



Primary Aid: Cover and Calm





Enabling Objectives



1. Cover

- Define “Cover” as an action in COSFA.
- List potential danger situations in which Cover would be needed.
- Describe verbal and non-verbal procedures for performing Cover.
- Describe how to mobilize resources for Cover.

2. Calm

- Define “Calm” as an action in COSFA.
- List the behavioral indicators of the need for the Calm function.
- Describe verbal and non-verbal methods for performing Calm.
- Practice coaching others in slow deep breathing.
- Describe how to mobilize resources for Calm.

3. Apply Primary Aid skills to video vignettes.



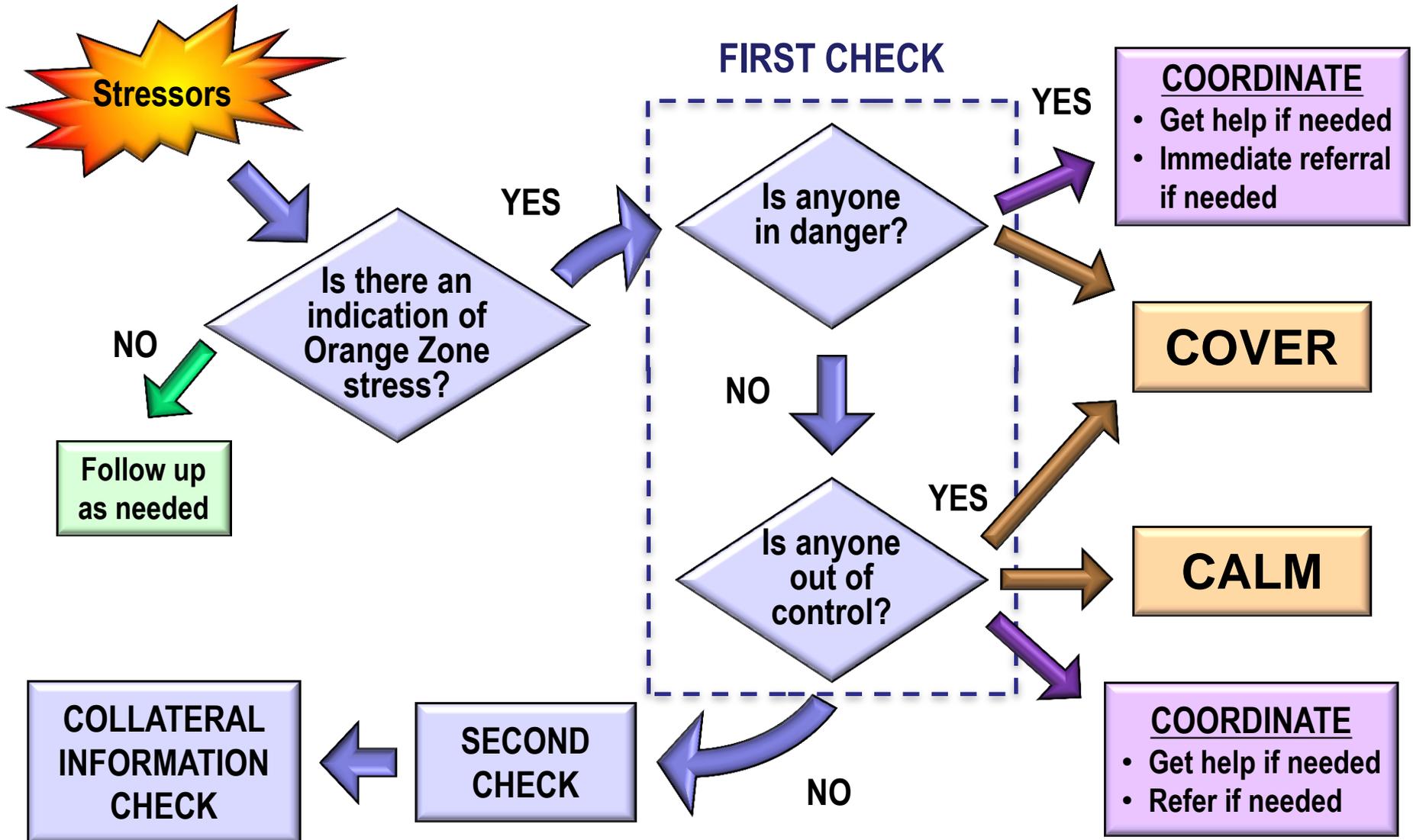
Primary Aid: Rescue From Danger



- Primary Aid (Cover and Calm) is a rescue response to a danger situation caused by Orange Zone stress.
- In Orange Zone stress, the fire is inside the person's body and mind, though maybe creating dangers on the outside.



Cover and Calm: The Focus of First Check





Cover: What is It?





Cover: When Is It Needed?



- Orange Zone person is in external danger
 - Person in immediate life-threat situation is not thinking clearly or making good decisions because of stress
 - Person has frozen or panicked in a life-threat situation
 - Person has an intense flashback to a previous life-threat situation that impairs their current functioning
- Others in danger from person in Orange Zone
 - Person not thinking clearly due to stress while holding a lethal weapon
 - Person has frozen or panicked while operating a vehicle with other passengers
- Orange Zone person in internal danger
 - Person who has expressed serious thoughts of suicide
 - Person has threatened others



Cover: How Does It Work?



- Make decisions on behalf of someone who is not thinking clearly.
- Take action on behalf of someone who is not behaving in a safe manner.
- Get control of someone who is out of control.
- Provide authoritative (parent-like) presence to gain control.
- Warn and protect others who may not be aware of a danger.
- Create an environment of safety to promote recovery.



Cover: Procedures



- Non-verbal (from least to most intrusive)
 - Making eye contact
 - Holding up your own hands in a “stop” gesture
 - Keeping pressure on the neck or arm with one hand
 - Shaking or nudging the person to get their attention
 - Blocking a person’s way with your own body
 - Pulling or dragging to safety; physical restraint
 - Taking physical control of the person’s body in any way possible
- Verbal (from least to most intrusive)
 - Asking the person if they are OK
 - Asking the person if they need help
 - Suggesting an alternate, safer course of action
 - Yelling a warning to the person about impending danger
 - Forcefully commanding the person to stop



Cover: Potential Obstacles



- You are not thinking clearly or behaving safely either!
- You are fully occupied responding to your own life threats.
- You do not have sufficient physical strength.
- You cannot acquire the stress-injured person's attention or trust.
- There is no safer and quieter place nearby.



Cover: Mobilizing Resources



- Call for help!
- Get yourself safe first, then figure out what to do to help others.
- Involve others (leaders, peers, medical, chaplain).
- Find and get to a safer place.
- Consider medication if all else fails.
 - Antipsychotic medications
 - Tranquilizing medications



Calm: What is It?





Calm: When Is It Needed?



- When physiological arousal level is stuck too high
 - Loss of physical control: fleeing, flailing, or blindly striking out
 - Pacing or other persistent, excessive major motor activity
 - Hyperventilating
 - Shaking
 - Rocking or other repetitive self-soothing activity
- When cognitive functioning is disorganized
 - Rapid, pressured speech (talking too fast)
 - Flight of ideas (thoughts flit from one topic to another)
 - Not responding appropriately to commands or questions
 - Freezing
- When negative emotions are out of control
 - Poorly controlled fear or panic
 - Poorly controlled anger or rage



Calm: How Does It Work?



- Reduce muscular activity.
- Reduce mental and emotional effort.
- Slow down heart rate.
- Reduce levels of stress chemicals in the blood and brain.
- Reduce intensity of negative emotions like fear and anger.
- Increase positive emotions like safety and trust.
- Increase ability of the individual for self control.
- Restore mental clarity and focus.



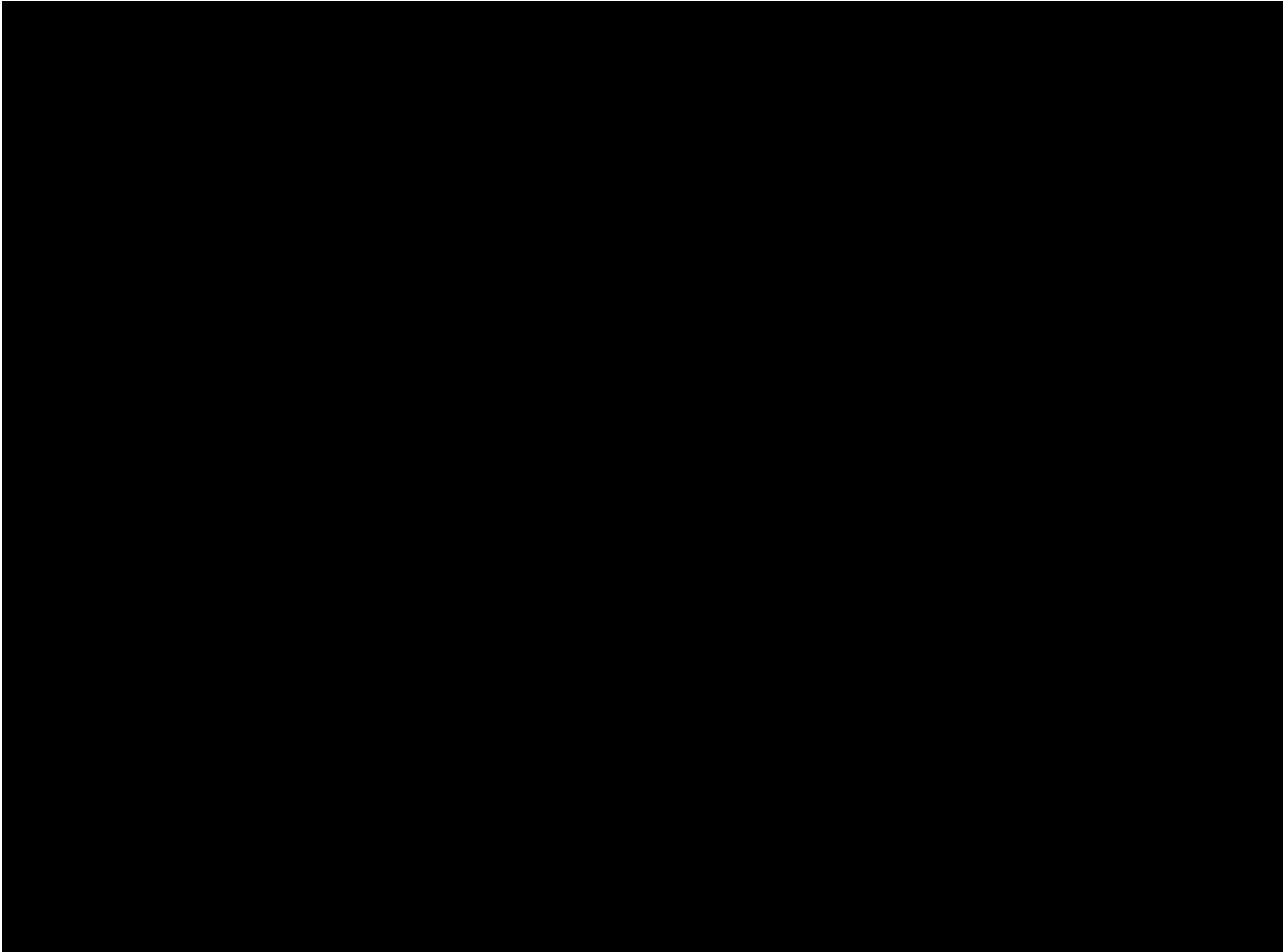
Calm: Procedures



- Non-verbal
 - Calm, authoritative physical presence
 - Eye contact
 - Not showing disgust, fear, or anger
 - Touching or holding, if appropriate and not threatening
- Verbal
 - Repetitive, soothing phrases, such as “Easy now...” or “It’s OK...”
 - Reassurances of current safety
 - Encouragement, such as “You can do it...” or “There you go...”
 - Calming directive, such as “Calm down!” or “Relax!”
 - Attention-getting, such as “Look at me!” or “Listen to my voice!”
 - Distraction, such as by encouraging thinking about something else
 - Coaching in deep-breathing or grounding exercises
 - Empathic listening to distressing thoughts, feelings, memories



Deep Diaphragmatic Breathing and Grounding Techniques



David Strathairn



Calm: Potential Obstacles



- You are not yet calm yourself!
- You are too distracted or busy to attend to the person in need.
- There is no time.
- You are surrounded by too much noise, action, and chaos.
- Someone else is making the stress-injured person less calm by yelling or frantic behavior.
- You cannot hold the stress-injured person's attention or trust.



Calm: Mobilizing Resources



- Use calming techniques on others and yourself simultaneously.
- Find and get to a quieter, safer place.
- Involve the immediate chain of command to help.
- Direct others away from the stress-injured person if they are not helping.
- Engage supportive peers/others if they can help.
- Consider medication if all else fails.
 - Antipsychotic medications
 - Tranquilizing medications
 - Sleeping medication



Apply Primary Aid Skills to Video Vignettes



Large Group Discussion Questions For Each Video:

1. What were the indicators of need for Cover and Calm?
2. What Cover and Calm actions were taken?
3. If the Cover and Calm actions were effective, why were they effective?
4. What would you have done differently?



Video Vignette #1



“Defiance” (*continuation of news from home scene*)



Video Vignette #2



“All’s Quiet on the Western Front”
(continuation of bombardment scene)



Video Vignette #3



"Thin Red Line"
(clearing the tunnels scene)



Video Vignette #4



“Deer Hunter”
(*waiting for Russian Roulette scene*)



Video Vignette #5



USMC Warrior Transition Video
(post-deployment family scene)



Questions or Comments?