



## Chapter Six: Stress and Coping Strategies

### I. Lesson Plan

- A. Purpose: Explain developmental impact of stress on children and youth and age specific techniques to provide support.
- B. Objectives:
  - 1. Understand wide variety of ways stress impacts children and youth.
  - 2. Identify age appropriate strategies to support children and youth coping with stress.
- C. Time: 120 minutes
- D. Preparation/Materials Needed:
  - ✦ Easel, flip chart, markers, PowerPoint slides, computer, and LCD projector
  - ✦ Activity supplies

### II. Training Session Content

- A. PowerPoint Slides
  - Slide 6-1: Chapter 6 Stress and Coping Strategies
  - Slide 6-2: Come On Six!
  - Slide 6-3: Basic Needs for Healthy Growth
  - Slide 6-4: Understanding Stress
  - Slide 6-5: Impact of Stress and Change on Military Families
  - Slide 6-6: Specific Stressors Impacting Military Families
  - Slide 6-7: Other Deployment Stress-Related Issues for Service Members
  - Slide 6-8: Other Deployment Stress-Related Issues for Service Members
  - Slide 6-9: Other Deployment Stress-Related Issues for Families
  - Slide 6-10: General Patterns of Coping for Children/Youth
  - Slide 6-11: Infant to 5 Years: Signs of Stress—Behaviors/Reactions
  - Slide 6-12: Infant to 5 Years: Signs of Stress—Communication/Interactions
  - Slide 6-13: 6–11 Years: Signs of Stress—Behaviors/Reactions
  - Slide 6-14: 6–11 Years: Signs of Stress—Communication/Interactions
  - Slide 6-15: 12–18 Years: Signs of Stress—Behaviors/Reactions
  - Slide 6-16: 12–18 Years: Signs of Stress—Communication and Interactions
  - Slide 6-17: Before Adults Can Help

- Slide 6-18: General Coping Strategies
- Slide 6-19: Specific Coping Techniques: Infant to 2 1/2 Years
- Slide 6-20: Specific Coping Techniques: 2 1/2 to 5 Years
- Slide 6-21: Specific Coping Techniques: 6–11 Years
- Slide 6-22: Specific Coping Techniques: 12–18 Years
- Slide 6-23: Types of Prevention Strategies
- Slide 6-24: Universal Prevention Strategies
- Slide 6-25: Selective/Indicated (Intervention) Strategies: Elementary School
- Slide 6-26: Selective/Indicated (Intervention) Strategies: Middle School & High School
- Slide 6-27: Brainstorming Effective Prevention Strategies (Group Activity)

B. Activities and Directions

1. Come On Six!—See chapter slides for instructions.
2. Brainstorming Effective Prevention Strategies—See chapter slides for instructions.

### III. Additional Resources Available on the Flash Drive

- A. Activity Instructions: Come On Six!
- B. Stress and Coping in Childhood—Avis Brenner
- C. Stress and Young Children—ERIC Digest, Jan Jewett, and Karen Peterson
- D. Helping Children Cope With Stress—Karen DeBord
- E. Recognizing Stress in Children—NC State University, A&T State University Cooperative Extension
- F. Strategies for Parents and Teachers—NC State University, A&T State University Cooperative Extension
- G. Types of Prevention Strategies—National Institute of Drug Abuse

### IV. Evaluation

A. Reflection Questions

1. What did you learn (or re-learn) about children, youth, and coping with stress?
2. What personal or professional experiences have you had in dealing with the stress-related issues of children and youth?
3. How have these experiences impacted you?

B. Application Questions

1. What can you do in the future to be sensitive to the needs of children and youth dealing with significant degrees of stress and/or change?
2. How can OMK teams support children/youth in our communities who are coping with the changes and stressors related to the deployment of a parent or loved one?
3. How have these experiences impacted you?

# Chapter 6: Stress and Coping Strategies

## Operation: Military Kids Ready, Set, Go! Training

***Ready, Set, Go!***



### Slide 6-1: Chapter 6 Introduction

Content of this slide adapted from: N/A

**Materials Needed:** Trainer and participant manuals  
PowerPoint slides  
Flip chart paper & pens  
Potato Head Family  
Stopwatch  
Prizes for activity winners

**Trainer Tips:** N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Share purpose and objectives of this chapter.

**Say:** *The purpose of this chapter is to acknowledge that military kids and families experience significant change and stress as a result of a parent or loved one's deployment and reunion.*

**Say:** *The objectives include: helping professionals more fully understand the ways in which stress and change specifically impact children and youth, and to identify age-appropriate strategies to support them in coping with the stress-related issues associated with deployment and reintegration.*

# Come On Six!

## Group Activity



***Ready, Set, Go!***

### Slide 6-2: Come On Six!

Content of this slide adapted from: *More Activities That Teach* by Tom Jackson

**Materials Needed:** 1 piece of paper per person  
1 pencil or pen per group of five  
1 dice per group

**Trainer Tips:** Practice this activity yourself first. Make sure everyone has a basic understanding of the rules before you start. Available at <http://www.activelearning.org/meet-tom-jackson.html>

#### **What to Do, What to Say:**

**Say:** *Stress is not something that usually comes on full force all at one time. In most cases it is a gradual building kind of thing that you hardly notice. Your stress might be caused by a number of things that build up or it could just be just one future event which looms larger and larger as the event draws near.*

**Do:** • Divide your group into teams of five. It is best if they are sitting around a table, but the activity can be played on the floor. Each person needs to have a piece of paper and each group needs to have one pen/pencil and one dice.

**Say:** *The activity works like this. Any person in the group may be the one to start by rolling the dice. The object is to roll a six. Each person gets one roll of the dice to roll a six. If the person does not roll a six, then the dice is passed to the person on their left and they have one roll to try and get a six. This pattern continues until someone rolls a six. Upon rolling a six, that person takes the pencil and starts to number on their piece of paper from 1-100. (You can adjust this number for groups of varying abilities.) The rules are that the numbers must be written one at a time, in consecutive order, and they must be legible. Have the person who is writing count out loud as they are writing each number. This tends to increase the excitement and stress of the activity. Everyone else keeps rolling the dice, skipping the person who is writing.*

*The person continues to write numbers until someone else in the group rolls a six. At this time, they must stop writing and give the pencil/pen to that person who now begins to write. Remember that the dice continues around the table as the person is writing. When your turn is over, you once again take your turn rolling the dice.*

*Each time an individual rolls a six, they continue to write numbers from where they left off. For example, if you had written numbers 1-15 on your first turn, then you would pick up with the number 16 the next time you rolled a six. The round continues until someone in the group reaches 100 (or the designated number). I would suggest that you have at least two rounds.*

**Debrief Questions:**

- How easy was it for you to roll a six?
- How high did you get in writing numbers?
- How easy was it to get the pencil/pen when it was your turn to write? Did this change as the game got closer to the end? How?
- When the activity began, what was the level of excitement in your group?
- How did the excitement level change as people got closer to 100?
- Can we compare this activity to stress in our lives?
- How anxious do we feel about something that is going to happen down the road?
- How does your anxiety level change the closer the event is to happening?
- Describe a situation where you were stressed out over something that wasn't too bad when it actually happened.
- Do we sometimes cause ourselves to be stressed out when we really don't need to be? Explain.
- What are some of the behaviors we exhibit when we are under stress?
- How does our behavior affect others?
- What are some of the negative ways that we use to reduce our stress levels about future events?
- What are some of the positive ways that we use to reduce our stress levels about future events?
- How can we help ourselves reduce our own levels of stress?
- How can we help others reduce their levels of stress?

## Basic Needs for Healthy Growth

- Safety and structure
- Belonging and membership
- Closeness and several good relationships
- Experience gaining competence and mastering skills
- Independence
- Self-awareness: The ability and opportunity to act on that understanding
- Self-worth: The ability and opportunity to contribute
- Other basic needs?

***Ready, Set, Go!***



### Slide 6-3: Basic Needs for Healthy Growth

Content of this slide adapted from: 4-H 101: The Basics for Starting 4-H Clubs by the Cooperative State Research Education and Extension Service of the U.S. Department of Agriculture

Materials Needed: N/A

Trainer Tips: Encourage group sharing & discussion.

Discuss stress resulting from unmet needs and the hands-on example provided in the previous Potato Head Family Activity.

#### **What to Do, What to Say:**

- Do:
- Review slide content with participants.
  - Encourage participants to respond to the following question:

Say: *What other needs do children/youth have when it comes to healthy development?*

- Do:
- Facilitate group brainstorming and record responses on flip chart.

- Upon conclusion of brainstorming session, emphasize the following:  
**Say:** *Children/youth need their basic needs met to help them develop in healthy ways.*

*When this doesn't happen, they begin to develop alternative (sometimes unhealthy) coping strategies to assist them in dealing with the stressors of their environments.*



# Understanding Stress

- Dr. Hans Selye (1907–1982)
- Stress is defined as “Nonspecific response of the body to any demand made upon it.”
- Eustress vs. Distress
- General Adaptation Syndrome
  - Alarm Phase
  - Resistance Phase
  - Exhaustion Phase

***Ready, Set, Go!***



## Slide 6-4: Understanding Stress

Content of this slide adapted from: *The Stress of Life* (1975) and *Stress Without Distress* (1974), both by Dr. Hans Selye

Materials Needed: N/A

Trainer Tips: N/A

### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Emphasize key points of discussion as follows:

**Say:** *Dr. Hans Selye, the founder of modern stress theory, was a physician and endocrinologist who spent 50 years demonstrating the role of emotional responses in causing or combating much of the wear and tear on our bodies that we experience throughout our lives.*

*Eustress is the stress evoked by positive emotions or events.*

**Say:** *Distress is the stress evoked by negative feelings or events.*

*General Adaptation Syndrome is the body's response to stress. It has a recognizable pattern of up to three phases of resistance levels that individuals go through when exposed to stressors.*

*Stage One: Alarm Phase—The body's resistance to physical damage drops for a short time so that it can prepare to cope with a stressor by using available energy and normally protective stress hormones.*

*Stage Two: Resistance Phase—If stressor persists (can't fight or flee), our bodies start to run in high gear and use a high level of stress hormones to help us cope.*

*Stage Three: Exhaustion Phase—Level of resistance to a physical disorder, disease, or psychological pressure is at its lowest due to extended and persistent stress. This period is characterized by feelings of lethargy, which is an absence of energy and bodily resources to cope.*

**Do:** • Check for group understanding.

**Say:** *Do you have any questions about the information presented on this slide?*

# Impact of Stress and Change on Military Families

- Civilian lifestyle for most part until deployment
- Deployment = Change = Stress
  - Eustress
  - Distress
- Physical, emotional, mental, social, financial, and spiritual impact on all involved

***Ready, Set, Go!***



## Slide 6-5: Impact of Stress and Change on Military Families

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Check for group understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

# Specific Stressors Impacting Military Families

- Threats and acts of terrorism
- Natural disasters
- War
- Extended separation
- Constant media coverage
- Reintegration
- Transition and relocation
- Other examples?

***Ready, Set, Go!***



## Slide 6-6: Specific Stressors Impacting Military Families

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Encourage participants to respond to the following question:

**Say:** *Can you identify any additional stressors you believe National Guard, Army Reserve, and/or other military families and youth may be experiencing that are not currently reflected on this slide?*

- Do:**
- Facilitate group brainstorming and record responses on flip chart paper.

# Other Deployment Stress-Related Issues for Service Members

- Combat stress
  - This term is used to describe “normal physiological, behavioral, and psychological reactions experienced before, during, or after combat.”
- Battle fatigue
  - This term refers to service members experiencing stress reactions to the point where they are no longer combat effective.

***Ready, Set, Go!***



## **Slide 6-7: Other Deployment Stress-Related Issues**

Content of this slide adapted from: DoD Stress Awareness, 528th Medial Detachment, Fort Bragg, U.S. Army, <http://www.defenselink.mil/specials/stressawareness03/combat.html>

Materials Needed: N/A

Trainer Tips: N/A

### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Emphasize key points of discussion as follows:

**Say:** *Combat stress has common and identifiable emotional, mental, behavioral, and physical reactions.*

*To learn more about combat stress, review the following website  
<http://www.defenselink.mil/specials/stressawareness03/combat.html>*

*Say: If a Service Member has experienced combat stress, family members need to know this as it will affect reintegration and require additional professional support for a period of time.*

*Do:* • Check group for understanding.

*Say: Are there any questions or comments about the materials on this slide?*

# Other Deployment Stress-Related Issues for Service Members

- Post Traumatic Stress
  - “This is a psychiatric disorder that occurs after witnessing life-threatening events such as military combat, natural disasters, terrorist incidents, serious accidents, or violent personal assaults like rape.”

~National Center for  
Post Traumatic Stress Disorder

***Ready, Set, Go!***



## Slide 6-8: Other Deployment Stress-Related Issues

Content of this slide adapted from: National Center for Post Traumatic Stress Disorder, <http://www.ncptsd.va.gov>

Materials Needed: N/A

Trainer Tips: N/A

### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Emphasize key points of discussion as follows:

**Say:** *Careful research and documentation of Post Traumatic Stress Disorder (PTSD) began in earnest after Vietnam War. It impacts veterans as well as others in our society.*

*In 1980, the American Psychiatric Association added PTSD to the Third Edition of Diagnostic and Statistical Manual of Mental Disorders.*

*PTSD symptoms include, but are not limited to: intrusive painful memories,*

*flash backs, trouble sleeping, bad dreams, social isolation, withdrawal, alienation, jumpiness, exaggerated startle response, anxiety, guilt about things done or not done, alcohol and drug misuse, and misconduct.*

*To learn more about PTSD, review the following website: <http://www.ncptsd.va.gov>*

*Professional treatment and support are available and critical to successful coping for the service member and family.*

**Do:** • Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*



## Other Deployment Stress-Related Issues for Families

- Compassion stress
  - Stress resulting from helping or wanting to help a suffering or traumatized person
- Compassion fatigue
  - A state of exhaustion and dysfunction, biologically, physiologically, and emotionally, as a result of prolonged exposure to compassion stress
- Compassion satisfaction
  - A powerful sense of satisfaction with trauma work; development of personal strengths as a result

***Ready, Set, Go!***

—Dr. Charles Figley



### Slide 6-9: Other Deployment Stress-Related Issues

Content of this slide adapted from: NCPTSD website [www.ncptsd.va.gov](http://www.ncptsd.va.gov) and *Compassion Fatigue: Coping with Secondary Traumatic Stress Disorder in Those Who Treat the Traumatized*, by Charles Figley (1995), New York: Brunner/Mazel.

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Emphasize key points of discussion as follows:

**Say:** *All of these terms were originally developed by Dr. Charles Figley.*

*Compassion stress is seen as a natural outcome (rather than a psychological process) of learning that a client, friend, or family member has experienced trauma.*

*Compassion fatigue is a more severe example of cumulative compassion stress.*

**Say:** *Compassion satisfaction can result in the development over time of a much stronger sense of strength, self-knowledge, confidence, sense of meaning, spiritual connection, and respect for human resiliency.*

*It is important to remember that a service member's family members can experience these forms of stress as they cope with deployment and reintegration issues.*

**Do:** Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

# General Patterns of Coping for Children/Youth

- Denial
- Regression
- Withdrawal
- Altruism
- Impulsive acting out
- Humor
- Suppression
- Anticipation/hypervigilance
- Sublimation
- Other examples?

***Ready, Set, Go!***



## Slide 6-10: General Patterns of Coping for Children/Youth

Content of this slide adapted from: *Helping Children Cope With Stress* by Avis Brenner

Materials Needed: N/A

Trainer Tips: N/A

### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Emphasize key point of discussion as follows:

**Say:** *These are general patterns of coping. The following slides will address age-specific responses of children and youth.*

## Infant to 5 Years: Signs of Stress

- Behaviors
  - Fussiness, uncharacteristic crying, neediness
  - Generalized fear
  - Heightened arousal and confusion
- Reactions
  - Helplessness and passivity
  - Avoidance of trauma-related reminders
  - Exaggerated startle response
  - Regressive symptoms
  - Somatic symptoms
  - Sleep disturbances, nightmares

***Ready, Set, Go!***



### Slide 6-11: Infant to 5 Years: Signs of Stress (Behaviors/Reactions)

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Emphasize key point(s) of discussion as follows:

**Say:** *Information on these slides is broken down into four distinct categories of behavior, reactions, communication, and interactions for the given age group.*

*The characteristics identified above will help us know more specifically what to look for as potential signs that a child/youth may be experiencing high degrees of stress.*

- Do:**
- Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

- Do:**
- Respond accordingly to group questions/comments.

## Infant to 5 Years: Signs of Stress

- Communication
  - Cognitive confusion
  - Difficulty talking about event; lack of verbalization
  - Trouble identifying feelings
  - Unable to understand event as permanent
  - Anxieties about death
- Interactions
  - Separation fears and clinging to caregivers
  - Grief related to abandonment by caregiver

***Ready, Set, Go!***



### Slide 6-12: Infant to 5 Years: Signs of Stress (Communication/Interactions)

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

**Do:** • Review slide content with participants.

**Say:** *Information on these slides is broken down into four distinct categories of behavior, reactions, communication, and interactions for the given age group.*

*The characteristics identified above will help us know more specifically what to look for as potential signs that a child/youth may be experiencing high degrees of stress.*

**Do:** • Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

**Do:** • Respond accordingly to group questions/comments.

## 6–11 Years: Signs of Stress

- Behaviors
  - Spacey or distracted
  - Changes in behavior, mood, personality
  - Regression to behavior of young child
  - Aggressive behavior, angry outbursts
- Reactions
  - Reminders trigger disturbing feelings
  - Responsibility and guilt
  - Safety concerns, preoccupation with danger
  - Obvious anxiety and general fearfulness
  - Somatic symptoms
  - Sleep disturbances, nightmares

***Ready, Set, Go!***



### **Slide 6-13: 6–11 Years: Signs of Stress (Behaviors/Reactions)**

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

**Do:** • Review slide content with participants.

**Say:** *Information on these slides is broken down into four distinct categories of behavior, reactions, communication, and interactions for the given age group.*

*The characteristics identified above will help us know more specifically what to look for as potential signs that a child/youth may be experiencing high degrees of stress.*

**Do:** • Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

**Do:** • Respond accordingly to group questions/comments.

## 6–11 Years: Signs of Stress

- Communication
  - Confusion and inadequate understanding of events
  - Magical explanations to fill in gaps of understanding
  - Withdrawn and quiet
- Interactions
  - Worry and concern for others
  - Separation anxiety
  - Repetitious traumatic play and retelling
  - Loss of ability to concentrate
  - School avoidance
  - Loss of interest in activities

***Ready, Set, Go!***



### **Slide 6-14: 6–11 Years: Signs of Stress (Communication/Interactions)**

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

**Do:** • Review slide content with participants.

**Say:** *Information on these slides is broken down into four distinct categories of behavior, reactions, communication, and interactions for the given age group.*

*The characteristics identified above will help us know more specifically what to look for as potential signs that a child/youth may be experiencing high degrees of stress.*

**Do:** • Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

**Do:** • Respond accordingly to group questions/comments.

## 12–18 Years: Signs of Stress

- Behaviors
  - Self-consciousness
  - Depression
  - Trauma-driven acting out; sexual acting out or recklessness; risk-taking; substance use/abuse
  - Accident proneness
- Reactions
  - Efforts to distance from feelings
  - Wish for revenge and action-oriented responses
  - Life-threatening re-enactment
  - Decline in school performance
  - Sleep and eating disturbances

**Ready, Set, Go!**



### Slide 6-15: 12–18 Years: Signs of Stress (Behaviors/Reactions)

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

**Do:** • Review slide content with participants.

**Say:** *Information on these slides is broken down into four distinct categories of behavior, reactions, communication, and interactions for the given age group.*

*The characteristics identified above will help us know more specifically what to look for as potential signs that a child/youth may be experiencing high degrees of stress.*

**Do:** • Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

**Do:** • Respond accordingly to group questions/comments.



## 12–18 Years: Signs of Stress

- Communication
  - Increased self-focusing
  - Social withdrawal
- Interactions
  - Flight into driven activity/involvement with others  
OR retreat from others in order to manage inner turmoil
  - Rebellion at home and school
  - Abrupt shift in relationships

***Ready, Set, Go!***



### **Slide 6-16: 12–18 Years: Signs of Stress (Communication/Interactions)**

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

**Do:** • Review slide content with participants.

**Say:** *Information on these slides is broken down into four distinct categories of behavior, reactions, communication, and interactions for the given age group.*

*The characteristics identified above will help us know more specifically what to look for as potential signs that a child/youth may be experiencing high degrees of stress.*

**Do:** • Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

**Do:** • Respond accordingly to group questions/comments.

## Before Adults Can Help

- Effective helpers need a combination of:
  - **Knowledge** about the constellation of stressors and coping strategies of the child/youth
  - **Appreciation** of the child/youth's point of view and their reasons for unconscious choices of coping modes
  - **Skills** in working effectively with children and youth; communicating easily and warmly, gaining trust, and helping them talk openly and completely
  - **Self-Awareness** of own biases and belief systems in regard to each kind of stressor and coping strategies

***Ready, Set, Go!***



### Slide 6-17: Before Adults Can Help

Content of this slide adapted from: *Helping Children Cope With Stress* by Avis Brenner

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Emphasize key point(s) of discussion as follows:

**Say:** *It is important for adults to have a combination of the skills outlined in this slide to assist them in being effective in providing support for children/youth coping with stress.*

## General Coping Strategies:

- Create a safe environment
- Provide reassurance and support
- Be honest about what has happened
- Explain what government officials are doing (state, federal, police, firefighters, hospital, etc.)
- Manage your own anxiety
- Help put the event in perspective

***Ready, Set, Go!***



### Slide 6-18: General Coping Strategies

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Emphasize key point(s) of discussion as follows:

**Say:** *This is simply a list of general coping strategies. The following PowerPoint slides will address age-specific strategies that adults can use to provide support for children and youth coping with stress.*

## Specific Coping Techniques: Infant to 2½ Years

- Maintain calm atmosphere
- Keep familiar routines
- Avoid unnecessary separations from caregivers
- Minimize exposure to reminders of trauma—don't keep TV news on
- Expect children to temporarily regress; don't panic
- Help children give simple names to big feelings
- Talk about event in simple terms during brief chats
- Provide simple props (doctor's kit, toy ambulance) if trying to play out frightening situation
- Provide soothing activities

***Ready, Set, Go!***



### Slide 6-19: Specific Coping Techniques: Infant to 2½ Years

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Encourage participants to respond to the following question:

**Say:** *Can you identify and share any other specific examples of ways you have successfully used these and/or other coping strategies to support children and youth?*

- Do:**
- Facilitate group brainstorming and record responses on flip chart paper.

## Specific Coping Techniques: 2½ to 5 Years

- Maintain familiar routines
- Don't introduce new and challenging experiences
- Avoid nonessential separations from important caregivers
- Listen to and tolerate retelling of events
- Accept and help them name strong feelings during brief conversations
- Respect fears and give time to cope
- Expect regressive and uncharacteristic behaviors—but maintain rules
- Protect from re-exposure and reminders on TV programs, in stories, movies, and even physical locations
- Provide opportunities and props for play
- If they have nightmares, explain that bad dreams aren't real and they'll happen less and less

***Ready, Set, Go!***



### Slide 6-20: Specific Coping Techniques: 2½ – 5 Years

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Encourage participants to respond to the following question:

**Say:** *Can you identify and share any other specific examples of ways you have successfully used these and/or other coping strategies to support children and youth?*

- Do:**
- Facilitate group brainstorming and record responses on flip chart paper.

## Specific Coping Techniques: 6–11 Years

- Listen to and tolerate retelling of events
- Respect fears; give them time to cope
- Increase awareness and monitoring of play—they may secretly reenact events with peers
- Set limits on scary or hurtful play
- Permit children to try out new ideas to deal with fearfulness at nap or bedtime to feel safe (i.e., nightlight, radio, extra reading time)
- Reassure that feelings of fear, or behaviors that feel out of control, are normal after a frightening experience

***Ready, Set, Go!***



### Slide 6-21: Specific Coping Techniques: 6–11 Years

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Encourage participants to respond to the following question:

**Say:** *Can you identify and share any other specific examples of ways you have successfully used these and/or other coping strategies to support children and youth?*

- Do:**
- Facilitate group brainstorming and record responses on flip chart paper.

## Specific Coping Techniques: 12–18 Years

- Encourage discussions about stress with each other and adults they trust
- Reassure that strong feelings—guilt, shame, embarrassment, desire for revenge—are normal
- Provide opportunities to spend time with supportive friends and peers
- Help find activities that offer opportunities to experience mastery, control, self-esteem, and pleasure (i.e., sports, art, acting, etc.)

***Ready, Set, Go!***



### Slide 6-22: Specific Coping Techniques: 12–18 Years

Content of this slide adapted from: *U.S. Army Child, Youth & School Services Installation Mobilization and Contingency (MAC) Plan Workbook*

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Encourage participants to respond to the following question:

**Say:** *Can you identify and share any other specific examples of ways you have successfully used these and/or other coping strategies to support children and youth?*

- Do:**
- Facilitate group brainstorming and record responses on flip chart paper.

## Types of Prevention Strategies

- **Universal**—Addresses the entire population (national, local community, school, neighborhood) with messages/ programs aimed at preventing or delaying
- **Selective**—Target subsets of the total population that are deemed to be at-risk by virtue of their membership in a particular population segment
- **Indicated**—Designed to prevent the onset in individuals who are showing early signs of problem behavior

**Ready, Set, Go!**



### Slide 6-23: Types of Prevention Strategies

Content of this slide adapted from: *Drug Abuse Prevention: What Works*, National Institute of Drug Abuse, 1997, pp. 10–15.

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

- Do:**
- Respond accordingly to group questions/comments.
  - For additional information to supplement this slide, see Must-Read Background Material at the end of this chapter, entitled “Types of Prevention Strategies,” by the National Institute of Drug Abuse.



# Universal Prevention Strategies

- Focus on youth and maintaining a supportive learning environment
- Reinforce safety and security
- Provide healthy and clear expectations, boundaries, and consequences
- Listen, acknowledge, validate, and provide opportunities for healthy expression of feelings
- Maintain objectivity
- Be sensitive to language and cultural needs
- Be patient and, if possible, temporarily reduce student workload
- Reinforce healthy anger management and grief/loss responses
- Encourage volunteerism

***Ready, Set, Go!***



## Slide 6-24: Universal Prevention Strategies

Content of this slide adapted from: *Educator's Guide to the Military Child During Deployment*, U.S. Dept. of Education. Sponsored by the Educational Opportunities Directorate of the Department of Defense.

Free download: <http://www.center-school.org/homefront/resources.php>

**Materials Needed:** N/A

**Trainer Tips:** Let participants know the following:

- They need to be thinking about specific universal and selective/indicated prevention strategies they might use in their Operation: Military Kids teamwork.
- They will be given time to brainstorm these ideas as a group and share them with the larger audience in a few minutes.

### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

- Do:**
- Respond accordingly to group questions/comments.

## Selective/Indicated (Intervention) Strategies:

- **Elementary**
  - Engage in play activities
  - Paint or draw pictures reflecting feelings/thoughts
  - Write cards or letters to deployed loved one
  - Create memory book/calendar reflecting important events
  - Participate in extracurricular activities
  - Referral to school counselor or military family support organization
  - Take part in group/individual counseling when problems arise

***Ready, Set, Go!***



### Slide 6-25: Selective/Indicated (Intervention) Strategies: Elementary

Content of this slide adapted from: *Educator's Guide to the Military Child During Deployment*, U.S. Dept. of Education. Sponsored by the Educational Opportunities Directorate of the Department of Defense.

Free download: <http://www.center-school.org/homefront/resources.php>

Materials Needed: N/A

Trainer Tips: N/A

#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*

- Do:**
- Respond accordingly to group questions/comments.

## Selective/Indicated (Intervention) Strategies:

- Middle School & High School
  - Keep a journal of feelings and thoughts
  - Engage in school activities (drama, art)
  - Engage in extracurricular activities (after-school sports, 4-H)
  - Write cards or letters to deployed loved one
  - Referral to school Student Assistance Program
  - Take part in individual/group counseling when problems arise
  - Referral to school counselor or military family support organization for additional support

***Ready, Set, Go!***



### Slide 6-26: Selective/Indicated (Intervention) Strategies: Middle School & High School

Content of this slide adapted from: *Educator's Guide to the Military Child During Deployment*, U.S. Dept. of Education. Sponsored by the Educational Opportunities Directorate of the Department of Defense.

Free download: <http://www.center-school.org/homefront/resources.php>

Materials Needed: N/A

Trainer Tips: N/A


#### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Check group for understanding.

**Say:** *Are there any questions or comments about the materials on this slide?*


- Do:**
- Respond accordingly to group questions/comments.

# Brainstorming Effective Prevention Strategies (Group Activity)



- Universal
- Selective
- Indicated

**Ready, Set, Go!**



## Slide 6-27: Brainstorming Effective Prevention Strategies (Group Activity)

Content of this slide adapted from: N/A

Materials Needed: Flip chart paper, pens, tape

**Trainer Tips:** Encourage participants to 1) select a group facilitator and recorder for this process, 2) be creative in their brainstorming, and 3) be prepared to share their response with the large group.

### **What to Do, What to Say:**

- Do:**
- Review slide content with participants.
  - Explain activity instructions to group:
    - Break into small group/teams.
    - Assign universal, selective, or indicated prevention strategies to each group.
    - Let group know they will have 15–20 minutes to brainstorm specific examples of strategies.
    - Record on flip chart paper.
    - Report out to large group.

**Do:** • Check group for understanding.

**Say:** *Are there any questions about the activity instructions?*

*Ready, Set, Go for it...Begin your small group work!*

**Do:** • Facilitate individual group reporting as well as large group discussion/  
comments.

**Say:** *Thank you for your participation!*