



NCR- 22.06.23

How to help traumatized children- 2

schedule for the day:

- Introduction-
 - repetition trauma model
- Short presentation of «Teaching recovery techniques – TRT» : PTSD is about:
 - intrusion
 - arousal
 - avoidance
- put weight upon teaching coping skills- address ,feeling of influence and autonomy, emotion regulation and self-worth
 - tools in emotion regulation /regulate arousal
 - safe place
 - exercises in breathing and muscular relaxation
 - tools in helping control intrusion
 - screen technique
 - nightmare, sleeping problems

Traumedefinition:

«an external event that is experienced as a threat to physical or psychological integrity»

- what are the elements, what are the reactions and what needs to be repaired

What are trauma

and which areas are affected:

sudden external event

lack of protection

attack on the child's autonomy

overwhelming emotionally

cognitively confusing

Trauma reactions

feeling unreal, like a film,
dissociation

distrust in others

helplessness,
loss of feeling of self agency,
being an object instead of a subject

dysregulation of emotions,
confusion and unawareness of own
feelings

incorrect meaning attribution,
fragmented memory
blocked future

helpers challenges

- be a witness, listening and making it real
- building a trusting relation
- strengthen autonomy and the child's feeling of influence
- to do co-regulation, teach relaxation exercises
- build awareness of feelings and reactions
- psychoeducation about normal reactions
- correcting misunderstanding and help making a meaning
- make a coherent narrative
- install hope for the future

Teaching Recovery Techniques Children and War Foundation

2018

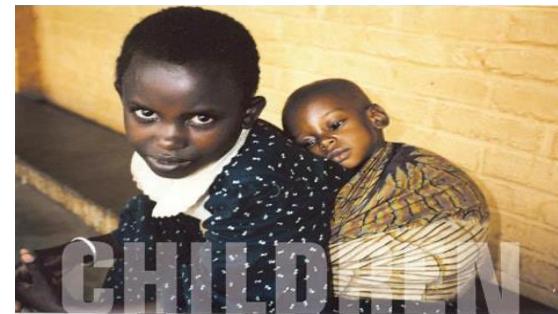
Our aims

To improve children's lives and help them develop ways to cope with the psychological effects of disasters, war and violence

Founders

Bill Yule, Atle Dyregrov, Magne Raundalen, Harold Kobbe and Trond Waage

Teaching Recovery Techniques
For Ages 8+



CHILDREN
and
WAR

Structure of programme

Session 1	Intrusion
Session 2	
Session 3	Arousal
Session 4	Avoidance
Session 5	

TRT Training programme

1. Normal reactions to **trauma**
2. Group ethos and structure
3. Techniques to help with **distressing intrusive memories** (imagery techniques, dream work)
4. Techniques to **reduce arousal**: (relaxation, positive self-statements)

TRT Training programme cont

1. Role of reminders and **managing avoidance**
2. **Facing memories** - writing, drawing and talking
3. Parallel parents' / carers' groups
4. Helping bereaved children
5. New manuals: Grief; Writing for Recovery
6. Evaluation strategies, questionnaires (CRIES-8)

Group structure

- 10-15 children per group
 - 8 years & above
 - Roughly same developmental level
 - 2 group leaders
-
- may need to consider ethnicity, religion, gender & language issues, similar experiences

Technique – Safe Place

- Introducing rationale
- Safe Place :
 - Does not focus on trauma
 - Introduces the power of their imagination
 - Teaches a way of calming down
 - Use as a general “fire fighting” tool when needed in future exercise

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What happens in our bodies when we are scared

- Ηεαρτ ραχεσ
- Βρεατηε θυιγκλψ ανδ
σηαλλοωλψ
- Παιν ιν τηε χηεστ
- Φεελ διζζψ, σιχκ
- Ουτ οφ βρεατη

- Feel shaky, tremble, palpitations
- Legs or knees wobbly
- Hands shake
- Hands or feet tingle
- Sweating



Helping Children be Aware of the Fear cycle



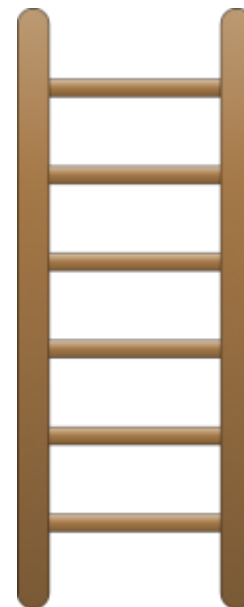
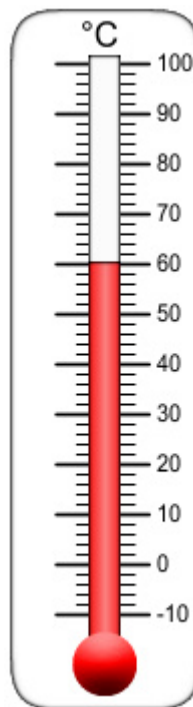
Dr Lai Fong Hwa

Feelings "thermometer"



- Need to be able to scale their states – fear, relaxation etc
- Assign values (qualitative and numerical)
 - 1 = not at all scared
 - 10 = absolutely terrified/upset
- **NB note and agree the direction of scaling!**
- Different images – thermometer, jug etc
- Other ways – distance between hands

On-line catalogue



Relaxation/stress reduction

- Common exercise
- Local techniques




Other techniques



- Breath control (Relaxed Breathing)
- Muscle relaxation (Short Relaxation)
- Imagery (Mind Clean)
- Mindfulness/meditation (Let it Be)
- Coping self statements (Strong Thoughts) ... Details on next slide

Traumatic reminders



- NORMALISING reactions to triggers
- Get personal reminders / what "sets them off«
- Point out that when they feel upset, usually can pinpoint a trigger

Intrusion: Visual imagery techniques

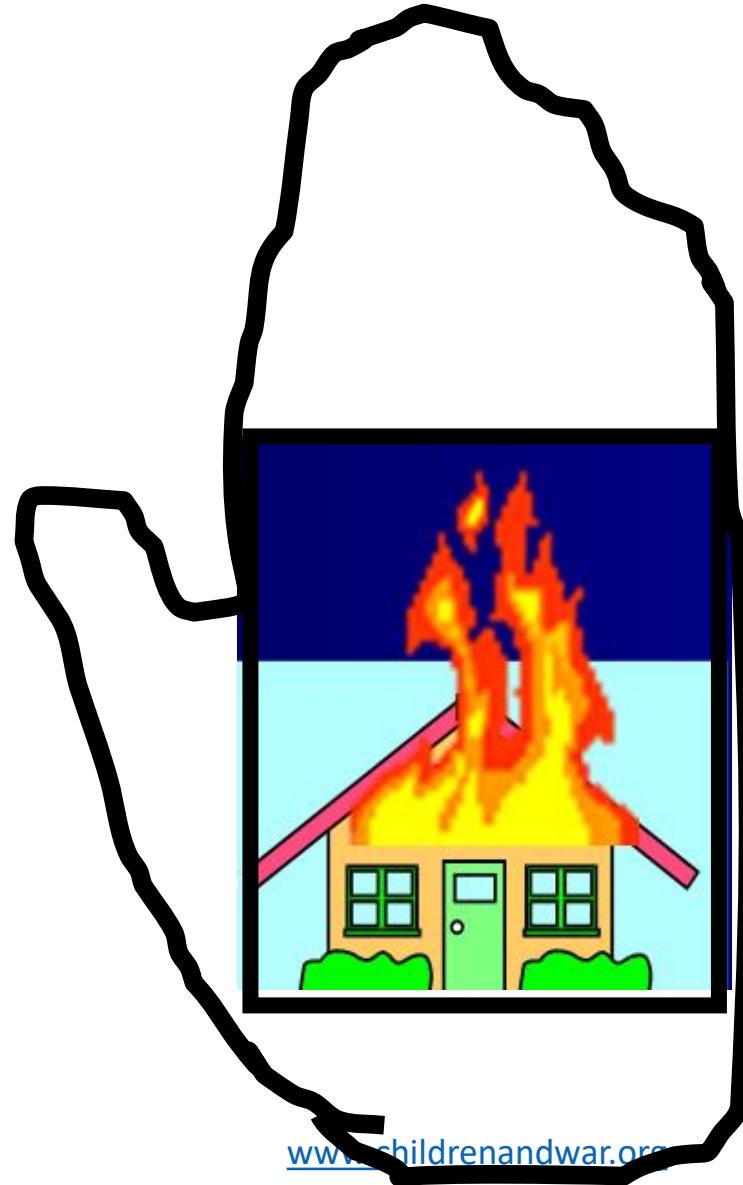
- Screen techniques
- Hand and distance
 - Framing
 - Positive counter images
 - Imaginary helpers
 - Locking away the image
 - Switching off



Imagery techniques



Hand and distance



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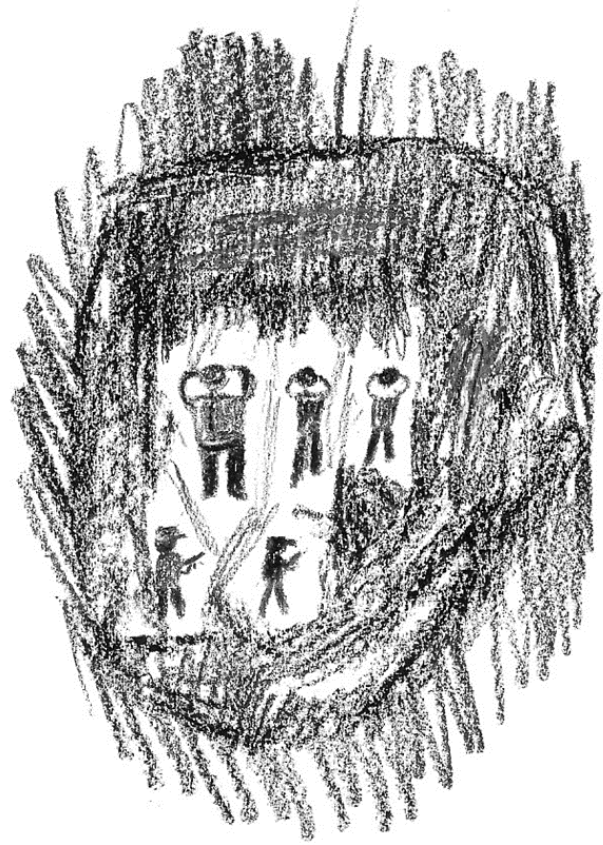
Tackling nightmares

- Parents/carers role (bedtime routine etc)
- Relaxation techniques
- Dream work

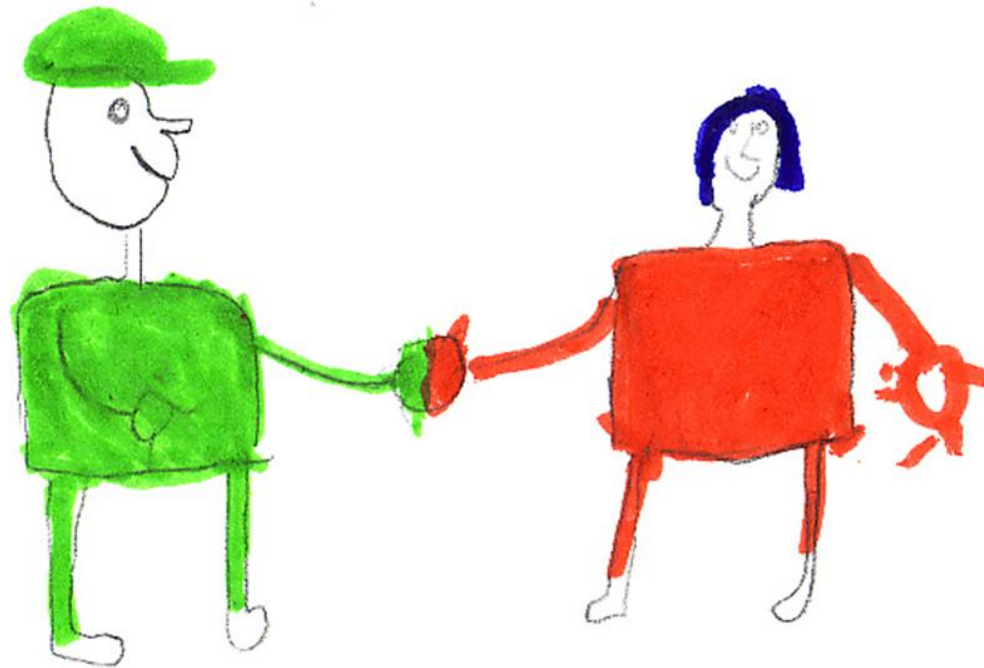
Dream work

- Dream Rehearsal: getting it out in the open
 - tell it, draw it; repeat and make it boring not scary!
- Dream Restructuring/Dream Planner:
 - change the ending
 - plan and practice before sleep
- Other techniques: use what they have learnt e.g. changing images; using Tapping technique

Bad dream



Happy ending to a bad dream



Healthy Sleep (Sleep hygiene)



- Discussion:
 - Regular routine
 - Check on sleeping arrangements
 - Prayers?
 - Reading, listening to stories
 - Listening to music
 - Relaxation exercises, breathing, imagery
 - Avoid nicotine and caffeine (coffee etc)



Avoidance

- avoidance is an important symptom of being traumatized
 - you avoid Physical things like places, people, sensations(vision, sounds, smell etc) that reminds you of the trauma
 - you avoid thinking about the trauma
 - you avoid talking about it
- But- the trauma memory and the intense emotions connected to it, will pop up in your head, in your dreams unwillingly
- Triggers like sounds, vision, smell or even inner feelings/states might trigger the memory
- If not helped by using *gradual exposure* – *the child might develop phobias that will grow instead of decrease*