

MY STORY ABOUT THE SCHOOL SHOOTINGS

**A GUIDED ACTIVITY TEXTBOOK
FOR SCHOOLS, TEACHERS, CHILDREN, FAMILIES, AND
CAREGIVERS**

A simple and clear guide to encourage mental health, creative expression, learning, and coping for all those who have been affected by mass shootings and violence in schools and other places.

Use it to help children, teenagers and families overcome bad memories, fears, and worries.



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**A Guided Activity Workbook for Children’s Mental Health
from
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A nonprofit agency**

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First Edition

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INTRODUCTION

School shootings are shocking tragedies that horrify us all. Many innocent children, teenagers, and adults may be shot or killed for no reason anyone can understand, by a frightening, angry child or adult attackers. These rampages usually don't make any sense to us. They seem random, and appear to come out of nowhere. Having no explanation for why this happens scares us even more, and makes us feel helpless and unsafe, with no control. These events can stick in our minds and make us feel like attacks happen all the time. They actually don't happen very much where most of our readers live. However, there are terrorist attacks on schools and public places all over the rest of the world. Often children are the victims, especially by bomb terrorists in Afghanistan, Israel, and Pakistan. Mass attacks are not as common in the United States and most of the world as they are in those three countries. We hope this book will help reduce school shootings toward zero.

We know attacks on buildings do happen even in the United States. Usually they are on buildings filled with adults, like in the World Trade Center and the Oklahoma Federal Building. But children can be the targets, even in the United States. The tragic shootings of children and adults at Columbine High School, the deaths of 20 children and 6 adults at Sandy Hook School in Newtown, Connecticut; the shootings at the Century movie theater in Aurora, Colorado; at a Portland shopping mall; a Sikh temple in Wisconsin; and of a member of the U.S. Congress and 18 others at a supermarket in Tucson, Arizona—just to name a few—have deeply distressed many U.S. children and adults. But even though these tragedies are uncommon in the U.S. and most parts of the world, they have a big, lasting impact and can make us feel scared and hurt even from a distance.

Attacks on children's schools are not so common as attacks on military and government buildings. Most devastated are those who have witnessed and experienced the violent school attacks directly, and may have lost schoolmates, friends, teachers, or loved ones, as well as their families, colleagues, and sometimes almost the entire local community. Even children and adults not present where the violence occurred, but in other cities, states, and countries may have been exposed to TV, pictures, and talk about these disturbing events. They also may be greatly upset by the shootings and its aftermath, and may also experience feelings of intense fear, sadness, anger, and helplessness. **This workbook is meant to help adults give psychological first aid to children directly affected by a school shooting or other similar episode of violence, as**

well as to those children who have just heard about or seen pictures or videos and have become upset by knowing such events can happen.

Though these events create great stress in those most directly involved, as well as in some children at “long distance,” it is important for children to be told the tragedies are rare – if that is true. One should not lie to a child living in a gang-warfare zone or an area targeted by rockets or suicide bombers. But in most of the U.S. school shootings are much less likely to occur than lightning strikes, or injuries in a car crash. Children might think mass murders occur frequently and could happen to them soon, at their school, place of worship, movie theater, or home. They might be afraid to go to school or even leave home. This fear response is not just due to the TV news coverage, or the violence shown in movies and videogames, which are contributory. Such fears arise because these shootings activate the fearful parts of our minds. The events are often deliberately random and currently unpredictable, and are inflicted by a very angry person or people (the “bogeyman” of our nightmares) on our most vulnerable—our children and teenagers. Such school attacks have the power to create a different type of fear, horror, emotional devastation, and rage than, for example, than disasters caused by nature, like hurricanes and earthquakes. School shootings are man-made obscenities, still beyond our understanding, often described as “unspeakable” and “unthinkable.”

Our main goal in this Guided Activity Workbook is to assist you in *speaking* and *thinking* with your children, family, and students about what has happened. Talking, remembering, creating, and working together begin the healing process. Your children become stronger, and can also think about how to help others, and maybe about how to help to solve this big problem in our society in the future. Even though psychology, law enforcement, and government have no clear explanation or remedies to prevent such occurrences at this time, answers may come in the future from children such as those who have experienced this trauma. With this structured workbook, we hope to help you and your children and students cope in a healthy way with the difficult feelings they may be experiencing. Our goal is the same as yours—whenever possible we want to change a traumatic situation into one that can be a strengthening opportunity, as well as to provide whatever additional emotional support and comfort we can.

GUIDE FOR TEACHERS, PARENTS, AND OTHER ADULT HELPERS

This book comes from evidence-based experience in helping strengthen the mental health of children, including victims of disasters and violence. Its purpose is to promote healthy reflection, active coping with stress, and to give networks of adult helpers a way to guide children's, teens' and families' mental recovery.

You are part of a society that cares greatly about its children, its families, and those who work to help children. This year there have been at least 7 mass murders of four or more people in the U.S., claiming at least 65 lives. These violent attacks have created one of the greatest challenges in history for all of us. Responding to this challenge by having everyone who cares about each and every child work together for the welfare of children may do the most social good. As a parent, teacher, mental health professional, or helper of children, it is your privilege and responsibility to try to help children and all those affected connect with each other, and with you, at a time of great importance in their lives. You may help change a terribly stressful and traumatic situation into a constructive learning and coping experience.

Even though most U.S. children and adolescents did not directly experience the injury and trauma of shootings,

they are deeply affected by it. Witnessing their parents' distress and highly disturbing TV, internet, newspaper, and radio reports can cause vicarious traumatization. That is, children and adolescents may have psychological reactions very similar to those who were directly traumatized in the attacks. They may also feel "guilt of the survivor," asking themselves why they, but not their classmates, friends, other teachers, or relatives, were spared.

Although children may always carry the sadness of loss and horrible memories as a result of the shootings, they can grow up to be strong and healthy adults. We can help them in this process by promoting knowledge and emotional strength in the midst of tragedy and disaster. Getting mentally active by putting painful memories in a bigger and positive perspective is important for moving forward after trauma. Our focus is to help children have strength for the future by addressing tragedy without either overly dwelling on or forgetting the suffering. Both remembering and planning are needed to help build a better tomorrow.

This workbook gives children psychological first aid right now. When you engage with children in allowing an honest process of "shared remembering," your presence,

thinking, and feeling together can help them feel cherished and safer. The social glue provided by a family member, teacher, caring friend, or mental health caregiver helps connect and protect a child or any person from feeling helpless and overwhelmed at a time like this. Here are some things to remember if you are guiding a child or a group of children in the use of this book.

GIVING CHILDREN PSYCHOLOGICAL SUPPORT THEY CAN USE IN A CRISIS

It is well known that it is important to find a way to cope after a crisis (this is often referred to as active coping). Feeling helpless can be one of the worst parts of some emergencies. During times of disaster or great community distress like the school shootings at Sandy Hook Elementary, children can do better when they are given a sense of being able to do something to help themselves and others, or H.A.N.D.S. The phrase “giving children HANDS” is a short way of saying children must be helped to:

- **Honestly communicate**
- **Actively cope**
- **Network with peers & adults
in a**
- **Developmentally**
- **Specific manner**

This means that adults can give children psychological HANDS and use a supportive social group that consists of many caring adults and other children to address psychological problems and difficult thoughts and feelings with open and honest conversations. This book will instruct you on how to work with children differently based on their developmental age.

This workbook is designed to give psychological first aid right now to both you and the stressed people you know and love. If children or adults who were recently traumatized by a mass shooting need personal or family therapy with a professional, this book can help sustain them until they get therapy. This book can also be useful to the therapy process once professional help is obtained. It can help provide a structure around which to build an in-person therapy, like the scaffolding around a building being repaired. As little or as much of it can be used as is helpful, without any pressure.

Benefits of our agency’s Guided Activity Workbooks have been studied and measured. For example, research at Tulane University with children who survived Hurricane Katrina has shown that this workbook’s approach is helpful on its own or as a structure for psychotherapy.

We are taking lessons from the history

of disasters and efforts to improve children's mental health. Many years ago, when President Kennedy was assassinated, a whole nation was plunged into sorrow. Eight hundred children were immediately studied. In schools which encouraged immediate discussion of the crisis, the children showed better behavior and mental health than children in schools which avoided discussion of the tragedy.

Learning from this research and from research on tragedies and disasters across the globe, the Children's Psychological Health Center (www.childrenspsychological.org) in San Francisco has developed an adult-guided personal life history book approach for children. Researchers in several countries have tested the effectiveness of the kind of workbook you are using today, and found that it helps children to feel safer, less sad and worried, and to behave better. Our workbooks have helped sixty thousand children over 38 years in family crises, and national crises and natural disasters, including: foster care, refugee camps, earthquakes, floods, storms, large fires, tornados, tropical storms, tsunamis, regional conflicts, and wars.

Like other disasters and traumatic events, school shootings and the medical and social crises that follow, are terrible for people to experience. However, with these crises can give children unexpected opportunities to

learn, grow, and become emotionally stronger—if they have a chance to deal with their experiences with caring adults. Or it can be a totally negative experience, creating only fear and doubt. Children benefit from a reflective network of organized and thoughtful helpers at such times to give them strength to struggle with their personal, family, and even national or global challenges. The social and psychological welfare of the world depends, in part, on all of us thinking about how children, families, agencies, the media, and governments can cooperate to help people affected by these crises. By thinking and talking together we can begin to learn how to prevent school shootings and mass violence from occurring whenever possible.

Many ideas have been discussed about how to help accomplish this, with no clear agreement yet on exactly how to do this. Some people have suggested that we limit long exposure to repetitive images of violence or its aftermath in media coverage to help minimize further traumatization of children and teens; and address the “culture of violence” in our society, for example in “bloody” video games and movies. Others have suggested that we work together to try to limit access to assault weapons and high capacity ammunition clips, especially to criminals and people with a history of violence or mental illness; try to identify and provide help early for

people who might commit violent acts; and find ways to better protect possible intended victims. Although there is political and personal disagreement about the specific answers to how to prevent or reduce the frequency of these horrific attacks, our futures improve when we and our children struggle thoughtfully together with these issues. Many people, including politicians, have said they have “no words” to respond to the unimaginable and unspeakable tragedy of the murder of so many young children and their teachers at an elementary school, a place that is supposed to be safe for all of us. Yet this event has also seemed to mobilize a new will in all of us—as voiced by president Obama at Newtown—to work together to take real steps and give us new HANDS to try to stop such tragedies from occurring in the future.

Children can benefit from the “psychological immunization” they experience when they encounter tragedy indirectly, even just when they hear about it or read about it. They can learn coping skills and build inner strength that is based on the supportive relationships that develop when they can think and talk about their experience of the tragedy with trusted and caring adults. For children for whom the disaster is not long-distance, those who have been injured, or who have lost close friends or family members, a workbook such as this one can make the difference between

developing serious post-traumatic problems and healthy coping with tragedy.

After any major crisis, everyone will respond in his or her own unique way. It helps when parents and other caregivers can pay attention to how they are doing. Children do not always cry in response to such a traumatic event or to the death or injury of a loved family member, friend, classmate, or teacher. Their way of mourning may be very different than adults and may take longer to become apparent. For instance, sometimes a child who has lost someone he or she loves very much won’t seem upset by the death, but will cry over something unimportant instead. Grownups can think the child is insensitive, but really, the child is feeling too overwhelmed to show his or her grief. This book can help children do the emotional work of remembering and continuing to love their deceased relatives and friends without overwhelming them. For instance, it can help children to treasure their memories and maintain respect for what was meaningful in their past, by drawing and writing about not only terrible memories but also happier times and hopes for the future.

This workbook is designed to help organize thoughts and emotions, and strengthen both you and the children you know, love and help.

GETTING STARTED

All Adult Helpers

After reading this book yourself, start with the child on page 19. If the child can read, instruct the child that he or she may skip any parts and come back to them later. Offer help in writing down the child's thoughts and encourage children to draw pictures. Do not persist with any section if the child becomes too distressed. It is better for the child to go at a pace that is not overwhelming, and better to do part of the workbook than to be overwhelmed by having to complete the entire workbook.

This book can be used for children of all ages, as it can simply be used for youngest children to color, draw in and listening to parts of it. Again, it will help you support the child's use of this book if you read the whole book yourself before presenting it to the child or student, especially if he or she is under ten or eleven years of age. If a child can already read a good deal, try to have the child finish working on the book over a few weeks or months. But 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. Stop using the book for a time whenever he or she wants, even though it may not have been completed. A child who cannot or will not work with you on some parts of the

workbook should have the desire to stop respected. Especially try to help the child remember GOOD memories, consoling and loving times, not just frightening and sorrowful ones. Holding on to good memories, like of loved ones, friends, and classmates before they died, can help children to grow up strong and healthy, rather than only overwhelmed by loss and memory of the attack and shootings.

Be prepared to work only a few minutes to half an hour at a time at first with any child or small group of children. Be flexible. Carefully save the book for the child in between short work sessions. If possible, occasionally make a copy in case it may be lost during confusing times. The entire book does not have to be completed for the book to help. Some parts may not be relevant to every child's situation. Let the child choose and help direct you about which sections to work on first. Don't insist on reading any sections that a child does not want to read. He or she may gain strength later to come back to that part.

The Youngest Children

This book gives a valuable experience for babies and toddlers to be included in caring and honest relationships with people who care about them. This can help them to grow strong. Do not read the workbook directly to babies and toddlers. Instead of isolating babies

and toddlers, keep them connected to their social world by letting them hear you reading it to older children and hearing their responses. Just as young children who hear multi-generation family discussions without understanding everything that is being said can still understand some of the feelings involved, the same can be true with listening to conversations about this workbook. Keep them around for brief periods during reading and work by older children. Do not expect children younger than three to say much.

Be especially kind and attentive to young children who are emotionally needy, clingy or lose their appetites or can't sleep, or forget their toilet training. Going backwards or stopping in their development is often a way babies and toddlers have of expressing their reactions to trauma, even to their parents' distress over the loss of people the children do not themselves know.

Many children have witnessed and experienced terrible events during and after the shootings, through TV, and through overhearing emotional phone calls and other conversations. Do your best to protect young children from observing intense adult emotional reactions to those events and the terrible details of relatives' and friends' injuries, but do not pretend that everything is fine. Children are good judges of when the adults who

care for them are distressed, and they often hear and know more than we think they do about terrible events.

If you can help it, try not to include small children when older children or adults are talking about extremely upsetting and frightening things like how people, even loved ones, were violently killed or seriously maimed. But do not exclude them from **small** doses of emotionally upsetting conversation. The right dose of emotion is important. This goes for what they get from the media as well. Try to protect them from the traumatic "kindling" effect of repeated TV news about the shootings. Very young children can mistake videotaped news footage from the past shooting for something happening in the moment, close to home. They can also be confused into thinking that repeated video footage reflects a **new** event, not a revisiting of an old one. Two and three year olds can often use pages in this book to color in picture sections with some help. They can often tell short and sometimes true stories of what they remember and have seen or heard. They can benefit from the adult who writes down their little stories as a respectful reporter. This promotes strong intellectual development of the very young child.

Preschool and Kindergarten Children

If the child is between ages 3 and 6, let

him or her do a lot of drawing and coloring. You may want to read much of the book to very young children even if it is above their understanding. You are leading the child to learn. Let the child choose some of the topics by reading the captions out loud. Ask which part he or she wants to work on first. You can often help a preschool or kindergarten child do the drawings, and write down his or her answers to questions and sentences the child is asked to complete. Change the hard words into simpler words when you read. Act as an interested reporter trying to draw the child out while giving encouragement. Write down exactly what he or she has to say. Take your time and don't insist on the child answering every question. It may be enough for the child to know that you think the topic can be useful to think about and share. If you are in a school, church, or community center with children of many ages, do not exclude these young children from the work older children do on this book.

Limit their time and intensity of participation and emotion, just as you would give a small child only a small dose of medicine.

Children between the ages of 6 to 11

If the child is between the ages of 6 and 11, try using as much of the book as you think your child seems to understand. Allow the child to set the pace. Gently try to work through all of

the sections. Encourage the child to use extra pages to provide more space for drawings and writings. Extra pages can be attached to this book, which becomes a valuable scrapbook. Very often, children may complete an emotionally difficult section at a later date.

Children eleven years old and older

Children over age 11 may want to work on a lot of the book on their own. But they benefit from a teacher, parent, older sibling, relative or caring adult friend tuning in, getting interested in how they are thinking and feeling about the work in this book.

Older children should be regularly offered adult assistance at times. Be available to serve as a resource for your pupils, children or teenagers, and to help them find any information and answers. Try hard to keep them in touch with a network of persons who know them, or create a school- or church-based network, a group of caring adult friends and relatives, children, and teachers and other helpers interested in the children's lives and dealing with the shared stress of the shootings.

DRAWING AND USING ILLUSTRATIONS AS A COLORING BOOK CAN HELP

The blank spaces and drawings throughout the book can be used as a simple drawing and coloring book.

They can help children, families, and even adults, to strengthen normal coping after trauma. A child who finds it easier to draw than to talk about his or her experience can color in the illustrations with an adult, who can help the child think about the topic. The pictures can then be used as starting points for discussions about the events pictured.

Story-telling, writing and drawing about their indirect experiences of the shootings may be more calming than just trying to forget the difficult things that occurred during and after the shootings. This is true for adults and children who are still in the midst of a crisis or its aftermath. It is also true for children who, weeks and months later, are still overwhelmed with memories, worries, and even flashbacks, about the shootings, as well as anxiety, insomnia, nightmares, and being easily startled. They might choose to start working on illustrations that are most different from their own actual experience, and gradually work up to those experiences that are most like their own.

Family members can work together, sometimes each coloring a portion of a picture or making a separate one. Shared coloring may allow everyone to feel less upset about the image they are thinking about and drawing, so they can take control, feel calmer and remember their feelings without being overwhelmed by them. The

illustrations that are already in the book can also be used as topics for discussion. This can be an aid in remembering for those children who remain emotionally numb, or have some trouble remembering what has happened. For example, a parent could ask, "What are you feeling now?" or "What is happening in this picture?" People often express their own feelings indirectly by describing what someone in a picture is feeling.

The illustrations can also be used as an activity to help children feel less powerless by asking the child to draw a picture showing what the child or family can do to help, negative memories of the attack they are afraid to think and talk about, as well as memories of heroic acts of teachers or other children, and the helpful and caretaking acts of others. Helpers can use **MY STORY ABOUT THE SCHOOL SHOOTINGS**, individually or in small groups. This can be a very effective way to support group togetherness. Social support from a reflective group helps children cope with catastrophes. Adult leadership in talking about children's experience and in offering emotional support has been shown to help children have better outcomes after these events. The use of this kind of workbook following several different catastrophes in different countries was visibly calming to school children, and an independent scientific study showed it improved their mental health.

Adult helpers can also benefit from workbooks like this one.

This workbook is an adaptation of those designed to help individuals and groups that have suffered trauma from being bereaved, injured, or displaced from their own homes, by a disaster. In this version, people who directly experienced a school shooting or similar violent attack, or who were physically at a distance from it but exposed to it through the media or by hearing about it, can be helped to cope with their strong reactions to this catastrophe. The adult who is helping the child may also be indirectly traumatized by some of the same events that have affected the child. Adults who have been traumatized in this way may find this book helpful because it gives them a way of helping children in a structured manner, rather than having to invent a way. Helping children can help adults feel less powerless themselves.

As an adult, you can also use a copy of it for writing about yourself. 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. Art and writing have long been known to help adults cope with tragedy. It is worth remembering that no matter how old and strong, anyone can be traumatized. But even the most traumatized people can grow through writing their history and through helping children.

A NOTE TO TEACHERS AND MENTAL HEALTH PROFESSIONALS

Teachers can use **MY STORY ABOUT THE SCHOOL SHOOTINGS** in classrooms to help their students develop more adaptive, active coping responses to disasters and tragedies. Therapists and other clinicians can use the workbook for those children suffering from Post Traumatic Stress Disorder or other adverse psychological reactions in individual, family or group sessions to supplement other treatment. More information is online at www.childrenspsychological.org.

GUIDE FOR OLDER CHILDREN AND YOUNG ADULTS

ABOUT PSYCHOLOGICAL TRAUMA

What is a psychological trauma? It is any harmful event that gives a person severe stress and very upset feelings

lasting for a month or more, without the person getting stronger again. Surviving a school shooting can cause trauma. So can being far away when people are killed, injured or have lost a friend, classmate, teacher or family

member, or just been very scared by the school shootings. Even when an event is very terrible and causes much pain, sometimes good changes can come out of the experiences of living through such a challenging time. Many people get stronger rather than weaker from facing their problems.

Traumatic levels of stress probably happen to almost everyone at some time in their life. Trauma can happen when one is displaced in a natural disaster like an earthquake, or has a severe injury to oneself or an injury or death in the family. It can come from being in a car crash or knowing someone who was in an airplane crash. It can come from family members being hurt or killed in violence in your local community, and from worrying that violence will happen again. It can happen when there is deadly political or gang fighting. Some of the worst traumas are very personal, like abuse, severe beatings, scary fights, severe illnesses, and often worst of all, mass violent shootings at a place of supposed safety, like the tragedy at Sandy Hook School. The list of causes could go on forever, but the some of the results of very different traumas are surprisingly similar. See the Reactions to the Shootings Checklist (starting on page 109) for a list of problems and symptoms which may occur after a trauma.

Many persons get over a remarkably

bad event with little or no emotional trouble. The time frame of traumatic reactions varies a lot. Sometimes children and young adults get frightened, upset or worried right away but many get disturbed days or months **after** a traumatic event. Some have trouble sleeping or have bad dreams. They might be afraid to go to school, or have headaches, stomachaches or other problems because they are so worried. They might not even know that they are worried about. 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. They might have no feelings at all, getting kind of numb. They might stop being able to pay attention and learn. Unwanted thoughts, shutting out memories, and increased anxiety are three categories of problems in posttraumatic stress disorder. These problems can happen to children and adults present at the tragedy, but also to those who have not directly lived through a terrible event like the school shootings. This may be because they know how upset the older people they love are or because they have seen frightening things on TV or heard frightening things at home or at school. They may also be worried about such a thing happening to them at their school or anywhere, and feel unsafe.

WHAT ARE SOME THINGS THAT HELP AFTER SCHOOL SHOOTINGS?

All children and teenagers need to be surrounded by loving adults and peers. It helps to know there are people who can help. Even though you may have lost loved ones, friends, classmates, or teachers in the shootings, other caring adults can help. Parents, grandparents, aunts, uncles, neighbors, cousins, siblings, teachers and therapists, members of your church, and even friends can make a difference in your surviving and thriving after terrible experiences. Talking to trusted helpers and friends and writing about your feelings can help you feel better. Reading can also help you learn more about what to do to be safe. 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 be a witness to history. That can help you feel and become mentally 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 caring adult, maybe you can 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 in the pictures that are already in this book. You can use more paper in your book if you need extra room for photos or drawings or if you need more room to write. You can add extra pages to the book by stapling or clipping or gluing them to the back cover of the book, if you have access to supplies like that. If not, just draw in this workbook.

Take your time. You can skip anything that makes you too upset, and try to come back to it another time. There may also be parts that do not exactly apply to you. Feel free to skip or change anything you like. Don't just dwell on upsetting parts. Keep in mind that the happy memories of the past, including with anyone you may have lost in the shootings, as well as good events in the present and future, are very important to write about. Remember, you should definitely talk to a grownup if you become upset or worried, and also to share what you have learned.

OTHER THINGS THAT HELP

There are other things that children, adolescents, and families can do along with this workbook. Besides drawing, you can express yourself in other ways like singing, dancing, or taking pictures. This workbook has a number of open spaces to paste news

clippings and photos. Another healing activity may be to use these spaces to make a collage. These could be feeling or word collages, or any other kind of collage you can think of.

It is also important that adults help children and adolescents in re-establishing a routine. Disruptions in sleeping and eating are particularly affected by traumatizing events. This means that you need to make sure good sleeping and eating habits are maintained to feel better. If possible, try to avoid lengthy separations because your presence will be comforting. It may also be important for families to begin doing the things they used to do, such as reading time, family dinners, or playing games. Getting back into routines can be an essential way to regain a sense of safety and order during a deeply disturbing and chaotic time. Continue to see friends and relatives who care about you. Let others comfort you. If others need comfort you can help them as well. Provide as much physical attention as your child will allow. Hugging can help.

MORE ABOUT THESE VIOLENT ATTACKS

Why do school shootings happen? Who are the people who commit these crimes? What can we do to prevent them from occurring? These are all

very good questions. Many of us, including important experts are discussing these questions, trying to find the answers. Researchers, mental health professionals, educators, judges, attorneys, police and law enforcement, journalists and the media, as well as our President, Congress, and many other government officials and politicians are all involved in this national and world-wide effort. Unfortunately, there are no clear-cut answers yet to any of these questions, and a lot of disagreement.

For example, many people blame part of the problem on the easy availability of **guns**, the weapon most often used in these attacks, particularly **assault-type weapons** and **high-capacity ammunition clips**. Some states, like California have banned at least some of these weapons. Others feel just the opposite—that if more people were able to carry guns and armed guards were present in our schools, for example, it would be easier to stop these tragedies. It is important to resolve this debate soon. A consensus does seem to be building that at least the sales of high-capacity magazines and assault-type weapons should be restricted, and that doing a better job of screening and doing **background checks** should occur, not just at gun stores, but by private sellers and at gun shows.

Some people talk about taking steps to reduce the **“culture of violence”** that we all, especially children, are exposed to. For example, some studies have linked exposure to **violent video games, TV or movies, or being bullied, teased, or excluded and socially isolated at school** to increased aggressive behavior in children. Some people are also concerned that the 24/7 **media coverage**, such as on TV, radio, internet, and in newspapers and magazines give too much publicity to these events and to the shooters, who may want to “go out in a blaze of glory” as their only way to feel some sense of control or power in their lives. Many also worry that frequent media coverage encourages more school shootings like a **“copy cat effect”** because it gives shooters part of what they want—**instant fame**, lasting historical significance, and the ability to terrify the whole world. Others are concerned that by showing graphic pictures of violence and its aftermath, and repeated reports in the media about these catastrophes, we may actually be **“normalizing violence,”** so that it is an acceptable, commonplace aspect of our society.

What about **mental illness**? Are the shooters mentally ill? Some people think that the people who commit this kind of violence must be mentally ill, while others have been angered by this idea, feeling that it is discriminatory, increases the stigma

against mental illness, and will just prevent those who need help from getting mental health services. It turns out that while some of the shooters do suffer from a serious mental illness, there is no clear pattern. Time and again, research has also found that people with mental illness are no more violent than the general public, and are more likely to be victims of crimes, rather than perpetrators. However, the early identification of people who need treatment, and provision of treatment services needs to be improved and could help reduce the problem. What the attackers do seem to have in common is that they are very angry, are hurting and in pain, and want others to feel the pain they themselves are feeling in a very violent way. Individuals who commit mass shootings perform a violent suicidal ritual of sacrifice, in which they want to send a message—that they know will be publicized on TV and in other media round the world—“I am in great pain and hopeless, no one can help me, and I will go on a public rampage of killing, and pass my pain onto you.” Discussion is occurring now about focusing our efforts to identify these people and looking for individuals who have threatened or committed acts of violence towards themselves or others. But no one quite knows how to do this yet. We are also still working on ways to screen for this behavior, without violating people’s civil rights, and

figuring out what “red flags” to look for, or exactly what characteristics are most distinguishing of those who may go on to commit mass violence.

Outside the U.S., attacks on schools are often politically motivated. In the U.S. there is no clear picture of who might commit such a terrible act. There do seem to be some common factors besides **extreme anger**. Many of the mass murderers studied express feelings of social isolation, and have a history of being bullied, teased, or excluded as children. These individuals frequently turn into loners in despair over being excluded, and are often described as resentful, mistrustful, self-centered people who hold a grudge over past humiliations and blame their current problems on others. It is thought that their resentments become fantasies of violent revenge, and sometimes mass attacks. Many have a **history of violence**—threats or behavior toward themselves, others, or even animals. This pattern, however, is not true for all school shooters. Everyone who has been bullied, teased, angry, resentful, or a loner will not become school shooters. In fact, it is very, very rare for this to happen. But these factors help us understand what causes mass violence, beside political terror, and why someone would hurt so many innocent children and adults.

WHAT CAN WE DO ABOUT SCHOOL SHOOTINGS?

Even though we are not yet able to predict mass murder and accurately identify the shooters before these catastrophes occur, there are things we can do to help make them less likely. But this requires that everyone take personal responsibility to make a difference. For example, there have been examples of shootings avoided when a family member has contacted the police because of their concerns about the possibility of violence. In Bolivar, Missouri, a mother told police that her son had said he was going to attack people at a movie theater. When the police investigated, the teenager said he planned to do just that, and did have weapons and ammunition stockpiled. So it appears that some, perhaps many, of those who go on to commit these tragedies, let someone know about their angry ideas and plans. If everyone—family members, friends, classmates, teachers, mental health professionals—hears or sees things which concern them about possible violence, like someone talking about a plan to kill themselves or others, or an illegal collection of weapons, taking responsibility and having the courage to tell an adult, a teacher, or policeman might just stop another Sandy Hook from occurring, as it seems to have in Bolivar, Missouri.

We can also work together to combat social isolation of children and bullying whenever we see it. For example, a new program working in the schools of Marin County, California, *Beyond Differences* (www.beyonddifferences.org) has been created with the mission to combat social isolation in teenagers. Run by teenagers with the help of adult advisors, this program has just initiated a new project called “No One Eats Alone,” in which teens are educated to NOTICE when another

student is eating alone at lunch, and go up to that person to see if they would like company. Other new programs are also being established across the country to notice and stop the teasing and bullying of children. But it is all of our responsibility to notice these problems at school and in our families, try to establish communication and a relationship with the bully, teaser, victim, or lonely child or teen, and involve an adult whenever necessary, especially if suicide or violence is threatened.

MY STORY ABOUT THE SCHOOL SHOOTINGS

MY NAME IS _____

HERE IS A DRAWING OR A PHOTO OF ME:



I STARTED THIS BOOK ON THIS DATE _____

I FINISHED THIS BOOK ON THIS DATE _____

I WAS HELPED TO WRITE THIS BOOK BY _____

WHO I AM

My birthday is _____. I am _____ years and _____ months old.

I am a boy _____ I am a girl _____.

I now live at _____.

I used to live _____.

(Check the right answer)

I was born in (city/town) _____, (state) _____ U.S.

I was born in another place: _____. The town I was born in is called _____ . I came here in _____.

My mother comes from (town) _____ in (country) _____.

My father comes from (town) _____ in (country) _____.

Brothers and Sisters: *You might be the only child in your family. You might have brothers and sisters. You might have a half sister or half brother, a step sister or step brother, or foster sisters and brothers or cousins who live with you. How many?*

I have:

___ **older sisters and** ___ **younger sisters** ___ **older brothers and** ___ **younger brothers**

___ **older half sisters or step sisters** ___ **older half brothers or step brothers**

___ **younger half sisters or step sisters** ___ **younger half brothers or step brothers**

___ **foster sisters** ___ **foster brothers** ___ **cousins who are like brothers and sisters**

My brothers and sisters (all of them) are:

Name	Age	Lives with me all the time	Lives with me some of the time	Lives with me none of the time	Address

The people who usually lived with me before the shooting were: (write their names and their relationship to you)

List something special or important about each of these people:

Name _____

Name _____

Name _____

Name _____

Was anyone who used to live with you no longer in your home? Yes No

MORE INFORMATION ABOUT ME

My address is _____.

My telephone number is _____

Some things I like to do are _____

One thing I don't like is _____

I don't like it because _____

Something I am good at is _____

Something I want to learn more about is _____

When I grow up, I think I would like to be _____

This is a picture about something I want to do when I grow up.



If I could have one wish come true right now, my wish would be _____

Some of the things I do with family members that I like best are: _____

INFORMATION ABOUT MY MOTHER
OR SOMEONE WHO HAS BEEN LIKE A MOTHER TO ME

My Mother's (or mothering person's) name is _____

One of the best things I know and love about my mother is _____

Her address is (or was) _____

One of the best things I remember and love about my mother is _____

HERE IS A PICTURE OR DRAWING OF MY MOTHER (OR
MOTHERING PERSON) AND ME



INFORMATION ABOUT MY FATHER OR SOMEONE WHO HAS
BEEN LIKE A FATHER TO ME

My father's (or fathering person's) name is _____

One of the best things I know and love about my father is _____

His address is (or was) _____

One of the best things I remember and love about my father is _____

HERE IS A PICTURE OR DRAWING OF MY FATHER
(OR FATHERING PERSON) AND ME:



THIS IS A LIST OF FUN THINGS I LIKE TO DO WITH MY PARENTS
AND OTHER PEOPLE WHO HAVE HELPED TAKE CARE OF ME:

1. _____
2. _____
3. _____
4. _____

HERE IS A PICTURE OF SOMETHING WE LIKE TO DO AS A FAMILY



INFORMATION ABOUT MY GRANDPARENTS

Here is what I like to remember about my grandparents:

THIS IS HOW MANY GRANDPARENTS I HAVE:

My mother's parents:

My mother's mother _____ who lives (or lived) in (town) _____
State _____ (country) _____

My mother's father _____ who lives (or lived) in (town) _____
State _____ (country) _____

My father's parents:

My father's mother _____ who lives (or lived) in (town) _____
State _____ (country) _____

My father's father _____ who lives (or lived) in (town) _____
State _____ (country) _____

If I have stepparents, their parents are:

My stepmother's parents:

Name: _____, who lives (or lived) in (town) _____
State _____ (country) _____

Name: _____, who lives (or lived) in (town) _____
State _____ (country) _____

My stepfather's parents

Name: _____, who lives (or lived) in (town) _____

State _____ (country) _____

Name: _____, who lives (or lived) in (town) _____

State _____ (country) _____

THIS IS HOW TO REACH MY LIVING GRANDPARENTS AND PEOPLE LIKE GRANDPARENTS TO ME

Name	Address	Telephone Number

A DRAWING OF MY GRANDPARENTS ON A GOOD DAY WITH ME:



SOME OF MY GOOD FRIENDS AND SPECIAL COUSINS ARE:

Name	Age	Address	Phone

What I like to do with my friends is: _____

HERE IS A DRAWING OF ME WITH A VERY GOOD FRIEND OR FRIENDS



This is a drawing about my favorite sport or something else I do for fun:



What I like to do by myself is: _____

Some of the best things that ever happened in my life are: _____

The worst thing that ever happened in my life is: _____

The worst things that happened to me in the past year are: _____

The first thing in my whole life I remember without someone telling me about it is:

I was about _____ years old when that happened.

The way I feel about that earliest memory is: _____

One of my best memories from before the shootings is: _____

Here is a drawing about what worried me the most before the shootings



ABOUT SCHOOL

When the shootings happened, I was in _____ grade.

The name of my school at the time of the shooting was _____

I was in _____ grade. My teacher's name was: _____

(Circle the right answer.)

The school I go to now is:

the same school

a new school

I don't have a school

The name of the school I go to now (if I have a school) is: _____

My school's address is: _____

The phone number of my school is: _____.

Right now, I am in the _____ grade. My teacher's name is/was _____.

HERE ARE THE NAMES OF SOME OF MY TEACHERS NOW:

Teacher's Name	What grade or subject the teacher taught me

This is what it was like to be in school before the shootings:

Here is a true story about what it is like in school since the shootings, or about not being able to go to school since the shootings:

One thing that is different about school since the shootings is _____

One thing that is the same about school since the shooting is _____

My school work grades are mostly (Circle the right answer) than they were before the shootings:

better	worse	the same	I'm not in school now
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The subjects I like best, or liked best when I was in school are: _____

The subject I like the least is: _____

What I like or used to like most about being in school is:

HERE ARE THE NAMES OF SOME OF THE TEACHERS I HAD IN OTHER GRADES:

Teacher's Name	Subject he or she taught	Teacher was hurt in shooting	Teacher died from the shooting	Teacher died before shooting	I don't know what happened

Paste a news clipping or picture below or draw anything you want.



HERE IS A PICTURE OF MY SCHOOL

(If you were present during a school shooting, draw a picture of your school before the shooting, and if you are able, draw another one during the shooting. You can also draw a picture of you school now.)

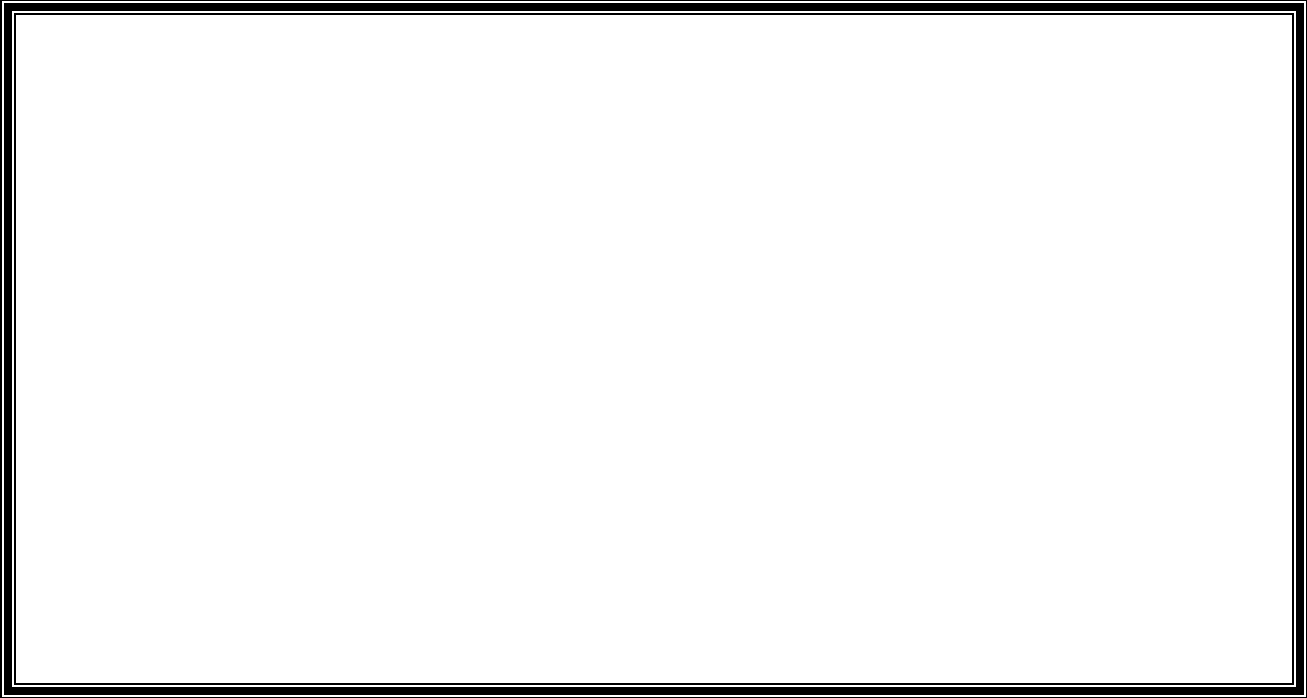
MY SCHOOL (BEFORE, DURING, NOW)



MY SCHOOL (BEFORE, DURING, NOW)



MY SCHOOL (BEFORE, DURING, NOW)



This is what happened to my classroom (check one answer):

- This room was damaged in the shootings.
- This room is the same as before the shootings.
- I don't know what happened to it.

YOUR STORY IS IMPORTANT

Historians are interested in what happened in school shootings to learn more how to stop them and how to help people better. One day, when you grow up, your children may be interested in knowing what happened in your childhood around the time of this shooting and this book can help you tell them about it. You are a witness to a time in history around a major, terrible event, and have had important personal experiences because of the shootings. Your written and drawn story and the story of what happened to your school, community, and what you heard and saw about the shootings is a historical record of a big event that has affected many people. It has even affected many millions of people who are not from your town, state, or country.

Every day there are new stories about what people did to help each other during and after the shootings. You can put those stories in your book when you hear about them. You can also write the stories of what happened to people you know, or people your family members know.

You may need more space to add new ideas, feelings, stories and drawings. If you want, you can also add news clippings and pictures from newspapers or the internet. You can put the next true story you find out about on another sheet of paper and later add it to this book. If possible, you can also add pages using staples or paper clips or glue, if you have them. If you don't have those supplies yet, just add pages and you can attach them later on, when you can.

MY PERSONAL STORY ABOUT HOW THE SHOOTINGS AFFECTED MY LIFE

(If you need more room to write, use extra pages which you can add to this book using staples or paper clips, if you have them.)

Now, here's my personal story about what it was like for me when the shootings happened.

The shootings began at about _____ o'clock. The date was _____.

The shootings lasted until _____.

When the shootings happened, I was _____ years and _____ months old.

Check One:

Since the shooting I have been in school.

Since the shooting I have not been in school.

So that I can remember exactly when the shootings happened, I will list some of the other things that I can remember about that time. Before the shootings, the weather was _____

_____.

Some important things that were happening in my life before the shootings were:

This is what I remember about something that happened before the shootings:

WHEN IT HAPPENED

This is the first thing I found out about the shootings: _____

This is how I first found out about the shootings: _____

This is how I learned different things about the shootings:

From TV

From the radio

From the internet

In the newspaper

From my family here

From my family in Haiti

In phone calls

In emails

By twitter

On facebook

At school

At church

At community gatherings

Where I was when it happened: _____

At that time, I was in _____

I was with _____

What I was doing was _____

WHAT I SAW, FELT, AND HEARD

Children had lots of strong reactions to the shootings as well. Some children cried a lot. Some children worried about people that they love or know. Some children watching TV worried that a shooting would happen to them, right where they lived. Some children worried that people living with them could get hurt or killed. Some children spent a lot of time watching TV news, where they saw very scary and terrible things. It was hard for some very young children to understand what was going on, but they knew it was bad.

Some children acted like they did not really care, but secretly, they had feelings about the shootings too. Sometimes, the grownups or older children misunderstood, and thought the children who acted like they didn't care had no feelings, but really, these children cared as much as anyone else – they just were scared to show such big feelings. It's important to know that children can react in many, many ways to terrible events like the shooting, and there is no one right or wrong way to feel or act at times like that.

What did you do when you found out about the shootings? _____

What did you feel when you found out about the shootings? _____

The first thing I heard when the shooting started was

At first, I felt _____

Then I thought _____

The first thing I saw was _____

Here is a picture about something I saw or heard about the shootings:



Here is a drawing about what I was doing
when I first found out about the shootings:



The next thing I remember that happened was _____

The first thing I really saw that the shootings did was _____

Later I found out: _____

Then I felt _____

This is what other people told me they were thinking and feeling when the shootings happened: _____

SOME OF THE SCARIEST THINGS ABOUT THE SHOOTINGS

Many frightening and dangerous things happened to people during the shootings. For instance, some people got shot or killed. Some people saw their loved ones, friends, classmates, or teachers get badly injured or even killed.

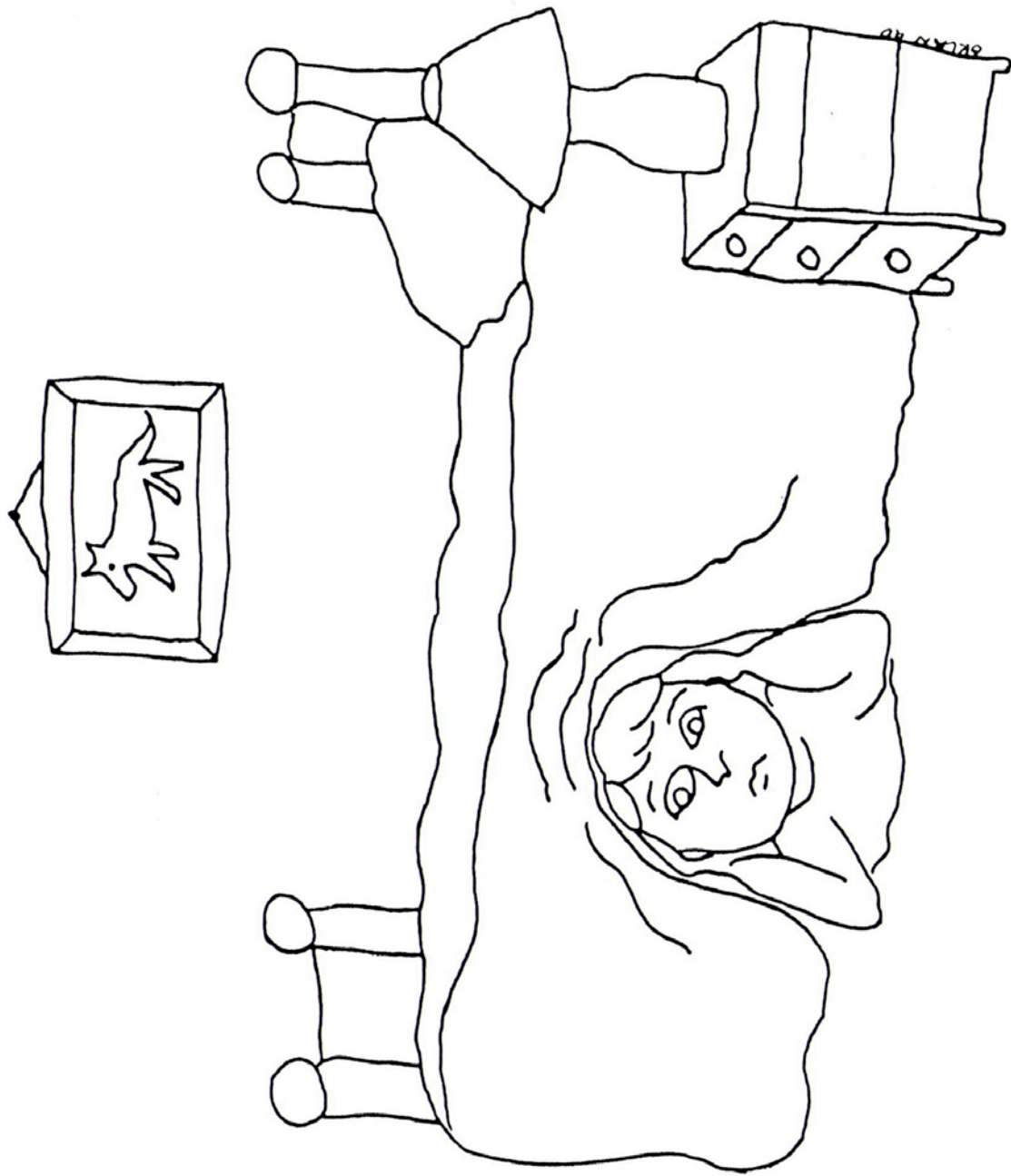
Here is a drawing about the most frightening thing I really saw:



The most frightening thing was _____

Paste a news clipping or picture below or draw anything you want.

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The strangest thing I saw or heard about was \_\_\_\_\_

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Here is a drawing about the strangest thing I saw or heard about:



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

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Then I thought about \_\_\_\_\_

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

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Some bad things that happened to people my family and friends know:

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When I think about what happened to these people, it makes me feel:

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**Put a check mark next to the statement that is true:**

- I did not see any adults who were scared, worried or angry about the shootings.
- I did see adults who were scared, worried or angry about what the shootings.

The way I felt about this was:

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Here is a list of some things that happened because of the shootings that upset me and other people in my family:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The most scary and dangerous things that happened during the shootings that I really know from what happened to my family, my friends, and me are:

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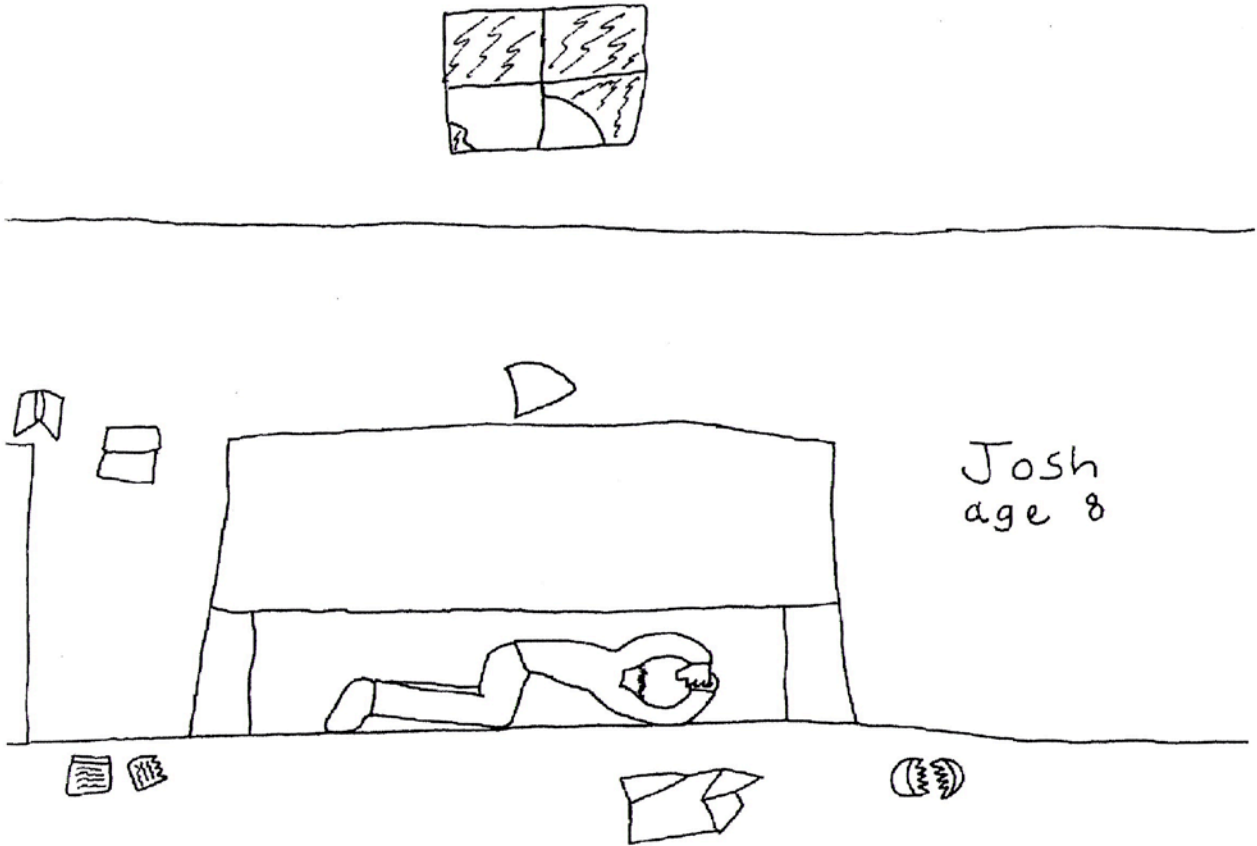
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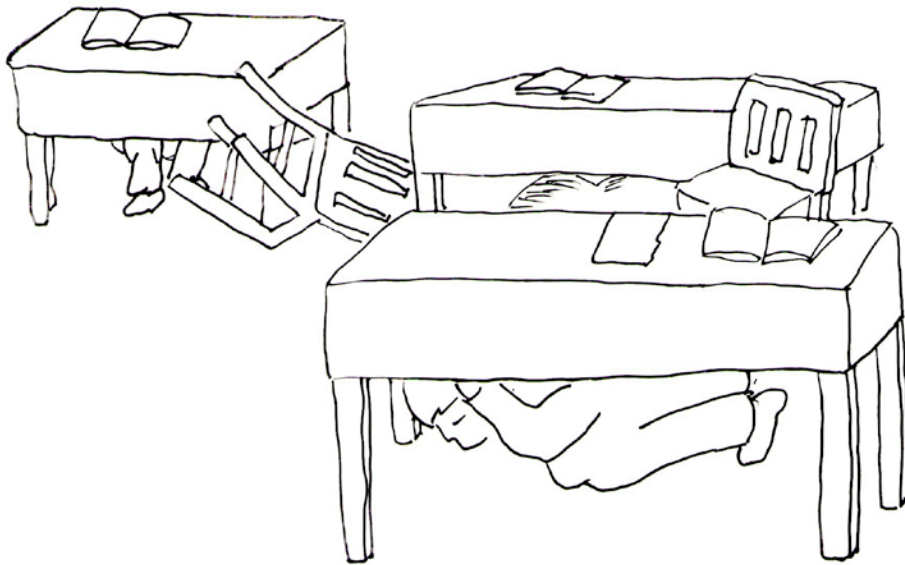
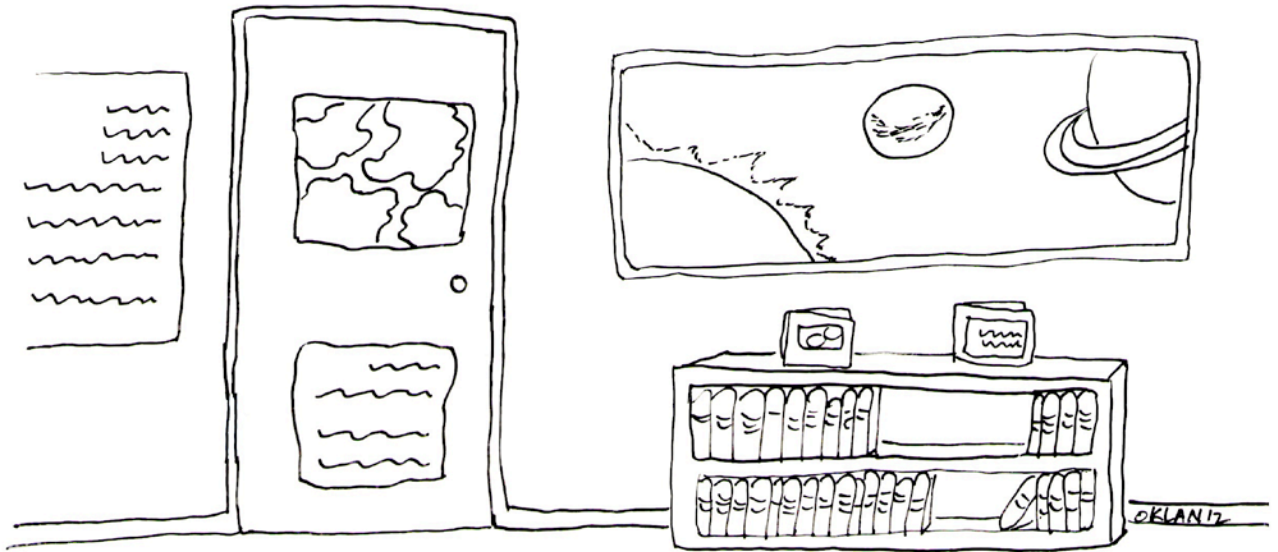
The thing that happened because of the shootings that scared me the most was this:

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The worst thing about the shooting was: \_\_\_\_\_

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This is what I saw and heard with my own eyes and ears, not from the TV, radio, internet, or other people about the shootings and what happened after: \_\_\_\_\_

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What I feel about what I saw and heard about the shootings is: \_\_\_\_\_

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I will never forget some things because \_\_\_\_\_

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People I personally know who were injured or killed are: \_\_\_\_\_

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This is how they got hurt, and what parts of their bodies got injured \_\_\_\_\_

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Members of my family also personally know these other people who were injured or killed: \_\_\_\_\_

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Here are some of the ways that those people were hurt:

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**Thinking about their injuries bothers me (choose one):**

\_\_\_\_\_ all the time.            \_\_\_\_\_ a lot of the time.            \_\_\_\_\_ sometimes.  
\_\_\_\_\_ a little of the time.            \_\_\_\_\_ almost never.

Here are some of the bad things that happened to people I know personally, during the shootings and afterwards:

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Here are some of the bad things that happened to people who members of my family love or care about:

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What was worst about the shootings for me was \_\_\_\_\_

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What was worst about the shootings for other members of my family was:

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

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

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This is what was worst for people I don't know, but whose stories I heard about:

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Here are some people my family and I know who were lucky enough not to be hurt at all: \_\_\_\_\_

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The saddest thing I saw or heard about was: \_\_\_\_\_

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**Put a check mark in the box next to the statement that is true:**

- I know about shootings from my own life because I was present.
- A shooting happened close to where I live, but I was not present.
- I know about these troubles with shootings only from TV or the radio or what people told me.
- Many people who lived where the shootings happened were very upset.
- The shootings happened in some other place, but not near where I live.
- I was scared that a shooting might happen close to where I live.
- I am still scared that a shooting might happen close to where I live.
- None of my family members or friends got hurt by the shootings.
- Someone I know was hurt in the shootings or lost something because of the shootings at another time. That person was: \_\_\_\_\_  
When that happened I felt: \_\_\_\_\_  
\_\_\_\_\_
- Someone I know was killed in the shootings or at another time.  
That person(s) was: \_\_\_\_\_  
What happened to that person or people was: \_\_\_\_\_  
\_\_\_\_\_  
When that happened I felt: \_\_\_\_\_  
\_\_\_\_\_
- Since the shootings, when I hear about strangers getting hurt or killed or losing someone, I get a very bad feeling.  
When I hear these things, I feel this way: \_\_\_\_\_  
\_\_\_\_\_
- I heard that some people tried to help children during the shootings.
- It makes me feel a little better to know that shootings in school are very rare.

HERE IS A DRAWING ABOUT ONE THING I WILL NEVER FORGET:



### WHAT I SAW, FELT, AND HEARD ON TV

Sometimes things children see on TV about the shootings, and other tragedies, can be upsetting to them. Sometimes what is on TV is also upsetting to parents and other adults.

One thing about the shootings on TV that upset a grownup in my family was this:

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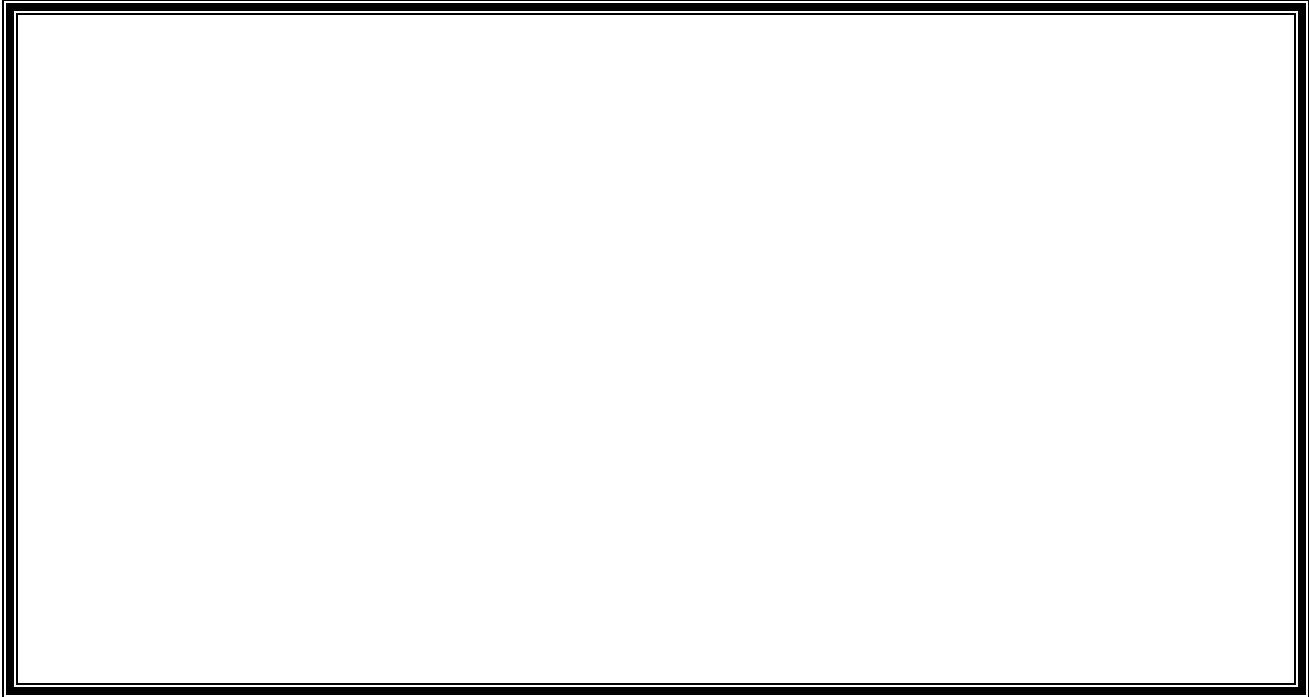
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## Here is a picture of a boy or girl watching TV

(You can draw what he is seeing about the shootings on the TV and color in the picture.)



This child is probably thinking and feeling some things while he finds out more about the shootings on TV. This is what he might be thinking: \_\_\_\_\_

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This is what he or she might be worried about: \_\_\_\_\_

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And this is what he or she might be hoping will happen: \_\_\_\_\_

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And this is what else he or she might be feeling: \_\_\_\_\_

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The strangest thing I saw about the shootings on TV was: \_\_\_\_\_

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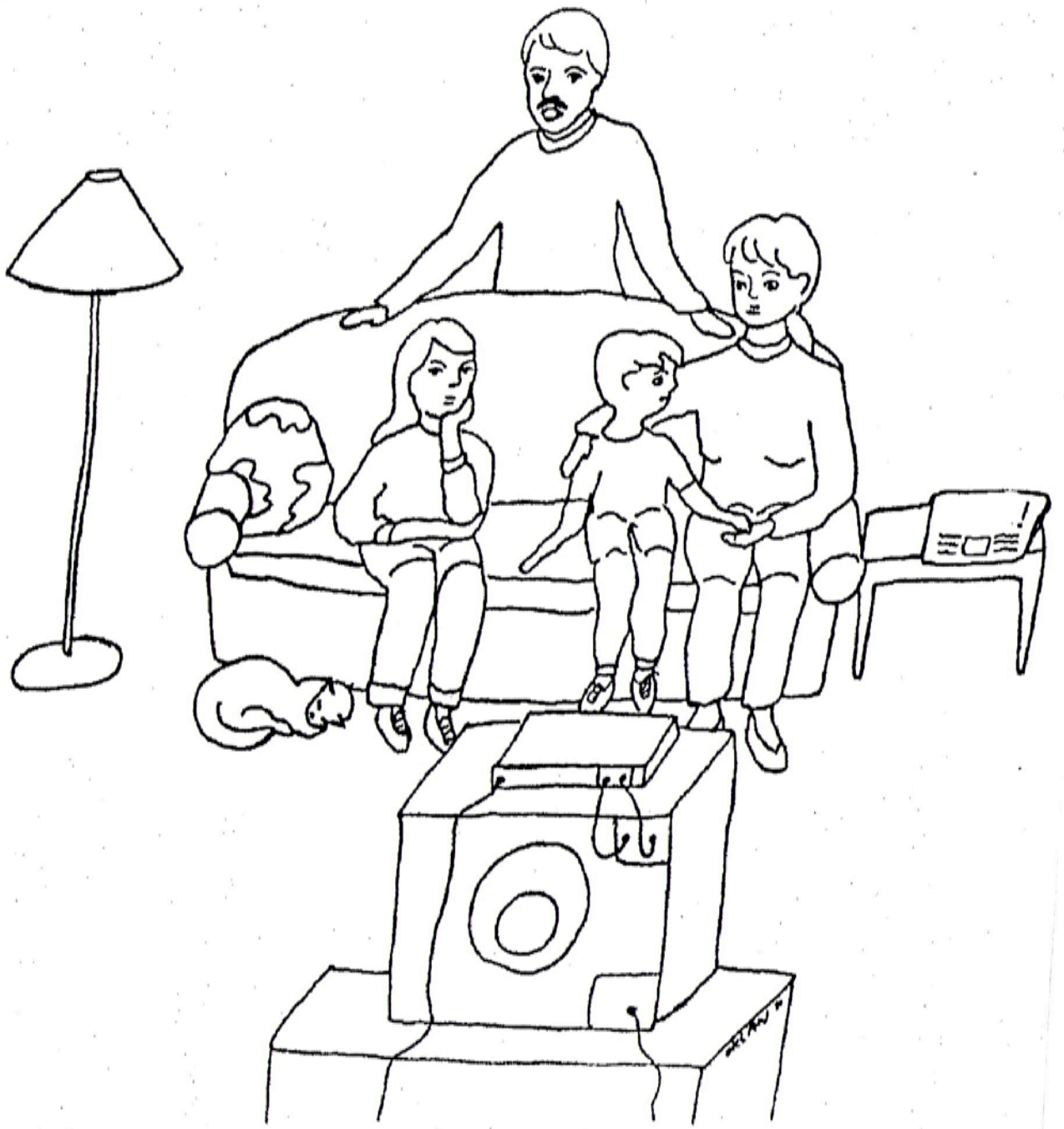
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Paste a news clipping or picture below or draw anything you want.







## GETTING HELP

Sometimes it makes grownups and children feel better to think about all the good people who came to help.

Here are some things I know that people did to help themselves and others stay safe: \_\_\_\_\_

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HERE IS A DRAWING OF SOMEONE HELPING SOMEONE ELSE  
DURING OR AFTER THE SHOOTINGS



People who were hurt in the shootings had to ask for help. It's important to be able to ask for help when you need it.

When I need it, I can ask for help too. Here is one thing I need help with sometimes: \_\_\_\_\_

\_\_\_\_\_

HERE IS A PICTURE OF ME ASKING FOR HELP  
AND GETTING THE HELP I NEED



This is what happens when I ask for help: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here is a picture of something that police, emergency workers, relatives, friends, and neighbors did to save lives and help survivors after the shootings.



This is something people at the school I go to now did to help other people after the shootings:

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Here are some people I know who did a lot to try to help rescue other people: \_\_\_\_\_

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Here are some of the things other people I know did to help each other: \_\_\_\_\_

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This is one thing I know that one of my relatives or family friends did to help people they love and other people after the shootings:

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When I found out what that person did to help, this is how I felt: \_\_\_\_\_

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Here are some people I know who were rescued by other people: \_\_\_\_\_

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Sometimes you can help people even from far away. Here are some ways that I tried to help other people after the shootings: \_\_\_\_\_

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Here is a true story about something that people did to help me or someone after the shootings:

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## HELPING OTHERS AND GETTING HELP

Here is a drawing of me going to someone to help me:



Here is a drawing of me helping someone else:



After I helped other people, I felt: \_\_\_\_\_

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If I were ever in a shooting, this is what I would want to do to help other people:

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This is what I would like to do now to help people who have been in the shootings:

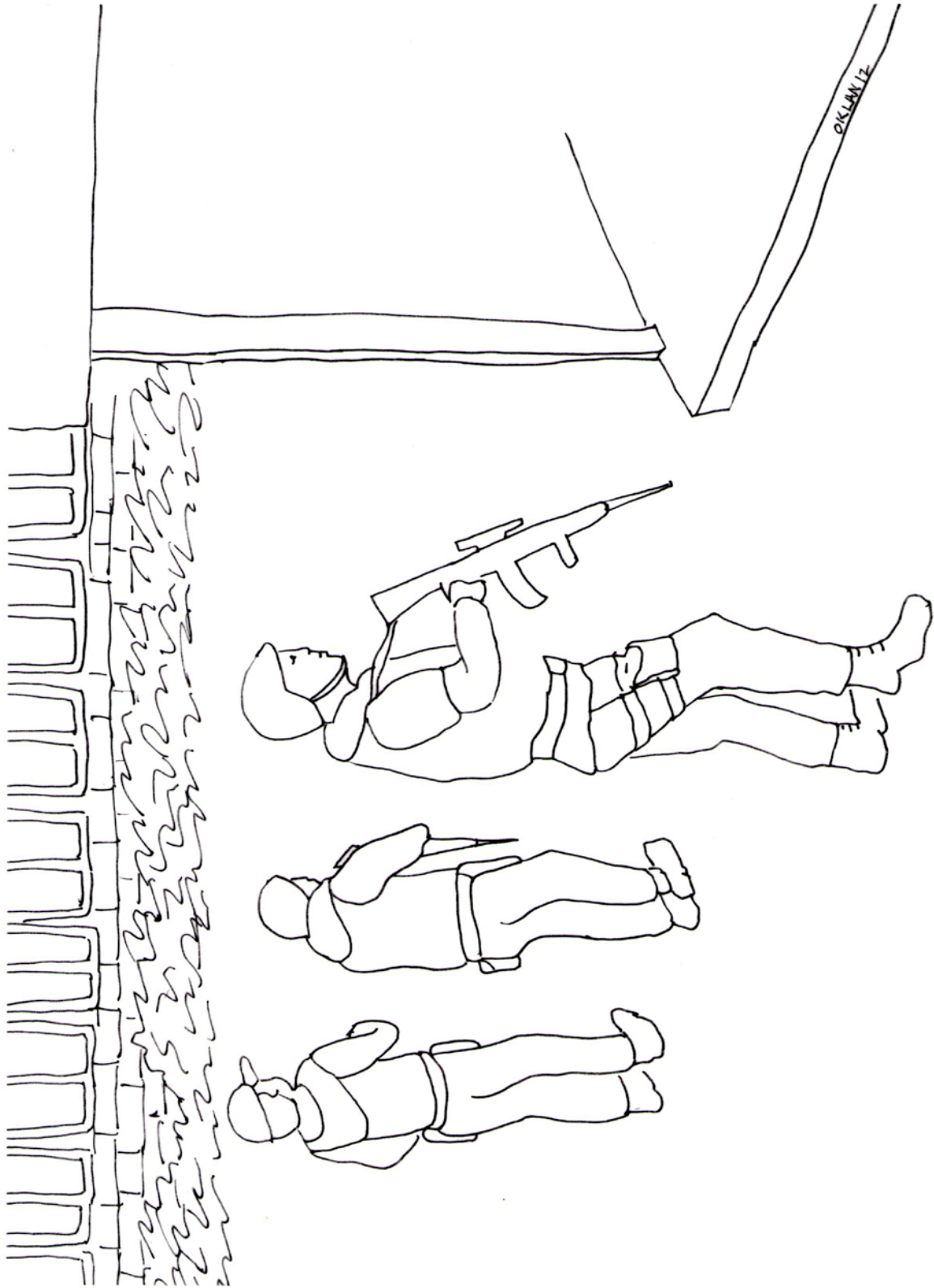
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**Paste a news clipping or picture below or draw anything you want.**

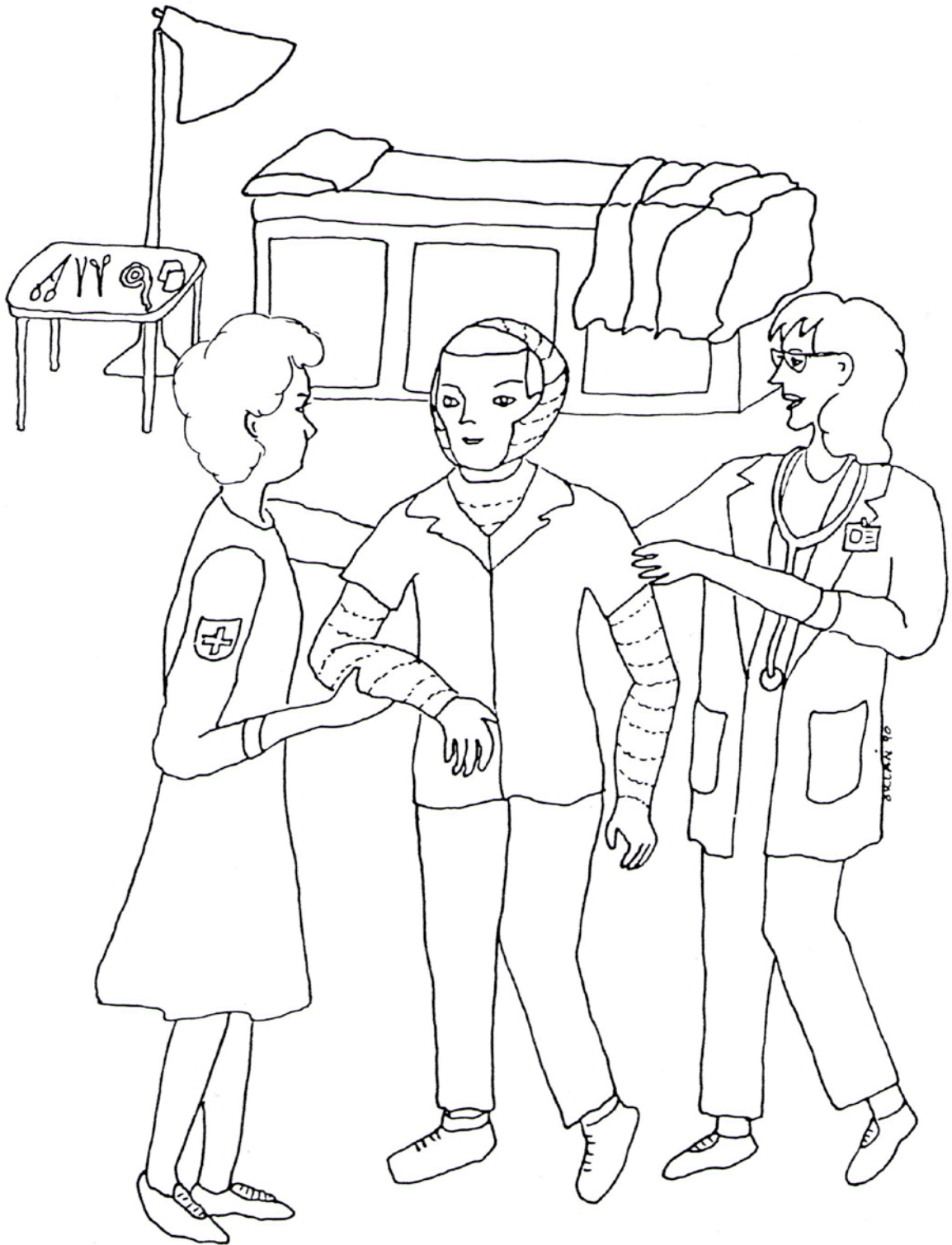


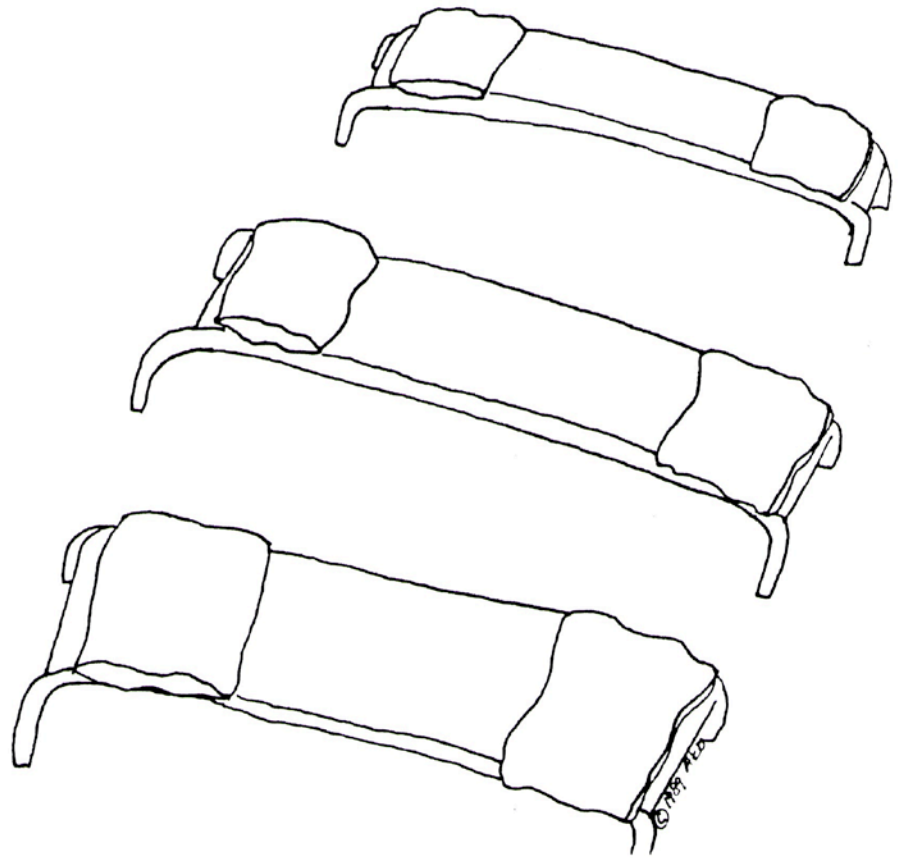
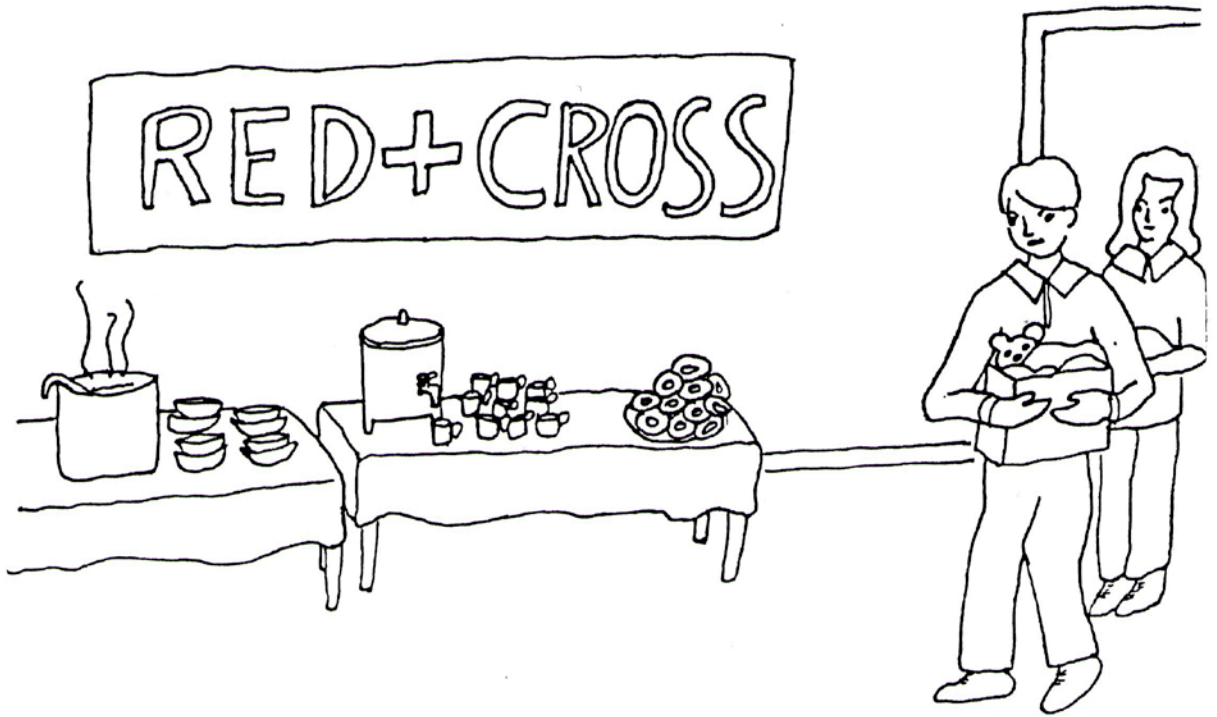


Paste a news clipping or picture below or draw anything you want.

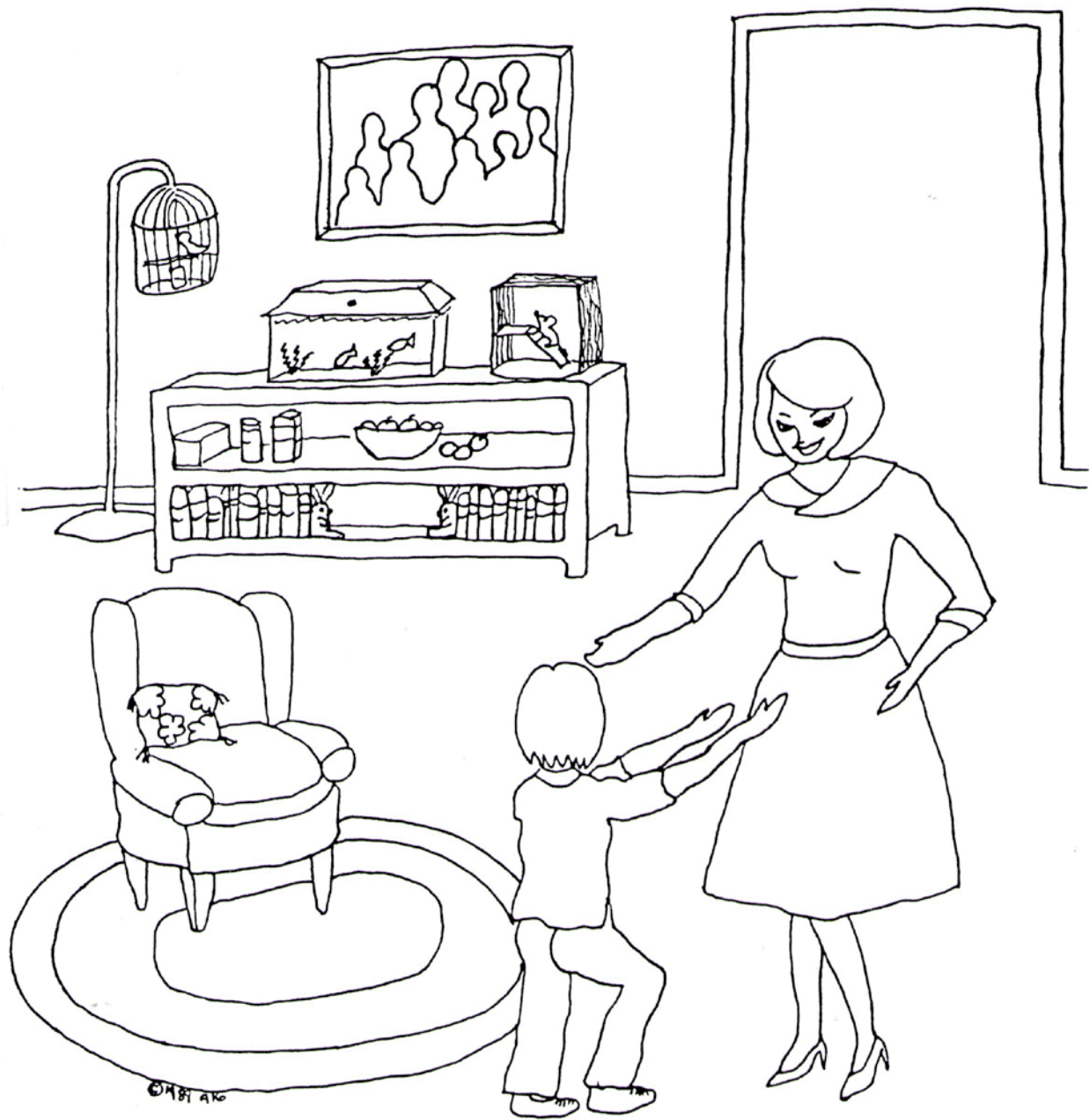












Here is a picture of my idea of a safe place:



This is what makes the place I drew safe for people: \_\_\_\_\_

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The BEST thing that happened during this time was \_\_\_\_\_

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Here is my drawing about the best thing I know that happened during this time:



Paste a news clipping or picture below or draw anything you want.



## MOURNING AND HONORING LOVED ONES WHO DIED

Mourning our dead loved ones, friends, classmates, teachers, and even children and adults we just heard about after the shootings has been very difficult. Children and adults around the world were saddened when thinking about all of the things that had happened.

Some children lost people they themselves knew well and loved, and other children didn't know people who died. But their parents and other relatives and friends were very sad and upset about people *they* knew and loved who had died or injured. Sometimes grownup family members who were upset talked about what was upsetting them, and sometimes they didn't. Sometimes the grownups got very busy trying to find out what was going on and they didn't have time to explain what was going on to their children. Sometimes the grownups cried or screamed. Sometimes they got angry, or very quiet. Everyone has his or her own special way of reacting when something terrible has happened. There is no one right or wrong way to feel or act at times like that.

What did the grownups in your family do when they first found out about the shootings and in the days and weeks afterwards?

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Was anyone in your family injured or killed in the shootings? Yes  No

Who was that? \_\_\_\_\_

Was anyone you know injured or killed in the shootings? Yes  No

Who was that? \_\_\_\_\_

(circle) Is this person a Friend? Classmate? Teacher? Principal?

Other person? (who) \_\_\_\_\_

List something special or important about this person or each of these people:

Name \_\_\_\_\_

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Name \_\_\_\_\_

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Name \_\_\_\_\_

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Name \_\_\_\_\_

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Name \_\_\_\_\_

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Name \_\_\_\_\_

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# WHAT I HAVE BEEN THINKING AND FEELING SINCE SEEING AND HEARING THESE THINGS ABOUT THE SHOOTINGS

**Circle all the words that describe what you were thinking and feeling.**

|                                                             |                                                                     |                   |                                                                        |                                                     |
|-------------------------------------------------------------|---------------------------------------------------------------------|-------------------|------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Afraid</b>                                               | <b>Nervous</b>                                                      | <b>Excited</b>    | <b>Sad</b>                                                             | <b>Relieved that my family and friends are okay</b> |
| <b>Happy</b>                                                | <b>Upset</b>                                                        | <b>Frightened</b> | <b>Helpless</b>                                                        | <b>Dizzy</b>                                        |
| <b>Guilty</b>                                               | <b>Wanting more Attention</b>                                       | <b>Lonely</b>     | <b>Sick</b>                                                            | <b>Hopeful</b>                                      |
| <b>Numb</b><br><b>I can't feel anything.</b>                | <b>Worried</b>                                                      |                   | <b>Shaky</b><br><b>- a very strange feeling</b>                        |                                                     |
| <b>(fill in your own word)</b><br>_____                     | <b>Alert</b>                                                        |                   | <b>Bad</b>                                                             |                                                     |
| <b>Confused</b>                                             | <b>I can't believe it</b>                                           |                   | <b>My heart beats fast</b>                                             |                                                     |
| <b>Like I am in a dream</b>                                 | <b>Tired</b>                                                        |                   | <b>Angry at someone:</b><br><b>(say who)</b><br>_____                  |                                                     |
| <b>Wishing everyone wouldn't ask me about the shootings</b> | <b>Worried that the shootings would happen here</b>                 |                   | <b>Sorry for people in the shootings and wishing I could help them</b> |                                                     |
| <b>Grateful that I was not in the shootings</b>             | <b>(fill in your own word)</b><br>_____                             |                   | <b>Hopeful that it will be okay</b>                                    |                                                     |
| <b>Overwhelmed</b>                                          | <b>Scared for my family or my friends who were in the shootings</b> |                   | <b>Sad that family or friends died or were hurt</b>                    |                                                     |

The Best Thing That Happened Since The Shootings Was That:

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HERE IS A PICTURE ABOUT THE BEST THING THAT HAPPENED  
AFTER THE SHOOTINGS:



## WHAT I HAVE BEEN THINKING AND FEELING ABOUT THE REACTIONS GROWNUPS IN MY LIFE HAVE BEEN HAVING SINCE THE SHOOTINGS

**Circle all the words that describe what you have been thinking and feeling since the shootings.**

|                                                                               |                                                                                                                                 |            |                                                                                            |                                              |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------|----------------------------------------------|
| Afraid                                                                        | Nervous                                                                                                                         | Excited    | Sad                                                                                        | Relieved that my family and friends are okay |
| Happy                                                                         | Upset                                                                                                                           | Frightened | Helpless                                                                                   | Dizzy                                        |
| Guilty                                                                        | Wishing I could make my parents feel better                                                                                     | Lonely     | Sad that my family and/or friends were hurt or killed                                      | Hopeful                                      |
| Numb<br>I can't feel anything.                                                | Worried about my parents and other grownups                                                                                     |            | Shaky<br>- a very strange feeling                                                          |                                              |
| (fill in your own word)<br>_____                                              | Alert                                                                                                                           |            | Bad                                                                                        |                                              |
| Confused                                                                      | I can't believe it                                                                                                              |            | My heart beats fast                                                                        |                                              |
| Like I am in a dream                                                          | Wishing the grownups in my family would pay more attention to me and less to the problems in areas where the shootings happened |            | Thinking that my parents or other relatives are being too emotional and need to calm down. |                                              |
| Sorry for people who were hurt by the shootings and wishing I could help them | Worried that a school shooting would happen here                                                                                |            | Angry at the grownups for only thinking about the shootings                                |                                              |
| Grateful that I was not in the shootings                                      | (fill in your own word)<br>_____                                                                                                |            | Wishing we could talk about something besides the shootings                                |                                              |
| Overwhelmed                                                                   | Scared for my family or my friends who were in the shootings                                                                    |            | Tired                                                                                      |                                              |

Some of the things I have heard my parents and other grownups say they are sad, or worried, or angry about are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## THE NIGHT OF THE SHOOTINGS

Here is a drawing of a child waking up from a bad dream after the shootings.



## ABOUT MY DREAMS

Here is something only I know about my dreams.

Before the shootings, my WORST dream in my whole life was this dream:

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Before the shootings, the BEST dream in my whole life that I can remember was:

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This is the story of the FIRST dream I remember having since the shootings:

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MY WORST DREAM SINCE THE SHOOTINGS HAPPENED

Here is the story of the worst dream I've had so far since the shootings. \_\_\_\_\_

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Paste a news clipping or picture below or draw anything you want.









Here is a drawing of my best dream so far since the shootings:



Paste a news clipping or picture below or draw anything you want.



# MEMORIES

These pages are for children who find they remember terrible things without wanting to remember. It may also help those having trouble remembering very much at all about this time. Sometimes children keep thinking about too many upsetting things that happened to them or happened to somebody else. Sometimes they have a picture in their heads of what happened to them or to someone else and it is hard to stop seeing it. Sometimes they can't remember much at all.

You can finish this section when you feel ready to do that. If you don't feel ready or it feels too upsetting, you don't have to do it, or if you want, you can return to it at another time.

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

The part I most hate to remember or think about the shootings is \_\_\_\_\_

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One reason I most hate remembering or thinking about this is that when I do, I feel

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And then I think \_\_\_\_\_

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The time of day this memory or thought or image usually comes to my mind is

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What I am usually doing when this memory comes to mind is \_\_\_\_\_

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Some things that remind me about something that happened in the shootings that I most hate to remember or think about or see in my mind are:

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

When I need to stop remembering or thinking about the shootings for a while, here are some things I can do:

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

Here is a list of things that other children have found helpful  
when they have bad memories that bother them a lot:

|                                                                             |                                                                                                      |                                                  |                                                                        |                                                                          |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Talk with a grownup or another kid about something else                     | Run as fast as I can until I feel better                                                             | Play a sport with friends                        | Help take care of the younger children                                 | Think about something or someone I love                                  |
| Write down the memory and put it somewhere                                  | Dance or sing happy songs or songs of praise                                                         | Pray, alone or with other people                 | Do something to help a family member or someone else                   | Think about what I will do when things get better                        |
| Talk to a parent or teacher or counselor or other adult about your feelings | Try to do school work                                                                                | Take a walk or play ball                         | Ask someone older what they do with bad memories                       | Write a letter to someone I love, living or dead                         |
| Go to church                                                                | Volunteer to help people                                                                             | Ask a priest or other spiritual guide for advice | Breathe very slowly and deeply                                         | Help someone else feel better                                            |
| Draw the memory and put it away                                             | Draw a picture of a school where a shooting could never happen, and draw the people you love inside. | Have a good cry, and then do something else      | Think about what your grandparents would tell you to do to feel better | Think about the hopes you have for your future and for classmates future |

**When I am ready, I can make a drawing in this book about a memory that I do not want to keep. If I use this book to hold this memory it could help me not think about it so often.**

Here is a drawing of what I most hate to remember:



Here is a drawing of something good I'd like to remember more often



## GOOD THINGS HAPPENED AND THIS IS ONE I LIKE TO REMEMBER.

Here's a true story I would like to remember about something I saw on TV or the newspaper or heard about in which someone did to help others after the shootings

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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: \_\_\_\_\_

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During the shootings children as well as grownups helped other people. Here are some things I have done to help other people: \_\_\_\_\_

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Grownups don't always know that children hear them talking about very upsetting things, or that the children work hard to understand anything that is upsetting to their parents. Sometimes children really do understand what their parents and other adults are upset, sad, or worried about. Sometimes, children do not understand and they can get confused, angry, or very scared when that happens. It helps when adults explain what is going on so children understand enough, but don't get overwhelmed with too much scary information at once.

Here is a picture of a little boy or girl overhearing her mother crying when relatives call with bad news:



## MY LIST OF THINGS THAT MAKE ME FEEL BETTER

Here is a list of ways I thought of to keep myself safe during emergencies:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Here are some things I can do to make myself feel better when I am upset:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Here are some things I am really good at:

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

Here are some things I want to learn to do better:

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

Here are some reasons why people like me or things that are special about me:

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

## WHAT CAN I EXPECT TO FEEL SOMETIMES BECAUSE OF ALL THE SHOCK AND WORRY AFTER THE SHOOTINGS?

- ◇ I might remember or think about scary things when I don't want to.
- ◇ Sometimes I might be afraid for my safety and other people's safety
- ◇ I might have trouble sleeping.
- ◇ I might be more grouchy sometimes.
- ◇ I could have a loss of confidence in the future.
- ◇ I might worry about the shootings happening again.
- ◇ I might worry about being in a shooting myself.
- ◇ Sometimes I might have bad dreams about the shootings.
- ◇ Sometimes I might have trouble concentrating.
- ◇ Sometimes I might act like a baby or a younger child.
- ◇ I might notice different feelings in my body. I might feel my heart beating faster, my breath feeling tight, a feeling of a knot or butterflies in my stomach, trouble swallowing, or my thoughts racing or slowed down.
- ◇ Sometimes I might feel like I am to blame for some of what happened, or for not being able to help other people enough.

- ◇ I might feel ashamed that I was so scared, needed to hide, couldn't move, or maybe threw up, peed or had a bowel movement.

## WHAT GOOD THINGS CAN I EXPECT AS I LEARN TO DEAL WITH MY TROUBLES?

- ◇ A strong desire to be helpful to other people.
- ◇ Curiosity about how to help myself and other people be physically and emotionally strong after bad things happen.
- ◇ Respect and compassion for myself and others with difficult experiences.
- ◇ Knowing that MY STORY ABOUT THE SCHOOL SHOOTINGS is only one of my true stories
- ◇ I can learn to be optimistic about my future.
- ◇ I know more about how to keep myself and other people safe in dangerous situations now.
- ◇ I learned that people can really help each other out in bad times.
- ◇ I discovered that I can deal with even very terrible things, if I have the support of the people around me.

## FEELING SAFER AND MORE IN CONTROL

Taking action to help others helps you realize you have the power to make an important difference in people's lives and in your own. Learning about how to stay safe helps everyone. If you are feeling scared when you know you are really in no danger, ask yourself these question: "Am I safe now?", "Is the present

moment different from the time when I was in danger?”, “What can I do not to feel better and safe?” Think of one small action you can take that makes you feel less helpless.

## HELPING OTHER PEOPLE

Here are some things I can do to help people who got hurt, or who had a friend or family member die or get badly hurt:

- I can help the grownups in my family to take care of younger children so the grownups can make phone calls and do things to help people who were in the shootings.
- I can send some money I have earned or that I get for allowance or that are from presents to help people in the shootings.
- I can write letters to people in the shootings or make drawings to encourage them.
- I can organize children and teachers at my school or my church to write letters, draw pictures or send money or presents to children and teenagers in the shootings.
- I can show my copy of **MY STORY ABOUT THE SCHOOL SHOOTINGS** to other children or tell them about it if I want my book to be private. If they want help to write their own workbook, I could help them.
- Here is something else I can do to help others: \_\_\_\_\_

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## SAFETY AWARENESS AND BEING PREPARED

School shootings don't happen very often. In fact, they are very, very rare. But it is always good to think about safety. Here are some safety practices and other ideas about how to be prepared and stay safe:

- Learn the safest place to be right away if you see anyone in school with a gun.
- In big buildings, know where the exits and stairways are to get outside.
- Know where to gather with others outside the building.
- Find out how to reach emergency services like fire fighters, police, or medical help.
- Learn from parents and other grownups where to go to meet them if I get lost because of confusion in a shooting.
- I can make several copies of my list of relatives' and friends' names, addresses, phone numbers and even emails if they have them. I can keep a one copy of this list in my school book bag, wallet or purse. I can keep another copy with a relative. Then I will have this information in any emergency.

## EXPRESSING YOUR THANKS FOR HELP FROM OTHERS

- I can write personal thank you notes to agencies that help in disasters and tragedies like school shootings, like the Red Cross, police, fireman, paramedics, teachers, therapists, and parents for their hard work to help everyone after the shootings. My teachers or parents can help me send these notes.
- I can write a thank you note or a drawing to someone who helped my relatives after the shootings or to people who are helping my family now.

## MY IDEAS ABOUT OTHER THINGS I CAN DO:

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## LEARNING NEW THINGS AND THINKING ABOUT THE FUTURE

You can learn about jobs and training to help plan your future. Teachers, parents, and other grownups can answer your questions about how to learn what jobs will be especially needed and useful when you are grown up. Some examples of jobs that would make a real difference would be: therapists, doctors, nurses, physical therapists, ambulance workers, firefighters, and police officers who work to keep people safe after a disaster. Teachers, principals, and guidance counselors are also important because they can help children in a school shooting. The more people know, the better off they are in a disaster. Maybe you can think of other kinds of jobs that would be helpful.

How many ways can you think of to learn more about the job you would like to have when you grow up?

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

## THINGS YOU CAN DO TO FEEL BETTER, GROW STRONGER, AND HELP OTHERS

Besides working on this book, there are other things you can do about your school shooting thoughts and feelings. You have already learned many of these things from your parents, other relatives, and teachers. Here are reminders and helpful ideas:

- Pay attention to how your body feels when you are experiencing stress. If you are feeling scared, worried, or noticing uncomfortable feelings in your body, use your breathing to feel calmer. Breathe in slowly using your belly to a count of four, pause, and breathe out slowly to a count of four.
- Make a list of five or more things you can do to comfort yourself, like listening to some music, or taking a warm shower or bath. Keep the list with you and do at least one activity every day. Give yourself time to heal.
- Try to see if running, swimming, or other active exercise feels good. Most people find that it's helpful.
- Relaxing exercise like stretching, or floating in a pool can also be helpful. Sometimes just sitting on the ground or in a chair, with your feet firmly on the ground can be calming.
- Take a walk in nature or look at something of natural beauty like a leaf, trees, clouds, or the way the light looks.
- You and your family could plan and practice how to leave your home if there is a school shooting, and choose a safe place to meet if one happens.
- If you are old enough, you might be able to volunteer to help at a school, shelter or relief agency. By helping others we can feel better.
- You could have a fundraiser for people who need therapy or a new school to go to after a shooting. One example is an art show. Your friends could show drawings about their feelings or anything they'd want to draw about what happened. You could charge admission and send the money to a charity or nongovernmental agency for helping children and families in crisis.



- You could plan which people you will call or text first if a school shooting occurred. Ask your parents and school if it is OK to have a cell phone with you to use just for emergencies. Schools will have different rules about this. Remember to keep a list of friends and relatives contact information in your wallet or purse at all times. Include email addresses if you have them.
- Get help looking for friends and family. Write down names and home towns of people you want to find. Write down where to find and call an adult who is taking care of you right now. Ask an adult caregiver to help you get emails, calls and letters from friends and relatives who may be trying to find you.
- You could learn more (see the Reading List) about the problem of violence and shootings in schools, and how to prevent them. You could write a letter to the President, your Representative or Senator in Congress, telling them about your ideas. See the Resource List for addresses.
- Save this book for making an updated personal history of the tragedy when you are older.
- You could make sure you notice if a classmate is lonely, eating lunch alone, or being picked on or bullied and go talk to that student and be friendly.
- You could talk to a teacher or your parents if your classmate is being picked on or bullied.
- You could let a grownup know if you hear of anyone saying that they want to shoot or hurt someone else or themselves.
- Let a grownup know if you see anyone with a gun or weapon at school or any place unusual.
- Tell a teacher or other adult if you or anyone you know is being abused at home or by anyone.

# OPTIONAL QUIZ ABOUT SCHOOL SHOOTINGS AND VIOLENCE

**Circle the correct answers:**

**1. Which may be some possible contributing causes of school shootings?**

- a. People who are very angry for some reason and want revenge.
- b. Violence on TV, in movies and videogames.
- c. No background checks for gun buyers from private sellers or at gun shows.
- d. People who have severe mental illness, but are not getting treatment.
- e. Bullying and social isolation of children at school.
- f. We don't really know the causes of school shootings.
- g. Political terrorism
- h. All of the above.

**2. What can I expect to feel if I am in a school shooting or other violent attack?**

- 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. Any, all, or none of the above – it is different for different people.

**3. What U.S. Representative was shot in an attack in Tucson in 2011:**

- a. Barack Obama
- b. Diane Feinstein
- c. Anton Scalia
- d. Gabrielle Giffords
- e. Sarah Palin
- f. John Boehner
- g. John McCain
- h. Nancy Pelosi

**4. Things we can to reduce the chances of another school shooting from harming children:**

- a. Make sure all families, schools, and workplaces are educated about the problems of bullying, social isolation, and about recognizing people who are very angry or who have been violent.
- b. Make sure background checks and screening for gun purchase is more thorough..
- c. Encourage children to go to college, and learn to be scientists to do research to learn more about mass violence, or become teachers, mental health or law enforcement professionals who are trained to identify children at risk for violence towards others and help them.
- d. Limit the viewing of violent videogames by children.
- e. Take responsibility and tell the police or another adult if a family member, classmate, or coworker threatens violence.
- f. All of the above.

**5. Some ways to get over feeling bad after a shooting include:**

- a. Talk about your feelings to someone who you can count on to listen.
- b. Help others.
- c. Think of ways to make your home and community safer and write them down.
- d. Try to remember what happened and write it down or draw pictures.
- e. All of the above.

**6. Countries which have had primary school attacks which killed many young children include:**

- a. United States
- b. Belgium
- c. Germany
- d. Japan
- e. Tobago
- f. Brazil
- g. China
- h. Scotland, United Kingdom
- i. Pakistan
- j. Afghanistan
- k. Israel
- l. All of the above

**7. Countries where school attacks have been prevented include:**

- a. United States
- b. Finland
- c. France
- d. All of the above

**Answers to the Quiz About School Attacks:** 1. (h); 2. (l); 3. (d); 4. (f); 5. (e); 6. (l); 7. (d)

## MY HEALTH

(Take this information with you if you go to see a doctor or nurse.  
Ask a grownup to help you fill this section out)

Sometimes people notice they have more health problems or worries after bad things have happened in their lives, or in the lives of people they love. Grownups like parents, doctors, nurses, and other health professionals like mental health workers, and clergy can help children with these problems.

**Which one of these is correct?**

- BEFORE the shootings I was healthy
- BEFORE the shootings, I had some troubles with my health.
- BEFORE the shootings, I had a lot of troubles with my health.

This is a list of the problems I had with my health before the shootings. This includes sicknesses and injuries. Write in the problems, if you had any (you may need a grownup's help with this) and check whether these problems are better, the same, or worse now than they were before the earthquake:

| The kind of sickness or injury I had before the shooting | The problem is better than before | The problem is the same as before | The problem is worse than before |
|----------------------------------------------------------|-----------------------------------|-----------------------------------|----------------------------------|
|                                                          |                                   |                                   |                                  |
|                                                          |                                   |                                   |                                  |
|                                                          |                                   |                                   |                                  |
|                                                          |                                   |                                   |                                  |
|                                                          |                                   |                                   |                                  |

Which one of these is correct?

- EVER SINCE the shootings happened, I have been healthy and I have not had any injuries.
- EVER SINCE the shootings happened, I had some troubles with my health – either illnesses or more injuries than usual.
- EVER SINCE the shootings happened, I have had a lot of troubles with my health because of illnesses or injuries.

**This is a list of the NEW problems I had with my health SINCE THE SHOOTINGS.** This includes sicknesses and injuries. Write in the problems, if you had any (you may need a grownup's help with this) and check whether these problems are getting better, the same, or worse now:

| The kind of sickness or injury I got after the shootings | The problem is getting better | The problem is the same as before | The problem is getting worse |
|----------------------------------------------------------|-------------------------------|-----------------------------------|------------------------------|
|                                                          |                               |                                   |                              |
|                                                          |                               |                                   |                              |
|                                                          |                               |                                   |                              |
|                                                          |                               |                                   |                              |
|                                                          |                               |                                   |                              |
|                                                          |                               |                                   |                              |

If other people are worried about my health, it is because: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Compared to most other children my age, I am:**

Taller  About the same as other children  Shorter

**Since the shootings, I have been:**

Gaining weight  Losing weight  Staying about the same.

I have seen a nurse or doctor for in the past year. YES  NO

If I have seen a nurse or a doctor, this is the name of the place where I went to see him or her. \_\_\_\_\_

**MY MEDICAL INFORMATION**

This information should be written here by my Parent or another Adult, if they can.

My child's blood type is: \_\_\_\_\_

Special medical needs are: \_\_\_\_\_

Medications the child regularly takes are: (give the dose of each medicine if known, and how many times a day)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Immunization Record, if available. Paste a copy or write it in this space:**

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SHOOTING CHECKLIST INSTRUCTIONS

INSTRUCTIONS TO THE ADULT WRITING ABOUT THE CHILD AND FILLING OUT THE CHECKLIST

An adult should be in charge of this section but should ask the child for help with answering the questions. An adult should supervise older children who try to answer about themselves. Add the pluses and minuses for all questions.

We suggest getting a medical or professional mental health opinion if the child:

- has lost one or more family member or friend by death in the shootings,
- has had a disfiguring injury such as loss of a limb or severe facial scarring, or who has a family member with such an injury
- has thoughts about wanting to die
- the child's total score adds up to more than 100

Children who were already mentally ill, had developmental disorders such as autism, or were in psychiatric treatment for any reason before the shootings and who were particularly upset about the shootings are more likely to be disturbed after the shootings than other children. Children who had already had traumatic losses, like the death of a parent or sibling, or the experience of abuse are more vulnerable to trauma and more likely to be disturbed after the shootings.

IF YOU ARE WORRIED ABOUT THE CHILD NOW, TAKE HIM OR HER FOR MEDICAL OR MENTAL HEALTH SERVICES. THE CHILD MAY NEED SPECIAL TREATMENT.

Children should not use this shootings reactions checklist until they have drawn or written in the workbook at least one time.

HOW TO COMPLETE THE SHOOTING REACTIONS CHECKLIST:

Always ask the child for his or her answer to each item or statement in the Checklist. **An adult should always complete this Checklist if the child is under age eleven.** Fill out the *Shooting Reaction Checklist* for only one person per checklist. (If possible, copy the blank checklist if you may need another Shooting Reactions Checklist for someone else.)

SHOOTING REACTIONS CHECKLIST

NAME OF PERSON FILLING OUT THE ANSWERS _____

RELATIONSHIP TO THE CHILD _____

PART 1	EVENTS BEFORE, DURING, AND IMMEDIATELY AFTER THE SHOOTING		
NAME OF CHILD		TODAY'S DATE _____	
	ITEM	Column A. ITEM SCORE	Column B. Child's Item Score
	If the item is false or does not apply to this child, put a ZERO (0) in Column B. If the item is true for this child, copy the number from Column A into Column B. Be sure to include the plus (+) or minus (-) sign.		
1.	Before the shootings, one parent of the child had died.	+15	
2.	Before the shootings, the child already had no living parent.	+15	
3.	In the year before the shootings, there was a major accident in the child's family	+5	
4.	In the year before the shootings, the child had a major illness.	+5	
5.	People who are close to the child are still available daily	-10	
6.	Relatives or friends have moved into his or her household because of the shootings.	+5	
7.	A family member is now living with the child.	-5	
8.	A parent or the child's main caregiver was killed in the shootings.	+35	
9.	A close relative was killed or severely injured in the shootings.	+15	
10.	Multiple close relatives and friends died or were severely injured in the shootings.	+25	
11.	The child is the only surviving sibling in his or her immediate family.	+35	
12.	The child is one of very few child survivors in his or her original community.	+15	
13.	A shooting happened at a school the child once attended that killed other children.	+15	
14.	The child has been able to be helpful to family members since the shootings.	-5	
15.	The child has watched a great deal of TV or internet news about shootings and seen graphic images of injuries and deaths.	+5	
	TOTAL SCORE FOR PART 1 (add all the scores in column B together)		

PART 2		FOR NEW PROBLEMS THE CHILD HAS DEVELOPED SINCE THE SHOOTINGS, OR PROBLEMS THAT HAVE GOTTEN WORSE SINCE THE SHOOTINGS	
NAME OF CHILD		TODAY'S DATE _____	
	ITEM If the item is false or does not apply to this child, put a ZERO (0) in Column B. If the item is true for this child, copy the number from Column A into Column B. Be sure to include the plus (+) or minus (-) sign.	Column A. ITEM SCORE	Column B. Child's Item Score
17.	Defiance or delinquent behavior	+5	
18.	Nightly states of terror	+5	
19.	Wakes from dreams confused or in a sweat	+5	
20.	Difficulty concentrating	+5	
21.	Extreme irritability	+5	
22.	Lost toilet training, speaks or acts younger than real age, sucks thumb	+5	
23.	Stutters or lisps	+5	
24.	Severe anxiety or phobias (severe fears)	+5	
25.	Obstinacy	+5	
26.	New or exaggerated fears	+5	
27.	New rituals or compulsions	+5	
28.	Severe clinging to adults	+5	
29.	Unable to fall asleep or stay asleep	+5	
30.	Startles or jumps at loud noises or reminders of the shootings	+5	
31.	Lost ambitions for the future.	+5	
32.	Lost pleasure in usual activities	+5	
33.	Lost curiosity	+5	
34.	Persistently sad or crying	+5	
35.	Persistent headaches or stomach aches	+5	
36.	Excessively worried about his or her body or illnesses	+5	
37.	Unusually preoccupied with thoughts of death	+20	
38.	Unusually accident-prone	+15	
39.	Expresses thoughts of wanting to hurt him or herself, or hoping to die	+35	
	TOTAL SCORE FOR PART 2 (add all the scores in column B together)		
	COMBINED SCORES FOR PART 1 + PART 2 (Combine the total Column B scores for Part 1 + Part 2)** *** IF THE CHILD'S SCORE IS OVER 100, WE RECOMMEND GETTING HIM OR HER MEDICAL OR MENTAL HEALTH ATTENTION ***		

RESOURCES, RELIEF, AND MENTAL HEALTH SERVICES

American Psychological Association
www.apa.org

American Academy of Child and Adolescent Psychiatry
www.aacap.org/

The Children's Psychological Health Center, Inc.
www.childrenspsychological.org

Substance Abuse and Mental Health Services Administration's Disaster Technical Assistance Center (SAMHSA DTAC)
www.samhsa.gov/dtac

Mental Health Services Locator (800) 789-2647
<http://store.samhsa.gov/mhlocator>

Substance Abuse Treatment Facility Locator (800) 662-4357
www.findtreatment.samhas.gov

Disaster Distress Hotline (800) 985-5990
www.disasterdistress.samhsa.gov

Child Welfare Information Gateway (800) 422-4453
www.childwelfare.gov/responding/how.cfm

Administration for Children and Families
www.acf.hhs.gov/

National Suicide Prevention Hotline (800) 273-8255
www.samhas.gov

National Child Traumatic Stress Network
www.samhsa.gov/traumaJustice/

Helping Children and Adolescents Cope with Violence and Disasters
www.nimh.nih.gov/publicat/violence.cfm

REMS TA Center
Listen, Protect, Connect-Model & Teach: Psychological First Aid (PFA) For Students and Teachers (pdf) remstacenter@seiservices.com

National Center for School Crisis and Bereavement
www.cincinnatichildrens.org/school-crisis

Center for the Study of Traumatic Stress
www.cstsonline.org

Harris Center for Infant Mental Health, Violence Intervention Program & Safe Start
Louisiana State University Health Sciences Center: Helping Young Children and Families Cope
With Trauma

We Are Children's, The Blog of Children's Hospital Los Angeles: Talking to Your
Kids About Violence and Disaster www.chla.org

New York Life Foundation – help for children who have experienced the death of a loved one.
www.AChildinGrief.com

National Alliance for Grieving Children
www.nationalallianceforgrievingchildren.org

National Association of School Psychologists
www.nasponline.org

National Center for Post-Traumatic Stress Disorder
www.ncptsd.org/what_is_new.html

Beyond Differences – www.beyonddifferences.org
A student run organization whose mission is to combat social isolation.

Helping.org - www.helping.org
An online resource designed to help people find volunteer or giving opportunities in their own
communities and beyond.

The American Red Cross – www.redcross.org

Writing to the President

President Barak Obama
The White House
Washington, D.C. 20500
White House Comment Office: (202) 456-1111

Writing to Congress

The Honorable Senator (the lawmaker's name)
United States Senate
Washington, D.C. 20510

The Honorable Representative (the lawmaker's name)

House of Representatives
Washington, D.C. 20515
Congress: (202) 224-3121

SUGGESTED READING LIST

Do you want to know more about violence, its effects, and causes? Below is a list of suggested books and articles. See also *The Encyclopedia Britannica* or *World Book Encyclopedia* or look online and in newspapers and news magazines. You can also check your local public or school library.

FOR OLDER CHILDREN AND TEENAGERS

Baskin, Nora. *Anything but Typical*. Simon & Schuster, 2009.

Eskine, Kathryn. *Mockingbird*. Philomel Books, 2010.

Friesen, Jonathan. *Jerk, California*. Penguin Group, 2008.

Howe, James. *The Misfits*. Aladdin Paperbacks, 2001.

Lord, Cynthia. *Rules*. Scholastic Press, 2006.

Ludwig, Trudy. *Confessions of a Former Bully*. Dragonfly Books, 2012.

Palacio, R.J. *Wonder*. Alfred A. Knopf, 2012.

Philbrick, Rodman. *Freak The Mighty*. Scholastic Inc., 1993.

Russell, Rachel. *The Dork Diaries: Tales From A Not-So-Fabulous Life*. Aladdin, 2009.

Van Rij, Gabriella N.A. *With All My Might*. We Open Doors, 2010.

FOR YOUNGER CHILDREN

Goldblatt, Rob. *The Boy Who Didn't Want To Be Sad*. Magination Press, 2004.

Holmes, Margaret. *A Terrible Thing Happened*. Magination Press, 2000.

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

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

FOR PARENTS, TEACHERS, COUNSELORS, AND CAREGIVERS

Children and Trauma: Report of the Task Force on Post-traumatic Stress Disorder and Trauma in Children and Adolescents www.apa.org/pi/families/resources/task-force/child-trauma.aspx

Cullen, Dave. *Columbine*. Twelve, 2009.

Doelp, Alan. *In The Blink Of An Eye*. Prentice Hall Press, 1989.

Herman, Judith. *Trauma And Recovery*. BasicBooks, 1992.

Klagsbrun, Samuel, Kliman, Gilbert, et al. *Preventive Psychiatry, Early Intervention and Situational Crisis Management*. The Charles Press, 1989.

Kliman, Gilbert. *The Personal Life History Book: A Manual For Preventive Psychotherapy*. Children's Psychological Health Center, 1985.

Kliman, Gilbert. *Psychological Emergencies of Childhood*. Grune & Stratton, 1968.

Klingman, Avigdor and Cohen, Esther. *School-Based Multisystemic Interventions for Mass Trauma*. Kluwer Academic/Plenum Publisher, 2004.

Mones, Paul. *When A Child Kills, Abused Children Who Kill Their Parents*. Pocket, 1992.

Substance Abuse and Mental Health Services Administration. *Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event*. www.SAMSHA.gov, HHS Publication No. (SMA) 12-4732.

Terr, Lenore. *Too Scared To Cry, Psychic Trauma in Childhood*. Harper & Row, 1990.

Van der Kolk, Bessel. *Psychological Trauma*. American Psychiatric Press, 1997.

Weingarten, K. *Common Shock: Witnessing Violence Every Day: How We Are Harmed, How We Can Heal*. New York: Dutton, 2003.

WHO WROTE THIS BOOK?

Ari Oklan is the principal author of this workbook. He is an advanced graduate student and Tauber Fellow at the California School of Professional Psychology, Alliant International University San Francisco, and is also an experienced songwriter, musician, and music producer. He founded MySongStory project, created and is now researching a Recorded Music Expressive Arts Intervention to help improve coping an adaptation in children and teens experiencing psychological or medical problems to help them rewrite their “trauma narrative.” He is also interested in teaching and researching expressive arts approaches within the burgeoning field of Narrative Medicine to support compassion and empathic understanding of patients, and reduce “burnout” in health professionals.

Gilbert Kliman, M.D. is the Director of The Children’s Psychological Health Center in San Francisco, California. He has 47 years of experience in psychological disaster response. He is the founder and former director of the nation’s largest situational crisis facility, the non-profit Center for Preventive Psychiatry in White Plains, New York, which has helped many thousands of severely stressed persons following deaths, injuries, and violent experiences including aircraft accidents, floods and tornados, urban crimes and homelessness. He is author of *Psychological Emergencies of Childhood*, which pioneered the concept of “psychological immunization” by small doses of communication. He is the recipient of over 40 service and research grants and founding editor of *The Journal of Preventive Psychiatry*. In addition to over 70 scientific articles, Dr. Kliman coauthored *Responsible Parenthood*. That book won an international literary prize for "world’s best book concerning the well-being and nurture of children." He developed Reflective Network Therapy for children in classroom groups, and a manual for carrying out that therapy, *The Guided Activity Workbook Method*. See www.childrenspsychological.org for a fuller description of his work and the agency he directs. He has authored and coauthored many therapeutic workbooks for children who have survived disaster or war. His work with disturbed or traumatized preschoolers is summarized in Kliman, G. 2011, *Reflective Network Therapy in the Preschool Classroom*, University Press of America.

Anne Kuniyuki Oklan, R.N. is a co-author and illustrator of this book. She was the first illustrator of the original *My Earthquake Story* workbook, and her illustrations have been adapted and used in all subsequent Guided Activity Workbooks. She is a nurse as well as a parent-child and family therapist and Cognitive-Behavioral and Personal Life Coach. Along with Edward Oklan, M.D., she co-founded and co-directed PREGNANCY TO PARENTHOOD and served as its Infant Developmental Specialist.

Edward Oklan, M.D., M.P.H. is a board certified adult, child, and family psychiatrist in San Anselmo and Petaluma, California, and Senior Psychiatrist at The Children’s Psychological Health Center, which he helped found. Dr. Oklan also 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 work with children, adults and families who have experienced severe psychological trauma. He has coauthored MY EARTHQUAKE STORY and subsequent trauma-related guided activity workbook.

ACKNOWLEDGEMENTS

We gratefully acknowledge that MY STORY ABOUT THE SCHOOL SHOOTINGS would not have been created without the help of many colleagues and friends, including but not limited to:

The Board of Directors of the Children’s Psychological Health Center, for support that made the creation of this book possible.

Jessie Rios, Executive Director, Children’s Psychological Health Center, San Francisco, California (US).

Jodie Kliman, Ph.D. is a core faculty member at Massachusetts School of Professional Psychology. She helped develop a Creole language edition of “MY EARTHQUAKE STORY” for Haitian survivors of the 2010 earthquake, and one for Haitian-Americans. She contributed greatly to the guided activity workbooks concerning Hurricanes Katrina and Rita. She is currently associated with the Children’s Psychological Health Center joint project with UNEV of Haiti which detects and prevents problems of child-rape among displaced earthquake refugees.

Harriet L. Wolfe, M.D. Dr. Wolfe was President of The San Francisco Center for Psychoanalysis, Currently Chairman of that Center’s Board, formerly Director of Education for the Department of Psychiatry at San Francisco General Hospital, and Associate Clinical Professor of Psychiatry at the University of California, San Francisco. She was principal investigator on a Center for Disease Control project on psychological adaptation after physical trauma, and practices psychoanalysis, individual, couples and family therapy in San Francisco. She helped develop several of the Guided Activity Workbooks.

ABOUT THE COPYRIGHT HOLDER

THE CHILDREN'S PSYCHOLOGICAL HEALTH CENTER, INC.

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The Children's Psychological Health Center, Inc. is a nonprofit organization which develops, studies and trains others in treatment methods for troubled children.

RELATED PUBLICATIONS: The Children's Psychological Health Center publishes other Guided Activity Workbooks similar to *My Story About The School Shootings*. Other publications include *My Own Story About the Earthquake in Haiti* (English and Creole editions), *My Sichuan Earthquake Story*, *My Story About Being Homeless*, *My Story About My Shelter Home*, *My Fire Story*, *My Tornado Story*, *La Tormenta Stan*, *My Personal Story About Hurricanes Katrina and Rita*, *My Personal Life History Book (about being in foster care)*, *My Kosovo Refugee Story (English and Albanian)*, *My Tsunami Story*, *My Trauma Story and My Personal Story about the Earthquake (San Francisco)*. Individual hard copies can be purchased from www.amazon.com. This series of trauma related, guided activity workbooks is for children, families and teachers coping with severe stress. Single copies can be downloaded free.

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DONATIONS: Tax deductible donations can be mailed or made online at www.childrenspsychological.org. Funds are needed for trainings, research, and creation of disaster resources.