

Structure for Children

— By Dr. Kim Hoover

How many times a day do we find ourselves telling a child to “STOP”? Stop jumping on the sofa, stop pestering your brother, stop getting out of your seat, stop hitting, stop bothering me, just STOP! CCTI’s STOP Model turns that word into very practical and positive steps for working with children. Although CCTI particularly focuses on helping caregivers work with children who have suffered trauma, the same principles apply to all children. Each letter of STOP represents an important piece of work with children. S: Structure; T: Talking and Time; O: Organized play; P: Parent involvement.

Structure for Children

If we think of “structure” as a building, then an ideal structure would be solid and would provide safety and security for the people it holds. Likewise, the concept of “structure” for children includes the creation of an environment that organizes a world of chaos into one of safety and security. Two important components of structure are routine and boundaries.

Routine provides structure by creating an environment that is predictable. It helps a child organize a day into a consistent sequence of events. A predictable world fosters trust in those who are setting the routine, trust that they can be depended on in a consistent, predictable way. Children in crisis or children who have suffered long-term losses from trauma have often lost the ability to trust anyone or anything. Trust in a caregiver can develop over time. If the caregiver establishes a daily routine, the predictability and security of that structure will more readily allow the trust to develop. Even in healthy, intact families there is a routine that is established for the day. Most parents know that if there is a sudden significant deviation from the routine, many children will be upset. Routine provides structure that helps a child feel safe and secure.

The word “boundaries” implies limits. Boundaries are lines not to be crossed. There are physical boundaries such as fences, doors, property lines, and one’s physical body. There are psychological boundaries such as personal space and feelings. Children are not born with boundaries. A newborn infant does not distinguish itself as a separate being from its caregiver. However, as the caregiver responds to the infant’s needs and the infant associates the sight, sound, smell

(continued on page 2)

what’s inside.....

The Importance of Structure in Ministry to Children in Crisis: From Chaos to Peace 3

Out of the Mouths of Babes —The 2nd Mina Project 5

Caregivers Time-Out STOP for the Night 6

Structure: The first step in the healing process 7

IN FOCUS



Living Without Fear in the New Year

— By Phyllis Kilbourn, Founder

For I am the Lord your God who takes hold of your right hand and says to you, Do not fear; I will help you.

Isaiah 41:13

As we come to the finish of the first quarter of 2015, we may realize that many challenges and scary uncertainties lie ahead. However, we need to guard against fear robbing us of incredible God-opened doors for ministry.

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Structure for Children

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and touch of the caregiver with its needs being met, then the infant develops a sense of “self” and “other” that is based on trust. That first boundary, that first sense of a child being separate from others, is based on trust that basic needs will be met with loving care.

If healthy boundaries arise from a sense of trust, then boundaries that are established as a child grows should also have some basis in trust and loving care. Rules and limits are boundaries that caregivers establish very early. There are two basic reasons for rules and limits: to keep people safe and to allow people to live together in some harmony. Both of these reasons stem from love. The first limit a child usually hears is the word “no” when he or she is about to do something potentially dangerous or harmful. We value children as precious gifts to be protected, and we set these limits to keep them safe. We are, however, not just interested in ensuring personal survival, but also concerned with helping our children develop appropriate social relationships. Man was created in the image of God. Unlike other creatures for whom “survival of the fittest” is the law, man was given the charge, “Love one another as I have loved you.” This rule then becomes the basis for other rules and limits that caregivers establish for children. We are teaching children how to live with others in the way our Creator intended. This teaching comes to us from an example of perfect love. Establishing rules and limits for children with this origin in mind is actually a very loving act of parenting. For children in crisis or suffering ongoing trauma who never had the opportunity to develop trust, the establishment of rules and limits from a place of love is critical to foster that trust. Rules and limits need to be established with thoughtful consideration, need to be consistent, and need caregivers to follow through with strong, positive feedback when they are followed in addition to any negative consequences when they are not.

With the establishment of structure, including routine and appropriate boundaries, the foundation is set that will securely hold the child. It will allow children of trauma to begin to heal and it will allow healthy children to flourish. ■

About the Author

Dr. Kim Hoover is a child/adolescent psychiatrist in Winston-Salem, North Carolina, with over 20 years experience working with children and families. She maintains a private practice and serves as the Medical Director of Youth Opportunities, a nonprofit agency providing mental health services for financially needy families. As a volunteer with CCTI, she serves as a contributing author and a trainer, most recently helping to conduct training seminars in the Philippines and the USA..



IN FOCUS

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Satan is on the prowl to attack us in an area of weakness or inadequacy, a failure or a lack of resources. Basically there are two response choices to such attacks: trust or fear. The Lord, knowing our propensity to choose fear, included the command to “fear not” in almost every book in the Bible.

When tempted to fear, it is helpful to ask ourselves some probing questions: *Is God sovereign or impotent? Is He worthy of my trust? Will I choose to trust? What if God wants to change me instead of my situation?* Ultimately our response comes down to our view of God and His purposes for our lives.

Scripture teaches that the only antidote to paralyzing fear and doubt is to trust the truth of God’s Word. Jeremiah lists several benefits of choosing to trust: *But blessed is the one who trusts in the Lord, whose confidence is in him. They will be like a tree planted by the water that sends out its roots by the stream. It does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit. (Jeremiah 17:7–8)*

Children, too, are not exempt from Satan’s stabbing arrows of fear. Traumatic experiences often leave them living in chaotic and unstructured environments that are detrimental to their healthy development. There is a powerful antidote that helps children overcome fear and gives them benefits. The antidote, the focus of this issue, is structure! Structure builds walls of safety and protection around children so they feel loved, safe and cared for. When living in such a nurturing environment, their fears subside.

As caregivers, we have the priceless opportunity of modeling to those we work with a spirituality that is rooted in who God is, encouraging them to be courageous and join us on the journey. ■

The Importance of Structure in Ministry to Children in Crisis: From Chaos to Peace

— By *Wendy Dezan*

Many children at risk or in crisis live in chaos. They exist by their wits when parental care is sporadic or completely absent. Violence may erupt without warning one day, replaced later with fragile calm. Survival might seem likely one moment, and extremely tenuous the next. Children in these situations crave safety, security, predictability and peace. God's purpose for children is not turmoil, but shalom—more than peace alone, it is a feeling of contentment, completeness, wholeness, well-being and harmony.* A structured program can help meet this need, even if it can only be offered once a week.

Structure is the framework of a program, holding all of the activities in an orderly, purposeful way. With structure in place, the different parts of the program can be carried out in an atmosphere conducive to learning and healing. Children experiencing trauma and loss cannot heal in an environment of danger and turmoil; in such a situation, self-preservation is priority. But when peace, safety and trust prevail, children start to relax and engage in play, learning and building relationships. In this context, resilience can develop and healing can begin.

The content of the program can vary, depending on the interests of the children and program leaders, and the community context, and may include activities such as kids' clubs, sports, drama, cooking, computers, art, crafts, games, reading programs, homework help, Children's Church, etc.

Let's look at some elements of structure:

1. PLANNING with purpose

Two are better than one, because they have a good return for their labor: If either of them falls down, one can help the other up (Ecclesiastes 4:9–10). Building the framework of a program to ensure it is safe, purposeful and sustainable is more effective with a team. Pray for the Lord to show you others with a heart for children. A team that forms as a natural outflow of the vision and ministry of the church, with the backing of the pastor and leaders, will more likely have the support and prayers of the congregation, garner more volunteers and continue for the duration of the program.

When you work together as a team, you can support each other, share ideas and pray together, and the children are better protected. A program that is interesting, well organized and fun may gather more and more children each week! Plan for this in advance by having extra leaders and helpers involved from the beginning.

Unless the Lord builds the house, the builders labor in vain (Psalm 127:1). As a team, spend time in the presence of the Lord to know His heart for the children, families and community; to be motivated by His vision for the program; to gain His ideas for activities; to be filled with His love and joy and peace.

Think “big picture”: frame your program by writing out, as clearly and concisely as possible, the purpose (why are we doing this?) and goals (what do we want to see happen?) of the program. These statements will help you share your vision with others and will keep everyone on track, even if the goals need to be adjusted as you go along.

(continued on page 4)

The Importance of Structure in Ministry to Children in Crisis: From Chaos to Peace

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Picture a building under construction where the main framework is erected, additional supports added and details filled in. With this image in mind, make a simple program plan for the whole year. Start with the main ***purpose*** for the year, then outline a ***theme*** for each month that supports the purpose, then add in a ***focus*** for each week that brings detail to that month's theme, and finally, ***activities*** that flow from the week's focus. This blueprint will bring intentionality, continuity and organization to the program. In addition, when you have a plan of what is coming up in the weeks ahead, your mind is already on the lookout for interesting ideas or resources.

2. PREPARATION

Besides planning with purpose, you have the privilege of designing the atmosphere into which the children enter. What a difference it makes when the program leaders arrive early and have everything in place, ready to go before the children appear. Calm prevails. There is time to pray together as a team. When you meet the children at the door (or point of entrance), personally greeting each child, they feel welcomed, acknowledged and affirmed. As helpers direct them to activities, the children can be at ease, knowing the program is prepared and the leaders are in charge.

3. PROGRAM

The program itself provides the opportunity for children to learn, to develop healthy relationships, to find healing and hope. Caring helpers, carefully chosen activities, clear rules and a calm environment enhance each of these aims. A program structured through purpose, planning and preparation helps replace the chaos in a child's life with healing peace.

In upcoming months we will discuss the other elements needed to bring healing to a child who has experienced trauma and loss—time and talk, organized play, and parental involvement. They all require structure as their framework, and together they can restore and enrich the structure of a child's life. ■

* http://www.therefinersfire.org/meaning_of_shalom.htm



About the Author

Wendy Dezan has served with WEC International/Rainbows of Hope since 1998 in South Africa, and was the Rainbows of Hope International Coordinator from 2008 - 2011. Wendy holds a Bachelor of Education degree from McGill University in Montreal, Canada. She loves the Lord, teaching, mentoring workers, learning new things, and delights in being with children and youth! Wendy now resides in Calgary, Canada where she enjoys spending time with her four grandchildren. She also continues to be an advocate for children at risk and in crisis through the local church and Rainbows of Hope.

OUT OF THE MOUTH OF BABES



*Out of the mouth of
babes and
nursing infants.
You have ordained
strength, because
of your enemies,
that you may silence
the enemy
and the avenger.*

Psalm 8:2 NKJV

Dedicated to children who hear their Father's voice

The Second Mina Project

— By Caleb Wilson, age 9

It all started when my church told us about the story of the ten minas in the Bible (which you can find in Luke 19:11-27). Our church then gave each of us \$10 and told us to try to multiply it by ten like the good servant in the story and to help others with it. I admit, at first I had no idea about how it was going to work, so I prayed.



After that, I decided to collect used books from friends and family and to sell them at used book stores. I then felt led to give the money to Samaritan's Purse. God was definitely with us because we more than multiplied our money by ten. We started with ten and ended up with \$188.00! I am glad that I could be a part of all of this so that I could help other children and families that do not know about God! ■

About the Author

Caleb Wilson is a nine-year old who lives in Holly Springs, NC. He is in the 4th grade and has been homeschooled for the past 5 years. Caleb is an avid reader and loves to play baseball for the spring and fall teams in his town. Caleb has been a Christian since he was three-years old and has a strong heart for God and helping others know Him.



STOP for the Night

— By **Marjorie McDermid**

Often workers are told to “leave your work at the office.” The advice is meant to convey, “Don’t worry about your work when you go home at night.” For caregivers of traumatized children, such counsel may be exceptionally hard to follow.

Besides our “work,” caregivers have a personal life, which will have stress points. So how is it for you at night when you need sleep and rest?

At my advanced age I have to sleep no matter what. Then after a few hours I awaken. I’m not physically uncomfortable, but no more sleep seems likely. I think I need more sleep, but some stressful situation won’t let my mind rest. Events of the past few days or weeks flood in. All the what-ifs chase around like squirrels in my head. Soon imagination bursts in and destructive worry takes over. Sound familiar?

STOP! The Bible gives us some specific instructions on stopping the racing mind and finding peace.

S—Supplication. Supplication means to plead or beg. Call out quickly and strongly to the great Advocate, Jesus. He invites us: *Come to me, all of you who are weary and carry heavy burdens, and I will give you rest (Matthew 11:28 NLT).* (Also see John 14:27.)

T—Trust. “Trust in the Lord with all your heart; do not depend on your own understanding. Seek his will in all you do, and he will show you which path to take” (Proverbs 3:5–6 NLT). Someone has said, “When you worry you are not trusting.” Trust is bolstered when we turn our minds to the greatness and goodness of God. Reminding God of His promises and remembering His promises fulfilled in our lives and others turns our minds away from seeming impossibilities and places them on Him. Do not leave this place in our quest for rest until our minds are fully fixed on His faithfulness.

O—Offer thanks. “Be thankful in all circumstances, for this is God’s will for you who belong to Christ Jesus” (1 Thessalonians 5:18 NLT). Here is a test of our trust. Can we so believe the powerful, loving, living God is in control of our circumstances that we can thank Him?

P—Pray. Turning from my need and praying for others has proven a sedative for me. Job prayed for his friends and was healed. Paul prayed for others in his dire circumstances and spoke often of the peace God gives.

Be reminded of familiar verses like Philippians 4:6. “Don’t worry about anything; instead, pray about everything; tell God your needs,

and don’t forget to thank him for his answers” (TLB). They are key to stopping worry. ■



About the Author

Marjorie, known to her friends as Marj, has ministered to children most of her life, first of all in her home church in Western Canada. Joining WEC International in 1960, she worked in West Africa and since 1968 at the US sending base. Following 20 years as editor of the mission’s magazine, she joined Phyllis Kilbourn in Rainbows of Hope and Crisis Care Training International: author, editor, layout designer, representative. Today she enjoys the view...and a little editing...mainly from her rocking chair.

Structure: The First Step In The Healing Process

— *By Kay Landis*

I found myself with no place to go. My arms could only go in one direction—up. As I tried to keep it out of reach, the little hands just kept reaching. This was my introduction to serving food to street children. It was one crazy and chaotic mess. At the same time, no one could be blamed. Children at risk, like the ones who were clinging to my arms, live in an unstable world. Predictability is not a part of their lives. They may not know where they will sleep, where their family will be, when they will eat again. So for the children clambering for a snack, they were responding out of that urgency and instability.

The first cornerstone in the STOP model is structure. Developmentally, children need structure and boundaries. It gives stability. It provides emotional healing, internal control and discipline. For children in trauma and at risk, structures are usually the first to disintegrate. The loss of important structures—school, church, home, family, friends and cultural boundaries—causes them to lose control over their daily lives. The world becomes a place of chaos. Addressing this line of chaos is the first step to gaining wholeness. Replacing that structure begins the healing process.

Structure began slowly for us. At first the only structure we could provide was routine. We did not have a building, but we had a park and we had a schedule. No matter what the kids were doing, somehow they knew to arrive by 4:00 p.m. Every day it was the same schedule: arrive, play games, sing some songs, have an interactive lesson, do another game, eat a snack. The assurance of every person receiving food also helped reinforce the sense of reliability and security. No one had to scurry into line or fight for food. Through routine day after day (structure), the chaos began to dissipate. The children began to follow the routine and eventually began finding healing. As years went by, this structure expanded into a more permanent schedule and facility. As this grew, so did our numbers; but more importantly, the behaviors, attitudes and hearts of the children improved and grew. They became more confident and responsible. They began to allow us into their lives, and Jesus infiltrated their hearts. As they learned life with order, we were able to integrate them into schools, conduct camps and services, and teach them new skills. They shared hurts and expressed loss. All of this brought healing.

The goal of providing structure in your ministry is to give order to chaos. Internal control is key to beginning the process of healing. External structure helps give equilibrium for internal control to be renewed. Creating an environment where family can be restored, even if it is only like a family, helps replace the structures that have been removed during crisis. When possible, ministries should begin to incorporate other structures like school, church and home to fully encompass all areas of stability needed by children. Although it is the first step, structure is part of the process in bringing children out of darkness and chaos into the light and healing of Christ. ■



About the Author

*Kay Landis is a graduate of Purdue University and Christ for the Nations School of Global Missions. She resides in Dallas, Texas with her husband Jesse and their four children where she serves as the program director for Camp Sonshine International and as a missionary with Go To Nations. In the summer of 2000, Kay and Jesse opened the first Camp Sonshine day camp outside the United States in Iloilo City, Philippines which has grown into **Camp Sonshine Center Foundation**; a shelter for street children. The Landis Family believes that reaching the children of the world will change the world!*

CCTI Curriculum

CCTI Seminars
Orlando, FLCCTI Training
Course:Module 1 &
Module 5

Healing and Hope for Children in Crisis

NEWS
EVENTS
RESOURCES**CCTI Presents****Two Critical Training Seminars in Orlando, FL**Using the curriculum *Offering Healing and Hope for Children in Crisis*

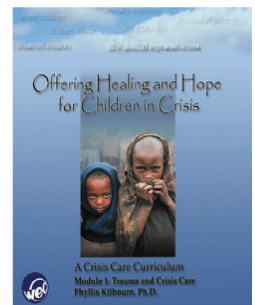
Dr. Phyllis Kilbourn, Curriculum Developer

Trauma and Crisis Care and Train the Trainer are designed to equip individuals who have a desire to help and train caregivers of traumatized children. In a world riddled with chaos, conflict and violence we, His Church, are called to bring peace to the hearts of the hurting; especially the children. That said, we see these courses as a means to a glorious end; to see *children in crisis become children in Christ!*

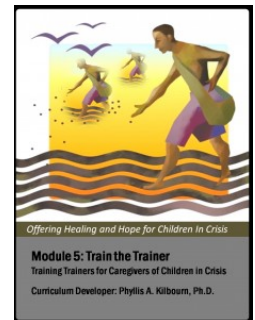
Our hope and prayer is that participants will return to their communities and establish children-in-crisis training and provide ongoing support for caregivers of traumatized children.

April 8-11, 2015

Module One: Trauma and Crisis Care provides an understanding of the impact of trauma-produced losses in the life of a child, how to restore those losses and covers effective intervention principles that bring healing and hope to children who have experienced traumatic experiences.

**April 13-17, 2015**

Module Five: Train the Trainer has been developed in response to the continued growing need for assistance to caregivers of children in trauma. It is designed as a help to train caregivers using any of the other CCTI modules. Specific lessons include both theory and practice pertaining to the role of the teacher/trainer, the spiritual and psychological development of children, the education of adults and the organization and planning of a training seminar.



For information on venue and pricing, please go to **Training Events** at www.crisiscaretraining.org

**For Information On:**• **CCTI Curriculum—****Offering Healing and Hope
for Children in Crisis**• **Other Resources****Go To : www.crisiscaretraining.org**

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