

## LIFE EXPERIENCES

### Objectives of the section

This section has three main objectives:

- (1) To provide information about the events which produce stress in the child's life and setting.
- (2) To provide information on events which may potentially cause the type of symptoms recorded in other sections of the CAPA interview, or those often attributed with causing that type of symptoms.
- (3) To facilitate access to the section on Post Traumatic Stress Disorder (PTSD).

### Organization of the section

1. The section studies two types of events that produce stress.
  - (A) Experiences in life which are considered potential causes of symptoms related to PTSD only if they occurred in the primary period.

The onset of the events in A are generally found in the three-month period. Exceptions are Lives/Works/Attends School in a Chronically Unsafe Setting and Reduction in the Standard of living, which may precede and extend beyond the primary period, and any onset clearly marked as "Onset Ever."

- (B) Experiences in life which are considered potential causes of symptoms related to PTSD if they occur at any point in the child's life.

The onsets are clearly differentiated as "three months" or "ever."

2. Initial Assessment of Post Traumatic Stress Disorder.

For Reviewing Purposes Only

## LIFE EXPERIENCES

The interviewee's life experiences are those events which occur during the interviewee's life and setting which have the potential to cause the symptoms that are coded in other sections of the CAPA interview, or those frequently attributed as causing those symptoms. For each event, one investigates whether it actually occurred, and in those cases one obtains a detailed description. In the case of events such as earthquakes, civil uprisings, or war, one obtains details about to what extent the interviewee was involved in it (e.g., an earthquake caused damage to the building where he or she was).

### DANGER TO LIFE

It is considered that an event represents a threat to the interviewee's life if there is at least a reasonable possibility that he or she might have died as a consequence of it. For example, if the interviewee's house burns down and the family barely manages to escape, this would be considered a threat to the interviewee's life; being in San Francisco during the 1990 earthquake would not represent a threat to the interviewee's life unless the interviewee was, for example, in a house that collapsed.

### SEVERE PHYSICAL INJURY

Physical harm which leaves the victim incapacitated or with visible deformities one year after the event, or which probably would leave the victim incapacitated or with visible deformities after one year.

### ASSESSMENT PERIOD

Note that some events (e.g., the arrival of a new child in the home or change of school) are coded only if they occur during the primary period; others (e.g., the death of a loved one; pregnancy) are coded if they ever occurred.

In the case of severe physical illnesses, it is necessary to inquire both about occurrences of ever and relapse or recurrence of the symptoms during the primary period.

### ATTRIBUTION

If any event has occurred which meets the criteria for a coding of intensity "2" or higher, ask the interviewee whether this event has affected any of the problems (symptom areas) which were already discussed in other sections of the CAPA interview. (These problem areas only need to be codable in the CAPA interview. It is not necessary that they have reached the coding threshold.) Up to 3 of the 17 areas indicated may be specified.

- 01 = Missing school
- 02 = Separation anxiety
- 03 = Worries/anxiety
- 04 = Obsessions/compulsions
- 05 = Depression
- 06 = Mania
- 07 = Physical symptoms
- 08 = Food behavior
- 09 = Hyperactivity/attention deficit disorder
- 10 = Disocial disorder
- 11 = Alcohol/drugs
- 12 = Psychosis
- 13 = Relationships with Parent #1 and/or Parent #2
- 14 = Relationships with Other Parent #1 and/or Other Parent #2
- 15 = Relationships with other adults
- 16 = Relationships with siblings
- 17 = Relationships with companions

### INITIAL ASSESSMENTS FOR POST TRAUMATIC STRESS DISORDER

If an event has occurred which meets the criteria for a coding of intensity 2 or more, a two-tier initial assessment is used to determine whether there are Post Traumatic Stress Disorder symptoms present. First the interviewee is asked about Painful Memories; if there were Painful Memories, the presence or absence of Avoidance and Hypervigilance is determined. If the three items on the initial assessment are positive, then the box on the initial assessment of PTSD is marked for that event in the interviewee's life.

### **Painful Memories**

Painful and distressing memories, thoughts, or images of the event in the interviewee's life that he or she does not wish to recall. In the case of small children, there may be a repetitive game or specific representation of the trauma.

0 = Absent  
2 = Present

### **Avoidance**

The interviewee makes an effort to avoid thoughts, feelings, or conversations about the events, or the interviewee avoids situations which might bring on a painful memory of the event, e.g., avoiding going to certain places, activities, or seeing certain persons.

0 = Absent  
2 = Present

### **Hyperactivation**

Symptoms of anxiety or an increase in activation which were not present before the trauma, or which the trauma exacerbated, which might include difficulty in falling asleep or remaining asleep, hypervigilance (increase in the general level of awareness and mental sharpness toward the interviewee's surroundings, in the absence of an imminent danger, which might manifest itself as an exaggerated surprise reaction, nervousness, inspection of the setting in search of signs of danger, or taking special precautions to avoid danger). Some individuals report that they experience irritability, anger, or difficulty in concentrating or completing tasks.

0 = Absent  
2 = Present

## **GROUP A EVENTS**

### **CHILDREN WHO HAVE RECENTLY MOVED INTO THE HOME**

Child or children who are going to live permanently in the interviewee's home.

Includes children recently born to or adopted by the parents, foster children, or children from a previous relationship. Do not include children who are visiting or children who will remain for an undetermined period of time until their own parents can take them (e.g., cousins that stay in the house while their mother is in the hospital). Code only this item [**misplaced modifier**] if the interviewee's parent figure is going to take care of the new child as though it were his or her own child.

Code each child with the identification numbers used on pp. 4-6.

### **PARENTS' SEPARATION**

The parent figures separated during the primary period. One of the parent figures moved away from home, apparently permanently. Either of the parents may have begun divorce proceedings.

Do not code if the parent intends to return, regardless of how long or indefinite the period of absence may be (e.g., if the parent is in military service and has been assigned overseas or is on active duty).

### **PARENTS' DIVORCE**

The parents' divorce proceedings, which began before the primary period, have been completed.

### **NEW PARENT FIGURE**

A new parent figure moved into the child's home due to a new marriage or the fact that what appears to be a permanent relationship has been established. Do not code this item unless the relationship satisfies at least the criteria for an exclusive relationship and the individual assumes the role of a parent toward the interviewee, e.g., assumes some responsibility in attempting to control the child's behavior and discipline.

### **MOVING AWAY FROM HOME**

The interviewee moved from one residence to another during the primary period. Include only cases in which the intention was that the move be permanent, that is, do not code as a move if the family went on vacation or the interviewee went to prison or was sent off to school. If the move occurred during the primary period, ask about the parents' separation, change of school, and loss of friendships. Code Painful Memories, etc., related to the Move, only if they can be attributed directly to the move and not to the loss of parents, friends, etc., that accompanies the move.

### **CHANGE OF SCHOOLS**

The interviewee was registered in a new school during the primary period.

1 = Routine change with other schoolmates, including friends. Code here, even though the interviewee says that he or she does not have any friends at school, as long as there has not been a change in the composition of the group of schoolmates that moves from one school to another.

2 = Routine change, but in the new school [the interviewee] does not have friends from his or her former school. Code 2 if other children from the same school also changed, but are not the interviewee's friends. If the child moved/changed residences during the summer between elementary school and high school and in consequence is going to a high school without his or her friends, code 2.

3 = Non-routine change. The child moved during the school year, without friends.

## **LOSS OF BEST FRIEND DUE TO MOVE**

Change of the interviewee's or best friend's house and/or school resulting in the termination of a close relationship, and the non-availability of the other person with whom to share confidences. Code 0 if the relationship is maintained after the move by means of telephone calls, letters, and/or visits. Do not consider loss of the best friend due to a fight, or the loss of a girlfriend or boyfriend, which are coded under Breakup With His or Her Best Friend and Breakup With Girlfriend or Boyfriend.

## **BREAKUP WITH BEST FRIEND**

Loss of best friend due to conflict or fight. Loss means that the interviewee and/or his or her friend are no longer willing to do things together or share confidences. The rupture may occur at the instigation of the interviewee or the friend or both. Include ruptures in which the best friend refuses to continue the relationship even though the interviewee is willing to do so.

## **BREAKUP WITH GIRLFRIEND OR BOYFRIEND**

The relationship with a girlfriend or boyfriend ends due to some conflict "the fact that he or she doesn't love me anymore," or geographic move. Do not include romantic relationships that become simple friendships without a conflict having occurred, or romantic relationships maintained by telephone, through letters and/or visits.

## **LIVES/ATTENDS SCHOOL/WORKS IN ENVIRONMENT OF CONSTANT INSECURITY**

The interviewee lives/attends school/works in an area which is considered constantly unsafe or dangerous. The onset may precede the primary period. If the situation existed, but ended, during the primary period, it must have been present during at least one month of the primary period in order to be coded. In cases in which the person is in that situation at the end of the primary period, and has been in it for less than one month, it can be coded by showing the onset and rounding off the duration to one month. It is not probable that one incident or person make a neighborhood, school, or workplace unsafe in general.

## **ARREST OF PARENT**

The arrest of any parent figure during the primary period. This may include Parent #1, Parent #2, Other Parent #1, Other Parent #2, as identified in the CAPA interview. Arrested means taken into custody, whether charges were lodged or not. If the parent was arrested on more than one occasion, or if both parents were arrested, code the arrest which most disturbed the interviewee.

## **REDUCTION IN STANDARD OF LIVING**

Noticeable reduction in the family's standard of living as demonstrated by its inability to pay bills, the need to sell things, the need to move (including moving in with relatives), requesting help from welfare or food stamps, inadequate food, clothing, and heating. May be the consequence of changes in the family's condition and needs such as the parents' separation or divorce, death, taking in additional dependents, high medical bills, or loss of family income due to reduction in hours of work, layoffs, or loss of job, inability to find work, underemployment, loss of job benefits, exhaustion of savings, etc. The onset may precede the primary period; however, the child should be old enough to notice the change.

## **FORCED SEPARATION FROM THE HOME**

The interviewee must be removed from the home against his or her will for periods of at least one week. Include visits to grandparents, other relatives and friends, considered necessary by the adults (e.g., mother hospitalized), not the child's desire or interest (e.g., summer camp). Do not include visits or camps in which the child is accompanied by a parent figure, even though the interviewee did not want to go.

If there has been a separation of one complete week (7 consecutive days), code the total number of separations in the primary period. If the child was removed from the home for three periods of two weeks, code as 3. Then code the total number of days in which he or she was separated during the primary period. Thus, for those three separations of two weeks, code 42.

### **DIAGNOSIS OF PHYSICAL ILLNESS/DISEASE**

The interviewee was diagnosed with an illness which entails a risk of death during the next 20 years (e.g., AIDS, lymphoma) or a chronic incapacity (e.g., diabetes, multiple sclerosis). Do not include illnesses from which the interviewee has completely recovered or will probably recover completely even though they may be serious. Code the onset date for ever and the date of any resurgence or relapse during the primary period.

### **ACCIDENT**

Serious physical harm involuntarily caused by the subject him or herself or by other persons. Examples are boating or airplane accidents. Code only if the harm threatens the interviewee's life or entails a risk of disfiguration or long-term incapacity.

Do not include as physical harm that which may be coded as Suicide Attempt or Self-destructive Harm Without Intention to Take One's Own Life.

Threat to life is understood to mean the existence of a reasonable possibility that the interviewee might die. Long-term means that the interviewee will be incapacitated or disfigured for at least one year from the date of the accident.

If an accident leads to a chain of events (e.g., a car accident which caused a fire), code under the first event. If the first event was a fire (e.g., a fire at home or in the woods), code under Fire.

If the damage/harm is intentional, code under Victim of Physical Violence or Physical Aggression.

### **GROUP B EVENTS**

From this point on, events are coded if they have ever occurred.

In column B1 of the control sheet note whether the event occurred in the primary period, and in column B2 if it occurred before that.

## **PREGNANCY**

There are separate sections for girls (pregnant) and males (get someone pregnant). This section allows the interviewer to obtain details for up to three pregnancies and their consequences, plus the associated symptoms.

Parents are asked about the pregnancy, but not about Sexual Relations.

Be sure that the interviewee understands the meaning of the term pregnant; use the word with which the interviewee feels most comfortable. Do not use the word abortion unless the interviewee does so first. Begin this section with another reminder that the interview is totally confidential. Remember that the young woman may be pregnant at the time of the interview.

Pregnancy refers to the nine months after conception. A girl cannot be pregnant if she has not had sexual intercourse. A boy cannot have gotten a girl pregnant if he has not had sexual relations with her. Do not include episodes in which the girl thought that she might be pregnant or in which a boy thought that he might have gotten a girl pregnant, if this was not the case.

For each pregnancy, obtain the date of conception and the date on which the interviewee found out about the pregnancy.

### **Intentionality**

0 = The pregnancy was planned. Include here pregnancy planned by the interviewee, even though the partner was not in agreement, or did not realize that the interviewee was planning the pregnancy

2 = The pregnancy was not planned, but the interviewee was happy about it. Code here even though the partner was not happy about the pregnancy

3 = The pregnancy was not planned and the interviewee was not happy about it. Code here even though the partner was happy with the pregnancy

### **Termination of Pregnancy or Birth**

Establish how the pregnancy ended and complete this section on Termination or Birth. If the interviewee or the interviewee's girlfriend is still pregnant, find out what is going to happen and complete this section taking into consideration the most probable form of termination at the time of the interview. If the decision has not been made, code as 0 ("still pregnant").

### **Premature Termination**

Code the type of premature termination.

2 = Miscarriage; loss of the fetus without the interviewee or other person having taken any action to cause it

3 = Loss of the fetus as a result of an action taken by the interviewee or another person or persons

Find out the date on which the pregnancy ended and the total number of weeks that the girl was pregnant at the date of termination

**Participation** in the decision to abort refers to the degree to which the interviewee took part in the decision to abort. Complete this section only if 3 was coded in Premature Termination. Do not complete this item if there was no abortion, even though the interviewee might indicate that he or she wanted to abort.

0 = Interviewee's decision. Other persons might or might not have been consulted

2 = Other persons made the decision, but the interviewee agreed with it. If the interviewee is a male and his girlfriend made the decision with his approval, code it here

3 = Other persons made the decision ignoring the interviewee's desires. Include here if the girlfriend aborted against the boyfriend's will

### **Birth**

Complete this section if the pregnancy continued until the last trimester (more than 24 weeks), even if the birth was premature. Code the current state of the pregnancy: e.g., if the mother kept the baby for several months and then gave it up for adoption, code it as adoption.

1 = Still pregnant

2 = Stillborn: the baby was born dead

3 = Perinatal death: the baby died during the first week of life

4 = Live birth, mother (or father and mother) kept the baby

5 = Live birth, father kept the baby

6 = Live birth, child adopted/cared for by another member of the family. Code if the child is recognized as the subject's child

7 = Live birth, child in government foster home

8 = Live birth, child given up for adoption outside the family

Code the birth date and date of current placement.

### **Participation in Decision to Place the Child**

If more than one decision has been made, code with regard to the most recent decision

0 = Interviewee's decision, with or without consulting other people

2 = Other people made the decision, but the interviewee agreed. Code 2 if the interviewee is a male and the baby's mother made the decision with his approval

3 = Other people made the decision, against the interviewee's desires. Code 3 if the interviewee is a male and the baby's mother made decision, even though he did not agree

4 = For a male, code 4 if he refused to become implicated in the decision

If a section on pregnancy was completed, ask what part of the pregnancy most disturbed the interviewee. Complete the sections on attribution and painful memories for that part. For example, for one person, discovering that she was pregnant might be the most disturbing; for another person, it might be giving the baby up for adoption.

### **DEATH OF A LOVED ONE**

The death of someone close to the interviewee: biological parents, other parent figure, other relatives with whom the interviewee had close bonds (e.g., a grandmother who brought the interviewee up), another adult who has had a meaningful place in the child's life, child (e.g., an adult who served as a confidant), the interviewee's child, or a pet for whom the interviewee had great affection. If the interviewee's child died within one week of having been born, code under Birth, Stillbirth, or Perinatal Death, and not here. Code the death of a sibling or companion in the following section. If the interviewee reports more than two deaths of this type, code the most upsetting.

### **DEATH OF A SIBLING OR COMPANION**

Death of the interviewee's sibling (include stepbrother or -sister, adoptive sibling, or foster brother or -sister), best friend, girlfriend or boyfriend, or other friend or companion.

- 1 = Biological sibling
- 2 = Stepbrother or -sister/adoptive brother or -sister/foster brother or sister
- 3 = Best friend, girlfriend or boyfriend
- 4 = Other friend
- 5 = School acquaintance

### **Cause of Death**

- 2 = Physical illness/disease
- 3 = Accident
- 4 = Suicide
- 5 = Natural disaster (flood, earthquake)
- 8 = Fire
- 6 = War or terrorism
- 7 = Riot or urban violence
- 9 = Noxious agent
- 10 = Physical violence
- 11 = Physical abuse
- 12 = Captivity

Ask specifically about suicide in the group of companions. Do not include deaths when the interviewee knew about the death but did not know the victim personally.

## **NATURAL DISASTER**

Events which are not caused by intentional human actions (e.g., floods, hurricanes, tornados) in which some person died or received serious injury or in which there was great damage to property or an important risk of death or serious harm. Code only if the interviewee or his or her home was within the limits of the disaster area. Do not include disasters that the interviewee simply knew about (e.g., having seen Hurricane Hugo on television), or if the family had moved from the danger area and the current home was not damaged.

## **FIRE**

Fire, whether accidental or deliberate, in which some person died or was seriously injured or there was extensive damage to property or a serious risk that those results might occur.

Do not include fires caused as a consequence of another natural disaster (e.g., an earthquake), or events produced by man (e.g., a bombing), which are coded under the triggering cause (Natural Disaster, War).

Code whether the fire occurred accidentally or intentionally.

## **WAR OR TERRORISM**

The interviewee has lived for at least one day in an area in which there was a disturbance to the civil order, e.g., in a country at war or in an area in which civil war or terrorism has altered the normal pattern of life.

Do not include here gang wars; code them under Riot or Urban Violence.

## **WITNESS TO AN EVENT WHICH CAUSED, OR MIGHT HAVE CAUSED, DEATHS OR SERIOUS INJURIES**

The person was a witness, but not the victim, of an event which represented a serious threat to life or risk of serious physical injury.

Serious means that there was a reasonable possibility of death or severe physical injury.

Severe means physical harm such as loss of consciousness, fracture of an arm or leg, or injuries requiring a transfusion.

Includes seeing a person shot or killed, hearing a person raped or beaten in an adjoining room, seeing another person die or be seriously injured in accident.

Do not include events seen in movies or on the news.

If the interviewee was also at risk, code the event under "Accident," "War," "Riot," etc., as applicable. Include here only serious events in which the interviewee ran no personal risk.

Code the relationship of the injured person or persons to the interviewee. If there was more than one person involved, code only the nearest relationship.

- 0 = Absent
- 2 = Harm to a stranger
- 3 = Harm to an acquaintance
- 4 = Harm to a friend
- 5 = Harm to a family member

### **Perpetrator**

Code whether the interviewee knew the perpetrator of the event (e.g., the driver of the car that killed the pedestrian). If there was more than one perpetrator, code the nearest relationship.

- 0 = No perpetrator
- 2 = Perpetrator not known
- 3 = Acquaintance
- 4 = Friend
- 5 = Family member

### **LEARNED OF AN EVENT WHICH CAUSED, OR MIGHT HAVE CAUSED, DEATHS OR SERIOUS INJURY**

The interviewee learned about, but did not witness, an event which represented a threat to the life of a loved one, or a threat that person might be seriously injured.

“Serious” means that there was a reasonable possibility of death

“Severe” means physical harm such as loss of consciousness, broken arm or leg, or injury requiring transfusion.

“Loved one” means a relative of the first or second degree, or a close friend. Relatives of the first degree include the interviewee’s parents, siblings, spouse, or children. Relatives of the second degree include aunts and uncles, cousins, and grandparents.

Include a loved one’s being shot, raped, beaten, or being seriously injured in accident.

If the interviewee was also at risk, code the event under “Accident,” “War,” “Riot,” etc., as applicable. Include here only events in which the interviewee ran no personal risk.

Do not include here the Death of a Loved One or the Death of a Sibling or Companion.

## **Perpetrator**

Code whether the interviewee knew the perpetrator of the event. If there was more than one perpetrator, code the closest relationship.

- 0 = No perpetrator
- 2 = Perpetrator not known
- 3 = Acquaintance
- 4 = Friend
- 5 = Family member

## **LEARNED OF EXPOSURE TO A NOXIOUS AGENT**

The interviewee learned that he or she had been exposed to a noxious agent capable of causing death or serious physical harm (e.g., chemicals, environmental pollutants such as PCP in the soil, infectious agents such as HIV, radiation after a nuclear accident, or the accidental ingestion of a toxic substance such as a pesticide). Do not include fluoridated water or exposure to diseases that are not usually fatal, such as, regardless of the interviewee's opinion.

## **CAUSING DEATH OR SEVERE INJURIES**

The interviewee caused an event which caused other peoples' death or severe physical injury. Include causing a car accident, shooting another person, and starting a fire which caused injury to others. Include situations in which the interviewee accompanied another person who harmed others and in which the interviewee was somehow involved in the cause of the harm.

Do not code an *unimplicated* witness, even though he or she accompanied the person who caused the harm. Do not include delusional guilt about events which are not under the interviewee's control. Code intensity, degree of kinship with the person injured, and intentionality. If there was more than one person involved, code the closest relationship and the level of greatest intentionality.

## **Injured Person**

- 2 = Stranger
- 3 = Acquaintance
- 4 = Friend
- 5 = Family member

## **Intentionality**

- 0 = The harm was accidental. Include situations in which the interviewee only intended to scare the victim
- 2 = The interviewee intended to harm or wound the victim
- 3 = The interviewee intended to kill

## **VICTIM OF PHYSICAL VIOLENCE (WHICH IS NOT ABUSE)**

The interviewee was the victim of intentional physical violence. One or more persons have used physical force against the interviewee with the possibility of causing his or her death or injuring him or her. The injuries may have been serious, entailing the fracture of an arm or leg, loss of consciousness, or may have required hospitalization, or may have been less serious, for example, a black eye, cuts, or bruises. Include totally purposeless violence (e.g., aggression, fight, torture) and violence used to obtain something belonging to the interviewee (e.g., mugging/robbery).

Code the degree of kinship with the aggressor:

### **Aggressor**

- 2 = Known companion
- 3 = Known adult who is not a family member
- 4 = Unknown adult
- 5 = Unknown companion
- 6 = More than one person

Do not include abuse by a family member; if so, code under Physical Abuse.

### **Threatened with a weapon**

- 0 = Absent
- 2 = A weapon was used to threaten but not injure the interviewee
- 3 = A weapon was used to injure the interviewee

## **PHYSICAL ABUSE**

The interviewee has been the victim of intentional physical abuse or injury by a family member. Include any type of physical violence against the interviewee which was severe enough to leave marks, bruises, or cuts, or require medical treatment. Include burns if they were deliberately inflicted. Include violence which meets the criteria for abuse even though the intention was to punish the interviewee for misbehavior.

Do not include socially accepted physical punishment, unless it was applied with unusual severity.

“Family members” include parent figures, grandparents, other adult members of the family, and siblings if the sibling had a position of power over the interviewee.

Do not include fights between siblings.

### **Aggressor**

- 2 = Parent at home
- 3 = Parent not living at home
- 4 = Sibling at home
- 5 = Sibling not living at home
- 6 = Other adult relative

Code any object used to threaten or injure. A belt, comb, or cigarette may be considered weapons if used intentionally to harm the interviewee to a greater degree than socially accepted punishment.

If there was abuse, complete this section on **Seeking Aid**. If not, go to the section on Sexual Abuse.

**IF THE ABUSE MEETS THE CRITERIA INCLUDED IN THE DEPARTMENT OF SOCIAL SERVICES GUIDELINES, REPORT TO YOUR GROUP LEADER IMMEDIATELY AFTER COMPLETING THE INTERVIEW, FILL OUT A REPORT FORM FOR THE INTERVIEWEE'S FILE, AND BE SURE THAT THE CORRESPONDING REPORTS ARE SENT TO THE APPROPRIATE AGENCIES.**

### **SEEKING AID** (Physical Abuse)

Three forms of support for requests for aid are coded: listening, which would provide social support and emotional relief; personal intervention, which entails that the individual personally seek to avoid repetition of the situation; and intervention in which a professional agency is involved, which may include calling the police, contracting a service agency, referring children to those services, or taking the child out of the home.

Responses which do not offer aid include refusing to listen, refusing to become implicated, denying the truth of the story, or threatening to hurt the child if he or she ever tells another person about it.

An interviewee may tell a companion about it (including a sibling or a sibling up to five years older); a family member (including a sibling more than five years older); or another adult. The interviewee may tell more than one person. If he or she tells people of different categories about it, code each one's response. If he or she tells several people of the same category, code the highest level of response of each person in that category.

### **CAPTIVITY**

Held against his or her will, usually by an older person, for example, kidnaped by the parent during a legal disagreement over custody or being held as a hostage in a robbery.

Do not include "being grounded" as a punishment, penance, or demanding that he or she stay with an undesired person or in an undesired place for legitimate reasons, e.g., day care, camp, hospital, or prison.

2 = Held against his or her will for at least one day in frightening but not necessarily life-threatening circumstances (e.g., kidnaped by parent)

3 = Held for at least one hour in circumstances that include the possibility of death, severe injury, sexual or physical assault, or never seeing his or her family again (e.g., kidnaped for ransom)

## **SEXUAL ABUSE OR RAPE**

Episode of sexual abuse in which a person (perpetrator) involves the child or adolescent in activities whose purpose is to sexually gratify the perpetrator. These activities may include kisses that make the child feel uncomfortable, genital caresses (on top of or underneath clothing), oral-genital or oral-anal contact, sexual relations with penetration or anal or the use of objects.

Sexual abuse does not include medical examinations or mutually desired relations with a companion.

Rape is a sudden and unexpected event (generally isolated) which entails non-consensual sexual relations.

If more than one episode or more than one perpetrator are reported, code the first and the most recent.

Take detailed notes, including the questions asked and the child's responses, word for word.

The section on Sexual Abuse has a section on preliminary assessment. If there is evidence of sexual abuse, complete the remaining sections on Coercion, Seeking Aid, Attribution, and Painful Memories. If there is no evidence of sexual abuse, go on to Other Event.

### **Coercion (Sexual Abuse)**

Coercion is defined as the use of threat or violence to force the child to participate in activities whose purpose is to sexually gratify the perpetrator. If more than one incident of sexual abuse or more than one perpetrator are reported, code the first and the most recent.

2 = Slight threat of injury or death, but criticism, repayment, or threats of loss of privileges are used to force the child

3 = Threats of death or physical injury to the victim or other person, but without the use of force

4 = Use of force which entails a threat of death or injury to the interviewee or another person

### **Seeking Aid (Sexual Abuse)**

Three forms of support or requests for aid are coded: listening, which would provide social support and emotional relief; personal intervention, which entails that the individual personally seek to avoid repetition of the situation; intervention in which a professional agency is involved, which may include calling the police, contacting a service agency, referring the child to these services, or taking the child out of the home.

Responses which offer no aid include refusing to listen, refusing to become implicated, denying the truth of the story, or threatening to hurt the child if he or she ever talks about it to another person.

An interviewee may tell a companion about it (including a sibling up to five years older); a family member (including a sibling more than five years older); or another adult. The interviewee may tell more than one person. The if he or she tells people of different categories about it, code each one's response. If he or she tells several people of the same category, code the highest level of response of each person in that category.

The child may tell more than one person and obtain a support response from one and a response which offers no support from another.

**IF THE ABUSE MEETS THE CRITERIA INCLUDED IN THE DEPARTMENT OF SOCIAL SERVICES GUIDELINES, REPORT TO YOUR GROUP LEADER IMMEDIATELY AFTER COMPLETING THE INTERVIEW, FILL OUT A REPORT FORM FOR THE INTERVIEWEE'S FILE, AND BE SURE THAT THE CORRESPONDING REPORTS ARE SENT TO THE APPROPRIATE AGENCIES.**

**OTHER EVENT**

Any painful event in his or her entire life which has made the interviewee feel terribly bad, upset, frightened, or confused.

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## POST TRAUMATIC STRESS

### Objectives of the section

The section has two main objectives:

- (1) To provide information on the effects of particularly stressful events in the child's life and setting which may be associated with PTSD.
- (2) To determine whether the events which could have caused symptoms coded in some other section of the CAPA interview are in fact related to PTSD.

### Organization of the section

The section has several subsections:

- 1 Acute responses to traumatic event
- 2 Intrusive ideas
- 3 Hyperactivation
- 4 Dulling
- 5 Other behaviors

As you are completing the section on the interviewee's Life Experiences, verify on the control list the events that resulted in painful memories, avoidance, and hypervigilance during the primary period.

Group A events will only be coded if they occurred during the primary period. Group B events are coded having occurred in the primary period or before, as long as they have caused painful memories, avoidance, and hypervigilance during the primary period. Check in column B1 if the event occurred during the primary period and B2 if it occurred prior to that period.

If there is more than one mark in the left-hand column (e.g., Group A or B1), ask which of the events was the most disturbing and complete the section on PTSD symptoms for that event. Then, if there is a mark in column B2, complete a second copy of the section on PTSD symptoms for that event, referring to the symptoms that occur in the primary period.

If more than one event has been marked in column B2, ask which of them has been the most disturbing during the primary period, and complete the section for that event. Do not enter the section on PTSD symptoms until you have asked about all the events on the list and completed the initial assessment for all the relevant events.

### **EVENT OCCURRING IN THE LAST THREE MONTHS**

If more than one event has been associated with the three symptoms of the initial assessment of PTSD (painful memories, avoidance, hypervigilance), ask which of the events, of all those marked in Group A and B1 (e.g., all those which meet the criteria for completing the PTSD section during the primary period), was most disturbing.

### **EVENT WHICH EVER OCCURRED IN THE INTERVIEWEE'S LIFE**

In the second place, if any of the group B2 events on the control list ever occurred, e.g., events which ever occurred outside the primary period, ask which of them was the most disturbing.

Code the number of events on page 340 of the Questionnaire for Children and on page 297 of the Questionnaire for Parents. Complete first the PTSD section for Group A/B1 and a second time for the group B2 event.

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## ACUTE RESPONSES TO THE TRAUMATIC EVENT

Responses at the time of the event, including emotional responses, physical responses, and fantasies.

### ACUTE EMOTIONAL RESPONSES

Emotional responses to the event when it occurred. It is a subjective account even though several of the categories are similar to those on the CAPA interview, the interviewee does not need to meet the CAPA interview criteria to code these responses.

All items are coded:

0 = Absent

2 = Present

**Surprise** Feeling that the event was unexpected or unpredictable

**Impotence** Recognizing that he or she has no power to change the event's consequences

**Derealization** The interviewee experiences that his or her surroundings are unreal; everything may seem colorless, artificial, or dead

**Fear** Being fearful, frightened, or apprehensive

**Worry** Unpleasant or uncomfortable thoughts about lack of safety/security or death

**Anger** Feeling anger, resentment, annoyance, or fury

**Emotional dulling** Feeling absolutely nothing or the sensation that his or her feelings are substantially dulled; the interviewee may indicate that he or she is in a state of shock

**Disgust/Revulsion** Sensation of repugnance to the content of the event

**Out of control** Sensation that he or she cannot control his or her own feelings, thoughts, or actions in response to the event; must be differentiated from impotence and control over the event

**Sadness** Feeling sad, melancholy, unhappy, or miserable at the time of the event

**Confusion** Loss of mental acuity or the ability to think clearly during the event

**Emotional distancing** Feeling unreal in the context of the event

**Guilt** Feeling that the interviewee should or could have avoided and changed the consequences of the event, without considering his or her real ability to do so

**Betrayal** Feeling that some aspect of the event has violated interpersonal trust

**Embarrassment** Feeling of being restrained and distressed in the context of the event

### ACUTE SOMATIC RESPONSES

Physical responses to the event when it occurred.

All the items are coded:

0 = Absent

2 = Present

**Dizziness/faintness**

**Dry mouth**

**Shortness of breath/asphyxia**

**Difficulty breathing**

**Rapid breathing**

**Palpitations**

**Heaviness or chest pain**

**Sweating**

**Nausea**

**Frequent need to urinate**

**Stomach upset**

**Diarrhea**

**Trembling/shaking**

**Muscle pain**

**Flushing**

**Pallor**

**Paresthesia**

**Lump in the throat**

**Cramp/stomach cramps**

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## **FANTASIES DURING THE TRAUMATIC EVENT**

### **Intervention fantasies**

During the event, the interviewee imagines him or herself doing something extraordinary to stop the event.

0 = Absent

2 = Present during the event and carried out (e.g., running toward a burning building to try to put out the fire)

3 = Present during the event but not carried out

### **Rescue fantasies during the event**

During the event, the interviewee imagines that a *third person* rescues the person at risk (e.g., an adult, the police, God, or a third person somehow ends the event)

0 = Absent

2 = Present during the event and carried out

3 = Present during the event but not carried out

### **Revenge fantasies**

During the event, the interviewee imagines that something punishes the “cause” of the trauma. It is possible to imagine that the punishment comes from the interviewee or from someone, or from some other thing.

0 = Absent

2 = Present during the event and carried out (e.g., shooting an intruder who attacks the interviewee’s mother)

3 = Present during the event but not carried out

This section attempts to understand the cognitive processing of the trauma, moment by moment. Imagine that a child is witness to his or her mother’s rape. At first he or she may see him or herself doing something to stop the attack (an intervention fantasy), or may fantasize that they are rescued (rescue fantasy) or that he or she does something to punish the perpetrator (a revenge fantasy). These cognitions serve to maintain cognitive control and therefore disconnect him or herself from the feeling of impotence. Often the worst moment in the trauma occurs when the child is really defenseless both internally and with respect to the externally event.

Intervention fantasies which entail that the child did something to stop the trauma, usually by taking on an exaggeratedly powerful role. For example, the child may imagine that he or she picks up a stick and chases the rapist out of the home.

Rescue fantasies entail action by a third party, such as an adult family member, God, or the police, who intervenes in the scene and stops the trauma.

Rescue fantasies entail that something horrible occurs to the perpetrator and therefore ends the trauma and punishes the perpetrator. It is the sense of punishment or “revenge” that distinguishes revenge fantasies from intervention fantasies. If the fantasy contains elements of both, code both

Carried out indicates whether the child’s fantasy came true during the event. In other words, carried out indicates an action that ends the impotence; not carried out indicates that the event went on regardless of the fantasized actions.

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## **INTRUSIVE IDEAS**

### **PAINFUL MEMORY OF THE EVENT**

Undesired, painful, and distressing recollections, memories, thoughts, or images of events in the interviewee's life. The painful memories may be induced by external or non-external stimuli.

### **PAINFUL MEMORIES INDUCED BY EXTERNAL FACTORS**

Painful memories induced by external factors or stimuli such as images, sounds, odors, or particular situations.

2 = The painful memories break into at least two activities and are uncontrollable at least part of the time

3 = The painful memories break into most activities and are almost always uncontrollable

#### **Avoidance**

2 = Avoids situations which may bring on painful memories at least part of the time, but not to the extreme of preventing a normal lifestyle

3 = The avoidance interferes in the course of normal life and activities and causes a very limited lifestyle

### **PAINFUL MEMORIES NOT INDUCED BY EXTERNAL FACTORS**

Painful memories not induced by external factors or stimuli.

May be responses induced internally in reaction to emotional states, feelings, particular thoughts, autonomic nervous system symptoms, bodily sensations, or any other internal factor or stimulus. If the internal stimulus is a response to an external stimulus, code as Memory Induced by External Factors.

The memories may also occur without any obvious relationship to internal or external factors or stimuli.

2 = The painful memories interfere with at least two activities and are uncontrollable at least part of the time

3 = The painful memories interfere with most activities and are almost always uncontrollable

#### **Normal inhibition**

0 = Absent

2 = Uses normal thoughts or activities for the purpose of reducing painful memories

**Obsessive inhibition**

0 = Absent

2 = Uses obsessive thoughts or rituals in order to reduce painful memories

**Compulsive inhibition**

0 = Absent

2 = Uses compulsive behaviors in order to reduce painful memories

**Obvious to other people**

0 = No

2 = Child reports that other people notice changes in behavior (anxiety, daydreaming, etc.) during the times of Painful Memories

**Autonomic effects**

2 = Changes in the autonomic nervous system as a response to painful memories, but not reaching the level of anguish crisis

3 = Anguish crisis as a response to painful memories

**INTENTIONAL RECOLLECTION**

Intentional recollection of the event.

Intentional recollection is indicative of attempts on the part of the individual to understand and accept the event. In some situations, the intentional recollection may be both painful and pleasant, such as thinking about a loved one who has died. On the contrary, Painful Memories are always painful and undesired.

**WORRY**

0 = Absent

2 = Present

**SADNESS**

0 = Absent

2 = Present

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## **ANGER**

0 = Absent

2 = Present

## **GUILT**

0 = Absent

2 = Present

## **FEELING OF CONTROL**

Persistent and growing feeling of control and a reduction in the feeling of negative/anxious affect associated with the active memory.

0 = Absent

2 = Present

## **INABILITY TO REMEMBER**

Inability to remember important aspects of the event, such as the names and faces of the people who were present or the event chronology.

Do not include deliberate efforts not to remember the event.

1 = Some difficulty in remembering certain aspects of the event which may generally overcome through an effort to remember

2 = Not possible to remember at least some aspects of the event, even making an effort to do so

3 = Most or all of the details of the event cannot be remembered

Many traumatized interviewees present temporal and/or spatial distortions in their memories of the trauma, maintaining other well preserved recollections in their memory; some suffer from partial amnesia (cannot remember parts of the event). Total amnesia is uncommon except in sexual abuse. Thinking that the trauma lasted longer than it really lasted or putting more distance between oneself and the trauma than there actually was are examples of distortions. Therefore, code distortions as 1, microamnesia as 2, and total amnesia as 3.

## REEXPERIENCING THE EVENT

Behaving or feeling as though the event were occurring all over again. The experience may include a sensation that one is reliving the event, illusory or hallucinatory phenomena, or flashbacks. Flashbacks entail hallucinatory phenomena of sufficient intensity to alter perception of the real world to a substantial degree.

Include anguish crises in which the mental content of the anguish episode is related to the event.

Include these phenomena even though they may have occurred while under the effects of alcohol or drugs.

Do not include nightmares.

2 = Able to report on sensory phenomena associated with the event, but aware of his or her surroundings to at least a certain point

3 = No or almost no awareness of the real surroundings (flashbacks)

### Associated Anguish

0 = No associated anguish crisis

2 = With anguish crisis

### Hypnagogic State (while asleep)

0 = Absent

2 = Present

### Hypnopompic State (on waking up)

0 = Absent

2 = Present

### Nighttime

0 = Absent

2 = Present

### Daytime (when awake and active)

0 = Absent

2 = Present

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## **NIGHTMARES**

Frightening dreams which wake the interviewee up and whose content is related to the event (whether about the event or that makes the interviewee remember it). The unpleasant sensation is obvious upon waking up and may be immediately followed by feelings of relief.

0 = Absent

2 = Present

## **AUTONOMIC EFFECTS**

2 = Notices changes in the autonomic nervous system as a response to the nightmares

3 = Has anguish crisis as a response to the nightmares

## **Need for Support**

0 = Absent

2 = Upon waking from the nightmare, seeks someone to reassure him or her or seeks to maintain contact for a limited time, less than fifteen minutes

3 = Upon awakening, seeks someone to reassure him or her or seeks to maintain contact for a longer period of time (e.g., does not return to his or her own bed, conflict arises about the excessive need to be reassured)

## **Anticipated Need for Support**

0 = Absent

2 = At bedtime, seeks someone to reassure him or her or seeks to maintain contact for a while (e.g., sleeping ritual which lasts for fewer than fifteen minutes)

3 = Seeks someone to reassure him or her or seeks to maintain contact for a longer period of time (e.g., does not want to go to bed, or conflict arises about the excessive need to be reassured)

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## EXCESSIVE ACTIVATION

### Non-restorative sleep

Alteration in the interviewee's normal pattern of sleep since the event occurred which does not meet the criteria for insomnia but makes the interviewee not feel rested when he or she wakes up and feel tired during the day.

2 = Present but does not interfere with his or her functioning

3 = Present and interferes with his or her functioning

### ACTIVATION

**Activation refers to tonic activation, that is, the symptom is present during part of the time in the absence of internal or external stimuli that produce the symptoms.** For example, the interviewee may report that he or she feels irritable 50% of the time in the absence of triggering factors.

2 = Symptom present 0-25% of the time

3 = Symptom present 26-50% of the time

4 = Symptom present 51-75% of the time

5 = Symptom present 76-100% of the time

### EXACERBATION LINKED TO STIMULI

Exacerbation linked refers to an increase in the symptom occurring as a reaction to an internal or external stimulus related to the trauma.

The exacerbation linked to stimuli may occur both when there is a very pronounced preexisting tonic activation and when there is no activation.

0 = Absent

2 = Symptom occurs or increases in response to stimuli which make the interviewee remember or relive the event

### LACK OF ATTENTION

Difficulty remaining alert and concentrated enough to complete tasks that require concentration and are appropriate to the interviewee's age and stage of development.

2 = Present but does not interfere with his or her functioning

3 = Present and interferes with his or her functioning

## **ANGER**

Greater ease in expressing anger, bad mood, impatience, resentment, or annoyance.

2 = Present, but does not interfere with his or her functioning or relationships

## **LACK OF CONTROL OF ANGER**

Since the event occurred, the interviewee has had more attacks of rage due to the fact that he or she cannot control his or her expressions of anger as well as he or she once could.

## **HYPERVIGILANCE**

Higher level of awareness and general alertness toward his or her surroundings without the existence of imminent danger. Hypervigilance may be manifested as a reaction of exaggerated surprise, jumpiness, studying the surroundings for signs of danger, or taking special precautions to avoid danger (for example, the interviewee tries to always sit with his or her back against a wall).

1 = Subjective hypervigilance which is not manifested by any other obvious change in his or her behavior

2 = Behavioral manifestations of hypervigilance such as studying the surroundings to be sure that there is no danger, but which do not limit his or her activities to a great extent

3 = Behavioral manifestations of hypervigilance which prevent the interviewee from carrying out many normal activities

## **Exaggerated Startle Reaction**

Since the event occurred, he or she shows greater susceptibility to feeling startled at unexpected stimuli.

2 = Present, but not noticeable by other people

3 = Present and obvious to other people

## DULLING

### EMOTIONAL DISTANCING

Generalized subjective sensation of having lost emotional contact with other persons, which arose after the event happened.

2 = Feels that it is harder than before the event to make emotional contact with people, but has not reduced his or her social contacts

3 = Has reduced his or her social contacts because it is harder to make emotional contact with people

### LOSS OF AFFECT

Loss of the ability which he or she had before the event to feel or experience emotion.

Code loss of positive and negative affect separately.

#### Loss of positive affect

2 = Loss of affect in at least two activities which is uncontrollable at least part of the time

3 = Feels that he or she has lost affect in almost all activities

#### Loss of negative affect

2 = Loss of affect in at least two activities which is uncontrollable at least part of the time

3 = Feels that he or she has lost affect in almost all activities

### LOSS OF EMOTIONAL EXPRESSION

Since the event occurred, the interviewee cannot or will not express emotions with the intensity that he or she did before the event.

Do not include lack of expressiveness which precedes the event, unless it clearly reflects an exacerbation since the event happened. The loss of positive and negative emotional expression are coded separately.

#### Loss of positive emotional expression

2 = Less able or willing to show or talk about emotions, or to discuss subjects with positive emotional content or which stimulate positive emotions

3 = Almost always unwilling or unable to show or talk about emotions, or discuss subjects with positive emotional content or which stimulate positive emotions

**Loss of negative emotional expression**

2 = Less able or willing to show or talk about emotions, or to discuss subjects with negative emotional content or which stimulate negative emotions

3 = Almost always unwilling or unable to show or talk about emotions, or discuss subjects with emotional content or which stimulate negative emotions

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## OTHER BEHAVIORS

### GAMES WHICH DRAMATIZE/PORTRAY THE EVENT

Games through which activities that recapitulate all or some aspects of the event are dramatized/portrayed (e.g., interest in crashing play cars after being witness to a car accident).

0 = Absent

2 = Present to a greater degree than before the event

3 = Game which reenacts the event has become the most frequent or dominant game subject

### DANGEROUS ACTIVITIES

An increase in activities which put the interviewee or other persons in danger since the event occurred.

0 = Absent

2 = Present

### INCREASE IN ATTENTION GIVEN TO RELIGION

Increase in the interest or practice of religious ideas and rites since the event happened in the interviewee's life.

1 = Subjective report of a greater interest in, or mental attention to, religious matters. Include here an increase in reading religious material

2 = Increase in the level of religious practice, including normal prayer

3 = Increase in religious practice including obsessive rituals and compulsive behavior

### DIMINUTION IN ATTENTION GIVEN TO RELIGION

Reduction in interest or practice of religious ideas and rites since the event occurred.

2 = Subjective report of a lesser interest in, or mental attention to, religious matters. Include here a reduction in the reading of religious material

3 = Reduction in the level of religious practice, including normal prayer

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## **FOREBODINGS**

After the event, the child has developed superstitious beliefs or practices to mitigate the event or prevent it or other possible or imagined events from happening again.

1 = Superstitious beliefs which do not cause an observable behavior

2 = Superstitious beliefs which have caused an observable behavior (e.g., carrying an amulet or rabbit's foot)

3 = Activities which meet the criteria for obsessive rituals or compulsive behavior

## **FEELING OF GUILT DUE TO HAVING SURVIVED**

Conviction or subjective feeling that he or she is responsible for the event or for not having prevented it or feeling that the interviewee should have replaced (been in the place of) another person who was more seriously affected.

0 = Absent

2 = Present

## **REVENGE FANTASIES**

The interviewee imagines something that punishes the "cause" of the trauma. May imagine that the punishment comes from the interviewee or from another person or thing.

0 = Absent

2 = Present

## **CHANGE IN EXPECTATIONS FOR THE LONG-TERM FUTURE**

Significant change in the interviewee's expectations for the future, including the expectation that some or all adult roles will not be achieved. Code without taking into account justification, except in the case of children with illnesses which put their life at risk.

2 = Expects to reach adulthood, but does not expect much in terms of what he or she will be as an adult (e.g., does not think that he or she will get married, have a job, or children); or thinks that will probably reach adulthood but is not sure

3 = Does not expect to survive to adulthood