

## Appendix (1)

### Gaza traumatic event checklist (Abu Hein, Qouta, Thabet, & El Sarraj, 1993)

The initial checklist was developed by the research department of the Gaza Community Mental Health Program and consisted of 12 items covering different types of traumatic events that a child may have been exposed to in the previous year (tear gas, beating, witnessing beating, breaking limbs, imprisonment, siblings' imprisonment, injury, night raids, detention). The checklist can be completed by children of 6 to 16 years ("yes" or "no" statements). A revised version of the checklist was used in this study, with 12 items. These included different sensory types of exposure to traumatic experiences, such as auditory, visual, or olfactory experiences.

No	Item	Yes	No
1	Tear Gas		
2	Beating		
3	Witnessing beating of relatives		
4	Breaking bones		
5	Breaking bones of relatives		
6	Imprisonment		
7	Imprisonment of close relatives		
8	Injury		
9	Night raids		
10	Humiliation		
11	Family members humiliation		
12	Detention		

## Appendix (2)

### Trauma Questionnaire Scale

(Qouta & El-Sarraj, 2004)

The following are a number of questions related to difficult events that you were exposed to. It has nothing to do with a disorder or normal event.

No	Item	Yes	No
1	Was your house exposed to shelling?		
2	Were you exposed to inhaling tear gas?		
3	Were you exposed to bombs?		
4	Were you shot at with live ammunitions?		
5	Were you exposed to shot at with rubber bullets?		
6	Were you shot to the degree that you lost consciousness?		
7	Were you derived of medical care when you needed it?		

#### Witnessing traumatic events:

The following questions are related to events that you may have witnessed or heard about. Now I would like you to answer them.

No	Item	Yes	No
1	Witnessing shooting fighting or explosion		
2	Witnessing strangers being injured or killed		
3	Witnessing family members, neighbours, relatives being injured or killed		
4	Witnessing family members being injured or killed		
5	Witnessing shelling and funerals		

**Note:** the trauma scale is answered by the child not the mother

### Appendix (3)

#### Checklist of traumatic experiences

(Current Study)

Items no	The items of traumatic experiences	Options Yes or No	Frequency
1	Has your house been completely destroyed by shelling or bulldozing?		
2	Has your house been partially destroyed by shelling or bulldozing?		
3	Have you been exposed to inhaling tear gas?		
4	Have you been injured by shelling (e.g. wounds, burns, or bone break) by tanks, artillery, or military planes?		
5	Have you been shot with live ammunition by occupying forces?		
6	Have you been shot with a rubber bullet by occupying forces?		
7	Have you been injured to the degree that you lost consciousness?		
8	Have you been exposed to live fire by occupying forces, but you were not injured?		
9	Have you been exposed to shelling by tanks, artillery, or military planes, but you were not injured?		
10	Have you been beaten by occupied forces?		
11	Have the occupied forces used your house, block, camp, or zone as a cordon?		
12	Have the occupied forces threatened you with the possibility of not allowing access to your home?		
13	Have you been arrested by occupying forces?		
14	Has any of your close family members (father, mother, brother, sister) been killed by occupying forces?		
15	Has any of your friends, neighbours, or relatives been killed by occupying forces?		
16	Has any of your close family members been injured by occupying forces?		
17	Has any of your friends, neighbours, or relatives been injured by the occupying forces?		
18	Has anyone of your close family members been killed in front of your eyes by occupying forces?		
19	Has anyone been killed in front of your eyes by occupying forces?		

<b>Items no</b>	<b>The items of traumatic experiences</b>	<b>Options Yes or No</b>	<b>Frequency</b>
20	Have you attended to martyr's funeral?		
21	Have you been exposed to humiliation by occupying forces?		
22	Has anyone of your close family members been exposed to humiliation by occupying forces?		
23	Have the occupied forces destroyed a land or farm of yours or of a dear person by a bulldozer.		
24	Have you been exposed to the hearing of the explosion sounds or the sound bombs?		
25	Have you witnessed the occupying forces destroying house(s).		
26	Have you witnessed shelling by tanks, artillery, or military planes?		
27	Have you witnessed the occupying forces opening fire against people?		
28	Have you witnessed people being shelled and bombed?		
29	Have you witnessed a martyr's funeral?		
30	Have you witnessed the occupying forces beating anyone?		
31	Have you witnessed injuring by the occupying forces?		
32	Have you witnessed anyone being arrested by the occupying forces?		
33	Have you witnessed the occupying forces destroying trees or farms?		
34	Have you witnessed the occupying forces not allowing an ambulance to reach a hospital?		

## Appendix (4)

### Children Post Traumatic Stress Reaction Index (PTSD-RI)

(Pynoos *et al.*, 1987)

Fredrick (1985) developed the Post Traumatic Stress Reaction Index to study the effects of trauma on children. The index is a PTSD scale developed from DSM-III criteria for the PTSD. This instrument designed to assess the degree of Posttraumatic symptomatology in children. He reported that 60% of disaster victims, 100% of children who had been sexually molested, and 70% of those who had been physically abused, fulfilled PTSD as defined by DSM-III (APA, 1987).

The CPTSD-RI (Appendix) is a 20-item scale designed to assess post-traumatic stress reactions of school-age children and adolescents (6-16 years) following exposure to a broad range of traumatic events. Its scores by 0, 1, 2, 3, 4 according to presence of symptoms. The scale correlates at +0.95 with persons diagnosed in clinical settings in hospitals as compared to those persons diagnosed officially by mental health personnel as having PTSD.

Previous published empirical comparisons of CPTSD-RI scores with a diagnosis of PTSD in clinical populations have suggested the following guidelines: a total score of 12-24 indicates a "mild" level of PTSD reaction; 25-39 a "moderate" level; 40-59 a "severe" level; above 60 a "very severe" reaction. Inter-rater reliability for this instrument when administered by a clinician has been reported to be excellent, with a Cohen kappa of 0.87 for inter-item agreement (Pynoos *et al.*, 1987). ). Items are rated on a 0-4 scale. Scores were classified as □mild PTSD reaction□ (total score of 12-24), □moderate□ (25-39), □severe□ (40-59), and □very severe□ (above 60 - Goenjian *et al.*, 1995). The CPTSD-RI was also translated into Arabic, following piloting.

The PTSDRI was standardized on 750 children and 1,350 adult cases of stress-laden events and has shown a correlation of .91 with a positive PTSD diagnosis in children (Fredrick, 1985). More recently, Shannon *et al.* (1994) and Lonigan *et al.* (1994) used the PTSDRI in a study with more than 5,500 children exposed to Hurricane Hugo. Shannon *et al.* (1994) reported huge internal consistency values ( $\alpha=.83$ ) for the full instrument and values ranging from .55 to .86 for symptoms clusters corresponding to DSM-II-R, Lonigan *et al.* (1994) provided validity evidence for the PTSDRI by demonstrating that the presence of PTSD symptomatology assessed by the PTSDRI was strongly related to self-reported hurricane severity, degree of home damage, and continued displacement. Similarly, Shaw *et al.* (1995) used the instrument in a study of children 2 months after Hurricane Andrew, estimated coefficient alpha at .75, and the test-retest reliability between 2 and 8 months posthurricane was .59.

*Self-reported CPTSD-RI items (N=239)*

No	CPTSD-RI item
1	Identified as traumatic (A1)
2	Regular fear (A2)
3	Repetitive images (B1)
4	Repetitive thoughts (B1)
5	Nightmares (B2)
6	Fear of recurrence (B3)
7	Anhedonia (C4)
8	Emotional detachment (C5)
9	Emotional avoidance (C1)
10	Emotional numbing (C6)
11	Easily startled (D5)
12	Sleep disturbance (D1)
13	Memory difficulties (D3)
14	Concentration
15	Social avoidance (C2)
16	Unset by reminders (B4)
17	Somatic complaints (B5)
18	Behaviour outburst (D2)
19	Guilt
20	Sense of foreshadowing

*\*A-D: items included in DSM-IV criteria (309.81 Posttraumatic stress disorder - American Psychiatric Association, 1994)*

## Appendix (5)

### Symptoms of Post Traumatic Stress Disorders (SPTSD)

(Current Study)

No	Item	validity resource				
<b><i>Somatic symptoms (8 items)</i></b>						
3	I feel that my body is tied.	^			+	&
6	I suffer from pains that did not exist before the trauma.	^			+	&
9	I suffer from vertigo, sickness, and/or headaches.	^		=		&
12	I wet myself since the traumatic event.	^		=		&
15	I feel panic and my heart rate increases when I hear the sound of an ambulance.	^		=	+	&
18	I have stomach-ache, diarrhea and/or constipation.	^		=	+	&
21	I get tired easily.				+	
24	My appetite has changed (increased or decreased).	^				
<b><i>Cognitive symptoms (11 items)</i></b>						
1	I have bad dreams that are related to occupation violence.	^	*	=	+	&
4	I wake up lazy and upset.	^	*			
7	I hate being alive.	^	*	=	+	
10	I enjoy life less than I did before.	^	*	=		&
13	I fear I will be injured by occupying forces if I go out my home.	^	*	=		&
16	I expect to hear bad news about a close person (e.g. dead, injured) at any time.	^	*	=		&
19	I feel guilty because I am still alive but others are dead.	^		=		&
22	I feel afraid of the future.	^		=	+	&
25	When I go to bed, I spend a long time trying to get sleeping.	^	*	=		&
27	I can't stop thinking about the traumatic event that I was exposed.	^	*		+	&
49	I really feel that my plans and dreams have changed since the traumatic event(s).	^	*			
<b><i>Emotional symptoms (10 items)</i></b>						
2	I am filled with terror when I remember the scenes of children being killed by occupying forces.	^	*	=		&

No	Item	validity resource				
5	I fear being alone.		*			
8	I have a strong wish to take revenge against people that hurt me.		*			
11	I get tense and nervous easily without good reason.	^	*	=	+	&
14	I feel panic when I hear the sound of the planes.	^	*	=		&
17	I am fearful of any un unexpected actions or sounds.	^	*	=		&
20	I fear that the trauma recurs.	^	*	=		&
23	My mood and emotions were unstable after the trauma.	^				
26	I feel with emotional numbing.	^				
28	I feel the fear, worry, and sadness to the extent of that I became not capable to speak up frankly or weep.			=	+	
<b><i>Social behavioural problems (13 items)</i></b>						
29	I avoid talking about the traumatic event.	^	*		+	&
31	I became rude and tough with others after traumatic event.	^	*		+	&
33	I avoid going to the places which remind me of the traumatic event.	^	*		+	&
35	My relationship with my family members became bad after the traumatic event.	^			+	
37	I have returned to do some things that I had stopped (e.g. I go to sleep with my parents, sucking up my finger, biting my nails etc).	^	*			&
39	I like to break the rules of my family or school.	^				
41	I do not trust the people around me since the traumatic event.	^		=	+	
42	I would like to punish other people or damage their property.		*			
43	I feel that my parents cannot protect me and keep me safe.			=		
45	I avoid touching some things or playing in unknown places because I fear that a bomb will go off.	^		=		&
47	I feel lonely and do not like social occasions.	^		=	+	&
50	I feel alienated as most people do not understand what how I feel.	^		=		&
51	I can not enjoy games or hobbies since the traumatic event(s).	^		=		&
<b><i>Dysfunction of Academic Performance (9 items)</i></b>						
30	I can not concentrate on my studies.	^				&



No	Item	validity resource				
32	My performance at school has become worse.	^			+	
34	I can not pay attention during school lessons.	^			+	&
36	I have difficultly remembering some things since the traumatic event.	^				&
38	I feel that my studies are not important because I will probably be killed at any time.	^				
40	I feel that my school is no longer a safe place.	^		=	+	
44	I feel bored and uncomfortable during the school day.	^				
46	I hope to give up school or stay away for some time.	^				
48	My behaviour at school has become unfit	^				

^ validated by (DSM-IV, 1994)

\* validated by (ICD-10, 1992)

= validated on Palestinian sample (Hawajri, 2003)

+ validated on Palestinian sample (El-Khosondar, 2004)

& validated on Palestinian sample (Pynoos, *et al.*, 1987)

## Appendix (6)

### Network of psycho-social support (NPSS)

(Current Study)

No	Item
<b><i>A- Family support (18 items)</i></b>	
1	I can talk openly with family members about my troubles.
7	My parents encourage me to study.
13	I get advice from my parents about how to behave in crises.
18	Family members help me to solve my problems.
23	I feel loved by my family.
28	My parents encourage me to enjoy my hobbies.
32	My family encourage me to make friends.
35	My family is kind to me.
38	I find my parents beside me during the shelling.
41	During shelling, my parents explain to me what is happening.
42	My family members cope very well during the shelling and clashing.
44	I feel that my family members understand my feelings
46	My family members care about me very much.
48	My family encourage me to be patient during the difficult circumstances.
50	Whenever I have a problem I can ask my parents for help.
52	My family make me feel with the satisfaction, safe, and the strength.
54	Since I was a little child I still get a lot of support from my parents.
55	I feel well when I request the support from my family.
<b><i>B- Governmental and NGOs support(4 items)</i></b>	
24	The community organizations advise and help me improve the difficult circumstances.
33	I find that the advice and information given on national TV is usefulness during shelling or difficult times.
36	I am involved with educational and entertainment activities of the community foundation (e.g. summer camp).
39	I find that the advice and information given on national radio is useful during the shelling or difficult times.

<b><i>C-Friend support (5 items)</i></b>	
3	My friends are good with me.
9	I find my friends support me when I am in need.
15	When I am in a trouble, I can depend on my close colleagues for help.
20	I feel that I am care place from my colleagues who live near.
25	My relations with my colleagues make me feel my importance.
<b><i>D-Relatives and neighbours support (6 items)</i></b>	
4	I think that community individuals quickly help any one in need.
10	I find my neighbours support me when I am in need.
16	I find my relatives support me when I am in need.
21	I can talk to others about my troubles or traumatic experiences.
26	I have good relationships with the people that I meet.
30	I feel that I am cared for by the party that I am belonging to.
<b><i>E- Spiritual and religious support (9 items)</i></b>	
5	I pray five times per day.
11	I attend religious lessons.
17	I read the Holy Quran regularly.
22	I believe that any good or bad things that happen come from the God.
27	I believe when I face some bad situation I may not be happy now but it will be a good for me afterwards.
31	I believe strongly that nobody can hurt me if my God does not want this.
34	I worship and read some verses of the Quran when I feel I am in danger time.
37	I feel I am close to God.
40	I take every possible action in order to achieve my goals and then I ask my God for help and rely on that.
<b><i>F- National pride (8 items)</i></b>	
6	I believe strongly that we should sacrifice for my homeland.
12	I believe that freedom requires has a price and I am prepared to pay it.
43	I listen to the national music and songs.
45	I believe that it is necessary to liberate my homeland even if the cost will be too much.
47	I believe that the benefit of my homeland is better than personal benefit.

49	I think a good citizen is someone who aims to honesty develops his community.
6	I cannot surrender to the occupation.
53	I believe that the oppression of occupation will not last forever.
<b><i>G- School support (5 items)</i></b>	
2	I was given training about security and safety issues during the shelling and clashing through the school.
8	The school counsellor helps me to deal with crises and trauma.
14	I feel that the teachers advise and support me to overcome difficult circumstances.
19	I feel that the atmosphere at school is nice and enjoyable.
7	The school provides good opportunities to get involved in cultural, social and entertainment activities.

## Appendix (7)

### Personality Assessment Questionnaire (P.A.Q)

By Ronald Rohner (1984)

Translated and carried out in Egypt by Mamdoha Salama (1988).

No	<b><i>A- Hostility/Aggression (9 items)</i></b>
1	I feel resentment against people.
8	I have trouble controlling my temper.
15	I find myself pouting or sulking when I get angry.
22	I make fun of people who do stupid things.
29	I like being sarcastic.
36	I get so angry I throw and break things.
43	I get revenge when someone insults me or hurts my feelings.
50	I want to hit something or someone.
57	I think about fighting or being unkind.
	<b><i>B- Dependence (9 items)</i></b>
2	I like to be given encouragement when I have trouble with something.
9	I like people to feel sorry for me when I am ill.
16	I would prefer keep my problems to myself than seek sympathy or comfort.
23	I like friends to make a fuss over me when I am hurt or sick.
30	I like my friends to sympathize with me and to cheer me up when I am depressed.
37	I like to be given encouragement when I have failed.
44	I prefer to work out problems on my own rather than ask for reassurance or encouragement.
51	I like people to be sympathetic when I have problems.
58	I like my friends to show a lot of affection toward me.
	<b><i>C- Negative Self-Esteem (9 items)</i></b>
3	I get disgusted with my self.
10	I feel I am a good person and worthy of the respect of others.
17	I certainly feel worthless.
24	I feel pretty good about myself.
31	When I meet a stranger I think that he is better than I am.

38	I like myself.
45	I feel that I am no good and never will be good.
52	I feel I am inferior to others in most respects.
59	I wish I could have more respect for myself.
<b><i>D- Negative Self-Adequacy (9 items)</i></b>	
4	I think I am a failure.
11	I can compete successfully for the things I want.
18	I am overcome by feelings of inadequacy.
25	I feel I am successful in the things I do.
39	I am pretty satisfied with my ability to meet daily demands as they arise.
46	I am dissatisfied with myself, feeling that I am not as capable as most of the people I know.
53	I feel I am as capable as most people around me.
60	I feel inept in many of the things I try to do.
32	I feel depressed by my own inability to handle various situations.
No	<b><i>E- Emotional Unresponsiveness (9 items)</i></b>
5	I feel I have trouble making and keeping close, intimate friends.
12	It is hard for me to be emotionally spontaneous around people.
19	My relationship with others is spontaneous and warm.
26	I feel distant and detached from most people.
33	It is easy for me to be affectionate with people I care about.
40	I have trouble expressing my true feelings.
47	I feel uncomfortable and awkward when I try to show the way I really feel to someone I like.
54	I am warm and affectionate toward the people I really like.
61	I avoid close interpersonal relationships.
<b><i>F- Emotional Instability (9 items)</i></b>	
6	I get upset easily when I meet difficult problems.
13	I get upset when things go wrong.
20	My mood is fairly constant throughout the day.
27	I am cross and grumpy without any good reason.
34	Some things get on my nerves unbearably even though I know they are

	unimportant.
41	I can take a lot of frustration without getting angry or upset.
48	Small setbacks upset me a lot.
55	I am cheerful and happy one minute and gloomy or discontent the next.
62	I can keep my composure when I am under minor emotional stress.
<b><i>G- Negative Worldview (9 items)</i></b>	
7	I view the universe as a threatening, dangerous place.
14	Overall, life-the very nature of the universe-is for me good, friendly, and secure.
21	I see life, by its very nature, as being insecure and threatening.
28	Life for me is a good thing.
35	I view the world as an anxious and insecure place to live in.
42	In my view the world is basically a good, happy place.
49	I see life as full of dangers.
56	I feel that life is pleasant.
63	I see the world as basically a secure and pleasant place to live in.

## Appendix (8)

### Descriptions of the traumatic experiences types

(Current Study)

Types of traumatic experiences	Items No	Sum of items	descriptions
<b>direct individual experiences</b>	/8/7/6/5/4/3 11/10/9 12 /21/20/13/ 24	14	exposure to inhaling tear gas, injured by shelling (e.g. wounds, burns, or bone break) by tanks, artillery, or military planes, shot with live ammunition or a rubber bullet, injuring to the degree that you lost consciousness, to live fire but a child was not injured, to shelling by tanks, artillery, or military planes, but a child was not injured, beating, cordoning of the house or zone, threatening with possibility of not allowing access to home, arresting, attending to martyr's funeral, humiliation, hearing of the explosions sound or the sound bombs by occupying forces)
<b>direct material damage</b>	23/2/1	3	a child's house has been destroyed completely or partially by shelling or bulldozing, and the occupied forces have destroyed the lands or farms for a child or a dear person on you by bulldozer
<b>indirect individual experiences</b>	34/29/26/25	4	by the hearing and the seeing in the place of the event (e.g., witnessing of destroying house(s), shelling by tanks, artillery, or military planes, a martyr's funeral, and witnessing the occupying forces not allowing an ambulance to reach a hospital or injured person)



<b>Proximate</b>	22/18/16/14 /15/17	6	someone of a child's close family members "father, mother, brother, sister" has been killed, injured, killed in front of a child's eyes, exposed to humiliation by occupying forces and someone of a child's friends, neighbours, or relatives has been killed, and injured by occupying forces
<b>Distant</b>	30/28/27/19 33/32/31/	7	by exposure normal people to trauma (e.g., exposure to someone has been killed in front of a child's eyes, witnessing of the occupying forces opening fire against people, witnessing people have being shelled and bombed, witnessing someone has beaten, injured, arrested, witnessing of trees and farms have destroyed by the occupying forces)

## Appendix (9)

### Social Support Scale (SSS)

(Diab, 2006)

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This scale is used to assess the degree of social support that a person knows from the others around him. Please read each sentence before taking a decision:

1. If the words apply to you, circle the word (always).
2. If the words apply to you somewhat, circle the word (sometimes).
3. If the phrase does not apply to you that much, circle the word (rarely).

There are no absolute correct or wrong answers, and any answer is correct when expressing your feelings sincerely.

No	Phrase	Always	Sometimes	Rarely
1	When I need help, I find my friends stand beside me	Always	Sometimes	Rarely
2	When I face a problem, I can ask for my parents or relatives' help	Always	Sometimes	Rarely
3	I do not know any one that I can trust(I feel that my confidence in people around me is weak)	Always	Sometimes	Rarely
4	My friends make me feel important, even if my behaviour is wrong	Always	Sometimes	Rarely
5	My family makes me feel satisfied and strong	Always	Sometimes	Rarely
6	When I face troubles or problems I do not tell anyone	Always	Sometimes	Rarely
7	My friends are gentle with me regardless of what I do (I feel that my friends treat me well )	Always	Sometimes	Rarely
8	From a young age, I get a great deal of support from my parents	Always	Sometimes	Rarely
9	I used to have intimate friends to talk with about my secrets, but now I no longer have these types of friends in my life	Always	Sometimes	Rarely

No	Phrase	Always	Sometimes	Rarely
10	When I am in trouble, I can rely on my close colleagues to support me	Always	Sometimes	Rarely
11	I feel comfortable when I ask for my family's support	Always	Sometimes	Rarely
12	I feel lonely and lost without my friends as if I know no one	Always	Sometimes	Rarely
13	I feel that I am of interest to my colleagues who live near me	Always	Sometimes	Rarely
14	Throughout my life, I have always those who helped me whenever I needed it	Always	Sometimes	Rarely
15	There are some people that I can ask for help when I am unhappy or facing troubles and problems	Always	Sometimes	Rarely
16	Being treated well by my colleagues makes me feel important	Always	Sometimes	Rarely
17	My brothers and sisters help me when I need their help	Always	Sometimes	Rarely
18	I do not belong to any social groups (social activities)	Always	Sometimes	Rarely
19	I feel that there is no real support from my colleagues	Always	Sometimes	Rarely
20	I think that people do not need each other, and they can rely on themselves	Always	Sometimes	Rarely
21	Moral support from friends is important to me	Always	Sometimes	Rarely
22	I feel comfortable when I ask for help from Sheikhs ( Muslim religious men)	Always	Sometimes	Rarely
23	I am confident in myself and in my ability to deal with new situations without the help of others	Always	Sometimes	Rarely

## **Social Support Scale (SSS)**

### **Additional Information**

This scale was used in the study (Diab, 2006)

the study was titled as follows: "Social support as a mediating factor between stressful events and mental health for Palestinian adolescents" .

It was about the Palestinian environment in the Gaza Strip, where the study sample consisted of 550 secondary school students both males and females, ranging between 15-year-old to 19-year-old. The average age was 16.3- year-old with a standard variance of 0.60.

The study aimed at identifying the role of social support as a protective factor (variable mediator) of the psychological impact resulting from the exposure of individuals to events pressure, and determining the negative impact of the pressing events on the psychological health of adolescents.

The study sample consisted of 550 secondary school students both males and females, ranging between 15-year-old to 19-year-old. The average age was 16.3- year-old with a standard variance of 0.60. The sample consisted of 51.1% males and 48.9% females.

A questionnaire was used to identify social support which was originally prepared by Shqair in 2002, as it was rationed on the Palestinian environment and it was sincere and genuine to the extent that can be applied to the Palestinian environment.

## Appendixes (10)

### A list of interview schedule (case 1)

**Gender:** Male

**Pseudonym:** Ahmad

**Age:** 14

**Residence:** South of Gaza

**Number of traumatic experiences:** 22

**Code:** 2yp695

**Date of first application:** 2/4/2006. **Level of symptoms PTSD:** Mild.

**Date of second application:** 9/4/2007. **Level of symptoms PTSD:** Mild.

#### Section I: traumatic experiences during the Al-Aqsa Intifada (Uprising)

**1- Interviewer:** Could you please tell me what are the worst things (events), which you have seen occurring to people (family, friends or neighbours) due to the activities of the occupying forces during the Al-Aqsa Intifada until now?

**Client:** There was a person unable to walk as a result of intense fear caused by the occupation forces' bombardment; he was transferred by his family for treatment. Bombardment took place in the area I live in... As a result, there were ten people sitting in the street not able to stand on their feet because of fear of the shelling. Furthermore, there was a person hit directly in the head.

**2- Interviewer:** Could you tell me what are the worst things (traumatic events) that you directly passed through Al-Aqsa Intifada?

**Client:** When the occupation troops demolished our home, when the occupation forces bulldozed our farm, I lost a person (martyr) who was very close to me.

**3- Interviewer :**In your own words, could you describe what you did when your house was bulldozed by the soldiers? When the occupation forces bulldozed your farm, you lost a person (martyr) who was very close to you.

**Client:** I was very sad at the loss of our house.. It is painful when I remember our house, the place where I slept and played, as well as when our farm was bulldozed.

**4- Interviewer:** How did you feel when your house was bulldozed by the soldiers? (or other situations as shown above in question 3)

**Client:** Great sadness and anger ... I wanted revenge on the occupation soldiers in any possible way I could.

**5- Interviewer:** How did you deal with these feelings?

*Prompts: Did you tell anyone about them? Did you get any help or support from anyone? Do you feel safe, secure and free nowadays?*

**Client:** People helped and supported us into being patient. .. I told my friends and colleagues about what happened... Some of my friends used to support me and say to me: you have to be patient in order to resist the occupation's severe practices.

**6- Interviewer:** From our earlier research it seems as if your everyday life has not been significantly affected by having witnessed these disturbing events. Why do you think that is?

*Prompts: What do you think are the reasons that make you keep doing well and not suffer from any problem or disturbance?*

**Client:** Because the one who destroyed our house was not a national... but it is the hateful and brutal occupation on the Palestinian people... it was sad in the first months... and then sadness and concern were eased due to people supporting us financially and morally, in addition to their encouraging us to keep patient.

**7- Interviewer:** Could you please describe how you feel now, after being subjected to traumatic experiences and difficult events during Al-Aqsa Intifada?

*Prompts: Are you still doing well or not? Describe that in terms of school, family, street, or friends...*

**Client:** Not all aspects of life are as normal: some things are different from the way it was before... my feelings at school are as normal as before, but when walking in the street, I remember our house which was demolished and the places where I used to play... And whenever someone reminds me about our demolished house... I feel worried, panicked, angry and sad.

## **Section II: Personality Traits**

**8- Interviewer:** How would you describe yourself as a person?

*Prompt:* What sort of person are you? Most important characteristics, for example: nervous, happy, optimistic, moody (temperamental), a lover of life ....

**Client:** I am not happy all of the time... and I am not nervous all the time

**9- Interviewer:** Has experiencing “traumatic events” made a difference to how you see yourself?

*Prompt:* If so, do you see yourself now as different from before you were exposed to trauma? How would you say you have changed?

**Client:** Yes, there are different things ... When we moved to a new location after the demolition of our home... I missed my friends and places where I used to play previously... now at the new house, friends and the environment around us are different... they attacked my friends and my neighbours in the previous house before it was demolished...

**10- Interviewer:** Could you frankly tell me how you think other people see you?

*Prompt:* members of your family, friends? Is their view the same as before or has it changed? Explain?

**Client:** Members of my family and my friends view me in the same way ... the events did not affect me much.

**11- Interviewer:** You reacted in a certain way dealing with the traumatic events during the Al-Aqsa Intifada. Why do you think you reacted the way you did to these “traumatic events”?

**Client:** I have looked at the actions of the occupation troops from bombing and destruction. It is a hateful occupation happening to us... We must stand firm in its face and not surrender to it at any cost.

**12- Interviewer:** What type of things do you like to play or draw?

**Client:** I like to draw everything, especially birds.. the occupation soldiers fire at us and I like to play computer games of shooting, soldiers and battles .. even before our house was demolished, I liked shooting games.

### **Section III: psychological and social support**

**13- Interviewer:** Can you describe the relationship you have with your parents and the rest of your family members, school teachers, and friends? *Prompt:* Strong ( ) Moderate ( )

Weak

**Client:** I have good relations with my family members as there are few problems that occur within the house. And my relationship with my teachers is good, but with some other teachers it is different as they easily get angry for trivial reasons...

**14- Interviewer:** Who do you get support, backing and encouragement from? Explain

Prompts: Family members? Friends? Teachers? Neighbors? Charitable Associations? Governmental /NGOs? Can you describe?

**Client:** House members provide support, assistance and encouragement at the time of joy and distress... in our house the cultural atmosphere is quite lively, encouraging me to learn and get acquainted with what is going on in the world around us. Also, teachers and some of my friends encourage me... some of them are jealous and envious when I get high marks.

**15- Interviewer:** What do you think about that support?

*Prompt: good, poor..*

**Client:** I think that the support is good enough.

#### **Section IV: adaptation / acclimatization**

**16- Interviewer:** What characteristics do you believe may have helped you in dealing well with these difficult situations during the Intifada better than other children, who fell victims to the many problems?

**Client:** I think it is because I am brave, bold and optimistic of victory, in addition to having a strong faith and committed to pray in the mosque often, particularly for dawn prayers. I always submit myself to God and do not fear the occupation forces.

**17- Interviewer:** What do you think about people who are affected badly when they are exposed to several traumatic experiences during the Intifada, and still suffering from numerous problems and disturbances?

*Prompt: you were almost in similar circumstances (a traumatic experience), and despite that you still enjoy good health. How did you survive after being exposed to these traumatic events?*

**Client:** Because they did not understand the nature of the occupation... and, perhaps because they did not have the faith... , and they are afraid of everything, as well as perhaps



not receiving sufficient support from friends and family to endure the difficult events.

**18- Interviewer:** Do you see yourself as being well?

*Prompt: always, sometimes?*

**Client:** I see myself generally as being well, but not always.

**19- Interviewer:** How did you deal with having been exposed to many traumatic events during the Intifada?

*Prompt: Do you have particular strategies and methods in dealing with traumatic events? ways of coping (physical or moral).*

**Client:** I used to resist the difficult events with faith and patience. I was not concerned with what the occupation soldiers perpetrated such as shelling and killing.. I carried out resistance through being diligent at school, because the nature of the occupation wants to make me ignorant and uneducated. I remember the advice of others when they told me: "Vietnamese used to study during the war in underground shelters". So I must be strong and defiant to beat the enemy. Also, my boldness and courage (without recklessness), helped me to challenge and overcome hardships.

**20- Interviewer:** Finally, what you expect to happen in 5 years time?

**Client:** I expect that the occupation troops will not return to the Gaza Strip... due to the strong Palestinian resistance against the occupation ..I expect them to launch partial incursions, but I think that it may be impossible and difficult for reoccupation... also my father is a teacher and has encouraged me to study hard... I dream of achieving much in my studies and aim to join the university and study Medicine... my father, as well encourages me to achieve my ambition...

End of the interview

## Appendixes (11)

### Framework- Code Categories (case 1)

No Cat.	Factors	Frequency
c1	<p>The patriotic sense, culture of challenge, a strong belief in the obligatory resistance of occupation and the patience to do so.</p> <p>A-Q6: 'Because the one who destroyed our house was not a national... but it is the hateful and brutal occupation on the Palestinian people...'</p> <p>A-Q11: 'I have looked at the actions of the occupation troops from bombing and destruction. it is a hateful occupation happening to us... We must stand firm in his face and not to surrender to him at all costs.</p> <p>A-Q17: 'Because they did not understand the nature of the occupation..'</p> <p>A-Q19: 'So I must be strong and defiant to beat the enemy'.</p> <p>A-Q20: 'I expect that the occupation troops will not return to the Gaza Strip... due to the strong Palestinian resistance against the occupation ..I expect them to launch partial incursions, but I think that it may be impossible and difficult for reoccupation...'</p>	*****
c2	<p>Non frustration, hopeful towards future, ambitious and optimistic for bright future victory.</p> <p>A-Q10: 'Members of my family and my friends view me in the same way ... the events did not affect me much'.</p> <p>A-Q16: 'I am optimistic of victory'.</p> <p>A-Q20: 'I dream to achieve well in my studies, join the university and study Medicine...'</p>	***
c3	<p>Motivated by religion, faith and patience with calamities.</p> <p>A-Q16: 'In addition to having a strong faith and committed to pray in the mosque often, particularly for dawn prayers. I always submit myself to God'.</p> <p>A-Q17: 'perhaps because they did not have the faith...'</p> <p>A-Q19: 'I used to resist the difficult events with faith and patience'.</p>	***
c4	<p>Family support and encouragement.</p> <p>A-Q13: 'I have good relations with my family members as there are few problems that occur within the house'.</p> <p>A-Q14: 'House members provide support, assistance and encouragement at the</p>	***

	<p>time of joy and distress... in our house cultural atmosphere is quite good, encouraging me to learn and get acquainted with what is going on in the world around us’.</p> <p>A-Q20: ‘also my father is a teacher and has encouraged me to study hard..., as well encourages me to achieve my ambition...’</p>	
c5	<p>Friends’ support</p> <p>A-Q5: ‘Some of my friends used to support me and say to me: you have to be patient and resist the occupation’s severe practices’.</p> <p>A-Q14: ‘some of my friends do encourage me... some of them are jealous and envious when I get high marks’.</p>	**
c6	<p>Relatives, neighbours’ backing, people and Community support and backing (governmental institutions or charities).</p> <p>A-Q5: ‘People helped and support us to be patient’</p> <p>A-Q6: ‘people’s support to us financially and morally, in addition to their encouraging to keep patient’.</p> <p>A-Q17: ‘as well as perhaps not receiving sufficient support from friends and family to endure the difficult events’.</p>	***
C7	<p>Teachers’ support</p> <p>A-Q13: ‘my relationship with my teachers is good’.</p> <p>A-Q14: ‘as well as teachers provide us support’.</p>	**
C8	<p>Diligent at school despite difficult circumstances.</p> <p>A-Q19: ‘I insisted resistance through being diligent at school, because the nature of the occupation wants to make me ignorant and uneducated. I remember the advice of others when they told me: "Vietnamese used to study during the war in underground shelters"’.</p>	*
C9	<p>Emotions’ release, as the child talks to his friends, relatives and family about his worries and problems or draw etc...</p> <p>A-Q5: ‘I told my friends and colleagues about what happened..’</p> <p>A-Q12: ‘I like to draw everything, especially birds.. the occupation soldiers fire at us and I like to play computer games of shooting, soldiers and battles .. even before our house was demolished, I liked shooting games’.</p>	**
C10	<p>Courage and boldness.</p> <p>A-Q16: ‘I am brave and bold’.. ‘I do not fear the occupation forces’.</p>	***

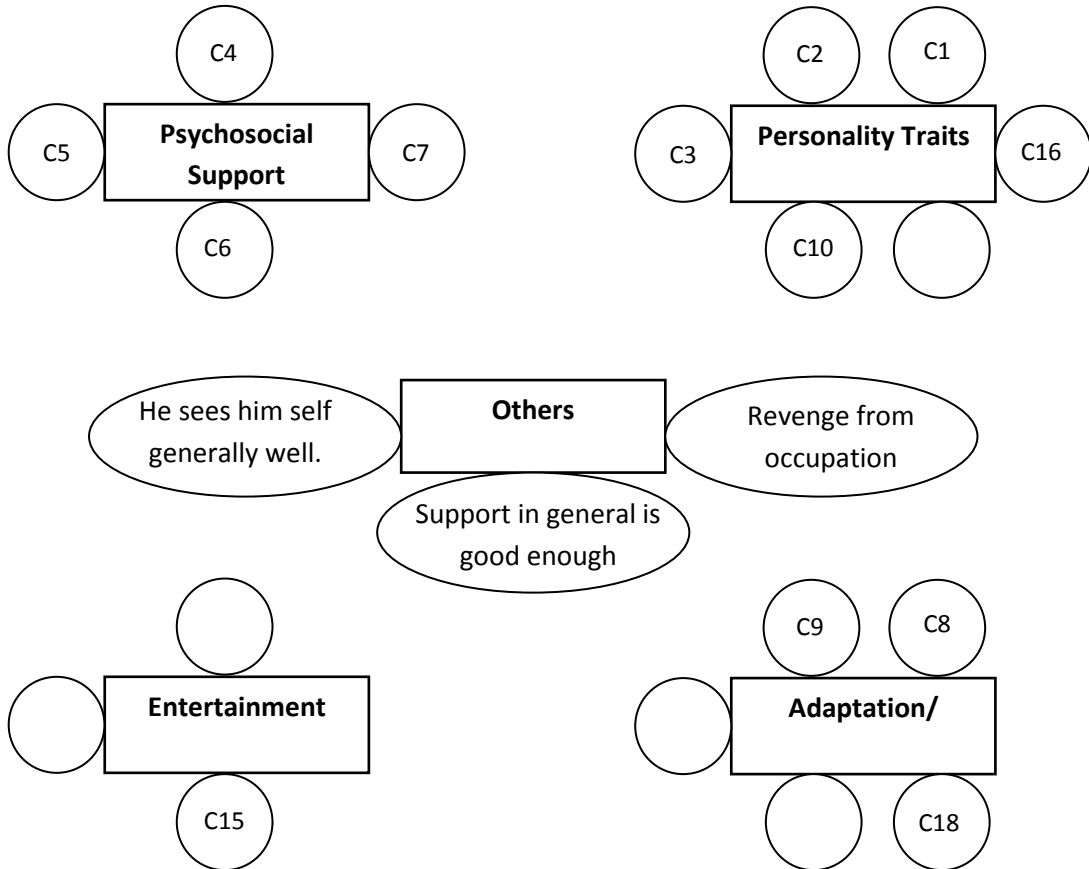
	A-Q17: 'they are afraid of everything'. A-Q19: 'Also, my boldness and courage (without recklessness), helped me to challenge and overcome hardships'.	
c11	They are used to face trauma and difficult circumstances.	
c12	Avoiding loneliness and isolation from others.	
c13	Withdrawal of the occupation from the Gaza Strip, and having a sense of freedom.	
c14	Following-up entertainment and recreational programs.	
c15	The practice of sport and hobbies, such as painting and other ... A-Q12: 'I like to draw everything, especially birds. Also, I like to play computer games of shooting, soldiers and battles'.	*
c16	A strong will and determination to overcome the difficult conditions.	
C17	A collective sense of worrying and misfortune, and that the difficult conditions and trauma are absolute results of the occupation's nature, and against all people.	
C18	Not to make difficult or traumatic events dominate the person's thinking or his daily life. Or try not to think permanently of the difficult and traumatic events. A-Q19: 'I was not concerned with what the occupation soldiers perpetrated such as shelling and killing..'	*
C19	Others Revenge:A-Q4: 'I want to revenge the occupation soldiers in any possible way I could'. General support: A-Q15: 'I think that the support is good enough'. Seeing him self as being well: A-Q18: 'I see myself generally well, but not always'.	***

A-Q means answer of question.

\* means number of frequency of factors

### Appendixes (12)

Initial thematic map, showing five main themes for the (case 1)



## Appendixes (13)

### A list of interview schedule (case 2)

**Gender:** Male

**Pseudonym:** Ali

**Age:** 15

**Residence:** South of Gaza

**Number of traumatic experiences:** 16

**Code:** 2yp691

**Date of first application:** 18/4/2006. **Level of symptoms of PTSD:** Mild.

**Date of second application:** 15/4/2007. **Level of symptoms of PTSD:** Mild.

#### Section I: traumatic experiences during the Al-Aqsa Intifada (Uprising)

**1- Interviewer:** Dear Mr. Mohammed, could you please tell me what are the worst things (events), which you have seen occurred to the people (family, friends or neighbours) by the occupying forces during the Al-Aqsa Intifada until now?

**Client:**

- There has been an incursion in the area in which I live.
- A tank launched fire towards my cousin.

**2- Interviewer:** Could you tell me what are the worst things (traumatic events) that you directly passed through Al-Aqsa Intifada?

**Client:** A soldier in a nearby settlement opened fire towards both me and my cousins intensively. We felt then that we were on the verge of death.

**3- Interviewer:** In your own words, could you describe what did you do when the occupying soldiers opened fire towards you?

**Client:** I tried to escape and help rescue my cousins from danger. And also I felt that the occupation soldiers had no mercy in their hearts.. Though they recognized us as children.

**4- Interviewer:** How did you feel when that happened?

**Client:** I expected to die at any moment... I was very scared at that time.

**5- Interviewer:** How did you deal with these feelings?

*Prompts: Did you tell anyone about them? Did you get any help or support from anyone? Do you feel safe, secure and free nowadays?*

**Client:** I still remember that event on an ongoing basis, it did not affect my life much, but there was a big impact when we came under the occupation soldiers' fire.

**6- Interviewer:** From our earlier research it seems as if your everyday life has not been significantly affected by having witnessed these disturbing events. Why do you think that is?

*Prompts: What do you think the reasons that make you keep doing well and not suffer from any problem or disturbance?*

**Client:** I believe that we must resist the occupation.. and to stand firmly in their face, because they are enemies .. and I still practice my life as normal .. and increased sitting with my friends .. stay away from being lonely.. and I like to reach out to people ..

**7- Interviewer:** Could you please describe how do you feel now, after being subjected to traumatic experiences and difficult events during Al-Aqsa Intifada?

*Prompts: Are you still doing well or not.. Describe that in terms of school, family, friends, Community*

**Client:** My life goes in an ordinary manner.. Whether at school or within the family... and my relation with people is good, but still expect an invasion or bombardment to happen at any moment...

## **Section II: Personality Traits**

**8- Interviewer:** How would you describe yourself as a person?

*Prompt: What sort of person are you? Most important characteristics:(nervous, happy, optimistic, moody (temperamental), a lover of life ..).*

**Client:** Unsteady personality, sometimes happy, sometimes I wish that I would die because of the difficult circumstances in which we live.

**9- Interviewer:** Has experiencing "traumatic events" made a difference to how you see yourself?

*Prompt: If so, how do you see yourself now as different from before you were exposed to trauma? How would you say you have changed?*

**Client:** Still see myself as I was in the past (unchanged).

**10- Interviewer:** Could you frankly tell me how do you think other people see you?

*Is it as it is or changed? Explain?*

**Client:** People still look to me the same... There is no change...

**11- Interviewer:** You reacted in a certain way dealing with the traumatic events during the Al-Aqsa Intifada. Why do you think you reacted the way you did to these “traumatic events”?

**Client:** My methods of dealing with the events was to life... Get out and play with friends to forget my troubles, the past and the circumstances that I was subjected to, such as fear, incursions, shelling... so that I can exercise my life normally...

**12- Interviewer:** What type of things do you like to play or draw?

**Client:** I like to draw geometric shapes, but do not know natural objects..., I would play on any computer game... (There is no certain game)... I also play table tennis at the mosque.

**13- Interviewer:** Can you describe the relationship you have with your parents and the rest of your family members, school teachers, and friends? *Prompt:* Strong ( ) Moderate ( ) Weak

**Client:** My relationship with the family, teachers and friends is natural. I deal with them all in a genuine way.

**14- Interviewer:** Who do you get support, backing and encouragement from? Explain

*Prompts:* Family members? Friends? Teachers? Neighbors? Charitable Associations? Governmental /NGOs? Can you describe?

**Client:** I get support and encouragement from my parents, neighbours and friends in the neighbourhood and school.

**15- Interviewer:** What do you think about that support?

*Prompt:* good, poor or non-existent ..

**Client:** I consider that I have received good support and assistance.

**Section IV: adaptation / acclimatization**



**16- Interviewer:** What characteristics do you believe may have helped you deal well with these difficult situations during the Intifada better than other children, who fell victims to the many problems?

**Client:** With a clear objective in life (to be an engineer) .. and I would be stronger than the difficult circumstances and occupation.

- My ability to adapt to people and communicate with them socially and not to sit lonely.
- Because my family and others' support to me.
- My achievement at the school is excellent.
- Optimism and love of life.

**17- Interviewer:** What do think about people that are affected badly when they are exposed to several traumatic experiences during the Intifada, and still suffering from numerous problems and disturbances?

*Prompt:* you were almost in similar circumstances (a traumatic experience), and despite that you still enjoy good health. How did you survive after being exposed to these traumatic events?

**Client:** Perhaps they do not have a strong faith and sufficient determination... not enough support... and they do not have a clear objective, not able to forget the past, not sociable, not diligent at school and they do not go to the mosque that much.

**18- Interviewer:** Do you see yourself as being well?

*Prompt:* always, sometimes?

**Client:** I often see myself as normal.

**19- Interviewer:** How did you deal with having been exposed to many traumatic events during the Intifada?

*Prompt:* Do you have particular strategies and methods in dealing with traumatic events? ways of coping (physical or moral).

**Client:** My life goes as normal... I communicate with my family and I sit with them... not isolated from people... If I have a problem or concerns, I tell my friends so that they can provide help or advice to me.

**20- Interviewer:** Finally, what you expect to happen in 5 years time?

**Client:** I hope to continue my diligence, join the university and become an engineer and be successful in my life.

End of the interview

**Appendixes (14)****Framework- Code Categories (case 2)**

No Cat.	Factors helped reducing the emergence of post-traumatic disorders	Frequency
c1	The patriotic sense, culture of challenge, a strong belief in the obligatory resistance of occupation and the patience to do so. <b>A-Q6:</b> 'I believe that we must resist the occupation.. and to stand firmly in their face, because they are enemies ..'	*
c2	Non frustration, hopeful towards future, ambitious and optimistic for bright future victory. <b>A-Q8:</b> 'sometimes happy, sometimes I wish that I would die because of the difficult circumstances in which we live'. <b>A-Q11:</b> 'My methods of dealing with the events was to life...' <b>A-Q16:</b> 'With a clear objective in life (to be an engineer) .. and optimism and love of life. <b>A-Q17:</b> 'and they do not have a clear objective'. <b>A-Q20:</b> 'join the university and become an engineer and be successful in my life'.	*****
c3	Motivated by religion, faith and patience with calamities. <b>A-Q17:</b> 'they do not go to the mosque that much'.	*
c4	Family support and encouragement. <b>A-Q14:</b> 'I get support and encouragement from my parents'. <b>A-Q16:</b> 'Because my family support to me'. <b>A-Q17:</b> 'Perhaps they do not have a strong faith'.	***
c5	Friends' support <b>A-Q14:</b> 'I get support and encouragement from my friends in the neighbourhood and school'.	*
c6	Relatives, neighbours' backing, people and Community support and backing (governmental institutions or charities).	***

	<p><b>A-Q14:</b> 'I get support and encouragement from my neighbours'.</p> <p><b>A-Q16:</b> 'Because my others' support to me'.</p> <p><b>A-Q17:</b> 'not enough support... '</p>	
C7	Teachers' support	
C8	<p>Diligent at school despite difficult circumstances.</p> <p><b>A-Q16:</b> 'My achievement at the school is excellent'.</p> <p><b>A-Q17:</b> ' not diligent at school'.</p> <p><b>A-Q20:</b> 'I hope to continue my diligence'.</p>	***
C9	<p>Emotions' release, as the child talks to his friends, relatives and family about his worries and problems or draw etc...</p> <p><b>A-Q19:</b> 'If I have a problem or concerns, I tell my friends so that they can provide help or advice to me'.</p>	*
C10	Courage and boldness.	
c11	They are used to face trauma and difficult circumstances.	
c12	<p>Avoiding loneliness and isolation from others.</p> <p><b>A-Q6:</b> 'and increased sitting with my friends .. stay away from being lonely.. and I like to reach out to people ..'</p> <p><b>A-Q11:</b> 'Get out and play with friends to forget my troubles, the past and the circumstances that I was subjected to, such as fear, incursions, shelling... so that I can exercise my life normally... '</p> <p><b>A-Q16:</b> 'My ability to adapt to people and communicate with them socially and not to sit lonely'.</p> <p><b>A-Q17:</b> 'not sociable'.</p> <p><b>A-Q19:</b> 'My life goes as normal... I communicate with my family and I sit with them... not isolated from people...'</p>	*****
c13	Withdrawal of the occupation from the Gaza Strip, and having a sense of freedom.	
c14	Following-up entertainment and recreational programs.	
c15	<p>The practice of sport and hobbies, such as painting and other ...</p> <p><b>A-Q12:</b> 'I like to draw geometric shapes, but do not know natural objects..., I would play on any computer game... (There is no certain game)... I also play table tennis at the mosque'.</p>	*
c16	A strong will and determination to overcome the difficult conditions.	**

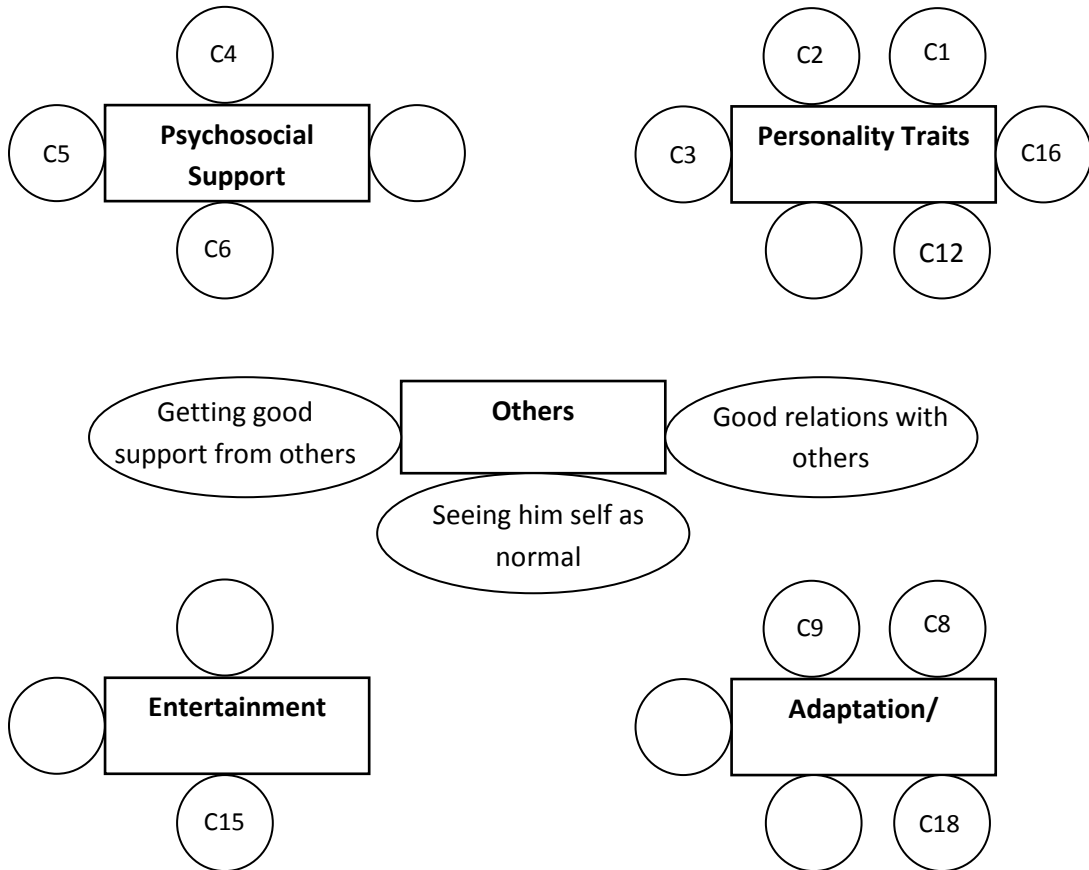
	<p><b>A-Q16:</b> ‘and I would be stronger than the difficult circumstances and occupation’.</p> <p><b>A-Q17:</b> ‘Perhaps they do not have a sufficient determination’.</p>	
C17	A collective sense of worrying and misfortune, and that the difficult conditions and trauma are absolute results of the occupation’s nature, and against all people.	
C18	<p>Not to make difficult or traumatic events dominate the person’s thinking or his daily life. Or try not to think permanently of the difficult and traumatic events.</p> <p><b>A-Q5:</b> ‘I still remember that event on an ongoing basis, it did not affect my life much, but there was a big impact when we came under the occupation soldiers’ fire’.</p> <p><b>A-Q6:</b> ‘I still practice my life as normal’.</p> <p><b>A-Q7:</b> ‘My life goes in an ordinary manner.. Whether at school or within the family... and my relation with people is good’.</p> <p><b>A-Q9:</b> ‘Still see myself as I was in the past (unchanged)’.</p> <p><b>A-Q17:</b> ‘not able to forget the past’.</p>	*****
C19	<p>Others</p> <p><b>A-Q13: Good relations with others:</b> ‘My relationship with the family, teachers and friends is natural. I deal with them all in a genuine way’.</p> <p><b>A-Q15: Good support and assistance from others:</b> ‘I consider that I have received good support and assistance’.</p> <p><b>A-Q18: Seeing myself as normal:</b> ‘I often see myself as normal.’</p>	***

A-Q means answer of question.

\* means number of frequency of factors

### Appendixes (15)

Initial thematic map, showing five main themes (Case 2)



## Appendixes (16)

### A list of interview schedule (Case 3)

**Gender:** Female

**Pseudonym:** Zienab

**Age:** 18

**Residence:** South of Gaza

**Number of traumatic experiences:** 19

**Code:** 1ys478

**Date of first application:** 17/4/2006. **Level of symptoms:** Mild.

**Date of second application:** 1/4/2007. **Level of symptoms:** Mild.

#### **Section I: traumatic experiences during the Al-Aqsa Intifada (Uprising)**

**1- Interviewer:** Could you please tell me what are the worst things (events), which you have seen happen to people (family, friends or neighbours) during the Al-Aqsa Intifada until now?

**Client:**

A) I was subjected to repeated invasions of the region near the UNRWA clinic.

B) Our house was partially demolished.

C) My uncle Khalid was killed.

**2- Interviewer:** Could you tell me what are the worst things (traumatic events) that you directly experienced during the Al-Aqsa Intifada?

**Client:** The most difficult and worst events I had undergone were represented in:-

- The killing of my uncle Khalid during the repeated invasions in Alsalam neighbourhood.

- After I and my family were exposed to a missile launched by an Israeli airplane, while we were fleeing our home, leaving our region which was the target of repeated incursions. The missile led to the injury of my father and the death of three martyrs before my eyes, but I and my family escaped.

**3- Interviewer:** In your own words, could you describe how you dealt with the previous incidents?

**Client:** With regards to the missile incident, I felt paralyzed and unable to act, I fell on the ground and could not do anything because of fear and terror and could not leave home.

- As for the martyrdom of my uncle Khalid, I expected to hear the news of his death at any moment, because he was challenging the Israeli incursions on an ongoing and lasting basis. So that on the day he was killed, I had a very strong sense that one of our family will be killed. When I heard the news, despite the difficulty of the news but I felt proud, and pride.

**4- Interviewer:** How did you feel when you were exposed to such experiences?

**Client:** I felt very scared, and unable to act, especially when the missile was launched and saw the mutilated bodies of three martyrs before me.

**5- Interviewer:** How did you deal with these feelings?

*Prompts: Did you tell anyone about them? Did you get any help or support from anyone? Do you feel safe, secure and free nowadays?*

**Client:** Everyone lives and empathizes with the suffering and the resulting feelings, but I and my cousins were talking about our suffering and problems to each other.

- As for backing, I often get the support from my family, as the family is coherent, and we often sit together grandmother, uncles, aunts, and talk frankly to each other. There is also continued and ongoing visits between the parents.

- On sense of security and freedom: "I expect the re-occupation of Rafah at any time, as it does not feel security and safety due to the particular situation that has prevailed recently in the Gaza Strip represented in lawlessness and security problems between the Palestinian organizations." Meanwhile, I was afraid to walk in the street alone, and I was affected by the killing of the three children (children of Balloucheh) because of the chaos and insecurity.

**6- Interviewer:** From our earlier research it seems as if your everyday life has not been significantly affected by having witnessed these disturbing events. Why do you think that is?

*Prompts: What do you think the reasons are that make you keep doing well and not suffer from any problem or disturbance?*

**Client:**

- Bonding between family members.

- Suffering of all from the same events as I am not the only one. (Collective sense of the events)

- Religious morals.

- The deep feeling of martyrdom and the martyr's prestigious status.
- Philanthropy, giving and sacrifice for the homeland.

**7- Interviewer:** Could you please describe how do you feel now, after being subjected to traumatic experiences and difficult events during Al-Aqsa Intifada?

**Client:** I feel better now after the withdrawal of the occupation from Gaza.

## **Section II: Personality Traits**

**8- Interviewer:** How would you describe yourself as a person?

*Prompt:* What sort of person are you? Most important characteristics :( nervous, happy, optimistic, moody (temperamental), a lover of life ...).

**Client:** I see myself as a nervous person; express my outrage with the unwillingness to talk with anyone and tears –excessive sensitivity-. As well as optimistic as it is possible to overcome difficult phases and the future will be nice.

**9- Interviewer:** Has experiencing “traumatic events” made a difference to how you see yourself?

*Prompt:* If so, how do you see yourself now as different from before you were exposed to the trauma? How would you say you have changed?

**Client:** I used to follow the news bulletins so much, listen to radio and breaking news. Also I used to think about the events continuously and I wished martyrdom but now I have changed.

**10- Interviewer:** Could you frankly tell me how do you think other people see you?

*Prompt:* Is it as it was or has it changed? Explain?

**Client:** Actually, it is changed now, as I reduced my following to the news and the breaking incidents. I also became a viewer to recreational and cultural programs and follow the radio and useful television programmes. Furthermore; I think, there are sweet things in life that we must accept them, and never feel frustrated and desperate despite of the difficult circumstances.

**11- Interviewer:** You reacted in a certain way dealing with the traumatic events during the Al-Aqsa Intifada. Why do you think you reacted the way you did to these “traumatic events”?



**Client:** If we were to give in to these events and circumstances, we would have felt the frustration, despair and fatigue.

**12- Interviewer:** What type of things do you like to play or draw?

**Client:** I loved drawing martyrs and events of the uprising, but now I design houses, trees and roses.

### **Section III: psychological and social support**

**13- Interviewer:** Can you describe the relationship you have with your parents and the rest of your family members, school teachers, and friends? *Prompt:* Strong ( ) Moderate ( ) Weak

**Client:** My relationship with my family is moderate as my father is often busy working, but my relationship with my family within the house is good. I also have good relations with my friends and teachers at school, but my relationship with my cousin is more stronger than with my mother.

**14- Interviewer:** Who do you get support, backing and encouragement from? Explain

*Prompts:* Family members? Friends? Teachers? Neighbors? Charitable Associations? Governmental /NGOs? Can you describe?

**Client:** I get support from my parents and friends.

**15- Interviewer:** What do you think about that support?

*Prompt:* good, poor..

**Client:** Support is enough, and no one fails to do so.

### **Section IV: adaptation / acclimatization**

**16- Interviewer:** What characteristics do you believe may have helped you deal well with these difficult situations during the Intifada better than other children, who fell victims to the many problems?

**Client:**

- I do have an ambition and I have non-compliance with the events.
- Permanent thinking of future and have an outlook of things.
- Non-Constant reflection of events.

**17- Interviewer:** What do you think about people that are affected badly after having been exposed to several traumatic experiences during the Intifada, and still suffering from numerous problems and disturbances?

*Prompt:* you were almost in similar circumstances (a traumatic experience), and despite that you still enjoy good health. How did you survive after being exposed to these traumatic events?

**Client:**

- They believed that the events will continue.
- They have pessimistic outlook for the future.
- They have fatigue and frustration.
- They have bad family situation and there is nobody supporting them.
- They have constant reflection of events as events control them.

**18- Interviewer:** Do you see yourself as being well?

*Prompt:* always, sometimes?

**Client:** I feel fine, but not always.

**19- Interviewer:** How did you deal with having been exposed to many traumatic events during the Intifada?

*Prompt:* Do you have particular strategies and methods in dealing with traumatic events? ways of coping (physical or moral).

**Client:** the same methods that I mentioned earlier, such as: (better outlook for the future, not constrained of the surrounding circumstances and determination).

**20- Interviewer:** Finally, what do you expect to happen in 5 years time?

**Client:** To achieve high marks in high school and join the university.

End of the interview

## Appendixes (17)

### Framework- Code Categories (Case 3)

No Cat.	Factors helped reducing the emergence of post-traumatic disorders	Frequency
c1	<p>The patriotic sense, culture of challenge, a strong belief in the obligatory resistance of occupation and the patience to do so.</p> <p><b>A-Q3:</b> ‘As for the martyrdom of my uncle Khalid, I expected to hear the news of his death at any moment, because he was challenging the Israeli incursions on an ongoing and lasting basis. So that on the day he was killed, I had a very strong sense that one of our family will be killed. When I heard the news, despite the difficulty of the news but I felt proud, and pride’.</p> <p><b>A-Q6:</b> ‘Philanthropy, giving and sacrifice for the homeland’.</p>	**
c2	<p>Non frustration, hopeful towards future, ambitious and optimistic for bright future victory.</p> <p><b>A-Q8:</b> ‘As well as optimistic as it is possible to overcome difficult phases and the future will be nice’.</p> <p><b>A-Q10:</b> ‘I think, there are sweet things in life that we must accept them, and never feel frustrated and desperate despite of the difficult circumstances’.</p> <p><b>A-Q16:</b> ‘I do have an ambition ...permanent thinking of future and have an outlook of things’.</p> <p><b>A-Q17:</b> ‘They believed that the events will continue... They have pessimistic outlook for the future’.</p> <p><b>A-Q19:</b> ‘better outlook for the future’.</p> <p><b>A-Q20:</b> ‘To achieve high marks in high school and join the university’.</p>	*****
c3	<p>Motivated by religion, faith and patience with calamities.</p> <p><b>A-Q6:</b> ‘- Religious morals..the deep feeling of martyrdom and the martyr’s prestigious status’.</p>	*
c4	<p>Family support and encouragement.</p> <p><b>A-Q5:</b> ‘As for backing, I often get the support from my family, as the family is coherent’.</p> <p><b>A-Q6:</b> ‘Bonding between family members’.</p> <p><b>A-Q13:</b> ‘My relationship with my family is moderate as my father is often busy working, but my relationship with my family within the house is good’.</p>	*****

	<p><b>A-Q14:</b> 'I get support from my parents'.</p> <p><b>A-Q17:</b> 'They have bad family situation and there is nobody supporting them'.</p>	
c5	<p>Friends' support</p> <p><b>A-Q13:</b> 'I also have good relations with my friends'.</p> <p><b>A-Q14:</b> 'I get support from my friends.</p>	**
c6	<p>Relatives, neighbours' backing, people and Community support and backing (governmental institutions or charities).</p> <p><b>A-Q5:</b> 'and we often sit together grandmother, uncles, aunts, and talk frankly to each other'.</p> <p><b>A-Q13:</b> 'but my relationship with my cousin is stronger than with my mother'.</p>	**
C7	<p>Teachers' support</p> <p><b>A-Q13:</b> 'I also have good relations with my teachers at school'.</p>	*
C8	Diligent at school despite difficult circumstances.	
C9	<p>Emotions' release, as the child talks to his friends, relatives and family about his worries and problems or draw etc...</p> <p><b>A-Q5:</b> 'but I and my cousins were talking about our suffering and problems to each other'.</p>	*
C10	Courage and boldness.	
c11	They are used to face trauma and difficult circumstances.	
c12	<p>Avoiding loneliness and isolation from others.</p> <p><b>A-Q5:</b> 'There is also continued and ongoing visits between the parents'.</p>	*
c13	<p>Withdrawal of the occupation from the Gaza Strip, and having a sense of freedom.</p> <p><b>A-Q7:</b> 'I feel better now after the withdrawal of the occupation from Gaza'.</p>	*
c14	<p>Following-up entertainment and recreational programs.</p> <p><b>A-Q10:</b> 'I also became a viewer to recreational and cultural programs and follow the radio and useful television programmes'.</p>	*
c15	<p>The practice of sport and hobbies, such as painting and other ...</p> <p><b>A-Q12:</b> 'I loved drawing houses, trees and roses'.</p>	*
c16	<p>A strong will and determination to overcome the difficult conditions.</p> <p><b>A-Q11:</b> 'If we were to give in to these events and circumstances, we would</p>	***

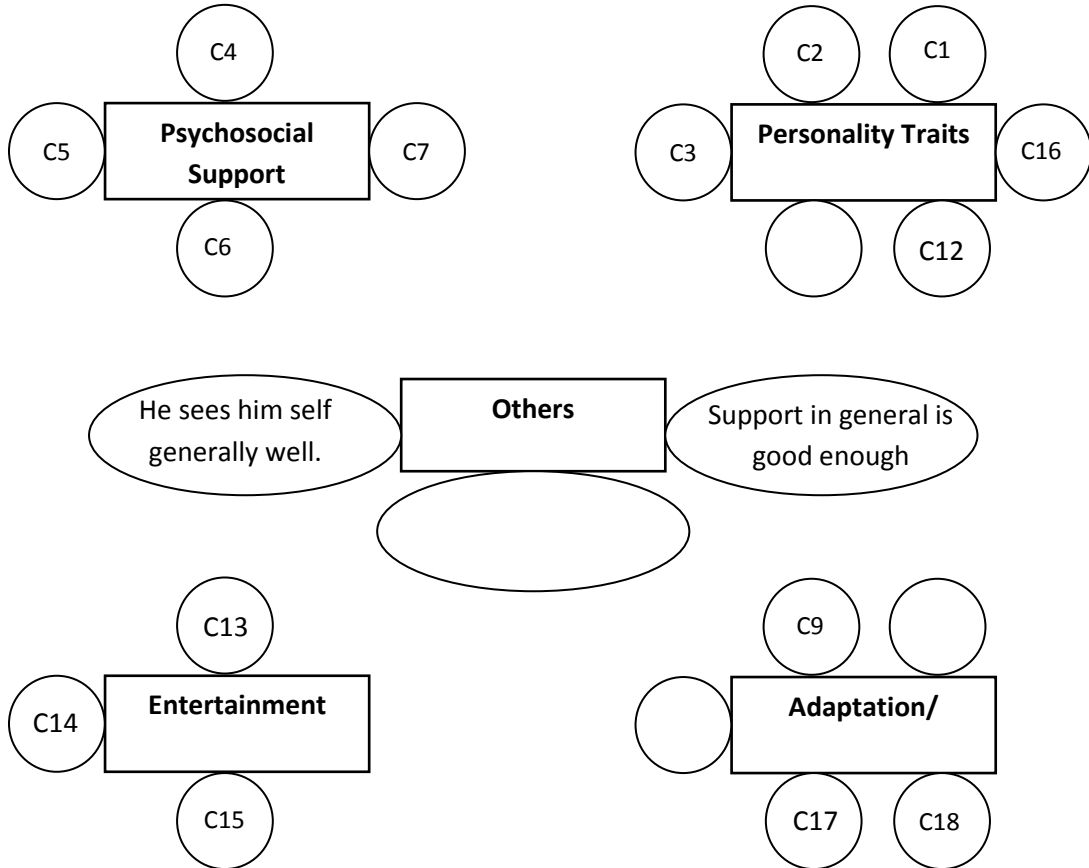
	<p>have felt the frustration, despair and fatigue’.</p> <p><b>A-Q17:</b> ‘They have fatigue and frustration’.</p> <p><b>A-Q19:</b> ‘and determination’.</p>	
C17	<p>A collective sense of worrying and misfortune, and that the difficult conditions and trauma are absolute results of the occupation’s nature, and against all people.</p> <p><b>A-Q5:</b> ‘Everyone lives and empathizes with the suffering and the resulting feelings’.</p> <p><b>A-Q6:</b> ‘Suffering of all from the same events as I am not the only one. (Collective sense of the events)’.</p>	**
C18	<p>Not to make difficult or traumatic events dominate the person’s thinking or his daily life. Or try not to think permanently of the difficult and traumatic events.</p> <p><b>A-Q9:</b> ‘I used to follow the news bulletins so much, listen to radio and breaking news. Also I used to think about the events continuously and I wished martyrdom but now I have changed’.</p> <p><b>A-Q10:</b> ‘Actually, it is changed now, as I reduced my following to the news and the breaking incidents’.</p> <p><b>A-Q12:</b> ‘I loved drawing martyrs and events of the uprising, but now I design houses, trees and roses’.</p> <p><b>A-Q16:</b> ‘I have non-compliance with the events... non-constant reflection of events’.</p> <p><b>A-Q17:</b> ‘They have constant reflection of events as events control them’.</p> <p><b>A-Q19:</b> ‘Not constrained of the surrounding circumstances’.</p>	*****
C19	<p>Others</p> <p><b>A-Q15:</b> ‘Support is enough, and no one fails to do so’.</p> <p><b>A-Q18:</b> ‘I feel fine, but not always’.</p>	**

A-Q means answer of question.

\* means number of frequency of factors

### Appendixes (18)

Initial thematic map, showing five main themes (Case 3)



**Appendixes (19)****A list of interview schedule (Case 4)****Gender:** Female**Pseudonym:** Doa**Age:** 13**Residence:** South of Gaza**Number of traumatic experiences:** 21**Code:** 1ye437**Date of first application:** 8/4/2006. **Level of symptoms of PTSD:** Mild.**Date of second application:** 24/4/2007. **Level of symptoms of PTSD :** Mild.**Section I: traumatic experiences during the Al-Aqsa Intifada (Uprising)**

**1-**Could you please tell me what are the worst things (events), which you have seen occurred to the people (family, friends or neighbours) by the occupying forces during the Al-Aqsa Intifada until now?

**Client:**

- 1- My cousin's has been martyred.
- 2- Another cousin was arrested by the occupation forces.
- 3- My father passed away.

**2-**Could you tell me what are the worst things (traumatic events) that you directly passed through Al-Aqsa Intifada?

**Client:** "I saw my cousin when he was killed but not seen my father's death." The occupation troops also arrested her uncle and some of her relatives.

**3-**In your own words, could you describe what did you do when your cousin was killed and your father passed away?

**Client:** My father died when I was nine-years-old. It was at the beginning of the intifada and after that I became more connected with my cousin who often visited us and brought me gifts. Thus, I could feel compassion and warmth, but when he was killed I cried so much as if he was my brother... but I cried more than I did when my father passed away due to my deep love for him.

4-How did you feel when your cousin was killed?

**Client:** I was very scared .. I do not know what to say, and I was very worried .. so I could not speak and I do not know what to say .. I loved him so much and cried for his departure more than my fathers.. as he was always making up the compassion I lost with my father's death. I was very exhausted and agonized at the loss of my cousin, as he was like my brother and father.

5- How did you deal with these feelings?

*Prompts: Did you tell anyone about them? Did you get any help or support from anyone? Do you feel safe, secure and free nowadays?*

**Client:** I did not talk to anyone about my feelings, fears and grieves, as whenever I remember that event I become so afraid and sad for the death of my cousin. And even today, I do not like to speak with you about that event.

6-From our earlier research it seems as if your everyday life has not been significantly affected by having witnessed these disturbing events. Why do you think that is?

*Prompts: What do you think the reasons that make you keep doing well and not suffer from any problem or disturbance?*

**Client:** at the outset, I was very much affected and my achievement at school decreased. I was an excellent student at school, as when my father died during the summer I was going in to the fourth grade. At that year I could not remember anything that I studied in the previous years. In the aftermath, my achievement at school decreased and then relatives encouraged me to study, especially my cousin who was killed. After I had decided to carry out the recommendation of my cousin, uncles, and my mother, and revert nostalgically to the previous level of diligence and excellence, particularly after my uncles were released from the occupation prisons. That all helped me get rid of my sadness, distress, and indifference.

7- Could you please describe how do you feel now, after being subjected to traumatic experiences and difficult events during Al-Aqsa Intifada?

*Prompts: Are you still doing well or not.. Describe that in terms of school, family, street, friends...*

**Client:** I feel that I am normal, as my achievement at school has improved a lot after it declined. My uncles were released from prison, as well as my cousin's brother who was killed earlier was released and it is his wedding today. Meanwhile, I have good relations



with my female friends and I like to accompany them, and I also became diligent and excellent in the tests.

## **Section II : Personality Traits**

**8-** How would you describe yourself as a person?

*Prompt:* What sort of person are you? Most important characteristics:(nervous, happy, optimistic, moody (temperamental), a lover of life ..).

**Client:** I love life in the meantime and study hard, and gain sponsorship and support from my uncles, my grandfather and grandmother. But before, I wished that I could have died and not stay alive. That happened when my father passed away and my mother got married, then I had to live with my grandfather and uncles. I became away from my parents and hence I hated myself and wished to die.

**9-** Has experiencing “traumatic events” made a difference to how you see yourself?

*Prompt:* If so, how do you see yourself now as different from before you were exposed to trauma? How would you say you have changed?

**Client:** after my father and cousin’s death, I became a nervous person and could not bear anyone shout loudly or mistreat me. In the meantime, my achievement at school is back to what it was in the past and I have become as normal.

**10-** Could you frankly tell me how do you think other people see you?

*Prompt:* members of your family, friends? Is it as it is or changed? Explain?

**Client:** My friends say that I have changed compared to the past, (I was nervous as endured to talk to anyone. but now I have become normal and like to speak with my friends ...

**11-** You reacted in a certain way dealing with the traumatic events during the Al-Aqsa Intifada. Why do you think you reacted the way you did to these “traumatic events”?

**Client:** It is due to relying on myself more than advices from others. I began to study hard to prove myself in life and have a good future.

**12-** What type of things do you like to play or draw?

**Client:** I like volleyball, and love nothing more than drawing trees and houses.

**Interviewer:** Why do you love making those things?

**Client:** they are easy and I am used to them.

**Section III: psychological and social support**

**13-** Can you describe the relationship you have with your parents and the rest of your family members, school teachers, and friends? *Prompt:* Strong ( ) Moderate ( ) Weak

**Client:** I have good relations within the house, particularly with my mother in law. Furthermore, I have good relations at school with my friends and teachers.

- **Interviewer:** How is your relationship with your mother?

**Client:** Every Friday I visit my mother, and sometimes twice a week, as my mother asks me about my needs and provides them to me. And my relationship with my mother is good, and if I don't see my mother I have my mother in law. Also, my mother always recommends mother in law to assist and encourage me to study.

**14-** Who do you get support, backing, and encouragement from? Explain

*Prompts:* Family members? Friends? Teachers? Neighbors? Charitable Associations? Governmental /NGOs? Can you describe?

**Client:** I get support and encouragement from my mother and teachers, as well as my mother in law who guides me in case of any wrong doing and encouraged me to study.

**15-** What do you think about that support?

*Prompt:* good, poor..

**Client:** I think that the support is good enough.

**Section IV: adaptation / acclimatization**

**16-** What characteristics do you believe may have helped you dealing well with these difficult situations during the Intifada better than other children, who fell victims to the many problems?

**Client:** Because of guidance and encouragement that I get from my mother in law, and she always encourages me to be a diligent student. She used to tell me that the fact of losing a father affects any one, but that does not mean to be careless at school. She also encouraged me frequently to overcome the difficult events that I have experienced such as :( my father's death, the killing of my cousin and being isolated from my mother).

**17-** What do you think about people that are affected badly when they are exposed to several traumatic experiences during the Intifada, and still suffering from numerous problems and disturbances?

*Prompt:* you were almost in similar circumstances (a traumatic experience), and despite that you still enjoy good health. How did you survive after being exposed to these traumatic events?

**Client:** These people that are affected badly because they did not get enough support, assistance, advice and attention from others to enable them to overcome their difficulties and hardships that they have experienced.

**18-** Do you see yourself as being well?

*Prompt:* always, sometimes?

**Client:** I feel fine but not always.

**19-** How did you deal with having been exposed to many traumatic events during the Intifada?

*Prompt:* Do you have particular strategies and methods in dealing with traumatic events? Ways of coping (physical or moral).

**Client:** I did not believe that my uncles would be released from prison soon, so I was not looking after myself. Whenever I sit on my own, I remember the martyrdom of my cousin and get so sad. But actually after they were released from prison, I became very rejoiced and it gave me hope in life, especially when they encourage me. Meanwhile, I still remember the echo of my father and uncles' encouragement and advice: "You have to study hard and keep strong no matter what is happening around you."

**20-** Finally, what do you expect to happen in 5 years time?

**Client:** I wish to pass my exams, join the university, and become a successful physician.

End of the interview

## Appendixes (20)

### Framework- Code Categories (Case 4)

Code: 1ye437

No Cat.	Factors helped reducing the emergence of post-traumatic disorders	Frequency
c1	The patriotic sense, culture of challenge, a strong belief in the obligatory resistance of occupation and the patience to do so.	
c2	<p>Non frustration, hopeful towards future, ambitious and optimistic for bright future victory.</p> <p><b>A-Q8:</b> ‘I love life’.</p> <p><b>A-Q11:</b> ‘and have a good future’.</p> <p><b>A-Q20:</b> ‘I wish to pass my exams, join the university and become a successful physician’.</p>	***
c3	Motivated by religion, faith and patience with calamities.	
c4	<p>Family support and encouragement.</p> <p><b>A-Q8:</b> ‘and gain sponsorship and support from my uncles, my grandfather and grandmother. But before, I wished that I could have died and not stay alive’.</p> <p><b>A-Q13:</b> ‘I have good relations within the house, particularly with my mother in law’.</p> <p><b>A-Q13:</b> ‘my relationship with my mother is good, and if I don’t see my mother I have my mother in law. Also, my mother always recommends mother in law to assist and encourage me to study’.</p> <p><b>A-Q14:</b> ‘I get support and encouragement from my mother ... as well as my mother in law who guides me in case of any wrong doing and encouraged me to study’.</p> <p><b>A-Q16:</b> ‘Because of guidance and encouragement that I get from my mother in law, and she always encourages me to be a diligent student. She used to tell me that the fact of loosing a father affects any one, but that does not mean to be careless at school. She also encouraged me frequently to overcome the difficult events that I have experienced such as :( my father’s death, the killing of my cousin and being isolated from my mother)’.</p> <p><b>A-Q19:</b> ‘I did not believe that my uncles would be released from prison soon,</p>	*****

	so I was not looking after myself. Whenever I sit on my own, I remember the martyrdom of my cousin and get so sad. But actually after they were released from prison, I became very rejoiced and it gave me hope in life, especially when they encourage me’.	
c5	<p>Friends’ support</p> <p><b>A-Q7:</b> ‘Meanwhile, I have good relations with my female friends and I like to accompany them’.</p> <p><b>A-Q13:</b> ‘I have good relations at school with my friends’.</p>	**
c6	<p>Relatives, neighbours’ backing, people and Community support and backing (governmental institutions or charities).</p> <p><b>A-Q3:</b> ‘after that I became more connected with my cousin who often visited us and brought me gifts. Thus, I could feel compassion and warmth’.</p> <p><b>A-Q6:</b> ‘at the outset, I was very much affected and my achievement at school decreased. I was an excellent student at school, as when my father died during the summer I was going in to the fourth grade. At that year I could not remember anything that I studied in the previous years. In the aftermath, my achievement at school decreased and then relatives encouraged me to study, especially my cousin who was killed... particularly after my uncles were released from the occupation prisons. That all helped me get rid of my sadness, distress, and indifference’.</p> <p><b>A-Q7:</b> ‘My uncles were released from prison, as well as my cousin’s brother who was killed earlier was released and it is his wedding today’.</p> <p><b>A-Q17:</b> ‘These people that are affected badly because they did not get enough support, assistance, advice and attention from others to enable them to overcome their difficulties and hardships that they have experienced’.</p> <p><b>A-Q19:</b> ‘I did not believe that my uncles would be released from prison soon, so I was not looking after myself. Whenever I sit on my own, I remember the martyrdom of my cousin and get so sad. But actually after they were released from prison, I became very rejoiced and it gave me hope in life, especially when they encourage me’.</p>	*****
C7	<p>Teachers’ support</p> <p><b>A-Q13:</b> ‘I have good relations at school with my teachers’.</p> <p><b>A-Q14:</b> ‘I get support and encouragement from my teachers’.</p>	**

C8	Diligent at school despite difficult circumstances. <b>A-Q7:</b> ‘as my achievement at school has improved a lot after it declined... and I also became diligent and excellent in the tests’. <b>A-Q8:</b> ‘in the meantime and study hard’. <b>A-Q9:</b> ‘In the meantime, my achievement at school is back to what it was in the past and I have become as normal’. <b>A-Q11:</b> ‘I began to study hard’. <b>A-Q20:</b> ‘I wish to pass my exams’.	*****
C9	Emotions’ release, as the child talks to his friends, relatives and family about his worries and problems or draw etc...	
C10	Courage and boldness.	
c11	They are used to face trauma and difficult circumstances.	
c12	Avoiding loneliness and isolation from others. <b>A-Q10:</b> ‘My friends say that I have changed compared to the past, (I was nervous as endured to talk to anyone. but now I have become normal and like to speak with my friends... ‘.	*
c13	Withdrawal of the occupation from the Gaza Strip, and having a sense of freedom.	
c14	Following-up entertainment and recreational programs.	
c15	The practice of sport and hobbies, such as painting and other ... <b>A-Q12:</b> ‘I like volleyball, and love nothing more than drawing trees and houses’.	*
c16	A strong will and determination to overcome the difficult conditions. <b>A-Q6:</b> ‘After I had decided to carry out the recommendation of my cousin, uncles, and my mother, and revert nostalgically to the previous level of diligence and excellence’. <b>A-Q11:</b> ‘to prove myself in life’.	**
C17	A collective sense of worrying and misfortune, and that the difficult conditions and trauma are absolute results of the occupation’s nature, and against all people.	
C18	Not to make difficult or traumatic events dominate the person’s thinking or his daily life. Or try not to think permanently of the difficult and traumatic events.	*

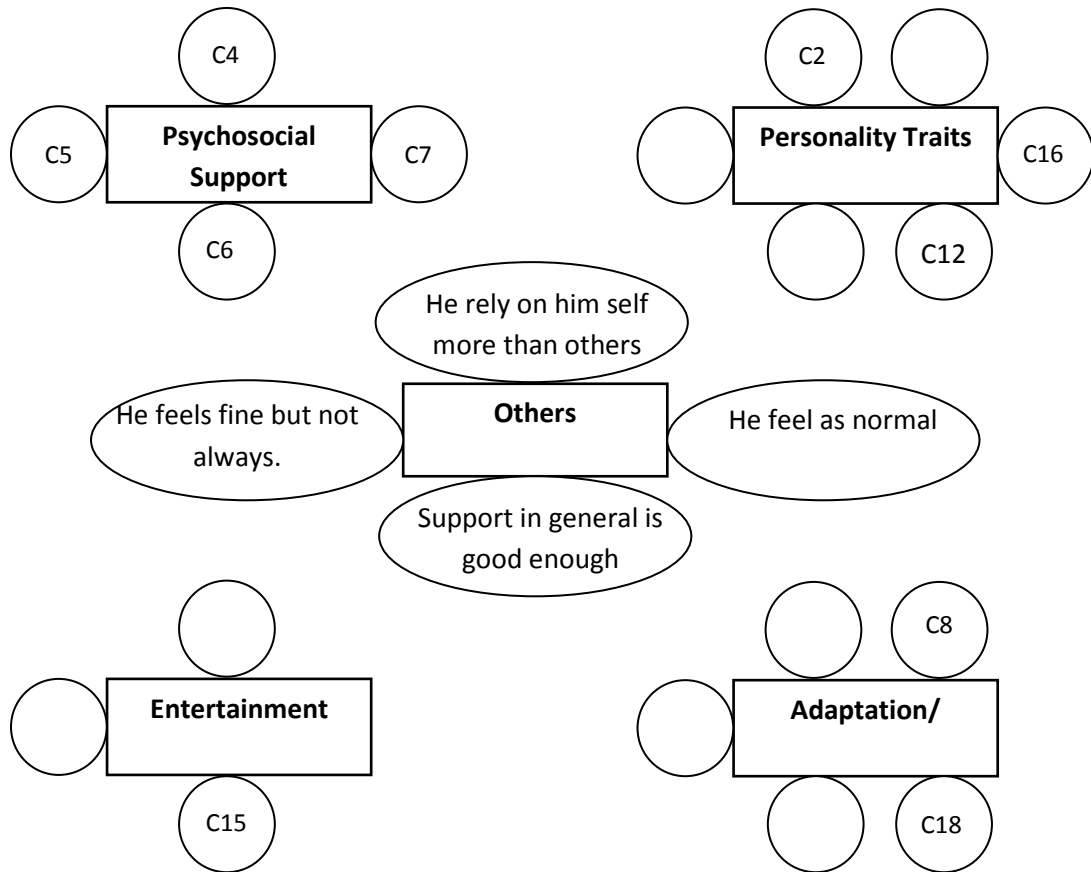
	<b>A-Q5:</b> 'I did not talk to anyone about my feelings, fears and grieves, as whenever I remember that event I become so afraid and sad for the death of my cousin. And even today, I do not like to speak with you about that event'.	
C19	Others <b>A-Q7:</b> 'I feel that I am normal'. <b>A-Q11:</b> 'It is due to relying on myself more than advices from others'. <b>A-Q15:</b> 'I think that the support is good enough'. <b>A-Q18:</b> 'I feel fine but not always'.	****

A-Q means answer of question.

\* means number of frequency of factors

### Appendixes (21)

Initial thematic map, showing five main themes (case 4)





## Appendixes (22)

### Alist of Interview Schedule (Case 5)

**Gender:** Male

**Pseudonym:** Sami

**Age:** 15

**Residence:** South of Gaza

**Number of traumatic experiences:** 26

**Code:** 1yp416

**Date of first application:** 15/4/2006. Level of symptoms: Mild.

**Date of second application:** 24/3/2007. Level of symptoms: Mild.

**Section I:** traumatic experiences during the Al-Aqsa Intifada (Uprising).

1) Could you please tell me what are the worst things (events), which you have seen occurred to the people (family, friends or neighbours) by the occupying forces during the Al-Aqsa Intifada until now?

**Client:** once we were stuck at Salah al-Din gate, the tank was approaching and began to shoot, and there is one of those who was standing next to me was hit in the stomach and began bleeding; his guts were uncovered.. we shouted asking for an ambulance, carried and placed him in the ambulances, then we fled from the scene .. but he died later the same day and that incident had a huge impact on me.

Another situation: we were on the street following a football match near the house where there was an incursion in the region and the occupying forces shot at everyone standing on the street, then we fled to the alleyways to escape from death.

2) Could you tell me what are the worst things (traumatic events) that you directly passed through Al-Aqsa Intifada?

**Client:** the two previous mentioned situations.

3) In your own words, could you describe what did you do when the youngman's guts were shown up and he died later?

**Client:** I tried to help and provide him with first-aid but when the occupation forces approached we fled ... I also thought about his family's position and how they would deal

with it!! I felt in those situations that death is inevitable to me. I thought hesitatingly how I would escape that danger, and started thinking of that person's family and what position they might have. Furthermore, I did not talk to my family about those situations but only to my friends and by chance.

4) What did you think when that Youngman died in front of your eyes?

**Client:** I felt scared and fled from the scene immediately to survive.

5) How did you deal with these feelings?

*Prompts: Did you tell anyone about them? Did you get any help or support from anyone? Do you feel safe, secure and free nowadays?*

**Client:** I did not tell anyone about those painful experiences except my friends as I have told them in the context of talking about the events of the intifada.

6) From our earlier research it seems as if your everyday life has not been significantly affected by having witnessed these disturbing events. Why do you think that is?

*Prompts: What do you think the reasons that make you keep doing well and not suffer from any problem or disturbance?*

**Client:** The continuous family's encouragement before and after the event, as well as religious morals as I pray and believe in God, and ask him to make me endure those events.

7) Could you please describe how do you feel now, after being subjected to traumatic experiences and difficult events during Al-Aqsa Intifada?

*Prompts: Are you still doing well or not.. Describe that in terms of school, family, street, friends...*

**Client:** I feel that I am fine and both my friends and my family deal with me in good way. Also my teachers at school are still dealing with me the same way, in addition to the continued encouragement by my father towards school.

**Tester:** Do you expect that this traumatic event will be repeated?

**Client:** Yes, I expect it to happen at any moment.

## **Section II: Personality Traits**

8) How would you describe yourself as a person?

*Prompt:* What sort of person are you? Most important characteristics:(nervous, happy, optimistic, moody (temperamental), a lover of life ..).

**Client:** I am optimistic, life-loving, an adventurous and like everything with adventures. I also have a strong notice for things as for example; Maths quizzes on television I immediately handle them, in addition to my adherence to religion.

9) Has experiencing “traumatic events” made a difference to how you see yourself?

*Prompt:* If so, how do you see yourself now as different from before you were exposed to trauma? How would you say you have changed?

**Client:** before the Uprising, my life was better as we were practicing our rights and lived fully and normal to some extent. We used to go to places of entertainment and parks somewhat freely. But during the Intifada the situation has become worse as military checkpoints increased and the occupation soldiers are in control of everything in our lives. It has become like living in a prison as we lost many things during the intifada .

10) Could you frankly tell me how do you think other people see you?

*Prompt:* members of your family, friends? Is it as it is or changed? Explain?

**Client:** before the Intifada we used to go out at night for a walk and play. But now my family does not allow me to leave at night and stay away from gatherings; because the occupation soldiers hit any gathering, thus a gathering in the street means an exposure to the risk of death. Regarding now people look at me, it is still the same, for my self as known in the past; the severity of events could not change me.

11) You reacted in a certain way dealing with the traumatic events during the Al-Aqsa Intifada. Why do you think you reacted the way you did to these “traumatic events”?

**Client:** because those things occur every day (killing, shooting and shelling), I do not care about them (something familiar with), but there are other people fearful of those events... Perhaps because they are unaccustomed to face those events, they came to visit the neighbourhood where I live in, or they had settled in the region for a short period and they were used to live in a quiet place to a certain extent.

12) What type of things do you like to play or draw?

**Client:** I like drawing and particularly, folklore and other things such as: (duck and fish). I also like playing (swimming and football). Furthermore, I like to paint something from the

Palestinian folklore, particularly horses, wheat sickle, and the dress. Because I am proud of those things, it reminds me of the heritage and civilization of our ancestors.

### **Section III : psychological and social support**

**13)** Can you describe the relationship you have with your parents and the rest of your family members, school teachers, and friends? *Prompt:* Strong ( ) Moderate ( ) Weak

**Client:** The relationship with everyone is based on love, affection, and interdependence; besides, my family always encourage me to be the best sibling. My relationship with my family is unique, but at school my relationship with my teachers is moderate. I am similar to my classmates, I like the teacher who teach and explain the lessons well and takes care of the students' time. While I have a very good relationship with my friends.

**14)** Who do you get support, backing and encouragement from? Explain

*Prompts:* Family members? Friends? Teachers? Neighbors? Charitable Associations? Governmental /NGOs? Can you describe?

**Client:** I get support and backing continuously from my family in times of joy and grief. I go to the mosque and pray continuously, as well as teachers always encourage me to study and be diligent, and I meet their request, especially when they say that man without education is worthless... when you grow up you will be of value only if you are educated. Thus, we must defy difficult circumstances... I still remember those words, and I try to implement as much as possible these tips and wills.

**15)** What do you think about that support?

*Prompt:* good, poor or non-existent

**Client:** I consider that support as excellent enough.

### **Section IV: adaptation / acclimatization**

**16)** What characteristics do you believe may have helped you deal well with these difficult situations during the Intifada better than other children, who fell victims to the numerous problems?

**Client:** My life with my father, my mother and the rest of my family is good, as they always encourage me. My relationships with neighbours and friends are good and I practice prayers regularly and constantly. I am proud that I am a Palestinian and I am

proud of our customs and traditions; therefore, the difficult circumstances of life became normal for me.

**17)** What do you think about people that are affected badly when they are exposed to several traumatic experiences during the Intifada, and still suffering from numerous problems and disturbances?

*Prompt:* you were almost in similar circumstances ( traumatic experiences), and despite that you still enjoy a good health. How did you survive after being exposed to those traumatic events? Could you explain the reasons behind all of those things?

**Client:** Because they are not familiar with the exposure to those situations, or they live in another area, or they are not local residents of that region, or they did not receive adequate support and encouragement, or that they had weak personalities and their experiences are still weak compared to others.

**18)** Do you see yourself as being well?

*Prompt:* always, sometimes?

**Client:** I see myself well to a certain extent and my relation with my parents is excellent as they look after me and encourage me to overcome and go beyond the hard circumstances.

**19)** How did you deal with having been exposed to many traumatic events during the Intifada?

*Prompt:* Do you have particular strategies and methods in dealing with traumatic events? ways of coping (physical or moral).

**Client:** "I tried to forget those difficult events by usually giving prayers and reading the Quran. My family tell me that those events can happen to any person, and that was a difficult situation in the past .. You must forget and not think about it again ... those events became usual and many people became familiar with them".

**20) Finally,** what do you expect to happen in 5 years time?

**Client:** To be a successful young man in my life, and adventurous for example; mountain climbing, or disembarking from the hills. I also would like to become an engineer and I like everything that has drawing and engineering.

*End of the interview*

## Appendixes (23)

### Framework- Code Categories (Case 5)

Code: 1yp416

No Cat.	Factors helped reducing the emergence of post-traumatic disorders	Frequency
c1	<p>The patriotic sense, culture of challenge, a strong belief in the obligatory resistance of occupation and the patience to do so.</p> <p><b>A-Q16:</b> ‘I am proud that I am a Palestinian and I am proud of our customs and traditions’.</p>	*
c2	<p>Non frustration, hopeful towards future, ambitious and optimistic for bright future victory.</p> <p><b>A-Q6:</b> ‘ask God to make me endure those events’.</p> <p><b>A-Q8:</b> ‘I am optimistic, life-loving’.</p> <p><b>A-Q20:</b> ‘To be a successful young man in my life...I also would like to become an engineer and I like everything that has drawing and engineering’.</p>	***
c3	<p>Motivated by religion, faith and patience with calamities.</p> <p><b>A-Q6:</b> ‘as well as religious morals as I pray and believe in God’.</p> <p><b>A-Q8:</b> ‘in addition to my adherence to religion’.</p> <p><b>A-Q14:</b> ‘I go to the mosque and pray continuously’.</p> <p><b>A-Q16:</b> ‘I practice prayers regularly and constantly’.</p> <p><b>A-Q19:</b> ‘By usually giving prayers and reading the Holy Quran’.</p>	*****
c4	<p>Family support and encouragement.</p> <p><b>A-Q6:</b> ‘The continuous family’s encouragement before and after the event’.</p> <p><b>A-Q7:</b> ‘My family deal with me in good way... In addition to the continued encouragement by my father towards school’.</p> <p><b>A-Q13:</b> ‘My family always encourage me to be the best sibling. My relationship with my family is unique’.</p> <p><b>A-Q14:</b> ‘I get support and backing continuously from my family in times of joy and grief’.</p> <p><b>A-Q16:</b> ‘My life with my father, my mother and the rest of my family is good, as they always encourage me’.</p> <p><b>A-Q18:</b> ‘My relation with my parents is excellent as they look after me and</p>	*****

	encourage me to overcome and go beyond the hard circumstances’.	
c5	<p>Friends’ support</p> <p><b>A-Q7:</b> ‘My friends deal with me in good way’.</p> <p><b>A-Q13:</b> ‘I have a very good relationship with my friends’.</p> <p><b>A-Q16:</b> ‘My relationships with friends are good’.</p>	***
c6	<p>Relatives, neighbours’ backing, people and Community support and backing (governmental institutions or charities).</p> <p><b>A-Q13:</b> ‘The relationship with everyone is based on love, affection, and interdependence’.</p> <p><b>A-Q16:</b> ‘My relationships with neighbours are good’.</p> <p><b>A-Q17:</b> ‘They did not receive adequate support and encouragement’.</p>	***
C7	<p>Teachers’ support</p> <p><b>A-Q7:</b> ‘Also my teachers at school are still dealing with me the same way’.</p> <p><b>A-Q13:</b> ‘My relationship with school and my teachers is moderate’.</p> <p><b>A-Q14:</b> ‘as well as teachers always encourage me to study and be diligent, and I meet their request, especially when they say that man without education is worthless... when you grow up you will be of value only if you are educated. Thus, we must defy difficult circumstances... I still remember those words, and I try to implement as much as possible these tips and wills’.</p>	***
C8	Diligent at school despite difficult circumstances.	
C9	<p>Emotions’ release, as the child talks to his friends, relatives and family about his worries and problems or draw etc...</p> <p><b>A-Q5:</b> ‘I did not tell anyone about those painful experiences except my friends as I have told them in the context of talking about the events of the intifada’.</p>	*
C10	<p>Courage and boldness.</p> <p><b>A-Q8:</b> ‘And like everything with adventures’.</p> <p><b>A-Q20:</b> ‘To be adventurous for example; mountain climbing, or disembarking from the hills’.</p>	**
c11	<p>They are used to face trauma and difficult circumstances.</p> <p><b>A-Q7:</b> ‘I expect the traumatic events to happen at any moment’.</p> <p><b>A-Q10:</b> ‘It is still the same, for my self as known in the past; the severity of events could not change me’.</p>	*****

	<p><b>A-Q11:</b> ‘Because those things occur every day (killing, shooting and shelling), I do not care about them (something familiar with)’.</p> <p><b>A-Q16:</b> ‘Therefore, the difficult circumstances of life became normal for me’.</p> <p><b>A-Q17:</b> ‘Because they are not familiar with the exposure to those situations or they are not local residents of that region’.</p>	
c12	Avoiding loneliness and isolation from others.	
c13	Withdrawal of the occupation from the Gaza Strip, and having a sense of freedom.	
c14	Following-up entertainment and recreational programs.	
c15	<p>The practice of sport and hobbies, such as painting and other ...</p> <p><b>A-Q12:</b> ‘I like drawing and particularly, folklore and other things such as: (duck and fish). I also like playing (swimming and football). Furthermore, I like to paint something from the Palestinian folklore’.</p>	*
c16	<p>A strong will and determination to overcome the difficult conditions.</p> <p><b>A-Q17:</b> ‘Or that they had weak personalities and their experiences are still weak compared to others’.</p>	*
C17	<p>A collective sense of worrying and misfortune, and that the difficult conditions and trauma are absolute results of the occupation’s nature, and against all people.</p> <p><b>A-Q19:</b> ‘My family tell me that those events can happen to any person, and that was a difficult situation in the past .. You must forget and not think about it again ... those events became usual and many people became familiar with them’.</p>	*
C18	<p>Not to make difficult or traumatic events dominate the person’s thinking or his daily life. Or try not to think permanently of the difficult and traumatic events.</p> <p><b>A-Q19:</b> ‘I tried to forget those difficult events’.</p>	*
C19	<p>Others</p> <p><b>A-Q7:</b> ‘I feel that I am fine’.</p> <p><b>A-Q15:</b> ‘I consider that support as excellent enough’.</p> <p><b>A-Q18:</b> ‘I see myself well to a certain extent’.</p>	***

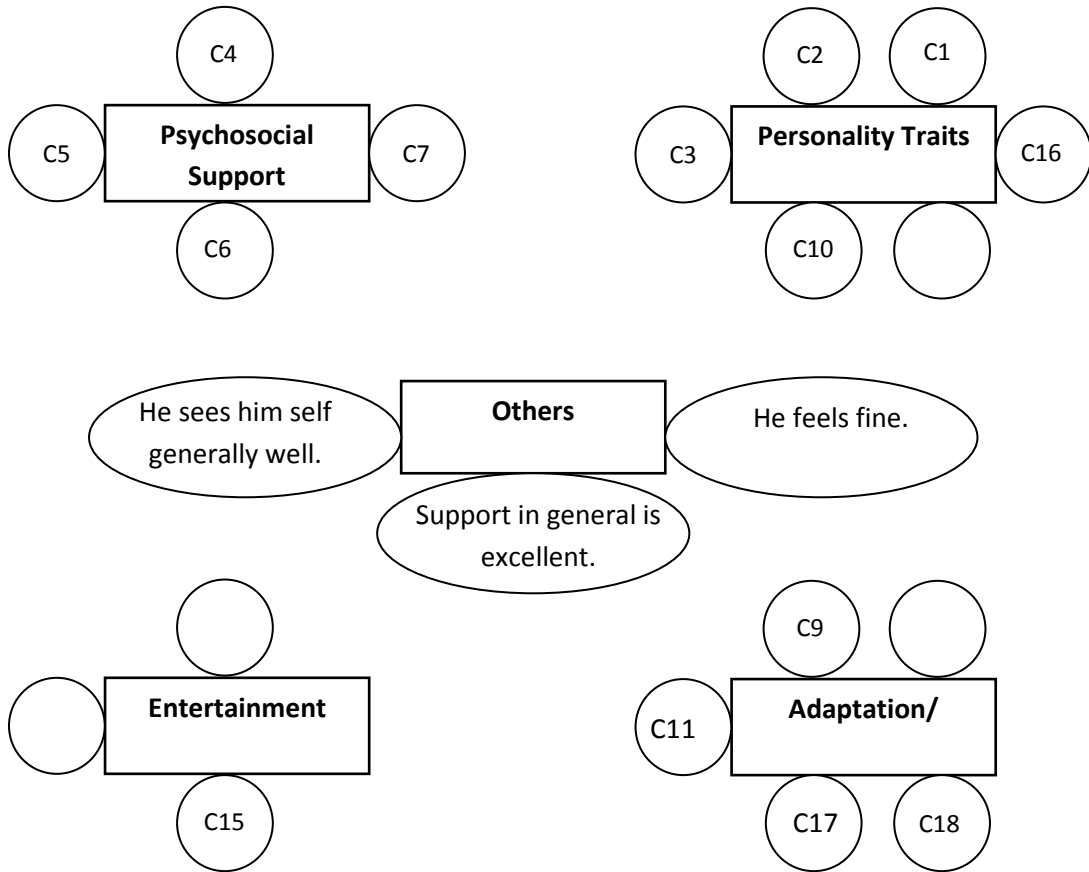
A-Q means answer of question.

\* means number of frequency of factors



### Appendixes (24)

Initial thematic map, showing five main themes (Case 5)



## Appendixes (25)

### Alist of Interview Schedule(Case 6)

**Gender:** Male

**Pseudonym:** Ziad

**Age:** 15

**Residence:** South of Gaza

**Number of traumatic experiences:** 23

**Code:** 2yp694

**Date of first application:** 15/4/2006. Level of symptoms: slight.

**Date of second application:** 24/3/2007. Level of symptoms: slight.

#### **Section I: traumatic experiences during the Al-Aqsa Intifada (Uprising).**

**1-**Could you please tell me what are the worst things (events), which you have seen occurred to the people (family, friends or neighbours) by the occupying forces during the Al-Aqsa Intifada until now?

#### **Client:**

- There was an incursion near our house, as well as a tank exploded in front of our house.
- During the incursion, the occupation soldiers forced us to move out to another location.
- My uncle's house in addition to neighbours' houses were demolished during the incursion.
- Some neighbours were injured while they were on the roof of our house watching the incursion.

**2-** Could you tell me what are the worst things (traumatic events) that you directly passed through Al-Aqsa Intifada?

**Client:** I was injured in the leg during confrontations with the occupation forces (I was there out of curiosity), and also my cousin was killed in front of my eyes.

**3-**In your own words, could you describe what did you do when you got a bullet in your leg, or the incursion, or the killing of your cousin?

**Client:** I was very sad, confused and scared.

**4-**How did you feel when your house was demolished and your farm bulldozed?

**Client:** I could not concentrate on studies and my attention became fragmented.

**5-** How did you deal with these feelings?

*Prompts: Did you tell anyone about them? Did you get any help or support from anyone? Do you feel safe, secure and free nowadays?*

**Client:** I did not talk to anyone about those feelings. I feel somewhat secure and free, exercise the things that I love and play with my cousins freely.

**6-** From our earlier research it seems as if your everyday life has not been significantly affected by having witnessed these disturbing events. Why do you think that is?

*Prompts: What do you think the reasons that make you keep doing well and not suffer from any problem or disturbance?*

**Client:** Due to the withdrawal of the occupation, feeling somewhat free and safe, we are able to go to the sea and enjoy it, as we were unable to do such things for four years. Furthermore, there are things that I was deprived of because of the occupation, but now the situation has improved for me compared to the past.

**7-** Could you please describe how do you feel now, after being subjected to traumatic experiences and difficult events during Al-Aqsa Intifada?

*Prompts: Are you still doing well or not.. Describe that in terms of school, family, street, friends...*

**Client:** Due to my exposure to the previously mentioned incidents, I became bold and do not care about the occupation troops.. after the occupation withdrawal I began talking about other topics .. but during the days of the occupation I used to talk about the occupation and their practices. Furthermore, prior to the withdrawal of the occupation I did not used to do my homework but instead played and shipped school but now I regularly go to school.

## **Section II: Personality Traits**

**8-** How would you describe yourself as a person?

*Prompt: What sort of person are you? Most important characteristics :( nervous, happy, optimistic, moody (temperamental), a life-loving...).*

**Client:** I am alright nowadays, while during the occupation period, I used to be nervous and argue with my family, particularly my mother. In addition, the occupation troops'

practices made me always nervous and put me in a bad temper, but nowadays the relation with my mother is better. The departure of the occupation has eased the sadness and nervousness that I had and I have become more optimistic than have previously and began to like myself and life...

**9-** Has experiencing “traumatic events” made a difference to how you see yourself?

*Prompt: If so, how do you see yourself now as different from before you were exposed to trauma? How would you say you have changed?*

**Client:** I still see myself as normal, like I was in the past.

**10-** Could you frankly tell me how do you think other people see you?

*Prompt: members of your family, friends? Is it as it is or changed? Explain?*

**Client:** During the Intifada I used to cause trouble and fight the neighbours and school mates. But now after the withdrawal of the occupation I have improved and I have become better than before, which pleased my family, friends and teachers.

**11-** You reacted in a certain way dealing with the traumatic events during the Al-Aqsa Intifada. Why do you think you reacted the way you did to these “traumatic events”?

**Client:** We must stand firm and resist the occupation soldiers practice... Is it conceivable to let them kill us; demolish our homes without any resistance...

**12-** What type of things do you like to play or draw?

**Client:** I love playing football and painting children’s drawings, Palestine map and my original village which my father immigrated from, and wish to visit it one day..

### **Section III: psychological and social support**

**13-**Can you describe the relationship you have with your parents and the rest of your family members, school teachers, and friends? *Prompt: Strong ( ) Moderate ( ) Weak*

**Client:** I used to have a tense relationship with my parents, brothers and sisters. I did not used to obey my parents, and refused to respond to their requests. In addition, I had a lot of arguments with my teachers and classmates at school. But now, my relationships have improved on the whole and I have become obedient.

**14-**Who do you get support, backing and encouragement from? Explain

Prompts: Family members? Friends? Teachers? Neighbors? Charitable Associations? Governmental /NGOs? Can you describe?

**Client:** I got the support and encouragement from my father, mother, relatives, friends and educational guide at the school. There is also a charitable association providing assistance and support for me, and gives me lessons to improve my level at school and it is free of charge.

**15-** What do you think about that support?

*Prompt: good, poor or non-existent*

**Client:** I get average support and encouragement but I feel that I need more support and encouragement from my family and others.

#### **Section IV : adaptation / acclimatization**

**16-** What characteristics do you believe may have helped you dealing well with these difficult situations during the Intifada better than other children, who fell victims to the numerous problems?

**Client:** I am a sociable person and I like to visit people in addition of my desire to have a good financial status. Also it is because of my father's and relative's and friend's good treatment which has encouraged me.

**17-** What do you think about people that are affected badly when they are exposed to several traumatic experiences during the Intifada, and still suffering from numerous problems and disturbances?

*Prompt: you were almost in similar circumstances ( traumatic experiences), and despite that you still enjoy a good health. How did you survive after being exposed to those traumatic events? Could you explain the reasons behind all of those things?*

**Client:** Perhaps their parents treated them badly, as well as them distancing from the mixing and interacting with others (unsociable).

**18-** Do you see yourself as being well?

*Prompt: always, sometimes?*

**Client:** Thank God, I am Ok, to some extent. Sometimes I get very sad when I miss or remember someone close to me who was killed.

**19-** How did you deal with having been exposed to many traumatic events during the Intifada?

*Prompt: Do you have particular strategies and methods in dealing with traumatic events? ways of coping (physical or moral).*

**Client:** It is due to our steadfastness and firmness before the occupation forces, as the occupation is our only enemy, who wants to destroy the Palestinian people, but with our determination we will win it. As well as my parent's encouragement and treatment me well.

**20-** Finally, what you expect to happen in 5 years time?

**Client:** I want to proceed my education, join a university, become a teacher and treat people well.

End of the interview

## Appendixes (26)

### Framework- Code Categories (Case 6)

Code: 2yp694

No Cat.	Factors helped reducing the emergence of post-traumatic disorders	Frequency
c1	<p>The patriotic sense, culture of challenge, a strong belief in the obligatory resistance of occupation and the patience to do so.</p> <p><b>A-Q11:</b> ‘We must stand firm and resist the occupation soldiers practice... Is it conceivable to let them kill us; demolish our homes without any resistance...’</p> <p><b>A-Q12:</b> ‘I love painting Palestine map and my original village which my father immigrated from, and wish to visit it one day..’</p> <p><b>A-Q19:</b> ‘It is due to our steadfastness and firmness before the occupation forces, as the occupation is our only enemy, who wants to destroy the Palestinian people’.</p>	***
c2	<p>Non frustration, hopeful towards future, ambitious and optimistic for bright future victory.</p> <p><b>A-Q8:</b> ‘I have become more optimistic than have previously and began to like myself and life...’</p> <p><b>A-Q20:</b> ‘I want to proceed my education, join a university, become a teacher’.</p>	**
c3	Motivated by religion, faith and patience with calamities.	
c4	<p>Family support and encouragement.</p> <p><b>A-Q8:</b> ‘While during the occupation period, I used to be nervous and argue with my family, particularly my mother. In addition, the occupation troops’ practices made me always nervous and put me in a bad temper, but nowadays the relation with my mother is better’.</p> <p><b>A-Q13:</b> ‘I used to have a tense relationship with my parents, brothers and sisters. I did not used to obey my parents, and refused to respond to their requests. But now, my relationships have improved on the whole and I have become obedient’.</p> <p><b>A-Q14:</b> ‘I got the support and encouragement from my father and mother’.</p> <p><b>A-Q16:</b> ‘Also it is because of my father’s good treatment which has</p>	*****

	<p>encouraged me’.</p> <p><b>A-Q17:</b> ‘Perhaps their parents treated them badly’.</p> <p><b>A-Q19:</b> ‘As well as my parent’s encouragement and treatment me well’.</p>	
c5	<p>Friends’ support</p> <p><b>A-Q13:</b> ‘I had a lot of arguments with my classmates at school. But now, my relationships have improved on the whole and I have become obedient.</p> <p><b>A-Q14:</b> ‘I got the support and encouragement from my friends’.</p> <p><b>A-Q16:</b> ‘Also it is because of my friend’s good treatment which has encouraged me’.</p>	**
c6	<p>Relatives, neighbours’ backing, people and Community support and backing (governmental institutions or charities).</p> <p><b>A-Q14:</b> ‘I got the support and encouragement from my relatives...There is also a charitable association providing assistance and support for me, and gives me lessons to improve my level at school and it is free of charge’.</p> <p><b>A-Q16:</b> ‘Also it is because of my relative’s good treatment which has encouraged me’.</p>	**
C7	<p>Teachers’ support</p> <p><b>A-Q13:</b> ‘I had a lot of arguments with my teachers at school. But now, my relationships have improved on the whole and I have become obedient’.</p> <p><b>A-Q14:</b> ‘I got the support and encouragement from my educational guide at the school’.</p>	**
C8	<p>Diligent at school despite difficult circumstances.</p> <p><b>A-Q7:</b> ‘Furthermore, prior to the withdrawal of the occupation I did not used to do my homework but instead played and shipped school but now I regularly go to school’.</p>	*
C9	<p>Emotions’ release, as the child talks to his friends, relatives and family about his worries and problems or draw etc...</p>	
C10	<p>Courage and boldness.</p> <p><b>A-Q7:</b> ‘Due to my exposure to the previously mentioned incidents, I became bold and do not care about the occupation troops..’.</p>	*
c11	<p>They are used to face trauma and difficult circumstances.</p> <p><b>A-Q9:</b> ‘I still see myself as normal, like I was in the past’.</p>	*
c12	<p>Avoiding loneliness and isolation from others.</p>	**



	<p><b>A-Q16:</b> 'I am a sociable person and I like to visit people'.</p> <p><b>A-Q17:</b> 'As well as them distancing from the mixing and interacting with others (unsociable)'.</p>	
c13	<p>Withdrawal of the occupation from the Gaza Strip, and having a sense of freedom.</p> <p><b>A-Q5:</b> 'I feel somewhat secure and free'.</p> <p><b>A-Q6:</b> 'Due to the withdrawal of the occupation, feeling somewhat free and safe, we are able to go to the sea and enjoy it, as we were unable to do such things for four years. Furthermore, there are things that I was deprived of because of the occupation, but now the situation has improved for me compared to the past'.</p> <p><b>A-Q8:</b> 'The departure of the occupation has eased the sadness and nervousness that I had'.</p> <p><b>A-Q10:</b> 'During the Intifada I used to cause trouble and fight the neighbours and school mates. But now after the withdrawal of the occupation I have improved and I have become better than before, which pleased my family, friends and teachers'.</p>	****
c14	Following-up entertainment and recreational programs.	
c15	<p>The practice of sport and hobbies, such as painting and other ...</p> <p><b>A-Q5:</b> 'exercise the things that I love and play with my cousins freely'.</p> <p><b>A-Q12:</b> 'I love playing football and painting children's drawings, Palestine map and my original village which my father immigrated from, and wish to visit it one day..'</p> <p><b>A-Q12:</b> 'I love playing football and painting children's drawings'</p>	***
c16	<p>A strong will and determination to overcome the difficult conditions.</p> <p><b>A-Q19:</b> 'But with our determination we will win it'.</p>	*
C17	A collective sense of worrying and misfortune, and that the difficult conditions and trauma are absolute results of the occupation's nature, and against all people.	
C18	<p>Not to make difficult or traumatic events dominate the person's thinking or his daily life. Or try not to think permanently of the difficult and traumatic events.</p> <p><b>A-Q7:</b> 'after the occupation withdrawal I began talking about other topics ...</p>	*

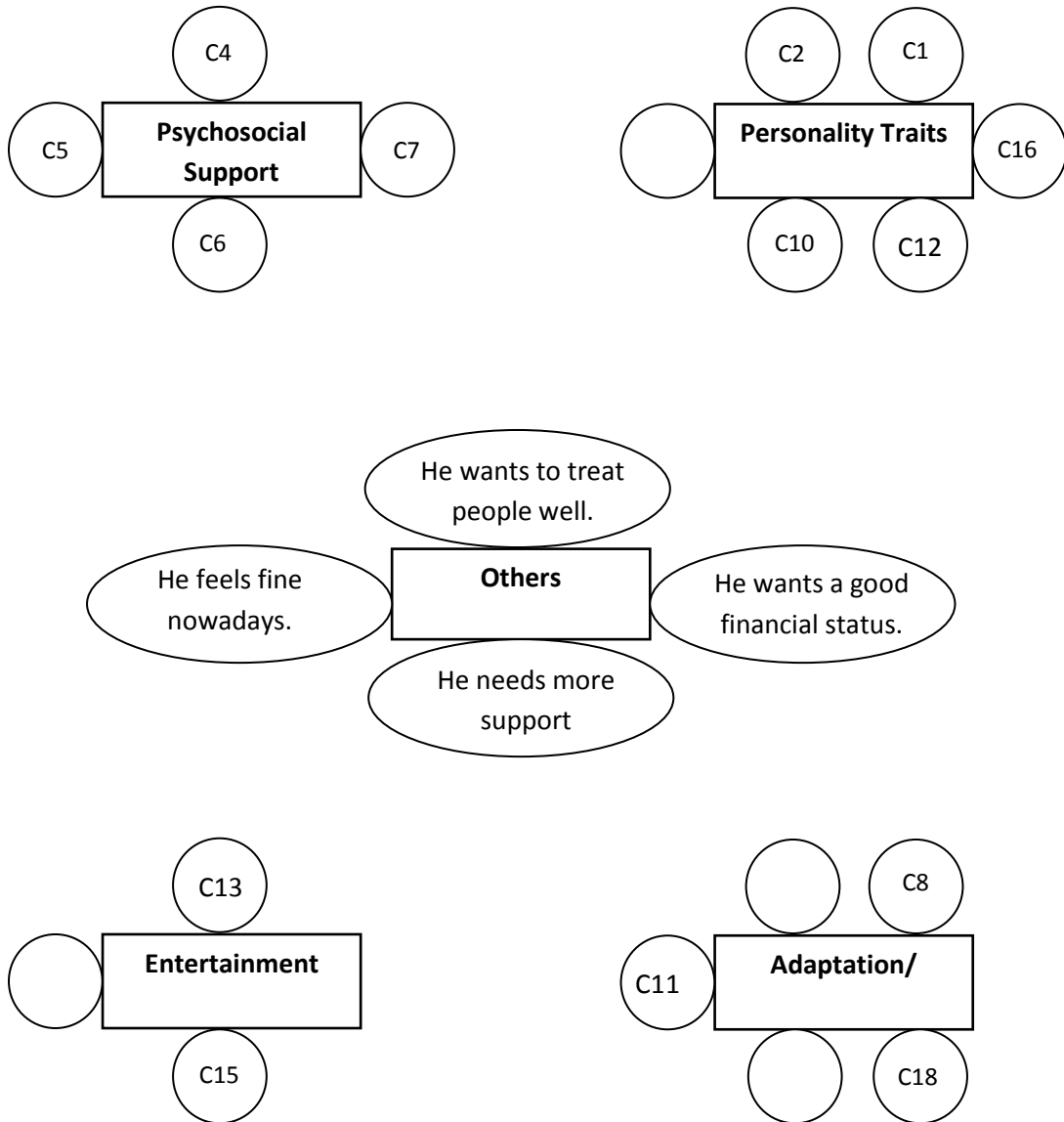
	but during the days of the occupation I used to talk about the occupation and their practices’.	
C19	<p>Others</p> <p><b>A-Q8:</b> ‘I am alright nowadays’.</p> <p><b>A-Q15:</b> ‘I get average support and encouragement but I feel that I need more support and encouragement from my family and others’.</p> <p><b>A-Q16:</b> ‘In addition of my desire to have a good financial status’.</p> <p><b>A-Q18:</b> ‘Thank God, I am Ok, to some extent. Sometimes I get very sad when I miss or remember someone close to me who was killed’.</p> <p><b>A-Q20:</b> ‘and I want to treat people well’.</p>	*****

A-Q means answer of question.

\* means number of frequency of factors

### Appendixes (27)

#### Initial thematic map, showing five main themes (case 6)



## Appendix (28)

### Letter for Referees in UK

**Dear Dr. Sir/Madam,**

**Subject:** Three questionnaires

I am a PhD student in psychology at the University of Hertfordshire, titled “The effects of chronic traumatic experiences on the Palestinian children in Gaza Strip.”, the participants will consist of 400 children ranging between 10-18 years old.

I am busy adapting the Gaza Traumatic Events Checklist by (Abu Hein *et al*, 1993) and the Child Post Traumatic Stress Reaction Index (CPTSD-RI: Pynoos *et al.*, 1987). Also, I am developing the Network of Psycho-Social Support in order to be these questionnaires more relevant to the current study. The following draft questionnaire (Arabic version) has been revised by 17 researchers of mental health and clinical psychology area in Palestine and Egypt and their feedback has been considered.

I translated these questionnaires from Arabic to English. I am planning to conduct a pilot study in January. For this I need to get ethical approval, including approval of the three questionnaires that I am planning to use. My supervisor suggested that I contact you and ask if you could please read and comment on the English versions of these questionnaires (see attachments). Any feed back on will be much appreciated.

I know that you are very busy, but would be grateful if I could receive any feedback by Friday 9<sup>th</sup> December 2005.

Many thanks for considering this request.

P.S. I would also appreciate it if you could let me know of any experts in the field of child trauma that I could contact him in this regard.

**Mohamed Altawil**

Ph.D Candidate in Psychology

University of Hertfordshire  
School of Psychology  
College Lane, Hatfield

Hertfordshire, AL10 9BT  
Phone : +44(0)1707 286129

## Appendix (29)

### Consent Form: Head Teacher (quantitative study)

**Title of study:**” The effects of chronic traumatic experience on Palestinian children in the Gaza Strip”

#### Statement by Head Teacher

- I confirm that I have read and understand the information sheets for this study.
- I understand that all information obtained will be confidential.
- I agree that research data gathered for the study may be published as long as I can not be identified as a subject.
- Contact information has been provided should I wish to seek further information from the researcher at any time for purpose of clarification.

Head Teacher’s Signature

.....

Date: / /

#### Statement by Researcher:

- I have got an acceptance from the chief of program in UNRWA-Gaza and Ministry of Education and Higher Education in Palestine.
- I have explained this project and the implications of participants in it to this participant without bias.
- I believe that consent is informed and that he/she understands the implications of participation.
- I explain the potential benefits of current research and its risks.

Name of Researcher and his signature

Mohamed Altawil

Date: / /

.....

## Appendix (30)

### Consent Form: Participants (quantitative study)

**Title of study:**” The effects of chronic traumatic experience on Palestinian children in the Gaza Strip”

**Statement by Participants:**

- I confirm that I have read and understand the information sheets for this study.
- I understand what my involvement will entail and all questions have been answered to my satisfaction.
- I understand that my participation is entirely voluntary, and that I can withdraw from the study at any time without prejudice.
- I understand that all information obtained will be confidential.
- I agree that research data gathered for the study may be published as long as I can not be identified as a subject.
- Contact information has been provided should I wish to seek further information from the researcher at any time for purpose of clarification.

Name of Participant and his Signature

.....

Date: / /

**Statement by Researcher:**

- I have got an acceptance from the chief of program in UNRWA-Gaza and Ministry of Education and Higher Education in Palestine.
- I have explained this project and the implications of participants in it to this participant without bias.
- I believe that consent is informed and that he/she understands the implications of participation.
- I explain the potential benefits of current research and its risks.

Name of Researcher and his signature

Mohamed Altawil

.....

Date: / /

## Appendix (31)

### Consent Form: Parents (quantitative study)

**Title of study:**” The effects of chronic traumatic experience on Palestinian children in the Gaza Strip”

**Statement by Parents:**

- I confirm that I have read and understand the information sheets for this study.
- I understand that all information obtained will be confidential.
- I agree that research data gathered for the study may be published as long as I can not be identified as a subject.
- Contact information has been provided should I wish to seek further information from the researcher at any time for purpose of clarification.

Head Teacher’s Signature

.....

Date: / /

**Statement by Researcher:**

- I have got an acceptance from the chief of program in UNRWA-Gaza and Ministry of Education and Higher Education in Palestine.
- I have explained this project and the implications of participants in it to this participant without bias.
- I believe that consent is informed and that he/she understands the implications of participation.
- I explain the potential benefits of current research and its risks.

Name of Researcher and his signature

Mohamed Altawil

.....

Date: / /

## Appendix (32)

### Consent Form for Participants in interveiws

**Title of study:**” The effects of chronic traumatic experience on Palestinian children in the Gaza Strip”

**Statement by Participants:**

- I confirm that I have read and understand the information sheets for this study.
- I understand what my involvement will entail and all questions have been answered to my satisfaction.
- I understand that my participation is entirely voluntary, and that I can withdraw from the study at any time without prejudice.
- I understand that all information obtained will be confidential.
- I agree that research data gathered for the study may be published as long as I can not be identified as a subject.
- Contact information has been provided should I wish to seek further information from the researcher at any time for purpose of clarification.
- As part of this project, I am going to make audio recording of you. I would like you to indicate below what uses of these records in ways that you agree to. In any use of these records, name will not be identified.
  - The records can be studied by the researcher for use in the research project.
  - The records can be used for scientific publications and/or meetings.
  - The written transcript and/or records can be used by other researchers.
  - The records can be shown in public presentations to non-scientific groups.

Name of Participant and his Signature ..... Date: / /

**Statement by Researcher:**

- I have got an acceptance from the chief of program in UNRWA-Gaza and Ministry of Education and Higher Education in Palestine.
- I have explained this project and the implications of participants in it to this participant without bias.
- I believe that consent is informed and that he/she understands the implications of participation.
- I explain the potential benefits of current research and its risks.

Name of Researcher and his signature

Mohamed Altawil .....

Date: / /



## Appendix (33)

### Approval for conducting questionnaires from Ministry of Education and Higher Education

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Palestinian National Authority  
Ministry of Education & Higher Education



السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي

Directorate General of Educational Textbooks & Printings

الإدارة العامة للكتب والمطبوعات التربوية

**Date:** 13/11/2005

**No:** 1244

**To:** District Directors of Education/ Gaza Strip

**Subject:** Approval for implementation of the field study

**Dear** District Directors:

I am writing formally to accept Mr Mohamed Altawil's application for carrying out the field study among the Palestinian students in Gaza Strip Schools. This study is titled: "The effects of chronic traumatic experience on The participants of study will be Palestinian children in the Gaza Strip." consisted of 400 students from high classes of the primary, preparatory, and secondary schools.

Mr. Altawil is doing Ph.D. in clinical psychology at the University of Hertfordshire in United Kingdom. The implementation time will be divided into three phases: the first phase is a pilot study will be carried out in December 2005, the second phase is the quantitative study from March 2006 to May 2006, and the third phase is the qualitative study from March 2007 to May 2007.

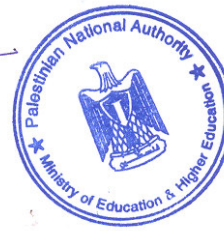
I have no objection with regard to carrying out the following questionnaires of study:

- A- Checklist of Traumatic Experiences
- B- Post Traumatic Stress Disorders Symptoms Scale
- C- Network of Psycho-Social Support Questionnaire
- D- Personality Assessment Questionnaire (PAQ) Kind regards,

Higher Education & Deputy Minister of Education

Dr. A. Abed El-Monaem

*Abdellah*



غزة هاتف ( 08-2822479-2849311 ) ( 08-2865909 ) فاكس ( 08-2865909 ) ( 08-2849311-2822479 )

Fax:

E-mail: [hope@hally.net](mailto:hope@hally.net)

**Appendix (34)****Approval for conducting questionnaires from UNRWA-Gazqa**

UNRWA  
Education Department  
Education Development Center



وكالة الغوث الدولية  
دائرة التربية والتعليم  
مركز التطوير التربوي

ED/ UNRWA-Gaza

24.11.2005

To : Mohammad Al Tawil  
From : OiC, Education Program - UNRWA / Gaza  
Subject : **Requesting Approval to Carry out the Field Study**

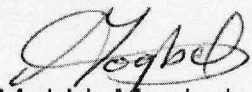
Dear Mr. Tawil

I have surveyed your tools for your Ph. D. study, I have no objection, except for few items that carry Political Views, they should not be included to keep the neutrality of UNRWA.

I would like you to know that implementation of the tools inside the classrooms is not allowed due to the shortage of learning/teaching time, because most of our schools are working on double-shift system, so implementation will be outside the classrooms.

I need to know your agenda for implementation (The schools of experimentation, the dates of implementation, the duration of implementation at each school, the number of targeted students at each school), this agenda is badly needed to be sent to headteachers concerned for coordination and cooperation.

Best wishes

  
Moh'd, Moqbel

## Appendix (35)

## Approval for conducting questionnaires from Ministry of Education and Higher Education in Arabic version

باسم الله الرحمن الرحيم

**Palestinian National Authority**  
Ministry of Education & Higher Education

**السلطة الوطنية الفلسطينية**  
وزارة التربية والتعليم العالي

الإدارة العامة للكتب والمطبوعات التربوية

ترقيم: وت غ/ مذكرة داخلية ١٢٤٤  
التاريخ: ٢٠٠٥/١١/١٣ م

السادة/ مديري التربية والتعليم - محافظات غزة المحترمين

تحية طيبة وبعد،،،

**الموضوع/ إجراء بحث**

يقوم الباحث/ محمد علي الطويل والمسجل في برنامج الدكتوراه بجامعة هيرت فورد شاير ببريطانيا بعمل بحث بعنوان "آثار الخبرات الصادمة على الأطفال الفلسطينيين في انتفاضة الأقصى".

لا مانع من قيام الباحث من تطبيق أدوات الدراسة المتمثلة بالاستبيانات التالية:

- ١- قائمة الخبرات الصادمة أثناء الحرب.
- ٢- مقياس أعراض اضطرابات ما بعد الصدمة.
- ٣- مقياس شبكة الدعم النفسي والاجتماعي.

وذلك على عينة من ٤٠٠ طالب وطالبة تتراوح أعمارهم ما بين (١٠-١٥) سنة بمدارس قطاع غزة الأساسية وذلك حسب الأصول.

**وتفضلوا بقبول فائق الاحترام**

وزير التربية والتعليم العالي  
وكيل الوزارة  
د. عبد الله عبد المنعم



نسخة السيد/ مدير عام الكتب والمطبوعات التربوية المحترم  
ع.ع.ب.١

Gaza (08-2861409-2849311) Fax:( 08-2863909) (08-2863909) نص (08-2861409- 2829211) غزة  
Email: abdsaa@edu.ps

## Appendix (36)

### Information Sheet for Participants

University of Hertfordshire

15/1/2006

**Research study:** The effect of chronic traumatic experiences on the Palestinian in Gaza Strip.

I would like to invite you to participate in a research project. Before you decide whether to take part, I would like to explain why the research is being carried out and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like more information.

Thank you for reading this.

**- What is the purpose of the study and who is conducting it?**

My name is Mohamed Altawil. I am a researcher in Psychology at the University of Hertfordshire. I am undertaking this research as part of my PhD degree. I am being supervised by Dr. Pieter Nel, Steve Devies, Abdalla Asker and David Winter, clinical psychology.

The aim of the study is to examine the psychological, social and educational effects of chronic traumatic experience on Palestinian children over the last year of the Al-Aqsa Intifada and to determine the factors moderating reactions toward the traumatic experiences (for example, personality, psychosocial support). Also, this study will explore in more depth the moderating factors relating to Palestinian children who have been exposed to chronic traumatic experiences. The study will focus particularly on children who show low levels of post-traumatic stress, and try to understand the reasons behind their successful coping with adverse circumstances.

**- Why have I been approached?**

I am asking everyone has been exposed to traumatic experience in the Al-Aqsa Intifada who live near the clashing or hot areas because you all may have experiences that could help me to understand what it is like to live in these circumstances.

**- What does the study involve?**

The research will be involved of two phases:

**Study1:** I would like to ask if you have been exposed to traumatic experiences to fill four questionnaires which takes each one around 15-30 minutes. In order to take part in this study you should have been exposed to at least to one of the following traumatic events: “shooting–shelling, bulldozing the home, injured, beating, arresting, witnessing family members injured or killed, witnessing the death of close friends, neighbours or relatives, waiting one day or more on the military border, participation in martyr’s funerals and suffering from the siege for near cities or abroad”. Your age should be range between 10-18 years. If you do not wish to complete any questionnaire or you wish to leave applying early, you are free to do so.

**\* The administration of the questionnaires:**

The researcher will administrate the application of the questionnaires as follows:

- Detailed information concerning the study and what is expected along with comprehensive instructions of how to complete the questionnaires will be given at the beginning of each session.
- The participants will complete the questionnaires under direct supervision of the researcher, Mohamed Altawil, in groups of 5-8 people.
- Careful guidance and support will be given to children during and after completion of the questionnaires.

**Study 2:**

I will choose 10-15 children by semi structured interviews. In this study the researcher will explore in more depth the moderating factors relating to Palestinian children who have been exposed to chronic traumatic experiences, particularly the children who show low levels of post-traumatic stress, and try to understand the reasons why they are doing well.

If you do not wish to answer some questions or you wish to leave interview early, you are free to do so. I will tape-record the interview so that I am able to concentrate on listening to you instead of writing lots of notes. This will also mean that I do not miss anything or forget what you have said. I will be the only person to have access to these tapes. The interviews will be transcribed and once the study is finished I will destroy all tapes and transcripts.

**What are the possible benefits of taking part?**

Taking part in first and second study may give you an opportunity to think about your exposure to traumatic experiences and give some guidance. Also, this study may help you

to understand yourself, your situation a little better and find a way of getting help for your difficulties. The information gathered from the interviews will also be very useful to others researchers in this area.

**Will the information I give remain confidential?**

All information you provide will remain confidential. This means that I will not discuss the content of your interview with anyone else other than research team. The only exception to this would be if you said something suggesting that either you or another person was at risk of harm. In such a case I would discuss this with you first before sharing information with my supervision team.

Your identity and any other names mentioned in the interview will be protected in any analysis, and in the final report.

**What happens next?**

If you would like to meet me to discuss the study or think you might like to take part, please take a moment to complete the slip attached to this information sheet. You can do this now or give it to me afterwards. If you then decide to take part in the first study or the second study you will be asked to sign a consent form. You are free to change your mind and withdraw at any time and without giving a reason. Participation or non-participation in the study will not affect on academic achievement at school.

Thank you for your time.

Dr. Mohamed Altawil  
Nel  
Researcher in Clinical Psychology  
psychology

Supervised by: Dr. Pieter  
  
Consultant Clinical

## Appendix (37)

### Information Sheet for Head teacher and parents

University of Hertfordshire

15/1/2006

#### Dear Head teacher and parents,

Please, read over the information sheet below which will be given to your child/children to explain the procedure of the research.

**Research study:** The effect of chronic traumatic experiences on the Palestinian in Gaza Strip.

I would like to invite you to participate in a research project. Before you decide whether to take part, I would like to explain why the research is being carried out and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like more information.

Thank you for reading this.

#### - What is the purpose of the study and who is conducting it?

My name is Mohamed Altawil. I am a researcher in Psychology at the University of Hertfordshire. I am undertaking this research as part of my PhD degree. I am being supervised by Dr. Pieter Nel, Steve Devies, Abdalla Asker and David Winter, clinical psychology.

The aim of the study is to examine the psychological, social and educational effects of chronic traumatic experience on Palestinian children over the last year of the Al-Aqsa Intifada and to determine the factors moderating reactions toward the traumatic experiences (for example, personality, psychosocial support). Also, this study will explore in more depth the moderating factors relating to Palestinian children who have been exposed to chronic traumatic experiences. The study will focus particularly on children who show low levels of post-traumatic stress, and try to understand the reasons behind their successful coping with adverse circumstances.

#### - Why have I been approached?

I am asking everyone has been exposed to traumatic experience in the Al-Aqsa Intifada who live near the clashing or hot areas because you all may have experiences that could help me to understand what it is like to live in these circumstances.

**- What does the study involve?**

The research will be involved of two phases:

**Study1:** I would like to ask if you have been exposed to traumatic experiences to fill four questionnaires which takes each one around 15-30 minutes. In order to take part in this study you should have been exposed to at least to one of the following traumatic events: “shooting–shelling, bulldozing the home, injured, beating, arresting, witnessing family members injured or killed, witnessing the death of close friends, neighbours or relatives, waiting one day or more on the military border, participation in martyr’s funerals and suffering from the siege for near cities or abroad”. Your age should be range between 10-18 years. If you do not wish to complete any questionnaire or you wish to leave applying early, you are free to do so.

**\* The administration of the questionnaires:**

The researcher will administrate the application of the questionnaires as follows:

- Detailed information concerning the study and what is expected along with comprehensive instructions of how to complete the questionnaires will be given at the beginning of each session.
- The participants will complete the questionnaires under direct supervision of the researcher, Mohamed Altawil, in groups of 5-8 people.
- Careful guidance and support will be given to children during and after completion of the questionnaires.

**Study 2:**

I will choose 10-15 children by semi structured interviews. In this study the researcher will explore in more depth the moderating factors relating to Palestinian children who have been exposed to chronic traumatic experiences, particularly the children who show low levels of post-traumatic stress, and try to understand the reasons why they are doing well.

If you do not wish to answer some questions or you wish to leave interview early, you are free to do so. I will tape-record the interview so that I am able to concentrate on listening to you instead of writing lots of notes. This will also mean that I do not miss anything or forget what you have said. I will be the only person to have access to these tapes. The interviews will be transcribed and once the study is finished I will destroy all tapes and transcripts.



**What are the possible benefits of taking part?**

Taking part in first and second study may give you an opportunity to think about your exposure to traumatic experiences and give some guidance. Also, this study may help you to understand yourself, your situation a little better and find a way of getting help for your difficulties. The information gathered from the interviews will also be very useful to others researchers in this area.

**Will the information I give remain confidential?**

All information you provide will remain confidential. This means that I will not discuss the content of your interview with anyone else other than research team. The only exception to this would be if you said something suggesting that either you or another person was at risk of harm. In such a case I would discuss this with you first before sharing information with my supervision team.

Your identity and any other names mentioned in the interview will be protected in any analysis, and in the final report.

**What happens next?**

If you would like to meet me to discuss the study or think you might like to take part, please take a moment to complete the slip attached to this information sheet. You can do this now or give it to me afterwards. If you then decide to take part in the first study or the second study you will be asked to sign a consent form. You are free to change your mind and withdraw at any time and without giving a reason. Participation or non-participation in the study will not affect on academic achievement at school.

Thank you for your time.

Dr. Mohamed Altawil

Nel

Researcher in Clinical Psychology  
psychology

Supervised by: Dr. Pieter

Consultant Clinical

## Appendix (38)

### Further Meeting Sheet for Participants

University of Hertfordshire

15/1/2006

**Research study:** The effect of chronic traumatic experiences on the Palestinian in Gaza Strip.

- What is your name? -----

Please tick a box:

I would like to meet with Mohamed to discuss this study.

No, I am not interested in discussing this study.

Please return this slip to your Head-teacher in your school within two weeks. \*

Thank you for your time.

Mohamed Altawil

The researcher

**\* Head-Teacher:**

If a participant gives you this form, please place it in an envelope and send it to Mohamed.

Thank you.

## Appendix (39)

### Checklist of Chronic Traumatic Experiences (CCTE)

#### قائمة الخبرات الصادمة في انتفاضة الأقصى

إعداد الباحث: (محمد الطويل، 2008)

عزيزي المفحوص/ة :

املاً البيانات التالية من فضلك .

كود المفحوص: \_\_\_\_\_ الترتيب الميلادي : \_\_\_\_\_ التاريخ: / /  
 \* العمر : \_\_\_\_\_ عنوان السكن : \_\_\_\_\_ النوع : ( ذكر ) ( أنثى )  
 \* الصف : \_\_\_\_\_ المدرسة : \_\_\_\_\_ عدد أفراد الأسرة (يشمل الوالدين) : \_\_\_\_\_  
 \* ما عدد أفراد الأسرة (يشمل الوالدين) ؟ : \_\_\_\_\_ الترتيب الميلادي : \_\_\_\_\_

\* ما المستوى الاقتصادي للأسرة شهرياً بالشيكل ؟

( ) أقل من 1000 ( ) من 1000 إلى 1500 ( ) من 1500 إلى 2000

( ) من 2000 إلى 2500 ( ) من 2500 إلى 3000 ( ) من 3000 فأكثر

\* ما المستوى التعليمي للأب ؟

( ) غير متعلم ( ) يقرأ ويكتب ( ) ابتدائي ( ) إعدادي ( ) ثانوي ( ) جامعي ( ) ماجستير أو دكتوراة

\* ما وظيفة الأب ؟ \_\_\_\_\_

\* ما المستوى التعليمي للأم ؟

( ) غير متعلم ( ) يقرأ ويكتب ( ) ابتدائي ( ) إعدادي ( ) ثانوي ( ) جامعي ( ) ماجستير أو دكتوراة

\* ما تقديرك لمستوى الالتزام الديني لك ؟

( ) منخفض جداً ( ) منخفض ( ) متوسط ( ) مرتفع ( ) مرتفع جداً

\* ما تقديرك لمستوى الالتزام الديني لأفراد أسرتك ؟

( ) منخفض جداً ( ) منخفض ( ) متوسط ( ) مرتفع ( ) مرتفع جداً

من فضلك : أجب عن العبارات التالية من خلال وضع دائرة حول نعم أو لا .

L.T		
الاختيارات	العبارة	الرقم
لا	نعم	1. يتتابني الضيق أو الغضب أحياناً .
لا	نعم	2. لم أكذب أبداً .
لا	نعم	3. لم يسبق أن تأخرت عن مواعيد عملي أو مدرستي .
لا	نعم	4. أوجل أحياناً عمل اليوم إلى الغد .
لا	نعم	5. يضايقتني أن تسوء صحتي .
لا	نعم	6. أفضل الكسب على الخسارة في اللعب .
لا	نعم	7. كل من أعرفه أحبه .
لا	نعم	8. تأمرني نفسي أحياناً بعمل أشياء سيئة .

#### عزيزي المفحوص/ة :

أمامك مجموعة من المواقف والأحداث الصادمة والصعبة التي تعرض لها الشعب الفلسطيني أثناء انتفاضة الأقصى من قبل الاحتلال ، ضع دائرة حول (نعم) إذا تعرضت لموقف صادم ، أو (لا) إذا لم تتعرض لموقف صادم، ثم سجل عدد مرات تكرار ذلك الحدث إن أمكن ذلك .

ملاحظة/ كلمة (رأيت): يُقصد بها الرؤية بالعين على أرض الواقع وليس من خلال مشاهدة التلفاز.

#### أمثلة على ذلك:

الرقم	الحدث الصادم	الاختيارات	عدد المرات
	هل هُدم منزلك؟	لا نعم	1

الرقم	الحدث الصادم	الاختيارات	عدد المرات
1	هل هُدم منزلك بصورة كاملة؟	لا نعم	
2	هل هُدم منزلك بصورة جزئية؟	لا نعم	
3	هل استنشقت غاز مسيل للدموع؟	لا نعم	
4	هل أصبت بجروح أو كسور أو حروق نتيجة قصف الدبابات أو المدفعية أو الطائرات الحربية؟	لا نعم	
5	هل أصبت برصاص حي ؟	لا نعم	
6	هل أصبت برصاص مطاطي ؟	لا نعم	
7	هل أصبت لدرجة أنك فقدت الشعور (غيوبة)؟	لا نعم	
8	هل أطلق جنود الاحتلال الرصاص عليك، ولكنك لم تُصَب؟	لا نعم	

الرقم	الحدث الصادم	الاختيارات		عدد المرات
9	هل أُطلق جنود الاحتلال قذائف دبابات أو مدفعية أو صواريخ نحوك أو بالقرب منك ، ولكنك لم تُصَب؟	نعم	لا	
10	هل اعتدى عليك جنود الاحتلال بالضرب؟	نعم	لا	
11	هل حاصر جنود الاحتلال منزلك أو منطقتك ليوم أو لعدة أيام؟	نعم	لا	
12	هل هَدَدَكَ جنود الاحتلال على الحاجز بعدم الرجوع إلى بيتك؟	نعم	لا	
13	هل تعرَّضتَ للاعتقال أو السجن؟	نعم	لا	
14	هل استُشهدَ أحد أفراد أسرتك؟	نعم	لا	
15	هل استُشهدَ أحد أصدقائك أو جيرانك أو أقاربك؟	نعم	لا	
16	هل جُرِحَ أحد أفراد أسرتك من قبل الاحتلال؟	نعم	لا	
17	هل جُرِحَ أحد أصدقائك أو جيرانك أو أقاربك من قبل الاحتلال؟	نعم	لا	
18	هل رأيتَ منظر استشهاد أحد أفراد أسرتك؟	نعم	لا	
19	هل رأيتَ منظر استشهاد أحد المواطنين؟	نعم	لا	
20	هل شاركت في تشييع أحد الشهداء؟	نعم	لا	
21	هل تعرضت للذل والإهانة على يد قوات الاحتلال؟	نعم	لا	
22	هل تعرض أي من أفراد أسرتك للذل والتحقير على يد قوات الاحتلال؟	نعم	لا	
23	هل قام جنود الاحتلال بتجريف أراضٍ لكم أو لشخص عزيز عليك.	نعم	لا	
24	هل تعرضت لسماع صوت الانفجارات أو القنابل الصوتية؟	نعم	لا	
25	هل رأيت جنود الاحتلال يهدمون منزلاً (منازل) ؟	نعم	لا	
26	هل رأيتَ قصفاً بالطائرات أو بالمدفعية؟	نعم	لا	
27	هل رأيت جنود الاحتلال وهم يطلقون الرصاص على المواطنين؟	نعم	لا	
28	هل رأيت انفجارات أو قصفاً من قبل الاحتلال ضد المواطنين؟	نعم	لا	
29	هل رأيتَ منظر تشييع جنازة لأحد الشهداء؟	نعم	لا	
30	هل رأيت جنود الاحتلال يعتدون بالضرب على الناس؟	نعم	لا	
31	هل رأيتَ منظر جرح أحد المواطنين؟	نعم	لا	
32	هل رأيتَ منظر اعتقال أحد المواطنين؟	نعم	لا	
33	هل رأيت جنود الاحتلال وهم يدمرون أشجار أو حقول المواطنين؟	نعم	لا	
34	هل رأيت جنود الاحتلال وهم يمنعون سيارة الإسعاف من الوصول للمستشفى؟	نعم	لا	

\* هل هناك صدمات أخرى لك أو لغيرك نتيجة للاحتلال تركت فيك أثراً نفسياً شديداً ؟ من فضلك اكتبها .

## Appendix (40)

## Symptoms of Chronic Traumatic Experiences (SCTE)

## مقياس أعراض الخبرات الصادمة المزمنة

إعداد الباحث: (محمد الطويل، 2008)

عزيزي المفحوص/ة : املأ البيانات التالية من فضلك

التاريخ: / / / الترتيب الميلادي : \_\_\_\_\_ \* كود المفحوص/ة: \_\_\_\_\_

\* العمر : \_\_\_\_\_ عنوان السكن : \_\_\_\_\_ النوع : ( ) ذكر ( ) أنثى

\* الصف : \_\_\_\_\_ المدرسة : \_\_\_\_\_ عدد أفراد الأسرة (يشمل الوالدين) : \_\_\_\_\_

عزيزي المفحوص/ة : أمامك مجموعة من المواقف والأحداث الصادمة التي تعرض لها الشعب الفلسطيني أثناء انتفاضة الأقصى من قبل الاحتلال ، حيث أثرت تلك الأحداث والصدمات على العديد من جوانب الشخصية، ومن أهمها الجانب الجسمي والنفسي والتربوي والاجتماعي .

أمامك قائمة من العبارات أرجو أن تجيب عنها بحسب ما تشعر به، وتختار أنسب خانة لوضع دائرة حول الكلمة المناسبة لوصف إحساسك الحالي أو خلال الشهر الماضي، علماً بأنه لا توجد عبارة صحيحة وأخرى خاطئة ، أجب بحسب ما ينطبق عليك ، وأرجو أن تكون صريحاً وصادقاً ، كما أنه لا يوجد وقت محدد للإجابة إلا أنه يتعين عليك أن تجيب بسرعة وأن تسجل أول انطباع يرد لذهنك، مع رجاء الإجابة عن كل الأسئلة . ومثال ذلك فيما يلي:

الرقم	العبرة	دائماً	كثيراً	درجة متوسطة	قليلاً	أبداً
1.	يشغلني التفكير في الصدمة التي تعرضت لها .					

دلالات بدائل العبارات :

- دائماً = حدوث العرض بصورة مستمرة ، تصل إلى خمس مرات أسبوعياً أو أكثر، وتأخذ التقدير (4).
- كثيراً = حدوث العرض من ( 2 - 4 ) مرات أسبوعياً ، وتأخذ التقدير (3).
- بدرجة متوسطة = حدوث العرض مرة في الأسبوع ، وتأخذ التقدير (2).
- قليلاً = حدوث العرض مرة كل أربعة أسابيع أو أكثر ، وتأخذ التقدير (1).
- أبداً = تشير إلى أن العرض لا يحدث مطلقاً وتأخذ التقدير (0).

الاختيارات				العبارة	الرقم
أبداً 0	قليلاً 1	وسط 2	كثيراً 3	دائماً 4	
					1. أحلم بكوابيس مزعجة عن أحداث الانتفاضة وأشياء أخرى.
					2. أشعر بالخوف عندما أتذكر حوادث القتل للأطفال
					3. أشعر بأن جسمي مقيد
					4. أصحو من النوم كسلان ومنزعجاً
					5. أخاف بشدة من البقاء لوحدي في مكان ما .
					6. أشكو من آلام جسدية لم تكن موجودة قبل الحادث.
					7. أشعر بعد الرغبة في الحياة.
					8. لدي رغبة شديدة في الأخذ بالنار ممن تسبب في إيدائي.
					9. أعاني من الصداع أو الدوخة أو الرغبة في القيء.
					10. فقدت الاستمتاع بالأشياء التي كنت أحبها من قبل.
					11. أتوتر وأغضب لأتفه الأسباب أكثر من ذي قبل.
					12. أعاني من مشاكل في عملية التبول بعد الحدث الصادم.
					13. أتوقع أن أصاب برصاص أو شظايا صاروخ أو قذيفة أثناء خروجي من المنزل.
					14. أشعر بالخوف الشديد عندما أسمع صوت الطائرات.
					15. أشعر بالرعب وزيادة في دقات قلبي كما سمعت هدير الطائرات أو سيارات الإسعاف.
					16. أتوقع سماع خبر استشهاد شخص عزيز عليّ في أية لحظة.
					17. أصبحت أشعر بالتوتر والخوف عندما أسمع أي حركة فجائية أو صوت غير متوقع.
					18. أعاني من غصص في المعدة أو إسهال أو إمساك بعد الحادث.
					19. أشعر بالذنب لأنني نجوت من الموت أو الإصابة دون غيري.
					20. أخاف أن تتكرر الصدمة.
					21. أشعر بالتعب مع أقل مجهود.
					22. أشعر بأن المستقبل مخيف.
					23. أصبح لدي تقلب في المزاج و الانفعالات بعد الصدمة.
					24. أشعر بأن شهيتي للطعام تغيرت (زيادة أو نقصان) عن ذي قبل.
					25. أتقلب في فراشي لساعات قبل النوم.
					26. أشعر بتبليد في انفعالاتي (تخرب الدنيا أو تعمر شيء عادي).
					27. تتبادر بعض الأفكار إلى ذهني بالرغم أنني لا أريد أن أفكر بها.
					28. أشعر بالخوف أو الانزعاج أو الحزن لدرجة أنني أصبحت غير قادر على التكلم أو البكاء.

الاختيارات				العبارة	الرقم
أبداً	قليلاً	وسط	كثيراً	دائماً	29. أتجنب الحديث مع الآخرين عن الصدمة التي مرت بي.
أبداً	قليلاً	وسط	كثيراً	دائماً	30. يصعب عليّ التركيز في مذاكرة دروسي.
أبداً	قليلاً	وسط	كثيراً	دائماً	31. أصبحت تصرفاتي مع الناس غير لائقة (غير اجتماعية) بعد الصدمة.
أبداً	قليلاً	وسط	كثيراً	دائماً	32. انخفض مستوى أدائي في المدرسة.
أبداً	قليلاً	وسط	كثيراً	دائماً	33. ابتعدت عن الأماكن والأشياء أو الأنشطة التي تذكرني بالصدمة.
أبداً	قليلاً	وسط	كثيراً	دائماً	34. أصبح انتباهي مشتتاً في الحصص المدرسية.
أبداً	قليلاً	وسط	كثيراً	دائماً	35. أصبحت علاقاتي مع أفراد الأسرة متوترة.
أبداً	قليلاً	وسط	كثيراً	دائماً	36. أجد صعوبة في تذكر أو استرجاع ما تعلمته بعد الصدمة.
أبداً	قليلاً	وسط	كثيراً	دائماً	37. بعد الحادث الصادم عدت إلى القيام بأشياء قد توقفت عنها من قبل، مثل: " وضع الإصبع في الفم، أو عض الأظافر.."
أبداً	قليلاً	وسط	كثيراً	دائماً	38. أشعر بعدم قيمة الدراسة؛ لأنني قد استشهد في أي وقت.
أبداً	قليلاً	وسط	كثيراً	دائماً	39. أشعر برغبة شديدة في الخروج عن قانون الأسرة أو قانون المدرسة.
أبداً	قليلاً	وسط	كثيراً	دائماً	40. أشعر بأن المدرسة مكان غير آمن.
أبداً	قليلاً	وسط	كثيراً	دائماً	41. أصبحت لا أثق فيمن حولي بعد الصدمة.
أبداً	قليلاً	وسط	كثيراً	دائماً	42. أصبح لدي رغبة في الاعتداء على الآخرين أو ممتلكاتهم بدون سبب بعد الصدمة.
أبداً	قليلاً	وسط	كثيراً	دائماً	43. أشعر بعجز والداي عن حمايتي، وتوفير مكان آمن.
أبداً	قليلاً	وسط	كثيراً	دائماً	44. أشعر بالممل وعدم الارتياح أثناء وجودي في المدرسة.
أبداً	قليلاً	وسط	كثيراً	دائماً	45. أتجنب لمس أو اللعب ببعض الأشياء خوفاً من الأجسام المشبوهة.
أبداً	قليلاً	وسط	كثيراً	دائماً	46. أتمنى أن أترك المدرسة أو أتغيب عنها باستمرار.
أبداً	قليلاً	وسط	كثيراً	دائماً	47. أشعر بالعزلة وعدم الرغبة بالمشاركة في المناسبات الاجتماعية.
أبداً	قليلاً	وسط	كثيراً	دائماً	48. أصبحت تصرفاتي داخل المدرسة غير لائقة بعد الصدمة.
أبداً	قليلاً	وسط	كثيراً	دائماً	49. أشعر بأن خططي نحو المستقبل وآمالي قد تغيرت بسبب الصدمة التي تعرضت لها.
أبداً	قليلاً	وسط	كثيراً	دائماً	50. أشعر بالغربة وأن كثير من الناس لا يفهمون ما مررت به من أحداث صادمة.
أبداً	قليلاً	وسط	كثيراً	دائماً	51. أصبحت غير قادر على التمتع بهواياتي وألعابي بعد الصدمة.

= ما المدة الزمنية التي مكنتها وأنت تعاني من الأعراض السابقة بوجه عام ؟

( ) من يوم إلى أسبوع . ( ) من أسبوع إلى أسبوعين . ( ) من أسبوعين إلى شهر

( ) من شهر إلى ثلاثة أشهر . ( ) من ثلاثة أشهر إلى ستة ( ) أكثر من ستة أشهر .

\* أكتب أي مشكلة أو أعراض مازلت تعاني منها بسبب الصدمة ولم ترد في العبارات السابقة للمقياس.



## Appendix (41)

## Network of Psycho-Social Support (NPSS)

شبكة الدعم النفسي-الاجتماعي

إعداد الباحث: (محمد الطويل، 2008)

من فضلك املأ البيانات التالية:

\* كود المفحوص/ة: \_\_\_\_\_ الترتيب الميلادي: \_\_\_\_\_ التاريخ: / /  
 \* العمر: \_\_\_\_\_ عنوان السكن: \_\_\_\_\_ النوع: ( ) ذكر ( ) أنثى  
 \* الصف: \_\_\_\_\_ المدرسة: \_\_\_\_\_ عدد أفراد الأسرة (يشمل الوالدين): \_\_\_\_\_

عزيزي المفحوص/ة:

- اعلم بأن شبكة الدعم النفسي الاجتماعي يقصد بها مجموعة من العمليات المستمرة المساندة التي يدركها الفرد وتشعره بأنه ليس بمفرده في مواجهة الصدمات و المواقف الصعبة قبل وأثناء وبعد صدمة الحرب، وتتضمن تلك المساندة ما تقدمه الأسرة والمدرسة والمؤسسات المجتمعية الرسمية والأهلية والمسجد والأصدقاء من مساندة عاطفية ومعرفية ومادية... بهدف التخفيف من الآثار السلبية للصدمات وضغوط الحياة .

عزيزي المفحوص/ة:

أمامك قائمة من فقرات الاستبيان، أرجو أن تجيب عنها بعناية واهتمام، وأن تضع دائرة حول الاختيار المناسب بحسب ما تشعر به، علماً بأنه لا توجد عبارة صحيحة وأخرى خاطئة، أجب بحسب ما ينطبق عليك .

مثال :

الاختيارات*					العبارة	الرقم
أبداً	قليلاً	بدرجة متوسطة	كثيراً	دائماً	تقدم المدرسة إرشادات وتعليمات حول كيفية التعامل مع الأحداث الصادمة	.

\* دلالات الاختيارات :

- دائماً = حدوث الدعم بصورة مستمرة بنسبة (أكثر من 70%) وتأخذ التقدير (4) .  
 كثيراً = حدوث الدعم بنسبة من (30-69%) وتأخذ التقدير (3) .  
 بدرجة متوسطة = حدوث الدعم بنسبة (10-29%) وتأخذ التقدير (2)  
 قليلاً = حدوث بنسبة (1-9%) وتأخذ التقدير (1) .  
 أبداً = تشير إلى عدم تلقي المفحوص أي دعم إطلاقاً ، وتأخذ التقدير (0).

الاختيارات				العبارة	الرقم
أبداً	قليلاً	وسط	كثيراً	دائماً	1. أجد فرص جيدة للحديث مع أفراد أسرتي عن همومي ومتاعبي .
أبداً	قليلاً	وسط	كثيراً	دائماً	2. تقدم المدرسة برامج وأنشطة تدريبية حول إرشادات الأمن والسلامة عند القصف أو الاجتياح.
أبداً	قليلاً	وسط	كثيراً	دائماً	3. أصدقائي لطفاء (كويسين) معي بغض النظر عما أفعله.
أبداً	قليلاً	وسط	كثيراً	دائماً	4. أشعر بأن أفراد مجتمعي يسارعون لنجدة من يحتاج إلى المساعدة.
أبداً	قليلاً	وسط	كثيراً	دائماً	5. أحافظ على أداء الصلاة بانتظام.
أبداً	قليلاً	وسط	كثيراً	دائماً	6. أو من بضرورة التضحية من أجل وطني.
أبداً	قليلاً	وسط	كثيراً	دائماً	7. يشجعني الوالدين نحو الاهتمام بدراستي.
أبداً	قليلاً	وسط	كثيراً	دائماً	8. يساعدني المرشد التربوي في كيفية التصرف مع الصدمات أو المشكلات
أبداً	قليلاً	وسط	كثيراً	دائماً	9. عندما أحتاج إلى المساعدة، أجد أصدقائي يقفون بجاني.
أبداً	قليلاً	وسط	كثيراً	دائماً	10. عندما أحتاج إلى المساعدة، أجد جيراني يقفون بجاني.
أبداً	قليلاً	وسط	كثيراً	دائماً	11. أنا أحضر إلى الدروس والمواعظ الدينية.
أبداً	قليلاً	وسط	كثيراً	دائماً	12. أو من بأن للحرية ثمناً ولدي الاستعداد لدفعه.
أبداً	قليلاً	وسط	كثيراً	دائماً	13. يرشدني الوالدان إلى كيفية التعامل مع أحداث الانتفاضة.
أبداً	قليلاً	وسط	كثيراً	دائماً	14. يقدم المدرسون النصائح لي، ويساعدونني على التغلب على الظروف الصعبة.
أبداً	قليلاً	وسط	كثيراً	دائماً	15. عندما أكون في مشكلة، أستطيع أن أعتمد على زملائي القريبين مني لمساعدتي.
أبداً	قليلاً	وسط	كثيراً	دائماً	16. عندما أحتاج إلى المساعدة أجد أقاربي يقفون بجاني.
أبداً	قليلاً	وسط	كثيراً	دائماً	17. أحافظ على تلاوة القرآن.
أبداً	قليلاً	وسط	كثيراً	دائماً	18. يساعدني أفراد أسرتي في حل المشاكل التي تواجهني.
أبداً	قليلاً	وسط	كثيراً	دائماً	19. أشعر بأن الجو المدرسي مرح وممتع.
أبداً	قليلاً	وسط	كثيراً	دائماً	20. أشعر بأنني موضع اهتمام من زملائي الذين يعيشون بالقرب مني.
أبداً	قليلاً	وسط	كثيراً	دائماً	21. أجد فرصاً جيدة للحديث مع الآخرين عن الصدمات والمصائب التي مرت بي.
أبداً	قليلاً	وسط	كثيراً	دائماً	22. أنا على يقين بأن ما يصيب الإنسان من مكروه، هو اختبار من عند الله.
أبداً	قليلاً	وسط	كثيراً	دائماً	23. أشعر بأنني محبوب من أفراد أسرتي.
أبداً	قليلاً	وسط	كثيراً	دائماً	24. تقدم المؤسسات المجتمعية الدعم والمساندة لي لمواجهة الصدمات وظروف الحياة الصعبة.
أبداً	قليلاً	وسط	كثيراً	دائماً	25. علاقتي مع زملائي تجعلني أشعر بأهميتي.
أبداً	قليلاً	وسط	كثيراً	دائماً	26. تربطني علاقات طيبة مع الناس الذي أتعامل معهم.

أبداً	قليلاً	وسط	كثيراً	دائماً	27. أردد في مواقف الشدة والصدمات الآلية القرآنية التالية: " عسى أن تكرهوا شيئاً وهو خير لكم".
أبداً	قليلاً	وسط	كثيراً	دائماً	28. يشجعني الوالدان على ممارسة هواياتي.
أبداً	قليلاً	وسط	كثيراً	دائماً	29. توفر المدرسة لنا فرص المشاركة في الأنشطة الثقافية والترفيهية والاجتماعية.
أبداً	قليلاً	وسط	كثيراً	دائماً	30. أنا محاط بالرعاية والحب من قبل الجماعة التي أنتمي إليها.
أبداً	قليلاً	وسط	كثيراً	دائماً	31. أنا مؤمن تماماً بأنه لا يستطيع أحد أن يضرني بشيء ما لم يكتبه الله لي.
أبداً	قليلاً	وسط	كثيراً	دائماً	32. تشجعني الأسرة على تكوين صداقات جيدة مع الآخرين.
أبداً	قليلاً	وسط	كثيراً	دائماً	33. أستفيد من الإرشادات والمعلومات التي يقدمها تلفزيون فلسطين وقت القصف.
أبداً	قليلاً	وسط	كثيراً	دائماً	34. أقرأ بعض الأذكار والأدعية في لحظات الخطر.
أبداً	قليلاً	وسط	كثيراً	دائماً	35. أشعر بالألفة والدفء والحنان بين أفراد أسرتي.
أبداً	قليلاً	وسط	كثيراً	دائماً	36. أشارك في البرامج والأنشطة التعليمية والترفيهية التي تقدمها المؤسسات المجتمعية مثل المخيمات الصيفية.
أبداً	قليلاً	وسط	كثيراً	دائماً	37. أشعر بأنني قريب من الله سبحانه وتعالى.
أبداً	قليلاً	وسط	كثيراً	دائماً	38. أجد الوالدين بجانبني في لحظات القصف.
أبداً	قليلاً	وسط	كثيراً	دائماً	39. أستفيد من الإرشادات والبرامج التي تقدمها وسائل الإذاعات المحلية أثناء القصف وبعده.
أبداً	قليلاً	وسط	كثيراً	دائماً	40. إذا أصابني مكروه فإنني أبحث عن طريقة مناسبة لإزالته من خلال الأخذ بالأسباب والتوكل على الله.
أبداً	قليلاً	وسط	كثيراً	دائماً	41. يوضح الوالدان لي ما يحدث أثناء القصف أو الاجتياح.
أبداً	قليلاً	وسط	كثيراً	دائماً	42. تتعامل أسرتي مع أحداث الانتفاضة (القصف/الاجتياح) بشكل مناسب.
أبداً	قليلاً	وسط	كثيراً	دائماً	43. أستمع إلى الأغاني الوطنية.
أبداً	قليلاً	وسط	كثيراً	دائماً	44. أشعر بأن أفراد أسرتي يفهمون مشاعري.
أبداً	قليلاً	وسط	كثيراً	دائماً	45. أو من بضرورة طرد الاحتلال مهما بلغت التضحيات.
أبداً	قليلاً	وسط	كثيراً	دائماً	46. أفراد أسرتي يعتنون بي جيداً .
أبداً	قليلاً	وسط	كثيراً	دائماً	47. أو من بأن مصلحة الوطن فوق الجميع.
أبداً	قليلاً	وسط	كثيراً	دائماً	48. يشجعني أفراد أسرتي على الصبر وعدم الاستسلام لليأس بسبب الأحداث الصعبة التي نتعرض لها.
أبداً	قليلاً	وسط	كثيراً	دائماً	49. أو من بأن المواطن الصالح هو الذي يخدم بلده بإخلاص.

أبداً	قليلاً	وسط	كثيراً	دائماً	50. عندما أكون في مشكلة يمكنني طلب المساعدة من الوالدين.
أبداً	قليلاً	وسط	كثيراً	دائماً	51. يجب أن أذاع بقوة من أجل تحرير الوطن وعدم الاستسلام للمحتلين.
أبداً	قليلاً	وسط	كثيراً	دائماً	52. تتشعرنني أسرتي بالرضا والقوة.
أبداً	قليلاً	وسط	كثيراً	دائماً	53. أنا أو من بأن ظلم الاحتلال لا يدوم وأن الحرية قادمة.
أبداً	قليلاً	وسط	كثيراً	دائماً	54. منذ صغري أتلقى قدر كبير من المساندة والتشجيع من قبل الوالدين.
أبداً	قليلاً	وسط	كثيراً	دائماً	55. أشعر الراحة عندما أطلب المساندة من أسرتي.

## Appendix (42) Personality Assessment Questionnaires (PAQ)

### استبيان تقدير الشخصية

(تم تقنين المقياس على البيئة الفلسطينية من خلال البحث الحالي، راجع إجراءات الدراسة)

من فضلك املأ البيانات التالية:

\* اسم المفحوص/ة: \_\_\_\_\_ التاريخ: / /  
\* العمر: \_\_\_\_\_ عنوان السكن: \_\_\_\_\_ النوع: ( ) ذكر ( ) أنثى  
\* الصف: \_\_\_\_\_ المدرسة: \_\_\_\_\_ عدد أفراد الأسرة (يشمل الوالدين): \_\_\_\_\_

عزيزي المفحوص/ة:

- أمامك مجموعة من العبارات تصف كيف يرى الناس أنفسهم. اقرأ العبارة بعناية ثم فكّر فيها إذا كانت تنطبق عليك أم لا. إذا شعرت أنّ العبارة تنطبق عليك، فاسأل نفسك هل تنطبق عليك دائماً تقريباً أم أنّها تنطبق أحياناً فقط؟ إذا كنت ترى أنّ العبارة تنطبق عليك دائماً تقريباً، فضع دائرة حول كلمة (دائماً)، وإذا شعرت أنّ العبارة تنطبق عليك أحياناً فضع دائرة حول كلمة (أحياناً). أما إذا كنت ترى أنّ العبارة لا تنطبق عليك فاسأل نفسك إذا كانت نادراً ما تنطبق أم أنّها لا تنطبق أبداً، وفي حالة ما إذا كانت العبارة نادراً ما تنطبق عليك فضع دائرة حول (نادراً)، أما إذا كانت العبارة لا تنطبق عليك أبداً فضع دائرة حول كلمة (أبداً). اعمل بسرعة وسجّل انطباعتك الأول عن كل عبارة ثم انتقل إلى العبارة التي تليها.

- تذكر أنه لا توجد إجابة صحيحة وأخرى خاطئة لأي عبارة في الاستبيان، لذا كن صريحاً بقدر الإمكان، واختر الإجابات لكل فقرة بحسب ما تشعر أنت فيه الآن وليس وفقاً لما كنت تتمنى أن تكون عليه.

انظر إلى المثال التالي:

الرقم	العبارة	الاختيارات
	أعتر بنفسي كثيراً.	دائماً <input type="radio"/> أحياناً <input checked="" type="radio"/> نادراً <input type="radio"/> أبداً <input type="radio"/>

## عزيمي المفحوص/ة: ابدأ الآن الإجابة عن عبارات الاستبيان التالي:

الرقم	العبارة	الاختيارات		
1	أنا متضايق من الناس عموماً.	دائماً	أحياناً	نادراً
2	أحب أن أجد من يشجني حين أواجه مشكلة.	دائماً	أحياناً	نادراً
3	أشعر بالاشمئزاز (العرف) من نفسي.	دائماً	أحياناً	نادراً
4	أعتقد أنني فاشل.	دائماً	أحياناً	نادراً
5	أجد صعوبة في تكوين أصدقاء حميمين والاحتفاظ بهم.	دائماً	أحياناً	نادراً
6	أضطرب بسهولة حين تواجهني مشكلة صعبة.	دائماً	أحياناً	نادراً
7	أرى الكون مكاناً مليء بالخطر والتهديد.	دائماً	أحياناً	نادراً
8	من الصعب أن أتحكم في حدة طبعي.	دائماً	أحياناً	نادراً
9	أحب أن يشعر الناس بالأسف لحالي حين أكون مريضاً.	دائماً	أحياناً	نادراً
10	أشعر أنني إنسان طيب ، ويستحق الاحترام من الآخرين.	دائماً	أحياناً	نادراً
11	يمكنني أن أتفاس بنجاح من أجل ما أريد.	دائماً	أحياناً	نادراً
12	من الصعب أن أكون تلقائياً في إظهار مشاعري تجاه الناس.	دائماً	أحياناً	نادراً
13	أنزعج حين تضطرب الأمور.	دائماً	أحياناً	نادراً
14	عموماً أرى أن طبيعة الحياة طيبة يكثر فيها الخير والأمان.	دائماً	أحياناً	نادراً
15	حين أغضب أظل متجهماً عبوساً (مكشراً).	دائماً	أحياناً	نادراً
16	أفضل أن أحتفظ بمشاكلي لنفسي دون الحاجة إلى عطف من الآخرين.	دائماً	أحياناً	نادراً
17	أشعر أنني ليس لي قيمة فعلاً.	دائماً	أحياناً	نادراً
18	يغلب عليّ الشعور بالعجز وعدم الكفاية.	دائماً	أحياناً	نادراً
19	علاقاتي بالآخرين جيدة ودافئة.	دائماً	أحياناً	نادراً
20	أشعر بأن مزاجي ثابت تقريباً طوال اليوم.	دائماً	أحياناً	نادراً
21	أرى أن طبيعة الحياة تحمل الغدر و التهديد.	دائماً	أحياناً	نادراً
22	أهزأ من الذين يتصرفون بغباء و حماقة.	دائماً	أحياناً	نادراً
23	أحب أن ينشغل بي أصدقاؤني حين أتألم أو أمرض.	دائماً	أحياناً	نادراً
24	أشعر بالرضا عن نفسي تماماً.	دائماً	أحياناً	نادراً
25	أشعر أنني موفق فيما أفعل.	دائماً	أحياناً	نادراً
26	أشعر أنني بعيد ومنعزل عن معظم الناس.	دائماً	أحياناً	نادراً
27	أنتكد وأتضايق بدون سبب واضح.	دائماً	أحياناً	نادراً
28	الحياة حلوة في نظري.	دائماً	أحياناً	نادراً
29	أحب أن أسخر وأستهزئ بالآخرين.	دائماً	أحياناً	نادراً
30	أحب أن يتعاطف أصدقاؤني معي، وأن يخففوا عني حين أكتئب.	دائماً	أحياناً	نادراً
31	عندما ألتقي بشخص غريب أظن أنه أفضل مني.	دائماً	أحياناً	نادراً
32	أشعر بالاكنتئاب لعدم قدرتي على حل المشكلات والمواقف الصعبة.	دائماً	أحياناً	نادراً

الرقم	العبارة	الاختيارات		
33	من السهل أن أظهر محبتي لمن يعينني أمرهم.	دائماً	أحياناً	نادراً
34	هناك أمور تثير أعصابي جداً، رغم أنها ليست ذات أهمية.	دائماً	أحياناً	نادراً
35	أعتقد أن هذا العالم مخيف وغير آمن للعيش فيه.	دائماً	أحياناً	نادراً
36	عندما يشند غضبي أرمي وأحطم بعض الأشياء.	دائماً	أحياناً	نادراً
37	أتمنى أن أجد من يشجعني حينما أ فشل.	دائماً	أحياناً	نادراً
38	أنا راضٍ عن نفسي كما هي عليه.	دائماً	أحياناً	نادراً
39	أنا راضي تماماً على قدرتي على مواجهة ما يطرأ من أمور يومية.	دائماً	أحياناً	نادراً
40	أجد صعوبة في التعبير عن حقيقة مشاعري تجاه الآخرين.	دائماً	أحياناً	نادراً
41	أستطيع أن أتحمل كثير من الإحباط بدون إنزعاج أو غضب.	دائماً	أحياناً	نادراً
42	في رأيي أن العالم مكان طيب مليء بالسعادة.	دائماً	أحياناً	نادراً
43	إذا أهانني أحد أو جرح شعوري، فإنني أعاقبه.	دائماً	أحياناً	نادراً
44	أفضل أن أعالج الصعوبات أو المشكلات بنفسني دون أن أنتظر تشجيعاً أو تطييب خاطر.	دائماً	أحياناً	نادراً
45	أشعر أنني ليس لي فائدة الآن أو في المستقبل.	دائماً	أحياناً	نادراً
46	أنا غير راضٍ عن نفسي ؛ لأنني لست كفؤاً كمعظم من أعرفهم.	دائماً	أحياناً	نادراً
47	أرتبك وأشعر بالحرج حين أحاول أن أظهر حقيقة مشاعري لشخص أميل إليه.	دائماً	أحياناً	نادراً
48	العقبات البسيطة تجعلني أضطرب كثيراً.	دائماً	أحياناً	نادراً
49	أرى أن الحياة مليئة بالأخطار.	دائماً	أحياناً	نادراً
50	أشعر برغبة في أن أضرب شخصاً أو شيئاً ما.	دائماً	أحياناً	نادراً
51	أحب أن يتعاطف الناس معي حين أمر بمشاكل.	دائماً	أحياناً	نادراً
52	أشعر بأنني أقل من الآخرين في معظم النواحي.	دائماً	أحياناً	نادراً
53	أشعر أنني قادر وكفؤ كمعظم من حولي.	دائماً	أحياناً	نادراً
54	أنا رقيق حنون مع مَنْ أحبهم.	دائماً	أحياناً	نادراً
55	لحظة أكون فرحان ، وأخرى أكون زعلان.	دائماً	أحياناً	نادراً
56	أشعر أن الحياة حلوة.	دائماً	أحياناً	نادراً
57	يخطر ببالي أن أتساجر أو أتصرف بطريقة سيئة مع الآخرين.	دائماً	أحياناً	نادراً
58	أحب أن يُظهر لي أصدقاؤني كثير من المودة والحب.	دائماً	أحياناً	نادراً
59	أتمنى لو كنت أحترم نفسي أكثر مما عليه الآن.	دائماً	أحياناً	نادراً
60	أشعر بعدم كفاءتي في كثير مما أحاول أن أفعله.	دائماً	أحياناً	نادراً
61	أتجنب إقامة علاقات قوية بالآخرين.	دائماً	أحياناً	نادراً
62	أستطيع أن أحتفظ بهدوئي حين أتعرض لتوتر عصبي بسيط.	دائماً	أحياناً	نادراً
63	أرى الدنيا مكاناً آمناً وسعيداً نحيا فيه.	دائماً	أحياناً	نادراً

## Appendix (43)

### A list of interview schedule in Arabic version (case 1)

#### قائمة أسئلة المقابلة

#### تمهيد:

( ينبغي للفاحص أن يمهد للمقابلة من خلال ما يلي بلغة تتناسب عمر المفحوص وفي جو هادئ، كما أنه يفضل أن يستخدم الفاحص اللهجة الدارجة البسيطة التي تمكن المفحوص من فهم الحوار بصورة جيدة)

أسئلة تمهيدية: ( لطمأنة الطفل وبث روح الدعابة والمرح، وخلق جو من الود والارتياح بين الفاحص والطفل) مثل: ما اسمك؟ أين تسكن: كيف حالك؟ كيف المدرسة؟ كيف تقضي أوقاتك؟

كما تعلم عزيزي/ عزيزتي بأن الشعب الفلسطيني واجه ظروفًا صعبة وقاسية منذ ستين عامًا، فكثير من الأطفال والشباب تعرضوا لخبرات صادمة منذ انتفاضة الأقصى في أكتوبر عام 2000.

هل تعلم ما نقصد في البحث الحالي بالخبرات/ الأحداث الصادمة: " هي الأحداث الصعبة والقاسية التي قد تعرض لها أو لبعض منها، مثل: استنشاق غاز المسيل للدموع، الإصابة بغيار ناري أو مطاطي لك أو لأي أحد من أفراد الأسرة أو الأصدقاء أو الأقارب، قيام جنود الاحتلال بالاعتداء عليك بالضرب، الحصار على بعض الأماكن أو إغلاق المعابر، الأعتقال لك أو لشخص عزيز عليك، المشاركة في جنازة شهيد، التعرض أو سماع صوت انفجارات أو القنابل الصوتية (الارتجاجية)، هدم منزلك بالكامل أو جزء منه، تدمير أرض أو مزرعة أو بيارة لكم أو لشخص عزيز عليك...".

العديد من هؤلاء الأطفال عانوا كثيراً وأصيبوا بمشاكل صحية ونفسية واجتماعية نتيجة لتعرضهم لتلك الخبرات الصادمة السابقة الذكر، مثل: "القلق، الخوف الزائد من الظلام، التخريب واتلاف الممتلكات، النسيان، عدم القدرة على التركيز والاستيعاب فيما يقوله المعلم في الصف، الابتعاد عن المشاركة في الأنشطة الاجتماعية، التبول اللاإرادي الليلي أو النهاري، الهروب من المدرسة، الحزن والكآبة (الاكتئاب) المستمرة...".

وبالرغم من ذلك، مازال بعض الأطفال الفلسطينيين يمارسون أعمالهم وحياتهم اليومية بصورة طبيعية بدون معاناة أو مشاكل أو اضطرابات في حياتهم داخل الأسرة أو المدرسة أو الشارع، فهم يتمتعون بصحة جيدة ومعنويات عالية، أو يعانون من أعراض قليلة بسبب تعرضهم للخبرات الصادمة، ولكنهم أفضل من غيرهم الذين تدهورت صحتهم الجسمية أو النفس الاجتماعية.

وبناءً على ذلك، فقد تم اختياركم من هؤلاء الفئة الذين لديهم مشاكل بسيطة أو ليس لديهم على الإطلاق، حتى نستطيع من خلال المقابلة أن نفهم الأسباب الحقيقية التي جعلتكم تختلفون عن غيركم من الأطفال.. وهذا قد يمكننا أن نكون قادرين على مساعدة الأطفال في المستقبل القريب إن شاء الله.

#### القسم الأول: الخبرات الصادمة أثناء انتفاضة الأقصى:

1- عزيزي (أحمد/فاطمة): ممكن أن تقول لي ما هي أسوأ الأشياء(الأحداث) التي رأيتها حدثت للناس أثناء انتفاضة الأقصى إلى الآن من قبل جنود الاحتلال؟

ملاحظة: يطلب من الفاحص أن يوضح كلمة الناس ( أفراد الأسرة، الأصدقاء، الأقارب، الجيران)



- 2- ممكن أن تقول لي: ما هي أسوأ الأشياء (الأحداث الصادمة) التي مرت بك في انتفاضة الأقصى؟
- 3- أنا أريد منك أن تصف لي بأسلوبك الخاص، ماذا كان موقفك ( شو سويت) عندما هدم جنود الاحتلال منزلك؟
- "
- عندما أصيب أخوك أو أحد أفراد الأسرة بجروح؟
- "
- عندما أصيبت أنت بجروح؟
- "
- عندما هدمت قوات الاحتلال منزل أو جرفت أرض لكم؟
- ملاحظة: {طرح هذا السؤال يعتمد كلياً على إجابة الطفل (المفحوص) للسؤال الثاني، وهنا مطلوب من الفاحص أن يتعرف على رد فعل الطفل تجاه أسوأ الأحداث التي تعرض لها كل على حدة قدر الإمكان}
- 4- كيف كان شعورك عندما هدم جنود الاحتلال منزل؟ ( كيف كان شعورك عندما أصيب أحد أفراد أسرتك؟ ...
- ملاحظة: هنا يمكنك أن تسأل أكثر من سؤال بناء على الأحداث الصادمة والصعبة التي تعرض أو شاهدها الطفل).
- 5- ممكن أن تقول لي كيف تعاملت (تصرفت) مع تلك المشاعر؟
- هل أخبرت أي أحد بتلك المشاعر؟ هل حصلت على مساعدة أو مساندة من أي أحد؟ هل تشعر بأنك بالأمّن والأمان والحرية هذه الأيام؟
- 6- من خلال إجابتك السابقة على الاستبيان، يتضح لنا بأنك تمارس حياتك بصورة طبيعية وكأنك لم تواجه أو تتعرض لخبرات صادمة ومؤلمة، بحسب رأيك يا (أحمد/فاطمة) ما سبب ذلك ؟
- ما هي الأسباب التي تجعلك لا تعاني من مشاكل أو اضطرابات؟
- 7- لو سمحت من فضلك: ممكن أن تصف لي شعورك الآن بعد أن واجهت وتعرضت للخبرات الصادمة والأحداث الصعبة أثناء انتفاضة الأقصى؟
- هل مازلت تشعر بأن أمورك طبيعية وتسير على ما يرام؟
- صف لي شعورك وأنت في المدرسة، في الشارع، مع الأسرة ، مع الأصدقاء.
- القسم الثاني: سمات الشخصية
- 8- ممكن أن تصف لي خصائص شخصيتك ( ممكن تصف لي كيف ترى نفسك )؟
- كيف ترى سمات شخصيتك ( عصبى، سعيد، متفائل ، مزاجي "منقلب الأحوال"، محب للحياة..).
- 9- هل تعرضك للخبرات الصادمة السابقة الذكر، جعلتك ترى نفسك بصورة مختلفة؟
- إذا كانت الإجابة بنعم: هل وجدت اختلاف أو تغير في حياتك قبل الانتفاضة وحياتك أثناء الانتفاضة؟
- 10- ممكن تقول لي بصراحة: كيف ترى وجهة نظر الناس لك (لشخصيتك)؟ ( هل كما هي، أم تغيرت؟ وضح ذلك).
- ملاحظة: المقصود بالناس ( أفراد الأسرة والأصدقاء).
- 11- أنت قمت بالتصرف والتعامل بطريقة معينة إزاء الأحداث الصادمة أثناء انتفاضة الأقصى، إلى ماذا ترجع أسباب التعامل بتلك الطريقة؟
- 12- حدثني عن الأشياء التي تحب أن تلعب بها أو ترسمها؟

## القسم الثالث: الدعم النفسي والاجتماعي:

13- ممكن أن تصف لي علاقتك مع أبويك وباقي أفراد أسرتك، وكذلك مع المدرسين، ومع الأصدقاء؟  
ملاحظة: هل هي علاقة قوية، متوسطة، ضعيفة؟ .... ( اعط الطفل وقتاً كافياً ليعبر قد المستطاع عما يجول في نفسه).

14- من أين تحصل على الدعم والمساندة والتشجيع..؟ لو سمحت أوصف لي ذلك...  
ملاحظة: ( هل من الأسرة، الأصدقاء، المعلمين، الجيران، الجمعيات الخيرية، المؤسسات الحكومية...)

15- كيف ترى ذلك الدعم؟  
ملاحظة: هل كان جيداً أم ضعيفاً أم معدوماً؟

## القسم الرابع: التكيف/ التأقلم

16- ممكن أن تقول لي: ما الخصائص التي تعتقد بأنها ساعدتك نحو التكيف و التعامل بطريقة جيدة مع الظروف الصعبة أثناء الانتفاضة مما جعلتك أفضل من الأطفال الآخرين الذين وقعوا في مشاكل عديدة؟

17- ما رأيك في الأطفال/ الشباب الذين تعرضوا إلى خبرات صادمة وأحداث صعبة أثناء الانتفاضة ولكنهم مازالوا يعانون من اضطرابات ومشاكل عديدة؟  
ملاحظة: ولكن أنت تعرضت لظروف مشابهة تقريباً (خبرات صادمة)، ورغم ذلك فما زلت تتمتع بصحة جيدة، ممكن أن توضح لنا أسباب ذلك؟

18- هل أنت بخير أو على ما يرام؟ (كيف شايف نفسك.. تمام)  
ملاحظة: (دائماً، أحياناً )

19- أنت تعرضت و واجهت العديد من الصدمات في الانتفاضة، ممكن أنت تقول لي: كيف تعاملت مع تلك الأحداث الصعبة؟  
ملاحظة: هل كان لديك استراتيجيات وطرق معينة في التعامل مع الأحداث الصعبة ( طرق معنوية أم مادية).

20- أخيراً: ماذا تتوقع أن يحدث معك في السنوات الخمس القادمة؟

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انتهت المقابلة

## Appendix (44)

### One Example of Answer Interview in Arabic version

#### نموذج لإجابة أحد المفحوصين على أسئلة المقابلة

النوع: ذكر العمر: 15 منطقة السكن: قطاع غزة  
 عدد الخبرات الصادمة: 23 الكود: 1yp694  
 تاريخ التطبيق الأول: 2006/4/ 15 مستوى الأعراض: خفيف  
 تاريخ التطبيق الثاني: 2007/3/24 مستوى الأعراض: خفيف

القسم الأول: الخبرات الصادمة أثناء انتفاضة الأقصى:

1- الفاحص: عزيزي (مؤمن): ممكن أن تقول لي ما هي أسوأ الأشياء (الأحداث) التي رأيتها حدثت للناس أثناء انتفاضة الأقصى إلى الآن من قبل جنود الاحتلال؟

المفحوص: - كان هناك اجتياح بالقرب من منزلنا.. وكذلك تفجرت دبابة أمام منزلنا.  
 - قام جنود الاحتلال أثناء الاجتياح بإخراجنا من البيت إلى مكان آخر.  
 - هدم بيت منزل دار عمي ، وكذلك هدم بيوت جيراننا أثناء الاجتياح.  
 - وأصيب بعض الجيران الذين كانوا على سطح بيتنا يشاهدون الاجتياح.

2- الفاحص: ممكن أن تقول لي: ما هي أسوء الأشياء (الأحداث الصادمة) التي مرت بك في انتفاضة الأقصى؟  
 المفحوص: - لقد أصبت في رجلي أثناء المواجهات مع قوات الاحتلال (فقد كنت هناك من قبيل حب الاستطلاع)... وكذلك استشهد ابن عمي أمام عيني.

3- الفاحص: أنا أريد منك أن تصف لي بأسلوبك الخاص، ماذا كان موقفك ( شو سويت) أصبت بعيار ناري في قدمك .. أو الاجتياح أو استشهاد ابن عمك؟  
 المفحوص: كنت حزين جدا .. ومرتبك .. وخائف

4- الفاحص: كيف كان شعورك عندما هدم منزلك وجرفت مزرعتك؟  
 المفحوص: لم أستطع أن أركز في دراستي .. فأصبحت مشتت الانتباه.

5- الفاحص: ممكن أن تقول لي كيف تعاملت (تصرفت) مع تلك المشاعر؟  
 - هل أخبرت أي أحد بتلك المشاعر؟ هل حصلت على مساعدة أو مساندة من أي أحد؟ هل تشعر بأنك بالأمن والأمان والحرية هذه الأيام؟  
 المفحوص: لم أتحدث لأي أحد عن تلك المشاعر . أشعر نوعا ما بالأمن والحرية، وأمارس الأشياء التي أحبها، وألعب مع أولاد عمي بحرية.

**6- الفاحص:** من خلال إجابتك السابقة على الاستبيان، يتضح لنا بأنك تمارس حياتك بصورة طبيعية وكأنك لم تواجه أو تتعرض لخبرات صادمة ومؤلمة، بحسب رأيك يا (حنين) ما سبب ذلك ؟

- ما هي الأسباب التي تجعلك لا تعاني من مشاكل أو اضطرابات؟

**المفحوص:** وذلك بسبب انسحاب الاحتلال ، والشعور نوعا ما بالحرية والأمان.. وأصبحنا نذهب إلى البحر .. فقد كنا في السابق غير قادرين على الذهاب إلى البحر لمدة أربع سنين.. ولكن الآن أصبحنا قادرين على الذهاب إلى البحر والاستمتاع به. وهناك أشياء كنت محروم من ممارستها بسبب الاحتلال، ولكن الآن الأوضاع تحسنت بالنسبة لي عما كان في السابق.

**7- الفاحص:** لو سمحت من فضلك: ممكن أن تصف لي شعورك الآن بعد أن واجهت وتعرضت للخبرات الصادمة والأحداث الصعبة أثناء انتفاضة الأقصى؟

- هل مازلت تشعر بأن أمورك طبيعية وتسير على ما يرام؟

- صف لي شعورك وأنت في المدرسة، في الشارع، مع الأسرة ، مع الأصدقاء.

**المفحوص:** بسبب تعرضي للأحداث السابقة.. أصبحت جريئا وغير مهتم بجنود الاحتلال.. بعد انسحاب اليهود أصبحت أتحدث عن مواضيع أخرى.. ولكن كنت أيام وجود الاحتلال أتحدث دائما عن الاحتلال وممارساتهم. كنت قبل انسحاب الاحتلال لا أقوم بتأدية واجباتي المنزلية.. وكنت أهرب من المدرسة .. ولكن الآن أصبحت منتظم في الذهاب إلى المدرسة.

**القسم الثاني: سمات الشخصية**

**8- الفاحص:** ممكن أن تصف لي خصائص شخصيتك ( ممكن تصف لي كيف ترى نفسك )؟

- كيف ترى سمات شخصيتك ( عصبية، سعيد، متفائل ، مزاجي "متقلب الأحوال"، محب للحياة..).

**المفحوص:** أصبحت جيدا .. وكنت أثناء وجود الاحتلال عصبية وأتقاتل مع أهل البيت وخاصة أمي.. وذلك بسبب ممارسات جنود الاحتلال كنت عصبياً ولا أطيق نفسي .. أما الآن علاقتي مع أمي جيدة.. فخرج الاحتلال خفف من الحزن والعصبية التي كانت موجودة عندي.. أصبحت متفائل أكثر مما سبق .. فأصبحت أهتم بنفسي وبالحياتة..

**9- الفاحص:** هل تعرضك للخبرات الصادمة السابقة الذكر، جعلتك ترى نفسك بصورة مختلفة؟

إذا كانت الإجابة بنعم: هل وجدت اختلاف أو تغير في حياتك قبل الانتفاضة وحياتك أثناء الانتفاضة؟

**المفحوص:** أنا مازلت أنظر لنفسي كما كنت في السابق ( عادي).

**10- الفاحص:** ممكن تقول لي بصراحة: كيف ترى وجهة نظر الناس لك (لشخصيتك)؟ ( هل كما هي، أم تغيرت؟ وضح ذلك).

**الفاحص:** أثناء الانتفاضة كنت أعمل مشاكل وأتقاتل مع أولاد الحارة والمدرسة.. ولكن الآن بعد رحيل الاحتلال تحسنت، وأصبحت أفضل مما سبق.. فأهلي وأصدقائي والمدرسين مسرورون مني.

**11- الفاحص:** أنت قمت بالتصرف والتعامل بطريقة معينة إزاء الأحداث الصادمة أثناء انتفاضة الأقصى، إلى ماذا ترجع أسباب التعامل بتلك الطريقة؟

**المفحوص:** لا بد أن نصمد ونقاوم ممارسات جنود الاحتلال.. فهل يعقل أن نتركهم يقتلوننا ويهدمون بيوتنا بدون أي مقاومة..

## 12- الفاحص: حدثني عن الأشياء التي تحب أن تلعب بها أو ترسمها؟

**المفحوص:** أنا أحب لعب كرة القدم ، وأرسم رسومات أطفال.. وأرسم خريطة فلسطين.. وأرسم بلدي الأصلية التي هاجر والدي منها .. فأتمنى أن أراها يوماً ما..

### القسم الثالث: الدعم النفسي والاجتماعي:

## 13- الفاحص: ممكن أن تصف لي علاقتك مع أبويك وباقي أفراد أسرتك، وكذلك مع المدرسين، ومع الأصدقاء؟

ملاحظة: هل هي علاقة قوية، متوسطة، ضعيفة؟ ....

**المفحوص:** كانت علاقاتي متوترة في المنزل مع أبي وأمي وأخوتي.. فكنت لا أطيع والدي ، وأرفض الاستجابة لطلباتهم.. وكذلك كنت أعمل مشاكل في المدرسة مع الأساتذة والطلاب.. ولكن الآن علاقاتي تحسنت معهم جميعاً.. وأصبحت مطيعاً لهم.

## 14- الفاحص: من أين تحصل على الدعم والمساندة والتشجيع..؟ لو سمحت أوصف لي ذلك...

ملاحظة: ( هل من الأسرة، الأصدقاء، المعلمين، الجيران، الجمعيات الخيرية، المؤسسات الحكومية...)

**المفحوص:** حصلت على الدعم والمساندة والتشجيع من الأب والأم وأقاربي وأصدقائي والمرشد التربوي في المدرسة.. وكذلك هناك إحدى الجمعيات الخيرية تقدم لي المساعدة والدعم ، وتعطيني دروساً لتحسين مستواي في المدرسة بصورة مجانية.

## 15- الفاحص: كيف ترى ذلك الدعم؟

ملاحظة: هل كان جيداً أم ضعيفاً أم معدوماً ؟

**المفحوص:** الدعم والتشجيع متوسط .. وأشعر بأنني بحاجة لمزيد من الدعم والتشجيع من الأسرة والآخرين.

### القسم الرابع: التكيف/ التأقلم

## 16- الفاحص: ممكن أن تقول لي: ما الخصائص التي تعتقد بأنها ساعدتك نحو التكيف و التعامل بطريقة جيدة مع

الظروف الصعبة أثناء الانتفاضة مما جعلتك أفضل من الأطفال الآخرين الذين وقعوا في مشاكل عديدة؟

**المفحوص:** أنا اجتماعي .. وأحب أن أزور الناس.. وأن يكون وضعي المادي جيداً، وكذلك بسبب معاملة أبي الجيدة لي وأقاربي .. ومعاملة أصدقائي الجيدة فقد كانوا يشجعونني.

## 17- الفاحص: ما رأيك في الأطفال/ الشباب الذين تعرضوا إلى خبرات صادمة وأحداث صعبة أثناء الانتفاضة

ولكنهم مازالوا يعانون من اضطرابات ومشاكل عديدة؟

ملاحظة: ولكن أنت تعرضت لظروف مشابهة تقريباً (خبرات صادمة)، ورغم ذلك فما زلت تتمتع بصحة جيدة، ممكن أن توضح لنا أسباب ذلك؟

**المفحوص:** ربما تكون معاملة أهل لهم غير جيدة ، وكذلك ابتعادهم عن الاختلاط والتعامل مع الآخرين (غير اجتماعيين).

**18- الفاحص:** هل أنت بخير أو على ما يرام؟ (كيف شايف نفسك.. تمام)  
ملاحظة: (دائماً، أحياناً )

**المفحوص:** الحمد لله بخير بصورة متوسطة.. أحياناً أكون حزينا جداً عندما أفقد أو أتذكر استشهاد أحد الأعداء.

**19- الفاحص:** أنت تعرضت و واجهت العديد من الصدمات في الانتفاضة، ممكن أنت تقول لي: كيف تعاملت مع تلك الأحداث الصعبة؟

ملاحظة: هل كان لديك استراتيجيات وطرق معينة في التعامل مع الأحداث الصعبة ( طرق معنوية أم مادية).  
**المفحوص:** الصمود والثبات أمام قوات الاحتلال .. لأن الاحتلال هو عدونا الوحيد ، ويريد أن يدمر الشعب الفلسطيني ولكن بصمودنا نستطيع أن ننتصر عليه.. ، وكذلك تشجيع الأهل وحسن معاملتهم لي.

**20- الفاحص:** أخيراً: ماذا تتوقع أن يحدث معك في السنوات الخمس القادمة؟  
**المفحوص:** أريد أن أكمل تعليمي .. وأدخل الجامعة.. وأصبح معلماً.. وأعامل الناس بطريقة جيدة.

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انتهت المقابلة

## Appendix (45)

### Information Sheet

#### تعليمات المقابلة

عنوان الدراسة: " آثار الخبرات الصادمة المزمدة على الأطفال الفلسطينيين في قطاع غزة"

الباحث: د. محمد علي الطويل

أود أن أدعو المفحوصين للمشاركة في تطبيق الجزء الثاني من مشروع البحث، ولكن عزيزي المفحوص/ة قبل أن تتخذ قرار بذلك، نرجو التوضيح لك طبيعة البحث المنوي إجراؤه. من فضلك اقرأ التعليمات والإيضاحات بصورة جيدة ، وبإمكانك أن تناقشها مع من تراه مناسباً، كذلك من فضلك يمكنك أن تسأل الباحث عن أي شيء تجده غير واضح أو إذا أردت مزيداً من المعلومات. شكراً جزيلاً على قراءتك لما سبق...

= ما الغرض من الدراسة؟ ومن هو الذي يقوم بتطبيقها؟

قام الباحث محمد الطويل ، أخصائي العلاج النفسي بجامعة هيرد فورد شير بلندن بتطبيق المرحلة الأولى من البحث ، ولكن المرحلة الثانية لم يستطع الباحث أن يرجع إلى قطاع غزة بسبب إغلاق معبر رفح، ولذا كلف الأخ الكريم : أمدج جمعة ( الأخصائي النفسي والمحاضر في الجامعة الإسلامية) أن يقوم بالنيابة عنه بتطبيق الجزء الثاني من البحث.

تهدف الدراسة الحالية إلى التعرف على آثار الخبرات الصادمة المزمدة لدى شريحة واسعة من الأطفال الفلسطينيين الذين تعرضوا لخبرات صادمة مزمدة أثناء انتفاضة الأقصى سواء كانوا في مناطق التماس(مواقع عسكرية أو حدودية أو مستوطنات) أو في مناطق بعيدة إلى حد ما عن التماس.

كما تهدف إلى الكشف عن الأسباب الحقيقية لاختلاف ردود فعل الأطفال نحو الأحداث أو الخبرات الصادمة، فهل تلك العوامل ترجع إلى المتغيرات التالية مثل : " اختلاف النوع (ذكور/إناث)، مكان الإقامة، العمر، مستوى الدخل، المستوى التعليمي للوالدين، سمات شخصية الطفل واستراتيجيات التكيف والتأقلم، الدعم النفسي والاجتماعي ممثلاً في ( دعم الأسرة، دعم المدرسة، دعم الروحي أو ديني، دعم الجمعيات الخيرية والمؤسسات الحكومية، دعم الأصدقاء، دعم الجيران، دعم الأقارب..).

فنحن قد استطعنا في الدراسة الأولى التي أجريت العام الماضي على ألف ومائتين طفل فلسطيني من جميع محافظات قطاع غزة والتي تتراوح أعمارهم ما بين (10-18 سنة) أن نصل إلى النتائج ومعرفة حجم آثار الخبرات الصادمة على أطفالنا، وما هي الأسباب التي تجعل العديد من الأطفال يعانون من اضطرابات مرتفعة لما بعد الصدمة ، وكذلك معرفة الأسباب التي تجعل بعض الأطفال لا يعانون من اضطرابات ما بعد الصدمة أو يعانون بصورة قليلة مقارنة مع غيرهم ممن عاشوا وتعرضوا لخبرات صادمة أثناء انتفاضة الأقصى.

ولكن نحن بصدد الجزء الثاني من البحث وهو إجراء مقابلات مع الأطفال الذين واجهوا وتعرضوا لخبرات صادمة صعبة أو متوسطة أثناء انتفاضة الأقصى وما زالوا يتمتعون بصحة نفسية و اجتماعية وصحية جيدة مقارنة مع غيرهم من الأطفال الذين ساءت صحتهم الجسمية والنفسية والاجتماعية. مدة المقابلة ستكون (45) دقيقة.

وتهدف هذه المقابلات إلى التأكد والكشف بصورة معمقة عن الأسباب التي تقف وراء اختلاف ردود أفعال الأطفال، وهذا قد يساعدنا في المرحلة القادمة في وضع برامج وقائية وإرشادية وعلاجية وتأهيلية ملائمة وفعالة للأطفال في المدرسة و الأسرة و المجتمع.

كما أن المقابلات ستسجل من خلال الكاسيت، كما أن المعلومات الواردة في الدراسة ستستخدم فقط لأغراض علمية ، ولن تنتشر أسماء أي من المفحوصين (الأطفال المشاركين).

إضافة إلى ذلك فقد تم إرسال جميع مواد واستبيانات البحث إلى الجهات المختصة ممثلة في وزارة التربية والتعليم العالي بفلسطين ، ودائرة التربية والتعليم بوكالة الغوث الدولية بقطاع غزة، وقد تم الحصول على موافقة خطية لتطبيق البحث في الفترة الواقعة ما بين مارس 2006 إلى نهاية أبريل 2006 (المرحلة الأولى) والفترة الحالية من مارس 2007 إلى نهاية أبريل 2007 .

وشكرا جزيلاً على تعاونكم معنا

الباحث: أ. أمجد جمعة

أخصائي نفسي

محاضر في قسم علم النفس بالجامعة الإسلامية بغزة

الباحث: د. محمد علي الطويل

أخصائي العلاج النفسي

M.Altawil@herts.ac.uk

University of Hertfordshire (UK)

Faculty of Health and Human science



## Appendix (46)

### Consent Form for head teacher in Arabic version

#### نموذج موافقة لناظر المدرسة

##### موافقة ناظر المدرسة

- ❖ أنا أقر أنني قرأت وفهمت المعلومات والتعليمات المتعلقة بالدراسة الحالية.
- ❖ أنا أقر بأنني قد اطلعت على أهمية الدراسة ، ونسبة المخاطر المحتملة على المفحوصين .
- ❖ أنا علمت بأن جميع المعلومات التي سيتم الحصول عليها من المفحوصين ستكون في موضع السرية، وستستخدم لأغراض علمية فقط.
- ❖ أنا موافق بأن يقوم الباحث فيما بعد بنشر نتائج الدراسة شريطة عدم نشر اسم المفحوصين أو ما يدل على ذلك.
- ❖ أن قادر على الاتصال بالباحث في أي وقت من أجل الحصول على معلومات أو الاستفسار عن شيء مرتبط بالدراسة الحالية.

التاريخ: / /

اسم و توقيع ناظر المدرسة

.....

##### إقرار من الباحث:

- ❖ حصل الباحث على موافقة من رئيس برنامج التعليم بوكالة الغوث الدولية و وزارة التربية والتعليم العالي في فلسطين لتنفيذ الدراسة الحالية.
- ❖ قام الباحث بتوضيح أغراض الدراسة واختيار المفحوصين والتعامل معهم بصورة موضوعية ومهنية.
- ❖ يقر الباحث بأنه أخبر المفحوصين بتعليمات إجراء الدراسة وأنهم فهموها بصورة جيدا.

التاريخ: / /

اسم الباحث وتوقيعه

محمد الطويل

.....

## Appendix (47)

### Consent form for participants in Arabic version

#### نموذج موافقة المفحوصين (طالب/طالبة)

##### موافقة الطالب/ة:

- ❖ أنا أقر أنني قرأت وفهمت المعلومات والتعليمات المتعلقة بالدراسة الحالية.
- ❖ أنا فهمت بأن مشاركتي في الإجابة عن الأسئلة ستكون بحسب قناعاتي ووجهة نظري.
- ❖ أنا فهمت بأن مشاركتي في هذه الدراسة هو عمل تطوعي، ولدي الحرية في الإنسحاب في أي وقت أريده دون ضغوط أو تعصب من قبل الباحث.
- ❖ أنا علمت بأن جميع المعلومات التي سيتم الحصول عليها من المفحوصين ستكون في موضع السرية، وستستخدم لأغراض علمية فقط.
- ❖ أنا موافق بأن يقوم الباحث فيما بعد بنشر نتائج الدراسة شريطة عدم نشر اسمي أو ما يدل على ذلك.
- ❖ أن قادر على الاتصال بالباحث في أي وقت من أجل الحصول على معلومات أو الاستفسار عن شيء مرتبط بالدراسة الحالية.

التاريخ: / /

اسم و توقيع المفحوص

.....

##### إقرار من الباحث:

- ❖ حصل الباحث على موافقة من رئيس برنامج التعليم بوكالة الغوث الدولية و وزارة التربية والتعليم العالي في فلسطين لتنفيذ الدراسة الحالية.
- ❖ قام الباحث بتوضيح أغراض الدراسة واختيار المفحوصين والتعامل معهم بصورة موضوعية ومهنية.
- ❖ يقر الباحث بأنه أخبر المفحوصين بتعليمات إجراء الدراسة وأنهم فهموها بصورة جيدة.

التاريخ: / /

اسم الباحث وتوقيعه

محمد الطويل

## Appendix (48)

### Consent form for parents in Arabic version

#### نموذج موافقة للوالدين

##### موافقة ولي أمر المفحوص:

- ❖ أنا أقر أنني قرأت وفهمت المعلومات والتعليمات المتعلقة بالدراسة الحالية.
- ❖ أنا أقر بأنني قد اطلعت على أهمية الدراسة ، ونسبة المخاطر المحتملة على المفحوصين .
- ❖ أنا علمت بأن جميع المعلومات التي سيتم الحصول عليها من المفحوصين ستكون في موضع السرية، وستستخدم لأغراض علمية فقط.
- ❖ أنا موافق بأن يقوم الباحث فيما بعد بنشر نتائج الدراسة شريطة عدم نشر اسم المفحوصين أو ما يدل على ذلك.
- ❖ أن قادر على الاتصال بالباحث في أي وقت من أجل الحصول على معلومات أو الاستفسار عن شيء مرتبط بالدراسة الحالية.

التاريخ: / /

اسم و توقيع ولي الأمر

.....

##### إقرار من الباحث:

- ❖ حصل الباحث على موافقة من رئيس برنامج التعليم بوكالة الغوث الدولية و وزارة التربية والتعليم العالي في فلسطين، وكذلك على موافقة ميدانية من ناظر/ة المدرسة لتنفيذ الدراسة الحالية.
- ❖ قام الباحث بتوضيح أغراض الدراسة واختيار المفحوصين والتعامل معهم بصورة موضوعية ومهنية.
- ❖ يقر الباحث بأنه أخبر المفحوصين بتعليمات إجراء الدراسة وأنهم فهموها بصورة جيدا.

التاريخ: / /

اسم الباحث وتوقيعه

محمد الطويل

.....

**Appendix (49)****Ethics Approval from University of Hertfordshire****Psychology Department Research Project**

**Student Investigator:** Mohamed Altawil

**Supervisor:** Pieter Nel, Steve Davies, David Winter, Abdalla Asker, Azzam Tamini

**Title:** The effects of chronic traumatic experience on Palestinian children in the Gaza Strip

**Registration Protocol Number** PSY 03/06/MA

The above research project was approved on 17 March 2006 by the Ethics Committee of the Psychology Department under delegated authority from the Ethics Committee of the University of Hertfordshire.

Signed  Date: 21 March 2006


Dr. Lia Kvavilashvili  
Chair  
Ethics Committee, Psychology Department

-----  
**I confirm that I have followed the ethics protocol approved for this project**

Signed (student)  \_\_\_\_\_

date 24/3/2006

**As far as I can ascertain, the above student has followed the ethics protocol approved for this project.**

Signed (supervisor)  \_\_\_\_\_

date 24/3/2006

## Appendix (50)

### List of the Referees

No	Name	Degree	Place of work
1	Prof. Hamed Zahran	Prof. in Mental Health	Ain Shams University-Egypt
2	Prof. Atia A. Mohamed	Prof. in Mental Health	Al-Zagazig University- Egypt
3	Prof. Adel El-Ashwal	Prof. in Clinical Psy.	Ain Shams University-Egypt
4	Prof. Ahmed El-Sharkawy	Prof. in Psychiatry	Al-Quds Clinics Palestine
5	Prof. Talat Mansor	Prof. in Mental Health	Ain Shams University-Egypt
6	Prof. Abedallah Askar	Prof. in Clinical Psy.	Al-Zagazig University- Egypt
7	Prof. Ebrahim Ashosh	Prof. in Mental Health	Ain Shams University-Egypt
8	Prof. Saied Subhy	Prof. in Mental Health	Ain Shams University-Egypt
9	Prof. Eiman Fawzy	Prof. in Mental Health	Ain Shams University-Egypt
10	Prof. Sameera Shind	Prof. in Mental Health	Ain Shams University-Egypt
11	Prof. Ebraheem Aid	Prof. in Mental Health	Ain Shams University-Egypt
12	Dr. Nabeel Hafid	Associated Prof. in Mental Health	Ain Shams University-Egypt
13	Dr. Emad Makhaimer	Associated Prof. in Clinical Psychology	Ain Shams University-Egypt
14	Dr. Fadel Abu Hein	Associated Prof. in Clinical Psychology	Al-Aqsa University-Palestine
15	Dr. Samir Qouta	Associated Prof. in Clinical Psychology	Gaza Community Mental Health Programme. Palestine
16	Dr. Tahany Uthman	Assistant Prof. in Mental Health	Ain Shams University-Egypt
17	Dr. Husam Azab	Assistant Prof. in Mental Health	Ain Shams University-Egypt
18	Dr. Pieter W Nel	Consultant Clinical Psychologist-DClinPsy	University of Hertfordshire-UK
19	Prof. David Winter	Director of Clinical Psychology Course-DClinPsy	University of Hertfordshire-UK
20	Mr. Steve Davies	Deputy of Clinical Psychology Course-DClinPsy	University of Hertfordshire-UK
21	Dr. Simone Schlagman	School of Psychology	University of Hertfordshire-UK
21	Dr. Muthanna Samara	Department of Psychology	University of Warwick-UK

## Appendix (51)

### Abstract in Arabic Version

قام الباحث بإجراء دراسة إكلينيكية بعنوان: " آثار الخبرات الصادمة المزمدة على الأطفال الفلسطينيين بقطاع غزة".  
وشمل مشروع البحث دراستين: الأولى دراسة وصفية Quantitative Study والثانية دراسة حالة " نوعية"  
Qualitative Study.

أولاً: الدراسة الأولى: هدفت إلى الكشف عن الآثار النفسية والصحية والاجتماعية والتعليمية لصددمات الحرب والاحتلال على الأطفال الفلسطينيين في قطاع غزة. تكونت عينة الدراسة من (1137) طفل تتراوح أعمارهم بين (10-18) سنة، وقد تم اختيارهم بطريقة عشوائية طبقية ممثلة للمراحل الدراسية الثلاث (الابتدائية والإعدادية والثانوية) من مختلف مناطق قطاع غزة. قام أفراد عينة الدراسة بالإجابة عن المقاييس التالية: " قائمة الخبرات الصادمة (CTE)، مقياس أعراض اضطرابات ما بعد الصدمة (SPTSDS)، استبيان تقدير الشخصية (PAQ). أظهرت نتائج هذه الدراسة أن كل طفل فلسطيني في قطاع غزة قد تعرض على الأقل لثلاث صدمات نفسية أثناء انتفاضة الأقصى (2000 - 2006). كما أشارت أن هناك 41% من الأطفال يعانون من اضطرابات نفسية وصحية ومشاكل تعليمية واجتماعية كنتيجة لتعرضهم المستمر للخبرات الصادمة المزمدة، حيث يقدر عدد الأطفال الذين يعانون من تلك الاضطرابات ما يزيد عن ثلثمائة ألف طفل. علماً بأن معظمهم لم يتوفر لهم بعد فرص العلاج والتأهيل.

أوضحت هذه الدراسة أيضاً بأن هناك أهمية كبرى لحماية الأطفال وتقليل مخاطر إصابتهم باضطرابات نفسية وصحية واجتماعية من خلال توفير فرص الدعم النفسي والاجتماعي الناجح لهم من خلال الأسرة ، الأصدقاء، الأقارب، معلمي المدارس أو رياض الأطفال، الوعاظ أو الدعم الروحاني والديني.

إضافة إلى ذلك، فإن قدرة الطفل على التكيف والتوافق مع نفسه وأسرته ومجتمعه وتمتعه بسمات شخصية إيجابية من شأنها أن تحميه أو تقلل من الإصابة باضطرابات نفسية واجتماعية وصحية، مثل: (1) تجنب العدائية و السلوك العدواني بصورته المادية أو المعنوية نحو ذاته أو الآخرين. (2) تعزيز الاستقلالية و الاعتماد على النفس إلى حد ما في مواجهة أعباء الحياة اليومية. (3) تقدير الذات من خلال قبول الفرد لذاته وإعجابها بها وإدراكه لنفسه على أنه شخص ذو قيمة جدير باحترام وتقدير الآخرين. (4) الكفاية الشخصية من خلال ثقة الفرد بأنه قادر على النجاح في مواجهة مطالب الحياة اليومية ، والوفاء باحتياجاته ومتطلباته بشكل يرضى عنه. (5) التجاوب الانفعالي من خلال قدرة الفرد على التعبير بصراحة وتلقائية وحرية عن انفعالاته تجاه الآخرين. (6) الثبات الانفعالي من خلال قدرة الفرد على ضبط النفس و مواجهة الفشل والمشكلات ومصادر التوتر بأقل قدر من الانزعاج والاحباط. (7) النظرة للحياة من خلال تصور ومشاعر الفرد تجاه الكون والحياة.

ثانياً: الدراسة الثانية: هدفت إلى الكشف بعمق عن عوامل الحماية(العوامل الوسيطة) The moderating factors التي ساعدت بشكل كبير في حماية الأطفال أو تقليل إصابتهم باضطرابات نفسية واجتماعية وصحية على الرغم أن أفراد عينة الدراسة الثانية قد تعرض كل واحد منهم ما يزيد عن خمس عشرة خبرة صادمة . تكونت عينة الدراسة من (6) أطفال تتراوح أعمارهم بين (13-18) سنة حيث تمت مقابلتهم من خلال استخدام تقنيات المقابلة المصغرة (Semi-Structured Interview)، وقد تم اختيارهم من أفراد عينة الدراسة الأولى-الذين تحققت فيه الشروط التالية: أ) أن يكونوا قد تعرضوا لخبرات صادمة قاسية تزيد عن عشرة صدمات. ب) أن يكونوا ممن يتمتعون بصحة نفسية جيدة أو إصابتهم بأعراض خفيفة.

أوضحت نتائج الدراسة بأن هناك عوامل هامة ساعدت على حماية هؤلاء الأطفال المصدومين من الإصابة بأعراض اضطرابات ما بعد الصدمة أو تطور تلك الأعراض وهي كما يلي:

1) تمتع هؤلاء الأطفال بسمات شخصية إيجابية وقدرة عالية على التكيف مع ظروف الحياة المأساوية في قطاع غزة. 2) الإنتماء والالتزام الإيديولوجي القوي لهؤلاء الأطفال من خلال حبهم الشديد للوطن والاستعداد للتضحية من أجله، والإيمان بعدالة قضيتهم وحقهم في الحياة وحقهم في مقاومة المحتل وعدم الخضوع له، والثبات على مبادئ الحرية والديمقراطية، وكذلك إيمانهم القوي بأهمية الصبر في مواجهة المحتل.

3) شبكة الدعم النفسي والاجتماعي للطفل: إن توفر الدعم النفسي والاجتماعي للطفل من خلال الأسرة والمسجد والأصدقاء والمعلمين و الأقارب ومؤسسات المجتمع المدني والحكومي ساعد هؤلاء الأطفال إلى حد كبير في حمايتهم أو على الأقل خفض من خطر تطور أعراض الاضطرابات النفسية والاجتماعية والصحية.

4) وسائل الترفيه والتسلية، مثل: ( الألعاب الترفيهية والتعليمية، عروض مسرحية، رحلات ، زيارات لمؤسسات المجتمع المدني، تدريبه على التطوع للمشاركة في بعض الأعمال المجتمعية المفيدة، لقاءات وأيام مفتوحة تتخللها فعاليات ترفيهية وتثقيفية، المخيمات الصيفية، الأنشطة الرياضية.. إلخ). إن وفرة تلك الوسائل الترفيهية ساعدت هؤلاء الأطفال بشكل فعال نحو تفريغ الطاقات الانفعالية والحركية المكبوتة وتوظيفها في أنشطة هادفة ومسلية ومحبية، كما ساعدت وخففت عن كاهل الأسرة والمدرسة.. فقد أثبتت الدراسة الحالية بأن تلك الأساليب من أفضل العوامل نحو حماية الطفل ووقايته من الإصابة باضطرابات نفسية واجتماعية وصحية.

وقد أوصت الدراسة بأهمية وسرعة العمل على حماية الطفولة في فلسطين، فالأطفال الفلسطينيون حرما ومازالوا من التمتع بطفولتهم مثل باقي أطفال العالم الحر.. حيث أضحت طفولتهم في خطر شديد، فإذا لم نسارع قبل فوات الأوان بحمايتهم ماديا ومعنويا، فإننا سنخسر هذا الجيل من الأطفال.. وسيصبح علاجهم ومساعدتهم فيما بعد صعبة جداً.

## Appendix (52)

### Conclusion in Arabic Version

أجري هذا البحث على عينة ممثلة من الأطفال الفلسطينيين في قطاع غزة، وقد تم تطبيق الاختبارات اللازمة بعد إعدادها ومواعمتها لكي تكون صالحة للإجابة عن أسئلة البحث.

تعرض الشعب الفلسطيني لصددمات مزمنة طوال الستين عاماً من الحروب والصراعات والأزمات والتهجير والاحتلال مما كان لها تأثيرات وانعكاسات سلبية على جميع مناحي الحياة وعلى الصحة النفسية والجسمية لهم. كما أن استمرار تعرض الفلسطينيين لكوارث الحرب والنزاع، لم يعطهم الفرصة لإعادة البناء والتعمير والتطوير لما دمرته آلة الحرب. فمنذ عام 1948، عاصر الإنسان الفلسطيني في كل ثمان سنوات حرب أو ثورة أو انتفاضة.

ونتيجة للاحتلال وانتفاضة الشعب الفلسطيني من أجل المقاومة والاستقلال فلقد تعرض الأطفال وذويهم إلى صدمات عديدة مثل هدم البيوت، أو الاعتقال أو القتل أو الجرح لهم أو لذويهم أو جيرانهم أو أقاربهم، وكذلك التعرض للقصف بصورة مباشرة أو بالمشاهدة العيانية لكل هذه الأحداث المروعة في كل أنحاء الأراضي الفلسطينية المحتلة. إن استمرار دائرة الصراع والتعرض المستمر للخبرات الصادمة أثر بشكل كبير على الأطفال وأسره مما نتج عنه العديد من الاضطرابات النفسية والاجتماعية والصحية في المجتمع الفلسطيني.

قام الباحث بإجراء دراسة إكلينيكية بعنوان: " آثار الخبرات الصادمة المزمنة على الأطفال الفلسطينيين بقطاع غزة".

وشمل مشروع البحث دراستين: الأولى دراسة وصفية Quantitative Study والثانية دراسة حالة Qualitative Study.

أولاً: الدراسة الأولى: هدفت إلى الكشف عن الآثار النفسية والصحية والاجتماعية والتعليمية لصددمات الحرب والاحتلال على الأطفال الفلسطينيين في قطاع غزة. تكونت عينة الدراسة من (1137) طفل تتراوح أعمارهم بين (10-18) سنة، وقد تم اختيارهم بطريقة عشوائية طبقية ممثلة للمراحل الدراسية الثلاث (الابتدائية والإعدادية والثانوية) من مختلف مناطق قطاع غزة. قام أفراد عينة الدراسة بالإجابة عن المقاييس التالية: " قائمة الخبرات الصادمة (CTE)، مقياس أعراض اضطرابات ما بعد الصدمة (SPTSDS)، استبيان تقدير الشخصية (PAQ). أظهرت نتائج هذه الدراسة أن كل طفل فلسطيني في قطاع غزة قد تعرض على الأقل لثلاث صدمات نفسية أثناء انتفاضة الأقصى (2000 - 2006). ومما زاد أيضاً من خطورة التعرض لتلك الصدمات هي الظروف المأساوية المصاحبة للصددمات مثل:

- الفقر: حيث بلغ نسبته في هذا البحث 87%.

- قطع التيار الكهربائي لعدة ساعات يومياً.



- الاكتظاظ السكاني: حيث يشكل قطاع غزة أعلى كثافة سكانية في العالم.
  - البطالة: هناك ما يزيد عن ثلثي السكان في قطاع غزة بدون عمل بسبب منع الاحتلال العمال من الذهاب لأماكن عملهم داخل الخط الأخضر، فمعظم سكان القطاع يعتمدون بصورة أساسية على المعونات الخارجية.
  - النقص الحاد في الأدوية وإمدادات البترول، والمواد الغذائية والمواد الخام وانعكاساته السلبية على مجريات الحياة اليومية.
  - نقص المساحات الخضراء: فقطاع غزة منطقة جغرافية صغيرة جداً، حيث لا تتعدى مساحته الإجمالية عن 360 كم<sup>2</sup>، فهو يفتقر إلى مساحات خضراء أو نوادي رياضية أو اجتماعية.
  - الحصار: يعاني أهالي سكان قطاع غزة من حصار جوي وبحري وبري، فهم يعيشون أشبه ما يكونون في سجن كبير.
  - اللاجئين: معظم سكان القطاع هم من اللاجئين الذي هجروا من أراضيهم عام 1948.
  - التاريخ الأسري: معظم الأسر في فلسطين لها قصص مؤلمة وباتسة من الشقاء والتهجير والمعاناة والتي تمتد عبر جيلين أو ثلاثة.
  - فقدان الأمل: هناك العديد من الأسر فقدوا الأمل في أن الرجوع إلى بيوتهم التي هجروا منها قسراً، أو توفر الحياة الكريمة لهم أو الحرية في العيش أو المسكن أو التعليم أو الدولة المستقلة.
- فقد أظهرت نتائج الدراسة الحالية بأن 41% من الأطفال الفلسطينيين بقطاع غزة يعانون من أعراض اضطرابات ما بعد الصدمة -اضطرابات نفسية وصحية ومشاكل تعليمية واجتماعية. أي هناك أكثر من (ثلاثمائة ألف طفل فلسطيني) من مجموع الأطفال في قطاع غزة البالغ عددهم (742,200) يعانون من تلك الاضطرابات.
- إن نسبة شيوع أعراض اضطرابات ما بعد الصدمة 41% موزعة على النحو التالي:
- أ) 25% يعانون من اضطرابات معرفية، مثل: " عدم القدرة على النوم بسهولة، صعوبة التوقف عن التفكير في الحدث الصادم، الشعور بأن كل ما حولهم غير آمن...".
- ب) 22% يعانون من اضطرابات انفعالية، مثل: " الشعور الوحدة، المعاناة من الأحلام والكوابيس، سهولة التوتر والعصبية، الشعور بالحزن والخوف، التبول اللاإرادي...".
- ج) 22% يعانون من مشاكل اجتماعية، مثل: " السلوك العدواني وخشونة التعامل مع الآخرين، رفض سلطة الوالدين أو المعلمين، صعوبة التمتع بالألعاب ووسائل التسلية كما كان قبل الأحداث الصادمة...".

د) 17% يعانون من مشاكل تعليمية، مثل: " ضعف التحصيل الأكاديمي، صعوبة التركيز والانتباه مع المعلم أثناء الشرح، عدم التوازن في سلوكهم، واضطراب علاقة هؤلاء الأطفال بزملائهم ومدرسيهم..".

ه) 14% يعانون من أعراض و اضطرابات صحية مثل: " الصداع، آلام في المعدة، آلام عصبية في مناطق مختلفة من جسم الإنسان، توهم المرض..".

وفي حدود علم الباحث، فإن معظم هؤلاء الأطفال الذين يعانون من آثار الخبرات الصادمة المزمنة لم يتلقوا بعد أي علاج.. مما يندر بوقوع كارثة إنسانية وصحية، فهؤلاء الأطفال يحتاجون إلى خدمات نفسية واجتماعية في أسرع وقت ممكن، ولكن يصعب توفير الأخصائيين أو الأطباء النفسيين لعلاج هذا العدد الهائل.. فلو افترضنا بأن كل سبعة من هؤلاء الأطفال المصابين يحتاجون إلى طبيب نفسي أو معالج نفسي .. فإننا بحاجة إلى ما يزيد عن عشرة آلاف أخصائي وطبيب نفسي، وهذا العدد غير متوفر ليس في فلسطين فحسب وإنما في الدول العربية المحيطة.

ومن ناحية أخرى، فإن الباحث الحالي يعتقد أن ذلك العدد من الأطفال المصابين قد زاد بسبب سوء الظروف الحياتية وتكرار الصدمات بعد تطبيق البحث الميداني في مارس 2006، حيث أن الصدمات والظروف المصاحبة قد ساءت بشكل لم يسبق لها مثيل على مدار الستين عاما من الاحتلال والنزاع.

كما أنه أعقب التطبيق الميداني صدمات وظروف لم يسبق أن توقعها الطفل وأسرته ، حيث بالإضافة إلى المعاناة القاسية التي ينكبدها الناس جميعاً بسبب ممارسات الاحتلال، فقد عانى سكان قطاع غزة على وجه الخصوص بعد عام 2006 من اقتتال داخلي بشع والتي مازالت تداعياته وانعكاساته السلبية قائمة.. مما أدت إلى تمزق في النسيج الاجتماعي والتشتت الفكري للأطفال ونوبيهم..

إن نتائج الدراسة الأولى قد شجعت الباحث للتوجه بعمق أكبر للكشف عن أسباب اختلاف ردود الفعل تجاه التعرض المستمر للخبرات الصادمة، حيث أظهرت الدراسة الأولى أن هناك بعض الأطفال الذين تعرضوا لما يزيد عن عشرة صدمات، مازالوا يتمتعون بصحة نفسية جيدة أو على الأقل لديهم أعراض واضطرابات نفسية خفيفة. لهذا قام الباحث بإجراء الدراسة الثانية من خلال مقابلة بعض هؤلاء الأطفال للتعرف على مختلف العوامل والظروف التي حتمت من الإصابة بأعراض اضطرابات ما بعد الصدمة.

**ثانياً: الدراسة الثانية:** هدفت إلى الكشف بعمق عن عوامل الحماية(العوامل الوسيطة) The moderating factors التي ساعدت بشكل كبير في حماية الأطفال أو تقليل إصابتهم باضطرابات نفسية واجتماعية وصحية على الرغم أن أفراد عينة الدراسة الثانية قد تعرض كل واحد منهم ما يزيد عن خمس عشرة خبرة صادمة . تكونت عينة الدراسة من (6) أطفال تتراوح أعمارهم بين (13-18) سنة حيث تمت مقابلتهم من خلال استخدام تقنيات المقابلة المصغرة (Semi-Structured Interview)، وقد تم اختيارهم من أفراد عينة الدراسة الأولى-الذين تحققت فيه الشروط التالية: (أ) أن يكونوا قد تعرضوا لخبرات صادمة قاسية تزيد عن عشرة صدمات. (ب) أن يكونوا ممن يتمتعون بصحة نفسية جيدة أو إصابتهم بأعراض خفيفة.

أوضحت نتائج الدراسة بأن هناك عوامل هامة ساعدت على حماية هؤلاء الأطفال المصدومين من الإصابة بأعراض اضطرابات ما بعد الصدمة أو تطور تلك الأعراض وهي كما يلي:

(أ) 96% تمثلت في شبكة الدعم النفسي والاجتماعي للطفل: إن توفر الدعم النفسي والاجتماعي للطفل من خلال الأسرة والمسجد والأصدقاء والمعلمين و الأقارب ومؤسسات المجتمع المدني والحكومي ساعد هؤلاء الأطفال إلى حد كبير في حمايتهم أو على الأقل خفض من خطر تطور أعراض الاضطرابات النفسية والاجتماعية والصحية.

(ب) 75% تمثلت في سمات الشخصية الإيجابية مثل: " الطموح ، الأمل ، الحس الوطني، الإيمان والقوة الروحانية، الشجاعة والصلابة النفسية، التواصل والاتصال الفعال مع محيطه الاجتماعي، الإيمان بأهمية التضحية والمقاومة من أجل الوطن، أهمية الصبر في مواجهة الاحتلال، الإيمان القوي بعدالة القضية وأن عمر الاحتلال مهما طال فهو قصير، الإرادة والعزيمة القوية".

(ج) 60% تمثلت في استراتيجيات التكيف والتأقلم، مثل: " عدم التفكير بشكل مستمر بالأحداث الصادمة، القدرة على التعامل مع تكرار التعرض لأحداث صادمة، الاجتهاد في الدراسة وعدم الاستسلام للظروف الصعبة، تحدي الصعاب، التفكير في بدائل لحل المشكلة..".

(د) 50% تمثلت في وسائل الترفيه والتسلية، مثل: ( الألعاب الترفيهية والتعليمية، عروض مسرحية، رحلات ، زيارات لمؤسسات المجتمع المدني، التطوع في المشاركة في بعض الأعمال المجتمعية المفيدة، لقاءات وأيام مفتوحة تتخللها فعاليات ترفيهية وثقافية، المخيمات الصيفية، الأنشطة الرياضية.. إلخ). إن وفرة تلك الوسائل الترفيهية ساعدت هؤلاء الأطفال بشكل فعال نحو تفريغ الطاقات الانفعالية والحركية المكبوتة وتوظيفها في أنشطة هادفة ومسلية ومحبة، كما ساعدت أيضاً في تخفيف العب والضغط عن كاهل الأسرة والمدرسة.. وقد أثبتت الدراسة الحالية بأن تلك الأساليب من أفضل العوامل في حماية الطفل ووقايته من الإصابة باضطرابات نفسية واجتماعية وصحية.

لقد أشارت نتائج الدراسة الأولى والثانية في البحث الحالي: إن هناك عدد من الأطفال الذين تعرضوا لخبرات صادمة مزمنة وشديدة، لم تظهر عليهم أعراض اضطرابات ما بعد الصدمة، على الرغم أن كل واحد منهم قد تعرض لما يزيد عن عشرة خبرات صادمة. فمن خلال نتائج البحث الوصفي والمقابلات ، أظهرت النتائج بأن قوة البناء النفسي الداخلي للطفل وصلابته النفسية وثقافة الصمود والتحدي ، والعوامل الإيديولوجية والإيمانية ، وسمات شخصية الطفل ، والقدرة على التكيف مع الصدمات والظروف الصعبة، وقوة شبكة الدعم النفسي والاجتماعي من قبل الأسرة والمدرسة والأصدقاء والأقارب والجيران ومؤسسات المجتمع الحكومية وغير الحكومية كان لها أثر في حماية هؤلاء الأطفال من الإصابة بأعراض اضطرابات ما بعد الصدمة.

ومع هذا لا أحد يستطيع أن يضمن بأن هؤلاء الأطفال هم في مأمن من تدهور صحتهم النفسية وظهور أعراض اضطرابات ما بعد الصدمة في أي وقت لاحق قد يطول أو يقصر وذلك بحسب البنية العضوية والنفسية

والاجتماعية لكل طفل... مما يضع أيضاً هذه الفئة من الأطفال في دائرة الخطر ، حيث أنهم مازالوا بحاجة إلى برامج وقائية وداعمة لحمايتهم من خطر الإصابة بأعراض اضطرابات ما بعد الصدمة، والحفاظ على فعاليتهم وقدراتهم الإنتاجية الإيجابية لأنفسهم ومجتمعهم.

بناء على ما سبق، يود أن ينبه الباحث بأن جميع شرائح الأطفال في قطاع غزة سواء المصابين أم غيرهم يحتاجون إلى اهتمام ورعاية من خلال برامج عاجلة لإنقاذهم من ضياع طفولتهم ومستقبلهم، وتتقسم هذه البرامج إلى قسمين: (أ) برامج علاجية وتأهيلية: حيث توجه إلى خدمة الأطفال المصابين باضطرابات ما بعد الصدمة.

(ب) برامج وقائية و داعمة: حيث توجه إلى خدمة الأطفال الذين لم تظهر عليهم أعراض اضطرابات ما بعد الصدمة أو أنهم لديهم أعراض خفيفة.

كما أن من الصدمات الأخرى التي تؤلم وتزيد من معاناة هؤلاء الأطفال هي أن ذلك النزيف من المعاناة والألم يحدث في وضوح النهار وأمام مرأى العالم الحر.. فرد الفعل نحو الصدمة يتأثر بصورة جوهرية بقوة البناء النفسي والفسولوجي وكذلك بطريقة تفسير الطفل لمعنى الصدمة.

**\*جوانب قوة هذا البحث Strength of this research** تتمثل في جودة وأصالة موضوع الدراسة، كما أن عينة الدراسة ممثلة لمختلف محافظات قطاع غزة في الأعمار والمناطق الجغرافية والمدارس، فقد زاد عدد أفراد عينة الدراسة عن ألف طفل مما يسمح للباحث أن يعمم نتائج دراسته على جميع الأطفال في قطاع غزة. قام الباحث أيضاً بتحديث وتطوير العديد من المقاييس اللازمة للبحث وللإجابة عن تساؤلاته، كذلك حاول الباحث عرض صورة بحثية متكاملة إلى حد ما للعوامل المؤثرة على الطفل من خلال أسرته ومجتمع، وبهذا استطاع الباحث الحالي أن يصل إلى العوامل الكامنة خلف أسباب اختلاف ردود أفعال الطفل نحو التعرض المستمر للخبرات الصادمة ، مما يسهل فيما بعد عمليات الإرشاد و العلاج والتأهيل. أيضاً أوضح الباحث بأن المشكلة ليست في الطفل لوحده ، وأن مساعدة الطفل في تقديم الخدمات النفسية والاجتماعية والصحية والتعليمية اللازمة له بمعزل عن تفاعل وتكامل الأدوار مع العناصر المجتمعية المحيطة بالطفل غير كاف وغير فعال.. وإنما يجب النظر في المعوقات المحيطة حول الطفل والتي تؤثر سلباً على تفاعله أو سلوكه أو طاقته الإنتاجية مثل: " الأسرة ، المدرسة، المسجد، جماعة الرفاق ، الأقارب، مؤسسات المجتمع المدني والحكومي..إلخ.

كذلك قدمت الدراسة جانباً نوعياً حيث أنها قابلت الأطفال الأسوياء الذين تعرضوا للصدمات النفسية العديدة ولم يصابوا باضطرابات نفسية واجتماعية وصحية دالة.. بينما غالباً في الدراسات المرضية، يقوم الباحث بدراسة الأشخاص المضطربين أو الذين يعانون من أعراض معينة لفهم أسباب الأعراض المرضية.. ولكن في هذا البحث حرص الباحث على التمييز لصالح الإجابة عن أسئلة الدراسة بصورة عميقة وموضوعية، فتمت مقابلة الأطفال الأسوياء.

لقد واجه الباحث في دراسته الحالية العديد من الصعوبات والمعوقات من أهمها ما يلي:

أ) صعوبة الحصول على بيانات الدراسة نظراً لأن المفحوصين يعيشون في مناطق الصراع وتحت الاحتلال الإسرائيلي، وتمثلت تلك الصعوبات في الخطر الشخصي الذي واجهه الباحث، إضافة إلى عدم التمكن للسفر إلى قطاع غزة لتطبيق الجزء الثاني من البحث، مما دفع الباحث إلى تكليف أحد الباحثين المقيمين في قطاع غزة لاستكمال ما تبقى من البحث الميداني.

ب) إجراء بحث ميداني على أكثر من ألف طفل في ظروف الحرب والاحتلال مهمة غير سهلة.

ج) تطوير وتحديث المقاييس والاختبارات النفسية وترجمتها استنفذ وقتاً كبيراً من الباحث.

د) انقطاع التيار الكهربائي باستمرار وعدم انتظامه، تسبب في تشويش عمل الباحث من وقت لآخر، وعطل بعض أجهزة الحاسوب التي كان فريق العمل يستخدمها في إدخال البيانات المفردة من الاستبانات.

#### \*إفادة :

ومن هنا نستطيع القول بأن الطفل الفلسطيني يتعرض إلى كارثة وخطر شديد، فهو قد فقد وما يزال معظم حقوقه الإنسانية التي كفلتها القوانين الإنسانية: مثل حقه في الحياة، حقه في أن ينمو ويتربح، حقه في التعليم، حقه في أن يتمتع بطفولته، حقه في العيش بأمن وأمان، حقه في أن يحيا كريماً على أرضه.

وأخيراً، ما يستنتجه الباحث بأن الطفل الفلسطيني إذا استمر في التعرض لتلك الصدمات، ولم تتحسن ظروفه الحياتية، ولم ينل حقوقه مثل باقي أطفال العالم، فإنه سيواجه مخاطر جسيمة تشكل تهديداً على حياته ونموه الطبيعي.. مما سيعرض المجتمع الفلسطيني إلى كارثة بفقدان جيل الطفولة بأكمله، مما يشكل أيضاً صعوبات وتعقيدات لعلاجهم فيما بعد.