

Theme:
Parental guidance during
time of war and in the wake
of flight from war

WEBINAR

Helen Christie



What is this lesson about - parent support - not trauma treatment

What do children need - and how can we help parents give them the support they need?

1. What determines whether a child is traumatised

The importance of parents

The concept :Protective shield

2. What are the most common trauma reactions?

Re experiencing, overactivation, avoidance

Reactions at different age levels

3. What are the key words in helping children in crisis?

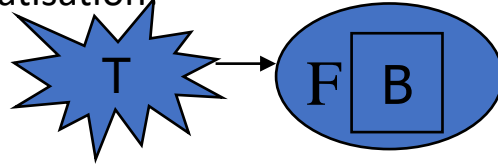
The Stop Model

4. How to use the ICDP themes

How to help parents to become good supporters for their children

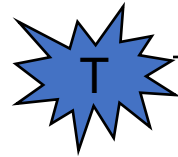
“The Protective Shield” – The importance of parents

Not traumatised:



Parents as protection

Traumatisation:



T

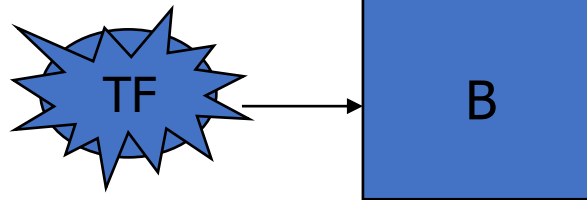
F

B

F

Parents are neither physically nor emotionally available

Most seriously traumatised



When the one who should protect is the threat

The most common trauma reactions in children

PTS reactioner in general

- Re-experiencing
 - *Nightmare, flash-backs, triggers*
- Increased activation
 - Sweaty, irritable, narrow-minded, sleep deprived
- Avoidance
 - Not talking about, not thinking about, not seeing/hearing anything that reminds you of the trauma

Age-specific

- 0-3
 - Clinging, separation anxiety, crying, regulation of sleep, food etc, losing skills like bladder control, language etc
- Pre-schoolers 3-ca. 7
 - Repetitive play or lost play ability
 - In addition, separation anxiety, crying and anxiety, may regress in development, "Shut-down"/still and passive
- 7-12
 - All PTS reactions+ over thinking, concentration difficulties, anxiety
- 12-18
 - Over thinking , concentration difficulties, thoughts of justice, aggression, missing friends, politicisation

Children may need specialised help if the reactions are unusually strong, last for a very long time and increase in intensity

What can we learn from those who cope well after extreme stresses (resilience)

Antonovsky

- Sense of coherence - that the world is:
 - Comprehensible/understandable
 - Manageable in life
 - Meaningful

Emmy Werner

- Important that life contains:
 - Structure, rules and routines
 - «internal locus of control»/ Influence
 - Skills and mastery
 - Meaning

How to help: STOP model

• S - Structure

• T- Talk

• O- Organised Play

• P- Parental support

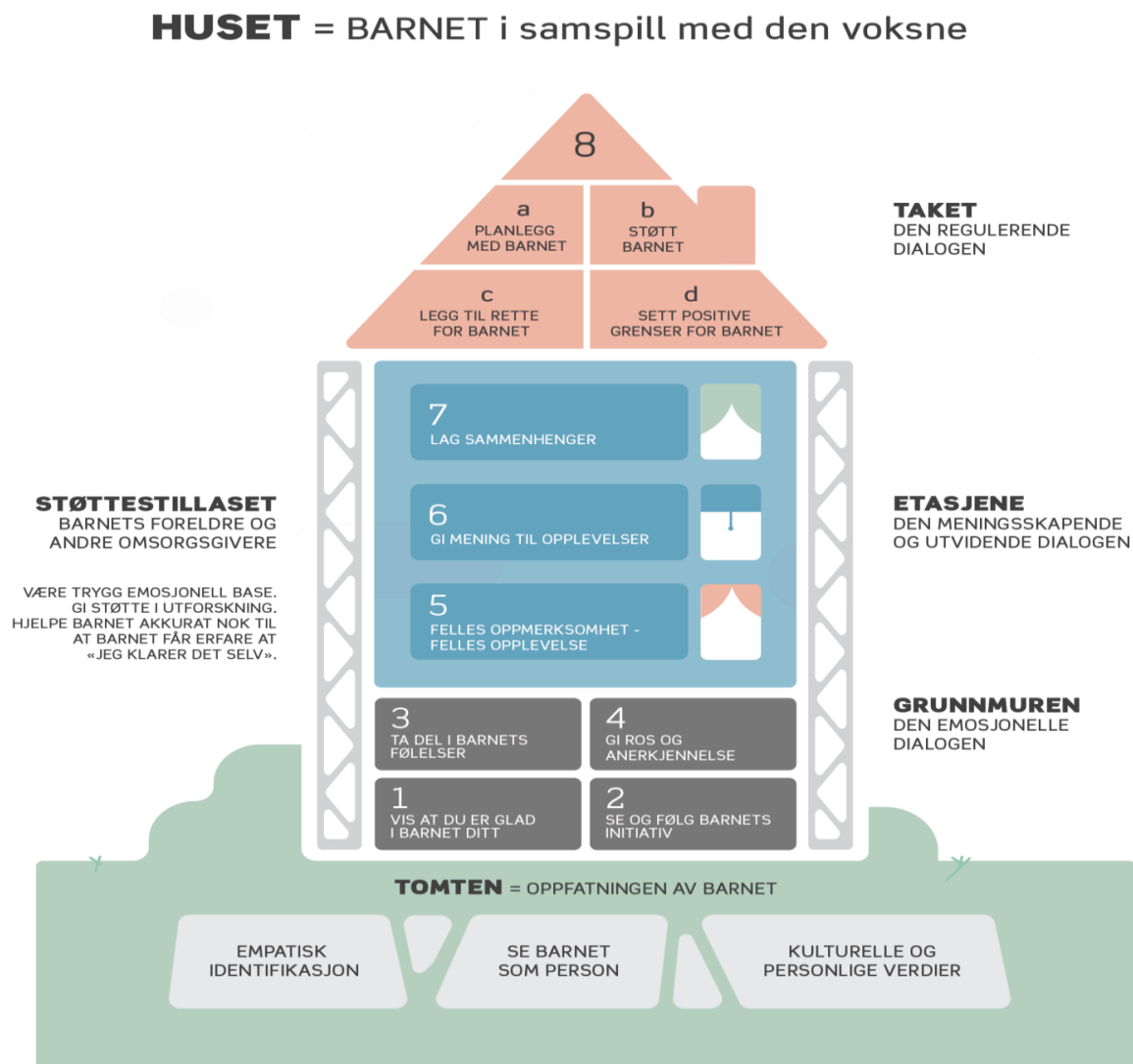
- S- Daily rhythm, meals, structure,
 - Gives security (feeling of being held and protected)-protective shield restored
- T- Break «conspiracy of silence», need for a narrative, explanation,
 - Provides coherence and prevents confusion and misattribution
 - Call home - what should the child know, age-appropriate information
 - Explain both the child's and the adult's reactions, (not just trauma but grief and bereavement)
- O- The importance and potential of game/play, adult support to prevent repetitive and destructive play
 - Provides opportunities for development, familiarity, friendship, mastery and empowerment
- P- Parents need support to understand own reactions and beeing met emotionally.
 - Provides regulation and calm for the adult
 - They need to understand how important they are as a protective shield for their children.
 - Provides a sense of importance and empowerment
 - Support and help the framework around the parents,
 - Group support/teamwork, possibility to take initiative, living conditions, finances and help to orientate, job, activity, integration into a local environment

How to raise the child

- In the parent guidance program called International Child Development Program ICDP
- the metaphor used is: Raising a child is like building a house. You have to start by examining that you have a solid land to build upon, a good plot. The next you have to make sure is the feeling of emotional safety and security in the child- (emotional dialogue).
- Then you build the assistance for the child to understand the world (meaningcreating dialogue) and after that you can help your child to build an internal control (regulatory dialogue) by setting positive boundaries with explanation and giving support. As in housebuilding, you cannot start with the roof, before all the other stages are solid, You can never start raising a child starting with boundaries or limits, but you can with emphatic identification and feeling of security



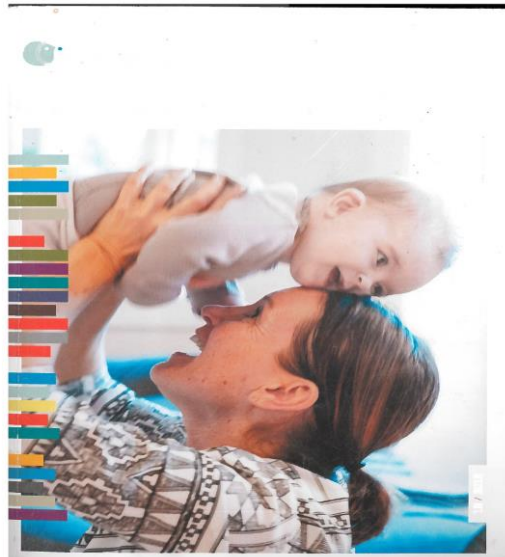
Hvordan kommer STOP modellen inn i ICDP-gruppene



- I «taket»/regulerende dialog:
 - Struktur , regler, forutsigbarhet, planlegging, støtte, grenser, solidaritet
- I meningsskapende dialog
 - Gi aldersadekvat informasjon, gi forklaringer, lytt til barnets spørsmål,
 - gi sammenheng og fremtidshåp
- I emosjonell dialog
 - Gi trøst og roing, (emosjonsregulering),
 - gi støtte til barnets initiativ (mestringsfølelse),
 - gi opplevelse av nærhet og fellesskap, bla i lek, aktiviteter og samtaler
 - gi støtte til selvfølelsen
- I «tomta»
 - Se det enkelte barns reaksjoner og ressurser, vise empatisk identifikasjon
 - Se forholdene som påvirker foreldrenes livssituasjon

Most important to remember from this lesson

- **Children** need parents who provide security and emotional support
- They need explanations
- They need predictability and structure



- **Parents** need to understand how important they are to their children
- Parents need our support and empathic identification in order to become "protective shield" for their children
- Parents need a safe environment that gives them empowerment, mastery and meaning