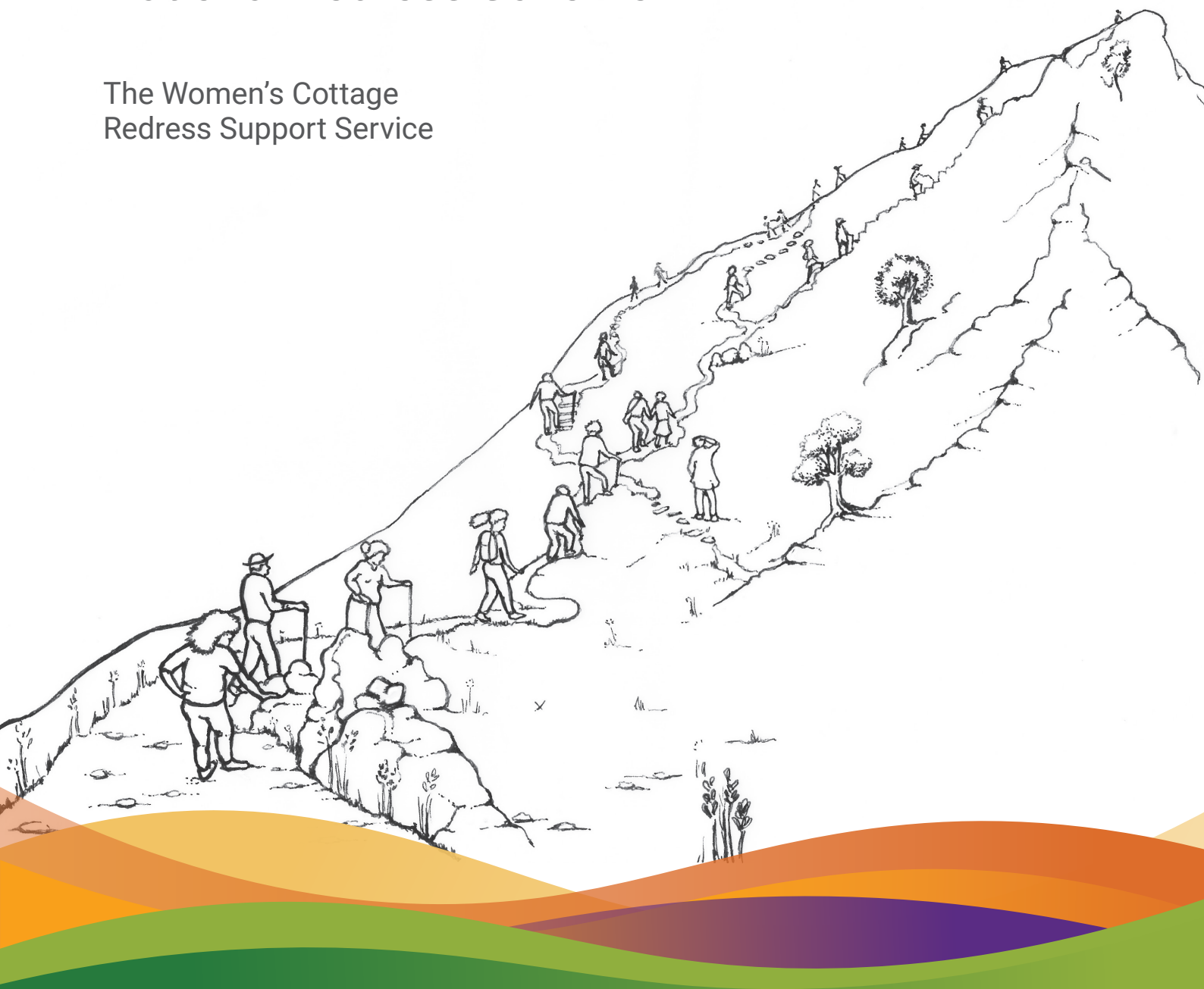


# Steps on the Journey

A group work program  
for people applying to the  
National Redress Scheme

The Women's Cottage  
Redress Support Service





## National Redress Scheme

For people who have experienced institutional child sexual abuse

### Summary

This manual was developed by the Redress Support team at The Women's Cottage.

Steps on the Journey is a group work program for people who are considering, or are in the process of, making an application to the National Redress Scheme. It aims to give them the information they need in a supportive setting.

This manual is to inform Redress Support Service workers of the rationale for the program, its content and structure, and what is needed from their service to run it. It assumes their familiarity with the National Redress Scheme and their skills, knowledge and experience in working with people who have experienced sexual abuse.

Whilst Steps on the Journey is not intended to provide therapy for participants, we recognise that working on an application can be very difficult. The program aims to support the process of going through that difficulty.

**We created this program working on the traditional lands of the Darug people and we pay our respects to ancestors and Elders of the lands you are working on wherever you read this and use the program.**

Acknowledgement and deep thanks are extended to the women we work with every day, who teach us much about courage and determination as they seek justice and healing.

The development of this program is a result of the dedication and commitment of the Redress Support team at The Women's Cottage: Sarah Dillane, Angie Gleeson, Kelly Haines and Maria Losurdo.

Editing and production support: Sarah Shrubbs, The Being Group and Jennifer Pitty. Thank you Jennifer Pitty for the illustrations and ideas.

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**For the online version of the program, visit our website at [womenscottage.org.au](http://womenscottage.org.au)**



## The Women's Cottage

Hawkesbury Area Women and Kids Service Inc., trading as The Women's Cottage®, located in Richmond, NSW, has been an essential service in the Hawkesbury since 1983. The Women's Cottage is a community-based crisis support and resource centre, run by women, for women (and their children) who live, work or study in the Hawkesbury region. The Women's Cottage specialises in supporting women experiencing domestic violence, isolation, financial distress, parenting distress and other forms of emotional distress or trauma. It is also an information, resource, referral and advocacy service.

During the Royal Commission into Institutional Responses to Child Sexual Abuse, The Women's Cottage was funded to provide support to women who had experienced sexual assault. Some of these women found that the work of the Commission triggered their traumatic memories, affecting their daily lives.

With the creation of the National Redress Scheme (NRS), The Women's Cottage received funding for a Redress Support Service covering the region of NSW from Parramatta to Lithgow. It is the only specialist women's Redress Support Service and as such also provides a response to referrals from anywhere in Australia.

## Redress Support team at The Women's Cottage

The Redress Support Service (RSS) at The Women's Cottage is a small team with many collective years of experience working with people affected by sexual assault, childhood trauma, developmental trauma and institutional care.

Our specialist Redress Support team is fully trained in the workings of the National Redress Scheme (NRS) and has the skills to identify possible challenges and assist with the types of complex situations faced by many applicants. Collectively, team members have written and delivered therapeutic, communication and life skills group programs for vulnerable client groups for over sixty years.

Because the process of applying to the Redress Scheme (right from the start, when considering applying) can act as a significant trigger, affecting physical and mental health and relationships and the ability to manage daily life, we have found that there needs to be a variety of ways of helping.

## The Women's Cottage Redress Support Service group work program

The Redress Support Service offers group work among its support options. It is our understanding that the National Redress Scheme is intended to reach as many people who have experienced sexual assault in an institutional context as possible. Two recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse are that "[t]here should be a 'no wrong door' approach for survivors in gaining access to redress" and that "redress should be offered, assessed and provided with appropriate regard to the needs of particularly vulnerable survivors".<sup>1</sup> We need to find more creative, flexible, compassionate ways of engaging the 'hard to reach' people who are reluctant to be in contact with services because of their history with institutions.

We offer group work so that women are not alone in their involvement with us. We hope that this aids in destigmatising their experiences and addresses some of their support needs. Group work is a way of attending to survivors' isolation,<sup>2</sup> loneliness, and alienation from others.<sup>3</sup> It also provides an opportunity for clients to contribute to others, which supports the development of the sense of agency. 'Wrapped in Angels'<sup>4</sup> and Mindfulness are among the supportive group work options. Our service also offers 'Steps on the Journey', a program of group work activities designed to support people through the entire process of considering, applying for, and receiving redress.

## Steps on the Journey

Steps on the Journey is a group work program created to support people applying to the National Redress Scheme. It is not a guide to the scheme.

It came out of the experience of the team supporting women through the NRS process. Whilst each woman had her own experience, themes emerged. There were similar questions, similar fears and hopes, and similar barriers for a significant proportion of clients. It seemed to us that interpersonal and intrapersonal resources for clients could be built up to help make the redress process both useful and healing – no matter what the outcome or choice at any stage. We wanted to help people to find out more about redress without having to commit to making an application.

Most of the women we have supported have extensive histories of trauma and abuse. These experiences have led to multiple problems in their lives, such as cognitive and literacy problems, poverty, homelessness, physical and mental ill health, domestic violence, alcohol and other drug issues, and social disengagement. In addition, many have physical and intellectual disabilities and/or generational trauma. We are aware that not all applicants to the NRS will present such complexity, but we intend this program to cater to those who do.

Whilst this program is not a therapy group, we are hoping there will be benefits to participants, such as opportunities to improve their awareness of their own responses and to learn and practise skills in self-care and emotional regulation. The delivery of the program is intended to be flexible, as we recognise that not every participant will need this kind of psychological support. Some participants, for example, may only want support in understanding the application form and process. Others may have some need for self-care and emotional regulation support in order to consider making a redress application. Facilitators will need to adapt the program, including during sessions, in order to meet participants' requirements.



## Aims

The program is designed to do the following:

- deliver information about the National Redress Scheme in a supportive context
- identify where each participant is up to
- flag any stumbling blocks (with awareness that some things have to be dealt with outside the group)
- encourage mutual support
- provide psychoeducation
- enable practice and experience (with support) of positive relationships and new strategies for self-care

## Agency responsibilities

For each Steps on the Journey group, two facilitators are required.<sup>5</sup> This is crucial as the possibility of participants being triggered or distressed is high and there needs to be care for the group and the potential for intensive support of individual participants at the same time.<sup>6</sup>

Agencies wishing to run Steps on the Journey groups need to make available the time, space and technology that facilitators need to work effectively. Agencies have a duty of care to support facilitators and to be aware of the risks to workers of vicarious trauma. Clinical supervision is necessary and should be scheduled pre-group, during the life of the group and post-group. Time must be allocated for planning and debriefing around sessions. The time needed for pre-program negotiations with participants can be considerable.

Prior relationships between facilitators and participants, and their impact on the group, need to be acknowledged and understood, as do post-group relationships – such as counsellor, caseworker, and assistance nominee. Principles of transparency and accountability operate (see ‘Do No Harm’<sup>7</sup>).

## Support outside group sessions

Agencies using the Steps in the Journey program need to understand the additional support needs of clients and have a clear process for addressing those needs. Arrangements must be made about who is responsible for supporting clients outside group times and who follows up on any barriers to application that emerge during the group sessions.

## IT access

When providing online programs, equity requires that consideration be given to participant access to the skills, confidence and IT equipment needed. This may require partnerships with services in the participant’s local area, loaning equipment, or supplying internet access.

## Outcomes we are hoping for

1. Increased knowledge of the National Redress Scheme and reparation choices available
2. Increased understanding of the stages of the application process
3. Increased confidence with informed decision making throughout the application process
4. Exploration of possible challenges and the support options available
5. Recognition of potential trauma triggers in the application process
6. Increased ability to self-regulate and use self-care throughout the application process
7. Recognition of strengths brought to the application process
8. Ability to progress to the next step with support as necessary
9. Reduced isolation, increased connection to others, and a life less limited by trauma’s effects

## Formats

The program can be run either online or face to face (f2f). It is made up of four modules which run in sequence. Each module has four sessions. The four modules span the whole process of considering and making an NRS application and responding to an NRS offer. This manual includes program outlines and suggestions for activities and discussions.

The sequence, content, information and intended outcomes of the online and f2f programs are the same. The processes and exercises suggested are tailored to the delivery methods. Having two modes of delivery allows the program to work with individuals and communities in areas that do not have ready access to local Redress Support Services. The online delivery may be more suited

to clients who have difficulties travelling. The two modes can also be seen as parallel pathways; this can allow for flexibility in delivery method in response to changing situations. Participants may switch between online and f2f where available and needed.

## Content

The program covers both information and emotional support, as facilitators need to use both, as appropriate, with their participants. Facilitators need to ensure that they have up-to-date information about the NRS at the time of every group meeting.

Steps on the Journey uses the analogy of a journey through the redress process, and we have included suggested resources that reflect that. This analogy may not work for your clients; please use what does.

Research shows that adult learning is most effective when content is relevant, goal directed and practical, and when delivery is based around participants' experience and is co-directed by learners and facilitators.<sup>9</sup> It also shows that trauma can affect the way we take in and process information.<sup>9</sup> For this reason the session outlines are designed to be seen as a framework, to be expanded using the knowledge and experience of the participants and in response to their particular questions and needs. This approach is also designed to allow sessions to be tailored to a specific group.

### For example:

- shorter or longer duration
- less or more reading and writing
- less or more time spent on review
- greater or lesser level of detail in the interpretation of forms
- number and proportion of emotionally supportive activities within a session
- use of images, metaphors and materials that are relevant for a particular community

The program content that addresses the need for participants to remember the sexual abuse for their application to the NRS relies on the facilitators' knowledge of the risks<sup>10</sup> of remembering and the fragmented nature of traumatic memory.

We have found the foundation of the stages of change model<sup>11</sup> – the idea that change is not a simple one-step process – useful in thinking about how people come to and make their way through

the redress process. 'Relapse' or 'lapse' is a normal aspect of change-making. This reminds facilitators that a pause in the journey through redress is not a halt and that everyone we work with needs to work at their own pace.

We encourage the use of the 'fridge door' or 'burning questions' idea during the sessions, to make it clear that all questions will be met with respect and answered if possible. Facilitators are asked to request feedback at every session, in ways that capture different communication styles. This will be one of the ways in which facilitators review and adjust the program to best meet participants' needs. One important review question that needs to be repeatedly asked is: "Is the balance between information and support working for you?"

Since an aim of recovery from sexual abuse is restoration of agency and control, it is important to include the fact that "...no matter how sudden, devastating or horrific ... past experiences have been, [survivors] undoubtedly called upon resources to get ... through those times"<sup>12</sup>. People always protest, refuse or resist, and though those responses can be so subtle that they are nearly invisible, finding them can help restore agency. It is also important to recognise that the effects and experience of trauma can lead to skill development and growth.<sup>13</sup>

## Modules

The program consists of four modules which operate in sequence. They are intended to offer a flexible framework. We expect facilitators to construct, around the framework, a program based on the needs, capacity and experience of the participants they are working with. Each module addresses a particular stage of the journey through the National Redress Scheme. Each module can be run independently of the others, and each module is repeatable. People interested in making an application to the NRS, or in the process of doing so, can do the module that suits their stage in the journey, and can do the module more than once. This is important in the light of the well-researched effects of childhood or developmental trauma on cognition and concentration.

The modules are presented here with four sessions per module, each session running for between 1 and 1.5 hours. Modules are presented here as they would run if delivered in weekly sessions, but facilitators will tailor the timing of delivery to their participants.

The modules are titled:

- **Window Shopping**
- **Gathering Point**
- **While You Wait**
- **Journey Forward**

**Window Shopping** is aimed at helping people know more about the National Redress Scheme and decide whether or not it is right for them. This module is informed by the idea of a “contemplation” stage, and that people’s movement through to action (whether that is to make an application, pursue compensation or a civil claim, to postpone action or to take no action) will vary. This module might be delivered in one way to a group of people who feel they need to approach thinking about redress very slowly and carefully, and in another way to a group of people who feel they can move into applying with some confidence, yet would still like more information and the support of being with others with shared experience.

**Gathering Point** is for people who are putting an application together. Its name recognises the process of gathering old memories, and maybe paperwork, and the worth of gathering with others who are on the same journey. It highlights bringing participants the services, people and systems that can assist them. It steps through each section of the application form and gives the information and support needed.

Once a person has submitted an application to the NRS in Canberra, they are invited to be part of the next module: **While You Wait**. This module focuses on possible outcomes from the Scheme, the feelings that waiting may generate, and awareness of the shared journey. It looks at preparation for counselling, Direct Personal Response (DPR) and financial readiness. It also recognises and celebrates the strengths and courage participants have mustered to get to this point. As waiting times can (at the time of writing) be long, this module, more than the others, can act more as a welcome to the new stage of the journey and a preparation for it, than as a companion through it. Participants may feel that the worst of the journey is over, and may enjoy a sense of shared experience, but may also be uncertain and uncomfortable with not knowing what the result of their application will be.

The last module, **Journey Forward**, is available to people who have received an offer from the Scheme. It helps them to manage the offer and their response to it, by considering reasons to accept or decline the offer and providing information about reviews. It helps with planning for and managing participation in a DPR and in counselling, and it looks at financial decisions. This module brings the redress journey to an end, and celebrates and/or grieves that ending. It also focuses on the transition into the next part of the journey, towards strengthening and moving forward. It invites participants to join the team’s research into and evaluation of the program for those who come after. This is a key component of further meaning-making and healing.

Detailed information about systems (such as Victims Services and the NRS) is not included in this program although it is referred to. The program is designed to enable continual updating. Participants need the latest information, so facilitators need to stay up-to-date as they prepare to deliver any of the modules.

## Facilitators

Facilitators need to be confident and comfortable with each other (remember, each group session will have two facilitators), as their relationship and communication are a big part of making the group safe and effective for all. They need to be working in a supportive organisational context and in no doubt that their organisation has the capacity to address barriers to participation.

**A note on gender:** it is usual in groups relating to sexual abuse to have facilitators and participants of all one gender. This needs to be part of the set-up discussion with potential participants.

**There are four skillsets essential for this group work:**

1. Facilitators need to have group skills, and experience running groups for people who are of varied class, age, gender, sexuality, religious and cultural backgrounds and ability. Facilitators need to know how to recognise difficult content or issues that arise in the group but are not able to be dealt with in the group (and how to support the group at these times).



2. Facilitators need to have extensive experience with people who experienced sexual abuse when they were children or young people, whether the abuse was recent or 70 years ago. Facilitators need to be able to recognise interpersonal and intrapersonal behaviour that may be triggered by trauma, and be able to deliver immediate support: self-regulation resourcing, mental health first aid, maintaining group safety and arranging follow-up. Facilitators need to understand the effects of trauma on capacity to concentrate and learn.
3. Facilitators need to be familiar with the National Redress Scheme, the application process and the support available. They need to be confident in helping people to negotiate the redress process from start to finish and be familiar with other reparation schemes.
4. Facilitators need to be confident with their own self-care.

Steps on the Journey groups are not therapeutic groups, but facilitators are expected to have a political understanding of sexualised violence, homophobia, sexism, ageism, ableism, cultural marginalisation and power, along with awareness of the possibility of coercion of applicants. To “situate personal suffering in its sociopolitical context and resist the individualisation and medicalisation of suffering.”<sup>14</sup>

Skills in online group delivery are advantageous. At the time of writing not many facilitators will have these skills as well as the skillsets listed above, but this is changing. As usual with online groups, there will need to be someone present who looks after all the technological details. This can pose a problem if participants do not feel safe with a non-participating person present. One way to deal with this is to include the technology facilitator in all initial introductions and then have them present in the background only, contactable through the ‘chat’ function, for instance, but not included in group discussions. It is important for the technology facilitator and the participants to know that maintaining the confidentiality of group sessions is a legal requirement for anyone working with the group.

## Preparation

Once facilitators, module and format (f2f or online) have been decided, facilitators need to:

1. Locate organisational support
2. Identify potential participants – see below
3. Have preliminary conversations with them – see below
4. Negotiate place and time – see below
5. Gather materials, icebreakers and skill-builders (some suggestions are in the Resources section. There are a lot of books available on ways to practise self-regulation skills. One is “Somatic Psychotherapy Toolbox” M. Mischke-Reeds. PESI Publishing.)
6. Talk about how the ‘doing’ and ‘caring’ roles will be fulfilled

It is worth noting that there is a large amount of work that has to be done before the group meets. This is critical to the program’s success. Preliminary conversations with prospective group members are required to attempt to establish that the person experienced sexual abuse in an institutional context, and because of the possibility that re-traumatisation will result from the application process. It is crucial to know whether or not being in a group would be too hard for an individual. Prompts for these conversations are below.

## Safety

“The safety and security of the group and its members must be the cornerstone of any group [work] with this population.”<sup>15</sup> Safety here means ‘physical safety’ and ‘internal, personal, psychological safety and cultural and spiritual safety’.<sup>16</sup> The concept of ‘enough safety’<sup>17</sup> is vital. What the content of the program is, what participants are expected to contribute, and how those contributions are responded to are all part of this, but what is most important is the way the group is set up. There are many ways in which organisations and facilitators can cultivate safety.

A group program can offer the safety of predictability: it has clearly defined parameters of time and place, limits on numbers, a collaborative culture that a participant has a hand in creating, and a defined framework of activities. It is the facilitators’

responsibility to make sure that the group process is as safe and supportive as possible and this needs to start with careful consideration of who is in a group (see below).

As part of promoting a safe-enough space and honouring people's experience and creativity, we make a commitment that if the group creates something (picture, list, map, tips) it belongs to the group, and the group decides what happens to it.

Each session of the program includes a prompt about predictions: facilitators need to talk about possible reactions to the content with participants. This helps participants name and feel more in control of their responses, and therefore be less overwhelmed by them, which helps build enough safety.<sup>18</sup>

### **Location, access and venue**

If the venue is highly visible and recognised in the local community, does this make it safer or less safe for participants to attend? Discuss this with individuals pre-group.

What's the welcome like? Each session begins when participants arrive. Will participants have to pass security or reception workers? How will they be treated on their way to the group? Can there be a safe waiting area? If possible, do a friendly, relaxed tour of the building showing areas open to the participants, including toilets, exits and smoking areas. Sometimes, participants' potential trauma triggers can be identified or settled at this early stage. Preferably have a chill out/calm down space so that a participant who gets overwhelmed can leave the group and take a break, without leaving completely, and can be supported.

As well as access and emotional safety, decisions about the venue have to include the 'trauma-informed space' principles as far as possible. Ideally, the meeting space should be private, uncluttered, calm and beautiful, supplying a soothing and nurturing sensory experience. We have included a set-up time in each f2f session running sheet as a reminder of the importance of physical space and surroundings in supporting calmness, energy and focus.

Online group facilitators too need to enquire into and attempt to ensure the privacy and safety of participants as they take part in the group.

## **Participants**

Group size is dependent on clients' needs. Where all clients have a history of extensive and complex trauma, a group of four participants is the maximum we recommend.

The facilitators also need to decide if the group is to be based on gender, culture, age or history (such as type of institution). Generally, it is "considered optimal to have separate male and female groups"<sup>19</sup>; transgender/intersex participants may also need their own group.

Facilitators will need to work with individuals before inviting them into the program to make sure, as far as is possible, that the abuse they experienced was in an institutional context. This is not always clear to clients, and sometimes more information comes to light further down the track. This possibility must be kept in mind throughout the first two modules of the program.

As there are various kinds of reparation possible, the program works best when participants have decided to go down the NRS path before they start the group work. Of course this decision may change over time and facilitators need to be prepared to support participants if they choose another option.

Consideration also has to be given to the needs of participants who find out during the course of the group program that they are not eligible to apply to the NRS.

Each potential participant needs to have a conversation with a facilitator to gauge whether they are in a good position to be in a group. Considerations will include: anxiety levels, trauma trigger awareness, ease with boundaries and structure, self-care capacity and awareness of others. The first module in particular, where people are considering making an application, may be best delivered in two streams: the first for participants who are in a position to apply with minimum professional support and who want their questions about the redress process answered, and the second for those who are not sure they can apply without harm to their wellbeing.



## What participants might need to know about the program from their preliminary conversations with facilitators

- Access to venue — is public transport available nearby? Is there wheelchair access?
- Size of group
- Confidentiality
- Mode of delivery
- Timetable
- What is expected of participants
- How our safety will be considered if there are current concerns (such as a perpetrator remaining active)
- How will our emotional safety be considered?
- Is interpreting available?
- Will our health requirements be taken into account?
- Is there childcare?
- Does it cost?
- Do we need to do paperwork? Is there help with it?
- Will there be refreshments? Will there be breaks?
- What kind of group is it? Will we be sharing our histories? Is it therapy? Will I know what is going to happen? Do I have to participate in every activity? Do I have to complete the group or can I leave if it feels too distressing?
- What kind of person will be managing or running the group? What is their training and experience?
- Who else will be in the group — age, culture, gender?
- Will I have to make an application for redress?

## What facilitators need to know about potential participants from their preliminary conversations with them

- That they could make an application to the NRS
- What they hope to get from the group
- Whether or not they have any worries or concerns about being in a group, and what their previous experience of being in a group has been like
- Allergies
- Venue — can they access it and is it a safe enough location for them?
- Availability
- Whether or not they need an interpreter or a scribe
- If they need childcare
- If they have a supportive person they can talk to between sessions if needed
- Their comfort with reading and writing
- Whether or not they are comfortable to be in a mixed gender group about redress
- For online participation, whether or not they have access to technology (steady internet connection, computer or tablet) and skills



## Endnotes

<sup>1</sup> *Final Report Recommendations*. Royal Commission into Institutional Responses to Child Sexual Abuse. 2017 p73

<sup>2</sup> Isolation of victims is enforced by perpetrators in order to keep their abuse a secret. Secrecy protects perpetrators from facing the societal and legal consequences of their abuse and ensures their continued access to victims.

<sup>3</sup> *Childhood sexual abuse and adult loneliness and network orientation*. Gibson R, Hartshorne T, *Child Abuse and Neglect* December 1996. 20(11):1087–93.

<sup>4</sup> 'Wrapped in Angels' is a resilience and creativity based program. See *Wrapped in Angels* MJ McVeigh *Developing Practice* 11: Summer 2004

<sup>5</sup> Education Centre Against Violence (ECAV) *Best practice guidelines for group work with adults sexually assaulted as children* ECAV, NSW Health. Undated. p6

<sup>6</sup> ECAV guidelines p6

<sup>7</sup> The Women's Cottage *Do No Harm, a duty of care* Discussion paper. manager@thewomenscottage.org.au

<sup>8</sup> Adult Learning Australia, accessed 15/3/21.

**Adults are autonomous and self-directed.** Their teachers must actively involve them in the learning process and serve as facilitators rather than fact generators. Teachers must get participants' perspectives on the topics to cover and let them work on projects that reflect their interests. They should also allow participants responsibility for presentations and group leadership and show participants how the class will help them reach their goals.

**Adults have accumulated a foundation of life experiences and knowledge.** Teachers need to connect learning to that knowledge/experience base by encouraging participants to share relevant experience/knowledge.

**Adults are goal-oriented.** They appreciate an educational program that is organized and has clearly defined elements. Instructors must show adult learners how the class relates to their goals early in the class.

**Adults are relevancy-oriented.** Learning has to be applicable to their work or other responsibilities to be of value to them. Instructors must identify objectives before the course begins and relate theories and concepts to a setting familiar to participants.

**Adults are practical.** They may not be interested in knowledge for knowledge's sake but rather focus on what is most useful to them.

**Adults, as with all learners, must be shown respect.** Instructors should acknowledge the abundance of experiences and knowledge participants bring to the classroom.

<sup>9</sup> 'The emotional experience of psychological trauma can have long-term cognitive effects. The hallmark symptoms of PTSD involve alterations to cognitive processes such as memory, attention, planning, and problem solving, underscoring the detrimental impact that negative emotionality has on cognitive functioning.' *Emotion and cognition interactions in PTSD: a review of neurocognitive and neuroimaging studies* October 2012. Hayes, J, VanElsakker, M and Shin L., *Frontiers of integrative Neuroscience* 2012. 6:89.

<sup>10</sup> Ogden P, Minton K, Pain C 2006 *Trauma and the Body* New York:Norton p241 "the risks...are many: further dissociation, retraumatization, reliving of traumatic tendencies, intensification of triggers, and loss of ability to function well in normal life."

<sup>11</sup> Prochaska, di Clemente and Norcross 1992 *The transtheoretical model*

<sup>12</sup> Ogden P and Fisher J 2015 *Sensorimotor Psychotherapy* New York:Norton p461

<sup>13</sup> Levine P 2010 *In an Unspoken Voice* Berkeley:North Atlantic Books p347

<sup>14</sup> *Trauma and resistance: 'hang time' and other innovative responses to oppression, violence and suffering*. Reynolds, V *Journal of Family Therapy* (2020) 0: 1–2

<sup>15</sup> Cosgrove et al. 2008, quoted in ECAV guidelines....

<sup>16</sup> ECAV guidelines p 10.

<sup>17</sup> *Structuring safety in therapeutic work alongside Indigenous survivors of residential schools* Richardson/Kianewesquao, Cathy; Reynolds, Vicki, *The Canadian Journal of Native Studies* 2014. 34: 2; CBCA Complete, pg. 147.

<sup>18</sup> 'Because most emotional flashbacks do not have a visual or memory component to them, the triggered individual rarely realizes that she is re-experiencing a traumatic time from childhood.' Walker, Pete, *Emotional Flashback management in the treatment of complex PTSD*. Psychotherapy.net, September 2009.

<sup>19</sup> ECAV Guidelines...



# The Program

Face to face version of  
Steps on the Journey



# Module 1: Window Shopping

## Session 1 – Key thinking: Setting the scene and where are individuals at

| Possible time | Activity title                          | Activity description  | Resources  |
|---------------|---|---|--|
| 30m prior     | <b>Space prep</b>                       | Before participants arrive, facilitators catch up with each other, prepare a beautiful, welcoming space and decide who will do what   | Heating/cooling, fresh air, comfort, plants, drinks, chill-out space<br>On wall: "Fridge Door" |
| 15m           | <b>Welcome</b>                          | Welcome<br>Acknowledgement of Country<br>Facilitators introduce themselves and talk about what to expect during the session<br>Housekeeping: show where toilets, water and rest space are   | Plan for the day written out and visible   |
| 3m            | <b>Setting the scene</b>                | Talk about the four modules and how they accompany the application process<br>What this module is about<br>Who this module is for<br>What this group is about<br>Explain "fridge door"  | Resource 3 outline<br>"Fridge Door" sheet/whiteboard, markers, sticky notes, pens              |
| 3m            | <b>Predictions and emotional skills</b> | Predictions of possible reactions to content of this group. Simple introduction of triggers and self-regulation strategies  | Info on possible reactions and self-regulation strategies                                      |
| 10m           | <b>Icebreaker</b>                       | Facilitators participate, participants are invited to participate   | Icebreaker   |
| 15m           | <b>Group agreement and safety</b>       | What we all need to keep us safe during the group<br>Talk about choices around confidentiality, phones, photos, behaviours, talking and listening<br>Facilitators to add any areas missed by participants   | Butchers paper, markers, sticky stuff<br>Group agreement to remain visible throughout module   |
| 20m           | <b>Where I am at</b>                    | Physical activity or worksheet (depending on the group)<br>Use the space in the room (choose an area or thing to represent redress and ask people to place themselves in relation to it) or the worksheet to ask "Where are you at in relation to redress?" | Resource 4   |
| 20m           | <b>What questions?<br/>What goals?</b>  | What questions, hopes or fears are present here?<br>What are your goals for this group?<br>Ask for participants' contributions verbally or on sticky notes<br>Talk about common ground and notice individual standpoints                                    | Sticky notes and pens<br>Whiteboard/paper and markers  |
| 10m           | <b>Applying emotional skills</b>        | Invite discussion of self-regulation skills known to participants and facilitators, list them and briefly practise one (preferably one suggested by participants)   | Whiteboard/paper, markers/pens<br>Self-regulation skills                                       |
| 5m            | <b>Feedback and farewell</b>            | Wrap up with an invitation to say how this session has been and what would make it work better  | Facilitators' notes  |
| 2m            | <b>Resource</b>                         | Give out copies of initial emotional skills resource list   | Whiteboard print out/ photocopy/share photo  |
| 30m after     | <b>Clean up</b>                         | After participants have left, facilitators collect feedback, debrief, make plans for next time, and consider if any participant needs a follow-up   | Facilitators' notes  |

# Module 1: Window Shopping

## Session 2 – Key thinking: Mapping the NRS journey

| Time      | Activity title                               | Activity description  | Resources  |
|-----------|--|---|--|
| 30m prior | <b>Space prep</b>                            | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what<br><br>Put out materials for making travel bags and invite participants to make their travel bag as they arrive and chat                   | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>Resource 5 and cardboard, tape, labels, string, pens<br><br>On wall: group agreements, "Fridge Door" |
| 5m        | <b>Welcome</b>                               | Welcome everyone<br><br>Acknowledgement of Country<br><br>Facilitators talk about what to expect during the session   | Plan for the day written out and visible   |
| 10m       | <b>Icebreaker</b>                            | Facilitators participate, participants are invited to participate   | Icebreaker   |
| 10m       | <b>Check in and review</b>                   | Invitation to share anything about last session that has arisen since   |  |
| 2m        | <b>Predictions</b>                           | Predictions of possible reactions to content of this group  | Info on possible reactions   |
| 15m       | <b>Map of the NRS journey – outline</b>      | Unroll a long paper across the room/table depending on physical abilities of participants<br><br>Put "Start" at one end and "Finish" at the other<br><br>Ask participants to add whatever they know about the NRS process (use markers or sticky notes, words, symbols, drawings) | Roll of paper, markers, sticky notes, pens   |
| 25m       | <b>Map of NRS journey – fill in the gaps</b> | Use discussion, refer to NRS website, NRS guides, flyers from support services, Knowmore, and DPR video to complete a visual map of the NRS process<br><br>Use the Stages tool to break it down into 5 stages<br><br>Photograph map to give out                                   | Markers<br><br>Resources 6 and 7<br><br>Flyers from Knowmore, NRS, other RSS<br><br>Computer with website available  |
| 10m       | <b>Packing your bag</b>                      | Put out strength cards and ask participants to "pack their bag" with strength cards to identify which of their strengths they will need on the journey  | Strength cards   |
| 10m       | <b>Applying emotional skills</b>             | Practise one self-regulation skill (preferably one suggested by participants)   | Self-regulation skills   |
| 5m        | <b>Feedback and farewell</b>                 | Wrap up with an invitation to say how this session has been, and what would make it work better<br><br>Ask: "Is the balance between information and support right for your needs?"  | Facilitators' notes  |
| 2m        | <b>Resource</b>                              | Give photograph or print-out of map and copies of flyers if wanted (may use travel bag to collect these in)   | Whiteboard printout/ photocopy/share photo   |
| 30m after | <b>Clean up</b>                              | After participants have left, facilitators collect feedback, debrief, make plans for next time, and consider if any participant needs a follow-up   | Facilitators' notes  |

# Module 1: Window Shopping

## Session 3 – Key thinking: Any other information, and how we each go about it

| Time      | Activity title                       | Activity description   | Resources   |
|-----------|--------------------------------------|--|---|
| 20m prior | <b>Space prep</b>                    | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what   | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, map, "Fridge Door" |
| 5m        | <b>Welcome</b>                       | Welcome everyone<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the session  | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                    | Facilitators participate, participants are invited to participate  | Icebreaker  |
| 15m       | <b>Review</b>                        | How is this group going for you? Invite responses in words, drawing, dancing, singing, acting...   | Paper, pens, markers, textas  |
| 15m       | <b>Add to the map</b>                | Anything else to add to the map, any barriers that have become clear, any feelings that have come up, any comments from others in your life, more questions?   | Map, sticky notes, markers, pens  |
| 2m        | <b>Predictions</b>                   | Predictions of possible reactions to content of this group   | Info on possible reactions  |
| 10m       | <b>Who is with you at the start?</b> | Discuss what other people think<br>Is there anyone you are worried about disappointing?  |   |
| 10m       | <b>Applying emotional skills</b>     | Practise one self-regulation skill (preferably one suggested by participants)  | Self-regulation skills  |
| 20m       | <b>What's your style?</b>            | Ask participants to think about their way of dealing with difficult tasks<br><br>Use picture cards or miniatures of animals and birds to prompt ideas (e.g. "are you a diver, a chunker, a nibbler, etc.")<br><br>List strategies to share | Animal and bird pictures or miniatures<br><br>Paper/whiteboard, markers, pens, textas                               |
| 5m        | <b>Feedback and farewell</b>         | Wrap up with an invitation to say how this session has been and what would make it work better   | Facilitators' notes   |
| 2m        | <b>Resource</b>                      | Give resource list of strategies for dealing with difficult tasks  | Whiteboard printout/<br>photocopy/share photo   |
| 30m after | <b>Clean up</b>                      | After participants have left, facilitators collect feedback, debrief, make plan for next time, and consider if any participant needs a follow-up   | Facilitators' notes   |

# Module 1: Window Shopping

## Session 4 – Key thinking: Where are participants at?

| Time      | Activity title                    | Activity description   | Resources   |
|-----------|-----------------------------------|--|---|
| 30m prior | <b>Space prep</b>                 | Before participants arrive, facilitators catch up with each other, prepare a beautiful, welcoming space and decide who will do what  | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, map, "Fridge Door" |
| 5m        | <b>Welcome</b>                    | Welcome everyone<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the session  | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                 | Facilitators participate, participants are invited to participate  | Icebreaker  |
| 10m       | <b>Review</b>                     | Invitation to share anything about last week   | Paper, pens, markers, textas  |
| 2m        | <b>Predictions</b>                | Predictions of possible reactions to content of this group   | Info on possible reactions  |
| 20m       | <b>Where are you at now?</b>      | Use the space or resource sheet to explore and review participant goals  | Clean copies of Resource 4  |
| 10m       | <b>Who or what has your back?</b> | Who or what gives you strength to do the journey?<br>Who do you want with you on the journey? Add these people, pets, or symbols to travel bag   | Art materials, including pictures for collage   |
| 15m       | <b>Journey from here</b>          | How do you imagine the journey will go from here?<br>What barriers and stepping stones do you imagine?<br>What is the next step from here? Include invitation to repeat this module or do the next | Flyer for next module   |
| 5m        | <b>Applying emotional skills</b>  | Practise one self-regulation skill (preferably one suggested by participants)  | Self-regulation skills  |
| 5m        | <b>Appreciations</b>              | These may be verbal or a card to take away with all participants contributing to each other's cards  | Cards, pens   |
| 5m        | <b>Feedback and farewell</b>      | Wrap up with an invitation to say how Window Shopping has been and any suggestions for improvement   |   |
| 30m after | <b>Clean up</b>                   | After participants have left, facilitators collect feedback, debrief, make plan for next time this module is run, and consider if any participant needs a follow-up                                | Facilitators' notes   |



# Module 2: Gathering Point

## Session 1 – Key thinking: Individual approaches and responses to the form

| Time      | Activity title                      | Activity description  | Resources  |
|-----------|-------------------------------------|---|--|
| 30m prior | <b>Space prep</b>                   | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what  | Heating/cooling, air, comfort, plants, drinks, chill-out space.<br><br>On wall: "Fridge Door", map (if this is a continuing group) |
| 15m       | <b>Welcome</b>                      | Welcome<br><br>Acknowledgement of Country<br><br>Facilitators introduce themselves and talk about what to expect during the session<br><br>Housekeeping: show where toilets, water and rest spaces are  | Plan for the day written out and visible   |
| 3m        | <b>Setting the scene</b>            | Talk about the four modules and how they accompany the application process<br><br>What this module is about<br><br>Who this module is for<br><br>What this group is about<br><br>Explain "fridge door"  | "Fridge Door" sheet/whiteboard, markers, sticky notes, pens  |
| 10m       | <b>Icebreaker</b>                   | Facilitators participate, participants are invited to participate   | Icebreaker   |
| 15m       | <b>Group agreement and safety</b>   | What we all need to keep us safe during the group<br><br>Talk about choices around confidentiality, phones, photos, behaviours, talking and listening<br><br>Facilitators to add any areas missed by participants   | Butchers paper, markers, sticky stuff<br><br>Group agreement to remain visible throughout module                                   |
| 2m        | <b>Predictions</b>                  | Predictions of possible reactions to content of this group<br><br>Emphasise that everyone has different responses   | Info on possible reactions, including from previous groups   |
| 15m       | <b>Triggers and self-regulation</b> | Safe introduction regarding triggers, self-regulation and self-care and brief practice<br><br>Collect participants' preferred self-regulation strategies to distribute in session two   | Whiteboard/paper, sticky notes, markers, pens  |
| 10m       | <b>Where I am at</b>                | Physical activity or worksheet (depending on the group)<br><br>Use the space in the room (choose an area or thing to represent redress and ask people to place themselves in relation to it) or the worksheet to ask "Where are you at in relation to redress?"                                   | Resource 4   |
| 25m       | <b>Form</b>                         | Place plenty of copies of the NRS application form at hand and ask participants to do what they can with it, emphasising that there is no hurry – look, touch, open, read. It may help to include putting it away, hiding it, tearing it up, defacing it.<br><br>Ask for questions about the form | Forms (more copies than participants)  |
| 10m       | <b>Responses and ideas</b>          | Sharing responses and ideas for approaching the form<br><br>Collect ideas from participants, including options for individual support   | Paper/whiteboard, markers, pens  |
| 10m       | <b>Applying emotional skills</b>    | Practise one self-regulation skill (preferably one suggested by participants)   | Self-regulation skills   |
| 5m        | <b>Feedback and farewell</b>        | Wrap up with an invitation to say how this session has been and any suggestions for improvement   | Facilitators' notes  |
| 2m        | <b>Sharing resources</b>            | Give out list of ideas for approaching the form   | Printout/photocopy/share photo   |
| 30m after | <b>Clean up</b>                     | After participants have left, facilitators collect feedback, debrief, make plan for next time, and consider if any participant needs a follow-up  | Facilitators' notes  |

# Module 2: Gathering Point

## Session 2 – Key thinking: Is everyone able to start the form?

| Time      | Activity title                           | Activity description  | Resources  |
|-----------|--|---|--|
| 30m prior | <b>Space prep</b>                        | Before participants arrive, facilitators catch up with each other, prepare a beautiful, welcoming space and decide who will do what<br><br>(For new group: Put out materials for making travel bags and invite participants to make their travel bag as they arrive and chat) | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>Resource 5<br><br>Cardboard, tape, labels, string, pens<br><br>On wall: group agreements, "Fridge Door", map (continuing groups) |
| 5m        | <b>Welcome</b>                           | Welcome<br><br>Acknowledgement of Country<br><br>Facilitators talk about what to expect during the session  | Plan for the day written out and visible   |
| 10m       | <b>Icebreaker</b>                        | Facilitators participate, participants are invited to participate   | Icebreaker   |
| 10m       | <b>Review</b>                            | Invitation to share anything about last session   | Butchers paper or whiteboard, pens, sticky stuff   |
| 15m       | <b>What's your style? (if new group)</b> | Ask participants to think about their way of dealing with difficult tasks<br><br>Use picture cards or miniatures of animals and birds to prompt ideas (e.g. "are you a diver, a chunker, a nibbler, etc.")<br><br>List strategies to share                                    | Animal and bird pictures or miniatures<br><br>Paper/whiteboard, markers, pens  |
| 2m        | <b>Predictions</b>                       | Predictions of possible reactions to content of this group  | Info on possible reactions   |
| 20m       | <b>Section 1</b>                         | Offer copies of form and read through section 1<br><br>Depending on group, participants might fill it in  | Copies of form and pens  |
| 15m       | <b>Impact and responses</b>              | Discuss responses to section 1  |  |
| 10m       | <b>Packing your bag</b>                  | Put out strength cards and ask participants to "pack their bag" with strength cards to identify which of their strengths they will need to go forward with the form   | Strength cards   |
| 15m       | <b>Sections 2 and 3</b>                  | Read through sections 2 and 3 to get an overview<br><br>Discuss what participants want to take home to fill in and what they want to do in the group<br><br>Normalise responses<br><br>Explain level of "proof" needed<br><br>Normalise chaotic memory, discuss memory        | Forms  |
| 4m        | <b>Jigsaw</b>                            | Offer worksheet as a way to think about what is necessary for the application<br><br>Explain that the next session we will look at it more  | Resource 8   |
| 5m        | <b>Applying emotional skills</b>         | Practise one self-regulation skill (preferably one suggested by participants)   | Self-regulation skills   |
| 5m        | <b>Feedback and farewell</b>             | Wrap up with an invitation to say how this session has been and any suggestions for improvement<br><br>Ask if the balance of support and information is working   | Facilitators' notes  |
| 2m        | <b>Info sharing</b>                      | Give information about/collated experiences with memory   | Printout/photocopy/share photo   |
| 30m after | <b>Clean up</b>                          | After participants have left, facilitators collect feedback, debrief, make plan for next time, and consider if any participant needs a follow-up  | Facilitators' notes  |

## Module 2: Gathering Point

### Session 3 – Key thinking: What is needed to be able to fill in sections 2 and 3

| Time      | Activity title                   | Activity description  | Resources   |
|-----------|----------------------------------|---|---|
| 30m prior | <b>Space prep</b>                | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what  | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, "Fridge Door", map (continuing groups) |
| 5m        | <b>Welcome</b>                   | Welcome<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the session  | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                | Facilitators participate, participants are invited to participate   | Icebreaker  |
| 10m       | <b>Review</b>                    | How is this group going for you? Invite responses in words, drawing, dancing, singing, acting...  | Paper, pens, markers, textas  |
| 2m        | <b>Predictions</b>               | Predictions of possible reactions to content of this group  | Info on possible reactions  |
| 20m       | <b>Section 2</b>                 | Looking in detail at section 2 of the form, discuss what is really needed to fill in this part of the form<br>Talk about memory and trauma<br>Talk about external sources of information about the past | Form<br>Resource 8  |
| 20m       | <b>Section 3</b>                 | Looking in detail at section 3 of the form, discuss the checklist option and the written details option<br>Offer Resource 9 and collect ideas   | Resource 9<br>Whiteboard/butchers paper, markers  |
| 10m       | <b>Applying emotional skills</b> | Practice one self-regulation skill (preferably one suggested by participants)   | Self-regulation skills  |
| 5m        | <b>Feedback and farewell</b>     | Wrap up with an invitation to say how this session has been and any suggestions for improvement   | Facilitators' notes   |
| 2m        | <b>Sharing resources</b>         | Ideas from resource 9   | Whiteboard printout/ photocopy/share photo  |
| 30m after | <b>Clean up</b>                  | After participants have left, facilitators collect feedback, debrief, make plan for next time, and consider if any participant needs a follow-up  | Facilitators' notes   |

# Module 2: Gathering Point

## Session 4 – Key thinking: Can everyone move forward?

| Time      | Activity title                        | Activity description  | Resources   |
|-----------|---------------------------------------|---|---|
| 30m prior | <b>Space prep</b>                     | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what  | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, "Fridge Door", map (continuing groups) |
| 5m        | <b>Welcome</b>                        | Welcome<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the day  | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                     | Facilitators participate, participants are invited to participate   | Icebreaker  |
| 2m        | <b>Predictions</b>                    | Predictions of possible reactions to content of this group.   | Info on possible reactions  |
| 20m       | <b>Next steps</b>                     | What is the next step for you? Include invitation to repeat this or do next module of Steps on the Journey<br><br>What help and support do you want to be able to go on with the journey?   | Flyer for next module   |
| 15m       | <b>Stepping stones</b>                | Assist each participant to make a plan for how to go on with the application  |   |
| 15m       | <b>Preparing for stumbling blocks</b> | Preparing for possible challenges moving forward: more memories, difficult feelings and emotional flashbacks  |   |
| 10m       | <b>Applying emotional skills</b>      | Practice one self-regulation skill (preferably one suggested by participants)   | Self-regulation skills  |
| 10m       | <b>Where I am at</b>                  | Physical activity or worksheet (depending on the group)<br><br>Use the space in the room (choose an area or thing to represent redress and ask people to place themselves in relation to it) or the worksheet to ask "Where are you at in relation to redress?" | Resource 10   |
| 10m       | <b>Appreciations</b>                  | May be verbal or may be a card to take away with contributions from other participants  | Card, pens  |
| 10m       | <b>Feedback</b>                       | Wrap up with an invitation to say how Gathering Point has been and any suggestions for improvement  |   |
| 2m        | <b>Cards and farewell</b>             | Give out cards (if made), formal farewell   |   |
| 30m after | <b>Clean up</b>                       | After participants have left, facilitators collect feedback, debrief, make plan for next time this module is run, and consider if any participant needs a follow-up   | Facilitators' notes   |

# Module 3: While You Wait

## Session 1 – Key thinking: Ways of waiting and support needs

| Time      | Activity title                    | Activity description  | Resources  |
|-----------|-----------------------------------|---|--|
| 30m prior | <b>Space prep</b>                 | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what  | Heating/cooling, air, comfort, plants, drinks, chill-out space.<br><br>On wall: "Fridge Door", map (if this is a continuing group) |
| 10m       | <b>Welcome</b>                    | Welcome<br>Acknowledgement of Country<br>Facilitators introduce themselves and talk about what to expect during the session   | Plan for the day written out and visible   |
| 2m        | <b>Setting the Scene</b>          | Talk about the four modules and how they accompany the application process<br>What this module is about<br>Who this module is for<br>What this group is about<br>Explain "fridge door"                    | "Fridge door" sheet/whiteboard, markers, sticky notes, pens  |
| 10m       | <b>Icebreaker</b>                 | Facilitators participate, participants are invited to participate   | Icebreaker   |
| 10m       | <b>Group agreement and safety</b> | What we all need to keep us safe during the group<br>Talk about choices around confidentiality, phones, photos, behaviours, talking and listening<br>Facilitators to add any areas missed by participants | Butchers paper, markers, sticky stuff<br>Group agreement to remain visible throughout module                                       |
| 2m        | <b>Predictions</b>                | Predictions of possible reactions to content of this group  | Info on possible reactions, including input from previous groups   |
| 5m        | <b>Congratulations</b>            | Present each participant with a card signed by relevant workers, congratulating them for submitting an application and with "it took..." written inside   | Resource 11  |
| 20m       | <b>What did it take?</b>          | Offer strengths list/pictures and ask participants to add what strengths it took to submit the application to card  | Strengths list/pictures, stickers  |
| 15m       | <b>Waiting for the train</b>      | Ask participants to place themselves in the space as if waiting for a long time for a train, (add "maybe the wrong train will come" if appropriate for this group) or use the worksheet                   | Resource 12  |
| 15m       | <b>About waiting</b>              | Talk about ways of waiting, what helps and what doesn't<br>Record helpful ideas including intra and interpersonal supports  | Butchers paper, whiteboard, markers  |
| 5m        | <b>Applying emotional skills</b>  | Practice one self-regulation skill (preferably one suggested by participants)   | Self-regulation skills   |
| 5m        | <b>Feedback and farewell</b>      | Wrap up with an invitation to say how this session has been and any suggestions for improvement, including how this group could provide support   | Facilitators' notes  |
| 2m        | <b>Resource sharing</b>           | Give out resource list of ideas, supports mentioned   | Printout/photocopy/ share photo  |
| 30m after | <b>Clean up</b>                   | After participants have left, facilitators collect feedback, debrief, make plan for next time, and consider if any participant needs follow-up  | Facilitators' notes  |

# Module 3: While You Wait

## Session 2 – Key thinking: Prepared for any outcome?

| Time      | Activity title                        | Activity description   | Resources   |
|-----------|---------------------------------------|--|---|
| 30m prior | <b>Space prep</b>                     | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what         | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, "Fridge Door", map (continuing groups) |
| 5m        | <b>Welcome</b>                        | Welcome<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the session   | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                     | Facilitators participate, participants are invited to participate  | Icebreaker  |
| 10m       | <b>Review</b>                         | Invitation to share anything about last week, current questions  |   |
| 2m        | <b>Predictions</b>                    | Predictions of possible reactions to content of this group   | Info on possible reactions  |
| 20m       | <b>And when you get the response?</b> | Ask participants to notice what they are hoping for and also what they are fearing about when they hear back from the NRS                      | Resource 13   |
| 15m       | <b>Delight, disappointment</b>        | Ask: "What do I know about myself that lets me know that I will survive disappointment?"<br>List ideas to share                                | Butchers paper/whiteboard, markers, pens  |
| 10m       | <b>Applying emotional skills</b>      | Practice one self-regulation skill (preferably one suggested by participants)  |   |
| 20m       | <b>The offer</b>                      | Information about financial planning, DPR and counselling  | Information sheets  |
| 5m        | <b>Feedback and farewell</b>          | Wrap up with an invitation to say how this session has been and any suggestions for improvement  | Facilitators' notes   |
| 2m        | <b>Share resource</b>                 | Ideas for dealing with disappointment, info sheets   | Printout/photocopy/share photo  |
| 30m after | <b>Clean up</b>                       | After participants have left, facilitators collect feedback, debrief, make plan for next time, and consider if any participant needs follow-up | Facilitators' notes   |



# Module 3: While You Wait

## Session 3 – Key thinking: Does everyone have the information they need?

| Time      | Activity title                   | Activity description  | Resources   |
|-----------|----------------------------------|---|---|
| 30m prior | <b>Space prep</b>                | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what  | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, "Fridge Door", map (continuing groups) |
| 5m        | <b>Welcome</b>                   | Welcome<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the session  | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                | Facilitators participate, participants are invited to participate   | Icebreaker  |
| 15m       | <b>Review and questions</b>      | Invitation to share anything about last week and any questions about financial readiness, DPR or counselling  |   |
| 2m        | <b>Predictions</b>               | Predictions of possible reactions to content of this group  | Info on possible reactions  |
| 10m       | <b>Who is around you?</b>        | Discuss responses and expectations from family and friends – who will celebrate or commiserate?   |   |
| 15m       | <b>Fair and unfair</b>           | Explore experiences and ideas about justice and fairness<br>"Resistance to unfairness was always present"<br>Use the worksheet to explore and discuss protest and refusal as a response to trauma | Resource 14   |
| 15m       | <b>Applying emotional skills</b> | Discuss self-regulation skills work<br>Record barriers faced and strategies to overcome these<br>Practice one skill (preferably one suggested by participants)                                    | Butchers paper/ whiteboard, markers, pens<br>Self-regulation skills   |
| 20m       | <b>A full life</b>               | Share favourite hobbies/activities, give each person a chance to say what they like about their pastimes  | Butchers paper/ whiteboard, markers, pens   |
| 5m        | <b>Feedback and farewell</b>     | Wrap up with an invitation to say how this session has been and any suggestions for improvement   | Facilitators' notes   |
| 2m        | <b>Share resource</b>            | Information and new self-regulation skills, hobbies   | Information sheets, printout/photocopy/ share photo   |
| 30m after | <b>Clean up</b>                  | After participants have left, facilitators collect feedback, debrief, make plan for next time, and consider if any participant needs a follow-up  | Facilitators' notes   |

# Module 3: While You Wait

## Session 4 – Key thinking: Prepared to wait?

| Time      | Activity title                   | Activity description  | Resources   |
|-----------|----------------------------------|---|---|
| 30m prior | <b>Space prep</b>                | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what                              | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, "Fridge Door", map (continuing groups) |
| 5m        | <b>Welcome</b>                   | Welcome<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the session  | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                | Facilitators participate, participants are invited to participate   | Icebreaker  |
| 15m       | <b>Review</b>                    | Invitation to share anything about last week, any questions or comments about the offers  |   |
| 2m        | <b>Predictions</b>               | Predictions of possible reactions to content of this group  | Info on possible reactions  |
| 15m       | <b>Next step</b>                 | What is the next step for you?<br>Make a plan with each participant about financial readiness, include invitation to repeat this or do next module                  | Paper, pens<br>Flyers for next module   |
| 10m       | <b>Weeks or months</b>           | Review what it's like to wait: not knowing what is coming, living with what is, support, who is around you, managing anxiety, a full life                           |   |
| 15m       | <b>Applying emotional skills</b> | Practice one self-regulation skill (preferably one suggested by participants)   | Self-regulation skills  |
| 10m       | <b>Appreciations</b>             | May be verbal or may be a card to take away with contributions from other participants  | Cards, pens   |
| 5m        | <b>Feedback</b>                  | Wrap up with an invitation to say how While You Wait has been and any suggestions for improvement   | Facilitators' notes   |
| 2m        | <b>Cards and farewell</b>        | Give out cards if made, formal farewell   |   |
| 30m after | <b>Clean up</b>                  | After participants have left, facilitators collect feedback, debrief, make plan for next time this module is run, and consider if any participant needs a follow-up | Facilitators' notes   |

# Module 4: Journey Forward

## Session 1 – Key thinking: What’s going to be useful here? Is information clear to everyone?

| Time      | Activity title                    | Activity description  | Resources   |
|-----------|-----------------------------------|---|---|
| 20m prior | <b>Space prep</b>                 | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what  | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, “Fridge Door”, map (if this is a continuing group) |
| 10m       | <b>Welcome</b>                    | Welcome<br><br>Acknowledgement of Country<br><br>Facilitators introduce themselves and talk about what to expect during the session   | Plan for the day written out and visible  |
| 2m        | <b>Setting the scene</b>          | Talk about the four modules and how they accompany the application process<br><br>What this module is about<br><br>Who this module is for<br><br>What this group is about<br><br>Explain “fridge door”  | “Fridge door” sheet/ whiteboard, markers, sticky notes, pens  |
| 10m       | <b>Icebreaker</b>                 | Facilitators participate, participants are invited to participate   | Icebreaker  |
| 10m       | <b>Group agreement and safety</b> | What we all need to keep us safe during the group<br><br>Talk about choices around confidentiality, phones, photos, behaviours, talking and listening<br><br>Facilitators to add any areas missed by participants   | Butchers paper, markers, sticky stuff<br><br>Group agreement to remain visible throughout module  |
| 5m        | <b>Offers and responses</b>       | Discuss the different offers that are possible, the different ways to respond to offers   | Information from NRS and Knowmore   |
| 10m       | <b>Reviewing offers</b>           | Ask: “What was good, bad, expected or unexpected about getting a Letter of Offer?”  | Whiteboard/butchers paper, markers, pens  |
| 15m       | <b>Who’s there?</b>               | Explore ways of identifying and managing pressures from others around a redress offer<br><br>Explore noticing support<br><br>Suggest drawing a circle with self in centre and add words/symbols around the circle to represent influences on thinking about money | Paper, pens, textas   |
| 15m       | <b>Applying emotional skills</b>  | Practice one self-regulation skill (preferably one suggested by participants)   | Self-regulation skills  |
| 4m        | <b>Money care</b>                 | Talk about financial offers and what it is best to have organised before accepting the offer; give examples   | NRS and Knowmore financial advice   |
| 10m       | <b>Money as support</b>           | Ask “how will this money be a support to you, how will it help with healing from the past?”<br><br>Depending on the group, answers may be brainstormed, written privately, discussed in pairs etc   | Paper, pens, whiteboard, markers, notebooks   |
| 10m       | <b>Next steps</b>                 | Discuss what everyone knows about how to take the next steps, what the process is for taking up an offer or not, how to get counselling or a DPR, what financial advice to get  | Information from NRS and Knowmore   |
| 5m        | <b>Feedback and farewell</b>      | Wrap up with an invitation to say how this session has been and any suggestions for improvement   | Facilitators’ notes   |
| 2m        | <b>Share resources</b>            | Give out brainstorm (if done) and information used  | Printout/photocopy/ share photo   |
| 30m after | <b>Clean up</b>                   | After participants have left, facilitators collect feedback, debrief, make plan for next time, and consider if any participant needs a follow-up  | Facilitators’ notes   |

# Module 4: Journey Forward

## Session 2 – Key thinking: Ready for DPR?

| Time      | Activity title                   | Activity description  | Resources   |
|-----------|----------------------------------|---|---|
| 20m prior | <b>Space prep</b>                | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what  | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, "Fridge Door", map (continuing groups) |
| 5m        | <b>Welcome</b>                   | Welcome<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the session  | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                | Facilitators participate, participants are invited to participate   | Icebreaker  |
| 10m       | <b>Review</b>                    | Opportunity to share anything about last week and any questions   |   |
| 10m       | <b>DPR</b>                       | Ask for ideas and questions about DPR and fill in gaps in knowledge   | DPR information sheets and video  |
| 20m       | <b>Choosing a DPR</b>            | Depending on the group, make a line across the room or on paper with "Doing a DPR for sure" at one end and "No DPR for me" at the other<br><br>Ask participants to place themselves or a miniature object on the line<br><br>Ask for ideas about what would make a person choose to do or not to do a DPR | Large paper, pens, miniature animals/objects  |
| 20m       | <b>My DPR</b>                    | If appropriate, offer copies of Resource 15 and invite brainstorming of "the perfect DPR for me"  | Resource 15   |
| 10m       | <b>Applying emotional skills</b> | Practice one self-regulation skill (preferably one suggested by participants)   | Self-regulation skills  |
| 10m       | <b>Counsellors past</b>          | Ask participants about their past experiences of counselling – what did and didn't work, what you did and didn't like about it  | Whiteboard, butchers paper, markers, pens   |
| 5m        | <b>Feedback and farewell</b>     | Wrap up with an invitation to say how this session has been and any suggestions for improvement   | Facilitators' notes   |
| 2m        | <b>Share resources</b>           | Give out DPR resources, if wanted, and what worked in counselling   | Printout/photocopy/ share photo   |
| 30m after | <b>Clean up</b>                  | After participants have left, facilitators collect feedback, debrief, make plan for next time and consider if any participant needs a follow-up   | Facilitators' notes   |

# Module 4: Journey Forward

## Session 3 – Key thinking: Ready for counselling?

| Time      | Activity title                       | Activity description  | Resources   |
|-----------|--------------------------------------|---|---|
| 30m prior | <b>Space prep</b>                    | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space, and decide who will do what   | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, "Fridge Door", map (continuing groups) |
| 10m       | <b>Welcome</b>                       | Welcome<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the session  | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                    | Facilitators participate, participants are invited to participate   | Icebreaker  |
| 10m       | <b>Review</b>                        | How is this group going for you? Invite responses in words, drawing, dancing, singing, acting...<br><br>Talk about group ending   | Paper, pens, textas, markers  |
| 15m       | <b>Getting ready for counselling</b> | What do you want from future counselling?<br>In pairs, take turns to ask the question: "If you were with someone you felt really comfortable with, what would you talk about?"<br><br>Each person takes notes/remembers for their partner | Paper, pens, scribe   |
| 15m       | <b>Finding a counsellor</b>          | Explore any experiences of coming into contact with a counsellor whether chosen or not, and ask for ideas about good ways to find a counsellor for yourself (could use Resource 16)   | Resource 16   |
| 10m       | <b>Assessing a counsellor</b>        | What questions do you have for prospective counsellors? How will you know if a counsellor is right for you?<br><br>Discuss and list   | Whiteboard, butchers paper, markers, pens   |
| 10m       | <b>Applying emotional skills</b>     | Practice one self-regulation skill, preferably one suggested by participants  | Self-regulation skills  |
| 10m       | <b>Interviewing counsellor</b>       | Practice asking a counsellor your questions – in pairs, or using facilitators to role-play counsellors  | Question list   |
| 5m        | <b>Feedback and farewell</b>         | Wrap up with an invitation to say how this session has been and any suggestions for improvement   | Facilitators' notes   |
| 5m        | <b>Resource sharing</b>              | Give out list of clients' rights, getting what you need from counselling  | Clients' rights, questions  |
| 30m after | <b>Clean up</b>                      | After participants have left, facilitators collect feedback, debrief, make plan for next time, and consider if any participant needs a follow-up  | Facilitators' notes   |

# Module 4: Journey Forward

## Session 4 – Key thinging: Has everyone got a plan for moving on?

| Time      | Activity title                     | Activity description   | Resources   |
|-----------|------------------------------------|--|---|
| 30m prior | <b>Space prep</b>                  | Before participants arrive, facilitators catch up with each other and prepare a beautiful, welcoming space and decide who will do what                             | Heating/cooling, air, comfort, plants, drinks, chill-out space<br><br>On wall: group agreements, "Fridge Door", map (continuing groups) |
| 5m        | <b>Welcome</b>                     | Welcome<br>Acknowledgement of Country<br>Facilitators talk about what to expect during the session   | Plan for the day written out and visible  |
| 10m       | <b>Icebreaker</b>                  | Facilitators participate, participants are invited to participate  | Icebreaker  |
| 15m       | <b>Review</b>                      | An opportunity to share anything from the last session or since  |   |
| 20m       | <b>What's the process?</b>         | A review of preparedness for DPR, counselling and of financial planning  | Information sheets, videos, paper, pen  |
| 20m       | <b>Next steps</b>                  | What are the next steps for you?   | Whiteboard/butchers paper, markers, pens  |
| 10m       | <b>Moving forward</b>              | Enquire what strength participants have used, or learned they have, through the redress journey that will be useful as they move on                                | Strengths cards   |
| 15m       | <b>Following in your footsteps</b> | Ask participants what they would say to someone who was just starting this journey, what support would they like them to have?                                     | Whiteboard/butchers paper, markers, pens  |
| 20m       | <b>Celebration/ appreciations</b>  | Use Journey Forward cards for appreciations from all to all, and strength stickers<br><br>When everyone has contributed, make a formal presentation                | Resource 17 (Journey Forward cards), stickers, textas   |
| 5m        | <b>Feedback</b>                    | Wrap up with an invitation to say how Journey Forward has been and any suggestions for improvement   | Facilitators' notes   |
| 30m after | <b>Clean up</b>                    | After participants have left, facilitators collect feedback, debrief, make plan for next time this module is run and consider if any participant needs a follow-up | Facilitators' notes   |





# Steps on the Journey

Resources





# Included Resources

1. Materials you may need
2. Ideas for icebreakers
3. Steps on the Journey outline
4. Where I am in relation to the NRS
5. Travel bag ideas
6. NRS is one option
7. The Women's Cottage "Stages" resource
8. Memory jigsaw puzzle
9. Effects and responses
10. Where I am now, having started
11. Congratulations, you did it – card template
12. Waiting for a train
13. And when you get the response
14. Protest, refuse, resist
15. DPR: How I'd like it to be
16. Counsellors: Finding one that suits you
17. Journey Forward – card template



## Materials you may need

- Photocopier or camera, a printer, and an internet connected computer
- Digital whiteboard or butchers paper, roll of paper
- Markers
- Sticky notes
- Pens, crayons, textas
- Paper and card
- Sticky stuff (tape, blutac)
- Large clock
- Miniature animals and objects
- Strength cards, stickers, pictures
- Cardboard, tape, labels, string
- Notebooks for clients
- Facilitators' notes for feedback and planning



## Ideas for simple icebreakers

1. My name is Zoe and I like... (zoos), my name is Pat and I like... (peaches)
2. If I wrote a book/song it'd be about...
3. What I had for breakfast was...
4. On the way here I saw...
5. My favourite pizza topping is...
6. My name is Steve and I... (sleep), my name is Wayne and I... (whistle)
7. My favourite cartoon character is...
8. I came here on (two feet, two wheels, two feet and a stick, three wheels, two feet and two sticks, four wheels, six wheels, etc.)
9. My favourite make of car is...
10. Plants/flowers/animals I like are...
11. – add your own favourites and those suggested by participants

## 1. Window Shopping

For people thinking about applying to the National Redress Scheme

## 2. Gathering Point

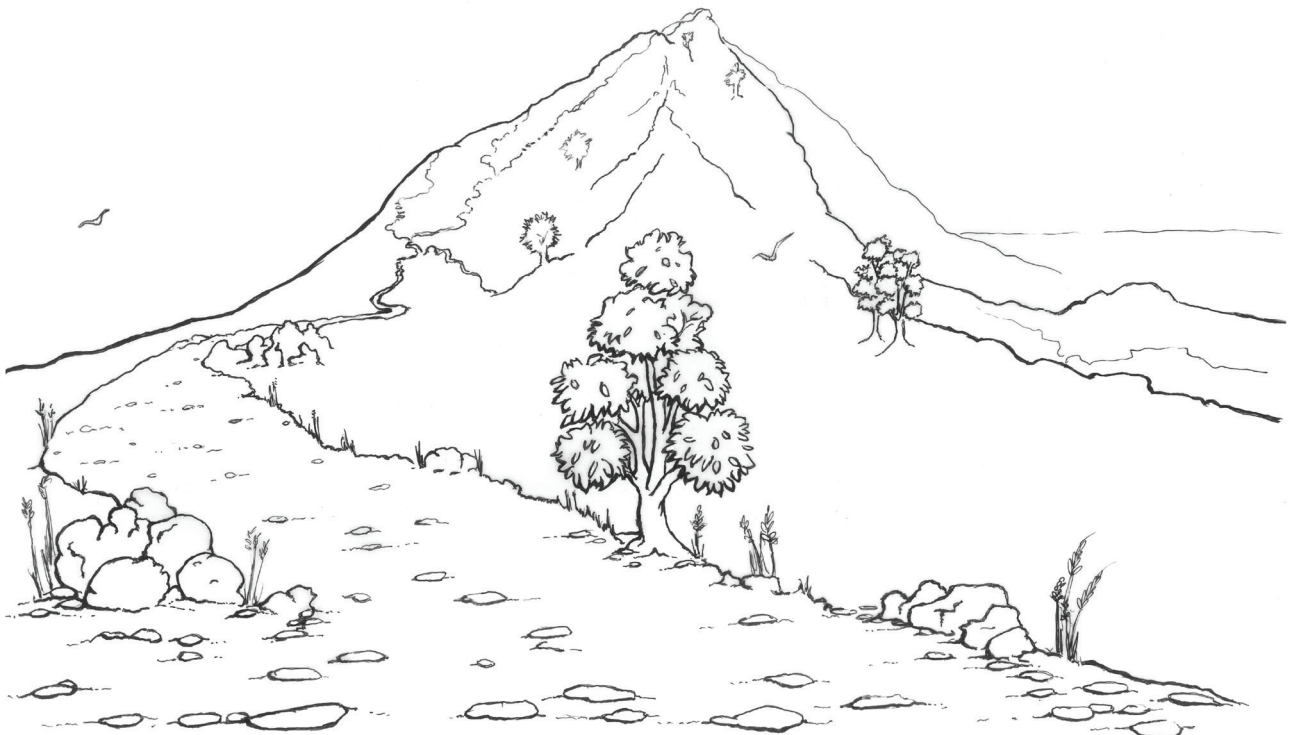
For people putting an application together

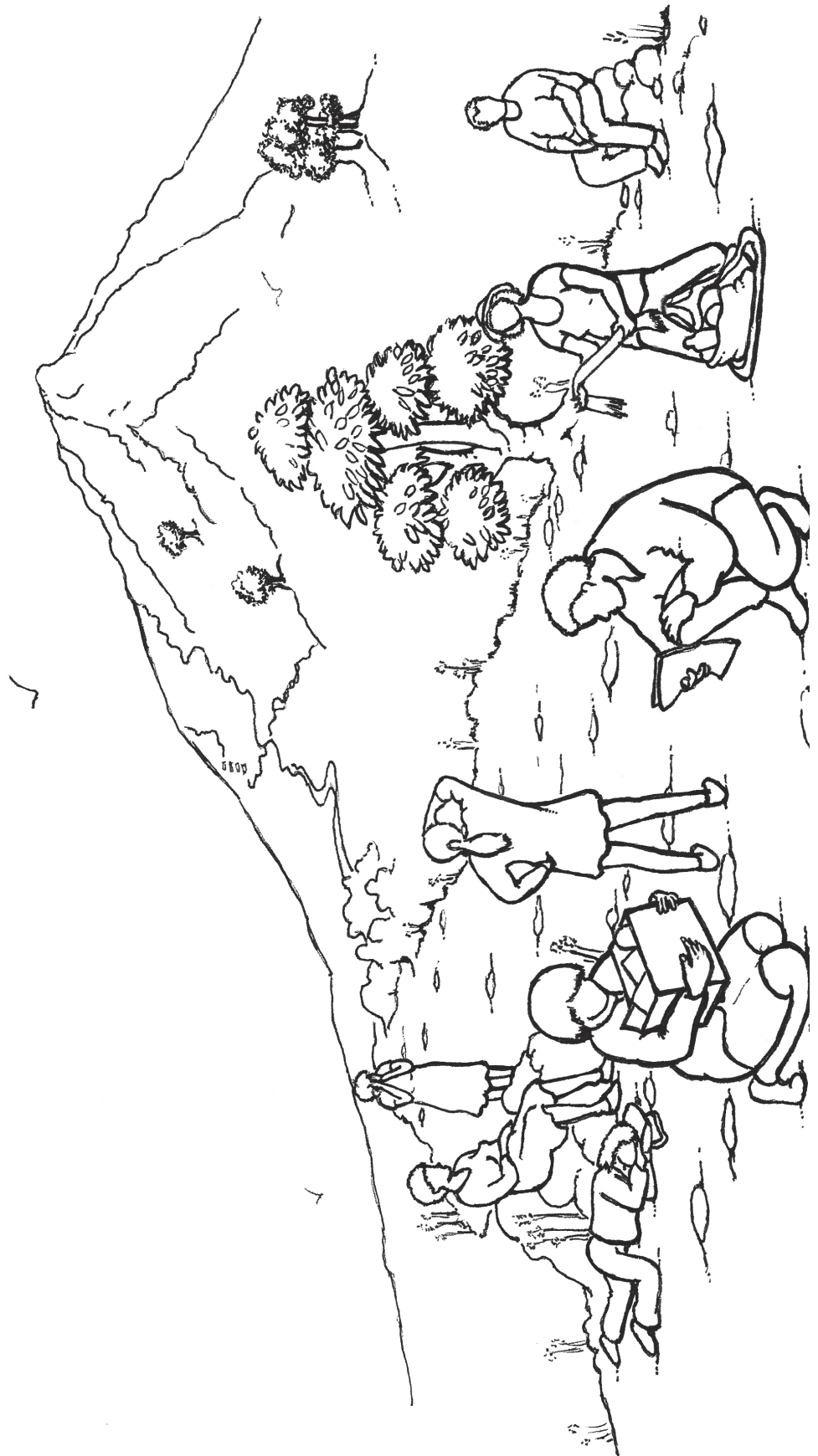
## 3. While You Wait

For people who have put in an application and are waiting to hear back from the Scheme

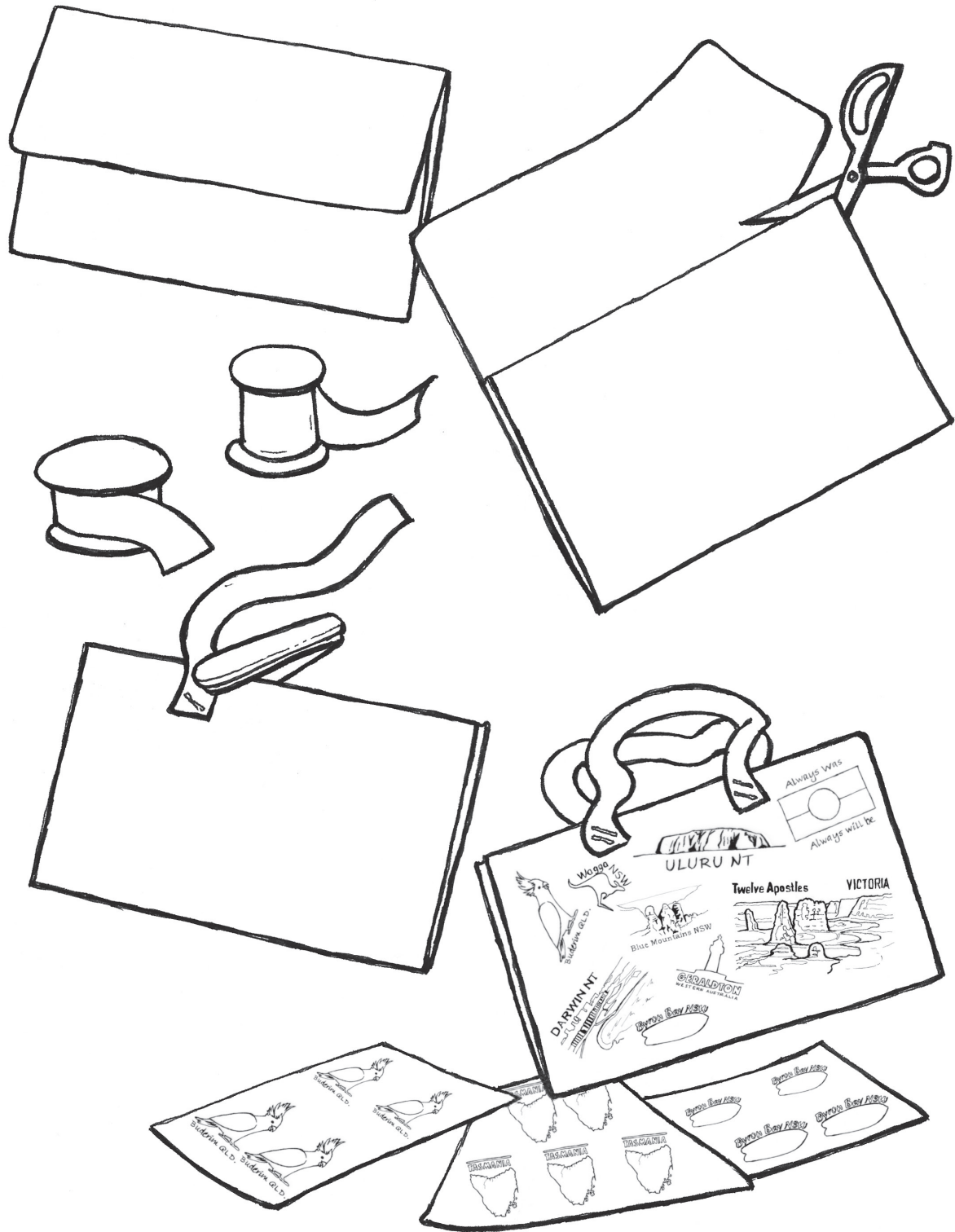
## 4. Journey Forward

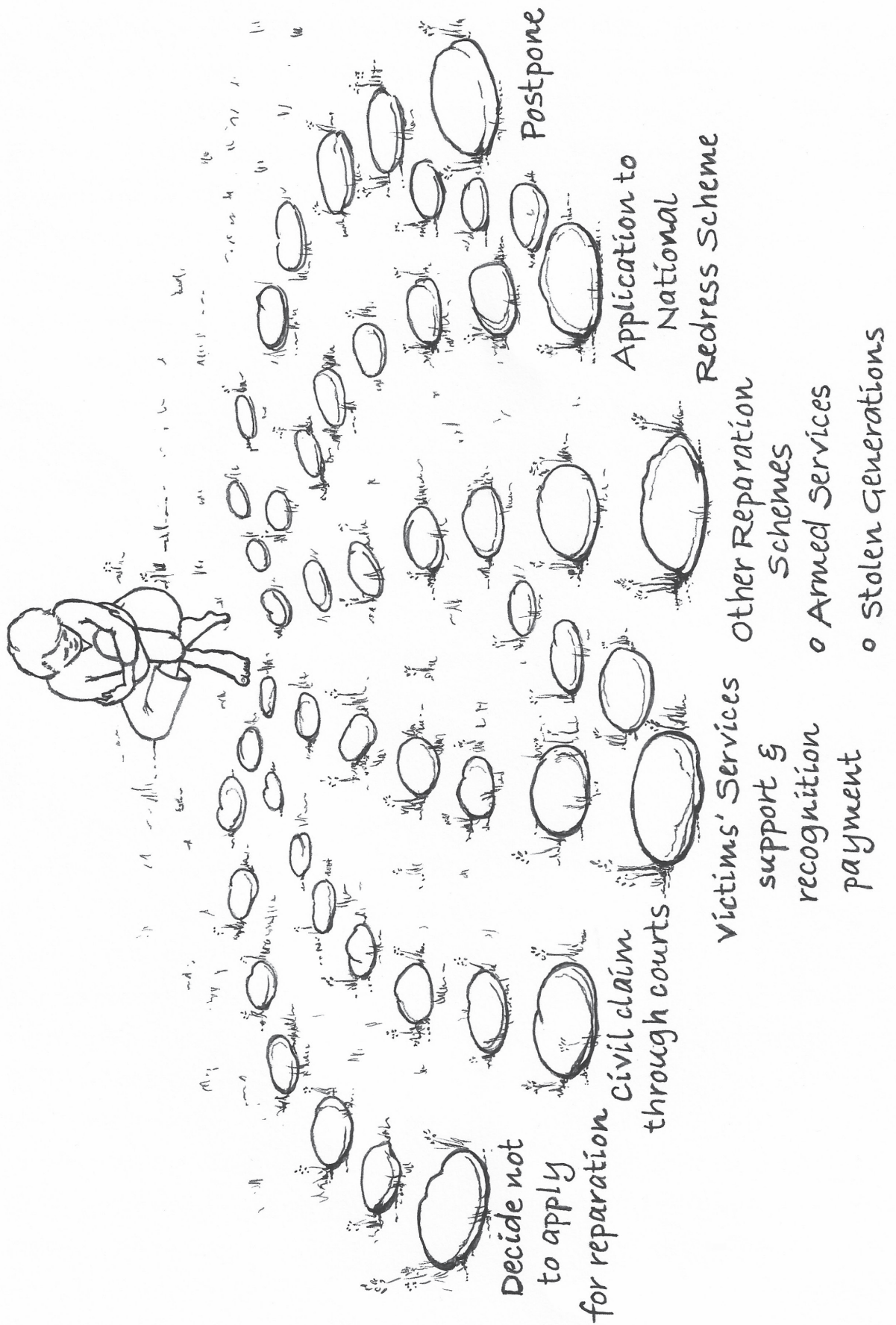
For people who have received response from the Scheme













# The Women's Cottage National Redress Support Service

## What do the stages of the National Redress Journey look like - and what support can we offer?



We support you at your own pace and we are guided by your own choices. You can speed up or slow down whenever you want without losing access to support.

**National Redress Scheme**  
For people who have experienced institutional child sexual abuse

| Window Shopping  | Gathering Information  | Writing Your Application   | Waiting for Response  | Getting Answer and Journey Forward  |
|--|--|--|---|---|
| <p>What is Redress? Is it for me? Do I want to move forward now or later?</p> <p>At this stage we answer your questions about Redress and explore if you are eligible to apply.</p> <p>We support you to decide if you want to apply and talk about what that journey may look like.</p> <p>At this stage we only need basic information. You do not need to provide in-depth information about what happened to you until later in the process when it comes time to do your application.</p> <p>This is also a good time to explore personal support networks and options and your choices about who to share this with.</p> | <p>What information and professional advice do I need for my application? How will this happen?</p> <p>When you have decided to go ahead, we talk with you a little more about what happened to you and what information might be needed to move forward.</p> <p>You may already know details like dates and places, and if not, we can support you to get hold of things like medical records, school records, foster care records etc.</p> <p>This is also the time we connect you with free specialist advice to find out more about your legal rights and options.</p> <p>We also explore with you what other formal or informal support you may need around you during this time and help make that happen.</p> | <p>What does an application look like? What questions do I have to answer? What support will I have to do this?</p> <p>Applications can be written by hand or on a computer. We can do the writing/typing with you or for you. This is when we spend the most time with you to get the application completed.</p> <p>It is when the most detailed information is needed about what happened to you and how this has impacted your life. This happens at your pace, in your time and in your own way. You can start and stop as much as you need to.</p> <p>You can come to our office. We can come to you. Or we can talk via phone /online meetings. Or a combination of any of these.</p> <p>We know it can be hard to revisit these experiences and we are ready to offer you support and/or find you any extra support you might need.</p> | <p>What do I need to think about while waiting for a response? How can I be emotionally ready and supported while I wait?</p> <p>Once your application is submitted, we offer you support for your emotional and practical needs and hopes around the application.</p> <p>It can be a good time to think more about your hopes and dreams moving forward and what support and planning might be helpful.</p> <p>We stay in close contact with you during this time, if you want that, to support you with any issues the 'waiting' brings up.</p> | <p>What do I do when I get an answer to my application? What are my options and choices now? Can I still get support while working all this out?</p> <p>Now we support you to manage your offer and related emotions or practical issues or needs.</p> <p>This can include supporting you with transition to long term counselling and taking part in direct personal response processes. It can also include things like setting up bank accounts to receive funds offered; updating your Will; and finding ongoing financial advice and support.</p> <p>It is also the time to explore what you may want to get from a personal direct response if you want that to happen.</p> <p>It is a good time to reflect on and acknowledge your strengths and resilience and celebrate your journey to this point.</p> <p>It is also the time we say goodbye to you as an ongoing client and you help with this transition.</p> |

If you have any questions or concerns at any time along the way, we are here to listen and support you. We will also check in with you about how you are going, if you are satisfied with the support we offer and how we might do better if needed.

This Resource was developed by The Women's Cottage National Redress Support Service ©



|                           |                                      |                                 |
|---------------------------|--------------------------------------|---------------------------------|
| My age                    | Place                                | What name were you called then? |
| Other forms of harm       | Anything that helped you get through | Perpetrator/s                   |
| The sexual abuse happened | Did anyone else know?                | What else do you want to say?   |



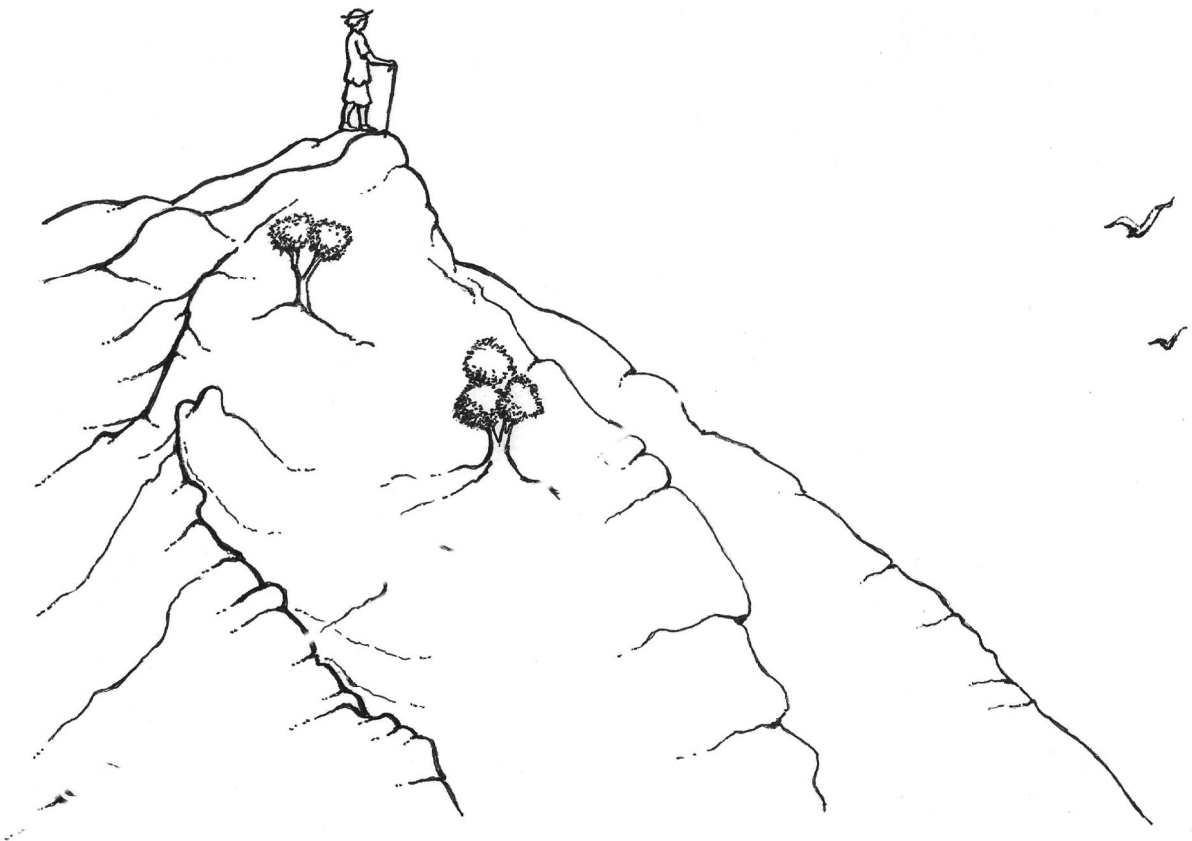
## Effects and responses – Some ideas for prompts

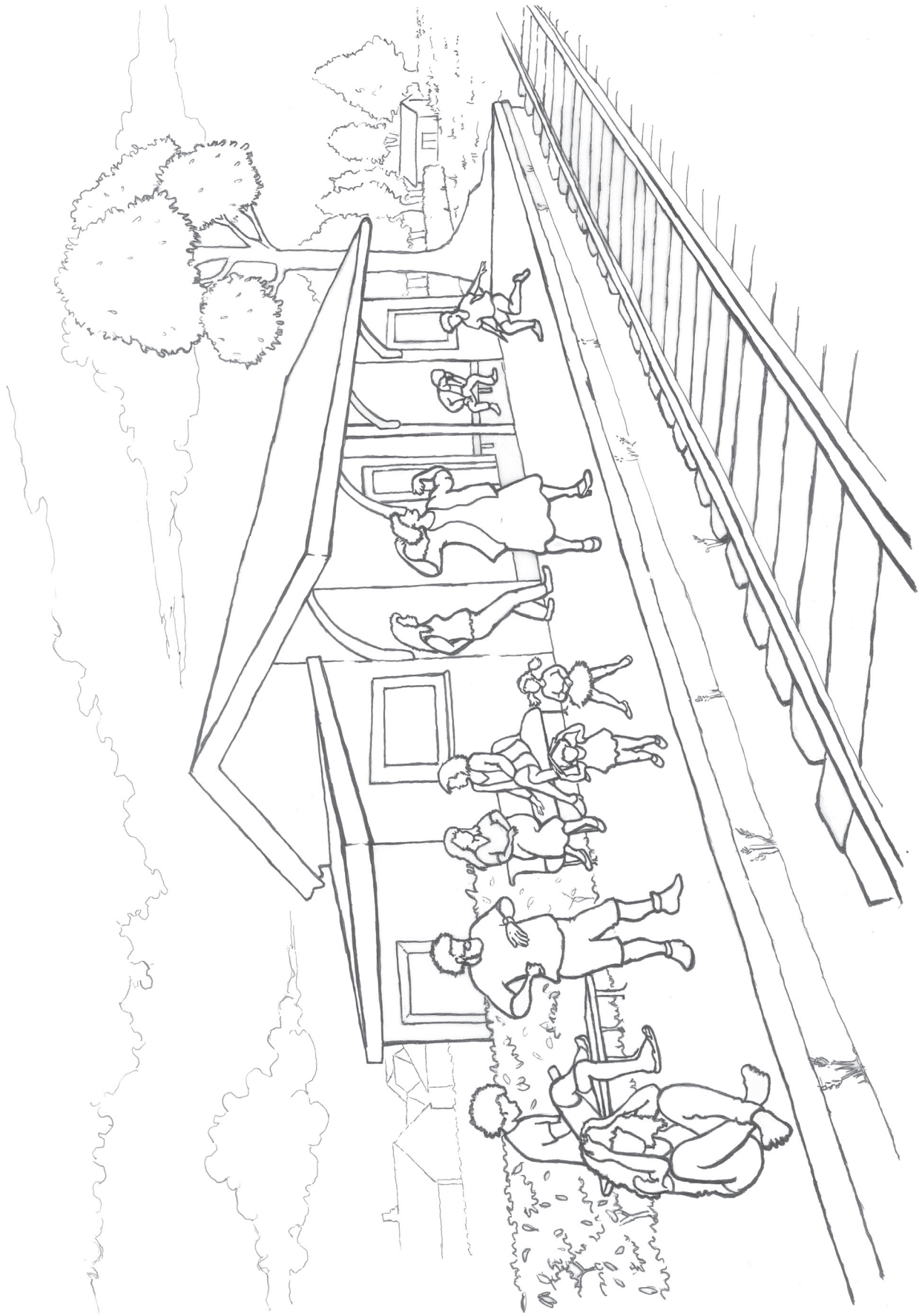
1. One way the abuse has made my life harder is .....
2. The way I deal with that is .....
3. Instead I .....
4. Because of that I am good at .....
5. That means I understand .....
6. I manage that by .....
7. I can help others because .....
8. That makes it easy for me to .....
9. I'm proud that .....













## Protest, refuse, resist

**When something is unfair, or disempowering, there is always resistance.**

Resistance can be hidden, and hard to identify, but it is always there.

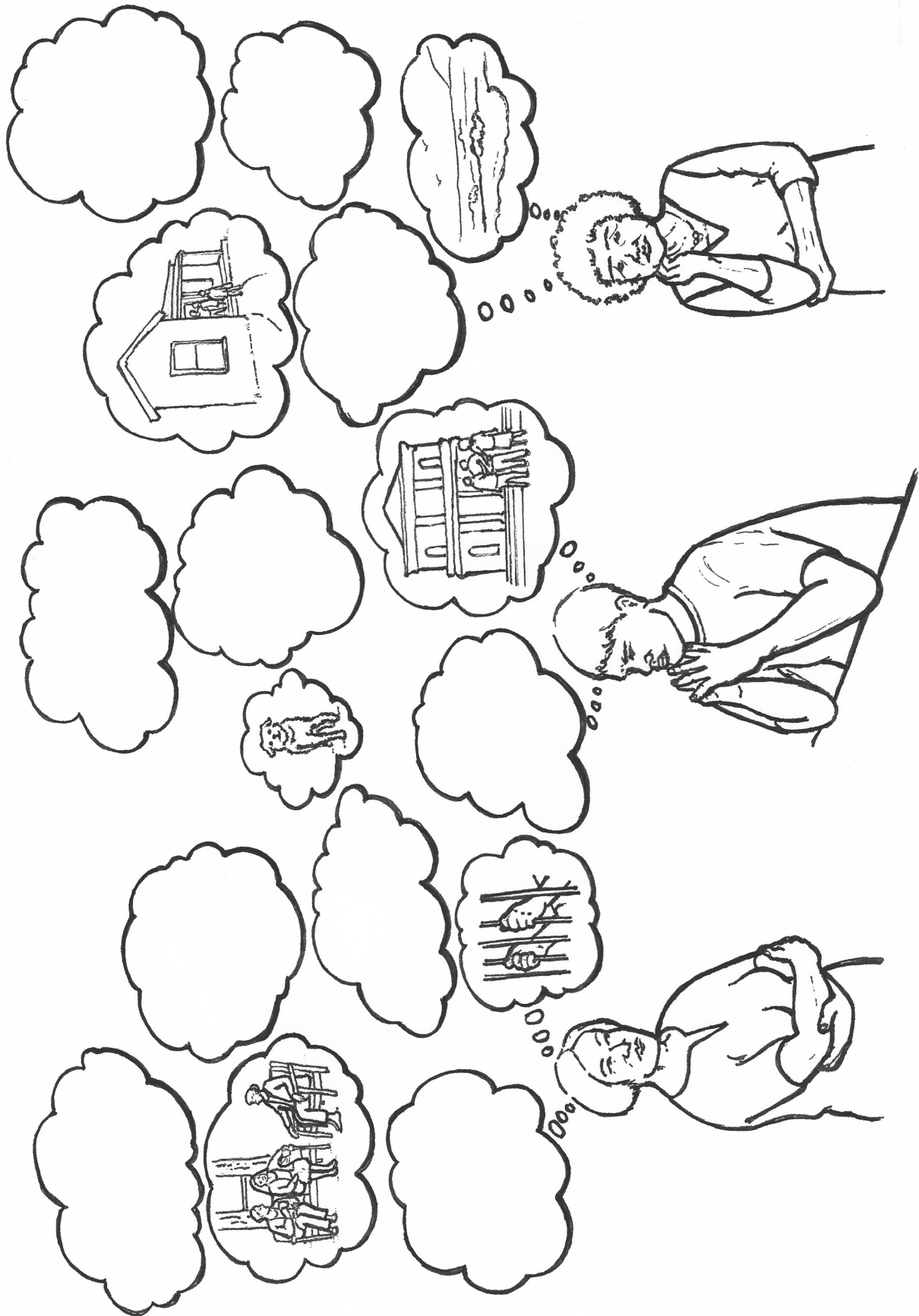
Think of something unfair, or disempowering, that you remember happening and how it was resisted. If it's hard to remember the resistance here are some ideas:

- crying
- not crying
- keeping quiet
- speaking up
- keeping dignity
- undermining
- keeping some safety
- hiding
- protecting others
- yelling
- making fun
- running away
- keeping still

**... there are as many ways of resisting as there are people.**







## Counsellors: Finding one that suits you

- Think if you have a preference (someone younger or older than you, someone from your community or not, someone the same gender as you or not)
  - Think if you prefer face to face or online, email, phone or text
  - Think about what you want from seeing a counsellor, what your goals are for counselling
  - Ask people you trust (friends, family, your GP or a co-worker) for any suggestions they have and collect the suggestions up
  - Look counsellors up online
  - Contact the ones you like and say you are thinking of doing some counselling and want to ask them about themselves and their work
  - Ask them questions about the things that matter to you (How long are sessions? What will we do? What is your experience with this kind of work? Is there paperwork?)
  - Pay attention to your responses – did you feel they answered your questions? Did you feel comfortable? Did they respect you?
  - Check in with yourself after three or four sessions – are you getting their undivided attention? Do they use jargon? Do they seem like a friend or a counsellor?
- With thanks to Healthline and Choosing Therapy.

