

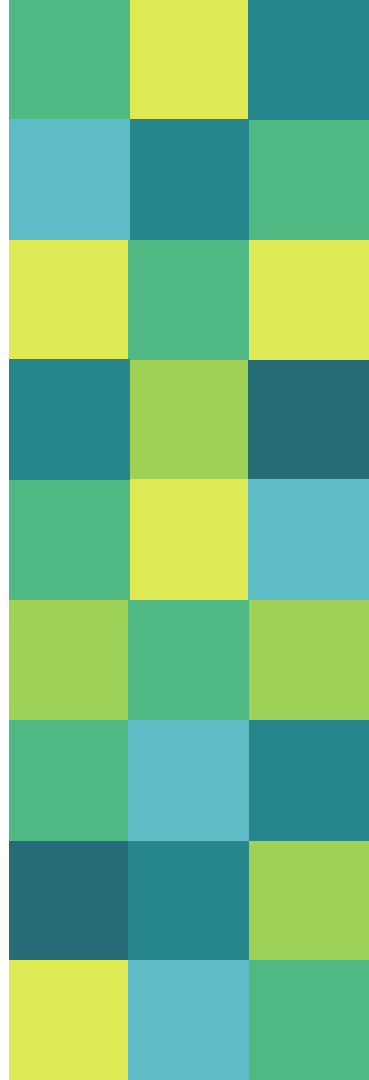
بحران ها، سوانح و بلایای طبیعی

چرا کودکان دیده نمی شوند؟

دکتر جواد علاقبندراد

اثرات و مقابله با اثرات حاد و درازمدت بحران ها، سوانح و بلایای طبیعی

- خانواده /والدین (بزرگترها) Adults
- کودکان Children
- کودکان از طریق نحوه مقابله با استرس توسط بزرگترها
- (Children mediated through adults)



Impacts of chronic and multiple environmental stressors

- We live in an environment where all sources of adversities are happening throughout life
- The impact is enormous
- ✓ As a child
- ✓ As an adult
- ✓ As and adult parenting a child



پیام اصلی

- استرس مزمن و مکرر و شدید نه تنها بر کودکان اثرات مخرب و منفی روانشناختی دارد بلکه با اثرات منفی بر والدین نقش حمایتی و مدیریتی آنان را نیز کاهش می دهد
- در نتیجه کودکانی که نیازهای حمایتی بیشتر دارند کمتر دیده می شوند

Allostatic load

- An index of cumulative wear and tear on the body caused by repeated mobilizations of multiple physiological systems over time in response to environmental demands
- The higher the stress level, the higher the allostatic load

- chronically elevated allostatic load also influences neurological processes, particularly in the hippocampus and prefrontal cortex, that are capable of disrupting cognitive functioning.

Altered neurological processes

- altered neurotransmitter activity (e.g., dopamine, norepinephrine, glutamate)
- suppression of neurogenesis
- elevated neurotoxicity,
- alterations in receptor binding sites (e.g., mineral corticoid, glucocorticoid), and morphological changes, such as dendritic remodeling
- and smaller hippocampal and prefrontal cortex volumes.

- Thus, chronically elevated allostatic load could lead to disturbances in executive functions in human beings.
- Working memory, inhibition and mental flexibility are affected mostly

Impact of executive dysfunctions in developing children

- Lower achievement
- Higher psychopathology

Impact of stress-related executive dysfunctions among parents

- Poor parenting



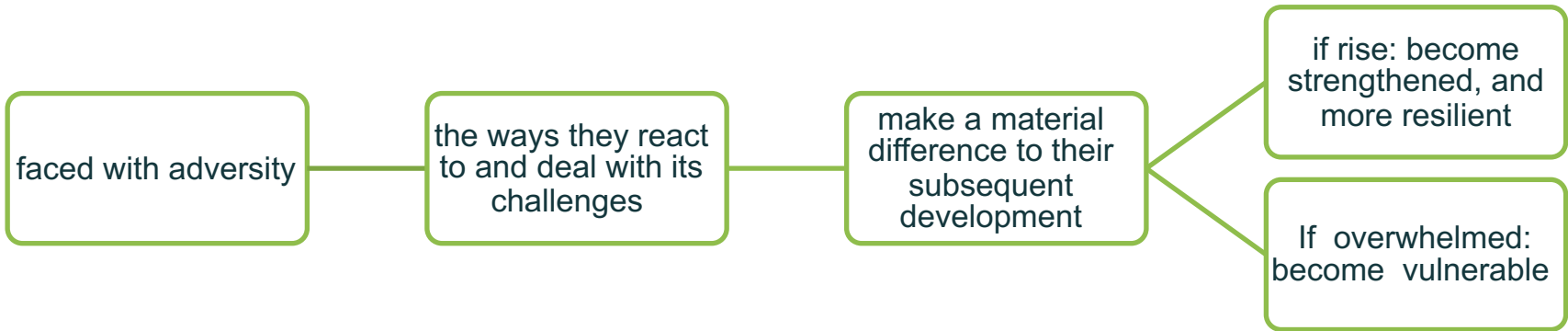
والدینی که کودکانشان را در شرایط استرس و سوانح نمی بینند

Coping mechanisms

- Heavily affected by environments
- Heavily affected by parenting

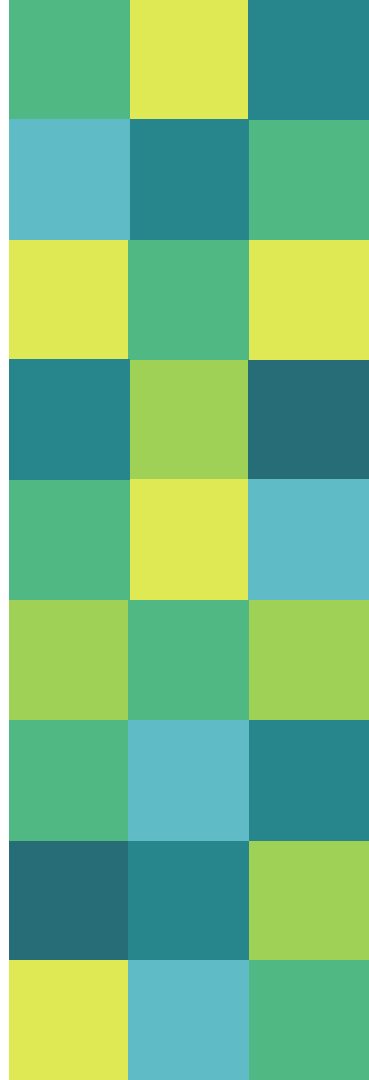


اهمیت دیده شدن



Coping perspective

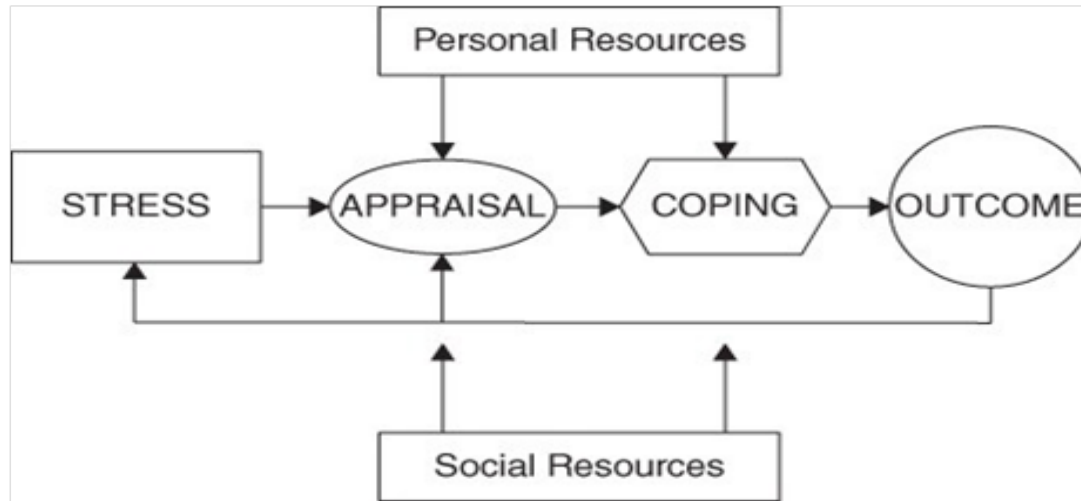
Three Perspectives on How the Study of the Development of Coping Can Contribute to Research on Developmental Psychopathology and Resilience



Transactional Perspectives :

Coping as Individual Differences in
Appraisal and Coping Processes
and Resources

Coping as a transactional process



Links between Broad Categories of Coping and Psychopathology

Problem-focused coping

- strategies directly confront the stressful event
- such as problem solving
- associated with
 - fewer emotional and behavioral problems
 - greater social competence

Emotion-focused coping

- responses :managing emotional reactions to stress
 - such as social withdrawal, distraction
 - associated with more internalizing and externalizing symptoms
- positive role of problem-focused coping and the negative role of emotion-focused coping in adjustment are often inconsistent across studies

approach / active / engagement coping

- cognitive or behavioral efforts to manage the stressor
- problem solving, cognitive reappraisal, information or support seeking
- associated with
 - positive adjustment
 - fewer symptoms of mental health problems
- if in response to controllable events

avoidance / disengagement coping

- cognitive and behavioral responses :serve the function of avoiding the distressing event
- distraction from the stressor, ignoring the situation, denial or minimization, withdrawal, escape,wishful thinking
- associated with : negative outcomes

Primary and Secondary Control Coping

- primary control coping :
 - attempts to change the stressful situation through typical problem-focused, active, and approach ways of coping
- secondary control coping :
 - to accommodate to events / less effort on trying to change them
 - cognitive reappraisal, focus on the positive, distraction, and willing acceptance
- it is more adaptive to use primary control coping when dealing with controllable stressors and secondary control coping when dealing with uncontrollable ones

Do Subjective Appraisals of Stressful Encounters also Play a Role in Psychopathology?

- impact of stressful events :
 - depend not only on the objective stressors
 - subjective appraisals of controllability



GOD
grant me
the

SERENITY
to accept the things
I cannot change;

the COURAGE
to change
the things I can;

and the *WISDOM*
to know the difference.

★

- it is the match between situational demands and ways of coping
- “the courage to change the things I can”
 - because active approach “primary control” ways of coping are a good fit for stressors that are controllable
- “the serenity to accept the things I cannot change”
 - because accommodative, positive reappraisal, acceptance, and distraction coping are a better match for stressors that are uncontrollable
- “the wisdom to know the difference”

Coping Self-Efficacy

- beliefs about one's own ability to manage stressful events
- whoever report more coping self-efficacy tend to cope more successfully with stressful events and to receive more interpersonal support
- high coping efficacy also reflects a history of successful coping

Causal Attributions

- Appraisals can involve : explanations for why an event occurred??
- it was caused by the self or by something outside the self
- whether the cause was stable (versus unstable)
- global (versus specific)
- patients who appraised their illnesses as stable and uncontrollable used more avoidance coping and were less well adjusted

protective emotion regulation (or coping) strategies

- (1) generating benign or positive interpretations on stressful situations
- (2) problem solving
- (3) acceptance

emotion regulation strategies as risk factors for psychopathology

(1) Suppression

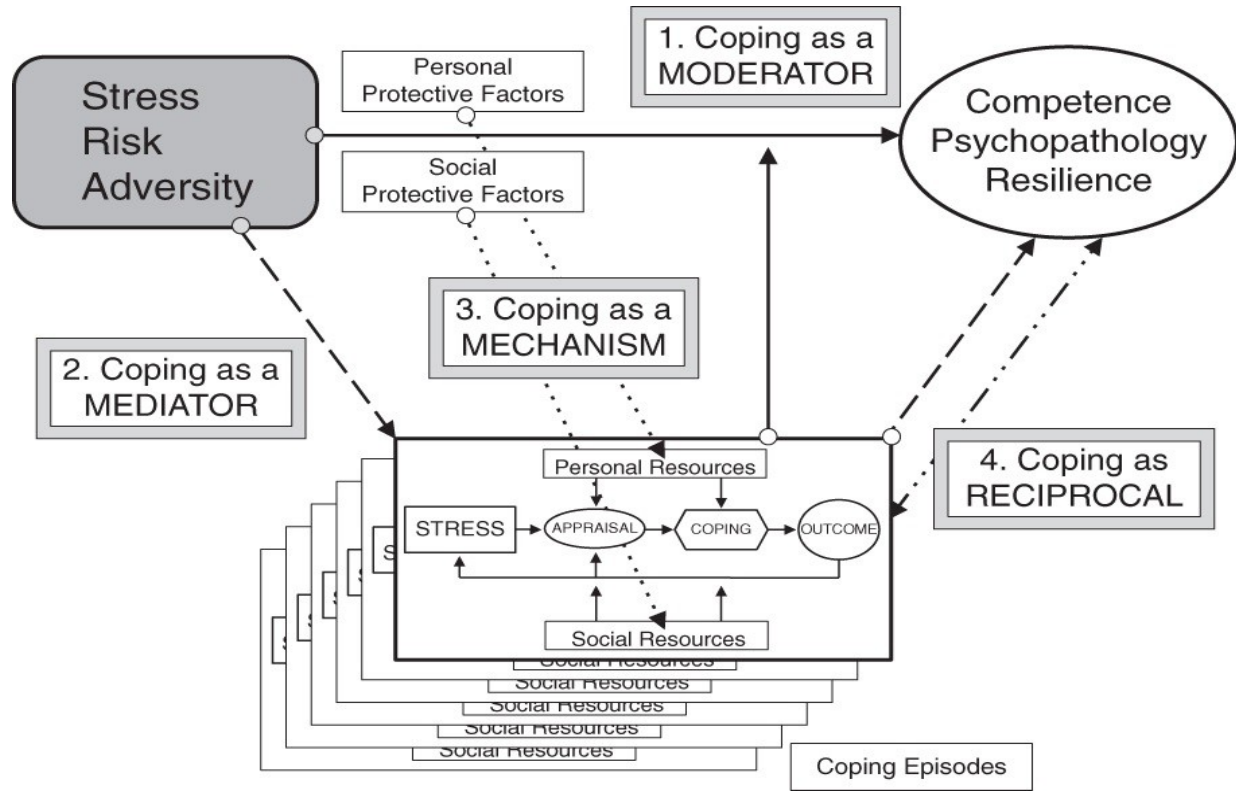
(2) Avoidance

(3) Rumination

Patterns of Coping as Correlates of Psychopathology

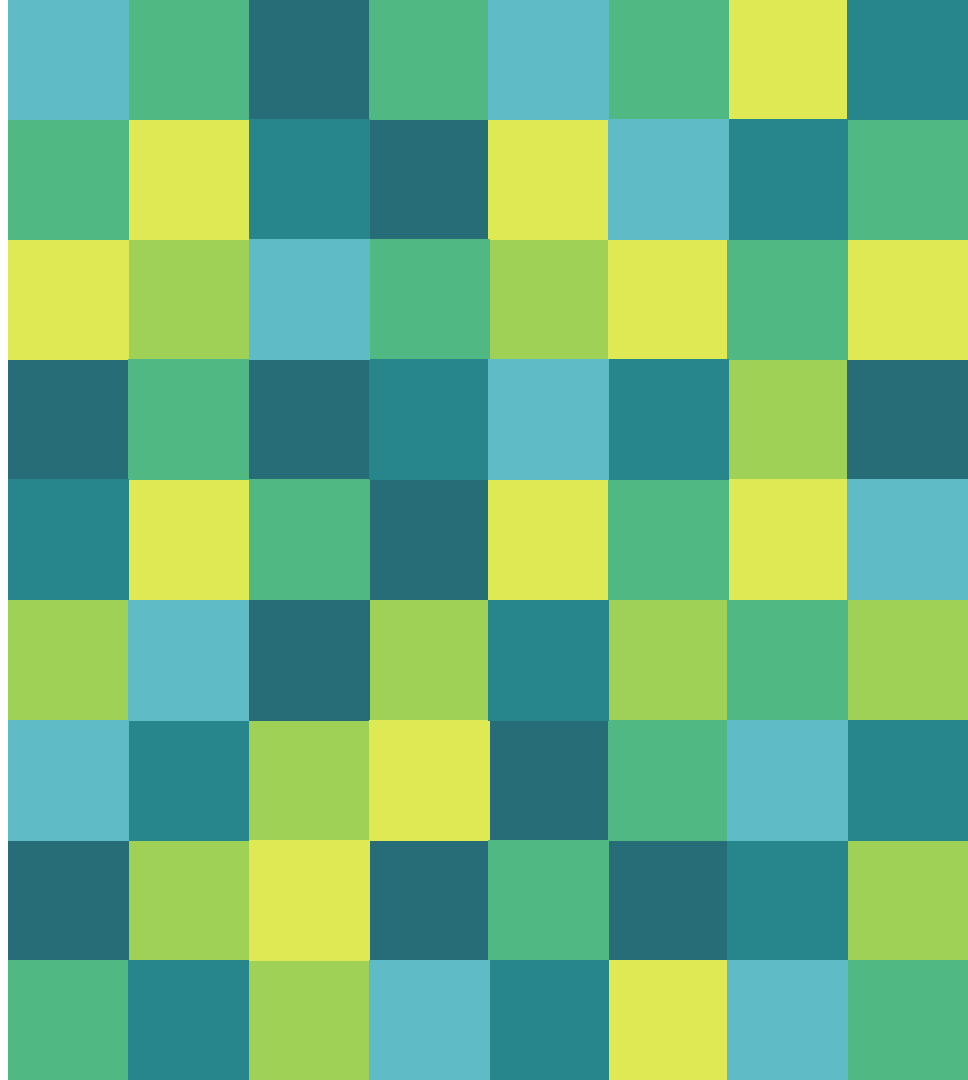
1. combinations of coping responses or coping resources
 - positive reinterpretation + acceptance may: beneficial for adjustment in uncontrollable situations
 - positive reinterpretation + active coping : beneficial to adjustment in controllable situations
- social support may be most beneficial to relieving distress in situations of low personal control

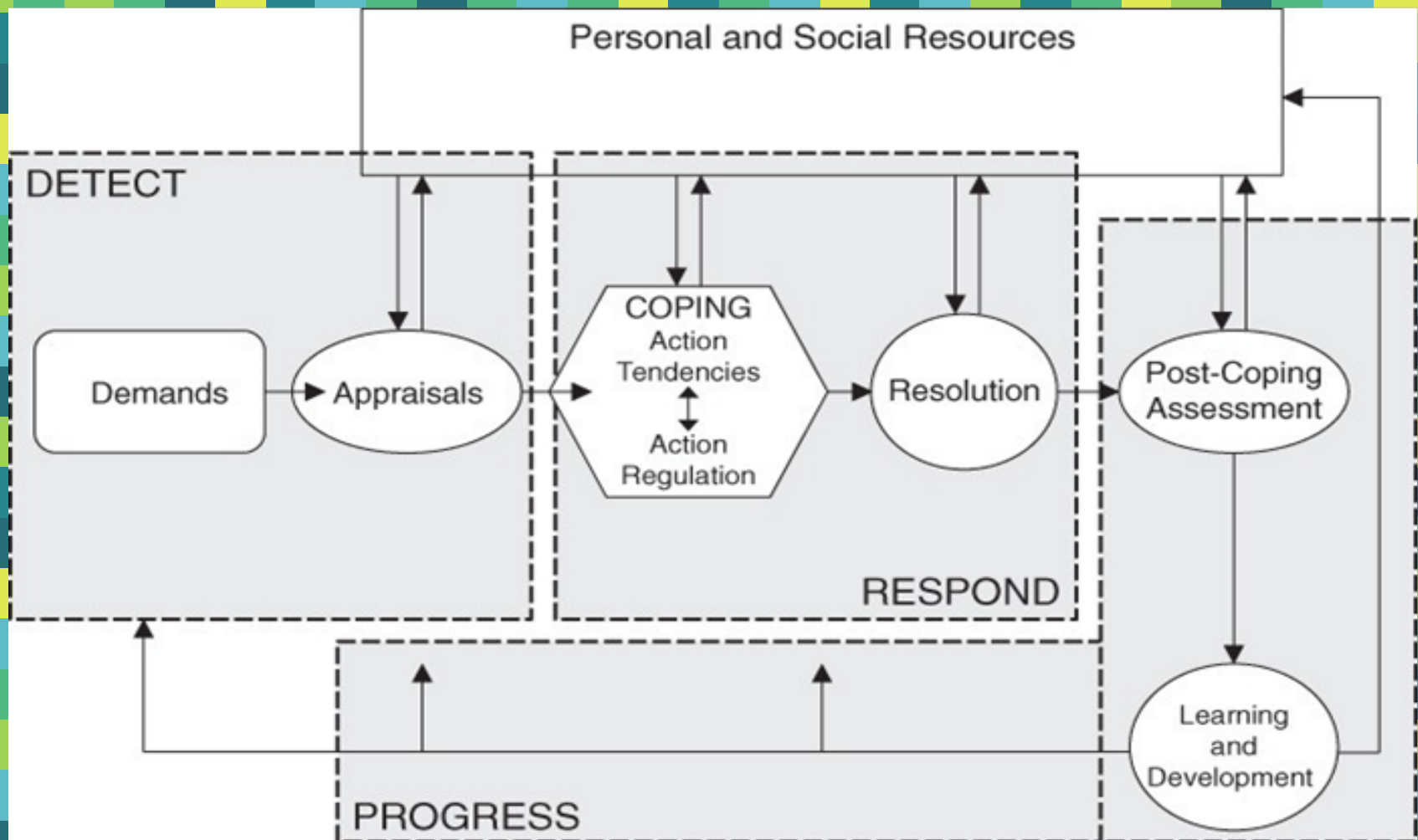
Coping in the relations between stress and psychopathology

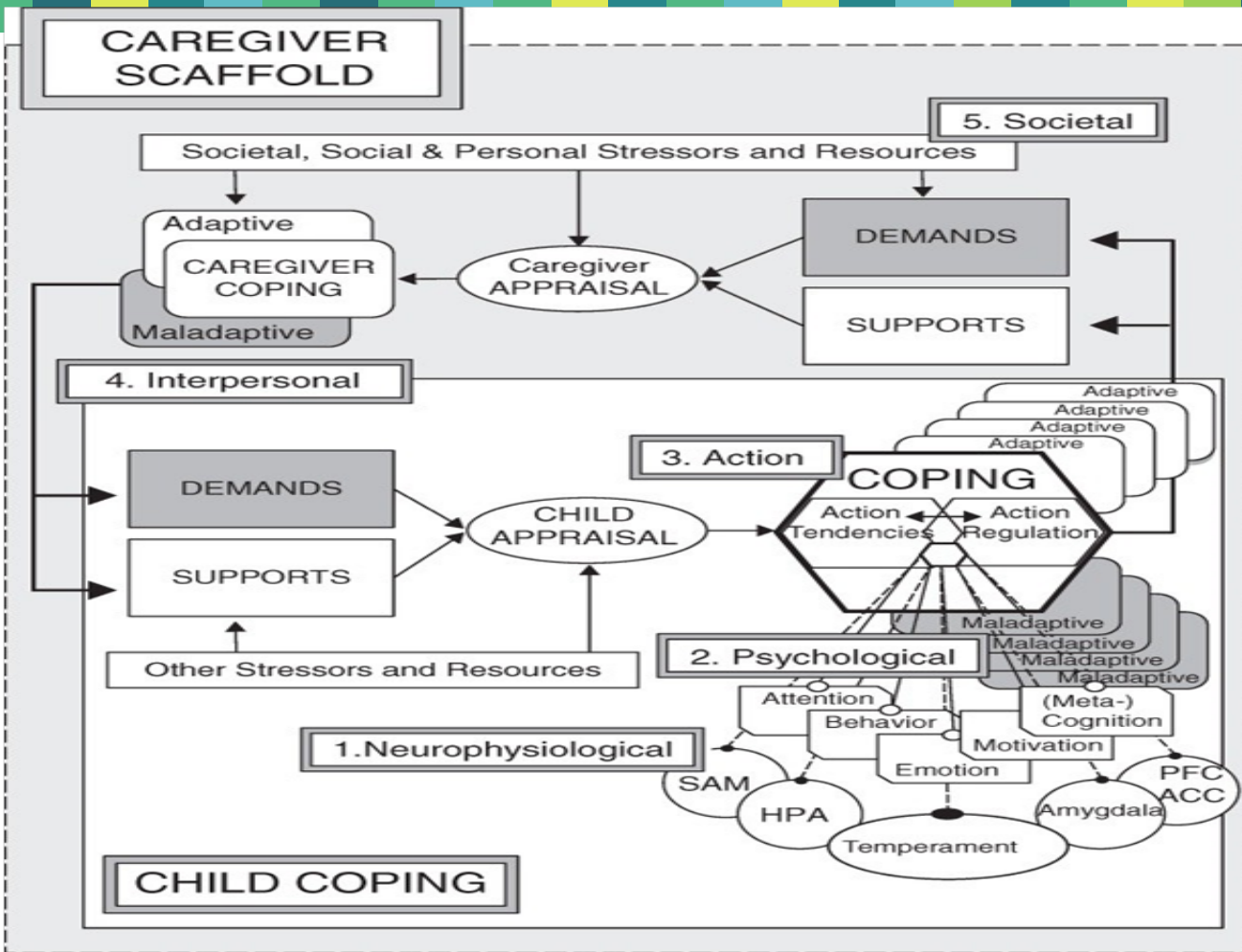


Normative Developmental Perspectives:

Coping as a Set of Basic Adaptive
Processes that Are
Reorganized with Age







Normative Development of Coping during Infancy: Implicit Coping

- initial systems that coordinate newborns' threat detection and responses are based on
 - reflexes
 - automatic processes triggered by neurophysiological stress reactivity subsystems : HPA axis

Attachment and External Coping

- physiological subsystems initially trigger automatic motor behaviors :crying
- call-and-response cycles
- what is wrong and taking action to change the stressful situation
- caregiver, using information provided by the infant, appraises the stressor, analyzes the “problem,” and responds

- repeated experiences in a secure relationship with a sensitive caregiver
 - cumulative patterns of learning, perhaps stored in the amygdala as “hot” information, may continuously downregulate the HPA axis
- neurophysiological systems go into a period of hyporesponsivity by about 3 months of age
 - resulting in a calmer and less stress-reactive state for the infant after the first few months of life

Normative Development of Coping during Early Childhood: Voluntary Coping

- Early childhood (1-4 y) : period of emotional action regulation
- Caregivers participate directly in appraisals and coping of toddlers at this age : “emotion-coaching” parenting
- shift from heteronomous regulation (guided by caregivers) toward autonomous regulation (or self-regulation)

Normative Development of Coping during Middle Childhood: Reflective Coping

- A major reorganization in the coping system : 5-7 y
- regulate their actions using reflective consciousness
- major advances in coping and self-regulation
- at the same time as maturation in dorsal ACC network

“Mental” Participation of Social Partners

- Adults active participation is successively replaced with “mental participation”
- discussions, reminders, encouragement, suggestions, and structures (e.g., routines, rules, and rituals)
- reactions of adults to children's failures
 - Children need practice with mistakes and failures in order to learn how to tolerate and benefit from the negative emotions mistakes generate

Normative Development of Coping during Adolescence: Proactive Coping

- there are developmental changes in both the bottom-up and top-down processes that shape stress and coping
- hormones of puberty : reopen the underlying stress reactivity systems (HPA axis)
 - they may become increasingly susceptible to influence from external stressors

Metacognition and Coping

- regulation under stress
 - concern for current internal action
 - external opportunities
 - Future/ long- term considerations

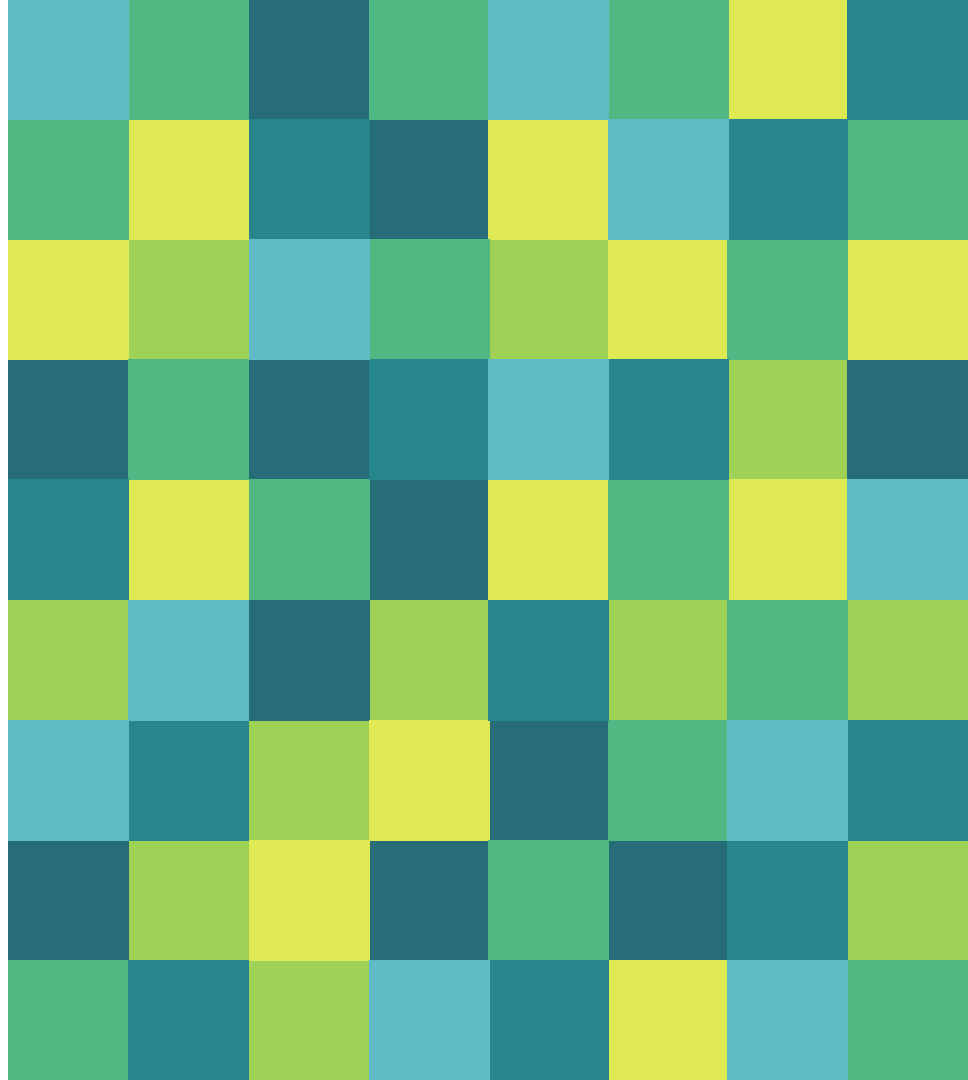
Developmental shift in coping

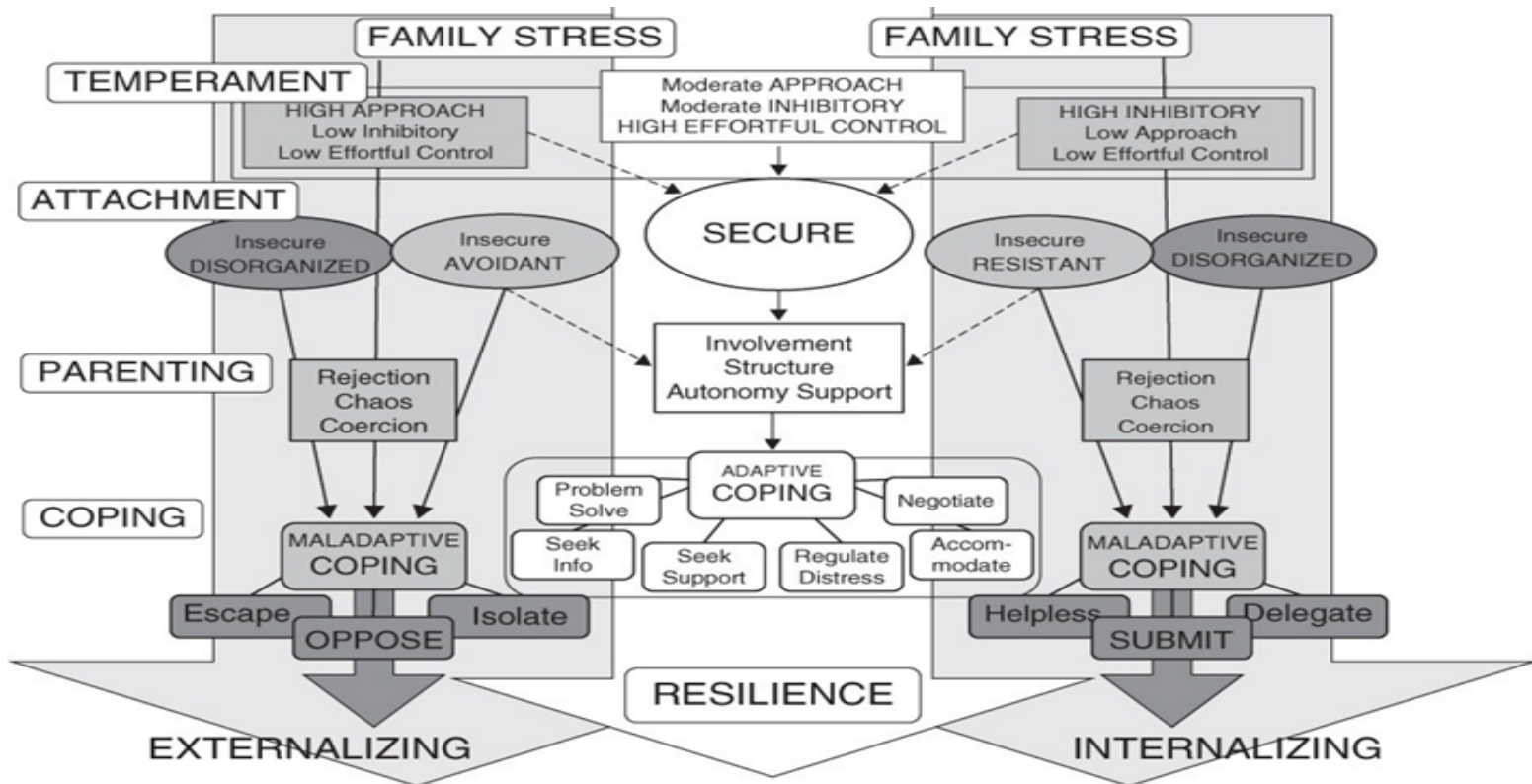
- neurophysiological and external at birth
- interpersonal during infancy and toddlerhood
- individual or intrapersonal during early childhood
- reflective level during middle childhood
- metacognitive proactive strategies during adolescence

Developmental Systems

Perspectives:

Coping as Part of Developmental
Cascades toward
Psychopathology and Resilience





Temperaments

- temperamental characteristics of newborns :
 - as neurophysiological set points for the development of their coping systems
- Inhibited “Fearful” : Internalizing Psychopathology
- Impulsive “Fearless” : Externalizing Psychopathology

Attachment

- when infants' systems are calibrated to insecure or disorganized attachment relationships
 - the coping system has received the message that the world is stressful and dangerous
 - or at least cannot be relied on to provide help or comfort when stress occur

Insecure Avoidant Attachment Relationships

- Such children would be less able to
 - express their distress
 - turn to others when they are upset or in trouble
 - benefit from support offered by others

Disorganized Attachment Relationships

- child abuse:
- caregivers not only fail to protect their infants from danger, they actually augment infants' exposure to stress by neglecting to take care of their basic needs
- internal coping systems of these infants, which must try to adapt to a dangerous and maladaptive interpersonal coping system, can become confused

Parenting

- **Warmth**: unconditional love, positive regard for the child.
- **Structure**: organized, predictable, responsive
- **Autonomy support**: trust in the child's authentic self
- **Rejection**: hostile
- **Chaos**: Parents create a context that is unstable, disorganized, unpredictable
- **Coercion**: threats of punishment and threats of love withdrawal

Family Stress

- divorce / death of a parent or sibling
 - are doubly dangerous to children
 - stress children directly
 - stress parents—and so disrupt the family system just when children need its support the most

یادی از بم و زلزله بم



وقتی خیلی ترسیدیم

مینه

همایش بین المللی روانپزشکی کودکان و نوجوانان

با تاکید بر پیامدهای روانی رویداد آسیب زا

۱۹ - ۲۰ مهر ۱۳۸۳

من از تنهایی می ترسم. من وقتی کوچولو بودم تنها در خانه بودم می ترسیدم، چیزهای ترسناکی جلوی چشمم ظاهر می شد. حتی از صدای باد شیشه ها را می لرزاند می ترسیدم و یک گوشه می نشستم، اما حالا بزرگ شده ام از چیزی نمی ترسم حتی از فیلم های ترسناک هم نمی ترسم.

عاطفه ترکمان آذین

۱۰ ساله

از ایلام

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

وَهُوَ: (وقتی خیلی ترسیدم)

از تنهایی من ترسم که من وقتی کوچولو بودم تنها در خانه بودم می ترسیدم،

چیزهای ترسناکی جلوی چشمم ظاهر می شد حتی از صدای باد

شیشه ها را می لرزاند می ترسیدم و یک گوشه می نشستم، اما حالا

بزرگ شده ام از چیزی نمی ترسم حتی از فیلم های ترسناک هم نمی ترسم

۱۰

عاطفه ترکمان آذین

از ایلام ۱۰ ساله

مرکز فرهنگی و هنری شماری ۱۰

وقتی که خیلی ترسیدم از زلزله ترسیدم که من و مادر و پدر و خواهرم زیر آوار بماندیم و دیگر بیرون نیاییم و همان جا جان بدهیم.

...
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...
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فاطمه کریمی
کلاس: دوم دبستان

و وقتی که خیلی ترسیدم از زلزله ترسیدم که من و مادر و
پدر و خواهرم زیر آوار بماندیم و دیگر بیرون نیاییم و
همان جا جان بدهیم

اسم: فاطمه
نام خانوادگی: کریمی
کلاس: دوم دبستان



Thanks!