

If You Have Concerns:

If you have concerns, refer those children to your **school counselor**.

NOTE: One sign of successful defusing of your students is that they feel better. Another sign of success might be that the defusing process surfaced other problems that will come to your attention. These problems might take on a variety of forms.

- Symptoms might be the same as those for anxiety or depression (physical symptoms, persistent avoidance of being alone, unrealistic worries about harm)
- Child is not able to “let go” of a memory
- The degree of emotionality and the degree of silence are both clues (be sure to talk with the child and simply ask them quietly, confidentiality, how they are feeling and coping)
- Make note of other physical manifestations of stress (as a result of the impact of the event)
- Be aware of different forms of adjustment in each child
- The teacher is not meant to be in the role of “diagnostician”; refer those children you are concerned about to a school counselor, social worker or school psychologist
- Some children may be predisposed to adverse reactions following a critical incident (generally, these are children who have experienced other loss, relocation, death, abuse, crime, etc.)
- An anniversary date of a disaster or death is a predictable time when memories and associated problems may resurface
- Post event drills and discussions may trigger students’ anxieties concerning the event be sensitive of these feelings

Refer the student if you are unsure:

- Alert parent/guardians of your concerns
- Contact your school counselor/social worker/school psychologist
- Refer the student to the Student Assistance Team (if applicable)
- Consider a referral to mental health professionals in the community

Through using the methods and techniques in this guide and adding your own unique perspective, expertise and energy, you will help children and perhaps, yourself recover from a traumatic experience.