

Chapter 6: Domestic Violence and Cultural Competence

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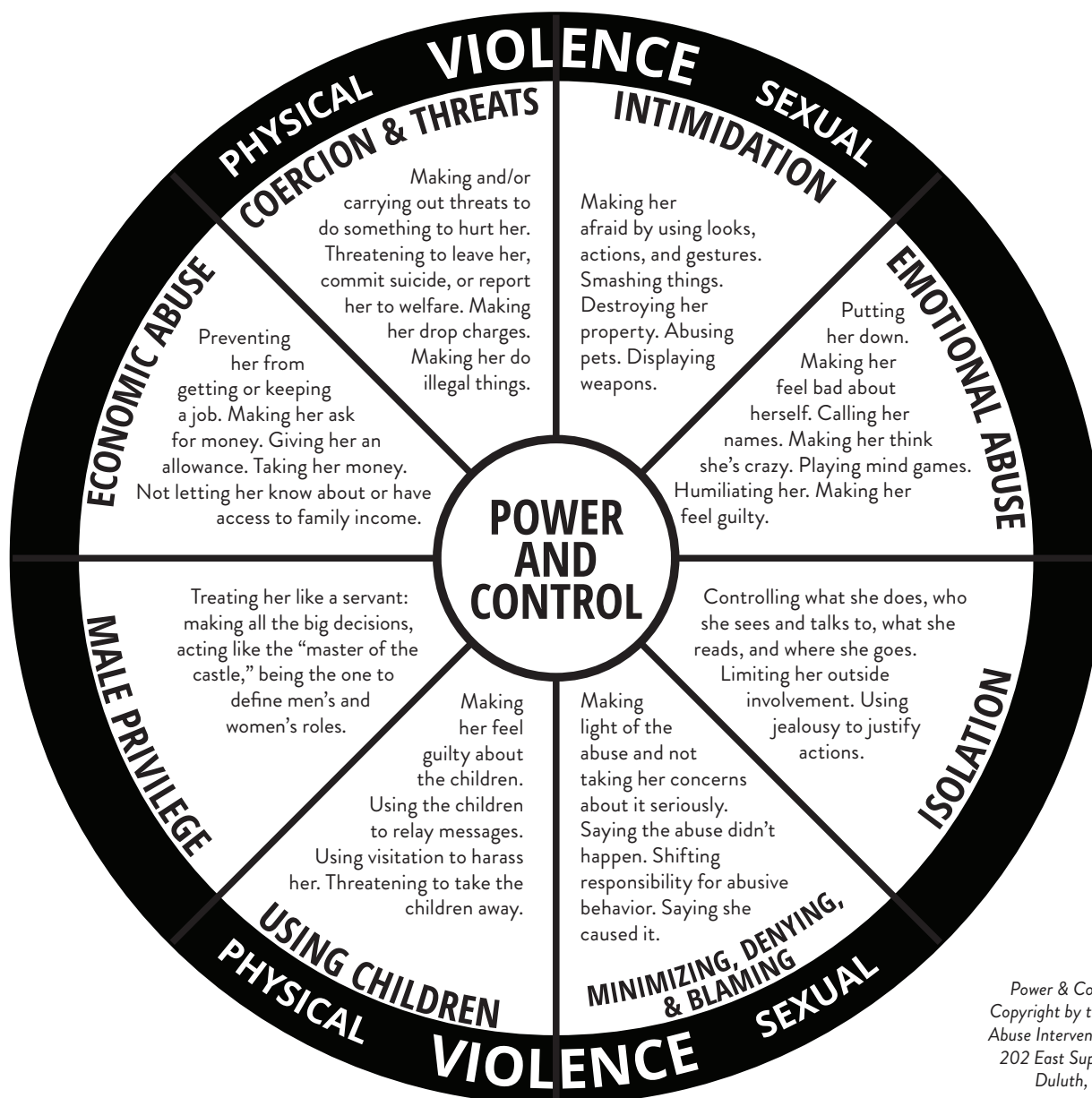
Understanding Domestic Violence

Domestic violence is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, psychological violence, and emotional abuse. The frequency and severity of domestic violence can vary dramatically; however, the one constant component of domestic violence is one partner's consistent efforts to maintain power and control over the other.

Domestic violence ranges from threats of violence to hitting to severe beating, rape, and even murder. Victims and perpetrators range in age, racial, socioeconomic status, sexual orientation, education level, occupational attainment, and geographic and religious affiliation. Abuse by men against women is by far the most common form, but domestic violence does occur in same-sex relationships, and some women do abuse men.

The Power & Control Wheel

Abusive relationships are based on the mistaken belief that one person has the right to control another. When the actions described in the spokes of this wheel don't work, the person in power moves on to actual physical and sexual violence. The relationship is based on the exercise of power to gain and maintain control. The dignity of both partners is stripped away.



*Power & Control Wheel.
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Duluth, MN, 55802*

Causes

Domestic violence is not caused by illness, genetics, gender, alcohol or other drugs, anger, stress, the victim's behavior, or relationship problems. However, such factors may play a role in the complex web of factors that result in domestic violence. Domestic violence is learned behavior; it is a choice. It is learned through observation, experience, and reinforcement (perpetrators perceive that it works). It is learned in the family, in society, and in the media.

Legal System Response

The legal system can respond to domestic violence as a violation of criminal and/or civil law. While definitions and procedures differ from one state to another, physical assault is illegal in all states. Law enforcement can press charges in criminal court with the victim as a witness. Victims may also secure a restraining/protective order and, in rare instances, may bring a civil lawsuit.

Availability and willingness of court personnel to act in domestic violence cases vary widely. Unless judges and attorneys, including prosecutors, have been educated about the dynamics of domestic violence, protective laws are inconsistently enforced. The repeated pattern of the abused spouse bringing charges and then subsequently dropping them often discourages law enforcement personnel from giving these cases their immediate attention. Thus, the victim is re-victimized.

The other setting in which the legal system and domestic violence may intersect is a court hearing regarding allegations of child abuse and/or neglect. As a CASA/GAL volunteer, you should be aware that a determination of domestic violence within the child's home will significantly influence placement decisions and what is expected of the non-abusing parent to retain/regain custody. The standard risk assessment, conducted by child welfare agencies to evaluate whether a child needs to be removed from their home, generally includes domestic violence as a factor that negatively relates to the child's safety at home. A child found to be living in a violent home is more likely to be removed. A child abuse or neglect case may also be substantiated against the battered parent for "failure to protect" the child because the victim did not leave the batterer, even if the victim lacked the resources to do so or it was not safe to do so.

Barriers to Leaving a Violent Relationship

For people who have not experienced domestic violence, it is hard to understand why the victim stays—or returns again and again to reenter the cycle of violence. The primary reason given by victims for staying with their abusers is fear of continued violence and the lack of real options to be safe with their children. This fear of violence is real; domestic violence usually escalates when victims leave their relationships. In addition to fear, the lack of shelter, protection, and support creates barriers to leaving. Other barriers include lack of employment and legal assistance, immobilization by psychological or physical trauma, cultural/religious/family values, the hope or belief in the perpetrator's promises to change, and the message from others (police, friends, family, counselors, etc.) that the violence is the victim's fault and that she could stop the abuse by simply complying with her abuser's demands. Leaving a violent relationship is often a process that takes place over time, as the victim can access resources she needs. The victim may leave temporarily many times before making a final separation.

Adapted from Domestic Violence: A National Curriculum for Children's Protective Services, Anne Ganley and Susan Schechter, Family Violence Prevention Fund.

Exploring Culture and Perceptions Activity

For each of the categories from the list below, think about your culture and life experiences and how you would describe yourself, your family of origin, or your current family situation to someone you know well.

- Race
- Family Form (single parent, married with no children, etc.)
- Ethnicity (cultural description or country of origin)
- Gender
- Geographic Identity (rural, urban; in the US: eastern, Midwestern, etc.)
- Age
- Sexual Orientation
- Religion or Spirituality
- Language
- Disabilities
- Socioeconomic Status (low-income, working-class, middle-class, wealthy)

After you have some thoughts in mind, consider the following questions:

1. Are there categories that you would be uncomfortable sharing in front of the large group?
2. What contributes to your feelings of safety when you are asked to disclose personal information?

Now imagine that you are Susan Mailer, the mother in the Lavender case, and you are describing yourself to someone who has power over your life—for instance, the caseworker, a judge, or an attorney. Answer the following questions:

3. How do you think a caseworker or others might perceive you, and what would be the implications?
4. When you describe yourself to this person, what might you leave out or try to make fit what you think might be more acceptable to them? Why?
5. If you had to do this often, what do you think would happen to these characteristics of yourself?

Stereotyping vs. Cultural Competence

Stereotypes based on appearances can impact how a volunteer approaches and builds relationships with families and children. Stereotypes are rigid and inflexible. Stereotypes hold even when a person is presented with evidence contrary to the stereotype. Stereotypes are harmful because they limit people's potential, perpetuate myths, and are gross generalizations about a particular group.

For instance, a person might believe that people who wear large, baggy clothes shoplift. Because some teenagers wear large, baggy jackets, this person may assume that teenagers shoplift. Such stereotypes can adversely affect a volunteer's interactions with children and others in the community. Even stereotypes that include "positive" elements (e.g., "they" are quite industrious) can be harmful because the stereotypes are rigid, limiting, and generalized.

Unlike stereotyping, cultural competence can be compared to making an educated hypothesis. An educated hypothesis contains what you understand about cultural norms and the social, political, and historical experiences of the children and families you work with. You might hypothesize, for example, that a Jewish family is not available for a meeting on Yom Kippur or that they would not want to eat pork. However, you recognize and allow for individual differences in the expression and experience of a culture; for instance, some Jewish people eat pork and are still closely tied to their Jewish faith or heritage. Another example might be that some African American families celebrate Kwanzaa, while others do not.

As an advocate, you need to examine your biases and recognize that they are based on your own life and do not usually reflect what is true for the stereotyped groups. Everyone has certain biases. Everyone stereotypes from time to time. Developing cultural competence is an ongoing process of recognizing and overcoming these biases by thinking flexibly and finding sources of information about those who are different from you. Being aware of differences allows you to be informed about culturally competent child advocacy.

It is important to recognize that child-rearing practices vary across cultures. For instance, the following mainstream US child-rearing practices may be viewed as harmful to children by people from other countries: isolating children in beds or rooms of their own at night, making children wait for food when they are hungry, requiring children to wear painful braces on their teeth, forcing young children to sit in a classroom all day, or allowing infants to "cry it out."

Conversely, practices that are culturally acceptable elsewhere may be misunderstood in the United States. One example is the Southeast Asian practice of "coin rubbing," a traditional curing method in which heated metal coins are pressed on a child's body. This practice is believed to reduce fevers, chills, and headaches. Because it generally leaves red streaks or bruises, it can easily be misdiagnosed as child abuse by those who don't understand the intention behind this cultural practice.

Practicing culturally competent child advocacy entails being aware and respectful of the cultural norms, values, traditions, and parenting styles of those with whom you work. Striving to be culturally competent means cultivating an open mind and new skills and meeting people where they are, rather than making them conform to your standards. Each child and each family is made up of a combination of cultural, familial, and personal traits. In working with families, you need to learn about an individual's or family's culture. When in doubt, ask the people you are working with. It might feel awkward at first, but learning how to ask questions respectfully is a vital skill to develop as you grow in cultural competence. Once people understand that you sincerely want to learn and be respectful, they are usually very generous with their help.

10 Benefits of Practicing Culturally Competent Child Advocacy

1. Ensures that case issues are viewed from the cultural perspective of the child and/or family
 - Considers cultural norms, practices, traditions, intrafamilial relationships, roles, kinship ties, and other culturally appropriate values
 - Advocates for demonstrated sensitivity to this cultural perspective on the part of caseworkers, service providers, caregivers, or others involved with the child and family

2. Ensures that the child's long-term needs are viewed from a culturally appropriate perspective
 - Takes into account the child's need to develop and maintain a positive self-image and cultural heritage
 - Takes into account the child's need to positively identify and interact with others from their cultural background
3. Prevents cultural practices from being mistaken for child maltreatment or family dysfunction
4. Assists with identifying when parents are truly not complying with a court order and when the problem is culturally inappropriate or a result of noninclusive service delivery
5. Contributes to more accurate assessment of the child's welfare, family system, available support systems, placement needs, service needs, and delivery
6. Decreases cross-cultural communication clashes and opportunities for misunderstandings
7. Allows the family to utilize culturally appropriate solutions for problem solving
8. Encourages participation of family members in seeking assistance or support
9. Recognizes, appreciates, and incorporates cultural differences in ways that promote cooperation
10. Allows all participants to be heard objectively

Adapted from a document created by CASA for Children, Inc., Portland, Oregon.

Institutional Bias Checklist for Volunteers

As a CASA/GAL volunteer, ask yourself:

- What assumptions have I made about the cultural identity, genders, and background of this family?
- What is my understanding of this family's unique culture and circumstances?
- How are my recommendations specific to this child and this family?
- Would I make the same recommendations if this were a white child or a white family versus an African American, Latino, Asian American, or Native child or family?
- What evidence has supported the conclusions I have drawn, and how have I challenged unsupported assumptions?
- Have reasonable efforts (or active efforts, in ICWA cases) been made in an individualized way to match the needs of the family?
- Have relatives been fully explored as preferred placement options as long as they can protect the child and support the permanency plan?
- Are there family members and/or other important people who have not been contacted who should be involved in this process?
- What services are being offered to allow the child to remain at home or reunify the family (as applicable)? Are these services culturally appropriate? How are these services related to the safety threat?
- Are this child and family receiving the same level and tailoring of services as other children and families?

Other things to consider:

- If applicable, has Special Immigration Juvenile Status (SIJS) been filed?
- If applicable, have individualized efforts been made to ensure the needs and safety of LGBTQ youth?
- Have all resources available to the family of the child been explored (military, federal, tribal, state/local, etc.)?
- Are there organizations in the community that might serve as resources for the child?
- What active efforts have been made to determine if the child is covered under the Indian Child Welfare Act? Has there been communication with the relevant tribe(s)? If not, has the Bureau of Indian Affairs been notified?

Adapted from material created by the National Council of Juvenile and Family Court Judges.

Culturally Competent Child Advocacy Activity

Think about a time when you felt categorized because of the way you identify yourself, and write responses to the following reflection questions. How did you feel? How would a foster child feel?

Think of concrete ways to incorporate culturally competent advocacy into the Lavender case. Referring to the section you just read on the “10 Benefits of Practicing Culturally Competent Child Advocacy,” what are 3 things a CASA/GAL volunteer could do to practice culturally competent advocacy in the Lavender case? Some examples are:

- Learning about the spiritual practices of Lavender’s family in order to address the caseworker’s potential assumptions about the smell in their house
- Educating yourself about Lavender’s family’s culture regarding adult-child relationships so that the lack of eye contact between adults and children isn’t misconstrued as a child safety issue or family dysfunction
- Informing yourself about the requirements of the Indian Child Welfare Act and how it applies to the case; verifying whether or not Lavender and her mom are enrolled in a tribe; informing the tribe about the case
- Recognizing the importance of cultural ties
- Understanding the role of extended family in Lavender’s culture
- Objectively assessing the safety of Lavender’s home situation

Tips on How to Become More Culturally Competent

- Learn about your culture and values, focusing on how they inform your attitudes, behavior, and verbal and nonverbal communication.
- Don’t think that “good” and “right” values exist in your own culture exclusively; acknowledge that the beliefs and practices of other cultures are just as valid.
- Question your cultural assumptions: Check their reality, rather than immediately acting on them.
- Accept cultures different from your own, and understand that those differences can be learned.
- Learn to contrast other cultures and values with your own.
- Learn to assess whether differences of opinion are based on style (communication, learning or conflict) or substance (issue).
- Practice the communication loop; don’t rely on your perceptions of what is being said.
- Examine the circle in which you live, work, and play (this reflects your choice of peers). Expand your circle to include people of other races, cultures, values, and beliefs.
- Learn more about the history of racism and oppression in the United States.
- Continue to read and learn about other cultures. Do your homework: Know something about another culture group prior to approaching them.
 - » Follow appropriate protocol: Know and demonstrate respectful behavior based on the values of the group.
 - » Use collaborative networks—churches, synagogues, mosques, and other spiritual groups; community organizations; or other natural support groups of that culture.
 - » Practice respect.
- Understand that any change or new learning experience can be challenging, unsettling, and tiresome; give yourself a break and allow for mistakes.
- Remember the reciprocal nature of relationships—give something back.
- See developing cultural competence as a fulfilling and resourceful way to live.
- Be courageous enough to address biased thinking when you hear it in others.

Adapted from materials developed by CASA for Children, Inc., Portland, Oregon.

Individual Action Plan for Cultural Competence

Prepare a plan to become more culturally competent. Use the following format to create the plan.

Name _____

Date _____

Specific

Write a very specific goal that clearly defines what you are going to do to improve your cultural competence skills.

Measurable

Identify how you will measure your progress. How will you know when you have achieved your goal? Will something look different? Will you receive certain types of feedback?

Attainable

Is this goal within your reach? The goal should stretch you slightly so you feel challenged, but it should be realistic and within your ability to achieve.

Realistic

Identify personal strengths or favorable factors in your environment that will support your progress.

Timely

Set a deadline by which you will accomplish this plan of action.

Benefits

What are the benefits (for you, for others) of setting and accomplishing this goal?

Signature _____

Initial Case Notes for the Amarillo Case

CPS Case File

Last Name of Case:			Amarillo		
Legal Number(s):			11-7-012345-6		
Child(ren)'s Name	DOB	Age	Ethnicity	Sex	Current Location
Maria Amarillo	May 18	16 years	Hispanic	Female	Foster Care
Joanna Amarillo	Sept 1	6 years	Hispanic	Female	Same
Graciela Amarillo	Aug 19	4 years	Hispanic	Female	Same

Current Caretaker(s)	Address	Phone
Stanley & Karen Becker	406 N Dale St	555-5874

Attorneys for:		
Mother	Jody Franken	555-9894
Father	Mary Holzer	555-1337
CPS	Jordan Myers	555-7344
Child	Jennifer Walters	555-0616

Case History

July 3 (3 years ago)

Neighbor called police as a result of "loud shouting" in the home of Jose and Myrian Amarillo. Police found 3 children on the scene (Maria, age 13; Joanna, age 3; Graciela, age 1) and removed the children from the home based upon evidence at the scene including parents too inebriated to provide a safe home for their children and mother's bruises and bleeding as a result of a fight between her and her husband. CPS was notified, and the children were placed together in emergency foster care.

July 6 (3 years ago)

Following an emergency shelter care hearing, the Amarillo children were placed in 3 separate placements. Joanna and Graciela were each placed in separate foster homes, and Maria was placed in a group home for girls. The Amarillo parents and Maria are all undocumented citizens. The youngest siblings were born in the United States and have full citizenship.

September 17 (3 years ago)

Following a dispositional hearing, parents were ordered to receive drug/alcohol screening, attend a substance abuse treatment program, and provide random urinalysis. Mr. Amarillo was ordered to attend a domestic violence program. Mrs. Amarillo was ordered to attend a domestic violence survivors' program. Joanna was placed in the same foster home placement as Graciela. Maria remained in group home placement.

November 20 (3 years ago)

Group home of Maria Amarillo reported Maria ran away on 11/9. Maria has not been in contact with group home or social worker. Parents have reported that they received several calls from Maria but would not disclose her location.

November 27 (3 years ago)

Maria returned to the group home but was expelled for violating group home policies. Maria was placed in a short-term foster home.

January 8 (2 years ago)

Following a review hearing, it was ruled that parents have made no progress toward completing court-ordered services. Children will remain in out-of-home placement. A maternal aunt in El Salvador has come forward as a potential placement for the two younger siblings. Maria has been moved from a short-term foster home to a long-term placement.

March 6 (2 years ago)

Maria called social worker to complain of verbal and physical abuse by foster family. Social worker visited foster home the same evening and interviewed the foster parents and children in the home. Maria was unavailable to talk (drama practice at school). Social worker found no evidence of physical abuse.

March 13 (2 years ago)

Foster family of Maria Amarillo reported that she did not return home after school.

March 17 (2 years ago)

County General Hospital called CPS to report Maria Amarillo had been admitted after a 911 call from the home of a friend. Maria was admitted following a severe asthma attack. Social worker visited hospital and found that Maria had been staying with maternal relatives, Pedro and Anna Valdez. Maria has inquired as to the feasibility of placement with the Valdez family.

March 29 (2 years ago)

Foster family of Maria Amarillo has asked for her to be removed from their home after a second episode of running away.

April 4 (2 years ago)

Foster family of Joanna and Graciela Amarillo have asked for a new foster placement because they are expecting a baby of their own.

May 3 (2 years ago)

Following a review hearing, Joanna and Graciela Amarillo have been placed in a new foster setting. Foster family has

acknowledged a willingness to serve as a placement for Maria Amarillo. Maria Amarillo has been transitioned from her previous foster placement into a transitional housing center for teenage girls. Parents were ruled to be out of compliance with court-ordered services. The department has filed a petition to terminate parental rights.

July 17 (2 years ago)

The department visited with kinship relatives, the Valdez family, and reported that this would not be an appropriate placement due to their immigration status (undocumented), the number of people residing in their home, and their reported level of income. Since that time the department has continued to allow the girls extended visitation, including overnights, at the Valdez home.

August 9 (2 years ago)

Parental rights were terminated.

September 26 (2 years ago)

Maria Amarillo was placed in the same foster home as her younger siblings.

Today

CASA volunteer assigned to this case.

Current CASA/ GAL Volunteer:	You and your team	Date assigned:	Today
Initial CPS Caseworker:	Gerri Grady	Date assigned:	7/3 (3 years ago)
Previous CPS Caseworker:	Danielle Mancuso	Date assigned:	9/19 (3 years ago)
Current CPS Caseworker:	Alberta Gillis	Date assigned:	Last month

Court-Ordered Services

For the Child (Maria):

Medical health needs reviewed per physician's orders due to issues with asthma

.Educational needs to be met as appropriate.

For the Child (Joanna):

Educational needs to be met as appropriate.

For the Child (Graciela):

Age-appropriate childcare to ensure educational needs are met.

For the Father:

Psychological evaluation and counseling (if recommended).

For the Mother:

Psychological evaluation and treatment/counseling (if recommended).

End of Pre-Work

Domestic Violence and CASA/GAL Volunteer Work

As a CASA/GAL volunteer, it is important for you to be aware of the possibility that domestic violence exists in the families you encounter. If you suspect domestic violence may be occurring, make sure the victim has several opportunities to talk with you alone in case there is something they do not feel safe sharing in the presence of their partner. The partner who has been victimized often feels unsafe talking about the abuse for many reasons, including fear of further violence. If the victimized partner does choose to speak with you about their situation, it is important to listen with compassion and remain nonjudgmental. Keep in mind that they are likely struggling with many barriers that may not be visible to you. Encourage them to connect with people who can offer help and support.

Advocates at the National Domestic Violence Hotline (www.thehotline.org) can be reached anytime via phone, text or online chat to offer resources, safety planning and support. This can be especially helpful for victims of domestic violence living in rural parts of Texas, where domestic violence services may be far away.

Domestic violence is about control and domination. When a victimized partner leaves the family home (or the abuser is forced to leave), the abuser feels a loss of control formerly exerted. This makes the abuser even more likely to be violent and coercive. This increased level of danger makes many victims reluctant to leave, even when the consequence of staying may be the placement of children in foster care.

Impact on Children

Lenore Walker, author of *The Battered Woman*, describes the world of children who grow up in violent homes:

“Children who live in battering relationships experience the most insidious form of child abuse. Whether or not they are physically abused by either parent is less important than the psychological scars they bear from watching their fathers beat their mothers. They learn to become part of a dishonest conspiracy of silence. They learn to lie to prevent inappropriate behavior, and they learn to suspend fulfillment of their needs rather than risk another confrontation. They expend a lot of energy avoiding problems. They live in a world of make-believe.”

In “Children: The Forgotten Victims of Domestic Violence,” *ABA Child Law Practice Journal*, July 1997, J. Chiancone writes:

“Children in families where there is domestic violence are at great risk of becoming victims of abuse themselves. In some cases, children may try to intervene and protect their mothers, getting caught in the middle of the violence. In most cases, however, children are also targets of the violence. Batterers sometimes deliberately arrange for children to witness the violence. The effect on children’s development can be just as severe for those who witness abuse as for those who are abused. Witnessing violence at home is even more harmful than witnessing a fight or shooting in a violent neighborhood. It has the most negative impact when the victim or perpetrator is the child’s parent or caregiver.”

What Can a CASA/GAL Volunteer Do?

Be both knowledgeable and concerned about domestic violence. Children from violent homes are at a higher risk for abuse than other children. According to “A Nation’s Shame,” a report compiled by the U.S. Advisory Board on Child Abuse and Neglect, “Domestic violence is the single, major precursor to child abuse and neglect fatalities in the US.”

Take into account the history and severity of family violence when making any recommendation for placement of a child. Many professionals in the field of domestic violence believe that you cannot protect the child unless you also protect the primary nurturer/victim (usually the mother). As part of that perspective, they advocate for placement of the child with the mother regardless of other factors, saying to do otherwise further victimizes the mother at the hands of the system.

Determine the best interest of the child. It may be that, with proper safeguards in place, the victim can make a safe home for the child while the threat from the abusive partner is reduced by absence, treatment and/or legal penalties. It is also

possible that the victim has shortcomings that prevent her from caring for her family at even a minimally sufficient level. You should assess the situation with a clear understanding of domestic violence dynamics, but in the end, you must make a recommendation based solely on the best interest of the child.

Seek resources for children from violent homes. Children need:

- Positive role models and supportive environments that will help them develop social skills and address feelings about the violence in a constructive manner.
- Help learning alternative, nonviolent ways to resolve conflict (through specialized counseling programs, trauma-informed therapy, domestic violence victim support groups, age-appropriate education about healthy relationship dynamics, youth mediation training, and relationships with supportive mentors).

If you are concerned that a youth you are advocating for may be experiencing dating abuse, talk with your supervisor for guidance on how to respond to the situation. For more information about dating abuse, visit www.loveisrespect.org.

Recommend help for parents specific to concerns around domestic violence.

- Work to ensure that domestic violence survivors are treated fairly by the legal system and not further blamed in child abuse/neglect proceedings.
- Advocate for appropriate, supportive services for parents who are survivors of domestic violence. Become familiar with the specific resources and services offered by your local domestic violence programs, which could include:
 - » Individual therapy with a focus on healing from experiences of domestic violence;
 - » Safety planning to ensure that the survivor has support in remaining safe, coping with emotions, taking legal action (such as applying for a protective order) and more;
 - » Protective parenting classes focused on empowering survivors to become more effective parents as well as learning to help children cope with the trauma of witnessing domestic violence;
 - » Domestic violence support groups to help build connections for survivors and break down the isolation that abusive relationships often create;
 - » Emergency shelter, transitional housing, court advocates and other services that increase the safety of survivors and children and support the autonomy of the adult victim.
- Advocate for evidence-based treatment programs for perpetrators of domestic violence. In order to begin to change, abusive partners need to be deeply committed to changing and engaged in appropriate intervention services. This could include:
 - » Batterers Intervention and Prevention Programs, commonly called BIPPs, which are different than other counseling and intervention programs in that they center around full accountability, victim safety, and education about power and control within a relationship;
 - » Where BIPPs are not available, consider advocating for the abuser to engage in therapy with a therapist who specializes in domestic violence and may be able to integrate BIPP curricula into the treatment plan;
 - » Protective parenting classes or nurturing parenting classes focused on how to parent in a non-coercive, healthy manner.
- Ensure that anger management programs are not utilized as an intervention for perpetrators of domestic violence. Research shows that anger management techniques do not work to address the dynamics of power and control that motivate domestic violence, and can actually be counterproductive to changing abusive behavior.
- If couples counseling is appropriate, ensure that couples counseling is not initiated unless and until it is recommended by the abusive partner's therapist or BIPP provider as well as the survivor's therapist. Engaging in couples counseling can be unsafe for survivors if the dynamics of power and control have not been appropriately addressed.
- Be sensitive to what information you share with the other parties on the case to ensure that the safety of the survivor is not compromised. Talk with your supervisor if you're unsure what might be sensitive information.
- Be alert to any signs that domestic violence has recurred or even that contact between the abuser and the victim is ongoing, if that might compromise the child's safety. The foremost issue is the safety of the child.

For more information and resources regarding domestic violence, visit www.thehotline.org or call the National Domestic Violence Hotline at 1.800.799.7233; 1.800.787.3224 (TDD).

Signs of Childhood Domestic Violence (CDV)

	Infant	Preschool-Aged	School-Aged	Adolescent
Behavior	• Being Fussy • Decreased Responsiveness • Trouble Sleeping • Trouble Eating	• Aggression • Behavior Problems • Yelling • Irritability • Trouble Sleeping • Frequent bedwetting • Repetitive play expressing disturbing themes	• Aggression • Acting out or frequent outbursts • Disobedience • Bullying others • Frequent bedwetting • Repetitive play expressing disturbing themes	• Dating violence • Bullying others • Drug or alcohol use • Criminal behavior • Running away • Attempting suicide • Inflicting self-harm • Frequent tardiness or absence from school, activities, or work • Early sexual activity
Social		• Trouble interacting with or getting along with peers • Isolating themselves from others • Startling easily and frequently	• Fewer and poor quality peer relations	• Few quality relationships • Dating violence (victim or perpetrator) • Teen pregnancy
Emotional/ Psychological	• Attachment needs not met	• Emotionally withdrawn or detached • Fear and anxiety, sadness, worry • PTSD • Feeling unsafe • Separation anxiety • Trouble eating	• Emotionally withdrawn or detached • Frequent physical complaints • Fear and anxiety, depression • Separation anxiety • Low self-esteem, shame • PTSD • Emotional responses not matching situation • Trouble eating • Frequent health complaints	• Emotionally withdrawn or detached • Substance abuse • Frequent thoughts of suicide • PTSD • Feeling rage, shame • Unresponsiveness • Frequent health complaints
Cognitive	• Inability to understand	• Self-blame • Difficulty trusting others • Bad dreams • Efforts to avoid thoughts, feelings, or conversations associated with the issue • Difficulty concentrating • Lower verbal skills	• Self-blame • Distracted, inattentive • Lack of interest in hobbies or activities • Academic problems • Pro-violent attitude • Difficulty trusting others • Bad dreams • Illusions, hallucinations, and flashbacks • Efforts to avoid thoughts, feelings, or conversations associated with the issue • Difficulty concentrating • Lower verbal skills and reading levels	• Short attention span, difficulty concentrating • Lower verbal skills • Lack of interest in hobbies or activities • Pro-violent attitude • Defensiveness • Difficulty trusting others

Privilege Checklist

Read each statement and place a check next to the privileges that you believe apply to you or that you have encountered.

- _____ I can arrange to be in the company of people of my race most of the time whether I am in my community or not.
- _____ I can go shopping in a variety of stores, both within and outside of my community, pretty well assured that I will not be followed or harassed.
- _____ I can turn on the television or open the front page of the paper and see people of my race widely represented in a positive manner.
- _____ When I'm told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
- _____ I can be sure that in almost any school, my children will be given curricular materials that testify to the existence of their race, show positive contributions made by members of their race and explore traditions and customs familiar to their race.
- _____ In almost any community, I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the food I grew up with, into a hairdresser's shop and find someone who can deal with my hair.
- _____ Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of my financial responsibility.
- _____ I am not made acutely aware that my shape, appearance, manner of dress or speech will be taken as a reflection on my race.
- _____ I can talk about racism without being seen as self-interested or self-seeking.
- _____ I can be offered a job or get accepted to a university with an affirmative action policy without having my co-workers or peers assume it was because of my race.
- _____ I can be late to a meeting without having the lateness reflect on my race or be seen as a sign of the "work ethic" of people of my racial group.
- _____ In almost any community, I can choose public accommodation without fearing that people of my race cannot get in, will be mistreated or given sub par service.
- _____ I am never asked to speak for all of the people of my racial group.
- _____ Whether I'm in my community or not, I can be pretty sure that if I ask to talk with the "person in charge" I will be facing a person of my race.
- _____ If a cop pulls me over or I'm searched at the airport, I can be sure I haven't been singled out because of my race.
- _____ I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race without having to go outside of my community, go to a "specialty" store or order it online.
- _____ I can easily choose blemish cover, hosiery or bandages in "flesh" color and have them more or less match my skin.
- _____ I can do well in a challenging situation without being called, or having people think of me, as a "credit" to my race.
- _____ I can walk into most restaurants, in a variety of communities, and know I will not be the only member of my race.
- _____ I can enroll in a class at almost any college and be sure that the majority of my professors will be of my race.

(Adapted from article, McIntosh, 7 989). Peggy McIntosh, Associate Director of the Wellesley College Center for Research on Women, describes white privilege as "an invisible package of unearned assets, which I can count on cashing in each day, but about which I was 'meant' to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, code books, visas, clothes, tools, and blank checks."