

**Mont Vernon  
&  
Amherst  
Community  
Recovery  
Group**

*Dubois*

# Group Participants

- Mary Jennings
- Renea Sparks
- John Quinlan
- Kim Roberge
- Kris Wilson
- Barbara Belak
- Deanna Cordts
- Porter Dodge
- Kevin Becker (ORI)
- Jeff Weir (ORI)
- Catriona Grant
- Bob Schaumann
- Paul Bernard
- Gretchen Pyles
- Howard Brown
- Pody Hansbrough
- Brian Irwin
- Bob Thompson
- Maggie Paul

# MISSION STATEMENT

*To facilitate community resilience and healing through the coordination of resources, education, and support.*



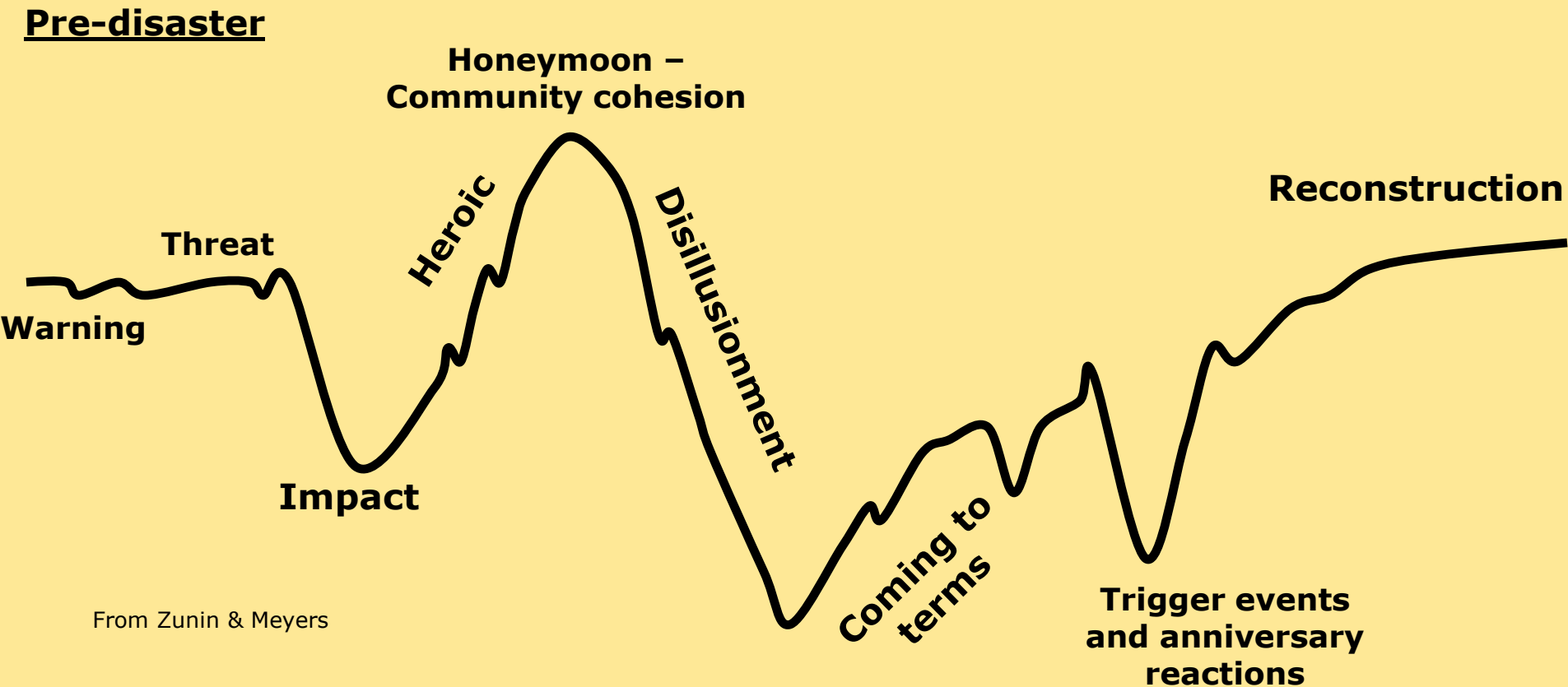
# **Helping Your Child With Grief and Loss**

Facilitated by:

**Dr. Kevin Becker and Jeff Weir,**

**Organizational Resilience International, LLC.**

# Psychological Lifecycle of Traumatic Events



From Zunin & Meyers

# Child risk & resiliency factors

- Proximity to the event
- Severity of the event
- Age/Developmental level
- Past experience with trauma
- Recovery environment
  - Caregiver's coping
  - Sufficient supports

# SAFETY

## Physical Safety and Security

- A sense that I am generally safe from harm and that others will take care of me if I need it.

## Emotional/Psychological

- A feeling of being connected to others and that I am free to express how I feel.

# PREDICTABILITY

- A sense that I can reliably anticipate what is going to happen next. A feeling that life is predictable and that there are routines that I can count on.

# CONTROL

- A feeling that I can influence others and the world around me. A sense of competency and effectiveness over my world.

# Developmental Tasks

## Ages 11-14

- Movement towards independence
- Increase ability to use speech
- Tendency to return to childish behavior
- Same sex friends and group activities
- Worries about being normal
- More likely to express feelings by actions than by words
- Less affection shown to parents with occasional rudeness
- Shyness, blushing and modesty
- Experimentation with body
- Greater interest in privacy
- Struggles with a sense of identity

# Reactions Pre-adolescence (ages 11-14)

- Sleep disturbance, appetite disturbance
- Rebellion at home
- Refusal to do chores
- School problems (e.g., fighting, withdraw, loss of interest, attention seeking behavior)
- Physical problems (e.g., headaches, vague aches and pains, skin eruptions, bowel problems, psychosomatic complaints)
- Loss of interest in peer social activities

# Developmental Tasks

## Ages 14-18

- Greater ability to work
- Rule and limit testing
- Greater interest in privacy
- Experimentation with body
- Increased ability to delay gratification
- Self reliance
- Firmer identity
- Greater concern for others
- Ability to make independent decisions
- Higher level of concern for the future
- Thoughts about one's role in life

# Reactions Adolescence

## Ages 14-18

- Sleep disturbance, appetite disturbance
- Aggressive behavior
- Rejection of rules
- Involvement in dangerous risk taking behaviors or re-enactments
- Physical problems (e.g., headaches, vague aches and pains, skin eruptions, bowel problems, psychosomatic complaints)
- Loss of interest in social activities

# Reactions Adolescence

## Ages 14-18

- Emotional detachment—Acting “cool,” adult-like, rejecting help, numbing
- Confusion, memory problems
- Crying spells
- Survivor guilt
- Anger control problems, resentment or losing trust
- Drug or alcohol abuse
- Isolation

# Social Supports

*Role of **others** in trauma & resilience*

- One to One Relationships
- Group Interactions (family, teams...)
- Community Interactions

# Social Supports

*Key components of interactions with others...*

- Building Connection
- Giving/Getting
- Trust
- Values
- Worldview
- Empathy

# Fostering resiliency

## *SAFETY*

- *Help children find ways to relax and calm themselves*
- *Help children understand the likelihood of this happening in the future*
- *Talk about safety issues and what adults are doing to keep them safe*

# Fostering resiliency

## *SAFETY*

- *Encourage, but do not insist upon, discussion of tragedy-related fears within the family setting*
- *Help children develop relationships with a caring adult*
- *Help children find support, belonging, and role-models*

# Fostering resiliency

## *PREDICTABILITY*

- *Maintain routines and consistency*
- *Positive outlook for the future*
- *Structured but undemanding responsibilities*
- *Encourage resumption of social activities, clubs, pleasure esp. physical sports/ dancing*

# Fostering resiliency

## *CONTROL*

- *Help children gain mastery and control of their environment*
- *Help children develop positive values*
- *Help children increase their self-esteem*
- *Encourage and support activities aimed at helping others*

# Discussion

- What seems to be working?
- What are your concerns for you children?
- Thoughts or Suggestions

# Websites for More Information

- National Center for PTSD
  - <http://www.ncptsd.va.gov>
- NYU Child Study Center
  - <http://www.aboutourkids.org>
- TLC- The National Institute for Trauma and Loss in Children
  - <http://www.tlcinstitute.org>
- National Center for Child Traumatic Stress
  - <http://www.nctsnet.org>

# Further Questions/Comments/Input?

Please email us at:

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