Young Children and Families in Conflict-Affected Countries: Science for Action

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VIOLENCE

- Many Levels
- Many Types
- Many Correlates
- Many Consequences
## War Traumas and War Trauma Categories

<table>
<thead>
<tr>
<th>Categories (N = 10)</th>
<th>Traumas (N = 45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displacement</td>
<td>Forced change of home&lt;br&gt;Forced change of school</td>
</tr>
<tr>
<td>Emigration</td>
<td>Left country because of war</td>
</tr>
<tr>
<td>Separation</td>
<td>Separated from father&lt;br&gt;Separated from mother&lt;br&gt;Separated from both parents at the same time</td>
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<tr>
<td>Bereavement</td>
<td>Death of parent(s)&lt;br&gt;Death of sibling(s)&lt;br&gt;Death of grandparents&lt;br&gt;Death in extended family&lt;br&gt;Death of person close to child</td>
</tr>
<tr>
<td>Witnessing Violent Acts</td>
<td>Witnessed intimidation/torture of parents or siblings&lt;br&gt;Witnessed intimidation/torture of extended family or someone close&lt;br&gt;Witnessed intimidation/torture of a stranger&lt;br&gt;Witnessed physical injuries of parents or siblings&lt;br&gt;Witnessed physical injuries of extended family or someone close&lt;br&gt;Witnessed physical injuries of a stranger&lt;br&gt;Witnessed the killing of parents or siblings&lt;br&gt;Witnessed the killing of extended family or someone close&lt;br&gt;Witnessed the killing of a stranger</td>
</tr>
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</table>
War Trauma and War Trauma Categories, cont’d.

Exposure to Shelling or Combat ........... Exposure to shelling
Exposure to shooting
Exposure to bomb explosion
Exposure to air raid
Child’s home destroyed
Child’s school destroyed
Exposure to massacres

Victim of Violent Acts .........................
Looting of child’s home
Child beaten by armed forces
Child chased by armed forces
Child threatened to be killed
Child tortured
Child kidnapped
Child held in detention
Child arrested

Physical Injuries ..............................
Suffered serious physical injuries
Developed a physical handicap

Involvement in the Hostilities ............
Trained with armed forces
Carried arms, patrolled
Fought with armed forces
Forced to kill someone close
Forced to kill a stranger

Extreme Deprivation ..........................
Remained without food
Remained without drinking water
Remained without shelter
Types of War Trauma

- Active Involvement
  - Separation
  - Victim of Violent Acts
  - Involvement in Hostilities

- Loss
  - Displacement
  - Bereavement

- Passive Involvement
  - Exposure to Shelling or Bombing
  - Witness Violent Acts
  - Physical Injuries

- Limited Involvement
  - Emigration
  - Extreme Deprivation (-)
War Exposure and Children’s Development

- Active Involvement
- Loss
- Passive Involvement
- Limited Involvement

Separation (+)

Depression

Aggression

Anxiety

Planful

Prosocial

PTSD

Victim of Violence (+)
War Exposure and Children’s Development

Active Involvement

Passive Involvement

Limited Involvement

Loss

Depression

Aggression

Anxiety

Planful

Prosocial

PTSD

Displacement (-)

Bereavement (+)

Bereavement (+)
War Exposure and Children’s Development

Active Involvement

Passive Involvement

Limited Involvement

Depression

Aggression

Anxiety

Planful

Prosocial

PTSD

Witness Violence (+)

Witness Violence (+) Shelling (+) Combat (+)
Support Broader Context for Children, Parents and Communities

- Safe places for parents and parenting: Family Community.
- Safe spaces for children: ECD Centers, Play Spaces, Schools.
- Economic and Food Security: Work, Cash Transfers.
- Family and Community Routines
Two Primary Strategies

1. Short-term, targeted mental health interventions delivered by lay community health workers.


- Common Elements
- Task Shifting
- Training and Supervision
- Cross-Cultural Adaptation
- Growing the Evidence Base

<table>
<thead>
<tr>
<th>Safety</th>
<th>Traumatic stress&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Traumatic stress + interference of low energy&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Depression&lt;sup&gt;c&lt;/sup&gt;</th>
</tr>
</thead>
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<tr>
<td>Safety</td>
<td>Encouraging Participation</td>
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<td></td>
<td>Introduction</td>
<td>Introduction</td>
<td>Introduction</td>
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<tr>
<td></td>
<td>Talking about Difficult Memories</td>
<td>Behavioral Activation</td>
<td>Behavioral Activation</td>
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<td></td>
<td>Thinking in a Different Way Part I</td>
<td>Thinking in a Different Way Part I</td>
<td>Thinking in a Different Way Part I</td>
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<tr>
<td></td>
<td>Thinking about Difficult Memories</td>
<td>Thinking in a Different Way Part II</td>
<td>Thinking about Difficult Memories</td>
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<tr>
<td></td>
<td>Thinking in a Different Way Part II</td>
<td>Finishing Steps</td>
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</tbody>
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<sup>a</sup> Default order when the primary problem area is traumatic stress.

<sup>b</sup> Order when the primary problem area is traumatic stress PLUS Behavioral Activation due to “interference” of problems like limited energy.

<sup>c</sup> Default order when the primary problem area is depression.

*Figure 1.* Examples of component order according to problem area.

- Parenting for Lifelong Health (WHO), South Africa
- Parents Make the Difference (IRC), Lebanon
Research Challenges Going Forward

- Measurement Issues
- Research/Service Coordination
- Making the Whole Greater than the Sum of the Parts