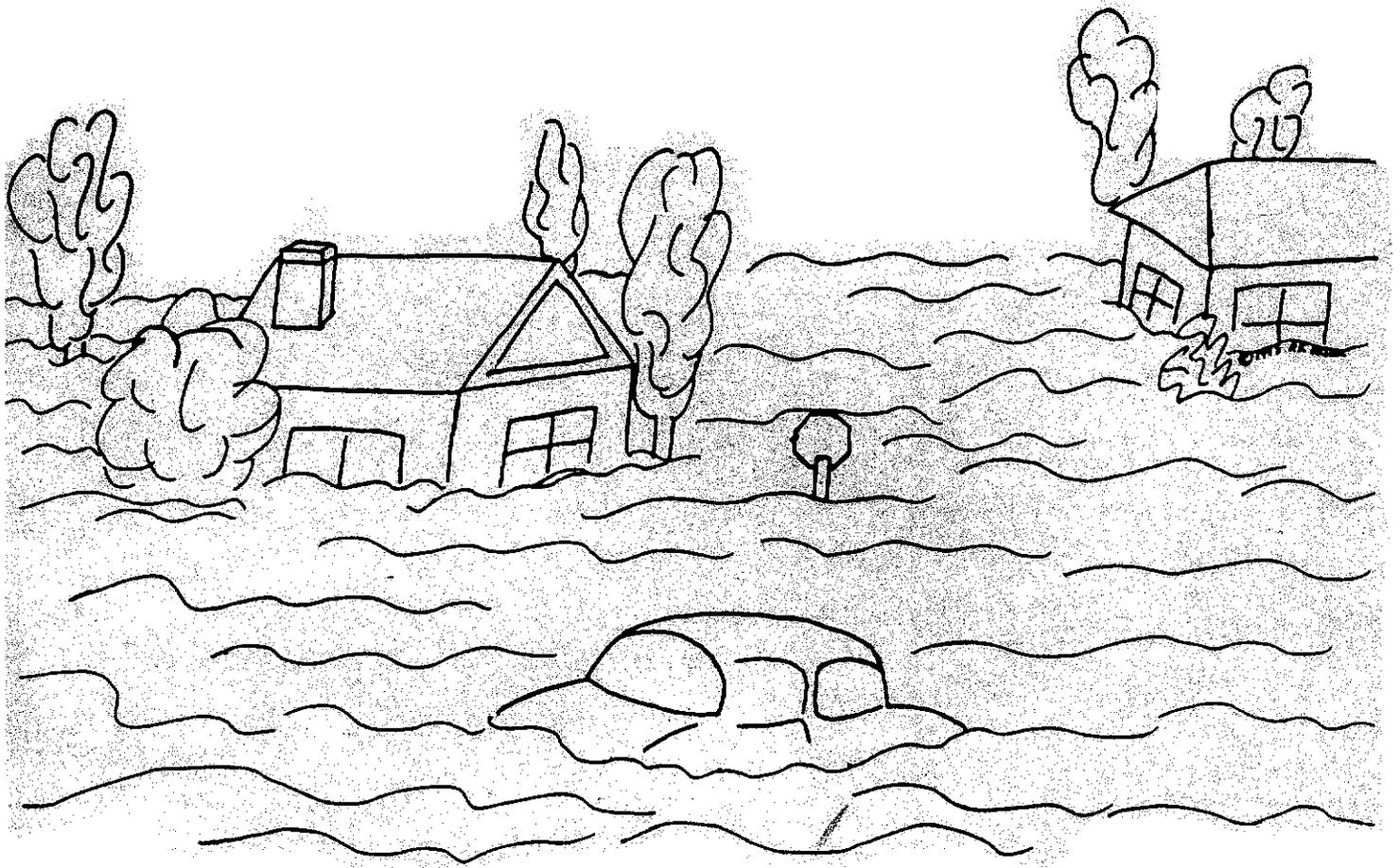


MY FLOOD STORY

**A Guided Activity Workbook
for Children, Families and Teachers**



MY FLOOD STORY:

A GUIDED ACTIVITY WORKBOOK FOR CHILDREN, FAMILIES AND TEACHERS

A simple and straightforward guide that encourages healthy expression, learning and coping. Use it to help children, teenagers and families overcome bad memories and fears.

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Illustrations by Anne Kuniyuki Oklan, R.N.

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Guide for Parents and Teachers

This workbook is meant to give psychological first aid to both you and the children you know, love and teach.

You have been through a great stress, just as your own children and students have.

Your idea is probably the same as ours. You want to try to help children change a possibly traumatic situation into a constructive learning and coping experience.

Getting Started

1. Read the whole book yourself before your child or student does, if he or she is under ten or eleven years of age.
2. Be sure to read the "Guide for Children and Teenagers" to children who can't read it themselves, and answer any questions they may have.
3. Point out to your child or student that the flood was a time that his family and the whole community will remember. He or she can be part of an important happening and can help make a record of it with this workbook. Perhaps years later people will discover his workbook, and it will be part of history.
4. Be flexible in your work with your child. Working on this book may take several months. The entire book does not have to be completed in order for the book to help. Never force a child to face a section of the book against his or her will. Allow each child to select which parts of the book to work with first and to stop using the book whenever he or she wants, even though it may not have been completed.
5. A child who cannot or will not work with you should have his resistance respected. See the Mental Health Checklist at the end of the book.

The Youngest Children:

You cannot expect complicated verbal participation in the use of this workbook with children younger than three. But two and three year olds can color in pictures with some help. Try to let babies and toddlers be present while older children work with you.

A sense of family caring and unity is a help to younger children in stressful times.

Please see the section on use of illustrations with young children for further guidance.

Preschool and Kindergarten Children

If your child is between ages 3 and 6, let him or her do a lot of coloring. You may want to read much of the book to him. Let the child choose some of the topics by reading the captions and asking which part he or she wants to work on first. Stop at the quiz, which is too advanced intellectually.

You can often help a preschool or kindergarten child do the drawings and write down his answers to questions and lead-on sentences. Act as an interested reporter-secretary, trying to draw your child out while giving encouragement. Write down exactly what he or she has to say.

Take your time. Don't insist on the child answering. It may be enough for him to know that you think the topic can be shared.

Middle Childhood

If your child is between the ages of 6 and 11, try using as much of the book as you think your child can understand — allowing him to set the pace. Gently try to work through all of the sections, but let the child direct which sections to work on first. Don't insist on reading any sections a child of any age does not want to read. Encourage clipping pictures and articles from newspapers and magazines, adding them to make the workbook into a scrapbook. Use the backs of pages for extra clippings.

At the very least, ask the child to color in the illustrations, while you are present to offer support.

Children often work on the book on and off as they are able, over weeks and sometimes even months, and very often are able to complete a difficult section at a later date.

Eleven Years and Older

Most children over age 11 will want to work on the book pretty much on their own, but may need your assistance at times. They can look up information and answers in the rear, find out about their own mental health by using the checklist, and might give you plenty of adult-sounding suggestions about how to help the community and them back to a normal life! Be available to serve as a resource for your child or teenager, helping to find information and answering questions.

If You Were Bereaved, or If You Were Made Homeless for a While or Permanently

Your children may benefit from brief preventive consultation. Help is available through the mental health services listed at the end of this book under "Relief and Mental Health Services."

For You, the Adults

Remember, even adults may find that using this book can help them understand better and cope better with their experiences during floods. You may add your own questions as well as answering the questions asked of the children. You may also find that drawing or coloring the scenes may help you become calmer or help you to remember your experiences and master them. Along with answers to "learning about floods" questions, the end of the book has a reading list for children and adolescents and a list of helpful relief services. Relief efforts might be able to use your volunteer help, and that of your teen-age children.

Finally, a Mental Health Checklist tells you what kind of behavior to be concerned about in your children or pupils following a disaster such as the recent flood, and where to get help when you or a child needs to be emotionally fortified.

Even older children may become more clingy or dependent if they have been traumatized. So be patient.

For Use as a Family

One very helpful way of using the book involves working together on it as a family. You may each individually work on the same questions (from several workbooks or on separate paper) and add them all together in one "Family Flood Story." Or you may all work on one book, contributing your own reactions. You should sign your own name to your entry, if you share the use of one book. Engaging in a "shared remembering" may help your children feel safer as they work on a joint project under your direction. This may also help bring your family closer together.

Use of Illustrations

The drawings throughout the book can be used by families, teenagers and children in a variety of ways to help strengthen normal coping after this catastrophe.

Young children (ages 2-4), *severely traumatized* children, and *learning disabled* or *learning specific* children (who may have a preference for visual as

opposed to auditory communication) can color in the illustrations with an adult to aid in nonverbally reexperiencing and remembering the flood. The pictures can then be used as starting points for open-ended discussions about the events pictured.

Adults and children who are "overwhelmed" with flashbacks, memories, anxiety, who startle easily, or have insomnia or nightmares may find the process of coloring in images of the experience calming. They might choose to start with the illustrations furthest from their own experience and gradually work up to those closest to their own experience.

Family members can all work on a drawing together, each coloring a portion. This may allow everyone to feel less distraught about the image before them and take control together, feel calmer and remember their feelings.

The illustrations can also be used as topics for discussion. This can be an *aid in remembering and reexperiencing* for those children who remain emotionally numb or have some trouble remembering what they experienced. For example, a parent could ask about an illustration: "What is this child feeling?" or "What is happening?" Children often can respond by describing what *someone else is* feeling, when they can't talk about themselves.

The illustrations can also be used as a *mastery-promoting activity* by asking the child to draw a picture showing what the child or family can do, or what the building, or car, etc. would look like repaired.

Use by Teachers

Teachers can use *My Flood Story* in a classroom setting, with children working on the project individually or in small groups with teachers' assistance. This could be a very effective way to support group togetherness, something that has been shown to help children and adults cope with catastrophes. If you plan to use the book in order to help identify children who need additional assistance, consultation is available to schools by calling the agencies listed at the end of this book under "Mental Health Services," your local Mental Health Association, Psychiatric Society or Psychological Association, The Children's Psychological Health Center, at (415) 474-0955, or Family Development Consultants, at (415) 453-1797.

Use by Mental Health Professionals

Therapists can use *My Flood Story* in individual, family or group sessions as a supplement to treatment for children or adults with Post Traumatic Stress Disorder or Adjustment Disorders due to the fire. Assistance for mental health professionals and agencies in the use of this book is available from Family Development Consultants or The Children's Psychological Health Center.

Guide For Children And Teenagers

About Floods

Floods can be our friends. So can rainstorms. Water is very important to all of us. We all need fresh water to drink. Farmers use it to grow crops, so we will have food to eat. Boats and barges can travel on rivers, taking many things and people long distances. Throughout history, people have built reservoirs, dams and levees to keep rivers from overflowing when heavy rains come, and to store water for the dry season, for drinking and to water the crops. Water flowing over dams can also make electric power to light our homes and power our factories. Rivers can be beautiful to look at and fun for swimming, fishing, and boating. A famous writer from Hannibal, Missouri, Samuel Langhorne Clemens, also known as Mark Twain, wrote many wonderful books about the people who live near the biggest river in the United States—the Mississippi—such as *Life on the Mississippi*, *Huckleberry Finn*, and *Tom Sawyer*.

People are very lucky to have rivers. And they are lucky that rainstorms bring enough water to keep them flowing.

But when it rains too much, rivers can get out of control. Then rivers, dams, and levees can be very dangerous and frightening. Terrible floods can happen when so much rain falls that rivers and lakes get too full. The sides of the rivers and lakes can overflow with water. Then the low land around the full rivers and lakes becomes covered with water. Buildings and people in low places are in danger from the high water. People and their pets and farm animals and all their belongings can be swept away by rushing waters. Sometimes people drown. Farms are often ruined, and crops spoil under the water. Schools and factories shut down and sometimes are under so much mud and water that they are closed for weeks before they can be cleaned up. Many times cars and trailers are swept under water.

Sometimes children and adults get frightened, upset or worried after a flood. They may have seen dangerous fast-flowing water. They may have had to swim or float to safety. They may have had their homes or schools damaged and may have had to move out of their homes. They may have had to run for their lives or jump from buildings to escape the flood. They may know of others who were hurt or died. They may have had to leave their own homes, or they may only have heard about the flood or seen pictures in the newspaper or on television.

Sometimes children have trouble sleeping or have had bad dreams after floods. They might be afraid to go to school, or have headaches, stomach aches or other problems because they are so worried. They might not even know that they are worried about the flood and what it did. They may have

trouble remembering what happened, or sometimes remember bad things that they would rather not think about at all. They might be afraid whenever they see a river, or have other special fears. But it is also normal not to get too upset, and many children might not even get worried.

About Using This Book

Talking to grownups and other kids about your feelings or worries and about what happened can help you feel better. It can also help you learn more about what to do to be safer if another flood comes along some time.

Using this book may help you to talk to others, and it may help you in other ways. By writing down or drawing pictures about what you remember, what you think about and what your feelings are, you can feel stronger. You'll make your own personal record of what happened.

If you can use this book by yourself, or with the help of a parent or a teacher, you can feel stronger and keep on learning more. And you could help others, too, if you share what you learn.

Look through this book and begin wherever you want. Fill in as many of the blank spaces as you can. Ask for help if you need it to understand the questions or to write down the answers. Try drawing pictures or coloring in the pictures that are already in this book. You can also make a scrapbook out of this book by stapling in extra pages. Use extra pages to hold newspaper or magazine clippings and paste in any photographs of floods or flood damage you take or can find. Answer the quiz questions if you are able to. Take your time. You can skip anything that makes you too upset and come back to it another time. Remember, you should definitely talk to a grownup if you become upset or worried, and also to share what you have learned. To learn even more about floods, go to your local library and use the reading list at the end of this book.

Why Learn About Floods?

In the summer of 1993 a tremendous flood started in the middle of the United States. Many people drowned. Many thousands of farms, schools, houses and factories were covered with water. A great fire happened when a barge hit a gas station, and there was gasoline burning on top of the water. Some good things happened, too. Prisoners from jails helped stop the flood. People from other parts of the country came to help, especially by building "levees" (a kind of dam) with bags of sand.

It was amazing that most people did not panic and that more people were not injured. Instead, almost everybody cooperated and kept calm. That is the biggest lesson of floods—and other disasters—that lives can be saved by people thinking ahead and by staying in control of their fear. It is also important to remember that staying safe is more important than saving things you own.

MY FLOOD STORY

Here's a Photo or Drawing of Me:

My Flood Story

BY: _____ (My Name)

DATE I STARTED THIS BOOK: _____

DATE I FINISHED THIS BOOK: _____

I WAS HELPED TO WRITE THIS BOOK

BY _____

Who I Am

I am a _____ with _____ sisters and _____ brothers.

Usually I live at _____ in _____

The people who usually live with me are: _____

My address is: _____

My telephone number is: _____

Some things I like to do are: _____

More Information

In case there is a big problem with using the phones or keeping records during another disaster, I'd like to keep this information handy:

MY MOTHER'S NAME: _____

HER ADDRESS: _____

HER TELEPHONE: _____

MY FATHER'S NAME: _____

HIS ADDRESS: _____

HIS TELEPHONE: _____

Another person I could call in case of emergency is:

NAME: _____

ADDRESS: _____

TELEPHONE: _____

I am in the _____ grade and go to _____ school.

My school's address is: _____

The phone number of my school is: _____

Here's a drawing or photo of my family doing something:
(Use the back of this page.)

My brother's and sister's names are:

Name	Age	Address	Telephone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

My best friend's names are:

Name	Age	Address	Telephone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Here is a drawing of my best friend:
(Use the back of this page)

When It Happened

On _____ a tremendous flood came near my home. This flood lasted until _____. Since I was born on _____, 19____, at the time of the flood I was _____ years and _____ months old.

So that I can remember exactly what was happening when this flood came, I will list some of the other things that I can remember about that time. The season was _____. The weather before the flood was _____.

Other important things that were happening around that time

were _____.

and _____.

I will never forget because:

My Personal Story

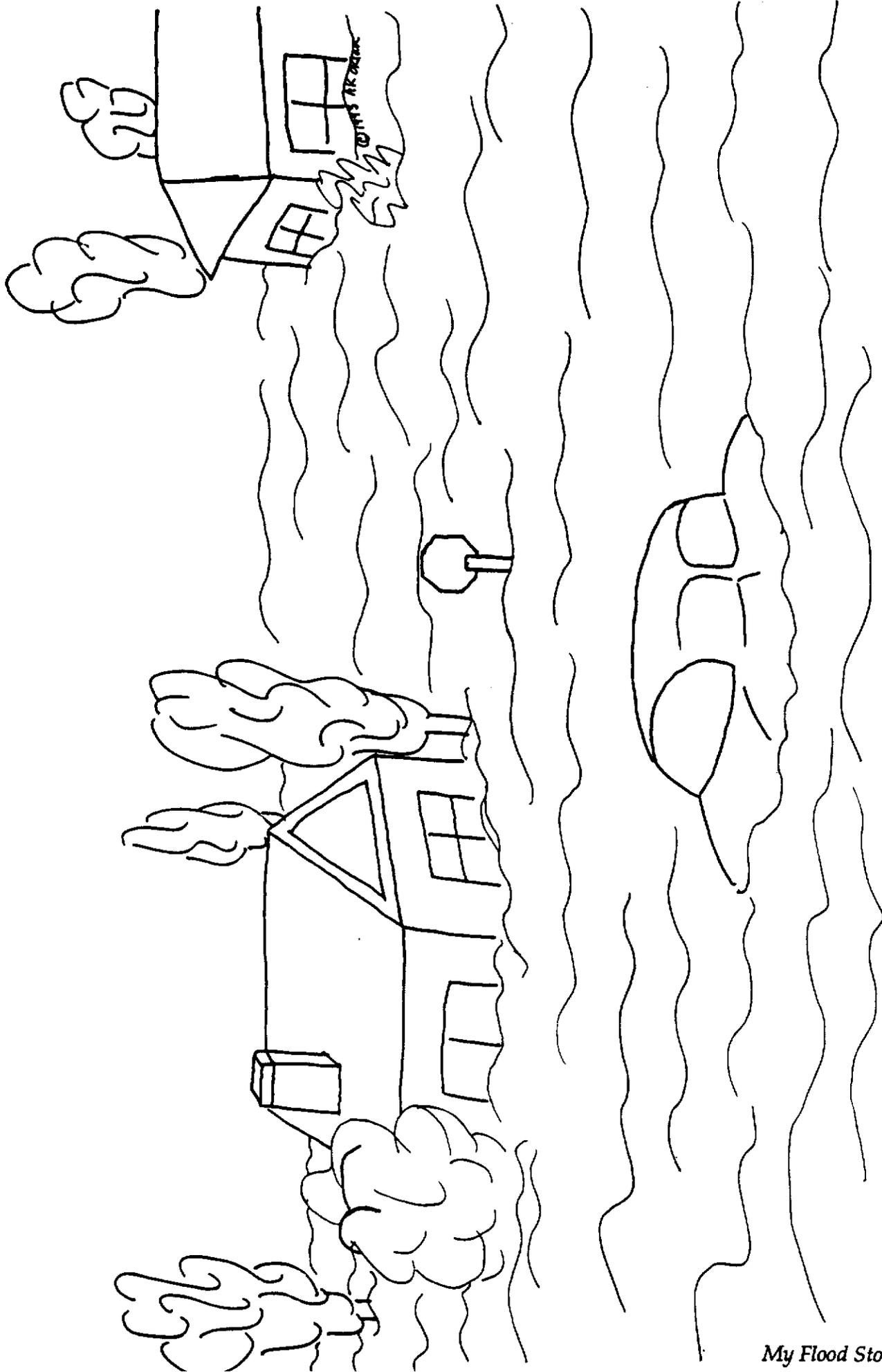
Now, here's my personal story, about things that I might be the only one to know about that happened when the flood started.

Where I Was

At that time, I was in _____

Who I Was With

I was with: _____



What I Was Doing

I was: _____

What I Heard And Saw

The first thing I heard was: _____

The first thing I saw was: _____

Here is a drawing about the most frightening thing I saw:
(Use the back of this page.)

Then, I heard and saw: _____

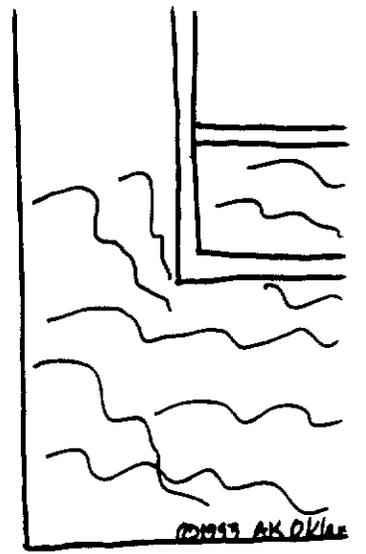
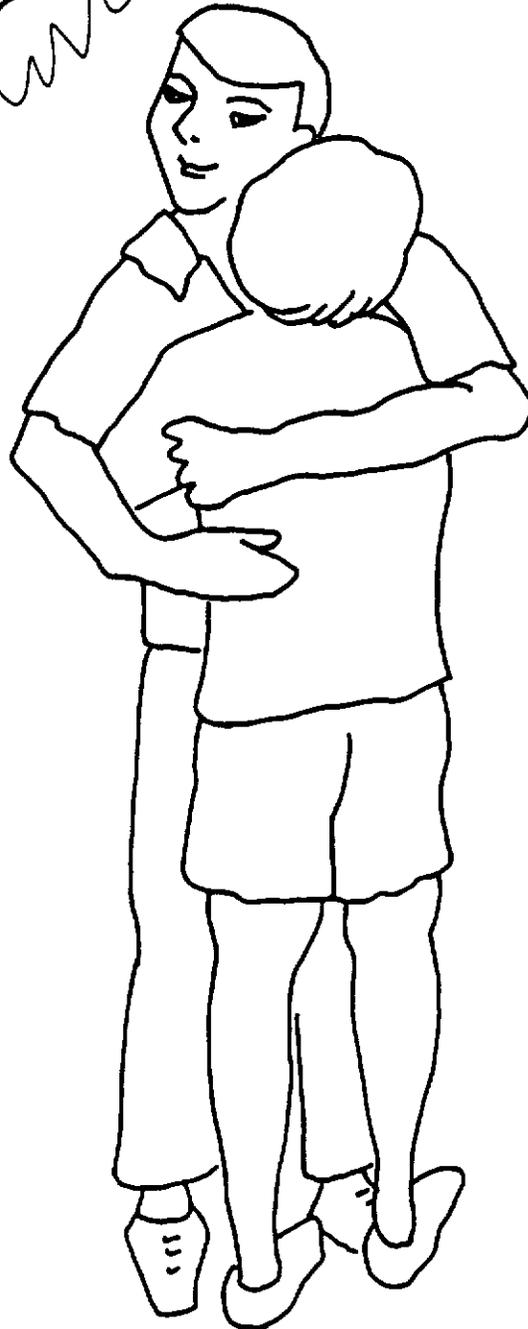
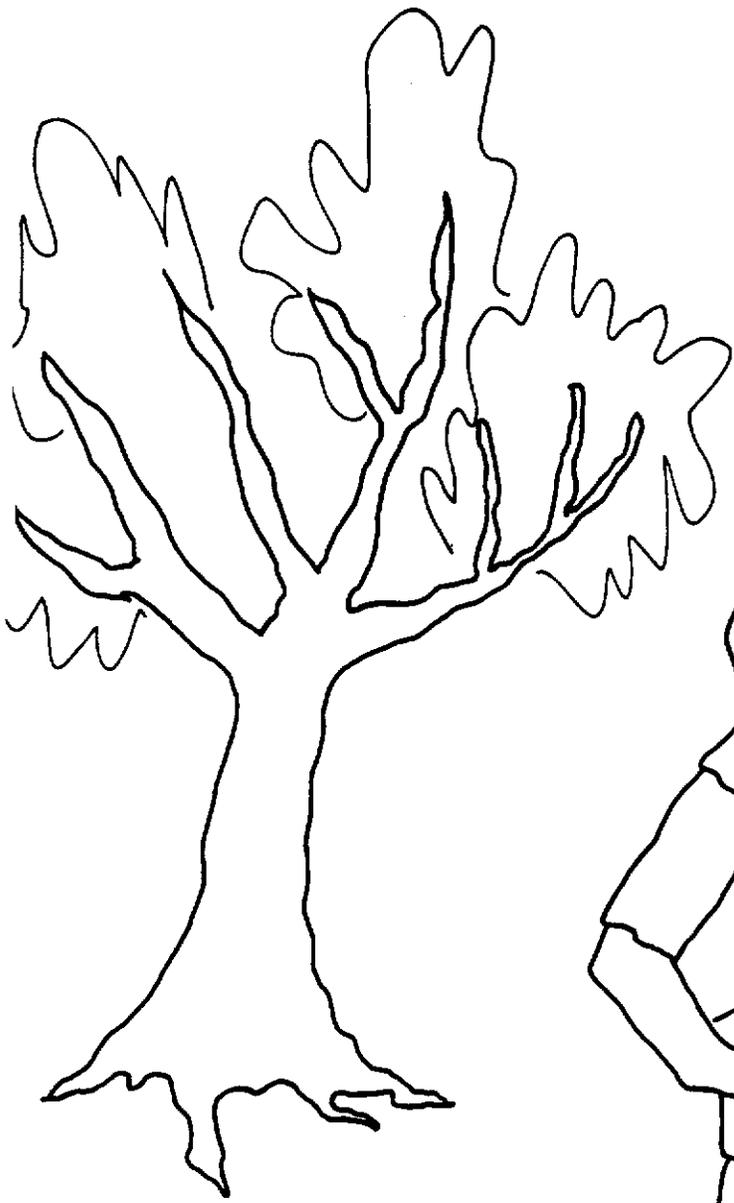
The strangest thing I saw was: _____

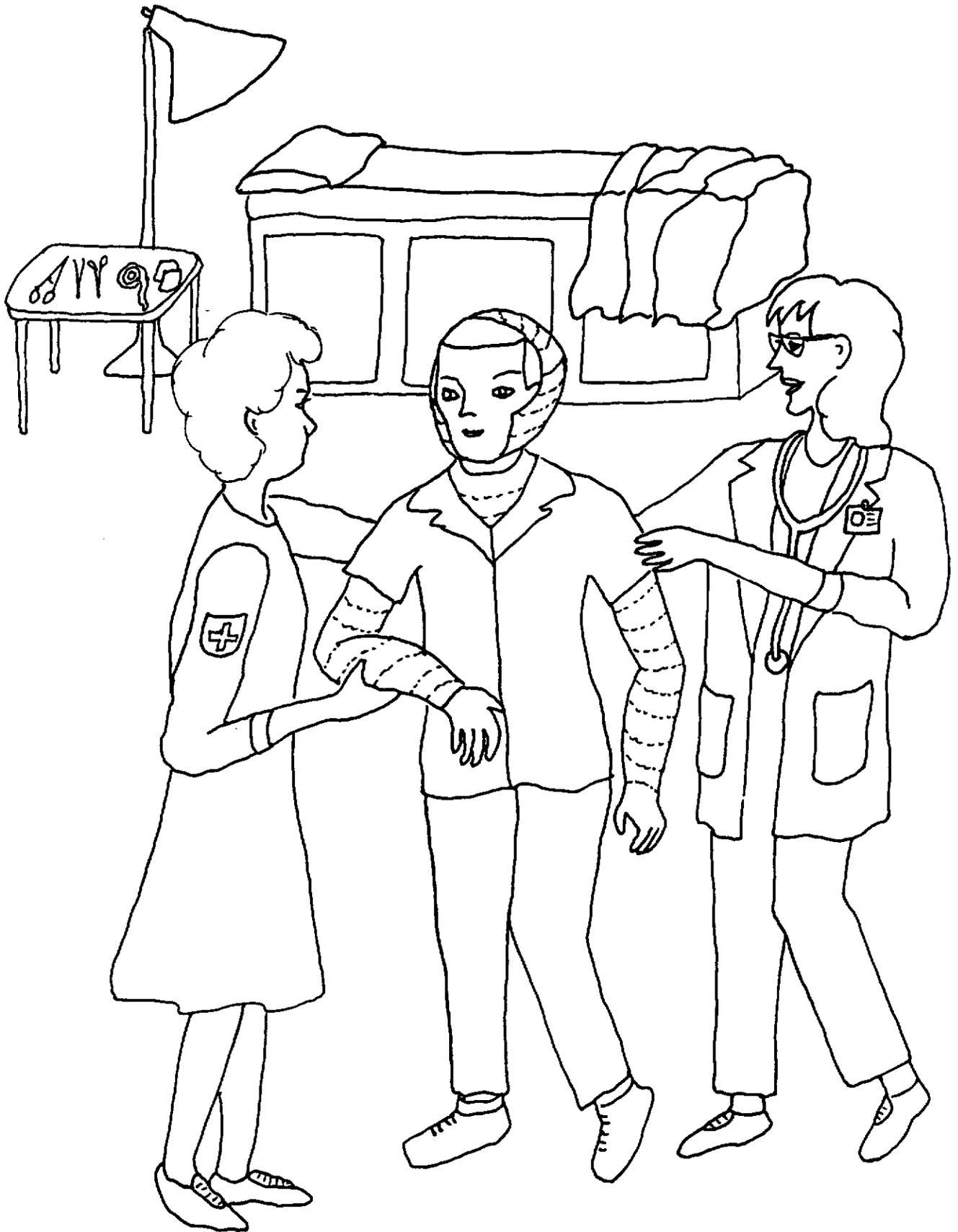
The most frightening thing I saw was: _____

The saddest thing I saw was: _____

The best thing that happened was _____

**Here is a picture of where I was
when I first saw the flood:**
(Use the back of this page.)





What I Was Thinking in the First Days

Circle all the words that fit

I felt:

afraid numb excited frightened

my heart beat hard relieved happy

At first, what I was worried about was: _____

After the flood started, I saw: _____

_____ and I thought about: _____

Later I saw: _____ and I

thought about: _____

Here is a drawing of what I was worried about:
(Use the back of this page.)

Some of the bad things that happened to other kids who are friends of mine are:

Some of the bad things that happened to other grownups that I know are:

Some of the other bad things that happened that I heard about are:

I did/did not (cross out what is not true) see any adults who were scared, worried or angry.

How I felt about this was: _____

After the flood was under control I felt:

(Circle all that are true)

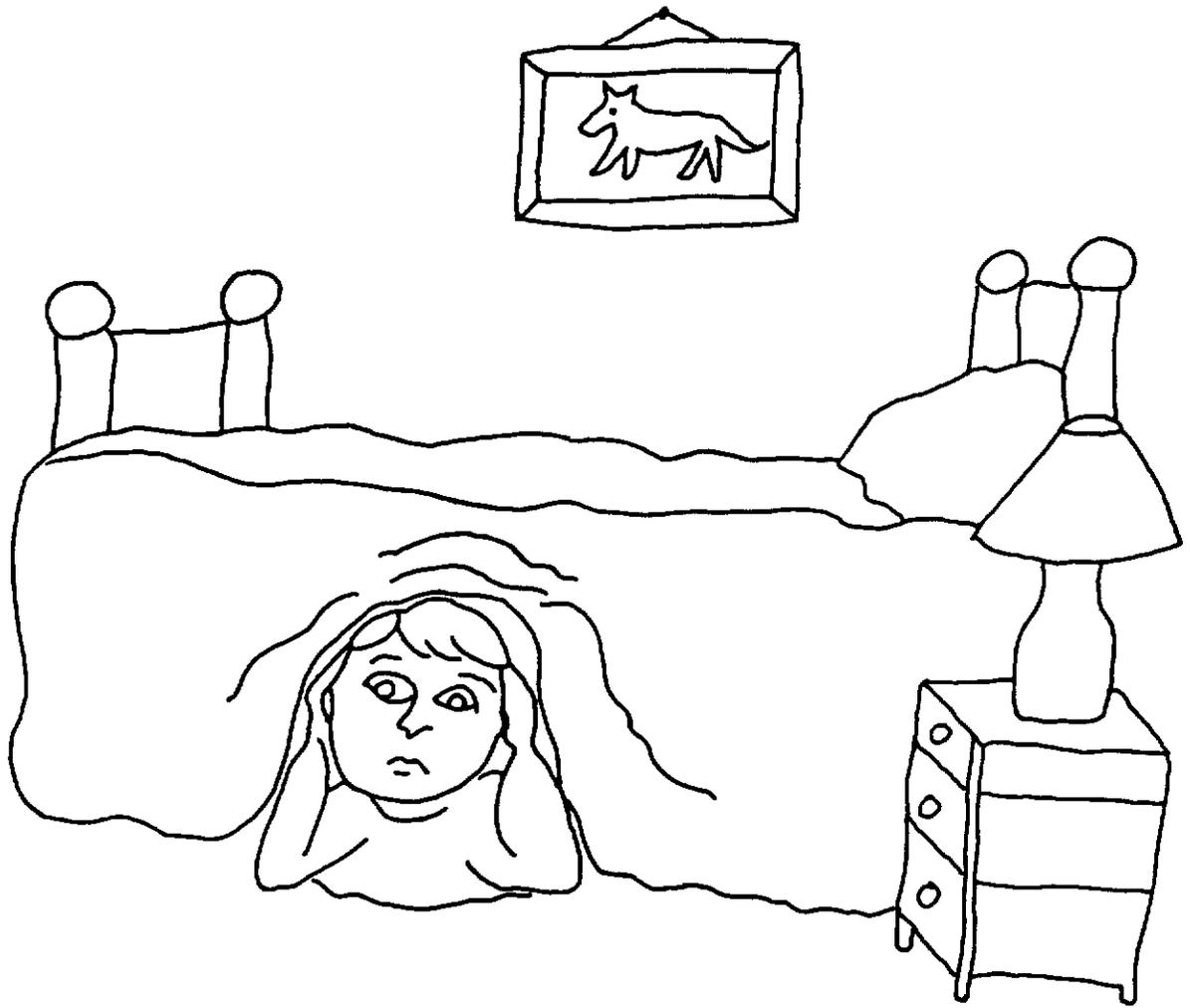
sad afraid relieved glad happy

bad sick numb lonely angry at myself

angry at _____ my heart beat alert

helpless sorry for others sorry for myself

sweaty mixed-up clear-minded



About My Dreams

Here is something only I know about, my own dreams. Before the flood, my worst dream in my whole life was like this:

Today is _____, 19__. Since the flood came I have had ___ dreams I can remember. Here is the story of the worst one. I had it on or about _____, 19__:

Here is a drawing of a scene from the worst dream:
(Use the back of this page.)



Here is the story of the best dream I've had since the flood. I had it on or about _____, 19__:

Here is a drawing of a scene from the best dream:
(Use the back of this page.)

MEMORIES

These pages are for children and teenagers who find themselves remembering things about the flood, without wanting to remember. It may also help children who are having trouble remembering much at all about this time. Sometimes children remember things that upset them. Sometimes they can't remember much at all.

Today's date is _____, 19_____.

The part I most hate to remember about the flood is:

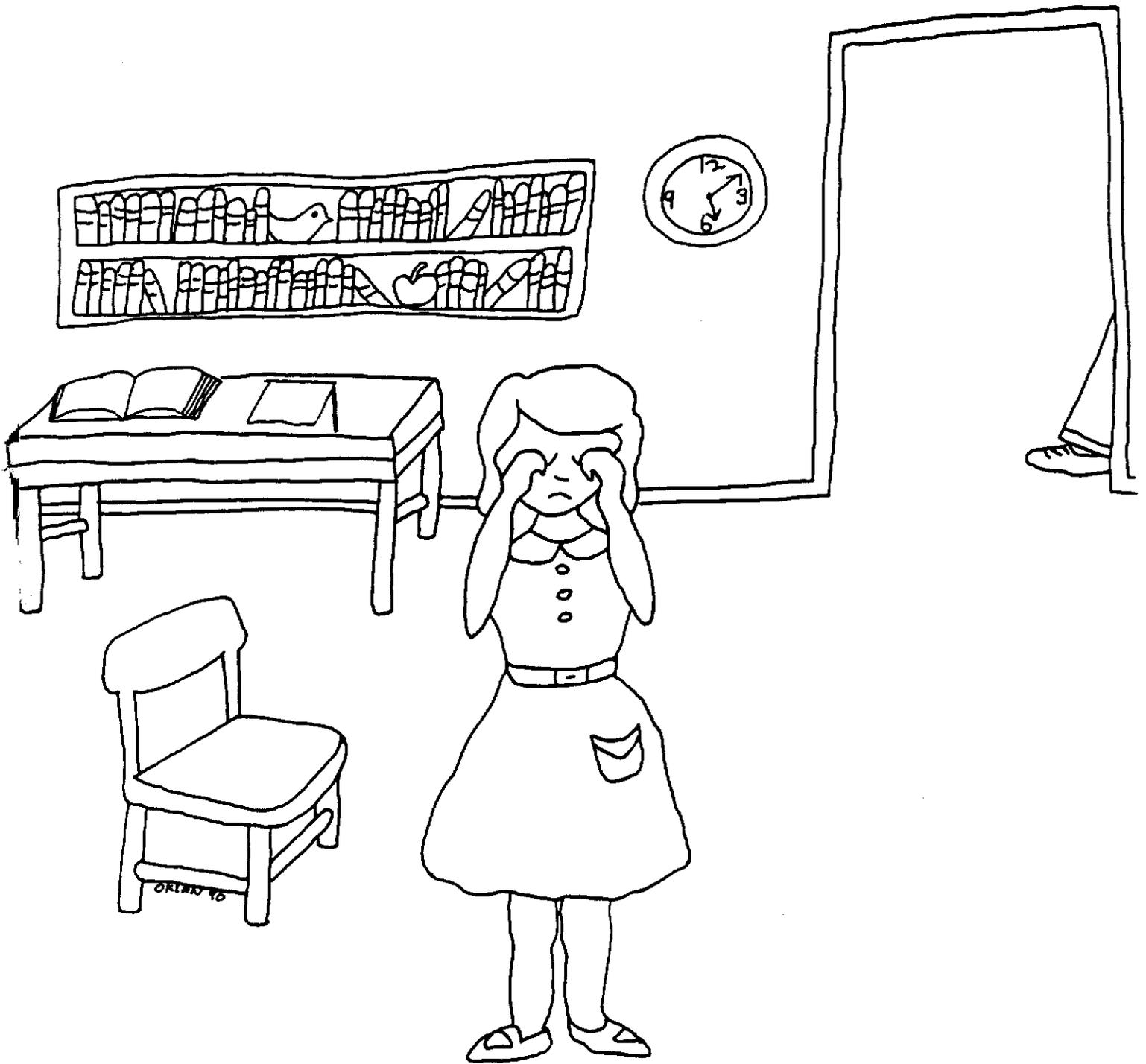
Things that make me think about this are:

Things that I can do to help stop remembering for a while are:

The part I can't remember too well is:

**Here is a drawing of what I most hate
to remember about the flood:**

(Use the back of this page.)



Other Important Flood News I Know About

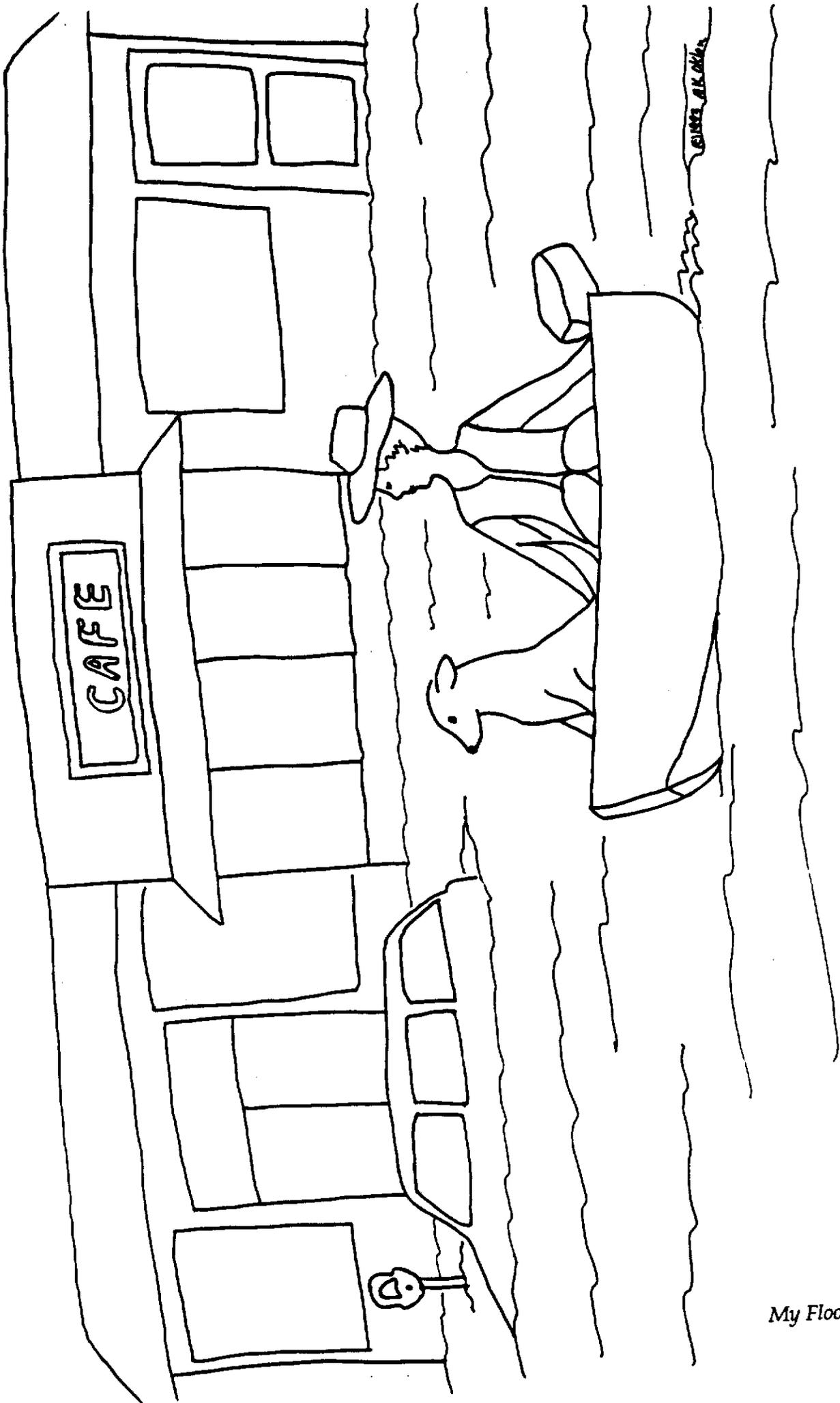
At first we didn't know all about what was going to happen. Later, on television, I saw news about flooded buildings, houses and cars.

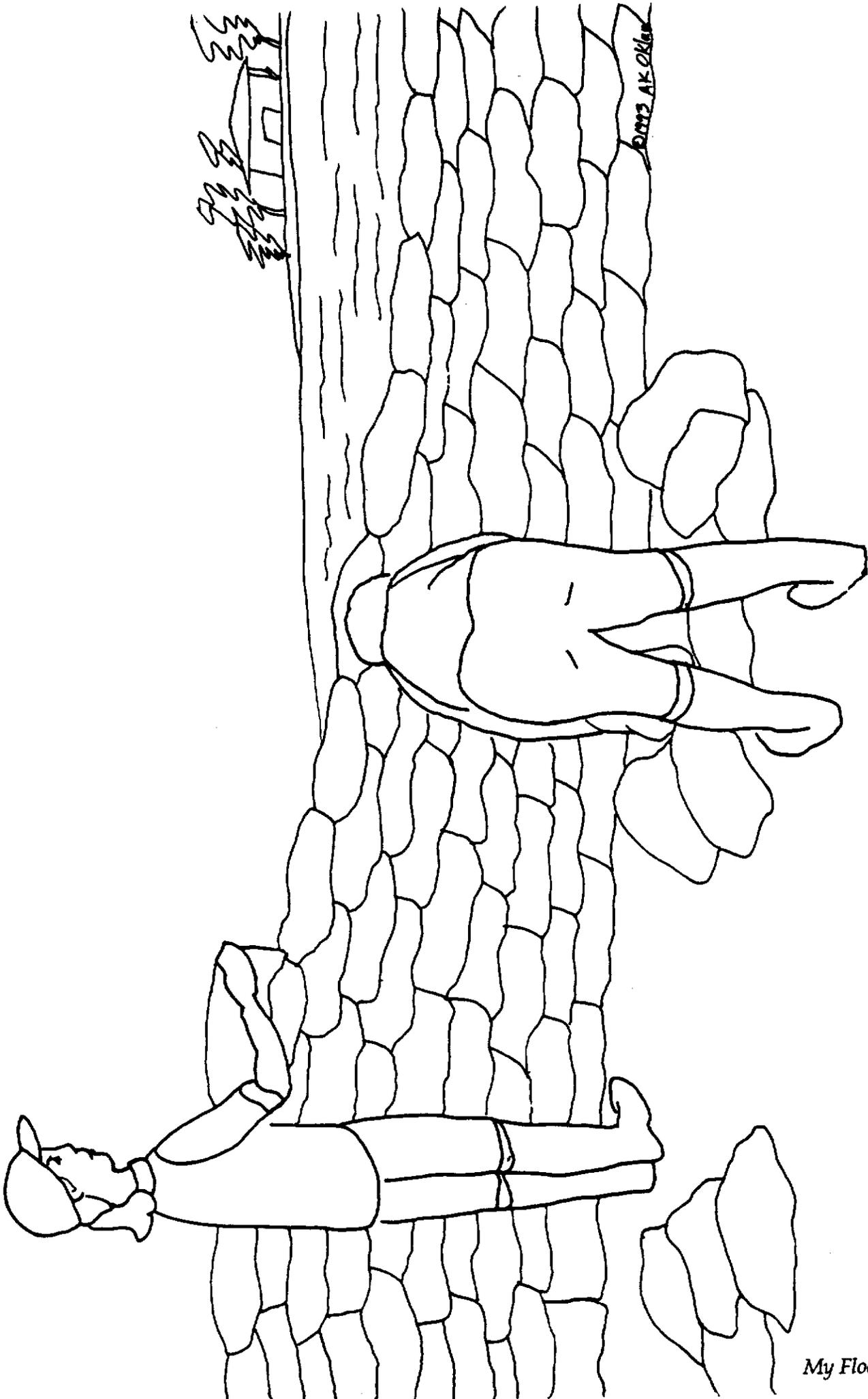
This is what I thought about some of those news stories:

Here's a true story about some things I personally know that people did to help each other:

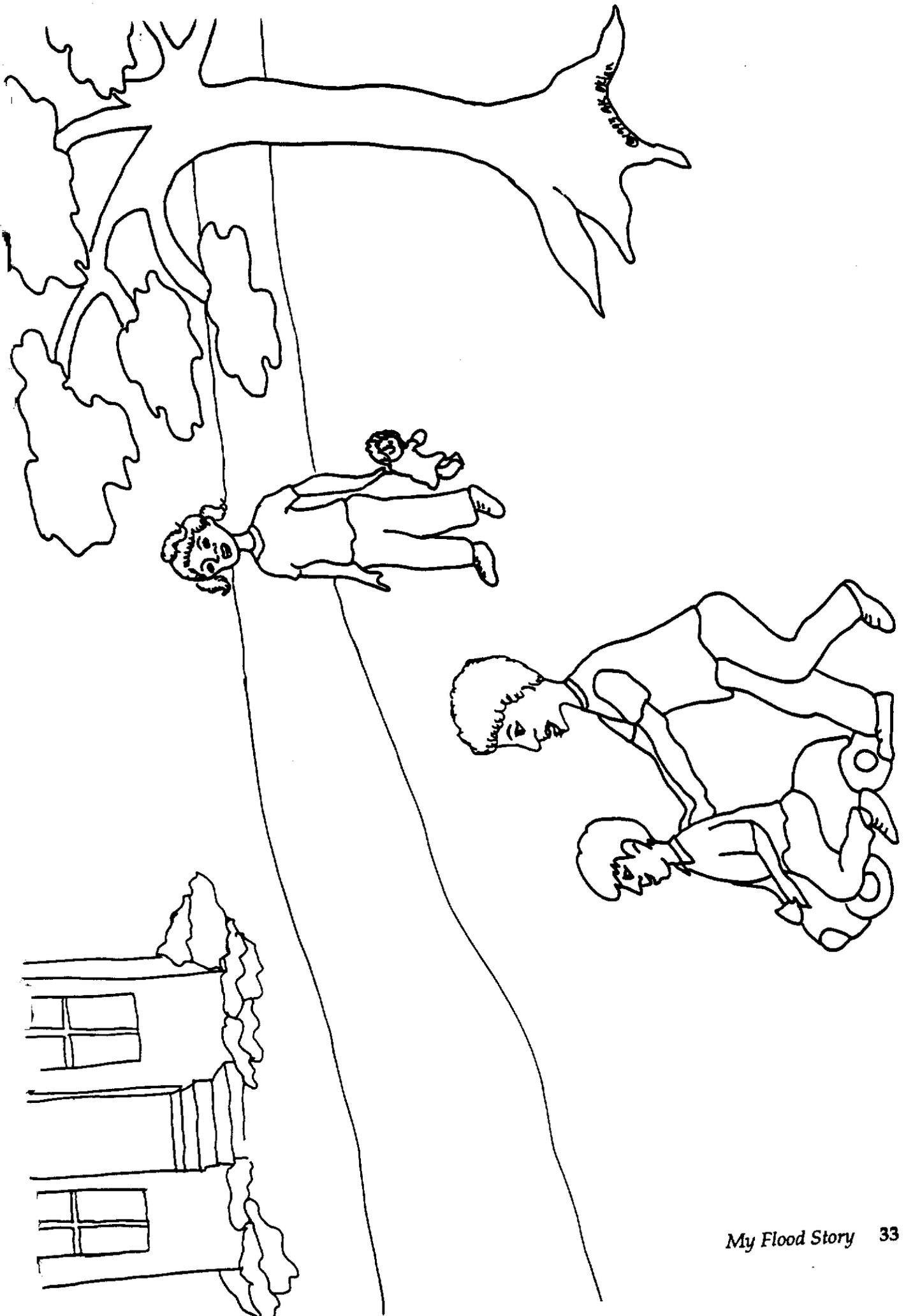
(Parents and older children, see rear of book for a list of helping agencies. You can still volunteer to help.)



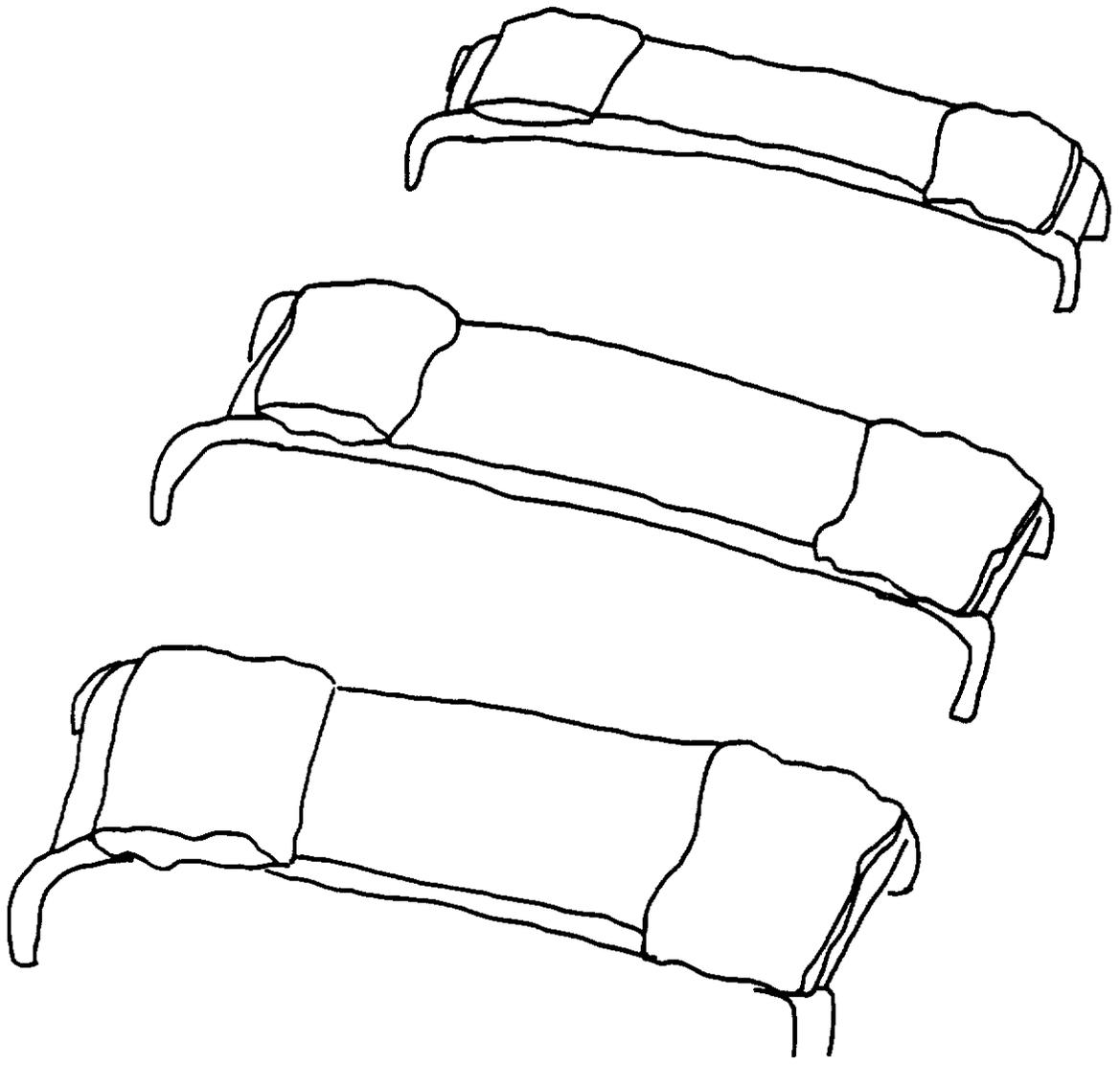
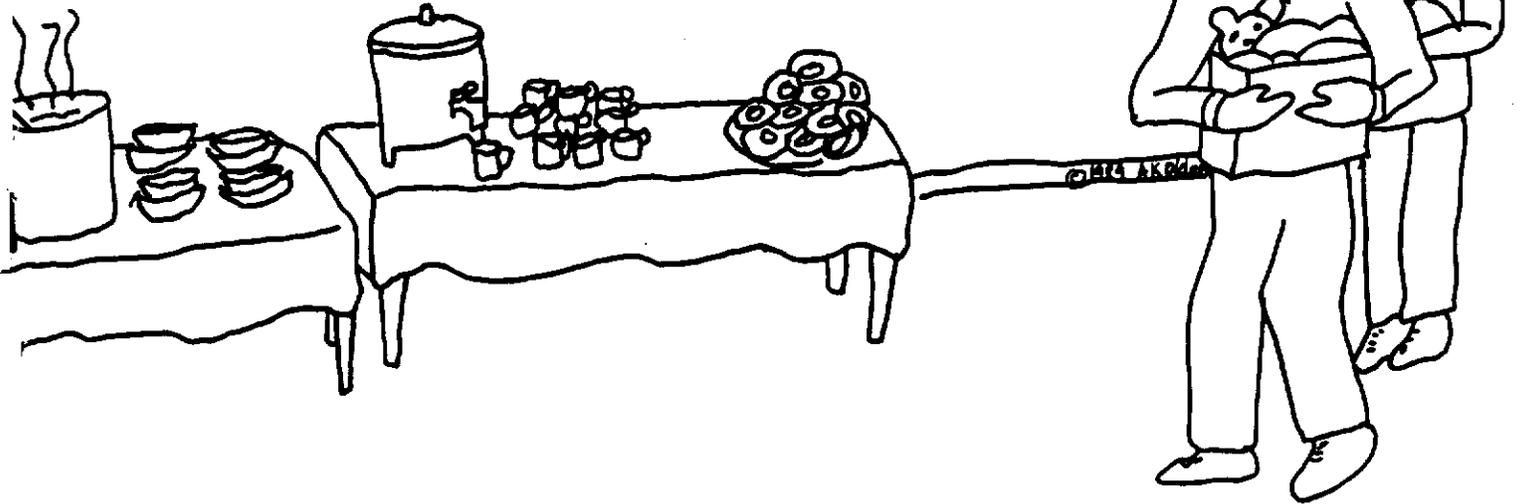




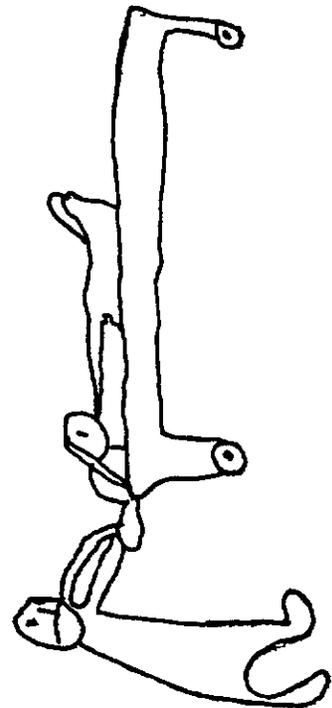
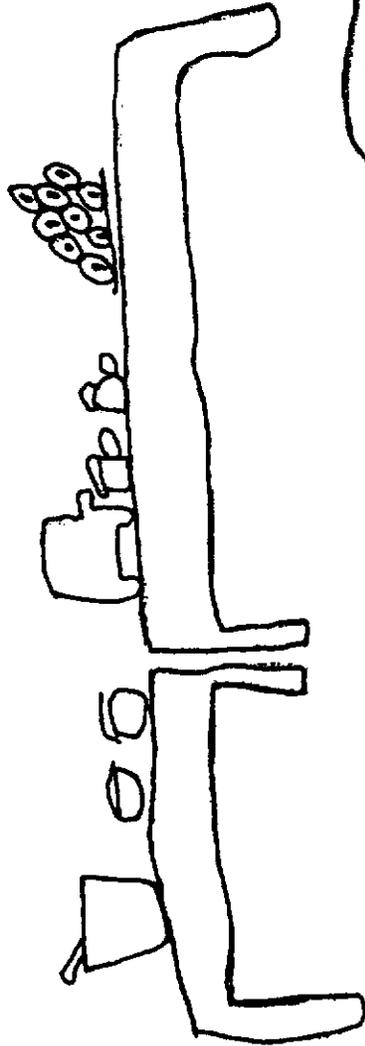
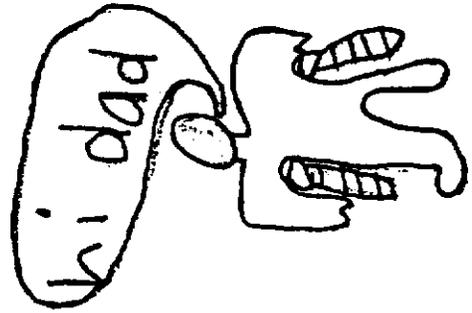




RED + CROSS



Red Cross



The Awful Part For Me

For me the worst thing about the flood was:

Here's a true story about someone I know who was hurt or killed:

Here's a true story about someone who had to move out of
his or her house:

This is how I found out about these things:

The worst feeling I had was:

This is what was worst about it for some other people I know personally:

About My Home

**Here's a photo or drawing of my room,
where I usually slept before the flood:**
(Use the back of this page.)

The difference the flood made was: _____

Some of my things that got damaged or lost in the flood were:

Here's a photo or drawing of my home the way it is now:
(Use the back of this page.)

Cross Out What Is Not True

I was able to stay in my house and felt:

I had to leave my house and felt:

The name of the place I had to go to is the:

_____ at _____

_____ took me there.

The way I got there was: _____

The way I felt when I got there was:

Some of the people who were with me there are:

Name

Address

<hr/>	<hr/>
<hr/>	<hr/>

Now the way I feel about that place is:

The worst thing about the place I went to was:

The best thing about the place I went to was:

I do not get to go home yet because:

Here's a drawing of the place I stayed:
(Use the back of this page.)

About My School

This is what happened to my school: (If nothing happened, write that!)

I will go back to school on: _____

Here's a true story about my school:

Here's a drawing or photo of my school:
(Use the back of this page.)

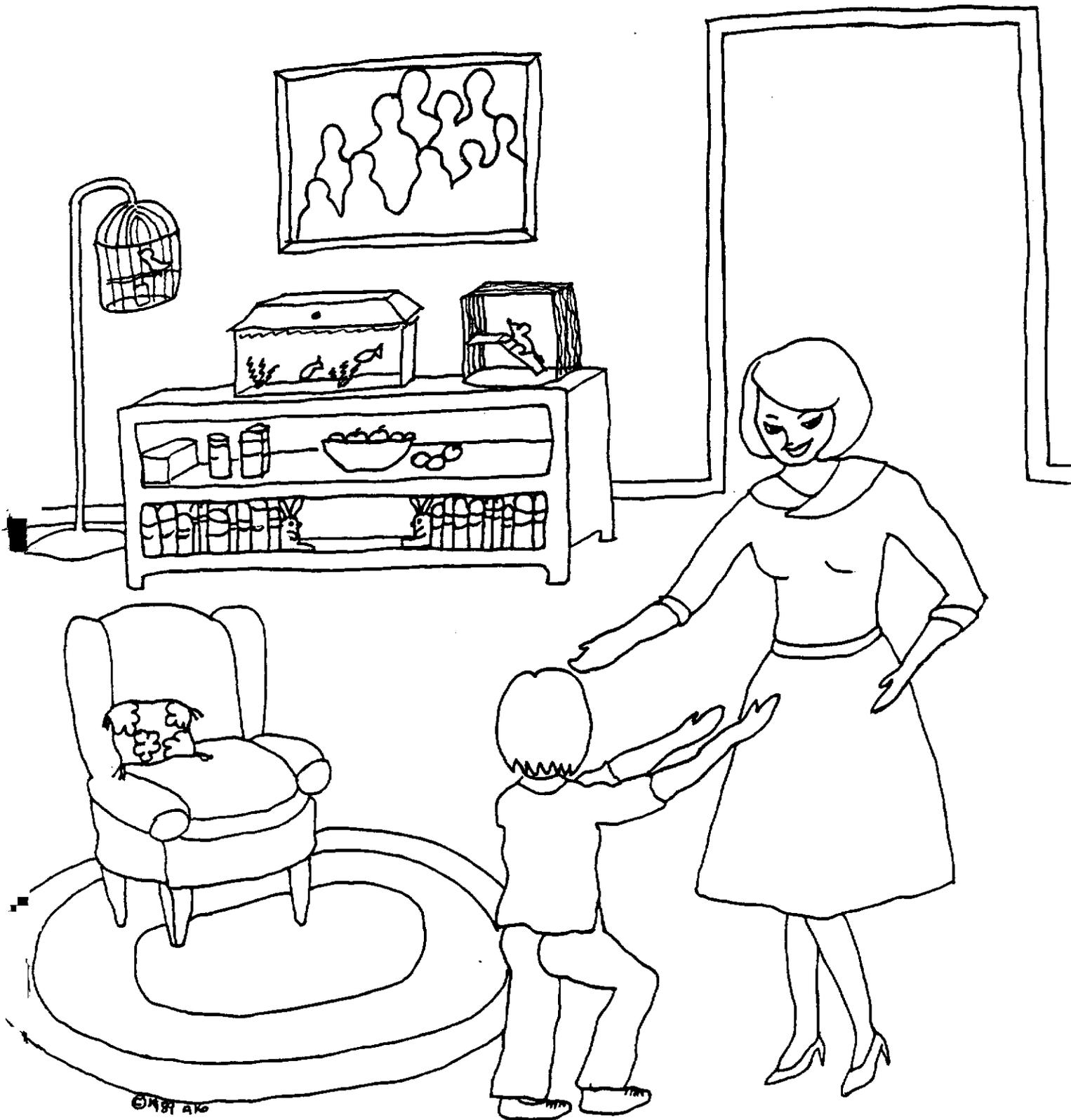
More About Problems and Worries

My biggest problems or worries now are:

Some people who I can talk to about these are:

This is what I'd most like help with:

Here's a drawing of me going to someone for help or helping someone else.
(Use the back of this page.)



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Newspaper Clippings

Save some newspaper clippings about places where the flood was, and some other news about what happened. Suggestion: Use the empty backs of pages. Staple in extra pages to make a bigger scrapbook out of this book.

Floods And The Future

Here's my idea of what makes a dangerous flood:

(You can turn to the quiz at the back of the book for some scientific ideas about the causes of floods.)

My guess is that there will be a big flood near my home:

(circle your answer)

in the next few days

in the next few months

in the next few years

not in my lifetime

Here are some things people can do to keep from getting hurt:

If another flood comes, some things might not work for a long time, such as:

Some of the things that didn't work where I live were:

Helping People with Big Troubles

Here is what we can do right now to help people who got hurt or whose houses were damaged or who had a friend or family member hurt:

Flood Drills

Here is a list of things we should in our school to prepare for a flood:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Here is a list of things we can do at our house to prepare for a flood:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

My Ideas for Other Things to Do

More Things to Do

Besides working on this book, there are other things you can do about your flood thoughts and feelings. Here are a few:

1. You can visit a library to learn more about floods, weather and rivers.
2. You and your family could make a list of supplies you might need if another flood happened. Then you could collect these things in one place. Also list what you will need to take with you if you have to leave home in a hurry. Don't forget your pets may need special cages and supplies.
3. You and your family could plan and practice how to leave your home if there is a flood and where to meet. You could use this same "disaster plan" for earthquakes, mud slides and fires.
4. If you are old enough, you could volunteer to help at a Red Cross or Salvation Army Shelter or relief agency. By helping others we can feel better. Hospitals usually want you to be 14 years old before you can volunteer.
5. You could paint a flood mural with your family or friends.
6. You could have a fundraiser for flood relief or the homeless. One example is an art show. Your friends could show drawings about the flood. You could charge admission and send the money to: The United Way or The American Red Cross.
7. If you are old enough, you could learn where the water, electrical and natural gas shut-offs are and how to use them.
8. You could consider how to better protect your city, neighborhood and own home from floods.
9. You could plan which out-of-town friends and family you will all contact if you are separated by transportation or telephone problems. Then you won't have to worry so much about losing touch with each other.
10. The Salvation Army is collecting household goods, clothing and other things for flood victims at any local office. You and your family and friends could collect these things to donate in your neighborhood.

A Quiz About Floods

- 1.** What are some common causes of dangerous floods?
 - a. very heavy rain storms lasting for days and weeks.
 - b. sand boils.
 - c. weakened dams and levees.
 - d. sunspots.
 - e. stalled weather systems.
 - f. all of the above.

- 2.** Which of the following are true about the Mississippi River?
 - a. The Mississippi River drainage basin covers over 1,250,000 square miles.
 - b. It collects water from over 40% of the United States.
 - c. It dumps over 100 trillion gallons of water into the Gulf of Mexico per year.
 - d. The Missouri River is its biggest tributary.
 - e. Mark Twain, a paddle wheel pilot and author, wrote many books about life along the river.
 - f. All of the above.

- 3.** Which of the following are not true about the "Great Flood of '93"?
 - a. The Mississippi rose higher than ever before, more than 49 feet above normal.
 - b. Over 12 billion dollars' worth of damage was done.
 - c. At least 48 people died and many more were injured.
 - d. The flooding was worst near the mouth of the Mississippi, with New Orleans especially hard hit.
 - e. This was the biggest flood ever recorded in the U.S.
 - f. The flooding was caused by a hurricane.
 - g. Rainfall in the Midwest was more than twice normal since June '93.

4. What can I expect to feel when I am in a big disaster?
- a. Fear for my life and other people's lives.
 - b. Remembering fearful scenes when I don't want to.
 - c. Trouble sleeping.
 - d. Grouchiness.
 - e. Loss of confidence in the future.
 - f. Worry about it happening again.
 - g. Bad dreams.
 - h. Trouble concentrating.
 - i. Temporary babyishness.
 - j. A strong desire to be helpful to other people.
 - k. A strong curiosity about how to reduce the damage.
 - l. All of the above.
5. Which of the following statements about levees are true?
- a. Levees have been built for over 200 years to control flooding and protect communities living along rivers.
 - b. There are over 7,000 miles of levees along the Mississippi and the rivers that feed it.
 - c. The effect of levees on a river is that it makes the water rise higher and faster and it tends to back up.
 - d. Levees do not allow a flooding river to spread into its natural flood-plain and enrich the soil.
 - e. While protecting certain areas, levees can also make flooding worse downriver.
 - f. All of the above.

- 6.** When the floodwaters begin to recede, the following health problems can occur:
- a.** The sewage system is damaged which lets raw human waste mix into the water system.
 - b.** Bacteria begins to grow in the oozing mud and can cause disease, such as tetanus.
 - c.** Water from pipes in houses and other buildings is not safe to drink.
 - d.** Mosquitoes increase in vast numbers and can spread encephalitis, a disease that inflames the brain and spinal cord.
 - e.** There are pesticides and chemicals from factories left in the ponds, swamps, and mud.
 - f.** Bodies of dead animals left in the floodwaters and mud can cause disease.
 - g.** All of the above.
- 7.** Things we can do to keep future floods from harming people include which of the following:
- a.** Make sure all families, schools, and workplaces have a store of supplies such as safe food and water, flashlights and battery radios.
 - b.** Make sure every community, school, workplace and household has a plan for what to do if a disaster like a flood occurs.
 - c.** Train more weather scientists (meteorologists) to learn more about how to predict storms and floods.
 - d.** Learn more about conservation methods such as saving forests and grasslands, and preventing soil erosion which help in flood control.
 - e.** Learn more about building dams, reservoirs, levees, floodways, jetties, and cutoffs.
 - f.** All of the above.

- 8.** The record-breaking rain over the Midwest was caused by a stalled weather system. What is a stalled weather system?
- A mass of cold dense air, which can usually move into a mass of warmer, less dense air and lift it up.
 - A mass of hot air collides with a mass of cold air and neither moves in its usual pattern. The collision sets off drenching showers and thunderstorms.
 - A mass of hot air called an updraft rises and carries drops of water to very high altitudes. There it turns to rain and starts to fall. As it falls, it pulls some air down with it called a downdraft.
- 9.** Some ways to get over feeling bad after a big disaster like a flood include:
- Talk about your feelings to someone who you can count on to listen.
 - Help others.
 - Think of ways to make your home and community safer and write them down.
 - Try to remember what happened and write it down or draw pictures.
 - All of the above.
- 10.** Which of the following statements are not true?
- Four cities hit hardest by flooding were Des Moines and Davenport, Iowa; St. Louis, Missouri; and New Orleans, Louisiana.
 - Ten states were hardest hit, including Iowa, Wisconsin, Missouri, Illinois, Kansas, Kentucky, Minnesota, Nebraska, North and South Dakota.
 - During the period of flooding in the Midwest, the Southeast experienced a severe drought.
 - Another natural disaster which occurred during the same period was a tornado in Petersberg, Virginia.
 - In order to save itself from flooding, at least one city destroyed parts of a levee that was protecting other areas from flooding.
 - The Great Flood of '93 was one of the most destructive natural disasters ever to hit the U.S.

Answers

1. a, b, c, and e. 2. f. 3. d, e. 4. l. 5. f. 6. g. 7. f. 8. b. 9. e. 10. a.

Suggested Reading List

Want to know more about floods, storms, and flood control? Below is a list of suggested books and articles. See also *The Encyclopedia Britannica* or *World Book Encyclopedia* articles on flood, storms, flood control, and weather. Check the card catalog of your school or public library under the subject of flood. You could also read any of the books listed below. Ask your local librarian for help in finding them, if you can't.

Branley, Franklyn. *It's Raining Cats and Dogs: All Kinds of Weather and Why We Have It*. Houghton Mifflin, 1987.

Broekel, Roy. *Storms*. Chicago: Children's Press, 1982.

Clark, Champ. *Flood*. Time-Life Books, 1982.

Cosgrove, Brian. *Weather*. New York: Knopf, 1991.

Teets, Bob and Young, Shelby. *Rivers of Fear—The Great California Flood of 1986*. C.R. Publications, 1986.

Whipple, A.B.C. *Storm*. Time-Life Books, 1982.

Wood, Penny. *Storms—Facts, Stories, Projects*. New York: Puffin Books, 1990.

For the Younger Child:

Branley, Franklyn. *Flash, Crash, Rumble, and Roll*. New York: Harper Trophy, 1985.

Ruckman, Ivy. *No Way Out*. Crowell, 1988.

Simon, Seymour. *Storms*. New York: Morrow Junior Books, 1989.

Van Allsburg, Chris. *Ben's Dream*. Boston: Houghton Mifflin, 1982.

Relief and Mental Health Services

See your local Yellow Pages. Call your local Mental Health Association, Psychiatric Society or Psychological Association.

DISASTER RELIEF AGENCIES

- American Red Cross (800) 842-2200
- Spanish language (800) 257-5757
- Salvation Army See your local listing
- Federal Emergency Management Agency (FEMA) Regional Center
(312) 408-5500 (24-hour)

LIST YOUR LOCAL MENTAL HEALTH AGENCIES

_____	_____
_____	_____
_____	_____
_____	_____

THE FOLLOWING IS A PARTIAL LISTING BY STATE OF RELIEF AGENCIES.

MISSOURI

- FEMA (800) 462-9029
- Crisis Counseling Hotline (800) 367-5305

IOWA

- FEMA (800) 462-9029
- Department of Mental Health (515) 244-1000

ILLINOIS

- FEMA (800) 820-1125
- Crisis Counseling Hotline (800) 248-7475

KANSAS

- FEMA (913) 271-2190
- Department of Mental Health
Crisis Line (913) 233-1730

MINNESOTA

FEMA (507) 532-6573

Department of Mental Health (612) 296-4497

WISCONSIN

FEMA (715) 831-6255

NEBRASKA

FEMA (402) 471-6060

NORTH DAKOTA

FEMA (701) 250-4501

SOUTH DAKOTA

FEMA (605) 330-4321

OTHER RELIEF AGENCIES

**Catholic Charities USA: Disaster Response
Midwest Flood Relief Processing Center
13331 Pennsylvania Avenue
Hagerstown, MD 21742**

**Iowa Cares
666 Walnut Street
Des Moines, Iowa 50309**

**Church World Service
P.O. Box 968
Elkhart, IN 46515**

CONSULTATION FOR PROFESSIONALS:

**Family Development Consultants
(415) 453-1797**

**The Children's Psychological Trauma Center
(415) 474-0955**

Children's Mental Health Checklist

FOR PARENTS TO CONSIDER WHEN DECIDING IF A CHILD IS IN NEED OF MENTAL HEALTH SERVICES FOLLOWING A DISASTER

Circle the numbers to the right of each answer:

1. Has the child had more than one major stress within a year before this disaster, such as a death in the family, a molestation, or a major physical illness?

If YES, + 5

2. Does the child have a network of supportive, caring persons who continue to relate to him daily after the disaster?

If YES, - 10

3. Has the child had to move out of his house because of the disaster?

If YES, + 5

4. Was there reliable housing within one week of the disaster, with the usual household members living together?

If YES, - 10

5. Is the child showing severe disobedience or delinquency?

If YES, + 5

HAS THE CHILD SHOWN ANY OF THE FOLLOWING AS NEW BEHAVIORS FOR MORE THAN THREE WEEKS AFTER THE DISASTER?

6. nightly states of terror? + 5
7. waking from dreams confused or in a sweat? + 5
8. difficulty concentrating? + 5
9. extreme irritability? + 5
10. loss of previous achievements in toilet training or speech? +5
11. onset of stuttering or lisping? + 5
12. persistent severe anxiety or phobias? + 5
13. obstinacy? + 5
14. new or exaggerated fears? + 5
15. rituals or compulsions? + 5

- | | |
|---|-----|
| 16. severe clinging to adults? | + 5 |
| 17. inability to fall asleep
or stay asleep? | + 5 |
| 18. startling or upset at any reminder
of the disaster? | + 5 |
| 19. loss of ambition for the future? | + 5 |
| 20. loss of pleasure in usual activities? | + 5 |
| 21. loss of curiosity | + 5 |
| 22. persistent sadness or crying? | + 5 |
| 23. persistent headaches
or stomach aches? | + 5 |
| 24. hypochondria? | + 5 |
| 25. Has anyone in the child's immediate family been killed or severely
injured in the disaster (include severe injury to the child)? | |

If YES, + 15

How To Score and Use the Mental Health Checklist

Add the pluses and minuses for all questions that apply to your child. If your child scores more than 35, we suggest mental health consultation from your pediatrician or one of the services listed in the Mental Health Services section of this book. Take this book with you to the consultation.

A child who becomes preoccupied with death or is unusually accident prone, or who makes suicidal threats, should be taken for immediate consultation. We also recommend that any child who has been seriously injured or who has lost a parent, sibling or caregiver by death in this disaster have a preventively oriented psychological evaluation and/or brief therapy.

Who Wrote This Book?

The Children's Psychological Health Center, INC., a non-profit agency based in San Francisco, California, has developed this book to help you help your children following a disaster. For more information contact: The Children's Psychological Health Center, 2105 Divisadero St., San Francisco, CA 94115 (415) 474-0955; FAX (415) 749-2802. Other publications by The Children's Psychological Health Center include *My Tornado Story*, *My Earthquake Story*, *My Fire Story*, and *My Book About the War*, and a series of trauma related, guided activity workbooks for children, families and teachers coping with severe stress. We welcome your comments about this book.

Edward Oklan, M.D., M.P.H., is of Kentfield, CA. A Board Certified child and family psychiatrist and Assistant Clinical Professor of Psychiatry at the University of California, San Francisco, he founded the Pregnancy to Parenthood Family Center, a model non-profit program offering preventive mental health services to childbearing families and young children under stress. He specializes in preventive psychiatry and works with children, adults and families who have experienced severe psychological trauma.

Gilbert Kliman, M.D., is Director of The Children's Psychological Health Center, 2105 Divisadero Street, San Francisco, California 94115. He has 30 years of experience in psychological disaster response. He is the founder and former director of the nation's largest personal and community psychological disaster facility, the Center for Preventive Psychiatry in White Plains, New York. He is author of *Psychological Emergencies of Childhood*. Recipient of over 40 service and research grants and Editor of The Journal of Preventive Psychiatry, Dr. Kliman also wrote (with Life's Science Editor, Albert Rosenfeld) *Responsible Parenthood* which won an international literary prize for "world's best book concerning the well-being of children."

Anne Kuniyuki Oklan, R.N., illustrator is a nurse as well as a parent-child and family therapist. Along with Edward Oklan, M.D., she co-founded and co-directed PREGNANCY TO PARENTHOOD and served as its Infant Developmental Specialist.

Acknowledgement:

The Children's Psychological Health Center wishes to thank Harriet L. Wolfe, M.D. for her important contribution to the original disaster workbook, *My Earthquake Story*. Dr. Wolfe is Associate Clinical Professor of Psychiatry at the University of California, San Francisco. She is principal investigator on a Center for Disease Control project on psychological adaptation of physical trauma, and practices individual and family therapy in San Francisco.

A simple and straightforward guide that encourages healthy expression, learning and coping. Use it to help children, teen-agers and families overcome bad memories and fears.

**From The Children's Psychological Health Center,
2105 Divisadero St., San Francisco, CA 94115 (415) 474-0955**