

2ND THREE MONTH REPORT OF ACTIVITIES

(APRIL – MAY – JUNE)

Date: 30.06.2010

Partner: Italy – Università Roma Tre

Leader: Sandra Chistolini

Months: April – May – June 2010

Project with the Research Title:

An indirect harmful effect of violence: Victimizing the child and Re-victimizing the woman-mother through her child's exposure to violence against herself.

Sensitizing and creating awareness through research-product material, both transnational and differential according to the partner-context.

Instruction: *Please, for each month below fill in the subheadings accordingly:*

April 2010

According to the work plan the following activities conducted or/ are in progress:

1. Continuing the Collection of available research literature related to the subject of the research (Please write the references so far):

Baker L. L., Jaffe P. G., *Woman abuse affects our children. An educator's guide*, Ontario Institute for Studies in Education/University of Toronto, Ontario, Queen's Printer, 2007.

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Baker, L.L., Jaffe P.G., Berkowitz S.J., Berkman M., *Children Exposed to Violence: A Handbook for Police Trainers to Increase Understanding and Improve Community Responses*. London ON: Centre for Children and Families in the Justice System, 2002.

Brassard M. R., Germain R., Hart S. N., *La violenza psicologica contro bambini e adolescenti*, Roma, Armando, 1993.

Canadian Research Institute for the Advancement of Women. *Feminist Research Ethics: A Process/Éthique en matiPre de recherche féministe: Un processus*. Ottawa, CRIAW/ICREF, 1996.

Carbonara M. V., Pagnin A., *Tra realtà e immaginazione. La violenza nella vita quotidiana di bambini, adolescenti e giovani*, Milano, UNICOPLI, 2009.

Cesa-Bianchi M., Scabini E. (a cura di), *La violenza sui bambini. Immagine e realtà*, Milano, Angeli, 1991.

Chi sono quella ragazza quel ragazzo.... Conoscere per non discriminare. Iniziativa Daphne contro la violenza alle donne ai bambini e agli adolescenti, Firenze, Finisterrae, 1998.

Comune di Venezia, *Pupe e bulli. La violenza percepita in alcune scuole medie della città*, Venezia, Comune, 2002.

Cunningham A., *Ethical Practice. Principles and Guidelines for Research with Vulnerable Individuals and Families*, in "PRAXIS: Research from the Centre for Children & Families in the Justice System", May 2003, pp. 1-8.

Fadiga L., *Il giudice dei minori*, Bologna, Il Mulino, 2010.

Herman J. L., *Guarire dal trauma. Affrontare le conseguenze della violenza, dall'abuso domestico al terrorismo*, Roma, Magi. 2005.

Jaffe P. G., Baker L. L., Cunningham, A. J. (Eds). *Protecting Children from domestic violence Strategies for community intervention*, New York, NY, Guilford Press, 2004.

Jonson-Reid M., *Youth violence and exposure to violence in childhood: an ecological review*, in "Aggression and Violent Behavior", 3, 2, 1998, pp. 159–179.

La violenza sulle bambine e sui bambini. Seminario di studio, Palazzo della Minerva, 29 ottobre 2007, Roma, Senato della Repubblica, 2008.

Medical Research Council of Canada, Natural Sciences and Engineering Research Council of Canada and Social Sciences and Humanities Research Council of Canada, *Tri-Council Policy Statement for Research Involving Humans*, 1998, available on-line at

<http://www.nserc.ca/programs/ethics/english/policy.htm>

Montecchi F., *Dal bambino minaccioso al bambino minacciato : gli abusi sui bambini e la violenza in famiglia : prevenzione, rilevamento e trattamento*, Milano, Angeli, 2005.

National Council on Ethics in Human Research (Ottawa) at <http://www.ncehr-cnerh.org/>

Office for Human Research Protection, U.S. Department of Health and Social Services at <http://ohrp.osophs.dhhs.gov/>

Ontario College of Social Workers and Social Service Workers, *Code of Ethics and Standards of Practice*, 2000; available on-line from <http://www.ocswssw.org/>

Passuello M. G., Sgritta G.B., Longo V. (a cura di), *I generi della violenza. Geografie, modelli, politiche*, Milano, Angeli, 2008.

Pedrocco Biancardi M. T., Sperase M., Sperase L., *La cicogna miope. Dalla famiglia che violenta alla famiglia che ripara*, Milano, Angeli, 2008.

Pellecchia F., Russo E., Sommella L. (a cura di), *Cartelle, panelle & mazze. Le possibili risposte della scuola alla violenza intrafamiliare sui bambini*, Napoli, Ritmo grafica, 1997.

Principles of Psychologists and Code of Conduct 2002. Available on-line at <http://www.apa.org/ethics/code2002.html>

Ponzio G., *Un mondo sovvertito. Esperienze di lavoro in case rifugio per vittime di violenza domestica*, Firenze, Le Lettere, 2010.

Stover C. S., Van Horn P., Turner R., Cooper B., Lieberman A. F., *The effects of father visitation on pre-schoolaged witnesses of domestic violence*, in “Journal of Interpersonal Violence”, 18, 1, 2003, pp. 1149-1166.

Tutty, L. M., Wagar J., *The Evolution of a Group for Young Children who have Witnessed Family Violence*, in “Social Work with Groups”, 17, 1-2, 1994, pp. 89-104.

2. Delivering the Report of Data (Women’s written testimonies and Reports) Analysis’ Results:

Table 1 gives the registration of contacts and testimonies collected.

Comments written by member of Italian team are following.

Tab. 1 – Italy RM3 Daphne III: Contacts and Testimonies

Source A: Police Station (Officers)

Source B: Associations (Leaders)

Source C: Ministry of Justice and Interior Ministry (Experts and Relevant Persons)

Source D: Local Courts (Judges, Lawyers)

Source E: Hospitals, Health and Social Service, Community support (Doctors, Social Workers)

INSTITUTIONS	SOURCE	CONTACT PERSON	DATE OF THE LETTER SENT	RESULTS: NUMBERS OF TESTIMONIES COLLECTED AND DATE	WOMEN FOR THE INTERVIEWS AND FOCUS GROUP
1. Police (Squadra Mobile di Roma)	A	Sandra Chistolini	12.03.2010	6 (27.03.10)	0
2. Interior Ministry	C	Sandra Chistolini	15.03.2010	0	0
3. Interior Ministry	C	Sandra Chistolini	15.03.2010	0	0
4. Interior Ministry	C	Sandra Chistolini	15.03.2010	0	0
5. Police	A	Sandra Chistolini	15.03.2010	0	0
6. Police	A	Sandra Chistolini	15.03.2010	0	0
7. Police (Squadra Mobile di Ancona)	A	Sandra Chistolini	16.03.2010	2 (23.03.10)	0
8. Police (Commissariato Casilino Roma)	A	Sandra Chistolini	22.03.2010	0	0
9. Police (Sezione Anticrimine di Roma)	A	Sandra Chistolini	23.03.2010	4 (01.04.10) 5 (09.04.10)	0
10. Police (Polizia Municipale Tor Bella Monica Roma) and PISS (Progetto Integrato Sicurezza Sociale del Comune di Roma)	A	Roberto Cipriani	25.03.2010 09.04.2010	6 (13.04.2010)	0
11. Ministero dell’Interno	C	Roberto Cipriani	28.03.2010	0	0
12. Local Court (Tribunale dei Minori di Reggio Calabria)	D	Roberto Cipriani	29.03.2010	0	0
13. Lawyers -Viterbo	D	Marina D’Amato	29.03.2010	8 (12.04.2010)	0
14. Lawyers - Roma	D	Marina D’Amato	29.03.2010	5 (15.04.2010)	0
15. Police (Polizia di Stato) Agrigento Ascoli Piceno Bergamo Brescia Caltanissetta Caserta Catanzaro Cremona Sondrio Verona all Cities of Italy with State Police Section	A	Sandra Chistolini	08.04.2010	0	0
16. Lawyers - Roma	D	Marina D’Amato	01.04.2010	2 (15.04.2010)	0
17. Lawyers - Roma	D	Marina D’Amato	01.04.2010	2 (15.04.2010)	0
18. NGO Differenza Donna	B	Sandra Chistolini	08.02.2010	0	0
19. NGO - Centro Donna L.I.S.A	B	Sandra Chistolini	12.02.2010	0	0
20. GO -SOLIDEA	B	Sandra Chistolini	24.02.2010	0	0
21. NGO -Associazione Nazionale Volontarie del Telefono Rosa ONLUS	B	Sandra Chistolini	25.02.2010	0	0
22. NGO - Donne & Giustizia ONLUS	B	Diana Pallotta	16.02.2010	10 (23.3.10)	0

23.NGO - Centro Antiviolenza S.O.S. Donna ONLUS	B	Diana Pallotta	26.02.2010	2 (02.4.10)	0
24.Hospital – OPG Ospedale Psichiatrico Giudiziario Località Ghisiola Castiglione delle Stiviere Mantova	E	Matteo Villanova	19.03.2010	2 (26.4.10)	0
25. Local Family Social Service - Consultori Familiari di Palestrina e Zagarolo	E	Matteo Villanova	09.04.2010	0	0
26.Psychopathology Laboratory, Consulenza Tecnica Neuropsichiatria Forense	E	Matteo Villanova	12.04.2010	3 (26.4.2010)	0
27. Community support - Casa Famiglia Protetta	E	Matteo Villanova	12.4.2010	1 (26.4.2010)	0
				tot 58 testimonies	

N° 1

1. The quality of data collected depended upon: the source of the report; the motivation of the woman seeking help; the objectives/mission of the agency contacted. For example:
 - police reports are more specific and quote the woman’s words directly, as they are legally-binding documents, useable in court;
 - reports from the violence prevention centres already ‘filter’ the woman’s story as they operate as a first port of call. Only occasionally will they use direct quotes. The reports are then passed onto the legal advisors or psychologists, who in turn, write in the actions taken on the day or their interpretation of the woman’s emotional state;
 - It follows therefore, that in the case of reports from violence prevention centres, even though there might not be any specific mention of the woman with regard to her children (apart from establishing that there are children in the picture), it cannot be assumed that she does not have their wellbeing in mind.
2. The operators within the violence prevention centres state that:
 - when a woman comes to “literally deposit” her story, that it does not follow a logical sequence – jumping back and forth in time, events, etc. Sometimes more than one interview is necessary just to get the facts, sometimes the whole story is never known (ie. was there domestic violence while the woman was still a child’)
 - many women come only once, “to offload” their story and then don’t return
3. There is a diverse range in age, education and financial wellbeing of the women experiencing violence and of the male perpetrators.
4. There are both Italian and foreign women experiencing violence, but according to the violent incidents reported, the percentage of victims is higher for Italian women. The perpetrators are either Italian or foreign.
5. The perpetrators tend to be either the current husband or ex partner.
6. There is a higher incidence of economic, psychological and physical violence.
7. There are very few incidents of sexual violence reported.
8. Numbers of reports of stalking are increasing if one considers cases over the past 5 years
9. Children are totally scared by environment and usually tend to defend their Mother.

N° 2

From the work undertaken it is clear that the aggressor uses different instruments of coercion: from deceit and emotional blackmail to physical and psychological violence. From the testimonies it appears evident that the victim is often “tricked” and terrorized into forcefully suffering all forms of abuse. In these cases it is unlikely that the subject press charges due to their own fear of repercussions.

It is therefore a question of women who are in an obvious state of psychological *dis-ease*; they are fragile and their very fragility encourages “the tormentor”. It is particularly frightful that the acts of violence do not occur under the influence of alcohol or drugs. They are reasoned and rationally premeditated acts. In some cases it is a question of dates, arranged in advance and at night. This further worsens the situation as there are no extenuating circumstances, but they are in every respect rational acts that reveal an outright strategy based on deceit and coercion. The only way out for these women is to press charges against their tormentor, but it is not a likely thing to happen. Courage and determination are often required to get out of these situations. Yet subjects who show a certain psychological fragility have great difficulty in finding the strength to press charges against the aggressor. In short, we can confirm that in the cases analysed, violence was neither an act of anger nor an isolated episode, but rather repeated in time, using various instruments to scare and subjugate the victim.

Nº 3

All of the testimonies analysed included examples of physical violence against the woman where she was forced to go to hospital (Accident and Emergency). The physical violence usually started at the end of a spiral of violence. The initial violence had emotional and psychological aspects, where the mother-victim was isolated by her husband. It then moved on to economic violence and control of her money - the mother-victim is left without any money as her husband prevents her from working, with it all ending up in blows (*explosion of physical violence*).

The children are completely enslaved and terrified by the situation, but they usually tend to defend or take sides with their mother.

Nº 4

The phenomenology of violence against women transpires from reading the testimonies, where the mothers are resolutely sided with their children. The violence is carefully described, including details of the events that triggered the man’s aggressiveness against the woman. The deep state of prostration of the mothers can be noted as they never decide to press charges against the violent perpetrator, also known as “tormentor”, from the first sign of offence to their person/self. A lot of time goes by before the women come out into the open. The main reason for keeping the violence hidden is represented by the children. Protect the children, says the inner voice, the ethical imperative that governs the mothers’ feelings. In order to avoid putting their children’s life at risk and making them undergo the same harsh treatments, offences, acts of violence, the women endure, to the very limits of human tolerance. They do not kill themselves because of their children and it is as if they implore, through their psycho-physical sacrifice, that their children be spared from the violence. The community environment is non-existent: family, neighbours, friends are all rarely of any help, even if aware of the facts. The protection of the woman also extends itself indirectly in the internal and external family contexts. So as to avoid that violence strike others, the woman retreats into herself in a kind of resigned martyrdom. The most evident contradiction lies in wanting their children to keep having a relationship with the father and continue to see him.

“I want my children to have a civilised relationship with their father” (07).

The indirect harmful effect

With regard to the mothers’ awareness of the indirect harmful effect on the children caused by their presence in situations of domestic violence, three levels can be identified:

A *low level*, characterized by the sole mention of the child, present during the moment of violence against the mother.

“It happened in front of my daughter” (10).

A *medium level*, characterized by the brief description of the child’s reaction when present during the moment of violence.

“During the events just mentioned, the little one (*ndt. daughter*)...was present. In fact, that day my daughter was entrusted to the father and instead of leaving her home, he thought it would be a good idea to bring her with him and make her witness all that horror. During the whole course of the aggression and afterwards,...she continued to sob uninterruptedly”. (04).

A *high level*, characterized by the total awareness of the indirect harmful effect caused to the child present during the violence.

“My son understands the situation clearly, but all of the abuse and the verbal and physical violence that he is forced to witness, can certainly undermine his growth and development, which are the right of a child his age.” (08).

“My daughter has become aware of the danger I face and she has perfectly understood her father’s aggressiveness and now she is no longer as affectionate with him as she was before.” (05).

In addition, what emerges is the awareness of the implicit harmful effect

“And what is even worse ...he often ordered the little one (*ndt. daughter*) ...to repeat such terrible things towards me” (06).

In some of the testimonies collected, on more than one occasion where the violence against the same woman is described, the story of the daughter emerges, where she herself perceives the damage caused her from having witnessed the violence against her mother.

“I witnessed a scene that I will never be able to forget. My father was beating her savagely, lifting her up from the sofa and making her fall to the ground. He kept on hitting her and also kicking her, he insulted her using swear words that were offensive to her dignity as a woman. I was petrified, I wasn’t able to say anything, and feeling impotent in front of such violence, I went back in my room.” (07).

Another of the son’s reactions is his intervention against the father.

“My son ...got sick of his father’s behaviour and has stopped putting up with it, intervening sometimes in my defence...:” (03).

Nº 5

The work completed during the month of April focused on the collection, systemization, and close study of testimonies of women involved in abusive dynamics in the presence of children. What transpired from the study of these testimonies and verbal comments of the operators, who had completed them, was the difficulty of the women and their mistrust with which they told their story for the very first time. This could also highlight an issue of improper staff training or

competence in those institutions involved in intervention (Police, workers or operators within the health and social network, lawyers).

Generally speaking it was difficult to find any comments of the mother's where she noticed her children's reactions or even acknowledged that they had been witnesses of violence.

3. Preparation of the Semi-structured Interviews with women (questions-themes included, translation of the questions-themes in the native language):

Following our work collecting women's testimonies, the Italian team proceeded with the discourse analysis of these texts.

For the semi-structure Interview with women the Team elaborated a list of possible questions analysed with Police and GO Solidea.

The process resulted in the creation of *143 questions* which were divided into the 4 main field of analysis given to us in our guidelines from Cyprus:

A - VIOLENCE TOWARD THE WOMAN-MOTHER (*43 questions*)

B - AGGRESSIVE BEHAVIOUR OF THE CHILD (*33 questions*)

C - MOTHER-CHILD (*32 questions*)

D - SCHOOL AND CHILD (*35 questions*)

During this process we were in constant contact with the police and women's organizations in order to support us in finding women willing to participate in our Focus Group Semi-structured interviews. We had a meeting with three Police Officers on 3rd May where we went into greater details about the process of these interviews and what was expected of the women, dealing also with issues such as confidentiality and reimbursement of travel and meal expenses.

Another important aspect of this meeting with the Police Officers was looking at the selection of questions that we had provided for the interview. We gave each Police Officer 1-2 sheets of questions and they had to select the most appropriate ones, based on language sensitivity, relevance to the category and women that they had identified. This also became the space of a discussion forum, as depending on personal experiences the same questions could have been interpreted in different ways. Also, as some of the questions created came directly from the testimonies, they lost their relevancy within a generalised context.

Thus, some questions were ignored, others combined or reworded. We asked them to choose their 5 favorite questions and then narrow it down further to 3. Finally, the end result was a selection of 12 questions to be used in the Focus Groups, with a back up of questions in standby.

Proposal of questions to be used during the semi-structured interviews with the Mothers individually or in focus groups

Fields of analysis

A – VIOLENCE TOWARD THE WOMAN–MOTHER - selection of 5 questions

B – AGGRESSIVE BEHAVIOUR OF THE CHILD – selection of 5 questions

C – MOTHER-CHILD – selection of 5 questions

D – SCHOOL AND CHILD – selection of 5 questions

For each field of study 5 questions were selected as more coherent with the aim of the Project.

A – VIOLENCE TOWARD THE WOMAN–MOTHER

1. When you experienced other episodes of violence in the past, why did you say that you had been “victim of an accident on the stairs”?
2. Did your doctor ever encourage you to report your husband to the police?

3. Do you think that someone can actually help women victimized by their husband's violence?
4. Is being young in age a weakness for women?
5. Why did violence become a permanent condition in your family?
6. What are the most relevant causes of domestic violence against women?
7. What prevents women from escaping immediately from the violence displayed against her by her partner, even before marriage?
8. Does one get used to the state of domestic violence?
9. Before you got married, could you foresee that there would have been violence in your family?
10. With regard to your experience of domestic violence, what do you think should be done to help women in similar situations?
11. Do you believe that living with a husband who repeatedly uses violence against his wife could be a threat to the child/children?
12. Was the violence against you something experienced before your marriage, maybe in ways that at first, did not worry you?
13. What are the situations that trigger your husband's aggressive behaviour against you?
14. What was the role of the paternal in-laws in your family?
15. Is an alcoholic man more prone to domestic violence?
16. What is the time-scale before reporting the violence suffered?
17. Was your husband ever violent before you got married?
18. After the violent incidents, did you ever reflect on what had happened?
19. Were your mother/father-in-law or family (sister-in-law, cousins, etc...) ever a source of help to you and your children?
20. Did your neighbours ever call the police during your fights?
21. Who managed the money in your family?
22. Did you have enough disposable income for personal expenses?
23. Were there moments of socialization (pizza with friends) or recreation (family outings) organised in family life?
24. According to you, does a subservient or servile role on behalf of the woman encourage the onset of violence?
25. Since when did you understand that something wasn't right in your child's behaviour?
26. Before getting to know him, did you ever suspect that he was a dangerous person?
27. Before being pressured by your aggressor, were you ever, to an extent, blackmailed?
28. If you had not had a child, would you have still tried to get out of the violent situation?
29. How would you describe violence and what are its causes (illness, something normal experienced by everyone, etc.)? How did you perceive the violence against you and how did this perception change after your child experienced violence?
30. How would your change life if, in the case of divorce, you revealed the violence that you and your children experienced?
31. How did you feel when your husband tried to control your wages or stop you from working?
32. How would you describe your feelings with regard to your husband having affairs and potentially gambling away your financial security? Are the two different?
33. For you, how and when does violence against women change from being "something wrong" to becoming "a crime", and then "a reportable crime"?
34. After years of violence, when and why did you decide to get help?
35. When your ex partner was stalking you, did you see it as a sign that he loved you? What is love for you?
36. What did you use to tell yourself in order for you to carry on standing the violence, to give you the courage to continue to bear it?
37. Do you believe that violence is something that is learned from the mother or from the father?

38. During your marriage, did your family/friends ever realise that you were becoming another person: “reserved”, “silent”, “cautious”?
39. Why do you consider the violence against you as something wrong but not as a crime?
40. Before this incident (violence) were there other symptoms/factors that could have led you to believe that he was a violent person?
41. Were you ever aware that you were experiencing a situation that could have caused you psychological discomfort?
42. What were the symptoms/factors that made you realise that you were living in a hard/difficult situation?
43. Did you ever use cigarettes, alcohol or drugs as a coping mechanism?

B - AGGRESSIVE BEHAVIOUR OF THE CHILD

1. Have your daughters ever displayed violent behaviour towards their father?
2. Did your adult son ever try to defend you when he was present during episodes of violence against you, either when he was a child or when he was older?
3. Did your children react with the same aggression as your husband, maybe to defend you?
4. How does your daughter react to her father’s aggression?
5. Does your daughter react aggressively towards her father or men in general?
6. How does your daughter react when her father orders her to adopt aggressive behaviour?
7. Have your children imitated their father’s violent behaviour?
8. What can be done to prevent children from witnessing domestic violence?
9. Is your daughter aggressive towards her school friends?
10. How would you describe your daughter’s feelings while watching what was happening to you?
11. Have your daughters ever manifested behaviour that tried to defend you?
12. When your children witness the violence against you, what do they say and how do they behave?
13. How do the children react to the father’s violence against their mother?
14. While you were a victim of violence can you remember if your child/children were also beaten by your husband?
15. During the violence you were suffering, how did your child/children manifest their ill-being?
16. Was there explicit evidence that made you know instinctively that your daughter was being abused?
17. When did you start suspecting that he was abusing your daughter?
18. In which occasions did your daughter manifest her discomfort? Did she ever mention anything to you of her own will?
19. Has your son established links of complicity and friendship with other children or does he continue to beat others/be beaten?
20. How did you first perceive the violence against you? How did this perception change after the violence experienced from your son?
21. How did your children react when confronted with their father’s violence (as witnesses or through direct experience)?
22. How do your children react when in front of violence? (on TV, between school friends, etc.)
23. Has your son ever sworn at you or raised his fists against you?
24. Has your son ever displayed violent behaviour towards others, such as biting, shouting, hitting?
25. How would you describe the complicity that there is (or not) between your two daughters?
26. How does your daughter react in front of her school friends violent behaviour?

27. How did your daughters try to defend you or themselves when confronted with their father's violence?
28. How do you see your son's future, given his violent behaviour towards you?
29. When your son plays, does he get very physical with others?
30. Have your children ever displayed violent behaviour towards you?
31. After which episodes did you finally decide to report him?
32. Has your child ever used cigarettes, alcohol or drugs as a coping mechanism?
33. Is your child part of a gang? Has your child had problems with gangs?

C - MOTHER-CHILD

1. Have your daughters ever blamed you for the violent behaviour of your husband towards yourself and your daughters?
2. How did you try to explain to your youngest son what happened to you?
3. Up to what point has the mother-child relationship of trust changed because of the experience of violence lived within the family?
4. How did the aggressions against you involve your children?
5. According to you, how could your daughter be protected from the danger she comes across inside the family?
6. How does the experience of violence against you have repercussions on your daughter?
7. Do you think that your husband's violence is especially focused on your daughters since he hates women?
8. Is your bond of affection with your child compromised because of the violence inside the home?
9. After your daughter saw you experiencing violence, what does she remember?
10. What did you want to do to protect your child?
11. How should children be protected from their father's violence?
12. Can you remember any of your children's stories that replayed the violent situations lived through together?
13. How do your children receive your protective action?
14. Do you think that your child will emulate the father's violent behaviour?
15. Has your child ever rushed to help you?
16. Have you ever thought that you were not able to protect your child's/children's right to childhood?
17. How did you become aware of the abuse?
18. How do you try to explain the behaviour of your husband towards the family unit to your children?
19. What would you like to have said to your son with regard to your depression?
20. How do you educate your children with regard to relationships/marriage? (i.e. how to behave with women, gender stereotypes?)
21. How do you talk about your financial problems with your children? Do they try to help you by doing "small jobs" inside/outside the home?
22. What does your son think of his father's behaviour?
23. What kind of models did your parents use with you and which of these do you use with your child to educate him? Did you make any changes? Why?
24. How do you educate your daughters so that they "don't end up like you"?
25. What are the values of "being a woman" that you teach to your daughter, either directly or indirectly?
26. How did your daughters react to help from social services, that is, to an organization external to the family unit?
27. What would you like to have taught your son and how would you have done it?

28. When you say that your son “remembers the deep pain that he suffered”, what does he say to you and how do you respond?
29. Have your children ever tried to talk to you about the violence that you experienced?
30. Now that you have reported him, are you scared of any repercussions?
31. How do you educate your children with regards to the concepts of aggression/assertiveness and violence/non-violence?
32. Are girls and boys brought up differently or in the same way? Can you think of examples how?

D - SCHOOL AND CHILD

1. At school, do your daughters tend to be more assertive or do they prefer to shy away from their teacher's/school friend's notice?
2. Has your son ever shown to be afraid of establishing links of friendship with his school friends, preferring to do things alone?
3. How would you judge your child's psychological and physical damage to development caused by witnessing the violence against the mother?
4. Does your daughter tell you that she talks to others outside about what she sees in the family?
5. How does the school support your daughter in dealing with this situation?
6. In school, does your daughter draw or write stories that tell of the violence seen at home?
7. Has the school supported your children during this difficult time in the family?
8. Has your child talked to his/her school friends about the family difficulties?
9. How have your child's school results been conditioned by the experience of violence that she/you suffered?
10. Did your workplace help you and your children in any way to find a solution to the violence you were experiencing?
11. What did your daughter's friends say when they saw that she was (or you were) being offended in front of them?
12. At school, do your children ever talk about their father's violent behaviour against you?
13. Did the school teachers become aware of your child's experience of witnessing domestic violence?
14. (In cases of separation) Does your husband meet your child at the school gates after school even though you have custody? What problems does this create between all of you?
15. Did your child's peers ever come home to play or study?
16. Has your child ever suffered from any “deep crisis” that affected school performance/achievement?
17. With regard to your child's studies, were there elements that made you instinctively guess that the low performance/achievement was linked to a particular problem?
18. Do you believe that such abuse particularly influenced your daughter's scholastic achievement/performance?
19. Has your daughter ever cried in school? Has the teacher ever reported to you events that may have indicated your daughter's distress? Has your daughter ever told you she wanted to change friends? Or change school?
20. Before the report of his teachers, did you notice a change in your son? And after their intervention, did anything change?
21. How does your son use language in school? And with his friends?
22. How do your children play? What kind of games do they make up?
23. How do your children help each other when doing their homework?
24. What kind of a relationship does your son have with his school friends?
25. How does your son interact with his peers?

26. Do your daughters invite their friends over to your home or do they prefer to go and play outside the home?
27. In school, how does your daughter display assertiveness or reticence?
28. What are your daughters' favourite/best subjects? Why do you think that is so?
29. How do you think your son manages his aggression?(competitive sports, martial arts or through challenging behaviour in school)
30. How does your son react in front of other male figures in school?
31. Are your children happy to go to school or do they prefer to stay with you?
32. With regard to school, did you notice any strong repercussions in your child's achievement/performance?
33. Have you ever considered that counselling/psychological support could help your child?
34. Did the teachers ever notify you that your child was not attending school? How did you respond?
35. Is your child disruptive in class or uses challenging behaviour?

In the Focus Group some of our questions were used. The structure and content of the mothers' semi-structured interviews received from Cyprus have been maintained.

4. Communication with GOs and NGOs associated in the project for identification of women – mothers victims of violence willing to participate in the interviews:

Communication with GOs and NGOs was not easy. Initially, they preferred giving the identification to Police. Three Police Officers arranged the contact with the women-mothers. After two weeks the Associations had problems to co-operate because they could not be paid. The three Police Officers had to find a new arrangement with lawyers and other Local Agencies.

5. Construction of a researchers' common web-page (*applicable only for Applicant*):

After the interview each woman received the questions used in the Focus Group and was asked to elaborate comments to be sent by e-mail to the project's leader.

6. Others: Please specify

The most difficult work was with the Associations. Some of them had wanted a previous contact to be able to co-operate. Finding themselves privileged expert of the theme of this project they had a sort of disappointment not to be mentioned in it. They would expect to act as protagonist. They consider themselves the most knowledgeable on violence against women and are available to share the research instead of giving testimonies and helping in focus group interviews. We tried to arrange a balanced proposal accepting their expertise and we are still negotiating a suitable co-operation.

From the point of view of the women participating in the Focus group it must be said that they were involved very much and they showed a high level of communication. The Focus group atmosphere was serene, with confidence and ethical awareness. For each Focus group were necessary almost 4 hours to allow all women to talk and express their feeling. The subject concerning the children and the indirect harmful effect of violence was completely new and in all cases the women needed time to find the proper words to describe and analyse the phenomenology. It was clear that never they had the chance to think about this problem. Under this perspective the Focus group was seen as an unexpected help the relations with children.

According to the work plan the following activities conducted or/ are in progress:

1. Harter’s Self-Perception Profile Test for Children First Step of Validation - Field Study:

The Harter’s instrument in three parts was promptly translated into Italian.

The communication with schools was possible even though in May there were few days of school left. Letters of introduction of the Project were sent to schools and meetings with Principals were arranged. A letter of consent to be signed by the parents (mother or father) was given to school/Principal.

Table 2 is reporting the administration of Harter’s instrument.

Comments of the members of Italian team are following in the page of June titled “analysing the data from Harter’s self-perception profile test for children field study”.

Tab. 2 - Italy RM3 Daphne III: The Harter’s instrument

PARTS	Numbers First group	Scoring	Numbers Second group	Scoring	TOT
To Child (Harter 1) <i>What I Am Like</i>	From 1 to 19	yes	From 20 to 30	yes	30
To Teacher or Adult (Harter 2) <i>Teacher’s Rating Scale of Child’s Actual Behavior</i>	From 1 to 19	no	From 20 to 30	no	30
To Child (Harter 3) <i>How Important are these things to how you feel about yourself as a person?</i>	no	no	From 20 to 30	no	11

What I Am Like +Teacher’s Rating Scale of Child’s Actual Behavior : 30 teachers/adults.

What I Am Like +Teacher’s Rating Scale of Child’s Actual Behavior + How Important are these things to how you feel about yourself as a person? : 11 children/adults.

Useful recommendations

- 1) Present the research in general underlining the European and comparative perspective of the study, with not quotation of violence.
- 2) Present the test to the class of children and the teacher in order to motivate them.
- 3) Give the children and the teacher the feeling of how important is their co-operation.
- 4) Teachers must complete the test while the children are filling their own in order for the teacher to see the child immediately and assign the right number to the test: e. g. number

1 is for child and for the teacher who refer to the same child. Do not collect the test while teacher is still completing all because she/he needs to see the child with not confusion. Alternatively researcher can follow the class alphabetic list of children.

2. Interviews with mothers – victims of violence (Please also specify the procedures preceding the interviews - *communication with women-mothers participants for arranging the interviews, calling and informing them accordingly, editing a letter-consent assuring that the data will be treated confidentially*):

Three Police Officers had the communication with women-mothers participants for arranging the interviews. The Focus groups were held in one room of the University. The women were informed before coming about the: reimbursement, the letter of consent, the scientific, anonymous and confidential use of the data. Once in the room women give the permission to use the tape recorder.

A. Procedure preceding the interviews held in the University room

- I** The women were first introduced to the research team
- II** They had to fill in 4 forms:
 - 1) a consent form including consent to administer Harter's instrument in September if applicable for the age of children (10-11 y. o.)
 - 2) a brief form for statistical purposes concerning the woman *Background information*
 - a. Education/employment/age
 - b. How many children/ age/gender
 - c. Married, divorced, separated but living under the same roof, living with a companion?
 - d. First or second marriage?
 - e. How many children with the man with problems?
 - 3) an reimbursement form for travel expenses
 - 4) an reimbursement form for subsistence expenses
- III** They had information about Daphne III and the scope of the research.
- IV** Were given the reasons for contacting the women-mothers.
- V** Specify the contribution of the women-mothers.
- VI** Freedom in the group, each woman-mother speaks when she feels, the order in answering the questions is flexible.
- VII** Thanks to the women-mothers for their participation.
- VIII** Autonomy in the order of the women-mothers answering the questions.
- IX** Explicit the interest for the *indirect harmful effect of violence: Victimized the child and Re-victimizing the woman-mother through her child's exposure to violence against herself.*
- X** Asking the questions.
- XI** Observe the emotional and gesture/posture of the women-mothers during the interviews.
- XII** Asking for participation in the forum discussion.

B. Instruments and conduction

The women agreed to have their voices recorded so that the interviews could be later transcribed more easily by us. An mp3 recorder was used together with a digital video

camera, pointing at the wall and only on voice recording mode. In addition pen and paper were also used to take down notes, such as body language/women's reactions during the interview. The modality of the interview process involved one person asking questions and the other taking notes and assisting with the recording equipment. The Police Officers were with the Focus group in the University room.

3. Others: Please specify

Two times the women did not come to the meeting.

Table 3 reporting the data of Focus group up to June with comments of members of the Italian team are following.

June 2010

According to the work plan the following activities conducted or/ are in progress:

1. Recording of data from the interviews with women-mothers:

End of June we have 17 interviews completed in 5 Focus group and 23 interviews on 13 July in 7 Focus group. Police Officers will help to arrange other appointments for July in order to complete the planned sample of 30 women.

To write the interviews takes a lot of hours. Extra budget has been paid for this work.

Table 3 gives data the Focus groups and comments of the members of the Italian team is following.

Tab. 3 – - Italy RM3 Daphne III: Focus groups

Date of the Focus group	Women-mothers	Children: gender and age	N° of the Focus group
07.05.10	D01	F 6,5	I
07.05.10	D02	F 4	
07.05.10	D03	M 3	
07.05.10	D04	M 7; M 11; M 14	
13.05.10	D05	M 15; F 12	II
13.05.10	D06	F 14	
13.05.10	D07	F 17	
13.05.10	D08	F 5 e M 5 twins	
13.05.10	D09	M 15	
13.05.10	D10	M 14; M 23	III
05.06.10	D11	M 3	
05.06.10	D12	F 1 (21 months)	
10.06.10		Women-mothers did not come	
22.06.10	D13	M 9,5	IV
22.06.10	D14	M 8	
24.06.10		Women-mothers did not come	
25.06.10	D15	M 10; F 3	V
25.06.10	D16	F 41; F 40; F 29 the son of this woman is 10 y.o.	
25.06.10	D17	M 17; F 16	
08.07.10	D18	F16; M10; M8	VI
08.07.10	D19	M18; F11	
08.07.10	D20	M23; M29	

13.07.10	D21	M8	VII
13.07.10	D22	M19; M5	
13.07.10	D23	F31; F28; F20	

2. Starting the Content and Discourse Analysis of the Interviews:

COMMENTS

N. 1

The following general observations were noted

- The younger the women experiencing violence were, the more emotional they became during the interviews. This was shown through tears, silences, body language and eye contact.
- The women who had experienced psychological violence only, even if heavy, appeared stronger and more present during the interviews.
- It was difficult to get all of the women to report in depth on their children's words/feelings with regard to the violence they witnessed.
- A lot of the women's hands showed signs of nail biting, skin picking or possibly some kind of ill health.
- The older women were well groomed, including clothes, shoes, hair and nails – within their personal style and budget
- The younger women tended to wear baggier clothes that hid their shape and minimized attention – however this could also be due to the younger age of their children and therefore the practical/physical demands made upon them
- The register of the language used by the women varied on their level of education, as did their manner of expressing themselves (tone of voice, pace, emphatic pauses denoting self-reflection)
- A common point highlighted by all women was the “technique” used by the male perpetrator: “he wants to know you, so that he can better destroy you”.
- Another point is the deceitful nature of the psychological violence and turning the children against their mother.

Questions and issues

1. Women's Expenses, including Reimbursement

The anonymity of the women is of utmost importance in this research project, as is their well-being. I feel that the process of reimbursement was in a way disrespectful towards them for the following reasons:

- Despite their own financial difficulties, the women had to forward the monies toward paying for their transport to participate in this research project.
- Not all women have a bank or postal account, yet one was required for the reimbursement – so in addition to bank details, personal contact details were required.
- The University did come up with a system whereby the woman could go to the University cashier and get a cash refund, however this is a “Catch 22 “ situation as she would have to spend more money to get to the University to get her original refund.
- Furthermore the rigidity of the budget was an obstacle to reaching our quota of women as some had higher travel expenses and could therefore not participate in the research.
- Completing the reimbursement forms caused difficulties and embarrassment to two women, one in particular who kept on excusing herself and saying “sorry, but I can't

write...I didn't even finish school" . There should be awareness of and procedures to support women's literacy levels.

2. *Childcare*

The budget has not allowed for any childcare costs, yet another violence against women in our society. This has been a great obstacle in our ability to interview certain women as they could not afford to pay someone to look after their child (not all women live in shelters or have children that are of school age) while they came to see us.

3. *Safety*

Referring back to the forms that need to be completed for reimbursement of expenses, a paper trail was created, feeding into the bureaucratic system and therefore losing the guarantee of anonymity.

4. *Obstacles to reaching quota of women*

- No childcare or the inability to afford childcare while the women participated in focus groups
- Travel expenses of the women were too high according to the budget (even though some women had minimal expenses, or indeed did not want a refund) so were unable to participate.
- Some women could not attend because shelter staff could not accompany them (risk of personal safety).

5. *Education level of women*

Sometimes the way a woman looks and the way she communicates can be misleading with regard to how she actually feels inside, her confidence levels, her level of education, etc. It would be good to be more "user friendly" and encourage the police/staff from women's organisations to support the women in completing all relevant paperwork prior to the interviews (though we had tried to do so , but were unsuccessful).

6. *Presence of operators/police during the interviews*

Did they influence the women's responses and participation? In what way? Is this a positive or a negative thing?

N. 2

The activity of the focus groups was preceded by extensive research (for this activity, preliminary, see the previous descriptions) to institutions, associations and individuals involved in various ways, in employment protection for women victims of violence.

The focus groups took place at the University of Roma Tre in welcoming and quiet, compared to the classrooms used main lessons and events. The warm atmosphere, room furnishings totally absent characteristic of university classrooms, and simplifying the narrative and exchange through the circular arrangement of chairs. Important aspect that allows for reciprocity of the gaze, reassures the participants and promotes the outside, without hesitation, of their subjects.

Observation of non-verbal language was registered. Constantly, however, Police Officers act as legal assistance and protection of the women-mothers. Interviews were conducted with flexibility and appeasement: no stigmatizing attitude towards women-mothers, victims of violence. The respondents, in fact, they feel heard and understood so that outside, quietly, their experiences, recounting details of their useful life to research. Through questions, a process initiates in which the women interviewed, feeling at ease, discuss their history of

domestic violence, reflecting, very on the damage that their children have been indirectly as spectators and residents of violent scenarios.

The choice of how the focus group is, very congenial for research purposes, as a route active, highly valuable in educational terms, able to reconstruct all the scenes that lead to a violent situation within the domestic sphere. Moreover, this route shows the genesis of violence against women. Explaining the reasons for which, often, a woman-mother victim of violence, not start an immediate complaints procedure and remains complicit of the violence at the expense of the welfare of children.

It appears, finally, noteworthy voice itself listen to the descriptions of the mothers of the children, their behaviour and, often large, difficulty of their mental and physical balance.

Nº 3

In May and June the work has been concerned with the setup and putting into practice of the many focus-groups, characterized by the simultaneous presence of several women-mothers who interacted with each other so as to provide entirely new and different information than possible to achieve individually. The experience and the testimony of each participant was further enriched and given more depth and spontaneity through the awareness of having reflected over other women's similar experiences. Also they improved their understanding of themselves and the feeling of finding protection and hope for the future. During the dialogues all women show a great difficulty in speaking about their children and their reactions, and tended to keep on jumping back to talking about themselves, rather than their children. Indeed sometimes they had to be strongly encouraged to return to the subject of their children's reactions. Another issue was in the difficulty of being aware of the children and their problems, somehow freezing them in time so that even if a child was an adolescent, the mother still considered them to be young children. It appears that these women still have great difficulty in observing their children, they rarely see their potential as adults having the possibility of realising themselves existentially through marriage and starting their own family. Romantic relationships have no real emotional involvement and there is the avoidance of any procreative project, i.e. *"it's better not to have any children"* or *"why have children into this sad world?"*

N. 4

Focus groups were supposed to be arranged with the help of NGOs and GOs Association and the Police Officers. The chain should have been in a way that the Police had identifications from Associations and invited the women-mothers to come to University for the Focus group. This contact procedure worked for the initial 2 Focus groups then it found obstacles in the sense that the Associations expected the reimbursement of their operators, which was not possible according to the budget. Police Officers should identify the women-mothers with other connections. As consequence it needed more time to arrange the interviews.

Data from the interviews with women-mothers are rich and go into details exploring the experience of violence in the family and the effects in children's success at school. Women-mothers described the escalation of violence rarely mentioning the reaction of children witnessing the events. Usually the violence started before the marriage and it increased so much in the years after involving children who were "object without voices" in the crisis of the family management. The stereotypes characterize the phenomena of victims and re-victimization were confirmed. Age, social class, level of instruction, geographic belonging and number of children seem not relevant in causing the violence. Men are using violence towards women and children irrespective of the consequences. Motherhood and childhood

are simple ignored. By violence men show power, dominance, wickedness, self-consideration.

Women-mothers accepted the focus groups experience as a very important and meaningful moment of awareness through which they found the common source of violence often due to futile reasons and a sort of perversity never openly declared by men.

Another interesting aspect which came out from the focus group was the relations with the Legal court, the lawyers, the institution of justice. Women-mothers found impossible to be defended in a situation in which they are considered guilty and re-guilty of not being able to stand the domestic violence in order to preserve the family unit. The process of guiltiness, both of mother and child, is one of the most relevant in the study of the child's indirect harmful effect of violence.

3. Analysing the Data from the Harter's Self-Perception Profile Test for Children Field Study:

The scoring key was used for the first part of the Harter's instrument *What I Am Like*. The procedure of interpreting the rest and making the correlation was not clear. The tests were sent (7th July) to Cyprus to complete the statistical and comparative analysis.

COMMENTS

N. 1

During the month of June 2010 there were several investigations to prove its effectiveness, relatively user selected, the instrument of recognition, in its Italian version, S. Harter 1983.

For this reason has been identified a class of 19 pupils in conjunction with two of their teachers. Which they were invited to fill respectively Harter 1 and Harter 2. And 11 other children with parents and teachers invited to fill respectively Harter 1, 3 and Harter 2.

The total sample of 30 items of which 19 have played only Harter 1-2, while the remaining 11 Harter1-3.

Children respond using median: 12 minutes for Harter 1 and 5 minutes for Harter 3.

This shows a user-friendly tool in a version translated into Italian. A brief introduction is sufficient, similar to that reported in the manual Harter, in order to explain how to compile.

All children marked with ease and accuracy, using an x, and did not seem confused by the graphic arrangement of the text, different from the normal sequence of multiple choice questions. Indeed, even though the children were used to answering multiple choice questions in a vertical alignment, there was no problem in choosing an answer in this horizontal alignment. Interpret their meaning adversarial but the centre of the conjunction of two possible response options.

Excessive speed of delivery perhaps sees a certain superficiality by children in the course of compilation of Harter's survey, as no name and assessment activities, to overcome this problem, it considers it appropriate, at least, provide for half an hour before delivery.

Harter 2, however, raises several concerns from teachers seeking further clarification.

Scoring is clear from the activity of the internal cohesion of each of the six scales. In fact there is a score that is consistent responses related to the description of that responsibility, they tend to repeat a similar ratio.

If most of the responses, broken down into different scales, giving the same high ratio will result for the sixth scale, in general, called Global Vision.

N. 2

Observations

- The children took a very short time to complete the questionnaires: 7-15 minutes.

- All questions were answered.
- The children didn't appear to have any difficulty in understanding and answering the questions.
- Some children didn't focus on the papers in front of them.
- Some children appeared to be in "competition" between others sitting next to them
- Teachers and parents also understood the process of the instrument.
- Generally speaking, adult and child agree, differing only in the extent (a lot vs. a little)
- Scores for Scholastic and Social Competence were much lower on the "How important are these things..." than on "What am I like?"
- Scores for Athletic, Physical and Behavioural Competence were closely similar in both questionnaires for children.

Questions and issues

- It is doubtful whether the children actually read the questions, given that some weren't focused on the task and others appeared to be competing with one another.
- It is also doubtful whether during the interpretation of data analysis, it is possible that the "truth" of the data collected weigh more heavily towards the adult's view rather than the child's? For example, if a child claims to have few friends yet the adult considers the child to be very popular, who is right? Is it also possible to have a peer evaluation?
- Also, would different adults have the same view of the individual child? For example, a divorced father who does not have custody of his children gave his daughter very high scores, especially when compared to hers. Would her teacher have given her the same scores?
- Is it possible that an adult mis-read the behaviour/competences of a child, especially with regard to the group of children witnesses of violence?
- There was a lot of confusion with regard to the Harter's Instrument, the work plan and the Budget. The Harter's Instrument is actually made up of 3 different questionnaires, totalling 6 pages. It was not initially made clear that all three questionnaires had to be administered as emphasis during discussions had always been placed on "What am I like?", corresponding in fact with the budget which states that the translation of Harter's instrument is 4 pages.
- Deadlines for the field study and pilot study were at times confusing, as for the number of children required. Furthermore clarification arrived just as schools were closing for summer. This did not give the necessary time to organise the Principal's and parental permission, coordination with the teachers and arrange school visits.

N. 3

June's month work has been focused on setting for the administration of the questionnaire indicated Harter in Test 3 with the corresponding items of reference and the need for understanding of lines of data collection. The main difficulty consisted in the practice of methodological differences on other standardized tests and crossed to the needs of this type. The practice tests to differ between cognitive and projective tests in this case is passed through structured interview that still remains a structural mode and deep investigation, leaving the potential for further development in this regard. The initial difficulty was with the use of space for collecting data and doing the same with the need to implement strict and clearly leaving little room for nuances of character or psycho-analytic psycho-pathological, not minor to analyze such situations. The future may involve a different approach on a paid greater attention to methodological intra-psychic dynamics and systemic-relational context of family of origin they occur, situations of violence.

N. 4

The Harter's instrument had never been applied before in the contacted schools. The modality of answering the question was quite unusual for children and teachers. As Harter suggested children were invited to read line by line, sentence by sentence, and check one box on one side for each sentence. The numbers 1) 2) 3) of the Harter's instrument instructions page 11 of the Manual were followed. Concerning the number 4) of page 11 of the Manual it did not seem to be necessary to read out all sentences, since each child could read the sentences without problems. We considered the all class without excluding handicapped and foreigners children. The introduction of the instrument to teachers and children did not mention the aspect of violence of the Daphne Project. Firstly researchers prepared a friendly and professional atmosphere in the class giving reasons of how was important the co-operation of the children for the purpose of this European research.

Teachers were asked to complete the rating scale which parallels the self-perception profile for children. In some cases they need to think about and often they started to talk about the child found not easy to give a rigid answer. For them the sentences were too direct and they did not describe properly the perception they have of the child. Our suggestion was to answer with the highest proximity to what they thought was true.

4. Researchers' common web-page enrichment with material (*applicable only for Applicant*):
Some women sent their further comments for the forum discussion in Italian.

5. Others: Please specify

In July the three Police Officers will give new identification of women-mothers in order to complete the planned sample of 25-30.