Interventions with Continuous Traumatic Stress of Discrimination in Youth

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INTERVENTIONS WITH CONTINUOUS TRAUMATIC STRESS OF DISCRIMINATION IN YOUTH

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The Problem

• Continuous and Present Traumatic Stress (CTS) is different from traumas that happened in the past.

• Traumas enacted by institutions and systems (for example, Japanese internment after Pearl harbor and recent backlash against Arabs and Muslims especially after September 11) are different from traumas enacted by individuals or Nature.

• Continuous traumatic stress can emanate from either source: Individuals (interpersonal), nature, institutions (intergroup), or / and systems (intersystem) (Kira, et al., 2013).

• Trauma-focused cognitive behavior therapy and most other evidence-based interventions focused on past traumas, perpetrated by individual or nature need to be modified for different continuous and present traumas and their cumulative dynamics of proliferation, stress generation (Murray, Cohen & Mannarino, 2013).

• In this presentation, we propose some guidelines in adapting interventions with continuous Traumatic stress, and propose a flexible model with different six components that can be provided in flexible sequence of six to eight individual or group sessions (Kira et al., 2012).
Continuous and Present Trauma – focused cognitive behavior
Interventions include:
• individual and/or
• Group Therapy
The new modified intervention in both individual and group therapy with youth can include:
1. Prioritize Safety and address current and ongoing threats and dangers: by behavioral skills training: problem solving, assertiveness, anger management and emotion regulation.
2. Psycho-education on continuous traumatic stress and cumulative and proliferation and stress generation dynamics.
3. Identity work and identity development.
4. Stimulating “will to survive” and related meaningful effective coping strategies (e.g., religiosity, seeking and providing social support, political ideology, active civic participation and or resistance.
5. Inoculation against stress proliferation and accumulation dynamics. Train to identify and disrupt such existing dynamics.
6. Advocacy, empathy and understanding.
**First and Second Session**: Addressing current and ongoing threats and dangers

1. **Distinguish Real Danger and challenges**
2. **Facilitate addressing effectively real dangers**
3. **Practice Life skills Training:**
Life Skills Training

• Problem solving
• Assertiveness Training
• Anger management and Emotion regulation
• Enhancing participation and engagement
Third Session

Psycho-education on continuous traumatic stress and cumulative and proliferation dynamics may include:

1. General development-based trauma framework (e.g., Kira, et al., 2013).
2. Specific continuous traumas for the targeted group or individual (e.g., discrimination).
3. Resiliency, will to survive and coping skills.
4. Dynamics of trauma proliferation, stress generation, and accumulation and tolerance and resiliency thresholds.
Fourth Session: Identity

work and youth identity development may include:

1. redefinition of identities:
   a) Gender identity
   b) Racial identity
   c) Religious Identity.
   d) Sexual Identity
   e) National Identity.
   f) species identity

2. differentiating or integrating personal and social identities

3. Identity Salience/dormancy within personal and collective identity hierarchy.

4. Trauma and stress may prime a salience of specific identity to be more salient/ less dormant

5. The goal of identity work is to enhance Personal and collective self-esteem and self-efficacy
**Fifth Session:** Stimulating will to survive/ Resiliency and related effective coping strategies:

- Religiosity / Spirituality
- seeking and providing social support
- political ideology: Value Processing
- Active civic engagement and participation
- active civic peaceful resistance
**Sixth Session.**
Inoculate against proliferation and accumulation dynamics and

- Disrupt Existing Dynamics (Train. Identify, Disrupt)
Seventh Session: Advocacy

Advocacy For

Advocacy Against

Active social and Political Advocacy
Summary

1. Psycho-education on continuous traumatic stress and cumulative and proliferation dynamics
2. Identity work and identity development.
3. Addressing current and ongoing threats and dangers and behavior skills training.
4. Stimulating will to survive and coping.
5. Inoculate against proliferation and accumulation dynamics
6. Advocacy.
REFERENCES

