

Psychological First Aid for Schools (PFA-S)



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1

Mission Statement

NCTSN The National Child Traumatic Stress Network

raising the standard of care and improving access to services for traumatized children, their families and communities throughout the United States

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2

NETWORK CENTERS



The NCTSN has 199 currently funded centers & over 200 affiliates across the US, including in the District of Columbia, Guam, and Puerto Rico

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enhance capacity 2021-2026

3

PFA-S Contributors

The *Psychological First Aid for Schools Field Operations Guide* was adapted by a working group of the NCTSN, chaired by Melissa Brymer, Ph.D., Psy.D. The primary contributors included:

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4

Five Empirically-Supported Early Intervention Principles



Hobfoll et. al, 2007

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5



Link to Other Services



Contact & Engage



Provide Safety & Comfort



Discuss Coping Strategies



Stabilize



Connect with Supports



Give Practical Assistance



Gather Information

PFA Core Actions

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6

2

What is Psychological First Aid for Schools?

PFA-S is

An evidence-informed approach for assisting children, adolescents, adults, and families after a school or community emergency.

7

Why Provide PFA-S?

- ✓ Schools play a key role in a community's recovery and are one of the first service agencies to resume operations after an emergency.
- ✓ Preparing for emergencies is critical for all school staff.
- ✓ Emergencies affect students' academic and social achievement.
- ✓ Trauma-related distress can have a long-term impact if left untreated.
- ✓ Brief interventions can produce positive results that last.

8

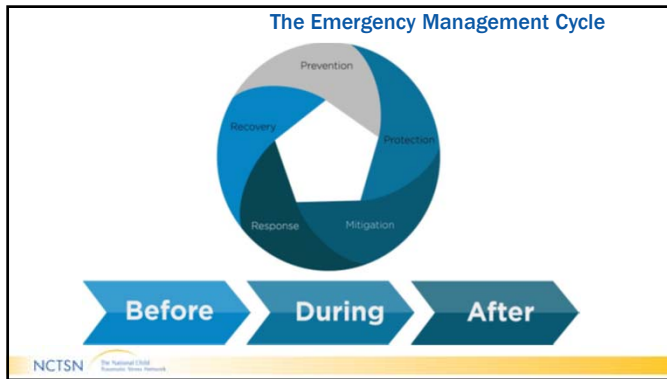
PFA-S identified as a Best Practice in School Emergency Planning

- PFA-S is a key intervention noted in guidance released by the White House on June 18, 2013
- The guide for high quality school emergency operations plans stems from collaboration between the U.S. Department's of Education, Health and Human Services, Department of Justice, Homeland Security, FEMA and the FBI

For more information see:

<http://rems.ed.gov/EOPGuides>

9



10

Who Delivers PFA-S?

Any staff member, regardless of whether he/she has had mental health training, can deliver aspects of PFA-S and can contribute to the school!!

Others who may be on campus helping and can deliver PFA-S:

- First responders
- Mental health professionals
- Religious professionals
- Disaster volunteers
- Health and public health officials

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11

Basic Objectives of a PFA-S Provider

- ✓ To establish a positive connection with students and staff members in a non-intrusive, compassionate manner
- ✓ To enhance immediate and ongoing safety and provide physical and emotional comfort
- ✓ To calm and orient emotionally overwhelmed or distraught students and staff
- ✓ To help students and staff members identify their immediate needs and concerns
- ✓ To offer practical assistance and information
- ✓ To connect students and staff members to social support networks as soon as possible
- ✓ To empower students, staff, and families to take an active role in their recovery
- ✓ To make clear your availability and link students and staff to other relevant school or community resources

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12

Guidelines for Delivering PFA-S

When delivering PFA-S:

- ✓ Speak calmly. Be patient, responsive, and sensitive.
- ✓ Speak slowly, in simple concrete terms; **do not** use acronyms or jargon.
- ✓ Listen carefully when students or staff members want to talk.
- ✓ Focus on understanding what they want to tell you, and hearing how you can be of help. Children often express their feelings and show what they want through their behaviors, such as play.
- ✓ Support and reinforce the person's individual strengths and coping strategies, including the positive things he/she has done to stay safe.

13

Guidelines for Delivering PFA-S (cont.)

When delivering PFA-S:

- ✓ Operate within the Incident Command System (ICS)
- ✓ Give information that directly addresses the person's immediate needs.
- ✓ Give information that is accurate and age-appropriate. Remember that even young children need to know what has happened. Tell them the truth, but keep it brief.
- ✓ Reassure children that adults are there to protect them and keep them safe. Even when adults do not feel safe, children need to be assured that everything possible is being done to keep them safe.
- ✓ Ask students what they need to be able to attend school every day and to complete their work and succeed in school.

14

Guidelines for Delivering PFA-S (cont.)

Behaviors to Avoid:

- ✓ Do not make assumptions about what students and staff have experienced or are currently experiencing.
- ✓ Do not assume that everyone will be traumatized.
- ✓ Do not pathologize. Do not label reactions as "symptoms," or speak in terms of "diagnoses," "conditions," "pathologies," or "disorders." Most reactions are understandable and expected.
- ✓ Do not talk down to or patronize students or staff. Do not focus on helplessness, weaknesses, mistakes, or disability.
- ✓ Do not assume that all students and staff members want or need to talk to you. Do not "debrief" by asking for details of what happened.
- ✓ Do not speculate or give inaccurate information. It is okay to not know an answer.

15

Prior to Delivering PFA-S

Before responding to an event:

- Learn about the school (e.g. previous adverse events, upcoming events, recent changes to staff)
- Identify the distinguishing features of the event (e.g. magnitude of event, cause of the event, levels of exposure)
- Be aware of populations who may be uniquely at-risk for trauma (prior loss, students with disabilities, or with close physical or emotional proximity to the event etc.)
- Be sensitive to racial and cultural diversity

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16

Caring for the Caregivers in Schools

It is natural that PFA-S efforts focus on students. However:

- ✓ PFA-S leaders should reach out to those in positions of authority (e.g., administrators, school resource officers) who have been equally exposed but who, due to their position, need to project a sense of calm and control to others
- ✓ Make sure that school support staff (e.g., custodians, bus drivers, food workers, librarians, secretaries, coaches, instructional aides) are given updates. These individuals are often central in directing, calming, and reassuring students and parents
- ✓ Make sure to check-in with your team often

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17

The infographic displays eight core actions for PFA, each accompanied by a cartoon dog illustration. The actions are arranged in a circular pattern around the central text 'PFA Core Actions'. The actions are: 'Link to Other Services' (top left), 'Contact & Engage' (top), 'Provide Safety & Comfort' (top right), 'Stabilize' (right), 'Gather Information' (bottom right), 'Give Practical Assistance' (bottom), 'Connect with Supports' (bottom left), and 'Discuss Coping Strategies' (left). A small 'COPING' graphic is also present near the 'Discuss Coping Strategies' action.

PFA Core Actions

- Link to Other Services
- Contact & Engage
- Provide Safety & Comfort
- Stabilize
- Gather Information
- Give Practical Assistance
- Connect with Supports
- Discuss Coping Strategies

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18

PFA-S Core Actions:
#1 – Contact and Engagement



Goal: To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.

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19

Core Action #1:
Contact and Engagement

Establish a connection in a non-intrusive and compassionate manner:

- Introduce yourself and describe your role
- Ask for permission to talk
- Explain objectives
- Ask about immediate needs
- Speak calmly and slowly
- If you speak with a child in significant distress, contact a school counselor, parent, or caregiver as soon as possible

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20

Core Action #1:
Contact and Engagement

Considerations for Making Contact:

- Personal contact varies from person to person and across social groups
- If you are not familiar with the culture of the survivor, **do not:**
 - X Approach too closely
 - X Make prolonged eye contact
 - X Touch

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21

Core Action #1: Contact and Engagement

Consider the Setting:

- Avoid providing PFA-S to a large group, such as in an auditorium.
- Ensure that private rooms or discrete locations are available for particularly vulnerable individuals in parent-student reunification sites and gathering areas.
- Organize small groups of individuals with similar experiences to create a place for more detailed discussions to occur (e.g. all students who were injured, friends of the deceased).
- For small groups with different experiences, keep discussions on:
 - Safety issues
 - Providing information
 - Teaching adaptive coping strategies
 - Addressing practical assistance

22

PFA-S Core Actions: #2 – Safety and Comfort



Goal: To enhance immediate and ongoing safety, and provide physical and emotional comfort

23

Core Action #2: Safety and Comfort

Promote physical and emotional comfort:

- Have individuals focus on things that are:
 - ✓ Active (rather than passive waiting)
 - ✓ Practical (using available resources)
 - ✓ Familiar (drawing on past experience)
 - ✓ Soothing (calming and relaxing, easy on the nerves)
- Offer social comforts and links to other supports
- Protect from additional trauma and potential trauma reminders

24

Core Action #2: Safety and Comfort

Provide current, accurate, and up-to-date information:

- Give information about how responders are making the situation safer
- Provide information in a developmentally appropriate manner
- Avoid exposure to information that is inaccurate or excessively upsetting
- Do not answer what you don't know or overstate information
- Address information coming in from different outlets (*texting, Twitter, Facebook, TV, radio, or internet*)
 - ✓ Discuss the negative impact of excessive media and social media viewing
 - ✓ Connect parents and staff to official websites and/or social media outlets that will be used to provide additional updates or resources
 - ✓ Ask students and others what they've heard or read and address misinformation or distressing information

25

Core Action #2: Safety and Comfort

Address "Empty Chairs" and Temporary Memorials:

Balance protecting students and staff from constant reminders with allowing individuals to grieve at their own pace.

- **Do not** immediately remove pictures of the deceased that are displayed in the classroom or school.
- **Do not** immediately place another student in the desk/seat of the person who has died.
- **Do** allow students to talk about their memories of the person who has died. Encourage them to speak to a family member or professional if a focus on the deceased persists.
- **Do** make it known how long temporary memorials will be up and how the materials will be handled when they are removed.

26

Core Action #2: Safety and Comfort

Helping Students and Staff with Grief:

- Listen carefully with empathy
- Be informed about cultural norms
- Know that grief reactions vary from person to person
- Help students and staff to respect differences in grieving

27

Core Action #2:
Safety and Comfort

Responding to Grief

Some Things to Say	Some Things NOT to Say
✓ What you're experiencing is understandable and expected right now. ✓ Each person will express grief differently. You may not cry, while others do. You may want to talk, while others don't. No one should feel bad about this or think there is something wrong with someone who expresses grief in an unfamiliar way. ✓ You will most likely continue to experience periods of sadness, loneliness, or anger.	✗ I know how you feel. ✗ It was probably for the best. ✗ He is better off now. ✗ It was her time to go. ✗ At least he went quickly. ✗ Let's talk about something else. ✗ That which doesn't kill us makes us stronger. ✗ Everything happens for the best according to a higher plan. ✗ (To a child) You are the man/woman of the house now.

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Core Action #2:
Safety and Comfort

Support to Staff:

- Do not assume that staff members are not worried about their personal safety because they are not showing emotions. The majority of staff will contain their reactions for the sake of their students' well-being.
- Meet with staff in a private space that is apart from students, either in groups or individually.
- Promote a sense of safety and provide psychoeducation about emotional reactions.
- Acknowledge fears and worries about personal safety or health issues.
- Secure the use of a landline telephone, cell phone, or e-mail so staff can contact and reassure family members that they are safe.

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PFA-S Core Actions:
#3 – Stabilization



Goal: To calm and orient emotionally overwhelmed or disoriented students and school staff

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Core Action #3:
Stabilization

When to Stabilize:

- When reactions are so intense and persistent they significantly interfere with functioning
- Immediately after an event to help calm an individual who appears disoriented or extremely agitated

Remember - most individuals affected by school emergencies will **not** require stabilization

31

Core Action #3:
Signs a person may need stabilization

Disoriented: engaging in aimless disorganized behavior

Disconnected: numb, startlingly unaffected by the event

Confused: not able to understand what is happening around them

Panicked: extremely anxious; unable to settle

Hysterical: sobbing uncontrollably; hyperventilating; rocking

Excessively preoccupied: unable to think about anything else

In physical shock: not being able to move; frozen

Displaying behaviors that they had outgrown

Engaging in risky activities

32

Core Action #3:
Stabilization

Stabilizing Young Children

- Remain calm, quiet, and reassuring. Speak in a low tone
- Sit with the child at eye level
- Distract the child by asking questions about his/her favorite hobby, sport, or song
- Give age appropriate information
- Do not overwhelm them with too much information
- Reconnect them with caregivers or staff as soon as possible

Stabilizing Older Children/Adults

- Give them time before intervening, but make self available
- Remain calm, quiet, and present
- Help him/her focus on manageable feelings, thoughts, and goals
- Give information that orients him/her to their surroundings
- Clarify any misinformation
- Attempt to determine what they are experiencing to address the concern

33

Core Action #3: Stabilization

Steps Toward Stabilization: Grounding

- Ask the person to:
 - Listen to and look at you
 - Orient him/herself to the surroundings
 - Talk about an aspect of the situation that is under control hopeful, or positive
 - Breathe in and out slowly
 - Name five **non-distressing** things he/she can see, hear, and feel
 - Younger children may find it easier to identify colors they see around them
- Get a medical consult when the situation is secure

34

Core Action #3: Stabilization

When working with a group students:

- Monitor how the students are responding to the discussion
- If students become distressed, conduct a neutral group activity to stabilize, such as:
 - Drawing/coloring
 - Writing exercise
 - Breathing exercise
 - Making a collage
 - Working together on a mural
- If a student is still having problems calming down, you or another PFA-S provider should work with him/her in private
- Consider ways to get extra support if needed

35

PFA-S Core Actions: #4 – Information Gathering



Goal: To identify immediate needs and concerns, gather additional information, and tailor PFA-S interventions to meet these needs

36

Core Action #4:
Information Gathering

In most emergencies, you will have limited time and will have to adjust to individuals' needs and priorities.

Keep in mind:

- You will need to be flexible in adapting PFA-S interventions.
- A formal assessment is not appropriate.
- Gather enough information so you can tailor interventions quickly to the current needs and concerns.
- Stay focused on the here and now – don't get overwhelmed by long-term needs.

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Core Action #4:
Information Gathering

Gather information directly to learn:

- ✓ What concerns are most pressing
 - Ask: *How are you currently doing?*
What are your immediate needs and concerns?
- ✓ How the person was impacted by the event
 - Ask: *Where were you during the event?*
How were you affected?
Do you still feel threatened?
- ✓ How the event will impact their daily functioning
 - Ask: *How has the event impacted you, your family, and your friends?*
How's your sleep been?
Are you able to focus on what you need to do in school?

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38

Core Action #4:
Information Gathering

Gather information indirectly:

- Encourage the use of referral procedures so teachers and staff can contact a provider if they observe changes in students' behaviors
- Work with school administration to "map" out what happened during the event
- Monitor daily attendance, disciplinary, and nursing logs to identify students at risk

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Core Action #5: Practical Assistance

Offer practical assistance to students and staff:

- *Identify the most immediate needs* (e.g. getting school books, phoning a family member, locating a loved one).
- *Clarify the need.* Specify the primary problem and identify the next practical step to address it.
- *Discuss an action plan.* Know the services available and help them brainstorm ideas.
- *Act to address the need.* Help the individual take action (e.g., help set an appointment or assist in completing paperwork).

43

PFA-S Core Actions: #6 – Connection with Social Supports



Goal: To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and school and/or community resources

44

Core Action #6: Connection with Social Supports

- Enhance access to primary support persons (family and significant others)
- Encourage use of immediately available support persons
- Discuss ways to seek and give support
 - Identify possible support persons
 - Discuss what to do/talk about
 - Explore reluctance to seek support
- Address extreme social isolation or withdrawal

45

Core Action #6:
Connection with Social Supports

Enhance the school community:

- Promote a sense of tolerance by helping students and staff understand that everyone is on their own recovery path.
- Encourage students to watch out for each other. If they see a change in a peer's behavior have them notify a parent, school counselor, or trusted adult.
- Create a plan for integrating new students who may have temporarily or permanently transferred.
- If the school is no longer open and students have moved, find ways to reconnect them with old classmates.

46

Core Action #6:
Connection with Social Supports

Enhance the school community (cont.):

- Facilitate social support by encouraging staff and teachers to increase the number of group activities and collaborative assignments.
- Consider what developmental milestones may have been interrupted for students and staff and help them find ways to address this disruption (e.g. graduation, prom, or first dance).
- Build on existing activities and support structures (e.g. sports teams, clubs).
 - Where these interrupted by the event?
 - How can they be encouraged and bolstered?

47

PFA-S Core Actions:
#7 – Information on Coping

Goal: To provide information about stress reactions and coping to reduce distress and promote adaptive functioning

48

Core Action #7:
Information on Coping

Provide information about stress reactions and coping to reduce distress and promote adaptive functioning:

- Explain what is currently known about the event
- Inform survivors of available resources
- Identify the post-disaster reactions and how to manage them
- Promote and support self-care and family care practices

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49

Core Action #7:
Information on Coping

While it may be helpful to describe stress reactions and to note that intense reactions are common but often diminish over time, avoid providing "blanket" reassurance that stress reactions will disappear. This may set up unrealistic expectations about the time it takes to recover.

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50

Core Action #7:
Information on Coping

Stress Reactions and Coping:

- Provide simple information
- Build discussion around their individual reactions
- Avoid pathologizing responses
- Discuss negative and positive coping actions

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51

Core Action #7: Information on Coping

Negative coping - these forms of coping may have unintended negative outcomes:

- Social isolation or withdrawal
- Extreme avoidance of thinking or talking about the event
- Watching too much TV or playing video games too long
- Anger or violence
- Frequent use of alcohol or drugs
- Overeating or not eating enough
- Doing risky or dangerous things

52

Core Action #7: Information on Coping

Positive coping - using these forms of coping can lead to positive outcomes:

- Social support
- Positive distracting activities
- Setting and achieving goals
- Changing expectations/priorities
- Breathing/relaxation/rest
- Exercise
- Counseling
- Humor

53

Core Action #7: Information on Coping

How long the reactions last will depend (among other things) on:

- The severity of trauma exposure and loss
- The severity of post-trauma adversities
- How often they are experiencing reminders

54

Other Areas to Enhance Coping

- Anxiety/Worry
- Difficulties in concentrating and learning
- Feelings of anger and frustration
- Guilt, shame, and other difficult emotions
- Risk-taking and/or exhibiting worrying behaviors
- Sleep Problems




55

PFA-S Core Actions:

#8 – Linkage with Collaborative Services



Goal: To link students and staff with available services they need now or will need in the future




56

Core Action #8:

Linkage with Collaborative Services

Identify whether a need and current concern requires additional information or services, and discuss with that person how to connect with these additional resources

Examples of situations requiring a referral include:

- An acute medical or mental health problem that needs immediate attention
- Worsening of a preexisting medical, emotional, or behavioral problem
- Threat of harm to self or others
- Concerns related to alcohol or drug use
- Cases involving domestic or child abuse (be aware of reporting laws)
- Ongoing difficulties with coping (four weeks or more after the event)




57



Core Action #8: Linkage with Collaborative Services

Considerations when making referrals:

- Be aware of school policy about making referrals to outside resources and existing links the school may have with outside agencies
- Make sure you adhere to confidentiality laws and parental notification policies
- Do what is necessary to ensure effective linkage with those services. For example:
 - Walk the family over to a service agency representative
 - Talk with the school representative who typically makes referrals for students

58





PFA-S Handouts

Recommendations for School Staff on Providing PFA-S For:

- Principals and Administrators
- Teachers
- Health-Related Professionals
- Support Staff

59





PFA-S Handouts

Guidelines for Using PFA-S in a Group Format:

- Assemblies
- Classrooms
- Small Groups: Students and Staff with Varied Experiences
- Small Groups: Students and Staff with Similar Experiences

60



PFA-S Handouts

Other Handouts and Worksheets:

- Provider Worksheet – Survivor Current Needs Form
- Provider Care
- Connecting with Others: For Adults and For Students
- When Terrible Things Happen: For Adults and For Students
- Helping Your Family Cope: For Parents
- Tips for Relaxation



61

Provider Stress: Common Stress Reactions

- Increased or decreased activity level
- Difficulties sleeping
- Substance use/abuse
- Numbing
- Distressing emotions, such as sadness, grief, anxiety
- Irritability, anger, and frustration
- Vicarious traumatization in the form of shock, fearfulness, horror, helplessness
- Confusion, lack of attention, and difficulty making decisions
- Physical reactions (headaches, stomachaches, being easily startled)
- Decreased social activities
- Reactions to trauma and/or loss reminders



62

Provider Stress: Extreme Stress Reactions

Thoughts	Behavior	Physical
• Preoccupation or compulsive re-experiencing of trauma • Sense of helplessness • Changes in memory or perception • Disruption in perceptions of safety, trust, and independence	• Attempts to over-control professional or personal situations • Acting out a “rescuer complex” • Preoccupation with work	• Chronic exhaustion • Drastic changes to eating or sleeping patterns • Illness or an increase in levels of pain
Social	Mood	Safety
• Social withdrawal and isolation • Serious difficulties in interpersonal relationships, including domestic violence	• Depression • Severe hopelessness	• Relying on substances • Suicidal ideation or attempts • Unnecessary risk-taking



63

Provider Care: Management

- Encourage work breaks
- Identify enough supports to meet the needs of administration, staff, students, and families
- Encourage peer partners and peer consultation
- Monitor providers who meet certain high risk criteria, such as:
 - Those who have been directly exposed to the event
 - Those having regular exposure to severely affected individuals or families
 - Those with multiple stresses (e.g. family changes, health problems)
- Ensure regular supervision, case conferencing, and staff appreciation events
- Conduct trainings on stress management practices and encourage the use of such practices
- Support open communication

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Provider Care: Personal

Seek Awareness	• Slow down and focus inward to determine the following: • How are you feeling? • What is your stress level? • What types of thoughts are going through your head? • Are your behaviors and actions consistent with who you want to be?
Seek Balance	• Becoming aware of when you are losing balance gives you an opportunity to change • Look to balance all areas of your life, including: • Work • Personal and Family Life • Rest • Leisure
Seek Connections	• Social connections are one of the most powerful stress reducers • Build connections and supportive relationships with: • Family • Friends • Co-workers • Community

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Provider Care: Personal

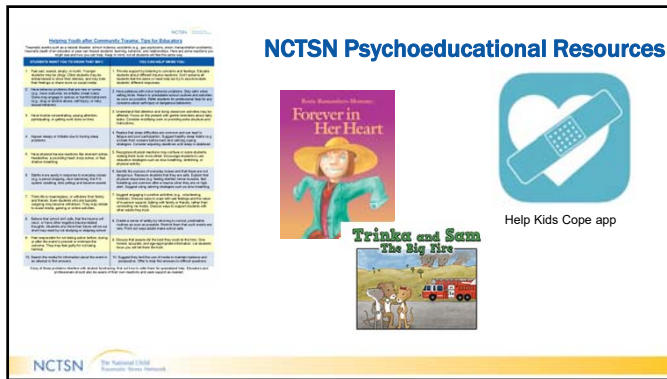
- Utilize the buddy system
- Use benefit time, vacation, personal time
- Make time for self-reflection
- Practice stress management during the workday
- Stay aware of limitations and needs
- Self-monitor and pace your efforts
- Maintain boundaries: delegate, say "no," and avoid getting overloaded with work
- Recognize when one is Hungry, Angry, Lonely or Tired (HALT), and take the appropriate self-care measures

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NCTSN Psychoeducational Resources

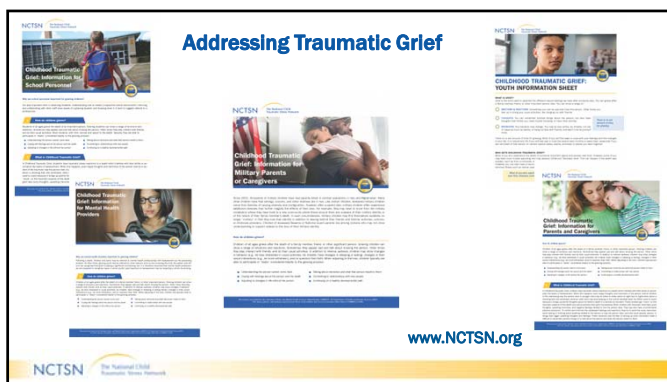


This slide features a list of resources on the left, including 'Forever in Her Heart', 'Trinka and Sam: The Big Fire', and 'Help Kids Cope'. The central part of the slide displays the covers of these three resources. On the right, there is a graphic of a heart with a bandage over it, labeled 'Help Kids Cope app'.

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67

Addressing Traumatic Grief

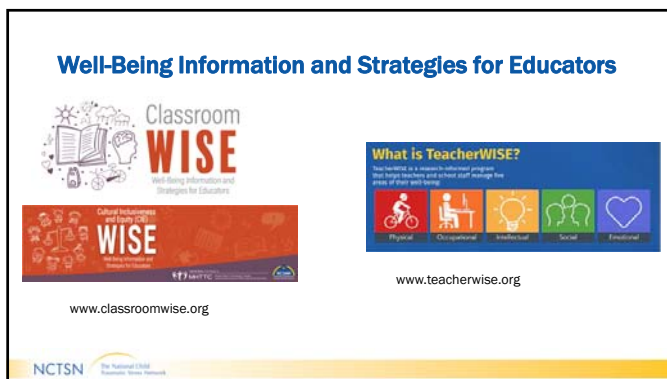


This slide presents information on addressing traumatic grief, featuring three main sections: 'Childhood Traumatic Grief: Information for School Professionals', 'Childhood Traumatic Grief: Information for Military Parents or Caregivers', and 'Childhood Traumatic Grief: Information for Parents and Caregivers'. Each section includes a brief description and a list of key points.

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68

Well-Being Information and Strategies for Educators



This slide promotes two resources: 'Classroom WISE' (Well-Being Information and Strategies for Educators) and 'TeacherWISE'. It includes logos for both programs and their respective websites.

www.classroomwise.org

www.teacherwise.org

69

A New Framework for Self-Care: PRN



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NEW DAY

70

Pause

- “Pausing” just means taking 3 slow breaths to check how you are feeling
- Check in
 - Body – where do you hold your stress
 - Mind – is your mind cluttered or full of worries
 - Feeling – notice and name any intense feelings
 - Frustration
 - Anxiety
 - Anger
 - Grief
 - Sadness



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NEW DAY

71

Reset

Actively do something to help you feel steadier, more calm, confident, or focused on your next task

- Take a quiet moment
 - Meditation
 - Petting an animal
 - Going outside for a minute
 - Looking at a favorite photo
- Acknowledge the feeling of being “uncentered”
 - Imagine letting this feeling go (leaf in a river)
- Focus on something positive
 - Affirmation
 - Sharing gratitude
 - Watching something funny
 - Talking with a colleague
- Practice self-compassion—what would you say to a friend or colleague to provide caring and support?



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NEW DAY

72

Nourish

- Ask yourself, "What do I need to nourish myself right now?"
- Consider ways to replenish your mind-body-heart-soul-spirit
 - Name one rewarding or meaningful moment at home and at work.
 - Find a moment (or more) to be playful, lighthearted, joyful
 - Create your own affirmation or mantra you can repeat to yourself in times of stress
- Find ways to honor/commemorate someone who has died
- Remind yourself of WHY you went into this work in the first place and think of one way you are making a difference
- Celebrate the small victories



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NEW DAY

73

Helpful Apps

Headspace / Headspace Plus is a meditation tool with hundreds of sessions on physical health, personal growth, stress management, and anxiety relief.



PTSD Coach provides users with education about PTSD and tools that can help users manage the stresses of daily life with PTSD.



Liberate Meditation app for the Black, Indigenous, and People of Color community to ease anxiety, find gratitude, heal internalized racism and microaggressions and celebrate Blackness.



7 Minute Workout is the #1 fitness app in 127 countries with 12 high intensity exercises, 30 seconds per exercise, 10 seconds rest between exercises.



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74

Take Home Messages

- ✓ School personnel are key to assisting with helping the school begin to recover
- ✓ Appreciate the importance of providing Psychological First Aid in the aftermath of school emergency
- ✓ Utilize a flexible, pragmatic, approach, specific to the need, context, and phase of recovery
- ✓ Refer to the *Field Operations Guide* for detailed information and handouts
- ✓ Take care of yourself and your colleagues

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75

Additional Information



- NCTSN Learning Center
learn.nctsn.org
- NCTSN Website
www.NCTSN.org

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76

26