

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](#).

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.

** Indicates 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 *immediate support* 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)

5. [A.04] (General Overview)



PFA PRINCIPLES: LISTEN AND 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 explore the outcomes of PFA provision. This part is about what you did and how you did it.

1. How did you introduce yourself?
- (* **Note:** 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.)
2. How did you inquire about their *immediate* needs and concerns, and what did you learn?
3. How did you provide verbal and/or non-verbal reassurance that you were actively listening?
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 5-4-3-2-1) or other techniques did you use?
6. How did you provide psychoeducation and/or what type of psychoeducational material did you share?

6. [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.

	One-time support	Limited-term support	On-going support
Food Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Protection Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender-Based Violence Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mindfulness Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family / Friends Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. [A.06] (General Overview) *

Overview of the CHILD before and immediately after 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

Mark only one oval per row.

	Very Distressed	Stressed	Fair	Well	Very well
Before PFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly After	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. [A.07] (General Overview) *

Improvements IN THE CHILD immediately after PFA (check all that apply)

Check all that apply.

- ☐ Functioning: improved ability to carry out daily activities
- ☐ Subjective well-being: happier and/or more satisfied in life
- ☐ Coping: improved ability to address problems and seek help
- ☐ Social behavior: less aggressive behaviors and/or desire to get along or help others
- ☐ Social connectedness: improved quality and number of connections
- ☐ Severe Reactions: reduction in severe signs of stress (i.e., panic attacks)

9. [A.08] (General Overview) *

Immediate change(s) IN CHILD reported by (check all that apply)

Check all that apply.

- ☐ Direct observation / Interaction with child
- ☐ Work colleague report
- ☐ Child self-report
- ☐ Child's peer / friend report
- ☐ Parent / Guardian / Caregiver report
- ☐ Other family member report
- ☐ Teacher report
- ☐ Community member report
- ☐ Other

10. [A.09] (General Overview) *

To what extent do you attribute the immediate changes IN THE CHILD to PFA?

Mark only one oval.

- ☐ DIRECT RESULT of PFA
- ☐ MOSTLY PFA
- ☐ PFA played an EQUAL ROLE with other types of support (i.e., therapy).
- ☐ MOSTLY OTHER TYPES of support. PFA played a minor role.

[Section B]

AREAS of IMMEDIATE CHANGE

11. [B.01] (Functioning 1)

CHILD'S ability to carry out daily activities

Mark only one oval per row.

	Very poor	Poor	Fair	Well	Very well
Before PFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly After	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. [B.02] (Functioning 2)

Describe how the CHILD _____ (carried out daily activities) *before and IMMEDIATELY after PFA.*

Examples of what you could write about:

-paid attention, concentrated, and/or engaged in discussions

-was involved or showed interest in daily and preferred activities

-physically functioned (e.g., breathing, ability to focus eyes)

13. [B.03] (Subjective Well-being 1)

CHILD'S happiness and/or life satisfaction

Mark only one oval per row.

	Very poor	Poor	Fair	Well	Very well
Before PFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly After	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. [B.04] (Subjective Well-being 2)

Describe how or when the CHILD _____ (exhibited signs of happiness or life satisfaction) *before and IMMEDIATELY after PFA.*

Examples of what you could write about:

-expressed thoughts / feelings / future plans

-felt worried / anxious / upset / sad / fearful

-smiled / laughed / was excited / made jokes

-had emotional outbursts / was able to self-regulate

-responded to questions / initiated or held conversation

15. [B.05] (Coping 1)

CHILD'S ability to address problems

Mark only one oval per row.

	Very poor	Poor	Fair	Well	Very well
Before PFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly After	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. [B.06] (Coping 2)

Describe how the CHILD _____ (was able to address problems) *before and IMMEDIATELY after PFA.*

Examples of what you could write about:

-sought help

-used coping strategies independently

17. [B.07] (Social Behavior 1)

CHILD'S less aggressive behaviors and/or desire to get along or help others

Mark only one oval per row.

	Very poor	Poor	Fair	Well	Very well
Before PFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly After	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. [B.08] (Social Behavior 2)

Describe how the CHILD was _____ (desired to get along with or help others) *before and IMMEDIATELY after PFA.*

Examples of what you could write about:

-perceived by others

-helpful to others

-interacted socially and/or played with peers

19. [B.09] (Social Connectedness 1)

CHILD'S quality and number of social connections

Mark only one oval per row.

	Very poor	Poor	Fair	Well	Very well
Before PFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly After	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Describe the CHILD'S _____ (quality and number of social connections) *before and IMMEDIATELY after PFA.*

Examples of what you could write about:

- existing relationships
- new relationships and connections
- participation in (inter)cultural and community activities
- orientation / interest in (new) surroundings
- willingness / attempt to speak other languages

21. [B.11] (Severe Reactions 1)

CHILD'S signs of severe reactions (i.e., panic attacks, self-harm)

Mark only one oval per row.

	Very poor	Poor	Fair	Well	Very well
Before PFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly After	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. [B.12] (Severe Reactions 2)

Describe the CHILD'S _____ (signs of severe reactions to stress) *before and IMMEDIATELY after PFA.*

Examples of what you could write about:

- panic attack(s)
- uncontrollable crying
- self-harm (i.e., cutting)
- aggressive / violent behaviors toward others

23. [B.13] (Other 1)

Describe other changes IN THE CHILD *before and IMMEDIATELY after PFA* not listed in any of the areas above.

[Section C]

FOLLOW-UP (POST PFA)

24. [C.01] (Post PFA)

Time Period of *Follow-up* (when you heard of/from them again)

Mark only one oval.

- ☐ 1 to 6 day(s) after providing PFA
- ☐ 1 to 4 week(s) after providing PFA
- ☐ 2 to 6 months after providing PFA
- ☐ 7 months to 1 year after providing PFA
- ☐ More than 1 year after providing PFA

25. [C.02] (Post PFA)

Describe the level of support you provided to the child between PFA and follow-up.

Mark only one oval.

- ☐ I was the primary source of support and met regularly with the child.
- ☐ I was one of several sources of support and met regularly with the child.
- ☐ I was occasionally involved and met frequently with the child.
- ☐ I was rarely involved and met on select occasions with the child.
- ☐ I did not provide support to the child between PFA and follow-up.

26. [C.03] (General Overview)

*

Change(s) IN CHILD *at follow-up* reported by (check all that apply)

Check all that apply.

- ☐ Direct observation / Interaction with child
- ☐ Work colleague report
- ☐ Child self-report
- ☐ Child's peer / friend report
- ☐ Parent / Guardian / Caregiver report
- ☐ Other family member report
- ☐ Teacher report
- ☐ Community member report
- ☐ Other

27. [C.04] (Post PFA)

Overview of the CHILD *At Follow-up*

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

Mark only one oval per row.

	Very distressed	Stressed	Fair	Well	Very well
At follow-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. [C.05] (Post PFA)

Assessment Areas for the CHILD At Follow-Up

Mark only one oval per row.

	Worse	No change	Improved
Functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subjective well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social connectedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Severe reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. [C.06] (Post PFA)

At follow-up, if the CHILD's state was worse or if no change was noted for any of the areas listed above, share any insight you have into their situation.

30. [C.07] (Post PFA)

Describe the CHILD'S _____ (functioning, subjective well-being, severe reactions, coping, social behavior, social connectedness) at follow-up.

For example, you could write about differences in the child's...

- performance of morning/evening routines
- verbal or non-verbal expressions
- future plans
- reduction in self-harming behaviors
- ability to use coping skills independently
- prosocial behaviors (offering to help someone else)
- number or quality of relationships

31. [C.08] (Post PFA)

Indicate the type and frequency of support *received* noted *at follow-up* (check all that apply).

Check all that apply.

	One-time support	Limited-term support	On-going support
Food Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Protection Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender-Based Violence Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mindfulness Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family / Friends Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. [C.09] (Post PFA)

Describe other support noted *at follow-up* that strongly contributed to improvement(s) in the CHILD’S health and well-being AND that was not in any of the areas above.

List if the other type of support was one-time, limited-term, or on-going.

33. [C.10] (Post PFA)

*

To what extent do you attribute the *long-term* changes IN THE CHILD to PFA?

Mark only one oval.

☐ DIRECT RESULT of PFA

☐ MOSTLY PFA

☐ PFA played an EQUAL ROLE with other types of support (i.e., therapy).

☐ MOSTLY OTHER TYPES of support. PFA played a minor role.

34. [C.11] (Post PFA)

Describe how OTHERS PRESENT WITH THE CHILD were doing at follow-up using the following terms:

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)

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