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# State of Knowledge on Children's Experiences and Participation in the Context of Domestic Violence

Simon Lapierre, PhD, Full Professor

Raheleh Sazgar, PhD Candidate

Camila Cardeal, PhD Student

School of Social work  
University of Ottawa

The background of the slide features a series of concentric circles that create a tunnel-like effect. The color gradient transitions from a light blue on the left to a light green on the right. The text is centered within this circular pattern.

# Scoping Review



# Research Question

What is the state of knowledge on children's experiences, perspectives and participation in the context of domestic violence?

# Scoping Review Methodology

1. Identifying the research question
2. Identifying relevant articles :

**keywords** (Child\* OR Youth OR "Young people" OR Adolescent\* OR Teenager\*) and ("Domestic violence" OR "Domestic abuse" OR "Conjugal violence" OR "Wife abuse" OR "Spousal abuse" OR "Spousal violence" OR "Intimate partner violence" OR DVA OR "Coercive control") and (Experience\* OR Participation OR Agency)

**Databases** : APA Psycinfo (Ovid), Medline (Ovid), Social Services Abstracts (ProQuest ), Sociological Abstracts (ProQuest ) and Scopus (ProQuest).

( Arksey & O'Malley's, 2005)

# Scoping Review Methodology

## 3. Selecting articles: Inclusion criteria (titles and abstracts)

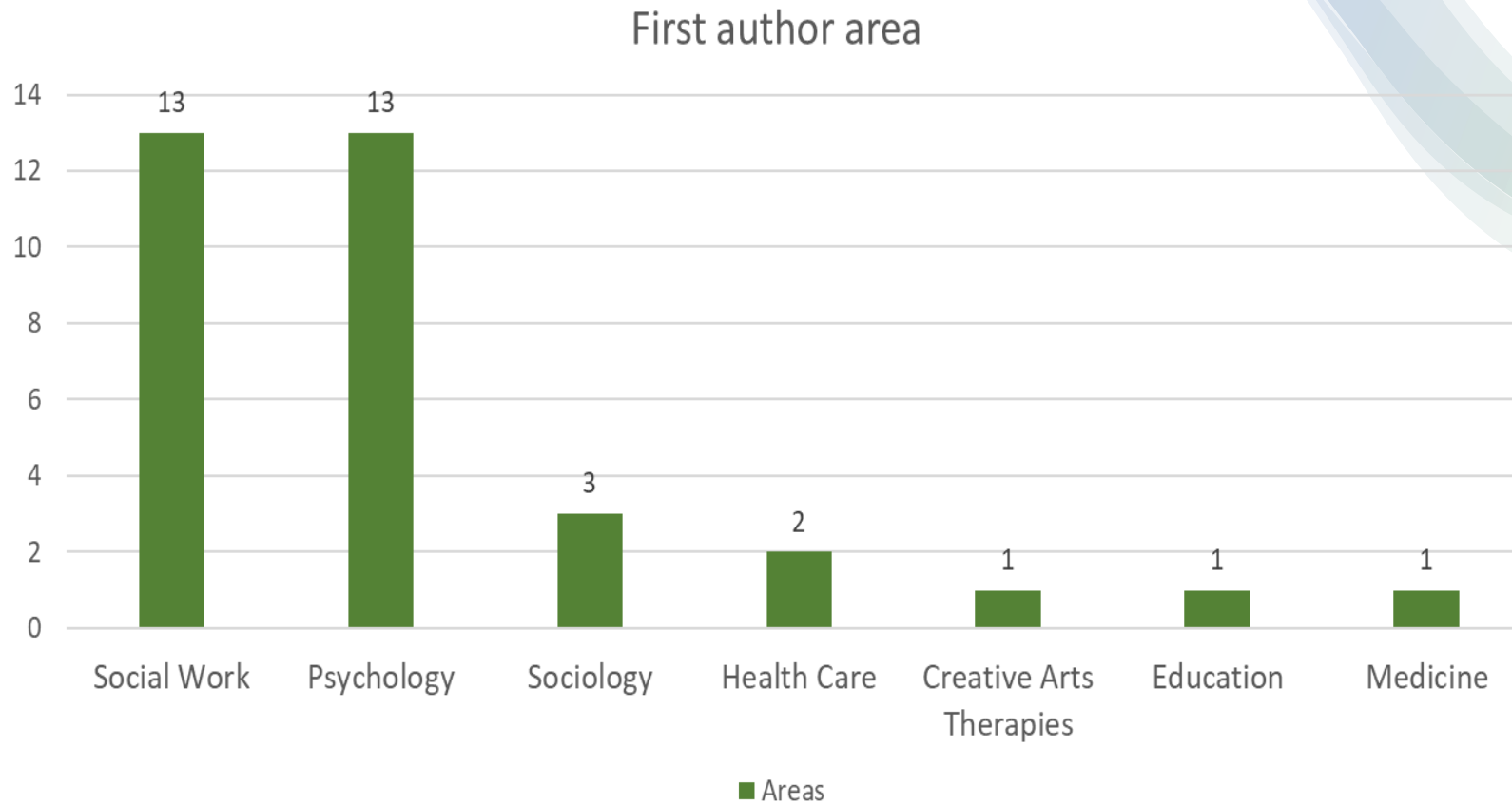
- ❖ The articles presents findings from an empirical study
- ❖ The study uses primary or secondary data collected directly from children and/or young people under 18 years old who have experienced domestic violence
- ❖ The study investigates children's and/or young people's experiences and/or perspectives

## 4. Charting the data: Exclusion criteria (full-text review)

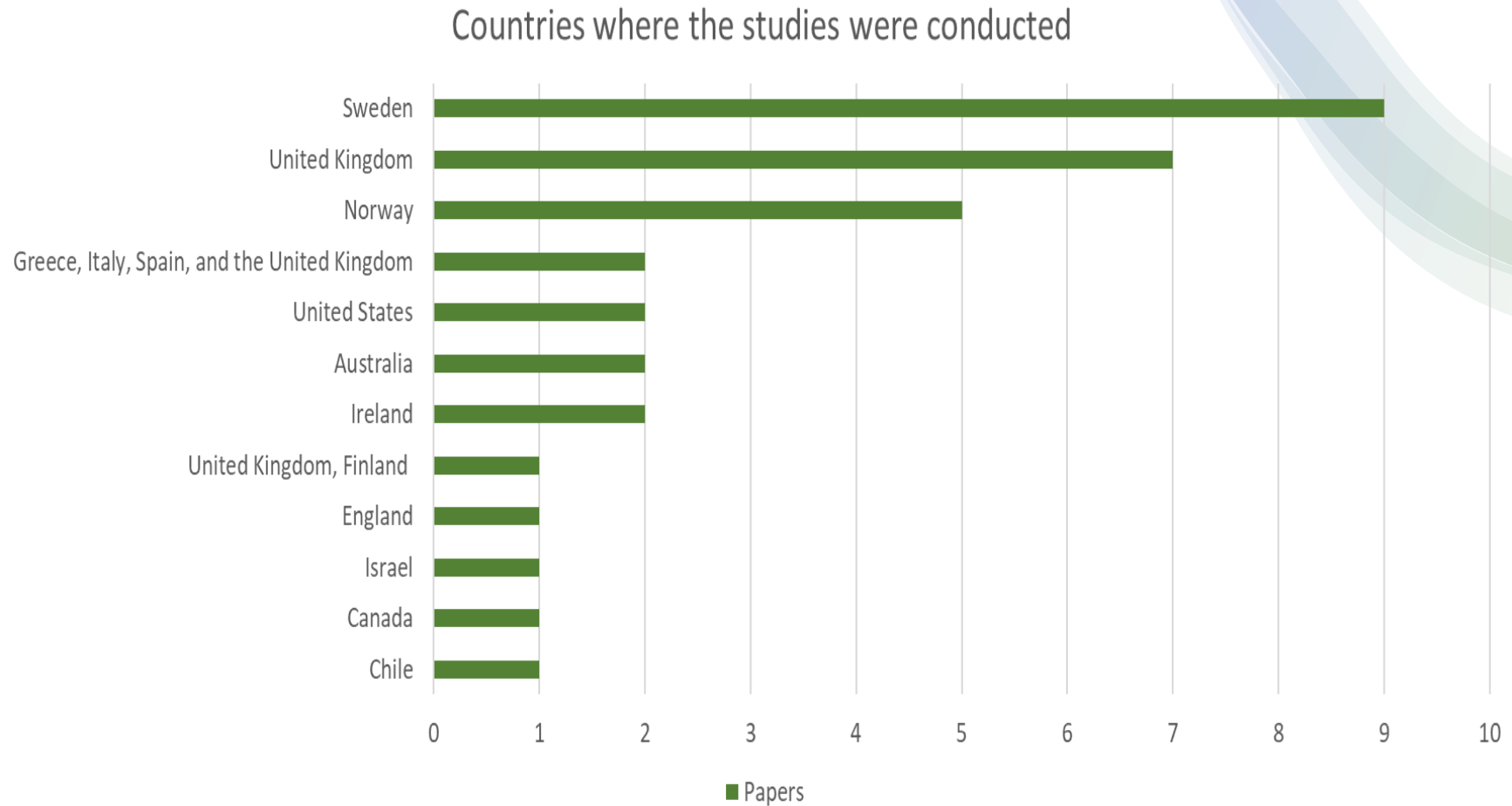
- ❖ The article focuses only on interventions and programs
- ❖ The article focuses only on the consequences and impacts of domestic violence
- ❖ The article was not in English

## 5. Extracting data, summarizing and reporting

# Selected Articles 2009-2020



# Selected Articles 2009-2020





# Findings



Qualitative  
Methodology  
[34]

Data Collection:  
Interview [34]  
Drawing [3]  
Photographs [2]

Data Analysis:  
Thematic Analysis [12]  
Interpretive Phenomenological  
Analysis (IPA) [5]  
Interpretive Interactionism [5]  
Narrative Analysis [3]

## Research Methodologies and Methods



# Methodological Limitations

- ❖ Small sample size
- ❖ Lack of Diversity
- ❖ Children who have accessed services
- ❖ One-time interview

# Theoretical Frameworks & Children's Rights

## Theoretical Framework:

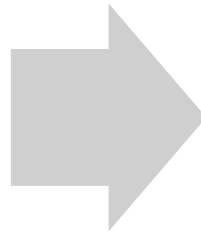
- ❖ 24 papers (70%) do not mention any theoretical framework.
- ❖ New Sociology of Childhood (Evang & Øverlien, 2015; Lamb, 2018; Overlien, 2013, 2017)
- ❖ Positioning Theory (Åkerlund, 2017).

## Children Rights:

- ❖ 21 papers (62%) do not mention children's rights
- ❖ Papers refer to children's rights and the UNCRC:
  - The right to be heard and to participate (Evang & Øverlien, 2015; Morris et al., 2020; Eriksson, 2012; Johansen & Sundet, 2021; Lapierre et al., 2018; Holt, 2018 )
  - The right to be protected (Åkerlund, 2019)

# Main Concepts

Children's exposure to domestic  
violence  
Child witness to domestic violence



Children's experiences of domestic  
violence  
Children's perspectives on domestic  
violence  
Children's voices  
Children's agency

# Children's Understanding of Domestic Violence

## **Children are aware of domestic violence**

(Morris et al., 2020; Izaguirre & Cater, 2016; Miranda et al., 202; Swanston et al., 2014)

## **Children understand coercive control and the multiple strategies used by perpetrators**

Control of time, movement and activities within the home (Katz, 2016)

Controlling behavior and coercion, and their impact on family life ( Callaghan et al., 2018)

## **Children identify domestic violence as a cause or the separations of their parents**

(Holt, 2018)



# Main Themes

# Children's Emotions

Children articulate and label their emotions, but do not use the labels researchers might expect

(Callaghan et al., 2017)

“When I’m annoyed it’s horrible, it’s not like other people, it feels like my mind’s blowing up and let’s just say it feels like I’ve been chopped into cubes, glued back together and been blown up”.

Hannah (United Kingdom, 11)

(Callaghan et al., 2017)

## **Intense Feelings:**

Fear

Anger/ Rage

Sadness

Distress

Nervous

Threaten

Powerless

(DeBoard-Lucas & Gryc, 2011; Miranda et al., 2020; Swanston et al., 2014)

# Coping Strategies

“Children’s actions during violent episodes should be understood as more than their using coping strategies. Turning on loud music, hiding, calling the police and even being fearful can all be seen as ways for a child to say; ‘I won’t accept this’, ‘I don’t want this in my life’ ”  
(Överlien & Hydén, 2009, p. 492)

## Intervene

Engaged verbally or physically: Physically separate them or talked to the father

(DeBoard-Lucas & Grych, 2011; Överlien & Hydén, 2009; Georgsson et al., 2011; Øverlien, 2014; Akerlund et al., 2017; Lapierre et al., 2018 )

## Call the police

(Överlien & Hydén, 2009; Akerlund et al., 2017)

## Seek support/Companionship

(DeBoard-Lucas & Grych, 2011; Miranda et al., 2020)

## Distract themselves

Emotional and behavioural self-regulation-  
Avoiding emotional reactions related to DV episodes

(Överlien & Hydén, 2009; Miranda et al., 2020; Georgsson et al., 2011; Callaghan et al., 2017)



# Mother-Child Relationships

## **Positive relationship**

(Izaguirre & Cater, 2018; Lapierre et al., 2018, Miranda et al., 2021).

## **Mutual protection and support**

(Katz, 2016; Lapierre et al., 2018; Overlien, 2013).

## **Ambivalent in how children see their mothers: weak, actor, and victim**

(Johansen & Sundet, 2021; Overlien, 2014; Swanston et al., 2014).

## **Importance of communication between mother and child**

(Katz, 2019; Lapierre et al., 2018; Morris et al., 2020)

## **Father's behavior affects the mother-child relationship**

(Katz, 2019; Lapierre et al., 2018).

## **Relationship improve after separation**

(Lapierre et al., 2018).

# Father-Child Relationships

- ❖ Fear: aggressive, violent, controlling, unpredictable, dangerous behavior (Johansen & Sundet, 2021; Katz et al., 2020; Miranda et al., 2021; Overlien, 2013; Staf & Almqvist, 2015).
- ❖ Expressions of feelings and needs are affected by father behavior (Overlien, 2013; Staf & Almqvist, 2015).
- ❖ Children are aware of the manipulative strategies (Katz et al., 2020; Lamb et al., 2018; Overlien, 2013).
- ❖ Post-separation violence (Callaghan et al., 2018; Holt, 2018; Lamb et al., 2019; Miranda et al., 2020).
- ❖ Ambivalent feelings (Miranda et al., 2021; Overlien, 2014; Staf & Almqvist, 2015).

The background features a large, abstract graphic composed of several concentric, slightly irregular rings. The rings are primarily light blue and light green, with some darker shades of blue and green interspersed, creating a layered, organic effect. The rings are centered around the text.

# Emerging Themes

### Sibling Relationship

Relationship of intimacy (Akerlund, 2017).

Mutual protection (Johansen and Sundet, 2021; Overlien, 2014)

### Grandparent Relationship

Safe space (Akerlund, 2019; Miranda, 2020; Morris et al., 2020)

Grandparents may (not) be a resource (Akerlund, 2019; Miranda, 2020).

### Disclosure

Children are aware of disclosure risks (Callaghan et al., 2017).

### Gender Stereotype

Caring role vs. Heroes, aggressive behavior (Callaghan et al., 2016; Dryden et al., 2010)

Service expectations vs. Children expectations (Phillips & Phillips, 2010)

### *Social Network Relationship*

Extended family and community (Morris et al., 2020)

Need to see the child as a victim to offer support (Akerlund & Sandberg, 2017).

Share their experiences with children that went through the same experiences, and with friends (Izaguirre & Cater 2018).

### *Police*

The need to consider the child as a visible victim to provide support (Elliffe & Holt, 2019).

Nothing happened when they called to the police (Swanston et al., 2014).

### *Child Protection/Custody*

Protected child (Eriksson, 2011)

Expected adult behavior (Eriksson, 2011)

Post-separation violence and father-child contact (Holt, 2018, Katz et al., 2019; Lamb et al., 2019)

Listen to children empower them (Eriksson, 2011; Holt, 2018)



# Recommendations

# Recommendations for Research and Practice

- ❖ Listen to children's voices
- ❖ Include children from diverse groups and children who have experienced different types of violence
- ❖ Recognize coercive control and inform children on this issue
- ❖ Recognize that children express their feelings, emotions and needs in different ways, and find creative strategies to talk with children
- ❖ Consider children in relation to their extensive social networks
- ❖ Strengthen the theoretical framework and approach

Thank You!

