

# MY BOOK ABOUT TERROR ATTACKS

*A Guided Activity Workbook for Children, Families and Teachers*  
A simple and straightforward guide to encourage healthy  
expression, learning and coping.

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# Guide for Parents and Teachers

## Introduction

This workbook will help parents and teachers help their children and students. If you are a teenager or a very good younger reader, you can use much of it by yourself. It will help children and adults to talk together about terrorism, war and peace. It has instructions for use with children from preschool through high school ages.

The Israeli society has been dealing with **tough and** stressful events for the past two years. We have witnessed a major escalation in violent acts since the beginning of Intifadat El Actza. This is a new kind of war in which we have no "front" and "rear". Israelis hear almost daily about terror attacks or their prevention, hear about the wounded, the dead, and about funerals. Many have had personal experiences or know someone who has. There is no foreseeable ending to this situation. Israelis all know that more terror attacks will come, but it is unknown where and when. This situation of living in the shadow of terror, the uncertainty about the future and the constant fear from terror attacks is a heavy burden for all of us.

To deal with these violent and complicated events, children need adult help. There is a risk from simply watching television images over and over, being inactive and overly frightened. This book's goals are for children to gain strength and learn more about their ideas and emotions about terrorism, war and peace. The authors want to help children to cope with worries or fears they have and help them think about ways they and other people can go about solving problems peacefully. Using this book can help change a possibly traumatic

situation into a constructive learning and coping experience. The book offers a guide and physical structure for children to organize and stimulate constructive thinking about the resolution of conflicts between peoples, with the help of their own families, teachers and classmates. The authors have had many years of professional and personal experience with national disasters, and children's reactions to them, beginning with research on children's reactions to the assassination of the American President Kennedy in 1963.

The guided activity workbook format is a simple and straightforward approach which uses an existing and well-studied psychological self-help method. The activity workbook encourages children to learn more about the facts of terrorism, war and peace, as well as their own feelings and values. Designed to be used with children of varying developmental levels, it includes a guide for parents and teachers and one for children. It has a journal to record ideas and feelings, a scrapbook to be used for the child's or parents' selection of a very few articles and pictures. We feel that it is better to encourage parents and teachers to limit the exposure to the media (especially of young children.) It is too intense and repetitive, raising the level of children's anxiety. The pictures in both on T.V. and in newspapers are very explicit and can be overwhelming if used in large numbers- especially because it has been going on for so long. We recommend an emphasis on drawings to make, color and discuss, a quiz about war and peace, suggestions for activities, a list of resources, a bibliography, and a children's mental health checklist to help identify those children needing more assistance. These guided activities can be used by children of various ages individually, with their families, in the classroom with groups of children, and by mental health professionals as part of therapy.

Giving Children Psychological "Hands" (TIKVA = HOPE)  
With Which to Work in a Crisis

(In Hebrew the translation of the H.A.N.D.S. can create the acronym for the Hebrew word HOPE = tikva }

The value of active coping is well known. During times of disaster or community upset like the war, children do better when they are given "H.A.N.D.S.". The term "giving children Hands" is an abbreviated way of saying children must be helped to "Honestly communicate, Actively cope, Network with peers and adults, in a Developmentally Specific manner." This workbook has been designed by parents and mental health professionals to help children develop a sense of being in control of their own emotions and learning in the face of crisis. When President Kennedy was assassinated in America, schools which encouraged immediate discussion of the crisis had children who functioned measurably better than children in schools which avoided discussion. Learning from his research in that disaster, Kliman (1968, 1980, 1995) designed a personal life history book approach (see [www.cphc-sf.org](http://www.cphc-sf.org)) which has been very effective when used with traumatized children in family crises. That approach is adapted here for use in the current national crisis. It is a method that has been used with success previously in large scale disasters: after the October 1989 earthquake in the San Francisco Bay Area (My Earthquake Story); the Santa Barbara Fire of June 1990 and the East Bay Hills Fire of October 1991 (My Fire Story); the devastating tornadoes in the spring of 1990 in the Joliet, Illinois, area (My Tornado Story); the massive flooding in the Midwest in 1993 (My Flood Story); the Gulf War in 1991 (My War Story), the Balkan War in 1999 (My Kosovo Story), **and the last terror attack on the twin buildings in New York and the Pentagon in Washington on**

**September 2001.**

The current acts of terrorism and war can serve as a developmental crisis for children, a catalyst which can stimulate learning and growth. Or the terrorism can be a stress, creating doubt and insecurity. Children need a network of helpers to give them strength to struggle with issues of terrorism, war and peace.

Terrorism and war occur when people and nations believe they can't solve their problems without violence. The survival of our world depends on all of us thinking about how people and countries can cooperate better and talk to each other instead of fighting. All of our futures may depend on whether we and our children struggle thoughtfully with these issues.

This workbook is carefully designed to give psychological first aid to both you and the children you know, love and teach. You are going through a great stress, just as your own children and school students all through the nation are. Your idea in using this book is probably the same as ours. You want to try to help children change a possibly chaotic and traumatic situation into a structured learning and coping experience. Children's fears can be managed if you pursue shared adult and child activities that promote discussion and the building and organizing of knowledge.

### 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 this terrorism and war is an important moment in history. It is a time the child's family and whole world will remember. He or she can be part of history. He or she can help make a record of it with this workbook. Perhaps years later people will discover this workbook, and it will help them understand more about what happened.
4. Be flexible in your work with your child. Working on this book may take several weeks. 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. It is usually best not to work on the book right before bedtime.
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.
6. To Therapists: Our view is that severe stressors are best healed by gaining skills and perspective, by going on with life, and by putting the events in a context. There should never be an insistence on endless review of the most painful memories. See the Scientific Bulletin of February 1999 on [www.cphc-sf.org](http://www.cphc-sf.org) for our senior author's "Unifying New Theory of Posttraumatic Stress Disorder". Note how important it is to help stressed children see and remember their worlds broadly rather than only through the narrow perspective of repetitive traumatic memories.

## The Youngest Children

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

A sense of family caring, thinking and working together on mental and emotional tasks is a help to babies and toddlers in stressful times.

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

## Preschool and Kindergarten Children

If your child or student 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 your child. But you can substitute simpler words he or she would understand. 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 help a preschool or kindergarten child do the drawings. Write down his or her answers to questions and lead-on sentences. Act as an interested reporter-secretary, trying to draw your child out while giving encouragement. Write exactly what he or she has to say without changing the grammar. Take your time. Don't insist on the child answering. It may be enough for him or her to know that you think the topic can be shared in words instead of his experiencing his or her fears and fantasies alone.

## Middle Childhood

If your child is between the ages of 6 and 11, try using most of the book. You may be surprised at how much of it your child can understand. Allow him or her to set the pace. Gently try to work through all of the sections over a period of several days or weeks, 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 him or her to use only a few clipping



from newspapers and magazines (**pictures and articles -help him or her choose**). Help him or her paste them in to make the workbook into a scrapbook.

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

Some children may work on the book on and off as they get stronger. Children very close to a disaster or tragedy may take weeks and sometimes even months, and will be able to complete a difficult section only at a later date.

### Eleven Years and Older

Most children over age 11 will want to work on the book on their own, but we recommend you participate and give your assistance at times. These children 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 get back to a normal life! Be available to serve as a barrier against overwhelming fear, a sounding board and resource for your child or teenager, helping to find information and answering questions. Share your own reactions in words and with caring, protective actions. Try to avoid seeming incapable, numb, silent, unavailable or retreating emotionally.

### If You Were Bereaved, or If a Family Member was Injured

Your children may benefit from brief preventive consultation. Help is available through support groups and mental health services. Services are listed under "Mental Health" or "Social Services" listings in your local Yellow Pages. Also helpful may be your local Psychiatric Society or Psychological Association. See [www.cphc-sf.org](http://www.cphc-sf.org) and

[www.aacap.org/publications/factsfam/](http://www.aacap.org/publications/factsfam/) and see our resource list at the back of this book for more information.

### For You, the Adults and Older Teenagers

Even adults may find that using this book can help them understand better and cope better with their experiences. You can 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 terror attacks" questions, the end of the book has a reading list for children and adolescents and a list of helpful resources. 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 during terrorism, a conventional war or other disaster, and where to get help when you or a child needs to be emotionally fortified.

Older children and teen-agers as well become more clingy, dependent or angry if they have been over-stressed by traumatic events. Try to be moderate and to accept such behavior.

### For Use As a Family

One very helpful way of using the book involves parents, brothers and sisters working together. The sooner you begin to do this, the better.

Each child can individually work on the same questions (each from his own workbook or on a separate piece of blank paper). Add the pages all together in one family project "Our Book

About Terror Attacks". When many children all work on one book, contributing their own reactions, each should sign his or her own name to the entries. Engaging in a "shared remembering" with adult leadership can help your children feel safer as they work on a joint project under your direction. This can also help bring your family closer together.

### Use by Teachers

Teachers can use *My Book About Terror Attacks* 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 encourage learning more about war and peace and 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, use the *Children's Mental Health Checklist* at the end of the book. Consultations are available to schools by School Psychologists and School Counselors.

### Use by Mental Health Professionals

Therapists can use *My Book About Terror Attacks* in individual, family or group sessions as a supplement to treatment for children or adults with Post Traumatic Stress Disorder, Depression, or Adjustment Disorders due to personal traumas experienced as a result of an attack. Assistance for mental health professionals and agencies in the distribution and use of this book is available from The Children's Psychological Health Center, Inc. Visit our website <http://www.cphc-sf.org> for contact information.

## 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.

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 mastering their worries. The pictures can then be used as starting points for open-ended discussions about the events pictured.

Adults and children who are "overwhelmed" with sadness, flashbacks, memories, and anxiety, who startle easily, or have insomnia or nightmares may find the process of coloring images of the experience helpful. We suggest they start with the illustrations furthest from their own experience and gradually work up to those closest to their own experience.

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

The illustrations can also be used as topics for discussion. This can be an aid in remembering and re-experiencing for those children who remain emotionally numb or have some trouble putting their fears into words. 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 scene would look like when there is peace again.

## Guide For Children And Teenagers

### Why Learn About Terror Attacks?

Acts of terror and war have occurred throughout history and all over the world. Knowing about **terror attacks** may help you understand more and feel safer. In attacks, wars and other disasters people can be helped by more understanding and by talking to others about their worries. That way you can stay more in control of your feelings. Maybe some of your ideas can help people learn to live in peace in the future.

### About War

War is a terrible thing. People get hurt and killed, and homes, schools and buildings destroyed. Pollution from wars, like oil spills, smoke from big fires or nuclear fallout can damage the Earth's future. Men, women and children can be harmed by crashes, explosions, bombs, missiles, bullets, poison gas, germs, radiation and other weapons. And many people can be frightened.

Sometimes the leaders of our country have to make a very hard choice. They may have to decide that our armed forces must fight a war, even though it is so terrible, because of some very important reasons. They have the job of deciding if those reasons are important enough to risk people's lives.

**Sometimes there is no choice and we have to defend ourselves from attacks of other countries. In the current war we have to protect ourselves from attacks of terrorists.**

Many children have a parent, other family member or friend who has died or been injured. These children may be very worried and miss someone very much.

Sometimes children have trouble studying, sleeping, or have bad dreams during a disaster or war. They might be afraid to go to school, or have headaches or stomach aches because of their worries. They may have trouble paying attention at school and might not even know that their minds are thinking about terror attacks instead of school work. They might feel sad and cry easily and want to be very close to their mom or dad. They might feel angry and get into trouble or fights because they are so worried. **Children can feel very unsafe.** They may miss someone they love and worry that something bad will happen to them. They may have been very sad if something bad did happen.

Some children might not even know that they are worried about the attacks and wars. They may have trouble thinking about what has happened. Other children may think about bad things that they would rather not think about at all, especially when they are reminded by the news on the radio or TV or even when they see guards, soldiers, police officers or rescue people.

But it is also normal not to get too upset. A lot of children do not get worried much at all and stay pretty happy.

## About Terrorists

Terrorism is widespread in the world. It is **an extreme way of use of violence to make a political or religious point**. Terrorists hide and then surprise people by using bombs or other ways of harming people, instead of using soldiers to fight another country's soldiers. They may try to destroy very important buildings or landmarks, like **what happened in the U.S.** - the World Trade Center in New York and the Pentagon in Washington, D.C. They may also kill people who are not in the military. This makes it hard to fight back because **we do not always know who is responsible for the terror attacks, and even if we do know, it is hard to fight those who are responsible without hurting civilians who are not involved in terror.**

"Terror" means "fear and helplessness". Terrorists are people who try to make other people so scared that they will do what the terrorist wants. They are like bullies who try to hurt other kids to get their way. Usually terrorists **feel that they** have a reason for wanting to do this. It can be for jealousy, revenge, or to control the people they are frightening. They make people afraid by shooting into crowds, attacking people in buildings with bombs and crashing into them with trucks or airplanes.

**Currently in Israel we are witnessing an unprecedented wave of terror. Terrorists are using a new way - of suicide murderers. A suicide terrorist is a person who wants to kill as many people by exploding him or herself in a crowd of people. A suicide murderer does not make a difference between civilians and soldiers. These terrorists are trying to kill as many people as possible - including children women and children.**

## Being Strong in the Face of Terror

We already have some heroes who were very strong in the recent **wave of** terror. Some guards in restaurants and some bus drivers were alert and spotted terrorists (suicide bombers) **in time** and saved many people's life. Our police officers and soldiers are doing a very important job of protecting us. They were able to stop some of the planed terror attacks before they were carried out.

To be strong in the face of terror, certain things can help. It helps for children to think about the feelings and ideas they have about the news, war and peace. War happens when people and nations can't solve their problems without fighting. It is helpful for children to deal with their fears and also to think about how people and countries can cooperate better and talk to each other instead of trying to frighten and fight with each other.

There are a lot of questions to think about, but conquering fears and gaining peace are not quick or easy. Grownups and children must think hard about it and work hard for strength and for peace. That's the only way that our world will be a safer and happier place.

Why are there suicide terrorists?

**It is hard to even start an explanation to this question. Why do people choose to kill themselves in order to kill as many innocent civilians? We can not give a good answer in this book. We will just mention that religious perceptions, social atmosphere, and life conditions may play a part here. The history of nations in the regions called The Middle East is very complex. The last decades in Egypt, Syria, Jordan, Lebanon, Israel and the Palestinian Authority are packed with wars and terrorism. The current suicidal terrorist attacks are not as unusual for people in the region as the Sep. 11<sup>th</sup> attack for New Yorkers. The accumulation of terror is more extreme and longer, but not**



as "out of the blue". Israelis and Palestinian people with different political views give totally different meanings to the same events, and feel very strongly that they are right. Those strong feelings have promoted a sense that peace is far away. Recent history includes efforts by the United Nations, and peace processes as far away as Camp David in the United States in 1993 and Oslo, in Norway in 2000. All of these efforts have failed so far.

### 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 help others during a war. And maybe you can learn more about how to cooperate and solve problems without fighting.

Using this book may help you 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 has 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 maybe 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 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

mainly to hold personal photos and essays, including especially about good things that people did for you and others. 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 share what you have learned. To learn even more about overcoming terrorism, stopping war, helping peace efforts, helping survivors, our armed forces, the United Nations, or the Middle East, go to your local library and use the reading list at the end of this book.

# MY BOOK ABOUT TERROR ATTACKS

Here's a Photo or Drawing of Me:

# My Book About Terror Attacks

BY: \_\_\_\_\_ (My Name)

I started this book on: \_\_\_\_\_.

I finished this book on: \_\_\_\_\_.

\_\_\_\_\_ helped me to write this book.

Who I Am

I am a \_\_\_\_\_ with \_\_\_\_\_ sisters and \_\_\_\_\_ brothers.

Usually I live at \_\_\_\_\_ in \_\_\_\_\_

The people who usually live with me are:

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My address is: \_\_\_\_\_

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My telephone number is: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Some things I like to do are:

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More Information

**Additional information in case of a disaster/emergency.**

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 I 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:

My brother's and sister's names are:

NAME	AGE	ADDRESS	TELEPHONE
			( ) ____-____
			( ) ____-____
			( ) ____-____

My best friend's names are:

NAME	AGE	ADDRESS	TELEPHONE
			( ) ____-____
			( ) ____-____
			( ) ____-____

Some of my family or friends who experienced a terror attack:

NAME	AGE	ADDRESS	TELEPHONE
			( ) ____-____
			( ) ____-____
			( ) ____-____

## Intifada El Actza

In October 2001 Intifada El Actza started, and since then we are dealing with the escalation of violent terror attacks on innocent civilians, **and of counter reactions.**

Since I was born on \_\_\_\_\_, 19\_\_\_\_\_, at the time of the beginning of the Intifada Eel Actza I was \_\_\_\_\_years and \_\_\_\_\_months old.

So that I can remember exactly when all this begun, I will write some of the other things that I can remember about that time.

The season was: \_\_\_\_\_.

Other important things that were happening around that time were:

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## My Personal Story

**Now, here's my personal story, about things that I might be the only one to know about one of the terror attacks. This is the terror attack that influenced me the most):**



I will never forget this terror attack because: \_\_\_\_\_

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Where I Was

**At the time of the** terror attack, I was \_\_\_\_\_

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Who I Was With

I was with: \_\_\_\_\_

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What I Was Doing

I was: \_\_\_\_\_

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What I Felt, Heard, And Saw

The first thing I heard about this terror attack was: \_\_\_\_\_

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The first thing I saw was: \_\_\_\_\_

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At first, I felt: \_\_\_\_\_

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Here is a drawing of the most frightening thing I saw:

Then, I heard and saw: \_\_\_\_\_

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The strangest thing I saw was: \_\_\_\_\_

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The most frightening thing I saw was: \_\_\_\_\_

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The saddest thing I saw was: \_\_\_\_\_

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The best thing that happened was \_\_\_\_\_

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Here is a picture of where I was when **at the time of this terror attack**

# What I Have Been Thinking About

When I first heard about this terror attack I felt:  
Circle all the words that fit

afraid	my heart beat hard	proud of rescue forces
numb	sick to my stomach	frightened
excited	I wanted to help the people	sad
angry	puzzled by why they did this	I wanted revenge

At first, what I was worried about was: \_\_\_\_\_

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After the terror attack, I saw some bad things. I saw: \_\_\_\_\_

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\_\_\_\_\_ and I thought about: \_\_\_\_\_

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Later I saw: \_\_\_\_\_ and I thought  
about: \_\_\_\_\_

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Here is a drawing of what I was worried about:

Sometimes moms and dads worry about terror attacks. **In my family**\_\_\_\_\_

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Some of the bad things that happened in my family because of this war are:

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Some of the bad things that happened to other kids who are friends of mine or to grownups that I know are: \_\_\_\_\_

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

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

How I felt about this is: \_\_\_\_\_

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Now that it has been awhile since the terror attacks started, I feel:

(Circle all that are true)

Sad	happy	lonely	angry at myself
Afraid	bad	alert	angry at _____
Relieved	sick	helpless	my heart beat fast
Glad	numb	sweaty	sorry for others
mixed up	clear minded	sorry for myself	watching out for danger

The phrase terror attack (Pigoim) makes me feel

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When I hear the phrase terror attack I think about

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The way terror attacks changed my family and my daily  
life \_\_\_\_\_

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## About My Dreams

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

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Today is \_\_\_\_\_, 20\_\_\_. Since the beginning of the Intifada I have had \_\_\_ dreams I can remember. Here is the story of the worst one. I had it on or about \_\_\_\_\_, 20\_\_:

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Here is a drawing of a scene from the worst dream:

Here is the story of the best dream I've had since the begging of the Intifada. I had it on  
or about \_\_\_\_\_, 2001:

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Here is a drawing of a scene from the best dream:

## Other Terror Attacks I Know of

Every time there is a terror attack we get to know what happened from the media: radio, television and newspapers.

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

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Here's a true story about some things I know that people did to help each other during the attack: \_\_\_\_\_

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

When I see the pictures on TV, my feelings are: \_\_\_\_\_

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Terror attacks are terrible. Many people **are killed** and others **get injured**. I heard of a terror attack in a place called: \_\_\_\_\_

One thing I heard about that place was: \_\_\_\_\_

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Here are some things I saw, heard or read about that happened in other places:

In \_\_\_\_\_

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In \_\_\_\_\_

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In \_\_\_\_\_

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I heard of terror attacks in other parts of the world

In \_\_\_\_\_

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In \_\_\_\_\_

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In \_\_\_\_\_

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In \_\_\_\_\_

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The Awful Part For Me

For me the worst thing about terror attacks is: \_\_\_\_\_

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Here's a story about someone who was hurt or killed: \_\_\_\_\_

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Here's a true story about someone whose mom, dad, brother, sister, or relative was present in a terror attack: \_\_\_\_\_

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This is how I found out about these things: \_\_\_\_\_

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The worst feeling I had was: \_\_\_\_\_

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

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### More About Problems and Worries

My biggest problems or worries now are: \_\_\_\_\_

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Some people who I can talk to about these are: \_\_\_\_\_

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This is what I'd most like help with: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here's a drawing of me going to someone for help or helping someone else.

## Newspaper Clippings

Save some newspaper clippings about what has happened. Suggestion: Use the next pages to collect them.

## Newspaper Clippings

## Newspaper Clippings

## Memories

**This section is** for children and teenagers who find themselves thinking about or remembering things about terror attacks, without wanting to remember. It may also help children who are having trouble thinking about terror attacks at all. Sometimes children remember things that upset them or made them feel good. Sometimes they can't remember much at all about what went on.

Today's date is \_\_\_\_\_, 20\_\_\_\_\_.

The part I most hate to think about terror attacks is:

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The time of day it usually comes to my mind is: \_\_\_\_\_

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Things that make me think about this are: \_\_\_\_\_

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

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The part I can't remember too well is: \_\_\_\_\_

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Here is a drawing of what I most hate to think about  
terror attacks:



## Relatives in the military service in the occupied territories:

This section is for children and teenagers who have a brother/sister who serve in the military, in the occupied territories.

My sister/brother's (mark the appropriate) name is \_\_\_\_\_  
She/He serve in the IDF since \_\_\_\_\_ at \_\_\_\_\_  
\_\_\_\_\_ -unit. He/She returns home every \_\_\_\_\_  
\_\_\_\_\_

When I think of him/her I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I would like \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following section is for children and adolescents who's father/brother was called to a reserve serve in the occupied territories since the beginning of the Intifada:

\_\_\_\_\_, who is my \_\_\_\_\_ is \_\_\_\_\_ years old . He was enlisted for the military action.

The first thing I thought when I heard that he was enlisted was \_\_\_\_\_  
\_\_\_\_\_

I felt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When he was away I wanted \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What helped me during the time he was away was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Here is a drawing of us saying goodbye before he left:**

When he came back home \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I felt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Since he returned I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

His military service influenced me \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

From what he told me about his service what impressed me the most was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Terror Attacks, War and The Future

Here's my idea of why terror attacks and war happens: \_\_\_\_\_

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(Turn to the quiz at the back of the book for some information about war and peace.)

Here are some things people can do to keep from getting hurt in a terrorist attack or war: \_\_\_\_\_

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Here are some ideas about how to prevent terrorist attacks or wars:

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This is what I think we should do now: \_\_\_\_\_

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Here are some ways that I can solve problems in my own life without fighting:

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Here are some things to do if a bully wants to take something that doesn't belong to him or wants to fight: \_\_\_\_\_

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Here are some ways I can learn to share better with my family and friends:

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Here are some of my own questions: \_\_\_\_\_

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### Helping People with Big Troubles

Here is what we can do right now to help people who are worried about a family member or friend or about Terror Attacks: \_\_\_\_\_

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Here are some ideas about what to do when you are very angry at someone:

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Here are some ideas about what to do when someone is very angry with you and wants to fight: \_\_\_\_\_

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### Things We Can Do

Here is a list of things we can do at school about terrorism and war:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Here is a list of things we can do at home about terrorism and war:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

My Ideas for Other Things to Do

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More Things to Do

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

1. You, your family and friends could write letters to families of the victims of terrorism and to men and women in rescue forces, fire or police departments and the armed forces. You could also send them packages of gifts.
2. You could write your Knesset member, city mayor or the President about your ideas about terrorism and war.
3. If you are old enough, you could volunteer to help at a "Magen David Adom" (Ambulances, paramedics) or other relief agency. By helping others we can feel better.

4. You could paint a mural about terror attacks with your family or friends.
5. You could have a fundraiser for our soldiers, their families or victims of terrorism. One example is an art show. Your friends could show your drawings about terror attacks or about peace. Charge admission and send the money to organizations that support victims or their families.
6. You could write a report for school about terrorism or war, peace or the Middle East or hold a debate at school.
7. You could organize a march to support our armed forces or to protest, depending on what you think is right.
8. Besides completing this book, you could keep a daily journal describing your feelings about terror attacks and about what happened.

Watching T.V.

Television is an excellent way to gather information about these important events. It can also be overwhelming, especially for younger children watching without adults. Remember that you always have to choice to turn it off and go somewhere and do something else.

In the spaces below, list some of the things you can do instead of T.V. Use this list when you turn off or walk away from the T.V.




## T.V. - Fact or Fiction?

It's hard to remember sometimes that not everything we see and hear on television is a fact - even in news reports. It is a blend of facts, guesses, and opinions. If you watch T.V. and pay close attention you will hear about things which have really happened and about the other things which might have happened or might happen in the future. It can be confusing trying to tell the difference.

Watch a news broadcast with your parent(s) or another adult. Use the following sheets to make tally marks about the things that you hear and see. Share your page with the adult and have a conversation about what you discovered.

CHILDREN'S DATA		
FACT	GUESS	OPINION
PARENT'S DATA		
FACT	GUESS	OPINION

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Things that we learned from gathering this information:


## Empathy

Empathy is your ability to imagine yourself "in another person's shoes." What do you suppose child of your same age in another part of the world is thinking about **terror attacks in Israel**? Take a few moments and write your guesses below.

### **A CHILD IN THE U.S.A.**


### **A CHILD IN EUROPE**


### **A CHILD IN JORDAN**


## A CHILD IN SYRIA


## A PALESTINIAN CHILD


For information on what children from these and other places in the United States and the world think, check out the following website:  
<http://www.timeforkids.com>

## Children's Mental Health Screening Checklist

FOR PARENTS TO CONSIDER SEVERAL WEEKS AFTER THE ATTACK -  
TO HELP DECIDE IF A CHILD IS IN NEED OF MENTAL HEALTH SERVICES

For each 'yes' answer circle the score

QUESTION	SCORE
1. Has the child had more than one major stress within a year before the war, such as a death in the family, a divorce, or a major physical illness?	5
2. Does the child have a network of supportive, caring persons who continue to relate to him daily?	-10
3. Does the child have a family who was at the scene of the attack?	5
4. Was the child near the scene of the attack?	10
5. Is the child showing increasingly severe disobedience or delinquency?	5
<b>HAS THE CHILD SHOWN ANY OF THE FOLLOWING AS NEW BEHAVIORS FOR MORE THAN THREE WEEKS AFTER THE ATTACKS ON AMERICA BEGAN?</b>	
5. nightly states of terror?	5
6. waking from dreams confused or in a sweat?	5
7. difficulty concentrating?	5
8. extreme irritability?	5
9. loss of previous achievements in toilet training or speech?	5
10. onset of stuttering or lisping?	5
11. persistent severe anxiety or phobias?	5
12. obstinacy?	5
13. new or exaggerated fears?	5
14. rituals or compulsions?	5
15. severe clinging to adults?	5

16. inability to fall asleep or stay asleep?	5
17. startling at any reminder of the disaster?	5
18. loss of ambition for the future?	5
19. loss of pleasure in usual activities?	5
20. loss of curiosity	5
21. persistent sadness or crying?	5
22. persistent headaches or stomach aches?	5
23. hypochondria?	5
24. Has anyone in the child's immediate family been killed, injured or is missing?	10
25. Has the child needed mental health service in the past?	10
TOTAL	

#### 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 45, we suggest mental health consultation from your pediatrician or one of the services listed in the Mental Health Services section of your Yellow Pages. 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 lost a parent, sibling or caregiver by death in this war have a preventively oriented brief therapy.

## Quiz

1. When did Intifada El Actza start?
  - a. September, 2001
  - b. March, 1999
  - c. October, 2001
  - d. February, 1998
  
2. What can I do?
  - a. read this workbook and do the exercises
  - b. watch TV with my parents, discuss what I see with them, and ask questions
  - c. treat my friends with care and respect
  - d. all of the above
  
3. What is terrorism?
  - a. a kind of movie, usually rated "R"
  - b. a type of religion
  - c. an act of violence to make a political or religious point
  - d. a belief of most people in the Middle East
  
4. How many people were killed in Israel in Terror Attacks since the beginning of Intifadat El Actza?
  - a. 100-200
  - b. 200-300
  - c. 300-400
  - d. 400-500
  - e. more than 600
  
5. Some ways to get over feeling bad during a disaster like a war include:
  - a. Talking about feelings to someone you can count on to listen
  - b. Helping others.
  - c. Try to remember what happened during and after the attack and writing it down

- d. Thinking about good things that happened in your past and recently.
  - e. All of the above
6. Who can you talk to if you are scared?
- a. your teacher
  - b. best friend
  - c. your parents
  - d. of the above
7. What can I expect to feel during a big disaster such as the terrorist attack on 9/11/01?
- a. Fear for my own safety and the safety of others
  - b. Remembering fearful scenes when I don't want to
  - c. Trouble sleeping
  - d. Grouchiness
  - e. Loss of confidence in the future.
  - f. Bad dreams
  - g. Trouble paying attention at school.
  - h. Temporary babiness.
  - i. A strong desire to be helpful to other people.
  - j. A strong curiosity about how to stop the war.
  - k. All of the above.
  - l. a, f, and i
8. What do Palestinians call a suicide bomber?
- a. a Palestinian
  - b. pokimon
  - c. shahid
  - d. kamikazi
  - d. mohtar
9. What one has to do when they see a suspected person?
- a. ignore
  - b. call the police (100)



- c. ask the person if he is a terrorist
- d. report to a security guard
- e. b+ d are correct

10. How many Palastinians live in the west bank?

- a. less than a million
- b. 1-2 million
- c. 2-4 million
- d. more than 5 million

Answers. 1: a. 2: e. 3: e. 4: e. 5: e. 6: e. 7: k. 8: c. 9: f. 10: d.

Make up your own questions and test your parents or friends:

Question: \_\_\_\_\_  
\_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Question: \_\_\_\_\_  
\_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Question: \_\_\_\_\_  
\_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Question: \_\_\_\_\_  
\_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Question: \_\_\_\_\_  
\_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## Resources, Relief and Mental Health Services

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

List your local Mental Health Agencies:

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### Emergency Numbers:

Police:	100
Magen David Adom (Ambulances):	101
Fire Department	102

### Emergency Lines

**ER"AN**= Psychological first aid 1201 (The Hebrew edition will include phone numbers of this organization in the major cities, and of hotlines in Russian and in Arabic).

**Nat"al** – Emotional and social assistance to trauma victims of the Arab Israeli conflict. See more details at: [www.natal.org.il](http://www.natal.org.il)

Open line Sun-Thu. 10:00-20:00. Phone: 1-800-363363.

**Maytal Institute:** Is an Israeli mental health institute specializing in stress and trauma.

[WWW.maytall.co.il](http://WWW.maytall.co.il)

**Yesha Resiliency Center:** [www.forumyesha.org.il](http://www.forumyesha.org.il)

**The Community Strees Prevention Center:** [www.icspc.org.il](http://www.icspc.org.il)

**A Hotline for women in the settlements:** (02) 5716160.

Avnet: An organization for the assistance of families of victims of terror acts: (02) 6246738.

## Suggested Reading List

Want to know more about war and the Middle East? See the The Encyclopedia Britannica or World Book Encyclopedia articles on Iraq, Kuwait, Saudi Arabia, Israel, war, and peace or peace movements. Also, check the card catalog of your school or public library under these subjects. You could also read any of the books listed below.

## Suggested Reading List

(The following are books in Hebrew)

1. Klingman A., Raviv A. and Shtein B., (2000) Children in Stress and in Emergencies: Characteristics and Psychological Interventions The office of Education, SHEFI.
2. Klingman A. Psychological Intervention in a time of a disaster, The Office of Education, SHEFI.
3. Raviv A., Klingman A., and Horovitz M., (1980) Children in Stress and Crisis Otzar Hamore.
4. Aylon O., Lahad M., (1990) Living on The Border – emaculation and coping in Stress of violence and safety dangers Nord – Haifa.
5. Lahad M., Aylon O., (1995) Life and Death Nord – Haifa.

### **The following referemces are also included in the Hebrew version**

Aaseng, Nathan. *The Peace Seekers: The Nobel Peace Prize*. Lerner Publications, 1987.

Carlsson-Paige, Nancy and Diane Levin. *Who's Calling the Shots? How to Respond Effectively to Children's Fascination With War Play and War Toys*. New Society Publishers, 1990.

*Children of the World Series*. Gareth Stevens Publishing.

Copeland, Paul. *The Land and People of Jordan*. Lippincott, 1972.

\_\_\_\_\_. *The Land and People of Syria*. Lippincott, 1972.

Drew, N. *Learning the Skills of Peacemaking*. Slawson, 1988.

Durell, Ann and Marilyn Sachs (eds.). *The Big Book for Peace*. Dutton Children's Books, 1990.

- Embry, Dennis. *Someone in My Family Went Off to the Middle East*. L&D Publications, 1990.
- Families the World Over Series*. Lerner Publications.
- Feinstein, Steve. *Israel In Pictures*. Lerner Publications, 1989.
- Fry-Miller, Kathleen and Judith Myers-Walls. *Young Peacemakers Project Book*. Brethren Press, 1988.
- \_\_\_\_\_. *Peace Works Young Peacemakers Project Book II*. Brethren Press, 1989.
- Goldston, Robert. *The Sword of the Prophet. A History of the Arab World from the Time of Mohammed to the Present Day*. Dial Press, 1979.
- Gordon, Eugene. *Saudi Arabia in Pictures*. Lerner Publications, 1989.
- Harper, Paul. *The Arab-Israeli Issue*. Rourke Enterprises, 1986.
- James, Ian. *Israel*. F. Watts, 1990.
- Judson, Barbara. *A Manual on Nonviolence and Children*. New Society Publishers, 1984.
- Kliman, G. "Oedipal Themes in Children's Reactions to the Assassination of President Kennedy," in Wolfenstein and Kliman, *Children and the Death of a President*, Doubleday, New York, 1965.
- Kliman, G. *Psychological Emergencies of Childhood*. Grune and Stratton, New York, 1968
- \_\_\_\_\_. *The Open Family Series (Consultant Editor, with Sarah Bonnett Stein, author)*. A series of five books entitled *About Dying, Making Babies, That New Baby, A Hospital Story, and About Handicaps*, Walker Publishing Co., New York, 1974.
- \_\_\_\_\_. "Death in the Family--Its Impact on Children," Terry Friedman Klein Memorial Lecture. Behavioral Sciences Tape Library, Leonia, New Jersey, 1974.
- \_\_\_\_\_. "Death of a Parent Occurring During a Child's Analysis," in *Trauma: Monograph V of the Monograph Series of the Ernst Kris Study Group*, New York, 1974.
- \_\_\_\_\_. "Preventive Measures in Childhood Bereavement," in Linzer, N. *Understanding Bereavement and Grief*, Yeshiva University Press, New York, 1977.

- \_\_\_\_\_ "Childhood Mourning: A Taboo Within a Taboo," in Gerber, I., Wiener, A., Kutscher, A., et al., *Perspectives on Bereavement*, MSS Information Corporation, New York, 1979.
- \_\_\_\_\_ "Facilitation of Mourning During Childhood," in Gerber, I., Wiener, A., Kutscher, A., et al., *Perspectives on Bereavement*, MSS Information Corporation, New York, 1979.
- \_\_\_\_\_ "Death: Some Implications in Child Development and Child Analysis," in *Advances in Thanatology*, Vol. 4, No. 2, Arno Press, New York, 1980.
- Kliman, Gilbert and Rosenfeld, Albert *Responsible Parenthood*. Holt, Rinehart and Winston, 1980.
- Lewis, Barbara. *The Kid's Guide to Social Action*. Free Spirit Publishing, 1991.
- Lye, Keith. *Take a Trip to Saudi Arabia*. F. Watts, 1984.
- \_\_\_\_\_. *Take a Trip to Syria*. F. Watts, 1988.
- Mansfield, Sue. *Some Reasons for War*. Crowell, 1988.
- Meltzer, Milton. *Ain't Gonna Study War No More: The Story of America's Peace Seekers*. Harper and Row, 1985.
- Peifer, Jane. *Good Thoughts About People*. Herald Press, 1985.
- Pirtle, Sarah. *An Outbreak of Peace*. New Society Publishers, 1984.
- Prutzman, Priscilla et al. *The Friendly Classroom for a Small Planet*. New Society Publishers, 1984.
- Scholes, Katherine. *Peace Begins With You*. Little, Brown, 1990.
- Smith, Samantha. *Journey to the Soviet Union*. Little, Brown, 1985.
- Worth, Richard. *Israel and the Arab States*. F. Watts, 1983.

For Younger Children

- Golenbock, Peter. *Teammates*. Harcourt Brace Janovich, 1990.
- Morris, Ann. *Bread, Bread, Bread*. Lothrop, Lee and Shepard Books, 1989.

\_\_\_\_\_ Hats, Hats, Hats. Lothrop, Lee and Shepard Books, 1989.

\_\_\_\_\_ On the Go. Lothrop, Lee and Shepard Books, 1990.

\_\_\_\_\_ Loving. Lothrop, Lee and Shepard Books, 1990.

\_\_\_\_\_ When Will the Fighting Stop? A Child's View of Jerusalem.  
Atheneum, 1990.

Dr. Seuss. The Butter Battle Book. Random House, 1984.

Swope, Sam. The Araboolies of Liberty Street. Potter, Books, 1989.

6.



## Who Wrote This Book?

The Children's Psychological Health Center based in San Francisco, California, has assembled a team of child and adult specialists to help you help your children following this attack on our nation. For more information see [www.cphc-sf.org](http://www.cphc-sf.org) or call Edith Lee at 415.474.0955. Our other guided activity publications include *My Fire Story*, *My Tornado Story*, *My Earthquake Story*, *My Flood Story*, *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.

Gilbert Kliman, M.D., is Founder and Director of The Children's Psychological Health Center, a nonprofit organization, and its division, The Children' Psychological Trauma Center. A Fellow of the American Academy of Child and Adolescent Psychiatry, he has 40 years of experience in psychological disaster response, beginning with his studies of interventions with children following the assassination of President Kennedy. He founded what is now the nation's largest personal and community psychological situational crisis service, the Center for Preventive Psychiatry in White Plains, New York. Author of *Psychological Emergencies of Childhood*, he has been the recipient of over 40 service and research grants. He was the 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 being the "world's best book concerning the well-being of children." Dr. Kliman has given testimony concerning child trauma in ten states and in Federal courts. His TV appearances concerning stressors and national disasters include *The Barbara Walters Show*, *20/20*, *Straight Talk*, and numerous news programs for San Francisco stations. Dr. Kliman teaches at The San Francisco Psychoanalytic Institute. He founded and directed the Foster Care Study Unit at Columbia U. College of Physicians and Surgeons, where he developed controlled studies showing the effectiveness of The Personal Life History Book method. His bibliography is on [www.cphc-sf.org](http://www.cphc-sf.org). His email is

gil.kliman@cphc-sf.org. Edward Oklan, M.D., M.P.H., is Director of FAMILY DEVELOPMENT CONSULTANTS of San Anselmo, 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 has a busy forensic and clinical practice, specializing in work with children, adults, and families who have experienced psychological trauma, or suffer from mood, anxiety, and attention deficit disorders. He is also an expert in the use of SPECT neuro-imaging in the diagnosis of psychiatric disorders in adults and children. You can email Dr. Oklan at edoklanmd@hotmail.com.

Anne Kuniyuki Oklan, R.N., CPCC illustrator, is a psychiatric nurse and certified professional personal development and A.D.D. coach. Along with Edward Oklan, M.D., she co-founded and co-directed PREGNANCY TO PARENTHOOD. She can be reached at akoklan@hotmail.com.

Harriet Wolfe, M.D., worked on the original disaster workbook, called MY EARTHQUAKE STORY, and advised on the current workbook. Associate Clinical Professor of Psychiatry at the University of California, San Francisco, she is a psychoanalyst in private practice, and President of The San Francisco Psychoanalytic Institute and Society.

Merav Milo, Ph.D., worked on the adaptation of "My Book on the Attack on America" to the Israeli reality, and its translation to Hebrew. She completed her internships in clinical psychology in California, U.S.A, working with children and adolescents.

Helen Maor, illustrator, collaborated with Dr. Milo.

The authors and the Children's Psychological Trauma Center would also like to thank Dave

Nettell for his important contributions to this work. Mr. Nettell is an educational consultant in private practice working primarily with schools in the areas of team-building and problem-solving. Through his foundational work with young people, teachers, and parents -- developing and practicing the skills of trust-building, healthy risk-taking, and cooperation -- he is hopeful that the underlying issues which have brought us to this tragedy will not carry over to future generations. For more information, see his website: [www.cooperativeadventures.com](http://www.cooperativeadventures.com)