

Violence Is Preventable

Building Partnerships Between
Children Who Witness Abuse Programs
and BC Schools



BC/Yukon Society of Transition Houses

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Violence Is Preventable (VIP)

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*This manual is dedicated to
the child witnesses of domestic violence
whose experiences often go untold,
and to the counsellors
whose efforts to support them are endless.*

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Introduction



What is the Violence Is Preventable (VIP) Project?

The Violence is Preventable (VIP) project is an initiative of the BC/Yukon Society of Transition Houses (BCYSTH), a non-profit organization representing transition houses, safe homes, second-stage programs, and other agencies that serve the needs of women and children who have experienced abuse. The BCYSTH began its work in 1978 with only 6 members, and currently represents 178 member agencies, including: 63 transition houses, 15 safe home networks, 12 second-stage shelters, and 30 associate members. The Society represents 95% of all shelters in BC and the Yukon, as well as 93 Children Who Witness Abuse counselling programs across the province.

The Children Who Witness Abuse (CWWA) programs were established by the BC/Yukon Society of Transition Houses in 1992, to provide psycho-educational support groups and individual counselling for children exposed to domestic violence. The CWWA program helps children cope with the impact of exposure to domestic violence and aims to break the intergenerational cycle of violence while providing information and support for children's non-offending caregivers. The mandate of the CWWA program is to support the needs of children and youth exposed to domestic violence, aged 3 to 18 years of age, who are not living in immediate crisis situations. Currently, CWWA programs are available in 93 communities across British Columbia, and central coordination of these programs is funded by the Ministry of Community Services.

The Violence Is Preventable (VIP) Project provides a comprehensive provincial strategy for linking school districts and individual schools with Children Who Witness Abuse programs and the resources these programs offer. Through this strategy, schools and CWWA programs can work together to ensure that children and youth who have been impacted by domestic violence receive the support services they require. One of the key values inherent in the VIP Project is the belief that every student benefits by having increased awareness of the issue of interpersonal violence.



Why is the VIP Project important in British Columbia?

Research indicates that without proper interventions, children and youth exposed to domestic violence may perpetuate the attitudes, beliefs, and actions they may have learned from the role models in their lives. Witnessing violence greatly increases the chances that a boy may grow up to act violently with dating and/or marital partners, while a girl may be at an increased risk of accepting violence in her future dating and marital relationships. The effects of children's exposure to domestic violence are also visible in within the school, as three to five children in every classroom are exposed to domestic violence in their homes.¹ For these students, school may be the only safe environment where support can be accessed. School-based support in the form of educational presentations and group interventions can help foster improved peer relationships and academic achievement for these students while reducing their sense of isolation. Violence prevention education and intervention programs play a critical role in breaking the cycle of violence in families by addressing the root causes of abuse.

In British Columbia, dedicated Children Who Witness Abuse counsellors have recognized the benefits of establishing close working relationships with schools in their areas. While some programs have been successful in forging strong connections with schools in their areas, on a broader provincial level there still exists a lack of consistency in collaborative work between schools and CWWA programs. Through the Violence Is Preventable Project, the BC/Yukon Society of Transition Houses aims to provide a framework for effective school-based partnerships and for the provision of support services for children exposed to domestic violence.

Why was the VIP Manual developed?

The first edition of the VIP manual was produced in 2004 during the first phase of the VIP project. This manual was used to support the work of eight VIP pilot sites in BC, which delivered educational presentations and group interventions in very diverse communities and settings. Additional funding was received to continue the work of VIP in 20 new communities over the next several years.

The first edition of the VIP manual flew off the shelves of BCYSTH quickly due to its valuable and needed content, and was consequently due for reprinting. BCYSTH took this opportunity to develop this second edition of the manual, revising and expanding its contents based on feedback provided by pilot site counsellors and consultants involved in the project. The goal was to further enhance the effectiveness, accessibility, and applicability across settings and communities.

¹ Jaffe, Peter G., David A. Wolfe & Susan Kaye Wilson. (1990). *Children of battered women*. Thousand Oaks, CA: Sage Publications, p. 113.

The second edition incorporates the learnings from the original VIP sites, and introduces new and innovative material. This material includes information that aims to help CWWA counsellors better support children and youth from Aboriginal communities, as well as from immigrant and refugee backgrounds. A section on evaluating VIP efforts has been revised, and a school-based perspective is better incorporated throughout the manual. It is the hope of BCYSTH that the second edition of the VIP Manual will be a valuable resource for new VIP sites and all CWWA programs working with schools in their communities.

What resources are available to accompany the VIP Manual?

In addition to the revised VIP Manual, BCYSTH has produced a series of VIP videos for use with students and teachers in schools settings. *Keeping VIP Alive in Your Community: A Guide to Project Sustainability* and a guide for educators regarding VIP have also been produced and are available for CWWA counsellors. Please contact BCYSTH for additional information

Section 1

What Role Do Schools Play in Preventing Domestic Violence?



In order to build a peaceful society, we must begin by creating peaceful homes and schools. It is in these places that children observe and learn the behaviours that will influence and shape their relationships in life, as well as their attitudes about what constitutes a fair and equitable society. However, when 500,000 Canadian households experience family violence each year,¹ it is often within school and community settings that children have opportunities to learn alternatives to violence. Children Who Witness Abuse programs provide support and intervention services within their organizations. Yet, when partnered with schools in their communities, these programs increase the reach and impact of their services by providing specialized education and support for many students who might otherwise not access these services. This section highlights some of the important reasons why schools and CWWA programs benefit by working together in their efforts to prevent domestic violence in their communities.

What are the advantages to working with schools?

School-based violence prevention programs play an important role in mitigating the effects of domestic violence on children and youth. Because children exposed to domestic violence often conceal their experiences due to fear of public embarrassment and scrutiny, school-based violence prevention programs may be the only way to ensure these children receive the support they so desperately need.²

Universal prevention programs that target all students in the school setting have the ability to reach “the socially invisible child witnesses of violence”³ in a non-stigmatizing process, while reaching potential aggressors or victims who would not normally be identified as “at-risk.” Moreover, because such programs aim to inform a broad population, a key benefit is that even if those participating in the program don’t become victims or perpetrators of domestic violence, they will be able to help others prevent it by being informed neighbours and community members.⁴

In adolescence, youth often rely on peer groups for advice and guidance in matters of social behaviour, attitude, dress, and identity.⁵ Schools are an excellent place for universal prevention programs because they help promote healthy, respectful relationships among peer groups who can then go on to become agents of change in the eyes of their fellow peer members.⁶

¹ Jaffe, Wolfe & Wilson. (1990), p. 18.

² Jaffe, Peter G., Elaine Hasting & Deborah Reitzel. (1992). Child witnesses of woman abuse: How can schools respond? *Response to the Victimization of Women & Children*, 79(14), p. 12.

³ Peled, E. (1997) quoted in Laing, Lesley. (2000). Children, young people and domestic violence. *Australian Domestic & Family Violence Clearinghouse issues paper*, (2), p. 13.

⁴ Wolfe, David A. & Peter G. Jaffe. (Winter, 1999). Emerging strategies in the prevention of domestic violence. *The Future of Children*, 9(3), p. 138.

⁵ Shiner, M. (1999) cited in Laing (2000), p. 14.

⁶ Avery-Leaf, Sarah & Michele Cascardi. (2002). Dating violence education: Prevention and early intervention strategies. In Paul A. Schewe (Ed.), *Preventing violence in relationships: Interventions across the life span* (79-106). Washington, DC: American Psychological Association, p. 96.

Schools are also excellent venues for delivering CWWA focused group programs because of their regular access to children and youth.⁷ Perpetrators of domestic violence often isolate their families from the community as a control tactic. As a result, children in these families tend to participate less in extra-curricular activities and community events, often leaving the classroom as the only venue where they can access help.⁸ Moreover, many families experiencing domestic violence may lack the financial resources necessary to obtain individual or group counselling services outside of schools.⁹

For children exposed to violence at home, schools are often a place where they can witness alternative behaviour to violence, and positive role modelling. Schools can help shape children's attitudes by promoting fairness, respect, empathy, and equity among children through universal violence prevention programs.¹⁰

How does domestic violence impact schools?

While a lack of resources may seem like an obstacle for some schools in implementing programs aimed at reducing domestic violence, the cost of ignoring domestic violence is too great for schools to bear. Ultimately, domestic violence affects the classroom through students' academic difficulties, absenteeism, and increased levels of aggression and acting-out behaviours.

40% of children exposed to domestic violence had reading ages more than a year behind their chronological ages.

Children in primary grades who have been exposed to domestic violence tend to have poor academic performance and difficulties in concentration. This is reflected in a study by Mathias et al., who found that 40% of children exposed to domestic violence had reading ages more than a year behind their chronological ages.¹¹ In order to understand the academic challenges facing children who witness abuse, it may be helpful for teachers to recognize the underlying causes of these challenges. For children growing up in unstable home environments marked by domestic violence, schools may provide a source of routine and stability necessary for healthy development and growth.¹²

⁷ Hilton, N. Zoe, Grant T. Harris, Marnie E. Rice, Tina Smith Krans & Sandra E. Lavigne. Antiviolence education in high schools. *Journal of Interpersonal Violence*, 13(6), p. 7.

⁸ Herman, J. L. (1992) cited in Laing (2000), p. 2.

⁹ Weiss, Lois, Julia Marusza & Michelle Fine. Out of the cupboard: Kids, domestic violence, and schools. *British Journal of Sociology of Education*, 19(1), p. 67.

¹⁰ Pohan, Cathy. (2000). Practical ideas for teaching children about prejudice, discrimination, and social justice through literature and a standards-based curriculum. *Multicultural Perspectives*, 2(1), p. 1.

¹¹ Cited in James, Marianne. (1994). Domestic violence as a form of child abuse: Identification and prevention. *Issues in Child Abuse Prevention*, (2), p. 6.

¹² Jaffe, Wolfe & Wilson (1990), p. 23.

What are the benefits of school and CWWA program collaborations?

Implementing a school-based domestic violence prevention program requires a committed and coordinated effort, yet the benefits of these collaborations are numerous. Some of the benefits of school-based group programs for children exposed to domestic violence include:

- Effective use of CWWA counsellor limited time
- Increased community awareness of and accessibility to CWWA programs
- Decreased barriers to accessing counselling services for children and youth caused by parents' work schedules, lack of transportation, or reluctance in approaching a community agency
- More consistent group attendance by students in schools
- Increased participation levels due to students' feeling comfortable in the familiar school setting

By building partnerships within schools, CWWA counsellors apply a community-based approach to violence prevention by focusing on changing these attitudes one generation at a time. Violence does not occur within a social vacuum; it is the product of the violent behaviour and attitudes that are condoned by society.

What do partnerships with schools look like?

CWWA/school partnerships take many forms and vary depending on program resources, characteristics of the school community, needs of the students, and commitment made by both partners. Moreover, the way in which CWWA counsellors approach schools will depend upon the school's readiness for implementation of violence prevention programs, as well as the resources available within each CWWA program. Many schools and districts have proactive violence prevention programs already in place, while others may be less prepared to address issues of violence in their communities. CWWA counsellors can be most effective when approaching school districts with sensitivity, curiosity, and a flexible approach that "meets schools where they are," in terms of school philosophy, or readiness.¹³

What guidelines can guide our efforts in this area?

It is helpful to consider the experiences of other violence prevention initiatives in our country, and the valuable lessons available to guide us when moving forward in our work with schools. The following guidelines for school-community collaboration are based on the successful practices of violence prevention programs throughout Canada:

¹³ Jaffe, P., D. Wolfe, C. Crooks, R. Hughes & L. Baker. (in press). *The fourth R: Developing healthy relationships in families and communities through school-based interventions.*

1 – WHAT ROLE DO SCHOOLS PLAY IN PREVENTING DOMESTIC VIOLENCE?

- To be most effective, school/community collaborations focusing on violence prevention must be inclusive of the student body, sensitive to cultural, gender, and age differences that exists among students, and responsive to diverse student need.
- Violence prevention programs commonly focus on changing students' behaviour and attitudes. In order to effectively do so, programs must promote and integrate a culture of peace in school activities and among school staff.
- Building a culture of peace requires a concerted effort by teachers, administrators, school board members, parents, counsellors, and students over time, which is why effective school/community collaborations foster long-term partnerships with these groups.
- Effective violence prevention programs are integrated into the school curriculum in collaboration with community agencies that can offer expertise and resources in this area.
- Peer groups, such as peer mediators, can be excellent partners in violence prevention once they have received training in this area, as they often more easily relate to and identify with youth, and offer fellow students an alternative source of support in cases of domestic violence and abuse.



Section 2

How Can CWWA Programs Build Effective Partnerships with BC Schools?



This section provides an overview of the BC school system and offers guidelines for building effective partnerships between schools and Children Who Witness Abuse programs.

How is the BC school system structured?

Ministry of Education

In British Columbia, the Ministry of Education oversees the Kindergarten to Grade 12 education system – including both public schools and independent schools – and has recently (2005) taken on responsibility for early learning, literacy, and libraries. Its primary role is to determine educational policies, and its roles and responsibilities are outlined in the *School Act*, the *Teaching Profession Act*, the *Independent School Act*, and the *Library Act*. Additional information regarding the role of the Ministry of Education can be found by following the links on the BC government website: www.gov.bc.ca

Schools in BC

British Columbia has several types of schools that fall in under the Kindergarten – 12 education system. Although all schools in the system are guided by the Ministry of Education, understanding the unique characteristics of the school district, school, and staff may help you choose your approach in making initial contact. Below is a brief glossary of terms related to the BC school system:

- **School District:** A school district is a geographic area in BC constituted as a district under the *School Act* and administered by a board. Districts are numbered 5 to 93 and include all public school boards responsible for public education in specific geographic areas of the province, as well as the Francophone Education Authority responsible for the public education of Francophone students in BC, referred to as the Conseil Scolaire Francophone.¹
- **Public School:** A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board.² There are currently 1,666 public schools in British Columbia,³ with 570,910 students in attendance.⁴
- **Alternate Programs:** Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example, timetables, schedules, or traditional classroom environment).⁵

¹ British Columbia Ministry of Education. (November 2006). *Glossary of terms: Reporting on K-12 education*.

² Ibid.

³ British Columbia Ministry of Education. (n.d.). *Number of schools, 1996/97-2005/06*, p. 3.

⁴ British Columbia Ministry of Education. (2005). *Reporting on K-12 education: Facilities*.

⁵ BC Ministry of Education. (November 2006).

- **Distance Education Schools:** The British Columbia Distributed Learning Program⁶ can be accessed through nine publicly funded distance education schools in BC. Distance education schools offer an option for students to enroll throughout the year and take their education primarily at a distance from the school and teacher. More information is available online from Open School BC at www.openschool.bc.ca/de/
- **Community Schools:** A community school is a facility that is open beyond the traditional school day to provide educational, recreational, social, and health programs, services, and events for people of all ages. Community schools also liaise with community agencies/organizations to increase and improve access to and delivery of community services in neighbourhood areas.⁷ According to the Association for Community Education in British Columbia (ACEBC), there are over 80 registered community schools in B.C.
- **Independent Schools:** Independent schools offer parents alternatives to a public school education. Some parents in British Columbia choose to send their children to independent schools because these schools provide a particular religious, cultural, philosophical, or educational approach. Independent schools are governed by an *Independent School Act*.⁸
- **Band-Operated and Federal Schools (BOFS):** Indian and Northern Affairs Canada (INAC) funds elementary and secondary education for Inuit and on-reserve First Nations students through the Band-Operated and Federal Schools (BOFS) program, which has a legislative base in the *Indian Act*. BOFS is part of INAC's elementary/secondary education program and funds instructional services and student support services (transportation, counselling, accommodation, and financial assistance) for eligible First Nations and Inuit students attending either band-operated or federal schools. INAC is the only federal source of 100 percent funding for these services.⁹

Who can CWWA programs approach in the school system?

Key factors in the success of violence prevention programs are the level of program support and buy-in at the school level. Reaching out to a variety of groups across the school system, including school boards, administrators, teachers, parents, and students, helps to ensure a broad and sustainable support base for any initiative. This section offers suggestions regarding possible school and community contact points that are best considered in the context of specific school needs and practices.

⁶ British Columbia Ministry of Education. (n.d.). *Distributed learning*.

⁷ School District 43. (2006). *Community schools*; Association for Community Education in British Columbia. (n.d.). *What is a community school?*

⁸ BC Ministry of Education (November 2006).

⁹ Indian and Northern Affairs Canada, Departmental Audit and Evaluation Branch. (June 2005). *Evaluation of the band-operated and federal schools (BOFS): Project 03/03*, p. i.

Trustees and school boards

Reaching out to school boards can help to successfully introduce violence prevention programs at a district level. Through their decision-making ability, school boards can encourage school principals and teachers to adopt violence prevention programs and build a sustainable culture of non-violence in the school environment. This is particularly true at the elementary school level, where school board approval is often required before community agencies can make presentations to students.

Staff and administration

Because of their close contact with students, it is important that school staff and administrators understand the positive impact of modelling non-violent, non-discriminatory behaviours. Behavioural change among students is more likely to occur if their social and physical environments are supportive and encouraging of non-violence. For this reason, every member of the school community plays an important role in an effective violence prevention effort. School principals and vice principals are important partners in violence prevention because teachers are more likely to implement programs that are supported by the administration. School administrators can also be helpful in addressing parental concerns or questions about specific programs offered in the school.

Every member of the school community plays an important role in an effective violence prevention effort.

Teachers

Teachers may be the best contacts when developing relationships with schools, particularly in rural areas, where administrative staff may not be based in the school. Students are more likely to be comfortable discussing issues related to domestic violence when their teachers are knowledgeable and comfortable about the subject themselves. Moreover, when teachers integrate a gender-sensitive and anti-violence perspective in their regular classroom curriculum, they help ensure that positive messages for students are reinforced and practised over time, rather than through a single violence prevention presentation. Teachers are also well positioned to encourage and inspire students to initiate their own violence prevention efforts, thus propelling an empowering school-based experience for students.

Teachers may be more likely to support violence prevention initiatives that meet prescribed learning outcomes outlined by the Ministry of Education. For example, a classroom presentation on violence prevention might address some of the goals and outcomes of the BC Health and Career Education Curriculum, on the topic of Healthy Relationships. It might also support the school's efforts in teaching peaceful problem-solving skills or valuing diversity and defending human rights, both aspects of the BC Performance Standards for Social Responsibility.

Key elements in garnering teacher support and establishing clear and positive working relationships in schools include setting up a protocol for handling disclosures and providing teachers with information about community resources available for their students. Teachers are provided with guidelines

and policies by the Ministry of Education for building relationships with community programs and creating safe learning environments in addressing sensitive subjects such as abuse. Becoming familiar with these protocols prior to approaching a teacher or school may help provide a common language and understanding about the issues to be explored.

School counsellors

School counsellors are an excellent resource for reaching children who have been exposed to domestic violence. Counsellors provide school-based support for students experiencing behavioural, social, or academic difficulties, some of whom could greatly benefit from the specialized support available through a CWWA counsellor. School counsellors can also help facilitate staff and curriculum development in areas of violence prevention and domestic violence, while assisting with logistical considerations such as securing parental consent for student participation in group programs and locating suitable space to run weekly group sessions. School counsellors are instrumental in paving the way for the effective implementation of school-based violence prevention programs.

“Safe Schools” personnel

Most BC districts have a contact person who is responsible for receiving and disseminating information about school safety issues, and who may also be helpful in offering advice and assistance regarding ways of engaging with the school district.

Community school coordinators

The majority of community schools in BC have a community school coordinator who is responsible for coordinating community resources and facilitating community use of school facilities. Because of their community-based mandate, community school coordinators can help build awareness of VIP objectives within the community at large.

Parents

Parents are interested in ensuring their children’s well-being and are increasingly concerned about the safety of their children at school. Informing parents about the effects of domestic violence and ways to prevent violence can help them understand some of the underlying causes of school aggression and ways to increase safety in schools for all students. Moreover, if parents are supportive of violence prevention initiatives, school boards and school administration are more likely to respond favourably. This is particularly true at the elementary school level, where parental consent is often required for student participation in such initiatives.

Involving parents in the design and implementation of violence prevention programs will help ensure parental participation and support.

Involving parents in the design and implementation of violence prevention programs will help ensure parental participation and support. It is important for parents to understand the impact of domestic violence on children's development and how children's needs are best supported in these situations. CWWA counsellors can provide valuable information for parents regarding CWWA programs and services available for children and non-offending caregivers in their communities and schools.

Students

Involving students in the planning and delivery of violence prevention programs helps to ensure that messages and ideas are presented in a relevant and appealing manner. Students often respond best to information and initiatives presented, at least in part, by fellow students, and older students in particular may initially be more likely to turn to their peers, rather than counsellors, for advice and support when needed.

What role does community play in garnering school support?

Working together with other community agencies helps ensure the coordination of services and reduces individual agency costs associated with program delivery. The following suggestions can assist in developing collaborative relationships within the community:

- Attending “child and youth working groups” in your community provides opportunities for sharing ideas and information across programs and for strategic planning of events and initiatives.
- Developing effective relationships with child and youth mental health counsellors in the Ministry of Children and Family Development (MCFD), particularly with those situated within schools when familiar with services available for students through CWWA, increases accessibility for at-risk students to benefit from school-based CWWA services.
- Connecting with local Early Childhood Development (ECD) groups, sometimes referred to as Children First or Success by Six, that may be working with schools and may be instrumental in developing community hubs of services for this population of children, can be very effective in implementing CWWA programs in schools for students in the pre-primary and primary grades.
- Liaising with specialized school-based programs for young parents can provide an avenue for delivering educational presentations for young parents regarding the impact of domestic violence on young children and adolescents.
- Connecting with after-school programs to provide presentations for staff, parents, or children, or a focused group program if needed, can be very effective in increasing awareness in the community about issues related to domestic violence.

What are effective ways of establishing successful partnerships with schools?

There are various ways of building partnerships with schools and increasing awareness about CWWA services and VIP Project objectives. Becoming familiar with a school's philosophy about violence prevention can help you decide what approach to take in introducing a potential partnership in a school district. This ground work is critical in developing effective collaborations with schools. Once you have become familiar with schools in your area, you may decide to provide information about your program and the VIP Project. You may choose to:

- Distribute clear and concise pamphlets, brochures, faxes, and articles about your agency, program, and the VIP Project to schools in your district.
- Distribute VIP and CWWA brochures through school board meetings and counsellor meetings.
- Advertise upcoming anti-violence events, guest speakers, programs, and services through the school newsletter.
- Send a fax at the beginning of each school year to principals and staff at your local schools, introducing yourself and the services your program provides.
- Ask the school principal if you can attend a staff meeting to learn what the school is doing in the area of violence prevention. This can also be an opportunity to provide information about VIP Project objectives and assess whether there is interest in collaboration with your program.
- Encourage an interested teacher to introduce the program at a staff meeting. Organize an information session or presentation for teachers as a follow-up.
- Contact the Professional Development Committee at your local school to organize a presentation for a Pro-D day. The best time to contact the committee is in late April or early May, as Pro-D dates are set for the following year at that time.
- Introduce yourself to student groups such as student council, drama groups, law classes, and peer counsellors. With support from school staff, encourage students to spearhead anti-violence projects and offer to meet with them during lunch hours to plan anti-violence activities for their peers and community. These could include poster contests, drama presentations, newsletters, and assemblies.
- Make contact with community organizations to promote VIP objectives by attending meetings, joining e-mail distribution lists, announcing upcoming events and programs in your agency, and distributing pamphlets and program information.

The provision of **presentations and workshops** in school settings is an excellent way to begin to formalize your relationship and partnership with schools. One way to begin this process is by offering presentations on official violence prevention days such as November 25, International Day to End Violence Against Women; December 6, National Day of Remembrance and Action on Violence Against Women; and the fourth week of April, Prevention

of Violence Against Women Week in BC. Presentations can be offered in various venues, including:

- School district offices by contacting the school board secretary or chair, and inquiring if a presentation at a school board meeting is possible. This type of presentation can provide a forum for sharing about successful CWWA efforts in local schools or about initiatives available for piloting in schools in the district.
- School counsellor meetings to discuss the services available for students through CWWA programs. Ask to be included in the agenda to present a brief outline of the CWWA program and VIP Project.
- Professional Development Committees across the district. Inquire about attending a scheduled meeting to provide information about available presentations on topics related to domestic violence for future Pro-D days.
- Parent Advisory Committees by offering to provide a presentation related to children exposed to domestic violence or the values of violence prevention education for students.
- Parent information evenings on the topic of educational, non-violent, non-sexist toys, videos, games, and books for children, or about how to monitor children's TV viewing habits.

What can a CWWA and school action plan include?

Presentations help build awareness about domestic violence within schools, and increase access for much-needed support for students exposed to domestic violence.

Universal programs for students

School- and classroom-based presentations are excellent ways of establishing ongoing relationships with schools and increasing student and staff awareness on issues related to domestic violence and violence prevention. Presentations help build awareness about domestic violence within schools, and increase access for much-needed support for students exposed to domestic violence. These presentations can be effectively implemented using a variety of strategies and methods. Some suggestions in this area include:

- Partnering with school staff to deliver a series of presentations for students. This ensures that students have access to a resource person within the school on a permanent and continuous basis.
- Partnering with students in senior grades and delivering the presentation together. Students may feel more comfortable receiving information from their peers, and in situations involving an abuse disclosure, may initially reach out to fellow classmates, particularly if they are adolescents.
- Partnering with students involved in peer counselling programs, which can empower those students as leaders in the delivery of violence prevention presentations.
- Working together with Aboriginal and multicultural student support workers in schools, which allows for culturally relevant presentations that address the specific needs of students from diverse cultural groups.

It is important to be aware about violence prevention and social responsibility programs already implemented in schools in your area. Programs often implemented at an elementary school level include *Second Step*, *Roots of Empathy*, and *Focus on Bullying*. Programs such as *Focus on Harassment and Intimidation*, *L.O.V.E.*, *RespectED*, and *SafeTeen* are most often offered in secondary schools. See the Resources Section of this manual for an annotated list of prevention programs commonly implemented in BC schools.

Focused interventions for students

Focused interventions, such as children’s targeted CWWA groups, can be very successfully implemented by enlisting the support of school-based staff such as area counsellors and student support workers. These support staff may have existing relationships with students in the group and can provide a liaison role between the CWWA program and the school. Effective collaborations with school-based staff often also ensure critical follow-up support for students following the completion of the group program.

In situations where CWWA counsellors provide focused intervention support for students in schools, it may be beneficial to participate in Individual Education Planning (IEP) meetings for students involved with your program. IEP meetings are an important collaboration tool between schools, parents, students, ministries, and community agencies, promoting a coordinated approach to the provision of support services for students in need, and maintaining effective communication between all parties.

Depending on program resources and CWWA staffing levels, maintaining an on-site presence at a school can definitely increase CWWA program visibility and accessibility for students in need. If this is a viable option in your community from both a CWWA program and school perspective, having a part-time “office” at the school with fixed hours each day is an optimal scenario.

Help teachers find ways to incorporate violence prevention education and programs within existing areas of their curriculum and prescribed learning outcomes for students.

Additionally, it can be very beneficial to help teachers find ways to incorporate violence prevention education and programs within existing areas of their curriculum and prescribed learning outcomes for students. Working closely with school counsellors and staff to review district policies and protocol for responding to student disclosures in areas of abuse and domestic violence is an important component in preparing to provide focused interventions for this population of students.

More in-depth information about school-based presentations and group interventions are described in Sections 5 and 6 of this manual.

Community strategies

Effective partnerships at various levels in the community can have a positive impact on the implementation of violence prevention programs within schools. This section outlines methods for garnering support within your community in the area of violence prevention education in schools:

2 – HOW CAN CWWA PROGRAMS BUILD EFFECTIVE PARTNERSHIPS WITH BC SCHOOLS?

For more ideas about building VIP partnerships, check out “Keeping VIP Alive in Your Community: A Guide to Project Sustainability” by BCYSTH.

- Join or form an anti-violence community working group by consulting with community-based stakeholders to determine if there is an active anti-violence working group in your community. If one exists, become involved to promote VIP objectives and to strategize on building stronger partnerships between schools and community anti-violence supporters.
- Encourage community-based organizations to work with you in organizing special violence prevention events within the community and schools. Many BC schools have Safe School Committees that you can approach as potential supporters of the events.
- Increase awareness in your community about existing networks of teachers or community groups already championing the cause of violence prevention in schools so that others know whom to contact for advice, resource materials, and suggestions about ways to implement successful programs in their schools.
- Encourage parents to be active partners and advocates in the development of new curriculum materials.
- Contact local community colleges that may be able to offer space or practicum students from Social or Human Service programs. These students can be trained to deliver violence prevention programs as part of their practicum experience.
- Connect with local mental health or sexual assault centres to co-facilitate school-based sessions on the prevalence of violence and the effects of domestic violence on society.

The identification of project champions, potential partners, and resources are important aspects of delivering VIP programs in schools in your community. Thinking about strategies for sustainability and marketing the project objectives to those interested in supporting initiatives such as VIP are good first steps in ensuring that your efforts are successful over the long term.

The BC/Yukon Society of Transition Houses has recently produced a guide specifically designed to help CWWA programs develop sustainability of VIP initiatives at a community level. The guide contains detailed information about how to identify potential stakeholders and build a sustainability plan, and includes tips for effective fund development and grant writing. Thoughtful review of this guide during the developmental phase of CWWA and school partnerships will help ensure that necessary steps for building long-term partnerships with schools are considered and planned for in a proactive manner.

How can CWWA programs ensure a relevant approach in the community?

Prior to contacting schools, parents, or teachers, take time to consider how to present information about your program and the VIP Project in a manner that takes into account the mandate and interests of the population groups you have targeted. This will allow you to identify areas where relevant links exist between VIP objectives and targeted group priority areas. This awareness can also be of assistance in providing a rationale for why addressing domestic violence in schools, and maintaining a focus on violence prevention in schools, is a good fit with the priorities of the group. The following are useful strategies to help you maintain a relevant approach in building community partnerships.

How are VIP objectives linked to building safer schools?

Trustees, school boards, and school staff members could be made aware that implementing violence prevention programs will help them respond to the mandates established by the BC Ministry of Education:

- Ministry budget priorities (2003) include building safe streets and schools in every community, as well as better services for children, families, and First Nations students. Addressing domestic violence can help increase awareness about the underlying causes of school bullying and aggression in schools.
- The K-12 Education Plan states that schools must develop partnerships with parents and social agencies in their communities in order to provide a safe and healthy learning environment for students.
- Many school districts are working towards compliance with the Ministry's strategy for *Safe, Caring and Orderly Schools*, outlined in a guide by the same name. This guide sets provincial standards for school codes of conduct, and suggests accountability mechanisms and improved access to resources relating to school safety.

How are VIP objectives linked to building social responsibility?

Inform school boards, school administrators, and teachers about how CWWA programs can assist in fulfilling BC Performance Standards for Social Responsibility. The Standards for Social Responsibility were established by the Ministry of Education to provide educators, students, and families with criteria for student development in four areas, including:

- Contributing to the classroom and school community
- Solving problems in peaceful ways
- Valuing diversity and defending human rights
- Exercising democratic rights and responsibilities

Three to five children in every classroom have witnessed their mother being assaulted at home.

Are there relevant statistics and research findings available to reinforce your objectives?

Statistics and research lend credibility to the CWWA mandate and VIP objectives. For example, it has been well documented that three to five children in every classroom have witnessed their mother being assaulted at home.¹⁰ Given that at least 7% of Canadian women have experienced violence at the hands of their partners,¹¹ with some estimates as high as 25%-80% in Aboriginal communities,¹² it is also likely that some school staff members have been the direct victims or perpetrators of abuse. School administrators need to be aware about local community services and resources available to support their staff members and students.

Are there factors related to “readiness to learn” that can be addressed through VIP?

Kindergarten classrooms across school districts in British Columbia have been participating in the Human Early Learning Partnership (HELP), which assess children’s readiness to learn using the Early Developmental Indicator (EDI) scale. Each community in BC has been mapped to show levels of vulnerabilities on a neighbourhood level (not individual) based on five subscales of child development. Schools and communities can now utilize this data to gain a better understanding of the characteristics of their student body upon entering the educational system. Presenting information regarding the impact of domestic violence on young children, in relation to this research, may resonate with teachers and administrators familiar with the work of HELP who are concerned about children experiencing increased vulnerabilities in areas affecting school readiness.

How are VIP objectives linked to prescribed learning outcomes in schools?

Healthy Relationships is a subcategory in the BC Health and Career Education curriculum for students in Kindergarten – Grade 9 (formerly Career and Personal Planning or CAPP). The topics addressed in this area include: caring relationships with family and friends, feelings, communication skills, bullying, identifying abusive or exploitative relationships, and accessing help and support.

Included in the Ministry’s draft of the Personal Planning Integrated Resource Packages (IRPs) for Health and Career Education are guidelines for teachers for presenting materials and collaborating with community educators. Becoming familiar with these guidelines may help you frame VIP objectives in a strategic way that acknowledges teacher’s roles within sensitive topic areas. For more information, visit the Ministry of Education website for the Response Draft for the Health and Career Education Integrated Resource Packages, available online at www.bced.gov.bc.ca/irp_hce.htm

¹⁰ Jaffe, Wolfe & Wilson (1990), p. 113.

¹¹ Statistics Canada. (2006). *Family violence in Canada: A statistical profile, 2006*. Ottawa, ON: Statistics Canada, p. 11

¹² McGillivray, Anne & Brenda Comaskey. (1999). *Black eyes all of the time: Intimate violence, Aboriginal women, and the justice system*. Toronto, ON: University of Toronto Press, p. 13.

How are VIP objectives linked to existing resources in schools?

It can be helpful to remind schools, school boards, and staff members that the British Columbia Teachers' Federation (BCTF) and the BC Confederation of Parent Advisory Councils recognize family violence as an underlying factor in school violence:

- The 1994 BCTF Task Force on Violence in Schools – Final Report states that “family violence, along with an unstable environment and the media’s portrayal of violence, are all contributing factors to the rising climate of violence in schools. Collaborative strategies among teachers and the broader community are required to respond to this issue.”¹³ For a copy of the BCTF Task Force Report, see www.bctf.ca/education/health/ViolenceInSchools/
- The BCTF supports anti-violence initiatives through its Social Justice Committee, which offers workshops and resources for teachers and school staff that focus on gender equity and the status of women, anti-racism, violence prevention, and bullying.
- The Social Justice Committee administers *seed money grants* for activities or projects that will bring about systemic change for social justice in schools, districts, and/or communities in British Columbia. It also manages the *Ed May Social Responsibility Education Fund*, which provides money to assist teachers in developing and implementing violence prevention and gender-equity resources.
- The BCTF has also published *Lesson Aides and Tools for Gender Equality*, which can be integrated into regular classroom curriculums.
- The publication *Call it Safe*, a parent guide created by the BC Confederation of Parent Advisory Councils (BCCPAC) deals with harassment, intimidation, and bullying issues in schools and emerged due to increased parental concern about school safety issues. The *Call it Safe* guide is available online at www.bccpac.bc.ca/publications/resources2.htm#call_it_safe



¹³ *Task Force on Violence in Schools*. (January 1994).

What are some systemic barriers to building effective collaborations with schools?

Inevitably, you may encounter various forms of systemic barriers along the way as you attempt to establish partnerships with schools. Resistance is often identified as a barrier by CWWA counsellors, and normally accompanies all forms of change. However, it is important to be prepared to handle sensitive issues that arise related to change, so that they can be handled with patience, respect, and a positive attitude. The following suggestions may be useful when faced with identified challenges and obstacles in introducing violence prevention programs in a school community:

Limited program funds

- Work with your agency and fund development team to develop a fund development plan for your program and to identify potential funding sources.
- Practice writing grant proposals and participate in proposal-writing workshops.
- Team up with teachers to solicit support from BCTF seed grants or Ed May funds.
- Team up with other community organizations committed to violence prevention and pool your resources and share costs.
- Build partnerships with practicum students at local community colleges/universities in order to reduce costs related to group co-facilitation.

Lack of school district funds

- If appropriate, work together with school partners to assist the district in obtaining external funding for VIP school-based services for students.
- Make sure schools are aware that educational materials and resources already exist within the context of the VIP Project.
- Highlight the contributions that your program will make through the partnership (staff time, expertise, resources) and reinforce how much stronger the program could be with additional resources provided by the school or school district.
- Explore “in-kind” resources available from the school district that don’t require additional funds, such as staff time, meeting spaces for groups, and donations of materials and snacks that the school may have to offer.
- Emphasize the fact that domestic violence prevention programs are cost-effective because of their proactive and prevention focus rather than reactive nature, which can be more costly.

Belief in domestic violence as a private family matter

- Offer information to school administration about the prevalence of domestic violence in society and how it impacts children in school.
- Remind school staff about the Final Report of the BCTF Task Force on School Violence that identifies family violence as a contributing factor to school violence.
- Illustrate to school staff and parents how CWWA programs can help them fulfill BC Performance Standards for Social Responsibility.
- Name your programs proactively and in non-threatening ways, such as by calling them “building social responsibility” or “building healthy relationships.” It may be easier for staff to understand the connection between these programs and the school curriculum.
- Emphasize that without a safe environment at school and at home, students may have a difficult time engaging in effective learning processes, which can negatively impact their academic standing.
- The effects of domestic violence on students impact the entire classroom environment through behaviour outbursts, learning difficulties, disclosures to other students, absenteeism, and student disengagements and social isolation. It’s helpful to be prepared by having effective strategies in place to support the complex needs of these students.

Confidentiality issues

- Emphasize that universal prevention strategies, which target all students, can be the best way to avoid student stigmatization.
- Ensure that all participants, facilitators, and administrators are aware of how to handle student disclosures.
- Emphasize that student safety and privacy are key tenets of the program.
- Disclose your agency’s policy about confidentiality and also refer to the BCYSTH *Records Management Guidelines*.

Interruptions to regular classroom schedule and lack of adequate space

- Link VIP Project objectives to school curriculum and prescribed learning outcomes, such as health and career education, physical education, English, LAW12, art, social science, or teen parenting classes.
- Offer the program during lunch hours or on early-dismissal days.
- Offer a pilot presentation and request that students fill out an evaluation form. If evaluations are positive, compile results and make a presentation to school boards and teachers to justify increased program implementation.
- Emphasize that *prevention* programs save time and money in the long term by decreasing problems associated with truancy, aggression in schools, and the need for child protection services.

Section 3

What Protocols Can Guide My Work with Schools?



This section provides an overview of protocols that CWWA programs and schools should consider before implementing a school-based CWWA program. It is *extremely important* that CWWA counsellors sign agreements with schools before providing presentations or group interventions, in order to avoid liability concerns. Agreeing upon protocol ahead of time allows CWWA counsellors to work confidently in schools, with a common understanding about student support and follow-up procedures in place.

Before developing protocols for working with schools, CWWA counsellors should be familiar with their own program and agency policies to be able to identify possible conflicts with school protocols. When a CWWA program and a school develops a joint protocol, this should be reviewed by the CWWA program Executive Director before an agreement is reached.

What is a memorandum of understanding?

Creating an agreement between the school and the CWWA program agency will help to clarify the expectations of both parties.

Prior to beginning work in schools, it is important to establish a memorandum of understanding between the school and the CWWA program agency, outlining the context of the services you will be providing as well as policies for handling disclosures. Creating an agreement between the school and the CWWA program agency will help to clarify the expectations of both parties and will serve as a work plan for the duration of the program's implementation. The agreement should be signed by both parties and kept on file at both the school and the CWWA program agency.

The BC Ministry of Education's Special Services Division has published a series of guidelines for establishing a collaborative work agreement between community agencies and school districts. According to these guidelines, a memorandum of understanding should include:

- 1. The role description for the service**
 - What are the purpose and objectives of the CWWA program?
 - Who will be delivering the program? How will it be implemented?
- 2. The target for the service**
 - Are all students involved, or must students be referred?
 - What grades will be targeted?
- 3. The process for referring students**
 - Is a written referral needed?
 - Can referrals be made by anyone within the school?
 - Is parental consent needed? How will this be garnered?
- 4. The administrative officer responsible for supervising or managing the service in the school**
 - Will a member of the school staff monitor the program while it is implemented by the CWWA counsellor?

- Who is the main contact person within the school?
 - Who will be responsible for handling parent questions and concerns?
 - Procedures for sharing information, and parameters for access to confidential information.
 - Will student files be kept at the school or the CWWA program agency?
 - What are the procedures for reporting confidential information to the Ministry of Children and Family Development (MCFD) if required?
 - Must the students' permission be sought before files are shared with outside agencies?
- 5. The desired qualifications of personnel and ethical standards of practice**
- What are the CWWA program agency standards for ethical practice?
- 6. Access to facilities and resources needed for service**
- Will the program be delivered in the classroom, in the gymnasium, or in other facilities?
 - Will these facilities be available only during certain hours?
 - Who is responsible for providing supplies that will be used during the course of the program?
- 7. The process for evaluating service**
- Will the program be evaluated by a teacher? The principal? The school counsellor? The CWWA counsellor?
 - Will the results of the evaluation be made publicly available?
- 8. The duration of the Agreement**
- When will the service begin and end?

Sample memorandum of understanding¹

Between: [Name and address of your CWWA program agency] (The “Service Provider”)

And

Name: _____

Address: _____ (“The School”)

WHEREAS

- A. The Service Provider is a non-profit society that provides assistance to women in abusive relationships and their children and provides community programs to increase awareness of family violence issues.
- B. The School and the Service Provider wish to enter into a Service Delivery relationship for their mutual benefit.

THEREFORE

The Parties have agreed the terms and conditions of the relationship shall be as follows:

- 1. The Service Provider agrees to facilitate the “Violence is Preventable Project” for The School from _____ to _____. The timeframe for each presentation will be _____.
- 2. The School acknowledges that the continuation of this Program is dependent on annual funding of the Service Provider’s organization.
- 3. The School acknowledges that the Violence is Preventable Project is not a mandatory component of school curriculum set forth by the Ministry of Education. The Service Provider acknowledges that presenting this Program in the schools is a privilege and will adhere to school guidelines.
- 4. The Service Provider acknowledges that The School is not responsible for remunerating the facilitators for presenting the Violence is Preventable Project.
- 5. The School and the Service Provider understand the process involved in reporting abuse and/or disclosures from children: The School and the Service Provider are obliged by law to report any concerns of child abuse or neglect to the Ministry of Children and Family Development, according to the *Child, Family and Community Service Act*, Chapter 46; Part 3, Sections 13 and 14.

¹ Adapted from a working model that was generously provided by the Hope and Area Transition Society.

- a) The teacher and school principal will be notified of any report filed to the Ministry by the CWWA program agency concerning a student participating in a classroom presentation or group.
 - b) When appropriate, the CWWA program agency will be notified of a report made by the school on behalf of a student participating in a CWWA counselling group, if in the best interest of the student.
 - c) The CWWA program agency Executive Director will be notified of the report filed to the Ministry and the principal.
 - d) The School will follow district policies concerning disclosures.
 - e) Follow-up will be provided for the student at the school level by the teacher, school counsellor, or principal, and by the CWWA group counsellor if applicable.
6. The School and the Service Provider understand the procedure and policy involved in reporting abuse, inappropriate behaviour/misconduct by school employees, volunteers, and/or administration. Both the Service Provider and the School or school districts jointly adopt this policy.
 7. The School and the Service Provider have agreed to the material and to the topics being presented. The School acknowledges that the subject of abuse is a sensitive topic and that discussion around this issue will be handled with sensitivity and age-appropriate material.

[Name of your CWWA program agency]

I have read, understood, and agree with the Memorandum of Understanding. I have had a reasonable opportunity to consider this Agreement and the matters set out therein. I accept the Violence is Preventable Project with the Service Provider on the terms and conditions set out in this Agreement.

Signed in the District of _____ on the ____ day of _____, 20____.

Name of School	Signature of Authorized Personnel
Name and Position of Witness	Signature of Witness
Name of CWWA Counsellor	Signature of CWWA Counsellor
Name of Executive Director	Signature of Executive Director

Sample protocol for handling student disclosures in schools

The objectives of any school protocol for handling disclosures is to help the student feel supported and safe, without feeling judged, and to make a clear and timely report to MCFD when appropriate. Protocols for handling student disclosures will vary from district to district and will depend on the resources available in the community. Here is a sample that can be modified based on CWWA program agency and school policies.

1. Identify the student, stay calm, and offer support:
 - Disclosures may be direct (verbal), indirect (behaviour, art, writing, etc.), disguised (the child says the experience is happening to another child), or with conditions.
 - Ask non-leading questions, such as: “Tell me more about your home.” Avoid interviewing the student.
 - Let the child know that he/she has not done anything wrong.
2. If you have reason to believe that the child is in need of protection:
 - Consult with your co-facilitator (if applicable) and your program supervisor.
 - Report the disclosure to the Ministry of Children and Family Development. For further information, refer to the *BC Handbook for Action on Child Abuse and Neglect*.
3. Inform the school principal, school counsellor, and teacher, if applicable, and CWWA program manager and executive director about the report you have filed.
4. If the child is in a crisis situation, help the child to develop a safety plan.
5. Let the child know what steps you are taking to help him/her.
6. In consultation with the school and the CWWA program, determine whether or not it is necessary to contact the child’s mother. Keep in mind that the advice given to school staff from the Ministry of Education is not to contact the child’s mother, as this is the role of the social worker.
7. Make appropriate referrals to the CWWA program, for children and mothers if neither is in a crisis situation.
8. Offer ongoing support to child and mother.

Handouts

The following handouts can be printed and distributed as needed:

- Guidelines for Teachers on Handling Student Disclosures
- Advice Teachers Can Give Students
- What Teachers and Schools Can Do to Help High-Risk Students/Families Who Have Experienced Abuse



Guidelines for Teachers on Handling Student Disclosures

Once domestic violence prevention programs are implemented in schools, it is likely that disclosures by children who witness abuse will increase. Teachers and other school staff members need to be prepared to handle these disclosures, and although they will likely feel uncomfortable at first, it is important to reassure them that they have the support of committed community agencies.

Once a presentation about domestic violence is made in the classroom, it may be useful to leave teachers with this list of Do's and Don'ts for handling disclosures, adapted from the BCTF Family Violence Prevention Project (1993). You may also want to encourage teachers to become familiar with their school/district policies on reporting disclosures by children who witness abuse or are abused directly themselves.

BRITISH COLUMBIA TEACHERS' FEDERATION: DO'S AND DON'TS FOR HANDLING DISCLOSURES

Do

- Give the student your undivided attention
- Listen calmly
- Take the complaint seriously
- Reassure the student it is not their fault and that assault is a crime
- Consult with appropriate school staff
- Consult with community agencies
- Create an atmosphere of safety and trust
- Assist the student in developing a plan for personal safety

Don't

- Mislead the student that the crisis has passed
- Minimize the situation
- Promise secrecy
- Make promises about what may or may not happen
- Sound shocked or embarrassed
- Take sole responsibility for supporting the student
- Lead the student to thinking that there are quick fixes

Positive Messages for Students

- Young people don't have to keep secrets when they are feeling sad, scared, or angry.
- Children/youth are not to blame when family violence occurs.
- Violence is not okay.
- There are safe places for women to go with their children.
- There are places where offenders can get help if they want the violence to stop.

Advice Teachers Can Give Students¹

Teachers can help students deal with safety issues when they are in the presence of domestic violence in their own homes or while visiting others.

1. The most important rule for teachers to stress is that students should remove themselves physically as far away from violence as possible. They should not intervene to protect their mothers!
2. If it is safe for them to use a telephone, they should call 911 for help. They should not pass by the abuser to use the telephone.
3. Students should think about a safe place they might go within their own bedroom or home if domestic violence occurs and they cannot leave their home to get help.
4. Ask the student to think of a neighbour nearby that they could go to if they needed to get help at any time of the night or day.
5. Stress to the student that although the parents may be fighting about something to do with them, it is definitely not their fault and that violence is not acceptable under any circumstances.
6. Reassure them that although the police may come to their home, they are there to help everyone get the help that is needed, including the abuser. The violence will only get worse if the police do not come.
7. If they cannot phone for help during the violence then wait until it is safe and tell a teacher, counsellor, peer counsellor, the help line for kids, or the local transition house. Please post the transition house number in a variety of places in the school.



¹ Source: Faye Hudson; Reprinted with permission from the British Columbia Teachers' Federation, *BCTF Family Violence Workshops*.

What Teachers and Schools Can Do to Help High-Risk Students/Families Who Have Experienced Abuse¹

1. The most important message you can give to the children and their mothers is that it is not their fault they have been hurt by the person who is supposed to love them. The shames victims feel often keeps them from getting the help they so desperately need. Be gentle and supportive and let the local counsellor and transition house do the rest.
2. *Teacher note:* Following a separation such as when a woman enters a transition houses with her children, it is unwise for children to return to school until a legal document outlines the custody arrangement for the children and a copy is at the school. Women should always be encouraged to take their children with them when they go to the transition house.
3. Counselling occurs while a woman and children are in the transition house. If requested, the local mental health association will do follow-up counselling after the woman leaves the transition house.
4. Consider teaching anger-management skills to students who have a problem with anger. These programs could be done by an expert, perhaps at a family services location, so the student becomes familiar with the therapists who they can turn to if they begin to lose control in the future. This may be voluntary or a condition of returning to school if an outburst has occurred.
5. School staff should be aware of restraining orders and peace bonds and a plan should be put into place to deal with a violation. The secretarial staff, counsellors, and administrators should know which students are involved.
6. Restraining orders and peace bonds should be routinely asked for on school information sheets. They should be kept available for secretaries, counsellors, and administrators. Anyone answering the school phone should be aware of restraining orders and peace bonds and not release information about affected students.

A good general rule for volunteer phone staff (students, parents) would be that no information is given out on any student by phone, even to confirm their attendance at school. (The reason for such confidentiality is to ensure safety for children who may be at risk for abduction by the non-custodial parent.)

7. When a student chooses to use a name other than their legal name to provide themselves with extra safety, it should be allowed. In many cases, these children have been abused.
8. Talk about personal safety for students who are still witnessing violence in their homes or on access visits to their fathers. Get them to think about an escape plan or how they might call for help.

¹ Source: Faye Hudson; Reprinted with permission from the British Columbia Teachers' Federation, *BCTF Family Violence Workshops*.

9. Become sensitive to the fact that students who return from access visits to the non-custodial parent on the weekend may be extremely agitated, impulsive, angry, and upset. The feeling of walking on eggshells to make sure they please the abuser and avoid their anger can be extremely stressful.
10. Teachers may witness that their student's behaviour, values, interests etc. are the opposite of the previous week as children may align themselves with the parent they are with. Transition often takes a few days. Clear re-stating of appropriate, acceptable behaviour will aid in faster transition for the students.
11. Newsletters, report cards, and parental information should go home mid-week to ensure that custodial parents actually receive this important information. The children may be used as pawns to maintain power and control and information may not be returned to the primary home if it is taken home on a weekend-access visit.
12. Music nights, drama productions, parent-teacher interviews and other school events can be extremely stressful times for women and children who have left the violent home. Schools can develop alternatives such as openly publicizing the appropriate night for custodial parents and non-custodial parents to reduce the stress for both the children and the mother who fear public displays of violence.
13. For nights such as graduation where only one evening is possible, arrange seating so that the custodial and non-custodial parents sit separately. Always put the mother closest to the door so she doesn't feel trapped. Students suffer a lot of stress fearing these situations and may not attend if these safety issues are not addressed.



Section 4

What Legislation and Policy Should I Be Aware of When Working with Schools?



Before offering violence prevention and intervention programs for students, it is important to become familiar with policies and legislation that guide work practices in schools. While the guidelines established by the BC Teachers' Federation and the BC School Counsellors' Association do not apply to CWWA counsellors, they do provide an overview of how counselling and educational practices in schools differ from those in a community setting. It may be useful to check with your local school board for specific policies concerning school/community collaboration as well as district non-violence policies. Remember to provide the school with a copy of any protocol your CWWA program agency has established for working with children exposed to domestic violence.

BC School Counsellors' Association legal and ethical guidelines

Teacher-counsellors must inform students of the purposes, goals, techniques, and specific policies under which they may receive counselling, at or before the time when the counselling relationship is entered.

Information received through the counselling relationship is confidential. The teacher-counsellor regards such information as confidential and does not voluntarily divulge such information without the student's prior consent. Exceptions, however, are:

- **Consent:** with the consent of the student, the teacher-counsellor may divulge information received through the counselling relationship.
- **Potential harm:** if the behaviour of the student threatens potential harm to him/herself or another person, the teacher-counsellor shall take appropriate action to protect the student and/or the other person.
- **Child protection:** a teacher-counsellor who has reason to believe that a child is or might be in need of protection shall forthwith report the information to the appropriate authorities in accordance with legal obligations pursuant to the child protection legislation.
- **Consultation and collaboration:** a teacher-counsellor may consult and collaborate with other professionals for purposes of more effectively helping the student. The teacher-counsellor shall share only such information that will serve the best interests of the student.
- **Legal requirements:** a teacher-counsellor may be required to provide records in compliance with the law.

British Columbia Teachers' Federation Code of Ethics

The Code of Ethics states general rules for all members of the BCTF for maintaining high standards of professional service and conduct towards students, colleagues, and the professional union. The following is part of that code:

1. The teacher speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The teacher respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare.
3. The teacher recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological, or other advantage.
4. The teacher is willing to review with colleagues, students, and their parents/guardians the quality of service rendered by the teacher and the practices employed in discharging professional duties.
5. The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private, and only then, after informing the colleague in writing of the intent to do so, may direct in confidence the criticism to appropriate individuals who are able to offer advice and assistance (see note below).

Note: It shall not be considered a breach of Clause 5 of the Code of Ethics for a member to follow legal requirements or official protocols in reporting child protection issues.

For more information on the BCTF code of ethics, see:
<http://bctf.ca/ProfessionalResponsibility.aspx?id=4292>

BC/Yukon Society of Transition Houses code of ethics

1. Our primary obligation and accountability is to the women and children we serve.
2. We will conduct ourselves with honesty, integrity, and fairness.
3. We are committed to non-violence and we will be pro-active in our dedication to the prevention and elimination of violence against women and children in all of the services we provide and all the activities in which we engage.
4. We will ensure that outside interests do not jeopardize our judgment, independence, competence, or our role as advocates.
5. We will maintain confidentiality of all acquired information except in cases of child abuse.

6. We will deal with all situations of child abuse with the full knowledge of the women whenever possible.
7. We will act in a manner so as to actively promote the safety and well-being of women and children as our first priority.
8. We will promote the empowerment of women.
9. We will respect and support each woman's right to self-determination and autonomy.
10. We will provide service without prejudice or discrimination against women and children because of social status, racial, cultural or religious beliefs, class, sexual orientation, ability, and health status.
11. We will ensure that our own personal belief systems do not interfere with the right of women to make their own choices.
12. We will not exploit relationships with clients or co-workers for personal gain or the gain of friends, relatives, or associates.
13. We will be responsible for our own needs and self-care.
14. We acknowledge and work towards alleviating the power imbalances that exist between and within boards, staff, volunteers, and the women and children we serve, and we commit to the equality of those relationships.
15. We are committed to working from a feminist perspective that starts with our own and other women's experience as a basis for working towards ending women's oppression.

For more information on the BCYSTH code of ethics, see:
www.bcysth.ca/ethics.html

Child, Family and Community Service Act

The purpose of the *Child, Family and Community Service Act (CFCSA)* is to protect children in British Columbia from abuse and neglect, and ensure their safety and well-being. It came into effect in January 1996, replacing the *Family and Child Service Act*.

Though schools and staff members may be well aware of the CFCSA, it may be useful to point out Sections 13 and 14, which declare that a child needs protection:

Section 13(1) (e) if the child is emotionally harmed by the parent's conduct;
(2) For the purpose of subsection (1) (e), a child is emotionally harmed if the child demonstrates severe

- (a) Anxiety,
- (b) Depression,
- (c) Withdrawal, or
- (d) Self-destructive or aggressive behaviour.

Section 14 (1) A person who has reason to believe that a child needs protection under Section 13 must promptly report the matter to a director or a person designated by a director.

How to report

Report to a child protection worker in either a Ministry of Children and Family Development office or a First Nations child welfare agency that provides child protection services.

- Anytime, call the Helpline for Children. Dial 310-1234 (no area code needed).
- Monday to Friday, 8:30 a.m. to 4:30 p.m., call your local district office (listed in the blue pages of your phone book).

What to report

Don't wait until you have all this information before calling. Just tell the child protection worker as much as you know. They'll also ask for your name, address, and phone number and how you know the child. Your name will be kept confidential.

The report should include the following:

- Your name
- Your number
- The child's name and age
- The location of the child
- Your relationship to the child
- Any immediate concerns about the child's safety
- Information on the situation including all physical and behavioural indicators observed
- Information about the family, parents, and alleged offenders
- The nature of the child's disabilities, if any
- The name of a key support person
- Other child(ren) who may be affected
- Information about other persons or agencies closely involved with the child and/or family
- Any other relevant information concerning the child and/or family, such as language and culture

After you make a report

- If it appears the child may, indeed, need protection, a child protection worker will start an investigation.
- Depending on the kind of abuse or neglect involved, the child protection worker may contact other agencies, such as the police, the Superintendent of Schools, or the local Medical Health Officer.
- Investigations may involve interviews with the child and people who know the child, such as their parents, extended family, teacher, family doctor, or child care worker.
- If the child is Aboriginal, their band or community will also be involved or the information may be turned over to an Aboriginal child welfare agency.

For more information, see www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

Legal consent

It is important to review legislation on legal consent issues before beginning prevention and intervention activities in schools. The information provided below may offer guidance in terms of when information and consent letters should be sent to parents (particularly at the elementary school level) and when students are able to provide consent on their own. Schools may have additional policies regarding parental consent, and it is important to be clear on these in order to avoid liability concerns.

Age of Majority Act

According to the *Age of Majority Act*, individuals can make decisions regarding their welfare, including health care decisions, by the age of 19.

Infants Act

According to the *Infants Act*, anyone under 19 is capable of consenting to health care if they understand the nature and consequences and the benefits and risks of a particular plan of care.

Child, Family and Community Service Act

According to the *Child, Family and Community Service Act*, if a child is under the age of 12, it is assumed that the child lacks capacity to consent unless the child's developmental level and maturity indicate that the child is capable.

BCYSTH Records Management Guidelines

According to the *Records Management Guidelines* produced by the BC Association of Specialized Victim Assistance and Counselling Programs, and the BC/Yukon Society of Transition Houses, "12 years of age is often used by public agencies and service providers as a benchmark to help determine whether a child has the legal capacity to consent." Both the *Records*

Management Guidelines and the *Children Who Witness Abuse Counselling Source Book* offer excellent guidelines on consent and custody issues and are available from the BC/Yukon Society of Transition Houses.

Listed below are samples of the *Record Management Guidelines*:

- **23.1** If the child is under age 12, the service provider should generally obtain consent to services/counselling from the child's custodial parent(s) or guardian unless the child's developmental level and maturity indicate the child is capable of consenting.
- **23.2** If the child is age 12-18, s/he can generally consent to services/counselling on her/his own behalf unless the child's developmental level and maturity indicate s/he is not capable.
- **23.4** If the child is not capable of consenting and the referring parent has sole custody but joint guardianship of the child, the service provider may obtain consent from the custodial parent unless the guardianship order requires that the guardian also be consulted.
- **23.5** If the child's parent(s) or guardian is providing consent, the service provider should document steps taken to verify the custody or guardianship of the child.
- **23.7** If the child has difficulty reading a written consent due to language difficulties, a low level of literacy or a disability, then the service provider should document the fact that oral consent has been obtained from the client.
- **26.1** If the client is under 19, the service provider should document steps s/he has taken to determine whether the client has the capacity to consent to the release of personal information contained in her/his records. The documentation should be kept in the client's file for the recommended retention period.

Policy and protocol resources

The following documents may also be useful to review and become familiar with when implementing VIP Project objectives in schools:

- *BC Handbook for Action on Child Abuse and Neglect*
www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf
- *Safe, Caring and Orderly Schools*
www.bced.gov.bc.ca/sco/
- *Diversity in BC Schools: A Framework*
www.bced.gov.bc.ca/diversity/diversity_framework.pdf
- *Human Rights Code*
www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm
- Information on confidentiality
www.msers.gov.bc.ca/FOI_POP/index.htm

4 – WHAT LEGISLATION AND POLICY SHOULD I BE AWARE OF WHEN WORKING WITH SCHOOLS?

- Information about policy relating to parents opting for alternative delivery
www.bced.gov.bc.ca/policy/
- BC School Teacher’s Association list of District Policies
www.bcsta.org/main/districtpolicies.php



Introduction to Sections 5, 6, and 7: The Delivery of VIP Services in School Settings



Violence Is Preventable services are delivered in schools by skilled Children Who Witness Abuse counsellors and are designed to address each school's unique needs. CWWA counsellors work with schools individually to determine which services, or combination of services, would benefit students most. VIP services include Awareness Presentations for school professionals and/or

parents, Violence Prevention Presentations in classes, or Group Interventions within the school setting.

- **Awareness Presentations** are an excellent way to develop support for VIP among school administrators, teachers, school boards, school support staff, and parents. These presentations can provide a perspective that can help solicit more compassionate responses from educators and parents to students' behaviours, including referrals to CWWA programs where applicable. Awareness Presentations are a good approach to take initially when implementing VIP in a school. Presentations help develop foundations of support and knowledge among those in most contact with students, as well as promote school cultures of peace and non-violence.
- **Violence Prevention Presentations** are ideal in communities where there has been little if any Children Who Witness Abuse service provided to schools. Children Who Witness Abuse counsellors will make preliminary connections with schools to offer Awareness Presentations

(see above) first if needed. Educational Presentations should be delivered to best meet the needs of each individual class. Evaluations are collected from students and school staff participating in the presentations to solicit information that will help improve VIP delivery in schools.

- **Group Interventions** are most successful once relationships with schools are formed. Children Who Witness Abuse counsellors will work with school staff and parents to gain acceptance of CWWA intervention programs in schools. The school usually identifies the children who have been exposed to domestic violence who they believe would benefit from counselling services. The CWWA counsellor then plans and conducts interviews with parent(s), school staff and the child to assess the group readiness of the student in question. A memorandum of understanding between the school and the CWWA program can be signed to ensure that protocol and ethics meet the needs of both school and CWWA program guidelines. Usually 8 to 10 sessions are delivered per group. Students, parents, and facilitators will typically fill complete pre- and post-group questionnaires to evaluate the success of the group sessions.

Section 5
**How Can CWWA Programs Provide
Awareness Presentations for
School Boards, Schools, and Parents?**



In most cases of domestic violence, victims suffer in silence, and as a result, their needs are often ignored or misunderstood. The goal of awareness presentations is to break the silence surrounding domestic violence by providing information on the causes and consequences of violence, as well as its prevalence in society. Presentations can provide a key opportunity for gaining support and identifying key partners, while allowing members of the school community to raise questions and concerns.

What are useful tips for successful presentations?

Preparation

- Know your audience and why the issue could be of importance to them.
- Find out in advance what they are already involved with in the area of violence prevention.
- Prepare an agenda and timeline for your reference.
- Prepare simple yet interesting slides and visuals for your presentation, using an overhead or PowerPoint slides.
- Gather and prepare relevant handouts.
- Use a flipchart or whiteboard to emphasize key points or acknowledge participant comments.

During the presentation

- Explain the links between Violence Is Preventable Project objectives and school mandates to address the overall education and well-being of students.
- Involve your audience by asking them questions.
- Use an inclusive “we” approach: “We are all here to learn ...”
- Use common language, avoid jargon, and explain acronyms.
- Invite guest speakers, student groups, or survivors of domestic abuse to make presentations (when appropriate).
- Use short video resources (5 to 10 minutes in a 45-minute presentation).
- Keep in mind that some audience members may have experienced domestic violence either as perpetrators or victims. Be prepared to handle disclosures and provide information about community resources.
- Remember to ask participants to complete an evaluation (see [Section 10, “Evaluation”](#)).

Keep in mind that some audience members may have experienced domestic violence either as perpetrators or victims. Be prepared to handle disclosures and provide information about community resources.

After the presentation

- Contact the person who arranged the presentation to thank them for the opportunity. If appropriate, inquire about feedback from the group and the school’s future plans in the area of violence prevention.

Sample presentation agenda for school staff, school boards, and parents (45 minutes)

The key components of any basic awareness or information session include:

Introduction (5 minutes)

- Introduce yourself and establish your experience and credibility.
- Make your objectives clear within the first few minutes. These objectives can include:
 - Raising awareness of the prevalence of domestic violence
 - Providing information on the causes and consequences of domestic violence
 - Describing CWWA programs and VIP Project objectives
 - Answering questions from the community
 - Building partnerships for violence prevention

Description of CWWA program (5 minutes)

- Provide a brief history and description of the CWWA programs.
- Describe your community program and services offered at your transition house if available.
- Distribute program brochures and resource material.

Overview of domestic violence (7 minutes)

Include:

- Relevant and up-to-date statistics
- A definition/explanation of domestic violence
- The effects of exposure to domestic violence on children, especially in terms of their development, performance at school, and relationships with peers

You can also show clips from the Violence Is Preventable video series, or the video *Seen But Not Heard*, to increase the impact of your presentation and provide a springboard for further discussion.

Role of schools in prevention and intervention (10 minutes)

- Acknowledge what the school and/or district is already doing in the area of violence prevention.
- Emphasize that schools and district resources can be very effective in mitigating the academic, social, and emotional effects of domestic violence on children.

5 – HOW CAN CWWA PROGRAMS PROVIDE AWARENESS PRESENTATIONS FOR SCHOOL BOARDS, SCHOOLS, AND PARENTS?

- Provide information about factors that contribute to children’s resiliency and healthy coping mechanisms.
- Discuss the important role of teachers in modelling effective conflict resolution and gender roles.
- Provide information about VIP Project objectives, and outline how these differ from other school-based violence prevention programs.
- Present clear ways these objectives can be effectively integrated into the regular classroom curriculum.

Questions (7 minutes)

Provide an opportunity for questions and comments from the audience.

Conclusion (2-3 minutes)

- Summarize information about the specific services available for students in schools.
- Suggest a follow-up plan that includes possible next steps and a timeline.
- Encourage ongoing communication and further collaborations with the school or district.

Community resources and upcoming events (2-3 minutes)

- Distribute handouts, including a list of community resources and curriculum resource materials.
- Include in the handouts announcements of related upcoming events, such as workshops and presentation or a Violence Prevention Week activity in your community.
- Briefly review the handouts.

Evaluation (5 minutes)

- Invite audience members to provide feedback about the presentation, either orally by way of a few focused questions or in writing by completing a brief evaluation form.
- See [Section 10, “Evaluation,”](#) for evaluation guidelines.

How do I develop a professional development workshop for school-based staff?

Providing professional development workshops for school staff is an excellent way to raise awareness about domestic violence in schools and provide necessary resources and information about ways of supporting children exposed to domestic violence and thus help prevent future generations of violence. Workshops often cover the same issues as basic presentations but provide greater opportunities for “hands-on” learning.

Professional development workshops are most effective and engaging when they are interactive in nature, and incorporate learning tools such as videos, experiential activities, brainstorming and discussions, small group work, and guest speakers. The goals of professional development workshops include:

- Increasing awareness about domestic violence and its effects on children exposed to domestic violence.
- Motivating participants to implement VIP Project objectives in their schools
- Helping school-based staff feel more prepared to deal with student disclosures through role-plays and training.
- Addressing participants’ questions or concerns regarding domestic violence and school-based violence prevention initiatives.

Sample professional development workshop agenda

The key components of a professional development workshop are similar to a basic awareness presentation, and include:

Introduction (15 minutes)

- Introduce yourself and your program to establish your experience and credibility.
- Begin with a warm-up activity that will familiarize participants with one another and create a trusting space for learning. Quite often this can be achieved through a check-in round about who they are and their role in the school.
- Depending on the size of the group, it can be useful to invite each participant to share one or two personal learning outcomes they hope to achieve during the workshop.
- Review the agenda and goals and objectives for the workshop.

Overview of violence in relationships (30 minutes)

- Describe the myths and realities of violence in relationships and its prevalence in the community.
- Describe the effects of witnessing domestic violence on children and youth, and some of the symptoms related to this exposure that teachers may notice in the classroom.

OPTIONAL ACTIVITIES

- Show one of the Violence Is Preventable videos or the video *Seen But Not Heard*, and prepare focused questions for large and small group discussion.
- Time permitting, invite a survivor of domestic violence to speak to the group about her experiences and the experiences of her children.

Student disclosures and community resources (30 minutes)

- Provide participants with information and resources about ways to support students who disclose their exposure to domestic violence.
- Invite participants to discuss their own school protocol and approach for responding to student disclosures about domestic violence.
- If needed, explore ways to further develop or augment an existing school protocol or approach based on your CWWA experience.
- Discuss some of the services available in your community to help children and families deal with issues related to domestic violence.

OPTIONAL ACTIVITIES

- Ask participants to brainstorm steps that could be included in a school-based protocol in dealing with domestic violence.
- Divide participants into pairs, and ask one partner to play the role of a child and the other to play the role of a teacher. The “child” can disclose witnessing abuse, and the “teacher” can respond with the appropriate questions and statements.
- If your CWWA program is not a transition house, invite a staff member from the local transition house to discuss the services available for women and children.

Break (15 minutes)

What can schools do to help? (30 minutes)

- This is an excellent time to emphasize the important role that schools play in helping to mitigate the academic, social, and emotional effects of domestic violence on children’s development.
- Discuss the VIP Project and objectives, and inform participants about why it’s important for students and in creating safe and healthy communities.
- Discuss the availability of curriculum materials addressing issues of power, control, and violence that can be incorporated into regular classroom lessons.

OPTIONAL ACTIVITIES

If you have successfully integrated VIP Project objectives in a classroom in your district, invite that classroom teacher to give a short presentation about why she/he chose to adopt the program and how it has helped her/his students.

Action planning (30 minutes)

- Divide participants into groups and encourage each group to create an event that could be included in an anti-violence week at school. Ask groups to present their ideas to the large group.
- Divide participants into groups and encourage them to think about ways of incorporating materials covered during the workshop into their classrooms and school. Bring the groups together and prepare an “action plan.”
- Allow participants to reflect upon the information presented and ask questions or make comments.

Community resources and upcoming events (5 minutes)

- Distribute and review handouts, including a list of community resources and curriculum resource materials.
- Include announcements about related upcoming events in the community, such as workshops and presentations or Violence Prevention Week activities.

Evaluation (5 minutes)

See [Section 10, “Evaluation,”](#) for evaluation guidelines.

Handouts and sample forms

The following handouts and sample forms can be printed and distributed as needed:

- Sample Fax-out for Schools
- Frequently Asked Questions about the Children Who Witness Abuse (CWWA) Program
- Frequently Asked Questions about the Violence Is Preventable (VIP) Project
- Why Involve Schools in Domestic Violence Prevention?
- Letter of Endorsement for VIP from BCYSTH

Sample Fax-out for Schools

Do you want to help build healthy relationships in our schools and communities?

Do you believe in the importance of building social responsibility, respect, and empathy in your classrooms?

Are you concerned about violence in your community?

If you answered yes, then consider inviting the Violence Is Preventable (VIP) Project to your school this year!

The VIP Project is offered in your community by the [Name of your agency] and includes classroom presentations about healthy relationships as well as supportive group programs for children and youth exposed to domestic violence.

Classroom presentations are available at all grade levels and are flexible in approach and length. These presentations can be easily integrated into a Health and Career Education, social studies, language arts, art, social responsibility, or physical education lesson. School-based focused group programs for students identified as having been exposed to domestic violence are also available.

The VIP Project can help children and youth:

- Express feelings in healthy ways
- Recognize their strengths and increase their self-confidence
- Identify the cycle of violence and explore myths about domestic violence
- Gain awareness about violence in the media and gender stereotypes
- Improve school performance and social skills
- Develop strong conflict resolution skills

The VIP Project can also assist to increase the awareness of school staff and parents about domestic violence and its effects on children's development through professional development workshops and parent presentations.

If you are interested in finding out more about the Violence Is Preventable Project or would like other program resources, please contact:

[Your name]

[Agency name]

[Telephone number]

Frequently Asked Questions about the Children Who Witness Abuse (CWWA) Program

WHAT IS THE CHILDREN WHO WITNESS ABUSE (CWWA) PROGRAM?

The Children Who Witness Abuse program is an intervention/prevention program created by the BC/Yukon Society of Transition Houses to address the needs of children and youth exposed to domestic violence.

The CWWA program offers:

- Individual and group counselling for children and youth who have been exposed to domestic violence
- Individual and group counselling for non-offending caregivers
- School-based educational activities designed to prevent violence such as the Violence Is Preventable (VIP) Project
- Presentations in the community about the effects of exposure to domestic violence on children's development

HOW MUCH DOES THE CWWA PROGRAM COST?

There is no cost to program participants and confidentiality is maintained at all times.

WHO CAN PARTICIPATE IN THE CWWA PROGRAM?

The program is available for children and youth aged 3 to 18 who have been exposed to domestic violence.

HOW WILL THE CWWA PROGRAM HELP MY CHILD?

The CWWA program allows children and youth to:

- Express feelings in a healthy way
- Understand that they are not responsible for the violence
- Develop a personal safety plan
- Identify support networks
- Recognize their strengths and increase their self-confidence
- Identify the cycles of violence
- Explore myths about violence and violence in the media
- Improve school performance and social skills
- Develop strong conflict resolution skills



WHY DO WE NEED THE CWWA PROGRAM?

- Over 500,000 Canadian homes live with family violence.¹ The effects of exposure to domestic violence can impact a child at home, at school, and in the larger community.
- Children's exposure to abuse can significantly disrupt their academic, social, and emotional development. Prevention and early intervention programs are critical to support the needs of these children.

¹ Jaffe, Wolfe & Wilson. (1990), p. 18.

Frequently Asked Questions about the Violence Is Preventable (VIP) Project

WHAT IS VIP?

The Violence Is Preventable (VIP) Project is a strategy for linking schools with Children Who Witness Abuse (CWWA) programs across the province in order to break the cycle of violence against women and children.

The VIP Project aims to:

- Break the silence about domestic violence by making it safe for children and youth to access support in schools.
- Increase teacher, school staff, parent, and student awareness about domestic violence and its effects on children's development.
- Facilitate partnerships between schools and communities to respond to the emotional, social, academic, and psychological needs of children exposed to domestic violence.

WHAT DOES THE VIP PROJECT OFFER?

- The Violence Is Preventable Project offers students and schools access to CWWA programs and services, including:
- School-based educational presentations about domestic violence
- In-depth group intervention and 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

WHO CAN PARTICIPATE IN THE VIP PROJECT?

CWWA programs and services are available to children and youth aged 3 to 18 who have been exposed to domestic violence.

WHY INVOLVE SCHOOLS IN VIOLENCE PREVENTION?

- Three to five children in every classroom have been exposed to domestic violence. Schools may be the only place where these children can access support.
- Exposure to domestic violence negatively affects peer relations and academic achievement. Understanding the effects of witnessing violence can help teachers and staff in effectively supporting these students.
- 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 interrupting the intergenerational cycle of violence.



Why Involve Schools in Domestic Violence Prevention?

Significant numbers of children and youth are exposed to domestic violence:

- An estimated three to five children in every classroom have witnessed their mother being assaulted at home.¹
- In 2003, an estimated 49,994 cases of child maltreatment investigated in Canada involved exposure to domestic violence. 70% of these cases were substantiated and 13% remained suspected.²



Many children and youth exposed to domestic violence develop academic, emotional, and behavioural problems that can interfere with their learning and that of their classmates:

- Domestic violence affects the classroom through students' academic difficulties as well as their absenteeism and high levels of aggression.
- 40% of children exposed to domestic violence have reading ages more than a year behind their chronological ages.³ In order to understand the academic challenges facing children who witness abuse, it may be necessary for teachers to recognize the underlying causes of these challenges, which requires breaking the silence surrounding domestic violence in schools.
- Teachers may become aware of those students exposed to domestic violence by their spontaneous remarks, artwork, or reactions to classroom discussions and presentations.

School is often a safe haven for children and youth exposed to domestic violence:

- Children exposed to domestic violence tend to participate less in extra-curricular activities and community events, leaving the school classroom as the only venue where they can access help.
- Given the possible levels of aggression at home, schools may be the only place where children can learn alternative behaviours to violence, and be exposed to positive role models.

Schools play a critical role in supporting children who grow up with domestic violence by providing a community-based response and safety net:

- Many families experiencing domestic violence lack the financial resources necessary to obtain private counselling services outside the school.
- School-based prevention programs can reach all students without stigmatizing students.
- Schools can illustrate the social context of domestic violence by helping youth to understand domestic violence not only as a question of interpersonal conflict but as a phenomenon sustained by attitudes and a culture that promote tolerance of woman abuse in society.⁴

¹ Jaffe, Wolfe & Wilson (1990), p. 113.

² Black, T., N. Trocmé, B. Fallon, B. MacLaurin, C. Roy, & J. Lajoie. (2005). Children's exposure to domestic violence in Canada. CECW Information Sheet #28E. Montreal, QC: McGill University, School of Social Work, p. 1.

³ James (1994), p. 6.

⁴ Krajewski, Sandra S., Mary Fran Rybarik, Margaret F. Dosch & Gary D. Gilmore. (1996). Results of a curriculum intervention with seventh graders regarding violence in relationships. *Journal of Family Violence*, 11(2), p. 98.

Letter of Endorsement for VIP from BCYSTH

A letter of endorsement for VIP from the BC/Yukon Society of Transition Houses is found on the following pages.



B.C./Yukon Society of Transition Houses

Suite 507, 475 Howe Street, Vancouver, BC, V6C 2B3 Canada

Tel: (604) 669-6943 Fax: (604) 682-6962

Email: admin@bcvsth.ca Web site: www.bcvsth.ca

RE: Information on the Violence Is Preventable Program

Transition Houses
Safe Homes
Second Stage

Dear potential VIP School Partner,

Children Who
Witness Abuse
Programs

BC/Yukon Society of Transition Houses is the umbrella organization representing Transition Houses, Safe Homes, Second Stage and Children Who Witness Abuse counselling programs across the province. We are pleased to provide you with the following information on the **Violence Is Preventable (VIP) Program** and how it can help your school respond to the social, academic and psycho-emotional needs of students exposed to domestic violence. The VIP Program's services are provided free of cost and use a partnership-based approach in order to bring the expertise of Children Who Witness Abuse counsellors into classrooms across BC.

Prevention of
Violence
Against Women and
their
Children

The VIP program is supported by the Ministry of Education and various school districts, and is intended to foster safe and caring learning environments for all students while responding to the specialized needs of those who are most vulnerable. We developed and refined this comprehensive anti-violence program through a pilot process between 2004-2007 in the following eight communities and school districts:

Training for
Transition House
Workers
CWWA Counsellors
Board of Directors
Safe Homes

- Parkhill Elementary School, Dawson Creek School District #59
- Cedar Elementary School, Campbell River School District #72
- Walnut Grove and Aldergrove High School, Langley School District #35
- Acwslacta High School, Bella Coola School District, #49
- Lucerne Elementary School, Nakusp School District #10
- Henry Hudson Elementary School, Vancouver School District #39
- Victoria High School, Victoria School District #61
- Kitimat City High School, Kitimat School District #82

Research and
Policy
Analysis

We are now offering VIP services in communities across BC.

Support and
Networking
To Members

Teachers have found VIP to be an effective and practical way to deepen their existing anti-violence related curriculum, as well as to reduce overall incidents of violence and aggressive behaviour in schools. As the pressure of diminishing resources and inadequate intervention strategies increases, while public distress about bullying in schools and increasingly violent incidents are on the rise, we see the need for collaboration between community supports and schools to be more important than ever. We also believe that simply responding to overt behavioral symptoms **does not address the underlying causes of violence and aggression** expressed by children and youth.

Communiqué
Newsletter

Freedom from abuse is every woman and child's right

Through VIP, schools are able to draw on the skills and expertise of Child/Youth Counsellors who specialize in family violence and violence prevention. The counsellors can deliver educational presentations tailored to the needs of your school on topics such as the how to prevent and respond to bullying situations, how to keep yourself safe from different forms of abuse, the effects of family violence on learning and social relationships, and how teachers can refer students to appropriate community-based support services. Depending on the needs of your school, the counsellors may also facilitate a series of psycho-educational support groups specifically for the needs of identified vulnerable students. These support groups allow students to explore more deeply into how the cycle of violence has affected their lives and what they can do to begin to heal.

As a provincial anti-violence organization that oversees Children Who Witness Abuse programs across BC, we have an unwavering commitment to prevention education and supporting the social and emotional needs of children and youth affected by violence. We have appreciated your commitment to at-risk children and youth over the past years, and sincerely hope we can continue to work together towards a coordinated vision of safer communities for children and youth in our province.

To find out more about the Children Who Witness Abuse program in your area, or for more information on Violence Is Preventable strategies, please contact our office at:

Tel: 604-669-6943 ext 221 or toll free: 1-800-661-1040

Email: shahnazrahman@bcysth.ca

We would be happy to provide further details on how your school can participate as a local partner for the prevention of violence and abuse.

In partnership,

Shahnaz Rahman
Children's Services Coordinator

Mary Clifford
Executive Director



Freedom from abuse is every woman and child's right

Section 6

What Guidelines Are Available for Providing Effective School-Based Violence Prevention Education?



Working in the classroom setting presents challenges and opportunities that are distinct from working in the traditional setting of the CWWA program agency. While some CWWA counsellors may have experience and skills to meet these challenges through long-standing connection with local schools, others may be just beginning to build these partnerships. The goal of this section is to provide guidelines and ideas that can be used to develop the skills, confidence, and creativity of all counsellors, regardless of their level of experience. Students will always appreciate a new approach.

This section offers steps to follow before, during, and after prevention presentations in schools, as well as handouts and ideas for classroom presentations at the elementary and secondary school levels. It is important to remember that these guidelines are flexible and should be adapted to your comfort level and the characteristics of the classroom. Expect to be anxious or nervous at first; confidence will develop over time and with practice.

What role does a violence prevention presentation play in schools?

There is often a culture of concealment among schoolchildren who have witnessed domestic violence, due to fear of public embarrassment and scrutiny. Classroom-based programs that target all students have the ability to educate, inform, and reach students without constructing a negative identity for child witnesses. These universal prevention programs also provide support and information to potential aggressors and victims who would not normally be identified as “at risk.” Because such programs aim to inform a broad population, a key benefit is that even if those participating in the program never become victims or aggressors, they will be better prepared to help others prevent or stop domestic violence.

What are some advantages of providing prevention presentations in school settings?

- Students will be able to identify various types of violence and abuse.
- Students will know that violence is never a solution.
- Students will have a safe arena for discussing issues of violence witnessed at home and at school, thus decreasing isolation for those who are victims of exposure to violence.
- Students will have a common language to address issues of violence.
- Elementary school presentations create awareness of possible preventative measures, initiate the development of personal safety plans, and prepare students for dealing with more complex issues of violence when they are adolescents.
- Secondary school presentations help students to understand and challenge the dynamics of violence in their own relationships.

What are some factors to consider when conducting violence prevention presentations in schools?

Some students in the classroom may be living with violence at home. Disclosures may arise during or after presentations.

- Some students in the classroom may be living with violence at home and may feel they have no power to change their situations.
- Be mindful of your audience. Some students may express resistance to participating.
- Make sure that all participants, as well as school staff members, are aware that one-time educational presentations will not end the problem of domestic violence and that school coordination is needed over the long term to build a climate of non-violence. Classroom presentations will not be enough to effectively support the needs of children exposed to domestic violence and these students will require further intervention and support.
- Be aware of gender stereotypes. Some boys may feel they are being targeted or stigmatized, or may be critical of female CWWA counsellors. Some girls may be accepting that “females are the weaker sex.”
- Disclosures may arise during or after presentations.

What are characteristics of effective violence prevention presentations?

Effective presentations typically:

- Address struggles of power and control as the root causes of violence.
- Assess prior knowledge of the students. Build on the work being done in the classroom already. It is important to find out what related programs have already been implemented.
- Encourage a culture of peace and non-violence in all school activities.
- Go beyond single interventions. Behavioural and attitudinal changes occur in students over time. A series of presentations and/or related activities and discussions are more effective than one isolated intervention.
- Teachers might enhance understanding through interrelated programs such as Second Step, Steps to Responsibility, and Talking About Touching.
- Introduce the concept that each student has the power to make choices.
- Use language and content that is appropriate for the developmental level of the students you are targeting.

Guidelines for CWWA counsellors for conducting effective VIP classroom presentations

Preparing for the presentation

THE INTERVIEW

To determine your starting point for the program, conduct an interview with administrative staff, classroom teachers, and/or school-based counsellors to involve them in violence prevention and to assess the school's needs. By asking appropriate questions, you can learn what teachers and other staff are doing to build a culture of non-violence within the school. Here are some sample questions for educators:

- What kinds of violence prevention programs does the school already have in place?
- What is the school-wide approach for dealing with violence?
- What topics related to violence have already been discussed in the classroom?
- What topics do you feel need further reinforcement?
- What topics related to violence are of interest to you and your students?
- What are the ages, cultural backgrounds, and family backgrounds of the students involved? What can you do to help meet the needs of these students best?
- Are there any students' needs that we should consider specifically to ensure that the content benefits all students (e.g., literacy, physical disability, and behavioural, emotional, or learning needs)?

What are the ages, cultural backgrounds, and family backgrounds of the students involved? What can you do to help meet the needs of these students best?

PICK A TOPIC THAT IS RELEVANT

Meet with the classroom teacher prior to the presentation to discuss topics of interest. If you are offering a one-time presentation, focus on incidents or issues relative to their experience (e.g., bullying on the playground, physical fights, teasing).

DEFINE ROLES

Determine whether you will be co-facilitating presentations with a member of the school staff or liaison staff, including school counsellors, multicultural workers, drug and alcohol abuse workers, etc. Determine if you are sharing the role of facilitator or if one person will be in a more supportive role.

MATERIALS

Make a list of materials you will need and find out if the school can provide any of them. Consider soliciting food donations from local stores to enhance presentations.

ASSESS YOUR AVAILABILITY

You may be dealing with student disclosures. It is particularly important to consider whether you have the resources and time to handle additional disclosures. Let students know that a person might not be **immediately** available following the presentation and explore how a student may feel if there is a delayed response from the school or a CWWA counsellor. Provide students with 24-hour toll-free numbers, such as the Child Help Line (310-1234).

REPORTING

Make students aware that some situations require that you call the Ministry of Children and Family Development and/or the RCMP to make a report to ensure the safety of children and help them get support. Explain the limits of confidentiality.

MEMORANDUM OF UNDERSTANDING

Prepare and sign a memorandum of understanding with the school, outlining the services you will provide, topics to be discussed, and the process involved.

DEVELOP LESSON PLANS

Design a lesson plan that outlines the learning outcomes, strategies, activities, and resources for the presentations. Demonstrate in your lesson plan how your lesson aligns with the Ministry of Education's *Health and Career Education Integrated Resource Package*. Discuss your lesson plan with the teacher and have her/him approve the plan. Provide a final copy of your lesson plan to the teacher in advance, along with necessary handouts so that she/he has accurate information to share with parents, school counsellors, and administrators if requested. Refer to [Section 12, "Resources,"](#) for a list of books and materials that might be helpful.

PROGRAM EVALUATION

Let the teacher, school counsellor, and administrator know that your agency requires the program to be evaluated. Discuss the goals and objectives, outlining the benefits of measuring the impact of presentation on the students and the class as a whole.

Preparing students and the classroom

SIGN IN

Check in at the office before heading to the classroom.

BRIEFING

If possible, spend a few minutes with the teacher catching up on classroom news. Inquire if there have been any fights lately or any conflicts today? Incorporate current issues into the presentation to make it more relevant.

SPACE

How do you want the classroom arranged? Do you want students to form a circle or face the front? Do you want the students to sit at their desks or on the floor? Let teachers or students help you make these decisions when possible.

Interacting with students

CLASS MOOD

Before beginning, assess the class mood and energy. If the class has low energy, you may need to begin with a warm-up activity to capture their attention. If they are highly energetic, you may need to begin with a listening or grounding activity.

PROMOTE PARTICIPATION

Emphasize that there are no right or wrong answers and that the only thing not permitted during the presentation is hurting somebody else. This will help students feel safe and more confident when participating. Keep the presentation interactive. Make sure to focus on a variety of learning styles, including auditory, visual, and kinesthetic. See the [Role Plays handout](#).

Make sure to focus on a variety of learning styles, including auditory, visual, and kinesthetic.

HONOUR THE STUDENTS

When leading activities that involve role playing, let students know that what they are doing is difficult and courageous. It may help to co-create some guidelines with students to make this a safe experience for them.

PREPARE YOURSELF

Bring genuine enthusiasm, sincerity, and belief in the importance of the topic. Your energy and passion will spread to your audience.

KEEP IT SIMPLE

At the elementary level, keep presentations short (30 minutes) and intersperse verbal activities with kinesthetic activities in order to sustain student interest. A few powerful pieces of information will plant more seeds than several diluted pieces.

LANGUAGE

Pay attention to the language you use to communicate ideas. Be consistent and ensure that content and approach are developmentally appropriate and appealing (e.g., the term “sexual abuse” is not used in primary grades in school settings).

Conclusion and follow-up

EVALUATION

Conclude by asking students and the classroom teacher to evaluate the presentation using a questionnaire, survey, or guided discussion.

HANDOUTS

Distribute handouts after every presentation, including your contact information and community resources available for support. Be aware that in some communities, telephones may not be accessible. Offer students alternative ways to contact you.

STICK AROUND

Seek permission to spend an extra 30-45 minutes at the school following the presentation in case disclosures are made or students have questions or require support.

CONTACT THE SCHOOL

In the weeks following the presentation, be sure to contact the classroom teacher to inquire if student disclosures were made and if further support is needed. Offer to visit the classroom again.



Handouts

The following handout can be printed and distributed as needed:

- Role Play Activities

Role Play Activities

Role play activities are useful tools to promote student participation. However, be cautious in using real-life conflict situations as role play topics as they may provoke disclosures by students. These types of role plays could potentially trigger students from violent homes, and/or create discomfort in the class if bully/victim dynamics exist. Role play scenarios must be handled with sensitivity and care and need to include an opportunity for participants to debrief their personal experiences and reactions to this activity.

EFFECTIVE ROLE PLAY ACTIVITIES

- Address all styles of learning.
- Help students get “inside” difficult situations.
- Allow students to gain empathy and awareness by learning what it feels like to be an aggressor, victim, or observer through role play scenarios.
- Allow students opportunities to practice responses to difficult situations in a safe setting.
- Provide thoughtful and memorable opportunities for students.

WAYS TO CONDUCT ROLE PLAYS

- Do not use actual names of students.
- Model or demonstrate a role play scenario prior to asking students to be involved.
- Consider inviting a trained peer counselling or drama group from the school to act out different scenarios during your presentation.
- Remind students that in some role plays there is no obvious resolution yet the solution often includes walking away, telling someone you trust, and asking for help.
- Try to give students open-ended scenarios and encourage them to find solutions. Solutions should involve both the victim and the aggressor.
- To address gender stereotyping, reverse roles so that students gain an understanding of the challenges and emotions experienced by the opposite sex or victim/aggressor.



Section 7

**How Can CWWA Programs Implement
Effective School-Based
Group Intervention for Children
Exposed to Domestic Violence?**



The goals of group intervention activities are to provide children and youth with opportunities to process and understand the violence and abuse they have been exposed to in their families. Group discussions enable participants to define violence and power and control issues in relationships, while improving their communication, problem-solving, and cognitive coping skills. Participation in focused group programs also enables students to identify and constructively express emotions related to violence, separation, shame, guilt, and loss. Group activities ultimately aim to help students develop a social support network, a stronger sense of self-esteem, and a safety plan for dealing with domestic violence.

CWWA counsellors have training and experience in facilitating groups in their CWWA program agencies but may be unaware of some of the challenges involved in initiating groups within schools. This section aims to raise awareness of some of these challenges, while providing strategies for overcoming them and establishing productive and successful school-based group programs for students in need.

What are some guidelines for setting up group interventions in schools?

The following represent some guiding principles for group interventions with students:

- Groups should be held in a location where students can experience success and feel good about themselves and their participation.
- The group atmosphere should be positive and fulfilling for students.
- The group setting should be an emotionally safe environment for students to share their stories and feel validated.

Establishing the conditions at the school

FIND A SUITABLE SPACE

Talk to the school counsellor and principal to find a space that is consistent, private, accessible to students in the group program, physically safe, and free from regular classroom distractions. Possible spaces include the counsellor's office or a resource room. Keep in mind that some rooms might not be ideal, but flexibility and creativity can help transform any space.

SET UP AN APPROPRIATE GROUP TIME

Meet with the principal, school counsellor, and classroom teachers to establish a time for the group program that accommodates your availability, the students' schedules, and room availability. In some districts, the counsellor might circulate a possible schedule to students' teachers to explore possible group times. To best meet the needs of the group, sessions may be held during regular class hours or on early dismissal days. Try to avoid offering interventions during lunch times as students may feel that attending the group is a "punishment."

DETERMINE GROUP CONFIGURATION

Consider the size and characteristics of the group you wish to establish. Six to eight students per group is recommended.

Keep in mind that:

- Groups are most beneficial when students are close in age, maturity, and developmental level. Consider age groupings of 5 to 7 years, 8 to 10, 11 to 14, and so on.
- Recommended group size for grades K-6 is six students and for 7-12 it's eight students. Try to maintain balance with regard to gender and cultural diversity.
- Place siblings in different groups so that they are free to express feelings outside of the context of their traditional family roles. Sometimes one sibling might need to be part of your next group program.

DETERMINE FACILITATOR ROLES

If you will be co-facilitating the group with another adult, attempt to include someone of the opposite sex to assist in role modelling healthy male/female interaction. Arrange a time to meet with your co-facilitator to review group objectives and determine roles, responsibilities, and approach.

MEMORANDUM OF UNDERSTANDING

Prepare and sign a memorandum of understanding with the school, outlining the services you will be providing and clarifying processes for record keeping and follow up support. Make sure that appropriate classroom teachers and school administrators have a copy of this memorandum, so that teachers understand the program that their students leave their classroom to attend.

DETERMINE WHO YOUR SCHOOL-BASED CONTACT PERSON WILL BE

Have one primary contact person at the school to ensure the consistent flow of information.

Selecting students for groups

INTRODUCTORY CONTACT

There are a variety of ways that students may be identified for participation in groups. Principals, school counsellors, and teachers may suggest students who would benefit based on observation of behaviours and/or comments. Newsletters or notices with contact information and an overview of the Violence Is Preventable Project could be sent home to parents announcing the program. Students may self-identify if given the opportunity following a short classroom presentation.

VIP Project pilot site counsellors have provided the following examples of ways they have facilitated the student selection process:

Arrange a time to meet with your co-facilitator to review group objectives and determine roles, responsibilities, and approach.

- Provide a brief presentation (5 minutes) to a whole class in the same grade by the school-based counsellor.
- Provide information for all students about the objectives of a VIP group. Include information about how long it will run for and who would be eligible for participation.
- Provide all students with slips of paper to complete if they would like to participate in the group.
- Ask the school counsellor to approach interested students to set up appointments to meet with the CWWA counsellor for a short interview to determine their suitability for the group.

Pre-group interviews

It is critical to conduct pre-group interviews with the school contact, with the student's non-offending parent, and with the student themselves, particularly if they're 12 and under.

Once students have been identified for participation in group sessions, it is critical to conduct pre-group interviews with the school contact, with the student's non-offending parent, and with the student themselves, particularly if they're 12 and under. It is recommended but not mandatory to involve parents of students older than 12 years (see *BCYSTH Records Management Guidelines*).

Interviews alleviate anxiety associated with the group and allow CWWA counsellors to build a common understanding with school personnel and parents regarding the group purpose, goals, nature, time commitment, content, and limits of confidentiality.

Interviews also provide an opportunity to assess the child's current situation. If the child is living in a crisis situation, group participation may be postponed. Pre-group interviews help to determine the child/youth's readiness for group participation and whether the child acknowledges violence and abuse at home. Pre-group interviews will provide CWWA counsellors with an opportunity to gain vital information about the family and the nature and severity of domestic violence.

These interviews will also:

- Help you gain an understanding of the challenges faced by the student at school and allow you to work with teachers to build a program that will meet the student's needs.
- Assess whether school-based group intervention is appropriate for the student, or whether there are other resources and services in the community for his/her family to access. See the guidelines for assessment and intake below.
- Help students overcome stigma. Be aware that students may feel stigmatized by participating in a group during regular class hours or lunch hours, or after school. They may feel awkward leaving the classroom or sharing experiences with members of their close peer group. Help students feel that they are participating in something "special" by doing interesting activities such as art, drama, and video discussions. Help students think of ways to

explain their participation to fellow classmates. Normalize this experience by emphasizing various other pull-out programs that students participate in, such as ESL, LAC, and other special school projects such as plays and performances.

- Make sure students aren't subjected to an unreasonable amount of catch-up work for having missed class time to participate in group. Negotiate with the teacher in selecting a suitable group time that will be least disruptive to student learning. The classroom teacher's input is important.

Assessing student readiness for group interventions

The assessment process will allow the CWWA counsellor to establish counselling goals and service plans to effectively meet the students' needs.

This assessment includes exploring:

- Student's safety level in his/her current situation
- Eligibility of the student and his/her parents for CWWA counselling
- Most pressing issues and concerns for the student
- Parent's ability to support the student during the counselling process
- Student's readiness to discuss the family situation
- Nature and severity of the violence witnessed
- Student's comfort level in a group setting
- Student's ability to trust adults
- Student's behaviour and compatibility with group composition
- Whether the student has difficulties such as speech impairments that might limit his/her ability to participate in the group

ISSUES TO CONSIDER BEFORE INTERVIEWING A CUSTODIAL/REFERRAL PARENT

Review the program guidelines with members of the school administration so that if the parent chooses to contact the school directly, school administrators will be prepared.

If the parent is from a cultural minority, contact your local multicultural service provider for advice on culturally sensitive approaches. Remember that contact with the parent must be done in a safe way; you may choose to ask the parent to come to the school to speak with you about the student, or ask if he/she has 20 minutes to speak on the phone confidentially.

Interviews and student selection

CWWA counsellors may initially feel uncomfortable approaching the parents of students who disclose witnessing domestic violence. Parents may be apprehensive, defensive, accusatory, embarrassed, or in denial of domestic violence when first contacted. **Therefore it is imperative that prior communication of some sort will have taken place with the parent by the school or school counsellor.**

When approaching parents, be sure to reassure them that you are willing to listen and are not making judgments or assumptions. It's also helpful to reassure them that the abuse was not their fault and that you are available to support both the student and the family. They may also value knowing about community resources that support the needs of family members since domestic violence impacts everyone in the family.

It is critical for the safety of participants and for the success of the group that careful assessments are made prior to intake.

If the student is in grades K-6 or ages 5 to 12, begin by speaking with the student's custodial/referral parent.

INTERVIEWS WITH STUDENTS

Elementary students grades K to 6

- Create a non-threatening environment by allowing students to draw, colour, or work on puzzles while you ask them questions.
- Read the intake form to the students.
- Ensure that students understand each question.

Secondary students grades 7 to 12

- Begin by assessing students directly and seeking their consent to approach parents.
- Determine whether the student would like to provide you with information about his/her academic/school background, or whether he/she would like you to speak with a teacher or administrator directly. If you agree on the latter, be sure to ask for a signed release of information form.
- Ensure that they understand each question.

STUDENTS CONSIDERED APPROPRIATE FOR SCHOOL-BASED GROUP INTERVENTION

Children in a crisis situation are very vulnerable and CWWA counsellors may need to reassess intake based on the student's safety. Basic criteria for intake include:

- Custodial/referral parent's permission for student participation in group intervention (see age exceptions).
- Student has witnessed emotional, physical, and/or other abuse of a parent.
- Student is developmentally between the ages of 3 and 18.

- Student demonstrates an age-appropriate attention span.
- Student’s parent(s) are receiving counselling/support.
- Student is committed to attending the sessions with the parent’s support.
- Student is able to interact with other students in a group setting without exhibiting extreme passive or aggressive behaviours.

STUDENTS CONSIDERED INAPPROPRIATE FOR SCHOOL-BASED GROUPS

- Children who are developmentally delayed or who are experiencing clinical depression, ADHD, post-traumatic stress disorder, or other mental disorders.
- Children living in crisis situations.
- Children under the age of 3 or over age 18.
- Children who are suicidal, abusing substances, or presenting a threat to themselves.
- Children who have experienced long-standing abuse directed at them or whose presenting issue is related to sexual abuse.
- Children who exhibit major anxiety, especially regarding issues of abuse/violence.
- If the child has extremely complex issues or is exhibiting severe behaviours, he/she may require individual therapy, further psychological evaluation, or referral to another specialized program.

OTHER FACTORS TO CONSIDER

- Is the student self-motivated?
- Are there language or cultural barriers?
- Are there current custody or access concerns?
- Is the student in foster care or living with relatives?
- Can you provide an age- and gender-appropriate group for the student?

In requesting and recording information, be mindful of how it will be stored, who will have access to it, and what the implications could be if the records were to become accessible to persons outside the counselling relationship.

Intake, assessment, and storage of files

It is important to evaluate all the information gathered and use it to determine and document the student’s eligibility for group intervention. In requesting and recording information, be mindful of how it will be stored, who will have access to it, and what the implications could be if the records were to become accessible to persons outside the counselling relationship. This is particularly true when group sessions take place within the school. In this case, consider:

- All files, referrals, etc. are the property of the CWWA agency and will not be contained in the school’s permanent record file for the student. At most, a single page in their file saying: “[Name of student] has been involved with an outside agency.” For more information, contact the custodial parent.

7 – HOW CAN CWWA PROGRAMS IMPLEMENT EFFECTIVE SCHOOL BASED GROUP INTERVENTION?

- The CWWA counsellor maintains and stores all information.
- Follow standard procedures for your agency regarding confidentiality and maintenance of files and records.
- Keep student files safe by locking filing cabinets and limiting access to areas where records are stored.
- Limit access to computer systems or networks that contain client records, and maintain control over storage, retention, availability, and use of computer disks and tapes.
- Keep records on the premises of the CWWA program agency.
- Have clear guidelines as to when and how records are destroyed.
- Prepare and complete an intake form using the form provided by your agency or the CWWA program.

Consent, confidentiality, and sharing of information

- Encourage confidentiality by recommending that the only signed consent form be the one(s) provided by the CWWA counsellor. If schools require their own consent form, be sure it includes the limits of confidentiality and duty to report.
- Written consent by the custodial parent is mandatory for participation in the program for all students ages 5 to 11. The consent form indicates that they agree to the terms as described.
- Written consent by the custodial parent is preferable but not mandatory for students age 12 and older.
- All students participating in CWWA groups must sign a written consent. The consent form indicates that they agree to the terms described.
- Provide parents and students with information about your agency's policies regarding confidentiality as well as the circumstances under which program staff are required to report disclosure of child abuse.
- If it is deemed necessary to obtain academic information to obtain greater information about student needs and challenges, let the student and parent know that consent is optional and that details of their group process will not be discussed with staff members unless parental consent is provided.
- If parents and students have provided their consent for you to meet with the student's teachers for further information, do so on a case-by-case basis and be sure not to disclose information obtained during the intake process.

Make sure that the school has distributed the memorandum of understanding to all teachers whose students are participating in the group to alert them that students may be required to leave their classrooms for a special program.

Sample group program for elementary school children exposed to domestic violence

Group size	Six to eight students
Duration	1-1.5 hours
Target group	Kindergarten to Grade 3, and Grades 4 to 7. Activities can be modified depending on the age group.
Facilitators	CWWA counsellor with a co-facilitator from the school or agency. Be sure to select a co-facilitator who is approachable, committed to the group, and supportive of program goals.



Session 1: Let's get to know each other!

MESSAGE TO THE CHILDREN

Introductions and creating safety in the group.

DESIRED OUTCOMES FOR GROUP MEMBERS

- Willingness to participate in the group
- Increased familiarity with group members and group objectives
- Understanding of group norms and ground rules

GROUP ACTIVITIES

1. Introduce yourself and the co-facilitator
2. Play a name game with gestures. Children each say their names and add a gesture such as clapping, turning around, etc. The rest of the group then

repeats the group member's name and their gesture. This activity allows children to become comfortable with each other and helps to eliminate anxiety resulting from being in the group.

3. Check in with the children to see if they understand why they are participating in the group. This may be a good time to conduct pre-group outcome evaluations that can be compared against post-group evaluation results.
4. Inform the children about group goals and structure, as well as timing and confidentiality issues. Remind participants that all group members, including the facilitators, are together to be part of a circle of friends. Introduce the topics that will be covered in the group and inform the children that the group will meet six times for an hour (or agreed-upon time). By preparing children for upcoming sessions, you will ease their fears and tensions.
5. Ask children if they have any questions about the group.

BREAK! Snacks! After the snack break, children should have a few minutes to interact informally and perform activities such as playing with Lego (for younger students) or playing board games or cards (for older students).

6. Ask children for help in forming group norms and rules. Let them know that group norms define what is acceptable and what is not acceptable in a group. Some examples may include: respect for other people's feelings, listen when others are talking, etc. Try to keep the group norms positive and short. Write the children's suggestions on a flipchart or poster that can be posted and referred to in the next six sessions.
7. Explain the rule of confidentiality in a simple and non-threatening manner. One way to describe confidentiality is that "whatever we say in the group stays in the group." Discuss good and bad secrets and the limitations of privacy and confidentiality.
8. Provide children with crayons, paint, felt pens, and white paper, and ask them to partner with another group member and to draw something together. This shared drawing can become part of the room décor. End this activity by applauding the members' cooperation.
9. Read a story such as *I Like Me* (refer to [Section 12](#)).
10. Encourage children to participate in a relaxation breathing exercise.
11. **Closing:** Ask the children to close their eyes and think of one thing that makes them feel very special. Provide children with examples such as one of their favourite toys, an enjoyable activity, a pet, etc. In closing, call the children by their names and give them a special compliment about their participation in the group.

Session 2: Everyone has feelings! Let's explore and express our feelings!

MESSAGE TO CHILDREN

We all experience a variety of feelings that we need to learn to manage in respectful and safe ways.

DESIRED OUTCOMES FOR GROUP MEMBERS

- To explore different kinds of feelings
- To be able to name at least three feelings
- To understand that it's okay to experience all feelings and that there are respectful and safe ways of dealing with them

GROUP ACTIVITIES

1. Encourage children to make themselves comfortable by allowing them to interact informally with other group members. Provide colouring activities and playdough as expressive arts for younger students. Provide paints, puzzles, or crafts and jewellery-making activities for older students.
2. **Check in:** Welcome all children and ask them to come together in a circle.
3. Have children introduce the person sitting next to them. Assist them if they have difficulty doing so.
4. Let the children know that today's discussion focuses on feelings and emotions. Younger children may relate more easily to the term "feelings" and older children may feel more comfortable with "emotions." Help children understand that everyone has feelings of happiness, sadness, anger, frustration, etc. Ask children to name feelings and discuss happy and unhappy feelings that they experience. Share with group members a time when you felt happy and a time when you felt a sad. Invite them to share their stories about feelings.

For younger group members:

Ask children if they know where feelings come from, and encourage them to point out the different parts of their bodies where they feel feelings (their hearts, their heads, etc.).

For older group members:

Play the "dice game": Place a coloured dot on each side of a die. Each coloured dot corresponds with a list of pre-made hypothetical questions regarding feelings and thoughts, such as:

- How do you feel when ...?
- What makes you happy?
- What makes you sad?

Discuss each feeling as the children respond to their question.

BREAK! Snacks and Play Time

5. Read a story such as *I'm Frustrated, I'm Mad, or I'm Proud* and discuss the feelings of the characters in the story (refer to [Section 12](#) for information on this series).
6. Sing a song with younger students (e.g., “If you are happy and you know it”) or play a song from the radio with older students and have them discuss the emotions expressed in the song.
7. Play the “feeling statue” game. Prepare a happy face, a sad face, and a mad face on separate pieces of paper and tape these to the floor. Encourage children to circle the room and find a feeling to stand on when you call “statue.” Call out the name of a feeling and ask children standing on that feeling to demonstrate it to the group. This game can be modified to suit the needs of the children and the space.
8. Encourage children to participate in relaxation and soothing exercises.
9. **Closure:** Ask the children what they liked best about today’s session. Encourage children to name the feelings they are now aware of and to think of one special feeling that makes them feel good (e.g., feeling proud, excited, special, etc.).

Session 3: Feeling angry is OK but hurting others with our anger is not OK. We all have choices!

MESSAGES TO CHILDREN

- Anger is one of many feelings.
- It is OK to be angry but it is not OK to hurt others with our anger.
- There are safe and healthy ways of expressing anger.

DESIRED OUTCOMES FOR GROUP MEMBERS

- To feel comfortable talking about anger.
- To learn positive and negative ways of expressing anger.

GROUP ACTIVITIES

1. **Welcome and check-in.** Discuss how children are feeling about their day, the past week, or last week’s session.
2. **Interactive activity.** Encourage children to draw a volcano using any colours they choose. Once the volcano drawings are complete, ask children to form a circle and share their drawings while discussing their feelings. Make the link between a volcano erupting and an anger outburst. What might be going on inside?

3. Discuss angry feelings and situations that can sometimes make a person feel angry. Invite the children to discuss times when they have been angry. Ask the children if they have seen someone else get angry and discuss how it made them feel. Assure children that they are in a safe group where it is OK to talk about angry feelings.
4. Brainstorm healthy and unhealthy ways of expressing anger. Refer to the children's volcano drawings and let them know that if feelings aren't expressed in a healthy way, it is possible to "explode" with anger outbursts like a volcano.
5. **Relaxation exercise.** If you are in a room with windows, ask children to spot images in the clouds.

BREAK! Snacks and Play Time

6. Read and discuss the story *Hands Are Not for Hitting*. Refer to [Section 12](#) for more information on this book.
7. **Closure.** Ask the children how they felt about the topic discussed today. Close the session by singing the song "Eeency weency spider," adapting it to happy, mad, and sad spider.

Session 4: Abuse is NOT OK! How do we experience abuse?

MESSAGE TO CHILDREN

Abuse is not OK under any circumstance. The victim is not responsible for the abuse.

DESIRED OUTCOMES FOR GROUP MEMBERS

- To feel comfortable discussing and sharing experiences of abuse
- To understand that the abuser is responsible for the abuse and that it is never the victim's fault
- To understand the basic definitions of violence and abuse

GROUP ACTIVITIES

1. Welcome the children and allow them to interact with one another.
2. **Check-in.** Ask children to form a circle discuss how they are feeling. Allow them to raise questions from past sessions about feelings and anger.
3. Inform the group of today's topic and encourage members to discuss what they think abuse means. Be prepared for all kinds of answers. Some children may have new words for abuse, while others may have experienced abuse but lack the language to describe that experience.

4. **What is abuse?** Abuse can be defined as a behaviour that hurts another person and is not an accident. Define physical (body hurt), emotional (inside hurt or feeling hurt), sexual, and psychological abuse. Use simple terms to define these forms of abuse and ask children for their own ideas and definitions.

BREAK! Snacks and Play Time

5. Create an art activity that shows “What Hands Can Do.” Offer children paper, crayons, markers, and pencils to draw on a sheet of paper what hands can be used for. Ask children to show how hands can be used to help or hurt others. This activity can also be done as a group collage using a large flipchart, finger paint, and magazine images.
6. Ask children who they think is responsible for abuse and open up a discussion on the causes of abusive behaviour.
7. Show the video *It's Not Always Happy in My House* (see [Section 12](#)) and open up a discussion on what happens when families have problems.
8. Ask children about one thing that made them feel good about themselves in the past week. Many children may find this exercise very difficult. Help them out by posting self-esteem words such as “I am special,” “friendly,” “helpful,” “brave,” and “strong” on the board.
9. **Closure.** Remind children that today’s topic was a difficult one and that if anyone needs to talk more about it, they can contact you or ask their teacher to contact you. Let them know that you are there to support children and help them talk about these feelings. In closing, ask children if they can think of one place that makes them feel very safe. This will end the group session on a safe note.
10. At the end of this session be sure to let the teacher and parent know that you covered the topic of abuse today and that if they notice any child experiencing difficulty, they should let you know.

Session 5: Sharing stories (changes in the family, separation, and fear)

MESSAGES TO CHILDREN

- I am not the only one who has seen and experienced abuse or whose parents fight.
- It is OK to talk about violence in the family.

DESIRED OUTCOMES FOR GROUP MEMBERS

- To understand that families experience many changes
- To share personal stories so that the burden of secrecy is removed
- To know that other children experience domestic violence as well

- To decrease shame and isolation

GROUP ACTIVITIES

1. Check in with a name or feeling game.
2. Talk about feeling hurt. Children often think more readily of “physical hurt”; encourage them to think of the “feeling” hurt.
3. Show the video *Enfantillage*, produced by the National Film Board of Canada (see [Section 12](#) for more details). *Enfantillage* is an animated silent video that shows a child’s experience of hearing and witnessing domestic violence. Follow up with a discussion of the child’s feelings in the video. Group members may disclose similar experiences of violence in their families without feeling pressure to share if they are not ready to do so. This discussion may lead to disclosures. Please refer to [Sections 3](#) and [4](#) of this manual to address any disclosures. Be present to support the child.
4. Talk about ways of keeping safe in abusive situations.

BREAK! Snack and Play Time

5. Ask the children to draw a hurtful event on a paper or to write a short story about a hurtful event. This activity can be painful for the children so be prepared to support them if they feel uncomfortable. Play background music to soothe children’s anxiety.
6. Ask children to share their pictures or stories with the group if they are comfortable doing so. Encourage them to listen and offer supportive comments to their peers. Do not pressure children to talk about personal memories that they are uncomfortable sharing.
7. Focus on children’s strengths as they share their stories.
8. Use empty tissue paper boxes to create “My Strong Box.” Cut up pre-written or drawn feelings and encourage children to pick some of the feelings and put into their boxes as a way to empower themselves.
9. Provide time for free play and creative expression. The purpose of this activity is to allow children to release tension accumulated during the session. Try not to conduct games that would demand more attention and emotional effort by the children.
10. **Closing affirmations.** Ask the children to say their names out loud with a self-esteem word, such as “I am Margaret and I am magnificent.”
11. Applaud the children for sharing and listening.

Session 6: I have a right to be safe

Depending on the group, it may be a good idea to invite a police liaison officer and a child protection worker to this session. Group members may have had negative experiences with these support workers in the past. By encouraging group members to become familiar with support workers in a non-threatening, non-crisis environment, you can help to ease their fears and anxiety. The presence of these guests may also help to raise awareness of safe people in the community.

MESSAGES TO CHILDREN

- Children have a right to feel safe.
- There are people in the community who can help you.

DESIRED OUTCOMES FOR GROUP MEMBERS

- Ability to identify safe people and places in their lives
- Awareness of community support resources
- Development of personal safety plans

GROUP ACTIVITIES

1. **Check-in.** Ask children how they are feeling and follow up from the last session.
2. Discuss safety as a feeling. Ask children what it means to be safe.
3. Encourage children to discuss the people and things that make them feel safe, as well as situations that make them feel unsafe (at school, in the neighbourhood, at home). This may also include feeling safe from bullies.
4. Ask children to draw their safe person or something that makes them feel safe, such as a stuffed animal, a pet, a neighbour, a relative, etc.
5. Repeat this activity with ideas of **safe places** for each child. Some examples could be a tree house, the group, an aunt or uncle's house, etc.
6. Brainstorm people in the community who can help when children face a crisis and feel scared. You could introduce the panel of supportive people in the community and ask them to explain what they do and how they help families. Encourage children to ask questions.

BREAK! Snacks! You may want to invite your guest panel to be part of the snack time.

7. Introduce the game *Play It Safe* (refer to [Section 12](#) for information on this game). This game is useful for familiarizing children with unsafe situations and is a tool for developing safety strategies.

8. **Personal safety plan.** Let the children know that they all have the right to feel safe. Refer to the Personal Protection Planning card in the DAP manual on page 3-48. This activity will enable children to create their own personal safety cards with phone numbers of people who can help. Encourage children to role-play calling 9-1-1.
9. **Closure.** Invite children to come and sit in the circle and talk about one safe thing that they can plan to do when they are feeling unsafe.

Session 7: Self-esteem

MESSAGES TO CHILDREN

- I can be strong without being abusive.
- I like myself.

DESIRED OUTCOMES FOR GROUP MEMBERS

- To recognize that everyone has strengths and positive qualities
- To be aware of the difference between being strong and being abusive
- To be able to identify two or more things they can do well
- To strengthen friendships within the group

GROUP ACTIVITIES

1. **Check-in.** Ask children how they are feeling and inform them that next week is the last session of the group.
2. Encourage children to suggest ideas regarding what they would like to do for the last day of the group (a party, videos, etc.).
3. Talk about the feeling of liking oneself. What makes children feel good about themselves?
4. **Discussion.** Encourage children to identify two or more things they like about themselves. Give them examples such as “I like my hands,” “I like my smile,” “I like that I am friendly and funny.”
5. Ask each group member to share one thing about the person beside him/her that they like.
6. Ask children to draw their names on paper bags and attach these paper bags to the wall. Throughout the day, help group members write positive things about their friends and put them in the corresponding bags. Make sure to participate in writing a positive message for each group member. At the end of the day, children will enjoy taking their bags home.

BREAK! Snacks and Play Time

7. Read a story from *Therapeutic Stories that Teach and Heal* (see [Section 12](#)).
8. Provide children with free play time to release their energy.
9. **Closure.** Children can discuss party plans for next session.

Session 8: Review and goodbye

MESSAGES TO CHILDREN

- Saying goodbye.
- You were great, you deserve the best.

DESIRED OUTCOMES FOR GROUP MEMBERS

- To work through emotions related to saying goodbye
- To acknowledge personal accomplishments and feel proud

GROUP ACTIVITIES

1. **Check-in.** Ask how the children feel about the fact that this is the last group session.
2. Discuss how children felt when they first came to the group, and ask whether these feelings have changed over time.
3. Evaluate the group in an open discussion format. What did the children like/dislike about the group? What were their favourite group activities? If there were another group, would they want to come again?
4. Go over the Elementary Intervention Evaluations Questions for students and assist them when necessary to answer the questions.

Party and break time!

5. Children can play and other school personnel can be invited to the group at the children's request. Let the children know that the schools and CWWA counsellors will remain in touch.
6. Encourage children to express themselves through songs learned during the group intervention.
7. Present children with a certificate of group completion and, depending on the resources available, provide them with a token gift or souvenir.
8. Read *The Story of the Children's Star* from the *Groupwork with Child Witnesses of Domestic Violence* manual (see [Section 12](#)) as a way to close the group.

Sample group program for secondary students (grades 8-12) exposed to domestic violence

Group size and composition	Eight is an ideal number of students. Group can be co-ed or gender-specific.
Duration	1.5-2 hours. Breaks can be scheduled whenever the facilitators and students see fit.
Target group	Secondary school students
Facilitators	CWWA counsellor and a student (such as a peer counsellor) or a school-based support staff.

Session 1: Getting it together

OBJECTIVES

- To make youth feel comfortable in a group setting
- To involve students in establishing group norms
- To address confidentiality issues and limitations

GROUP ACTIVITIES

1. Introduction and background of facilitators. Share with students the reasons for your interest in facilitating the group.
2. Invite participants to join you in a circle. Encourage students to introduce themselves and share briefly what they hope to gain from this group.
3. Play a name game that involves physical expression. For example, encourage participants to say their name and to act out a gesture that reflects how they are feeling. This activity will help foster confidence and alleviate any stress.
4. **Group rules and norms.** Invite participants to brainstorm group norms and record these on a flipchart. Be sure to mention that respect in the group is essential and that members have the option of occasionally “passing” on their turn. Listening without criticizing or judging others is an important ground rule.
5. **Confidentiality.** Explanation and signing of consent form. Discuss the limits of confidentiality, such as child abuse, suicide, and criminal activity.
6. **Commitment to the group.** Help members understand the importance of continuity in the group; discuss the ownership that the group takes on as time progresses. Ask each member to make a personal commitment to attend each week’s session.

7. ***I Am Me*** (refer to [Handout 1](#)). Ask a volunteer to read it out loud. Discuss the effects of the poem on the students.
8. Introduce the topics of upcoming sessions in order to prepare the group. Ask members for input about what they would like to have covered during the next sessions.

Session 2: Communication

OBJECTIVES

- To help participants become aware of their communication styles
- To enable participants to develop positive communication skills

SUPPLIES

Newsprint, masking tape, felt pens, newspaper articles.

GROUP ACTIVITIES

Before the session begins, tape a long sheet of newspaper to the wall where people will be able to write on it.

1. Check in and welcome the participants.
2. Review guidelines and group norms. Ask for additions or changes that students may want to make.
3. **Picnic exercise.** Ask members to state their names as well as a picnic item beginning with the same letter. For example: “Hi, my name is Peter, and if I were going on a picnic, I would bring a pumpkin pie.” Each member must repeat what previous members are bringing to the picnic.
4. **Listening exercise** (refer to [Handout 2](#)). Discussion about this exercise should reflect how quickly information that is heard and repeated can be changed from its original form. Debrief the changes that occurred.

Points to include:

- 75% of oral communication is ignored, misunderstood, or forgotten quickly.
 - One-third to one-half of oral communication is forgotten within eight hours.
5. **Rumours.** Encourage members to discuss how rumours begin and what happens to them over time. Reinforce the importance of going directly to the source of information in order to clarify the information before reacting to it.

6. **Flipchart.** Brainstorm the different ways humans communicate (facial expression, body language, tone of voice, speed of speech, eye contact, language used, personal distance, intimidation, etc.). Discuss the cultural context of communication. For example, eye contact is considered important in dominant Canadian society, but may not be encouraged in other cultures.
7. **Communication activity.** Invite people to write graffiti on the wall area covered with paper. Debrief the purpose of graffiti and discuss why teens in particular use this form of communication. How else can we communicate? Other forms: 7% words, 38% tone, 55% body language.
8. **Closure.** Ask participants to reflect on their experiences with positive and negative communications styles, as well as the subjectivity of communication styles.

Session 3: Charting our anger

OBJECTIVES

- To help members build awareness about their anger patterns
- To develop ways of controlling and overcoming anger patterns

GROUP ACTIVITIES

1. **Opening round.** Check in with students to see how they are feeling about last week's session. If there are issues that need to be discussed, provide opportunities to address them.
2. **Facilitators' role play fight.** Engage in a role play fight with the co-facilitator. Resort to silent treatment, arguing, throwing books, threats, etc. Ask group members if this is familiar to them and debrief the reasons for why people fight. Discuss how fighting is part of what we see around us in life and discuss how fighting is different from abuse.
3. **Myth or fact worksheet on anger** (refer to [Handout 3](#)). Invite participants to engage in a discussion about myths and facts about anger.
4. Discuss anger. What is anger? Anger is a human emotion similar to joy and sadness. What is a passive/aggressive behaviour? What is assertive behaviour? What are assertive statements? When do we use these behaviours? (Refer to [Handout 4](#)).
5. Show the video *Anger: You Can Handle It* (see [Section 12](#)). Debrief the video and discuss the anger management techniques that could work for students.
6. Do a check-out with the group to determine how each group member is feeling. Remind group members that you are available after the group if they need to talk.

Session 4: Violence in society

OBJECTIVES

- To increase students' awareness about violent attitudes in society
- To help students identify how violence is expressed in society
- To raise awareness about how violence in society is reflected in personal relationships

GROUP ACTIVITIES

1. **Check-in:** Ask group members about the feelings they are bringing to today's session.
2. Ask each student to share his/her definition of violence and brainstorm further meanings of violence, including force, aggression, abuse, fear, outrage, etc.
3. Encourage each student to complete the Survey on Violence in Society ([Handout 5](#)). Students can then share their completed surveys in groups of three and compare their responses.
4. Come together as a group and discuss survey responses as well as students' opinions and feelings. If controversial issues arise from the survey, lead an informal debate as a follow-up activity.
5. Ask students to suggest examples of violence in social contexts and refer to [Handout 6](#) for key points in each category:
 - Family violence
 - School violence
 - Political violence
 - Dating violence
 - Workplace violence
 - Media violence
 - Sports violence
6. Discuss who suffers from violence in society. Ask students to identify the most vulnerable victims of violence, such as women, children, the elderly, etc.
7. Discuss the different groups of people affected by violence in society, such as victims, the abuser, and society in general. How is each group affected? (Refer to [Handout 7](#).)
8. **Closure.** Ask each member to present his/her vision of a violence-free society, as well as one thing he/she thinks can help prevent violence in society.

9. Check out with a review of the students' feelings and applaud their participation in a very challenging discussion.

Session 5: Dating and relationship violence

OBJECTIVES

- To increase group members' assertiveness and self-esteem by defining their rights in dating situations
- To help students distinguish between myths and facts about domestic violence

GROUP ACTIVITIES

1. **Check-in.** Ask each student to reflect on a word that describes how they are feeling.
2. Involve members in a brainstorm about the rights of every person in a dating relationship. Be sure to acknowledge the fact that dating is not acceptable in all cultures and that students from diverse cultures may feel pressure to conform to their peers by dating and maintain the secrecy of their relationships from family members. Have an open discussion about various cultural norms without passing judgment. Include in your discussion the topics of peer pressure, expectations, and emotions related to dating.
3. In a mixed group, create a "bill of rights" for both partners in a relationship. For example:
 - I have the right not to be abused
 - I have the right to say no at any time
 - I have the right to my privacy
4. Students can also create a bill of rights for other relationships, such as family relationships and marriage.
5. Have a discussion about date rape. Introduce the Date Rape Script for students to work through. (Refer to [Handout 8](#).) Encourage students who feel comfortable to share their completed script with the group. Depending on the group, you may ask students to role play the script.
6. Discuss possible strategies for saying no to sexual aggression.
7. Brainstorm ways that group members can help a friend who is the victim of violence.
8. Post the crisis centre's phone number in a visible area.

9. **Optional activity.** Invite a police officer, a social worker, and a victim to speak about their experiences with relationship violence. The presence of a school counsellor in today's session may also be reassuring.
10. **Closure.** Ask the students about a self-care activity that helps them to relax.

Session 6: Cycle of violence

OBJECTIVE

- To help students become aware of the cycle associated with violence in relationships
- To enable students to identify the stages of the cycle of violence

GROUP ACTIVITIES

1. **Check-in.**
2. **Domestic violence: myths and facts.** Provide group members with myths and facts and ask them if they agree or disagree.
3. Present students with recent statistics on violence against women in relationships and the effects of witnessing violence on children and youth.
4. Show the video *What About Us?* (see [Section 12](#)). Provide each student with paper and a pencil and ask them to write down the name of each character in the video as they're introduced. Encourage members to write down the various feelings each character, including the teenager, the younger child, the victim, and the abuser, may be experiencing.
4. After the video, have a debriefing session and invite students to share their perspectives about the roles and feelings of each character.
5. Present the cycle of violence on a flipchart or overhead. Emphasize factors that lead from one stage of the cycle to another.
7. In small groups, encourage students to brainstorm ways of stopping the cycle.
8. Play the Defender Game (see [Handout 9](#)).
9. **Closure.** Discussion and debriefing of today's session.

Session 7: My safety plan at home, in school, and in society

OBJECTIVE

- To help students become aware of safety issues in school, at home, and in society at large
- To help students develop school safety strategies

GROUP ACTIVITIES

1. **Check-in.** Remind group members that today is the second to last session. Ask the participants how they feel about the topics covered so far in the group and whether there is anything else they would like to have covered. Brainstorm with group members what they would like to do in the last group session, such as having a pizza party, watching a movie, etc.
2. Brainstorm ideas about what a peacemaker's role could be in a school setting. Invite students to share their feelings about the pros and cons of such a program. Perhaps invite the principal to discuss the feasibility of such an initiative or any other activities that could result in decreased violence in school. Other activities could include a violence prevention week, anti-violence poster or talent contests, etc.
3. Play the game of safe boundaries with scribble art. Divide students into pairs, giving each a marker and a shared piece of paper. Each partner should draw a safe space on their paper. They can then play "scribble tag" with their crayons or markers, chasing each other, but once either partner enters the safe space, the other must back away.
4. Make invitation cards for guests to attend the goodbye party. Guests could include police officers, teachers, principals, etc.
5. Ask each student to prepare a written compliment for the other group members in preparation for next week's session.
6. **Closure.**

Session 8: Goodbye and self-esteem games

OBJECTIVE

- To give students positive feedback about their participation in the group
- To reassure students that even though the group is ending, they have developed contacts through this group that will endure

GROUP ACTIVITIES

1. **Check-in.** Discuss how students feel about this being the last session.
2. Review all the topics that were covered in past seven sessions and ask group members what they liked best and what they felt were some of the more uncomfortable topics.
3. Rent a comedy video to watch and provide pizza and popcorn.
4. Give students the opportunity to exchange phone numbers to remain in contact.
5. Provide a list of support contacts, including your agency phone number, for future reference.
6. **Empowering and self-esteem activities.** Play the Cover the Space Game (see [Handout 10](#)).
7. Have a party, enjoy some music, or play Jeopardy (see [Handout 11](#)).
8. **Closure and check-out.**
9. Invite participants to engage in evaluations. Let them know that their evaluation will assist you in conducting future groups and that the evaluations will remain anonymous. (Refer to [Section 10, “Evaluation.”](#))

Optional session: Watching for signs of depression and suicide

We encourage counsellors to review this session and use their discretion and judgment in deciding whether or not it is relevant for the group. If CWWA counsellors decide to facilitate this session, it would be ideal to invite a guest from the mental health team to speak to the group about these topics.

OBJECTIVES

- To provide an opportunity for participants to share their fears, feelings, and experiences related to their own or a friend's experience of depression and suicidal ideation
- To alleviate the perpetuation of this cycle

GROUP ACTIVITIES

1. Have participants sign in on flipchart sheets, including positive statements about themselves.
2. **Check-in.** Ask group members to share highlights from their week.
3. **Discuss:** How anger turned inward can cause depression and how ignoring or inflating our feelings can result in depression and suicidal ideation or attempts. Discuss feelings of loss and powerlessness. (Refer to Handout 12.)
4. Discuss the importance of networking with friends and agencies that can specifically help with these problems (mental health team, teen suicide lines, and crisis lines).
5. Ask participants to share their questions or experiences relating to suicidal experiences. It is important for participants to realize that they have the responsibility to take care of themselves and tell another person if they are feeling low.
6. Have guest presenters from a crisis line or suicide prevention team answer any questions that the group may have.
7. **Closing.** Ask participants to share final comments or positive feedback to encourage others to reach out for help if needed.

Source: The format for these sessions was adapted from samples generously provided by Sally Davis, Cythera Transition House; London Family Court Clinic. (1994). *A School-Based Anti-Violence Program (ASAP)* (Revised ed.). London, ON: London Family Court Clinic; Vancouver & Lower Mainland Multicultural Family Support Services; Margaret Keane – Power Surge Theatre.



Handouts and sample forms

The following handouts and sample forms can be printed and distributed as needed:

Handouts

- 1 I Am Me
- 2 Listening Exercise
- 3 Myths and Facts About Anger
- 4 Attacking and Avoiding
- 5 A Survey on Violence in Society
- 6 Categories of Violence in Social Contexts
- 7 Characteristics of Victims of Violence
- 8 Date Rape Script: What Could You Do?
- 9 Defender Game
- 10 Cover the Space Game
- 11 Jeopardy!
- 12 Warning Signs of Depression and Suicide and How to Help a Friend

Sample Forms

- 13 Sample Letter to Elementary School Parents
- 14 Sample Parental Consent Form

For sample parent and child intake forms, please refer to *Records Management Guidelines Protecting Privacy for Survivors of Violence*, by Gisela Ruebsaat (2006). BC Association of Specialized Victim Assistance and Counselling Programs and BC/Yukon Society of Transition Houses.

1

I Am Me

by Virginia Satir

In all the world, there is no one else like me.
There are persons who have some parts like me,
But no one adds up exactly like me.
Therefore, everything that comes out of me is authentically mine,
Because I alone chose it.
I own everything about me – my body, including everything it does;
My mind, including all its thoughts and ideas;
My eyes, including the images of all they behold;
My feelings, whatever they may be –
Anger, joy, frustration, love, disappointment, excitement;
My mouth, and all the words that come out of it –
Polite, sweet or rough, correct or incorrect;
My voice, loud or soft;
And all my actions, whether they be to others or to myself.
I own my fantasies, my dreams, my hopes, my fears.
I own all my triumphs and successes, all my failures and mistakes.
Because I own all of me, I can become intimately acquainted with me.
By so doing I can love me and be friendly with me in all my parts.
I can then make it possible for all of me to work in my best interests.
I know there are aspects that I do not know.
But as long as I am friendly and loving to myself, I can courageously and hopefully
Look for the solutions to the puzzles and for ways to find out more about me.
However I look and sound, whatever I say and do,
And whatever I think and feel at a given moment in time is me.
This is authentic and represents where I am at that moment in time.
When I review later how I looked and sounded, what I said and did,
And how I thought and felt, some parts may turn out to be
Unfitting.
I can discard that which is unfitting and keep that which proved fitting,
And invent something new for that which I discarded.
I can see, hear, feel, think, say and do.
I have the tools to survive, to be close to others, to be productive,
And to make sense and order out of the world of people and things
Outside of me.
I own me, and therefore I can engineer me.
I am me, and I am okay.

2

Listening Exercise

1. Divide the group into pairs. Ask one partner from each pair to either stand outside the room or plug their ears while you read an article from the newspaper to the remaining partners. The article should relate to the issues you are discussing and be of interest to teens.
2. When you have finished reading the article, group members can return to their partners and share the story as they remember hearing it.
3. Participant A sits down and shares the information with participant B, while C shares with D, etc.
4. This continues until all members have received the information. The last one to receive the information will then share out loud what he/she heard and the group can analyze how the story changed!

3

Myths and Facts About Anger

	True	False
1. Anger happens instantly.	<input type="checkbox"/>	<input type="checkbox"/>
2. Thoughts are the cause of anger.	<input type="checkbox"/>	<input type="checkbox"/>
3. Anger can be productive.	<input type="checkbox"/>	<input type="checkbox"/>
4. Inappropriately expressed anger can cause hypertension, addiction, and weight gain.	<input type="checkbox"/>	<input type="checkbox"/>
5. We should always express anger immediately.	<input type="checkbox"/>	<input type="checkbox"/>
6. Depression can sometimes be anger that we direct against ourselves.	<input type="checkbox"/>	<input type="checkbox"/>
7. Hurt and fear are the basic feelings underlying anger.	<input type="checkbox"/>	<input type="checkbox"/>
8. Each person is responsible for their own anger.	<input type="checkbox"/>	<input type="checkbox"/>
9. Throwing things and yelling are appropriate ways to express anger without hurting others.	<input type="checkbox"/>	<input type="checkbox"/>

ANSWER KEY

1. **FALSE:** Anger does not happen instantly. There are triggers, cues, and clues. This gives us an opportunity to take responsibility for our behaviour.
2. **TRUE:** Situations don't cause feelings as some would assume; thoughts cause feelings. We need to change angry thinking and substitute more moderate thoughts in order to control our angry feelings, if we are to use our anger productively.
3. **TRUE:** Anger can be productive. Anger is a neutral emotion. Young children and babies express anger when they are tired, cold, hungry, or frustrated. Dogs will get angry to protect their bones. We get angry when someone abuses our rights, treats us disrespectfully, or takes something from us.
4. **TRUE:** Inappropriately expressed anger can cause physiological changes to the body such as ulcers, migraines, headaches, weight gain, or loss. It can also cause family feuds, loss of friendship or jobs, or relationship problems. It can cause anxiety attacks, depression, suicide, guilt, and sleep problems. *All are good reasons to become more aware of anger and abuse.*
5. **FALSE:** At one time, it was considered best to release anger at any cost because to hold back anger would cause health problems and emotional problems. Now advocates for anger programs suggest we should direct our anger in a controlled fashion, problem-solve regarding the cause of the angry feeling, relax and reduce the tension, get along with others, and involve them in the problem-solving process.
6. **TRUE:** Depression is sometimes anger turned inward. When we set high expectations for ourselves and don't roll with the punches, giving ourselves room for mistakes and learning, we get depressed. However, depression can arise for other reasons as well.
7. **TRUE:** Anger is a secondary emotion; fear or hurt feelings usually cause anger. So next time you are angry, ask yourself what other feelings are underneath your anger and why you are feeling this way. You can then problem-solve the "why."
8. **TRUE:** We are always responsible for how we deal with our own anger.
9. **FALSE:** Throwing objects around the room and yelling are both forms of intimidation and are described as forms of physical abuse.

4

Attacking and Avoiding¹

How often do you find yourselves engaged in these behaviours?

BEHAVIOUR	RARELY	SOMETIMES	FREQUENTLY
Nagging			
Shouting			
Interrupting			
Exploding			
Warning ("If you don't this!")			
Correcting ("Look at the facts ...")			
Persisting ("I am right!")			
Insulting ("You are pathetic.")			
Sarcasm			
Revenge ("I'll get you back for this.")			
Withdrawal			
Sulking in silence			
Taking it out on the wrong person			
Declaring that you are being unfairly treated			
Talking behind someone's back			
Trying to forget about the problem			
Feeling ill			
Feeling low and depressed			
Being polite but feeling angry			

¹ Source: MacBeth, Fiona and Nic Fine. (1995). *Playing with fire: Creative conflict resolution for young adults*. Philadelphia, PA: New Society Publishers.

5

A Survey on Violence in Society¹

Mark your response to the following statements with a Yes or No.

	Yes	No
1. Physically hurting or killing another human being is never justified regardless of the circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a direct link between the depiction of violence in the mass media and the occurrence of violence in society.	<input type="checkbox"/>	<input type="checkbox"/>
3. Spanking or striking a child in some manner is an acceptable disciplinary technique.	<input type="checkbox"/>	<input type="checkbox"/>
4. Violence in sports like hockey should be eliminated.	<input type="checkbox"/>	<input type="checkbox"/>
5. Violence is an acceptable form of problem solving in our society.	<input type="checkbox"/>	<input type="checkbox"/>
6. A husband has the right to strike his wife and vice versa; what “goes on behind closed doors” is nobody else’s business.	<input type="checkbox"/>	<input type="checkbox"/>
7. People who like watching violence on TV and at the movies are “abnormal.”	<input type="checkbox"/>	<input type="checkbox"/>
8. “Might is right.”	<input type="checkbox"/>	<input type="checkbox"/>
9. Children’s toys that glorify violence should be banned.	<input type="checkbox"/>	<input type="checkbox"/>
10. There will come a day when violence in all its forms will no longer exist in our society.	<input type="checkbox"/>	<input type="checkbox"/>

¹ Source: London Family Court Clinic. (1994). *A school-based anti-violence program (ASAP)* (Revised ed.). London, ON: London Family Court Clinic.

6

Categories of Violence in Social Contexts¹

FAMILY VIOLENCE

- Neglect
- Psychological/emotional
- Verbal
- Physical
- Sexual
- Spiritual

SCHOOL VIOLENCE

- Vandalism
- Gang activities
- Verbal assaults
- Incidents at athletic events
- Physical confrontation
- Stabbing and shootings
- Exposure to obscenities, verbal jokes, and publications
- Incidents at dances
- Possession of weapons
- Offensive graffiti
- Intruders
- Racism
- Bullying and name calling

POLITICAL VIOLENCE

- War
- Assassination
- Rioting/looting
- Policies and laws that oppress others

¹ Source: London Family Court Clinic. (1994). *A school-based anti-violence program (ASAP)* (Revised ed.). London, ON: London Family Court Clinic.

DATING VIOLENCE

- Power and control
- Jealousy
- Assault
- Ownership
- Rape
- Emotional abuse

WORKPLACE VIOLENCE

- Harassment
- Intimidation

MEDIA VIOLENCE

- News
- Action movies
- Stereotyping
- Music videos
- Music
- Prime time programs
- Censorship
- Dehumanizing
- Printed materials
- Pornography
- Advertising

SPORTS VIOLENCE

- Athletes and/or spectators' confrontations

7

Characteristics of Victims of Violence¹

VICTIM

- Serious physical and psychological harm
- Depression
- Low self-esteem
- Work problems
- Social problems
- Excessive fear
- Feelings of helplessness and worthlessness

ABUSER

- Guilt and shame
- Low self-esteem may perpetuate their violent behaviour
- Loss of family, job, income, and friends
- Feel socially isolated
- Legal difficulties, pay heavy fines, and serve jail time

SOCIETY

- Potential loss of productive member of society
- Social costs of support systems and treatment

¹ Source: London Family Court Clinic. (1994). *A school-based anti-violence program (ASAP)* (Revised ed.). London, ON: London Family Court Clinic.

8

Date Rape Script: What Could You Do?¹

- Narrator:** *Wendy and Mike had dated twice before. This was their second date alone as a couple.*
- Mike:** Would you like to go the spring dance Friday night?
- Wendy:** Sure! It sounds like fun.
- Mike:** Ok, I'll pick you up at 7:30.
- Narrator:** *At 7:30, Mike arrived and greeted Wendy with a hug and a kiss. Wendy was surprised and displeased but said nothing and excused herself to get her coat. Later at the dance:*
- Mike:** Whew! It's hot in here. Let's go for a walk and get some air.
- Wendy:** Yeah, OK, let's go for a walk and get some air.
- Mike:** There is a neat trail that leads down to the lake. Let's go down there.
- Wendy (nervously):** Oh ... OK!
- Mike (down at the lake):** I love being with you. I really want to make love with you.
- Wendy:** ...



Instructions: Continue the script to a conclusion that you think is likely.

¹ Source: London Family Court Clinic. (1994). *A school-based anti-violence program (ASAP)* (Revised ed.). London, ON: London Family Court Clinic.

9

Defender Game¹

Number of participants: Eight or more

Age level: All ages (children under 12 may experience some difficulty maintaining focus at first)

Time: 5-15 minutes

THE BASIC IDEA

1. Everyone walks around a defined space without talking and without contacting anybody else.
2. Ask each person to silently pick an individual in the room that they will consider as a **personal defender**. They continue to move while doing so.
3. Ask everyone to now silently pick an **enemy**.
4. Keep participants moving in silence for a few minutes longer while they concentrate on their choices.
5. Now tell participants that their goal is to keep their **defender** between themselves and their **enemy** at all times.
6. Play for a few minutes, reminding the participants to maintain strict silence. Then place different conditions on the circumstances. For example, maybe their enemy annoys them or owes them money; maybe their enemy is an ex-friend or ex-romantic partner or is trying to harm them, etc. Be careful to keep the suggestions age-appropriate to the group you are working with.

REMINDERS

- Lead this game from the outside so you can determine when to change the circumstances.
- This game is quick and involves lots of energy. Encourage everyone to stay involved and to be careful.
- Draw attention to the differences that participants should notice in the way their body and energy respond to each new circumstance.

¹ Source: Rohd, M. (1998). *Theatre for community, conflict and dialogue*. Portsmouth, NH: Heinemann Drama. Sample generously provided by Margaret Keane.

10

Cover the Space Game¹

Number of people: 10 or more

Age level: Eight and up (be patient when the group is younger)

Time: 5-15 minutes

THE BASIC IDEA

1. Mark off a large rectangle in the room or use the whole space (depending on the size of working area).
2. Invite everyone to walk around the designated space – no talking, no contact – just keep moving in random directions.
3. Remind participants to be aware of their own body, the bodies around them, and the space on the floor.
4. Ask participants to make certain that the space on the floor is covered as evenly as possible.
5. Participants need to keep moving at all times and always move to empty spaces to “cover the space.”
6. Call out “Freeze!” and point how well the space has been covered. Then send them right back to covering the space.

This is a game of responding to instructions and finding a group and personal rhythm.

VARIATIONS

Variation 1

- After a while, call “Freeze!” and instruct participants to grab a partner’s hand and cover the space in pairs.
- Repeat as triads.
- You may move to groups as large as you like, spending a little time on each one.

¹ Source: Augusto Boal (and others). Sample generously provided by Margaret Keane.

Variation 2

- Give instructions for participants to move in different ways, such as tiny steps, giant steps, running, sideways, backwards, slow-motion, etc.
- Have participants imagine that they have strings attached to various parts of their bodies and that they are being controlled by an unseen hand that causes them to be led around by a particular body part: left knee, nose, right heel, top of the head, shoulder, chin, etc.
- Try to keep participants focused on remaining silent and covering the space evenly.
- Remind participants to stay in control of their bodies at all times.

Variation 3

- When you call “Freeze!” request that participants form groups based on what they’re wearing (without discussing it). For example, you could call out “shirts” and groups could form themselves based on the similarity of the shirts they are wearing.
- Ask each group to call out on a count of three the basis of their group formation; for example, “long-sleeved shirts” or “blue tops.”
- Return to “cover the space.”
- This round continues with footwear, hair colour, etc.
- It is a good idea to end with eye colour.

CONSIDERATIONS

- This is a good activity to use when beginning a session as it gets people involved in a less threatening way. You merely ask participants to walk around the space and move individually – together as a group yet safe in their own space. Over time, this game adds a group dimension and fosters cooperation and group discovery.
- You can ask participants to take turns leading the game and to come up with new specifics in each variation.
- This game is a good way to shake off the day and engage as a group.
- It is a great way to be “in the space” and relieve whatever tensions participants may have brought with them.
- Use phrases like “relax,” “look around you,” “explore the space,” “be aware of where you are in the space,” etc.

11 Jeopardy!¹

Each contestant must develop his or her own check-in sound. When the game begins, contestants must buzz-in with their identifying noise. The first noise to be heard by the game host (facilitator) wins the starting position.

The contestants may choose a question according to point value (100/200/300). Information is provided by the host, and participants must formulate questions based on the subjects discussed throughout the group sessions. Examples are given on the following page: “kicking, hitting, slapping, excessive tickling”. The contestant replies “What is physical abuse?”

If the question is answered correctly, the contestant is awarded the appropriate number of points and moves on to the next question of whatever point value s/he chooses. If the contestant gives the wrong answer, the question is once again up for grabs. Alternate contestants can buzz-in and attempt to formulate correct questions.

The contestant with the highest number of points at the end of the game is the winner. Jeopardy can also be played in teams. This game is an excellent way to test what information has been learned over the previous sessions.

¹ Source: Activity sample generously provided by Sally Davis, Cythera House.

100 POINTS	200 POINTS	300 POINTS	ANSWER: WHAT IS/ARE ...?
Setting limits, asserting your special needs, having your own space			Boundaries
	Kicking, hitting, slapping, excessive tickling		Physical Abuse
		Sticking up for yourself without infringing on others	Assertiveness
		A crime about power and control that involves sex	Sexual abuse
		Anger that is turned inwards	Depression
	Hurt and fear are the other basic underlying factors		Anger
Forced sexual intercourse			Rape
Deprivation of food, shelter, and withdrawal of love by a caregiver			Neglect
	Jealousy and possessiveness and control over you by your dating partner		Dating abuse
Involves making plan and giving away your prized possessions			Warning signs of suicide
	Blind rage		Extreme anger
		Event thought, chemical release, emotion, behaviour, reaction	Anger cycle
	Yelling, swearing, name calling		Verbal and emotional abuse
Attention, soon, simple, short, specific behaviour, effect on me, response terms			A-S-S-E-R-T
	Finely-tuned nervous system that can instantly mobilize the body		Fight or flight
Statement made by others not based on facts			Rumours
		Open posture, eye contact, paying attention to what is being said	Good communication skills
	Key messages that influence what we do and how we act		Belief system

WARNING SIGNS OF DEPRESSION

- Sudden changes in behaviour
- Dramatic changes in appetite
- Sleeping difficulties
- Poor performance in school
- Loss of energy or excessive fatigue
- Loss of interest in friends
- Increased use of drugs and alcohol
- Constant feelings of worthlessness or self-hatred
- Excessive risk-taking
- Preoccupation with death, dying, or suicide
- Giving away of personal possessions

WARNING SIGNS OF SUICIDE

- Sadness, helplessness
- Withdrawal – no motivation
- Mood changes
- Running away or acting out
- Decreased interest in achievements
- Neglect of appearance
- Changes in eating habits
- Changes in sleeping habits
- Substance use (drugs and/or alcohol)
- Risk-taking behaviours
- Unusual purchases
- Talking about dying
- Sudden change in behaviour
- Fantasizing about dying
- Giving away possessions

¹ Source: Surrey/Langley Suicide Follow Up Counselling Services Annual Statistics, April 1, 1995 – March 31, 1996.

- Saying good-byes
- Verbal threats of suicide
- ATTEMPTING SUICIDE

WHAT TO DO WHEN YOU SUSPECT A FRIEND IS SUICIDAL OR DEPRESSED

WHAT TO DO	WHAT NOT TO DO
Believe or trust your suspicions that the person may be self-destructive.	Do not allow yourself to be sworn to secrecy by the suicidal person. You may lose a friendship, but you may save a life.
Communicate your concerns to the person. Be an active listener and show your support.	Do not leave the person alone if you believe or think they are at immediate risk for suicide.
Be direct: Talk openly and ask direct questions about the person's intentions. Try to determine if the person has a plan for suicide (how when, where). The more detailed the plan, the greater the risk.	Do not act shocked at what the person tells you. Stay calm.
Get professional help. Encourage the person to seek help from a school counsellor or from someone in their lives they know who can help solve problems. If the person resists, you may have to get the necessary help for them.	Do not counsel and do not give false assurances.
	Do not debate whether suicide is right or wrong. This may make the person feel more guilty.

13

Sample Letter to Elementary School Parents¹

This sample letter can be adapted for educational presentations or group interventions and should be sent home to parents prior to student participation in either one. The letter can accompany program brochures or a Frequently Asked Questions sheet so that parents can make an informed decision regarding their child's participation.

[Date]

Dear Parent:

I am a counsellor with [Name of organization], and I will be facilitating the Violence Is Preventable Program at [Name of school] this year. The program was designed to offer children and youth an opportunity to explore their feelings and discover healthy ways of expressing these feelings. The program will also address inter-personal violence and help students identify social support networks and develop safety plans.

Your child, [Child's name], has been invited to participate in this program. The group will be provided in your child's school and will run on [Times/dates]. If you would like [Child's Name] to participate in the program, please sign the attached Consent Form and return it to [Classroom teacher/school counsellor] as soon as possible. I will be meeting your child individually the week prior to the program to complete necessary paperwork and answer any questions your child may have.

In the meantime, should you have any questions regarding the program, please feel free to contact me at [Your phone number].

Yours truly,

[Counsellor's name]

¹ Source: Adapted from a sample provided by Family Services of Greater Vancouver's Respect, Safety, and Violence Prevention Program (RSVP).

14

Sample Parental Consent Form¹

I give permission to [Name of agency/transition house] to provide assessment and counselling services for my child, [Name of student], at [Name of school].

Student information will be kept confidential subject to three exceptions:

- 1) If the counsellor knows or has reason to believe that the child has been or is in need of protection (from physical, sexual, or emotional abuse, or neglect), this information must be reported to Child Protection Services, Ministry of Children and Family Development.
- 2) Cases where a client indicates that she/he is a danger to herself/himself or others.
- 3) Cases where the counsellor is required by law to give evidence in court.

I also give permission for the counsellor to receive information from and/or provide information to the following person(s) in order to assist my child:

Signature of parent or guardian: _____

Date: _____

Signature of CWWA counsellor: _____

Date: _____

Signature of school contact: _____

Date: _____

¹ Source: This sample was generously provided by the Golden Family Centre.

Section 8
How Can CWWA Counsellors
Understand and Support
Aboriginal Students and Communities?



The issue of violence in Aboriginal communities is complex and intricately woven within a history of systemic oppression. While Aboriginal people have made valiant attempts at resistance, some successful and some not, communities have been negatively impacted in a variety of ways. In addition to dealing with violence towards Aboriginal people in general and towards women in particular, violence within Aboriginal families and communities is a serious outcome of this systemic stress. It is essential to come to an understanding of the ways in which communities have been impacted, and how, as a support person, to assist others to navigate through this social reality.

Families in Aboriginal communities experience domestic violence in ways that are both **common** to families who are not Aboriginal and **specific** to Aboriginal histories and experiences. Understanding more about the specific factors may support your work with Aboriginal families in culturally respectful and relevant ways. This section is intended as an overview of these key factors, to share suggestions from CWWA counsellors across BC regarding their involvement with Aboriginal students and communities.

As a CWWA counsellor, you may already have experience providing support and education for Aboriginal children and families, and building relationships and partnerships with Aboriginal communities – you may yourself have ties to First Nations communities or identify as Aboriginal.

A useful starting place for all counsellors to ensure that Aboriginal students are supported to the best of your knowledge and ability is by reviewing:

- Personal assumptions and knowledge base
- The way you seek partnerships and support
- The content of student handouts and counselling materials that you use
- The ways you acknowledge and address the use of stereotypes, racism, and power imbalances in a classroom or group

BCYSTH recognizes the inherent rights of the First People of Canada, including Inuit, First Nations, Métis, and those labelled non-status. We use the term “Aboriginal” throughout this document unless the distinctions are required.

What common terminology do CWWA counsellors need to be aware of?¹

Language and the way in which it is used can be very powerful in creating an open, trusting environment. English terms used to refer to Aboriginal people, culture, and history have changed over time and through challenges to colonialism. In addition, some of the terms used to categorize and “manage” Aboriginal people have been exposed as derogatory and colonizing.

Change can be complicated and slow, however. For example, the word “Indian” is still used officially, such as in the *Indian Act*, but in Canada it may not be appropriate for non-Aboriginal people to refer to Aboriginal people as “Indian.” Using terms such as “Aboriginal,” “First Nations,” “Métis,” “Inuit,” or more specifically referring to an individual Nation or cultural identity may be more meaningful.

Although not all of the terms below will be explored in more detail in the chapter, they may provide a brief overview of some of the language and terms used for exploring issues that Aboriginal people presently face:

Aboriginal: “‘Aboriginal people’ is a collective name for the original peoples of Canada and their descendants, including First Nations, Inuit and Métis. There is no single agreed-upon name for the original peoples that inhabited North America before European settlers arrived, and in Canada, ‘Aboriginal peoples’ is often used. In the United States, ‘American Indian’ or ‘Native American’ is commonly used. When you refer to ‘Aboriginal people,’ you are referring to all the Aboriginal people in Canada collectively, without regard to their separate origins and identities.”²

Assimilation: “A process, usually in reference to cultural minorities, of surrendering distinctive characteristics in order to become part of and accepted by the majority group.”³

Colonialism: Colonialism can be defined as the conquest and control of other people’s land and goods. “Through colonial rule, many cultures have had to cope with the imposition of Christian-European family norms and with the values of their colonizers.”⁴ Attempts at assimilation (through laws, policies, education, and other social processes) have also been an aspect of colonialism in what is now Canada.

Elders: “In Aboriginal communities, Elders are keepers of traditional teachings and language. They are greatly respected for their life experience and wisdom,

¹ Adapted from: Bopp, Michael, Judie Bopp & Phil Lane Jr. (2003). *Aboriginal domestic violence in Canada*. Ottawa, ON: The Aboriginal Healing Foundation; Gillie, Joan. (n.d.). Glossary. In *Cultural safety: Module 1: Peoples’ experiences of colonization*; Indian and Northern Affairs Canada. (2003). Glossary. In *Claire and her grandfather*; Métis National Council. (2002). *Who are the Métis?: National definition of Métis*; British Columbia Teachers’ Federation. (n.d.). *Aboriginal education: Beyond words: Creating racism-free schools for Aboriginal learners*. Vancouver, BC: The Federation.

² Indian and Northern Affairs Canada. (2003), para. 1.

³ British Columbia Teachers’ Federation. (n.d.), p. 16.

⁴ Doane, G. & C. Varcoe. (2005) cited in Gillie, (n.d.), para. 6.

and members of the community often seek their counsel. Elders are not necessarily elderly, since traditions vary greatly among Aboriginal peoples. Elders are usually not self-proclaimed; instead, it is the members of the community who will acknowledge someone to be an Elder.”⁵

First Nations: “The term ‘First Nations’ came into common usage in the 1970s to replace the terms ‘band’ or ‘Indian.’ Many people today prefer to be called ‘First Nations’ or ‘First Nations people’ instead of ‘Indians.’ The term is rarely used as a synonym for ‘Aboriginal peoples,’ and does not include Inuit or Métis people.”⁶ Some First Nations that share a traditional heritage have chosen to work together through collectives, often called Tribal Councils.

Intergenerational impact: “The effects of sexual and physical abuse that were passed on to the children, grandchildren and great-grandchildren of Aboriginal people who attended the residential school system.”⁷ The Royal Commission on Aboriginal People documented intergenerational impacts of these schools for at least five generations.

Internalized colonialism: “Persons within the colonized group unconsciously adopt the world view, cultural stereotypes, and cultural practices of the colonizer. As a result, dominant cultural values, beliefs, social structures, and power structures are perpetuated and reinforced, including racism and sexism.”⁸

Internalized dominance: “People in the dominant culture come to see the effects of colonization as normal or natural and are unable to see their privilege. They assume that everyone shares their view of the order of things, including stereotypes of colonized peoples and the view of history as written by the colonizers.”⁹

Inuit: “Inuit are the Aboriginal people of Arctic Canada. They live primarily in Nunavut and northern parts of Labrador and Quebec. The word ‘Inuit’ means ‘the people’ in Inuktitut, the Inuit language, and is the term by which Inuit refer to themselves. The singular of Inuit is Inuk. Avoid using the term ‘Inuit people’ as the use of ‘people’ is redundant. The term ‘Eskimo,’ applied to Inuit by European explorers, is no longer used in Canada.”¹⁰

Métis: “Métis means a person who self-identifies as Métis, is of historic Métis Nation Ancestry, is distinct from other Aboriginal Peoples and is accepted by the Métis Nation.”¹¹

Residential school survivor: “An Aboriginal person who attended and survived the Residential School System.”¹²

⁵ Indian and Northern Affairs Canada. (2003), para. 5.

⁶ Indian and Northern Affairs Canada. (2003), para. 6.

⁷ Bopp, Bopp & Lane. (2003), p. iii.

⁸ Gillie, (n.d.), para. 27.

⁹ Ibid., para. 28.

¹⁰ Indian and Northern Affairs Canada. (2003), para. 8.

¹¹ Métis National Council. (2002), para. 1.

Until the mid-1970s, Aboriginal children were (in many cases) forcibly removed from their homes to attend church-operated schools that were jointly funded by the Canadian government and religious organizations.

Residential schools: The residential school system in Canada, attended by Aboriginal students, operated between 1870 and 1986 across Canada, largely by Catholic and Anglican churches. “It included industrial schools, boarding schools, homes for students, hostels, billets, residential schools, residential schools with a majority of day students, or a combination of any of the above.”¹³ Until the mid-1970s (when the majority of residential schools ceased to operate) Aboriginal children were (in many cases) forcibly removed from their homes to attend church-operated schools that were jointly funded by the Canadian government and religious organizations. Although the conditions at these schools varied, many children experienced abuse (sexual, physical, emotional, and spiritual), were forced to not speak their language, were estranged from their families and communities, and received education that was substantially inferior to non-Aboriginal children.

What are some statistics and key factors about domestic violence in Aboriginal communities?

Although the issue of children being impacted by violence against their mothers/caregivers happens across all sectors of society, there are certain historical and contemporary factors that call for a specific analysis of violence against women in Aboriginal communities.

Currently, close to 50% of Aboriginal people in Canada live in urban areas, with the number even higher in Western Canada.

As mentioned previously, Aboriginal people have faced numerous struggles due to the impacts of colonialism. Currently, close to 50% of Aboriginal people in Canada live in urban areas, with the number even higher in Western Canada.¹⁴ Aboriginal families choose to leave their communities for various reasons, but many move to larger communities as a result of family or community-based violence and economic hardships. In situations of domestic violence, it is often the mother who will leave the community with her children, and will then face the struggles of adapting to a new community without the support of her extended family, and within an unfamiliar social support system.¹⁵ Aboriginal women on reserve may also be dealing with lack of matrimonial property rights.

The issue of violence against Aboriginal women is also generally considered to be of greater magnitude than in the non-Aboriginal community. These numbers are approximately three times that of the statistics available regarding violence against women who are not Aboriginal. In order to understand why this is the case, we need to turn to analysis that contextualizes violence within the history of colonialism.

¹² Bopp, Bopp & Lane. (2003), p. iv.

¹³ Ibid., p. iii.

¹⁴ Bopp, Bopp & Lane. (2003), p. 6.

¹⁵ Williams, Lorna. (2000). Urban Aboriginal education: The Vancouver experience. In Marlene Brant Castellano, Lynne Davis & Louise Lahache (Eds.) *Aboriginal education: Fulfilling the promise* (129-146). Vancouver, BC: University of British Columbia Press.

What are some of the common factors of violence against women across cultures?

Some of the features of domestic violence that can be seen across Aboriginal and non-Aboriginal communities include the:

- Context of intimate family relations
- Abuse of power
- Creation of an environment of control and domination, terror and violence, intimidation and dehumanization
- Use of physical violence and the infliction of pain
- Frequent coincidence of physical and sexual abuse
- Use of other abusive tactics (psychological, emotional, isolation, restricting freedom, financial restrictions, etc.)

What are some factors of domestic violence that are specific to Aboriginal communities?

Some of the features of domestic violence that are specific to Aboriginal communities include:

- Violence that is characteristic of whole communities and not just certain individuals – it is “rooted in the complex web of Aboriginal community history and current dynamics.”¹⁶
- The impact of social and political violence inflicted on Aboriginal children, families, and communities by the state and churches through the residential school system created the patterns of violence that communities are now experiencing.
- A cumulative impact that has been described as an “intergenerational post-traumatic stress disorder (PTSD).”¹⁷

Links between socio-historical processes are related to patterns of abuse and violence in Aboriginal communities (including domestic violence).

As mentioned, links between socio-historical processes are related to patterns of abuse and violence in Aboriginal communities (including domestic violence). Some of these processes include:

- Colonization
- Missionization
- The loss of traditional land base and sources of livelihood
- The systematic destruction of languages and spiritual foundations
- The purposeful assault on Aboriginal family structures, particularly through residential schooling
- A change from a traditional political style to an imposed band council system.

¹⁶ Bopp, Bopp & Lane. (2003), p. 9.

¹⁷ Ibid.

The Creator Wheel¹⁸

One visual resource for understanding the dynamics of violence against Aboriginal women is the Creator Wheel, which is a synthesis of the:

- Power and Control Wheel¹⁹ (outside circle)
- Equality Wheel²⁰ (inside circle)
- Aboriginal teachings on issues divided into four related sections (Medicine Wheel)

This may be a helpful framework to view the issues, and may be a useful handout for working with school professionals, parents, and older students.

What are some suggestions for supporting Aboriginal victims of violence?

When supporting Aboriginal victims of violence, it is important to understand that victims must deal with a multitude of issues, including the following:

- Their resources may be very limited; their support system may be in the very community in which they live.
- Their perpetrator could be an important member of the community.
- Suspicion about the justice system may discourage many Aboriginal people from seeing it as an option.
- Victims are reluctant to put a perpetrator in a system that is viewed as racist.
- Many victims, in cases of spousal violence, fear that police will take their children.
- In many instances, there are no culturally appropriate services.
- People are sometimes recolonized and revictimized by systems that serve them.

The centre of Aboriginal communities is the family; consequently, Aboriginal people may seek treatment for the whole family in the case of family violence. Thus, treatment of the offender, independent of the family, is not always the preferred approach.²¹

¹⁸ Minnesota Program Development. (2006). *Wheel gallery*.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Adapted from Green, Karen. (2005). *Family violence in Aboriginal communities: An Aboriginal perspective*. Ottawa, ON: National Clearinghouse on Family Violence.

How can CWWA counsellors support Aboriginal communities and families through VIP objectives?

In British Columbia, Aboriginal children attend schools in the BC school system (urban, rural, and isolated communities), and also in schools operated by First Nations. Although there are many factors that may remain consistent in your support to all students, there are also additional factors to take into consideration regarding Aboriginal students' histories, cultures, and experiences of domestic violence.

How is Aboriginal education approached from a provincial perspective?

Many Aboriginal students attend school in the provincial school system. Student numbers have been increasing, from an overall total of Aboriginal students of 51,357 in 2001-2002 to an overall total of 60,444 in 2005-2006.²² Aboriginal students represent 2% of the student population, with a large percentage of the “on and off reserve” Aboriginal students residing within the Coast/Metro region (13 school districts).

There are a variety of different structures that are in place provincially, regionally, locally, and on an individual school basis that support educational decision making and educational delivery for Aboriginal students. This section is intended to provide an overview of some of the key structures in order to make it easier to know whom to contact depending what aspect of VIP you are working with (i.e., educational presentations at a school administration level or seeking ways to identify students who may benefit from a CWWA group). Please see the [Handouts section](#) for further information in this area.

How can I build relationships with agencies and individuals who support Aboriginal children in the school system?²³

Familiarizing yourself with the work of local First Nations and/or urban and rural Aboriginal agencies is a good starting place for building relationships.

There are many community-based initiatives that address domestic violence and children exposed to domestic violence in Aboriginal communities. Familiarizing yourself with the work of local First Nations and/or urban and rural Aboriginal agencies is a good starting place for building relationships. Depending on the scope of the work, the following may be of value:

- Ask to meet with the director or manager who oversees domestic violence initiatives (prevention, healing, or intervention/counselling) at local Aboriginal agencies to share information about VIP and CWWA and to inquire about their programs (examples: Friendship Centres, Métis organizations, and First Nations Services).

²² British Columbia Ministry of Education. (2005). *Reporting on K-12 education: Enrolment report collection*. (www.bced.gov.bc.ca/reporting/enrol/collections.php. A more detailed breakdown of attendance at each school is also available here and may be a helpful reference for VIP planning at a local level.)

²³ Suggestions are taken from feedback from a survey with CWWA counsellors across BC and input from manual contributors.

- Explore whether there is anyone working with a prevention/intervention program who may be interested in co-facilitating at the classroom level or for group interventions.
- If co-facilitation is a possibility, meet with the person ahead of time to plan out the curriculum and materials you would use. As with any co-facilitation model, ensure that your style reflects respectful communication and interactions. If you are currently using materials that do not reflect Aboriginal culture, work with your co-facilitator in a partnership to choose suitable examples that do not stereotype Aboriginal people or situations but that are culturally relevant.
- Work in partnership with a First Nations Child and Youth counsellor.
- Let school administration know that VIP supports the use of curriculum and activities that are both anti-violence and anti-racist.
- Explore whether there are any school district-based publications (e.g., newsletters) developed for Aboriginal support workers. See if you could add some information about the VIP Project.
- Explore whether the local teachers association has an Aboriginal caucus or subcommittee.
- If the public school you are working with has students attending from a nearby First Nations community, consider approaching professionals in the community to introduce yourself and VIP, and to learn about any anti-violence initiatives they are implementing.
- Maintain an open dialogue and ask questions regarding cultural practices, healing, and language while respecting the fact that some topics may not be suitable for discussion until trusting relationships are formed.
- Consider inviting an Elder to attend a group session or participate in an educational presentation where appropriate. Some counsellors have worked with Elders in their group who have opened and closed sharing circles, or shared stories with group participants.
- Depending on their national/cultural affiliation, there are different protocols for inviting Elders to participate. Giving tobacco as an offering is a common protocol; other gifts include money and objects specific to the work of the Elder. It is best to inquire for each situation, as the protocol may be different.

What are the First Nations education system and First Nations–operated schools?

Beginning in the late 1960s, the federal government began the dismantlement of the residential school system, created elementary schools on reserves, began integrating children into nearby provincially run schools, and boarded First Nations children in urban centres to attend public high schools.²⁴ Since the 1970s, an increasing number of First Nations schools have been developed by communities as a means of increasing control over education for First Nations

There are over 100 First Nations–operated schools currently providing education to students in BC.

²⁴ Kavanagh, Barbara. (2006). *Teaching in a First Nations school: An informational handbook for teachers new to First Nations schools*. West Vancouver, BC: First Nations Schools Association.

children. There are over 100 First Nations–operated schools currently providing education to students in BC.

Currently, the Department of Indian Affairs and Northern Development (DIAND) is the funding body for education (for status Indians) in First Nations communities across Canada. This includes provisions for instructional services in on-reserve schools (First Nations–operated and federal), the reimbursement of costs of on-reserve students attending provincial schools, and funding for the provision of student support services such as transportation, counselling, accommodation, and financial assistance. The *Indian Act* sets out the Minister’s powers to arrange for the education of Indian children. The program has evolved over time as a result of government policy and is operated under the broad authorities provided through the *Department of Indian Affairs and Northern Development Act*.²⁵

In BC, First Nations schools are required to meet the provincial learning outcomes established by the BC Ministry of Education. In addition to these learning outcomes, First Nations schools have developed specific educational standards and created learning environments that reflect cultural and community goals.

Local governance of First Nations schools also varies among communities. For a more comprehensive overview of governance, school administration, parent and family involvement, the inclusion of language and culture in education, and the standards and environmental goals in First Nations schools, please refer to the publication titled *Teaching in a First Nations School: An Information Handbook for Teachers New to First Nations Schools* (Kavanagh, 2006).

What are some key organizations that support First Nations education?

In BC, the First Nations School Association (FNSA) and First Nations Education Steering Committee (FNESC) are organizations that support First Nations education. FNESC facilitates discussion about educational matters affecting First Nations in BC by disseminating information and soliciting input from First Nations.²⁶ The First Nations Schools Association (FNSA) is a non-partisan organization committed to promoting First Nations control of education and to improving and supporting the development of quality and culturally appropriate education for First Nations students.²⁷

²⁵ Indian and Northern Affairs Canada. (2004). Elementary/secondary education.

²⁶ For more information, visit the First Nations Education Steering Committee website at www.fnesc.ca

²⁷ For more information, visit the First Nations Schools Association website at www.fnsa.ca

How can I build partnerships with First Nations schools and their communities?²⁸

It is important to prepare yourself for making connections in the community. The following suggestions may be helpful in preparing you to reach out to First Nations communities and schools:

- For those who are unfamiliar with First Nations schools, reviewing the document *Teaching in a First Nations School: An Information Handbook for Teachers New to First Nations Schools* (Kavanagh, 2006) cited in the resource section can provide a good overview on how to prepare for building relationships.
- Reach out to communities – approach those who work as counsellors, teachers, and school administrators, and/or with the First Nations administrators, to introduce yourself and your program, and to inquire about initiatives currently underway (violence prevention, alternate programs, anti-bullying programs, healing and counselling support).
- Often First Nations have Education Committees or Wellness Committees that govern or advise the community on education, wellness, and other aspects of community life. This is also a good place to start your relationship building.
- In urban communities, Friendship Centres or Métis Services will also be resources for you to access and help create a path to a reserve.
- Make links with housing associations, friendship centres, and on-reserve youth and child protection services.
- Be visible in the community you are building relationships with – attend community events where appropriate, meet the chief and Elders, and talk about what the program has to offer and how sensitive you will be in providing the program if the reserve is in favour. Ask for suggestions on how to make VIP relevant for the particular community.
- Explore whether there is anyone working with a prevention/intervention program or with an interest in violence prevention education that may be able to co-facilitate at the classroom level or for group interventions. Offer to share knowledge and work as a team. If co-facilitation is a possibility, meet with the person ahead of time to plan out the curriculum and materials you would use. As with any co-facilitation model, ensure that your style reflects respectful communication and interactions. If you are currently using materials that do not reflect Aboriginal culture, work with your co-facilitator in a partnership to choose suitable examples that do not stereotype Aboriginal people or situations but that are culturally relevant.
- Join a First Nations committee or group, participate in reserve clean-ups, and attend pow-wows.
- Within your organization's capacity, offer traditional parenting programs and hire facilitators who are Aboriginal.

²⁸ Suggestions are taken from feedback from a survey with CWWA counsellors across BC and input from manual contributors.

How can I approach diversity among Aboriginal students within the BC school system?

As mentioned throughout this section, just as there may be cultural differences between Aboriginal students and non-Aboriginal students, different First Nations, Métis, and Inuit also have different cultures, traditions, and histories. Aboriginal students in urban and rural schools may come from many different backgrounds, and have varying ties to their First Nations, Métis, and Inuit communities.

If you do not already have a knowledge base in Aboriginal cultures and traditions, familiarizing yourself with different Nations, languages, and cultural practices could be an overwhelming task. If you are building partnerships with a specific First Nations community, familiarizing yourself with their cultural practices would be good preparation for developing respectful relationships.

Approaching students with a general understanding of cultural diversity and acknowledging them as being the “experts” in their own cultural identity can convey your support to them as Aboriginal students. A note of caution, however: culture is not a static “thing” but is always in process as a dynamic lived experience. Some people think of Aboriginal cultures as historical artifacts to be studied. Although “traditional” cultural practices may be lived in different ways in different communities, Aboriginal cultures are continually active, with distinct characteristics. Validating individuals as experts in their own “location” (identity and experiences) is not the same as expecting them to know and share with others “facts” (historical or current) about their cultures or Nations.

What are some commonalities across Aboriginal cultures?

In spite of tribal/national differences, there are shared core values, beliefs, and behaviours among many Aboriginal people. Some of these include:

- Spirituality
- Child-rearing/extended family
- Veneration of age/wisdom/tradition
- Respect for nature
- Generosity and sharing
- Cooperation/group harmony
- Autonomy/respect for others
- Composure/patience
- Relativity of time
- Non-verbal communication

Traditional Aboriginal life provided the conditions for a solid childhood foundation. Babies and toddlers spent their first years within the extended

family, where parents, grandparents, aunts and uncles, brothers and sisters all shared responsibility for protecting and nurturing them. Traditional Aboriginal child-rearing practices permitted children to exert their will with little interference from adults. In this environment, children were encouraged to develop as thinking, autonomous beings. At the same time, they acquired language and were integrated into the rhythms of daily life in the family and community.²⁹

What can I do to create an atmosphere of safety required to address racism?³⁰

Suggestions in this area from CWWA counsellors and other sources include:

Develop awareness of, commitment to, and skill in working through internalized dominance and internalized oppression.

- Develop awareness of, commitment to, and skill in working through internalized dominance and internalized oppression.
- Examine your own practices and materials (in educational presentations and group interventions) for greater awareness of cultural bias and the possible need for change.
- Have an environment with culturally relevant posters and materials.
- Seek out culturally appropriate learning resources that reflect Aboriginal perspectives.
- Review the materials you use and ask:
 - Are people referred to as First Nations?
 - Does the use of terms support the diversity of First Nations by specifying national origins such as Nisga’a, Tsimshian, Secwepemc, Nuuchanulth, and Haida?
 - Is the author First Nations?
 - Is the author giving an accurate, respectful portrayal of First Nations?
 - Do the illustrations contain any of the following stereotypes?
 - Animals dressed as Indians
 - Pocahontas or Indian Princess
 - The naked savage
 - Victim – alcoholic or drunken Indian
 - Are the people depicted as stereotypically alike, or do they look just like whites with brown faces (tokenism)?
 - Are the illustrations oversimplified, generalized, or caricatures?
- Challenge stereotypes in all situations.
- Ensure that all forms of racism are challenged, not ignored or passed over.

²⁹ *Report of the Royal Commission on Aboriginal People: Volume One.* (1996). Ottawa, ON: Indian and Northern Affairs Canada, p. 446.

³⁰ Suggestions are taken from feedback from a survey with CWWA counsellors across BC and input from manual contributors. Some examples adapted from: British Columbia Teachers’ Federation. (n.d.). *Aboriginal education: Beyond words: Creating racism-free schools for Aboriginal learners.*

When talking about gender and violence, acknowledge racism as another form of power imbalance and violence.

- When talking about gender and violence, acknowledge racism as another form of power imbalance and violence.
- Know what the racism policies of the school are and address issues according to protocol.
- Provide support for students and colleagues who experience racism.
- Meet with Aboriginal support workers and staff and incorporate their input in programs to best meet the needs of students and communities.
- Include First Nations service providers in planning and development and seek input and take direction from First Nations students.
- Inquire about the students' perception of their culture – it may not be what we think it is.
- Ask students what helps them to feel safe – take their lead.
- When working with a child, the link has to also be made with the entire community. Where possible, all family members need to be included so they can heal together.
- Acknowledge and celebrate events and milestones that are important to the Aboriginal community.
- When using feminist analysis to give examples of power and privilege through structures such as patriarchy, it is useful to contextualize these social structures as European constructs that were imposed upon Aboriginal communities through processes of colonization.

What are some activities I can use when working with Aboriginal students?

- Get rocks from the river and have the children paint them with symbols or colours that represent strength to them – have a discussion about the strengths that rocks have and how much strength they have to combat troubles in their lives.
- Consider providing counselling/support to students in natural settings; for example, talk with students while walking in nature or use outdoor educational/counselling activities.
- Participate in cultural activities with youth.
- Use individual medicine wheel activities with older children.
- Ask the Elders to be part of the support plans.
- Be available to Aboriginal families and children in non-counselling but sharing kinds of ways.
- Explore current youth interest and activities. For example, “Native hip-hop” is a popular music genre that often speaks to social issues and resistance. Take a look at websites such as Redwire (www.redwiremag.com) from Vancouver for examples of popular music and media to inspire activity ideas.

8 – HOW CAN CWWA COUNSELLORS UNDERSTAND AND SUPPORT ABORIGINAL STUDENTS AND COMMUNITIES?

- As in many cultural contexts, food is a great way to bring people together to get to know each other and share experiences. Ensure that food is included in the activities you plan, as nutrition breaks or as a central activity from which other activities and conversation develop
- Think about hosting a “Talking Circle” with an Elder or traditional person as leader. Aboriginal people recognize the gift of sharing our talk with the Creator and a Talking Circle is a way for people to come together, share, and heal.



Handouts

The following handouts can be printed and distributed as needed:

- Elements of Aboriginal Domestic Violence
- What Is First Nations Jurisdiction Over Education?
- Vancouver School Board Example of Aboriginal Educational Support Network
- Who Can You Reach Out to on a Provincial and Regional Level?
- Creator Wheel

Elements of Aboriginal Domestic Violence

The authors of *Aboriginal Domestic Violence in Canada* have proposed that an adequate definition of Aboriginal family violence must include the following elements:¹

- Aboriginal family violence and abuse are not simply an undesirable behaviour but rather a constellation of social problems that operate as a syndrome.
- Aboriginal family violence and abuse manifest themselves simultaneously at the level of individuals, nuclear and extended families, communities, and Aboriginal Nations. They are a family and community systems disorder.
- Aboriginal family violence typically manifests itself within families and intimate relationships as a regimen of domination that is established and enforced by one person over one or more others, through violence, fear, and a variety of abuse strategies (physical, sexual, emotional, psychological, financial, etc.).
- Incidents or cases of domestic violence and abuse are more often connected to a larger pattern of abuse that has been present in the families of the victims and the perpetrator for at least several generations. Aboriginal family violence and abuse are characteristically an intergenerational problem.
- Domestic violence and abuse are almost always linked to trauma in several ways. Certainly, abuse causes trauma in victims, as well as in children witnessing violence. But domestic abuse is also and most often the result of intergenerational trauma. Trauma is therefore both one of the primary causes and principal outcomes of domestic violence and abuse. Clearly, then, an adequate response to abuse must take into account the healing of both individuals and human collectives related to trauma.
- Aboriginal domestic violence and abuse are allowed to continue and flourish because of the presence of enabling community dynamics, which, as a general pattern, constitute a serious breach of trust between the victims of violence and abuse and the whole community, and signal that the sacred circle of unity and protection has been broken.
- There is a direct relationship between the historical experience of Aboriginal people and current patterns of violence and abuse in Aboriginal communities.



¹ Bopp, Bopp & Lane. 2003, p. 9-11.

What Is First Nations Jurisdiction Over Education?

“Jurisdiction over education is formal recognition, through signed Agreements, by the federal and provincial governments of a First Nation’s right to make decisions about the education of its children. BC First Nations have been seeking recognition of their jurisdiction over education for decades.”¹

“On July 24, 2003 First Nations representatives, along with representatives of the federal and provincial governments signed a Memorandum of Understanding (MOU) outlining the elements of First Nations education jurisdiction. Over the past three years negotiations have continued and in November 2005, the negotiators initialed the respective agreements.”²

On July 5, 2006, representatives of First Nations and the federal and provincial governments signed an agreement in recognition of the right of First Nations peoples to make decisions about the education of their learners.³

This initial phase is the jurisdiction over on-reserve, K-12 First Nations schools, and it will serve as an important stepping stone to achieving increased educational success for First Nations learners.

First Nations have the choice to opt in to jurisdiction.

¹ First Nations Education Steering Committee. (2006). *First Nations jurisdiction over education: Introduction to jurisdiction*, para. 1.

² *Ibid.*, para. 2.

³ *Ibid.*

Vancouver School Board Example of Aboriginal Educational Support Network

Within the Vancouver School Board, a network of support staff and programs provide Aboriginal children, youth, and families with support. This chart provides a brief overview of the support systems available to Aboriginal learners and their extended family from a Violence Is Preventable perspective.

Note: These are a few examples of the support, programs, and services offered.

HUMAN RESOURCES	PROGRAMS
<i>Social and Emotional Support System</i>	
<ul style="list-style-type: none"> • Teacher(s) • First Nations Support Workers • Youth and Family Workers • Community Schools Coordinator • Other itinerant staff • Secondary High School: <ul style="list-style-type: none"> – Drug and Alcohol Counsellors – School Liaison Police Officer – Other itinerant staff • Both Elementary and Secondary: <ul style="list-style-type: none"> – Area School Psychologist – District Resource Teacher 	<ul style="list-style-type: none"> • Second Step (pro-social skills program) * • Bully awareness and prevention * • Mediation and conflict resolution • The “Be Cool 4 Step Program (problem- solving instruction) * • Peer Mentoring • Acts of Kindness • Class meetings • FNSSW utilize outside agency support such as “Helping Spirit Lodge”; Hey-Wey’-Noqu Healing Circle • First Nations Clubs (Elementary and Secondary) • Restorative Justice/Restorative Practices * • Safe, Caring, Orderly Schools*
<i>Cultural Support System</i>	
<ul style="list-style-type: none"> • First Nations School Support Workers (Note: school-based and multi-school–based, depending upon the number of Aboriginal students within a school) 	<ul style="list-style-type: none"> • Support/services to First Nations students, parents, staff, and community (FNSSW) • First Nations students’ and/or parents’ groups • Secondary Alternate Programs include Outreach and Tumanos; other alternate high schools with high Aboriginal population include Total Ed, Aries, Cedar Walk

Resources: *Programs and services with a * have in-serviced program training and a district contact to provide continued support to teacher/educator with the delivery of the program. Other programs and services offered may be practices and programs that have evolved over time to address violence within the schools/community.*

Who Can You Reach Out to on a Provincial and Regional Level?

PROVINCIAL

A branch of the Ministry of Education is the Aboriginal Education Enhancements Branch. Their goals are:

- To improve school success for all Aboriginal students
- To increase Aboriginal voice in the public education system
- To increase knowledge of Aboriginal language, culture, and history within the public school system
- To increase Aboriginal communities' involvement and satisfaction with the public school system¹

More information can be found at www.bced.gov.bc.ca/abed/agreements/

BC Aboriginal Education Partners Group (EPG) provides Evaluation Highlights on overall indicators of “success.” The partners group consists of:

- BC Ministry of Education
- BC Teachers' Federation
- BC Principals' and Vice Principals' Association
- BC College of Teachers
- BC School Superintendents' Association
- BC School Trustees Association
- Indian and Northern Affairs Canada
- BC Confederation of Parent Advisory Councils
- Union of BC Indian Chiefs
- First Nations Education Steering Committee
- First Nations Schools Association

REGIONAL

Many regions have an active Aboriginal Educational Regional Committee (such as the Coast/Metro Aboriginal Education Regional Committee and the Siya:ye Yoyes Aboriginal Education Committee).

¹ British Columbia Ministry of Education, Aboriginal Education. (2001). *Goals of the aboriginal Education Enhancements Branch*.

DISTRICT AND SCHOOL LEVEL

Many districts have Aboriginal programs and services:

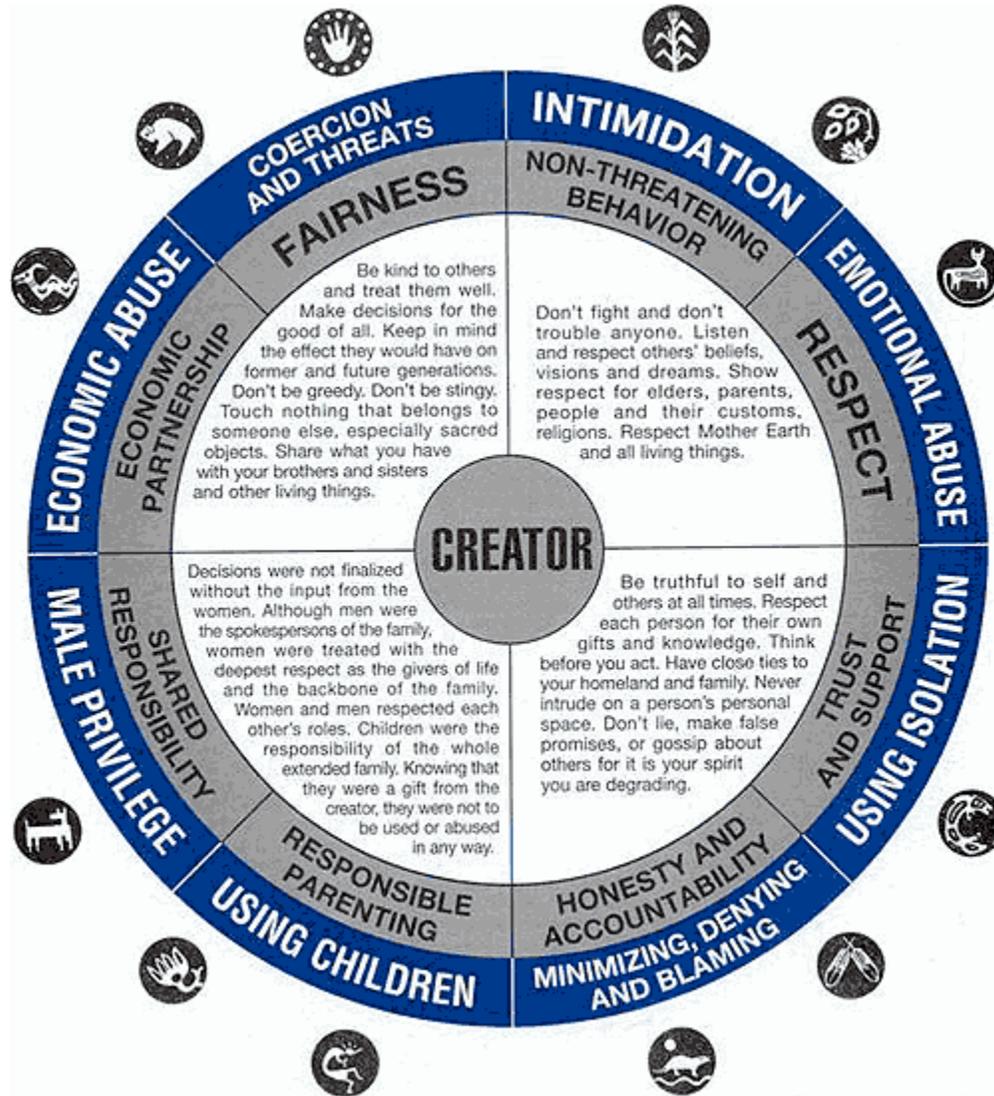
- District Aboriginal Advisory Committee or Aboriginal Education Enhancement Committees. Staff may include:
 - Administrator of Aboriginal Programs and Services
 - First Nations or Aboriginal Support Workers
 - First Nations or Aboriginal Resource Teachers
 - Itinerant Aboriginal support staff such as District First Nations Placement Workers, First Nations Youth and Family Worker, and First Nations Department Heads
- School-based Aboriginal Advisory Committees, First Nations or Aboriginal Parent Groups, First Nations or Aboriginal Student Clubs/Groups
- First Nations or Aboriginal Alternate Programs

INDIVIDUAL SUPPORT FOR STUDENTS

Aboriginal students are supported by:

- First Nations School Support Workers
- First Nations Transition Youth and Family Worker
- A variety of other support positions which assist school staff with First Nations students, and provide tutorial and cultural enrichment activities

Creator Wheel¹



¹ Source: Domestic Abuse Intervention Project, Wheel 2. (2007).

Section 9

Why Do We Need a Culturally Sensitive Approach in the Delivery of the Violence Is Preventable Project in Schools?



This section was written by Shashi Assanand, R.S.W. It was compiled from material by the author originally published in *Modelling equality: Support groups for survivors of woman abuse*, Rosemary Gahlinger-Beaune (1993); and *Through the eyes of a child – An introductory manual on the impact of family violence for multicultural home/school workers*, Vancouver & Lower Mainland Multicultural Family Support Services (1993).

Children of our society are the foundation of our future. The more we invest in them today, the stronger the future of our country will be. Today children are growing up in a society that is changing very quickly. Schools provide an environment and opportunities where children learn to take their first steps away from home and their parents. With the changing demographics of Canada and the continuous influx of newcomers, schools are scrambling to adapt to the needs of the growing enrollments of immigrants and refugee students.

While immigrant and refugee families are adapting to the Canadian way of life, their children are thrust forward most directly into a new society with very little preparation to deal with their new world. This also exposes them to learning the culture, customs, and language of the new country. Often these children find themselves becoming the navigators of the new culture for their families. The new country with its different culture can bring added stress to the adaptation issues newcomers face in Canada, at times resulting in domestic violence. Some of the students you see as CWWA counsellors may be living with domestic violence at home.

What is multiculturalism?

“In 1971, Canada was the first country in the world to adopt multiculturalism as an official policy. By so doing, Canada affirmed the value and dignity of all Canadian citizens regardless of their racial or ethnic origins, their language or their religious affiliation. The 1971 Multiculturalism Policy of Canada also confirmed the rights of Aboriginal Peoples and the status of Canada’s two official languages.”¹

“Canadian multiculturalism is fundamental to our belief that all citizens are equal. Multiculturalism ensures that all citizens can keep their identities, can take pride in their ancestry and have a sense of belonging. Acceptance gives Canadians a feeling of security and self-confidence, making them more open to, and accepting of diverse cultures. The Canadian experience has shown that multiculturalism encourages racial and ethnic harmony and cross-cultural understanding and discourages ghettoization, hatred, discrimination and violence.”²

The Multiculturalism Policy gained legislative authority when the Government of Canada introduced the *Multiculturalism Act* in 1988. The Government of British Columbia introduced the *Multiculturalism Act* in 1993.

The Multiculturalism Policy and guidelines help an organization to develop programs and services that consider the needs of the diverse community it serves and employs. Acknowledging this policy, the BC Ministry of Education has developed a document entitled *Diversity in BC Schools – A Framework*. This document is a valuable guide for BC schools in honouring diversity and multiculturalism.

¹ Canadian Heritage. (2007). *Canadian multiculturalism: An inclusive citizenship*, para. 1.

² Ibid., para. 2.

What is the scope of immigration in Canada?

“Net international migration continues to be the main engine of population growth in Canada, accounting for about two-thirds of the annual increase in 2005/2006. Between July 1, 2005 and July 1, 2006, Canada’s population increased by 324,000 to an estimated 32,623,500. During this period, the nation took in 254,400 immigrants, 9,800 more than in the previous year. It was the highest level since 2001/2002 when 256,300 international migrants arrived in Canada.”³

The origin of immigrants has changed. Historically, the bulk of the immigrant population came from Europe. More recently, however, Asia has become the predominant source. Lifestyles range from cosmopolitan in the metropolitan areas of Vancouver and Victoria to rural areas across the province.

Immigrants and refugees coming to British Columbia from such diverse backgrounds create new challenges and a call for resourcefulness and sensitivity from the school system and will for you as a CWWA counsellor in your delivery of the Violence Is Preventable Project. Hopefully, this section will assist you in understanding the cultural diversity the newcomers to BC now represent and the needs of immigrant and refugee women and their children who experience violence.

What are some general stereotypes of immigrants and refugees?

Immigrants and refugees come from diverse backgrounds. There is a general stereotype that they all belong to one social, economic, or educational class. According to this belief, the only dissimilarities are in the way of dressing, the food they eat, and the language they speak. In fact, the only similarity these groups perhaps share is their immigrant experience and that they are people of colour. Their behaviour patterns will vary depending on where they come from, their educational level, their socio-economic status in the country of origin, their rural or urban experiences, and the degree of exposure to the Western culture in their country of origin. These factors determine the level of comfort they will attain in Canada.

It is important to mention at the outset that ***no culture condones violence!*** However, there may be different religious and cultural interpretations of men’s power over women. Anyone who claims that violence is an acceptable form of behaviour in a particular culture is misrepresenting and misinterpreting that culture to suit his/her own purpose. It is also important to remember that violence exists at every economic, educational, and social level. Abuse knows no cultural or racial boundaries and affects all age groups.

No culture condones violence! *Anyone who claims that violence is an acceptable form of behaviour in a particular culture is misrepresenting and misinterpreting that culture to suit his/her own purpose. Abuse knows no cultural or racial boundaries and affects all age groups.*

³ Statistics Canada. (September 2006). Canada’s population. *The Daily*, Sept. 27, 2006, p. 2.

What are some key terms that would assist me in supporting women and children from different cultures?

Following are definitions of some key terms that we come across when working with women and children from various cultures:

Convention Refugee: A person who fits the description in the *United Nations Convention Relating to the Status of Refugees*: persons who are outside the country of their nationality and have a well-founded fear of being persecuted for reasons of race, religion, nationality, political opinion, or membership in a particular social group.

Dominant Culture: The culture that is most influential or conspicuous within a geographical area.

Ghettoization: Isolation of members of ethnic groups within their ethno-specific community.

Immigrant: A person who has received lawful permission to establish permanent residence in Canada.

Racism: A rigid form of prejudice discriminating against a racial or ethnic group or individuals, usually blaming them for perceived problems in the larger society.

Refugee Claimant: Or, a person in need of protection. A person who arrives on Canadian soil and whose removal to his/her country of origin would subject him/her personally to a danger of torture, a risk to his/her life, or a risk of cruel and unusual treatment or punishment.

Woman of Colour: A woman who was born and brought up in Canada, has had the advantage of schooling in Canada, and has familiarity with the Canadian social and legal systems. Immigrant and visible minority women are also referred to as women of colour.

Are the dynamics of violence against women similar for immigrant and refugee women and women from the “dominant” culture?

Immigrant and refugee women face the additional challenges of cultural and systemic barriers that compound their problems when they decide to leave violent relationships.

The power and control dynamics of violence in intimate relationships experienced by immigrant and refugee women are similar to those experienced by women from the “dominant” culture. However, immigrant and refugee women face the additional challenges of cultural and systemic barriers that compound their problems when they decide to leave violent relationships.

What are the cultural barriers that confine immigrant and refugee women in domestic violence?

- Should a woman leave, she would no longer have access to the traditional supports such as the presence of an extended family, work sharing within the larger family, and child care alternatives within the family.
- Women coming from collective cultures value family togetherness at any cost. Leaving a marriage may mean breaking up the family. Societal pressures will make it difficult to leave the relationship. She may fear isolation and being ostracized by her community.
- In many cultures, the man is the primary wage earner and the principal decision maker. The role of the woman is identified as the nurturer and the performer of the household duties. When she comes to Canada, this role is diffused and many other responsibilities are added, including the need to be employed. Employment also brings with it growth and economic independence. It gives her confidence and freedom to make choices and puts demands on her to change. She may become more aggressive, assertive, and outspoken. These qualities may threaten the husband's role in the family and resulting conflicts may end in violence.
- Most of these women come from patriarchal cultures where decision making is a male privilege. In her childhood, decisions were made by her father. After marriage, her husband makes the decisions, and in her senior years her son will take over. As far as the woman is concerned, there has been little opportunity to make her own decisions. Therefore, when a conflict occurs and the woman is faced with having to make a decision about her spousal relationship, it presents a serious problem to her. Her lack of experience in decision making will often compel her to continue to live in a violent relationship.
- If a woman is living in an extended family and a breakdown in marriage occurs, she will be required to deal with not only the spouse but the whole of the extended family.
- Parenting dilemmas are yet another issue that affects the lives of immigrant and refugee women. They come to Canada with a set of values practised in their country of origin. When children go through the school system, they are affected by Canadian values such as independence and individualism. This often becomes a very serious point of conflict between parents and children. A lack of appropriate parenting skills sometimes forces women to stay in abusive relationships. They fear that, as single mothers, they will be unable to cope with the changing needs of their children.

When children go through the school system, they are affected by Canadian values such as independence and individualism. This often becomes a very serious point of conflict between parents and children.



What are the systematic barriers that immigrant and refugee women face when they attempt to leave abusive relationships?

Given a language barrier, women are unable to access any information on their legal rights or about services that offer help.

- The inability to speak English confines women to the home and increases vulnerability to abuse. It makes them dependent on their spouses and other members of the family, including their children. As the language skills of the husbands and children improve, immigrant women find themselves even more isolated in their own homes.
- Given a language barrier, women are unable to access any information on their legal rights or about services that offer help. When an immigrant woman who is unable to speak English becomes a victim of violence, she faces a hurdle every step of the way. She will continue to face cultural and linguistic barriers in her dealings with the police, transition houses, courts, probation officers, and other service providers.
- English-language classes are available to immigrant women but eligibility for these classes can at times be a barrier. The quality of the classes offered and whether they meet the needs of women at varying levels of proficiency are further complications these women have to face.
- If an immigrant woman manages to overcome these obstacles, it becomes necessary for her to find employment in order to support herself and her children. Chances are that she will face the challenges of sexism, racism, and discrimination. She becomes an easy target for exploitation by her employer. Her employment opportunities are limited and credentials earned in other countries may not be accepted in Canada. If she decides to leave an abusive relationship, her employment opportunities may be limited to ghettoized jobs such as farm labour or work in the garment or hotel industries, where exploitation, minimum wages, and unsafe working conditions prevail. She may also become a target of abuse by her employers.
- Very often, availability of interpreters used by service providers is limited. Children, the husband, family members, or friends are used as interpreters instead of a trained, objective interpreter. Complications in cases of family violence can be devastating.
- Lack of child care services poses a serious difficulty for immigrant women fleeing violent homes. What is available is far too expensive for them to afford, especially for those women who are employed but only earning survival wages and who do not qualify for child care subsidies.
- Immigrant women become victims of racism and discrimination very often when they access the systems that provide services. Until recently, bilingual and bicultural services were not available to immigrant women facing family violence. Presently, these services are available mainly in Vancouver and the Lower Mainland. There is a complete lack of such services in the rest of the province.

In most immigrant cultures, families provide intervention in situations of family violence. Outside intervention is seen as a severe threat to the existence and the well-being of the family.

- In most immigrant cultures, families provide intervention in situations of family violence. Outside intervention is seen as a severe threat to the existence and the well-being of the family. Every effort is made not to allow such intervention. When a woman finally gathers her courage to seek help, it is imperative that service providers respect and understand the cultural barriers she is facing. Cultural sensitivity and competency go a long way in reaching out to these women.
- Most counselling models require interaction between the counsellor and the client based on verbal expressions of emotional feelings and articulation of mutually understood goals. It is difficult to express yourself fully if your first language is not English.

What are some additional challenges for students from diverse cultures in mainstream school settings?

- Students going through the Canadian school system learn values such as independence and individuality, which come in direct conflict with collective cultures at home, where parents value interdependence and obedience. Conformity to their peers' behaviour in school and an expectation to adhere to traditional cultural behaviours often forces students to develop skills that demand survival in two very different worlds. The confusion this often creates becomes a source of severe stress for these students.
- In households where parents do not speak English, children often act as interpreters, both of language and of the new culture. This role reversal weakens the family's authority in children's eyes and weakens parents' authority in their own eyes. The expectation that a child be simultaneously a child in the traditional culture and an increasingly independent individual in the host culture becomes untenable for the child.

What should I know about cultural communication differences?

One of the most constantly present sources of cultural misunderstanding lies in culturally learned methods of interaction and communication.⁴

Language

- Literal translation can create confusion. This is particularly true when slang is used either in the original language or in the translation.
- Those with English as an additional language may have difficulty understanding how connotation and context can change the meaning of words and phrases.
- Some cultures use metaphor extensively. This less direct method of explaining is often met with impatience and suspicion in North America.

⁴ Adapted from: Vancouver & Lower Mainland Multicultural Family Support Services Society. (1993). *Through the eyes of a child: An introductory manual on the impact of family violence for multicultural home/school workers*. Burnaby, BC: VLM Multicultural Family Support Services Society.

Rules of conversation

- The patterns of greeting one another vary considerably from culture to culture.
- Use of and reaction to silence is culturally conditioned. Many Western societies tend to react to silence negatively and with discomfort. Other societies may use silence as a sign of respect, to guard their privacy, and as an expression of politeness.
- The volume and directness of speech also varies with culture. What some cultures may value as forthright may strike members of other cultural groups as immature, clumsy, aggressive, or even rude. What some groups may value as subtle and sensitive may be interpreted as evasive or non-committal by others.



Expressing emotion

Emotions expressed openly and spontaneously through gestures, facial expression, and tone of voice have a positive value for some cultural groups, while the masking of feeling may be taken as a sign of maturity and social politeness by other groups.

Eye contact

Some cultures regard averting the eye as a sign of respect. This is in direct contrast to the Canadian expectation that we should be direct and look one another right in the eye.

Touching and personal space

Comfortable speaking distance varies between cultures. This distance may range from inches to several feet. With respect to touch, in some cultures physical contact is frequent. In others, contact is less frequent or may even be taboo.

Privacy

- Some cultures value individual privacy very highly. In others, very few occasions are deemed private.
- Canadian culture and, more broadly, North American culture can be confusing in this regard. The right to privacy is highly valued while some individuals may be quite public about issues and feelings that others would invariably view as private.

Please note that within any culture there may be a range of culturally acceptable responses along any of the dimensions noted above. The range of acceptable responses within any culture will vary over time because every culture is dynamic and experiences change.

The range of acceptable responses within any culture will vary over time because every culture is dynamic and experiences change.

What should I know about racism in school settings?

Schools are generally very progressive when it comes to dealing with the issue of racism. The BC Ministry of Education's document *Diversity in BC Schools – A Framework* is an excellent resource that acknowledges diversity in BC schools and lays out guidelines for schools to support their diverse student population. Unfortunately, racism does occur in schools. Educators operate on the belief **that all students are to be treated equally**. Therefore, there is no reason to believe that racism has any place in schools. In all fairness, often racism is not easily visible to educators. When conflicts between students take place in schools, resulting in fights, the report of an investigation may indicate that the issue was not race but the behaviour of the student(s), or that it was an isolated incident and not something that takes place on a regular basis. Chances are that with this way of thinking, it will be decades before real change takes place. In reality, racism is a world-wide phenomenon where a “dominant” group's values, customs, religion, and ethnicity are considered superior and may mean inclusion or exclusion of other minorities.

Find out the make-up of the students in the class, acknowledge the diversity students bring to the class, and ensure that you object to racist jokes and insults of any kind.

It has been discussed earlier that Canadian demographics are changing rapidly and more immigrants are now coming to Canada from countries that are visibly different in race, ethnicity, religion, and colour. This means that as a CWWA counsellor you will see students from a variety of backgrounds and races in the class where you are presenting. This will demand from you the acceptance of all the differences among the students as well as cultural competency in working with the students, challenging the conclusion that you are treating everyone equally. Remember that **equality does not mean the same**. You may be required to reach out to students in the best way they will receive the information. The strategies you use in dealing with the issue of racism will really depend on how many times you are able to visit a class in order to complete the objectives you have for the delivery of the VIP program. Even if you go to a class once, it would generally be a good practice to find out the make-up of the students in the class, acknowledge the diversity students bring to the class, and ensure that you object to racist jokes and insults of any kind.

What is the role of home school workers in schools?

With the change in demographics in British Columbia, the student population in schools is also changing. Children and youth from immigrant and refugee families are acquiring knowledge of the English language and are learning Canadian customs at a much faster pace than their parents. Children and youth are being thrust into the roles of family facilitators, cultural brokers, and interpreters. As a solution to this issue, the Vancouver School Board and some of the community service agencies developed a pilot for Vancouver schools to hire Multicultural Home School Workers to provide support to children and their parents who are new to Canada. The pilot was successful and in 1978 these positions became part of School District 39 (Vancouver). Many other school districts, especially in the Lower Mainland, have since hired Multicultural Home School Workers. Over the years, their roles have evolved, depending on the needs of the school districts they work for.

Where applicable, CWWA counsellor collaboration with Multicultural Home School Workers could be a great support in presenting the VIP program.

Please note that not all school districts have Multicultural Home School Worker positions.

Are there any provincial networks of support and information to assist me in working with students from diverse communities?

Vancouver & Lower Mainland Multicultural Family Support Services Society is a member of the BC/Yukon Society of Transition Houses with a mandate to provide services to immigrant, refugee, and visible minority women and children who are experiencing family violence. Services are provided by bilingual/bicultural counsellors in many different languages, including Hindi, Punjabi, Gujarati, Urdu, Vietnamese, Mandarin, Cantonese, Korean, Japanese, Tagalog, Visayan, Persian, Amharic, Tigrania, Arabic, Russian, Czech, Polish, Italian, and Spanish.

The Society also offers the Children Who Witness Abuse program. The cross referral and collaboration between the CWWA counsellor and the bilingual/bicultural counsellors supports the mothers (who are victims of violence) and their children (who are witnesses of violence). The CWWA counsellor has the advantage of immediate interpretation of culture and language when working with children and supporting their mothers.

If at any time you need any cultural clarification in your work, you can contact the Vancouver & Lower Mainland Multicultural Family Support Services Society.

The services of the Society can be accessed when you, as a CWWA counsellor, need assistance in working with immigrant and refugee children and youth exposed to domestic violence. Multicultural workers are not easily available in many parts of the province. If at any time you need any cultural clarification in your work, you can contact the agency at:

Vancouver & Lower Mainland Multicultural Family Support Services Society
5000 Kingsway Plaza – Phase II
Suite 306 – 4980 Kingsway
Burnaby, BC V5H 4K7
Tel: 604-436-1025; Fax: 604-436-3267

References

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Section 10 Evaluation



The purpose of this section is to introduce outcome-based evaluation in the context of VIP programming. The section includes a rationale for doing this kind of evaluation; a set of principles; straightforward definitions of key terms; a discussion of methods for design, data gathering, analysis, and reporting; a summary of evaluation tasks; and sample questionnaires.

How is program evaluation an important component of CWWA programs and the VIP Project?

Program evaluation is a learning tool. It is a systematic way of documenting what works and how programs make a difference in the lives of people and communities. Strong evaluation processes can help funding partners meet their needs for accountability (the ability to show how resources were used and with what results). More importantly, it provides feedback to program managers and staff about the effectiveness of the program.

Through evaluation, we can document and use what we have collectively learned.

For CWWA programs participating in delivery of VIP, building capacity to collaborate in evaluation is vitally important. Working with the BC/Yukon Society of Transition Houses and an external evaluator to carry out strong annual evaluations is a valuable way to create information that can be used in program development and expansion. Through evaluation, we can document and use what we have collectively learned from the experience of doing this work.

What roles do CWWA counsellors play in evaluation?

The agencies and staff delivering VIP have important roles to play in each phase of program evaluation. In the design phase, it is important to have strong front-line input in the identification of intended outcomes as well as the indicators and methods that will provide evidence of those outcomes. In the data-gathering phase, staff have two main roles: administering tools such as surveys and participating in team discussions of strengths and challenges. In the reporting phase, staff involvement includes review of a draft and provision of any feedback that may enhance clarity and accuracy.

What is the rationale for evaluation in CWWA programs and the VIP Project?

The overall purpose of program evaluation is typically to enhance the accountability of programs and to maximize effectiveness. The resulting information can be used in short-term (immediate to one-year) and long-term (three- to five-year) program planning and development. Strengthening program accountability can include sharing results with clients, boards of directors, and the broader community, in addition to funding partners.

The following table summarizes some of the potential uses of evaluation results and ways that these uses may be valuable:

POTENTIAL USES OF EVALUATION	VALUE
Determining how well the program is meeting its objectives	Strengthened understanding of program performance
Shifting program strategy and/or direction	Increased effectiveness of services
Communicating with program delivery partners and funding partner(s)	Increased understanding of program outcomes, contract compliance
Communicating with external parties interested in this program model	Increased capacity to share the model and lessons learned

Becoming proactive in doing evaluation can prepare non-profit agencies for anticipated changes in government contracts to include outcome measurement. Gaining a working understanding of the language, principles, and methods of outcome-based program evaluation puts service providers in a strong position. Furthermore, having an evaluation process in place provides an opportunity to influence the approach taken by government and other agencies.

What are the evaluation principles of the VIP Project?

The evaluation approach used in the current VIP Project upholds the following seven principles:

- **Participatory, inclusive approach.** Program participants, staff, and others will have opportunities for meaningful involvement in the evaluation process.
- **Transparency.** Evaluation processes will be clear and open. Reports will be prepared in plain language and will be shared with those interested.
- **Respect for privacy.** Evaluation reporting will protect the confidentiality of participant data.
- **Learning from experience.** Evaluation is undertaken as an opportunity to learn from the experience of participants and staff and to make use of these lessons.
- **Unity within diversity.** Programs will use a shared evaluation approach while recognizing the unique characteristics of each program.
- **Efficiency.** Data gathering, analysis, and reporting activities are designed with recognition of the trade-off between evaluation work and direct service work.
- **Practicality.** Evaluations will be designed to be practical, so that the results are useful in ongoing planning and decision making.

What common program evaluation terms and definitions should I be aware of?

The VIP project uses the following definitions of common program evaluation terms:

- **Evaluation.** A systematic assessment of the process and/or results of a program. A process evaluation may be called *formative*, whereas a results or outcome evaluation may be called *summative*.
- **Inputs.** Resources used by a program, such as funds, staff time, facilities, and equipment.
- **Activities.** What a program does with inputs.
- **Outputs.** Quantities of service provided (e.g., number of clients served).
- **Outcomes.** Results for individuals or systems that can be attributed to a program, either directly or indirectly. Outcomes may be short-term, intermediate, or long-term.
- **Logic model.** An illustration that reveals credible links among outcomes, outputs, activities, and inputs for a program or group of programs.
- **Quantitative.** Of or pertaining to *quantities* (expressed in numbers).
- **Qualitative.** Of or pertaining to *qualities* (expressed in words).
- **Accountability.** The ability to show how resources were used and with what results.

What are the four main elements of the VIP Project evaluation?

Program evaluation has four main elements: design, data gathering, analysis, and reporting.

Design

Design includes clear identification of intended outcomes, along with indicators, sources for these data, and details of the timing and responsibility for data collection. The following chart lists eight core VIP outcomes and how they are measured:

OUTCOMES	INDICATORS	DATA SOURCE(S)	WHEN
1 Increased capacity of community-based CWWA programs and schools to work together to address needs (including Aboriginal and immigrant/refugee students)	<ul style="list-style-type: none"> Number and percent of participating educators indicating these outcomes 	Educator questionnaire	Annually, by evaluator
2 Improved access to services for students who have witnessed abuse	<ul style="list-style-type: none"> Comments about the outcomes and what resources and activities contributed to them 		
3 Change within school culture toward non-violence and prevention of violence			
4 Increased awareness of educators and primary caregivers regarding the impact of domestic violence on students	<ul style="list-style-type: none"> Number and percent of participating educators and primary caregivers indicating this outcome Comments about the outcomes and what resources and activities contributed to them 	<ul style="list-style-type: none"> Educator questionnaire Primary caregiver questionnaire 	<ul style="list-style-type: none"> Annually, by evaluator At end of educational presentations and interventions, by CWWA counsellors
5 Increased knowledge of educators and primary caregivers about how to recognize and support children and youth who have witnessed abuse	Same as (4) above	Same as (4) above	Same as (4) above
6 Increased ability of educators and primary caregivers to support child and youth who have witnessed abuse	Same as (4) above	Same as (4) above	<ul style="list-style-type: none"> Annually, by evaluator After interventions, by CWWA counsellors
7 Strengthened abilities of students to: <ul style="list-style-type: none"> Socialize co-operatively Communicate with other students Resolve conflict non-violently Stay focused and do work Experience success at school 	<ul style="list-style-type: none"> Number and percent of students observed by educators to have demonstrated these outcomes Comments about the outcomes and what resources and activities contributed to them 	Educator checklist, pre- and post-service	At beginning and end of group interventions, by CWWA counsellors
8 Increased sense of safety	Same as (7) above	Same as (7) above	Same as (7) above

Developing outcome measurement tools is an important part of evaluation design. The following is a checklist for development of outcome measurement tools, such as surveys and interview guides (see sample questionnaires in following section):

- Includes statements of purpose and confidentiality
- Focuses on outcomes – how the program made a difference

- Includes an open-ended question at the end
- Is clearly written in plain language and is easy to use
- Has been tested with users and fine-tuned if needed

In addition to outcome measurement methods, evaluation designs identify specific output measures (quantities of service) for each program activity. To do this, it is important to be clear about the scope of the program (i.e., what activities does the scope include?).

Data gathering

Data gathering includes systematic tracking of inputs (resources invested), outputs (indicators of volume of service), and collection of outcome data through tools such as surveys and focus groups.

To limit the volume of data collected, a slice-of-time sampling method can be used. This means administering surveys during a pre-set period, for example, January 1 through February 28. This approach ensures that the sample is objectively selected, providing enough responses to reflect the diversity of individual experiences of the various outcomes while avoiding the problem of collecting an overwhelming volume of data.

To reduce the likelihood that people will not participate in surveys due to illiteracy or other barriers, offer the option of doing the survey verbally.

To reduce the likelihood that people will not participate in surveys due to illiteracy or other barriers, offer the option of doing the survey verbally. For those who take this option, it is important that the staff person ensure that there is *informed consent* by presenting the preamble text at the top of the survey tool before proceeding (see the text in italics at the top of the sample surveys, located at the end of this section).

When recording verbal responses, write the actual words said by the respondent. This way, excerpts can be used in the report. If there is any interpretation or explanation by the recorder, this should be bracketed so that it is clear that those words were not from the respondent.

All completed surveys and other documents containing personal data should be systematically filed and stored in a locked cabinet. This data may be accessed by staff of the program only.

If completed surveys are not dated, it may be helpful to date them at the time they are received.

To provide stories of what the program looked like in particular schools, there is the option of conducting focus groups. Whether the focus group is for students, educators, or parents/primary caregivers, it is also important that the invitation gives prospective participants the opportunity to provide informed consent (as with surveys, being told the purpose of the focus group, how the information will be used, and that the choice to participate is theirs). At the focus group sessions, providing refreshments and arranging the seating in a circular pattern will help put participants at ease and encourage open

communication. Recording should capture their comments as spoken (i.e., verbatim), rather than as interpreted by the person recording.

Data analysis and reporting

For VIP pilot projects funded through the BC/Yukon Society of Transition Houses, an external evaluator will carry out data analysis and reporting. The following information is primarily for use by programs that are doing evaluation internally:

- When analyzing and reporting program evaluation data, it is important to remember that the primary purpose is to learn what is working, what could work better, and how. Putting positive spin on the information could undermine this purpose. The intent is to present the information in a neutral manner.
- The first step is to assemble and review the data sets. For example, sets of surveys collected during the period (e.g., April 1, 2007, through March 31, 2008) should be numbered and put together in one envelope.
- To calculate the responses to closed questions (e.g., yes/no responses), count the number that indicated each way, and divide by the total number of respondents to determine the percentage. This quantitative analysis can be presented in a table such as the one below, with the number of responses (“*n*”) indicated in the heading.
- If the same survey was used in one or more previous years, it may be worth comparing the results for individual questions from year to year.
- Survey comments may simply be inserted as a bulleted list for each question. An important note of caution, however, when using client quotes in the evaluation report: it is important to omit any specifics that could potentially reveal the client’s identity.
- If common themes are evident in the qualitative responses, comments can be selected and grouped into the themes accordingly.

SAMPLE REPORTING OF QUANTITATIVE SURVEY DATA

Outcomes reported by VIP presentation participants (*n* = 58)

QUESTION	PERCENT “YES”	PERCENT “NO”	PERCENT NO ANSWER
Has the program increased your awareness regarding the effects of domestic violence on young people who witness it?	84%	16%	0%
Has the program increased your knowledge about how to recognize and support young people who have witnessed domestic violence?	77%	20%	3%

Summary of evaluation tasks for CWWA counsellors

For VIP pilot projects funded through the BC/Yukon Society of Transition Houses, data gathering by CWWA counsellors includes the following tasks:

- Record funding received, by source, and description and quantities of in-kind contributions received, by source.
- Record number of educational presentations delivered and number of participants by type of audience (elementary students, high school students, teachers, parents).
- Record number of group intervention sessions delivered, number of individual participants, and total attendance.
- Collect survey responses at the end of each educational presentation and file all responses.
- For each intervention referral, interview the referring educator before and after the intervention (using the survey forms provided).
- Prepare a list of teachers, counsellors, and administrators who have been involved with VIP (those who participated in more than educational presentations), along with their e-mail and phone numbers, and submit to the evaluator by the end of March (so that they can be included in surveys).
- Submit all completed surveys and the records identified above to the VIP Coordinator at the beginning of April (for the preceding April 1 through March 31 period).
- Discuss lessons learned as part of VIP conference call (April/May).
- Review the draft evaluation report and provide comments (May/June).

Last but definitely not least, consider implications of the evaluation results for development of the program. Think about each of the following key questions and discuss your thoughts as a team. From this discussion, identify lessons learned and recommendations (or “action priorities”) that can be included in your evaluation report:

- What have we learned about what activities are most effective?
- What have we learned about what does not work or gets in the way of achieving outcomes?
- Based on all of this, what should we do differently now?

Section 11

Additional Handouts



The following handouts can be printed and distributed as needed:

- Fact Sheet on Domestic Violence
- Fact Sheet on Children and Youth Exposed to Domestic Violence
- Behavioural Consequences and Impacts of Witnessing Abuse
- The Impact of Witnessing Abuse on Children and Youth in the Classroom
- Myths versus Reality
- Abuse of Children Power and Control Wheel
- Intergenerational Cycle of Violence
- Tips and Suggestions from 2004 VIP Pilot Sites

Fact Sheet on Domestic Violence

WHAT IS DOMESTIC VIOLENCE?

Domestic violence involves the intent by the husband/partner to intimidate, either by threat or by use of physical force on the wife's person or property. The purpose of the assault is to control her behaviour through fear. Underlying all abuse is a power imbalance between the victim and the offender. Domestic violence can be emotional, economic, sexual, or physical, and often involves:

- Use of intimidation and coercion
- Use of insults, humiliation, and guilt
- Use of isolation or control of movement
- Blaming the victim or denying violence
- Economic abuse; withholding access to money or job opportunities
- Threatening to leave the relationship, harm the children, commit suicide or, inflict harm on the victim.

STATISTICS ON DOMESTIC VIOLENCE

- 500,000 Canadian households experience family violence each year.¹
- 10% of Canadian women in relationships are battered by their partners,² with some estimates as high as 25-80% in Aboriginal communities.³
- Approximately 99% of reported violence in the family is directed at women and children.⁴
- Without community intervention, physical and emotional abuse is likely to become more frequent and severe.⁵
- Domestic violence is found at all socio-economic levels.⁶
- If an individual is abusive in a dating relationship, the violence will likely increase after the couple marries.⁷

WHY DO PEOPLE ABUSE?

Because they:

- Want their partner to be dependent on them
- Are influenced by the aggressive images reinforced by the media and society
- View it as an acceptable expression of control and power
- Have witnessed this behaviour in their family of origin

¹ Jaffe, Wolfe & Wilson (1990), p. 18.

² Statistics Canada (2006), p. 11.

³ McGillivray & Comaskey (1999), p. 13.

⁴ Mullender, Audrey & Rebecca Morley. (1994). *Children living with domestic violence: Putting men's abuse of women on the child care agenda*. London, UK: Whiting and Birch, p. 221.

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

Fact Sheet on Children and Youth Exposed to Domestic Violence

WHAT IS EXPOSURE TO DOMESTIC VIOLENCE?

Exposure to domestic violence includes being within the visual range of violence or hearing the violence and feeling its effects. Child witnesses may be threatened while a parent is abused, or a child may be used as a hostage by one parent against the other. Children and youth exposed to domestic violence may be forced to participate in the aggression directly themselves.

STATISTICS ON CHILD AND YOUTH WITNESSES

- In 40-80% of wife abuse cases, children witness the abuse and may be the direct targets of violence themselves.¹
- In 1998/99, approximately 378,000 children between the ages of 6 and 11 in Canada had witnessed violence in the home at some point in their lives. This constitutes approximately 17% of the population in this age group.²
- Three to five children in every classroom have witnessed their mother being assaulted at home.³

ERRONEOUS BELIEFS

Children and youth who witness abuse may grow to believe that:⁴

- Violence is an acceptable way to solve problems or express anger.
- Men are powerful, women are weak.
- There are no negative consequences for abusive acts.
- It is not necessary to take responsibility for inappropriate behaviour.
- They are responsible for parental violence.
- They are responsible for stopping the abuse by “confronting” dad.

MITIGATING FACTORS

The following mitigating factors may help to buffer the effects of witnessing abuse:

- Child or youth’s ability to handle stressful situations
- Availability of a support system within the family structure
- Availability of support system and role models in the school and community
- Involvement in extra-curricular activities
- Strong peer relationships

¹ National Clearinghouse on Family Violence. (1996). *Wife abuse: The impact on children*. Ottawa, ON: Health Canada, p. 1.

² Hotton, Tina. (2003). *Childhood aggression and exposure to violence in the home*. Ottawa, ON: Statistics Canada, p. 10.

³ Jaffe, Wolfe & Wilson (1990), p. 113.

⁴ Adapted from Mullender & Morley (1994), p. 223.

BEHAVIOURAL CONSEQUENCES AND IMPACTS OF WITNESSING ABUSE

The impact of witnessing abuse on children and youth can be demonstrated in the following ways:

Anxious behaviours

- Nightmares
- Sleeplessness
- Fear and distrust of others and their environment
- Hyperactivity
- Approval-seeking behaviour
- Sense of responsibility for protecting mothers and siblings

Acting-out behaviours

- Low frustration tolerance
- Temper tantrums
- Boys may act out in more aggressive or hostile ways towards classmates
- Poor impulse control
- Poor problem-solving abilities

Depressive behaviours

- Infinite patience
- Withdrawal from peers and environment
- Girls may experience depression and difficulties sleeping
- Low self-esteem

Lifestyle change behaviours

- Constant headaches or stomach aches
- Nightmares, painful flashbacks, insomnia, anger, and irritability resulting from Post-Traumatic Stress Disorder⁵
- Lack of involvement in extra-curricular sports and activities
- Alcohol or drug abuse
- Running away from home
- Suicidal thoughts, violent thoughts or actions

Academic impacts

- Poor attendance and academic records
- Girls may seek to act as “teacher’s little helper”
- Excellent academic work and perfectionist standards; fear of mistakes
- Inability to set long-term goals
- Poor concentration
- Artwork or student comments that reflect violence, anger, anxiety

⁵ Sudermann, Marlies & Peter Jaffe. (1999). *A handbook for health and social service providers and educators on children exposed to woman abuse/family violence*. Ottawa, ON: Health Canada, p. 3.

The Impact of Witnessing Abuse on Children and Youth in the Classroom¹

You may see the following in the classroom:

- **Frequent aggression and power issues.** The child/youth learns that power and dominance are an effective means of getting what they want. They learn that to have power they must have control, and violence maintains both power and control. The child/youth may learn to be aggressive towards classmates and peers. Children and youth may also learn to be submissive and overly accommodating as a response to experiencing/witnessing violent dynamics of power and control.
- **Impacted moral development.** The child/youth may believe that only one person can be right. The child/youth's self-esteem may be based on the need to be right, good, or perfect all the time.
- **Difficulty understanding limits, boundaries, and expectations.** The child/youth may experience life as sometimes punitive and sometimes permissive. The child/youth may push limits in the classroom because of inconsistency at home.
- **Emotional outbursts.** The child/youth denies their own feelings, which may lead to depression and somatic complaints. The child/youth may have angry outbursts that appear out of proportion to what has happened. The child/youth may be "triggered" based on past trauma.
- **Association of gender with roles of violence.** Female children/youth may learn to be forgiving, accommodating, and submissive; they may consider themselves the cause of problems. Male children/youth may learn forms of violence (emotional, mental, physical) as control strategies. Children and youth may also learn to expect the above behaviours from each gender as well in their relationships with others.
- **Hyper-maturity.** The child/youth may appear hyper-mature for their age, as they may be in a position of elevation above the mother at home, which may result in disrespect for women. The child/youth may also feel responsible for caring for their mother and protecting their siblings from the violence. The loss of childhood may lead to later rebellion.
- **Feeling unsafe.** The child/youth often experiences one caretaker as being dangerous, and the other as helpless. This can often be seen as anxiety in the classroom, and distrust of others and their environment.
- **Isolation.** The child/youth may not feel comfortable bringing friends home due to the unpredictability of the parents' behaviour. The parent may also prohibit the child/youth from participating in extra-curricular activities.
- **Secret keeping.** The child/youth may not talk about what's happening at home for fear of ridicule, punishment, or loss of credibility if parents deny what the child/youth says. Child and youth witnesses often have a well-developed sense of shame.
- **Life outlook restricted.** Child and youth witnesses often have a sense of hopelessness about the future, and often live in very unpredictable environments that require them to be hyper-aware of current and building dynamics in their homes for their own safety. As a result, they may have difficulties setting long-term goals.
- **Sense of academic failure, absenteeism, and low self-esteem.** Families experiencing abuse are generally less able to provide intellectually stimulating and supportive home environments, whether due to the instability of violence or the resulting maternal depression. Many children and youth who witness abuse have reading ages more than a year behind their chronological ages or experience other academic difficulties.

¹ Source: Path Centre CWWA Program.

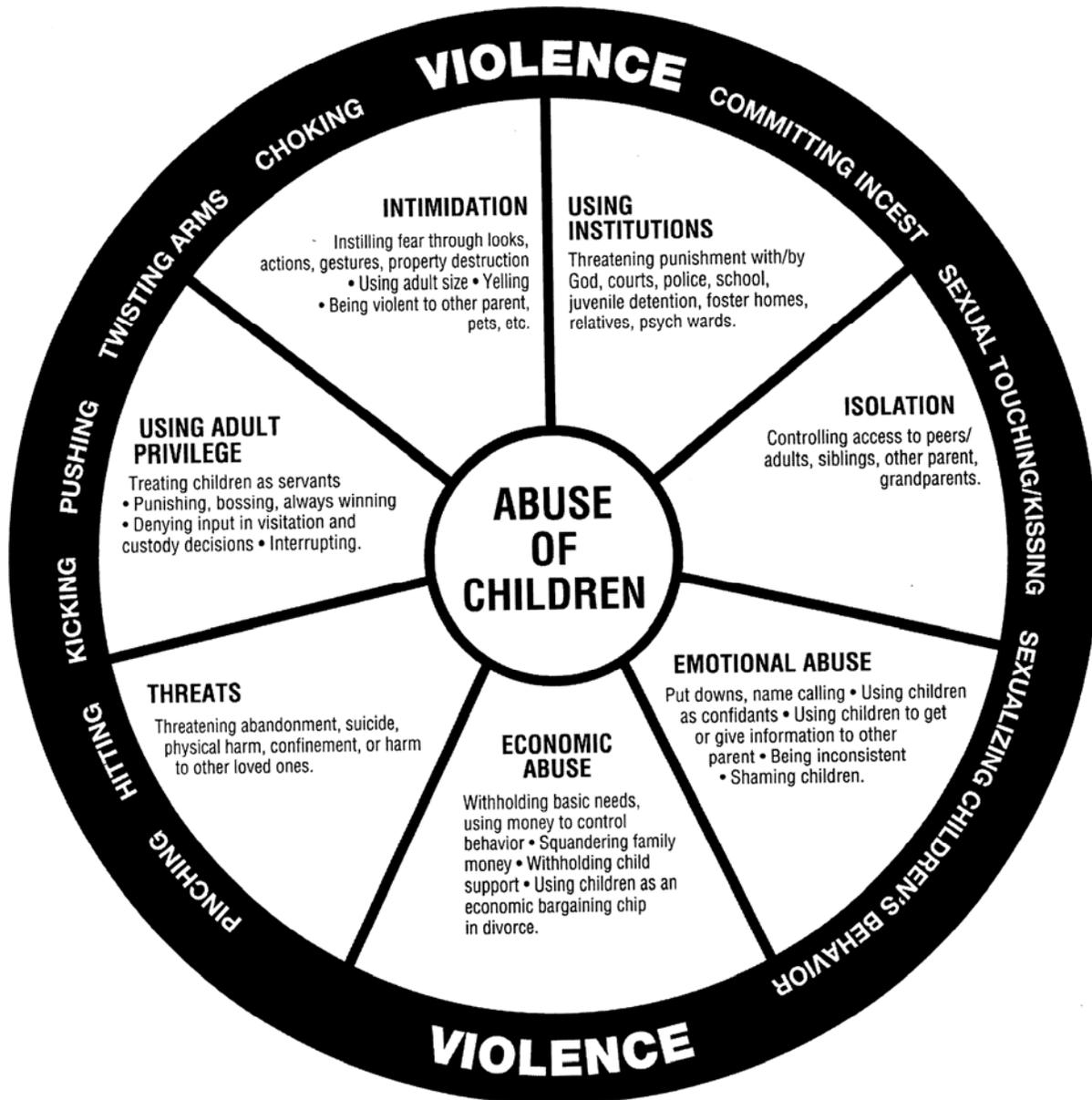
Myth versus Reality

	True	False
1. Statistically, women are safer on the streets than in their own homes.	<input type="checkbox"/>	<input type="checkbox"/>
2. Most men who beat their female partners are found to be mentally ill.	<input type="checkbox"/>	<input type="checkbox"/>
3. Men who beat their female partners often come from homes where they witnessed their father abusing their mother.	<input type="checkbox"/>	<input type="checkbox"/>
4. A major reason for non-retaliation by a woman who is habitually beaten is that she fears being beaten again.	<input type="checkbox"/>	<input type="checkbox"/>
5. The man has been drinking alcohol in almost all incidents of beating his female partner.	<input type="checkbox"/>	<input type="checkbox"/>
6. Male violence towards female partners is generally confined to families with little or no education and in low income situations.	<input type="checkbox"/>	<input type="checkbox"/>
7. Male violence towards female partners is most common among new spouses.	<input type="checkbox"/>	<input type="checkbox"/>
8. Male physical violence towards female partners was an accepted practice for so long in western culture that there were laws regulating it.	<input type="checkbox"/>	<input type="checkbox"/>
9. Men beat their female partners as a sign of affection.	<input type="checkbox"/>	<input type="checkbox"/>
10. Men beat their female partners because they are permitted to and nobody stops them.	<input type="checkbox"/>	<input type="checkbox"/>
11. Women who are beaten are usually “asking for it.”	<input type="checkbox"/>	<input type="checkbox"/>
12. Domestic violence is the result of an argument that has gotten out of hand.	<input type="checkbox"/>	<input type="checkbox"/>
13. Women who are victims of male violence stay in the relationship because they don’t mind being beaten.	<input type="checkbox"/>	<input type="checkbox"/>
14. Physical abuse may be embarrassing, but it is not really dangerous to the victim.	<input type="checkbox"/>	<input type="checkbox"/>
15. Assaults by men of female partners constitutes 75% of family violence.	<input type="checkbox"/>	<input type="checkbox"/>
16. Physical abuse is rarely a one time occurrence.	<input type="checkbox"/>	<input type="checkbox"/>
17. Assaults by men of women partners occurs in 1 out of 8 families.	<input type="checkbox"/>	<input type="checkbox"/>

ANSWERS

1. T
2. F
3. T
4. T
5. F
6. F
7. F
8. T
9. F
10. T
11. F
12. F
13. F
14. F
15. T
16. T
17. T

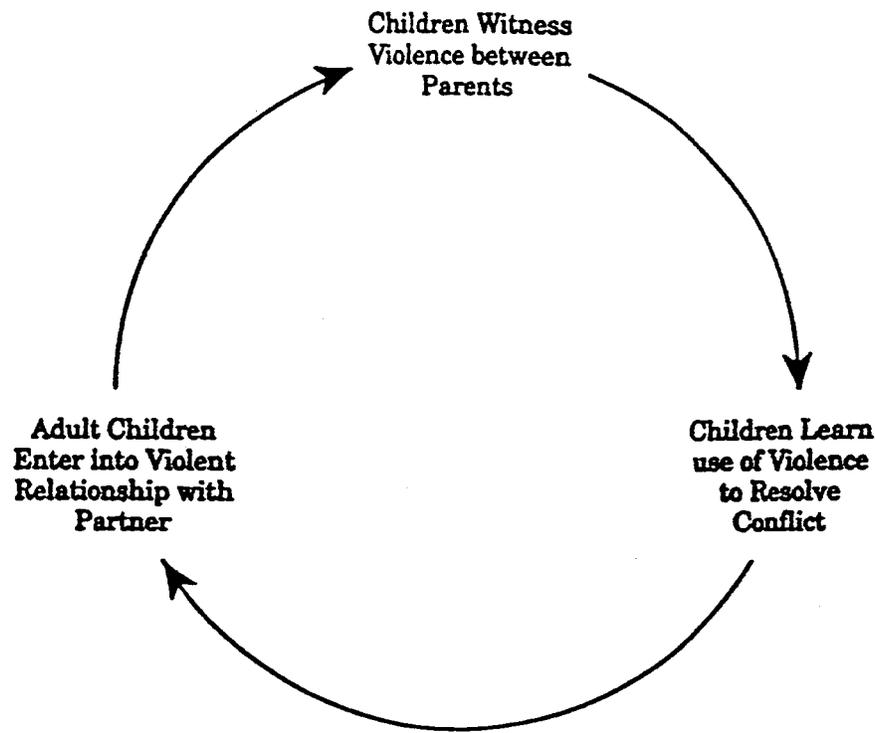
Abuse of Children Power and Control Wheel



DOMESTIC ABUSE INTERVENTION PROJECT

202 East Superior Street
Duluth, Minnesota 55802
218-722-2781
www.duluth-model.org

Intergenerational Cycle of Violence¹



Statistics show that 60-80% of males from partner abusing families will themselves become abusers, and 20-30% of females will become victims.

Children and youth have choices; they can unlearn their behaviour.

But it takes some help from the adults in their lives.

If children are given a lot of support and understanding, the Cycle of Violence can be broken for them.

Your children are, after all, our future.

¹ Source: BC/Yukon Society of Transition Houses, Children Who Witness Abuse Programs.

Tips and Suggestions from 2004 VIP Pilot Sites

ON CONNECTING WITH SCHOOLS

- VIP pilot counsellors found various means to make their first connection with the school – often through teachers, counsellors and principals. In one pilot site the school principal was very supportive in helping identify students who would benefit from group interventions; in another school the school counsellor worked closely with the CWWA counsellor to select students for groups, and co-facilitated the sessions.
- VIP pilot counsellors have found that it worked well to approach teachers when delivering educational presentations, and principals and/or counsellors when delivering group interventions. School Superintendents have also been valuable champions in encouraging schools to implement VIP.
- Solidifying your partnership with a Memorandum of Understanding was also deemed very useful by pilot counsellors. It helps to clarify roles and expectations from both parties involved (see [Section 3](#)).
- Consider the possibility of union issues emerging when developing partnerships with schools. Find out how your agency or others have addressed these considerations when delivering services in schools in your community.

ON EDUCATIONAL PRESENTATIONS

- Offering educational presentations in schools is very different from delivering groups in CWWA programs. The number of students, the physical space, the classroom dynamics, the possibility of interruptions, and the many possible responses and reactions to the topic may pose a challenge to facilitation.
- In terms of preparation for Educational Presentations, consider questions like:
 - What tools am I aware of for classroom management?
 - What do I do if no-one responds to my questions?
 - How can I become comfortable with responding “in the moment” when working with a group of up to 25 students who I don’t know?
 - How will I respond to a student’s disclosure?
- Consider asking the teacher what classroom techniques their students respond well to and how they have responded in the past to guest speakers.
- The Roots of Empathy curriculum guide was recommended by pilots as a resource for preparing for working with young children in a classroom.
- Talk to teachers about what they see as their role during the presentation. Will they be there as an observer or participant? At what point will they step in to support challenging situations? Will they be helping you facilitate in any way?
- Be prepared to see students in the classroom that you may have worked with in your program. Students who know you could react in different ways: They may ignore you and avoid eye contact, or they may be very excited to see you again and bring it to the attention of the class that they have been in your program. Take a moment in your planning to think about how you would respond to these situations.

- To address the above you could discuss confidentiality in a general way with classes, and how the CWWA program counsellors follow guidelines and can answer general questions about the programs but not discuss who participates and or the details of what is talked about. This will assure students that have been in group with you before, that other students will not find this out from you.
- Keep in mind when you are giving presentations that communication is mostly through body-language. Acknowledge your perception of student's moods "I can see that you are ... (restless, tired, uncertain, excited, ready for lunch!)"
- At the beginning of the presentation – and throughout if it feels appropriate – acknowledge that this is a hard topic for people to hear about, and that everyone responds differently – some people may want to go away and think about things, some might feel angry or irritated by the material, and others may want to talk about issues with teachers, counsellors or their friends. Encourage students to think about how they are responding and to be respectful of the responses of others.
- Plan to stay around after class to talk with students who may approach you. Be warm and encouraging and ensure that you have suggestions for follow-up (your contact number, the name of the school counsellors etc.). If at all possible, take time to debrief with the teacher after the presentation to discuss her/his impressions, communicate difficulties, and offer suggestions for follow-up activities by you and/or the teacher.
- Be prepared for teachers to request that you come back to do more presentations (to the same classroom or to others) than you had initially expected. Know your and your program's capacity to respond to requests.
- Think about the best time for presentations ... plan for after lunch or the last class of the day, when students may be more talkative, or ask the teacher when s/he thinks students would be most engaged.

ON GROUP INTERVENTIONS

- VIP Pilot counsellors who have done groups in schools unanimously recommend working with a co-facilitator! Given the variety of unexpected and difficult situations that can arise, they believe that it should be mandatory to have a co-facilitator before attempting to run a group. Partnering up with school counsellors and support workers has been very helpful given their continued link to the students at the school. Having a gender balance in facilitation was also seen as really useful for appropriate role-modeling.
- Finding out the school's policy and protocol regarding the sharing of confidential information between professionals, the way that information is shared with parents, and consent for participation is critical. Establishing agreements regarding who communicates what, and what is communicated at the outset can avoid issues once the groups are in session.
- When planning group interventions it is important to work holidays and breaks into your timelines, and plan accordingly.

ON PLANNING GROUP INTERVENTIONS AND EDUCATIONAL PRESENTATIONS

Be prepared for the unexpected! When working in partnership with schools, there are many factors that can arise that you may not anticipate from your work in your CWWA programs:

- Temporary school closures could affect your planned itinerary
- An unfortunate circumstance (for example, the death of a student, school staff, Elder or other prominent person in the community) may affect the school atmosphere, and cause the staff and co-facilitator's time to be taken up supporting students. Be prepared to re-schedule and address issues where and when appropriate
- Going on holidays, going on leave, or other absences on the part of facilitators in the midst of a group cycle can impact the dynamics of a group. Additional discussions with school staff regarding rescheduling and adequate closure with students are necessary. Having a co-facilitator who can address unexpected changes to schedules is also very helpful.
- Start with your "Plan A" for activities, but make sure you think about and bring materials for a Plan B and Plan C. Be prepared for the unexpected:
 - the A/V materials you need may suddenly not be available;
 - you may not have the number of students attending that you expected, which might make a planned exercise awkward or less effective
 - you may find that a certain approach creates challenging dynamics in the classroom and you might need to alter your activities mid-presentation
- Connecting with school staff may take longer than you anticipate due to their schedules and yours. Start planning early to avoid making rushed appointments or being only partially prepared. Even if staff do not respond immediately, don't give up! School personnel have heavy workloads. It may take some time to review a new initiative.



Section 12

Resources



Education contacts

British Columbia Teachers' Federation

100 – 550 West 6th Avenue
Vancouver, BC V5Z 4P2
Tel: 604-871-2283 or 1-800-663-9163 toll-free
www.bctf.bc.ca

BC Confederation of Parent Advisory Councils

350 – 5172 Kingsway
Burnaby, BC V5H 2E8
Tel: 604-687-4433 or 1-866-529-4397 toll-free
Fax: 604-687-4488
E-mail: info@bccpac.bc.ca
www.bccpac.bc.ca

BC Principals' and Vice Principals' Association

200 – 525 West 10th Avenue
Vancouver, BC V5Z 1K9
Tel: 604-689-3399
Fax: 604-877-5380
www.bcpvpa.bc.ca

BC School Superintendents Association

Suite 208, 1118 Homer Street
Vancouver, BC V6B 6L5
Tel: 604-687-0590
Fax: 604-687-8118
www.bcssa.org

For school district offices, contact:

BC School Trustees Association

4th floor, 1580 West Broadway
Vancouver, BC V6J 5K9
Tel: 604-734-2721
Fax: 604-732-4559
E-mail: bcsta@bcsta.org
www.bcsta.org

Ministry of Education

PO Box 9150, Stn Prov Govt
Victoria BC V8W 9H1
Tel: 250-387-4611
Fax: 250-356-5945
www.bced.gov.bc.ca

BCTF local contact information

1 Fernie District Teachers' Association

Box 10
Fernie, BC V0B 1M0
Tel: 250-423-3333
Fax: 250-423-6134
E-mail: lp01@bctf.ca

2 Cranbrook District Teachers' Association

202-11-14th Avenue S
Cranbrook, BC V1C 2W9
Tel: 250-489-3717
Fax: 250-489-3727
E-mail: lp02@bctf.ca

3 Kimberley Teachers' Association

201 – 144 Deer Park Avenue
Kimberley, BC V1A 2J4
Tel: 250-427-3113
Fax: 250-427-3157
E-mail: lp03@bctf.ca

4 Windermere Teachers' Association

Box 478
Invermere, BC V0A 1K0
Tel: 250-341-6884
Fax: 250-341-6885
E-mail: lp04@bctf.ca

7 Nelson District Teachers' Association

Box 1012
Nelson, BC V1L 6A5
Tel: 250-354-4142
Fax: 250-354-1558
E-mail: lp07@bctf.ca

10 Arrow Lakes Teachers' Association

Box 249
New Denver, BC V0G 1S0
Tel: 250-358-7181
Fax: 250-358-7139
E-mail: lp10@bctf.ca

17 Princeton District Teachers' Union

Box 1019
 Princeton, BC V0X 1W0
 Tel: 250-295-6684
 Fax: 250-295-6684
 E-mail: lp17@bctf.ca

18 Golden Teachers' Association

Box 430
 Golden, BC V0A 1H0
 Tel: 250-344-5885
 Fax: 250-344-5890
 E-mail: lp18@bctf.ca

19 Revelstoke Teachers' Association

Box 72
 Revelstoke, BC V0E 2S0
 Tel: 250-837-2255
 Fax: 250-837-2255
 E-mail: lp19@bctf.ca

20 Kootenay Columbia Teachers' Union

860 Eldorado Street, Box 163
 Trail, BC V1R 4L5
 Tel: 250-364-1740
 Fax: 250-364-1750
 E-mail: lp20@bctf.ca

22 Vernon Teachers' Association

4004 – 31st Street
 Vernon, BC V1T 5J6
 Tel: 250-542-0456
 Fax: 250-542-0564
 E-mail: lp22@bctf.ca

23 Central Okanagan Teachers' Association

210-1751 Harvey Avenue
 Kelowna, BC V1Y 6G4
 Tel: 250-860-3866
 Fax: 250-862-3024
 E-mail: lp23@bctf.ca

27 Cariboo-Chilcotin Teachers' Association

124D – 2nd Avenue
 Williams Lake, BC V2G 1Z6
 Tel: 250 398-7221
 Fax: 250-398-5913
 E-mail: lp27@bctf.ca

28 Quesnel District Teachers' Association

PO Box 4643
 Quesnel, BC V2J 3J8
 Tel: 250-992-3737
 Fax: 250-992-3638
 E-mail: lp28@bctf.ca

31 Nicola Valley Teachers' Union

Box 849
 105 – 1950 Garcia Street
 Merritt, BC V1K 1B8
 Tel: 250-378-5060
 Fax: 250-378-5060
 E-mail: lp31@bctf.ca

33 Chilliwack Teachers' Association

203 – 8364 Young Road
 Chilliwack, BC V2P 4N8
 Tel: 604-792-9233
 Fax: 604-792-9389
 E-mail: lp33@bctf.ca

34 Abbotsford District Teachers' Association

2570 Cyril Street
 Abbotsford, BC V2S 2G2
 Tel: 604-854-1946
 Fax: 604-850-5100
 E-mail: lp34@bctf.ca

35 Langley Teachers' Association

100 – 5786 Glover Road
 Langley, BC V3A 4H9
 Tel: 604-533-1618
 Fax: 604-533-1400
 E-mail: lp35@bctf.ca

36 Surrey Teachers' Association

201 – 9030 King George Highway
 Surrey, BC V3V 7Y3
 Tel: 604-594-5353
 Fax: 604-594-5176
 E-mail: lp36@bctf.ca

37 Delta Teachers' Association

210 5000 Bridge Street
 Delta, BC V4K 2K4
 Tel: 604-946-0391
 Fax: 604-946-1629
 E-mail: lp37@bctf.ca

38 Richmond Teachers' Association

210 – 7360 Westminster Hwy
Richmond, BC V6X 1A1
Tel: 604-278-2539
Fax: 604-278-4320
E-mail: lp38@bctf.ca

391 Vancouver Elementary School Teachers' Association

2915 Commercial Drive
Vancouver, BC V5N 4C8
Tel: 604-873-8378
Fax: 604-873-2652
E-mail: lp391@bctf.ca

392 Vancouver Secondary Teachers Association

2915 Commercial Drive
Vancouver, BC V5N 4C8
Tel: 604-873-5570
Fax: 604-873-3916
E-mail: lp392@bctf.ca

40 New Westminster Teachers' Union

204 – 800 McBride Boulevard
New Westminster, BC V3L 2B8
Tel: 604-526-8990
Fax: 604-526-8912
E-mail: lp40@bctf.ca

41 Burnaby Teachers' Association

115 – 3993 Henning Drive
Burnaby, BC V5C 6P7
Tel: 604-294-8141
Fax: 604-294-9846
E-mail: lp41@bctf.ca

42 Maple Ridge Teachers' Association

11771 Fraser Street
Maple Ridge, BC V2X 6C6
Tel: 604-467-2111
Fax: 604-467-0815
E-mail: lp42@bctf.ca

43 Coquitlam Teachers' Association

208 – 2502 St. Johns Street
Port Moody, BC V3H 2B4
Tel: 604-936-9971
Fax: 604-936-7515
E-mail: lp43@bctf.ca

44 North Vancouver Teachers' Association

100 – 133 West 17th Street
North Vancouver, BC V7M 1V5
Tel: 604-988-3224
Fax: 604-980-8092
E-mail: lp44@bctf.ca

45 West Vancouver Teachers' Association

595 Burley Drive
West Vancouver, BC V7T 1Z3
Tel: 604-926-1617
Fax: 604-926-1119
E-mail: lp45@bctf.ca

46 Sunshine Coast Teachers' Association

Box 951
Sechelt, BC V0N 3A0
Tel: 604-885-7944
Fax: 604-885-9837
E-mail: lp46@bctf.ca

47 Powell River District Teachers' Association

201 – 4400 Marine Avenue
Powell River, BC V8A 2K1
Tel: 604-485-5212
Fax: 604-485-2882
E-mail: lp47@bctf.ca

48 Howe Sound Teachers' Association

Box 2420
Squamish, BC V0N 3G0
Tel: 604-892-3056
Fax: 604-892-2296
E-mail: lp48@bctf.ca

49 Central Coast Teachers' Association

Box 253
Hagensborg, BC V0T 1H0
Tel: 250-799-0099
Fax: 250-799-5123
E-mail: lp49@bctf.ca

50 Queen Charlotte District Teachers' Association

Box 92
Queen Charlotte, BC V0T 1S0
Tel: 250-559-7740
Fax: 250-559-7740
E-mail: lp50@bctf.ca

51 Boundary District Teachers' Association

Box 634
 Grand Forks, BC V0H 1H0
 Tel: 250-442-3330
 Fax: 250-443-3063
 E-mail: lp51@bctf.ca

52 Prince Rupert District Teachers' Union

c/o Fisherman's Hall, 869 Fraser Street
 Prince Rupert, BC V8J 1R1
 Tel: 250-627-1700
 Fax: 250-624-6784
 E-mail: lp52@bctf.ca

53 South Okanagan Similkameen Teachers' Union

Box 1586
 Oliver, BC V0H 1T0
 Tel: 250-498-2255
 Fax: 250-498-2255
 E-mail: lp53@bctf.ca

54 Bulkley Valley Teachers' Union

3772C 1st Avenue, PO Box 2137
 Smithers, BC V0J 2N0
 Tel: 250-847-3127
 Fax: 250-847-3123
 E-mail: lp54@bctf.ca

55 Burns Lake District Teachers' Association

Box 135
 Topley, BC V0J 2Y0
 Tel: 250-692-3376
 Fax: 250-692-3376
 E-mail: lp55@bctf.ca

56 Nechako Teachers' Union

Box 978
 Vanderhoof, BC V0J 3A0
 Tel: 250-567-5040
 Fax: 250-567-5060
 E-mail: lp56@bctf.ca

571 Prince George District Teachers' Association

251 – 1515 2nd Avenue
 Prince George, BC V2L 3B8
 Tel: 250-562-7214
 Fax: 250-562-5743
 E-mail: lp571@bctf.ca

573 McBride-Valemount Teachers' Association*

Box 144
 McBride, BC V0J 2E0
 Tel: 250-569-3232
 Fax: 250-569-3232
 E-mail: lp573@bctf.ca

572 Mackenzie Teachers' Association*

Box 2280
 Mackenzie, BC V0J 2C0
 Tel: 250-997-6943
 Fax: 250-997-6944
 E-mail: lp572@bctf.ca

593 Tumbler Ridge Teachers' Association*

Box 743
 Tumbler Ridge, BC V0C 2W0
 Tel: 250-242-4227
 Fax: 250-242-3600
 E-mail: lp593@bctf.ca

591 Peace River South Teachers' Association

Box 145
 Dawson Creek, BC V1G 4G3
 Tel: 250-782-1284
 Fax: 250-782-1280
 E-mail: lp591@bctf.ca

592 Chetwynd Teachers' Association*

Box 2665
 Chetwynd, BC V0C 1J0
 Tel: 250-788-9500
 Fax: 250-788-9500
 E-mail: lp592@bctf.ca

60 Peace River North Teachers' Association

Box 6057
 Fort St. John, BC V1J 4H6
 Tel: 250-785-8881
 Fax: 250-785-8881
 E-mail: lp60@bctf.ca

61 Greater Victoria Teachers' Association

965 Alston Street
 Victoria, BC V9A 3S5
 Tel: 250-595-0181
 Fax: 250-595-0189
 E-mail: lp61@bctf.ca

62 Sooke Teachers' Association

2777 Claude Road
Victoria, BC V9B 3T7
Tel: 250-474-3181
Fax: 250-474-5555
E-mail: lp62@bctf.ca

63 Saanich Teachers' Association

4564 West Saanich Road
Victoria, BC V8Z 3G4
Tel: 250-479-1124
Fax: 250-479-1974
E-mail: lp63@bctf.ca

64 Gulf Islands Teachers' Association

Box 537
Salt Spring, BC V8K 2W2
Tel: 250-537-4990
Fax: 250-537-4990
E-mail: lp64@bctf.ca

65 Cowichan District Teachers' Association

201 – 394 Duncan Street
Duncan, BC V9L 3X3
Tel: 250-748-2251
Fax: 250-748-5243
E-mail: lp65@bctf.ca

66 Lake Cowichan Teachers' Association

RR5, 1273 Kathleen Drive
Duncan, BC V9L 5R7
Tel: 250-748-1955
Fax: 250-748-5003
E-mail: lp66@bctf.ca

67 Okanagan Skaha Teachers' Union

102 – 543 Ellis Street
Penticton, BC V2A 4M4
Tel: 250-492-4915
Fax: 250-492-5540
E-mail: lp67@bctf.ca

68 Nanaimo District Teachers' Association

3137 C Barons Road
Nanaimo, BC V9T 5W5
Tel: 250-756-1237
Fax: 250-756-0188
E-mail: lp68@bctf.ca

69 Mount Arrowsmith Teachers' Association

Box 1286
Parksville, BC V9P 2H3
Tel: 250-248-3496
Fax: 250-248-3440
E-mail: lp69@bctf.ca

701 Alberni District Teachers' Union

4913 Argyle Street
Port Alberni, BC V9Y 1V6
Tel: 250-724-5021
Fax: 250-724-0442
E-mail: lp701@bctf.ca

702 Ucluelet-Tofino Teachers' Association

Box 336
Ucluelet, BC V0R 3A0
Tel: 250-726-7245
Fax: 250-726-7245
E-mail: lp702@bctf.ca

71 Comox District Teachers' Association

491 – 4th Street, Suite C
Courtenay, BC V9N 1G9
Tel: 250-338-1461
Fax: 250-338-1657
E-mail: lp71@bctf.ca

72 Campbell River District Teachers' Association

202 – 871 Island Highway
Campbell River, BC V9W 2C2
Tel: 250-286-1663
Fax: 250-286-1679
E-mail: lp72@bctf.ca

73 Kamloops Thompson Teachers' Association

202/204 – 1157 12th Street
Kamloops, BC V2B 7L2
Tel: 250-554-1223
Fax: 250-554-1311
E-mail: lp73@bctf.ca

74 Gold Trail Teachers' Association

Box 1437
Ashcroft, BC V0K 1A0
Tel: 250-453-2696
Fax: 250-453-2696
E-mail: lp74@bctf.ca

75 Mission Teachers' Union

100 – 33344 2nd Avenue
Mission, BC V2V 1K3
Tel: 604-826-0112
Fax: 604-826-3435
E-mail: lp75@bctf.ca

78 Fraser-Cascade Teachers' Association

Box 1238
Hope, BC V0X 1L0
Tel: 604-869-9383
Fax: 604-869-3236
E-mail: lp78@bctf.ca

80 Kitimat District Teachers' Association

233 Enterprise Avenue
Kitimat, BC V8C 2C8
Tel: 250-632-3108
Fax: 250-632-3108
E-mail: lp80@bctf.ca

81 Fort Nelson District Teachers' Association

Box 1115
Fort Nelson, BC V0C 1R0
Tel: 250-774-6336
Fax: 250-774-6336
E-mail: lp81@bctf.ca

83 North Okanagan-Shuswap Teachers' Association

Box 187
Salmon Arm, BC V1E 4N8
Tel: 250-832-1933
Fax: 250-832-4592
E-mail: lp83@bctf.ca

84 Vancouver Island West Teachers' Union

Box 83
Tahsis, BC V0P 1X0
Tel: 250-934-7720
Fax: 250-934-7721
E-mail: lp84@bctf.ca

85 Vancouver Island North Teachers' Association

Box 1479
Port McNeill, BC V0N 2R0
Tel: 250-956-4722
Fax: 250-956-4837
E-mail: lp85@bctf.ca

861 Creston Valley Teachers' Association

Box 611
Creston, BC V0B 1G0
Tel: 250-428-7006
Fax: 250-428-8602
E-mail: lp861@bctf.ca

862 Kootenay Lake Teachers' Association

Box 879
Kaslo, BC V0G 1M0
Tel: N/A
Fax: N/A
E-mail: lp862@bctf.ca

87 Stikine Teachers' Association

Box 363
Dease Lake, BC V0C 1L0
Tel: 250-771-3044
Fax: 250-774-3044
E-mail: lp87@bctf.ca

881 Terrace District Teachers' Union

202 – 4721 Lazelle Avenue
Terrace, BC V8G 1T3
Tel: 250-635-4659
Fax: 250-635-3390
E-mail: lp881@bctf.ca

882 Upper Skeena Teachers

Box 123
Kitwanga, BC V0J 2A0
Tel: 250-842-5780
Fax: N/A
E-mail: lp882@bctf.ca

92 Nisga'a Teachers' Union

Box 226
New Aiyansh, BC V0J 1A0
Tel: 250-633-2571
Fax: 250-633-2574
E-mail: lp92@bctf.ca

93 Syndicat enseignant.e.s programme francophone

202 – 5786 Glover Road
Langley, BC V3A 4H9
Tel: 604-532-1378
Fax: 604-532-1368
E-mail: lp93@bctf.ca

Multicultural and First Nations contacts

Northern regions

Aboriginal Health Association of BC
PO Box 2920
Smithers, BC V0J 2N0
Tel: 250-847-5211
Fax: 250-847-5144
E-mail: dzeltant@canada.com

Northwest Band Family Counseling
Suite 4, 101 1st Avenue East
Prince Rupert, BC V8J 3X4
Tel: 250-627-8435
Fax: 250-627-1746

Chilcotin/Cariboo

First Nations and Inuit Health Services
200 – 177 Victoria Street
Prince George, BC V5L 5R8
Tel: 250-561-5370
www.hc-sc.gc.ca/fnih-spni/index_e.html

Native Health Centre
1110 4th Avenue
Prince George, BC V2L 3J3
Tel: 250-564-4422

Immigrant and Multicultural Services Society of Prince George (IMSS)
1633 Victoria Street
Prince George, BC V2L 2L4
Tel: 250-562-2900
Fax: 250-563-4852
E-mail: imss.pg@shawcable.com
www.imss.ca

Multicultural Heritage Society of Prince George
535 Dominion Street
Prince George, BC V2L 1T7
Tel: 250-563-8525
Fax: 250-563-9440
E-mail: mhs.pg@shawcable.com
www.multiculturalheritage.com

Thompson/Okanagan

Interior Indian Friendship Society
125 Palm Street
Kamloops, BC V2B 8J7
Tel: 250-376-1296
Fax: 250-376-2275
E-mail: iiff@mail.ocis.net
www.bcaafc.com/centres/kamloops/

Kamloops Cariboo Regional Immigrant Services Society (Kamloops Immigrant Services)
110 – 206 Seymour Street
Kamloops, BC V2C 2E5
Tel: 250-372-0855
Fax: 250-372-1532
E-mail: kis@telus.net

Kamloops Multicultural Society
PO Box 1515, Main Stn
Kamloops, BC V2C 6L8
Tel: 250-376-8427
www.kamloopsmulticulturalsociety.ca

Intercultural Society of the Central Okanagan
1864 Spall Road, #200
Kelowna, BC V1Y 4R1
Tel: 250-717-5797
E-mail: info@interculturalkelowna.com
www.interculturalkelowna.com

Kelowna Immigrant Society
27 – 1873 Spall Road
Kelowna, BC V1Y 4B2
Tel: 250-763-0901
Fax: 250-763-0901
E-mail: contactus@kelownais.com
www.kelownais.com

Lower Mainland

MOSAIC
1720 Grant Street, 2nd Floor
Vancouver, BC V5L 2Y7
Tel: 604-254-0244
Fax: 604-254-3932
E-mail: mosaic@mosaicbc.com
www.mosaicbc.com

Surrey/Delta Immigrant Services Society

1107 – 137 Street
 Surrey, BC
 Tel: 604-597-0205
 Fax: 604-597-4299
 E-mail: executive@sdiss.org
www.sdiss.org

Vancouver & Lower Mainland Multicultural Family Support Services

5000 Kingsway Plaza – Phase II
 306 – 4980 Kingsway
 Burnaby, BC V5H 4K7
 Tel: 604-436-1025
 Fax: 604-436-3267
 E-mail: againstviolence@vlmfss.ca
www.vlmfss.ca

S.U.C.C.E.S.S.

28 West Pender Street
 Vancouver, BC V6B 1R6
 Tel: 604-684-1628
 Fax: 604-408-7236
www.success.bc.ca

Vancouver Island**Campbell River and Area Multicultural and Immigrant Services Association**

202 – 437 10th Avenue
 Campbell River, BC V9W 4E4
 Tel: 250-830-0171
 Fax: 250-830-1010
 E-mail: crmisa@crcn.net
www.misa.crcn.net

Comox Valley Multicultural and Immigrant Support Services Society

PO Box 3722
 Courtenay, BC V9N 7P1
 Tel: 250-336-8772
 E-mail: cvmiss@island.net
www.island.net/~cvmiss/index.htm

Central Vancouver Island Multicultural Society

114 – 285 Prideaux Street
 Nanaimo, BC V9R 2N2
 Tel: 250-753-6911
 Fax: 250-753-4250
 E-mail: wwenaus@cvims.org
www.cvims.org

Hiiye'yu Lelum House of Friendship

205 – 5462 Trans Canada Highway
 PO Box 1015
 Duncan, BC V9L 3Y2
 Tel: 250-748-2242
 Fax: 250-748-2238
www.bcaafc.com/centres/duncan/

Victoria Immigrant and Refugee Centre Society

535 Yates Street, 3rd Floor
 Victoria, BC V8W 2Z6
 Tel: 250-361-9433
 Fax: 250-361-1914
 E-mail: mail@vircs.bc.ca
www.vircs.bc.ca

Inter-Cultural Association of Greater Victoria

930 Balmoral Road
 Victoria, BC V8T 1A8
 Tel: 250-388-4728
 E-mail: admin@icavictoria.org
www.icavictoria.org/

Additional resources for working with Aboriginal students

The **Anti-Racism Toolkit Activity Set** has a selection of educational activities for use in workshops and classrooms. It can be downloaded or ordered from the First Nations Educational Steering Committee website at www.fnesc.ca/publications/pdf/ARToolkitActivitySet.pdf

The **BC Teachers' Federation** has a website with articles related to anti-racism, including strategies to counter racism, and a checklist for identifying stereotyping and bias in learning resources. www.bctf.bc.ca/social/AboriginalED/BeyondWords/index.html

The **BC Ministry of Education** focuses on Aboriginal curriculum in the document *Shared Learnings*, which explores how teachers can engage the Aboriginal community to act as resources. It also outlines curriculum extensions for all grade levels and subjects. This document is limited by the fact that it is additional curriculum and not currently mandated. www.bced.gov.bc.ca/abed/shared.htm

The **Aboriginal Youth Network** website from Edmonton has fact sheets for youth on abuse, addictions, contraception, eating disorders, mental health, nutrition, pregnancy, puberty, sexuality, STDs, and suicide. www.ayn.ca/health/index.aspx

Information about the **Medicine Wheel** can be found at the Alberta Heritage Foundation website. www.abheritage.ca/eldersvoices/history/beginnings_medicine_wheels.html

A detailed study regarding the health of Aboriginal students can be found in the **McCreary Centre Society's** publication *Raven's Children II – Aboriginal Youth Health in BC*. www.mcs.bc.ca/pdf/Ravens_children_2-web.pdf

A **map of BC First Nations** is available online at www.moa.ubc.ca/pdf/First_Nations_map.pdf

For a **map of the locations of band-operated schools in British Columbia**, refer to *Teaching in a First Nations School: An Information Handbook for Teachers New to First Nations Schools*. www.fnesc.ca/publications/pdf/Teaching%20in%20a%20FN%20School.pdf

The **Aboriginal Canada Portal** has links to a number of websites of First Nations schools in BC and the Yukon. www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao33356.html

Books, films, and materials with Aboriginal content used by CWWA counsellors

BOOKS

- I'm in Charge of Celebrations.** Baylor, Byrd, 1995.
The Other Way to Listen. Baylor, Byrd, 1997.
The First Strawberries. Bruchac, Joseph, 1998.
April Raintree. Culleton, Beatrice, 1995.
The Polar Bear Son. Dabovich, Lydia, 1999. (Odin Books)
Ten Rowdy Ravens. Ewing, Susan & Evon Zerbetz, 2005.
Frog Girl. Lewis, Paul Owen, 1999.
Storm Boy. Lewis, Paul Owen, 2003.
Musdzi Udada the Owl: A Carrier Legend. Rossetti, Bernadette, 1991.
Txamsen Steals Fire. Thomson, Joanne, 1997.
Where Did You Get Your Moccasins? Wheeler, Bernelda, 1995.

An extensive list of children's books (Aboriginal non-fiction, traditional stories, and fiction) can be found at **the Edmonton Public Library website:**
www.epl.ca/EPLMaster.cfm?id=ABORIGINALBO0001

FILMS WITH ABORIGINAL CONTENT

Beyond the Shadows. This documentary explores the devastating effects residential schools have had on First Nations communities in Canada. The video tells the history of these government-mandated schools, the painful personal stories of abuse, the resulting “multi-generational grief” and how First Nations communities have begun the process of healing. Gryphon Productions Ltd., 1992. (Shenandoah Film Productions)

Children of the Eagle. This video is about the healing of three sexually abused Aboriginal children. The eagle symbolizes the bravery, leadership, and wisdom that the community has to muster in order to deal with their children's crisis. 1990. (National Film Board of Canada)

Honouring Our Voices. (32:56) Six women tell of their history of abuse as children, how that abuse continued into their adult relationships, and how they made the choice to stop the cycle of violence and silence. It is continually impressed upon the viewer how important it is to talk about what has, and is, happening. Elder Vera Martin talks about the importance of talking together, laughing together, crying together, and singing together. “Singing in a certain way brings you closer to spirit, I don't know the scientific, I just know that singing does that.” This video documents a very encouraging and inspiring approach to First Nations women healing from abuse. Native Counselling Services of Alberta, 1993.

Little Voice in the Dark. (06:48) Animated story, written from a First Nations perspective, about a child trying to understand his friend's family problems. His mother shares her story of growing up witnessing abuse. Designed for elementary school-aged children. Susan McCallum/Vera McGinty. Tsawwassen Indian Band, 1992. (Rainmaker Entertainment Group)

Richard Cardinal: Cry from a Diary of a Métis Child. A moving tribute to Richard Cardinal, a 17-year-old Métis boy who committed suicide in 1984. Richard had been taken from his home when he was four because of family problems; he spent the next 13 years moving in and out of 28 foster homes, group homes, and shelters in Alberta. Richard left behind a diary upon which this film is based.

OTHER FILMS

Telling It Like It Is. (2006) Vancouver Island Health Authority.
BeCool. (1995). James Stanfield Co.

OTHER MATERIALS

Medicine cards (Animal Cards)

Online Aboriginal resources

Amnesty International – Stolen Sisters

Resource site hosted by Amnesty International that examines discrimination and violence against Aboriginal women in Canada.

www.amnesty.ca/campaigns/sisters_overview.php

The Centre for Restorative Justice

An initiative of the Simon Fraser University's School of Criminology, the Centre provides services and initiatives in the field of restorative justice in Canada.

www.sfu.ca/crj/links.html

Honouring the Missing Women from Vancouver's Downtown Eastside

An article from *The Now*, a Port Coquitlam newspaper.

www.thenownews.com/issues02/091102/community.html

Information Services Vancouver

The largest provider of information and referral services in BC.

<http://opus.vcn.bc.ca/isv>

Jeremy's Memorial Foundation against Domestic Violence

Links to resources on ending domestic violence in BC.

www.sfu.ca/jmf/links.html

Native Women Missing and/or Murdered in Canada

www.geocities.com/waabzy/native.html

Our Sacred Strength: Talking Circles Among Aboriginal Women

Five Aboriginal women's talking circles in five communities in BC and the Yukon.

www.bctreaty.net/files_3/our_sacred_strength.html

Vancouver Public Library – First Nations Resource Guide

An extensive list of links to Aboriginal websites.

www.vpl.ca/branches/LibrarySquare/you/realdeal.html#first

Vancouver Rape Relief and Women's Shelters

Links to articles specific to Aboriginal women and domestic violence.

www.rapereliefshelter.bc.ca/issues/index.html#native_women

Women on the Move

Aboriginal women who cycled from Vancouver to Newfoundland to raise awareness about violence against women.

www.aboriginalwomenonthemove.org

Organizations with school-based violence prevention programs in BC

The Golden Family Center **Children Who Witness Abuse program** is offered in the form of individual counselling in elementary schools. Counselling focuses on building social skills, connections with other children, and positive experiences over the long term.

Contact:

Golden Family Center
421 9th Avenue N.
PO Box 415
Golden, BC
Tel: 250-344-2000
Fax: 250-344-5225
E-mail: drgfc@uniserve.com
www.goldenfamilycenter.bc.ca

Choices for Positive Youth Relationships is an abuse prevention program for youth that emphasizes respect and safety for young women and men within all of their relationships. The program combines the film *A Love that Kills* with a six-lesson, curriculum-based instructional guide that is linked to a variety of subjects taught in schools.

Contact:

National Film Board of Canada
Sales and Customer Service
PO Box 6100, Station Centre-ville
Montreal, QC H3C 3H5
Tel: 1-800-267-7710
www.nfb.ca

Workshops are the focus of **Women and Violence: Education is Prevention**, where trained facilitators use interactive teaching and learning techniques to deliver program messages. "Education is Prevention" addresses violence as an

abuse of power and teaches that a culture of violence results if acts of discrimination, harassment, intimidation, and abuse are left unchecked. The program is a flexible model based on community/student-partnership and community development principles in a rural community.

Contact:

Saltspring Women Opposed to Violence and Abuse (SWOVA)
390 Upper Ganges Road
Saltspring Island, BC V8K 1R7
Tel: 250-537-1336
Fax: 250-537-1336
E-mail: swova@saltspring.com
www.saltspring.com/swova

The **Family Violence Project** is offered by a Children Who Witness Abuse counsellor in collaboration with a recovering abuser. The team facilitates one 1.5-hour discussion in high schools on the nature of healthy relationships. These discussions usually take place within the framework of CAPP programs.

Contact:

Family Violence Project
Victoria Family Violence Prevention Society
2541 Empire Street
Victoria, BC V8T 3M3
Tel: 250-380-1955
Fax: 250-385-1946
E-mail: fvp@familyviolence.ca
www.familyviolence.ca

The **In-School Violence Prevention Program** is a four-session program developed for students from grades 1 to 12. It addresses issues of family violence, abuse, witnessing spousal assault, bullying, healthy relationships, and safety and prevention planning. Workshops are offered by two trained facilitators from the transition house, who also help students to deal with disclosures if they are impacted by the sensitive issues discussed.

Contact:

In-School Violence Prevention Program
Hope and Area Transition Society
Box 1761
Hope, BC V0X 1L0
Tel: 604-869-5191
Fax: 604-869-5172
E-mail: info@hopetransition.org
www.hopetransition.org/schools.html

Inside/Out is a collaboration between the Central Okanagan Emergency Shelter and School District 23 in Kelowna. The program addresses issues of self-esteem, dating violence, suicide, rape, and sexual abuse, among others. When the Inside/Out program is introduced to a school, two to three sessions are usually offered in physical education classes. Once students gain awareness of the program, it is then offered on a weekly basis as a lunchtime activity.

Contact:

Inside/Out Program
 Central Okanagan Emergency Shelter Society
 Box 1575, Station A
 Kelowna, BC V1Y 7V8
 Tel: 250-763-1040
 Fax: 250-763-3695
 E-mail: kelownawomensshelter@silk.net
www.kws.shelternet.ca

Leave Out Violence Everywhere (LOVE) attempts to break the cycle of violence by empowering youth to speak up on the subject and express a message of non-violence to their peers through photojournalism. Through this program, youth who have witnessed or experienced violence learn to report it through journalism, photography, and broadcasting skills learned by attending writing and photography classes twice a week at a local community college. Once trained, these youth use their skills to join facilitators from the LOVE program in offering presentations on violence to elementary and high school classrooms. Presentations are interactive, lasting approximately one hour, and are often offered as part of the CAPP curriculum or in English classes.

Contact:

Leave Out Violence Everywhere
 691 East Broadway
 Vancouver, BC V5T 1X7
 Tel: 604-709-5728
 Fax: 604-709-5721
 E-mail: vancouver@leaveoutviolence.com
www.leaveoutviolence.com

Project Respect is a youth-driven violence prevention program that addresses the root causes of sexual violence among youth. The program explores attitudes regarding gender, power, sexuality, and communication as factors that contribute to a culture of sexual violence. One male and one female youth leader offer the program to schools in two-part workshops, usually under the framework of CAPP classes.

Contact:

Project Respect
Victoria Women's Sexual Assault Centre
941 Pandora Avenue
Victoria, BC V8V 3P4
Tel: 250-383-5545
Fax: 250-383-6112
E-mail: vwsac@vwsac.com
www.vwsac.com
www.yesmeansyes.com

Respect, Safety & Violence Prevention (RSVP) offers school-based activities such as presentations, student groups, and staff development designed to raise awareness of relationship violence and to promote healthy personal relationships. RSVP takes a comprehensive approach to the issue of domestic violence, targeting specific students at risk while providing general violence prevention education. The program is offered by counsellors employed by Family Services of Greater Vancouver, along with co-facilitators ranging from school-based child and family workers to alternative school teachers.

Contact:

Respect, Safety & Violence Prevention in Youth Relationships
Family Services of Greater Vancouver
1616 West 7th Avenue
Vancouver, BC V6J 1S5
Tel: 604-731-4951
Fax: 604-733-7009
www.fsgv.ca/programpages/youthservices/respect,safety,andviolencepreventionprogram.html

RespectED programs address personal safety; peer harassment and bullying; emotional, physical, and sexual abuse; and relationship violence. Presentations and interactive workshops are delivered in two one-hour sessions at the invitation of schools and are usually offered as part of the CAPP curriculum.

Contact:

RespectED
Canadian Red Cross
Tel: 604-709-6646 (Lower Mainland)
Tel: 250-564-6566 (Northern BC)
Tel: 250-995-3515 (Coastal BC)
Tel: 250-372-2334 (Southern Interior BC)
E-mail: RespectED@redcross.ca
www.redcross.ca/article.asp?id=000294&tid=030

Roots of Empathy is a classroom-based violence prevention program that teaches human development and nurtures the growth of empathy through classroom visits by a baby and parent once a month for a 10-month period. Roots of Empathy attempts to reduce aggression, both inside and outside the classroom, by providing positive models of caring for children who have never experienced responsive parenting.

Contact:

Roots of Empathy
215 Spadina Avenue, Suite 160
Toronto, ON M5T 2C7
Tel: 416-944-3001
Fax: 416-944-9295
E-mail: mail@rootsofempathy.org
www.rootsofempathy.org

SafeTeen offers two gender-based programs that focus on skills training to prevent and de-escalate violence. In both the Boys' and Girls' Programs, students learn how to work with fear, manage anger, and stand up and speak up for themselves. Through role plays and hands-on exercises, girls learn how to deal effectively with verbal violence, sexual harassment, relationship violence, and physical violence. Boys learn how to deal with issues of power, make health relationship choices, and deconstruct harmful stereotypes.

Contact:

SafeTeen
306 East 24th Avenue
Vancouver, BC V5V 1Z9
Tel: 604-255-5147
Fax: 604-255-5196
E-mail: safeteen@telus.net
www.safeteen.ca

The **Social Responsibility Program**, offered by the Powell River Children Who Witness Abuse counsellor, includes three 45-minute sessions for elementary school children over the course of three weeks. The program emphasizes issues of personal care and social responsibility, and helping oneself, each other, and the community. The program involves reading and art activities to address children's worries, fears, and dreams.

Contact:

Social Responsibility Program
Powell River and Region Transition House
Tel: 604-485-6968
Fax: 604-485-6168

Program manuals and resource guides

A.S.A.P. (A School-Based Anti-Violence Program). Contains a facilitator's manual and video. Strategies and program materials for elementary school-aged children. London Family Court Clinic, 1994. (London Family Court Clinic)

The Battle Over Multiculturalism: Does It Help or Hinder Canadian Unity? (Vol. 1). Andrew Cardozo & Louis Musto (editors), 1997. Pearson-Shoyama Institute, Ottawa.

The BC Handbook for Action on Child Abuse and Neglect. Ministry for Children and Families, 1998.

Children's Activities. Contains ideas for group activities involving children and youth. BC/Yukon Society of Transition Houses, 1994. (BC/Yukon Society of Transition Houses)

Children's Domestic Abuse Program. Group manual. Contains introduction to the children's program. Group sessions for children ages 3-5, 6-8, and 9-12. Kidsrights, 1995. (Kidsrights)

Children Who Witness Abuse Counselling Source Book. BC/Yukon Society of Transition Houses, 1996. (BC/Yukon Society of Transition Houses)

Children Who Witness Abuse Group Program. Contains lesson plans and activities for preschool-aged children. Developed by Judy Kerr, John McKenzie-Cooper, and Carol Elliot. BC/Yukon Society of Transition Houses. (BC/Yukon Society of Transition Houses)

End Violence: A Manual for Group Leaders (2nd ed.). A resource manual for leaders providing groups for children and their parents who have been traumatized by family violence. Edited by Kerrin Churchill, Marian Crockford, and Beth Hoen. AISLING Discoveries Child and Family Centre, 2001. (Source RE Source)

Freedom from Fear: The How-to Guide on Violence Prevention Inspired by Teens for Teens. Developed by Lynda Laushway and Judi Stevenson. SWOVA Saltspring Women Opposed to Violence and Abuse, 2000.

Group Treatment for Children Who Witness Woman Abuse. A manual for practitioners. Contains detailed curriculum for 10 group sessions, which can be adapted for children of all ages. The Community Group Treatment Program for Child Witnesses of Woman Abuse, 1997. (Children's Aid Society)

Groupwork with Child Witnesses of Domestic Violence: A Practitioners Manual. The Domestic Abuse Project, 1992.

Healthy Choices, Children's Support Group. Designed for girls 10-14 years of age. (South Okanagan Women in Need Society)

How to Be a Friend. This nonfiction book could be taught chapter by chapter. Chapters include themes such as ways to be a friend, how not to be a friend, and talking out arguments. Laurie Krasny and Marc Brown. Little, Brown and Company, 1998. (Amazon.ca)

How to Develop a Group Activity Program for Children in Transition Homes and Shelters: A Self-Study Manual. Written by Maxine Topley. (YM-YWCA of Winnipeg)

Manual for a Group Program for Children Exposed to Wife Abuse. (London Family Court Clinic)

Modelling Equality: Support Groups for Survivors of Woman Abuse, a Handbook for Facilitators and Agencies. Rosemary Gahlinger-Beaune, 1993. Open-Up Poste Production, Burnaby, BC.

My Family and Me: Violence-Free: Domestic Violence Prevention Curriculum. (Minnesota Coalition for Battered Women)

Outreach to Teens: A Manual for Counsellors Who Work with Teen Victims of Violence Against Women. Contains individual counselling and group materials. Written by DeAnne Fitzpatrick, M.Ed. (Cumberland County Transition House Association)

Project Child Recovery: Group Intervention for Child Witnesses of Family Violence. Contains detailed curriculum for children ages 5-8 and 9-12. Written by Dave Yawney and Brenda Hill, 1993. (YWCA of Lethbridge)

Teasing and Bullying and Unacceptable Behavior. A manual for children in grades 4-6 and adaptable for K-3. Designed for parents and professional organizations. This manual helps children take responsible action and has been proven to change attitudes. Written by Marilyn Langevin, M.Sc. SLP, 2000. (Institute for Stuttering Treatment and Research)

Through the Eyes of a Child: An Introductory Manual on the Impact of Family Violence for Multicultural Home/School Workers. Vancouver & Lower Mainland Multicultural Family Support Services Society, 1993.

Thumbs Down: A Classroom Response to Violence Towards Women. Canadian Teachers' Federation, 1990.

What About the Kids? Community Intervention in Domestic Assault Cases, a Focus on Children. Minnesota Program Development, Inc.

Why Is Everybody Always Picking On Me? A Guide to Handling Bullies for Young People. Stories and activities show how to resolve conflicts non-violently. Suggests constructive ways for young people to peacefully confront hostile aggression. Can be used as a teacher resource, for a counsellor to use in small group work, or for reading aloud and discussing with senior students. For

grades 6 and 7. Written by Terrance Webster-Doyle. Atrium Society, Middlebury, Vermont, 1991. (Amazon.ca)

Workbooks

Back on Track. Self-help workbook for boys dealing with sexual abuse. Designed for boys 10 years old and up. Leslie Wright, 1997. (Odin Books)

Creative Interventions for Troubled Children and Youth. Contains approximately 30 activities set out in detail that deal with assessment, feelings, social skills, and self-esteem. Designed for both children and adolescents. Liana Lowenstein, M.S.W., C.S.W., CPT.S., 1999. (Source RE Source)

Don't Pick on Me: How to Handle Bullying. Discusses why some people bully, why others are bullied, and what you can do about it. Fifty real-life stories show how others have dealt with bullying. For grades 5-7. Written by Rosemary Stones. Pembroke Publishers, Ontario, 1993. (Odin Books)

Earthlight: New Meditations for Children. Meditations help release creativity; be free from fears; enjoy adventures and develop inner peace and strength. Designed for parents to help children. Maureen Garth, 1998. (Odin Books)

An Elephant in the Living Room. A workbook and storybook for children who are living in families where drinking is a problem. Designed for children ages 7 through to early adolescence. Jill Hastings and Marion Typpo, 1984. (Chapters)

Emotions Activity Manual. Contains 40 emotional exercises. Designed for children of any age. Estelle Leutenberg and Kathy Korb-Khaisa, 2000. (Odin Books)

Energizers and Icebreakers: Books 1 and 2. Books containing activities that instill motivation and help with “getting to know you.” Designed for all ages. Elizabeth Sabrinsky, 1998. (Odin Books)

Feelings Inside You and Out Loud Too. Helps children understand why they feel as they do and learn how to tell their feelings to someone else. For kindergarten to grade 2. Written by Barbara Kay Polland. Tricycle Press, Berkeley, California, 1997.

Group Treatment for Children Who Witness Abuse. Contains group activities and layout for facilitators. Designed for children ages 5-12. Susan Loosley and contributors, 1997. (E-mail: Imarshall@caslondon.on.ca)

High Tops. A workbook containing activities for teens who have been sexually abused. Designed for teenagers ages 14-17. Robinson et al., 1999. (Odin Books)

I Wish the Hitting Would Stop. A 28-page workbook for children who have experienced violence in their home. Designed for children ages 6-14. Susan Patterson, 1990. (Source RE Source)

Living with My Family. A 32-page workbook for children who have witnessed abuse in their homes. Designed for children ages 5-14. Wendy Deaton and Kendall Johnson, 1991. (Source RE Source)

Moonbeam: Meditations for Children. Meditations help awaken creativity; sleep peacefully; develop concentration and quiet fears. Designed for parents to help children. Maureen Garth, 1998. (Odin Books)

Push and Shove: Bully and Victim Activity Book. Involves children through simple and easy-to-understand stories and activities. Designed for younger children. Jim and Joan Boulden, 1994. (Odin Books)

Series of Workbooks. Workbooks on divorce, blended families, bereavement, substance abuse, etc. Designed for children in grades 2-7. Jim and Joan Boulden, 1994.

Therapeutic Exercises for Children. A book of worksheets that provides guided self-discovery using cognitive behavioural techniques. Designed for children ages 8-12. Robert Friedberg and contributors, 2001. (Source RE Source)

A Volcano in My Tummy. Contains activities to help children understand and gain skills about anger and self-esteem. Designed for children ages 6-15. Eliane Whitehouse and Warwick Pudney, 1996. (Odin Books; Source RE Source)

We Can Work It Out: Conflict Resolution for Children. Text and photographs designed to create opportunities for children to talk about their experiences of conflict and the variety of ways to solve them. Recommended for grades 2-5. Written by Barbara K. Polland. Tricycle Press, Berkeley, California, 2000.

Storybooks for students in classrooms and groups

Alison's House. When the new baby is born, Alison's family decides to move. Everyone is happy except Alison, who says, "You can move. I'm never going to leave." She discovers that the new place might not be so bad after all. This book looks at dealing with change, sadness, and new places/faces. By Maxin Trottier. Oxford University Press, Ontario, 1993.

Alison and the Bully Monsters. "Why don't you go out to play, Alison?" Alison has her reasons. For her, the outside world is full of bullies, ready to scare her, hurt her, and leave her lonely. But one day, Alison surprises herself – and everybody else. She discovers that things can change for the better. Written by Jac Jones. Gomer Press, Wales, 2000.

Clover's Secret. A fantasy story that deals with issues of domestic violence and low self-esteem. Designed for children ages 5-10. Christine M. Winn and David Walsh, Ph.D., 1996. (Source RE Source)

Dealing with Bullying. A conflict resolution book that deals with bullying, insults, threats, fighting, intimidation, and feelings. Designed for elementary school-aged children. Marianne Johnston, 1996. (Odin Books)

Don't Feed the Monster on Tuesdays! A story dealing with self-esteem issues. Designed for children ages 6-10. Adolph Moser, 1991. (Odin Books; Source RE Source)

Don't Rant and Rave on Wednesdays! A story dealing with anger and anger solutions. Designed for children ages 6-10. Adolph Moser, 1994. (Odin Books; Source RE Source)

Egbert the Slightly Cracked Egg. A story expressing that being different is okay. Designed for elementary school-aged children. Tom Ross and Rex Barron, 1997. (Odin Books)

Feeling Happy, Feeling Safe. These stories, including one about bullying, are aimed at teaching children strategies for staying safe. By Michele Elliott. Hodder Children's Books, London, 1991.

Free to Be ... A Family: Stories, Songs and Poems for Children and Adults. Marlo Thomas, 1987. (Chapters)

George and Martha: Tons of Fun. Five brief episodes reveal the ups and downs of a great friendship. Designed for elementary school-aged children. James Marshall, 1980. (Chapters)

Hands Are Not for Hitting. A book illustrating good things that hands can do. Designed for children ages 4-10. Martine Agassi, 2000. (Odin Books)

I Can't Wait. A book dealing with problem solving. Designed for children ages 3-12. Elizabeth Crary, 1982. (Odin Books)

I'm Frustrated (1992); I'm Mad (1992); I'm Proud (1992); I'm Scared (1994); I'm Furious (1994) – Dealing with Feelings Series. Designed for elementary school-aged children. Elizabeth Crary. (Source RE Source; Odin Books)

I Like Me. A storybook dealing with self-esteem issues. Designed for children ages 3-8. Nancy Carlson, 1990. (Odin Books)

It's My Body. A book to teach young children how to resist uncomfortable touch. Designed for younger children. Lory Freeman, 1988. (Odin Books)

Martha Walks the Dog. Martha learns about the power of words to hurt or heal. Helps to discuss name calling and how kindness can influence behaviour. Susan Meddaugh, 1998.

The Meanest Thing to Say. A picture book about bullying at school. Bill Cosby, 1997. (Odin Books)

Mom and Dad Don't Live Together Anymore. A book dealing with separation and divorce. Designed for children ages 3-10. Kathy Stinson, 1997. (Firefly Books Ltd.)

Mommy and Daddy Are Fighting. A book about parents fighting, which creates discussion with children about arguments and family violence. Designed for children ages 3-10. Susan Paris, 1986. (Odin Books)

My Mother Is Weird. A book about a mom having a bad day and how her daughter makes her feel better. Designed for children ages 4-10. Rachna Gilmore, 1988. (Ragweed Press)

Never, No Matter What. A story about a mom and two children leaving an abusive home and going to a transition house. Designed for children ages 3-10. Maryleah Otto, 1992. (Odin Books)

Nobody Knew What to Do: A Story about Bullying. A story about how a child intervenes when a classmate is being bullied at school. Becky McCain, 2001.

The Secret of the Silver Horse. This storybook teaches children that secrets about sexual abuse should not be kept. Designed for elementary school-aged children. The Minister of Justice and Attorney General of Canada, 1989. (Department of Justice Canada, Communication and Public Affairs)

Simon's Hook. A story dealing with teasing and put-downs. Designed for children of all ages. Karen Burnette, 1999. (Odin Books)

Something Happened and I'm Scared To Tell. A book about young victims of abuse. Designed for children ages 3-7. Patricia Kehoe, 1987. (Source RE Source)

Something Is Wrong at My House. A book about parents fighting. Designed for children ages 5-10. Diane Davis, 1984. (Source RE Source)

Stop Picking on Me. An approachable book that explores the issues of bullying in reassuringly simple terms. Pat Thomas, 2000. (Odin Books)

Therapeutic Stories that Teach and Heal. Contains 108 therapeutic stories for children. Nancy Davis and Valerie Solarz, 1996. (Source RE Source)

The Trouble with Secrets. A story about good and bad secrets. Designed for children ages 5-8. Karen Johnsen, 1986. (Source RE Source)

We Can Get Along. A book that teaches children alternatives to hitting. Designed for children ages 4-10. Claudia Rohling, 1999. (Source RE Source)

What Is a Feeling? A storybook that helps children identify what a feeling is and explores the feelings with explanations and pictures. Designed for younger children. David W. Krueger, M.D., 1993. (Odin Books)

When Mommy Got Hurt. A book containing messages such as “violence is wrong,” “it is not the child’s fault,” “it happens in a lot of homes,” and “it is okay to talk about it.” Designed for younger children. Ilene Lee and Kathy Sylwester, 1997. (Kidsrights)

When Nothing Matters Anymore. A survival guide for depressed teens. It contains descriptions of types of depression and includes true stories. Bev Cobain, 1998. (Source RE Source)

When Sophie Gets Angry – Really, Really Angry. A story of how Sophie manages to cope with her anger without an adult hand. Molly Garrett Bang, 1999. (Odin Books)

Films

Beyond the Shadows. This documentary explores the devastating effects residential schools have had on First Nations communities in Canada. The video tells the history of these government-mandated schools, the painful personal stories of abuse, the resulting “multi-generational grief” and how First Nations communities have begun the process of healing. Gryphon Productions Ltd., 1992. (Shenandoah Film Productions)

Children of the Eagle. This video is about the healing of three sexually abused Aboriginal children. The eagle symbolizes the bravery, leadership, and wisdom that the community has to muster in order to deal with their children’s crisis. 1990. (National Film Board of Canada)

Honouring Our Voices. (32:56) Six women tell of their history of abuse as children, how that abuse continued into their adult relationships, and how they made the choice to stop the cycle of violence and silence. It is continually impressed upon the viewer how important it is to talk about what has, and is, happening. Elder Vera Martin talks about the importance of talking together, laughing together, crying together, and singing together. “Singing in a certain way brings you closer to spirit, I don’t know the scientific, I just know that singing does that.” This video documents a very encouraging and inspiring approach to First Nations women healing from abuse. Native Counselling Services of Alberta, 1993.

Little Voice in the Dark. (06:48) Animated story, written from a First Nations perspective, about a child trying to understand his friend’s family problems. His mother shares her story of growing up witnessing abuse. Designed for elementary school-aged children. Susan McCallum/Vera McGinty. Tsawwassen Indian Band, 1992. (Rainmaker Entertainment Group)

Richard Cardinal: Cry from a Diary of a Métis Child. A moving tribute to Richard Cardinal, a 17-year-old Métis boy who committed suicide in 1984. Richard had been taken from his home when he was four because of family problems; he spent the next 13 years moving in and out of 28 foster homes, group homes, and shelters in Alberta. Richard left behind a diary upon which this film is based.

Anger: You Can Handle It. This program teaches specific techniques for handling anger. Designed for children 13-18 years of age. (Sunburst Communications)

Angry? 10 Ways to Cool Off. Children are taught to cope with angry feelings. Designed for children ages 5-7. Sunburst, 1999. (Sunburst Communications)

Breaking the Chain. (27:09) (With Study Guide) Uses the story of a teenage girl with an abusive boyfriend to explore the issues of what is, and isn't, a healthy relationship; identify warning signs, role of family, society, history, and culture in the origins of violence; and explore ways of handling anger constructively. BC Council for the Family, 1992.

The Children's Voice. (30:00) A documentary about the pilot program of The Children's VOICE, a unique troupe of children, aged 9-16, all witnesses of violence in the home and formerly abused youth, who banded together for a common purpose, to collectively write and perform a play based on their life stories and concerns. The video captures their triumphant effort to break the cycle of violence for themselves and for other youth still in crisis. Katherine Marielle. (Canadian Filmmaker's Distribution Centre)

The Crown Prince. (37:41) Billy is 15. For most of his life, his family has kept a deadly secret a secret of violence and of fear. Billy knows what it means to be a victim. When the secret is told, he comes to an explosive realization about what it means to be "just like Dad." A powerful drama looking at the real and pressing problem of wife assault from the perspective of the children. This video explores the difficult choices that have to be made and how the cycle of violence can be broken. Joe MacDonald, 1989. (National Film Board of Canada)

Dinner for Two. This animated film tackles conflict in lively, humorous, and provocative ways. It shows that amidst the chaos that differences create, there are still paths to reconciliation.

Enfantillage/Kid Stuff. (05:53) This short video combines drawings and puppet animation. A child sits at his desk, quietly humming as he draws. In the next room, his parents are talking. Their voices grow louder ... a fight is brewing. The child's drawings convey the impact of his parents' quarrel with far greater intensity than words could ever manage. National Film Board, 1990. (National Film Board of Canada)

Family Ties: A Different Story. (24:20) An examination of family violence. The video was designed as an educational tool for both young people (over the age of 14) and adults on the topic of wife abuse. John Howard Society, 1988.

Feeling Yes, Feeling No. Teaches children how to protect themselves from sexual abusers. A must for all concerned with prevention and recognition of sexual assault of children. Designed for parents and elementary school children. Moira Simpson, 1999-2000. (National Film Board of Canada)

The Guidance Club for Kids: Anger, Temper Tantrums and Violent Emotions. (22:00) Introduction to self-esteem building, peer pressure, motivation, responsibility, decision making, and self-discipline. Designed for elementary school children. Reference Press, 1992. (Source RE Source)

Helping Kids Prevent Violence. (2 Videos and Facilitators Guide) Young actors use a video arcade to help illustrate ways to cope with their own anger. Designed for children 6-9 years of age. (Johnson Institute)

Hidden Feelings. (14:30) Uses puppets to tell the story of David, who is witnessing his father's violence against his mother and who is having trouble talking about his feeling. Great part where puppets do "rap" poems about feelings. Central Alberta Women's Emergency Shelter, 1990.

How I Learned Not to Be Bullied. (14:00) (Video and Teacher's Manual) Uses scenarios to show strategies for dealing with bullies. Designed for children 6-8 years of age. Sunburst, 1996. (Sunburst Communications)

It's Not Always Happy at My House. (34:00) This program, designed especially for kids, defines domestic violence and points out that it happens in many families in many different ways. The video emphasizes that the abuser is the only person responsible for the violence. It urges viewers not to feel alone and reminds them that help is available if violence is occurring in their family. (Marlin Motion Pictures)

It's Not OK. Ben Savage from "Boy Meets World" talks to children about how prevalent domestic violence is and has children talk about their experiences and then talks about a safety plan. Designed for children 5-14 years of age. (American Bar Association)

A Love that Kills. Tragic story of Monica, a 19-year-old murdered by her boyfriend. Designed for teens. National Film Board, 1999. (National Film Board of Canada)

My New Boyfriend. (13:00) This is an amateur production developed as an educational tool to create awareness for teens who may be experiencing dating violence and/or as a preventative measure to create awareness in teens in general. Cumberland County Transition House Association, 1995.

No Means No! A Video About Sex Role Stereotyping and Sexual Assault. (08:00) *No Means No!* is the result of a project designed to help teens address their educational needs around the issue of date and acquaintance rape. The project was based on a peer education model and all material was designed and performed by teens. Second Story Women's Centre, Nova Scotia, 1993.

No More Teasing. (14:00) (Video and Teacher's Manual) Uses scenarios to show strategies for dealing with bullies. Designed for children 6-8 years of age. Sunburst, 1995. (Sunburst Communications)

Not Alone. (19:00) This film takes us inside the intricate web of relationships experienced by a group of grade 7 students during the normal course of a school day. While sensitively maintaining a child's point of view, this powerful drama exposes the stories of Michael and Jane in relation to their tumultuous family lives and complex social interactions with peers. Designed as a discussion starter for children in grades 5-7 in the Respect, Safety, and Violence Prevention (RSVP) program. (Family Services of Greater Vancouver and Cinematotale)

Not Just Anybody. (27:09) (With Study Guide) Dating pressures and violence (acquaintance rape) from the perspective of a teenager. BC Council for the Family, 1992.

The Power to Choose. (18:00) Five short, compelling scenes explore the issues of power and violence in teenage dating relationships. (Kinetic Inc.)

Tulip Doesn't Feel Safe. Methods children can use in unsafe or violent situations. The video is about the problem solving approaches that Tulip uses when her parents fight at home. Designed for children 4-8. 1993. (Johnson Institute, US\$225).

Resiliency: How Kids Bounce Back from Adversity. Includes experts and young adults sharing their stories. The message for youth is that they can rise above their problems. Designed for children 14 and up. Sunburst Communications, 1996.

Right from the Start. (23:00) A dramatic educational package to help teenagers define abuse and prevent violence in dating relationships. 1992. (Victoria Women's Transition House)

Rough Love. (56:00) An exploration of dating violence, using a panel, studio audience, interviews, and dramatizations. National Coalition Against Domestic Violence, 1994.

Self-Esteem Workout Video. (30:00) Over 30 exercises to help raise self-esteem. Designed for high school children. (Source RE Source)

Sooper Puppy Words Can Hurt. (19:00) Puppets and real people are used to show that verbal abuse hurts. Designed for children primary to grade 3. J. Gary Mitchell Film Co., 1995. (Source RE Source)

Tea for Two. (07:15) A powerful and delightful way of communicating the critical lessons of conflict resolution. Designed for younger children. (National Film Board of Canada)

What About Us? (25:00) A video that is presented entirely from the children's point of view and is intended for use in a group counselling setting to help children talk about and cope with their own experiences of abuse and to reassure them that they are not alone. Viewers will observe how a child may develop a safety plan for dangerous situations. The drama will also show

children learning to accept that they are not to blame for their parents' conflict and the violence at home, that help is available, and that they can reach out for it. Hilary Jones-Farrow and Judith Blackwell, Friday Street Production Co., 1993. (BC/Yukon Society of Transition Houses)

Youth Violence: What's Out There. (50:00) Vignettes, discussions, and facts about youth violence. Designed for teens. 1995. (Friday Communications Inc.)

Effects on Children Who Witness Family Violence. Video on the effects on children who witness family violence. Dialogue is in Punjabi.

Guidance and Discipline with Young Children. (22:00) Designed for childcare staff, this video offers support, continuing education, and curriculum review in the area of behaviour and discipline with young children.

In Our Defence. (26:00) This drama/documentary poses the question “Why would some people want to abuse others?” Told in a dramatic story line, this half-hour film is interspersed with documentary footage of statements from counsellors, police, and legal experts and reflects Canadian society and Canadian law. The film is for 15-25-year-old women and men, in their formative adult relationships. The Image Works, Alberta, 1992.

Insight: Healing from Abuse/Children Who Witness Abuse. This video is about children who witness abuse and the healing process that is associated with children who witness. Open Learning Agency, 1994.

Make a Difference: How to Respond to Child Witnesses of Woman Abuse. (21:40) Child witnesses of women abuse deserve special attention. It is estimated that three to five children in every school classroom are growing up in homes where their mother is beaten or otherwise abused by her partner. Even if the children themselves are not direct targets of the abuse, they are deeply affected by seeing or hearing abuse, by the attitude of the abuser, and by their own confused feelings about what is happening. London Coordinating Committee to End Woman Abuse, 1994.

No Small Matter. (28:00) A video on family violence in Punjabi (with English subtitles). Designed for parents. Public Legal Education Society. (The People's Law School)

Seen but Not Heard. (29:00) (With Study Guide) A docudrama for general audiences and those who work with children, abused women, and abusive men. It explores the many serious emotional and physical effects on children who witness violence in their homes. This video combines documentary interviews with dramatized scenes. The docudrama focuses on the point of view of the child who unwillingly witnesses violence. It explores the many serious emotional and physical effects which violence can have upon its indirect victims, the children for whom home is not a safe place. This video provides valuable information for any professional working with children, abused women, and abusive men and is suitable for general adult audiences

who have been properly briefed. Hilary Jones-Farrow and Judith Blackwell, Friday Street Production Co., 1993. (BC/Yukon Society of Transition Houses)

Techniques of Play Therapy. (50:00) (A Clinical Demonstration) Video and 24-page manual, program manual, and discussion guide. (Odin Books)

Games

The Anger Solution Game. This game helps children learn to control their behavioural responses to anger. Designed for ages 7-12. 1996. (Odin Books)

Angry Animals. A fun and exciting way to show kids how to handle life's big and little problems without aggression. Designed for kids aged 4-12. (Source RE Source)

Breakaway: The Anti-Violence Game. This educational game helps to teach adolescents about abuse and helps them find non-violent ways to handle anger. Designed for ages 10-16. Patti Waldo. (Source RE Source)

The Dinosaur's Journey to High Self-Esteem. This game turns low self-esteem into positive self-image. Designed for ages 3-12. (Source RE Source)

The Dragon Game. This game encourages storytelling about different sorts of anger as well as other closely related feelings, such as anxiety, frustration, and embarrassment. Designed for ages 4-16. Blue Heron Games. (Blue Heron Games; Odin Books)

The Goose Game of Feelings. The aim of this game is to provide a playful opportunity for children to explore and express their feelings. It provides an informal structure for personal storytelling, focusing on the emotional life. Designed for any age. Blue Heron Games. (Blue Heron Games; Odin Books)

The Helping, Sharing and Caring Game. This game introduces and reinforces empathy, caring, and sharing skills. Designed for ages 4-11. Richard A. Gardner. (Odin Books; Source RE Source)

The Hopscotch Game of Playground Situations. This board game addresses a great number of interpersonal issues that arise on the playground and elsewhere. The emphasis of the game is on the identification of personal feelings and the cooperative brainstorming of solutions. Designed for ages 5-15. Blue Heron Games. (Blue Heron Games; Odin Books)

Let's Go Fish a Memory. The game can be used to enhance a child's ability to identify and express feelings. Respect and acceptance of each player's feelings and experiences are essential for the development of self-esteem and positive communication skills. Designed for any age. Blue Heron Games. (Blue Heron Games; Odin Books)

My Homes and Places. Designed for ages 4-14. Nancy Flood. (Kidsrights)

The Peace Path. A game designed for children from violent, abusive, or dysfunctional families. Designed for ages 6-14. Lisa Marie Barden, 1999. (Source RE Source)

The Play It Safe Game. This board game addresses a wide range of child safety issues, including motor vehicle safety, violence from peers, and sexual abuse. It is useful for familiarizing children with unsafe situations and as a tool for developing safe strategies. Designed for ages 5-15. Blue Heron Games. (Blue Heron Games; Odin Books)

Snakes and Ladders: A Moral Journey. This variation of the traditional snakes and ladders game is a playful way to initiate discussions on ethical issues, moral values, and behaviour. It provides the opportunity to explore the feelings related to a wide variety of personal experiences. Designed for any age. Blue Heron Games. (Blue Heron Games; Odin Books)

The Stress Less Game. Teaches ways to handle stress effectively. Designed for ages 7-12. 1997. (Odin Books)

The Talking, Feeling and Doing Game. A psychotherapeutic game for children. Designed for ages 4-15. Richard A. Gardner. (Odin Books)

Order information for books, videos, and manuals

Many of the above resources are available to BC/Yukon Society of Transition Houses members through the society's library. Please contact the librarian at 604-669-6943 or view the following link: www.bcysth.ca/library/library.htm

Alcohol Drug Education Services

203 – 2550 Shaughnessy Street
Port Coquitlam, BC V3C 3G2
Tel: 604-944-4155
E-mail: info@ades.bc.ca
www.ades.bc.ca

Amazon

www.amazon.ca

American Bar Association

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