

Guide for Children Exposed to
Violence Programs in
Saskatchewan

A Guide for Children Exposed to Violence Programs in Saskatchewan

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A Guide for Children Exposed to Violence Programs in Saskatchewan

We want a program ... now what?

Introduction

In 2007 the YWCA of Regina applied to Justice Canada to provide funding to conduct an evaluation of the four existing Children Who Witness Violence Programs (now known as Children Exposed to Violence Programs) in the province of Saskatchewan. The funding was approved and the evaluation was conducted by Dr. Leslie Tutty, University of Calgary, in affiliation with RESOLVE and completed in June 2008.

The evaluation provided eight recommendations relating to the Children Exposed to Violence programs. One of those recommendations spoke to the need to develop a Provincial Program Resource/Consultant. The individual would be responsible for the development of a guide for new and existing Children Exposed to Violence Programs, a set of program standards and a resource list for the programs.

The Ministry of Justice and Attorney General, Victims Services Branch, accepted this recommendation and this document is the result.

A Guide for Children Exposed to Violence Programs in Saskatchewan is an important provincial undertaking. The Children Exposed to Violence Programs within the province strive to prevent children and youth's exposure to violence and assist children/youth who have experienced violence. Provincially funded Children Exposed to Violence programs have been offered in several locations since 1993, and some communities have offered services with funding from other sources during the same period. The offerings in individual programs vary depending on the community. Communities utilize their funding in different ways, as they are aware of the context in which they live. It is the responsibility of each community to develop groups to meet the specific needs of their group's communities. Some communities offer groups to preschoolers, while others offer groups to middle years or teens. The location of groups also varies among communities. For example, some groups are offered within an agency, while others are offered in a transition house or youth centre. The length of program funding varies within communities. Some programs have operated for many years, while others are in development.

This guide is intended to assist newly funded programs. It may also serve as a resource to existing programs or to communities that want to develop new services. Every Children Exposed to Violence program strives to support children/youth who have been exposed to violence and works to prevent further exposure.

This guide is the culmination of knowledge and experience that lies within the current programs throughout the province. It has provided an opportunity for those working in the field to share with and learn from one another. It is the hope that newly funded programs will benefit from the ongoing work of existing programs and all programs will continue to learn and grow professionally in the ways in which they support children/youth affected by violence. There is much to do after program funding is secured.

Impact of Violence on Children/Youth

Children/youth experience violence in a variety of ways. Violence may occur by way of child sexual abuse, emotional and psychological abuse, physical abuse, neglect, domestic violence, sibling bullying/violence, dating violence, violence in schools, media, criminal harassment, gangs, internet, cyber-bullying, sports, relational violence, crime, pornography, trafficking of children, war and persecution.

Moreover the realization that children can be traumatized by violence from a variety of possible sources suggests that screening should be as broad as possible and not limited to one or two narrow forms of violence or abuse. In addition to child abuse and parental violence, children are traumatized by exposure to peer and sibling violence, encounter violence, at the hands of nonfamily caretakers and in some communities witness a great deal of violence in their streets and neighborhoods. (Finkelhor, Wolak, 1998, p. 3)

Children/youth are affected by the violence that they experience. There are a variety of ways that children/youth may respond to exposure to violence.

Children exposed to violence cross all cultural and socioeconomic lines (Martin, 2002). The outcomes of these experiences with violence on children include aggressive behavior, anxiety/fear, lower verbal skills, psychosomatic complaints, insecurity, distrust, poor school performance, and regression in developmental tasks as well as many other potential problems (Martin, 2002). (Henriksen, Johnson, 2006, p.59)

Additionally, children exposed to direct and/or indirect violence at home and/or in the community often experience mental health problems that include post-traumatic stress disorder (PTSD) and social, emotional, and academic problems. (Henriksen, Johnson, 2006, p.59)

Given the impact violence has on children/youth, there is a strong need for programs to be available to assist children/youth to improve their potential for healthy adjustment (Groves, 1999).

The need for violence prevention programs is apparent, as is the need for timely interventions that seek to protect children/youth, provide safety, and prevent further exposure to violence.

“Getting Ready” Checklist

- Complete Community Needs Assessment
- Secure Funding
- Practice Standards
 - Ensure the Safety of Children/Youth
 - Respect Client Rights
 - Make Services Accessible
 - Be Child/Youth Centered
 - Hire Appropriate Person to Deliver Program
 - Coordinate Service Provision
 - Develop Services
 - Gain Knowledge of Violence and its Impact on Children/Youth
- Criminal Record Checks
- Service/Program Promotion- Are people in the community aware of the program?
- Resource and Curriculum Guide – Books/Manuals/DVDs
Videos/Websites/Presentations
- Engagement in Services - Intake process/Recordkeeping/Consents
- Recommended Practices for Group Programs – things to consider when facilitating a group for children/youth
- Data Collection – Be aware of what information the agency or funding body may require (attendance, gender, age, etc. of participants)
- Evaluation - Choose an evaluative tool. (Was the program effective? How do you know?)

Introduction to Practice Standards

Standards of practice are helpful to professionals. These standards of practice may serve as guidelines for those who are working with children/youth in Children Exposed to Violence programs. Despite variations in community context, professional qualifications, and the type of group offerings, these practice standards may offer service providers a means by which to measure service provision. They may help outline a way in which to work.

Working With Children & Young People Living With Domestic Violence (Leslie Gevers and Marisse Goddard-Jones, 2003) identifies the purpose for standards of practice. Gevers and Goddard-Jones state;

The standards provide a framework that provides guidance and direction to service providers who wish to continuously improve the provision of services to children and young people living with domestic violence. The standards will assist service providers to assess their services and identify improvements. (Gevers, Goddard-Jones, 2003, p. 10)

Although the above document is specific to working with children who have been exposed to domestic violence, the standards of practice are appropriate for service providers who are working with children/youth who have been exposed to any type of violence.

The following eight practice standards for working with children/youth who have been exposed to various types of violence are considered healthy practices for service providers. (Gevers, Goddard-Jones, 2003).

Practice Standards

Service providers will:

1. Ensure the Safety of Children/Youth
2. Respect Client Rights
3. Make Services Accessible
4. Be Child/Youth Centered
5. Hire Appropriate Persons to Deliver Program
6. Coordinate Service Provision
7. Develop Services
8. Gain Knowledge of Violence and its Impact on Children and Youth

Practice Standard 1

Ensure the Safety of Children/Youth

Ensuring the safety of children/youth is the primary goal of service providers. This includes ensuring safety from physical, emotional, and sexual abuse. Service providers strive to prevent child/youth exposure to violence, but also work with children/youth who have experienced violence. Despite differences in the type of service provided, the following outlines the service provider's role in ensuring the safety of children/youth.

Service providers will:

- Provide education and support to children/youth around safety planning.
- Understand the legal duty to report **suspected** child abuse or neglect;

Every person who has reasonable grounds to believe that a child is in need of protection shall report the information to an officer (child protection worker) or peace officer (police). (Section 12(1) *The Child and Family Services Act*, 2006.)

- Understand that;

Failure to report is an offence under *The Child and Family Services Act*. (Section 81(2) (e) *The Child and Family Services Act*, 2006.)

- Have a strong working knowledge of *The Child and Family Services Act* and the *Provincial Child Abuse Protocol 2006*. (Appendix A)
- Be aware of the procedure to follow when faced with a child disclosure within a school setting. The following procedures can be found in the *Provincial Child Abuse Protocol 2006*.

School Procedures:

- Any person (e.g. teacher, principal or other school division employee) who suspects a case of child abuse or neglect must immediately report the case to a child protection worker or police officer.
- The person reporting the suspected abuse or neglect shall maintain a factual record of all evidence to aid both in reporting and recall. The school principal must be informed that a report has been made to a child protection worker or police officer.
- A teacher or principal may consult with school guidance counsellors, school social workers, school nurses or other involved persons. This consultation cannot cause a delay in making a report to a child protection worker or police that would further

put the child at risk. (Refer to the Provincial Child Abuse Protocol 2006 for more detail).

- Respond to child/youth disclosures of abuse or neglect in a calm, respectful, supportive manner. When a child/youth discloses abuse it is important that service providers appreciate how difficult it was to disclose the abuse and assume that the child/youth may be aware of needing help to stop the abuse (Cunningham and Baker, 2005).
- Support a child/youth during a disclosure. Cunningham and Baker (2005) consider the following:
 - Do not conduct an investigation.
 - Allow the child/youth to tell his or her story. Do not ask leading questions or interrogate. This can damage the integrity of the child abuse investigation.
 - Reassure the child/youth by validating his or her feelings.
 - Do not offer negative comments about the abusive individual.
 - Do not make promises or commitments you cannot keep.
 - Follow the child's lead and listen.
 - Develop a safety plan with the child/youth.
- Be aware of the ability to consult with a supervisor for guidance. However, if a child has made a disclosure of abuse or neglect, the service provider is required to make a prompt report to a child protection worker or police officer.
- Understand that a disclosure of abuse or neglect supersedes client confidentiality.
- Educate others on the duty to report child abuse or neglect.

Reporting Suspected Cases of Child Abuse and Neglect

Section 11 of *The Child and Family Services Act* defines the circumstance under which a child is in need of protection. They include:

- Physical abuse;
- Sexual abuse;
- Emotional maltreatment;
- Failure to provide medical treatment and education;
- Neglect or abandonment;
- Exposure of a child to domestic violence; and
- Children under 12 who have committed a criminal offence and require an intervention.

Reporting should include:

- Name and contact information of person making the report. Reporting can also occur anonymously, but reporting contact information is important to the investigation;
- Immediate concerns about the child's safety;
- Location of the child;
- Child's name and age;
- Factual information about the incident (what, where, when). (Note that it is not your job to conduct an investigation);
- Any other relevant information;
- Date, time of phone call, and name of the Child Protection Worker or Police Officer taking the report; and
- Details of the conversation with the Child Protection Worker or Police Officer (Provincial Child Abuse Protocol, 2006).

Practice Standard 2

Respect Client Rights

Children/youth must be treated with respect. They have the rights to universal access to services, privacy and confidentiality of information (see Confidentiality, page 36). Clients should be made aware of how to voice complaints regarding any service provision. The integral rights of children are reflected in the United Nations Convention on the Rights of The Child. The UN Convention on the Rights of the Child in Child Friendly Language states:

Rights are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what the best is for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights. (www.unicef.org/rightsite/484_540.htm) This child friendly brochure can be provided to children/youth.

The UN Convention on the Rights of the Child in Child Friendly Language identifies the following rights:

- Everyone under age 18 has these rights.
- All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
- All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.
- Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
- You have the right to be alive.
- You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
- You have the right to identity – an official record of who you are. No one should take this away from you.
- You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.
- If you live in a different country than your parents do, you have the right to be together in the same place.

- You have the right to be protected from kidnapping.
- You have the right to give your opinion and for adults to listen and take it seriously.
- You have the right to find out things and share what you think with others, by talking, drawing, writing, or in any other way unless it harms or offends other people.
- You have the right to choose your own religion and beliefs. Your parents should help you decide what is wrong, and what is best for you.
- You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
- You have the right to privacy.
- You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
- You have the right to be raised by your parent(s) if possible.
- You have the right to be protected from being hurt and mistreated, in body or mind.
- You have the right to special care and help if you cannot live with your parents.
- You have the right to care and protection if you are adopted or in foster care.
- You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this convention.
- You have the right to special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.
- You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
- If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
- You have the right to help from the government if you are poor or in need.
- You have the right to food, clothing, and a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.
- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- Your education should help you use and develop your talents and abilities.
- It should also help you learn to live peacefully, protect the environment and respect other people.
- You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.
- You have the right to play and rest.
- You have the right to protection from work that harms you and is bad for your health and education. If you work you have the right to be safe and paid fairly.
- You have the right to protection from harmful drugs and from the drug trade.
- You have the right to be free from sexual abuse.
- No one is allowed to kidnap or sell you.

- You have the right to protection from any kind of exploitation (being taken advantage of).
- No one is allowed to punish you in a cruel or harmful way.
- You have the right to protection from war. Children under 15 cannot be forced to go into the army or take part in war.
- You have the right to help if you've been hurt, neglected or badly treated.
- You have the right to legal help and fair treatment in the justice system that respects your rights.
- If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
- You have the right to know your rights! Adults should know about these rights and help you learn about them too.
- (Articles 43-54) These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

For Articles in the United Nations Convention on the Rights of the Child go to www.unicef.org/crc/.

Service Providers will:

- Educate children/youth about their rights. Hand out the Rights of the Child brochure in programming if it fits with the curriculum.
- Ensure that child rights are being upheld and intervene when necessary.
- Be an advocate for children/youth. Advocates provide a voice for children/youth to get their needs met when they may be unable to speak.
- Be aware of privacy legislation and work in accordance with legislation.
- Have an agency policy that outlines at what age a parent or guardian no longer has access to a child/youth file or information.
- Review confidentiality, its meaning and its limits to children/youth and their parents/guardians.
- If facilitating a group program, ensure that children/youth are aware of group expectations through developing group guidelines together in the first group session.

Practice Standard 3

Make Services Accessible

All people must have access to services. Service providers need to continually work to reduce barriers to the services they offer. To do this, you must look at some of the barriers that prevent people from gaining access to services and be willing to address ways to remove any such barriers.

Some of the barriers to services may be inherent in:

- Transportation
- Service provider hours
- Physical accessibility of the building
- Living with a disability
- Service promotion
- Language
- Culture differences
- Childcare
- Safety
- Gender

Recommendations to reduce barriers to service may include the following:

- **Transportation**
 - Services are offered in a setting with good access to public transportation.
 - Efforts are made to fund transportation to services where deemed appropriate.
 - In rural areas, service providers may want to travel to the community instead of having participants travel to the service.
- **Service Provider Hours**
 - Group times are considered in relation to client needs.
 - Flexibility for group offerings may need to be considered as many people are unable to use services during business or school hours.
- **Physical Accessibility to the Building**
 - The location has clear signage that is easily seen.
 - The entrance to the building has adequate lighting.
 - The location of the program feels safe to potential participants.
 - The location of the group is physically accessible with wheel chair access if possible.

- **Living with a Disability**

Clients and their parents may have a disability. Children/youth with a disability can be vulnerable to abuse and also isolated from support services. Children/youth of a parent with a disability may take on extra roles and responsibilities within the family. The service provider needs to be aware of this and work to address any issues that this may create for the child/youth.

 - Service providers must be aware of their own attitudes toward working with people with a disability and be committed to reducing barriers to service.
 - Service providers must have the skills to work with people with disabilities or provide relevant resources if necessary.
- **Service/Program Promotion**
 - Brochure/flyer outlining the program in plain language.
 - Brochures are widely distributed within the community.
 - Advertising occurs in a variety of ways.
- **Language**
 - Information about the services and programming is available in relevant languages and in a variety of media accessible to people of diverse backgrounds.
 - Service providers speak the language that most represents their participants' language.
 - Provide American Sign Language (ASL) interpreters for hearing impaired participants as required.
- **Culture Differences**
 - Services are culturally relevant to participants.
 - Service providers have awareness of diverse cultures and their practices. They need to be aware of their own values and beliefs and how they affect their work.
 - Service providers ensure that services are culturally relevant to the population they are serving. It is important that providers know their community and work to eliminate any barriers to services.
 - It is helpful for information to be provided in a culturally appropriate way. Culturally appropriate material should be provided whenever possible.
 - Material is presented in relevant languages as is possible. Adult interpreters are used when appropriate and as possible.
 - Advertise services in a variety of ways.
- **Child Care**
 - Provide childcare at the service location or provide funding for parents to find their own childcare. If this is not possible, help the client to explore options for childcare.

- **Safety**
 - Be aware of any custody/access issues that relate to the children/youth in programming. Have an understanding of the agency's plan to deal with these issues if any should arise.

- **Gender**
 - The gender of the non-offending parent may be a barrier to programming. Service providers may be required to be flexible regarding the location for program delivery. (i.e. a program may be located at a women's shelter, which would exclude men who wish to attend a program with their children).

Practice Standard 4

Be Child/Youth Centered

Children grow up within the context of a family. This influences who they are and how they behave. It is beneficial to work with the family when appropriate. This will provide greater understanding of the family dynamics and determine ways to support all members. Child/youth-centered principles are an important part of working with all children/youth. Service providers must respect the needs of their clients, put their well-being first, and advocate on behalf of the children/youth as necessary. Sometimes providing services to the child/youth will include supporting the parent/guardian. However, the amount of involvement with the parent/guardian is dependent on the following:

- Age of child/youth.
- Relationship with caregiver/guardian.
- Caregiver/guardian's ability to support the child/youth.
- Child/youth is living in the family home or elsewhere.
- Child/youth is still living with an abusive individual.
- Support service that is being provided (i.e. support/educational group or seeing a child on an individual basis).

Service Providers will:

- Ensure children/youth are aware of their rights.
- Attempt to work with the parent/guardian or family when appropriate. Understand the needs of a parent/guardian and make appropriate referrals (i.e. parent support).
- Provide the adults with the tools they may need to assist the child/youth
- Ensure children/youth understand confidentiality and its limits.
- Advocate on behalf of the child when necessary (i.e. Assist a child/youth to communicate his/her needs to a parent/caregiver).
- Make referrals and support transition to other services when necessary. Keep in mind that a "permission to release information consent form" must be completed by the service provider and client before sharing any information with another agency.
- Create a welcoming, child/youth friendly environment in which the child/youth is able to learn and gain support. The environment should be appropriate in relation to the age, gender and culture of the child/youth.
- Seek feedback from children/youth regarding the service provision and actively use feedback to improve services.

- Provide a level of communication that children/youth will understand.
- Address any safety concerns and provide age appropriate safety planning with the children/youth and parent/guardian as is needed.
- Respond in a timely manner to requests for services.
- Work with other systems to support educational and prevention programs within the school system and community.

Practice Standard 5

Hire Appropriate Persons to Deliver Program

Service providers must have the necessary skills to work with children/youth. It is the responsibility of management to hire an appropriate person to deliver the program. Staff must have good working conditions and be well supported in their service provision.

Staff should have the following knowledge, skills and abilities:

- Ability to deal appropriately with disclosures of abuse and follow *The Child and Family Services Act* and *The Provincial Child Abuse Protocol, 2006*.
- Strong understanding of safety issues for staff and the training to deal with critical incidents.
- Strong understanding of a child-centered approach.
- Understanding of how violence affects children/youth.
- Group work skills.
- Ability to work with other cultures.
- Understanding of diverse child-rearing practices.
- Understanding of child/youth developmental stages.
- Ability to recognize symptoms of trauma in children/youth.
- Ability to engage children/youth.
- Understanding of children's rights.
- Good working knowledge of community resources for referrals and the ability to refer when necessary.
- Understanding and respecting of all cultures.
- Understanding and respecting of issues facing immigrant and refugee population.
- Qualifications that meet the needs of the position.

Employers ensure:

- Criminal records checks are obtained for all staff.
- Child abuse records checks are obtained for all staff.
- Staffing reflects local cultural diversity as much as possible.
- Orientation and support is provided to all new staff members.
- Agency violence protocol is reviewed by all staff members.
- Ongoing training opportunities are available to staff to increase their knowledge and skills in working with children exposed to violence.

- Staff receives regular support and supervision as is possible.
- Staff is co-operative and respectful in their role modeling for children/youth.
- The agency has appropriate liability insurance.
- Staff maintains an adequate level of professionalism.
- Program staff is given the opportunity to develop competencies.

Practice Standard 6

Coordinate Service Provision

Service Providers will:

- Coordinate with other relevant service providers as appropriate to meet the needs of the child/youth.
- Strive to maintain an awareness of resources within their community, but also within the province. This awareness will allow service providers to assist in making referrals to services that may support children and their families to address the issues resulting from exposure to violence.
- Coordinate services to provide highest quality of service to children/youth.
- Coordinate service to avoid duplication of services.
- Have a working knowledge of community referral protocols to match the need of a child/youth with a particular service.
- Complete “consent for release of information form” with clients prior to providing client information to another agency.
- Seek networking opportunities within their community. This will enable a greater awareness of referral options. It will provide an opportunity for mutual learning.
- Develop strong working relationships with other service providers in their community.
- Work with families to support their involvement with other relevant service providers.

Practice Standard 7

Develop Services

Good quality service provision depends on the ongoing development of services. It is important for providers to continually look for ways to improve their services. Service provision can improve by providing consistent and responsive services, ongoing evaluation and through accountability (Gevers, Goddard-Jones, 2003).

Service providers will:

- Provide services in a professional manner.
- Maintain appropriate boundaries relating to clients, and discuss these boundaries with clients. (e.g.; Explain why they cannot become Face book friends or the reason that they will not initiate a greeting if they meet in a public place).
- Strive to be consistent in service provision. Every individual can expect to receive the same level and quality of service.
- Respond to clients in a timely manner.
- Ensure they are aware of work place policy and procedures. This will guide individuals in their work with clients.
- Be flexible and open to making changes in service delivery when the need becomes apparent.
- Continue to pursue opportunities for professional development to increase skills necessary to do the work.
- Keep up to date and implement current practices.
- Prioritize the need for ongoing program evaluation. Evaluation is discussed in greater detail later in the guide.
- Develop good working relationships with other related service providers in the community. It is through networking that there is opportunity to collaborate when possible, and support mutual learning. If working in an isolated area it may be helpful to connect with service providers in other locations. (Refer to Practice Standard 6).
- Ensure that services are accountable. This includes accountability to clients, funders, and community. It will be important to have a process by which client, parent/guardian if applicable, and others may provide feedback to ensure services are meeting the needs of clients.

Practice Standard 8

Gain Knowledge of Violence and its Impact on Children and Youth

Service providers must have an understanding of the various ways that children/youth may be exposed to violence. Exposure may occur in the following ways:

- Child sexual abuse
- Emotional and psychological abuse
- Physical abuse
- Neglect
- Domestic violence
- Family violence
- Bullying
- Sibling bullying/violence
- Dating violence
- Violence in schools
- Media (music lyrics, video games, movies)
- Criminal harassment
- Gangs
- Internet
- Cyber-bullying
- Sports
- Violence in relationships
- Crime
- Pornography
- Trafficking of children
- War
- Persecution
- Abuse of older adults

Service providers will:

- Provide education and support to children/youth to prevent exposure to violence.
- Offer education and support to those who have witnessed violence.
- Have an understanding of the issues that exposure to violence presents for children/youth, and the complexity and impact of the issues.
- Have the ability to assess ongoing physical and emotional risk.
- Provide safety planning with children/youth and parents/guardians as necessary.
- Have an understanding of the law required for reporting any abuse of children.
- Continue to raise community awareness regarding the impact of violence on children.

Confidentiality

Confidentiality has been identified by the International Organization for Standardization (ISO) in ISO – 17799 as “ensuring that information is accessible only to those authorized to have access” and is one of the cornerstones of information security.” Wikipedia – www.en.wikipedia.org/wiki/confidentiality.

Service providers will:

- Ensure clients are made aware that information will not be obtained from or given to anyone without written consent, unless required by law when: a life is in danger, a child is in need of protection, or a court has issued a subpoena.
- Review confidentiality and its limitations with the parent and child/youth as is appropriate to the provision of service.
- Be aware of their agency policy regarding the confidentiality of client information.
- Ensure client documentation is kept in a secure file cabinet or rooms that are locked.
- Ensure clients are made aware that their information may be shared with a supervisor in order to provide them with the best possible service.
- Ensure that confidentiality is introduced to children/youth when defining “group rules.” Encourage participants not to share the personal information of the participants with others outside of the group setting. This is a guideline that will help ensure group safety for all participants.
- Be aware of and work in accordance with the appropriate professional association as is applicable.
- Be aware of the sections relating to confidentiality in the funding agreements that the agency may have with funders.

For more information, please refer to:

- Code of Ethics for Canadian Psychological Association www.cpa.ca/cpaside/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf
- Code of Ethics for Canadian Association of Social Workers www.casw-acts.ca
- Code of Ethics for Canadian Professional Counsellors Association www.cpcarpc.ca/content/view/14/28

Community Needs Assessment

The type of programming needed in communities to assist children/youth who have been exposed to violence is not always apparent. Therefore, it is necessary to explore the needs of children/youth within your own community before starting to deliver services.

Remember, the Children Exposed to Violence Programs within the province strive to prevent exposure of children and youth to violence and assist children/youth who have experienced violence.

So just what is it that your community needs? Is it a program specifically for preschoolers who have witnessed domestic violence? Or is it a healthy self esteem program for youth within the school day? It is important to find out. It is in answering these questions that your program will truly meet the needs of the children and young people within your community.

A community needs assessment need not be an onerous task for an agency. Every agency is different and has different financial means to do the work. Therefore, a needs assessment must be short and simple, then allowing even a small organization to determine what is needed in a community.

Steps to Assess Community Needs

- Survey a community's awareness and use of existing programs and services.
- Identify any barriers to participation in programs and services.
- Assess the need for community programs and services.
- Determine and prioritize basic service needs. (Laiss, S., Engen, K., Oddie, S., 2009).
- Survey the client group to be served.

Get a sense for how your community best receives information and provides feedback. The following are possible sources of information about community members:

- Town hall meetings
- Churches
- Health organizations
- Agency employees
- Drop-in centers
- Handouts
- Flyers in the mail
- Internet surveys

Community Needs Survey:

Some questions that may help to inform a community needs assessment are as follows:

- How common is violence in your community? Please rate from 1-10. (1 not much and 10 a lot of violence).
- What type of violence exists within your community?
- What currently exists to support children/youth who experience violence in your area?
- What supports exist for parents of children/youth who experience violence?
- What are the gaps in existing services? What is missing?
- What would a program look like to meet the needs of children/youth who experience violence in your area?
- How can this program be delivered?
- What organization can best deliver this service in your community? What other supports may they require?

Results

Once information is gathered and collated, service providers will have a better sense about what currently exists to support children and youth who experience violence. This will help service providers identify, prioritize and develop programs that are most needed within their community.

Building relationships and developing partnerships

The community needs assessment will inform all service providers what is required within the community to provide services to children/youth exposed to violence. The delivery of a children/youth exposed to violence program will require community members to work together to meet the needs of children/youth affected by violence. The ongoing development and nurturing of community/agency relationships ensures the effectiveness of programming for children/youth exposed to violence.

Criminal Record Checks

If your agency receives funding from the Saskatchewan Ministry of Justice and Attorney General, your contract requires that all staff, volunteers and board members provide the Agency with a criminal record check. This requirement ensures that all employees or volunteers providing service are able to work in a safe environment.

In addition, most community agencies have criminal record check policies for their personnel.

A criminal record check form may be obtained and completed by your local police service or RCMP detachment. There is a cost for the criminal records check for employees, but volunteers and Board members can obtain them free of charge.

- Criminal Record Check information sample
- Instructions to applicant
- Criminal Record Check - example – see Appendix B

Child Abuse Record Checks

The information an applicant provides on this form is collected under the authority of *The Child and Family Services Act* and will be used to search for a child abuse record about the individual making the request. The Ministry of Social Services will not release this information for any other purpose. The information will not be released to anyone other than the requester. For information regarding what is in the Child Abuse Record Check, who can get the information, records checks for job applicants, what organizations should know about the checks, and the Child Abuse Record Check Application, see Appendix C.

Engagement in Services

Violence Education

- Education and support can occur by way of age-specific group (pre-school age, latency age, and adolescence).
- It can occur through individual work with children/youth.
- It can occur in elementary and high schools, youth centers, transition houses, shelters and other agencies.

Program effectiveness depends on the ongoing commitment of service providers to work with children/youth and their parents/caregivers/families to reduce the impact of violence in their lives, and to prevent further exposure to violence. It is the role of service providers to increase community awareness of the impact violence has on the development of children/youth.

Inclusion

Gender:

Service provision should include opportunities for both genders to receive support. A group for adolescents may decide that it is more effective to divide the genders, while the effectiveness of another group may rely on both genders attending at the same time.

An agency may not have the ability to provide services to everyone. Therefore, it is important to seek out other support options for those individuals by way of referrals to agencies that may be available to best meet their needs.

Non-English Speaking Backgrounds (NESB):

The world is a multicultural community and has diverse cultures, languages, values and beliefs. Service provision must be accessible to all people. In providing services to children/youth, parents may also become involved in the service. Therefore, it is important to address any issues that may arise when serving people from non-English speaking backgrounds (NESB).

Some practitioners are unsure about how to respond to the issues of violence that women may experience while maintaining cultural sensitivity at the same time (Ostapiej-Piatkowski; Anne, 2009).

The seemingly overwhelming difference between our own and another culture may lead to 'professional paralyzes' and feelings of cultural inadequacy in many practitioners, particularly in mainstream domestic violence services. Some may attempt to resolve this discomfort by refusing to take responsibility for the provision of services to women from NESB – apart from referring them to a multicultural and/or other specific agency. Others may provide a service by

dismissing cultural discomfort and apply practice and understandings based on a western analysis alone. It is important to understand that the very cultural discomfort we are trying to avoid holds the potential for our expanded awareness. Following its direction will not only enrich our own self-understanding but also will allow us to perceive others on a deeper level, where human communication and connection replaces cross-cultural fears. (Ostapiej-Piatkowski, Anne. 2009, p.1)

Persons with disabilities

Ensure services are accessible for persons with either physical and/or cognitive disabilities. Be aware of the resources that are available to support the engagement in service for persons with disabilities.

Intake Process

It is important to have an intake process by which participants become involved in a particular service, whether it is in group program or individual services. Make information outlining services clear and concise. However, potential participants may still have questions and may contact service providers for clarification. A clear intake process helps potential participants to determine their interest in the service, and helps service providers to assess client appropriateness for the service.

It is important to gather some information in an intake process, when clients express interest in engaging in services. Programs vary in the way they complete the intake process. However, all would agree on the importance of this process. Some providers may interview a potential client to complete a more in-depth intake process for services. Therefore, the type of intake form used will vary.

The following information may assist service providers to gather appropriate information for group work if they are offering a group. The following points outline a few examples of groups that are currently facilitated throughout the province.

- **Education and Support Groups at School**

An agency and school board may have partnered to enable a Children Exposed to Violence group to be facilitated within the school day or after school. This type of group may not require a specific intake process from the service provider, and the program would receive intake information from school personnel. The facilitator(s) should obtain the following information:

- Name of participants
- Age
- Gender
- Special needs including allergies, languages, disabilities, etc.

- **Pre-school Group Facilitated in a Women’s Transition House/Shelter**

This group is offered in a transition house/shelter and strives to support the parent and child in the transition/shelter. In this case, the transition workers will already have collected information regarding potential group participants.

- **Education and Support Group for Children Exposed To Domestic Violence**

Many service providers throughout the province would agree that it is important to complete a pre-group interview in person or by telephone. This is very helpful when a parent has experienced domestic violence and is interested in enrolling his or her child/youth in a group program. A pre-group interview allows for the parent to outline the extent of violence to which the child/youth has been exposed. It is also an opportunity for the service provider to gather other pertinent information.

Service providers throughout the province collect the following information regarding parents and children/youth during the intake process:

- Contact information (name, address, birth dates, telephone – permission to leave messages). This is important information in order to ensure to the best of your ability that you are not breaking confidentiality or placing anyone in danger by revealing their interest or attendance in a specific group.
- Any special needs? Physical, mental or learning disability?
- Physical health data – illness, symptoms, allergies, medication use.
- Family structure – single person, married, common law, separated, divorced, widowed, step-family.
- Parental status:
 - Sole custody
 - Joint custody
 - Other
- Primary residence with whom?
- Any legal actions that restrict a parents/guardians access to the child
- Child/youth exposure to violence – types of violence
- Impact of violence on child/youth
- Legal involvements
- Other service provider involvement(s)

Agencies may have an intake process that works well. However, others may want to develop or modify the way in which they complete the intake process.

Templates

For the following samples/templates see Appendix D:

- Intake form
- Consent form
- Letter of Introduction to Program

- Parent letter
- Consent for release of information

Feel free to use them or to assist in the development of a form that better meets the needs of the program.

Obtaining Informed Consent

It is necessary to understand the importance of obtaining informed consent. Informed consent indicates that participants are not only aware of the service being provided but also give consent for their children to participate in the service. The need to obtain consent will be dependent on the service being provided and the age of participants. Agencies will have different policies regarding informed consent when working with minor children. It is important for individuals to be aware of policies within their work places with respect to obtaining informed consent.

Service providers will:

- Be aware of their agency policy with respect to obtaining informed consent.
- Provide information about the service to the child/youth, even though his or her consent may not be required. It is important that children/youth gain some understanding of the reason they are becoming involved in services.
- Be informed of parental status (sole or joint custody), and primary residence of the child in the program. It is necessary to obtain the consent from the guardian or caregiver. If parents have joint custody it is helpful to obtain consent from both parents. If both parents do not provide consent, it is possible that one parent may object to the child's participation in the programming.
- Be informed of the agency's policy regarding at the minimum age at which they will work with children/youth without the consent of a parent.
- Provide some services that do not require consent. Some services that are offered throughout the school day, for example, may not need parental consent if they are part of the curriculum.
- Consult child protective services, if a child is in foster care or a permanent ward of the court, to determine a child's eligibility for the service.

Record Keeping

Agencies will differ regarding the amount of documentation they require for service provision. The service provider's record keeping may include an intake form, consent form, attendance sheet, pre - and post-interview forms, client file-notes, and client satisfaction forms. It is vital that all confidential information be secured in a locked space.

It is important for service providers to consider what and how information is documented in client files. Keep in mind that parents can have access to their children's files and the files can also be subpoenaed for court purposes. It is important to remember that if parents have joint custody of their child/youth both parents may have access to the child's file.

Agencies need to be aware of the contractual specifics required from funding bodies with respect to record keeping/destruction of files for specific programs. When an agency closes and no longer wishes to provide services in the community, there are specific requirements for the storage of records. These requirements must be adhered to under contractual agreements with the funders.

Service providers will:

- Provide only factual information.
- Avoid giving opinions.
- Describe behavior rather than speculate about what the behavior might mean.
- Document in a clear, legible, concise manner.
- Document using plain language, rather than using professional jargon.
- Be aware of their agency protocol when a file is requested by a parent or subpoenaed by court.
- Provide information about the child/youth if the file is requested for some purpose.
- Be informed of the legal obligations related to information sharing.
- Be aware of agency policy relating to file documentation.

Benefits of Group Work for Children/Youth

- Clinical experience shows that group treatment is a very effective treatment option for children/youth who have been exposed to domestic violence (Jaffe, Wolfe and Wilson. 1990. Peled and Davies. 1995. Sudermann, in press. Tutty, 2008).
- Groups are an opportunity for children/youth to receive violence education in a safe supportive environment.
- Groups can assist children/youth in their relationships with others their age, and reduce isolation (Humphreys, Houghton, 2008).
- Groups can be fun. Many children/youth belong to groups and feel less threatened attending a group than they may feel attending individual counselling.
- Groups can empower children/youth to overcome feelings of helplessness.
- Groups can provide safety planning options.
- Groups can help children/youth to share feelings and experiences.
- Groups can increase ability of children/youth to identify different types of violence.
- Groups can help children/youth learn healthy ways to communicate and resolve conflict.

However, it is important to note that some children/youth may not be ready for a group experience. These include:

- Children who are having extreme difficulty being apart from their parent/guardian due to separation anxiety.
- Children who are very aggressive and are not ready to interact with others in a group. Individual work may help to prepare them for a group intervention.
- Children who are showing signs of severe trauma. Individual work may meet their more immediate needs and prepare them to become involved in a group in the future.

Recommended Practices for Group Programs

There are a number of things to consider when preparing to offer a group. Group effectiveness is dependent on a variety of factors. Leslie Tutty, in *The Evaluation of Saskatchewan's Children Exposed to Domestic Abuse Programs Final Report*, identifies a number of characteristics being utilized as best or recommended practices for children exposed to domestic violence treatment within the province. These characteristics were developed from a literature review and a review of the manuals in use throughout the province. Although these were identified as recommended practices when working with children exposed to domestic violence, the recommended practices are applicable in working with children/youth who have been exposed to any type of violence. As outlined in the above evaluation, Tutty states:

The major categories include: addressing developmental issues; the structure and process of the groups; group content; leadership skills and concurrent engagement with parents. – Tutty, June 2008, p. 15.

The following are recommended practices for group programs:

Developmental Stage

For groups to run effectively it is important to consider matching the content of group material with the developmental stage of children/youth.

Most often children are grouped into preschool and early elementary school (ages 4 to 7), latency age (ages 7 to 11), early teens (12 to 14) and older teens (15 to 18). – Tutty, June 2008, pp.15, 16.

Given that their reading and writing skills vary, children younger than seven require a more activity-based approach. When considering group structure it is important to consider division of age groups, as an attempt to ensure the best group fit for all participants.

Group Structure and Process

The length of a group program is important. The length of each group should not go beyond what children/youth are able to stay attentive for. The overall program should run within a set number of weeks. The length of each session should be well within what most individuals are able to manage in their weekly schedules.

The size of group is important to group success. Determining how many children/youth can be involved and supported in any one group is important.

It is important to structure a group environment. Environment can affect the overall effectiveness of a group experience. Consider the following: room temperature, seating, tables, snacks (ensuring snacks meet any allergy needs within the group) and supplies. It is also important that children/youth feel a sense of safety to speak or not speak within the

group. Participants may gain this sense of safety if group guidelines are determined at the beginning of the group process.

Gender may be important to group success. Some groups may include a mix of genders, while other groups may be more effective if they are separate gendered groups.

Development of common structure for weekly groups may be helpful. Children/youth may find it easier to discuss difficult issues when they are able to have a clear understanding of group expectations. Group routine is helpful. For example, check-in at the beginning and check-out at the end of group can help build routine.

Group Content

The content of the curriculum should reflect the group description, group outline and the overall goals for the group offered. Some of the common goals include (Marshall et al., 1995. Peled & Davies, 1995):

- Helping children/youth talk about violence;
- Reducing the impact of violence on children/youth;
- Working to improve the child/youth's overall functioning;
- Working to reduce the potential for violence in the child/youth's future relationships;
- Building self esteem;
- Develop safety planning; and
- Creating a fun, safe and supportive environment in which to learn.

Leadership Skills

Group facilitator skills are important in the overall effectiveness of any group. Having an understanding of group dynamics, strong knowledge of group content, and the ability to manage any difficulties that should arise are all important skills when facilitating a group. It is important for a group facilitator to have the ability to assess when participant needs have surpassed the group goals and refer for additional support when necessary. Ongoing development of leadership skills is necessary for any group facilitator, whether that be obtained through formal facilitator training or personal learning.

Co-facilitation can be helpful to the overall effectiveness of some groups. Mixed gender can provide an opportunity for positive, open role modeling in some groups. For example it may be helpful for children to have both a male and a female co-facilitator in the Children Exposed to Violence group.

Concurrent Engagement with Parent/Non-offending Caregiver

Providing a group for children who have been exposed to domestic violence often involves a parent/guardian, given the age of group participants. A concurrent program for parents/guardians helps caretakers understand what children are learning. Parents have the opportunity to gain information that may enable them to better support their children during the group process and in the future. Children also benefit by connecting parents/guardians to the group process (Cunningham, Baker 2004. Paddon, 2006. Tutty, 2008).

While it is a given that interventions with children for any presenting problem need to include parents, it is even more critical for children and youth exposed to intimate partner violence since the issues are not intrinsic to them but in reaction to the intimate partner abuse between their parents. (Tutty, June, 2008, p. 17.)

Tutty, goes on to say that:

...not only are they a “best practice”, but they also represent what is perhaps the most effective way of extending children’s learning beyond the group experience. (Tutty, June, 2008, p. 54)

Service/Program Promotion

The effectiveness of service provision is connected to an agency's ability to promote the service. It is important to provide information about the program being offered, including the what, where, when, how and why. Information must be engaging. The information must be clearly stated in plain language. The ability to develop specific promotional material will vary among agencies. However, it is important to keep in mind that the goal of service promotion is to provide information about the services being offered.

Service promotion can occur by way of simple one-page flyers that can be distributed or posted in several areas of the community, brochures, announcements at community forums, email listings, newspapers, websites, television and radio announcements, and billboards. The goal is to make individuals aware of the service and to increase the potential for people to attend and gain support.

For samples of service/program promotion material that was developed by Children Exposed to Violence Programs throughout the province, see Appendix E.

Provincial Resource Lists

It is important to stay connected to other professionals, whether they are in your community or throughout the province. The provincial resource lists are there to assist service providers to connect with others throughout the province. These lists are forever changing, as service providers and positions change.

For these provincial resource lists and any other lists to be effective, outdated lists must be replaced with more current resource lists that are available on an ongoing basis. For current Provincial Resource Lists, see Appendix F.

Data Collection

Why collect program data?

The collection of certain program data may be a contractual requirement of the organization that funds the program. The gathering of data by program staff may be a requirement of an agency's Board of Directors. Data collection provides a picture of the workings of the program, services provided, and the type of individuals served.

What type of data should be collected?

The data that may be collected for a Children Exposed to Violence Program should reflect the clients who are being served, the types of services being delivered and referrals to and from various agencies within communities.

The data that is being gathered about the clients served should include age, gender and in some cases ethnic origin. This will allow those who are delivering the program to better design the content of the program to better suit the development of the child. The ethnic origin may provide opportunity to design specific programs.

The client volume data may provide an accurate picture of workload and type of programming to funders of the program and the board of directors. This will help inform on what is required to successfully meet the needs of clients.

It is important to gather the data when receiving or making referrals. This will provide opportunity to identify who is referring children/youth to programming and who is receiving referrals.

When should the data be collected?

Data should be collected at the time of intake and during the delivery of the program. Collecting data at the beginning will make the gathering of data for various reports that much easier. There may be contractual requirements to collect the data monthly, mid-year and for year end reports. The board may also require the program to deliver the data for regular board meetings.

The collection of data can provide a quick overview of the program. The data will be useful when a decision has been made to evaluate a program. The data gathered over time will provide information about service delivery.

For a sample of a data collection form see Appendix G.

Resources and Curriculum Guide

Use of Resources

The following pages outline a variety of resources that may be helpful to service providers who are either working with children/youth in the area of prevention or with children/youth who have been exposed to violence.

The resource guide has been divided into the following categories:

- Group Manuals for Children Exposed to Violence
- Book List for Children
 - Anger Specific Material
 - Domestic Violence
 - Feelings
 - Bullying
- Book List for Parents/Professionals
- Professional/Parental Information/PowerPoint Presentations
- DVDs/Videos
 - Dating Violence
 - Sexual Abuse
 - Effects of Domestic Violence on Children
 - Media Violence
 - Bullying
 - War Violence
- Websites
 - Bullying
 - Dating Violence
 - Children
 - Adults
 - War Violence
 - General

This guide is a starting point for service providers who are working in the Children Exposed to Violence Programs. This guide will provide service providers easy access to material that may be pertinent to their group offerings. This is by no means a complete listing of resources. New resources are continually being developed. Service providers are encouraged to continually add resources to this guide. However, this guide is a place to start. For example, if a community is facilitating a Children Exposed to Violence program for children ages 8-12 at an agency, this guide could provide a suitable manual, a DVD, concurrent programming for parents, and a book list for both children and parents.

Group Manuals for Children/Youth Exposed to Violence

Loosley, S. (ed.) *Group Treatment for Children who Witness Woman Abuse – A Manual for Practitioners*. London, ON: Children's Aid Society of London and Middlesex, 1997.

This 10-session group is designed for ages four to 16 with five separate age groups recommended.

Churchill, Crockford, and Hoen. *End Violence: A Manual for Group Leaders*. 2nd Ed. Scarborough, ON: Aislin Discoveries Chiel & Family Centre, 2001.

Yawney, D., and B. Hill. *Project Child Recovery: Group Intervention for Child Witness of Family Violence*. Lethbridge, AB: Society for the Prevention of Child Abuse/YWCA Harbour House, 1993.

Kidsrights. *Children's Domestic Abuse Program: Group Manual*. Charlotte, NC: Author, 1996.

Kerr, J., McKenzie-Cooper, and Elliot. *Children Who Witness Abuse Group Program: Lesson plans/activities for preschool-aged children*. Vancouver, BC: BC/Yukon Society of Transition Houses, 2006.

Fitzpatrick, D. *Outreach to Teens: A Manual for Counsellors who Work with Teen Victims of Violence against Women*. Amherst, NS: Cumberland County Transition House Association, 1991.

Wilson, S., et al. *Manual for a Group for Children Exposed to Wife Abuse*, 1986.

Roseby, V., et al. *A Safe Place to Grow: A group treatment manual for children in conflicted, violent, and separating homes*. Binghamton, NY: Hawarth Maltreatment and Trauma Press, 2005.

Tutty, L., and J. Wagar. *Outline of the Storybook Club for Children Who Witnessed Family Violence*, 1994.

Crager, Meg. *Helping Children Who Witness Domestic Violence: A Guide for Parents, Instructor's Manual*, 1999. [www.lfcc.on.ca]

Henderson, A., J. Ericksen and S. Ogden, *Parenting Support for Women who have Experienced Abuse: Facilitator's Manual*. Vancouver, BC: FREDA Centre, 1997.

When Love Hurts: A Guide on Abuse, Respect and Relationships.

[www.dvirc.org.au/whenlove/]Peled, E., and D. Davis, *Group work with Children of Battered Women*. Thousand Oaks, CA: Sage Publications, 1995.

Sudermann, M., P.G. Jaffe, and E. Schiek. *A.S.A.P.: A School-based Anti-Violence Program*. London, ON: London Family Court, 1996.

Alessi, J.J., and K. Hearn. *Group Treatment of Children in Shelters for Battered Women*. In A.R. Roberts ed. *Battered Women and Their Families*. New York: Springer, 1984.

Hosseld, Beth, and Giovanna Taormina. *Who I Am*. (ages 14-18) [www.Girlscircle.com and www.Boyscircle.com]

End Violence Alliance. *End Violence: A Manual for group leaders, 2nd Edition*. Scarborough, ON: Aisling Discoveries Child & Family Centre, 2000. (184 pages)

This manual provides a step-by-step guide for leaders providing groups for children and their parents who have been traumatized by family violence.

Giancola, J. A., and M.D. Rothschild, *The Children's Program, Preventing Domestic Violence: Therapeutic Intervention with Young Children*. Authors, 1994.

This program has 16 therapeutic sessions that can be presented to children as young as two in either open or closed sessions.

Graham-Bermann, S.A. *The Kids Club: A Preventive Intervention Program for School-age Children Exposed to Violence*, 1992. [www.sandragb.com]

This program provides a supportive arena for children ages six to 13 to share their experiences, to learn that they are not alone, to identify sources of worry and concern, to discuss conflict and its resolution, to explore issues of responsibility for violence, and to learn new strategies for coping and problem solving.

Graham-Bermann, S.A. *Fostering Resilience in Young Children Exposed to Violence: The Preschool Kids Club*, 1992. [www.sandragb.com]

This group intervention for children aged three to six, who were exposed to violence, encourages children to share their ideas about their feelings, ways of coping, and thoughts about family, ethnicity and the future.

Groves, E., E. Roberts, and M. Weinreb. *Shelter from the Storm: Clinical Intervention with Children affected by Domestic Violence*. Boston, MA: Child Witness to Violence Project, Boston Medical Centre, 2000. (236 pages)

This training manual for mental health providers includes workshop materials for 13 hours of training, slides, complete bibliography, and reproducible handouts.

Malchiodi, C. *Breaking the Silence: Art Therapy with Children from Violent Homes*. 2nd ed. Philadelphia, PA: Brunner/Routledge, 1997. (208 pages)

Emphasis is given to the short-term setting where time is at a premium and circumstances unpredictable.

Merrymount Children's Centre. *No Violence = Good Health: A Group Program Manual for Preschool-aged children who have witnessed family violence*. London, ON: Merrymount Children's Centre, 1998. (173 pages)

Facilitators help preschool children understand the family violence they have experienced. They provide the children with ways to cope with their experiences and with opportunities to learn new skills to act non-violently towards others.

Red Flag Green Flag Resources. *I Wish the Hitting would Stop Curriculum*. Fargo, ND: RFGF Resources, 2002.

This curriculum is written to educate all children in a classroom about the issues of domestic violence, regardless of whether or not there is violence in their homes.

Roseby, V., and J.R. Johnson. *High-Conflict, Violent, and Separating Families: A Group Treatment Manual for School-age Children*. New York: Free Press, 1997. (60 pages)

This manual covers ten sessions including exploring levels of feelings and coping with fighting families.

Wilder Community Assistance Program. *Children's Domestic Abuse Program, Group Manual*. St. Paul, MN: Amherst H. Wilder Foundation, 1997. (438 pages)

This program is designed to support counselors, therapists, caseworkers, and educators who work with child victims of domestic violence in group session.

The Fourth R - Curriculum resource to implement the relationship-based program. (Grades 8-12, English, physical and health education, Aboriginal Peer Mentoring Program, Aboriginal Perspectives Program and more.)

[www.youthrelationship.org/curriculum_resources.html]

Humphreys, C., et al. *Talking to my Mum: A Picture Workbook for Workers, Mothers and Children Affected by Domestic Abuse*. London: Jessica Kingsley Publications, 2006.

Save The Children (2001). *Spice it Up!* [www.savethechildren.org.uk]

A Manual for group leaders on planning, with lots of activities, energizers, and evaluation ideas.

Contact CCVT (Canadian Centre for Victims of Torture) to order any of the following publications:

Main Office:

194 Jarvis Street, 2nd Floor
TORONTO, ON M5B 2B7

By phone: (416) 363-1066

By fax: (416) 363-2122

By email: Mabai@ccvt.org

- **Title:** *Community Support for Survivors of Torture: A Manual*
Cost: \$20.00 plus Postage
Contents: Introduction to the Issues: Developing Understanding, Therapeutic Approaches, Supportive Practices, Caring for Children, Meeting the Cross-Cultural Challenge, Towards Prevention
- **Title:** *Volunteer's Guide*
Cost: \$5.00 plus Postage
Contents: The Value of Befrienders to Torture Victims
Psychological and Physical Sequelae of Torture and Other Issues
- **Title:** *Train the Trainer*
Cost: \$15.00 plus Postage
Contents: Post-traumatic Stress Disorder The Effects on Children Women
Psychosocial Adjustment Cross-Cultural Communication Support Groups/Self-Help Groups Assessment, Counseling & Crisis Intervention

Book List for Children

Anger

Murphy Payne, Lauren, and Claudia Rohling. *A Leader's Guide to We Can Get Along- A Child's Book of Choices*. Minneapolis, MN: Free Spirit Publishing, 1997.

Whitehouse, E'liane, and Warwick Pudney. *A Volcano in My Tummy*. Gabriola Island, BC: New Society Publishers, 1996.

Mundy, Michaelene. *Mad Isn't Bad – A Child's Book About Anger*. St. Meinrad, IN: Abbey Press, 1999.

Thomas, Pat. *Is It Right To Fight? – A First Look At Anger*. Hauppauge, New York: Barron's Educational Series, 2003.

Agassi, Martine. *Hands Are Not For Hitting*. Minneapolis, MN: Free Spirit Publishing, 2000.

Ali, Ray. *The ABC's of Anger*. Duluth, MN: Whole Persons Associates, 2006.

Bang, Molly. *When Sophie Gets Angry – Really, Really Angry...* New York, NY: The Blue Sky Press, 1999.

Domestic Violence

Lee, Ilene, and Kathy Sylvester. *When Mommy Got Hurt*. Charlotte, NC: KIDSRIGHTS, 1996.

Deaton, Wendy. *I Saw It Happen. A Hunterhouse Growth and Recovery Workbook*. Children's Aid Society of London and Middlesex, 1998. [www.hunterhouse.com]

Deaton, Wendy. *Living With My Family: A Child's Workbook About Violence in the Home. A Hunterhouse Growth and Recovery Workbook*. Children's Aid Society of London and Middlesex, 1994. [www.hunterhouse.com]

Deaton, Wendy. *GROW: Someone I Love Died: A Child's Workbook About Loss and Grieving. A Hunterhouse Growth and Recovery Workbook*. Children's Aid Society of London and Middlesex, 1994. [www.hunterhouse.com]

Deaton, Wendy. *No More Hurt: A Child's Workbook About Recovering From Abuse. A Hunterhouse Growth and Recovery Workbook*. Children's Aid Society of London and Middlesex, 1991. [www.hunterhouse.com]

Bakas, Demetra, and Cheryl Powell. *Black-eyed Susan: A Story of Hope for Children & Families*, Creation of Celebration, 2000. (ages 6-13)

- Bernstein, Sharon C., and Karen Ritz. *A Family That Fights*. Albert Whitman & Co, 1991. (ages 4-8)
- I Wish the Hitting Would Stop*. Red Flag Green Flag Resources, 1987. (ages 6-14)
- Brown, L.K., and M. Brown. *Dinosaurs Divorce: A Guide for Changing Families*, 1984. (ages 4-8)
- Davis, Diane. *Something Is Wrong at My House*. Parenting Press, 1984. (ages 3-10)
- Havelin, Kate. *My Parents Hurt Each other!* Lifematters Press, 2000. (ages 9-12)
- Hochban, Ty, and V. Kryorka. *Hear My Roar: A Story of Family Violence*, 1994. (ages 4-8)
- Holmes, Margaret M., and C. Pillo. *A Terrible Thing Happened: A Story for Young Children who have Witnessed Violence or Trauma*. Magination, 2000. (ages 4-8)
- Lee, Llène, and Kathy Sylvester. *When Mommy got Hurt: A Story for Young Children About Domestic Violence*. Kidsrights, 1986. (ages 3-9)
- Paris, Susan, and Gail Labinski. *Mommy & Daddy are Fighting*. Seal Press, 1986. (ages 4-8)
- Trottier, Maxine. *A Safe Place*. Childwork/Childs Play, 1997. (ages 5-9)
- Winn, Christine, and David Walsh. *Clover's Secret*. Fairview Press, 1996. (ages 4-10)
- Otto, M. *No Matter What*. Toronto, ON: Women Press, 1988.

Feelings

- Cain, Barbara. *Double-Dip Feelings*. Washington, DC: Magination Press, 2001.
- Dlugokinski, Eric. *The Boys' & Girls' Book of Dealing with my Feelings*. Raleigh, NC: Feelings Factory Inc., 1988.
- Spelman, Dornelia Maude. *When I Feel Good About Myself*. Morton Grove, IL: Albert Whitman & Company, 2003.
- Freymann, Saxton, and Joost Elffers. *How Are You Peeling? Foods with Moods*. Broadway, NY: Scholastic Inc., 1999.
- Ludwig, Trudy. *Just Kidding*. Berkeley, CA: Tricycle Press, 2006.
- Muncsh, Robert. *Love You Forever*. Firefly Books, 1986. (all ages)
- Munsch, Robert. *The Paper Bag Princess*. Annick Press, 1980. (ages 4-8)
- Meiners, Cheri J. *When I Feel Afraid*. Minneapolis, MN: Free Spirit Publishing, 2003.
- Moroney, Trace. *When I'm Feeling Angry*. Columbus, OH: School Specialty Publishing, 2006.

Bullying

Johnson, Julie. *How Do I Feel About Bullies and Gangs?* Markham, ON: Aladdin Books, 1996.

Thomas, Pat. *Stop Picking On Me- A First Look at Bullying.* Hauppauge, NY: Barron's Educational Series, 2000.

Lovell, Patty. *STAND TALL, Molly Lou Melon.* New York, NY: G. P. Putnam's & Sons, 2001.

Sunderland, Margot. *Helping Children who have Hardened their Hearts or Become Bullies – A Guidebook.* Brackley, UK: Speechmark Publishing, 2000.

Voors, William. *The Parent's Book about Bullying- Changing the Course of Your Child's Life.* Center City, MN: Hazelden, 2000.

Coloroso, Barbara. *The Bully, the Bullied, and the Bystander.* Toronto, ON: HarperCollins, 2002.

Thompson, Michael. *Mom They're Teasing Me: Helping Your Child Solve Social Problems.* New York: Ballantine Books, 2002. (ages 6-12)

Romain, Trevor. *Bullies are a Pain in the Brain.* Minneapolis, MN: Free Spirit Press, 1997. (ages 6-12)

Bateman, Teresa. *The Bully Blockers Club.* Morton Grove, IL: Albert Whiteman & Co, 2004. (ages 4-8)

Lonczak, Heather. *Moonkey the Monkey Gets Teased.* Washington, DC: Magination Press, 2006. (ages 5-10)

Moss, Peggy. *Say Something.* Gardiner, ME: Tilbury House, 2004. (ages 8-12)

Kahn, Robert. *Too Smart for Bullies.* Arlington, TX: Future Horizons, 2001. (ages 4-8)

Children's Games

Dr. Playwell's Controlling Your Anger Card Game. Plainview, NY: Childsworld Childsplay - A Brand of Sunburst Visual Media, 2005.

Dr. Playwell's Communicating Feelings Card Game. Plainview, NY: Childsworld Childsplay - A Brand of Sunburst Visual Media, 2005.

Dr. Playwell's Caring About Others Card Game. Plainview, NY: Childsworld Childsplay - A Brand of Sunburst Visual Media, 2005.

Nass, Max. *STOP That Angry Thought – Situation and Response Cards.* Western Psychological Services, 2004. [www.wpspublish.com and www.creativetherapystore.com]

- Cary, Elizabeth, and Mits Katayama. *Self-Calming Cards*. Parenting Press, 2004. [www.ParentingPress.com]
- Beane, Allan L. *Bully Free Card Game*. Minneapolis, MN: Free Spirit Publishing, 2005.
- The Self-Esteem Game - The game where everybody's a winner!* South Bend, IN: Self-Esteem Inc., 2003. [www.selfesteeminc.com]
- My 2 Homes – A game to help kids understand and accept divorce*. Childswok Childsplay, 1994.
- Stop Being So Mean!* Childswok Childsplay, 2000.
- Circle of Friends – A Fun Game that Shows You How to Make—and Keep—Friends*. Childswok Childsplay, 1999.
- The Anger Solution Game*. Childswok Childsplay, 1996.
- Terry, Eric. *Peace Town – A Conflict Resolution Game*. Western Psychological Services, 2000.
- McGoff, Donna. L. *Use Your I's. The Game that teaches children how to express their feelings using "I- Messages"*. Western Psychological Services. WPS Creative Therapy Store, 2002.
- Loeffler, Arley. *Exploring My Anger*. Western Psychological Services. WPS Creative Therapy Store, 1998.
- Berg, Berthold. Western Psychological Services. WPS Creative Therapy Store, 2004.
- Breakaway – The Anti-Violence, Anti-Aggression, Anti-Anger, Anti-Abuse Game*. Kidsrights.

Book List for Parents/Professionals

Garbarino, James, Ellen Delara, and M Katz. *And Words Can Hurt Forever*. Free Press, 2003

Parsons, Lee. *Bullied Teacher: Bullied Student*. Pembroke Press, 2004.
[www.pembrokepublishers.com]

Dellasega, Cheryl, and Charisse Nixon. *Girl Wars: 12 Strategies That Will End Female Bullying*. New York: Fireside: Simon and Schuster Inc., 2003.

Olweus, Dan. *Bullying at School: What We Know and What We Can Do*. Oxford: Blackwell, 1993.

Rigby, Ken. *Stop the Bullying: A Handbook for Schools*. Markham, ON: Pembroke Publishers, 2001.

Sullivan, Keith. *The Anti Bullying Handbook*. New York: Oxford University Press, 2001.

Wiseman, Rosalind. *Queen Bees and Wannabees*. New York: Three Rivers Press, 2003.

Beane, Allan L. *The Bully Free Classroom*. Free Spirit Publishing Inc., 1999.

Davis, Stan. *Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying*. Wayne, ME: Stop Bullying Now, 2003.

Fried, SuEllen. *Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield*. New York: Evans and Company, 1998.

Suckling, A., and C. Temple. *Bullying: A Whole School Approach*. Australia: ACER Press, 2001.

There are dozens of ideas in this book on how to work with children in classrooms. They are creative, practical and can be fun. Teachers will be grateful for the help they provide, Children will be happier in the knowledge that they understand themselves and others better, and are on the way to developing skills that will improve their relations with others.

Feerick, M., and Gerald B. Silverman, *Children Exposed to Violence*. Baltimore, MD: Brookes Publishing Company, 2006.

This timely, practical resource brings current research together, identifies gaps in our understanding of the effects of exposure to violence on children, and sets a direction for future research to support interventions and violence prevention. Focusing on three major types of violence — war and terrorism, domestic violence and community violence — two dozen foremost authorities discuss and assess up-to-date statistics and research on the prevalence of each type of violence in the lives of children from birth to age 17.

Greenwald, Ricky. *Child Trauma Handbook: a Guide for Helping Trauma-Exposed Children and Adolescents*. 2005

It is a comprehensive plain-language guide to treating trauma-exposed children and adolescents and those with trauma or loss-related issues. This no-nonsense manual helps the reader understand how and why kids' behaviors can be related to their history of trauma while teaching practical hands-on clinical skills and interventions. Informally presented and easy-to-read, this book pulls together all aspects of working with children to become a full-spectrum empirically based, trauma-informed treatment model. Designed as companion text to workshops or course study, or to stand alone as a valuable resource textbook, mental health professionals, day/residential treatment administrators, pediatric nurses, case managers, teachers, shelter workers, juvenile justice/probation, child welfare workers and parents will find this to be an essential, all-encompassing source for effective treatment of children and adolescents in need.

Iwaniec, Dorota. *The Emotionally Abused and Neglected Child: Identification, Assessment and Intervention: a Practice Handbook*, 2nd ed. West Sussex, England: John Wiley & Sons, Ltd., 2006.

Emotional abuse and neglect are at the core of all types of child maltreatment, and have lifelong effects on the physical and psychological development and well-being of children. Yet they are considered to be the most difficult to deal with by those who have the responsibility to protect and intervene in effective ways. *The Emotionally Abused and Neglected Child* explores the concept of a damaged child, and looks at the different types of injury, ranging from active to passive, physical to emotional, that stop children from reaching their full potential psychologically and physically. Case studies are provided to illustrate the features of emotional abuse, and chapters are devoted to the assessment and prediction of emotional abuse, effects of emotional abuse as the child grows up, intervention and treatment and working with the family as a whole.

St. Thomas, Bruce, and Paul Johnson. *Empowering Children through Art and Expression: Culturally Sensitive Ways of Healing Trauma and Grief*. Philadelphia, PA: Jessica Kingsley Publishers, 2007.

Empowering Children through Art and Expression examines the successful use of arts and expressive therapies with children, and in particular those whose lives have been disrupted by forced relocation with their families to a different culture or community ... This book will be a valuable resource for professionals working with traumatized children who have experienced loss, grief, relocation and other kinds of trauma.

Johnson, Kendall. *After the Storm: Healing after Trauma, Tragedy and Terror*. Alameda, CA: Hunter House Inc, 2006.

Kendall Johnson calls this the "New Age of Anxiety." Today we are all challenged with the continual threat of war, terrorism, job loss, and political uncertainty. How do we cope? What actions can we take to best respond to personal and social crises? How do we help our children or the children in our care? How can we re-establish meaning in our lives? *After the Storm* shows people how to manage their emotional reactions in

an emergency, stabilize those around them and, in time, work through the lasting effects of crisis.

Part I helps readers to understand the scope of human reaction to overwhelming events.

Part II explains how the brain deals with shock, how to understand delayed and complex reactions to trauma, and how to recognize symptoms of Post-Traumatic Stress Disorder.

Part III is devoted to self-care. It contains an overview of techniques and suggestions for handling anger, anxiety, extreme grief, withdrawal behavior and numbing.

Part IV takes you beyond managing symptoms. The meaning of the event is explored, particularly as it affects who you are and where you are going.

Also included is a 20-page appendix, which gives instructions for caring for yourself and your family emotionally during and after a traumatic event.

Carman, Rebecca. *Helping Kids Heal: 75 Activities to Help Children Recover from Trauma and Loss*. 2004.

This unique volume contains 75 proven activities to use with school-age children after an acutely traumatic event or in response to chronic trauma or loss. Each of these illustrated activities has clear, step-by-step instructions and valuable anecdotes and tips, making the underlying therapeutic principles come to life. All activity sheets are reproducible.

Boyd Webb, Nancy. *Play Therapy with Children in Crisis: Individual, Group, and Family Treatment, Third Edition*. New York, NY: The Guilford Press, 2007.

This widely adopted casebook and text presents effective, creative approaches to helping children who have experienced such stressful situations as parental death or divorce, abuse and neglect, violence in the school or community, and natural disasters. seventeen of the 21 chapters are entirely new, and all chapters reflect the latest knowledge on crisis intervention, trauma, and short-term play therapy. Timely new topics include the crisis of parental military deployment, immigration-related trauma, terrorism, and disrupted adoption.

Bentovim, Arnon, et al. *Safeguarding Children Living with Trauma and Family Violence*. London, UK: Jessica Kingsley Publishers, 2009.

Offering a systematic approach to evidence-based assessment and planning for children living with trauma and family violence, this practical book shows how to assess and analyze the needs of the child, make specialist assessments where there are continuing safeguarding concerns and plan effective child-centered and outcome-focused interventions.

Simmons, Rachel. *Odd Girl Out: The Hidden Culture of Aggression in Girls*. 1st ed. Harcourt, 2002

Underwood, Marian K. *Social Aggression Among Girls*. Guilford, 2003.

Jiwani, Yasmin. *Reena Virk: The Erasure of Race*. The FREDA Centre for Research on Violence against Women and Children, 1999.

Garbarino, James. *See Jane Hit: Why Girls Are Growing More Violent and What We Can Do About It*. London, England: The Penguin Press, 2007.

In *See Jane Hit*, Dr. James Garbarino shows that the rise in girls' violence is the product of many interrelated cultural developments, several of which are largely positive. But nothing happens in isolation, and there's rarely such a momentous societal shift with absolutely no downside. One problem is that girls aren't being trained to handle their own physical aggression the way boys are: our methods of child-rearing culture include all sorts of mechanisms for socializing boys to express their violence in socially acceptable ways, but with girls we lag very far behind. At the same time, the culture has become more toxic for boys and girls alike, and girls' sexuality is linked with violence in new and disturbing ways. *See Jane Hit* is not just a powerful wake-up call; it's a clear-eyed, compassionate prescription for real-world solutions.

Plummer, Deborah. *Anger Management Games for Children*. London, England: Jessica Kingsley Publishers, 2008.

This practical handbook helps adults to understand, manage and reflect constructively on children's anger. Featuring a wealth of familiar and easy-to-learn games, it is designed to foster successful anger management strategies for children aged 5-12. The book covers the theory behind the games in accessible language, and includes a broad range of enjoyable activities: active and passive, verbal and non-verbal, and for different sized groups. The games address issues that might arise in age-specific situations such as sharing a toy or facing peer pressure. They also encourage children to approach their emotions as a way to facilitate personal growth and healthy relationships.

Shore, Hennie. *Angry Monster Workbook*. Childswork Childsplay, 1995.

The *Angry Monster Workbook* contains dozens of activities to help children express themselves and learn ways to handle problems as they interact with others. Word searches, puzzles, drawings, mazes, and other activities are designed as therapeutic homework, to help children practice anger-control skills. (ages 5-12)

Shapiro, Lawrence, and Greg Elkins, *You Can Control Your Anger: an Emotional Intelligence Game Book*. Instant Help, 2006.

Games are a great way to help children learn anger control, but most games take time to set up and are difficult to transport. This spiral-bound game book comes with an attached spinner, and contains over 300 questions to teach children anger control. The game can be played in just 10 minutes and is suitable for individual or group counseling, as well as for home or classroom use. (ages 5-12)

Professional/Parental Information & PowerPoint Presentations

Television Advertisement Bullying.

[<mms://media.gov.ab.ca:8080/child/publicweb/familyviolence/Bullying-1.wmv>]

A Whole School Approach to Safety and Belonging: Preventing Violence and Bullying.

[www.edu.gov.mb.ca/k12/docs/support/guidance/WholeSchoolApproachComplete.pdf]

This approach uses a seven-step process to address issues related to violence, bullying, intimidation, and harassment by promoting a safe school climate. Additional resources and references are provided at the end of the document.

Assessment Toolkit for Bullying, Harassment & Peer Relations at School.

[acsp.cpha.ca/antibullying/english/backinfo/Assessment_Toolkit.pdf]

Bully Free Alberta Handouts –Teaching adults in the community how to prevent and stop bullying. - www.bullyfreealberta.ca/pdf/Handout_Final.pdf

Take a Stand Against Bullying Parent Presentation.

[www.issaquah.wednet.edu/documents/Bully.pdf]

Bullying in Our Children’s Schools PowerPoint Presentation.

[resiliency.cas.psu.edu/Bullying/Bullying.ppt]

Sixth Grade Anti-Bullying Curriculum.

[fc.sudbury.k12.ma.us/~christopher_hardiman/S00A9571C.1/Bullying%20Day%202.ppt]

Bullying “A Guide for Parent. [www.edu.gov.on.ca/eng/parents/bullying.pdf]

DVDs/Videos

Dating Violence

Love Taps. National Film Board of Canada, 1996.

Break the Cycle. Esprit Films, 1991. [Tel.: (905) 685-8336]

In this video we see interviews with an actual victim and perpetrator of woman abuse, along with several interviews with adolescents and youth who witnessed their mother being abused. This video is excellent to illustrate the lasting effects on teens, and makes the connection to dating violence in a powerful manner

A Love That Kills. National Film Board of Canada Release, 1999.

This powerful documentary tells the tragic story of Monica, a 19-year-old murdered by her former boyfriend. This identifies the warning signs of partner abuse, especially in young people.

Sexual Abuse

Boys Will Be Boys: Sexual Harassment in Schools

In this program we see how boys, starting as early as the primary grades, use sexual harassment to assert dominance over girls in the school environment.

[www.cbclearning.ca]

Class Queers

Class Queers tells the stories of three gay and lesbian kids from Toronto who were forced out of the mainstream public education system as a result of the harassment they encountered. [www.cbclearning.ca]

Effects of Domestic Violence on Children

Kidstuff. National Film Board of Canada, 1990. (Also available in French). [www.nfb.ca]

This six-minute film deals with the issue of witnessing violence through the eyes of young children.

Make a Difference: How to Respond to Child Witnesses of Woman Abuse. The London Coordinating Committee to End Woman Abuse, Children's Aid Society of London and Middlesex, 1995. [Telephone (519) 455-9000]

This video, which was initially made for teachers, is a good general introduction to the issue of children who witness violence, and community response.

Not Always Who They Seem. Toronto, ON: Kinetic, 1984. (54 minutes) [408 Dundas St, Toronto, ON M5A 2A5 - Telephone (416) 963-5979 - Fax (416) 925-0653]

This video deals with the issues of teens who are having behavioural difficulties, and links this with abuse they have suffered or witnessed as children. Good for children's mental health professionals and child-care workers, as well as health-care workers who deal with this population.

Seen ...But Not Heard. Toronto, ON: Kinetic Video, 1993. (29 minutes).

[www.kineticvideo.com]

This video will help counsellors, teachers and other adults recognize behavioural patterns in children indicating they may have seen violence at home. It is one in a series of five videos on abuse: *What About Us?*; *Right from the Start*; *Time to Change*; and, *One Hit Leads to Another*. (www.kineticvideo.com]

What About Us? Toronto, ON: Kinetic Video, 1993. (28 minutes).

[www.kineticvideo.com]

Companion video to *Seen ...But Not Heard*. Designed to use with children grade four and older in a group setting. This video helps children talk about and cope with their own experiences of witnessing violence.

The Crown Prince. National Film Board of Canada, 1989. (Also available in French - 37 minutes).

This film is a moving drama that shows the reactions of two boys, one a child and one a teenager, to witnessing the abuse of their mother. The struggles the boys face at school, in their self-identity, their relationship with their father, and in the older boy's dating relationship are very well portrayed. Societal influences that support patriarchal notions, which in turn support woman abuse, are also well illustrated.

The Ticket Back. National Film Board of Canada, 1992.

The Ticket Back is a realistic, provocative drama about a woman's struggle to free herself from her abusive ex-husband, and illustrates the difficulties abused mothers must cope with, even after divorce. The effects on her children and the roles of child protection workers, police and lawyers are also included.

Tulip Doesn't Feel Safe. Toronto, ON: Kinetic, 1993. [Telephone (416) 963-5979]

This film illustrates the issue of witnessing violence by young children.

Dinner For Two. National Film Board of Canada. (Animated) [www.nfb.ca]

Elbow Room/Distances. National Film Board of Canada (Animated). [www.nfb.ca]

When The Dust Settles. National Film Board of Canada. (Animated). [www.nfb.ca]

Tete a Tete a' Tete. National Film Board of Canada. (Animated). [www.nfb.ca]

Dominoes. National Film Board of Canada. (Animated). [www.nfb.ca]

Media Violence

Killing Us Softly3 - Advertising's Image of Women. Northampton, MA: Media Education Foundation, 2000.

Tough Guise. Northampton, MA: Media Education Foundation, 2002.

Shredded - What would you risk for the perfect body? National Film Board of Canada, 2005. [www.nfb.ca]

Beyond Good and Evil: Children, Media and Violent Times. Kinetic Video, 2004. (39 minutes). [www.kineticvideo.com]

Game Over: Gender, Race & Violence in Video Games. Kinetic Video, 2000. (35 minutes). [www.kineticvideo.com]

True Lies Part Two: How Music, Movies and the Media Promote Violence and Suicide. Kinetic Video, 2002. (45 minutes). [www.kineticvideo.com]

Bullying

Bully Dance. National Film Board of Canada. (Animated) [www.nfb.ca]

Bullying: A Culture of Silence. A Documentary by Sunnie McFadden-Curtis. [www.benchboyproductions.com/index.htm]

United

The film depicts an inner-city kid with a heart for basketball (played by 11-year-old Andre Boydon) who is confronted by a gang of bullies and their leader (Eric Forte), and has to fight for his right to play. What makes UNITED a great human rights video is how Andre's character accomplishes this, without violence. UNITED is a human rights music video unlike any other. Its production included a 45,000-mile world tour covering four continents and 13 countries. Two thousand volunteers, including 150 actors, contributed their time to this global endeavor. Director Taron Lexton was 19 years old when he created UNITED with a crew that consisted mostly of teenagers and pre-teens, making it truly a youth project. Highly Recommended! [www.txlfilms.com/uniteddonation.asp]

This Secret Shame. [www.cbclearning.ca]

This story concerns a terrifying ritual in the life of so many Canadian youngsters - bullying - a harmful behaviour than can have devastating, even deadly, consequences.

Make the Change...Don't Be a Bull. Ryse Productions, 2003. (20 minutes) [www.prevent.ca]

The film profiles a young boy who has a troubled home life and acts out by becoming a school bully. He is befriended by the school custodian, who helps him realize the effects of his behaviour on others and shows him how to change his ways. The objective of the video is to assist school staff, parenting advisory councils, and

community agencies in promoting strategies to prevent such behaviour. The video is appropriate for young audiences.

Reena Virk: A Senseless Death. [www.cbclearning.ca]

The CBC documentary profiles the tragic Reena Virk case, through interviews with her classmates and family members. It also explores bullying behaviour and what some schools are doing about it.

Apples and Oranges. [available at National Film Board of Canada www.nfb.ca]

“Its Not Cool to be Cruel” is the theme song in Apples and Oranges, a film that addresses name-calling, homophobia, and stereotyping. Designed for Grades 4-8, this film is an ideal discussion-starter to teach children about the negative effects of certain words and bullying behaviour. (Available at National Film Board)

It's a Girl's World. [www.cbclearning.ca]

This three-part exceptional CBC documentary examines the sometimes hidden problem of bullying between girls, as well as the tumultuous nature of female relationships from girlhood to adulthood.

Children Full of Life. [www.cbclearning.ca]

A fourth grade teacher in a primary school northwest of Tokyo teaches his students about compassion and the value of sharing powerful emotions.

Angel. S. [Susan Dale, Thames Valley District School Board Safe Schools Learning Coordinator - (519) 452-8748 or s.dale@tvdsb.on.ca]

This video, made in part by students, follows the life of an adolescent who is victimized and bullied at school. The production dramatizes the story of a bullying victim using a powerful soundtrack by Sarah McLachlan. This film can be packaged with background information, follow-up discussion material, questions for discussion, and cast interviews.

Bullied, Battered & Bruised + Update. [www.cbclearning.ca]

This powerful documentary looks at the significant psychological and physical implications of bullying, and profiles the way two schools are dealing with this difficult and pervasive problem.

Bully B'Ware: Take Action Against Bullying. [Bully B'ware Productions (888) 522-8559 or www.bullybeware.com]

The award winning video comprises four scenarios involving realistic bullying incidents between middle school students. It offers students practical advice and skills for handling these difficult situations and includes a helpful teacher's guide. For more information contact Bully B'ware Productions.

In Their Own Words: Stories of Relational Aggression and Bullying. The Ophelia Project, 2006. [www.opheliaproject.org]

Includes 13 stories from youth ages 13-17. Each story demonstrates how relational aggression and bullying is common to all young people; regardless of the motivation behind it. In these revealing vignettes, you will hear regret, loss, courage and hope, and come to understand the impact of relational aggression on the lives of youth.

War Violence

Through Innocent Eyes. World Vision Canada, 1997. (13 minutes)

[To order: (800) 268-5863 or info@worldvision.ca - English only]

Playing war is a child's game the world over. But for too many children, caught in the reality of adult warfare, it is a living nightmare from which there is no waking.

Through Innocent Eyes tells the story of these young casualties of war and the difficult work of building a future for survivors. The video and study guide challenge viewers to become active peace builders in their own lives. A poster and full kit, including lesson plan, are available.

The Right to Play. Very Small Films, 2001. [To order: (416) 531-5683 or mlamport@sympatico.ca - English only]

The “Right to Play” Project brings humanitarian relief to young refugees from Eritrea, now living in refugee camps in Sudan. Canadian rower and Olympic medalist Silken Laumann participated as part of her commitment to fight for the basic rights guaranteed in the United Nations Convention on the Rights of the Child - the right to play.

Rwanda in Search of Hope. White Pine Pictures, 1999. (53 minutes). [To order (416) 703-5580 or info@whitepinepictures.com - English only]

Join a journey of 12 Canadians who travel to Rwanda to try and understand why one million people died brutally in the spring of 1994. There is a special emphasis on the orphans of war and women, particularly victims of rape, and the therapeutic programs now in place to help in their rehabilitation.

Musicians in the War Zone. WarChild Canada and Much Music, 2001. (60 minutes). [To order (416) 971-7474 or info@warchild.ca - English only]

Much Music and War Child Canada traveled to Sierra Leone, Iraq and the Thai-Burmese border with some prominent Canadian recording artists. While in the field, Rascalz, Chantal Kreviazuk and Raine Maida (Our Lady Peace), and David Usher became journalists and narrators, exploring the impact of war on the lives of young people. A teacher's guide is also available.

Life in the Family: A Newcomer's Guide to Parenting Issues in Canada. B.C Institute Against Family Violence. (ESL curriculum and video)

War Is Not A Game- Experiences of Refugee Children. Frameline Productions - for the Canadian Centre for Victims of Torture, 1995.

Contact CCVT (Canadian Centre for Victims of Torture) to order any of the following publications:

Main Office:

194 Jarvis Street, 2nd Floor
TORONTO, ON M5B 2B7

By phone: (416) 363-1066

By fax: (416) 363-2122

By email: Mabai@ccvt.org

- **Title:** *War Is Not a Game* (Video)
Cost: \$30.00 plus Postage & Taxes
Content: Experiences of Refugee Children
- **Title:** *Window of Hope: Coming to Terms with Torture and Organized Violence* (Video)
Cost: \$30.00 plus Postage & Taxes

Websites

Bullying

www.lfcc.on.ca/publications_chronological.html - Bullying Canada -

www.b-free.ca/home.html - Prevention of bullying website -

pbskids.org/itsmylife/games/bullies_flash.html - An interactive bullying website for kids, featuring “Beat the Bully.”

www.pacerkidsagainstabullying.org/ - An interactive website for kids, featuring “Kids Against Bullying.”

www.stopbullyingnow.hrsa.gov/kids/ - An interactive website for kids, featuring “Stop Bullying Now!”

kidshealth.org/kid/feeling/emotion/bullies.html - KidsHealth provides doctor-approved health information about children from before birth through adolescence.

www.deal.org – A website operated by the Youth Engagement Section of the Royal Canadian Mounted Police (RCMP), which is part of the National Youth Services branch of the RCMP’s Crime Prevention Services. DEAL.org aims to help reduce youth involvement in crime as victims and/or offenders. DEAL’s main goal is to provide resources to help youth make healthy, informed lifestyle choices and to encourage youth to think critically about issues and get involved in their communities.

www.prevnet.ca/ - PREVNet is a national network of Canadian researchers, non-governmental organizations and governments committed to stopping bullying.

www.bullying.org - Bullying.org's purpose is: to eliminate bullying in our society by supporting individuals and organizations; to take positive actions against bullying through the sharing of resources; and to guide and champion them in creating non-violent solutions to the challenges, and problems associated with bullying.

www.bullyingcanada.ca/ - Bullying Canada provides information and an email address for resources in whatever area of Canada in which you live.

www.iamSAFE.ca/v2/home_en.php - Provides anti bullying awareness and safer schools programs, training opportunities for students and those working with children and youth. It also provides a complementary newsletter distributed to over 3,000 subscribers around the world. [This website provided most of the videos and several of the books listed.]

www.bullyhelp.org - BullyHelp.org is available to school counsellors and students around the world.

www.pinkshirtday.ca/2009/06/23/april-14-2010/ - Pink Shirt Anti-Bullying Day website.

www.cyberbullying.ca - Information on cyber bullying for children/youth/parents.

Dating Violence

www.nwac-hq.org/en/vpk.html - Violence Prevention Tool Kit – Native Women’s Association of Canada. Toolkits contain fact sheets and tools on Relationship Violence, Dating Violence, Sexual Assault, Emotional/Psychological Abuse, Bullying, Community Action and videos. There is a charge of \$20 /Toolkit for orders over two Toolkits, which includes shipping.

www.child.alberta.ca/home/documents/familyviolence/doc_opfvb_booklet_dating_bw.pdf - Dating abuse booklet

www.child.alberta.ca/home/images/familyviolence/doc_opfvb_sheet_Healthy_colour.pdf - Healthy Relationships Information Sheet

www.child.alberta.ca/home/images/familyviolence/doc_opfvb_sheet_dating_colour.pdf - Dating Abuse Information Sheet

www.mcadv.org/mrcdsv - Recommended resources on dating violence – Michigan Resource Center on Domestic & Sexual Violence.

Children

www.lfcc.on.ca - Centre for Children & Families in the Justice System -

www.child.alberta.ca/home/documents/familyviolence/doc_opfvb_booklet_child_abuse_colour.pdf - Family violence prevention website, featuring a child abuse/children exposed to violence booklet.

www.child.alberta.ca/home/images/familyviolence/doc_opfvb_sheet_child_colour.pdf - child abuse/children exposed to violence information sheet.

mms://media.gov.ab.ca:8080/child/publicweb/familyviolence/Children-1.wmv - Television public service advertisement about children exposed to violence.

www.child.alberta.ca/home/documents/familyviolence/07797ACS_InfoSheet_Schools_CanDo.pdf - What schools can do about child abuse/children exposed to violence information sheet.

www.bcysth.ca - Children who witness abuse program resource list - BC/Yukon Society of Transition Houses, May 2002.

Adults

www.child.alberta.ca/home/images/familyviolence/doc_opfvb_sheet_Aboriginal_colour.pdf - Aboriginal journey to healing information sheet.

www.child.alberta.ca/home/images/familyviolence/doc_opfvb_sheet_women_colour.pdf - Women abused in intimate relationships information sheet.

www.cic.gc.ca - Citizenship and Immigration Canada.

www.rosenet-ca.org - The law and abused immigrant women.

www.hotpeachpages.net - Links to informational material on woman abuse in over 60 languages.

www.cic.gc.ca/english/newcomer/guide/section-08.html - A newcomer's introduction to Canada, Family life and family law.

www.womensaid.org.uk/ - Women's Aid Federation England, which has a children's resource base.

War Violence

www.uofaweb.ualberta.ca/ois/pdfs/ChildrenandWarImpactProtectionandRehabilitationReport.pdf and **www.wln.ualberta.ca/papers/pdf/21.pdf** - *Children and War: Impact, Protection and Rehabilitation - How Recent Wars in Africa and the Middle East Are Impacting the Professional Development Needs of Teachers in Winnipeg, Manitoba.*

www.unfpa.org/emergencies/symposium06/docs/finalbrusselsbriefingpaper.doc - *Sexual Violence Against Women and Girls in War and Its Aftermath: Realities, Responses, and Required Resources.* A Briefing Paper Prepared for Symposium on Sexual Violence in Conflict and Beyond, June 2006. Brussels, Belgium: Jeanne Ward and Mendy Marsh.

General

www.aacap.org - American Association of Child & Adolescent Psychology.

www.childtrauma.com - Resources/publications for parents/youth/professionals.

www.ccsd.ca - Canadian Council on Social Development

www.endcorporalpunishment.org - Global Initiative website, featuring a detailed review of meta-analyses research by Elizabeth Thompson Gershoff.)

www.familiesandwork.org - Families and Work.

www.familyservicecanada.org - Family Service Canada.

www.familyviolencehurts.gc.ca/ - Family Violence Youth Site, Department of Justice (Canada), for ages 10-12 and ages 13 and up.

www.girlscouts.org - Numerous research studies.

www.phac-aspc.gc.ca/ncfv-cnifv/index-eng.php - National Clearinghouse on Family Violence

www.anishinabek.ca/zagehdowin - Information about health, healing and family violence for Aboriginal communities in Ontario – Za-geh-do-win Information Clearinghouse.

www.leaveoutviolence.com - (LOVE) National non-profit organization that helps youth who have lived with violence end violence in their lives and then become leaders of violence prevention (at present no chapter in Saskatchewan).

www.lfcc.on.ca - Centre for Children & Families in the Justice System.

www.mediafamily.org - National Institute on Media and the Family.

www.parenthelpline.ca - Parent resources.

www.phac-aspc.gc.ca/nc-cn - Public Health Agency of Canada.

www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/initiative_e.html - Family Violence Initiative.

www.repeal43.org - Repeal of Section 43 of the *Criminal Code* (correction of child by force).

www.statcan.ca - Statistics Canada.

www.violencestudy.org - United Nations Violence Against Children.

www.wiredsafety.net - internet site devoted to cyber bullying.

www.unviolencestudy.org/ - United Nations Secretary- General's Study (tool kits).

www.uregina.ca/resolve/ - RESOLVE.

www.crvawc.ca - Centre for Research and Education on Violence Against Women and Children.

www.nacafv.ca - National Aboriginal Circle Against Family Violence.

www.duluth-model.org - The Creator Wheel from Mending the Sacred Hoop.

www.austdvclearinghouse.unsw.edu.au/home - Australian Domestic & Family Violence Clearinghouse

Evaluation

What is program evaluation?

Program evaluation is a systematic collection of information about a program that helps you make judgments about the value, worth or merit of a program, or informs decisions about future programming. It is the part of the program cycle where you stand back and take stock. It provides you with the opportunity to:

- Monitor what you are doing;
- Measure what you have done;
- Find out what was effective and what was not; and
- Determine what changes you will make to improve the program and its outcomes.

It is a necessary component of all programs and should be integrated into all stages of program development and implementation. It helps you to:

- Demonstrate that your program is effective;
- Learn from your mistakes;
- Pass on the benefits of your experience to others; and
- Account for the money and resources you have used.

Why evaluate?

Program evaluation is part of good program practice. You are able to see and demonstrate the successes of your program and the value of your work and gain a feeling of accomplishment.

Program evaluation provides useful information to all groups who have an interest in the program – participants, service deliverers, funders. It can be used to:

- Find out how well community and participants' needs were met;
- Improve the initiative to better meet community needs and to better manage the initiative;
- Assess its outcomes or impacts;
- Understand why it or specific components work or do not work;
- Find out how it is operating, whether it is operating as intended and if not, why not;
- Assess whether its objectives were met; and
- Assess its efficiency or cost-effectiveness.

Involvement in a program evaluation can also have a positive impact on the staff who deliver the program and on the culture of a program. The staff will become more observant of factors that demonstrate the success of a program, such as participant reactions and community connections. They recognize the purpose in tracking specific data and become more outcome-focused and reflective on practice. The culture of an organization evolves as people begin to think about what's clear, specific, concrete and observable.

When should an evaluation be planned?

The best time to plan a program evaluation is at the same time as the initiative is being planned - right at the beginning. This allows you to decide when the stakeholders will need feedback and what type of information is required. It also allows you to think about why you are evaluating.

At the beginning of developing a program, evaluation can be used to clarify exactly what the problem is, gaps in service delivery (needs assessment), and the best way to organize the program to address the issue (literature review of similar responses). During implementation, evaluation may include problem and solution identification and process evaluation to examine the implementation process, whether the program was delivered as intended, and client satisfaction. After the program has been operating, outcome or impact evaluation would collect data on the programs effectiveness at meeting its objectives and individual and system changes that have resulted from program implementation.

What are the steps in developing an evaluation plan?

There are three basic steps to conducting an evaluation. Even if you select an external evaluator, you should have an internal team willing to work with that person.

- 1) Planning is very important to a successful program evaluation. Taking time to identify why the evaluation is being conducted, who the stakeholders are and what they want to know is critical. Steps in planning include:
 - Identifying stakeholders and selecting an evaluation team;
 - Developing a list of evaluation issues;
 - Identifying the evaluation budget; and
 - Determining the evaluation process (internal or external or both?).
- 2) Designing and conducting an evaluation is the next step. This will result in the blueprint used to conduct the evaluation. It is called an evaluation framework. It provides a map of the evaluation, its components and procedures, and ensures that the evaluation will be focused on the issues that are critical to the program. The framework should include: rationale for the evaluation, brief description of what is being evaluated, evaluation objectives, stakeholders, issues, methodology, budget and timeline. The evaluator works with the evaluation team to:
 - Determine the data collection methodology (e.g., interviews, focus groups, surveys, pre- and post-tests, quantitative data);
 - Collect data;
 - Analyze (organize) and interpret data; and
 - Make judgments (recommendations).
- 3) Communicate findings and use results.

Using evaluation results

There are two components to the issue of using evaluation results:

- How the evaluation as a whole will be used
- What specific data will be useful for the program to collect, analyze and report.

If you do not know where you're going, you'll end up somewhere else.

Yogi Berra

There are many methods to evaluate programs and numerous books and articles that provide in-depth analysis of program evaluations, models, methods and analysis techniques. Whether you are doing an internal evaluation or hiring an external evaluation consultant, it is important that you know about program evaluation and how it can be carried out in a realistic, practical way, generating results that are useful to the program.

When first thinking about program evaluation you need to determine what it will be used for:

- Judging merit or worth of the program where decisions must be made about continuing, obtaining funding, expanding or disseminating to other regions or terminating;
- Improving the program through incremental steps based on specific evaluation findings; and
- Generating knowledge about a program to inform policy and identify effective practice.

Overall intended use of an evaluation drives the type of evaluation conducted. For example:

- Judging merit or worth requires an evaluation design that is rigorous with extensive, accurate data collection that allows a final judgment to be made – and it must be timely to inform the decision;
- Improving the program requires an identification of strengths and weaknesses and clarifying the model using a design that allows formative feedback and creates a collaborative environment for the evaluator and program personnel; and
- Generating knowledge for future policy and program implementation requires a design that allows the discovery of generic effectiveness principles.

Once you have identified how the evaluation will be used, it is important to identify the stakeholders and what information each would find useful. If you cannot identify how you will use the specific information, you should consider whether that data has value to the program. On the following page is an example of a table you might use to start thinking about evaluation issues and where you would collect information on the issue.

What is the issue?	How will the information be used?	Where will you find the information?	How will you collect it?	Who is responsible? When?
Program connections with community organizations ~what organizations ~what purpose ~how often ~what changes, if any	Future decision-making about partnerships in the community and about communication budget	Program documents / history. Stakeholders and program personnel. Community organizations.	Review. Interviews. Survey – using Survey Monkey.	Evaluation subcommittee. March 2010 Evaluator. March/April 2010 Evaluator. May 2010

This is one example. Research on evaluation models will show that there are many ways of approaching a program evaluation. Spending time at the front end on planning the evaluation provides huge dividends as the project progresses.

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Appendices