The Geneva Learning Foundation PFA Measure (version 1.0)

This evaluation tool documents observed and reported changes primarily in children affected by the humanitarian crisis in Ukraine before and after the provision of Psychological First Aid (PFA).

To best fit this unique context, the tool was developed from survey responses and case studies during The Geneva Learning Foundation (TGLF) PFA trainings for education, social work, and health professionals in 2024.

To allow for the cross-comparison of PFA impact, the tool adopts...

- PFA response terminology (prepare, look, listen, link) as recommended by the International Federation of Red Cross and Red Crescent Societies' A Guide to Psychological First Aid,
- modified categorization of mental health and psychosocial goal impact indicators as recommended in the Inter-Agency Standing Committee (IASC) 2021 Version 2.0 Framework,
- expanded age ranges recommended in the Save the Children Psychological First Aid Training Manual for Child Practitioners.

	- expended age ranges recommended in the <u>state the comment of young pour not not included and the comment of comment to </u>
	The PFA Indicator Checklist has three main sections:
	[Section A] GENERAL OVERVIEW (9 questions) *required for submission*
	[Section B] AREAS of IMMEDIATE CHANGE (13 questions) optional for submission
	[Section C] FOLLOW-UP (POST PFA) (11 questions) optional for submission
	*Note: While only the questions with an asterisk in [Section A] are required, answering as many other questions as possible from the other sections will deepen our understanding of the impact of PFA.
*!	ndicates required question
1	Email *
••	
	Section A]
	GENERAL OVERVIEW
2.	[A.01] (General Overview) *
	CHILD PSEUDONYM (fictitious name or code you create to protect the child's identity)
3.	[A.02] (General Overview) *
	CHILD Age
	Mark only one oval.
	0-3 years old
	4-6 years old 7-12 years old
	13-18 years old
4.	[A.03] (General Overview) *
	PFA PRINCIPLE: LOOK
	Describe the situation that required PFA or <u>immediate support</u> by answering the following questions.
	1. Who was present with the child (i.e., parent, caregiver, brother, sister, aunt, family friend) and where did you encounter them?
	2. What common and/or severe reactions of stress did the child and others present with them exhibit?
	3. According to what you saw, what were the immediate concerns you felt necessary to address? (i.e., needed a safe space to deescalate)

PFA PRINCIPLES: LISTE NATO LINK Describe how you provided PFA or the steps you took to immediately help the child and others present with them by answering the following questions. In later sections, we will explain the outcomes of PFA provision. This pear Lis about what you clid all. 1. How did you introduce yoursel? 1. Made: If you observed any abuse, gender-based violonce, or other finants to safety, please also eleare how you prioritized and immediately responded to these conditions of the conditions of	[A.04] (Gene	eral Overv	iew)		
In later sections, we will explore the outcomes of PFA provision. This post is about what you did and how you did it. 1. How did you introduce yourself? (Note: If you observed any shake, gender-based vicinron, or other threats to safely, please also share how you prioritized and immediately responded to these concerns. And what did you learn? 2. How did you brainstorm ways to address the immediate stress with the child and/or others present? 3. How did you brainstorm ways to address the immediate stress with the child and/or others present? 5. What types of breathing/grounding exercises (i.e., square breathing, the 5-43-2-1) or other techniques did you use? 6. How did you provide psychoeducation and/or what type of psychoeducational material did you share? 5. [A.05] (General Overview) PFA PRINCIPLES: LINK Indicate the type and frequency of support you linked the child and others present with them to (check all that apply). Check all that apply. Check all that apply Food Une Limited Corticles apply Food Check all that apply Colleged Control	PFA PRINCI	PLES: LIS	TEN AND	LINK	
1. How did you introduce yourself? (**Mete:** If you observed any abuse, gender-based violence, or other threats to safety, please also share how you prioritized and immediately responded to these concerns, and what did you learn? 2. How did you provide verbal and/or non-verbal reasonance that you were actively interning? 3. How did you provide verbal and/or non-verbal reasonance that you were actively interning? 5. What types of breathing/grounding exercises (i.e., square breathing, the 5-4-3-2-1) or other techniques did you use? 6. How did you provide psychosducation and/or what type of psychoeducational material did you share? 5. [A.05] (General Overview) PFA PRINCIPLES: LINK Indicate the type and frequency of support you linked the child and others present with them to (check all that apply). Check all that apply. Check all that apply support Food One Limited On support you linked the child and others present with them to (check all that apply). Check all that apply. Children Septor	Describe ho	w you pro	vided PF	A or the ste	eps you took to immediately help the child and others present with them by answering the following questions.
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2. How did you inquire about their immediate needs and concerns, and what did you leam? 3. How did you provide verbal andor non-verbal reassurance that you were actively fistening? 4. How did you brainstorm ways to address the immediate stress with the child and/or others present? 5. What types of breathing/grounding exercises (i.e., square breathing, the 5-43-2-1) or other techniques did you use? 6. How did you provide psychoeducation and/or what type of psychoeducational material did you share? 5. [A.05] (General Overview) PFA PRINCIPLES: LINK Indicate the type and frequency of support you linked the child and others present with them to (check all that apply). Check all that apply Check	1. How did ye	ou introduc	e yourself	f?	
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Check all that apply. One-time doing support support support Food Support	PFA PRINCI	PLES: LIN	IK		
Check all that apply: Community Commu	Indicate the	type and	frequency	v of suppor	art you linked the child and others present with them to (check all that anniv)
Continue			irequeric	y or suppor	nt you mike une child and others present with them to (check all that apply).
time support support support support	Check all that		Limited-	On-	
Food Support		time	term	going	
Clothing Support					
Support Housing Support Financial Assistance Legal Assistance Child Protection Services Gender Based Violence Support Health Services Mental Health Services Mindfulness Practices Community Community					
Financial Assistance					
Financial Assistance					
Assistance					
Assistance Child Protection Services Gender-Based Violence Support Academic Support Health Services Mental Health Services Mindfulness Practices Community Community					
Child Protection					
Protection					
Services Gender- Based Violence Support Academic Support Health Services Mental Health Services Mindfulness Practices Community					
Based Violence Support Academic Support Health Services Mental Health Services Mindfulness Practices Community	Services				
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Support Health Services Mental Health Services Mindfulness Practices Community					
Mental Health Services Mindfulness Practices Community					
Mental Health Services Mindfulness Practices Community					
Health Services Mindfulness Practices Community					
Mindfulness Practices Community	Health				
Practices Community					
зиррот — — — — — — — — — — — — — — — — — — —	Support				
Family / Friends					

	Overview VERY DIST STRESSED FAIR WELL VERY WEL)	unable to for able to fund mostly inde independen	unction; u ction only ependent nt; no cor	with supp with some wicerns; no	ntion need ort; additi e support; apparent	ded onal resources needed additional resources/support needed
	Mark only	one oval per i	ow.				
		Very Distressed	Stressed	Fair	Well	Very well	
	Before PFA						_
	Directly After						_
8.	[A.07] (G	ieneral Ove	rview)				*
	Improve	ments IN TI	HE CHILD <u>i</u>	mmedia	tely after	<i>PFA</i> (ch	eck all that apply)
	Check all t	hat apply.					
	Subje Copin Socia Socia	ioning: impro ctive well-bei ig: improved a I behavior: les I connectedn e Reactions:	ng: happier a ability to add ss aggressive ess: improve	ind/or mo ress prob e behavio d quality	ore satisfie lems and s ors and/or o and numb	d in life seek help desire to g er of conn	
9.	[A.08] (G	ieneral Ove	rview)				*
	Immedia	te change(s) IN CHILD	reporte	ed by (ch	eck all th	nat apply)
	Work Child Child' Paren Other	cobservation colleague rep self-report s peer / friend it / Guardian , family memb her report nunity memb	oort d report / Caregiver re per report		d		
10.		General Ov		ės ėlss <i>i</i> r			*
		ly one oval.	you attribu	te the <u>II</u>	nmediate	cnange	s IN THE CHILD to PFA?
		RECT RESULT	Γ of PFΔ				
		OSTLY PFA					
	_	-A played an I					
	() M	OSTLY OTHE	R TYPES of s	upport. F	PFA played	a minor ro	ole.
[8	ection B						
Al	REAS of IM	MEDIATE CH	ANGE				
11.	[B.01] (Functioning	g 1)				
	CHILD'	S ability to	carry out d	aily acti	vities		
	Mark onl	y one oval pe	row.				
		Very poor	Poor	Fair	Well	Very well	
	Before PFA						
	Directly	'		$\overline{}$			

7. [A.06] (General Overview)

	Describe	how the	CHILD _		(car	ried out o	daily activities) <u>before and IMMEDIATELY after PFA</u> .
		s of what yention, con				in discuss	ions
	-was invo	olved or sh	nowed into	erest in d	aily and p	referred a	ctivities
	-physicall	ly function	ed (e.g.,	breathing	, ability to	focus eye	ээ)
13.	[B.03] (S	ubjective	Well-bei	ng 1)			
	CHILD'S	happines	s and/or	life satis	sfaction		
	Mark only	one oval pe	er row.				
		Very poor	Poor	Fair	Well	Very well	
	Before PFA						
	Directly After						_
14.	[B.04] (S						
	Describe	how or v	vhen the	CHILD _		(exh	ibited signs of happiness or life satisfaction) before and IMMEDIATELY after PFA.
		s of what yed thought					
	-felt worri	ied / anxio	us / upse	t / sad / fe	earful		
	-smiled /	laughed /	was exci	ted / mad	e jokes		
	-had emo	tional outl	bursts / w	as able to	self-reg	ulate	
	-responde	ed to ques	stions / in	itiated or	held conv	ersation	
15.	[B.05] (C	oping 1)					
	CHILD'S	ability to	address	problem	ıs		
	Mark only	one oval pe	er row.				
		Very poor	Poor	Fair	Well	Very well	_
	Before PFA						-
	Directly After						

12. **[B.02] (Functioning 2)**

	Describe	how the	CHILD_		(wa	s able to	address problems) before and IMMEDIATELY after PFA.
	Examples -sought h		you could	l write abo	out:		
	-used cop	oing strate	egies inde	ependentl	y		
17.	[B.07] (S	ocial Beh	avior 1)				
	CHILD'S	less agg	ressive t	ehaviors	and/or	desire to	get along or help others
	Mark only	one oval pe	er row.				
		Very poor	Poor	Fair	Well	Very well	
	Before PFA						_
	Directly After						_
18.	[B.08] (S	ocial Beh	avior 2)				
	Describe	how the	CHILD v	vas		(desired	to get along with or help others) <u>before and IMMEDIATELY after PF</u> A.
	Examples -perceive			l write abo	out:		
	-helpful to	others					
	-interacte	d socially	and/or p	layed with	peers		
	/-						
19.	[B.09] (S						
	CHILD'S Mark only			er of soc	ial conn	ections	
	man only	Very	Poor	Fair	Well	Very	
	Before PFA	poor				well	
	Directly After						

16. [B.06] (Coping 2)

	Describe	the CHIL	_D'S		_ (qualit	y and numb	ber of social connections) before and IMMEDIATELY after PFA.
	Examples -existing r			l write abo	out:		
	-new relat	tionships	and conn	nections			
	-participat	tion in (int	ter)cultura	al and con	nmunity a	activities	
	-orientatio	on / intere	st in (new	v) surroun	dings		
	-willingne	ss / attem	npt to spe	ak other l	anguages	8	
21.	[B.11] (Se	evere Rea	actions 1	1)			
		-		eactions	(i.e., pan	ic attacks,	self-harm)
	Mark only o	one oval pe Very				Very	
	Before	poor	Poor	Fair	Well	well	
	PFA						
	Directly After						
22.	[B.12] (Se	evere Rea	actions 2	2)			
	Describe	the CHIL	_D'S		_(signs	of severe r	reactions to stress) <u>before and IMMEDIATELY after PFA</u> .
	Examples -panic atta		you could	l write abo	out:		
	-uncontro	llable cryi	ing				
	-self-harm	n (i.e., cut	ting)				
	-aggressi	ve / violer	nt behavio	ors toward	dothers		
23.	[B.13] (O	ther 1)					
	Describe	other ch	anges IN	N THE CH	ILD <u>befo</u>	re and IMM	MEDIATELY after PFA not listed in any of the areas above.
[Se	ection C]						
FOI	I OW-UP (P	OST PFA)					

20. [B.10] (Social Connectedness 2)

[C.01] (F	Post PFA)					
Time Pe	riod of <i>Follo</i>	<u>ow-up</u> (whe	en you he	eard of/fr	om them again)	
Mark on	ly one oval.					
◯1t	o 6 day(s) afte	r providing l	PFA			
_	o 4 week(s) af					
_	o 6 months af					
_	nonths to 1 ye					
_						
MIC	ore than 1 year	arter provid	ing PFA			
[C.02] (F	Post PFA)					
Describ	e the level o	f support	<u>you prov</u>	ided to tl	he child between PFA and follow	<u>/-up.</u>
Mark on	ly one oval.					
□Iw	as the primary	source of s	upport an	d met regu	ularly with the child.	
□lw	as one of seve	eral sources	of suppor	t and met	regularly with the child.	
□lw	as occasional	ly involved a	nd met fre	equently w	ith the child.	
□Iw	as rarely invol	ved and met	on select	occasions	s with the child.	
◯ldi	id not provide	support to tl	ne child be	etween PFA	A and follow-up.	
[C.03] (C	General Ove	rview)			*	
Change	(s) IN CHILD	at follow-	<u>up</u> repor	ted by (c	heck all that apply)	
Check all	that apply.					
Direc	t observation	/ Interaction	with child	d		
_	colleague rep	ort				
_	l self-report l's peer / frienc	report				
=	nt / Guardian /		eport			
=	r family memb	-				
Teac	her report					
Com	munity memb	er report				
Othe	r					
[C.04] (F	Post PFA)					
	w of the CHI	LD At Foll	ow-up			
Overvie						
	TRESSED	unable to f	unction; u	rgent atter	ition needed	
VERY DIS	TRESSED	able to fun	ction only	with suppo	ort; additional resources needed	
VERY DIS STRESSE FAIR	TRESSED	able to fun mostly ind	ction only ependent	with suppo with some	ort; additional resources needed e support; additional resources/suppo	rt needed
VERY DIS	TRESSED D	able to fun mostly ind independe	ction only ependent nt; no con	with suppo with some cerns; no a	ort; additional resources needed	rt needed
VERY DIS STRESSE FAIR WELL VERY WE	TRESSED D	able to fun mostly ind independe independe	ction only ependent nt; no con	with suppo with some cerns; no a	ort; additional resources needed support; additional resources/suppo apparent risk	rt needed
VERY DIS STRESSE FAIR WELL VERY WE	ETRESSED LL v one oval per r Very	able to fun mostly ind independe independe	ction only ependent nt; no con nt and thri	with suppo with some cerns; no a iving; no co	ort; additional resources needed support; additional resources/support apparent risk oncerns; no apparent risk Very	rt needed
VERY DIS STRESSE FAIR WELL VERY WE	ETRESSED LL v one oval per r	able to fun mostly ind independe independe	ction only ependent nt; no con	with suppo with some cerns; no a	ort; additional resources needed support; additional resources/suppo apparent risk oncerns; no apparent risk	rt needed
VERY DIS STRESSE FAIR WELL VERY WE	ETRESSED LL v one oval per r Very	able to fun mostly ind independe independe	ction only ependent nt; no con nt and thri	with suppo with some cerns; no a iving; no co	ort; additional resources needed support; additional resources/support apparent risk oncerns; no apparent risk Very	rt needed

	Worse	No change	Improved	_
Functioning				_
Subjective well-being				
Coping				
Social behavior				
Social connectedness				
Severe reactions				-
				-
[C.06] (Post PF				
		.D's state	e was worse	e or if no change was noted for any of the areas listed above, share any insight you have into their situation.
		.D's state	e was worse	e or if no change was noted for any of the areas listed above, share any insight you have into their situation.
		.D's state	e was worse	e or if no change was noted for any of the areas listed above, share any insight you have into their situation.
		.D's state	e was worse	e or if no change was noted for any of the areas listed above, share any insight you have into their situation.
		.D's state	• was worse	e or if no change was noted for any of the areas listed above, share any insight you have into their situation.
At follow-up, if	the CHIL	.D's state	was worse	e or if no change was noted for any of the areas listed above, share any insight you have into their situation.
	the CHIL	.D's state	e was worse	e or if no change was noted for any of the areas listed above, share any insight you have into their situation.
At follow-up, if	A)			
At follow-up, if [C.07] (Post PF) Describe the Cl	A)		(functio	ioning, subjective well-being, severe reactions, coping, social behavior, social connectedness) <u>at follow-ur</u>
At follow-up, if	A) HILD'S	vrite abou	(function tdifferences	ioning, subjective well-being, severe reactions, coping, social behavior, social connectedness) <u>at follow-up</u>
At follow-up, if [C.07] (Post PF) Describe the Cl For example, you	A) HILD'S u could w morning/	vrite about	(function tdifferences	ioning, subjective well-being, severe reactions, coping, social behavior, social connectedness) <u>at follow-up</u>
[C.07] (Post PF. Describe the Cl For example, yo- performance of	A) HILD'S u could w morning/	vrite about	(function tdifferences	ioning, subjective well-being, severe reactions, coping, social behavior, social connectedness) <u>at follow-up</u>
[C.07] (Post PF. Describe the Cl For example, your performance of a control or non-vertical	A) HILD'S u could w morning/	rrite abour evening r ressions	(function(function) t differences outines	ioning, subjective well-being, severe reactions, coping, social behavior, social connectedness) <u>at follow-up</u>
[C.07] (Post PF.) Describe the Cl For example, yo -performance of -verbal or non-ve	A) HILD'S u could w morning/ erbal expr	vrite about evening r ressions	(function t differences outines	ioning, subjective well-being, severe reactions, coping, social behavior, social connectedness) <u>at follow-ur</u>
[C.07] (Post PF) Describe the Cl For example, yo- performance of -verbal or non-ver- future plans -reduction in self	A) HILD'S u could w morning/ erbal experience.	vrite about evening r ressions behavior	(function to differences outines	ioning, subjective well-being, severe reactions, coping, social behavior, social connectedness) <u>at follow-up</u> s in the child's

28. [C.05] (Post PFA)

Check all that a	One- time support	Limited- term support	On- going suppor
Food Support			
Clothing Support			
Housing Support			
Financial Assistance			
Legal Assistance			
Child Protection Services			
Gender- Based Violence Support			
Academic Support			
Health Services			
Mental Health Services			
Mindfulness Practices			
Community Support			
Family / Friends Support			
[C.09] (Post	PFA)		
Describe oth above.	er suppo	rt noted <u>a</u>	at follow-u
List if the oth	ner type o	of support	was one-
[C.10] (Post	PFA)		
To what exte	_	ı attribute	the <i>long-</i>
Mark only one		DEA	
MOSTLY	RESULT of PFA	PFA	
PFA play MOSTLY	ed an EQU		ith other ty

31. [C.08] (Post PFA)

VERY DISTRESSED unable to function; urgent attention needed STRESSED able to function only with support; additional resources needed FAIR mostly independent with some support; additional resources/support needed WELL independent; no concerns; no apparent risk VERY WELL independent and thriving; no concerns; no apparent risk What changed for them? (functioning, subjective well-being, severe reactions, coping, social behavior, social connectedness) To what did they attributed the change(s)? (direct result of PFA, mostly PFA, equal role PFA and other support, mostly other support)

34. [C.11] (Post PFA)

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