

Caregivers Helping to Affect and Nurture Children Early

A Domestic Violence Training Manual
For Early Childhood Education.



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Introduction

Introduction

Studies estimate that each year somewhere between 3 and 10 million children are present or nearby during the abuse of a parent, caregiver, or family member (Straus, M.A., 1992). The collective experience of those working with parents of young children suggests that many parents think that young children, especially infants and toddlers, do not understand and will not remember or be seriously impacted by family violence. When parents are unaware of the effects of family violence on very young children, they may be less concerned about a young child's proximity to the hostilities. It is likely then, that a significant number of the children exposed to episodes of violence in the home are under five years of age.

These young children will attend pre-school programs, child day care centers, and family day care programs in caregivers' homes, Head Start and Early Head Start classrooms, and Early Intervention programs. Early Care and Education (ECE) providers in all of these settings should be prepared to respond to children and families living with domestic violence.

The Institute for Safe Families has created the C.H.A.N.C.E. Training Manual – Caregivers Helping to Affect and Nurture Children Early. These materials are designed to provide those working in early childhood programs with an opportunity to learn about the impact of domestic violence on young children and their families and to learn and practice skills for responding effectively.

Why Early Childhood?

The work of early care and education providers brings them into regular and direct contact with young children and their parents. A quality early childhood program is devoted to assessing development and providing one-on-one support and attention to children's physical, cognitive, and psychosocial needs. These teachers and caregivers are uniquely positioned to support children and families through the trauma of domestic violence and to contribute to family coping, safety and healing. This can happen primarily through the use of the early childhood curriculum and strategies for engaging with children and families that are already part of quality early childhood programs.

To be truly effective in responding to the needs of children living with domestic violence, however, early care and education providers need to supplement their knowledge with information and tools that are specifically focused on the impact of family violence and appropriate and helpful responses. This information, which is not typically a part of most training programs, can help create awareness and understanding of the impact of domestic violence on children and families and the role early care and education environments can play.

Who Should Be Trained?

The work of providing care and education to young children is done by people who have been early care and education providers for many years but have little or no ongoing formal education, and by those with Associates, Bachelors, and Masters degrees in

education and related fields, some with experience and others fresh out of college. Early childhood providers can also come to the task with a host of other training and life experiences, formal and informal. They are called child care program staff, teachers, caregivers, family day care providers, child care workers, aides, and early care and education professionals. The CHANCE training can be used with any or all of the people who provide early care and education to young children. The manual uses the term early care and education providers or program staff to refer to all of the above. In many cases, those who work as cooks, van drivers, secretaries, and custodians in early childhood settings can and should also be included in trainings, as they too engage with children and families and can play a role in supporting them through crises.

Many early care and education providers feel overwhelmed by the responsibilities inherent in the task of caring for young children. This training is not designed to additionally burden early childhood program staff. Nor does it suggest that early care and education providers should diagnose children's problems or confront abusive parents involved in domestic violence situations. The CHANCE training program provides an opportunity for early care and education providers, program staff and trainees in early childhood training programs to learn about domestic violence issues; about skills and tools for responding to child and parent needs; and about the community of programs and services prepared to work along with the early childhood field to stem the impact of domestic violence.

The CHANCE Philosophy

Underlying the CHANCE Training Manual is the mission of the Institute for Safe Families, which strives to end family violence and promote family and community well-being. This training also embraces and is informed by existing local and national efforts to combat domestic violence, including the Parenting After Violence Initiative, the Child Witness to Violence Project, and the Community Works Project Sanctuary Model. (See Resources list attached)

The ideas, activities, and information included in these modules also draw on the work of researchers and practitioners in the fields of brain development, trauma, mental health, family support, and pediatrics, as well as work that reflects current thinking in early childhood education.

If early childhood program staff members are to be effective in responding to domestic violence, however, they must have more than facts, research and statistics. They must also explore their own assumptions, beliefs, attitudes, and perspectives; learn to create environments that are physically and emotionally safe; and understand the scope of their impact on children and families.

The CHANCE Training Manual is also based on a foundation of family support principles¹:

- Staff and families work together in relationships based on equality and respect.
- Staff enhances families' capacity to support the growth and development of children.

¹ www.familysupportamerica.org



- Families are resources to their own members, to other families, to programs, and to communities.
- Programs affirm and respect families' cultural, racial, and linguistic identities.
- Programs contribute to the community-building process for families and for staff.

Children and families can successfully manage the crisis and trauma of domestic violence. Their capacity to recover often depends on the people and things in their lives that protect and support them. Early childhood care and education programs and providers can act as significant protective factors for young children exposed to domestic violence and for their families. They can offer safety and hope. This training manual is designed to give program staff the training, support and resources they need to provide a secure and healing environment for children and families who have experienced domestic violence.

How To Use The Training Modules

There are three basic modules that can be used in various ways to train early childhood program staff, plus an additional module for directors and administrators. Each one includes background information, issues for discussion, situations for problem solving, and activities for practicing skills.

Module 1: *Domestic Violence in America* defines domestic violence and provides insights into the feelings and experiences of parent victims, and abusers.

- Myths and Facts
- Understanding Victims of Domestic Violence
- Who are the Abusers?
- Power and Control
- Assessing Assumptions

Module 2: *Young Children and Domestic Violence* examines the impact on children exposed to parental violence. Module 2 also addresses trauma, vulnerability and resilience, focusing on protective factors that can buffer children and families from some of the damaging aspects of domestic violence.

- The impact of domestic violence on child development
- Observing the effects of domestic violence on children
- Trauma and brain development
- Understanding vulnerability and resilience

Module 3: *The Role of Early Childhood Staff in Responding to Children and Families Impacted by Domestic Violence* looks at the role of early childhood staff in responding when domestic violence affects young children in their programs. This section outlines seven categories of strategies that can give early childhood providers tools for helping young children and their families cope with domestic violence.

- Know yourself
- Know the facts

- Focus on the child
- Create an atmosphere of safety and trust
- Provide resources to parents
- Collaborate with community agencies

There are a variety of options for delivering this training:

Option#1: The three basic modules are designed to be used as three-hour trainings and can be offered singly or sequentially. A group that works together with the same trainer and experiences all three trainings will get the maximum out of the CHANCE training. The full manual gives trainees background information, time for discussion and problem solving, and activities for practicing strategies and skills.

Option#2: The three basic modules can be done in a one day six-hour training, entitled “Responding to Domestic Violence in Early Childhood: Issues, Concerns and Strategies”, that combines the most significant components of each module. This six hour training option covers abbreviated versions of all three modules of the manual. It provides participants opportunities to acquire information and discuss issues, with some, limited time to practice skills.

Option#3: Some programs may choose to use the CHANCE training in a 90-minute focus session on “Responding to Domestic Violence in Early Childhood”. This option provides programs and trainers with an opportunity to design a training that will focus on the specific aspect of CHANCE that is most needed by the staff. In most cases, the training will briefly touch on elements from first two of the modules outlined above but then focus in more depth and detail on the third content area.

The following are possibilities for 90-minute focus sessions that add emphasis, detail, and practice exercises in one area.

Focus Session A: Domestic Violence in America (90 minutes): This session uses films and role-plays to emphasize the stages of change and emotional crises that are typically a part of life for the victim, the abuser, and the implications of this on the developing child.

Focus Session B: The Impact of Domestic Violence on Young Children (90 minutes): This session uses stories, activities and films to illustrate the various behaviors and difficulties that are typical for children exposed to domestic violence, including an in-depth look at trauma, vulnerability and resilience in young children.

Focus Session C: The Role of Early Care and Education Programs and Staff (90 minutes): This session takes the 7 Strategies for Responding and uses exercises and role-plays to provide participants with practice in each category.

Trainers and Training

The CHANCE training manual has been designed to be delivered by seasoned trainers/instructors who will adapt the activities to their own teaching/training style, choosing from the many activities in each section. Trainers will also need to work closely with program staff to choose the training option and design that best meets the needs of the staff and program.

Each module has an Instructors' Guide and Participant Resources. Specific directions for each activity are included. Trainers should read through all of the modules completely and think about how to introduce each one, which activities to use with the particular group they will be training, and how much time to spend on each activity or module because times given are approximate. The Instructors' Guide also gives additional tips, anticipated responses, answers, training issues, and strategies for each section or activity.

Module One

Domestic Violence in America

Module One

Domestic Violence in America

Objectives:

- To relax participants, and to create and model an atmosphere of safety.
- To introduce them to each other and the trainer.
- To explore the topic of Domestic Violence.
- To develop understanding of the extent and nature of domestic violence in the United States.
- To explore personal and family factors that influence the ways that early childhood program staff perceive and respond to family violence situations.

Agenda:

I. Introductions

- Why should early childhood program staff learn about domestic violence?
- The CHANCE philosophy.
- Getting to know each other.
- Group process and expectations.
- Getting to know the topic.
 - o Definitions of Domestic Violence
 - o Module overview

II. Who is Affected by Domestic Violence?

- Myths and facts.
- Who are the victims of domestic violence?
 - o Understanding victims of domestic violence – themes and variations
 - o Stages of change
 - o What would you do if you were a victim?
- How do you see things?
- Who are the abusers?
 - o What do you think? Where do you stand?
 - o What do we know?
 - o Power and control
- Overview – How are young children affected?
- Wrap up and assessing next steps.

Module 1 – Participant Resources/Hand-Outs:

Resource 1: Getting to Know You

Resource 2: Definitions of domestic violence

Resource 3: Myths and Facts Quiz

- Resource 4: Domestic Violence Realities
- Resource 5: Patterns of Domestic Violence in Families
- Resource 6: Characteristics of Victims
- Resource 7: Reasons Victims Stay
- Resource 8: Stages of Change in Domestic Violence
- Resource 9: Understanding Victims- Questions for Discussion
- Resource 10: Sample Scenarios: What would you do?
- Resource 11: Who are the Abusers? What do you think?
- Resource 12: Who are the Abusers? What do we know?
- Resource 13: Power and Control Wheel and Discussion Guide
- Resource 14: A Personal Follow Up Plan

Module 1 – Materials:

- Participant Resources
- Name tents or tags
- Markers
- Easel and Newsprint and marker for recording ideas
- TV and VCR/DVD player
- Chart paper labeled: ROPES
- Chart paper labeled: Parking Lot
- Films, an excerpt from a book, or a guest speaker
- Assorted pictures mounted on stiff paper or cardboard
- Two easel pages marked "Agree" & "Disagree"

Module One

Domestic Violence in America

I. Introductions

A. Why should early childhood program staff learn about domestic violence?

Introduce the module by making the following points from the Introduction of this manual:

- Each year, an estimated 3-10 million children are present or nearby during the abuse of a parent, caregiver, or family member. (Straus, M.A., 1992)
- The youngest of these children are very likely to attend preschool programs, child day care centers, family childcare programs in a caregiver's home, Head Start and Early Head Start classrooms, and Early Intervention programs.
- Early childhood care and education providers in all of these settings should be prepared to respond to children and families living in the context of domestic violence.
- Early childhood care and education providers are uniquely positioned to support children and families through the trauma of domestic violence and contribute to family coping.
- High quality early childhood environments are also perfect for supporting children because they are naturally comforting and healing.
- A quality early childhood program is devoted to assessing development and providing one-on-one support and attention to children's physical, cognitive and psychosocial needs.
- Early childhood providers need information and tools that are typically not a part of most training programs.
- This training is designed to help create awareness about domestic violence and understanding of the impact of domestic violence on children and families.

B. The CHANCE Philosophy

Briefly explain that this training is part of a larger training manual. This module will focus on the overall issue of domestic violence in America. It is a topic that most participants will not have learned about in formal education. It is also a topic that will be felt at a very personal level by most trainees. Mention here that the CHANCE philosophy is built on the following principles (also from the Introduction of this manual)

- The mission of the Institute for Safe Families –
To work toward ending family violence and promoting family and community well-being.
- The basic principle of family support –
Staff and families work together in relationships based on equality and respect.
- The best practice concepts in early childhood education –
Quality early childhood care and education programs and providers act as significant protective factors for young children in crisis.

C. Getting to Know Each Other

Note to Trainer: The timing of introductions will depend on the size of the group. The trainer should maintain control of the time and move participants through the activity as quickly as required.

There are a variety of icebreaker activities that can be used here. The activity recommended for this module is specifically designed to get participants comfortable with talking openly about themselves, but in a playful way, as a warm up to some of the more difficult discussions that are part of this module.

1. Direct attention to Resource #1: Getting to Know You. Ask trainees to interview someone in the group using Resource #1. Each person will use the information they gathered to introduce the person they interviewed to the group.
2. Discuss the activity and the thoughts and feelings it can raise: Each of the questions in this activity requires some self-reflection in order to answer it. The questions can also lead participants to think about:
 - the importance of trust in all relationships
 - the many layers involved in revealing ourselves
 - decisions we all make about how we want to connect with others

Point out that this activity is an example of how a playful activity can include the beginnings of self reflection and set the stage for conversation about difficult topics.

3. Mention the reason each question is included:
 - Tell me about your name
Talking about how you were named can be fun, lighthearted, or painful. Some trainees will talk about relatives and ancestors; some will have funny stories. Others will reveal family feuds or painful memories about being named for their father's old girlfriend, which was upsetting for their mother!

Surname discussions too, can include feelings of hurt and anger related to the descendants of slaves having masters' last names and immigration officials arbitrarily changing a name they couldn't pronounce.
 - If you were one of the following what would you be and what would your title be?
This question highlights people's image of themselves and is good for self reflection.
 - What is one thing that would surprise people about you?
There are many levels of intimate self revelation that could be accessed in answering this question. Some participants will say very superficial things, some will reveal more intimate things, and others may shock the group. Be prepared for all of the above and mention to participants that those living with domestic violence will also reveal themselves in varied ways, degrees, and time frames.

- What are your greatest hopes and your worst fears about responding to domestic violence in early childhood programs?

The answers to this question can give trainers insight into the perspectives trainees bring to the task of responding to young children exposed to domestic violence.

4. Introduce yourself to the group incorporating more about your professional life and answering one or two of the questions in the Getting to Know You activity.
5. Wrap up the introductions by stressing the importance of knowing yourself before responding to the crises of others.

D. Group Process and Expectations

1. Introduce the ROPES by noting that the first activity, “Getting to Know You”, was an example of the many feelings, opinions, and ideas that will be raised throughout this training. In order to establish some guidelines for the group, the ROPES agreement will be used.

2. Write the word on chart paper:

R

O

P

E

S

3. Write the word that corresponds to each letter (see below) and ask participants to identify things that illustrate each word.

Respect

Openness

Patience

Escuchar (Spanish for to listen and to hear)

Safety

4. Ask that everyone agree to use the ROPES throughout the training
5. Post chart paper labeled Parking Lot and refer participants to it. Explain how it will be used to post those questions or concerns that arise during the training that cannot be addressed immediately, are slightly off the topic, or are included in other modules of CHANCE. These questions or concerns will be “parked” and the list will be reviewed at the end of the training to assure that everything was addressed.

E. Getting to Know the Topic

1. Direct participants to Resource #2: Definitions of Domestic Violence. Defining domestic violence is an important beginning step in the CHANCE training. Reading the definitions aloud assures that everyone hears them. The instructor can opt to read, ask for a volunteer, or do a “popcorn” read – ask anyone to read one definition and then someone else jumps in to read another and so on. This allows for many people to read but for those not comfortable reading to opt out.
2. Ask the group if any of the definitions surprised them. Ask for questions.
3. Give a brief overview of the content of Module 1 – Domestic Violence in America, making the following points:
 - Domestic violence really is everywhere.
 - It happens in all kinds of families and communities.
 - The impact of domestic violence is exacerbated by poverty and racism.
 - Children are most often present during episodes of domestic violence.
 - There are many factors that contribute to the cycle of domestic violence.

II. Who is Affected by Domestic Violence?

A. Myths or Facts

1. Introduce the Myths or Facts activity by noting that this is indeed a complex subject filled with both emotion and variations in perspectives. Myths have developed about domestic violence and they have been passed on from person to person and sometimes generation to generation. These myths can get in the way of effectively responding to victims of domestic violence.
2. Direct participants to Resource #3: Myth or Fact Quiz, Resource #4: Domestic Violence Realities, and Resource #5: Patterns of Domestic Violence in Families.
3. Instruct the group to take ten minutes to complete the Quiz on Resource #3.
4. Ask participants to gather in pairs or small groups and review together the list of key statistics and patterns in domestic violence on Resources #4 and #5, and to compare their perceptions (answers to Resource #3) with realities. (information in Resources #4 and #5)

Note to Trainer: This is meant to be an easygoing way of engaging participants in discussion of opinions, since most of the answers are fairly obvious. However, some of the questions may provoke debate. Use the following answer key to “settle” debates or answer questions.

Myth or Fact Quiz Answer Key:

1. Domestic violence includes physical and verbal battery of a partner. **Fact**
2. Domestic violence is rare in middle and upper income families. **Myth**
3. Abusers often come from families where they witnessed domestic violence as children. **Fact**
4. People who are being continually abused by intimate partners make a choice to stay in the relationship. **Fact**
 **Anticipated Responses – Some participants will argue here that victims have no choice. Acknowledge all feelings and ideas as valid and possible. Point out that feeling intimidated, afraid, or trapped and unable to make it on your own are common feelings for victims of domestic violence – feelings that lead to the choice of staying. Doing nothing or staying because one fears for their life or their childrens’ lives is still a choice to stay.
5. There is no domestic violence among gay and lesbian partners. **Myth**

6. Men cannot be victims of domestic violence. **Myth**

****Anticipated Responses** – The issue of gender in domestic violence discussions usually sparks debate. Questions 5 and 6 relate to that controversy. Some participants will doubt that women can really abuse men and project this opinion onto gay men. Remind participants that, in Resource #4: Domestic Violence Realities, it is noted that, while women are 5 - 8 times more likely to be abused by an intimate partner, abuse of men exists. Studies also indicate that gay and lesbian victims, as well as victims who are undocumented immigrants, have fewer supports and resources when faced with domestic violence.

7. When children live in situations where there is domestic violence, they are often also abused. **Fact**

8. Children rarely suffer long-term effects as result of living in a home where there is domestic violence. **Myth**

9. Many women are killed or maimed annually by abusing partners. **Fact**

10. If you know about a situation where someone is being abused, you should stay out of it. **Myth**

B. Who Are the Victims of Domestic Violence?

1. Begin this section of Module 1 by making the following points:
 - It is difficult to observe families struggling with domestic violence without wondering... “Why do people stay?”
 - The reasons are complex and come from a combination of experiences, beliefs, assumptions, and feelings.
 - Hearing the stories of those that have suffered through that choice, reviewing some typical characteristics of victims, and looking at theories of change can help with understanding the complexity of the issues.
2. Direct participants to review Resource #6: Characteristics of Victims, Resource #7: Reasons Victims Stay in Abusive Relationships, and Resource #8: Stages of Change and Domestic Violence.
3. Ask the group to review these materials to prepare for viewing and hearing the stories and experiences of abused women.
4. Focus the group on Resource #8: Stages of Change and Domestic Violence, and ask if the stages of change make them think of anything they have tried to change in their life?
5. Hearing the Stories – Provide one of the following experiences:
 - Option 1: Guest speaker – a Survivor of Domestic Violence
 - Option 2: Film clips (See film bibliography)

Note to Trainer: Three options are given for providing “real” life stories of victims: guest speakers, stories and films. Guest speakers are usually well received but also can take up more time in the training session, as can whole films. Selected clips from documentaries or popular films can be effective and brief. (See Trainer Resources: Using Films)

Training Tip: Participants are sometimes very hesitant to ask questions of guest speakers on this topic. Provide notepaper on each table. Before the speaker begins, ask trainees to write a question that they have for the guest and put the questions in a basket. Encourage participants to write more questions during the presentation and circulate the basket at the end of the speaker’s talk but before the open question time. The trainer can read the questions from the basket interspersed with questions asked directly.

6. Use Resource #9: Understanding Victims of Domestic Violence – Questions for Discussion and, as a group, discuss the ways that the guests or film or story characters responded to domestic violence, the characteristics of the victims, and the stages of change that the women may have been in.
7. Continue the discussion by asking participants to think about what they would do in a situation of potential violence.

8. Direct the participants to form groups or pairs and each group will choose a scenario from Resource #10: What Would You Do – Sample Scenarios. The group, pair or team will discuss the various options for responding.
9. Ask if anyone would like to share their responses with the whole group.

Note to Trainer: Looking at victims' thoughts, feelings, and motivations to stay or leave an abusive relationship will likely trigger past abuse for some participants. Trainers should be prepared for the possibility of emotional responses to this activity. Be empathic to the upset participant, remind the group that this is a very difficult subject, and move on. Trainers can't be counselors, but they can check in with the participant at the end of the training session to offer support and resources for further assistance if needed. Remember, how you respond to this should model for trainees how you want them to respond to parents in their programs when there are emotional reactions: empathy and warmth, resources, and clear boundaries.

C. How Do You See Things?

1. Introduce the “How Do You See Things?” activity and note that each participant saw the experience of the victims in the preceding sections, in their own way. This activity will help participants see that everyone wears a different set of lenses when they view the world and that those lenses influence how early care and education providers will respond to the issues of domestic violence.
2. Show the group a variety of pictures. Ask the group members what they "see" and to share a brief perspective or story about the picture. Ask for several different responses.

Note to Trainer: In some groups or for some pictures, the perspectives may not be diverse. In those cases, it is recommended that the trainer add comments that reflect other possible perspectives. The bullets below will help you with other perspectives. It is important to encourage and accept all perspectives.

Pictures and perspectives include:

- A man holding a child... Could be a father, brother, or a man that a child went to when lost in the supermarket.
 - An ad for an expensive car... could evoke longing, envy, and familiarity, memories of an old flame, or disdain for those that have much when others have so little...
 - A woman that looks to be grandmother age, with a young child.... could suggest satisfaction with having a grandchild, or resentment at being overburdened by the “children”, could be a child care worker who feels underpaid and overworked, or a woman who had a child later in life.
 - A group of people of mixed racial backgrounds... who do you identify with and why? Could evoke images of familiarity or fear... relief that life is becoming more diverse or suspicion that it is not real.
 - A uniformed police officer talking to a teenager... could raise feelings of antagonism for authority or evoke feelings of comfort and safety.
 - A prison. Some will see danger and feel fear or loathing for those inside and others will see opportunities for helping or nurturing relationships... Others will see barriers or injustice and still others may see a symbol of a fair system of punishment.
 - A disheveled room... could be a messy teen or an aftermath of someone’s rampage.
3. Continue the activity by stressing that victims, abusers, the children, and the early care and education providers all may have very different "lenses" through which they view the world and that building trust with parents and children requires examining the perspectives of everyone.

D. Who are the Abusers? – Where Do You Stand?

1. Introduce this section by noting the following:
 - Those who work with young children are often caregivers by nature and are most often women.
 - It may be easier to identify with mothers and victims than to relate to the abusers.
 - In some families, the abusers are still living in the family, others will be living elsewhere but in contact with the children, and still others will have been long gone but their presence is still felt in the family.
 - In most families where there is violence, children feel torn. They may love the abusive parent, feel angry at the victim parent, or struggle with what to feel for each.
 - Hearing about abusers can help early care and education staff to respond to children in ways that will minimize the loyalty conflicts by trying to be non-judgmental about the parent while still condemning the behavior.
2. Direct the group to Resource #11: Who are the Abusers? What Do You Think? and Resource #12: Who are the Abusers? What Do We Know?
3. Introduce “Where Do You Stand?” and note that this activity is designed to get participants to think about the many issues related to abusers in domestic violence situations.
4. Place two signs on the wall in two different areas of the room. (This should be done ahead of time) One sign says AGREE and one says DISAGREE. If the group is large, place chairs near each sign for those that choose to sit during this activity.
5. Read the statements below from Resource #11 and instruct participants to stand next to the sign that best reflects their individual views on the statement. Explain that this is a “Forced Choice” activity and that there is no “middle of the road.” You either agree or disagree and choose the opinion that is most reflective of your view. Ask one or two participants from each area to briefly state why they chose that stand. Some trainers will prefer to do this activity as a quiz and ask for volunteers to talk about their answers.

Note to Trainer: Once again, this activity can raise old wounds for participants, as well as debate and discussion about issues such as forgiveness, reconciliation, anger and resentments. Some participants will want to defend abusers and others will be outraged at any sympathy toward someone who is an abuser. Acknowledge all feelings as valid and offer the idea that children, too, will be torn. They most often love their parents, even the abusing one. When the abuser is not the parent, the child often looks to others for cues about how to feel. If Mom loves the man that is hurting her, children are very confused. Help participants to remember that they will need to find supports for their own feelings and judgments so that they can be as neutral as possible for the children.

6. Review Resource #12: Who are the Abusers? What Do We Know? As a group, discuss all of the attitudes and points of view reflected in the group.

Training Tip: Many of the films listed in the bibliography could be useful in this activity. A guest speaker is another option. Choosing the right guest speaker for this activity is crucial to its success. Check with local domestic violence programs for the best place to locate an abuser who has experience speaking to groups and who has agency support and guidance.

7. Direct participants to Resource #13: Power and Control Wheel and Discussion Guide. Discuss the ways that various forms of power and powerlessness influence those that use violence against family members. Discuss your reactions to the Power and Control Wheel on Resource #13, using the questions to guide you.

E. How are Young Children Affected? – An Overview

1. Brainstorm with the group about the ways in which the issues and aspects of domestic violence covered in Module 1 would “show up” in an early childhood classroom.
2. Using the information from Resource #19 in Module 2, make the following points:
 - Parents who suffer abuse and live with domestic violence, experience trauma. They fear for their lives and for the safety of their children, often so much so that they cannot think of anything else.
 - These feelings and preoccupations, and the behaviors that come with them, will affect young children.
 - The following is a list of the most frequently observed parent/victim reactions and the corresponding implications for parenting and child development².
 - o Sadness and anxiety – may make the parent less responsive to overtures from the child and can interfere with attachment.
 - o Impaired ability to be consistent and predictable – can create anxiety in children.
 - o Feelings of numbness, depression, fear, or preoccupations with safety may make parent emotionally unavailable to child.
 - o Increased fear for the child’s safety – can result in hyper-vigilance and “overprotective” parenting.
 - o Inability to trust the safety of child’s independence and to support the child’s autonomy – could interfere with the child’s motivation to explore things, experiences, and people.
 - o Fatigue, exhaustion – can interfere with all parenting and life tasks and increased irritability may result in less positive engagement with the child.
 - o Frustration and anger at the situation may lead to increased aggression toward the child.
 - o Inability to protect the child and create a safe environment could put the child at risk.

² Kaplan Sanoff, M. and Adalist-Estrin, A., 2006.

F. Wrap-Up and Next Steps

1. Direct participants to Resource #14: A Personal Follow-Up Plan and ask the group to think about the aspects of Module 1 that reinforced their skills and knowledge, those parts of the training that raised questions, and the parts of the training that gave them strategies to try.
2. Revisit the Parking Lot and address or defer any questions or concerns that are left on the list.

Note to Trainer: The content of Module 1 is focused on the adults in domestic violence situations. Module 2: Young Children and Domestic Violence will more thoroughly address the impact of exposure to domestic violence on young children.

Module Two

Young Children and Domestic Violence

Module Two

Young Children and Domestic Violence

Objectives:

- To develop awareness of the impact of domestic violence and trauma on young children and their families
- To gain knowledge about resilience and protective factors for children exposed to domestic violence.
- To identify signs of distress and behaviors that could indicate a young child's exposure to domestic violence
- To develop a core of knowledge about trauma and the effects of trauma that will create trauma informed responses in day-to-day early childhood practices.
- To explore risk factors that combine with the experience of domestic violence and increase vulnerability and to examine the protective factors in the lives of young children and the roles of adults in supporting resilience.

Agenda:

I. Introductions

- Why should early childhood program staff learn about domestic violence?
- The CHANCE philosophy.
- Getting to know each other.
- Group process and expectations.
- Getting to know the topic.
 - o Definitions of Domestic Violence
 - o Module overview

Training Tip: Trainers who are using all of the modules in consecutive trainings may want to use different warm up activities for each one. Eliminate introductory activities A and B and review Activity C: Group process and expectations. Activity E could include a review of definitions of domestic violence or simply an introduction to Module 2 material.

II. The Impact of Domestic Violence on Child Development

- Child Development Overview
- Temperament and Coping
- Observing and Understanding the Effects of Domestic Violence on Child
- Trauma in Children

III. Resilience in Young Children: Risk and Protection

- Risk and Vulnerability in Early Childhood
- Promoting and Supporting Resilience in Young Children
- Assessing risks and protections
- Wrap Up and Assessing Next Steps

Module 2 – Participant Resources:

Resource 1: Getting to Know You

Resource 2: Definitions of Domestic Violence

Resource 15: Developmental Tasks of the Preschool Years – Birth - Five

Resource 16: Parent and Caregiver Roles in Supporting Development in the Early Years

Resource 17: Temperament Scale

Resource 18: Effects of Domestic Violence on Children

Resource 19: Victims and Parenting

Resource 20: The Impact of Trauma on Children

Resource 21: Vulnerability and Resilience in Early Childhood

Resource 22: Promoting and Supporting Resilience in Young Children

Resource 23: Assessing Risks and Protections

Resource 14: A Personal Follow Up Plan

Module 2 – Materials:

- Participant Resources
- Name tents or tags
- Easel and Newsprint for recording ideas and Markers
- TV and VCR / DVD player
- Films, an excerpt from a book, or a guest speaker (Optional)
- Chart paper labeled: ROPES
- Chart paper labeled: Parking Lot

Module Two

Young Children and Domestic Violence

I. Introductions

A. Why should early childhood program staff learn about domestic violence?

Introduce the module by making the following points from the Introduction of this manual:

- Each year, an estimated 3-10 million children are present or nearby during the abuse of a parent, caregiver, or family member. (Straus, M.A., 1992)
- The youngest of these children are very likely to attend preschool programs, child day care centers, family child care programs in a caregiver's home, Head Start and Early Head Start classrooms, and Early Intervention programs.
- Early childhood care and education providers in all of these settings should be prepared to respond to children and families living in the context of domestic violence.
- Early childhood care and education providers are uniquely positioned to support children and families through the trauma of domestic violence and contribute to family coping.
- High quality early childhood environments are also perfect for supporting children because they are naturally comforting and healing.
- A quality early childhood program is devoted to assessing development and providing one-on-one support and attention to children's physical, cognitive and psychosocial needs.
- Early childhood providers need information and tools that are typically not a part of most training programs.
- This training is designed to help create awareness about domestic violence and understanding of the impact of domestic violence on children and families.

B. The CHANCE Philosophy

Briefly explain that this training is part of a larger training manual. This module will focus on the overall issue of domestic violence in America. It is a topic that most participants will not have learned about in formal education. It is also a topic that will be felt at a very personal level by most trainees. Mention here that the CHANCE philosophy is built on the following principles (also from the Introduction of this manual)

- The mission of the Institute for Safe Families –
To work toward ending family violence and promoting family and community well-being.
- The basic principle of family support –
Staff and families work together in relationships based on equality and respect.
- The best practice concepts in early childhood education –
Quality early childhood care and education programs and providers act as significant protective factors for young children in crisis.

C. Getting to Know Each Other

Note to Trainer: The timing of introductions will depend on the size of the group. The trainer should maintain control of the time and move participants through the activity as quickly as required.

There are a variety of icebreaker activities that can be used here. The activity recommended for this module is specifically designed to get participants comfortable with talking openly about themselves, but in a playful way, as a warm up to some of the more difficult discussions that are part of this module.

1. Direct attention to Resource #1: Getting to Know You. Ask trainees to interview someone in the group using Resource #1. Each person will use the information they gathered to introduce the person they interviewed to the group.
2. Discuss the activity and the thoughts and feelings it can raise: Each of the questions in this activity requires some self-reflection in order to answer it. The questions can also lead participants to think about:
 - the importance of trust in all relationships
 - the many layers involved in revealing ourselves
 - decisions we all make about how we want to connect with others

Point out that this activity is an example of how a playful activity can include the beginnings of self reflection and set the stage for conversation about difficult topics.

3. Mention the reason each question is included:
 - Tell me about your name
Talking about how you were named can be fun, lighthearted, or painful. Some trainees will talk about relatives and ancestors; some will have funny stories. Others will reveal family feuds or painful memories about being named for their father's old girlfriend, which was upsetting for their mother!

Surname discussions too, can include feelings of hurt and anger related to the descendants of slaves having masters' last names and immigration officials arbitrarily changing a name they couldn't pronounce.
 - If you were one of the following what would you be and what would your title be?
This question highlights people's image of themselves and is good for self reflection.
 - What is one thing that would surprise people about you?
There are many levels of intimate self revelation that could be accessed in answering this question. Some participants will say very superficial things, some will reveal more intimate things, and others may shock the group. Be prepared for all of the above and mention to participants that those living with domestic violence will also reveal themselves in varied ways, degrees, and time frames.

- What are your greatest hopes and your worst fears about responding to domestic violence in early childhood programs?

The answers to this question can give trainers insight into the perspectives trainees bring to the task of responding to young children exposed to domestic violence.

4. Introduce yourself to the group incorporating more about your professional life and answering one or two of the questions in the Getting to Know You activity.
5. Wrap up the introductions by stressing the importance of knowing yourself before responding to the crises of others.

D. Group Process and Expectations

1. Introduce the ROPES by noting that the first activity, “Getting to Know You”, was an example of the many feelings, opinions, and ideas that will be raised throughout this training. In order to establish some guidelines for the group, the ROPES agreement will be used.

2. Write the word on chart paper:

R

O

P

E

S

3. Write the word that corresponds to each letter (see below) and ask participants to identify things that illustrate each word.

Respect

Openness

Patience

Escuchar (Spanish for to listen and to hear)

Safety

4. Ask that everyone agree to use the ROPES throughout the training
5. Post chart paper labeled Parking Lot and refer participants to it. Explain how it will be used to post those questions or concerns that arise during the training that cannot be addressed immediately, are slightly off the topic, or are included in other modules of CHANCE. These questions or concerns will be “parked” and the list will be reviewed at the end of the training to assure that everything was addressed.

E. Getting to Know the Topic

1. Direct participants to Resource #2: Definitions of Domestic Violence. Defining domestic violence is an important beginning step in the CHANCE training. Reading the definitions aloud assures that everyone hears them. The instructor can opt to read, ask for a volunteer, or do a “popcorn” read – ask anyone to read one definition and then someone else jumps in to read another and so on. This allows for many people to read but for those not comfortable reading to opt out.
2. Ask the group if any of the definitions surprised them. Ask for questions.
3. Give a brief overview of the content of Module 2 – Young Children and Domestic Violence, making the following points:
 - Children’s developmental tasks include forming trusting relationships with caring adults for infants, expanding and testing those relationships for toddlers, and developing relationships outside the family and a sense of separateness for preschoolers.
 - Parents’ and caregivers’ tasks are to provide consistency and support and a safe and predictable environment.
 - Personality and temperament influence development and the "fit" between young children and the adults in their world affects children’s reactions to violence in their homes.
 - Children’s reactions to violence may include attachment disruptions, increased separation anxiety, regressive behaviors, sleep disturbances, psychosomatic complaints, and changes in eating, toileting patterns.
 - Being the victim of violence affects parents’ ability to parent their children.
 - Early experiences become biology, changing brain chemistry, thus shaping the way people learn, think, and behave for the rest of their lives.
 - Resilience in young children depends on protective factors, such as relationships and attachments; skills, competence, and confidence; and faith and meaning in life.
 - The adults in children’s lives can support their level of resilience by caring, providing a supportive environment.

II. The Impact of Domestic Violence on Child Development

A. Child Development Overview

1. Begin this section of Module 2 – Child Development Overview by stating that the overall purpose of Module 2 is to look at the developmental tasks of the pre-school years and to learn about or review the role that parents and early care and education providers play in that process.
2. Direct participants to review Resource #15: Developmental Tasks of the Pre-school Years – Birth to Five and Resource #16: Parents’ and Caregivers’ Roles in Supporting Development in the Early Years.
3. Working as a group, use Resource #15 and Resource #16 and note on the newsprint the following lists:
 - Some typical behaviors of children in early childhood settings that illustrate the examples of the developmental tasks noted on Resource #15.
 - Some examples of what parents do to support children’s mastery of these milestones?

Ask participants to give an example for each item listed. An example would be: During Infancy – Provide consistency of caregiving and support by responding to infant crying most of the time.

Note to Trainer: There may be many levels of knowledge and experience with child development represented in each group of participants including those with little formal training or experience, those with little training but much experience raising children or grandchildren, and those with advanced degrees and varying amounts of experience. Guide the discussion toward the commonly held norms for early childhood behaviors such as those found in any early childhood or child development text. A helpful outline follows.

Developmental Overview

Birth - 18 months – Attachment and trust , object permanence, purposeful behavior, wooing others to get needs met, first stage separation anxiety.

18 months - 3 years – Autonomy focus, use of early language and mobility to have power, needing to be both fully connected and fully independent at the same time, and internal combustion from the struggle for autonomy resulting in tantrums.

3 - 5 years – Differentiation or becoming psychologically separate, language now has real meaning, early (but faulty) logic, words now have power, called the age of opposition as these power struggles develop, gender identification, and some distancing from same gendered parent as part of the differentiation process.

5 - 8 years – Affiliation, moving away from family as primary focus to peers, embarrassment and other social emotions develop, expectations to apply learning rather than learning for its own sake (moves from learning to read...to reading to learn)

B. Temperament and Coping

1. Introduce the topic of “Temperament and Coping”. Refer participants to [Resource #17: Temperament Scale](#) and discuss the importance of temperament in relationship building.

Note to Trainer: Make sure you stress that these "qualities" are not meant to be used as "labels". In and of themselves, they are neither good nor bad. They are meant to be used as "reflective" tools to help early childhood providers to understand how personality influences development and to increase awareness about the "goodness of fit" between young children and the adults in their world.

2. Stress that the way that adults identify a person’s temperament as being similar to or different from others in the family can have a positive or a negative impact.
3. Conduct an activity designed to help participants look at their own temperament and consider how temperament may affect relationships. Post chart paper with the numbers 1 and 10 on opposite sides of the room. Indicate that the middle of the room is the "middle of the continuum". Ask participants to stand in a line where they fall on the temperament continuum.
4. Discuss the many ways in which temperament might influence parent–child relationships.

C. Observing and Understanding the Effects of Domestic Violence on Children

1. Explain to participants that this section of the training will focus on the wide ranging effects of domestic violence on the overall development of children. Tell the group to review Resource #18: Effects of Domestic Violence on Children and Resource #19: Parent/Victim Reactions and Parenting.
2. View a film or series of film clips from the film bibliography.
3. Discuss how the elements of Resources #18 and 19 were reflected in the film.

Note to Trainer: Many of the films listed in the bibliography are documentaries specifically on domestic violence and children. These are less violent than “Hollywood” films. Instructors should pre-view several films and choose the one that is best suited to the group and the trainer. (See Trainer Resource - Using Films)

4. Using the information from Resource #19, make the following points:
 - Parents who suffer abuse and live with domestic violence, experience trauma.
 - They fear for their lives and for the safety of their children, often so much so that they cannot think of anything else.
 - They are traumatized adults.
 - Their feelings, preoccupations, and the behaviors that come with them, will affect young children.
 - The list of the most frequently observed parent/victim reactions have implications for parenting and child development.
 - Care must be taken to view this list not in a way that blames parent victims for the harm that domestic violence causes children, but rather as a tool for understanding how the violence impacts the child.

Trainers who are using all of the modules in consecutive trainings may want to note that #4 is a review of parent victim reactions in Module 1.

5. Brainstorm with the group about the ways in which these issues would “show up” in an early childhood classroom.

D. Trauma in Children

1. Introduce this section of the training by noting that it is important that early childhood care and education providers develop a core of knowledge about trauma and the effects of trauma on young children. This will create trauma-informed responses in day-to-day early childhood practices.
2. As a group, review Resource #20: The Impact of Trauma on Children. Read the key points on brain development aloud.

Call the group's attention to the last bullet:

“The presence of parents and trusted adults lowers the dangerous levels of cortisol.” (Dozier, 2005) and discuss the conflict this poses for children, when the trusted adult is the perpetrator of the trauma-inducing event. This is a critical factor in the impact of domestic violence on children and a primary cause of symptoms and psychological damage.

Note to Trainer: This discussion is likely to begin to raise issues related to “Isn't this child abuse?” and “Should we report it?” This issue is thoroughly addressed in Module 3 and briefly discussed in Part III of this module, “Assessing Risks and Protections”. Remind participants that their role is to bring to their directors' attention all child behavior that is problematic or concerning. Suggest that they “park” their questions related to mandated reporting of child abuse until Part III.

3. Direct attention back to Resource #20 and review Post Traumatic Stress Disorder in Children. Emphasize that early childhood program staff members are not qualified to diagnose Post Traumatic Stress Disorder, ADD, ADHD, or any other mental and/or emotional condition. Even casually mentioning that a child acts like she has been traumatized is inappropriate. Symptoms of PTSD, ADHD, and other conditions are very similar and early care and education providers need to confer with and refer to mental health professionals for evaluation.

Note to Trainer: This module is designed to provide background information. Module 3 will focus on what early care and education providers can do in the classroom to help children exposed to domestic violence.

III. Resilience in Young Children: Risk and Protection

A. Risk and Vulnerability in Early Childhood

1. Refer participants to Resource #21: Vulnerability and Resilience in Early Childhood. Ask participants to read the list of risk factors. Remind them that the research shows that it is not the individual risks but the layers of risk that are damaging, using Garbarino's quote as illustration.

“A general principal of human development is that one risk factor will rarely tell the whole story or determine a person's future. Understanding comes from seeing the whole picture of a youth's life” (Garbarino, 1992).
2. Conventional wisdom though, would rank some risk factors as more damaging than others. This ranking is likely to be very subjective and will come from each person's personal experiences.
3. Instruct the participants to follow the instructions on Resource 21 and rank the risk factors in order of most damaging to least damaging, in their opinion.
4. Summarize by providing the following information:
 - Young children living with domestic violence may have many risk factors listed on Resource #21 as part of their everyday lives. Or, they may have none.
 - Everyone reacts to the list of risk factors in a personal way, thinking about the level of damage each one might have caused them or their families.
 - Studies have shown that it is the layering or "accumulation" of risk over time that causes the most difficulty and harm to children.
 - If young children experience multiple risks without adequate resources to cope, it could result in cycles of failure and enduring trauma.
5. Refer participants back to Resource #21: Vulnerability and Resilience in Early Childhood. Ask participants to look over the protective factors. Make the following points about protective factors:
 - There have been researchers studying resiliency since the 1940's.
 - They have all agreed on categories of protective factors that constitute resilience or the ability to bounce back from adversity.
 - 3 general categories of protective factors have emerged from the literature.
 - They are: Relationships, Skills, and Faith.

B. Promoting and Supporting Resilience in Young Children

1. Now look at Resource #22: Promoting and Supporting Resilience in Young Children and focus the group's attention on how the early childhood programs and providers can be protective factors for young children by promoting and supporting resilience.
2. Emphasize the role of autonomy and choice as skills that promote competence, confidence and resilience. Briefly brainstorm ways that this happens in quality early childhood programs

Note to Trainer: Module 3 looks in depth at the role of the early childhood program and provider in responding to young children in the context of domestic violence.

C. Assessing Risks and Protections

1. Resource #23: Assessing Risk and Protection offers participants an opportunity to look at the story of one four-year-old girl and to assess the number of risk factors and the number of protective factors present in her life. Divide the group into teams or pairs and ask the participants to answer the questions at the end of Christie's story. Take 10 minutes for this discussion.
2. Ask one volunteer from each group to summarize their discussions.

Training Tip: You can illustrate risk and protection using balance scales or blocks. As the group discusses risk factors put one block on the scale or pile for each risk factor mentioned. Now discuss protective factors. If you are using the scale, put the protective factors on the opposite side of the scale. If you are using piles of blocks, take a block away from the risk pile for each protective factor identified. Tell participants that the protective factors need to be in greater numbers or intensity than the risk factors to be effective.

3. Emphasize that assessing risk and protection for young children in early childhood programs happens every day.
4. Make the following points:
 - Sometimes assessment is formalized with the use of standardized assessments tools.
 - Sometimes it happens in consultation with mental health or social work professionals.
 - Sometimes, it happens informally when staff members observe their young charges and make those observations known to administrators and parents.
 - A part of this process sometimes involves reporting observations to Child Protective Services.
5. Continue the discussion, noting that children will respond to and be impacted by domestic violence differently. We cannot assume that all children are adversely affected by exposure to violence or that their exposure is the result of or results in negligence or abuse. In most states, a child's exposure to domestic violence does not require a child protection report. Early childhood providers, as mandated reporters, must use their judgment (albeit trained and educated) to decide whether a child's behavior indicates that they are at risk of injury or abuse and whether protective services should be involved. This should always be a team decision and requires the involvement of program administrators.

Note to Trainer: The issue of whether exposure to domestic violence should or could be defined as child abuse is very complicated. It is strongly debated around the country and there are no easy answers.

Of course, cases where there is physical injury, indications of diagnosable psychological harm or perceived imminent danger to a child, are cases that need to be reported to child protective services. Centers must have clear policies written in both staff and parent handbooks, outlining the steps that would be taken in such cases. Module 3 includes a significant focus on policies and practices that are necessary for effective response to domestic violence in early childhood, including mandated reporting issues and concerns.

D. Wrap-Up and Next Steps

1. Direct participants to Resource #14: A Personal Follow Up Plan. Ask the group to think about the aspects of the training that reinforced their skills and knowledge, those parts of the training that raised questions and the parts of Module 2 that gave them strategies to try.
2. Revisit the Parking Lot and address or defer any questions or concerns that are left on the list.

Module Three

The Role of Early Childhood Staff in Responding to Domestic Violence Issues

Module Three

The Role of Early Childhood Staff in Responding to Domestic Violence Issues

Objectives:

- To develop skills for using the early childhood curriculum in ways that promotes healing and coping for children exposed to domestic violence.
- To identify policies and practices that are necessary in early childhood programs in order to effectively respond to children and families living with domestic violence.
- To develop skills in communicating about domestic violence with children and parents who are or could be living with it.
- To create atmospheres of safety and trust for children and families living with domestic violence.
- To practice applying the ideas and principles of the CHANCE training to stories and cases based on real life incidents of domestic violence presented in early childhood programs.

Agenda:

I. Introductions

- Why should early childhood program staff learn about domestic violence?
- The CHANCE philosophy.
- Getting to know each other.
- Group process and expectations.
- Getting to know the topic.
 - o Definitions of Domestic Violence
 - o Module overview

Training Tip: Trainers who are using all of the modules in consecutive trainings may want to use different warm up activities for each one. Eliminate introductory activities A and B and review Activity C: Group process and expectations. Activity E could include a review of definitions of domestic violence or simply an introduction to Module 2 material.

II. Responding to Domestic Violence in Early Childhood Programs – What You Can Do – 7 Strategies for Responding to Domestic Violence in Early Childhood

- Strategy # 1 – Knowing Yourself
 - o Personal Beliefs Self-Evaluation
 - o What Would You Do?
 - o Understanding and Coping with “Compassion Fatigue”

- Strategy # 2 – Knowing the Facts
 - o Reviewing what we know
- Strategy # 3 – Focus on the Child
 - o Creating Safe Environments
 - o Coping with Children’s Challenging Behaviors
 - o The Healing Powers of the Early Childhood Curriculum
 - o Communicating With Young Children
- Strategy # 4 – Creating an Atmosphere of Safety and Trust for Children and Parents
- Strategy # 5 – Provide Resources to Parents
- Strategy # 6 – Collaborate with Others
 - o Locating and Using Domestic Violence Information and Resources and resources for referrals
- Strategy # 7 – Follow Program Policies & Procedures for Responding to Domestic Violence

III. Putting it all together: Practicing Responses

IV. Wrap Up and Next Steps

Module 3 – Participant Resources:

- Resource 1: Getting to Know You
- Resource 2: Definitions of domestic violence
- Resource 24: Personal Beliefs Self Evaluation
- Resource 25: What would you do? Family Scenarios
- Resource 26: Knowing the Facts
- Resource 27: Coping with Children’s Challenging Behaviors
- Resource 28: The Healing Powers of the Early Childhood Curriculum
- Resource 29: Using Toys and Materials with Young Children in the Aftermath of Domestic Violence
- Resource 30: Activities and ideas for the classroom
- Resource 31: Communications Skills Exercise
- Resource 32: Communicating with Young Children
- Resource 33: Trust and Parent – Staff Relationships
- Resource 34: Mandated Reporters: Issues, Concerns and Strategies
- Resource 35: Responding: Putting it all Together
- Resource 14: A Personal Follow up Plan

Module 3 – Materials:

- Participant Resources
- Name tents or tags
- Markers
- Easel and newsprint for recording ideas
- TV and VCR / DVD player
- Films (Optional)
- Chart paper labeled: ROPES
- Chart paper labeled: Parking Lot
- Hats
- Index cards (5" x 7")
- Yellow Pages, local newspapers, Health and Human Service Providers Directories and sample pamphlets/posters/flyers from local domestic violence organizations
- Sample policy manuals from child care/preschool programs

Module Three

The Role of Early Childhood Staff in Responding to Domestic Violence Issues

I. Introductions

A. Why should early childhood program staff learn about domestic violence?

Introduce the module by making the following points from the Introduction of this manual:

- Each year, an estimated 3-10 million children are present or nearby during the abuse of a parent, caregiver, or family member. (Straus, M.A., 1992)
- The youngest of these children are very likely to attend preschool programs, child day care centers, family childcare programs in a caregiver's home, Head Start and Early Head Start classrooms, and Early Intervention programs.
- Early childhood care and education providers in all of these settings should be prepared to respond to children and families living in the context of domestic violence.
- Early childhood care and education providers are uniquely positioned to support children and families through the trauma of domestic violence and contribute to family coping.
- High quality early childhood environments are also perfect for supporting children because they are naturally comforting and healing.
- A quality early childhood program is devoted to assessing development and providing one-on-one support and attention to children's physical, cognitive and psychosocial needs.
- Early childhood providers need information and tools that are typically not a part of most training programs.
- This training is designed to help create awareness about domestic violence and understanding of the impact of domestic violence on children and families.

B. The CHANCE Philosophy

Briefly explain that this training is part of a larger training manual. This module will focus on the overall issue of domestic violence in America. It is a topic that most participants will not have learned about in formal education. It is also a topic that will be felt at a very personal level by most trainees. Mention here that the CHANCE philosophy is built on the following principles (also from the Introduction of this manual)

- The mission of the Institute for Safe Families –
To work toward ending family violence and promoting family and community well-being.
- The basic principle of family support –
Staff and families work together in relationships based on equality and respect.
- The best practice concepts in early childhood education –
Quality early childhood care and education programs and providers act as significant protective factors for young children in crisis.

C. Getting to Know Each Other

Note to Trainer: The timing of introductions will depend on the size of the group. The trainer should maintain control of the time and move participants through the activity as quickly as required.

There are a variety of icebreaker activities that can be used here. The activity recommended for this module is specifically designed to get participants comfortable with talking openly about themselves, but in a playful way, as a warm up to some of the more difficult discussions that are part of this module.

1. Direct attention to Resource #1: Getting to Know You. Ask trainees to interview someone in the group using Resource #1. Each person will use the information they gathered to introduce the person they interviewed to the group.
2. Discuss the activity and the thoughts and feelings it can raise: Each of the questions in this activity requires some self-reflection in order to answer it. The questions can also lead participants to think about:
 - the importance of trust in all relationships
 - the many layers involved in revealing ourselves
 - decisions we all make about how we want to connect with others

Point out that this activity is an example of how a playful activity can include the beginnings of self reflection and set the stage for conversation about difficult topics.

3. Mention the reason each question is included:
 - Tell me about your name
Talking about how you were named can be fun, lighthearted, or painful. Some trainees will talk about relatives and ancestors; some will have funny stories. Others will reveal family feuds or painful memories about being named for their father's old girlfriend, which was upsetting for their mother!

Surname discussions too, can include feelings of hurt and anger related to the descendants of slaves having masters' last names and immigration officials arbitrarily changing a name they couldn't pronounce.
 - If you were one of the following what would you be and what would your title be?
This question highlights people's image of themselves and is good for self reflection.
 - What is one thing that would surprise people about you?
There are many levels of intimate self revelation that could be accessed in answering this question. Some participants will say very superficial things, some will reveal more intimate things, and others may shock the group. Be prepared for all of the above and mention to participants that those living with domestic violence will also reveal themselves in varied ways, degrees, and time frames.

- What are your greatest hopes and your worst fears about responding to domestic violence in early childhood programs?

The answers to this question can give trainers insight into the perspectives trainees bring to the task of responding to young children exposed to domestic violence.

4. Introduce yourself to the group incorporating more about your professional life and answering one or two of the questions in the Getting to Know You activity.
5. Wrap up the introductions by stressing the importance of knowing yourself before responding to the crises of others.

D. Group Process and Expectations

1. Introduce the ROPES by noting that the first activity, “Getting to Know You”, was an example of the many feelings, opinions, and ideas that will be raised throughout this training. In order to establish some guidelines for the group, the ROPES agreement will be used.

2. Write the word on chart paper:

R

O

P

E

S

3. Write the word that corresponds to each letter (see below) and ask participants to identify things that illustrate each word.

Respect

Openness

Patience

Escuchar (Spanish for to listen and to hear)

Safety

4. Ask that everyone agree to use the ROPES throughout the training
5. Post chart paper labeled Parking Lot and refer participants to it. Explain how it will be used to post those questions or concerns that arise during the training that cannot be addressed immediately, are slightly off the topic, or are included in other modules of CHANCE. These questions or concerns will be “parked” and the list will be reviewed at the end of the training to assure that everything was addressed.

E. Getting to Know the Topic

1. Direct participants to Resource #2: Definitions of Domestic Violence. Defining domestic violence is an important beginning step in the CHANCE training. Reading the definitions aloud assures that everyone hears them. The instructor can opt to read, ask for a volunteer, or do a “popcorn” read – ask anyone to read one definition and then someone else jumps in to read another and so on. This allows for many people to read but for those not comfortable reading to opt out.
2. Ask the group if any of the definitions surprised them. Ask for questions.
3. Give a brief overview of the content of Module 3 – The Role of Early Childhood Staff in Responding to Domestic Violence Issues, going over the following:
 - 7 Strategies for Responding to Domestic Violence in Early Childhood
 - Strategy #1 – Knowing Yourself
 - Strategy #2 – Knowing the Facts
 - Strategy #3 – Focus on the Child
 - Strategy #4 - Creating an Atmosphere of Safety and Trust for Children and Parents
 - Strategy #5 – Provide Resources to Parents
 - Strategy #6 – Collaborate with Others
 - Strategy #7 – Follow Program Policies & Procedures for Responding to Domestic Violence
 - Putting It All Together: Practicing Responses

II. Responding to Domestic Violence in Early Childhood Programs – What You Can Do

7 Strategies for Responding to Domestic Violence in Early Childhood

1. Know yourself – Examine the biases, assumptions, beliefs, attitudes, and experiences that you bring to the task of responding to children and families impacted by domestic violence, in order to inform your observations and responses.
2. Know the facts – Be aware of the facts about the impact of domestic violence on young children, as well as policies and procedures to follow in cases of known or suspected domestic violence.
3. Focus on the child – The child’s day with you can contribute greatly to healing and support. The child’s behavior is the gauge by which the informed eye can measure the possible effects of crisis and trauma.
4. Create an atmosphere of safety and trust for the children and their families – Communicate well, honor confidentiality, practice nonjudgmental and respectful responses, and share observations in ways that parents can hear without feeling defensive.
5. Provide resources to parents – Keep parents informed about the child’s emotional, social, and cognitive growth, as well as making resources for victims of domestic violence available.
6. Collaborate with others – Providing resources requires programs to know and to access agencies and organizations in the community that can help children, families, and staff.
7. Follow or create program policies and procedures – Policies and procedures must be in place related to recording observations, sharing information with parents, consulting and collaborating with others, and reporting concerns to supervisors or authorities.

1. Introduce Module 3 by reviewing the 7 items above: Remind participants that most of these things are skills they already have and that responding to children exposed to domestic violence will be in many ways just like responding to children with other life stresses.
2. Explain that we will look at each one of these 7 strategies.

A. Strategy #1 – Knowing Yourself

1. Tell participants that before you can really help others, you must examine your own beliefs relevant to domestic violence and understand how those impact on work with children and families.
2. Instruct the group to review Resource #24: Personal Beliefs Self Evaluation and to complete the worksheet. Discuss responses and suggest ways that beliefs and attitudes might impact work with a family affected by domestic violence.

Training Tip: This activity can be done as a worksheet or it can be done by placing signs reading Strongly Agree, Agree, Disagree, Strongly Disagree in four areas of the room. As you read each statement, instruct participants to go and stand under the sign that best reflects their opinions. Ask one person from each opinion group to say why they agree or disagree.

Note to Trainer: This activity is designed to help participants explore their opinions. There are no right or wrong answers. Tell participants that it is very important that they not judge others for their opinions, again modeling nonjudgmental responses that staff will need to use with parents and children when opinions are different and even upsetting.

3. To further explore personal beliefs and values that could influence reactions and responses to children and families living with domestic violence, direct the group to Resource #25: Family Scenarios. Each scenario will be read aloud and participants will be invited to express their viewpoints regarding these family situations.
4. Using the questions at the end of Resource #25, the group will explore the feelings and thoughts that these stories raise.

Note to Trainer: These stories can raise issues related to moral values and religious teachings and spark debate. Encourage all feelings and thoughts, and be on the lookout for comments that may indicate biases and prejudices that could pose obstacles to effectively responding to children and families living with domestic violence. You may want to follow up with some participants in private.

5. Introduce the topic of Compassion Fatigue by explaining that it is being tired of helping and supporting others whose pain and needs are often extreme and intense. The purpose of this section of Module 3 is to discuss the ways in which working with families affected by domestic violence can cause stress and to explore options for coping with compassion fatigue.

Note to Trainer: This activity often brings out the stresses that are a part of everyone's lives. Keep the time on this activity to 15 minutes.

6. Review the Questions To Guide Discussion below and ask participants to think about ways that people in the helping professions can be overwhelmed by the sadness of the families they work with and the reactions that helpers can have to these feelings.

Questions To Guide Discussion

- What kinds of work situations cause stress?
- What are some symptoms of stress? (Sleeping too much or insomnia; lack of appetite or overeating; constipation; irritability; withdrawal; and crying.)
- What are some ways to reduce stress? (Movies, exercise, reading, sporting events, hot shower or bath.)
- What do you do when work-related stress is overwhelming? (Let supervisor or co-worker know; ask for help.)
- What do you do when you observe signs of compassion fatigue in a coworker? (Approaching a stressed coworker; seeking assistance from a supervisor.)
- What kinds of stress reduction activities would you suggest to your supervisor for helping with compassion fatigue at your workplace?

Training Tip: A fun activity might be a welcome addition at this point in Module 3. One that fits here is “Wearing Many Hats”. Pre-arrange a variety of hats, and costume accessories on a table at the front of, or somewhere, in the room. Ask each participant to choose an item that best represents their definition of their role as an early childhood provider, hold it up, and tell the group why they made their choice. Allow 5 minutes for selection and about 1 minute per participant for sharing.

Suggestions include: baseball caps, fancy bonnets, rain gear, top hats, aprons, sun visors and children’s dress up accessories like superman capes, firefighter hats, police paraphernalia, hard hats. Masks and puppets can also be used. If these suggestions are unavailable or too costly, use party favors, inexpensive children's toys etc. If hats are used, instruct participants NOT to wear them. This could present a health hazard.

B. Strategy # 2 – Knowing the Facts

1. Direct participants to Resource #26 – Knowing the Facts³. Ask the group to “popcorn” read.

Key Facts about Domestic Violence for Early Childhood Program Staff

- Nearly one-third (31%) of American women report physical or sexual abuse by a husband or boyfriend sometime in their lives.
- Women who leave their abusers are at 75% greater risk of severe injury or death than those who stay in their relationships.
- Child abuse occurs in 30 – 60% of domestic violence situations where there are children present.
- Parents who are violent with one another are at higher risk for abusing their children.
- Each year, an estimated three to ten million children witness assaults against a parent by an intimate partner.
- Children exposed to domestic violence are at risk for emotional, physical, and cognitive delays and/or difficulties.
- Domestic violence does not occur as an isolated event. If no legal intervention occurs, it will happen over and over.
- Once violence occurs it tends to increase in severity over time.
- Violence is often connected to drug or alcohol abuse.
- Violence is often connected to unemployment or underemployment of one partner (economic stress).
- Violence occurs in cycles of commission of a violent act, separation of the parties, the perpetrator’s pleas for forgiveness, and reconciliation and reunion of the parties.
- With support, families affected by domestic violence can be reconciled and develop appropriate behaviors and skills.
- Victims of domestic violence often feel emotionally or economically dependent on partner.
- Victims of domestic violence typically feel responsible for the abuse and blame themselves.
- Children living with domestic violence feel fear and danger, which creates trauma.
- Trauma changes brain chemistry.
- Domestic violence is rarely the only risk factor in the life of a child living with it.
- The layering of risks increases the trauma.

³ www.endingviolence.com (adapted)

- The three primary protective factors are Relationships/Attachment, Skills, and Faith.
 - In most states, a child's exposure to domestic violence does not require a report to child protective services unless there is injury, diagnosable psychological damage, or imminent danger.
2. Ask if anyone was surprised by any of the facts. Offer resources from the CHANCE Bibliography for those that would like more details.

Note to Trainer: Resource #26 includes information covered in other modules of the CHANCE training. Therefore, it will be a review for some participants and new to others.

C. Strategy #3 – Focus on the Child

1. Introduce this section by stating that the most important role for the early childhood provider to play in responding to the possibility of domestic violence, is to focus on the child. The early childhood program environment is typically a healing one, filled with the things that young children need to deal with stress and crisis:
 - A safe and protective environment
 - Predictable schedules and rules
 - Respectful discipline
 - Growth filled and healing play experiences
 - Opportunities to talk and be listened to
 - Watchful and knowing adults

Good early care and education program staff members are good observers of children and their needs. The child's behavior is the gauge by which the informed eye can measure the possible effects of crisis and trauma and lead to appropriate action.
2. Creating Safe Environments: an early childhood classroom can provide children affected by domestic violence with an increased sense of safety and security in many ways. Three areas that are of particular importance to creating safety for children are: the classroom layout, the daily schedule, and the classroom rules or expectations.
3. Divide participants into 3 groups. Assign each group one of the following areas to discuss:
 - Classroom Layout
 - Daily Schedule
 - Rules Chart
4. Instruct each group to brainstorm the key issues for each area. Make sure the following points are made:
 - Early childhood classrooms create feelings of safety and security for young children. Small, clearly defined spaces, spaces for large and small group activities, places to be alone, places to display or keep art or personal possessions are all important for an overall sense of well being for preschool aged children. Children exposed to family violence benefit greatly from the predictability and clarity of developmentally appropriate spaces.
 - A daily schedule that balances active and quiet time is very important for all young children as they learn to regulate their internal clock and activity needs. An appropriate schedule for young children also includes a lot of free time for children to choose activities or to choose to be still. Young children exposed to domestic violence are often “hyper”... they are wound tightly and have a very difficult time recognizing their own body needs for calm. External regulation in the form of a schedule helps. It gives them something that is predictable.

- Children, even as young as three, can and should participate in the classroom rules chart. Rules also give young children an opportunity to predict and also to choose... which rules to follow and which to test!
5. Coping with Children’s Challenging Behaviors – This aspect of responding to children in the aftermath of domestic violence is likely to be the most immediately relevant. Introduce the topic by suggesting that what we know about young children and trauma and crisis tells us that children will express their feelings through behavior and that the purpose of this section of Module 3 is to identify specific challenging behaviors seen in young children and to suggest appropriate techniques for responding to them.
 6. As a group, brainstorm about the behaviors that parents and teachers and caregivers of young children find challenging, such as being uncooperative, interrupting, hitting, temper tantrums, not sharing toys or equipment, and difficulty taking turns. Now note on this list, behaviors that are likely to be expressions of emotion for children in crisis or for children exposed to domestic violence. Note that many of the behaviors on the list above are behaviors that children living with Domestic Violence may use to:
 - test the security of the people and environment, and/or
 - “speak” feelings.
 7. Direct the group to review Resource #27: Coping with Children’s Challenging Behaviors/Effective Behavior Management Strategies, then discuss how the strategies would be used with some of the behaviors listed.
 8. Begin the next discussion by brainstorming a list of ways that a quality early childhood education environment and curriculum can be inherently healing. Note the three categories of protective factors discussed earlier that are also part of a good early childhood program:
 - caring relationships,
 - activities for developing confidence and competence, and
 - experiences that help children find meaning in their lives.
 9. Look at the list on Resource #28: How Does A Quality Early Childhood Curriculum Help Children Exposed To Domestic Violence? and compare this list to the one generated by the group. Note that the basic nature of the early childhood environment is healing, so it is not difficult to apply the structure, warmth, flexibility, and stimulation to a specific group of children in crisis.
 10. Continue the discussion by mentioning (or pointing out from the list) that the toys and materials chosen in most early childhood programs not only foster mastery of skills but also encourage creativity, autonomy, and expression of emotion. Direct the group to Resource #29: Using Toys and Materials with Young Children in the Aftermath of Domestic Violence.

Note to Trainer: The issue of which toys are helpful to children exposed to domestic violence is a complicated one. The list on Resource #29 suggests powerful character figurines but superhero toys and play are not considered appropriate in the toy recommendations in early childhood education best practice standards. Children need to gain mastery over their sense of being powerless and overpowered by perpetrators in homes where there is violence. Some programs use “mean” animals like lions, crocodiles, or dragons. Others include giants and other fairy tale or Disney characters. Still other programs do not limit the superheros (they include some like Superman or Spiderman), but limit superhero play, meaning the toys are OK but pretending to be the toys or the characters is not.

Fear is another issue that toy choices raise. Children living with domestic violence may be fearful of scary toys or items like witches or masks. Toys that are too frightening or those with only destructive or evil purposes are not helpful to children in mastering their fear and other feelings. In fact, they may only increase anxiety and aggression. Programs will need to make toy choices based on policy and philosophy and then allow children to use those toys available to express feelings as they need to while also setting limits on inappropriate behavior.

11. The final activity in this section uses Resource #30: Activities and Ideas for the Classroom. Ask participants to form pairs or small groups. Instruct each pair, small group, or individual to choose 2-4 activities from Resource #30 and to plan to role play using the activity or to outline a plan for its use in a classroom or adapt it for use with varying ages or children.

Note to Trainer: Trainers have varying degrees of comfort with role playing. Participants groups also will vary in their abilities to role play. Role playing, however, is the best way to engage trainees in the process and also to have them practice skills. Some trainers will ask for volunteers to play all parts of a role play and others will take on the teacher/caregiver part for themselves to model appropriate responses.

12. Another aspect of focusing on the child is communicating with them. Remind participants of the importance of communication skills in building trust and fostering relationships with children impacted by domestic violence.
13. Resource #31: Communication Skills Exercise and Resource #32: Communicating with Young Children should be used in small groups to discuss each example in the exercise and collaborate on an appropriate and agreed upon response to each situation.
14. Groups will take turns presenting one or more of the sample responses to the larger group, describing why they chose their responses.

D. Strategy #4 – Creating an Atmosphere of Safety and Trust for Parents

1. Make the transition from what you can do for the child to what you can do for the parents. Make the following points:
 - Relationships are protective and trust is necessary for relationships to be effective. While many early childhood program staff will have had training in communicating with children, it may be more difficult to create trust and safety for parents.
 - For children and families impacted by domestic violence, the early childhood program can be the environment that reminds parents that it is OK to talk about their experience.
 - A safe and trusting environment can, and often will, decrease the parents' anxiety about their child, and increase the likelihood that parents will listen to feedback, take advice, follow up on referrals, and seek help.
2. Continue talking about parents and list the different ways that parents will need and use the support of the early childhood program:
 - Some will count on the childcare program environment to provide safety and a watchful eye for their children as well as respite for themselves.
 - Others will look for information and guidance on parenting and child development.
 - Still others will seek specific help and referrals related to the impact of the violence in their homes.
3. Review Resource #33: Trust and Parent/Staff Relationships. Each pair or small group will choose a situation from Resource #33 to discuss, reviewing possible responses and answering the questions included in the activity. If time allows, choose one of the situations to role play. Did your role play include the responses given in the scenario? Why or why not?

Training Tip: In this activity, a group role play could ease the distress of the subject matter. Volunteers begin as the parent and staff person and, at the trainer's signal, a new volunteer replaces the person in the role of the parent and/or staff member. This can be repeated several times. Afterward, the group can discuss how different personalities and styles can impact responses.

Note to Trainer: Once again, the trainer will make a decision about role playing vs. talking about the situations on Resource #33. Also, some participants may have real stories from their centers that they would like to use instead of those provided.

E. Strategy #5 – Provide Resources to Parents

1. Introduce this topic by reminding participants that all parents want to be informed about their child's emotional, social, and cognitive growth. Parents living with domestic violence are typically not an exception to this rule. Some considerations, though, are:
 - Sometimes parents who are in the pre-contemplation or early contemplation stages of change (see Resource #8: Stages of Change) may be unable to hear that their child is affected by what is happening to the victim parent or the situation at home.
 - Care must be taken to first build trust (as outlined in the previous section) with the parent and then to carefully observe the child, intervening or reporting to authorities only if the child's behavior so indicates.

2. Discuss the issue of referrals to resources by making the following points:
 - Resource information about domestic violence services in the community are also important to make available to parents.
 - This must be done, however, with the utmost of discretion.
 - Hotline phone numbers on tear off sheets of paper in the stalls of women's bathrooms provide information in private so that no one sees the parent taking a flyer about domestic violence.
 - Not only are victims embarrassed or ambivalent about getting help, but also, abusers can become inflamed by seeing evidence of a victim help seeking.
 - Information that is part of a standard communication to the home, such as a newsletter or parent workshop though, can give resources without targeting a specific person or family.

F. Strategy #6 – Collaborate With Others

1. Begin this topic by noting that providing resources to parents requires programs to know and have access to agencies and organizations in the community that can help children, families and staff. Make the following points:
 - Accessing resources will most likely be an administrator’s job.
 - But all staff should be aware of where resource information is kept at the center, as well as being familiar themselves with community domestic violence resources, in case they are confronted with a situation requiring referrals when the designated administrator is not available.
 - These agencies can provide training and resources for staff and an annual assessment of training needs related to domestic violence is recommended.
2. Introduce the activity: Locating and Using Domestic Violence Information and Resources. Ask the group to brainstorm a list of possible resource categories in your community, such as Health and Mental Health Care Providers, Law Enforcement, Domestic Violence and Homeless Shelters, Addictions Specialists, and Legal Assistance Programs.
3. Review all available materials. Discuss the services provided and the ways in which childcare programs could make use of the services. Teams or small groups work together to put the services into the categories identified in Step 2 and to create a rolodex or file of domestic violence resources.

Note to Trainer: For courses or trainings given over time, this activity could be introduced at the very beginning of the training and a designated “Resource Table” be identified in the training room. Each session, anyone who has discovered a new resource can share it with the group and leave information on the Resource Table. When the group gets to the Locating and Using Domestic Violence Information and Resources activity, there will be resources on the Resource Table to include in the creation of the resource file.

G. Strategy #7 – Follow Program Policies & Procedures for Responding to Domestic Violence

1. Introduce this section of Module 3 by reminding participants that agency policies provide the scaffolding for children, families, and staff when domestic violence is, or is suspected to be, an issue in a family. This section of the CHANCE training manual looks at policies and practices that can aid in the implementation of the ideas and principles in this training. Policies that should be included in both staff and parent handbooks are related to such issues as:
 - observing and recording child behavior,
 - sharing information with parents,
 - sharing information with other staff and administrators,
 - recording incidents of suspected family violence,
 - consulting and collaborating with community agencies, and
 - reporting concerns to supervisors in the center or to outside authorities .
2. Direct attention to Resource #34: Mandated Reporters: Issues, Concerns, and Strategies.
3. As a group, discuss all of the reasons for and against considering exposure to domestic violence as a form of child abuse, neglect, or maltreatment.
4. Continue the discussion, noting that children will respond to and be impacted by domestic violence differently. We cannot assume that all children are adversely affected by exposure to violence or that their exposure is the result of or results in negligence or abuse. In most states, a child's exposure to domestic violence does not require a child protection report. Early childhood providers, as mandated reporters, must use their judgment (albeit trained and educated) to decide whether a child's behavior indicates that they are at risk of injury or abuse and whether protective services should be involved. This should always be a team decisions and requires the involvement of program administrators. It can also include consultation with outside mental health professionals with the permission of parents.

Note to Trainer: The information on Resource #34 should be thoroughly reviewed and trainers should introduce the subject in their own words. The “debate” between those who suggest that exposure to domestic violence is enough of a risk factor to warrant a child abuse report and those who do not is a fierce one. Some trainers may want to allow for the debate. Others will be more comfortable outlining the issues and hearing participants’ responses. Always, however, end this discussion with the FACTS of the laws of your state and acknowledge the difficulty with this decision.

III. Putting It All Together: Practicing Responses

1. Practicing what to do or say in situations related to domestic violence is a good idea. This activity is designed to encourage staff to think about how the issues of domestic violence might come to their attention and to practice possible responses.

Staff meetings are also a good place for discussing strategies for responding to domestic violence situations in the classroom and center. Directors could occasionally include a hypothetical story or situation for discussion as part of a staff meeting in order to keep the possibilities of family violence and the recommended responses in everyone's mind.

2. Participants will now have an opportunity to practice skills and strategies for responding to children and families living with domestic violence.
3. Direct the group to Resource #35: Responding to Domestic Violence Situations in Early Childhood Programs: Putting It All Together. Each group or pair will review the "Things to Consider" and "Response Checklist" sections at the end of Resource #35.

IV. Wrap-Up and Next Steps

1. Direct participants to Resource #14 and ask the group to think about the aspects of the training that reinforced their skills and knowledge, those parts of the training that raised questions and the parts of Module 3 that gave them strategies to try.
2. Revisit the Parking Lot and address or defer any questions or concerns that are left on the list.

Final Note to Trainer: As in any workshop or class, there will be participants in the CHANCE trainings that indicate with their words or actions that they are not able to cope with the stress of working with young children impacted by domestic violence. In most cases, there is little that trainers can do but to meet with the participant privately and share your concerns. In some cases, program administrators will attend the trainings and they can follow up with staff that cause concern

Conclusion

The possibility of encountering domestic violence in early childhood programs is one of the most difficult and troubling aspects of working with young children. This training manual provides staff with background information and tools for responding to a child or family living with domestic violence. It also emphasizes the need for program administrators to develop policies and practices that support the staff to do what will be required of them.

The early childhood environment can be comforting and healing for children living with domestic violence and a resource for their parents. Staff members who can access resources, seek support and supervision, and nurture themselves will be uniquely positioned to create the environment of hope and caring outlined in this training manual.