

Army Reserve Child, Youth & School Services

SYMPTOMS AND STRENGTHS OF DEPLOYMENT AND TEACHER INTERVENTION STRATEGIES

SYMPTOMS OF DEPLOYMENT-RELATED STRESS IN THE CLASSROOM

- ◆ Difficulty concentrating in school
- ◆ Unable to complete normal classroom assignments and activities
- ◆ Continued high levels of emotional response such as crying and intense sadness
- ◆ Appearing depressed, withdrawn, and non-communicative
- ◆ Expressing sad or violent feelings in conversation, writings, or drawings
- ◆ Intentionally hurting self or at risk for hurting others
- ◆ Gaining or losing a significant amount of weight in a short period of time
- ◆ Decreased care and attention to personal appearance
- ◆ Displaying symptoms of drug or alcohol use/abuse



TEACHER INTERVENTION STRATEGIES

- ◆ **Focus on students and the classroom learning environment**
Maintain routines and emphasize the importance of learning. Allow time to attend to the needs of students.
- ◆ **Provide structure**
Maintain a predictable schedule with clear behavioral guidelines and consequences. When a student is experiencing distress, find an appropriate time for the student to share feelings, needs, and fears.
- ◆ **Maintain objectivity**
Respond in a calm and caring manner. Answer questions in simple, direct terms. Regardless of political beliefs, refrain from expressing personal opinions.

CONTINUED ON BACK 

CYSS Mission: To support readiness and quality of life by reducing the conflict between military mission requirements and parental responsibilities



This information has been provided by Army Reserve Child, Youth & School Services.
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◆ **Reinforce safety and security**

After classroom discussions, end with a focus on student safety and the safety measures being taken on behalf of their loved one and others.

◆ **Be patient and reduce student workload as needed**

Expect temporary slow downs or disruptions in learning when a deployment occurs.

◆ **Listen**

Be approachable, attentive, and sensitive to the unique needs of students coping with deployment and family separations. Take time to acknowledge the deployment and answer student questions in a factual manner.

◆ **Be sensitive to language and cultural needs**

Be aware of, knowledgeable about, and sensitive to the languages, values, and beliefs of other cultures. Inquire about school, community, and military resources available to assist.

◆ **Acknowledge and validate feelings**

Help students develop a realistic understanding of deployment. Provide reassurance that feelings of loss, anger, frustration and grief are normal and each individual adjusts at a different pace.

STRENGTHS RESULTING FROM DEPLOYMENT

Increased maturity
 Emotional growth and insight
 Greater independence, flexibility, and ability to adapt to change
 Ability to adjust to separations and losses
 Strengthened family bonds
 Awareness and understanding of importance of civic duty



Information adapted from *The Emotional Cycle of Deployment: A Military Family Perspective* (2008) by LTC Simon H. Pincus, USA, MC; COL Robert House, USAR, MC; LTC Joseph Christenson, USA, MC; and CAPT Lawrence E. Adler, MC, USNR-R and *Educators Guide to the Military Child During Deployment* (2011) by Educational Opportunities Directorate of the Department of Defense and the National Traumatic Stress Network.



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