

**LESSONS FROM CHILD SURVIVORS:**  
*Supporting the Healing and Resilience of Children and Parents who Experience Domestic Violence through an Intersectional Lens*

Casey Keene & Jacqueline Miller  
 Domestic Violence Seminar  
 Trumbull Mahoning Domestic Violence Collaborative  
 October 15, 2021

  **H.A.I.R.**  
 (Healthy Actions Intervening Responsibly)

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**Jacqueline Miller**  
 Healthy Actions Intervening Responsibly (HAIR)



**Casey Keene**  
 National Resource Center on Domestic Violence (NRCDV)

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 **National Resource Center**  
 on Domestic Violence

**Mission:** To strengthen and transform efforts to end domestic violence.

The National Resource Center on Domestic Violence ([www.nrcdv.org](http://www.nrcdv.org)) provides a wide range of free, comprehensive, and individualized technical assistance, training, and specialized resource materials.

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Key Initiatives & Special Projects

ACE-DV

Building Comprehensive Solutions

DOMESTIC VIOLENCE AWARENESS PROJECT

COMMUNITY BASED PARTICIPATORY RESEARCH

DOMESTIC VIOLENCE EVIDENCE PROJECT

RHY TOOLKIT

VAWnet

preventIPV tools for social change

SAFE HOUSING PARTNERSHIPS

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ACE-DV  
Division of the National Resource Center on Domestic Violence

### The ACE-DV Leadership Forum



Established to amplify the voices and experiences of Adult Children Exposed to Domestic Violence (ACE-DV) to enhance our work to end domestic violence.

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**NRC DV STANDS**

**WE STAND** with individuals and groups who have been targeted, degraded, threatened, or marginalized because they are Native Americans, people of color, immigrants, women, Muslims, LGBTQ, or people with disabilities.

**WE STAND** against white supremacy, racism, misogyny, anti-Semitism, homophobia, transphobia, xenophobia, and all other forms of structural oppression.

**WE STAND** with survivors of domestic and sexual violence, especially those most vulnerable and with limited access to services and protection.

**WE STAND** together in celebration of the rich diversity of people in this country and the vitality and strength they bring to our communities and society.

**WE STAND** with those who embrace self care and community connection as necessary and powerful for social change.

**WE STAND** with other activists and organizations who continue to work passionately for gender, racial, economic, and social justice for ALL.

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**No survivor  
justice  
without  
racial justice**

DOMESTIC VIOLENCE AWARENESS PROJECT  
#1THING #UNACOSA

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**H.A.I.R.**  
(Healthy Actions Intervening Responsibly)

Through conducting trainings, webinars, and community engagement activities H.A.I.R. is designed to raise the awareness of issues that have negative impacts on children and their childhoods, with an emphasis on Black girls. H.A.I.R. emphasizes the importance of “healthy” interventions, as not all interventions are healthy.

H.A.I.R. mobilizes families, communities, faith leaders, educators and law enforcement to intentionally “invest” time and action steps towards improving service-delivery and trauma-informed approaches while working in partnership Black girls –*emphasized, unsilenced and made visible.*

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**Exercise: 10-year-old you**

When I was a kid, I was really good at \_\_\_\_\_!



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**Our Time Together**

**Morning:**

1. What does childhood trauma look like?
2. Parenting within the context of domestic violence
3. The impact of adultification on children of color

**Afternoon:**

1. Survivor-defined advocacy
2. How systems can help and hurt
3. Building resilience capacity

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**Collective Trauma**

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**What does childhood trauma look like?**

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### Children's Exposure to Violence

- Most of our society's children are exposed to violence in their daily lives, either directly or indirectly.
- More than 60% were exposed to violence in the past year.
- Lifetime exposure rates are 1/3 to 1/2 higher.

*(National Survey of Children's Exposure to Violence, 2009)*

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### Polyvictimization

"Children who were exposed to even one type of violence, both within the past year and over their lifetimes, were at far greater risk of experiencing other types of violence."

*(2011 National Survey of Children's Exposure to Violence)*

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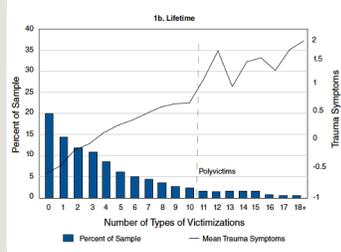
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### Polyvictimization

Children's exposure to multiple types of violence, crime, and abuse

8% of all youth had 7 or more different kinds of victimizations or exposures in the past year



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### Impacts of trauma

- Biology
- Mental Health
- Emotions
- Relationships
- Behavior
- Learning
- Coping
- Self Concept

(NCTSN, 2003)



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### Common themes for CEDV

- Environment of fear
- Desire to protect/rescue
- Responsibility/self-blame
- Lack of control
- Divided loyalties
- Favoritism
- Child maltreatment
- Family strength in survival

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### Common lessons for CEDV

- We must keep the secret
- Roles are determined by gender
- Life has peaks and valleys
- Life is unpredictable
- We hurt the people we love
- We must step in to adult roles (caretaker, parent)
- Lying and manipulation are ways to get what you want

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### Common (logical) responses to CEDV

- Sleep difficulties
- Somatic complaints
- Increased aggressive behavior
- Increased activity level
- Hypervigilance
- Regression
- Withdrawal
- Numbing
- Increased separation anxiety
- Distractibility
- Changes in play

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### Common human experience

"Trauma is a *common human experience* that is largely overlooked in existing explanations of and responses to human behavior."  
*(Joan Schladale, Resources for Resolving Violence)*

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### Sources of childhood trauma

- Substance abuse
- Psychiatric challenges
- Disability/medical conditions
- Loss
- Poverty/homelessness
- Food insecurity
- Incarceration
- Bullying
- Community violence
- Gang involvement
- Unemployment
- Natural disaster
- Sexual violence
- Child abuse
- Domestic violence
- School violence

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**ACEs**

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother treated violently	Substance Abuse
Sexual		Divorce	

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**Exercise: Your ACE Score**

What's Your ACE Score?

START THE QUIZ

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**Post-traumatic growth**

- Deficit model is incomplete
- ACEs develop specialized skills for adaptation
- "See through the darkness to leverage what it gives us."

*(Bruce Ellis, University of Arizona)*

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**Your ACE Assets**

What did you gain?

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**Positive impacts of trauma**

- Renewed appreciation of life
- Commitment to live life to the fullest & value each day
- Improved relationships with loved ones
- Search for new possibilities
- Enhanced personal strengths
- New spiritual changes

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**ACE-DV Assets**

- Enhanced awareness of red flags
- Advanced protective capacity
- High tolerance for stress
- Creative, high-level problem solving skills
- Greater flexibility/acceptance in relationships
- Positive parenting choices
- Increased empathy

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**Trauma informed**

- What happened to you?
- How do your experiences shape the way you see the world?
- Responses to trauma are *normal* reactions to *abnormal* circumstances.

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**Parenting within the context of domestic violence**

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**Core Beliefs**

5. Our non-abusive parent was faced with limited and complex choices.

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**Research Findings on Parent-Victims**

- Experience significantly greater levels of stress than non-battered parents (does not always result in compromised parenting).
- More likely to use aggression against their children – reduced once the mother is safe.
- Compensate for violent events by offering increased nurturing and protection to their children.
- Make decisions to stay or leave based on their sense of the best interest of their children.
- Protective strategies are often underestimated or overlooked in custody and visitation recommendations and decisions.

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**Similarities to non-victim parents**

*"Women who live in violent relationships are remarkably similar to comparison women in their beliefs about parenting, their self-reported parenting behaviors, and their observed interactions with their children.*

*On such variables as providing structure, showing warmth, being emotionally available, and positively reinforcing their children, mothers from violent and nonviolent homes reportedly engaged in similar behavior."*

(Van Horn and Lieberman, 2002)

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**How trauma negatively impacts parenting**

- Mental health consequences – more severe violence associated with higher levels of depression
- Alter parenting practices in presence of abuser to minimize risk/irritability
- Authority constantly and consistently undermined by abuser
- More likely to use aggression with children when unsafe

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**What was gained?**

*"Women who have in the past, but are not currently parenting in the context of domestic violence, have higher parenting scores than those women who have never parented in the context of domestic violence."*

(Casanueva, Martin, Runyay, Barth & Bradley, 2008)

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**Parenting strengths/assets of survivors**

- Increased empathy and caring for children (20% in one study)
- Children rated mothers as highly available to them – indicated nurturing behaviors such as hugging and expressing love (nearly all)
- Maternal warmth or "mothering resilience" may play a critical protective role for children exposed to perpetrator behavior

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**What does "mothering resilience" look like?**

- Strong communication with children
- Words of encouragement
- Loving embraces
- "Essential" strengths
- Efforts to minimize exposure
- Creating joyful moments

*"When he is out of the way you think, 'Right, we've got five minutes, let's go and do something happy, let's go and get soaking wet in the garden playing with the water... or let's play hide and seek in the house.' You know, stupid things, but for five minutes, that child is happy."*

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**Paradigm shift**

<p><b>"Failure to protect" framework</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus on parent survivor</li> <li><input type="checkbox"/> Instills fear</li> <li><input type="checkbox"/> Leveraged by perpetrators</li> </ul>	<p><b>"Domestic-violence informed" framework</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family centered</li> <li><input type="checkbox"/> Instills hope</li> <li><input type="checkbox"/> Perpetrator accountability</li> </ul>
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**Addressing the impact adultification has on children of color**

- The essence of innocence
- Correlation & similarities between adultification & dehumanization processes
- Humanizing processes & dignity framework

Drawing upon Research & Studies

Goff PA, Jackson MA, Di Leone BAL, Culotta CM, DiTomasso NA. The essence of innocence: consequences of dehumanizing black children. Journal of Personality and Social Psychology. 2014; 106 (4):526-45. <https://doi.org/10.1037/a0035663> PMID: 24564373; Epstein R, Blake J, Gonzalez T. *Githood Interrupted: The erasure of black girls' childhood*. Washington DC: Center on Poverty and Inequality, Georgetown Law, 2017.

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**"Children"**

The social category defines a group of individuals who are perceived to be distinct, with essential characteristics including innocence and the need for protection.

(Haslam, Rothschild, & Ernst, 2000)

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## The Age of Innocence/Growing Up



[HAIR](https://www.hair.com)  
 Healthy & Beautiful

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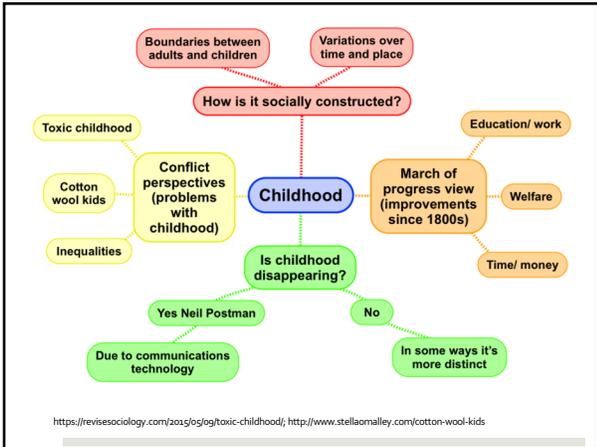
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## The essence of innocence

- Studies found that characteristics associated with childhood such as **innocence** and the need for **protection** are afforded to Black children much less than other children.
- Historical Perspectives
- Imagery

Goff PA, Jackson MA, Di Leone BA, Culotta CM, DiTomasso NA. The essence of innocence: consequences of dehumanizing black children. *Journal of Personality and Social Psychology*. 2014; 106 (4):556-65. <https://doi.org/10.1037/a0035663> PMID: 24584373; Epstein R, Blake J, Gonzalez T. Girlhood interrupted: The erasure of black girls' childhood. Washington DC: Center on Poverty and Inequality, Georgetown Law; 2021; ELLEN LEVIN. FREEDOM'S CHILDREN (NEW YORK: PENGUIN (PUNAME); 1995); ROBERT H. MAYHEW. When the children marched: the Birmingham Civil Rights Movement. New York: Enlow Publishers; 2008; Steven Metz. Huck's Suit: A History of American Childhood (Cambridge: Harvard UP; 2004), 359; The process of racializing factory work by children is explained in detail in 'Sallie

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**Western Perspectives**

- Perspectives on childhood are generally seen as a "protected" period of time that is relatively carefree.
- The idea that children should play adult roles, be responsible for contributing to household finances, and provide care for younger siblings, parents, and infirm elders, is considered a non-normative developmental path for children and adolescents.

H.A.I.R. Healthy At-Risk Emerging Researcher

Burton, 2007

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**"Real" childhood**

- The "real" American childhood, exists as a subculture outside historical or socio-economic mainstream of US cultural shifts.
- When Black children become the focus of historical events, they do so because they have done, or survived, something "special," like marching for civil rights.
- Images of Black children performing intensive work
  - Did not contribute to changes in social attitudes or changes in child labor laws
  - Black child labor deemed natural
  - Naturalization reinforced child labor debates.

H.A.I.R. Healthy At-Risk Emerging Researcher

When the children marched: the Birmingham Civil Rights Movement (New York: Enlow Publishers, 2008; Steven H. Miles, Hack's Book: A History of American Childhood (Cambridge: Harvard UP, 2006), 100. The process of racializing factory work by children is explored in detail in Salas

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**Cultural or racial biases and stereotypes**

Based on how adults perceive children in the absence of knowledge of children's behaviors and verbalizations, which can be based on race looking at children as if they are older or mature based on cultural or racial biases and stereotypes, and not according to children's behaviors or expressions.



<https://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0201696&type=printable>

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### What is Adulthood?

The premature empowerment of a child to assume authority, acquire knowledge and function in roles associated with adulthood.



HAJIR Health Access Strategy Research Institute

THE GROWING-UP STUDY BY THE GEORGE WASHINGTON UNIVERSITY AND UNIVERSITY OF MARYLAND

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### METHODS

Family Traditions

Parents' unrecognized traumatic experiences

Treating the child like an adult friend, a partner, a *confidante* or a counselor or "little" therapist

Inter-Generational

HAJIR Health Access Strategy Research Institute

Bhattacharya & Schoppeley, 2004; Park, 2005; Weisskirch, 2010; Hua & Costigan, 2012; Johnson MK, Molibom S. Growing up faster, feeling older: Hardship in childhood and adolescence.

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### RISK FACTORS

Chronic mental or physical illness in one or both parents.

Divorce in the family.

Death of one of the parents.

A chronically ill sibling.

HAJIR Health Access Strategy Research Institute

Johnson MK, Molibom S. Growing up faster, feeling older: Hardship in childhood and adolescence.

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Here's What's Happening

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A GROUNDBREAKING STUDY

325 adults from different racial, ethnic and educational backgrounds in the US were recruited online in order to obtain a community sample of typical adults.

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*Telling my story...*  
**Telling my story...  
Bold & Unapologetically**

- My babysitter's son
- Hospital Security Guard

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**What Shapes Our Experiences?**

- Design systems and activities to bring people into meaningful relationships. Gender shapes our experiences in many ways, and it never operates in isolation—our race, ethnicity, sexual orientation, religion, class, and other identity characteristics affect how we navigate the world.
- As we work through the challenges of everyday life, the obstacles created by gender inequity can seem like insurmountable barriers.



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**Biases that shape the experience**

- They were told to quit “horsing around” and to get to their seats.
- Their conduct was through the lens that “boys are active and full of energy”.




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**Messaging**

- “Active and full of energy.”
- Sexual or policing lens.
- Dangerous and sexualized.
- Age-appropriate and the concern that they protect themselves from predators.
- Punished for being the ringleaders for introducing inappropriate and promiscuous behavior.
- Written up for sexualizing the classroom.

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## Non-Binary Youth

- How might the scenario be handled?
- How might the scenario become part of a bigger scene?
- Who might get involved?




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## AGE RELATED STEREOTYPES

For teens, it appeared that negative age-related stereotypes endorsed teens as lazy at a higher level than adults.

Black, American Indian/Alaska Native, and Hispanic teens were also considered violence-prone and unintelligent at levels comparable to adult group members.

Children tend to be stereotyped as high in warmth but low in competence. Teenagers are more likely to be seen as low in both warmth and competence.

For African Americans, Latinos, Arab Americans, and indigenous people stereotypes tend to be perceived as –low in warmth, sincerity and competence. Asians tend to be stereotyped as cold yet competent.


<https://journals.sagepub.com/doi/full/10.1177/1043986210369883>

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## Racial Stereotypes: Newborn

- Seen as strong simply by gripping a finger.
- Seen as less needing of care by nursing staff.
- Seen as being less needing of attention and cuddling.
- A strong heart rate indicates less need of constant monitoring.
- Prognosis
- Views and perceptions about the newborn's parents

<https://abc7chicago.com/black-newborns-white-doctors-study-health/6379472/>

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**Racial Stereotypes from the Start: 1-3 year olds**

- Labeled as manipulative and intentionally disruptive.
- Labeled as mean, sassy or difficult.
- Accused of pretending to behave at the sight of their parents or cameras.
- Insisting to raise their hand and refusing to sit still are viewed as signs of being a problem child. This isn't seen as being under-stimulated nor an engaged learner.
- Talkative and distractive.
- Expected to fall in line rather than shining and showing their strengths. These can be viewed as a threat.
- She's independent, mature and seen as not needing much help.
- Grades are good but is disruptive in class.
- Intentionally challenges my authority which will be a cause for investigation.

BURTON, 2007

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**Racial Stereotypes Between 5-8 Years Of Age**

- Black girls as young as five years old were perceived as being less needing of protection and nurturing, compared to their white counterparts.
- Black boys can be seen as responsible for their actions at an age while White boys benefit from the assumption that children are essentially innocent.
- Often not viewed as a child who was is in a situation asking for help.

 https://www.sciencedirect.com/science/article/abs/pii/S0954579407729669?via=ihub

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**From 10 Years Of Age**

- Black boys are perceived as older and less innocent beginning at the age of 10 compared to their white counterparts.
- Black boys can be seen as responsible for their actions at an age while White boys benefit from the assumption that children are essentially innocent.
- Could quickly go from being a child to viewed as a dangerous adult.
- Often not viewed as a child who was is in a situation asking for help.

 https://www.sciencedirect.com/science/article/abs/pii/S0954579407729669?via=ihub

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**Effects**

Depression	Substance Use
Mental Illness	Anxiety

 <https://www.ohio.gov/ohiohealth>

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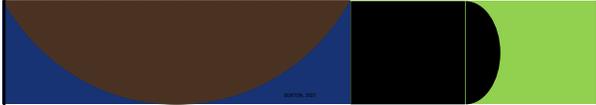
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**Adultification Expanded Definition**

The process of socialization in which children function at a more mature developmental stage because of situational context and necessity especially in low resource community environments.



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**WHAT CITY OR STATEWIDE EFFORTS ARE YOU AWARE OF THAT ARE DESIGNED TO IMPROVE THE QUALITY OF LIFE FOR BLACK GIRLS IN OHIO?**

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**Columbus City Council**

- Adopted a resolution to create a Commission on Black Girls
- Fact-finding and education to learn more about the current quality of life for Black girls in Columbus and Central Ohio.
- Subject matter experts, key community stakeholders and Black girls.
- Explored the meaning of the "quality of life."
- Community, service providers, parents, stakeholders, and Black girls ages 11-22.



<https://www.columbus.gov/council/tyson/Commission-on-Black-Girls/>

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**Focus Group**

- Over 400 girls from Akron, Columbus, Dayton and Lima participated in the Rise Sisters Rise study.
- 5th graders to high schoolers



<https://www.columbus.gov/council/tyson/Commission-on-Black-Girls/>

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**Voices of Participants**

- 97% reported they love being a girl; 61% said they had been treated unfairly because they are a girl; 16% said life would be easier if they were a boy.
- 96% reported that they loved being Black; 62% reported having been treated unfairly because they are Black; 24% said life would be easier if they were not Black.



<https://www.columbus.gov/council/tyson/Commission-on-Black-Girls/>

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**Subjective Age Perspective**

Captures self-perceptions of one's age, in terms of how old they feel compared to others of the same chronological age, or the age group with which one identifies.




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**CHAT BOX**

**WHAT DO YOU THINK MIGHT ACCELERATE SUBJECTIVE AGING?**



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**Mass Traumatic Events**

Post-disaster studies report there are elevated prevalence of physical symptoms, anxiety, and depression, which are frequently co-morbid with post-traumatic stress reactions among children and youth.



<https://www.cityandcounty.com/article/police-health-care/tyc-schools-begin-contacting-911-survivors-about-health-risks-2021>

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## Exposure to Violence

- 21.5% witnessed threats at home
- 57% witnessed threats at school
- 35% witnessed threats in neighborhood
- 21.3% witnessed a sexual assault
- 16.7% witnessed a beating at home

Rise Sister Rise

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## Social Isolation

Unfortunately children who are experiencing social isolation, through adultification, may not have access to trusted adults, extra-curricular activities and community activities and resources that may help to mitigate harm and risk factors.




ECONOMIC ASSETS: Access to financial resources, including income, savings, and credit. Economic assets can provide a safety net and help cover the costs of housing, food, and transportation.

COMMUNITY ENGAGEMENT: Involvement in community activities, organizations, and networks. Community engagement can provide social support, resources, and a sense of belonging.

SOCIAL SUPPORT: Access to trusted adults, friends, and family members who can provide emotional and practical support.

PHYSICAL ABILITY: Access to healthcare, including physical therapy and assistive devices. Physical ability can impact a person's ability to engage in community activities.

MENTAL HEALTH: Access to mental health services, including counseling and medication. Mental health issues can impact a person's ability to engage in community activities.

EMOTIONAL RESILIENCE: The ability to cope with stress and adversity. Emotional resilience can help a person navigate challenges and maintain social connections.

MINIMIZING BARRIERS AND INJURIES: Addressing barriers to participation, such as transportation, cost, and safety. Minimizing injuries can help a person engage in community activities.

USING SOLID APPLICANTS: Identifying and supporting individuals who are committed to community engagement and social support.

**POWER AND CONTROL**

THE OPPORTUNITY AGENDA, 2011B; SILVERMAN, SUMNER & FRAMPTON, 2011; PUSHOUT

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## Extra-Curricular Activities

- What's happening with the 17% who aren't participating in any extra-curricular activities?
  - Lacking access to support systems such as mentorship and leadership opportunities.
  - Seen as adultlike and not in need of nurturing and support.
  - Strong equates loud and rowdy.


**H.A.I.R.**  
 (Healthy Actions Intervening Responsibly)

THE OPPORTUNITY AGENDA, 2011B; SILVERMAN, SUMNER & FRAMPTON, 2011; PUSHOUT

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### Neighborhood Related Stress

- When young people witness or experience violence on a daily basis, it can raise the possibility (and sometimes the reality) of the end of their life drawing nearer.
- Fear and the lack of safety on a daily basis can accelerate subjective aging by pushing young people into more adult-like responsibilities.
- Many homeless youth left their family residence at an early age and then faced additional stressors related to street life.
- Limited space and lack of privacy.

 **H.A.I.R.**  
(Healthy Actions Intervening Responsibly) THE OPPORTUNITY AGENDA, 2011B; SILVERMAN, SUMNER & FRAMPTON, 2011; PUSHOUT

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### Economic Strain

- Children are more likely to:
  - Take on heavier work loads outside the home.
  - Function at a more mature developmental stage out of necessity.



Ludwig, Duncan and Hirschfield, 2001

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### Economic Context

- Approximately 48% of Black children, in Columbus, under age 18 live in poverty.
- 34% of housing units occupied by Black householders are owner-occupied, compared to 51% among white householders.

 **H.A.I.R.**  
(Healthy Actions Intervening Responsibly) <https://www.columbus.gov/council/tyson/Commission-on-Black-Girls/>

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### Housing Instability

- Children move frequently which may entail switching schools.
- Moving frequently can get in the way of building necessary human and social capital.
- 21% of those over 16, said they had to stay with family and friends for a while.
- 17% of all participants said they were homeless at the time the survey was taken.



<https://www.columbus.gov/council/tyson/Commission-on-Black-Girls/>

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### Forgotten Intersections

- Black lesbian, gay, bi-attractional, transgender, questioning and non-conforming, (LGBTQ/GNC) are under constant scrutiny because of the myths and stereotypes that cast them as deficient and criminal.
- They also encounter unique challenges as a result of their status.
- Multiple marginalization in society.

Pritchard 2013

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### "Policing" Kid Stuff

- Decision-makers have a wide grant of discretion.
- Discretion with regard to enforcing and interpreting the law."
- Discretionary charter given to police, probation officers, and judges has operated without sufficiently acknowledging and addressing their unity position.

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**CHAT BOX**

**WHAT ROLE(S) CAN BIASES PLAY DURING A YOUTH'S ENCOUNTER WITH LAW ENFORCEMENT?**



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**CHAT BOX**

**WHAT ROLE(S) DOES STEREOTYPING HAVE IN MISTAKEN CALCULATIONS OF ONE'S BIOLOGICAL AGE?**



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**Disrupting Adultification**

Self-Reflection	Language Choices	Have conversations with adults Have about how they speak to and about children in your community
Advocate for the safety of Black girls	Demand that media's depictions of Black girls and women do not perpetuate the adultification of Black girls	Dismantling racist stereotypes



THE GROUNDBREAKING STUDY BY THE GEORGETOWN LAW CENTER ON POVERTY AND INEQUALITY DATA REVEALED

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### Understanding Low Levels of Emotional Competence

- The child perceives the responsibility to be unfair, can determine their level of competence.
- The individual perceives their experience as stressful and/or traumatic or as a regular, anticipated event in the course of daily living.




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### Low Levels of Emotional Competence

<ul style="list-style-type: none"> <li>• Aggressive</li> <li>• Demanding</li> <li>• Egotistical</li> <li>• Confrontational</li> <li>• Easily distracted</li> <li>• Selfish</li> <li>• Poor listener</li> <li>• Impulsive</li> <li>• Resistant to change</li> </ul>	<ul style="list-style-type: none"> <li>• Passive</li> <li>• Un-responsive</li> <li>• Slow</li> <li>• Stubborn</li> <li>• Critical</li> <li>• Picky</li> <li>• Fussy</li> <li>• Hard to please</li> <li>• Perfectionistic</li> </ul>
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### Understanding High Levels Of Competence And Positive Outcomes

- The child that perceives the process as fair.
- Children that reported parentification was "fair" they reported that their parent-like behaviors and responsibilities did not go unnoticed.
- They reported that they carried out parental responsibilities for brief periods of time.




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**High Levels of Emotional Competence**

- Assertive
- Ambitious
- Drive
- Strong-willed
- Decisive
- Warm
- Sociable
- Charming
- Persuasive
- Patient
- Stable
- Predictable
- Consistent
- Good listener
- Detailed
- Careful
- Meticulous
- Systematic
- Neat

H.A.J.R. Healthy Action Learning Registry

CHASE, 1990; KAPTEL, 1976; WEST & KELLER, 1991; ALDRIDGE, 2004; ALEXANDER, 1992; CHASE, 1990; BARNHART, 1999; BARBONE AND CASHY

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**“THERE IS NO GREATER REVELATION ABOUT SOCIETY OTHER THAN, HOW IT TREATS ITS CHILDREN.”**

H.A.J.R. Healthy Action Learning Registry

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Survivor-defined advocacy

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Why does she stay?  
• Victim blaming

Why does he do that?  
• Accountability

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### Survivor-defined advocacy

- Recognizes survivors as the expert in their own experience
- Understands the victim's perspective and priorities
- Protects, honors, and trusts survivors' right to make decisions about their relationship and life
- Works with the victim to strengthen their safety plan
- Recognizes that violence is not the only issue in a victim's life

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### Survivor considerations

- How can my partner's violence be reduced or stopped?
- How will I meet my family's basic needs?
- How can I help my children?
- Will life be better if I stay or if I go?
- Who will help me get what I need to be safe?

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**Abuser generated risks**

<p><u>Stay</u></p> <ul style="list-style-type: none"> <li>▪ Physical violence</li> <li>▪ Sexual violence</li> <li>▪ Psychological harm</li> <li>▪ Risks to children</li> <li>▪ Financial losses</li> <li>▪ Risks to family/friends</li> <li>▪ Legal risks</li> </ul>	<p><u>Leave</u></p> <ul style="list-style-type: none"> <li>▪ Physical violence</li> <li>▪ Sexual violence</li> <li>▪ Psychological harm</li> <li>▪ Risks to children</li> <li>▪ Financial losses</li> <li>▪ Risks to family/friends</li> <li>▪ Legal risks</li> </ul>
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\*Each victim may face some, all or different risks than those listed.  
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**Life generated risks**

<p><u>Stay</u></p> <ul style="list-style-type: none"> <li>▪ Financial/Poverty</li> <li>▪ Physical and mental health</li> <li>▪ Inadequate responses by major social institutions</li> <li>▪ Discrimination</li> </ul>	<p><u>Leave</u></p> <ul style="list-style-type: none"> <li>▪ Financial/Poverty</li> <li>▪ Physical and mental health</li> <li>▪ Inadequate responses by major social institutions</li> <li>▪ Discrimination</li> </ul>
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\*Each victim may face some, all or different risks than those listed.  
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**Reasons survivors may stay in contact**

- Leaving is no guarantee of safer/better life
- Leaving may make life worse/more dangerous
- Victims decide to leave based on
  - Abuser generated risks (not just physical violence)
  - Life generated risks (e.g., poverty)
  - Who she is/her culture
- Forced to – not victim's decision
  - Court orders

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**Advocacy beyond leaving means...**

Advocating for ALL survivors.  
Moving from safety to safer.

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Safety	Safer
<ul style="list-style-type: none"><li>• No violence</li><li>• Basic human needs met</li><li>• Social and emotional well-being</li></ul>	<ul style="list-style-type: none"><li>• Less violence (level, frequency, control)</li><li>• Fewer gaps in meeting basic human needs</li><li>• Increased economic stability</li><li>• More financial resources</li><li>• More resilience to effects of violence</li><li>• Emotional healing</li><li>• Fixing harms</li><li>• Increased social supports</li><li>• Reinforcing cultural strengths</li></ul>

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**Advocacy responsibilities for children**

- Support parenting of victim-parent
- Review risks/know how they're doing
- Offer strategies to improve their well-being & safety
- Take steps necessary to protect them from serious harm

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**Talk about how the children are doing**

- Ask about the children - get mom's perspective
- Identify assets/strengths and risks
- Listen to understand her perspective

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**Offer strategies and resources that improve child well-being**

- Violence prevention and intervention
- Protective parent's safety plan
- Child contact with person causing harm
- Reduce other risks, increase resources

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**Risk review for children**

- Remember that every child is unique
  - Different development stages, strengths, resources, risks, cultural contexts
- Consider benefits of positive aspects of child's life
- Understand child's behavior, feelings and interactions
  - At home, school, and in the community
- Consider effects of all significant risks
  - Effects of domestic violence, not only potential risk
- Understand victim-parent's risk analysis
  - Main concerns for children
  - Current plans & responses regarding those risks

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Considerations for children

- What risks does the children's mother identify?
- How does she perceive and respond to those risks?
- How are the children doing?
- What actions are necessary to protect the children and their mother?

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How systems can help and hurt

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Unconscious Bias, Racism, Historical Trauma, Dehumanization Goes Hand-In-Hand With Adultification Bias



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### Jacqueline's Experience

▪ Police	Did they not see us?
▪ Church	They didn't know
▪ Family	He's crazy
▪ School	Failed
▪ Batterer's Intervention	Increase Manipulation
▪ Supervised Visitation	Increase Manipulation
▪ Health	Door closed

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### Reclaimed

- Basketball
- Actress
- Seamstress
- Songwriter/Vocalist
- Playwright
- Jewelry Designer
- Education
- Embroidering & Crocheting




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### Everyday Forms Of Dehumanization

are often viewed as  
innocent

and inconsequential

Scientific evidence does not support the view of everyday dehumanization as these.





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### Parents Involved In The Child Protection System

- Direct impact on parents' perceptions of improvements in their parenting skills, the health and well-being outcomes for their children or young people.
  - The worker had contact as often as was needed there a 227% increase in the likelihood that they would perceive an improvement in their parenting skills.
  - They had the opportunity to express their views about the service, there was a three-fold increase in their parenting skills.
  - Response to requests for assistance there was a 400% increase in the likelihood that they perceived an improvement in their parenting skills.




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### Dignity Framework

- Who gets honor and respect?
- Everyone in the household should feel like they are worthy
- I am able to serve you. I am honored because I can serve you.
- How may I serve you? But then rank is put in place.
- In the focus of childhood adversity, how is it used?
- Do parents have the same resources?
- Self-determination.
- Dignity and dignified relationships. What does that look like?
- What does it look like for everyone to feel they are worthy.
- Power structures even in household.
- Restorative dignity.
- Nobility, rank and humanity is often pushed aside.
- Humanity – validate the experience.
- Humanity – value that we have for one another through shared community experience.
- How is it used in certain ways? How is it often pushed aside?
- Liberation vs. Oppression in our day to day lives.

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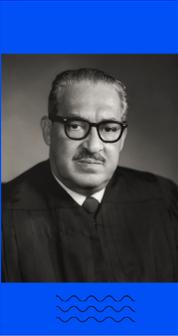
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"A child born to a black mother in a state like Mississippi...has exactly the same rights as a white baby born to the wealthiest person in the United States. It is not true, but I challenge anyone to say it is not a good worth working for."

- Thurgood Marshall



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Question & Answer

Let's explore together!

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Building resilience capacity

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Ordinary Magic

- 1/2 to 2/3 of children exposed to trauma go on to achieve successful and well adjusted lives  
*(Melissa Institute)*
- "The great surprise of resilience research is the ordinariness of the phenomena."  
*(Ann Masten, University of Minnesota)*

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### What is resilience?

The human capacity to navigate and negotiate **culturally meaningful resources** to sustain our well-being.

Resilience isn't about pushing through and past your limits. It's about building capacity and resource internally so that you have the energy to skillfully meet what life is presenting you.  
-maryam hasnaa

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### Factors promoting resilience

- Internal Support** • Abilities and skills
- External Support** • Caring supportive relationships
- Existential Support** • Meaning, values, faith

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### Cultural influences

- Compound/complex trauma
- Historical trauma

Culture cuts across all factors promoting resilience and affects the way we form networks, what skills and abilities are valued, and determines our core values and beliefs.

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### Strategies for building resilience

- Risk-focused**
  - Prevent/reduce adversity exposure
- Asset-focused**
  - Increase resources or access to resources
- Process-focused**
  - Harness the power of adaptive systems/networks

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### What *all* kids need

- Healthy relationships
- Consistency
- Hope and optimism
- Family support
- Self worth
- Honesty
- Freedom/respice
- Togetherness
- Healthy alternatives to violence
- Models of nurturing, respect, and compassion
- Permission to talk or NOT to talk



"I painted a sunset because I like sunsets and because we used to see them all the time where we used to live." Girl, age 8

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### 5 everyday gestures

- CELEBRATE**  
Use "put-ups," not "put-downs."  
[READ MORE](#)
- COMFORT**  
Stay calm and patient.  
[READ MORE](#)
- COLLABORATE**  
Ask for their opinions.  
[READ MORE](#)
- LISTEN**  
Show an interest in their passions.  
[READ MORE](#)
- INSPIRE**  
Expose them to new ideas.  
[READ MORE](#)

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Hope

"The belief that your future can be brighter and better than your past and that you actually have a role to play in making it better."

Willpower (Agency) + Waypower (Pathways)

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KNOW JUSTICE  
KNOW WELLNESS

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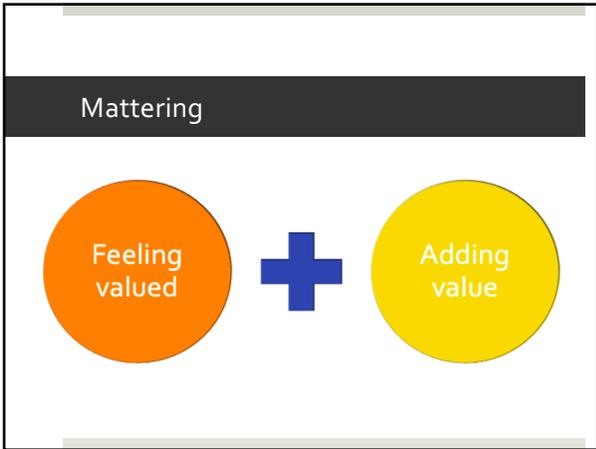
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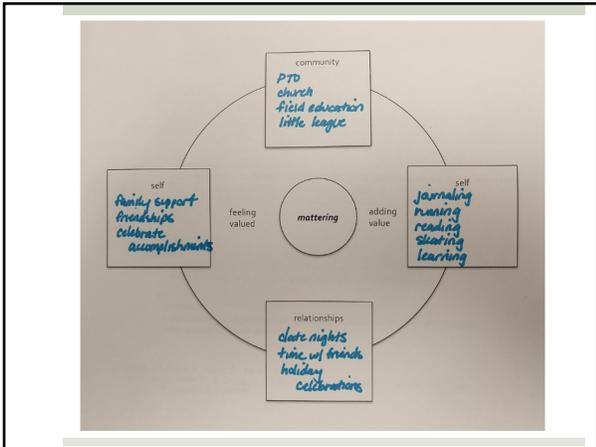
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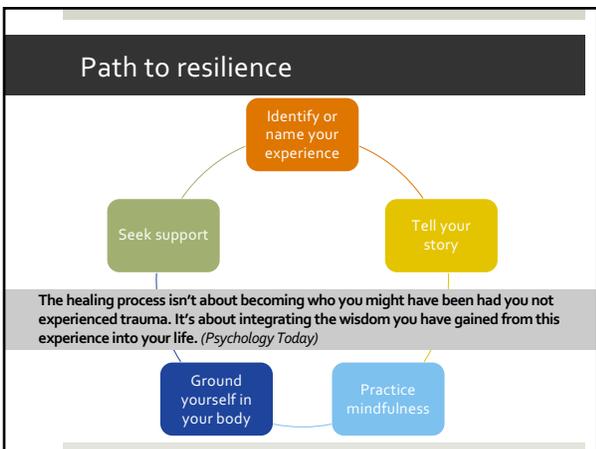
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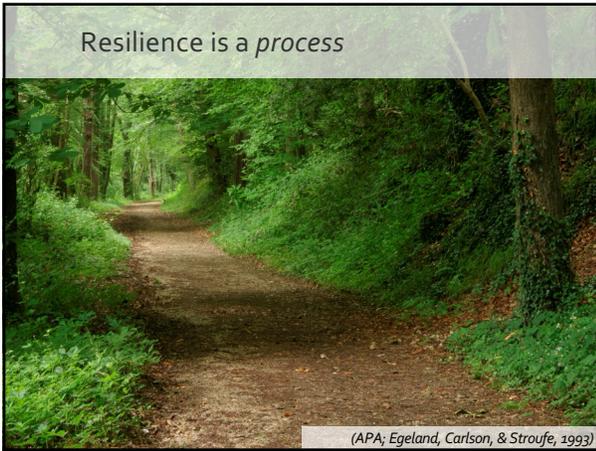
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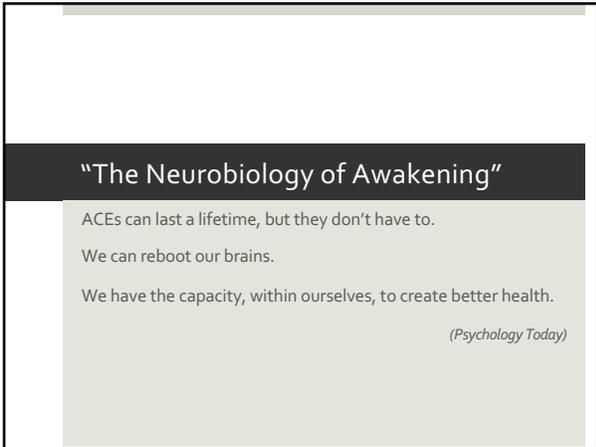
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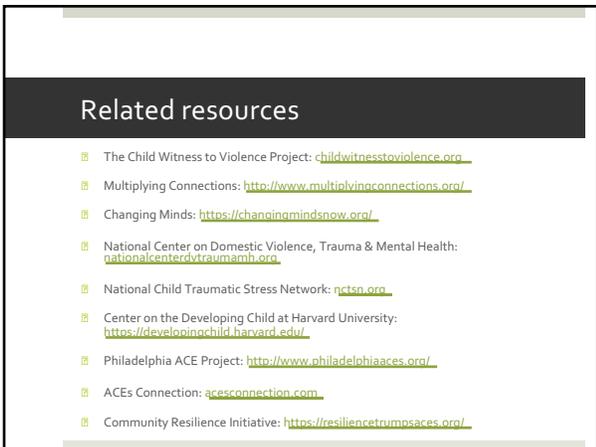
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**Related resources**

- ▣ Resilience Research Centre: <http://resilienceresearch.org/>
- ▣ Resources for Resolving Violence: [resourcesforresolvingviolence.com](http://resourcesforresolvingviolence.com)
- ▣ Honor Our Voices: [honorourvoices.org](http://honorourvoices.org)
- ▣ Promising Futures: Best Practices for Serving Children, Youth, and Parents Experiencing Domestic Violence: [promisingfutureswithoutviolence.org](http://promisingfutureswithoutviolence.org)
- ▣ Building Promising Futures: Guidelines for Enhancing Response of Domestic Violence Programs to Children & Youth: <https://www.futureswithoutviolence.org/building-promising-futures/>
- ▣ Fostering Resilience, Respect & Healthy Growth in Childhood and Beyond: [vawnet.org/s/fostering-resilience-respect-healthy-growth-childhood-and-beyond](http://vawnet.org/s/fostering-resilience-respect-healthy-growth-childhood-and-beyond)
- ▣ Trauma-Informed Domestic Violence Services: [vawnet.org/special-collections/DVTraumaInformed-Overview](http://vawnet.org/special-collections/DVTraumaInformed-Overview)

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**National Resource Center  
on Domestic Violence**

**Connect with us:**

The National Resource Center on Domestic Violence ([www.nrcdv.org](http://www.nrcdv.org)) provides a wide range of free, comprehensive, and individualized technical assistance, training, and specialized resource materials. Access our publications online at [VAWnet.org](http://VAWnet.org).

-  Call: 1-800-537-2238
-  Email: [nrcdvTA@nrcdv.org](mailto:nrcdvTA@nrcdv.org)
-  Follow: @NRCDV
-  Like: @NRCDV
-  Blog: [nationaldvam.tumblr.com](http://nationaldvam.tumblr.com)
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**In order to receive continuing education credits, you must complete both the evaluation and the attendance verification form.**

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