



# FACILITATOR'S GUIDE

Military Culture Educator Training





**TOGETHER,  
EVERYWHERE.**

## FACILITATOR'S GUIDE

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## About Military Kids Connect

Military Kids Connect® is an online community where military kids can de-stress and connect with other military kids their age. Fully compliant with the Children's Online Privacy Protection Act (COPPA), the website is a fun and engaging way for military youth to develop coping skills and build psychological health and resilience.

Created by psychologists and technology specialists at the Department of Defense's National Center for Telehealth & Technology (T2), Military Kids Connect is designed to help military-connected youth cope with the unique challenges of military life. The site is divided into three age-based tracks — Kids (ages 6 to 8), Tweens (ages 9 to 12) and Teens (ages 13 to 17) — as well as separate parent and educator sections.

## About This Military Culture Training

### Overview

This training module is designed to increase faculty knowledge and understanding of military-connected students. Nearly 80 percent of military children attend public schools, and these children face many unique challenges that can influence their academic lives. Through the increased awareness this training provides, faculty members will be able to create the welcoming school environment these students need to thrive.

This Facilitator's Guide offers step-by-step instructions so that any school staff member can facilitate the training. Knowledge of military culture or issues is helpful, but not necessary.

### Training Duration

The entire Military Culture Educator Training course should take 3-3.5 hours. However, the training has been segmented into six independent sections that allow you to select the modules that fit your time constraints and training objectives.

### Who Should Participate

It is recommended that all staff members participate in this training. In this way, the training content will provide a foundation for all who participate (e.g., faculty, leadership, support staff, volunteers) to learn and practice appropriate strategies for responding to the needs, behaviors and perceptions of military students.



## Notes to Facilitators

- **Directions and Scripts:** In each section of this training, directions to the facilitator are boxed and italicized. The non-italicized texts are scripts for the facilitator to follow. The provided scripts are intended as a framework only and may be modified as needed.
- **Military Support:** To augment this training, consider inviting a military-connected parent, student or teacher from your school to speak at the training, or consider inviting the school liaison officer (SLO) from a nearby military installation or your state's military reserve SLO. While a military background is not necessary to facilitate this course, it is advantageous to have a military member on hand who can answer questions that may arise during group discussions. You can find a list of SLOs at <http://militaryk12partners.dodea.edu>.
- **MKC Support:** Don't hesitate to contact us at [mrmc.dcoe.t2-mkc@mail.mil](mailto:mrmc.dcoe.t2-mkc@mail.mil) if you need additional support while preparing for this training. You can also visit the educator section of the Military Kids Connect website.
- **Diving Deeper:** Each section of the training includes some additional information that you can share and use to help drive group discussions, depending on your time constraints. Each Diving Deeper sidebar lists associated references you may wish to research yourself prior to the start of training.
- **Breaks:** Scheduled breaks are at the facilitator's discretion and have not been written into the training. A natural time to take a break would be after Section 3.
- **Materials Reproduction:** All Military Culture Educator Training content may be posted or reproduced with appropriate credit to Military Kids Connect and the Department of Defense, National Center for Telehealth & Technology (T2).
- **MKC Giveaways:** If you would like free Military Kids Connect giveaways (e.g., stress balls, pens, bookmarks) to use as part of the training or to hand out to students, contact us at [mrmc.dcoe.t2-mkc@mail.mil](mailto:mrmc.dcoe.t2-mkc@mail.mil).

## Materials and Advance Preparation

### Equipment

- Laptop/projector/screen  
or
- DVD player/large-screen TV  
or
- Other video projection method

### Document Prep (DVD disc 1)

Pre-print the following:

- Section 1: Military Culture Educator Training Pre-Test
- Section 1: Course Outline
- Section 3: Amazing Military Acronyms Lesson Plan
- Section 3: Military Life 101
- Section 5: Typical Student Behaviors in Response to Deployment
- Section 5: Helping Military-Connected Students at School
- Section 5: Educator Resource Guide
- Section 6: Military Culture Educator Training Post-Test and Evaluation Form

### Video Prep (DVD disc 2)

If using a laptop/projector, it is ideal to download the videos from the DVD to the desktop for optimum runtime. The videos are as follows:

- Section 2: "Working With Military Students"  
Brief Video duration - 18:50  
Extended Video duration - 32:15
- Section 4: "Sir Fix-A-Lot"  
Duration - 2:23
- Section 4: "Communication Is the Key"  
Duration - 10:56

## Discussion/Activity Prep

- Section 1: Review the Pre-Test, as well as the answers provided in Section 6, in preparation for any questions that might arise.
- Section 1: Review “Training Rationale” and determine if this section needs to be covered.
- Section 1: Research and collect data on the number of military-connected students and/or staff in your school district.
- Section 1: Review “Diving Deeper” material in preparation for group discussions and consider additional research of the sources provided.
- Section 2: Review “Diving Deeper” material in preparation for group discussions and consider additional research of the sources provided.
- Section 3: Read through the two options for playing the acronym game and decide the best method for playing the game. Review military acronym definitions in the “Diving Deeper” sidebar and consider sharing these during or just following the game.
- Section 3: Review the Military Life 101 discussion points in preparation for facilitating an open-ended discussion.
- Section 4: Review the discussion points for both videos in preparation for facilitating each one’s open-ended discussion.
- Section 4: Review “Diving Deeper” material in preparation for group discussions and consider additional research of the sources provided.
- Section 5: Review the “Typical Student Behaviors in Response to Deployment” handout and note which points will be most relevant to those participating in the training. These key points should also drive the open-ended discussion for this handout.
- Section 5: Review the “Helping Military-Connected Students at School” handout, as well as the “Diving Deeper” sidebar in this section, and note which points will be most relevant to those participating in the training. These key points should drive the open-ended discussion for this handout.
- Section 5: Review the “Educator Resource Guide” handout and note which resources seem most relevant to those participating in the training.

## SECTION 1: INTRODUCTION



Total Estimated Time for This Section: 30 minutes



Materials for This Section: Military Culture Educator Training Pre-Test and Course Outline handout



Section Objective: Faculty will learn the goals, schedule and rationale for the training.

### Welcome

Welcome to Military Culture Educator Training!

Before we get to the material, I am going to ask you to take a short pre-test.

*Distribute the Military Culture Educator Training Pre-Test.*

As you know, studies show that pre-tests facilitate the learning experience. You'll take this short test now and then again as a post-test at the end of our training session, along with a brief survey. This will help to gauge the current success of the course, as well as guide revisions for the future.


*Give participants a few minutes to answer the questions and then collect the pre-test.*

Thank you. This training is based on content from a Department of Defense website called Military Kids Connect®. Psychologists and technology specialists at the DoD's National Center for Telehealth and Technology (T2) designed the site to help military-connected youth cope with the unique challenges of military life.

What's great is that in addition to the site's Kid, Tween and Teen sections, there are tons of resources on the site for parents and educators — including lesson plans.

More on the website later — now, why are we here and how will our school staff benefit from this training?

## Training Goals

*Distribute the Course Outline and discuss the training objectives listed on the outline.* 

First and foremost, this training should increase your knowledge of military-connected students. It should also give you an understanding of the potential academic, behavior and discipline issues that can arise due to military-specific issues present in these students' lives.

The hope is that this increased awareness will, in turn, help you provide the welcoming, inclusive school environment these students need to thrive and achieve academic success.

If you'll look at the Course Outline, this training will help you:

- Become familiar with military organization and culture.
- Understand specific issues that may impact military-connected students, such as deployments, training and moving.
- Anticipate common student reactions to military-related issues and identify helpful school responses.
- Become aware of military-related resources for students, such as Military Kids Connect.



## Schedule of Training Topics and Activities

*Give a brief overview of what the training will entail, as found on the Course Outline:*

Topics	Estimated Time
<b>Section 1: Introduction</b> Discuss course objectives and rationale for training.	30 minutes
<b>Section 2: Working with Military Students in the Schools</b> Watch “Working With Military Students” video to learn about military culture and specific issues that may impact military-connected students.	40 or 60 minutes
<b>Section 3: Military Culture</b> Review “Military Life 101” handout and participate in “Amazing Military Acronyms” lesson plan to learn about military organization and culture.	35 minutes
<b>Section 4: Deployments from a Child’s and Family’s Perspective</b> Watch “Sir Fix-A-Lot” and “Communication Is the Key” videos and learn about youth and families coping with military deployments.	35 minutes
<b>Section 5: What Schools Can Do</b> Review handouts (Typical Student Behaviors, Helping Military-Connected Students at School, and Educator Resource Guide) to learn about children’s reactions to deployments and helpful school or community-wide resources.	35 minutes
<b>Section 6: Final Test and Training Evaluation</b> Complete the Military Culture Educator Training Post-Test and Evaluation Form.	15 minutes
<b>Total Estimated Time</b>	<b>3.5 hours</b>

## Training Rationale

*There are various reasons why faculty may question the need for this training. If you believe your group has doubts, consider covering one or both of the following rationale for this training. If your district is close to a military installation, the first item may not be applicable, although staff may still be interested in the information.*

**You may be thinking, “Why do we need this training? Our district is far away from a military installation so we don’t have any students with a military connection.”**

Are you sure? Nearly 80 percent of children from military families attend public schools. Even schools far away from military installations may have students with a parent, older sibling or other relative in the military. Military-connected children live in almost every county in the United States, so most school districts will have at least a few military-connected students — you often just do not know it.

[Consider sharing some of the information in the “Diving Deeper — Demographics” sidebar on page 10.]

These students are unidentified for many reasons: Their parent is in the reserves or National Guard, they don’t see their parent’s military service as anything to talk about, they moved into your district while their parent is deployed or training, or their parent recently left active duty military service. For instance, 40 percent of Navy families move back “home” during a typical naval deployment.

**You may be thinking, “The wars in Iraq and Afghanistan have ended, so there is no longer a need to focus our attention on military-connected students.”**

While the number of families coping with the deployment of a loved one to a war zone is decreasing, the number of families coping with the aftermath of 12 years of war is huge. Many families report that the most difficult time of a deployment is reintegration. For some families, the emotional consequences of war are felt for a long time. Even in peacetime, service members and their families experience long separations from loved ones due to military training and schooling demands, frequent moves and worries about future military engagements.




## Diving Deeper — Demographics

If time permits, share the demographics below to further illustrate the size of the U.S. military population with school-age children. When paired with the “80 percent of military children attend public schools” statistic, you can calculate that nearly 1 million kids aged 5-18 need the support of their teachers and other school professionals throughout the nation. These numbers are based on 2012 data, which was the most recent information available as of May 2014. To see whether more recent data is currently available, visit the Military OneSource reports repository at [http://www.militaryonesource.mil/footer?content\\_id=267470](http://www.militaryonesource.mil/footer?content_id=267470).

U.S. Military Family Demographics		
	Active Duty	Reserve Component
<b>Total Force</b>	1,388,028	848,302
Members with Children	608,659	364,805
Single with Children	72,471	79,321
Dual Military (2 military parents) with children	38,430	12,478
<b>Total Number of Military Children</b>	1,220,941	731,632
Ages 0-4	436,854	174,255
Ages 5-11	457,431	257,383
Ages 12-18	273,524	213,254
Ages 19-22	53,132	86,740

Source: 2012 Demographics: Profile of the Military Community. Published by the Office of the Deputy Assistant Secretary of Defense (Military Community and Family Policy). Full report can be retrieved at [http://www.militaryonesource.mil/12038/MOS/Reports/2012\\_Demographics\\_Report.pdf](http://www.militaryonesource.mil/12038/MOS/Reports/2012_Demographics_Report.pdf)

## What do we know about military-connected students and staff in our own district?

*Discuss the presence of military-connected students and staff in your school district. If your district has data on the number of military-connected students, discuss with participants. *

*Possible discussion prompts:*

- Have any of you, or your spouses, served in the military, or are you serving now in some capacity?
- Do you know of any military-connected students in our school district?  
(Ask them not to identify individuals by name.)
- If you have experience with the military, or based on your general knowledge, what are some likely issues military-connected students and families face?

## SECTION 2: WORKING WITH MILITARY STUDENTS IN THE SCHOOLS



Total Estimated Time for This Section: 40 or 60 minutes, depending on which video is shown



Materials for This Section: “Working With Military Students” video, either the brief version (18:50) or the extended version (32:15)



Section Objective: Faculty will learn about specific issues that may impact military-connected students.

### Video Introduction

So far, we’ve talked a little bit about the military population in our district. Let’s see what teachers and staff from other schools have to say about working with military students. This video, entitled “Working with Military Students,” features educators who have many years of experience working with a military population.

As you watch, take note of the many aspects of this population that make it unique. Also, jot down your observations and any questions you may have. We’ll take some time for discussion after the video.

By the way, this video, and all the videos in today’s training, can also be found on the Military Kids Connect website.

[Play Video] 

### Video Discussion

*Ask about general observations, comments or questions. Possible discussion prompts:*

- What’s one new thing you learned about military-connected students from this video?
- What do you see as the biggest challenge faced by military-connected students in general? At school?
- How are the needs of this special population the same or different than other special populations in our school?





## Diving Deeper — Military Transitions and Moving

- On average, military children will attend six to nine different schools between kindergarten and 12th grade. With each new permanent change of station (PCS), military children can experience feelings of loneliness, anger or frustration. These feelings may often be compounded by educational obstacles or by the deployment of a service member parent.<sup>1</sup>
- A recent review of military health records has revealed that these moves take a toll on military kids' mental health. Out of 548,336 military kids aged 6-17 studied, those who experienced a geographic move in 2008 (25% or 136,432) were more likely to have a mental health visit in 2009 than those who did not move. According to the study, the "increases in mental health utilization were driven primarily by problematic externalizing behaviors from difficulty adjusting to a new location and not by the development of longer-term internalizing conditions."<sup>2</sup>
- School-related stressors on highly mobile military adolescents, as identified by recent focus group research, include: the challenge of initiating and sustaining close friendships; adjusting to the physical building, culture and policies of the new school; missing critical topics due to the move and even having to repeat lessons and classes; difficulty in becoming involved in extracurricular activities, especially sports and student government.<sup>3</sup>
- The Interstate Compact on Educational Opportunity for Military Children was recently created to help alleviate transition stressors, and as of mid-2014 has been adopted by 48 U.S. state legislatures. The Compact calls for the uniform treatment of military children transferring between school districts and states for the following issues:<sup>4</sup>
  - Enrollment (educational records; immunizations; kindergarten and first grade entrance age; placement and attendance; course and educational program placement; special education services; placement flexibility; absence related to deployment activities)
  - Eligibility (student enrollment and extracurricular participation)
  - Graduation (waiving courses required for graduation if similar course work has been completed; flexibility in accepting state exit or end-of-course exams, national achievement tests, or alternative testing in lieu of testing requirements for graduation in the receiving state; allowing a student to receive a diploma from the sending school instead of the receiving school)


<sup>1</sup> National Military Family Association. Retrieved from <http://www.militaryfamily.org/get-info/military-kids/education/>


<sup>2</sup> Millegan, J., McLay, R., & Engel, C. (2014). "The Effect of Geographic Moves on Mental Healthcare Utilization in Children." *Journal of Adolescent Health*


<sup>3</sup> Bradshaw, C.P., et. al. (2010). "School Transitions Among Military Adolescents: A Qualitative Study of Stress and Coping." Retrieved from [http://thehawnfoundation.org/sites/default/files/Military%20Children%20and%20Stress\\_SPR\\_2010%20copy.pdf](http://thehawnfoundation.org/sites/default/files/Military%20Children%20and%20Stress_SPR_2010%20copy.pdf)

<sup>4</sup> Interstate Compact Commission website: <http://www.mic3.net/>

## SECTION 3: MILITARY CULTURE

 Total Estimated Time for This Section: 35 minutes

 Materials for This Section: Amazing Military Acronyms Lesson Plan and Military Life 101 handout

 Section Objective: Faculty will learn the basics of military culture.

You heard a little bit about military culture in the video. Next, we're going to dive even deeper into various aspects of military culture.

We've been sitting for a while, so let's start by playing a game from one of the Military Kids Connect lesson plans — it will get us on our feet to stretch a bit.

### Acronym Game & Lesson Plan

As you know, kids in general have their own lingo that we teachers try to follow — so we know what they're up to. We do the same thing as adults when we go to work and create a bunch of acronyms for things. For example, if I say, "The PTA is working with teachers to create AP courses for ESL students to meet NCLB requirements," you, as educators, know exactly what PTA, AP, ESL, and NCLB stand for.

It's the same for the military community — maybe even more so. And military kids all speak military lingo. It's part of their culture.

In this game, we're going to see how well versed you are in the military community's many acronyms. Afterward, I'll give you a copy of the lesson plan that includes this game.

*There's a second option for playing the game beyond what's printed in the lesson plan. Select the option that's best for your group. If you selected the alternate game option below, explain that to the group.*

- 1. Divide the group into two teams. Read an acronym from the "Acronym Tip Sheet" on the last page of the Amazing Military Acronyms Lesson Plan. Instruct the group to stand up if they know what the acronym stands for or want to try bluffing. Select an individual to define the acronym. If the person is correct, the team gets a point for every member standing up. If the definition is wrong, the team loses a point for every member standing. Play the game using just the military acronyms list, or throw in some of the general, everyday acronyms for fun.*
- 2. Alternate: Divide the group into two teams. Have each team stand in a line. Have the first two in line face off, Family Feud style. Read an acronym from the "Acronym Tip Sheet." The first one to "hit the buzzer" (create a round circle out of cardstock) gets to answer. If correct, the person's team gets a point. If not correct, the other person gets a chance to guess for a point. Continue the game until everyone's had a chance to face off. Play the game using just the military acronyms list, or throw in some of the general, everyday acronyms for fun.*

*Once the teams are ready, play the game. Refer to the Diving Deeper — Acronyms sidebar on page 16 for three important military programs you may wish to share during play. At the conclusion of the game, hand out the Amazing Military Acronyms Lesson Plan.*

One nice component of the educator track on the Military Kids Connect website is the lesson plans. Arranged by level (elementary, middle school and high school), these lessons mostly use content from the website and include information about military life and world cultures.

Make sure to visit the website and see what other lesson plans would work well with curriculum requirements. Some may work in nicely — especially around social studies, language arts and character development.



## Diving Deeper — Acronyms

*A few of the military acronyms on page 2 of the lesson plan stand for programs that are particularly important in supporting military families and their children. If time permits, consider sharing information about these programs during the game.*

- EFMP (Exceptional Family Member Program): This is a Department of Defense program for military personnel with family members who require specialized services for a physical, developmental, emotional or mental disorder or disability. The needs of the family member are taken into consideration when assigning the next installation to ensure that proper services are available at the new location.

*School Connection:* Teachers and special education providers often work with EFMP representatives before and after such transfers.

- FRG (Family Readiness Group): The FRG is an Army-specific program that provides support for soldiers, family members, volunteers and civilian employees associated with a unit. The main goal of the FRG is to contribute to the well-being of its members, particularly before and during deployment. Other military branches have similar programs: Air Force (Key Spouse Program); Navy (Ombudsman Program); Marine Corps (Family Readiness Program); Coast Guard (Work-Life Program).

*School Connection:* District officials can contact the family programs associated with their local bases and installations for assistance in supporting military students enrolled in the district.

- MFLC (Military Family Life Consultant): These are licensed and professional counselors who provide short-term, non-medical counseling for service members and their families. The MFLC Program supports a range of issues, including relationships, crisis intervention, stress management, grief, occupational, and other individual and family issues.

*School Connection:* Teachers, guidance counselors and school psychologists can recommend the MFLC Program and even request psycho-educational presentations focused on issues common to the military family.

## Military Life 101 Handout

*Distribute the Military Life 101 handout.*


Less than 1 percent of the U.S. population serves in the military today, so many people know little about its unique culture. Teachers new to schools around military installations say one of the most useful trainings they received as new staff was learning about military culture. It's a different world compared to civilian life.

Military-connected kids look like every other student in our school(s). Sometimes, it's easy to forget that they have a very different upbringing and different life experiences than our average student. Knowing where these students are coming from can help us better tailor the learning experience to their needs. Helping their classmates understand their unique experiences can also help.

Please use this handout to improve your understanding, and if anything sparks your interest, I encourage you to dig deeper. For example, have discussions with military kids or go online and read some of the military publications.

Let's look at and discuss a few key points from this handout.





*Encourage open-ended discussion on how these aspects of military life may have an impact on these students' learning and school life in general.* 


- Military kids move an average of 6-9 times between kindergarten and high school.
- Due to frequent moving, military families often live far from their extended families (grandparents, aunts, uncles, etc.).
- More than 80 percent of military kids do not live on a base and therefore attend public schools.
- Due to deployments and temporary duty assignments, the military parent often lives apart from the family.
- The deployment cycle involves one transition after another for military families:
  - Before the deployment, the military parent may disengage from the family.
  - During deployment, the family must adjust to new schedules and responsibilities.
  - And getting reacquainted after deployment can be the toughest transition because everyone has changed — sometimes the military parent is even dealing with an injury.

Next, we'll be looking at some videos that share firsthand accounts of some of the things we've been talking about.

## SECTION 4: DEPLOYMENTS FROM A CHILD'S AND FAMILY'S PERSPECTIVE

 Total Estimated Time for This Section: 35 minutes

 Materials for This Section: Sir Fix-A-Lot and Communication Is the Key videos

 Section Objective: Faculty will learn how youth and families cope with the military deployment cycle.

### Introduction to Videos

Deployments were lengthy and frequent for both active duty and reserve component members between 2001 and 2013. Even with the frequency of deployment decreasing, the impact of past deployments is felt for many years for some families. A parent may be home now, but the issues, patterns and roles that evolved during the deployment are often slow to resolve.

I'm going to show you two videos from the Military Kids Connect website: one of a young boy's strategies for coping with the deployment of his father, and another demonstrating the challenges of reintegration after a deployment.

### Sir Fix-A-Lot Video

Let's start with the shorter pre-deployment video, entitled "Sir Fix-A-Lot."

*Show Sir-Fix-A-Lot video (2:23).*

### Video Discussion

*Ask about general observations, comments or questions. In addition to the Diving Deeper sidebar on page 21, possible discussion prompts include:*

- What behaviors would you expect to see from this child at school during his father's deployment?
- What additional support could you or the school provide for a student dealing with a parent's absence during a military deployment?

## Communication Is the Key Video

The next video, entitled “Communication Is the Key,” is used in conjunction with one of the lesson plans on Military Kids Connect. Both the lesson plan, called “Military Deployments,” and the video are available on the website and might be useful for classes on writing, communication or family relationships.

*Show Communication Is the Key video (10:56).*

## Video Discussion

*Ask about general observations, comments or questions. In addition to the Diving Deeper sidebar on page 21, possible discussion prompts include:*

- What reactions and behaviors would you expect to see at school from these children during the first “rocky” reunification with their father? How would the reactions vary based on their different ages?
- What experiences do non-military families have that might be similar to a parent leaving for/returning from a deployment? In what ways are these non-military experiences the same or different from a military deployment?



## Diving Deeper — Health Impacts of Deployment on Military Children

*The following research points can help to augment the video discussions in this section. Consider sharing the sources below with participants who may wish to research these health implications further.*

- According to an American Academy of Pediatrics clinical report<sup>1</sup>, “2 million U.S. children (have been) exposed to at least one parental wartime deployment. ... The mental health and well-being (of these children) ... continues to be significantly challenged.”
- Impacts cited include: concomitant fear and chronic anxiety, excessive worry, sleep problems, and high-risk for emotional and behavioral problems (2.5 times more than national norms).
- Two separate studies examined data from the 2011 California Healthy Kids Survey and determined an increased likelihood of depressive symptoms, suicidal ideation and substance use among military-connected adolescents who had a deployed family member (parent or sibling).<sup>2,3</sup>

<sup>1</sup> Siegel, Benjamin S., Davis, Beth Ellen, and The Committee on Psychosocial Aspects of Child and Family Health and Section on Uniformed Services. (2013). “Health and Mental Health Needs of Children in U.S. Military Families.” Retrieved from <http://pediatrics.aappublications.org/content/early/2013/05/22/peds.2013-0940.full.pdf>

<sup>2</sup> Cederbaum JA, Gilreath TD, et. al. (2013). “Well-Being and Suicidal Ideation of Secondary School Students from Military Families.” *Journal of Adolescent Health*. Retrieved from [http://www.jahonline.org/article/S1054-139X\(13\)00502-8/fulltext](http://www.jahonline.org/article/S1054-139X(13)00502-8/fulltext)

<sup>3</sup> Gilreath TD, Cederbaum JA, et. al. (2013). “Substance Use Among Military-Connected Youth.” *American Journal of Preventive Medicine*. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/23332331>

## SECTION 5: WHAT SCHOOLS CAN DO



Total Estimated Time for This Section: 35 minutes



**Materials for This Section:** Typical Student Behaviors in Response to Deployment, Helping Military-Connected Students at School, and Educator Resource Guide handouts



**Section Objective:** Faculty will learn about children’s reactions to deployments and moving, as well as helpful school or community-wide resources. Ideally, the open-ended discussions in this section should reveal the ways in which faculty and/or your school can create a welcoming environment for military-connected students and ALL students who transition frequently.

We’ve already touched on some of the issues that military-connected students face — especially the physical and emotional transitions associated with deployment and military life in general. Now let’s look at specific student behaviors, possible school-wide solutions and other available resources for this population.

### Typical Student Behaviors In Response to Deployment Handout

*Distribute the Typical Student Behaviors in Response to Deployment handout.*

Some military-connected youth adapt easily to a parent’s deployment or other military life changes. Others have difficulty coping.

You’ll see in this handout that the responses to many of these challenges are no different from the behaviors you see from non-military students coping with other types of problems.

If you open the door to discussions with your military families, you should be able to better predict and prevent some of these adjustment problems.

*Share key points from the handout that seem pertinent to your staff and facilitate open-ended discussion about each.* 



## Helping Military-Connected Students at School Handout

*Distribute the Helping Military-Connected Students at School handout.*

As with any important change in a child's life (at home or at school), taking a proactive approach to helping the child cope with the change is helpful. In this handout, you'll see a few ideas for helping military-connected students cope with a deployment. Many of the ideas also contribute to making your school more military-friendly and accepting of ALL students who face numerous transitions in their lives.

*Share key points from the handout and the Diving Deeper sidebar on pages 24-25 to facilitate open-ended discussion. *

*Ask participants if they have any additional ideas for supporting military-connected students.*

*Ask participants to indicate which of these approaches they will commit to implementing in the next week, month or school year.*



## Diving Deeper — What Research Tells Us

### Deployment

A 2010 Army study<sup>1</sup> revealed that children experience lower levels of stress during a parent's deployment if they have:

- high participation levels in activities, specifically sports, clubs and even video games
- a strong family
- a belief that the deployed parent's call to duty is meaningful and thereby making a difference

School professionals may wish to consider these protective factors when deciding how to support highly stressed military-connected students (e.g., help them select and engage in a preferred activity or two; establish regular lines of communication with at-home caregivers; reinforce the importance of the work that deployed personnel are doing during lessons that cover current events, or even just during non-classroom conversations with military students).

### Moving

A 2010 Johns Hopkins study<sup>2</sup> revealed four strategies that schools can employ to help military students cope with school transitions:

1. Increase communication between schools and with families to ensure all parties know their responsibilities related to the transition (e.g., school records transfer).

*Helpful resource:* Extend that line of communication to student liaison officers when one is assigned. Visit the Military K-12 Partners website (<http://www.militaryk12partners.dodea.edu/>) to find school liaison officers in your area.

2. Foster connections for new students via peer support programs and extracurricular activities.

*Helpful resource:* Visit the Family Relocation section of the Military OneSource website for information about local military Youth Sponsorship Programs that connect transitioning military students with military kids who live in the community:  
<http://www.militaryonesource.mil/cyt/family-relocation>, click on "Youth Sponsorship Program."

3. Provide training for teachers and staff on how they can help military students.

*Helpful resource:* In addition to this in-service training packet, Military Kids Connect offers an educator section with helpful information on a range of topics.

4. Allow flexibility in school policies and procedures for military students.

*Helpful resource:* Review the Military Interstate Children's Compact Commission regulations that have been established for your state: <http://www.mic3.net/>.

<sup>1</sup> Wong, Leonard, & Gerras, Stephen. (2010). "The Effects of Multiple Deployments on Army Adolescents." Retrieved from <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=962>

<sup>2</sup> Bradshaw, Catherine P., et al. (2010). "School Transitions Among Military Adolescents: A Qualitative Study of Stress and Coping." Retrieved from [http://thehawnfoundation.org/sites/default/files/Military%20Children%20and%20Stress\\_SPR\\_2010%20copy.pdf](http://thehawnfoundation.org/sites/default/files/Military%20Children%20and%20Stress_SPR_2010%20copy.pdf)

## Educator Resource Guide Handout

*Distribute the Educator Resource Guide handout. If Internet is available through your projection method, navigate to the Military Kids Connect website.*

Finally, there are many great resources out there for military families and the professionals who work with them.

One such resource is the website we've been talking about today: Military Kids Connect. I invite you to check it out and explore the materials for students, as well as for parents and teachers.

The website, first and foremost, is for military-connected kids — with activities, projects, games, videos and information about dealing with deployments and stress in general. The parent and educator tracks are a bit less “fun,” but have lots of helpful information.


In the educator section, look for the Resource Guide tab, which lists many resources for military families and educators. This handout summarizes a few of those resources.


*Give a brief tour of the Military Kids Connect website by clicking on each of the five main tracks (kids, tweens, teens, parents and educators) located on the home page. If time permits, give a more in-depth tour of the educator section and finish with the resource guide page as a segue to discussing the resource guide handout.*


*Share key resources from the handout that seem like they would be most helpful to participants.*

*Ask if participants know of any other good resources they would like to share with the group.*

## SECTION 6: FINAL TEST AND TRAINING EVALUATION

 Total Estimated Time for This Section: 15 minutes

 Materials for This Section: Military Culture Educator Training Post-Test and Evaluation Form

 Section Objective: Faculty will share feedback regarding this training.

### Post-Test and Feedback

*Distribute Final Test and Evaluation Form.*

We're going to conclude with the post-test and brief evaluation form I mentioned at the beginning of the course. Please write your name on the post-test the same way you did on the pre-test.

Military Kids Connect and our school district are interested in enhancing this and all training sessions. We welcome your feedback with the hope that we can continuously improve our training efforts for educators working with military-connected students.

*Give participants a few minutes to complete the post-test and evaluation form.*

### Answer Key

*When everyone is finished, review the questions and answers, and ask participants to self-score the test. The questions and answers are as follows:*

1. Around what percentage of military-connected youth attend public schools?
  - 25%
  - 40%
  - 65%
  - 80%
2. Which one of the following statements is NOT true about military-connected students and moving?
  - Most schools routinely track incoming students who are connected to the military.
  - Military youth on average move at least 6 times during their school years.
  - Families can move "back home" during a parent's deployment.
  - Military youth often have gaps in their learning due to frequent moves.



3. Many children say that the most difficult time within the deployment cycle is:
  - Hearing that their parent will be going away
  - Saying goodbye to their parent
  - Learning to handle school and family demands while the parent is gone
  - Readjusting to the parent's return
  
4. Talking with a student about their parent's military service:
  - Creates tension since many youth resent their parent's military service
  - Can be helpful but should be avoided due to operational security reasons
  - Can be helpful but should be guided by the student's wishes
  - Should only be undertaken by the School Liaison Officer from the installation
  
5. Military Kids Connect® is a:
  - Facebook group for military youth
  - Website for military youth
  - Game played by military children
  - Youth program on many military installations

## Thank You and Follow-Up

*Collect the completed post-test and evaluation forms and thank everyone for their time and participation.*

*As a follow-up to the course, please consider reporting the tallied results of the pre-/post-tests and evaluation forms to Military Kids Connect via email at [mrmc.dcoe.t2-mkc@mail.mil](mailto:mrmc.dcoe.t2-mkc@mail.mil).*

*If you would prefer, hard copies of the completed tests/forms may be mailed instead to:*

Military Kids Connect  
National Center for Telehealth & Technology  
9933 West Hayes Street  
Joint Base Lewis-McChord  
Tacoma, WA 98431



From Military Kids Connect®  
A Department of Defense website for military youth  
Version 07/2014



## PRE-TEST

First Name or Code Name: \_\_\_\_\_ Training Date: \_\_\_\_\_

School: \_\_\_\_\_ Circle School Level: Primary Middle High

City & State: \_\_\_\_\_

Teacher       Teacher Aide       Counselor       Nurse  
 Administrator       Spec Ed Services Provider       School Psychologist       Other: \_\_\_\_\_

1. Around what percentage of military-connected youth attend public schools?

25%       40%       65%       80%

2. Which one of the following statements is NOT true about military-connected students and moving?

- Most schools routinely track incoming students who are connected to the military.
- Military youth on average move at least 6 times during their school years.
- Families can move “back home” during a parent’s deployment.
- Military youth often have gaps in their learning due to frequent moves.

3. Many children say that the most difficult time within the deployment cycle is:

- Hearing that their parent will be going away
- Saying goodbye to their parent
- Learning to handle school and family demands while the parent is gone
- Readjusting to the parent’s return

4. Talking with a student about their parent’s military service:

- Creates tension since many youth resent their parent’s military service
- Can be helpful but should be avoided due to operational security reasons
- Can be helpful but should be guided by the student’s wishes
- Should only be undertaken by the School Liaison Officer from the installation

5. Military Kids Connect® is a:

- Facebook group for military youth
- Website for military youth
- Game played by military children
- Youth program on many military installations





## COURSE OUTLINE

### Training Goals

This training uses materials from Military Kids Connect®, a Department of Defense website designed to help military-connected youth cope with the unique challenges of military life. This training is designed to help faculty:

- Become familiar with military organization and culture.
- Understand specific issues that may impact military-connected students, such as deployments, training and moving.
- Anticipate common student reactions to military-related issues and identify helpful school responses.
- Become aware of military-related resources for students, such as Military Kids Connect.

### Schedule of Training Topics and Activities

TOPICS	ESTIMATED TIME
Section 1: Introduction Discuss course objectives and rationale for training.	30 minutes
Section 2: Working with Military Students in the Schools Watch “Working With Military Students” video to learn about military culture and specific issues that may impact military-connected students.	40 or 60 minutes
Section 3: Military Culture Review “Military Life 101” handout and participate in “Amazing Military Acronyms” lesson plan to learn about military organization and culture.	35 minutes
Section 4: Deployments from a Child’s and Family’s Perspective Watch “Sir Fix-A-Lot” and “Communication Is the Key” videos and learn about youth and families coping with military deployments.	35 minutes
Section 5: What Schools Can Do Review handouts (Typical Student Behaviors In Response to Deployment, Helping Military-Connected Students at School, and Educator Resource Guide) to learn about children’s reactions to deployments and helpful school or community-wide resources.	35 minutes
Section 6: Final Test and Training Evaluation Complete the Military Culture Educator Training Post-Test and Evaluation Form.	15 minutes
<b>Total Estimated Time</b>	<b>3.5 hours</b>





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## AMAZING MILITARY ACRONYMS LESSON PLAN

Topic: Military Acronyms  
Subject: Language Arts

Grade Level: High School  
Time: 30 minutes

### OBJECTIVE(S):

Students will learn that members of different communities (e.g., teens) and industries (e.g., technology, government and the military) create and communicate using acronyms.

### MATERIALS NEEDED:

- “Acronym Tip Sheet” for Teachers
- Military Kids Connect® website (*for information gathering only*)
- Blackboard or whiteboard with chalk/markers
- The lesson plan is available in the educator section of the Military Kids Connect website.

### Suggested Activity Setup and Discussion (15 minutes)

- Teacher sets up the activity
  - Write the following sentence on the board and read it aloud:  
BTW, IMO you should send the FAQ to POTUS ASAP, but NLT 5 p.m.
  - Ask if anyone can read the sentence.
  - Circle the acronyms and explain what acronyms are: *a word or abbreviation formed from the initial letter or letters of a phrase or term.*
  - Review the acronyms in the sentence and define what each means (see “Acronym Tip Sheet”).
- Teacher-led discussion about acronyms
  - Many are used in daily life. Ask for examples and write them on the board.
  - Some are so common we may not recognize them as acronyms or know what the letters stand for, such as Scuba, LED, DVD, or CD-ROM.
  - Many groups develop acronyms that create a common language (easier, faster) that may be foreign to “outsiders.” Examples include teens, the military and government agencies.
  - Ask if any students are familiar with military life or families. Do they know any military acronyms?
  - Provide the following examples — AWOL, POW, APO, USMC, CONUS — and see if students can parse them (see “Acronym Tip Sheet”). Discuss how they might be used.

### Group Activity (15 minutes)

- Acronym game: Divide the class into two teams. Teacher reads an acronym from the “Acronym Tip Sheet.” Students stand up if they know what the acronym stands for or want to try bluffing. Alternating between teams, teacher selects one of the standing students to define the acronym. If the student is right, his or her team gets a point for every member standing up. If the definition is wrong, the team loses a point for every member standing.



From Military Kids Connect®  
A Department of Defense  
website for military youth.

## ACRONYM TIP SHEET (TEACHERS)

**General**

- ASAP As Soon As Possible
- ATM Automated Teller Machine
- BLT Bacon, Lettuce, Tomato
- BTW By The Way
- CD-ROM Compact Disc-Read Only Memory
- CIA Central Intelligence Agency
- DVD Digital Video Disc
- FAQ Frequently Asked Questions
- FYI For Your Information
- IM Instant Message
- IMO In My Opinion
- JAM Just A Minute
- JV Junior Varsity
- Laser Light Amplification by Stimulated Emission of Radiation
- LCD Liquid Crystal Display
- LED Light Emitting Diode
- LOL Laughing Out Loud
- NLT No Later Than
- NIMBY Not In My Backyard
- OJ Orange Juice
- POTUS President of the United States
- PBJ Peanut Butter & Jelly
- PIN Personal Identification Number
- Q&A Question and Answer
- RAM Random Access Memory
- Scuba Self-Contained Underwater Breathing Apparatus
- SPF Sun Protection Factor
- TBA To Be Announced
- TGIF Thank Goodness It's Friday
- VIP Very Important Person
- WYSIWYG What You See Is What You Get
- ZIP (code) Zone Improvement Plan

## ACRONYM TIP SHEET (TEACHERS)

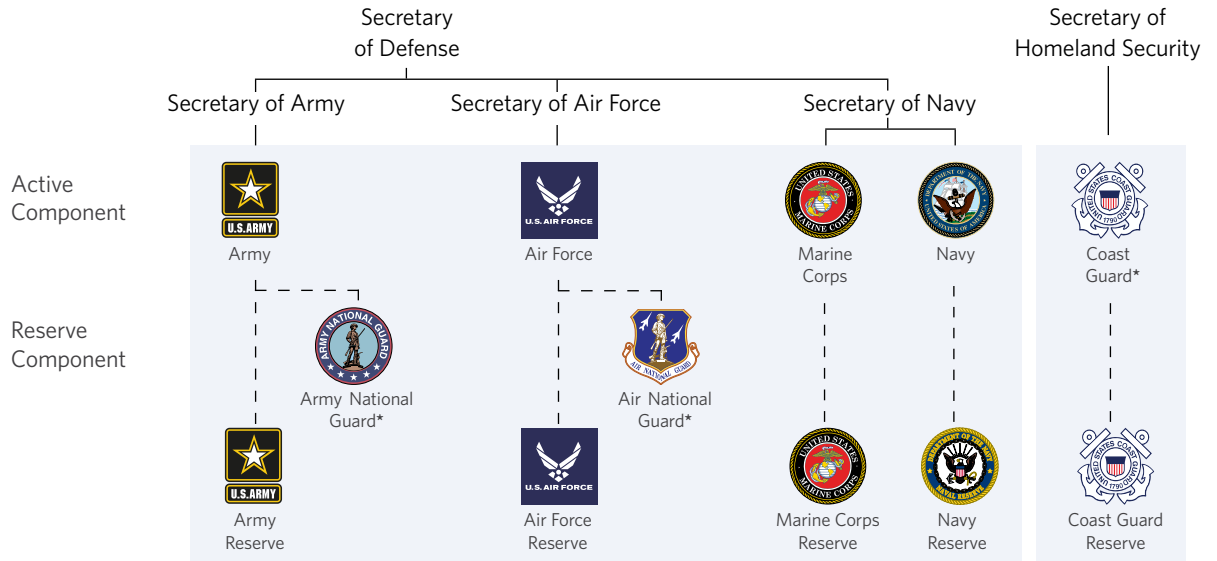
**Military**

- AD Active Duty
- APO Army Post Office or Air Force Post Office
- AWOL Absent Without Leave
- CO Commanding Officer
- CONUS Continental United States
- DEERS Defense Enrollment Eligibility Reporting System
- DoD Department of Defense
- DS Drill Sergeant
- EFMP Exceptional Family Member Program
- FRG Family Readiness Group
- GI Government Issue
- MFLC Military Family Life Consultant
- MP Military Police
- MRE Meals Ready to Eat
- OCONUS Outside the Continental United States
- OPSEC Operational Security
- PCS Permanent Change of Station
- POV Privately Owned Vehicle
- POW Prisoner of War
- ROTC Reserve Officers Training Corps
- R&R Rest and Relaxation
- TDY Temporary Duty
- USA United States of America
- USA United States Army
- USAF United States Air Force
- USCG United States Coast Guard
- USMC United States Marine Corps
- USN United States Navy



# MILITARY LIFE 101

## Armed Forces of the United States



\* The National Guard is under the command of state governors when not in federal service. The Coast Guard is a military and law enforcement service in the Dept. of Homeland Security, except when operating as a military service in the Navy.

### Rank

- A service member’s rank conveys military status and authority.
- Commissioned officers command, or outrank, all other personnel, and warrant officers outrank enlisted personnel.
- The various branches’ ranks and insignia are available online at [www.defense.gov/about/insignias](http://www.defense.gov/about/insignias).

#### Facts for the Classroom:

- Certain rules govern how personnel of different ranks interact, and so a parent’s rank may actually influence how military children relate to each other at school.

### Culture

- The current U.S. military is young, with close to half of its members having children.
- Because military life is marked by frequent relocations:
  - Families often live far from extended family.
  - The civilian spouses’ career advancement often suffers.
  - The children change schools an average of 6-9 times.

#### Facts for the Classroom:

- More than 80 percent of military children attend public schools.
- These students are accustomed to routines, schedules and teamwork.
- Patriotism, adaptability and resourcefulness are additional common characteristics.
- Because many military kids have been exposed to different cultures and lifestyles, they often have a more tolerant attitude toward individual differences.



## Language

- Military personnel, and by extension their families, have many terms and acronyms they use to communicate.

A few examples:

- “Downrange” refers to personnel leaving the U.S. for a theater of operations or combat zone.
  - CONUS stands for Continental United States.
  - TDY is short for temporary duty.
- Military personnel mark time based on a 24 hour clock (e.g., 1400 hours = 2 p.m.).

### *Facts for the Classroom:*

- It’s appropriate to address service member parents by their rank (rather than Mr. or Ms.).
- Service members are required to address superiors as sir or ma’am, so they (and their children) may extend this same courtesy to you.
- Military personnel will readily (and probably humorously) explain any term or acronym if you ask.

## Deployment

- In recent years, both Active Duty and Reserve Component members have deployed frequently on lengthy assignments. Combat deployments into war zones have added a whole new level of stress for our current generation of students.
- Reserve and National Guard children who are unfamiliar with the military way of life may be under additional stress as their parents are activated for duty.

### *Facts for the Classroom:*

- Military parents are encouraged to advise their children’s school about deployments; however, they vary in their willingness to do so.
- Reserve Component children typically do not see themselves as military and often report feeling less supported by their peers and teachers than do active duty students.
- In terms of understanding military students’ current behavior or learning needs, it’s helpful to know what stage of the deployment cycle they are in and the kinds of emotional situations they face:
  - Pre-deployment — Before a deployment, the military parent often may disengage emotionally from the family as he or she prepares to leave.
  - Deployment — During deployment, the family must adjust to life without the deployed parent. In single parent or dual military families, children often are adjusting to life with an alternate caregiver.
  - Post-deployment — The time when mom or dad returns is often the most difficult. All family members have changed in some way and now must find their way back together again.





## TYPICAL STUDENT BEHAVIORS IN RESPONSE TO DEPLOYMENT

Children may display a range of behaviors as they react to a family member's deployment. For first-hand accounts, consider watching the 4Real videos on the Military Kids Connect® website.

### General

- As with any stress, students often regress and exhibit previously outgrown behaviors.
- Students' emotions may fluctuate. They may get moody, irritable, lash out or withdraw. They may be easily frustrated and have emotional meltdowns to minor incidents that they once easily handled.
- Somatic symptoms often occur. Younger students in particular may complain of headaches or stomachaches. Be mindful that any age student may not be sleeping or eating well and thus may have low energy levels.

### Preschoolers (ages 3-5)

- Throughout the deployment cycle, preschoolers will be more emotional with more frequent temper tantrums.
- They will mimic the mood and heightened emotions of the at-home parent or caregiver.
- Preschoolers often worry that the remaining caregiver will also leave them and may develop separation anxiety behaviors.
- Changes in their daily routine will be met with resistance and confusion. They will act out their confusion, fears and misperceptions during play time.
- Preschoolers will be excited about a parent's return; however, they will be easily confused by all the emotions at home (which they'll act out at school).



*Red flags of concern for preschoolers: High levels of aggression or an inability to return to their previous level of functioning after 6 to 8 weeks.*

### School-age Students (ages 6-12)

- Before deployment, school-age students clearly understand the impending departure. They will exhibit sadness, worry and often anger. At the same time, they will feel pride.
- During deployment, school-age students will worry about their parent's safety and will be acutely aware of the special occasions and milestones he or she is missing.
- Younger students may believe they are at fault for their parent leaving and often maintain this perception despite repeated reassurances from parents and teachers.



- Older students will worry about the added stress on the at-home caregiver. They often will take on new responsibilities to contribute to the household and, in doing so, may need help in balancing these new roles with school responsibilities.
- Fluctuations in school performance and grades may be expected.
- When a deployed parent returns, school-age students will continue to exhibit signs of stress. Integrating a parent back into the family routine has been cited as one of the toughest challenges for children.

*Red flags of concern for school-age students: High levels of aggression or violence, school refusal, and sustained changes to level of functioning.*

### Teenagers (ages 13-17)

- Teens often have a wide range of adult-like reactions to deployment. They may:
  - Seem to take it in stride. Many have been through a parent’s deployment before and know what to expect.
  - Mask their sadness, sense of loss or resentment with an “I don’t care” attitude.
  - Argue more, both at home and school, to avoid their feelings about deployment.
  - Disengage from the family and spend more time with their friends/peers.
  - Feel protective of their at-home caregiver and so they refrain from sharing their own worries or concerns.
- Teenage students often agree to ‘step up’ or take on a variety of new responsibilities during the deployment.
  - As a result, they become increasingly independent and self-confident, excelling in the additional roles and duties given to them.
  - At the same time, school grades often fluctuate as they adjust to these additional responsibilities and new routines.
- When the deployed parent returns, some teens will be reluctant to give up new freedoms and responsibilities, while others will worry about meeting the parent’s expectations.
- Teens will be very aware of changes in the returning parent (emotional and physical) and will worry about the impact of those changes on the teen’s life.



*Red flags of concern for teenagers: High levels of aggression or violence; suicidal thoughts or self-harm; complete withdrawal from the family or sustained changes in grades, mood, appetite or sleep.*

*Sources available on the Military Kids Connect website.*



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## HELPING MILITARY-CONNECTED STUDENTS AT SCHOOL

### Ideas for Teachers, Counselors and Administrators



### Classroom

- Use lesson plans from Military Kids Connect® as teaching tools for subjects, such as social studies, geography and math. Explaining the challenges of military life to all students strengthens understanding.
- Find books on youths' military-connected experiences to use in your lesson planning. The Defense Centers of Excellence offers an extensive listing in its Children of Military Service Members Resource Guide. (dcoe.mil, search the guide's title using the search tool at the top of the page)
- Find out how many students in your class have military connections. If students wish, allow them to share with the class their first-hand experiences from around the world.
- Invite a military parent to speak with your school class or organization.
- Ask a deploying parent to be a pen pal for your students. The parent might send postcards, maps, coins, menus or other interesting items from his or her foreign duty station.
- Request a parent-teacher conference with the returned caregiver. Even if there are no problems, a conference will help a returning parent resume an active role in his or her child's life and alert you to any potential difficulties.
- Link military students with the Department of Defense's official (and free!) online tutoring program at [tutor.com/military](http://tutor.com/military).



From Military Kids Connect®  
A Department of Defense  
website for military youth

## School Counselor, Related Services and Administrator Ideas

- Strive to create a military-friendly environment at your school. Celebrate the Month of the Military Child (April), National Military Appreciation Month (May) or Military Family Appreciation Month (November).
- Use your school or organization newsletter, blog or magazine to support service members and reinforce patriotism. Create a column that discusses military life and invite military students (or school staff with military connections) to participate.
- Refer families in need of counseling services to various resources.
  - Consider Military OneSource’s non-medical counseling services. ([militaryonesource.mil](http://militaryonesource.mil))
  - Find out about local services from the School Liaison Office at nearby installations or your state military reserve office. ([militaryk12partners.dodea.edu/](http://militaryk12partners.dodea.edu/))
  - Contact your local Department of Veterans Affairs (VA) facility to find information on family-based programs. ([va.gov/landing2\\_locations.htm](http://va.gov/landing2_locations.htm))
- All the military branches offer programs to parents who have special needs children. Search online for each service’s “Exceptional Family Member Program.” Also search “military autism” for programs that provide financial help to military families with autistic children.
- Provide support groups for your military students. For example, have brown bag or pizza lunches, or create after school groups. Organize a Travel Club for all students and staff to share their experiences.

## District-Wide Impact

- Identifying children who have caregivers in the military can be a challenge for school administrators. On admission forms or enrollment forms, consider adding an optional question about military affiliation and/or deployment potential.
- Create relationships with your local military installation or reserve component units.
- Evaluate how your district’s policies might impact highly mobile youth, including military students, around such issues as eligibility for extracurricular activities, admission deadlines and credit substitutions.
- Join district- and state-level efforts to improve transitioning between schools for military students:
  - Sign the Memorandum of Agreement developed by The Military Child Education Coalition (MCEC) and the U.S. Army to improve information sharing and reciprocal processes between school districts. ([militarychild.org](http://militarychild.org))
  - Identify whether your state has joined the Military Interstate Children’s Compact Commission (MIC3), which provides guidelines for the uniform treatment of transitioning military students around the issues of enrollment, eligibility, placement and graduation. ([mic3.net](http://mic3.net))
- Find a wide variety of resources for your district by visiting the Department of Defense Education Activity (DoDEA) partnership website, Military K-12 Partners. ([militaryk12partners.dodea.edu](http://militaryk12partners.dodea.edu))





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## EDUCATOR RESOURCE GUIDE

### Educator, Parent and Student Resources for Military-Connected Families

#### Education Resources for Students

Tutor.com for U.S. Military Families

- [www.tutor.com/military](http://www.tutor.com/military)  
Online tutoring and homework help, free for kids with a military parent

SAT/ACT PowerPrep™

- [www.eknowledge.com/military](http://www.eknowledge.com/military)  
Free SAT or ACT test preparation programs for military-connected youth

SOAR: Student Online Achievement Resources

- [www.soarathome.com](http://www.soarathome.com)  
Assessments to identify military students' strengths and weaknesses in reading and math; information about installations, schools and state-specific standards

SchoolQuest

- [www.schoolquest.org](http://www.schoolquest.org)  
Educational resource tool to facilitate the search for appropriate schools when transitioning; also, electronic storage of education records and college planning tool

#### Support Resources for Youth

Military Kids Connect®

- Activities, games, videos and other multimedia to help youth cope with the challenges of military life

Military Families Near and Far

- [www.familiesnearandfar.org](http://www.familiesnearandfar.org)  
Activities for children about self-expression and staying connected

Military Youth on the Move

- <http://apps.militaryonesource.mil/myom>  
Helpful transition ideas and advice for military-connected students

Children of Military Service Members Resource Guide

- [www.dcoe.mil](http://www.dcoe.mil); select "Support for Children" from the Service Members & Families drop-down menu  
Guide to books, programs and websites for military kids



From Military Kids Connect®  
A Department of Defense  
website for military youth

## Finding Help for Students in Need

### Military OneSource

- [www.militaryonesource.mil](http://www.militaryonesource.mil)  
Provides a wealth of information and short-term, non-medical counseling

### Installation Resources

- Contact your installation's School Liaison Office to learn about base resources

## Educator Resources

### Military Child Education Coalition (MCEC)

- [www.militarychild.org](http://www.militarychild.org)  
Programs, information and trainings for educators and parents

### Military Child Initiative

- [www.jhsph.edu/research/centers-and-institutes/military-child-initiative](http://www.jhsph.edu/research/centers-and-institutes/military-child-initiative)  
Web course for educators: "Building Resilient Kids" and other materials

### Building Capacity in Military-Connected Schools

- <http://buildingcapacity.usc.edu/>  
Resource guides for supporting students from military families

## Family Resources

### Specialized Training of Military Parents (STOMP)

- [www.stompproject.org](http://www.stompproject.org)  
Support for military parents with special needs family members

### Families OverComing Under Stress™ (FOCUS)

- [www.focusproject.org](http://www.focusproject.org)  
Online family resiliency training for military families

### AfterDeployment

- [afterdeployment.dcoe.mil/](http://afterdeployment.dcoe.mil/)  
Wellness resources for the military community

### Military Pathways

- [www.militarymentalhealth.org](http://www.militarymentalhealth.org)  
Free, anonymous self-assessments, including for adolescent depression

### Parenting for Service Members and Veterans

- [militaryparenting.dcoe.mil](http://militaryparenting.dcoe.mil)  
Free parent training course, helpful for any parent



## POST-TEST

First Name or Code Name: \_\_\_\_\_ Training Date: \_\_\_\_\_

School: \_\_\_\_\_ Circle School Level: Primary Middle High

City & State: \_\_\_\_\_

Teacher       Teacher Aide       Counselor       Nurse  
 Administrator       Spec Ed Services Provider       School Psychologist       Other: \_\_\_\_\_

1. Around what percentage of military-connected youth attend public schools?

25%       40%       65%       80%

2. Which one of the following statements is NOT true about military-connected students and moving?

- Most schools routinely track incoming students who are connected to the military.  
 Military youth on average move at least 6 times during their school years.  
 Families can move “back home” during a parent’s deployment.  
 Military youth often have gaps in their learning due to frequent moves.

3. Many children say that the most difficult time within the deployment cycle is:

- Hearing that their parent will be going away  
 Saying goodbye to their parent  
 Learning to handle school and family demands while the parent is gone  
 Readjusting to the parent’s return

4. Talking with a student about their parent’s military service:

- Creates tension since many youth resent their parent’s military service  
 Can be helpful but should be avoided due to operational security reasons  
 Can be helpful but should be guided by the student’s wishes  
 Should only be undertaken by the School Liaison Officer from the installation

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- Facebook group for military youth  
 Website for military youth  
 Game played by military children  
 Youth program on many military installations





# EVALUATION FORM

First Name or Code Name: \_\_\_\_\_ Training Date: \_\_\_\_\_

School: \_\_\_\_\_ Circle School Level: Primary Middle High

City & State: \_\_\_\_\_

- Teacher       Teacher Aide       Counselor       Nurse  
 Administrator       Spec Ed Services Provider       School Psychologist       Other: \_\_\_\_\_

**1. PLEASE CHECK THE BOX THAT BEST DESCRIBES YOUR TRAINING EXPERIENCE TODAY:**

	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree
The training materials were easy to understand.					
The training materials were well organized.					
The length of the training was appropriate.					
The pace of the training was appropriate.					
The depth of information presented was appropriate.					
I learned new information in this training.					
I believe this training will help me in my job working with military kids.					
This training compared favorably to other trainings.					
I would recommend this training to a colleague.					

**2. THE PART OF THIS TRAINING I LIKED BEST WAS:**

- Videos    Handouts    Lesson Plan    Game    Group Discussion    Other \_\_\_\_\_

**3. THE PART OF THIS TRAINING I LIKED LEAST WAS:**

- Videos    Handouts    Lesson Plan    Game    Group Discussion    Other \_\_\_\_\_

Comments:

