Jade Speaks Up: a resource for people working with children affected by violence
In New Zealand in 2016, there were 118,910 police call outs to incidents of family violence. One in three women are likely to experience an incident of intimate partner abuse over their lifetime!

In the majority of call-outs, children were present, witnessing the violence.
What is family violence?

**Physical Violence**
- Using coercion and threats: Making and/or carrying out threats to do something to hurt her, threatening to leave her, to commit suicide, to report her to welfare, making her drop charges, making her do illegal things.
- Using economic abuse: Preventing her from getting or keeping a job, making her ask for money, giving her an allowance, taking her money, not letting her know about or have access to family income.
- Using male privilege: Treating her like a servant, making all the big decisions, acting like the "master of the castle," being the one to define men's and women's roles.
- Using children: Making her feel guilty about the children, using the children to relay messages, using visitation to harass her, threatening to take the children away.
- Using intimidation: Making her afraid by using looks, actions, gestures, smashing things, destroying her property, abusing pets, displaying weapons.
- Using emotional abuse: Putting her down, making her feel bad about herself, calling her names, making her think she's crazy, playing mind games, humiliating her, making her feel guilty.
- Using isolation: Controlling what she does, who she sees and talks to, what she reads, where she goes, limiting her outside involvement, using jealousy to justify actions.
- Minimizing, denying, and blaming: Making light of the abuse and not taking her concerns about it seriously, saying the abuse didn't happen, shifting responsibility for abusive behavior, saying she caused it.
The toxic impact of witnessing family violence is significant on a child, affecting them emotionally, intellectually, socially even if not physically.

The resulting trauma has echoes in mental health, depression, suicide, ongoing family violence, parenting issues and crime.

It also creates negative role models of gender relationships and conflict resolution which can carry into the future partnerships for children.

Children want to live lives safe from violence.
It’s Not OK campaign aims

- **What needs to shift?**
  - Family violence is seen as normal
  - People can’t change
  - It’s a private issue
  - Male entitlement and domination
  - Acceptance of physical punishment
  - Using violence to solve conflict
  - It only happens to others

- **Intermediate level outcomes that can be measured**
  - People understand more about family violence
  - Talk more about it
  - Refuse to tolerate violence
  - Know that change is possible
  - Ask for help early
  - Be willing and confident to offer help
  - Make respect, equality and safety the norm
  - See that everyone can do something to create safe families and communities
What do children need to keep themselves safe?

Children need safe, stable, nurturing relationships and environments*
They need adults they can trust.
They need a community around them in which they share a sense of belonging.
They need to know how (and who) to ask for help when needed.
They need to know they have a right to be safe.

*Essentials for Childhood, National Centre for Injury Prevention and Control USA, 2014
What are healthy relationships?

- **Negotiation and Fairness**: Seeking mutually satisfying resolutions to conflict, accepting change, and being willing to compromise.
- **Non-Threatening Behavior**: Talking and acting so that one feels safe and comfortable expressing herself and doing things.
- **Economic Partnership**: Making money decisions together, ensuring both partners benefit from financial arrangements.
- **Respect**: Listening to her non-judgmentally, being emotionally affirming and understanding, and valuing opinions.
- **Shared Responsibility**: Mutually agreeing on a fair distribution of work and making family decisions together.
- **Trust and Support**: Supporting her goals in life, respecting her right to her own feelings, friends, activities, and opinions.
- **Responsible Parenting**: Sharing parental responsibilities, being a positive non-violent role model for the children.
- **Honesty and Accountability**: Accepting responsibility for self, acknowledging past use of violence, admitting being wrong, and communicating openly and truthfully.

**Equality**

**Nonviolence**
Six things children need to grow up to be happy, capable adults

1. love and warmth
2. talking and listening
3. guidance and understanding
4. limits and boundaries
5. consistency and consequences
6. a structured, secure world
A local resource was needed to allow children to develop safety strategies for responding to family violence and other frightening situations should they occur.

We wanted to create something that would not traumatise children, yet be real enough to address the issue for children who have been exposed to it.

We wanted to give all children an opportunity to see what they could do to help end violence which might occur in their lives and keep themselves safe.
Manuals: what is covered?

To safely support children to address family violence as part of a wider field of respectful relationships.

Three manuals are part of the resource: for teachers of 8-12 year olds, therapists and social workers, and parent educators.

The schools programme covers material to help children feel safe by addressing communication skills, emotional literacy, safety planning, making choices and self esteem.

It links directly to the health and physical education curriculum but is also useful in other curriculum areas.
Feedback from users

- JSU a great resource to address family violence
- highlights a child’s view of family violence to adults
- increased empathic understanding of those involved
- embed safety messages in a unique ‘kiwi’ style DVD
- helping teachers and other professionals to identify children impacted
- user friendly for adults who had been abused themselves
- use of the manual and resource effective in opening discussions
- two Year 7 students from made this rap [Waikowhai rap, Tayla and Evie.MP4]
Conducting a pilot study

- Accident Compensation Commission funding a pilot programme in 7 schools in Auckland and one in the Bay of Plenty - 1300 children

- The pilot has experimental and control groups, online pre- post- and follow-up tests (6 months later) assessing, learning, behavioural change, wellbeing and subjective value of the programme

- Teachers were trained and supervised in handling this material and knowing how to respond to disclosures should they occur.
Wellbeing Measures
Child Outcome Rating Scale (CORS)
Depression Scale for Children (CES-DC)*

* 20-item Center for Epidemiologic Studies’ Depression Scale for Children (CES-DC; Weissman, Orvaschel, & Padian, 1980)
Some survey results

- About 40% of children meet the criterion for mental health concern (CORS) and the criterion for depression risk (CES-DC)
- Teacher assessment of vulnerability and level of parent support correlates with the percent of children at risk on the CES-DC
- Pacific 50%, Māori 26%, Pākehā 21%, Asian 19%, other 2%
Some survey results – student vulnerability

Teachers assessment of student vulnerability factors
Data from 8 schools and 44 teachers

- are not able to talk about their feelings?
- don't know how to keep themselves safe?
- are not supportive of children who are struggling to keep up?
- are not able able to ask for help?
- have a low level of literacy for their age?
- do not have supportive parents/caregivers?
- are regularly disruptive in class?
- are often bullied?
- are often sick?
- have indicated non-school issues of concern?
- have frequent anger issues?
- vulnerability factor average

% judged vulnerable

0 20 40 60
Some survey results - teacher rating of change

Teacher's rating of the level of change 0=no change, 1=a bit better, 2= a lot better

- having a low level of literacy for their age?
- being often sick?
- having supportive parents/caregivers?
- having frequent anger issues?
- being regularly disruptive in class?
- having indicated non-school issues of concern?
- being often bullied?
- being supportive of children who are struggling to keep up?
- being able to ask for help?
- being able to talk about their feelings?
- knowing how to keep themselves safe?
Some survey results - the children’s response

Children's Rating of the value of JSU
605 children in 8 schools

not at all: 7% How interesting? 10% How much fun? 4% How useful?
not sure: 11% How interesting? 1% How much fun? 10% How useful?
a little bit: 20% How interesting? 23% How much fun? 18% How useful?
some: 34% How interesting? 32% How much fun? 29% How useful?
a lot: 28% How interesting? 25% How much fun? 40% How useful?
Some survey results - the children’s response

Would you recommend JSU to other children?

- No: 7%
- Maybe: 40%
- Yes: 54%
Some survey results – the worst and the best

18% of “not so good” comments were about:
“Swearing. Bad language in JSU video. When the parents were fighting and the kids were scared. That jades mum got hurt Seeing the violence... How the video showed a bad finger, that is not a good example!!! Not appropriate pictures. WHEN THE DAD SAD A BAD WORD IN THE VIDEO..

13% of the “what was good” comments were about the videos:
“they had sang a song to tell us what to do in a bad situation. your video was cool. the inspirational video and the lessons. I like the videos that help us control ourselves better. The video was funny. the video was weird. The video at times was historial. The short film it was amazing. WHEN THE GIRL WENT UNDER THE TABLE.

Feedback video 2
With our high proportion of children at risk... are we providing adequate pastoral care for our students from Primary school onwards?

Are we training our teachers adequately to know how to respond to disclosures? Most said prior to JSU they had little training or support.

How do we re-establish robust health education as a priority for our students?

What ways can we further engage parents in learning alternatives to physical punishment?

What ways can SWiS use the resource to support both students and teachers in responding to our crisis of youth well being?
Promoting violence free communities by creating projects, events and tools that support people to enjoy active participation in their community.

Website: www.violencefreecommunities.org

www.violencefreecommunities.org/jade-speaks-up/

To order a copy: (DVD and Manuals) admin@violencefreecommunities.org

Facebook: Jade Speaks Up

Email: jadespeaksup@violencefreecommunities.org