



# Facilitator Guide

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

**IMMERSION EXTENSION TRAINING PACKAGE**

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# **Working with Infants, Children, & Youth in Supervised Visitation: Immersion Extension Training Package**

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## **Dear Director, Supervisor, or Staff Meeting Facilitator:**

Welcome to your Working with Infants, Children, and Youth in Supervised Visitation Immersion Training Extension Package!

These materials were designed to foster ongoing learning, self-reflection, and growth for programs that have already completed the two in-person supervised visitation immersion training events - Supervised Visitation Immersion Training and Working with Infants, Children, and Youth in Supervised Visitation Immersion Training - conducted by Inspire Action for Social Change in partnership with the Department of Justice, Office on Violence Against Women. We have created a full training packet of everything you need to lead your colleagues in discussions and learning exercises to supplement and enhance learning from Immersion training and beyond.

At Inspire Action for Social Change, we are committed to lifelong learning, particularly when it comes to supporting families impacted by trauma and abuse. The field of violence prevention and intervention is ever-evolving and requires practitioners to stay educated and well-informed. We know that learning and improving our practice is not limited to single events and training, but is most dynamic and effective when it is continuous and occurs in relationships with our peers (the same goes for parents learning about helping their kids heal). The contents of this Extension Package are designed for this type of ongoing, multifaceted learning. As your knowledge grows, we want to make sure your practice, policies, and procedures can adapt and blossom as well.

### **Instructions for Use:**

We have designed this Immersion Extension Package so that it can be used as staff enrichment training during your existing staff meetings, individually with staff members during one-on-one supervision meetings, or for longer staff training or retreat functions. The Extension Package includes training modules with separate segments within each module. The modules have been designed to build from each other; however, to address

the unique or immediate needs of your team each module and each segment within each module can be completed in as stand-alone training or out of order as you see fit. We have made a note when a segment may require you to reference a previous module.

Some of the training segments include training video links, in addition to using the links as they appear in this guide you can access all training videos using the “Info @InspireAction” YouTube Channel with this link: [https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tl0IFA/playlists?view\\_as=subscriber](https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tl0IFA/playlists?view_as=subscriber). From the “Info @InspireAction” YouTube Channel you can then select “Playlist” on the menu bar and then open the “Working with Children Immersion Extension Package” playlist. Then select “VIEW FULL PLAYLIST” and choose the video you need for the corresponding segment.

### **For Use in Staff Meetings:**

You will see that each segment offers a facilitator guide with discussion points, small and large group activities, guided individual self-reflection work, materials needed for each segment, supporting resources, and supplemental worksheets for each participant. You can use the training segments exactly as they are presented. We also encourage you to be creative and use them in a manner that suits your team best. We have provided you with the approximate time to complete each segment to support your planning and time management during the training, but please feel free to decide how much time to devote to discussions and learning activities based on your team's individual needs and interests. We envision centers integrating activities from the Extension Package into staff meetings, for about 30-60 minutes regularly or setting aside multiple longer training sessions. This practice fosters a culture of ongoing learning with a commitment to change and adaptation. It also provides some breathing room from what can often feel like crisis-driven daily operations, which is common for agencies that serve people impacted by trauma. By committing to set aside time for group learning and self-reflection, you are investing in the growth and sustainability of your center and your team.

Depending on how much time you devote to Extension Package discussions in each staff meeting, there may be enough content to spread out a long period of time. Don't feel pressured to rush the materials, and focus on quality learning and relationship building - we encourage you to go slow and allow for a process of growth and team building.

### **For Use in Individual Supervision:**

Another way to use the Extension Package is as a guide for individual supervision content. Many of the activities involve paired or small group discussions. If you would like to use any of those prompts or activities in individual supervision sessions, we recommend you engage in the content with staff and ask them to think about required components as "homework" in between supervision sessions.

You can lead these discussions with individual staff and can choose segments based on the needs and learning goals of each person on your team. The self-reflection prompts can also be assigned for individual reflection, and we encourage you to create a workplace culture where the staff has time for self-reflection. Self-reflection work should be an ongoing practice and will enhance service provision, productivity, and reduce the impact of vicarious trauma. When you hire new staff, you can also get them started with Extension Package activities, discussion, and self-reflection activities - but keep in mind the content works best as a supplement to the in-person Immersion training events - so new staff may find completing some of the training modules difficult.

We hope the Extension Package is a useful tool for your center, leading to growth, connectedness and enhanced practice. Thank you for doing the work you do for children and families!

Beth McNamara, Jennifer Rose, & Erin Fairchild  
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[www.inspireactionforsocialchange.org](http://www.inspireactionforsocialchange.org)

# Module 1: Challenging Adulthood and Valuing the Perspectives of Young People

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## Module 1, Segment 1: What is Adulthood?



### Facilitator Preparation & Notes

We recommend that you watch videos on your own first, so you are familiar with them: **“Disrupting Adulthood”** (10:23) presented by Heather Kennedy - TEDxCrestmoorParkWomen\*

[https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view\\_as=subscriber](https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view_as=subscriber)

and **“Adulthood Public Service Announcement”** (1:25).

[https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view\\_as=subscriber](https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view_as=subscriber)

From the “Info @InspireAction” YouTube Channel you can then select “Playlist” on the menu bar and then open the “Working with Children Immersion Extension Package” playlist. Then select “VIEW FULL PLAYLIST” and choose these videos.

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*There are additional resources at the end of this segment if you would like to learn more about adulthood.*





### **Supporting Materials**

- Each staff person will need writing materials and their Supplemental Workbook
- Equipment to view and listen to the video links



### **Facilitator Guide & Talking Points**

1. (10 minutes) Check-in: Share one thing you have learned from young people.
2. (3 minutes) Ask staff to open to page 5 of their workbooks, so they have a copy of this definition of adultism. Ask for a volunteer to read it aloud. Adultism is all of the behaviors and attitudes that flow from the assumption that adults are better than young people, and are entitled to act upon young people in many ways without their agreement...except for prisoners and a few other institutionalized groups, young people's lives are more controlled than those of any other group in society. In addition, adults reserve the right to punish, threaten, hit, take away 'privileges,' and ostracize young people when they consider it beneficial in controlling them or "disciplining" them. If this were a description of the way a group of adults was treated, society would quickly recognize it as a form of oppression. - From "Adults as Allies" by Dr. Barry Checkoway, University of Michigan, Ann Arbor - [www.parentingforsocialchange.com](http://www.parentingforsocialchange.com)
3. (3 minutes) After this definition is read aloud, share the following information (feel free to put into your own words if you prefer):  
Adultism often treats children like they are empty shells, or incomplete grownups, whose perspectives and worldviews are not as valid or real as those of adults, which then often leads to extreme power over from adults, with disregard to the full and complex humanity of a child. Adultism often treats youth like they are

inherently deceitful troublemakers who aren't to be trusted and not worthy of being legitimate problem solvers. For youth who have additional marginalized identities, such as youth of color or LGBTQ youth, this poor treatment is often intensified.

4. (5 minutes) Ask if anyone has anything else to add, or needs more information around these concepts before we discuss our initial reactions?
5. (5 minutes) Break staff into pairs and ask them to discuss: "What is your initial reaction to this concept of adultism?"
6. (11 minutes) Watch the Ted Talk lecture (10 minutes) on adultism called "Disrupting Adultism"  
[https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IF/playlists?view\\_as=subscriber](https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IF/playlists?view_as=subscriber)
7. (5-10 minutes) Ask the staff to complete the self-reflection writing exercise in their workbooks, on page 6.
8. (5-10 minutes) Bring the staff back into the larger group and ask if anyone would like to share highlights or a-ha moments from the writing exercise.
9. (5 minutes) Watch the Public Service Announcement (1:25) made by youth about adultism, as food for thought as you end the segment.  
[https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IF/playlists?view\\_as=subscriber](https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IF/playlists?view_as=subscriber)

#### **Additional articles to learn more:**

- ❖ Discrimination Against Youth (<https://freechild.org/discrimination-against-youth-voice/>)
- ❖ Psychological Bias and Ageism Against Young People ([https://www.science20.com/nightvid\\_cole/psychological\\_bias\\_and\\_ageism\\_against\\_young\\_people-225130](https://www.science20.com/nightvid_cole/psychological_bias_and_ageism_against_young_people-225130))
- ❖ Adultism: The Hidden Toxin Poisoning Our Relationships with Children (<https://parentingforsocialchange.com/adultism-hidden-toxin-poisoning-relationships-children/>)

## Module 1, Segment 2: How Does Adulthood Intersect with Domestic Violence?



### Facilitator Preparation & Notes

*In this segment, staff will be exploring how two things that harm children and youth - adulthood and domestic violence - can intersect in the world - even in supervised visitation centers.*

*Important note: Because thinking deeply about these experiences can bring up emotions and memories for people; it's important to set a tone of care and well-being, starting with yourself.*



### Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook



### Facilitator Guide & Talking Points

1. (5 minutes) Check-in: Share one word that describes a hope you have for children who have experienced domestic violence in their families.
2. (3 minutes) Share with staff (use your own words if you prefer): We learned about adulthood in our last meeting. Today we are exploring how adulthood and domestic violence often work together for the young people we serve, in a way that can be very challenging for them. It can be tough for us to think deeply about how these experiences harm children and youth. Some of us have our own experiences, and these discussions can bring things up for us.

Please remember to care for yourself as needed, and know that you can take breaks whenever you need to. You get to decide what and when you share your thoughts. At the end of this meeting, we will focus on bringing care and appreciation into the discussion.

3. (15 minutes) Ask the staff to take turns reading the statements below aloud (in their workbooks on pages 7-9). After each statement, ask the group to provide any additional thoughts, particularly if they have seen this play out with young people at your center.
  - a. Children and youth can be manipulated, coerced and otherwise abused by the person using violence as a way to maintain power and control over the adult survivor, which is often stressful and traumatizing for the child(ren). This violates the rights of children to live free from the harm of violence, and the adult who uses violence is wielding adult power over children in a harmful way.
  - b. Children are reliant on adults for their basic needs, including the need for safety and security. When domestic violence is present in a family, it is generally traumatic and stressful for children, with significant impacts. Children do not have the ability to prevent or change the violence, nor the ability to leave the situation on their own.
  - c. When children disclose the abuse at home to other adults in their lives (teachers, coaches, relatives, etc), they may not be believed because of adultism - if their credibility is questioned simply because they are not adults, this is adultism.
  - d. The legal and criminal justice systems can sometimes struggle to balance the needs and well-being of children and youth as custody decisions are made, and they may be forced to see parents they do not wish to see or may be denied access to parents they do want to see.
  - e. Children who have been exposed to domestic violence are more likely to be victims of child abuse; again, adults using their power over children to cause harm.

- f. Children who have been exposed to domestic violence are also more likely to be abducted by a parent who has caused harm and does not have custody, which can be stressful and harmful.
4. (5-10 minutes) Ask the staff to complete the self-reflection writing exercise in their workbooks, on page 10, which includes a quote from a young person who has visits at a different SV center.
5. (5-10 minutes) Bring the team back together into the larger group and ask if they would like to share any highlights from their self-reflection work.
6. (2 minutes) Tell the staff: In future modules, we will consider how we can incorporate the lived experiences and expertise of young people at our center through authentic and meaningful engagement. We will also discuss how other forms of marginalization/oppression impact young people. Thank you for being willing to explore these difficult topics; we think it will help us serve children and youth in more impactful ways.
7. (10 minutes) Check out: Ask the staff to share: Something that makes them laugh.

## Module 1, Segment 3: How Does Adulthood Intersect with Gender and Sexual Orientation?



### Facilitator Preparation & Notes

*We recommend you review the “Gender Unicorn” handout from the workbook on page 11 before you lead this segment, and review the additional resources at the end of this segment if you have additional questions. If these concepts are new for you, remember that we all have learning points and the most important thing is to keep an open mind and allow people to define their own experiences with their identities. You may decide that your staff needs more in-depth training on how to support LGBTQ children and youth. We suggest you identify if there are any LGBTQ organizations in your area that can provide the training. If not, there are webinars and other online tools available. For LGBTQ staff, this conversation may carry more weight. We want your LGBTQ staff to feel as much support and inclusion as we hope LGBTQ youth in your center will feel - and the two are intertwined. Encourage people to honor their needs.*



### Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook



### Facilitator Guide & Talking Points

1. (5 minutes) Check-in: Share the first word that comes to your mind when you hear the phrase: “Everyone is cared for because

everyone is caring.” Note this phrase comes from social justice educator, Sandra Kim.

2. (2 minutes) After everyone shares, let the staff know that today, we are looking at the multiple identities that youth hold, and the complexity of their experiences. Encourage the staff to take good care of themselves during our exploration. For the staff with marginalized identities, some of these discussions may impact you specifically. Everyone deserves to be cared for, including all of you.
3. (10 minutes) Divide the staff into teams of 2-4, depending on staff size. Refer them to page 11 in their workbooks. They should read the Group Discussion Question in the workbook, then discuss. Each group should assign notetaker and someone to report back to the larger group. Small group question: How might adultism and homophobia or transphobia work together in ways that can be harmful to LGBTQ children and youth?
4. (10 minutes) Bring the large group back together and ask people to report back. Talking points to look out for and supplement if not provided by the staff:
  - Transgender children and youth are often victims of both adultism and transphobia, which happens when adults around them refuse to trust that the young person knows who they are while also using their adult power combined with their transphobia to deny the young person the right to express their gender.
  - When organizations and programs that children attend refuse to honor the pronouns of trans children and deny them access to the bathroom of their true gender, they have adult power over the child and are using it to enact transphobic policies.
  - When family members “disown” LGBTQ children and deny them basic needs like shelter, food, care, and love, it creates great harm.
  - When parents and/or adults force LGBTQ children into processes such as conversion therapy which causes great harm, or any other harmful messaging that makes young

people feel like they are damaged or wrong for being who they are while under their care.

4. (10 minutes) Ask the staff to break into pairs and discuss the gender unicorn tool. Refer to the “Gender Unicorn” handout on workbook page 11 for helpful information on how to understand gender diversity.
5. (10 minutes) As a large group discussion ask staff: “How could adultism in our center impact LGBTQ children and youth?”  
Example, if no one has ideas you could pose the following: There are no gender-neutral bathrooms in a center (maybe yours?), and a trans girl is entering the “girls room,” but a staff person who doesn’t know the family perceives the child to be a boy and quickly redirects her to the “boys room,” saying “you must be confused.” It could be very difficult for her to build trust with you or feel safe at the center if this is the case. If either of her parents is unaccepting of her gender, this could compound distress.
6. (10 minutes) Ask staff to complete the self-reflection writing exercise in their workbooks, on page 12.
7. (10 minutes) After the writing exercise, ask people to share what they feel comfortable sharing with the group. You or a volunteer should take notes capturing responses, as you can use this information to make changes to your center to be more inclusive to LGBTQ young people. Here are some points that supplement the conversation if needed:
  - a. Make all restrooms gender neutral if possible, or at least one if possible (i.e., a single restroom can be made gender neutral).
  - b. Make it a practice to ask children and youth (and adults) what pronouns they use. You can start by saying, “I use she/her/hers for myself. What do you use?” or “I use they/them/theirs for myself. What do you use?”
  - c. Include kids books at your center that represent gender diversity.
8. (5 minutes) Check-out Question: Given the choice of anyone in the world, who would you have dinner with?



## **Additional Resources:**

Children's books with gender and sexual orientation diversity:

- ❖ [I am Jazz](#)
- ❖ [Who Are You? The Kid's Guide to Gender Identity](#)
- ❖ [I am Fred](#)
- ❖ [And Tango Makes Three](#)
- ❖ [The Family Book](#)
- ❖ [Julian is a Mermaid](#)
- ❖ [Love Makes a Family](#)

Learn more:

- ❖ Working with Two-Spirit and Native Youth
- ❖ <https://www.tribalinformationexchange.org/files/products/twospiritresourceguide.pdf>
- ❖ Supporting LGBTQ Native Youth
- ❖ <https://www.glsen.org/supporting-lgbtq-native-students>
- ❖ Shared Differences: The Experiences of Lesbian, Gay, Bisexual, and Transgender Students of Color in our Nation's Schools
- ❖ <https://www.glsen.org/sites/default/files/Shared%20Differences.pdf>
- ❖ Recommendations for Supporting Trans and Queer Students of Color
- ❖ <https://lgbtcampus.memberclicks.net/assets/tqsoc%20support%202016.pdf>
- ❖ Teaching Tolerance: Seeing All Identities of LGBTQ Youth of Color
- ❖ <https://www.tolerance.org/magazine/seeing-all-identities-of-lgbtq-youth-of-color>
- ❖ Trans Student Educational Resources
- ❖ [Trans Student Educational Resources \(http://transstudent.org/#\\_=\\_\)](http://transstudent.org/#_=_)
- ❖ *The Trevor Project*  
[\(https://www.thetrevorproject.org/#sm.000l4vhc919hreluyrk1d4q9zk1bv\)](https://www.thetrevorproject.org/#sm.000l4vhc919hreluyrk1d4q9zk1bv)
- ❖ 5 Ways to Support LGBTQ Youth [\(https://www.glaad.org/blog/5-ways-support-lgbtq-young-people-honor-spiritday\)](https://www.glaad.org/blog/5-ways-support-lgbtq-young-people-honor-spiritday)

- ❖ Centers for Disease Control and Prevention: LGBTQ Youth Health  
[\(<https://www.cdc.gov/lgbthealth/youth-resources.htm>\)](https://www.cdc.gov/lgbthealth/youth-resources.htm)
- ❖ Supporting LGBTQ Students in Elementary School  
[\(<https://www.edutopia.org/article/supporting-lgbtq-students-elementary-school>\)](https://www.edutopia.org/article/supporting-lgbtq-students-elementary-school)

# Module 1, Segment 4: How Do Adultism and Racism Work Together in Ways that can be Harmful to Children and Youth of Color?



## Facilitator Preparation & Notes

*We all have areas where we can learn more about other people's experiences. If this is true for you, it's essential to allow people to define their own experiences. When exploring topics like race and racism, it's critical that Black, Indigenous and People of Color (BIPOC) are not made to feel like their humanity is up for debate. You should check in often about how the staff is doing. You may decide that your staff team needs more in-depth training on challenging racism and fostering inclusive, equitable services for families, children, and youth at your center. We suggest you identify if there are any organizations in your area that can provide additional equity and inclusion training. If not, there are webinars, multiple articles and books, and other online resources available. For the staff of color, this conversation may carry more weight. The staff of color should feel as much equity and inclusion as we hope children of color in your center feel - the two are intertwined. Encourage people to honor their needs.*



## Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook



## Facilitator Guide & Talking Points

1. (10 minutes) Check-in: In our last meeting, I asked you to think about the phrase, “Everyone is cared for because everyone is caring.” (Sandra Kim). Let’s revisit that before today’s work in looking at how racism & adultism intersect for children and youth color. Please share how you think the children and young people we serve would benefit from a world where everyone is cared for because everyone is caring?
2. (2 minutes) Share with staff: Today, we are looking again at the multiple identities that youth hold, and the complexity of their experiences. Part of honoring the perspectives of young people includes understanding how the world can know in both empowering and oppressive ways. I encourage you to take good care of yourselves. Do what you need. For staff with marginalized identities, some of these discussions may impact you specifically. Everyone deserves to be cared for, including all of you.
3. (15 minutes) Read this aloud to staff: Studies show that many adults perceive Black children to be older than they are, and older than white children of the same age [[https://www.burnsinstitute.org/wp-content/uploads/2015/09/Repairing-the-Breach\\_BI.pdf](https://www.burnsinstitute.org/wp-content/uploads/2015/09/Repairing-the-Breach_BI.pdf)]. This is rooted in racism, and related to toxic stereotypes that Black<sup>1</sup> people, in general, are more violent than white people. Here is an example of how this may play out in a supervised visitation setting: A new family is completing the orientation process for visitation services; the center hasn’t received any information about this family yet. The custodial mother has arrived for her initial orientation appointment - she has arrived with her son; the center worker observes the child to be about 13-years old. The mother and

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<sup>1</sup> Out of respect for Black writers, activists and journalists who make the political and grammatical choice to capitalize the B in “Black” while using the lowercase w in “white,” we intentionally choose to make the same choice. For more information: <https://radicalcopyeditor.com/2016/09/21/black-with-a-capital-b/>

her child both appear to be Black, and the staff person is white. The staff person informs the mother that it is a center policy to complete the orientation appointment with each parent before meeting with the children. The staff person further indicates that it is center policy not to allow children in the orientation with parents but because her child is over the age of 12, he can remain in the game room without a parent present. The mom says, “actually, he’s only 9, and all of this has really affected him, and he has a lot of questions for you.”

[The Office of Violence Against Women Guiding Principles for Supervised Visitation](https://www.justice.gov/sites/default/files/ovw/legacy/2008/08/06/guiding-principles032608.pdf)

<https://www.justice.gov/sites/default/files/ovw/legacy/2008/08/06/guiding-principles032608.pdf> - Principle II - Valuing Multiculturalism and Diversity indicates that visitation centers should be responsive to the background, circumstances, and cultures of their community and the families they serve. A critical aspect of honoring multiculturalism and diversity includes understanding how bias and racism work, and how they can play out in our centers so that we can challenge ourselves to do better.

4. Ask the staff to turn to page 13 of their workbooks to complete the first question of the self-reflection writing exercise for this module.
5. (10 minutes) Divide staff into teams of 2-4, depending on staff size. Each group will need a notetaker and someone to report back to the larger group. Pose the following question: How might adultism and racism show up in a supervised visitation center?
4. (10 minutes) Bring the large group back together and ask people to report back. You or a volunteer should capture the information shared.
5. (5 minutes) Ask staff to complete the second question of the self-reflection writing exercise for this module. They will be responding to the question: “How can we make some changes at our center to create a more welcoming space for children, youth, and adults of color?”
6. (10 minutes) After the writing exercise, ask people to share what they feel comfortable sharing with the group. Also, let them know

that we will explore more about unlearning bias in future modules. You or a volunteer should take notes capturing responses, as you can use this information to make changes to your center to be more inclusive to children and families of color. Talking points to look out for or supplement the discussion with:

- Include artwork by diverse artists on walls.
- Make sure that any visual representations of people at the center are racially diverse.
- Include materials in as many languages as possible.
- Hire and retain staff of color, including in leadership positions.
- Include racially diverse children's books at your center.
- Continuous personal and organizational work to challenge implicit bias.

8. (10 minutes) Check out: What will we gain by making our center as inclusive as possible to children and youth of color?

### **Additional Resources:**

Children's books with messages of affirmation:

- ❖ [I am Enough](#)
- ❖ [Look What Brown Can Do](#)
- ❖ [I Love My Hair!](#)
- ❖ [Abuela](#)
- ❖ [The Name Jar](#)

Learn more:

- ❖ A Blueprint for Supporting LGBTQ Youth of Color in Child Welfare (<https://cssp.org/resource/a-blueprint-for-progress-policy-guide-for-advocates-supporting-lgbtq-youth-of-color-in-child-welfare-systems-web/>)
- ❖ Encouraging Black Children's Self Expression (<https://psychologybenefits.org/2017/08/30/encouraging-black-childrens-self-expression/>)

- ❖ Resilience in African American Youth  
<https://www.apa.org/pi/families/resources/newsletter/2015/08/african-american-youth>
- ❖ Latino Family and Community Resilience  
<https://www.apa.org/pi/families/resources/newsletter/2012/07/family-community>
- ❖ Rethinking Resilience from Indigenous Perspectives  
[http://indigenoupsych.org/Interest%20Group/Kirmayer/2011\\_CJP\\_Resilience.pdf](http://indigenoupsych.org/Interest%20Group/Kirmayer/2011_CJP_Resilience.pdf)
- ❖ Center for Multicultural Youth: Culturally-competent Youth Work  
[https://www.cmy.net.au/sites/default/files/publication-documents/Culturally%20Competent%20Youth%20Work2011\\_0.pdf](https://www.cmy.net.au/sites/default/files/publication-documents/Culturally%20Competent%20Youth%20Work2011_0.pdf)
- ❖ Questioning My Presence in Multicultural Youth Work by Mark Krueger University of Wisconsin–Milwaukee  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.848.4606&rep=rep1&type=pdf>
- ❖ Beyond the “Melting Pot”: Why We Need to Support the Multicultural Identities of All America’s Children  
<https://psychologybenefits.org/2017/08/29/we-need-to-support-the-multicultural-identities-of-all-americas-children/>

# Module 1, Segment 5: Honoring the Perspectives and Worldviews of Children and Youth



## Facilitator Preparation & Notes

*Thinking critically about how we can honor the perspectives of children and youth is an important way to combat adultism. This segment is meant to help you and your team explore how you might do this at your center, and it sets up the next segment on how to create meaningful check-ins with children and youth to help improve practice.*



## Supporting Materials

- Enough large post-it notes for all staff in the meeting to have access to several pages from where they are sitting.
- Flip chart paper or a place on the wall where post-it notes can be placed.
- Each staff person will need writing materials and their Supplemental Workbook



## Facilitator Guide & Talking Points

1. (10 minutes) Check-in: When you were little, what did you want to be when you grew up?
2. (5 minutes) Refer staff to workbook page 14 to complete an exercise for this prompt: What does it look like to honor the worldviews and perspectives of young people?
3. (3 minutes) Refer staff to workbook page 15, and ask them to read to themselves the list of examples of honoring the worldviews and perspectives of young people.
4. (10 minutes) Break staff into pairs, and ask them to capture any specific ideas they have about honoring the perspectives of children and youth at your center, one idea per post-it note.
5. (10 minutes) Bring staff back into the large group and ask them to



share their ideas as they post them to the post-it collection area you established. You will want to save this important information to consider implementing at your center.

6. (10 minutes) Check out: What will we gain by developing better practices to honor the perspectives and worldviews of children?

## Module 1, Segment 6: Meaningfully Engaging with Children and Youth at Our Center



### Facilitator Preparation & Notes

*This segment is meant to help you and your staff explore how you might build child and youth check-ins into your practice, with a process for integrating feedback and lessons learned into your programming model. If you are already conducting check-ins with young people at your center, you can skip the steps that seem redundant for your program. At the end of this segment, we provide a pledge in the workbook that staff can fill out to commit to being allies to infants, children, and youth. Before they do that, they will need to know that your center is also committed to honoring the experiences and wisdom of the young people you serve through concrete policy and program development. We advise that you consider if you are ready to take this step before delivering this segment. If you need additional support assessing your readiness, we encourage you to contact Inspire Action for Social Change for assistance.*

*([www.inspireactionforsocialchange.org](http://www.inspireactionforsocialchange.org))*

**Please Note:** *This segment supports the practice of checking-in with young people using visitation center services. For a complete training module on conducting check-in's with women, men, and children please contact Inspire Action for Social Change.*



### Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook
- Enough large post-it notes for all staff in the meeting to have access to several pages from where they are sitting.
- Flip chart paper or a place on the wall where post-it notes can be placed.



## Facilitator Guide & Talking Points

1. (5 minutes) Warm-up: Ask staff to turn to page 16 in their workbooks and complete the self-reflection writing exercise. The writing prompt is: Were you ever taught either explicitly or implicitly that children and young people should be “seen and not heard?” How do you think that message may affect infants, children, and youth impacted by domestic violence?
2. (10 minutes) Bring staff back together and ask for volunteers to share highlights from their writing exercise. Below are a few points to look out for and/or supplement the discussion:
  - If children receive this message from their caregiver(s) they may have a hard time sharing with safe adults about the violence at home.
  - This message may make children feel like they don’t have the right to expect emotional and physical safety or the ability to establish boundaries, and witnessing domestic violence may compound this message in an unsafe way.
  - This message may lead to children and youth believing that abuse is inevitable.
  - Children living with trauma may come to believe that their needs and opinions don’t matter.
  - This message is ultimately a form of power and control over young people. Domestic violence is about maintaining power and control. This double message can leave children quite vulnerable to unhealthy relationships of all kinds.
3. (3 minutes) Share with staff: We have been exploring multiple ways to challenge adultism in ourselves and at our center while honoring the diverse identities and perspectives of children and youth. An essential step for us in this process is becoming more intentional about how we partner with the children and youth we serve by incorporating their feedback into our practices and policies whenever we can, and by learning from their experiences. There are lots of ways this can happen, but one way is through check-ins with children and youth before and after their visits. This can also establish a predictable routine, which is healing and beneficial for trauma survivors.

4. (10 minutes) Large group discussion:
  - Has anyone ever conducted regular check-ins with young people at the center?
  - If so, what was the process like, how did it go?
  - What are the challenges with conducting a check-in with children coming to our center?
5. (15 minutes) Break staff into groups of three. Ask them to have a small group discussion, generating ideas about check-ins. There are four questions they should discuss on workbook pages 17. They should place their ideas on the note pages you have provided, one idea per post-it note.
6. (15 minutes) Bring staff back into the large group and ask them to share their ideas as they post them to the post-it collection area you established. You will want to save this important information to consider implementing at your center.
7. (10 minutes) Check out: What inspires you about the idea of challenging adultism in yourself and others?

**Final Module 1 Activity:**

Have staff complete workbook pages 18 entitled “I Pledge to Be an Ally to Children and Young People,” and share as they feel comfortable. Plan to revisit their pledges as a whole staff or individually in supervision.

# Module 2: Conducting Child Orientations in Supervised Visitation

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## Module 2, Segment 1: Foundations for Child Orientations



### Facilitator Preparation & Notes

*If your center does not currently conduct child orientations, this module can help you lead a discussion about how to implement the practice. If you already conduct child orientations, this module may help you improve your practice. You will need a way to take notes, preferably on a whiteboard or large paper where everyone can see. Otherwise, taking your own notes works.*



### Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook
- A whiteboard, flipchart paper, or a way to take notes in a visual way where everyone can see.



### Facilitator Guide & Talking Points

1. (5 minutes) Warm-up: Ask the staff to turn to page 19 in the workbook to complete the question “Think about an adult who helped you when you were a child. What did they do that made an impact?”.

2. (5 minutes) Bring the staff back into the larger group and ask if anyone would like to share highlights from their writing reflection. After this initial share back ask the staff how they could incorporate this reflection into our center practice.
3. (3 minutes) Ask the staff to review “Conducting Orientations with Infants, Children, and Youth in Supervised Visitation.” on pages 20-21 from their workbooks
4. (5 minutes) Break staff into groups of 2-3 to discuss questions on workbook page 21:
  - What questions do you have about the information?
  - What are your initial reactions to the content?
5. (10 minutes) Bring staff back to the larger group for discussion, and ask them to share highlights from the small group discussion.
6. (15 minutes) In this section, choose the discussion section I or II based on whether your center currently conducts or does not conduct child orientations.
  - I) If your center **doesn’t** currently conduct child orientations, engage staff in a discussion with the following questions:
    - a. Is there a reason why we have not engaged in child orientations?
    - b. Are there barriers for our center conducting child orientations?
    - c. Could we establish a child orientation process that is in line with the values and concepts that we explored?
  - II) If your center **does** currently conduct child orientations, engage the staff in a discussion using the following questions:
    - a. Does our center practice of conducting child orientations reflect the values that we just explored?
    - b. Is there anything we need to change to be in line with these concepts? If so, what?
    - c. What is one thing we can start doing right away to make us more in line with any of these values?
    - d. Does anything surprise you?
7. (10 minutes) Check-out: What are you looking forward to today or tonight?

## Module 2, Segment 2: Exploration of Our Core Beliefs Related to Working with Infants, Children, and Youth



### Facilitator Preparation & Notes

*After working through Segment 1 with your team, it may become apparent that your center could benefit from a more in-depth exploration around the values you want to be foundational to your work with children, and practices like conducting child specific orientations. The content in the workbook from the previous segment on pages 20-21 “Conducting Orientations with Infants, Children, and Youth in Supervised Visitation” will provide context for your discussion, and the accompanying activities below can help provide scaffolding for your center’s exploration of your values. You may decide that your center is ready to adopt the tips, beliefs, and values outlined in the workbook. Or you may decide you would like to choose some and not others, create your own, etc.*



### Supporting Materials

- Supplemental Workbook
- A whiteboard, flipchart paper, or a way to take notes in a visual way where everyone can see.



### Facilitator Guide & Talking Points

1. (5 minutes) Check-in: What was your favorite childhood game?
2. (2 minutes) Share with staff: Our beliefs and assumptions about infants, children, and youth and how adults treat them are often unexamined. This can be harmful, especially for children and youth living with trauma. We explored this when we were learning about

adultism. In supervised visitation, it's important that the way we interact with young people is intentional and based on values that cherish and respect them.

3. (15 minutes) Ask staff to pair up. Refer the staff to page 22 of their workbooks, "Possible Belief Statement for a Supervised Visitation Program." Note that these points are examples of the types of values we could adopt in our work with infants, children, and youth in supervised visitation. They may or may not all fit for our program. We will be deciding if these are our core beliefs as a staff, or if they should be amended. In pairs, discuss and take notes on the worksheet questions on page 23 of the workbook. Each group should assign one person as the reporter for the larger group discussion:
  - a. Do you agree with all of these points? Should these beliefs be something our center should strive for, even if our center isn't there yet? Why or why not?
  - b. Are there any beliefs you don't think our center should hold?
  - c. Are there concepts/core values or beliefs you would like to add to our center?
4. (15 minutes) Conduct a large group report back. Have a volunteer to take notes on a whiteboard or flipchart paper, paying particular attention to any points that staff want to remove or add. *Please note: During this discussion, you are working on drafting your own core beliefs. They can remain the same as the ones provided by Inspire Action, or they can evolve through your staff team discussion.*
5. (10 minutes) Ask the group to come to a consensus about your core beliefs, and make sure the final line up is captured in writing. If there is not consensus, ask people to vote with a post-it note for points they want to remove or add.
6. (2 minutes) Wrap-up: Let people know that you will be working together to make sure your core beliefs for working with young people are reflected at your center. *Make sure they are typed up and shared at a later date. Your core beliefs can be used to help you create policies and procedures, and can be integrated into supervision and family consultations as a reference framework.*
7. (10 minutes) Check-out: How do you think having intentionally stated core beliefs will help us conduct positive and productive child orientations?



## Module 2, Segment 3: Practical Application

### Conducting Child Orientations



#### Facilitator Preparation & Notes

*If your center does not currently conduct child orientations, you can change these scenarios to be about interactions with children and youth in general, though it should be noted that conducting child orientations can be a powerful way to build relationships with young people and provide containment for difficult conversations.*



#### Supporting Materials

→ Supplemental Workbook



#### Facilitator Guide & Talking Points

1. (10 minutes) Check-in: Share one thing you do at the moment to get more grounded when you are challenged or stressed at work?
2. (3 Minutes) Ask a volunteer to read “Practical Application Scenario #1” aloud from workbook page 24: During your first orientation appointment session, this eight-year-old tells you he plans to confront his father about what the father did to his mom.
3. (10 minutes) Ask staff to pair up and discuss the questions on the same workbook page. The questions are as follows:
  - What is your initial response?
  - Consider what you want to do? Why? How? When?
  - Consider the potential outcomes and the unintended consequences that may arise.

- What might you learn from this check-in that could shape future practice at your center?
4. (10 minutes) Bring the group back for a larger discussion of the highlights from their small group. Points to look out for/supplement the discussion:
    - Validating the child’s concern about their father’s behavior with simple reflective statements like, “I’m hearing you say that you don’t like the way your dad has behaved.”
    - Ask the child how they think their dad might react?
    - After validating their feelings, you could ask if they have spoken to their protective parent about their desires.
    - Consider child safety first and foremost.
    - How do you maintain trust and also encourage the child to slow down and navigate these overwhelming feelings?
    - Is your lid down? Is the child’s lid down?
    - Do you need guidance from a co-worker?
    - Is this a common scenario? Should your center learn from this experience and think through some guidance for this type of scenario, knowing that you can’t predict or control most things?
  5. (2 minutes) Ask a volunteer to read “Practical Application Scenario #2” aloud, workbook page 25.
  6. (10 minutes) Ask staff to pair up and discuss the questions on the same workbook page. The process questions are the same as the last scenario.
  7. (10 minutes) Bring the group back for a larger discussion of the highlights from their small group. Points to look out for/supplement the discussion:
    - Validating the child’s feelings about the difficulty of visits/being at the center with simple reflective statements like, “It can be really hard to be here.”
    - Consider child safety.
    - Ask the child if you can talk with them about why they feel that way.

- How do you maintain trust and also encourage the child to slow down and navigate these overwhelming feelings?
  - Is your lid down? Is the child's lid down?
  - Do you need guidance from a co-worker?
  - Is this a common scenario? Should your center learn from this experience and think through some guidance for this type of scenario, knowing that you can't predict or control most things?
8. Check-out: Share one of the most embarrassing moments in your life.

## Module 2, Segment 4: How to Use “Flipping Your Lid” with Children and Youth



### Facilitator Preparation & Notes

*When conducting child orientations, or working with children and youth in general in your center, it’s inevitable that at some point lids will be flipped. This segment offers an opportunity for staff to learn how to talk with children and youth about what happens in our brains when we have this stress response. Orientations, in particular, may bring up overwhelming feelings for young people, and it’s important for staff to feel confident in supporting them to navigate back to their thinking or “upstairs” brains. We recommend that you practice this activity on your own first, so you feel comfortable guiding your staff through the exercise.*

Prepare this 7 minute YouTube video: **“Why Do We Lose Control of Our Emotions?”** \*Created for use by children, parents, educators (*reuse allowed*).

[https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view\\_as=subscriber](https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view_as=subscriber)

From the “Info @InspireAction” YouTube Channel you can then select “Playlist” on the menu bar and then open the “Working with Children Immersion Extension Package” playlist. Then select “VIEW FULL PLAYLIST” and choose this video.



### Supporting Materials

→ Video and audio equipment for supporting online video.



### Facilitator Guide & Talking Points

1. (5 minutes) Check-in: Share this first word that comes to mind when you hear the term “stress management.”
2. (8 minutes) Watch the YouTube video, which provides a more in-depth and child-friendly way to explain the concept. It will also give you ideas about how to put your lid back down.
3. (10 minutes) After the video, discuss as a large group:
  - a. Any key takeaways or lessons learned?
  - b. Why is it important that our own lids are down before we try to help young people put their lids back down?
  - c. Could we use this concept in our center practice? If yes, how?
  - d. Could you explain lid flipping to children, youth, and their parents?
  - e. When and how would you do so?
4. (5 minutes) Check-out Question: What is your most treasured memory?

## Module 2, Segment 5: Tips for Conducting Child Orientations



### Facilitator Preparation & Notes

*Note: For this segment, you should bring a copy of your center’s policies and procedures that pertain to conducting child orientations. You may not currently conduct child orientations at your center. If that’s the case, you can implement this segment with your staff as a guide to develop policies and procedures to build child orientations into your center practice. If you do already conduct child orientations, there are options built into this segment to help you enhance your existing child orientation practice.*



### Supporting Materials

- Supplemental Workbook
- A copy of your program policies and procedures that pertain to the practice of orientation for each of the staff.
- The Supplemental Guide “Tips for Gathering Feedback From Children & Youth” found at the end of this module.



### Facilitator Guide & Talking Points

1. (5 minutes) Check-in: What was your favorite toy or item to play with when you were young?
2. (5 minutes) If you DO conduct child orientations and have related policies and procedures, pass out the copies and ask the staff to review those policies. If you DON’T have policies and procedures related to child orientations, skip to step 4.
3. (3 minutes) If you DO have policies and procedures for conducting child orientations that the staff just reviewed, ask them to keep those in mind as you move on to step 4.

4. (5 Minutes) Ask the staff to turn to pages 26 of the workbook, and ask for volunteers to take turns reading the content (“Tips for Conducting Child Orientations”) aloud as a group.
5. (10 minutes) Ask the staff to complete the Self-Reflection Writing Exercise that follows on page 27 of the workbook (have the staff respond to either “Option A” or “Option B” on this page based on whether you currently do or don’t conduct child orientations).
6. (10 minutes) Bring the staff back to the larger group and ask people to share highlights from their writing.
7. (15 minutes) If you DON’T currently conduct child orientations, ask the staff if they would like to develop this practice (*if you already do, skip to step 8*). Each person should share at least yes or no, and encourage them to share why not if they choose “no.” The goal is to reach a consensus about this. If consensus is not possible, ask staff to vote by a raise of hands for implementing or not implementing child orientations. If the result or consensus or vote is that staff do want to develop this practice, determine what your next steps will be to develop this practice. Below are a few ideas you and staff may consider, to supplement your discussion:
  - a. Set up a time-limited workgroup to develop policies and procedures for child orientations.
  - b. Establish a timeline for completing the development of child orientation practices.
  - c. Who will be on the workgroup?
  - d. Consider gathering feedback from children and youth at your center around how orientations could look. Note: We have provided a supplemental guide with suggestions on how to do this, entitled “Tips For Gathering Feedback From Children & Youth” located at the end of this module.
  - e. Revisit the materials provided here and in the supplemental workbook as you develop this practice.
8. (15 minutes) If you DO already conduct child orientations, ask the staff if they believe your center could benefit from making changes to your existing policies and procedures related to this practice.

Each person should share at least yes or no, and encourage them to share why not if they choose “no.” The goal is to reach a consensus about this. If agreement is not possible, ask staff to vote by raising their hands for amending existing policies and procedures or not. If the result of consensus or vote is that staff do want to modify your existing practice, determine what your next steps will be to develop this practice. Below are a few ideas you and staff may consider, to supplement your discussion:

- a. Set up a time limited work group to work on amending your existing policies and procedures for child orientations.
  - b. Establish a timeline for completing this project.
  - c. Who will be on the workgroup?
  - d. Consider gathering feedback from children and youth at your center around how orientations could look.
  - e. Revisit the materials provided here and in the supplemental workbook as you modify your existing practice.
9. (5 minutes) Check-out: Share your favorite season and why.



## Supplemental Guide for Module 2, Segment 5

### Tips for Gathering Feedback from Children and Youth Using Supervised Visitation Services

Children and youth can provide valuable feedback about how we can improve our supervised visitation center practice. In addition, asking for their thoughts can be a part of empowering them to think about their needs as survivors of family violence and participants in your services.

Before you begin any process of gathering feedback from children and youth, it's crucial to remember that relationships matter. The stronger your relationship is with the young people you serve, the more likely they are to open up about your services. Asking for feedback should never come at the expense of your relationship. It is important to keep in mind that often, children and youth share information over time, so think of this as an ongoing process.

To prepare children and youth we suggest you say something like this to the young person you are seeking feedback from (please adjust to account for the developmental and cognitive needs of each child and youth): “We want to make sure we are doing the best job we can at the center so we are asking many of the kids that come here to help us. Your ideas are important to us, and we want to hear from you about how we can make things better. But you get to decide what you share with us, and we can stop talking about it anytime. Also, there are no wrong answers.”

#### **Gathering Feedback:**

We have found that using an activity that facilitates directed conversation is often the most effective approach to getting feedback and input from children and youth. Here are a few examples of what you could do:

(1) Ask them to create a drawing that describes something in particular. For example: “Can you draw a picture of what it was like when we first showed you around the center?” or “Can you draw a picture of how you felt the first

time you came here?” Or, “Can you draw a picture of how it felt to get used to coming here?” Or, “Can you draw a picture about what you think kids need to feel ok about being here?”

(2) Ask them to finish a sentence verbally or in writing for you. For example: “When I first came to the center, I felt....” Or, “One way to make it easier for new kids at the center would be to....” Or, “If I could tell a new kid one thing about visiting at this center, I would say....” Or, “Something that would have helped me more when I was getting used to coming here would be....” Or, “One way this place could be better for kids would be....”

(3) Ask them about what they want and need from the staff at your center (again by completing sentences). “When I am here, I want the adults to....” Or, “Grown-ups at the center can help me by....” Or, “If I could tell adults what to do, I would say....”

**Special Note:** It is essential to be clear with both the kids and their parents about why you are asking the questions you are asking, what you will do with the information you gather, how you will protect their identity, the extent and limitations of confidentiality, and the voluntary nature of talking with you. Ensure that every kid knows that they can stop talking to you at any time, and they don’t have to share anything they don’t wish to share or answer.

Only engage in these activities and questions with children and youth during times when they are emotionally regulated and relatively calm, and only once you have established some rapport and relationship with them. For example, following a difficult visit is probably not a good time to engage them in these questions.

You should also be aware that privacy is important - check-in with children and youth (as is developmentally appropriate) about who is in the room with them when they answer these questions, as well as ensuring you are checking in with their parents. Additionally, make sure you have a plan to communicate to their caregiver if they display any distress or emotional dysregulation after the activity, so their caregiver is aware and prepared to support them.

# Module 3: Understanding the Impact of Domestic Violence and Trauma on Kids

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## Module 3, Segment 1: The Basics of Infant, Child, and Youth Exposure to Domestic Violence



### Facilitator Preparation & Notes

*This segment includes content that can be difficult for some staff members, many of whom may have experienced domestic violence as children or adults. This training segment is an excellent opportunity to model and promote a culture of care and well-being among staff.*

*Facilitator Preparation:*

*Prepare to watch the following video: “**First Impressions: Exposure to Violence and a Child’s Developing Brain.mov**”\* (14:46) Produced for the California Attorney Generals Office. The effects of domestic violence on the brain development of young children are explored in this video. We would encourage you to review the video, before showing it to the staff so that you can prepare them for content that may be hard.*

*[https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view\\_as=subscriber](https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view_as=subscriber)*

From the “Info @InspireAction” YouTube Channel you can then select “Playlist” on the menu bar and then open the “Working with Children Immersion Extension Package” playlist. Then select “VIEW FULL PLAYLIST” and choose this video.

“First Impressions” was created by the Crime and Violence Prevention Center in the California Attorney General’s Office. Anyone is welcome to use the film as long as there is no money charged for it and that it is not edited and must be shown in its entirety.

*In this segment you will also need a whiteboard or flipchart to take notes. If those are not available, you can take notes on regular paper.*



### **Supporting Materials**

- Supplemental Workbook
- Whiteboard or flipchart paper
- Video and audio equipment to view and listen to the online video



### **Facilitator Guide & Talking Points**

1. (5 minutes) Check-in: Self-Reflection Writing Exercise: Ask staff to turn to workbook page 29 for the two writing/drawing prompts: (1) When you felt worried or scared as a child, what is one person, place, or thing that helped you to feel comforted? And (2) Describe or draw a doodle that represents the person, place, or thing that was comforting to you when you were a child.
2. (5 minutes) After the writing exercise, ask if anyone would like to share. Focus on elevating the resilient ways that people found safety and comfort.
3. (3 minutes) Share with the staff (feel free to use your own words): Today, and over the next series of meetings, we will be deepening our understanding about how domestic violence impacts children and families. Because it can be hard to look closely at these experiences, I encourage you to do whatever you need to take care of yourselves and each other, and to seek additional support as needed. It may help to remember what you wrote in your writing exercise if you begin to feel overwhelmed with feelings. It often helps to remember that where there is trauma, there are also opportunities to heal.
4. (5 minutes) Break the staff team into pairs to discuss any additional ideas they may have for caring for themselves and each other.

5. (2 minutes) Prepare staff for watching the video, “First Impressions.” Let them know the video is about 15 minutes in length and is about children living with domestic violence. You will see some reenactments of children witnessing domestic violence, as well as a child wanting to harm himself with a knife. You will also hear from adults who were exposed to domestic violence as children, as well as from parents raising children who were impacted. There is a focus on what helped them all heal and recover.
6. (15 minutes) Watch the video.
7. (10 minutes) After watching the video, ask people to break into groups of 2-3 to read the three lists (content from Inspire Action for Social Change’s Supervised Visitation Immersion Training) found on workbook pages 30-31 and then talk through the discussion questions that follow, “First Impressions Video Discussion Guide.” You can also lead a whole group discussion if you prefer. Let people know that you will want each group to report back about question #6 from the discussion guide: “How can our center support recovery and healing for children and youth?”
8. (10 minutes) Bring the staff back for a large group discussion. Ask if anyone would like to share highlights from their conversations. Then ask each group to share their thoughts from question #6, and take notes on a whiteboard or flipchart paper. You will want to keep these notes for future use.
9. (5 minutes) Check-out: Ask each person to share one thing they will do tonight that brings them comfort or nurturing.

## Module 3, Segment 2: How Domestic Violence Can Affect Family Dynamics for the Survivor Parent & Children



### Facilitator Preparation & Notes

*This segment includes content that can be difficult for some staff members, many of whom may have experienced domestic violence as children or adults. This training segment is a good opportunity to model and promote a culture of care and well-being among staff.*



### Supporting Materials

→ Supplemental Workbook



### Facilitator Guide & Talking Points

1. (10 minutes) Check-in: Share one thing you enjoy about supporting safe visits for children and parents.
2. (2 minutes) Remind staff about the exercise they did in Segment 1 when they were asked to think of a person, place, or thing that was comforting to them when they were young. Remind staff that self-care continues to be important as they focus more in-depth on the impact of domestic violence on children and families.
3. (10-15 minutes) Large group discussion: How do you think domestic violence can impact the relationship between the children and the survivor parent? Included in the Supplemental Workbook on pages 32-33 is an overview of “How Domestic Violence and Trauma Exposure Can Shape Worldviews of Young People” - this is the content that was covered in the Working with Infants, Children, and

Youth Supervised Visitation Immersion Training and also provided on your key cards.

4. Note that if staff make statements that blame the survivor parent, be prepared to gently encourage them to think critically about that. How can we talk about the impact of the survivor parent-child relationship without judging or blaming the survivor parent? Points to supplement your conversation if needed:
  - a. The stress and trauma may impact the attachment relationship between the survivor parent and child(ren) in detrimental ways.
  - b. The parental authority of the survivor parent may be undermined by the person using violence, which can be hard on their parent-child relationship.
  - c. The survivor parent and the child(ren) are experiencing the trauma of domestic violence jointly, which can make it hard for all of them.
  - d. The survivor parent may have a less emotional presence for her children due to the stress of the violence.
  - e. The person who uses violence may inhibit how the survivor parents her children - for example, may create barriers to nurturing, attention, closeness, etc.
  - f. The children may feel pulled to choose between the survivor parent and the person who uses violence.
  - g. Infants, children, and youth who experience trauma often have social, emotional, and developmental impacts that could challenge any parent, let alone one who is also experiencing trauma.
  - h. There can also be positives such as the survivor parent keeping the children safe, helping them heal by maintaining strong attachment, etc.
5. (10 minutes) Ask staff to turn to pages 33-34 of the workbook, then break into groups of 2-4 people to work through the small group discussion questions. Let them know that you would like them to report back on the final two questions of this discussion guide.

6. (10 minutes) Bring the group back for a large group discussion. Ask them to share the final two questions from the discussion guide. An important takeaway from this conversation should be that the quality of the relationship between the survivor parent and children has the power to promote healing and well-being for both, and supporting that relationship is crucial.
7. (5 minutes) Check-out: Who was your hero when you were a child?



## Module 3, Segment 3: The Impact of Domestic Violence on Sibling Relationships



### Facilitator Preparation & Notes

*This segment includes content that can be difficult for some staff members, many of whom may have experienced domestic violence as children or adults. This training segment is a good opportunity to model and promote a culture of care and well-being among staff.*



### Supporting Materials

→ Supplemental Workbook



### Facilitator Guide & Talking Points

1. (10 minutes) Check-in: As we continue our in-depth exploration of how domestic violence can impact children and families, it's important to keep coming back to our well-being. Ask staff members to share one thing that has made them laugh recently, as connecting to joy and laughter can help us stay grounded in this work.
2. (10-15 minutes) Ask staff to turn to pages 35-36 of their workbooks and complete the Self-Reflection Writing Exercise.
3. (10 minutes) Bring the group back for a large group discussion. In particular, focus on questions 1, 3, and 4. Here are some talking points to supplement your discussion if needed:
  - a. Question 1: "How do you think domestic violence may impact relationships between siblings?"
    - i. Often in families impacted by domestic violence, the division between siblings is created, which can make it hard for them to have a positive relationship.

- ii. Siblings in families impacted by domestic violence may be impacted by trauma in a way that challenges their ability to have attached relationships, including with their siblings.
  - iii. Children and youth impacted by domestic violence can have trauma symptoms and behaviors that negatively impact their ability to maintain friendships and relationships.
  - iv. Children impacted by trauma often have a difficult time regulating their emotions (a.k.a. their lids flip often), which can make it hard to get along with siblings.
  - v. Siblings may feel pulled in different directions with loyalties between the survivor parent and the person using violence, which can create tension between them.
- b. Question 3: “How do you think our center could have a role in supporting repair between siblings?”
- i. Supervised visits can provide a space for siblings to be in a positive, safe environment that can be healing to their relationship.
  - ii. Your center staff can model healthy relationship styles that benefit children and youth in multiple ways, including in their relationships with others.
  - iii. Your center may be able to refer the family to specific services that can support repair in the sibling relationship.
- c. Question 4 “How do you think strong, positive relationships between siblings experiencing domestic violence at home might help them build resiliency and healing?”:
- i. The more safe, connected relationships that children and youth have, the better they do.
  - ii. Relieving tension and stress in their relationship makes it easier for them to heal.

- iii. It is easier for children and youth to understand that the violence and/or family separation is not their fault if they view each other as support rather than adversaries.
  - iv. Siblings impacted by domestic violence have experienced trauma together, and healing that trauma through their positive relationship can be part of building their resiliency.
4. (5 minutes) Check-out: What is one way our organization builds a culture of positivity and growth?

# Module 4: Exploring our Response to the Complexities of Working with Infants, Children, and Youth

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## Module 4, Segment 1: Supporting Simone



### Facilitator Preparation & Notes

*In this segment, staff will be reviewing some content they will have read in previous modules. We encourage returning to the material a few times, as learning is often applied over time. This can also help them think critically about the scenarios they will be exploring in this module.*



### Supporting Materials

→ Supplemental Workbook



### Facilitator Guide & Talking Points

1. (10 minutes) Check-in Activity: Ask staff to take turns reading aloud the points from “What We Believe,” on workbook page 37. Then ask each staff person to share a one-word response.
2. (15 minutes) Refer the staff to workbook pages 38 “*Scenario #1 - Simone.*” The staff should read the scenario on their own, and then complete the self-reflection writing exercise that follows in the workbook on pages 38-39.
3. (10 minutes) Break the staff into pairs, and ask them to discuss: What came up for you as read the scenario and completed the self-reflection questions?
4. (10 minutes) Large group discussion: How do you think that the

professional and organizational resilience that we have talked about in previous meetings can help us manage our complex reactions to supporting young people like Simone? Talking points to supplement the discussion, if needed:

- a. For staff who have experienced homophobia themselves, this situation may feel particularly close - being grounded can help navigate these feelings.
  - b. If we know that our organization supports our well-being and ongoing learning, we may feel more comfortable consulting with other staff about what this brought up for us.
  - c. None of us exist in a vacuum. Inevitably, the adversity that children and youth in our center are experiencing will impact us. Being able to acknowledge that and see support opening is critical to remaining caring and effective in our work.
5. (10 minutes) Check-out: What is your favorite holiday, and why?

## Module 4, Segment 2: Supporting Anthony & Brandon



### Facilitator Preparation & Notes

*In this segment, staff will be reviewing some content they will have read in previous modules. We encourage returning to the material a few times, as learning is often applied over time. This can also help them think critically about the scenarios they will be exploring in this module.*



### Supporting Materials

→ Supplemental Workbook



### Facilitator Guide & Talking Points

1. (5 minutes) Check-in Activity: What was your favorite cartoon as a child?
2. (5 minutes) Ask the staff to take turns reading aloud the points from “*Strategies for Positively Engaging with Infants, Children, and Youth in a Manner that Promotes Resilience, Hope, and Healing*” on workbook page 40.
3. (10 minutes) Ask the staff to break into small groups and discuss: What sticks out for you from the list we just read?
4. (5 minutes) Ask everyone to read, “*Exploring our Response to the Complexities of Working with Infants, Children, and Youth Scenario #2-Anthony and Brandon*” in their workbooks on pages 41-42.
5. (15 minutes) Have the staff return to their small groups and answer the discussion questions on workbook pages 42-43.
6. (10 minutes) Bring the staff back into the large group and ask for volunteers to share back highlights from their small group discussions.
7. (5 minutes) Check-out: Share one thing you enjoy doing as a way to unwind.

## Module 4, Segment 3: Supporting Harper



### Facilitator Preparation & Notes

*In this segment, staff will be reviewing some content they will have read in previous modules. We encourage returning to the material a few times, as learning is often applied over time. This can also help them think critically about the scenarios they will be exploring in this module.*



### Supporting Materials

→ Supplemental Workbook



### Facilitator Guide & Talking Points

1. (5 minutes) Check-in Activity: Share what your favorite song or band was when you were in junior high or middle school.
2. (5 minutes) Ask staff to take turns reading aloud the points from the workbook, *“Impact and Resilience of Children Exposed to Violence,”* on the top of page 44.
3. (10 minutes) Ask the staff to pair off and discuss: What do you think post-traumatic growth means?
4. (5 minutes) Bring the staff back into the large group and ask for volunteers to share highlights from their discussion. Talking points to supplement the discussion, if needed:
  - We all have the ability to grow and heal after a traumatic incident.
  - The recognition on the behalf of the survivor of trauma that they got through something difficult and are navigating life.
  - We all have the ability to feel joy and hope after trauma.
  - The recognition that many survivors of trauma say that they feel stronger after recovering from trauma.
  - It does not mean that someone will never have trauma

symptoms again. Healing is not linear.

5. (15 minutes) Refer staff to pages 44-45 of the workbook "*Exploring our Response to the Complexities of Working with Children and Youth Scenario #3-Harper.*" Staff should read the scenario on their own and then complete the self-reflection writing exercise that follows in the workbook on pages 45-46.
6. (5 minutes) Ask everyone to break into pairs and discuss anything they would like to share from the self-reflection work they just completed.
7. (10 minutes) Bring the staff back for a large group discussion. Ask each small group to share what they processed in their groups and discuss any challenging self-reflection questions.
8. (5 minutes) Closing: Say one word that describes how you are feeling or thinking about being a contributor to a young person's healing through your role at the center.



# Module 5: Harnessing Internal Expertise and Building Strong Working Relationships with Your Child Development & Child Trauma Experts and Providers

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**Note to the facilitator about this module:** *If your center already has strong working relationships with child development and child trauma partners, you may be able to forego this module. You also may already have child development and child trauma experts on your staff who enhance your policy and practice development and share expertise during consultations. However, most supervised visitation centers could benefit from enhanced collaboration with providers who have expertise in serving children and youth impacted by trauma. Even if you \*don't\* need outside expertise to support your policy and practice efforts, you do need a strong network of support with the providers who are also working with the families you serve. We encourage you to explore the options that are right for your center and to seek collaborative working relationships with partners that can support you in best practices, policy, and program design, as well as family consultation questions (as confidentiality allows).*

## Module 5, Segment 1: Honoring the Expertise on Our Team



### Facilitator Preparation & Notes

*This segment is meant to help you and your staff explore how you might build and honor the expertise of your team into your practice, with a process for integrating feedback and lessons learned into your programming model.*



### Supporting Materials

→ Supplemental Workbook



### Facilitator Guide & Talking Points

1. (5 minutes) Check-in: What was your favorite thing to eat for breakfast when you were a kid?
2. (3 minutes) Many of you got into this work because you care about children, and you have a variety of experiences and backgrounds. Some of us have lived experience with domestic violence and trauma in our childhood, which is a form of expertise that we honor. Some of us may not have had childhood experience, but we have learned experience, which is another form of expertise we honor. Some of us have both lived and learned experience with violence in childhood. In future segments, we will be exploring if and how we might collaborate with other system partners, but first, want to spend some time learning from each other.
3. (5 minutes) Ask the staff to break into pairs and discuss: “What do you think is the most important thing that children and youth need to recover from the trauma of domestic violence?”
4. (10 minutes) Bring the staff back to the larger group and ask for highlights from their conversation. Talking points to supplement the conversation, if needed:

- a. Attachment with safe nurturing adults, ideally a safe parent/caregiver.
  - b. Emotional and physical safety.
  - c. Connection to something larger than themselves and their family (art, music, nature, faith, etc.).
  - d. Connection to culture.
5. (5 minutes) Ask the staff to break into different pairs and discuss: “What do you think infants, children, and youth need while they are at our center?”
  6. (10 minutes) Bring the staff back to the larger group and ask for highlights from the conversation. Talking points to supplement the conversation if needed:
    - a. An opportunity to safely connect with the visiting parent.
    - b. Emotional and physical safety (which you can’t promise but you can do your best to foster).
    - c. Routine, predictability, and transparency.
    - d. Connection and positive relationships.
  7. (5 minutes) Refer the staff to Self-Reflection Writing Exercise, on pages 47-48 of the workbook.
  8. (5 minutes) Bring the staff back for a larger discussion highlighting their thoughts.
  9. (5 minutes) Closing Activity: Appreciations - ask the staff to share appreciations for each other, shout-outs, acknowledgments, and recognition of great work supporting infants, children, and youth in our center. *Note: these should be voluntarily offered by staff, and not everyone needs to share.*

## Module 5, Segment 2: Supporting Strong Working Relationships with Child Development and Child Trauma Experts and Providers



### Facilitator Preparation & Notes

*Prepare this video: “Building Adult Capabilities to Improve Child Outcomes: A Theory of Change”\* (5 minutes, 18 seconds) created by the Center on the Developing Child at Harvard University. This video is presented by Center Director Jack P. Shonkoff, M.D., describes the mission of the Center on the Developing Child and its vision for using science to innovate in the early childhood field and fundamentally change the lives of children facing adversity.*

[https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view\\_as=subscriber](https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tI0IFA/playlists?view_as=subscriber) From the “Info @InspireAction” YouTube Channel you can then select “Playlist” on the menu bar and then open the “Working with Children Immersion Extension Package” playlist. Then select “VIEW FULL PLAYLIST” and choose this video.

\*Inspire Action For Social Change has been given permission by the Center on the Developing Child to incorporate this video as a training tool into this training module. *For more information about the Center on the Developing Child, please visit:*

<http://developingchild.harvard.edu>

*You will also need an ample amount of large post-it notes and designated space or large papers that post-it notes will go on, one for each question in Step 5. The ideas on the post-its can help guide you in your agency’s next steps for building stronger collaborative relationships with your agency partners.*



### Supporting Materials

- Supplemental Workbook
- Equipment to view and listen to the online video link
- A large number of post-it notes



## Facilitator Guide & Talking Points

1. (5 minutes) Check-in: Share one person, place, or thing that helped you feel calm when you were a young person.
2. (6 minutes) Watch the video, “Building Adult Capabilities to Improve Child Outcomes: A Theory of Change” by the Center on the Developing Child.
3. (5 minutes) Ask staff to break into pairs and discuss: “How do you think the message of the video, building adult capabilities to improve child outcomes, applies to us and our work here at the center?”
4. (10 minutes) Bring staff back to the larger group and ask: “What a-ha’s did you have from that video about our role in the landscape of services that support children and families?” Talking points to supplement the discussion if needed:
  - We can improve our skills and our practices to best support infants, children, and youth.
  - By helping parents have safe relationships with their children, we are helping them build their capabilities to support their kids.
  - Our center exists in a network of services and supports, and it could be helpful to be connected.
5. (15 minutes) Ask staff to break into different pairs (or groups of 3-4 if you have a large enough staff team) and discuss the questions on workbook pages 49-50. Ask them to jot down their responses on post-it notes, one for each thought. These post-it notes will later be posted for the entire staff team to see, collected together under each question number. The following are the discussion questions:
  1. Do you think our collaborative relationships with child and family service providers focused on child and youth healing and well-being in our area could be strengthened? (examples of providers: domestic violence providers with children’s programs, child and family therapy programs, child development services like early learning and early intervention specialist, child abuse intervention and prevention programs, child trauma recovery services, etc. Why or why not?
  2. How could stronger collaborative relationships with these providers enhance our services at the center, improve our

own adult capabilities?

3. What could we learn from them?

4. What could they learn from us?

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

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

6. (5 minutes) Ask everyone to place their post-it notes in the corresponding area, organized by question number.
7. (5 minutes) Invite staff to walk around the room and read over the post-it notes.
8. (5 minutes) Let the staff know that building these relationships will happen over time, and all of their contributions today will help. The next step is to form a workgroup of 3-4 people to develop an action plan, informed by all the expertise and ideas generated today. Note that you can also seek technical assistance from [Inspire Action for Social Change](#) to carrying this forward as your workgroup develops. Ask for volunteers, letting them know what you anticipate the time commitment to be. Let the staff know that the workgroup will report back to all staff for buy-in around the plan and the timeline you develop.
9. (5 minutes) Closing: Share one word describing how you feel about the work we did today.





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