



SUPPLEMENTAL WORKBOOK

**WORKING WITH INFANTS,
CHILDREN, AND YOUTH IN
SUPERVISED VISITATION**

IMMERSION EXTENSION TRAINING PACKAGE

THIS WORKBOOK BELONGS TO

TABLE OF CONTENTS

WORKING WITH INFANTS, CHILDREN, AND YOUTH IN SUPERVISED VISITATION: IMMERSION EXTENSION TRAINING PACKAGE

MODULE 1

Challenging Adulthood and Valuing the Perspectives of Young People

Segment 1: What is Adulthood?	5
Segment 2: How Does Adulthood Intersect with Domestic Violence?	7
Segment 3: How Does Adulthood Intersect with Gender and Sexual Orientation?	11
Segment 4: How Do Adulthood and Racism Work Together in Ways that can be Harmful to Children and Youth of Color?	13
Segment 5: Honoring the Perspectives and Worldviews of Children and Youth	14
Segment 6: Meaningfully Engaging with Children and Youth at Our Center	16

MODULE 2

Conducting Child Orientations in Supervised Visitation

Segment 1: Foundations for Child Orientations.....	19
Segment 2: Exploration of Our Core Beliefs Related to Working with Infants, Children, and Youth	22
Segment 3: Practical Application - Conducting Child Orientations	24
Segment 4: How to Use “Flipping Your Lid” with Children and Youth	25
Segment 5: Tips for Conducting Child Orientations	26

MODULE 3

Understanding the Impact of Domestic Violence and Trauma on Kids

Segment 1: The Basics of Infant, Child, and Youth Exposure to Domestic Violence	29
Segment 2: How Domestic Violence Can Affect Family Dynamics for the Survivor Parent and Children	32
Segment 3: The Impact of Domestic Violence on Sibling Relationships.....	35

MODULE 4

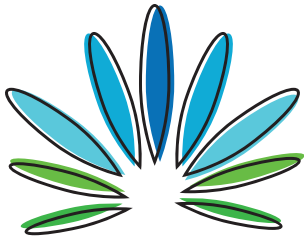
Exploring our Response to the Complexities of Working with Infants, Children, and Youth

Segment 1: Supporting Simone	37
Segment 2: Supporting Anthony and Brandon	40
Segment 3: Supporting Harper	44

MODULE 5

Harnessing Internal Expertise and Building Strong Working Relationships with Your Child Development and Child Trauma Experts and Providers

Segment 1: Honoring the Expertise on Our Team	47
Segment 2: Supporting Strong Working Relationships with Child Development and Child Trauma Experts and Providers	49



DEAR SUPERVISED VISITATION STAFF AND PARTNERS:

Welcome to your Working with Infants, Children, and Youth in Supervised Visitation Immersion Training Extension Package! These materials were designed to foster ongoing learning, self-reflection, and growth for supervised visitation center staff.

At Inspire Action for Social Change, we are committed to lifelong learning, particularly when it comes to supporting families impacted by trauma and abuse. The field of violence prevention and intervention is ever-evolving and requires practitioners to stay educated and well-informed. We know that learning and improving our practice is not limited to single training events, but is the most dynamic and effective when it is continuous and occurs in relationships with our peers.

Each of us hold a unique way of being in this work that is a gift. When we get so busy, stressed, and overwhelmed, we often lose sight of our gifts. This training package is meant to engage individual staff and teams in a process that will deepen your understanding of what brought you to this work, enhance your self-awareness, and provide opportunities that will help you stretch and grow. We encourage you to take the time and give yourself the space to explore and find what nourishes your passion and supports your ability to be fully present in your work.

Thank you for your willingness to continue your journey of into new learning and discovery. We hope the tools and activities in this package provide opportunities for your team to continue to grow, connect, and enhance your practice with children and families.

**With gratitude,
Beth McNamara, Jennifer Rose, & Erin Fairchild
Inspire Action for Social Change**

MODULE 1

Challenging Adulthood and Valuing the Perspectives of Young People

MODULE 1, SEGMENT 1

What is Adulthood?

Adulthood is all of the behaviors and attitudes that flow from the assumption that adults are better than young people, and are entitled to act upon young people in many ways without their agreement except for prisoners and a few other institutionalized groups, young people's lives are more controlled than those of any other group in society. In addition, adults reserve the right to punish, threaten, hit, take away 'privileges,' and ostracize young people when they consider it beneficial in controlling them or "disciplining" them. If this were a description of the way a group of adults was treated, society would quickly recognize it as a form of oppression.

- From "Adults as Allies" by Dr. Barry Checkoway, University of Michigan, Ann Arbor - www.parentingforsocialchange.com



What is your initial reaction to this concept of adulthood?

Self-Reflection Writing Exercise



Most adults have engaged in adultism without questioning it. Can you think of a time when you have engaged in adultism either in your thoughts or your actions?




Can you think of a time when you were young and you experienced adultism? How did it feel?

MODULE 1, SEGMENT 2


How Does Adultism Intersect with Domestic Violence?

Group Discussion Statements


- 1. Children and youth can be manipulated, coerced, and otherwise abused by the person using violence as a way to maintain power and control over the adult survivor, which is often stressful and traumatizing for the children. This violates the rights of children to live free from the harm of violence, and the adult who uses violence is wielding adult power over children in a harmful way.**

 *Your thoughts to this statement:*


- 2. Children are reliant on adults for their basic needs, including the need for safety and security. When domestic violence is present in a family, it is generally traumatic and stressful for children, with significant impacts. Children cannot prevent or change the violence, nor the ability to leave the situation on their own.**

 *Your thoughts to this statement:*


- 3. When children disclose the abuse at home to other adults, they may not be believed because of adultism - if their credibility is questioned simply because they are not adults, this is adultism.**

 *Your thoughts to this statement:*

- 4. The legal and criminal justice systems often do not center the rights and needs of children and youth, and they may be forced to see parents they do not wish to see or may be denied access to parents they do want to see.**

 *Your thoughts to this statement:*

5. Children who have been exposed to domestic violence are more likely to be victims of child abuse, again, adults using their power over children to cause harm.

 *Your thoughts to this statement:*

6. Children who have been exposed to domestic violence are also more likely to be kidnapped by a non-custodial parent, which can be stressful and harmful depending on whether or not that parent is safe.

 *Your thoughts to this statement: :*

Self-Reflection Writing Exercise

“My dad told me not to tell my mom that I love her because it would make her sad.”

– From a child in a supervised visitation program



How is this an example of adultism and domestic violence working together in a harmful way?



How do you think that statement may have impacted that child?

MODULE 1, SEGMENT 3

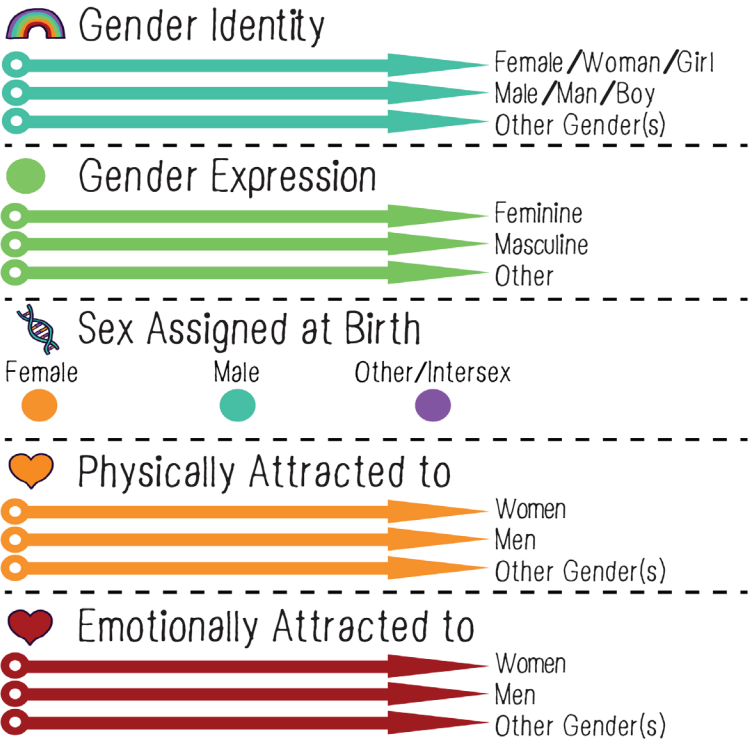
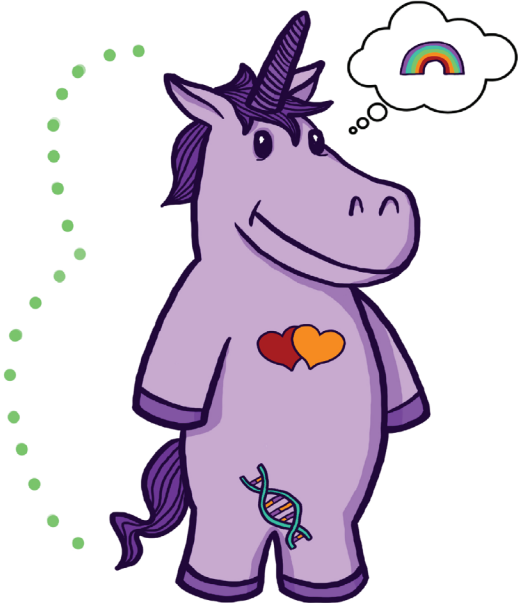
How Does Adulthood Intersect with Gender and Sexual Orientation?

Group Discussion Question

? How might adulthood and homophobia and/or transphobia work together in ways that can be harmful to LGBTQ children and youth?

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Self-Reflection Writing Exercise



Write, draw, or doodle your ideas on how our visitation center can create a more welcoming space for LGBTQ children, youth, and adults.

Here are some examples to get your ideas flowing:

- *Make all restrooms gender neutral if possible, or at least one if possible (e.g., a single restroom can be made gender neutral).*
- *Make it a practice to ask children and youth (and adults) what pronouns they use. You can start by saying, “I use she/her/hers for myself. What do you use?” or “I use they/them/theirs for myself. What do you use?”*
- *Include kids books at your center that represent gender diversity.*

MODULE 1, SEGMENT 4

How Do Adultism and Racism Work Together in Ways that can be Harmful to Infants, Children, and Youth of Color?

Self-Reflection Writing Exercise



What is your reaction to the racism and adultism discussion we just held?



Write, draw, doodle some ways you think we could create a more welcoming space for infants, children, youth, and adults of color in our center.

MODULE 1, SEGMENT 5

Honoring the Perspectives and Worldviews of Children and Youth

Self-Reflection Writing Exercise



Draw, doodle, or write your vision of what it looks like to honor the worldviews and perspectives of young people.



Read and think about the following statements:

Honoring the Worldviews and Perspectives of Young People Can Look Like...

Involving children and youth in problem-solving through life's challenges, especially challenges that impact them directly, is a way to honor them.

Listening to and respecting the stated needs of children and youth, whenever possible and within reason, is honoring them.

Supporting children and youth to have autonomy and engage in positive developmental activities is a way to honor them.

Teaching children and youth how to establish healthy boundaries, and then honoring those boundaries is a critical form of respect.

Allowing children and youth to have complex emotions without trying to change the way they feel about something is a way to honor them.

Allowing children and youth to have choices when possible is a way to honor their perspectives.


Asking children and youth their opinions, in general, is a way to show respect.


MODULE 1, SEGMENT 6


Meaningfully Engaging with Infants, Children, and Youth at Our Center

Self-Reflection Writing Exercise

Children and young people should be “seen and not heard.”

-  What are some ways you were you ever explicitly or implicitly taught this message?

-  How do you think that message could affect infants, children, and youth impacted by domestic violence?

-  What can we do at our center to ensure this isn't a message that children and youth receive?

Small Group Discussion

1. What do young people need from a check-in process with center staff?

 *Your initial thoughts and ideas:*

2. What should be the goals of conducting a check-in with young people at our center?

 *Your initial thoughts and ideas:*

3. How can the confidentiality of young people be respected at our center?

 *Your initial thoughts and ideas:*

4. Logistically, how can our center support a check-in process with every child using center services? Think about when, where, and how this practice can happen at our center.

 *Your initial thoughts and ideas:*

I PLEDGE TO BE AN ALLY TO INFANTS, CHILDREN, AND YOUTH USING OUR CENTER

My name is _____, and I care about children and youth. I advocate for their well-being, and their right to live lives free of violence, and full of love and nurturing. On this day, _____, I pledge to be an ally to children and young people.

I recognize that it is easy to fall into habits of adultism, which can look like disregarding the stated needs of children and young people, and/or not genuinely valuing their unique perspectives. Because I never want to use my adult power over children and youth in harmful ways, I am committed to lifelong learning on how to be an ally to young people.

I can start by challenging adultism in myself. I can do this by having conversations with people in my life about what adultism is and where I struggle with it. I identify this person: _____ as someone I can connect to and talk with about adultism.

I want to be an ally to children and youth impacted by domestic violence.
I can honor children and youth at my center by:

(How will you demonstrate to infants, children, and youth that you respect their opinions?)

(What type of body language can you use that respects infants, children, and youth?)

(How will you offer infants, children, and youth authentic choices in your role at the center?)

I know that I am a work in progress. I know that I am an asset to infants, children, and youth. I matter in the lives of young people!

MODULE 2

Conducting Child Orientations in Supervised Visitation

MODULE 2, SEGMENT 1

Foundations for Child Orientations



Think about an adult who helped you when you were a child. What did they do that made an impact?

Conducting Orientations with Infants, Children, and Youth in Supervised Visitation



Review the following information for your small group discussion:

The goal of the child orientation process is to enhance safety, build relationships, work to identify, and meet the unique needs of every infant, child, and youth coming to a supervised visitation program.

TOOLS FOR ORIENTATIONS WITH INFANTS, CHILDREN, AND YOUTH

- Explore children’s hopes, fears, and concerns.
- Provide a safe and supportive environment to talk about their experiences and feelings.
- Let infants, children, and youth lead. Go at their pace and allow enough time for them to become familiar with the center and staff.
- Allow for authentic interactions.
- Take time to learn about the interests of each infant, child, and youth.
- Use language with infants, children, and youth that supports healing and regulation - remember that lengthy verbal exchanges can be overwhelming.
- Recognize and respond to nonverbal cues.
- Talk about coming to the visitation center in as much detail as possible (the schedule they will follow, what door they will come to, where they will go after they arrive, what happens next, who will be with them while they are at the center, what they can expect if there are changes and how you will notify them of changes).
- Set the stage for giving children and youth the ability to participate in decision making while at the center.
- Explore with children and youth what they need to feel comfortable coming and going from visits.
- If children are preverbal, take time to replicate transitions, and spend time with them.
- Help Infants, children, and youth with scheduling, establishing routine, and predictability.

TOOLS TO ENGAGE TEENAGERS DURING ORIENTATION

- Ask open-ended questions about their visitation situation.
- Don't make assumptions; clarify what you hear and use their words (if natural to do so).
- Be yourself.
- Find out why they believe they are at the center.
- Find out what expectations they have of visits and of the center.
- Allow them to have choice whenever possible.

Small Group Discussion



After reviewing this information, your small group should discuss the following questions:

- 1. What questions do you have about the information you just read on conducting child orientations?**

- 2. What are your initial reactions to the content?**

MODULE 2, SEGMENT 2

Exploration of Our Core Beliefs Related to Working with Infants, Children, and Youth



Read the following belief statement examples for your paired discussion:

Possible Belief Statements for a Supervised Visitation Program

Infants, children, and youth are impacted by exposure to domestic violence; they also have the capacity to heal and thrive.

The perspectives and worldviews of children are valid, whole, complete, and worthy of respect and consideration.

The well-being and safety of infants, children, and youth exposed to domestic violence is intrinsically linked to the well-being and safety of their protective parents.

Infants, children, and youth need loving and safe adults to heal and recover.


Young people do well when they can – there are no bad kids.

A positive connection to culture promotes healing for young people and families.


Young people do best if they can have a SAFE relationship with the parent who has caused harm.

Paired Discussion Questions (take notes)

- a. Do you agree with all of these points? Should these beliefs be something our center should strive for, even if our center isn't there yet?**

 *Why or why not?*

- b. Are there any beliefs you don't think our center should hold?**

 *Why or why not?*

- c. Are there concepts/core values or beliefs you would like to add for our center?**

MODULE 2, SEGMENT 3


Practical Application - Conducting Child Orientations

Practical Application Scenario #1

During your first orientation appointment session, this eight-year-old tells you he plans to confront his father about what his father did to his mom.

Paired Discussion Questions

1. What is your initial response?
2. Consider what you want to do.

 *Why? How? When?*
3. Consider the potential outcomes and the unintended consequences that may arise.
4. What might you learn from this scenario that could shape future practice at your center?

Practical Application Scenario #2

You are conducting a children's orientation, and this twelve-year-old child tells you they don't want to come to the center.

Paired Discussion Questions

1. What is your initial response?

2. Consider what you want to do.



Why? How? When?

3. Consider the potential outcomes and the unintended consequences that may arise.

4. What might you learn from this scenario that could shape future practice at your center?

Tips for Conducting Child Orientations

**TIP
#1**

Centralize the goal of the child orientation process to enhance safety, build relationships, work to identify, and meet the unique needs of every infant, child, and youth.

**TIP
#2**

Take time to consider who would be best to conduct each child orientation. Ensure the staff person who will conduct the child orientation:

- Has the ability to have an ongoing connection to the child.
- Is firmly grounded in understanding infant, child, and youth experiences of violence and trauma.
- Has the ability to listen and connect with children actively.

**TIP
#3**

Take time to consider when child orientations should take place at your center.

- Ensure that you are not preparing children for services too early or too late.
- Ensure that you are allowing enough time to build a relationship with each child.
- Ensure you have allowed for the possibility of an orientation process, not a one-time appointment.

**TIP
#4**

Listen to children's suggestions and expectations and include their ideas in the planning process.


- If you find yourself doing most of the talking, then you should re-examine how you are connecting with children during this time. This should be a time of deep listening

Self-Reflection Writing Exercise

OPTION A

If your center does NOT currently conduct child orientations.

 **Is the practice of conducting child orientations something your program should consider?**

 *Why or why not?*

OPTION B

If your center DOES currently conduct child orientations with every child coming for services.

 **After reading these tips, is there anything you would like to modify in our current practice of conducting child orientations?**

 **Explain what you would like to change or modify and how you think our center can accomplish this change.**

MODULE 3

Understanding the Impact of Domestic Violence and Trauma on Kids

MODULE 3, SEGMENT 1

The Basics of Infant, Child, and Youth Exposure to Domestic Violence

Self-Reflection Writing Exercise



When you felt worried or scared as a child, what is one person, place, or thing that helped you to feel comforted?



Describe or draw a doodle that represents the person, place, or thing that was comforting to you when you were a child.

4. What did the protective parent need to support their children in their recovery?

5. How have you seen these concepts play out with young people at the center?

6. How can our center support recovery and healing for infants, children, and youth?

MODULE 3, SEGMENT 2

How Domestic Violence Can Affect Family Dynamics for the Survivor Parent and Children

HOW DOMESTIC VIOLENCE AND TRAUMA EXPOSURE CAN SHAPE WORLDVIEWS OF YOUNG PEOPLE:

- It can create a link between love and violence.
- Young people may feel “bad things happen to me; I don’t have the power to control anything in my world.”
- Young people may develop conflicting ideas about gender roles.
- Young people may not feel worthy of safety and consistent love.
- Children and youth might have confusion about which parent to identify with and align their loyalty.
- Kids can feel that danger and stress are always right around the corner - which can lead to hypervigilance.

THE IMPACT OF CHILDREN EXPOSED TO VIOLENCE AND THEIR RESILIENCE:

- Infants, children, and youth can be exposed to violence and trauma in family relationships, in their communities, and through social injustice.
- Infants, children, and youth can experience healing in family relationships, in their communities, and in society.
- Domestic violence impacts family dynamics and child development - so does healing.
- Brains can be rewired for growth and healing, and post-traumatic growth is possible.

WAYS INFANTS, CHILDREN, AND YOUTH HEAL:

- Close, attached relationship with a safe caregiver and other safe adults.
- A positive connection to culture.
- Opportunities to master emotional regulation.
- Experience mastery with sports, hobbies, tasks, academics, etc.
- Connection to something larger than oneself.
- Engage in movement and rhythm.
- Have routine, ritual, and predictability.

Small Group Discussion Questions

- 1. Victim blaming is ingrained in our society. How can we avoid victim blaming when we think about the relationship between the survivor parent and their children?**

2. Why do you think the strength of the survivor parent and child relationship matters so much in their joint healing?

3. How have you seen these concepts play out with families at the center?

4. How can our center support the survivor and child relationship?

3. How do you think our center could have a role in supporting repair between siblings?

4. How do you think strong, positive relationships between siblings experiencing domestic violence at home might help them build resiliency and healing?

MODULE 4

Exploring our Response to the Complexities of Working with Infants, Children, and Youth

MODULE 4, SEGMENT 1

Supporting Simone

For Reading Aloud

WHAT WE BELIEVE

Infants, children, and youth are impacted by exposure to domestic violence; they also can heal and thrive.

The well-being and safety of infants, children, and youth exposed to domestic violence is intrinsically linked to the well-being and safety of their protective parents.

Infants, children, and youth need loving and safe adults to heal and recover.

The perspectives and worldviews of children are valid, whole, complete, and worthy of respect and consideration.

Young people do well when they can – there are no bad kids.

A positive connection to culture promotes healing for young people and families.

Young people do best if they can have a SAFE relationship with the parent who has caused harm.

The Basics of Infant, Child, and Youth Exposure to Domestic Violence

Scenario #1 – Simone

Simone is 14 years old and comes to the center for supervised visits with one of her moms, Janine. Simone likes to laugh at funny memes on social media, hang out with her friends, and she is on the track team at school. She lives with her other mom, Hillary. Hillary and Janine separated about seven months ago, after a domestic violence incident where Janine was arrested for assaulting Hillary. Simone was the person who called 911. Simone loves both of her moms and has told the center staff she misses the days when they all lived together but says she doesn't miss the fighting.

You supervise the visits between Simone and Janine. You are in the check-in area with Simone before starting the visit.

Simone is usually pretty chatty with you, but today she appears withdrawn. You ask how her day was, and she says: "Whatever, I don't know. Ugh! Some losers at school found out about my moms and of course, they went full homophobic. Braiden was like 'I didn't know lesbians could fight'. That doesn't even make any sense! Then he goes on to say, 'I guess one of your moms wears the pants in the family.' And some people laughed." She tosses her phone down on the couch angrily. And then says "it is kinda true. Like who ever heard of lesbians beating each other up?"

You want to say the right thing to be supportive of Simone, and you notice you are also feeling slightly overwhelmed with your feelings as she talks. Something in her experience is bringing something up for you.

Self-Reflection Writing Exercise



What would you do at that moment to first make sure you are grounded, and your lid is down?



What do you think Simone needs from you right now?



What would you do next in your interaction with Simone?



If a staff person were slightly overwhelmed by hearing about Simone's experience, what do you think might be underneath that?



What do you think about what Simone's peer, Braiden, said to her?

MODULE 4, SEGMENT 2

Supporting Anthony and Brandon

For Reading Aloud

STRATEGIES FOR POSITIVELY ENGAGING WITH INFANTS, CHILDREN, AND YOUTH IN A MANNER THAT PROMOTES RESILIENCE, HOPE, AND HEALING

Engage with infants, children, and youth as whole humans with their own unique thoughts, feelings, and wishes.

Explore and develop an understanding of children's hopes and fears.

Provide children with different ways to share information.

Prepare infants, children, and youth for visits.

Go slow, be curious, and let the young person lead.

Listen to children's suggestions and expectations and include their ideas in the planning process.

Establish time before and after each session to check-in and spend time with every young person coming to the center.

Give young people age-appropriate choices and empower them to take the lead when possible.

Don't make promises you can't keep. Be reliable.

Normalize the experience as much as possible.

Attend to the sensory needs of infants and toddlers.

Exploring our Response to the Complexities of Working with Infants, Children, and Youth

Scenario #2 – Anthony and Brandon

Anthony, age seven, and Brandon, age four have been visiting with their mom, Janice, at your center for six months. They live with their father, Isaac. Isaac used violence in his relationship with Janice, which the children were exposed to. Isaac was given custody of the children because the judge believes that Janice's substance abuse has made her a negligent parent and unable to keep her children safe while in her care. The judge stated in court that if Isaac and Janice follow the no-contact order, the boys will not be exposed to violence, and because Isaac does not abuse substances, he offers a more stable home for the boys. The judge ordered supervised visits for Janice to see the kids, saying that Janice's use of substances impairs her ability to supervise the children alone.

Anthony and Brandon love their dad and miss their mom. Brandon has a hard time regulating his emotions and has tantrums that often feel more like those of a two-year-old than that of a four-year-old. Anthony, the eldest brother, worries a lot about Brandon and often tries to console him, distract him, and says things like "Don't get in trouble, Brandon!" Anthony is well-liked at school by his teacher and peers, though lately he has been "checked out" as his teacher describes. Brandon attends preschool, and Isaac is called frequently to pick him up or intervene when his teacher says he is "out of control." Brandon and Anthony generally play pretty well together. They love Legos and watercolors. Anthony likes children's comic books, too. When they visit with Janice, they are generally excited to see her and rush into the lobby with enthusiasm.

Janice appears to be a loving and concerned mom. During her orientation she did state that she has a problem with alcohol and opioids. She is currently attending counseling and substance abuse treatment and trying hard to follow all the judge's orders. She would like to have shared custody of the boys. During check-ins with you, Janice has said that she doesn't understand why Isaac isn't held accountable for his abuse. She also said the only reason she developed a drug and alcohol problem is because of the stress of living with him.

During this visit, Janice appears enthusiastic and brings the boys a Lego set for the boys to share. Anthony is opening the package, and Brandon, who is becoming more

and more agitated, grabs it from Anthony with a loud voice saying, “I want it!” At that point, Legos fly everywhere, and Anthony says, “Brandon, you need to behave. You need to clean these up!” Brandon starts to cry loudly and throws Legos at his mom and Anthony. Anthony says, “Brandon, don’t make Mom sad!” Janice says, “Brandon, you need to listen to your brother.”

At this moment, you are having many thoughts about the dynamic between the children and Janice. You want to be supportive of all of them.

Small Group Discussion Questions



What would you do at that moment to first make sure you are grounded, and your lid is down?



What do you think Janice needs from you right now?



What do you think the boys need from you right now?



Do you need to take any action?



If a staff person were slightly overwhelmed by witnessing this dynamic, what do you think might be underneath that?

MODULE 4, SEGMENT 3

Supporting Harper

For Reading Aloud

IMPACT AND RESILIENCE OF CHILDREN EXPOSED TO VIOLENCE

Infants, children, and youth can be exposed to violence and trauma in family relationships, in their communities, and through social injustice.

Infants, children, and youth can experience healing in family relationships, in their communities, and in society.

Domestic violence impacts family dynamics and child development - so does the healing.

Brains can be rewired for growth and healing, and post-traumatic growth is possible.

Exploring our Response to the Complexities of Working with infants, Children, and Youth


Scenario #3 – Harper


Harper is nine months old and is having supervised visitation with her father for two months. She is the first and only child of Samuel (27) and Chanel (18). Harper loves to play peek-a-boo, eat mangoes, and to watch her mom make funny faces. Sometimes she arches her back when her mom passes her off to you for visits, and she can be difficult to soothe during visits with Samuel. Samuel appears anxious and frustrated when Harper cries and fusses, and expresses genuine interest in wanting to soothe her though he's not always sure how.

Samuel and Chanel separated five months ago, when Harper was four months old, following a severe domestic violence incident for which Samuel was arrested. Harper was in the room during the incident, which Chanel has spoken about with you a few times since her orientation appointment and check-in times. Chanel expresses guilt and shame that Harper “had to see that.” Chanel also recently told you that she realizes that she was way too young when she first “hooked up” with Samuel, even though she thought she “knew everything.” Chanel says she thought she “was going to break the cycle of young moms in her family,” but says she’s okay with it “because Harper is my angel.” She has expressed nervousness about Harper having time with Samuel, saying that she doesn’t want him to be “rough with her.” Chanel also mentions that she is having a lot of anxiety about the visits and indicates that she is worried they might be hard for Harper.

Chanel is passing Harper off to you for a visit, and she appears more anxious than normal. Her face is a bit red, and you notice she is shaking slightly. As she tries to give you Harper, Harper starts to cry and arches her back. Chanel struggles to contain her wriggling body, and tears form in her eyes. She says, “I hate this! She is scared! She doesn’t want to see him and what if it’s messing her up?!” She pulls Harper close and steps away.

Self-Reflection Writing Exercise

-  **What would you do at that moment to first make sure you are grounded, and your lid is down?**

-  **What do you think Chanel needs from you right now?**



What do you think Harper needs from you right now?



Do you need to take any action?



If a staff person were slightly overwhelmed by witnessing this dynamic, what do you think might be underneath that?

MODULE 5

Harnessing Internal Expertise and Building Strong Working Relationships with Your Child Development and Child Trauma Experts and Providers

MODULE 5, SEGMENT 1

Honoring the Expertise on Our Team

Self-Reflection Writing Exercise

LEARNING MORE

1. **What more do I want to learn about child development and trauma?**

2. What more do I want to learn about child development and healing?

3. What questions do I have about children and domestic violence?

4. What more do I want to learn about local children's services?


MODULE 5, SEGMENT 2

Supporting Strong Working Relationships with Child Development and Child Trauma Experts and Providers

Paired Discussion Questions with Post-it Notes

DIRECTIONS: As a group, write down your ideas on Post-it notes, one idea per Post-it. Make sure to include the question number on each Post-it note, so you know where to post them at the end of the groupwork. The rest of your team will be reading your responses, so make sure you are clear.

- 1. Do you think our collaborative relationships with child and family service providers focused on child and youth healing and well-being in our area could be strengthened? (examples of providers: domestic violence providers with children’s programs, child and family therapy programs, child development services like early learning and early intervention, child abuse intervention and prevention programs, child trauma recovery services, etc.)**

 *Why or why not?*

- 2. How could stronger collaborative relationships with these providers enhance our services at the center and improve our own adult capabilities?**

3. What could we learn from them?

4. What could they learn from us?

5. How could we partner to make our service landscape easier to navigate for the families we serve?

6. What local programs and/or organizations do you think we could build more robust relationships with to improve our services and outcomes for children and youth impacted by domestic violence? If you know of a specific workgroup, coalition, or meeting that you think we should be a part of, make sure to include that.



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