

# ***Psychological Support and Disaster Mitigation Education***

心のケアと防災教育

Psychological support to children after Great East Japan Earthquake

- 1) Disaster prevention education and mental health care
- 2) Mental health education lesson
  - ① Relaxation and bonding (after 2-3 months)/Dispatching clinical psychologist
  - ② Traumatic stress coping (after half year)
  - ③ Expression of disaster experience (after 10-12 months)

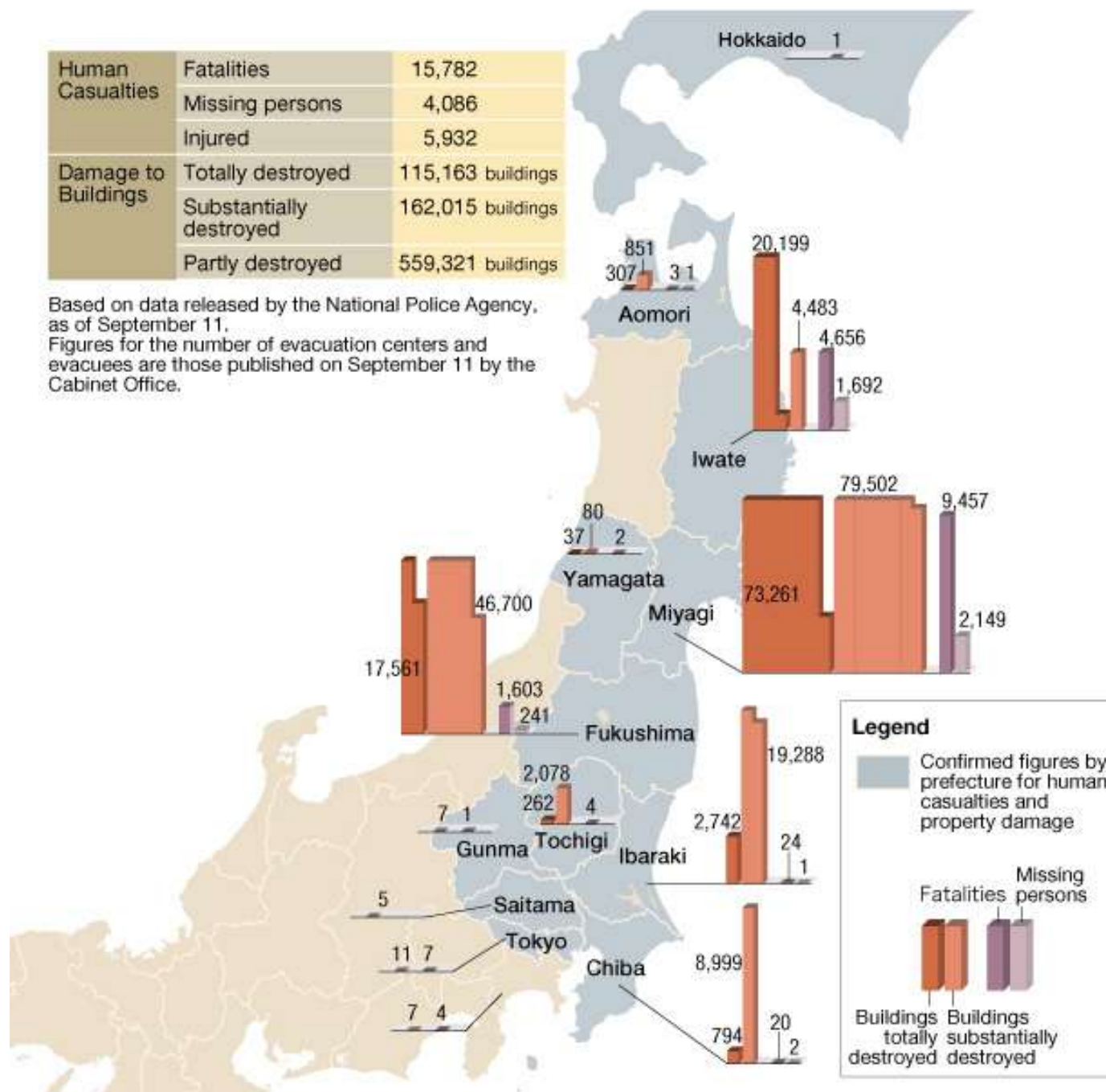
***Yoshiki Tominaga*** (*Hyogo University of Teacher Education ;  
Professor, Clinical Psychologist*)

*E-mail: hotanshin@hotmail.com*

Human Casualties	Fatalities	15,782
	Missing persons	4,086
	Injured	5,932
Damage to Buildings	Totally destroyed	115,163 buildings
	Substantially destroyed	162,015 buildings
	Partly destroyed	559,321 buildings

Based on data released by the National Police Agency, as of September 11.

Figures for the number of evacuation centers and evacuees are those published on September 11 by the Cabinet Office.



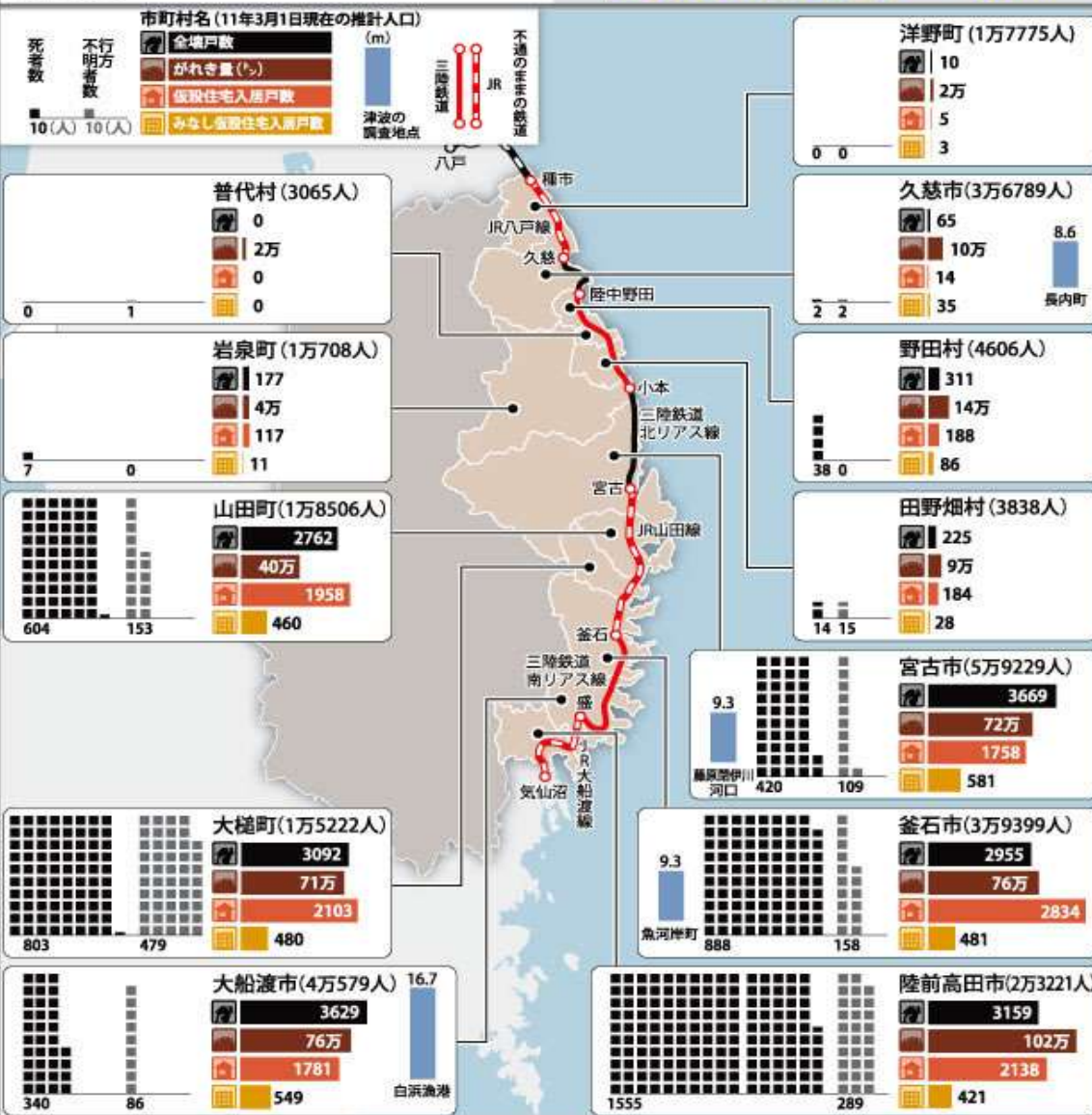
# 岩手県の被害と復旧・復興状況

推計人口：132万6643人(11年3月1日現在)

※1.死者と行方不明者は3月2日現在、全壊戸数は3月1日現在、がれき量は2月27日現在、仮設住宅とみなし仮設住宅の入居戸数は2月24日現在。※2.大船渡市の全壊戸数は半壊含む。  
※3.がれき量は増設者推計。千の位を四捨五入したため合計が合わないことがある。※4.がれき量除き量とめ

県の総計 死者数…4671人 行方不明者数…1302人

全壊戸数…………… 2万185戸  
がれき量…………… 476万ト  
仮設住宅入居戸数…………… 1万3209戸  
みなし仮設住宅入居戸数…………… 3788戸



# KAMAISH-IHigashi Junior high School



Students=217 212 5(absent)









It is not a miracle,  
it is the effect of disaster management training.

Almost all the elementary and junior high school children of Kamaishi, a small coastal town in Iwate, managed to survive the tsunami. Many people said it was a miracle, but it wasn't. The response capabilities they learned at school helped them to overcome a disaster that exceeded all worst-case scenarios.

How the school children saved their own lives  
by their own decisions, Unosumai, Iwate



*The word “TSUNAMI  
TENDENKO” means to “go  
uphill independently at the  
time of tsunami caring only  
for your own safety, not  
thinking of anyone else, even  
your family.”*

[WEDGE REPORT](#)



# 避難経路

新道を通り  
旧一中体育館へ

最終避難場所

釜坂橋

避難路

ございしよの里

山崎デイクア



# Joint training with elementary school



# Tsunami experiment



# Rescue training







2011. 12. 5

Stress management in Kamaishi –higashi junior high school

JICA China –Japan Sichuan earthquake Project

	<b>died/missing</b>	<b>students</b>
<b>Iwate</b>	<b>6706</b>	<b>98 (1.4%)</b>
<b>Miyagi</b>	<b>11889</b>	<b>347 (2.9%)</b>
<b>Fukushima</b>	<b>1877</b>	<b>91 (4.8%)</b>

Many people were killed in public buildings by tsunami.

Disaster management must be planed in not only school but also community.

Tsunami of Chile earthquake in 1960 killed 6 children in Ofunato elementary school. The teachers of the Ofunato elementary school made children read the composition “Black Sea” which the children wrote experience of the Chile’s tsunami , and have trained tsunami disaster prevention every year. Therefore, although tsunami rolled in even to the schoolyard, it took refuge in all the members heights, and was safe.







2011.6 Psychological care meeting for parents by a dispatched school counselor



All the children were saved for the refuge slope made in February, 2011.

At Okirai elementary school in Ofunato city.大船渡市・越喜来小学校：校舎は津波で壊滅、この2月に、津波のために避難スロープを設置したばかりだった。児童はこのスロープを通り山に駆け上がり全員無事だった。



# Disaster Prevention Education included mental health care



Evacuation drill in Horei, Okirai , Sakihama elementary schools. Children checked the evacuation route on the previous day. It is gradual exposure.



Activity which looks back upon one year was named the flower of hope.



Okawa elementary school, 74 of 108 whole school students, 10 of 13 teachers became the dead or missing. Ishinomaki, Miyagi.

One male teacher only survived from the tsunami in all of the 11 teachers of the school. He said that a hill at the back of the school had a danger of fallen trees as well as the school building had a danger of falling stuff because of the aftershock . If one way was located on the hill at the back, the vice-principal teacher should have judged. If I said strongly "Go to a mountain", I am mortifying. My heart is likely to be broken.



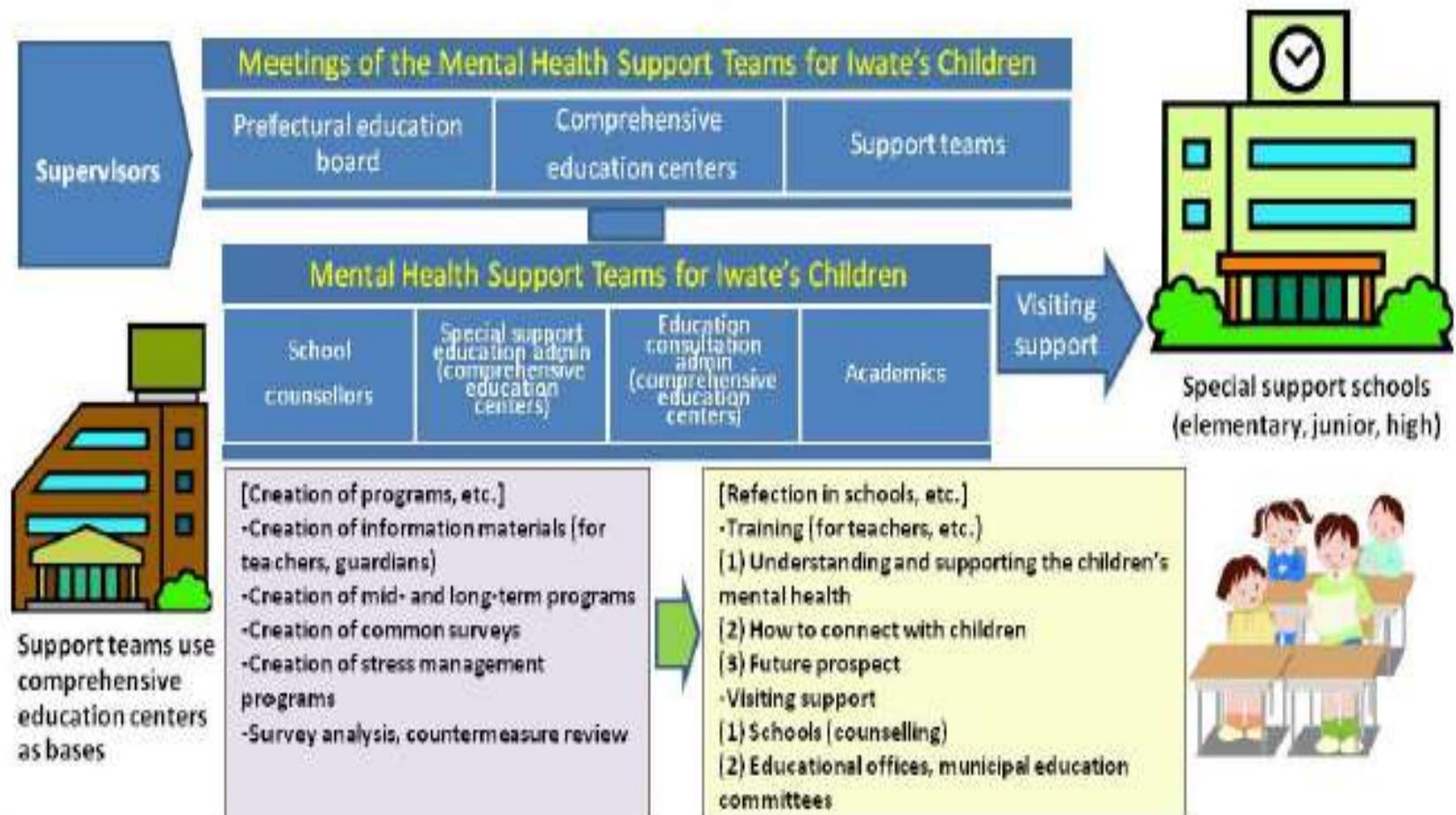
Kyodo News



# Iwate Iwate prefectural education board

## ◆ Enhancement of mental health support system for children

### Mental Health Support for Iwate's



**Mental Health Care for Children appropriate to the Stage of Recovery in the Affected Areas.**  
**Model of Needs Required for Survivors of the Disaster**

**Safety and Comfort**

**Stress management**

**Psycho-education**

**Expressing Life Experience**

**Expressing Traumatic Experience**

**In Vivo Exposure**

**Mourning Process**



# Mental Health Support Program

**Mental Health  
Education Lesson③**

Expression for Disaster  
Experience & Memorial③

**Mental Health Education②**  
**Mental & Physical health  
Checklist 19<sup>th</sup> 31st**

Trauma & Grief Coping②

**Mental Health Education①**  
**Health Checklist 5th**

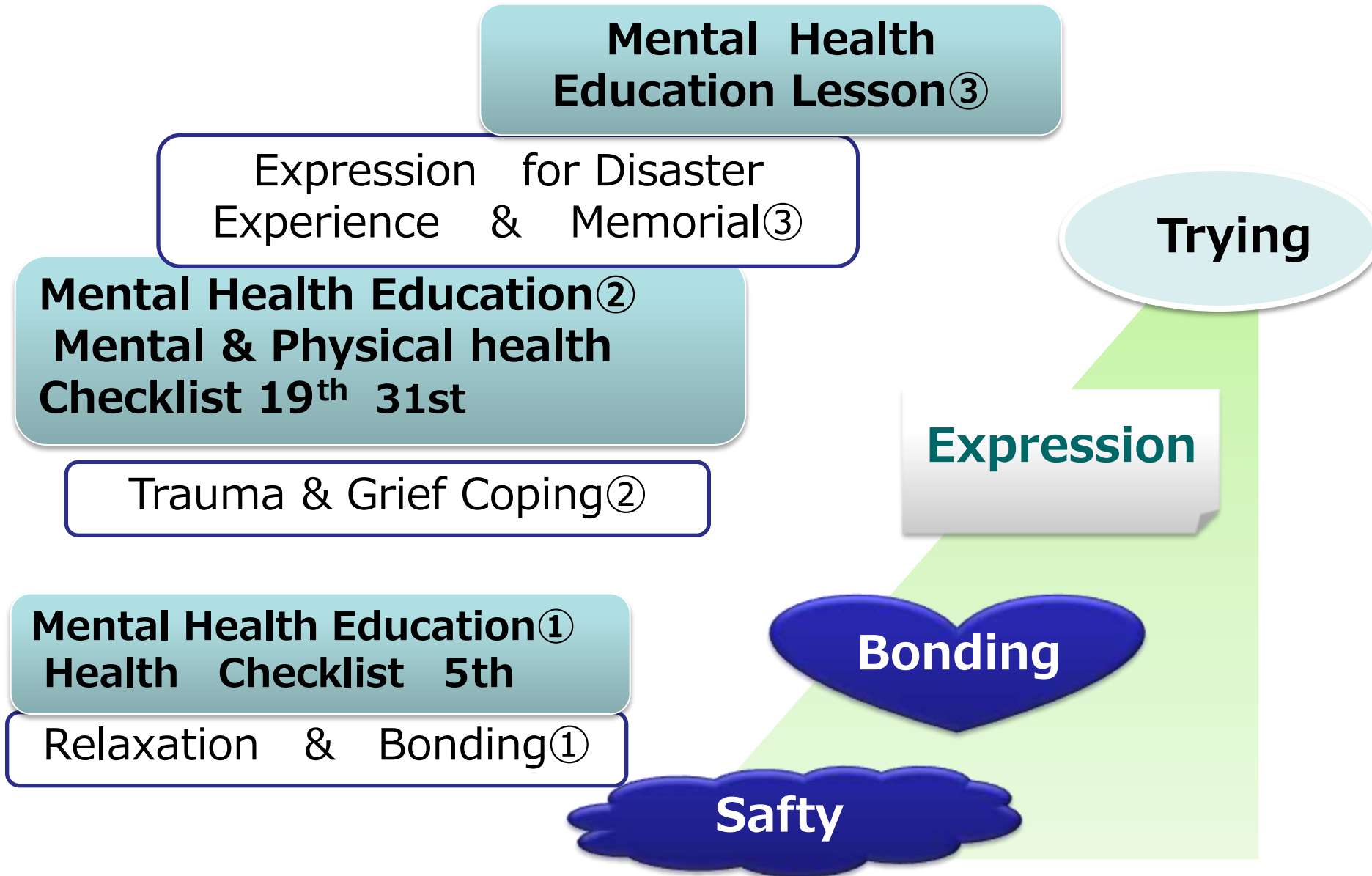
Relaxation & Bonding①

**Trying**

**Expression**

**Bonding**

**Safety**



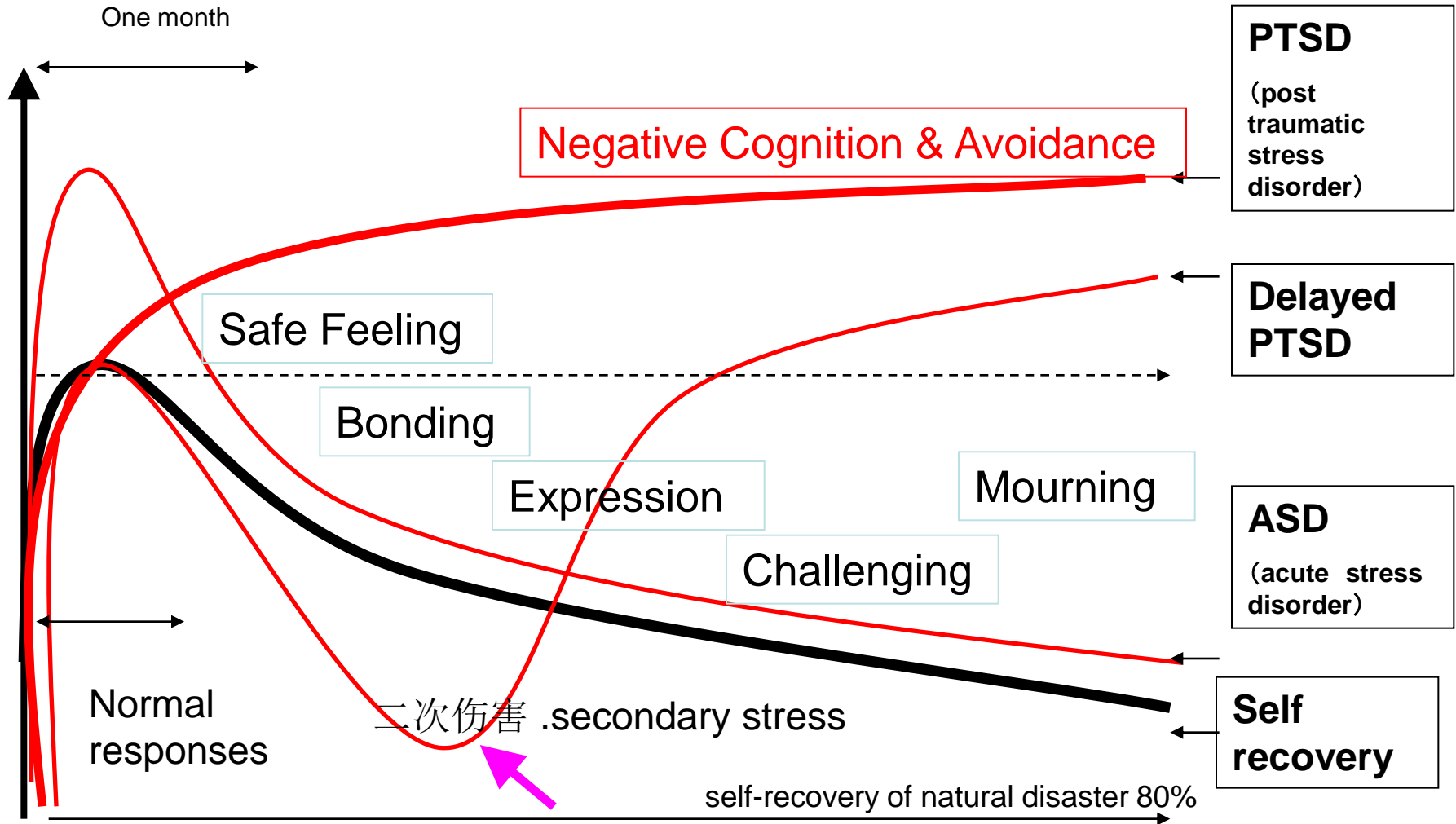


# Trauma reactions in the time.

Natural disaster

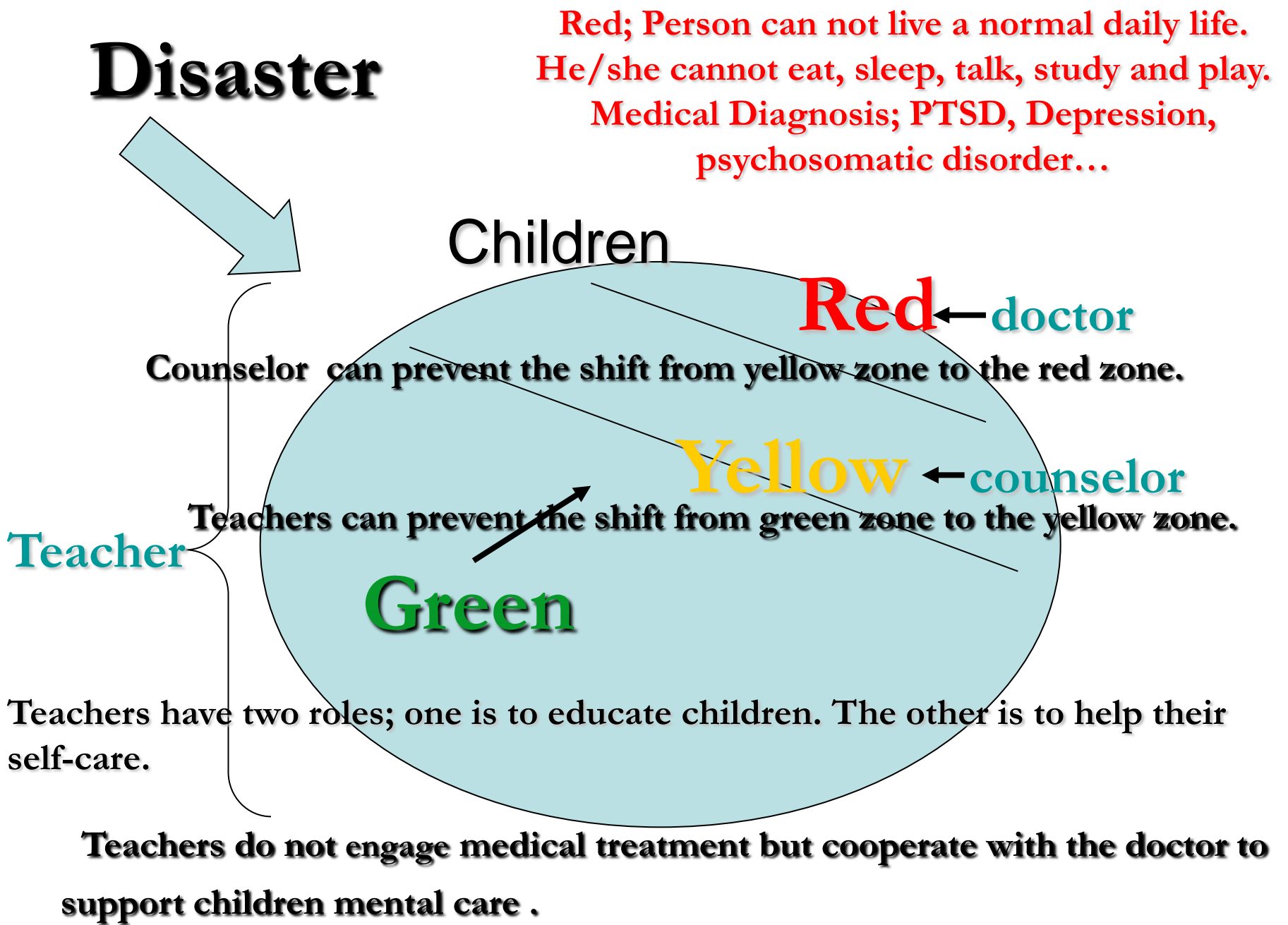
PTSD 4%-10%

intensity

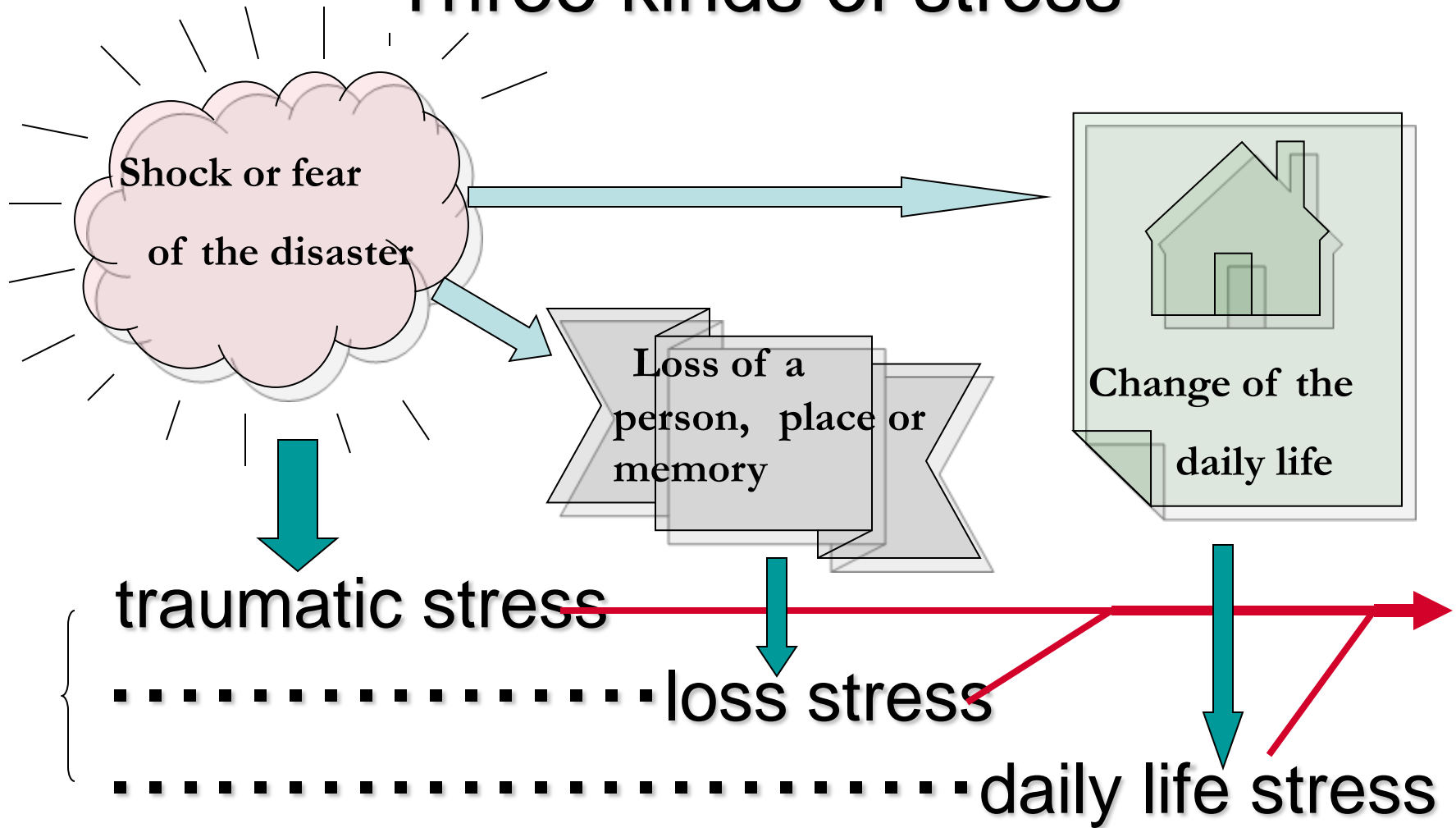


PTSD is the disorder which the natural self-care was blocked by various factors.





# Three kinds of stress



# Mental Health Education Lesson ①

- **Health check 5 items**
- **Feeling relaxed.**
- **Stress Coping**
- **Stress management**  
(progressive relaxation,  
breathing, “Dohsa-hou”)
- **Hope**
- **Bond work**  
→ **Counseling by  
classroom teacher**

Adequate support for children's mental health by dispatching clinical psychologists from outside Iwate Prefecture to affected schools.

58 teams was dispatched to 107 affected schools for six weeks from all prefectures Okinawa to Hokkaido. This cost of 200 million yen was outlaid from the Japanese government. All the costs of 4 billion yen.



# The concept of activity of a dispatch clinical psychologist team

- 1, team support
- 2, teacher support
- 3, mental health education lesson①
- 4, prevention of stress disorder

## 学校支援カウンセラー兵庫教育大学チームです

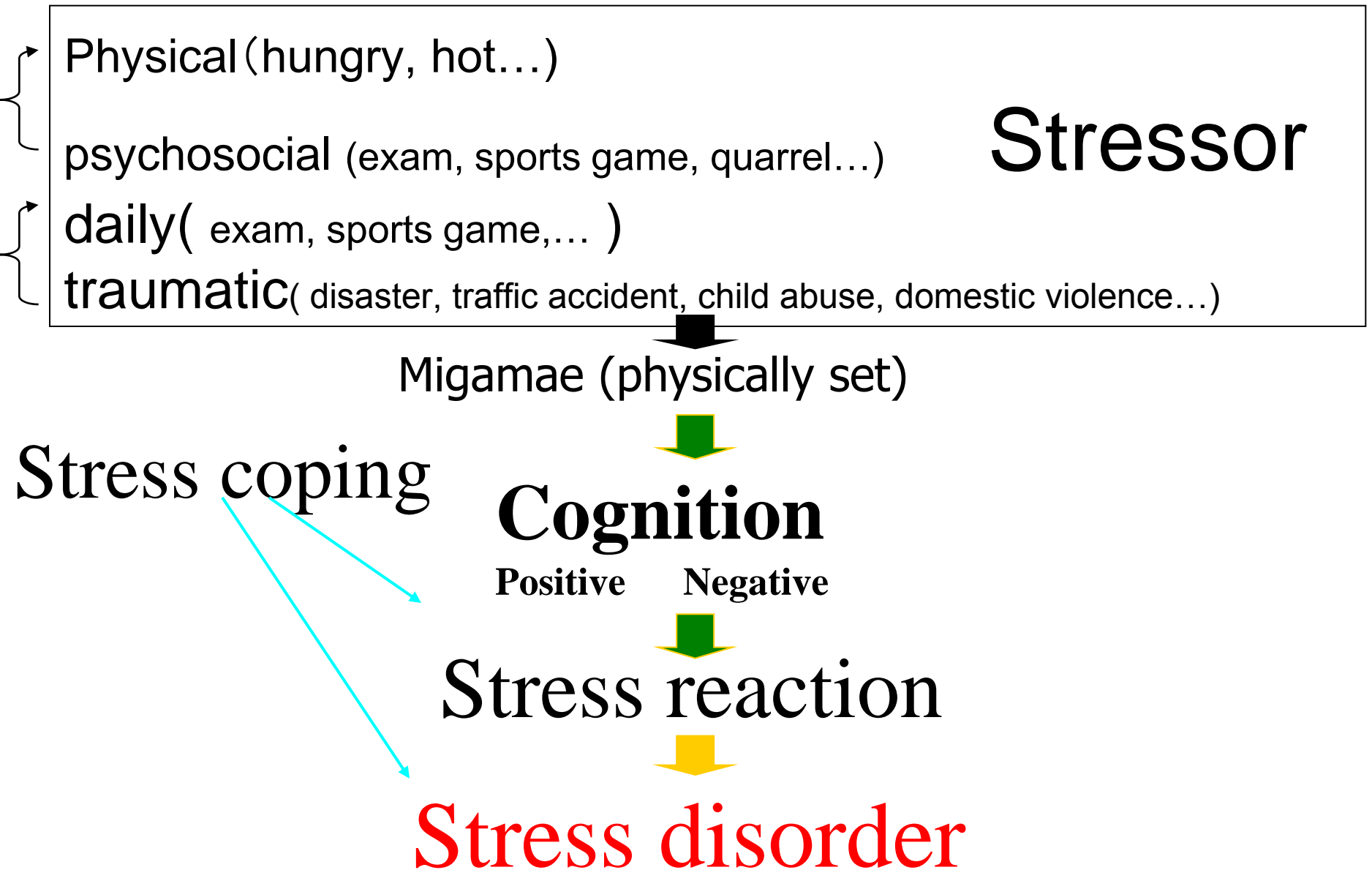
はじめまして。兵庫教育大学から来た「学校支援カウンセラー」です。この度の、東北地方太平洋沖地震におきまして被災された皆様、心よりお見舞い申し上げます。

私達は、5/9～6/18 まで大船渡市に滞在し、皆さんの学校を訪問します。全員、兵庫教育大学大学院の修了生で、「臨床心理士」の資格を持ち、普段は、各々別の分野で、働いております。既に、5/9～5/14 までは、同チームの安川禎亮が派遣され、お世話になりました。5月16日からの担当者と日程は、以下のとおりです。

大災害後は、様々な心と体の変化を引き起こすことがあります。子ども達や、周囲の人の中で、いつもと違う様子をしていたり、気になる点がございましたら、学校の先生方と一緒にどうすればよいか考えたいと思います。よろしくお願い致します。

担当週	メンバー紹介	
5/16 から 5/21		名前：大門 真理子（だいもん まりこ） 学校で、12年程養護教諭をした後、現在は東京の震災心理支援センター事務局で働いています。4年前インドネシアのアチェに、震災心理教育をしに行った経験があります。
5/23 から 5/28		名前：永浦 拓（ながうら ひろむ） 兵庫県の小・中学校で、スクールカウンセラーをしています。こころの健康づくりのための授業の作成にも携わっています。出身は、北海道札幌市で、スキーが大好きです。一週間よろしくお願いします。
5/30 から 6/4		名前：森 千夏（もり ちなつ） 岡山県から来ました。普段は、特別支援教育に携わる仕事をしています。巡回相談で学校に入ったり、保護者や先生からの相談を受けています。学生の頃は、バンドで歌を歌っていました。
6/6 から 6/11		名前：中山 紗希（なかやま さき） 長野県の児童養護施設で、心理士として、子どものサポートをしています。カラオケやドライブが好きです。一週間という短い期間ですが、よろしくお願い致します。
6/13 から 6/18		名前：原 理佳（はら りか） 大阪府から来ました。普段は、高校や幼稚園、教育研修所で、カウンセラーとして働いています。本を読んだり、おいしいものを探したりすることが好きです。

お気軽にお声をかけて下さい！



## Stress Coping

problematic coping (e.g.,  
dissociation, avoidance, etc.)

effective coping (e.g. calming,  
relaxation, imagery, artwork,  
self-talk, etc.).

Daily  
**Stressor**  
Traumatic



positive  
**Cognition**  
negative

**Psycho-education for trauma**

## Stress Responses

(trauma responses)

mind; worried, upset, sad

**body ;tired, tremble, sweaty**

Numb, dissociation, avoidance  
Intrusion( flashback, nightmare  
posttraumatic play)  
Hyperarousal  
Negative thoughts  
Grief





He is a dispatched school counselor and is doing the mental health lesson at Ofunato elementary school. Although he is a teacher, he learned at our graduate school and acquired clinical psychologist qualification.



Iwate prefecture  
board of education

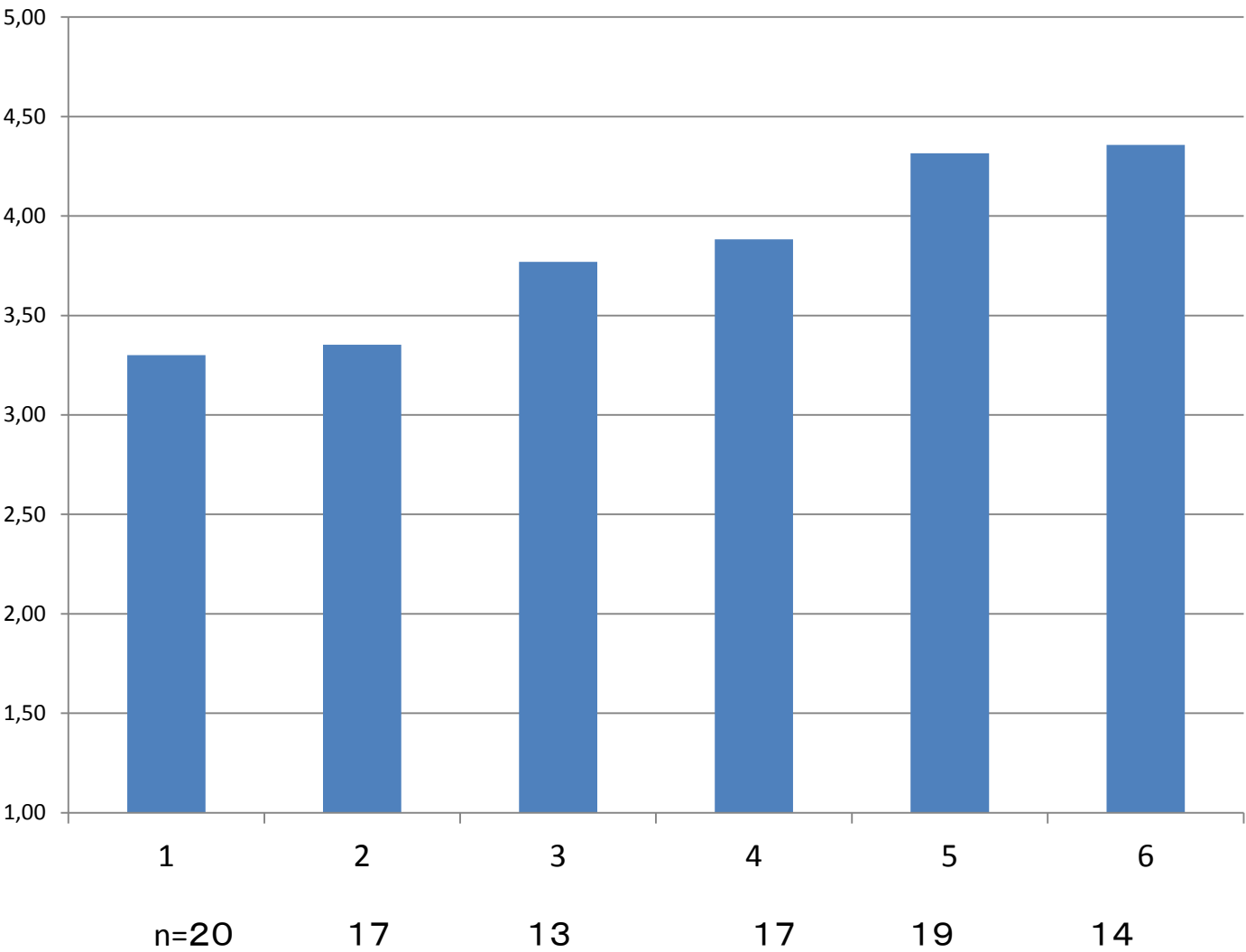
Dispatching clinical  
psychologists

**Good  
97%**

Bond work exercise at a second grade class in Ofunato elementary school.

1=very Embarrassment. 5=very Welcome.

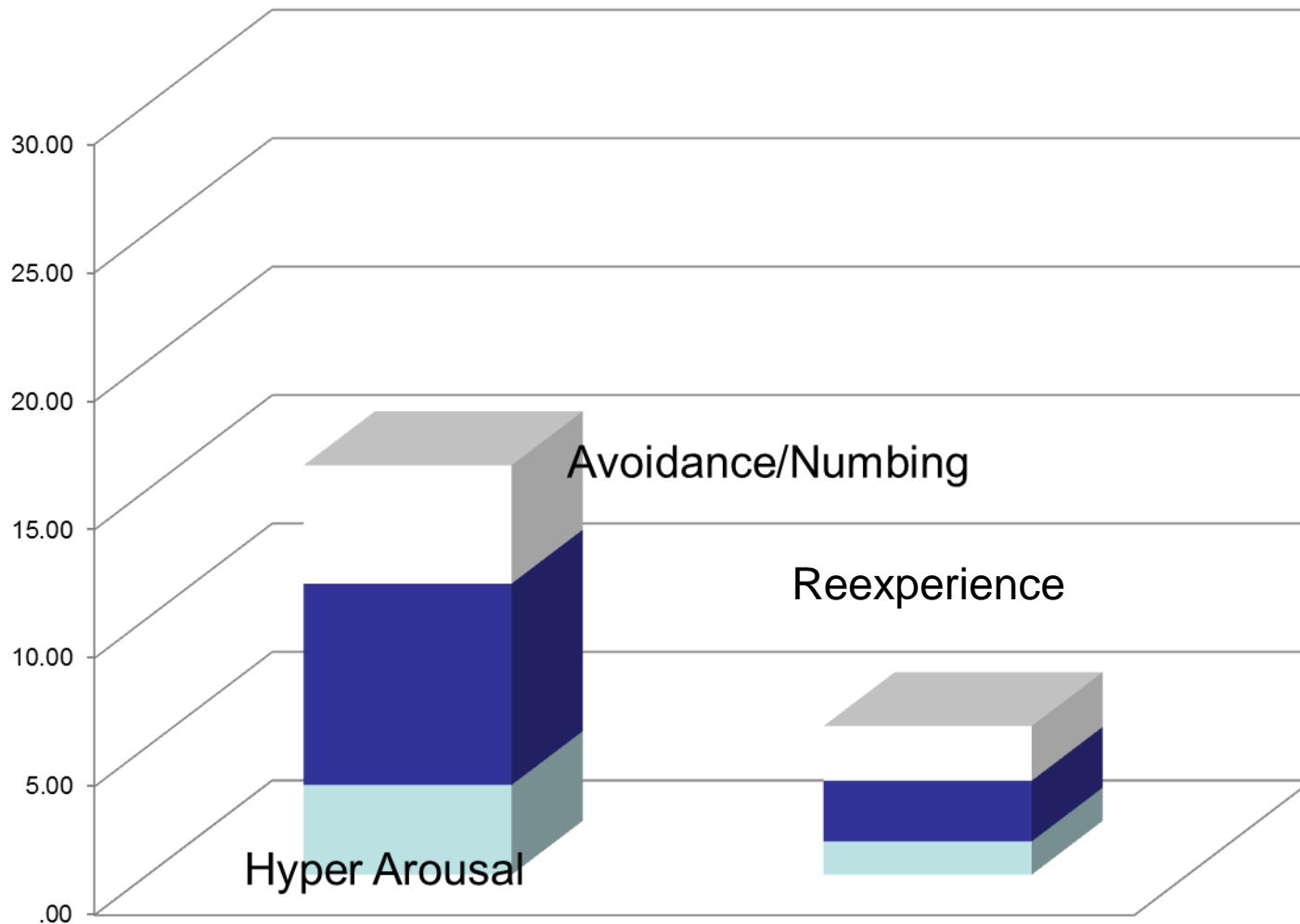
Rating by dispatched school counselor.



The degree of acceptance of dispatched school counselor's school.



Their stress copings are “Talking”, ”Rest”, ”Sleeping” and “Acceptance”.

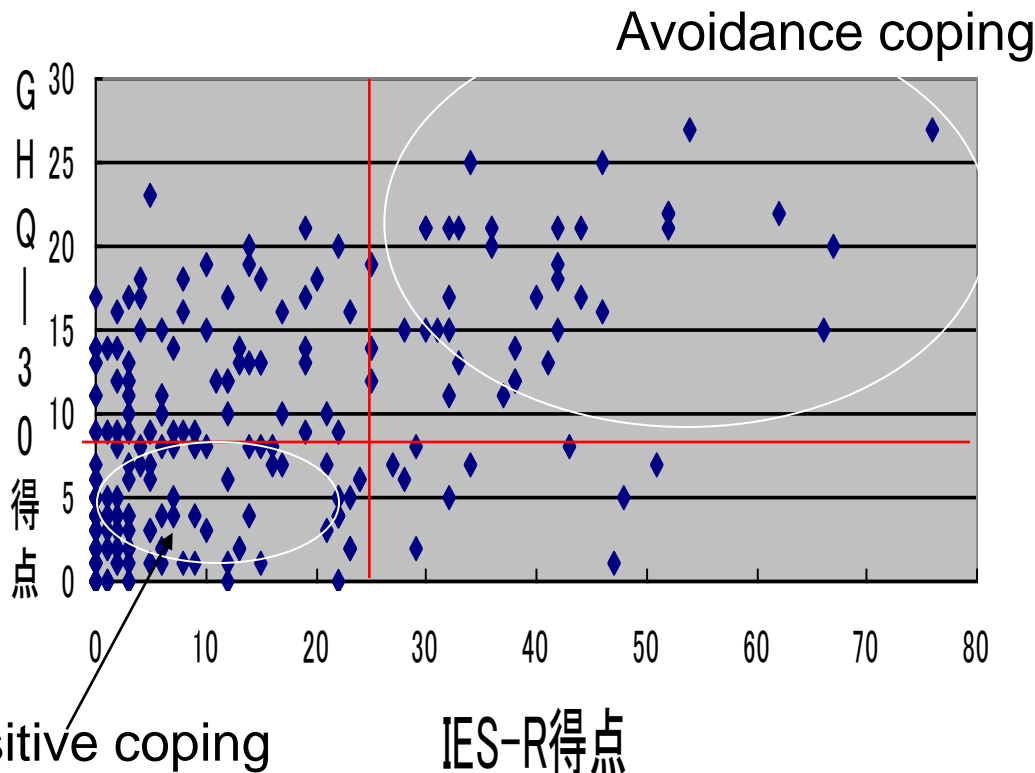


**IES-r of Dispatched clinical psychologists in next week and this week. n=247**

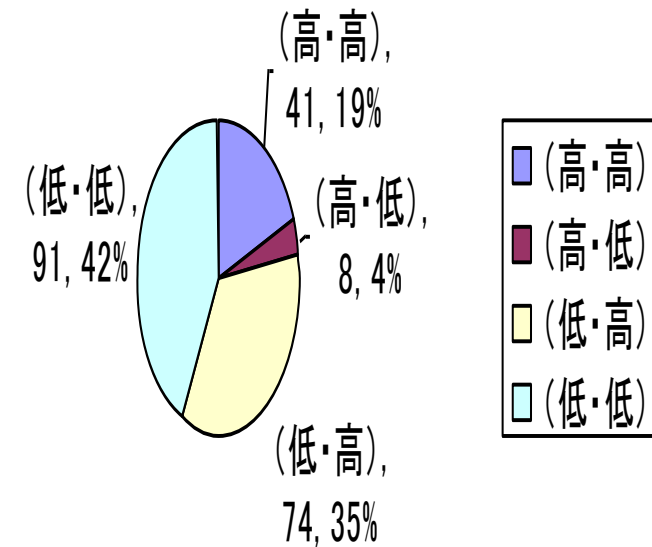
# Trauma reactions and mental health of 214 teachers who experienced the earthquake after 11 years.

Isono,K(2007) Master's thesis (Hyogo university of teacher education)

## IES-R得点とGHQ-30得点の分布



## IES-R得点とGHQ-30の割合



Teachers of low scores in IES-r and GHQ30 practiced positive coping to disaster trauma. Teachers of high scores practiced avoidance coping.



Traditional Dance by children in Yamada-minami elementary school.

# Mental Health Education lesson ②

- 1、Psychoeducation for traumatic responses
- 2、Stress management
- 3、Mental and physical health checklist (19<sup>th</sup>,31<sup>st</sup>)
- 4、Counseling by classroom teacher or school counselor



こんなときに、やってみよう！  
こころとからだのほっとあんしん

たいへんなことがあると、心とからだは、とってもがんばります。

心とからだに、いつもとちがった変化がおきます。

それは、だれにでもおこる自然な変化です。

人は、その心とからだの変化を小さくしていく力をもっています。

こうすれば、その変化が小さくなるよ、というやり方をみなさんにつたえます。

心とからだの  
変化

こうすれば  
いいよ！

1

びっくり・こらふん

落ち着く・リラックス



2

思いだしてつらい！

信頼できる人に話を聞いてもらう







- まずは、楽しいことをみつけましょう！
- そして、少しずつチャレンジしましょう。
- 防災教育はつらいことを思いだすけど、  
命を守る大切な教育です。
- 少しずつ、  
さげていることに  
チャレンジしましょう！



- 自分が悪かったって思わなくていいんだよ。
- 「てんでんこ」という言い伝えを大切にしましょう。
- ゲームばかりは、よくないよ
- なわとび、オセロなど遊びをくふうしよう
- 人はマイナスの考えをエネルギーにして、  
プラスの考えに変えていくことができます。
- 将来の夢へのエネルギーに  
人の命を守る仕事につくよ
- この街をこの国をつくっていこう！



こんなときだからこそ、思いきり楽しんでいいんですよ

君たちには、新しい街づくり、国づくりをしていく力があります

つらいことにむきあうときと、楽しむときをきりわけて前に進んでいきましょう！

## Stress and Coping after the disaster



Hippo's feelings by Yoshiki Tominaga  
e-mail address hotanshin@hotmail.com

In psychological support, it is very important to respect the culture of the country.  
Let's introduce three examples.

We made the picture-card show of the psycho-education of a trauma for the children.  
A psychologist in China drew the panda instead of hippo.

	Inland (21cities)		Coast(12cities)	
	Number	percentage	Number	percentage
Elementary school	8,821人	15.80%	2,397人	18.10%
Middle school	3,521人	12.40%	946人	12.70%
High school	2,922人	12.70%	1,079人	14.80%
合計	15,264人	14.30%	4,422人	15.80%

Iwate :2011.9~10

# Points of trauma counseling

- 1, Empathy/Appreciation
- 2, Psychoeducation
- 3, Stress management. Relaxation for sleeping.
- 4, Gradual invivo exposure
- 5, Expression for traumatic experiences



## Mental health education lesson ③

# Expression of traumatic experiences

- ①The lecture of the purpose of the composition activities by a principal (before one month).
- ②The lecture of the composition experience by a class teacher (previous day).
- ③Negative experience and affirmative experience.
- ④Creation of a composition memo.
- ⑤ Relaxation.
- ⑥Composition activities (during the morning).
- ⑦ Individual counseling.

①校長による作文活動の目的の講話。②担任教師による作文経験の講話。③否定的な体験と肯定的な体験。④構成メモの作成。⑤リラクセーション。⑥作文活動(午前中)。⑦個別カウンセリング。

There was a marathon convention today.  
I was the 25th place.

I ran and thought “Very tired. I cannot run. “

"Do your best." It is a mama's voice.

“Do your best for me.” It is the voice of the elder sister

"You did not lose tsunami. Do your best for fathers." It is the voice of papa.

I thought in my heart . “ I do my best, Thank you for your consideration.”

Although it was pleasant, it is mortifying to have become one person now.

今日マラソン大会をしました。  
わたしは25位でした。  
私は走ってこう思いました。「もうダメ。走れない。」と思いました。  
そのときこんな声しました。  
「がんばれかのん。」  
ママの声です。  
「そうそう。うちの分までがんばれよ。」  
おねえちゃんの声です。  
「がんばれかのん。つなみにまけないおまえがまけるわけがない。  
おれたちの分までがんばれ。」  
パパの声がしました。  
そのときわたしは、こころ中でおもいました。  
「うちががんばっているからおうえんおねがいね。」  
楽しかったけど、ちょっといまひとりになったことがぐやしいです。

**Diary to classroom teacher of a girl who is the second grader in an elementary school, and lost her parents and elder sister by tsunami.  
NHK special 2011.12.11**



## Traditional dance

Several children wore the dress of the name of the father who passed away.

# Relax-"Dohsa-hou" in the shelters and the temporary houses (1995.2~1997.3)



1995.5.3 At the temporary houses.

We proposed the Relax-"Dohsa-hou" originally developed in Japan. Ten or more victims tried the relaxed Dohsa-hou each time we had a workshop. They gave us many affirmative comments, for example, "I felt refreshed." "I could sleep very well."

日本で創始されたリラックス動作法を提案した。いつも10名以上の被災者がこのワークショップに参加した。彼らは、「生き返った！」「あれからよく眠れた」といった肯定的な感想を言ってくれた。

U.S. team recommended psychological debriefing (Mitchell, 1983). But, we did not do "Debriefing" We believe it is important that to recover a feeling of safety and sense of security first rather than letting feelings out. \_アメリカチームは心理ディブリーフィングを推奨したが、私はディブリーフィングをしなかった。感情を吐き出させることより、安全安心間を回復することが重要だと考えたからだ。



2011.3 Kamaishi

# Foot-bath

## Massage







2011.4 Group relaxation by “Dohsa-hou”



In temporary house

Photo by Masafumi Ara





## Mianzhu Women's Alliance after Sichuan earthquake



2008.11.12

Works of cross stitch craft made by a group of mothers who had lost their children



# Triangle model of recovery

## II Trauma coping

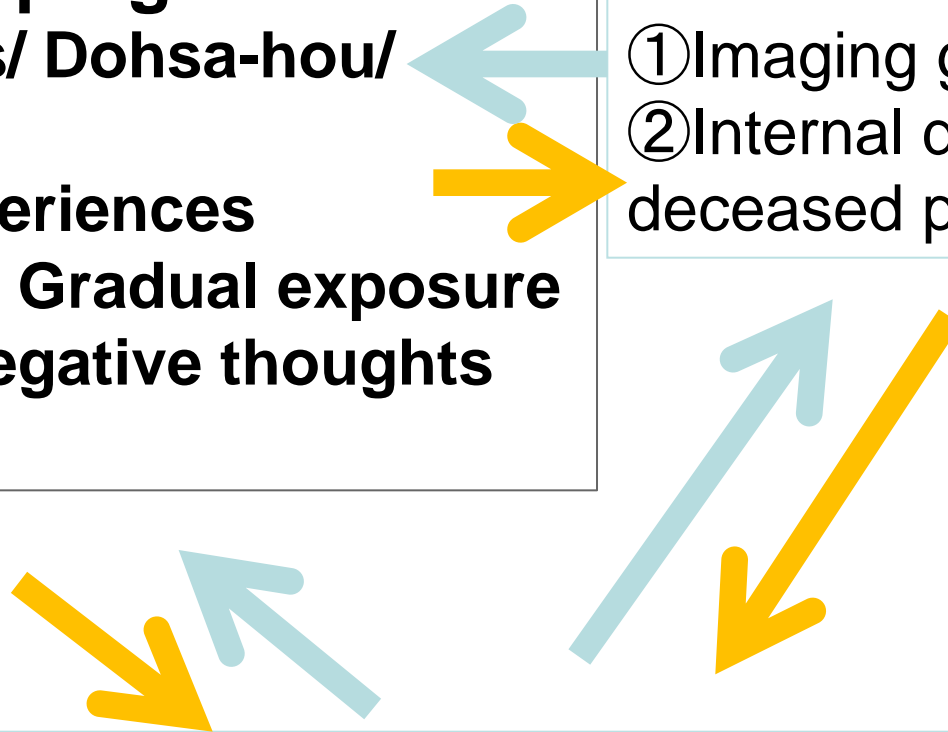
- ①mindfulness/ Dohsa-hou/ focusing
- ②Sharing experiences
- ③Habituation. Gradual exposure
- ④Changing negative thoughts
- ⑤Abreaction

## III Mourning

- ①Imaging good experience
- ②Internal dialogue with the deceased persons

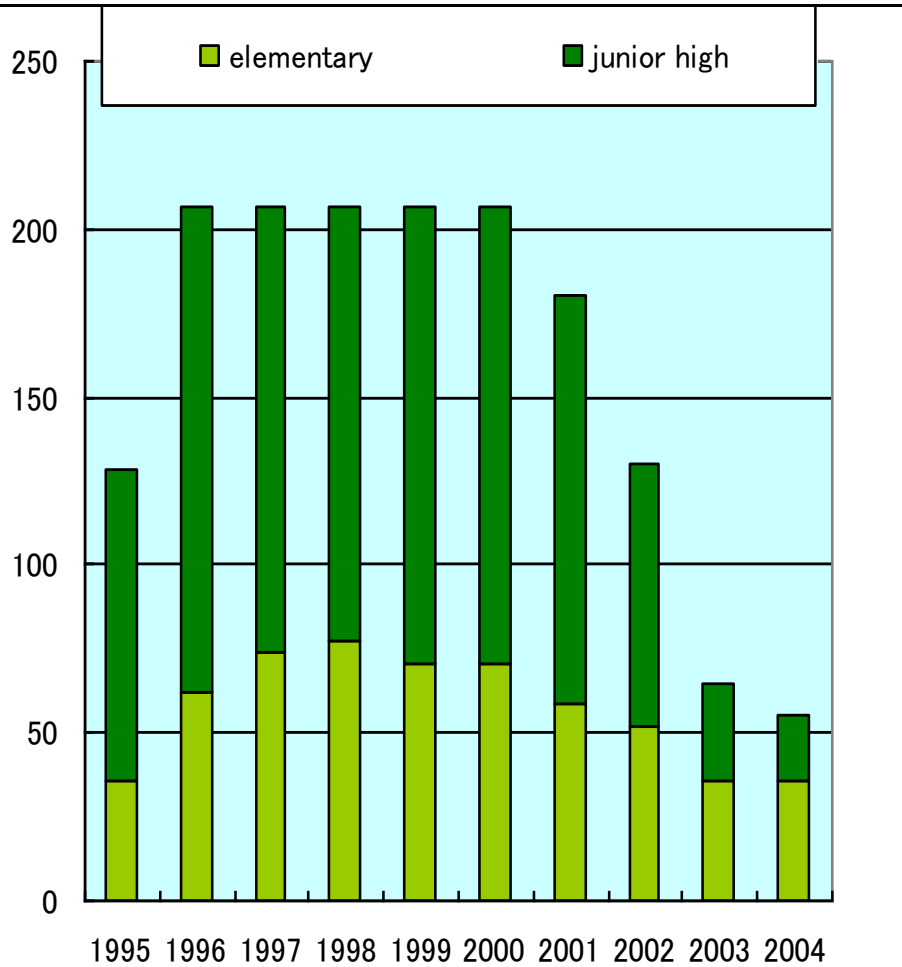
## I Daily life experience

Sleep · Eat · Study(Work) · Play



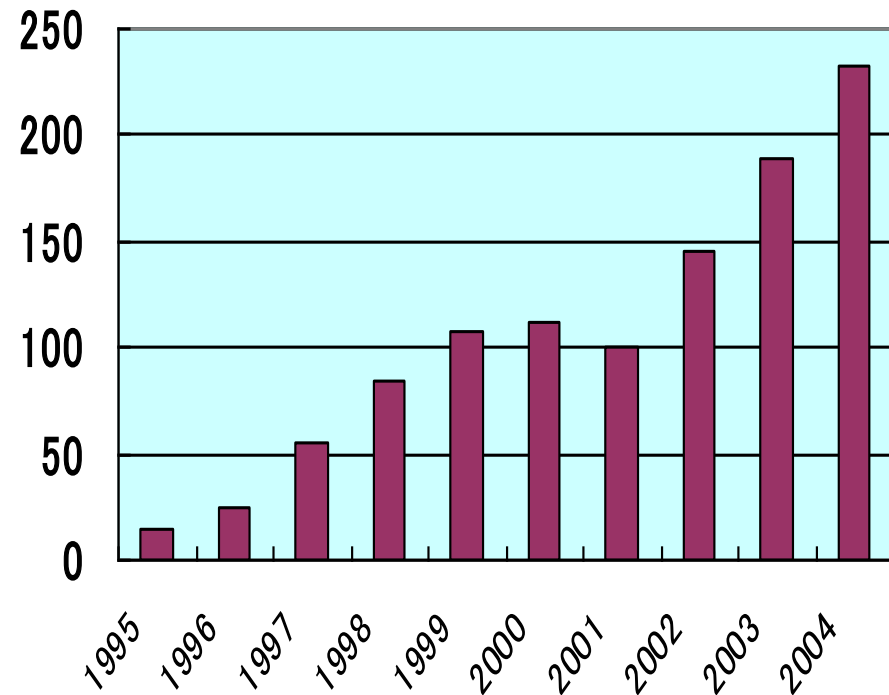
# “Kokoronocare” in Children

## 1, Teachers supporting recovery from disaster (復興担当教諭)



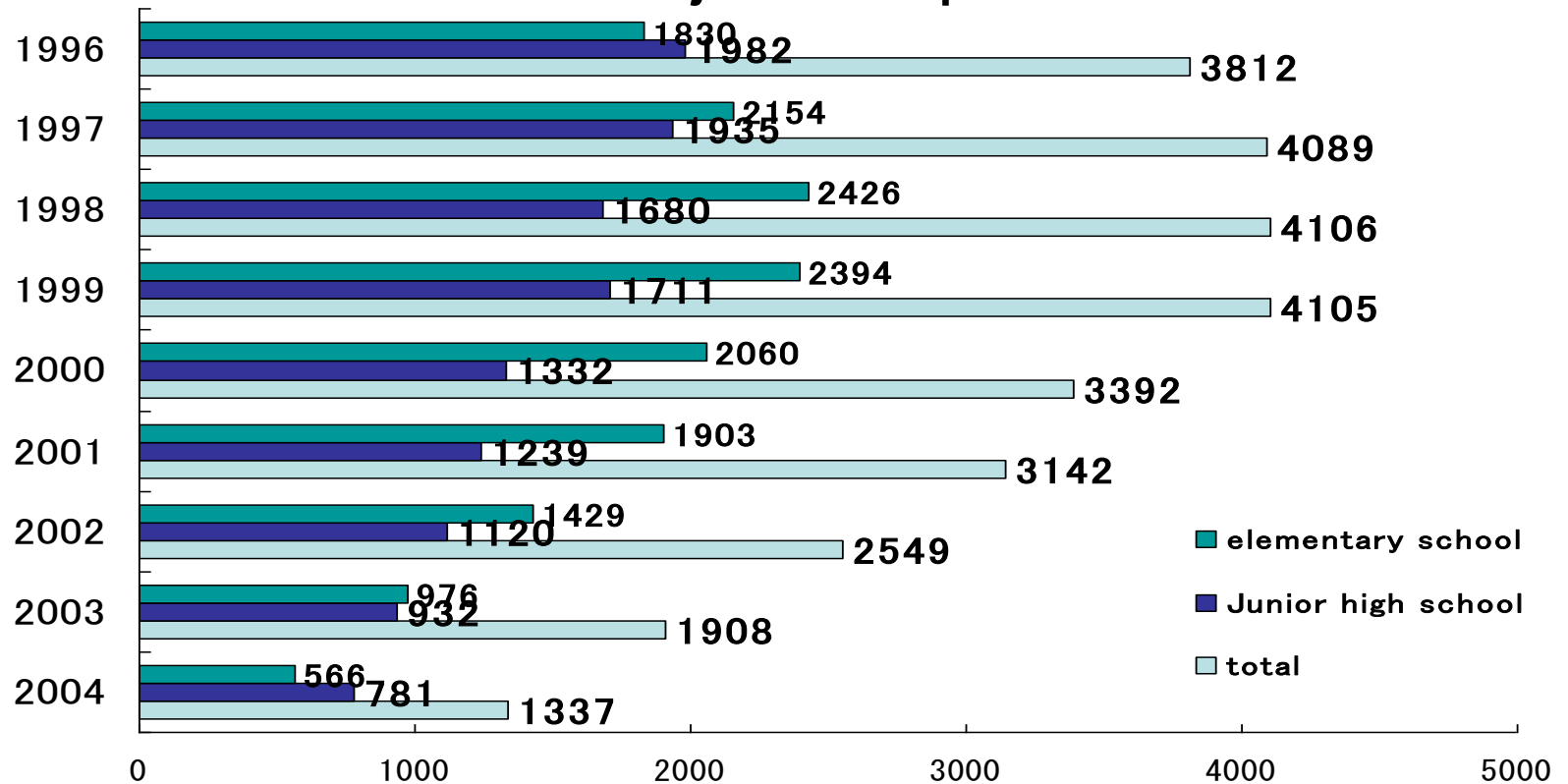
## 2, School Counselors

### *The numbers of School Counselor in Hyogo*



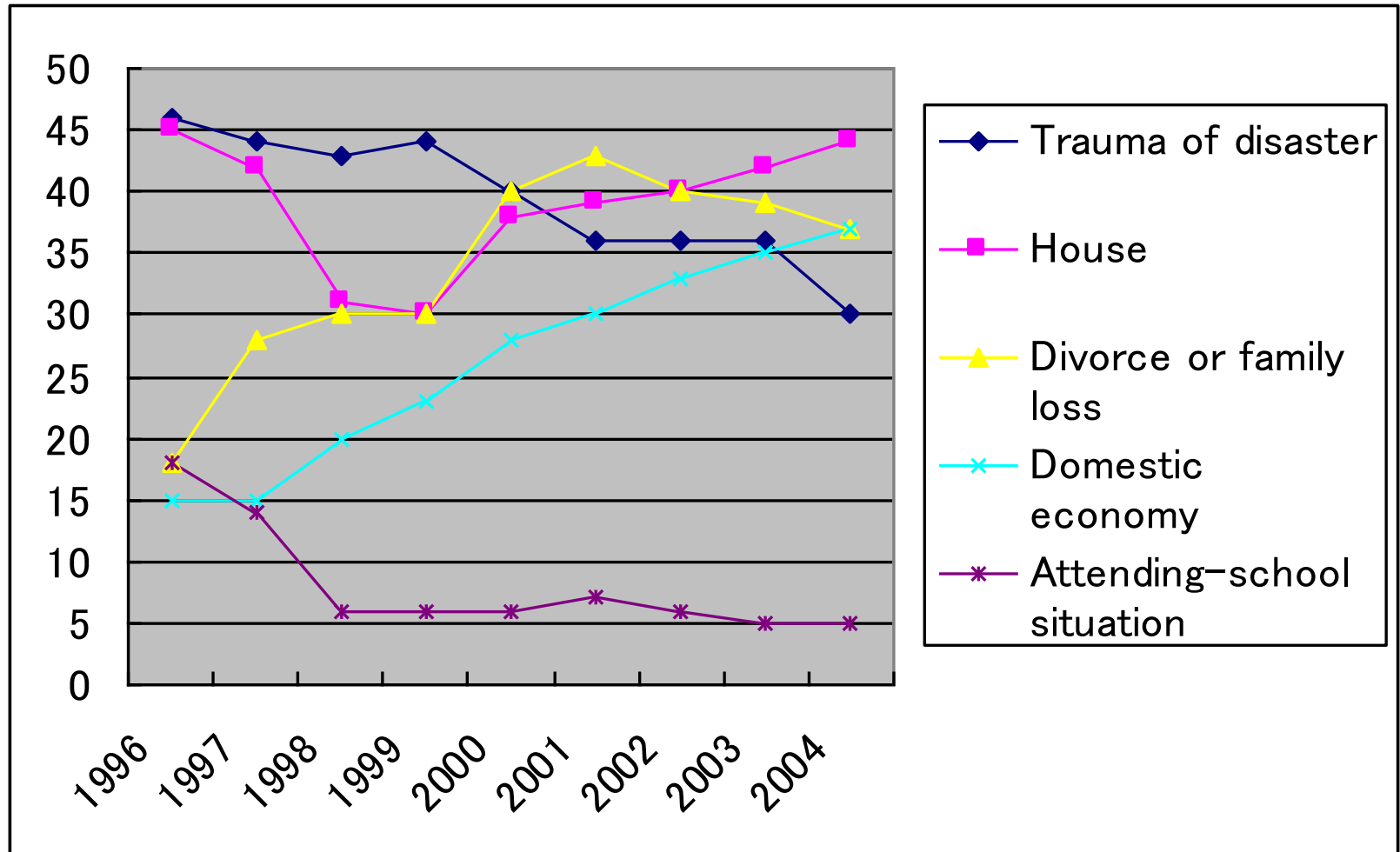
The Ministry of Education had additional teachers specializing in earthquake disaster in order to improve traumatized children's the mental health. Moreover, school counselors have been stationed in a lot of junior high schools in Hyogo since 1995.

The number of the students who need trauma counseling reached its peak three - five years after the Hanshin-Awaji earthquake in 1995.



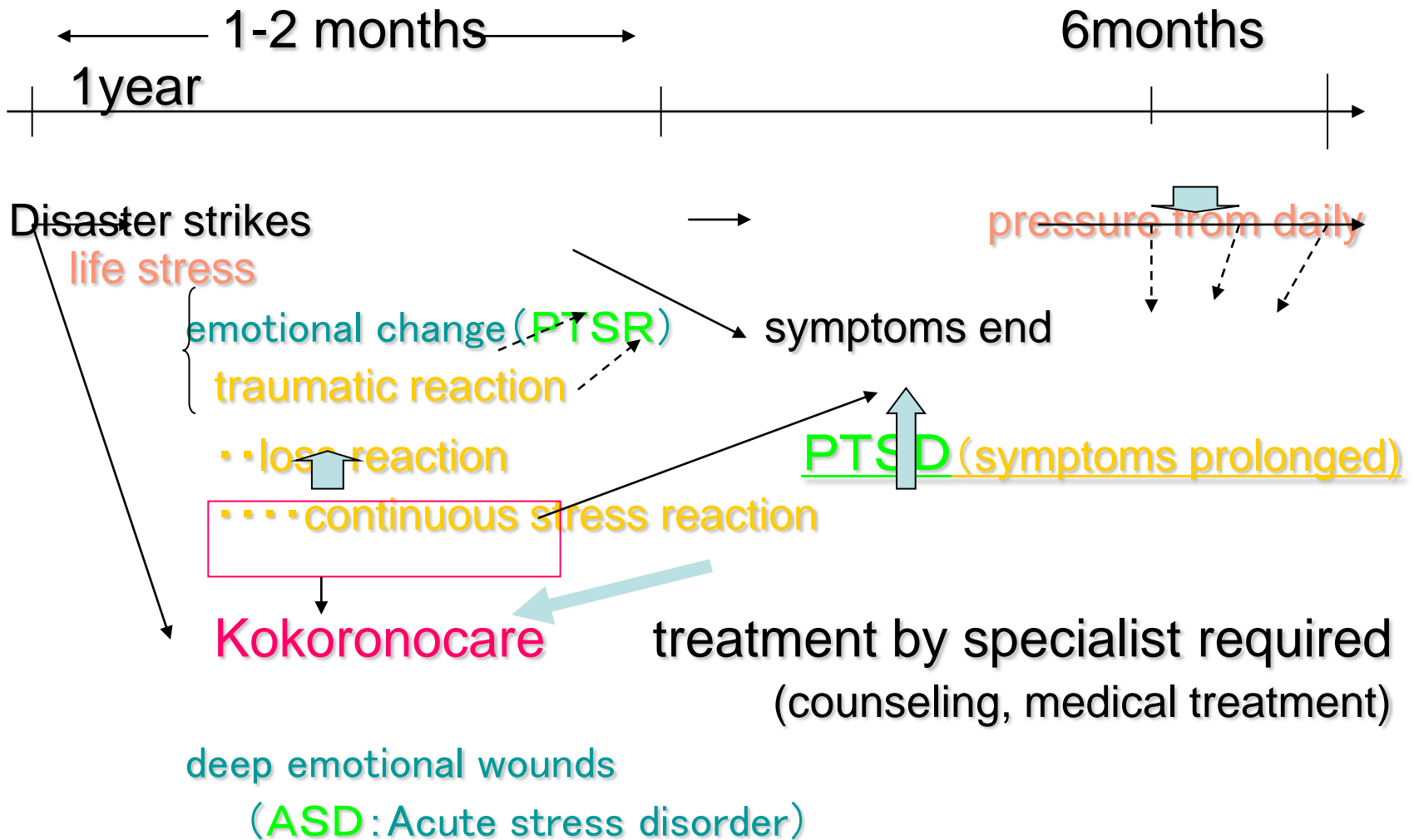
Hyogo prefectural education board carried out a survey of students who were suffering from trauma and loss. This survey showed the number of the students who needed trauma counseling reached its peak three to five years after the Hanshin-Awaji earthquake in 1995.

# The number of students which need individual care or trauma counseling.





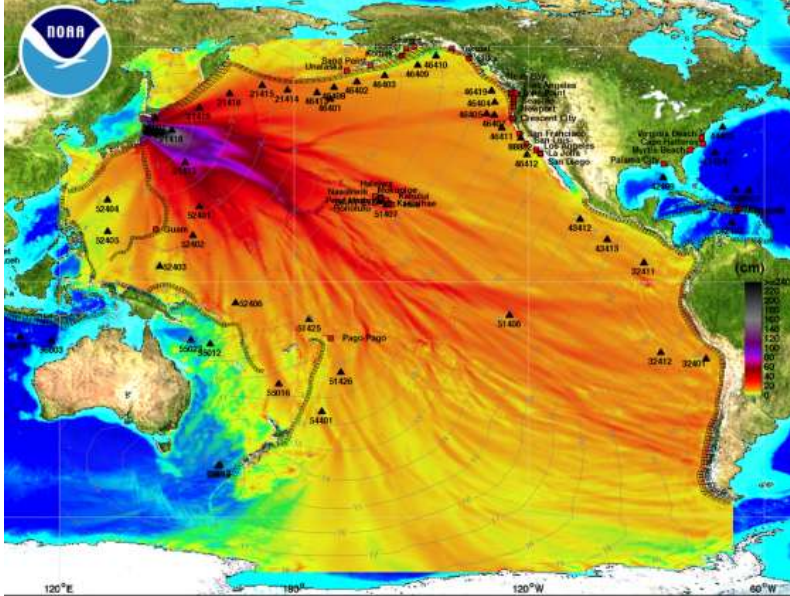
## 5.4 The Course of “Kokoronocare”



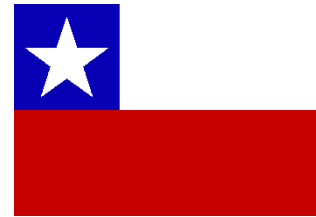
# Experience required for recovery from a trauma.

- 1, Recovery of a safe feeling. → Recovery of sense of security.
- 2, Psycho-education for a trauma.
- 3, Self monitoring by trauma questionnaire.
- 4, Self-control of fear or sad feeling .
- 5, Talking the trauma experience at the safe place.
- 6, Challenge the action avoided gradually.
- 7, Change negative thoughts to affirmative thoughts.
- 8, Recover the bonds of people and a person.
- 9, Hope

Desirable stress coping



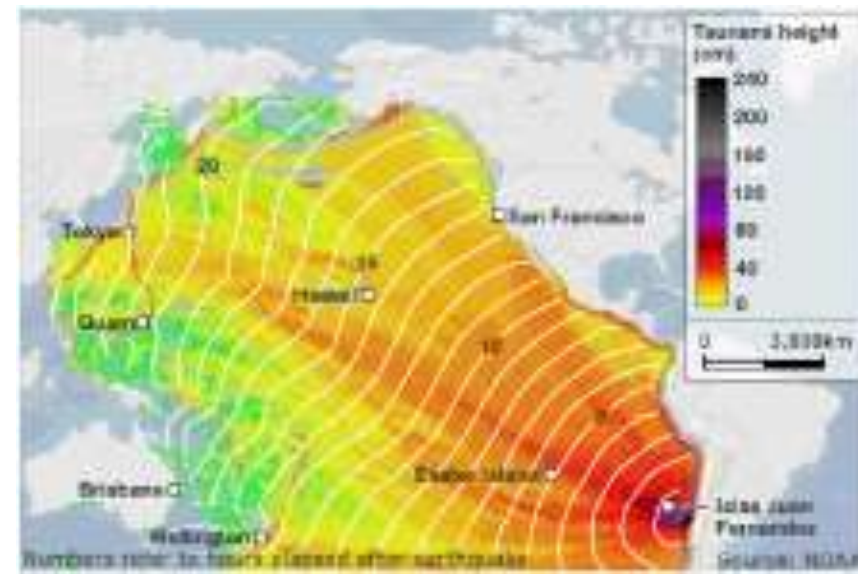
Gracias !  
Thank you !  
ありがとう !



チリと日本の友好を！  
災害で苦しむ両国が協力しあいま  
しょう。

Amity of Chile and Japan!  
Cooperation of both countries  
suffering from disaster!

Amistad de Chile y Japón!  
Cooperación de ambos países  
que padecen el desastre!



WARTBURG (AP) — An insurer's planned offer may threaten

Geography: 10150

**Evento  
Estrésor**

Reacciones de  
Estrés

Cómo Sobrellevar  
el Estrés



Sobrellevarlo enfocados  
en el problema

Sobrellevarlo enfocados  
en la emoción



# OPINIONES DE LOS GRUPOS

- trabajar en equipo
- buscar actividades alternativas entretenidas
- pedir ayuda técnica a los que tienen más información
- meditar cuando la situación es muy agobiante
- Programarse
- “Mojarse las manos”
- anticipar escenarios
- organizar las tareas
- ejercicios de respiración
- compartir con compañeros de trabajo
- Compartir tareas
- “ir al mar”

- como las personas actúan distintos, que aquellos que tienen la capacidad de reflexionar o pensar más calmadamente, organicen, prioricen y ayuden a los otros.
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- en el problema: preparación adecuada, autocuidado, realizar las tareas cuando se debe
- en la emoción: ejercicios relajación, respiración, juegos (de interacción más q de competencia), humor,
- buscar ambientes más saludables, sin hacinamiento, etc.
- asegurar la disponibilidad de información veraz: evitar falsas alarmas