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 sive refocusing, positive reappraisal and stress management (Ellis, 2003). Cognitive processes might help in the management or regulation of emotions, feelings, and self-control in the face of emotionally arousing, or life threatening events. Techniques that teach competence in coping and dealing with trauma, problem solving, anger management, communication of feelings, and self-control in the face of emotionally arousing, or life threatening events. However, attention to cognitive therapeutic skills should be integrated in the treatment plan to emotional and developmental needs. Rational-Emotive Behaviour Therapy, where the girls teaching people who have had adverse life events are taught how to identify their irrational beliefs how to relate with one another, play by the rules, and behaviours, question them, and replace them with rational beliefs and behaviours can improve self-esteem and morale, restore the severed bonds between individuals, build trust and gain confidence in themselves again. At the rehabilitation centres, traditional Psycho education is helpful not only for the girls and their peers, but also for the community leaders, parents, care givers, mentors, etc.) where they will eventually be reintegrated. This can be done by strengthening people to talk about their ordeal and can give ing community resources and teaching people social workers and counsellors insights into ways of coping with trauma, stress management, conflict resolution and management. In talking about their ordeal, the girls and where to go for help or advice in case of psychological problems. This can be developed and promoted via radio broadcasts in close collaboration with community support on the ground. Because of the large number of survivors involved and lack of trained personnel, group counselling is preferable and probably more culturally acceptable. However, individual counselling can also be adapted to suit the community setting. For example, in the communities where the girls are to be reintegrated, godmothers, religious leaders, and elders can be identified, trained, and supported to counsel the girls.

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- <sup>1</sup> *Additional results: age, number of war experiences, other traumatic life events, and PTSD symptomatology.* Initial Multiple Regression Analyses (MRA) indicated a nonsignificant effect of duration of stay in captivity on all IES-R subscales (avoidance, arousal, and intrusion) and it was subsequently removed from the MRA model. To investigate the relationship between age, number of war experiences, and other traumatic life events on PTSD











