

**PTSD, CHILDREN, ADOLESCENTS
AND THEIR FAMILIES**

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A CLINICAL HANDBOOK / PRACTICAL THERAPIST MANUAL

For Assessing and Treating Adults with PTSD

Donald Meichenbaum, Ph. D.

600 Pages -- Softcover -- \$50 US Funds + \$5 Postage (\$10 overseas)

- Section I** – Epidemiological And Diagnostic Information
– Consider the nature and impact of natural, technological, and human-made disasters as evident in specific "victim populations"
– Critique diagnostic alternatives and "stage" theories
- Section II** – Conceptualization of PTSD
– Reviews alternative conceptualizations and offers a "constructive narrative perspective"
- Section III** – Assessment of PTSD
– Comprehensive enumeration of PTSD and related measures of comorbidity
– Describes a sequential gating assessment strategy
– Considers potential "positive" effects
– Includes the "best" clinical questions you can ask
- Section IV** – Cautions About Assessment
– Consider the controversy over so-called "false memories"
– How to help the helpers
- Section V** – Treatment Alternatives: A Critical Analysis
– Critically evaluates pharmacological, exposure, eye-movement desensitization, group interventions and other procedures
– Provides treatment guidelines and considers factors that influence the length of treatment
- Section VI** – Specific Treatment Procedures: Practical "How to" Guidelines
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– Techniques include Stress inoculation training, cognitive restructuring, problem-solving, relapse prevention and family-based interventions
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Reviews of Meichenbaum's PTSD Handbook

"A **comprehensive** reference work **unsurpassed** in richness, depth and utility for the clinician and scientist."

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Journal of Traumatic Stress
1996, 9, 911 - 913

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"The Handbook is as **eclectic** as any one source could be."

"Meichenbaum has a remarkable ability to make use of exemplary work of others in the field."

Jon G. Allen
Bulletin of the Menninger Clinic
1996, 60, 264 - 265

"Gathered together in one volume, this summary of the many facets of PTSD is more than a "manual" - it is a gift of many years of research and deduction to the understanding and impact of PTSD. Adjectives like "**definitive**" and "**indispensable**" come to mind."

Claude Barbe
Journal of Religion and Health, 1996

FACTORS THAT INFLUENCE THE DEVELOPMENT OF PTSD

STIMULUS FEATURES

- Aspects of traumatic exposure (Life threat, loss, death of a loved one, disruption)
- Perception of life threat
- Proximity of the event
- Duration and intensity of life-threatening events
- Exposure to single or multiple incidents

RESPONSE FEATURES

- **Immediate Response: Recoil Phase**
 - psychic shock, anxiety, dissociative behavior
- **Post-impact Phase:**
within 3 months
 - Intense fear, helplessness or horror, disorganized or agitated behavior
 - Acute Stress Disorder – lasts minimum 2 days and maximum 4 weeks
- **Recovery and Reconstruction Phase**
PTSD lasts at least 1 month. Symptoms of PTSD include
 - **re-experiencing** with young children reflected in repetitive play with traumatic themes or by reenactment of traumatic events in play, drawing, or verbalizations
 - **avoidance or numbing** – avoid reminders, having diminished interest in normal activities, feel detached or removed from others
 - symptoms of **hyperarousal** difficulty sleeping or concentrating, irritability, angry outbursts, hypervigilance, and an exaggerated startle response

PRESENCE OF COMORBID FEATURES

- Anxiety disorders – separation anxiety disorder and agoraphobia that arise out of concerns about safety and security. Also trauma-related fears,
- Depression may emerge later on, especially for those youth who have lost loved ones. Depression is tied with bereavement process. Depression is more likely among youth who display chronic PTSD (lasts longer than 3 months).
- Anger outbursts and substance abuse and other forms of acting out.

- Problems with Academic Achievement are included by problems with sleep and lack of concentration.

PREEXISTING CHARACTERISTICS OF THE CHILD

- Sociodemographic
 - age, gender, ethnicity
 - age-related differences are inconsistent, but symptoms profile varies developmentally
 - gender differences – boys tend to display more aggressive responses than girls
 - minority youth report higher levels of PTSD and more difficulty recovering
- Preexisting levels of anxiety and depression are significant risk factors for development of PTSD
- Also a ruminative coping style, preexisting academic difficulties and attention problems and poor peer relations

ASPECTS OF RECOVERY ENVIRONMENT

- Parental Distress – parents trauma-related symptoms
- Parental Psychopathology – level of psychosocial functioning
- Individual strengths and resources
- Social and systemic resources
- Intelligence, communication skills, sense of self-efficacy, coping abilities, talents, feelings of bonding (Note these strengths vary by race and ethnicity).

MEASURES FOR VICTIMS OF ABUSE - CHILD MEASURES

O=Leary-Porter Scale	Porter & O=Leary, 1980
Child Witness to Violence Interview	Jaffe et al., 1989
Physical Aggression Scale of the Conflict Tactics Scale	Straus, 1979
The Children=s Perceptions of Interpersonal Conflict Scale (CPIC)	Grych et al., 1992, 2000
Violence Exposure Scale for Children (VEX-R)	Fox & Leavitt, 1995; Raviv et al., 2001
The Levonn Scale	Richters et al., 1990
Trauma Symptom Checklist for Children (TSCC)	Briere, 1996; Suderman & Jaffe, 1999
Child Behavior Checklist (CBCL)	Achenbach, 1991
Youth Self-Report (YSR)	Achenbach, 1987
The Eyberg Child Behavior Inventory	Eyberg, 1980
The Connor=s Rating Scale	Goyette et al., 1978
Diagnostic Interview for Children and Adolescents - Revised (DICA-R)	Wellner et al., 1987
The Anxiety Disorders Interview Schedule for Children (ADIS-C)	Silverman & Nelles, 1988
The Children' s Depression Inventory (CDI)	Kovacs, 1992

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MEASURES FOR VICTIMS OF ABUSE - ADULT MEASURES

Index of Spouse Abuse (ISA)

Hudson & McIntosh, 1981

Partner Abuse scale: Non-Physical
(PASND) and Physical Abuse of Partner
Scale

Hudson et al., 1992

Psychological Maltreatment of Women
Inventory (PMWI)

Tolman, 1989, 1999

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MEASURES OF ANGER AND AGGRESSIVE BEHAVIOR IN ADULTS

(See Meichenbaum, 2002; Tyson et al., 2002)

Aggression Questionnaire (AQ)	Buss & Perry, 1992; Harris, 1997
Abuse Behavior Inventory (ABI)	Shephard & Campbell, 1992
Revised Conflict Tactics Scale (CTS2)	Straus, 1979, 1990; Straus et al., 1996
State-Trait Anger Expression Inventory 2 (STAXI)	Spielberger et al., 1999
Job Stress Inventory (JSI)	Vagg & Spielberger, 1998
Occupational Stress Inventory (OSI)	Osipow & Davis, 1988
Personality Assessment Inventory (PAI)	Marey, 1999
Risk of Eruptive Violence Scale (REV)	Mehrabian, 1990
Brief Anger and Aggression Scale (BAAS)	Maiuro et al., 1987
Feelings of Acts of Violence Scale (FAV)	Plutchik & van Praag, 1990
Staff Observation Aggression Scale (SOAS)	Bech & Mak, 1995
Scale for Assessment of Agitated and Aggressive Behavior (SAAB)	Bech & Mak, 1995

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MEASURES OF VIOLENT BEHAVIOR IN YOUTH
(See Tyson et al., 2002)

Psychopathology Checklist - Revised (PCL-R)	Hare, 1991; Hare et al., 1991
Modified-conflict Tactics Scale (M-CTS)	Cascardi et al., 1999; Neidig, 1986
Multiple-problem Screening Inventory (MPSI)	Hudson & McMurty, 1997
Shortform Assessment for Children	Glisson et al., in press
Child Behavior Checklist (CBCL)	Achenbach, 1991a,b
Youth Self-Report Scale	Achenbach, 1987
Adolescent Antisocial Behavior Checklist (AABC)	Kaplan et al., 1990; Marohn et al., 1980
Adolescent Violence Survey (AVS)	Kingery, 1998
Conflict in Relationships (CIR)	Wolfe et al., 1994; Wolfe et al., 1998
Intimate Violence of Adolescent Youth	Wolfe et al., 1998
Michigan Youth Services Delinquency Risk assessment Scale	OJJDP, 1994
Alaska Youth Services Need Assessment Scale	OJJDP, 1994

ASSESSMENT OF PTSD IN CHILDREN

(See Carlson, 1997; McNally, 1998; Nader, 1997; Saylor & De Roma, 2002; and National Center for PTSD Website)

The following List of Trauma-related measures was put together by Saylor & De Roma, 2002.

Instrument	Contact	Address
Exposure Instruments		
A Stress Response Questionnaire	Charles Faupe	lfaupece@mail.auburn.edu
Perceived Disruption During Rebuilding Inventory	Kent Burnett	Kburnett@miami.edu
Hurricane related Experiences Questionnaire	Cynthia Swenson	swensonc@musc.edu
A Stress Scale	Fran H. Norris	Fnorris@gsu.edu
An Exposure Experiences Questionnaire	Christopher Lonigan	Lonigan@psy.FSU.edu
Fernald Mental Experiences Questionnaire – Child	Bonnie Green	Bgreen01@goergetown.edu
Fire Questionnaire – Child Form	Russell T. Jones	R.T.Jones@vt.edu
Hurricane Related Experiences Questionnaire	Eric Vernburg	Vernberg@Ukans.edu
A Measure of Disaster Stress	Nuray Kaniasty	Kaniastu@Grove.IUP.edu
Personal Loss Scale	Norman Milgram	Fax: 011-972-3640-6722

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Instrument	Contact	Address
Coping Instruments		
Structured Interview to Assess Thinking About Disaster	Lenore Terr	Jmusgrov@slip.net
About the Future Scale	P.A. Saigh	Psaigh@GC.CUNY.edu
Optimism Life Orientation Test – Revised	Charles Carver	ccarver@miami.edu
The Perceived Benefits Scale	Curtic McMillen	Cmcmille@gwbssw.wvustl.edu
Evaluation of Cognitive Heuristics	L. Greening	Legreeni@gp.as.ua.edu
Earthquake Related Cognitions Questionnaire	A.Nuray Karranci	Karanci@metu.edu.tr
Modified Version of COPE Scale	Charles Carver	ccarver@miami.edu
Kidcope	Anthony Spirito	Anthony_Spirito@Brown.edu
Coping Resources Inventory		www.cpp-db.com
Coppel's Index of Social Support	Coppell	Dbcphd@aol.com
Social Support Scale for Children and Adolescents	Susan Harter	Sgarter@nova.psy.Den.edu
Modified Children's Coping Assistance Checklist	Mitchell Prinstein	Mitchell.Prinstein@yale.edu
Confronting Behavior and Support Persons Questionnaire	Norman Milgram	Fax: 011-972-3640-6722

Instrument	Contact	Address
Posttraumatic Stress Disorder (PTSD) Instruments		
Posttraumatic Stress Disorder	R. Pynoos	Rpynoos@mednet.UCLA.edu
Pynoos PTSD Reaction Index	R. Pynoos	Rpynoos@mednet.UCLA.edu
Children's PTSD Inventory	P. A. Saigh	Psaigh@mednet.UCLA.edu
Clinician Administered PTSD Scale – Child and Adolescent Versions		www.ncptsd.org
Pediatric Emotional Distress Reaction Scale	Conway Saylor	Saylor@citadel.edu
Parent PTSD Reaction Index	C. Frederick	Cfrede2301@aol.com
Modified Version of Frederick Reaction Index	C. Lonigan	Lonigan@psy.FSU.edu
Acute Stress Reactions Scale	Norman Milgram	Fax: 011-972-3640-6722
When Bad Things Happen	K. Fletcher	Kenneth.fletcher@banyan.um.mercedu

Lessons From the Literature on PTSD
(Goodman et al., 2002)

- Traumatic events experienced before age 11 are three times more likely to result in serious emotional and behavioral problems than those experienced later in life
- The psychological impact of such events tends to persist or become worse with time
- Parents often underestimate the intensity and duration of their children=s reaction to stress
- These reactions vary with a child=s age, intellectual capacity, personality and social challenges
- The functioning of adults who care for a child has a tremendous effect on the child=s capacity to recover
- The traumatic nature of a death can complicate bereavement
- The most likely problems are post-traumatic stress disorder and other forms of anxiety, grief and depression, aggressive and defiant behavior, physical symptoms, lowered self-esteem, and social and academic difficulties

Possible Reactions in Children After Trauma/Disaster

Adapted from R. H. Gurwitch, J. F. Silovsky, S. Shultz, M. Kees, & S. Burlingame, 2002.

Also see reactions and Guidelines for Children Following Trauma/Disaster

(www.helping.apa.org)

- Most children who develop PTSD or its symptoms do so in the first weeks or months following the event. The severity of the symptoms has prognostic implications. Moderate and severe symptoms have poorer prognosis.
- Worries, fears and anxieties about safety of self and others (younger children may be more clinging to adults; older children may also have discomfort with feelings of vulnerability)
- Worries about re-occurrence of violence (older children may also be worried about school violence and/or consequences of War on Terrorism).
- Changes in behavior
 - increased activity level
 - decreased concentration and/or attention (these behaviors may appear and be confused with ADHD in school-aged children)
 - angry outbursts or aggression (younger children may have increased temper tantrums)
 - increased irritability with friends, family, adults, and situations or events
 - withdrawal
- Changes in academic performance (usually a slight, short-lived decline) (Adolescents may have an increase in absenteeism)
- Somatic complaints (e.g., headaches, stomachaches, vague aches and pains)
- Changes in sleep (young children may have nightmares seemingly unrelated to the trauma)
- Changes in appetite
- Decreased interest in usual pleasurable activities
- Increased negative behaviors (e.g., defiance) or emotions (e.g., sadness, anger, worry)
- Increased sensitivity to sounds (e.g., sirens, planes, thunder)
- Hate or intense anger statements (young children may show more hateful or hurtful play)
- Repeated questions or discussions of events (most common in young children) (Young children may have posttraumatic play; school-aged children=s comments may often be gruesome or graphic in nature)
- Preschool children to early elementary school children may show regressive behaviors (e.g., babytalk, bed-wetting, tantrums)
- Late elementary through high school aged children may have a decreased sense of trust and more negative perceptions of others, particularly those perceived as being “different”. They may also have discomfort with feelings related to the perpetrators of the event, particularly revenge thoughts
- Older children may have repetitive thoughts about death and dying, including suicidal

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thoughts (by adolescents, this reaction may also result in an increase in risk taking behaviors such as alcohol and other substance abuse and promiscuous sexual behaviors)

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American Psychological Associate Disaster Response Network

<http://www.apa.org/practice/drn.html>

Crisis Counseling

www.projectliberty.state.ny.us

National Center for PTSD

http://www.ncptsd.org/treatment/assessment/instruments_pilots.html

PTSD and Children

www.aboutourkids.org

The Range and Magnitude and Duration of the Effects of Natural Disasters: A Review of the Empirical Literature (from Norris et al.)

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