

OPERATION: Military



Kids

OPERATION:

★ ★ ★
MILITARY KIDS

MILITARY FAMILIES
IN OUR OWN
BACKYARD.

Part One:

**Introduction to Operation: Military
Kids Ready, Set, Go! Training**

Thanks for coming today!

We Are Glad You Are Here!



Welcome and Introductions

“Seek First to Understand”

Confucius



Today's Agenda

1. Introductions
2. Overview
3. Military Culture
4. Deployment Cycle/Predeployment, Deployment, Sustainment
5. Deployment Cycle/Redeployment, Homecoming, Post-Deployment
6. Stress & Coping/ Grief & Loss from School Counselor's perspective
7. Grief & Loss from Military Perspective
8. Media's effect upon children
9. Personal Experiences
10. Resources/ Practical Example Exercise/Evaluation



Ground Rules for the Training

1. Ask all the questions you want
2. Make use of the facilities as you need
3. Leave your politics at the door



Purpose of Training

- Give participants an understanding and appreciation of unique stressors that “suddenly military” families may face during a deployment.
- Provide tools and skills to engage local school counselors and other education professionals to support “suddenly military” children and youth.



Anticipated Outcome

- Participants will increase their understanding of the unique issues facing military, particularly National Guard and Reserve, children/youth impacted by the deployment of a parent or loved one.
- Participants will be made aware of resources to help them assist children of deployed National Guard and reserve members.



**Any Questions, Comments,
or Thoughts for the Good
of the Group?**



Operation: Military Kids Ready, Set, Go! Training

Part Two: Overview of Program



What is the Problem???



LTG James R. Helmly, Chief, Army Reserve

“A major order culture change is taking place in the Reserve so that reservists know, upon joining, that they will be called up to active duty for between nine and twelve months every 4 to 5 years”



Impact of the Global War on Terrorism

- Has changed the face of military service for those in the National Guard and U.S. Army Reserve
- Mobilization and deployment at record high levels
- Different needs than traditional military families
- Primary occupation is not one of “Soldier” and families don’t consider themselves “military families”
- Geographically dispersed from others in the same circumstances (not necessarily located near a military installation)
- Family identity changes from “civilian” to “military” with one letter or phone call



Identified Issues for Children/Youth in National Guard and U.S. Army Reserve Families:

- Geographically dispersed families and lack of connection with other youth and families in similar situation
- Child separation/anxiety issues regarding safety of deployed parent
- Deployed parent absent for significant events
- Less parental involvement from parent at home
- Limited opportunities for youth to attend extracurricular activities
- Teens having increased care of home and younger siblings
- Behavioral changes, peer pressure, lower self-esteem
- Communication with deployed parent
- Need to live with extended family
- Changes in financial resources



Unique Issues for Children/Youth in National Guard and U. S. Army Reserve Families:

- Lack of community awareness of and support for family needs
- Lack of educator preparedness to recognize and meet needs of children/youth of deployed members
- Possible transition from one school to another
- Social/emotional/behavioral reactions may impact youths' future
- Accessibility and affordability of childcare
- Availability and affordability of after-school programs and youth activities; children home alone
- Frequently unaware of resources to help parents and children cope
- Difficulty understanding and dealing with media
- Deployment cycle—disrupts family before, during, and after...and is repeated



What is the Response???



Operation: Military Kids (OMK)

**A U.S. Army Collaborative Effort with
America's Communities to Support
"Suddenly Military" Kids Impacted by
the Global War on Terrorism**



OMK—The Concept

- Responds to the needs of geographically dispersed Army National Guard, Army Reserve, and Active Component military—youth whose parents have been deployed in support of the Global War on Terrorism.
- Delivered in local communities through collaboration with U.S. Army Child and Youth Services, 4-H, Boys & Girls Clubs of America, the Military Child Education Coalition, The American Legion, National Association of Child Care Resource and Referral Agencies (NACCRRA), and other community agencies serving youth at national, state, and local levels.
- Infrastructure developed in 34 OMK state teams that work to build the community capacity of local community support networks to provide services that support child and youth of National Guard and Army Reserve families.



OMK CORE PARTNERS

- U.S. Army Children and Youth Services (Active and Reserve Components) and Cooperative State Research Education and Extension Service (CSREES)
- Nevada National Guard Family Programs Office
- 4-H
- Boys & Girls Clubs of America (BGCA)
- Military Child Education Coalition (MCEC)
- The American Legion
- Community and State Partners(State Department Of Education, local school boards, local military installations, i.e. Nellis AFB, Fallon NAS)

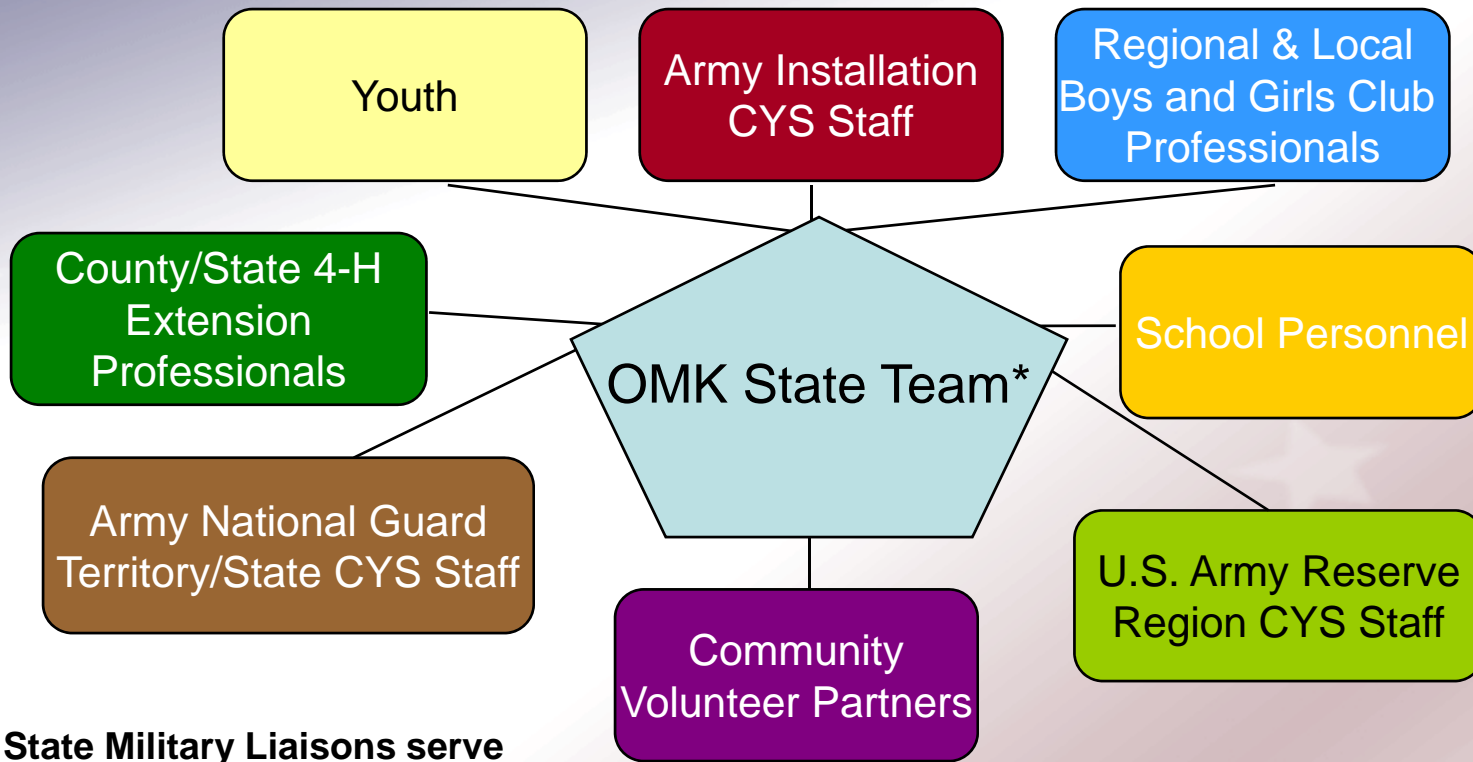


States Receiving OMK Grants

- Alabama
- Arkansas
- **Arizona**
- California
- Florida
- Georgia
- Hawaii
- Idaho
- **Illinois**
- Indiana
- Iowa
- **Kansas**
- **Kentucky**
- **Louisiana**
- **Maine**
- Maryland
- **Massachusetts**
- **Michigan**
- **Minnesota**
- **Mississippi**
- Missouri
- **Nebraska**
- **Nevada**
- New Hampshire
- **New Jersey**
- New York
- North Carolina
- Ohio
- South Carolina
- **South Dakota**
- **Tennessee**
- Texas
- Virginia
- Washington



OMK STATE TEAM



***4-H State Military Liaisons serve as OMK State Team Leaders**



Who are OMK's 'Customers'?

- National Guard Families
- Army Reserve Families
- Geographically isolated organizations' Families (Fallon NAS)
- Families of deployed active duty members separated from active-duty installations
- Any and all military families, no matter what the status



National Guard

Army National Guard

- 350,000 Soldiers
- 33% of Army's total strength
- State and Federal mission
- State command
- Primarily combat and combat service support units

Air National Guard

- 106,000 Airmen
- 19% of Air Force's total strength
- State and Federal mission
- State command
- Primarily flying missions and expeditionary combat support



Army Reserve Overview

- 317,495 Soldiers
- Over 1,923 units throughout U.S. and territories
- Federal Mission
- Regional commands (13 and 1 ARCOM)
- Primarily combat support and combat service support units



Part Three: Understanding Military Culture



Understanding Culture

- Culture (definition): The knowledge, experience, values, ideas, attitudes, skills, tastes, and techniques that are passed on from more experienced members of a community to new members.
- Elements include: aesthetics, ceremony, ethics, health and medicine, myths, gender roles, gestures and kinetics, grooming and presence, ownership, recreation, relationships, rewards and privileges.



Elements of Military Culture

- Expectations and Impact of the Mission on Family Life
- Military Acronyms and Terms
- Chain of Command
- Utilizing Protocol
- Military Customs and Courtesies
- Transition Issues



Expectations and Impact of the Mission on Family Life

- Expectations of the military lifestyle
- Mission of the Army
- Army values
- Coping with the impact of the mission on the family



Mission of the Army

- Preserve the peace and security, and provide for national defense
- Support national policies
- Implement national objectives
- Overcome any nations responsible for aggressive acts that imperil the peace and security of the United States



U.S. Army Values

- **Loyalty**—Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.
- **Duty**—Fulfill your obligations.
- **Respect**—Treat people as they should be treated.
- **Selfless Service**—Put the welfare of the nation, the Army, and your subordinates before your own.
- **Honor**—Live up to all the Army values.
- **Integrity**—Do what's right, legally and morally.
- **Personal Courage**—Face fear, danger, and adversity (physical or moral).



Military Acronyms and Terms

- **PMOS**—Primary Military Occupational Specialty
- **FRG**—Family Readiness Group
- **ARNG**—Army National Guard
- **RDC**—Rear Detachment Commander
- **FAC**—Family Assistance Center
- **TAG**—The Adjutant General
- **MOBEX**—Mobilization Exercise
- **ANG**—Air National Guard



The Military Phonetic Alphabet

A Alpha

B Bravo

C Charlie

D Delta

E Echo

F Foxtrot

G Golf

H Hotel

I India

J Juliet

K Kilo

L Lima

M Mike

N November

O Oscar

P Papa

Q Quebec

R Romeo

S Sierra

T Tango

U Uniform

V Victor

W Whiskey

X X-Ray

Y Yankee

Z Zebra



Converting between Military Time and Civilian Time

Conventional to Military:

The first twelve hours of the day

- Always has four numbers
- Delete the colon
- Before 10:00 am, add a zero (7:00 am to 0700)
- 10:00 am to 12:00 pm is read without the colon (11:00 am to 1100)

The remaining twelve hours (between noon & midnight)

- Delete the colon
- Add twelve hours to the conventional time (11:00 pm to 2300)



The Chain of Command

- **Structure used by all branches of military for command & control**
- **Used for the flow of information**
- **Army Ranks**
 - Enlisted ranks begin at Private and go up to Sergeant Major of the Army
 - General Officer ranks begin at Second Lieutenant and go up to General of the Army
 - Warrant Officer ranks begin at Warrant Officer and go up to Master Warrant Officer
- **Army Insignia**
 - Worn on uniforms for visual identification of ranks
- **Army Pay Grades**
 - Enlisted pay grades begin at E-1 and go up to E-9
 - General Officer pay grades begin at O-1 and go up to O-10
 - Warrant Officer pay grades begin at W-1 and go up to W-5



Utilizing Protocol

National Contacts

- OMK Program Manager and National Guard and Army Reserve
CYS (Child & Youth Services) Program Managers

Regional Contacts

- National Guard and Army Reserve Regional CYS Coordinators

State Contacts

- Joint Forces State Family Program Director and the State Youth
Program Manager for the National Guard

Local Contacts

- Family Assistance Center Coordinators and Family
Readiness Group Leaders



Introduction to Military Customs and Courtesies

- **Reveille and Retreat**
 - Bugle call played in the morning and end of duty day
- **Flag Etiquette**
 - Flag is flown every day or for specific holidays and significant events
- **Parades**
 - Conducted for change of command, retirement, graduation ceremonies, to honor visiting dignitaries, and other special occasions
- **Change of Command Ceremony**
 - Official passing of colors and responsibilities of command of a unit from one officer to another
- **Receiving Lines**
 - Purpose is for a guest to greet and be welcomed by host for an event
- **Invitations**
 - Generally sent to attend social and official functions
- **Thank-You Notes**
 - Should be promptly sent after you attend a social function



Youth Transition Issues

Military children and youth are vulnerable during major life changes, such as:

- Moving due to permanent change of station
- Parent absence due to long-term temporary duty
- Mobilization and deployment
- Changes in family demographics
- Graduating to junior/high school/post-secondary education
- Individual responses vary based on age, maturity, gender, personality, relationships, and coping skills
- OMK State Teams can ease transitions with awareness and preplanning



Social Issues/Needs

- Adjusting to new or temporary family configuration
- Managing new situations, especially being “suddenly military”
- Accommodating physical changes
- Making new contacts
- Acclimating to new places
- Coping with changing schools, leagues, activities



Emotional Issues/Needs

- Need to know they are loved and cared for, regardless of their age
- Emotional issues include:
 - Sadness
 - Anger
 - Vulnerability
 - Loneliness
 - Lack of sense of belonging
 - Excitement
 - Anticipation
 - Confidence
 - New challenges



Educational Issues/Needs

Reorienting to new classmates, teachers, schedules, and inconsistencies in school requirements and offerings, e.g.,

- Immunization requirements
- School calendars/scheduling
- Entrance and exit testing
- Course content and sequencing
- Discipline
- Graduation requirements
- Special Education qualification and services
- Records/credit transfers
- Informing teachers, counselors, and administrators about deployment and its impact on youth



Benefits of Transition

- Make friends with other National Guard and Army Reserve youth
- Make friends from other parts of the country
- Become more responsible
- Adapt more easily to change and become more flexible
- Experience firsthand what is read/taught in social studies
- Depend on family for safety, security, and companionship



Part Four:

The Deployment Cycle: Mobilization and Deployment

**Operation: Military Kids
Ready, Set, Go! Training**



The Cycle of Deployment

- Each stage characterized by a timeframe and specific emotional challenges
- Failure to adequately negotiate can lead to significant strife
- Promoting understanding of deployment helps avert crisis and need for intervention/mental health counseling
- Five distinct stages—
 - Stage One: Pre-deployment
 - Stage Two: Deployment
 - Stage Three: Sustainment
 - Stage Four: Re-deployment
 - Stage Five: Post-deployment



Stage One: Pre-Deployment

- Shock/surprise for National Guard and U.S. Army Reserve Soldiers, family members
- Anticipation of loss vs. denial
- Train up/long hours away
- Getting affairs in order
- Mental/physical distance
- Stress/arguments
- Timeframe: Variable



Stage Two: Deployment

- Mixed emotions—grief and loss combined with relief
- Disoriented/overwhelmed
- Numb, sad, alone/lonely, feelings of abandonment
- Sleep difficulties
- Security issues
- Frequent communication helps all cope
- Timeframe: Approximately first month, potentially more



Stage Three: Sustainment

- Separation anxiety
- New routines established
- New sources of support
- Feel more in control—Able to cope
- Independence
- Confidence—“I can do this”
- Phone contact unidirectional—initiated by spouse; may lead to feeling trapped as may miss call
- Timeframe: Approximately months 2 through 18



Understanding Separation Anxiety

- **Preschool or Kindergarten children:**
 - Clinging
 - Unexplained tears, crying
 - Change in relationships with same-age friends
 - Preference in spending time with adults
 - Increased acts of violence toward people, pets, things
 - Isolation
 - Sleep & eating difficulties
 - Fear of new people and/or situations



Understanding Separation Anxiety

- **Primary School children:**
 - Same as previous slide, plus...
 - Rise in physical complaints (stomachaches, headaches) when nothing seems wrong
 - More irritable or cranky
 - Increase in problems at school
 - Drop in grades
 - Unwillingness to go to school
 - Odd complaints about school or teachers



Understanding Separation Anxiety

- **Adolescents**

- Same as previous slide, plus...
- Acting out behaviors (trouble in school, at home, or with the law)
- Low self-esteem
- Self-criticism—blaming themselves for situation
- Misdirected anger (i.e., excess anger over small events)
- Sudden or unusual school problems
- Loss of interest in usual activities/hobbies



Stage Four: Re-Deployment

- Anticipation of homecoming
- Excitement
- Apprehension—“Will I have to give up my independence”?
- Burst of energy; “nesting”
- Difficulty making decisions
- Time frame: Months 17–18



Stage Five: Post-Deployment

- Honeymoon period
- Loss of independence
- Need for “own” space
- Renegotiating routines
- Reintegrating into family
- Most important stage to get to know one another again—
patient communication, going slow, and lower expectations are key
- Timeframe: 3–6 months or more after deployment



Strengths for Youth Resulting from Deployment

- Fosters maturity
- Growth inducing
- Encourages independence
- Encourages flexibility, adaptability
- Builds skills for adjusting to separation and losses faced later in life
- Strengthens family bonds
- Civics—relationship with community
- What other strengths may result from deployment?



Symptoms of Deployment Stress in School Settings

- Unable to resume normal class assignments/activities
- Continued high levels of emotional response (i.e., crying & intense sadness)
- Difficulty concentrating in school
- Express violent or depressed feelings verbally or through drawings/play
- Intentionally hurt self or others
- Gain or lose significant amount of weight in period of weeks
- Discontinue care of personal appearance
- Exhibit possible alcohol/drug abuse problem
- Frequent absences
- Experience decline in performance and grades that does not improve over time



Suggested Healthy Responses By Adults


- Educate self on the impact of deployment on children/youth and families
- Reflect what you see and hear in terms of their behavior to help them with understanding
- Be patient, understanding, caring, and firm with consequences for misbehavior
- Help children/youth identify, accept, and express what they are feeling
- Model constructive ways of dealing with strong or challenging emotions such as anger, grief, loss, sadness



Other Deployment Stress-Related Issues

- **Combat Stress**—Natural result of heavy mental and emotional work when facing danger in tough conditions; physical symptoms (i.e. headaches, racing heart fatigue, anger) generally get better with rest and replenishment
- **Post Traumatic Stress Disorder**—Possible response when deployment has occurred to war zone, natural disaster site or urban riot location: physical, mental, and emotional symptoms that require professional assistance
- **Secondary Traumatic Stress**—Possibly experienced by family members upon return of Soldier; stress resulting from helping or wanting to help a suffering or traumatized person (Figley, 1993)





OPERATION: Military



Kids

OPERATION:

★ ★ ★
MILITARY KIDS

MILITARY FAMILIES
IN OUR OWN
BACKYARD.

Part Five:
The Deployment Cycle:
Homecoming and Reintegration

Operation: Military Kids
Ready, Set, Go! Training



True or False: The Myth of the “Perfect” Homecoming Reunion

If you love one another, reunions are easy.

- Angry feelings should never accompany reunions.
- First few days following homecoming are often mix of relief, happiness, and anxiety.
- It's perfectly natural for communication to be strained at first.
- Children may not feel automatically comfortable with the returning parent.

It may take some time for the returning Soldier to adjust.

- If they really love each other, spouses/significant others will not change during absence.
- Re-established intimacy will flourish if given time to grow.
- Soldiers never feel let down/lonely following deployment.
- There is no such thing as a perfect homecoming.



The Homecoming: Challenges and Rewards

- Anticipated reunion is often as stressful as the anticipated deployment
- When date finally arrives, many family members are overwhelmed with rush of emotions—joy, as well as fear, anxiety, and anger
- Fears include permanent loss of a deep connection with loved one, or fear of change to a point that leaves nothing in common
- Families can reconnect on new, more exciting level if handled in a healthy way



Stages of Homecoming

Stage One: Anticipation (weeks and days before homecoming)

- Stage Two: Honeymoon and Readjustment
 - Honeymoon (lasts until first serious disagreement)
- Feelings of euphoria, relief, excitement; catching-up, sharing experiences; reestablishing intimacy
 - Readjustment (approximately 6–8 weeks)
- Intensified pressures; sensitive to each other's presence; increased tension as idealized relationship confronts reality
- Stage Three: Stabilization (8 weeks and beyond)



Helping Infants Adjust to Reunion

- Reactions
 - Cries, fusses, pulls away
 - Clings to parent who stayed behind
 - Change in sleep and eating habits
 - Does not recognize returning parent
- Techniques
 - Hold, hug as much as allowed
 - Interact, bathe, change, feed, and play with baby
 - Relax and be patient— they will warm up



Helping Youth Ages 1–3 Adjust to Reunion

- Reactions
 - Shyness
 - Clinging
 - Doesn't recognize returning parent
 - Cries, has temper tantrums
 - Behavior regression
- Techniques
 - Don't force holding, hugging, or kissing
 - Give them space and time to warm up
 - Be gentle and fun
 - Meet them/sit at their level



Helping Youth Ages 3–5 Adjust to Reunion

- Reactions
 - Demonstrates anger
 - Acts out to get attention
 - Demanding
 - Feels guilty for making parent go away
 - Talks a lot to bring parent up to date
- Techniques
 - Listen
 - Accept their feelings
 - Play with them
 - Reinforce your love
 - Ask about interests
 - Assure them absence was not about them



Helping Youth Ages 5–12 Adjust to Reunion

- Reactions
 - Fears of inadequacy
 - Dreads parent's return because of discipline resulting from acting out
 - Boasts about the military and the parent's service
- Techniques
 - Review pictures, school work, activities, scrap books
 - Praise what they have done
 - Try not to criticize
 - Affirm positive behaviors while away



Helping Youth Ages 13–18 Adjust to Reunion

- Reactions
 - Is excited—if positive relationship prior to deployment
 - Feels guilty for not living up to standards
 - Concerned about rules and responsibilities changing
 - Challenging, rebellious
- Techniques
 - Share what has happened to you during deployment
 - Listen with undivided attention
 - Don't be judgmental
 - Respect privacy and friends
 - Don't tease about fashion, music, etc.
 - Get involved in education



Part Six;
Stress and Coping Strategies

**Operation: Military Kids
Ready, Set, Go! Training**



The Change Process

- Change—“To make or become different”
- Model co-created by James Prochaska, John Norcross, and Carlo DiClemente
- Stages of Change:
 - Precontemplation
 - Contemplation
 - Preparation
 - Action
 - Maintenance
 - Relapse



Understanding Stress

- Dr. Hans Selye (1907–1982)
- Stress is defined as “Nonspecific response of the body to any demand made upon it.”
- Eustress vs. Distress
- General Adaptation Syndrome
 - Alarm Phase
 - Resistance Phase
 - Exhaustion Phase



Impact of Stress and Change on National Guard and Reserve Families

- Civilian lifestyle for most part until deployment
- Deployment = Change = Stress
 - Eustress
 - Distress
- Physical, emotional, mental, social, financial, and spiritual impact on all involved
- Family members may have taken on new roles, duties, chores, and responsibilities



Specific Stressors Impacting Military Families

- Threats and acts of terrorism
- Natural disasters
- War
- Extended separation
- Constant media coverage
- Reintegration
- Transition and relocation
- Other examples?



General Patterns of Coping for Children/Youth

- Denial
- Regression
- Withdrawal
- Altruism
- Impulsive acting out
- Humor
- Suppression
- Anticipation/hypervigilance
- Sublimation
- Other examples?



6 - 11 Years: Signs of Stress

- Behaviors
 - Spacey or distracted
 - Changes in behavior, mood, personality
 - Regression to behavior of young child
 - Aggressive behavior, angry outbursts
- Reactions
 - Reminders trigger disturbing feelings
 - Responsibility and guilt
 - Safety concerns, preoccupation with danger
 - Obvious anxiety and general fearfulness
 - Somatic symptoms
 - Sleep disturbances, nightmares



6 - 11 Years: Signs of Stress

- Communication
 - Confusion and inadequate understanding of events
 - Magical explanations to fill in gaps of understanding
 - Withdrawn and quiet
- Interactions
 - Worry and concern for others
 - Separation anxiety
 - Repetitious traumatic play and retelling
 - Loss of ability to concentrate
 - School avoidance
 - Loss of interest in activities



12 - 18 Years: Signs of Stress

- Behaviors
 - Self-consciousness
 - Depression
 - Trauma-driven acting out; sexual acting out or recklessness; risk-taking; substance use/abuse
 - Accident proneness
- Reactions
 - Efforts to distance from feelings
 - Wish for revenge and action-oriented responses
 - Life-threatening re-enactment
 - Decline in school performance
 - Sleep and eating disturbances



12 - 18 Years: Signs of Stress

- Communication
 - Increased self-focusing
 - Social withdrawal
- Interactions
 - Flight into driven activity/involvement with others OR retreat from others in order to manage inner turmoil
 - Rebellion at home and school
 - Abrupt shift in relationships



Before Adults Can Help

- Effective helpers need a combination of:
 - **Knowledge** about the constellation of stressors and coping strategies of the child/youth
 - **Individual Appreciation** of the child/youth's point of view and their reasons for unconscious choices of coping modes
 - **Skills** in working effectively with children and youth; communicating easily and warmly, gaining trust, and helping them talk openly and completely
 - **Self-Awareness** of own biases and belief systems in regard to each kind of stressor and coping strategies



General Coping Strategies

Create a safe environment

- Provide reassurance and support
- Be honest about what has happened
- Explain what government officials are doing
(state, federal, police, firefighters,
hospital, etc.)
- Manage your own anxiety
- Help put the event in perspective



Specific Coping Techniques: 6 - 11 Years

- Listen to and tolerate retelling of events
- Respect fears; give them time to cope
- Increase awareness and monitoring of play—they may secretly reenact events with peers
- Set limits on scary or hurtful play
- Permit children to try out new ideas to deal with fearfulness at nap or bedtime to feel safe (i.e., nightlight, radio, extra reading time)
- Reassure that feelings of fear, or behaviors that feel out of control, are normal after a frightening experience



Specific Coping Techniques: 12 - 18 Years

- Encourage discussions about stress with each other and adults they trust
- Reassure that strong feelings—guilt, shame, embarrassment, desire for revenge—are normal
- Provide opportunities to spend time with supportive friends and peers
- Help find activities that offer opportunities to experience mastery, control, self-esteem, and pleasure (i.e., sports, art, acting, etc.)



Universal Prevention Strategies

- Focus on youth and maintaining a supportive learning environment
- Reinforce safety and security
- Provide healthy and clear expectations, boundaries, and consequences
- Listen, acknowledge, validate, and provide opportunities for healthy expression of feelings
- Maintain objectivity
- Be sensitive to language and cultural needs
- Be patient and, if possible, temporarily reduce student workload
- Reinforce healthy anger management and grief/loss responses
- Encourage volunteerism



Selective/Indicated (Intervention) Strategies

- **Elementary**

- Engage in play activities
- Paint or draw pictures reflecting feelings/thoughts
- Write cards or letters to deployed loved one
- Create memory book/calendar reflecting important events, this will be shared after reintegration
- Participate in extracurricular activities
- Referral to school counselor or military family support organization
- Take part in group/individual counseling when problems arise




Selective/Indicated (Intervention) Strategies

- **Middle School & High School**

- Keep a journal of feelings and thoughts
- Engage in school activities (drama, art)
- Engage in extracurricular activities (after- school sports, 4-H)
- Write cards or letters to deployed loved one
- Referral to school Student Assistance Program
- Take part in individual/group counseling when problems arise
- Referral to school counselor or military family support organization for additional support





OPERATION: Military



Kids

OPERATION:

★ ★ ★
MILITARY KIDS

MILITARY FAMILIES
IN OUR OWN
BACKYARD.

Part Eight:

**Resources/
Practical Example Exercise/
Closing**

**Operation: Military Kids
Ready, Set, Go! Training**



Local and Statewide Resources

- 1- Nevada National Guard Family Programs Office
- 2- Nevada Operation Military Kids Program
- 3- Nevada State Department of Education
- 4- Local Cooperative Extension 4-H Program Leaders
- 5- Local National Guard Facility
- 6- Local Family Readiness Group Leader (if established)



National Resources

Military Child Education Coalition (MCEC)

National Military Family Association (NMF)

National Operation: Military Kids

Dept of Defense Family Resources

Dept of Defense Military Student Resources

National Guard Family Programs



What we've Done & Where we're going

- ✓ Trained over 200 Nevada counselors
- ✓ Held MCEC Guard & Family Institute
- ✓ Developed informational brochures on 4H opportunities for military families
- ❑ Train Washoe County Secondary Counselors
- ❑ Provide counseling support for OMK Camp 2009



Current Activities

- Nevada National Guard Youth Council-north & south
- 72nd MP Company Family Readiness Group
- 4-H Youth Adventures
- 4-H Discover Your Future
- Fallon NAS 4-H Partnership



Practical Example Exercise

-



Course Evaluation

-



Do you have any questions?

-



Thanks again for coming!

•

