

# CCP Participant Workbook

**Disaster Anniversary Training**  
Crisis Counseling Assistance and Training Program

**Module 4**

resilience  
community  
hope  
recovery  
partnership  
outreach



**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES**  
Substance Abuse and Mental Health Services Administration  
[www.samhsa.gov](http://www.samhsa.gov)



**FEMA**

# **Crisis Counseling Assistance and Training Program (CCP) Participant Workbook**

## **Disaster Anniversary Training**

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## Course Agenda

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8:30 a.m.	Welcome and Introductions
9 a.m.	Section 1: Disaster Anniversary Reactions
10:30 a.m.	Break
10:45 a.m.	Section 2: Intervention Strategies
Noon	Lunch
1 p.m.	Section 2: Intervention Strategies (cont.)
2 p.m.	Section 3: Public Education and Media Messaging
2:30 p.m.	Break
2:45 p.m.	Section 3: Public Education and Media Messaging (cont.)
4 p.m.	Section 4: Stress Management
4:45 p.m.	Applying Your Learning and Course Evaluation
5 p.m.	Adjourn

## **Course Objectives**

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By the end of the course, participants will be able to do the following:

- Identify the key concepts of disaster anniversaries.
- Describe individual and community reactions.
- Apply individual/family and community intervention strategies.
- Assess special populations and identify intervention strategies.
- Apply community-building intervention strategies.
- Recognize the importance of cultural awareness.
- Revise public education and media plans.
- Apply strategies for managing stress.

### **Guidelines for Working Together**

- Keep time (start on time, return from breaks on time, end on time).
- Switch mobile phones off or to “vibrate.”
- Participate fully.
- Ask questions freely.
- Balance talking and listening.
- Respect each other’s points of view.

## SECTION 1: Disaster Anniversary Reactions

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### Key Concepts of Disaster Anniversaries

Disaster anniversaries are a time to do the following:

- Take stock of the accomplishments of the CCP.
- Reassess the needs of the community.
- Enhance and strengthen connections with community stakeholders.
- Continue creating educational materials and community partnerships that promote resilience and leave a legacy.
- Remember that the program is time limited.

Additional key concepts:

- While every disaster is different, there are some disaster reactions related to the anniversary that can be anticipated.
- As the disaster anniversary approaches, there may be an increase in the distress reactions of some survivors.
- There will be a need for updated educational materials and media messages related to the disaster anniversary.
- Anniversaries allow individuals and communities to reflect on resilience and healing.
- Anniversaries are a time to mourn losses associated with the disaster.
- Each community may perceive the anniversary differently.
- Each community will decide how it will observe the anniversary.

## **Anniversary Triggers**

Typical triggers include the following:

- Media accounts of the anniversary
- Seasonal changes that remind survivors of the disaster
- Personal events, such as birthdays, that correspond with the disaster anniversary
- Personal losses associated with the disaster, including losses of loved ones, pets, and property

Triggers:

- May increase in frequency around the time of the disaster anniversary
- Can occur unexpectedly
- Are unique to each person
- May not be easily recognized
- Can ebb and flow
- Tend to occur more often when stress is present

Trigger events can occur in any phase following the impact of disaster, but they are more typical in the later phases—after the reality of the initial traumatic event has set in. Trigger events vary by disaster, community, and individual, but some trigger events can be predicted. For example, upsetting reports in the media about survivor suffering or shortcomings in the disaster response can increase stress in individuals and communities.

Setbacks are trigger events that occur in the reconstruction phase. Examples include reoccurrence of disaster or reports in the media of new painful discoveries related to the disaster. A community's sense of recovery—of having come to terms with the disaster—can be damaged by these unexpected setbacks.

Notes:

**Anniversary Triggers Worksheet**

Which trigger events have occurred recently?

What have the effects been on individuals and communities?

Which trigger events do you anticipate in the near term?

What do you anticipate the effects will be on individuals and communities?



## **Disaster Anniversary Reactions—Individuals**

*Thoughts, feelings, dreams, and memories*—Individuals may experience recurring thoughts, feelings, dreams, and memories about the event.

Examples include:

*Grief and sadness*—Individuals may experience grief and sadness related to loss of income, employment, a home, or a loved one.

Examples include:

*Fear and anxiety*—Fear and anxiety may resurface around the time of the anniversary and lead to jumpiness, startled responses, and vigilance about safety.

Examples include:

*Frustration, anger, and guilt*—The anniversary may reawaken frustration and anger about the disaster or traumatic event.

Examples include:

*Avoidance*—Some survivors try to protect themselves from experiencing an anniversary reaction by avoiding reminders of the event and attempting to treat the anniversary as an ordinary day.

Examples include:

*Remembrance*—Many survivors welcome the cleansing tears, commemoration, and fellowship that the anniversary of the event offers.

Examples include:

*Reflection*—The reflection brought about by the anniversary of a disaster or traumatic event is often a turning point in the recovery process.

Examples include:

*Restlessness*—This refers to the inability to relax or remain still long enough to eliminate or reduce stress.

Examples include:

*Complicated grief*—Complicated bereavement takes many forms, such as the absence of grieving, conflicted grief, pathological grief, and chronic mourning. It is a state of being overwhelmed by emotions brought on by grief and accepting the loss.

Examples include:

*Gallows humor*—Gallows humor is a type of humor that arises from stressful, traumatic, or life-threatening situations such as accidents, wartime events, or natural disasters, often in circumstances where death is perceived as impending and unavoidable.

Examples include:

Other reactions may include the following:

- Increased readiness and desire for group crisis counseling
- Deepened anxiety or depression, acting as limitations, as the new reality of life after disaster sets in
- Anger around the limits of governmental assistance and insurance (e.g., “the system,” “red tape”)
- Increased substance use
- Evolution of unaddressed trauma into diagnosable conditions such as posttraumatic stress disorder or depression
- Stress from multiple losses as resources run out

Notes:

## **Disaster Anniversary Reactions—Communities**

Community disaster anniversary reactions often include the following:

- Increase in preparedness activities
- Resurgence of media and political attention
- Community solidarity or discord
- Increased demand for CCP services
- Surge in calls to the program or local hotline

Notes:

## Responding to Disaster Anniversary Reactions Brainstorming Activity

### Ground Rules for Brainstorming

1. *Focus on quantity*—The greater number of ideas generated, the greater the chance of producing an outstanding idea.
2. *Withhold criticism*—By suspending judgment until later, individuals feel free to generate unusual ideas.
3. *Welcome unusual ideas*—New ways of thinking may provide better solutions.
4. *Combine and improve ideas*—Good ideas may be combined to form a single better idea.

How will you respond to anniversary reactions among individuals?

How will you respond to community anniversary reactions?

What will you do as a CCP to prepare to respond to anniversary reactions?

## **SECTION 2: Intervention Strategies**

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### **Key Concepts**

The CCP should do the following things:

- Leave community organizations stronger and more aware of survivor needs.
- Facilitate responsibility among local organizations for community fairs, events, and activities.
- Leave individual survivors better informed about community resources.
- Leave individual survivors with tools to better manage stress, cope with challenges, and connect with others.
- Encourage community leaders and groups to plan for and organize activities and events.
- Provide consultation and guidance to local organizations responsible for planning events.
- Participate in local activities and events.
- Initiate anniversary events only after community engagement efforts have proven unsuccessful.

Notes:



### **Intervention Strategies for Individuals/Families**

- Educate survivors about triggers and common reactions.
- Address unresolved issues and feelings.
- Educate survivors about how the anniversary can be an opportunity for healing.
- Assist survivors in reflecting on life changes.
- Emphasize the use of problem-solving tools.
- Provide educational materials for survivors.
- Encourage planning and participation in community rituals.

Notes:

**Intervention Strategies for Children and Youth**

- Help children recognize and cope with disaster reminders.
- Allow children to experience the anniversary in their own way.
- Be honest with children about adult reactions and concerns.
- Limit exposure to traumatic images in the media.
- Provide opportunities for children to make positive differences in their lives and communities.
- Discuss concerns about children with teachers and other support professionals.
- Make sure a parent or guardian is present when working with children and youth.
- Educate parents, caregivers, and teachers about these intervention strategies so they may provide appropriate support and encourage effective coping strategies.

Notes:

**Tips for parents:**

- *Model calm behaviors*—Be a role model. Children take cues for how to handle situations from their parents. Modeling calm behaviors is important during chaotic times.
- *Maintain routines*—Even in the midst of chaos and change, children feel safer and more secure with structure and routine (e.g., regular times for meals and going to sleep for the night).
- *Limit media exposure*—It is important for parents to protect their children from overexposure to sights and images of the event, including those in newspapers, on the Internet, or on television.
- *Repeat instructions often*—Be patient. Children may need added reminders or extra help with chores or homework once school is in session, as they may be more distracted.
- *Provide support at bedtime*—Children may become anxious when they separate from their parents, particularly at bedtime. Try to spend more time with the child at bedtime with activities such as reading a book. It is okay to make temporary arrangements for young children to sleep in bed with their parents, with the understanding that they will go back to normal sleeping arrangements at a set future date.

Notes:

**Intervention Strategies for Other Special Populations**

- *Target materials to identified special populations*—Make sure materials are in appropriate languages and are applicable to special populations.
- *Educate caregivers on anniversary reactions*—Educate staff at nursing homes, hospitals, and substance abuse and mental health facilities on disaster anniversary reactions.
- *Encourage and facilitate participation in community anniversary events*—Partner with local groups to ensure access to anniversary events (e.g., transportation).

Notes:

## Special Populations Worksheet

Who are the special populations in the affected communities?

What are the needs of each of these special populations?

What are some intervention strategies for meeting those needs?

**Intervention Strategies for the Community**

- Plan for increased demand for services.
- Engage in frequent staff meetings to plan for the anniversary, and provide staff support.
- Provide guidance and consultation to community stakeholders.
- Participate in community gatherings and rituals by maintaining a compassionate presence.
- Prepare press kits and media messaging materials.
- Create a calendar of events for staff, survivors, and media.
- Reestablish contact with community groups and leaders.
- Prepare and distribute public educational materials that address anniversary reactions and triggers.
- Increase distribution of informational materials to community groups and partners.
- Prepare the helpline staff for anniversary reactions and a surge in calls.

Notes:

## **Community Engagement Worksheet**

What community functions have been planned or are likely to be planned to commemorate the anniversary?

How can CCP team members take part and assist in these functions?

## **Strategies for Ensuring Cultural Awareness**

*Recognize the importance of culture, and respect diversity.*

Culture is . . .

*Maintain a current profile of the cultural composition of the community.*

The range of cultural diversity (ethnic, religious, racial, and language) should be assessed and described in a comprehensive community profile.

The profile should include:

*Recruit crisis counselors who represent the community.*

Recruiting staff whose cultural, racial, and ethnic backgrounds are similar to those of the affected people helps ensure . . .

*Provide ongoing cultural awareness training to staff.*

Training should be provided to . . .

*Ensure that services are accessible, appropriate, and equitable.*

Ensure that staff members . . .

Other strategies for cultural awareness include the following:

- Reassess and reevaluate the cultural awareness of programming and staff.
- Ensure that educational and informational materials are culturally appropriate.
- Recognize the role of help-seeking, customs, traditions, and support networks.
- Communicate with cultural brokers, especially in relation to anniversary reactions and rituals.



How can you help ensure that anniversary commemorations and crisis counseling interventions are culturally sensitive?

## **SECTION 3: Public Education and Media Messaging**

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### **Assessing and Revising the Public Education Plan Worksheet**

What groups need to be educated about anniversary reactions?

Which strategies should be used to reach these groups?

What are the goals of each public education event?

What messages should be conveyed?

## **Assessing and Revising the Media Plan Worksheet**

What is the current media plan?

What messages have already been conveyed?

What messages need to be conveyed at this time?

Who should be involved in developing and implementing the revised plan?

## **Developing Talking Points**

Talking points should convey the following:

- Information about availability of CCP services
- Education about anniversary triggers, reactions, coping tools, and available resources
- Emphasis on resilience and hope
- Cultural sensitivity
- An understanding of the anniversary message
- How the CCP has assisted the community, with an emphasis on survivor stories

It is recommended that talking points include three main concepts or themes, such as that most people are resilient, some people may experience increased distress during the anniversary, and CCP services continue to be available.

Modify existing talking points so they are relevant to the disaster anniversary and phasedown.

## Developing Talking Points Worksheet

What are the current talking points for the CCP?

How should they be modified to be relevant to the disaster anniversary?

How should these anniversary talking points be used?

- Who should deliver them?
- Who are the target audiences?
- Where should they be delivered—in what venues or media?

### **Creating an Anniversary Brochure**

Objective: Design a tri-fold brochure to be used for disaster anniversary public education.

Start by determining the key messages to be conveyed:

How will you communicate these key messages creatively in a tri-fold brochure?

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## **SECTION 4: Stress Management**

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### **Visualization Reflection Sheet**

What images or words came to you about renewing your own energy and minimizing stress?

What images or words came to you about renewing the team's energy and minimizing stress?

Notes on personal and organizational stress management actions:



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## Applying Your Learning

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Summarize what you have learned and what you plan to do back at work by answering the following questions.

What are the most important things you have learned as a result of this course?

What are three things you plan to do in the next 2 weeks to apply in your work setting what you have learned here?

What are the skills you feel will continue to be the most difficult for you, and what can you do to overcome those difficulties?

How can you continue to get feedback on your crisis counseling skills? Who can help you, and how will you approach them?

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## Crisis Counseling Assistance and Training Program (CCP) Training Feedback Form for Participants

CCP Name/Disaster Number: \_\_\_\_\_

1. The goals and objectives of the training were clearly stated.  
Strongly Disagree Strongly Agree  
1 2 3 4 5
  
2. The training content, handouts, and activities were effective in meeting the stated objectives.  
Strongly Disagree Strongly Agree  
1 2 3 4 5
  
3. The content of the training module was well organized.  
Strongly Disagree Strongly Agree  
1 2 3 4 5
  
4. The information was clearly presented.  
Strongly Disagree Strongly Agree  
1 2 3 4 5
  
5. The trainer demonstrated thorough knowledge of the subject matter.  
Strongly Disagree Strongly Agree  
1 2 3 4 5
  
6. The trainer facilitated the session effectively (e.g., exercises were appropriate and well executed, and the training was on schedule).  
Strongly Disagree Strongly Agree  
1 2 3 4 5

7. The length of the training was appropriate for the amount of material covered.

Strongly Disagree

Strongly Agree

1

2

3

4

5

8. The training environment was physically comfortable (e.g. temperature, room size, setup).

Strongly Disagree

Strongly Agree

1

2

3

4

5

9. What elements of this training session will most assist you in effectively performing your job duties?

10. How do you think the module content or the training session could be improved?

Thank you for your valued feedback. Please return this form to your trainer. Copies will be mailed to the Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Technical Assistance Center (DTAC) at:

**SAMHSA DTAC**  
9300 Lee Highway  
Fairfax, VA 22301  
1-800-308-3515