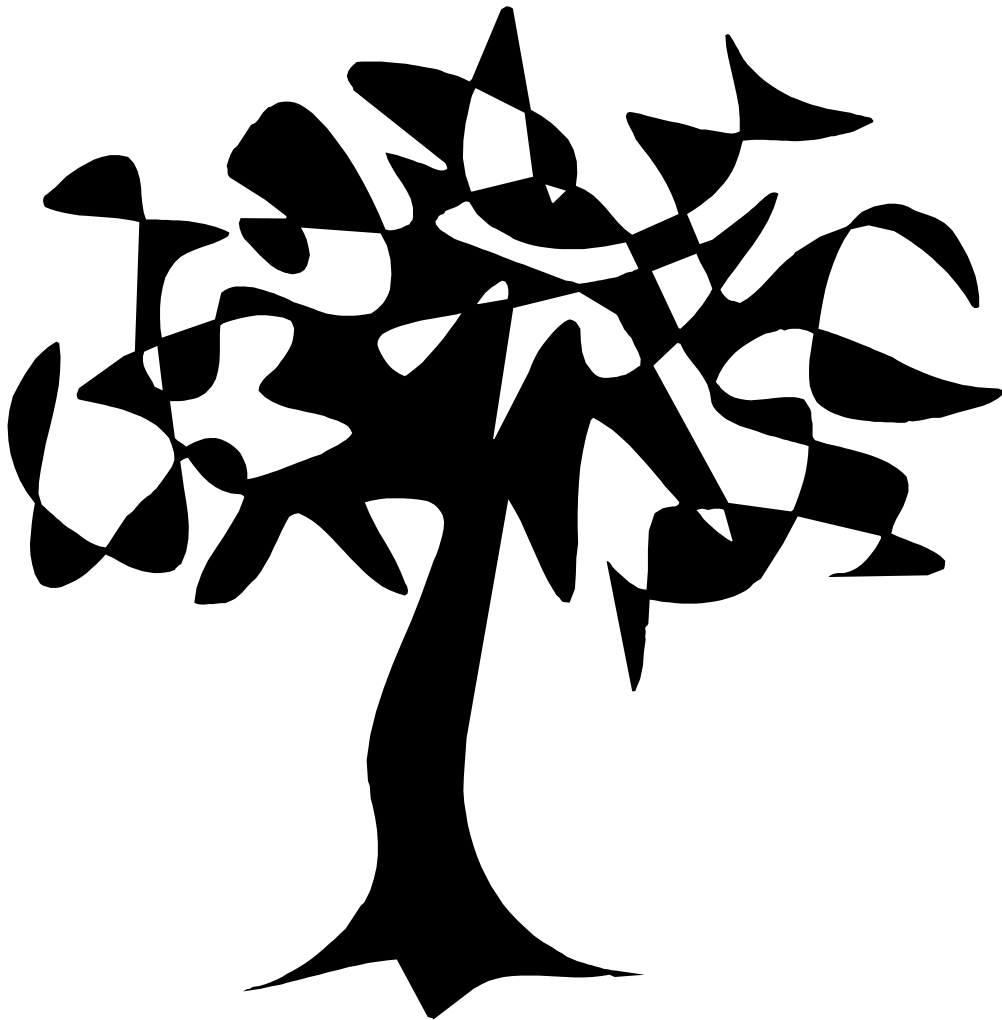


Adult Survivors of Child Abuse



THE JOHN HOWARD SOCIETY OF MANITOBA, INC.
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ADULT SURVIVORS OF CHILD ABUSE

Adult Survivors of Child Abuse was developed for the John Howard Society of Manitoba Inc.'s Basic Literacy program. It contains fifteen lessons dealing with information on child abuse. The workbook addresses the effects of abuse on the child and the long term effects on the adult.

Each lesson is followed by an exercise designed to build basic literacy skills and reinforce materials contained in the lessons.

This workbook was developed to provide adult survivors, their friends and family with information on child abuse. While all can benefit from the use of this workbook, it is especially suited for low-level readers.

Words that are underlined within each lesson are defined in the glossary at the end of Lesson 14.

OUTLINE

Lesson #1 - Introduction

Lesson #2 - Memories

Lesson #3 - Being an Adult and a Survivor

Lesson #4 - Physical Abuse

Lesson #5 - Emotional Abuse

Lesson #6 - Sexual Abuse

Lesson #7 - Effects of Abuse on the Child

Lesson #8 - Long Term Effects of Abuse

Lesson #9 - What Stage Are You At?

Lesson #10 - Coping

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LESSON #1

Introduction

You are probably reading this workbook because something in your life is not going right. This workbook will provide you with information that may help you to understand yourself better. It may provide you with some answers on why you act the way you do. It may explain why you get angry, upset or confused in certain situations. This workbook will not solve your problems. It is only a beginning to understanding your past and present. It will also give direction to your future by helping you to organize your feelings, thoughts and actions.

Some children are abused; physically, emotionally and sexually. No one has the right to treat children these ways. It will affect them for the rest of their lives.

Information on abuse can be helpful even if you were not abused as a child. You may be able to help a friend or protect your own children.

If at any time you are uncomfortable while reading this workbook, close the workbook and talk with someone about these feelings. This person may be a tutor from the Literacy Program, a friend, or a counsellor. If you are unable to do this, writing down your feelings may be helpful. Calling a crisis line and speaking to someone there may be another good idea. They may be able to advise you of other resources in the community.

EXERCISE #1**FILL IN THE BLANKS**

1. This workbook will provide you with _____ that may help you to _____ yourself better.
2. It may explain why you get _____, _____ or confused in certain situations.
3. The workbook may give you some direction to your _____, by helping you to organize your _____, _____, and actions.
4. Some children are _____, _____, and/or _____ abused.
5. _____ has the right to treat children this way.
6. Abuse will _____ them for the rest of their lives.
7. Information on abuse may be useful to a _____, or _____ your children.
8. You may call a crisis line if you feel _____ at anytime when reading this workbook.

LESSON #2

Memories

Can you think back to your childhood? Do you remember growing up? Did you live with your parents, sisters, and brothers? Were you placed with another family? This is a beginning to understanding who you are.

The way you were cared for and treated as a child affects who you are as an adult. If you begin to think back to your childhood, you may begin to remember some of the ways you were cared for and treated. For some people, they have good and bad memories.

Other people can only remember certain parts of their childhood, or cannot remember anything at all from their childhood. One reason for this may be because their mind has blocked out memories that may be too painful or too traumatic for them to cope with. It has been said that people begin to remember bad memories when the brain feels that they will be able to handle these memories.

Other times, memories can be triggered when people experience a similar situation, or if the person initially involved in the bad memory is in contact with them again. Memories can be the answers to your past. It is important to believe in your memories and to explore them with your supports. (LESSON #12)

EXERCISE #2**ANSWER TRUE OR FALSE**

1. _____ The way you were cared for does not affect who you are as an adult.
2. _____ Some people have good and bad memories.
3. _____ Some adults do not remember any parts of their childhood.
4. _____ One reason for blocked memories is that the memories are too painful.
5. _____ It is important not to believe in your memories.

FILL IN THE DEFINITION OF THE WORD

Memories	
Blocked	
Traumatic	
Cope	
Triggered	

LESSON #3

Adulthood

This workbook was developed for adults. Being an adult means that you take responsibility for yourself. It also means that you have control over your behaviour and your actions. You handle things differently than you did as a child. Adult survivors are people who were abused as children and are living now as adults. They have been affected by the abuse. Some adult survivors have remembered their childhood and have worked through their traumatic experiences. Other adult survivors are only beginning to realise that something is not right in their life. This may be because of the way they were raised, the environment they grew up in, or because something has now triggered their memories.

LESSON #9 explains the different stages people can be at after they have experienced something bad. The three stages are the crisis stage, the suffering stage, and the resolution stage.

EXERCISE #3**ANSWER THE FOLLOWING QUESTIONS**

1. Do you know someone who may have been abused as a child? OR: Do you believe that you were abused as a child?

2. As an adult, has this person's life been affected by the childhood abuse? OR: Has your life been affected by the childhood abuse?

LESSON #4

Physical Abuse

Abuse is a pattern of violent behaviour or force so that one person can control the thoughts, beliefs, and actions of another person. People who are abusive seek power over another person. It is more common for the abuser to be older, more knowledgeable, or more powerful than the victim. They may take advantage of these differences.

Physical abuse may be any of the following behaviours:

hitting	being drugged
pushing	being hit with something
kicking	living in an unsafe home
throwing things	being prevented to see a doctor
pulling hair	breaking arms, legs, etc.
biting	shaking
scratching	driving in an unsafe way
burning	violence to animals
<u>restraining</u>	punching walls around the person
<u>smothering</u>	drowning

EXERCISE #4**CHOOSE THE BEST ANSWER**

1. Abuse is a pattern of _____ behaviour.
 - a) caring
 - b) violent
 - c) angry
2. People who are abusive may control the thoughts, beliefs and _____ of another person
 - a) actions
 - b) money
 - c) friends
3. People who are abusive want _____ over other people.
 - a) violence
 - b) control
 - c) demands
4. It is more common for the abuser to be _____, more knowledgeable and more powerful than the victim.
 - a) younger
 - b) smarter
 - c) older
5. The _____ may take advantage of these differences.
 - a) victim
 - b) abuser
 - c) parent

Part Two: List five behaviours that are physically abusive:

_____	_____
_____	_____

LESSON #5

Emotional Abuse

Emotional abuse is more difficult to understand because often there is no physical evidence of the abuse.

Emotional abuse may be any of the following behaviours:

foul language	withdrawing affection
threats of any kind	being <u>humiliated</u> in public
degrading comments, ie. You idiot!	being blamed for everything
silent treatments	not being allowed to sleep
being left alone	not allowed to have any friends

Emotional abuse is just as serious as physical and sexual abuse. People are beginning to realise that if they were emotionally abused as children, the ways that they cope and live their lives are not healthy, manageable ways. Their response to stress, parenting, and problems, reflects their past experiences as emotionally abused children. They often find themselves responding negatively to their children, supervisors, friends and family. It can be very confusing to the adult survivor because they do not want to be "like their parents."

EXERCISE #5**ANSWER THE FOLLOWING QUESTIONS**

1. List five behaviours that are emotionally abusive.

2. Do you know someone who may have been emotionally abused as a child?

3. Do you believe this has had an effect on their childhood?

4. Do you believe this has had an effect on their adulthood?

5. Do you believe that you may have been emotionally abused as a child?

6. Do you believe this has had an effect on you as an adult?

LESSON #6

Sexual Abuse

Sexual abuse takes place anytime a person is tricked, trapped, forced or bribed into a sexual act.

Sexual abuse may include any of the following behaviours:

sexual assault	forced into prostitution
forced to have sex with other people	being video taped
fondling	rape
<u>inappropriate</u> touching	forced to look at pornographic
<u>incest</u>	material

When children are sexually abused, the world no longer feels like a safe place. Children are often isolated from friends and family. Their relationships with family members are confusing. They may also feel anxious about these relationships.

There are many different types of people who sexually abuse children. Perpetrators may be family members, friends, child care workers, or people who worked with your parents. Perpetrators may also be people from the "helping" community (schools, churches), or from leisure programs (coaches or scout masters). What this means is that anyone could be a perpetrator of sexual abuse.

EXERCISE #6**ANSWER THE FOLLOWING QUESTIONS**

1. List five behaviours that are believed to be sexually abusive.

2. Do you know someone who may have been sexually abused as a child?

3. Do you believe this has had an effect on their childhood?

4. Do you believe this has had an effect on their adulthood?

5. Do you believe that you may have been sexually abused as a child?

6. Do you believe this has had an effect on you as an adult?

LESSON #7

Effects of Abuse on the Child

Abuse has many different effects on children's thoughts, feelings and behaviour. Some of the effects on children's thoughts and feelings include: confusion, anger, fear, shame, guilt and self-blame.

Children may be confused when they are abused because they do not understand why they are being abused or what they did to be abused. They are confused by their emotions (frightened, ashamed). These emotions are "normal" reactions to being a victim of abuse.

Children may be angry at the friends, family, teachers, and social workers who did not prevent the abuse from occurring. They may also be angry at them for not stopping the abuse. Children and adult survivors cannot understand their anger and that makes it difficult to control their feelings. Their anger can become fear, which can at times lead to violent behaviour.

Children may be afraid of being hurt badly by the abuser. The abuser may have threatened them so the fear is very real. Children may also be afraid that something will happen to the abuser. For example, their father may have told them he'll go to jail if they talk about the abuse to someone. They fear that telling

someone about the abuse will mean their family will break-up. A strong fear for children who are being abused is that they will be blamed for the abuse. They might tell someone who doesn't believe them. The abuse is never their fault and they should not be blamed.

Children will blame themselves for the abuse. They feel that they are the only one being abused. They also believe that no one would like them or care about them if people knew they were abused.

Children feel guilty over the abuse. They believe that they have done something to cause the abuse. They believe that if they had tried hard enough they could have stopped the abuse themselves. This is not true because of who the abuser was: someone older, stronger, more knowledgeable and more powerful.

EXERCISE #7**FILL IN THE BLANKS**

1. Abuse has many different effects on children's thoughts, _____, and _____.
2. Some of the effects on children's thoughts and feelings include: confusion, _____, _____ and guilt.
3. Children are confused when they are abused because they do not _____ why they are abused.
4. Children may be _____ at friends, family, teachers, and social workers.
5. Children may be _____ of being hurt badly by the abuser.
6. The abuser may have _____ them.
7. Children may be afraid that something will happen to the _____.
8. Children will _____ themselves for the abuse.
9. Children feel guilty for the _____.
10. They believe that if they had tried hard enough they could have _____ the abuse.

LESSON #8

Long Term Effects of Child Abuse

Many children suffer abuse throughout their whole childhood. They carry the effects of abuse into their adulthood. There are many long term effects of childhood abuse. The confusion adult survivors felt as children remains with them. The way they feel about themselves is another long term effect. It may affect their relationships and their work. Children may have been told that they were never going to succeed or that they were stupid. This makes it difficult to believe in themselves.

Adult survivors may have stopped feeling. Relationships are built with trust, giving and sharing. Relationships may be difficult for adult survivors because they can no longer do these things. They have rarely experienced good or positive feelings themselves.

OTHER LONG TERM EFFECTS (From Victims No Longer, 1990)

nightmares	fear of expressing anger	wanting to die
unable to say no	need to be in control	<u>self-doubt</u>
shame	fear of intimacy	fear of women
guilt	pain and memories of physical pain	fear of authority
escaping through addictions	difficulties in communication	image of self as a failure
poor choices of partners	anger	depression
fear of attacker	frozen emotions	fear of speaking out
split personalities	dissociation	spacing out

EXERCISE #8**TRUE OR FALSE**

1. _____ Many children carry the effects of abuse into their adulthood.
2. _____ There are only a few long term effects of childhood abuse.
3. _____ Childhood abuse can affect your work, relationships and how people feel about themselves.
4. _____ When children are told they will not succeed, they are able to succeed without problems.
5. _____ Relationships are made of trust, giving and sharing.

Part Two: List five long term effects of childhood abuse:

LESSON #9

What Stage Are You At?

From Why Me? Help for victims of child sexual abuse (even if they are adults now), 1984.

When something bad happens to you, you may go through three stages over a short or long period of time. The three stages are: crisis stage, suffering stage and resolution stage.

The *crisis stage* occurs right when something bad happens to you (for example, being abused). This is when you may go into shock or deny that something happened. Some of the effects (from **Lesson #7**) begin at this stage. The crisis stage may last a few minutes, to a few days, and may be even longer.

The next stage is called the *suffering stage*. During this stage the person will begin to suffer emotionally. Most effects (from **Lesson #7 and #8**) begin to be felt in the suffering stage. This stage lasts longer than the crisis stage. The person at this stage continues to feel the pain from what happened. They often go over and over the bad experience. Some people talk about flash backs, and nightmares. It is difficult to forget the bad experience. With time, the pain, memories and feelings may decrease. They may have gone to counselling, done some reading, or talked

with friends. They may have blocked out the traumatic experience. They may be able to work through their feelings and thoughts and move into the final stage.

The final stage is the *resolution stage*. They have not forgotten what happened to them, but it no longer affects their life as it once did. They are able to go on with their life. This stage can end in two ways. One way to resolve the abuse is a negative way. The adult survivor faces many difficulties, and problems. The effects of the abuse stay with them for a long time, although they may not realize it. Often they return to the suffering stage for a period of time. By trying to understand the abuse and its effects, and by going to counselling and sharing their memories, thoughts, and feelings a negative resolution may turn into a positive one.

A positive resolution no longer brings out the pain, anger, shame, guilt and sadness it once did. The person is able to lead a happy and healthy life. They realize that they are a strong person with positive self-esteem who can contribute to society. Many people who have positive resolution do not go back to the suffering stage.

EXERCISE #9**ANSWER TRUE OR FALSE**

1. _____ The three stages of a traumatic experience are crisis, suffering and resolution.
2. _____ The suffering stage occurs right when something bad happens to the person.
3. _____ During the crisis stage, you may go into shock.
4. _____ The crisis stage may last longer than the suffering stage.
5. _____ During the suffering stage, a victim may go over and over the bad experience.
6. _____ Flashbacks and nightmares are common in the resolution stage.
7. _____ The pain, memories, and feelings may decrease with time.
8. _____ In the resolution stage, the bad experience no longer affects the person.
9. _____ The effects of abuse will stay with the person for only a short period of time.
10. _____ If you are in the positive resolution stage you are able to lead a positive life as a happy, healthy adult.

LESSON #10

Coping

Children handle abuse in many different ways. Coping is a way children survive the many years of abuse. Children may cope using various methods. The most common way of coping is to forget. This is also the most effective method. This is why many adults cannot remember parts of their childhood.

Children and adult survivors minimize the abuse. They believe that it really was not that bad. They may also rationalize the abuse. For example, they may say that their father could not help hitting them because they did some things wrong. Other survivors deny that the abuse is happening or ever happened.

Adults survivors often want control over their lives and the people in their lives. This may lead to living as people who are inflexible and unable to negotiate and compromise.

Some survivors want to escape from the abuse, the pain, and the effects of abuse. They may do this by running away from their family, friends and home. They may turn to alcohol and drugs. They may turn to lying and stealing; a life of crime that lands them in prison. Self-mutilation and suicide are two other ways that survivors try to escape the effects of abuse.

EXERCISE #10**MATCH THE WORDS TO THE DEFINITIONS**

MINIMIZE _____	A) to settle a dispute by both agreeing on the resolution
RATIONALIZE _____	B) to look at something as less important than it really is
FORGET _____	C) physically hurting oneself (slashing, burning oneself)
NEGOTIATE _____	D) killing oneself
SUICIDE _____	E) to not remember
COMPROMISE _____	F) to make something seem logical and consistent
SELF-MUTILATION _____	G) consult with the view that you will reach an agreement

Fill in the blanks with the words above:

1. Adult survivors often _____ the abuse.
2. Adults who want control of their lives are often inflexible and unable to _____ and _____.
3. _____ and _____ are two other ways that survivors try to escape the effects of abuse.
4. Child and adult survivors _____ the abuse.
5. The most common method of coping is to _____.

LESSON #11

Breaking The Cycle

How often have you heard the comment "whatever happens behind closed doors stays there," or "a family sticks together." Secrets allow the abuse to continue. Parents may continue to abuse their children, and these children will then abuse their children. Children do not tell anyone about the abuse because they may have been threatened to not talk about it. They may want to protect their family and the abuser. There are many others reasons why the abuse continues (see LESSON #7).

Adult survivors may continue to not talk about the abuse for the same reasons. The cycle may continue if they abuse their children. The adults will not live healthy, happy lives.

A cycle ends only when people begin to talk about the abuse. People may end the cycle of abuse by beginning to look at their problems and by making changes to their lives. There are professionals who will believe people's problems and who will help them. Ending the silence and breaking the cycle will be one of the most difficult things adult survivors will do.

EXERCISE #11**CHOOSE THE BEST ANSWER**

1. _____ allows the abuse to continue.
 - a) Money
 - b) Secrets
 - c) Time
2. Children do not tell anyone about the abuse because they have been _____.
 - a) threatened
 - b) persuaded not to
 - c) bribed
3. Children may want to _____ their family and the abuser.
 - a) scare
 - b) hide
 - c) protect
4. The risk of not ending the cycle is that adults may _____ their children.
 - a) abuse
 - b) play with
 - c) adopt
5. If the cycle continues, adults will not live _____, _____ lives.
 - a) sad, lonely
 - b) wealthy, rich
 - c) happy, healthy
6. A cycle ends only when people _____ about the abuse.
 - a) whisper
 - b) talk
 - c) keep silent
7. _____ the cycle will be one of the most difficult things Adult survivors will do.
 - a) Moving
 - b) Sharing
 - c) Breaking

LESSON #12

Adult Survivors of Abuse and Parenting

If an adult was abused as a child, there is a chance that he will abuse his children. People learn most of their parenting skills from their own parents. They do this by watching their role-models. When survivors parent their children, they rely on how their parents raised them.

Adult survivors can learn new methods of parenting. They can do this by reading books on parenting, by watching friends who are positive role models and by attending parenting groups, (for example: STEP parenting). It will not be an easy task to change their style of parenting.

Parenting involves open communication about thoughts and feelings. It also involves listening to the thoughts and feelings of children. Sometimes it is important to talk about painful or frightening things. Adult survivors understand what it is like to live with secrets. It is important to share with children, in age appropriate ways, information on abuse. For example, teaching their children about keeping themselves safe. Parents may also want to share information about their own abuse as their children reach an appropriate age. For example, telling their children the reason why they do not see their grandfather alone. Parents may say "Grandpa did something that hurt me when I was a child. I want you to know

your grandfather, but I do not want him to hurt you." This may be very confusing to the children, but parents should continue to answer any questions that they might have.

Adult survivors sometimes have difficulties setting boundaries with their children. One boundary is the emotional connection with their children. Some adult survivors have problems seeing themselves as separate from their children. They have to realize that children do not think and feel as adults do. They have to remember that children have a right to their own ideas and beliefs. Children also have a right to time alone and privacy. It is "normal" for adult survivors to fear that they may act inappropriately or be unable to set proper boundaries. A positive thing to remember is that if an adult has begun to look at their own childhood abuse, they are not likely to start abusing children.

It is difficult for people to confess that they may have abused their children. It is crucial that adults realize the seriousness of abusive behaviour. They must take responsibility for their abusive behaviour. Adults can get into counselling or treatment programs. They can assure that children are not in contact with the person who abused them and have them see a professional (counsellor, doctor, social worker). If there is early intervention, children may not carry the damaging effects of abuse into their adult lives.

EXERCISE #12**MATCH THE WORDS TO THE DEFINITIONS**

ROLE MODELS _____	A) line or marking; may be rules for children to provide them guidance
AGE APPROPRIATE _____	B) suitable, proper for the particular age
BOUNDARIES _____	C) changing the course of events
INAPPROPRIATELY _____	D) unsuitable or improper
CRUCIAL _____	E) belonging to a profession, (eg. doctor, teacher, social worker, psychologist, or counsellor)
PROFESSIONAL _____	F) people who you look up to for ideas, wisdom or advice
INTERVENTION _____	G) critical

Fill in the blanks with the word above.

1. It is important to share with your children in _____ ways, information on abuse.
2. Adult Survivors often have difficulty setting _____ with their children.
3. It is _____ that adults realize the seriousness of abusive behaviour.
4. It is "normal" for Adult Survivors to fear that they may act _____.
5. Parents can insure that their children see a _____ if their children have been abused.
6. If there is early _____, children may not carry the damaging effects of abuse into their adult lives.
7. Parents learn most of their parenting skills from _____.

LESSON #13

Protecting Your Children

If you were abused you may not recognize the signs of an abuser or situations in which your children may be at risk of being abused. It is important for everyone to talk about abuse with children so they are aware of people and situations.

Children need to know they can say no and can protect themselves many different ways. Teaching your children how to take care of themselves is very important. When your children are alone, you are not there to protect them.

At a very early age (3 years and up) you can teach your children to use "WHAT IF" You can give them an example of a situation by starting with "What if" You can learn how your child is thinking by letting them answer your question. Talk about ways to solve problems. Decide what your children would do in a certain situation.

Example:

Parent says► What if your baby-sitter touched you in a way you did not like?

Child says► I would kick and hit him.

Children need a list of ways to stop what ever is happening to them.

EXPLORE THESE IDEAS WITH YOUR CHILDREN:

From The safe child book, 1985.

- ◆ Your body belongs to you.
- ◆ You have a right to say who touches you and how.
- ◆ If someone touches you in a way you don't like, or in a way that makes you feel funny, or in a way that you think is wrong, it's okay to say no.
- ◆ If the person does not stop, you say "I'm going to tell, no matter what."
- ◆ If you are asked to keep a secret you say, " No, I'm going to tell."
- ◆ If you have a problem, keep talking about it until someone helps you.

Another way to protect your children is to check the daycare your children attend. You will want to make sure that your children are well supervised. Before your child attends the day care, check references.

When a stranger approaches your child, teach them to stand up, back up and run. Teach them to not take things from strangers and not to go anywhere with strangers. Children should learn that if they feel funny inside they should not go with the person. Most children will have an instinct about what feels right.

EXERCISE #13**FIND THE HIDDEN WORDS**

A	R	P	A	W	S	Z	R	A	N
S	T	O	P	O	T	I	E	F	G
U	E	Y	I	V	R	M	C	K	W
P	A	M	R	P	A	Q	O	C	N
E	C	K	S	R	N	I	G	Q	Z
R	H	H	W	O	G	A	N	O	K
V	Q	J	I	B	E	R	I	S	K
I	T	B	N	L	R	Q	Z	D	G
S	O	O	S	E	D	A	E	H	L
E	U	D	T	M	W	R	Y	E	N
D	C	Y	I	S	I	T	E	J	N
T	H	U	N	Z	C	F	W	N	I
U	E	T	C	E	A	P	M	T	O
I	D	C	T	Y	R	N	A	V	B
T	I	O	P	O	E	Y	C	U	A
S	R	I	D	F	U	N	N	Y	W
P	B	V	E	R	A	B	U	S	E

ABUSE

BODY

CARE

CHILDREN

FEEL

FUNNY

INSTINCT

PROBLEMS

PROTECT

RECOGNIZE

RISK

STOP

STRANGER

SUPERVISED

TEACH

TOUCHED

LESSON #14

What Do I Do Now?

There are ways to cope with the abuse you have survived and change the way your life is going. These are only a few suggestions for the next step upon completion of this workbook. It is important to remember that this is a difficult topic for everyone to read about and acknowledge.

One step you may want to take is to share your feelings and thoughts with someone. This may help to let go of the pain, sadness, frustration, and anger that you may be feeling. You may want to consider who you trust and feel comfortable sharing your feelings and thoughts with. It is important to let this person know that you may come to him/her when you are needing someone to talk to.

If you have been abused or believe you may have been abused, you may want to do some reading on abuse. There are many self-help books to read. It is important to talk to someone about your thoughts and feelings, even when reading these books. Holding in thoughts and feelings will not help you to feel different. A list of books is at the end of the LESSONS in this workbook. You may find them at libraries or in book stores.

A step you may want to take is to get counselling. There are many different

types of counselling. Talking to someone on the crisis line may help you decide what type of counselling you are looking for. Many people do not know that some counselling is free, and other counselling is based on a sliding scale (you pay the counsellor what you can afford to pay). There is a list of counsellors at the end of this workbook.

There are many different types of support groups for adult survivors, and for children who have been abused. There are also groups for people who have alcohol and drug problems. Many people do not feel comfortable with groups. You may choose not to go to a group. You should remember that almost everyone is nervous when they are joining a new group. It takes time to get to know people in your group and to feel comfortable with the group members.

Another step to take is called self care. This means taking care of yourself. Some ways to take care of yourself include:

exercising	getting some sleep
spending time by yourself	listening to music
writing in a <u>journal</u>	playing pool
going for a walk	reading a book
making yourself a <u>healthy</u> meal	calling a friend or family

EXERCISE #14**ANSWER THE FOLLOWING QUESTIONS**

1. Reading about abuse is difficult for (check correct answer).

- a) for those persons who have been abused _____
- b) for those who have abused others _____
- c) for everyone _____

2. List 2 people with whom you feel comfortable and can share information.

3. Look at the books listed at the end of this workbook; list 3 books you may read.

4. List 2 names and numbers of places anyone may go for counselling.

5. List 4 ways you take care of yourself.

GLOSSARY

LESSON #1

UNCOMFORTABLE - to feel uneasy

LESSON #2

MEMORIES - the way information is stored in the mind

BLOCKED - prevented from being remembered

TRAUMATIC - something that is emotionally shocking

COPE - dealing with something, for example: how you handle an experience or difficult feelings

TRIGGERED - set off

LESSON #3

RESPONSIBILITY - to be accountable for

TRAUMATIC - something that is emotionally shocking

ENVIRONMENT - surroundings, the area around you

CRISIS - time of great danger or difficulty

SUFFERING - experiencing pain, grief or discomfort

RESOLUTION - rigid decision or plan

LESSON #4

BEHAVIOUR - actions

RESTRAINING - holding down or holding back

SMOTHERING - suffocate

LESSON #5

EVIDENCE - facts that show or prove something happened

HUMILIATED - hurt the dignity of someone

LESSON #6

BRIBED - offered money, etc. to do something for another person

PORNOGRAPHIC - contains specific images of sexual activity

INCEST - sexual intercourse between family

ANXIOUS - concerned or uneasy

LESSON #7

THREATENED - to state that someone will be punished or harmed if expectations are not met

LESSON #8

ADULTHOOD - the time period that someone is an adult

CHILDHOOD - the time period that someone is a child

LESSON #9

CRISIS - time of great danger or difficulty

SUFFERING - experiencing pain, grief, or discomfort

RESOLUTION - rigid decision or plan

SHOCK - frightened and disturbed

FLASHBACKS - when a thought about a past event comes to mind

LESSON #10

MINIMIZE - to look at something as less important than it really is

RATIONALIZE - to make something seem logical and consistent

NEGOTIATE - consult with the view that you will reach an agreement

COMPROMISE - to settle a dispute by both agreeing on the resolution

SELF-MUTILATION - physically hurting oneself (slashing, burning oneself)

SUICIDE - to kill oneself

LESSON #12

ROLE-MODELS - people who you look up to for ideas, wisdom or advice

APPROPRIATE - suitable, proper

BOUNDARIES - line or marking; may be rules for children to give them guidance

INAPPROPRIATE - unsuitable or improper

CRUCIAL - critical

PROFESSIONAL - belonging to a profession, for example, doctor, teacher, social worker, psychologist, or counsellor

INTERVENTION - changing the course of events

LESSON #13

RECOGNIZE - identify someone or something you knew before

REFERENCES - people willing to prove that you are a reliable person

INSTINCT - feeling inside to behave or react in a certain way

LESSON #14

SELF-HELP - to do things to help yourself, to do things on your own

SLIDING SCALE - you pay what you can afford, based on your financial income

AFFORD - something costs an amount that you are able to pay with your financial income

SELF-CARE - taking care of yourself through activities such as exercise, reading, sharing

JOURNAL - a book which holds information and thoughts that you write down

HEALTHY - showing that you are in strong, fit and well.

WHO TO CONTACT

From Contact-Community Information, Community Resource Guide for Manitoba

1. KLINIC CRISIS LINE (204) 786-8686

2. KLINIC-COMMUNITY HEALTH CENTRE
870 PORTAGE AVE. (204) 784-4090

Offers counselling services and crisis intervention. Provides suicide intervention and counselling. Provides sexual assault, rape, incest, sexual abuse and sexual harassment counselling. General medical services.

3. INTERFAITH MARRIAGE & FAMILY INSTITUTE
2S03-515 PORTAGE AVE.
SPARLING HALL, UNIVERSITY OF WINNIPEG (204) 786-9251

Provides individual, family, marriage and grief counselling.

4. PSYCHOLOGICAL SERVICES CENTRE
161 DAFOE BLDG, UNIVERSITY OF MANITOBA
(204) 474-9222

Operates as a mental health centre for the community while also serving as a training agency for psychologists and social workers. Offers a broad range of therapies: individual, group, family, couple, marital, play therapy for children and help with phobias. Provides psychological assessments and counselling.

5. FAMILY CENTRE OF WINNIPEG
Unit 401- 393 PORTAGE AVE.
(204) 947-1401

Provides individual, family, and marriage counselling.

6. Addictions Foundation of Manitoba
(204) 944-6200
7. Native Addictions Council of Manitoba
(204) 586-8395
8. Narcotics Anonymous
(204) 981-1730
9. Alcoholics Anonymous
(204) 942-0126
10. Al-Anon Control Services
(204) 943-6051
11. Gamblers Anonymous
(204) 697-3280
12. Children Protection and Support Services
(204) 945-6964

BOOKS

1. Courage to Heal by Ellen Bass and Laura Davis
2. Victims No Longer by Mike Lew
3. Trauma and Recovery by Judith Lewis Herman
4. The Best Kept Secret: Sexual Abuse of Children by Florence Rush
5. It Will Never Happen To Me: Children of Alcoholics by Eliana Gil.
6. Learning to Live Without Violence by Daniel Sonkin
7. Helping the Abuser by Barbara Starr
8. Ending the Silence: The Origins and Treatment of Male Violence Against Women by Ron Thorn-Finch
9. No More Secrets: Protecting Your Child From Sexual Assault by Caren Adams and Jennifer Fay
10. The Trouble With Secrets by Karen Johnson

LESSON REFERENCES

Lesson #1

Daugherty, L. B. (1984). Why Me? Help for victims of child sexual abuse (even if they are adults now). Racine, WI: Mother Courage Press.

Lesson #4

Daugherty, L. B. (1984). Why Me? Help for victims of child sexual abuse (even if they are adults now). Racine, WI: Mother Courage Press, pp. 12.

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Lesson #5

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Daugherty, L. B. (1984). Why Me? Help for victims of child sexual abuse (even if they are adults now). Racine, WI: Mother Courage Press, pp. 11.

Lew, M. (1986). Victims No Longer- Men recovering from incest and other sexual child abuse. New York: Harper& Row, Publishers, pp. 13.

Lesson #7

Daugherty, L. B. (1984). Why Me? Help for victims of child sexual abuse (even if they are adults now). Racine, WI: Mother Courage Press, pp. 57 & 58.

Lesson #8

Bass, E. & Davis, L. (1988). The Courage To Heal- A guide for women survivors of child sexual abuse. New York: HarperPerennial Publishers, pp. 35-36.

Daugherty, L. B. (1984). Why Me? Help for victims of child sexual abuse (even if they are adults now). Racine, WI: Mother Courage Press, pp. 55.

Lew, M. (1986). Victims No Longer- Men recovering from incest and other sexual child abuse. New York: Harper& Row, Publishers, pp. 14&15.

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Daugherty, L. B. (1984). Why Me? Help for victims of child sexual abuse (even if they are adults now). Racine, WI: Mother Courage Press, pp. 60-64.

Lesson #10

Bass, E. & Davis, L. (1988). The Courage To Heal- A guide for women survivors of child sexual abuse. New York: HarperPerennial Publishers, pp. 40-43.

Lesson #11

Lew, M. (1986). Victims No Longer- Men recovering form incest and other sexual child abuse. New York: Harper& Row, Publishers, pp. 148.

Lesson #12

Bass, E. & Davis, L. (1988). The Courage To Heal- A guide for women survivors of child sexual abuse. New York: HarperPerennial Publishers, pp. 272-274, 277, 286.

Belsky, J., Lerner, R. M. & Spanier, G. B. (1983). The child in the family. New York: McGraw Hill Publishing Co., pp.175

Lesson #13

Bass, E. & Davis, L. (1988). The Courage To Heal- A guide for women survivors of child sexual abuse. New York: HarperPerennial Publishers, pp. 279

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- Bass, E. & Davis, L. (1988). The Courage To Heal- A guide for women survivors of child sexual abuse. New York: HarperPerennial Publishers.
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- Kaizer, S. K. (1985). The safe child book. New York: Delacorte Press.
- Lew, M. (1986). Victims No Longer- Men recovering from incest and other sexual child abuse. New York: Harper& Row, Publishers.

What do you think of this Workbook?

What is the title of this workbook?

Did you find this workbook useful? Yes__ No__ Why or why not?

Did you learn things that you wanted to know about? Yes__ No__

Example: _____

Do you think that you will use any of the ideas in your everyday life? Y__ N__

How: _____

Was the reading too easy__ just right__ or too difficult__?

Was the reading boring__ or interesting__?

I suggest: _____

Were the exercises too easy__ just right__ or too difficult__?

Were the exercises boring__ or interesting__?

I suggest: _____

Which other workbooks, if any, have you completed?

What other topics would you like to learn about in a workbook?

Do you think the workbooks are a good way to learn about these topics?

Yes__ No__

Do you think there are other ways to learn about these topics? Do you have any suggestions for us? _____

Thank you for taking the time to complete this form.

Please return the completed form to the John Howard Society instructor or send it to:

The John Howard Society, 583 Ellice Avenue, Winnipeg, MB, R3B 1Z7

Tel: (204) 775-1514 Fax: (204) 775-1670 e-mail: office@johnhoward.mb.ca