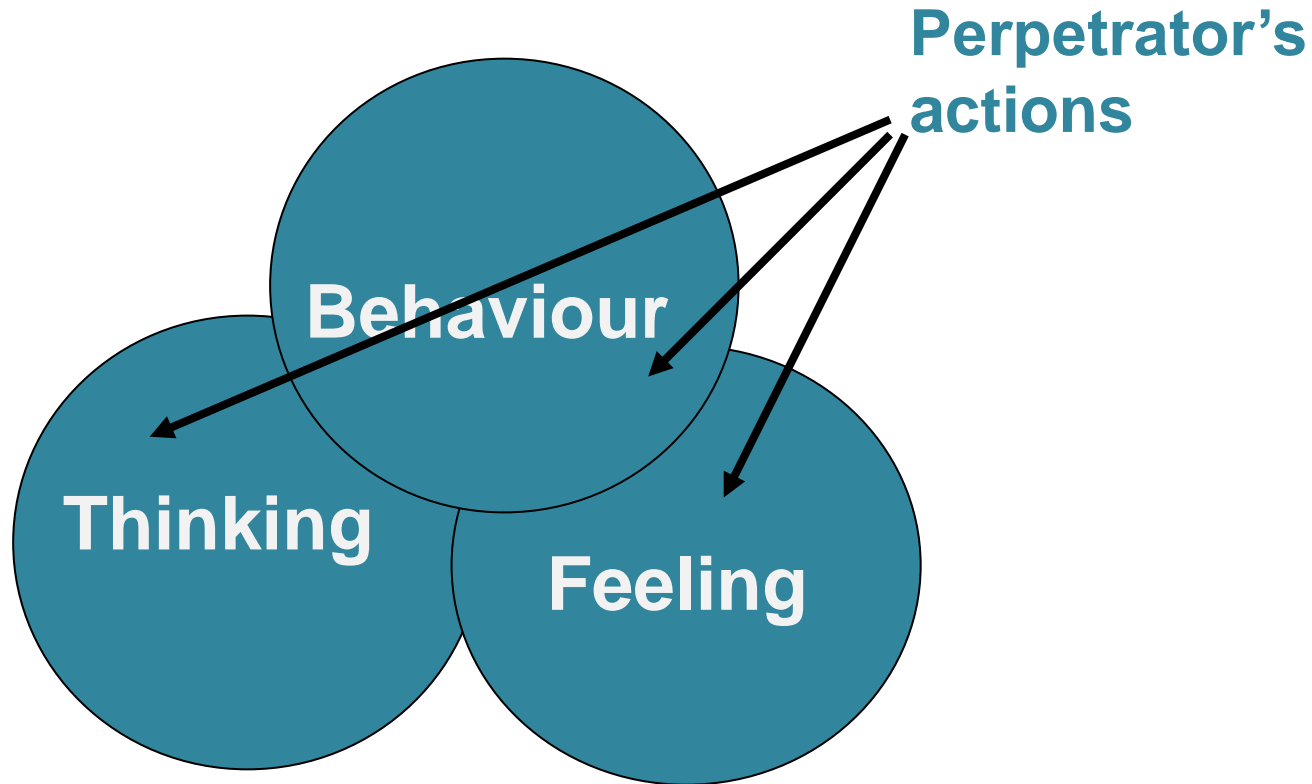
Domestic abuse: Power & parenting



A person's psychological experience



Adult or child survivor experience

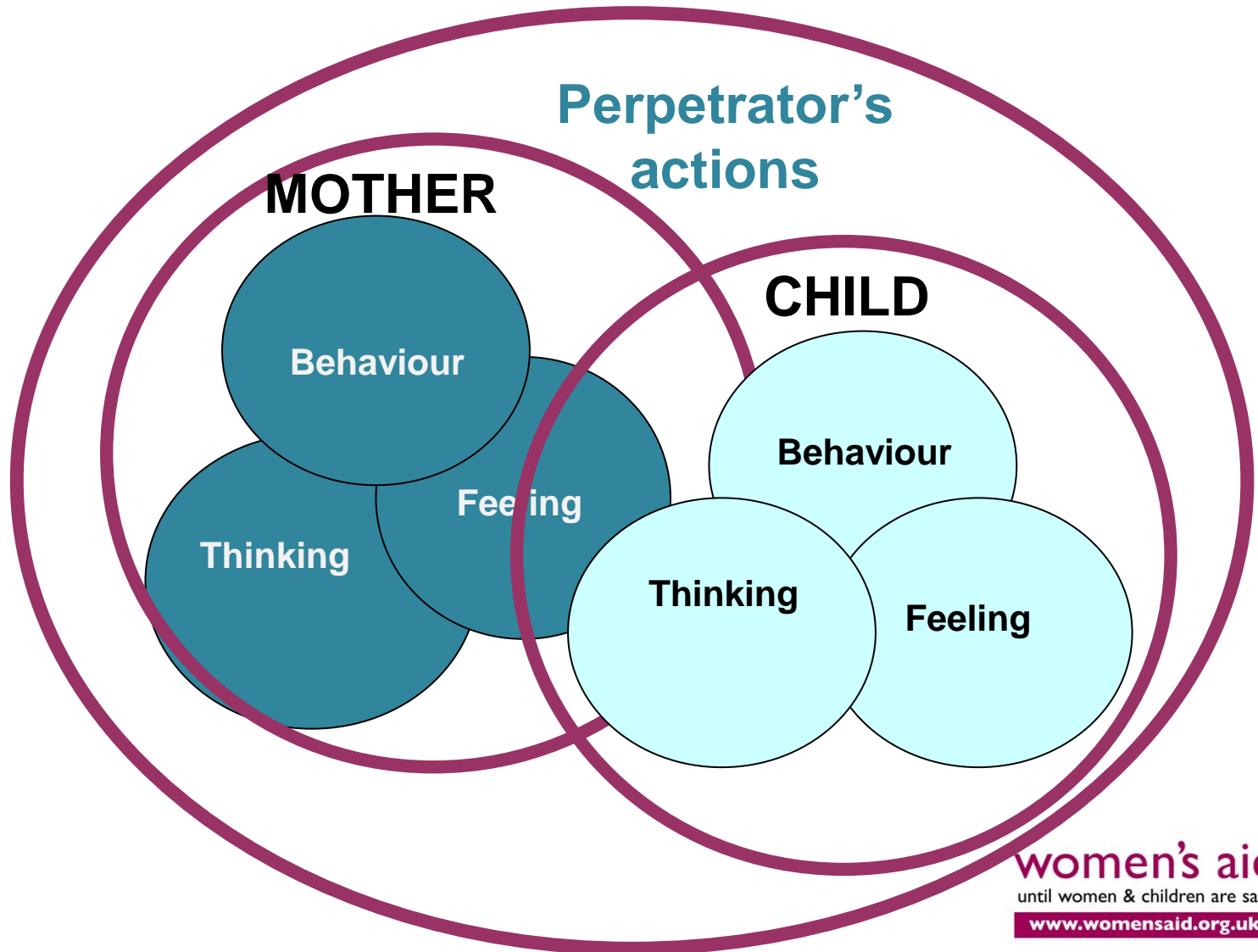


You & Me, Mum

Training the Facilitators

women's aid

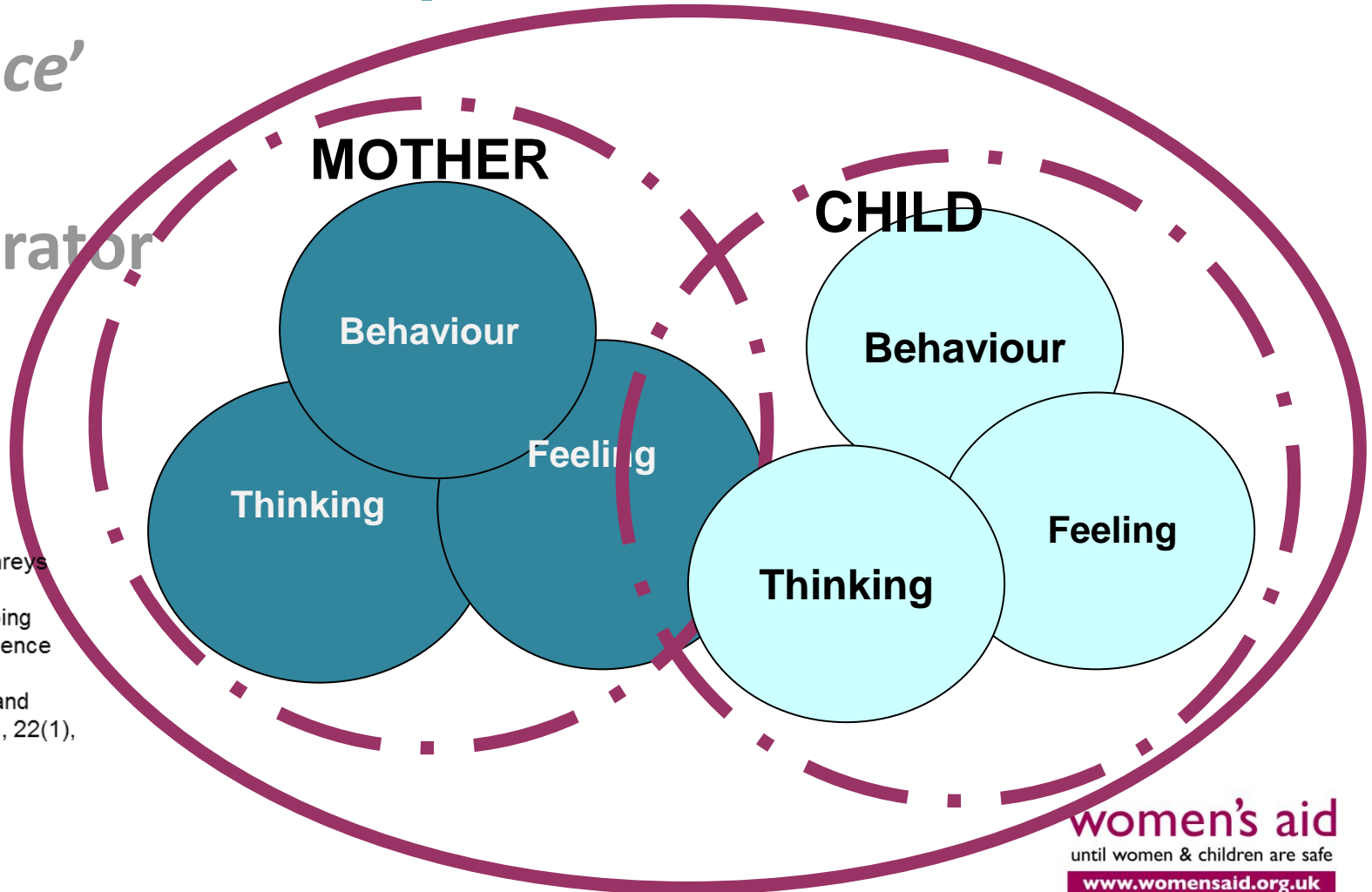
Federation Northern Ireland



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*'Absent
Presence'
of the
perpetrator*

Perpetrator's actions



Thiara R. V., Humphreys C. (2017) 'Absent-presence: The ongoing impact of men's violence on the mother-child relationship', *Child and Family Social Work*, 22(1), pp. 137–45.

Possible problematic consequences of DA for mother – child relationship

- Mother's parental authority undermined – she needs to parent from a position of authority
- Communication difficulties
- Anger (children esp.)
- Guilt (mother esp.)
- Conflicting loyalties (children esp.)
- Trust issues
- Competing needs (e.g. mother is exhausted, child needs to play)
- Empathy issues (both ways)
- Lack of full awareness of how the abuse has affected each of them
- Lack of awareness of how the abuse has affected their relationship

However, **IMPORTANTLY** – mother – child/ren relationships also have **strengths**, including many examples of **reciprocal, mutual support** between them.

(Katz, E. 2015)

Work in pairs: Memorable help/support

Situation	Nature of support

- Joining the group on the basis of **her own choice**
- **Safe space**, sense of belonging, 'our' group
- **Listening**, not judging
- Education about parenting in the context of DA – '**knowledge is power**' and '**knowledge is healing**'
- **Re-framing** - helping her see her strengths as a parent
- **Validating** her experiences
- Seeing her **talents** generally
- Seeing her **strengths** as parent
- Together - moving '**in**' and moving '**out**' painful places
- **Feelings are OK**
- '**We can**', '**you can**' messages
- Learning at her **own speed**



Break time



Women's strengths

Kerry



https://www.youtube.com/watch?v=LITxBW_7tHI

Exercise:

In your room:

List possible examples of women's strengths as parents that you might be able to observe and recognise when running the YMM programme.

Seeing mothers' strengths

Essential strengths	"Any comprehensive... discussion of adult survivors' protective capacities would be incomplete without consideration of what might be called "essential" strengths: efforts to support children's basic needs and day-to-day functioning. These strengths can often be in plain sight, but unrecognised due to a gender bias: it's what we expect of mothers. "
Warmth/ empathy	Expressions of maternal warmth, such as words of encouragement or positive embraces, can lessen the impact of partner violence by reducing child externalisation of such violence (Skopp et al., 2007).
Playing	<i>"When he [partner] is out of the way you think, 'Right, we've got five minutes, let's go and do something happy, let's go and get soaking wet in the garden playing with the water...or let's play hide and seek in the house.' You know, stupid things, but for five minutes, that child is happy"</i> — Anonymous mother, (Lapierre, 2010)
Vital care for the children at her own risk	Mothers were the ones who brought the children for medical care for injuries resulting from the male caregiver' behaviours. What forms of retribution or punishment might they have been risking for the simple act of seeking help for their child (Christian et al., 1997)?

Seeing mothers' strengths

Keeping a job	"Maintaining any form of employment, especially in the face of current or recent violence, can be viewed as a mothering strength that protects children from severe material neglect."
Protecting the children from violence	Attempts to minimise violence exposure may involve separating the children from the violent outbursts, playing music during a fight to block out the sound of violence, or sending children to family of friends' home when violence occurs (Haight et al., 2007; Lapierre, 2010b).
Took personal sacrifice	Didn't leave him so the children could continue to go to a special school, have their own safety net around, so increased her own vulnerability to violence for the sake of the children.
Recovery promotion	Mothers & children assist each other in recovery from experiences of DA. These include reassuring one another about the past, present and future, rebuilding each other's confidence and self-esteem, and assisting one another to understand the past and overcome its emotional/behavioural impacts. (Katz, E. 2015)
Education	A domestic violence survivor's educational attainment, especially in the presence of domestic violence, can be seen as a display of strength that may contribute to the well-being of her children.

Exercise:

What things would you need in place to run the YMM programme.

Group panning & development

- Know your participants
- Know your programme – aims & objectives
- Plan duration of course – shorter or longer version
- Prepare venue (incl. safety issues)
- Prepare admin (e.g. 'contracts')
- Prepare support structures (e.g. links with referral agencies; counselling support; advocacy support)
- Referrals / self-referrals
- 1 to1 initial session & support plans
- Risk assessment, confidentiality & complaints
- Facilitator support
- Beginning – middle – end part of the course
- 'Positive' closure

Group size & course format

- Size (up to 12)
- Frequency – once a wk. for 10 weeks
- Duration – **2** - 2.5 -3 hrs.
- Rolling programme? (not recommended)



Profile of participants

- Out of abusive relationships
- Children's ages (e.g. toddlers only; teenagers)
- Any individual learning needs?
- Individual safety needs?
- Diversity issues – addressing & meeting the needs of black and minoritised participants

Promoting the group, partnerships & evaluation

- Letters & leaflets; taster days
- Create local partnership
- Evaluations by participants



(more issues to keep in mind)

- Cost of packs
- Resources – incl. staff – 2 at a time, for 10 wks. – helper – ex group member?
- Time (school holidays?)
- Childcare provision



Model of facilitator support



Group agreement work

- Respect each others' opinions even if you don't agree with them
- Confidentiality
 - Of venue address
 - What is said stays in the room
 - Not to discuss the group's work in public places or social media
- Only one person speaks at a time
- Taking care of ourselves
- Be mindful of time taken by talking - providing opportunities for others to talk
- Commitment to attendance
- Not advising or judging others
- Different styles of parenting
- Not attending the group under the influence of drugs/alcohol
- Be conscious of time
- Mobile phones off to minimise disruptions
- Regular breaks – support during breaks
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end of session 2,
day, 2

thank you



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