

From Trauma to Resilience Supporting Newly Arrived Young People

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Aims of the Session



- Create a space to enable you to think about your experiences, constructs and assumptions related to newly arrived young people
- Explore the key concepts for the psychological basis of trauma and resilience
- Leave you with one method for working with young people who have experiences trauma.

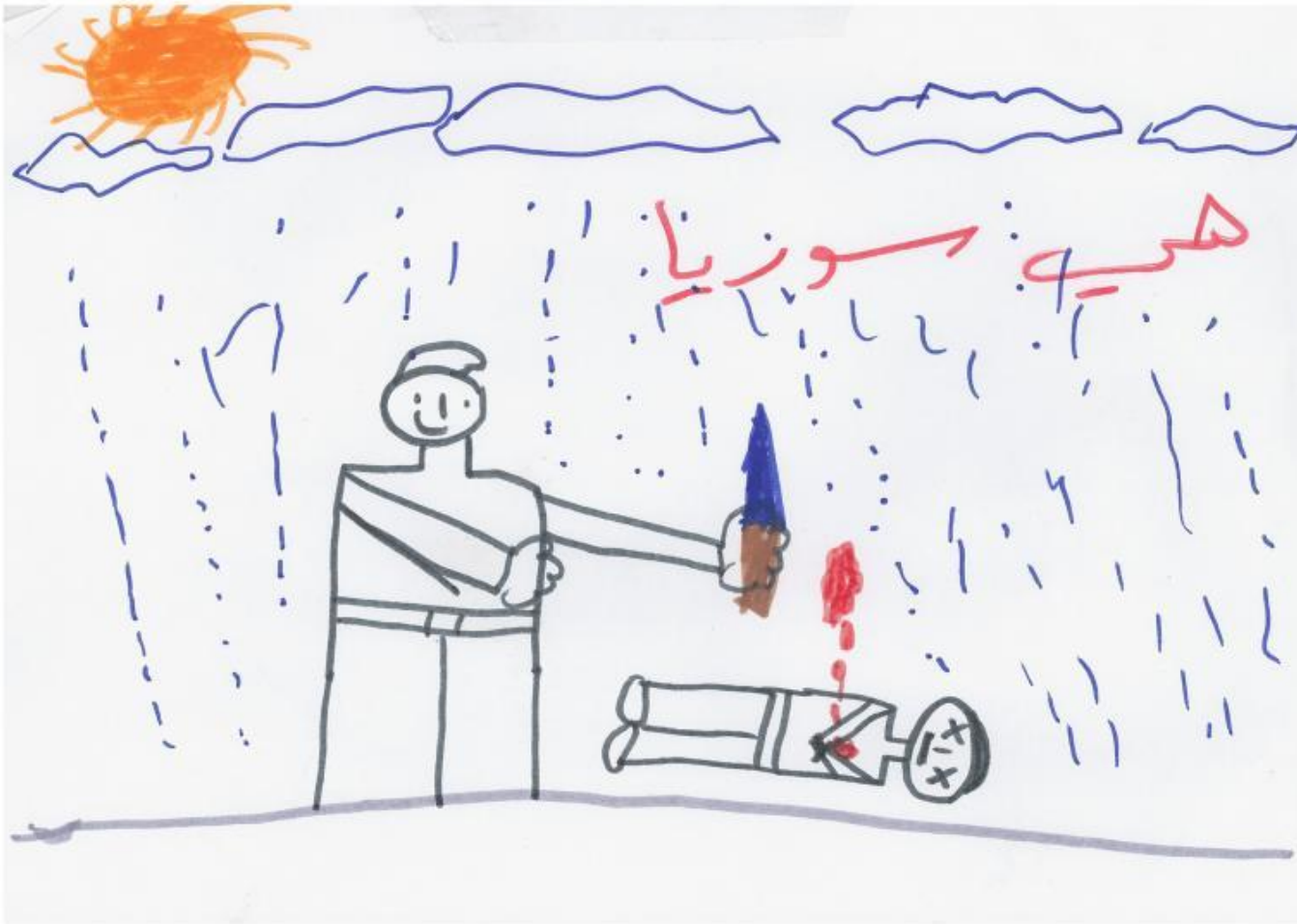
What we are told and what we feel?



“A single death is a tragedy; a million deaths is a statistic” Joseph Stalin

Our Shared Experience

- We all work in an incredibly diverse, vibrant city. What assumptions might we make when a new arrival enters your school?



DEFINING TRAUMA

Trauma

- *In your groups (of 6), identify two possible traumatic events that a newly arrived child may have experienced*
 - *In their home country*
 - *During their journey*
 - *Once arrived in a UK school*

Possible Traumatic Events



- material deprivation
- loss of social status
- racism
- persecution
- fear of persecution
- experienced war
- loss/murder of family members
- continual movement
- movement to seek adequate accommodation
- family separation
- poverty
- restriction of legal rights
- reduced welfare benefits/housing
- separation from family
- disappearance of family members
- being arrested
- participating in war
- socially isolated
- exposure to new language and culture

Psychological Definition

“Exposure to stressful/catastrophic events followed by repeated living of the trauma e.g. intrusive images/ dreams of the event.” (Hodes, 2000)

The Emotional Experience of Trauma

- *In your groups. What how might a child/ YP who has experienced a traumatic event be feeling?*
- *How might they present at school?*

Responses to Trauma

Kimberly et al (2006)

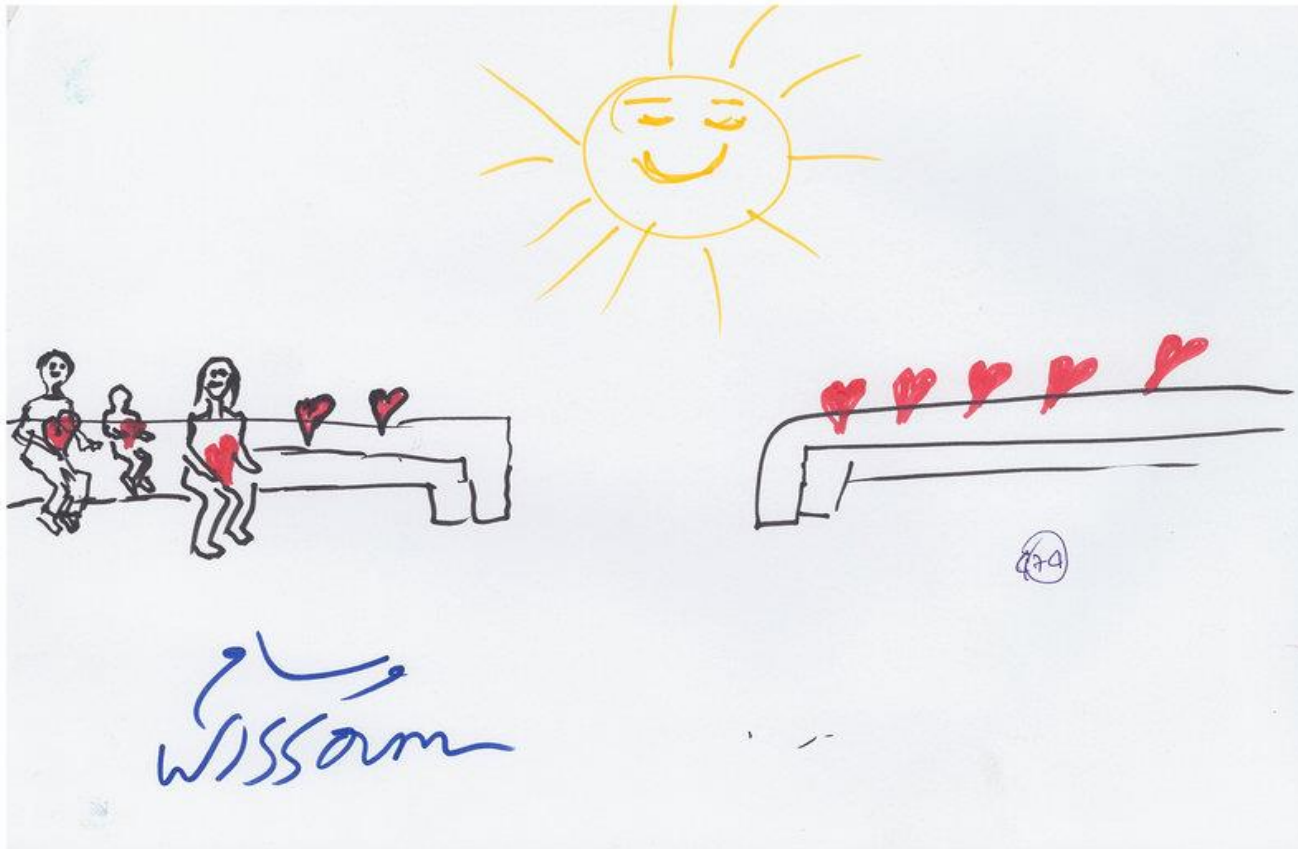


Feelings Associated with Trauma

- Suspicion
- Isolation
- Shame
- Detachment
- Fear (especially of new situations / experiences)
- Introversion
- Negative / fatalistic world view
- Frustration
- Anger

What we might see





FROM TRAUMA TO RESILIENCE

I wish I was home



*I remember a taste when I was small,
Ice cream, sweets, cakes, plate of food,
So yummy.*

*I remember a place when I was small,
Parks, seaside and ice-skating, movies and restaurants,
I don't know if its true.*

*I remember a sound when I was small,
Song, rhythm, talking, laughing, birds singing,
How wonderful.*

I wish it would happen again

*Polices took my mum and dad away,
I ran away with my bag with pictures and clothes a little bit of food.
Flames, bombs, shouting screaming and shooting of bullets ,*

I wish I was home.

Year 6 Birmingham young person

What is Resilience?

The quality that helps individuals or communities to resist & recover from adversity. Newman (2002)

Resilience is the term applied to children who have experienced trauma, but have nevertheless thrived and excelled
(Leckman and Mayes, 2007)

Why Focus on Resilience?



- Optimistic
- Early experiences do not necessarily fix a child's future
- Belief that interventions can develop children's resilience and improve future outcomes (Newman, 2002)

Risk and Protective Factors

In your groups, identify 3 risk and 3 protective factors that you think may effect a child or young person's level of resilience.

Individual Factors

Protective

- Female
- Effective problem solving skills
- Optimistic personality trait
- High self-esteem /efficacy
- Strong sense of identity

Risk

- Male
- Impulsivity
- Multiple traumatic events
- Difficulties managing emotions
- Low social support networks



Family Factors

Protective

- Adaptability
- Secure family system
- Economically secure
- High parental expectations

Risk

- History of poor parental mental health
- Family experience of political persecution / imprisonment
- Missing family members
- Unaccompanied minor
- Economic insecurity



Community Factors

Protective

- Established community organisation
- Effective community support services

Risk

- Community disorganisation
- High community mobility
- Poor and crowded housing
- Social isolation
- Racial Discrimination



KEY INTERVENTIONS

Creating a Space to Hear Narratives

Narrative Approaches

- Personal Narratives are our stories about ourselves
- We have a story for most of our experiences
- Telling our story is a basic drive
- Telling our story has a purpose
- Re-telling stories helps us make sense of our experiences

Talking Stones in Action



Reflections