

Supporting Victim-Survivors



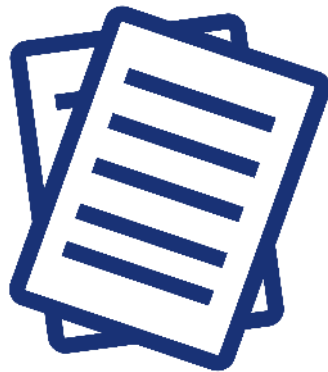
Creating safer places. Together.

Introductions





**2.5 hours
2 short breaks**



**Link for slides and
handbook**



**Webcam and
microphones**



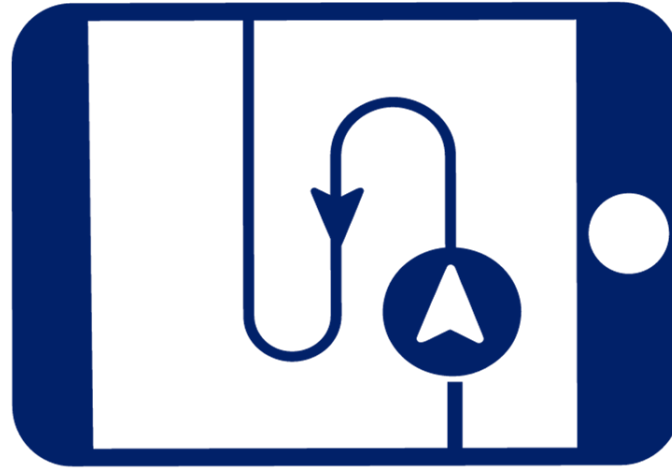
**Sensitive and
confidential**



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



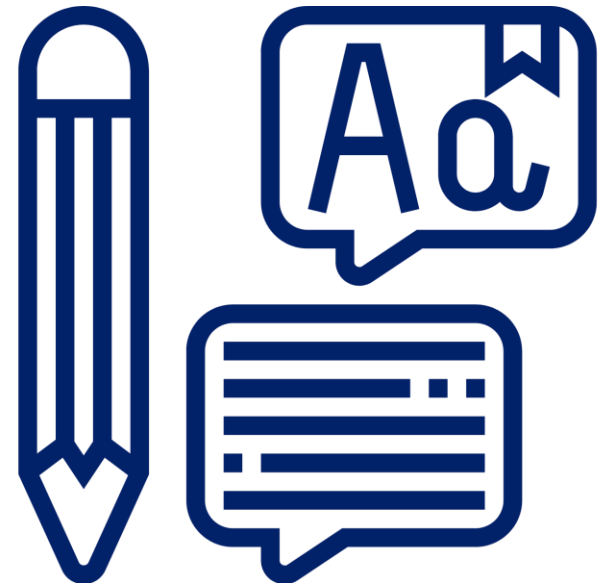
Adverse Childhood Experiences and Adverse
Community Environments



Trauma Awareness

People and terminology

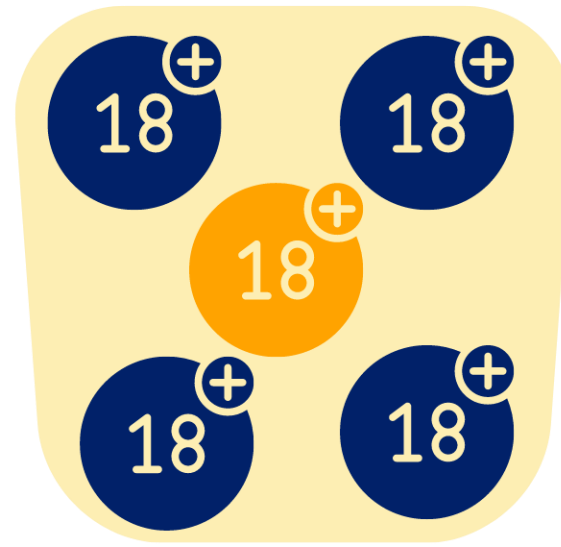
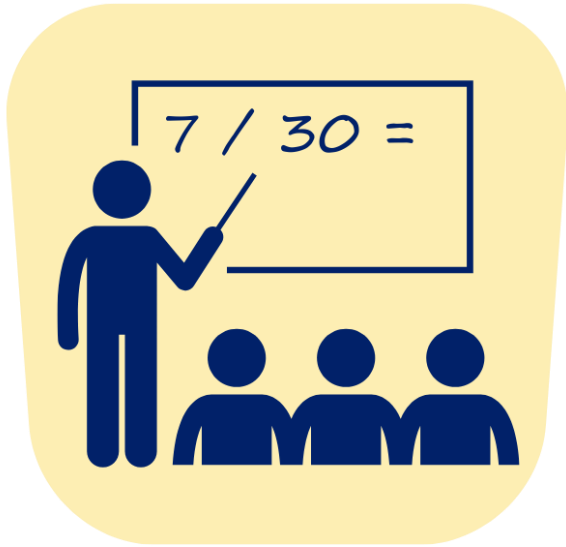
Who do we mean when we say victim-survivors?



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:

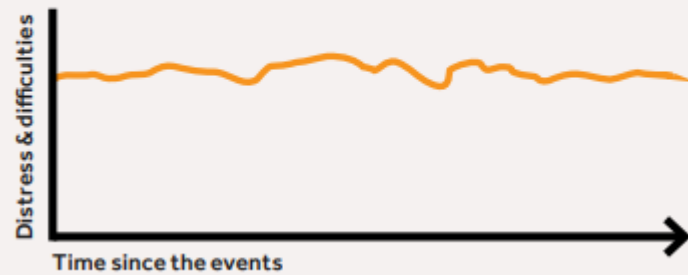
What is T/trauma?



Different responses to trauma:

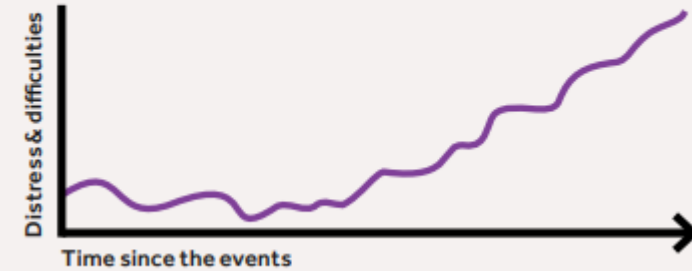
Enduring

The distress and difficulties persist over time



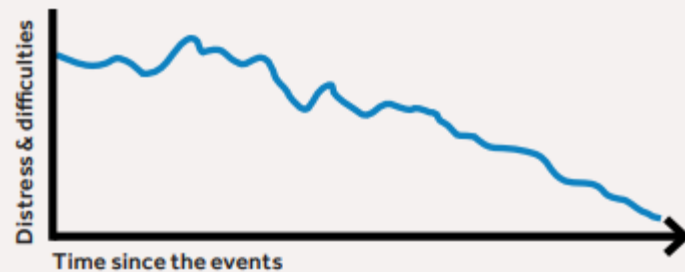
Delayed

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



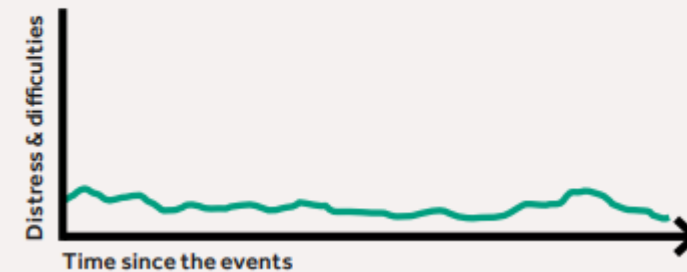
Recovery

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



Unaffected

Appear not to have any difficulties



Recognising trauma



Poll:

Levels of trauma support



Your wellbeing:

“

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

– Zulu proverb

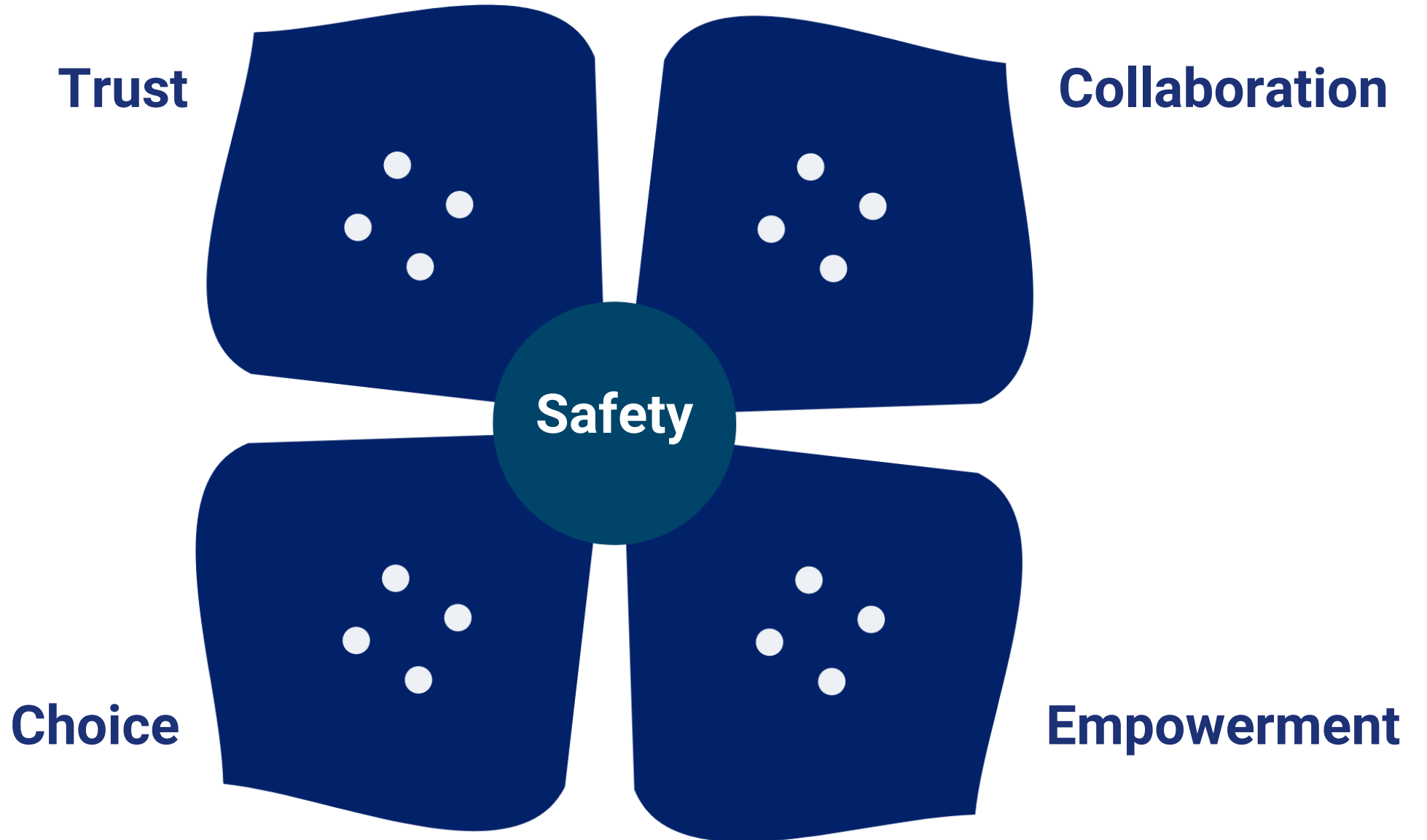
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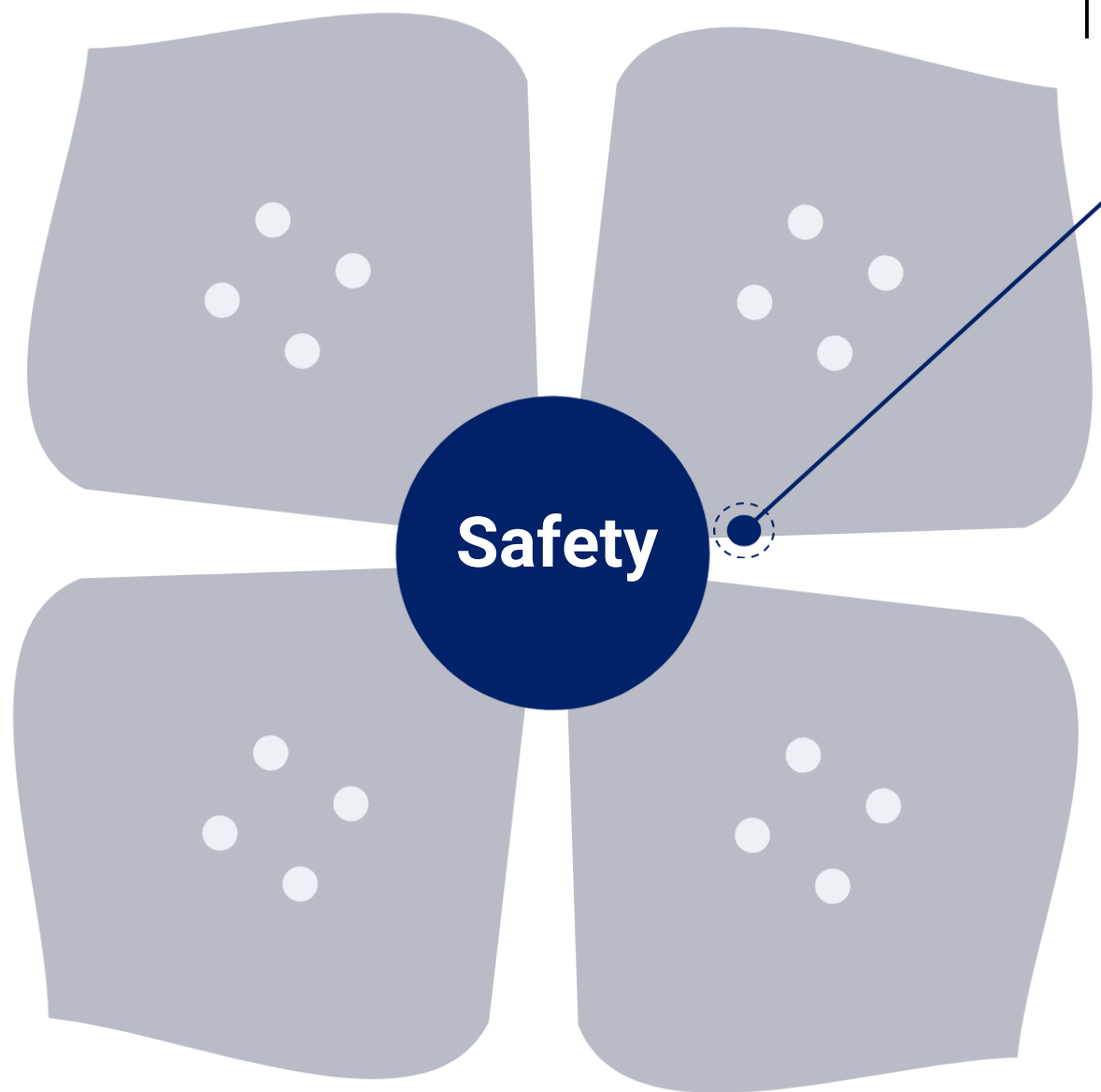


5:000

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

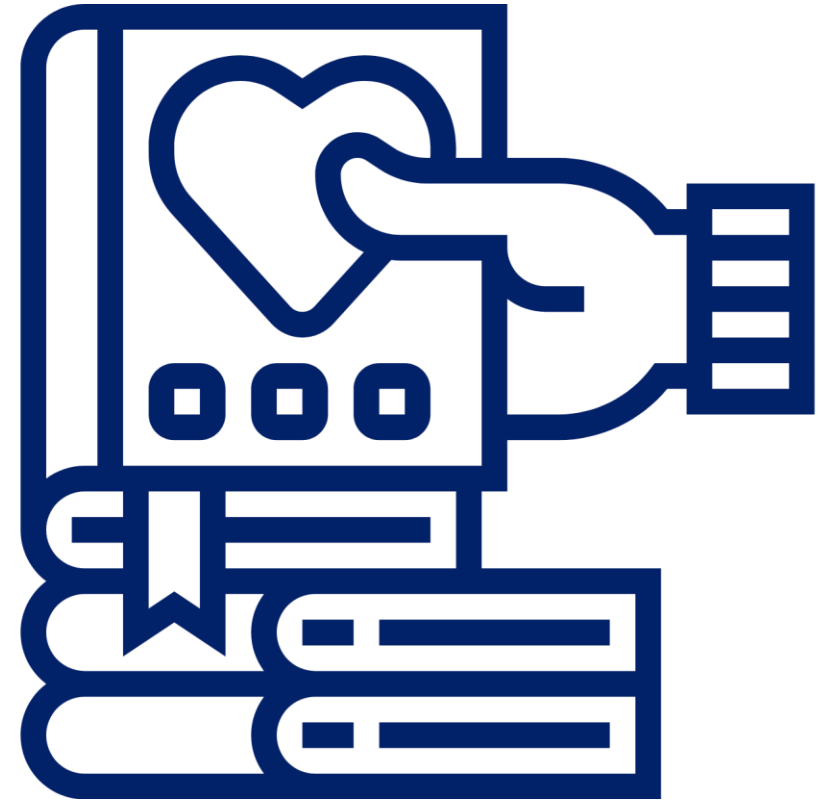
Safe Support:

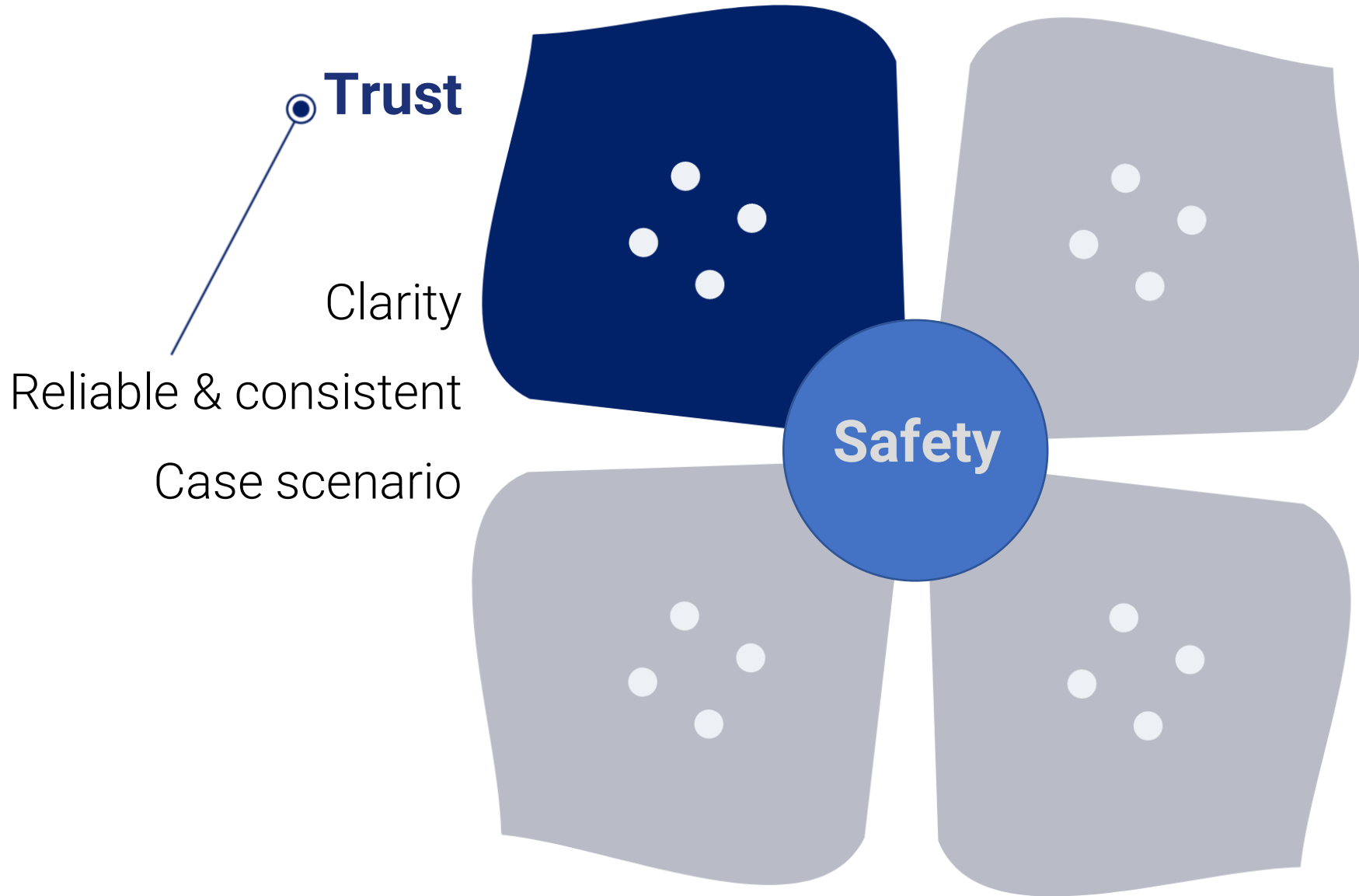
Avoiding re-traumatisation



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.”



Trust through reliability and consistency



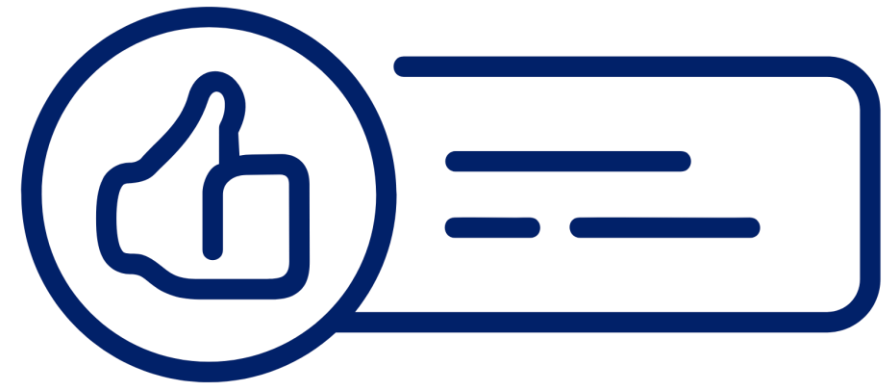
Say what you mean and do it



Consistent support



Attachment



Case Scenario 2 - Shona or Obi

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

Scenario 2a (child) - Shona

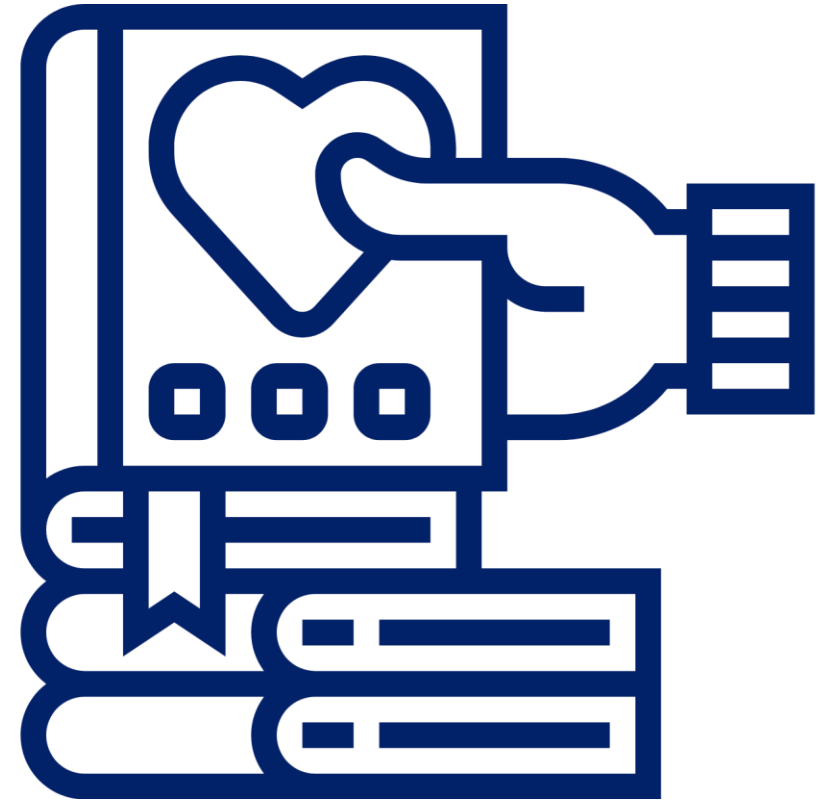
- 8 years old, in foster family for 6 years
- Visits with birth mother inconsistent
- Due to move to a new group

Scenario 2b (adult) - Obi

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

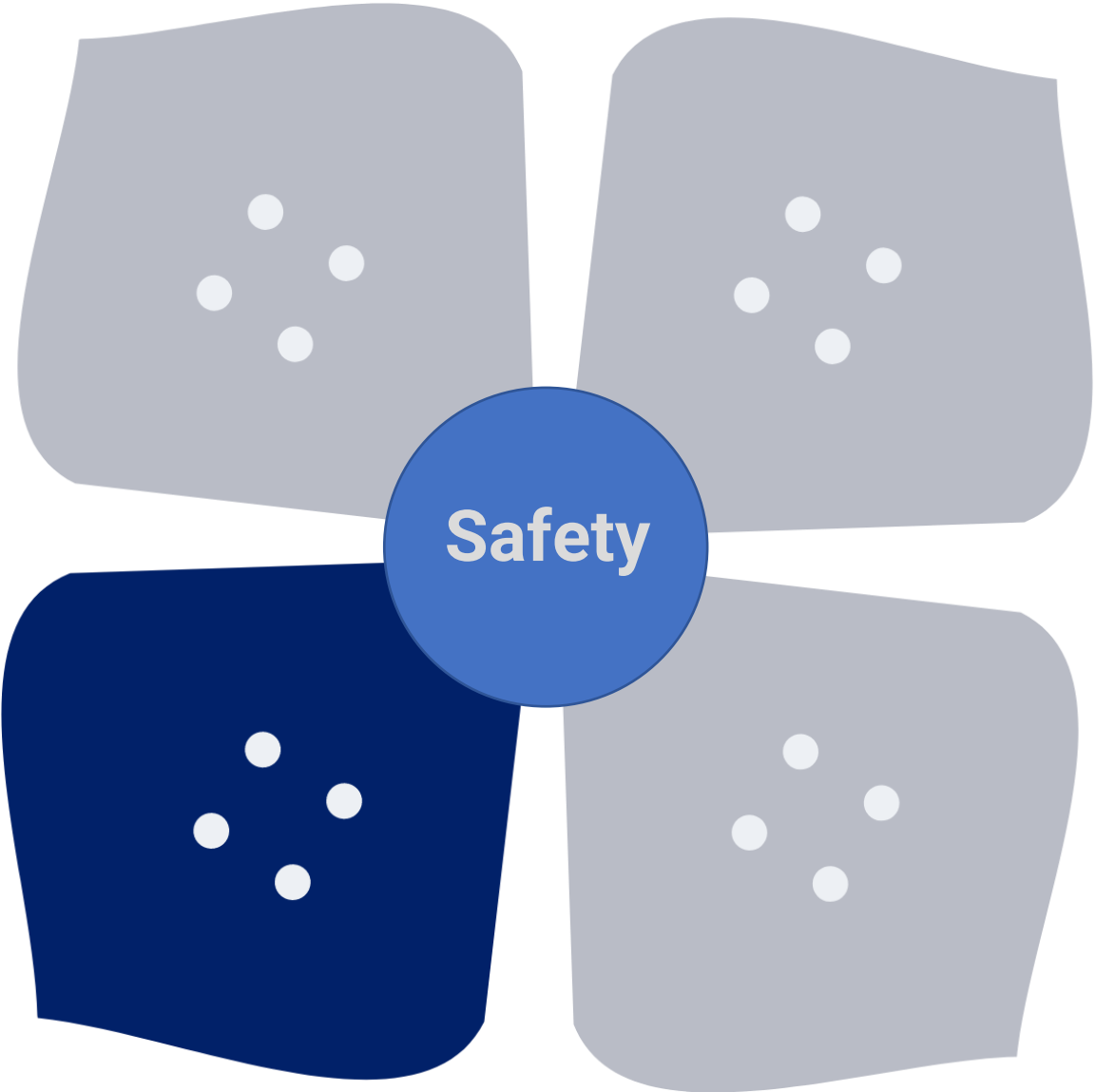
Trust- IYDNE

Set clear and realistic expectations
and honour them.





5:000



Why choice is important
Offering choice well

Choice

Pause and consider:

What choices can we offer?



Considerations around choice:



Overwhelming



Real



Meaningful

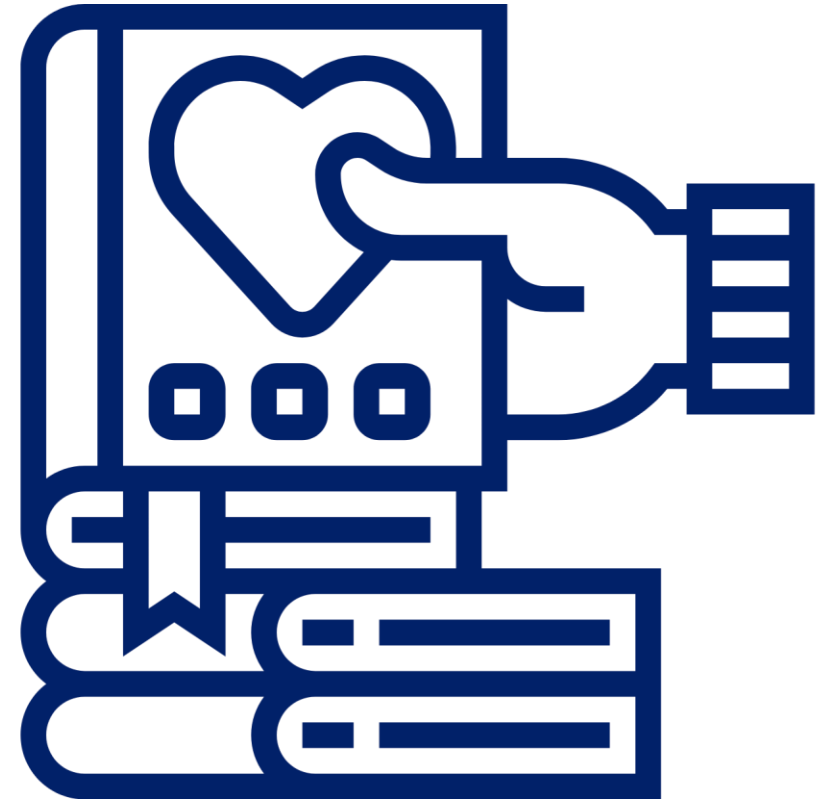


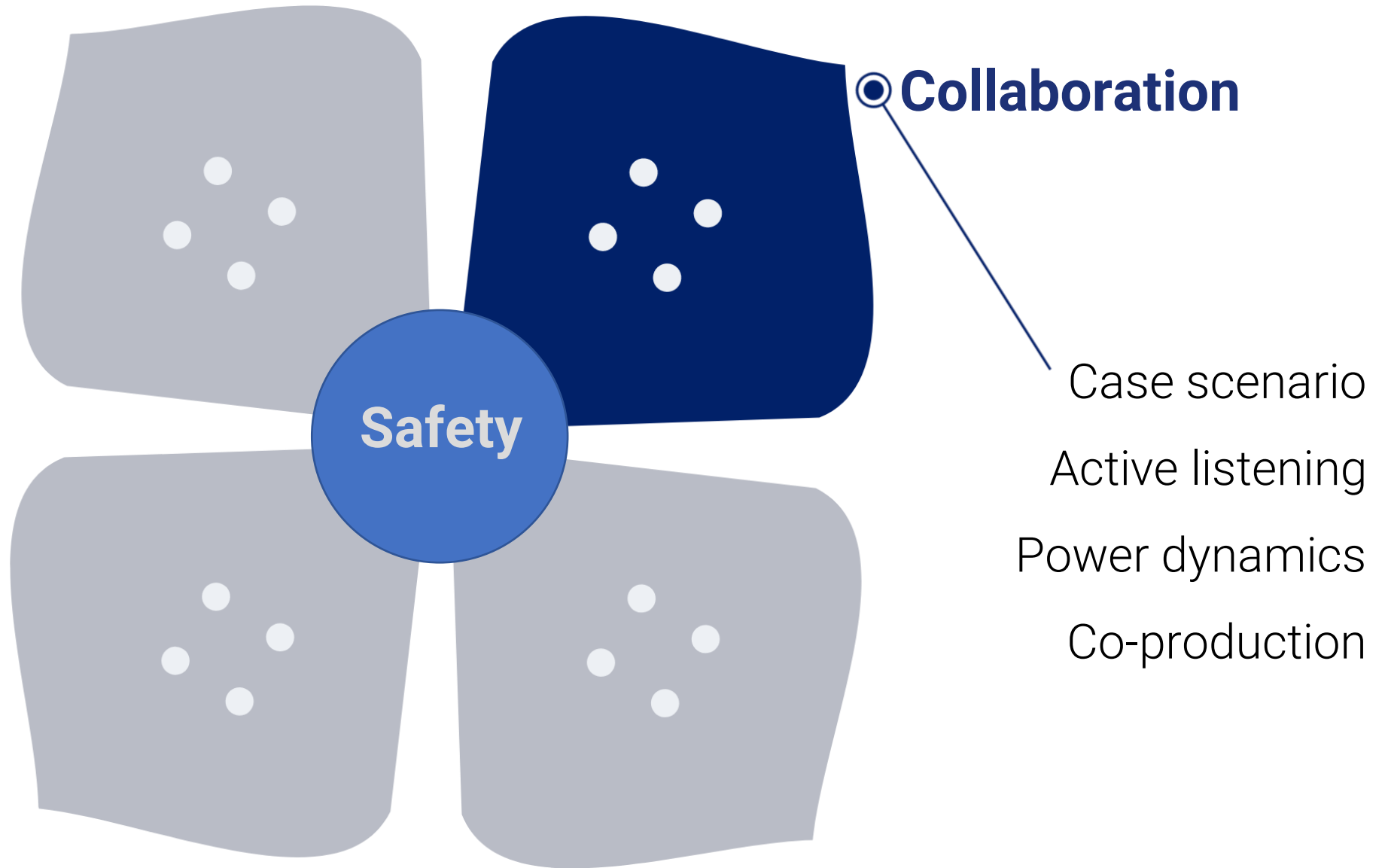
No choice



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

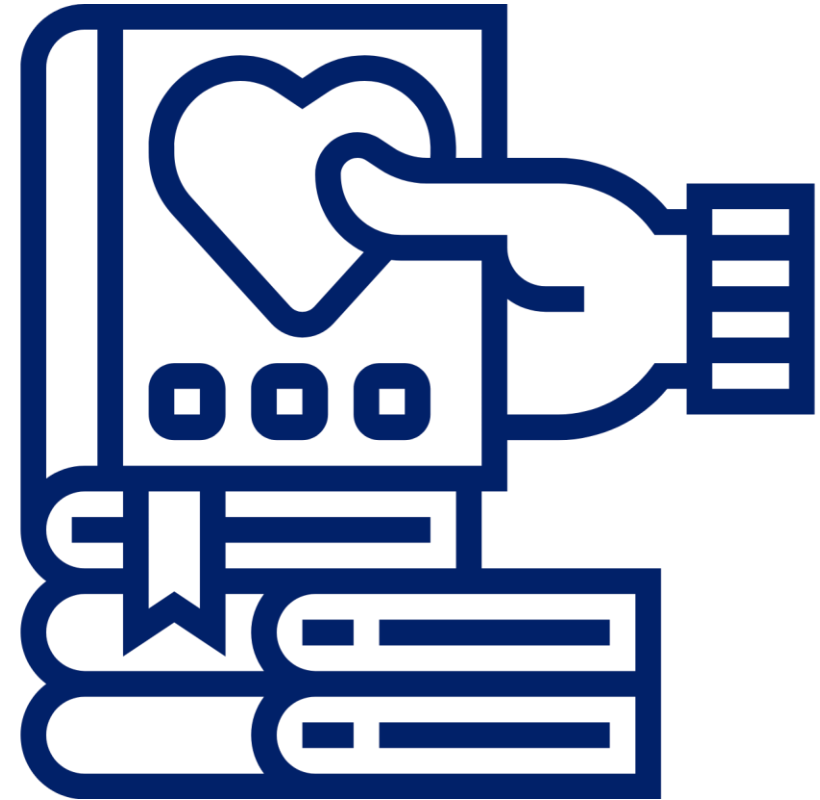


Victim-survivors as experts



Collaboration- IYDNE

Listen and collaborate, don't
assume we know best





Control, agency and
building skills
Justice

Empowerment

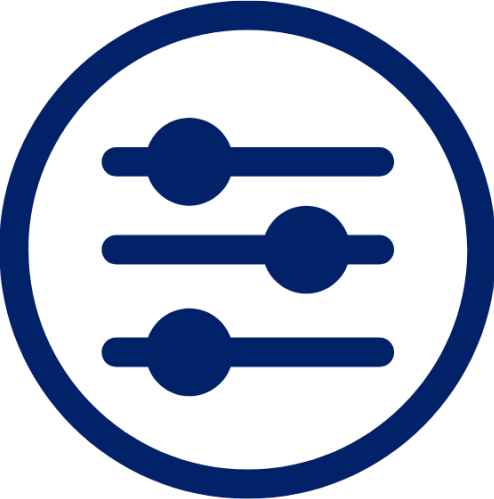
Case Scenario 4 - Joyce

1. Unhelpful responses?
2. Helpful responses?
3. Empowerment?

Scenario 4 - Joyce

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

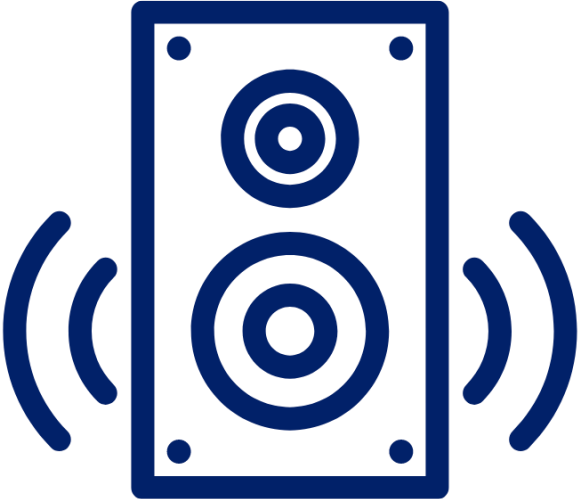
Empowerment



Control and agency



Building skills



Amplifying voices

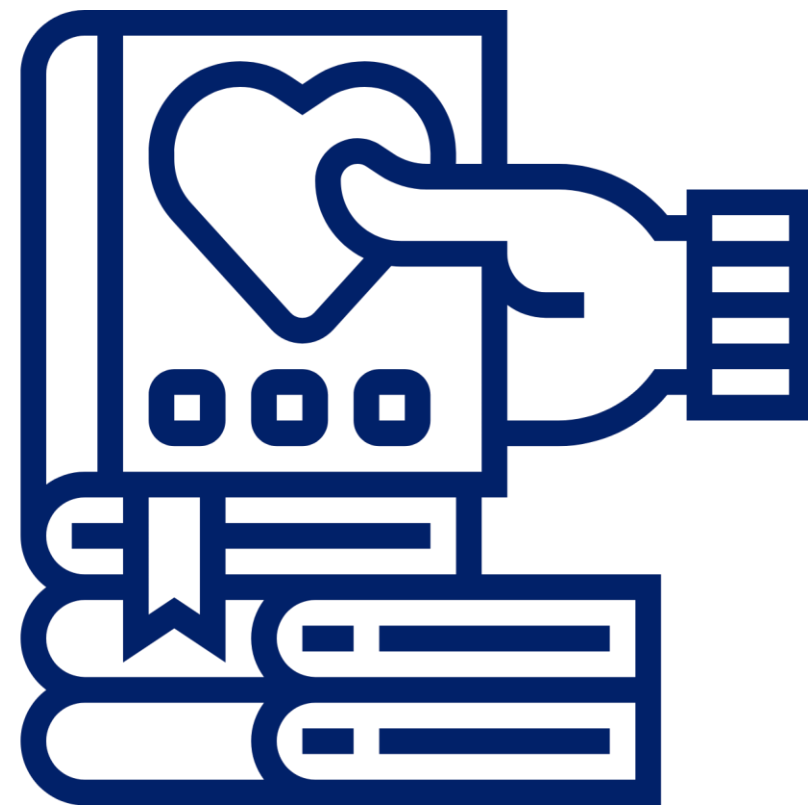
Truth and Justice

What could justice involve?



Empowerment - IYDNE

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



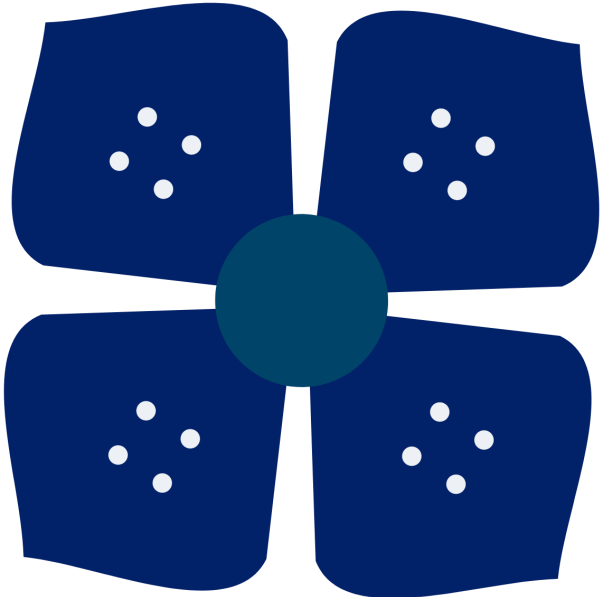
Review of learning objectives

1 Those we support



ACES
T/trauma

2 Principles for supporting well



Safety
Trust
Choice
Collaboration
Empowerment

I have learnt.....



**Your feedback is
important to us**





thirtyone:eight

Creating safer places. Together.