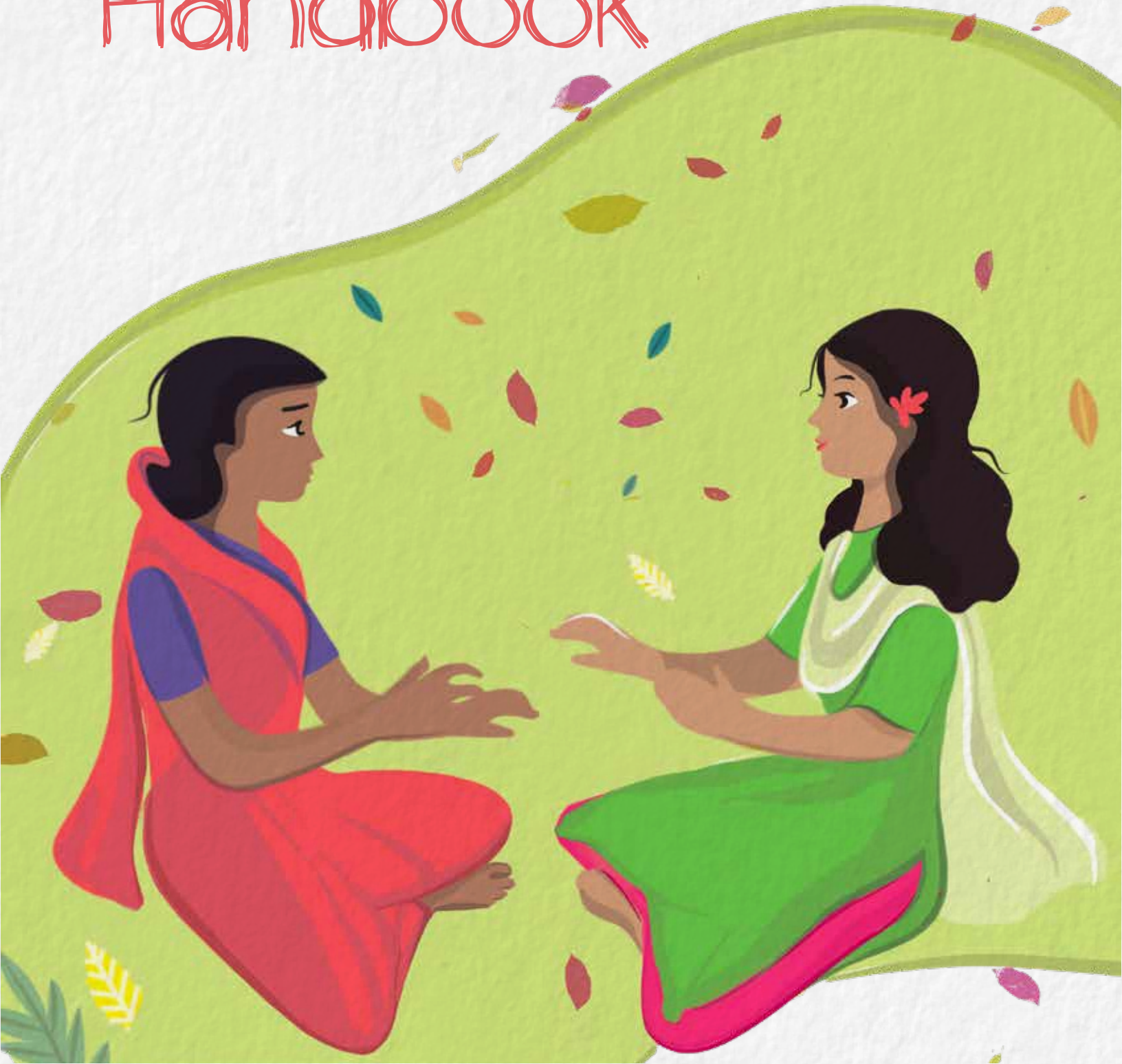


# Paracounselor Handbook



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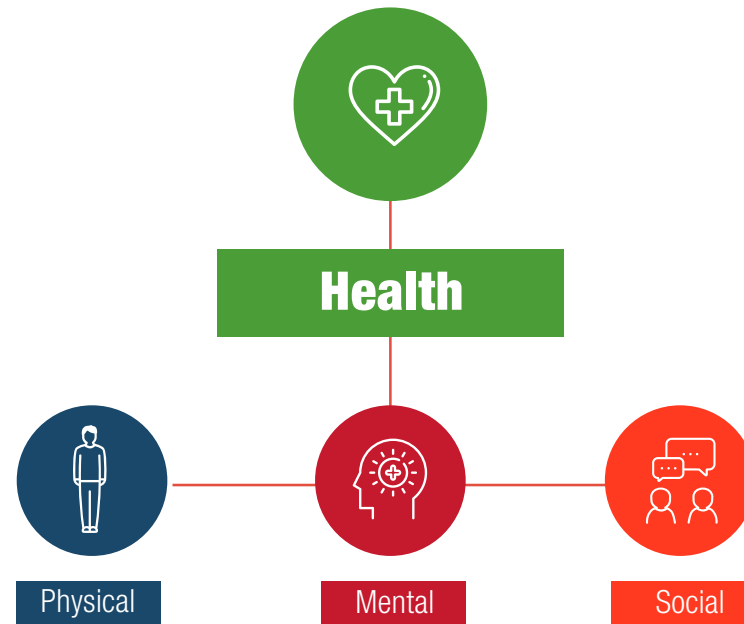
# Chapter 1

- Introduction to Health and Mental Health within the Current Context of Bangladesh
- Stages of Child-Development (ideas about psychosocial stages of development)
- The Idea of a Child's Bond or Attachment with the Child's Parents /Caregivers

## What is Health

According to World Health Organization, health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

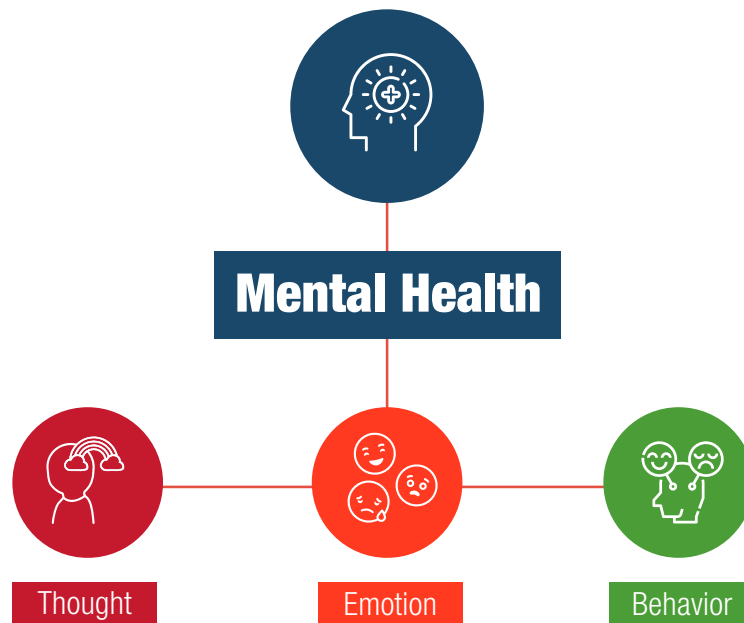
**For example:** If someone is inflicted with a trauma for which he/she has received treatment, even after getting treated, if the person is unable to complete his or her regular tasks, and cannot socialize with others then we cannot say the person is healthy because health is meant to be the overall mental, social and physical wellbeing of an individual.



## What is Mental Health

According to World Health Organization (WHO) mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his/her community.

So it can be said that mental health is meant to be mental peace. When a person's thoughts, feelings and behaviours/actions are considered normal and have a positive effect on their life, it's called mental health.



## Why is mental health so important?

Currently more than 450 million people are suffering from mental illness. According to WHO, by 2020, depression will be the second most prevalent health problem faced by humans, which will decrease productivity extensively. This is why taking care of mental health is extremely important. Mental health is related to a person's behaviours. Mental health is related to our physical health and through improvement of our mental health we can improve our overall quality of life.

1. Physical health and mental health is related to each other. Researchers have said that mental illness can increase the chances of heart disease.
2. Mental illness can affect everyday activities of a person for example: loss of appetite, being physically weak, not being able to concentrate. As a result, physical ailments keep on increasing.
3. Deterioration of mental health can cause social problems such as unemployment, family conflicts, poverty, drug abuse etc., and people may get involved in criminal activities.
4. Deterioration of mental health also effects immune systems adversely.
5. People who have had prior illnesses/diseases previously, if they suffer from mental illness their situation can worsen.
6. Risk of diseases such as diabetes, cancer and heart disease increases.

**Physical Wellbeing:** Body and mind is connected to each other. According to research, after taking psychosocial support (counseling or psychotherapy) 90% of the medical visits, 50% laboratory fees and 35% related medical bills decrease.

**Increasing the productivity of workplaces:** According to a survey, an organization has observed that 60% of its workers take leave due to mental health related issues (Johnson, 1986). As per WHO findings, the world faces a loss of 1 trillion USD due to employee depressions and anxiety.

A person's mental health is extremely important for the success and contentment of his/her social, personal and professional life.

## Mental Health and the current situation in Bangladesh

According to Bangladesh Mental Health Survey 2018-2019, mental illness can be seen in 16.8% adults and 13.6% children of Bangladesh. Depression, bipolar mood disorder, Schizophrenia, drug abuse and drug related mental illnesses are prevalent among them. Depression is most prevalent in Bangladesh than in any other South Asian country. Women have a higher tendency towards suicide than men.

According to the recent findings from BRAC "COVID-19 Intervention for BRAC staff" and "Mon er Jotno Mobile E" psychosocial support platform, from March 2020, as COVID 19 spread throughout the country, there has been an increase in stress among both men and women, different manifestations of fear, sleeplessness, guilt, mental pressure, depression and suicidal tendencies. During lockdown, loneliness, boredom, anger, emptiness, tension, sleep problems and mood swings were some of the symptoms faced by people in quarantine.



Since Covid-19, OCD, PTSD (Post Traumatic Stress Disorder), fear of death, forgetfulness, stress, relationship issue, and adjustment issues have increased. Child marriage, unemployment, economic crisis, mental pressure, damage to children's education and uncertainty of future, lack of problem-solving systems, worsening of relationship and mental health neglect have increased mental health issues.

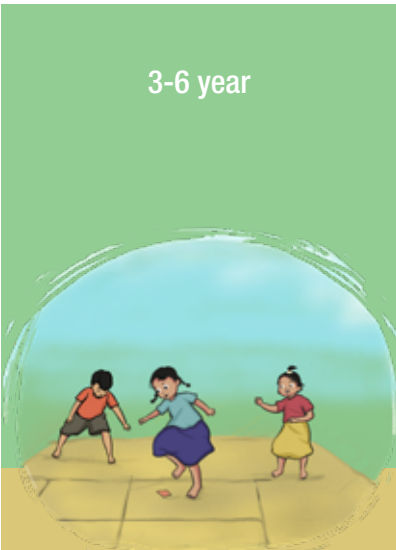

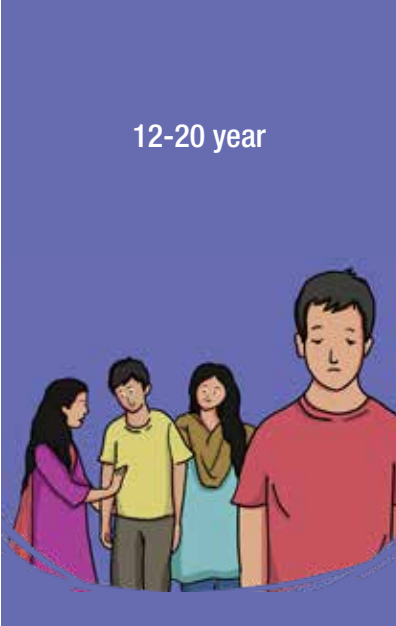
In a research conducted from 2018 to 2019 it has been observed that 92.3 % of Mental Health patients do not seek mental health support in Bangladesh and that 260 mental health experts', 700 syncretic nurses, 565 psychologists are providing support.

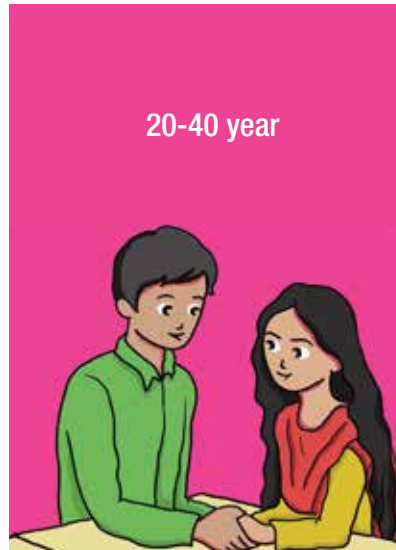
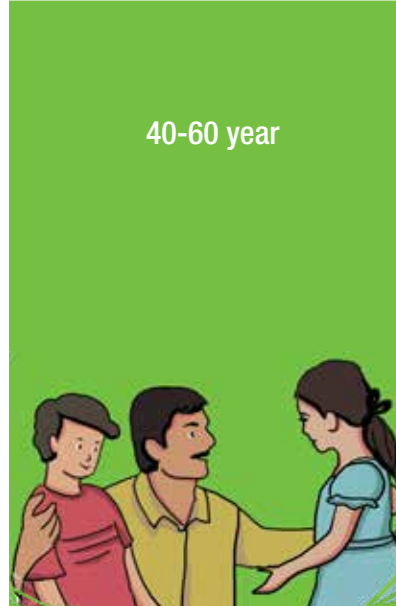
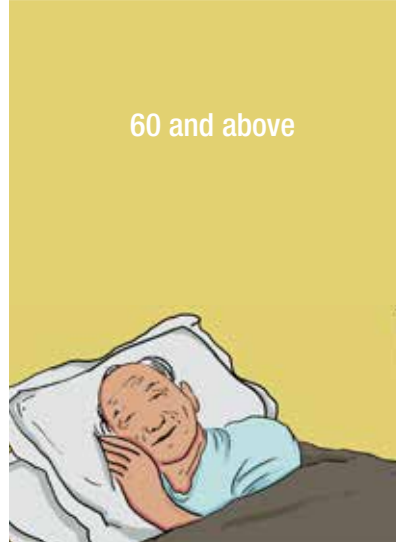
## Child development

### (Erik Erikson's Stages of Psychosocial Development)

In the mid-20th century Erik Erikson developed a psychosocial theory to understand human development. In this theory he divided a human life in 8 developmental stages and has explained each stage of life and the process of each stage. Erikson has described that a person has to go through these eight stages and has to make adjustments between social and physical forces. For example, if we take a child and play with her by flinging him/her up in the air, the child will be very happy and will love it. This is because in this stage the child will trust everyone and during this time the child will become hopeful of his/her environment. But if the child somehow gets hurt in the process, the child will develop a distrust regarding its environment. And, due to this, the child will be careful from next time. When the child enters the next stage with mistrust the child becomes very careful regarding its environment. This way the result of one stage can affect the next stage.

Developmental Stages	Conflict	Satisfactory Outcome	Unsatisfactory outcome
 <p>0-1 year</p>	Trust vs. Mistrust	During the first stage of psychosocial development, children develop a sense of trust	Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in children under their care.
 <p>1-3 year</p>	Autonomy vs. Shame and Doubt	At this point in development, children are just starting to gain a little independence. They are starting to perform basic actions on their own and making simple decisions about what they prefer. E.g going to toilet, doing things on their own	Children who struggle and who are shamed for their failures may be left without a sense of personal control. Failure during this stage of psychosocial development leads to feelings of shame and doubt.

Developmental Stages	Conflict	Satisfactory Outcome	Unsatisfactory outcome
<p>3-6 year</p> 	Initiative vs. Guilt	In this stage the child starts taking his/her own responsibility and wants to control his/her environment. S/he wants to take attention through new work or play. In this period the child starts to understand the purpose of work	The children fail to attract any attention from their parents, even after trying. Those who fail to acquire any praise or attention from parents are left with a sense of guilt, self-doubt, and lack of initiative.
<p>6-12 year</p> 	Industry vs. Inferiority	During this time the children starts to go to school and the development of this age is mostly determined by their education exam and performance in Sports. The child values itself in	Pain during this period due to school performance. The child does not grow up to believe in satisfaction or expectation and if teachers punish the child and criticize the child the child, the child suffers from integrity complex
<p>12-20 year</p> 	Identity vs. Role Confusion	This developmental stage starts from teen age to early adulthood. During this time teenagers develop a sense of self, they start mixing with same age groups in order to select their partners. Through different social activities they find a sense of self and it stays for the rest of their life.	If a teenager is bullied too much (such as mocking or making fun of his health or otherwise hurting him/her in any way) or fails in any social work or sports, then confusion is created about their role in the world around them. Due to this they may suffer from personality problems.

Developmental Stages	Conflict	Satisfactory Outcome	Unsatisfactory outcome
<p>20-40 year</p> 	Intimacy vs. Isolation	Life partners and lasting intimate relationships are determined at this stage of life. However, the idea or belief that is formed about oneself in the previous steps help to go to an intimate relationship in this step. It is at this point that family relationships begin to grow stronger.	At this time, if the person breaks up with their partner again and again, no relationship lasts, and then a feeling of loneliness is created within. Many times, this loneliness can lead to isolation from the social sphere.
<p>40-60 year</p> 	Intimacy vs. Isolation	At this time, the person becomes more attuned to his family, children, profession and social relations. A reflection of what one achieves in one's life is seen in front of one's eyes through which one gets satisfaction.	The reflection of the failure of the previous stage becomes visible at this stage which can lead to depression, loneliness and mental problems due to old age.
<p>60 and above</p> 	Ego Integrity vs. Despair/ Reflection on Life	The person calculates success and failure by reminiscing about the past at this time. Successful people prepare for death with a sense of contentment and peace.	If a person does not find something satisfying or happy in his past life, then he or she has a sort of panic about death, thinking that he or she will have to leave this world without achieving anything good. Many times, that panic leads to a tendency to participate in much more religious and solidarity work.



## Parents and Caregivers attachment to the child

Attachment can be defined as an emotional or deep bond towards a person, place, thing or work.

It can be of different kinds, e.g. sibling's attachment, friend's attachment, attachment with caregiver or parents, attachment with motherland. We will explore the attachment between caregiver/parents and a child.

Attachment is a deep and permanent relationship which forms between a child and its caregiver or parents, one which develops in the early years from the womb. This bond is crucial as it deeply affects every developmental stage e.g. mental, physical, emotional, relational and ethical.

Attachment is a biological, emotional, mental, social experience which starts from touch or gestures. Parents' eye contacts with their child, their contact with them, their fulfillment of needs, show parents' love for them and, in this way, a loving relationship develops. This process is sometimes called "controlling of one another" which develops a relation between the child and the caregiver. Here we will talk about 4 attachment styles:

### 1. Secure Attachment

This attachment is secured without any issues, children of this attachment are aware that the parents will not abandon them. In this relationship the child feels love, the child feels heard, valued and emotionally recognized. Children with this form of attachment style with their parents grow up to be secured adults, they maintain healthy and proper relationships and are usually not scared to let go. They can be with other people and they can even stay alone. They can effortlessly express and manage their own emotions. The process starts from day one. Parents should understand and pay heed to child's non-verbal behaviour, e.g. emotions, facial expression or voice. They must understand how their children behave in different situation with different needs. According to that, caregivers need to fulfill the needs. If they are hungry they need to be fed; if they are sleepy, then they need to be put to sleep. Parents should hug and loving them when needed and being there for them when the child is scared. Playing, laughing and encouraging the child is crucial to the growth and development of the child. The parent is not required to be with the child all the time; nevertheless, on every occasion the caregiver is with the child, the caregiver needs to try to understand the child and to love them. This way this attachment will develop eventually.

### 2. Anxious-Ambivalent Attachment

Children with this attachment style do not develop trust with their caregivers for which they do not feel much secure. Most of the times they are anxious regarding their relationships and they try to prove that they are not abandoned. They perceive the environment with fear and cannot easily let go of the caregiver. Children who grow up in this attachment style believe that their parents do not love them, and their future relationships mold around this behaviour. As a result, these children find it hard to maintain a healthy relationship. Children become emotionally dependent and always look for very deep connection and close relationships.

Every child wants love but many parents or caregiver fail to provide them with emotional, physical needs or are unable to fulfill those needs in a timely manner. (e.g. Not being able to understand that the child is hungry and not feeding the child on time). As a result the child becomes confused and develops a distrust on the caregiver. Parents/caregivers cannot understand the child's non-verbal queue or emotions.

### 3. Avoidant Attachment

Children who grow up with this attachment style cannot put their trust on their caregivers or cannot depend on them, thus getting hurt in the process. The children grow up without feeling loved and without feeling valued. Most of the times they cannot share their emotion or cannot make others understand the emotion they are going through. As they cannot grow close to their caregivers, they fight to maintain relationships even after growing up. While being in a relationship, they always feel that they are missing out on closeness. This kind of relationship is developed because some parents or caregivers cannot understand the emotional need of the child or even if they do understand the emotions they always feel tensed/ detached or at times they avoid tending to those needs. In most cases, parents or caregivers discourage children to express their emotions or get angry when they do. Caregivers expect quite a lot from the children and when those expectations are not met, they become angry. When a child is hurt or sad, parents usually avoid them or rebuke them during that time.



## 4. Disorganized Attachment

This attachment style is a mix of anxiety and abandonment. Children who grow up in this attachment style behave erratically. They suffer from relationship difficulties and show explosive attitudes like breaking toys. They avoid getting close; as they cannot control their emotions they at times express their emotions unpredictably. After reaching adulthood, they suffer from depression and anger and do not always feel love and thus cannot accept love. After birth, a child is connected to parents or caregivers. Disorganized attachment can get quite complicated.

Usually this kind of attachment style is developed when a child goes through a major trauma through parents/caregiver in the early years. These parents/ caregivers do not fulfill the emotional needs of a child; rather, these children suffer from physical, mental and sexual trauma or abuse through their caregivers or see others going through this situation. Consequently, children cannot understand who to turn into when they are in any danger. Children develop a fear towards caregivers, developing erratic behaviour. Often times, being unable to express feelings or emotions, children get angry.

### Exercise

Mr. Rahim along with his family will visit Mr. Karim's house and all of his friends are invited there. He is quite tensed about his son; he doesn't know if he should take his son to the party. His son, Rafik is 5 years old but he is extremely adamant and does not want to listen to anyone at all. Mr. Rahim had brought toys for him but he smashed it into fine pieces. Now he is scared that Rafik will embarrass him there.

Still, he went to the party taking everyone. Everyone's children are almost of the same age. Mr Karim's daughter is also there, she is also 5 years old. Her name is Tithi. Mr Rahim introduced Rafik to Tithi and told them to play together. All the children are playing and having fun. Adults are talking amongst each other. Tithi's mother is a little annoyed as Tithi does not want to play with others. She wants to stay beside her mother. She is scared despite her mother explaining the situation to her. She feels that her mother doesn't love her that is why she is asking her to go away, and if she goes to play her parents will not love her.

Mr Jashim's daughter is appreciated by everyone. Her name is Lily, age 6. She plays with everyone. She shares toys and makes friends within this short period of time. She even greeted everyone with Salam. Everyone is happy with her conduct.

**Question:** In the story above what attachment style can you would you associate with each child character? What characteristics have you noticed within each child which is associated with each style?

# Chapter 2

- Psychosocial Support and the Qualities/ Attributes of a Psychosocial Supporter
- Active Listening
- Confidentiality
- Introduction to Values
- Non-Judgmental Attitude
- Recognition and Strokes
- Empathy



## Psychosocial Support

Psychosocial Support is a professional pathway through which a psychologist supports and addresses the needs of any individual, family or community mentally, physically, socially, professionally or emotionally to improve their overall wellbeing. Someone who provides this service usually supports people faced with everyday psychosocial issues or issues due to difficulties in relationship e.g career selection, fear of exams, drug abuse, sudden crisis, abuse, difficulties and relationship issues.

## Psychosocial Supporter/Paracounselors

Psychosocial supporters/Paracounselors are trained by psychologists or counsellors. They are trained on different psychological issues and so that they can provide initial support to the client. They refer according to the client's needs. Regular supervision from an experienced counselor or psychosocial counselor is essential for this process.

## Characteristics of a Paracounselor

There are some crucial core characteristics that a paracounselor must possess as they have to work very closely with people. The key characteristics of a Paracounselor are that they have to be:

- Attentive listeners
- Skilled observers
- Reliable
- Kind
- Ability to keep things confidential
- Tolerant
- Compassionate
- Neutral
- Genuine
- Ability to accept unconditionally
- Self-conscious
- Flexible
- Determined

## Paracounselor's core competencies

### Active Listening

When we talk to someone, we hope that they listen to us as well. Others expect the same from us. Listening attentively means - listening to the words with our mind, trying to understand what the person is saying and explaining to that person that we have understood his words.

In the case of face-to-face communication, one can try to listen with attention through facial expressions, sitting posture, eye contact, and so on. But on the telephone, as we communicate through our voice, the tone, the manner with which we speak is important and with words that show that we are listening to that person's words attentively.

## Active Listening

Active Listening does not mean just listening or hearing. It is a means of communication through which our full attention is focused on the participant's words and through which the facilitator understands the client's point of view better. Therefore, the client's interest increases and they are able to talk about anything without hesitation.

## How can we be active listeners

**By asking questions-** listening to the participant and asking different kinds of questions

Find out in detail. For example, when it happened, where it happened, who did it, etc. You can find out more about the incident in detail by asking questions from the participants.

**Speaking verbally-** I am with you; I understand your condition etc.

**Sitting normally-** Be aware of the sitting distance. In this case, it is better to sit in the angle of 90 degree. Be aware of gestures, physical gestures such as facial expressions, hands and feet should not be treated in a way that shows negligence towards the participant. By expressing gestures correctly, the participant will understand that they are heard

**Eye contact-** It is very important to maintain eye contact properly. Eye Contact reveals that you are listening to others with great interest. Direct eye contact every 3/4 seconds is very important for an attentive listener.

**Expressing empathy** - Empathy can be expressed by listening to the participant's feelings and expressing those feelings. As a result, the participant realizes that we have understood him/her. We put ourselves in the participant's shoes. We try to comprehend from their position and situation. The difference between compassion and empathy are:

**Sympathy = just feeling**

**Empathy = feeling + the ability to understand from that person's position.**

## The importance of being an attentive listener

When someone speaks his heart out to another, he wants that person to listen carefully and take his words seriously. Listening attentively can help a person understand his or her suffering, and provide praise if needed. This makes the person eager to talk more. That person can rely and openly talk about his feelings

### Things to keep in mind when listening carefully-

- Will listen attentively to his words
- Will not interrupt mid conversation
- Say "yes", "hmm", "okay", "I'm listening", "I understand / I am trying to understand" to show that you are listening to him/her.
- Ask small questions in the middle of the conversation such as "What happened?", "How did it happen?", "What happened next?" and so on
- If you want to know the details of a subject, ask a question, for example, "Could you explain this a little more?"
- After listening to the client from time to time, reiterate what that person said. This will allow him/her to understand if you understand his/her words well and if necessary he/she can tell you if there is any mistake in your understanding.

## Confidentiality

Confidentiality is the protection of any personal information. This means that the information that a client has shared with you may not be shared with anyone else, such as your coworkers, friends, family or anyone outside the office.

### Here are some key pointers in moving forward

1. No word / information can be told to anyone without the permission of the person
2. To seek permission from the person before using any information and not to use more than he has allowed to do so.
3. Respecting the person's right to take his own decision. For example, if he/she does not want to cooperate even though he/she is in trouble, do not force him/her and let him/her decide his/her life.
4. We will share their information with someone when the person wants to do any harm to him/herself, wants to harm someone else or when the CIC or security provider wants to know from us so that they can help the person.

### The types of information that will be kept Confidential

1. Name, date of birth, age, gender and address
2. Current contact information of the client's family or guardian
3. Records of all previous medical services
4. Any personal event of the client
5. Records of the service that will be provided
6. No personal plan of the person
7. Report or assessment
8. Any written paper of the client etc.

### The importance of Confidentiality

- The most important aspect of maintaining privacy is to gain the trust of the client.
- This allows the client to talk about any happiness or sorrow in his / her mind and his / her personal and social problems effortlessly and without any hesitation.
- Protecting privacy is a lot like talking. It helps to maintain a good relationship with the client by maintaining confidentiality
- Always assure the client of a psychosocial helper to maintain confidentiality in each session so that the client does not hesitate or feel constrained to give him/her any information. The more the client can trust the counselor, the more he/she will open his/her mind.
- Proper service can be provided to the client and a proper direction of work when the client is available.

## Values

Values are our beliefs, ideals and principles that influence behaviour and help guide life. People are motivated to live in the light of values.

## The source of values

Our values are influenced by family, school, society, religion, clan, education and culture. For example, a child in the family is always taught to speak the truth, to respect the elders. Again, from society we learn different values. For example, marriage, religious values, not stealing, do honorable work, etc.

Values may vary by country, society, race, religion and caste. For example, people living in Bangladesh live in large or joint families and people living in Europe live in small or single families. According to the values of some traditional religions, cows are like mothers and it is forbidden to eat the meat of this animal; On the other hand, there are no such restrictions in Christianity and Islam, and according to the values of Buddhism, killing any animal is a great sin. These values are again observed at different levels in the country or society.

All values and one's own personal beliefs can lead to some misunderstandings. This diversity should be accepted and respected. Since each of our values are important to ourselves, it is not right to insult anyone's values because everyone's values are as important to everyone as my own values are to me.

## Values and behavior

Our behaviour is guided by values. Each of our behaviour is a reflection of our faith. For example, if the value is to respect everyone, then the behaviour will be to speak politely to others. Different studies have found a relationship between values and behaviour. One of the studies was conducted under the title "Values and Behaviour: Strength and Structure of Relation" (Anat Bardi & Shalom H. Schwartz, 2003). The study was jointly conducted by the University of Wisconsin in the United States and the Hebrew University of Jerusalem. The results showed that each of our behavioural patterns is more or less influenced by some values such as: power, self-control, daily habits, customs, traditions, generosity, etc. It is very important to know and understand the values of oneself and others.

## Value Search

All the values that my family has given me	
1	
2	
3	
4	
5	

All the values I have received from the society	
1	
2	
3	
4	
5	

My own values are	
1	
2	
3	
4	
5	

All the values that cause me to be confused in my work/family/friends	
1	
2	
3	
4	
5	

## NonJudgmental Attitude

We are all different people. Every human experience is different. All of our thoughts, and behaviours are different. When we talk to someone, we must remember that everyone's behaviour, speech, likes and dislikes do not match with everyone. That is why we will look at everyone equally when we talk. We will not judge anyone right or wrong and we must not impose our opinion on another person.

When you tell someone what they think is right or wrong, it will seem as if the individual will not open his/her mind to you. The person may think you are judging him/her. When you do not judge whether something is good or bad, the individual will open up and tell you everything, as well as trust and believe you.

## Neutrality

Neutrality means that one's thoughts, ideas, beliefs, values, and judgments should not be imposed on any other person. This means that every human being is different; everyone has different thoughts, beliefs, values, and ability to judge. Treating every human being with respect to these things is called neutral attitude.

For this we have to be aware of our own thoughts and feelings, we have to find out our own beliefs. We have to believe that every person has individual freedom. We should respect others and understand the feelings of others.

**For example:** I will not say anything such as he is doing/saying the right/wrong thing

## The benefits or importance of being NonJudgmental

1. The person will feel comfortable talking to you
2. It will be easier to understand the feelings of others
3. Confidence will be built in you
4. Will help to understand the inner state of the person
5. Be empathetic to the person as that will help greatly

## There are some things to keep in mind to stay NonJudgmental

1. Not saying anything in the middle of the speech which might insinuate that you are judging the person. For example: You decided the situation by saying, "You should have done this/that at the time." Again, don't say anything by pointing at someone else. For example: Whatever he did is right / wrong.
2. If somehow your behaviour reveals you are judging him/her on his/her words, the person will hesitate revealing any secret further on.
3. If you want to know anything from the person, you have to request the person: "Could you say a little more?" and "If you could explain a little." But you should not directly harass that person by saying things such as "Tell me what you did."
4. The person can talk about anything such as: suicide, drugs, tendency to harm him/others, sleep problems, etc. You have to remember in any situation that no personal decision can be imposed on a person
5. There might be times when you are tempted to say things, but you should stop and refrain from saying anything. Rather, we must make the client understand that we are listening and that we are trying to understand him/her without any explanation

## There are some things that can never be said, such as:

- This is not normal
- I can't believe you did it yourself
- Why did you do that?
- Alas! it has been very bad
- It doesn't make any sense
- You don't look sad
- What's wrong with you

## Case Study of NonJudgmental Attitude

### Case study: 01

Safia works as a paracounselor at a medical center. She also registers client cases. One day, while updating a client's data, she saw a name that seemed familiar to her. So she began to read the case in detail with profound interest. After reading the case, she realized that it was the case of a girl from the CFS named Chanda. The case was that a 15-year-old girl came to the paracounselor as she decided to have an abortion. Seeing this, Safia had a negative idea about Chanda and started thinking poorly of her.

Q:

- Has Safia been able to remain NonJudgmental in the case?
- What would you think of this case of Chhandar if you were in Safia's place?

### Case study: 02

Kamala is a 16 year old girl. She fled Myanmar and came to Bangladesh for fear of her life. At the instigation of her friends, she often engaged in physical relations without any protection. She recently fell ill and after a health check she found out she was HIV positive. She can't accept the fact that she is HIV positive and cannot inform her family. In this situation, she has come to paracounselor Rokeya. Rokeya is conflicted over her case. She does not understand what to do as she thinks it's normal that being in such immoral relationships will cause such distress.

Q:

- Has Rokeya been able to play a NonJudgmental role in this case?
- How can you, as a para-counselor, help Kamala impartially in this situation?

### Case study: 03

Rita is a paracounselor. A mother brought her 12-year-old son Riyadh to Rita. According to Riyadh's mother, Riyadh (hyper-active) is a very active boy. Whenever he gets angry about something, he vandalizes things. From Riyadh's mother she learns that the relationship between Riyadh's parents is very bad and they live in separate houses. The father doesn't like Riyadh and the mother always avoids people when anyone tries to talk about the father. As such, Riyadh gets progressively angrier and treats his mother badly. The mother seeks help from a psychosocial helper to change her son's behaviour. Rita thinks that if there is no good relationship between the parents, the behaviour of the son will never change.

Q:

- Was it possible for a paracounselor to remain neutral about Riyadh?
- How could you help Riyadh in this situation?

## Strokes and Recognition

Strokes are a major factor in praise and recognition. By strokes we mean to encourage any person by praising a quality or giving him/her credit. It plays an important role in changing our feelings such as: "You are a dutiful person", "You are an honest person" etc.

We depend on another person from birth. We always have a need and we want someone to be with us without whom we cannot live. And at different times in life we communicate verbally and nonverbally with each other in different ways.

E.g.

Maybe through a laugh  
Through a hug

As a reward for what we did or after doing something.



Eric Bern called the stroke a “unit of recognition” when one person recognizes another through actions or words (both verbal and non-verbal).

### Type of recognition

- Positive and negative
- Conditional and unconditional

Suppose you are telling someone that you love him/her. Love here is unconditional. The person is loved as he/she is. This example is basically unconditional recognition.

In the same way, if you tell someone that his/her cooking is delicious then this recognition is related to the person’s cooking. That is, there is a reason or a condition behind your recognition. The first recognition is primarily about the person, but in the case of the second recognition, the recognition is given because of a quality of the person or by focusing on the quality. It is through this communication that our personality is formed, as in how I will evaluate myself (positive or negative), and through it an idea about ourselves, the world and others is also formed, which we always have in ourselves. We carry it within us.

From infancy, if there is a mixture of negative and positive recognition in our lives, in keeping par with our age and development, we grow up with a sense of recognition.

### “I am okay, you are okay”

Where we have a balance of emotions and thoughts. And if there is imbalance (the balance between negative and positive is not right, whichever gets more or less) then the child comes out with a different idea about his/herself, which gives birth to negative ideas about its own world and other people’s.

For example, if the child receives too much positive recognition all the time, the self-confidence will increase so much that everything will seem right, and the child will try to prove itself right or disprove everything in others, which can be said –

### “I am okay, you are not okay”.

The reverse also happens. For example, if the child gets too many negative recognition all the time or gets too little positive recognition, then the child will feel very small compared to others. Which is - “I am not okay, you are okay”

Or it could be that the child sees no hope in anything else, or fails to find something good in others, which is -

### “I am not okay, you are not okay”.

Recognition is a communication through which we connect with each other, and survive.

That’s why we need to give at least one conditional or unconditional recognition every day, to ourselves, family, friends, or loved ones.

## Empathy

Through empathy we can understand the other person’s feelings from his/her place, from his/her position. Empathy helps us see things the other person’s point of view.

### Difference between empathy and sympathy

#### Sympathy:

Expressing sympathy for someone who is in pain or in a difficult situation is used to express sympathy, such as when a person says he/she has broken his leg and feels a lot of pain, then he/she is told to eat well and rest.

#### Empathy

Empathy = feeling + the ability to understand her position from her point of view.

### Why do we need to be empathetic?

- Helps in effective communication
- Supports emotionally
- Encourages clients to speak up
- Inspires work
- Help to build trusting relationships between clients and helpers

### Consequences of empathy

- We can understand another person’s feelings from his position
- The client will be encouraged to tell his or her story in detail
- The client will understand that the helper is listening very attentively
- It will be easier for the client to continue talking
- Help build a good relationship between the client and the facilitator



### Ways to be sympathetic

- Be aware of your own feelings
- Listen carefully to what others have to say
- Not judging one's own or others' feelings through a good or bad lens and thus maintain neutrality
- Exploring and understanding the feelings of others
- Seeing and sensing the situation like everyone else
- Encourage and praise others
- Helping the person in meaningful ways
- Practice consistently

## List of Feelings

Light						
Happiness	sorrow	anger	Fear	Doubt	strong	Weak
Satisfaction	bad	annoying	nervous	Uneasy	strong	monotony
Satisfaction	worthless	Hot Headed	uncertain	Uncomfortable	safe	uncertain

In the middle						
Cheerful	distress	frustrated	uncomfortable	random	capable	Insecure
Enthusiastic/ agile	very bad	irritable,	insecure,	complex	confident,	helpless
Bliss	pains	Excitement	Fears	Random	Confident	Undeserving

Extreme						
Lost in joy	devastated	angry	troubled	Problematic	strong,	weak
Overpowering	Depression	Exciting	Panic	Traps	Extremely powerful	Extremely meek
Excited	frustrated	fuming	frightened	bewildered	authoritative	helpless

## Empathy case study

Kajal is a 14 year old girl. She lived in Myanmar with her siblings and parents. When violence broke out in their village in October 2016, the army took away her father. No trace of her father has been found since then. After many attempts, she could not find her father and fled the village with her mother and siblings for Bangladesh as the Army burnt their houses. On the way, the Myanmar army shot at them and her younger brother was shot. To save their lives, they quickly left their brother and fled.

With great difficulty they entered Bangladesh on foot and took refuge in the camp. Since coming to Bangladesh, they have been going through various problems.

- Make a list of Kajal's feelings.
- Make a list of Kajal's mother's feelings.
- If you are a paracounselor of Kajal / Kajal's mother, you will work with them on some issues.



# Chapter 3

- Idea on the Session of Psychosocial Supporter and Professional Environment (SOLER)
- Communication
- Types of Questioning
- Psychological First Aid (PFA)

## Structure of Psychosocial Support Session

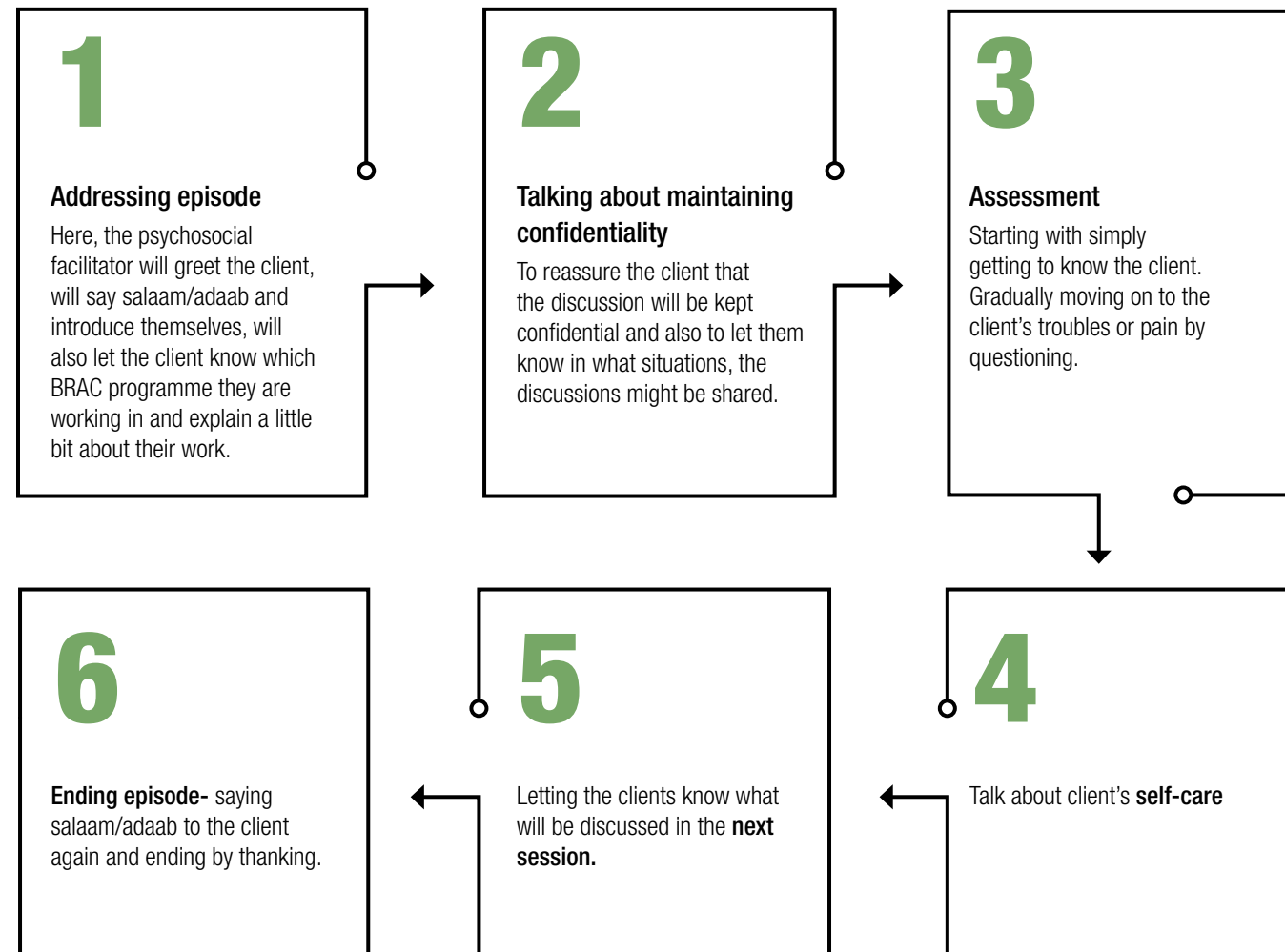


Figure: Flow Chart of Structure of Psychosocial Support Session

(N.B. In a session, from the beginning till the end, the basic skills need to be utilized. There is no specific time for using these basic skills. They just need to be integrated throughout the entirety of the session. Besides, constant supervision is also necessary.)

**Termination:** After having provided a few sessions, when the client's mental state improves, the declaration of the end of Psychosocial Support session is known as termination. The termination is decided through mutual conversation between the client and the psychosocial supporter.

**Follow up:** After the termination, getting back to the client to understand whether they are doing alright and managing everything in their life well without the sessions, or providing 1/2 more sessions, is known as follow up.



## Profession Friendly Environment (SOLER)

The role of "SOLER" in efficient providing of support is indispensable. "SOLER" is a specific instruction manual for the facilitator that indicates how to present oneself before the service receiver. The following is a description of "SOLER":

### SOLER

- S = Sitting position-** the way someone sits. The facilitator will sit slightly leaning away in an L shape from the service receiver instead of sitting face to face. Sitting directly across the service receiver might make them feel uncomfortable.
- O = Open posture-** sitting without any stiffness, without folding hands or drawing feet in.
- L = Lean forward-** to lean forward so that it appears like the facilitator is interested in listening.
- E = Eye contact-** Looking directly into the eyes. Looking directly into the eyes gives the impression that the facilitator is listening intently
- R = Relax-** to stay calm and relaxed both physically and mentally and to not display restlessness.

## Skill Development of Successful Communication and Mutual Relationship

### Communication

Communication is a process where people exchange information and thoughts with each other.

### Importance of Communication

- Enhances personal skills
- Skills of effectively understanding each other develops
- Good relations are made
- Skills of actively listening to others develops

### How Communication Works

Most often, we think that Communication means to meet and talk. In the language of books, exchange of messages in order to convey your thoughts and ideas to others can be the primary identity of Communication. However, there is interesting discourse beyond that identity.

#### 1. Communication without words

According to conventional beliefs, people can only communicate through words. On the contrary, the most efficient communications happen without talking, i.e., nonverbally. Communication is not only limited to mediums consisting of signs like talking. Talking is only one of those mediums or means of communication. In order to establish communication, only the feedback of the other person is enough. This feedback can be provided through talking as well as by the prevailing symbols between the communicators. For example: A boy is looking at a girl. Even if they do not exchange words, they are engaged in continuous and consecutive exchange of feelings.

#### 2. Communication is a network system

In order to stay connected to the towers, mobiles always maintain network boundaries. They also get connected to the surrounding network towers on their own. The human communication system also works in the same way. Human beings continually wander on network webs and unconsciously communicate with people on the other side. When one walks the roads of a village, one does not need to mention that they have come from the cities. The continuous and successive dissemination of messages like waves is the reason behind it.

#### 3. Every communication has an objective

According to prevalent ideas, maintaining communication has always meant verbal communication or communication through words. However, communication can also be maintained without words. And every communication occurs due to a specific objective. In short, communication starts in the first place in order to attain a definite goal or objective. These objectives can be to express one's presence and opinions. But the main goal of communication is to understand

the person one is communicating with. Moreover, by communicating, one's way of thinking, feelings and periphery of knowledge can be changed.

#### 4. Symbol and successful communication

In our constant communication cycle, all communication cannot be deemed successful. In order to establish a successful communication, feedback from the opposite side is necessary. Since communication is an exchange of thoughts and ideas, it cannot be successful without feedback from the other. This feedback can only be obtained when the other person understands the ideas conveyed.

Communication is an active process. And in order to make this active process consistent, symbols are used. Language- both written and spoken and gestures are the prevalent symbols. But these symbols can vary in meaning with respect to our social status, way of living or place of living. The same symbol can convey two different meanings in two different areas. In this regard, there is a proverb that says,

"One man's meat is another man's poison." This can roughly mean that ideas and preferences of one person does not apply to another.

### The areas of successful communication skills can be divided into a few parts:

- **Verbal Communication:** Speaking or conveying thoughts and ideas through writing or speech is known as verbal communication. With the help of speech, we attain a few goals. It is important to remember to express the thoughts and ideas in our minds. **Sometimes we want others to understand what we are thinking without having to say anything. This conception is not very realistic.** While speaking, our aim is to behave in such a way that the other person feels interested to fulfil our want (not obligated.) With this aim, we will explain our thoughts, put forward true information, and will try requesting instead of insisting.

This is the best procedure of achieving one's aim in a social relation. A prevalent wrong idea is that, in every social situation, we are capable of doing something that will ensure the achievement of our goal. In reality, we can only behave in an efficient way so that we have the best opportunity to attain the goal. We have to accept that we do not have complete control over others. While taking part in a conversation and while continuing it, we have to keep in mind that, we can only talk comfortably about topics of which we have previous experience. It is normal that everyone will not possess equal knowledge in every field. In that kind of conversation, one can participate in the conversation by questioning the one specialized in that particular field.

- **Non-verbal Communication:** Some of our non-verbal behaviours can influence social situations. Other behaviours that we show, instead of using language or speech, in order to express our feelings, are known as non-verbal communication. For example: Facial expressions, eye contact, slight smile, body language, sitting style, voice etc. First comes the facial expressions. Any emotion is visible on our faces even without us knowing. Positive emotions (like slight smile) might have positive impacts on social situations. But it is better to not display emotions that are contrary to the other person's emotions. Besides, the way someone looks, body language etc. can indicate a lot of things like looking directly at someone and leaning in towards them while sitting exhibits interest, attention and sincerity towards that person. By moving hands, we can send across various messages. For example: When we hold our palms up in front of someone, it means we want them to stop talking. We have to remain conscious about our behaviour and the messages we are conveying to people through that. If necessary, we can use these behaviours in order to express our thoughts and feeling.

- **Listening Skill:** The most important part of social skills is to observe the other person. To become close to someone, only listening to them talk about their topics of interest is sufficient. In case of conflicts, just listening clearly to the other person reduces the chances of misunderstanding. We should not only listen, but also try to empathize with them and make efforts to understand what they are saying from their point of view. Sometimes we think in this way that, "If they are correct, I am wrong and if I am correct, they are wrong." This might not always be true. Both people can be correct from their respective points of view.
- **Negotiation:** Every relationship is actually directed through negotiation. For example: Parents keep complete control over children. However, they are not blind to their children's needs. In some cases, according to children's needs, parents have to change their behaviour. In situations such as these, compromise or negotiation is crucial.

## Ways of Communication

### Interpersonal Communication

There are four types of Interpersonal Communication-

- Passiveness
- Aggressiveness
- Passive-aggressiveness
- Assertiveness

#### Passiveness

- While communicating, prioritizing the other person's thoughts, feelings and state of mind instead of one's own and establishing an indirect communication is called passiveness.
- Introversion
- Speaking less, questioning less about any topic
- Low sense of self
- In some cases, inability to identify and fulfil one's own needs
- Suffering from indecisiveness



### Aggressiveness

- While communicating, not prioritizing the other person's thoughts, feelings and state of mind and imposing one's own to others is called aggressiveness.
- Attacking
- Gets angry easily
- Only cares about own priorities
- Fulfils own needs at any cost
- Blames and uses others
- Has a tendency to control and mistrusting others

#### Passive-aggressiveness

- Tactful
- Does not admit to own faults
- Mistrusts everyone
- Tries to show off to people
- No one's needs are fulfilled

#### Assertiveness

- Conveying one's thoughts, feelings and mentality to others politely, without showing any harmful or disrespectful attitude, is called assertiveness. As a result of talking assertively, both people's opinions are given priority in conversation and consequently, chances of misunderstanding, conflict and anger between people is diminished.
- One takes care of the needs of both people
- Fulfills one's needs without harming others
- One is keen on self-improvement
- Cooperative toward others
- Accountable
- Logical



## Assertiveness

Assertiveness is such a communication skill which helps in conveying one's own opinion and feelings without hurting others' feelings or attacking them. In case of disagreement, there are three methods of communicating. They are-

- **Passive method-** This method means to accept what the other is saying and giving up one's own wants. But, giving up one's own wants and wishes on a regular basis creates mental suffering and develops a risk of bursting out in the future.
- **Aggressive or attacking method-** In this method, an opinion opposite to that of the other person is directly expressed. Applying this method may result in conflict.
- **Assertive method-** Assertive lies in between passive and aggressive. Through the assertive method, it is implied that my thoughts and feelings are as important as yours. Assertive attitude can be divided into a few types.
  - » **Saying "no" clearly:** One's inability to do something has to be clearly put forward. And one has to stick to this stance. Doing something against one's will creates mental pressure.
  - » **Asking for help or favour from someone:** When one needs help, it has to be communicated clearly so that chances of getting help or favours are increased.
  - » **To inform one's needs directly:** In most cases, one's needs should be directly informed to the other. But the language of informing needs to be "I" centered. For example: Instead of saying "Why did you say that?" one might say "What you said has hurt me." Here, instead of charging the other person, own is conveying one's own feelings. However, assertiveness does not always imply pushing others in order to fulfil one's own demands. Sometimes, it might not be possible for the other person to agree to someone's demands. Therefore, one has to always observe the surroundings and others.

### Example – Assertiveness

You have a very important work the next day and your friend requests you to watch movies with them the next day. The aggressive way of saying "no" to your friend would be to say, "I will not go with you," which might result in an argument between the two of you and damage the relationship. And the assertive way of saying "no" to the friend would be, "I understand that you feel like watching movies with me and I feel the same. However, I have a very important job to do tomorrow which I cannot cancel anyhow. But we can plan on going to the movies together on a different day when both of us are free."

Here, the friend's feelings are given importance and one's own opinions are also directly conveyed.

### Five tips on successful communication

1. Asking open ended questions
2. Being an attentive listener
3. Communicating face to face
4. Refraining from assuming things
5. Requesting with humility

## Communicating with Children

After birth, a child announces his/her arrival by crying. The child informs his/her parents that the mother's womb was the safest and most favourite place for him/her. He/she puts forward the message that suddenly arriving to the world is very new for him/her and that he/she was better in the mother's womb. When he/she comes very near to the mother and listens to her heartbeat, he/she understands that his/her mother is still with him/her. Right from birth, we observe a child's ways of communicating and expressing its language. The child might not be able to talk, but his/her cries have different meanings.

Sometimes, the child cries due to hunger, sometimes to be closer to the mother and sometimes to express pain or discomfort somewhere in the body. Since, the mother-child relationship is very special, the mother can usually distinguish the meanings of these various cries. The mother is able to understand this as, after birth, the mother is the closest person to the child as she observes and takes care of the child's needs. Gradually, as the child grows up, he/she starts communicating with others and his/her surroundings.

If communication with the child from birth is beautiful and warm, and if there is interchange of words with the child, then he/she perceives itself and his/her world as safe and secure. With the help of communication, the relationship of the child with his/her parents or caregiver is improved and strengthened. In order to enhance and develop the child's skills, this improvement and strengthening of relationship and provision of safety and security, is necessary. So, good communication with children is very essential to their growth and development.

### Means of communicating with children

The first step towards establishing a relationship with a child is to listen to him/her attentively. When you listen closely and attentively, the child knows that you are interested and that you care. This helps in knowing and understanding more about what is going on in the mind and life of the child.

- One has to maintain eye contact with children while communicating with them and focus their entire attention toward them
- To motivate the child to say how he/she is feeling or what he/she is thinking
- To tell the child to react in every situation regardless of it being positive or sensitive. They have to be motivated to speak of not only the good things, but also the things that make them feel sad, angry, afraid, etc.
- To speak keeping the child's needs in mind
- To observe the child's body language and notice his/her voice in order to understand what the child is trying to express.
- To present one's own body language in such a way that the child feels one is interested to hear and that the child can say what it wants. One has to talk to the child by becoming its equal (like kneeling down and talking.)
- When very young, children are very curious and often pose a lot of questions. Instead of expressing annoyance, one has to try to answer in a way that the child understands. As children love playing, one can try to teach and explain things to them through play and rhymes.
- One has to appreciate the good things children do and motivate to do them more.
- They have to explain in easy language with small sentences.
- When children make mistakes, one has to refrain from negative comments and has to nicely explain the right thing to do.

- One should not compare one child to another and add judgments.
- One has to respect the child, which will enhance their values and self-reliance.
- Whether the child can completely understand or can pay attention, should not be a concern.

### **When the child says something, it is necessary to think from their perspective**

We often think that children will be able to understand or think like adults. For that reason, we behave in such a way with them that implies that they (the children) have to understand. Due to this, putting oneself in the child's shoes and thinking from their point of view will help one understand the child better.

Following birth, it is necessary to inspire and motivate children to enhance their communication skills. From the time they are newcomers in the world, it is necessary to speak to them and pause where required, so that they understand how people talk to each other. When children create noise and disturbance, we can make some sound in return to let them know that someone is listening.

### **Development through good communication with children**

When we communicate well with children, it helps in their development and helps develop the child's skills to communicate with their own selves and with others. As a result, a relationship develops where children understand that we are valuing their feelings and ideas.

- It is necessary to fix a time to listen to children. For example, meal times with the family in the dining table, is a good time for the child to express his/her ideas.
- It is crucial to put down or switch off mobile phones, computers or television. By doing so, the entire attention can be focused on the child.
- Share some of your daily experience with the child. The more conversation happens to the child, the more he/she is likely to express his/her own feelings during a difficult time.
- It is instrumental to be open and create a scope for the child to share anything he/she wants. For example: One has to try and listen to the child's anger, indignation, happiness, disappointment and fear. Being able to express all kinds of feelings will enrich the child's vocabulary and facilitate his/her linguistic development. However, it is also essential to help the child calm down before speaking in case of anger.
- One can also ask the child's opinion regarding something. For example: "Akash, have you heard anything about this or do you know anything about this?"

When we are in the middle of doing something and the child wants to talk to us, we have to at first pause doing the work, show interest and listen to the child. This is because, when a child wants us to listen to something, it is very important to them even though it might not seem important to us.

### **To encourage the child to listen**

In order to foster development, children need help to develop their listening skills and, along with that, their communication skills with others. We can keep track of a few things:

- To be a role model for the child as children tend to imitate us. When we will listen to others, we will react accordingly and understand others' emotions. Watching this, children's listening skills in relation to others will improve.

- To give the child time to finish what he/she is saying and react accordingly. This will further help the child realize the importance of listening to others.
- To use such words, speak in such a language and explain in such a manner that the child understands. Sometimes it becomes very difficult for the child to understand when we talk to them without thinking about their ability to understand.
- To explain in an easy way, keeping the child's age and mental capacity in mind, while giving an instruction to the child or while requesting them to do something.
- To give positive feedback at first, if you want to give the child any feedback related to its work or attitude. That way, the child will understand how to appreciate someone instead of blaming them. For example: "How wonderfully you remember putting your tiffin box in the kitchen for washing after returning from school everyday! Can you do the same tomorrow?"

## Question and Ways of Asking Question

### Question

The process used to know an information or about a topic is known as question.

### Questions can be asked in a few ways

#### Open-ended questions

This type of question inspires the person to answer by thinking for a while about their problems and opinions instead of answering in a word. These types of questions usually start with what, when, where, who, for what or how.

#### Closed-ended questions

This type of question is answered in one word (by Yes/No or in a few words.) This type of question is asked to know a specific thing. For example: Has your relationship always been difficult with your family members?

#### Leading or suggestive questions

Leading or suggestive questions are a sort of closed-ended questions. Here, it is suggested in the question that a specific answer is being expected. For example: "How is your relation with your boss in the office?" Here, one is being led to specifically describe one's relationship with their boss.

#### Probing or inquisitive questions

If there something more to know about a certain topic, then probing or inquisitive questions can be asked. For example: "Could you tell more specifically?" Or "Could you give another example?" However, if questions are asked one after another, the participant may get irritated.

## Observation

Observation is to deeply survey (watch, listen and try to understand) a person, object, incident or situation. The aim of observation is to watch the participant and to later record their behaviour and attitude for the purpose of analysis. For example: In order for a counselor to understand their client well, the following things should be observed in a session-

- The way the client sits
- The client's facial expression
- The client's voice
- The client's eye contact
- The client's speaking style
- The way the client expresses feelings (ton sigh, to cry, to be restless, to be afraid)
- The client's punctuality
- The client's behaviour
- The client's attitude towards the session
- The client's attitude towards the paracounselor



## Psychological First Aid

Psychological First Aid or PFA is the instant mental, cooperative, and realistic aid one receives from the people around after a very disastrous or pressurizing situation and which helps the person cope with the situation and return to a normal state. For example: Right after a disastrous situation occurs, the support that others provide to the sufferer by talking, and without any other resources is PFA. The things done in PFA are-

- Helping in realistic ways instead of unwarranted interference
- Determining the needs, wants and concerns of the affected
- Helping people fulfil their basic needs (food, water etc.)
- Listening to the affected but not pressurizing them to talk
- Offering relief to people and helping them calm down
- Giving the correct information to people and helping them connect to various humanitarian service and social support systems
- Saving the person from future damage

## This psychological first aid has a few steps

**Fulfilling instant needs:** To know the instant needs of the affected people and help them with those if possible. For example: Someone who is physically severely injured, has to be helped by giving them the right information about an organization like BRAC where they can get proper treatment. In this grave state, psychosocial support is not possible.

**Listening to the survivors:** After having one's instant needs met, the affected may have a lot of negative emotions in them like anger, indignation, fear, hatred, shame, depression, suicidal thoughts, loneliness etc. The psychosocial facilitator will listen to these emotions and all that the affected person has to say, so that gradually their pain goes away and they feel better. In this case, listening to someone attentively and patiently is very important.

**Accepting the feelings of the survivors:** The facilitator needs to believe everything the survivors say and cannot stop them midway when they are talking. If the facilitator tries to forcefully stop the survivors from talking and says something hurtful like- "Don't you dare cry! Nothing has happened to you!" – then they will think that the facilitator does not understand them or is not giving importance to them. But if the facilitator says, "I understand that you are in pain, this happens when you are in trouble," then the survivors will be reassured and will think of the facilitator as their close friend.

**Getting along with the close ones of the survivor and helping in the remaining works and giving as correct information as possible:** If the affected needs some other kind of help like legal aid or medical aid, then the facilitator will have to get together with the close ones of the affected and take the necessary steps and try to provide as correct an information as possible.

**Making arrangement for the appropriate helping method:** : If the facilitators give their best but cannot help the affected, then that should be informed to the local BRAC authority so that they take better measures to help.

### PFA: For whom?

- Crisis affected person who has recently been through a traumatic or disastrous experience
- Can be provided to both adults and children
- Everyone affected by the crisis might not need PFA support
- The ones who do not want it, cannot be provided PFA forcefully, rather, it has to be made available at their reach so that they can have it as soon as they want it

### PFA: When?

- At the first meeting with the crisis affected people
- Usually right after the disaster or crisis
- After a few days or few weeks

### PFA: Where?

Community settings like the place of the disaster or places where people are provided service like health centres, shelter homes, camps, schools or relief centres that provide other aids.

#### Preparation:

- Know about the crisis
- Know about the services and aids available nearby
- Know about the safety and security measures

## How to provide psychological first aid: What can be done and what cannot be done

### Things that can be said and done

- Try to find a quiet place to talk and try to reduce surrounding noise and disturbance
- Sit near the affected person but try to maintain distance considering their age, sex and culture
- Let them understand that you are listening, nod your head at intervals and say "hmm" Be patient and calm
- Provide real and true information that you have. Also, be honest about what you know and do not know. Say that, "I don't know, but I'll try to know for you."

### Things that cannot be said and done

- Try to find a quiet place to talk and try to reduce surrounding noise and disturbance
- Sit near the affected person but try to maintain distance considering their age, sex and culture
- Let them understand that you are listening, nod your head at intervals and say "hmm"
- Be patient and calm
- Provide real and true information that you have. Also, be honest about what you know and do not know. Say that, "I don't know, but I'll try to know for you."
- Do not talk about something that you do not know
- Cannot use too many technical terms
- Do not talk to them about others
- Do not talk about your own problems
- Do not give false hope or reassurance
- Do not think that you can try to solve all problems of everyone
- Do not take away their strength and their mentality to help themselves
- Do not say anything negative to the sufferer (like do not call them insane or crazy)



## Policies of PFA Implication: Look, Listen and Link

### Look

- If any kind of treatment (medical emergency) is necessary
- If the place where you are providing aid, is safe
- If you yourself are ready (to listen attentively to someone talking)
- If you are mentally prepared to listen, then ask for permission to start talking
- Try to see how much pressure the person you are trying to help is in and how much the disaster or crisis has negatively affected them and caused them pain.

### Listen

- Listen attentively to the affected person, try to calm them down and assure them that they are safe at the moment
- Listen to the needs of the person and the type of help they think they need and ask for their permission regarding whether you can offer help
- Try to listen from the affected person about how much pressure they are in and how much the disaster or crisis has negatively affected them and caused them pain. (listen to their troubles and write them down if needed)

### Link

- Help the affected person in meeting their basic needs (like food, clothes, shelter etc.) by establishing connections. Try to connect the affected person with any person, place or organization that can help meet their basic needs.
- In some cases, offer help by providing the correct information (For example: where the person can find help according to needs) and establishing connection
- Help with establishing connection with family, relatives and friends
- Help in solving problems- discuss how to cope with things in the current situation (In some cases, the affected cannot find a way out, or cannot find it due to pressure, hence, need discussions about possible solutions to problems)

### Help people to find basic need support and service

- Find the type of need or solution they are thinking about
- What are the aids and services available nearby
- Do not ignore the needs of marginalized people or people at risk - If you promise to follow up, then do it

### Help people to cope with the problem

- Getting enough rest
- Having food and water as regularly as possible
- Talking and spending time with friends and family
- Discussing the problems with someone they trust
- For being calm- walking, singing, praying, playing with children etc.
- To exercise

- To refrain from having alcohol, intoxicating items like drugs, caffeine, cigarettes or nicotine
- Bathing and maintaining personal hygiene

### Provide information

- Be well informed before helping the affected
- Be updated
- Tell as much as you know, do not make things up
- Keep the news easy and correct, keep repeating
- Provide everyone in the group with the same information to avoid spreading of rumours
- Explain the source and authenticity of your information
- Let them know when you will provide the next update

### Link the sufferers to their families and social services

Social support is very important to get well and return to normalcy

- Keep everyone in the family together and keep children with their guardian
- Contact the affected person's favourite person and friend
- Provide scopes to attain religious aid
- Even affected people have the capacity to help each other, so, make sure to provide that scope

## Psychological First Aid for Children

### Impact of any disaster or accident on children

1. Children's ways of looking at any incident is quite different from that of adults
2. As the child grows up, their needs or necessities also keep changing which are not like those of adults
3. Due to their age, their bonds are usually created with their parents or caregiver who fulfil all the child's needs. Due to this, during any crisis, they are quite vulnerable and at great risk.
4. All children do not think the same in the same way about the crisis or respond in the same way to it. And it is not like every child will require PFA as well.

### The signs and symptoms to look for to know whether a child is in trouble or pain:

- There can be various physical problems or symptoms, which will help understand that the child is not doing well. For example: Body shaking and not being able to be calm, headache, loss of appetite or no appetite at all, stomach ache or pain in any other body part like hands or feet
- Crying or not being able to stop crying at all
- To appear irritable, bad tempered or afraid and terrified
- Behaving in a way that they never used to do, or rarely used to do, like hitting others (punching, kicking, biting etc.)
- Clinging to parents or the caregiver all the time, sitting on their laps, not wanting to get down from their laps, holding parents' clothes or hand wherever the parents go, not wanting to let go of them for even a moment



### Children who are at risk of having more problems

1. Children who are away from parents or caregiver
2. Children who have witnessed the death of someone close or dear
3. Children who have been physically injured (like breaking their hands or feet etc.)
4. The parents or caregiver might have been worrying and discussing about the crisis or accident, as a result, the children also start worrying about what might happen in the future
5. Blaming their own selves if they are the only ones in their families to have survived the disaster

### If children are found to show the following things

1. To have self-harming tendencies or tendencies to hurt someone else in the family,
2. To have suicidal tendencies or think about suicide,
3. Often or always isolate themselves from the others, for example: not showing any emotions (pain anger, disappointment etc.), having no feeling no matter what happens
4. Be able to see something or hear something that is really not there (different from the child having fun). They need to be referred to the MHPSS service centre.

### The correct ways or methods of talking to children

1. Trying to calm them down and keeping calm yourself
2. Talking to them very calmly and talking in a manner that they can easily understand and communicate in
3. Sitting beside or in front of the child so that they understand that you are with them
4. Making eye contact while talking
5. Talking in a place that is comfortable for the child. For example: keeping the door of the room open or closed taking the child's permission, taking care that no one else enters at that time in the room, keeping nothing around that makes the child scared or frightened again
6. Helping the child in calmly breathing, doing it a few times yourself and demonstrating it to the child
7. Being patient because building trust takes time. We will give time to the children because they might not start telling us everything from the very first
8. Helping without passing any judgment or asking counter questions

- All of a sudden, not knowing where they are, what they are doing, not being able to recognize family and close ones
- Might even forget any incident or any habit of theirs (forgetting how to eat, their name or any other memory, not being able to recognize etc.)
- Removing themselves from everything, talking very less or sitting or lying at the same place for a long time. For example: A child who used to love playing, is not playing anymore, was very playful but now talks very little or not at all.
- Does not want to come in front of everyone, gets shy, or tries to hide, which they would not do before
- The child is not replying when someone says or asks something. It might also happen that the child has completely stopped talking
- The child is getting easily scared and terrified at the slightest talk or sound

# Chapter 4

- Client Identification
- Observation and Assessment
- Child Behaviour Analysis



## Client Identification

According to specialists, when a person finds difficulty in thinking in a healthy manner; faces difficulty in channeling empathy, and behaves in an irregular manner, there will be seen some issues related to their mental health. During this stage, the person can neither share his/her experiences with others, nor can he/she deal with the daily difficulties of life with composure. Millions of people around the world suffer from mental/psychological illnesses and this has a tremendous effect on their near and dear ones as well. According to WHO, many people are reluctant to seek support because of shame. With appropriate treatment, individual-based remedies are possible, as well as the possibility of a rewarding and happy life.

People can discuss many different issues with us. Based on the issues at hand, each client will be different from the next. We will discuss a few such clients who have displayed the issues mentioned below.

### A. Client Might disclose some issues on depression

All of us can experience sadness at different points in our lives. However, this sadness usually does not stay for too long and often goes away on its own. Or, we hear a good news or a happy story and our mind feels happier. However, sometimes clients may talk about a crisis which is ongoing for 2 weeks. Symptoms of such crisis are-

- Feeling very sad
- Having no desire to eat
- Lack of sleep or, alternately, sleeping too much
- Weight gain or weight loss
- Feeling tired all the time
- Feeling hopeless and having low self-worth
- Having suicidal thoughts or thoughts on self-harm
- Showing signs of irritability, etc.

### B. Client Might disclose about some issues on Anxiety

We all fall into negative thoughts from time to time. Whenever we face a physical or mental distress, the moment we have an inkling of a crisis, we tend to become uneasy/anxious. However, sometimes people are constantly worried about something and fall into negative thoughts, despite a lack of tangible cause. During this time, when people are unable to perform properly in their daily lives. Some of the symptoms of such issues are:

- Negative thoughts/anxiety or fear
- Becoming irritated or tired very easily
- Lack of concentration
- Disturbances regarding sleep
- Feeling restless, having chest palpitations
- Headaches and nausea
- Worrying about something excessively, and being unable to rein in those worrisome thoughts.
- Feeling restless and irritated.
- Sleep troubles.
- Becoming tired quickly.
- Withdrawing from social events and gatherings.
- Unable to perform daily tasks due to constant negative thoughts.
- Having a constant fear of something bad about to happen.
- Extreme fear, constantly thinking that one is "going to die" soon.
- Excessive sweating.
- Difficulty breathing, having a flushed head or face.
- Feeling catatonic or unable to move.

### C. Post-Pregnancy Symptoms in Mothers:

70-80% mothers may face “baby blues” or post-partum depression. If prolonged, then other symptoms such as feeling ill, feeling sad, or irritable may also manifest. Mothers usually experience this phenomenon 2-3 days post-pregnancy. In 7-8 days this experience becomes more severe. Within 2 weeks, however, this disorder recedes or goes away. Symptoms of this mental health issue are:

- Feeling extremely hopeless & sad, or feeling extremely irritable and restless.
- Sleeplessness and lack of concentration.
- Difficulties establishing a bond with the newborn child.
- Lack of appetite.
- Feeling helpless and thinking that “ she is not a good mother”
- Having suicidal thoughts and thoughts of harming the child, etc.
- Tiredness, insomnia and lack of concentration.

### D. Drug Addiction

Consumption of addictive substances (e.g. Marijuana (ganja), alcoholic drinks, yaba, etc.) create different physical and psychological changes in a person. It is not that a person will succumb to drug addiction right after consuming an addictive substance. However, prolonged use of drugs can make a person addicted to them. Signs of drug addiction include-

- Consuming an addictive drug or substance everyday (once a day or many times) and the thought of drug usage takes over all other thoughts and activities.
- Increasing the dosage of drugs to get the same enjoyment.
- Spending a large amount of money on drugs.
- Staying away from society and slowly losing interest towards work and other activities.
- Getting involved in all sorts of illicit activities for the consumption of drugs, and putting oneself in dangerous situations after extreme consumption.
- Loss of appetite, weight loss, being irritated for no reason.
- Inability to stay sober, despite repeated attempts.

### E. Trauma

An individual suffers from extreme mental distress when he/she has faced or is under great stress or suffers from mental anguish or injury. Examples include: War, rape, sudden natural calamities etc., which he/she has experienced or has heard of from someone else. Signs of trauma include-

- Reliving the experience of trauma over and over, either through intrusive thoughts, or experiencing similar situations, or through bad dreams and nightmares.
- Forcefully trying to ward off an incident, thought or experience.
- Having negative thoughts
- Feeling alone, being distant from everyone.
- Memory loss.
- Self-harm.
- Sleep problems, loss of appetite, etc.

Duration: Prevalent for 1 month-6 months

### F. Clients who approach with complaints of a physical pain or distress, without any obvious physical causes.

This form of mental illness can be observed in one or more organs and body systems such as-

1. Pain in different parts of the body (headache, chest pains, stomach aches, neck pain, backache, joint pains, anal pain, and urethral pain.)
2. Illness related to the stomach (nausea, a few instances of vomiting, trouble with digestion, bloating, regular diarrhea, loss of appetite, dysentery for days, etc.)
3. Additionally, people complain of pain in other areas, such as-
  - Muscle weakness
  - Trouble swallowing
  - Feeling of something being stuck inside the throat
  - Dizziness
  - Feeling faint
  - Having a hot flash in the head.
  - Immobility of hands and feet.

## When dealing with children

Many people believe that children do not suffer from mental or psychological distress, but we can see many different symptoms in children as well. Moreover, immediate treatment of these symptoms can result in quick healing and recovery.

Children often feel sad, but this does not always indicate depression. If the situation continues for many days or starts to affect his/her daily life then we can assume that the child is suffering from depression.

Symptoms found among Children:

- Getting irritated or angry
- Always feeling upset
- Isolating him/herself from society
- No appetite or alternately increased appetite
- Sleeplessness or sleeping too much
- Feeling lethargic
- Stomach ache or head ache
- Lack of interest in activities
- A loss of interest in work
- Lack of concentration, feelings of guilt
- Suicidal or thoughts of self-harm

Children have difficulty concentrating, keeping themselves under check, and they are very active. Usually, this illness manifests in children by the age of 1 ½ years to 2 years and sometimes it cannot be identified until the child goes to school. Usually, there are 3 symptoms which are identifiable:

**i. Lack of Concentration:** Children with this illness are unable to concentrate on a task, game or activity for too long. They do not listen attentively and find difficulty in completing a task according to directions. They forget things very easily and forget their daily tasks almost every day. They frequently lose or misplace necessary tools and stationaries (e.g. pencils, books, copies, toys and other stationaries). They lose concentration very easily and often move on to another task before completing the one at hand because they find it difficult.

**ii. Hyper activity:** Extreme restlessness, jumping around, throwing their arms and legs, and inability to sit still in one place. They cannot relax during breaks and cannot stay calm during games, and often run around or explore places where they are not allowed to go to. They often cannot participate in games and recreational activities without creating an uproar or confusion.

**iii. The tendency to do something impulsively:** Children with some children might have a tendency to do something impulsively and without warning, such as: hitting someone, throwing something at someone, swearing at someone, breaking something, tearing or ruining something. They make important decisions on the spur of the moment, without thinking about the future. They involve themselves in other people's business and keep on talking, even when others don't pay attention or tell them to stop. They often find it difficult to wait for their turns in games, and answer without listening to the question properly or letting the other person finish.

## Intillectual disability

This is primarily a neurological illness which has an impact on the intelligence and behavioural aspects of a person. Those who have IQs less than 70 are considered to be intellectually challenged. Some of the symptoms for this phenomenon are:

- Difficulties performing small tasks such as: Sitting, walking, speaking.
- Delayed speech learning.
- Finding difficulties in completing one's tasks (e.g wearing clothes, taking a bath, eating).
- Weak problem-solving abilities.
- Behavioural challenges.
- Inability to fit into society, facing difficulties in school.
- Having trouble adjusting to new environments or situations.
- Inability to understand other people's conversations quickly.

## Autism

A child's physical development, social skills and language form during early childhood development. Although it's not easily decipherable in the early stages, symptoms of autism manifest usually before or by the time a child turns 3 years old and until the child grows up. Signs of this developmental disorder are:

- The child does not respond to being called by his name even after 2 months.
- The child cannot play even after 18 months.
- They usually avoid looking at a person straight in the eye and prefer staying alone.
- These children face difficulties in understanding the state of their mental health and cannot express or talk about their feelings.

- These children face delayed speech and delayed usage of language.
- They repeat one word or one small sentence repeatedly (Ekolalia)
- They reply to questions with answers which are not connected or relevant.
- They cannot cope with change, no matter how small.
- Ritualistic Behaviour or activities
- Sometimes they flutter their hands, rock their bodies and go around in circles.
- Some sounds, smell, taste, faces or experiences can create unusual sensations and reactions.

## Special points of note:

The main reason for learning about mental illnesses and disorders is so that we can identify possible symptoms or cases when interacting with clients for referral. Additionally, it will help us to be more aware and help us let the client know who to go to for the correct treatment. It is not our role to tell a person that he/she has depression or that his/her child has autism. This is unethical. We will only read about these issues to understand further, to support the client (in this case the child) further and to understand him/her better.

## Psychological distress or impact of mental illnesses which psychosocial facilitators have to look out for:

1. That the client's mental state is affecting his/her daily tasks. E.g. regarding self-care, regular bath, food habits, sleep, and so on.
2. The client has less energy for work.
3. His/her social interactions lessen gradually. E.g. He/she does not talk to others like before, or he/she does not keep in touch with others.
4. The client is talking about his/her work life. E.g. the client is talking about how he/she cannot concentrate on his/her work.
5. The client is suffering from such symptoms for a long time.
6. The client faces difficulties in areas of academic learning and literacy

## Section 4:2

## Assessment

Assessment is an ongoing procedure which commences from the time the client comes to the mental health facilitator with his/her issues and which continues until the client is relieved of his/her problems. Many believe that assessments are conducted only in the primary level; however, assessments are conducted at the primary level to understand the client's issues, then once again to assess the client's current state regarding issues, and once more to assess whether the client has had any improvement. Following the client's recourse to seeking mental health support, facilitators conduct assessments on clients for a variety of reasons.

## Reasons for Assessment:

- To understand the client's main issues.
- To understand the reasons behind the client's issues (prior reason, immediate reason and ongoing reason).
- To understand the client's strengths and weaknesses.
- To identify ways to resolve the issue.
- To envisage the end of the issue.
- To map out results.

Assessments helps the facilitator to not only understand the client individually and from a humane perspective, but to also map out the formulation of his/her issues and identify possible methods of treatment of resolving the issue. It also gives a clear idea as to whether the experimental treatment is working or not. How the assessment session will be depends on a few criteria, such as:

- **The nature of the issue:** The assessment will depend on the nature of the client's issue. If, for example, the client is talking about Depression, then the questions will revolve around the topic of Depression and its various manifestations and symptoms.
- **The validity of information:** To gather accurate information it is necessary to also talk to the client's family members, close relatives, friends, teachers, medical professionals, etc. and gather information. If necessary, then the Paracounselor can also get information from the police and other protection centers. It is also possible that the client is not able to provide the necessary information (e.g if he/she is a child). In such cases, it is the merit of the paracounselor to be able to gather all valid information.

## Method of Assessment

Assessment starts when the client approaches and comes into the paracounselor's confidences, but often assessment can also be conducted in normal, social situations as well. It is clear then that, based on the situation, different methods of assessment can be conducted.

## Common Methods of Assessment:

### Mood Rating

0-10, where 0=I am feeling very bad/I am feeling very sad and/or upset, 10= I am feeling very good/I am very happy.

**Note:** Consult participants to discuss how to use the mood rating when working with the Rohingya Community.

1. **Self-Report:** Using self-reports the client assesses his/her current situation via different assessment methods to identify his current psychological state. Core-10, Depressional scale, Anxiety scale, etc. are some of the methods used for self-reporting.
2. **Diary:** Diary is another method where clients write their day-to-day activities and incidents at home for discussion with Paracounselors during sessions. The diary method is used for different purposes such as: daily activity diary, thought diaries, anger diary, etc.
3. **Observation:** In many cases, Paracounselors can identify some important facts about the client through observation. Points of observation include: Gesture, behaviour, posture, tone of voice, clarity, nuances in manner, looks & cues, etc. This is an especially useful tool when interacting with children because children communicate more using non-verbal cues than verbal cues to express what they are thinking or feeling. This method helps to complete the assessment and support the sessions as well.

4. **Interview:** The interview method attempts to identify issues and problems which the client is facing through a series of diverse question. Interviews between paracounselor and client usually start by questions following the client's general identification, method of treatment, and disclosing the issue of confidentiality. Once the client understands and agrees to go forward, the interview session starts. Through interviews, the following points are generally assessed:

- **Current issues:** Through interviews, client's current issues are identified and their severity assessed. Client's viewpoint regarding the main issue, as well as his/her thoughts and opinions are also identified through interviews.
- **Information regarding the issue(s):** Information surrounding the issue at hand, such as when the issue started, whether such incidents have happened before, etc.
- **Family history:** Family history of mental illness, type of family structure (single or joint), changes within the family (change of address, family deaths), discipline within the family, family dynamics and relationships.
- **Growing up phases:** Physical growth, personality development, social, sexual development are also assessed and identified in interviews.
- **The impact of the issues in different aspects of life:** The severity and impact of the issue in different aspects of life (social, work, personal) and whether there are any problems faced in such aspects are also identified through interviews.

**E.g:** In case of social, is the client adapting as before or whether he/she is facing difficulty adjusting? In case of work, is the client performing according to his/her capacities or is he/she facing great difficulties are discussed? Additionally, whether the client is having trouble maintaining self-care is also discussed. In case of family, is the client able to maintain cordial relations with all members is also an area that is discussed. How the issue is affecting the client's life, as well as measuring the immediate and long-term impact are assessed.

- **Expectations from the Paracounselor as well as expectations surrounding different issues:** The Paracounselor tries to assess the client's expectations from the Paracounselor as well as identify client's expectations regarding his/her life goals through interviews. Additionally, through interviews the Paracounselor also tries to identify client's expectations and goals regarding his/her relationship with different members of the family.
- **Information regarding client's capacity to adapt with the issue at hand:** Identify what steps the client has taken to adapt to the situation or issue, his/her strengths in regards to coping are also identified through interviews.
- **What support or resources does the client have with her:** To help the client get out of the difficult situation, the Paracounselor not only talks about client's issues during interviews but positive aspects in the client's life and the resources he/she possesses in her capacity. His/her family, friends, relatives and the support they provide to him/her are also discussed. Further, the client's hopes, dreams and aspirations are also identified. In certain matters, what are the resources and support available to him/her, which can help in his/her treatment are also discussed to gather ideas.

It is important to conduct the interview with honest intentions, solely to gather information from the client for her treatment. The Paracounselor cannot use this method to gather personal information to satisfy her curiosity. As the whole process is dependent on personal communication, it is important for the paracounselor to develop some essential skills and experiences, such as:

- **Ability to ask questions skillfully:** When it is necessary to ask what question is something of which the therapist needs to be very experienced in. For example: Free questions (what, how), Factual or intelligence questions (one line answers), how deep one should go in regards to the issue, sensitive issues, and how to ask questions, etc. are areas in which the paracounselor needs to be skilled in.

- **Nonverbal communication:** The paracounselor can provide many non-verbal cues and communication which reassures the client to continue, such as: making eye-contact while speaking, making the proper expressions when listening, nodding one's head, etc. These cues show that the paracounselor respects what the client has to say and gives the client the reassurance to express more confidently.
- **Listening with concentration:** When the paracounselor listens with deep attention to whatever the client has to say, the client will feel cared for, and that the paracounselor truly wants to help him/her. Just listening to the client with deep attention is sometimes enough for the client. Some ways to show the client that the paracounselor is listening actively are:
  - » If the paracounselor does not understand something she asks the client to repeat what he/she said.
  - » The paracounselor does not stop the client halfway through.
  - » During the session the paracounselor will from time to time summarize what the client is saying in the therapist's own words. From this the client will understand that the therapist is understanding what the client has to say and clarify any mistake the therapist has made. As a result the client does not have to repeat his/her words all the time.
  - » The Paracounselor can understand the diverse emotions the client is going through and can feel the client's emotions the way he/she is feeling (empathy) and let him/her know, such as: "I understand that you are in a lot of pain." The therapist can use her empathetic skills here. Empathy is when the therapist understands how the client is from the client's own perspective, almost as if the therapist was there himself.

### Risk Assessment:

Whether the client has contemplated suicide or had/have suicidal ideations?

Expectations from the Paracounselor:

- What does the client expect from the paracounselor?
- How can I help you?

**A few additional issues which the paracounselor has to keep in mind, such as:** The counseling space should be held in safe and comfortable settings. Additionally, before note-taking, express permission from the client and promise of confidentiality is essential. The purpose of the assessment is to go deep into the client's issues and try to assess from within. Otherwise, many important factors may be lost, as a result of which the assessment will be incomplete. Assessment is an ongoing process. During ongoing mental health support it is quite probable that new information might be discovered and brought forth, which might change the perspective of the client. As such, it is safe to say that a complete and thorough assessment is essential for successful mental health counseling support.

## Child Behaviour Analysis

One scientific way to rectify any behavioural pattern among children is through Functional Analysis or ABC method. There is always a previous episode or experience which fosters or propels current behaviour. Similarly, the behavioural change often has a result which further reinforces the behaviour.

(Antecedent)  $\rightleftarrows$  (Behavior)  $\rightleftarrows$  (Consequences)

The behavioural pattern which needs to be modified is first identified and targeted. Then the factors prior to the onset of the behavioural pattern and the resultant factor are also identified. Finally, factors prior to the behavioural change or the resultant factors following the behaviour are modified or changed in order to correct the behaviour.

### Points we need to keep in mind before analyzing prior factors:

- Under which conditions did the behavioural change start? E.g: people, noise, criticism, wanting something but not getting it, etc.
- In which environment or situation does the behavioural change arise? E.g: During mealtime, when playing with peers, when learning something new, etc.
- Does the behavioural change manifest in front of certain individuals and in front of which individuals does it not manifest?
- During which period and for how long does the behavioural change last? Eg. A certain day of the week or a certain point during the day.

### Points we need to keep in mind prior to analysis of resultant factors following behavioural change:

- What exactly happened and what did the child achieve following the behavioural change?
- Is the result following behavioural change always the same?
- What are the reactions and behaviour of the people around the child, following one such episode?
- What effect does the behavioural disturbance have on others?

## Case Study

Sarah (Not her real name) is a 9 years old girl who studies in Class 4. Recently, Sarah is getting angry over the smallest things, and screams and breaks things. Sometimes, she even hits her mother and older sister. Sarah's mother is very concerned about this issue and approaches the paracounselor in regards to Sarah's anger & breaking issues. The Paracounselor identifies Sarah's tendency to break things and decided to change that behaviour. To assess and modify this behaviour via the ABC Analysis method, one such scene in which Sarah is breaking things has to be closely supervised. For instance, the day before, Sarah comes to hit her older sister and in the process breaks a glass. What happened right before this incident? And what happened right after this behaviour? Through conversations with her mother it was discovered that, right before the incident, Sarah asked her sister to get some food for her from the kitchen, which her sister refused to do. Prior to that, their mother praised Sarah's older sister and criticized Sarah. This is because Sarah got low marks in a test, while Sarah's sister, who is 12 years old and is in Class 6, got high marks in some test. The mother compares Sarah with her older sister and praises the latter while criticizing the former. Following Sarah's behaviour, the result was that the other moves Sarah away from her older sister and keeps her close to her. During this whole scene, members of the household were present.

**Now, the points we identify following investigations of prior incidents and resultant factors:**

### Prior Incidents:

**Rejection:** The older sister did not make Sarah's dish.

**Criticism:** Having to hear negative words from her mother for getting low marks and being compared to her older sister.

**Loss of Respect:** Being criticized in front of the household.

**Resultant Factor:** Receiving all of the mother's care and attention



# Chapter 5

- Basic Concept Parenting
- Self-Care



## Parenting or Upbringing of Children

We are all familiar with the word “Upbringing.” Despite the difference in our own upbringings, we have all grown up through this process and some of us are even in the roles of parents now.

**Parenting** is a process where parents take responsibility of children’s maintenance from infancy to adulthood and provide every kind of support in children’s physical, emotional, social and intelligence related development. Parenting is not only limited to blood relation, rather, it is a complicated lifelong process of raising a child. From the definition, it is clear how important parenting is to the mental development of children. Because, how well someone can adapt to their surroundings, how well they will be able to handle pressures in their life, and how much they will be able to contribute to the society as a healthy person, depend mostly on their childhood upbringing by their parents. There are a few types of upbringing of children, knowing which, we will have a clearer idea about why parenting plays such an important in the mental development of children.

## Types of Parenting

Darling and Steinberg, through various experiments, identified 4 types of parenting in 1993:

1. Authoritarian Parenting
2. Authoritative Parenting
3. Permissive Parenting
4. Avoidant Parenting

### Authoritarian Parenting

There is a tendency of exercising authority on children. The parents are seen to be quite strict in teaching discipline to the children. In most cases, while teaching specific rules or while giving instructions to do a work, parents do not want to explain the reasons behind them. As a result, the child only develops a pattern of following rules. Usually, parents take decisions for the child and the child’s opinions are not taken into account. If the child does not listen to the parents or does something mischievous, then a tendency of controlling the children with severe chastisement or punishment is noticed. A few more characteristics of this type of parenting are given below:

1. In case of disagreement of opinion with the child, there is no tendency of mediation, rather, parents’ decisions are imposed on the child.
2. To correct problematic behaviour, usually punishment is used. Punishment is a very common practice here.
3. Communication of child with parents is usually one-directional, which is, parents → child. As the child’s opinion is not given any importance, communication from the child’s side does not happen.
4. Parents are usually not mindful about children
5. There is a lot of pressure on the child regarding parents’ expectations

From the above discussion, we can understand what type of personality the child of such parenting will grow into. The characteristics are as follows:

1. Due to excessive criticism from parents, these children always suffer from inferiority complex
2. Due to lack of opportunities of deciding things for themselves, later in life, these children become indecisive and incapable of solving problems
3. Due to excessive punishment, when at fault, they tend to lie in order to avoid being punished.
4. In most cases, children become very aggressive. As children like to imitate, hence, they start imitating their parents’ attacking nature and consider it ideal.

### Authoritative Parenting:

These types of parents usually do not impose anything on their children. Before teaching any new rule or behaviour, they explain its importance to the children and prioritize their opinions as well. Instead of punishing for correcting children from doing the wrong things, these parents usually appreciate the positive things that children do. Above all, through authoritative parenting, parents value children’s emotions and feelings, which helps in the healthy mental development of a child. A few other characteristics of this process are:

1. The reason behind every decision, work and rule is explained to the child
2. Communication between children and parents is two-directional because children have freedom of expressing their opinions

3. Parents usually communicate with the child in an age appropriate manner considering their level of intelligence and emotional state
4. Usually the parents have expectations from the child but that expectation does not pressurize children

Usually, the following qualities are found in children who are raised through authoritative parenting:

1. Research says that these children are usually responsible as they learn to take responsibility of their own work since childhood.
2. These children learn to take their own decisions and are capable of solving complex problems.
3. These children are usually very cheerful and lively because they do not have the pressure of parents' expectations on them. Moreover, due to friendly relationship with parents, they share their sorrows and troubles with parents and manage their pressures.
4. These children attain success in most spheres of life as their parents always keep supporting them.

### Permissive Parenting:

These types of parents are usually very easy going on children because they believe that if they forbid children from doing something, or if they try to chastise them, their mental development will be impaired. Due to excessive soft behaviour of these parents, it is difficult to teach children any rules or to correct any negative behaviour. As they leave children to take their own decisions, children might sometimes take the wrong decision and face negative consequences. In other words, due to too much love and affection, parents fail to provide even the minimum chastising to children. Some other characteristics of this type of parenting are:

1. Due to no fixed parenting rules or boundaries for the children, these parents fail to teach children a sense of discipline
2. Although the communication is both sided, but the communication mostly happens from the child's end and parents usually remain inert or passive
3. These types of parents usually pamper their children too much
4. Parents have no expectation from the children. Whatever the child attains, they accept.

Usually, the following characteristics are found in children who are raised this way:

1. It is found in researches that, children who are excessively pampered, face failure in academic life.
2. As they are not taught to be disciplined or to abide by rules, growing up, these children face problems in adapting to their surroundings.
3. These children often undergo inferiority complex and disappointment.
4. The biggest problem is that, these children often face health problems like obesity or dental problems as their parents have no role to play in their food habits and lifestyle. In most cases, these children have a tendency to eat outside, not brushing their teeth, sleeping too much, which might lead them to health risks.

### Avoidant Parenting:

We can have some idea what this type of parenting actually is by the virtue of its name. This pattern is the complete opposite of the parenting process discussed earlier. These parents do not care at all about the child. Usually they avoid the child, are indifferent to the child's needs and do not give the child enough time. However, this kind of parenting tendency is usually seen in parents with mental, physical or any other problem. For example, parents show a negligent attitude towards their children when they are under the influence of drugs, psychosis, depression, long-term physical illness, divorce or any other social pressure. Some other features of this type of child rearing process are:

1. Usually there is no communication between the child and the parents
2. Parents usually have very little knowledge about their child's academic performance, peers, social relationships or child development
3. Parents have no expectations of their children.

The following characteristics are found in child of such parenting:

1. Academic performance can be poor due to less monitoring by parents.
2. These children grow up to be loners and suffer from loneliness
3. They suffer from inferiority complex and various behavioural problems. E.g., school runaway, theft, lying, aggressive behaviour, etc.

We can see that this complex process of child rearing affects the overall development of the child very significantly. But we have to remember, no parent is parenting through a certain type. At different stages of development, at different times parents raise their children through a combination of the above parenting processes. Thus at times the parents have to be tolerant, sometimes they have to be subjective in the interest of teaching discipline and again the development of the child can be completed if the child is brought up with a domineering attitude. We just have to keep in mind that if this complex task of child rearing is guided in only of the particular ways then the development of the child may be hampered.

## Some parenting tips:

**Understanding the child's emotions:** Firstly, a parent must first observe to understand the emotions of a child. When a child behaves in a certain manner, a parent needs to observe where he does it, when he does it or who is around. If these issues can be understood through observation, then that particular behaviour can be mitigated. In that case the problem can be solved and a new situation can be created where the child will no longer behave in that manner. For example, if the child is being difficult, then it is necessary to understand through observation when the child behaves in that particular manner and who is around or what happens. Then the parent can try to understand the level of stubbornness. Suppose the child is being stubborn more in the morning, a keen observation shows that the child is more obstinate in the morning while eating food. Then it may be due to the fact that he does not like the person who is feeding him in the morning, or that the child does not like the breakfast menu, or that he is insisting on going to sleep in the morning. If the root cause is understood here, it is possible to control the child's stubbornness by changing or solving it.

**Differences in behaviour:** If it is not possible to manage the child or teach a new behaviour in the usually parenting technique that parents are accustomed to, then parents should change their parenting ways. Mothers often feed the child while telling a story; this usually results in child eating for a long time. If the mother wants to feed the baby more quickly, she can tell some part of the story before feeding and some after the feeding. In that case the child will finish eating quickly to listen to the rest of the story. But in this case, keep in mind that the rest of the story must be told after feeding. If the mother leaves without telling the story after eating, the child will feel cheated and will lose trust in the mother.

**Spending quality time:** Parents may spend a lot of time with the child but quality time has to be spent for the parent/child bond will to be strong enough. For example, when the mother tells a story to the child, she must engage with the child, making eye contact. While playing with the child, the mother should give undivided attention to the child. It is often seen that the parents do other things by sitting beside the child, in which the child feels that the parents are not paying attention to him and a kind of loneliness is created in the child and can hinder his mental development.

**Developing connection:** When parents are spending time with their child, they can also engage the child in meaningful way. For example, while telling a story, the parent may ask in the middle of the story on what the child is thinking at this stage of the story or what might happen in the story after that. This will increase the child's thinking and development of intelligence.

**Self-care of parents:** If the parents are under a lot of stress or frustration in their personal life, it will fall on the child and will hinder his/her development. Therefore parents must be careful about their mental health and should engage in regular relaxation exercises, share their troubles with someone they trust, and participate in regular recreational activities.

#### To do:

1. Keeping the promise made to the child
2. Eating together as a family at least once a day
3. Having regular family meetings
4. Setting boundaries for communication and communicating with the child within those boundaries. Maintaining the privacy of children and adolescents
5. Setting family rules and being strict about keeping rules
6. Commending good behaviour.

#### Not to do:

1. The child should not be disciplined while a parent is angry over anything else or someone else.
2. The dominance of power should not be shown with the child or the power of being a parent should not be enforced
3. False praise cannot be used to boost a child's self-esteem
4. Children should not be compared with others
5. The child should not be given extra attention (such as excessive stubbornness or crying, etc.) when they are indulging in negative behaviours or acting out.



## Section 5:2

### Self-Care

#### What is Self-Care?

As mental healthcare supporters, we provide counseling support and wellbeing to others who require mental health support and empathy, regardless of race, religion, sex, age, gender and socio-economic background. Although it may seem easy and ordinary to do, yet this work is often very stressful. This is because we are listening to the sadness, pain, abuse and hurt of others. This is because mental health support is not a one-way communication; both the client and the paracounselor are talking freely about issues which they would never have discussed in front of anyone else. When the paracounselor is listening to the client, she may feel as if she too is going through what the client is feeling. This is because, whatever experience the client is sharing, the paracounselor has to also understand and empathize that experience in order to provide support. The client can talk about his/her psychosocial distresses to the paracounselor

calmly, but the paracounselor, out of ethical bounds, cannot share whatever she has heard with anyone else. Even if the psychosocial facilitator is feeling mental or psychological distress, she still cannot express her feelings or thoughts to anyone other than a specialized counseling psychologist as she is bound by ethics. If she is always thinking about her ethical duties and storing her experiences and thoughts deep within, then her work will falter. Not only that, she will also experience mental health distress, as such she will not be able to provide mental health support to another person. This is why it is necessary for the facilitator to remember that she has to do some things which are necessary for herself and which will alleviate her mental stress at least a little bit.

#### What is Self-Care?

To control our behaviours we take certain initiatives of our own to keep us healthy and peaceful. This is self-care.

## Self-Care Work

- To keep some time aside for your wellbeing
- Working in a planned manner which keeps the mind and body healthy.
- Ensuring enough rest and nutrition
- Prioritizing one's likes and dislikes
- Creating meaningful, enjoyable and dependable relationships with others.
- Knowing oneself and staying mentally and physically happy by doing the things one loves.
- Understanding oneself, one's flaws, virtues & weaknesses and taking steps to overcome them is also a form of self-care.

## Things to remember:

- Physical or mental, both are connected to self-care. Just as staying disease free is not indicative of mental wellbeing, similarly being physically weak also hampers mental wellbeing.
- Ensuring both mental and physical wellbeing is a sign of self-care.
- Disregard for other's people's wishes and preferences and thrusting one's own values is not a sign of self-care. Rather, it is a sign of a lack of both sympathy and empathy, which hinders relationships.
- Lack of cultivation of empathy and sympathy is not self-care.
- Self-care is never something which is a cause of harm for the person or makes one feel bad. For instance, just because someone enjoys eating it does not mean that the person should regularly consume unhealthy food which harms the body. This is not self-care.
- Self-care can be different for different people. Activities which prosper and improve the mind have to be discovered by people themselves. For instance, some people enjoy staying by themselves and has to time with his/her friends or family in the evening. This may improve his/her social circle greatly but may create increased mental stress. In truth, this would not be self-care for the person. On the other hand, this same thing might be a form of self-care for someone else.

## The Need for Self-Care

- **To increase the satisfaction of life:** Self-care helps to improve the enjoyable moments and experiences in a person's life. This results in increased satisfaction and meaning in one's life. If one is satisfied with oneself then he/she can mingle with others and take part in his/her work with great determination and skill.
- **Harmonious relationships with others:** One sign of self-care is the ability to keep away from insignificant or immaterial issues. Many a time we are surrounded by some people who do not value our worth or whose presence makes us feel uncomfortable, or makes us sad. This has an impact on many important relationships in our lives.

Through self-care the individual can work with this sort of person in an effective manner. Additionally, if necessary they can remove themselves from individuals who are so negative. Through this, the person can make new or rekindle old relationships which are more meaningful.

- **Ensures physical and mental health:** When we start to take care of ourselves then we start to feel good about ourselves as well- we stay away from things which makes us feel bad or are harmful for us with greater concentration. If we spend some time doing the things we enjoy doing then we feel rejuvenated mentally which also fosters our psychological wellbeing.



- **Keeps a check on mental stress:** In our daily lives we are all under some of form of mental stress. When the stress level increases we fall victim to burn out at one point. At that point we cannot even deal with the smallest stress. Taking regular care of ourselves helps us to cope with the struggles of daily life such as worries, fear, dread or alarm, depression, sadness, etc. and reduce their impact as well. By keeping our mental stress regularly under check we can reduce the possibility of a burn-out. In this way, self-care increases our capacity to fight mental stress.
- **Increases work skills:** When we feel good about ourselves then we can perform our tasks better and with greater skill. If we take care of ourselves then we can also help others feel better and work towards performing our civic duties for the society. e) Boosts immunity: Regular self-care brings greater awareness regarding our physical and mental states. If we eat healthy, nutritional meals, ensure proper sleep schedules and rest, foster a healthy lifestyle, etc., then not only do we have a stronger immune system, but we can also take the necessary treatment as soon as possible following if we see a sign or a symptom of an illness. Regular self-care boosts not only our physical health but fosters greater mental wellbeing and helps reduce mental stress. Sometimes,

when our mental stress reaches a very high and critical level then we have a greater chance of suffering from mental illnesses or distress. Through self-care we can prioritize ourselves and learn to love ourselves, as a result of which we can take care of other people around us. As we can perform our work duties and tasks with greater efficiency and skill, we also become mentally stronger. This mental strength makes us better equipped to battle mental stress and illnesses.

- **Accomplishment of Self-Care:** By following the above mentioned steps, individuals concentrate on positive factors and shun negative aspects in order to attain self-growth.

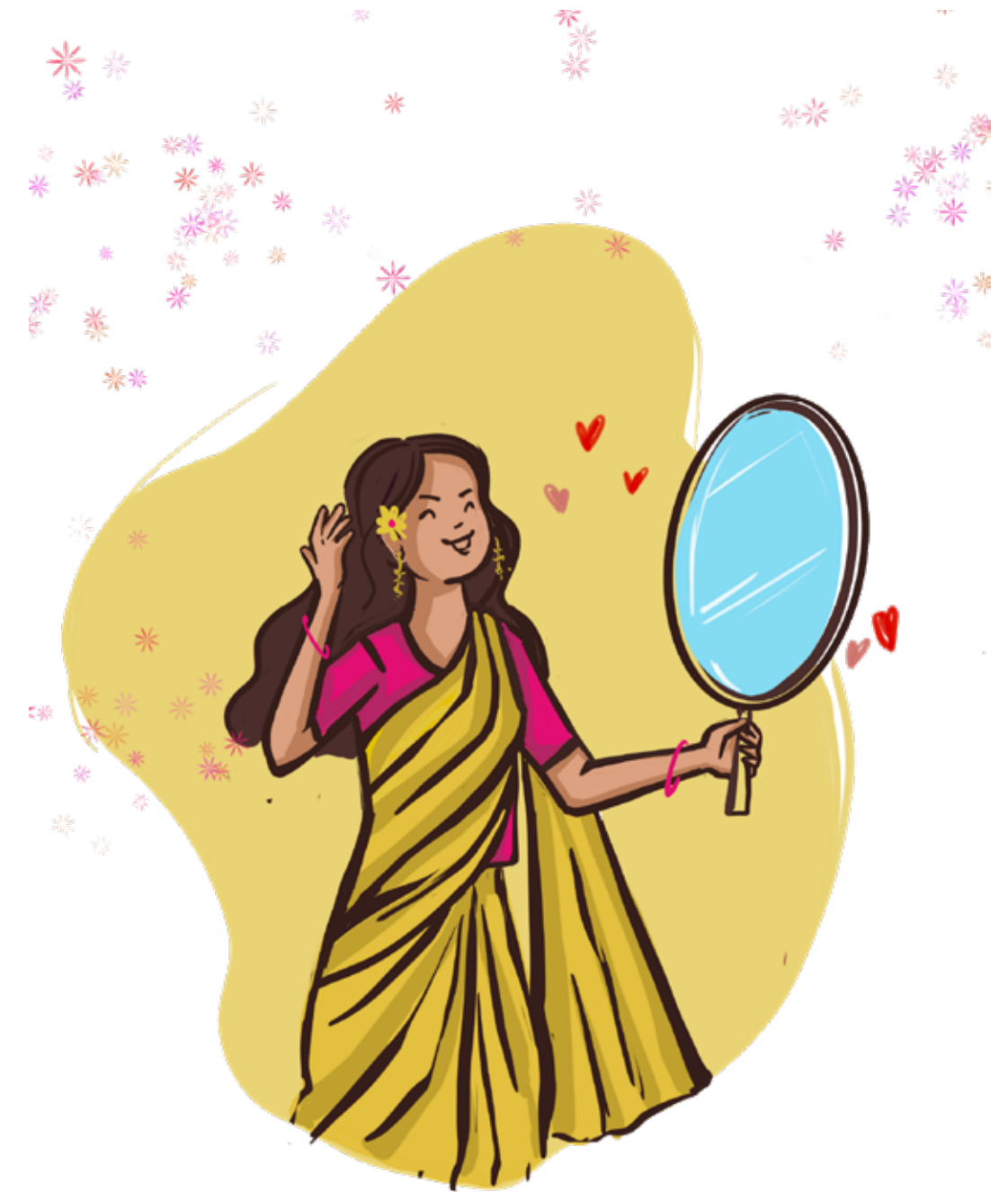
### Main Barriers to Self-Care

- **Excuses:** One of the biggest barriers to self-care is creating excuses like, “Oh I don’t have the time for this.”, “I tried this before and I couldn’t continue.” etc. These excuses are a form are primarily formed, formed from a lack of selfcare and self-identity. In order to have a meaningful life, one should push aside these excises and, even if for a short while, try to engage in self-care and nurturing. This can be in the form of a 2 minute relaxation or even a 10 minute walk outside.
- **Feeling responsible for other people’s happiness or sadness:** In many cases we see that some individuals, in order to try and maintain a good relationship with others, often take on more responsibilities and duties than they can handle. They believe that the happiness of others’ depends solely on themselves. As a result, in their efforts to try and make others happy, they lose their peace of mind. These individuals do not engage in activities which foster self-identity.
- **Repentance:** Many people feel great discomfort if they are feeling better than other members of their family. Many believe that if others are in pain or sadness or are troubled then showcasing their self-care is not well-mannered.
- **Perfectionism:** Many people try to do their work absolutely perfectly, with little to no flaw. They are hardly satisfied and keep on doing whatever they are doing unless it’s perfect. As a result many a time they are not happy. A belief grows in them, where they think that making something perfect is a more important purpose than self-care. Additionally, often people may believe that they are undeserving of a prize or award because of their own imagined lacking and refrain from self-nurturing activities.

### Steps towards Self-Care

Taking practical steps towards self-nurturing. This means that one has to understand and be willing to do those things which fosters self-care. Similarly, we stay away from those which instances and activities which make our lives difficult or troublesome. Meaning, to make a vow towards oneself that, “I will make myself a better version than who I am now.” This can be building one’s self-respect, loving oneself more and-

- Thinking about what one wants to achieve
- Thinking about those people who one needs to avoid
- Reducing the stress of work pressures and providing different forms of entertainment to oneself
- Listening to one’s thoughts
- Seeking sources of self-nurturing in different relationships and among different people
- To compliment oneself when completing a task successfully



### Methods of Self-Care

There are many different methods of self-care. These methods of course depend on one’s abilities and resources. Additionally, through similar methods, an individual can attain multiple forms of self-care. Some of these can be:

- Maintaining a healthy, balanced diet and having enough hours of sleep are essential for oneself. Ensuring this is one of the many methods of self-care. Exercising or walking for a certain amount of time every day.
- Taking 10-15 minute breaks in between work.
- Talking to a close friend and spending time with him/her for a few minutes and sharing one’s thoughts.
- Complimenting oneself through praises and encouraging oneself to motivate.
- Doing things which are enjoyable to oneself for a little while, such as reading one’s favourite book, drawing

or painting, watching one's favourite show. In short, doing something while prioritizing oneself. This can be by eating one's favourite food, applying hair oil, etc.

- Practicing relaxation.

If we want to practice and maintain our role in society then we have to ensure our own wellbeing alongside others. Which is why, taking care of oneself is not selfishness but rather an essentiality.

## 1. Relaxation

- Sit in a comfortable position
- Slowly close your eyes
- Concentrate carefully on your breathing (usually when we take breaths we expand our chest. During relaxation exercise we also expand and contract our abdomen). -We take a deep breath in, and exhale through our mouths.
- When you breathe in imagine that a cool, beautiful breeze is going in through your nose and straight to your abdomen and that your abdomen is swelling like a balloon.
- Imagine-there's a cool wind everywhere, touching you from head to toe.
- There are many birds around you, chirping and twittering everywhere.
- You are feeling very calm
- Slowly exhale
- When you exhale think about how all your sadness, pain, longing, and tension have all gone out with your breath
- Perform this routine at least 5 times.

## 2. Re-discovering the things you like and enjoy:

Always allot some time for yourself, where you devote yourself to doing the things you enjoy. This can be listening to your favourite song, or arranging flowers on your table. When you feel mentally tired, try to enjoy funny and light conversations with people around you. Give yourself a present. Do not forget to laugh, and dress yourself up. Read your favourite book, take a positive aspect and spend time with everyone. Whatever seems negative to you, stay away from those or shun them. Remember, allotting time for yourself is not a crime. Talking and doing the things which make you happy is not a crime, as long as it does not hurt anyone else. So, take care of yourself, and provide an outlet for others to gain mental health wellbeing as well.

### Imagery Exercise

Think of a situation where you are under extreme mental stress or distress.

- Try to bring in and feel all the mental stress and distress (give some time to the participants to feel the mental stress and distress).
- Give the mental stress or distress a shape and give that shape a colour.
- Then keep your mental stress and distress somewhere in the corner of your brain.
- Now imagine as if you are walking in a beautiful place somewhere. Green grass underneath your feet. Shades of leafy green everywhere. A variety of colourful flowers peek from between the leaves. A lovely weather all around. A river runs through beside you. There is a strong current. A few dead leaves a floating by on the river water.
- Now you take out that extreme mental stress or distress from yourself completely. When you completely take it out place it on a leaf. If the shape is bigger than the leaf, you break the shape into smaller pieces and place it on other leaves.

- Slowly push the leaves towards the current with your hands. The leaves are floating away with the water. Slowly, they are becoming smaller.
- Now it looks like a thick line.
- Now it looks like a dot.
- Now the dot has merged with nature.
- Stay like this for 3 to 4 minutes, following which participants are asked to inhale deep breaths and slowly exhale. Tell them to do this 3 times.

# Chapter 6

- Ethical Principles and Professional Boundary of a Psychosocial Supporter
- Supervision
- Referral



## Ethics

Ethics is a form of knowledge that discusses moral problems and moral views or judgments. White (1988), a philosopher and sociologist, has defined morality as the evolution of human behaviours, with which we usually determine our behaviour as “right” or “wrong”; “good” or “bad.” Although, we all try to move in the “right” direction or path, in reality, a large gap might remain in executing it well.

Before taking responsibility as a psychosocial supporter, knowing about a few moral qualities, and abiding by those qualities, is every psychosocial facilitator’s duty. These morals are:

- **To maintain privacy:** In order to gain the client’s trust and in order to maintain good relation with them, maintaining privacy is crucial. By maintaining privacy, ensuring the client’s safety and preserving their personal freedom is possible. Any information regarding the session cannot be discussed anywhere or with anyone else at any cost. Later, if one needs to discuss anything regarding any session, with the proper authority, then the client’s name, address etc. should be kept hidden.
- **Believing in equally respecting everyone:** This moral value means that, one has to have an equal attitude towards every client. One has to behave in the same manner with all the clients irrespective of their age, sex, socioeconomic state, nationality, religion or value system. Personal feelings or bias towards anyone cannot be shown and every person has to be respected for their individual characteristics.
- **Respecting personal freedom:** A prerequisite condition of mental health support is the fulfilment of this policy. It means that, every client has the complete right to lead their individual lives, as long as their behaviours do not obstruct or interfere with the rights of other people. By respecting personal freedom and by appreciation, the psychosocial supporter can help in enhancing the client’s self-dependence and personal strength.
- **Being righteous:** The psychosocial supporter will be equally righteous and unbiased towards every client, and will behave with them in the same manner that they themselves expect from others in the same situation.
- **Maintaining confidence and sincerity:** In order to manage well the activity of mental health support provision, such an environment has to be ensured, where the client feels as safe as possible and can spontaneously discuss with the supporter that can only be possible by maintaining confidence and sincerity.
- **Behaving with empathy:** One of the preconditions of providing mental health support is to behave in an empathetic way with the client and at the same time, maintain a strictly professional attitude.
- **Taking responsibility of one’s behaviour:** Before offering any advice or suggestion, the psychosocial supporter has to think about its outcomes. If at any point, the psychosocial supporter provides any inappropriate advice or suggestion, then, instead of being agitated or blaming someone else for their own behaviour or giving excuses, they have to boldly take responsibility of their own action.

## Case Study on Ethics

### Case-1

Rima (pseudonym) is a 14 year old adolescent girl. She comes to a paracounselor and shares her life story. There were 6 members in her family including her parents. But members of the Myanmar army burnt her parents to death in front of

her and her siblings were slaughtered and killed by the Mogh people. Then the army left her in a jungle after capturing and physically torturing her. She somehow fled Myanmar and came to Bangladesh. She cannot forget this incident in any way. And she is always terrified that something like that will happen again to her. While returning from the camp, the paracounselor discussed this incident with some of her friends. At that time, a woman from a camp next to the adolescent’s was passing by. She heard the incident and upon returning, told the girl and shared it with other people in the camp as well. Since then, out of shame, the girl stopped going out; she does not come to the club and stays quiet all the time. She was very hurt.

1. Do you think the paracounselor did the right thing?
2. If you were in the paracounselor’s place, what would you do?

### Case-2:

Rahim (pseudonym) is an 8 year old boy. The Myanmar army members have killed his parents. He lives here with his uncle and aunt. He is a regular child in the CFS who loves coming to the CFS and has a good relationship with everyone. The child loves playing with cars. One day, he went home with one of the cars without letting anyone know. Later, he shared with one of the paracounselors that he had taken a car home without asking. The paracounselor shared the incident with others in the camp. In the CFS, the paracounselor pointed at Rahim and told the other kids to not take cars without informing like him. Since then, all the other kids started avoiding him, calling him a thief, giving him nasty looks, and laughing at him. As a result, the child has gradually stopped coming to the CFS; stays alone at home and does not talk to anyone.

1. Do you support what the paracounselor did?
2. If you were in the paracounselor’s place, what would you do?

### Case-3:

Kabita and Sabita (pseudonym) are two close friends. Kabita works as a paracounselor in an organization. A Forcibly Displaced Myanmar National (FDMN) girl has come to take mental support from her. After coming to Bangladesh, the girl has become involved in a romantic relationship with someone from her own camp. They have already been involved in a physical relationship and recently the girl has discovered that she is pregnant. Now, the person she loves has started to avoid her and does not contact her. In this situation, the girl is feeling very helpless. After the girl had gone, Kabita’s friend Sabita started asking about what the girl had shared. Kabita is very worried now because if she does not share, her friend will get hurt and it might affect their friendship. On the other hand, she has promised the girl that she will not share it with anyone. Kabita is now in a dilemma regarding what to do.

1. Do you think that the paracounselor should tell everything to her friend?
2. What will you do if a situation like this arises?

### Case-4:

Jorina (pseudonym) is a paracounselor. An adolescent boy named Harun (pseudonym) comes to her for psychosocial support. Harun, while talking about his problems, mentions that he has been on drugs for the last 3 months. And his addiction has been increasing every day. Harun is a very good boy who used to talk very politely with everyone. However, due to drug consumption, he is not getting along with anyone. He has become very irritable and gets angry at the slightest things. He argues with everyone. He sleeps little and breaks furniture. His sudden change has caught everyone’s eye in the camp. They want to know from the paracounselor why Harun’s behaviour has changed.

- If you were in the paracounselor’s place, what would you do?

## Boundaries Determined for the psychosocial supporter at Work

1. All works associated with the Psychosocial supporter within their own premise
2. The support receiver should only be addressed in their own name and not in any endearing term like mother, sister, father, brother etc.
3. While providing support, the service receiver cannot be physically touched in any way like holding hands or caressing head and back.
4. No personal relationship can be established as a psychosocial supporter. (Like phone calls, Facebook etc.)
5. No other medium other than direct face to face support can be provided. For example: Support cannot be provided using mediums like phone, Facebook etc.
6. In exchange of helping the support receiver (client), any sort of gift or service charge cannot be given or received.
7. Support should be provided in a place that others can sight, yet where privacy remains intact.
8. The time limit for support provision is maximum 45 minutes per session. However, the supporter will determine time according to the situation.
9. In severe cases (drug addiction, sexual abuse, suicidal tendencies, physical or mental torture, grave situations where legal-medical support is needed etc.), the client has to be referred to the proper place by providing primary support (like using management skills.)
10. Abiding by the rules and principles of the institution is necessary. One has to report to the psychosocial support planning related authority.
11. In situations where there is a chance of the support receiver harming themselves or others, one has to take advice of a specialist and report to the concerned authority.
12. Not being influenced by anyone from outside or inside the institution in the matters of support providing to the client.
13. Collect and store information of the service receiver with discretion. It is necessary to remember that, this information is only relevant to the process of your support providing. This information can only be shared in special cases, when the support receiver has to be referred to a specialist.
14. As a psychosocial supporter, allopathic, homeopathic or ayurvedic treatment is not your job.
15. If your thoughts, beliefs and values clash with those of the client's, then refer them to another supporter or specialist.
16. As a psychosocial supporter, your overall wellbeing – lightheadedness and mental peace is very important. Therefore, your self-care is obligatory.

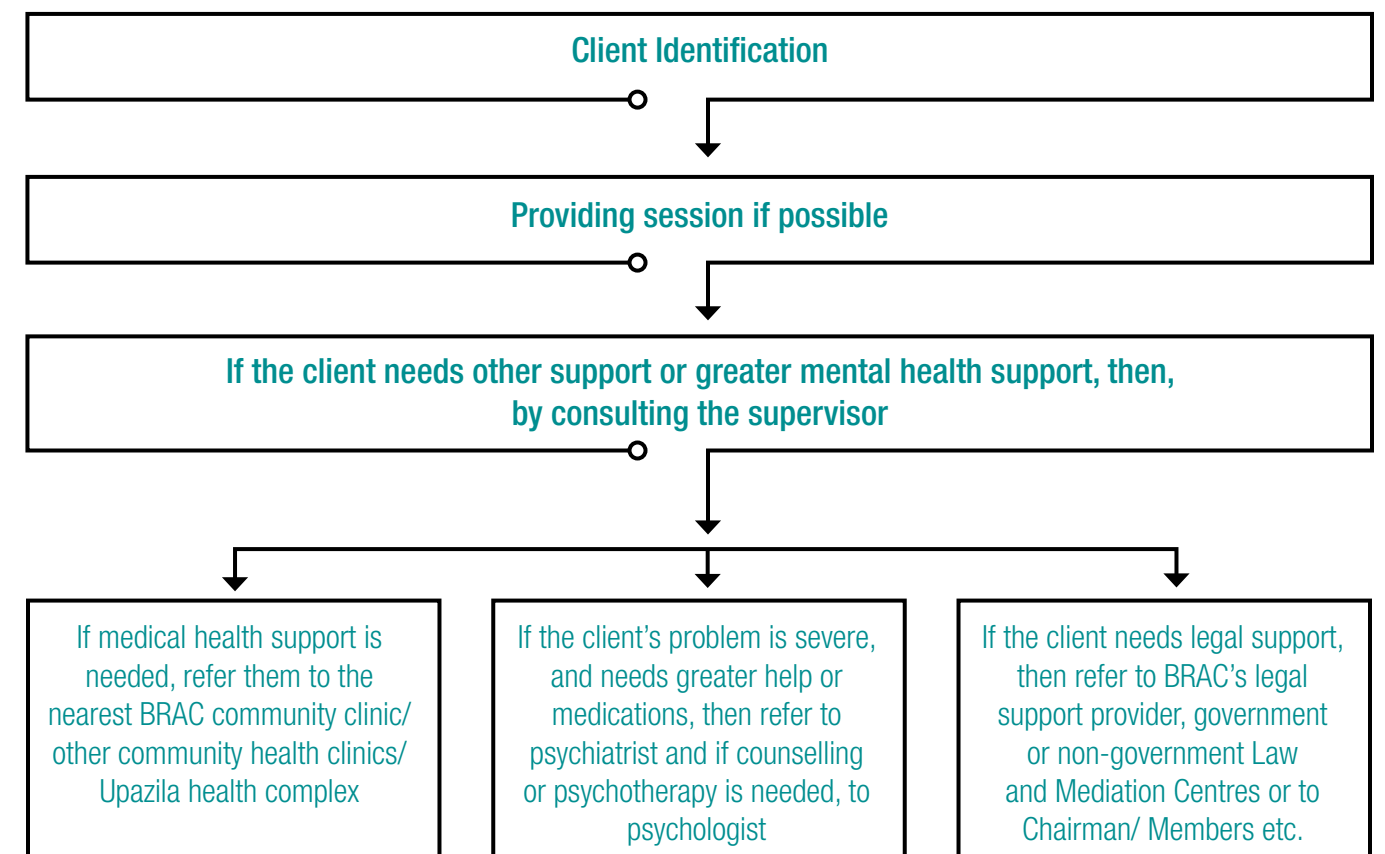
## Supervision:

After the client gets identified, determining how to support them, how to conduct a session, what to keep in mind while conducting a session, how to contribute in their overall improvement and when to terminate the client; that is, for the overall wellbeing of the client and for providing the right support as well as ensuring the overall development and growth of the psychosocial facilitator, a guide is needed. This guide is called supervisor. And the process is called supervision. Usually, psychologists are supervisors of psychosocial supporters.

## Referral:

When the psychosocial supporter identifies a client, then firstly they have to ensure whether they can provide support to the particular client and whether it lies in their power. Because, there are certain clients who have a physical illness or a mental illness that the facilitator cannot help with. In that case, the supporter will take the supervisor and manager's help to refer the client to the right place where they will receive appropriate support. The client can be referred to a psychologist if firm counselling session is required or, consulting with the supervisor, to psychiatrists or mental health specialists who can prescribe medicines for mental disorders if needed. The facilitator can also refer the clients to a nearby hospital, health complex or organization who have scopes of offering mental health support.

## How to Refer



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