

MY TORNADOS STORY

PRESCHOOL VERSION

A GUIDED ACTIVITY WORKBOOK FOR CHILDREN,
FAMILIES AND TEACHERS

ENCOURAGES HEALTHY EXPRESSION, LEARNING AND COPING.
USE IT TO HELP CHILDREN OVERCOME BAD MEMORIES AND FEARS.



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Guide for Parents and Teachers

There are two editions of this book, the one you are reading is for preschool children who are under age six, and those older children who cannot read.

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

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

Your idea is probably the same as ours. You want to try to help children change a possibly traumatic situation into a constructive learning and coping experience, going beyond bad memories. In that process you can be helping yourself by coping with one of your major life challenges – strengthening the child who is in your care, and feeling what a stronger person that makes you.

Giving Children and Teenagers Psychological “H.A.N.D.S.” to Cope in a Crisis



The value of active coping rather than feeling helpless is well known by teachers, doctors, and therapists. 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: **H**onestly communicate, **A**ctively cope, and **N**etwork with peers and adults, in a **D**evelopmentally **S**pecific way.”

This workbook gives psychological first aid right now to both you and the stressed people you know and love. If children or grownups who were recently traumatized by a tornado need personal or family therapy with a professional therapist, this book can help sustain folks until they get therapy. It can then be useful to the 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, like scaffolding around a building being repaired. Research with foster children and school children who survived Hurricane Katrina has shown that this workbook’s approach is helpful on its own or as a structure for therapy. Other benefits of our agency’s guided activity workbooks have been studied and measured.

The authors of this Guided Activity Workbook have used similar ones in past disasters which forced families into temporary or permanent homelessness. Over sixty thousand people have found workbooks like this one helpful, after:

- Hurricanes Katrina and Rita (*My Story About Hurricanes Katrina and Rita, 2005*)
- the October 1989 earthquake in the San Francisco Bay Area (*My Earthquake Story*)
- the Santa Barbara Fire in 1990

- the East Bay Hills Fire of October 1991 (*My Fire Story*)
- massive flooding in the Midwest in 1993 (*My Flood Story*)
- the first 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);
- the 2005 Tropical Storm Stan mudslide (Guatemala) in (*Mi Historia de la Tormenta Stan*, or *My Story of Tropical Storm Stan*, 2005)
- the 2008 earthquake in Sichuan, China (*My Sichuan Earthquake Story*, English and Mandarin editions)
- My Personal Story about Living in Gaza (Arabic and English)
- the terror attacks in Israel (*My Book About the War*, Hebrew and English editions)
- the 2010 earthquake in Haiti (*My Own Story About the Earthquake in Haiti*, Creole, French, English. North American edition, English)

This Guided Activity Workbook is derived from 47 years of projects treating over 1,600 children in “reflective networks” within classroom groups and over 60,000 children in great stress or disaster situations. (See www.childrenpsychological.org for references and Kliman, G, 2011 *Reflective Network Therapy in the Preschool Classroom*. University Press of America. to learn more about Reflective Network Therapy and The Cornerstone Method).

Getting Started

1. Read the whole book yourself before your preschool child uses it.
2. Point out to your child or student that “the tornado was a time that the whole community will remember. You can be an active part of an important happening and can help make a record of it with this workbook. Perhaps years later people will discover this workbook, and it will be part of history.”
3. Be flexible in your work with your preschool child or pupil. Working on this book may take several months. The entire book does not have to be completed in order for the book to help. Never force a child to face a section of the book against his or her will. Allow each child to select which parts of the book to work with first and to stop using the book whenever he or she wants, even though it may not have been completed.
4. A child who cannot or will not work with you should have his resistance respected. See the Mental Health Checklist we will send you if you email admin@cphc-sf.org.

The Youngest Children

You cannot expect much complicated verbal participation in the use of this workbook with children younger than three. But even two and three year olds can color in picture sections with some help. Try to let babies and toddlers be present while older children work with you. A sense of family caring and unity is a help to babies and toddlers in stressful times.

Between 3 and 6-Years-Old

If your child is between ages 3 and 6, or an older child who cannot read, let him or her do a lot of coloring. You can read much of the book to him. Let the child choose some of the topics by reading the captions to him and asking 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 answers to questions and lead-on sentences. Act as an interested reporter-secretary, trying to draw your child out while giving encouragement. Write down exactly what he or she has to say.

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

If a Child's Parent Died, or the Child Was Made Homeless for a While or Permanently

Preventive help is available through special support groups and mental health services. Services are listed under "Mental Health" or "Social Services" or under "State or County Health Services" listings in your local phone book. Also helpful may be your local Psychiatric Society or Psychological Association. A self-help method suitable for many families is described in The Children's Psychological Trauma Center's book The Personal Life History Book, a Manual for Prevention. Amazon.com carries it and other of our agency's books. Amazon.com also carries Kliman's book, "Responsible Parenthood", which has a chapter on "Parents as Preventive Psychiatrists" and Kliman's book, Psychological Emergencies of Childhood, which has a chapter on "Death in the Family". If you are in an agency working with large numbers of traumatized children under school age, you may want to form a therapeutic preschool. The support of a reflective social, school or family network is known to be helpful even to whole classrooms of preschoolers (Gilbert Kliman 2011, Reflective Network Therapy in the Preschool Classroom. University Press of America, available on amazon.com as paperback and Kindle.) The book has a manual and examples of how to do such valuable work with preschoolers.

For You, the Adults

Adults may find that using this book can help them understand better and cope better with their experiences. You may add your own questions as well as answering the questions asked of the children. You may also find that drawing or coloring the scenes may help you become calmer or help you to remember your experiences and master them. Relief efforts might be able to use your volunteer help, and that of your teen-age children.

Mental Health Checklists you can get from us at admin@cphc-sf.org tell you what kind of behavior to be concerned about in yourself, your children or pupils following a disaster such as the recent tornados, and we can give you a steer as to where to get help when you or a child needs to be emotionally fortified. Even older children may become more clingy or dependent if they have been traumatized. So be patient. Specify ages of persons about whom you are concerned when writing us for a checklist.

For Use as a Family

One very helpful way of using the book involves working together on it as a family. You should sign your own name or initials to your entry, if you share the use of one book. Engaging in a "shared remembering" may help your children feel safer as they work on a joint project under your direction. This may also help bring your family closer together. Scientific studies of using such workbooks show marked benefits (see RESEARCH on the top menu of www.cphc-sf.org).

Use of Illustrations

The drawings throughout the book can be used in a variety of ways to help strengthen normal coping after this catastrophe.

Young children (ages 3-6), severely traumatized children, and learning-disabled or "learning specific" children (who may have a preference for visual as opposed to auditory communication) can color in the illustrations with an adult to aid in nonverbally re-experiencing, remembering and mastering the tornado. The pictures can then be used as starting points for open-ended discussions about the events pictured.

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

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

The illustrations can also be used as topics for discussion. This can be an *aid in remembering and re-experiencing* for those children who remain emotionally numb or have some trouble remembering what they experienced. For example, a parent could ask about an illustration: "What is this child feeling?" or "What is happening?" Children often can respond by describing what *someone else* is feeling, when they can't talk about themselves. The illustrations can also be *mastery-promoting activity* by asking the child to draw a picture of what the child or family can do, or what the building, or car, etc. would look like repaired.

Use by Teachers

Teachers can use the "Preschool version" or "Elementary Through High School" version of *My Personal Tornado Story* in classroom settings. Older school children can work on the project individually or in small groups with teachers' assistance. A Columbia University Dept. of Child Psychiatry study showed foster children have been measurably helped by such books individually and in groups (Kliman 1987, Bondy 1987). A study by Leslie E. Lawrence, M.D. at Tulane University School of Medicine, Department of Psychiatry and Neurology showed this technique very helpful in reducing post-hurricane trauma symptoms. It could be an effective way to support group togetherness, something that has been shown to help children and adults cope

with catastrophes. If children need additional assistance, consultations are often available to schools by calling your local Mental Health Association, Psychiatric Society or Psychological Association.

Use by Mental Health Professionals

Therapists can use the preschool and older children's versions of *My Personal Tornado Story* in individual, family or group sessions as a supplement to treatment for children or adults with Post Traumatic Stress Disorder or Adjustment Disorders due to the tornados. Assistance for mental health professionals and agencies in the use of this book is available from The Children's Psychological Trauma Center in San Francisco, California (415-292 7119).

[Parents, teachers or shelter workers should read this next part aloud to children he or she is parenting or sheltering. In a preschool class use the book only 30 minutes at a time.]

For Children About Using This Book

“Talking to grownups and other kids about your feelings or worries and about what happened can help you feel calmer and stronger, and improve your mood. It can also help you learn more about what to do to be safer if another tornado comes along some time.

Using this book may help you to talk to others, and it may help you in other ways. You get more power inside you by saying and writing words or drawing pictures about what you remember. Telling a grown up what you think about and what your feelings are, can help you feel more power, too. You'll be like a reporter making your own personal newspaper of what happened.

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

Look through this book and tell me or another helping grown up to begin wherever you want. Fill in as many of the blank spaces as you can. Ask me for help if you need it to understand the questions or to write down the answers. Try drawing pictures or coloring in the pictures that are already in this book. You can also make a scrapbook out of this book by stapling in extra pages. Use extra pages to hold newspaper or magazine clippings and paste in any photographs of tornados or storm damage you take or can find. Take your time. You can skip anything that makes you too upset and come back to it another time. You should definitely talk to a grownup if you become upset or worried, and also to share what you have learned. To learn even more about tornados, he can help you ask at a library or get information on a computer.”

Why Learn About Tornados and Storms?

“Tornados happen all over the world. Knowing about them can save your life. Winds up to 300 miles per hour can hit people without much more than a few minutes of warning. Cars and homes can be thrown into the air by tornados. Knowing where basements and very strong buildings are near you can save your life.

It is amazing that most people do not panic and amazing that even more people are not injured in most tornados. Instead, almost everybody cooperates and keeps calm. That is the biggest lesson of storms — and

other disasters — that lives can be saved by people thinking a minute before running and by staying in control of their fear. It is also important to remember that staying safe is more important than saving things you own.”

About Tornadoes and Storms

“A tornado or ‘twister’ looks like a dark, twisting, funnel shaped cloud. It is the most powerful of all storms over land. Its strong winds can whirl 300 miles per hour or more, and can cause tremendous damage. Tornadoes are usually part of a bigger thunderstorm, with heavy rain, high winds, lightning, hail and even a hurricane, which can all also do great damage.

Tornadoes and the big dark storms they are part of, can lift up cars, destroy homes and buildings, throw trees and other heavy objects through the air, cause flooding and fires, and hurt or even kill people. They are so loud they sound like trains or airplanes. They are usually scary to both adults and children.

Sometimes children and even adults get frightened, upset or worried *after* a tornado or big storm. Children and teenagers may have seen the dark skies or the twister, or heard the high winds. They may have had their own homes or schools destroyed or seen collapsed buildings and damaged cars. They may have had family and friends injured or even killed, or have been hurt themselves. They may have had to move out of their homes. They may know of others who were hurt or had to leave their homes. They may only have heard about the storm or seen pictures in the newspaper or on television.

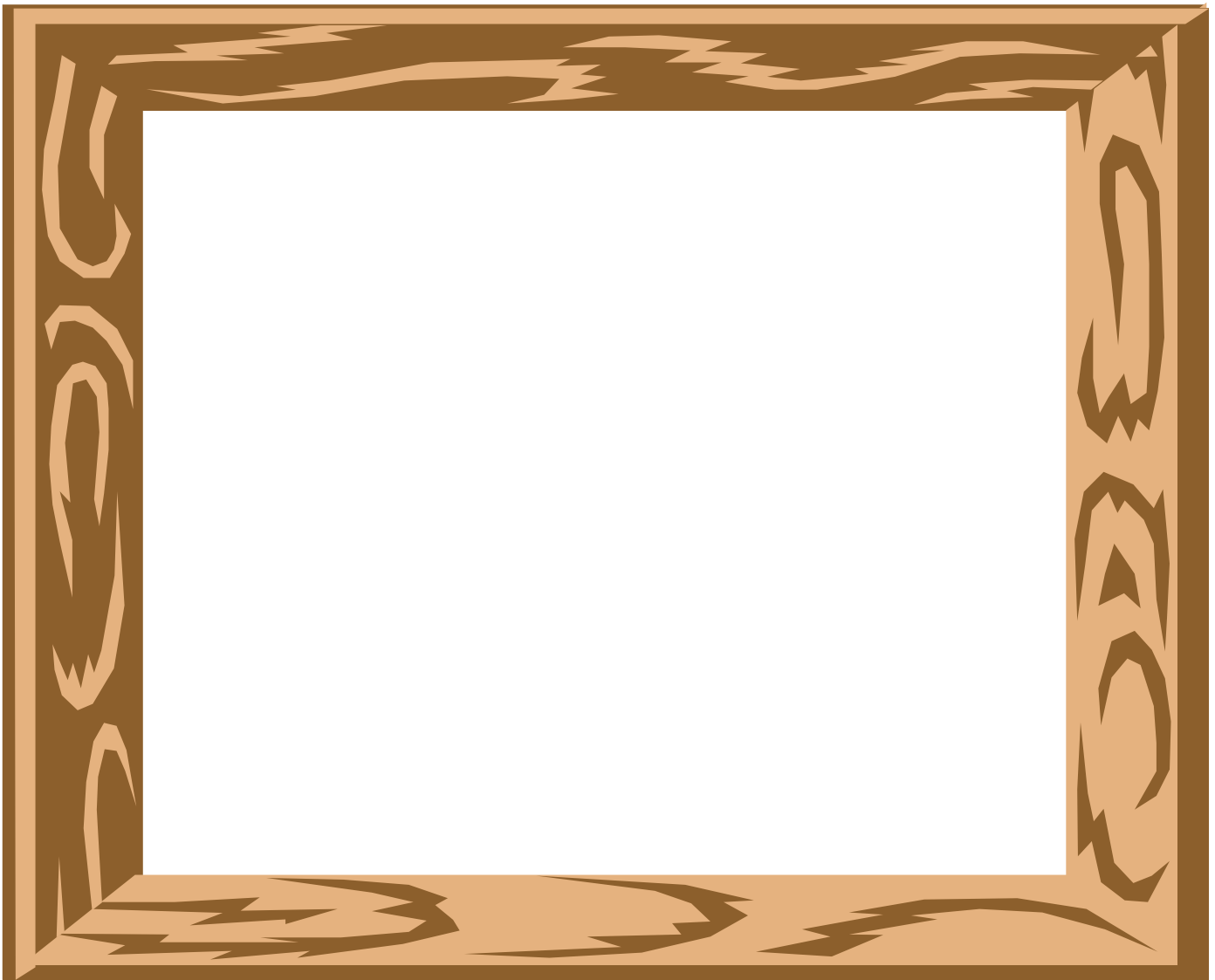
Sometimes children have trouble sleeping or have bad dreams after big storms. They might be afraid to go to school, or have headaches, stomachaches or other problems because they are so worried. They might not even know that they are worried about the storm and what it did. They may have trouble remembering some of what happened, or sometimes remember mostly bad things that they would rather not think about at all. They might be afraid whenever they hear wind or when it rains. Some children do not get too upset or worried. Some get stronger and learn how to help themselves have a better life. Some even help other people. Now I want you to try telling your own story about what happened.”

MY TORNADOS STORY

By: _____ (My Name)

[A grownup should read the words out loud and carefully help a preschooler write what he or she wants to say.]

Here's a Photo or Drawing of Me:



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.

I have _____ pets.

Usually I live at

_____ in _____

The people who usually live with me are:

My address is:

My telephone number is: _____

Some things I like to do are: _____

More Information

In case there is trouble using the phones or keeping records during another disaster, keep a copy of this and the next two pages at home and a copy in your wallet, purse or backpack.

My first and last name:

My mother's first and last name:

Her address:

Her telephone: _____ Cell phone _____

My father's first and last name:

His address:

His telephone: _____ Cell phone _____

Another person I could call in case of emergency is:

Name: _____

Address: _____

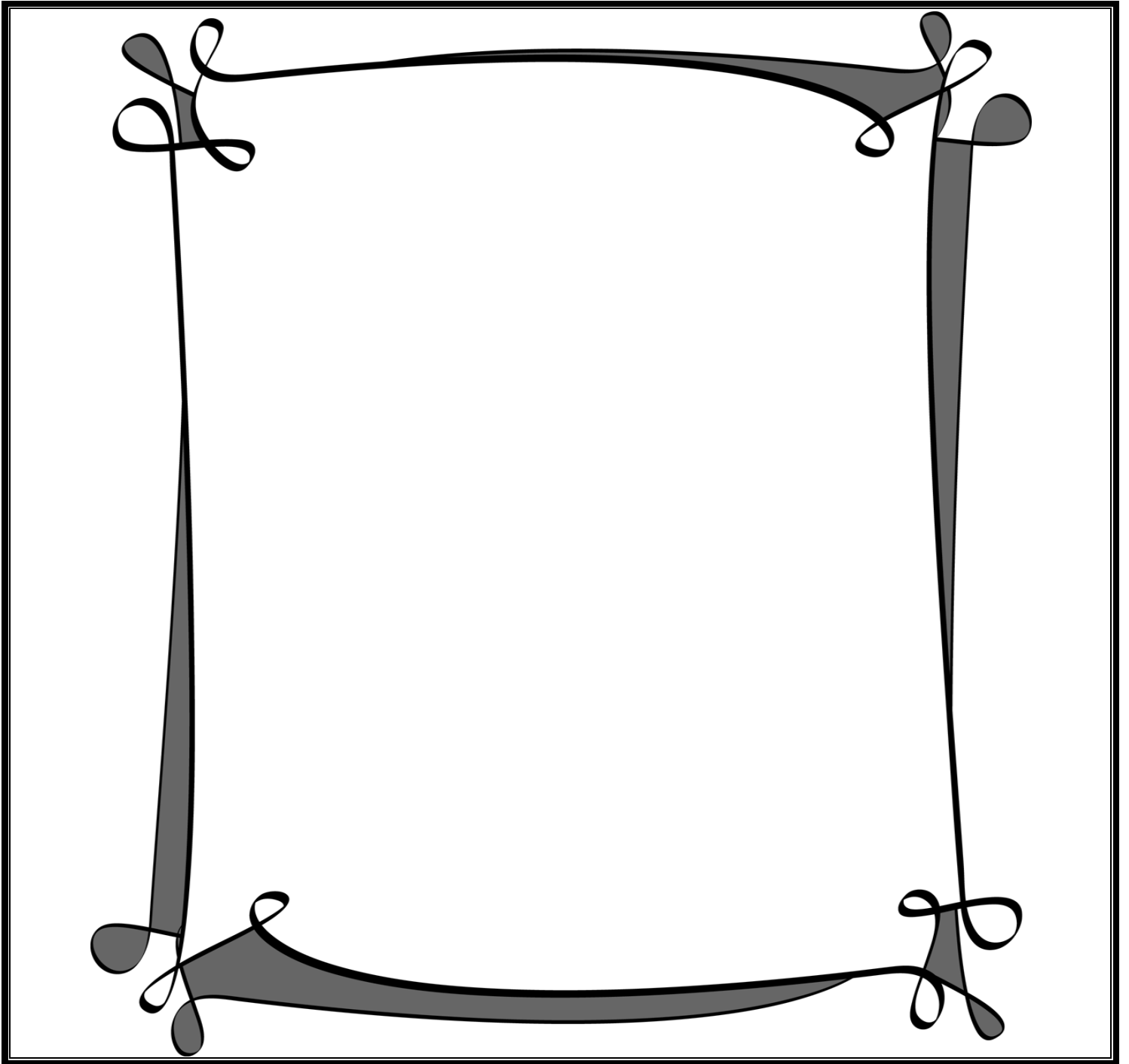
Telephone or cell phone: _____

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

My school's address is: _____

The phone number of my school is: _____

Here's a drawing or photo of my family doing something:



My brothers' and sisters' names are:

Name	Age	Address	Cell phone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

My best friends' names are:

Name	Age	Address	Cell phone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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



About My Pet(s).

(If you do not have any pets of your own, write about your friend's pet, or a pet you would like to have one day).

I have _____ dog(s), _____ cat(s), other: _____

His/her name is _____. He is a _____

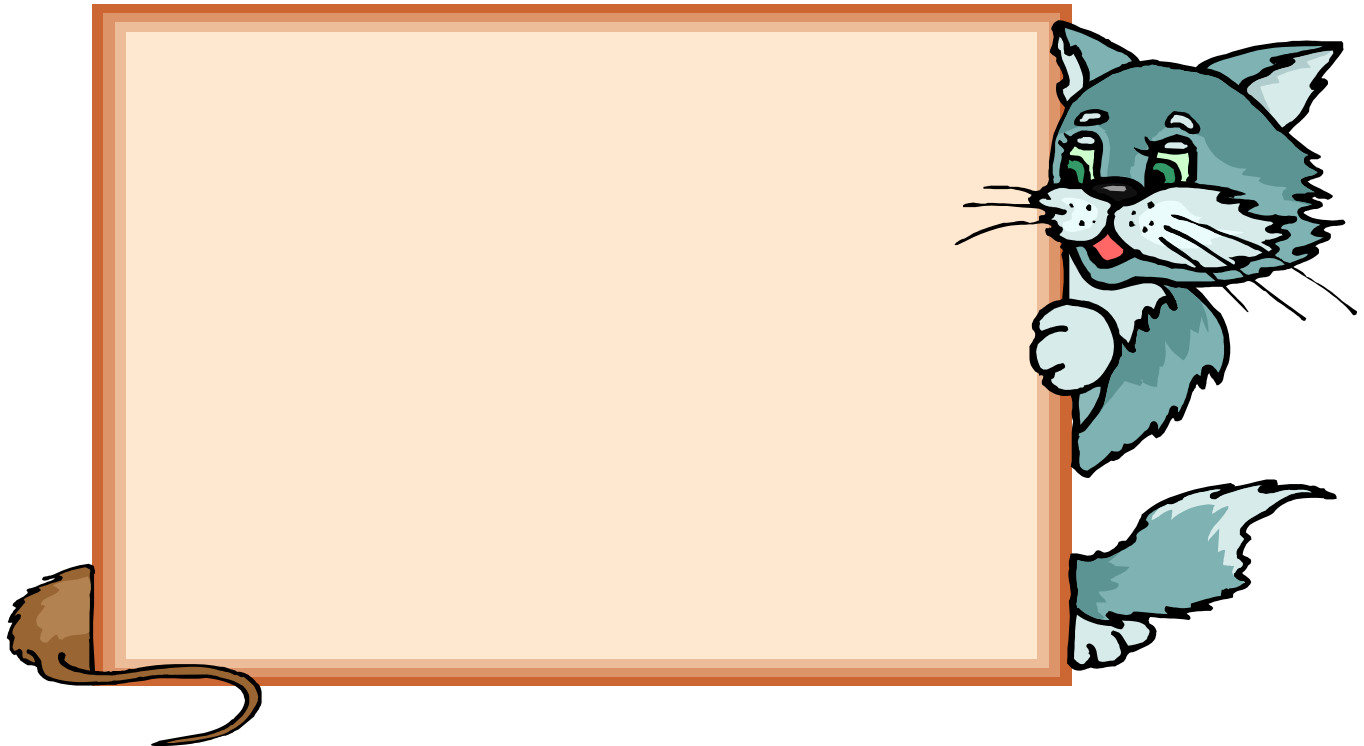
My _____ loves to _____.

Where was your pet during the tornado? _____.

Where is your pet now? _____



Here is a picture of myself with _____.



When It Happened

On _____ at _____ o'clock tornados struck near my home. This tornado lasted until _____.

I was born on _____, _____ and at the time I was _____ years and _____ months old.

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

The weather before the tornado was

Other important things that were happening around that time were

and _____.

I will never forget because

My Personal Tornado Story

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

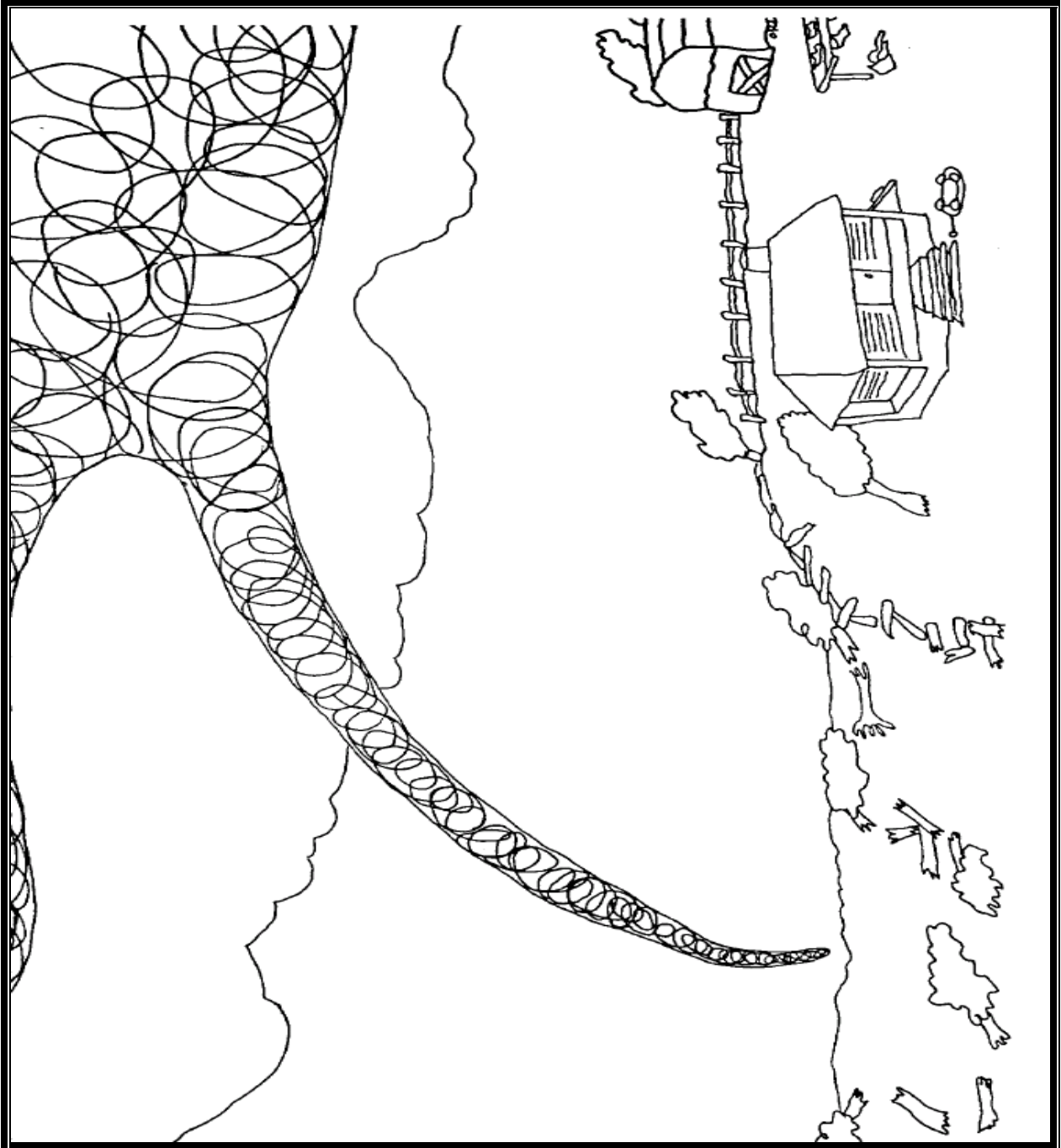
Where I Was

At that time, I was in

Who I Was With

I was with: _____

1) Color the drawing below



2) Describe what is happening

What I Was Doing

I was

What I Felt, Heard, and Saw

At first, I felt: _____

The first thing I heard was: _____

The first thing I saw was: _____



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

Then, I felt, heard and saw:

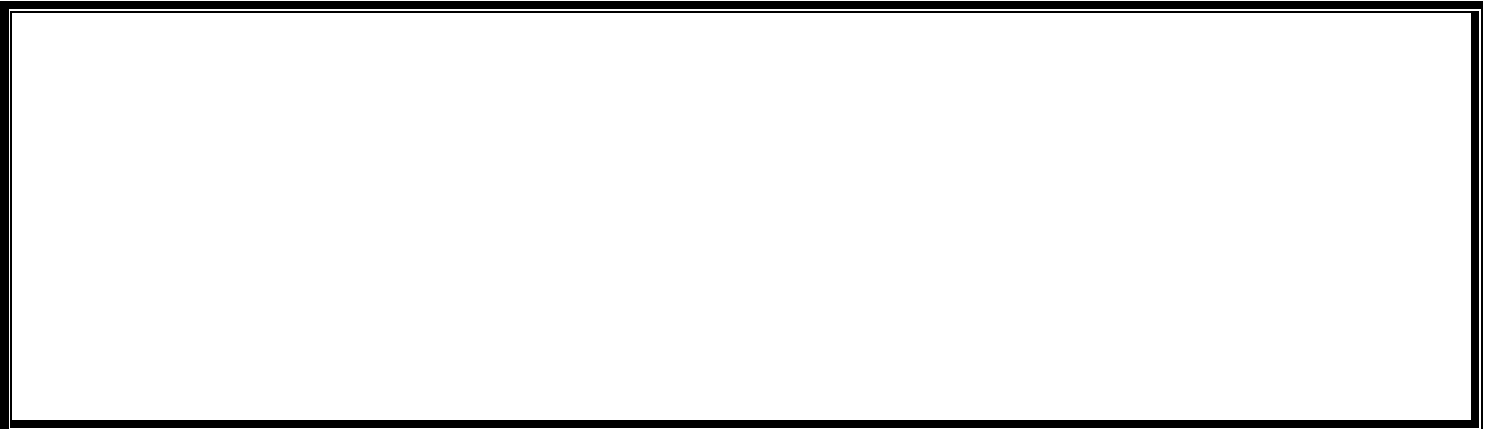
The strangest thing I saw was: _____

The most frightening thing I saw was: _____

The saddest thing I saw was: _____

The best thing I remember that happened was: _____

Here is a picture of where I was when I first saw or heard the tornados:

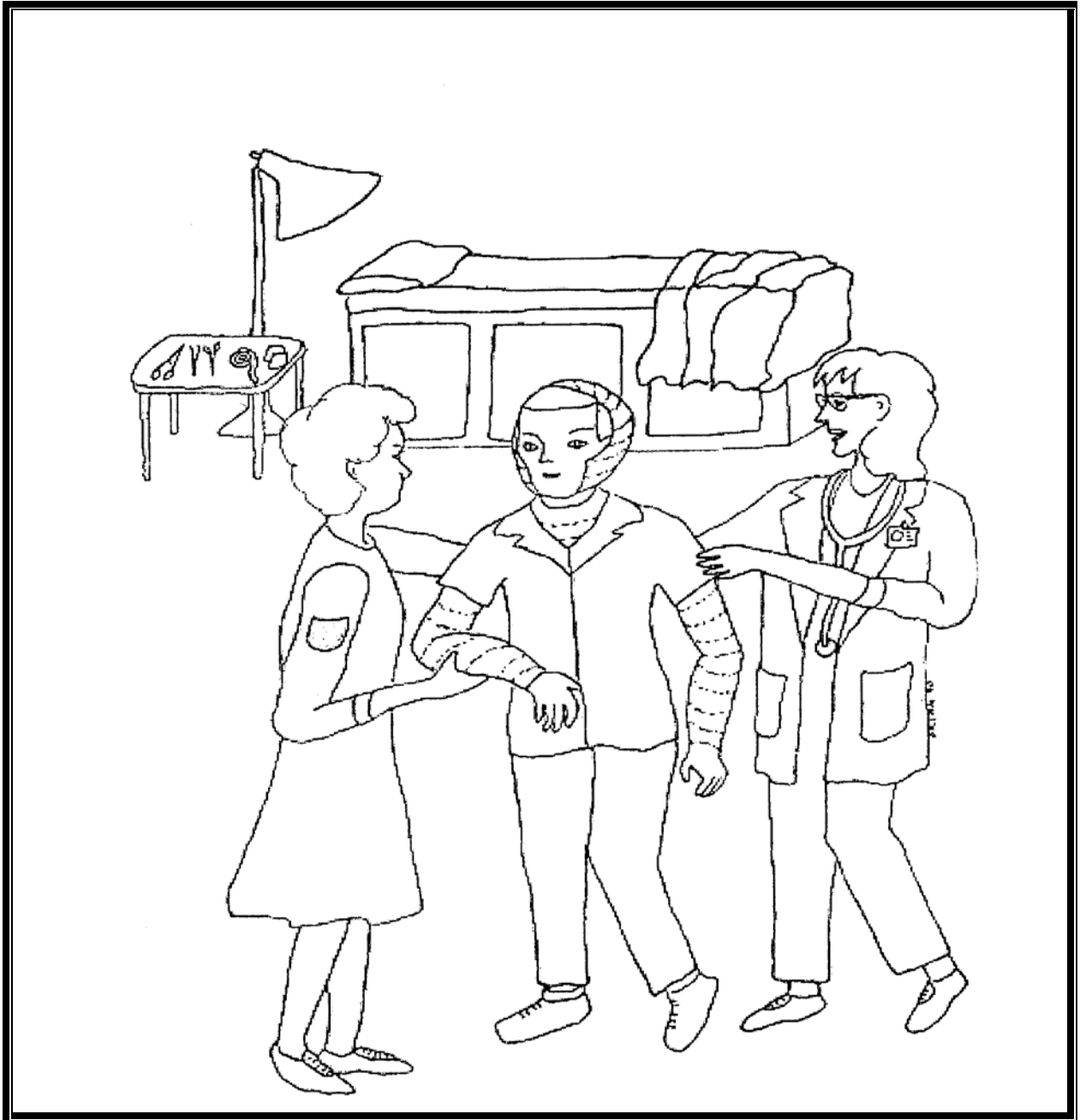


1) Color the picture below.



2) Describe something good that is happening

1) Color the picture below.



2) Describe what is happening.

What I Was Thinking in the First Minutes

Circle all the words that fit.

I felt:

afraid

numb

excited

frightened

my heart beat hard

relieved

happy

At first, what I was worried about was: _____

After the tornados hit, I first saw:

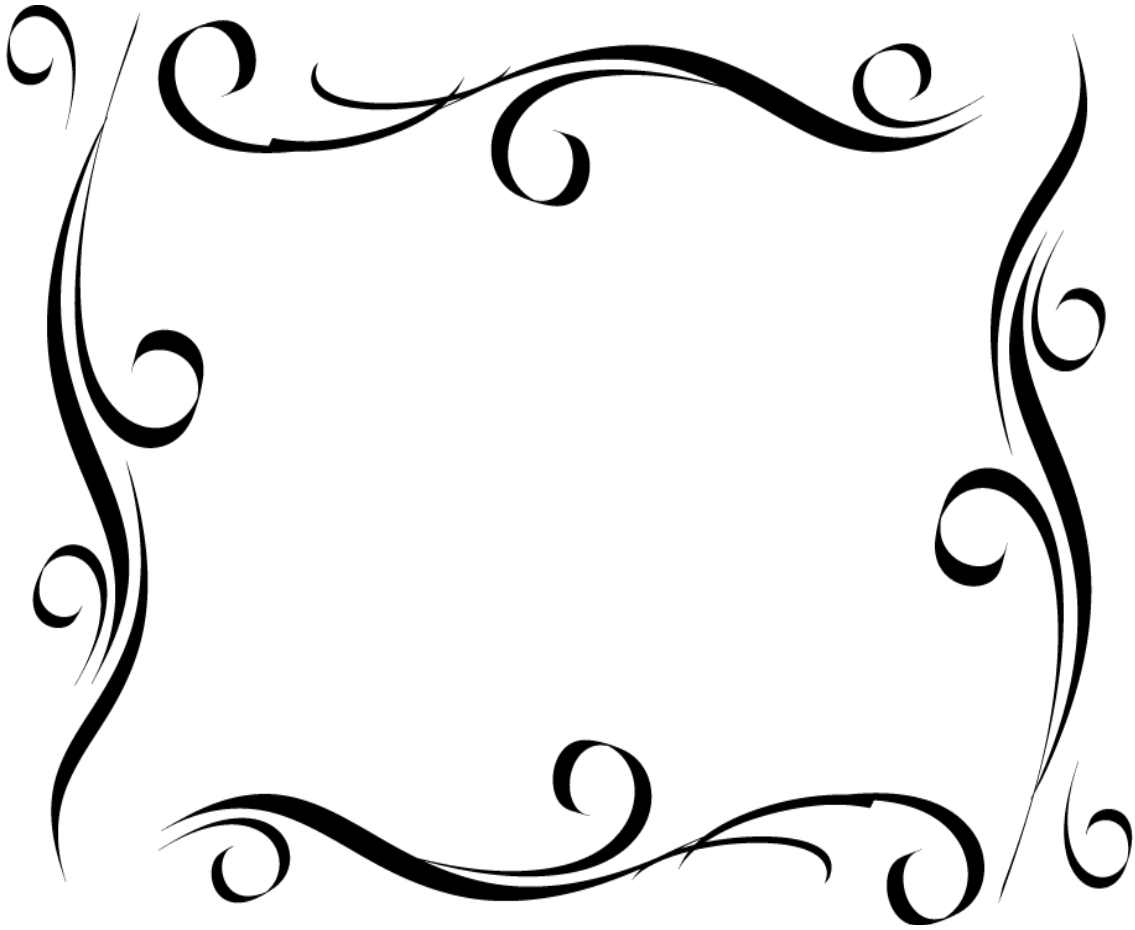
_____ and I thought about: _____

Later I saw: _____

and I thought about: _____

Some good things I thought about were _____

Here is a drawing of what I was worried about:



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

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

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

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

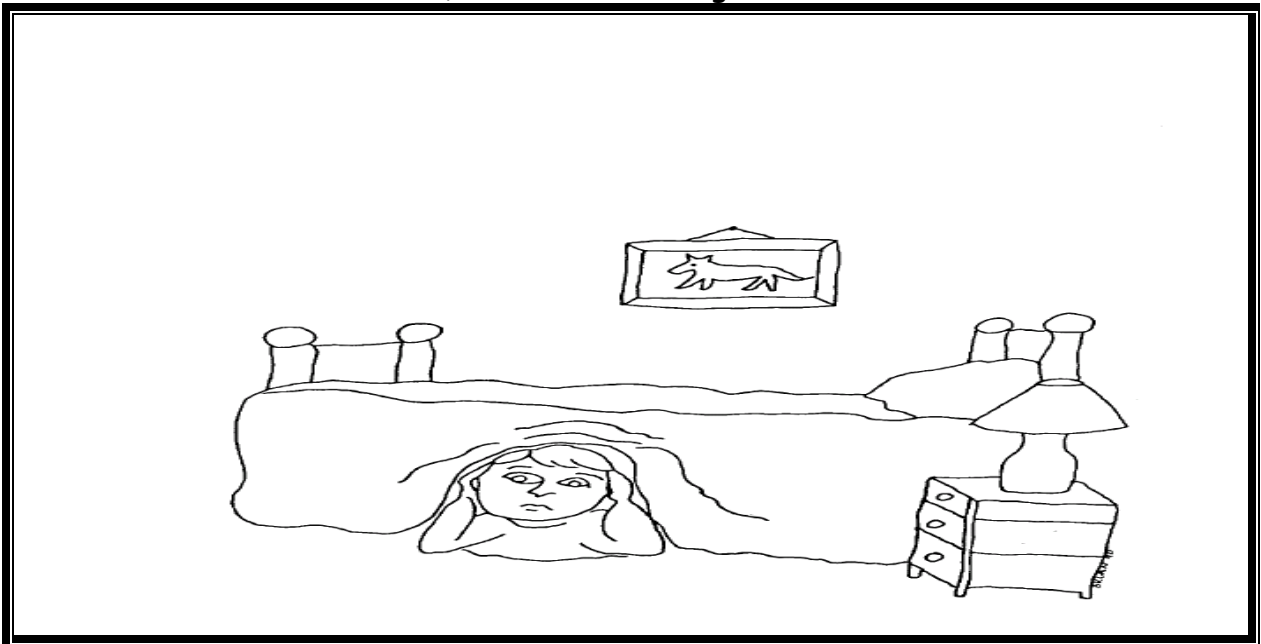
How I felt about this was: _____

Right after the tornados and storms were over I felt:

(Circle all that are true)

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

1) Color the drawing below.



2) Describe what is happening.

About My Dreams

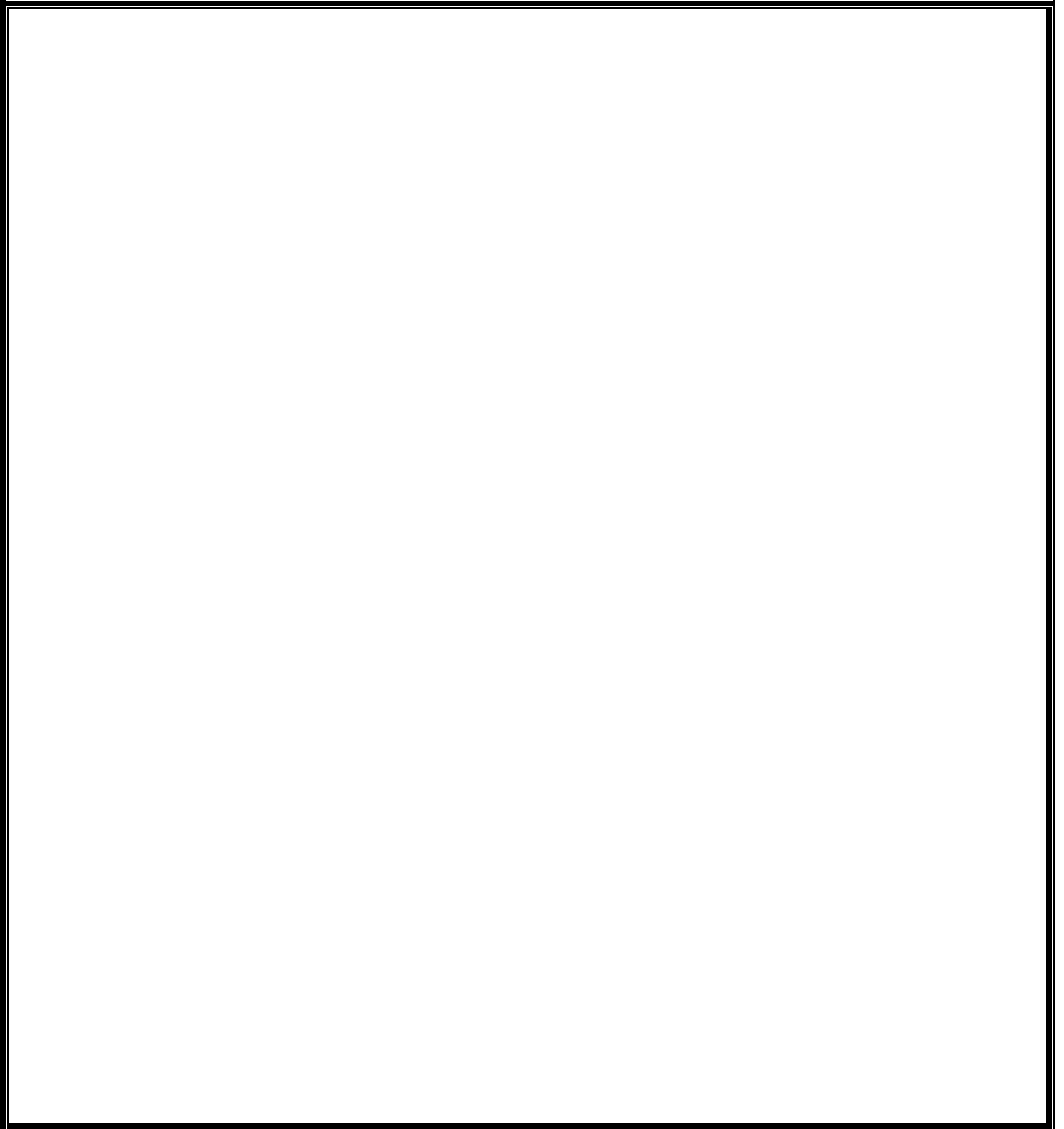


Here is something only I know about, my own dreams. Before the tornados, my best dream in my whole life was like this:

Today is _____, _____. Since the tornados came I have had some dreams I can remember. Here is the story of the worst one. I had it on or about (month, day, year)

_____, _____, _____

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

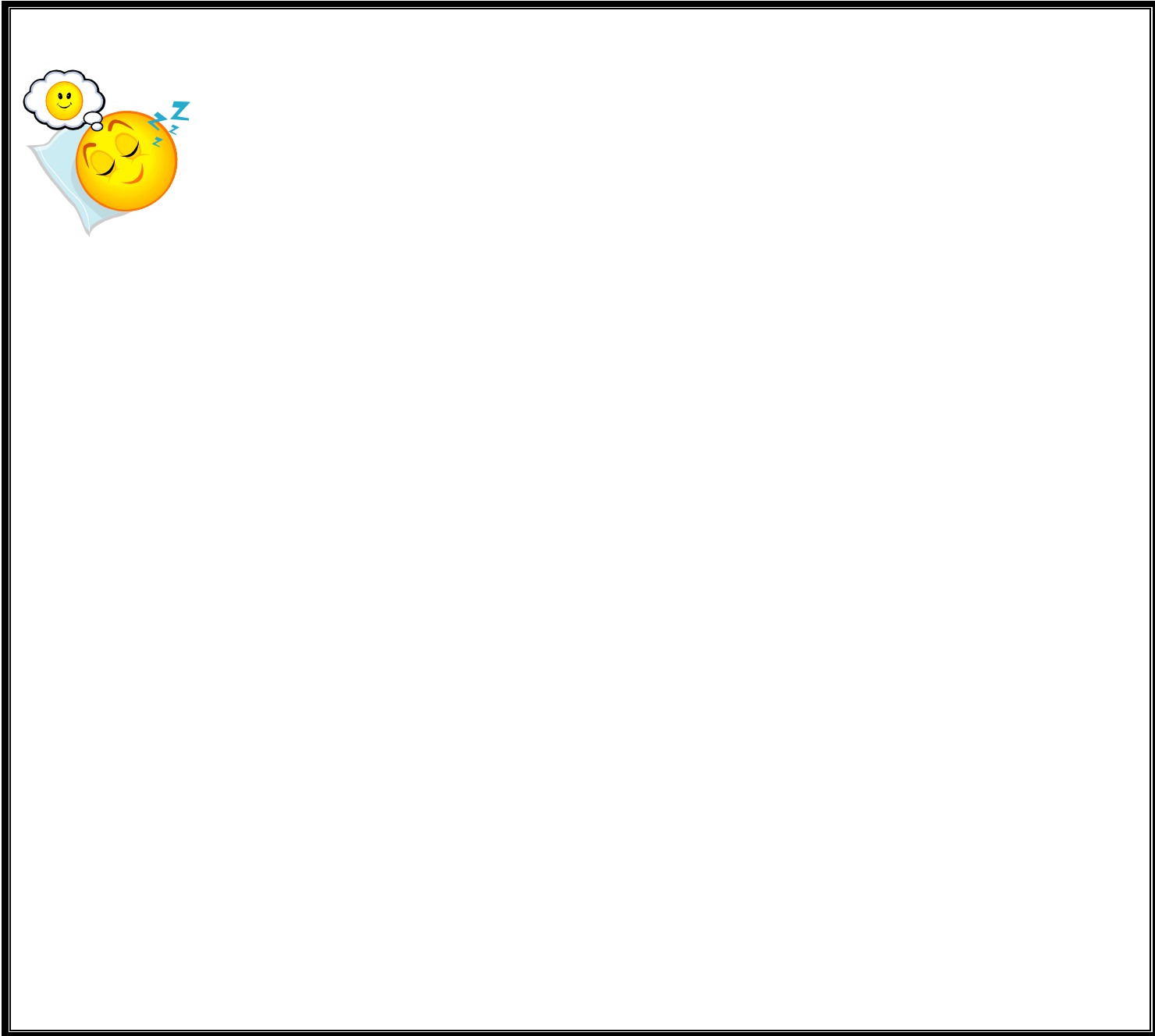


Color the drawing below and write words about good things the person is dreaming:



Here is the story of the very best dream I've had since the tornados. I had it on or about (month, day, year) _____, _____, _____.

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



MEMORIES

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

Today's date is (month, day, year) _____, _____, _____.

The earliest thing I remember in my whole life is:

I was _____ years old then. The **BEST** thing I remember in my whole

life is: _____.

I was _____ years old then.

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

Some things that make me think about this memory I hate are:

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

One part I can't remember very well is:



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

1) Color the drawing below.

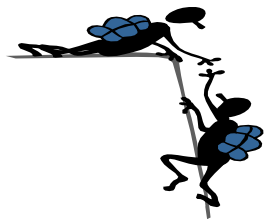


2) Describe what is happening.

Other Important News I Know About the Tornados

At first we didn't know all about what happened. Later, on television, I saw news about wrecked schools, houses and cars. This is what I thought about some of those news stories:

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

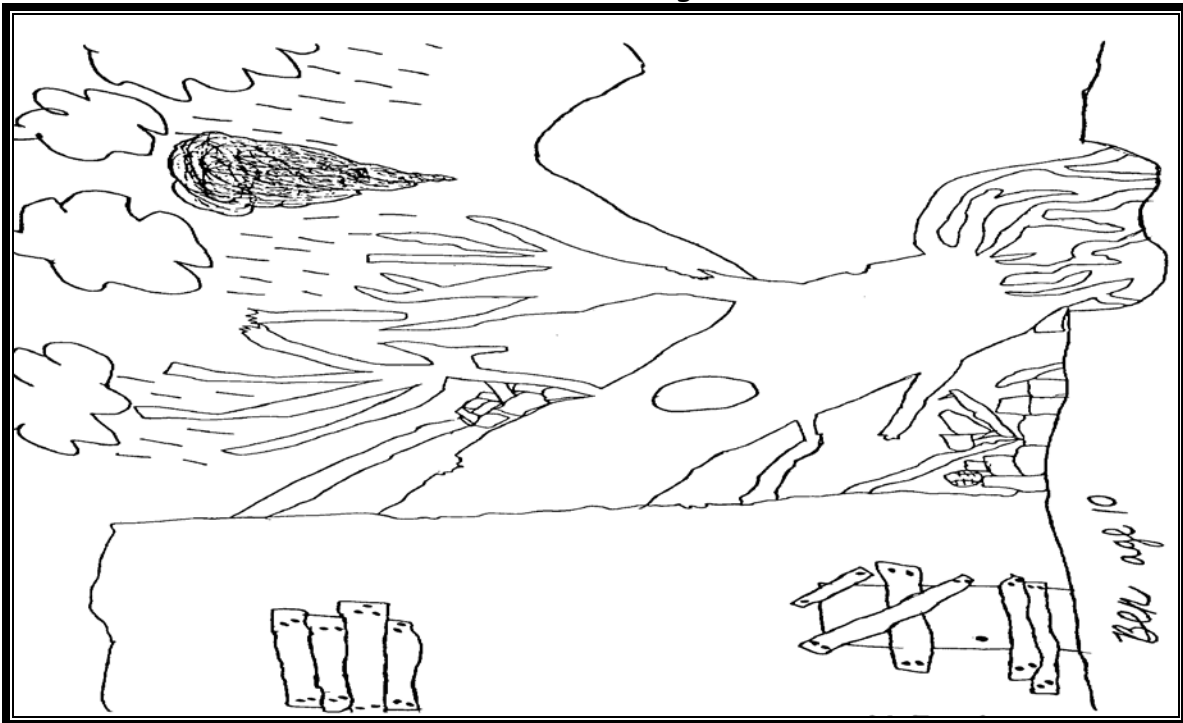


(Grownups see rear of book for a list of helping agencies. Maybe you can still get help or volunteer to give help.)

When I first saw the pictures on TV, my feelings were:

The tornados destroyed lots of houses, buildings, cars and trees. People died and many more were injured. There was big trouble in a place called:

1) Color the drawing below.



2) Describe what is happening.



One thing I heard about that place was:

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

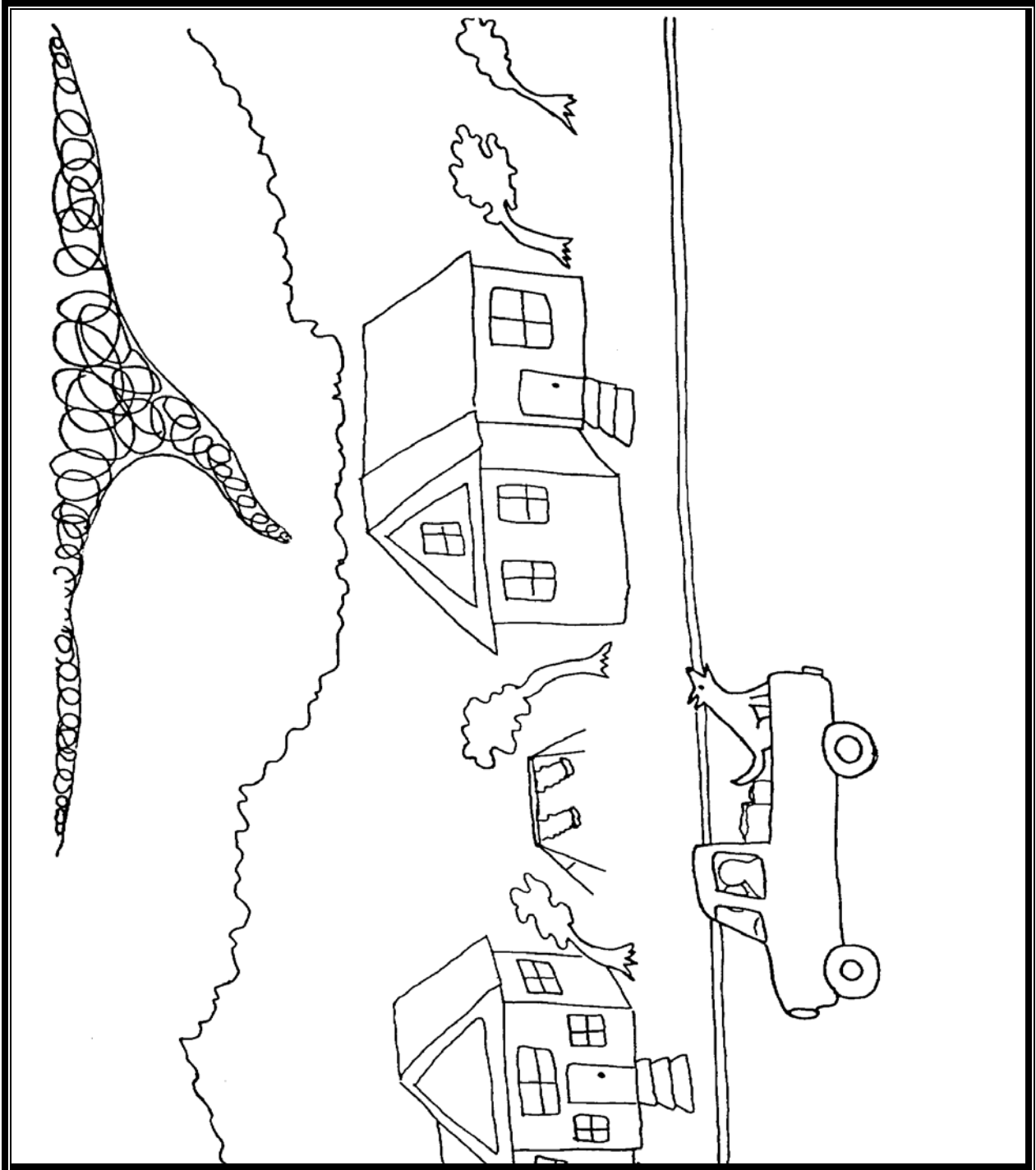
In _____

In _____

In _____

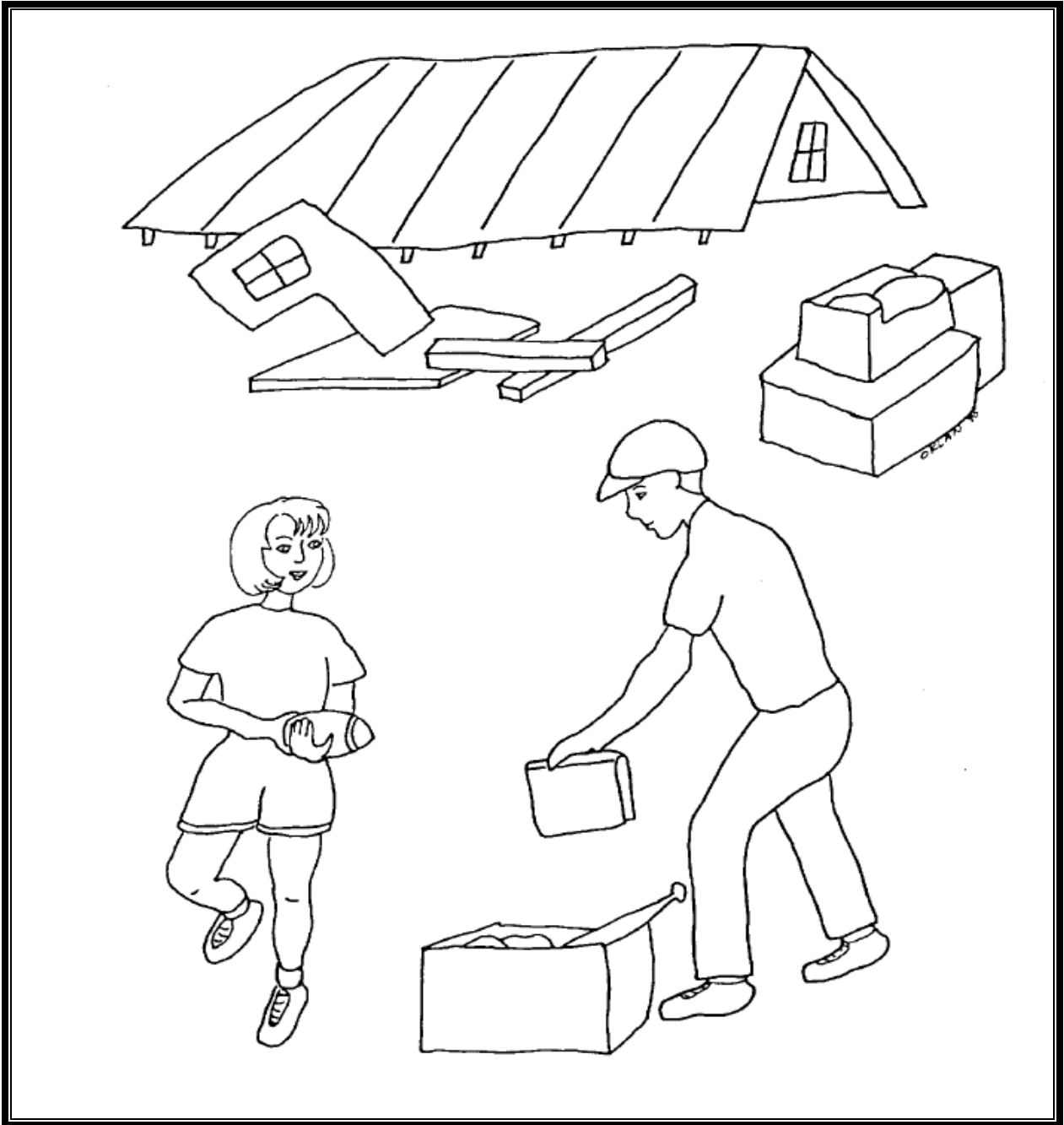


1) Color the drawing below.



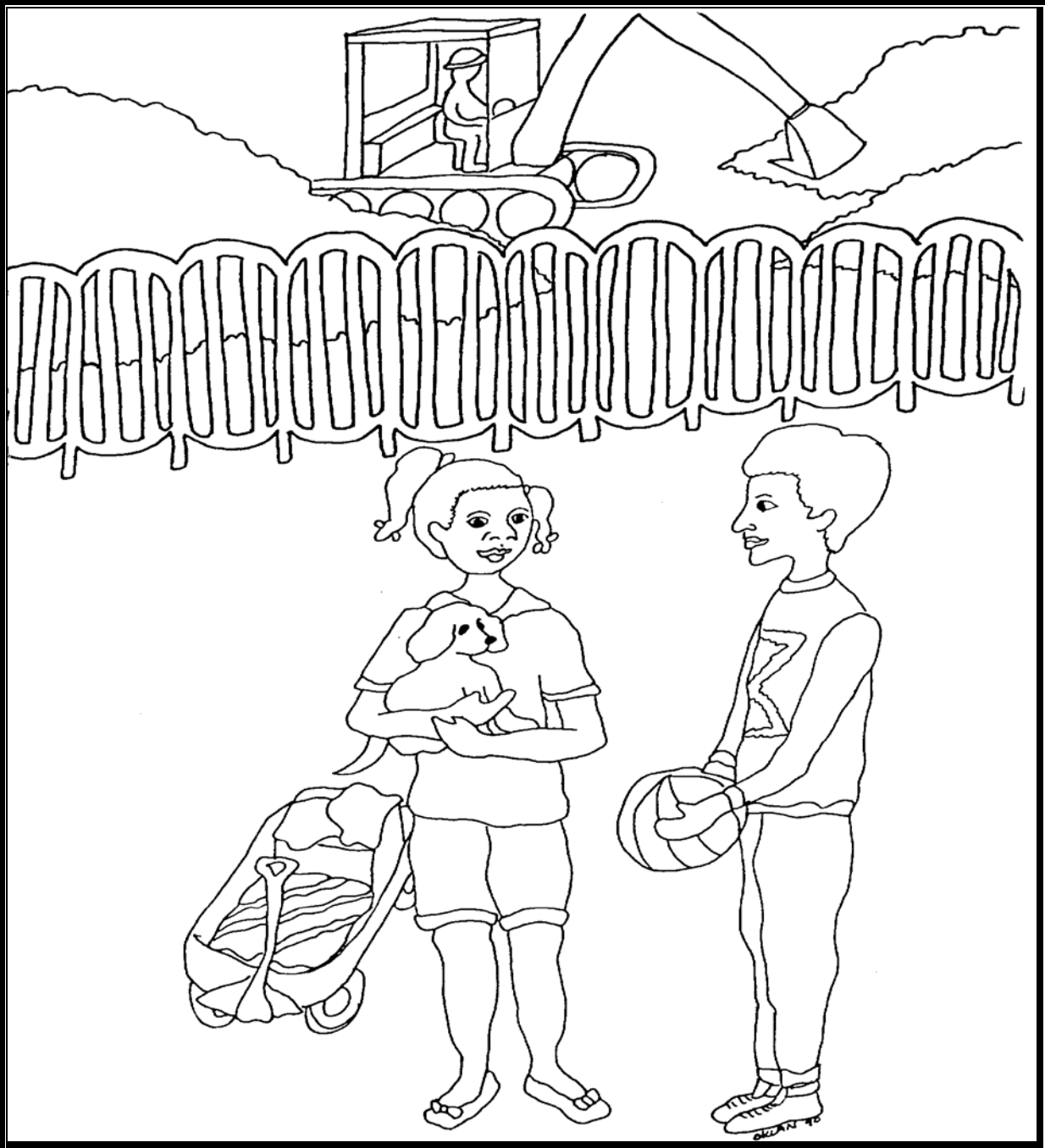
2) Describe what is happening.

1) Color the drawing below.



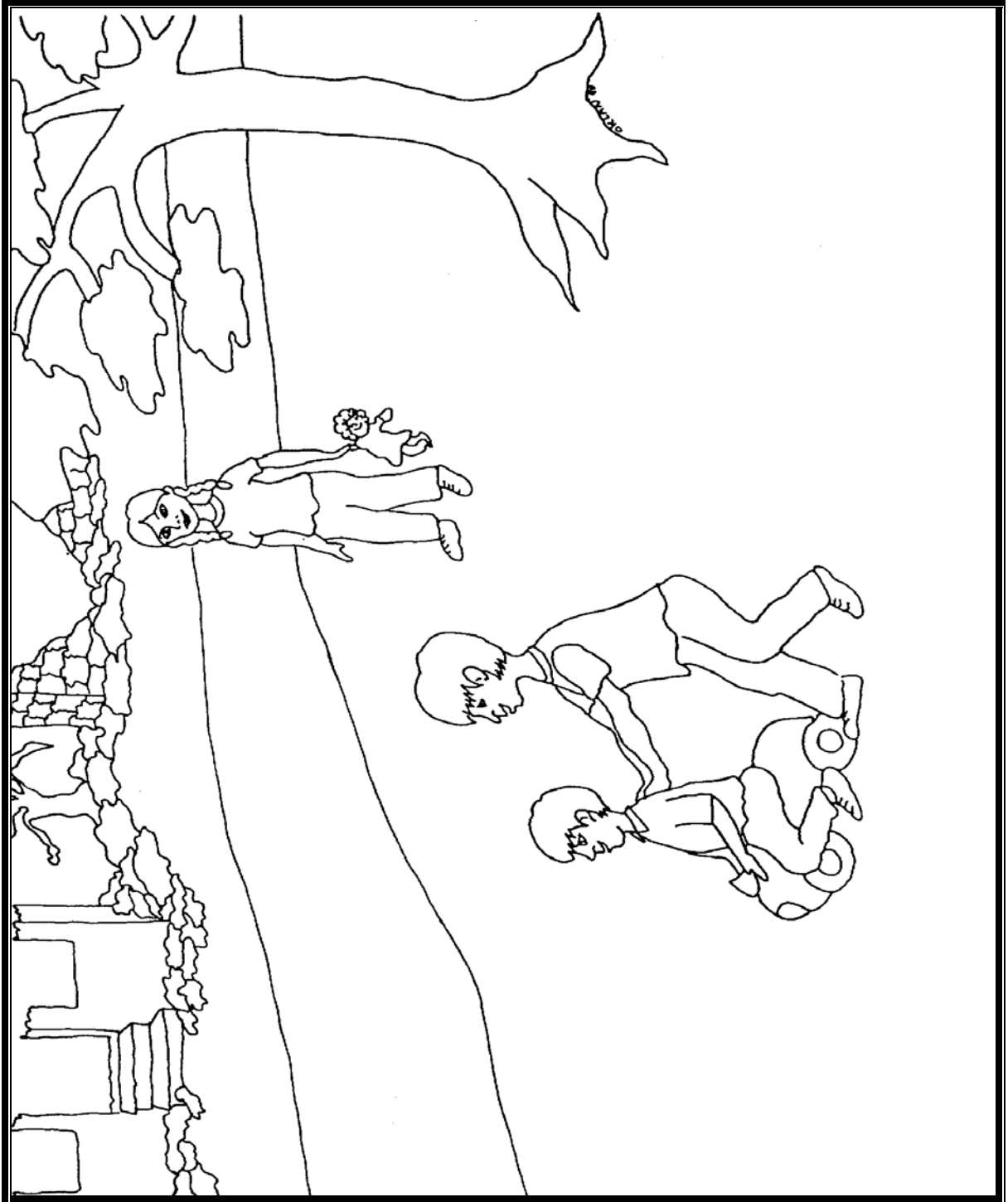
2) Describe what is happening.

1) Color the drawing below.



2) Describe what is happening.

1) Color the drawing below.



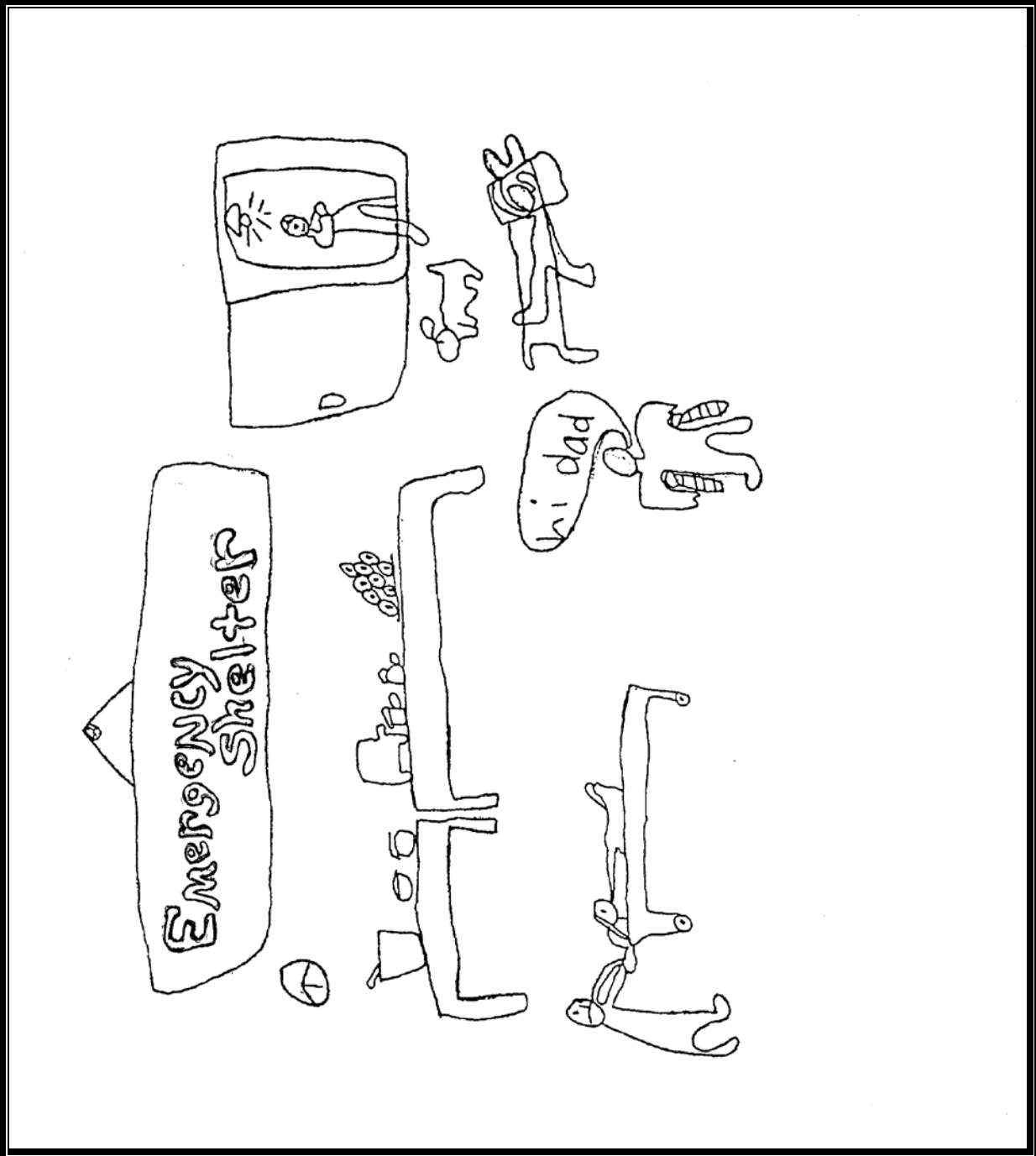
2) Describe what is happening.

1) Color the drawing below.



2) Describe what is happening.

1) Color the drawing below.



2) Describe what is happening.

The Awful Part For Me



For me the worst thing about the tornados was:

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

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

Here is how I found out about these things:

The best feeling I had was:

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

About My Home

Here's a photo or drawing of the way my room
used to be before the tornados:



The difference the tornados made was: _____

Some of my things that got damaged or lost during the tornados were:

Here's a photo or drawing of my home the way it is now:



Cross Out What Is Not True

I was able to stay in my house and felt:

I had to leave my house and felt:

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

_____ at _____

_____ took me there.

The way I got there was: _____

The way I felt when I got there was: _____

Some of the people who were with me in the place I had to go are:

Name	Address	Cell phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now the way I feel about that place is:

Songs I sang there:

Games I played there:

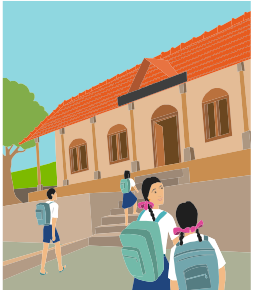
The worst thing about the place I went to was:

The best thing about the place I went to was:

I do not get to live at my home yet because:

Here's a drawing of the place I stayed:





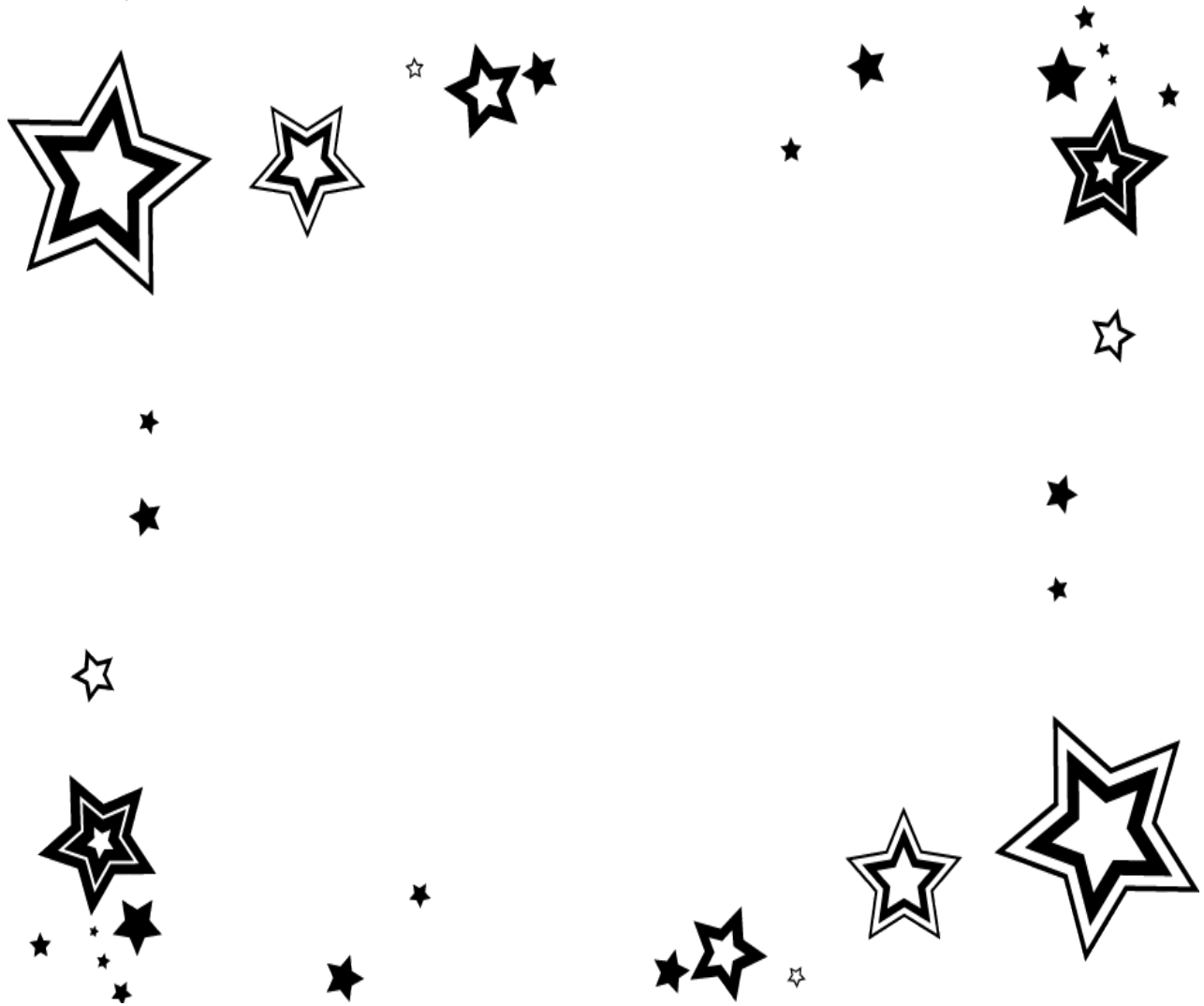
About My School

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

I went back to school on: _____

Here's a true story about my school:

Here's a drawing or photo of my school:



More About Problems and Worries

My biggest problems or worries now are:

Some people who I can talk to about these troubles are:

This is what I'd most like help with:

Draw anything that comes to mind:



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



1) Color the picture below.



2) Describe what is happening.

[Grownup: Read to preschoolers.]

"Some scientists think the earth is warming and causing more energy to go into tornados. If you think that is true, think of ways to stop the climate from warming.

Save some other newspaper clippings about places where the storm hit, and some other news about what happened. Suggestion: Staple in extra pages to make a bigger scrapbook out of this book."

Storms, Tornados and The Future

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

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

(Circle your answer)

In the next few days

in the next few months

In the next few years

not in my lifetime

Here are some things people can do to keep from getting hurt during a tornado:"

[Grownup: Read to preschoolers.]

"If another tornado hits, some things might not work for a long time such as the electricity. I can name some others:

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



Helping People with Big Troubles

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

[Grownup: Read to preschoolers.]

Tornado and Storm Drills

Here is a list of things we can do in our school to prepare for tornados:

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

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

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

My Ideas for Other Things to do to Prepare for Tornados

[Grownup: Read to preschoolers.]

More Things to Do

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

1. You and your family could make a list of supplies you might need if another tornado happened. Then you could collect these things in one place. Also list what you will need to take with you if you have to leave home in a hurry. Don't forget your pets.
2. You and your family could plan and practice where to go for safety if there is a tornado and where to meet.
- 3 You could paint a tornado mural with your family or friends.
4. You could have a fundraiser for tornado relief or homeless people. One example is an art show. Your friends could show drawings about the storm. You could charge admission and send the money to tornado relief.
5. You could plan which out-of-town friends and family you will all contact if you are separated by transportation or telephone problems. Then you won't have to worry so much about losing touch with each other. If you have a cell phone list, ask a grownup to type it and keep copies with you.

Relief and Mental Health Services

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

DISASTER RELIEF AGENCIES (In the United States)

American Red Cross Disaster Relief	(800) 733-2767
Mercy Corps	(800) 292-3355
National Voluntary Organizations Active in Disaster	(703) 778-5088
FEMA	(800) 621-3362

Consultation for Professionals: The Children's Psychological Health Center, Inc. (415) 292-7119

MORE ABOUT GUIDED ACTIVITY WORKBOOKS

By Gilbert Kliman, MD, Medical Director, The Children's Psychological Health Center, Inc.

The use of guided activity workbooks shows children that honestly facing the disaster is supported rather than avoided by their teachers and families or emergency caregivers. The child's personal feeling of being in control and sense of personal history are enhanced. The psychological benefits of promoting the child's understanding of shared experience can be powerful. When the adults in their lives concretely acknowledge the complexity and depth of children's stressful experiences, children are helped to understand that their inner world and their personal history is honored and valued. A guided activity workbook allows adults to use their natural tuning in and empathy, so families and caregivers may provide psychological as well as physical nurture to children in the aftermath of tornados and other natural disasters.

My own disaster work goes back to crises such as helping schoolchildren deal with deaths in families, and even the national crisis of the death of a president. As a clinical analyst, I learned a lot from my individual child patients after Kennedy's death and reported on themes I observed being activated among them. It was a formative experience to realize I learned even more of practical public health value from a behavioral survey of teacher observations about the behaviors of 800 schoolchildren. Through that study, I learned that on the fateful afternoon of John F. Kennedy's death, teachers and administrators who avoided immediate discussion of the assassination with their in-school pupils experienced behavioral deterioration in their classroom populations as measured by behavioral checklists. The pupils of teachers who initiated discussion with their children had mentally stronger and markedly better pupil behavior.

Alas, there will never be a time when children are exempt from disasters. The use of guided activity workbooks shows children that honestly facing the disaster is supported rather than avoided by their teachers and families. The use of drawings and encouragement of narrative writing advances a witnessing process in which the child feels respected and useful within the child's human network. The child's personal locus of control and sense of personal history are enhanced.

CONTACT INFORMATION

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See the *Disaster Relief* section of our website to learn more about Guided Activity Workbooks and the manualized Personal Life History Book method.

Who Wrote This Book?

Other publications include *My Earthquake Story*, *My Story about Hurricanes Katrina and Rita*, and a series of trauma related, guided activity workbooks for children, families and teachers coping with severe stress in war and natural disasters. They are all available on amazon.com and freely downloadable on www.cphc-sf.org.

Gilbert Kliman, M.D., founded and is Medical Director of The Children's Psychological Health Center, Inc. He has 48 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 helped many thousands of severely stressed persons following deaths, injuries, and violent experiences including aircraft accidents, floods and tornados, urban crimes and homelessness. Author of *Psychological Emergencies of Childhood*. Recipient of over 40 service and research grants and Editor of *The Journal of Preventive Psychiatry*, Dr. Kliman also wrote (with Life's Science Editor, Albert Rosenfeld) *Responsible Parenthood* which won an international literary prize for "world's best book concerning the well-being of children." His work at Columbia University Department of Child Psychiatry resulted in the Guided Activity Workbook series. His latest book on assembling small social networks to support troubled children won the Dean Brockman Award for outstanding contribution to psychoanalysis and psychiatry: Kliman, Gilbert 2011, *Reflective Network Therapy in the Preschool Classroom*, University Press of America.



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