

GUIDELINES & PRINCIPLES for the ROLE of ADULTS /TEACHERS/PARENTS in CRISIS SITUATIONS

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<u>LEVEL</u>	<u>GOAL</u>	<u>ROLE</u>	<u>PRINCIPLE</u>	<u>DETAIL</u>
COGNITIVE	ORGANIZATION Order & Structure	LEADERSHIP	1-Modelling 2- Information 3-Expectations 4- Meaning	1-In unfamiliar stressful situations children may turn to adults to know how to respond; by demonstrating calm & confidence you can influence by example & give a sense of security . 2-Parents & schools can meet the urgent need for information by becoming reliable sources of information, building trust & preventing rumours. 3-Being able to anticipate what is likely to occur enhances one's sense of control -give guidance relating to: what ? when ? where ? where to ? 4- The need to understand & explain what is happening gives you an opportunity to provide a realistic yet optimistic interpretation of events.
EMOTIONAL	MORALE / SOCIAL SUPPORT	SOCIAL/ EMOTIONAL SUPPORT	5-Empathy 6-Atmosphere 7-Ventilation 8-Unity	5-Accept without judging, listen & understand, make contact, consider calming by attending to basic needs (water, food, rest, shelter) 6-Encourage strengths & a coping self image, while accepting temporary dependence, reinforce expectations of returning to effective functioning & routines. 7-Legitimise fears as a normal response to such situations, allow (contained) expression of feelings in various ways (verbal & nonverbal) which also gives you an opportunity to become aware of mistaken notions, enabling educational relating to distortions & exaggerations. 8-Encouraging group cohesion , support & mutual help, raises morale & a feeling of safety & security –giving a sense of “I’m not alone”.
BEHAVIORAL	ACTIVE COPING	ACTIVATE	9-Active Coping 10-Task Allocation	9-Activity can reduce stress & enhance a sense of control, by empowering, distracting, ‘burning’ adrenaline & by being helpful & contributing. 10-Task allocation, keeping busy, helps create a feeling of usefulness, participation & mutual help.
CONSEQUENCES	EFFECTIVE FUNCTIONING	FEEDBACK/ MONITOR	11-Reinforce 12-Identify	11-Reinforcing of adaptive behaviour, hope & problem solving. 12- Children at risk & lingering unusual or extreme responses may be more readily identified by adults familiar with a child and referred for consultation. (More information about normal stress responses may be given, as well as appropriate conditions for EMDR intervention)