



Emotional First Aid For Children

EMOTIONAL FIRST AID

- Provide support and “presence”
- Comfort and reduce distress
- Safeguard survivors from additional harm
- Reduce physical arousal
- Clarify what happened
- Provide reliable, credible information
- Identify reminders
- Reframe thinking about disaster incident
- Identify resources

HELPFUL REMINDERS

- Stay calm
- Be an active listener
- Be sensitive to language and cultural needs
- Set realistic perspectives
- Be non-judgmental
- Defuse anger and do not tolerate negative behavior
- Reduce immediate reminders
- Refer to a mental health professional if symptoms persist or are delayed
- Consider child’s regular functioning pre-incident

EXPECT NORMAL RECOVERY

PRESCHOOL (AGES 1-5)

Some typical responses:

- Regresses developmentally, i.e., thumb sucking or bed wetting
- Exaggerated startle response
- Fears of darkness or animals
- Clinging to parents
- Nightmares and terrors
- Loss of bladder control, constipation
- Speech difficulties (e.g., stammering)
- Loss or increase in appetite

Other characteristics:

- Fears of abandonment
- Vulnerable to the disruption of their secure world
- Lack the verbal and conceptual skills to express themselves
- Look to family members for comfort
- Cope as well as the adults in their lives are coping
- If a child has losses (family members, pets, toys, blanket) they will need extra assurance.

PRE-ADOLESCENT (AGES 11-14)

- Sleep disturbance
- Appetite disturbance
- Rebellion in the home
- Refusal to do chores
- School problems such as: withdrawal, fighting, loss of interest, attention seeking behavior
- Physical problems such as headaches, vague aches and pain, skin eruptions, bowel problems, psychosomatic complaints
- Loss of interest in social activities with peers

Other characteristics:

- Peer reactions are significant in this age group
- A young person needs to feel that their reactions are normal, appropriate, and shared by others

TO HELP PRESCHOOLERS

- Help children express emotions through play re-enactment and playing with them
- Provide verbal reassurance and physical comforting
- Give frequent attention
- Return to a normal routine as soon as possible
- Encourage expression regarding the loss of family, pets, or toys
- Plan comforting pre-bedtime activities
- Allow short-term changes in sleep arrangements—light on or door open, a mattress in the parents’ or another child’s room, or remaining with a child until they fall asleep

TO HELP YOUTH (AGES 11-14)

- Responses should be aimed at lessening tensions, anxieties, and possible guilt feelings
- Provide group activities geared toward the resumption of routines
- Involve youth in activities with their same age group
- Provide structured, but undemanding responsibilities
- Relax expectations in performance at home and school, temporarily
- Give additional individual attention

CHILDHOOD (AGES 5-11)

Some typical responses:

- Irritability
- Whining
- Clinging-separation anxieties
- Aggressive behavior at home or school
- Overt competition with siblings for parents’ attention
- Nightmares, terrors
- Fear of darkness
- School avoidance
- Withdrawal from peers
- Loss of interest and poor concentration in school

Other characteristics:

- Regressive behavior is most typical for this age group.
- The loss of pets or prize objects is very difficult for children to handle.

ADOLESCENTS (AGES 14-18)

Some typical responses:

- Psychosomatic symptoms (e.g. rashes, bowel problems, asthma)
- Headaches and tension
- Appetite and sleep disturbance
- Apathy
- Agitation or decrease in energy level
- Decline in struggles over parental control
- Girls: painful, abnormal, decreased or absence of menstruation

Other characteristics:

- Guilt that they could have prevented the event or reduced injuries
- Focuses on interests of their own age group and distressed by the disruption of peer group activities
- May begin to use or abuse alcohol and other drugs
- Changes plans, i.e., doesn’t want to attend college, wants to remain close to family

TO HELP CHILDREN (AGES 5-11)

- Provide plenty of patience and tolerance
- Afford ample play sessions with peers and adults
- Give them opportunity to have discussions with adults and peers about the event
- Relax expectations at home and at school. It is reasonable to expect that a normal routine will be resumed after a suitable period. (Child may be as numb as we are and feel unable to perform, such as on tests.)
- Present opportunities for structured, but non-demanding chores and responsibilities at home
- Rehearse safety measures to be used in future disasters

TO HELP ADOLESCENTS (AGES 14-18)

- Encourage participation in the community rehabilitation or reclamation work
- Support resumption of normal social activities, athletics, clubs, etc.
- Encourage discussion of disaster experiences with peers, extended family members, a pastor, and other significant others
- Relax expectations in performance at home and school, temporarily
- Endorse, but do not insist upon discussion of disaster fears within the family setting

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