

Modernizing Disaster Mental Health Response and Recovery

Melissa J. Brymer, Ph.D., Psy.D.

Director, Terrorism & Disaster Program

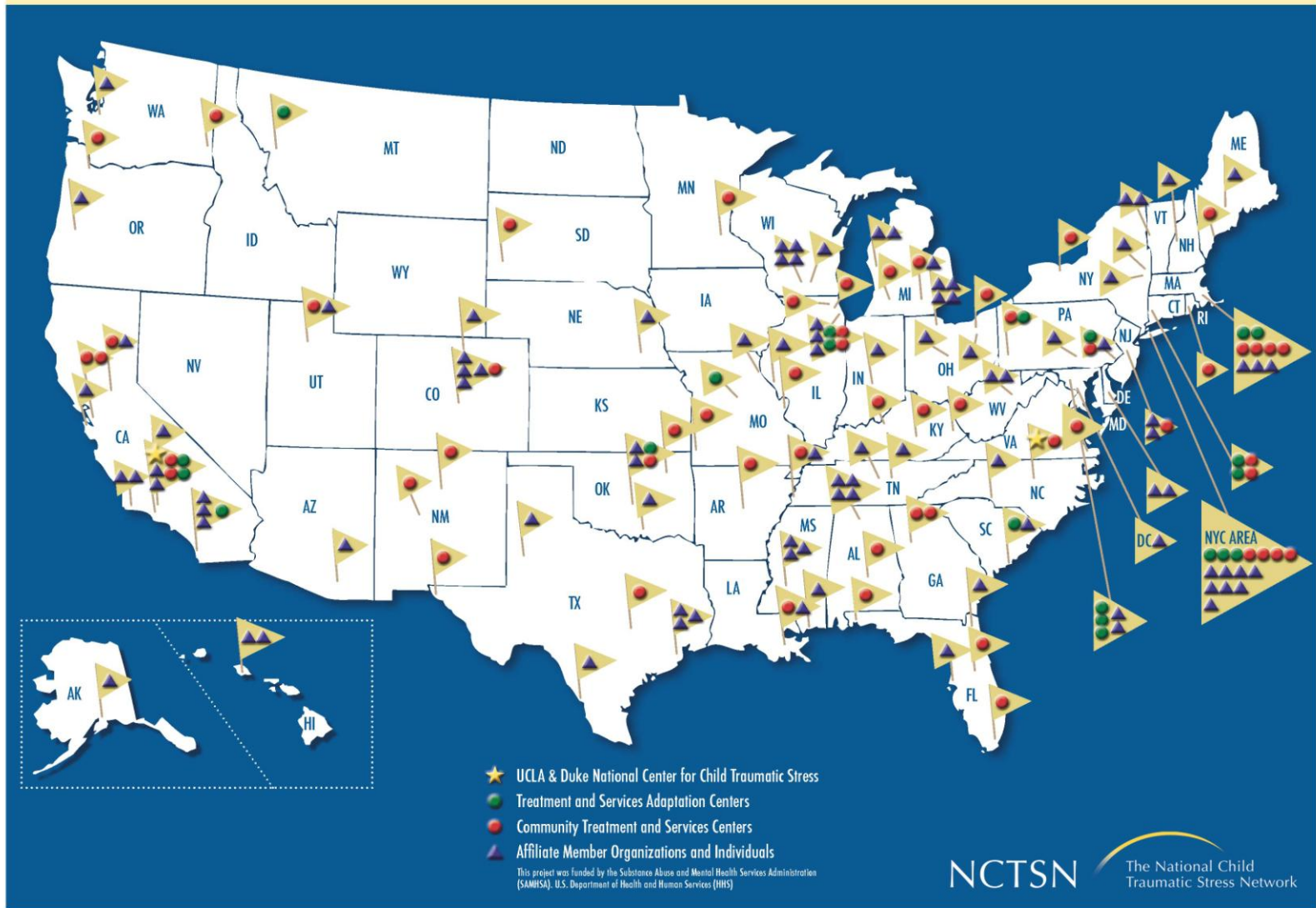
UCLA

National Center for Child Traumatic Stress

NCTSN

The National Child
Traumatic Stress Network

National Child Traumatic Stress Network Centers



An Effective Public Disaster Mental Health Program

- Should be part of a system of care
- Conduct seamless progression of data collection to govern disaster response planning, mitigation, and recovery
- Goal is to enhance existing strengths and resources, as well as reducing distress in those who need it
- Has to be practical, achievable, and implementable at the program level
- Ensure local, regional, national and international disaster mental health planning
- Adopt modern training platforms – distance learning and learning communities

An Effective Disaster Public Mental Health Model (cont.)

Multi-level, responsive service delivery

- Take services to people where they are
- Use contact methods useful to the situation
 - Face to face
 - Telephone
 - Internet
 - Print
- Realize that people are logically more likely to use services that meet their needs
- When travel, access, resources are limited or constrained, adjust delivery methods

Key Components in Response

- ✓ Identify survivors impacted by the event
- ✓ Identify available resources
- ✓ Map the event – understand the “signature of this disaster”
- ✓ Provide a continuum of services
- ✓ Provide a developmental and cultural perspective

Be Aware of At-Risk Populations

- Injured
- Those who have been relocated or displaced
- Medically frail
- Those who have serious mental illness
- Physically disabled, ill, or who have sensory deficit
- Those with substance abuse problems
- Pregnant women or mothers with babies/small children
- Disaster response personnel
- Those with significant loss of possessions
- Those exposed to first hand grotesque scenes or extreme life threat

Be Aware of At-Risk Populations (cont.)

- Children, especially those:
 - Separated from parents/caregivers
 - Whose parents/caregivers, family members, or friends have died
 - Whose parents/caregivers were significantly injured or are missing
 - Involved in the justice or foster care systems
 - Adolescents who may be risk-takers or have substance abuse problems

Multi-Level Intervention Options

Tier 1 – General Population-based Interventions

Psychoeducation, resiliency-based

Psychological First Aid

Tier 2 – Specialized Interventions

Trauma / Grief - Focused

Short-Term, Solution-focused

Skills For Psychological Recovery

Tier 3 – Specialized Community-Based Interventions

Psychiatric services, treatment

What is Psychological First Aid?

PFA-S is

An evidence-informed approach for assisting children, adolescents, adults, and families in the aftermath of a disaster or terrorist attack.

Who Delivers PFA?

- PFA is delivered by disaster response workers who provide early assistance, including:
 - First responders
 - Mental health professionals
 - School personnel
 - Religious professionals
 - Disaster volunteers
 - Health and public health officials



Where Can PFA be Delivered?

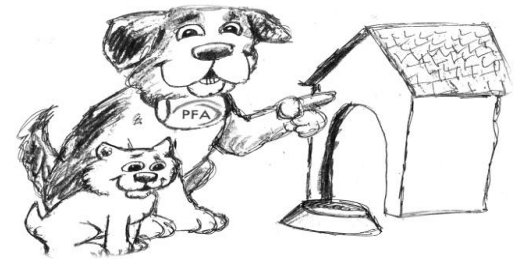
- PFA can be delivered in a broad range of emergency settings, such as:
 - General population shelters
 - Schools
 - Special needs shelters
 - Hospitals or medical triage areas
 - Family assistance centers
 - Public health emergency settings



Link to Other Services



Contact & Engage



Provide Safety & Comfort



Discuss Coping Strategies

PFA Core Actions



Stabilize



Connect with Supports

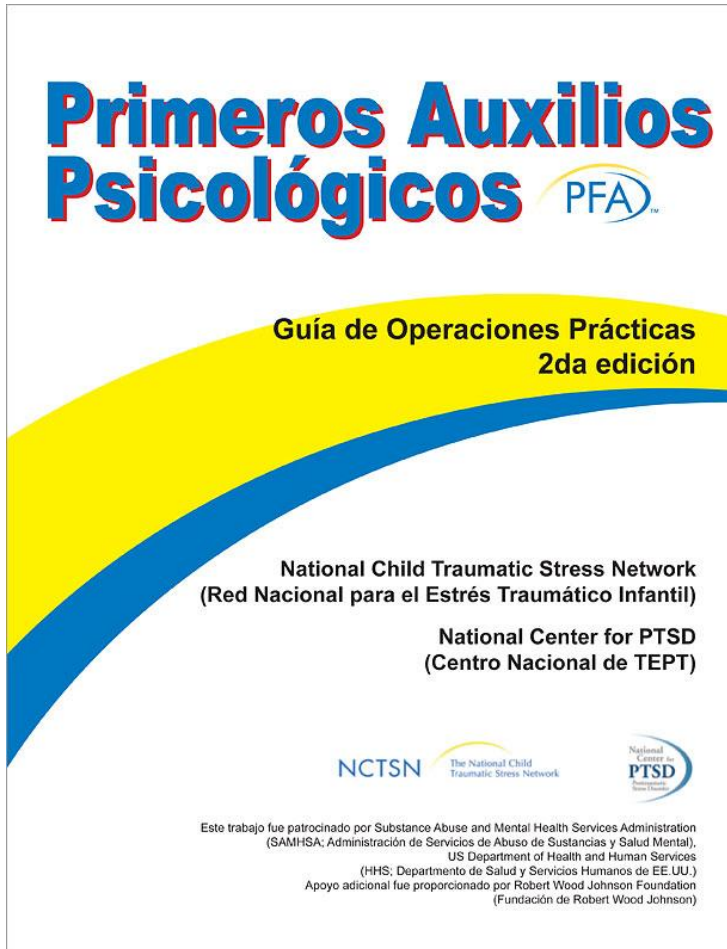


Give Practical Assistance



Gather Information

PFA Translations & Adaptations



- Spanish
- Mandarin
- Simplified Chinese
- Japanese
- Italian
- Homeless Youth
- Homeless Families
- Community Religious Professionals
- Schools

Psychological First Aid

Module: Core Actions of PFA Name / Lesson: Safety & Comfort

Select a lesson v 00



Introduction

- Primary goal of Core Action #2 is to enhance immediate and ongoing safety of survivors and provide them with physical and emotional comfort
- PFA providers must restore a sense of safety in order to reduce



Helping families, communities, and professionals respond to and RECOVER from disaster or terrorism

Close X

Your Mentor, Gil Reyes



1 of 33 | Click the NEXT button to Continue

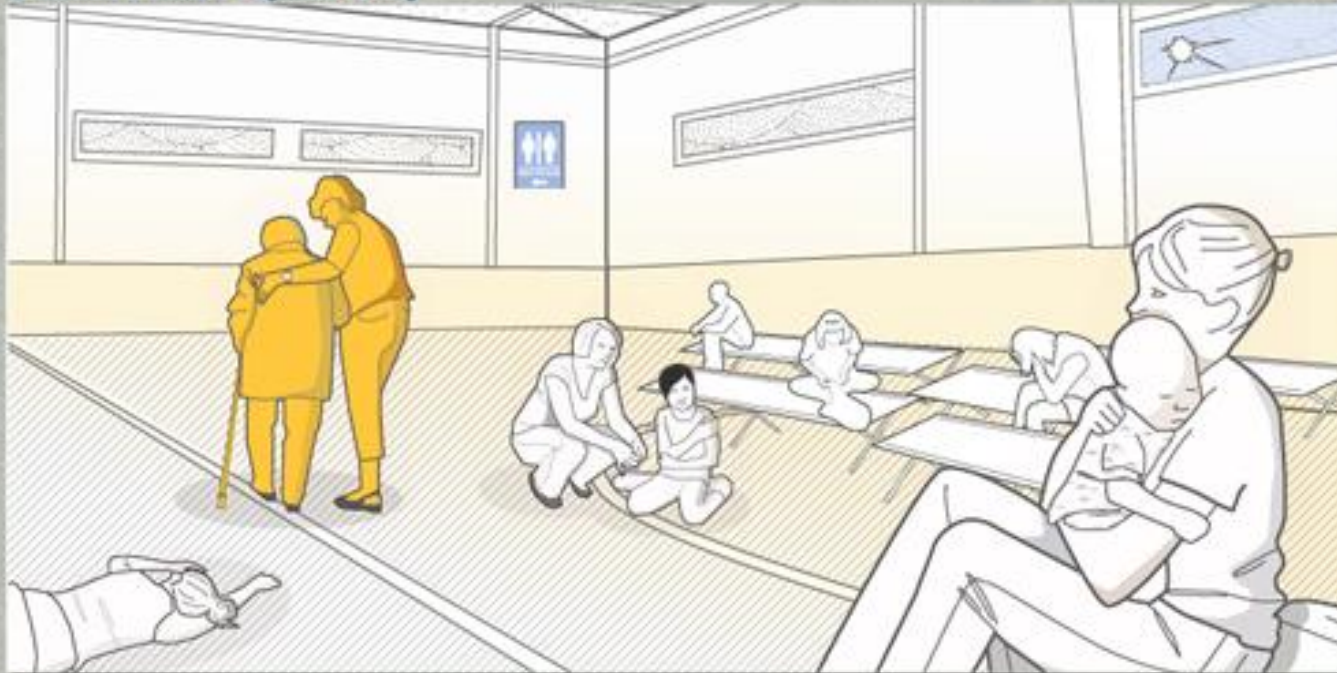
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Psychological First Aid

Module: Core Actions of PFA Name / Lesson: Safety & Comfort

Select a lesson v go

In Action - Ensure Physical Safety



Gym



Hallway



Cafeteria

Using your mouse, identify individual survivors or groups of survivors who appear to need your help to make them feel safe.

5 of 33 Click the NEXT button to Continue

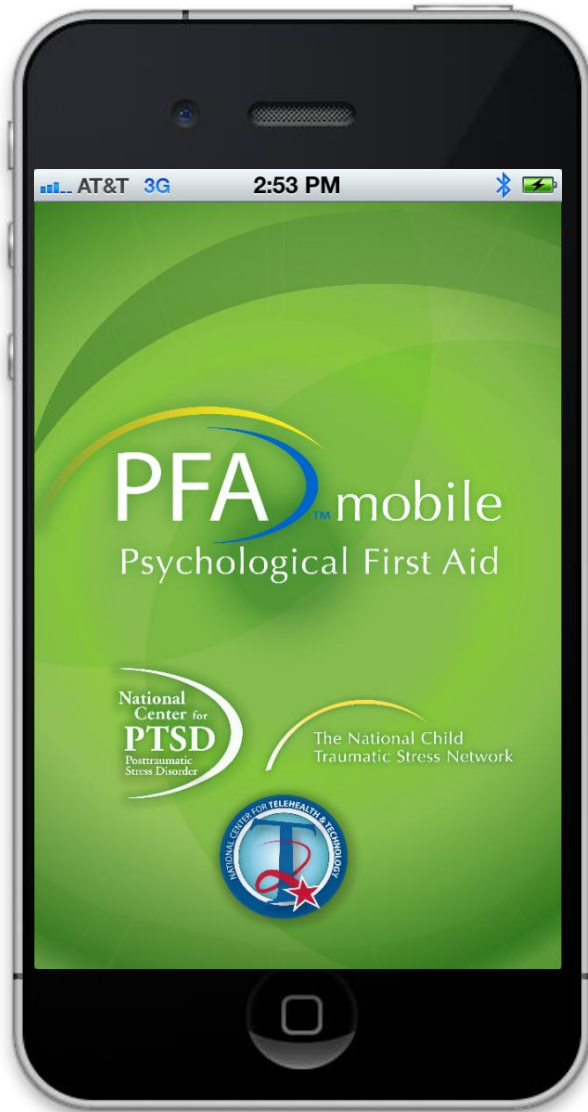
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PFA Mobile™ Overview

PFA Mobile™, is a fully 508 compliant smartphone application for mobile Apple products. The app is designed to assist responders in the field.

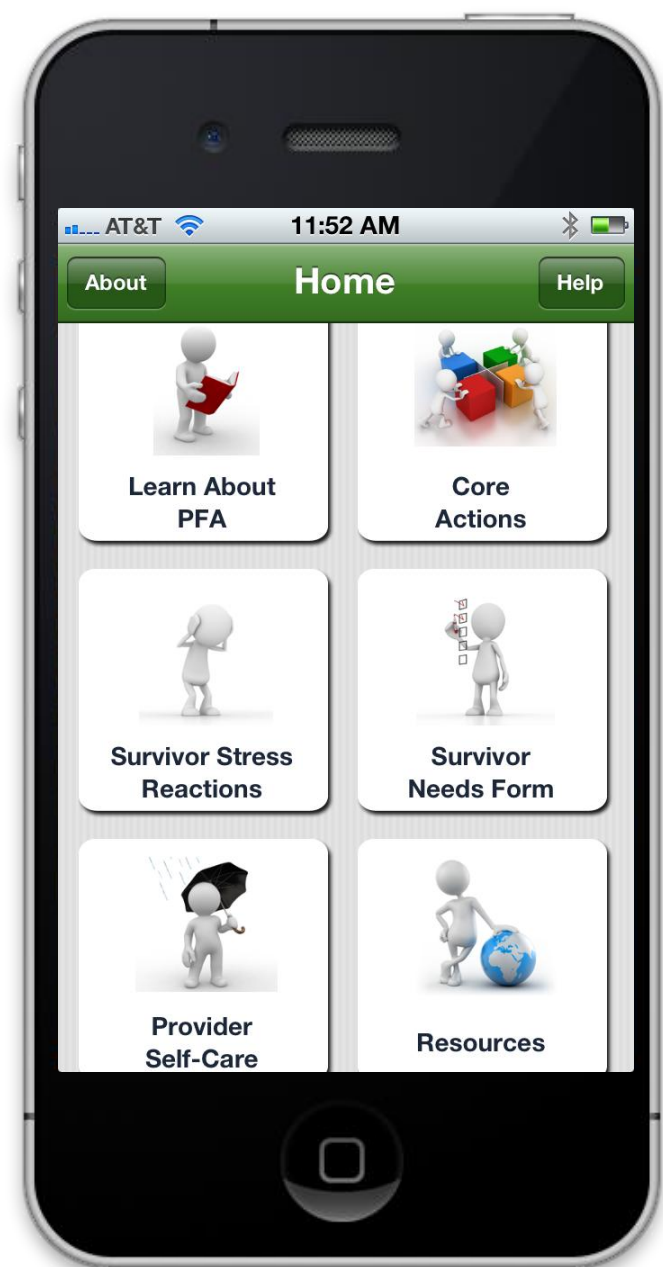
PFA Mobile™ allows you to:

- Review the 8 core actions
- Match PFA interventions to specific stress reactions of survivors
- Hear mentor tips
- Self-assess to determine readiness
- Assess and track survivor needs

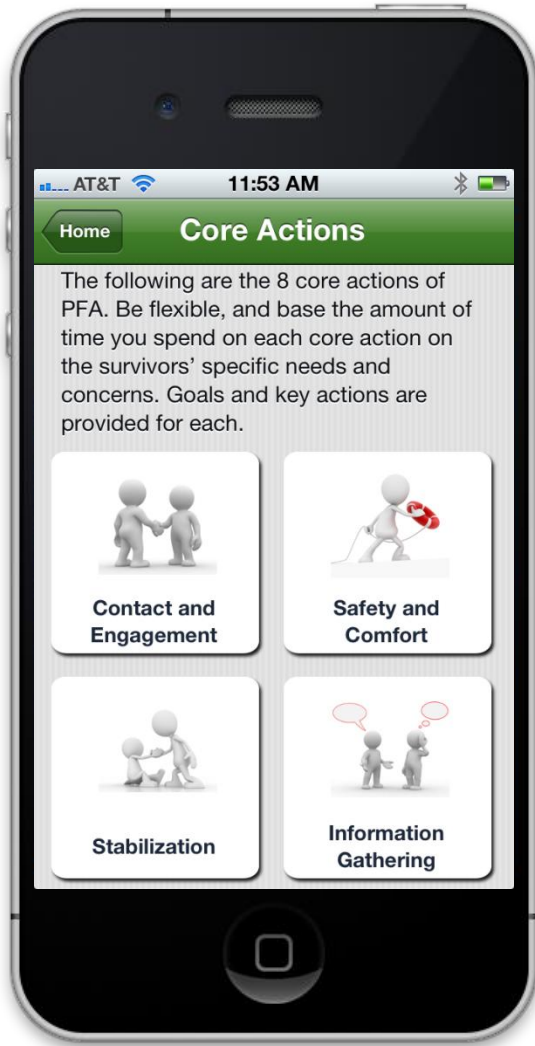


Home Screen

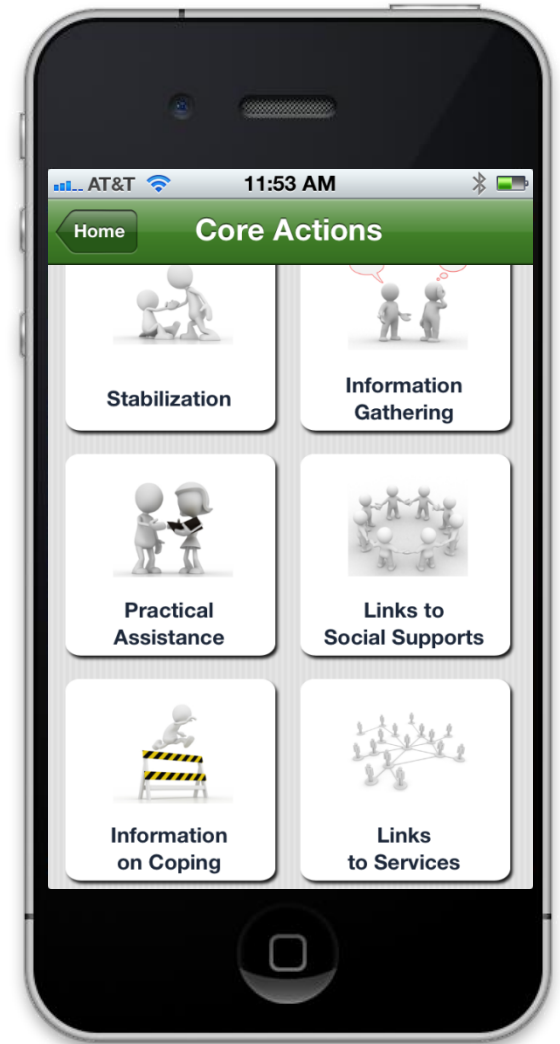
- From the Home screen, users can choose from the six main sections of the application.
- The About button provides users with information about the application and the team that built it.



PFA Core Actions



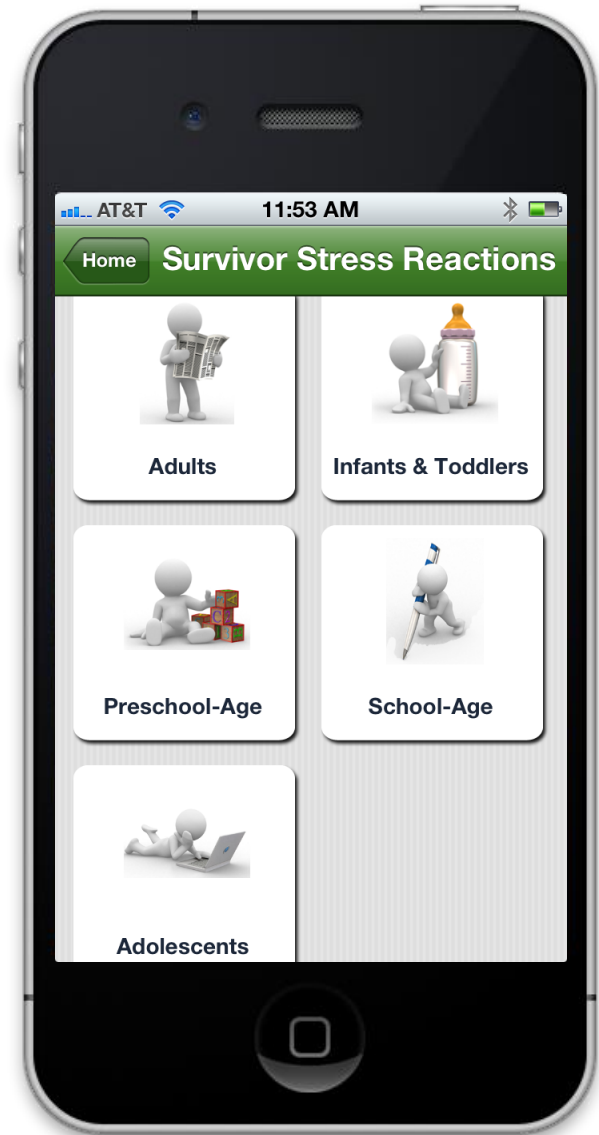
PFA Core Actions section highlights the goals and key actions for the 8 core actions.



Survivor Stress Reactions

In the **Survivor Stress Reactions** section, providers can click on a relevant stress reaction to get examples of ways to respond to survivors appropriately. The following age groups are represented:

- Adults
- Infants and toddlers
- Preschool-age children
- School-age children
- Adolescents



Survivor Needs Form: Creating a New Form

The **Create a New Form** section of the Survivor Needs Form allows the provider to log basic information about survivors, including:

- Date
- Descriptor initials
- Location of service
- Type of participant
- Current experiences and needs
- Referral information
- Additional notes

The image shows a smartphone screen displaying the 'Create New Form' interface. The status bar at the top shows 'AT&T', signal strength, Wi-Fi, the time '11:54 AM', and battery level. The app header is green with 'Cancel', 'Create New Form', and 'Save' buttons. The form consists of several rows, each with a label and a value, followed by a right-pointing arrow:

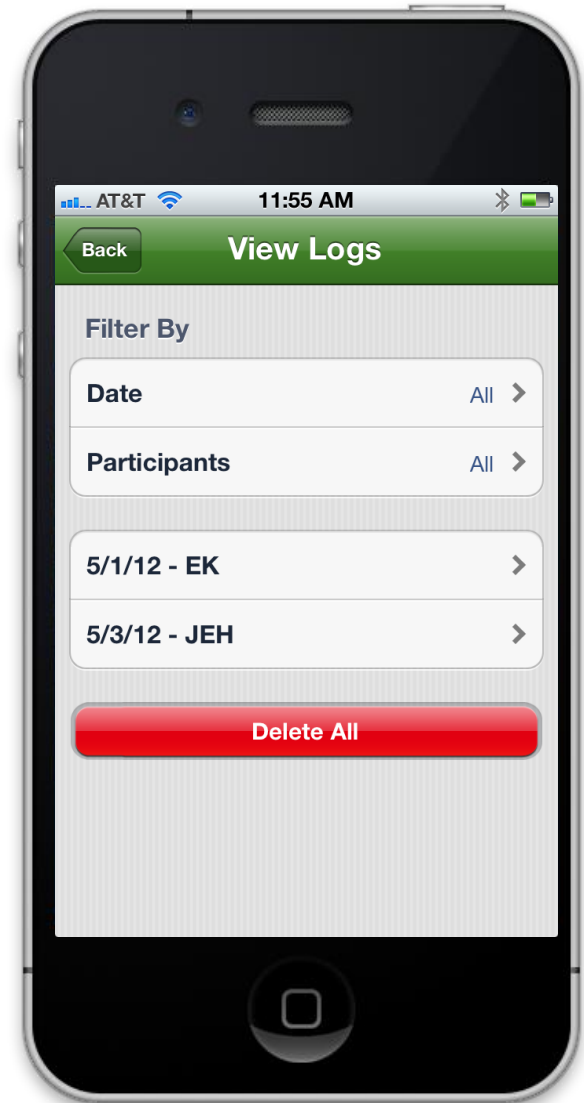
- Date**: May 3, 2012
- Descriptor**: JEH
- Location**: Stanford
- Participants**: Adult
- Survivor Experiences**: Extreme dis...
- Referrals**: Substance abuse treatment

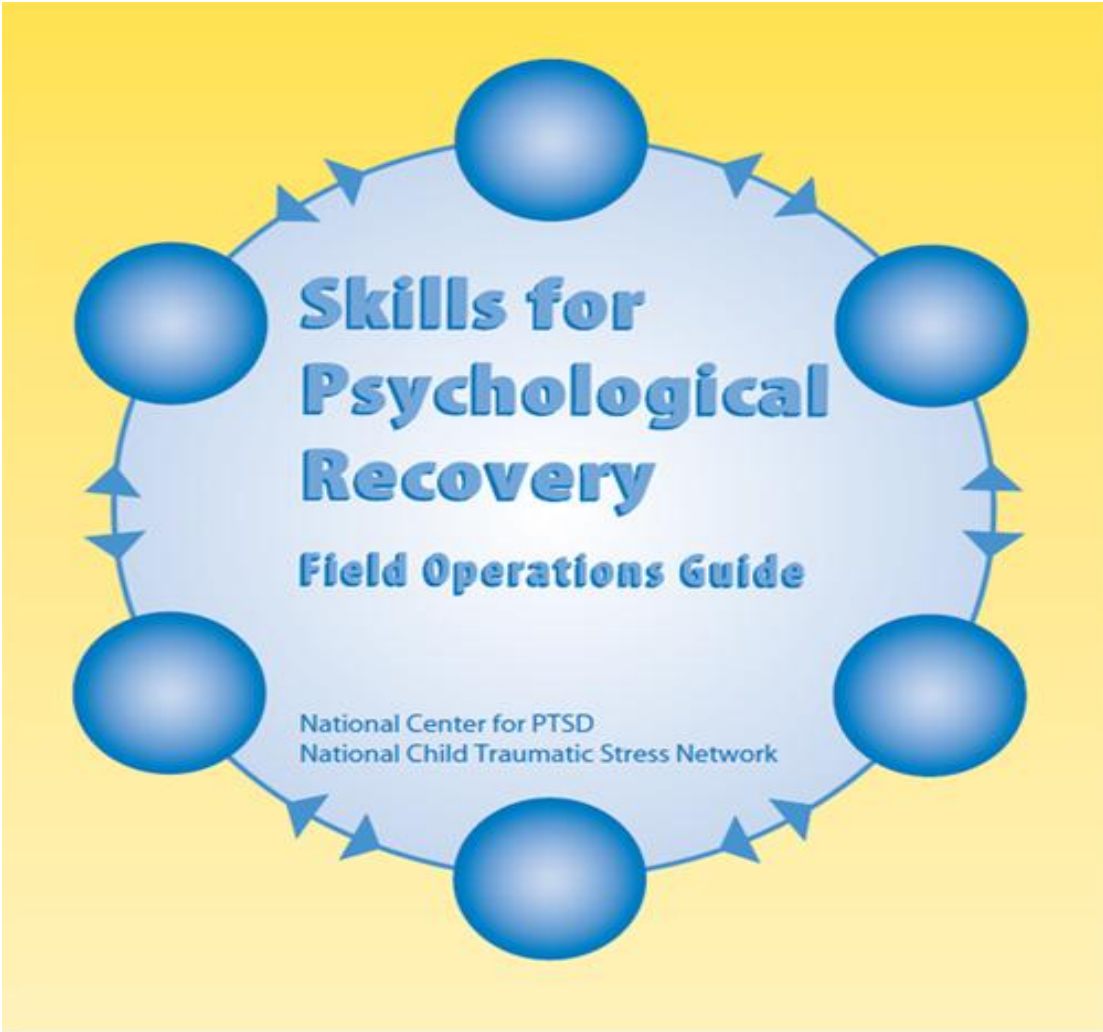
Survivor Needs Form: Viewing Logs

The **View Logs** section of the Survivor Needs Form allows the provider to:

- View logs arranged by date & participant initials
- Email information to other PFA providers
 - Delete logs when no longer needed

The information entered on the survivor's experience section will take the provider to the PFA core actions that could best help with that particular reaction or need.





This work was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (DHHS).



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SPR Modules (Components)

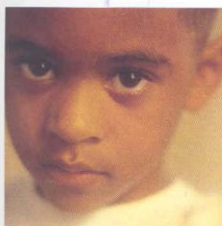
- Information gathering and prioritizing assistance
- Building problem-solving skills
- Promoting positive activities
- Managing reactions
- Promoting helpful thinking
- Rebuilding healthy social connections

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The Courage to Remember

CHILDHOOD TRAUMATIC GRIEF CURRICULUM GUIDE WITH CD-ROM



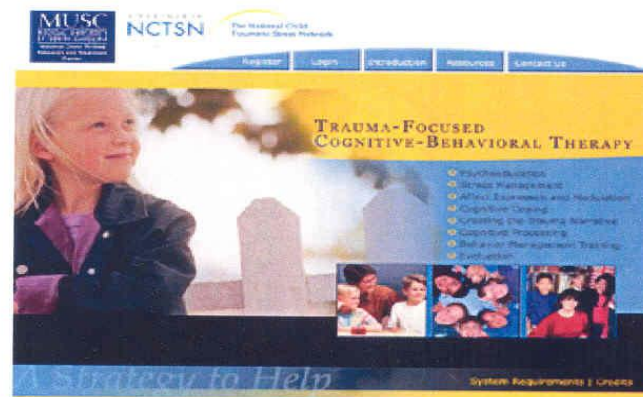
From the NCTSN Childhood Traumatic Grief Working Group, Educational Materials Subcommittee

This project was funded by the Substance Abuse and Mental Health Services Administration, US Department of Health and Human Services

TF-CBTWeb

A web-based learning course for

TRAUMA-FOCUSED COGNITIVE-BEHAVIORAL THERAPY



www.musc.edu/tfcbt



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Trauma Specific Evidence-Based Practices

Available at NCTSN.org

Summary Table



NCTSN Empirically Supported Treatments and Promising Practices (Listed Alphabetically, with Level of Evidence*)



Abuse-Focused Cognitive Behavioral Therapy for Child Physical Abuse (AF-CBT)

<p>Treatment Description</p>	<p>AF-CBT represents an approach to working with physically abused children and their offending caregivers that incorporates conceptual and therapeutic principles/procedures from several areas including learning/behavioral family-systems, cognitive therapy, and developmental victimology. AF integrates several behavior therapy and CBT procedures that target individual and parent characteristics related to the abusive experience and the context in which coercion or aggression occurs. Thus, this approach addresses parent and family risks for/correlates of physical abuse and sequelae exhibited by children following the abuse. Treatment emphasizes instruction in specific intrapersonal (e.g., cognitive, affective) and interpersonal (e.g., behavioral) skills designed to promote the expression of prosocial and discourage the use of coercive/aggressive behavior at both the individual and family levels. For a detailed description, see Kolko, D. J., & Swenson, Assessing and treating physically abused children and their families: behavioral approach. Thousand Oaks, CA: Sage Publications.</p>
<p>Target Population</p>	<p>AF-CBT is appropriate for use with physically abusive/aggressive parents of school-age children. Although it has been primarily used in outpatient settings, the treatment can be delivered on an individual basis in alternative residential settings, especially if there is some ongoing contact between caregiver and child. This approach is designed for caregivers who exhibit, for example, negative child perceptions, heightened anger or hostility, and/or harsh/punitive/ineffective parenting practices, or for families involved in verbally or physically coercive interactions. Related methods are designed for use with physically abused children who present with externalizing behavior problems, notably aggressive behavior, coping skills/adjustment problems, poor social competence, internalizing symptoms, and developmental deficits in relationship skills. Parents with serious psychiatric or personality impairments (e.g., substance use disorders, major</p>

Treatment and Developer Site	Level of Evidence*	Description
<p>Abuse-focused Cognitive Behavioral Therapy for Child Abuse Western Psychiatric Institute and Clinic Pittsburgh, PA</p>	<p>Supported and Probably Efficacious</p>	<p>[Parent to child aggression, abuse risk (child to parent aggression & externalizing behaviors, less family conflict & greater cohesion Clinic or alternative residential setting Age: school age</p>
<p>Attachment, Self-Regulation, and Competence (ARC): A Common-Sense Framework for Intervention with Complexly Traumatized Youth The Trauma Center Allston, MA</p>	<p>Promising and Acceptable</p>	<p>[Trauma symptoms (attachment(s), regulatory capacity, competency, and systems of care implemented in school, community, or clinic settings) All ages</p>
<p>Biofeedback Assisted Reduction of PTSD Symptoms Aurora Mental Health Center Aurora, CO</p>		<p>[Trauma symptoms</p>
<p>Child Development-Community Policing Program (CDCP) Yale Child Study Center, New Haven Department of Police Service New Haven, CT</p>		
<p>Child-Parent Psychotherapy for Family Violence Early Trauma Treatment Network San Francisco, CA</p>		

Treatment Classification Criteria Used by the Office for Victims of Crime's (OVC's) Guidelines for the Psychosocial Treatment of Intrafamilial Child Physical and Sexual Abuse

Citation: Saunders B, Berliner L, Hanson R. (2004). Child Physical and Sexual Abuse: Guidelines for Treatment (revised report 4/26/04). Charleston, SC: National Crime Victims Research & Treatment Center. <http://www.musc.edu/cvc/guide1.htm>

Treatment Classification System

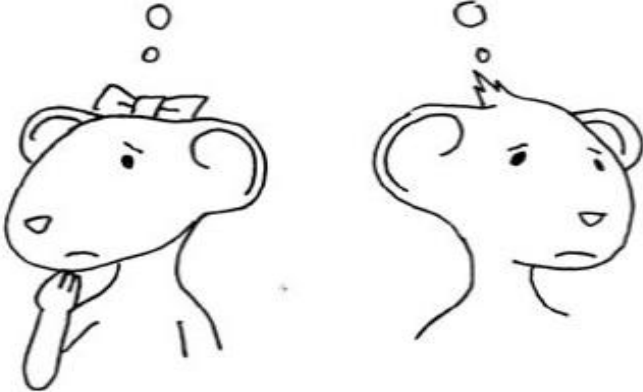
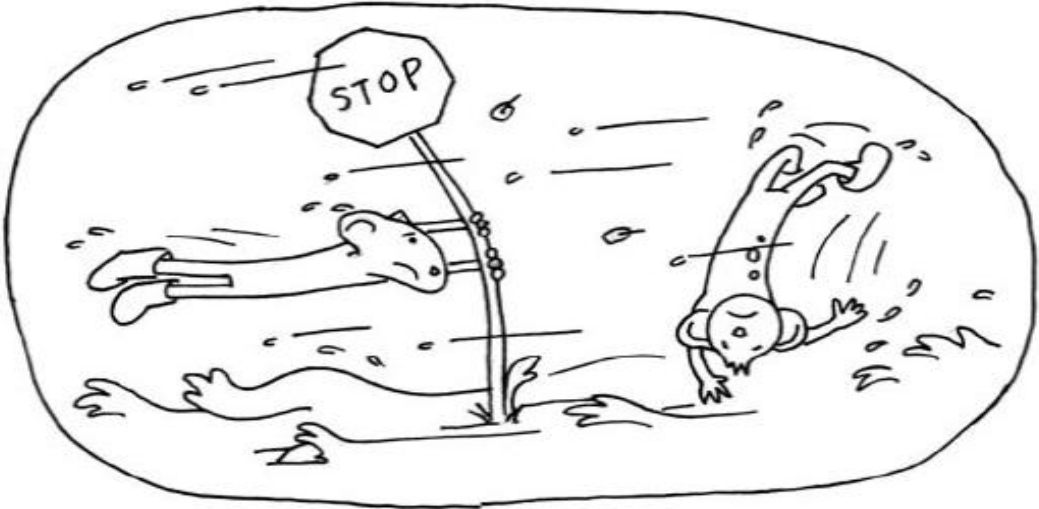
1. Well-supported, efficacious treatment
2. Supported and probably efficacious treatment
3. Supported and acceptable treatment
4. Promising and acceptable treatment
5. Novel and experimental treatment
6. Concerning treatment

Intervention Fact Sheets

Level-of-Evidence Criteria



Other Resources



Resources

- Trauma/Grief resources, including PFA adaptations & translations

www.NCTSN.org

- Web trainings

CBITS www.cbits.org

TFCBT www.tfcbt.musc.edu

PFA Online Learn.NCTSN.org

- *PFA Mobile™*

Itunes Apple store