

Helping Children and Adolescents During the Ukraine War

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Cultural Understanding: Strategies



- Understand the culture of the individual and the community you are serving
- Learn local cultural norms from community leaders and local cultural brokers
- Identify beliefs about government help
- Identify accessibility and equity issues
- Identify what each of these mean:
 - Loss and trauma
 - Injury and illness
 - Cultural, family, and personal values
 - Health, well-being, coping and recovery



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Cultural Integration: Strategies

- Use bilingual and bicultural workers to provide information in primary languages
- Utilize naturally occurring and local support systems
- Apply your understanding of cultural issues to your actions
- Respect individual differences



Risk Factors: Pre/Peri Displacement

- Exposure to war-related traumatic events
- Being female (internalizing/ PTSD)
- Being male (externalizing)
- Loss of a parent
- Length of current stay in a refugee camp
- Separation from immediate family members
- Detention

Risk Factors – Post-Displacement

- Depression and anxiety symptoms
- Avoidant coping strategies
- Parental mental health problems
- Negative parenting behaviors
- Parental abuse
- Cumulative exposure to daily stressors
- Perceived discrimination
- Exposure to acculturation stressors
- Resettlement in a poor region
- Low-support living arrangements (risk for unaccompanied minors)

Scharpf, F., Kaltenbach, E., Nickerson, A., & Hecker, T. (2021). A systematic review of socio-ecological factors contributing to risk and protection of the mental health of refugee children and adolescents. Clinical Psychology Review, 83, 101930.



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Protective Factors

- Longer period of schooling
- Socio-economic status in a refugee camp
- Better perceived school performance
- Individual resilience
- Living with at least one biological parent
- Warm parent-child relationship
- Family cohesion
- Support by peers
- Close relationships with friends
- School connectedness
- Integrative acculturation style
- Asylum granted in host country



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Lessons Learned

- Develop improved means of protection
- Carefully monitor orphaned children in family placements vs. institutionalizing
- Develop tracing and reunification plans/programs even to extended family
- Plan for immediate psychosocial support for children and families
- Evaluate privacy restrictions of responding agencies that may prevent reunification



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Lessons Learned

- Plan for availability of physicians care and medications in shelters such as psychiatric medications
- Assist parents with parenting
- Transitory work force (volunteers) may complicate the relief effort—lack of continuity of care
- Routine and predictability should be established quickly



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Impact: Toddlers

- *1-3 years*
- *Generally take their cue from the primary caregiver*
- *Expectable reactions to stress: tantrums, irritability and sadness*



Preschool Age Children

- *Confusion, surprise, guilt*
- *Disruptive behaviors/tantrums*
- *Regressive behaviors*
- *Change is stressful*
- *Take cues from parents*



Impact: School Aged Children



- ↗ *Sadness, anger, separation anxiety, guilt, loneliness*
- ↗ *Feeling responsible*
- ↗ *Behavior problems*
- ↗ *Somatic complaints*
- ↗ *Attention seeking*



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Adolescents



- ↗ *Feeling of foreshortened future, anger, denial*
- ↗ *Growing older = growing awareness of danger*
- ↗ *Taking on “parental roles”*
- ↗ *“I don’t care”*
- ↗ *Risky behaviors*
- ↗ *Focus on peers*



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Adult Issues That Affect Children

- Adults may not recognize distress in children
- Children may be compliant in the aftermath of an event
- Adults may be preoccupied with their own issues
- Adult stress may result in impatience/less care



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Findings: Interventions

Immediate phase:

- Triage, Information, Psychological First Aid (focused on warmth, support, safety, access to accurate info)

Later phases:

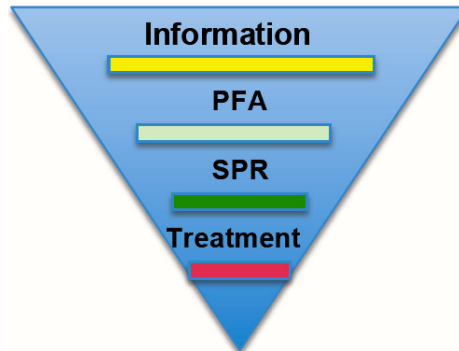
- SPR, CBT interventions
- School based, family, and group approaches may be efficient and effective option



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A Stepped Care Model

- Informational Resources
- Psychological First Aid (PFA)
- SPR
- Mental Health Treatment



Principles to Guide Child-Specific Interventions

- 1: Restoration of safety
- 2: Participatory approaches
- 3: Adults as advocates
- 4: Take a life-course perspective
- 5: Enabling environments
- 6: Support parents, caregivers, and families
- 7: Use child focused interventions over time

Key PFA Points

The PFA rapport is foundational

Delivery is supportive, collaborative

Timing and context are crucial

PFA is not meant to address all ranges of issues

Culture, gender, and developmental factors are critical

Flexibility and “tiny steps” are emphasized

PFA is like a supportive coaching model at times



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Core Action 1: Contact and Engagement

- Coordinate within ICS
- Respond first to those who seek you out
- Be non-intrusive, compassionate, helpful
- Make quick contacts to as many as possible
- Be sensitive to culture
- Adapt contact to developmental level
- Support caregivers
- Don't assume everyone needs your help



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Key Principles of Child Friendly Spaces

1. Safeguarded
2. Supportive
3. Inclusive
4. Reunification a top priority
5. Flexible and adaptable
6. Low cost
7. Support children of all ages
8. Quickly and easily set up
9. Clearly defined
10. Focused on an exit and transition strategy
11. Materials are safe, clean, restocked quickly if consumable, and appropriate to age, capacity, culture and context



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Core Action 2: Safety and Comfort

- Provide current, accurate, and up-to-date information on a regular basis
- Implement activities that are active, practical, and familiar
- Identify and address safety concerns
- Monitor technology usage
- Shield students from highly distressed individuals and from reporters
- Recommend avoidance of repeated media viewing
- Attend to grief issues



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Core Action 3: Stabilization

- Avoid *adding* to cognitive/emotional overload
- Focus on calming activities
- Address primary, immediate concerns
- Adapt support for those with disabilities or other impairments
- Steer adolescents away from impulsive reactions
- Encourage “grounding” activities



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Core Action 4: Information Gathering

- How are you doing now? What are your immediate needs and concerns?
- What happened to you during the event? How were you affected?
- How has the event impacted you, your family, and your friends?
- In the next couple of days/ weeks, what concern do you have? Is there anything bothering you about your future?
- Do you want to discuss anything else?



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Core Action 5: Practical Assistance

- Identify/re-clarify most immediate needs
- Discuss an action plan
- Act to address the need
- Focus on realistic solutions
- Focus on empowerment
- Help children and caregivers meet their own needs so that they feel more control



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Core Action 6: Connecting with Social Supports

- Discuss support-seeking and giving
- Provide comments that
 - 1) reflect
 - 2) support
 - 3) empower
- Encourage prosocial activities
- Address issues of loss, separation, and displacement
- Reach out to those that are withdrawn



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Core Action 7: Information on Coping

- Provide basic information on stress reactions and coping
- Discuss the role of reminders
- Explain possible developmental delays/disruptions
- Teach effective coping
- Encourage self-care




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Core Action 8: Linkage with Collaborative Services

- Provide direct links to additional needed services
- Promote continuity in helping relationships
- Work closely with school/ community mental health providers
- Write down referral





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Psychological First Aid Handouts

- Connecting with Others (Seeking and Giving Support)
- When Terrible Things Happen
- Parent Tips for Helping Infant and Toddlers
- Parent Tips for Helping Preschool-Age Children





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Psychological First Aid Handouts II

- Parent Tips for Helping School-Age Children
- Parent Tips for Helping Adolescents
- Tips for Adults
- Tips for Relaxation
- Alcohol and Drug Use After Disasters



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Parent Tips for Helping Preschool-Age Children after Disasters		
Reactions/Behavior	Responses	Examples of things to do and say
<p>Helplessness and passivity: Young children know they can't protect themselves. In a disaster, they feel even more helpless. They want to know their parents will keep them safe. They might express this by being unusually quiet or agitated.</p>	<ul style="list-style-type: none"> Provide comfort, rest, food, water, and opportunities for play and drawing. Provide ways to turn spontaneous drawing or playing about traumatic events to something that would make them feel safer or better. Reassure your child that you and other grownups will protect them. 	<ul style="list-style-type: none"> Give your child more hugs, hand holding, or time in your lap. Make sure there is a special safe area for your child to play with proper supervision. In play, a four year old keeps having the blocks knocked down by hurricane winds. Asked, "Can you make it safe from the winds?" the child quickly builds a double block thick wall and says, "Winds won't get us now." A parent might respond with, "That wall sure is strong," and explain, "We're doing a lot of things to keep us safe."
<p>General fearfulness: Young children may become more afraid of being alone, being in the bathroom, going to sleep, or otherwise separated from parents. Children want to believe that their parents can protect them in all situations and that other grownups, such as teachers or police officers, are there to help them.</p>	<ul style="list-style-type: none"> Be as calm as you can with your child. Try not to voice your own fears in front of your child. Help children regain confidence that you aren't leaving them and that you can protect them. Remind them that there are people working to keep families safe, and that your family can get more help if you need to. If you leave, reassure your children you will be back. Tell them a realistic time in words they understand, and be back on time. Give your child ways to communicate their fears to you. 	<ul style="list-style-type: none"> Be aware when you are on the phone or talking to others, that your child does not overhear you expressing fear. Say things such as, "We are safe from the earthquake now, and people are working hard to make sure we are okay." Say, "If you start feeling more scared, come and take my hand. Then I'll know you need to tell me something."
<p>Confusion about the danger being over: Young children can overhear things from adults and older children, or see things on TV, or just imagine that it is happening all over again. They believe the danger is closer to home, even if it happened further away.</p>	<ul style="list-style-type: none"> Give simple, repeated explanations as needed, even every day. Make sure they understand the words you are using. Find out what other words or explanations they have heard and clarify inaccuracies. If you are at some distance from the danger, it is important to tell your child that the danger is not near you. 	<ul style="list-style-type: none"> Continue to explain to your child that the disaster has passed and that you are away from the danger. Draw, or show on a map, how far away you are from the disaster area, and that where you are is safe. "See? The disaster was way over there, and we're way over here in this safe place."
<p>Returning to earlier behaviors: Thumb sucking, bed-wetting, baby-talk, needing to be in your lap.</p>	<ul style="list-style-type: none"> Remain neutral or matter-of-fact, as best you can, as these earlier behaviors may continue a while after the disaster. 	<ul style="list-style-type: none"> If your child starts bedwetting, change her clothes and linens without comment. Don't let anyone criticize or shame the child.

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Parent Tips for Helping School-Age Children after Disasters		
Reactions	Responses	Examples of things to do and say
<p>Confusion about what happened</p>	<ul style="list-style-type: none"> Give clear explanations of what happened whenever your child asks. Avoid details that would scare your child. Correct any misinformation that your child has about whether there is a present danger. Remind children that there are people working to keep families safe and that your family can get more help if needed. Let your children know what they can expect to happen next. 	<ul style="list-style-type: none"> "I know other kids said that more tornadoes are coming, but we are now in a safe place." Continue to answer questions your children have (without getting irritable) and to reassure them the family is safe. Tell them what's happening, especially about issues regarding school and where they will be living.
<p>Feelings of being responsible: School-age children may have concerns that they were somehow at fault, or should have been able to change what happened. They may hesitate to voice their concerns in front of others.</p>	<ul style="list-style-type: none"> Provide opportunities for children to voice their concerns to you. Offer reassurance and tell them why it was not their fault. 	<ul style="list-style-type: none"> Take your child aside. Explain that, "After a disaster like this, lots of kids- and parents too-keep thinking, 'What could I have done differently?' or 'I should have been able to do something.' That doesn't mean they were at fault." "Remember? The firefighter said no one could save Pepper and it wasn't your fault."
<p>Fears of recurrence of the event and reactions to reminders</p>	<ul style="list-style-type: none"> Help identify different reminders (people, places, sounds, smells, feelings, time of day) and clarify the difference between the event and the reminders that occur after it. Reassure them, as often as they need, that they are safe. Protect children from seeing media coverage of the event, as it can trigger fears of the disaster happening again. 	<ul style="list-style-type: none"> When they recognize that they are being reminded, say, "Try to think to yourself, I am upset because I am being reminded of the hurricane because it is raining, but now there is no hurricane and I am safe." "I think we need to take a break from the TV right now." Try to sit with your child while watching TV. Ask your child to describe what they saw on the news. Clarify any misunderstandings.
<p>Retelling the event or playing out the event over and over</p>	<ul style="list-style-type: none"> Permit the child to talk and act out these reactions. Let him know that this is normal. Encourage positive problem-solving in play or drawing. 	<ul style="list-style-type: none"> "You're drawing a lot of pictures of what happened. Did you know that many children do that?" "It might help to draw about how you would like your school to be rebuilt to make it safer."

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Key PFA Points II

PFA is as much about what NOT to do than what TO do

Emphasize the importance of a toolkit approach

Emphasize the “frame” of the PFA interaction

Its important to gather information about needs and goals

Use the Worksheets and Handouts

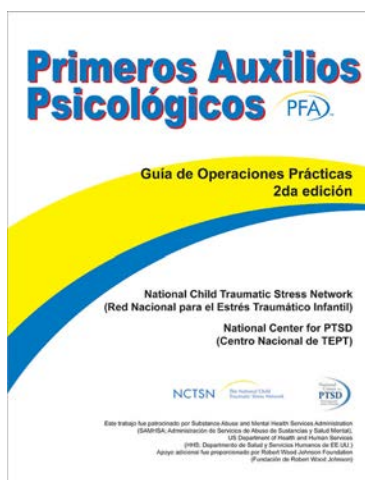


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PFA Translations & Adaptations



- Spanish
- Japanese
- Italian
- Mandarin/Simplified Chinese
- Homeless Youth & Families
- Schools (Primary & Secondary)
- Religious Professionals
- Military
- Firefighters/Emergency Services Personnel
- Medical Reserve Corps



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PFA Online Training

• <https://learn.nctsn.org/enrol/index.php?id=596>

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PFA Mobile Overview

PFA Mobile, is a fully 508 compliant smartphone application for mobile Apple products. The app is designed to assist responders who provide Psychological First Aid (PFA) to adults, families, and children as part of an organized response effort.

PFA Mobile includes:

- Summaries of PFA fundamentals
- PFA interventions matched to specific concerns and needs of survivors
- Mentor tips for applying PFA in the field
- A self-assessment tool for readiness to conduct PFA
- A survivors' needs form for simplified data collection and easy referral

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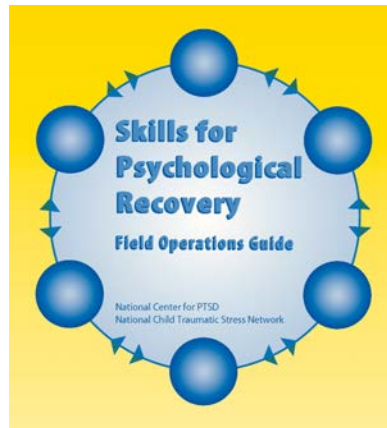
Home Screen

- From the **Home** screen, users can choose from the six main sections of the application.
- The **About** button provides users with information about the application and the team that built it.
- Users may use the **Help** button for a brief description of the main sections of the app.



NCTSN The National Child Traumatic Stress Network

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Skills for Psychological Recovery



NCTSN The National Child Traumatic Stress Network

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Skills for Psychological Recovery (SPR)

- SPR is a series of skill sets that have been shown to be effective in making people feel better after traumatic stress.
- SPR is designed to be 1-5 visits, each which can “stand alone”, but you should encourage multiple visits.
- Be flexible, tailor SPR to people’s needs.



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Components of SPR

- *Information Gathering*: obtains important information about needs and concerns
- *Problem Solving*: increases self-mastery and enhances ability to reduce current stresses and problems
- *Activity Scheduling*: reduces stresses, increases social interaction, reduces depression
- *Managing Reactions*: minimizes arousal and distress
- *Helpful Thinking*: reduces maladaptive appraisals
- *Rebuilding Healthy Social Connections*: engages networks, activity levels, prevents depressive/withdrawal reactions



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Goals of SPR

- Speed up recovery
- Prevent mental health problems
- Support functioning
- Prevent behaviors that may increase difficulties



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SPR in Relation to Therapy

- Shorter duration
- No assumption of psychopathology
- Does not bring in full array of treatment interventions



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Uses of Multiple Contacts

- If you have more than one contact, you can:
 1. Help individuals apply skills to problems
 2. Motivate the person to continue practicing skills
 3. Prevent setbacks after sessions



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Information Gathering and Prioritizing Assistance

Gather information to:

1. Identify current needs and concerns
2. Summarize and prioritize areas to address
3. Make an action plan



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Step 1: Identify Needs and Concerns

Using Checklist, identify problem areas:

- Physical Health
- Mental Health
- Safety
- Basic Necessities
- Substance Use/Abuse
- Emotional Distress
- Current Adversities
- Role Functioning
- Interpersonal Life
- Personal, Family, and Community Development
- Religious/Spiritual Issues



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Building Problem-Solving Skills

- Help the individual tackle a problem situation actively
 - Generate better ideas
 - Have a more thoughtful selection of action
 - Follow through into action
- Give them a tool for new situations
 - Have them repeat problem-solving steps



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Rationale for Building Problem-Solving Skills

- Problems and difficult times after disasters can:
 - Add to the stress level of adults, children, and families
 - Reduce self-care
 - Make a person less able to solve problems
 - Help maintain traumatic stress reactions



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Steps of Building Problem-Solving Skills

After explaining the rationale, use the worksheet to:

1. Define the problem/decide ownership
2. Set the goal
3. Brainstorm
4. Evaluate and choose the best solution



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Promoting Positive Activities

- Make the person feel more in control and that life is more “normal”
- Help them feel less sad, hopeless, fearful, or low in energy
- Remind individuals who feel overwhelmed to make time to do things that improve their health and well-being



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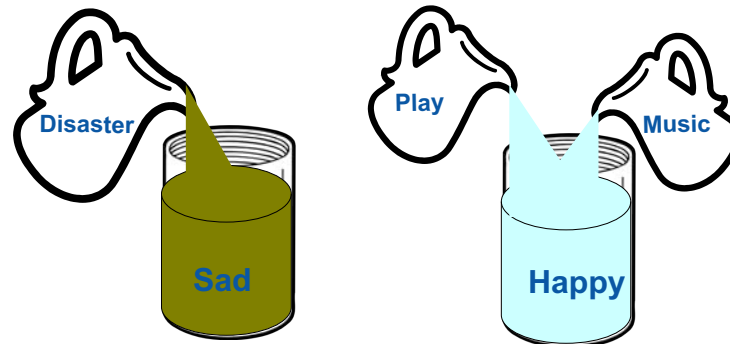
Rationale for Promoting Positive Activities

- People stop doing rewarding things because:
 - They are too busy coping with other problems
 - They just don't feel like it anymore
 - They are avoiding reminders of the disaster
- People become sad, down, or apathetic when they no longer engage in rewarding or meaningful activities



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Rationale for Promoting Positive Activities: Children



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Steps of Promoting Positive Activities

After explaining rationale:

1. Identify and plan one or more activity
2. Schedule activities in a calendar



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Provider Alert

Caution individuals:

- Activities may not be as enjoyable as before
- It's still important to do them
- Include activities that give a breather from everyday stress
- Validate that it has been a trying time by scheduling special family activities



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Managing Reactions

- Enhance skills to calm upsetting physical and emotional reactions
- Learn new strategies to deal with reactions to stressful situations
- Put words to difficult experiences so as to better understand and manage distress



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Rationale for Managing Reactions

- Disaster-affected individuals' distressing reactions can affect:
 - Mood
 - Decision-making
 - Relationships
 - Daily functioning
 - Health
- Reactions to stressful situations and to reminders can add to feeling bad
- Learning skills to manage these reactions can help with all these areas



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Steps of Managing Reactions

After explaining the rationale:

1. Identify Distressing Reactions and their Triggers
2. Teach Skills to Address Priority Reactions
3. Create a Plan to Manage a Reaction



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Step 1: Identify Distressing Reactions and Triggers

- Identify current or recent distressing reactions
- Have individuals describe how they tried to reduce these reactions, and if they were able to do it



Step 2: Teach Skills to Address Priority Reactions

- Using handouts, give the person a toolkit of tips and strategies to reduce their reactions:
 - Posttraumatic Stress Reactions
 - Anger and Irritability
 - Sleep Difficulties
 - Reactions to Chronic Stress
 - Depressed Mood
 - Post-Disaster Fears
 - Grief Reactions
 - Supporting Someone After a Disaster
 - Drug and Alcohol Problems

Step 2: Teach Skills to Address Priority Reactions (cont.)

- Using handouts, give the person a toolkit of tips and strategies to reduce their reactions:
 - For Children: Getting Control of Your Fears
 - For Parents: Helping Children Control Their Fears
 - For Parents: Help for Children's Sleep Problems
 - For Parents: Children's Intrusive (Unwanted) Thoughts & Traumatic Reminders
 - For Parents: Children's Anxiety (Avoiding, Clinging, Fears)
 - For Parents: Children's Tantrums and Acting-Out Behavior
 - For Parents: Children and Grief: Information for Families



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Step 2: Teach Skills to Manage Reactions

Using handouts and worksheets, teach:

1. Calming: breathing retraining, self-talk, meditation, etc.
2. Put Thoughts and Feelings into Words: writing exercise
3. Recognize and Manage Triggers: identify reminders and ways to cope with them before, during, and after the trigger



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I. Calming: Breathing Skills



II. Skills to Put Thoughts/Feelings into Words

Reactions can be helped by writing / drawing about:

- Painful memories, loss, or disaster-related experiences
- Overriding concerns about things that have occurred after the experience or may be happening now
- Concerns about the future

Rationale: Skills to Put Thoughts/Feelings into Words

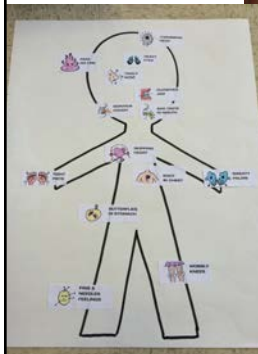
Writing/Drawing/Recording/Art/Poetry:

- Allows you to organize and better understand what has happened, and communicate it
- Teaches you to cope with memories and concerns more effectively
- Helps to identify key concerns to discuss



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HATS: Healing After Trauma Skills



Feelings Strips

Treasure Hunt



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HATS: Healing After Trauma Skills



Dream Catcher



Stop Sign



Activity Wheel



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HATS: Healing After Trauma Skills



Goals Jar



Collage



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HATS: Healing After Trauma Skills

HATS Review



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III. Skills to Recognize and Manage Triggers

- You may be triggered by many different experiences and situations:
 - Internal: thoughts, memories, feelings, bodily reactions
 - External: stressful situations and reminders
- Learning how to cope with them helps you realize you have some control over your reactions

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Steps of Skills to Recognize and Manage Triggers

- Identify a Trigger Situation
- Identify How This is Different from the Actual Disaster (a reminder)
- Identify Strategies to Use Before, During, and After a Trigger



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Promoting Helpful Thinking

- Help individuals look at disaster-related thoughts, and how these affect feelings and behavior
- Identify and practice helpful ways of thinking about disaster-related experiences



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Helpful Thinking is Not the Same as Positive Thinking

- “Positive thinking” is too simplistic
- Negative thoughts may be accurate
- Helpful thoughts can mobilize and energize
- Test effect of thoughts on feeling and behavior



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Rationale for Promoting Helpful Thinking

- Disasters often change people’s thoughts about the world and themselves
 - World is stressful, unpredictable, or dangerous place
 - Trouble trusting other people
 - See personal situation as hopeless
- People under stress can have thoughts that make their situation even worse by increasing feelings of distress
- Focus on helpful ways of thinking can improve mood and adaptive coping



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Steps of Promoting Helpful Thinking

After explaining the rationale:

1. Identify unhelpful thoughts
2. Identify helpful thoughts
3. Rehearse helpful thoughts
4. Assign practice of helpful thoughts



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Helpful Thinking Handout



Common Unhelpful Thoughts	Resulting Emotion	Alternate Helpful Thoughts	New Emotional Response
<p>Coping</p> <ul style="list-style-type: none"> • "I should be coping better" 	<ul style="list-style-type: none"> • Helplessness • Incompetence • Fear 	<p>"The fact I got here today says I am coping a bit"</p> <p>"Talking to a counselor says I am coping better than many others"</p> <p>"Most people will have trouble after this event"</p>	<ul style="list-style-type: none"> • Less fearful • Less helpless • Oriented to seek support/help
<ul style="list-style-type: none"> • "My reactions mean I am going crazy" • "Something must be really wrong with me" 	<ul style="list-style-type: none"> • Fear • Low self-esteem • Pessimism 	<p>"These reactions are only temporary"</p> <p>"Most people have these reactions after a disaster"</p>	<ul style="list-style-type: none"> • Reassured • Intact self-esteem
<ul style="list-style-type: none"> • "Other people are dealing with this better than I am, so what's wrong with me?" • "Only weak people react the way I do" • "I'm damaged goods now" 	<ul style="list-style-type: none"> • Low self-esteem 	<p>"Most people react people this way for a while"</p> <p>"My reaction reflects how big this event was, not how weak I am"</p>	<ul style="list-style-type: none"> • Reassured • Intact self-esteem

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	Keep the Thought	Change the Thought
Advantages (Pros)	In what ways does <i>holding on</i> to your thought make your life seem more manageable, safer, or easier to handle? Does the thought provide you with a sense of control, security, or predictability?	How could <i>changing</i> your thought improve your life? Consider whether changing your thought would reduce negative feelings and free you up from concerns about past events.
Disadvantages (Cons)	In what ways does <i>holding on</i> to your thought make your life more difficult? Consider the effects of the thought on negative feelings that prevent you from doing things you would like to do.	What are the possible disadvantages or costs of <i>changing</i> your thought? Would changing the thought lead to your feeling less control, security, or predictability?

Payoff Matrix

- Make informed choices
- See the cost of holding on to thoughts






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Rebuilding Healthy Social Connections

- Increase connections to positive relationships and community supports
- Individuals may feel isolated due to:
 - Moving from their community
 - Loss of friends and family
 - Sadness, fear, and lack of motivation



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Rationale for Rebuilding Healthy Social Connections

- Positive social support is a proven protective factor in disaster-affected individuals
- Lack of social support or negative social support leads to worse outcomes
- Social support after a disaster helps people meet their emotional and practical needs



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Rationale for Rebuilding Healthy Social Connections

- Positive social support can help people:
 - Feel understood and cared for
 - Feel like they fit in and belong
 - Feel needed and wanted
 - Feel like they are NOT alone or isolated
 - Build confidence that they can handle problems
 - Feel reassured that others will be there
 - Get good advice when facing a difficult situation



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Steps for Rebuilding Healthy Social Connections

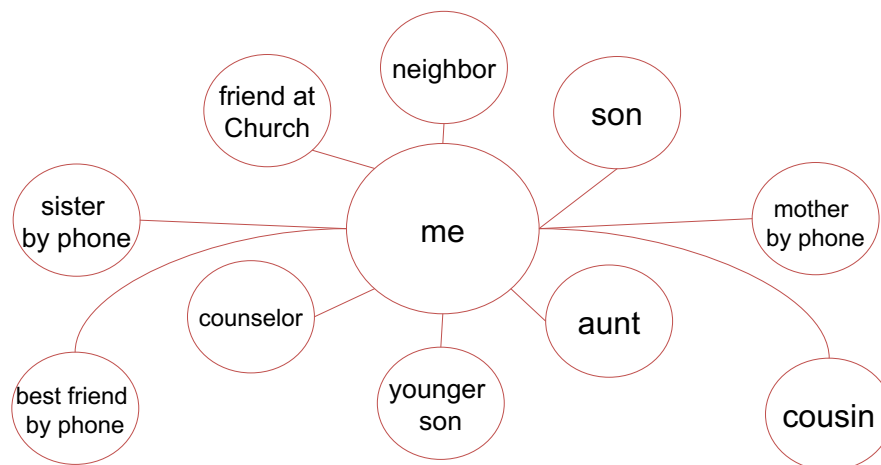
After explaining rationale, use handouts and worksheets to:

1. Develop a Social Connections Map
2. Review the Social Connections Map
3. Make a Social Connections Plan



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Example of Social Connections Map



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Family Interventions: Supporting Resilience in Children

- **Family Communication:** Take seriously the child's perspective and concerns regarding current issues
- **Family Time and Routines:** Identify and address changes in routines related to what the family has experienced
- **Family Cohesion:** Enhance understanding and perspective taking across the family
- **Family Health:** Develop skills to monitor and describe feelings and increase emotional awareness

Cozza, et al., 2018



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Strengthening Child and Parent Skills Together


- Goal Setting
- Emotional Regulation
- Problem Solving
- Communication Skills
- Managing Trauma & Loss Reminders

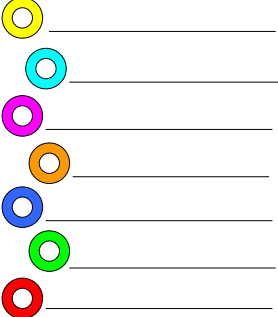


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Child and Family Goal Setting Skills

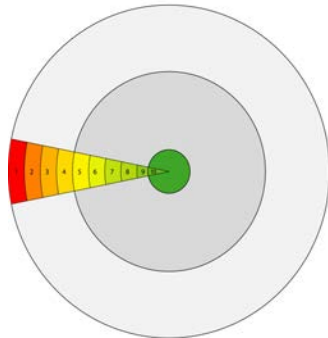
Ring Toss– accomplishing goals in incremental steps



GOAL: 



Family Target Goal Setting

Family Goal: _____





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GOAL 1: Enhance Understanding and Awareness

- Track individual / family stress and adaptation process
- Normalize and contextualize experiences and reactions
- Develop a sense of coherence and meaning
- Support a relational view of resilience

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GOAL 2: Build Confidence and Hope

- Highlight strengths in the midst of adversity
- Praise intentions, efforts and achievements
- Translate (passive) complaints into (proactive) aims
- Reframe and relabel problematic attributions



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GOAL 3: Support Improved Family Communication

- Promote empathy and perspective-taking
- Develop strategies for appropriate sharing and emotional expression
- Practice specific communication micro-skills
- Create opportunities for family communication



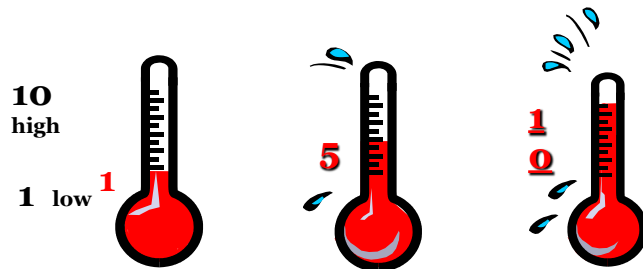
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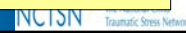
Emotional Regulation Tools for Children

- Using a Feeling Thermometer
- Ranking Positive and Negative Feelings
- Assessing Common Coping Skills for Child



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Mapping Feelings



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Family Problem Solving Skills

Problem Solving is a SNAP!

Step 1: **S**tate the problem

Step 2: **N**ame the goal

Step 3: **A**ll possible solutions

Step 4: **P**ick the best one and try it out



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Parent-Child Communication Skills

- Letting others know what you want
 - “I” statements
 - Say exactly what you want
 - Body language
- Parent-Child Communication
 - Listening and Talking
 - Monitoring Reactions
 - Learning How to Hold a Family Meeting



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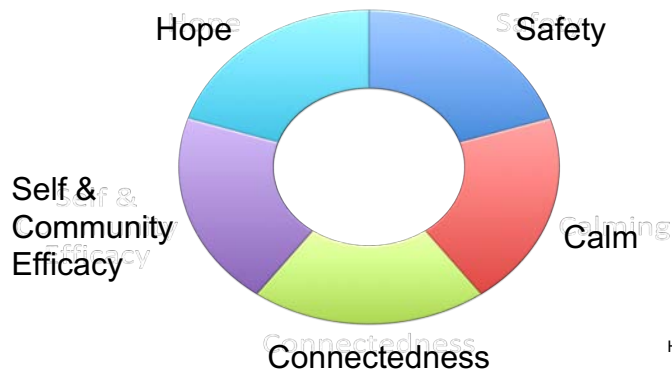
Building Social Support

- Identify types of support
- Problem solve ways to access positive and decrease negative support
- Utilize support networks for your child
- Make a plan for communication



89

Five Empirically-Supported Early Intervention Principles



Hobfoll et. al, 2007



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Psychological Sense of Safety

- A belief that your needs—and those of family and friends—will be met now and in the future
- A belief that you are protected from harm and that those around you will stay safe



Safety: Youth Actions

- Keep to your routine as much as possible
- When you start to feel anxious or afraid, distract yourself by doing something relaxing or fun, focus on something that motivates you, or take some action that might help you or someone else
- Talk about your concerns with a trusted friend, family member, teacher, or counselor
- Avoid dwelling on rumors or “horror stories” about the disaster. If you aren’t sure about the accuracy of a story, ask your parents, a teacher, or someone else whose opinion you trust
- Find ways to avoid reminders that may make you feel worse

Safety: Parent Actions

- Talk to your children about what is happening
- Be honest, but avoid alarming them unnecessarily
- Use language that they can understand. For younger children, you may have to repeat information several times
- Encourage your children to talk about their concerns with you or another trusted adult
- Be patient with younger children who may cling more to you.
- Avoid watching too much news about the disaster, especially in front of younger children
- Keep to a regular family routine as much as possible.



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Calming

- Self-soothing; the ability to relax mind and body
- Staying relaxed or grounded, rather than numb, shut down, agitated, or overly excited
- Keeping body and mind quiet enough to focus and concentrate



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Calming: Youth Actions

- Talk about concerns with a trusted other
- Focus on slowing down breathing
- Meditate by staying focused on the present moment, paying attention to your experiences, and accepting them without judgment
- When you find you are thinking things that make you nervous or angry, stop or change the thoughts, or distract yourself by changing activities
- Participate in activities that make you happy:
 - Listen to soothing music
 - Listen to comedy acts or music concerts to take your mind off your troubles
 - Listen to guided visualizations/meditations when you can't fall asleep
 - Imagine people or places or things that have calmed you or brought you joy
 - Write in a journal
 - Spend time with others watching enjoyable, funny movies or television
 - Increase physical activity



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Calming: Parent Actions

- Reassure family members they are reacting in an understandable way to a very difficult situation
- Think about ways you already know to calm yourself and do these more frequently
- Learn new ways to calm yourself and share them with your family
- Encourage daily exercise or increased physical activity
- Model, teach, and review effective problem-solving
- Have the entire family engage in enjoyable activities
- Have family members share music or shows that inspire them, help them cope, or make them laugh
- Keep a journal or use art to express feelings and thoughts
- Make sure the family gets breaks from upsetting news, but don't "protect" the family from information just to keep them calm, as you may lose their trust if you withhold such information
- Remind family members to stop or change those thoughts that aren't helpful, or distract themselves by changing activities. Give them an example of a thought you had that made you feel worse, and how you changed or interrupted it.



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Self-Efficacy

- Self-efficacy: the feeling that you can do what you need to do to handle tough times



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Self-Efficacy: Youth Actions

- Connect with other people in the community
- Make a list of your strengths and talents. Tape up the list where you will see it often. Brainstorm new ways to use those strengths and accomplish your goals.
- Adjust your expectations about what a “good day” is
- Set your goals to be more realistic and break them up into small steps
- Participate in your community. When you see a problem at your school or in your neighborhood, do something about it. For example, tutor at a nearby school, serve meals at a food bank, shelve books at a library, teach adults or kids to read, care for animals at a shelter, create a website for a non-profit organization, pick up trash at a park or beach.



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Self-Efficacy: Parent Actions

- Talk about your concerns with someone who will support you, rather than judge you or make you feel worse.
- Talk to your children and let them know that, while things are hard, you have confidence that no matter what it takes, you can handle it together as a family. Use language that they can understand.
- Make a list of options, resources, and personal strengths. Include ways you or family members got through earlier hard times. Use this list to make empowering “self statements” that give you the energy to complete needed tasks.
- Keep searching. Problem-solve to stay up-to-date on possible available resources (i.e., financial, shelter, housing, employment, or counseling)



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Connectedness

- Having relationships with others who understand and support you
- Related to better emotional well-being and recovery



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Connectedness: Youth Actions

- Identify friends, family, and other adults you trust and like spending time with.
- Don't stay isolated. Reconnect with your friends and family. Even if you don't think you'll have a good time, do it anyway. You'll find it's easier and more fun than you thought.
- Consider connecting with a broader group, even those who are distant geographically
- The more you reach out, the more likely—and the sooner—you will find resources and options.



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Connectedness: Parent Actions

- Suggest things children can do to help the family
- Help children learn or remember basic social skills around supporting others and asking for support from others
- Schedule weekly time together as a family
- Try to be creative in planning family time. Look for free or inexpensive activities: have a board or card game night, play sports or video games, go on a hike or picnic). Encourage your children to do activities like these with their friends. Lack of money doesn't have to mean lack of fun
- Don't isolate yourself. Reconnect with your friends and family. Even if you don't think you'll have a good time, do it anyway. It could be easier and more fun than you thought. n The more you reach out, the more likely—and the sooner—you will find resources and options



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Hope

- The expectation that things will work out; trusting that everything is going to be alright



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Hope: Youth Actions

- Find ways to regain your belief that things will work out and/or faith in a Higher Power
- Join with others in your larger community who can provide emotional support and encouragement
- Ask a good friend, a family member, or a teacher you respect how he or she has maintained hope in troubled times
- Meet with a counselor, a residence advisor, or other trusted adult who can help you look at things from a different perspective, helping you identify your strengths and talents and list your options and resources
- If watching news reports makes you feel hopeless, don't watch. Turn to an activity that will distract you and give you relief
- If you are feeling suicidal, get help. Reach out to your family or call SAMHSA's National Suicide Prevention Lifeline at 1-800-273-TALK (8255).



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Hope: Parent Actions

- Let your children know that, while things are hard, you have confidence that no matter what it takes, you can handle it together as a family
- Share with your children how you have maintained hope in troubled times or how they can look at things from a different perspective.
- Help your child make a list of their strengths, talents, options and resources
- If watching news reports makes you and family members feel hopeless, don't watch them. Change to something that will give you all some relief
- If you have had faith in a Higher Power, try to amplify the ways that you feel trust in those beliefs.
- Seek help if you are having trouble believing that things will work out.
- If you see your children feeling hopeless, talk with them and get them counseling if they need it
- If you or anyone in your family are feeling suicidal, get help. Reach out or call SAMHSA's National Suicide Prevention Lifeline at 1-800-273-TALK (8255).



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Cognitive Behavioral Intervention for Trauma In Schools (CBITS)

- 10 child group therapy sessions for trauma symptoms
- 1-3 individual child sessions for exposure to trauma memory and treatment planning
- Parent outreach, 2 sessions on education about trauma, parenting support
- 1 teacher session including education about detecting and supporting traumatized students (1 session)



Franco, D. (2018). Trauma without borders: The necessity for school-based interventions in treating unaccompanied refugee minors. *Child and adolescent social work journal*, 35(6), 551-565.



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Goals of CBITS

- Symptom Reduction
 - PTSD symptoms
 - General anxiety
 - Depressive symptoms
 - Low self-esteem
 - Behavioral problems
 - Aggressive and impulsive
- Build Resilience
- Peer and Parent Support



Results

- PTSD and Depressive symptoms decrease
- Grades and classroom behavior improve
- As trauma symptoms decrease, grades improve
- Teachers report fewer classroom learning problems after program
- Parents report overall improved behavior and functioning

Trauma Focused-CBT (TF-CBT)

- The target symptoms for TF-CBT are PTSD, depression, anxiety, and behavioral symptoms secondary to trauma.
- Works for children who have experienced any trauma, including multiple traumas.
- Has been used for children ages 3-18.
- Is effective with children from diverse backgrounds.
- Works in as few as 12 treatment sessions.
- Has been used successfully in clinics, schools, homes, residential treatment facilities, and inpatient settings.
- Works even if there is no parent or caregiver to participate in treatment.
- Works for children in foster care.
- Has been used effectively in a variety of languages and countries.



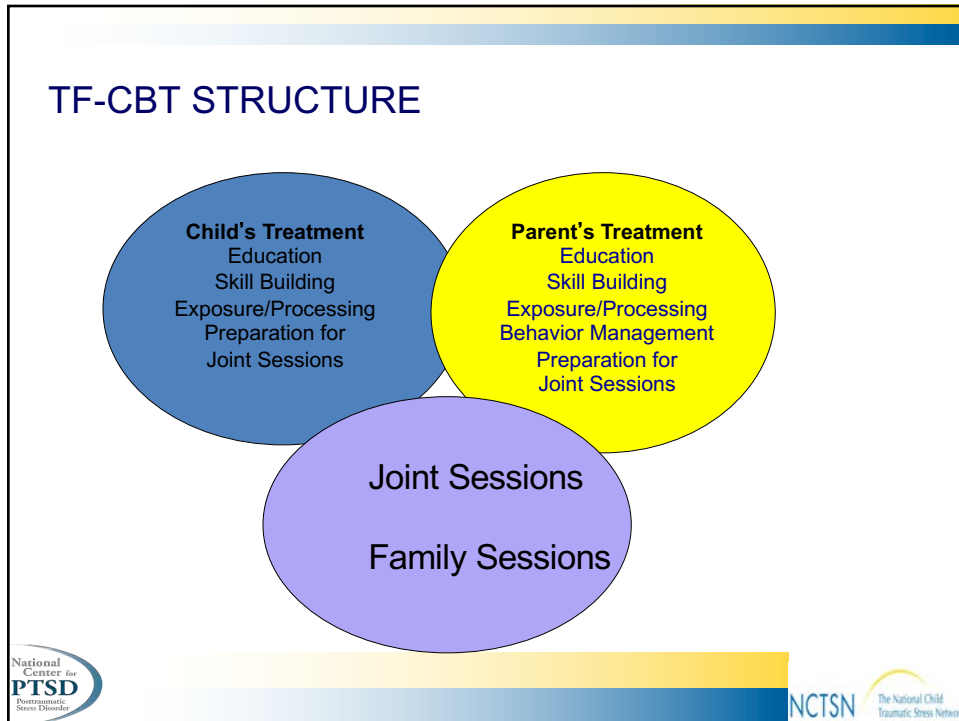
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TF-CBT Components: PRACTICE

- **P**sychoeducation
- **P**arent Component (includes parenting skills)
- **R**elaxation
- **A**ffect identification and regulation
- **C**ognitive coping
- **T**rauma narration and cognitive processing of these experiences
- **I**n vivo desensitization to trauma reminders
- **C**onjoint child-parents sessions
- **E**nhancing safety and future development



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TF-CBT *Web*

TF-CBT *Web* is a web-based, distance education training course for learning Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT).



TF-CBT *Web* is offered free of charge.

www.musc.edu/tfcbt




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TF-CBT Web

- Web-based learning
- Learn at your own pace
- Learn when you want
- Learn where you want
- Return anytime
- **10 hours of CE**

Each module has:

- Concise explanations
- Video demonstrations
- Clinical scripts
- Cultural considerations
- Clinical Challenges

www.musc.edu/tfcbt

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Take Home Messages

- Prepare relationships
- Think systemically
- Utilize a stepped care model which includes:
 - Informational Resources a Community Resilience
 - Psychological First Aid
 - SPR
 - Mental Health Treatment

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Resources

- PFA Online: <https://learn.nctsn.org/course/index.php?categoryid=11>
- Harvard Program for Refugee Trauma: <http://hpvt-cambridge.org/>
- Office of Refugee Resettlement: <http://www.acf.hhs.gov/programs/orr>
- John's Hopkins Bloomberg School of Public Health Ctr for Refugee and Disaster Response: <http://www.jhsph.edu/research/centers-and-institutes/center-for-refugee-and-disaster-response>
- *Disaster Distress Helpline*: <http://disasterdistress.samhsa.gov>
- SAMHSA: <http://www.samhsa.gov/trauma-violence>
- U.S. Dept of State Bureau of Population, Refugees, and Migration: <http://www.state.gov/j/prm/index.htm>
- Refugee Health Technical Assistance Center: <http://refugeehealthta.org>
- Office of the United Nations High Commissioner for Refugees: <http://www.unhcr.org/cgi-bin/texis/vtx/home>

