Supporting Vulnerable Children in Times of Crisis: Early Reflections From the Manchester Bombing and Lessons Learned From Other Parts of the World

Shane R. Jimerson
Professor, University of California – Santa Barbara

Janet Muscutt
Lecturer, Manchester Metropolitan University and former Principal EP Salford

Claire Russell
Principal EP, Salford, representing the North West group of Principal EPs

Teresa Regan
Catalyst Community Interest Psychology company

Lisa Quinn Ewbank
Independent Educational Psychologist, Witherslack Group; Fairview Psychology

Rebecca Sundhu
Senior Educational Psychologist at One Education, Manchester

International School Psychology Association Conference 2017 - Friday 21st July, 11.00am – Manchester, England
* Please be advised, some of the content presented during this session may invoke many emotions, and may be upsetting or disturbing, thus, be aware of yourself and others. If you need to exit during the session, we understand.
This Session

• Briefly review some current international developments in crisis response work
• Provide a discussion regarding how educational psychologists (EPs) in the UK have responded to the recent Manchester bombing, and other similar incidents
• Conclude with a general discussion
Bringing Science to Practice
Bringing Science to Practice


Prevalence

- Crisis events impacting children and families, occur daily, in communities around the world.
  
  - Consider those that are most frequent in your community...
  
  - Think about events that you are aware of occurring in other locations around the world...
Crisis Event Classifications

- Acts of war and/or terrorism
- Violent and/or unexpected death
- Threatened death and/or injury
- Man-made disasters
- Natural disasters
- Severe illness and/or injury
Some Examples of Events That May Require Crisis Intervention

- Life-threatening illnesses
- Disfigurement and dismemberment
- Assaults
- Road, train, and maritime accidents
- Fires/Arson
- Suicide attempts
- Explosions
- Fatal accidents
- Sudden fatal illnesses
- Suicides
- Homicides
- Human aggression
- Domestic violence
- Kidnappings
- Terrorist attacks
- Invasions
- Prisoners of war
- Taking hostages
- Hijackings
- Torture
- Hurricanes
- Floods
- Fires
- Earthquakes
- Tornadoes
- Avalanches/Landslides
- Volcanic eruptions
- Lightening strikes
- Tsunami
- Airline crashes
- Nuclear accidents
- Dam failures
- Exposure to noxious agents/toxic waste
- Construction/Plant accidents
The number of terrorist incidents continues to increase in many countries around the world.
Already in 2017, various sources already document between 700-900 terrorist attacks throughout the world.
Children, families, and communities, face crises associated with displacement due to conflict, violence, and disasters.
The PREPaRE Model

Conceptual Foundation and Empirical Evidence


## Conceptual Framework

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<th>P</th>
<th>Prevent and prepare for psychological trauma</th>
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<td>R</td>
<td>Reaffirm physical health and perceptions of security and safety</td>
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<td>E</td>
<td>Evaluate psychological trauma risk</td>
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<td>Provide interventions</td>
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<td>Respond to psychological needs</td>
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<td>E</td>
<td>Examine the effectiveness of crisis prevention and intervention</td>
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Prevent and Prepare for Psychological Trauma

1. School Safety and Crisis Prevention
   a. Physical Safety
   b. Psychological Safety

2. Crisis Preparedness
   a. Comprehensive Safety Teams and Plans
   b. Crisis Teams and Plans
   c. Special Considerations
Reaffirm Physical Health and Perceptions of Security and Safety

• Reaffirm objective physical health and safety

• Reaffirm perceptions of safety and security
Evaluate Psychological Trauma

- Rationale for Assessing Psychological Trauma
  - Unique Consequences of Crisis Intervention
- Assessment Variables
  - Risk Factors
  - Warning Signs
- Conducting Psychological Triage
  - Primary
  - Secondary
  - Tertiary
Evaluate Psychological Trauma

Crisis Event Variables

- Predictability
- Duration
- Intensity

Risk Factors

- Threat Perceptions
  - Exposure
  - Vulnerability

Crisis Event

Consequences

Common Reactions

Psychopathological Reactions

Initial Crisis Reactions

Enduring Warning Signs
(reactions displayed during postimpact and recovery/reconstruction phases)

Early Warning Signs
(reactions displayed during impact and recoil phases)

Durable Crisis Reactions
Provide Interventions and Respond to Student Psychological Needs

1. Reestablish Social Support Systems
2. Psychoeducation:
   a. Empower Survivors, Caregivers, and Teachers
3. Psychological Interventions
   a. Classroom-Based Crisis Intervention
   b. Individual Crisis Intervention
   c. Psychotherapeutic Treatments
Levels of School Crisis interventions

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<tr>
<th>Indicated Crisis Interventions</th>
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<tr>
<td>Provided to those who were severely traumatized</td>
<td>Psychotherapy</td>
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<td>Typically a minority of crisis survivors; however, depending upon the nature of the crisis can include a significant percentage</td>
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<th>Selected Crisis Interventions</th>
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<td>Provided to those who were moderately to severely traumatized</td>
<td>Individual Crisis Intervention</td>
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<td>Following highly traumatic crises, can include an entire school</td>
<td>Classroom-Based Crisis Intervention</td>
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<td>Student Psychoeducational Groups</td>
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<th>Universal Crisis Interventions</th>
<th>Tier 1</th>
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<td>Provided to all students who were judged to have some risk of psychological trauma</td>
<td>Caregiver Trainings</td>
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<td>Depending on the nature of the crisis, can include an entire school</td>
<td>Classroom Meetings</td>
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<td>Informational Bulletins, Flyers, and Handouts</td>
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<td>Reestablishing of Social Support Systems</td>
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<td>Reaffirmation of Physical Health</td>
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<td>Prevention of Psychological Trauma</td>
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Basic Information for Adults Supporting Children Following a Crisis Event

Young people experiencing a crisis event often experience a range of emotions (e.g., sadness, anger, fear, anxiety). Families and educators can support children by establishing a sense of safety and security, helping children to process their thoughts and feelings, and placing the event in context.

Some basic tips include the following:

- **Monitor social media use.** The constant use of social media can be anxiety provoking and may expose them to traumatizing images.
- **Be attuned to children’s knowledge of the event and their potential reactions.** Let their questions be your guide on if and how much to focus on the tragedy.
- **Provide accurate reassurances** regarding the possibility of terrorism in their community. The odds of being the victims of such an event are very low.
- **Maintain normalcy and routine** while being flexible to children’s needs.
- **Let children know it’s okay to have many different feelings** and there is no one right way to respond.
- **Provide ways for children to express emotion,** such as journaling, writing letters, talking, art, or music.
- **Focus on resiliency as well as the compassion of others.**
- **Identify the various ways in which people are helping;** emphasize the ability to do good

More resources online at http://www.nasponline.org/prepare/index.aspx
Evaluate the Effectiveness of Crisis Prevention and Intervention

- Evaluating and Concluding the School Crisis Intervention
  - Needs assessment
  - Process analysis
  - Outcome evaluation

- Care for the Caregiver
PREPaRE Workshops

Workshop 1: Crisis Prevention and Preparedness - Comprehensive School Safety Planning
• 6.5 contact hours

Workshop 2: Crisis Intervention and Recovery - The roles of the school-based mental health professionals
• 13 contact hours

The European School Psychology Centre for Training (ESPCT) has more than 14 years of experience in training professionals in schools and dealing with crisis events. ESPCT provides trainings, resources, and a community to school psychologists in the field of “Crisis Management in Schools” in touch with the world-wide development in this field.

Since 2003, crisis management courses are organized for European School Psychologists. All trainees are in the database of the ESPCT and keep in touch. They might offer assistance in national training efforts and support in big tragic events at schools. The courses disseminate direct intervention and preventive strategies resulting in closer cooperation among experts and in establishing a supportive network.

For more information, visit www.espct.eu

Details workshop
Date: 23 – 27 July, 2017 (5-day course)
Fee: € 895,- per person (coffee/tea and lunch included)
Location: Room 2.07 Brooks Building | Manchester Metropolitan University, Birley Campus, Bonsall Street, Manchester M15 6GX, United Kingdom
Trainers: Prof. Bill Pfohl and Keith Ratcliffe
May 22, 2017 at about 10:30pm

A bomb was detonated at the exit of the Manchester Arena in Manchester, England.

At the end of a concert by the American singer Ariana Grande, whose music is popular with children and teenagers.

Twenty-three adults and children were killed and 250 were injured.

The dead included ten people under age 20, the youngest an eight-year-old girl.

With over 20,000 in attendance, and massive media coverage, this tragic event impacted many families and communities.
Supporting Vulnerable Children in Times of Crisis: Early Reflections of Responders

Janet Muscutt
Lecturer, Manchester Metropolitan University and former Principal EP
Salford

Claire Russell
Principal EP, Salford, representing the North West group of Principal EPs

Teresa Regan
Catalyst Community Interest Psychology company

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Rebecca Sundhu
Senior Educational Psychologist at One Education, Manchester
We agreed that the overall aim of the presentation would be to review current international developments in crisis response work and incorporate a discussion/commentary on how EPs in the UK have responded to the recent Manchester bombing, and other similar incidents. We thought that you, as an international expert in this field, would give a short 20 minute introductory talk after which you would invite Claire, Janet, Teresa and Lisa to join you on the podium and each of them would give a brief 5 minute account of their experiences following the Manchester bomb and similar incidents. This will be followed by a general discussion.

- Claire Russell, Principal Educational Psychologist
- Salford Educational Psychology Service
- & Chair of the Regional Network
Early Reflections
Manchester Arena Terrorist Attacch
2017

Claire Russell, Principal Educational Psychologist
Salford Educational Psychology Service
& Chair of the Regional Network
Standing Shoulder to Shoulder with our sister City
What happened?

On 22 May 2017, 22-year-old British Muslim Salman Ramadan Abedi detonated a shrapnel-laden homemade bomb at the exit of Manchester Arena following a concert by American singer Ariana Grande.

- 250 people were injured
- 59 people were taken to hospital
- 23 people critically injure
- 23 people were killed
The impact...

“This attack has affected so many, not just people here in Greater Manchester, but across the UK and beyond”

Victim Support.

• Far reaching-Children/ YP travelled to the event
• Deaths/Injured
• Witnesses/ bereaved/ impact through the media
• Immediate impact – lack of feeling contained
• General Unrest
• Massive local and wider community support
• Standing together
• Pride
This is the place
Regional EPS Critical Incident Support

*In the first few days*  
• Guidance to schools  
• Consultation to school leaders  
• Parent drop in events  
• Telephone advice for frontline  
• Supported conversations with YP

*In the medium term*  
• Developing training packages across the regional network
Dr Rebecca Sundhu
Senior Educational Psychologist
Manchester One Education

Reflections as a Critical Incident respondent.
Regional EPS Critical Incident Feedback

Service user feedback ...

• Cheshire East got nominated as team of the week
• ‘The EP’s have been really supportive and responsive’ (HT, Salford)
• School give flowers and chocolates to their EP for supporting them throughout the week after the incident (Bury)
• Schools appreciate the availability of Psychologists and the follow up phone calls (Stockport)
Any questions?
Early Reflections
Manchester Arena Terrorist Attack
2017

Claire Russell, Principal Educational Psychologist
Salford Educational Psychology Service
& Chair of the Regional Network
Holton
Cheshire West & Chester
Blackpool
Knowsley
St Helen’s
Cumbria
Cheshire East
Liverpool
Sefton
Wirral
Warrington
Blackburn with Darwin
Lancashire
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**In the medium term**
- Developing training packages across the regional network
Dear Colleague,

In the wake of the horrific events in Paris over the weekend, Andrew Hall (Specialist Safeguarding Consultant, Success In Schools Ltd.) has compiled a helpful list of web-based information to support conversations with children. I have reproduced Andrew’s article in its entirety below, and added in the web links for ease of reference.

**Terrorist Events: Supporting Children (compiled by Andrew Hall)**

The terrible events in Paris on Friday highlights the very unsettled world in which we live. Deaths, explosions and violence are seen on 24-hour television, web and newspapers and children are often totally exposed to this media, often with no explanation. Some of our pupils may have visited Paris, played on a Tunisian beach or flown on a plane out of Sharm el-Sheikh. We don’t know what effect hearing about these events has on children, but we need to be sensitive to their needs, questions, concerns and fears.

There is a paucity of information on the internet offering advice about helping children and young people understand terrorist events. Much of the information comes from America and dates from September 11th 2001 or offers support after a school shooting. I’ve reviewed the available material and listed below are the most appropriate resources I’ve found.

*Helping Children Cope in Unsettling Times (Somerset County Council) (2010)*

A possible resource for an Assembly: #PrayforParis

Websites I’ve reviewed and found to include useful information include:

*Parent’s Guide to Talking to Their Children about War (City of New York)*

*The 4 Aspects of Media Response, National Child Traumatic Stress Network USA*
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FAQ: What do my email blast stats mean?

Links

Talking to children about Terrorism

The horrific terrorist attack on a Christmas Market in Berlin, carried out as innocent people soaked up the festive spirit only six days before Christmas, have been a shocking reminder to all of us how dangerous the world can be.
As news filters out about the tragic events at Manchester Arena last night, we are aware that many schools will have worried and anxious children this morning, and may be aware of families caught up in the situation.

The following attachments contain some helpful information about talking to children about worrying events:

https://socialworktutor.com/talking-to-children-about-terror.../... See More

Talking to children about Terrorism- Social Work Tutor

Talking to children about Terrorism can be hard, especially when we can feel so scared ourselves. Here are some tips on talking to children about terrorism.

SOCIALWORKTUTOR.COM

494 people reached
For anyone affected by the explosion at Manchester Arena this dedicated phone number has been set up for you to contact: 0161 856 9400

Latest statement on incident at Manchester Arena

Chief Constable Ian Hopkins said: "I can confirm the details of events tonight that we currently know. At around 10.33pm last night we received reports of an explosion at the Manchester Arena in the city centre. It was at the conclusion of an Ariana Grande concert.

"Currently we have 19 people confirmed to have died and around 50 people injured. The injured are being treated at six hospitals across Greater Manchester. My thoughts are with all those who have been affected and we are doing all we can to support them.

"Officers from GMP and emergency services are working at the scene and are supporting those affected. We are co-ordinating the response from GMP headquarters.

"An emergency number is available for those who are concerned about loved ones or anyone who may have been in the area. It is: 0161 856 9406.

"We are currently treating this as a terrorist incident until we know otherwise. We are working closely with the national counter terrorism policing network and UK intelligence partners.

"This is clearly a concerning time for people but we are doing all we can working with local and national agencies to support those affected and gather information about what has happened tonight. As you will understand we are still receiving information and updates so will provide more details when we have a clearer picture.

"I want to thank people for their support and would ask them to remain vigilant and if they have any concerns report them in confidence to us through the Anti-Terrorist Hotline 0800 789321. It is important people avoid the area so that we can effectively deal with the incident."

@NSPCC has helpful advice about children's concerns about terrorism ow.ly/n0gv30bXxCi

We have just contributed to @BBCNewsnight piece about how schools can support children in the aftermath of the Manchester attack

23 May 18:00
Dr Rebecca Sundhu
Senior Educational Psychologist
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