

You and Me, Mum

Facilitator's Handbook

*Supporting children & young people who
have lived with domestic violence*



women's aid

Federation Northern Ireland

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129 University Street
Belfast
BT7 1HP

Tel: 028 9024 9041

Fax: 028 9023 9296

Email: info@womensaidni.org

Website: www.womensaidni.org

24 Hour Domestic & Sexual Violence

Helpline: 0808 802 1414

Open to anyone affected by domestic violence

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You & Me, Mum Facilitator's Handbook

Part of the *You and Me, Mum* training pack

*Supporting children who have lived with domestic violence:
a 10 week programme for mothers.*

**Developed by Debbie Mehaffy and Marian Dillon with
input from Tiziana O'Hara for Women's Aid Federation
Northern Ireland.**

Also in the *You and Me, Mum* training pack

You and Me, Mum: A Handbook for Mothers

You and Me, Mum posters

You and Me, Mum promotional leaflets

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About the Authors

Marion Dillon qualified as a Social Worker 22 years ago. She has worked in residential childcare as a practitioner and manager, specialising in Child Protection. Marion has also worked therapeutically with perpetrators of sexual abuse and their non abusing partners.

Marion is a trained Counsellor and worked with adult survivors of child sexual abuse. She has experience of working in Community Mental Health: the interface between mental health and abuse drew her towards work in the field of domestic violence.

She has worked with Omagh Women's Aid as Programmes Co-ordinator, including the delivery of the *Journey to Freedom* programme.

From this platform, she sought to repond to requests from service users to develop a way of enabling women to talk about their experience of parenting within the context of domestic violence.

Most recently Marion has been the co-ordinator of the local Domestic Violence Forum, seeking to raise standards of Inter-agency working to better meet the needs of those experiencing domestic violence.

Marion's voluntary activities have included work in community development in rural areas.

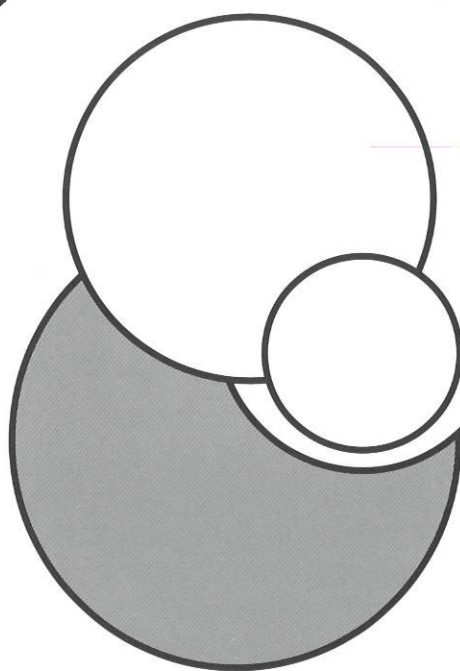
Debbie Mehaffy began her commitment to supporting women, children and young people living with domestic violence over 11 years ago. Debbie has worked directly with women and children in crisis accommodation, and later as a children and young person's development worker throughout Northern Ireland.

She represents Women's Aid Federation Northern Ireland at the Regional Steering Group on Children and Young People's Issues, at Domestic Violence Partnerships and at Children and Young People's Planning Committees within Health Board Trusts.

Debbie co-ordinates school prevention programmes across Northern Ireland which empower children and young people to identify safety strategies for themselves and to recognise the difference between healthy and unhealthy relationships. From this work, she has developed good practice guidelines which have been implemented throughout the region.

Debbie is a qualified Life Coach and Counsellor specialising in trauma. She is also a recognised facilitator for Protective Behaviours UK™ as well as a Keeping Safe Child™ Protection Facilitator.

You and me, mum



Working to end domestic violence
www.womensaidni.org

Introduction to the pack

Women's Aid is the lead voluntary organisation in Northern Ireland addressing domestic violence against women and children. The overall aim of Women's Aid is to eliminate domestic violence and to challenge the attitudes and beliefs that perpetuate it.

This programme reflects the importance of Women's Aid as the lead agency responding to domestic violence and the most significant provider of support services to women and children.

Our shared responsibility

We all have a responsibility to support women and children experiencing domestic violence. To ensure effective support and responses we must:

- Have an awareness of what domestic violence is
- Have an awareness of the experience of women and children living with domestic violence
- Realise the impact of our response both positively and negatively

Women's Aid raises awareness, provides information and delivers training programmes on domestic violence. It encourages groups, organisations and agencies to pursue further training to improve practice.

Background to *You & Me, Mum*

This programme has been developed by Marion Dillon, Omagh Women's Aid and Debbie Mehaffy, Women's Aid Federation Northern Ireland, with input from Tiziana O'Hara, Craigavon & Banbridge Women's Aid. It has evolved from Women's Aid and from the open and generous discussions of mothers using Women's Aid services in specialised groupwork sessions such as *Journey to Freedom*.

It became clear through this work that resources were needed that would enable and support further discussion, and provide relevant information to both workers and mothers.

In particular there was a specific need for information for women relating to:

- their role as mothers
- how domestic violence can affect children and young people
- the impact of domestic violence on the mother/child relationship

Through this ten week programme, Women's Aid creates a non-judgemental, non-threatening environment for mothers. Women will have the opportunity to safely explore the impact domestic violence has had on their relationships with their children and young people.

The programme acknowledges the strengths and coping skills of women and their children and promotes the Women's Aid ethos of empowerment and self help.

Acknowledgements

To all the women who took part in the two pilot projects in Omagh Women's Aid and Craigavon & Banbridge Women's Aid for their courage, strength and openness in fully participating, and for honestly evaluating the initial programme to help us develop the materials to their present state.

To Orla Conway and Rosemary Draine, Senior Managers in Omagh Women's Aid and Craigavon & Banbridge Women's Aid, for enabling the pilot programme to be carried out.

To all staff in Women's Aid Federation Northern Ireland, past and present, who have participated in the development of this programme.

We would like to extend our gratitude and thanks to the Eastern Health and Social Services Board for their financial support and commitment to the *You and Me, Mum* training pack.

Women's Aid Federation Northern Ireland

September 2007

You & Me, Mum

*Supporting children who have lived with domestic
violence: a 10 week programme for mothers*

Aim

To provide a ten week self help programme which will empower, support and develop further understanding of your role as mothers, in addressing the needs of children and young people who have lived with domestic violence.

Objectives

1. To understand how domestic violence affects you as a parent.
2. To understand the effects of domestic violence on children and young people.
3. To develop effective communication skills with children and young people.
4. To promote healthy and non-violent relationships.
5. To explore key Protective Behaviour™ messages and strategies for keeping mothers, children and young people safe.

You & Me, Mum

Supporting children who have lived with domestic violence: a 10 week programme for mothers

- Week 1:** An ideal family
- Week 2:** How domestic violence can affect me as a mother (*part 1*)
- Week 3:** How domestic violence can affect me as a mother (*part 2*)
- Week 4:** How domestic violence can affect my child or young person
- Week 5:** Survival strategies of children and young people
- Week 6:** How to deal with my child's or young person's challenging behaviour
- Week 7:** When a child or young person acts abusively in my home
- Week 8:** How to support my child with *Protective Behaviours*TM and safety planning
- Week 9:** Effective communication with my child or young person
- Week 10:** My hopes, dreams and plans.

Week number
Page reference

This panel contains any special instructions for Facilitator's and can be used for any additional notes etc.



How to use this manual

This section contains either details of the session (in facilitator's guidelines) or text of the handout.



This box lists materials needed for the session (in Facilitator's guidelines) or source / reference information (on handouts)
(HM refers to Handbook for Mothers and the corresponding page)

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Before the programme: notes for facilitators

- This programme focuses on empowerment and mutual aid. The programme is designed to help mothers understand how domestic violence affects their children, and their role as a parent.
- **It does not work directly with children.**
- Support workers should meet on a one-to-one basis with each woman who will be attending the programme. This is to allow the worker to explain the aims and objectives of the programme and discuss how much each woman wishes to disclose/not disclose during the sessions. The support worker should also ensure that participants fully understand confidentiality and its limitations, eg, child protection, and the commitment to provide mutual and ongoing support.
- Participants should complete the **First Thoughts**.
- Participants should also be given the pre-programme handout **Taking care of yourself** and given an opportunity to discuss how they can self-care throughout the programme.
- Programme participants can self-refer to the programme.
- Each session will be approximately two and a half hours long.
- It is recommended that each session should have two facilitators. Ideally, one women's worker/advocate and one child worker/advocate.
- Programme participants should have experience of taking part in groupwork.
- While this programme has been designed to last 10 weeks, due to the sensitive nature of some sessions, it is recognised that facilitators may wish to extend the programme to 11/12 weeks at their discretion.
- It is advised that facilitators make all staff aware of the programme so they can provide additional support to individual women if requested.

First Thoughts

First thoughts

Thinking and/or talking about our children or young people's experience of domestic violence can be frightening.

Not at all
A little
Average
Above average
Excellent

How would you rate your understanding of the impact of domestic violence on:

Yourself

☐☐☐☐☐

Your child/ren

☐☐☐☐☐

Yourself as a mum

☐☐☐☐☐

How confident do you feel about discussing worries regarding domestic violence related to:

Yourself

☐☐☐☐☐

Your children

☐☐☐☐☐

Yourself as a mum

☐☐☐☐☐

How confident do you feel about discussing your children's experience of living with domestic violence with:

Your children

(depending on age and level of understanding)

☐☐☐☐☐

Your family/friends

☐☐☐☐☐

Professionals, GPs, social workers

☐☐☐☐☐

Women's Aid

☐☐☐☐☐

Thank you for your participation

Thoughts

The most important thing you can do for your children is take care of yourself and be healthy, so you can take care of them.

Taking care of yourself

The most important thing you do for your children is take care of yourself and be healthy, so you can take care of them. Here are some ideas.

Engage in self-care

- Have positive thoughts about yourself
- Get enough sleep and eat properly
- Listen to music, read poetry or novels, be creative
- Start an exercise programme or take a walk every day
- Find a little piece of each day to be yours, even 10 minutes, to close you eyes and think of nothing
- Read books, articles, resources and pamphlets on women's issues
- Keep your life and activities at a manageable level, so you don't feel overwhelmed and stressed
- Avoid the use of alcohol or non-prescribed drugs as a stress reliever or for comfort

Build support networks or access existing supports

- Don't be afraid to ask for what you need
- Find (or start) a support group of other women who can meet regularly
- Spend time with people with whom you feel good and avoid people with whom you feel bad

Break the isolation

- Volunteer or otherwise get involved with community activities
- Take some courses, join a book club, or find other places where other adults are engaged in fun or educational activities

One generation plants the trees,
another gets the shade.

Chinese Proverb

NEW



An ideal family

(formation of the group)

Week 1

- Introduction
- Ice breaker
- Expectations
- Contract
- Highlight commitment
- Highlight confidentiality & its limitations

Break

Exercise 1: Large group discussion & flip chart exercise

What is an ideal family?

Week 1 Handout 1: *What has impacted on my parenting?*

Exercise 2: Small groups

Discuss and feedback on a flip chart to the larger group three points from the chart. For example, "What is good enough to expect from an.."

- Ideal mum
- Ideal dad
- Ideal child

Exercise 3: Open discussion

Looking back at the *ideal mum*, *ideal dad* and *ideal child* flip charts (displayed)

- Which of these groups comes close to matching the ideal?
- Which of these groups least matches the ideal?

Exercise 4: Pairs exercise

As a mum, what strengths can you identify with on the chart?

Exercise 5: Large group discussion & flip chart exercise

What is the reality for you?

Facilitator to highlight, and refer back to exercise where women highlighted their individual strengths as mothers and draw a parallel to how well mothers cope in a domestic violence situation

Introduce week 2: *How domestic violence can affect me as a mother (part 1).*

While playing relaxation music, end session with affirmations and open discussion of feelings.

Week 1

Facilitator's Guidelines

1. Ensure participants understand that there needs to be a commitment from both workers & women to provide support both during and after the programme.
2. Facilitator to keep 'ideal family' notes as they will be reviewed in week 10.
3. Facilitator to have contract typed and copied so it can be distributed to all participants in week 2 and used for reference throughout the programme.

You will need:

- Flip chart paper and stand
- Coloured markers
- Blu tack
- Affirmation cards
- CD player and relaxing music
- Wk 1 Hdt 1: *What has impacted on my parenting* (HM Pg15)

What has impacted on my parenting?

No one is born knowing how to be a good parent. We learn to be parents. Some things we learn are good and some things we learn are not-so-good.

Where did you get information to guide you as a mother?

Tick all that apply

- ☐ Books, magazines or the internet
- ☐ A parenting course or family therapy
- ☐ Social worker or family support worker
- ☐ Advice from my mother, father or guardian
- ☐ Television programmes about parenting
- ☐ Advice from friends, sisters & brothers, co-workers
- ☐ My own childhood
- ☐ My own culture of origin
- ☐ The culture in which my children are being raised, if different from my own
- ☐ My religion/church
- ☐ My partner or spouse's background
- ☐ The community where I currently live
- ☐ My experience in the relationship with the father of the children
- ☐ Other, (specify below)

Source: *Helping Children Thrive*

For the mother is and must be
– whether she knows it or not – the
greatest, the strongest and the most
lasting teacher her children will have.

Hannah W Smith

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How domestic violence can affect me as a mother (Pt 1)

Week 2

- Intro
- Ice Breaker
- **Review contract**
- Review expectations
- Review week 1, what did this information mean for you and your family? (10 mins)

Exercise 1: Large group discussion & flip chart exercise

Following on from the end of last week where we began to look at the reality of family life, let's explore the effects of living with domestic violence

Handout & Review—Week 2 Handout 1: *Cycle of violence*
Focusing on the woman's role as a mother

Exercise 2: In small groups (flip chart & feedback)

How can an abusive partner affect a woman's role as a mother?

Break

Exercise 3: Individuals and then pairs

Week 2 Handout 2: *How an abusive partner can affect you as a mother*

Discussion back to the main group with facilitator concentrating on and noting; how women have been affected by living with this level of stress physically and emotionally, identify their behaviours during this time, as well as their relationships with their children and other people in their lives.

Exercise 4: Large discussion & flip chart exercise

To conclude this session, facilitator takes notes and reinforces women's strengths from discussion today and from week 1, on the flip chart to the questions below.

To get where you are now:

- What helped you?
- Who helped, what did they do?
- What did you do?

Introduce week 3: *How domestic violence can affect me as a mother (part 2).*

While playing relaxation music, end session with affirmations and open discussion of feelings.

Week 2

Facilitator's Guidelines

Facilitator to keep notes

You will need:

- Flip chart paper and stand
- Coloured markers
- Blu tack
- Affirmation cards
- CD player and relaxing music
- Facilitator's note 1—background for discussion during feedback (Pg 24)
- Wk 2 Hdt 1: *Cycle of violence* (HM Pg 19)
- Wk 2 Hdt 2: *How an abusive partner can affect you as a mother* (HM Pg 20-22)

The tactics of power and control are the hallmarks of an abusive man, whether or not physical violence is used. The consequences of these tactics for women are well-documented and understood and include erosion of self-esteem, living in chronic fear, health problems, and lack of self-determination.

Effects of power and control as a mother

How might power and control tactics affect a woman as she parents her children?

Woman believes she is an inadequate parent

- Woman portrayed by abuser as unfit mother, cause of children's shortfalls
- Fears having her children taken by social services
- Is frustrated in attempts to create structure or be consistent
- Children may have problems at school, in communities, fuelling her belief she is a bad parent

Woman loses the respect of some or all of her children

- Some children see her as legitimate target of abuse
- Children disregard her parental authority, don't follow her rules
- Children may grow to devalue or be ashamed of mother

Woman believes the twisted excuses abuser provides for his behaviour

- Believes abuse is her fault so tries to modify her behaviour
- Believes abuse is her fault so feels guilty about its effect on children
- Believes abuse is linked to alcohol or stress
- Believes abuse is culturally or religiously appropriate
- Believes men and boys should have more privileges and power in the family

Woman changes her parenting style in response to abuser's parenting style

- Is permissive in response to authoritarian parenting of abuser
- Is authoritarian to try and keep children from annoying abuser
- Makes age-inappropriate or unreasonable demands on children to placate abuser
- Is afraid to use discipline because the children have been through so much
- Left to do all the demanding parts of parenting while he engages in fun part

Source: *Helping Children Thrive*

Effects of power and control as a mother

Week 2 Facilitator's Notes

Woman's capacity to manage is thwarted or overwhelmed

- Depression, anxiety, poor sleeping, etc compromise woman's capacity to care for children and provide for their daily needs
- May be denied sufficient money to meet children's basic needs for food etc.
- Reactive rather than pro-active parenting, responding to crisis instead of preventing problems

Woman may use survival strategies with negative effects

- May use alcohol or drugs to excess
- May maltreat children, physically or verbally
- May leave them with inadequate caretakers to get a break
- May avoid being at home (e.g. working double shifts)

Woman's bond to children is compromised

- Children may be angry at mother for failing to protect them or evict abuser
- Mother prevented by abuser from comforting distressed child
- One child assumes care-taking role for mother
- Children anticipating a mother's absence may become anxious or may emotionally disengage to protect themselves from impending loss

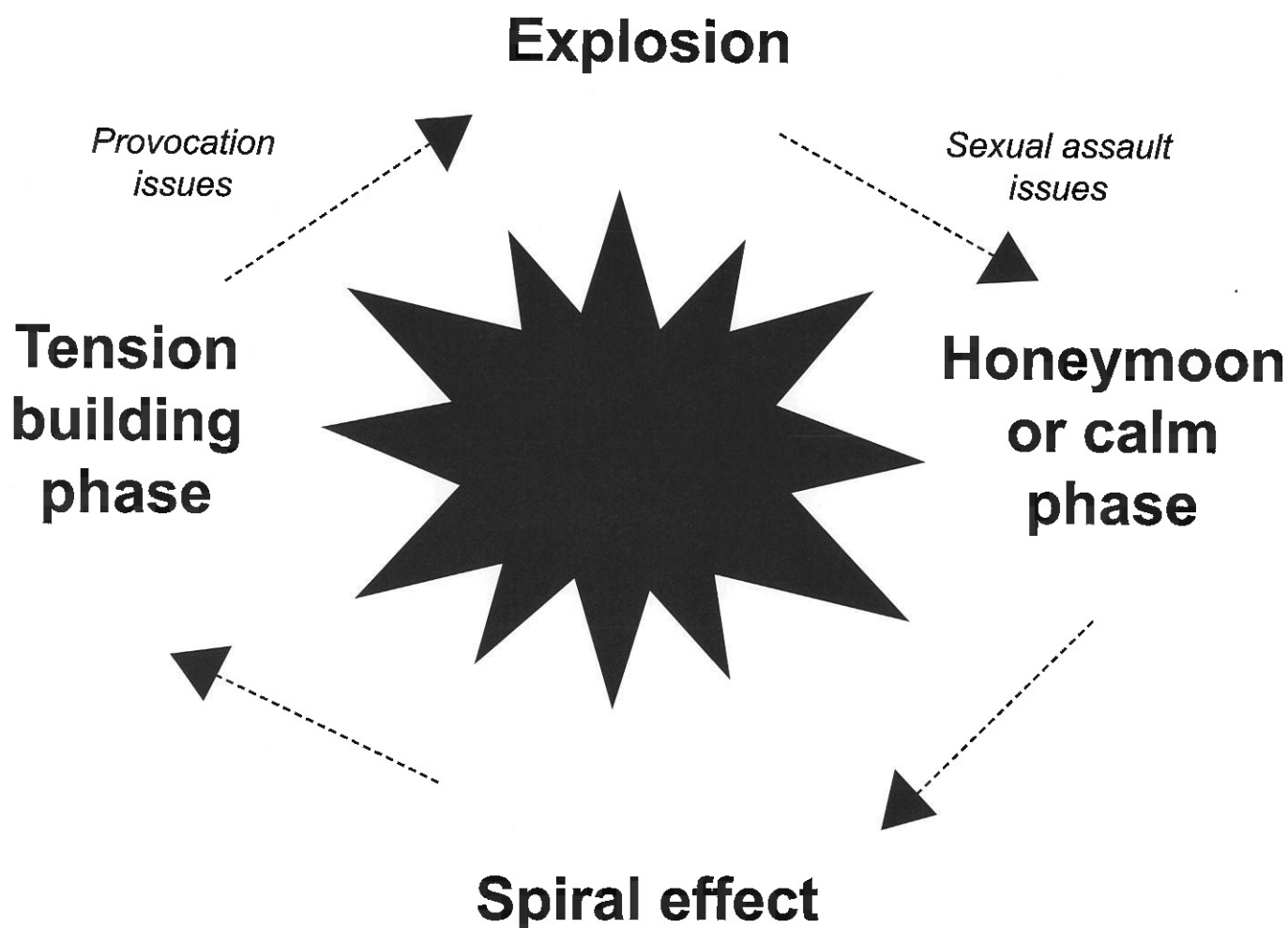
Woman gets trapped in competition for children's loyalties

- Abuser attempts to shape child's view of himself as good and mother as bad
- Abuser is fun parent who has no rules
- After separation, abuser entices children to support his bid for custody with promises of great life at his home
- Abuser has more money and can offer more material goods and nicer home

Source: *Helping Children Thrive*

Cycle of Violence

Below is a diagram illustrating the cycle of violence



(Devised by Leonora Walker)

How an abusive partner can affect me as a mother (1)

Week 2
Handout 2
Page 1 of 3

An abusive man can interfere with your parenting.

Did any of these things happen to you?

Tick all that apply

- ☐ He insulted me so much the children had no respect for me as a person
- ☐ The children did not listen to me as a parent or obey my rules
- ☐ He made me do the demanding or unpleasant tasks like saying "no", and only did things he enjoyed or made him look good to others
- ☐ He criticised me as a bad mother
- ☐ He spoiled the children so I had to be the one to set limits and say "no"
- ☐ He refused advice from me about how to be a better father
- ☐ He threatened to call social services
- ☐ He threatened to take the children away
- ☐ He did not give me enough money to take care of the family
- ☐ He said if I didn't do what he wanted, he would hit the children
- ☐ He compared me unfavourably to others
- ☐ Other, (specify below)

Source: *Helping Children Thrive*

How an abusive partner can affect me as a mother (1)

Since you and your partner separated, have any of these things happened?

Tick all that apply

- ☐ He has the children spy on me or bring messages back to me
- ☐ He tells them the separation is my fault, eg says *"If it weren't for your mum, we'd be together as a family"*
- ☐ He won't let me get support for the children
- ☐ He freaks out when my new partner treats my children like a father does
- ☐ He refuses to pay child support or is pressuring me to accept little or no child support
- ☐ I worry if the children are safe when they visit him
- ☐ He is challenging me through the legal system to get custody of the children
- ☐ He arranged through the legal system to visit them and now leaves them with relatives or babysitters when they visit
- ☐ He made unfounded allegations to child protection services
- ☐ He breaks contact arrangements
- ☐ Other, (specify below)

Source: *Helping Children Thrive*

How an abusive partner can affect me as a mother (1)

Week 2
Handout 2
Page 3 of 3

With the children, here are some things you may have seen...

Tick all that apply

- ☐ He had rules that were too strict
- ☐ He applied the rules unfairly or inconsistently
- ☐ He used harsh discipline
- ☐ He expected the children to act or understand things as if they were adults
- ☐ He took it out on them if he had a bad day
- ☐ He didn't understand them as individuals (eg that one is allergic to strawberries and one is afraid of dogs)
- ☐ He ignored them except when in the mood to be a father or was lonely
- ☐ He was too lax, or swung between strict control and letting them do anything
- ☐ He expected them to behave as if we were still back home
- ☐ He favours one child over the others
- ☐ Other, (specify below)

Source: *Helping Children Thrive*

**You may not have been responsible
for being down, but you must be
responsible for getting up.**

Jesse Jackson

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How domestic violence can affect me as a mother (Pt 2)

Week 3 Facilitator's Guidelines

Week 3

- Intro
- **Review contract**
- Review week 2 - what did this information mean for you and your family? (10 mins)

Exercise 1: Pairs & flip chart

Reflecting on last week we'd like to focus on the emotional impact on your parenting while experiencing domestic violence. Discuss in pairs and feedback to the group.

Give out:

- Week 3 Handout 1: *How an abusive partner can affect me as a mother (2)*
- Week 3 Handout 2: *Examples of self blaming thoughts*

Break

Exercise 2: Large group discussion

What are some of the more positive ways of dealing with negative thoughts?

Facilitator: List examples on the board eg

- "I did the best I could at the time"
- "The violence was never my fault"
- "My husband/partner is responsible for his own behaviour and there's nothing I can do or could have done to change it"
- "I did everything I could to protect my children"

Give to women - Additional facilitator's resources: *How to use affirmations to replace negative thoughts* (pg 128)

Introduce week 4: *How domestic violence can affect my child or young person*

While playing relaxation music, end session with affirmations and open discussion of feelings

This session focuses on feelings of self blame, guilt & self judgement.

You will need:

- Flip chart paper and stand
- Coloured markers
- Blu tack
- Affirmation cards
- CD player and relaxing music
- Wk 3 Hdt 1: *How an abusive partner can affect me as a mother (HM Pg 27-28)*
- Wk 3 Hdt 2: *Examples of self blaming thoughts (HM Pg 29)*

*An abusive partner
can affect all parts
of your life including
parenting*

How an abusive partner can affect me as a mother (2)

Did any of these things affect your ability to be the best mother you could be?

Tick all that apply

	I felt this	I still feel this
I was stressed out and worried all the time	<input type="radio"/>	<input type="radio"/>
I was emotionally and physically exhausted, worn down, drained of energy	<input type="radio"/>	<input type="radio"/>
I had no confidence in my abilities as a mother	<input type="radio"/>	<input type="radio"/>
I never had enough money to take care of my children properly	<input type="radio"/>	<input type="radio"/>
I was constantly afraid for our safety	<input type="radio"/>	<input type="radio"/>
I drank too much or took drugs to cope	<input type="radio"/>	<input type="radio"/>
I felt like running away from life and my responsibilities	<input type="radio"/>	<input type="radio"/>

Other, (specify below)

Source: *Helping Children Thrive*

How an abusive partner can affect me as a mother (2)

Week 3
Handout 1
Page 2 of 2

Do any of these statements describe you as you look back?

Tick all that apply

- ☐ I was quick to get angry at the children because I was so tired and frustrated
- ☐ I expected them to change their behaviour to keep him happy (eg being extra quiet)
- ☐ I wish I had praised them more and told them they are good children
- ☐ I wish I had paid more attention to them
- ☐ I stayed with him too long because I thought they needed a father
- ☐ I would sometimes let them "get away with things" because their father was so strict
- ☐ Other, (specify below)

If you ticked any of the above, are any of these things still true? If so, which ones?

Which ones have you changed?

Source: *Helping Children Thrive*

Examples of self blaming thoughts

Here are some examples of self blaming thoughts

- I should have left him sooner
- I should have just kept my mouth shut
- I shouldn't have upset him
- If I was a good mother I would have stayed with him
- How could I have put my children through that?
- My children are hurt and it's my fault

Give your own examples below

Here are some examples of feelings from self blaming thoughts

- Guilt
- Hopelessness
- Inadequacy

Give your own examples below

We worry what a child will become
tomorrow, yet we forget that they
are someone today.

Stacia Tauscher

Week



How domestic violence can affect my child/young person

Week 4

Facilitator's Guidelines

Week 4

- Intro
- Ice Breaker
- Check in - "*How are you feeling about today's session?*"
- **Review contract**
- Review previous week - what did this information mean for you and your family? (10 mins)
- Facilitator to read out

Week 4 Handout 1: *Case study: Anne's story*

Exercise 1: Pairs/small group exercise & flip chart

Let's focus on how the children in Anne's Story may have been affected

- Physically
- Emotionally
- Behaviourally
- Relationships

Ask women to discuss in small groups, take notes on flipchart and feedback to whole group for discussion.

Break

Exercise 2: Large group discussion

Week 4 Handout 2: *Roles children may assume when abuse occurs.*

Facilitator to read out. Ask women what roles their children adopted, if not listed

Focusing on Anne and John's relationship, it might be useful to look at what we know already about the roles played by children within a domestic violence environment.

Exercise 3: Small Groups - Flip chart & feedback

What lessons do children learn from living in a domestic violence environment?

Following feedback

Week 4 Handout 3: *Lessons children can learn from violence*

Facilitator to concentrate on the last paragraph "children can learn..." (from week 4, handout 3) and *Positive messages for mothers* (week 4, handout 4)

Introduce wk 5: Survival strategies of children & young people

While playing relaxation music, end session with affirmations and open discussion of feelings

This session concentrates on the impact of domestic violence on children. Some discussion topics may be difficult for participants. Facilitators are advised to slow the pace if necessary.

You will need:

- Flip chart paper and stand
- Coloured markers
- Blu tack
- Affirmation cards
- CD player and relaxing music
- Wk 4 Hdt 1: *Case Study: Anne's story* (HM Pg 33)
- Wk 4 Hdt 2: *Roles children may assume when abuse occurs* (HM Pg 34-37)
- Wk 4 Hdt 3: *Lessons children can learn from violence* (HM Pg 38)
- Wk 4 Hdt 4: *Positive messages for mothers* (HM Pg 39)

Case Study: *Anne's story*

Anne is married to John who has recently lost his job.

The day he was sacked, John went out with a work colleague and was home late for dinner.

When John finally arrived home, Anne was annoyed because she and the children had been waiting to have dinner. Previously John had been abusive to Anne if they had dinner without him.

The children were arguing and making noise.

John shouted at the children to be quiet. John then told Anne to shut up and to get the children to behave. He grabbed her by the shoulders and started to shake her, as he had done on previous occasions.

Anne told John to stop or she would call the police.

Their **7-year old son** shouted at John to stop.

Their **5-year old daughter** was crying.

Anne started to scream and John shook her harder.

Their daughter took hold of his leg and tried to pull him off.

Their son called the police and then went to hide in the hall cupboard.

Now, John's son is afraid of him. Every time John lifts his hand to reach for something, their son cowers. When John goes near their daughter, she runs away.

About a month after the incident, Anne went into her son's room and he had his sister down on the floor and was shaking her by the shoulders. Her daughter looked terrified but wasn't making a sound.

Lately their son has been getting into trouble at school for starting fights with other children. Their daughter has started waking up each night, screaming. She has also started wetting the bed.

Source: *Helping children who witness domestic violence: a guide for parents*

Roles children may assume when abuse occurs

Week 4
Handout 2
page 1 of 2

Examples of family roles are; the mediator of disputes, the 'baby' of the family, the prized child who can do no wrong, the responsible one on whom everyone relies, or the 'misfit' who does not fit in and is expected to disappoint the others.

Roles that develop or are assigned in families characterised by abuse reflect the unique ways each person adapts and copes with the secret, confusing and dangerous situation in which he or she lives.

Key points about family roles

- A role may be imposed on the child or it may be assumed by the child
- Children can play more than one role
- Children may play roles during abusive incidents (eg referee, rescuer, deflector/distractor, caretaker of younger siblings)
- A child may use the role as a way of coping with difficult situations, they might not let go of the role easily
- Roles assigned by the abuser can lead to guilt, grief and anxiety

Examining family roles is important because...

- It helps us understand how a child interprets and copes with violence
- It helps us understand how different children in the same family can have dramatically different interpretations of what happened in their homes
- It helps us understand how a child may think and feel once the abuser is gone
- It is a framework for understanding how tension can occur between siblings or in the mother-child relationship

Children who adopt pseudo-adult roles such as the *caretaker* may have difficulty adjusting when expected to assume the role of child once again. The *abuser's assistant* may take up the role of abuser. The *scapegoat's* isolation within the family may be intensified by feelings of responsibility for the marital break-up. The *perfect child* may be impatient with and blaming towards siblings who misbehaved or otherwise "triggered" abuse by the abuser. (see overleaf)

*In our family,
we can adopt or
be given "roles"
we willingly or
unconsciously play
while interacting with
others in the family.*

Source: *Helping Children Thrive*

Roles children may assume when abuse occurs

Understanding the role of each child can be helpful when families continue to struggle with conflict or abuse even after the abusive partner has left.

These are examples of roles played by children in some families characterised by woman abuse.

Caretaker

Acts as a parent to younger siblings and mother. They may oversee routines and household responsibilities (eg meals, putting young siblings to bed), help to keep siblings safe during a violent incident and comfort them afterwards (eg reassuring siblings, getting tea for mother).

Mother's confidante

The child who is privy to mother's feelings, concerns, and plans. After witnessing abusive incidents, her or his recollections may serve as a reality check for mother, if abuser later minimises or lies about events.

Abuser's confidante

The child who is treated better by the abuser and who is most likely to be told the justifications for abuse against mother. May be asked to report back on mother's behaviour and be rewarded for doing so (eg privileges or absence of harsh treatment).

Abuser's assistant

The child who is co-opted or forced to assist in abuse of mother, (eg made to say demeaning things or to physically hit mother).

Perfect child

The child who tries to prevent violence by actively addressing issues misperceived as triggers, (eg by excelling in school, never arguing, rebelling, misbehaving, or seeking help with problems).

Referee

The child who mediates and tries to keep the peace.

Scapegoat

The child identified as the cause of family problems, blamed for tension between parents or whose behaviour is used to justify violence.

For more information on the child's perspective:

What About Me!: Seeking to Understand the Child's View of Violence in the Family.

A. Cunningham & L. Baker (2004)
 Centre for Children & Families in the Justice System. London, Ontario

Source: *Helping Children Thrive*

Lessons children can learn from violence

Week 4 Handout 3

Children who live with violence can learn some things that are not true...

- The victim of violence is the one to blame
- Violence and threats get you what you want, win arguments or solve problems
- Boys/men should be in control and girls/women should obey
- When people hurt others, they do not get in trouble
- Women are weak, helpless, incompetent, stupid or violent
- Anger causes violence or drinking causes violence
- A person can love you and hurt you at the same time
- Anger should be suppressed because it could get out of control
- Inequality between men and women is okay in relationships

Children can learn good lessons from a mother's actions to leave and be safe...

- Hurting other people does have consequences
- Being a victim of violence is not your fault
- Women do not have to accept violence or abuse as normal or as an expected part of relationships with men
- Women are strong, capable and resilient
- Keeping me safe is important to Mummy
- There are people who will help women and children be safe

Children learn what they live. The experience of living with violence teaches lessons.

A mother's reaction to violence is also a learning experience.

Source: *Helping Children Thrive*

*Here are some
positive messages
about being a mother*

Positive messages for mothers

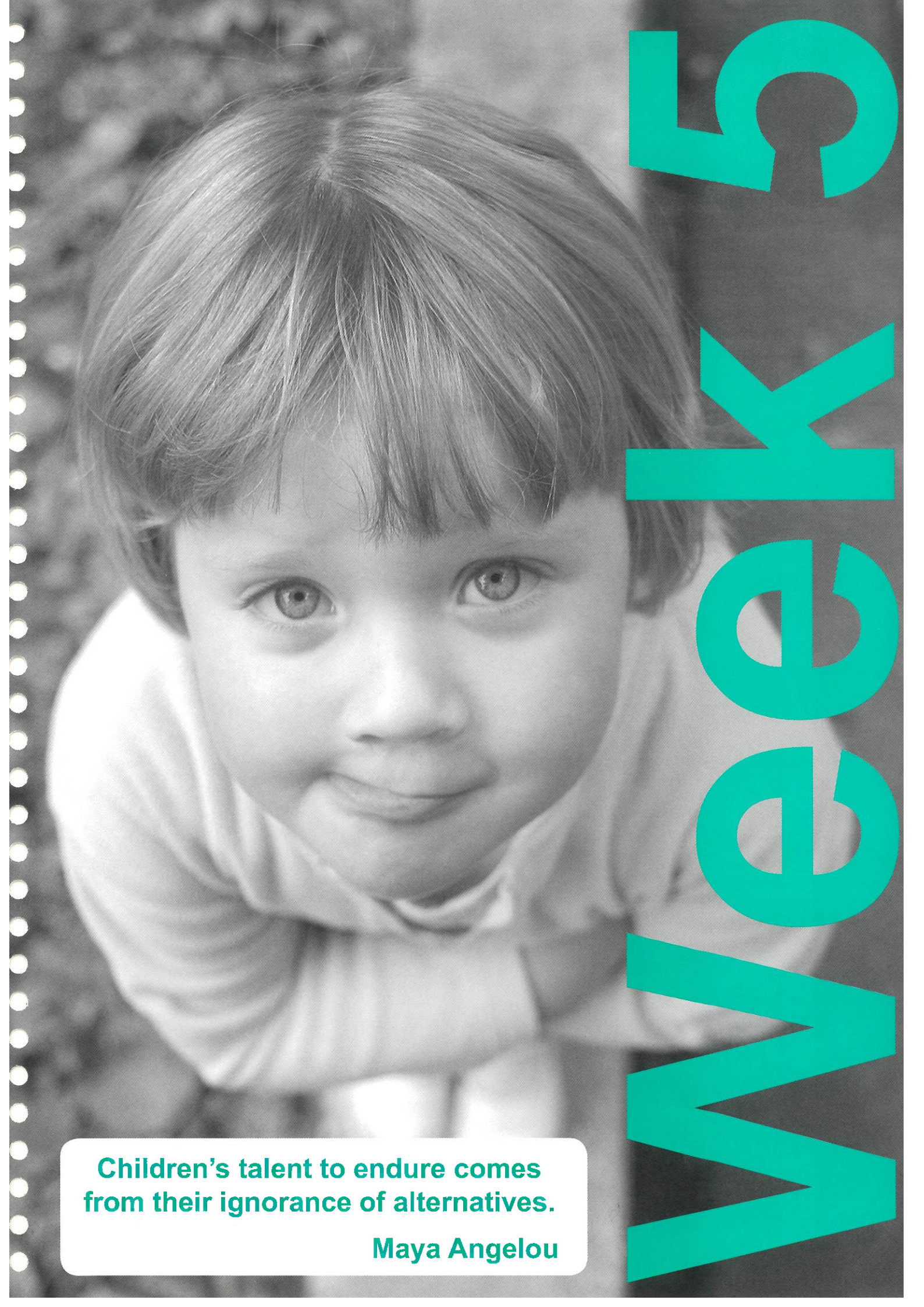
Being a mother

- There are no perfect mothers: we all have strengths and weaknesses as parents
- Mothers can change the lives of their children for the better
- Mothers are good role models for boys
- Learning to be a parent is a life-long process
- In an abusive relationship, stopping exposure to violence is the best thing you could do for your children
- There are people to help if you need it
- You can model and teach non-violent problem solving, attitudes, and behaviours

You can make up for lost time, start today!

About children who have lived with violence

- Most psychological issues in children diminish once the violence stops
- Living with violence as a child is not a life sentence for a bad future
- Children are resilient and can thrive
- Not all children need professional treatment to overcome the effects of violence. There is a lot a mother can do herself to help her children
- Where children need professional support, help is available through a range of specialised agencies including Women's Aid



We're

**Children's talent to endure comes
from their ignorance of alternatives.**

Maya Angelou

Survival strategies of children and young people

Week 5

- Intro
- Ice Breaker
- **Review contract**
- Review previous week - what did this information mean for you and your family? (10 mins)

Exercise 1: Large informal group discussion

Facilitator to ask group

- How do children and young people survive domestic violence?
- What are their coping strategies, both positive and negative?

Exercise 2: Group discussion & flipchart exercise

Read Week 5 Handout 1: *Survival strategies of children and young people*

Facilitator to refer back to discussion in week 1, who and what helped support the women to move on?

Exercise 3: Individuals to complete handout in pairs & feedback to the group

Read Week 5 Handout 2: *How my child or teenager copes*

Break

Exercise 4: Flip chart exercise or group discussion

Referring back to the earlier exercise, what do you think has helped your child develop positive coping strategies?

Read Week 5 Handout 3: *Everyday essentials*

Before the session ends:

- **Read:** Week 5 Handout 4: *If a child...*
- **Distribute:** Week 5 Handout 6: *The nurturing children wheel*
- **Distribute and ask women to complete:** Week 5 Handout 7: *Mid Way Evaluation*

Introduce week 6: *How to deal with my child's/young person's challenging behaviour.*

While playing relaxation music, end session with affirmations and open discussion of feelings

Week 5 Facilitator's Guidelines

1. This section contains additional handouts on children's age related experience of domestic violence. It is suggested that facilitator copies sections that meet their group's needs.
2. Help women use Week 5 Hdt 2: *How my child or teenager copes* to identify coping strategies of each child (this exercise will not be helpful for babies, toddlers, or most pre-schoolers)
3. Distinguish between coping strategies used in response to violence in the past, and those still used today
4. Help women devise specific ways to encourage healthy strategies

You will need:

- Wk 5 Hdt 1: *Survival strategies of children & young people* (HM Pg 43-45)
- Wk 5 Hdt 2: *How my child or teenager copes* (HM Pg 46-47)
- Wk 5 Hdt 3: *Everyday essentials* (HM Pg 48-49)
- Wk 5 Hdt 4: *Children Learn What They Live* (HM Pg 50)
- Wk 5 Hdt 5.1-5.7 *Optional handouts for info* (HM Pg 51-77)
- Wk 5 Hdt 6: *Nurturing children wheel* (HM Pg 78-79)
- Wk 5 Hdt 7: *Mid Way Evaluation*

Survival Strategies of children and young people

Once the family is safe, gradually reducing negative strategies and replacing them with healthier strategies may be the key to moving forward.

When faced with a difficult situation, children cope by coming to an understanding, (possibly distorted), about what is happening and dealing with the flood of hurtful emotions. Their strategies can involve feelings, thoughts, or behaviours.

Some strategies are helpful.

Helpful examples are seeking friends or supportive adults to talk to about their feelings. However, young children cannot easily engage in healthy conversations about family problems such as violence.

Some strategies are helpful but costly.

Some strategies may be helpful during a crisis but not healthy in the long run, such as:

- Emotional numbing
- Self-injury
- Substance misuse
- Having a baby to escape the family
- Being an emotional caretaker for a parent
- Isolation

These types of strategy can be a response to a variety of family problems, including violence and maltreatment.

However, if these strategies continue to be used after the crisis is over, or in other circumstances, they may create problems. The longer a strategy is used, or the more effective it is in shielding a child/young person from overwhelming emotions and hurt, the harder it may be to stop.

Survival strategies of children and young people

Week 5
Handout 1
page 2 of 3

Mental blocking or disconnecting emotionally

- Numbing emotions or blocking thoughts
- Tuning out the noise or chaos, learning not to hear it
- Being oblivious
- Concentrating hard to believe they are somewhere else
- Drinking alcohol or using drugs

Making it better through imagination

- Planning revenge on abuser, imagining killing him
- Imagining a happier life, living with a different family
- Imagining life after a divorce or after the abuser leaves
- Imagining abuser being "hit by a bus"
- Hoping to be rescued, by super heroes or police or Prince Charming

Physical avoidance

- Going into another room, leaving the house during a violent episode
- Finding excuses to avoid going home
- Running away from home

Looking for love (and acceptance) in all the wrong places

- Inappropriate friends
- Having sex for the intimacy and closeness
- Trying to have a baby as a teenager or getting pregnant as a teen to have someone to love you

Taking charge through caretaking

- Protecting brothers and sisters from danger
- Nurturing brothers and sisters like a surrogate parent and taking on the parent role
- Nurturing his or her mother

These are some coping strategies commonly observed in children and teenagers who have lived with violence and maltreatment. Remember that coping styles vary with age.

Source: *Helping Children Thrive*

Survival strategies of children and young people

Reaching out for help

- Telling a teacher, neighbour, or friend's mother/father
- Calling the police
- Talking to siblings, friends, or supportive adults

Crying out for help

- Suicidal gestures
- Self-injury
- Lashing out in anger/being aggressive with others/ getting into fights

Re-directing emotions into positive activities

- Sports, running, fitness
- Writing, keeping a diary, drawing, acting, being creative
- Excelling academically

Trying to predict, explain, prevent or control the behaviour of an abuser

- Thinking "*Mummy has been bad*" or "*I have been bad*" or "*Daddy is under stress at work*"
- Thinking "*I can stop the violence by changing the behaviour*" or "*I can predict the violence*"
- Trying to be the perfect child
- Lying to cover up bad things eg a poor school report to avoid criticism and worse

Source: *Helping Children Thrive*

How my child or teenager copes

Week 5
Handout 2
page 1 of 2

Children and teenagers living with stressful events at home do what they must to cope with the stress. Coping is trying to deal with violence, conflict, and their affects. Some ways to cope are more helpful than others.

Did you notice any of these coping strategies in your school-age child or teenager when the violence was happening?

	I saw this	This worries me
Never wanted to talk	<input type="radio"/>	<input type="radio"/>
Tried to forget, not think about it	<input type="radio"/>	<input type="radio"/>
Yelled at me / blamed me / hated me	<input type="radio"/>	<input type="radio"/>
Used drugs or alcohol	<input type="radio"/>	<input type="radio"/>
Stayed away / ran away from home	<input type="radio"/>	<input type="radio"/>
Tried to take care of me	<input type="radio"/>	<input type="radio"/>
Wouldn't leave me by myself in the house	<input type="radio"/>	<input type="radio"/>
Let out anger by fighting or breaking things	<input type="radio"/>	<input type="radio"/>
Wouldn't eat/ ate for comfort	<input type="radio"/>	<input type="radio"/>
Needed to be alone all the time	<input type="radio"/>	<input type="radio"/>
Found inappropriate company	<input type="radio"/>	<input type="radio"/>
Had inappropriate sexual relationships	<input type="radio"/>	<input type="radio"/>
Slept too much or tried to avoid sleep	<input type="radio"/>	<input type="radio"/>
Took on mum/ dad's role	<input type="radio"/>	<input type="radio"/>

You know your child better than anyone.

Look for the ways he or she copes with stress.

Help him or her replace unhelpful coping strategies with more helpful ones.

Source: *Helping Children Thrive*

How my child or teenager copes

Other ways of coping that worry me...

**Ways of coping I am glad my child
 uses...**

	I see this	I can encourage this
Talking with friends for support	<input type="radio"/>	<input type="radio"/>
Talking with brothers or sisters	<input type="radio"/>	<input type="radio"/>
Writing poetry, stories, or a diary	<input type="radio"/>	<input type="radio"/>
Drawing, being artistic or musical	<input type="radio"/>	<input type="radio"/>
Sports, exercise, healthy lifestyle	<input type="radio"/>	<input type="radio"/>
Going for counselling/ attending support groups	<input type="radio"/>	<input type="radio"/>
Talking to mum	<input type="radio"/>	<input type="radio"/>

Other ways of coping I am glad my child uses or that I can encourage...

Source: *Helping Children Thrive*

Everyday Essentials for parenting

Week 5
Handout 3
Page 1 of 2

These ten strategies, while appropriate for any child, are especially important for use with children affected by domestic violence.

1. Positive role modelling

Abusers are self-centred and constitute poor role models. Children may learn that power and control tactics are effective in getting needs met without consequence. They may model pro-criminal or anti-police attitudes, substance abuse, racism, anti-woman attitudes, selfishness, lying or victim blaming.

2. Clear expectations

Children may be caught between the mother's rules and the father's rules, or be confused because the rules vary from day to day.

3. Praise good behaviour

Children may have been emotionally bruised and called names, corrected at every turn, insulted and never encouraged or praised. They may develop an inordinate fear of failure that prevents them from trying new things.

4. Focus on the behaviour, not the qualities of the child

Children may have been told that they are stupid or unattractive. Self-esteem will be compromised rather than good behaviour encouraged.

5. Explanation for requests

Rigid and authoritarian parents issue orders and expect immediate and unquestioning compliance.

6. Avoid emotional reactions and yelling

Children who live with anger, yelling and conflict may cope by tuning out the noise, distracting themselves with make-believe or emotional numbing, or learning to yell at others. Discipline based on emotion is unpredictable and unfair. Rather than teaching a constructive lesson, the children learn that "might makes right." This type of discipline is also inconsistent so children see they can get away with bad behaviour some of the time.

7. Givens and choices

Children might never have been asked for their preferences or opinions about anything.

*Everyday essentials
for parenting*

*—why they are
important for children
who have lived with
violence.*

Source: *Helping Children Thrive*

Everyday Essentials for parenting

8. Reasonable expectations

Children may have been expected to be quiet, clean, and a host of other things they just cannot live up to. They may always feel inadequate.

9. Boundaries around adult matters

Boundaries in homes with violence may be poor and children may hear or be told of intimate and private matters about their mother. They may have heard or seen sexual assaults.

10. Spending time with children

Children may be socially isolated from friends, especially if the family had to move. A mother may be exhausted by coping with daily life and not have enough energy left for the children. Abusive fathers often ignore the children or make attention contingent upon unreasonable requests eg when you come live with me, you can get your Christmas presents. Children may even doubt their mother's love, feel unworthy of love and attention, or not want to put pressure on a mother by asking for attention.

Source: *Helping Children Thrive*

Children Learn What They Live

Week 5
Handout 4

*If a child lives with criticism
he learns to condemn.*

*If a child lives with hostility
he learns to fight.*

*If a child lives with ridicule
he learns to be shy.*

*If a child lives with shame
he learns to feel guilty.*

*If a child lives with tolerance
he learns to be patient.*

*If a child lives with encouragement
he learns confidence.*

*If a child lives with praise
he learns to appreciate.*

*If a child lives with fairness
he learns justice.*

*If a child lives with security
he learns to have faith.*

*If a child lives with approval
he learns to like himself.*

*If a child lives with acceptance and friendship
he learns to find love in the world.*

by Dorothy Law Nolte (1954)

Source: *Helping Children Thrive*

Week 5

Handout 5.1 – info only
Page 1 of 3

From birth to age two, babies grow and change quickly.

Important for developing infants are frequent bodily contact, prompt meeting of needs for food and changing, adequate sleep, and lots of face-to-face interaction.

They are completely dependent on adults and need good nutrition, reliable access to health care eg vaccinations, monitoring of development, stability through routines, and lots of hugs.

You & your baby & toddler

These are typical of children as they grow from birth to age two. Which things do you see in your baby or toddler so far:

- Smiling, laughing, making gurgling noises
- Following you with her/his eyes
- Grabbing and holding small objects (and usually putting them in her/his mouth)
- Becoming attached to one person more than others, the primary caregiver
- Soaking up information through watching, listening, touching, tasting and smelling
- Getting frustrated and crying when she/he wants something but cannot ask for it with words
- Being anxious with a stranger when away from her/his primary caregiver
- Sleeping less often over time and becoming more active during the day
- Getting stronger: rolling over, crawling, sitting up, walking with support, walking by him/herself
- Feeding him/herself with a spoon, holding a crayon
- Having temper tantrums or doing the opposite of what you ask him/her to do.
- Moving away from baby words to real words, stringing two or three words together

Source: *Helping Children Thrive*

You & your baby & toddler

Week 5

Handout 5.1 – info only

Page 2 of 3

Each child is unique. Pick six words to describe your baby or toddler to someone who does not know him or her.

When a baby or toddler sees violence at home, she/he may feel like this:

- Be distressed or scared at the loud noises such as yelling
- Be upset because she/he is not getting her/his needs met when she/he wants them met
- Be scared to explore and play
- Sense the tension and stress of her/his mother

What your baby or toddler may be feeling now

Babies and toddlers are too young to understand what is happening between adults in their homes but they hear the noise and sense the tension. Now that you are away from violence and conflict, she/he is happy just to be with you and to be fed and played with. Babies and toddlers live in the present so the past and future do not concern them much. However, predictable routines are comforting.

What you may be feeling about your baby or toddler

- Resentment:** if you are too tired or distracted to meet the need for constant attention
- Guilt:** if you regret she/he does not have a responsible and loving father
- Concern:** if she/he visits your ex-partner and you worry about her/his safety

Babies and toddlers need your attention 24 hours a day, seven days a week. That is overwhelming and exhausting. Finding ways to take a break is important, so you are not stressed out and too tired to meet the demands of a baby or active toddler.

Visits with your ex-partner

When your child visits your ex-partner, you may worry about their safety, or worry that your ex-partner cannot look after a baby properly. You may want an agreement for contact that takes your concerns into account. This may be difficult or impossible for you to negotiate by yourself, so talking to a solicitor may help. Depending upon your income, you may be eligible for Legal Aid to cover costs.

Source: *Helping Children Thrive*

You & your baby & toddler

Do Not Explain the violence to your baby or toddler.

Children of this age, even those starting to talk and understand simple words, cannot understand the concepts involved in family violence and marital separation. Your actions will speak louder than words.

How to help your baby or toddler

Children should not live with violence and getting away from abuse is the best thing you can do as a mother. Here are some other ideas:

- Spend time in face-to-face interactions with lots of baby talk and giggles. She/he loves to see your face and hear your voice
- Hold, hug and tell her/him you love her/him
- If you feel unsure of yourself or this is your first child, take a parenting programme or read some parenting books
- Find other new mothers to spend time with, eg at a mums and toddlers' group
- Find people you trust to babysit so you can go shopping, take a walk or see a film
- Consider using a high-quality child care centre even if you are not working
- If you have a home visit from your health visitor, ask them for suggestions
- If you feel too overwhelmed to take care of her/him, immediately find someone responsible to babysit, to give you a break
- **NEVER SHAKE A BABY.** Shaking is abusive and can cause permanent brain damage and even death
- Take care of yourself. Your baby needs you

Source: *Helping Children Thrive*

You & your pre-school child

Week 5

Handout 5.2 – info only
Page 1 of 3

These things are typical of children as they grow between ages 3 and 5. Which changes do you see in your preschooler?

- Learning hundreds of new words and using longer sentences
- Becoming aware of the differences between boys/men and girls/women
- Being proud of doing things by him/herself eg getting dressed
- Learning to play with other children, perhaps making mistakes once in a while, like hitting
- Having fewer tantrums but more aggression directed at others such as same-age friends
- Being tearful and anxious sometimes when left with babysitters or a child care provider
- Having nightmares and being afraid of things like the dark and monsters in the cupboard
- Needing structure, predictability, and routines, perhaps getting upset when a routine changes
- Showing curiosity about how things work, and asking, "Why?" "Why?" "Why?"
- Having a short attention span and being easily distracted
- Telling other people, even strangers, about things in your family you would rather keep private
- Understanding 'yesterday' and 'tomorrow' and knowing time is divided into present, past and future

Each child is unique. Pick six words to describe your pre-school age child to someone who does not know him or her.

Preschoolers, children aged three to five, are becoming individuals, learning to express emotions appropriately, playing cooperatively with friends, and getting ready to start school.

At the same time, they still think the world revolves around them. What they see is more real than what they are told about.

Source: *Helping Children Thrive*

You & your pre-school child

When a pre-school child sees violence at home, she or he may feel and think things like this:

- Worry about their own safety and about being hurt
- Feel responsible because they think everything in the world is related to them
- Hope that a TV character or super hero can come and save her/him
- Tune out the noise by concentrating hard on something else
- Daddy was arrested or left
- Worry that Mummy will be taken away by the police if Daddy has been arrested or left
- Have nightmares about being harmed
- Try and make it stop by, eg yelling at the abuser

What your pre-schooler may be feeling now

Children should not live with violence and getting away from abuse is the best thing you can do. However, pre-school age children may have feelings and beliefs that seem strange to an adult.

Confusion

- Confused why people are saying bad things about Daddy
- Confused why Daddy cannot live with us anymore

Distress

- Distress over seeing Mummy upset
- Distress about unfamiliar surroundings in a refuge or new residence
- Distress over the loss of familiar routines and treasured possessions left behind
- Distress over floods of emotions and not knowing how to control them
- Distress you may see when she or he backslides on things already learned eg toilet training

Guilt

- Guilt because they blame themselves

Source: *Helping Children Thrive*

You & your pre-school child

Week 5

Handout 5.2 – info only

Page 3 of 3

What your pre-schooler may be feeling now (cont'd)

Grief

- Grief over missing Daddy, and maybe relatives on Daddy's side of the family

These feelings and beliefs are all normal reactions to an abnormal situation. How do you think your pre-school child is **feeling** and **thinking** now?

What you may be feeling about your pre-school/ primary school age child

Betrayal

- If she or he misses daddy

Confusion

- If she or he is not upset about what happened to you

Concern

- If you worry the violence has damaged them or caused bad behaviour

Guilt

- If you regret that she/he does not have a responsible and loving father

How to help your pre-school/ primary school age child

- Tell her/him and show them you love them, and do not blame them for anything that happened
- Reassure your pre-school/ primary school age child that it is ok for them to talk about their experiences
- Take responsibility for the decision to leave (if you and your partner have separated)
- Don't rely on your child/ren for emotional support; seek out friends, family or professionals instead
- Negotiate clear rules and consequences that are appropriate for her/his age
- Review your coping strategies and encourage healthy strategies
- Take care of yourself. Your child needs you

Source: *Helping Children Thrive*

‘Clean up your room!’

This is a common request in many homes and is commonly ignored!

Try this and see if these seven steps get results.

Room clean up: An exercise for young children

1. Break the big task into little tasks

A chore like cleaning-up is really a series of small tasks. Breaking the big task into chunks helps a child know where to start and gives little triumphs of accomplishment along the way towards the big goal. Start with one request—‘Let’s put these toys in the toy box’—and move on to other tasks: making the bed, bringing the dishes to the kitchen, putting dirty clothes in the laundry, dusting, vacuuming, cleaning the hamster’s cage, etc.

2. Set a (realistic) time limit

Some children can dawdle their way through these tasks over the entire day. Set a time limit, like ‘Let’s get done by lunch time’ or ‘Let’s get done by 3 o’clock when your sister gets home’

3. Link success with something fun

Children will do something that is not so fun if they expect fun later. ‘When we get this finished, we can bake those buns.’ Younger children may need smaller rewards for smaller tasks rather than one big reward at the end of a big task. Rewards can include hugs, watching a favourite children’s show together, or extra time on the swings on your next visit to the park.

4. Make it a game

To divert attention from the fact that you are doing a chore, find ways to make the tasks like a game. ‘Let’s pick up all the orange toys first.’ Or ‘Who can get all the toys picked up first, you or your sister?’

5. Make the task reasonable for the age of the child

With little children, you may end up doing most of the work at first. As they get older let them do more and more. Remember, it doesn’t need to be perfect!

6. Offer praise

As each task is completed, give positive feedback. ‘Good job on the toys!’ The final result may not be perfect -they are kids after all - but praise the effort. Trying is sometimes more important than succeeding.

7. Clean up YOUR room

If having a clean room is an important feature of life in your home, keep your own room clean.

These seven steps can also work for other household chores, even homework.

Source: *Helping Children Thrive*

You & your primary school age child

Week 5

Handout 5.4 - info only

These things are typical of children as they grow from ages 6 to 11. Which changes do you see in your child?

- Able to think and talk about emotions and how they feel
- Being able to understand how other people feel, not just themselves
- Wants everything and everyone to be fair
- Considers the reason for a behaviour, not just what happens
- Everything is a contest: they have to have the best and be better than friends at sports, etc.
- Being popular with friends is important
- Doing well in school is important and if they do not do well, they blame themselves

Each child is unique. Pick six words to describe your child's personality to someone who does not know him or her (e.g. energetic, curious, friendly, honest, sensitive, athletic)

When a school-age child sees violence at home, she/he may feel and think things like this:

- Be concerned for their mother's safety and any consequences for their father eg arrest
- Understand that their mother remains upset even after the violent incident ends
- Recognise one person in a fight as the aggressor and one as the victim
- Accept reasons for violence that seem plausible eg alcohol, job stress
- Will notice any differences between what she or he saw happen and how others describe it later
- Blame him/herself for the violence if they believe they could have prevented it eg by cleaning up
- The intent of a fight is as important as how the fight turned out
- The fairness of a fight is very important
- They may feel that arrest or incarceration are not fair consequences for their father

Primary school children, ages 6 to 11, can understand right and wrong, cause and effect.

Academic and social success at school has a big impact on their self-concept.

They will make friends and plan social activities for themselves.

Toward the end of primary school, many will be thinking about how they are thought of by members of the opposite sex.

They start to identify more with the same-sex parent and are now keenly aware of differences between males and females in our society.

Source: *Helping Children Thrive*

Week 5

Handout 5.5 - info only

Page 1 of 4

Teenagers are not children but they are not adults either.

They mature and their brains grow a lot between 12 and 20.

The 'unfinished' parts of the brain aid good decision making, self awareness; control of impulses and emotions, understanding how others think of us; and assessing the motives of others.

You & your teenager

These things are typical of young people as they grow from the ages of 13 to 18. Which changes do you see in your teenager?

- Increased independence from family, especially for social activities
- Dramatic physical changes brought on by puberty
- Dramatic mood changes brought on by puberty
- Friends and the need for acceptance by friends are very important
- Interest grows in dating and relationships
- More likely to challenge when rules are imposed
- Wants more freedom but is not taking on more responsibility
- May not always make good choices about friends and risky behaviour such as drug use
- May be embarrassed to be seen with a parent in public, may value friends more than family
- Obsessed with own appearance, clothes, music, gadgets, etc. and the money to get them
- Does things impulsively without thinking through the consequences

Each child is a unique person. Pick six words to describe your teenager's personality to someone who does not know him or her.

Source: *Helping Children Thrive*

You & your teenager

Week 5

Handout 5.5 – info only

Page 2 of 4

When a teenager has seen violence at home, she/he may feel and think things like this:

- Feel responsible for taking care of younger brothers and sisters, to keep them safe
- Be embarrassed by their family and reluctant to bring friends home
- Try and intervene in violent incidents to protect their mother
- Fantasize about leaving home or actually leave home
- Blame you for not protecting them and their siblings
- Adopt unhealthy coping strategies such as drug use or early sexual activity, change their eating patterns
- Have difficulty establishing healthy dating relationships or avoid intimacy
- Start to stereotype males as perpetrators and females as victims

What your teenager may be feeling now

Relief

- Relief the abuser is out of your life
- Relief the abuser is out of their life and away from younger siblings

Anger

- Anger that you did not leave sooner
- Anger that you did not protect yourself from abuse
- Anger if you did not protect her/him from maltreatment
- Anger that their whole life has been turned upside down
- Anger that teenage issues have been swept aside by the focus on violence

Worry

- Worry that you might go back to him, especially if you have reconciled before
- Worry that a new partner may become abusive
- Worry about how the family will manage

Source: *Helping Children Thrive*

You & your teenager

What your teenager may be feeling now

Vengeful

- Fantasizing about taking revenge against abuser

Confusion

- Confused about how to re-assume the role of 'child' after being a caretaker

These feelings and beliefs are all normal reactions by teenagers to an abnormal situation. How do you think your teenager is **feeling** and **thinking** now?

You & your teenager

Week 5

Handout 5.5 – info only

Page 4 of 4

What you may be feeling about your teenager

Confusion: About why she or he is angry at you

Hurt: If she or he blames you for all their problems

Frustration: If she or he is not following rules and seems out of control

Anger: If she or he challenges your authority

Guilt: If you think her/his problems are related to the violence

Explaining the violence to your teenager

- Children of this age can understand the 'bigger picture' of woman abuse and you can have a frank discussion about what you were thinking and feeling
- Spend most of the discussion, however, on how she or he was thinking and feeling
- Let her/him talk about their anger or other emotions and worries for the future
- It may not be pleasant to hear what they have to say but let them talk. This is a worrisome age for teenagers, even at the best of times
- Teenagers need stability and guidance, a firm home base from which to experiment
- Reassure them that you will provide this home base

How to help your teenager

- Tell her/him and show them you love them, and do not blame them for anything that happened
- Let them know you are there to talk when they are ready
- Take responsibility for the decision to leave (if you and your partner have separated)
- Don't rely on her/him for emotional support; seek out friends, family or professionals instead

How to help your teenager

- Negotiate clear rules and consequences that are appropriate for her/his age
- Review your coping strategies & encourage healthy strategies
- Take care of yourself. Your teenager needs you

Source: *Helping Children Thrive*

Week 5

Handout 5.6 – info only
Page 1 of 4

The teenage years can be a challenging time for both of you.

Parents must adapt and gradually change expectations as young people experiment with adult-like activities from the safety of a solid home base.

Parents will guide teens through some dramatic changes, providing a solid and reassuring presence against which to rebel and test limits in a safe way.

Life with a teenager: the art of negotiation

Parenting a teen... what is the same?

- You still need to be a parent even though your child is older
- You still nurture and support your child to grow up in a safe way
- You still love and are concerned for your child
- The *Everyday Essentials* for parenting still apply (see week 5 handout 3)
- There are still some 'givens' that are non-negotiable rules in your family

What is different?

- How you express your love and concern eg less physical and fewer expressions in public
- Your teenager may not realise parents are still needed or desirable
- You have less control over a teen's behaviour and cannot physically enforce limits eg if an adolescent decides to go out, he or she will
- It may be more challenging to keep emotion out of it - you may work harder to avoid losing your temper
- The 'givens' or non-negotiable rules are fewer and take the form of things that could be harmful eg drinking and driving; unprotected sex
- How you parent will change as your child matures and moves towards independence
- The limits and rules, except for the 'givens', must be NEGOTIATED

Source: *Helping Children Thrive*

Life with a teenager: the art of negotiation

Week 5

Handout 5.6 – info only
Page 2 of 4

Negotiation is an important skill when you have teenagers. It is the basis for problem solving and setting rules or limits with teens.

Negotiation:

- Requires give and take: both parties must listen, show respect, talk, and be willing to compromise
- Requires everyone to be clear on what is NOT negotiable eg no drinking and driving
- Helps your child learn and practice this essential relationship skill
- Is a skill most parents and adolescents need to improve and continually practice

When you don't negotiate, it:

- Increases the frequency and intensity of the adolescent/parent power struggle
- Increases the likelihood of extreme, 'all or nothing' outcomes eg running away, physical altercations, moving out at a young age
- Deprives young people of chances to learn and use this essential life skill
- Decreases the likelihood your child will transfer this necessary skill into other relationships eg dating, friends, teachers, employers and co-workers
- Diminishes the opportunities for gradually and safely shifting power from parent to teen

Source: *Helping Children Thrive*

Week 5

Handout 5.6 – info only
Page 3 of 4

Getting teens to cooperate requires parents to show respect, define 'givens' but negotiate other limits, choose limits that are appropriate for teens, and have fewer rules than when the child was younger.

Life with a teenager: the art of negotiation

Steps for parent-teen negotiation

1. Parent or teen says what she or he wants to happen
2. Other person shares her/his reaction without saying yes or no to the request or suggestion
3. Each person then says any problems she or he may have with the other's suggestion
4. Both teen and parent think of solutions to the problems raised
5. If both are in agreement, the negotiation is over. If no agreement is reached, try to find alternate compromise
6. If no compromise apparent, then state alternative positions as objectively and respectfully as possible
7. Decide on a time to try again

An example of negotiation over curfew is given in handout Week 5 Handout 5.7.

What can you do

- Decide what rules are 'givens' and what are negotiable
- Write them down and make sure everyone knows and commits to them
- Seek support from others whose ability to parent you respect

When your teen breaks a rule or does something wrong

- Keep your voice in a normal tone and your emotions under control. When you yell, order, or threaten, it shifts the focus from the youth's behaviour to your behaviour
- Try to understand what happened and what your teen was thinking and feeling
- If you are emotional or upset, set a future time to discuss consequences eg next day after school
- Model respect, reasonableness and flexibility

Source: *Helping Children Thrive*

Life with a teenager: the art of negotiation

Week 5

Handout 5.6 – info only
Page 4 of 4

If your adolescent threatens you

- Stay calm
- Don't threaten back
- Deflect – calmly say you will discuss this matter later and say when eg, after dinner
- Don't change your position on an issue because of a threat
- Briefly say what you hope will happen
- Say that because you love him or her you cannot change your position
- Say you are doing what you believe is best for him or her

Example:

Daughter: 'If you don't let my boyfriend sleep over in my room, I'm moving out and you'll be sorry'.

Mother: 'I hope you don't leave home. I love you and I would miss you. As a parent, I have to do what I believe is best for you'.

Source: *Helping Children Thrive*

With teenagers, the skill of negotiation becomes important for parents.

Setting a time for curfew on a school night is an example of how to negotiate something between the two of you.

Negotiating a curfew: An exercise for teenagers

1. **Parent says what she or he wants to happen:** Start by suggesting what you see as a reasonable curfew
2. **Teenager shares her/his reaction without saying yes or no to the request or suggestion:** Ask your teenager to suggest a curfew time
3. **Each person then says any problems with the other's suggestions:** *If she or he accepts your suggestion, you are done.* If she or he suggests a later curfew than you did:
 - Repeat their suggestion to show you listened
 - Do not say 'no' or 'yes' to their suggestion
 - Express your concerns with their curfew suggestion eg not sure that would work because she or he has a hard time getting up for school on time
 - Ask what their thoughts are
4. **Both teen and parent think of solutions to the problems raised:** If still no agreement, then brainstorm solutions. For example, maybe a compromise can work. Solutions might include a time midway between her/his suggestion and yours.
 - If agreement is reached, then negotiation is over
 - If no agreement, try to find a compromise
 - Encourage selection of an option both of you can live with
 - If no compromise is possible, then state differing positions as objectively and fully as possible and set a time to discuss the issue again in the near future
 - If you just cannot agree on the curfew, agree to keep the same curfew as before and set a specific time for talking about it again eg on the weekend; after supper the next night

Source: *Helping Children Thrive*

The nurturing children wheel

This model shows 8 ways to love & care for your children

Week 5
Handout 6



Developed by the Domestic Abuse Intervention Project (www.duluth-model.org)

Evaluation

You & Me Mum Mid way evaluation

Over the last five weeks, we have begun to look at the issue of the impact of domestic violence on you as a mother and the impact on your child / young person. We have used different exercises and discussion techniques and we would like to spend some time looking at what has worked for you and how things might work better in the future.

These questions are designed to prompt your thinking

The thing that worked best for me

The thing that I would like to change

The Facilitator's style suited/did not suit me because...

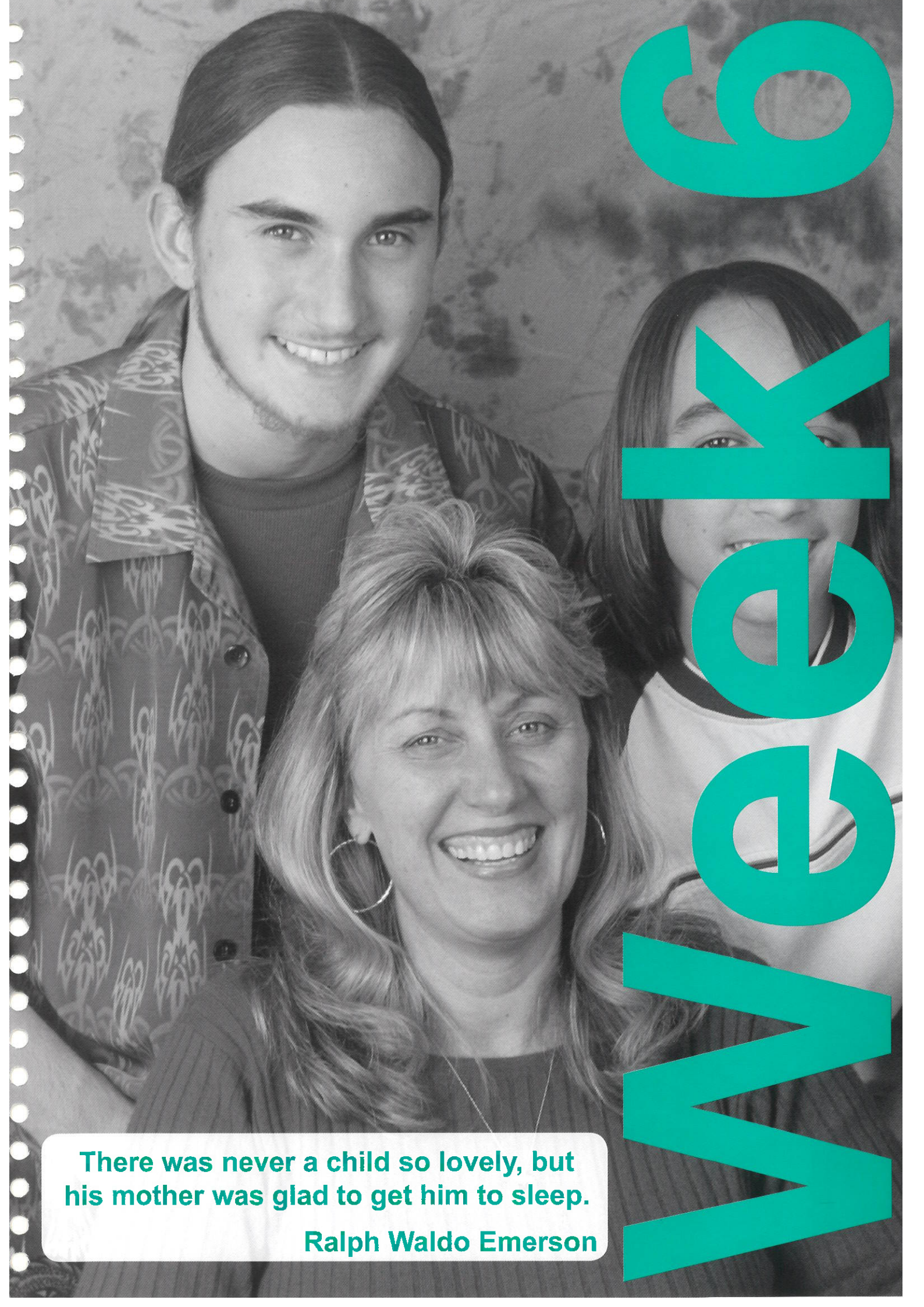
The materials were...

The most important change I see in myself

When I meet another woman who's thinking of doing this programme I'll say...

Thank you for participating

Source: *Helping Children Thrive*



W
E
K
E

There was never a child so lovely, but
his mother was glad to get him to sleep.

Ralph Waldo Emerson

How to deal with my child's or young person's challenging behaviour

Week Six

- Intro
- Ice Breaker
- **Review contract**
- Review previous week, what did this mean for you and your family? (10 mins)
- Review Week 5 Handout 3: *Everyday Essentials*

Exercise 1: Group discussion & flipchart

Facilitator to start day by reviewing the Power & Control Wheel and focus on the feelings this stimulates in women.

Exercise 2: Flip chart & large group discussion

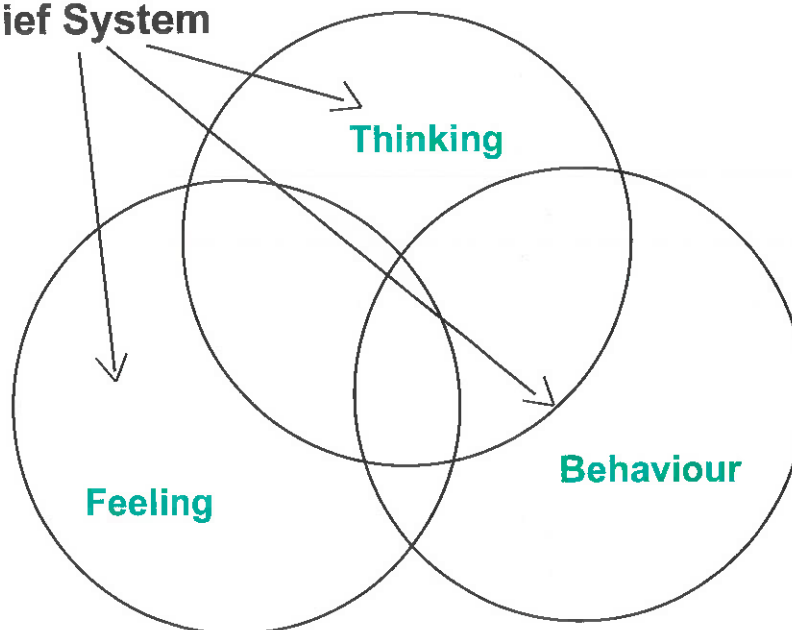
As a woman, what kind of feelings do we have in any one day?

Facilitator uses the examples to demonstrate how a thought can influence our feelings and behaviour using the chart below.

Example:

A woman in an abusive relationship may be thinking, *"I can't do anything right for him"*. This influences her belief system.

Belief System



Week 6

Facilitator's Guidelines

Note: Facilitator to be aware of the difference between challenging behaviour and abusive behaviour. Be prepared to provide additional support on a one-to-one basis if necessary to ensure the safety of women and their children.

You will need:

- Flip chart paper and stand
- Coloured markers
- Blu tack
- Affirmation cards
- CD player and relaxing music
- Wk 6 Hdt 1: *The power & control wheel* (HM Pg 84-85)
- Wk 6 Hdt 2: *Everyday Essentials - 10 things I can do at home* (HM Pg 86-87)

How to deal with my child's or young person's challenging behaviour

Exercise 2 (cont'd): Flip chart & large group discussion
(woman chart cont'd)

Women may feel:

- Confused
- Exhausted
- Frustrated
- Depressed
- Isolated
- Withdrawn

Women may:

- Shout
- Cry
- Isolate themselves
- Misuse substances
- Have difficulty in coping with other outside pressures

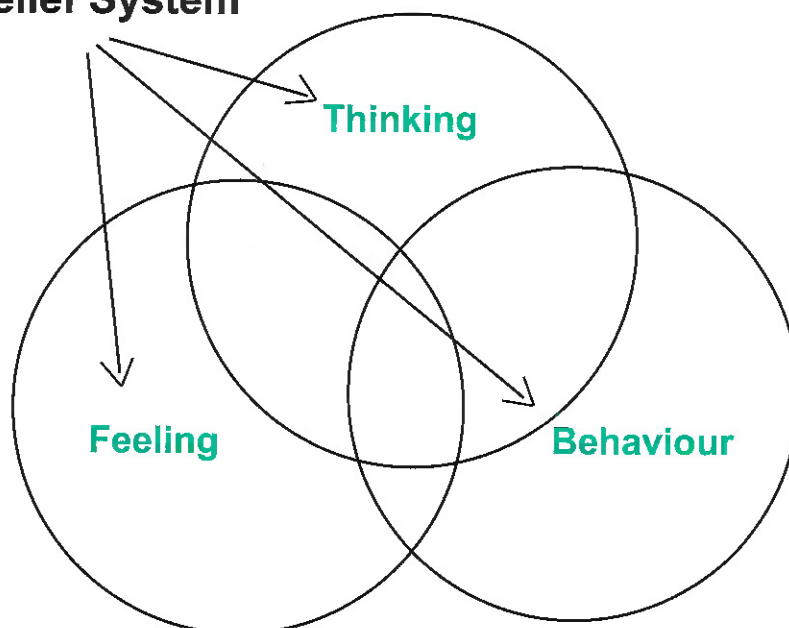
Exercise 3: Flip chart & large group discussion

Facilitator uses the same model as previously, to show the example of what a child may be thinking while observing what is going on between mum and dad.

Example:

"Why doesn't mummy do as daddy says? "

Belief System



How to deal with my child's or young person's challenging behaviour

Week 6 Facilitator's Guidelines

Exercise 3 (cont'd): Flip chart & large group discussion

Children may feel:

- Confused
- Sad
- Angry
- Lonely
- Frustrated

Children's behaviour may be that they:

- Show anger towards mum (it's safer than showing it to dad)
- Isolate themselves
- Not go out
- Want to be with mum all the time.

Facilitator to display both charts side by side to highlight similarity and difference

Break

Exercise 4: Facilitator to draw diagram (shown right) on flip chart and discuss in large group

1. Where there is abuse, who holds the power within the relationship?
2. What barriers have been created, and by whom?
3. What is linking the mother / child experience?

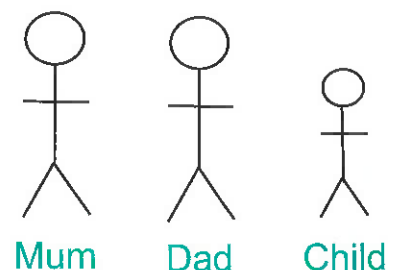
Facilitator to draw attention to exercise 1 & 2 which highlighted mother's and child's experience.

Exercise 5: Pairs exercise & large group discussion

To focus on what mothers can do, facilitator to provide Week 6 Handout 2: *Everyday Essentials: 10 things I can do at home*

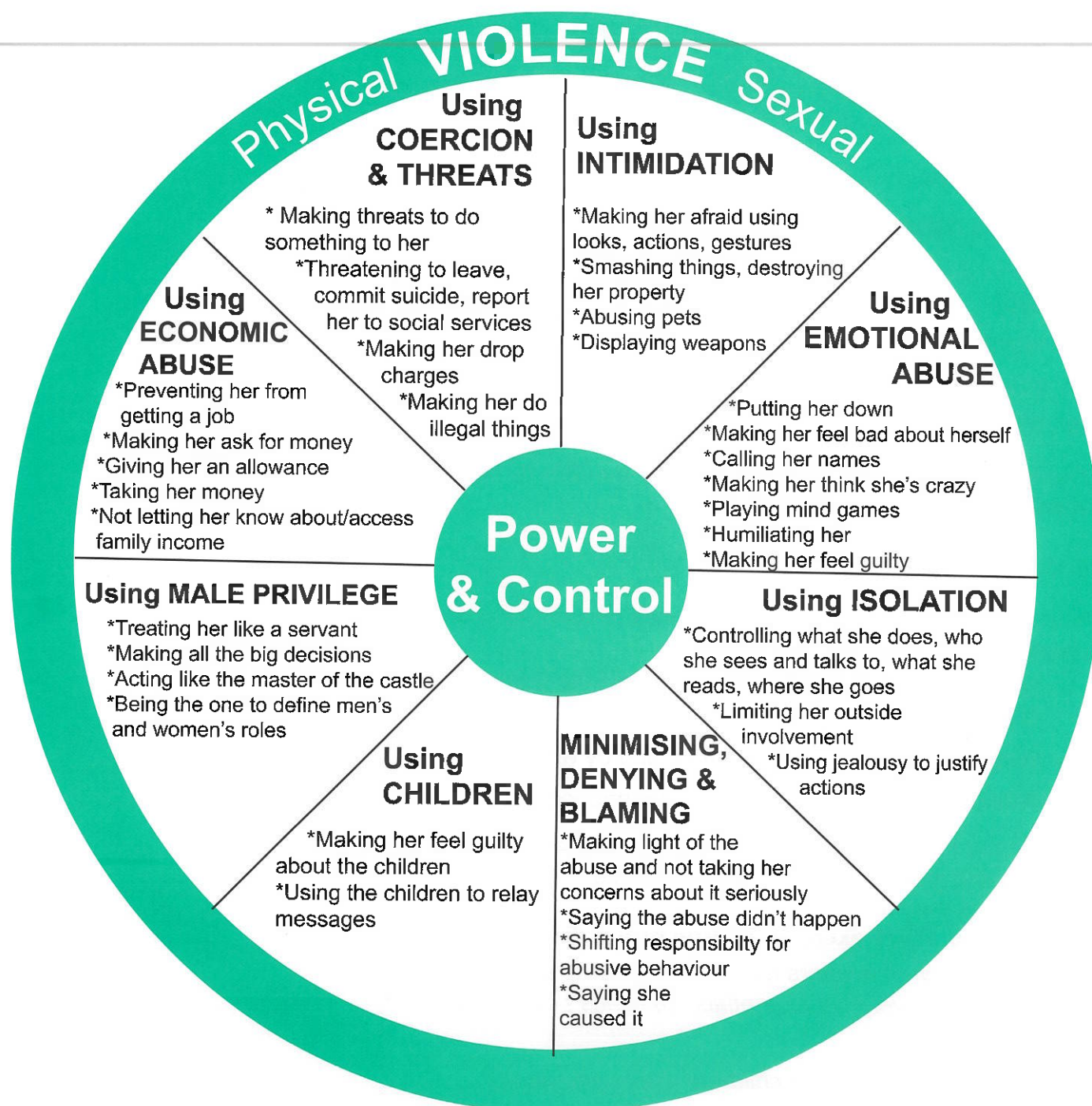
Introduce week 7: When children/ young people act abusively in your home

While playing relaxation music, end session with affirmations and open discussion of feelings



The Power & Control Wheel

This model shows eight methods of power & control



Developed by the Domestic Abuse Intervention Project (www.duluth-model.org)

Everyday Essentials

10 things I can do at home

Week 6

Handout 2

Page 1 of 2

Use this chart to come up with ideas to apply the Top Ten Tips for parenting listed in week 5, handout 3 (MH Pg48-49).

1. Positive role modelling

These are behaviours and attitudes I want to model
eg respect, caring. I will do this by...

2. Clear expectations for behaviour

I will encourage these behaviours in my children
eg tidiness, politeness. I will do this by...

3. Praise good behaviour

These are things my children do well and I will praise...

4. Focus on behaviour, not qualities of child

The misbehaviour I have to correct over and over again is...

This is how I can correct that by focusing on the behaviour

5. Explaining requests

The main thing I have to ask my children repeatedly is...

This is how I can explain WHY they should do it

Everyday Essentials

10 Things I can do at home

Use this chart to come up with ideas to apply the Top Ten Tips for parenting listed in week 5 handout 3.

6. Keeping emotion out and my voice calm

Before I react, I will...

eg count to 10; take time out; ask advice

7. Givens and choices

These things are "given" in our family eg bed time, eating dinner together. These things can be choices eg books to read, type of dessert. Give examples below

8. Reasonable expectations

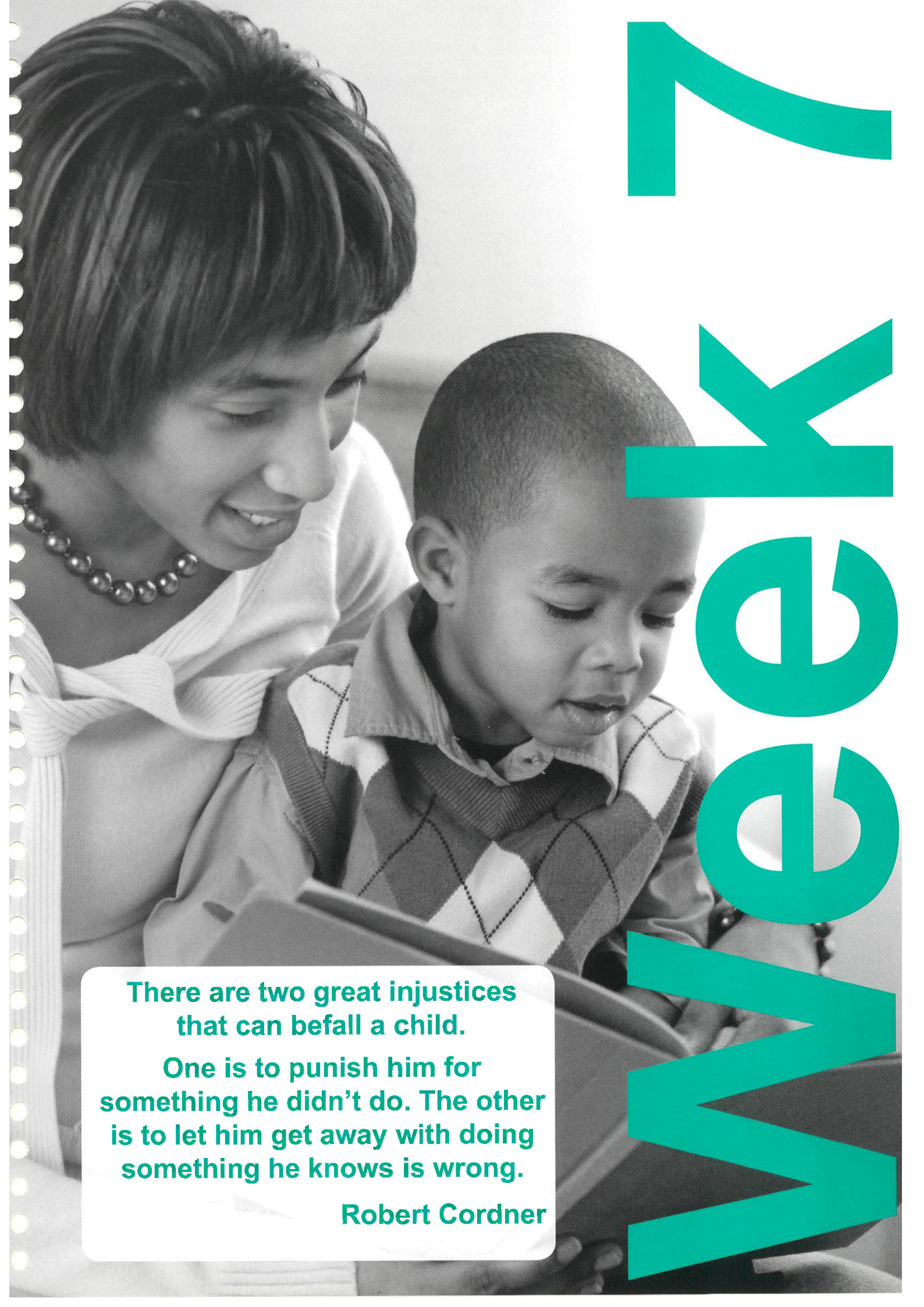
It would be unreasonable to expect my children to...

9. Keep adult matters among adults

I will not talk with my children about these things eg finances

10. Spending time together

These are some activities we can do together...



1 K e e N

**There are two great injustices
that can befall a child.**

**One is to punish him for
something he didn't do. The other
is to let him get away with doing
something he knows is wrong.**

Robert Cordner

When children/young people act abusively in your home

Week 7 Facilitator's Guidelines

Week Seven

- Intro
- Ice Breaker
- **Review contract**
- Review previous week - what did this mean for you and your family? (10 mins)

Exercise 1: Large group discussion & flipchart

Ask participants for types of challenging/ abusive behaviour from children and young people

Exercise 2: To explain this further in small groups

Discuss Week 7 Handout 1: *Case Study: Yolanda's story*

Following feedback from groups, facilitator to ask questions.

1. What behaviour was unacceptable/abusive?
2. How could Yolanda have responded differently?
3. What messages does David need to get as a result of his actions?

Feedback to large group for discussion.

Break

Explore mothers' feelings around dealing with challenging/ abusive behaviour.

Exercise 3: Flipchart & open discussion exercise

What actions can we take as mothers when faced with abusive behaviour?

For example, What is an appropriate response to inappropriate behaviour, taking account of age?

Week 7 Handout 2: *When children act abusively in your home*

Exercise 4: Relaxation exercise (facilitator to read out)

Week 7: *Relaxation exercise (visualisation)* pg 89-90

Introduce week 8: *How to support my child with protective behaviours and safety planning.*

While playing relaxation music, end session with affirmations and open discussion of feelings

Note: Facilitator to be aware of the difference between challenging behaviour and abusive behaviour. Be prepared to provide additional support on a one-to-one basis if necessary to ensure the safety of women and their children.

You will need:

- Flip chart paper and stand
- Coloured markers
- Blu tack
- Affirmation cards
- CD player and relaxing music
- Information on local support groups
- Wk 7 Hdt 1: *Case Study: Yolanda's story* (HM Pg 91)
- Wk 7 Hdt 2: *When children/young people act abusively in your home* (HM Pg 92-94)

Case Study: *Yolanda's story*

Yolanda and her husband have been together for 12 years.

He has been physically and verbally abusive to her. Several times he has pushed or slapped her in front of their son, David, who is 10.

David has recently been getting into trouble in school and Yolanda feels guilty. She thinks she is to blame for the problems in her family.

Today Yolanda is expecting a visit from her aunt and uncle. David has left several of his toys and some clothes on the living room floor. She asks him to pick them up and put them in his room. He ignores her. She asks him again.

He yells, "You do it! That's your job. I'm busy. Why are you bothering me?"

Yolanda wants to tell him to co-operate with her, but she thinks about all the things he's been through, and thinks she shouldn't start an argument. David goes out the door to play with a friend. Yolanda shakes her head and picks up the toys.

David is talking to her exactly the way his Dad does.

Q. Yolanda felt responsible for David's behaviour. How did that affect her response to him?

Q. Why do you think David acted that way?

Q. What might David learn from his mother's response?

Source: *Helping children who witness domestic violence: a guide for parents*

When children/young people act abusively in your home

Week 7
Handout 2
Page 1 of 2

While you may be tempted to excuse the behaviour, start to help your child or young person because:

- This behaviour is hurtful and disrespectful and you do not deserve to be abused
- This behaviour will be harmful to your other children
- Your child will get into serious trouble, such as school expulsion or criminal charges, if the behaviour is used at school or in dating relationships

You need to deal with this now

When you see or experience your child or young person being abusive:

- Do not give in to threats or demands
- Do not use abusive behaviour in response eg yelling insults, hitting
- Do not ignore the behaviour: your child needs to learn not be abusive
- Tell your child you both need some time apart to calm down
- Tell your child you will speak with him or her later

Sometime later:

- Find an opportunity to talk calmly with your child
- Validate her or his feelings by saying something like “*You were angry at me because I would not let you watch that film*”
- Make a link between his/her behaviour and the abusive behaviour she or he saw in the past
- Clearly state why the behaviour was wrong ie. “*it is NOT OK to call people nasty names, even when you are angry*”. Make it clear that there will be consequences for abusive behaviour in the future and mean it.

When your child or young person is abusive towards you or other children in your home, using insults, threats, or physical violence this is a problem that must be responded to immediately.

When children/young people act abusively in your home

If the child or young person repeats the abusive behaviour:

- Repeat the steps above and enforce the consequence
- Be sure to stay calm and make it clear that the consequence is because abusive behaviour is not acceptable
- Be consistent. Respond each and every time the child is abusive
- Find a place in your community to get support

Dealing with anger

- Anger is an emotion. It is not good or bad. Everyone feels angry sometimes.
- Some people, (including children), think anger causes abuse. So they may be afraid to express anger.
- For others, the anger comes out in hurtful ways such as yelling, insults and violence.

Either way it is important to help by:

- Telling children it is okay to have angry feelings. This helps put a name to feelings such as anger
- Showing them ways to be angry that does not hurt others
- Expressing your own anger in ways that does not hurt others eg by talking about why you are angry

Here are some words that can help...

"It's okay to be angry, but it's not okay to hit."

"You seem angry. Take a big breath and then blow out all the air."

"Let's do it again. OK, now use your words to help me understand what's wrong."

"I was angry when the vacuum cleaner broke. I called Nana and told her I was upset. She's going to bring her vacuum over for us to borrow."

Relaxation exercise (1)

Week 7

Facilitator's notes

Page 1 of 2

Have ready some relaxing music/tape eg birdsong

Tell the group that you are going to take them through a short relaxation exercise and read the following in a soothing tone:

Sit or lie comfortably, your spine supported. Ensure there is no obvious tension in your body. Make sure you will be warm and safe from interruption. Close your eyes. Let your breathing soften and deepen without forcing it at all.

As your body becomes accustomed to the peace and stillness, let your body relax more and more and soften into the chair or floor.

If you have a favourite safe space, whether it is your room at home, or in a favourite wood, near the sea, imagine you are in this space now. Create in your imagination a perfect inner temple - a place that only you can find, where you will always be safe and warm and where you feel good.

Imagine lying down comfortably in this place. Become aware of the earth beneath you. The healing, grounding mother earth. Earth which absorbs all of your unwanted tension, stress, your worries and aches and pains. Feel all negativity from your body draining out of you, back to the earth where it is welcomed and transformed.

Sense the sky far above you, the warming healing sunshine, the twinkling stars, the soft clouds, the life-giving rain. Imagine great healing energy coming to you via the air, from the sky, healing from below, healing from above. Healing all around you in your special place.

Now imagine your safe place opens up onto a beautiful, quiet, private beach. The sand is warm and clean and sprinkled with beautiful shells. You can smell the fresh healing smells of the sea, and hear the natural sound of the bird song in the trees.

A little way from the shore is an island. A comfortable boat is resting on the edge of the shore waiting for you. The island looks inviting. In the distance you can see someone waiting on the shore of the island, someone you are very fond of. When you feel ready, you may choose to step into the boat and it will take you across to the island effortlessly.

The only sounds are the birdsong, and the gentle lap of the waves against the boat and on the shore. You reach the island and step out of the boat, pleased that you have made the crossing so easily all by yourself. As you walk up the warm sand you see your friend waiting for you, on a comfortable bench, under some trees.

Relaxation exercise

You are so pleased to see them, and embrace them for a long, gentle hug. Your friend tells you that they will be there anytime you want to see them. You sit comfortably sharing time together, feeling warm and loved and deeply grateful for their love and friendship.

When it is time for you to return, your friend hands you a gift. This gift has a message for you for this time in your life. You thank your friend and say goodbye. Still feeling loved and supported, you walk back across the beautiful white sand to the water's edge, then step into the boat and sail gently back to the beach you came from.

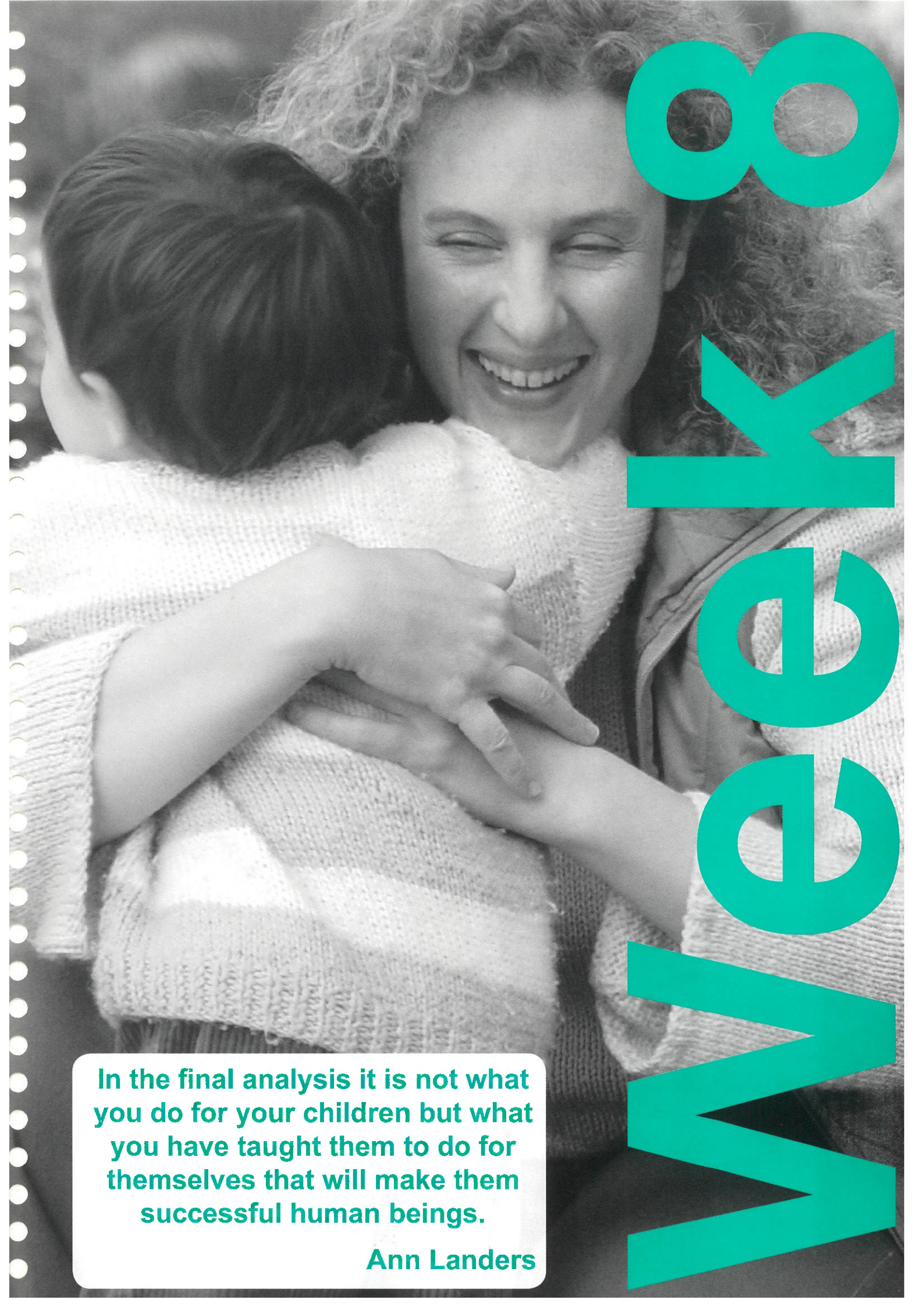
Once there, you get out, appreciating the fact that the boat was left there for your personal use. Listen to the birdsong, smell the sea, feel the warmth of the sun, and see the entrance to your special place. Taking your gift back with you, return to the quiet haven and settle comfortably back in a relaxed position, feeling greatly healed and blessed by the visit with your friend.

Now your body is relaxed totally, all tension has gone. Your mind feels still and at peace. You feel good about life. In the very centre of you, this peaceful place can remain. Go there whenever you need inner peace and a sense of being loved.

When you feel ready you can let your imagination take a rest, and slowly bring your awareness back into the room, into the presence of the group. Take as long as you need to come out of this relaxation, and bring back with you the memory of the gift you were given. If you wish to, you can share this with the group. If you do not want to, that's fine. Any time you wish to return to your private space, or visit the island to spend time with your friend, you can do so. Anytime you feel you need help, advice or 'a gift' just go back and visit your friend.

Ask the group how they felt during the exercise and how they feel now. Remind them that it's possible to do the exercise at any time.

Close session



W
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8

**In the final analysis it is not what
you do for your children but what
you have taught them to do for
themselves that will make them
successful human beings.**

Ann Landers

How to support my child with *Protective Behaviours* & safety planning

Week 8

- Intro
- Ice Breaker
- **Review contract**
- Review previous week - what did this mean for you and your family? (10 mins)

Exercise 1: Flip chart and large group discussion

Facilitator to introduce Theme 1 from *Protective Behaviours*™

Prepare and display Theme 1:

We all have the right to feel safe all the time

Facilitator to focus on intuitive feelings, and how human beings know the difference between **safe** and **unsafe**.

Exercise 2: Flip chart and large group discussion

Early warning signs (gingerbread body)

Ask the group to think about how we feel when we feel safe, facilitator to note feelings on flip chart, drawing attention to the difference between physical feelings and emotional feelings.

To illustrate this, ask the group to think about how we feel in our bodies when we feel frightened. Draw a description of these feelings on the gingerbread body on flipchart; do not write words.

Facilitator to note feelings.

Draw attention to the difference between physical feelings and emotional feelings. Highlight how the body lets us know when we don't feel safe.

As adults we then consider, *"Is this something I am in control of? Am I making a choice in this situation? Is this the right time for me? Do I need help?"*

Facilitator to highlight that we all have our own built-in early warning system.

Exercise 3: Relaxation / visualisation exercise

To understand and experience the difference between Safe/ Unsafe feelings, finish this section with a relaxing visualisation exercise.

Week 8 Facilitator's notes: *Relaxation Exercise (2)*

Break

Week 8

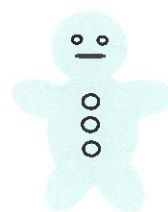
Facilitator's Guidelines

Ethos of *Protective Behaviours*:

Respect towards yourself

Respect towards others

Responsibility for all your own actions



You will need:

- Flip chart paper and stand
- Coloured markers
- Blu tack
- Affirmation cards
- CD player and relaxing music
- A4 paper
- Domestic violence Helpline cards for distribution
- Wk 8 Hdt 1: *Keeping Safe* (HM Pg 99-107)
- Wk 8 Hdt 2: *Safety Planning* (HM Pg 108)
- Wk 8 Hdt 3: *Ethos of Protective Behaviours* (HM Pg 109)

How to support my child with *Protective Behaviours* & safety planning

Review Theme 1, *We all have the right to feel safe all of the time*

Exercise 4: Flip chart and large group discussion

Facilitator to introduce Theme 2 from *Protective Behaviours*TM

Theme 2:

There is nothing so awful that we can't talk about it with someone

Ask group to think about who they talk to. Consider how they know who to trust when they have an issue they want to discuss.

Exercise 5: Developing support networks

Facilitator to link physical 'early warning signs' to trusting our own instincts about whom we can and cannot talk to.

1. Ask participants to draw the outline of their hand on a piece of paper.
2. Think of people to talk to about a personal issue, or if you are experiencing 'early warning signs'.
3. Finally, write the names of individuals who can provide support on the fingers of the outline.

Exercise 6: Safety planning

Using the model of the hand, facilitator to explore with participants 5 actions to take to keep safe in an unsafe situation.

- **Give out & read:** Week 8 Handout 1: *Keeping Safe*
- **Give out:** For women to take home & complete with their child/young person - Week 8 Handout 2: *Safety Planning*

Introduce week 9: *Effective communication with your child/young person.*

Remind group that the programme is approaching its conclusion.

While playing relaxation music, end session with affirmations and open discussion of feelings

Relaxation exercise (2)

Week 8

Facilitator's notes

Page 1 of 2

Facilitator to read slowly in a calm, soothing voice.

Have ready some relaxing music/tape eg birdsong

Tell the group that you are going to take them through a short relaxation exercise and read the following in a soothing tone:

Sit or lie back comfortably in your chairs, take off your shoes if you want.

Put both feet on the ground, hands resting gently on your laps. Take a few deep breaths, exhaling evenly and gently.

Close your eyes and imagine a place you would like to go to to feel completely safe.

This is a place you can go to anytime, and no-one else is able to go there unless you give permission. You are going to go to that place.

In order to get there you first stop thinking and begin to simply notice things.

Imagine yourself walking to your safe place. Notice the colour of the sky, the temperature of the day. Notice the sounds, the colours, the shapes, the smells of all the things you pass on your way to your safe place.

Imagine touching some of the things you pass, and notice how they feel to the touch.

Notice how your body feels as you walk along. Notice how you feel inside. Notice your breathing, notice your posture, notice how your feet feel as you walk.

You are getting closer to your safe place. Are there any changes to the way things look, feel, sound, smell as you approach your special safe place?

Notice how your body feels, notice how you feel inside.

Facilitator: Brief pause (10 seconds)

You have reached your safe place.

Look around you, reacquainting yourself with it. Imagine sitting down in your safe place.

Notice all the things around you, their shapes, colours, textures, sounds, smells.

Notice how your body feels in your safe place.

Notice how you feel inside now you are in your safe place.

Relaxation exercise (2)

Imagine lying down in your special, safe place, where no-one can come unless you allow them. You decide to close your eyes and rest in your safe place for two minutes.

Time the two minutes from now. Play some relaxing music.

It's time to prepare to leave your safe place.

Imagine yourself opening your eyes, stretching and slowly sitting up.

Look around your safe place and notice all the sights, sounds, smells that are around you.

Imagine slowly standing up and beginning to walk away from your safe place, noticing everything around you.

Notice how your body feels, notice how you feel inside.

As you walk away, stop for a second and look back at your safe place.

It is still there, just as you left it and will always be there for you.

Turn around and start walking again, secure in the knowledge that you can go back to your safe place at any time, and that no-one else can go there without your permission.

When you are ready, slowly open your eyes, take a deep breath and stretch.

Ask the group how they felt during the exercise and how they feel now. Remind them that it's possible to do the exercise at any time.

Close session

Keeping Safe

Week 8
Handout 1
Page 1 of 5

Whether you decide at this stage to stay or to leave, you need to ensure your own safety and that of any dependent children living with you.

The following are a few pointers towards avoiding or dealing with a domestic violence incident, your abuser and keeping yourself safe.

1. In an emergency
2. How to protect yourself at home
3. How to keep your children safer
4. How to protect yourself outside the home and at work
5. Safety at the court
6. Children and contact

1. In an emergency

If you are at home and you are being threatened or attacked try to:

- Stay away from the kitchen – the abuser can find weapons there
- Stay away from small rooms or spaces where the abuser can trap you
- Get to a room with a door or window in case you get a chance to escape
- Get to a room with a telephone so that you can call for help, if possible lock your abuser out
- Call 999 and ask for the police
- Ensure a friend or neighbour knows about the abuse in case you need to call them or stay with them
- If a police officer comes, tell them what happened and ensure you are not left alone with the abuser
- Get medical help if you are hurt or injured
- Call the 24 Hour Domestic & Sexual Violence Helpline on 0808 802 1414, your local domestic violence unit at the police station, Women's Aid in your area or a local refuge and ask them to help you make a safety plan

Telephone number of local Women's Aid Group

Telephone number of local Domestic Violence Office/r

Please note:

The information on pages 97 - 101 is provided for guidance only and you are strongly recommended to seek suitable expert advice and help from your domestic violence officer, solicitor, Law Centre or Women's Aid staff member.

If you are in immediate danger call 999.

Source: *Domestic Violence Safety Plan: tips for you and your family*

Keeping Safe

2. How to protect yourself at home

If you still live with your abuser or they have regular access to your home:

- Find out where you can get help. Learn the telephone numbers off by heart if possible. ***Ensure contact numbers are hidden.***
- Try to ensure there is a lockable room with a telephone, or even better, buy yourself a mobile phone and keep it on you at all times
- Plan an escape route out of your home and teach it to your children
- Work out where or to whom you could go if you needed to escape
- Pack a bag with important things you would need if you had to leave quickly; put it in a safe place, or better, give it to a friend or neighbour. Include cash, car keys and important documents, such as passports or birth certificates, medical records and medicines, immigration papers and money.
- Keep a diary of every incident that occurs

Internet & email security

- Be aware that internet and email activities can be traced by your abuser if they have access to your computer. Use the following steps to increase your safety when using the internet.

Email

- If an abuser has access to your email account, they may be able to read your incoming and outgoing mail. If you believe your account is secure, make sure you choose a password that an abuser will not be able to guess.
- If an abuser sends you threatening or harassing email messages, they may be printed and saved as evidence of abusive behaviour. The messages may constitute an offence.

Source: *Domestic Violence Safety Plan: tips for you and your family*

Keeping Safe

Week 8
Handout 1
Page 3 of 5

2. How to protect yourself at home (cont'd)

History/cache file

If an abuser knows how to read your computer's history or cache file i.e. automatically saved web pages and graphics, they may be able to see information you have viewed recently on the internet. You can clear your history or empty your cache file in your browser settings as follows:

- Netscape: pull down Edit menu, select Preferences. Click on Navigator on choose 'Clear History'. Click on Advanced then select Cache. Click on 'Clear Disk Cache'.
- On older versions of Netscape: Pull down Options menu. Select Network Options, Select Cache. Click on 'Clear Disk Cache'.
- Internet Explorer 6: pull down Tools menu, select Internet Options. On general page, under Temporary Internet files, click on 'Delete Files'. Under History click on 'Clear History'.
- On older versions of Internet Explorer: pull down View menu, select internet Options. On general page, under Temporary Internet Files, click on 'Delete Files'. Under History click on 'Clear History'.
- AOL: pull down Members menu, select Preferences. Click on WWW icon. The select Advanced. Purge Cache.

This information may not completely hide your tracks. Many browser types have features that display recently visited sites. If you are concerned about your safety and privacy, consider accessing information on the internet at a local library, a friend's house, or at work.

If your abuser no longer lives in your home or does not have regular access to it:

- Request an ex-directory telephone number
- Use an answering machine and don't answer the call until you know who it is
- Ask your neighbours to call the police if they see the abuser at your house. Arrange a signal for them to call the police
- If you have a court order preventing the abuser from being in your house, keep a copy to hand – the police may want to see it if they are called
- Never answer the door unless you know who is on the other side

Source: *Domestic Violence Safety Plan: tips for you and your family*

Keeping Safe

3. How to keep your children or young people safer

- Teach them not to get involved in a fight, even if they want to help you
- Teach them how to get to safety, to call 999, to give your address and phone number to the police
- Teach them who to call for help
- If you have a court order which gives you residence of the children or prevents your abuser from approaching the children, advise the school/playgroup/nursery of this. It may be a good idea to give them a photo of your abuser so they can identify him
- Ask the school not to release the children to anyone other than yourself unless they confirm with you first

4. How to protect yourself outside the home and at work

- Change your regular travel habits
- Try to get lifts to and from work with someone else rather than travelling alone
- Do your shopping in different places
- Cancel any bank accounts or credit cards you shared and open new accounts at a different bank or branch
- If you have a court order, keep a copy with you at all times, together with any emergency numbers
- Buy a mobile phone, programme it to 999, and keep it on you at all times
- If you have a court order preventing your abuser from entering your place of work, inform your employer
- Give a photo of your abuser to security staff and/or receptionist so they can identify him/her
- Never go out to lunch on your own
- Ask a colleague to accompany you to your car or bus and wait with you
- If possible carry an emergency alarm. These may be available from your local police station, community safety or domestic violence unit.
- If your abuser calls or emails you at work, save any emails or voice messages, and make a note of the date and time.

Source: *Domestic Violence Safety Plan: tips for you and your family*

Keeping Safe

Week 8

Handout 1

Page 5 of 5

5. Safety at the court

- Contact Women's Aid Court Support Services or your Floating Support Worker. They may be able to give you a tour of the court and may also be able provide someone to support you through the process
- Ask a friend or relative to go with you to court and stay in the waiting area with you
- Lots of court rooms have separate waiting areas or smaller rooms off the main waiting area—ask to have one reserved for you and try to get there early
- Ask your solicitor or a court official to accompany you to your car when you leave
- Try to sit as far away from your abuser as possible; you don't have to talk to him, his family or friends
- Many courts now have separate access for victims of domestic violence. Find out if this is available in the court you are attending before the hearing date.
- Contact Victim Support. They can provide support before, during or after the hearing

Telephone number of local Women's Aid group

Telephone number of local Victim Support office

6. Children and contact

- Always arrange to hand over the children or collect them in a public place
- Ask a friend or relative to go with you
- If possible, arrange to drop the children off and collect them from a third party
- If you are living in crisis accommodation, NEVER ask your abuser to collect the children from there
- Ensure specific times and places are agreed for contact, if possible, via a solicitor or court order
- Ensure the children know when and where you are meant to be collecting them

Source: *Domestic Violence Safety Plan: tips for you and your family*

This page is for mums and kids to talk about together, and for children and young people to fill out with mum's help if needed.

Safety planning

Safety plan for:

1) Who do I trust who can help me be safe when there is violence in our home? (Neighbour, relative) Name of person:

2) Phone numbers:

3) What plan should I make with that person? (Example: That person will call the police when I call to say there is a problem between my Mum and Dad or will let me come to their house.)

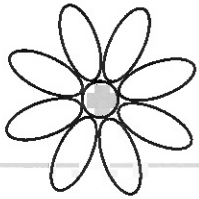
Safety planning

Week 8
Handout 2
Page 2 of 2

4) Where is a safe place for me to go when my Dad is acting in scary ways? (Examples: our neighbour's house, a relative's house) List names of people.

5) If I can't leave, where is the safest place in the house for me to go? (Example: my bedroom, the bathroom)

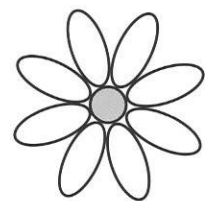
6) If I have to call 999, what should I say?



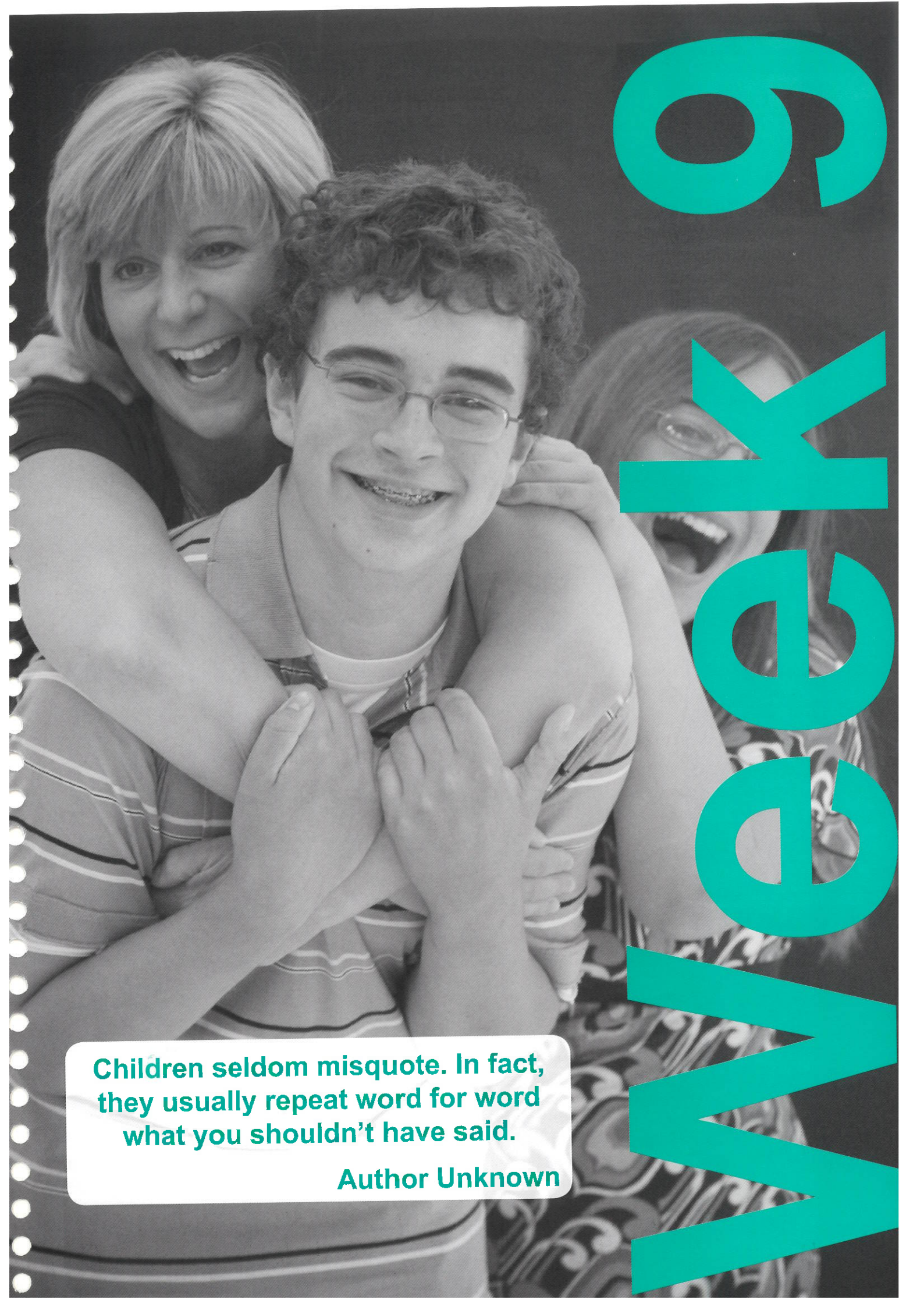
**Respect towards
yourself**

Respect towards others

**Responsibility for all
your own actions**



Source: www.protectivebehaviours.co.uk



OK K e e N

Children seldom misquote. In fact, they usually repeat word for word what you shouldn't have said.

Author Unknown

Effective communication with your child or young person

Week 9 Facilitator's Guidelines

Week 9

- Intro
- Ice Breaker
- **Review contract**
- Review previous week - what did this mean for you and your family? (10 mins)

Exercise 1: Group discussion of case study

Week 9 Handout 1: *Kathy's Story*

Ask group:

- What messages did Kathy give her child as she was talking to her? Could she have said anything else?
- What messages do you think children need to hear about domestic violence from their mother?

Week 9 Handout 2: *What children need to hear about domestic violence from the survivor*

List responses on the flipchart.

Exercise 2: Flipchart & large group discussion

What are the qualities of a good listener?

Break

Exercise 3: Listening exercise

Taking into consideration the qualities of a good listener and following on from last week when we looked at safety planning, it is important that we hear what's being said by our children.

Facilitator to refer to Week 9 Facilitator's notes: *Listening exercise*. Women to feedback to the group.

What are we listening for?

Exercise 4: Large group discussion & flipchart

- How to listen for emotion.
- How do we communicate with each other?

Give out: Week 9 handout 3: *A good listening guide*

Introduce week 10: *My hopes, dreams and plans* Discuss with the group any preparations for final week.

While playing relaxation music, end session with affirmations and open discussion of feelings

For this session:

- Flip chart paper and stand
- Coloured markers
- Blu tack
- Affirmation cards
- CD player and relaxing music
- Wk 9 Hdt 1: *Case Study: Kathy's Story* (HM Pg 113)
- Wk 9 Hdt 2: *What children need to hear about domestic violence from the survivor* (HM Pg 114)
- Wk 9 Hdt 3: *A good listening guide* (HM Pg 115-119)

In order to help children understand and talk about the domestic violence we need to learn to listen to them

Listening exercise

Pose these questions to the group

- How do you know when someone is not listening to you?
- How do you know when someone is listening to you?

In order to understand this further we are going to do an exercise

Divide group into pairs.

One person is to talk, and the other to do anything except listen. Give handout HOW NOT TO LISTEN (week 9, handout 3) to the person who is supposed to be the listener. Advise them to use as many examples as they can in the time.

(Do this for 1 minute)

Ask group to swap over, one person to talk and one to really show that they are listening. Give handout HOW TO LISTEN (week 9, handout 3) to the person who is the listener and advise them to use as many of the examples as they can.

(Do this for 1 minute)

Bring the group back together and write on flipchart their responses to the above questions, focusing on how it feels to be listened to and on how it feels when you're not listened to.

Many of us have the tendency to do everything except listen. For example we:

- Tell our own experiences
- Offer advice
- Deny the other person's feelings
- Try to psychoanalyse
- Change the subject

Read out week 9 handout 3 and ask group to identify their feelings about the different responses.

Source: *Helping children who witness domestic violence: a guide for parents*

Case study: *Kathy's story*

Week 9 Handout 1

I had never talked to my daughter about it at all. But when we were staying in a refuge she was in a children's group and all the children were drawing pictures. My daughter painted a picture of a hospital emergency room.

She painted herself in the waiting room, crying and me on a stretcher, bleeding.

I was really surprised.

I asked her what the picture was. She said, "You were hurt; I was sad. I was waiting for you, alone."

I hugged her and said, "I'm so sorry you had to see me get hurt. I had no idea you were so sad about it. It must have been very hard for you."

I told her that I would try to make sure things were safe for us.

Source: *Helping children who witness domestic violence: a guide for parents*

What children need to hear about domestic violence from the survivor

- *It's not okay.*
- *It's not your fault.*
- *It must be scary for you.*
- *I will listen to you.*
- *You can tell me how you feel; it is important.*
- *I'm sorry you had to see/hear it.*
- *You do not deserve to have this in your family.*
- *You have the right to feel safe.*
- *There is nothing you could have done to prevent/change it.*
- *We can talk about what to do to keep you safe if it happens again. (see [HM Pg 108](#))*
- *I care about you. You are important.*

Source: *Helping children who witness domestic violence: a guide for parents*

A good listening guide (1)

Week 9
Handout 3
Page 1 of 4

How not to listen

- Do not look at the person speaking
- Interrupt
- Correct the other person
- Give advice
- Tell them they are wrong
- Tell them not to feel what they are feeling
- Change the subject
- Ask questions

Examples of ways we don't listen

A woman's friend says *"My boss is a pain. Yesterday he gave me a report to type at 4pm and expected me to have it done by 5pm, when he knew it was very long and would take hours. I had to stay late to finish it and missed my last bus home. When I came to work this morning he didn't even thank me for having the report done for him."*

Here are some ways we might respond. How do you think these responses might feel to the woman who had been talking?

Telling your own experiences

"My boss is difficult too. I was on the phone to my husband yesterday because our son got into trouble at school. My boss came in and said that next time he sees me making a personal call, he's going to take it out of my pay."

Giving advice

"Just try to forget it. It's only a job."

Denying the other person's feeling

"What are you complaining for? You should be glad you have a job. Do you know how many people are unemployed in this area?"

Trying to psychoanalyse

"You know, you seem to have a problem with authority figures. Maybe you should look at that."

Changing the subject

"Really? Did you hear about the sale that's on in town?"

Source: *Helping children who witness domestic violence: a guide for parents*

A good listening guide (1)

Examples of ways we don't listen (cont'd)

Asking questions

"Did you not tell him how long it would take? What time did you work to anyway?"

Defending the other person

"He was probably under pressure too, you know. And he probably didn't say anything this morning because he has a lot on his mind"

Pity

"Oh you poor thing. That must have been terrible."

Source: *Helping children who witness domestic violence: a guide for parents*

A good listening guide (2)

Week 9
Handout 3
Page 3 of 4

How to listen

- Don't interrupt
- Look at the person who is talking
- Give them your full attention
- Answer in a way that shows you are listening
- Don't express an opinion or say that the other person is right or wrong
- Let them know you respect her/his point of view
- Being a good listener takes effort and practice. Try to hear what the other person is saying, even if you don't agree

Learning to listen can be difficult. Here are some tips for listening to your child or young person:

- Listen for the feelings being expressed.
- Show that you are listening. Say, *"it seems like you feel..."*
- Don't say anything else. Allow some time for the child to respond.
- Don't tell your child what to do, how to feel better, or why she or he feels the way she or he does.
- After your child has had time to talk, let her/him know you understand by saying things like:

"That sounds frustrating/hard/scary/upsetting."

"I understand."

"I'm here for you if you want to talk about it now or later"

Being a good listener takes effort and practice.

Source: *Helping children who witness domestic violence: a guide for parents*

Sometimes children need us to just listen to their feelings, and to let them know that we hear and accept them.

A good listening guide (3)

Listening for and accepting feelings

Sometimes just listening quietly without saying anything is the best thing to do. And sometimes children need us just to listen to their feelings, and to acknowledge that we hear and accept the feelings. We are not judging or telling her/him the feelings are right or wrong.

Recognising the person's feeling is saying "You sound like you are really disappointed", or "You seem angry".

Doing this is harder than it sounds, so we are going to practice.

Below are some examples of things children say. For each example think of two responses to the child, one that denies her/his feeling (not listening) and one that acknowledges her/his feeling (listening).

1. "Why do you always have to tell me what to do?"

(Not listening)

(Listening)

2. "It's my room. Why should I clean it?"

(Not listening)

(Listening)

3. "I'm not going to school anymore!"

(Not listening)

(Listening)

4. "She ripped my picture! Now I'm going to rip hers!"

(Not listening)

(Listening)

5. "You're mean! I hate you!"

(Not listening)

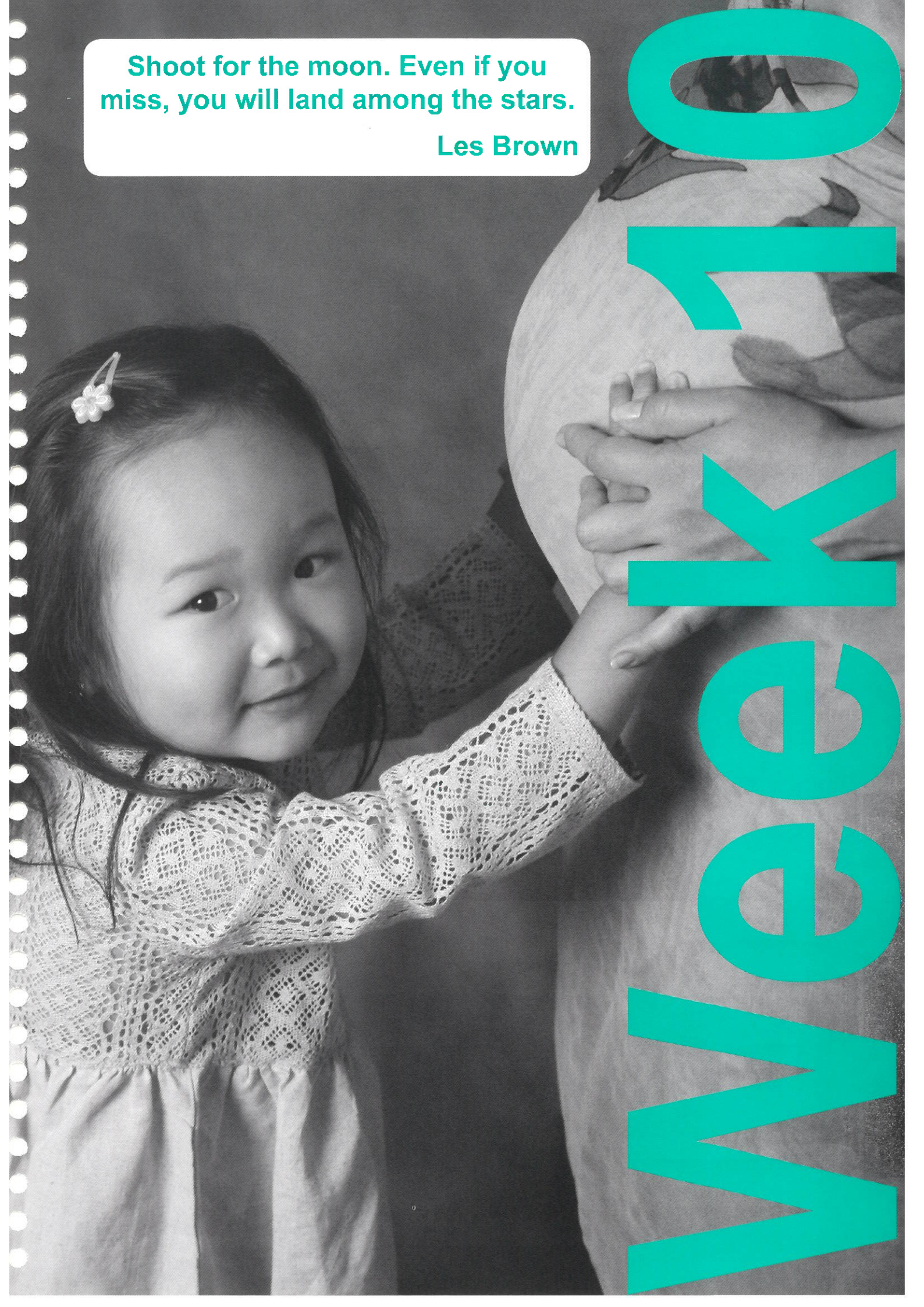
(Listening)

Source: *Helping children who witness domestic violence: a guide for parents*

Shoot for the moon. Even if you
miss, you will land among the stars.

Les Brown

OK Week



My hopes, dreams & plans

Week 10 Facilitator's Guidelines

Week 10

- Intro
- Ice Breaker
- **Review contract**
- Review last week's session - what did this information mean for you and your family? (10 mins)

Exercise 1: Individual and then pairs exercise

Week 10 Handout 1: *My hopes, dreams and plans*

- What are your hopes and dreams for yourself in the future?
- What are your hopes and dreams for your children in the future?
- What will make these hopes and dreams become a reality?

Exercise 2: Large group discussion

Following on from the last exercise, facilitator to take feedback from the group, drawing attention to the strengths of the women and their children having come through domestic violence.

Ask them to consider how they felt about this in week 1 and how they feel now.

Exercise 3: Large group discussion

Refer back to Week 1, Exercise 1

'What makes an ideal family?'

Pose the question "After 10 weeks where are we now in relation to week 1?", display flipchart notes of ideal family from week 1.

Facilitator: Allow some time to discuss progress from week 1 to week 10.

Break

- *Think about positive/creative ways of closing the group.*
- *Ensure you have 'An ideal family' notes from week 1*

You will need:

- Flip chart paper and stand
- Coloured markers
- Blu tack
- Affirmation cards
- CD player and relaxing music
- Card and creative materials
- Wk 10 Hdt 1: *My hopes, dreams and plans* (HM Pg 123)
- Wk 10 Hdt 2: *Further reading* (HM Pg 124-125)
- Wk 10 Hdt 3: *Final evaluation form*
- Notes from week 1: *An ideal family*

My hopes, dreams & plans

Exercise 4: Greeting card exercise

Bring group to a closure with women sharing their feelings about the ending, as well as positive affirmations.

A positive way of closing the group is for women to make their own personal greeting card with their name on the front.

Once the card has been designed, the card is left for each member of the group to go round and write a positive affirmation inside about this person.

This card can then be a reminder of their journey through the programme and the friendships made along the way.

Week 10 Handout 2: *Further reading references related to supporting children*

Ask women to complete final evaluation form

Week 10 Handout 3: *Final evaluation form*

Close group with affirmations.

My hopes, dreams & plans

Week 10
Handout 1

What are your hopes & dreams for yourself in the future?

What are your hopes & dreams for your children in the future?

What will make these hopes & dreams become a reality?

Further reading & resources

Books

- Bakas, Demetra & Powell, Cheryl. ***Black eyed Susan: A story of Hope for Children & Families*** (Creations of Celebration Inc, 2000). Suitable for 6-13 year olds
- Bernstein, Sharon C. & Ritz, Karen. ***A Family that Fights*** (Albert Whitman & Co, 1991) Suitable for 4-8 year olds
- Brown, L.K. & M. Brown. ***Dinosaurs Divorce: A Guide for changing families*** (Brown & Co, 1986) Suitable for 4-8 year olds
- Davis, Diane. ***Something is wrong at my house*** (Parenting Press, 1984) Suitable for 3-10 year olds
- Havelin, Kate. ***Family Violence: My Parents Hurt Each Other!*** (Lifematters Press, 2000) Suitable for 9-12 year olds
- Hochban, Ty & Kryorka, V. ***Hear my Roar: A Story of Family Violence*** (Annick Press, 1994) Suitable for 4-8 year olds
- Hodder, Virginia. ***The Huge Bag of Worries***. (Ironside Wayward, 2001) Suitable for 4 year olds to adult
- Holmes, Margaret M. & Pilo, C. ***A Terrible Thing Happened: A Story for Children who have Witnessed Violence or Trauma*** (Magination, 2000) Suitable for 4-8 year olds
- Lee, Ilene & Sylvester, Kathy. ***When Mommy got Hurt: A story for Young Children About Domestic Violence*** (Kidsrights, 1996) Suitable for 3-9 year olds
- Munsch, Robert. ***Love you Forever***. (Firefly Books, 1986) Suitable for all ages
- Munsch, Robert. ***The Paper Bag Princess***. (Annick Press, 1980) Suitable for 4-8 year olds
- Paris, Susan & Labinski, Gail. ***Mommy & Daddy are Fighting***. (Seal Press, 1986) Suitable for 4-8 year olds
- Trottier, Maxine. ***A Safe Place***. (Childwork/Childsplay, 1997) Suitable for 5-9 year olds
- Winn, Christine & Walsh, David. ***Clover's Secret*** (Fairview Press, 1996) Suitable for 4-10 year olds
- Red Flag Green Flag Resources. ***I wish the Hitting Would Stop***. (Red Flag Green Flag Resources, 1987) Suitable for 6-14 year olds

Further reading & resources

Week 10
Handout 2
Page 2 of 2

Websites

- **www.thehideout.org.uk** A site specifically for children who have lived with domestic violence.
- **www.connexions-direct.com** An information site aimed at 13-19 year olds.
- **www.there4me.com** An information/advice site for young people.
- **www.suzylamplugh.org** A charity providing practical support and personal safety guidance.

Organisations providing further support services

CHILDLINE

Helpline: 0800 1111

Childline is the free telephone helpline service for children and young people in the UK. See website for further information.

www.childline.org.uk

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

Helpline: 0800 800 5000

The helpline offers an information and advice for those concerned about children's welfare. The website provides a wide range of downloadable leaflets offering advice for parents/carers on parenting skills, child/teenage behaviour etc.

www.nspcc.org.uk

PARENTS ADVICE CENTRE

Helpline: 0808 8010 722

Parents Advice Centre aims to help parents and other family members to improve their ability to function within their family.

www.pachelp.org

WOMEN'S AID FEDERATION NORTHERN IRELAND

24 Hour Domestic & Sexual Violence Helpline: 0808 802 1414

The 24 hour freephone service is open to anyone affected by domestic violence. The website includes links and contact details for local Women's Aid groups, downloadable information leaflets and other useful information.

www.womensaidni.org

Evaluation

You & Me, Mum

Supporting children who have lived with domestic violence

Feedback and evaluation are very important to Women's Aid to ensure that the programmes we deliver are always of the highest calibre and meet the needs of those who attend. Your feedback is valued so please take the time to complete this evaluation sheet.

Was this programme well organised?

☐

Not at all

☐

To limited extent

☐

Average

☐

Above average

☐

Excellent

Was the material clearly presented?

☐

Not at all

☐

To limited extent

☐

Average

☐

Above average

☐

Excellent

Did the programme meet your requirements?

☐

Not at all

☐

To limited extent

☐

Average

☐

Above average

☐

Excellent

Were the Facilitator's competent?

☐

Not at all

☐

To limited extent

☐

Average

☐

Above average

☐

Excellent

Was there enough time to discuss all the issues?

☐

Not at all

☐

To limited extent

☐

Average

☐

Above average

☐

Excellent

What was the most interesting part of this programme?

What (if anything) would you have liked to be different?

If you have any suggestions, comments or criticisms about the programme, please write them below

On completion of this ten week programme, please rate your knowledge in the following areas.

None at all
 To limited extent
 Average
 Above average
 Excellent

Understanding how domestic violence affects you as a parent

☐ ☐ ☐ ☐ ☐

Understanding the effects of domestic violence on children / young people

☐ ☐ ☐ ☐ ☐

Effective communication with children & young people

☐ ☐ ☐ ☐ ☐

Promotion of healthy, non-violent relationships

☐ ☐ ☐ ☐ ☐

Protective Behaviour messages & strategies for mother, children & young people

☐ ☐ ☐ ☐ ☐

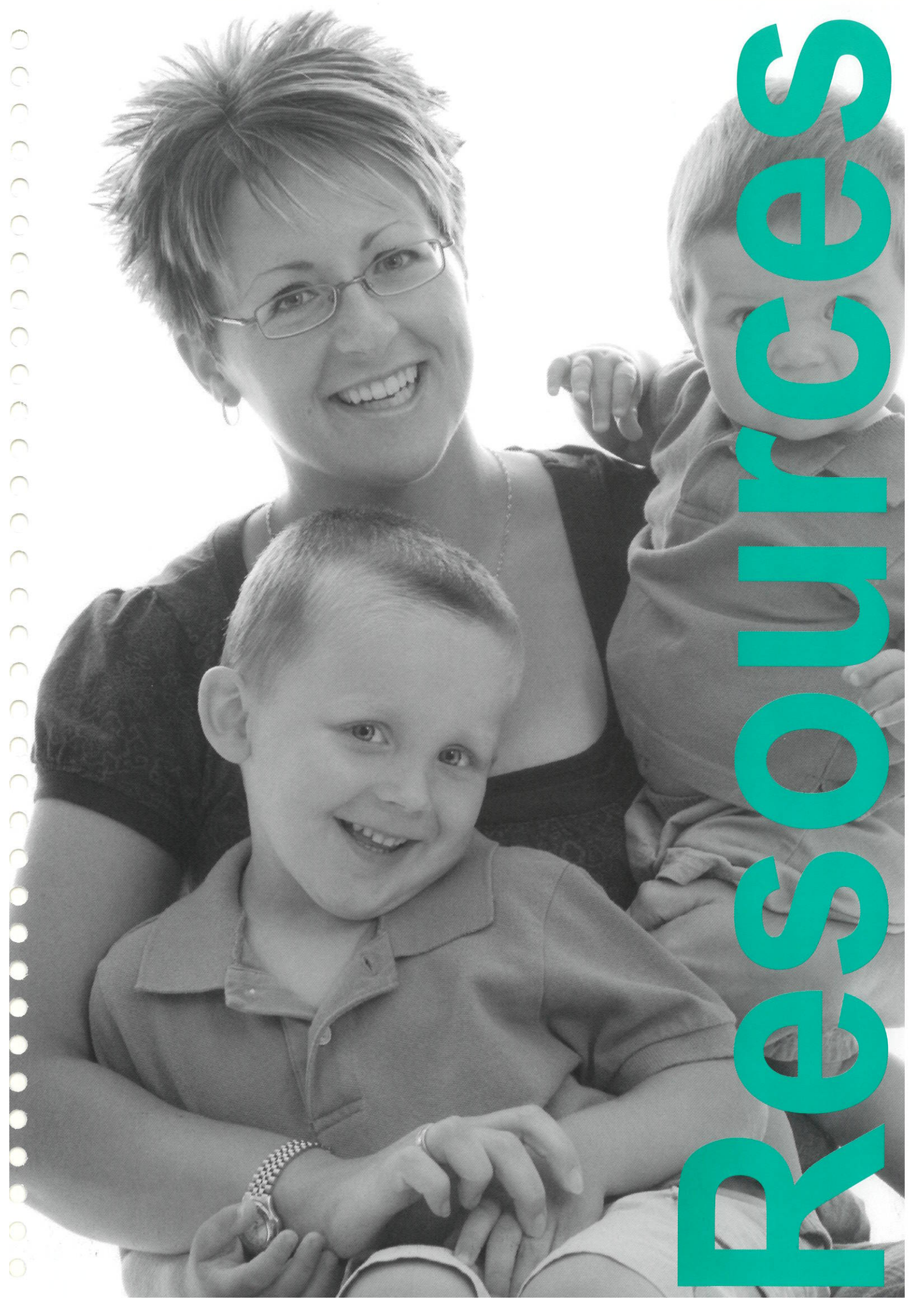
Having completed this 10 week programme is there anything you would like say about it.

Thank you for participating

Reflections

Please use this space to give yourself time as a facilitator to reflect on your journey through this course.

Reflections



For our success

Breathing to release tension

Additional Facilitator's resources 1

Breath counting

- Sit or lie in a comfortable position with your arms and legs uncrossed and your spine straight.
- Breathe deeply into your abdomen. Let yourself pause before you breathe out.
- As you exhale, count "one" to yourself. As you continue to breathe in and out, count each exhalation: "two, three, four."
- Continue counting your out breaths in sets of 4. Do this for 2-3 minutes.
- Notice your breathing gradually slowing, your body relaxing, and your mind calming as you practise this exercise.

The relaxing sigh

Sometimes we catch ourselves sighing or yawning. This is generally a sign that you are not getting enough oxygen. Sighing and yawning are the body's way of remedying this. A sigh is often accompanied by a sense that things are not quite as they should be, and a feeling of tension. Since a sigh actually does release a bit of this tension, you can practise sighing at will as a means of relaxing.

- Sit or stand up straight.
- Sigh deeply, letting out a sound of deep relief as the air rushes out of your lungs. Really exaggerate the sound.
- Don't think about inhaling; just let the air come in naturally.
- Take 8-10 of these relaxing sighs and let yourself experience the feeling of relaxation. Repeat whenever you feel the need for it.

Letting go of tension

- Sit comfortably in a chair with your feet on the floor.
- Breathe deeply into your abdomen. Pause before you exhale.
- Breathe out deeply and say to yourself, "Breathe out tension". Pause before you inhale.
- Breathe in deeply and say to yourself, "Breathe in relaxation".
- Use each breath in as a moment to become aware of any tension in your body.
- Use each breath out as an opportunity to let go of tension.
- You may find it helpful to use your imagination to picture the tension leaving and the relaxation entering your body.

These short relaxation exercises can be used at any time.

When used in a group setting, they are useful especially after discussion of a difficult topic.

One good time to use them is before the group takes its short tea-break.

Source: *The Relaxation & Stress Reduction Workbook* (5th. Edition); Davies, M et.al.

Relax and say your affirmations slowly, with feeling and a sense of conviction

How to use positive affirmations to replace negative thoughts

Positive Affirmations

These are two ways of reinforcing an affirmation

1. Repetition

Repeating a positive affirmation daily helps it to establish in your mind. After about three weeks it will be lodged in your subconscious and become part of your way of thinking.

2. Feeling

Saying affirmations with deep feeling is the most powerful method of strengthening them. Getting a new belief into your heart as well as your head will give it greater power and meaning.

Relax and say your affirmations slowly, with feeling and a sense of conviction

Some examples of affirmations:

- I am responsible and in control of my life
- I love and accept myself the way I am
- I am calm, relaxed and confident
- I am learning to love myself
- I am learning to be myself around others
- I am improving one step at a time
- I can change old, negative habits
- I am learning to be more assertive
- I am learning to let go of worry/guilt/fear/anger/shame/resentment/envy/...
- I can replace worry with constructive action
- I am learning that it is OK to make mistakes
- I accept that I have strengths and weaknesses
- I respect and believe in myself

Additional resources

from Women's Aid Federation Northern Ireland

Additional Information & resources

Further resources produced by Women's Aid Federation Northern Ireland include:

- **Helping Hands for children**
An activity pack for children.
May 2002
- **No Fear: Heading for Healthy Relationships**
Activity pack for young people
March 1998
- **Protective Behaviours and Prevention training**
Protective Behaviours and Prevention training is offered by Women's Aid Federation Northern Ireland's Young Persons' Development Project
- **Delivering domestic violence preventative education programmes in schools & external settings: Good practice guidelines**
August 2005

For further information on these or any of the other publications & leaflets produced by Women's Aid Federation Northern Ireland or an order form, see the publications section of our website www.womensaidni.org

You can contact Women's Aid Federation Northern Ireland by emailing info@womensaidni.org or calling 028 9024 9041

24 HOUR

Domestic & Sexual Violence Helpline

FREEPHONE

0808 802 1414

Open to *all women and men* affected by domestic & sexual violence

✉ text support to 07797 805 839 ✉ 24hrsupport@dvhelpline.org

Source Material

- **Helping Children Thrive: Supporting Women Abuse Survivors As Mothers**

Linda L. Baker & Alison J. Cunningham

Centre for Children & Families in the Justice System (2004)
(www.lfcc.on.ca)

- **Domestic Violence Safety Plan: Tips for you and your family**

American Bar Association (undated)
(www.abanet.org)

- **My Life, My Choice**

The North West Consortium Against Violence Against Women (1996)

- **The Relaxation and Stress Reduction Work Book**

M. Davies, Eshelman & McKay
New Harbinger, (2000)

- **Helping Children Who Witness Domestic Violence: A Guide for Parents**

Meg Craiger & Lily Anderson
Minnesota Centre Against Violence & Abuse (1997)
(www.mincava.umn.edu)

- **Risking on purpose**

Peg Flander West
Essence Publications Pty Ltd (1991)

- **www.protectivebehaviours.co.uk**

Protective Behaviours is a practical and down to earth approach to personal safety for individuals, families and communities of all ages and backgrounds

- **www.duluth-model.org**

Minnesota Program Development, Inc. is a nonprofit agency that works towards the elimination of violence in the lives of women and their children