

Supporting Victim-Survivors



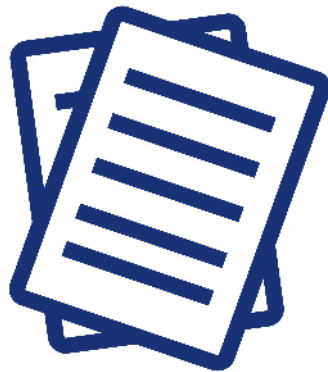
Creating safer places. Together.

Introductions





**2.5 hours
2 short breaks**



**Link for slides and
handbook**



**Webcam and
microphones**



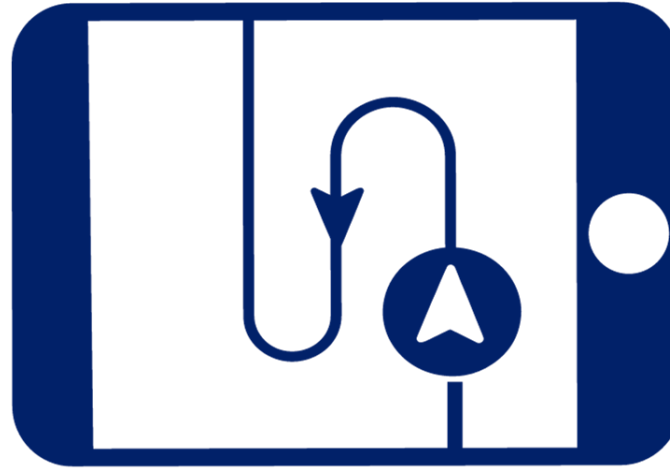
**Sensitive and
confidential**



Get support



Chat facility



0303 003 1111 - Option 2
helpline@thirtyoneeight.org



Course Aim:

“

'There are things you can do to help me trust you enough, so I don't shut down or avoid you.'

”

1

Who are we
supporting?

2

Supporting well

Part 1:

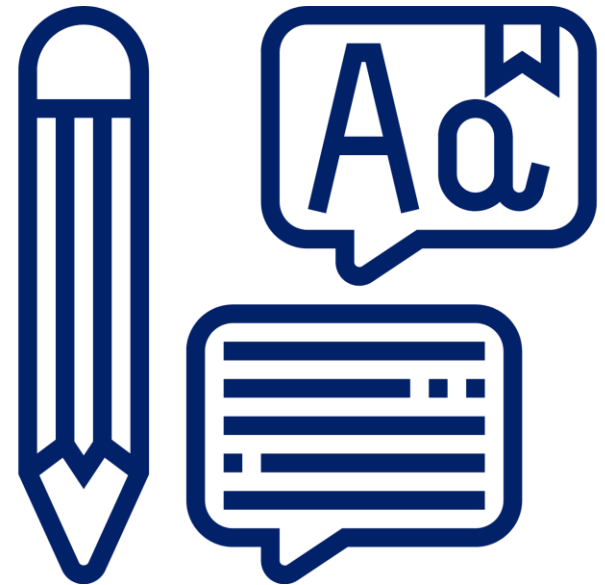
Who are we supporting?

In Part One...

-  Scope and Scale
-  Adverse Childhood Experiences and Adverse Community Environments
-  Trauma Awareness

People and terminology

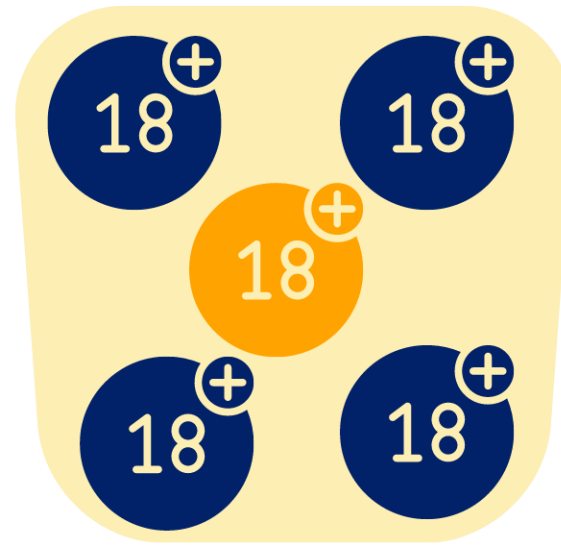
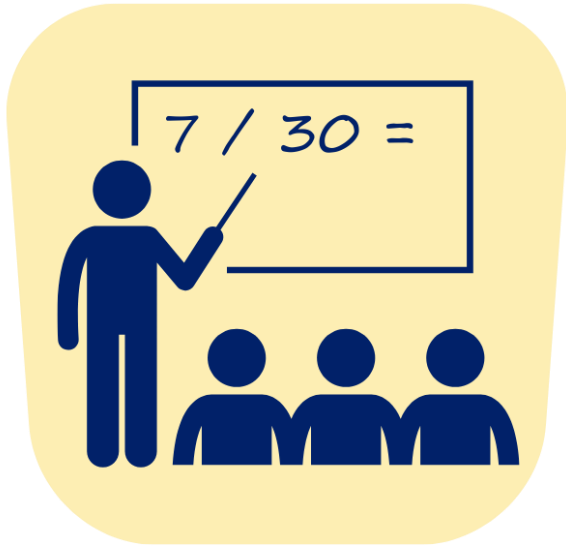
Who do we mean when we say victim-survivors?



Who are YOU supporting?



Scope and Scale



Pause and consider:

Is anyone more likely to have experienced harm and abuse?



Adverse Childhood Experiences and Adverse Community Environments



ACEs and Resilience

- What is resilience?
- What supports resilience?
- Support and protective factors



ACEs Reflection:

“Experiences in childhood are just one part of a person’s life story. There are many ways to heal throughout one’s life.”



Pause and consider:

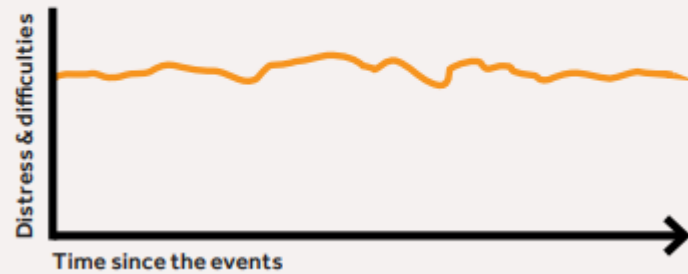
What is T/trauma?



Different responses to trauma:

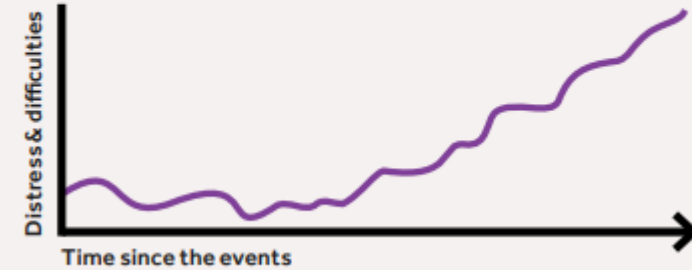
Enduring

The distress and difficulties persist over time



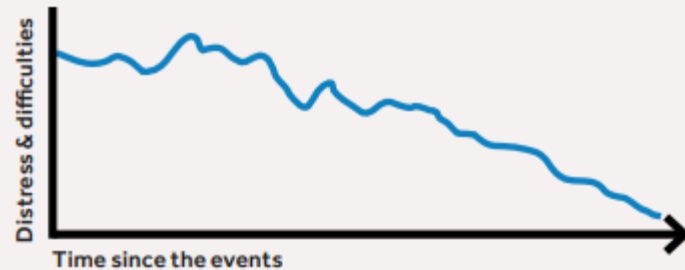
Delayed

Appear not to be distressed or have difficulties at first, but start to struggle at a later stage



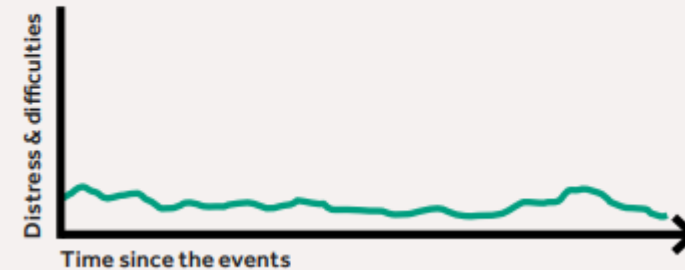
Recovery

Distress and difficulties at first, but they get less over time



Unaffected

Appear not to have any difficulties



Recognising trauma



Trauma and executive function

- Planning and prioritising
- Managing responses
- Working memory



Poll:

Levels of trauma support



Your wellbeing:

“

You cannot wipe the tears off another's face
without getting your own hands wet.

– Zulu proverb

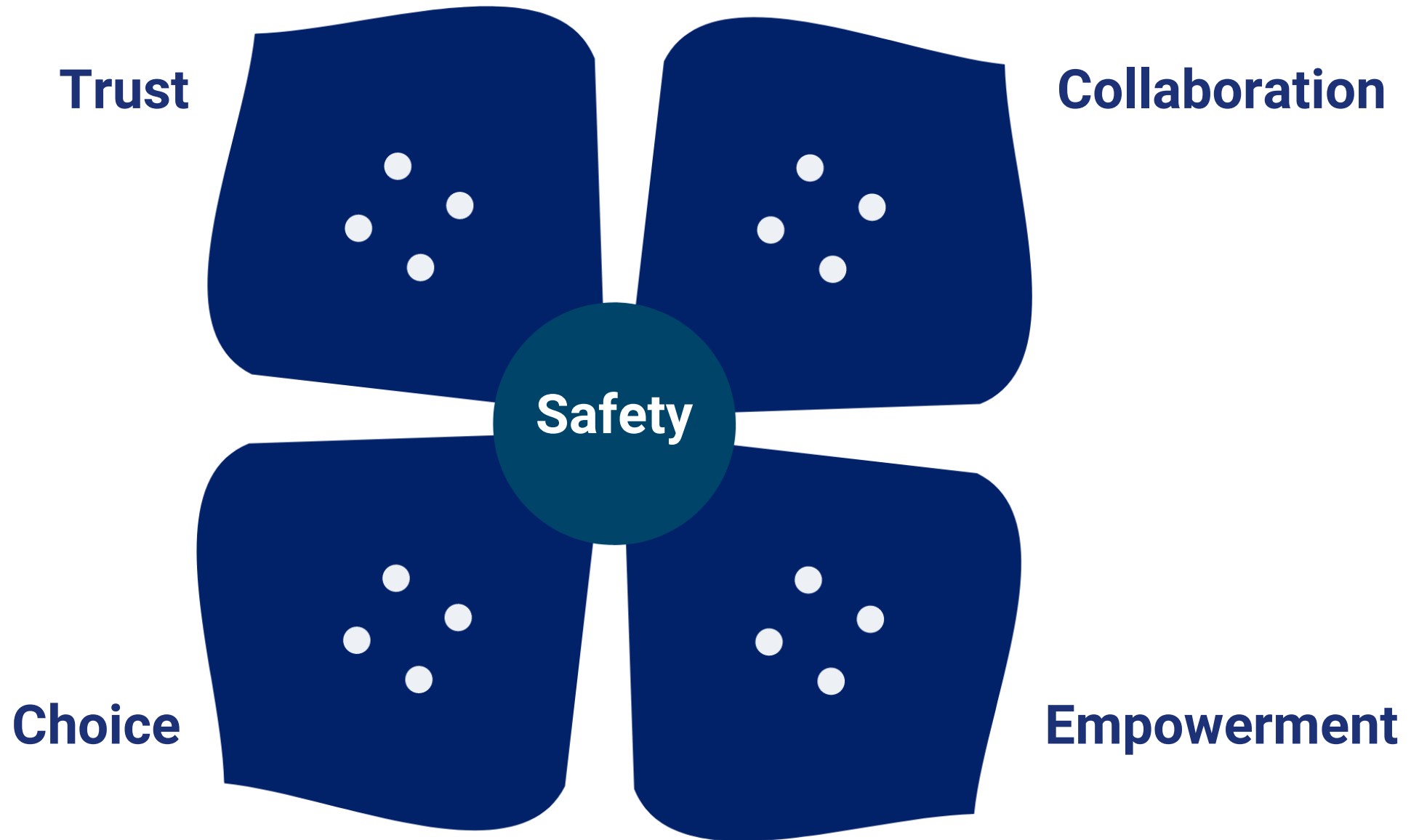
”



5:00

Part 2:

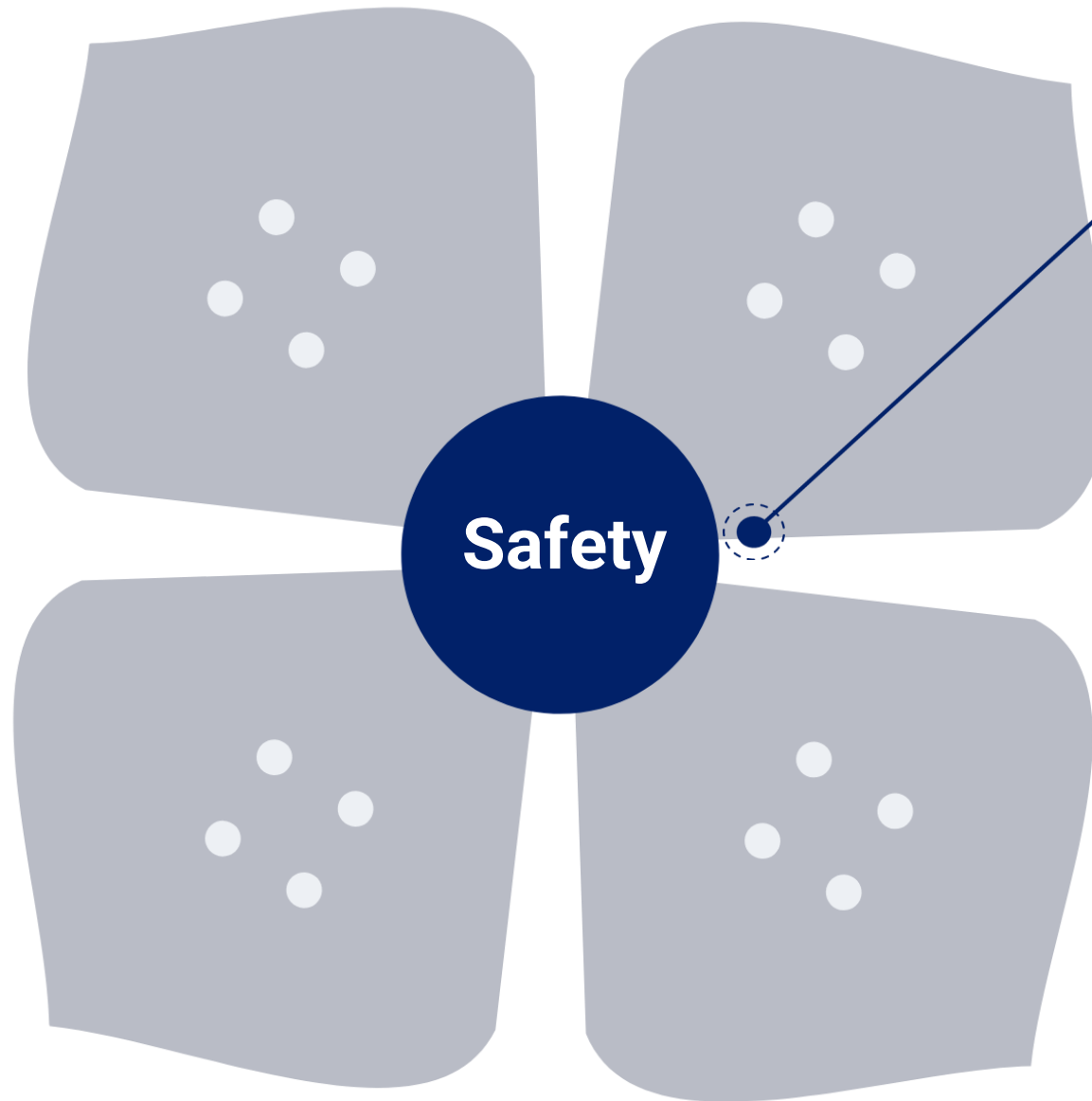
Supporting Well



What does 'safe' mean?

Types of safety

Case scenario



Pause and consider:

What does 'safe' mean?



Types of safety



Physical



Emotional



Relational

Case Scenario 1 – Zahra (Part 1)

1. Any indications that Zahra feels unsafe?
2. What might help increase her sense of safety?

Scenario 1 – Zahra (Part 1)

- 13 years old, newly arrived in UK
- Quiet but engaged with friends

Case Scenario 1 – Zahra (Part 2)

1. What might have caused Zahra's reaction?
2. What would you do next?

Scenario 1 – Zahra (Part 2)

- Fire alarm
- Under the table, ears covered

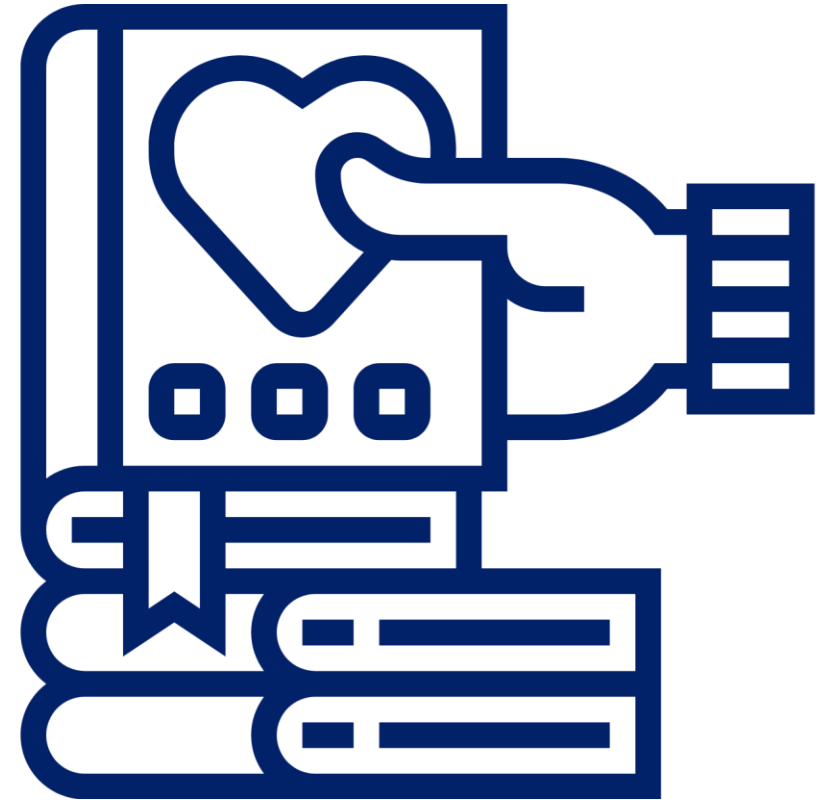
Safe Support:

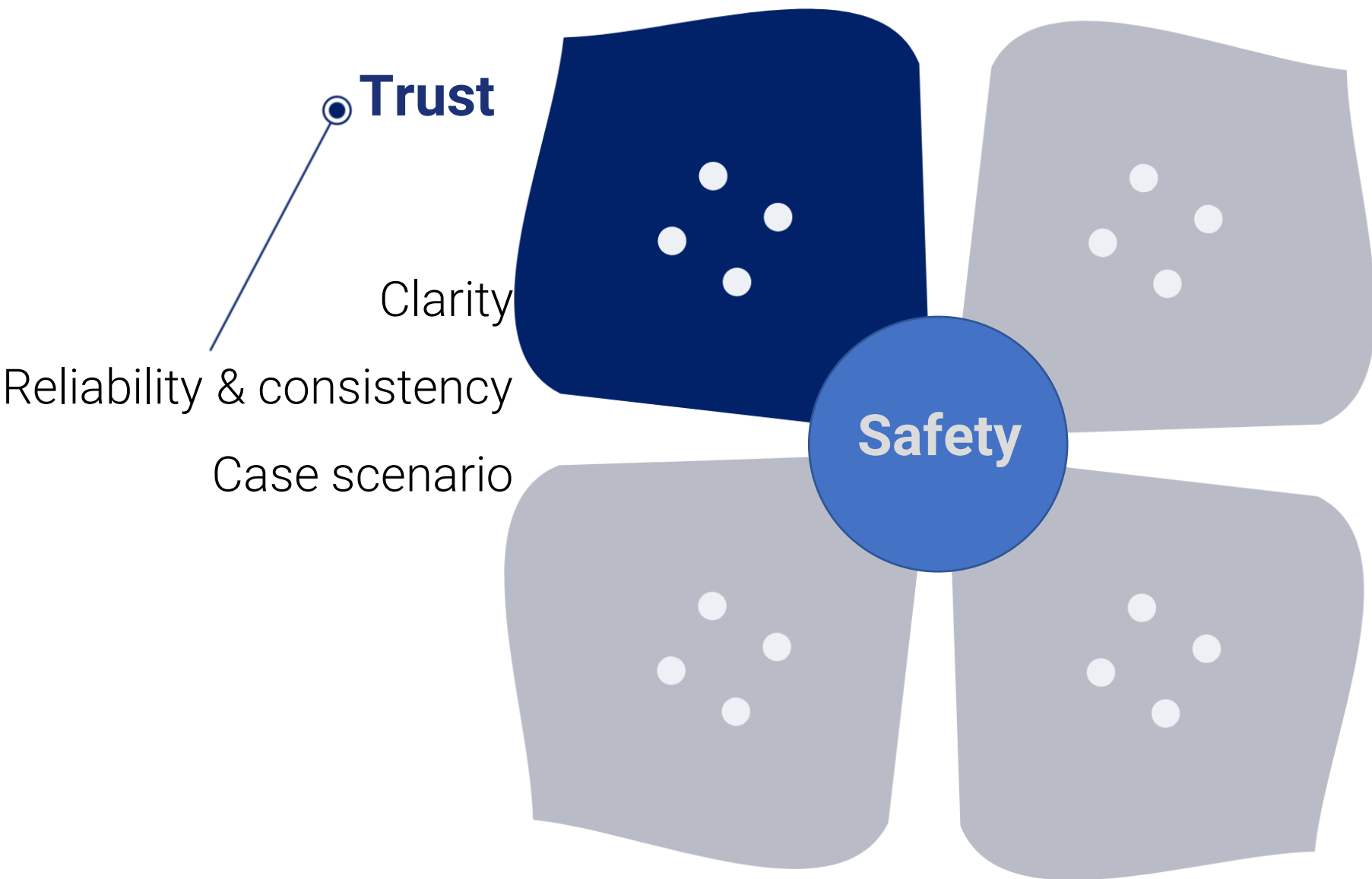
Avoiding re-traumatisation



Safety- If You Do Nothing Else [IYDNE]

Find out what each person needs to
feel safe during support





“

You can't fix this and make it go away. I don't want to be fixed. Just sit with me and just let me know that I'm not alone.

”

Trust through clarity



How are these statements problematic...?

- “Call me anytime.”
- “I’m here for whatever you need.”
- “I’ll be in touch again soon.”

Building trust



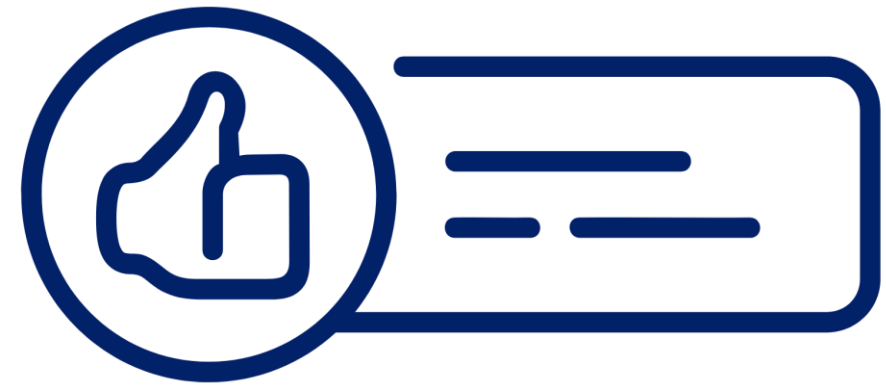
Reliability



Consistency



Consider attachment



Case Scenario 2 – Shona or Obi

1. What challenges do they face?
2. What support could you offer?

Scenario 2a (child) - Shona

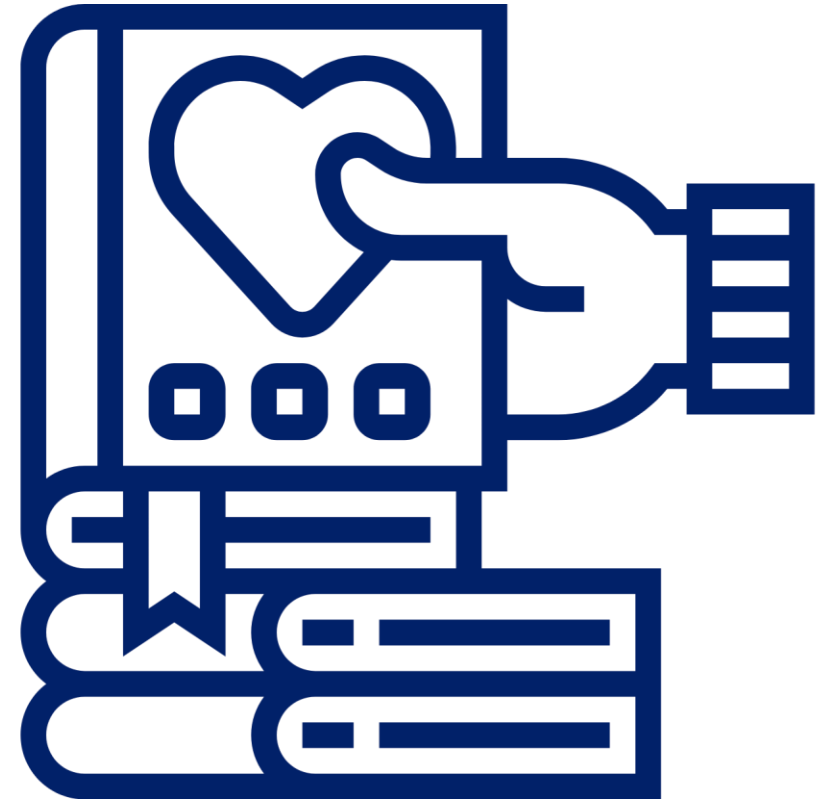
- 8 years old, in foster family for 6 years
- Visits with birth mother inconsistent
- Due to move to a new group

Scenario 2b (adult) - Obi

- Disclosed abuse by leader
- Case being investigated by police
- You are a support person appointed by church

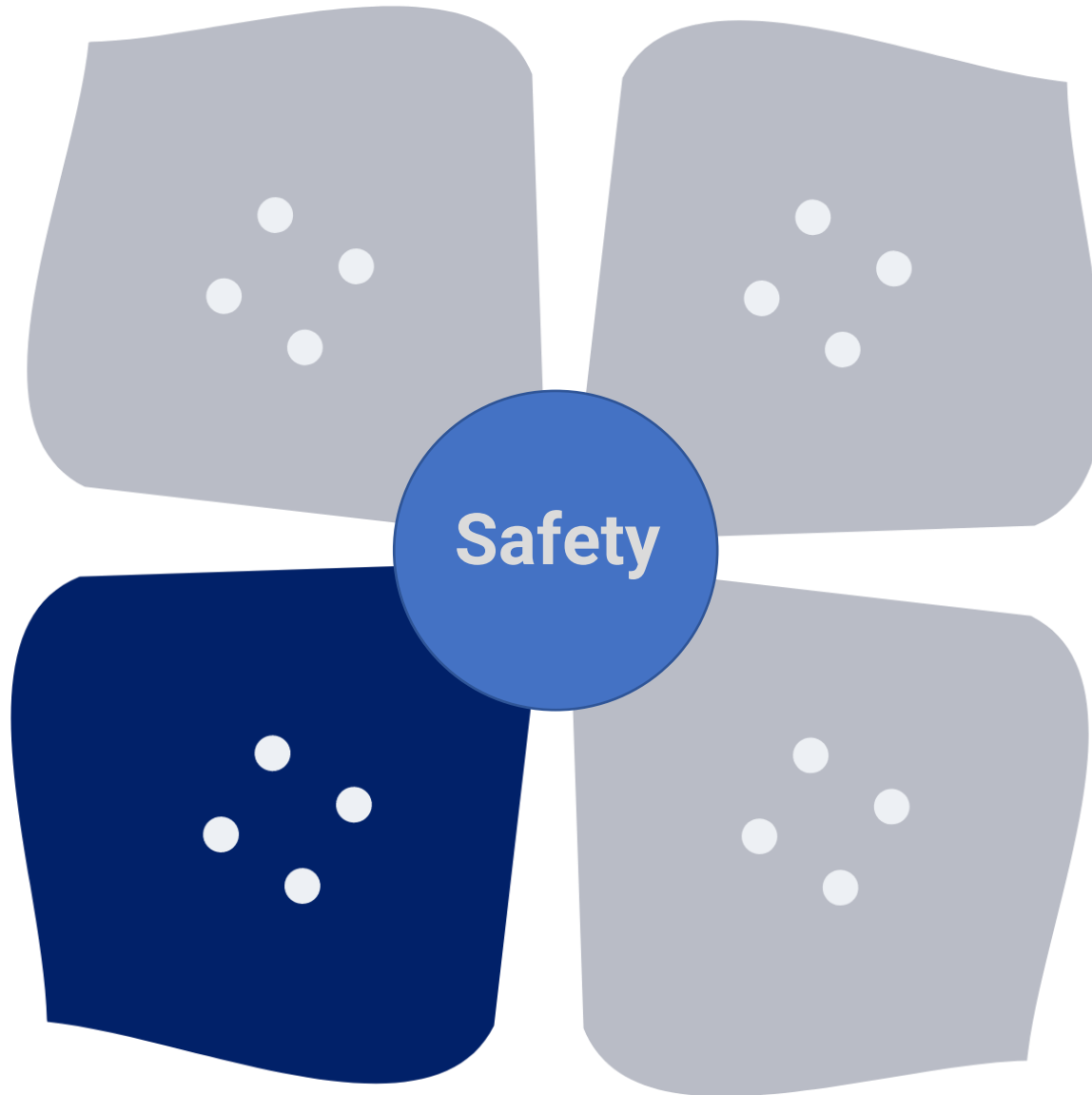
Trust- IYDNE

Set clear and realistic expectations
and honour them.





5:00



Why choice is important
Offering choice well

• **Choice**

Pause and consider:

What choices can we offer?



Considerations around choice:



Overwhelming



Real



Meaningful

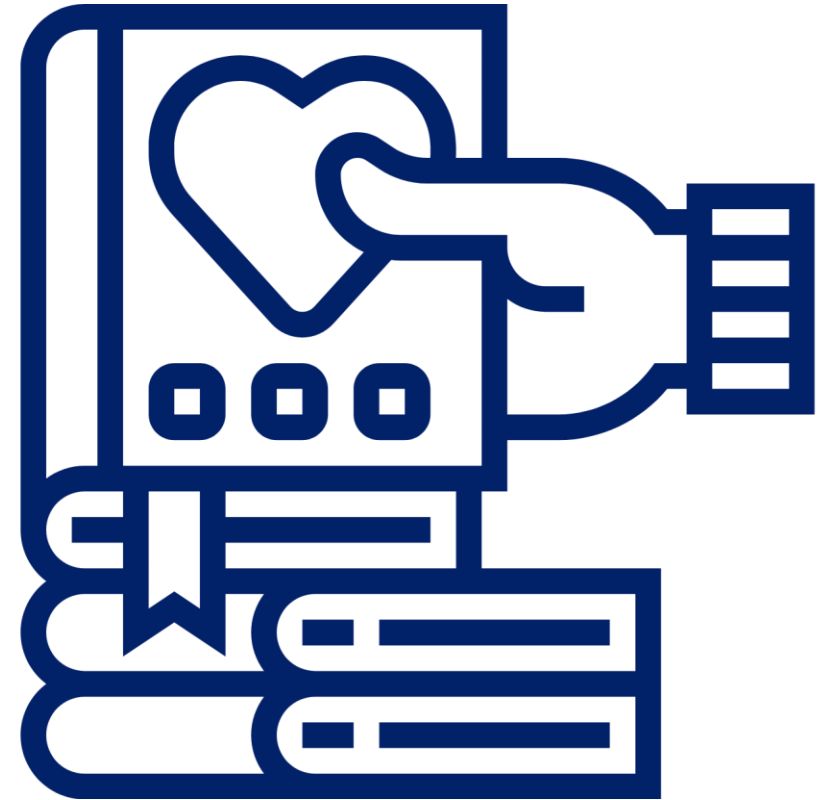


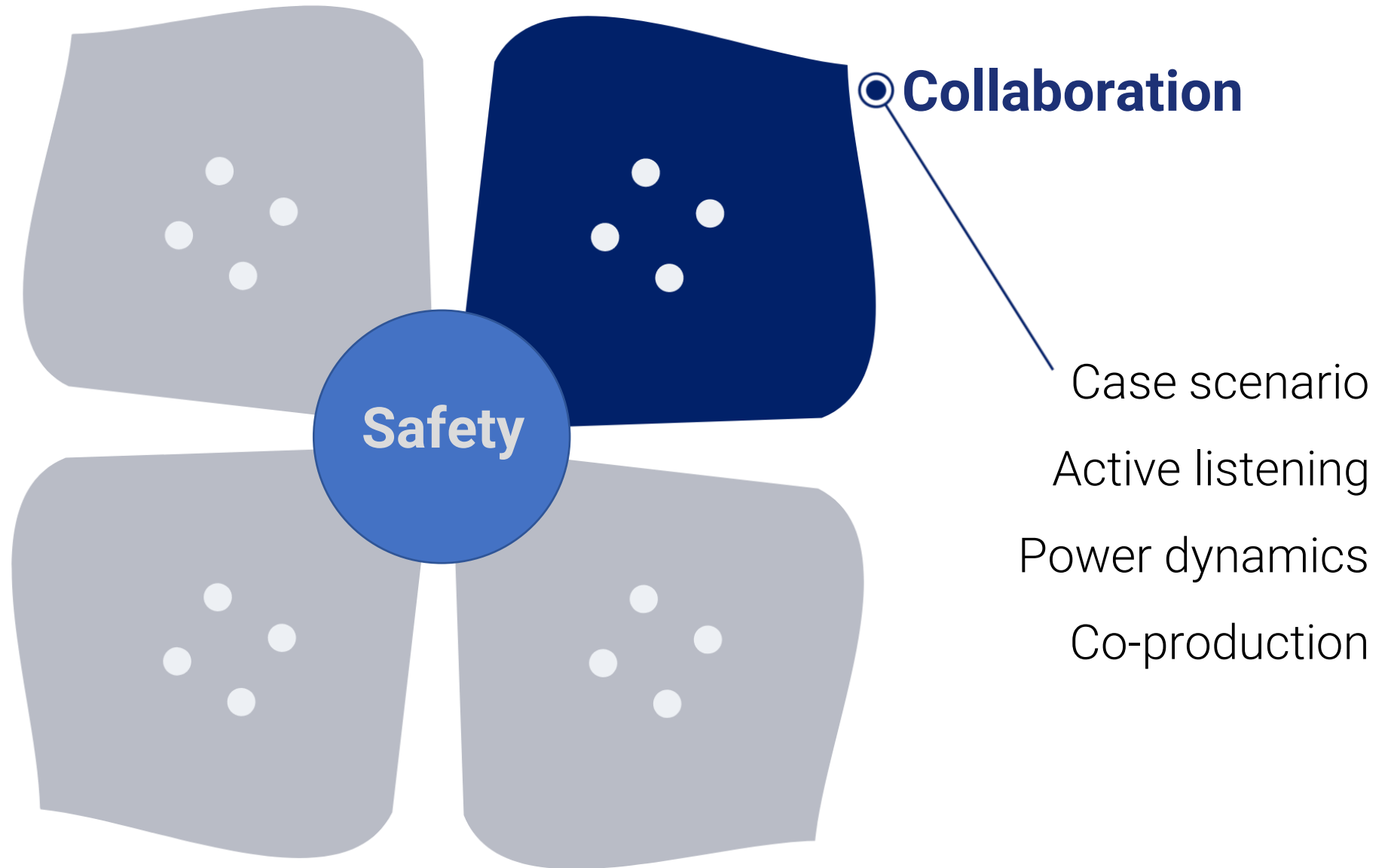
No choice



Choice- IYDNE

Enable someone to exercise
meaningful choice





Case Scenario 3 – Elis

1. What do you notice?
2. What could collaboration involve?

Scenario 3 – Elis

- 22 years old, on young leaders' programme
- On phone and vaping in session
- “Who do you think you’re talking to?!”

Collaboration through active listening

What are the key elements of active listening?



Collaboration and power



Power dynamics

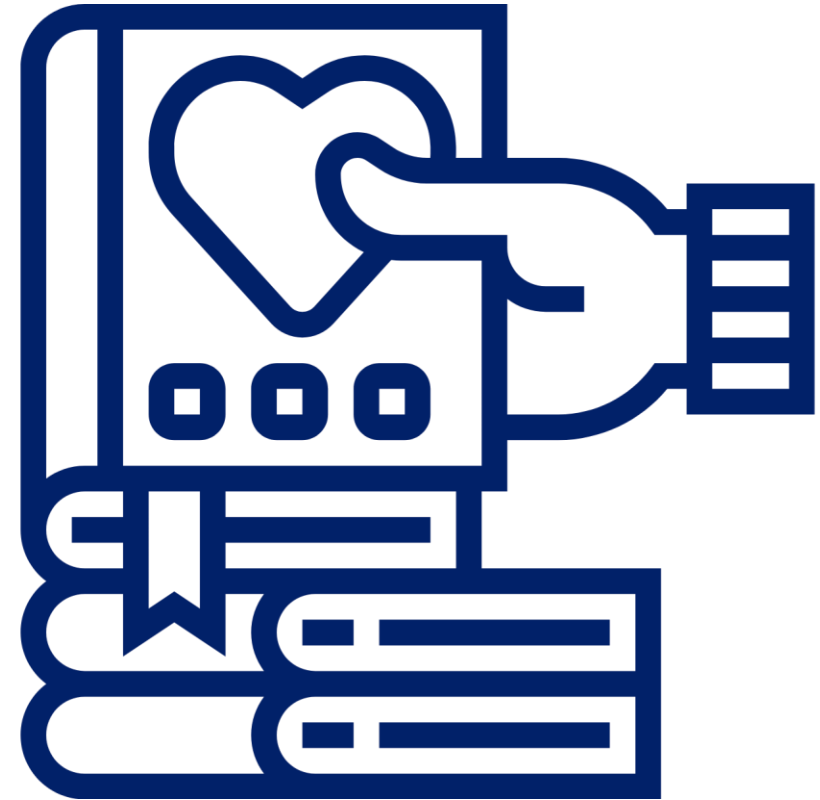


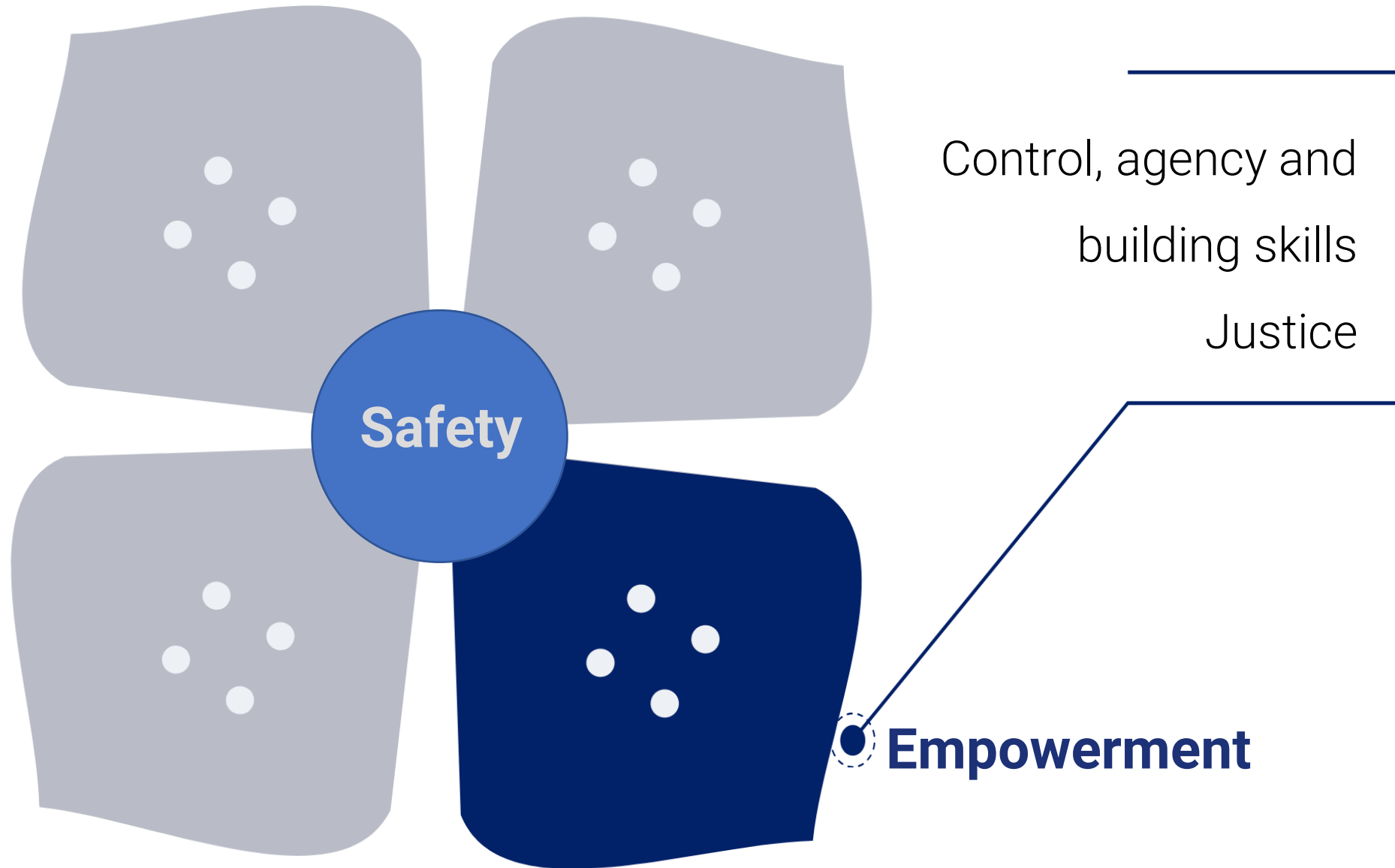
Victim-survivors as experts



Collaboration- IYDNE

Listen and collaborate, don't
assume we know best





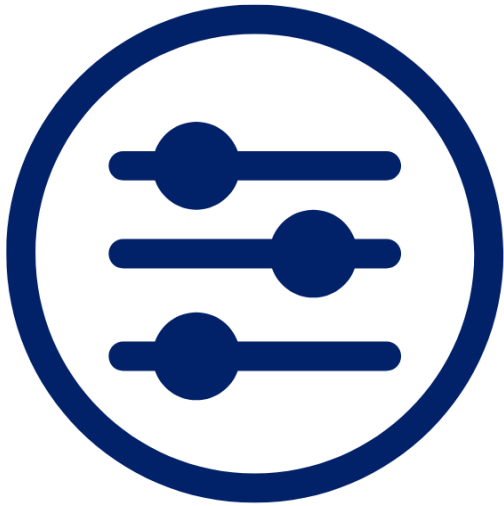
Case Scenario 4 – Joyce

1. Disempowering responses?
2. Empowering responses?

Scenario 4 – Joyce

- 64 years old, part of your community group
- Stepfather sexually abused her as a child
- Struggling to sleep

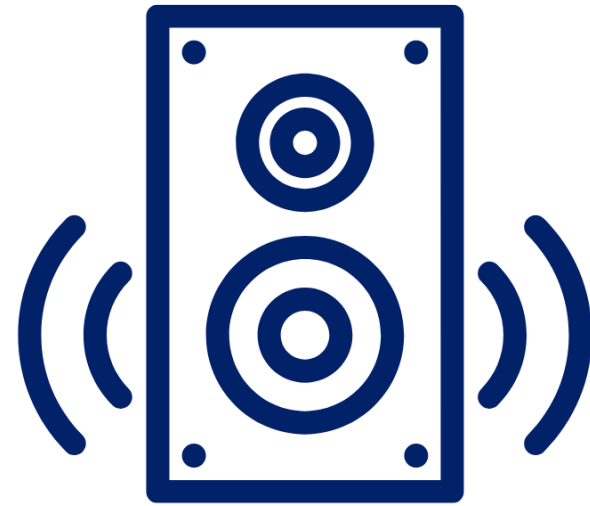
Empowerment



Control and agency



Building skills



Amplifying voices

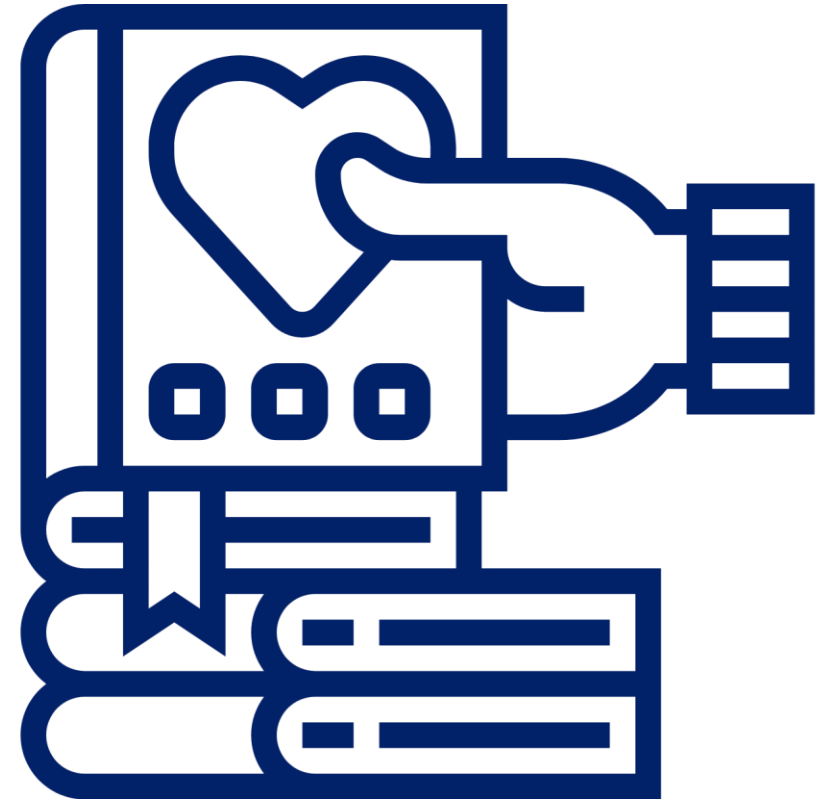
Truth and Justice

What could justice involve?



Empowerment - IYDNE

Offer support that gives control,
voice and agency to victim-survivors



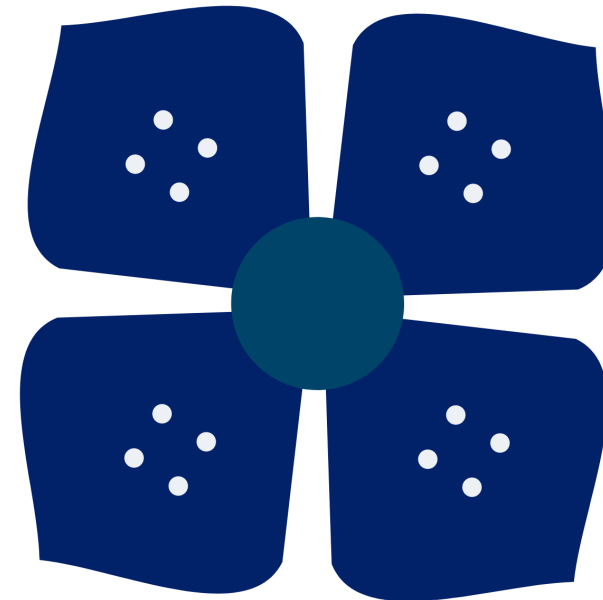
Review of learning objectives

1 Those we support



ACES
T/trauma

2 Principles for supporting well

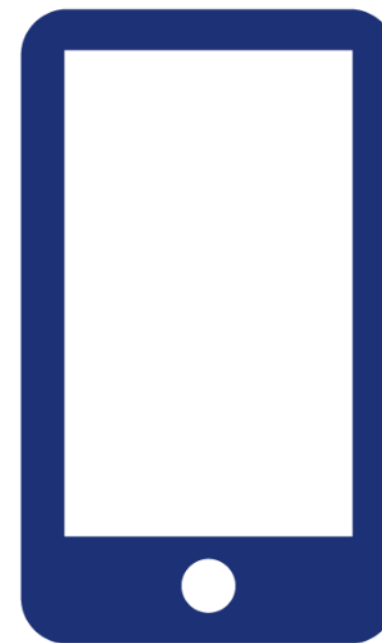


Safety
Trust
Choice
Collaboration
Empowerment

**Support
and next steps...**



**Your feedback is
important to us**





thirtyone:eight

Creating safer places. Together.