

CHILDREN EXPOSED TO INTIMATE PARTNER VIOLENCE

An Information Packet
developed by
National Resource Center on Domestic Violence

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PACKET OVERVIEW

This packet of information has been developed by the National Resource Center on Domestic Violence (NRC) as an introduction to the complex and varied issues implicit in children's exposure to intimate partner violence. The packet includes articles, research findings, statistics and resources taken from work done in the time period between 1990 and the present.

Throughout the history of the battered women's movement, discussions about the exposure of children to intimate partner violence, research studies about the experience of those children, and legislative responses have grown in scope and quality. During the 1970's, domestic violence was recognized as a public concern and the needs of the families began to be addressed in local, state and national communities. However, in the initial stages of service provision done by civil/criminal justice systems and social service agencies, children typically received attention only when physically injured or sexually assaulted in the home. The co-occurrence of the children's abuse and the intimate partner violence was not necessarily recognized or addressed. Earliest research studies examined the co-occurrence of domestic violence and child abuse and provided important documentation of the many ways in which children were endangered. Knowledge of the prevalence of co-occurring child sexual abuse was also emerging. As research progressed, the extent of non-physical forms of abuse and neglect became apparent. Information has steadily increased over the past three decades. Current understanding of the effects of domestic violence on children will be explored in this packet.

Within the body of the packet, child victims will be referenced as "children exposed to domestic or intimate partner violence." Fantuzzo & Mohr (1999) clarify the reasons for choosing this term:

Several different terms have been used by researchers and others to refer to children in households with domestic violence. Early researchers spoke of these children as either "witnesses" or "observers" of the violence. In the past five years, these terms have been replaced by "exposure" to the violence, which is more inclusive and does not make assumptions about the specific nature of the children's experiences with the violence. Exposure to domestic violence can include watching or hearing the violent events, direct involvement (for example, trying to intervene or calling the police), or experiencing the aftermath (for example, seeing bruises or observing maternal depression). (p 22)

Increased awareness of the overlap between domestic violence and child abuse brought with it an understanding of the need for collaboration among children's program advocates, child protection workers and law enforcement. Because the missions of the various agencies were often difficult to reconcile in the course of collaboration, agencies struggled to coordinate consistent and appropriate responses to the needs and safety of the families. In recent years many communities have made a stronger commitment to

effective, equitable collaboration in order to provide services that are safe, meaningful and complete in scope. Promising programs and coordinated community response concerning the needs of the children have expanded services and enhanced children's safety nationwide.

In the area of collaboration and service provision, a prevalent consideration for battered women's programs, child protection agencies, law enforcement and the courts has been the examination of parenting practices and adult accountability for children's safety. The search for ways to create safe and stable environments for the children—something adult victims had worked toward both inside and outside of their violent relationships—became a serious concern for child advocates across the disciplines. Because victims were accessible and willing to work toward positive lifestyles for themselves and their children, they became the focus of everything from research projects to criminal investigations into the welfare of their children. Community scrutiny turned to and remained with the victim. This focus carried the risk of re-victimization for both mother and children, which was troubling to those agencies providing direct domestic violence services to victims. Perpetrators of the intimate partner violence were not held to the same standards of accountability for children in the first decades of intervention. Recent studies have pointed to the parenting capabilities and strengths of victims and have called for increased research into the parental accountability of perpetrators.

While the detrimental effects of intimate partner violence on children have been clearly established through research studies and observations of adult survivors and domestic violence programs, the positive results of increased awareness, education, prevention and intervention for children and youth are increasingly recognized and duplicated throughout the nation. Anecdotal accounts of the positive responses of children to support services have validated efforts of domestic violence advocates and other service providers. Longitudinal research studies are beginning to appear that will further the knowledge and encourage development of effective interventions. Within this packet we will provide information on promising strategies that have produced positive results in the lives of children exposed to domestic violence.

Material within the packet has been organized into categories according to content. Following the *Packet Overview*, the *Key Issues* section begins by examining the *Effects of Intimate Partner Violence on Children* and *Co-occurrence of Intimate Partner Violence and Child Abuse*. Parenting Practices of victims and abusers are discussed, as are *Collaborations between Domestic Violence and Child Protection Agencies*. That section ends with information regarding *Intervention with Children Exposed to Intimate Partner Violence*. The packet concludes with listings of resources—*Fact Sheet, Statistics, Bibliography, Web site, Video and Direct service tools Resource Lists*—as well as articles and referral information designed to promote increased knowledge on each sub-topic.

Statement Regarding Gender Language and Cultural Diversity

When discussing parents or adults involved in domestic violence incidents, the information in this packet will reference the adult victim as female and the perpetrator as male. The NRC acknowledges that these terms may not be reflective of all intimate relationships. Because the overwhelming majority of domestic violence cases involve male violence against women, we have chosen this gender-specific language for the sake of clarity and continuity. In addition, information from domestic violence programs and studies utilizing clients of those programs do not typically distinguish between heterosexual or same sex relationships. If studies specific to children of same sex relationships become available, they will be added to the contents of this packet.

Cultural diversity is not directly addressed in packet materials. Studies done in the field of child exposure to intimate partner violence have only recently begun to provide information about the ethnicity of participants. In early studies methodological problems made ascertaining cultural implications in child exposure difficult to determine. Then, as now, most studies involved shelter residents and their children, and participants were representative of shelter populations. While cultural and ethnic diversity is present in most shelters, percentages may not accurately reflect the community at large. Recent studies are more methodologically sound with regard to issues of diversity and wherever possible these are the studies to be included in this packet.

Finally, studies addressing issues specific to children with disabilities are only now beginning to be considered. Articles and research studies involving this population of children will be included in this packet as they become available. The Bibliography section in this packet includes *Kid&Teen Safe: An Abuse Prevention Program for Youth with Disabilities*, developed by SafePlace: Domestic Violence and Sexual Assault Survival Center, Austin, TX

REFERENCES

Fantuzzo, F. & Mohr, W. (1999). Prevalence and effects of child exposure to domestic violence. *The Future of Children, a publication of the David and Lucile Packard Foundation*, 9 (3), 21-31. Los Altos, CA
Also available from <http://www.futureofchildren.org>

Osofsky Joy D. (1999). The impact of violence on children. *The Future of Children, a publication of the David and Lucile Packard Foundation*, 9 (3), 33-49. Los Altos, CA.
Also available from <http://www.futureofchildren.org>

Key Issue

Co-occurrence of Child Maltreatment and Woman Abuse: The Effects of Intimate Partner Violence on Children

When investigations into possible causes for violence between intimates began, professionals started by interviewing adult victims and perpetrators of domestic violence. They initially focused on social learning theory to explain the dynamics of domestic violence. This theory proposes that people are products of their environments and will repeat patterns in adult relationships according to patterns learned as children. Initial investigation into childhood experiences of perpetrators and victims quickly and clearly revealed that many of those who were experiencing domestic violence as adults had experienced domestic violence in their families of origin. That revelation led professionals to turn their attention to the experiences of children and youth currently experiencing violence in their homes. Those studies revealed that the list of physical, emotional, psychological and behavioral responses experienced by children witnessing domestic violence was strikingly similar to responses found in children who were physically abused and neglected, as well as children who had experienced sexual abuse. Social learning theory was not adequate to explain these responses and other theories, such as trauma theory, were explored. Evidence over the years has indicated that no one theory can be used to explain the detrimental effects of domestic violence on children—the complexity of the problem requires attention to the experiences of each child within each family.

The idea that exposure to intimate partner violence appeared to be as detrimental to children as direct physical and verbal assault was met with debate and denial in many communities. To validate their initial findings, researchers and other professionals in child and youth service fields began the arduous task of examining and documenting information from observations of children made in shelters, research laboratories, classrooms and juvenile detention centers. The one constant found was a strong correlation between intimate partner abuse and child maltreatment and the indication that, while many children were the victims of physical and sexual abuse, the effects of “mere” exposure were enough to leave children with emotional and psychological deficits.

Over the past 30 years, intimate partner violence has been recognized and addressed in local, state and national communities. However, as stated earlier, initial attention given to children focused on physical injury to the child during an incident or sexual assault of the child by the perpetrator. It was noted that children often received injuries when trying to protect their mothers. They might be hurt when items were thrown or when weapons were used. Infants and small children were frequently injured if being held by their mothers when the aggressors lashed out. The earliest research studies provided important documentation of the many ways in which children were physically endangered. As research progressed, a realization regarding the extent of non-physical forms of abuse and neglect became apparent. Survivors, and the agencies that served them, had long recognized the emotional, cognitive and behavioral repercussions suffered by children

exposed to domestic violence. Information and understanding have steadily increased since over the past three decades.

In order to relate the ways in which domestic violence negatively impacts children, an overview of a few dynamics often experienced by children is presented below.

Isolation, vital to the abuser's successful use of power and control over the adult victim, creates a situation wherein children, particularly pre-schoolers, are limited to family feedback regarding their self-worth and their ability to interact with others. Verbal abuse (shaming, blaming, intimidation and threats) is a common technique the abuser employs to control the children's behavior. From these verbal assaults, the child may acquire a sense of worthlessness, getting the message that he or she is unlovable and incapable of success. Isolated from other adult input, the child often internalizes these negative messages from a very early age. In addition to direct verbal abuse, arguments about parenting practices and children's behavior are major causes of friction in violent homes. Children's beliefs that they are responsible for the violence, coupled with their inability to control or stop it, have a serious negative impact on their self esteem (Rossman & Rosenbaum, 1990). Finally, isolated children are unable to practice social skills. They find it difficult to set healthy personal boundaries and often don't respect the boundaries of others. They seldom learn appropriate means of problem solving or acceptable means of conflict resolution. Young children frequently don't know how to play, and older children may lack the ability to make or keep friends.

Children may experience **decreased parent availability** in violent families. The abused parent may be unable to provide adequate care for the children because of injuries, emotional exhaustion or depression. The abusive parent may be too involved in controlling the adult partner to give children the attention they need. If the abuser is male, stereotypical beliefs regarding who is responsible for parenting may prevent him from meeting the needs of the children when the woman is unable to do so. Children's attempts to identify with unpredictable and frequently childlike role models may leave them with a shaky sense of self. In an attempt to establish autonomy, children often engage in bargaining behavior with parents, siblings and peers, vacillating between compliance and aggression (Jaffe, et. al., 1990). For older children, attempts to control their environment might involve assuming responsibility for the care and protection of younger siblings.

Another factor faced by children in these situations is **the chronic, elevated level of tension and stress** in the family. Children in violent families may live in constant fear of injury or death for themselves and every member of the family. In response to that fear, children become hyper-vigilant, hoping to monitor adult behavior and provide protection for mother, siblings and self. In the process, children work to develop coping strategies to avoid or control the violence, placing overwhelming and impossible demands on themselves, thus experiencing incredible stress (Rossman & Rosenbaum, 1990).

Finally, child witnesses live in homes where **violence is seen as the norm**. They have no understanding of the dynamics and may view power and control, aggression and violence as the only means to get needs met. Many children participate in a "pecking order" of

domestic abuse, victimizing younger siblings, peers and animals. While some children may model violent behavior, others may withdraw and become passive, adopting the victim role in their interactions with others. Children may exhibit low impulse control, inability to monitor and appropriately express emotions, and little gratification delay. Conflict resolution is often limited to aggression or passivity.

Reactions of child witnesses to violence are as varied as the personalities and experiences of the children. Many factors come into play: age of the child, cultural context, intensity and frequency of abuse, coping skills of the child, degree of isolation, availability of external support persons, etc. However, certain patterns of behavior and belief frequently emerge.

Children of all ages are affected by abuse that is taking place in their environments. Many people still believe that infants and very young children are not aware of the violence in their homes. In reality, infants exposed to domestic violence frequently present with any number of issues related to the violence. Many babies appear detached and are unresponsive to adult attention. Battered women may be unable to nurture and care for their babies the way they would wish. In response, the babies may become passive, not expecting needs to be met, or conversely seem inconsolable—crying and fussing incessantly for attention or in reaction to the stress in the home. Sleep disturbances and eating disorders are common with infants.

Toddlers and preschoolers, like infants, are assumed by many to be oblivious to domestic violence. However, research has shown that they are acutely aware of their environment. They, too, may experience sleeping and eating disorders along with somatic complaints such as stomachaches and headaches. They may cling to their mothers, showing signs of extreme separation anxiety. Young children often have nightmares related to the violence. Expected to be “little adults”, they are often denied the exploration and experimentation necessary for development. Speech, motor skill and cognitive delays may result. Many preschoolers show signs of depression and anxiety and may find it difficult to express any emotion but anger.

By school age, many children have developed coping skills that may lead them in one of two directions. Some children may see few options and expect little success. In school, because of frequent mood swings, erratic attendance and/or inability to concentrate, their self esteem continues to drop. They may experience frequent conflicts with classmates and teachers because of poor social skills. Their success is compromised. Other children strive to overcome family dysfunction by excelling in school. In classrooms they experience the consistent, predictable environment not experienced at home and they excel in this well-ordered world. They seek approval, becoming perfect students and making many friends. In either case, these children continue to live with frightening and unpredictable events. They experience conflict over loving/hating their parents. Stress related physical ailments may persist. Guilt, sadness, depression and underlying feelings of powerlessness are often expressed by children of this age. They find themselves unable to relax or sleep, and may even show signs of post-traumatic stress disorder.

In adolescence, difficulties experienced by these children may be even more alarming. Eating difficulties can advance into disorders, such as anorexia, bulimia or obesity. Academic frustration may result in dropping out. Feelings of fear, powerlessness and hopelessness can result in running away, delinquency, acting out sexually, substance abuse or even suicide. Adolescence is when children begin establishing intimate partner relationships. They may put into practice the sex roles and communication patterns learned at home. Without proper intervention, there is a risk that they will continue the generational cycle of violence.

Though the experiences and responses of children outlined above indicate serious risk factors for children exposed to domestic violence, these indicators cannot be interpreted as prophecies of doom for every child. It is important to remember that this body of research is relatively recent and some findings are compromised by methodological flaws. It is also difficult to conclude that the problems these children present are solely attributable to their exposure to intimate partner violence.

There is strong evidence that intervention, support and safety can often reverse the negative impact of domestic violence on children. Many children show remarkable resiliency, developing coping mechanisms that allow them to endure and survive exposure to even frequent and severe intimate partner violence. The effects of domestic violence on children are not irreversible. With appropriate intervention, the cycle can be broken. Child advocates throughout the complex system of service provision must coordinate efforts to address the needs of these children

REFERENCES

- Fantuzzo, J.W., DePaola, L.M., Lambert, L., Martino, T., Anderson, G. & Sutton, S. (1991). Effects of interparental violence on the psychological adjustment and competencies of young children. *Journal of Consulting and Clinical Psychology, 59*(2), 258-265.
- Jaffe, P.G., Wolfe, D.A. & Wilson, S.K. (1990). *Children of Battered Women*. Newbury Park, CA: Sage Publications.
- Rossmann, B. B. R., & Rosenberg, M. S. (1997). Psychological maltreatment: A needs analysis and application for children in violent families. *Journal of Aggression, Maltreatment, and Trauma, 1*(1), 245-262.

Additional articles examining the co-occurrence of child maltreatment and woman abuse:

- Edelson, Jeffrey L. (1997) (Rev. April 1999). *The overlap between child maltreatment and woman abuse*. Retrieved Feb 2002, from National Electronic Network on Violence Against Women site: http://www.vawnet.org/VNL/library/general/AR_overlap.html.
- Edelson, Jeffrey L. (1997). (Rev. 4/99). *Problems associated with children's witnessing of domestic violence*. Retrieved Feb 2002, from National Electronic Network on Violence Against Women site: http://www.vawnet.org/VNL/library/general/AR_witness.html
- Saunders, Daniel G. (1998). (Rev. 10/98). *Child custody and visitation decisions in domestic violence cases: Legal trends, research findings, and recommendations*. Retrieved Feb 2002, from National Electronic Network on Violence Against Women site: http://www.vawnet.org/VNL/library/general/AR_custody.html

See also:

- Dowling, Claudia Glenn. (1998). Violence lessons. *Mother Jones*, 23 (4), 32- 41.

In response to growing concern about children's exposure to intimate partner violence, an increasing number of domestic violence service providers have sought information about collaborative efforts between domestic violence and parenting programs, promising programs and curricula which include skill-building for parents—both survivors of domestic violence and perpetrators. While the parenting skills of battered women have been the primary focus of research and child protection investigations, the parenting of perpetrators has most often been addressed only indirectly, through the “effects of domestic violence on children” discussion. This discussion has most often resulted in recommendations about how victims could best keep themselves and their children safe. Grappling with society's limited focus on the primary caregiver's success or failure in nurturing and protecting children, victims and advocates have been placed in the position of justifying and/or defending the victim's parenting style and safety planning. In addition, they have continued to try to get authorities to attend to the dangerous behavior and inappropriate parenting practices of the perpetrator.

Grave concern for children's welfare and methodological difficulties inherent in early research regarding adult victims' parenting practices led child protective service workers to increase their scrutiny of victim behavior in regard to parenting. Adult survivors were perceived as those who “allowed” children to be exposed to violence in the home and were unable or unwilling to protect children from harm. Added to these erroneous perceptions was the belief that being battered fundamentally impaired one's ability to parent.

Recent studies, however, have challenged many of the misconceptions about the parenting skills of battered women and the methodological problems in many early studies, which led to generalizations about “the battered woman's” ability to parent. Research results now show the skills of victims to be as diverse as those of any other population and indicate that the distress they experience as a result of domestic violence, which may affect their parenting, varies widely in both intensity and frequency.

As old myths are debunked, survivors and advocates continue to seek a paradigm shift toward examining more closely the parenting techniques employed by perpetrators of intimate partner violence. Proposals and recommendations regarding the safety and welfare of children should presume the presence of batterers, as parents, in the lives of their children, whether or not intimate relationships between the parents continue. Survivors and advocates know this to be a reality in a significant number of cases. The “shift” toward monitoring parenting time and holding abusers to standards of parenting formerly reserved for victims, is advocated by an increasing number of professionals. There is growing interest in providing parenting information and support to perpetrators. While remaining strongly opposed to victim/ perpetrator co-counseling, some domestic violence programs are developing strategies to address the needs of both—as parents.

Curricula are being developed and implemented in many communities to address this need.

While concerned advocates are hopeful that long-awaited attention to perpetrator behavior toward children, and the development of perpetrator information/parenting sessions may lead to increased safety and support for children, they remain watchful. Misuse of parenting curricula, or viewing any curriculum as the solution for poor or dangerous parenting could work to revictimize the partner of the abuser and increase risks to the children. Some abusers may contend that a few sessions of parenting classes have amended their behavior with their children in positive, meaningful and lasting ways. If this contention is not valid, risk to the children may be increased through the abusers' manipulation of parenting time or visitation and custody arrangements.

In the process of examining any approach or program, advocates realize that they are operating in unclear territory and that, in instances of child exposure to domestic violence, they must work toward continued safety planning for adult and child survivors—throughout the treatment and/or education of the perpetrator. It is vital to establish secure methods of monitoring and assessing the behavioral adjustments and improvements made by perpetrators toward both children and adult victims. When programs and systems have placed attention and, inadvertently, responsibility on victims in the past, danger has increased for the innocent. Parenting “panaceas” for abusive partners hold an equally high risk. Survivors and advocates have come to realize that it is impossible to address the safety of children and mothers without developing strategies to deal with abusers as partners and parents. Further, strategies need to be designed in a way that keeps abusers contained, until there is reasonable assurance that those strategies are effective and safe.

The following articles were chosen as representations of current research taking place on the parenting of children exposed to intimate partner violence:

- Bancroft, L. (2002). The batterer as a Parent. *Synergy*, 6(1), 6-8.
- Levendosky, A. A. & Graham-Bermann, S. A. (2001). Parenting in battered women: The effects of domestic violence on women and children. *Journal of Family Violence*. 16(2) 171-192.
- Sullivan, C.M., Juras, J., Bybee, D., Nguyen, H. & Allen, N. (2000). How childrens' adjustment is affected by their relationships to their mothers' abusers. *Journal of Interpersonal Violence*, 15(6), 587-602.
- Sullivan, C.M., Nguyen, H., Allen, N., Bybee, D. & Juras, J. (2000). Beyond searching for deficits: Evidence that physically and emotionally abused women are nurturing parents. *Journal of Emotional Abuse*, 2(1), 51-71.

Key Issue

Collaboration Between Domestic Violence and Child Protection Workers

As information regarding the harmful effects of children's exposure to domestic violence has been gathered, children's advocates in both the domestic violence and child protection fields have searched for ways to work together to keep children and their mothers safe. Collaboration has been difficult because methods for protecting children have been seen from different perspectives by the two groups. Child protective services (CPS) works to protect children while preserving the family unit. Domestic violence (DV) programs search for ways to facilitate victim safety and often may support the adult victim in her decision to leave the abuser. Though differing mandates and missions make collaboration challenging, workers in both fields continue to strive to find common ground in the common mission of adult and child safety.

In the attempt to develop cooperative ways to protect children and their mothers, CPS and DV agencies in communities across the country have entered into relationships that involve:

- cross-training of the two disciplines;
- development of domestic violence screening procedures and protocols to be used in routine intake procedures at social service agencies;
- assistance from CPS for domestic violence workers in identifying and appropriately addressing indications of *reportable* child abuse, as opposed to poor parenting practices;
- integrated efforts to provide women and their children with comprehensive, well coordinated and feasible service plans when multiple issues are faced by the family; and
- integration of DV workers into child protection review teams, which are comprised of child protection workers, law enforcement officers and other community members and service providers.

Such cooperation and relationship-building has allowed CPS and DV workers to develop approaches which provide the safety and support necessary for shared clients — particularly for children exposed to domestic violence.

Though collaborative efforts have increased and shown promise in the past 10 years, one consistent barrier to collaboration is the issue of client confidentiality. Confidentiality is paramount in assuring the safety of battered women and their children. Information shared with a DV advocate by a child is secure and great effort is made to protect that information from perpetrator access. Children's disclosures of reportable abuse or threats of such abuse are acted upon appropriately by advocates, but children's expressions of personal beliefs and feelings, as well as their safety planning is held in confidence. This honoring of their confidentiality is important in preventing their abusers from using information to manipulate, threaten or endanger them. On the other hand, information collected by CPS may be accessed by perpetrators, especially in cases where court

involvement exists. For CPS and DV agencies to work together effectively, issues of privacy and confidentiality will require careful consideration. Policy agreements must be developed to provide optimal safety for children and their mothers.

Success in the joint efforts of domestic violence service providers and child protective services will also require commitment and time investment from other community service providers, public officials and policy makers in order to promote and enhance the extensive collaborations necessary in addressing issues of child exposure to domestic violence. A number of pilot projects that utilize the expertise of a wide variety of community agencies have been recently established across the nation. Overviews of a few of these projects and contact information for them are included in this packet.

The following papers provide research findings, examples of promising projects and referral materials that offer basic information for those concerned with the protection of children.

- National Resource Center on Domestic Violence, et al. (rev. 2000, February). *Building bridges between domestic violence organizations and child protective services*. (Building Comprehensive Solutions to Domestic Violence, Policy and Practice Paper, No.7). Spears, Linda.
- National Resource Center on Domestic Violence. (2000, December). *Expanding solutions for domestic violence and poverty: What battered women with children need from their advocates*. (Building Comprehensive Solutions to Domestic Violence, Vision Paper, No. 13). Schechter, Susan.

Additional information on these and other child-related issues is available through the Technical Assistance/Public Education Team of the National Resource Center on Domestic Violence and the Resource Center on Domestic Violence: Child Protection and Custody, ph: 800-52-PEACE (527-3223).

Key Issue

Intervention with Children Exposed to Intimate Partner Violence

Intervention has been shown to be one of the deciding factors in children's successful survival of the violence and abuse in their lives. Children exposed to domestic violence reap the same rewards from intervention as do children surviving any other kind of threat to their health and well-being. Children's advocates, counselors and volunteers in their work to end intimate partner violence have developed strategies to assist children in:

- ***understanding that no one deserves abuse—no matter what;***
- getting and staying safe;
- avoiding self-blame, by placing accountability with the perpetrator of abuse;
- enhancing self-esteem;
- succeeding in school; and
- gaining personal empowerment necessary in making positive life decisions

Throughout the past three decades, children's advocates have sought to provide meaningful interventions for children exposed to intimate partner violence. Domestic violence programs have historically concentrated on assisting children in safety planning, identifying and understanding the dynamics of domestic violence, breaking the secret of abuse by sharing their stories, learning alternatives to violence in conflict resolution and realizing that the abuse is not their fault. As programs have grown they have incorporated not only discussion, but also art, music, play, movement and other enriching activities in their work with children.

Individual (one-on-one) time with children is usually tailored to the needs of the particular child. Advocates and counselors realized early that "one-size-fits-all" programs were less effective than those that concentrated, as much as possible, on the specific needs of each child within each family.

Individualization is particularly important in the development of safety planning. This planning should be the primary focus of domestic violence program working with children. Initially, children's advocates and counselors work to assess the level of risk presented to each child. With input from both the child and the mother, the workers help the children to develop plans, which are appropriate to their age, ability and environment. The inclusion of safe adults in planning is important to assure facilitation and support for the children in implementing plans. Ideally, the children's plans are coordinated with the safety planning done with the mothers. Finally, in any action to be carried out by children, it is vital that they be given permission NOT to act. They need to be assured that inability to carry through does not constitute a failure on their parts. Children's implementation of safety plans is often thwarted by perpetrators.

Group work with children has taken many forms and is vital to the social skills of children whose models are frequently poor. Research has shown that some successful changes in children's self-esteem, sense of responsibility for the violence, attitudes about

use of violence, safety skills and peer support occur and that group provides children with a safe and fun environment in which to have positive social experiences. (Peled, 1997) Many curricula are available to guide children's advocates, counselors and volunteers in establishing successful intervention/prevention groups. Group work specific to the needs of children with disabilities, children of diverse cultures and children of varied ages is emerging. In this packet, we have included information on one program that addresses the needs of children with disabilities: *Kid & TeenSafe: An Abuse Prevention Program for Youth with Disabilities*, developed by SafePlace: Domestic Violence and Sexual Assault Survival Center, Austin, TX

Though great strides have been made in children's services, since the inception of domestic violence shelters and outreach programs, services for children remain largely inconsistent. Some programs are restricted by financial constraints to the provision of only basic services, perhaps only having one staff member who provides occasional childcare. Other programs are able to hire child advocates and counselors to oversee a wide variety of counseling and advocacy services for child clients.

REFERENCE

Peled, E., (1997). The battered women's movement response to children of battered women: A critical analysis. *Violence Against Women*, 3 (4), 424-446.

The following articles and resource lists were chosen as representations of current research taking place on intervention with children exposed to intimate partner violence:

- House of Ruth. (n.d.) *Intervention with children who have witnessed abuse*. Baltimore, Maryland. Jackson, Jann.
- Schewe, Paul A. & University of Illinois (Champaign) Domestic Violence and Sexual Assault Team. *Interventions for children exposed to domestic violence*. Paper presented to Illinois Department of Human Services. Retrieved March 26, 2002 from <http://www.uic.edu/depts/psych/idhs/Childwitnesses.htm>
- Domestic Violence Enhanced Response Team. (2000). *Safety Champion Coloring Activity Book*. Colorado Springs, CO: Colorado Springs Police Department.
- NRC Children's Web Site Resource List
- NRC Children's Video Resource List
- NRC Children's Direct Service Tools Resource List

FACT SHEET

INCIDENCE

- ❖ **It is estimated that between 2.3 and 10 million children are exposed to intimate partner violence each year in the United States.**

[Carlson, B. E. (1984). Children's observations of interparental violence. In A. R. Roberts (Ed.) *Battered women and their families* (pp. 147-167). New York: Springer among a nationally representative sample of American men and women. Paper presented at the Ross Roundtable on "Children and Violence," Washington, D.C.]

- ❖ **As many as half a million children may be encountered by police during domestic violence arrests each year in the U.S.**

[Office of Juvenile Justice and Delinquency Prevention. (November 2000). *Safe from the start – taking action on children exposed to violence*. (Publication #NCJ182789) Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.]

- ❖ **There is an overlap of 30 to 60 percent between violence against children and violence against women in the same families. The home can be a dangerous place.**

[Office of Juvenile Justice and Delinquency Prevention. (November 2000). *Safe from the start – taking action on children exposed to violence*. (Publication #NCJ182789) Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.]

- ❖ **Domestic violence has been shown to occur disproportionately in homes with children under age 5.**

[Taylor, L., Zuckerman, B., Harik, V., & Groves, B. (1994). Witnessing violence by young children and their mothers. *Journal of Developmental and Behavioral Pediatrics* 15 (2), 120-123.]

- ❖ **Although many adults believe that they have protected their children from exposure to domestic violence, 80-90 percent of children in those homes can give detailed descriptions of the violence experienced in their families.**

[Doyne, S., Bowermaster, J. & Meloy, R. (1999). Custody disputes involving domestic violence: Making children's needs a priority. *Juvenile & Family Court Journal*, 50, (2). Jaffe, P., Wolfe, D., & Kaye Wilson, S. (1990). *Children of battered women*. Thousand Oaks, CA: Sage.]

- ❖ **Studies have shown that 25 percent of domestic homicides are witnessed by the children of the victim.**

[Doyne, S., Bowermaster, J. & Meloy, R. (1999). Custody disputes involving domestic violence: Making children's needs a priority. *Juvenile & Family Court Journal*, 50 (2). Jaffe, P., Wolfe, D., & Kaye Wilson, S. (1990). *Children of battered women*. Thousand Oaks, CA: Sage.]

EFFECTS

- ❖ **Findings of 29 articles reviewed indicated that children who witness domestic violence are at risk for maladaptive responses in one or more of the following areas of functioning: (a) behavioral, (b) emotional, (c) social, (d) cognitive, and (e) physical.**
[Kolbo, J., Blakely, E., & Engleman, D. (1996). Children who witness domestic violence: A review of empirical literature. *Journal of Interpersonal Violence, 11* (2), 281-293.]

- ❖ **The impact of exposure to domestic violence and child abuse can continue through adolescence if safety and other interventions are not provided. Many adolescents who have grown up in violent homes are at risk for recreating the abusive relationships they have observed.**
Sudermann, M., Jaffe, P.G. & Hastings, E. (1995). Violence Prevention Programs in Secondary (High) Schools. In E. Peled, P. Jaffe & J. Edleson (Eds.) *Ending the Cycle of Violence: Community Responses to Children of Battered Women*. Thousand Oaks, CA: Sage.]

- ❖ **Witnessing violence as a child is also associated with adult reports of depression, trauma-related symptoms and low self-esteem among women, and trauma-related symptoms among men.**
[Silvern, L., Karyl, J., Waelde, L., Hodges, W.F., Starek, J., Heidt, E. & Min, Kyung. (1995). Retrospective reports of parental partner abuse: Relationships to depression, trauma symptoms and self-esteem among college students. *Journal of Family Violence, 10*, 177-202.]

- ❖ **Some may be jumping to the conclusion that all children exposed to adult domestic violence should be redefined *under the law* as maltreated children. . . such conclusions are both faulty and also may not be the most useful response to these children.**
[Edelson, J.L., *Should Childhood Exposure to Adult Domestic Violence be Defined as Child Maltreatment Under the Law?* Prepublication draft]

INTERVENTION

- ❖ **We can intervene to help children through working with them around regulation of emotion, coping, accurate perceptions of social situations and establishing a trusting relationship with at least one person. We can also work with battered mothers to help them cope with the depression and distress they feel surrounding the battering, helping them to provide more access to a buffering relationship.**
[Rossman, B. B. R., Hughes, H. M. & Rosenberg, M. S. (2000) *Children and interparental violence: The impact of exposure*, Philadelphia, PA: Brunner/Mazel]

STATISTICS

PREVALENCE OF CHILDREN'S EXPOSURE

- The maltreatment of children and violence against women often go hand in hand. As many as half a million children may be encountered by police during domestic violence arrests. There is an overlap of 30 to 60 percent between violence against children and violence against women in the same families. The home can be a dangerous place. [Office of Juvenile Justice and Delinquency Prevention (November 2000). *Safe from the start – taking action on children exposed to violence*. (Publication #NCJ182789) Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.]
- About 4 of 10 (43 percent) female victims of intimate partner violence lived in households with children under age 12. Population estimations suggest that 27 percent of U.S. households have children under the age of 12. This study, however, is not able to determine the extent to which the children witnessed the actual violent event. [Rennison, C. & Welchans, S. (2000). *Intimate Partner Violence*. (Publication #NCJ178247). Washington, DC: Bureau of Justice Statistics, Special Report, Office of Justice Programs.]
- A 1994 study found that 1 out of every 10 children treated in the Boston City Hospital primary care clinic had witnessed a shooting or stabbing before the age of 6. Almost all (94 percent) of the children had been exposed to multiple forms of violence, and half had been exposed to violence in the past month. Half of the children witnessed this violence in the home and half witnessed it on the streets. Their average age was 2.7 years. [Taylor, L., Zuckerman, B., Harik, V. & Groves, B. (1994). Witnessing violence by young children and their mothers. *Journal of Developmental and Behavioral Pediatrics* 15(2), 120–123.]
- Domestic violence has been shown to occur disproportionately in homes with children under age 5. [Taylor, L., Zuckerman, B., Harik, V. & Groves, B. (1994). Witnessing violence by young children and their mothers. *Journal of Developmental and Behavioral Pediatrics* 15(2), 120–123.]

EFFECTS OF EXPOSURE ON CHILDREN AND YOUTH

- The harm that individual children experience as a result of exposure to domestic violence varies depending upon many factors, including the level of violence in the family, the child's exposure to it, and both the child's ability to cope as well as protective factors in his or her environment. Problems associated with exposure to domestic violence have also been found to vary by the age and gender of the child, the length of time since last exposed to violence, and the child's connections to the non-abusive parent and other significant individuals and social supports in his or her life. [Groves, B.M. (1999). Mental Health Services for Children Who Witness Domestic Violence. In The David & Lucile Packard Foundation. Domestic violence and children. *The Future of Children*, 9(3). <http://www.futureofchildren.org>]
- Problems associated with exposure to domestic violence have also been found to vary by the age and gender of the child, the length of time since last exposed to violence, and the child's connections to the non-abusive parent and other significant individuals and social supports in his or her life. [Groves, B.M. (1999). Mental health services for children who witness domestic violence. *The Future of Children*, 9(3). <http://www.futureofchildren.org>]
- Participants included 106 maritally violent couples and their eldest child aged 8 to 11 years old. The results showed that inter-parental conflicts are highly salient to all family members and that parents and children perceive them similarly. [Kerig, P. (1998). Gender and appraisals as mediators of adjustment in children exposed to interparental violence. *Journal of Family Violence*, 13(4), 345-363.]
- Research also indicates that exposure to domestic violence can affect cognitive functioning. [Rossman, B. B. (1998). Descartes's error and posttraumatic stress disorder: cognition and emotion in children who are exposed to parental violence. In G.W. Holden, R. Geffner & E.N. Jouriles (Eds.). *Children Exposed To Marital Violence*, (pp 223-256). Washington, DC: American Psychological Association.]
- The findings of 29 articles reviewed indicated that children who witness domestic violence are at risk for maladaptive responses in one or more of the following areas of functioning: (a) behavioral, (b) emotional, (c) social, (d) cognitive, and (e) physical. [Kolbo, J., Blakely, E. & Engleman, D. (1996). Children who witness domestic violence: A review of empirical literature. *Journal of Interpersonal Violence*, 11(2), 281-293.]
- Youth who witness domestic violence are more likely to attempt suicide, abuse drugs and alcohol, run away from home, commit other delinquent behavior, engage in teenage prostitution, and commit sexual assault crimes. [Wolfe, D.A., Wekerle, C., Reitzel, D. & Gough, R. (1995). Strategies to address violence in the lives of high risk youth. In Peled, E., Jaffe, P.G., & Edleson, J.L., (Eds.) *Ending the Cycle of Violence: Community Responses to Children of Battered Women*. New York: Sage Publications.]

- Exposure to parental domestic violence, while not to be considered automatically a form of child abuse, may be associated with a series of childhood problems, primarily behavioral and related to emotional functioning. Child witnesses of domestic violence on average exhibit more aggressive and antisocial behaviors, fearful and inhibited behaviors, anxiety, depression, trauma symptoms, temperament problems, and lowered social competence, than children who do not witness such violence. [Fantuzzo, J.W., DePaula, L.M., Lambert, L., Martino, T., Anderson, G. & Sutton, S. (1991). Effects of interpersonal violence on the psychological adjustment and competencies of young children. *Journal of Consulting and Clinical Psychology*, 59, 258-265. Adamson, L. A. & Thompson, R. A. (1998). Coping with interparental verbal conflict by children exposed to spouse abuse and children from nonviolent homes. *Journal of Family Violence*, 13, 213-232. Hughes, H.M., Parkinson, D. & Vargo, M. (1989). Witnessing spouse abuse and experiencing physical abuse: a "double whammy? *Journal of Family Violence*, 4, 197-209. Maker, A. H., Kimmelmeier, M. & Peterson, C. (1998). Long-term psychological consequences in women of witnessing parental physical conflict and experiencing abuse in childhood. *Journal of Interpersonal Violence*. 13, 574-589. Sternberg, K.J., Lamb, M.E., Greenbaum, C., Cicchetti, D., Dawud, S., Cortes, R.M., Krispin, O. & Lorey, F. (1993). Effects of domestic violence on children's behavior problems and depression. *Developmental Psychology*, 29, 44-52.]
- The impact of exposure to domestic violence and child abuse can continue through adolescence if safety and other interventions are not provided. Many adolescents who have grown up in violent homes are at risk for recreating the abusive relationships they have observed. [Sudermann, M., Jaffe, P.G. & Hastings, E. (1995). Violence Prevention Programs in Secondary (High) Schools. In E. Peled, P. Jaffe & J. Edleson (Eds.) *Ending the Cycle of Violence: Community Responses to Children of Battered Women*. Thousand Oaks, CA: Sage]
- Witnessing violence as a child is also associated with adult reports of depression, trauma-related symptoms and low self-esteem among women, and trauma-related symptoms among men. [Silvern, L., Karyl, J., Waelde, L., Hodges, W.F., Starek, J., Heidt, E. & Min, Kyung. (1995). Retrospective reports of parental partner abuse: Relationships to depression, trauma symptoms and self-esteem among college students. *Journal of Family Violence*, 10, 177-202.]
- Research has found that violent adolescents suffered serious physical abuse by a parent and witnessed the use of weapons in their homes significantly more often than non-violent adolescents. These variables, both independently and in combination, have been significantly associated with adolescents' use of violence. [Spaccarelli, S., Sandler, I.N. & Roosa, M. (1994). History of spouse violence against mother: Correlated risks and unique effects in child mental health. *Journal of Family Violence*, 9, 79-98.]

GENDER SPECIFIC EFFECTS

- Results provided clear evidence that the shelter girls were rated by their mothers as more maladjusted than the boys. The finding that shelter girls received more verbal aggression from their fathers than shelter boys did suggests that exposure to inter-parental violence is likely to be accompanied by high rates of father-daughter conflict. It may be that battering husbands identify their daughters with their wives and anger toward their wives “spills over” onto daughters as well. [Cummings, J., Pepler, D. & Moore, T. (1999). Behavior problems in children exposed to wife abuse: Gender differences. *Journal of Family Violence*, 14(2), 133-156.]
- 55 percent of the homeless women reported a past history of wife abuse prior to the time limit set for the study. Homeless girls who had been exposed to interparental violence were significantly more maladjusted than their male counterparts, whereas homeless girls and boys with no history of exposure did not differ. This exposure to interparental violence appears to have more deleterious long-term consequences on the development of girls than on the development of boys. [Cummings, J., Pepler, D. & Moore, T. (1999). Behavior problems in children exposed to wife abuse: Gender differences. *Journal of Family Violence*, 14(2), 133-156.]
- Surveys of females in the juvenile justice system and in shelters indicate rates of sexual abuse and assault of over 70 percent. The response of these girls is often to run away from home, which too frequently leads to engaging in prostitution. [Chamberlain, P. & Reid, J. (1994). Differences in risk factors and adjustment for male and female delinquents in treatment and foster care. *Journal of Child and Family Studies*, 3(1).]
- A total of 617 women were asked about their memories of witnessing inter-parental violence in the home. One hundred twenty-three women, (20 percent or about one out of five) reported that, before the age of 16, they had witnessed physical conflict(s) between their parents. Results found that women who had witnessed physical conflict between their parents reported more psychological symptoms than a group of women who had never witnessed their parents engage in physical conflict. They also reported currently experiencing greater social maladjustment — less perceived social support, sense of attachment to others and sense of social integration. Results support the hypothesis that witnessing marital violence between one’s parents during childhood has a negative effect on psychological and social adjustment in adulthood. It should be noted, however, that when childhood physical abuse, witnessing nonphysical parental verbal conflict, and low parental caring were controlled for simultaneously, the association between witnessing parental physical conflict during childhood and later adult psychological and social adjustment was no longer evident. [Henning, K., Leitenber, H., Coffey, P., Turner, T. & Bennett, R. (1996). Long-term psychological and social impact of witnessing physical conflict between parents. *Journal of Interpersonal Violence*, 11(1), 35-51.]

- A total of 617 women were asked about their memories of witnessing inter-parental violence in the home. One hundred twenty-three women (20 percent or about one in five) reported that, before the age of 16, they had witnessed physical conflict(s) between their parents. Of those exposed to any interparental violence, 40 percent witnessed only their fathers use physical force against their mothers, 28 percent witnessed only their mothers use physical force against their fathers, and 32 percent reported witnessing both parents use physical force against the other parent. The types of conflict most frequently observed were one parent slapping the other parent and one parent hitting or trying to hit the other parent with something. In addition, fathers were more frequently observed to slap, beat up, and choke mothers than vice versa. The average age at which the women reported first witnessing either parent use physical force against the other parent was 7.7 years and the average number of times they saw a conflict before the age 16 was six times. [Henning, K., Leitenber, H., Coffey, P., Turner, T. & Bennett, R. (1996). Long-term psychological and social impact of witnessing physical conflict between parents. *Journal of Interpersonal Violence*, 11(1), 35-51.]

- A total of 617 women were asked about their memories of witnessing Inter-parental violence in the home. One hundred twenty-three women (20 percent or about one out of five) reported that, before the age of 16, they had witnessed physical conflict(s) between their parents. Supporting research that states children who witness physical conflict between their parents are also more likely to be physically abused themselves during childhood, 42.9 percent of the women who witnessed interparental violence reported having been physically abused during childhood compared to only 10.9 percent of the woman who did not report witnessing any interparental violence. [Henning, K., Leitenber, H., Coffey, P., Turner, T., & Bennett, R. (1996). Long-term psychological and social impact of witnessing physical conflict between parents. *Journal of Interpersonal Violence*, 11(1), 35-51.]

- Research has found that men who as children witnessed their parents' domestic violence are twice as likely to abuse their own wives than sons of non-violent parents. [Strauss, M. & Gelles, R. (1990). *Physical violence in American families – Risk factors and adaptations to violence in 8,145 families*. New Brunswick, NJ: Transaction Publishers.]

TRAUMATIC RESPONSE

- A total of 84 children (48 males and 36 females) and their 67 mothers from eight shelters for battered women and three child protective agencies volunteered to participate in a study on child behavior. The average age of the children was 11 with a range from 9 to 15 years old. Approximately 58 percent of the sample had witnessed an average of 59 assaults, while approximately 42 percent of the sample had witnessed an average of 75 assaults. A large proportion of the children (68 percent) had witnessed their mother being assaulted for longer than 4 years, with the remaining sample witnessing 3-4 years (9.5 percent), 2-3 years (16.7 percent), 1-2 years (3.6 percent), and less than 1 year (1.2 percent). It was determined that all the children met the initial criteria of having experienced an event that was terrifying and outside the range of usual human experience. Moreover, 60 percent (50 children) responded to having at least one re-experiencing symptom, while 68 percent (57 children) responded to having at least three avoidance symptoms. Finally, 66 percent (55 children) responded to having at least two hyper-arousal items. In sum, results of this study indicated that more than half of the children sampled who had witnessed mother assault could be diagnosed as meeting criteria for Post Traumatic Stress Disorder. This diagnosis was based on their reactions to assault-specific events and reminders. [Lehmann, P. (1997). The Development of posttraumatic stress disorder (PTSD) in a sample of child witnesses to mother assault. *Journal of Family Violence*, 12 (3), 241-257.]

RISK FACTORS FOR THE INTERGENERATIONAL CYCLE OF VIOLENCE

- It is important to note that exposure to physical or sexual abuse or domestic violence as a child is not the only risk factor for juvenile violence. Living in an impoverished community or with frequent exposure to drugs, guns, and crime; having parents that use harsh or erratic discipline; and being isolated from the community, family, or school are all circumstances that put children at higher risk. [Blumstein, A. (1994). *Youth Violence*. 1994 Task Force Reports. American Society of Criminology to Attorney General Janet Reno.]

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BOOKS FOR CHILDREN

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Henry's parents fight often and his father sometimes hits his mother, causing Henry to feel frightened and ashamed. Includes a list of things children can do in situations of family violence.
- Davis, D. (1993). *Something is Wrong at My House: A Book About Parent's Fighting*. Seattle, WA: Parenting Press, Inc.
Book written for children about domestic violence. It acknowledges children's feelings of anger, fear and loneliness, and offers ways to cope with the violence they see.
- Lee, I. (1996). *When Mommy Got Hurt: A Story for Young Children About Domestic Violence*. Charlotte, NC: KIDSRIGHTS.
This material is to help parents and teachers talk to young children about domestic violence. The story and pictures give preschool children four messages: 1) The violence is not their fault 2) Violence is wrong 3) Violence happens in other families and 4) It is alright to talk about it.
- Loftis, G. (1994). *The Words Hurt*. Far Hills, NJ: New Horizon Press.
Greg's father never physically hurt anybody, but he yelled things that often made the people around him feel awful. One afternoon, Greg expressed his sad and hurt feelings to his father (storybook with graphic art illustrations, 8-12 years, 44 pages).
- Paris, S. & Labinski, G. (1986). *Mommy and Daddy are Fighting: A Book for Children About Family Violence*. Seattle, WA: Seal Press.
Written from a child's perspective and accompanied by illustrations, this book tells about the experience of living in a violent home. Discussion questions and a bibliography are included as an aid to parents, teachers, counselors and childcare workers.
- Otto, M. (1988). *Never, No Matter What*. Toronto, ON: Women's Press.
An illustrated storybook for youngsters that focuses on a child whose mother chooses to leave an abusive family situation and go to a women's shelter. Included is a question and answer page for adults and children. Supported by the Ontario Women's Directorate, the Ontario Arts Council, and Canada Council.
- Steiner, A. (1991). *Salad for 20*. Concord: Battered Women's Alternatives.
Booklet which guides children through the experience of leaving home and an abusive parent, going to a new, unfamiliar safe place, witnessing a distressed parent, and adjusting to a safe and helpful environment.

- Weitzman, E. (1995). *Let's Talk About Staying in a Shelter*. New York: PowerKids Press.
This book is suitable for grades K-4. Full color photographs on 24 pages with pronunciation guide to new words. Ordering information: PowerKids Press, 29 East 21st New York, NY 10010. Phone (800) 237-9932.
- Winn, C. & Walsh, D. (1996). *Clover's Secret*. Minneapolis, MN: Fairview Press.
Phone: 800-544-8207; <http://www.press.fairview.org>.
In an imaginary land where people can fly, two girls form a friendship that helps one of them deal with the problems she faces at home (picture book with colored pencil, with illustrations, 4 - 8 years). Ordering information: Source Re Source, 5 Colombia Dr., PMB 545, Niagara Falls, NY 14305; Phone (888) 413-3339 or e-mail: srsource@interlog.com.
- Women's Center & Shelter of Greater Pittsburgh (n.d.). *Hands are Not For Hurting: Handout Booklet*. Pittsburgh, PA: Women's Center & Shelter of Greater Pittsburgh.
This brochure for kids adds to the prevention of violence by informing children that violence is not acceptable. It suggests alternative things to do with hands instead of hurting. It tells children how to dial 911, and it provides a drawing space for children to draw what they like to do with their hands. Ordering Information: Phone (412) 687-8837.
- Wright, L. (1986). *I Love My Dad But...* Canada: Is Five Press.
The book tells the story of a young child who witnesses physical violence in the home. The child seeks help from a friend and eventually accompanies the mother to a shelter. The book depicts the variety of emotions the child experiences and helps children understand that they are not to blame for what happens. Suitable for preschoolers and elementary school-aged children. Ordering information: Source Re Source, 5 Colombia Dr., PMB 545, Niagara Falls, NY 14305; Phone (888) 413-3339 or e-mail: srsource@interlog.com.

BOOKS FOR ADVOCATES

- Bancroft, L. and Silverman, J. (2002) *The Batterer as Parent: Addressing the Impact of Domestic Violence on Family Dynamics*. Thousand Oaks, CA: Sage Publications.
This book examines life in homes affected by domestic violence and describes the atmosphere that battering men create for the adults, children and youth who live with them. Bancroft and Silverman explain ways in which partner abuse affects each relationship in a family and examine ways that children's emotional recovery is inextricably linked to the healing and empowerment of their mothers. The authors discuss the important, but often-overlooked, subject of the post-separation parenting behaviors of men who batter, including the batterer's use of custody litigation as a tool of abuse. Although written primarily for professionals, the writing style makes it engaging and useful for abused mothers, students of social work and staff in counseling programs, and others working to assist children exposed to intimate partner violence.

- Brandwein, Ruth A. (1999). *Battered Women, Children, and Welfare Reform: The Ties That Bind*. Thousand Oaks, CA: Sage Publications.
This book links two timely topics - domestic violence and welfare reform. Developed by leading interdisciplinary academics, practitioners, advocates, and policy makers, *Battered Women, Children, and Welfare Reform* explores various threads that tie family violence to welfare. A key chapter, written by survivors of abuse who were also welfare recipients, completes this much-needed addition to the sparse literature and research available on the connection between family violence, child support, child abuse, and welfare.
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Children bereaved by the death of one parent at the hands of the other, almost always the father, in effect lose both parents, and are often forgotten in the midst of such dramatic situations. Reflecting the increased interest in child protection and child law systems, this book brings to the public knowledge in amplified form, information about the effects of psychological trauma and bereavement on children. By combining knowledge about bereavement with that of post-traumatic stress disorder, the book is informative reading for all those involved in the field, both professional and personally. Ordering information: Source Re Source, 5 Colombia Dr., PMB 545, Niagara Falls, NY 14305; Phone (888) 413-3339 or e-mail: srsource@interlog.com.
- Holden, G., Geffner, R. & Jouriles, E. (Eds.) (1998). *Children exposed to marital violence: Theory, research, and applied issues*. Washington, DC: American Psychological Association.
This book examines the research on this topic and analyzes the complex interactions that determine children's outcomes. Part I focuses on the theoretical and conceptual issues that have been neglected. Part II presents research reports, each of which provides one or more methodological innovations for better understanding children's responses to marital violence. Part III focuses on some of the research implications for social policy and intervention with the population of children.

Jaffe, P., Wolfe, D., & Wilson, S. (1990). *Children of battered women*. Newbury Park, CA: Sage Publications.

Reviews current empirical research on violence generally, and child witnesses specifically. One of a series of monographs on developmental psychopathology [the diagnosis, treatment and prevention of problems arising in infancy through to adolescence], this book is a research and literature review on children who are exposed to their father's assault on their mother. Written by the Director of the London, Ontario, Family Court Clinic, the former Director of Research at the Institute for the Prevention of Child Abuse in Toronto, and a clinical child psychologist, this book reviews what we know about the special needs of these children, and intervention strategies that may work with this population. To this end, it provides a review of existing research on children exposed to wife assault compared to children who experienced other trauma. The authors describe their experience with "women and children residing in shelters for battered women." Includes: interview strategies around disclosure of violence; intervention planning models for child witnesses to wife assault; recommendations for appropriate service responses; and suggestions on primary prevention programs. Assessment issues are raised and an assessment tool is included. Originally funded by the Ontario Ministry of Community and Social Services. Written for researchers, educators and clinicians.

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This book presents various definitions of family violence, along with theories for the origin of the problem. The authors discuss different types of intrafamilial violence and the effects of each on children. The book then takes up the phenomenon from a cross-cultural perspective, exploring family violence in non-Western contexts. Finally, the authors offer intervention and prevention strategies (clinical and legal) and suggest future directions for research. Ordering information: Source Re Source, 5 Colombia Dr., PMB 545, Niagara Falls, NY 14305; Phone (888) 413-3339 or e-mail: sresource@interlog.com

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Based on the first-hand accounts of children and their mothers regarding their experiences of both domestic violence and support services, this book examines children's experiences of a range of service provision in response to domestic violence. It seeks to encourage a more effective and professional approach in the services that aim to support and protect children, highlighting both the strengths and the shortcomings of existing professional interventions and illustrating the range of problems that children face when they are living with domestic violence. Ordering information: Source Re Source, 5 Colombia Dr., PMB 545, Niagara Falls, NY 14305; Phone (888) 413-3339 or e-mail: sresource@interlog.com.

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 With excellent detail and hands-on style, this book provides practitioners with the required knowledge and direction to successfully operate a group program for 4- to 12-year-old children of battered women. The manual is based on the accumulated experience of the Domestic Abuse Project (DAP) of Minneapolis, and on the results of a qualitative evaluation of the program conducted from 1989 through 1991. Ordering information: Source Re Source, 5 Colombia Dr., PMB 545, Niagara Falls, NY 14305; Phone (888) 413-3339 or e-mail: sresource@interlog.com.
- Peled, E., Jaffe, P., & Edleson, J. (Eds.). (1995). *Ending the cycle of violence: Community responses to children of battered women*. Thousand Oaks, CA: Sage Publications
 This is the first volume to cover the varied and complex arena of intervention with children of battered women. It provides an overview of current practice including strategies and program models. The expert contributions present a concise and accessible look into four major areas: living in a violent culture, shelters and domestic violence counseling, child protection services and the criminal justice system, and prevention and education in schools and communities.
- Rossmann, B.B.R., Hughes, H.M. & Rosenberg, M.S. (2000). *Children and interparental violence: The impact of exposure*. Philadelphia, PA: Brunner/Mazel.
 This book focuses on children’s exposure to violence between their caretakers and the subsequent effects on child development. The authors review current theories, research, and treatment strategies of the 1990s, paying specific attention to families’ ethnic backgrounds, parents’ sexual orientation, and forensic and legal issues, all factors affecting the nature and severity of impact. Numerous case examples take the reader from the lab and classroom into the session room and courtroom. Ordering information: Source Re Source, 5 Colombia Dr., PMB 545, Niagara Falls, NY 14305; Phone (888) 413-3339 or e-mail: sresource@interlog.com.
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WEB SITE RESOURCE LIST

The following list was compiled as a resource for domestic violence advocates and others concerned about safety and justice for women and children. Sites provide **information** on a wide variety of children's issues, including federal and state legislation, **access** to grassroots activism, **technical assistance** and **links** to related sites. The list will be updated quarterly.

SITES FOR CHILDREN

Dept. of Justice - Kids & Youth Page

<http://www.usdoj.gov/kidspage>

This web page is designed just for children and youth. It provides information on different aspects of justice - Internet crimes, drug prevention and laws that protect children's rights. Finding information is easy. With one click, children learn what you can do to fight crime. With another, they will see the FBI's Ten Most Wanted list. Still another click leads to the history of Civil Rights Movement. The site has information pages and links for children, K-5th, youth, 6th-12th, parents/guardians and teachers, as well.

For Kids: Things You Can Do to Stay Safe

<http://www.ndvh.org/ForKids.html>

A site developed by the National Domestic Violence Hotline for children and youth to assist them in safety planning. The page includes tips on calling 911 and asking for help, as well providing validation that the violence is not the fault of the child/youth victim. The Hotline provides their 800 number for support and information.

Welcome to Safe Place

<http://www.kdva.org/webpage/kidmain.html>

A site provided by the Kentucky Domestic Violence Association (KDVA) for children who have questions about domestic violence. Simple questions are posed and answered in a colorful format. The site is designed for upper elementary and middle schoolers and provides some information on dating violence for teens.

INTIMATE PARTNER VIOLENCE AND CHILDREN

Child Witness to Violence Program

Pediatrics @ Boston Medical Center

<http://www.bostonchildhealth.org/ChildWitnessToViolence/index.html>

The Child Witness to Violence Project (CWVP) is a counseling, advocacy, and outreach project that focuses on the growing number of young children who are hidden victims of violence: children who are bystanders to community and domestic violence. The project began in 1992 and currently counsels over 200 children and their families each year, in addition to implementing both national and state-focused training for health care professionals, police, educators, and many other social service professionals who confront issues of children witnessing violence. The site offers general information about the effects of domestic violence on children, statistics and the *Report on Violence & Children*.

Domestic Violence Against Women and Girls

<http://www.unicef.org/vaw/domestic.pdf>

This Digest builds on the reassessment carried out by the UNICEF Innocenti Research Centre for an earlier digest on *Children and Violence*, and looks specifically at domestic violence. The term “domestic” includes violence by an intimate partner and by other family members, wherever this violence takes place and in whatever form.

Domestic Violence & Incest Resource Center - Children Who Witness Domestic Violence

<http://home.vicnet.net.au/~dvirc/Childwit.htm>

The *Domestic Violence and Incest Resource Center* (DVIRC) was established in 1986 and is funded by the Department of Human Services, Victoria, Canada as a statewide resource center for information about domestic violence and child sexual assault. DVIRC provides resources and education to workers and to those who have experienced domestic violence or sexual abuse.

Family Violence Prevention Fund

<http://www.endabuse.org>

The Family Violence Prevention Fund is a national non-profit organization that focuses on domestic violence education, prevention and public policy reform. This site includes fact sheets on the effects of domestic violence on children, a full text version of the publication “Domestic Violence: Creating Community Partnerships For Safe Families - Suggested Components of an Effective Child Welfare Response to Domestic Violence,” and links to other relevant organizations.

The Future of Children

<http://www.futureofchildren.org>

The Future of Children is published twice annually by The David and Lucile Packard Foundation. The primary purpose of The Future of Children is to disseminate timely information on major issues related to children’s well-being. Download the Winter 1999 issue entitled: *Domestic Violence and Children – Vol. 9, No. 3*.

The Link Research Project: Understanding the link between child maltreatment and woman battering

<http://www.mincava.umn.edu/link>

This website is devoted to up-to-date information on current research and intervention with families experiencing both child maltreatment and woman battering. In addition the project aims to link both research and practice to develop collaborative multi-disciplinary models for working with families experiencing both forms of abuse. Faculty at the University of Minnesota School of Social Work is conducting a series of studies of families in which women have been abused and had children who may have been exposed to the violence. The studies seek to understand how forms of violence develop in families and how both informal and formal social systems respond.

London Family Court Clinic - Centre for Children & Families

<http://www.LFCC.on.ca/>

The Centre for Children and Families in the Justice System of the London Family Court Clinic is a non-profit agency in London, Ontario, Canada, which advocates for the special needs of children involved in the justice system as young offenders, victims of crime or abuse, or as the subjects of custody disputes. Our advocacy includes assessment, counseling, prevention services, research, dissemination of information, and training for the community. The Centre has seven core areas: (1) Child Witness Project; (2) Clinical Supports Program; (3) Counseling Services; (4) Custody and Access Project (including mediation); (5) Research Services; (6) Young Offender Services; (7) Violence Prevention Services.

MINCAVA

<http://www.mincava.umn.edu>

The Minnesota Center Against Violence And Abuse (MINCAVA) operates this electronic clearinghouse, which provides scholarly papers on battered women and their children, a searchable database on the link between child maltreatment and woman battering, bibliographies and links to additional resources.

National Criminal Justice Reference Service (NCJRS)

<http://virlib.ncjrs.org/AlphaTitles.asp#1>

NCJRS is a federally sponsored information clearinghouse for people around the country and the world involved with research, policy, and practice related to criminal and juvenile justice and drug control. The web page specified above provides an alphabetical listing of publications available for download. A few publications offered in the area of child exposure to domestic violence are:

Children's Exposure to Violence: The Safe Start Initiative. 2001, FS 200113.

Child Abuse Reported to the Police. 2001, NCJ 187238

Childhood Victimization: Early Adversity, Later Psychopathology. 2000, NCJ 180077

Children as Victims. 2000, NCJ 180753

Children Exposed to Violence: Criminal Justice Resources. 1999, NCJ 176984.

In the Wake of Childhood Maltreatment. 1997, NCJ 165257.

Child Maltreatment 1995: Reports from the States to the National Child Abuse and Neglect Data System. 2000.

National Electronic Network On Violence Against Women (VAWnet)

<http://vawnet.org>

The VAWnet Library (VAWlibrary) is an online resource provided through the National Electronic Network on Violence Against Women (VAWnet). Working in close collaboration with VAWnet participants, VAWlibrary will collect, preserve, and provide electronic access to information and materials developed to assist activists and organizations working on a local, state, national and international level to end violence against all women and their children. VAWlibrary will identify and facilitate access to information and materials, which address the needs of women faced with the threat and reality of domestic violence, sexual assault, and other forms of violence against women.

VAWnet also offers online interactive communications, networking, and information for state domestic violence coalitions as well as allied national organizations and individuals working to end violence against women and children.

Resource Center on Domestic Violence: Child Protection and Custody

http://www.nationalcouncilfvd.org/res_center/

The mission of the Resource Center on Domestic Violence: Child Protection and Custody is to provide access to the best possible source of information and tangible assistance to those working in the field of domestic violence and child protection and custody. The resource center will chart a future in which child protection and custody cases involving family violence are handled in a manner which recognizes the complexity of the legal, cultural, and psychological dynamics and provides protection and relief for all victims in the family. The site provides access to technical assistance and publications dealing with legal issues inherent in work with children exposed to intimate partner violence.

Toolkit to End Violence Against Women

<http://www.ojp.usdoj.gov/vawo/>

Offers best practices and other recommendations to assist localities in a web-based, user-friendly format to help readers pinpoint areas of interest.

Unite for Kids

<http://bmcstage.tvvisions.com/>

Unite for Kids' mission is to provide an issue-based web site focusing on helping children and teens who are exposed to violence. The Unite for Kids web site is a collaborative effort of various community organizations in the Boston area who share a commitment to helping children exposed to violence. The site strives to provide accurate and current information about the impact of witnessing violence on the child's life and on the community and information about recognizing a child in need.

University of Alaska, Anchorage - Battered Women and their Children

<http://www.cwolf.uaa.alaska.edu/~afrhm1/index.html>

This web site is devoted to a professional and scholarly examination of the connections between domestic violence (woman abuse) and child maltreatment. Affiliated with Columbia University's Center for the Study of Social Work Practice, this project is partially supported through a grant from the Administration for Children and Families, Department of Health and Human Services. The site includes numerous resources related to child abuse and neglect and domestic violence, such as training curricula, evaluation of protocols and results from an intake-screening questionnaire. The site also links to reports, papers and newsletters, which focus on the relationship between child protective services and domestic violence.

GENERAL WELFARE OF CHILDREN

American Academy of Pediatrics

<http://www.aap.org/> (Enter Keywords "domestic violence")

The mission of the American Academy of Pediatrics is to attain optimal physical, mental and social health and well being for all infants, children, adolescents and young adults. Under the keywords "domestic violence" the site provides a variety of articles on issues surrounding intimate partner violence and pediatric patients.

Association of Family & Conciliation Courts

<http://www.afccnet.org>

The Association of Family and Conciliation Courts, an international and interdisciplinary association dedicated to the constructive resolution of family disputes. AFCC was founded in 1963 for the following purposes: (1) To provide an interdisciplinary forum for the exchange of ideas and the development of procedures in conflict; (2) To encourage the development of courts and court procedures emphasizing constructive methods of dispute resolution; (3) To develop and improve parent education, mediation, custody evaluation and other processes to aid families in resolving their disputes. (4) To protect the interests of children in relation to all aspects of family law, child protection proceedings and other legal actions affecting children.

Comfort Zone Camp

<http://www.comfortzonecamp.org/>

Originally known as "Camp Comfort," Comfort Zone Camps are non-profit bereavement camps for children who have experienced the death of a parent, sibling or primary caregiver. The camp, which is all volunteer-led, will offer grief activities, arts and crafts and many other fun recreational activities.

Child Welfare League of America

<http://www.cwla.org>

CWLA is an association of more than 1,100 public and not-for-profit agencies devoted to improving life for more than 3.5 million at-risk children and youths and their families. Member agencies are involved with prevention and treatment of child abuse and neglect, and they provide various services in addition to child protection -- kinship care, family foster care, adoption, positive youth development programs, residential group care, child care, family-centered practice, and programs for pregnant and parenting teenagers. Other concerns of member agencies include managed care, mental health, chemical dependency, housing and homelessness, and HIV/AIDS.

Childhelp, Virginia

<http://www.childhelpva.org/>

Childhelp USA is one of America's leading organizations in the field of child abuse prevention and treatment. The mission is to meet the physical, emotional, spiritual, and educational needs of abused and neglected children by focusing the efforts and resources on treatment, prevention, and research. Childhelp/Virginia programs include: Abuse awareness campaigns; Body safety education for children; Training programs for abuse prevention teachers; Abuse intervention training for adults who work with children; Early enrichment programs for at-risk children and families; Residential treatment for victims of severe child abuse; Foster care for graduates of the residential treatment program; 24-hour abuse crisis counseling and referral services; Volunteer service opportunities and corporate partnerships.

Children, Youth & Family Consortium, University of Minnesota

<http://www.cyfc.umn.edu/>

The Children, Youth, and Family Consortium was established during the Fall of 1991 to bring together the varied competencies of the University of Minnesota and the vital resources of Minnesota's communities to enhance the ability of individuals and organizations to address critical health, education and social policy concerns in ways that improve the well-being of Minnesota children, youth and families. The Consortium is guided by a commitment to interdisciplinary work, integrating institutional service and outreach into research and teaching, and providing for University and community engagement around child, youth and family issues.

Children's Safety Network – National Injury & Violence Prevention Resource Center

<http://www.edc.org/HHD/csn>

The Children's Safety Network (CSN) National Injury and Violence Prevention Resource Center is located at Education Development Center, Inc., in Newton, Massachusetts. They provide resources and technical assistance to maternal and child health agencies and other organizations seeking to reduce unintentional injuries and violence to children and adolescents. They are one of four Children's Safety Network Resource Centers funded by the Maternal and Child Health Bureau of the U. S. Department of Health and Human Services. This site contains publications and resources produced by CSN and other EDC injury prevention projects. Several of them can be obtained directly from this site.

National Association of Child Advocates (NACA)

<http://www.childadvocacy.org/pv.pdf>

Founded in 1984, NACA is a nationwide network of child advocacy organizations working at the increasingly critical level of America's statehouses, county commissions, and city councils. With 64 member organizations in 49 states and 10 cities and communities, NACA serves as the forum where child advocacy leaders from across the country convene to share ideas and exchange information, formulate joint efforts and coordinate strategies, sharpen their skills, and increase the impact of the child advocacy movement. NACA establishes links between state and local child advocates and national experts and provides a clearinghouse of information on issues affecting children and effective advocacy. Available on this site: *Speaking for America's Children.*

National Children's Alliance

<http://www.nncac.org>

[Formerly the National Network of Children's Advocacy Centers.] A not-for-profit organization whose mission is to provide training, technical assistance and networking opportunities to communities seeking to plan, establish, and improve Children's Advocacy Centers. Children's Advocacy Centers offer a new way of serving abused children through a comprehensive approach to services for victims and their families. These programs are designed by professionals and volunteers, responding to the needs in their own communities. Children's Advocacy Centers stress coordination of investigation and intervention services by bringing together professionals and agencies as a multidisciplinary team to create a child-focused approach to child abuse cases. The goal is to ensure that children are not revictimized by the very system designed to protect them.

National Clearinghouse on Child Abuse and Neglect Information

<http://www.calib.com/nccanch/>

The National Clearinghouse on Child Abuse and Neglect Information was established by the Child Abuse Prevention and Treatment Act of 1974. The Clearinghouse provides information products and technical assistance services to help professionals locate information related to child abuse and neglect and related child welfare issues. The Clearinghouse can help you find research, statistics, State laws, and resources on such topics as prevention, child protection, out-of-home care, and permanency planning. The Clearinghouse offers: the nation's largest database of child maltreatment and related child welfare materials; summaries and analyses of State laws concerned with child abuse and neglect and child welfare; and online access to publications, fact sheets, and searchable databases.

Supervised Visitation Network

<http://www.svnetwork.net/>

The Supervised Visitation Network is a multi-national non-profit membership organization that is literally a network of agencies and individuals who are interested in assuring that children can have safe, conflict-free access to parents with whom they do not reside. This site provides a detailed explanation of supervised visitation, professional standards and guidelines for responsible supervision, a directory of service providers and tools such as professional handbooks and handbook for parents.

The National Center on Child Fatality Review

<http://ican-ncfr.org/>

Approximately 50,000 children die in the United States each year. From state data, it can be assumed that more than 30 percent of these deaths involve some quality of preventability. Historically, responsibility for preventing and examining child fatalities fell on pediatrics, public health, law enforcement and child welfare, all working in isolation. The mission of the NCFR is to develop and promote a nationwide system of Child Fatality Review Teams to improve the health, safety and well being of children and reduce preventable child fatalities. A comprehensive series of resources can be found on this site, including a searchable directory of state, federal, national and international organizations that have responsibilities for child fatality review.

United Nations Children's Fund (UNICEF)

<http://www.unicef.org/>

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided by the *Convention on the Rights of the Child* and strives to establish children's rights as enduring ethical principles and international standards of behavior towards children. UNICEF insists that the survival, protection and development of children are universal development imperatives that are integral to human progress. UNICEF mobilizes political will and material resources to help countries, particularly developing countries, ensure a "first call for children" and to build their capacity to form appropriate policies and deliver services for children and their families.

VIDEO RESOURCE LIST

This list is designed to assist advocates, and others working to end intimate partner violence, in the selection of videos for use in educational programming and service provision. The NRC recommends previewing videos before purchase. To arrange for a preview or to inquire about purchase price, please contact the distributors directly. **NRC does not sell or disseminate the videos on this Resource List.**

FOR USE WITH CHILDREN

<i>Title</i>	<i>Summary Description</i>	<i>Contact Information</i>
<p>It's Not Always Happy at My House</p> <p>34 minutes</p>	<p>Dramatization depicting the dynamics of domestic violence in a family and how it affects each of the children. Shows scenes of verbal and physical abuse, family entering shelter and depicts shelter staff intervention with children.</p>	<p>Coronet MTI Film and Video 2349 Chaffee Drive, St. Louis, MO. 63146 Phone: 800-221-1274 or 314-569-0211 Fax: 314-569-2834 www.pheonixlearninggroup.com</p>
<p>It's Not Okay: Let's Talk About Domestic Violence</p> <p>9 minutes</p> <p>□ 1996</p>	<p>This video is designed for use with children aged 7-11 within the context of a counseling situation, <u>not as a stand alone</u>. Children discuss their feelings/concerns about the domestic violence in their homes. The video also outlines safety steps children can take, and emphasizes that children are not to blame for abuse between parents. Closed captioned available.</p>	<p>Publication Orders American Bar Assn. P.O. Box 10892, Chicago, IL 60610-0892 Phone: 1-800-285-2221 TTY: 312-988-5168 Fax: 312-988-5528 www.abanet.org</p>
<p>Scenes From A Shelter</p> <p>2 segments: 16 and 13 minutes</p>	<p>Using puppets, this video describes domestic violence and life in shelter through the eyes of children. Includes workbook, discussion guide, and storybook.</p>	<p>Pennsylvania Coalition Against Domestic Violence 6400 Flank Drive, Suite 1600 Harrisburg, PA 17112 Phone: 717-545-6400 TTY: 1-800-553-2508 Fax: 717-545-9456</p>
<p>Secret Wounds</p> <p>33 minutes</p>	<p>This video has two parts—an informational segment for professionals working with children exposed to domestic violence, and a segment for children which features eight vignettes of children's experiences, illustrated with their drawings. Includes discussion guide and curriculum. Closed captioned available.</p>	<p>Banerjee Associates 2 Sycamore Lane Skillman, NJ 08558 Phone: 609-683-1261 E-mail: vbajerjee@aol.com.</p>
<p>What About Us?</p> <p>28 minutes</p> <p>□ 1993</p>	<p>Docu-drama which examines domestic violence from the children's point of view. Follows one family through abusive episodes to leaving and seeking help from a shelter.</p>	<p>Kinetic Inc. 255 Delaware Ave. Buffalo, NY 14202 Phone: 1-800-466-7631 Fax: 716-856-7838 info@kineticvideo.com www.kineticvideo.com</p>

FOR ADULT AUDIENCES

Videos in this category are for use with adults, not children. Appropriate audiences would include survivor/parents, community groups, counselors, educators, and others working with children of battered women.

<i>Title</i>	<i>Summary Description</i>	<i>Contact Information</i>
<p>The Children are Watching</p> <p>12 minutes</p>	<p>An episode of 20/20 that examines effects of DV on child witnesses. Includes interviews with battered women, their children, and child counselors.</p>	<p>Altschul Group Corp 1560 Sherman Ave. Suite 100 Evanston, IL 60201 Phone: (800) 323-9084 Fax: 847-328-6706 e-mail: agcmedia@starnetinc.com www.agcunited.com</p>
<p>Children of the Lie</p> <p>14 minutes.</p>	<p>Documentary hosted by Martin Sheen that includes interviews with adults who grew up in the context of their mothers being abused. Also examines a shelter program for children of abused women.</p>	<p>Pennsylvania Coalition Against Domestic Violence: Phone: 717-545-6400 TTY: 1-800-553-2508 Fax: 717-545-9456</p>
<p>Hidden Victims: Children of Domestic Violence</p> <p>30 minutes</p>	<p>This video effectively brings to light many important issues regarding children exposed to domestic violence. It details children's interviews, and discusses the importance of open discussion and closure. Touches on the emotional conflict children experience regarding their mother's abuser. Also features adult discussion of childhood experiences in violent homes.</p>	<p>AIMS Multimedia 9710 DeSoto Avenue Chatsworth, CA 91311-4409 Phone: 1-800-367-2467 Fax: 818-341-6700 www.aimsmultimedia.com</p>
<p>Not Always Who They Seem</p> <p>54 minutes in 3 parts</p> <p>□ 1996</p>	<p>In Part I four young adults relate their stories of childhood abuse, the ways in which they each coped with the violence, problem behaviors each of them experienced as a result of the violence, and explanations of ways in which they now survive. Part II provides interviews with Ph.D.s, counselors, and advocates regarding symptoms, treatment, and intervention. Part III is a combination of survivor and professional <u>information</u>. Separate parts do not have to be shown together.</p>	<p>Kinetic Inc. 255 Delaware Ave. Buffalo, NY 14202 Phone: 1-800-466-7631 Fax: 716-856-7838 info@kineticvideo.com www.kineticvideo.com</p>
<p>Secret Wounds</p> <p>33 minutes</p>	<p>This video has two parts—an informational segment for professionals working with children exposed to domestic violence, and a segment for children which features eight vignettes of children's experiences, illustrated with their drawings. Includes discussion guide and curriculum. Closed captioned available.</p>	<p>Banerjee Associates Phone: 856-683-1261 E-mail: vbajerjee@aol.com.</p>
<p>Seen . . . But Not Heard</p> <p>29 minutes</p>	<p>Docu-drama that illustrates the experiences of children whose mothers are battered. Follows the story of two families who seek help from women's shelters.</p>	<p>Kinetic Inc. 255 Delaware Ave. Buffalo, NY 14202 Phone: 1-800-466-7631 Fax: 716-856-7838 info@kineticvideo.com www.kineticvideo.com</p>

<i>Title</i>	<i>Summary Description</i>	<i>Contact Information</i>
Small Justice: Little Justice in America's Family Courts 60 minutes	Producer's description: "This new program explores the family court system which routinely takes children away from the protective parent and puts them in the care of the person the children have named as their abuser. It describes how fathers use and sacrifice their children in order to control and punish the mothers, and how the courts, often unwittingly, help those men. By following the stories of 3 dedicated women and their lawyers the program exposes a systematic legal failure to protect those who need protection the most."	Intermedia 1700 Westlake Ave. North, Suite 724 Seattle, WA 98109 Phone: 800-553-8336 Fax: 800-553-1655 www.intermedia-inc.com info@intermedia-inc.com
Through My Eyes: Children Exposed to Violence 9 minutes ☐ 1999	In the voices, artwork, and writings of children, the video conveys how children experience violence in their lives. This video helps viewers to better understand, from a child's point of view, the trauma children experience with they have been victims of abuse, have watched violence in their streets or have seen their mothers beaten by their fathers.	Office of Victims of Crime Dept. of Justice 810 7 th NW Washington DC 20531 Phone: 1-800-627-6872 www.ojp.usdoj.gov/ovc
Two or Three Things but Nothing for Sure 12 minutes ☐ 1996	Acclaimed author Dorothy Allison (Bastard Out of Carolina) is profiled in this moving, inspiring film. Combining poetic imagery with powerful readings, it evokes Allison's childhood in the poor white American South of the 1950's, her birth as a writer and feminist, and her coming to terms with a family legacy of incest and abuse. This is a story of survival and triumph.	Women Make Movies 462 Broadway, Suite 502D New York, NY 10013 Phone: 212-925-0606 Fax: 212-925-2052 www.wmm.com orders@wmm.com

DIRECT SERVICE TOOLS
RESOURCE LIST
CURRICULA, GAMES, HANDBOOKS, MANUALS AND WORKBOOKS

CURRICULA

- Boulder County Safehouse Outreach Center. (1994). *Choices and Change: Challenging Interpersonal Violence, A Curriculum for Children*. Boulder: Boulder County Safehouse, 835 North St., Boulder, CO 80304, Phone (303) 449-8623 or e-mail: bcsh@ix.netcom.com; Website: <http://www.bouldercountysafehouse.org/>
The elementary school syllabus introduces information about families and feelings, and emphasizes the right of all children to be safe. It is written in a scope and sequence mode of teaching, with age appropriate discussion and activities about feelings, family violence, and safety. The lesson plans are designed to progress from grade to grade on these themes, and to provide the groundwork for further education at the secondary school level.
- Crager, M. & Anderson, L. (1997). *Helping Children who Witness Domestic Violence: A Guide for Parents - Instructor's Manual*. Seattle, Washington: Family Services Domestic Violence Treatment Program & King County Women's Program.
- Crager, M. & Anderson, L. (1997). *Helping Children who Witness Domestic Violence: A Guide for Parents - Student Workbook*. Seattle, Washington: Family Services Domestic Violence Treatment Program & King County Women's Program, King County Women's Program, Department of Community and Human Services, 821 2nd Ave, Suite 500, Seattle, WA 98104-1598, Phone (206) 296-5241, (206) 296-5242 (TDD) or contact Meg Crager @ Phone (206) 296-7864 or e-mail: megcrager@home.com
Website: <http://www.mincava.umn.edu/vaw.asp#A101090300>
This curriculum comes in two parts and both are downloadable as Microsoft Word documents: Instructor Manual and Student Manual. Although this curriculum is posted on the MINCAVA website, it is copyrighted and requires the author's permission prior to use. This 12-session curriculum is designed to be used with either mothers who are survivors of Domestic Violence or fathers who are batterers (these mothers and fathers should never be together). The sessions focus on the impact of Domestic Violence on children and ways parents can help as well as on positive parenting skills.
- DeMauro, C. & Kilar, J. (1993). *Aloha Nui Na Kamali'i : A Psycho-Dynamic Group Counseling Curriculum for Teens Who Witness Domestic Violence and Na Wahine Ho 'Apo: For Teen Girls in Abusive Relationships*. Honolulu, HI: The Family Peace Center, 938-E Austin Lane, Honolulu, HI 96817, Phone (832) 0855 or e-mail: peace@pixi.com
Website: <http://www.pacthawaii.org/programs/Domestic.html>
The curriculum is divided into two sections, for two distinct groups, a co-ed group for youth who have witnessed violence only and one for teenage girls who are in violent relationships. The teen girls curriculum focuses on safety, naming the abuse, addressing feelings that have resulted from the abuse, and learning to value themselves to refuse to continue in an abusive relationship.

Domestic Abuse Council, Inc. (n.d.). *Hugs & Love*. Daytona Beach, FL: Domestic Abuse Council, Inc., 211 N. Ridgewood Ave., Suite 301, Daytona Beach, FL 32114, Phone (904) 257-2297.

The program is designed to stop the cycle of violence by intervening with children at an early age. It teaches children alternatives to violence behavior and provides them with coping skills necessary to survive in a violence home. In addition, the program covers the expression of feelings, finding safety, and family violence. The curriculum involves five separate presentations on five separate days.

McCue, M. (1994). *No Punching Judy: Domestic Violence Prevention Program. Conflict & Aggression Reduction Program for Grades 1-5*. Huntington: The Bureau For At-Risk Youth, 35 Dupont St., PO Box 760, Plainview, NY 11803-0760. Phone (800) 99-Youth or website <http://www.at-risk.com>.

The full program features the puppet show video (introduction for elementary school children to the issue of domestic violence), teacher training video (not to be presented to children), nine-week curriculum, coloring books and "no punching" pins. The curriculum provides lessons on gender stereotypes, expressing feelings, and nonviolent conflict resolution. The curriculum is based on the video, No Punching Judy, the story of a puppet family living with violence in the home. As the story begins, the children, Judy and Junior, exhibit the effects of living with violence. Viewers watch as they change from frightened, angry, and powerless children—into children empowered to stay safe, while they learn to communicate feelings and relate positively to each other.

Petersen, K. (1988). *My Family and Me: Violence-Free Domestic Violence Prevention Curriculum for Grades K-3*. St. Paul, MN: Minnesota Coalition for Battered Women 450 Syndicate St., Suite 122, St. Paul, MN 55104, Phone (612) 646-6177; Website: <http://www.nebw.org>

Peterson, K. (1988). *My Family and Me: Violence-Free Domestic Violence Prevention Curriculum for Grades 4-6*. St. Paul, MN: Minnesota Coalition for Battered Women. This domestic violence prevention curriculum is meant to be used by teachers and targets children in grades 4-6. Its main purpose is the primary prevention of domestic violence by challenging social messages that increase the perpetuation of domestic violence. Another goal is early intervention with children who are physically abused or who are witnesses of domestic violence in their homes. The program is designed to build children's problem solving skills by teaching them how to identify problem situations and encouraging them to use conflict resolution, stress management, consideration of consequences, and alternative responses that do not use violence. The curriculum is divided into two 50-minute sessions a week for the duration of six weeks. Each session consists of relaxation/visualization exercises and affirmation games and activities. The curriculum includes a book, *Taming Your Dragons*, a collection of relaxation activities for home and school. An audio cassette tape is available.

Schechter, S. (1995). *Domestic violence-child protection curriculum*. Columbus, OH: Ohio Dept. of Human Services 30 E. Broad St., 32nd Floor, Columbus, Ohio 43215-3414, Phone (614) 466-6282; Website: <http://www.state.oh.us/>
Understanding domestic violence: preparatory reading for trainers--Developing the framework: the relationship between domestic violence and child welfare--Understanding the dynamics of domestic violence -- Assessing risk to children: the child protective service system--understanding CPS tasks: identifying domestic violence, assessing risk, safety planning, referral, case management, Using Ohio legal and community resources in domestic violence-child protection cases.

Schechter, S. & Carter, J. (1995). *Domestic Violence: A National Curriculum for Family Preservation Practitioners*. San Francisco, CA: Family Violence Prevention Fund, 383 Rhode Island St., Suite #304, San Francisco, CA 94103-5133. Phone (415) 252-8900 or e-mail: fund@fvpf.org; Website: <http://www.endabuse.org>
The curriculum is intended to guide the development of a comprehensive educational program on domestic violence for family preservation practitioners. The program's goal is to teach family preservation practitioners skills in identification, assessment, and intervention that will improve their response to domestic violence. The curriculum can be used to train new workers or to conduct on-going training programs for more experienced practitioners. The curriculum includes: a suggested program agenda, content outlines for the instructors, exercises designed to enable participants to practice skills in domestic violence identification, assessment, and intervention; preparatory reading for participants to review prior to their attendance at the program; handouts for participants and bibliography on domestic violence.

Sojourner Center. (n.d.). *Sojourner Center Prevention Program*. Phoenix, AZ: Sojourner Center, Phone (602) 244-0997; Website: <http://www.sojournercenter.org>
The program is designed to develop resiliency in children in order to minimize community and familial influences that place them at risk of developing violence behavior toward the community and family members. The program is based on the resiliency theory which states that children living in at-risk environments may overcome barriers to success through developing assets, or positive factors, in their families, schools and communities. The program focuses on building strength in these areas and empowering children's natural support system to work for them. The specific goals of the program are to increase self-esteem among program participants, increase positive decision making skills, increase communication skills, increase the assumption of personal responsibility, increase healthy relationships among program participants and family members, decrease the incident of violence in schools, and increase student academic performance among program participants.

Sudermann, M. & Schieck, E. (1996). *A School-Based Anti-Violence Program: A.S.A.P.* London, ON: London Family Court Clinic, 254 Pall Mall St., Suite 200, London, ON N6A5P6, Canada, Phone (519) 679-7250; Website: <http://www.lfcc.on.ca/index.htm>

This program is designed for teachers and administrators who are beginning school-based violence programs. It consists of a video, manual, and 65 Friendly Lessons on Violence Prevention. The video gives information on violence in relationships, gives examples of successful prevention programs, and shows how to overcome resistant attitudes of school personnel. The length of the video is 23:40 minutes. The manual provides the facilitator with information on: school involvement in ending violence; running awareness sessions on violence in relationships; developing a safe school climate and a zero toleration for violence policy; elementary and secondary school strategies for violence prevention; handling student disclosures about violence at home; diversity issues; evaluation; and additional resources. It also includes teacher resources on the media, dating violence, sexual harassment, and bullying. The video and the manual are to be used together. 65 Friendly Lessons on Violence Prevention is for teachers to use with children in grades 7-10. These worksheets cover initiatives in violence prevention, indicators of change, issues of violence in relationships, violence prevention ideas (for stereotyping, violence in relationships, society, and social skills), school-wide ideas, and a self-help pamphlet.

Turn Off the Violence Education Committee. (1991). *Turn off the Violence – An Education Idea Guide.* Minneapolis, MN: Turn Off the Violence, P.O. Box 27321, Minneapolis, MN 55427; e-mail: info@turnofftheviolence.org; Website: <http://www.turnofftheviolence.org>.

Although most of the lesson plans in this guide are labeled for use with particular grade levels, the concepts behind each of these lesson plans are valid for other age groups. Educators are encouraged to review all of the lessons to choose and adapt those that best work for you, your students, and your available resources. The key concepts important for students to learn are: (1) Recognition of “violence,” (Any time someone hurts someone else intentionally, with words or actions); (2) Recognition of their personal gains in a world with less violence – what’s in it for them; (3) Recognition that they have the POWER to make change in their lives and the world around them; and (4) Proficiency in anger management and conflict resolution techniques.

The guide is divided into the following sections: Lessons for Pre-schoolers: a) Coping with anger, b) If You're Angry and You Know It (song), c) Friendly Deeds Tree, and d) Imagination Tree; Lessons for Kindergarten through Third Grade: a) "Warm Fuzzies" - the pleasure of kindness, b) Win/Win Classroom - peaceful conflict resolution; Lessons for Grades Four through Five: a) What Does Peace Feel Like?, b) Peace Pledge, c) Peer Pressure and Safety; Lessons for Grades Four through Eight: a) Bullying Prevention; Lessons for Grades Six through Eight: a) Imagine a World Without Violence, b) Media Decisions (a follow-up assignment), c) Civil Disobedience; Lessons for Grades Nine through Twelve: a) Effective Communications, b) Understanding Passive, Aggressive, & Assertive Styles; Integrating Turn Off the Violence Concepts into Core Classes.

Weltmann Begun, R. & Huml, F. (n.d.). *Ready-to-Use Violence Prevention Skills Lessons & Activities*: Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone: (888) 413-3339 or e-mail sresource@interlog.com; Website: <http://www.sourceresource.com>

Two self contained volumes, for the elementary and secondary level, featuring ready-to-use curriculum of 50 lessons and 92 reproducible activity sheets to help students build character, recognize threatening situations, and handle conflicts safely. Lessons are based on real situations in students' own lives, with topics such as stimulant use, dealing with anger, family relationships, choosing friends wisely, and gang-related activities. Includes detailed lesson plans and an extensive bibliography of useful resources.

GAMES

Barden, L. *The Peace Path*. Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone: (888) 413-3339 or e-mail sresource@interlog.com; Website: <http://www.sourceresource.com>

A board game designed for children from violent, abusive or dysfunctional families. This unique game not only reaches alternatives to violence behavior but also addresses the more immediate issues of what the child should do at the moment violence is occurring. Simple, focused, and appropriate for a wide age range, this game is an excellent resource for professionals who work with children from violence or abusive families.

HANDBOOKS

Boulder County Safehouse for Women. (1988). *We Can't Play at My House: Book I—Guidebook for Parents*. Boulder, CO: Boulder County Safehouse for Women, 835 North St., Boulder, CO 80304, Phone (303) 449-8623 or e-mail: bcsh@ix.netcom.com; Website: <http://www.bouldercountysafehouse.org>

This Handbook is written for parents who have been involved in a relationship in which fights at times become violent with verbal or physical assaults. The booklet lets the parent know how children respond to being around fights and what the parent can do to help the children through past and present fears and reactions.

Boulder County Safehouse for Women. (1990). *We Can't Play at My House: Children & Domestic Violence: Book II—Handbook for Teachers*. Boulder, CO: Boulder County Safehouse for Women.

This handbook provides educators with information and resources to help them deal with domestic violence and its effects on students. It discusses psychosocial, legal and safety issues for victims in the classroom. The handbook also provides educators with an understanding of the characteristics of child family violence witnesses and explains how to effectively and safely intervene in domestic violence.

MANUALS

End Violence Manual. Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305.

Phone (888) 413-3339 or e-mail sresource@interlog.com;

Website: <http://sourceresource.com>

A resource manual for leaders providing groups for children and their parents who have been traumatized by family violence. This manual provides step by step instructions for running child and adult groups. It includes background information on family violence and the impact it has on children at different stages of development. The 12-session group program is described in detail covering such themes as Problem Solving and Conflict Resolution, Split Loyalties, Wishes for the Family, Self-esteem and Safety Plans. There are companion resource sheets on each topic to be used in the parent group to assist them in supporting their children.

Merrymount Children's Center. (1998). *No Violence = Good Health: A Group Program Manual to be used with Preschool-aged Children Who Have Witnessed Family Violence*. Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone (888) 413-3339 or e-mail sresource@interlog.com; Website: <http://sourceresource.com>

The group programs "The Best Me is Violence Free" and "The Best Me I Can Be," which comprise the main sections of the manual are progressive and each session is structured to build on previously learned skills. Each session provides children with opportunities to learn and build on individual strengths and self-esteem.

Montgomery, M. (1991). *Children's Domestic Abuse Program: Group Manual*. Charlotte, NC: KIDSRIGHTS, 10100 Park Cedar Dr., Charlotte NC 28210. Phone (800) 892-5437 or e-mail: jistlife@jist.com; Website: <http://www.kidsrights.com/>

Manual detailing session plans and including coloring book materials for working with children from violent homes. Focus is on (1) feelings children experience: powerless, confused, angry, guilty, sad, afraid and alone; (2) self-esteem; (3) safety; (4) abuse education & other crucial domestic violence issues. Gives 15-18 sessions for three different age groups: 3-5yrs; 6-8yrs; and 9-12 yrs.

National Judicial Institute. (1991). *National Judicial Institute -- Family Violence and Child Abuse*. Ottawa, ON: National Judicial Institute, 161 Laurier Ave. W, Suite 300, Ottawa, Ontario K1P5J2, Canada. Phone (613) 237-1118; Website: <http://www.nji.ca/>

A National Judicial Institute training manual comprising nine "tabs" of excerpts from workshops, books, journals, and law reports which examine issues of family violence and child abuse, where the child is either witness or victim. Sections include: Spousal Assault Video Workbook; Wife Assault: Understanding the Women, the Man, and the Children; Children of Battered Women; the Child as Witness.

Peled, E. & Davis, D. (1995). *Groupwork with Children of Battered Women: A Practitioner's Manual*. Thousand Oaks, CA: Sage Publications, 2455 Teller Rd., Thousand Oaks, CA 91320. Phone (800) 818-7243 or e-mail: webmaster@sagepub.com; Website: <http://www.sagepub.com/>

Manual providing clinical insights and therapeutic strategies to consider when working with children from violent homes. Includes intake procedures and interview forms, assessment information, and group sessions for children and for parenting classes. Provides guidelines for relevant concerns such as parental dynamics (discussing group influences with parents) and safety planning with children.

Topley, M. (n.d.). *How to Develop a Group Activity Program for Children in Transition Homes and Shelters: A Self-Study Manual*. Winnipeg, MB: YM-YWCA of Winnipeg Osborne House Branch, Phone (204) 942-7373.

Maxine Topley has produced a manual that may prove invaluable for training new childcare staff for transition homes. Encouraging readers to draw upon their own experience and observations in working with children, Topley is committed to the idea that working with children from violent homes is the key to breaking the intergenerational cycle of violence. The first part of the manual looks at how children's personalities are shaped by family violence and gives the reader a clear idea of how devastating and long lasting these experiences are. She describes the two basic coping styles used by these children and stress the importance of determining the predominant style each child displays. The second, and main part of this manual, is the presentation of group activities developed to address the 'deficits' manifested in children who have witnessed violence. The various activities are designed to facilitate skill development in such areas as expression of feelings, social skills, problem solving and coping skills. The activities are well designed and use play as the medium. Topley instructs the reader on how to plan an activity from the needs assessment to the final evaluation. One drawback is that, for the most part, the activities described are for children aged 6 to 11 years. Chapters include: Impact of Domestic Violence on Children; Use of Play in Group Activities; Designing a Group Activity; Planning, Implementing and Evaluating a Group Activity; Facilitating a Group Activity; Engaging Mother in the Process; Support Groups; Review and Study Guide.

The Wilder Community Assistance Program (CAP). (1996). *Children's Domestic Abuse Program*. St. Paul, MN: Amherst H. Wilder Foundation, 919 Lafond Ave., Saint Paul, MN 55104-2198. Phone (612) 221-0048 or e-mail: webmaster@wilder.org; Website: <http://www.wilder.org/contact/index.html>

This manual outlines a group program for children growing up in homes with violence. The goal of the program is to help children understand their situations and the emotional damage that comes from family violence. It is meant to be a positive counseling experience and also boost the child's self-esteem. The program teaches the children about the cycle of violence and how to handle it with non-threatening problem solving approaches and personal safety plans. The program also deals with the feelings of powerlessness, confusion, anger, guilt, sadness, fear, and loneliness that these children experience. The manual is divided into three self-contained sections that are designed for different age groups: ages 3-5, ages 6-8, and ages 9-12. Included in the manual are a list of materials, a snack list, basic lesson plans, handouts, and sample letters to parents.

Wilson, S.K., Cameron, S., Jaffe, P. & Wolfe, D. (1986). *Manual for a Group Program for Children Exposed to Wife Abuse*. London, ON: London Family Court Clinic Inc., 254 Pall Mall St., Suite 200, London, ON N6A 5P6, Canada. Phone (519) 679-7250; e-mail: info@lfcc.on.ca; Website: <http://www.lfcc.on.ca>

Designed for professionals working with children aged 8 to 13 who have witnessed physical violence between their parents, to address some of the concerns that this special population of children may have to cope with. Contains sessions, each with its own objectives; suggestions for activities that may be helpful to obtain these objectives; homework activities to encourage the children to think about some of the issues discussed in their groups. The group program is not intended to be the only intervention for these children. This manual is, according to the authors, a starting point in developing programs that focus on the special needs of children who witness wife assault.

WORKBOOKS

Deaton, W. & Kendall Johnson, Ph.D. (1991). *Growth and Recovery Workbooks*. Claremont: Hunter House, Inc., P.O. Box 2914, Alameda, CA 94501. Phone (800) 266-5592; Website: <http://www.hunterhouse.com/showbook.asp?bid=112>

These workbooks are tools for working with children who have been traumatized by a particularly events. They are designed to help clients recall painful memories and associations, which could result in posttraumatic reactions, and to facilitate the working through and integration of traumatic experiences and their after effects. They are designed for use in the clinical setting by therapists, counselors, and school psychologists. While written primarily for school-aged and adolescent children, the tasks are adaptable for use with younger children and young adults. Titles include:

- *I Saw It Happen*
- *Living With My Family*
- *A Separation in My Family*
- *Drinking and Drugs in My Family*
 - *My thoughts and feelings (For Girls)*
 - *My thoughts and feelings (For Boys)*
 - *My own thoughts and feelings on stopping the hurt*

Patterson, S. (1987). *I Wish the Hitting Would Stop: A Workbook for Children Living in Violent Homes*. Fargo: Rape & Abuse Crisis Center, Box 2984, Fargo, ND 58108, Phone (701) 293-7273; e-mail: crisis@raccfm.com; Website: <http://www.redflaggreenflag.com/or> Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone (888) 413-3339 or e-mail: sresource@interlog.com; Website: <http://sourceresource.com>

This is a workbook designed for use by professionals, paraprofessionals, child advocates, and others working with elementary school-aged children (ages 6-14) who live or have lived in a home in which their mothers have been physically abused. This workbook was developed to help children in violent homes cope with the stress of living in constant fear and never knowing when the violence will occur again. It also addresses issues of safety and self-help for children. Also available in Spanish: *Deseo Que Los Golpes paren: Un Libro de Ejercicios para Ninos que Viven en Hogares Violentos*.

Patterson, S. (1990). *I Wish the Hitting Would Stop: A Workbook for Children Living in Violent Homes-Facilitator's Guide*. Fargo: Rape & Abuse Crisis Center. Box 2984, Fargo, ND 58108. Phone (701) 293-7273; e-mail: crisis@raccfm.com; Website: <http://www.redflaggreenflag.com/> or Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone (888) 413-3339 or e-mail sresource@interlog.com; Website: <http://sourceresource.com>

This is a workbook designed for use by professionals, paraprofessionals, child advocates, and others working with elementary school-aged children who live or have lived in a home in which their mothers have been physically abused. This workbook was developed to help children in violent homes cope with the stress of living in constant fear and never knowing when the violence will occur again. It also addresses issues of safety and self-help for children. The 68-page facilitator's guide includes discussion questions, related activities and a resource section listing books, films & games for children & adults.

Pennsylvania Coalition Against Domestic Violence. *Scenes from a Shelter: Talking About Domestic Violence Workbook and Discussion Guide*. Harrisburg, PA: PCADV. Phone (800) 537-2238; Website: <http://www.pcadv.org>

This guide is designed for adults such as children's advocates, teachers, counselors, and others who work with children ages 3-8 from violent homes. It is a guide to use with the video *I Do, and I Don't*. The video is divided into two segments (Segment 1- 16:20; Segment 2 -12:58) and uses puppets to discuss domestic violence and life in a shelter from a child's perspective. The guide provides a description of the problem of domestic violence, statistics, guidelines for the video, discussion topics and questions, activities, follow-up, and a safety plan.

Tri-State Coalition. (1987). *It's Not Always Happy at My House*. Oakville, ON: Magic Lantern Communications Ltd., Phone (905) 827-1155 or (800) 263-1717.

Made especially for children, this program was designed to aid in breaking down the sense of isolation and secrecy that prevails in the battered family. In a realistic dramatization, the central family is shown taking the necessary, though not easy, steps to ensure their safety and to learn about the violence in their own lives. This program will also be an important consciousness-raising tool for individuals working with children and those responsible for developing or administering policy and legislation concerning domestic violence.