

# CCP Trainer's Guide

**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)



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# How to Use This Trainer's Guide

This trainer's guide contains a suggested schedule and learning activities for delivering the required Crisis Counseling Assistance and Training Program (CCP) Disaster Anniversary Training. This training focuses on helping crisis counseling staff anticipate and respond to disaster anniversary reactions, including adapting public education and media messaging to suit changing needs.

Trainers are encouraged to adapt and modify how they deliver the course to meet the needs of the specific program, audience, and circumstances, while keeping to the established course purpose and learning objectives. For example, the time available and the number of participants are two factors that would affect how the course is delivered.

This trainer's guide presents a detailed plan of instruction for a 1-day course. The agendas assume an 8½-hour training day, including 15-minute breaks in the morning and afternoon, and 1 hour for lunch.

The activities and timing of this design are intended for a group of about 25 participants. If the group is smaller, the activities and group discussions may take less time than indicated in this plan of instruction. If the group is larger than 25, you will need to modify the activities in order to fit the time available. For example, when a table exercise is indicated in the design, with reports from each table, you may want to have the participants work in trios and take a few examples to process in the large group, rather than reports from all of the small groups.

The *CCP Trainer's Guide: Disaster Anniversary Training* provides detailed instructions for suggested talking points and group exercises. It contains images of all slides. If you wish to print the slides out separately, you can do so directly from the PowerPoint file contained on the USB drive in the Trainer's Toolkit.

The *CCP Disaster Anniversary Training Participant Workbook* contains all the essential content from the slides that participants should have as reference material, along with worksheets tailored to the learning activities described in this training manual. The *CCP Disaster Anniversary Training Participant Workbook* is saved in Word format on the USB drive in the Trainer's Toolkit; please modify the file, as necessary, before having it reproduced for participants. It is suggested that the *CCP Participant Workbooks* be reproduced on three-hole-punch paper and provided to participants in a three-ring binder.



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CCP Trainer's Guide  
Disaster Anniversary Training

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# Pre-Training Checklist

Prior to the course, contact the CCP program manager to discuss the following:

## Disaster Specifics

- Type of disaster
- Size and scope of disaster
- Unique dynamics of the disaster
- Population affected, including special populations and cultural factors

## Program Data

- Regular Services Program (RSP) start and end dates, disaster anniversary date
- Size of program—number of providers and counselors, status of recruitment
- Background and experience of counselors
  - Ask the program manager about the strengths and needs of the staff in order to tailor the training appropriately.
- Current status of service provision

Request a copy of key program documents:

- Summary of data on service provision to date
- Current Needs Assessment
- Current Outreach Strategy/Plan of Services
- Current Staffing Plan/Organizational Chart
- Maps of the disaster impact

## Course Logistics

- Number of participants—encourage the program manager to attend the entire training.
- Determine whether other community representatives would benefit from attending the training.
- Confirm length of course, and start and end times.

- Know/follow up on logistical details.
  - Location and training facility—training room size and setup
  - Audiovisual support—LCD, computer, easel stands, and tear sheets
  - Name tags, markers, etc.
  
- Reproduce the *CCP Disaster Anniversary Training Participant Workbook* and other materials (handouts of program documents, *CCP Job Aid for Crisis Counselors*, etc.)—modify *Disaster Anniversary Training Participant Workbook*, if desired/necessary.

#### Travel Logistics

- Flight recommendations
- Lodging recommendations
- Reimbursement procedure

#### Other Items

- Review the training agenda and activities with the program manager.
- Agree on how the staff input generated through the training activities will be captured and transferred to the program manager.

#### Post-Training

- Make recommendations to the program manager about post-training followup—e.g., subsequent meetings, training, other actions.
- Submit completed participant evaluations and trainer feedback form to Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Technical Assistance Center (DTAC). Participant feedback forms are included in the *Disaster Anniversary Training Participant Workbook*, and trainer feedback forms are included at the end of this trainer's guide.

## **Recommended Agenda**

### Disaster Anniversary Training

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

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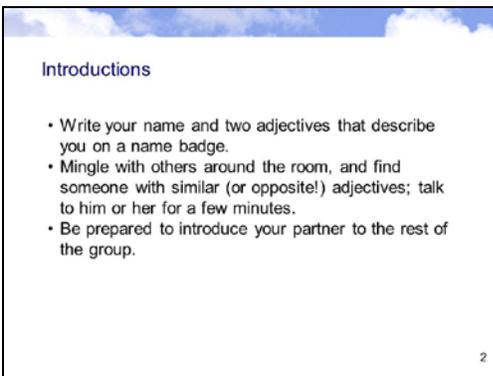
# Welcome and Introductions (30 minutes)

15 minutes

## WELCOME AND INTRODUCTIONS



**Begin** the course by welcoming participants and introducing yourself.



**Materials needed:** Press-on (self-adhesive) name badges (one for each participant)

**Ask participants** to introduce themselves to each other in the following way:

- Write your name and two adjectives that describe you on a name badge.
- Mingle with others around the room, find someone with similar (or opposite!) adjectives, and talk for 5 minutes.

**Ask** the partners to introduce each other to rest of the group.

15 minutes

## COURSE OBJECTIVES, AGENDA, AND NORMS



**Review** objectives of the course. Note that the course agenda and objectives appear in the workbooks.

**Objectives**—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.

**Emphasize** that the organizing theme of this course is to reflect on what has been accomplished during the RSP to date, identify next steps, and begin to think about phasedown.

**Review** the course schedule, and discuss how the objectives will be addressed during the training.

Be sure to **cover** logistical details such as these:

- Lunch and break times and locations
- Restroom locations
- Time (follow clock in the room)

**Pause and ask** for participants' reactions or questions, and ask whether they feel there is anything missing from this program.

**Introduce** the *CCP Disaster Anniversary Training Participant Workbook*, and describe how it will be used during the course. Highlight the following:

- The workbook will be used to convey key concepts covered in the course.
- There is space to make notes and capture reflections.

Agenda	
<b>Morning</b>	<b>Afternoon</b>
Welcome and Introductions	Section 2: Intervention Strategies
Objectives and Agenda	Section 3: Public Education and Media Messaging
Section 1: Disaster Anniversary Reactions	Section 4: Stress Management
Section 2: Intervention Strategies	Applying Your Learning and Course Evaluation
Lunch	

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Guidelines for Working Together
<ul style="list-style-type: none"> <li>• Keep time (start on time, return from breaks on time, end on time).</li> <li>• Switch mobile phones off or to "vibrate."</li> <li>• Participate fully.</li> <li>• Ask questions freely.</li> <li>• Balance talking and listening.</li> <li>• Respect each other's points of view.</li> </ul>

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As in any course, having agreed-upon norms is helpful.

**Write** the following guidelines on an easel stand, and review them with participants. These guidelines also appear in the *CCP Disaster Anniversary Training Participant Workbook*.

- 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.

**Ask** the participants to decide on the following:

- If there are any guidelines they would like to modify
- If any are missing

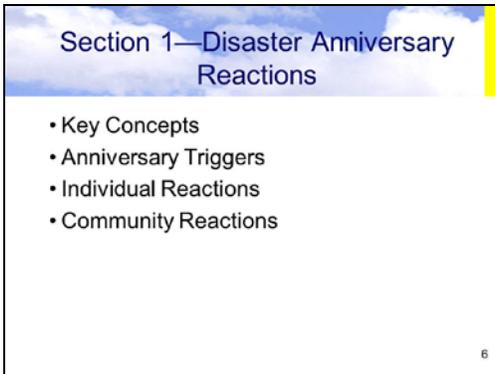
**Write** any additional guidelines on the easel stand, and **check** to see if everyone in the room can agree to the list. You can keep it light by asking them to shake hands with someone at their table to signify agreement with this "social contract."

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# SECTION 1: Disaster Anniversary Reactions (1 hour, 30 minutes)

5 minutes

## SESSION INTRODUCTION

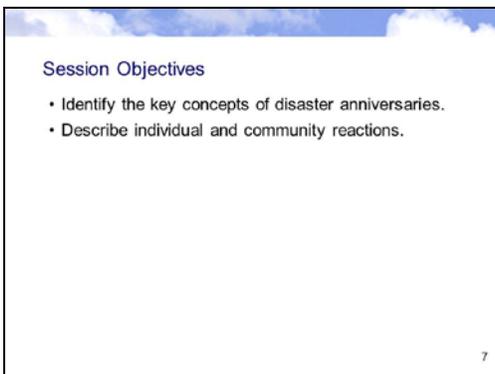


Section 1—Disaster Anniversary Reactions

- Key Concepts
- Anniversary Triggers
- Individual Reactions
- Community Reactions

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**Introduce** this session by telling participants that we're going to start by discussing the types of reactions that commonly occur around the disaster anniversary, both among individuals and at the community level.



Session Objectives

- Identify the key concepts of disaster anniversaries.
- Describe individual and community reactions.

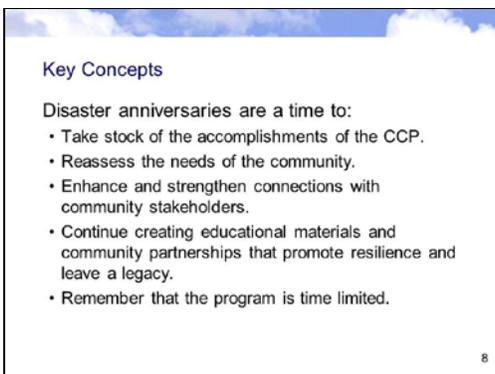
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**Review** the session objectives:

- Identify the key concepts of disaster anniversaries.
- Describe individual and community reactions.

40 minutes

## KEY CONCEPTS OF DISASTER ANNIVERSARIES



Key Concepts

Disaster anniversaries are a time to:

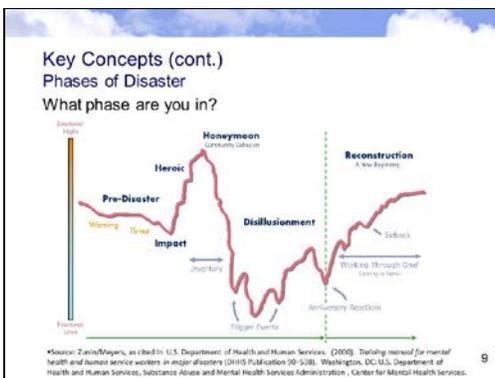
- Take stock of the accomplishments of the CCP.
- Reassess the needs of the community.
- Enhance and strengthen connections with community stakeholders.
- Continue creating educational materials and community partnerships that promote resilience and leave a legacy.
- Remember that the program is time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

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Set the stage by **discussing** the range of things that the program and staff should be doing and thinking about as the disaster anniversary approaches:

- 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.

Ask if the program is doing any of these things already.



**Review** the phases of disaster graph (Zunin/Meyers, as cited in U.S. Department of Health and Human Services. [2000]. *Training manual for mental health and human service workers in major disasters* [DHHS Publication 90–538]. Washington, DC: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services).

**Discuss** the characteristics of the anniversary phase and subsequent phases.

Suggested talking points:

- Anniversary reactions are often responses to trigger events that occur around the anniversary of the disaster event. While each disaster is different, experience with past disasters has shown that disaster event anniversaries are often accompanied by painful memories and potentially stressful media, political, and community attention. Some of these reactions are predictable and can be planned for.
- Working through grief is the process of coming to terms with disaster losses, developing constructive coping strategies, and building a new post-disaster life. This process can sometimes take years.

Key Concepts (cont.)

- 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.

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Key Concepts (cont.)

- 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.



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Anniversary Triggers

Typical triggers include:

- 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

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**Ask** if the program has seen data that suggest a surge or change in reactions in advance of the disaster anniversary.

**Ask** if the crisis counselors have personally observed any change in reactions lately.

Make the following points:

- 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.

**Discuss** anniversary triggers.

Typical triggers include these:

- 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

Suggested additional talking points:

- 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.

Anniversary Triggers (cont.)

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

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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

Anniversary Triggers (cont.)

At your table:

- Identify which trigger events have occurred recently.
- Identify which trigger events you anticipate in the near term.
- Discuss the effects of actual and anticipated triggers on individuals and communities.

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**Assign** the following task:

At your table, discuss the following:

- Which trigger events have occurred recently
- Which trigger events you anticipate in the near term
- The effects of actual and anticipated triggers on individuals and communities

Take 10 minutes at your table for your discussion.

**Facilitate** reports from the tables. (15 minutes)

- What trigger events did you identify that have already occurred?
- What were the effects on individuals and communities?
- What potential trigger events did you identify?
- What do you think the effects will be on individuals and communities?

**Summarize** the key points from the reports, and transition to talking about individual and community reactions. Make the link between the impacts they identified and anniversary reactions. Make sure you clarify the difference between triggers and reactions.

45 minutes

## INDIVIDUAL AND COMMUNITY REACTIONS

### Individual Reactions

- Thoughts, feelings, dreams, and memories associated with the event
- Grief and sadness
- Fear and anxiety
- Frustration, anger, and guilt



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**Discuss** the types of individual reactions that can be expected during the disaster anniversary.

As you discuss the next three slides, pause periodically and **ask** participants if they are seeing these reactions. How common are they? What are some specific examples?

*Thoughts, feelings, dreams, and memories*—Individuals may experience recurring thoughts, feelings, dreams, and memories about the event. They may see repeated images and scenes associated with the trauma or relive the event in their minds. These reactions may be as vivid during the anniversary as they were during the actual disaster or traumatic event.

*Grief and sadness*—Individuals may experience grief and sadness related to loss of income, employment, a home, or a loved one. Even people who have moved to new homes often feel a sense of loss during the anniversary. Those who were forced to relocate to another community may experience intense homesickness for their old neighborhoods.

*Fear and anxiety*—Fear and anxiety may resurface around the time of the anniversary and lead to jumpiness, startled responses, and vigilance about safety. These feelings may be particularly strong for individuals who still are working through the grieving process.

*Frustration, anger, and guilt*—The anniversary may reawaken frustration and anger about the disaster or traumatic event. Survivors may be reminded of the possessions, homes, or loved ones they lost; the time taken away from their lives; the frustrations with bureaucratic aspects of the recovery process; and the slow process of rebuilding and healing. Individuals also may experience guilt about survival. These feelings may be particularly strong for individuals who are not fully recovered financially and emotionally.

Individual Reactions (cont.)

- Avoidance
- Remembrance
- Reflection
- Restlessness
- Complicated grief
- Gallows humor



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*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. It can be helpful for these people to learn about common reactions that they or their loved ones may encounter, so they are not surprised if reactions occur.

*Remembrance*—Many survivors welcome the cleansing tears, commemoration, and fellowship that the anniversary of the event offers. They see it as a time to honor the memory of what they have lost. They might light a candle, share favorite memories and stories, or attend a worship service.

*Reflection*—The reflection brought about by the anniversary of a disaster or traumatic event is often a turning point in the recovery process. It is an opportunity for people to look back on the past year, recognize how far they have come, and give themselves credit for the challenges they surmounted. It is a time for survivors to look inward and to recognize and appreciate the courage, stamina, endurance, and resourcefulness that they and their loved ones showed during the recovery process. Recovery from a disaster or traumatic event takes time, and it requires rebuilding on many levels—physically, emotionally, and spiritually. However, with patience, understanding, and support from family members and friends, survivors can emerge from a disaster or traumatic event stronger than before.

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

*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. If severe enough, referral to services may be needed to resolve the grieving process.

*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.

**Individual Reactions (cont.)**

- 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

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**Discuss** additional individual reactions:

- 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

**Community Reactions**

- 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



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**Discuss** common community reactions:

- Increase in preparedness activities
  - Note** that preparedness activities may increase due to the fact that the time of the year corresponds to specific types of disasters such as hurricanes or tornadoes.
- Resurgence of media and political attention
- Community solidarity or discord
  - Note** that communities may pull together around anniversary events or may still be reacting to the slow rebuilding and dwindling resources.
- Increased demand for CCP services
- Surge in calls to the program or local hotline

**Ask** these questions:

- Have you seen these reactions among the communities you serve?
- To what extent?

**Say** that it is certain you are going to see a change and, likely, a surge in disaster reactions as the anniversary approaches and occurs. It's important for the CCP to be prepared to respond to that surge.

Let's spend some time thinking about how you will prepare for and respond to anniversary reactions among individuals and communities.

### **Preparation**

Prepare three tear sheets with the following questions as headings:

- 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?

Post these tear sheets in different places around the training room.

### **Activity**

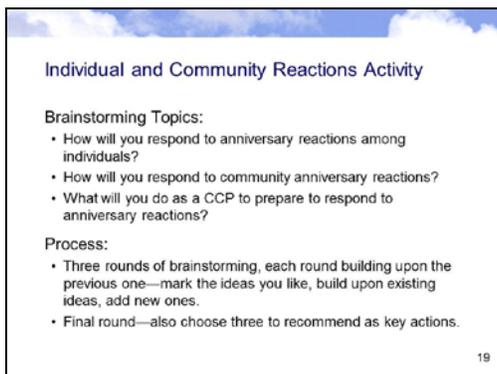
**Divide** participants into three groups, and have each group stand by a different tear sheet.

**Tell** participants that in this activity, they'll spend 5–10 minutes at each "station" brainstorming actions in response to the question on the tear sheet.

- Write your ideas directly on the tear sheet.
- Write clearly because others will have to read what you write without your being there to explain it!

**Remind** participants of the ground rules for brainstorming—listed in their *CCP Disaster Anniversary Training Participant Workbook*:

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.

**Start** the first round of brainstorming. After 5 or 10 minutes, **call time** and have participants **move** to the next station and brainstorm on the next question.

**Tell** participants to start the second round by reviewing what the group before them wrote.

- Make a check mark next to the ideas you like.
- Build upon existing ideas, and add entirely new ones.

**Start** the second round of brainstorming. **Call time** after 5-10 minutes. Have participants **move** to the next station for the final round of brainstorming.

**Tell** them that in this final round they should review what those before them wrote, and expand on the existing ideas or add ones. They should also choose three top actions to report back to the rest of the group.

**Start** the final round of brainstorming. After 5 minutes, **tell** groups to start choosing their top three. After another 5 minutes, **call time**.

**Ask** each group to report out their top three actions for each of the questions.

**Facilitate** discussion of these recommended actions: (20 minutes)

- What are the other groups' reactions to the recommendations?
- What linkages do you see among the groups' recommendations?

**Summarize** the discussion, and give the participants a 15-minute break. Tell participants that when we come back, we'll continue to build on this discussion as we talk about intervention strategies.

15 minutes

BREAK

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# SECTION 2: Intervention Strategies (2 hours, 15 minutes)

5 minutes

## SESSION INTRODUCTION

### Section 2—Intervention Strategies

- Key Concepts
- Intervention Strategies for Individuals/Families
- Intervention Strategies for Special Populations
- Intervention Strategies for the Community
- Cultural Awareness Strategies

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**Introduce** this session by explaining that in this session we're going to reaffirm the intervention strategies for individuals/families, communities, and special populations, paying special attention to how to adapt intervention strategies to fit changing needs during the disaster anniversary.

### Session Objectives

- 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.

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**Review** the session objectives:

- 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.

5 minutes

## KEY CONCEPTS

### Key Concepts

The CCP should:

- 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.

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**Discuss** the principles that staff should keep in mind about the role of the CCP, noting that these are principles to keep in mind as they are carrying out the ideas they generated in the last session.

- 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.

### Key Concepts (cont.)

#### The CCP should:

- 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.

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- 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.

20 minutes

## INTERVENTION STRATEGIES FOR INDIVIDUALS/FAMILIES

**Discuss** the interventions needed for individuals/families around the disaster anniversary.

**Emphasize** these points:

- Basic crisis counseling techniques are effective intervention strategies for dealing with anniversary reactions.
- Services need to be continued and enhanced as reactions intensify around the time of the anniversary.

Specifically, crisis counselors should do the following:

- 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.

**Ask** these questions:

- How do you do these things?
- How do these match with the actions you identified in the previous brainstorming session?
- How will you continue to assess individuals/families?

**Summarize** the key points from the conversation, and segue to talking about intervention strategies for special populations.

### 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.

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45 minutes

## INTERVENTION STRATEGIES FOR SPECIAL POPULATIONS

### Intervention Strategies for Special Populations

#### 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.

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### Intervention Strategies for Special Populations (cont.)

#### Children and youth (cont.)

- 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.

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**Note** that each CCP has a unique set of special populations it must consider, but there always at least one special population group present—children and youth.

**Discuss** 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.

**Emphasize** that when crisis counselors are working with children and youth, a parent or guardian should always be present. In many ways, the crisis counselor's role is to educate parents, caregivers, and teachers about what kinds of support children and youth need.

**Discuss** and solicit participant input on how you do each of these things—including how to educate parents, caregivers, and teachers.

**Ask** training participants what they are doing (or what they can do) to help and educate parents. Reference the tips for parents included in the *CCP Disaster Anniversary Training Participant Workbook*.

Intervention Strategies for Special Populations (cont.)

Other special populations:

- Target materials to identified special populations.
- Educate caregivers on anniversary reactions.
- Encourage and facilitate participation in community anniversary events.



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**Review** basic guidelines for interventions with 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).

Intervention Strategies for Special Populations (cont.)

At your table:

- Identify the special populations in the affected communities.
- Identify the needs of each of these special populations.
- Identify intervention strategies for meeting those needs.

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**Give** the following task:

At your table, have a discussion in which you identify the following:

- The special populations in the affected communities
- The needs of each of these special populations
- Intervention strategies for meeting those needs

**Give** the tables about 10–15 minutes for their discussion.

**Facilitate** the table reports by doing these things:

- Asking each table to report out on just one of the special population groups it identified.
- After each report, asking the other tables if they identified that same special population group. If so, do they have anything to add about that group's needs or intervention strategies?
- Repeating until all the special population groups identified have been discussed—or you run out of time.

**Summarize** the key takeaway messages about intervention strategies for special populations.

Break for lunch (1 hour), and tell participants that when we come back we'll be discussing intervention strategies for the community and cultural awareness.

**LUNCH**

45 minutes

## INTERVENTION STRATEGIES FOR THE COMMUNITY

**Welcome** participants back from lunch. **Remind** them that we're going to continue our discussion of disaster anniversary intervention strategies by looking at strategies for the community.

**Start** by making the following points:

- The CCP assists but does not replace community support systems. Crisis counselors facilitate or participate in but do not organize commemorative events. The CCP can provide quiet spaces and a compassionate presence, enhance and increase helpline capacities, and plan media messaging regarding expected reactions and effective coping strategies.
- The CCP should ensure that there are clear referral mechanisms in place to account for the increased demand for mental health services around the time of anniversaries.
- There should be a plan in place for media messaging that includes references to individual and community resilience and emphasizes stories of people who have received help.
- Sharing losses, traditions, and rituals, and acknowledging community resilience and hope for the future, can promote healing.
- Communities, families, and survivors must own their memorial, anniversary, and commemorative events. However, CCP staff can provide useful consultation during the planning process.



**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.

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**Discuss** 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.

Intervention Strategies for the Community (cont.)

- 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.

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- 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.

Intervention Strategies for the Community (cont.)

At your table, discuss:

- 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?

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**Assign** the following table task **or** facilitate a large-group discussion:

- 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?

**Give** the tables 15 minutes for their discussion.

**Facilitate** the table reports. (20 minutes)

**Summarize** the discussion, and reemphasize the supportive role the CCP should take in community anniversary commemorations. **Segue** to discuss strategies for cultural awareness.

15 minutes

## STRATEGIES FOR ENSURING CULTURAL AWARENESS

Strategies for Ensuring Cultural Awareness

- Recognize the importance of culture, and respect diversity.
- Maintain a current profile of the cultural composition of the community.
- Recruit crisis counselors who represent the community.
- Provide ongoing cultural awareness training to staff.
- Ensure that services are accessible, appropriate, and equitable.

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**Discuss strategies for** cultural awareness for the disaster anniversary:

- *Recognize the importance of culture, and respect diversity*—Culture is one medium through which people develop resilience. Culture also provides validation and influences rehabilitation following a disaster.
- *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 the values, beliefs, social and family norms, traditions, practices, and politics of local cultural groups, as well as the history of racial relations or ethnic issues in the community.
- *Recruit crisis counselors who represent the community*—

- *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 a better understanding of both the survivors and the community, and increases the likelihood that survivors will be willing to accept assistance.
- *Provide ongoing cultural awareness training to staff*— Training should be provided to direct-services staff, administrative and management staff, language and sign language interpreters, and temporary staff. Training programs work particularly well when they are provided in collaboration with community-based groups.
- *Ensure that services are accessible, appropriate, and equitable*— Ensure that staff members speak the language and understand the values of the community. Involving cultural group representatives in disaster recovery committees and program decision making can help ensure that disaster services are accessible, appropriate, and equitable.

Strategies for Ensuring Cultural Awareness (cont.)

- 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.

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Other strategies include

- 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.

**Ask** training participants how they can help ensure that anniversary commemorations and crisis counseling interventions are culturally sensitive.

**Facilitate** a large-group discussion on this question, and record key points. Give the tear sheet to the program management after the session.

**Summarize** the discussion, and give the participants a 15-minute break. **Tell** them that we'll be working on public education and media messaging after the break.

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# SECTION 3: Public Education and Media Messaging (1 hour, 45 minutes)

5 minutes

## SESSION INTRODUCTION

Section 3—Public Education and Media Messaging

- Assessing and Revising the Public Education Plan
- Assessing and Revising the Media Plan
- Developing Talking Points

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**Introduce** this session by stating these points:

- It is important to pay special attention to public education and media messaging prior to and during the disaster anniversary because survivor reactions and needs will increase.
- Specific messaging related to the disaster anniversary, as well as program phasedown, should be developed.
- The key focus of anniversary messaging should be educating people that it is common to have a resurgence of reactions.

In this session, we're going to focus on the following:

- Assessing and revising the public education plan
- Assessing and revising the media plan
- Developing talking points

Session Objective

- Revise public education and media plans.

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**Review** the session objective—

- Revise public education and media plans.

## Public Education and Media Messaging

## Three concurrent working groups:

- The groups will be as follows:
  - Assessing and Revising the Public Education Plan
  - Assessing and Revising the Media Plan
  - Developing Talking Points
- Choose the group on the topic in which you're most interested and about which you know the most.
- The working groups will discuss the assigned questions for 30 minutes.
- Each working group will present their recommendations to the other groups.

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**Explain** that in order to cover the most ground in the shortest amount of time, we'll be dividing into three working groups.

**Tell** participants that, in a moment, you'll ask them to choose the working group in which they want to participate. To help them decide, review the specific questions they'll be tasked with answering.

**Tell** the groups they'll have 30 minutes for their discussion and they should prepare to present their recommendations to the group.

## Assessing and Revising the Public Education Plan

- Which 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?

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**Present** the public education plan working group questions:

- Which 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

- 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?

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**Present** the media plan working group questions:

- 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

- 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?

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**Present** the developing talking points questions:

- 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?

Those who are working on developing talking points will have additional information in their Participant Workbooks to assist them.

**Ask** participants to choose the group with the topic in which they're most interested and about which they know the most. **Adjust** the size of the groups so that you have a relatively similar number of participants in each of the three groups.

If you have a very large group, you may want to have more than three groups, e.g., two groups for each topic area.

After 30 minutes have passed, **facilitate** the reports from each group. (30 minutes)

Have each group report out, and then **ask** the other groups if they have any clarifying questions about the presentation.

After all groups have reported, **ask** what connections they see across the three plans. How do the public education plan, media plan, and talking points link up and impact each other?

**Ask** what action items they will take to follow through on this discussion.

**Summarize** the key points from the reports and discussion of next steps.

**Transition** to the next activity related to public education.

15 minutes

BREAK

## Public Education and Media Messaging Activity

## Creating an anniversary brochure:

- Design a tri-fold brochure to be used for disaster anniversary public education.
- Start by determining the key messages to be conveyed.
- Then, communicate these key messages creatively on the tri-fold tear sheet you have.
- Be creative!

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**Materials needed:** Tear sheets and markers in multiple colors for several groups

**Explain** that this next activity is going to tap into their creative sides.

**Divide** participants into groups of about four to six participants each. **Give** each group a couple of tear sheets and several markers in different colors.

**Ask** the groups to take their tear sheets and fold them like you would a tri-fold brochure.

**Tell** them that their task is to design a tri-fold brochure that could be used for public education for the disaster anniversary.

**Explain** that they should start by determining the key messages the brochure should convey. **Encourage** them to build upon the conversation we just had about public education, media messaging, and talking points.

**Explain** that once they've agreed on their key messages, then will have to be creative in determining how to present them in the brochure. What imagery would enhance the message?

**Give** them 20 minutes to create their brochures.

**Have** each group present their brochure to the rest of the participants, explaining the key messages and the layout.

**Lead** the group in enthusiastic applause after each brochure is presented. After all the brochures have been presented, **display** them at the front of the training room.

**Ask** participants what common messages stand out for them across the brochures.

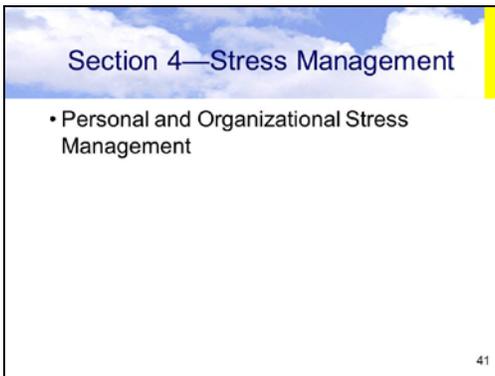
**Ask** participants, if they had an anniversary brochure like the ones they created, what they would do with it and where they would distribute it.

**Summarize** the conversation, and bring this section to a close. **Transition** to the next and final session on stress management.

# SECTION 4: Stress Management (45 minutes)

5 minutes

## SESSION INTRODUCTION



**Introduce** this session by saying that we're going to engage in a relaxation exercise that will also help to generate ideas for managing personal and organizational stress.



**Review** the session objective—

- Apply strategies for managing stress.

40 minutes

## STRESS MANAGEMENT

**Ask** participants these questions:

- How is your current stress level?
- Are you feeling the effects of the approaching anniversary? If so, how?

**Facilitate** a brief conversation to gauge the current stress level of the staff.

**Explain** that you're going to lead them through a visualization exercise to promote relaxation and identify some things that would be helpful to enhance their personal stress management and the CCP's organizational stress management. (10 minutes)

**Discuss** how an aspect of effective stress management is consistently engaging in activities that renew your energy, as stress depletes energy. **Ask** participants what are some things that help them renew their energy or recharge themselves? Take just a few examples from the group.

**Transition** to the visualization activity. Lower the lights in the training room, and put on some soft, instrumental music, if possible.

Use the following script as a guide. Speak with a clear, calm, soothing voice. Adapt or repeat sections, as needed, using your observations of the group to gauge the appropriate pace of the exercise.

### **Script**

- Get into a comfortable position, and when you feel comfortable, close your eyes.
- Take a deep breath in and hold it—1, 2, 3, and release.
- Take another deep breath in, and hold it a little longer—1, 2, 3, 4, 5, and release.
- Take a deep breath in and hold it—1, 2, 3, 4, 5, and release.
- Let yourself relax and continue to breathe.
- You see a stairway in front of you, and you are going to walk down the stairs. There are 10 stairs. I will count each of the stairs and, as I do, you will walk down each one. When you get to the bottom of the stairs, you will be in a place that you love. It can be a real or an imagined place where you can relax and enjoy yourself.
- Now, we're going to walk down the first step.
- Now, the second step.
- Now, the third step.
- Now, the fourth step.
- The fifth step.
- The sixth step.
- The seventh step.
- You're getting closer to your favorite place.
- The eighth step.
- The ninth step.
- And now, the tenth step, and you are entering your favorite place.
- Take a moment to look around and see all the colors, the surroundings. If you don't see anything, that's okay—just experience a relaxing feeling.
- Take in the smells, if you smell them. Listen to any sounds there. Let yourself relax in that lovely place.

- When you are ready, ask your higher intuition to give you guidance about how you can renew your energy and minimize stress.
- Let whatever comes up come up. Sometimes, it may be an image, or a voice, or a thought. Don't judge it; just allow whatever comes up to be there. If nothing comes up, that's okay. You may get guidance later on. Be patient and allow your higher intuition to guide you.
- [Wait for a little while to allow participants to experience whatever guidance they may get or just hang out in their favorite place for a bit.]
- Now ask your higher intuition to provide guidance on how your team can renew its energy collectively and minimize stress. Let whatever comes up come up. Don't judge it. Just pay attention to whatever information you get: a picture or image, a voice or sound, a feeling . . .
- [Wait for a little while.]
- When you are ready, thank your higher self for the guidance you received, and prepare yourself to move toward the same staircase on which you entered.
- Move slowly toward the staircase. You are approaching the staircase. You are about to climb the steps as I tell you, one by one.
- Go up the first stair.
- The second stair.
- The third stair.
- The fourth stair.
- The fifth stair.
- The sixth stair.
- Begin to prepare yourself to get back to the place you left.
- Go up the seventh stair.
- The eighth stair.
- The ninth stair.
- You are about to go up the 10th stair, and you will again take some deep breaths when you get there.
- Go up the top stair, and take a deep breath. Hold it—1, 2, 3, 4, 5, and release it.
- Take another deep breath and hold it—1, 2, 3, 4, 5, and release.
- Take another deep breath and hold it—1, 2, 3, and release.
- I am going to count backward from 5 to 1, and when I get to 1, you will open your eyes and be refreshed, relaxed, and awake.
- 5, 4, 3, 2, 1.
- You can open your eyes now.
- Welcome back.

Personal and Organizational Stress Management

Individual reflection:

- What images or words came to you about your own stress management?
- What images or words came to you about improving organizational stress management?
- Find a partner, and share your reflections.

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**Ask** participants to reflect on their visualization and make some notes in their *Participant Workbook*.

**Ask** them to find a partner and discuss what they saw in their visualizations. (10 minutes)

- 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?

**Facilitate** a large-group discussion of the personal and organizational stress management ideas that came up.

**Record** their ideas. (15 minutes)

**Summarize** the discussion; reinforce any action items they have identified.

**Bring** this session to a close, and segue to the next and final section—Applying Your Learning and Course Evaluation.

Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Technical Assistance Center (DTAC)

SAMHSA DTAC supports SAMHSA's efforts to prepare states, territories, and local entities to deliver an effective behavioral health response during disasters.

- Toll-Free: 1-800-308-3515
- E-mail: [DTAC@samhsa.hhs.gov](mailto:DTAC@samhsa.hhs.gov)
- Web: <http://www.samhsa.gov/dtac>



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# Applying Your Learning and Course Evaluation (15 minutes)

10 minutes

## APPLYING YOUR LEARNING

**Tell** participants that what we're about to do is the most important part of any course. Studies have shown that if you don't use new skills you have acquired during training within 2 weeks of the course, those new skills are lost to you, and so it is essential to take a few moments to review your learning and set your intention to apply what you have learned in the real world.

**Have** participants turn to the reflection worksheet in their workbooks and complete the worksheet there. **Give** them about 5 minutes to complete it.

**Tell** the participants to find a partner and share their plans with each other.

**Encourage** them to make a commitment to check back in with each other in 2 weeks to see if they're following through on the actions they've identified.

**Give** them about 5 minutes for their discussion.

**Ask** for a few examples of the following:

- Key learning
- Specific actions they intend to take to apply that learning

5 minutes

## COURSE EVALUATION

**Hand out** the course evaluation form, and ask participants to complete it.

**Encourage** them to write specific comments on the form, as the feedback is collected and used to improve future deliveries of this course.

**Thank** them for their time, hard work, and attention.

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**Crisis Counseling Assistance and Training Program (CCP)  
Training Feedback Form for Trainers and Leadership**

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

1. The content of this training module included all of the elements necessary for participants to adequately understand and deliver CCP services.

Strongly Disagree  
1                      2                      3                      4                      5  
Strongly Agree

2. The supporting materials, including slides, handouts, and instructor's notes, facilitated effective delivery of module content.

Strongly Disagree  
1                      2                      3                      4                      5  
Strongly Agree

3. The content of the training module was thorough and well organized.

Strongly Disagree  
1                      2                      3                      4                      5  
Strongly Agree

4. The material was adequately covered in the time allowed.

Strongly Disagree  
1                      2                      3                      4                      5  
Strongly Agree

5. The *Exercises and Trainer's Tips* booklet contained activities that effectively facilitated learning.

Strongly Disagree  
1                      2                      3                      4                      5  
Strongly Agree

6. The overall training session was well received by the participants.

Strongly Disagree  
1                      2                      3                      4                      5  
Strongly Agree

7. What elements of this training session were most effective in facilitating learning?

8. What, if anything, would you change to improve the content or organization of the training materials?

Thank you for your valued feedback. Please return this form and all the participant evaluations to the state CCP director. Remember to tell the state CCP director to send copies of all forms to the Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Technical Assistance Center (DTAC) at the following address:

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