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Addressing Maladaptive Grief Reactions Among Youth

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Addressing Maladaptive Grief Reactions Among Youth



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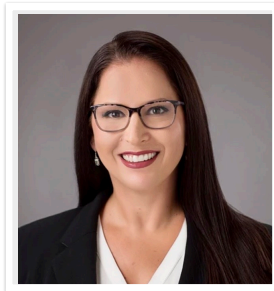
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This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the Office of Military Family Readiness Policy, U.S. Department of Defense under Award Number 2019-48770-30366.

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Today's Presenter



Stacey Brittain *(she/her/hers)*

LCSW-S, RPT

Assistant Director of Training

Trauma and Grief (TAG) Center at The
Hackett Center for Mental Health

Meadows Mental Health Policy Institute

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Acknowledgement

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The presenter has no relationships or conflicts of interest to report.

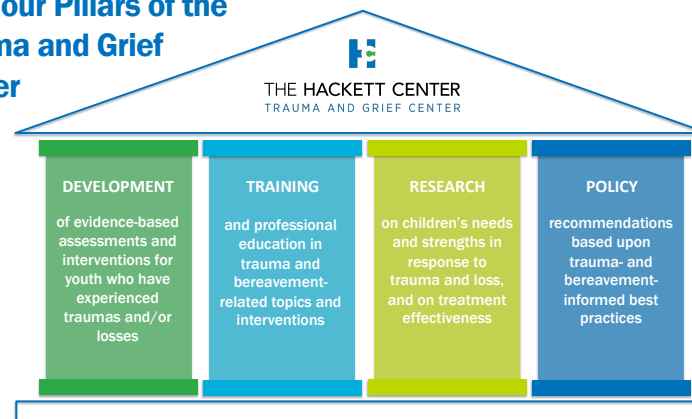
Learning Objectives

- Identify trauma-and grief-informed assessment tools that can be used for risk screening, case conceptualization, and treatment planning
- Understand specific practice elements that can be used to address trauma and grief in youth
- Recognize the distinction between trauma-informed and grief-informed practices
- Define differences between secondary traumatic stress, vicarious trauma, compassion fatigue, and burnout, as well as how to recognize these in themselves and others

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The Four Pillars of the Trauma and Grief Center



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Lucine Center
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You are not alone.

A traumatic event or loss can make a child, teen, or young adult feel like they're surrounded by darkness. Let us help light the way toward hope and healing.


Begin your journey →

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Part 1 - Webinar Session



Understanding Childhood Traumatic Loss Through the Lens of Multidimensional Grief Theory

A "one-size-fits-all" approach to grief support is typically ineffective. Thus, it is a critical task of service providers to determine which type of grief support and practice elements are most appropriate based on the unique needs and strengths of the children they serve. This session describes assessment and interventions for youth who have experienced traumatic loss.

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Trauma Overview

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How do you determine if an
experience is “traumatic” or just
really stressful?

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What is Trauma?

The experience of a real or perceived threat to life or bodily integrity

OR

the life or bodily integrity of a loved one

AND

causes an overwhelming sense of terror, horror, helplessness, and fear

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Types of Trauma

Acute Trauma

Car Accident

Hurricane/
Natural
Disaster

Bereavement

Mass
Violence

Chronic Trauma

Domestic
Violence

Child Abuse/
Neglect

Poverty

Community
Violence

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Posttraumatic Stress

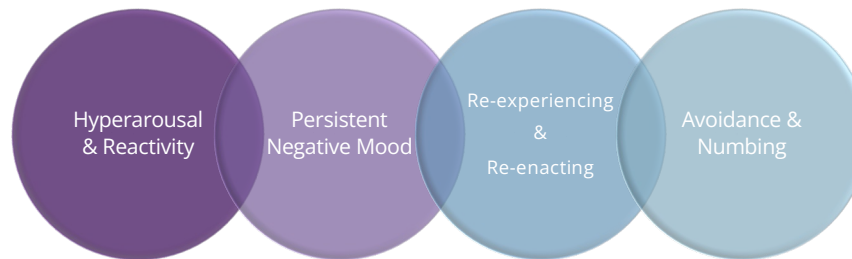
Psychological or behavioral reactions that can arise in response to trauma.

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Categories of Traumatic Stress Reactions



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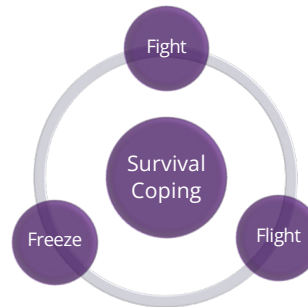
Traumatic stress reactions
are a “normal” reaction to
an ***abnormal event***

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Getting Stuck in “Alarm” Mode



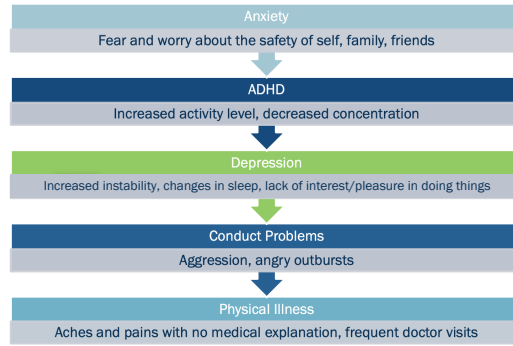
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Review from Understanding Childhood Traumatic Loss Through the Lens of Multidimensional Grief Theory Webinar

Traumatic Stress Reactions Can Look Like...

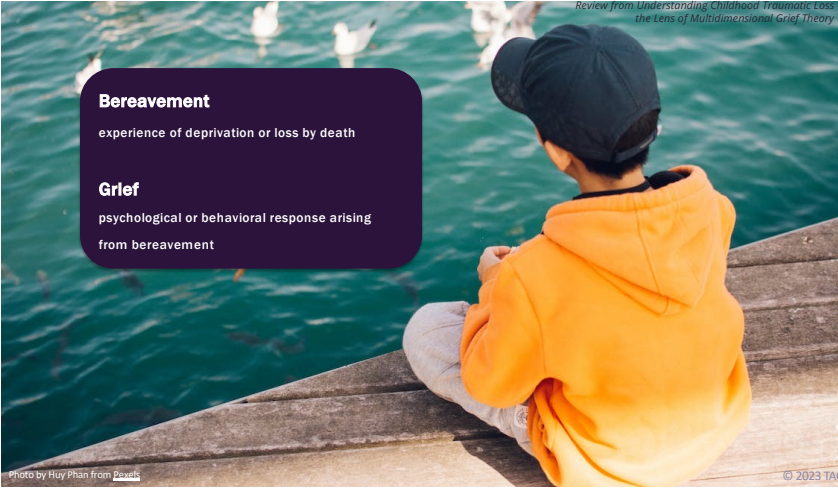


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Grief Overview

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Bereavement
experience of deprivation or loss by death

Grief
psychological or behavioral response arising from bereavement

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Why Focus on Bereavement?

Most frequently reported type of trauma in clinic-referred youth
(Pynoos et al., 2014)

Most common form of trauma worldwide
(Burns et al., 2020)

Most distressing form of trauma among adults and youth in the general population
(Breslau et al., 2004; Kaplow, Saunders, Angold, & Costello, 2010)

Strongest predictor of poor school outcomes above and beyond any other form of trauma
(Oosterhoff, Kaplow, & Layne, 2018)

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How Do Children Typically Grieve?

- “Typical” grief reactions are hard to define
- Very few large studies of bereaved children... even fewer studies of bereaved children followed over time

How Do Children Typically Grieve?

Grief reactions influenced by:

- Developmental level
- Previous life experiences
- Relationship to deceased
- Culture
- Religious/spiritual beliefs
- Family
- Social environment
- Cause of death

Typical Grief Reactions

- Can be very intense (pining, yearning, sadness, anger or protest over the loss).
- Are often at least temporarily associated with decreased functioning.
- Typically transition from pain to more pleasant reminiscing over time.

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Adapted from Multidimensional Grief Theory
Layne, Kaplow, & Pynoos (2011) & Kaplow, Layne, Saltzman, Cozza, & Pynoos (2013)

Review from Understanding Childhood Traumatic Loss Through
the Lens of Multidimensional Grief Theory Webinar

Addressing Key Bereavement-Related Challenges

Separation Distress

- “How do I find a way to feel connected to the person who died, even though he or she is now physically absent from my life?”

Existential Distress

- “Who am I as a person, and what is the meaning and purpose of my existence, now that he or she is physically absent from my life?”

Circumstance-Related Distress

- “How do I think about, feel about, and come to terms with how this person died?”

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*Review from Understanding Childhood Traumatic Loss Through
the Lens of Multidimensional Grief Theory Webinar*

A Multidimensional Framework is Important Because...

Distinct dimensions of grief may:

- Be more prominent at certain developmental stages
- May not be present in all bereaved populations
- Require different treatment components (i.e., different therapeutic activities to address different grief domains)

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Trauma and Grief Component Therapy for Adolescents

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History of TGCTA

- War exposure
- School shootings
- Terrorism
- Juvenile Justice (JJ) settings

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What makes TGCTA unique?

- Specialized focus on adolescence
- Interplay between trauma and bereavement
- Modularized, assessment-driven format
- Multi-tiered intervention framework
- Flexibly tailored
- Group - and individual-based
- Grounded in state-of-art clinical advances

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Review from Understanding Childhood Traumatic Loss Through the Lens of Multidimensional Grief Theory Webinar

Saltzman, Layne, Pynoos, Olafson, Kaplow, & Boat (2017)

Trauma and Grief Component Therapy

Module I	Module II	Module III	Module IV
<ul style="list-style-type: none"> • Group Cohesion • Psycho-Education • Basic Coping Skills 	<ul style="list-style-type: none"> • Trauma Processing 	<ul style="list-style-type: none"> • Grief Processing 	<ul style="list-style-type: none"> • Resuming Developmental Progression • Moving Forward

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Session Structure

Module I	Module II	Module III	Module IV
<ul style="list-style-type: none"> • 8 sessions 	<ul style="list-style-type: none"> • Session dependent on participants 	<ul style="list-style-type: none"> • 6 sessions 	<ul style="list-style-type: none"> • 4 sessions

- Sessions are designed to be done once per week
- 45-60 minute sessions
- Can be flexibly tailored to fit the needs of your setting ("flexibility within fidelity")

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Grassetti et al. (2015); Layne et al. (2001; 2008); Saltzman et al., (2006)

Evidence of TGCTA's Effectiveness

Results of effectiveness studies showed:

- Reductions in PTSD, depression, and unhelpful grief reactions
- Improved school behavior including...
 - Enhanced classroom rule compliance
 - Enhanced positive peer relationships
 - Enhanced school performance
 - Increased school interest
 - Decreased school anxiety/withdrawal
 - Decreased violence

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Assessment Measures

1. Prolonged Grief Disorder (PGD) Checklist (8 minutes)

Kaplow, J. B., Layne, C., Oosterhoff, B., Goldenthal, H., Howell, K., Wamser-Nanney, R., Pynoos, R. (2018)

- Can be used for risk screening, treatment monitoring, and treatment outcome
- Can be scored according to DSM-5 criteria or the three dimensions of grief as described in multidimensional grief theory

2. UCLA PTSD Reaction Index (Brief Version) (8 to 10 minutes)

Rolon-Arroyo, B., Kaplow, J.B., Oosterhoff, B., Layne, C.M., Steinberg, A., & Pynoos, R. (2020)

- Includes a range of potentially traumatic events
- COVID-19 questions added to assess distress related to COVID-19 pandemic

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Assessment Measures

3. Short Mood and Feelings (SMFQ) Questionnaire (2 to 3 minutes)

Angold and Costello (1987)

- Measures depressive symptoms and provides clinical cut-off

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Module I

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TGCTA Module I, Sessions 1-8

Session Logistics

- Sessions are structured with ritualized greeting and scripts that provide a predictable frame within which the hard work of recalling, sharing, and learning new coping can safely unfold.
- At the end of sessions after the calming activity, youth members will give leaders written feedback about the session, using the Checkout Feedback form.
- Sessions are designed to be completed once per week but can be adapted as needed.

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Overview of Module I

- Session 1:** Goal setting, current coping strategies
- Session 2:** Psychoeducation about trauma/grief reactions, deep breathing
- Session 3:** Emotion identification, emotional awareness
- Session 4:** Trauma and loss reminders
- Session 5:** Pros and cons of coping strategies, utilizing helpful coping strategies
- Session 6:** Distinguishing and understanding links between thoughts, feelings, behaviors
- Session 7:** Hurtful/helpful thoughts
- Session 8:** Five-step model for getting support

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TGCTA Module I, Session 3
Monitoring Strong Feelings
Objectives

- Increase ability to track emotions by becoming aware of how emotions are experienced in the body
- Increase ability to experience emotions in the moderate ranges of intensity
- Increase ability to become aware of emotions expressed by others
- Increase vocabulary for describing feelings and emotions
- Practice sharing these feelings with the group
- Increasingly tolerate (rather than avoid) the experience of painful emotions

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Feelings Faces

Feelings Snapshot

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TGCTA Module I, Session 4 Trauma and Loss Reminders

Objectives

- Learn about trauma and loss reminders
- Identify and share personal reminders
- Identify ways that posttraumatic reactions interfere with youth's lives
- Model empathic listening skills

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Layne, Warren, et al. (2006)

Review from *Understanding Childhood Traumatic Loss Through the Lens of Multidimensional Grief Theory Webinar*

Trauma vs. Loss Reminders

Trauma Reminders

- Images, sounds, smells, people, situations that remind child of the traumatic event
- Often lead to PTSD
- Always distressing

Loss Reminders

- Images, sounds, smells, people, situations that remind child of the absence of the person
- Often lead to grief reactions
- Can be comforting

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TGCTA Module I, Session 6

Sizing Up a Situation

Objectives

- Learn to distinguish thoughts, feelings, and behaviors
- Understand the link between thoughts, feelings, and behaviors, using the Cognitive Triangle
- Differentiate and learn to be aware of one's own helpful and hurtful thoughts
- Present the three steps to taking charge of your feelings
- Practice Three-Step Model using scenarios and drawings

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Cognitive Triangle for Situation-Thought-Feeling- Behavior-Consequences Link

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Module II

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Overview of Module II

Beginning Session: Preparing to Tell Our Stories

Middle Sessions: Telling Our Stories

Final Session: Summary of Narrative Experience and Group Themes

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Before Beginning the Narrative

- Provide the client a rationale for retelling the traumatic story. “Falling off of a bike” analogy.
- Select an appropriate event, especially in the event of multiple traumas.
- Clarify roles during narrative reconstruction.

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Steps for Narrative Construction

- Get a baseline thermometer reading.
- Ask about events before the trauma.
- Cycle through questions on what was happening “Outside” and “Inside” the narrator.
- Check-in and keep in “working range.”
- Work through the before, during and after portions.
- Note hurtful thoughts (cognitive distortions, etc.).
- Conclude the narrative and make sure client is ok.
- Check on worst moments.

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Module III

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Overview of Module III

Session 1: Learning About Grief

Session 2: Understanding Connections Between Loss Reminders, Grief Reactions & Consequences

Session 3: Dealing With Distress Over the Circumstances of Tragic Deaths

Session 4: Identifying Positive and Negative Traits

Session 5: Reminiscing Together

Session 6: Planning for Difficult Days (Relapse Prevention)

Sessions 1-3 are designed to reduce maladaptive/unhelpful grief reactions.

Sessions 4-6 are designed to enhance and promote adaptive/helpful grief reactions.

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Module III, Session 1

Intervention Objectives

- Normalize grief as a normal and generally helpful reaction to loss.
- Describe grief reactions in terms that are relevant to adolescents.
- Expand youths' vocabularies for labeling various grief reactions.
- Explain how grief reactions may change over time.
- Explain purpose of grief and mourning.
- Identify and review personal goals for coping with grief reactions.

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- Riding the Waves of Grief (How Grief Changes Over Time)
 - Facing the Challenge of Separation Distress
 - Facing the Challenge of Existential Distress
 - Facing the Challenge of Circumstance-Related Distress

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Module IV

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TGCTA Module IV *Intervention Objectives*

Harness therapeutic gains to deal with current adversities, prepare for the future, invest in society.

Encourage optimistic yet realistic **future ambitions**.

Remedy **developmental disruptions**.

Revisit & modify **traumatic expectations** (foreshortened future).

Focus on **current** life stressors, **current** developmental tasks, **future** aspirations, good citizenship.

Distinguish between **good goodbyes** vs. **traumatic separations**.

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Overview of Module IV

Session 1: Promoting Developmental Progression

Session 2: Coping With Difficult Days

Session 3: What **IS** and What **IS NOT** Your Job to Fix

Session 4: Graduation & Launching Into the Future

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Multidimensional Grief Therapy

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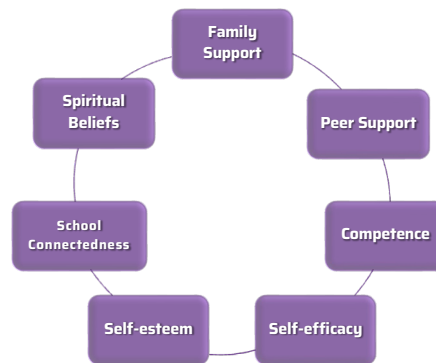
Additional Coping Strategies

- Read a book
- Write in a journal
- Exercise
- Deep breathing
- Think about something calm
- Listen to music
- Sing
- Lift weights
- Play an instrument
- Dance
- Weighted blanket
- Talk to a friend
- Watch TV
- Sleep
- Play a game or video game
- Meditate
- Do yoga or Tai Chi
- Play sports
- Paint or draw
- Do a craft
- Eat ice
- Suck on a fireball
- Wash your face or hands
- Pray
- Play with toys or puzzles
- Color
- Take a walk
- Count
- Use a stress ball

Source: NCTSN "Think Trauma" Training (2012)

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What Promotes Resilience?



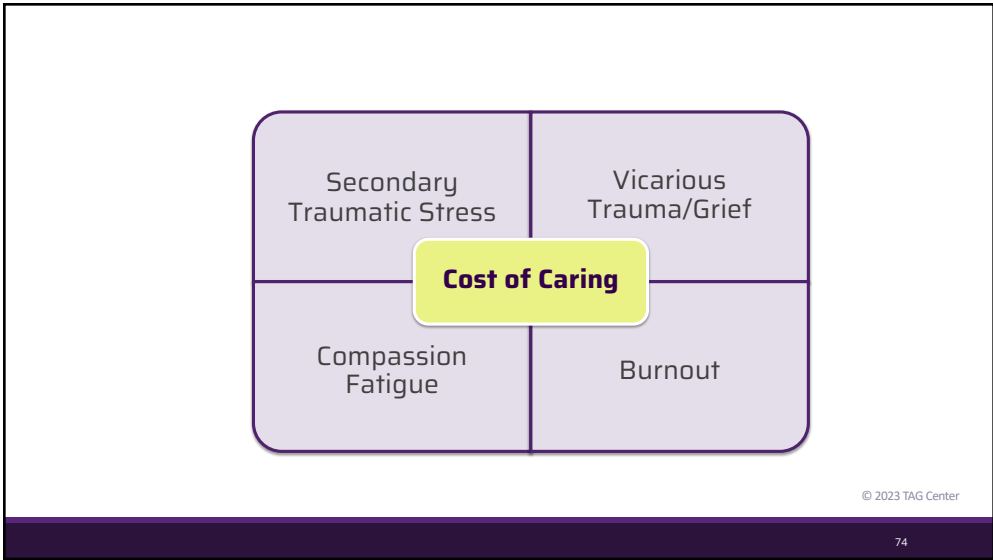
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Source: NCTSN "Think Trauma" Training (2012)

Exploring the Cost of Caring

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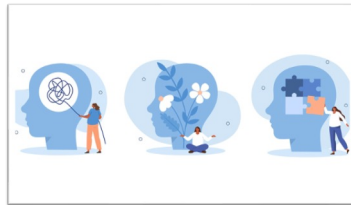
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OneOp Webinar



[OneOp.org/learn/151255/](https://oneop.org/learn/151255/)



Learning to Balance Your Mental Health to Better Serve Others

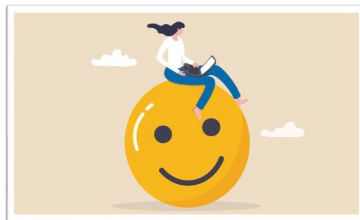
For optimal personal and professional effectiveness, mental health professionals should continuously reflect on their own performance, set good boundaries, utilize coping skills, and remain self-aware, being alert for signs of burnout, compassion fatigue, and second-hand depression.

This webinar explores and reflects on what it can look like for the mental health professional to take care of themselves while working with service members and military families.

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OneOp Webinar



[OneOp.org/learn/142470/](https://oneop.org/learn/142470/)



Boost Positivity and Productivity in the Workplace with “Happy Hacks”

Starting with the three needs as a foundation, Dr. Dave uses stories and humor as he provides four principles for becoming better after experiencing the bitter, including some simple science-backed “happy hacks” to boost both our positivity and productivity as well as our mood and attitude at home and at work—starting today.

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The Good News

Compassion satisfaction = deriving pleasure from helping others

Vicarious resilience = positive transformation as a result of bearing witness to individuals overcoming adversity

Routinely caring for yourself can help reduce the cost of caring and increase resilience

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Self-Care



Photo by Madison Inouye from Pexels

Is the ability to engage in helping others without sacrificing other important parts of one's life

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Source: NCTSN "Think Trauma" Training (2012)

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The Cost of Caring: Risk and Resilience Factors



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Source: NCTSN "Think Trauma" Training (2012)

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Self-Awareness is Key

PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)
COMPASSION SATISFACTION AND COMPASSION FATIGUE
 (PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

	1=Never	2=Rarely	3=Sometimes	4=Often	5=Very Often
1. I am happy.					
2. I am preoccupied with more than one person I [help].					
3. I get satisfaction from being able to [help] people.					
4. I feel connected to others.					
5. I jump or am startled by unexpected sounds.					
6. I feel invigorated after working with those I [help].					
7. I find it difficult to separate my personal life from my life as a [helper].					
8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].					
9. I think that I might have been affected by the traumatic stress of those I [help].					
10. I feel trapped by my job as a [helper].					
11. Because of my [helping], I have felt "on edge" about various things.					
12. I like my work as a [helper].					
13. I feel depressed because of the traumatic experiences of the people I [help].					
14. I feel as though I am experiencing the trauma of someone I have [helped].					
15. I have beliefs that sustain me.					
16. I am pleased with how I am able to keep up with [helping] techniques and protocols.					
17. I am the person I always wanted to be.					

Self-Care Inventory

Rate the following areas in frequency:

5 = frequently
 4 = occasionally
 3 = rarely
 2 = never
 1 = it never occurred to me

Physical Self-Care		5	4	3	2	1
Eat regularly (e.g. breakfast, lunch and dinner)						
Eat healthy foods						
Exercise consistently						
Get regular medical care for prevention						
Get medical care when necessary						
Take time off when sick						
Dance, swim, walk, run, play sports, sing or do some other physical activity that is enjoyable to self						
Take time to be sexual						
Get enough sleep						
Take vacations						
Wear clothes you like						
Take day trips or mini-vacations						
Make time away from telephones						
Other:						

Psychological Self-Care		5	4	3	2	1
Make time for self-reflection						
Engage in personal psychotherapy						
Write in a journal						
Read literature that is unrelated to work						
Do something in which you are not an expert or in charge						
Cope with stress in personal and/or work life						
Notice inner experience (e.g. listen to and recognize thoughts, judgments, beliefs, attitudes and feelings)						
Provide others with different aspects of self (e.g. communicate needs and wants)						
Try new things						
Practice receiving from others						
Improve ability to say "no" to extra responsibilities						
Other:						

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Categories to Explore


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<p>Julie Kaplow, PhD, ABPP Executive Director, TAG Center jkaplow@mmhpi.org</p>	<p>Daniel Martinez, Intake Coordinator (832) 244-9502</p>	

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