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enough so that people can follow along.

Basically, what Ann and I are going to do today is to provide an overview and highlights of two different guides or papers that we have created under the guidance and support of the Futures Without Violence, children's program, and in conjunction with [Inaudible] who was not able to be on the call today.

You were given access to links so hopefully everyone on the call is able to see, will be able to see them and review them.

They go to go.

It's really important that these are really complimentary documents because developing programs requires the involvement of survivors and outcomes to help identify the change opportunities, and then, using outcomes, helps to identify how effective the programs are, so they really do work together, and we used very complimentary processes for both of them.

We involved the four grantees that were working on enhancing help for youth, and I am going to miss a state so I will not identify the states.

And we also worked -- the four programs helped to identify the outcomes, and the changes that they had witnessed, and that they would expect from the kinds of service developments that they had been working on.

We also worked with advocate pioneers in a domestic violence program, for both papers, but especially, used them for program guidelines because they had the experience with developing programs in a variety of states and local areas.

We also worked with trauma-informed children's and family approach specialists.

And culturally specific programs.

As well.

And in addition, we talked with survivors who had experienced domestic violence in their homes in their childhood.

They added in valuable information, as well.

Suggestion feedback, and we did literature reviews for both papers.

They were similar but different, to identify the program issues and to help with the development of outcomes.

So, I wanted to say that we're going to be doing an overview with highlights but we're not going to be providing a summary of everything that's in those papers.

So we urge you to, actually, look at them.

So, it's important to note that both papers were also based on sort of where we are in doing work with domestic violence programming, and with the domestic violence survivors.

This is importantly an increasing focus on building from strength, and assuming and building on opportunities for resilience, rather than a focus on overcoming problems or overcoming deficits so a more positive approach to the work.

Also, it stems from a recognition that survivors needs and our work with survivors is changing, and has been changing for quite some time.

We have become much more aware of how complicated and varied survivors needs and their children's needs are, so the work has become more comprehensive.

And we do not, any longer, assume survivors are, not that we ever really did, but that survivors are islands, that they are only individuals, and just focusing on them, without understanding the context in

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which they live.

That that's important.

We are striving to overcome the silos, and that's reflected in both these documents.

The other two assumptions that we make, and that is increasingly a focus of domestic violence programs across the country are the importance of listening to survivors, to shape our work, and to improve our work, and the importance to survivors of their families and the communities in which they live.

We are focusing on connections and both the strengths derived from families and communities, as well as recognizing the potential risks from both those sources.

So, with that, I am going to turn it over to Anne, who will talk about the guidelines for enhancing programs.

>> Hello and thanks, Eleanor, this is Anne Menard with the national resource center on domestic violence, and I am totally sympathetic about how there is a lot of moving parts in Webinars, and there seems to be a technology Gremlin here who is advancing slides, at its own pace, but no worries because we're, actually, talking about two guides that you have access to.

And we're just here to, you know, to pull out some highlights from those guides, so you are going to be left, less important than these we nar slides, the guides that you can now share with your colleagues.

It was such a pleasure to be part of this project, to work with and learn from the coalition and program staff, who so thoughtfully developed responses to children in youth, who are accompanying their parent, mostly, mothers, as they seek help and support from a domestic violence program.

The demonstrate projects that Eleanor mentioned were a huge source of inspiration and information.

My deep appreciation to both [Inaudible] and Eleanor Lyon, two wonderful allied researcher and advocates who have helped us to advance our knowledge of what works and why, as we attempt to enhance the services for children and youth.

And of course, thanks to our colleagues at Futures Without Violence who gave us this opportunity.

Leiana, they have been wonderful to work with, and it's been such a pleasure.

And now we're at the fun part of this project, which is to tell you about the first -- I get to tell you about the first of the two resources.

Leiana, I will let you advance the slides.

Maybe, if that's ok?

>> Yeah, sure, and I just want to point out to folks, if you are having trouble seeing the slide deck, I would suggest just looking at the two documents.

I put the links in the chat, and we were also e-mailed to you, and it might be easier and less confusing to look at the documents while you are talking.

We will be sending the slides out to everyone else after the presentation.

>> Great, ok, that's great advice, Leiana.

And because again, you have access to the guides and the related resources on the promising futures website, we'll just provide highlights.

We're starting with building promising future guidelines to enhancing response of domestic violence programs to children and youth.

The first major point that this guide makes is that there is really growing evidence, both research-based and before that-based, evidence, of the connection between health and wellbeing of children,

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and their protective parent or caregiver.

Current literature from the United States and a number of other countries throughout the world suggest that the best outcomes for children, significantly less custodial interference, less maltreatment and physical and sexual and verbal abuse.

These outcomes result from approaches that integrate attention to children's safety and wellbeing and services and supports provided to the families, and communities in which children live.

Well established models of holistic, integrated services are in place, and operating successfully in many parts of the world and some parts of the United States, as Eleanor mentioned, these models are especially evident in immigrant communities, communities of color, native communities.

Unfortunately, only a few of these programs appear in the current literature, and thus, their work is not widely acknowledged and disseminated.

One of the things that we wanted to do was to lift up that, what we are learning from those programs, throughout the guide.

This first guide centers on the belief that integrated approaches, those that respond to both the non-abusive parent and their children, as well as the community context in which they live produce better outcomes for children and mothers.

This is particularly important that, at the emphasis on just picking up on the, the introduction that Eleanor gave, what we learned from the literature, the literature review and the experts that we talked to, both research experts, as well as practitioner experts, advocates, programs, working at multiple levels, and particularly, those funded through the family prevention and services office, to expand the programming for children, exposed to domestic violence.

All of that information, experience the insights, were really underscored the need to acknowledge the resilience of children who have witnessed or experienced violence in their homes.

This is particularly important because many of the abusive partners attempt to undermine the non-abusive parent's relationship with their children, and some victims have trouble seeing what's happening with their children in the home, and this can create opportunities for children to be victims of not only the terrifying experience of seeing their mother or protected

parent being abused but also being victims of sexual and other abuse perpetrated by people with access to their home.

So resilience was an important thing, and we organized, as we organized the guide, it was important to recognize the strength, resilience and potential of all members of the family affected by domestic violence, which I have said has been well documented in this country and elsewhere.

And the need to pay close attention to the terms we use to refer to our work with families and to ensure that we build on these important assets and supports, and support the most positive outcomes.

We have a quote here from Lupe Serrano, the late executive director of Casa de Esperanza, up in St. Paul, Minnesota.

She used to emphasize the fact that if we start with need, we get program.

If we start with strength, we get possibility.

And that has been inspiring to many of us to keep ourselves focused on, again, what the well documented strength and resilience of the families is.

Studies have found that when both mother and children are given adequate support about half the children exposed to violence at home were found to be resilient and functioning and coping and

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showing no evidence of post-traumatic stress disorder.

Some authors see these strengths as potential entry points in designing more specific prevention and intervention strategies that target these youth and families.

And as I indicated before, some domestic violence organizations in this and other countries, especially in immigrant communities and communities of color, have been working closely with mothers to engage them in collaborative decision-making and planning, and parenting skill development, among other areas.

Some programs and organizations in the United States that use this approach have indicated that it is most effective when the woman and her children are seen and treated as a family rather than as individuals, since there appears to be an additive effect when the family is considered in any decision that concerns them.

So the paper explores these concepts and provides the wonderful research sites, so that you can continue your reading on that.

You can go to the next slide.

Thanks, Leiana, for your support here.

Engaging participants in program development was an important argue, is an important argument that this guide makes, that the voices of survivors should be integrated into this work so that the development of programs can be guided by the people using them.

There have been many instances in which women who experienced violence have provided critical feedback to program staff, regarding the services that are provided to them, their children, and in some instances, their abusive partner.

This has been practiced in many places but not consistently for program development.

We really wanted to illustrate how that could really have added value here.

The idea of a survivor-defined process Honors the belief that individuals deeply affected by violence are by right the true experts on their lives.

We know domestic violence occurs within, within a dynamic with myriad social, political, ethnic, and other contexts, which are in constant flux.

It's clear the best work will only be possible if service providers are engaged in learning from families with whom they are working.

Not only from their stories, and their experiences, survivors, but also, the every day reality of their lives.

By doing so programs will be able to go beyond the one size fits all approach and have the opportunity to create solutions and ideas that may make it possible to jointly create true change.

My screen just went blank.

Let me -- there we go.

Ok.

I think you should be on the next slide.

I am seeing about resilience, Leiana.

>> I see key considerations to improved services.

>> You are good then.

I am still stuck on about resilience here.

>> Oh, sorry.

>> So, it's okay.

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So this is again, all in the paper, no worries, no worries.

So, we identified, as part of this process, we identified 15 key considerations that we wanted to put forward for your consideration.

We're not going to go over all of them.

I am just going to list six of the 15.

To share with you today, the first is, and when that slide may eventually catch up to us here, the first that I am going to lift up is recognizing children as more than just secondary victims.

, insuring more focused attention on the specific needs.

Children and youth will require a significant shift from many domestic violence programs, and we want to acknowledge that.

for some, it will involve recognizing that children exposed to domestic violence have experienced trauma, and are not just secondary victims, and that strengthening the child and parent relationship and recognizing the rights and needs of both parents and children are key to an effective response and that was clear from the advocates and the coalition and is experts who work very directly in this area, and remembering back to what Mao shared earlier about the number of children, 288,633 children.

Seen by domestic violence programs in one year, the national network to end domestic violence one day, one day count of services, also, indicates a high level of contact with children.

That's the first key consideration that I want to list today and the second is to design all programming intentionally.

And particularly, I want to encourage the programs to look at the ways in which rules and structures and, the rules and structures that might be in place in your program, and whether they make sense to both mothers and their children, and are non-punitive, as well as the overall physical environment, how does that work for both mothers and their children.

These are all important elements of good programming for children and youth exposed to domestic violence.

We know that connects to a larger critical thinking about rules and the ways in which they shape the experiences that survivors have in our programs, and ways that we can create more welcoming environments, so, the same is true here as we think about programming for mothers and their children.

The third -- oh, here we are, I am seeing the right slide.

>> Anne, I am sorry to interrupt, can you speak up just a bit, please?

>> I will get closer to the phone.

>> Thank you.

>> Yep.

The third that I want to just highlight, of these guidelines is insuring that the program is developmentally appropriate.

All programming for children and youth is best guided by consideration of their various, varying developmental needs, and knowing that even infants are affected by violence in their homes, providers must be ready to address the needs of the entire family.

Is that better?

That volume?

>> Yes.

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>> The fourth, the fourth of the key considerations, I want to lift up, is recognized cultural relevance as an essential characteristic of successful programming.

Not something that's parenthetical, it really needs to be central.

The traditions, history, and lived experiences.

And of different ethnic and racial groups, must be respected, and taken into consideration, and our programming and evaluation so that it can be both effective and responsive to the needs of mothers and children in these communities.

the fifth is to invest in advocates working with children and youth.

A key barrier to creating and sustaining or expanding services to children and youth is the reality of limited resources available to most domestic violence programs.

We did not jump over that reality at all.

Fluctuating funding leads to starts and stops of programming, especially for children and youth, which are often, you know, developed later in the organization's life and maybe the first to be cut when funding becomes tight.

Despite resources, paid staff, including those working with children, deserve livable wages.

These are key considerations that we put forward.

And the last I am going to highlight, again, there are a total of 15.

Led it be to work to provide a network of support for children and youth staff.

What we heard clearly, and particularly from some of the demonstration sites, is that children and youth advocates report feeling isolated, undervalued, and less respect within their program as compared to other types of advocates in the program.

That contributes to higher rates of turnover, and undermines the continuity of the programming.

We wanted to call this to your attention, and all of the 15.

Where we went next is starting with the fundamental principles, and using them to create a framework for program development strategies that account for the fact that, that domestic violence program has varying levels of access to resources, the support children, children and youth work, and work with mothers around their, their role as parents.

So, we organized strategies into three levels, determined by the program capacity and experience, and the first is getting started.

Things that you can do as a program without the infusion of dedicated resources but can really help to make your program more responsive to mothers and their children.

The second category, next steps in program development, so things that you can add on to those first getting started steps, and then there is another section that identifies the ways that you can continue to enhance your program.

Each level is grouped six subcat categories, so it talks about programming, staffing, training, partnerships, and research.

In terms of getting started, the first -- one of the first suggestions that we make, in this first stage, is involving program participants, including pulling them onto an advisory group or having focus groups, as a number of suggestions.

And really, exploring what they, what they most want and need.

So, I am on the next, I am on the slide before this, Leiana, just if you have any control over what's happening here, but --

>> Thanks.

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>> Thanks, we're still getting started.

>> All right, great.

>> Involving participants, second is determining your program readiness.

By that, we know, looking at your program infrastructure, your core values, does it reflect a concern about children and youth?

The physical environment.

Personnel policies in the ways that it might talk about your work with children.

We also see looking at program practices, including your current set of services approaches, and policies about child abuse and reporting and cultural considerations and looking at ways in which they can be tweaked, modified, and enhanced to be more responsive to mothers as the, in their role as parents, and survivors in their role as parents and children.

Also, looking at the kinds of relationships that you have.

Do you have partnerships or could they be built with those organizations that, and resources that can help you be more responsive to the issues that arise for papers and their children, so, again, each of these is then -- that's a highlight.

There is a couple of pages on how that looks, how the overall approach, programming, staffing, training, and evaluation, looks, in that getting started stage, which acknowledges or recognizes that there main be dedicated funding for this work.

As we move into next, the next steps in program development, we were able to suggest some other steps that programs can take that are likely to require some dedicated staffing and additional resources, but again, recognizing that there are varying levels of access to resource, so the first, as it says, on the next slide, 18, is, in terms of the overall approaches, and still a commitment to integrate the services and supports for adult survivors and to their children and youth.

And really, avoiding the siloing, the real life that survivors live which includes their children, and I am sure that any of you that have children or have children of your own or in your lives, understand that it's not, you know, creating artificial separation is not, is not something that should be done or can, easily, be done.

In terms of programming, for example, one of the things that the second stage at the development, that is a possibility, is to help parents and children establish routines and stability, assist mothers to recognize their own trauma responses, as well as those of their children, and strategies for coping through relaxation and-or grounding skills.

So that's an example of something we heard as we talked with, and learned from the model programs as well as what we found in the literature.

An example of staffing, at this level, would be providing dedicated children and youth advocates to work with youth participating in the program, and from the community, or have only family advocates, who consistently do this work, and that was an idea that emerged from several programs who had been engaged in children's services for many years.

Moving onto the next level, continuing to enhance your program, there is a couple of, you know, again, a number of couple of pages of different ideas that merged from the experiences of programs with really fully developed and often funded children in youth programs, and we wanted to capture those so people could have a sense of how the program could be developed over time.

And those include such things as fully integrating family-centered programming, that strengthens the parent and child bonds, that really focuses on, on strengthening that bond, which the research tells us

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is very -- is central.

Consider providing long-term and follow-up support, including home-based support programs, and again, there is more information on many of these approaches, both in the guide, but then, also, on the promising futures website, which is a wealth of information.

and then, the last thing that I want to share, is that, in addition to all of the information that is related to how you can build your program, each of the, of these three levels, getting started, next steps in program development, and enhancing your program, includes questions that could be asked of mothers and caregivers and/or their children, to help you continue to develop and modify the program at each stage.

Again, caring through one, one of our initial key considerations, which is continually learning from survivors, and an example not getting started stage, would be, of a question that could be asked of mothers or caregivers to help develop and modify the program to help with the design, mothers and caregivers, could be asked, how can we build a program that would best help you ask your children?

What do you want most and need?

For yourself, and for them?

And then for children in youth, a parallel question, would be how can this program -- what can this program do to help you feel better with your family?

At the next level of program development, an example of a question, that you could ask survivors, and their children, for older youth, for older teens, and mothers and caregivers, what can the program do to make it easier for you to learn about and access the services that we provide, and feel more safe and comfortable, and in program spaces, and use technology safely to get things you need.

Stay safely involved with people and programs at school and in your community.

That's an example of how you can, on an ongoing basis, gather feedback from the survivors to use to further develop your program.

At the continuing to build your program, a question, some questions include, did this program help you to support your children, did it provide what you most wanted or needed, for yourself and for them, questions about what a digital community resources community and supports would be most helpful.

So, with that, I am going to turn to my colleague, Eleanor, and she will tell you about the second guide, and as she said earlier, these are connected, and hopefully they will feel like very complimentary resources.

>> Thank you, Anne.

And Leiana, you may need to advance for me, as well.

What I am seeing right now is the cover of the developing outcome measures for domestic violence programs, work with children and youth.

>> That's what I am seeing, too, so just let me know and I will change the slides for you.

>> Ok.

>> There is a bit of a delay so bear with me.

>> Ok.

Thanks a lot for your support.

In the general chat there was a question about what resilience is, so just in case that's a shared question, and not everyone is following along on that, there was a lovely response but I will also respond since it's so central to what we are looking at on developing programs and thinking about

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outcomes.

Resilience is the ability to overcome challenges, or the capacity to recover quickly from difficulties, as was written in the chat.

So, so before we launch into the developing outcome measures, I think it's useful to just remind all of us that when we talk about outcomes, we're talking about changes, and that outcomes are changes that occur because of what happens in the program or because of the program interventions, and they are changes you could be seeing in knowledge, skills, attitudes, behavior, emotional status or how

people are feeling, and their expectations or their life circumstances.

So, it's change that we're looking for when talking about outcomes.

So, when we began thinking about this work, we really were looking for -- thinking about developing something that would be brief, that domestic violence programs could, actually, use themselves in ongoing work.

There are you know, a number of fairly stringently designed experimental studies, some of them with a lot of clinical intervention and clinical measures that have measures of outcomes that range for any, from anywhere from 10 to 15 items up to more than 100, and we don't consider that as something that is probably likely to be usable by most domestic violence programs on an ongoing way without extra resources to pay for the ability to collect all of that and to analyze it.

So, this -- our thinking on this was that it would be something similar to the outcomes that are now reported to the FIPSA office for adults, the two items you are probably all familiar with.

I know my ways to plan for my safety and more about community resources.

So, we were thinking about something that was similar to that, so brief, usable, not complicated, so that it could apply broadly to the kinds of services that domestic violence programs provide, and they would be easy to use.

We understand that larger programs, that have more resources, and more fully developed services and supports for children or youth, might want more items than just a tiny number.

We were looking to start with the small number and then think about ways in which that might be developed.

It was also important that the outcomes that we might be thinking about and suggesting would be based on evidence, so the outcomes that we ended up in this paper, recommending, as a start, are based on evidence from those more larger complex controlled studies that has to do with what really does improve the wellbeing for children.

So, they are rooted in that evidence.

Ok.

Leiana, next slide.

So when we were working, on developing this small number of services, we had a ranger of different kinds of considerations to keep in mind children and their parents, the survivor, caregiver, might be encountering different kinds of services, and that what we wanted to develop was something that would apply to all of them.

So, something like shelter, some families are involved for long periods of time in residential programs, but others have very much briefer advocacy contacts.

So we wanted measures to apply to people who had limited contact with the program because you can expect to see some change from limited contact.

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But, what would be -- what we wanted to develop was something reasonable to expect everyone to be able to experience to some degree, at the earliest stages, of program development, even as Anne was just describing, so when programs are just getting started, it can apply to them, as well.

Next slide, Leiana.

Another consideration was that even though we wanted to have brief numbers of outcomes, they would need to apply to a wide range of children and youth.

That are at different developmental stages, might have different gender, and certainly, might have different cultural backgrounds, so we wanted the measures to apply across all groups to apply across the culture where there may be different values related to the importance of family and the importance of maintaining family connections.

There may be different meanings of safety.

There may be different understandings and connections to the community with whom they identify and where they live.

Children at young ages and children of different genders may have very different needs, and the changes they might experience, and the kinds of services most useful to them, could vary a lot, and we wanted outcomes that could apply to everyone, boys and girls, younger and older.

Kids from different backgrounds.

So, the developmental stage makes a difference.

And we wanted to be able to think about ways in which we could obtain outcomes in children's own voices.

Not only the perceptions of parents and care-takers, so we wanted to considerate what point do programs assume and respect that children or youth can speak for themselves.

So, circumstances vary a great deal, not all children show signs of adverse effects, so thinking about our brief measures, we wanted to take into account that clinical measures may not apply to many children and youth involved in domestic violence programs.

So, those are, I mean, and that's just the tip of the iceberg.

He discussed more of these issues in the paper.

Another issue, next slide, Leiana.

Is the timing.

When do you gather evidence of outcomes?

When do you gather -- ask people to provide information about the change that they might have experienced?

So when do you administer these things?

As we know from domestic violence programs, it's not always predictable how long families, how long children, how long care-takers and mothers are going to remain involved with program services.

Even in shelter.

Sometimes folks leave very unpredictably.

And so when do you ask people to ask people about the changes that they have experienced?

And especially, when you have all the complexities that we just have, that I have just outlined, and that there are additional variations across the types and extent of violence and abuse in the family.

So, what we decided was that we thought it was important that we would say, there needed to be more than one contact.

We have a lot of experience collecting information about outcomes from survivors in domestic

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violence programs, and we have found there is a big difference in the changes that survivors are able to report when they have had a single contact with the program and when they have had two or more, that might be common sense, but, so we wanted to, and we recommend it be after -- more than one contact.

Ideally it would be towards the end of the service, but how do you identify what the end is?

It's a very challenging thing to try to identify.

Sometimes there are organized groups and so you might want to think about asking about outcomes in the middle of the group and towards the end in case some folks stopped coming back.

In shelter, when the mother caretaker is talking about leaving, even if she hasn't, so that's one of the biggest kinds of challenges.

So those are all considerations.

In our literature review, we looked, we learned about the importance of, especially, parent and child relationships, and the importance in adjusting to change, of the ability to regulate emotions.

The resilience is associated with the presence of supportive adults and access to information among others.

And the importance of protective factors, both at the individual relationship and community levels.

We took all those into consideration and came up with the recommendations for items that we just saw flash on the screen, and we're ready now for that one, Leiana.

So, we drew from that on increased knowledge and skills, and increased the knowledge of supportive resources as something that would address all of the levels of service, the different developmental stages, the different kinds of services received, so for mothers and caretakers, these two, we have highlighted in the, in the paper, and we have listed eight more for parents and caretakers, so there are a total of 10, but these would be at the most fundamental levels.

I have a better understanding of the impact that domestic abuse for my children and how to plan for their safety.

So those get both at the information and resource level, skill levels.

For children and adolescence, we highlighted two.

And these would be for your consideration to administer with children over the age of eight.

Out of recognition it's important for children to provide feedback that parents may not always know what's going on with their children especially at the initial stages of programming while they are focusing on building, rebuilding, and enhancing their relationship.

So we said over the age of eight, and these are the two that we highlight.

I know more ways to get help when I am scared or upset, and I have a better understanding of the troubles in my family.

We have eight more in the paper.

That we, also, raise up as potentially important children to begin to recognize their feelings and deal with them.

And control the emotion regulation.

Children to feel less stigma because of what's going on in their family.

Children to be able to understand more of the dynamics in their families so that they feel less blame.

All those are part of the additional eight that we started with these, with these three.

So, let's move onto the next slide.

The final slide, which we have.

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The paper discusses recommendations for working on outcomes, and once again, involving adult and children and youth survivors.

Getting feedback about the changes important for them, what changes they experienced.

How they might most easily measure those changes.

There is a program in the Atlanta area where they developed a simple thermometer, and they could show change using that.

There may be ways of measuring change and obtaining outcomes that survivors and the children youth involved in programming could help us to develop so we need further very many and testing and refinement.

We need to use or to involve adults and children to identify the best thing, the easiest to understand.

We also understand there needs to be testing with a range of programs, so that when there are more comprehensive programs there may be more measures so working together to identify those, we think this is a proposed place to start and build for both programs, and the ways to identify how they are helpful.

So, there is a lot more work to do, but I think that this is a place that we can start.

It's a very exciting prospect, and look forward to your feedback on these papers and the way that they work together.

Back to you, Leiana.

>> Great, thanks, Anne and Eleanor, for that really important information about the two new resources for the field.

I also just want to say thank you for everyone for bearing with us with the technical issues.

Sometimes technology just does not cooperate.

But, thank you for hanging in there.

We did email the two documents out for you all beforehand, and I have them -- you put them in the chat, so please enter any questions that you have about the papers into the chat box now, and I just wanted to, for most of you, I am sure, know all these but here are some basic resources around getting help for compliance.

We have the hotline, the teen dating abuse line and the sexual assault line.

And in addition to the hotlines, there are some culturally specific and special issue resource centers which have a wealth of knowledge and expertise around dealing with issues of domestic violence.

They all have their own set of expertise, in terms of certain topic areas, so here at futures we have the health resource center, the resource center on domestic violence, child protection and custody, and there is the NRCDV, which Anne is the head of.

And there is the national center on DV trauma and mental health.

All their websites have tons of information so I encourage you to check those out.

Here are the culturally specific resource centers which deal with very, you know, specific populations and have a lot of information, as well.

So let's see, I am wondering if folks have any questions, put them in the chat.

We seem to have extra time, Anne or Eleanor, do you have anything to add while we see if more questions come in?

>> This is Anne.

I would encourage you to take a few more minutes, and let people know what's on the promising futures website, I think a lot of folks were trying to get on.

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>> That's true.

>> These are two new resources for that website which has an incredible amount of information.

I want to make sure that everyone is aware of that, so that would be my first recommendation.

>> Good, thank you.

I hope everyone can see the slide that talks about the website, and this is www.promisingfutureswithoutviolence.org.

We really wanted this to be a helpful resource for advocates and DV programs to really assess where they are at in terms of working with mothers and children together and healing interventions for kids.

That really focus on the mother and child relationship, that really, offer advocates, every day action that is they can do in their practice, and in addition to sort of higher level of clinical interventions.

So on the website, this is the homepage, and we have a couple of different sections.

One, which is, I think, the meat of the website, is really about assessing your program readiness, so we go through a series of questions and we talked about this on the previous Webinar, with Amy from Vermont, and there is a series of questions that you can download and bring to your staff meeting, or various meetings that you have that really get you to think about things like your core values and your mission and whether you are placing emphasis on serving kids in addition to women in the programs.

There are questions about sort of infrastructure issues.

Do you hire folks that want to work with children?

That have knowledge about child development, and do you provide your advocates with training on these issues?

And then, it goes into a practice around, so what are you offering in terms of interventions for kids?

Are you contracting with local partnerships to bring in sort of the services, are you offering play therapy groups, toes things, and gets you to assess where you are at.

And then the two documents that we just presented could really come in handy in terms of finding areas where, for, areas for development, and so, those two papers are, actually, on the homepage right now.

In addition to the outcomes and guidelines and the program readiness piece, there is a huge amount of space dedicated to the evidence-based and promising practice intervention database.

So we partnered with Dr. Linda Chamberlain to do a lit review and a national scan to really take a look at the variety of programs and models that folks were offering for families, specifically dedicated towards kids, and so there are hidden gems with the low levels of evidence all the way up to programs like a trauma focused [Inaudible] or a child-parent psychotherapy, and really they sort of take the complicated nature of the child evaluation examines boil it down into a searchable database so if you are looking for a model that specifically targeted kids at 0-5, that is seven weeks long and can be offered you know, in a short amount of time without a master's level clinician, you could find something on the promising future's website that would meet your needs.

So you can click in the different variables into the searchable database and filter the results for you.

There is also a ton of resources around curriculum, trauma-informed care, and we just added some new sections around considerations for partnering with child welfare agencies, as well as head start and early child programs, and we are working to upload a new section around the self care and vicarious trauma and really taking care of the caregiver.

So I encourage you to go onto the website and one of the things, I will stop with, is you will notice in

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the middle to right, there is a share your work button, and if you click on that, it will take you to a form that you can fill out, and it comes to me, Leiana, and we really encourage you to share all the promising practices and interventions you are doing with families focused on kids.

We would love to profile you, and we have a section where we profile a few communities doing great work, and we would love to add your tools, resource is, and work to the website because we think of it as a growing website.

I think I will stop there, it looks like we have questions, ok.

>> Leiana, I see a question about training.

I think that I can answer.

I will start there, this is Anne, again, and in the building promising future guidelines, in each of the three areas of development, getting started and next steps and continuing to enhance your program, training is one of the categories we tried to capture some of the feedback, and guidance we received from the experts and the literature, and let me just give you a flavor of some of the things that emerged for us.

It really didn't matter what kind of level of program development you were at.

Not getting started phase we felt it was important to ensure all staff are well trained with active listening skills and empathetic support and have a good training on how to talk to children.

Not something that we should assume that staff have had to think about.

We also recommend that provide training for all staff on child development and responses across ages and stages, and ensure that all staff are able to share this information with parents.

And we include information about such issues as identifying and reinforcing strength and a resiliency framework.

Identifying supports within the family and the community, which, of course, might vary from one community to another.

Supporting parents so they can nurture and support their children, and culturally relevant and developmentally appropriate approaches for working with diverse and marginalized communities, so again, pulling that information together and making sure all staff, if your organization is making a renewed commitment to work more closely with survivors as parents and their children, that these are important training aspects that develop a good foundation.

As you continue to develop the program, we had three additional recommendations, ensure all staff are able to recognize their own trauma response and is help with coping through relaxation and/or grounding skills, I think I mentioned that during the presentation.

Ensure that all staff are well trained on how to talk with mothers in a trauma-informed way about their children's exposure to domestic violence.

As you can imagine, that's very difficult for a caring parent to see and understand what's happened to them is affecting their children.

So, how to explore those issues with mothers and in a sympathetic and helpful way is as we important, and is a training issue.

And ensure all staff know the relevance of other agencies in the community and draw on those resources.

If working with children and youth has not been a key component of your program, it is reasonable the staff may not be as familiar with children and youth resources in the community as they might be for resources for adults, and then as you continue to enhance the program, the training

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recommendation that's included is design and conduct comprehensive protocol driven cross training programs for

domestic violence staff and all partners, so really building a community response including child protection and law enforcement, and focusing on the best ways to support the safety and wellbeing of parents and their children, and the good news is, while we make recommendation and is provide you know, research and practice evidence support for these recommendations in the guides, the building, the

website, that Leiana was just describing has a wealth of training resources and there are links to specific places in the guide so you can pretty easily find them.

This is how the guides interact with the website in what we hope are helpful ways.

>> Great, thanks, Anne.

Here is another question.

From Shari.

You had mentioned gaps in research, especially around certain cultural groups.

Is there any available data that the specific DV cultural organization you listed may have?

>> I can respond to that in general.

This is Eleanor.

The institutes and the centers that are culturally specific have a wealth of information, and not all of it is published.

Some comes from reports and from investigations that they have conducted to help to identify needs and specific gaps and complexities experienced by different cultural groups.

Those, great resources for that.

There is also some of that kind of information both through Vonnett, at the national resource center on domestic violence, and the website for the national center on domestic violence and mental health.

>> Great.

Thanks.

We have -- let's see.

A question from Denise.

How do you manage balancing the needs of families in your community?

I find it difficult to balance the need for support, the families have gone through a DV program while at the same time, keeping the space open for new families.

Do either of you have a response to that?

>> Probably both of us do.

I can say at least, and that is, that there are lots of programs, and in many states where, where follow-up survivors groups or survivors and outreach to the community groups, have been developed that provide that kind of continuity and have been absolutely phenomenal for helping to develop a sense of leadership, renewed community connection, and support, to survivors, who are no longer as actively

engaged in the program services so that might be one thing.

>> Great, Anne?

>> That's good.

We need to continue to both identify and continue to develop the types of programs so I agree with

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what Eleanor said, there are some models but this is important, and we know how important it is for survivors to rebuild their social networks, if that's something that as a result of the abuse they have been disconnected from their community and family and friends, and that's a very important aspect of your question.

Also, on the future's website, there are these types of strategies that maintain with survivors and help to maintain the connections with other survivors that they have linked up with as a result of having reached out to the programs for assistance.

>> Great.

Thank you.

I see another question, from duwaun, what about the families who are too scared or ashamed to ask for help?

I would say in response, I would love to hear from Anne and Eleanor, but I think that this brings up the need for ongoing community awareness, and in terms of, you know, the visibility around these issues, and changing social norms to make it more acceptable to come forward and get the help that folks need.

I also think that it shows the importance of partnering with community-based agencies so that when folks, you know, are in the head start programs, or childcare programs, or, you know, at the local YWCA, and providers get trained and can recognize the families that might need help they have someone to call, right, they have a relationship with a local program, that they can help to Shepherd folks into services.

So, raising the visibility and the community awareness, and also, really working on sort of strong community partnerships with folks in your community, working with families to make referrals.

And Eleanor, anything that you would like to add to that?

>> No, this is Anne, and I agree with what you said, and I think that another aspect of that, is really thinking about the language we use.

I think both guides talk about this, but acknowledging the incredible strength of strategies that parents use to keep their children safe.

And to help them recover, so really, focusing on that strength and resilience aspect of children's exposure to domestic violence, as well as the fact that there is help available for mothers and their children who have had these experiences, so, again, I point you to the ways that we have tried to raise these considerations about how we talk about survivors and their children, in ways that have people feeling not judged by the fact that they have been battered and their children have been impacted by that, but can see themselves as having acted in ways that are in their children's best interest, and also understanding that they can get their support and help for them.

If they reached out.

>> Thank you.

>> And I would certainly agree with you both.

Those are invaluable things to consider, and we just want to sort of repeat that, if there are -- if your program has the ability to work with what one program, I am working with, calls Alumni groups, or using the model of what the [Inaudible], who are -- do public speaking as survivors, that can, also, help to overcome some of the sense of fear and shame because these are folks who were where I am now, and look at where they have come.

So that can be very helpful.

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>> Great.

Thank you.

>> So we have a couple of questions around men and fathers.

The first is from Jason, and asking if there is a rule for fathers in the two new guides, or is it only geared towards mothers?

>> That's a great question.

One of the first footnotes, not one of, the first footnote in the building promises futures guide, acknowledges the language that we use throughout the guide.

The gendered language but also acknowledges that we are aware that children who have witnessed or experienced violence in the homes live with -- in families in which the primary caregiver may be one or both parents, grandparents or other family members, and the document we chose to use the term, mother caregiver, to refer to the person who has ongoing responsibility for the child rearing but really, at the same time, we recognize that the majority of the caregivers who provide most of the care are mothers or grandmothers but that was not done to exclude the realtor ignore the reality that in some cases a father or male is the non-abusive parent, and the survivor, or it may be a grandfather, so we focused -- used language that reflected the most frequent reality that domestic violence programs encounter but I think we would say that most of the recommendations, in the all, would be equally helpful in a, a wide range of circumstances.

And different child and caregiver relationships.

>> And I would just want to add that I think the potential importance or the potential for raising up fathers' role or involvement would also be part of being more family focused and listening to survivors. Survivors, very often, are thinking about ways of remaining in their full family safely, and in their community safely, and that can mean involvement of fathers in programs in a variety of ways, and there are program models where listening to the voices of survivors has led to the development of more family focused and more father-focused services and activities and involvement.

>> Great, thank you.

I was also going to chime in on what you were saying on the futures has a set of guidelines, fathering after violence, and it is recommendations and programmatic elements for men who use violence, and we have strategies and some partnerships, including a two-day training institute for supervised visitation centers and their community partnerships on engaging abusive men who are fathers in the hopes of increasing safety for mothers and children, so I would encourage you to check out that section on the futures website, and there was another question about this, and I just put back up the resource slides for folks in case they want to take note of how to access the resources for victims.

All right.

Do we have any more?

>> I am just noting that also there was a specific reference posted from Linda Chamberlain's literature, and thanks.

>> Oh, yes.

Thanks.

So there is a profile about caring dads on the promising features website underneath the program models interventions, and the lit review is also highlighted on the homepage, if you stay there the resources will change and the lit review will show up.

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>> Great question.

>> And we should also note that most domestic violence programs provide services for men who are experiencing abuse, and so there can be resources for women in that situation.

>> Thank you.

It seems like -- well, while we're waiting for any last questions.

I just want to thank our presenters, Anne and Eleanor, for the information you shared and your ongoing partnership on the creation of these guides.

We are so thrilled to roll these out to the field.

This is probably the first of many opportunities for advocates to work with this material, and we will be developing more opportunities for training and some other T.A. strategies to get this work out there.

So I just want to say thank you to both of you for sticking with the tech issues, and also, your long-term partnership in terms of developing these new were you familiar resources for the field.

>> Thank you.

>> Thank you.

We really appreciate you filling out the evaluation, for the Webinar, and there is a survey monkey link on the screen, and once you close out the Webinar it will direct you to that, we take your feedback seriously and are working to improve both the content side of things but also the tech side of things, which we now have a few additional items to work on.

, and as a reminder we will be sending out a link to this reporting and the first Webinars recording as well as the power point presentation after it will take a few days to get it all out but, you will receive that, and I would encourage you all to register for the third Webinar, which will be on may 12, from 2:00 to 3:30 eastern, which, actually, introduces a new training curriculum for advocates, specifically, on working with mothers and children together.

And provides really concrete sort of skill building and tools to enhance your capacity around these issues, and the Webinar will be a bit of a teaser.

It is a two-day in-person curriculum that we will be rolling out, and the Webinar will give you a taste and provide some concrete tools for you who join us, and I believe we will send out the link to register along with the follow-up materials.

Am I forgetting anything?

>> No, I think that's it.

Just the survey and I will be emailing the follow-up materials.

>> I thank everybody for your support and for Mie for trying to figure out the tech, and thank you to everyone for bearing with us, and we hope you join us on our third Webinar.

So thanks, everybody.

Bye-bye.