

# Supporting Students Exposed to Domestic Violence \_\_\_\_\_ *A Guide for Teachers*

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*with assistance from*

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## ————— *A Guide for Teachers*

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*Scenes depicted are fictional and played by actors.*

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# Introduction

## *Why is it important as educators to understand and be aware of students exposed to domestic violence?*

Schools are designed to assist students to develop to their potential socially, emotionally and intellectually. Being exposed to domestic violence significantly impedes students' ability to develop in these areas. Presently, there are violence prevention programs in schools that address bullying, racism and other issues related to violence within the context of the school environment. However, domestic violence and its impacts, are not generally addressed. *VIP (Violence is Preventable)* is an easily accessible prevention service designed to address the specific needs of children exposed to domestic violence and attends to this gap. Research has shown that early education and intervention can help end the cycle of violence both at home and at school.

## *The purpose of this guide*

This guide is designed to enhance educators' understanding and awareness of domestic violence and its implications on students and their families. It is an introduction to *VIP (Violence is Preventable)*, a strategy to link BC schools with *Children Who Witness Abuse (CWWA)* counselling programs which can assist teachers to support students exposed to domestic violence.

## *The prevalence of domestic violence in school settings*

Over 500,000 Canadian homes live with family violence. The effects of exposure to violence in relationships can follow a child from home to school, and to the larger community.<sup>1</sup>

In 1998/99, approximately 378,000 children between the ages of 6 and 11 in Canada had witnessed violence at home at some point in their lives. This constitutes approximately 17% of the population in this age group.<sup>2</sup>

Schools help to develop the values, norms and attitudes that children and youth learn. Early education and intervention programs can have a critical impact on breaking the intergenerational cycle of violence as well as assist those victimized by domestic violence.<sup>3</sup>

Exposure to violence in relationships negatively affects peer relations and academic achievement. Understanding the effects of witnessing violence can help teachers and staff more effectively support students.<sup>4</sup>

Studies have shown that three to five students in every classroom have witnessed domestic violence.<sup>5</sup> Schools may be the only place where these children can access support. For some of these students schools, and in particular classrooms, may be their only safe place. When students feel safe enough to share their experience, the cycle of violence begins to break down.

# Understanding Domestic Violence

## What is domestic violence?

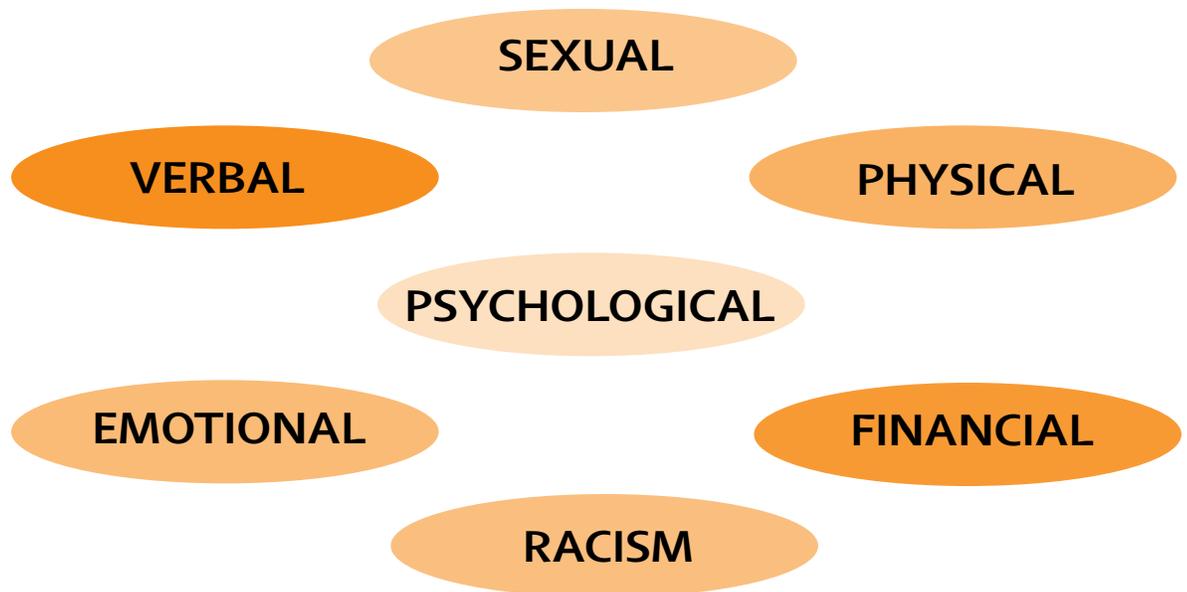
Domestic violence occurs in relationships where one person uses power through words and actions to control and hurt another person.

The justice system report shows:<sup>6</sup>

- Women comprise 85% of the victims of reported spousal violence incidents.
- Since 1974 more than 2600 spousal homicides have been recorded in Canada. The majority of victims are women.
- Aboriginal women are 8 times more likely to be killed by partners than non-Aboriginal women.
- US studies indicate that about 5-10% of all victims of partner violence are men. Some of these are in gay and bisexual relationships. The percentage of heterosexual male victims is thought to be small.<sup>7</sup>

Domestic violence happens all over the world and occurs within all age, ethnic, socio-economic, cultural, professional, educational, religious and sexual orientation groups.

These are different types of violence used to intimidate, humiliate and frighten:



In Canada, when one person is threatened through verbal, physical or sexual abuse, it is a criminal offence.

## The dynamics of domestic violence

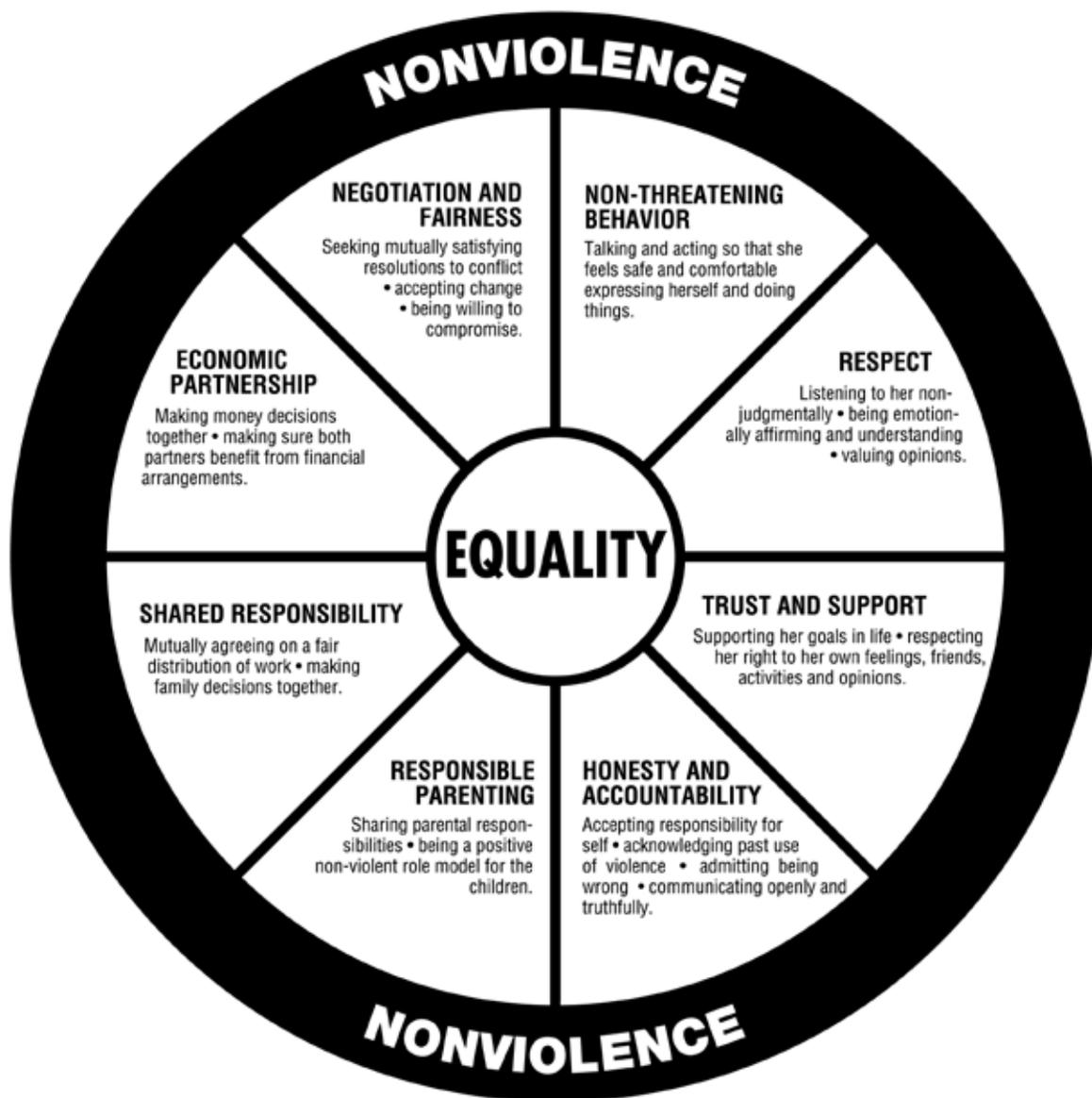
Domestic violence is not an isolated incident, but rather a systematic method of maintaining power and control in a relationship. Intimidation, restricting access to money and resources, physical and sexual violence, demeaning/racist/sexist remarks, jealousy, threats regarding immigration status, and isolating one from one's family and community of support are all examples of violence and how one person may seek to control another.

The following diagrams were created by the Domestic Abuse Intervention Project and help illustrate the violent dynamics of power and control, and the dynamics of equality and non-violence in relationships.



DOMESTIC ABUSE INTERVENTION PROJECT

202 East Superior Street  
Duluth, Minnesota 55802  
218-722-2781  
[www.duluth-model.org](http://www.duluth-model.org)



**DOMESTIC ABUSE INTERVENTION PROJECT**

202 East Superior Street  
Duluth, Minnesota 55802  
218-722-2781  
[www.duluth-model.org](http://www.duluth-model.org)

## Parenting in the context of domestic violence

A mother who is in a violent relationship may be facing these issues:

- Experiencing abuse
- Dealing with the emotional and physical impact of abuse
- Living in fear: fear of safety for both herself and her children, fear of losing her children, fear of being outcast
- Survival: finding housing, food, financial support, employment
- Feeling isolated and alone
- Feeling guilty
- Feeling overwhelmed
- Feeling hopeless



As a mother faces these issues, simultaneously she is trying to parent her children. She is constantly thinking and calculating ways to protect both herself and her children. When she is able, she might be trying to figure out how she might care for her children if she chooses to leave.

Domestic violence can make parenting very challenging. The abusive partner may:

- Treat the mother disrespectfully and the children mimic disrespect
- Give into the children all the time
- Be emotionally and/or physically violent with the children
- Demand that his needs be met first
- Use the children as part of the abuse against the other parent
- Threaten the safety and/or the lives of the children

The issues that mothers face along with children witnessing violence create unstable and often fear-based relationships at home. These relationships can be violent and disrespectful causing parenting to be difficult. Women may choose to stay or leave their partners for the sake of the children.

## Obstacles to leaving violent relationships

It may be difficult or impossible for a woman to leave a relationship because of love, fear, religious values, socio-economic conditions, or the denial of the violence in the relationship. If a woman experienced childhood abuse, it may normalize abusive behaviour in current relationships.

Other reasons for staying in an abusive relationship include:

- Being blamed for the violence
- Being expected to stop the violence
- Hoping for change in the future
- Feeling ashamed and responsible about being abused
- Threats by the abuser to abduct or gain custody of the children if she leaves
- Lack of access to support services such as: financial and legal aid, housing and transportation
- The fear of being killed or fear of the children being killed

Some women stay or return to their abusive partner thinking it is the best way to protect their children. Some women can predict the cycle of violence and can therefore prepare themselves and keep their children safe from the onset of violence. Sometimes, what is known feels safer than the unknown.

### *Diverse backgrounds and cultural awareness*

Additionally, factors for woman and children from diverse backgrounds and cultures can affect a mother's decision to stay in an abusive relationship. Immigrant, refugee and Aboriginal women, women with disabilities, and lesbian, bisexual and transsexual women may experience unique barriers and pressures.

Some additional fears include:

- Fear of authority
- Fear of systemic discrimination
- Fear that people will not believe their story
- Fear they will be cut off financially
- Fear they will be ostracized from their family and community

It is important to note that although no culture condones violence domestic violence exists universally. The response to domestic violence differs within various cultures. In many cultures, domestic violence is not discussed and the family and gender roles are different from the western culture. Children and youth can be confused with the different messages they hear at home and at school. Language barriers can further isolate immigrant and refugee women and can be challenges in accessing support services. Children and youth may become interpreters of language and culture for their parents; this can impact parents' authority and increase children's independence. Children are often called to both conform to peer behaviours and western values of independence and individuality, while adhering to traditional collective culture values of interdependence and obedience. The result is often conflict with children and youth and their parents.



Aboriginal people often experience distinct domestic violence problems due to the intergenerational effects of forced displacement, systemic racism, and the ripple effects of sexual, physical and emotional abuse experienced at residential schools. For Aboriginal communities, it is not just domestic violence that is the problem; it is the historical and on-going experience of widespread systemic violence that now influences the prevalence of family violence in these communities. This history of systemic violence causes many Aboriginal people to distrust the education and justice systems and to prefer legal and support services within their own community. Although healing for Aboriginal people regarding systemic forms of violence is a long process, Aboriginal communities continue to demonstrate resiliency and strength in a multitude of ways.



## Understanding Children and Youth Exposed to Domestic Violence

### *The impacts on children and youth exposed to domestic violence*

Children and youth exposed to domestic violence are impacted emotionally, socially, intellectually, spiritually and sometimes physically. S/he might be feeling:

- Fear of violence
- Fear about what will happen in the future
- Unfocused, confused, unable to concentrate
- Guilty about not being able to protect mom
- Guilty that they were the cause of the abuse or separation
- Angry at both parents
- Isolated and unable to talk to anyone
- Unimportant and worthless

Children and youth exposed to domestic violence may learn:

- That violence is OK
- It is OK to hurt people you love
- Violence can solve problems
- Violence can help you get your own way
- Violence is a “normal” part of relationships
- Men are more powerful than women
- It’s OK to break the law
- Home is not a safe place



If these are some of the feelings and learned concepts about relationships, it is understandable that these children and youth will potentially struggle at school and have feelings of being very different than other children or youth.

## Different developmental responses of children and youth

At different ages children and youth can demonstrate different reactions to living in the abusive environments and may indicate some or all of the following:<sup>8</sup>

2 to 8 years	8 to 12 years	Adolescents
<ul style="list-style-type: none"><li>• Change in sleep and/or eating patterns</li><li>• Uncontrollable sobbing/emotional outbursts</li><li>• Acting out</li><li>• Difficulty with toilet training</li><li>• Clingy</li><li>• Dependent</li><li>• Aggressive</li><li>• Destructive</li><li>• Shy</li><li>• Confused</li><li>• Want to fix everything</li><li>• Blame themselves for the abuse</li></ul>	<ul style="list-style-type: none"><li>• Change in school performance</li><li>• Nightmares</li><li>• Anger</li><li>• Non-compliance</li><li>• Bossy</li><li>• Demanding</li><li>• Overly accommodating</li><li>• Ultra responsible and mature</li><li>• Deny the abuse and violence</li><li>• Repress their feelings</li><li>• Feel frustrated at not being able to help</li><li>• Feel different and outcast, or isolated from their peers</li></ul>	<ul style="list-style-type: none"><li>• Depression</li><li>• Delinquent behaviour</li><li>• Breaking the law</li><li>• Anger</li><li>• Difficult to reach</li><li>• Very fixed in behaviour and attitudes about men and women</li><li>• Blame the mother for the violence or for not leaving</li><li>• Feel very different and outcast, or isolated from their peers</li><li>• School absenteeism</li><li>• Substance misuse</li><li>• Feel hopeless about</li></ul>

At any age, children and youth learn about relationships by watching their role models, their parents or adults in their lives. They learn ways to express emotion, communication skills, problem-solving and conflict resolution. They learn about respect and care for others.

Some children and youth may be noticeably affected behaviourally, socially or academically while other children and youth appear unaffected. However, each child or youth is shaping their values, beliefs and attitudes by what they are witnessing at home.

# Supporting Students Exposed to Domestic Violence

## *Creating a safe environment*

One of the most important things a teacher can do to assist students exposed to domestic violence is to create a safe environment where they can build trust with other adults and students.

- provide structure and predictability by establishing routines to allow children to build security by knowing what to expect
- Create a non-violent classroom by teaching non-violent ways of play and dealing with conflicts
- Model nurturing interactions with children
- Model and teach acceptance of differences in the classroom
- Use encouraging words
- Create opportunities for the space to be noisy and fun
- Develop self-responsibility
- Validate feelings and teach students how to express feelings
- Promote the development of self-esteem
- Promote the emotional literacy of students
- Promote the development of empathy in students and within the classroom milieu



***Remember that your classroom may be the only safe place for some students.***

## *How to recognize students exposed to domestic violence in the classroom*

At any age, students exposed to domestic violence respond differently depending on the student. Some students will act out by hitting, swearing and yelling while other students keep their feelings inside appearing quiet and sad. Students who have been exposed to violence at home may in the classroom:

- Struggle with attention (appear similar to children with ADHD)
- Act out

- Hit or yell
- Isolate themselves from others
- Have difficulty playing with others
- Appear quiet and sad
- Worry about mother or self being hurt
- Have stomach or head aches
- Have attendance issues
- Have issues with substance misuse and/or the law

Observing the behaviour and becoming curious about why a student is acting a certain way will assist you as a teacher in determining what might be going on for the student.

### ***If a student discloses being exposed to domestic violence***

1. Listen to the student.
2. Tell them they did the right thing to tell you.
3. Reassure the student that it is not his/her fault.
4. Do not make any promises (e.g. to keep it a secret, that things will be better from now on, that everything will be OK).
5. Let them know that you will try to help him/her.



When students are able to talk to someone they trust about their feelings, they feel better and can learn healthy ways to handle their feelings.

### ***What teachers can do for students exposed to domestic violence***

1. Have the student see the school/area counsellor regularly.
2. Allow the upset student to leave the classroom and go to the nurse's office or principal's office for some quiet time.
3. Adjust the expectations of school work and homework.
4. Find ways for classmates to be supportive without telling them.
5. Understand that a student may need extra support from you.

If a student discloses being abused or you suspect s/he is being abused, you are required by law to report this to the Ministry of Children and Family Development. Follow the Protocol outlined for you by the School Board to which you belong.

## *If a mother discloses domestic violence*

1. Listen to her story empathically and without judgment.
2. Let her know the abuse is not her fault.
3. A woman experiencing abuse can feel worthless so let her know she has a right to support and services that can help her.
4. Describe options for support and potential counselling.
5. Make referrals.
6. Ask her about support for her children.

If you feel uncomfortable with the disclosure you could:

1. Listen to the story empathically and without judgment.
2. State that you will try and help her, but that you also need to have support and assistance in this.
3. Contact your administrator and together assist the mother.
4. Contact your school or area counsellor and together assist the mother.



## **Connecting teachers to Children Who Witness Abuse (CWWA) programs**

### *What is the Children Who Witness Abuse (CWWA) program?*

The Children Who Witness Abuse program is a community based intervention/prevention program created by the BC/Yukon Society of Transition Houses (BCYSTH) and funded by the Ministry of Community Services to address the needs of children and youth (ages 3-18) exposed to domestic violence.

Through individual or group counselling, the CWWA program will help children and youth to:

- Express feelings in a healthy way
- Understand that they are not responsible for the violence
- Develop a safety plan
- Identify support networks
- Recognize their strengths and increase their self-confidence
- Identify cycles of violence
- Explore myths about violence and violence in the media

- Improve school performance and social skills
- Develop strong conflict resolution skills

The Children Who Witness Abuse program is able to provide school-based *VIP (Violence Is Preventable)* services including educational activities designed to prevent violence as well as presentations to parents or the community about the effects of exposure to domestic violence.

## **What is VIP (Violence Is Preventable)?**

The Violence is Preventable program is a strategy for connecting schools to the Children Who Witness Abuse (CWWA) programs across the province. In addition, VIP has been designed to break the silence of domestic violence, to offer services in schools to assist victims of domestic violence and to prevent the intergenerational cycle of violence from occurring.

## **VIP services for educators**

*VIP (Violence Is Preventable)* offers students and schools access to CWWA programs and other services including:

- School-based educational presentations on domestic violence prevention
- In-depth group intervention and individual support in schools for children who have been exposed to domestic violence
- Professional development workshops for teachers, school administrators and support staff
- Community-based programs for students referred by teachers and counsellors

## **Linking VIP to the BC Ministry of Education Prescribed Learning Outcomes**

VIP can assist teachers to meet some of the prescribed learning outcomes. Within the Health and Career section of the curriculum, CWWA counsellors from VIP can provide presentations and professional development workshops that assist teachers to meet some of the prescribed learning outcomes.

Many of the themes related to domestic violence are reflected in the elementary K-7, high school 8, 9 and Planning 10 Healthy Relationship Prescribed Learning Outcomes which are outlined on the following page.

## Healthy Relationship Prescribed Learning Outcomes

### Kindergarten to Grade 7<sup>9</sup>

- understand appropriate ways to express feelings
- recognize differences between positive and negative behaviours in relationships
- describe appropriate strategies for communicating effectively with others
- describe the nature and consequences of various forms of bullying behaviour including the potential effects on those who are bullied and the potential consequences for students who bully
- describe interpersonal skills necessary to build positive relationships
- assess their own interpersonal skills as they apply to building and maintaining positive relationships
- identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
- identify characteristics of healthy relationships and unhealthy relationships

### Grade 8<sup>10</sup>

- identify school and community sources of information and support for individuals in unhealthy, abusive or exploitative relationships

### Grade 9

- describe skills for avoiding or responding to unhealthy, abusive or exploitative relationships
- describe effective and appropriate responses to bullying, discrimination, harassment and intimidation

### Planning 10<sup>11</sup>

- demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g. effective communication, problem solving)
- analyse factors contributing to a safe and caring school (e.g. respect for diversity, prevention of harassment and intimidation)

Within the VIP presentations, counsellors address some of these prescribed learning outcomes that are expected in relation to Healthy Relationships curriculum. VIP complements any of the violence prevention programs schools have initiated such as Second Step, Focus on Bullying and Roots of Empathy. These programs mainly focus on social situations and can potentially miss the prevention of domestic violence. As VIP focuses on the impact and needs of children and youth exposed to domestic violence, it fills an important gap in our violence prevention programs.

## Social Responsibility

The BC Performance Standards for Social Responsibility has been created for students to develop a sense of social responsibility, and tolerance and respect for the ideas and beliefs of others. Once again, *VIP (Violence is Preventable)* can be used to assist in meeting the social responsibility performance standards by addressing the issues of children exposed to domestic violence.

### How to connect to VIP services

You can find out more information by contacting the BC/Yukon Society of Transition Houses listed in the resource section. They will provide more information and connect you with a local Children Who Witness Abuse (CWWA) counsellor who can come to your school and provide you with any of the services listed above.



### The positive impact of VIP in the classroom

Research has shown that the cycle of violence can be positively impacted through prevention programs. The more educators, children and their families become aware of the effects on children and youth exposed to domestic violence, the less violence

will happen at home and the more personal resources will be developed for families in need. Therefore, if teachers allow Children Who Witness Abuse counsellors to come into their safe environment and present to the students, there is an opportunity for this silence to be broken. As we know, if students are able to talk about what happened, they feel better and are able to learn healthy ways of handling their feelings. VIP can help by connecting students and their families to programs that can offer long-term support.

# Children and Youth's Stories

These stories are situations that may occur in your classroom. They provide examples of what you can do as teachers to assist students who are exposed to domestic violence. As educators, it is important that we take the time to listen empathically and try to understand what might be going on for the student. Being curious and non-judgmental can provide insight into our students which will assist them to develop to their potential socially, emotionally and intellectually.

## *Sophie's Story*

At recess and lunch, Sophie becomes angry when other students won't play a game her way. The girls at school exclude Sophie from games and she ends up being alone during most recesses and lunches. In the classroom, one of the students accidentally bumps into Sophie's arm which causes a blot on her artwork. Sophie rips up her drawing.



Sophie's teacher responds to the situation by speaking quietly to Sophie and calming her down. She attempts to find out what is beneath this behaviour by asking Sophie what is really going on for her. Sophie discloses witnessing her parents fighting at home. The teacher listens empathically and treats the problem seriously. The teacher explains that it is not Sophie's fault and that she will try to help her.

After school, the teacher consults with the principal and they decide to try to connect Sophie with their community's CWWA program. They connect with a skilled counsellor who assists Sophie and the teacher. She offers one-to-one counselling with Sophie and helps the teacher by providing some classroom strategies that enable Sophie to defuse emotional triggers and help her focus on learning.



## *Edward's Story*

Ms.J thinks Edward might have ADHD and require medication. He has difficulty focusing in school, is restless and easily agitated. One day a boy jokingly grabs Edward's pen. Edward explodes to his feet and attacks the prankster. When the teacher sends him to the principal's office, he storms out and sends a pile of books crashing on the floor.



Ms. J sets up a meeting with Edward's mother to discuss the incident. She is curious and non-judgmental when asking about his behaviour at home. Edward's mother is frustrated by his increased resistance to her at home and discloses domestic violence.

Ms. J listens empathically to her story and tells her that there are support systems available and she has a right to access them. Ms. J realizes that Edward is reacting to the violence he had witnessed at home. She provides the mother with phone numbers and resources. She also indicates that she will contact a CWWA counsellor who can provide some individual support for Edward. She tells Edward that if he feels like he might explode he can sit by the office until he has cooled down. Ms. J adapts the school work for Edward and asks the counsellor to see him weekly.

# Resources

## CWWA Community Programs

Ninety-three Children Who Witness Abuse counselling programs exist across BC.

The Children Who Witness Abuse program is a psycho-educational initiative aimed at ultimately interrupting the cycle of violence against women and children. It involves community-based support programs for children 3-18, information sharing and support to the mothers, and VIP (Violence Is Preventable) school-based services.

For more information on the CWWA and VIP programs and services, contact the BC/Yukon Society of Transition Houses at:

Telephone: 604-669-6943 Fax: 604-682-6962

Toll Free Number: 1-800-661-1040

Email: [admin@bcysth.ca](mailto:admin@bcysth.ca)

Website: [www.bcysth.ca](http://www.bcysth.ca)

## List of CWWA Programs across BC

### VANCOUVER ISLAND – POWELL RIVER – Region One

Campbell River Family Services Society (TH)  
Campbell River, BC  
Tel: (250) 287-2421

Campbell River Family Services Society (TH)  
Gold River, BC  
Tel: (250) 287-2421

Comox Valley Transistion Society (TH)  
Courtenay, BC  
Tel: (250) 897-0511

Cowichan Women Against Violence  
Duncan, BC  
Tel: (250) 748-7000

District 69 Family Resources Association  
Parksville, BC  
Tel: (250) 951-2318

District 69 Family Resources Association  
Qualicum Beach, BC  
Tel: (250) 752-6766, ext. 108

Haven Society (TH)  
Nanaimo, BC  
Tel: (250) 754-0764

Island Women Against Violence  
Salt Spring Island, BC  
Tel: (250) 538-5569

Port Alberni Women's Resources Society  
Port Alberni, BC  
Tel: (250) 724-7111

Powell River & Region Transition House Society (TH)  
Powell River, BC  
Tel: (604) 485-6968

Sooke Transition House Society  
Port Refrew, BC  
Tel: (250) 642-2591

Sooke Transition House Society  
Sooke, BC  
Tel: (250) 642-2591

Victoria Women's Transition House (TH)  
Victoria, BC  
Tel: (250) 592-2927, ext. 11 or 12

West Coast Women's Resource Society (TH)  
Ucluelet, BC  
Tel: (250) 726-2343 or (250) 726-7711 Youth Center

North Island Crisis and Counselling Centre  
Port Hardy, BC  
Tel: (250) 949-8333

## LOWER MAINLAND – Region Two

Atira Women's Resource Society (TH)  
White Rock, BC  
Tel: (604) 531-9143

Burnaby Family Life Institute  
Burnaby, BC  
Tel: (604) 659-2212

Chimo Crisis Services (TH)  
Richmond, BC  
Tel: (604) 279-7077

Family Services of Greater Vancouver  
Vancouver, BC  
Tel: (604) 874-2938

Family Services of the North Shore  
North Vancouver, BC  
Tel: (604) 987-0366

Fraserside Community Services Society  
New Westminster, BC  
Tel: (604) 522-3722

Howe Sound Women's Centre  
Squamish, BC  
Tel: (604) 892-5748

Multicultural Family Services  
Burnaby, BC  
Tel: (604) 436-1025

Sunshine Coast Community Services  
Sechelt, BC  
Tel: (604) 885-5881

Tri City Women's Resource Society  
Port Coquitlam, BC  
Tel: (604) 941-7111

YWCA Munroe House (SS)  
Vancouver, BC  
Tel: (604) 734-5722

## FRASER VALLEY – Region Three

Ann Davis Transition Society (TH)  
Chilliwack, BC  
Tel: (604) 792-2760

Cythera Conselling Centre (TH)  
Maple Ridge, BC  
Tel: (604) 467-9939, ext. 32

Hope and Area Transition Society (TH)  
Hope, BC  
Tel: (604) 869-5191

Ishtar Transition Housing Society (TH)  
Aldergrove, BC  
Tel: (604) 534-2640

Ishtar Transition Housing Society (TH)  
Langley, BC  
Tel: (604) 534-2640

OPTIONS – Guildford Office  
Surrey, BC  
Tel: (604) 951-0688

OPTIONS – Newton  
Surrey, BC  
Tel: (604) 572-7411

Surrey Delta Immigrant Services  
Surrey, BC  
Tel: (604) 597-0205

Women's Resource Society of the Fraser Valley  
Abbotsford, BC  
Tel: (604) 855-3363

Women's Resource Society of the Fraser Valley  
Mission, BC  
Tel: (604) 820-8455, ext. 109

## KOOTENAYS – Region Four

Arrow and Slocan Lakes Community Services (SH)  
Nakusp, BC  
Tel: (250) 265-3674

Boundary Family & Individual Services Society  
Grand Forks, BC  
Tel: (250) 442-5571

Canadian Mental Health Association for the Kootenays  
Cranbrook, BC  
Tel: (250) 426-7477, ext. 33

Canadian Mental Health Association for the Kootenays  
Kimberly, BC  
Tel: (250) 426-7477

Castlegar & District Community Services (SH)  
Castlegar, BC  
Tel: (250) 365-2104

Creston & District Community Resource Centre Society  
Creston, BC  
Tel: (250) 428-5547

Elkford Women's Task Force Society  
Fernie, BC  
Tel: (250) 425-4202

Elkford Women's Task Force Society  
Elkford, BC  
Tel: (250) 423-6800

Family Resource Centre (SH)  
Invermere, BC  
Tel: (250) 342-4242

Golden Family Centre  
Golden, BC  
Tel: (250) 344-2000

Nelson Community Services Centre  
Nelson, BC  
Tel: (250) 352-3504

North Kootenay Lake Community Services Society (SH)  
Kaslo, BC  
Tel: (250) 353-7691

Salmo Community Resources Society  
Salmo, BC  
Tel: (250) 357-2277

Trail Family & Individual Resource Society  
Trail, BC  
Tel: (250) 364-2326

## OKANAGAN – Region Five

Central Okanagan Emergency Shelter  
Society (TH)  
Kelowna, BC  
Tel: (250) 763-1040

Community Connections  
Revelstoke, BC  
Tel: (250) 837-2920

Community Resource Centre Society  
Creston, BC  
Tel: (250) 428-5547

Kamloops Sexual Assault Counselling  
Centre  
Chase, BC  
Tel: (250) 372-0179

Lower Similkameen Community Services  
Society  
Keremeos, BC  
Tel: (250) 499-2352

Nicola Valley Community Human Ser-  
vices Association  
Ashcroft, BC  
Tel: (250) 378-9222

Nicola Valley Community Human Ser-  
vices Association  
Logan Lake, BC  
Tel: (250) 378-9222

Nicola Valley Community Human Services Association  
Merritt, BC  
Tel: (250) 378-9222

S.A.F.E. Society (TH)  
Salmon Arm, BC  
Tel: (250) 832-4474

South Okanagan Integrated Community Services Society  
Oliver, BC  
Tel: (250) 498-2538

South Okanagan Integrated Community Services Society  
Osoyoos, BC  
Tel: (250) 495-2623

South Okanagan Women in Need Society (TH)  
Penticton, BC  
Tel: (250) 493-4366

Vernon Women's Transition House Society (TH)  
Vernon, BC  
Tel: (250) 542-1122

Vernon Women's Transition House Society (TH)  
Armstrong, BC  
Tel: (250) 546-3465

Y Women's Emergency Shelter (TH)  
Kamloops, BC  
Tel: (250) 374-2111

## CARIBOO – Region Six

Amata Transition House (TH)  
Quesnel, BC  
Tel: (250) 992-7321

Axis Family Services  
100 Mile House, BC  
Tel: (250) 395-3145

Cariboo Friendship Society (TH)  
Williams Lake, BC  
Tel: (250) 398-7005

Elizabeth Fry Society  
Prince George, BC  
Tel: (250) 563-1113

Nechako Valley Community Services  
Fort St. James, BC  
Tel: (250) 996-7645

Nechako Valley Community Services  
Vanderhoof, BC  
Tel: (250) 567-9205

Phoenix Transition Society (TH)  
Prince George, BC  
Tel: (250) 563-7315

Robson Valley Home Support Society  
McBride, BC  
Tel: (250) 569-2266

Yellowhead Community Services Society  
Clearwater, BC  
Tel: (250) 674-2600

## NORTH – Region Seven

Chetwynd Women's Resource Society  
Chetwynd, BC  
Tel: (250) 788-3793

Elizabeth Fry Society  
Burns Lake, BC  
Tel: (250) 692-7559

Haida Gwaii Society for Community Peace (TH)  
Masset, BC  
Tel: (250) 626-6057

Ksan House Society  
Terrace, BC  
Tel: (250) 635-2373

Mackenzie Counselling Services (SH)  
Mackenzie, BC  
Tel: (250) 997-6595

North Peace Community Resources (TH)  
Fort St. John, BC  
Tel: (250) 785-6021

Northern Rockies Aboriginal Women Society  
Fort Nelson, BC  
Tel: (250) 233-8920

Northern Society for Domestic Peace  
Houston, BC  
Tel: (250) 845-3212

Northern Society for Domestic Peace  
Smithers, BC  
Tel: (250) 847-9000

Nuxalk Nation Transition House Society  
Bella Coola, BC  
Tel: (250) 799-0070

Prince Rupert Community Enrichment Society  
Prince Rupert, BC  
Tel: (250) 627-7166, ext. 33

Queen Charlotte Islands Women's Society  
Queen Charlotte, BC  
Tel: (250) 559-4767

South Peace Community Resources Society  
Tumbler Ridge, BC  
Tel: (250) 242-2082

South Peace Community Resources Society  
Dawson Creek, BC  
Tel: (250) 782-9174

Tamitik Status of Women  
Kitimat, BC  
Tel: (250) 632-8787

## **Other resources for women and children experiencing domestic violence**

*Note: Phone numbers and internet addresses may change over time.*

### **BC/Yukon Society of Transition Houses**

Provides information about transition houses, safe home networks, second-stage programs. Children Who Witness Abuse programs across BC and the Yukon, and VIP (Violence is Preventable) school-based services. Provides training and support to member agencies, provides support for policy changes impacting women, children and youth.

Telephone: 604-669-6943

Toll free number: 1-800-661-1040

Email: [admin@bcysth.ca](mailto:admin@bcysth.ca)

Website: [www.bcysth.ca](http://www.bcysth.ca)

### **Vancouver & Lower Mainland Multicultural Family Support Services**

Offers free, confidential and culturally sensitive advocacy, counselling and support to immigrant and visible minority women and their families who have experienced violence.

5000 Kingsway Plaza-Phase II

306-4980 Kingsway

Burnaby, BC V5H 4K7

Telephone: 604-436-1025

Fax: 604-436-3267

Email: [againstviolence@vlmfss.ca](mailto:againstviolence@vlmfss.ca)

Website : [www.vlmfss.ca](http://www.vlmfss.ca)

### **British Columbia Association of Aboriginal Friendship Centres**

To improve the quality of life of Aboriginal peoples,  
by supporting the activities of Aboriginal Friendship Centres in B.C.

#200 - 506 Fort Street

Victoria BC V8W 1E6

Telephone: (250) 388-5522

Fax: (250) 388-5502

Website: [www.bcaafc.com](http://www.bcaafc.com)

## **Victim Link**

Provides listening, support, problem-solving, basic legal information and information about resources.

Telephone: 1-800-563-0808

TTY: 604-875-0885

Collect calls: Telus Relay at 711

24-hour line staffed by counsellors

## **Helpline for Children**

The telephone service is set up to respond to children in unsafe situations. Also, the counsellors can help children deal with their feelings and can provide community resources for children and parents.

Telephone: 310-1234

24-hour telephone service staffed by counsellors

## **Shelternet**

Online information for abused women experiencing abuse, and a section for children. This internet resource can assist in finding residential services for children, adults and youth.

Website: [www.shelternet.ca](http://www.shelternet.ca)

## **Law Line**

Legal Services Society has set up this telephone service that provides free legal information.

In the Lower Mainland: 604-408-2172

Outside the Lower Mainland: 1-866-577-2525

## **Family Law in British Columbia**

A website produced by the Legal Services Society. General information about family law, self-help material for legal problems, and extensive links to sites with more information about family law.

Website: [www.familylaw.lss.bc.ca](http://www.familylaw.lss.bc.ca)

## **BC Institute Against Family Violence**

Provides extensive information and links to other resources.

Website: [www.bcifv.org](http://www.bcifv.org)

## **National Clearinghouse on Family Violence**

Provides extensive information and links to other resources.

Telephone: 1-800-267-1291 or (613) 957-2938

TTY: 1-800-561-5643 or (613) 952-6396

Website: [www.hc-sc.gc.ca/hppb/familyviolence/](http://www.hc-sc.gc.ca/hppb/familyviolence/)

## **PovNet**

A website with online services focusing on housing and welfare issues.

Website: [www.povnet.org](http://www.povnet.org)

## **BC Coalition of People with Disabilities**

Advocacy Access program helps people with disabilities get a range of benefits, homeowner grants, gas tax rebates and subsidized housing.

Telephone: 1-877-232-7400 or 604- 875-1088

TTY: 604-875-8835

Website: [www.bccpd.bc.ca/advoacc.html](http://www.bccpd.bc.ca/advoacc.html)

## **Canadian Centre for Abuse Awareness**

Provides abuse information, programs, outreach and resources.

Telephone: 1-800-379-8858

Website: [www.ccfaa.com](http://www.ccfaa.com)

## **BC Association of Specialized Victim Assistance and Counselling Programs (BCASVACP)**

The BC Association of Specialized Victim Assistance and Counselling Programs works to coordinate and support the work of victim-serving and other anti-violence programs in BC, including free Community-based Victim Assistance Programs and Stopping the Violence Counselling Programs.

#728 - 602 West Hastings

Vancouver BC Canada V6B 1P2

Business Phone: 604-633-2506

Fax Number: 604-633-2507

Email: [bcasvacp@endingviolence.org](mailto:bcasvacp@endingviolence.org)

Website: [www.endingviolence.org](http://www.endingviolence.org)

## Literature for children and youth

### ***A Volcano in My Tummy***

A book designed to help children handle anger and build self-esteem. Designed for ages 6-15.  
E. Whitehouse and W. Pudney (B.C.: New Society Publishers, 1996)

### ***Hands are Not for Hitting***

Designed for ages 4-10.  
M. Agossi. (Free Spirit Press, 2000)

### ***I'm Frustrated; I'm Mad; I'm Proud – Dealing with Feelings Series.***

Designed for elementary students.  
E. Crary (Parenting Press, 1979)

### ***Today I Feel Silly***

Jamie Lee Curtis. (Harper Collins, 1998)

### ***My Many Colored Days***

Designed for ages 5-10.  
A book about feelings.  
Dr. Seuss

### ***How Are You Feeling?***

A book about feelings.  
Designed for ages 6-10.

### ***Just Because I Am***

A Child's Book of Affirmation.  
Designed for all ages.  
L. Murphy-Payne. (Minneapolis: Free Spirit Publishing Inc., 1994)

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- 3 BC/Yukon Society of Transition Houses. (2007). *The Violence is Preventable program*. pamphlet.
- 4 BC/Yukon Society of Transition Houses. (2007). *The Violence is Preventable program*. pamphlet.
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- 6 Trainor, C., Lambert M., Daverne M. (2002). In: *Family Violence in Canada: a statistical profile, 2002*.
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- 8 Family Services of Greater Vancouver. (2007). *Children affected by family violence program*. p.2
- 9 British Columbia Ministry of Education. (2006). *Prescribed learning outcomes: health and career education K-7*. BC: Government of BC, p 44-45.
- 10 British Columbia Ministry of Education. (2005). *Prescribed learning outcomes: health and career education 8 and 9*. BC: Government of BC, p. 20-21.
- 11 British Columbia Ministry of Education. (2004). *Prescribed learning outcomes: health and career education Planning 10*. BC: Government of BC, p.43.

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