

Training Staff To Support Early Age Children During Crisis: Adapting Global Principles Into Local Realities

Yan Serdtse* and Yulie Khromchenco**

Abstract

This guide-field note presents an innovative framework for training and supervising early childhood professionals in crisis settings. Our framework integrates global developmental concepts with local cultural and situational factors to ensure comprehensive and adaptable training, responding to the urgent need for rapid, contextually informed interventions that can be deployed in diverse and unpredictable environments. The study examines context-informed interventions for addressing the distinct challenges that displaced and refugee children face. It highlights the crucial role of child-friendly spaces in offering psychosocial support. This approach bolsters trauma-informed education, fosters family collaboration, and enhances community resilience, while ensuring both swift and thorough professional development. By adapting proven Israeli best practices to the Eastern European context, we present scalable, culturally responsive training models that provide valuable insights for practitioners and policymakers supporting vulnerable children in emergency contexts worldwide.

Keywords: Trauma-Informed Education; Child-Friendly Spaces; Context-Informed Interventions; Early Childhood Development in Crisis; Psychosocial Support For Displaced Children.

* **Dr. Yan Serdtse** is a psychologist with a master's degree in clinical child psychology, specializing in educational psychology, and is based at Sha'ar Hanegev on the border of the Gaza Strip in Israel. Dr. Serdtse is also a Fellow Researcher and Lecturer at the Hebrew University and Sapir Academic College, and a Founding Director of the Early Starters International Innovation, Research and Development department. He was born and raised in the Crimean Peninsula, where he lived until the age of 7. Since 2022, he has participated in over 10 training missions for professionals on child and adult trauma in Ukraine and Eastern Europe.

****Yulie Khromchenco**, Vice President for Emergency Response, Development, and Operations in Eastern Europe at Early Starters International. She is an educator, facilitator, and change process leader with extensive experience implementing systemic changes in Israel's educational system and developing leadership skills. She has led teacher leadership programs in underserved communities, trained numerous educators, supervisors, and early childhood professionals, and used her background as a journalist and editor to teach storytelling and communication skills. At Early Starters International, she has developed and conducted training workshops in multiple countries. She leads courses on trauma-informed education, equipping professionals from various fields to become more effective responders to trauma for both children and adults.

Early Starters International (ESI) is an educational, humanitarian organization operating internationally to ensure a healthy childhood for young children in emergencies and vulnerable communities worldwide. In Israel, the organization manages and operates the *Hatchala* Association. Since 2017, ESI has supported over 70,000 children in eight countries. It is currently assisting in three crisis zones—Ukraine, Israel, and New York—with a team of 124 staff members and 200 volunteers. Additionally, the organization has trained approximately 130 psychologists and 300 educators in trauma-informed care. Its co-founders, Ran Cohen Harounoff (CEO) and Sarah Wilner (Deputy CEO), together have over two decades of experience in early childhood education and trauma-informed pedagogy. They

firmly believe that access to safe spaces is both a universal right and a fundamental need for all children, whether during humanitarian disasters or emergencies.

A Personal Insight On A Global Issue

As professionals deeply committed to trauma-informed education and early childhood development, our journey has been shaped by both personal experiences and professional encounters in various regions. From the Gaza border in Israel to war-affected communities in Ukraine and Eastern Europe, we have witnessed firsthand the profound impact of crisis on young children, families, and educators. These experiences have reinforced our conviction that education encompasses not only knowledge but also resilience, connection, and healing. Each training session, each child's story, and each educator's challenge remind us of the urgent need for culturally responsive, context-informed interventions that balance global principles with local realities.

Through our work, we have had the privilege of learning from the communities we serve. The adaptability, strength, and dedication of educators and caregivers in crisis zones inspire us to refine and expand our training frameworks continually. We recognize that there is no one-size-fits-all approach. Having a real impact comes from listening, co-creating solutions, and ensuring that interventions empower individuals rather than imposing upon them. We hope the insights shared in this paper will serve as a valuable resource for those working on the front lines, helping to shape safer and more supportive environments for the most vulnerable children worldwide.

Training Trauma-Informed Responders to Address Children's Needs: A Local and Global Perspective

Effective psychosocial and educational interventions in early childhood are especially critical for displaced and refugee children, who face unique challenges and vulnerabilities. Professionals working in child-friendly spaces—including psychologists, social workers, and educators—must navigate these complexities to provide safe and nurturing environments that support the well-being and development of these children. However, acquiring the expertise to do so effectively demands a nuanced understanding of universal developmental principles and the specific local contexts in which these children live.

This guide-field note presents an innovative framework designed to address this challenge. It provides a structured approach to training and supervising early childhood professionals in crisis settings. Our contribution is particularly relevant given the urgent need for rapid, contextually informed interventions that can be deployed in diverse and often unpredictable environments. By integrating global developmental concepts with local cultural and situational factors, this framework ensures that training is comprehensive and adaptable.

The significance of this paper lies in its potential to transform how organizations approach the training of professionals and early-age educators who work in child-friendly spaces. In the context of a

comprehensive emergency, every kindergarten or daycare center can operate as a safe space. Our framework enables local professionals to respond swiftly and thoroughly when time is often scarce and the stakes are high. This approach enhances the immediate quality of care provided to vulnerable children and contributes to the long-term capacity building of local communities. By outlining the key conceptual components of our training methodology, we aim to provide a valuable resource for other organizations and practitioners engaged in similar work, ultimately contributing to more effective and sustainable support for displaced and refugee children worldwide.

Background: The Role of Child-Friendly Spaces

Child-friendly spaces are crucial in providing psychosocial support and educational opportunities to displaced and refugee children (Ager et al., 2013). These spaces offer a structured, safe environment where children can engage in play, receive education, and process their experiences in a supportive setting (Capoet al., 2019). The role of child-friendly spaces is to provide immediate relief and foster resilience, as well as long-term developmental benefits (Alan & Sezikeye, 2016).

In child-friendly spaces, professionals should be equipped with the knowledge and skills to address the complex needs of displaced children. Doing so involves understanding the impact of displacement on development, recognizing signs of trauma, and implementing strategies that promote healing and growth (Bürgin et al., 2022). The effectiveness of child-friendly spaces relies heavily on professionals' ability to integrate a context-informed perspective into their practice.

Core Perspectives Of Training Professionals In Crisis Times

1. Context-Informed Perspective

A context-informed perspective emphasizes the importance of understanding the specific situational, cultural, historical, and environmental contexts in which behaviors, interactions, and decisions occur. People create social contexts, and in turn, they are shaped by these contexts. A person never exists in a void but always in a context. Contexts are complex because they change constantly over time, just as human beings do. This perspective is critical in ensuring that interpretations and actions are relevant and appropriate to the particular circumstances being considered (Roer-Strier & Nadan, 2020).

A context-informed perspective in early childhood intervention recognizes that universal and local factors influence children's development (Roer-Strier & Nadan, 2020). All children share universal aspects of development, such as social skills, play, and cognitive growth. However, the local context, including cultural norms, societal values, and specific experiences of displacement and trauma, plays a crucial role in shaping how these universal aspects manifest (Antweiler, 2016; Ellis et al., 2019; Ungar, 2013).

It is recommended that professionals working with displaced and refugee children navigate these contextual nuances with care. They should understand that while developmental stages may be consistent, the expression of developmental milestones can vary significantly based on the child's environment and experiences. This dual awareness allows professionals to tailor their interventions to meet the unique needs of each child and family.

2. Emphasis On Acquiring Expertise: Knowledge And Skills

This section presents a multifaceted approach for training professionals who support displaced and refugee children in child-friendly spaces. The framework is divided into four interconnected sections, each addressing a critical component of the necessary expertise. These sections are:

Development – Focusing on universal developmental principles and understanding local contextual influences.

Time – Examining the phased responses required during various stages of a crisis.

Asking the Right Questions – Highlighting effective communication strategies tailored to the unique needs of children and their families.

Collaborative Approach with Families and Family Agency – Emphasizing the importance of family engagement and partnership in both assessment and intervention.

2.1. Development

This subsection underscores the importance of establishing a dual foundation for professional practice by integrating universal developmental principles with an understanding of local contextual influences. Such a framework equips professionals with a balanced perspective that combines global developmental norms with insights into the unique challenges encountered in various local settings. It thereby enables the design of interventions and educational programs that are both effective and contextually appropriate.

- *Universal Developmental Principles*

In the humanitarian field (Davis & Iltus, 2008), several universal principles of practice with children in stressful and traumatic situations are based on developmental theories and an understanding of the dynamics between adults and children in stressful situations.

These principles are:

- A safe environment
- An environment that is stimulating, supportive, and appropriate for the children's age
- An environment that is community-related
- a participatory environment
- an inclusive environment

As Appendix 1 indicates, these principles are stable and universal for all child-friendly spaces, regardless of the culture, the timeline of the crisis, or other changing factors. Implementing them in work with children

can be taught relatively quickly to potential teams working with the children. Professionals working for a longer time with children in child-friendly spaces should acquire a solid grounding in developmental theories, including typical developmental milestones, attachment theory, cognitive development, and the role of play in early childhood (Berk, 2015). This foundational knowledge is critical for accurately assessing and supporting the children's developmental progress.

- *Local Contextual Influences*

In parallel, professionals need to develop expertise in the cultural, social, and economic factors that shape child development in specific contexts. For displaced and refugee children, this process entails understanding the effects of displacement, exposure to violence, the disruption of community and family structures, and the challenges of adapting to new environments (Fazel & Betancourt, 2018; Reed, 2012).

2.2. Time

This subsection organizes crisis responses into three chronological phases—emergency, routine, and recovery—reflecting the evolving nature of crises. Each phase is characterized by distinct priorities and strategies, and professional training must incorporate adaptive responses to all of the stages. The following subsections provide guidance for professionals in child-friendly spaces on addressing immediate safety needs, maintaining stability, and facilitating long-term recovery and growth.

- *Emergency Phase: Establishing Physical and Emotional Security*

Ensuring physical and emotional security is paramount in the acute phase of a crisis. Professionals must create safe, structured environments that meet immediate needs and foster a sense of stability (Hobfoll et al., 2007). In child-friendly spaces, the primary objective is to protect children from harm and initiate the process of emotional recovery by establishing secure physical spaces, predictable routines, and supportive interactions that enable children to express their emotions safely.

- *Maintaining Routine During Emergencies: Regulating Emotions and Fostering Resilience*

Maintaining a routine is crucial during emergencies, as it fosters emotional regulation and resilience. Regular schedules for meals, play, and educational activities help restore a sense of normalcy and predictability, which is essential for reducing anxiety and stress (Restubog et al., 2020). Consistent routines act as anchors, providing both children and their caregivers with a framework to navigate uncertainty and build adaptive coping mechanisms.

- *Recovery, Adaptation, and Post-Crisis Growth: Facilitating Adjustment and Renewal*

Following the acute crisis, the phases of recovery and adaptation support children and families in adjusting to significant life changes and discovering new meaning (McCubbin & Patterson, 2014). Recovery involves comprehensive support, fostering resilience, and encouraging growth through therapeutic interventions such as counseling and support groups, as well as facilitating emotional expression and social connection.

(Walsh, 2003). Adaptation is achieved by integrating changes into a new reality and developing new routines. Ultimately, post-crisis growth emerges from overcoming adversity and harnessing new strengths, transforming crisis experiences into opportunities for profound personal and collective development (Walsh, 2007).

2.3. Asking the Right Questions: Effective Communication in Child and Family Engagement

Effective communication is critical when working with children and their families, particularly in contexts involving displaced and refugee populations. This subsection provides guidance on asking targeted questions that build trust, facilitate gathering essential information, and ultimately support effective intervention. By tailoring questioning techniques to specific professional roles, such as those of the educational and therapeutic staff, practitioners can better address the diverse needs of children and their families.

Research has demonstrated that asking the right questions is fundamental for understanding the unique influences of local contexts on a child's development and well-being (Morrow & Malin, 2004; Santana et al., 2016; Ulvik, 2015). Through effective inquiry, professionals can gain valuable insights into children's experiences, perceptions, and needs. While it is impossible to identify every specific need due to the unique contexts of each child and family, approaching interactions with genuine curiosity, empathy, and respect can significantly enhance the accuracy of assessments and the effectiveness of subsequent interventions.

- *Informational Questions for Educational Staff*

When integrating children into new environments, it is essential for the educational staff to use targeted informational questions to gather critical details and foster a sense of comfort. For example, asking a child, "What is your name?" or "How old are you?" helps establish rapport quickly. In parallel, inquiries directed at parents—such as "Does your child have any health problems or allergies?"—are vital for ensuring the child's safety and well-being. Furthermore, questions regarding a child's interests, such as "What do you enjoy doing?" or "Do you have a special item you are attached to?" can facilitate a personalized and engaging intervention strategy. Finally, asking parents, "Is there anything important we should know about your child?" ensures that all relevant factors are considered, creating a supportive environment for both the child and the family.

2.4. Collaborative Approach with Families and Family Agency

This subsection emphasizes the importance of collaboration with and respect for the family's expertise in achieving culturally responsive and effective interventions. It advocates for a partnership model that treats families as co-experts, ensuring that interventions are professionally robust and personally meaningful.

Professionals must acknowledge that families and children possess unique insights into their contexts and approach their work with humility and openness (Fisher-Borne et al., 2015; Ortega & Faller, 2011). Recognizing and valuing this expertise fosters a collaborative environment, enhancing the relevance and practicality of the interventions (Olin et al., 2010).

It is crucial to include families in the assessment and intervention processes (Björck-Åkesson & Granlund, 1995). By working closely with parents and caregivers, professionals can create a comprehensive understanding of a child's history, current circumstances, and developmental needs. This collaborative approach not only enhances the accuracy of assessments and fosters trust but also strengthens the family's capacity to support the child's development. Appendix 1 contains Table 1, which provides a template for collecting this data that summarizes the procedures described.

3. Recommendations for Establishing Professional Development Projects for Early-Age Educators in Child-Friendly Spaces

The main challenge in working with displaced and refugee children is adapting practices from one context to another. Early childhood educators should be skilled in modifying interventions to suit different cultural and situational contexts. Doing so requires flexibility, creativity, and a deep understanding of practical intervention principles (Stirman et al., 2013).

Culturally responsive practices ensure that interventions are relevant and respectful of the child's background (Grant & Ray, 2018). Educators should strive to understand the cultural norms and values of their communities and incorporate this understanding into their teaching practices. Adapting communication styles, incorporating culturally meaningful activities, and respecting traditional practices and beliefs are essential steps in this process.

- **Trauma-informed Care and Education:** These elements are critical when working with displaced and refugee children (Im & Swan, 2021). Educators must be trained to recognize and respond to signs of trauma and to understand the profound impact that adverse experiences can have on a child's development. Trauma-informed care and education involve creating a safe and supportive environment, building trust, and implementing interventions that promote healing and resilience.
- **Professional Development and Training: Expanding Horizons.** To improve their expertise, educators should engage in continuous learning and professional development (Herschell et al., 2010) by attending workshops, seminars, and conferences on the latest research and best practices in early childhood development, trauma-informed care, and culturally informed perspectives.
- **Mentorship and Supervision:** Mentorship and supervision are crucial for professional development (Barnett & Molzon, 2014). Experienced mentors can provide valuable guidance,

support, and feedback, helping educators navigate complex cases and refine their skills. Regular supervision sessions offer opportunities for reflective practice, allowing educators to discuss challenges, successes, and areas for improvement.

- **Research and Evidence-Based Practice:** Engaging in research and applying evidence-based practices are essential for ensuring effective interventions (Cook et al., 2017). Educators should stay informed about current studies and integrate proven strategies into their work. Collaborating with academic institutions and participating in research projects can expand their knowledge base and improve practices in the field.
- **Reflective Practice:** Reflective practice is a valuable tool for professional development (Stăncescu et al., 2019). Educators are encouraged to reflect regularly on their work, assessing what has been effective, identifying challenges, and exploring opportunities for improvement. This reflective process can be supported through supervision, peer support groups, and continuous learning opportunities.
- **Cross-Disciplinary Collaboration:** Collaboration with other professionals is essential. Working in multidisciplinary teams offers a holistic approach to supporting children and families (Vanclay, 2004). Educators should seek opportunities to collaborate with psychologists, healthcare providers, social workers, and community leaders. This collaborative approach ensures that interventions are comprehensive and well-coordinated.

4. Case Studies of Adaptation

To illustrate the process of contextual adaptation, consider the following case studies that demonstrate how practices from Israel were adapted to the Eastern European context. Adapting psychosocial educational practices from one cultural context to another involves careful consideration of local norms, values, and needs. Here are four examples of how practices from Israel might be adapted to the context of Eastern Europe:

Example 1: Play as an educational instrument

Original Practice in Israel: Play therapy is widely used to help children process trauma and express emotions. It involves using various play materials, such as puppets, drawing supplies, and building blocks, to facilitate communication in a non-threatening way.

In many educational and therapeutic practices in Israel, puppets are used to depict the children's "imaginary friend"- a puppet of a child who can be either very young or helpless. The children with whom this play therapy is conducted need to explain various important matters, such as safety instructions or coping strategies, to the puppet or vice versa. The puppet is the knowledgeable and capable person who comes to help and rescue the children in need.

Adaptation in Eastern Europe: Play therapy can be adapted by incorporating locally familiar toys and culturally relevant storytelling themes. Early-age educators might introduce traditional Eastern European folk tales and characters into the play scenarios, which can resonate more with the children's cultural background. Additionally, incorporating local customs and holidays into the playtime can make the practice more relatable and compelling for Eastern European children.

For example, our Ukrainian staff incorporated the image of "Pes Patron" - a real dog that helped the Ukrainian Forces locate mines at the beginning of the war and became a local hero—into their work with the children. The children enjoyed drawing images of their patron saint. In addition, by talking about him, they also talked about missing their fathers who were fighting on the front and their hopes and fears about the war.

An essential practice from the world of play therapy that is effective in all early-stage interventions worldwide is the use of a toy house. This plastic house is an integral part of every safe space. It allows children to replay complex scenarios around the home involving the loss of their home and safety, as well as experiences of danger. In safe spaces in Ukraine, Moldova, New York, and Israel, children hid in this toy house from "bad people who wanted to kill us." They ran to the house when one of the kids imitated the sounds of an air raid siren, making it a home base from where to attack and fight the "bad people." The children repeatedly replayed these scenarios. Through symbolic play, they processed and digested the events they had experienced, as well as their current thoughts and fears about the future.

Example 2: Storytelling and narratives

Original Practice in Israel: Storytelling and narrative therapy are used in Israel to help children make sense of their experiences and build resilience. This practice involves encouraging children to tell their stories verbally or through written narratives, which helps them process their emotions and gain control over their lives.

Adaptation in Eastern Europe: In Eastern Europe, storytelling and narrative therapy were adapted by incorporating local myths, legends, and historical stories. Early-age educators used these culturally relevant narratives as a starting point for discussions, helping children connect their personal experiences with broader cultural themes. This approach fostered a deeper understanding of their identities and provided a framework for exploring difficult emotions. Community storytelling events were also held, allowing children and adults to share their stories and promote intergenerational dialogue and support.

In the safe space in Sumy, a city close to Ukraine's eastern border that is prone to attacks by Russian forces, children spend hours, sometimes whole days, in the shelter. The staff there created a "storytelling table," where every child can choose the story s/he wants to tell.

The practice began with a depiction of the well-known Slavic folk story "Kolobok," which tells the tale of a round bun that escaped from the house of an old man and an old woman and ran away, evading various animal characters that tried to eat it. Each element in the story was drawn or printed on a card, alongside other images (such as different animals, houses, and characters). The cards were then arranged in thematic rows for children to choose from. For example, the child telling the story could choose a protagonist other than Kolobok, a location other than the house of the older man and woman, different actions along the plot, and a different ending.

This storytelling routine engages the children and carries an important message: there is a place where they can choose their story. Even though they cannot choose essential parts of the story, this message enhances their sense of agency.

Example 3: Group projects

Original Practice in Israel: Israel uses group-based interventions to help children who have experienced trauma. These interventions often involve structured group activities, peer support sessions, and collaborative projects that promote social cohesion and emotional healing.

The practice of growing plants or creating a garden with children as a project was designed to foster hope for a better future. In the safe space created in the Dead Sea for the community of a kibbutz who were victims of the attack on October 7th, the children planted a tree. They created a small vegetable garden outside their hotel as a gesture of appreciation to the hotel staff for accommodating them during this emergency. Planting the tree and caring for the garden were strongly related to the home they lost in the kibbutz, symbolizing the optimism associated with growing something new.

Adaptation in Eastern Europe: In Eastern Europe, group-based interventions can be adapted by incorporating traditional group games and activities familiar to the children. Early-age educators may also incorporate culturally relevant rituals and practices that promote a sense of community and belonging. Additionally, considering Eastern Europe's historical and societal context, interventions can be designed to address specific local issues such as displacement, migration, and the impact of regional conflicts.

Our staff in the safe space in Lviv, Ukraine, decided to help the children feel that their contribution to the war effort was valuable. They initiated a project of weaving bracelets and selling them to raise

money for the Ukrainian Fighting Forces. The children were very strongly engaged in all parts of this project and asked to continue doing projects where they could “help win the war.”

Example 4: Parental involvement in educational activities

Original Practice in Israel: Israel places a strong emphasis on parental involvement in educational and therapeutic settings. Parents are encouraged to actively participate in school events, therapy sessions, and community initiatives to support their children’s development.

In Israeli safe spaces located in cities around the Gaza Strip and in Druze villages in the Golan Heights, parental participation is mandatory. Children attend these spaces with their parents, who are free to choose their level of engagement in activities but must remain present throughout the session. This approach aims to:

- Strengthen the connection between parent and child
- Help parents learn new, unobtrusive ways of interacting with their children
- Provide parents with a safe, supportive environment where they can experience emotional security that is not always available outside the safe space

Adaptation in Eastern Europe: In Eastern Europe, cultural norms regarding parental roles differ from those in Israel. Most parents are not involved full-time in their children's leisure activities, as they often must work long days to make ends meet. Therefore, early-age educators adapted this practice by organizing family events that aligned with local customs, lifestyle, and values. For example, educational workshops, known as “master classes,” were held where parents participated in crafts or baked food in preparation for a holiday. Emphasizing the role of extended family members such as grandmothers, who often play a significant part in child-rearing in Eastern Europe, can also enhance the effectiveness of these activities.

Conclusion

Acquiring expertise in delivering context-informed educational responses in early childhood is both complex and evolving. It requires a deep understanding of universal developmental principles alongside a keen awareness of local influences. Educators working in child-friendly spaces with displaced and refugee children must master the art of asking insightful questions, recognize families and children as experts in their own contexts, and adapt their practices to diverse cultural and situational settings.

Adapting educational practices from Israel to Eastern Europe demands a respectful understanding of the local cultural, social, and historical landscape. Educators can ensure that their interventions remain effective and culturally sensitive by integrating familiar elements, engaging with community values, and addressing region-specific needs.

Ultimately, by prioritizing culturally responsive and trauma-informed care and by committing to continuous professional development and reflective practice, educators can support the well-being and development of vulnerable children. This holistic, collaborative approach ensures that interventions are relevant, respectful, and impactful, contributing significantly to the resilience and growth of displaced and refugee children and their families.

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Appendix 1

Table 1:

Intersectionality of Time, Universal Developmental Principles, and Local Contextual Influences

Example 1:

A safe space was established in a hotel near the Dead Sea, Israel, for the evacuees of one of the kibbutzim following the October 7, 2023, incident. It operated from October 2023 to August 2024, until the community relocated to mid-term housing in a different location.

<i>Time</i>	<i>Emergency: October 2023- December 2023</i>	<i>Routine January 2024-March 2024</i>	<i>Recovery April 2024-August 2024</i>
Context			
Universal Developmental Principles	<ul style="list-style-type: none"> • Safe environment • Stimulating and supportive for early-age children • Community related • Participatory • Inclusive 	<ul style="list-style-type: none"> • Safe environment • Stimulating and supportive for early-age children • Community related • Participatory • Inclusive 	<ul style="list-style-type: none"> • Safe environment • Stimulating and supportive for early-age children • Community related • Participatory • Inclusive
Local Contextual Influences	<ul style="list-style-type: none"> • Parents and children together • Parents can leave children in the space • Quiet and calm activities • Operating all day 	<ul style="list-style-type: none"> • Parents and children together • Parents receive emotional support • Focus on emotional regulation and dialogue • Operation hours according to the kindergarten schedule 	<ul style="list-style-type: none"> • Parents and children together • Parents receive emotional support • Focus on activities that strengthen the bond between parent and child, promoting emotional availability and connection. • Operation hours according to the kindergarten schedule

Example 2: Safe space in Lviv, Ukraine. It was founded in March 2023 and remains operational to this day. It operates within a school serving two age groups (5-6 and 7-12) of internally displaced children and children of soldiers. Parents are not present daily, but they maintain close connections and are invited occasionally.

<i>Time</i>	<i>Emergency</i>	<i>Routine</i>	<i>Recovery</i>
<i>Context</i>	<i>March 2023-June 2023</i>	<i>July 2023-October 2023</i>	<i>November 2023-present</i>
<i>Universal Developmental Principles</i>	<ul style="list-style-type: none"> • Safe environment • Stimulating and supportive for early-age children • Community related • Participatory • Inclusive 	<ul style="list-style-type: none"> • Safe environment • Stimulating and supportive for early-age children related • Participatory • Inclusive 	<ul style="list-style-type: none"> • Safe environment • Stimulating and supportive for early-age children • Community related • Participatory • Inclusive
<i>Local Contextual Influences</i>	<ul style="list-style-type: none"> • Supporting internally displaced parents and building trust - parents come to talk • Focus on solitary activities and physical feelings of comfort. • More structured curriculum of activities 	<ul style="list-style-type: none"> • Personal interventions for children and parents by a psychologist • Social-emotional support and activities • Group and team-building activities • Parents are engaged in survival and do not come often to the space 	<ul style="list-style-type: none"> • Introducing joint creative activities for parents and children ("Master classes") • Enhancing creativity, tactical games, and scientific experiments • More time for children's incentives