

NOVEMBER 2 - 5, 2023

5 TH MEDITERRANEAN CONFERENCE FOR TRAUMA AND DISASTER

PRESENTATION OF ICDP WITH
WORK-SHOP:
WAR TRAUMA - PARENT-
CHILD RELATIONSHIP. ICDP -
FROM CRISIS TO TRUST



Prepared by: Larysa Konarska,
Psychologist,
psychodramatherapist,
facilitator ICDP

Prepared by: Viktoria Sidorenko
Psychologist,
psychodramatherapist,
facilitator ICDP

ABOUT CONFERENCE



The 5th Regional Conference of the IAGP was organised in Antalya with the theme "Trauma and Disasters". As the Chair of the conference, Caner Bingöl and Trauma Disaster Committee members and Members of Antalya Muratpaşa Municipality and Dr Ali Babaoğlu Institute Members did their best for a great organisation. The subject was difficult and full of challenges.



There were important encounters. There were 10 courses, more than 50 workshops and various presentations with more than 200 participants from 28 different countries, cultures and more than 50 presenters, conductors, facilitators in 4 days period of the Conference.

IAGP continued to carry out qualified studies with the knowledge and experience it has received from its past for 50 years.

03

LARYSA KONARSKA



2011-2014 VINNYTSIA SOCIAL AND ECONOMIC INSTITUTE OF THE OPEN INTERNATIONAL UNIVERSITY OF HUMAN DEVELOPMENT "UKRAINE", SPECIALTY - PSYCHOLOGY, QUALIFICATION - PSYCHOLOGIST, TEACHER OF A HIGHER EDUCATIONAL INSTITUTION.

2011-2014 VINNYTSIA SCHOOL OF MODERN PSYCHOTHERAPY - PSYCHODRAMA (CERTIFICATE - PSYCHODRAMA PRACTITIONER).

2018 INTERNATIONAL CENTER OF THE INTERNATIONAL CHILD DEVELOPMENT PROGRAM (ICDP) - NORWAY/VINNYTSIA (CERTIFICATE - FACILITATOR-PRACTITIONER UNDER THE INTERNATIONAL CHILD DEVELOPMENT PROGRAM (ICDP)).

PARTICIPATED IN THE WORK OF ALL-UKRAINIAN SCIENTIFIC AND PRACTICAL CONFERENCES AND INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCES. I HAVE PUBLICATIONS:

"THE CONCEPT OF STRESS AND THE GENESIS OF NEGATIVE MENTAL STATES IN CHILDREN OF PRIMARY SCHOOL AGE" - PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS OF PERSONALITY SOCIALIZATION: COLL. SCIENTIFIC WORKS/VOIPOP: UNDER THE EDITORSHIP OF A.I. ANCIBORA - VINNYTSIA: VOIPOP, 2013. - 149 P.;

- "DIAGNOSTICS AND PSYCHOCORRECTION OF NEGATIVE MENTAL STATES OF YOUNGER SCHOOLCHILDREN DETERMINED BY STRESSFUL SITUATIONS" - PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF PERSONALITY DEVELOPMENT AND CORRECTION IN THE EDUCATIONAL PROCESS/ EDITED BY M.I. TOMCHUK // COLLECTION OF MATERIALS OF THE ALL-UKRAINIAN SCIENTIFIC AND PRACTICAL CONFERENCE. - VINNYTSIA: PP "TD "EDELWEISS AND K", 2014. - 168 P.;

- CORRECTION OF NEGATIVE MENTAL STATES OF YOUNGER SCHOOLCHILDREN USING PLAY THERAPY METHODS. - SCIENCE AND THE EDUCATIONAL PROCESS: SCIENCE. - METHOD. COLL. MATERIALS XIV REPORT. SCIENCE AND PRACTICE CONFERENCE, VINNYTSIA, APRIL 9-10, 2014. / ANSWER FOR ISSUE S.YU. ILINICH ET AL.-VINNYTSIA: VSEI UNIVERSITY "UKRAINE", 2014.-P. 64-66;

2013-2018 - A PSYCHOLOGIST OF THE SSSDM RC ON A VOLUNTEER BASIS,

2017-2019 - PSYCHOLOGIST OF THE MOBILE BRIGADE FOR PROVIDING SERVICES TO VICTIMS OF DOMESTIC VIOLENCE;

2014-2022 - PSYCHOTHERAPEUTIC ACTIVITY, EDUCATIONAL TRAININGS.

ICDP IMPLEMENTATION EXPERIENCE:

- MEETING GROUPS FOR PARENTS RAISING CHILDREN DEPRIVED OF PARENTAL CARE, ORPHANS, FOR EDUCATORS IN CHILDREN'S HOMES
- PRESENTATIONS OF THE ICDP PROGRAM FOR EMPLOYEES OF EDUCATIONAL INSTITUTIONS (SCHOOLS AND KINDERGARTENS).
- PARTICIPATION IN THE INTERNATIONAL CONFERENCE 1ST BALKAN CONFERENCE "PSYCHDRAMA, SOCIADRAMA, ACTION METHODS IN EDUCATION." - MASTER CLASS ON ICDP.
- PRESENTATION OF THE ICDP PROGRAM FOR PSYCHOLOGICAL SERVICE WORKERS.
- USE OF THE ICDP PROGRAM IN COUNSELING FAMILIES DURING THE PERIOD OF COVIDY AND SINCE THE FULL-SCALE INVASION.

04

LARYSA KONARSKA



Experience working with International Child Development Program

War is a stress that leaves psychological injuries in adults and children. But how big depends on many circumstances, including the internal potential of a person. Working with different categories of people who suffered because of the war, today we note what traumas are experienced by people who fled the war, those who have family and friends at the front, why it is necessary to take care of yourself and how to deal with people who have lost their homes, jobs or relatives. But along with this, the first priority today is to provide help and support to adults in order to maintain psychologically healthy relationships with children in their own families. People in our country are currently emotionally closed and impoverished...we lose the ability to respond emotionally to everything that happens around us. On the one hand, this closedness is a kind of protective mechanism, and on the other, it is a psychological problem as a result of traumatic events. Our goal, or even mission, is to help restore trusting relationships in families, namely parent-child relationships. In order not to go into a deep crisis.

In this context, a powerful tool is the International Child Development Program, which aims to guide and support, demonstrate empathy and enthusiasm, motivate and strengthen trust.

Fear, surprise, excitement, stress are normal reactions to war events. Any emotions have a place here. Another question is how to deal with them and how a person reacts to them. The norm is when a person has felt an emotion and released it. Then it remains in the resource. ICDP is about these skills.

Participation in the Conference is a great practical experience as facilitators and participants. New acquaintances and exchange of experience in working with trauma among representatives of different countries, new perspectives and visions of implementation and implementation of the ICDP International Child Development Program in practical activities in Ukraine.

05

VIKTORIA SIDORENKO



PROFESSIONAL SKILLS

COMFORTABLE WORKING AND COMMUNICATING WITH PEOPLE FROM ALL BACKGROUNDS AND HAVING EXPERIENCE OF TRAUMA, DEPRESSION, MARITAL DIFFICULTIES AND CHILD-PARENT CONFLICTS, CONDUCTING TRAININGS IN PSYCHODRAMATICS WAY, OFFERING ADVICE, SUPPORT, REHABILITATION AND GUIDANCE TO CLIENTS WHO HAVE EXPERIENCED TRAUMA OR HARDSHIP, ESCORTING CHILDREN WITH SPECIAL NEEDS, CHILDREN'S THERAPY.

AREAS OF EXPERTISE

METHODS OF THERAPY

PERSONAL THERAPY, THERAPY GROUPS, TRAUMA COUNSELLING, MARRIAGE - "WORK EXPERIENCE
2018 - PREZENT

WORKING AS A PRIVATE PSYCHOLOGIST. CONDUCTING PSYCHOLOGICAL TRAINING FOR CHILDREN AND THEIR PARENTS AND CONDUCTING INDIVIDUAL THERAPY FOR CHILDREN AND ADULTS.

WORKING WITH ICDP

COUNSELLING, INTERVIEWING, ACTIVE LISTENING, A CORRECTION OF BEHAVIOR, THERAPY AND SUPPORT CHILDREN WITH SPECIAL NEEDS. PSYCHODRAMA, SAND THERAPY, AT-THERAPY, ICPD.

2018 - 2022

ONLINE/OFFLINE MARATHON ICDP WITH PARENTS FOR IMPROVING THE RELATIONSHIP BETWEEN PARENTS AND CHILDREN , ICDP SUPPORT FOR PARENTS DURING THE PANDEMIC/WAR, PRESENTATION OF THE PROGRAM ICDP AT SCHOOLS FOR TEACHERS.

2017 - 2018

«BEREZKA» № 23 PRESCHOOL EDUCATIONAL INSTITUTION AS A PSYCHOLOGIST. ESCORTING A CHILD WITH SPECIAL NEEDS. PSYCHOCORRECTION, PSYCHOLOGICAL SUPPORT FOR A CHILD AND HER PARENTS.

2016 - 2017

«ALISA» PRESCHOOL EDUCATION AS A PSYCHOLOGIST. OFFERING ADVICE, SUPPORT, REHABILITATION TO CLIENTS WHO HAVE EXPERIENCED TRAUMA OR HARDSHIP, CONDUCTING PSYCHOLOGICAL TRAINING FOR CHILDREN AND THEIR PARENTS, INDIVIDUAL SAND THERAPY AND AT-THERAPY FOR CHILDREN.

EDUCATION

2014 - 2018

MA PSYCHOLOGY DEPARTMENT OF PEDAGOGY AND PSYCHOLOGY, MYKHAILO KOTSYUBYNSKYI PEDAGOGICAL UNIVERSITY OF VINNUTSIA. PSYCHOLOGIST.

2018 - 2019

THE PROGRAM ICDP (INTERNATIONAL CHILD DEVELOPMENT PROGRAM)

2012 - 2017

SOCIETY OF PSYCHOLOGISTS AND THERAPISTS, SCHOOL OF PSYCHODRAMA FOR THE STANDARDS OF THE EUROPEAN INSTITUTE OF PSYCHODRAMA. PSYCHODRAMA-PRACTITIONER.

2019- PRESENT

DR. ALI BABAAGLU MENTAL HEALTH INSTITUTE - JUNGIAN PSYCHODRAMA

2012 - PRESENT

MEMBER OF THE ASSOCIATION OF PSYCHOTHERAPISTS AND PSYCHOANALYSTS OF UKRAINE.

06

VIKTORIA SIDORENKO



Experience working with International Child Development Program

The presentation of the ICDP program at the conference was very valuable, as psychologists from different countries taught, and each country has its own culture of raising children, and at the end of our workshop we came to a common conclusion that emotional dialogue is very important when communicating with children, and necessary when the child is under chronic stress. That is, it is the emotional dialogue that is the basis of the parent-child relationship.

In working with parents, it was more difficult to show that emotional dialogue is the basis of communication with children, especially it became more difficult due to the trauma of the war, as feelings and emotions were frozen and only mechanical actions remained. But when the parents and I went through practical exercises where the task was to lose a positive and negative situation of emotional response, the parents came to understand that any actions towards the child, any care for the child without an emotional dialogue, can be perceived by the child, that the parents are not interested in the feelings of the child himself.

Later, there was a transition to a mediation dialogue, which was perceived more easily by the parents, and in practice, the parents played various scenes where the explanation and expansion of the child's experience was clearly visible, starting from the initial knowledge of the child himself.

It was also a bit difficult for the parents with the regulatory dialogue, because the parents are used to being in charge and giving instructions on what to do to the children, and we returned to the emotional dialogue with the parents on the following topics: following the child's initiative, encouragement, support and praise. This made it possible to recall and expand empathy, after which it became easier to play positive situations in regulatory dialogue.

Due to the trauma of the war, it becomes more difficult for parents to show their emotions to their children, so in my opinion it is necessary to give parents more exercises to expand empathy and talk about their own emotions, this will make it possible to understand even better after learning 3 dialogues and 8 topics in the ICDP program

07

PRESENTATION:

The basic idea is that our experiences and reactions are not directly related to external events. What is more important is what significance this event has for children, how they interpret this event, what they experience and how they react - and how they naturally overcome these difficulties. This means that it is not only the impact of war, terror and external events as such that is important, but also the extent to which they touch the vulnerable moments of children's feelings, where their deeper emotions are anchored. If we approach children's reactions to war and terror in this way, we will be able to get a more differentiated picture, not just as some "post-traumatic stress symptoms" to external events, but as meaningful and believable reactions that we can all empathize with and understand how negative circumstances touch the cornerstones of their personal world of safety and meaning.



08

PRESENTATION:



There are a variety of responses to emotional upheaval, depending on the severity of the impact, the children's preparation, and most importantly, how they interpret (or define) what is happening. Certainly, there are common features of children's reactions in extremely traumatic situations, as mentioned above, but in order to understand how these post-traumatic symptoms arise as understandable reactions to children's perception of events, it is necessary not only to describe general symptoms and categories of behavior, as external observers, but also delving into the child's experience as a proxy participant and trying to describe the children's interpretations of what happened. This kind of assessment requires patience, respect and compassion, a willingness to listen and accept.



The goal is to make an assessment of positive resources that can serve as a practical basis for intervention in the "zone of potential", "development", where trajectories of already existing initiatives, competencies or skills can contribute to further improvement or healthier relationships of the victim with others. We can only achieve this by focusing on positive resources rather than failures and shortcomings.

Thus, a person's potential for development is based on the commitments, initiatives and resources for which he is able to mobilize important life goals in his phenomenal world. The path to healing can be found in the client's personal life, in his understanding of the situation, in the nature of his relationship and his desire for something to live in this world, in his vision of the future.



