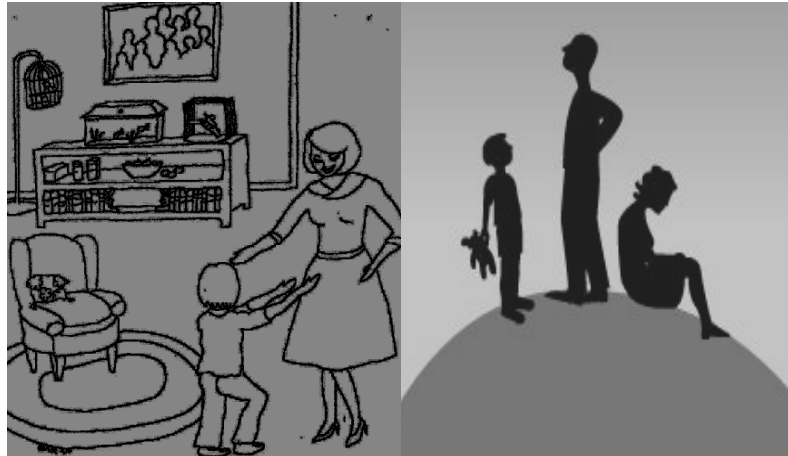


# MY PERSONAL LIFE STORY ABOUT BEING HOMELESS



## A GUIDED ACTIVITY WORKBOOK

FOR RECENTLY HOMELESS CHILDREN, THEIR FAMILIES AND TEACHERS

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

By

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## GUIDE FOR PARENTS AND TEACHERS

*This book is to promote healthy, active coping with stress.* If you are an adult looking at this book, your idea is probably the same as ours. You want to try to help children change a stressful, possibly traumatic situation into a constructive learning and coping experience.

### ***GIVING CHILDREN PSYCHOLOGICAL "H.A.N.D.S." WITH WHICH TO COPE IN A CRISIS.***

*The value of active coping rather than feeling helpless is well known. During times of disaster or community upset like flooding or war, or displacement from home for any reason, children do better when they are given "H.A.N.D.S." The term "giving children Hands" is a short way of saying children must be helped to: Honestly communicate, Actively cope, Network with peers and adults, in a Developmentally Specific way."*

*If you were recently homeless, are a homeless parent or teach children who were recently homeless, this workbook is to give psychological first aid right now to both you and stressed people you know and love.*

If recently homeless children or grownups need in-person psychotherapy with a professional therapist, this book can help sustain folks until they get therapy. This book can be useful to supplement and even guide a therapy process once you get that help in person. Use of this workbook by a person in need of psychological treatment cannot take the place of in-person therapy. It can be a structure around which to build an in-person therapy for displaced, homeless, or foster children. Several studies have shown this workbook's approach is measurably helpful as a structure for therapy.

The method of this guided activity book is derived from 47 years of projects treating over 1,000 children in "reflective networks" within classroom groups. (See [www.cphc-sf.org](http://www.cphc-sf.org) for references and to learn more about Reflective Network Therapy and The Cornerstone Method). Guided Activity Workbooks like this one have been used previously in disasters which displaced families and made them homeless: after the October 1989 earthquake in the San Francisco Bay Area (*My Earthquake Story*); the Santa Barbara Fire of June 1990 and the East Bay Hills Fire of October 1991 (*My Fire Story*); massive flooding in the Midwest in 1993 (*My Flood Story*); the Gulf War in 1991 (*My War Story*); the Balkan War of 1999 (*My Kosovo Story*); the World Trade Center 9/11 terrorism (*My Story about the Attack on America*, 2001); and the Tropical Storm Stan mudslide of 2005 (*Mi Historia de la Tormenta Stan*, 2005). Significant findings include that these workbooks have helped reduce stress levels among children following Hurricanes Katrina and Rita (*My Personal Story about Hurricanes Katrina and Rita*, 2005), and have reduced behavioral problems and bouncing around (unplanned transfers) among foster homes in carefully controlled outcome studies involving New York City children displaced into foster care (*My Personal Life History Book*, 1995).

## Getting Started

1. Read the whole book yourself before your child or student does, especially if he or she is under ten or eleven years of age.
2. For children who can't read it themselves, be sure to read aloud the "Guide for Children and Teenagers". That will help you answer questions the children may have.
3. 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 in your work with your child. Working on this book may take several months. Carefully save the book for the child in between sessions and every now and then give the child a photocopy with his name and date. The entire book does not have to be completed for the book to help. Some parts may not be relevant to every situation. *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 whenever he or she wants, even though it may not have been completed.
4. A child who cannot or will not work with you should have his resistance respected.
5. See the *Mental Health Checklist* at the end of the book for some guidance as to how serious the child's reactions are right now to a possible trauma.

## The Youngest Children

You cannot expect much complicated verbal participation when using this workbook with children younger than three. But two and three year olds can color in picture sections with some help. It may well be helpful to let babies and toddlers be present while older children work with you. This is especially helpful if the babies' and toddlers' older siblings and parents work on the book.

A sense of family caring and unity is also a help to babies and toddlers in stressful times. You are setting up a helpful and thoughtful network by letting multiple age children participate in using this workbook, even just by hanging around. Such work is a form of Reflective Network Therapy. It can promote the development of thought rather than impulsive action.

Please see the section below on *Use of Illustrations* with young children for further guidance.

## Preschool and Kindergarten Children

If your child is between ages 3 and 6, let him or her do a lot of coloring. You may want to read much of the book to him. Let the child choose some of the topics by reading the captions and asking which part he or she wants to work on first. Stop at page 51 (space for capturing

the child's medical history to be completed by an adult helper). The *Mental Health Checklist* is too advanced for reading to such young children. Use it yourself about the child.

You can often help a preschool or kindergarten child do the drawings, and write down his answers to questions and lead-on sentences. Change the hard words into simpler words when you read. Act as an interested reporter-secretary, trying to draw your child out while giving encouragement. Write down exactly what he or she has to say. Take your time. Don't insist on the child answering. It may be enough for him to know that you think the topic can be useful to think about and share. Try hard to involve the child's family, including brothers and sisters and parents in helping focus the child on the book. Get their help about addresses of people who might send birthday and Christmas presents. Encourage the idea of getting the child's medical records by getting the addresses of doctors and dentists from the adults, writing them into the book. Get the names of people who would especially enjoy getting a drawing or card from the child. Use a Polaroid or digital camera to help the child make pictures of himself to send out to friends and relatives.

### **Middle Childhood**

If your child is between the ages of 6 and 11, try using as much of the book as you think your child can understand. Allow him or her to set the pace. Gently try to work through all of the sections. Let the child choose and direct you about which sections to work on first. Don't insist on reading any sections that a child does not want to read. Encourage the clipping of pictures and articles from newspapers and magazines, thus making the workbook into a scrapbook. Use the backs of pages for extra clippings. While you are present to offer support, ask the child to color in the illustrations. Children often work on the book on and off over weeks, and sometimes even months. Very often, they are able to complete a difficult section at a later date.

### **Eleven Years and Older**

Most children over age 11 will want to work on a lot of the book on their own if this is a school-based project or carried out in an emergency shelter. But they benefit from a teacher, peers and siblings, as well as parents tuning in, getting interested, involving them with others knowledgeable about their lives. They should be regularly offered adult assistance at times. They can look up information and answers, find out about their own mental health by using the checklist, and might give you plenty of adult-sounding suggestions. Be available to serve as a resource for your pupil, child or teenager, 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-based network of kids and teachers interested in the children's lives if dealing with a shared stress like an earthquake, flood, terror attack or any reason to be displaced into shelter life.

## **For Bereaved Or Homeless Families**

Any person who has mental health problems as a result of being traumatized, will be likely benefit from in-person psychotherapy. Help is available through mental health services, or through individual therapists. Services are usually listed under "mental health" or "social services", or under "State or County Health Services" listings in your Yellow Pages phone book. Look for a listing of your local Psychiatric Society or Psychological Association. Individual mental health workers are usually listed under such titles as "psychologists", "psychiatrists", "psychoanalysts" and "psychotherapists". The contact persons at [www.cphc-sf.org](http://www.cphc-sf.org) can lead you to resources or you can go to *Google.com* and search for "child psychotherapy [your town]".

## **For The Adults And Families**

This workbook is designed to help both individuals and groups that have suffered trauma such as being displaced from their own homes. The authors are aware that the adult, who is helping the child, may well be traumatized by some of the same events as well, or even by having to deal with many injured or psychologically distressed persons.

Adults who have been traumatized or made homeless in a big disaster may find this book helpful because it gives a way of helping children in a structured manner, rather than having to invent a way. You can use a copy of it for writing about yourself. Add your own questions and answers to those asked of the children. You may also find that drawing or coloring the scenes may help you become calmer, or help you to remember your experiences and master them. The "Mental Health Checklist" describes what kind of behavior to be concerned about in your children or pupils. An adult may find quite a few of the items useful as a checklist, too. It is worth remembering that anyone can be traumatized.

If that is appropriate, a family may work together on a workbook as a project to give them strength. Family members may individually work on the same questions from several workbooks or separate copies of some pages and then add them together in one "My Family Story". Or you may all work on one book, contributing your own reactions. Each person should sign his or her own name to their entry, when sharing the use of one book. Engaging in a "shared remembering" can help your children feel safer, feeling it is natural to work on a joint project under your direction. This may also help bring your family closer together. The social glue provided by a family and friends protects against a person feeling helpless and falling apart.

## **Use of Illustrations**

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

Children who have a preference for visual as opposed to spoken communication, 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.

Adults and children who are overwhelmed with flashbacks, memories, anxiety, who startle easily, who have insomnia or nightmares may find that the process of story telling, writing and drawing is more calming than just trying to tough it out. They might choose to start with the illustrations furthest from their own experience, and gradually work up to those closest.

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 distraught about the image before them, to take control, feel calmer and remember their feelings. The illustrations 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 they experienced. For example, a parent could ask, "What are you feeling now?" or "What is happening in this picture?" People often express their own feelings by describing what someone else is feeling.

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

When it is appropriate, teachers can use *My Story About being Homeless* in a classroom setting, with children working individually or in small groups. This can be a very effective way to support group togetherness. Social support from a group helps children and adults cope with catastrophes. If you plan to use the book in order to help identify children who need additional assistance, consultations are often available to schools through school psychologist. If there is none, call your local Mental Health Association, Psychiatric Society or Psychological Association. Take the child's completed *Mental Health Checklist* to your school psychologist, pediatrician or mental health professional to help that professional to screen for children who need immediate help.

### **Use by Mental Health Professionals**

Therapists can use *My Story about Being Homeless* in individual, family or group sessions as a supplement to treatment for children or adults with Post Traumatic Stress Disorder or Adjustment Disorders due to a disaster or any displacement of a child's living arrangements. Training DVD's and consulting assistance for mental health agencies in the use of this book are available from The Children's Psychological Health Center, San Francisco, California, 2105 Divisadero St., San Francisco CA 9415, phone 415-292-7119, fax 415 749 2802, email [gil.kliman@cphc-sf.org](mailto:gil.kliman@cphc-sf.org).

More information is online at [www.cphc-sf.org](http://www.cphc-sf.org)

# GUIDE FOR HOMELESS SHELTER CHILDREN AND TEENAGERS

## About Trauma

Being homeless can be a trauma. It isn't always. Sometimes it turns out to make good changes. People can even get stronger from facing their problems. What is a 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. It can happen to anyone. Trauma probably happens to almost everyone at one time or another in their life. It can be from being homeless, or being displaced in a natural disaster, a tornado, a hurricane, an earthquake, a flood, a hurricane, a fire, an injury or death in the family. It can be manmade like a war or a terrorist attack. It can be a shooting in a school or neighborhood, a crash in a car, a bus, or even an airplane. Some of the worst traumas are very personal, like sexual abuse, severe beatings, terrible fights in the family, severe illnesses, or wartime events like mass killings. The list of causes could go on forever, but the some of the results of very different traumas are surprisingly similar.

Sometimes children get frightened, upset or worried *after* a trauma. Some children get over it with no troubles. Sometimes children have trouble sleeping or have bad dreams. They might be afraid to go to school, or have headaches, stomach aches or other problems because they are so worried. They might not even know that they are worried about. 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.

It helps children to know there are people who can help. Adults. Brothers and sisters. Teachers. Clergy. Psychologists. Older friends. This is another list that could go on forever. Talking to trusted helpers, friends and writing about your feelings can help you feel better. It 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 feel stronger. You'll make your own personal record of what happened. If you can use this book by yourself, or with the help of a parent or a teacher, maybe you can feel stronger and keep on learning more. And maybe you could help others, too, if you share what you learn.

Look through this book and begin wherever you want. Fill in as many of the blank spaces as you can. Ask for help if you need it to understand the questions or to write down the answers. Try drawing pictures or coloring in the pictures that are already in this book. You can use the backs of pages in your book if you need extra room for photos or drawings or if you need more room to write. You can make a scrapbook out of this book by stapling in extra pages. Take your time. You can skip anything that makes you too upset, and try to come



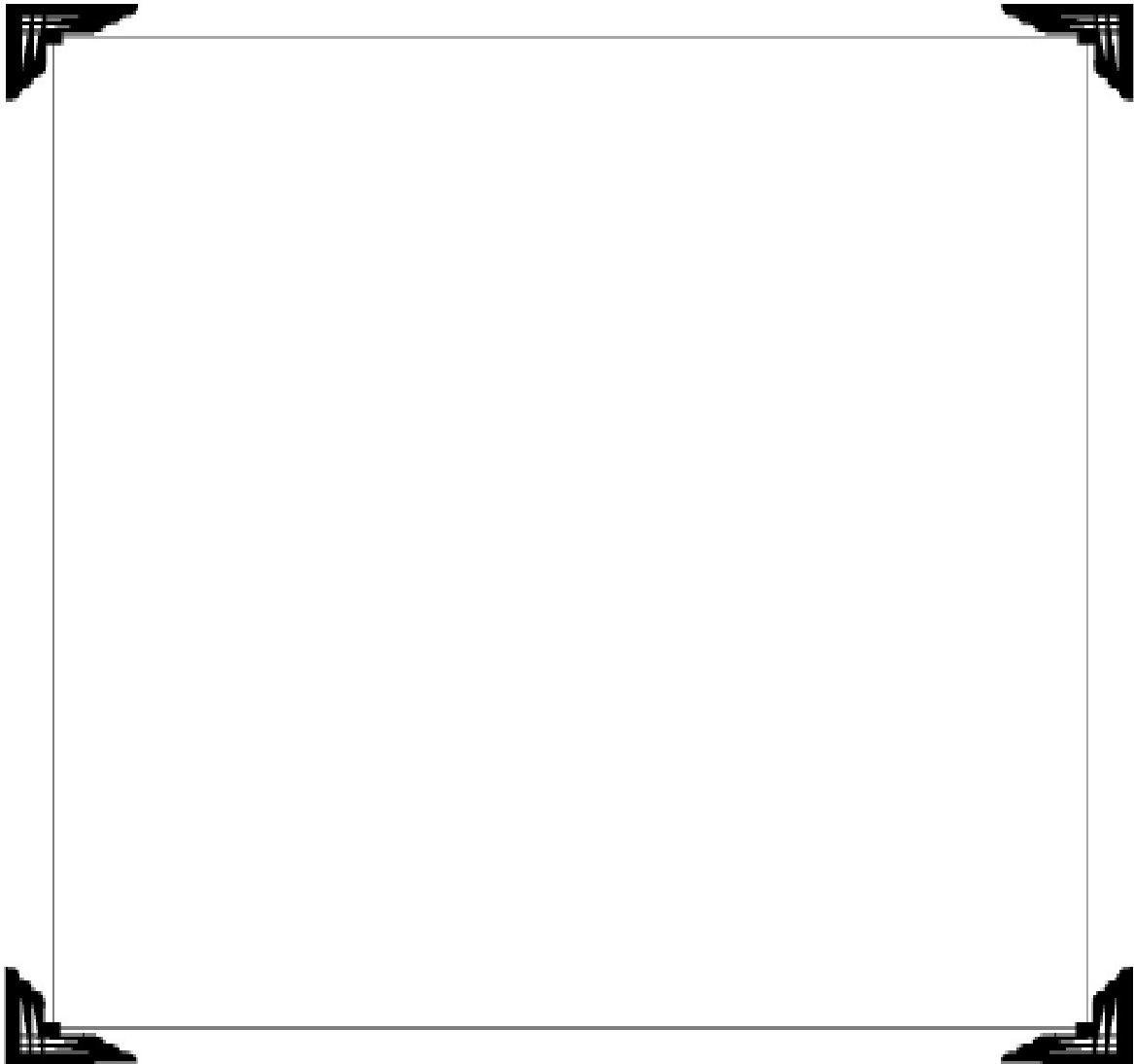
back to it another time. There may also be parts that do not exactly apply to you. Feel free to skip or change anything you like. Don't just dwell on upsetting parts. Keep in mind that the happy memories and good events are very important.

Remember, you should definitely talk to a grownup if you become upset or worried, and also to share what you have learned.

## MY STORY

MY NAME \_\_\_\_\_

HERE IS A PICTURE OR A PHOTO OF ME:



## MY STORY

By: \_\_\_\_\_  
My Name

My Birthday Is \_\_\_\_\_ My Birth Year Is \_\_\_\_\_

DATE I STARTED THIS BOOK \_\_\_\_\_

DATE I FINISHED THIS BOOK \_\_\_\_\_

I WAS HELPED TO WRITE THIS BOOK BY \_\_\_\_\_

## WHO I AM

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

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

The people who usually live with me are: \_\_\_\_\_.

My address is \_\_\_\_\_.

My telephone number is \_\_\_\_\_

Some things I like to do are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My Mother's Name:** \_\_\_\_\_

**Her Address:** \_\_\_\_\_

**Her Telephone:** \_\_\_\_\_

**Her Age:** \_\_\_\_\_

**My Father's Name:** \_\_\_\_\_

**His Address:** \_\_\_\_\_

**His Telephone:** \_\_\_\_\_

**His Age:** \_\_\_\_\_

**Another Important Grown Person In My Life Is:**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**My Brothers And Sisters Are:**

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

**ON THE BACK OF THIS PAGE, THERE'S A DRAWING OR PHOTO OF MY FAMILY DOING SOMETHING.**

**My school's address is:** \_\_\_\_\_

**The phone number of my school is:** \_\_\_\_\_

**MY BEST FRIENDS ARE:**

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

Here is a drawing of my best friend(s):



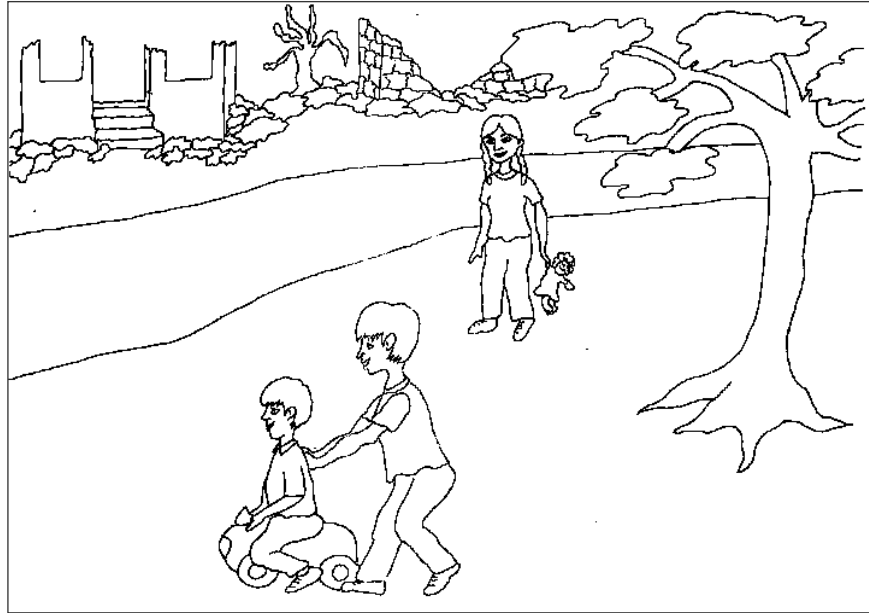
What I like to do with my friends is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SOME OF THE BEST THINGS THAT EVER HAPPENED IN MY LIFE ARE:**

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



**THE FIRST THING IN MY WHOLE LIFE I PERSONALLY REMEMBER IS:**

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**I WAS ABOUT \_\_\_\_\_ YEARS OLD WHEN THAT HAPPENED.**

**THE WAY I FEEL ABOUT THAT EARLIEST MEMORY IS:**

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**HERE IS A LIST OF SOME THINGS HAPPENED THAT UPSET ME AND OTHER PEOPLE IN MY FAMILY:**

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

**THE WORST THINGS ABOUT BEING HOMELESS THAT HAPPENED TO ME IN THE PAST YEAR ARE:**

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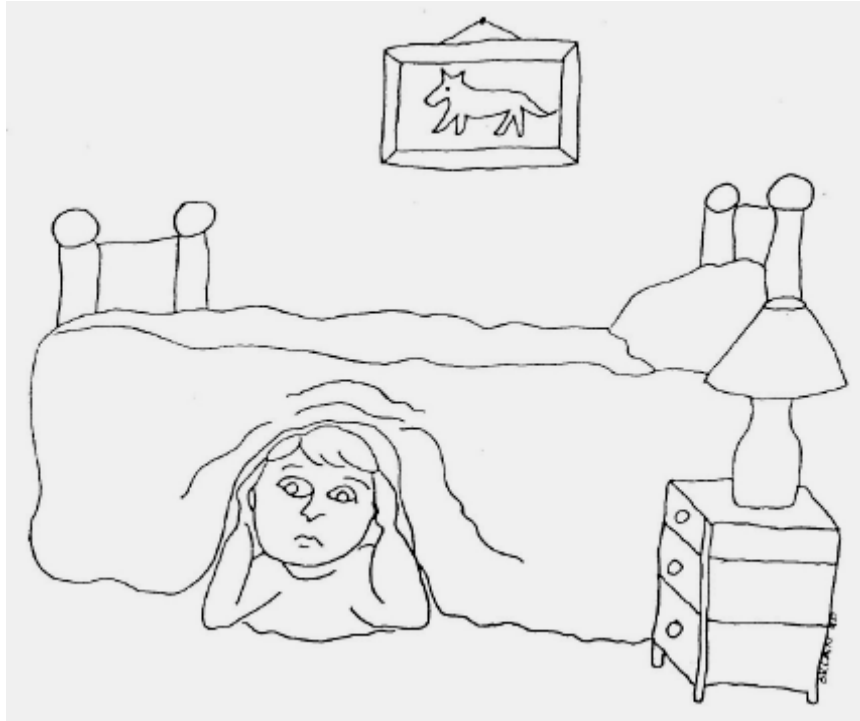
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**Being homeless began on (date) \_\_\_\_\_ at about \_\_\_\_\_ o'clock.**

**Being homeless lasted until \_\_\_\_\_.**

Since I was born on \_\_\_\_\_, 19\_\_\_\_, at the time I started being homeless,

I was \_\_\_\_\_ years and \_\_\_\_\_ months old.



So that I can remember exactly when this happened, I will list some of the other things that I can remember about that time. The season was \_\_\_\_\_.

The weather was \_\_\_\_\_.

Other important things that were happening around that time were

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**I will never forget some things because**

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**NOW, HERE'S MY PERSONAL STORY ABOUT THINGS THAT I MIGHT BE THE ONLY ONE TO KNOW.**

**Where I was** \_\_\_\_\_

**At that time, I was in** \_\_\_\_\_

**I was with** \_\_\_\_\_

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**What I was doing was** \_\_\_\_\_

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**At first, I felt** \_\_\_\_\_

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**The first thing I heard was** \_\_\_\_\_

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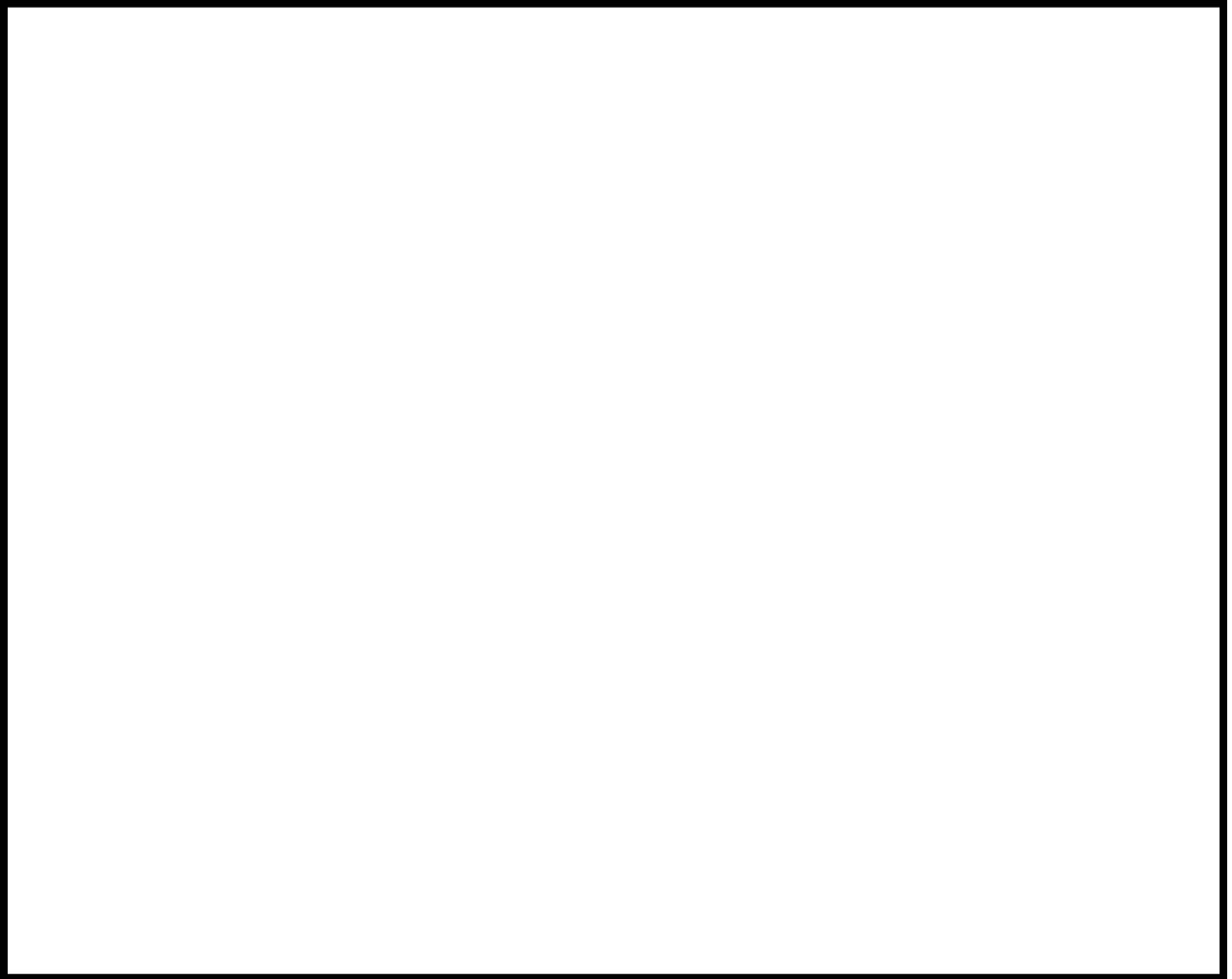
**The first thing I saw was** \_\_\_\_\_

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HERE IS A DRAWING ABOUT THE MOST FRIGHTENING THING I SAW:



THE MOST FRIGHTENING THING WAS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Then I was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

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

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

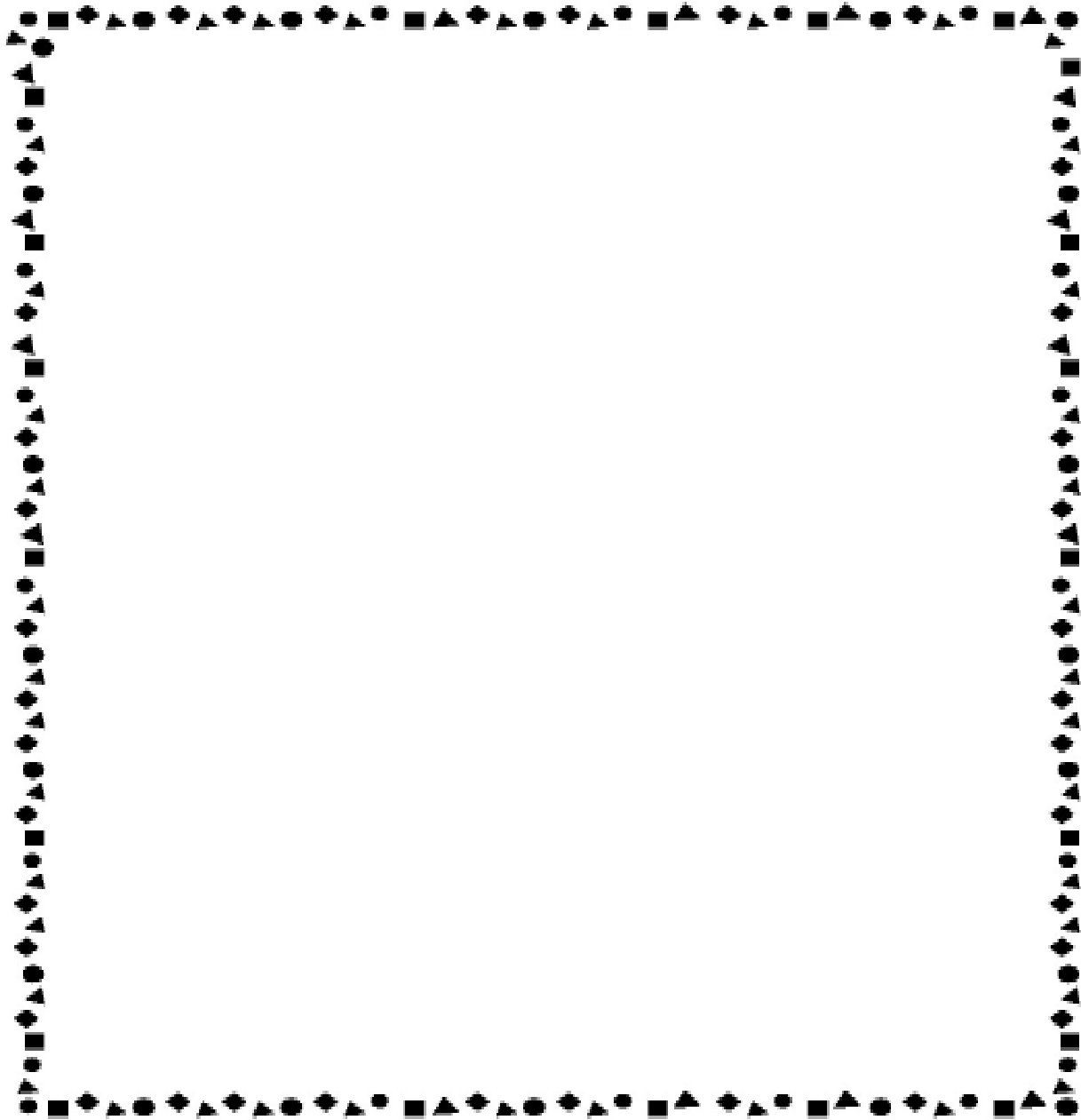
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Here is a picture of where I was when I started being homeless:



Here is what I was thinking in the first minutes that I was homeless

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*Circle all the words that describe how you felt*

I FELT:

Afraid	Numb	Excited	Sad	Relieved	Frightened
Relieved	Upset	Happy	Angry	Worried	My heart beat hard

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

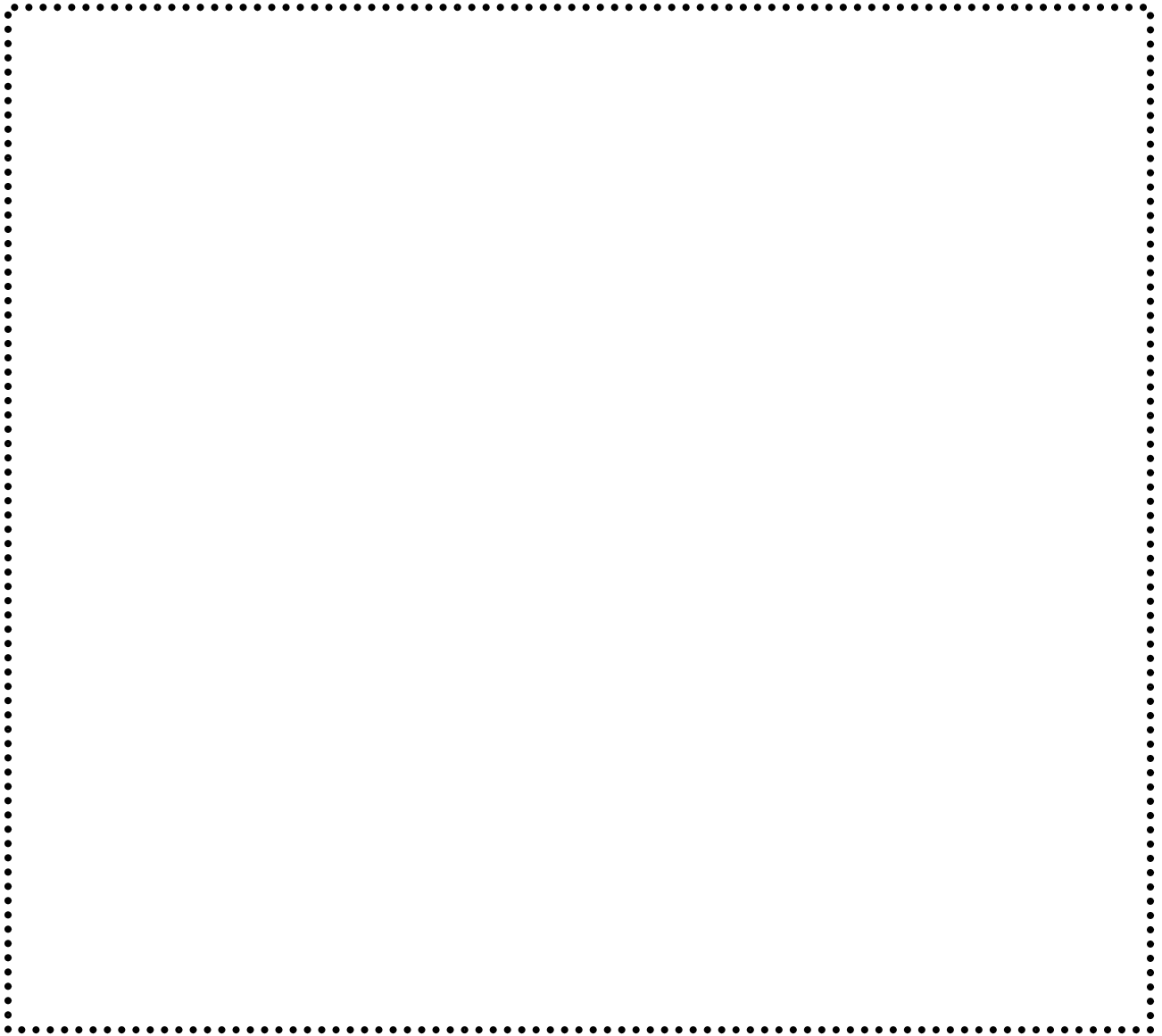
During those first few minutes, I saw  
\_\_\_\_\_  
\_\_\_\_\_

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

Later I saw \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

HERE IS A DRAWING OF WHAT I WAS WORRIED ABOUT:



There are others who went through the same things.

Some of the upsetting things that happened to other kids, who I know or are friends of mine, are:

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Some upsetting things that happened to other grown-ups besides in my family are:

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Some of the other upsetting things I heard that happened to strangers are:

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Knowing this about others made me feel \_\_\_\_\_

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Right after this experience was over I felt:

*Circle all that are true*

sad	afraid	relieved	glad	happy	bad
sick	numb	lonely	angry at myself	angry at my heart beat	helpless
sorry for others	sorry for myself	alert	sweaty	mixed up	clear minded

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## ABOUT MY DREAMS

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Here is something only I know about: my own dreams.



Before the event, my worst dream in my whole life was like this:

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Since the event I have had dreams I can remember.

HERE IS THE STORY OF the WORST DREAM I've had lately.

When I had this dream was \_\_\_\_\_.

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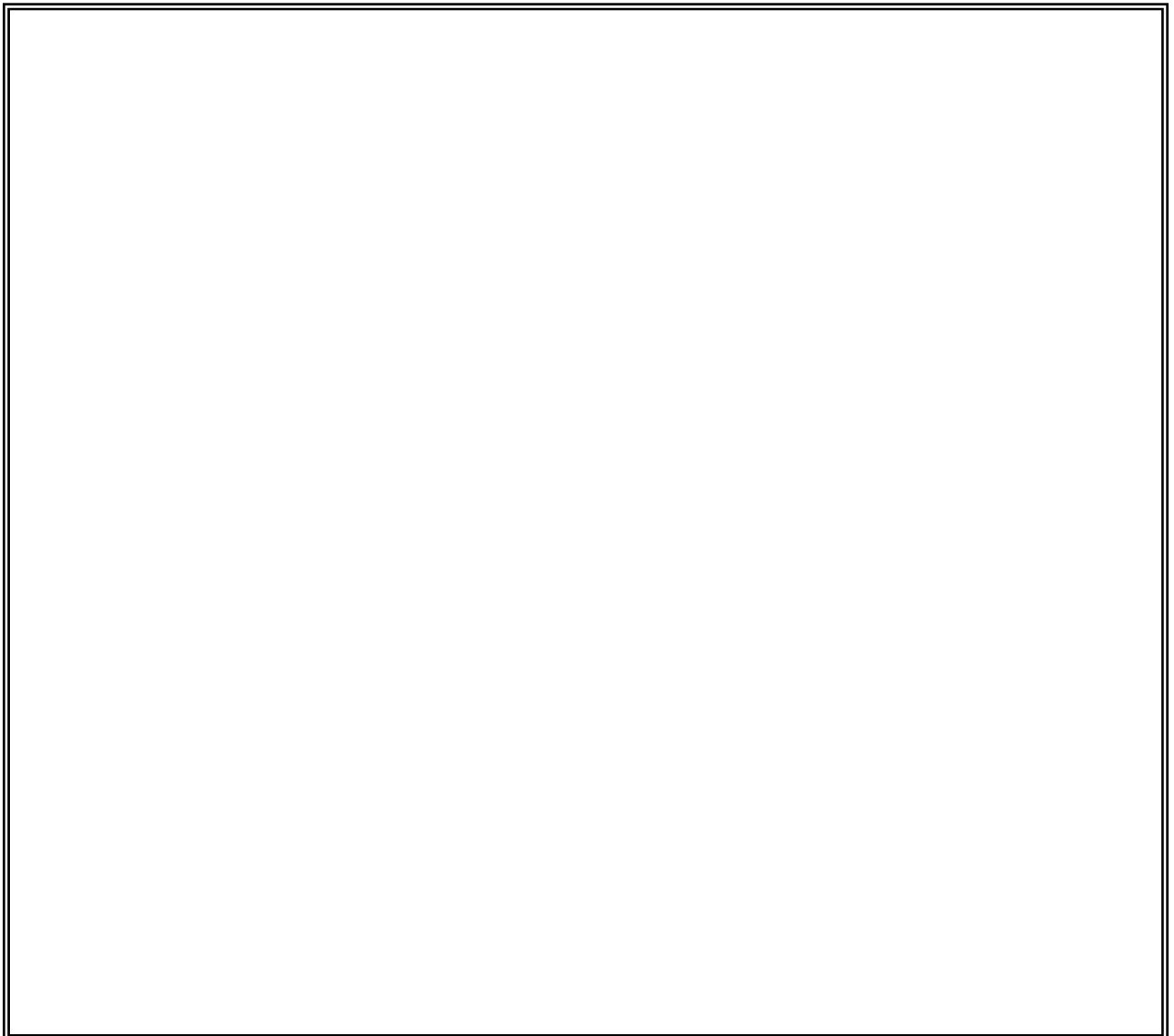
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**Here is a drawing of a scene from the WORST DREAM:**





HERE IS THE STORY OF THE BEST DREAM I'VE HAD LATELY.

When I had this dream was \_\_\_\_\_.

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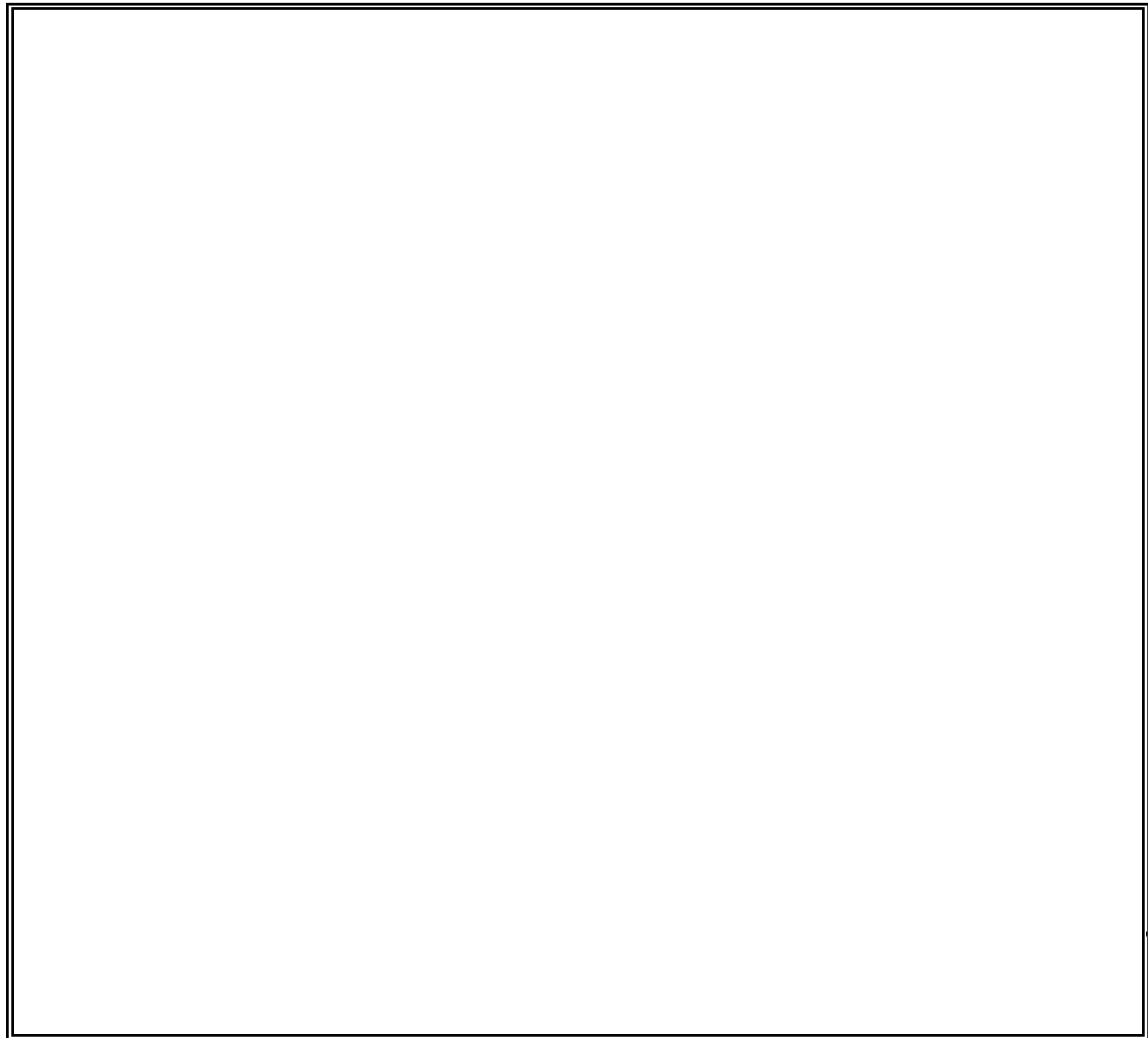
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Here is a drawing of a scene from the BEST DREAM:



## MEMORIES

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

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Today's date is \_\_\_\_\_

The part I most hate to remember is \_\_\_\_\_

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The time of day when memories usually comes to my mind is \_\_\_\_\_.

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

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

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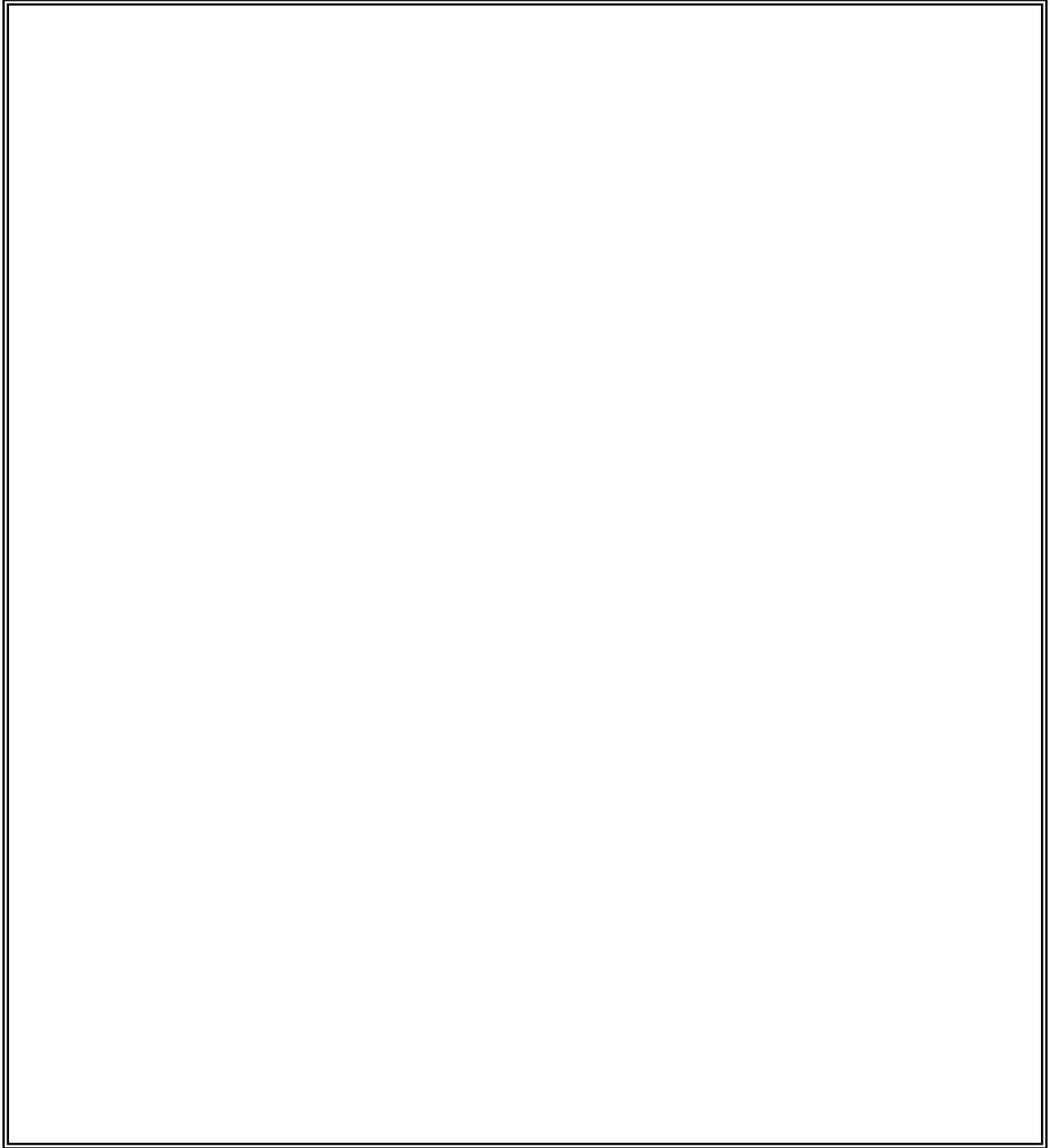
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The part I can't remember too well is \_\_\_\_\_

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HERE IS A DRAWING OF WHAT I MOST HATE TO REMEMBER.



At first, I didn't understand what had happened to me. Later on, I heard about others who had suffered as I had. Here is how I heard about these stories:

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

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

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When I first thought about getting help, my feelings were \_\_\_\_\_

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Here's the awful part for me. The worst thing about my trauma was \_\_\_\_\_

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**Here's a true story about someone I know who was hurt just like me:** \_\_\_\_\_

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

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

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

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## ABOUT MY HOME

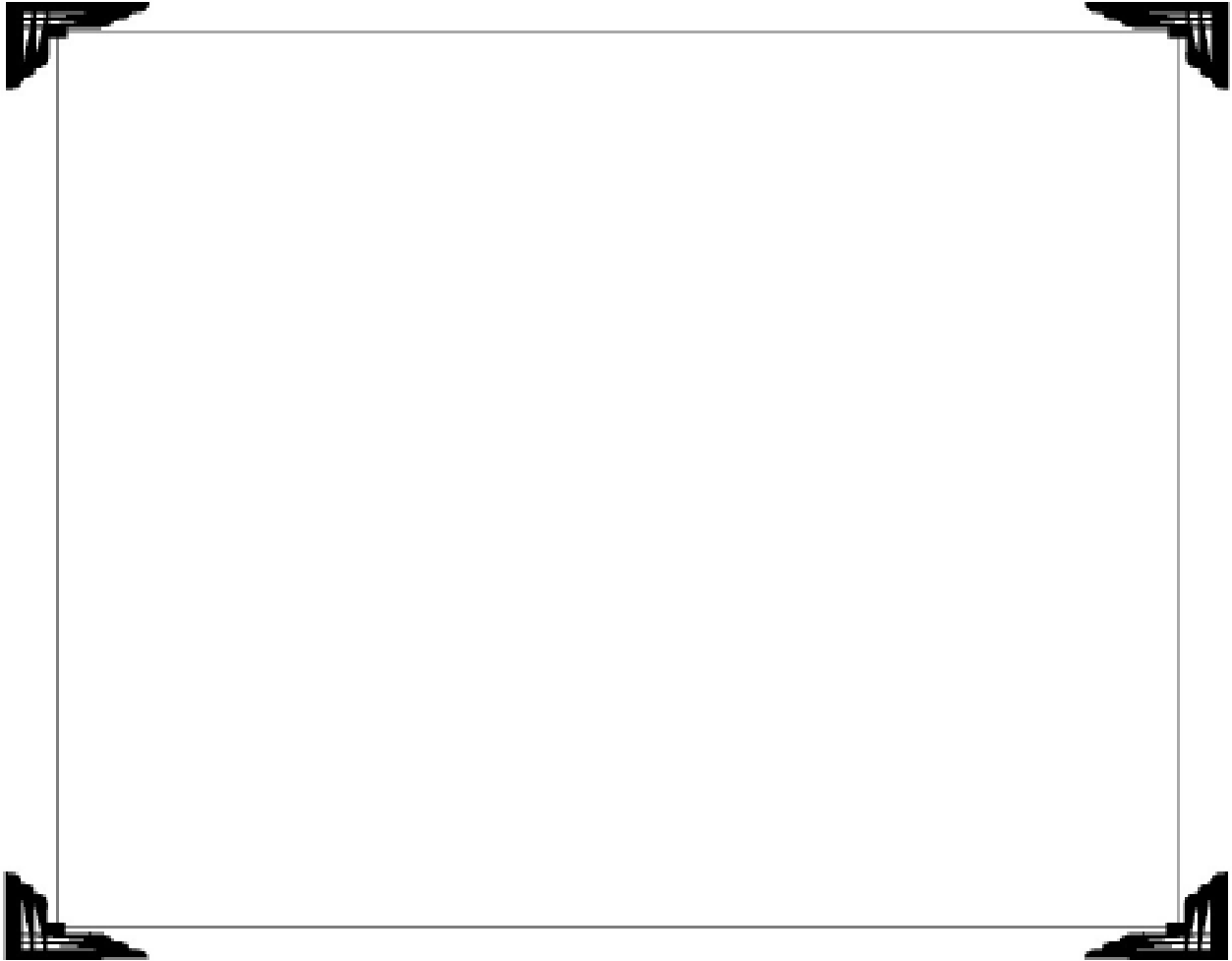


Here is a drawing or a photo of my home before I became homeless.



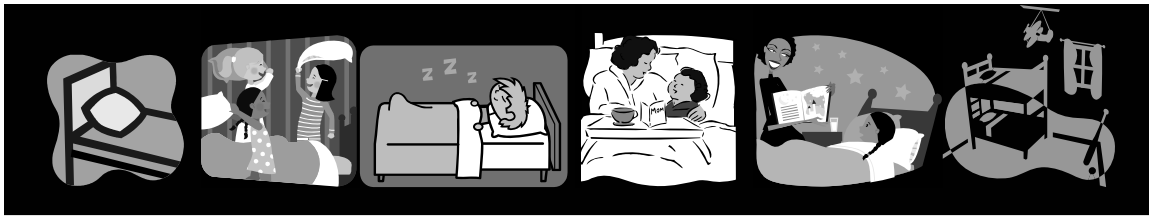
**Here is a photo or a drawing of the room where I slept in our old home.**

(If you had to leave your home, show what it looked like before you had to leave it.)



**Here is a list of some of the things I remember were in the room.**

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



About my space now. What I feel about it now is:

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This is a drawing about what it feels like.



**Fill-in what Is True and cross out what Is Not True:**

I was able to stay in my house and felt \_\_\_\_\_

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I had to leave my house and felt \_\_\_\_\_

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

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The names of the people who took me there are \_\_\_\_\_

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The way I got there was \_\_\_\_\_

The way I felt when I got there was \_\_\_\_\_

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Some of the people who were with me there are:

Name	Address	Phone	E-mail
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Now the way I feel about that place is \_\_\_\_\_

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The worst thing about the place I went to was \_\_\_\_\_

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The best thing about the place I went to was \_\_\_\_\_

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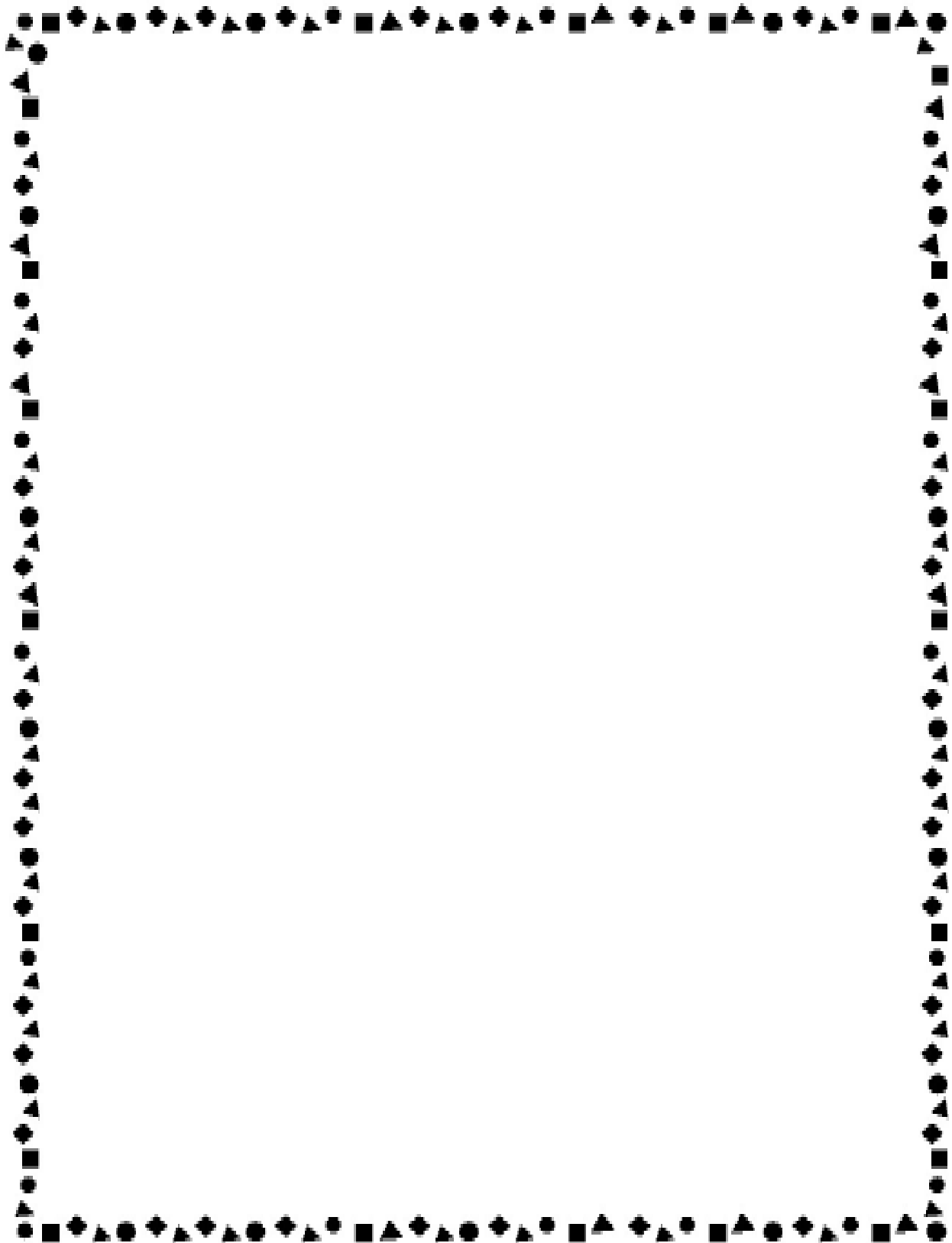
I do not get to go home yet because \_\_\_\_\_

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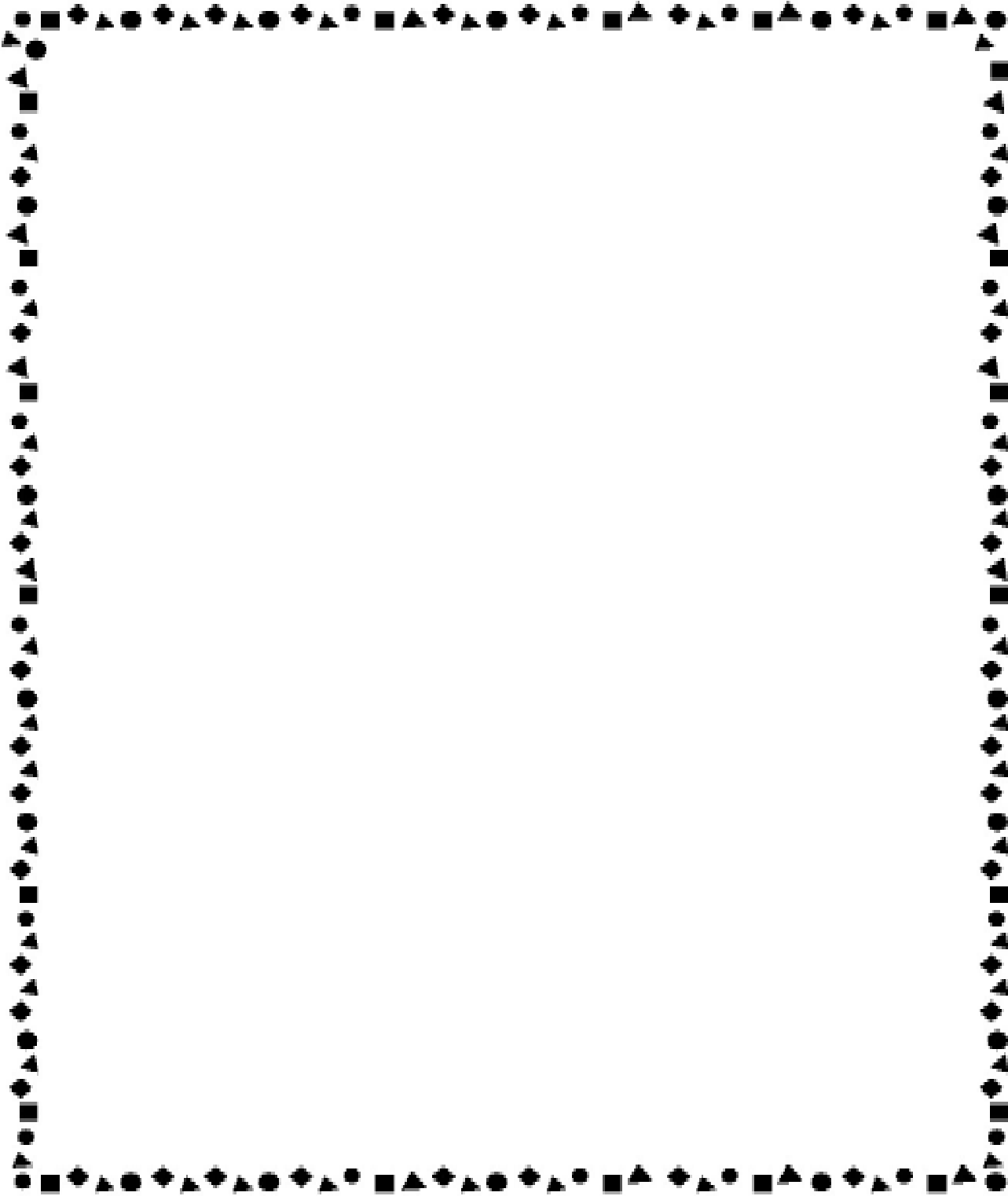
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HERE'S A DRAWING OF THE PLACE I STAYED:





HERE IS A DRAWING OR PHOTO OF MY SCHOOL.



**MY SCHOOL WORK:**

**HERE IS A DRAWING OF THE SCHOOL I GO TO NOW.**



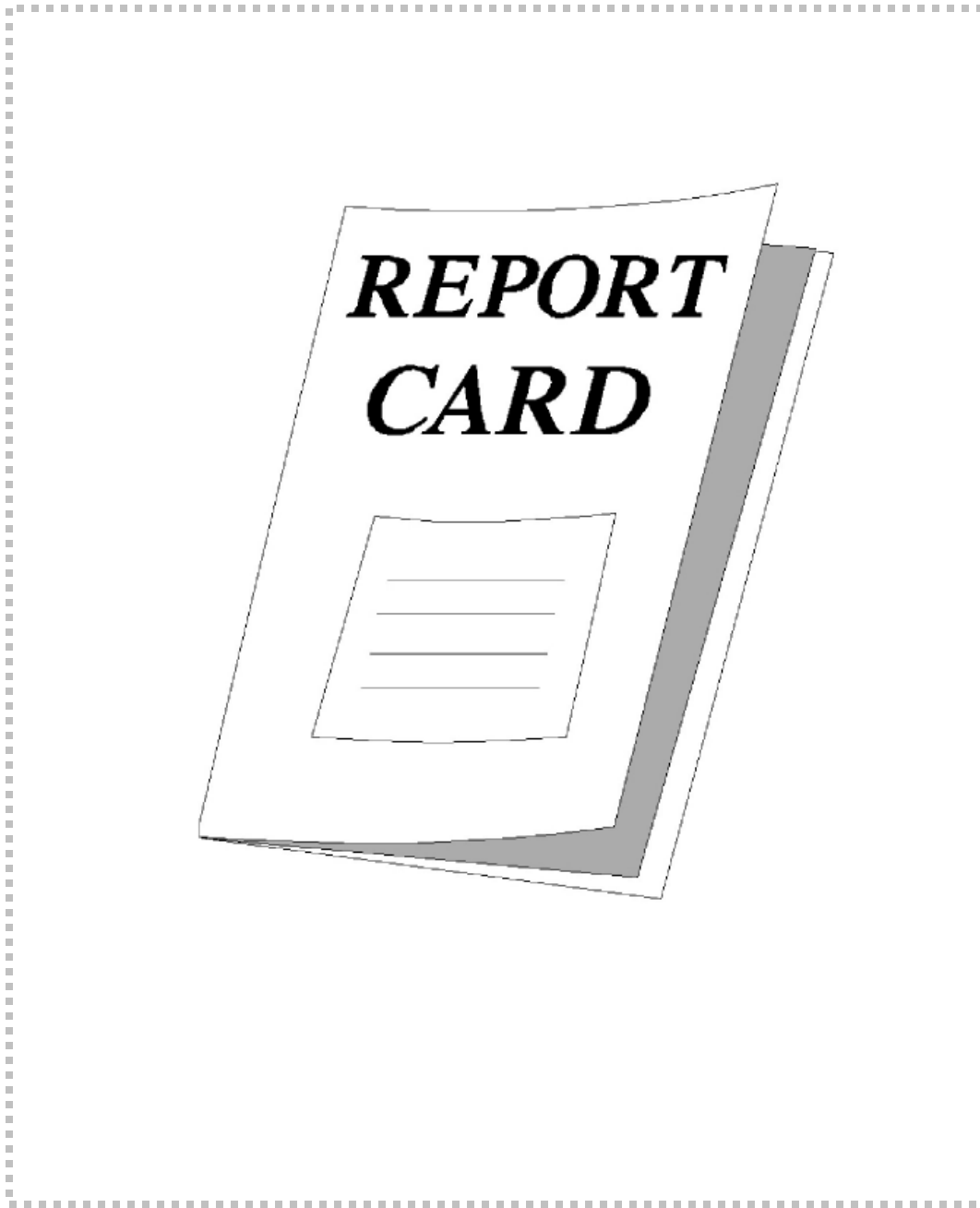
**The subjects I like best are** \_\_\_\_\_

\_\_\_\_\_

**My school work grades are mostly** (Circle the right answer) **than they were before I became homeless.**

better	worse	the same
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Here is a copy of my latest Report Card. (Get a grownup to make a photocopy and paste it here)



What I like most about school is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**MORE ABOUT PROBLEMS AND WORRIES**

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**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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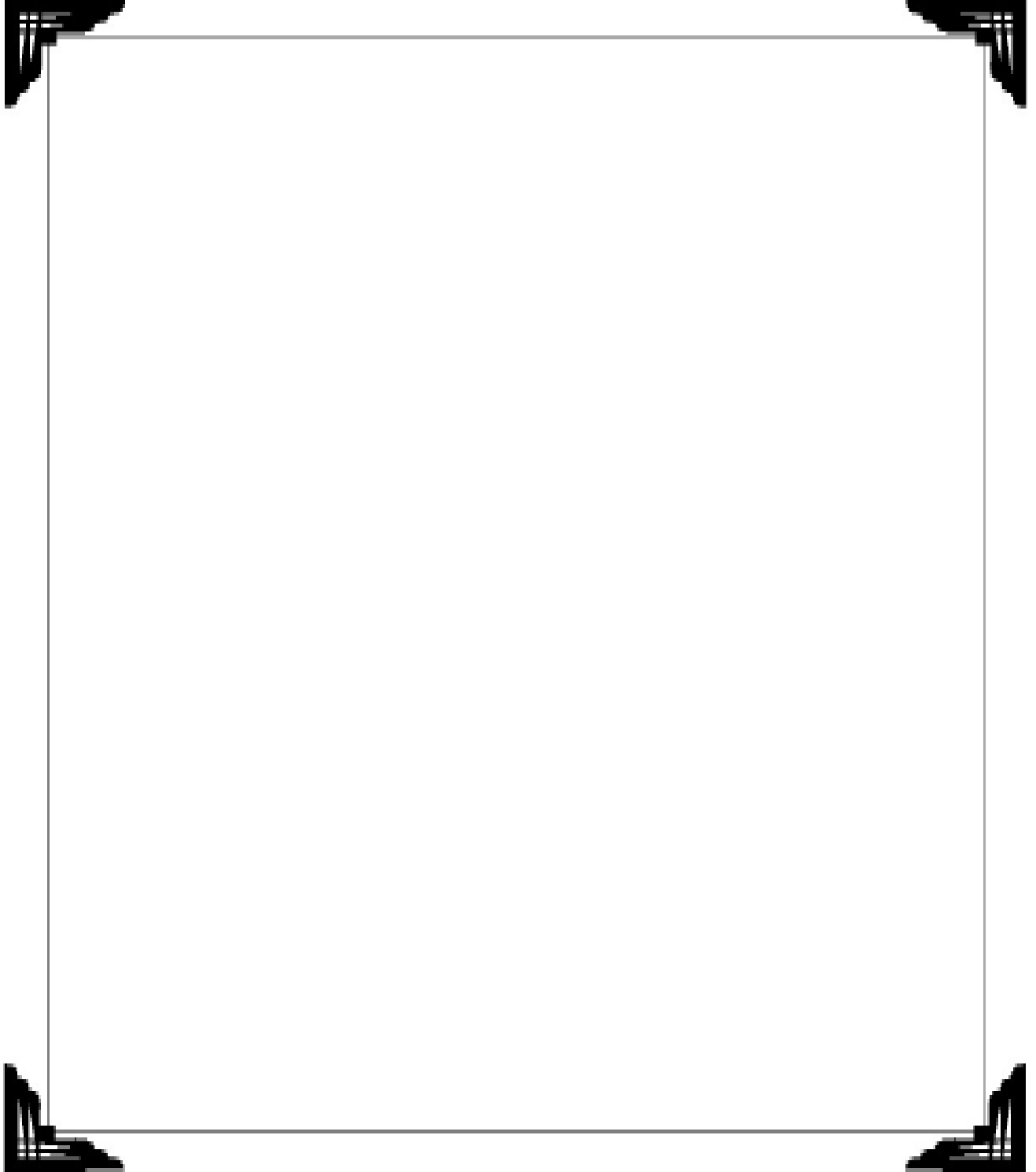
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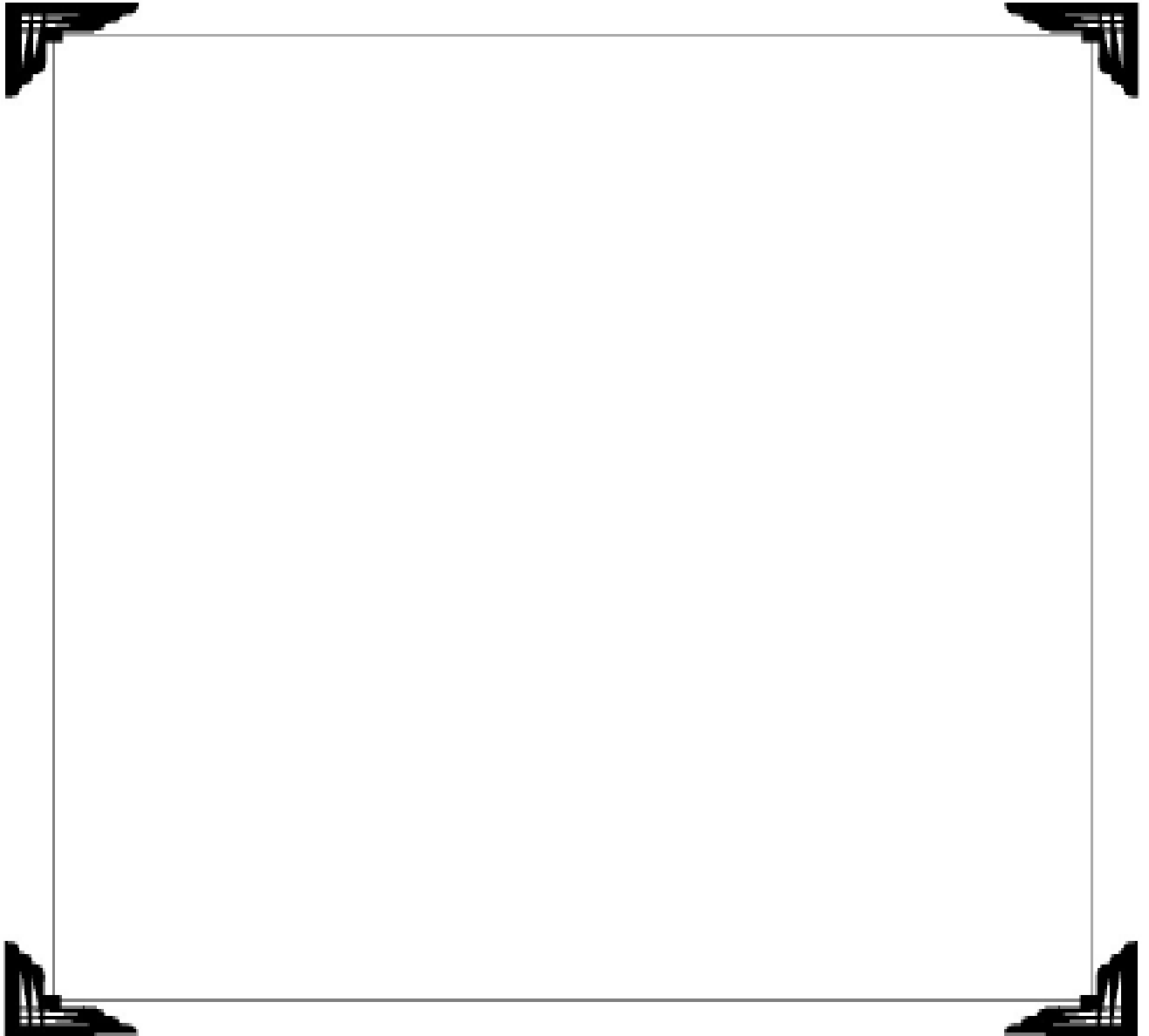


HELPING OTHERS AND GETTING HELP

HERE IS A PICTURE OF ME HELPING SOMEONE ELSE.



HERE'S A DRAWING OF ME GOING TO SOMEONE FOR HELP.



## NEWSPAPER CLIPPINGS

**I can save newspaper clippings and other news about what happened to me, to others, to people like me.**

Suggestion: Use the empty backs of pages in this book. Staple or tape in extra pages to make a bigger Scrapbook out of this book.

## MY LISTS

Here is a list of ways I thought of to keep bad things from happening:

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

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

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

Here are some things I am really good at:

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

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

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

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

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



## MY PERSONAL DIRECTORY



Here is a Directory of people I would like to know where I am, who might want to send me a card or a present on MY birthday. I can use this list at Holiday times to send Holiday cards.

This list can also help me find friends and family in case of an emergency.

NAME	ADDRESS	TELEPHONE







## WHAT CAN I EXPECT?

**What can I expect to feel sometimes because of being homeless?**

- ◇ Remembering fearful things when I don't want to.
- ◇ Fear for my life and other people's lives.
- ◇ Trouble sleeping.
- ◇ Grouchiness.
- ◇ Loss of confidence in the future.
- ◇ Worry about it happening again.
- ◇ Bad dreams.
- ◇ Trouble concentrating.
- ◇ Temporary babyishness.

**What strengths and good things can I expect as I learn to deal with my troubles?**

- ◇ A strong desire to be helpful to other people.
- ◇ A strong curiosity to learn about how to reduce the damage from trauma.
- ◇ Respect and compassion for myself and others who suffer from difficult experiences.
- ◇ Knowing that My Story about homelessness is only one my true stories
- ◇ I can learn to have a healthy level of confidence in the future.



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## WHAT I WANT

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If I had three wishes right now, I would wish for:

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

What I want to happen in my family is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I want to do when I'm grown up is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I want to learn more about most of all is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MY HEALTH

Circle the right answer:

1. I do have some troubles with my health.
2. I don't have any troubles with my health.

(If you have any health troubles, fill this in) My health troubles are:

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Circle the right answer (better, worse or the same):

Mostly, these troubles are now: **better** / **worse** than they were a year ago.

The way these troubles are now **the same** as they were a year ago.

Circle the right answer:

I am about as tall as other children my age: YES NO

I am (circle the answer) gaining / losing weight.

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

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Other people are worried about my health because: \_\_\_\_\_

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Who usually takes me to the doctor is \_\_\_\_\_

My doctor's name is: \_\_\_\_\_

My doctor's address is: \_\_\_\_\_

The last time I went to the Dentist was \_\_\_\_\_

My Dentist's name and address is: \_\_\_\_\_

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## MEDICAL INFORMATION

To be filled out by my Parent or another Adult

|                                                                     |                  |
|---------------------------------------------------------------------|------------------|
| Child's full name:                                                  | Today's Date:    |
| Date of birth:                                                      | Medicaid number: |
| DSS ID number:                                                      |                  |
| Foster parents' names:                                              |                  |
| Foster parents' address and phone:                                  |                  |
|                                                                     |                  |
| Medical doctor's full name:                                         |                  |
| Medical doctor's address:                                           |                  |
|                                                                     |                  |
|                                                                     |                  |
| Dentist's full name:                                                |                  |
|                                                                     |                  |
| Dentist's address:                                                  |                  |
|                                                                     |                  |
|                                                                     |                  |
| Child's illnesses and operations known to you (give dates if known) |                  |
|                                                                     |                  |
|                                                                     |                  |
|                                                                     |                  |
|                                                                     |                  |
|                                                                     |                  |
|                                                                     |                  |
|                                                                     |                  |
|                                                                     |                  |
|                                                                     |                  |
| Blood type:                                                         |                  |
|                                                                     |                  |



## SCHOOLS ATTENDED

| Name of School | Address | Dates | Grade |
|----------------|---------|-------|-------|
|                |         |       |       |
|                |         |       |       |
|                |         |       |       |
|                |         |       |       |
|                |         |       |       |
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|                |         |       |       |

**Comments:**

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## Relief and Mental Health Services

This workbook is a help, but not a substitute, for professional care. Whenever a person suffers mental health problems for more than a month after a trauma, they should seek a psychotherapist. To find such a professional, you can call your local Mental Health Association, Psychoanalytic Institute, Psychiatric Society or Psychological Association. If these are difficult to reach, you may receive a referral to a local agency by contacting:

The Children's Psychological Health Center, Inc.  
2105 Divisadero Street  
San Francisco, California 94115  
phone: 415-292-7119 fax: 415 749-2802

For other types of relief, you may wish to contact:

- ◇ **MERCY CORPS** 1-888-256-1900 [www.mercycorps.org](http://www.mercycorps.org). If you were made homeless by a flood or hurricane, see their online Guided Activity Workbooks on those topics. Mercy Corps often provides child care kits in mass disasters.
- ◇ **AMERICAN RED CROSS DISASTER RELIEF**  
To find a shelter, obtain emergency food, water and other disaster relief, call:  
1-800-REDCROSS (1-800-733-2767). Or you can find and contact your local Red Cross chapter on the Red Cross website: [www.redcross.org](http://www.redcross.org) by entering your zip code (on the left hand menu bar).
- ◇ **THE SALVATION ARMY**  
Check the white pages of your phone book (or call directory assistance). A toll free number may be available in your area. You can also find the Salvation Army center nearest to your location online at [www.SalvationArmy.org](http://www.SalvationArmy.org) (1) Click on "Our Work" (2) Select your country. (3) Enter your zip code to find the nearest Salvation Army.
- ◇ **FEMA**  
If you were made homeless by a natural disaster such as a flood, hurricane, tornado or earthquake, a grown person in your family can call the Federal Emergency Management Agency. It is also known as FEMA. FEMA can often help with rental/mortgage payment assistance and reimbursement for cars, tool or other essential personal property lost during a natural disaster. Your family may be able to receive other kinds of FEMA disaster assistance. When there is a presidential declaration of a disaster in your area, you can call 1-800-462-9029 for help applying for assistance.

## MENTAL HEALTH CHECKLIST

Answer this for only one person. Copy the blank checklist to use it for other persons.  
If the answer is YES, Circle YES and the numbers to the right of each answer.

THIS CHECKLIST IS ABOUT \_\_\_\_\_  
(NAME) OF PERSON)

PERSON FILLING OUT THE ANSWERS: \_\_\_\_\_

RELATIONSHIP (Circle "SELF" here, if it is about you): \_\_\_\_\_

TODAY'S DATE \_\_\_\_\_

THE RECENT STRESSFUL EVENT THAT I HAVE IN MIND IS:

\_\_\_\_\_

1. There has been more than one major stress within a year before this latest stress. There was also (circle) a death, molestation, rape, molestation, domestic violence, major accident, jailing or major physical illness. If YES, +5

[Please give some detail here: \_\_\_\_\_]

2. Is there is a network of supportive, caring persons, who continue to relate daily after the trauma? If YES, -10

3. Has the traumatized person had to move out of his/her house? If YES, + 5

4. Was there reliable housing within one week of the disaster, with the usual household members living together? If YES, -10

5. Is the person showing severe defiance or criminal behavior? If YES, + 5

HAS THE PERSON SHOWN ANY OF THE FOLLOWING FOR MORE THAN THREE WEEKS?  
[Add 5 points for each YES answer.]

6. nightly states of terror? If YES, + 5

7. waking from dreams confused or in a sweat? If YES, +5

8. difficulty concentrating? If YES, + 5

9. **extreme irritability?** If YES, + 5
10. **loss of previous achievements in toilet training or speech, or return of thumb sucking or return of needing to sleep with a grownup?** If YES, +5
11. **onset of stuttering or lisping?** If YES, + 5
12. **persistent severe anxiety or phobias?** If YES, +5
13. **obstinacy?** If YES, + 5
14. **new or exaggerated fears?** If YES, + 5
15. **rituals or compulsions?** If YES, + 5
16. **severe clinging to adults?** If YES, +5
17. **inability to fall asleep or stay asleep?** If YES, +5
18. **startle at any reminder of the stressful event?** If YES, + 5
19. **loss of ambition for the future?** If YES, +5
20. **loss of pleasure in usual activities?** If YES, +5
21. **loss of curiosity** If YES, + 5
22. **persistent sadness or crying?** If YES, + 5
23. **persistent headaches or stomach aches?** If YES, + 5
24. **hypochondria?** If YES, +5
25. **Has the child or anyone in the child's immediate family been killed or severely injured in the event?** If YES, + 15

## **SCORING**

Add the pluses and minuses for all questions. If the score is more than 35, we suggest mental health consultation. Take this book with you to the consultation.



## WHO WROTE THIS BOOK?

**Gilbert Kliman, M.D.**, is Director of The Children's Psychological Health Center. He has 45 years of experience in psychological disaster response. He is the founder and former director of the nation's largest personal and community psychological disaster facility, the non-profit Center for Preventive Psychiatry in White Plains, New York. He and that Center's staff have helped many thousands of severely stressed persons following deaths, injuries, and violent experiences including aircraft accidents, floods and tornadoes, urban crimes and homelessness. He is author of Psychological Emergencies of Childhood. Recipient of over 40 service and research grants and Editor of The Journal of Preventive Psychiatry, Dr. Kliman also wrote Responsible Parenthood with Life's Science Editor, Albert Rosenfeld. This book won an international literary prize for "world's best book concerning the well-being of children."

**Anne Kuniyuki Oklan, R.N.**, the illustrator of much of this workbook, is a nurse as well as a parent-child and family therapist and psychological Coach. Along with Edward Oklan, M.D., she co-founded and co-directed PREGNANCY TO PARENTHOOD and served as its Infant Developmental Specialist. She and Edward Oklan are the parents of three children.

**John Samuel Tieman, Ph.D.**, teaches English in the St. Louis Public Schools. He has been a classroom teacher for over thirty years, and has taught in the United States, the West Indies and Mexico. His poetry has appeared in a wide variety of journals, including The Americas Review, The Caribbean Quarterly, The English Journal, The Iowa Review and River Styx. He also is a widely published essayist, whose editorials have appeared in the Atlanta Journal-Constitution, the Chicago Tribune, the Los Angeles Times, and the St. Louis Post-Dispatch among many others. His scholarly essays have been published in U. S. Catholic Historian, Schools: Studies In Education and elsewhere.

**Edward Oklan, M.D., M.P.H.**, A child and family psychiatrist and Assistant Clinical Professor of Psychiatry at the University of California, San Francisco, Dr. Oklan 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.

**Harriet L. Wolfe, M.D.** Dr. Wolfe was recently President of The San Francisco Center for Psychoanalysis, 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 of physical trauma, and practices individual and family therapy in San Francisco. She practices psychoanalysis and couples therapy.

## CONTACT INFORMATION

THE CHILDREN'S PSYCHOLOGICAL HEALTH CENTER, INC.  
2105 Divisadero Street  
San Francisco, CA 94115

Phone 415 292-7119

Fax 415 749-2802

[www.cphc-sf.org](http://www.cphc-sf.org)

## OTHER PUBLICATIONS

The Children's Psychological Health Center publishes other *Guided Activity Workbooks* similar to *My Personal Life Story About Being Homeless*. Other publications include *My Story about the Attack on America*, *My Fire Story*, *My Tornado Story*, *My Earthquake Story*, *My Personal Story about Hurricanes Katrina and Rita*, and a series of trauma related, guided activity workbooks for children, families and teachers coping with severe stress. See the *Disaster Relief* section of the center's website to learn more: [www.cphc-sf.org](http://www.cphc-sf.org).