

Learning to Listen, Learning to Help: Understanding Woman Abuse and its Effects on Children

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WHY LEARN ABOUT WOMAN ABUSE & ITS EFFECTS ON CHILDREN?

Many of us work with people

If your professional or volunteer role finds you in social service settings, employment agencies, classrooms, recreation facilities, health care settings, law enforcement agencies, correctional institutions, courthouses, veterinary practices, dental offices, law firms, legal clinics, or any place you meet people --

you *will* meet women who are in, or have recently left, abusive intimate relationships. Many of these women have children.

 **Children who live with woman abuse are affected, whether they see it, hear it, see the aftermath, or are told about it**


A sensitive and respectful response to abused women and their children requires an understanding of the issue and being prepared to provide support.

Learning to Listen

The first step is to listen, respectfully and without judgment. Woman abuse and child maltreatment are illegal and hidden behind closed doors and can be found in any neighbourhood. Those affected have many reasons to keep it secret, including fear, self-blame, embarrassment and concern for legal consequences such as deportation. Knowing the signs and patterns helps you listen with an ear to understanding.





Learning to Help

You can help. Respect a woman's choices, know the resources in your community, make appropriate referrals, and observe her privacy (as long as no child is at risk).

 **You cannot keep a confidence if you believe a child is at risk of harm. Know your legal responsibility to report child abuse (see page XX)**

Special Features of this Guide

These symbols point out key information and direct you to sources for further reading and study, most of which are available free on the Internet.

 Of special note: this is an important point	 A web site with more information	 Use the Internet to explore this topic	 A document with more information
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WHAT IS WOMAN ABUSE?

Woman abuse does not always involve physical violence

The spectrum of abuse ranges from insults to life-threatening injuries and even murder. The goal of the abuser is to use physical, economic or other power to be in control and to put the woman in a position of powerlessness. Woman abuse can take one, two or more of these forms...

emotional abuse

Demeaning comments, insults, taunts about being useless, lazy, fat, ugly, or stupid, dictating how she dresses, threats of suicide, threats of taking the children, surveillance, baseless jealousy, cutting her off from family or friends, abusing pets, destroying sentimental or valued possessions.

economic abuse

Withholding money, taking her money, spending frivolously while the children do without necessities, making all major purchases, denying access to bank accounts, preventing her from taking or keeping a job.

sexual abuse

Forced sex, distasteful or painful sexual activity, exposure to AIDS or other sexually-transmitted diseases, refusal to use or permit her to use birth control.

spiritual abuse

Ridicule or punishment for holding a religious or cultural belief, forbidding practice of a person's religion or forcing adherence to different practices.

physical abuse

Slapping, punching, kicking, shoving, choking, burning, biting, pushing down stairs, stabbing or slashing with a knife, shooting, hitting with an object.

 **While all forms of abuse are hurtful, some forms of woman abuse are criminal offences and others are not**



Liz Hart & Wanda Jamieson (2002). *Woman Abuse: Overview Paper*. Ottawa: Health Canada. [find at www.hc-sc.gc.ca/nc-cn]

GLOSSARY

You will see these terms used throughout the handbook

When we use these terms, here is what we mean.

assault

An offence contained in the *Criminal Code* of Canada.

child exposure to woman abuse

Seeing, hearing, being told about, or seeing the aftermath of a mother's abuse by her intimate partner. Some children see a father taken away by police.

👉 **Statistics Canada estimates that children have seen violence or threats in 37% of households where there is spousal violence⁷**

child maltreatment

Also called “child abuse,” a term that can mean physical, sexual or emotional abuse, and/or physical or emotional neglect and/or denial of medical care.

WEB	See also the Abuse of Children Wheel at www.duluth-model.org
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healthy, equal relationship

[I have asked Louise for the OWD definition]

power and control

A pattern of behaviour that involves coercion, threats, intimidation, emotional abuse, isolation, using male privilege, minimization of the seriousness of his abusive behaviour, denial of harm, etc.

survival strategy

A way to cope with an emotionally painful situation.

woman abuse

A pattern of male behaviour characterized by power and control tactics against a woman that may, or may not, involve physical assault.

POWER & CONTROL WHEEL

Woman abuse does not always involve physical violence

The Domestic Abuse Intervention Project counsels men with a pattern of abusing their female partners. Their model shows how power and control tactics are the hallmarks of woman abuse.

[insert wheel here]

Developed by the Domestic Abuse Intervention Project, Duluth, Minnesota
www.duluth-model.org



Find the *Lesbian/Gay Power and Control Wheel* and also the *Creator Wheel* (Mending the Sacred Hoop) for Aboriginal communities

THE EQUALITY WHEEL

Equality is the opposite to power and control

This model from the Domestic Abuse Intervention Project describes a healthy, equal relationship.

Negotiation and Fairness

- seeking mutually satisfying resolutions to conflict
- accepting change
- being willing to compromise

Non-threatening Behaviour

- talking and acting so she feels safe and comfortable expressing herself and doing things

Respect

- listening to her non-judgmentally
- being emotionally affirming and understanding
- valuing opinions

Trust and Support

- supporting her goals in life
- respecting her right to her own feelings, friends, activities and opinions

Honesty and Accountability

- accepting responsibility for self
- acknowledging past use of violence
- admitting being wrong
- communicating openly and truthfully

Responsible Parenting

- sharing parental responsibilities
- being a positive non-violent role model for the children

Shared Responsibility

- mutually agreeing on a fair distribution of work
- making family decisions together

Economic Partnership

- making money decisions together
- making sure both partners benefit from financial arrangements

WEB	The Ontario Women's Directorate has "tip sheets" to encourage healthy, equal relationships: www.ontariowomensdirectorate.gov.on.ca
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FACTS & FIGURES

Abuse in the home is hidden behind closed doors

That makes it difficult to get an accurate statistical picture.

How do we learn about violence in intimate relationships?

- anonymous telephone surveys of the general population
- review of cases reported to or discovered by the police
- review of cases where women were murdered by an intimate partner
- talking with women who are experiencing or have survived woman abuse

General Social Survey[SC2000]

The GSS is an anonymous telephone survey. In 1999 and again in 2004, surveyors asked randomly selected adults (over 15) about any “spousal violence” they had experienced over the previous five years, defined as threatened to hit you; thrown anything at you; pushed, grabbed or shoved you in a way that could have hurt you; slapped you; kicked, bit or hit you with a fist; hit you with something that could have hurt you; beaten you; choked you; used or threatened to use a gun or knife on you; forced you into an unwanted sexual activity by threatening you, holding you down, or hurting you in some way. Findings of the 1999 survey included that:

- rates were highest among women under 25 – an estimated 14,000 Canadian women over the previous year – but partner violence is rarely reported by men under 25
- rates are highest for those with partners between 15 and 34 years of age
- rates of violence decline as household income goes up for women, not for men
- rates were not associated with educational level of the reported victim
- rates were highest among those whose partners were looking for work
- rates were highest among those whose partners were heavy drinkers
- 43% of women and 25% of men who said they were the victim of at least one incident in the previous five years said their partner had been drinking
- spouses in step families are most likely to report experiencing violence

BOOK	Each year, Statistics Canada releases a document called <i>Family Violence in Canada: A Statistical Profile</i> . In 2005, the results of the 2004 GSS will be described there. [find it at www.statcan.ca]
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Who is most at risk for woman abuse?

Any woman could find herself in an abusive relationship but some groups of women appear to be at greater risk overall, specifically women who are:

- * young
- * in dating or common-law relationships
- * disabled
- * poor
- * Aboriginal
- * recently out of a relationship

☞ **never generalized from aggregate statistics to individuals: there are lots of young women, poor women, etc. who are not abused**

What do police statistics show?[SC]

- in 2002, 11% of victims of inter-personal crimes known to the police were victims of a current spouse (including common law unions) and 5% were victims of a former spouse for a total of 17%
- this amounts to 28,953 and 5,154 men over one year, or 28% of all female complainants and 5% of all male complainants of inter-personal crimes
- in cases of “spousal” assault known to police, 85% of victims are female

☞ **Most victims of crime do not call the police**

How many women go to shelters?

- each day, about 1,000 women live in an Ontario shelter because of abuse⁵

How many women are murdered by intimate partners? [SC 04]

- in 2002, 67 women and 16 men were killed by a current or former “spouse”
- over the last decade, the rate of spousal homicide was 8 per one million married (including separated) women per year and 2 per one million men
- figures for common-law unions are 22 (women) and 9 (men)
- figures for separated people are 39 (women) and 2 (men) [hotton]
- figures among Aboriginals are 47 (women) and 28 (men) [SC, 2001]

BOOK	Learn more by reading the latest annual report to the Chief Coroner by Ontario’s Domestic Violence Death Review Committee.
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GOOGLE	Find Jacqueline Campbell’s Danger Assessment to learn about this and other ways to measure “lethality indicators.”
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☞ **Statistics – called *quantitative data* – give one perspective. *Qualitative data* show the context, dynamics and consequences of woman abuse**

BOOK	Aysan Sev’er (2002). <i>Fleeing the House of Horrors: Women Who Have Left Abusive Partners</i> . Toronto: University of Toronto Press.
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WHAT CAUSES WOMAN ABUSE?

TORONTO STAR A 27-year-old unemployed father took just 37 days to get re-arrested and charged with beating up his wife again. In his second round of charges he was accused of violently pushing his wife into some cupboards, throwing her to the ground and then threatening to kill her with a piece of broken glass.

Ask this man for an explanation and he might say it was *her fault*: she was nagging, burned the dinner, spent too much money, or insulted him. He might focus on *the situation*: he was drunk, under stress after losing his job, or the children were noisy.

But the underlying cause of woman abuse is the man's need to control, often paired with a belief that men can or should be in charge. Perhaps he learned these attitudes by watching his father, or because he was raised believing that men's rights are more important than those of women or children.

☞ **Woman abuse is not a problem of mental illness or a reaction to stress. It is never caused by the victim's behaviour**

These factors contribute to the dynamic of violence against women in our society.

Socialization of girls

Many girls are encouraged to be nurturing, non-confrontational, and to put the needs of others over their own. Girls can be exposed to messages that being male is better, men cannot be expected to share domestic duties, women are only valued for their beauty and ability to have children, and women without a man should be pitied.

Stereotypes of masculinity and the role of men

Little boys are socialized in quite a different way. It starts when they are babies and continues at school, where male aggression at recess is often excused as boisterous play, for example. Boys can receive messages that being powerful and in control are good, thinking is better than feeling, and expressing feelings is a sign of weakness. As adults, some have difficulty appreciating the viewpoint of others. They may believe the man is head of the household and his opinions and needs are more important.

WEB	The Ontario Women’s Directorate has “tip sheets” for parents and caregivers, to encourage healthy dating relationships in boys and girls www.ontariowomensdirectorate.gov.on.ca
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Violence in the media

Stereotypes of male and female roles are prevalent in movies and on television, suggesting that men are aggressive and in control and women are passive, submissive, sexually available, and eager to cater to the needs of men. Moreover, media portrayals of violence may be presented as normal, deserved by the victim, and executed without consequence.

Societal attitudes condoning violence against women

Portrayals of women in films and on television suggest that we collectively see women as legitimate targets of violence. Indeed, some people believe there are circumstances when a man is justified in hitting a woman, such as if she is unfaithful or he is drunk.

Inequality of women

The Canadian Panel on Violence Against Women⁴ concluded that woman abuse is “the consequence of social, economic and political inequality” of women. For example, women earn less money than men, their work at home is undervalued, and few politicians are women. If society now takes violence against women seriously, it is because women worked hard for this.



Canadian society is changing. Many women and men today do not buy into stereotypes and strict gender roles. Remember, however: some people have views different than yours, including perhaps some people who are older than you, new to Canada, or who adhere to some religions

Myths are still prevalent. More than half of Canadians (54%) mistakenly believe that family violence is caused by stress in the family, 33% believe it is caused by alcohol or drugs, and 66% believe it is often or always a family matter that is not their concern. [EKOS]



Woman abuse is not caused by anger, stress or alcohol. It occurs in all age, cultural, socio-economic, educational, and religious groups

ADVOCACY WHEEL

This model illustrates key principles guiding intervention with abused women

Things *NOT* to do include violating her right to confidentiality, trivializing and minimizing the abuse (e.g., “you stayed this long, why not just stick it out?”), blaming her (e.g., “why didn’t you just leave?”), not respecting her autonomy (e.g., telling her what to do), ignoring her need for safety, and normalizing the victimization.

[insert wheel here]

Developed by the Domestic Violence Project of Kenosha, Wisconsin
www.pathwaysofcourage.org


BOOK	Partnerships Against Domestic Violence (2000). <i>Competency Standards for People Who Come into Professional Contact with Those Affected by Domestic/Family Violence</i> . Australia. [find at www.padv.dpvc.gov.au]
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HOW TO SUPPORT A WOMAN

Address safety, ask what she needs, and be willing to listen

Refer her to a local agency that specializes in woman abuse – you *may* not be able to address the situation and you *will* not be able to predict the abuser’s behaviour.

WEB	Women at risk of harm need a <u>safety plan</u> , a set of strategies worked out ahead of time to help them escape from a dangerous situation. www.shelternet.ca has a template for a safety plan.
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 **Staff at a shelter, women’s centre or abused women’s advocacy agency can help women develop safety plans. If unsure of the nearest agency, call the Assaulted Women’s Help Line or visit the web site of the Ontario Women’s Directorate (see pages 13 and 14 for contact information)**

Guiding principles for intervention

- safety is the priority: ask if she is in danger and what she needs to be safe
- she is the expert on her life
- your response COULD put her at greater risk so proceed with caution
- every woman is unique: ask her what she needs and don't make assumptions
- if you feel uncomfortable or unprepared to assist, tell your supervisor

Some basic “tips”

- find a private time and place to speak with her
- let her know she is not alone, you believe her, and it is not her fault
- listen
- do not offer advice: offer support and choices
- let her know there are a lot of people available to help
- provide information on local resources such as the woman-abuse crisis line

	Find and compare the RADAR domestic violence screening system, the RUCS (Routine Universal Comprehensive Screening) and the WAST (Woman Abuse Screening Tool), all used in health settings.
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ANTI-VIOLENCE SERVICES

When helping women and their children...

...you can rely on a network of organizations with the mandate or the mission to help women and children be safe and stay safe. See page 13 for how to find resources.

Women's advocates

Although called different names in different places, there may be a women's centre or abused women's advocacy agency in your area, where women receive confidential counselling and advice.

Crisis lines

Check on the first page of the telephone directory for the local 24-hours crisis lines. Women can also find the local crisis line by calling the province-wide Assaulted Women's Help Line (see page XX).

Women's shelters

There are over 150 shelters in Ontario including emergency shelters specializing in violence against women, shelters for homeless women, safe houses, and second-stage housing facilities. Many have agreements with local animal shelters so women arriving with pets are not turned away.

Children's Aid Societies

The 52 CASs across Ontario are mandated by law to investigate and intervene when children are or may be in need of protection from abuse or neglect by caregivers. See page 13.

Police

Women can access police services by calling 9-1-1 or finding the local number in the telephone book.

 **All police services in Ontario have mandatory charging policies so officers must lay charges when having reasonable grounds to believe a crime (e.g., assault, criminal harassment) occurred**

Courts and victim services

When criminal charges are laid, women and children may be subpoenaed to testify. In most courthouses, the Victim/Witness Assistance Program helps them through that process. Several cities also have Domestic Violence Courts. In some areas, specialized child witness projects help children prepare to testify.

Abusive men's programs

Usually delivered in a group format and often based on the Power & Control model (page 4), these programs accept both self-referred clients and men ordered by the courts to attend. The National Clearinghouse on Family Violence [www.hc-sc.gc.ca/nc-cn] has a directory of programs in Ontario and across Canada.

FINDING RESOURCES FOR WOMEN & CHILDREN

Be prepared to help women find the resources they want and need

Being familiar with relevant services helps women find assistance to be safe and stay safe, including housing, legal aid, and income support.


What a woman might need to be safe and stay safe

- a place to live, perhaps a shelter if she is in danger or homeless
- legal advice
- help finding a job or upgrading job skills
- social assistance or welfare (called Ontario Works)
- help learning English
- help with immigration matters
- woman abuse advocacy or counselling

 **If you give (or she accepts) only one piece of information, make it the number of the Assaulted Women's Help Line**

Assaulted Women's Help Line [www.awhl.org]

A 24-hour telephone and TTY crisis line for women in Ontario. They will help women find local services. They also speak to friends and family members of abused women and service providers. In the GTA, call (416) 863-0511. In the rest of Ontario call toll free: 1-866-863-0511. The TTY number is 1-866-863-7868.

 **The Assaulted Women's Help Line has a Language Line service available 24/7: a woman whose first language is not English can call and state the language in which she requires service**

What a woman might need for her children

- information on community resources for children (e.g., child care)
- referral to counselling for the children
- legal advice about child custody, maintenance, and access

BOOK	Linda Baker & Alison Cunningham (2004). <i>Helping Children Thrive / Supporting Woman Abuse Survivors as Mothers: A Resource to Support Parenting</i> . London, ON: Centre for Children & Families in the Justice System. [find at www.lfcc.on.ca]
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WEB	The Ontario Women’s Directorate has links to these and other services: www.ontariowomensdirectorate.gov.on.ca Click “Help for Assaulted Women and Women in Crisis”
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Resources for safety


Abused women’s shelters offer safety, security, and emotional and practical support. All abused women’s shelters are listed at **www.shelternet.ca**. Those providing culturally relevant services to Aboriginal women are also listed at the National Aboriginal Circle Against Family Violence [**www.nacafv.ca**]. Other shelters can be found at **www.womennet.ca** under “women’s shelters.”

 **A woman in imminent danger should call 9-1-1 immediately**

WEB	The Family Assistance Program of the Ontario Society for the Prevention of Cruelty to Animals [www.ospca.on.ca] is designed for women who bring pets to women’s shelters.
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Income support

People needing “welfare” apply to Ontario Works. Each office is operated by the municipal government of your area under the auspices of the Ministry of Community and Social Services. To begin the process, women call (toll free) one of the seven Intake Screening Units. For example, in the City of Toronto, call 1-888-465-4478. Call the Ministry at 1-888-789-4199 for more information about the process.

 **Ontario Works lets victims of woman abuse defer workfare (first for three months with possible renewals) and defer the obligation to seek support payments from an ex-partner because doing so may endanger her safety**

A women who cannot work because of a medical problem can apply for Ontario Disability Support Benefits. This is a lengthy and complicated process and she may have to collect Ontario Works in the meantime.

BOOK	Woman and Abuse Welfare Research Project (2004). <i>Walking on Eggshells: Abused Women’s Experiences of Ontario’s Welfare System</i> . [find at www.oaith.ca]
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Counselling and advocacy

Availability of counselling services varies across the province. Some communities have local service directories and the telephone book is also helpful. Visit the Ontario Association of Women’s Centres (**www.oawc.org**) to see if you have a women’s centre in your area. Another good resource is **www.womennet.ca**. For example, to find counselling for men, go to “treatment programs for abusive men.” The Farm Line (1-888-451-2903) has an on-line resource directory for each area of Ontario at **www.thefarmline.ca**.

Legal advice

Women might need legal advice on child custody, property division, support payments for children (called maintenance), and restraining orders. They might be involved in the criminal justice system as a victim expected to testify in court. The document called *Do You Know a Woman Who is Being Abused* covers all these topics:

BOOK	Community Legal Education Ontario (2004). <i>Do You Know a Woman Who is Being Abused? A Legal Rights Handbook</i> [www.cleo.on.ca].
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Use the “Getting Legal Help” series of booklets from Community Legal Education Ontario (www.cleo.on.ca) to help women find lawyers and apply for Legal Aid.

Resources for women new to Canada

Especially if she speaks neither official language well, a woman new to Canada may have difficulty finding and accessing mainstream services. These resources help you give relevant information.

- www.settlement.org: information and answers for newcomers to Ontario
- www.projectbluesky.ca [resources in Chinese, Korean & Japanese]
- www.rosenet-ca.org: The Law and Abused Immigrant Women
- www.hotpeachpages.net [links to woman-abuse material in over 60 languages]


BOOK	Katrina Pacey (2003). <i>Assisting Immigrant and Refugee Women Abused by Their Sponsors: A Guide for Service Providers</i> [www.bcifv.org].
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Parenting Support

- There are more than 200 Ontario Early Years Centres (www.ontarioearlyyears.ca) and satellites. This free service supports parents and caregivers with children pre-natally to age six. The Centres have program information, services, and opportunities to talk with both professionals and other parents.
- The Parent Help Line (1-888-603-9100) is a national toll-free, 24/7 and bilingual (English/French) help line offering parents and caregivers information, support and referral. Speak with a professional counsellor or access more than 300 pre-recorded messages about common parenting issues. The web site has the message library online as well as discussion groups: www.parenthelpline.ca.
- Call Family Service Canada 1-800-668-7808 to find family serving organizations or visit: www.familyserviceontario.org or www.cmho.org (Children’s Mental Health Ontario).

Resources for Children & Teens

- The Kids Help Phone (1-800-668-6868) is a national toll-free, 24/7, bilingual help line where children and teenagers can speak with someone anonymously about personal problems and ask questions.

 **Some children believe that use of a toll-free number like Kids Help Phone will appear on the family telephone bill: reassure them this is not the case**

WOMAN ABUSE AND CHILDREN

Abuse threatens a child's sense of his or her family as safe and nurturing

Children living with woman abuse are: likely to be maltreated themselves; at risk of injury during violent incidents involving adults; unable to grow up in a safe, supportive and peaceful environment; and, at risk to develop trauma symptoms (e.g., nightmares).

☞ ***Each child is unique. Even children in the same family are affected in different ways, depending upon age, gender, and role in the family***

How children are “exposed” to woman abuse

- seeing a mother assaulted or demeaned
- hearing loud conflict and violence
- seeing the aftermath (e.g., injuries)
- learning about what happened to a mother
- being used by an abusive parent as part of the abuse
- seeing a father abuse his new partner when they visit him on weekends

How children might be “used” by an abusive parent

- suggesting a child's bad behaviour is the reason for violence
- encouraging the children to abuse the other parent
- threatening violence against the children and/or pets
- talking to children about the abused parent's behaviour
- prolonged court proceedings about custody and access, especially when the abuser has previously shown little interest in the children
- holding the children hostage or abducting them

Children are not “witnesses” to violence

In the research literature, children who live with woman abuse are often called “witnesses” to violence. This term implies a passive role – but children living with violence will actively interpret, predict, assess their roles in causing violence, worry about consequences, engage in problem solving and/or take measures to protect themselves or siblings, both physically and emotionally.

Roles during incidents


When violence occurs, they may referee, try to rescue their mother, try to deflect the abuse onto themselves, try to distract the abuser, take care of younger siblings, or seek outside help (e.g., calling 9-1-1, running to a neighbour's house).

Roles between incidents

Among the many roles children can play, they may try to predict an eruption of violence and modify their own behaviour to prevent or avoid an incident.

What children may think and feel

They may feel fear, distress, anxiety, self-blame, guilt, anger, grief, confusion, worry, embarrassment, and hope for rescue. To quell these intense emotions, they may use coping strategies such as those listed on page XX, many of which are effective at the time but not helpful in the long run (e.g., using drugs).

 **Children who do not blame themselves for the abuse, can appropriately and accurately attribute blame, and who develop helpful coping strategies (e.g., reaching out for help) will probably have the best outcomes**

BOOK	Elena Cohen & Barbara Walthall (2003). <i>Silent Realities: Supporting Young Children and their Families who Experience Violence</i> . Washington, DC: National Child Welfare Resource Center for Family-centered Practice. [find at www.cwresource.org]
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Lessons children may learn from violence

- violence and threats get you what you want
- a person has two choices – to be the aggressor or be the victim
- victims are to blame for violence
- when people hurt others, they do not get in trouble
- women are weak, helpless, incompetent, stupid, or violent
- anger causes violence or drinking causes violence
- people who love you can also hurt you
- anger should be suppressed because it can get out of control
- unhealthy, unequal relationships are normal or to be expected

THE NEED FOR DIFFERENTIAL RESPONSE

In choosing an intervention strategy, remember that all families are different

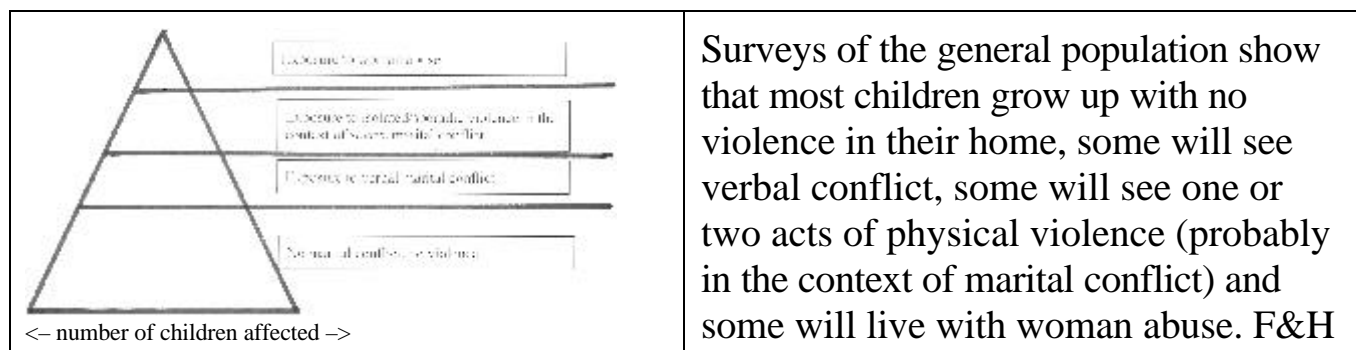
It would be unwise to assume that all children who have seen inter-parental violence have the same needs.

☞ **First, don't confuse "woman abuse" with marital conflict, which can sporadically escalate to violence or threats (and which is also bad for children but in a different way). [J& F]**

	Marital Conflict	Woman Abuse
Who	Mother and/or father	Father: Any violence by mother is defensive
What	Yelling and possibly pushing, slapping, throwing things in the context of arguments	Power and control tactics (see page 3), severe violence or credible threat of severe violence
Where	Behind closed doors, but perhaps known to neighbours because of the noise	Behind closed doors but father may also assault people outside the family
When	Any physical violence is situational, minor, and probably bi-directional	Violence or the threat of violence is ever-present
Why	Escalation from mutual conflict and arguments in the "heat of the moment"	For an instrumental purpose: to gain power and control, to get his needs met

While woman abuse can occur without physical assaults, minor physical violence such as slapping and pushing can occur once or twice in relationships not otherwise characterized by power and control tactics.

☞ **Second, look for power and control tactics, not just physical violence**



The “Adversity Package”

- ☞ **Third, look for other co-occurring challenges that can affect children and which should be considered in any intervention**

Large-scale studies of childhood help us see that children who live with woman abuse will typically face other challenges as well. The more frequent the physical abuse of a mother in a family, the more likely these are true:

- the child is maltreated (emotional or physical neglect, physical or sexual abuse, or emotional abuse) and subject to physical punishment ^[ROSS, DUBE, F&H]

This is sometimes called poly-victimization or multiple victimization

- the family experiences economic hardship, unemployment, alcoholism, parental criminality, and/or the recent introduction or exodus of a parental figure ^[FH, DJ]

- ☞ **A mothers’ ability to be the best parent she can be may be compromised by the abuse and its emotional and financial consequences¹**

For many children, this “package” of adversities will compromise health, emotional well-being and academic success, in the short and/or long term.

BO OK	A.J. Cunningham & L.L. Baker (2004). <i>What About Me! Seeking to Understand the Child’s View of Violence in the Family</i> [www.lfcc.on.ca]
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Statistically, the effect appears to be cumulative: the more types of victimization and adversities, and the longer they last, and the more severe they are, the more difficult it is for children to reach adulthood unencumbered by challenges.

- ☞ **Remember also that most children are also “exposed” to violence in the media (like movies and music lyrics), in the news, on the play ground or in school hallways, and some children are exposed in the neighbourhood.**
[B&B]

POTENTIAL IMPACTS OF VIOLENCE AT DIFFERENT AGES [HCT, WAM]

How children are affected by violence at home depends on many factors

As children get older, they develop a more sophisticated understanding of the causes and consequences of violence, a more accurate view of their own role in “causing” the violence, and an increasing ability to intervene. Their emotional coping strategies (see page XX) may also change.

Infants and Toddlers

Babies and toddlers are too young to understand what is happening between adults but they hear noise and feel the tension. They may be distressed or scared; be upset if not getting their needs met promptly; be too frightened to explore and play; or, sense the stress and distress of their mothers.

Infants are highly vulnerable to abuse including shaken baby injuries

WEB	Help women find an Ontario Early Years Centre, to get answers to questions, information about services for young children, and the chance to speak with professionals and other parents: www.ontarioearlyyears.ca
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Pre-schoolers

Children of this age are need to hear that what happened was not their fault, they are still loved, and that important features of daily life will go on. When pre-schoolers see violence and other loud conflict, they may:

- worry about being hurt and may have nightmares about being hurt
- believe they caused the “fight” by something they did
- hope that a TV character or super hero will come and save them
- be confused if Daddy is gone and worry that Mommy may leave too

Pre-schoolers can be upset by changes to daily routines and separation from cherished items such as blankets, teddies, or pets. If the family left home, perhaps to enter a shelter, encourage the mother to re-establish comforting routines such as meal and bedtime schedules. The present is more important to pre-schoolers than the past.

School-age Children

At this age – 6 to 12 years – children have increased connections with peers and want to be liked by them. They still depend on parents for security and basic needs.

Seeing “fights” between parents, many children now recognize how actions have reasons and consequences and that mothers may be upset even after a “fight” ends. They will probably see “fighting” as caused by stress, family finances, alcohol or whatever else their parents argue over. Believing this explanation is easier (emotionally) than seeing a parent as a “bad” person who is mean on purpose. When they see “fights,” they judge behaviour by its fairness: who started it, who is bigger, and if the consequence (e.g., arrest) was consistent with perceived seriousness. They are learning what it means to be male and female in our society and this learning is distorted in homes with woman abuse.

Adolescents

☞ **You may see teenagers who are victims of abuse, witnesses to abuse, perpetrators of abuse in the home, and/or who are involved in abusive relationships – some may be all four**

At this age, young people may feel embarrassment, responsibility for taking care of younger siblings, anger at either or both parents, concern for the well-being of their mother, vengeful toward the abuser, or relief if the abuser is out of the home. As they become stronger and larger, some teens intervene physically in violent incidents. This process places them at risk of injury. Teenagers have a wider range of coping strategies than younger children that may include leaving home, physically confronting the abuser, using drugs/alcohol, and entering intimate relationships for escape (see page xx). Some strategies may lead to problems outside the home such as arrest, incarceration, early school leaving, teen pregnancy, abusive dating relationships, or substance abuse. We still have a lot to learn on how boys and girls are affected differently.

☞ **Children may need to project an image of their family as “normal”**

WEB	The Ontario Women’s Directorate has a “tip sheet” for adults working with or mentoring youth, to encourage positive influences: www.ontariowomensdirectorate.gov.on.ca
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COPING AND SURVIVAL STRATEGIES OF YOUNG PEOPLE [HCT]

When faced with a difficult situation, children and teenagers find ways to “cope”

They come to an understanding (possibly distorted) about what is happening and deal with the flood of hurtful emotions. Their strategies can involve feelings (emotional), thoughts (cognitive), or actions (behavioural). These strategies can be a response to living with woman abuse or maltreatment.

Some strategies may be helpful in the moment but are costly in the long run

- coping strategies help a child get through a time of stress or crisis, such as when there is violence at home
- however, if used as a general response to other circumstances, these strategies may create problems
- the longer a costly strategy is used, or the more effective it is in shielding a youth from overwhelming emotions and hurt, the harder it may be to extinguish

☞ Young children cannot use coping strategies and need adults to buffer them from the harmful consequences of family adversities such as violence

These are some coping strategies that may be seen in children and teenagers who live with violence and maltreatment. Remember that coping styles vary with age.

Mental Blocking or Disconnecting Emotionally

- numbing emotions or blocking thoughts
- tuning out the noise or chaos, learning not to hear it, being oblivious
- concentrating hard to believe they are somewhere else
- drinking alcohol or using drugs

Making it Better Through Fantasy

- planning revenge on abuser, fantasizing about killing him
- fantasizing about a happier life, living with a different family
- fantasizing about life after a divorce or after the abuser leaves
- fantasizing about abuser being “hit by a bus”
- hoping to be rescued, by super heroes or police or “Prince Charming”

Physical Avoidance

- going into another room, leaving the house during a violent episode
- finding excuses to avoid going home
- running away from home

Looking for Love (and Acceptance) in all the Wrong Places

- falling in with bad friends
- having sex for the intimacy and closeness
- trying to have a baby as a teenager or getting pregnant to have someone to love them

Taking Charge Through Caretaking

- protecting brothers and sisters from danger
- nurturing siblings like a surrogate parent or taking the “parent” role with siblings
- nurturing and taking care of his or her mother

Reaching out for Help

- telling a teacher, neighbour, or friend’s mother
- calling the police
- talking to siblings, friends, or supportive adults

Crying out for Help


- suicidal gestures
- self-injury, carving
- lashing out in anger / being aggressive with others / getting into fights

Re-Directing Emotions into Positive Activities

- sports, running, fitness
- writing, journaling, drawing, poetry, acting, being creative
- excelling academically

Trying to Predict, Explain, Prevent or Control the Behaviour of an Abuser

- thinking “Mommy has been bad” or “I have been bad” or “Daddy is under stress at work”
- thinking “I can stop the violence by changing my behaviour” or “I can predict the violence”
- trying to be the perfect child
- lying to cover up bad things (e.g., a bad grade) to avoid criticism, abuse or family stress

 **Once the family is safe, gradually extinguishing strategies with negative effects and replacing them with healthier strategies may be the key to helping children who have lived with violence**

It is important to remember that these coping strategies may be triggered by a variety of family adversities such as severe marital conflict and parental substance abuse.

BOOK	Find handouts for mothers to help them understand the coping of their children in <i>Helping Children Thrive / Supporting Woman Abuse Survivors as Mothers</i> (2004). [www.lfcc.on.ca]
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RESPONDING TO CHILD DISCLOSURES OF ABUSE & NEGLECT

When working with children, some may tell you they are being abused

Children may tell you that someone is hurting them, they worry about someone who may hurt them, or that they are not taken care of properly or supervised at home.

 **If a child (under 16) is being abused, at risk of abuse, or not having basic needs met, it is your legal responsibility to call the Children's Aid Society: see page XX**

While you may consult a supervisor for guidance, if you heard the child disclose abuse or neglect, you must make the call, and you must call immediately. Letting the child leave your agency before you make the report can put him or her at risk.

Disclosures of woman abuse

A child may tell you that his or her mother is being hurt by her partner. In Ontario, this is not one of the reasons you have to call the CAS, unless you suspect that the child is at risk of harm. This includes risk to physical safety and also how the situation is affecting them emotionally (see page XX).

 **Ask the child if he or she is ever hurt when Mommy gets hurt (if the answer is yes, call the CAS)**

If you are unsure how to respond, call the local CAS to consult with them.

When a child makes a disclosure of abuse...

... stop for a minute and take stock of the enormous responsibility you have:

- appreciate how difficult it was to reveal a family secret
- assume the child has decided that help is needed
- understand the risk to the child if you do not respond appropriately

 **Failure to act may discourage a child from telling anyone for a long time and place him or her at risk of further harm**

How to support a child during a disclosure [ECE]

Allow the child to tell his or her story

Use active listening. Do not pressure the child to talk. Remember that your role is not to gather evidence or conduct an investigation.

Reassure the child by validating his or her feelings

Acknowledge the child's feelings with statements such as "sounds like that was scary for you." Depending upon the situation, it may be helpful to say you are glad he or she told you, that violence is never a child's fault, and that no one should be hurt.

☞ **If a child asks you to keep this secret, it is important to explain that you may need to tell someone whose job it is to help children be safe**

Do not criticize or speak negatively about the abusive parent

Children often have confused feelings. They may hate the abuse, but also have a close bond to the abusive parent and enjoy times they spend together. Any reluctance to tell anyone may be linked to a fear of marital separation. If you criticise the abusive parent, a child's feelings of loyalty and protectiveness toward the parent may cause the child to feel that you are not the person to speak with about the abuse.

☞ **A child who does not receive the hoped-for reaction may not disclose again**

Do not make commitments you cannot keep

Statements such as "I'll keep your secret" or "I won't let him hurt your mom anymore" may diminish a child's trust in you and others if subsequent experience shows that statements were not true. The child might come to believe that no one can help and it is not worth telling anyone.

Follow the child's lead

Some children have short attention spans and spend little time on any one topic, even if it is a distressing one. Permit the child to say as much or as little as needed.

BOOK	For when an adult discloses abuse, see <i>Handbook on Sensitive Practice for Health Professionals</i> (2001) for guidance on what to do and say (and what not to do and not to say). [find at www.hc-sc.gc.ca/nc-cn]
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BARRIERS TO CHILD DISCLOSURE

Children take an enormous risk in revealing family secrets

It is a common misperception that children experiencing abuse at home will readily tell adults such as teachers, counsellors, or health practitioners.

While most children will blithely relate intimate family things that would mortify their parents, children who grow up with woman abuse or child maltreatment are just the opposite. They are warned or know instinctively that revealing family secrets will have dire consequences. At an age when children want to blend in with peers and be the same, they have already realized how different their family is.

Why would children *not* tell?

This depends on many factors including age and relationship with the abuser. Also important in some cases are:

- not understanding that abusive behaviour is wrong or not normal
- embarrassment or desire for privacy
- being warned to “keep your mouth shut”
- being denied contact with people who could intervene or having that contact monitored
- believing they caused the violence
- having no trusted adult in their lives
- fear of consequences for themselves (e.g., being taken from the family)
- fear of consequences for the family (e.g., arrest of father, divorce, mother being hurt)

Some children tell their closest friends and swear them to secrecy.

What is at stake for a child in telling someone?

- risking more (or worse) abuse
- potentially being “taken away” by the Children’s Aid Society
- being pitied, shunned, or teased by the other kids
- having family be angry at them and/or being kicked out of home

Some fears are realistic and some are misunderstandings.

Children may deny anything is wrong even if asked a direct question

REPORTING CHILD MALTREATMENT [OACAS doc.]

Children's Aid Societies are mandated to protect children from maltreatment

Members of the public, including professionals, have a legal obligation to report promptly to a Children's Aid Society if they suspect a child is or may be in need of protection from abuse or neglect. All CASs have emergency service 24-hours a day.

The *Child & Family Services Act* defines the term "child in need of protection" and it includes physical, sexual and emotional abuse, neglect, and risk of harm.

☞ **Living with woman abuse is not sufficient grounds to suggest a child is in need of protection in Ontario, unless it is causing emotional harm (i.e., unaddressed and serious levels of anxiety, depression, withdrawal, self-destructive, aggressive behaviour or delayed development)**

Who makes the report?

The person who has the reasonable grounds to suspect that a child is or may be in need of protection must make the report directly. Do not delegate this responsibility.

What if I'm not sure?

You do not need to be sure that a child is or may be in need of protection to make a report. "Reasonable grounds" are what an average person, given his or her training, background and experience, exercising normal and honest judgment, would suspect.

☞ **You can call the CAS and provide the details of your concerns, without giving names. They will say if you have to make a formal report**




For more information, see *How & When to Report Abuse or Neglect* from the Ontario Association of Children's Aid Societies. [find at www.oacas.org]

☞ **There are 52 CASs in Ontario. To find the agency in your area, use the telephone book or visit www.oacas.org and look for members**

STANDARDS OF PROFESSIONAL CONDUCT

Working with vulnerable children involves special responsibilities

Basic principles of professional conduct include respect for clients/patients, safety from harm, confidentiality, non-exploitation, objectivity, and appropriate boundaries, both physical and psychological. It also means having sufficient training and knowledge to perform the job.

 **Immediately consult a supervisor if you have questions or concerns about a specific situation. Document both your concerns and your actions**

1. Always be professional and maintain high standards of personal behaviour
2. Be aware of situations which can be misconstrued or manipulated by others, such as being alone with a child in a car
3. Be vigilant and aware of how your actions and attention can be misinterpreted by a child or teenager (e.g., as sexual interest)
4. Do not appear to favour or show interest in one child over others
5. Be aware of how touch may be experienced or misinterpreted by a child (many professionals adopt the policy of not hugging children and using touch sparingly, especially with school-aged children and teenagers)
6. Never use or respond in kind to sexual innuendo or flirting
7. Do not swear, yell, demean a colleague, or call anyone names
8. Never take a child to your home, generally avoid speaking about your personal life, do not accept purchased gifts, and avoid social outings with children (except those approved by your agency or supervisor)

WEB	For an example of a Code of Conduct, see the Code of Ethics of the Ontario College of Social Workers and Social Service Workers [www.ocswssw.org]
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TAKING STOCK OF YOUR OWN ATTITUDES

Each of us brings our unique history, biases and assumptions to our work

In college, we learn many facts and skills, but this learning is filtered through the lens of our experiences, our life as a male or female in society, stereotypes, and attitudes. Our views are also shaped by media messages, societal attitudes, and what we learned in our families while growing up.

Personal experience with abuse and maltreatment

Personal experience of abuse as a child and/or in intimate relationships may affect our opinions, responses, and decisions. We may be more sensitive in picking up cues, or we can be too sensitive and see abuse where it does not exist. It can make us empathic and compassionate, or impatient and judgmental. It may also hasten the development of trauma symptoms in some people.

☞ **If you have a personal history of abuse, or are in an abusive relationship, seek assistance to resolve your feelings before you start working in this area**

Assumptions and stereotypes

Assumptions we hold may be correct, or completely wrong. Problematic assumptions include that it is easy to leave an abusive relationship, women could modify their behaviour to prevent violence (e.g., less nagging), abuse is normal in certain cultures, and calling the police solves the problem.

☞ **Review the Advocacy Wheel on page 10: if not comfortable with these principles, consult a mentor or supervisor for guidance**

GOOGLE	Do a web search to find lists of “myths” about family violence. For example, see: www.womanabuseprevention.com
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If you don't feel comfortable with the topic of violence against women and children, make an effort to learn more. Many sources of additional information are listed on pages 32 and 33.

TAKING CARE OF YOURSELF

Hearing the horrific stories of women and children changes us

Be prepared for the emotional impact you may feel when working with victimized women and children. Their stories may leave you feeling sad, angry, or shocked. While these feelings are normal, it is not helpful to share them directly with the woman or her children.

☞ **When you need to talk, find a supervisor or colleague for de-briefing**

How can this work affect me?

- how I feel (e.g., anxious), think (e.g., diminished concentration), act (e.g., use of coping strategies such as alcohol to relax), and interact with others (e.g., withdrawal from friends)
- my health (e.g., somatic reactions, impaired immune system)
- my work as a professional, including performance of job tasks, morale, interpersonal relationships with colleagues, and behaviour on the job (e.g., absenteeism)

☞ If you start to feel that your work is affecting you in these ways, seek assistance

What can I do?

- develop constructive coping strategies such as good nutritional habits, exercise, sleep, hobbies, massage, time to relax
- avoid overwhelming myself with overwork, take breaks, limit overtime hours
- be aware of negative coping strategies (e.g., using alcohol/drugs to cope)
- develop and maintain good support networks, both on and off the job
- work within my agency to establish debriefing protocols and other strategies to mitigate the cumulative effects of the work

BOOK	Jan Richardson (2001). <i>Guidebook on Vicarious Trauma: Recommended Solutions for Anti-Violence Workers</i> . Ottawa: Health Canada . [find at www.hc-sc.gc.ca/cn/nc]
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CAN I MAKE A DIFFERENCE?

Yes

In your field placement or on the job, you can help. But your role need not start or stop there. Here are just a few examples of other strategies and activities.

In my family...

- I can challenge rigid gender roles
- I can challenge any sexist remarks, jokes or demeaning comments
- I can be a good role model for younger members of the family

In my intimate relationships...

- I can create a healthy, equal relationship for myself and my partner

As a parent...

- I can raise my children to respect themselves and respect others
- I can use positive discipline that teaches and avoid spanking

BOOK	American Psychological Association (2003). <i>Teach Carefully: How Understanding Child Development Can Help Prevent Violence</i> . Washington, DC: APA. [find at www.actagainstviolence.org]
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In my school...

- I can ask that violence against women and children be part of the curriculum
- I can support my friends when they experience intimate violence, not judge them, and provide information so they can make good decisions to be safe

On the job...

- I can encourage my employer to acknowledge the issue, have policies against sexual harassment, and create a respectful workplace environment

BOOK	Health Canada (1999). <i>Family Violence: Awareness Information for People in the Workplace</i> . [find at www.hc-sc.gc.ca/nc-cn]
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In my community...

- I can volunteer at an anti-violence agency, provide financial support, or assist with fundraising
- I can promote gender equality in my community activities

WHERE TO GET MORE INFORMATION

There is a lot more information out there about woman abuse and its effects on children

Bancroft, Lundy & Jay Silverman (2002). *The Batterer as Parent: Addressing the Impact of Domestic Violence on Family Dynamics*. Thousand Oaks, CA: Sage.

Johnson, Holly (1996). *Dangerous Domains: Violence Against Women in Canada*. Toronto: Nelson.

Kasani, J.H. & W.D. Allen (1998). *The Impact of Family Violence on Children and Adolescents*. Thousand Oaks, CA: Sage.

Additional On-line Documents Not Previously Mentioned

Family Violence Prevention Fund (2003). *Advocacy Matters: Helping Mothers and Their Children Involved with the Child Protection System*. San Francisco. [www.endabuse.org]

Green, K. (1997). *Family Violence in Aboriginal Communities: An Aboriginal Perspective*. Ottawa: Health Canada, National Clearinghouse on Family Violence. [www.hc-sc.gc.ca/nc-cn]

Klymchuk, K., M. Cooper & K. Pacey (2002). *Children Exposed to Partner Violence: An Overview of Key Issues*. Vancouver BC: B.C. Institute Against Family Violence. [www.bcifv.org]

Schechter, Susan & Jeff Edleson (1999). *Effective Intervention in Woman Battering and Child Maltreatment Cases: Guidelines for Policy and Practice*. [www.thegreenbook.info]

Smith, Ekuwa (2004). *Nowhere to Turn? Responding to Partner Violence Against Immigrant and Visible Minority Women*. Ottawa: Canadian Council on Social Development. [www.ccsd.ca]

Trocme, N. et al. (2001). *Canadian Incidence Study of Reported Child Abuse & Neglect: Final Report*. Ottawa: Health Canada. [www.hc-sc.gc.ca/nc-cn]

Statistics Canada [www.statcan.ca]

Use the Internet to find these sources of statistics.

- 1999 and 2004 General Social Survey (victimization survey of the general population)
- 1993 National Survey on Violence Against Women (survey of general population of women)
- Uniform Crime Reporting Survey (annual police statistics)
- Homicide Survey (annual police statistics)
- Transition House Survey

See also the series called *Juristat*, for sale from Statistics Canada and found in most major libraries.

National Clearinghouse on Family Violence [www.hc-sc.gc.ca/nc-cn]

This site from Health Canada has a wealth of information. All documents can be downloaded free. Among the many documents available are directories of services across Canada and handbooks that pertain to the helping professions, such as:

- *Family Violence: Clinical Guidelines for Nurses* (1992)
- *Family Violence Handbook for the Dental Community* (1994)
- *A Handbook Dealing With Woman Abuse & the Canadian Criminal Justice System: Guidelines for Physicians* (1998)
- *A Handbook for Health & Social Service Professionals Responding to Abuse During Pregnancy* (1998)
- *A Handbook for Health & Social Service Providers and Educators on Children Exposed to Woman Abuse/Family Violence* (1998)
- *A Booklet for Service Providers who Work with Immigrant Families: On Issues Relating to Child Discipline, Child Abuse & Child Neglect* (2000)
- *Counselling Programs for Men Who Are Violent in Relationships: Questions & Answers for Practitioners in the Health, Social Services & Criminal Justice Systems* (2000)

Other helpful Web Sites

Ontario Women's Directorate	www.ontariowomensdirectorate.gov.on.ca
British Columbia Institute Against Family Violence	www.bcifv.org
Education Wife Assault	www.womanabuseprevention.com
DAWN: Disabled Women's Network Ontario	dawn.thot.net
Ontario Network for the Prevention of Elder Abuse	www.onpea.org
Ontario Women's Justice Network	www.owjn.org
Australian Domestic & Family Violence Clearinghouse	www.austdvclearinghouse.unsw.edu.au
National Criminal Justice Reference Service	www.ncjrs.org
MINCAVA [Minnesota Center Against Violence & Abuse]	www.mincava.umn.edu
Violence Against Women On-Line Resources	www.vaw.umn.edu

GOOGLE	Find the on-line Domestic Violence Shelter Tour to go from room to room, hear the stories of women, and get answers to questions commonly asked by women entering shelters.
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Scholarly Journals






- | | |
|--|---------------------------------------|
| ❖ <i>Child Abuse & Neglect</i> | ❖ <i>Journal of Family Violence</i> |
| ❖ <i>Journal of Interpersonal Violence</i> | ❖ <i>Trauma, Violence & Abuse</i> |
| ❖ <i>Violence Against Women</i> | ❖ <i>Violence & Victims</i> |

BOOK	Look on the back cover for six other resources developed for helping professionals by the Centre for Children & Families in the Justice System
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[Back Cover] References Cited

1. Baker, L.L. & A.J. Cunningham (2004). *Helping Children Thrive / Supporting Woman Abuse Survivors as Mothers: A Resource to Support Parenting*. London ON: Centre for Children & Families in the Justice System. [www.lfcc.on.ca]
 2. Baker, L.L., P.G. Jaffe & K.J. Moore (2001). *Understanding the Effects of Domestic Violence: A Handbook for Early Childhood Educators*. London ON: Centre for Children & Families in the Justice System.
 3. Brown, B.V. & S. Bzostek (2003). *Violence in the Lives of Children*. Washington DC: Child Trends [www.childtrendsdatbank.org]
 4. Canadian Panel on Violence Against Women (1993). *Changing the Landscape ~ Achieving Equality*. Ottawa ON: Supply & Services Canada.
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- #. Dube, S.R., R.F. Anda, V.J. Felitti, V.J. Edwards & D.F. Williamson (2002). Exposure to Abuse, Neglect, and Household Dysfunction Among Adults Who Witnessed Intimate Partner Violence as Children: Implications for Health and Social Services. *Violence & Victims*, 17(1): 3-17.
- # EKOS Research Associates Inc. (2002). *Public Attitudes Towards Family Violence: A Syndicated Study, Final Report*. Ottawa ON: EKOS.
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- #. Hotton, Tina (2001). Spousal Violence After Marital Separation. *Canadian Centre for Justice Statistics: Juristat*, 21(7).
- #. Johnson, M.P. & K.J. Ferraro (1995). Research on Patriarchal Terrorism and Common Couple Violence: Two Forms of Violence Against Women. *Journal of Marriage & the Family*, 57: 283-294.
- #. Ontario Association of Children's Aid Societies, *How & When to Report Child Abuse or Neglect* [on-line version]. Accessed April 16, 2004 from www.oacas.org/resources/whentoreport.htm.
- #. Ross, S.M. (1996). Risk of Physical Abuse to Children of Spouse Abusing Parents. *Child Abuse & Neglect*, 20(7): 589-598.
- #. Statistics Canada (2004). *Family Violence in Canada: A Statistical Profile, 2004*. Ottawa: Statistics Canada.
- #. Statistics Canada (2001). *Family Violence in Canada: A Statistical Profile, 2001*. Ottawa: Statistics Canada.
- #. Statistics Canada (2000). *Family Violence in Canada: A Statistical Profile, 2000*. Ottawa: Statistics Canada.

Also available from the Centre for Children & Families in the Justice System....

 <p>Understanding the Effects of Domestic Violence: A Handbook for Early Childhood Educators (2001) [disponible aussi en français]</p>	 <p>Children Exposed to Domestic Violence: An Early Childhood Educator's Handbook (2002)</p>	 <p>Children Exposed to Violence: A Handbook for Police Trainers (2002) [also available as a CD-ROM]</p>
 <p>Helping Children Thrive: Supporting Woman Abuse Survivors as Mothers (2004) [disponible aussi en français]</p>	 <p>Children Exposed to Domestic Violence: A Teacher's Handbook (2002)</p>	 <p>Youth Exposed to Domestic Violence: A Handbook for the Juvenile Justice System (2003)</p>

Download them from our web site: www.lfcc.on.ca

In searching for ways to help children with learning disabilities, remember that you are looking for ways to help them help themselves. Your job as a parent is not to "cure" the learning disability, but to give your child the social and emotional tools they need to work through challenges. In the long run, facing and overcoming a challenge such as a learning disability can help your child grow stronger and more resilient. Always remember that the way you behave and respond to challenges has a big impact on your child. A good attitude won't solve the problems associated with a learning disability. When you listen to music, multiple areas of your brain become engaged and active. But when you actually play an instrument, that activity becomes more like a full-body brain workout. What's going on? Anita Collins explains the fireworks that go off in musicians' brains when they play, and examines some of the long-term positive effects of this mental workout. Watch. Think Open Review Body. 5 Multiple Choice & 3 Open Answer Questions. Dig Deeper. Learn More. Discuss. 1 Guided Discussions & 21 Open Discussions. Customize This Lesson. 647. Create and share a new lesson based on this one.