Advanced Group Crisis Intervention

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For Your Reference

Course Name: Advanced Group Crisis Intervention: Strategies and Tactics for Complex Situations

Course Dates: November 6-7, 2013

Course Number: 21311064329466

Course Location: Norfolk, VA

Info for Ordering a Replacement Certificate from ICISF (410) 750-9600

Course Outline

Section 1 - Introduction-CISM Review of Core Concepts
Section 2 - Principles of Group Process
Section 3 - Enhanced Group Processes
Section 4 - Complicated Group Interventions
Section 4B- Significantly Delayed Group Intervention
Section 4C- Multiple Incident CISD
Section 6A/B - Line of Duty Death CISD
Section 6C – Post Action Staff Support
Section 5A/B - Suicide of a Colleague/Co-worker CISD
*Section 7 - CISM in Disasters
*Section 8 - Other Challenging Group Interventions: The Symbolic CISD, CISD Children

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Core Concepts of CISM and Group Interventions

Section 1

CISM CHALLENGE !!

- THREE TEAMS OF FIVE

Principles of Group Process

Section 2

A Group

- A collection of any number of people (2+…) between whom such relations are discovered that they
- must be thought of together
- A number of people whose relations to each other are sufficiently impressive as to demand attention.

Three Types of Groups

Primary

- Families
- Teams
- EMS
- Military Units
- Clubs
- Social/Church Groups

Homogenous

"Be One of Us"

Secondary

- Platoon
- Schools
- Large Business
- Professional Associations

Random

- Disaster Victims
- Travelers
- Mall Shoppers
- Theatre Audiences
- Hostages on a train

Heterogeneous

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The majority of the Advanced Group Crisis Intervention course relates to primary groups.

All Primary Groups Must Deal With These Group Dynamics

- Expectations
- Leadership
- Attraction
- Norms
- Communication
- Cohesiveness

Group Leadership Styles

- Laissez-faire – Whatever goes
- Authoritarian – Strict control
- Democratic – Participation in leadership by group members

Items Valued By Group Members in Crisis

- Early intervention
- Validation/Catharsis
- Group support
- Education, coping, cognitive re-evaluation
- Opportunity for follow-up

Factors Valued by Groups in Crisis

- Imparting information
- Instilling hope
- Altruistic
- Universal concepts
- Corrective recapitulation
- Using socializing techniques
- Initiatinge behaviors
- Interpersonal learning
- Building group cohesiveness
- Catharsis

Yalom's Ten Factors for Effective Groups

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Common Problems in Group Process

Section 2-A

Common Problems in Group Crisis Intervention

- Not understanding the *Mechanisms of Action*
  - Early intervention
  - Validation/catharsis
  - Group support
  - Education, coping, cognitive re-evaluation
  - Opportunity for follow-up

Common Problems in Group Crisis Intervention

- Lack of Understanding of Mechanisms or "active ingredients"
- Failure to incorporate mechanisms of action into the intervention program
- Inappropriate Timing ("Timing" refers to psychological readiness more than a passage of time)
- Too large a group
- A group that is too heterogeneous

Common Problems in Group Crisis Intervention

- Faulty Introduction and Guidance
  - Inability to set appropriate expectations
  - Lack of leadership
    - Failure to motivate participants
    - Failure to reassure group members
    - Failure to encourage group members
  - Failure to guide group process
    - Allowing operational critique
    - Evaluation of performance
    - Focus on anger and blame
  - Failure to achieve closure in a group

Common Problems in Group Crisis Intervention

- Failure to follow the structures
  - Each group process has two structures
- Knowing the procedural steps or stages of the protocol
  - Knowing when to use 7-stage vs. 5-stage
- Understanding the psychological domains
  - Cognitive domain (Left-brain)
  - Affective domain (Right-brain)
- Failure to follow-up

Common Problems in Group Crisis Intervention

- Cognitive versus Affective Domain
  - Participants rush from facts (cognitive) to emotions (affective)
  - Emotional tirade or dysfunctional catharsis
  - Tendency to avoid affective stage
  - Intrusion of past events
  - Attempting psychotherapy instead of crisis intervention

Paraphrase is the best technique to transition between phases

Common Problems in Group Crisis Intervention

- Teaching
  - Not practical
- Re-entry
  - Failure to return to cognitive
  - Failure to actively work for closure of the process
  - Inability to achieve group closure

Summarization is the best technique to foster closure of the group process

Enhanced Group Processes

Section 3

Purposes of Small Group Crisis Intervention

- Prevent unnecessary after-effects
- Accelerate normal recovery
- Stimulate group cohesion
- Normalize reactions
- Stimulate emotional ventilation
- Promote cognitive grip on the situation

Factors Inhibiting Group Communication

- Personal integrity issues
- Personal identity issues
- Power
- Influence
- Control
- Acceptance

Communications Can Enhance or Inhibit All Groups in the Areas of:

- Goals
- Personal identification
- Power
- Intimacy

General Principles of Enhanced Group Process

- Efficient groups allow access to leadership
  - Some individuals may influence leadership and thus produce internal conflict
  - Centralized leadership helps organization, & efficiency, but at the cost of some morale.
- The more open the communication, the higher group morale, but efficiency may be lessened

The more complicated the group process, the greater the need for structure.

Example:

Defusing = 3 phases

Critical Incident Stress Debriefing = 7 phases

Structure in Crisis Groups Enhances Efficacy

-Rhode and Stockton, 1994

Communication Phases in Groups

- Introduction
- Transition
- Process
- Closure

Effective Communicators

- Attend to group and group members
- Empathize appropriately
- Summarize vital points
- Ask appropriate questions
- Show genuineness/respect
- Use assertiveness/careful confrontation
- Problem solve

Effective Communicators

- Respond actively
- Take initiative
- Communicate concretely
- Use accurate empathy
- Challenge gently
- Enhance feedback

Communication Skills: Challenge Gently

Sometimes you have to gently challenge people in crisis groups and that is an art

- Identify strengths
- Advanced accurate empathy
- Mild confrontation
- Immediacy *(Do not wait to gently challenge in a group)*

Communication skills combined with a outgoing assertive leadership style are the most essential elements of effective group crisis intervention

Group Crisis Interventions: Practical Tasks

- What activity is going on in the group?
- Leader focuses on speaker in group
- Co-leaders focus on rest of group
- Listen for common themes in a group
- Be directive in crisis groups
- Model behavior for the group members
- Identify issues that need individual attention after the meeting

Team Leaders

- Active at times
- Passive at others
- Always demonstrating overall leadership
- Allowing silence to work
- Avoiding unnecessary probing
- Stopping destructive processes - Taking Charge
- Further explore something. “I want to clarify something before we move on”

Leader Tasks in Crisis Groups

- Quickly establish atmosphere of trust
- Outline goals and motivate for participation
- Build relationship to the group and its individual members
- Be a role-model for the group
- Choose, address and time important issues
- Guard against destructive group processes
- Stimulate and fine–tune a positive group process

(Dyregrov, 2003)

Three Key Issues in Group Work

- Trust
- Authority
- Structure

Communication Skills: Eye Contact

- Essential
- Balanced side to side and around the room
- Do not make people self conscious or overlooked
- Do not avoid eye contact by looking around the room or at objects
- Do not overdo the eye contact

Communication Skills: Body Posture

- Carries a message
- Signals attention or lack of it
- Signals respect for the group
- Lean toward group members.
  - It implies, “I am engaged and attentive”

The more rigid the leader appears to be in a group the less approachable he or she appears to be to the group members.

Engage Individuals in Supportive Conversation

- Beginning, middle, end
  - *"Sir, what was your part?"*
  - *"I see" or "That must have been difficult."*
  - *"Thank you" or "We appreciate that."*
- Never lose sight of the whole group

Use the Group When You Can

- Acceptable: *"That reaction is very common."*
- Much better: *"Did other members of the group experience the same thing?"*

Leader Reaction to an Individual In Group With Prior Traumatic Life Event

"This is something that is quite important to you and I would like to take some time after the meeting to discuss it further with you."

CISD vs. Group Psychotherapy

CISD

- CISD focuses on whole group without forgetting the individual

Psychotherapy

- Group psychotherapy has a much greater focus on each individual in a group.

Rule of 3 Guideline

Three follow-up questions

- to the same person
- on same subject matter
- usually characterizes psychotherapy

Psycho-Educational versus Process

No limit on size (?)	15 people max
Emphasis on information	Group Support
Somewhat more passive	More active
Leaders normalize	Group normalizes

Leaders are a resource	Group is a resource
Leaders inform	Leaders model
USA / Canada / Australia	Europe
CISD is a complex group process	CISD is a complex group process

Mental Health background is no guarantee for making good crisis team members.

Training in structure and process of the crisis group determines ability to lead a group.

Greater experience in group leaders is associated with favorable participant perceptions

Levin and Kurtz, 1974

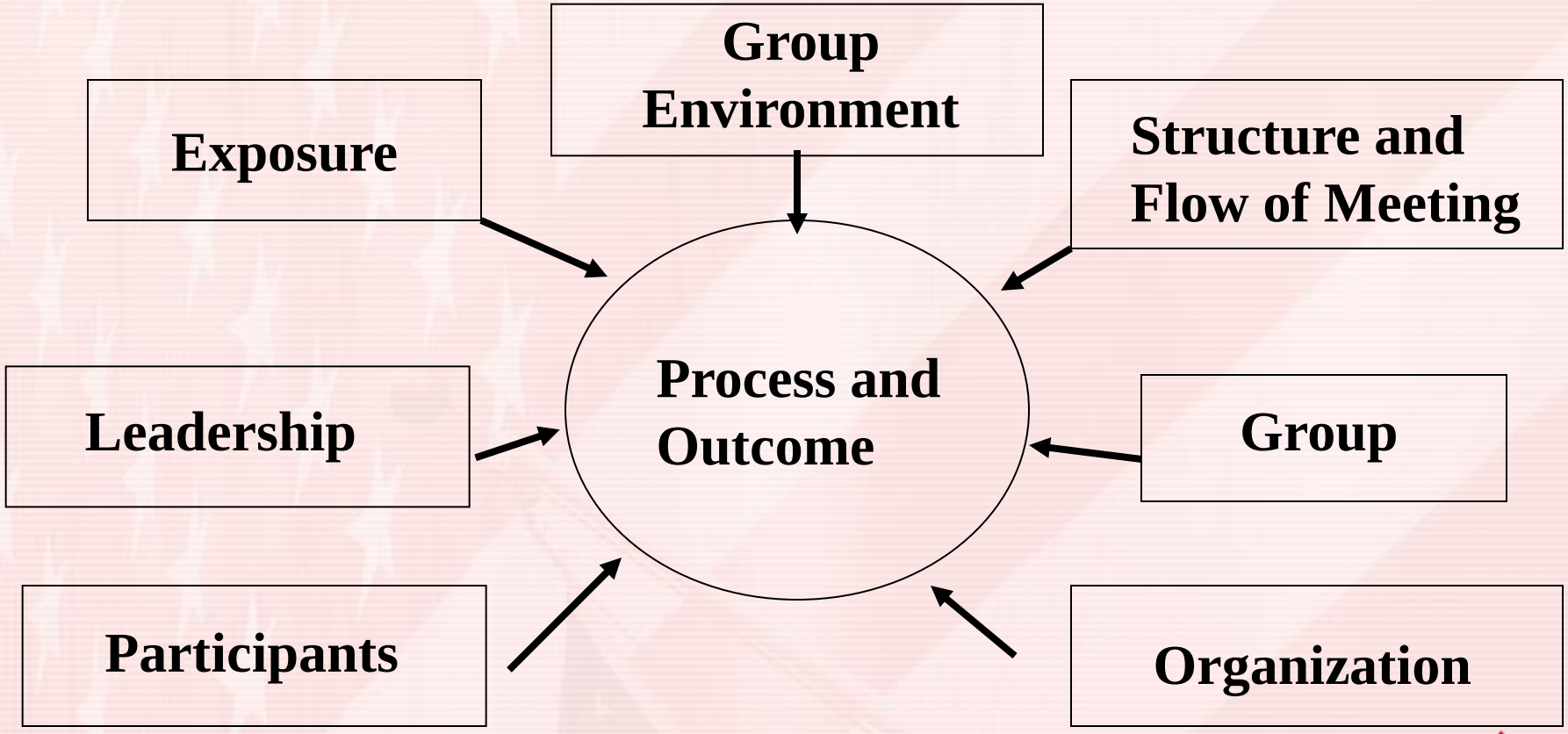
Review: CISM and Group Crisis Intervention: **"Friendly Fracas" Group Competition**

- Three participants volunteer to act as "judges" to determine which group responds first when the answer is shown on the screen.
- Two- four teams of players formed.
- All players must be able to see the projection screen.
- All participants agree to accept the ruling of the majority of the judges on who raised his/her hand first.
- The moderator will read the first question and the first person from either team who responds will be allowed to answer the question.

Pre CISD Preparation is Vital

- Training
- Knowledge
- Experience
- Familiarity with group
- Details of event
- Strategic plan

Seven Factors Influencing Process and Outcome of Group Crisis Intervention



(Atle Dyregrov)

Group Environment

- Time since event
- Physical surroundings distractions;
  - Disturbances (cell phones, pagers, etc.)
- Seating positions, CISM leaders' placement
- Duration of meeting ("We will sit with you until it is finished.")
- Table or not, chairs
- Size of room, lighting, Refreshments during/ after

Exposure

- Sensory impressions
- Life threat
- Losses
- Homogeneity of group
- Heterogeneity of group

Leadership

- Training
- Experience
- Preparation
- Leader co-leader interactions / intervention approach
- Listening ability
- Communication skills
- Educational ability
- Level of activity in the group
- Respect for the group
- Gender
- Knowledge of the job
- Understanding of the group
- Unspecified factors

(Dyregrov, 2003)

Participants

- Personalities
- Training
- Experience
- Age
- Prior traumatic events
- Support systems

Organization

- Acceptance
- Role distribution
- Crisis routines
- Previous gexperience, etc.

Group

- Nature of group
- Work group
- Stranger group
- History
- Culture
- Gender
- Cohesion
- Conflict
- Size

Culture of the Group

- Supervisor in group may heighten fear
- Mandated or voluntary?
- Does resistance reflect leadership attitude?
- CISD acceptable or not?
- Openness a sign of weakness?

Structure and Flow of Meeting

- Rules
- Utilization of rules
- Goals
- Operating procedures
- Intervention focus
- Disruptive influences
- Facilitative influences
- Obstacles

(Dyregrov, 2003)

Leader Tasks in Crisis Groups

- Quickly establish atmosphere of trust
- Outline goals and motivate for participation
- Build relationship to the group and its individual members
- Be a role-model for the group
- Choose, address and time important issues
- Guard against destructive group processes
- Stimulate and fine–tune a positive group process

(Dyregrov, 2003)

CISM Team Leader Competition Hampers Group Crisis Intervention Process

- Cooperation is enhanced by the way leaders address one another
- Non-verbal cues
- Respect

Negative Outcome for Members Can Result From

- Domination of group by one member
- Open conflict → Blaming, scapegoating
- Exposure to traumatic details, secondary traumatization
- Triggering of unwanted reactions or material
- Leader / co-leader competition for leadership

Negative Outcomes for Group Members

- Promotion of incorrect information regarding - facts, normal reactions, coping tactics to use
- Inappropriate use of shared information outside of the meeting
- Mishandled group processes such as residual feelings (anger, guilt, bitterness, sadness) or destabilization of psychologically unstable persons

Group Dissenters

- Take too much time
- Try to sabotage group
- Resist leaders
- Resist process
- Focus on their own needs
- Attack others

Managing Dissenters

- Friendly but firm leadership
- Escalate strength of correction if bad behavior persists
- Do not harshly correct (group will turn on leaders)
- Do not under react (group loses faith in the leadership)
- Make sure a rule is stated in introduction that there will be a democratic use of the group's time

Group Exercise: Problem Participant(s)

- How would you handle these participants?

CISD Strategy to Achieve Results

Activity	Aim
Introduction-Introduce leaders/Purpose and rules of CISD	Establish climate, decrease anxiety, build trust, signal structure
Fact–Relate facts and briefly review event	Create wholeness and common understanding of the real exposure
Thought-Relate thoughts and decisions	Stimulate coherent understanding

CISD Strategy to Achieve Results

Activity	**Aim**
Reaction – review of worse aspects & reactions.	Prevent intrusive images
Put images in words	Reduce tension
Confrontation of the exposure	Prevent avoidant behavior
Activate team resources through the group process	Mobilize team unity and support
Sharing responsibility	Prevent rumination and blame
Normalization	
Sharing of coping methods	Enhance coping resources

CISD Strategy to Achieve Results

Activity	**Aim**
Symptoms – relate emotional and somatic reactions to event	Decrease emotional involvement and personal identification Gain perspective. Secure rapid normalization

CISD Strategy to Achieve Results

Activity	Aim
Teaching – provide verbal and written information Suggest coping methods Relaxation, self talk, handling intrusions Encourage writing about event plan for future Encourage group and family support	More rapid normalization provide a frame of reference Decrease arousal and fear; activate stress management processes Offer a sense of control Remove sense of helplessness

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Activity	Aim
Re-entry – Focus on lessons learned Summarize, wrap up Identify resources	Secure future coping Sense of completeness Give access to future help

The Introduction is Essential

- Provides structure
- Defines boundaries
- Builds trust
- Decreases anxiety
- Foster acceptance
- Establish temporary cohesiveness
- Motivates participants
- Prepares for the phases to come

The Introduction Is Essential

- Rules raise expectations
- Regulate process
- Secure control
- Facilitate trust
- Overcome resistance
- Orient group
- Shift responsibility to leaders

(Dyregrov, 2003)

Introduction

- Preparatory lecture strengthens a client's faith in the process
- Gets people oriented to the here and now interaction among participants
- The 5-8 minutes of an introduction can benefit the entire process
- Guidelines tell group that CISD has structure and clear leadership

Follow-up Meeting

- Short introduction – less formal than CISD
- Any new facts?
- What kind of thinking have you been doing since the CISD
- Changes in reactions over time?
- Discuss various coping tactics
- What has improved for you?
- What else might help?

General Notes on Crisis Intervention Groups

- Group conflict makes CISD more difficult
- Surprise in groups is most disruptive
- Nature of group will make a huge difference (male vs. female, homogeneous, heterogeneous)
- Males tend to stick to facts. Females move more quickly toward emotions. Make sure fact and thought phases adequately covered to maintain structure.

(Dyregrov, 2003)

General Notes on Crisis Intervention Group Processes

- Random groups (disaster victims) require less emphasis on group cohesion
- Target, Type, Timing, Theme and Team
- Natural cohesion of group can enhance CISD
- Cohesion depends on history, experience, prior CISD, level of training in field of CISM

General Notes on Crisis Intervention Groups

- Males need more time on the facts and thoughts before moving toward emotionally laden material. They struggle more to put emotions into words.

- Collaboration, team effort, success and mutual group support are more important in CISD with emergency personnel.

Be Alert !!

- Some group exclusion may occur after CISD
- Follow-up may be required to ”head off” group exclusion
- On occasion, one or two members of a group or unit who were not involved in the event may need to be part of the CISD or Follow-up to avoid post-CISD exclusion

Benefits of Group Intervention

- *"peer support groups constitute a powerful social support intervention…By meeting with those who are contending with similar problems, members can provide emotional support to each other as well as share information and effective coping strategies."*

(Hinrichsen, G. A., Revenson, T.A. & Shinn, M. (1985). Does Self-Help Help? An Empirical Investigation of Scoliosis Peer Support Groups. Journal of Social Issues, 41(1), 65-87.)

Review: CISM and Group Crisis Intervention: **"Friendly Fracas" Group Competition**

- The moderator will read the first question and the first person from either team who responds will be allowed to answer the question.
  - If the answer is one of the three answers provided by the survey, the person operating the computer will display the answer and point value. (Please note this is different from the popular game show in which each team is able to answer and the highest one chooses to play or pass.)
  - The computer operator will then return the screen back to the main screen.

Review: CISM and Group Crisis Intervention: **"Friendly Fracas" Group Competition**

- The play will continue with team members collectively agreeing on their next response within 10 seconds, collecting points until they either make two errors or correctly name all three responses.
- If the first team makes two errors, the second team will have the opportunity to "steal" by giving an answer that has not already been selected.

Review: CISM and Group Crisis Intervention: **"Friendly Fracas" Group Competition**

- If the second team is able to give a correct answer, they will take all the points on the board. If the second team is unable to give another correct answer, the first team will keep any points they have accumulated.
- Play continues until the game is over.

- READY FOR SOME FUN???

Complicated Interventions

Section 4

Complicated Interventions

The Big Five:

1. Significantly Delayed Interventions
2. Multiple Event CISD
3. Line of Duty Death
4. Suicide of a Co-worker
5. Disaster/Multi-Casualty Death

Complicated Interventions

- Demand:
- More intense assessment
- Greater emphasis on strategic approach
- Trained and skilled interveners
- Applications of appropriate interventions that are carefully timed and which address the specific needs of those needing assistance.
- Flexibility and innovation when circumstances require well thought out alterations
- Appropriate follow-up
- Referral resources when those are necessary

An Important Reminder:

Large and, more likely, small group crisis interventions are often part of an overall strategy to manage any complicated or challenging crisis situation.

If certain conditions do not exist, the crisis team should avoid small group interventions altogether and rely on other CISM services.

Essential Conditions to Justify Small Group Crisis Interventions

- Homogeneous group
- Situation is either completed or beyond its most acute stages. Participants are not "on the job" and under threat or extreme duress
- All of the participants should have had roughly the same exposure to the distressing event.

Contraindications for Small Group CISM Services

- Heterogeneous groups
- Individuals (Do not use a group process on individuals especially wounded primary victims).
- Primary victims especially those who are injured, ill, in pain, medicated, hospitalized, bereaved, extremely fatigued, or under severe emotional distress.

Contraindications for Small Group CISM Services

- Do not use small group interventions with people who are emotionally out of control or those who are brittle, fragile or labile.
- Do not use small group interventions with people who are in severe shock or who are suicidal, psychotic, and unable to function physically, cognitively, emotionally or behaviorally.

Contraindications for Small Group CISM Services

- Highly resistant personnel.
  - It is well known that most people gain the best benefits from crisis intervention services if they voluntarily participate in them.
- Never attempt to force highly resistant personnel to participate in any small group crisis intervention process.

Suggestions for Managing Highly Resistant Personnel

- Focus on automatic interventions instead of mandatory interventions. Automatic means that CISM services will be provided in certain events as a matter of standard operating procedure (SOP).

Suggestions for Managing Highly Resistant Personnel

- There should only be five events that trigger an automatic CISM program. They are:
  - 1) line of duty death
  - 2) suicide of a colleague
  - 3) serious line of duty injury
  - 4) a disaster or multi-casualty event, and
  - 5) an event of extreme threat to work crews.

Suggestions for Managing Highly Resistant Personnel

- Only supervisors or management can order someone to participate in a small group crisis intervention process. (Not the CISM team)
- Even when ordered, participation (or not) should never be the subject of disciplinary action.
- Every person has an absolute right NOT to speak in a small group if that is what they choose.
  - This is so even in cases when attendance has been required.

Suggestions for Managing Highly Resistant Personnel

- If a person truly does not wish to participate the team might ask if the person sees any potential that something they might say in the group could possibly help some of the other group members.
- If they still say that they do not want to participate in any way, they should be allowed to exit the group.
- A CISM team member should then check on that person's welfare outside of the group and offer other types of support if they are needed.

Complicated Interventions: Significantly Delayed CISD

Section 4-B

INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

Significantly Delayed Interventions

- Any situation older than three months
- Inadequate or no help was provided previously
- Personnel are experiencing group wide symptoms
- Assistance is indicated for the group because there is group distress, dysfunction or impairment

Significantly Delayed Interventions

- Require meticulous assessment
- Careful planning
- Well trained and experienced CISM team
- Takes more time and energy
- Referrals and follow-up services

Significantly Delayed Intervention

If a CISD is utilized as one of the many interventions:

- In the Introduction,
  - Let the participants know that a CISD so long a time after the actual event is unusual, but that the intensity of the group's distress indicates that a CISD may be helpful.
- Ask for the cooperation of the participants with a view for what they may be able to do to help one another.

Significantly Delayed Intervention

CISD Introduction

- Do not promise a complete elimination of distress. Offer, instead an opportunity to discuss a painful event within the group in hopes that some aspects of the discussion will “fill in the gaps” and reduce the level of group distress.

Significantly Delayed Intervention

CISD Introduction

- Encourage people to participate in the CISD as one of many steps that might be taken to help the group reduce the intensity of the old event so the group members can recover and move on.

Significantly Delayed Intervention

CISD Fact Phase Prompts

- Very briefly describe your role in the situation
- What type of impact has this event had on your organization during the last few months?
- What kind of effects, if any, has it had on you personally?
- What kind of effects has it had on your families and friends?

Significantly Delayed Intervention

CISD Thought Phase Prompts

- Have any of you experienced repetitive thoughts or thoughts that have been difficult to manage since the event?
- Any unusual or unexpected thoughts?

Significantly Delayed Intervention

CISD Reaction Phase Prompts

- Is there any aspect of the situation that remains the "worst part" of the situation for you?
- Anything you wish you could just "shake off" (but have been unable to) since the event?

CISD Symptom Phase Prompts

- How has this situation shown up in your daily lives over the last several months?
- Any cognitive, physical, emotional, behavioral or spiritual changes that you would like to bring up?
- Anything that has caused you the most distress?

Significantly Delayed Intervention

CISD Teaching Phase Prompts

Thoroughly teach on the event, normalize the reactions and experiences of the group and try to make sure that all of the "loose ends" are connected.

- Anything that has improved since the experience?
- Anything you have learned about yourself or your group as a result of the experience?
- Any questions you might have about your own reactions and signals of distress since the event?

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Significantly Delayed Intervention

CISD Re-entry Phase Suggestions

- The provide good suggestions for managing the distress of the experience.
- Provide summary statements and let the participants know what to do to get additional assistance if things do not improve for them.

Keys to Managing Significantly Delayed Intervention

- Fully assess before intervening
- Develop short and long term plans
- Be prepared to provide many types of CISM services
- Do not jump to CISD. Consider many other options first
  - For example, consider education, significant other or family support, individual support, referrals for therapy and follow-up services may be required

Complicated Interventions
Multiple Incident CISD

Section 4-C

INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

Multiple Incident CISD

- Defined as the simultaneous debriefing of up to four critical incidents encountered by the same work group or unit
- Within 14 days or a two week period of time

Multiple Incident CISD

- Should be applied ONLY to non-emergency personnel
- Never combine Line of Duty Death, Suicide, Disaster or a Significantly Delayed intervention as one of the incidents to be processed within a Multiple Incident CISD

Multiple Incident CISD

- One of the top five most complicated CISDs
- Careful and complete assessment is required
- Careful planning and strategy development
- Well trained and experienced intervention team
- Preparations for follow-up services
- Referrals if they are required

Multiple Incident CISD

- Maximum of four events
- Within a maximum of two weeks
- Each event is worthy of CISD

Each of the “big five” is so significant and powerful in its own right that each would predominate over all other incidents during a multiple incident CISD.

Contraindications for Multiple Incident CISD

- Contraindicated in non-military or non-emergency services groups.
- Contraindicated for use with primary victims.
  - Especially contraindicated with victims with medical or surgical illnesses or injuries.
- Contraindicated in heterogeneous groups.

Multiple Incident CISD

Multiple events may be linked by:

- Similarity
- Time frame alone
- Both similarity and time-frame

Multiple Incident CISD

- A clear and conscious decision is made to provide a Multiple Incident CISD
- No CISM team should ever be surprised by one of these.
- Multiple Event CISDs require extensive planning and preparation, including additional team members as direct resources

NEVER shift into a Multiple Incident CISD during a regular CISD

Assessment for Multiple Incident CISD

- Ask if there are other events or just one that requires a CISD.
- If more than one, how many?
- What is the time frame?
- Each event worthy of a CISD by itself?
- Are the exposed crews the same or are there variations?

Assessment for Multiple Incident CISD

- Is there an event of focus (one that is more powerful than the others)?
- Are the events linked by similarity, time or both?
- What is the current status of crews?
  - Are they functioning well or not?
  - Are they on duty or not?
- Other considerations?

Managing the Multiple Incident CISD

- Gather information on each of the events
- Assign a team member to teach on each of the events
- Mixing participants *(people who experienced one of the events with those who experienced two or three)* is okay if the group is a homogeneous work group
- NOTE: The model stays the same but the prompts in each phase change to accommodate the multiple incident CISD

Managing the Multiple Incident CISD

Introduction (Suggestions)

- In addition to the standard introductory remarks, explain the concept of multiple incident CISD *(multiple events simultaneously processed in one CISD)*
- Preparation of the group by means of the introductory remarks enhances potential for a properly motivated group and success of the CISD

Multiple Incident CISD

Fact Phase Prompts

- Who are you?
- Usual role in organization?
- Level of involvement in each of the events?
- Please discuss a little about each event from your point of view.
- Does one of the events stand out as more powerful for you than the others?

Multiple Incident CISD

Thought Phase Prompts

- You may speak about any one of the events we are covering in this CISD or a combination of any of those events
- What were your thoughts as you experienced one or more of the events we are discussing in this debriefing?

Multiple Incident CISD

Reaction Phase Prompts

- You may speak on any one of the events or any combination of the events we are discussing.
- What was the worst thing about any of the events for you personally?

Multiple Incident CISD

Symptom Phase Prompts

- Again, you may bring out any signals of distress you have encountered as a result of your exposure to any one of or combination of the events that we are discussing in this session.
- What signals of distress have been produced by your involvement in any one of or any combination of these events?

Multiple Incident CISD

Teaching Phase Suggestions

- Remember to teach on each of the events that were discussed
- Failure to do so sets up the potential that some individuals within the group will feel ignored

Multiple Incident CISD

Re-entry Phase Suggestions

- Tie up the loose ends
- Answer any remaining questions
- Provide good summaries
- Let the participants know how to connect for additional assistance should it be required.

Multiple Incident CISD

Important!

- It takes more time to do a multiple incident CISD
- You need more team members to do a multiple incident CISD
- The usual formula is to have at least one more team member than is typically required
- The typical ratio of helpers to participants is one helper for every 5-7 participants

Keys to Multiple Incident CISD

- Make a conscious choice to utilize a multiple incident CISD before doing one
- Add extra team members
- Prepare for a longer time
- Assign a team member to each event
- Teach on each of the events
- Be prepared for follow up support

Complicated Intervention: Suicide of Co-worker (5-Phase CISD)

Section 5

INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

Day One - Suicide of a Colleague

- One of the top five most difficult CISM interventions
- The CISD for suicide of colleague is more challenging than most CISDs.
- Needs experienced team members
- Follow-up is essential

Day One - Suicide of a Colleague

- highly disruptive to individuals and to the organization
- leaves a long term, complicated impact on fellow workers
- produces a range of emotions - shock, confusion, frustration, anger, grief, guilt, depression, insecurity, etc.
- may disrupt normal group performance for months to years

Keys to Managing CISM Intervention: Suicide of Co-worker

- Understanding and sympathy
- Do not try to answer the "why" questions directly. Better to say, "we only wish we could answer the question, but we cannot."
- Do not equate to line of duty death
- Deal with each issue as it arises
- Suggest feelings the group cannot bring up

Additional Keys to Managing CISM Intervention for Suicide of a Colleague

- Be prepared to make referrals for individuals who are struggling with excessive feelings of loss, anger, guilt
- Provide practical advice on dealing with family members of the deceased
- Provide practical advice to the organization
- Help group to care for attempted (but survived) suicide person without making judgments.
- Follow-up includes the 7 phase CISD a few days after the funeral.

Suicide of Co-worker CISM Interventions

- Day-one five-phase CISD (detailed explanation provided under Section 6-LODD)
- One-to-ones
- Family support
- Funeral preparations; advice to supervisors
- More one-to-ones
- Post funeral CISD (Seven-phase CISD)
- Follow-up services
- Prepare for long term impact

Expected Suicide Issues & Themes

- Shock
- Early grief
- Remorse
- Anger
- Frustration
- Why, Why, Why
- But, But, But
- S/he was soooo happy
- "In my religion…"
- Resentment
- Uncertainty
- Disappointed
- Insecurity
- Guilt

Suicide – Considerations for CISD

- As themes arise in the CISD, process those issues and do some limited teaching on them
- Do not be afraid to bring up issues which the participants do not or cannot bring up themselves
- Focus on understanding, concern and guidance
- Be prepared to see individuals separately after the session

Suicide of Co-worker –Day 1

- See Section 6-A, Complicated Intervention: Line of Duty Death (5-Phase CISD)

Complicated Intervention: Suicide of Co-worker (7-Phase CISD)

Section 5

INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

Suicide of Co-worker – Days 3+ Seven-Phase CISD

Introduction Suggestions

- Express your condolences to the group
- Keep the introductory remarks brief
- Many people believe that they should be "fine" once the funeral is over.
  - In reality, they suffer long after the funeral.
  - A suicide leaves much "unfinished business", unresolved questions, and strong feelings.
- The CISD is the beginning of recovery not the end of recovery. Each person may help the rest of the group by their comments in the CISD.

Suicide of Co-worker – Days 3+ Seven-Phase CISD

Fact Phase Prompts

- How did you first become aware of your co-worker's death?
- What did you do shortly after you heard the news?
- What was the intensity of the impact on you and your group?
- Any parts of the funeral that were particularly difficult for you to manage?
- How have you been since the funeral?
- How has your group functioned since the death?

Suicide of Co-worker – Days 3+ Seven-Phase CISD

Thought Phase Prompts

- Any particularly painful thoughts that struck you right after you heard the news?
- Any persistent thoughts that were associated with the funeral itself?
- What thoughts have been on your mind most since the funeral?
- Any other thoughts you would like to express?

Suicide of Co-worker – Days 3+ Seven-Phase CISD

Reaction Phase Prompts

- Has there been some "worst moment in time" for you since you became aware of your colleague's death?
- What are you having the most difficulty with now?

Suicide of Co-worker – Days 3+ Seven-Phase CISD

Symptom Phase Prompts

- What signals of distress have you been experiencing since the death of your colleague (friend)?
- What seems to make your feelings worse?
- What seems to help you the most?
- What do you think you need now?
- What do you think will help your group the most?

Suicide of Co-worker – Days 3+ Seven-Phase CISD

Teaching Phase Suggestions & Prompts

- Acknowledge, validate and normalize feelings expressed by group members
- Any lessons learned from the loss of your colleague that might be helpful now or in the future?
- Discuss suicide issues as well as grief process.
- Suggest things that others have found helpful in managing their grief, frustration, anger or other feelings.
- Provide a helpful handout.

Suicide of Co-worker – Days 3+ Seven-Phase CISD

Re-entry Phase Prompts & Suggestions

- Any other issues the participants would like to bring up?
- Answer any questions that arise.
- Summarize the key points discussed in the CISD.
- Thank, acknowledge, validate, reassure and encourage the participants.
- Let them know how to contact additional services if they should need more support.

INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

Complicated Intervention: Line of Duty Death (5-Phase CISD)

Section 6-A

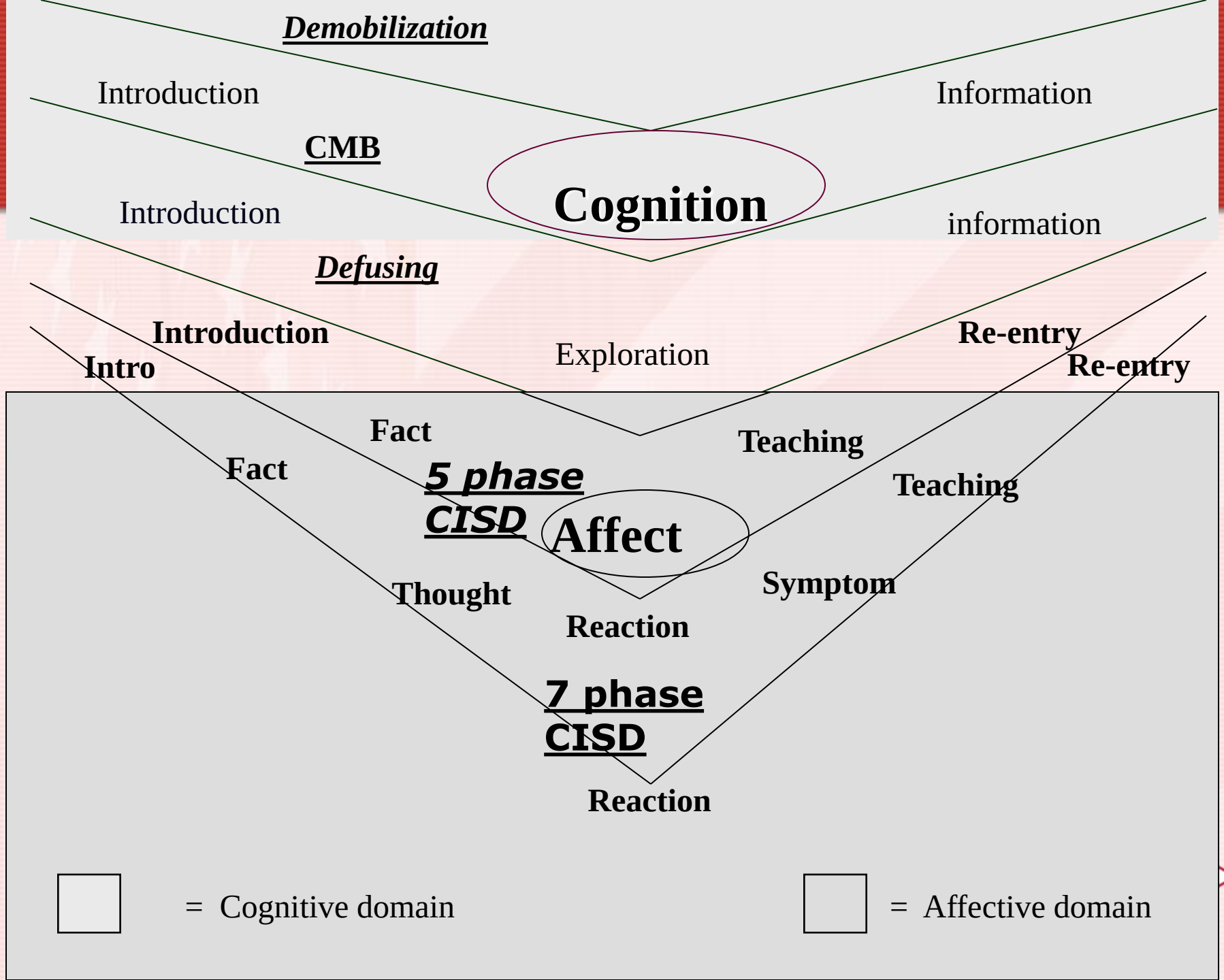
INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

LINE OF DUTY DEATH

- Single death in the performance of one's duties
- Multiple line of duty deaths
- "Friendly fire"- the accidental killing of colleague

LINE OF DUTY DEATH

- The worst of the big five challenges for CISM teams
- Two distinct debriefings CISDs !!!!
- Five-phase CISD on Day One
- Seven-phase CISD 2 to 5 days after funeral
- Needs skilled and experienced team
- Model stays the same; the prompts change


Demobilization
Introduction
Information
CMB
Cognition
Introduction
information
Defusing
Introduction
Re-entry
Exploration
Intro
Re-entry
Fact
Teaching
Fact
5 phase CISD
Teaching
Affect
Thought
Symptom
Reaction
7 phase CISD
Reaction
= Cognitive domain
= Affective domain

Three Uses of 5 Phase CISD

- Line of duty death (on the first day)
- Suicide of a colleague (on the first day)

- Children in the 6-12 year old bracket (anytime)

Day One LODD 5 Phase CISD

- Short introduction
- NEVER go around the circle
- **<u>Eliminate</u>** the **thought phase**
- **Reaction phase changed** to "What is the most difficult aspect of this situation right now?"
- **<u>Eliminate</u>** the **symptom phase**

Day One LODD 5 Phase CISD

- Teaching phase is used to assist in preparing for the funeral
- Teaching phase provides practical guidelines for handling the tragedy
- The brief re-entry phase is used to manage questions and to provide further guidelines and instructions

Day One LODD 5 Phase CISD

Remember the Main Goals of 5 Phase CISD on the first day

- Equalize the information in the group
- Prepare participants for impact of funeral
- Identify those who may need more assistance

Day One LODD 5 Phase CISD

- Eliminate Thought phase
- Eliminate Symptom phase
  - Thought and Symptom phases are eliminated because participants are in a state of shock, denial, and feeling overwhelmed on day one
- Expect a high level of emotional tension in the Day One LODD CISD

Day One LODD 5 Phase CISD

- Shorter (about 45 minutes to 1 hour)
- Hit essentials in Introduction
- <u>5 phases</u>
  - **Introduction**: set tone, motivate
  - **Fact**: equalize information in group
  - **Reaction**: Most difficult thing right now
  - **Teaching**: Prepare group for funeral
  - **Re-entry**: Q & A, more help available

Day One LODD 5 Phase CISD

Introduction Prompts & Suggestions

- Acknowledge the loss. Offer condolences from the CISM team members.
- *This CISD will help us to clarify the group needs, provide helpful information and to guide the group.*
- Review the CISD guidelines and start the process.

Day One LODD 5 Phase CISD

Facts Phase Prompts

- Those who went to the scene of this tragic event will have more information than those who did not.
- It is helpful for everyone if those who know what happened can tell the group. Please help us if you can.

Day One LODD 5 Phase CISD

Reaction Prompts

- What is the worst aspect of this terrible event for you right now?
- What are you having the most difficult time with now?

Day One LODD 5 Phase CISD

Teaching Prompts

- The next few days are going to be very difficult on all of you. We will give you some ideas that might help you as you prepare for the funeral.
- Few details, if any, about the funeral arrangements have been developed since this loss just occurred.

Day One LODD 5 Phase CISD

Teaching Prompts

- Rest when you can.
- Eat. You are stressed and need nourishment.
- Talk to people you trust.
- Prepare for the funeral; assist the person's family and take care of your own family.
- Distress is expected, but it is not easy to deal with.

Day One LODD 5 Phase CISD

Teaching Prompts

- Everyone reacts in their own way.
- Here are some common reactions that people encounter after losing a friend or colleague…..
- Do not discuss the long range grief process. They are not ready to hear that yet. Instead talk about common acute grief reactions.

Day One LODD 5 Phase CISD

Re-entry Prompts

- This loss is shocking and confusing. It brings up many emotions. It is hard to sort through.
- Do you have any questions that we might be able to answer?
- Is there anything we can do to help guide you through the next few days?

Other CISM Related Tasks

- On scene support
- Day one CISD
- Advise command
- Prepare funeral
- Assist bereaved
- One-on-ones
- Honor the dead
- Respect the organization
- Buffer media
- Significant other support
- Safe houses
- Resource location
- Continued help to family
- Community assistance
- 7 phase CISD 3-10 days post funeral
- Education
- CISM team recovery

Complicated Intervention: Line of Duty Death (7-Phase CISD)

Section 6-B

INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

Day Three LODD 7 Phase CISD

Introduction **Suggestions & Prompts**

- Do not go around the room
- Set tone
- Motivate
- Lay out guidelines (briefly)
- Funeral was not end but a beginning of a new phase in recovery. CISD process may help

Day Three LODD 7 Phase CISD

Fact Prompts

- Anyone who might have been away and is unsure of some facts about the death?
- How has life been around here in general since this occurred?
- How did you cope with the funeral?

Day Three LODD 7 Phase CISD

Thought Prompts

- What have you been thinking about most since this happened?
- Any particularly distressing thoughts?
- Any unusual thoughts?

Day Three LODD 7 Phase CISD

Reaction Prompts

- What was the overall worst aspect of this whole tragedy for you personally?
- What will you *remember* most about your colleague (Friend)?
- What will *miss* most about you colleague (Friend)?
- Is there a story (funny or humorous is okay) you could relate about your friend? Or could you relate something important about this person?

Day Three LODD 7 Phase CISD

Symptoms Prompts

- How has your friend's death shown up in your own lives since the time of his death?
- Any cognitive, emotional, physical, spiritual or behavioral changes?

Day Three LODD 7 Phase CISD

Teaching Suggestions

- Discuss the long range grief process
- Relate to specific needs that group members expressed
- Teach on any relevant topic that the group might find important

Day Three LODD 7 Phase CISD

Re-entry

- Tie up the loose ends
- Answer questions
- Direction for future processing of this tragedy

Anniversaries Are Rough

- CISM team involvement
- Education opens up the wounds and promotes further healing
- Memorial services tend to close things up and provides hope

KEYS TO MANAGING LINE OF DUTY DEATH

- Two debriefings - one on the day of death and the second 3-7 days after funeral
- 5 phase CISD on day of death
- 7 phase CISD 3-7 days after funeral
- One-on-ones whenever necessary
- Provide family support services
- Provide support for other families
- Active participation in funeral services

Post Action Staff Support

Section 6-C

INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

Post-Action Staff Support (PASS)

- Your specific support role (s) in the situation?
- How did the interventions go?
- Problems encountered in giving support?
- Steps taken to overcome obstacles?
- Anything innovative in conquering problems?
- Staffing sufficient to provide the support?

Post-Action Staff Support (PASS)

- Anything you wish you had done but failed to?
- Anything that worked particularly well?
- Any one having any distress after the work?
- Anything which touched your heart strings?
- Any one on your team you are worried about?
- Lessons learned from this experience?
- Anything you may have experienced which will be useful to you in future CISM work?

Post-Action Staff Support (PASS)

- CISM team members who provided any support services in a line of duty death situation should participate in the Post Action Staff Support (PASS) to make sure that they are recovering from their own exposure to the tragedy.

CISM and Disasters

Section 7

Disasters and CISM

- Situations beyond the resources of the local community
- Produce a great deal of emotional response usually requiring CISM services
- Victims, survivors, rescuers and community members usually need different kinds of assistance

Disasters are Different

- Know CISM services before you work a disaster
- Requires a high level of skill
- Needs most highly experienced
- Tendency towards overreaction
- Timing is essential
- Group processes out of place

Key Factors Involved

- Shock and denial
- Operations are on-going
- Dormant stage immediately after
- Assessment team
- Target population
- Select type of intervention
- Time interventions appropriately
- Pay attention to themes around the event
- Make sure you have the right resources

Disasters and CISM

All CISM Services Must Be:

- Timely
- Efficient
- Consistent
- Thorough

Disasters and CISM

Never Interfere With On-going Operations

- Ability to function is more important than a display of emotions
- Low profile CISM services
- Do only what is necessary
- Do not “push” your support
- Go easy

Disasters and CISM

Planning and Education

- Basic /Advanced CISM training
- Peer support / Family Training
- Psychotraumatology training
- Disaster response training
- Strategic planning
- Written plans
- Training and practice
- Carefully select staff
- Drill
- Critique
- Rewrite the plan
- Practice again
- Continue In-Service

Disasters and CISM

CISM protocols are likely to break down if they have not been preplanned and practiced

Disasters and CISM

Positive Redundancy

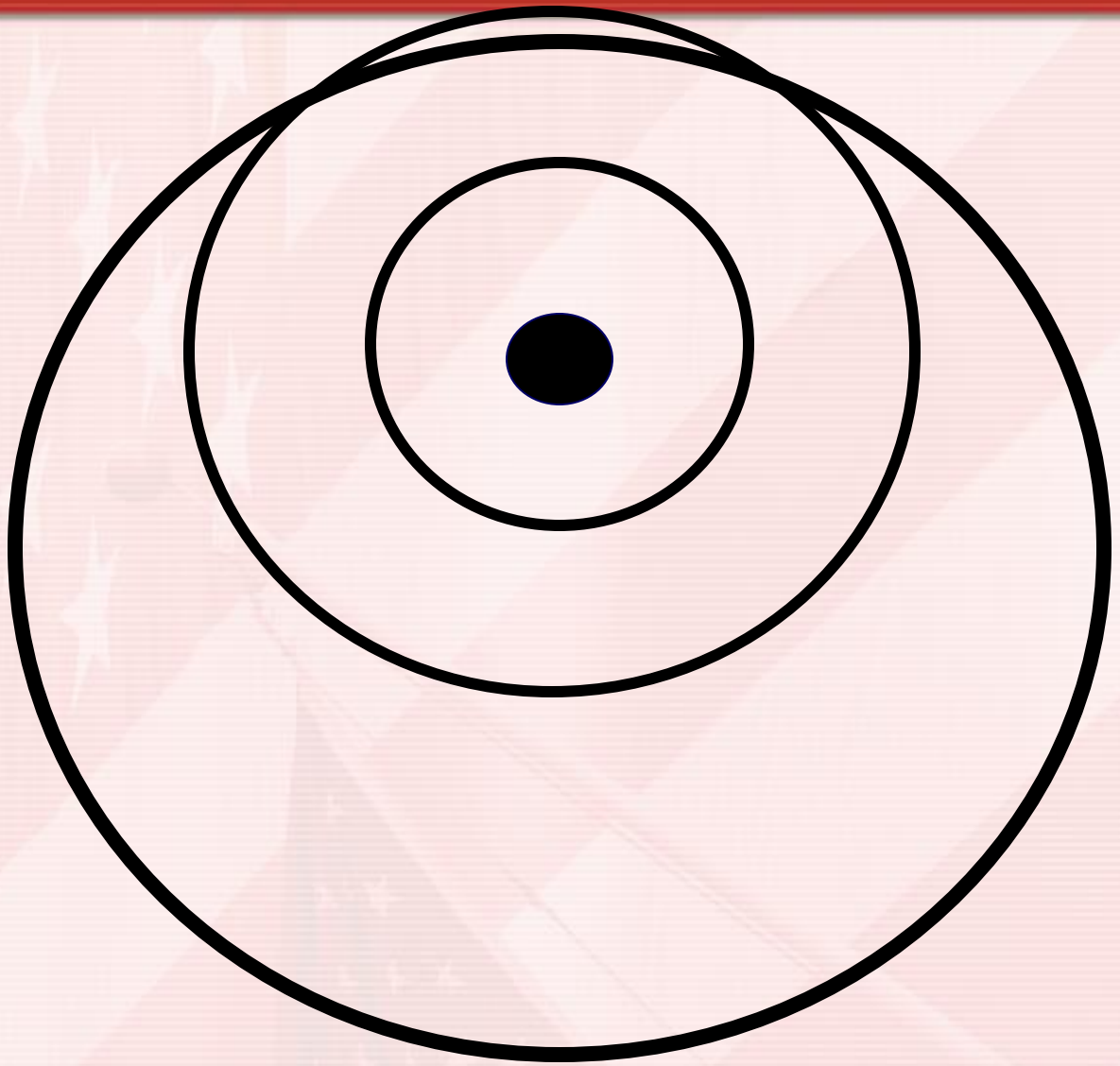
- Two separate groups working on identical information with the intention of developing a comprehensive plan of action
- Some overlap
- Some new ideas
- Clarification of potential problems

Disasters and CISM

The Response Plan Must Cover

- TARGET
- TYPE
- TIMING
- THEME
- TEAM

Disasters and CISM



Disasters and CISM

	Target	Type	Timing	Theme	Team
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____

INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

Disasters and CISM

- Call for help early
- Most CISM teams wait too long
- Then they use up their resources before the help arrives
- When the help leaves, the tired local team must still take care of others
- Do not have too many CISM personnel on scene

Disasters and CISM

Response Phase

- CISM team does not need to be first
- Do not interfere with operations
- Measured/cautious response
- Send two person assessment team
- Quick plan for continued response
- Think, think, think!

Disasters and CISM

Response Phase (continued)…

- Slow / carefully planned / measured response
- Avoid overreaction
- Do not bring entire team to scene
- Think logistics
- Avoid multiple simultaneous tasks
- Plan for next shift from the start of current shift

On Scene Support

- Typically a one-on-one experience
- Working with obviously distressed operations individuals
- Provide advice to command personnel
- Assist actual primary victims as may be necessary
- Never do group work under field conditions

When Group Work is Helpful

- Away from the scene
- When the group members are ready
- When information will help to lower anxiety
- Homogenous groups
- Situation complete or under control
- Roughly equal exposure to traumatic event

RELATIVE INTENSITY OF INTERVENTIONS

DEMOBILIZATION

INTRODUCTION

INFORMATION

CMB

REENTRY

DEFUSING

FACT

TEACHING

EXPLORATION

FACT

TEACHING

5 PHASE CISD

REACTION

THOUGHT

SYMPTOM

7 PHASE CISD

REACTION

Cognitive

Affective

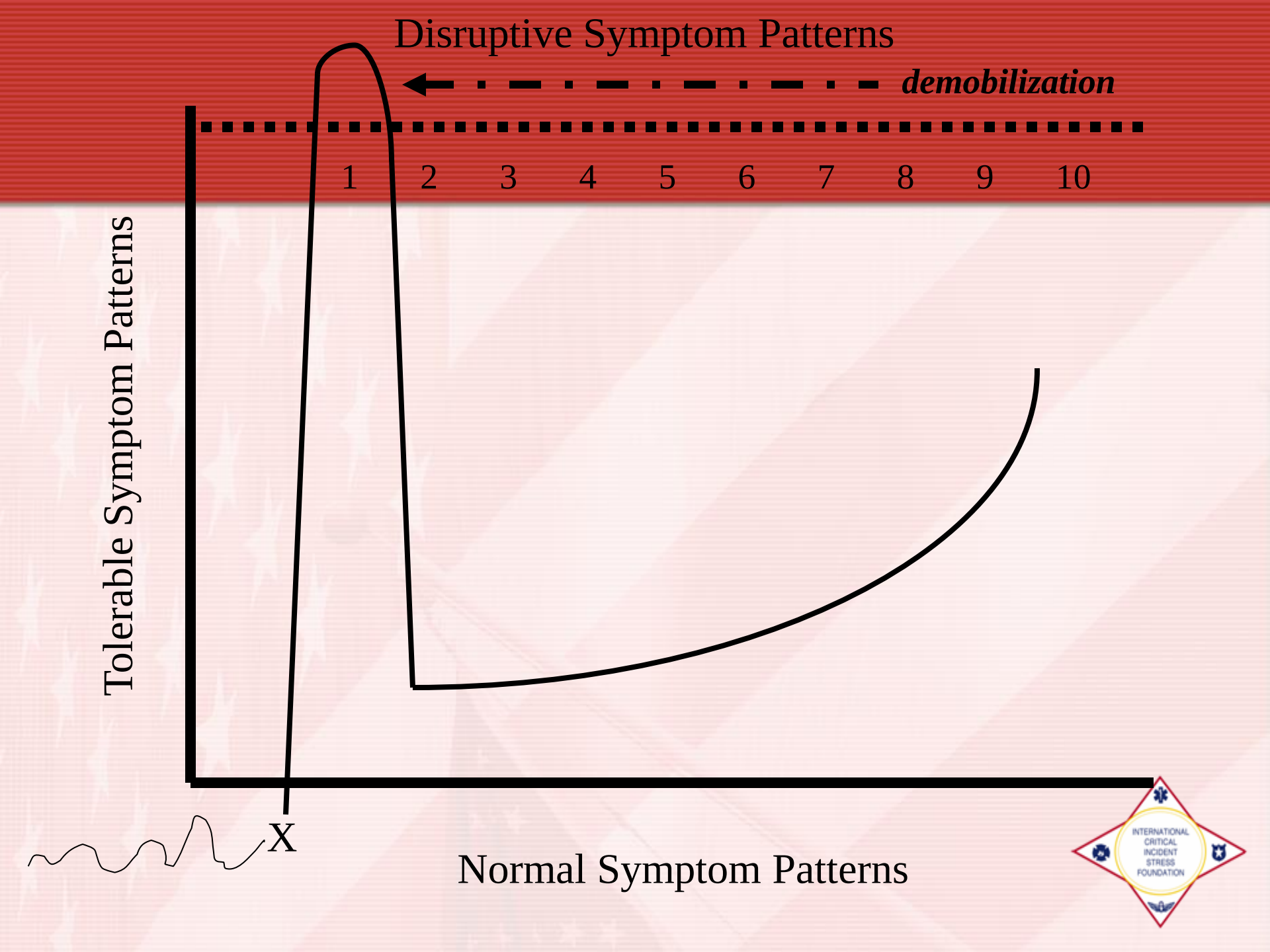
Demobilization

- Plan out early in the mission
- Set-up in a secure area
- Have a CISM team stage there
- Gain command approval
- Stick to the model
- Provide one time only per group
- Ten minutes information; 20 minutes rest / food

Demobilization Simply

- A transition between the intensity of the disaster and a return to the routine
- Opportunity for information
- Opportunity for rest
- Not a defusing or a CISD
- Simply takes “edge” off of a bad experience
- Encourages a return to routine

Some groups of operations personnel may need a defusing if their involvement caused extreme distress,
but a defusing should only be provided when it is truly necessary


Disruptive Symptom Patterns
demobilization
1
2
3
4
5
6
7
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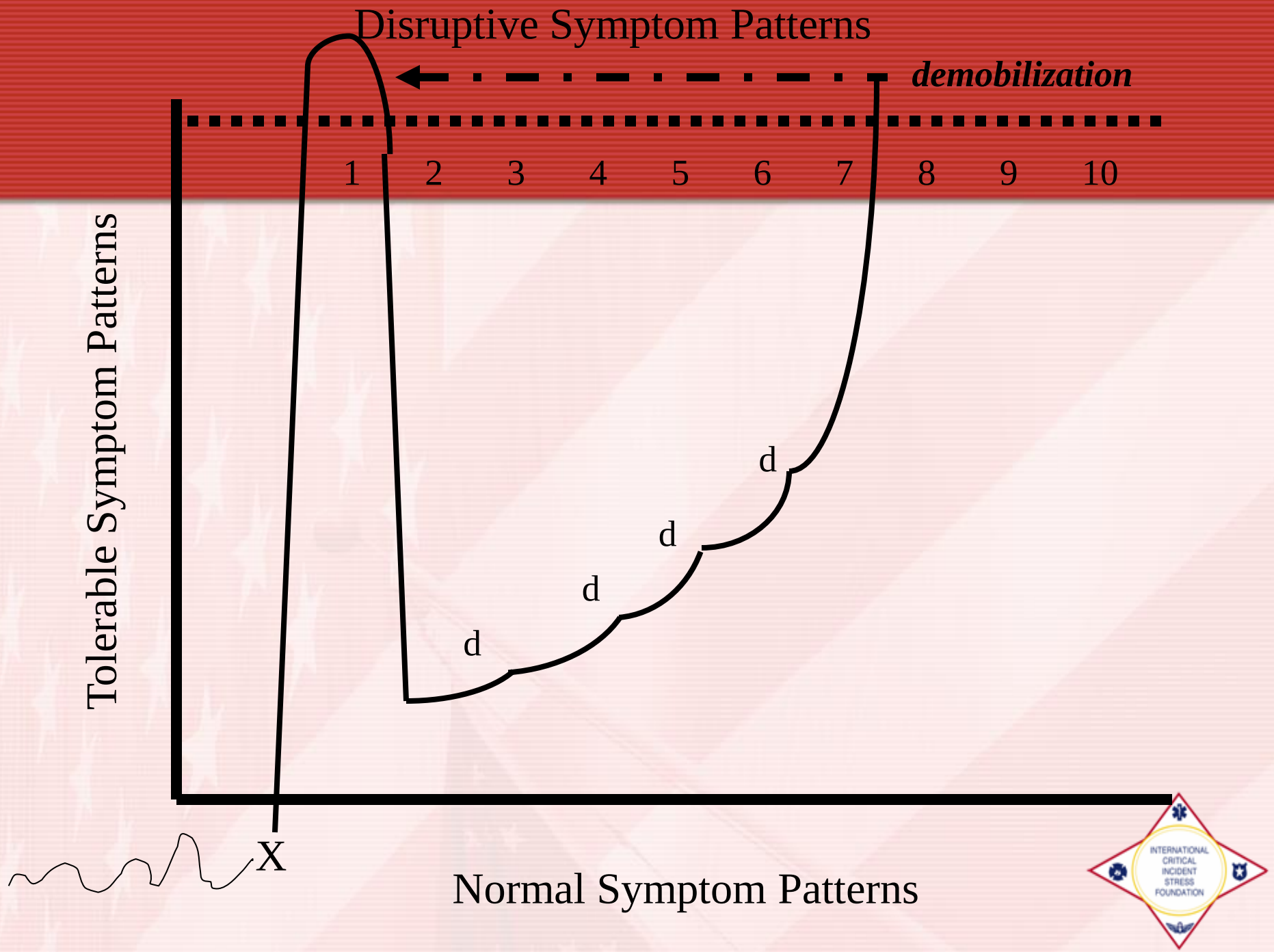
9
10
Tolerable Symptom Patterns
X
Normal Symptom Patterns
INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION


Disruptive Symptom Patterns
demobilization
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Tolerable Symptom Patterns
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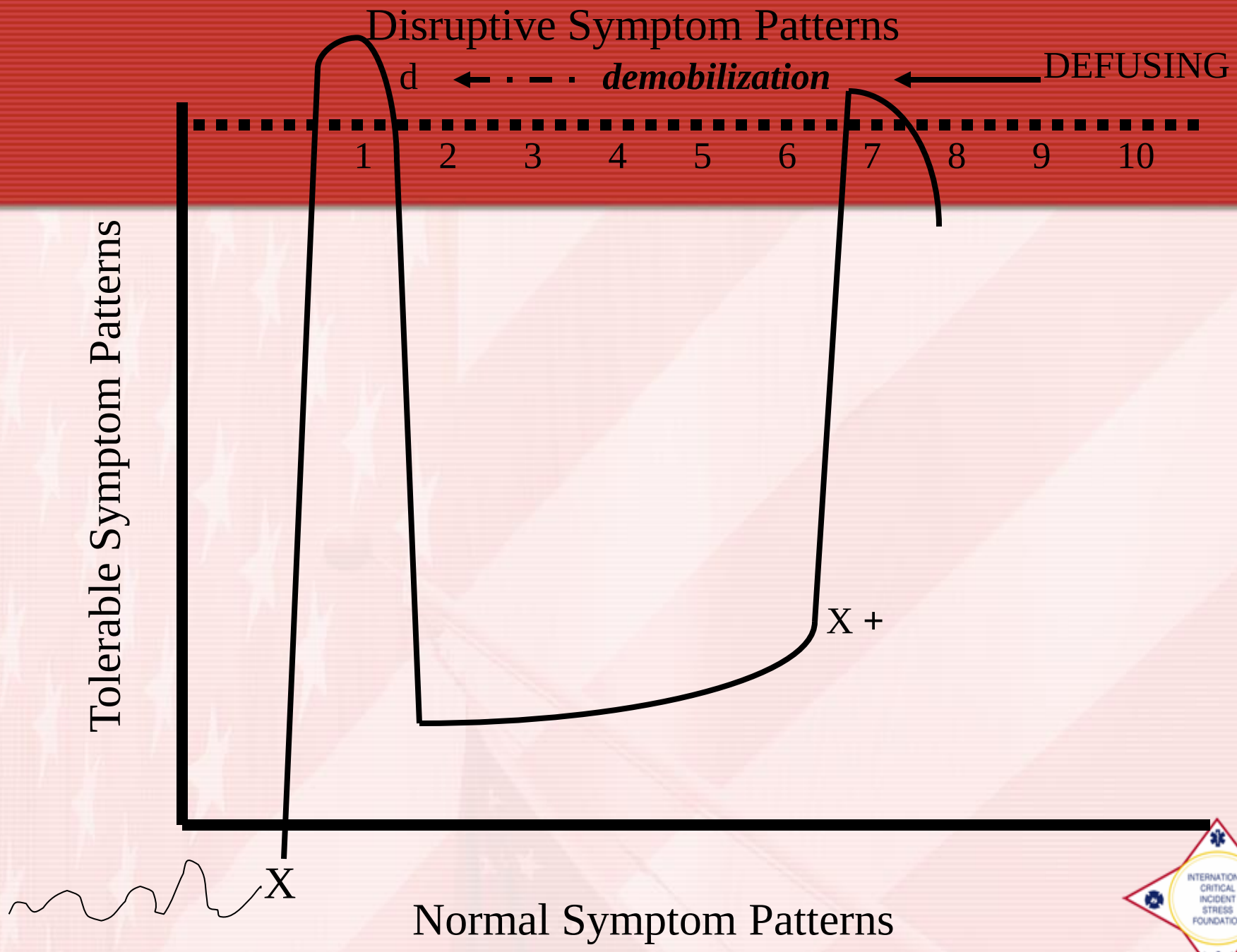
INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION


Disruptive Symptom Patterns
d
demobilization
DEFUSING
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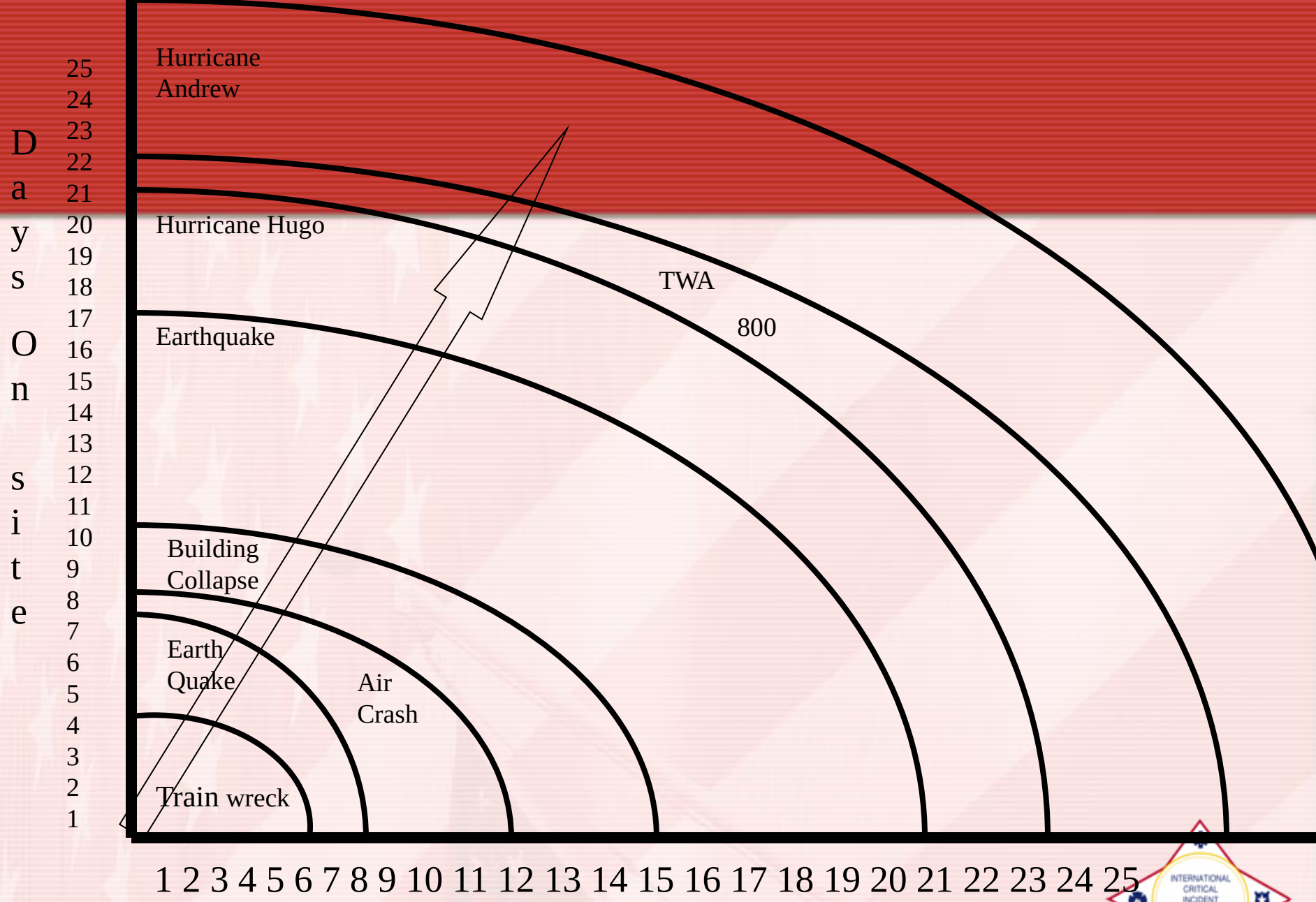
Tolerable Symptom Patterns
X +
X
Normal Symptom Patterns



Onset (in days) of post incident group symptoms sufficient enough to suggest the use of CISD

Respite Center

- Continuous rest center during a prolonged operation
- Provides food, rest , information, fluids, messages and many other services during a multi-day deployment
- CISM personnel may be located in Respite Center (Operations personnel call it “rehab”.)

“ONE to ONE” is always a fall back position once the demobilization is complete. Provide them as necessary to the personnel

One to one sessions and station visits were the best approaches to post incident support in Hurricane Andrew until six to eight weeks after the majority of the operations ended.

Crisis Management Briefing

- This large group process is one of the most versatile tools to be used in disaster related CISM services. It lowers anxiety and guides people toward effective action

Crisis Management Briefing

- Keep groups as homogeneous as possible
- Representative of organization presents information
- Sometimes question / answer period is allowed
- CISM team member presents information
- Specific practical advice is presented to manage the stress associated with the situation

CISM personnel were intensively involved in the disaster operations as rescuers should not be attempting to do CISM services

Do not mix victim groups and rescuers together

- Their views, reactions and needs are different and usually interfere with each other
- They are different
- Think homogeneous groupings instead
- Victim’s respond to their own needs much earlier than do emergency personnel

Providing CISDs After Disaster

- May be weeks (months) before CISD's
- Use only when necessary
- Plan all CISD's carefully
- Timing of application is crucial
- Announce all CISDs in advance
- Plan CISDs around homogeneous groups
- Some groups might never receive a CISD because of the duration of the disaster work or some other reason. Offer whatever else that might be helpful.

Post Disaster CISD: Introduction

- Work only with homogeneous groups who have completed their disaster exposure and have roughly the same exposure to the event
- Introduce team
- Describe CISD and encourage participation
- List the CISD guidelines (You do not have to speak; Confidentiality will be maintained, etc.)

Post Disaster CISD: Fact Phase

- Questions in the Fact Phase of the CISD may need to be altered to fit the situation
- For example, “What was your primary job during the disaster and what things did you experience?”
- Can you tell us a little about your disaster experiences?

Post Disaster CISD: Thought Phase

- Any thoughts that became persistent or repetitive for you?
- Any unusual thoughts?
- Since several weeks (or longer) have passed since the disaster the Thought Phase may blend with the Fact Phase to some degree
- Expect and allow for this alteration to the Thought Phase of CISD

Post Disaster CISD: Reaction Phase

- There may be several experiences you might wish to mention in this phase.
- Were there any “worst parts” or most difficult parts of the whole experience for you?
- Expect more time to be used in the Reaction Phase since there may be many more “worst parts” to discuss.

Post Disaster CISD: Symptom phase

- Model stays the same; the prompts change.
- It may help to ask, “How did the disaster show up in your life since it concluded?”
- Symptom Phase tends to blend with Reactions Phase because so much time has passed since the disaster.

Post Disaster CISD: Teaching Phase

- Normalize reactions
- Teach some stress management tactics
- Ask if there are lessons learned from their experience which may be of benefit to them in the future.
- "Anything about the experience that taught you something about yourself or your organization?"

Post Disaster CISD: Re-entry Phase

- Ask if there is anything else that still needs to be discussed
- Ask if anyone has any additional questions
- Answer questions and provide whatever additional information is requested
- Summarize the CISD session

- It is not unusual for roughly 10% of the workers to experience considerable long-term distress

Follow-up services are absolutely essential after disaster work

KEYS TO MANAGING DISASTER

- pre incident education, planning, preparation, interagency agreements
- avoid rushing in / await the call
- think, think, think
- team work
- incident command structure
- do not utilize group work under field conditions

KEYS TO MANAGING DISASTER

- Avoid politics
- Keep interventions short
- Do not criticize the operation
- Avoid the media
- Rest / feed CISM team
- Call for only help that is needed
- Follow up with one-on-ones, CISD and other interventions.
- Timing is essential

Other Challenging Interventions: Symbolic CISD and CISD for Children

Section 8

INTERNATIONAL CRITICAL INCIDENT STRESS FOUNDATION

Other Complicated CISDs

- symbolic CISD
- children age 6-12
- teenagers age 13-16
- personal material infiltrating CISD
- intoxicated participants
- high resistance
- angry participants
- the obsessive talker
- the “soap box”
- interference by administration
- distractions in the environment

Symbolic CISD

- A group shift from the current discussion into past event (s)
- It is not just one or two people, it is the majority of the group that begins to reflect on a past event or several past events.
- Fairly natural shift from current event to the past

Symbolic CISD

- There are “trigger mechanisms”
- The team has to decide to focus on primary issue or allow the drift to the past to take place
- very frequent in groups who have not been given support in the past
- More is going on than the team is aware of

Typical Trigger Mechanisms

- Five senses
- Events of great similarity
- Events with close themes
- Events that stimulate similar feelings

Managing the Symbolic CISD

- Recognize the possibility
- Do not panic
- Try to return group to main topic
- Determine if the old event(s) are more powerful than the current one
- Cease efforts to return to primary incident if old issues are more powerful than the current one
- If the team leadership senses that the drift into the past is an effort to avoid the more serious current event then the symbolic CISD is resisted

Symbolic CISD: Track the Events

- Common themes
- Use themes in teaching section
- Allow broad range in questions
  - The team might ask, *"Does anyone see anything that connects these events to the one we started to discuss in this session?"*
  - The participants may ask the team question such as "Why are we discussing all these other events?"

KEYS TO MANAGING SYMBOLIC CISDs

- recognize the possibility
- listen carefully
- make one or two attempts to bring the discussion back to current topic
- allow shift in topic if the old events are more powerful than current
- do not allow shift if old events are light weight in comparison to current event

CISD Modifications for Children

- CISD shorter in length (under 1 hour)
- Use five phase CISD ages 6-12
- Use standard seven phase CISD with teens (but adapt to their specific needs)
- Age appropriate language
- Active discussion of emotions
- More interactive than adult CISD
- Encourage children to talk to loved ones outside of CISD

Questions and Review

COURSE SUMMARY

CISM Course Evaluation

Shade Circles Like This:

<u>Your</u> Potential Role in CISM:
Choose one and enter: Peer, Team Leader,Chaplain, Mental Health Professional

<u>Your</u> Discipline:

Choose and enter: Fire, EMS, LEO, Chaplain, Mental Health

Please complete Side 2

Safe Travels Until We Meet Again…

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