Caring for the Community: Mobile Crisis Intervention Services & Clinical Best Practices
Room: TA 222
Options are often limited when someone experiences a crisis. Mobile Response Teams in Florida are designed to provide 24/7 on-demand crisis intervention services in the community. They are designed to address a variety of presenting concerns, including suicidal/homicidal ideation, mental illness, family/peer conflict, and other disruptive behaviors. Services include evaluation and assessment, development of safety/crisis plans, crisis counseling, education, development of coping skills, and linkage to appropriate resources. Mobile response services are available by trained crisis interventionists who work to deescalate crisis and work to develop strategies for future crises.
*Melissa Justis, EdS & Kristin Hummel, EdS, Alachua County Crisis Center

The Adventures of First Year School Counselors
Room: TA 301
First year school counselor? Trying to figure out how to define your role, advocate for your position, and find work-life balance? The first year of school counseling can be daunting at every level. We know this firsthand and can provide insight into common obstacles such as; advocacy, defining your role, ethical issues, working relationships, and practicing self-care. You will leave us with a “first year toolbox” of ideas and suggestions to help you feel more confident and in the know when it comes to school counseling; something we wish we would have had but comes with experience. Our presentation will give you not only the tools to succeed, but excel in your first year of school counseling.
Chloe Farrell, MA & Kristin Bider, MEd, Orange County Public Schools (FL)

The Role of Mental Health Counselors in Integrated Behavioral Health
Room: TA 302
Clinical mental health counselors play an essential role in integrated behavioral health in primary care settings. Attendees will learn about common mental health problems seen in primary care settings, team-based care, advocating for the patients’ mental health needs, and advocating for mental health counselors in medical settings.
Alexander Fields, MA, NCC, K. Dayle Jones, PhD, LMHC, NCC, Niko Wilson, MA, LMHC, NCC, & Emel Bihorac, BS University of Central Florida

Responding to the Needs of Children after a Disaster: What the Child Survivors of the 2004 Aceh Tsunami Tell Us about Their Experiences
Room: MIRC Gallery
Children are usually the most affected and most vulnerable age-groups prone to disasters. Disasters cause distress or even severe distress to children. They have a serious impact on the mental health, and social functioning for years afterward. Even though children are vulnerable and are often portrayed as fragile, passive and incapable, they demonstrate extraordinary capacities to assist themselves and maybe others in adversities. Children have voices and we need to learn to assist them better by listening to what they have experienced, what enables them, what kind of support they need most and what they need to learn to be more prepared for the future challenges and possible new or returning adversities.
Maila Dinia Husni Rahiem, PhD, UIN Syarif Hidayatullah Jakarta

*Invited Presenter                  TA = Teaching Academy                MIRC = Morgridge International Reading Center
Saturday, January 25, 2020
60-Minute Content Sessions
3:30 p.m. – 4:30 p.m.

**Whose Anxiety Is It Anyway: Understanding and Treating Anxiety Through Improv**
*Room: TA 117*

Anxiety. Hearing the word can bring varied reactions based off your own knowledge, experience, and approach. Has the thought of using improv ever shown up in your treatment plan? If not, this presentation might offer some valuable insights. While you don’t have to be “funny” to treat anxiety or even to do improv, you will learn to embrace the “failure” in daily experiences. Learning to embrace the present moment with spontaneity will allow you the opportunity to explore your past. Improvisation in therapy is not about comedy but, setting the stage to understand where our anxiety stems from. This interactive session offers both practical and conceptual approaches to therapy and daily living.

Bri Franklin, MA, University of Central Florida

**Mindful Self-Compassion in Clinical Practice: A Step by Step Intervention to Enhance Clients’ Emotional Resilience**
*Room: TA 130*

The practice of Mindful Self-Compassion can transform lives! It is revolutionizing self-care in mental health counseling. Mindful Self-Compassion is a new skill-building practice to cultivate inner strengths while attending to difficulties with understanding and kindness. Participants will learn how to teach clients the skills of mindful self-compassion to help them with their negative destructive thoughts. Through an experiential lecture, participants will learn that Mindful Self-Compassion is not sainthood, self-indulgence, or self-pity. The main learning outcome is about finding new ways to relate distress by reconnecting with the self and others in order to ease pain and gain greater emotional resilience, and well-being. Mindful Self-Compassion practices are empirically supported by the groundbreaking research of Kristin Neff and the clinical expertise of Christopher Germer. It includes the latest techniques from the science of well-being and positive psychology.

Coralis Solomon, PhD, LMHC, NCC, Troy University

**Liberation as the Commitment of Critical Transformation: How "Waking Up" to Injustice Influences Multicultural and Social Justice Competency of Counselor Trainees**
*Room: TA 201*

Graduate counseling programs across the U.S. have made commitments to prepare counselor trainees to work with diverse clientele. A strong focus on multicultural competence training has existed for over twenty-five years, however, few counseling graduate programs have integrated both multiculturalism and social justice training as part of the course curriculum. This presentation discusses the findings from a qualitative research study on counselor trainees experiences of “waking up” within critical incidents and how critical incidents influenced them to study multiculturalism and social justice in counseling.

Falon Thacker, PhD, University of Central Florida

**Educating, Engaging, and Empowering Students with Disabilities: A Psychoeducational Approach**
*Room: TA 202A*

“The more you know,” - NBC. "Knowledge is power.” - Sir Francis Bacon. "Know thyself." - Socrates. We have learned the key to self-concept, self-determination, and self-advocacy is knowledge, and most importantly, knowledge of oneself. Too often, students with disabilities attend IEP/Transition meetings with no real concept of their own disability, what it means, or how it translates to accommodations and services. Session attendees will explore common disabilities in the general education environment, investigate research on self-concept and achievement for students with disabilities, and discuss ways to educate and support students with disabilities through a psychoeducational approach.

Lindsey Pike, MSW, University of Central Florida

*Invited Presenter

TA = Teaching Academy  
MIRC = Morgridge International Reading Center*
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Children are usually the most affected and most vulnerable age-groups prone to disasters. They are vulnerable before, during and after disasters. Disasters result in ongoing disruptions of their lives, from families, schooling, housing, healthcare, friendships and other key areas of their lives; children face the risks of separation from guardians, long-term displacement, injury, illness, and even death (Fothergill & Peek, 2017). Disasters cause distress or even severe distress to children. Disasters affect the mental health and well-being for years afterward (Bryant et al., 2017). Disasters have a serious impact on the mental health and social functioning of children (Norris et al., 2002). The psychological impacts vary across a range of harshness, extend along a wide timespan, and relate to the nature of the event; most persons rebound quickly, while others progress to psychopathology including PTSD, major depression, anxiety disorders and even substance abuse (Schultz et al., 2013). Natural disasters impact children’s long-term learning abilities (Gibs et al, 2019). Disasters may decrease school performance, regress child behaviors and increase aggressive play (Norman, 2011).
Even though children are vulnerable and are often portrayed as weak, fragile, passive and incapable, they demonstrate extraordinary and sometimes unnoticed capacities, skills and abilities to assist themselves and maybe others. Children have special needs and may require different kind of support than adults, but they have the capacity within themselves that enable them to contribute to disaster preparedness, response and recovery activities (Peek, 2008). Anderson (2005) contested that children should actively contribute to planning, preparedness, and response and recovery efforts. Children are creative and active human beings and they could be involved and potentially support families and community preparedness and recovery activities. Children who are able to bounce back after adversities have more resources within themselves, their families and communities (Osofsky & Reuther, 2013). We must improve their access to resources, empower them to be able, and to support and encourage them to bounce back and even bounce forward after the disasters. Children are not just a small adult; they have voices and we need to learn to assist them better by listening to what they have experienced, what enables them, what kind of support they need most and what they need to learn to be more prepared for the future challenges and possible new or returning adversities.

In this research, we studied children’s experiences facing disasters and their perspectives on what they needed most during and after disaster and what they suggest to prepare children to be ready or more aware about in facing disaster. We used the case study of Acehnese children who survived the 2004 Aceh tsunami. We interviewed 27 child survivors who were all aged 6-12 years old at the time of the disaster. They had lost one or both parents and experienced terrible tragedy when the tsunami happened. Some of them managed to successfully gain bachelor degrees, while some could not finish elementary school. There are those who now have good professions and income, while some are jobless. Some of them know
what to do in their life and some do not know. Some of the victims had great family and community support after the disaster, while others struggled and were left alone to fend for themselves. These background differences, and what they are today, will be presented with their stories. The study aims to better understand the child survivors’ perspectives of what is important and needed to help support children during and after of a disaster.

References:


Responding to the Needs of Children after A Disaster: 
What the Child Survivors of the 2004 Aceh Tsunami Tell Us about Their Experiences.

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Children are usually the most affected and most vulnerable age-groups prone to disasters.
They are vulnerable before, during and after disasters.
Children have special needs and may require different kind of support than adults, but they have the capacity within themselves that enable them to contribute to disaster preparedness, response and recovery activities (Peek, 2008).

Because children may not be able to communicate their symptoms or feelings, they can suffer serious emotional effects after disaster.

Because children generally depend on adults for transportation and often spend most of their days away from home, they may be separated from their families for an extended time after disasters.

Some very young children, and especially infants and toddlers, may need complete physical protection in a disaster.

Because children breathe in more air for their size than adults and are lower to the ground, children may be more exposed to toxic or harmful materials.

In 2016, 41 percent of children in the United States were living in low-income families classified as “poor” or “near poor.” Often, those children experience other forms of social vulnerability related to race, age, household composition, and other factors.
Anderson (2005) contested that children should actively contribute to planning, preparedness, and response and recovery efforts. Children are creative and active human beings and they could be involved and potentially support families and community preparedness and recovery activities.
We must **improve their access to resources, empower them to be able**, and to **support and encourage them to bounce back and even bounce forward after the disasters**. Children are not just a small adult; they have voices and we need to learn to assist them better by **listening to what they have experienced, what enables them, what kind of support they need most** and what they need to learn to be more prepared for the future challenges and possible new or returning adversities.
The study aims to better understand the child survivors’ perspectives of what is important and needed to help support children during and after a disaster.

Some of the victims had great family and community support after the disaster, while others struggled and were left alone to fend for themselves. These background differences, and what they are today, are presented with their stories.

Some of them managed to successfully gain bachelor degrees, while some could not finish elementary school. There are those who now have good professions and income, while some are jobless. Some of them know what to do in their life and some do not know.
Narrative inquiry is initiated with respect for the experiences told, and narrative inquirers explore both individuals as well as the social, cultural, and institutional narratives within which those experiences are composed, conveyed, and passed (Lessard, Caine, and Clandinin, 2015).

Narrative inquiry was used in our research to capture and analyze the human experience of the child survivors of the 2004 Aceh tsunami. We collected stories from twenty-seven survivors. They are now teenagers and young adults, yet they were 6 to 12 years old at the time of the 2004 catastrophe. They all either lost one or both parents in the tsunami, and they are from two regencies in the Aceh province: Banda Aceh and Aceh Besar. We asked the survivors to share their experience of living through the tsunami.
So, at the time of the earthquake, the time was around... hmmm... morning yes... at about 9 o'clock. At that time, we were playing at a friend's house... she was a relative of mine. The first time we felt anything, people shouted, “Earthquake, earthquake!” I was watching TV together with friends, because it was Sunday, so we usually got together. When the earthquake happened, it sounded so loud. After that, we went out from the house. We all left and returned home. When I arrived home, I saw Mom was calm and sitting down. Then... about 15 minutes later, I heard so many people shouting and screaming. I tried to close my ears, because there was this huge noise, like an explosion. We all capped our ears. Fifteen minutes later, people were running around, shouting about the rising water! At that moment, I saw my brother had run away, but I was still at home. Then my mum said, “LA off you run.” So, I stood confused in front of the alley (their house has an alley/narrow street infront). I stood there confused, while my brother yelled, “LA run!” My parents stayed with me. So, I ran. I got separated from my brother, and then I was hit by the water... I don't know what happened after that.
DISASTER PREPAREDNESS PLANNING IS IMPORTANT

DISASTER DRILLING/ PREPAREDNESS PRACTICE AT SCHOOL

DISASTER FAMILY PLAN

DISASTER EVACUATION ROUTE

CONFUSED

RUN? Where?

FOLLOWING INSTRUCTION

READY, SET, GO!
Children’s experiences facing disaster

No! I was still drowning in the water... but, while in the water I regained my consciousness, and so I went up a banana tree... and waited there on my own.

No one... (silent) ... I was all alone... then I kept walking and found a house that was packed with people. There were my relatives there. I found my brother too.

Yeah, I was looking everywhere, looking with my friends, asking people if anyone had seen my mother. I spoke to my brother as soon as I saw him, he said nobody had seen them.

I lost my parents and two sisters in tsunami. The only body that was found, was my father (sobbing)... behind... we found him behind this house. That was one year after the tsunami, we just found him one day.
ALONE
LOOKING FOR FAMILY MEMBERS
LOOSING BOTH PARENTS AND SIBLINGS
NOT KNOWING WHAT TO DO

AFTER DISASTER

COMMUNITY SAFE PLACE
MEETING PLACE
SHELTER

so, what is this?

SURVIVE
We wanted to swim, it was a Sunday, as like other Sundays, our family went to the beach. At the time of earthquake we were still on the way there, in a small bus. We quickly got out from the small bus and started to walk home, there were no motorbikes or cars that could use the street because some of the power poles had collapsed closing the road. There were some houses which had collapsed also. We managed to make it back home though, but when we arrived our father was missing. My mother and older brothers were there however. We began looking for my father, but not long after we started the water rose up. We did not know about tsunamis at that time, we just knew, le rayeuk which in Achenese means water rising up. Right after we saw that, we ran. We all ran. Unfortunately, mom had a disease, gout, so she could not run. So, I was at the back with my sister and mother. We could not run fast. My older brother was much faster and was in front of us. My mother told me to leave her and just run. The water was so high, really high, I don’t know how many meters. It was just so high!
NOT KNOWING WHAT TO DO

RUN

DISASTER KNOWLEDGE

PREPAREDNESS

I don’t...

WHY?

PLAN

PRACTICE

PREPARE
I could see it very clearly, the first wave was black, it was muddy water, which was what made the water a bit warm. Then I heard the sound of broken timber, the wood was cracking and breaking (imitating the noise the wood made). The wood was all around, I couldn’t really see, the water was so high too. I was swept away by the water, all of us were, but, I still held my mom’s hands, I held her. I saw there was a big log about to hit my mom’s hand, so I released her hands from mine, we were separated; I only could grab her hair, but her hair was slippery, and slowly, very slowly, I released her hair from my hands, we were separated, my mother and I.

I was the last one, I only could hold her hair. But, then I was swept away by the water. I was conscious, hmm, but what I can say, I felt, hmm, I was confused.

I was confused, there were lots of things in the water, logs, tin roofs, I became forgetful, confused. I knew I was in the river, Sungai Aceh; I wanted to go to Pantai Perak (a supermarket) because I thought it would be safe there, I knew where it was, but I got confused which way to go. Finally, I arrived in Pantai Perak, swept away by the water on top of a tin roof, carried by the water, I was with an old woman on that tin roof, I did not know who she was, I don’t really remember, I was still very young, then I saw a young man, I asked him to help me.
Children’s experiences facing disaster

Yes, I asked him to help me. He was in a boat, a rowboat. He helped me, he put me in a box, yes, it was a fish box used for storing the fish after he had caught them, it kept me floating, and he tied the box with a rope to his boat. So, I was in that box with that old woman, a grandma, the box was then pulled along by his boat. Then the man took me to a roundabout in front of the military hospital. There were many tsunami victims there, they helped us there, we were there altogether. They gave us drinking water after a while, but at first they did not give us water. I remember asking for water, “Please give me some water, I am so thirsty and my body is warm.” “No, not yet,” the military officer replied, He told me to wait until I had vomited, because my stomach was filled with the muddy water, “I’ll give you water after you have already thrown up.” I could not throw up, even though my stomach was full with muddy water.

Yes, I was just waiting until I could throw up. Then, I smelled something disgusting. I have no idea what it was, but it helped me to throw up, and then after that I was given some water. One bottle of drinking water (600ml) needed to be shared with others, because it was a drinking water crisis. Not long time after, the army officer carried me and took me into the hospital, he found a bed, but there was a woman in that bed, he put me into that bed anyway with that woman, on one mattress, because the hospital was overcrowded. Under our bed there were actually other tsunami victims, they were adults, they put children on the beds.
Children’s experiences facing disaster

I had a fever. Moreover, it was so cold in Mata Ie. We were not used to the colder temperature. They gave me medicine and offered me surgery for my injury. I said no. I was still scared. Finally, after a while I became brave enough and was ready for surgery. We stayed in Mata Ie until we received the aid house.

Yes, it was my destiny. I shouldn’t have survived, but I was saved thanks to the roof. Yes, I was in the water, hitting debris, wood, a tin roof... (showing the scar on his forehead). I lost my mother, sisters and brothers. I left with my dad and three brothers. We lost our house. Yes, everything... there was nothing left... the house and everything we had inside. Two weeks after the tsunami my dad and brother brought me to where our house was. But, there was nothing left. Only wood, the tin roof, and debris.
Children’s experiences facing disaster

School was still not running. Months after the tsunami, school started again. It was just a temporary school under the tent. I remember I spent my time in the tent. Nothing much to do. There were those Singaporeans (aid workers), they gave us toys, entertainment, food, I guess as a way to help us forget about the incident. There were earthquakes, and a few times aftershocks. We still cried a lot, we were very young, these people (Singaporean aid workers) entertained us; they did many things.

There were a few of my friends who survived. But many passed away. Many of my classmates I have never seen anymore. There was one classmate who survived the tsunami that I met. That’s all.

I was still wounded at that time. My chest hurt because it was hit by the log, and also I drank that muddy water while in the water. I was hit by the tin roof also on my forehead. I was severely wounded. Those Singaporeans took care of the wound, cured me, and provided medicines. It took quite a long time to fully recover.
I was still very young. So, I didn’t... well there was so much entertainment. So, I slowly forgot... I mostly remembered my mom before bed, I remember her, I was sleeping with my brothers and dad, I felt uncomfortable, I remembered her. During day time, we were busy playing, and did activities together, like going fishing, to Mata le, lots of thing we did together in the daytime.
So, I stayed with other relatives. They brought me to southern Aceh. There, I stayed for one year, then I came here (back to the village), but only stayed for a month before I moved to another place. But, in the new place I stayed for less than a week, because this person could not afford to look after me; they had no money. So, then I moved somewhere else with a relatives family from my father’s side. It was called Pekanbada. I stayed there for a year. Then that family moved out of town, to Jakarta. So, I was handed over to another member of father's family. Overall, I lived in Pekanbada for four years. But, then, after four years, due to their economic circumstances, they said they could not afford to pay for my schooling, so I finally moved again; back to this village. At that time, I was in the third grade of junior high school, just starting to study at that level. It was 2010, but because my brother wasn’t working yet, so he could not afford to pay the living costs for me. He asked me to stay with another relative, but still in this village too. I lived there, from grade 3 junior high, up to grade 2 senior high school. But, then I decided to stay alone; I did not want to stay in someone else’s house anymore. Enough...

I want to live, hmmm, that’s what drove me to come back here, I want to live independently, without depending on other people, without moving from one house to another, being escorted and picked up, I felt like a piece of merchandise, an item that was borrowed and traded (laughing).
At that time I was at someone's house, in South Aceh. I felt sad. The other children got new clothes and gathered with their families. At that time I could only watch the happiness of other people (crying).

I was staying with my uncle's family. I was only a small child. I did not get any affection. At that time, I saw the uncle's daughter was playing with him. I was in grade 4 elementary school, they were playing, joking. I could only watch, even though I wanted that also. I saw my cousin being picked up and carried by my uncle. I wanted it too – I was used to, or expected attention, so I asked to be picked up. But, I was told, "Why do you ask to be picked up by someone else's father? You're grown up, you should not ask for attention by asking to be picked up like that. You've grown up; my daughter is picked up by her own father, while you are not his daughter!" Well, from then I.... (Sobbing). I understood. I was alone.

At that time, it was difficult, when my parents died, the different affection I received from what I usually got. I only saw it. Only one thing made me strong, God, that's all. When I was grieving, or sad, then I just locked myself in a room. Lia felt safe in that locked room, I was alone; I was free to do anything.
Maybe in every human, there is a feeling of anger, but I always brush it off. Maybe God gave us, hmmmm, we do not know, God gave us a test, surely in the end God will give us happiness. There is wisdom behind all that. So, I take it as it is, hmmmm, if God gave this, or God tested me, then yes, I become more resilient, so it’s like that.

No, this is just the result of my own thinking. I learned from a young age that God is everything, the only one. So whatever happens, because we've underlined, I mean, our life has been underlined, what happens to us; it is God who governs it. So, why should we complain about this? We become useless, when God has made us, all of us. So, God knows what is best for us. Maybe we like something, but that's not good for us, so why do we complain? (laughing)

No, not from anyone, because I like to keep myself to myself, maybe. I just thought, there is only God. So, what happens to us, God rules this all. So, why should we complain? That is a waste. It makes us more sinful, after all, isn’t it bad, to hate something?

Those who died, died as martyrs... heaven waits for them
Yes, it was many months before school started again. I was mostly with my friends during daytime. But they had their moms who brought food for them. I queued up for the food, all by myself. I took care of everything myself.

There were some women who helped me. There was the father of my brother in law, and some other relatives also. They will come to me if I cried, they calmed me down, helped me to sleep, or played and entertained me, so I would not remember...

We were also crying. We remembered the event and there were some aftershocks that made us scared also. These women calmed us down, gave us food, like Milo. They gave us food and snacks.

Those Singaporeans, they cured us. They checked our body, gave us medicine, they used a tool and put it inside my ears, I don’t know the name, then they gave us gifts, like candy or ice cream.
I...Not so much remember the tsunami. I was busy playing, there were lots of games. Not long after, my dad remarried, so there was someone who cooked and took care of me. I have step siblings. They are now living in the same village.

**I never talked to counsellor or psychologist.** Never. But, I did talk with reporters, yes... I talked with a reporter. He asked me about what I experienced in the tsunami. Oh, there were also other people who asked me questions. For example: how did the tsunami happen? What is the name of my mother? This made me so sad. They provided us entertainment, so we didn’t remember it anymore, not traumatized again. Oh, and there was an earthquake simulation, tsunami simulation; we should hide under a table if another earthquake happened.
It would be a very different life. I would still have my siblings, and my mom. It is family that motivates us. Giving us hope.

I still have that sad feeling, but it slowly disappeared. It felt easier after graduating from elementary school. I actually started to work since I was in elementary school. At the age of 9, I started to work. My first job was in the barracks, in Mata le.
I: If we think about it, from your perspective as a child when the tsunami happened, tell me what do you think children needed and helped them the most during the immediate aftermath? What were your most anticipated activities at that time?

R: Toys and games, and food.
SCHOOL
CARE
FEMALE
SIGNIFICANT
ADULT
GIFTS
TOYS
GAMES
FOODS
PLAYING
WORK
SCHOOL
GAMES
FOODS
TOYS
GIFTS
CARE
FEMALE
SIGNIFICANT
ADULT
MOTHER
PREPARING
MEDICAL
SUPPORT
MOTIVATION
NO
TRAUMA
SAD
GET
OVER
IT.
HOPE
Children who are able to bounce back after adversities have more resources within themselves, their families and communities (Reuther & Osofsky, 2013).
Suggestion to help children after disaster

Grieving is communal
- SUPPORT GROUP
- UNDERSTANDING
- FEELING
- SAY IT!

ACEH

COMMUNITY

MOTHER FIGURES
- WOMEN ROLE
- WOMEN IN COMMUNITY

HELP AND SUPPORT

Affection

ACCEPTED
Suggestion to prepare children to be resilient

ACEH

Integrity
A child is a human

The Dependent Independent
Suggestion to help children after disaster

NORMALIZING LIFE

GAMES BACK TO ROUTINE
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