

# KID GLOVES:

A GUIDE FOR DEALING WITH  
CHILDRENS REACTIONS TO  
DEPLOYMENT

FAMILY RESOURCE PACKAGE





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## INTRODUCTION

Deployments can be an exciting period of change and development for the Service person, however, deployments can also create additional demands, especially for the family and the parent remaining at home.

The NZDF thanks you for the contribution and sacrifice that spouses, partners and families make in support of our Service people on deployment, and acknowledge that it would be difficult to achieve these outputs without your support.

The information provided in the Family Resource Package (this booklet and the accompanying DVD) is in recognition of the families' contribution to deployments, and I hope that you will find this information both relevant and useful for your upcoming deployment experience. Should you require access to additional family support, please contact your local NZDF agency listed on page 30.

Once again, thank you for your support and sacrifice over your upcoming deployment period.

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MAJOR GENERAL DAVID GAWN  
COMMANDER JOINT FORCES NEW ZEALAND

# CHILDREN & PARENTAL SEPARATION CAUSED BY DEPLOYMENT

Having one parent absent for a long period of time, such as that required by a deployment, is a big change for children so it is not surprising if they react in some way. Some children exhibit marked behaviour changes, some display no changes in behaviour or emotional signs and others really flourish over the course of a deployment. Reactions can also vary between age groups, personality and temperament of the child, and stage of the deployment.

The following information has been gathered from a number of different sources and is designed to help parents understand the range of reactions that children can have to a deployment and offer some ways of dealing with these. The information included in this booklet is presented in the following sections:

- Children & Deployments: A Kiwi perspective
- Children's reactions to deployments - General
- Possible age related reactions to deployments
- Feelings & behaviours that can result in children due to a parents absence
- Deployment Separation
- 'Where's Papa?' How to deal with children when a parent goes away
- Separations & Reunions: What parents can do
- Conclusion
- Additional Information
- NZDF Resources
- NZDF Contact Numbers
- References

Much of this information relates to difficulties that parents have reported have been experienced by their children during deployments. It is important to understand that these problems can occur at any time, regardless of whether or not a parent is deployed.

Deployment causes change, and it is likely that a change in a child's behaviour is a reaction to this. However, change is not necessarily related only to deployments, and therefore alterations in the child's behaviour may not necessarily be related to the deployment at all, but perhaps to other changes that are occurring in their life. Likewise, some families experience few or no problems during deployments, but grow and develop a closeness that did not exist previously. It is therefore also important to recognise positive outcomes of the separation caused by deployments, and provide opportunities for these to develop.

Remember that you are the experts on your children: you know them best and how they are likely to react to the extended absence of one parent due to deployment. If their reactions are not included in this material, this does not indicate a potential issue for your child; it just means we need to update our book. It is important to remember that different children will experience different reactions at different times. All of these reactions are considered normal responses to their current situation.



# CHILDREN'S REACTIONS TO DEPLOYMENTS - GENERAL

A huge range of emotions, behaviours and reactions can be experienced by the children of deploying personnel. Positive emotions include being very excited and feeling proud about the parent's role on deployment or the child's perceived new role in the family. However, a number of negative emotions may also develop. These are completely normal and should be expected to occur at some stage during the deployment. Negative emotions may include:

- Anger ("it's all your fault")
- Insecurity
- Becoming distant and aloof or 'acting cold'
- Crying
- Arguing
- Anxiety or fear
- Pleading ("please don't go");
- Promises ("if I behave better will you stay?")
- Guilt ("it's my fault")
- Intense rage ("I want to kill you")
- Cynicism or false bravado ("big deal, who cares?", "I don't need you anyway")
- Denial ("I don't want to hear about it")
- Curses; threats; silence; conflict
- Rejection of one or both parents
- Sadness
- Loneliness
- Confusion or disbelief

In addition, some children may become much more aggressive as a result of a parent's deployment, both at home and at school. If the main disciplinarian is the parent deployed, then this may be doubly difficult for the parent remaining at home. Fighting among siblings may increase, at a time when they are likely to need each other more. A range of unacceptable behaviour that is not usually present may surface during the deployment. If this behaviour does arise, it is a normal reaction to the changes in the children's environment brought on by the deployment.

Children sometimes model their behaviour on the way the parent at home copes. Obviously children will pick on how their parent is feeling, so make sure that you look after yourself as much as possible and ask for support during the times when you need additional support (see the list of the NZDF Community Service Officers on page 30). There are some excellent ideas for managing issues related to children and deployments in the booklet "Managing Deployment Related Stress" (provided during the Pre-Deployment Briefing). In addition, children, being typically egocentric, will worry about how their world will change, without consideration of how the deployment is impacting upon others.

However, it is also reported that some children have really developed over the course of a deployment. They have come into their own and the whole family has become closer as a result of the separation caused by deployment. They have had a lot of fun times and have become good friends with one another, despite the absence of one parent.

## DEALING WITH CHILDREN'S REACTIONS TO DEPLOYMENTS

Every parent-child relationship is different, as is every family, and each of you will find your own strategies for dealing with the challenges presented by deployment. Below is some information relating to deployments, and also some strategies and tips from other families who have been through deployment experiences and how they dealt with the issues that arose during this time.

There are three main phases in a deployment. The first is the pre-deployment phase, the second is the actual deployment itself and the third is the time after the deployed parent has returned home; the post-deployment phase. The following tips are designed to enable you and your partner to help your children cope appropriately with a deployment situation during each phase.

### PRE-DEPLOYMENT

During this phase, it is important for both parents to:

- Make clear that the deployment is part of mum or dad's job and that other parents also have jobs that take them away from home for a period of time.
- Make it clear that the parent is going away for work, not for any other reason.
- Stress that the deployment is only for a set period of time and that the deploying parent is coming home again.
- Reassure children that you love them and will care for them whatever the situation.
- Spend as much time as possible leading up to the departure talking about where the parent deploying is going, why they are going, what they will be doing and when they'll be back. Try to do this on their level, by drawings and pictures if necessary, calendars and maps on the wall for example. The internet is also a great source of information.
- Make sure that you are both as open and honest as possible with your children. Encourage them to tell you how they feel about the deployment, try to ascertain whether they have any concerns, and then allay their fears as much as possible. Children need constant reassurance about why a parent is leaving – for work – and that they are coming back. If children are distant, go to them, give them assurance but do not force make them talk about their reactions until they are ready.
- Meet your child's needs and deal with their feelings. Don't run away from them – this avoidance option can be very tempting for parents if they are feeling overwhelmed themselves.
- Tell your children about the deployment as soon as you can, once it is confirmed. They no doubt will have sensed that something is up and they may be anxious and fearful. Tell children together, in a familiar place, like home. Allow for them to express their emotions

- If possible, set up communications at home to allow for easier contact with the deployed person, internet cameras or Skype have proved popular and easy to use.
- Take plenty of family photographs, including photographs of each child with the deploying parent. Encourage each child to put these in a special place and also to give some to the deploying parent during their absence. Children can also send photos of family activities to the deployed parent during the deployment.
- Elicit your children's help with getting ready for deployment. Give them their own special job to do, such as helping to pack. Older children can be involved in the sharing of household duties during a parent's absence, and may be able to plan a roster of duties for the deployment period.
- For younger children, make video or audio recordings of favourite bedtime stories being read by the deploying parent or activities and games being played with the children so that these can be played or watched after the deployed parent's departure.

### Remember:

The younger the child, the less time they have had with the deploying parent. It is therefore very important for them to keep the memory of their deploying parent alive. There are a number of ways to achieve this; have a picture of the deployed parent printed on a pillow case, include him/her into the bed-time ritual i.e. kisses for mummy/daddy's photo, record voice into child's teddy bear where possible, poster of family on the bedroom wall, etc.

## DURING DEPLOYMENT

### It is important for the parent at home to:

- Keep to familiar routines as much as possible. Children need to feel secure and to know "where they are". It is very important to keep the same rules as this allows the children to anticipate what will happen to them, and help create a sense of control despite the changes caused by one parent's absence.
- Keep to the same household chores (perhaps with each child having one extra that used to be the deploying parent's), the same homework schedule and the same TV watching time. Plan together with your children any alterations in the routine. If they feel that they have been a part of the planning process, they are more likely to follow through with it!
- Make sure you allow plenty of opportunities for your children to express their feelings, even if they are yelling and telling you that they 'hate' either you or the deployed parent. A suggestion is to tell them that you are sorry about this because you and the deployed parent love them very much, and because of this, you will all be able to deal with the effects of the deployment together.
- Recognise and allow for your children's development and maturation (teenagers in particular) during the period of the deployment. It may be appropriate to extend "curfew" hours etc if they have shown that they are responsible enough.
- Elicit the children's help with things, but be careful not to overload them with responsibility that they are not ready for. Do not expect children to take on the role of the deployed parent.
- When things are going badly – and expect that they may do for periods of time - try not to blame the deployed parent for being away.

- Some parents have found it very difficult not to yell at the children a lot while the deployed parent is away. Be realistic with your own expectations. Deployment is hard on you too. Make sure you get opportunities to look after yourself and have adequate 'time out' (see NZDF contact list on page 30).
- Where possible, seek out other parents who are currently or who have been in the same situation before. Their advice, experiences, or just plain moral support, may be helpful, and will help you to feel less isolated.

### IT CAN BE A GOOD IDEA FOR:

#### The parent at home:

- Have regular family meetings, in which everyone should be given a chance to talk. Listen carefully to what your children have to say. If your children don't want to talk - let it go. They might not know how they feel, but let them know you are available if they do feel like talking. They are more likely to talk if they have heard you express your feelings. In some cases, especially for older children, it can be a good idea to encourage them to talk to an appropriate third party who may be less involved e.g. teacher, coach, mentor, family friend, or relative.
- Inform any other significant people in your children's lives (e.g., teachers, coaches etc) that their mother/father has deployed. Gain their support for the period of the deployment.
- Put maps on the wall at home, with markings to show where the deployed parent is. Put any photographs you receive around the map to further bring the location alive. Photographs of everyday things (like where the deployed parent washes, where they sleep, where they eat) can be made into songs or stories for young children.
- Have the children make lists of things to tell their deployed parent when they ring, and then they won't forget to share important things with them.
- Encourage children to write to the deployed parent, to make tapes, drawings, cards etc. One family even sent their old toys to the deployed parent for the children in his host country.
- Find appropriate role models to assist with the absence of the parent. For example, one mother felt that her sons were really missing the "rough and tumble" times they used to have with their father so she found a local 18 year old boy to spend time with them kicking a ball, going to the park etc.

#### The deployed parent:

- Send plenty of photographs home and try to send photographs that show you with something the children have sent you or the fact that you have hung their latest picture on the wall. Photos should be of an everyday nature; nothing that could arouse fears, or be a security risk.
- Keep a journal where you jot down, things you know the children would be interested in, include photos and local items, such as currency and postcards.
- Try to write separate letters to each child, even the very young ones. Enclose drawings and little mementos. You could also write a story in serials about a little boy/girl from your host country to further involve your own children in your deployment experience.

- To enhance the communication process, you could tell your children something via e-mail or telephone, and ask them to pass this information onto their parent at home. This helps to provide them with a sense of responsibility within the family, and to feel as though they are completing 'important' jobs on behalf of the deployed parent.
- Send a story home for your children – perhaps translated local stories, or a story you have made up about children in your deployment location – this can be done in either a written or a verbal format, and can continue across the length of the deployment dependant upon the ages of the children.
- Arranging a magazine or comic subscription for your child is also a good idea because it ensures that they will receive something from you regularly, regardless of deployment mail services.

#### Both Parents:

- Establish a communication routine so children know when to expect contact with the deployed parent. This may be a phone call every Tuesday or an e-mail every night before bed.
- Continuously remind children that you love them, and that the separation caused by deployment is temporary.

## POST-DEPLOYMENT PHASE

Towards the end of the deployment, it is natural to have mixed feelings about the return of the parent. This applies to children as well. Although families can feel excited about the return of the parent from the deployment, the post-deployment period can create additional stress upon the family due to the disruption of current routines, the change occurring within family dynamics, and the time required to 'settle in' as a family again.

Children's reactions to the return of the deployed parent can be mixed. It is likely that all children will have positive and negative feelings towards the returning parent. Positive reactions include; demonstrated happiness, excitement hugs, kisses, squeals of welcome, love, pride, need and security. More negative reactions may include; emotional ambivalence from the children to the returning parent, sullenness, aloofness or other 'cold' behaviours, distant and hostile, and anger directed at the returning parent. They may also become more clingy to the returned parent and dismissive of the parent who has been at home. They may perhaps demand a great deal of attention and reassurance.

#### In this phase it is important for BOTH PARENTS to remember:

- Let everyone get used to the new situation
- Don't expect everyone to get along at first
- Keep routines as they are as much as possible.

Often, the post-deployment phase may be accompanied by additional changes within the family, such as posting to a new location, or starting a new job. This is likely to cause additional stress within the family. Changes in children during this phase may be observed, and are normal responses to their situations.

- If you have very young children, they may not recognise their returning parent. If this is the case, it is important for both parents not to become visibly upset. Time spent with the child will re-establish the parent-child bond.
- Both boys and girls will miss their parents equally, although boys may not like to admit it as openly. Don't forget that sons of deploying parents also need lots of love and attention, but that this may need to be expressed in different ways from girls.

#### IT CAN BE A GOOD IDEA FOR:

- **Both parents to** make special time for the children with each parent alone and as well as together as a family.
- **The returning parent** to play a significant role in routine tasks that involve the children such as bathing, feeding, homework and bedtime story telling.
- **The returning parent to** organise special activities that they participate in alone with the children, for example a trip to the playground, zoo or duck pond.



## POSSIBLE AGE RELATED REACTIONS TO DEPLOYMENTS

### INFANTS AND TODDLERS:

Infants and toddlers often become more clingy with both parents before the deployment and with the parent at home during the deployment. Constantly seeking reassurance, they often do not like the parent at home to go out of their sight. This is due to the parent's emotional responses to the upcoming deployment, pre-deployment activity, the departure of a significant attachment figure, and changes in their usual routine.

Infants and toddlers may cry more than usual, become less social and more shy than usual, sense the parent's emotions and become fearful and display regressive behaviour in toilet training, sleep routines, language, feeding etc. These changes in usual behaviour may become exacerbated as fears and anxieties heighten.

Toddlers particularly can display mood swings – from withdrawn sulkiness to aggressive reckless behaviour. This change in mood can be a reflection of the insecurity they feel in response to the change caused by the absence of a parent. Some children become hostile, irritable and cranky. They may hit siblings and behave more aggressively with other children.

Although it is demanding and challenging at the time, providing children of this age with undivided attention and love will increase their security, and enhance their ability to cope with the changes brought on by deployment. This enhancement of security will encourage them to return to normal patterns of behaviour and to become less clingy and demanding.

#### Tips for the parent at home:

- Consistent in day-to-day caretaking.
- Giving them reassurance, love, attention and rituals e.g. holding, hugging, bathing, feeding, and playing.
- Treating any regression as casually as possible; don't encourage it but try not to make a big thing of it.
- Use puppets, drawings or toys to transform information about the deployment into a story that's easy to understand.

### PRE-SCHOOLERS:

Pre-schoolers often become demanding and set out to get attention in a number of different ways. They might be overly sensitive to real or imagined injuries that may be an expression of a need to be fussed over and cared for more than usual.

Pre-schoolers may have tantrums more often than usual. They might become selfish and possessive as an attempt to regain control, to literally "hold on" to things at a time when events are occurring that are beyond their control. They may experience some sort of regression, in an attempt to return themselves to the security of babyhood. For example, a return to a forgotten security blanket, an increase in thumb-sucking, a return to the bottle, problems with toilet training, or a disruption in sleeping patterns. A child who has just learned





to speak may revert to baby language, play patterns may become disrupted, or a child who has shown some independence may cling and whine and refuse to sleep alone. Generally the most recent development or accomplishment is the first to go if regression occurs amongst children in this age group.

#### **Tips for the parent at home:**

- Give them your time, attention and love, within the boundaries of your normal routine.
- Spend as much one-on-one time as possible with them as this will give them a chance to verbalise their feelings and any fears that they may have, as well as continuing to encourage their development.
- Play with them.
- Be patient with them - they need a lot of reassurance - and acceptance their feelings.
- Reinforce your love and assure them that you are not going anywhere.
- Assure them that the deployed parent is coming back, and that the only reason they have gone away is for work.
- Provide them with words to manage their feelings – this may be achieved through drawing pictures or acting out emotions using toys.
- Give the children sayings as coping strategies; for example sayings such as “Mummy loves me very much and will be back soon”.
- Do not be too concerned about regressive behaviour, but be aware that this is a way for the child to express their personal difficulties. Don't humiliate or blame the child for this regression. Simply encourage your child to choose another, more appropriate way of expressing their feelings. Time and effective communication with your child will help these symptoms gradually disappear. A security aid (e.g. a blanket or favourite toy) to fall back on may also be helpful.
- To help your pre-schooler talk about their feelings and to uncover any misconceptions they may have, you could ask them to draw a picture about the deployment, then ask for explanations about what you see in the picture. Keep in mind, also, that children do not always have the vocabulary they need to talk about their feelings. You could fill in any blanks with expressions like “feeling empty”, “hurting”.

### **PRIMARY SCHOOL CHILDREN:**

Children in this age group can suffer deeply from a big upheaval like a deployment because they are too old to use fantasy to deny the situation but too young to have the maturity or independence to realise that they are not responsible for the deployed parent's absence.

They may feel that the deployed parent's absence is somehow their fault. They may try to be overly compliant, or try to take on the role of the absent parent to compensate for the separation.

#### **Children of this age may:**

- Experience increased anxiety due to the separation from the parent and concern

about their own safety.

- Feel intense anger.
- Start getting minor illnesses more often.
- Complain of things from the physical stress symptom checklist (see Management of Deployment Related Stress Booklet, issued during Pre-Deployment Training).
- Experience changes in their relationships with other children.
- Express their loneliness without the deployed parent by refusing to talk about the deployment or their reactions.
- Show signs of stress about the deployment at school.
- Not perform as well as usual at school.
- Get a hard time at school from other children due to the absence of one parent.

#### **Tips for the parent at home:**

- Talk about the important job that the parent is doing overseas and how they are helping children in another country.
- Show your children that you love them constantly; give them plenty of attention.
- Resist the temptation to substitute food and treats for attention; time together is more important.
- Encourage them to talk about their feelings: if you suspect that something is up but your child is very quiet, bring up the subject of the deployment and offer to answer questions at any time.
- Put yourself in the child's place by saying something like: “If I were seven I'd be wondering... are you?”
- Ask them to write a story or draw a picture about the deployment, and talk about this with them. If appropriate, send the story or picture to the deployed parent.

#### **Informing the School:**

In terms of potential difficulties at school in relation to the deployment, parents have found it a good idea to visit their children's teachers and explain the situation. It is also a good idea to provide the teachers with a copy of this booklet. It is far less likely that your child will be labelled as a “problem child” if teachers know there is a reason for any negative changes in behaviour.

#### **Tips for the Teachers:**

It is important for the teachers to support the parents by continuing with the routine that the child is used to, and treating them the same as they normally do. This assists with applying consistency where possible. However, there may be times during the deployment when the teacher is required to spend additional time with the child.

**Prior to deployment:**

- Invite the deploying parent to speak to the class about the upcoming trip, perhaps taking along some items that will catch their interest or wearing uniform.

**During the deployment:**

- Have the class complete projects on the country the absent parent is deployed to - display maps and photos on the wall, ask the child to tell the class about any updates in "morning talks".
- If possible, have a returned Service person provide a presentation on the area and what the Kiwis are doing there.
- Have the deployed parent send pictures and mementos to the school to assist with the class project, and to help keep it 'alive'.
- Organise packages (old toys, clothes, school equipment etc) to send to the deployed parent to distribute to schools in the country of deployment (postage is usually free or of minimal cost through the NZDF – contact the local Community Services Officer on page 30 for information).

**Post-Deployment:**

- Have the returned parent come to the school to talk about their deployment.
- Get the class to prepare and present a presentation to the returned parent (and other members of the unit if possible) on what they have learnt about the country through the project.

**PRE-TEENS AND TEENS:**

Pre-teens and teenagers are not necessarily better equipped to deal with the deployment because of their age. However, there is more of a tendency to hide, repress or avoid feelings and emotions in this age group than in any other. Anger and uncertainty are common reactions, as are feeling hurt, left out, isolated, rejected and depressed. These emotions can be common experiences for pre-teens and teens regardless of the circumstances, but may be exacerbated by deployment experiences. Children in this age group can feel embarrassed about almost anything and a deployment is no different.

If things at home are difficult, a teen's basic reaction will be to escape in some way. This may be by remaining detached and aloof, by staying away from the house, by using alcohol or drugs, or by leaving school/ home. Some teenagers get involved with the "wrong crowd". However some teens find healthy means of escape, by spending more time with a close friend or relative, becoming more involved in sports teams, extra-curricular activities, community groups or part-time work.

**Tips for the parent at home:****Pre-Deployment:**

- It is a good idea to include children of this age in the development of a household plan with both parents before the deployment. This will give the children an additional

feeling of contributing to the family.

**Deployment:**

- Learn, practice and employ good communication skills and encourage your pre-teen/teen to do the same.
- Encourage them to be active in activities such as sports or community groups. Support their interests.
- Encourage them to express their feelings about the deployment, but also be aware that pre-teens and teens value their privacy and may feel that their emotions are private and not for discussion.
- Let them know that you are ready to listen any time they want to talk. Be careful not to judge, mock or tease. You could also encourage them to talk to another relative or close friend.
- A balanced lifestyle is good for stress management so try to make as much time as you can to attend things in which your child participates. Other relatives or family friends may be able to help you out with this.
- Continue to set reasonable limits on such things as rules and curfews – teens need more rather than less structure in difficult times. Clearly set boundaries also help provide a sense of security.
- Treat them as an adult where you can and involve them in decision making e.g. planning a family holiday, but be careful that you don't turn to them for more support than they can give, or expect them to take on the role of the absent parent.
- Don't dump responsibilities (such as babysitting younger children) on them. Instead, make them part of the discussion and decision-making process.
- If there are any signs of chemical abuse, seek professional help (See NZDF contact list on page 30).

**Informing the School:**

In terms of potential difficulties at school in reaction to the deployment, parents have found it a good idea to contact their children's school and explain the situation. It is also a good idea to provide the teachers with a copy of this booklet. It is far less likely that your child will be labelled as a "problem child" if teachers know there is a reason for any negative changes in behaviour or school performance.

**Tips for the Teachers:**

It is important for the teachers to support the parents by continuing with the routine that the child is used to, and treating them the same as they normally do. Communicate with the parents if there are any changes in the usual behaviour of the child.

**Prior to deployment:**

- Invite the deploying parent to speak to the class about the upcoming trip, perhaps taking along some items that will catch their interest or wearing uniform.

**During the deployment:**

- Have the class complete projects on the country the absent parent is deployed to - display maps and photos on the wall, ask the child to provide the class with any updates.
- If possible, have a returned Service person provide a presentation on the area and what the Kiwis are doing there.
- Have the deployed parent send pictures and mementos to the class to assist with the project, and to help keep it 'alive'.
- Organise packages (old sports equipment, clothes, school equipment etc) to send to the deployed parent to distribute to schools in the country of deployment (postage is usually free or of minimal cost through the NZDF – contact the local Community Services Officer on page 30 for information).

**Post-Deployment:**

- Have the returned parent come to the school to talk about their deployment.
- Get the class to prepare and present a presentation to the returned parent (and other members of the unit if possible) on what they have learnt about the country through the project.

**Tips for the deployed parent:**

**Pre-Deployment:**

- Assist with the development of a household plan, where your usual chores and responsibilities are shared amongst the other members of the family. Involve your pre-teen/teen in this process, and ask them for their input and ideas. This will provide them with an additional feeling of contributing to the family during your absence.

**Deployment:**

- Letters are not only for younger children. It is also important that teenagers receive news, photos and messages from their deployed parent.
- Remain in contact with your pre-teen/teen; assist with discipline if required by communicating with your child from your deployment location.
- Reinforce the authority role of the parent at home to your children, and support the at home parent in the decisions they make about parenting during your absence.

**Post-Deployment:**

- A teenager can react in different ways to the return of a deployed parent. They are likely to be relieved and happy, but it could also mean that they have to seek out a new role. Acknowledge that they have taken on a difficult role at home during your absence. It is important that the deployed parent talks openly and honestly with the pre-teen/teen and makes time for them.

# FEELINGS AND BEHAVIOURS THAT CAN RESULT IN CHILDREN DUE TO A PARENT'S ABSENCE

## PRE-DEPLOYMENT PHASE:

Pre-school Children:	
<i>Any combination of these feelings:</i>	<i>Could lead to any of these behaviours:</i>
Confusion	Clinging
Surprise	Irritability
Guilt	Increase of attention seeking behaviour (in both positive and negative ways)
Sadness	
Fear	

School Age Children:	
<i>Any combination of these feelings:</i>	<i>Could lead to any of these behaviours:</i>
Sadness	Behaviour changes
Anger	Regressive behaviours (forgetting already learnt skills and behaviours, e.g. can return to bed wetting).
Separation Anxiety	Angry outbursts mixed with clinging
Guilt	Changes in relationships with other children
Feel they are the cause of parent leaving	Changes in school performance
Loneliness	

Adolescent Children:	
<i>Any combination of these feelings:</i>	<i>Could lead to any of these behaviours:</i>
Sadness	Aloofness, "don't care" attitude, withdrawing
Fear of remaining parents rejection	Friends take on increased value
Denial of feelings	Change in school performance
Anger	Change in usual behaviour

## DURING DEPLOYMENT:

Pre-school Children:	
<i>Any combination of these feelings:</i>	<i>Could lead to any of these behaviours:</i>
Sadness Feelings of abandonment Separation anxiety Confusion at routine changes around the home Feelings of guilt about remaining parents sadness	Change in appetite or sleep Behaviour changes Evidence of lowered self-esteem Attempt to care for the remaining parent
School Age Children:	
<i>Any combination of these feelings:</i>	<i>Could lead to any of these behaviours:</i>
May feel like remaining parents companion or protector Loneliness (parents are often seen as friends at this stage) Feelings of abandonment Fear that separation may be permanent	School problems Swing from very responsible to very irresponsible Increase in bed wetting or other "accidents" Increased aggressive behaviour
Adolescent Children:	
<i>Any combination of these feelings:</i>	<i>Could lead to any of these behaviours:</i>
Sadness Independence Anger	School problems Behaviour problems Control problems Substance abuse/misuse

## POST DEPLOYMENT:

Pre-school Children:	
<i>Any combination of these feelings:</i>	<i>Could lead to any of these behaviours:</i>
Joy, excitement Wants reassurance Anger causes desire to punish or retaliate against returning parent May be afraid of returning parent	May have something for returning parent Want recognition Clingy Avoid returning parent Attention-seeking behaviour Compete with remaining parent and other siblings for the returning parents attention Rejection of parent at home
School Age Children:	
<i>Any combination of these feelings:</i>	<i>Could lead to any of these behaviours:</i>
Joy, excitement Remaining anger Anxiety over changing roles in family Competition for their place in the family against the returning parent	May have something for returning parent Want recognition Attention-seeking behaviour Aggressive behaviour May attempt to initially split/come between parents
Adolescent Children:	
<i>Any combination of these feelings:</i>	<i>Could lead to any of these behaviours:</i>
Anger Relief Resentment	Defiance, poor attitude Behaviour problems School problems



## CHILDREN & DEPLOYMENTS:

### A Kiwi Perspective

*By Lt Alana MacDonald, RNZAEC, June 2008*

The New Zealand Defence Force values the key contribution our families/whanau make to the satisfaction and morale of uniformed personnel; as without our family/whanau support we would not function as an organisation. Over the past decade, the operational tempo of NZDF has increased and it is now common practice for personnel to deploy overseas on a regular basis. Deployments generally involve extended periods of separation between service personnel and their loved ones. This often means leaving children behind. A lot of research has been done on the effects of deployments on children; however, very little has been done within New Zealand's unique cultural context. Due to NZDF's high operational tempo, many individuals with children have now served on numerous deployments. This has provided the opportunity for research from a 'Kiwi perspective' to be completed. 23 NZ Army personnel and their partners/child caregivers shared their advice, stories and experiences as part of an investigation aiming to reflect New Zealand's distinctive culture. These experiences/stories were shared by individuals to aid other NZDF parents make deployment experiences with children more positive, for both the parent at home and the parent who has deployed. This article summarises the main themes, experiences and advice from those who participated.

### EFFECTS OF SEPARATION ON CHILDREN

Children's reactions to deployment induced separation can range from anger to aloofness, feelings of pride to feelings of loneliness, and can vary depending on age, gender, and developmental stage of the child. As deployments involve the separation and reunion of children and their parental figures, a well known and established theory of 'attachment' can be used to explain why some of these reactions occur when a parent deploys.

#### Separation and Attachment Theory

A 'theory of attachment' is useful to explain biologically programmed responses children have in order to survive a period of separation from a parent/caregiver. This theory has been developed by numerous international researchers over the years and eventually produced three key roles that an attachment figure – parent - represents for an infant or child. These parental roles are:

- Provider of a secure base from which a child can explore the world and develop their own abilities and personality;
- Provider of a safe haven, that provides both physical and emotional support and comfort from distress;
- The target of proximity maintenance where the caregiver is sought out in times of need and a child will experience distress upon separation from them.

According to attachment theory, children will establish an attachment with a parent figure. However, if a child is not successful at this, anxiety, avoidance and other negative behaviours can develop due to the child feeling at risk from psychological and physical threat.

Therefore, when a parent initially deploys, it is common for children to experience some

form of anxiety, and will look to the other parent or caregiver to maintain the three roles of an attachment figure.

**Joint Forces New Zealand Research 2008**

During April 2008, research was carried out based on attachment theory to gain advice, stories and experiences of how NZ parents provided each aspect of attachment for their children throughout a deployment experience. This research was conducted in Burnham, Linton and Trentham military camps with parents who had been through the deployment experience. Results from this research are summarised below.

**Research Findings**

Results centered around the three phases of deployment; pre-deployment, during deployment, and post deployment, and the ways these phases impacted upon the three parental roles from the attachment theory. A summary table of advice and experiences, which outlines ways parents provided routine (secure base), the discussion of feelings (safe haven), and the building of a bond (proximity maintenance), during a deployment experience for their children, is presented below.

**Pre Deployment**

One of the main themes discussed by parents during pre-deployment was to ensure routines stay the same. Parents also stated that the deploying parent should try to spend at least one day with each child in order to establish a good bond prior to deploying. Children may also present fears about leaving and death. Make sure you address these and reassure them you will still be in contact while away. Parents stated that recording voice messages and DVDs, and having plenty of photos of each parent with the children to leave at home are important.

**During Deployment**

Parents reported that routine is the best way to help children cope with a deployment experience. Contact schools and pre-schools as these can inform you of behavioural changes if they occur. Deployed parents should send personalised messages in the forms of letters, photos or videos to their children. Teenagers may take on more responsibilities during a deployment and may reach out to their peers more. Allow your child to feel emotion and let them know that you are there to talk to. Role models are especially helpful for boys during this time. Changing children's focus when upset is also important; if they become sad, make it positive by helping put parcels together to send overseas, or start a scrap book of photos and messages. Webcam, Skype, videos and other face-to-face interactions are helpful in maintaining a connection with the deployed parent. Keep the deployed parent current with child's likes/dislikes, so the deployed parent is aware of any changes in future contact.

**Post Deployment**

Parents stated it is important to keep routine consistent when the deployed parent returns home. This will allow parents to reconnect as well as re-establish places in the family especially for teenagers. It is common for children to test boundaries with parenting and it is important that you provide a united front and keep rules consistent. Parents also report that spending time with each child independently is also important post-deployment so that bonds can reform, and also allows some time off for the at home parent! Children often read our emotional cues and are quick to sense tension. Try to make the environment as positive as possible at home post-deployment.

If you would like any additional information regarding this research, or any support please contact any of the NZDF Psychologists listed at page 30.

**Summary of Advice from NZ Army Parents on Maintaining Attachment during a Deployment with Children**

	Pre Deployment	During Deployment	Post Deployment
<b>Secure Base</b>	<ul style="list-style-type: none"> <li>Keep children in routine during PDT.</li> <li>Keep stability and routine</li> <li>Communicate with child's school /preschool or day care facility</li> <li>Establish support networks for children while you are away: schools, preschools, peers, sports, friends, family role models</li> </ul>	<ul style="list-style-type: none"> <li>Maintain routine during deployment</li> <li>Discuss any changes to routine with deployed person prior to coming home</li> <li>Consistent parenting whilst on deployment (especially with teenagers)</li> <li>Establish routine time for the deployed parent to call. Also set up daily/ weekly times to read emails/letters to children</li> </ul>	<ul style="list-style-type: none"> <li>Routines shouldn't change when parent comes home, keep children stable</li> <li>Tell deployed parent any changes in routine or kids likes so they can prepare</li> <li>Be consistent with parenting</li> <li>Re-establish responsibilities with teens</li> <li>Ensure that discipline of children maintains the same</li> </ul>
<b>Safe Haven</b>	<ul style="list-style-type: none"> <li>Children may have fears for the safety /death of the deploying parent. If raised, ensure you discuss these openly with your child</li> <li>Children read your reactions, so be mindful of reactions to situations</li> <li>Goodbyes done at airport or home dependant on your family</li> <li>Be mindful of children's personalities</li> </ul>	<ul style="list-style-type: none"> <li>Have a 'wish list' where a child can pick things they want to do when feeling sad</li> <li>You know your children, pick up on their behavioural changes and listen to them</li> <li>If your child is angry, let them be angry</li> <li>If child is down or sad, do something productive; put a parcel/letter together.</li> <li>Separation not discussed daily, but if raised, take time to discuss with children</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to express emotions positively and create an open and honest environment to do this in</li> <li>Kids will pick up on tension between parents and will draw their own ideas</li> <li>Discuss openly feelings children had during deployment</li> <li>Talk as a family about expectations and feelings of the family at reunion</li> </ul>
<b>Proximity Maintenance</b>	<ul style="list-style-type: none"> <li>Make videos, take photos of child with parent(s) to leave at home</li> <li>On PDT leave have a "dad/mum" day with each child (DVD, park, games)</li> <li>Video stories, sing songs, record messages so children can hear voice</li> <li>Scrapbooks, maps, tee-shirts allow children to feel closer to parent</li> </ul>	<ul style="list-style-type: none"> <li>Take photos and send personalised messages or gifts home to kids</li> <li>Send videos home "day in life of dad/mum" so they can hear voice and watch over when feeling low</li> <li>Put up a map and photos of deployed parent in different country to NZ</li> <li>Skype and webcam are great if available</li> </ul>	<ul style="list-style-type: none"> <li>Normal for kids to be stand-offish at first, then "stick like a leech" after that</li> <li>Do something special with each child on return and with family as a whole</li> <li>Re-establish bond with children but don't let parent at home be the 'ogre,' also bond again as a family unit.</li> <li>Boys will need the physical tumble play</li> </ul>

## DEPLOYMENT SEPARATION

*By Toni Nicholson, Welfare Facilitator, RNZAF Ohakea*

I have been impressed lately by the calibre of young people that I come into contact with in the service. They are certainly good role models for our children. One example I can share with you is a young man who wants to start a charity to assist families who are struggling at stressful times, like Christmas, with some practical assistance in the form of food items.

This leads me on to some other examples I have seen of teenagers committed to their personal development and training and showing perseverance and motivation to continue when the conditions do not help, such as the winter weather.

I think we can learn a lot from watching and listening closely to our own children. This applies particularly to children who are going through periods of change in their life, for instance changes brought about by a parent deploying. My training has led me to look at not only behaviours that change for a reason but also WHY that behaviour may be present.

Often young children do not possess the skills to tell us why they are feeling bad/sad/mad and the only way they can communicate these feelings is by behaving differently. When there is a change in the family situation (such as the absence of a parent), this may be through children challenging the remaining parental authority and “acting out”. It may also lead to behaviour which can ironically be helpful to the parent at home, such as when a child becomes overly helpful and compliant. The reason behind this behaviour however may be because the child thinks that the reason Mum/Dad has gone away is because they were not being “good”, and are afraid that the other parent may leave as well.

Here are some tips that I have heard have worked well with children during the course of a deployment.

- If at all possible set up Skype with the deployed parent. A visual presence often helps very young children as they don't always understand from phone calls where a parent is.
- Also for the deployed parent, take some operational photographs of the physical surroundings you are in (while making sure to adhere to security directions) and send these to your child.
- Send letters and emails directly to your children to continue their sense of being loved and cared for by the parent deployed.

Lastly this cycle of deployment with your family can be seen as a great opportunity to develop some skills that your children can take into adult hood. Any method you use to build your child's capacity for resilience will have a positive spin off with their development.

I would like to leave you with a thought that one of the best pieces of advice I have heard over the years is that sometimes the best thing a parent can do is to say “NO”. Don't forget that during deployment it is still OK to say “NO” to your child. Not only does this provide them with reassurance that boundaries are still present, but it affirms that your family has not changed just because one of the parents is away.

## “WHERE'S PAPA?” HOW TO DEAL WITH CHILDREN WHEN A PARENT GOES AWAY

*By Marianne Lester*

*The Times Magazine / February 1, 1982*

“My husband has had five years of sea duty,” the Navy wife said tensely. “I have two daughters, eight and nine years old. And they won't have anything to do with their father,” Her voice broke as she plunged on. “They won't go to him to fix their bikes – they come to me. If he's going out to the store and he asks them to go with him, they say no. They just don't want to be around him! And he's so hurt!”

On the surface, most children's reunions with a parent who has been absent seem to be joyous events. But underlying the happy hugs and squeals of welcome are other feelings of hurt, anger, resentment, even hostility.

“It's one of the most common problems we see,” says one Navy Chaplain. “The absence of the Service person puts a severe emotional strain on military children, and it shows up when the parent gets home. The children begin to build defenses around themselves so they don't have to put up with the emotional shock.

“The parent comes home, but children simply don't let them come back emotionally. The parent feels he can't get close to his kids. I've heard several returned Service people say it's like watching their family on television – they're polite, but the closeness is not there.”

### **Why all the problems associated with homecoming?**

Psychologists say they stem from several factors all churning inside children when the parent returns: insecurity and anger, the loss of special status, change in routine. None of this comes as a surprise to military parents who've seen happy reunions turn into nightmares for the whole family.

“Children need stability,” says one military counselor.

“Look at it this way: if one of the two most important people in your life were constantly coming and going, here two weeks, gone four months, home two days, gone again – wouldn't your security be shaken a little? Imagine what it does to children!” When one parent is away, children sometimes become the focus of the other parent's attention. But when parents return, the other parent suddenly becomes a spouse again. To a child, it looks simple: someone else is now “Number One.”

Taking a subordinate role can mean physical as well as emotional changes “My God, when I came home, my two little ones had been sleeping in the bed with my wife!” a Navy man recalls bitterly. “They cried and carried on, but I wasn't about to let that continue, especially when I first got home. No wonder they hated me – I'd just come in and taken Mommy away from them! And they were too young to understand why.”

Often, discipline changes when a parent is away from home. Perhaps overcompensating for their absence, many parents remaining at home become permissive or overprotective

with their children. Rules that were ironclad when both parents were home suddenly seem unimportant. Decisions that would have been mutual seem harder to make, and the result may be a totally different environment for children. They become caught between two worlds, constantly juggling their behavior according to whether or not their parent is home.

Insecurity, loss of status, change in routine. They all add up to two complex emotions – hurt and anger, usually directed at the returning parent. The positive emotions children feel for their absent parents – love, need, pride – are still there too, and some children are puzzled by their own ambivalence.

Children express these feelings in different ways, and outward behavior is not always a good reflection of what's going on emotionally. Some youngsters guiltily bury their feelings of anger; others express it openly.

The 10-year-old daughter of one Army Officer, for example, seemed indifferent when her father returned from a four-week period at another post. Sensing his daughter's coldness, the father tried to spend time alone with her, watching TV, taking walks, playing Monopoly. The daughter was polite, but distant. Even with a concerted effort by her father, it was months before she sought him out on her own. Yet she'd never verbalized any of her feelings; a less observant parent might never have noticed the change.

Other children react to a parent's homecoming with obvious insecurity, refusing to go to sleep unless they are in the room, clinging to them like a life preserver. "My daughter kept asking me, 'Are you going on the ship again?'" A Navy submariner recalls. "I kept telling her, 'No, not for a long time.' But she wouldn't believe me. She kept thinking I was going to leave her. If I wasn't home from work on time, she'd go screaming to my wife 'Daddy's gone! Daddy's gone!'"

Sometimes homecomings are occasions of open hostility and fear. "I'll never forget when my daughter was a toddler and her father came home from sea," says a Navy wife. "He ran up to her, and she was terrified. She screamed and ran to a neighbor to pick her up. I'm convinced that one incident has ruined their relationship for 16 years."

For a returning parent, a child's rejection – even if it's subtle – can be a brutally devastating experience. "I really love my sons, but after all these years at sea, in and out of town, I'm honestly not sure if they love me at all," says the Navy man who found his youngest children sharing a bed with their mother. "Each time I come back I hope it will be different, that they'll act like they missed me."

"I've tried to explain that I have to go away, that it's part of my job. But my sons just say, 'That's because you love the Navy more than you love us.' I don't think that's true, but I feel torn. My wife at least understands why I have to leave, but the kids never have."

Not all spouses or partners do understand. Many service psychologists say a part of a child's negative feelings towards a deployed parent may be a reflection of the attitudes of the at home parent, attitudes that may be suppressed but that children sense. Unconsciously, many service spouses and partners may be silently encouraging their children to show how they feel about being left.

## SEPARATIONS AND REUNIONS: WHAT PARENTS CAN DO

*The Times Magazine / February 1, 1982*

The Times Magazine talked to military counselors, child psychologists and service families themselves who have discovered their own ways of combating the strains of frequent separations. All their ideas require the honest expression of feelings in the family.

- Talk about your feelings. Before Mummy/Daddy leaves, sit down with the whole family to discuss the separation. Encourage everyone to express his feelings about what's happening. Talk about what will happen when Mummy/Daddy is gone, and what will be different when they return.
- Keep the same rules for your children. If Johnny has to go to bed at 9 p.m. when Mummy/Daddy is home, make sure he goes to bed at 9 when Mummy/Daddy is away. Children need the stability of unbroken routine, and if one parent relaxes the discipline in the absence of the other parent, kids soon learn to resent the return.
- Deployed parents should write separate letters to each child while they are away. Children need direct communication with their parents, not filtered through the at home parent second-hand. Too often, kids feel like afterthoughts in a letter – "Oh, by the way say hello to Susie and Jimmy." Letters to children should always explain what the deployed parent is doing and where they are, so they do not become some vaguely remembered figure.
- When Mummy/ Daddy comes home, expect some anger and insecurity, along with happiness and love, from your children. Talk about the negative feelings. If a child seems withdrawn or distant, don't wait for him to admit why – he may not understand it. Go to him. Assure him that you understand. Say, "You've been acting cold toward me. Are you angry because I left? I understand how you could be."
- Parents should realise that they may have to "court" their children's affection after a long separation. They need to let their children know they still care. Each child should have private "dates" with the returned parent to re-establish the relationship – a trip to the zoo, a walk to the park.
- During the first week after a long separation, spend as much time as possible as a family, without outsiders. Children need to see the normal family structure re-established. So postpone that visit with relatives, cancel the dinner parties with neighbors.
- Too many people around at such a crucial time can be a distraction. Outsiders sometimes give children an excuse to turn to others, not their parents. Give the kids time to get used to having Mummy/Daddy back again. If all this sounds a little like accustoming a new kitten to your home – it's similar.
- Try not to make Mummy/Daddy seem like an intruder. People change, and absences make the changes more noticeable. Make those changes known to Mummy/Daddy prior to their homecoming, and welcome them back into the family. One returning, POW was bewildered when his daughter turned down repeated invitations to go fishing with him, an activity she had loved when he left. The girl told a counselor, "I used to like to go



fishing, but I don't anymore. And he keeps bugging me to go fishing." The girl had never had the nerve to tell her father her interests had changed.

Separations are never easy – for Service people, for their spouses and partners, for their children. But honest communications can go a long way in making homecomings happier.

As one grown-up Service brat, now in the military himself, says, "I was always torn between dreading my father's return and being really excited about it. I used to feel really awkward around him for a while when he got back. I wish now I'd said what I used to feel inside – 'Daddy, I missed you. I'm glad you're home.' "

## CONCLUSION

Deployments are hard. Separations caused by deployments are hard – for adults, for children, for families. The NZDF is aware of the family difficulties caused by separation, and thanks you for your contribution and sacrifice. Most people cope with the demands and challenges presented by deployments most of the time, but there are periods during every deployment where things seem more difficult than usual and a little extra support is required. During these times, please contact any of the resources listed on the contact sheet on page 30, and appropriate support can be initiated.

NZDF Psychologists are responsible for the well-being of our Service people, whereas the Community Service Officers and Welfare/Deployment Support Officers are concerned primarily with the welfare and well-being of Service families. However, either the Psychologists or the Support Officers are able to provide you with support and assistance, and advise on the courses of action available to you through the NZDF. In some cases, the NZDF will fund external referrals to community agencies for additional support and assistance, and this service can be accessed through the Psychologists or the Community Service Officers and Welfare/Deployment Support Officers.

Many positive experiences have been reported by families during deployments, and we hope that you, too, experience many of these. Thank you once again for your contribution to NZDF deployments, and best of luck for your own deployment experience.

HQ JFNZ

J1 Psychologist

Tel: (04) 529 6121

## ADDITIONAL INFORMATION

### INTERNET:

Military Family Resource Center, (2000). *Military Families in the Millennium*. Arlington, VA.

[http://www.mfrc-dodqol.org/pdf/Milfam\\_millennium\\_fs.pdf](http://www.mfrc-dodqol.org/pdf/Milfam_millennium_fs.pdf) (retrieved June 3, 2004)

Uniformed Services University of the Health Sciences. Bethesda, Maryland. *Helping Children Cope during Deployment*. [www.usuhs.mil](http://www.usuhs.mil) search word: children (retrieved Sept 08).

### WEBSITES: (SEARCH WORDS: FAMILIES, CHILDREN)

- [www.redcross.org](http://www.redcross.org)
- [www.sgtmoms.com](http://www.sgtmoms.com)
- [www.armycommunityservice.org](http://www.armycommunityservice.org)
- [www.lifelines.umsc.mil](http://www.lifelines.umsc.mil)
- [www.skylight.org](http://www.skylight.org)
- [www.kidslines.org.nz](http://www.kidslines.org.nz)
- [www.dcoe.health.mil](http://www.dcoe.health.mil)
- [www.brainwave.org.nz](http://www.brainwave.org.nz)

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Paulus, Paul B., Dinish Nagar, and Timothy S. Larey. 1996. *Environmental, Lifestyle, and Psychological Factors in the Health and Well-Being of Military Families*. *Journal of Applied Social Psychology* Vol. 26:2053-75.

Hiew, Chok C. 1992. *Separated by Their Work: Families with Fathers Living Apart*. *Environment and Behavior*, 24:206-225.

### BOOKS:

*Military Brats and Other Global Nomads: Growing up in Organization Families* by G. Morten.

*I'm Already Home* by E. G. Dumler.

*When Mum Went Away* by Janice Marriot (available from any Defence library).

*Becoming Attached: First relationships and how they shape our capacity to love*. By Robert Karen

### NZDF RESOURCES:

The Bugle: Sept 08 Edition. Deployment Activity Book for Children. Available from any Community Service Officer (see contact list on page 30).

Children's Deployment Books (Age Specific). Available from any NZDF Psychology Unit (See contact list on page 30).

Children & Deployments DVD. Available from any Defence Library, Community Services Officer or NZDF Psychology Unit. (See contact list on page 30).

Management of Deployment Related and Deployment Related Family Stress. Available from any NZDF Psychology Unit. (See contact list on page 30).

## NZDF CONTACT NUMBERS

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HQ JFNZ Psychology		
LTCDR Mariane Wray	HQ JFNZ, Trentham	04 529 6121

RNZN Psychology Services		
LTCDR Matt Harrison (Senior Psychologist)	HMNZS Naval Base Devonport	09 445 5546
LT Nina Reid	HMNZS Naval Base Devonport	09 445 5156
LT Marty Fourie	HMNZS Naval Base Devonport	09 445 5734

NZ Army Psychology Services		
Maj Steve Kearney (Senior Psychologist)	Army Psych Svc DPE Wellington	04 496 0854
Capt Erik Fraser Assessment & Selection Psychologist	Army Psych Svc DPE Wellington	04 496 0917
Lt Dan Ford	Waiouru Military Camp	06 387 5035
Capt Geoff Sutton	Linton Military Camp	06 351 9603
FLTLT Beth Gerling	Linton Military Camp	06 351 9647
Capt Alia Bojilova	Burnham Military Camp	03 363 0814

RNZAF Psychology Services		
SQNLDR Maurice Jennnings (Senior Psychologist)	NZDF Psych Services, DPE,Wellington	04 498 6805
FLTLT Mark Beccard	RNZAF Base Whenuapai	09 417 7792
FLTLT Anna Collard-Scruby	RNZAF Base Ohakea	06 351 5446
FLTLT Carolyn Pezaro	RNZAF Base Ohakea	06 351 7157
FGOFF Wendy Knight	RNZAF Base Woodbourne	03 577 1550

Community Service Officers and Welfare/Deployment Support Officers		
Navy Social Workers	RNZN Naval Base Devonport	09 445 5536 09 445 5538
After Hours		0800 NAVYHELP
CSO Carolyn Hyland	Waiouru Military Camp	06 387 5531
Lesley Clutterbuck	Linton Military Camp	06 351 9970
DSO Janine Burton	Linton Military Camp	06 351 9399 0800 683 77 327
CSO Marie Lotz	Trentham Military Camp	04 527 078
CSO Cherie Mansell	Burnham Military Camp	03 363 0322
DSO Carol Voyce	Burnham Military Camp	03 363 0421 0800 337 569
Deana Lye	RNZAF Base Whenuapai	09 417 7035
Toni Nicholson	RNZAF Base Ohakea	06 351 5640
Trevor Stone	Air Staff Wellington	04 498 6773
Tricia Hook	RNZAF Base Woodbourne	03 577 1177

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