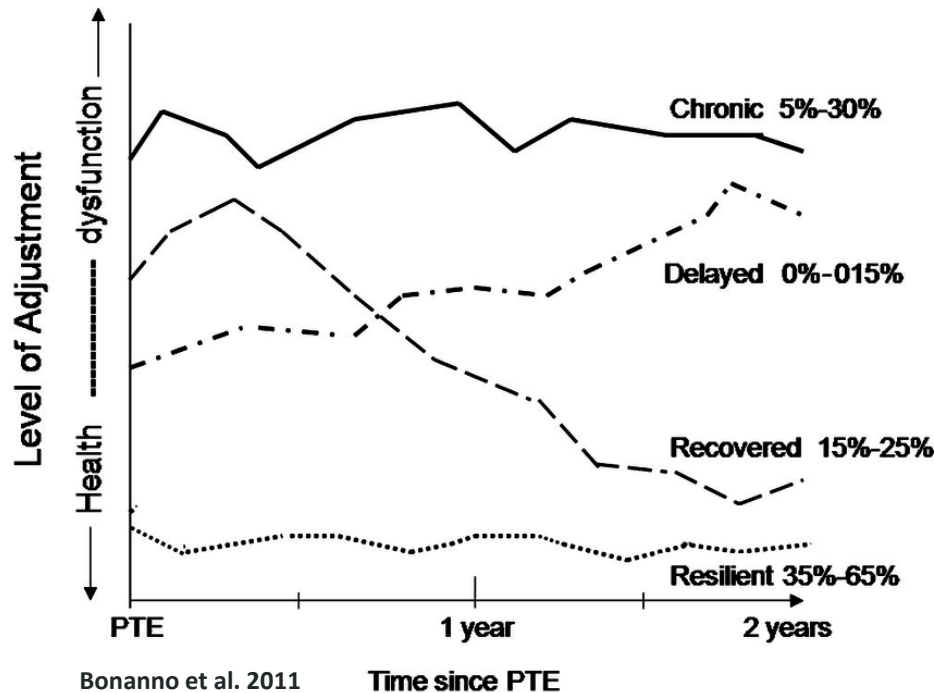


Available materials to support parents and helpers

Dr. Andreas Witt & Thorsten Sukale
ESCAP Webinar

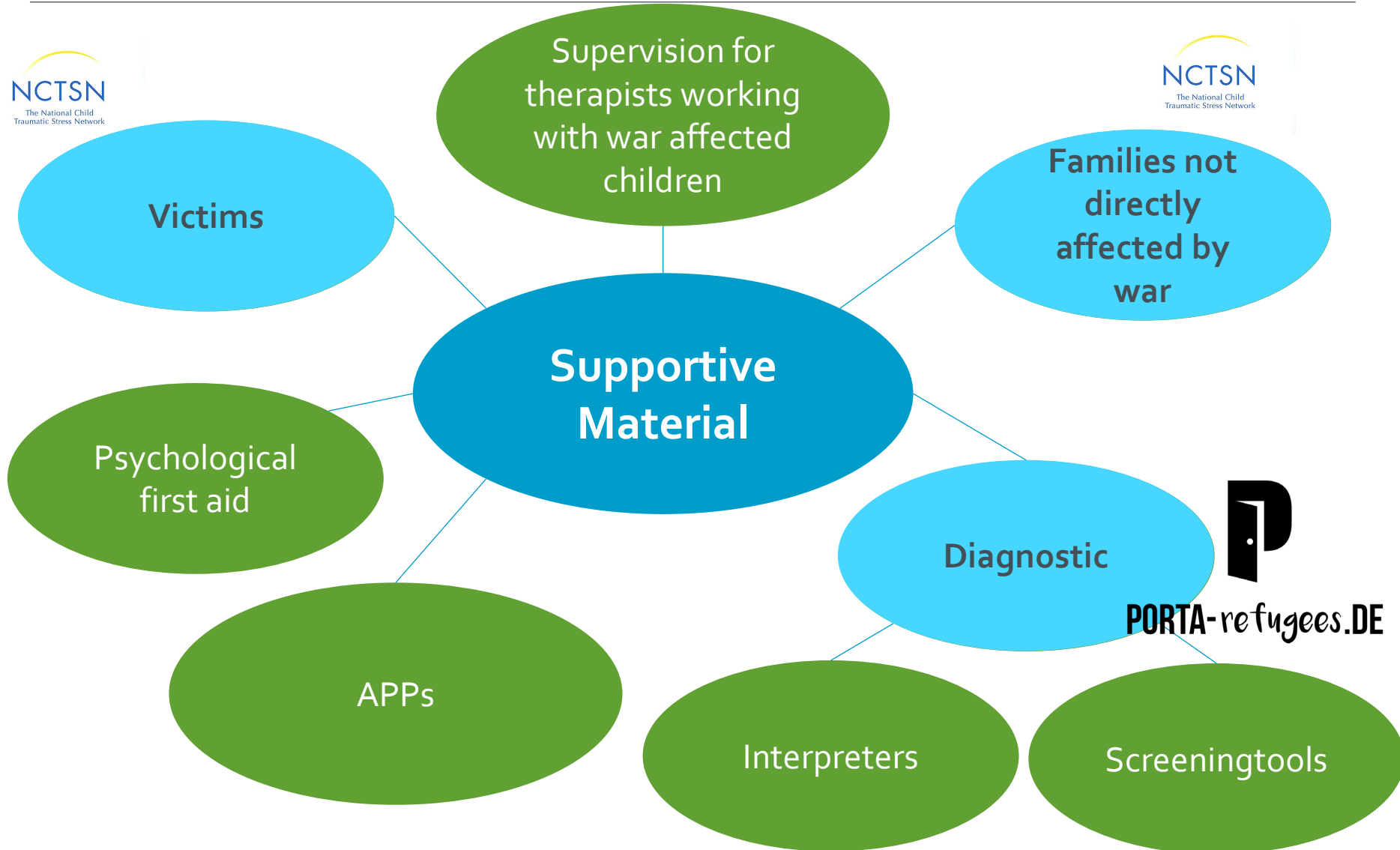
Prototypical trajectories after adversity



- Percentages may vary by type of adversity
- Similar patterns in children (e.g. natural disasters)

- Initial interventions to promote resilience and recovery
- Screening process with follow-up is necessary to detect chronic or delayed reactions
- Preparation for crisis intervention in inpatient units
- Interpreter-assisted EBTs

Available material to support victims



National Child Traumatic Stress Network (NCTSN, www.nctsn.org)

1. Talking to children about war

- Helpful for all families
- Available in English, German, Russian, Ukrainian, Japanese

2. After Crisis: Helping children heal

- Helpful for affected families
- Available in English, German, Russian, Ukrainian, Romainian, Pashto, Dari, Norwegian, Spanish

3. Age-related reactions to a traumatic event

- Helpful for affected families in longer terms
- Available in English, German, Russian, Ukrainian, Pashto, Dari

Talking to children about war

1. Potential Impact and Considerations

- War as trauma reminder (i.e. refugees from Syria, Balkan War)
- Increased worry in military families
- Families with family in Ukraine, Russia

NCTSN

The National Child
Traumatic Stress Network



Talking to Children about War

The attack on Ukraine has evoked many emotions including anger, fear, anxiety, worry, and confusion. It has also created safety concerns for the region that reach into our own country. Some families may be worried about loved ones who are directly impacted, including those who live in the area; those who were visiting and are trying to get back to the United States; or those who are deployed as part of the military, government, or a relief organization. When there are events like these in other countries, we may feel the economic impact in the United States including seeing raising gas prices, higher prices for some imported goods, and changes in the stock market. These consequences can lead to additional worries for families that were already struggling financially from the pandemic. Most children will learn about the war and its consequences through the media or social media. Caregivers and children alike may be struggling to make sense of what they are seeing and hearing. Children of all ages will be turning to trusted adults for help and guidance. Parents and caregivers can help navigate what they are seeing and hearing by having a conversation with them, acknowledging their feelings, and finding ways to cope together.

Potential Impact and Considerations

- For some children and families, the war may serve as a reminder of their own trauma or loss. This may result in feelings of sadness, fear, and helplessness, worries about separation, increased acting out, as well as possible disruptions to their sleep, appetite, and ability to concentrate. Caregivers can provide support to children by 1) learning about common trauma reactions; 2) offering comfort and reassurance; and 3) finding opportunities for connections with family and others important in their lives. To learn more read [Age-Related Reactions to a Traumatic Event](#).
- Military families may be experiencing an increased worry for loved ones who are or may be deployed as a result of the war or who are already stationed in the region. Although military families understand the risks associated with being in the military community, they could use additional supports to help bolster their resilience and to assist them through these challenging times. For best practices providers can read [Working Effectively with Military Families: 10 Key Concepts All Providers Should Know](#), and parents/caregivers can read [Understanding Child Trauma and Resilience: For Military Parents and Caregivers](#).
- Families who have loved ones in the Ukraine, Russia, and the surrounding region may need to take extra time to discuss children's concerns related to the safety of their relatives and friends, and to acknowledge how difficult, the uncertainty and worry can be for the entire family. While keeping up with events is especially important when family is involved, finding some time each day to take a break from coverage and engage in other activities is important for everyone's overall coping.

Talking to Children about War

- **Start the Conversation**
 - Check in by asking what your children know about the situation. Most school-age children and teens will have heard something from media outlets, social media, teachers, or peers.
 - Do NOT presume you know what your children are thinking or feeling. Ask how they are feeling about what is happening in Ukraine and respond to the concerns they share. Remember, their worries and feelings may not be what you think. Validate feelings your children share.
 - Plan to have multiple conversations if they have had a lot of questions or as the situation changes. Checking back in as changes occur helps children to know you are open to talk about difficult situations.

Talking to children about war

2. Talking to Children about War

- Start the conversation
- Clear up misunderstandings
- Provide context
- Monitor adult conversations

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Talking to children about war

3. Understanding Media Exposure

- Media coverage can be a threat to children
- Caregivers need to support children in adequate use

4. How to Foster Resilience

- Increase connections
- Emphasize helpers
- Keep to routines
- Offer patience

Understanding Media Exposure

- Media coverage of war, combat, and its aftermath may be upsetting to children of all ages and can increase fear and anxiety.
- The more time children spend viewing coverage of the war, the more likely they are to have negative reactions. Excessive viewing may interfere with children's recovery afterwards.
- Very young children may not understand that the event is not happening in their community.
- Caregivers can help by limiting exposure to media coverage, including social media discussions of the war. This is helpful for caregivers too.
- The younger the child, the less exposure they should have. If possible, preschool children should not be watching coverage at all.
- Caregivers can support older children by viewing media together in order to answer questions or explain what they are seeing, even continuing to be open to discussion after you turn the coverage off. Check in with them about what is being discussed on social media about the war, allowing for ongoing conversations about it.

Talking to Children about War www.NCTSN.org

How to Foster Resilience

- **Increase connections:** Families can benefit from spending increased time together, providing extra reassurance and hugs, and reaching out to other family or community members. For example, reach out to those in the military or those with families in the area and check how they are doing and what they need during these stressful times.
- **Emphasize the helpers:** Caregivers can support children by highlighting the many ways people are working to support those affected by war and to end the conflict.
 - If children wish to help those impacted by the war, consider ways to do so including sending letters to the troops, sending donations to responding charity organizations, supporting local refugee organizations, or participating in activities being offered by your faith, culture, or community organizations.
- **Keep to routines:** In times of stress, routines can be comforting for children and teens. As much as possible, keep to your routines and schedules in the face of current events. For those that are worried about economic hardships, discuss as a family the activities that can be done together that will not add to this burden but will still offer moments of laughter and joy.
- **Offer patience:** In times of stress, children and teens may have more challenges with their behavior, concentration, and attention. Caregivers can offer additional patience, care, and love to children and themselves, in recognition that everyone could be affected. Remember, just as you are being extra patient and caring with your children, you need to be patient and kind to yourself as we all may feel increased stress at this time.

After Crisis: Helping children heal

S – Safety First

A – Allow Expression of Feelings

F – Follow your Childs Lead

E – Enable your Child to tell the Story of
what happened during & after

T – Ties: Reconnect with supportive
people

Y – Your Child needs You

EARLY TRAUMA TREATMENT NETWORK
Child Trauma Research Program
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AFTER A CRISIS: HOW YOUNG CHILDREN HEAL

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- Tell them where you are going and when you will come back.

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- Help your child express anger in ways that won't hurt, using words, play, or drawings.
- Help your child name how they feel: "scared," "happy," "angry," "sad." Tell them it's OK to feel that way.
- Talk about the things that are going well to help you and your child feel good.

F FOLLOW YOUR CHILD'S LEAD

- Different children need different things. Some children need to run around, others need to be held.
- Listen to your child and watch their behavior to figure out what they need.

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T TIES—RECONNECT WITH SUPPORTIVE PEOPLE, COMMUNITY, CULTURE & RITUALS

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For more information go to NCTSN.org or Childparentpsychotherapy.com | Chandra Ghosh (pam), Alicia F. Liberman, & Patricia Van Horn, 2005

After Crisis: Helping children heal

S – Safety First: Child feels safe when you...

- Hold child and let it stay close
- Tell them you will take care of them
- Protect from frightening media
- Familiar things
- Transparency
- Routine
- Leave them with familiar people
- Tell them, when you come back

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After Crisis: Helping children heal

A – Allow Expression of feelings

- Acting out – difficult feelings = difficult behavior
- Helping children to name how they feel, i.e. scared
- „it's OK to be angry, but it's not OK to hit me“
- Help to express anger in a way that won't hurt
- Talking about things that are going well, make the child feel good

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F – Follow your child's lead

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- Listen and observe to find out, what the child needs

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After Crisis: Helping children heal

E – Enable child to tell the story of what happened

- Having a story helps to make sense and to cope
- Children can use play to tell their story
- Support child in telling the story – not only what happened, but how you feel
- Follow child's lead – leave room for breaks
- Hearing the child's story can be difficult – parents should search for support

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For more information go to NCTSN.org or Childparentpsychotherapy.com | Chandra Ghosh (pjm), Alicia F. Liberman, & Patricia Van Horn, 2005

After Crisis: Helping children heal

T – Ties: Reconnect with supportive people, communities, culture, ritual

- Routines: familiar bedtime story, song, prayer offer hope
- Find connections, i.e. religious group
- Help the child as parents take care of themselves.

EARLY TRAUMA TREATMENT NETWORK
Child Trauma Research Program
University of California, San Francisco

A PARTNER IN
NCTSN
The National Child Traumatic Stress Network

AFTER A CRISIS: HOW YOUNG CHILDREN HEAL

Young children, toddlers, and preschoolers know when bad things happen, and they remember what they have been through. After a scary event, we often see changes in their behavior. They may cry more, become clingy and not want us to leave, have temper tantrums, hit others, have problems sleeping, become afraid of things that didn't bother them before, and lose skills they previously mastered. Changes like these are a sign that they need help. Here are some ways you can help them.

S SAFETY FIRST—YOUR YOUNG CHILD FEELS SAFE WHEN YOU

- Hold your child or let them stay close to you.
- Let them know what will happen next (to the degree that you know).
- Tell your child you will take care of them when things are scary or difficult. With children who are learning to talk, use simple words, like saying "Daddy's here."
- Have a predictable routine, at least for bedtime: a story, a prayer, cuddle time.
- Keep them away from frightening TV images and scary conversations.
- Leave them with familiar people when you have to be away.
- Do familiar things, like singing a song you both like or telling a story.
- Tell them where you are going and when you will come back.

A ALLOW EXPRESSION OF FEELINGS

- Young children often "behave badly" when they are worried or scared. Children can "act out" as a way of asking for help. Remember! Difficult feelings = Difficult behavior.
- Show your child the right way to behave, like saying "It's OK to be angry but it's not OK to hit me."
- Help your child name how they feel: "scared," "happy," "angry," "sad." Tell them it's OK to feel that way.
- Help your child express anger in ways that won't hurt, using words, play, or drawings.
- Talk about the things that are going well to help you and your child feel good.

F FOLLOW YOUR CHILD'S LEAD

- Different children need different things. Some children need to run around, others need to be held.
- Listen to your child and watch their behavior to figure out what they need.

E ENABLE YOUR CHILD TO TELL THE STORY OF WHAT HAPPENED DURING & AFTER

- Having a story helps your child make sense of what happened and cope better with it.
- As you tell the story, follow your child's lead. When the story is difficult, your young child may need breaks: running around, being held, playing something else. This is OK. They will come back to the story when they are ready.
- Children use play to tell their story. For example, they may make popping sounds to show what they experienced. They may hide in the closest to show what it was like to shelter-in-place.
- It can be hard to watch your children's play or listen to their stories of what happened. Get support if it is too hard for you to listen without becoming upset.
- Join your child in showing and telling not only what happened, step by step, but also how you both felt.

T TIES—RECONNECT WITH SUPPORTIVE PEOPLE, COMMUNITY, CULTURE & RITUALS

- Simple things like a familiar bedtime story, a song, a prayer, or family traditions remind you and your child of your way of life and offer hope.
- If you belong to a group, like a church, try to find ways of reconnecting with them.
- You can help your child best when you take care of yourself. Get support from others when you need it.

Y YOUR CHILD NEEDS YOU

- Reassure your child that you will be together.
- If you need to leave your child, let them know for how long and when you are coming back. If possible, leave something that belongs to you, or a picture that your child can have.
- It is common for children to be clingy and worried about being away from you.
- Just being with your child, even when you can't fix things, helps your child.

For more information go to NCTSN.org or Childparentpsychotherapy.com | Chandra Ghosh (penn), Alicia F. Lieberman, & Patricia Van Horn, 2005

After Crisis: Helping children heal

Y – Your child needs you

- Reassurance that they will be together
- Children can be clingy and worried about being left alone
- Just being there can help
- If parents need to leave be transparent and reliable. Parents should leave something that belongs to them

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Age-related trauma reactions for

- Preschool children
 - School-aged children
 - Adolescents
- Helps to normalize behavior
- Provides psychoeducation
- Gives information on how to help

NCTSN The National Child
Traumatic Stress Network

Age-Related Reactions to a Traumatic Event



A fundamental goal of parenting is to help children grow and thrive to the best of their potential. Parents anticipate protecting their children from danger whenever possible, but sometimes serious danger threatens, whether it is manmade, such as a school shooting or domestic violence, or natural, such as a flood or earthquake. And when a danger is life-threatening or poses a threat of serious injury, it becomes a potentially traumatic event for children.

By understanding how children experience traumatic events and how these children express their lingering distress over the experience, parents, physicians, communities, and schools can respond to their children and help them through this challenging time. The goal is to restore balance to these children's lives and the lives of their families.

HOW CHILDREN MAY REACT

How children experience traumatic events and how they express their lingering distress depends, in large part, on the children's age and level of development.

Preschool and young school-age children exposed to a traumatic event may experience a feeling of helplessness, uncertainty about whether there is continued danger, a general fear that extends beyond the traumatic event and into other aspects of their lives, and difficulty describing in words what is bothering them or what they are experiencing emotionally.

This feeling of helplessness and anxiety is often expressed as a loss of previously acquired developmental skills. Children who experience traumatic events might not be able to fall asleep on their own or might not be able to separate from parents at school. Children who might have ventured out to play in the yard prior to a traumatic event now might not be willing to play in the absence of a family member. Often, children lose some speech and toileting skills, or their sleep is disturbed by nightmares, night terrors, or fear of going to sleep. In many cases, children may engage in traumatic play—a repetitive and less imaginative form of play that may represent children's continued focus on the traumatic event or an attempt to change a negative outcome of a traumatic event.

For school-age children, a traumatic experience may elicit feelings of persistent concern over their own safety and the safety of others in their school or family. These children may be preoccupied with their own actions during the event. Often they experience guilt or shame over what they did or did not do during a traumatic event. School-age children might engage in constant retelling of the traumatic event, or they may describe being overwhelmed by their feelings of fear or sadness.

→ Trauma reactions are normal reactions to unnatural events



PORTA-refugees.DE

PROVIDING ONLINE RESOURCE AND TRAUMA ASSESSMENT FOR
REFUGEES

Agenda

- Initial situation
- Modules of PORTA
- First results
- Discussion



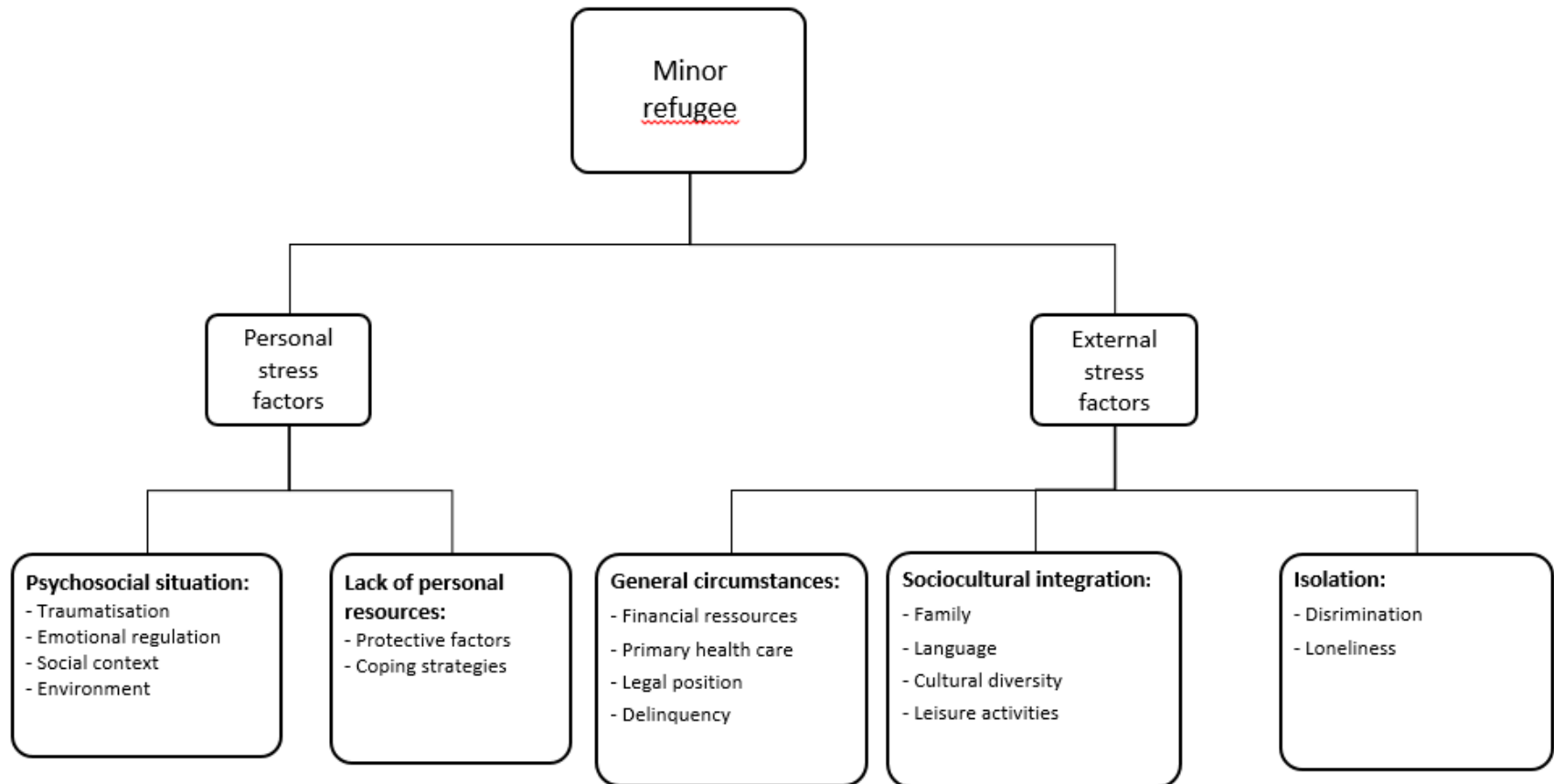
Initial situation



Sukale et al (2016):

- Problems of refugees are numerous as well as their different personalities
- Increased numbers of refugees is a challenge for minors themselves the supporting environment (e.g caretaker, employees)
- interventions to analyze the need of refugees has to be established to guarantee a proper assessment and derive relevant measures





Look at: „core stressors overview“ from the NCTSN,
adapted and supplemented from Sukale et. al (2016)



Modules of PORTA



- Providing **O**nline **R**essource and **T**rauma **A**ssessment for Refugees (PORTA):

An internet-based tool for assessment of stress and planning of intervention for minors with refugee experiences

- Goals
 - Uncomplicated and fast assessment of stress factors and tailored intervention planning
 - Direct report about stress intensity and appropriate solutions



- Screening of stress factors by employees in refugee assistance organizations (e.g. physicians, psychotherapists, teachers, volunteers), psychological parents, and by minors themselves
- Self-Assessment for psychological parents
- Minors: additional questionnaires on the topics PTSD (CATS), suicidal tendencies and non suicidal self-injurious behavior (SITBI), psychological stress (anxiety, depression, behavior problems, concentration problems) (SDQ, RHS-15, PHQ-9)
- Process rating





Anmeldename	Passwort	Login
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[Kennwort vergessen?](#)

PORTA MED

„Die massiv gestiegenen Zahlen geflüchteter Kinder und Jugendlicher stellen sowohl die Betroffenen selbst als auch das Gesundheitssystem vor eine große Herausforderung.“

WAS IST PORTA?

PORTA ist ein onlinebasiertes Tool zur Belastungseinschätzung bei minderjährigen Kindern und Jugendlichen mit Fluchterfahrung.

Mit diesem Tool ist eine einfache Einschätzung unterschiedlicher Belastungsfaktoren im Fremd- und Selbsturteil möglich. Ergänzt wird es durch störungsspezifische Fragebögen im Fremd- und Selbsturteil zu den Themen Trauma, Depression, Angst, Verhaltensauffälligkeiten, selbstverletzendes Verhalten und Suizidalität.

Wählen Sie einen Beurteilungstyp aus, zum Beispiel, wenn der Jugendliche die Fragen beantwortet, klicken sie auf Selbstbeurteilung.

Beurteilung durch Fachkräfte

Beurteilung durch Bezugspersonen

Selbstbeurteilung Bezugspersonen

Selbstbeurteilung

Abbrechen



Assessment by others

Caregivers

- ✓ „Traffic-light-screening“
- ✓ CATS 3-6
- ✓ CATS 7-17
- ✓ SDQ



Self-Assessment

Child or Adolescent

- ✓ „Traffic-light-screening“
- ✓ CATS 7-17
- ✓ SDQ
- ✓ RHS
- ✓ SITBI
- ✓ PHQ-9

Self-Assesment Parents

- ✓ „Traffic-light-screening“
- ✓ RHS-15
- ✓ PHQ-9
- ✓ CATS



- Each criteria is individually assessed
- Individual assessments are grouped by cluster topics
- Each cluster topic is evaluated based on a traffic light system
- Guideline for evaluating the criteria:
 - green = little stress, few problem
 - yellow = average stress, considerable problems
 - red = high stress level, serious problems






Sprachauswahl

Englisch



Dear parents, dear guardian, dear caregiver,

This screening questionnaire asks about stressful factors that can play a role in the day-to-day lives of young refugees. We would like to ask you to indicate how you perceive your child with regard to each of the following questions on average. The individual points should be rated as follows:

-  green = little stress, few problems
-  yellow = average stress, considerable problems
-  red = high stress, serious problems

INDIVIDUAL STRESS FACTORS

1. Psychosocial situation

Trauma

- The child/adolescent reports traumatic experiences
- The child/adolescent suffers from flashbacks and nightmares
- The child/adolescent suffers from sleeping problems (problems falling or staying asleep or waking up early)
- Certain situations trigger unusual behavior
- The child/adolescent avoids certain situations, withdraws often and prefers to be alone
- The child/adolescent is often tense
- The child/adolescent reports pain (headaches, stomach aches, etc.) or asks for painkillers



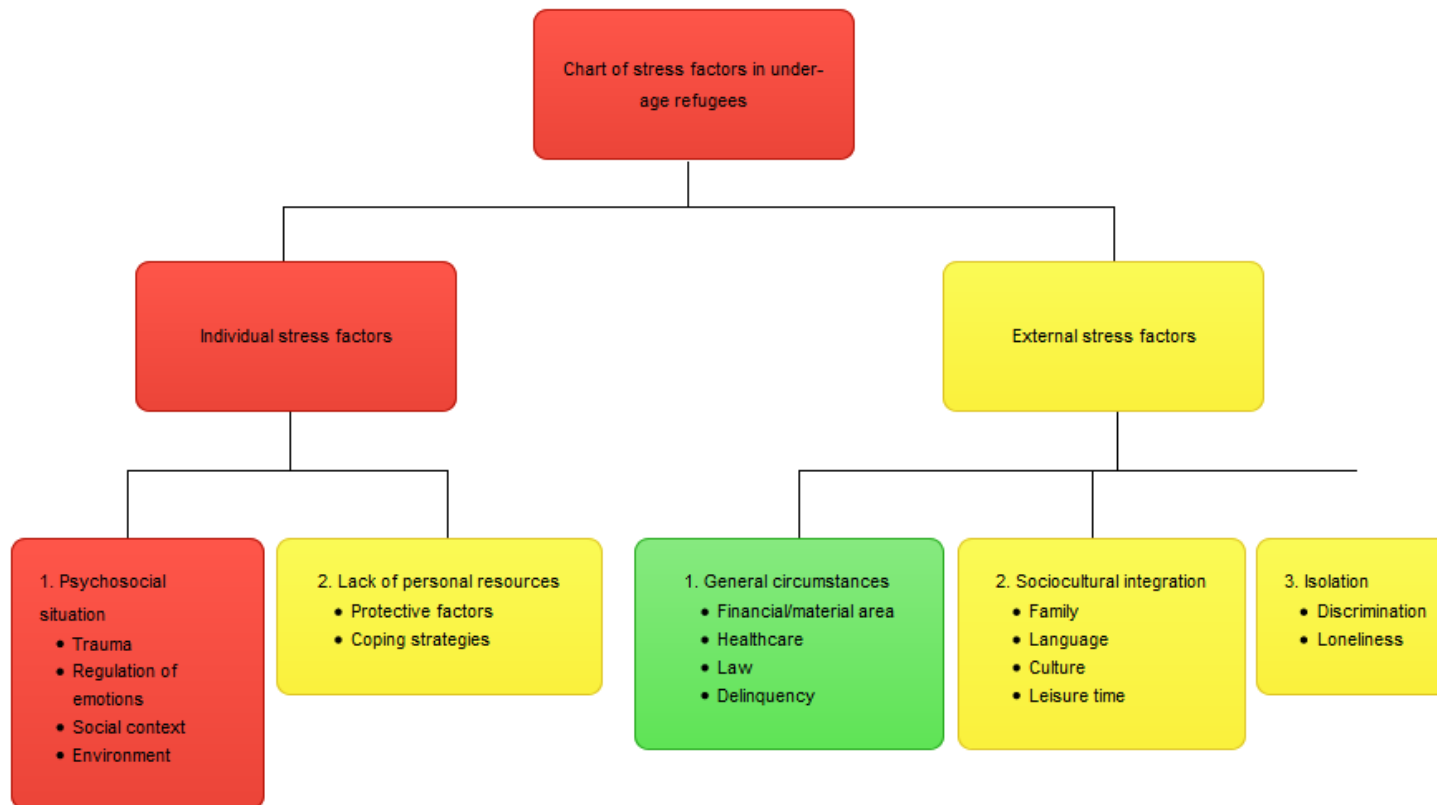
Zurück

Weiter

Abbrechen

Languages:

- German
- English
- French
- Arabian
- Dari/Farsi
- Tigrynia
- Somali
- Pashto
- Russian
- Ukrainian



CATS (Children and Adolescents Trauma Screening):

- CATS is used for first screening of posttraumatic stress-symptoms
- it is a validate screening questionnaire in different languages
- CATS is adjusted to the DSM-5-criterias of PTSD
- in PORTA only in self-assessment so far
- **CATS 7-17:** self-assessment and assessment by others, for child and adolescents aged from 7
- **CATS 3-6:** assessment by others, for childs aged from 3 to 6 years



Analysis Child and Adolescent Trauma Screen (CATS) - 7-17 Years

Sprachauswahl

Englisch

Der Cut-Off im Traumascreeningfragebogen CATS wird mit einem Wert von 25

überschritten



erreicht

nicht erreicht

Eine genauere Abklärung einer posttraumatischen Belastungsstörung sollte erfolgen


Criteria	# of Symptoms	# Symptoms Required	DSM-5 Criteria Met?
Re-experiencing Items 1-5	2	1+	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Avoidance Items 6-7	1	1+	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Negative Mood/ Cognitions Items 8-15	3	2+	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Arousal Items 16-20	1	2+	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Functional Impairment Set of 1-5 Yes/No Questions	2	1+	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Zur Fragebogenübersicht

Auswertung Drucken

Detaillierte Auswertung Drucken

- Low- Threshold interventions to promote resilience
 - START-kids (Dixius et al. 2022)
 - Huggy-puppy intervention (Sadeh et al., 2008)
 - Outreach (going to families in need)
 - Specialized consultation hours
- Ongoing screening
- Preparation for crisis interventions in inpatient units with interpreters
- Interpreter-assisted EBTs (e.g. tf-CBT)

- <https://www.coe.int/en/web/pompidou/-/psychological-first-aid-for-ukrainian-people>
- Safe Places App 
- <https://www.nctsn.org/resources>
- <https://estss.org/helpful-resources-for-mental-help-professionals-and-persons-affected/>
- <https://www.degpt.de/aktuelles/wichtige-mitteilungen/ukrainekonflikt.html>

- <https://www.traumameasuresglobal.com/ukraine>
- <https://istss.org/public-resources/war-and-disaster-resources>
- Start Kids (<https://www.startyourway.de/start/>) available in Ukrainian

Resources in Ukrainian:

- Age-Related Reactions to a Traumatic Event: [Вікові Реакції на Травматичні події](#)
- After a Crisis: Helping Young Children Heal: [Після кризи: Як допомогти дитині зцілитися](#)
- Talking to Children about War: [Розмова з дітьми про війну](#)
- Traumatic Separation and Refugee and Immigrant Children: Tips for Current Caregivers: [ТРАВМАТИЧНЕ РОЗЛУЖЕННЯ ТА ДІТИ БІЖЕНЦІВ ТА ІМІГРАНТІВ: ПОРАДИ ДЛЯ ОПІКУНІВ](#)
- [PFA Mobile: Android version on Google Play](#)
- PFA: Parent Tips for Helping Adolescents: [Поради для батьків: Як допомогти підліткам після травматичних подій](#)
- PFA: Tips for Adults: [Поради для дорослих](#)
- Helping Young Children with Traumatic Grief: Tips for Caregivers: [Допомога маленьким дітям які переживають травматичне горе: Поради для людей що піклуються за дітьми](#)
- Coping in Hard Times: Fact Sheet for Youth, High School, and College Age: [Як пережити скрутні часи: Інформаційний бюлетень для молоді старшого шкільного та університетського віку](#)

Resources in Russian:

- Age-Related Reactions to a Traumatic Event: [Соответствующие возрасту реакции на травму](#)
- After a Crisis: Helping Young Children Heal: [После кризиса: Как помочь детям исцелиться](#)
- Talking to Children about War: [Как говорить с детьми о войне](#)
- Traumatic Separation and Refugee and Immigrant Children: Tips for Current Caregivers: [ТРАВМАТИЧЕСКОЕ РАЗДЕЛЕНИЕ СЕМЕЙ - ДЕТИ-БЕЖЕНЦЫ И ИММИГРАНТЫ: РЕКОМЕНДАЦИИ ДЛЯ ВРЕМЕННЫХ ОПЕКУНОВ](#)
- PFA: Parent Tips for Helping Infants and Toddlers: [Рекомендации родителям детей грудного и ясельного возраста в условиях последствий чрезвычайных ситуаций](#)
- PFA: Parent Tips for Helping Preschoolers: [Рекомендации родителям дошкольного возраста в условиях последствий чрезвычайных ситуаций](#)
- Parent Tips for Helping School-Age Children: [Рекомендации родителям школьников в условиях последствий чрезвычайных ситуаций](#)
- PFA: Parent Tips for Helping Adolescents: [Рекомендации родителям детей подросткового возраста в условиях последствий чрезвычайных ситуаций](#)
- Helping Young Children with Traumatic Grief: Tips for Caregivers: [Помощь маленьким детям с травматическим горем: Советы для лиц, осуществляющих уход за детьми](#)
- Helping School-Age Children with Traumatic Grief: Tips for Caregivers: [Помощь детям школьного возраста, переживающим горе: Советы тем, кто оказывает помощь](#)
- Helping Military Children with Traumatic Grief: Tips for Parents: [Помощь детям военнослужащих, переживающим травму утраты: советы для родителей](#)
- Understanding Child Trauma and Resilience: For Military Parents and Caregivers [Понимание детской травмы и устойчивости: для военных родителей и опекунов](#)

Resources in German:

- Age-Related Reactions to a Traumatic Event: [Altersentsprechende Traumareaktionen](#)
- After a Crisis: Helping Young Children Heal: [Nach der Krise: Kinder helfen zu heilen](#)
- Talking to Children about War: [Mit Kindern über Krieg sprechen](#)

Resources in Japanese:

- Talking to Children about War: [戦争について子どもに話す際に](#)
- Psychological First Aid Field Operations Guide: [サイコロジカル・ファーストエイド実施の手引き 第2版](#)

Thank you for your attention!

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