



Recognizing and Helping Students Who Have Experienced Crisis and Trauma – Part 1



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Neil Diamond – Coming to America

• <https://www.youtube.com/watch?v=hc-v8CFJzu4>

• HAPPY BIRTHDAY – OSPA!

• Boy Going To School

<https://www.youtube.com/watch?v=5bWVAEU6SQc>

• In 1977 Maynard Reynolds (U of Minnesota) cautioned school psychologists to

• "stop making a prediction about the lives of children and start making a difference in them."

Morning Review

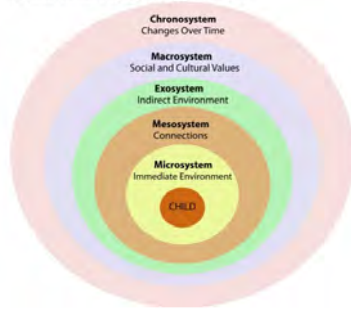
- What did we learn today?
 - Old
 - New
- **Table Top Exercise #1**
 - What do you have in common with refugees/immigrants? (15 minutes)
- “Be curious, and however difficult life may seem, there is always something you can do and succeed at. What matters is that you don’t just give up.” — Stephen Hawking

What is Their Story?

Be a Psychologist - First

- Be careful/aware of role restriction
- Be knowledgeable
- Be helpful (advocacy)
- Respect other's viewpoints
- Know own biases
- Observe
- Communicate clearly
- Accept limitations
- Assume a **Life Long Learning** stance
- We serve “All Children.”
- Which “Lens” do we use?
- What “tools” do we have to help?

Bronfenbrenner's Ecological Systems Theory



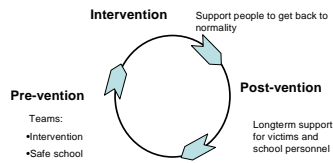
Stress Response



Maslow – Hierarchy of Needs



Phases of Crisis Management

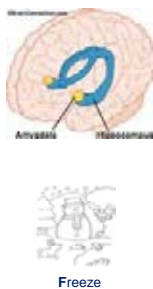


- Confident
- Competent
- Calm



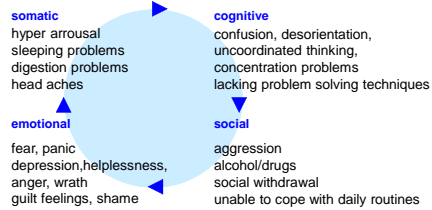
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These are emergency reactions:
"prepare" for Fight, Flight or Freeze)



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Stress and stress reactions



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Acute stress reactions

Flashbacks

compulsive, repeated memories, bad dreams, psychic stress caused by triggers

Avoidance

dissociation, avoid memories, places, activities, limited emotions, feeling of isolation and future without perspective

Arousal

quick heart beat, sweating, tremble, concentration problems, jumpy, irritable, generally aggressive, sleeping disorders

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POST TRAUMATIC STRESS DISORDER

Shifted Reactions can be:

- phobia
- compulsion (as fighting fears)
- depression (social withdrawal, skip social contacts)
- eating disorders
- psychosomatic problems (often ill, head or stomach aches ...)
- suicidal ideation
- addiction

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Long Term Stress Reaction

- **Positive changes:**

- Redefinition of life goals
- Increased flexibility in coping strategies
- Increased tolerance of personal differences with others
- Development of new understandings of spiritual or religious issues
- Increased ability to communicate emotional responses and to express situational reactions

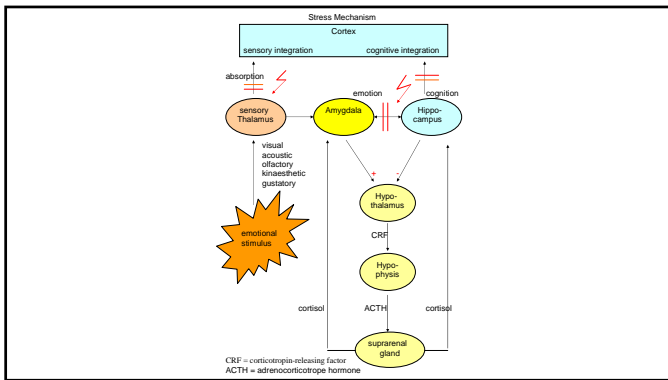
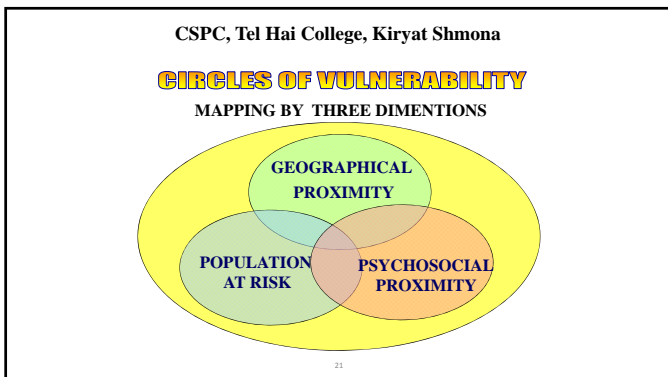
Long Term Stress Reaction

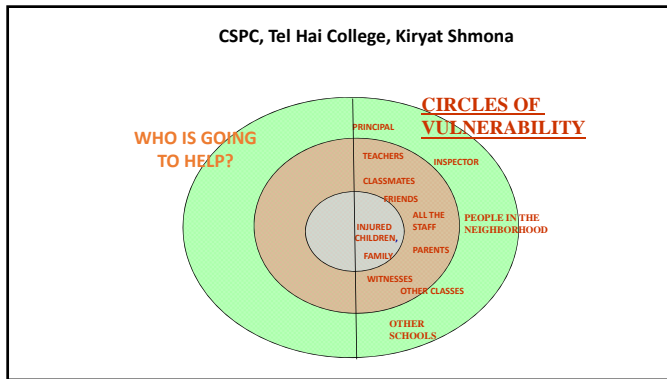
- **Negative changes:**

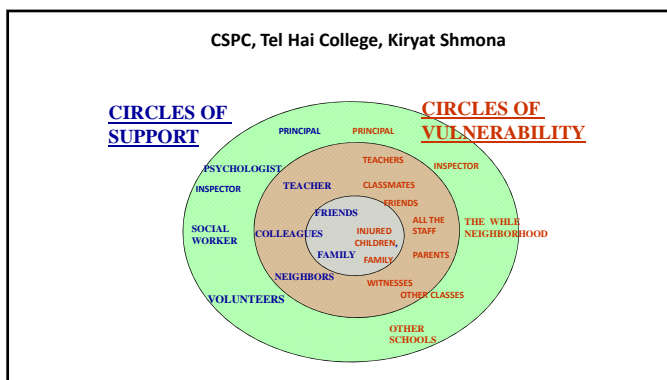
- Becoming over controlling and rigid
- Permanent regression to traits or life patterns
- Faulty management of tension or stress
- Inability to retain or initiate relationships
- Avoidance or withdrawal from new challenges

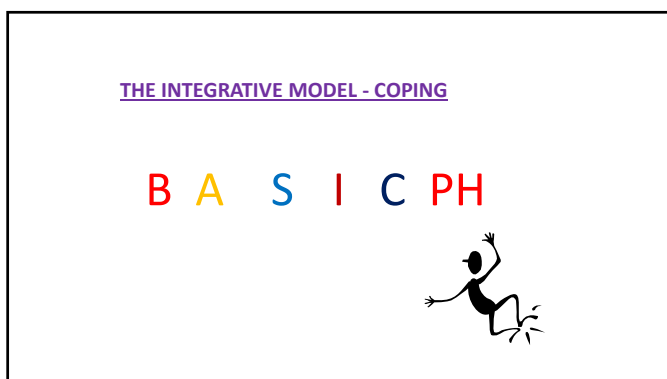
Other Long Term Stress Reactions

- Depression
- Simple or specific phobia
- Panic Attacks
- Anxiety syndromes

[illegible][illegible]







BASIC-PH

Basic-Ph is a multi model of coping and resilience, for assessing individual's as well as the group's coping resources. It also serves as a simple and fast tool for helping individuals and communities in stressed times.

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Belief



The person believes that whatever he wishes for himself or for others will come true.
He tries to find meanings.
He is optimistic, or pessimistic: "Things will be fine; we are lucky; or "I'll never be able to do it";
" the world is unfair" ...
He has many "should": "They should have done it";
Faith in himself/in the group; yes, we can; "we'll overcome"
Values like justice and liberty are important for him

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Affect

An emotional approach
The person's feelings are visible, clear and strong.
He loves, cries, laughs, seems to be full of joy, or feels easily frustrated, moody..

It is easy to get to him through "his heart".



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Social

The person "flourish" when he is with friends
 Likes to have social tasks and responsibilities
 Is helped by social support
 Tends to take social tasks
 Is surrounded by people, loves pets



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Imagination

The person sees the world from artistic view - point
 Likes to tell imaginative stories
 Has imaginative acquaintance
 Might have fears (more than others)
 Has a good sense of humor
 Attracted to arts



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Cognition

The person who gathers information
 Curious, asks about details
 Good in organizing
 Likes games of skills
 Plans ahead of time
 Task oriented & time oriented



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Physiology

The person is active, likes touching, hugging, working, traveling, sport activities, dancing, eating, physical games..



Levine, P. 2005: "Body oriented treatment models that 'speak the language' of the primitive parts of the brain via sensation and somatic responses are essential in trauma therapy".

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Important

1. Everyone has favorite coping channels
2. Skills can be broadened
3. Persons whom you help might help others
4. During crisis better use the persons' "coping language"
5. When in shock - **S-C-Ph** are most helpful
6. Ask: What do you do when you have had a „very bad day“?

When we want to reach out to all school students and staff we can:

- Develop their own core coping language
- Expose them to other coping languages
- Use the six channels to be sure to meet the various target groups at their strength



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CAUTIONS

- **Triggers** – may reinforce them by exposure
- Helicopters
- Police
- Uniforms – e.g. ICE
- Loud noises
- Clothing
- Sirens
- Men!

What Helps!

- **All** Children need a least ONE CARING Adult
- Connection to their Support Systems!
 - (Activate community & school resources)



危機

Chinese Symbol

Crisis =

Danger

Opportunity

Helping with Trauma

<https://traumasensitiveschools.org/>

<https://www.nctsn.org/>

www.nasponline.org

<https://tfcbt2.musc.edu/>

<http://www.brycs.org/>

Helping Traumatized Children Learn

The National Child Traumatic Stress Network

NASP PREPaRE Training

Trauma-Focused CBT 2.0 (Free Certification)

Bridging Refugee Youth and Children's Services

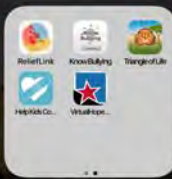
PDF Apps

PFA Mobile
Life Armor
Suicide Safe
Virtual Hope
Box
Know Bullying
Help Kids Cope
PTSD Coach

PFA



PFA



Fear!

Part II

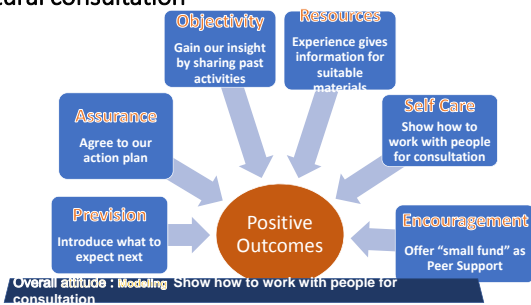
Hope



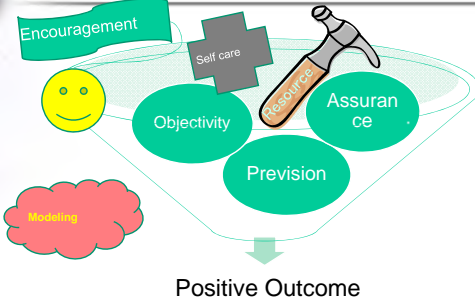
My Personal Take

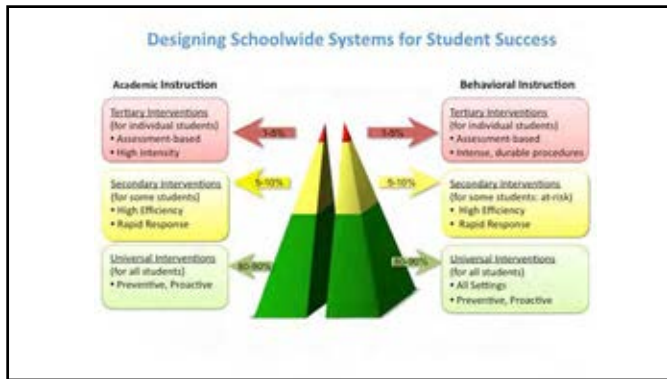
- 8 exchange students; Russian teachers; college students; Erfurt students/teachers; Japanese visitors
- Train with Israeli, Germany and Dutch teams for crisis response
- Warren County Kentucky GEO High School
- Consultation – international awareness
- “Edwin” = ADHD - adult; SLD – “Sally” 2nd grade
- BGHS and sons/daughter (Bosnian)
- Be a clinician! What “lens” will you use?
- RTI is your friend! Real world assessment and instruction
- Mental health problems will interfere with academics
- Intervention Teams for tough cases
- Learn basic native greetings, name pronunciations, customs, etc.

Consultation Format: things worked in Cross Cultural consultation



Consultation Process




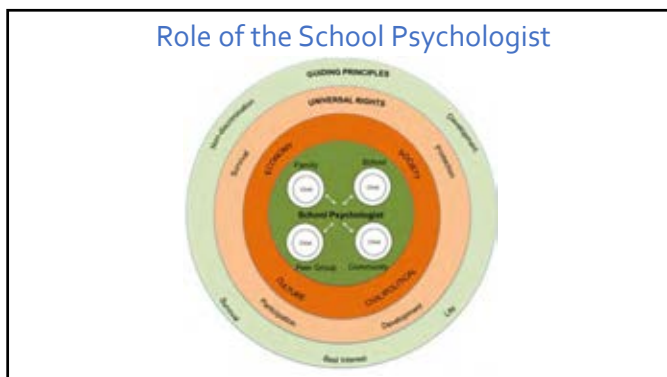


Children's Rights - UN

Child Needs: The prerequisites for optimal growth, development, health, psychological well-being and learning, for fulfilling one's potential

Child Rights: Entitlement of all children to have their needs met, which becomes the responsibility of adults and society. These rights have been codified into the UN Convention on the Rights of the Child.





Where to We Start?

- Teachers and School Personnel – bus drivers, cafeteria, maintenance, Administration, etc.
- Parents/Caregivers
- Community/Stakeholders
- Others

Pre-immigration

- Exposure to traumatic events
- Lack of education opportunities
- Living in refugee camps
- Immigration barriers

Post immigration

- Loss of social support! **Promote Resilience**
- Alienation
- Discrimination/bullying
- Loss of family traditions
- Language/communication
- Lack of academic skills
- Significant MH issues
- Resettlement issues – multiple moves
- Misperceptions and myths

Additional Issues

- Refugees v. immigrants – are there real differences? Trauma is the same
- Legal v. illegal – ICE is not just for your drinks
- Fear v. safety (Maslow)
- Victims v. survivors
- Common reactions v. pathology
- MH v. strength based services
- Unaccompanied youth

Additional Issues

- Acculturation. v. maintaining cultural identity
- Language acquisition v. native language instruction
- Knowing different cultures v. tolerance/acceptance
- ACE (Adverse Childhood Experiences) v. non-trauma home environment
- Refer-Test-Place v. meeting needs of the child where we find them
- Perpetrator of violence v. involved with incident

Teachers & Staff

- Education – understanding, awareness, and prevention
- Coaching – experienced ELL teachers with others
- Communication strategies – with others, parents, families, and community
- Finding supports for student learning
- Social Support networks – for ALL
- Cultures and religions
- System to integrate refugees / system to leave
- Know trauma signs
- Developing new identities
- Provide Safe environments
- Aware of personal biases, myths, and your personal awareness (e.g. lens)

Guiding Education Principles

- Project Base Learning – small group
- Native language – anytime
 - Social language v. academic language
- Build communities – interactive
- Foster resiliency

6 Principles for ELL Instruction – Common Core

- Instruction focuses on providing ELL with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.
- Instruction leverages ELL's home language(s), cultural assets, and prior knowledge.
- Standards-aligned instruction for ELL's is rigorous, grade level appropriate, and provide deliberate and appropriate scaffolds.
- Instruction moves ELL's forward by taking into account their English proficiency level(s) and prior school experiences.

6 Principles for ELL Instruction – Con't

- Instruction fosters ELLs' autonomy by equipping them with strategies necessary to comprehend and use language in a variety of academic settings.
- Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices. (e. g. RTI)

Assessment Issues

- Pre-CELL (handout)/Determining SLD Checklist (handout)
- Language based assessment
- Language competency - examiner
- Norming – does it have the correct norms?
- RTI data - comprehensive
- Observations - multiple
- TIME! (It does take time)
- Test biases
- Strength based assessment

Parents

- Home visits
- School visits
- Language of instruction
- Cultural expectations (e.g. police, on time, language, etc.)
- Value of education – varies widely by culture
- “open door” and available; “hours of operation”?
- Many work several jobs and below education level of homeland

Adjustment Issues

- Loss – personal & cultural
- Bereavement/Grief
- “their” journey
- Bullying
- Language fluency
- Gender and culture expectations
- Tolerance – modeling
- Status – e.g. caste
- Pre-entry experiences
- Identity to new culture

Community & Stakeholders

- Advocacy
- Human rights
- Radicalization
- Safety Analyses
- Bias/prejudice
- Faith-based influences
- Helpers v. barriers

Tools/Skills

- Conflict Resolution Skills – Jen Batton – Cleveland
 - International Conflict Resolution Conference – Case Western – May 22-25, 2018.
 - <https://www.cadeworks.org/events/12th-international-conference-conflict-resolution-education>
- Community mediators
- List of organizations or contacts - regular meetings
- Interpreters/translators – reliable and accurate
- Future focused and adaptive
- Media – to educate – cable/internet/social media

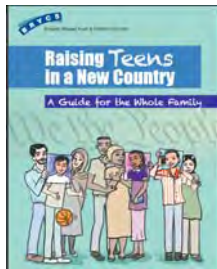
Tools

- Food!
- Art
- Sports
- Song
- Meetings – home and school
- Expositions – IYO, dance, clothes, traditions, etc.
- Mindfulness (MBCT) – Mindfulness Based Cognitive Therapy; CBIT
- BASIC Ph

Tools

- Small group meetings
- “What is helpful?” – ask! “What is difficult?” – ask!
- Available resources
- Mentors
- Scaffolding
- RTI – academic & behavioral
- Social Emotional Learning (SEL) – YouTube (Edutopia) Search SEL and refugees; also see Nashville
- PBIS

Bridging Refugee Youth and Children’s Services <http://www.brycs.org>



Internationals Network for Public Schools

- <http://internationalsnps.org/>
- NYC based/Mentors/Coaching
- Kentucky – GEO HS – Global Educational Opportunities

NASP Resources

- **Domain 7 – Family-School Collaboration Services**
- Position Statement – Child Rights
- Supporting Refugee Children & Youth: tips for Educators
- Welcoming Refugee Families to School: Strategies for Educators
- Facilitating Success for Refugee Students and their Families
- Presenters in Focus: Supporting Refugee Youth and Families in the School Setting

What Can I do Monday Morning?

- Table Top Exercise #2
