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Addressing Maladaptive Grief Reactions Among Youth

Addressing Maladaptive Grief Reactions Among Youth



Event Materials

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Continuing Education

This webinar has been approved to offer continuing education credit. Please stay tuned until the end for CE information!

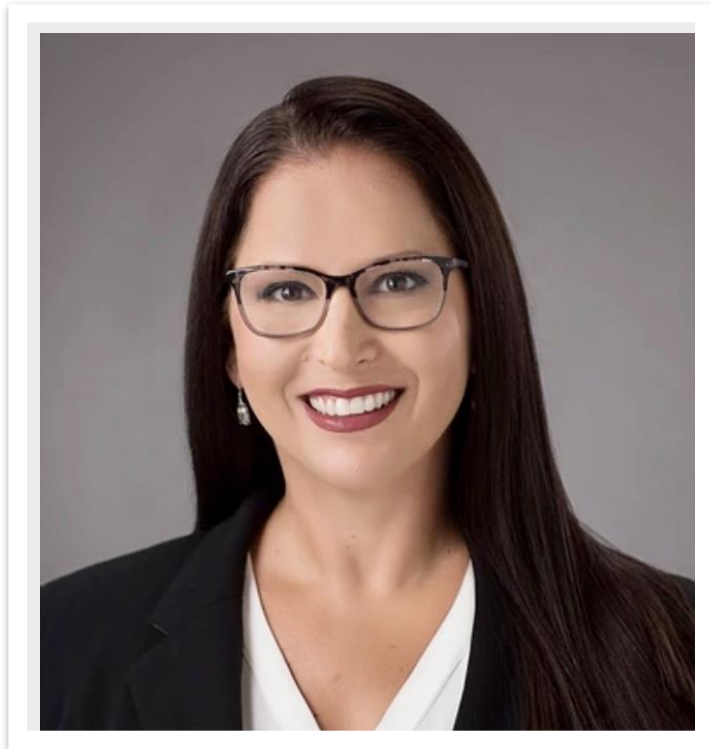


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Readiness. Knowledge. Network.

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.

Today's Presenter



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Hackett Center for Mental Health

Meadows Mental Health Policy Institute

Acknowledgement

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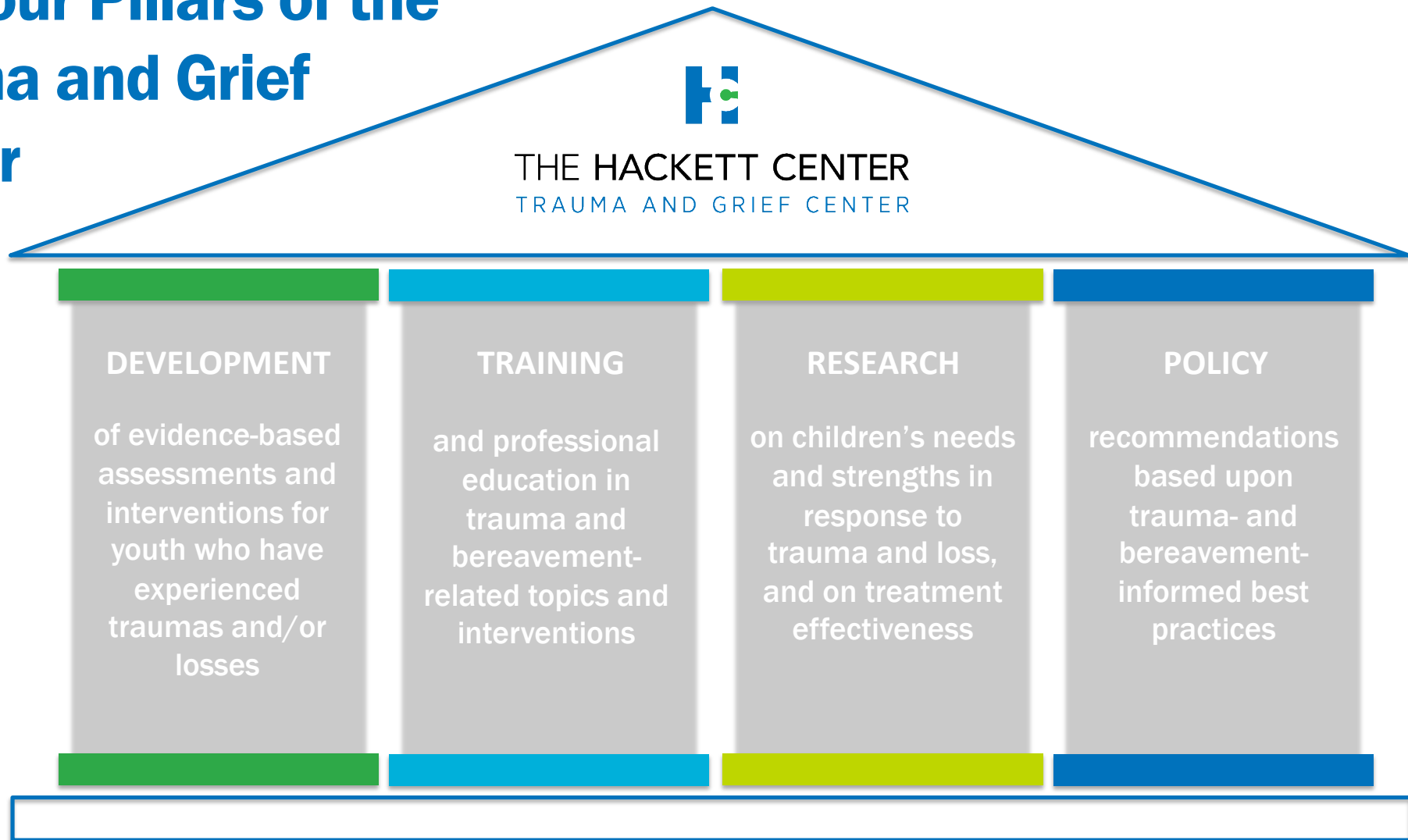


THE HACKETT CENTER
FOR MENTAL HEALTH
TRAUMA AND GRIEF CENTER

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

The Four Pillars of the Trauma and Grief Center



Lucine Center for Trauma and Grief

Lucine Center
for trauma and grief

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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 

<http://lucinecenter.com>



Part 1 – Webinar Session



OneOp.org/Learn/160002/



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.

Trauma Overview

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

What is Trauma?

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

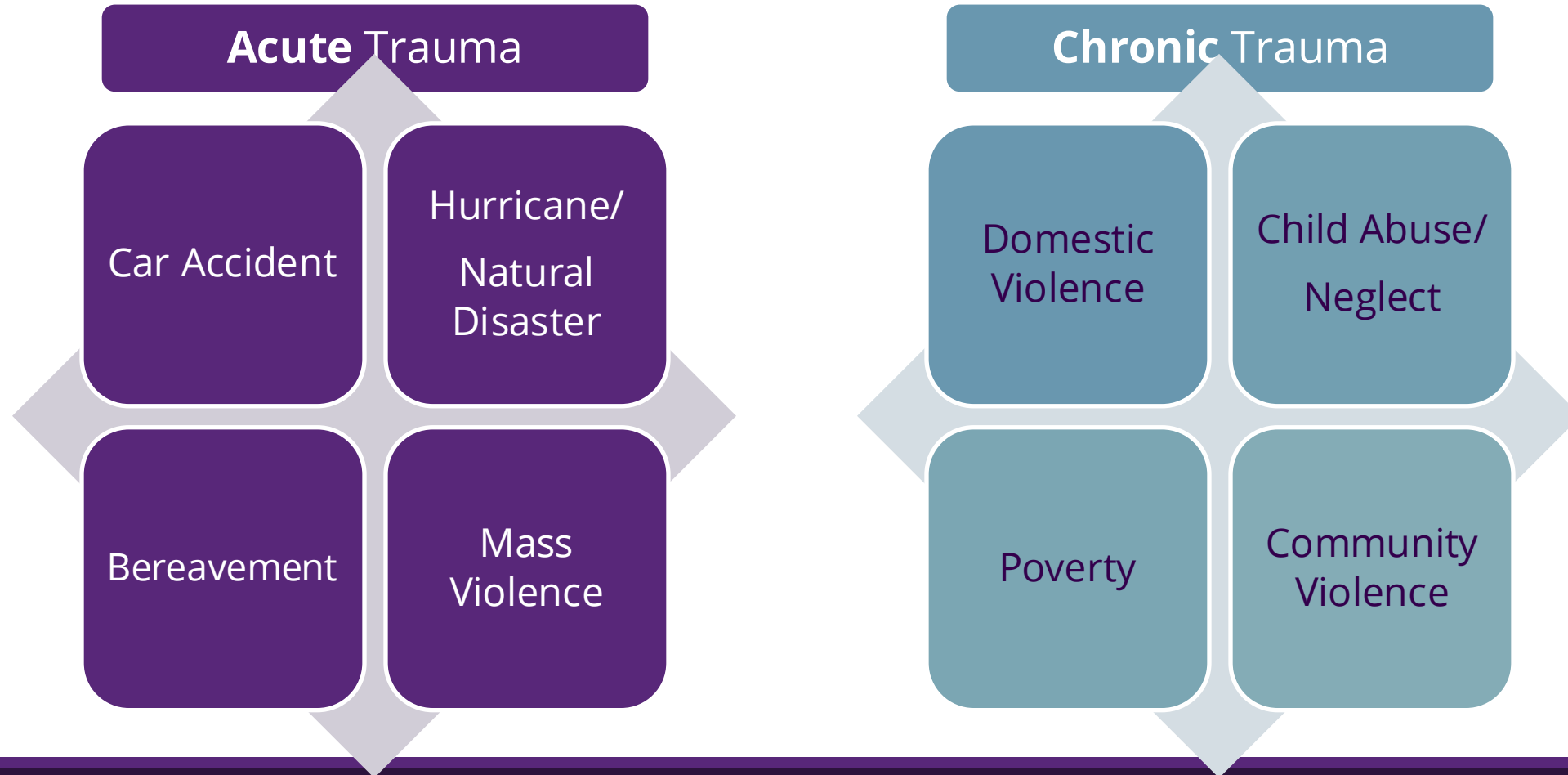
OR

the life or bodily integrity of a loved one

AND

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

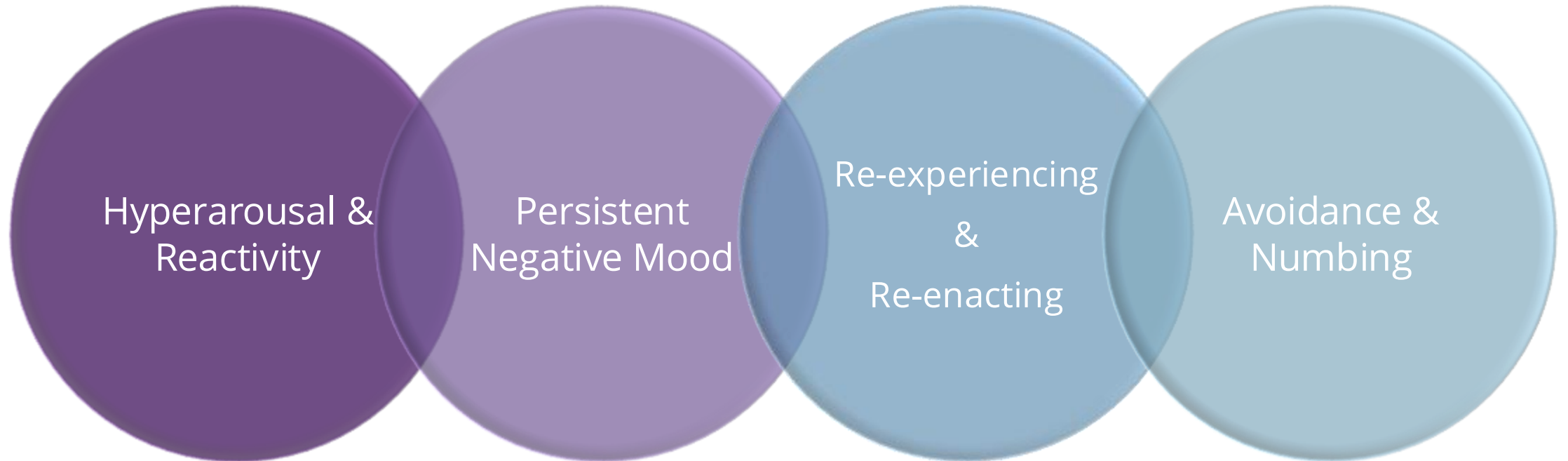
Types of Trauma



Posttraumatic Stress

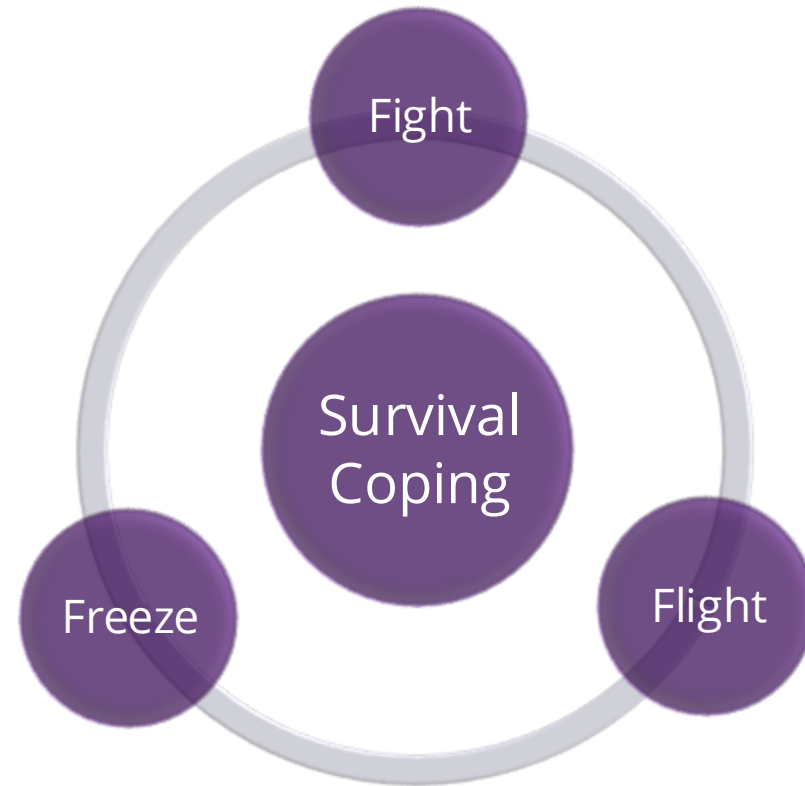
Psychological or behavioral reactions that can arise in response to trauma.

Categories of Traumatic Stress Reactions

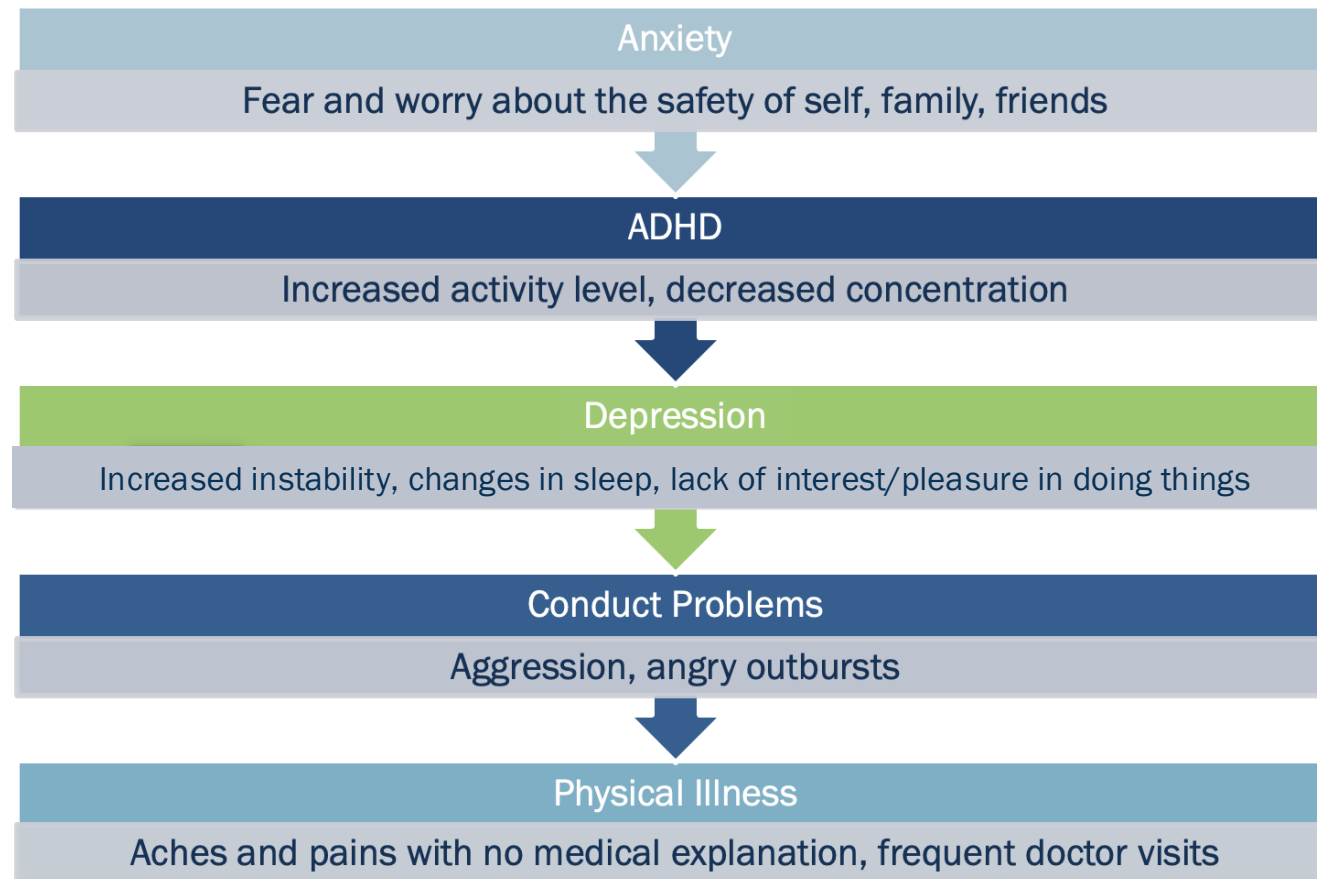


Traumatic stress reactions
are a “normal” reaction to
an ***abnormal event***

Getting Stuck in "Alarm" Mode



Traumatic Stress Reactions Can Look Like...



Grief Overview

Bereavement

experience of deprivation or loss by death

Grief

psychological or behavioral response arising
from bereavement

Photo by Huy Phan from Pexels

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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)

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? Cont.

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.

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?”

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)

Trauma and Grief Component Therapy for Adolescents

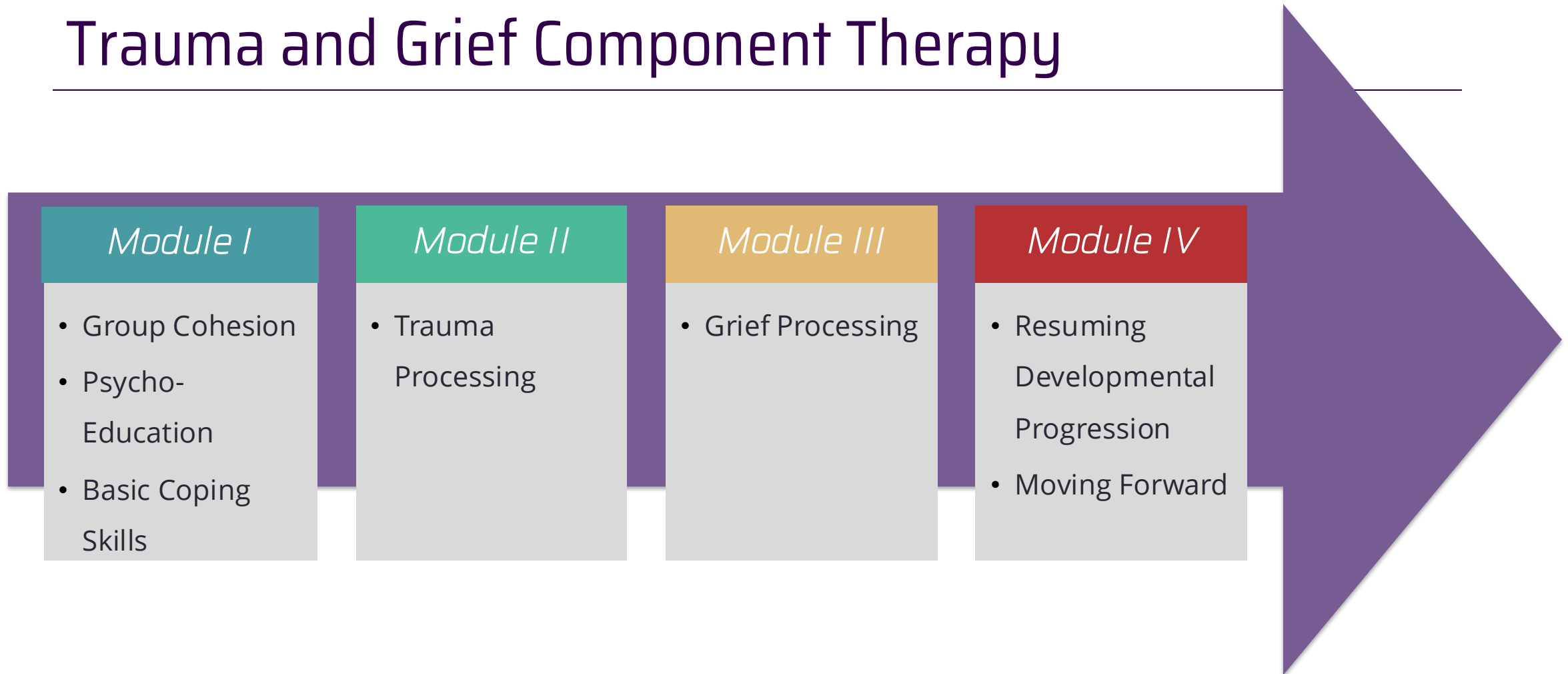
History of TGCTA

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

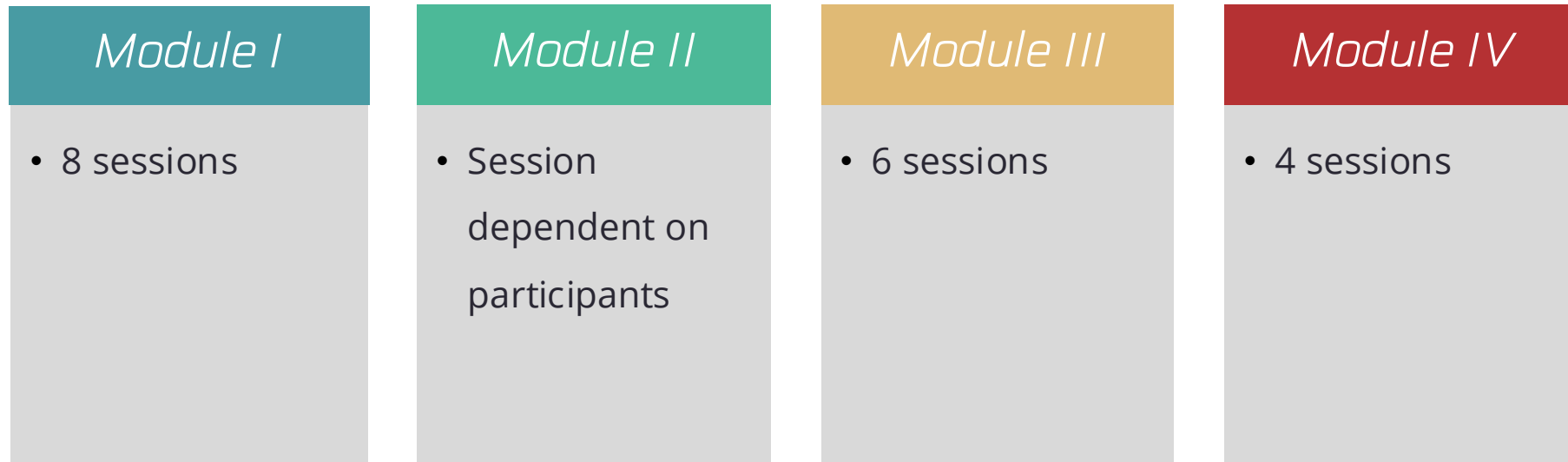
What makes TGCTA unique?

- 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

Trauma and Grief Component Therapy



Session Structure



- 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”)

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

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

Assessment Measures Cont.

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

Angold and Costello (1987)

- Measures depressive symptoms and provides clinical cut-off

Module I

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.

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

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

Feelings Faces

Feelings Snapshot

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

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

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

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

Module II

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

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.

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.

Module III

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.

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.

Grief

- 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

Module IV

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**.

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

Multidimensional Grief Therapy

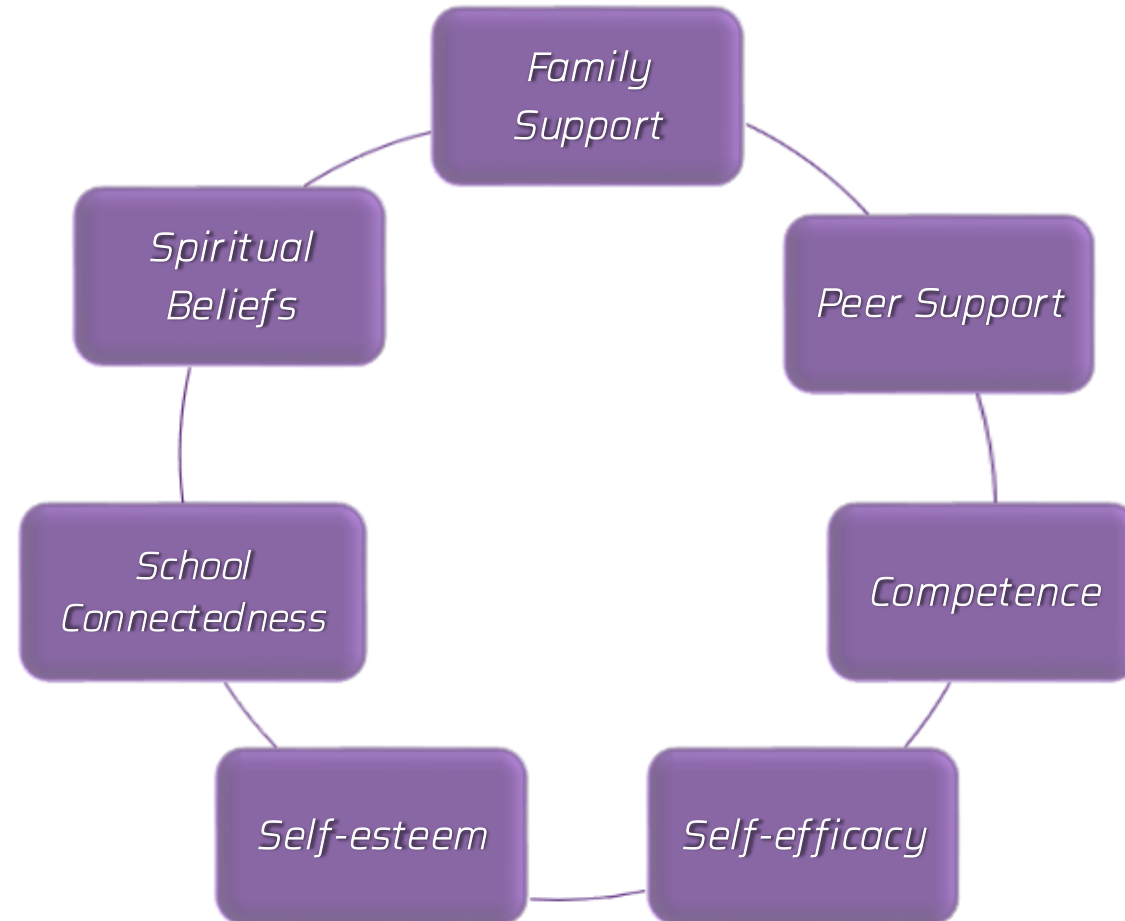
Additional Coping Strategies

- 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

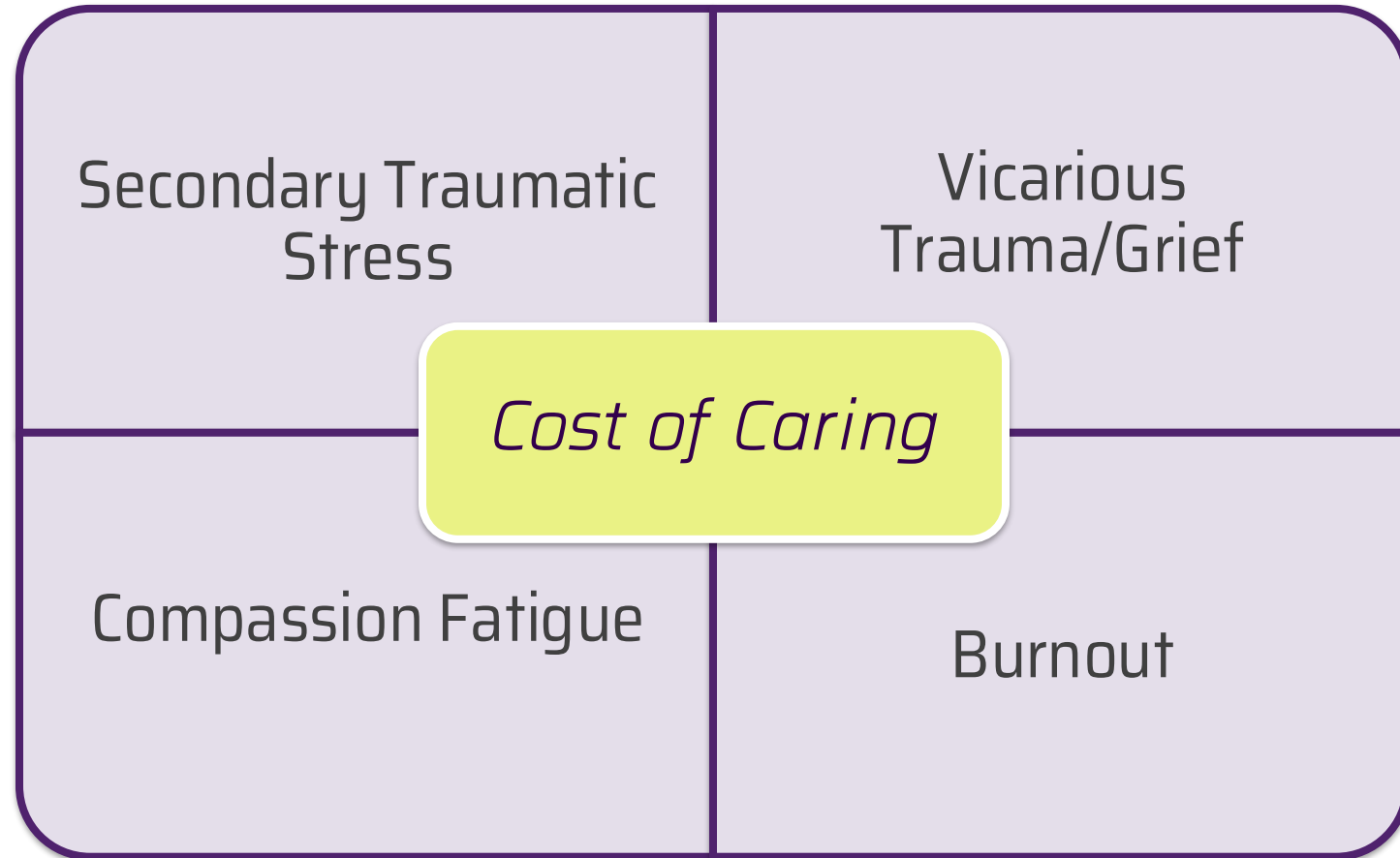
Source: NCTSN "Think Trauma" Training (2012)

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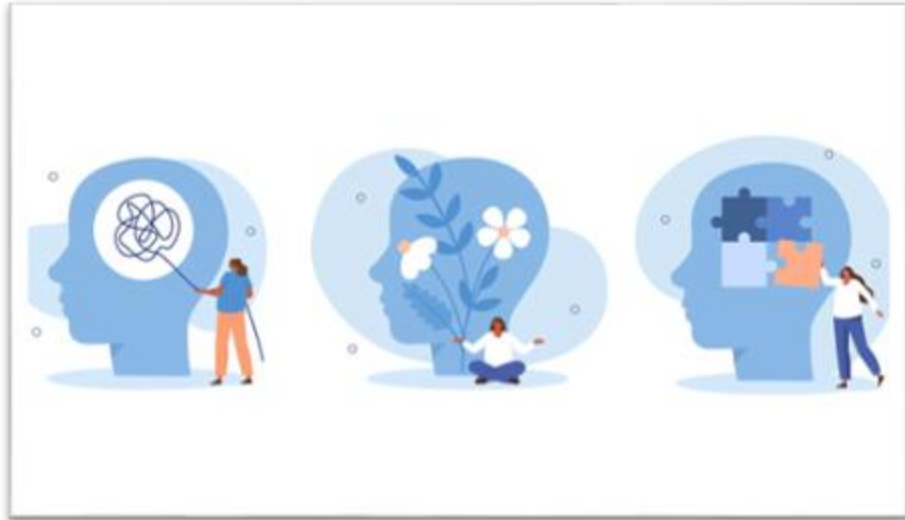
What Promotes Resilience?



Exploring the Cost of Caring



OneOp Webinar



[OneOp.org/learn/151255/](https://www.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.



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.

OneOp.org/learn/142470/



Warning Signs



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

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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The Cost of Caring: Risk and Resilience Factors





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.

ProQol.org

Self-Care Inventory

Rate the following areas in frequency:

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

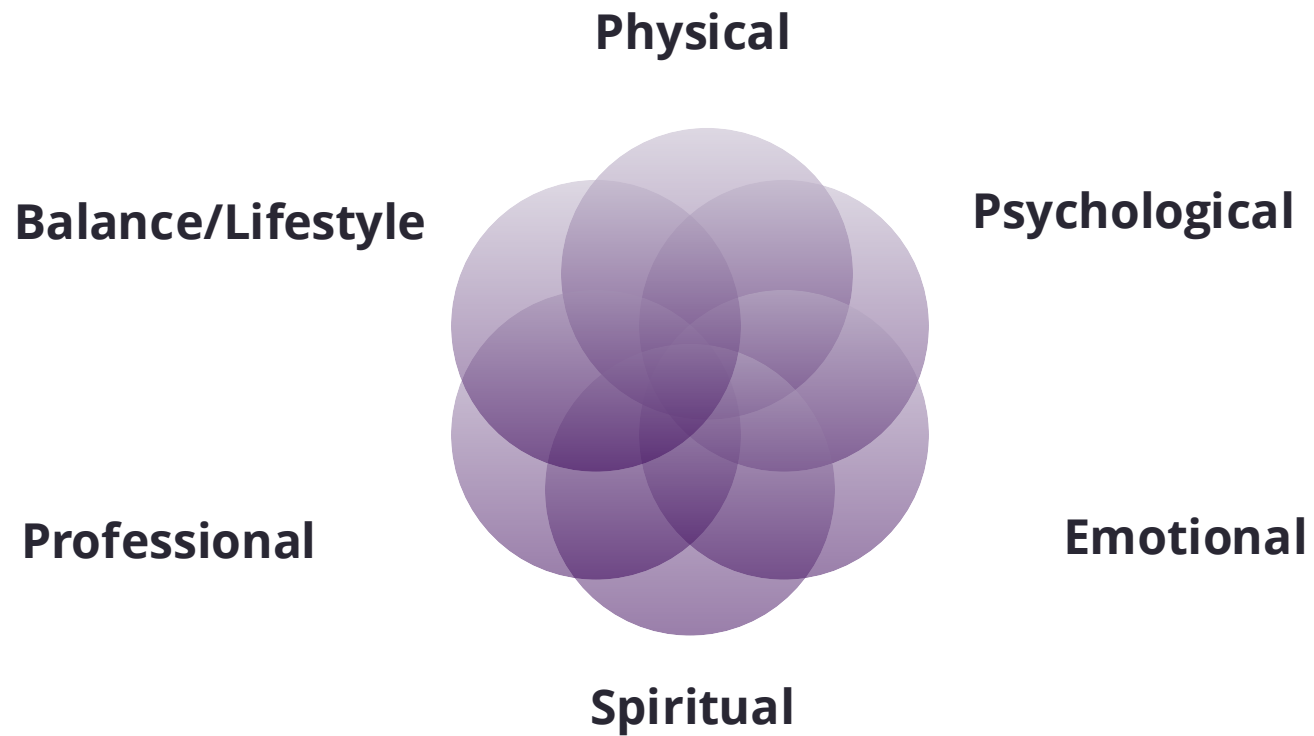
Physical Self-Care	5	4	3	2	1
Eat regularly (e.g. breakfast, lunch and dinner)					
Eat healthy foods					
Exercise consistently					
Get regular medical care for prevention					
Get medical care when necessary					
Take time off when sick					
Dance, swim, walk, run, play sports, sing or do some other 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



For More Information - Contact the TAG Center

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*To learn more about
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Questions?
Closing Comments?

Continuing Education



This webinar has been approved for **1.5 continuing education (CE) credit hours** from the following:

- The University of Texas at Austin, Steve Hicks School of Social Work
- The Commission for Case Manager Certification
- The National Council on Family Relations
- The Patient Advocate Certification Board
- The American Association for Family and Consumer Sciences
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Evaluation Link

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