



UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

**The Use of Translation Techniques in an Educational
Text**

**TRABAJO MONOGRÁFICO
En la modalidad de traducción de un texto**

**Para obtener el grado de
LICENCIADO EN LENGUA INGLESA**

**Presenta
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Chetumal, Quintana Roo, México, mayo de 2009.

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LICENCIADO EN LENGUA INGLESA

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INTRODUCTION

This monographic study proposed here focuses on the creation of an English-Spanish translation of two chapters of the Young Women Christian Association (YWCA) book. This information talks about domestic violence and its effect in children, by which means Spanish-Speaking people will be able to access the information. This information will be contained in the two chapters that the writer will use for the monograph study. In order to facilitate the translation analysis the translator will follow some simple but important steps to define the type of work she is going to do.

The writer needs to define the elements that give form to the text to complete the translation project. Some of these elements include defining what type of text the translator is going to use. In this case, the document chosen is a semi-scientific text; therefore there will not be a need to research in specialized books and technical terminology dictionaries as much as if it were for a scientific text translation. The second element is to define what type of audience the work will be targeted. The objective is to adapt the translation to fit the class background. This will be done with the complete knowledge and understanding of the region language, jargon, regional phrases, etc. that the target audience uses to communicate.

Finally, in order to translate this text, the researcher will use different types of books like Spanish-English dictionaries, synonym-antonym dictionaries, bibliography related to translation techniques, web sites related to the topic and other reference materials available as well as some books that specifically explain the different types of strategies and techniques to translate and analyze this project specifically. With the use of these materials, the present researcher will have a good translation of the text to accomplish the goal of an easy to read translation which will be available to people who are interested in the topic. It will also include the analysis of the strategies and techniques used to translate the document.

JUSTIFICATION OF THE TOPIC

Chetumal is a place where certain portions of the community are becoming the target of various social problems, which are harming the tenants of family's structure. One of these social problems is Domestic Violence. This topic is relevant to the community therefore; it will be helpful to use it as a source text.

One more reason the researcher chose this text is that the most common victims of domestic violence are women. However, there are instances in current research where men can be victims of domestic violence. Regardless of gender, these victims normally have the support of people who want to help them to get out of their situations. However, no one seems to notice that the quiet victims of Domestic Violence are often children.

There is substantial research available for developed nations in regards to helping children victimized by domestic violence; however, in third-world countries like Mexico, there is very limited information available to help children victimized by Domestic Violence. Therefore, this is one of the reasons why the present writer believes this is a piece of valuable information worth to use in this project.

This semi-scientific text contains information that has a medium level of difficulty for the researcher. This text does not contain difficult technical words and terminology therefore the present writer will be able to make an accurate analysis according to her competency level.

The people working as translators or interpreters will also find helpful to have an available source to consult when working on this topic.

OBJECTIVES

The original contributions of the proposed monographic work will serve to advance knowledge for the following reasons. First, this translation analysis will contain a semi-scientific domestic violence text. This will help as an educational source to consult when working with this topic and its consequences in children.

Since there is little information about this topic in Chetumal, there is a good chance that professionals dedicated to provide help services, may become more interested in researching about it. However, it is known that much of the materials available are in English Language. For this reason, there will be a need for professional translators to help in the translation of new materials for those who are interested in this topic.

The result of this research will be useful for Spanish-speaking professionals who are interested in learning about helping children in Domestic Violence situation. People looking for resources to use in campaigns against domestic violence where the Domestic Violence YWCA text explains its effects in children. Spanish-English and English-Spanish professional translators or interpreters who work on this specific topic and Students of translation who need to compare the information related with this topic, in both English and Spanish languages.

Some hypothesis of the proposed thesis and limitations of this project's scope are that it is known that an accurate analysis of a translation should follow some procedures and rules developed by specialists who teach about these strategies and translation techniques. From the point of view of the present researcher, these are part of the resources to use as well as the need to develop a good work of investigation to become familiar with the jargon, idioms and different vocabulary needed to undertake a good translation work in the Spanish language. For this reason, it will be the main purpose of this monographic project to show the different procedures of translation and their application in texts related with this semi-scientific work of translation.

This will include the reading and researching of books related with the different translation techniques. Reading and researching specialized books will allow the translator to use correct strategies and what needs to be left out according to whether they are appropriate or not to develop a good translation. The research conducted will focus on the analysis of strategies of translation that can be used in this project in order to develop a good final work. The proposed project will NOT cover such aspects as how to solve the domestic violence and its effect in children from Chetumal society.

THEORETICAL FRAMEWORK

The world we live today is full of different cultures and languages all over the globe. The recognition of the fact that languages play an important role in people's development is essential. This is why humans have always been fascinated and even intimidated by the great variety of languages and dialects in the world. It is a fact that before there was writing there was speaking as a need of communication. This is one reason people are in need of translators and translations that have become part of life in our real world today, in other words, translation exists because there is and will always be many different languages.

In this project, the writer will make the analysis of a source text related with the topic of domestic violence. However, this will not focus in the problem of domestic violence itself but in the analysis of the translation as a source text. In other words, domestic violence will only be the initial resource topic that will lead to the final product, which focuses in the development and analysis of techniques and strategies to translate a text.

As mentioned by Marina Orellana (1990:17), "Traducción es la fiel transferencia de ideas de un idioma (original source o source language) a otro al cual se traduce (o target language) en un estilo correcto, preciso y apropiado. Y, en lo posible, conciso". Based on his definition the present researcher came up with the conclusion that translation is to express the message given in the source language in a way that the content and essence of the message are not lost when delivered into the target language. Since translation will carry a message from one language to another, the result of the message must be done carefully and with great accuracy, otherwise it could bring consequences of big proportions if wrongfully translated.

How does a person translate something without the right tools to do it? A translator who does not have the right tools and resources to do this is not going to be able to communicate the ideas truthfully. First, a translator needs to know

both the source and the target language. Otherwise, he will have some trouble trying to communicate the message.

Something to consider is that the translator should be able to identify the source of his work, which means he should be able to translate on more than one area of knowledge. For instance, to identify and decide whether he is going to work with a literary or a technical translation. In the case of this project, the present researcher has identified that her text is categorized as a popular semi-scientific informational text.

Once the translator has identified what type of text he will work on, then it is time to identify the source of his translation and after that, he can go on to the next step, which is to identify who is going to read his work. He needs to take into consideration some characteristics of his group like the social level, knowledge of the topic, slang and idioms to be used, regionalisms and nationality of the target language group.

“...There are mayor differences between the Spanish of Mexico, Central America, northern South America, and Southern South America, not to mention such places as Puerto Rico, and, of course, the motherland, Spain; ...there is no way of translating a given text in a way that fully satisfies all of these people”.
(Morry Sofer 1999:54)

The writer agrees with the opinion of the author cited above. The translator is responsible for communicating the content of the original text to his specific group; therefore, he should be very careful to understand the differences between the regionalisms used in South Mexico since the target readers will be the Mexicans from this area. Spanish language regionalisms spoken in Mexico vary sometimes from the different regions like the North and South and it even varies among the small regions of different Mexican states.

For instance, the word “toloc” is very common to use when speaking about a lizard in the village of Felipe Carrillo Puerto, while the people in the city of Chetumal tend to use more the word “iguano” to refer to this animal¹.

Making this point helps the translator to think that some words may be used and understood but it is better to use the words that most people of the target group will understand and will be familiar with to end up with a more general translation.

There is another reason the translator needs to be very careful with the words he uses. If he does not know the right terms, he may use terminology that could be offensive in the target language if he is not careful. For instance, it is known that in Mexico, people may call a short person “chaparrito”. However, in Costa Rica, they use the word “bajitico” and in the country of Colombia, a short person may be called “pequeñito”, “cortico” or even “pigmeo”. Notice that the word pigmeo is too offensive to use to refer to a short person in the Mexican nation¹; in this case, the translator may want to make sure that the terminology he uses is adequate for the target language he is going to translate.

Therefore, this translation work will focus on the use of regionalisms spoken in the Southern state of Quintana Roo in Mexico.

“There is no single effective approach to translation. Not one set of rules applies equally to everyone, but there are certain methods and means of translation which can help almost any translator achieve greater accuracy and output”. (Morry Sofer 1999:71)

¹ According to a small interview with a few persons from the small village in Felipe Carrillo Puerto. Their names are Sol Arana Bautista, Teresa de Jesus de Bautista, Carlos Ignacio Catzin, and Jose Dominguez.

¹ Personal interview with the Colombian Jesus Meza and Costa Ricans Laverne and Janette Otarola.

METHODOLOGY

Translators should use different strategies or translation techniques to allow a more natural and accurate translation in the target language, which in this case is Spanish language. At this point, one mayor challenge for the translator is to communicate the content of this text in the best natural way so the Mexican readers can understand it. At the same time, the translator needs to research, study and use different strategies or translation techniques to become familiar with their use, which will facilitate his task.

In the theory of translation, there are different techniques and theorists such as: Garcia Yebra, Mona Baker, Vazquez Ayora, Viney and Dalbernet, among others. All these specialists deal with very useful translation procedures that will allow writing an accurate translation work. However, after studying the different points of view of every theorist the researcher came up with the conclusion that the work of the Canadian linguists Jean-Paul Vinay and Jean Darbelnet in their book *Stylistique compare du Francais et de l'anglais* was the most understandable information.

It was noticed that other authors make reference and suggestions of their work in their own writings. In their studies, Vinay and Dalbernet define a series of technical procedures of translation. According to them, "At first the different methods or procedures seem to be countless, but they can be condensed to just seven, each one corresponding to a higher degree of complexity. In practice, they may be used either on their own or combined with one or more of the others". (Venutti: 1999)

Vinay and Dalbernet explain that the translators could choose two methods of translation. They call them direct translation category and oblique translation category. The following three methods to explain belong to the direct or literal translation method:

Borrowing

This method is when the translator inserts a word or expression from the original text into the target language. The word normally is in the same way it is written in the original text. Vinay and Dalbarnet say that “Borrowing allows the translator to use different terms or words that most of the times have become part of the target language besides the fact that this kind of words are no longer foreigners in the target language” (Venutti 1999:85).

One more reason to use borrowing is that it becomes hard to translate a word that does not have an equivalent in the target language and can cause misunderstanding if it is not translated correctly. Examples of borrowing are the word sandwich, burrito, enchilada, pizza, salsa, siesta, cappuccino, taco, spaghetti, pronto, bronco, karaoke, mocha, tour, bravo, buffet, armadillo, ramen, among others.

Calque

According to these two linguists “A calque is a special kind of borrowing whereby a language borrows an expression from another, but it translates literally each of its elements” (Venutti 1999:85).

They say that calque is a translation procedure that is similar to borrowing, except that when using calque the word is translated following the same structure. Doing this will allow the creation of a new word that more than likely will become part of the target language.

Examples of calque are:

Credit card = tarjeta de crédito.

Honeymoon= luna de miel

Happy hour=hora feliz

High resolution = alta resolución

Marriage of convenience = matrimonio por conveniencia

Literal Translation

“Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translator’s task is limited to observing the adherence to the linguistic servitudes of the TL”. (Venutti 1999:86)

Vinay and Dalbarnet say that when the translator uses this method of translation, he should make sure that the word by word translation makes sense in the target language, which is commonly used when he translates between two languages of the same family like the French and Italian languages which share cultural and linguistic similitude.

An important characteristic of literal translation is that when translating into the target language the word order should be kept in the same way it was in the source language without changing the meaning of what it is trying to say, making sure again that it is structurally possible to translate this way without any possible mistakes. This method will work sometimes and sometimes it will not be depending on the sentence’s structure. Venutti (1999:86)

Some examples of literal translation are as follow:

The boy is not happy and his mom is crying = el niño no está feliz, y su mamá está llorando

Listen! The leaders in the congress are upset and confused. We need to do something = ¡Escuchen! Los líderes del congreso están enojados y confundidos. Necesitamos hacer algo.

The following list will describe Vinay and Dalbarnet's oblique methods of translation

Transposition

According to Vinay and Dalbarnet the method called transposition involves replacing one word class with another without changing the meaning of the message. (Venuti 1999:88)

The transposition method is when a grammatical category changes for another, trying not to affect the meaning of the original message.

Examples of this method are:

Help wanted = Se solicita empleado

How dare you? = ¿Como te atreves?

He was challenged by a close friend = Lo retó uno de sus allegados

She made hand made tortillas = Hizo unas tortillas a mano

Modulation

“Modulation is a variation of the form of the message, obtained by a change in the point of view”. (Venuti 1999:89). In other words, this procedure is to change the semantics and point of view of the source language. The translation should be done under a different point of view depending on the competency of the translator and his good judgment of both languages without delivering a wrong message into the target language. This method is also useful when the literal translation does not accomplish and meet the needs of the original message and the translation needs to be adapted to produce a more understanding sentence according to the target language.

For instance,

My brain is dead

Literal translation: Mi cerebro está muerto

Modulated translation: No tengo cabeza para esto ahorita

Save even more with your MVP card

Literal translation: Ahorre incluso mas con su tarjeta MVP

Modulated translation: Ahorre muchísimo más cuando use su tarjeta MVP

Sales person needed for new and used car lot

Literal translation: Persona de ventas necesaria para lugar de autos nuevos y usados

Modulated translation: Se solicita vendedor para trabajar en agencia de autos nuevos y de medio uso

are you listening, you good for nothing?

Literal translation : ¿Me estas oyendo, tu bueno para nada?

Modulated translation: ¿Me estas oyendo inútil?

This is easy to do

Literal translation: Esto es fácil de hacer

Modulated translation: Esto no es difícil de hacer

I hope you do not keep this book for yourself

Literal translation: Yo espero que no te quedes este libro para ti mismo

Modulated translation: Espero que compartas este libro

He reads the book from cover to cover

Literal translation: El leyó el libro de pasta a pasta

Modulated translation: Se leyó el libro de pi a pa, or se leyó el libro completo

He has a guilty conscience

Literal translation: El tiene una conciencia culpable

Modulated translation: Le está remordiendo la conciencia

Equivalence

Equivalence is one of the different types of translation methods that Vinay and Dalbarnet propose. They mention that “the same situation can be rendered by two texts using completely different stylistic and structural methods” (Venutti1999:90). The work of the translator in this case is to find the correct words or expressions that do not have anything in common with the original sentence to translate but they deliver the same meaning in the target language. According to Vinay and Dalbarnet this method usually applies to idiomatic expressions, slangs, a proverb or saying and animal sounds.

Examples of Equivalence are:

El sol brilla para todos = We are all equal in the eyes of the Lord.

This is cool! = ¡Está padre esto!

Bless you! = ¡Salud! (Expression used after someone sneezes)

Like father like son = De tal palo tal astilla or more colloquian: Hijo de tigre pintito.

You can't make a silk purse out of a sow's ear = Aunque la mona se vista de seda mona se queda

The early bird catches a worm = Al que madruga Dios le ayuda

Sound of a mouse: ¡squeak, squeak! = ¡iiiiii! ¡iiiiii!

Bird: chirp, tweet; = Pio, pio

Sound of a dog : bow-wow, arf, woof, ruff ruff, yip, woof! Woof! = ¡Guau! ¡Guau!

Sound of a rooster: English: cock-a-doodle-doo = kikirikiki

Adaptation

“It is used in those cases where the type of situation being referred to by the source language message is unknown in the target language. In such cases, translators have to create a new situation that can be considered as being equivalent.” (Venutti 1999:91)

According to Viney and Dalbarnet this is a similar procedure to the equivalence method, the difference is that in adaptation the translator finds sentences where the situation to explain does not happen or it is unknown in the target language culture. Therefore, he should find a way to explain the specific sentences in a way that the situation will explain it in a familiar and appropriate way in the target language without losing the meaning.

Examples of adaptation technique are:

Vamos a celebrar el 24 como nunca antes! (Mexican people celebrate Christmas on the 24th) = Let's celebrate Christmas eve like if there is no tomorrow!, (people in the USA do not celebrate Christmas until December 25th).

Gambas al ajillo = Shrimp in garlic

Gambas is a common term used to refer to shrimps in Spain. In this case, the whole phrase had to be replaced by *shrimp in garlic* which would be a more appropriate definition since the dish does not exist in English language and culture, saying *shrimp in garlic* gives a better idea of what gambas al ajillo are.

The **homeschoolers** got fully attention of the audience who gave them a five minute standing ovation at the end of the play = Todos los **niños que cursan estudios de escuela en casa** tuvieron toda la atención del público quien les regaló una merecida ovación de pie durante 5 minutos al final de la obra.

(the term “homeschoolers” is a word that do not exist in Spanish, therefore a more appropriate description of this word is “los niños que cursan estudios de escuela en casa”)

Families from up north are going to celebrate **thanksgiving** this year in a place where many do not have food to eat. They will bring food, drinks and **finger foods** to share with the homeless and those with broken spirits.

Las familias del norte llevarán a cabo su celebración anual en la que se da gracias a Dios por una cosecha abundante, se realizará en un lugar donde muchos no tienen qué comer. Traerá diversas comidas, bebidas y demás antojitos para compartir con indigentes y los quebrantados de espíritu.

(The word “Thanksgiving” is a celebration from the American country that is non-existent in Latin countries. This is the reason the translation should be described in the sentence. Also, the word “finger foods” which refers to food that is not a meal but is lighter than a snack like pastries, chicken fingers, small pate sandwiches or cut veggies to eat while you wait for the main meals, do not exist in Spanish, so the best translation would be the word “antojitos”)

After looking at all the seven translation methods suggested by Viney and Dalbarnet, the present writer realized that she would be dealing mostly with the oblique translation category methods such as transposition, modulation, equivalence and transposition in her research. However, she will not limit her work to only this category but to the direct method category if needed due to nature of the text. There are some words and phrases that may need the help of literal categories of translation, therefore the translator should be flexible to use any of the methods if they are needed to the development of the work.

ANALYSIS

In this analysis there will be a group of sentences or phrases that were carefully selected to demonstrate the different strategies used to translate the original document into the target language. The first part of the examples will be the English version taken from the original text. After the English sentences or phrases that were chosen for the analysis, there will be a page number next to a line number to make it easier for readers to find the examples in the original text.

When counting the lines in the original English text, the reader should start reading from top to bottom on the first column and then jumping onto the second column of the page. The second part will be the Spanish translation. Finally, there will be a brief explanation of how the techniques were used after each example.

Examples of these techniques include borrowing, adaptation, calque, modulation, equivalence, and literal translation strategies, where equivalence and modulation were the top strategies used to translate. Literal, calque and adaptation were the less used strategies.

EQUIVALENCE

1- ***“There is only so much a man can take!”*** pg. 17, line 10

“¡Todo hombre tiene un limite!”

This is an English saying that it is unknown in the target language; therefore, there was a need to find a phrase that is equivalent in the target language. In this case “todo hombre tiene un limite” is the closest equivalence to the original English sentence.

2- ...and the staff at Adam's school **was at wit's end**. Pg.20. line 41

...el personal de la escuela de Adam **no sabia que hacer con él**.

"At wit's end" is considered a common expression in the SL. Therefore, there was a need to find the correct expression that delivers the same meaning in the TL. This expression has nothing in common with the original phrase but the message delivered in Spanish remains the same.

3- The day before **thanksgiving** Pg. 20, line 51

Un día antes del día de **acción de gracias**

Thanksgiving is an annual celebration started in the United States many years ago where pilgrims and Native Americans gave thanks to God for the abundant food they received during that year. In this case, there was a need to find a word equivalent to Thanksgiving or on the other hand to mention the whole definition of the word in the text to explain the whole meaning of the message.

4- "Call for help (**911**)" pg. 19, line 58

"Llama al (**066**)"

911 is a number that means nothing in Latino communities. People would not ask for help in a 911 number in Chetumal. However, there is a hot line in this city, this number is 066, which people use in case of emergencies.

5- There are **hot lines** pg. 23, line 6

...**centros de atención telefónica**.

If hot lines were translated literally, it would mean a completely different thing compared to what it really means in this text. Therefore, an equivalent translation would be "centros de atención telefónica".

6- **DSHS** pg. 24, line 61

Oficinas de trabajo social

DSHS in English means Department of Social Human Services, which deals with family issues around the communities. However, in Chetumal there exist places where people often go and get help when they are having all kinds of family problems located in schools, governmental offices, private organizations, etc. The equivalent in this case would be Oficina de trabajo social.

ADAPTATION

1- *She went to school until **lunchtime*** pg.21, line 1

*Iba a la escuela hasta la **hora del recreo***

The school system in Chetumal does not start early in the morning and finish late in the evening like in the USA, where the lunchtime is about 12 o'clock. In the case of Chetumal, the school system works different. School starts early in the morning and finishes at noon. So in order to translate into TL there is a need to adapt the situation to the TL school schedule where lunch time or "hora del recreo" is around 10:30 a.m. For this reason, "hora del recreo" would be the correct phrase to the situation mentioned in the SL.

MODULATION

1- *"**You are a wonderful child and you are very loved**"*. Pg. 16, line 20

*"**Eres un niño maravilloso y hay muchas personas que te quieren**"*.

In this sentence there is a syntactic change from passive to active- the passive voice is not so much used in Spanish- to give the same meaning in TL.

2- *During the **10-week program**... Pg. 17, line 68*

*...que tiene una duración de **dos meses y medio**...*

Length of time in activities is measured by months rather than weeks in the TL. Therefore, when translating this sentence, converting weeks into months sound clearer for Spanish readers., and the original message is kept in the TL.

3- ***“He wants to be a police officer when he grows up”**. Pg.21, line 7*

***“El quiere ser policía cuando sea grande”**.*

In this example, there is an omission because oficial de policía has the meaning of a person who has a high ranking within the organization.

4.- *“Yim, the little girl who was tormented by **neighborhood** kids*

Pg. 21, line 23

*“Yim, una niña a la que le hacían la vida imposible los niños de su **“colonia”**.*

The translation for the word neighborhood in Spanish is “colonia” or “vecindario”. However, “colonia” is the best translation because most people here commonly use this term when they speak about a neighborhood in Mexico.

5- *“Learn the warning signs of abuse **and how to support a friend**”. Pg. 22, line 10*

“Conozca las señales que ocurren cuando hay abuso y como apoyar a un/a amigo/a a salirse de esa situación”

There is an addition in this case to clarify the meaning of the sentence.

6- Request that speakers on Domestic Violence **talk to classes** in your schools.

Pg. 22, line 16

*Invite a algún especialista **para que de pláticas** en las escuelas.*

“Talk to classes” would be literally translated as “hablar en las escuelas”. However, it is not very precise to translate it like that.

7- **They will act** to secure safety for themselves and their children.

Pg 24, line 66

***Tomaran cartas en el asunto** para protegerse y proteger a sus hijos.*

The underlined phrase in Spanish is considered a personal point of view. However, the meaning of the original text does not change in order to deliver a strong message in the TL.

LITERAL

1. **“Solving the problem of domestic violence will not be easy, but it is possible”**. Pg. 27, line 22

***“Resolver el problema de la violencia doméstica no sera fácil, pero es posible”**.*

In this sentence, there is a direct transference into the TL, it does follow the same grammatical structure and it does deliver the same message.

BORROWING

1. *...and the police needed to call in a **SWAT** team to diffuse the situation.*

Pg. 19, line 4

*... y la policia tuvo que llamar a un grupo **SWAT** para calmar la situación.*

The SWAT is part of the TL vocabulary. Therefore, it sounds good to keep it in the same way when translating.

2- *...met a **karate** instructor... pg. 21, line 26*

*...conoció a un instructor de **karate**...*

The word “karate” is a foreign word that has been adopted by the Spanish language. Therefore, it is easily understood if it is kept in the TL.

3- *The **YWCA** children’s domestic violence program. Pg. 23, line 32*

*El programa de niños en violencia doméstica de la **YWCA**.*

YWCA was adopted by the Spanish language. Therefore, it can be kept in the same way it originally is.

TRANSPOSITION

1. *...and **learn** about safety planning and conflict resolution. Pg 17, line 70*

*...ahí **se les enseña** planes de seguridad y solución de conflictos.*

In this case, “learn” was translated as “se les enseña” which is more adequate without affecting the original meaning of the message.

2 *“Where she had to stay for an **extended recovery**”* pg. 20, line 57

*“Donde se quedó mucho tiempo **para recuperarse**”.*

In this case, the first phrase in bold letters is a noun phrase that needs to change into a verb phrase in the TL in order to make more sense and to be understood by Spanish readers.

3- *“**Helping an adult victim of domestic violence is one very effective way to help her children**”.* Pg. 21, line 37

*“**Una forma muy efectiva de ayudar a los niños que sufren de violencia doméstica es ayudando al adulto-victima**”.*

There is a change of order in the sentences to be closer to the Spanish syntax,

4- *Sending messages to the other parent through the child **via** gifts, food, promises or threats.* Pg. 25, line 44

*Enviar mensajes al otro padre por medio del niño **con** regalos, comida, promesas o amenazas.*

The word “via” means “by means of” or “through” in English. In Spanish the more suitable word is the preposition “con”.

CALQUE

1- *I ran downstairs to the **laundry room**...* pg. 18, line 56

*Baje al **cuarto de lavado**...*

This is an expression form in English that can translate literally.

2. **Video games.** *Pg. 26, line 61*

Video juegos.

Spanish language is borrowing an expression form from English language that translates literally each of its elements.

CONCLUSION

The writing of this project was interesting and full of ideas and strategies that helped the writer to develop a good translation work. After an intense investigation about different translation techniques, the researcher had to limit her work to the development and analysis work of a few theorists. At the end, this research was limited to use the work of Viney and Dalbarnet translation strategies.

According to this collected information, the writer had the hypothesis that at the end of her work she would be dealing mostly with the oblique translation category methods like transposition, modulation, and adaptation in her research. However, she found out that due to the nature of the text she had to be flexible to make use of the direct translation method category like calque and borrowing.

On the other hand, adaptation and literal technique were not commonly found when translating into the SL. Specialized dictionaries and books related with the topic were of essential help. They were often used throughout the development of this work.

It is the desire of the translator that this piece of work is widely used by all those professionals, translators, students and people interested in the topic. It is the hope of the writer that this project will be a clear example of how translation techniques are used when translating a text. It is also the hope of the writer that the Domestic violence text used in this project fall in the hands of those who are suffering from this social problem as a resource to fight against the social issue.

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APPENDICES

Through Their Eyes:

Domestic Violence and Its Impact on Children



A Project of:

www.ywcaworks.org
YWCA
MOVING WOMEN AND FAMILIES FORWARD
Seattle • King County • Snohomish County



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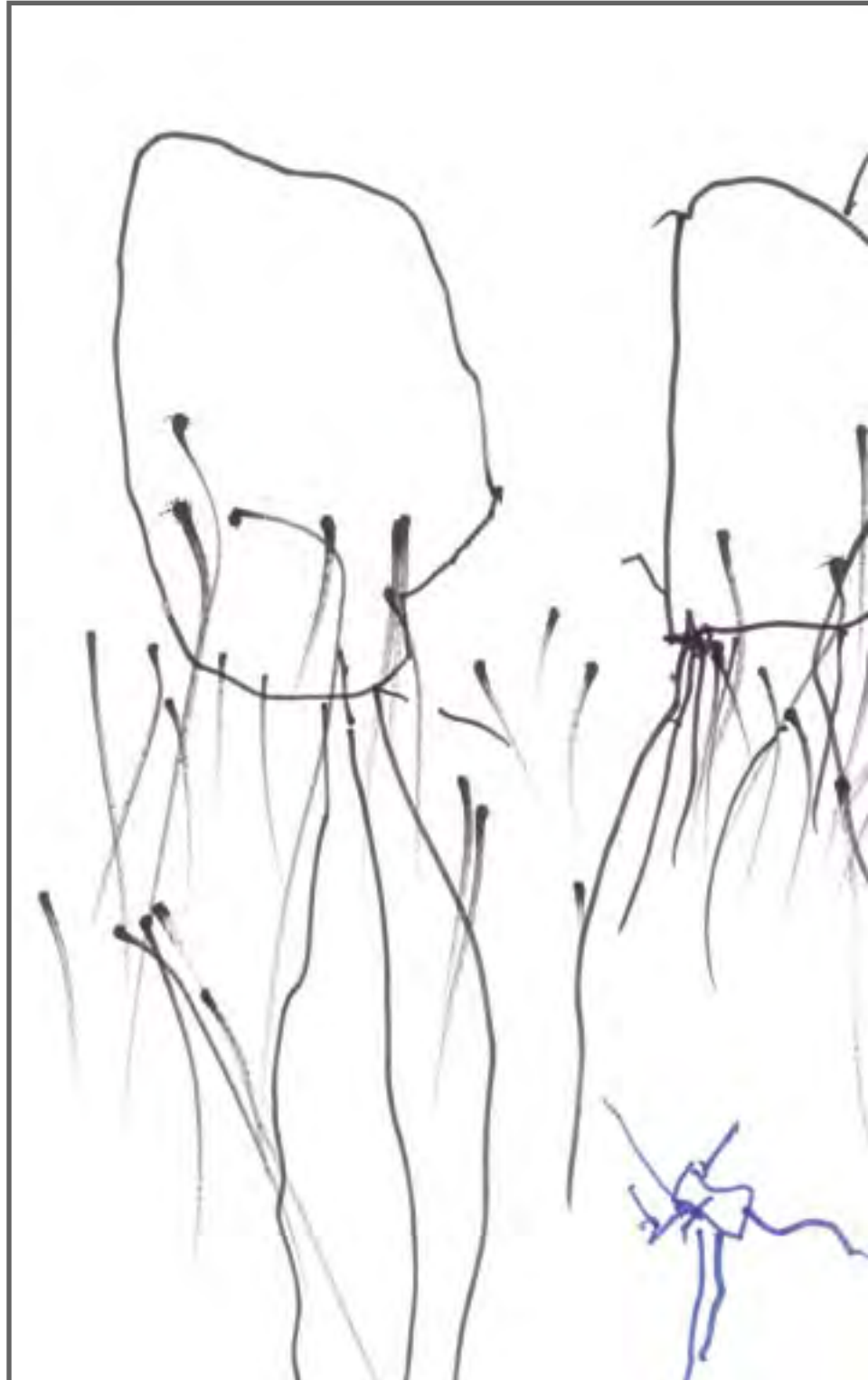
Acknowledgements

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YWCA

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Introduction

Domestic violence shatters the lives of its victims and diminishes the quality of life for everyone in the community. It is the leading cause of homelessness for women and families. It also can be incredibly traumatic for children who witness it.

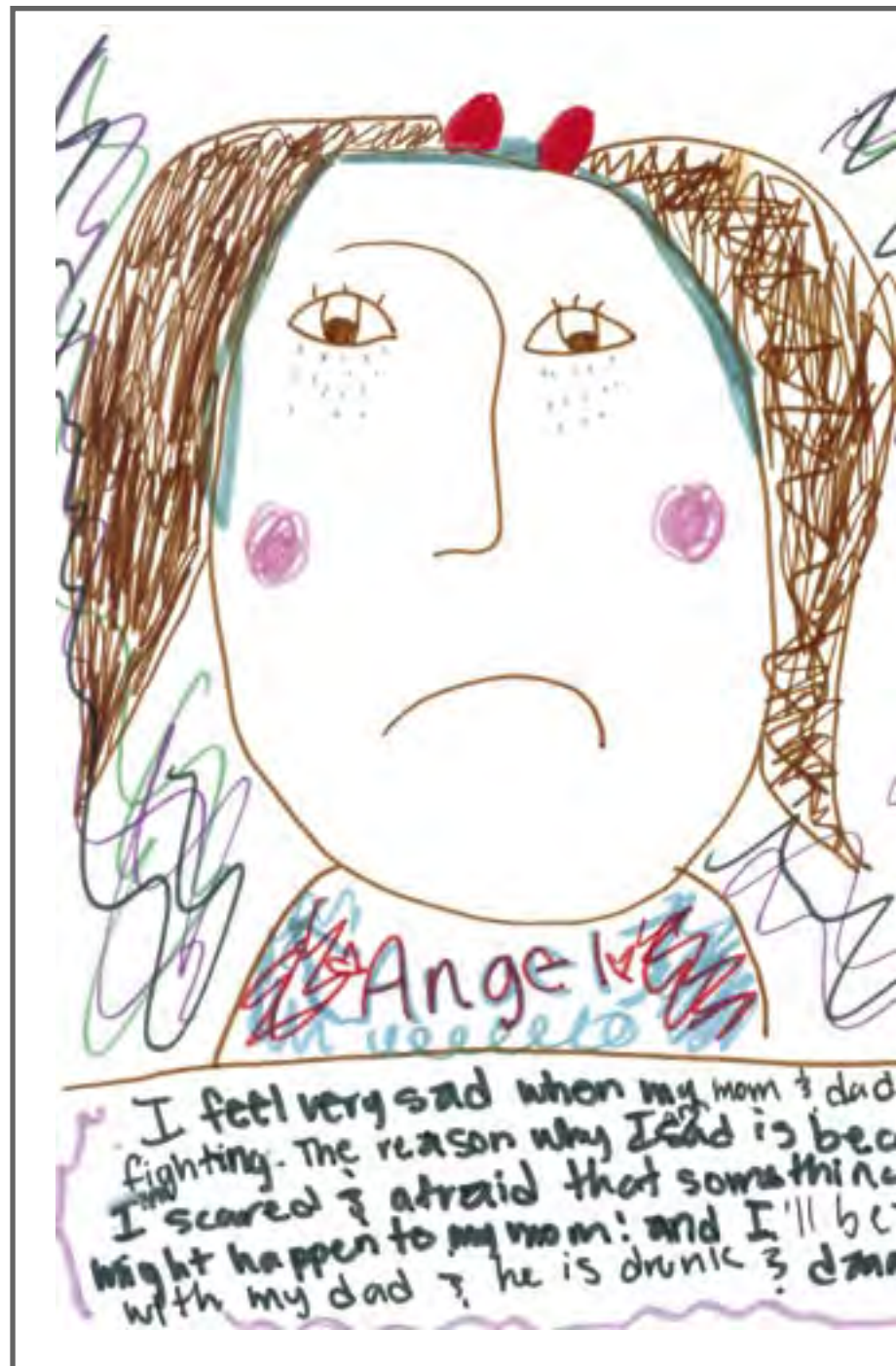
The YWCA of Seattle • King County • Snohomish County is committed to providing women of all ages with the practical tools, support and education they need to create safe, productive lives. Our Teen Peer Advocates work with young women in area high schools to help them avoid unhealthy relationships that lead to dating and family violence. Our advocacy-based counseling and transitional housing services help women who have experienced domestic violence rebuild their lives. Our Children's Domestic Violence Program uses specifically designed activities to help children understand and heal from the effects of witnessing domestic violence.

Through Their Eyes tells their stories—through their artwork and in their words. Participants in our children's program are sharing their experiences to help all of us understand how domestic violence has affected their lives. Experts in our community build on these powerful stories to help us learn more about the effects of domestic violence on children and how we can help.

Eradicating domestic violence requires a community effort. We urge readers of this book to learn more about domestic violence and to join the YWCA in our efforts to create a community where every person can live in dignity, free from violence.

Sue Sherbrooke
YWCA CEO

- Domestic violence is the single most frequent cause of injury to women between the ages of 15 and 44.¹
- Each year in the U.S., medical expenses from domestic violence total at least \$3 to \$5 billion.²
- Washington State domestic violence programs served 19,456 adults and children in 2006.³
- Because of space and funding restrictions, Washington State domestic violence programs had to refuse 36,522 requests for shelter in 2006.⁴
- Between 1993 and 2004, intimate partner violence accounted for 22 percent of violent crimes against women, compared to 3 percent of violent crimes against men.⁵
- Physical violence against women by intimates is often accompanied by emotionally abusive and controlling behavior. Surveys have found that women whose partners were jealous, controlling or verbally abusive were significantly more likely to report being raped, physically assaulted and/or stalked by their partners. This supports the theory that violence is often part of a systematic pattern of dominance and control.⁶
- At least 224 women were murdered in Washington State by their current or former partner between 1997 and 2006.⁷
- In that same time span, abusers killed at least 32 children in the context of violence toward their partners.⁸



The Impact of Domestic Violence

After dinner, Anita cleans the kitchen thoroughly, but it isn't clean enough for Mike. He becomes enraged and verbally abusive, eventually hitting her so hard that he breaks her arm.

Marion and Larry split up a year ago, and are still struggling with a messy divorce. On weekend nights, Larry stalks Marion by car, following her every move and threatening to kill her if he ever finds her with another man.

Ziba communicates with a girlfriend via instant messenger. Sean goes on the computer and tracks her history. He accuses her of having an affair, calls her stupid, and then throws a heavy chair through the window in the kitchen.

These situations aren't imaginary. They happen in homes around us all the time. Domestic violence is an enormous social problem that persists in the U.S. in the 21st century. Though it goes by other names such as spousal abuse, family violence, intimate partner violence, the ultimate aim of all forms of domestic violence is the same. It is a pattern of behaviors used by one person in a relationship to coercively control the other.

Perpetrators of domestic violence believe they are entitled to control their family members. Domestic violence is not caused by frustration, stress, alcohol/addiction or poverty. It is not an issue of anger, though often

it can appear that way. Instead, it is a set of behaviors designed to maintain dominance over one's intimate partner.

Domestic violence can take many different forms, some of them very subtle. Examples of domestic violence include: name-calling or putdowns, isolation from friends, family and the community, withholding money, actual or threatened physical harm, sexual assault, stalking and intimidation. The behaviors commonly escalate over time. Domestic violence can be practiced in plain view of the public eye, but more often, it is kept in the confines of a home. It is often hidden by both the perpetrator and the victim to avoid any legal or personal consequences.

Studies show that domestic violence happens among all cultures and classes. Though violent behavior in general is often linked to economics, domestic violence occurs in economically advantaged families as well as low-income families, and it cuts across all races and ethnicities. Domestic violence also occurs in a variety of intimate relationships. Partners may be married or not married, heterosexual, gay or lesbian, living together, separated, divorced or dating.

When we talk about domestic violence as a social issue, however, we recognize that the vast majority





of domestic violence happens in heterosexual relationships where the abuser is male and the victim is female. Thus, for the purpose of this book, we refer to abusers as men and victims as women and we will also be looking primarily at relationships that involve children.

Domestic violence creates a culture of fear and intimidation that can affect every member of a family. In his quest for control, the abuser forces everyone within the range of his authority to respond to his behavior. This often includes any children who are in the home.

Children were present in all of the stories at the beginning of this chapter.

Anita's three daughters, ages 6, 8 and 10, were in the room watching when Mike broke her arm. Marion's two children, ages 5 and 7, rode in the backseat of the car when Larry stalked her; he told them he was going to kill her. Ziba's daughter Marjan was in the living room with her friends, celebrating her 12th birthday when Sean exploded. All of these children were exposed to domestic violence in real and disturbing ways.

Studies have shown that there is significant overlap between domestic violence and child abuse—homes where one is present are likely to have the other. The majority of studies have found that from 30 to 60 percent of families where child maltreatment or woman battering is identified, it is likely that both forms of abuse exist.⁹

But it is also clear that children can be affected just by witnessing domestic violence in their home. Children who witness violence can suffer a range of physical and/or emotional harms, even if they themselves have never been physically abused. For the remainder of this book, we will be looking at children who have witnessed domestic violence only. However, we will also argue that witnessing violence may in itself be harmful to children. It is part of the system of control perpetrated by the abuser.

“Each child has a unique set of experiences, and each is impacted in a unique way,” said Dr. Jeffrey Edleson, Director of the Minnesota Center Against Violence and Abuse. “Lots of kids come out fairly intact and healthy. Others may experience the same violence exposure, but end up devastated. One of the main tasks of early childhood is to develop secure attachments. Domestic violence disrupts that process. It also disrupts self-regulation and deep relationships. For some children, the danger is being involved and being injured and seeing your mother injured. For some children, the domestic violence exposure may not be the only risk in the child’s life.”

Witnessing violence in the home can disrupt a child’s normal relationships to her or his parents. Children can be confused and frustrated by the abuser’s behavior. They can feel powerless and angry at not being able to stop the incidents, and they are often consumed by fear. They also can develop a warped concept of power and control. They may feel that they have the power to control the batterer’s behaviors and they often blame themselves or see themselves as the reason he became angry. Conversely, they can start thinking that other people control how they behave. During a supervised play therapy session, one 5-year-old child proclaimed that if his little brother

wouldn’t have grabbed his truck, he wouldn’t have had to hit him with it.

Additionally, adults perpetuate a culture of silence by minimizing or refusing to talk about the abuse. Mothers may try to protect their children from the trauma of the violence by denying that anything bad has happened or minimizing the severity. This sends the message that children cannot or should not talk about what they have seen or heard. It may also change their view of the situation, and lead to confusion. Without an outlet to discuss the incident(s), children may draw their own conclusions, which can often include self-blame or blame of the mother. Sadly, this is exactly what mothers are trying to avoid in the



first place, and it fits neatly into the batterer's agenda.

Parents often think their children do not know that the violence is occurring. But children are almost always aware of abusive behavior that is happening in the home. They come in contact with it through a variety of ways, both directly and indirectly. They always notice the tension that is present in their home—a “walking on eggshells” feeling. They worry, they try to please, and they often try to “fix” the problem in order to avoid a blow-up. If there is more than one child, children may talk about it among themselves. The media often shows us the image of a younger child crawling into bed to seek comfort and reassurance from an older child.

When an incident happens, children are often visual witnesses. They may see slapping, punching, hitting or other physical abuse toward their mother, or they may witness loud arguments and explosive outbursts directed at inanimate objects. In some instances, children try to intervene, often to protect their mother, and are injured in the process.

A variant of this is that children overhear violence happening in another room. Sergeant Deborah Nicholson of the Seattle Police Department's Domestic Violence Unit notes that children are often the ones who call 911 when violence happens, either

with or without their parents' approval. In the drawing on page seven, a young girl huddles under her blankets in her bedroom, listening to her father abuse her mother and praying for it to stop.

Children also see the aftermath of violence in their homes—broken furniture and windows, injuries and emotional disturbances, in themselves and in their mother. Anita's 6-year-old daughter began crying when a favorite toy was found on the floor, broken, after a violent episode.

Children can also become involved when they are used as a tool by the perpetrator of the abuse. This can be either physical or emotional. In the stalking scenario, Larry knew that his children would report back to their mother about his behavior, thus making her frightened for herself and the safety of her children. Another child was told by her father that she would receive one dollar for every time she made her mother cry.

In Ziba's story, Ziba's husband chose to yell and throw things at Ziba during Marjan's birthday party. The police arrived, and the incident ended with Marjan's father being arrested. Once she stopped worrying about her mother's safety, Marjan was mortally embarrassed by her father's behavior. She worried that her friends, who witnessed the incident, would stop liking her. When their parents found out about

the incident, friends were not allowed to come to her house, which was exactly what the abuser wanted in the first place. He did not consider Marjan's feelings or social status at all—he was frustrated by not being in control of his house.



Obviously, not all abusers or incidents are so straightforward or manipulative, but battering behaviors are *always* a choice and are most often done so that the batterer can assert his control.

These experiences can have profound and damaging psychological and physical effects on children. We will look at some of the ways that children can suffer from these experiences in Chapter 2.

The Minnesota Center Against Violence and Abuse's "Child Involvement Survey" looked at how children became involved in domestic violence incidents in the home, even when they are not direct victims of violence. The results showed overwhelming evidence that domestic violence does not confine itself to the partner relationship.


- 44 percent of parents reported that their children watched an entire violent incident.
- 83 percent of children overheard abuse from another room.
- Over 1/2 of children were threatened with physical harm.
- Over 1/3 of children were accidentally injured.
- Over 1/4 were hurt intentionally by the abuser when they tried to intervene.¹⁰

Experts who work with families affected by violence tell us again and again that the best way to support children is by supporting their mothers. This often means changing our way of thinking about victims of domestic violence. We need to remember that:

- *No one chooses or deserves to be in an abusive relationship.*
- *Victims are not at fault. The batterer is always the one responsible for the abuse.*
- *Most battered women care about their children's safety and want to protect them.*
- *Leaving an abusive relationship does not ensure that a victim and her children will be safe.*
- *Women and children have the right to be safe from harm.¹¹*



Does Domestic Violence Affect Children?



Witnessing domestic violence can have profound emotional and physical consequences for many children. We say “many” because there are some children who come through with no lasting consequences. Others recover from the experience(s) very quickly. Factors influencing this may be the child’s individual makeup, time elapsed since the event(s) and the frequency and severity of the violence. Children who are also victims of child abuse may have more complex needs.

“It’s wrong to think that [children’s responses] are uniform,” said Dr. Jeffrey Edleson of the Minnesota Center Against Violence and Abuse. “It’s doing an injustice to the children.”

But for some children, witnessing domestic violence in the home can turn into a developmental issue. It can cause a profound disturbance that can affect every aspect of the child’s life. Problems often fall into one of three categories: behavior and emotional, cognitive functioning and attitudes, and longer-term effects, including developing a world view in which violent behavior is acceptable.

The physical signs are often the most obvious, though they can be attributed to other causes. In younger children, physical problems may include low birth weights and digestive problems. As children age, physical effects of

witnessing domestic violence may include bedwetting, stomachaches, ulcers, headaches, insomnia and nightmares. They may also include eating disturbances, and for older children, severe acne.

Often the physical signs can be indicators of more serious emotional problems. Kiana was almost 3 years old and had spent her life in a home where her mother was abused. She began to manifest symptoms of anorexia. Her weight hovered around 18 pounds, and she refused to eat. A physician at a prominent local hospital declared that she couldn’t possibly have a mental health condition such as anorexia, yet Kiana’s condition improved after her abusive father was no longer in the home and she received play therapy.

Anorexic symptoms can develop because food intake is one of the only things that children feel they can control. It can also be because they are subconsciously hoping to disappear. Many children who witness domestic violence assume they are the problem or the reason for the problems in the household. They may describe happy families as those without children. Or, they may make statements about how the world would be better off without them or children in general.

The emotional realm for children who



Children who have witnessed domestic violence is intricate and complicated. Children who have witnessed domestic violence can have behaviors that many would consider “adult,” including:

- Depression
- Hypersensitivity/hypervigilance (this often gets misdiagnosed as Attention Deficit Disorder)
- Low self-esteem
- Repressed or overt anger and resentment
- Extreme guilt, self-blame and shame
- Developmental regression
- Impaired ability to form typical social relationships with peers, teachers and other adults
- Suicidal thoughts or suicidal plans

Often, these suicidal plans are better thought out or more complete than one

might expect. Nine-year-old Jacob had been threatened by his father with a gun, and as a result, he’d developed a suicide plan that involved either running into traffic or shooting himself with his father’s gun. His father’s actions had essentially communicated to him that his life meant nothing and he was mirroring that back to the world.

There are a number of behavioral problems that can be associated with witnessing domestic violence. Common behaviors can include:

- Aggressive, anti-social behavior toward peers and adults, including their mother
- Fear or anxiety about separation, especially from their mother
- Withdrawal from social contact and inability to form typical peer relationships
- Learning and attention problems at school
- Choosing inappropriate peers or friends
- Violent behavior aimed at peers, younger siblings or animals

An example is the story of Yim. Despite her healthy face and bright appearance, 9-year-old Yim could not look anyone in the eye. She grew her bangs long, and hid her face behind them as she walked around her neighborhood. Other kids were happy to make her the scapegoat—they made her the butt of their jokes and the object of their merciless torment. Because her father

had always treated her poorly, Yim accepted this as normal.

Expert Lundy Bancroft and others state that the most destructive thing that can happen to children who witness violence is the destruction of the mother/child relationship. Abusers will often stop a



mother from picking up a crying infant, or prevent them from comforting a sick or scared child. Batterers often have a distorted understanding of child development and expect unreasonable levels of maturity from their children. Mothers are forced into an untenable situation, where they can either diffuse the situation by appeasing the batterer at the expense of meeting their child's immediate needs or meet the child's needs, only to face the rage of their

- Children develop the core of how they think, feel and act within the first 33 months. An abuser's behavior can actually disrupt typical development during these years.
- Cortisol, a chemical secreted by the brain during stressful, "fight or flight" situations, can, when secreted in excess, actually destroy synapses in some parts of the brain. Cortisol can be transferred to a fetus via amniotic fluid.
- Intense stress during the formative years of a child's brain may actually alter the brain's chemistry.
- Babies of depressed mothers show less motor activity, less eye contact and withdraw more often.¹²

abuser. Children who don't have their needs met consistently can, over the long-term, learn not to trust that their mother will come to their aid.

Children who are exposed to domestic violence often develop warped attitudes about violence.

They may learn it is



acceptable to use violence as a means of conflict resolution and that it enhances self-image. Alternately, those who identify with the survivor may learn that violent behavior directed at them is acceptable.

Some children may become awed by the batterer's behavior. They may learn to idolize or worship the power and control he possesses. They also realize that

they can be safer and are rewarded if they remain on his good side. This can translate into joining in on the abuse of their mother. It can also manifest as children trying desperately to please an abuser. Seven-year-old Katie was terrified of the roller coaster at the local theme park. When she told her father, he called her a baby and a spoilsport. In order to please him and avoid ruining their "fun" day, Katie made herself go on the ride. Instead of praising her bravery, her father scorned her for crying and covering her eyes, and then forced her to ride the roller coaster six more times until she "got over her ridiculous fears."

In another story, 5-year-old Alex and his toddler brother had been living in a home with violence for several years. When Alex was playing a game with a counselor, his brother toddled by and Alex reached out and delivered a forceful whack that sent his brother flying. When the counselor asked him about his behavior, he leaned over, patted her leg and responded, "It's okay. It will make him a better person."

Another lasting effect of domestic violence is that children can learn to suppress their emotions. Silence and secrecy often surround homes where domestic violence is present, and children assume that if adults are not talking about it then they aren't supposed to either.

Children may have difficulty verbalizing the emotions that come up after witnessing the abuse of their mother. They may drop hints, but parents caught in abusive relationships are often too distracted to notice. Parents may also minimize specific incidents of violence in an attempt to protect their children.

This is why some children who have witnessed domestic violence can develop behavioral problems. Because they do not have the skills to verbalize exactly what is wrong, they end up using other means to convey that they are hurting or upset.

Many of the emotional and behavioral realities of children living in violent situations are visible in their artwork. Drawing can be an effective tool for children who have witnessed domestic violence because it allows them to validate what they have seen. It also allows treatment providers to see the child's interpretation of the situation. An incident of domestic violence can look very different to a child than it does to their parent, the police or other adults.

The drawings throughout this book were created by participants in the YWCA Children's Domestic Violence Program, which we will examine in detail in Chapter 3.

Art can show us how children remember incidents. Often, one clear detail or image stands out amidst the chaos. In essence, these details have been etched into the child's mind and stand out nearly as sharply as the incident itself.

A strong relationship to their mother may help many children survive witnessing domestic violence. However, batterers may also take deliberate steps to upset the mother-child relationship. This can, in turn, cause more difficulties for the children.

An abusive person may:

- *Undermine the mother's confidence in herself and/or her parenting.*
- *Undermine the mother's authority in the family and cause the children to lose respect for her.*
- *Retaliate if she attempts to protect the children.*
- *Cause depression in the mother, which in turn prevents her from meeting the emotional needs of her children.*
- *Frighten the children.*
- *Isolate the mother and the children from friends and other relatives.¹³*

Many of us feel confused and helpless when we think about dealing with a child who has witnessed abuse. But there are some very simple things you can tell children that can help them feel more comfortable.

- *The violence is not your fault.*
- *You are not alone—other families have this problem too.*
- *What you think and how you feel is very important.*
- *Feeling angry and scared is normal. It's okay to talk about it.*
- *Never get in the middle of a fight. Remember your safety plan and use it to get away and call for help.*
- *You are a wonderful child and you are very loved.*¹⁴



Strategies for Helping Children

One of the greatest risks for children witnessing domestic violence is that they may learn to use violence themselves. As they move toward their teenage years and adulthood, they may become depressed or may take up high-risk behaviors such as promiscuity or substance abuse. Without an effective model for problem solving and conflict management, children are more likely to resort to violent behaviors or accept violence as normal.

Children who witness violent behavior in the home may believe that violence solves problems. They may resort to violence rather than using critical thinking or conflict resolution skills. They may also begin to believe that anger is the cause of violence.

And it isn't just behaviors. Children absorb attitudes from their parents as well. Boys may learn to devalue women and use violent behaviors themselves; girls may learn to view these behaviors as normal or acceptable. Both may develop distorted perceptions of gender roles.

Lundy Bancroft, an expert in the field of children and domestic violence, notes that boys may begin to make statements such as, "There's only so much a man can take!" or "You don't know when to shut up." These children often have difficulty making the connection that domestic violence is about power and control and not about anger.

This information is troubling, but it does have solutions. One answer lies in education and treatment. "Educational programs are one way to stop this," explains Sergeant Deborah Nicholson of the Seattle Police Department Domestic Violence Unit. "One way we're going to have an impact on domestic violence is to reach out to the children and work with their parents."

The YWCA Children's Domestic Violence Program uses a unique model to address the needs of children who have witnessed domestic violence. During the 10-week program, children meet weekly with a domestic violence specialist and learn about safety planning and conflict resolution. Children are encouraged to vocalize their experiences of domestic





violence—often for the first time—and discuss them with trained staff. Most importantly, these children receive reassurance that they are not at fault for what they have seen.

One of the tools used by the Children’s Domestic Violence Program is drawing. Art is an effective and easy way for children who have experienced violence to convey their experiences and to define their own emotional worlds. Many children find it easier to put their feelings into pictures rather than to express them out loud. Drawing pictures allows them freedom from judgment and pressure.

Another strategy used is empathic listening, or truly listening to what the children are saying. Sometimes, in working with children who have been defined as “difficult” by their school or day care, just sitting down and asking the child why they were engaging in troublesome behaviors can be an effective step.

“The Children’s Domestic Violence Program offers children a time to

discuss and think over their experiences in a safe and non-threatening manner,” said Kellie Rogers, principal advocate for the program. “Children have the opportunity to create their own safety plans and to learn about the dynamics of domestic violence in a developmentally appropriate manner. The staff members of the Children’s Domestic Violence Program are aware that children will most likely have future contact with the batterer, especially if he is their father. The program’s curriculum teaches children skills so that they will be able to handle the abuser’s past, present and future behaviors with the least amount of damage to themselves.”

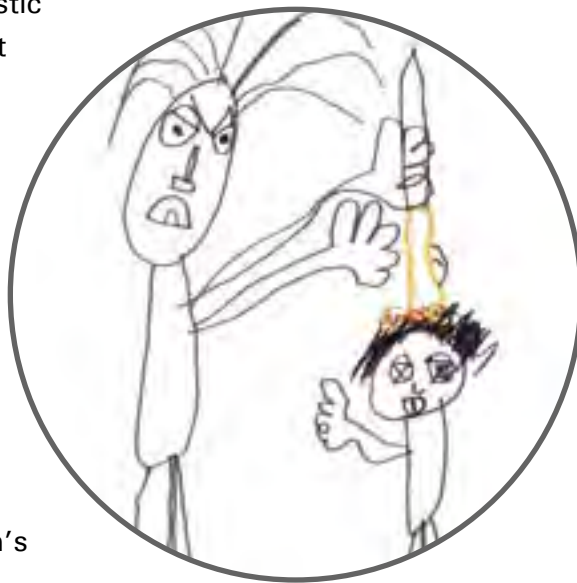
Rogers relates one story of a child using a safety plan developed in the Children’s Domestic Violence Program. “Rebecca and I completed her safety plan on Thursday evening. The next Saturday, there was a serious incident in her home. On Monday, I talked to Rebecca and she was so proud that she had remembered and used her safety plan. Her description was powerful. She said, ‘Kellie, I did it, I did it exactly right! I ran downstairs to the laundry room and waited for my mommy and we ran as fast as we could across the backyard to the neighbor’s house!’”

The story demonstrates the power of safety planning. If children know what to do and can follow through, their recollection of the incident can

be drastically different from the helpless, worried confusion of not knowing what to do. In Rebecca's case, the abuser had a gun, and the police needed to call in a SWAT team to diffuse the situation.

Safety plans need to be fluid. The Children's Domestic Violence Program helps children rewrite their plans if locations or situations change or if the child attempted to follow it and was unsuccessful. Staff from

the Children's Domestic Violence Program act out safety plans with children so that they are comfortable with using them, and so that they can remember them during stressful or frightening situations.



Much of the Children's Domestic Violence Program works because it operates on an individualized level with each child. Advocates have the ability to be flexible with each child and determine what would best serve him or her.

According to Dr. Jeffrey Edleson, an essential component when working with children affected by domestic violence is to consider each child's unique situation. "When people hear about this problem, they're horrified. They think every child is in great, great danger. This leads to

If you know a child who is experiencing domestic violence in her or his home, you can help that child create a safety plan if s/he voluntarily expresses interest in learning about how to manage fear or anger and how to protect herself/himself.

Here are some things you can say:

- *If you can't get outside safely, then go to your room or another safe place in the house.*
- *Stay out of the fight. You can be hurt by things that get thrown or by blows intended for someone else.*
- *Go to a friend's or neighbor's house.*
- *Figure out how many different ways you can get out of your house or apartment.*
- *Call for help (911).*
- *Find an adult you can trust and tell them what is happening with your family.¹⁵*

overreaction to many of these children and stereotyping of them. We need to think carefully about each one of these children. This is a message for practitioners as well as parents. Each child is an individual. The best result is when we work with both the children and their mother."

Rogers agrees. "The program has been successful because it offers individualized, advocacy-based counseling in the home of the child, and this is a unique approach," she said. "Children respond very well when in their own environment. It is also valuable to work from the perspective of the children and to have the flexibility to mold the curriculum to fit their individual needs."

Here are some success stories from the Children's Domestic Violence Program.

Adam was 5 years old when he began refusing to go to school. When he arrived at school, he would scream, kick, throw temper tantrums and generally act out in an aggressive and forceful way. His behaviors were so severe that his mother often had to stop her daily activities and collect him.



Four months had passed, and the staff at Adam's school was at wit's end. After hearing that Adam had been exposed to domestic violence, the school called Rogers in for a consultation.

"So, why don't you want to go to school?" she asked him.

His answer was startling: the day before Thanksgiving, Adam had watched his father strangle his mother—Adam called 911. The police came, arrested his father and took his mother to the hospital, where she had to stay for an extended recovery.

He told Rogers that he needed to be at home to save his mom. He couldn't save her while he was at school. After all, he'd been the one to call 911 and he'd received a special award from the police. His mother would have died without his intervention.

Rogers negotiated with TANF/DSHS administrators, the mom and the school to arrive at a solution for Adam's extreme separation anxiety. The process took six weeks. For the first two weeks, his mother came to school with him and spent the day by his side; the following two weeks, she went to school until

lunchtime, then returned home and was available by phone in case Adam wanted to call her. During the final two weeks, she stayed home but was available by phone all day.

The strategy worked. Adam now looks forward to attending school. He wants to be a police officer when he grows up.

Jacob, the 9-year-old boy whose father threatened him with a gun, had similar results after completing the program and participating in ongoing play therapy. He began to overcome his separation anxiety, and was eventually able to attend summer camp. He had a great time, and can't wait to go back. For the first time in his life, he was able to engage in what Rogers calls "normal little boy behaviors."

Yim, the little girl who was tormented by neighborhood kids, met a karate instructor who lived in her neighborhood through the Children's Domestic Violence Program and began taking classes in self-defense. The instructor, who happened to live nearby, began looking out for her and intervening when the neighborhood kids treated her disrespectfully. Within six months, Yim was no longer hiding. She now walks with confidence through the neighborhood and chooses friends that treat her with respect.



Helping an adult victim of domestic violence is one very effective way to help her children. When victims feel supported, they are more likely to take action to protect themselves and their families. If someone you know is being abused:

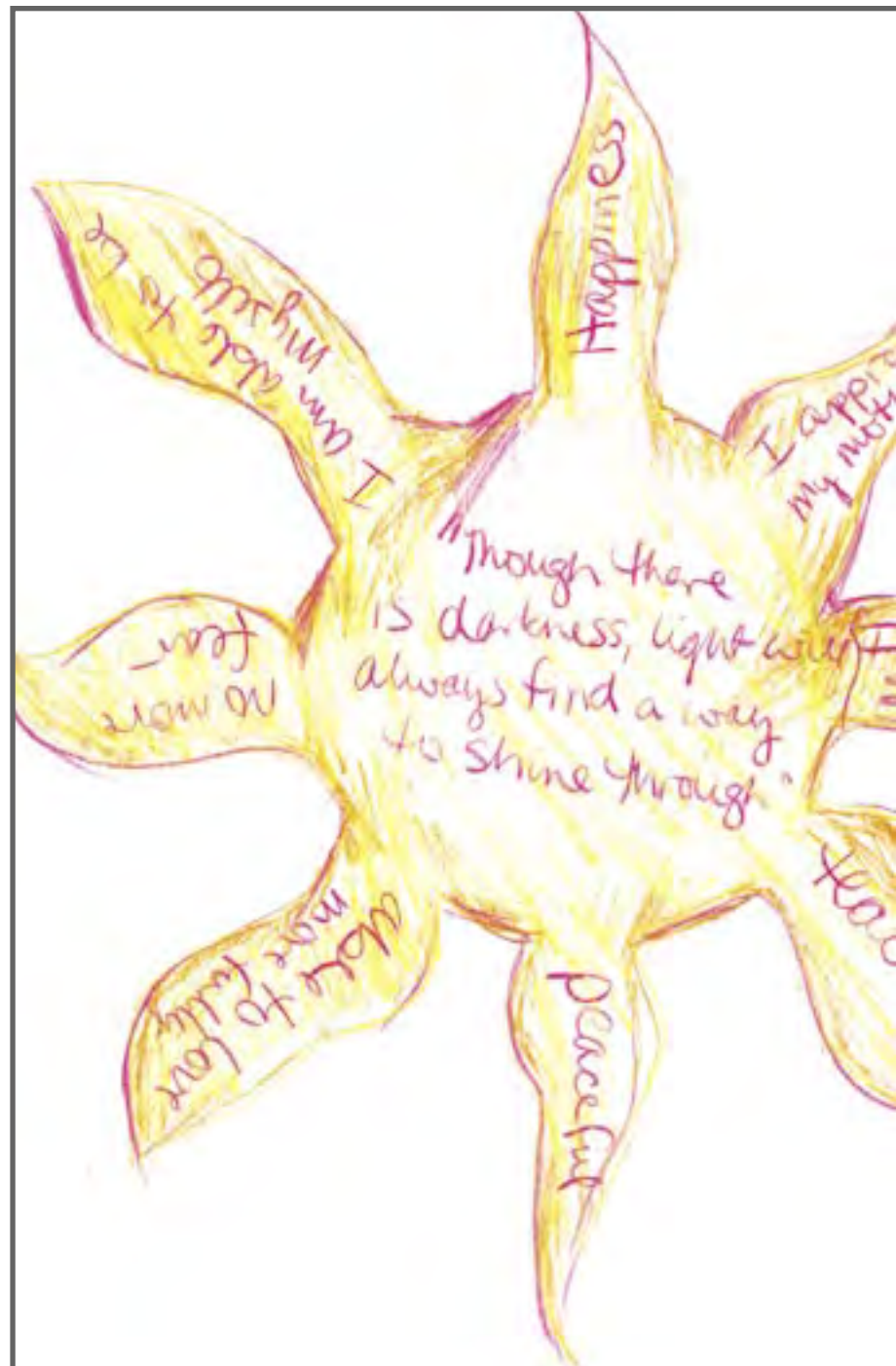
- Listen, don't judge.
- Let the victim know it is not her fault—there is never an excuse for violence in a relationship.
- Let the victim know that non-judgmental and confidential help is available. Help the victim find resources that can assist her. Some good starting points are listed in Chapter 5.
- Offer to keep copies of paperwork such as social security cards, birth certificates or bank information.¹⁶

Speaking out against domestic violence can feel like an enormous and difficult task. Here are some easy ways you can show your community that violence is not acceptable.

- Remind yourself that blaming the victim of violence is not acceptable.
- Learn the warning signs of abuse and how to support a friend.
- Invite someone from a local domestic violence agency to speak to your community group.
- Request that speakers on domestic violence talk to classes in your schools.
- Ask local schools to display books and materials on domestic violence in visible locations.¹⁷

In 2000, the Federal Office of Juvenile Justice and Delinquency Prevention devised a framework to guide agencies, advocates, and individuals involved with helping children affected by violence. These principles can help us build safe places within our community for victims of violence. They also help us respond more effectively and efficiently to victims.

- Work together.
- Begin earlier.
- Think developmentally.
- Provide safety for children by helping their mothers.
- Enforce the law.
- Make adequate resources available.
- Work from a sound knowledge base.
- Create a culture of nonviolence.¹⁸



Visions for the Future

All of this may sound overwhelming, but the hopeful news is that we are taking steps to overcome the problem of domestic violence. When women are ready to leave a violent relationship, there are hotlines, shelters, service agencies and other resources available. With proper intervention and treatment, children who have behavioral or emotional problems from witnessing domestic violence can and do recover.

There is still work to be done if we want to eradicate violence. It is critical that we keep issues related to domestic violence in the public eye. This means talking to our elected officials, educating our peers, and sharing information amongst friends and community networks. It means changing our attitudes about how we treat people affected by domestic violence. And it means being a resource for the children we know, who might be at risk.

The first issue we need to address is lack of available resources. A number of different organizations have taken steps to provide services for people affected by domestic violence. But programs that focus on the effects on children are scarce. The YWCA Children's Domestic Violence Program is one of the only programs of its kind in Washington State.

Some have suggested creating co-located services for children. This

means that programs would be offered in conjunction with shelters, advocacy programs and support groups. Others have suggested expanding existing advocacy programs to include children. Mental health care providers who work with children could be specifically educated on how to respond to common problems faced by children who have witnessed domestic violence.

Some organizations are addressing the lack of resources through legislative action. The Family Policy Council is an organization in Washington State that works to make systemic changes that can help improve the lives of families and children. A detailed description can be found at www.fpc.wa.gov.

In 2001, the Family Policy Council took on children and domestic violence as one of its core issues. The organization, along with the Children's Domestic Violence Program was instrumental in developing a piece of legislation for Washington State that charges abusers a fine for incidents, with the money going to fund domestic violence programs. This is one example of how innovative funding can be developed for new services.

It is also important that we change our attitudes about women who are affected by domestic violence and hold batterers accountable for their actions. As a culture, we tend to



blame the victim. Women and their children often face significant financial, legal and safety barriers when they leave their abuser. Many times, women will stay in a violent relationship to protect their children from having unsupervised contact with the unsafe parent.

Exposure to abuse is harmful, but it is important to remember that the perpetrator of the abuse is the one at fault. Women in these situations are generally very protective mothers. According to Dr. Edleson, many mothers take the child or children's welfare into account.¹⁹ Some battered mothers may have difficulty parenting due to severe depression or substance abuse, sometimes associated with the effects of the abuse on them. But other battered mothers have been shown to parent effectively even under the stress of abuse.

National experts have stated emphatically that the most effective and immediate way for social services to increase safety for children who have experienced violence in the home is to support the autonomy of the non-abusive parent. In most cases, the mother is the victim, the primary care-



giver, and the one most concerned about the children's safety. Supporting her autonomy means:

- Holding the abuser accountable for the abuse, and asking, "Whose behavior needs to change to stop domestic violence, or whose behavior is causing danger to the children?"
- Recognizing the non-abusive parent's strengths, encouraging her own decision-making and aiding her in her efforts to care for the children.
- Making sure that victims can count on support (financial, emotional and legal) and freedom from judgment when they seek services from advocates, mental health providers, health care providers, courts, police, Child Protective Services, DSHS and housing authorities.

When survivors of domestic violence can trust that they will be respected and supported, they will act to secure safety for themselves and their children. The unacceptable alternative is that victims will remain isolated from services and communities.

All too often we assume that a woman is safe once she leaves the violent relationship. But she is much more likely to be killed once she leaves. In

Washington State, almost half of the domestic violence fatalities occurred either after or as the battered woman was attempting to leave.²⁰ For families struggling with custody issues, visitation can be an opportunity for further abuse.

Our experience has been that most abused women want their children to have an ongoing relationship with their fathers as long as it can be done safely.²² It is important that abused (battered) women, advocates and attorneys know about the different types of visitation in order to effectively assist the non-abusive parent in safety planning for visitation.

Courts may order an abuser's access to children be restricted via supervised visitation or supervised exchanges. Visits or exchanges may be ordered to occur in a public setting, a designated home, office or in a visitation center.

When domestic violence has occurred, appointed supervisors must have:

- A strong understanding of the safety risks to the non-abusive parent (such as stalking, harassment, verbal and/or physical assault and abduction).
- Clearly outlined behavioral expectations of the visiting parent that must be thoroughly explained and agreed to in writing.
- The ability to understand and intervene when abusive tactics are

used that might cause emotional, mental or physical harm to the children or the non-abusive parent. Such tactics can include, but are not limited to:

- » Sending messages to the other parent through the child via gifts, food, promises or threats.
- » Refusing to pay for services.
- » Asking for documentation stating "how good" the visits are.
- » Persistently pushing boundaries or bending rules.
- » Non-compliance with or persistently challenging scheduled visit or exchange times.
- » Ongoing abuse by using the court systems, such as repeated requests for changes in service providers, length and frequency of visits, frequent attempts to modify orders, often without regard to the child's wishes or comfort.

When selecting supervised visitation providers, parents should consider the supervisor's:

- Training and experience in identifying power and control dynamics, as well as the impact of domestic violence on children and abusive tactics used by batterers.
- Security policies and procedures (including safety considerations for the non-abusive parent before, during and after visits).

- Locations and context of services (on- or off-site services, one-on-one visit supervision, group visit supervision).
- Ability to provide services in other languages and a culturally competent staff.
- Finally, it must be understood that abusive tactics often include efforts to gain custody of children through allegations of child abuse and neglect, substance abuse and unfit parenting.

If the non-residential parent is actually the victim of domestic violence, it is incumbent upon the service provider to consider all of the above and adjust policies and practices accordingly to provide safety before, during and after the visit or exchange.

South King County is home to a program that is attempting to address these issues. For families where visitation with non-residential parents is an issue, the Safe Havens Visitation Center in Kent has been established through funding from the Federal Office on Violence Against Women and the City of Kent to create safer visitations and exchanges in a secure, non-violent, culturally appropriate setting.

Tracee Parker, Safe Havens Project Coordinator, is working toward modeling non-violent, kind and respectful behavior in an environment that holds the abuser accountable for past abuse. She said, “We’d ultimately like to end domestic violence. We are asking, ‘How can we,

during a visitation, model non-violent behavior—kindness and decency—and hold the abuser accountable without humiliation and punishment?’”

And finally, we can take personal action. One of the first steps is to educate ourselves about domestic violence. The resources section of this book includes a reading and web site list. All of these sources have information that can help improve our knowledge about domestic violence and how it can affect children.

Personal action may also include becoming a resource for children. It is important to let kids who may be experiencing violence know that we are there for them and that we will not intervene in ways that may put them at risk. This may also include talking to children about the ways that our culture devalues women and teaching children critical thinking skills so that they can understand the subtle negative messages they see in the movies, on TV or in video games.

It is also important that we keep domestic violence on the agenda of our elected officials. We encourage all readers to contact their Congressional representatives. Urge Federal Congress and the Washington State Legislature to address domestic violence and ensure that it does not get overlooked in policy or in funding.

The positive message to take away is that we can and will bring about change

for families affected by domestic violence. We can take steps to provide the services they need to move toward a safer future.

Children can and do recover from witnessing domestic violence. Children can be extremely resilient, and with support from one or more loving mentors, they can find ways to cope. Expert Lundy Bancroft encourages us not to see children as passive, helpless victims. He said, "Side by side with children's distresses are their courageous efforts to find ways to be safe, to watch out for one another, to find people who will love them, to hold onto the belief that they don't deserve to be mistreated and neither does their mother." ²¹

Violent behaviors do not always repeat themselves. Many adults who were victims of domestic violence as children grow up to live non-violent lives and maintain loving, healthy, happy relationships with their partners and their own children.

Solving the problem of domestic violence will not be easy, but it is possible. As a society, we need to work purposefully toward changing the attitudes we hold about violence. We can communicate that violence in any form, and domestic violence in particular, is not acceptable. We can keep the plight of children who are affected by domestic violence in the forefront of our thoughts and share that message with others. And, we can support increased funding for services and research. Real change requires work on both global and local levels, and with your help, we believe that it is possible.

Providing access to the child by a parent who has engaged in abusive behaviors must be carefully evaluated, bearing in mind the physical, mental and emotional safety of the child and the non-abusive parent.

Visitation arrangements are sometimes:

- *Informal and non-restrictive.*
- *Formal and somewhat restrictive (a friend or family member supervising and some specific time and behavior constraints).*
- *Professionally monitored and highly restricted (a trained professional supervisor and very specific behavior guidelines and safety protocols).*

.....
Writing, emailing or calling your Congressional representatives is an effective way to express your concern about domestic violence. If you are unsure of how to do this or who they are, here are some helpful phone numbers and web sites:

- *Contact information for Federal Senators can be found at www.senate.gov.*
- *Addresses and phone numbers for Federal Representatives can be found at www.house.gov or by calling 202.244.2131.*
- *Washington State Legislative representatives in the State House and Senate can be found at www1.leg.wa.gov/legislature or by calling 800.562.6000.*

.....
*When you fight
it makes me feel tense,
I feel as if I am trapped
within a fence.
Both of your words are so cold,
And the fighting is getting old.*

*Why don't one of you
do the right thing and leave,
And keep us all settled at ease.
I am tired of the
screaming and yelling,
And you leave me no choice,
but to be dwelling.*

*As I think about the fighting,
It makes me so angry
that I begin crying.
Please stop this violence,
And stop making me
feel so tense!*

— 15-year-old girl



Resources

What can you do to take action against domestic violence?

You can:

- *Show your concern.*

Many of us learned early on not to ask questions about other people's families or relationships, especially if there seems to be trouble. But keeping violence private helps no one. If you believe someone is being abused or is affected by abuse, express concern and offer resources. S/he might not respond right away, but s/he will receive a signal that you are someone who cares.

- *Be a resource for children who have lived with violence.*

Providing love and support for children is one of the most important steps we can take. We must also be careful not to cause additional problems for the children. This means not interfering or getting involved in ways that jeopardize her/his safety or cause eruptions at home.

Other things we can do in our daily lives:

- Learn as much as you can about domestic violence and raise awareness about what you know with your friends, neighbors and community.
- Cultivate a respectful attitude toward women in your family, workplace and social life.
- Model non-violent, respectful ways

of resolving conflicts in the family.

Talk with your family and loved ones instead of shouting.

- Talk to friends, neighbors and family members when they belittle women, make a joke about violence or ignore violence in the media.
- Write to music and movie companies, video game producers and television stations to speak out about violence against women.
- Encourage projects with religious and civic organizations to raise consciousness about domestic violence.
- Sponsor a family through a local shelter, giving food and personal care items to women and families.
- Buy books, toys and movies that support non-violence.
- Vote to ensure stable funding sources for domestic violence services.



Suggested Reading & Web Sites

The books and sites below contain a wealth of information, stories, statistics and facts about how children are affected by domestic violence. Many of these resources were invaluable in the writing of this book.

Safety note: computers record everything you do on the computer and on the Internet. If you are in danger, please try to use a computer where your abuser cannot gain direct access, or even remote (hacking) access. It might be safer to use a computer in a public library, at a community technology center, at a trusted friend's house or at an Internet café.

BOOKS

Bancroft, Lundy

Why Does He Do That?: Inside the Minds of Angry and Controlling Men

Berkley Publishing Group, 2002

Bancroft, Lundy

When Dad Hurts Mom: Helping Your Children Heal From the Wounds of Witnessing Abuse

G. P. Putnam's Sons, 2004

Edleson, Jeffrey L. and Oliver J. Williams

Parenting By Men Who Batter

Oxford University Press, 2007

Graham-Bermann, Sandra A. and Jeffrey L. Edleson

Domestic Violence in the Lives of Children: The Future of Research, Intervention and Social Policy

American Psychological Association, 2001

Karr-Morse, Robin and Meredith S. Wiley

Ghosts from the Nursery: Tracing the Roots of Violence

Atlantic Monthly Press, 1999

McAlister Groves, Betsy

Children Who See Too Much: Lessons from the Child Witness to Violence Project

Beacon Press, 2003

WEB SITES

Family Violence Prevention Fund

www.endabuse.org

Minnesota Coalition for Battered Women

www.mcbw.org

National Center for Children Exposed to Violence

www.nccev.org

Minnesota Center Against Violence and Abuse's site on Children and Domestic Violence

www.mincava.umn.edu/link/

Minnesota Center Against Violence and Abuse's Electronic Clearinghouse

www.mincava.umn.edu/

Washington State Coalition Against Domestic Violence

www.wscadv.org

Domestic Violence Resources in Washington State

If you or someone you know is being abused, any of the following agencies can help you. You can call or visit web sites to get information, resources and confidential discussions.

Safety note: computers record everything you do on the computer and on the Internet. If you are in danger, please try to use a computer where your abuser cannot gain direct access, or even remote (hacking) access. It might be safer to use a computer in a public library, at a community technology center, at a trusted friend's house or at an Internet café.

STATEWIDE

Washington State Coalition Against Domestic Violence

24 hour hotline: 800.562.6025

Olympia: 360.586.1022 / Seattle: 206.386.2515

www.wscadv.org

Note: the hotline has contact information for most domestic violence programs in Washington State, including those for specialized populations.

SOUTH KING COUNTY

YWCA Domestic Violence Community Advocacy line

425.226.1266 ext. 1017

Note: available only in the daytime on weekdays.

Domestic Abuse Women's Network (DAWN)

24 hour crisis line

425.656.7867

www.dawnonline.org

YWCA Children's Domestic Violence Program

425.226.1266 ext. 1029

Safe Havens Visitation Center

253.856.5140

www.ci.kent.wa.us/humanservices/safehavens.asp

EAST KING COUNTY

Eastside Domestic Violence Program

24 hour crisis line

800.827.8840 / 425.746.1940

www.edvp.org

SNOHOMISH COUNTY

Snohomish County Center for Battered Women

24 hour crisis line

425.252.2873

www.snococbw.org

METRO SEATTLE

New Beginnings

24 hour crisis line

206.522.9472

www.newbegin.org

Salvation Army Domestic Violence Program

24 hour crisis line

206.324.4943

www.nwarmy.org

Asian Pacific Islander Women and Family Safety Center

206.467.9976

Abused Deaf Women's Advocacy Services

TTY 206.236.3134 or relay voice 800.833.6384

Chaya Serving South Asian Women

206.325.0325

Consejo Counseling and Referral Services

206.461.4880

Jewish Family Services

206.461.3240

Northwest Network of Bisexual/Trans/Lesbian & Gay Survivors of Abuse

206.568.7777

Refugee Women's Alliance (ReWA)

206.721.0243

Seattle Indian Health Board

206.324.9360

YWCA Children's Domestic Violence Program

206.568.7845

Support Services and Advocates Explained

Every domestic violence situation is as unique as the individuals involved. Only you can determine what is safest and best for you and your family. However, there are advocates who can help you, and provide resources and information to help you live safely and free from violence. Here is a list of the different types of advocates.

1. Community Domestic Violence Advocate

A community advocate provides resources for a variety of services such as safety planning, domestic violence information, shelter, food, personal needs, support groups, options, etc. A community advocate can be reached through your local domestic violence agencies such as the YWCA, Domestic Abuse Women's Network, New Beginnings, Eastside Domestic Violence Program and the Snohomish County Center for Battered Women. Numbers for these agencies are on page 31. There are also domestic violence community advocates available in some Department of Social and Health Services offices. If you are a victim of domestic violence and you are applying for help at the Department of Social and Health Services, ask your case worker if there is an advocate available.

2. Legal Advocate/Community Based

A legal advocate can provide information regarding the legal process, accompany you through the court process, provide resources for legal representation and help file petitions in civil matters such as protection orders, dissolutions, modifications, etc. They can also assist in all criminal matters, including if you have been arrested for a domestic violence assault but feel you are the victim. There are legal advocates in community agencies, such as those listed on page 31.

3. Court Advocate

A court advocate works for the prosecutor's office. If you are the victim in a criminal case, the advocate in the prosecutor's office may contact you regarding the case and offer safety planning, resources or information regarding the legal process. The advocate may also help you communicate your thoughts and concerns to the prosecuting attorney, accompany you through the court process, attend hearings or assist you with a protection order.

4. Protection Order Advocates

Protection Order advocates also work for the prosecutor's office in the Superior Courts. They are there to assist with filling out the protection order forms, explain the protection order hearing process and support you during the hearing for your protection order.

5. Children's Advocates

There are agencies that offer services for your children, including support for children who have witnessed abuse or have been abused or assaulted. These services can often be found through the agencies on page 31. In South King County, you may contact the YWCA Children's Advocate at 425.226.1266 ext. 1029.

You do not necessarily need an advocate for any legal process, such as obtaining a protection order, or to access community support services. Advocates are available to offer support, resources and encouragement.

This page contributed by Simone Tais, YWCA Domestic Violence Advocate.

Notes

All uncited quotes were taken from interviews conducted with the speaker by the YWCA.

All case stories were taken from participants in the YWCA Children's Domestic Violence Program. Names and identifying details have been changed to protect the identities and safety of the YWCA's clients.

- 1 "Family Violence Prevention Fund Domestic Violence Fact Sheet," www.endabuse.org.
- 2 "Health Concerns Across a Women's Lifespan: 1998 Survey of Women's Health," The Commonwealth Fund, 1999. New York, NY.
- 3 "2006 Fatality Review Report: If I Had One More Day...", www.wscadv.org/projects/FR/06_FR_report.pdf.
- 4 Ibid.
- 5 "Intimate Partner Violence in the United States," www.ojp.gov/bjs/pub/pdf/ipvus.pdf.
- 6 Patricia Tjaden and Nancy Thoennes. "Extent, Nature and Consequences of Intimate Partner Violence: Findings From the National Violence Against Women Survey." NCJ 181867, July 2000.
- 7 "2006 Fatality Review Report: If I Had One More Day...", www.wscadv.org/projects/FR/06_FR_report.pdf.
- 8 Ibid.
- 9 Jeffrey L. Edleson, "The Overlap Between Child Maltreatment and Woman Abuse," *Violence Against Women* 5(1999):2.
- 10 Adapted from Minnesota Center Against Violence & Abuse, "How Children Are Involved in Adult Domestic Violence: Results From A Four City Telephone Survey," www.mincava.umn.edu/link/documents/children/children.doc.
- 11 Adapted from Susan Schechter, "Expanding Solutions for Domestic Violence and Poverty: What Battered Women with Abused Children Need from Their Advocates," www.vaw.umn.edu/documents/expandin/expandin.html.
- 12 Adapted from Robin Karr-Morse and Meredith S. Wiley, *Ghosts from the Nursery* (New York: Atlantic Monthly Press, 1997).
- 13 Lundy Bancroft, Speaking at the Children's Justice Conference, Bellevue, WA, 2004.
- 14 Kellie Rogers, Advocate, YWCA Children's Domestic Violence Program.
- 15 Adapted from Next Door, www.nextdoor.org/children.html, 2002.
- 16 Adapted from the South King County Community Network, www.skccn.com/helpkids/adults.htm.
- 17 Adapted from the South King County Community Network, www.skccn.com/helpkids/todo.htm.
- 18 Adapted from U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention, "Safe From the Start: Taking Action on Children Exposed to Violence," www.ncjrs.org/html/ojjdp/summary_safefromstart/chap3.html.
- 19 Jeffrey L. Edleson, "Should Childhood Exposure to Adult Domestic Violence Be Defined as Child Maltreatment Under the Law?", www.mincava.umn.edu/link/documents/shouldch/shouldch.shtml.
- 20 "2006 Fatality Review Report: If I Had One More Day...", www.wscadv.org/projects/FR/06_FR_report.pdf.
- 21 Lundy Bancroft, *When Dad Hurts Mom: Helping Your Children Heal from the Wounds of Witnessing Abuse* (Boston: Putnam's Sons, 2004), 262.
- 22 Jeffrey L. Edleson, 2007.



Abuse of Children Wheel



Developed by:
 Domestic Abuse Intervention Project
 202 East Superior Street
 Duluth, MN 55802
 218.722.2781
www.duluth-model.org
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Nurturing Children Wheel



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Domestic Abuse Intervention Project
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Duluth, MN 55802
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Afterword

Some of the stories and pictures in this book may have been difficult to read or to view. It is your interest and dedication that will, in the end, bring the changes necessary to end domestic violence. Children who gave their permission to tell their stories or show their artwork did so with the hope that together we can accomplish a change for the better.

Working with children is a huge honor, and I am grateful for the opportunities afforded to me as the Children's Advocate at the South King County YWCA. Sometimes my family and friends offer me sympathy as they assume that my job is difficult at best. They lament that it must be depressing to work with traumatized kids and that they would struggle with the frustration of always trying to "fix" the problems. I remind them that the children I work with are just like all kids: they are funny and strong and some of them are amazingly insightful. Unfortunately, they have all had to live with an abuser. What they need from me is a non-judgmental ear and ideas about how to look at their experiences or solve problems differently. Some of them carry the huge weight of guilt and grief, but all of them are wonderful, and I am the one who is blessed.

I thank and commend the mothers and guardians who have trusted me to work with their families, as it takes great courage to invite a stranger into one's home and then to give that person access to one's children. For the children: thank you for your bravery and for your willingness to try different things, and for letting me share your experiences. It is your stories and pictures that will make domestic violence real to a lot of adults. It is because of you, and for you, that grown-ups will change how they think about domestic violence. I would also like to take this opportunity to thank the YWCA, and in particular, Linda Rasmussen and Celia Forrest, for offering a wonderfully supportive home to the Children's Domestic Violence Program, and also to Tizzy Asher for her extensive efforts to research and write this book.

This book is dedicated to all families in the hope of forever ending domestic violence, and in particular to those who have touched my life and who have given my work meaning.

Kellie Rogers

Children's Advocate

YWCA Children's Domestic Violence Program

Acknowledgements

Children's Domestic Violence programs at the YWCA

The YWCA's Children's Domestic Violence program is currently offered in South King County and Central Seattle. To contact these programs, call:

YWCA South King County - 425.226.1266, ext. 1029

YWCA East Cherry Branch - 206.568.7845

More children could benefit

The Children's Domestic Violence program was originally developed and sponsored by Catholic Community Services in South King County and became part of the YWCA's service continuum in September 2003. Many thanks go to Janet Hedgepath, Program Manager for Children's Services at Catholic Community Services, for her invaluable developmental work.

The South King County Community Network, one of 39 community networks formed by the Family Policy Council of Washington State, has been instrumental in bringing the effects of domestic violence into the forefront of public awareness in King County. But, there are hundreds of children in YWCA programs in need of the healing benefits of the Children's Domestic Violence Program. The YWCA's vision is to expand the program to more service sites in King and Snohomish counties. If you are a foundation or individual interested in financially supporting the program's expansion, please contact: Sherry Dawley, Director of Development & Community Affairs, 206.461.4850.

Special thanks

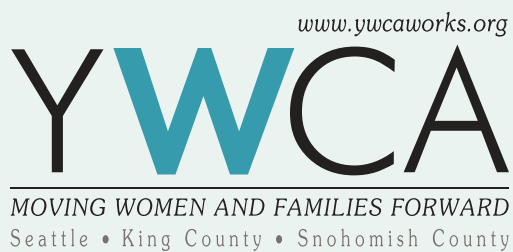
This book would not have been possible without the vision and guidance of Kellie Rogers, Children's Advocate for the YWCA Domestic Violence Program. The YWCA also wishes to thank the following individuals for their contributions: Celia Forrest, Linda Rasmussen, Simone Tais.

The following experts granted interviews which were used in this book: Dr. Jeffrey Edleson, Sergeant Deborah Nicholson, Tracee Parker.

The YWCA extends its sincere appreciation to the following supporters for funding the Children's Domestic Violence Program in 2007: The Medina Foundation | The O'Donnell Foundation | The Tillie & Alfred Shemanski Testamentary Trust | South King County Community Network | Cities of Auburn, Burien, Federal Way and Kent.

Printing for this book was generously provided by The Boeing Company.





Our Mission

The mission of the YWCA of Seattle • King County • Snohomish County is to advance the quality of life for women of all ages, races and faiths, and their families.

The YWCA believes that working together we can create a community where:

- All women and families have a safe, stable place to live.
- All adults have the opportunity to earn a livable wage and achieve self-sufficiency.
- All children and youth can develop the skills they need to succeed in life.
- All people can live with dignity, free from violence, racism and discrimination.



A United Way Agency

Desde sus ojos

La violencia doméstica y su impacto en los niños

Capítulo 3.

Muchas personas se sentirían confundidas o incapaces al tratar a un niño que ha sido víctima de abuso. Sin embargo, hay algunas frases muy sencillas que los pueden ayudar a sentirse más tranquilos:

- La violencia no es culpa tuya.
- No estas solo, hay otras familias con el mismo problema.
- Lo que tu piensas y cómo te sientes es importante.
- Es normal que sientas ira y miedo y que hables sobre ello.
- Nunca intervengas cuando haya una discusión. Recuerda tu plan de seguridad y úsalo para salir a buscar ayuda.
- Eres un niño maravilloso y hay muchas personas que te quieren.

Estrategias para ayudar a los niños.

Uno de los mayores riesgos que corren los niños que sufren de violencia doméstica, es que ellos mismos pueden aprender a usar la violencia. Cuando se van acercando a la adolescencia y a la edad adulta, pueden caer en depresión o adoptar comportamientos

peligrosos como la promiscuidad o el consumo de drogas. Sin un modelo efectivo de solución de problemas y manejo de conflictos, los niños tienden a adoptar un comportamiento violento o a usar la violencia como algo común.

Los niños que sufren de violencia en sus hogares pudieran creer que la violencia puede resolver problemas. En lugar de usar estrategias de pensamiento crítico o de solución de conflictos, pueden recurrir a usar la violencia. También pueden llegar a pensar que su ira es la causa de su violencia.

Y no se trata solamente del comportamiento sino también de las actitudes que los niños copian de sus padres. Los varones pueden aprender a denigrar a las mujeres y ellos mismos pueden tener comportamientos violentos; por otro lado, las niñas pueden aprender a aceptar este comportamiento como algo natural. Ambos desarrollan percepciones distorsionadas de los comportamientos normales de ambos géneros.

Lundry Bancroft, experta en el campo de la niñez y la violencia domestica expresa que los varones empiezan a hacer comentarios como: “Todo hombre tiene un limite” o “No sabes cuando callarte”. Los niños que actúan así a menudo tienen dificultad para reconocer que la violencia domestica es sinónimo de abuso de poder o de control y no sinónimo de ira.

Aunque esta información es preocupante, sí existen soluciones. Una de éstas se basa en la educación y el tratamiento. La Sargento Deborah Nicholson de la Unidad de Violencia Domestica del departamento de la policía de Seattle expresa: “Los programas educativos son formas de detener esto”. “Una manera de hacer impacto en la violencia domestica es abordar primero a los niños y luego trabajar con sus padres”.

El Programa de Violencia Domestica Infantil de la YWCA¹ utiliza un modelo único en su clase para enfrentar las necesidades de los niños que han sido victimas de violencia en sus hogares. En este programa, que tiene una duración de dos meses y medio, los niños se

¹ Young Women Christian Association por sus siglas en Inglés. (Asociación de Jóvenes Cristianas)

reúnen una vez por semana con un profesional en violencia domestica. Ahí se les enseña planes de seguridad y solución de conflictos. También se les alienta a hablar sobre sus experiencias ante la de violencia doméstica, que en muchos casos comentan por primera vez con los especialistas del programa. Lo mas importante del programa es que estos niños reciban la reafirmación de que no son responsables de lo que han vivido.

El dibujo es una de las herramientas usadas en el Programa de violencia doméstica infantil. El arte se considera una manera de expresión fácil y eficaz para que los niños que han sufrido de abuso se expresen y puedan definir sus emociones. A muchos menores se les hace más fácil expresar sus sentimientos a través de dibujos que expresarlos a viva voz. Dibujar imágenes los libera de ser juzgados o presionados.

Otra estrategia que se usa en el Programa es escuchar a los niños con empatía o realmente poner mucha atención a lo que dicen. En algunas ocasiones, una estrategia efectiva al trabajar con niños que han sido catalogados como “niños problema” en sus escuelas o en sus guarderías, es simplemente sentarse a platicar con ellos y preguntarles el motivo de su mal comportamiento.

Kelly Rogers, promotora principal del programa informa: “El programa de violencia doméstica infantil le ofrece a los niños un tiempo para discutir y reflexionar sobre sus experiencias de forma segura y sin sentirse amenazados. Se les da la oportunidad de crear sus propios planes de seguridad y aprender la dinámica de la violencia doméstica explicándosela de la forma mas apropiada a su edad. El personal del programa está consciente de que es muy probable que estos niños tengan contacto con sus agresores en el futuro, especialmente si se trata de sus padres. El currículo del programa le proporciona a los niños las estrategias necesarias para manejar el comportamiento pasado, presente y futuro de sus atacantes con un mínimo de daño a si mismos.

Rogers cuenta la historia de una niña que usó el plan de seguridad desarrollado en el Programa. “Rebeca y yo terminamos su plan de seguridad un jueves por la tarde. Al sábado siguiente ocurrió un incidente muy serio en su casa. El lunes, Rebeca me contó que estaba

muy orgullosa de haberse acordado de su plan y de haberlo utilizado. Su relato fue asombroso. La niña me dijo: “Kelly, pude usarlo, lo seguí al pie de la letra. Bajé al cuarto de lavado y ahí espere a mi mamá; luego, corrimos tan rápido como pudimos para cruzar el patio hasta la casa de un vecino”.

Este relato es una muestra de la eficacia de tener un plan de seguridad. Si los niños saben lo que pueden hacer y pueden ponerlo en práctica, entonces sus recuerdos del incidente pudieran ser muy diferentes de la preocupante confusión que existe por no saber que hacer al respecto. En el caso de Rebeca, el agresor tenía una pistola, y la policía tuvo que llamar al SWAT² para controlar la situación.

Los planes de seguridad deben ser flexibles. El programa de violencia doméstica infantil los ayuda a reformular el plan en el caso de cambios de lugar o de situación o en el caso de un intento fallido para seguir el plan. El personal del Programa hace simulaciones de planes de seguridad con los niños para que se sientan cómodos y de este modo, puedan recordar los planes durante situaciones de estrés o de miedo.

La mayor parte del Programa de violencia doméstica infantil da resultados porque funciona individualmente con cada niño. Los promotores tienen la habilidad de ser flexibles con cada niño y de determinar lo más apropiado en cada ocasión.

De acuerdo con el Dr. Jeffrey Edleson, cuando se trabaja con los niños afectados por la violencia doméstica, un componente esencial es considerar de forma diferente la situación de cada niño. “Cuando las personas se enteran de un problema de este tipo, se escandalizan y luego creen que todos los niños están en grave peligro. Esto no es más que una reacción exagerada que tiende a establecer estereotipos. Es por eso que se necesita analizar cuidadosamente cada uno de los casos. Este es un mensaje tanto para los especialistas como para los padres: Cada niño es un individuo independiente. Cuando se trabaja tanto con el niño como con la madre, se obtiene un mejor resultado.”

² “Special Weapons Attack Team” por sus siglas en Inglés. (Equipo de ataque con armas especiales)

Rogers está de acuerdo y plantea: “El Programa ha sido un éxito porque se ofrece una asesoría individualizada y promovida en la propia casa del niño, que resulta en un enfoque único en su tipo”. También declara que “Los niños responden muy bien cuando se sienten en su propio ambiente. Es también de mucho valor trabajar desde la perspectiva del niño y de tener la flexibilidad para adecuar el currículum a sus necesidades individuales.”

A continuación, presentamos algunos relatos exitosos del Programa de violencia doméstica infantil:

Adam tenía 5 años cuando empezó a negarse a ir a la escuela. Apenas llegaba, empezaba a gritar, a dar de patadas, a hacer rabieta, y en general se portaba de un modo agresivo y voluntarioso. Su comportamiento era tan extremo, que su mamá en ocasiones tenía que suspender sus actividades diarias para ir a recogerlo a la escuela.

Después de cuatro meses, el personal de la escuela de Adam no sabía qué hacer con él. Tras enterarse que el niño había sido víctima de violencia doméstica, el personal de la escuela llamó a la encargada del programa Nelly Rogers para una evaluación.

Rogers le preguntó al niño “¿A ver dime, por qué no quieres ir a la escuela?”.

Su respuesta fue sorprendente. Un día antes del Día de acción de Gracias, Adam vio a su papá estrangulando a su mamá. Enseguida llamó al 911³. Cuando la policía llegó, arrestaron al padre y se llevaron a su mamá al hospital, donde tuvo que permanecer mucho tiempo para recuperarse.

El niño le dijo a Rogers que necesitaba quedarse en su casa para poder salvar a su mamá.

El no podría salvarla si estaba en la escuela. Después de todo, había sido él quien llamó al 911⁴ y quien recibió un premio especial por parte de la policía. Su mamá se hubiera muerto sin su intervención.

³ Los Estadounidenses marcan el 911 para pedir ayuda en caso de emergencia; por otro lado, en el área de Chetumal, Q.Roo se usa el 066 como número de emergencia.

⁴ Aplica el mismo caso que en el pie de página anterior.

La señora Rogers habló con los administrativos de la TAN/DSHS⁵, con la mamá y con el personal de la escuela para poder llegar a una solución y poder aliviar la extrema ansiedad por separación que Adam sufría. El proceso tardó seis semanas. Las primeras dos semanas, la mamá iba a la escuela con él y permanecían juntos todo el día; durante las siguientes dos semanas, ella iba a la escuela hasta la hora del recreo, luego se regresaba a su casa y Adam podía llamarla por teléfono si así lo quería. Durante las últimas dos semanas, la mamá de Adam ya se quedó en su casa pero estaba disponible por teléfono todo el día.

La estrategia funcionó: Ahora Adam tiene ganas de ir a la escuela y quiere ser policía cuando sea grande.

Jacob, niño de 9 años cuyo padre lo había amenazado con pistola en mano; obtuvo resultados similares tiempo después que completó el programa y participó en terapia de juegos. El niño empezó a superar su ansiedad por separación y con el tiempo pudo ir a un campamento de verano. Se la paso muy bien y espera ansioso para regresar a otro. Rogers dice que por primera vez en su vida el niño pudo mostrar “un comportamiento infantil normal”.

Yim, una niña a la que le hacían la vida imposible los niños de su colonia, a través del Programa de violencia doméstica infantil conoció a un instructor de kárate que vivía ahí mismo y empezó a ir a sus clases de defensa personal. El instructor, que vivía cerca de la casa de la niña, se dio a la tarea de observar si veía algo raro y empezó a intervenir cuando los niños de la colonia molestaban a la niña. Después de 6 meses, Yim ya no se escondía. Ahora ella camina por la colonia muy segura de si misma y escoge amigos que la respeten.

⁵ Oficina de Trabajo Social

Visiones para el futuro.

Todo esto podría sonar abrumador. Sin embargo, algo positivo es que estamos tomando medidas para superar el problema de la violencia doméstica. Cuando las mujeres están listas para salirse de una relación violenta, se les ofrece ayuda por medio de centros de atención telefónica, albergues, organismos de apoyo y otros recursos existentes. Se ha comprobado que los niños con problemas emocionales y de conducta, por ser víctimas de violencia doméstica, se pueden recuperar de sus problemas (y si se recuperan) con intervención y tratamiento adecuados.

Queda mucho por hacer si se quiere erradicar la violencia. Es de suma importancia que todo lo relacionado con la violencia doméstica, sea de dominio público. Esto significa hablar con nuestras autoridades, educar a nuestros semejantes y compartir información con nuestros amigos y con la comunidad en general. Esto también significa cambiar de actitud de cómo tratar a las personas afectadas por la violencia doméstica. Y también significa ser un recurso de ayuda para los niños que podrían estar en peligro.

El primer punto que se necesita tratar es la falta de recursos disponibles. Muchas instituciones se han organizado para dar servicio a las personas que sufren de violencia doméstica. Sin embargo, los programas que se enfocan en los niños aún son escasos. El Programa de violencia doméstica infantil auspiciado por la YWCA es uno de los únicos en su género en el estado de Washington.

Algunas personas han sugerido que los servicios para niños se ofrezcan en forma conjunta. Esto quiere decir que los programas se deben ofrecer en conjunción con los albergues, con los programas de promoción y con los grupos de apoyo. Otros han sugerido que se expandan los programas ya existentes pero incluyendo a los niños. Los proveedores del cuidado de la salud mental que trabajan con los niños, deben estar educados específicamente en cómo resolver los problemas comunes que enfrentan los niños que han sido testigos de violencia doméstica.

Algunas organizaciones han manifestado la falta de recursos a través de acciones legislativas. El Consejo de Política Familiar es una organización en el estado de Washington que trabaja para propiciar cambios sistémicos que ayuden a mejorar la vida de los niños y de la familia. Esta información se encuentra más detallada en el sitio de Internet: www.fpc.wa.gov.

En el año 2001, el Consejo de Política Familiar adoptó el tema de los niños y la violencia doméstica como uno de sus asuntos primordiales. La organización junto con el programa para niños que sufren de violencia doméstica fue fundamental para la implementación de una ley en el estado de Washington, la cual cobra una multa por actos de agresión y luego ese dinero se usa para la creación de programas en contra de la violencia doméstica. Este es sólo un ejemplo de cómo la creación de fondos podría servir para la creación de nuevos servicios.

También es importante que cambiemos de actitud hacia las mujeres que sufren de violencia doméstica y hagamos que los agresores rindan cuentas de sus acciones.

Por razones culturales tendemos a culpar a la víctima. Con frecuencia, las mujeres y sus hijos se enfrentan a grandes obstáculos financieros, de carácter legal y de seguridad cuando deciden dejar a sus agresores.

Sin embargo, en muchas ocasiones, las mujeres se quedan en una relación violenta para asegurarse de que el padre agresor no entre en contacto con sus hijos sin tener a alguien que supervise las visitas.

Exponerse al abuso es dañino, pero es importante recordar que el que ocasiona el abuso es el que tiene la culpa. Las mujeres que están en esta situación son por lo general madres muy protectoras. De acuerdo al Dr. Edleson muchas madres toman en cuenta el bienestar de su hijo o hijos; sin embargo, algunas madres golpeadas tienen dificultad para ejercer su maternidad debido a una depresión severa o al abuso de fármacos, lo que en muchas ocasiones se considera como consecuencia de vivir en violencia doméstica. No obstante, otras madres pueden ser buenas madres aún bajo el estrés de ser abusadas.

Expertos de toda la nación han declarado abiertamente que la manera más efectiva e inmediata para que los servicios sociales aumenten la seguridad de los niños que han sido agredidos en sus hogares es apoyando la autonomía del padre que no es el agresor.

En la mayoría de los casos, la madre es la víctima, la que se encarga de sus hijos y la que más se preocupa por su seguridad. Apoyar su autonomía quiere decir:

- Hacer que el agresor sea responsable de su abuso, y preguntarle ¿Quién necesita cambiar para detener la violencia doméstica?, o ¿El comportamiento de quién esta poniendo en peligro a sus hijos?”.
- Reconocer los puntos fuertes del padre que no es abusivo, animándola a que tome sus propias decisiones y auxiliándola en sus esfuerzos por cuidar a sus hijos.
- Asegurarse que las víctima cuenten con el apoyo (financiero, emocional y legal) y que se sientan libres de que los estén juzgando o criticando cuando busquen el servicio de los promotores, los proveedores de la salud mental y del cuidado de la salud en general, los tribunales de justicia, el departamento de la policía, los servicios de protección al niño, las autoridades del DSHS y de vivienda.

Cuando los sobrevivientes de la violencia doméstica confían en que serán respetados y apoyados, tomaran cartas en el asunto para protegerse a sí mismos y a sus hijos. Por otro lado, una opción inaceptable es que las victimas se mantengan aisladas de los programas de servicios y de sus comunidades.

A menudo se asume que una vez que la mujer sale de una relación violenta, ya está completamente segura. Sin embargo, es muy probable que la asesinen una vez que salga de esa relación. En el estado de Washington, más de la mitad de los decesos por violencia domestica suceden o bien después o en el momento en que la víctima está tratando de salirse. Para las familias que luchan con problemas de la custodia de los hijos, las visitas del padre pueden convertirse en oportunidades para que haya más abuso.

Es nuestra experiencia, que la mayoría de las mujeres abusadas quieren que sus hijos continúen con una relación padre-hijo siempre y cuando se haga de una manera segura. Es

importante que las mujeres abusadas, los defensores y los abogados conozcan los diferentes tipos de visitas que existen para ayudar con eficacia al padre que no es abusivo en la creación de un plan seguro de visitas.

Los juzgados podrían ordenar que el agresor tenga un acceso restringido hacia los niños mediante visitas o intercambios supervisados. Estas visitas pudieran llevarse a cabo en un lugar público, una casa específica, en una oficina o en un centro de visitas.

Cuando ha habido violencia doméstica, los supervisores a cargo deben tener:

- Un claro entendimiento de los riesgos que corre el padre que no es el abusivo, tales como el acecho, el hostigamiento, el ataque físico y/o verbal y el secuestro.
- Explicar por escrito y con claridad el comportamiento específico que se espera de la visita del padre, con su firma al final.
- Tener la habilidad de entender e intervenir cuando se usan tácticas de abuso para ocasionar daño emocional, mental o físico a los hijos o al padre que no es el abusivo. Dichas tácticas, aunque no son privativas de este grupo, pudieran incluir:
 - Mandar mensajes al otro padre por medio del niño con regalos, comida, promesas, o amenazas.
 - Negarse a pagar por los servicios requeridos.
 - Exigir documentos que digan que las visitas son “muy buenas”.
 - Extralimitarse persistentemente o manipular las reglas.
 - No estar conforme con las visitas o poner en duda las visitas programadas ó los tiempos de intercambio constantemente.
 - Abuso continuo al usar el sistema judicial, como cuando se solicitan cambios con los proveedores de servicios. Cambios en la duración y frecuencia de las visitas; así como las peticiones y los intentos frecuentes para modificar las órdenes del juez sin considerar los deseos o la comodidad de los niños.

Cuando se elija a los supervisores encargados de monitorear las visitas supervisadas, los padres deben considerar quien las hace teniendo en cuenta:

- La preparación y experiencia para identificar las dinámicas de control y de poder, así como el impacto de la violencia doméstica en los niños y las tácticas de abuso usadas por los agresores.
- Las políticas de seguridad y los procedimientos utilizados que incluyen las condiciones de seguridad usadas por el padre que no es abusivo, antes, durante y después de las visitas.
- Los lugares y el tipo de servicios tales como servicios internos o externos, supervisión de visitas individuales, supervisión de las visitas en grupo.
- Habilidades para dar servicio en otros idiomas y con un personal competente que este relacionado con otras culturas.
- Finalmente, se debe entender que parte de las estrategias para abusar, con frecuencia se usan al tratar de ganar la custodia de los hijos por medio de la denuncia del abuso a los niños y su negligencia, el abuso de fármacos y una paternidad inadecuada.

Si el padre que no vive con la familia es el que es víctima de violencia doméstica, queda a consideración del proveedor de servicio tomar en cuenta lo antes mencionado y ajustar sus políticas y prácticas para brindar seguridad antes, durante y después de las visitas o intercambios.

El condado de South King es la sede del programa que pretende resolver estos asuntos. Para las familias donde las visitas del padre que no vive con ellos es un problema, se abrió el centro de visitas Haven Safe Refuge en el condado de Kent, el cual se estableció a través de fondos de la oficina federal de la violencia en contra de las mujeres y la ciudad de Kent, para crear visitas más seguras e intercambios en una atmósfera segura, sin violencia y apropiada desde el punto de vista cultural.

Tracee Parker, coordinadora del proyecto Haven Safe Refuge, está trabajando en un modelo de comportamiento respetuoso, amable y sin violencia, en un ambiente que hace que el agresor rinda cuentas por los abusos que cometió. Ella declara: “Nos gustaría acabar con la violencia doméstica de una vez por todas, pero nos preguntamos ¿Cómo podríamos hacer que durante una visita, se demuestre un comportamiento sin violencia, que sea amable y decente? y que haga que el agresor rinda cuentas sin ser humillado y castigado”.

Al final, se pueda actuar de una manera mas personal. Uno de los primeros pasos seria educarnos sobre la violencia familiar. El apéndice de este libro incluye una lista de sitios web y lecturas de ayuda. Todos estos recursos tienen información que puede ayudar a mejorar nuestros conocimientos sobre la violencia doméstica y su efecto en los niños.

Las acciones personales pudieran significar convertirse en un recurso para los niños. Es importante informarle a los niños que pudieran estar sufriendo violencia que los vamos a apoyar y no vamos a intervenir de tal manera que los ponga en riesgo. También podríamos hablarles sobre la forma en que nuestra cultura devalúa a las mujeres y enseñarles a tener habilidades de pensamiento crítico para que puedan entender los sutiles mensajes negativos que ven en las películas, en la televisión o en los video juegos.

También es muy importante que se mantenga el tema de la violencia doméstica en las agendas de nuestros funcionarios electos. Debemos alentar a los lectores para que contacten a sus congresistas y a Hacer un llamado al Congreso Federal y la Legislatura del estado de Washington para que se concentren en este tema y garanticen que no se pasarán por alto ni las leyes ni el conseguir fondos para luchar en contra de la violencia domestica.

El mensaje positivo que podemos sacar de todo esto es que se puede propiciar un cambio para las familias que se ven afectadas por la violencia doméstica. Podemos trabajar para ofrecer los servicios necesarios para garantizar un futuro mas seguro.

Los niños pueden recuperarse y se recuperan de la violencia doméstica. Son extremadamente fuertes, y con el apoyo de uno o más mentores cariñosos, pueden hallar

medios para salir adelante. El experto Lundy Bancroft nos anima a que no veamos a los niños como víctimas pasivas sin ayuda alguna. El dice: “Conjuntamente con las calamidades de los niños se encuentran sus esfuerzos valientes por buscar maneras de estar seguros, cuidarse unos a los otros, encontrar personas que los amen y aferrarse a la idea de que ni ellos ni sus madres merecen ser maltratados”.

Los comportamientos violentos no se repiten siempre. Muchos adultos que fueron víctimas de la violencia doméstica de niños, crecen y viven vidas sin violencia y al mismo tiempo mantienen relaciones felices, saludables y amorosas con sus parejas y sus hijos.

Resolver el problema de la violencia doméstica no es fácil, pero es posible. Como sociedad se necesita trabajar con el propósito de cambiar esas actitudes que tenemos hacia la violencia. Podemos decir que la violencia en cualquiera de sus formas y en especial la violencia doméstica, no es aceptable. Podemos incluir la tragedia de los niños afectados por la violencia doméstica en nuestros pensamientos y pasar este mensaje a otros. Y podemos ayudar a levantar fondos para ayudar en las investigaciones y en los servicios. Para que se de un verdadero cambio se requiere trabajar a nivel local y global, y con su ayuda creemos que esto puede ser una realidad.

Si usted conoce a un niño que sufre de violencia en su casa, lo puede ayudar a crear un plan de seguridad si voluntariamente mostrara interés en aprender cómo controlar el miedo o la ira y cómo protegerse a si mismo.

Estas son algunas sugerencias que pudiera decirle:

- Si no puedes salir de la casa con seguridad entonces ve a tu cuarto o a algún otro lugar seguro de la casa.
- No te involucres en la discusión. Te puede alcanzar un objeto que se lance o algún golpe destinado a otra persona.
- Vete a la casa de un amigo o de un vecino.
- Familiarízate con todas las diferentes formas de salir de tu casa o apartamento.
- Llama al (066)* y pide ayuda.
- Busca a un adulto en quien confiar y coméntale lo que está pasando en tu familia.

*Vea ejemplos de Equivalencia en trabajo de análisis para explicación.

Una forma muy efectiva de ayudar a los niños que sufren de violencia doméstica es ayudando al adulto-victima. Cuando las victimas sienten ese apoyo lo más probable es que actúen para protegerse a sí mismas y a sus hijos.

Si usted conoce a alguien víctima de abuso:

- Escuche y no juzgue.
- Dígale a la víctima que lo que sucede no es su culpa: no hay justificación alguna de que haya violencia en una relación.
- Dígale a la víctima que puede ser ayudada, que este apoyo es confidencial y sin emitir juicios o criticas. Ayude a la víctima a encontrar los recursos que la puedan auxiliar. Algunos puntos de partida interesantes se mencionan en el capítulo 5 de

este libro.

- Sirva de apoyo para guardarle copias de documentos importantes tales como tarjetas de seguro social, certificados de nacimiento o papeles de información bancaria.

Manifestarse en contra de la violencia doméstica pudiera parecer una gran y difícil tarea. A continuación, se describen formas fáciles de mostrarle a su comunidad que la violencia es inaceptable:

- Recuerde que culpar a la víctima es inaceptable.
- Conozca las señales que ocurren cuando hay abuso y como apoyar a un amigo a salirse de esa situación.
- Invite a alguien de alguna organización local de violencia doméstica para impartir pláticas a la comunidad.
- Invite a algún especialista para que dé pláticas en las escuelas.
- Sugiera que se muestren libros y materiales sobre violencia doméstica en lugares visibles de las escuelas de la localidad.

En el año 2000, la Oficina Federal de Justicia Juvenil y Prevención del Delito de los Estados Unidos diseñó un programa para orientar a las agencias, a los promotores y a las personas interesadas en ayudar a niños afectados por la violencia. Estos principios nos pueden ayudar a establecer lugares seguros para las víctimas de violencia dentro de nuestras propias comunidades y también a ayudar a las víctimas con eficiencia y eficacia.

- Trabajar en equipo.
- Empezar mas temprano.

- Pensar con visión a futuro.
- Proveer seguridad a los hijos por medio de la ayuda que se ofrece a sus madres.
- Hacer que se cumpla la ley.
- Adecuar los recursos disponibles.
- Trabajar conforme a una base de conocimientos sólidos.
- Crear una cultura de no violencia.

Se debe evaluar cuidadosamente el darle la oportunidad a un padre violento para que visite a su hijo, teniendo en cuenta la seguridad emocional, mental y física del niño y del padre-víctima.

Las formas de visita pudrieran ser:

- Informales y sin restricciones.
- Formales y con algunas restricciones (que sea supervisada por medio de un amigo o de un miembro de la familia y con reglas establecidas delimitaciones de tiempo y de comportamiento).
- Controladas, por profesionales y altamente restringidas (mediante un supervisor entrenado, un reglamento específico de comportamiento y un protocolo de seguridad).

Una manera efectiva de mostrar su interés sobre la violencia doméstica puede ser escribiendo, mandando correos electrónicos o llamando a su representante ante el congreso. Si no está seguro de cómo hacerlo o de quiénes son, aquí encontrará algunos números telefónicos de ayuda y sitios de Internet:

- la información para contactar a los Senadores Federales se encuentra en: www.senate.gov .
- La direcciones y números de teléfono de los Representantes Federales se pueden encontrar en la página de Internet: www.house.gov o llamando al 202-244-2131
- Los Representantes a nivel federal del poder Legislativo, en la Cámara y en el Senado se encuentran en la página de Internet: www.l.leg.wa.gov/legislatura o llamando al 800-562-6000.