

My Personal Story about The California Wildfires



A Guided Activity Workbook for
School Children, Families and Teachers

Table of Contents

- 1. Guide for Parents, Teachers, Counselors, Shelter Workers and other Caregivers**
- 2. Guide for Middle and High School Students**
- 3. MY PERSONAL STORY ABOUT THE CALIFORNIA WILDFIRES**
- 4. A Scrapbook for Newspaper Clippings**
- 5. More Things to Do**
- 6. Quiz about Wildfires**
- 7. Suggested Reading List**
- 8. Relief and Mental Health Services**
- 9. Children's and Teenager's Mental Health Checklist**
- 10. Who Wrote This Book?**

~

- A simple and straightforward way to encourage healthy expression, learning and coping
- Use this book with families, teachers, counselors, shelter workers and other caregivers to help overcome bad memories and fears.

Gilbert Kliman, M.D., Edward Oklan, M.D., Ari Oklan, Ph.D. Harriet Wolfe, M.D., and Jodie Kliman, Ph.D.

Illustrations by:

Amy Ruppel, Anne Kuniyuki Oklan, R.N and Rebecca Kliman

Copyright© 10/23//2017 The Children's Psychological Health Center, Inc.
2105 Divisadero St., San Francisco, CA 94115, www.childrenspsychological.org

Guide for Families, Teachers, Counselors, Shelter Workers and other Caregivers

This California Wildfires workbook is built on years of experience strengthening the mental health of disaster victims. Its main purpose is to give psychological first aid to children and adolescents. It will also be useful to you as an adult, helping you to help the children you know and love, or children for whom you are a caretaker or teacher. Perhaps you are a temporary foster parent during this disaster, or a volunteer or a shelter worker who has responsibility for evacuated children and families.

Fearful days of fires were accompanied by long efforts to put them out, many people dying, stressing a whole nation with the largest California wildfire in history. Children and families may have had any number of very painful emotions - from fear of death, to dreads waiting long days to be rescued, to despair at the prospect of building a whole new life. Getting mentally active by honoring painful memories and then going past them and putting them in a positive perspective are important steps for moving forward. Our goal is to help you gain strength for the future without either dwelling on or forgetting the suffering. Both remembering and planning are needed in the process of healing.

Napa, Sonoma, Mendocino and Lake Counties have now had one of the worst disasters they and our nation has ever experienced. We're here to support you in this difficult time. Helping others, especially children, is one of the best things we all can do to get beyond the scary past and make the future better!

Giving Children and Teenagers Psychological "H.A.N.D.S." with Which to Work in a Crisis

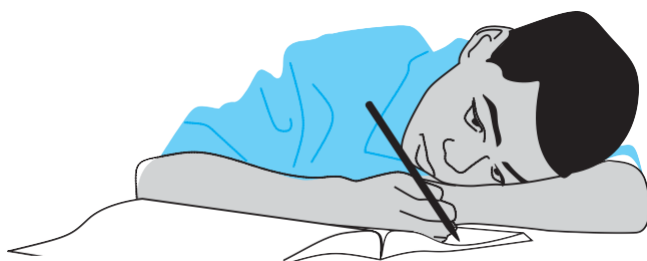
Helplessness is one of the worst parts of an emergency. During times of disaster or community distress like the wildfires brought children do better when they are given "H.A.N.D.S."

The term "giving children hands" is an abbreviated way of saying children must be helped to "Honestly communicate, Actively cope, Network with peers and adults, in a Developmentally Specific

manner." This workbook has been designed by parents and mental health professionals. Our approach has been useful in both family crises as well as national crises, whether moving from birth family to foster family, or responding to the 9/11 attack on America. H.A.N.D.S. can help children and families transform a disorganized situation into a constructive learning and coping experience.

Events like wildfires and similar types of natural disasters can give a developmental 'push' to children, stimulating learning and growth. Or they can be primarily negative experiences, creating doubt, regression and insecurity. Children need a network of helpers to give them strength. Our nation and much of the world depend on all of us thinking about how children, families, agencies, and governments can cooperate better in this and other large crises. All of our futures depend on it.

This workbook is designed to strengthen ways of coping for both you and the children you know, and to help you provide love, help and support to children and yourself during this disaster.



Getting Started

The Youngest Children:

You cannot expect complicated verbal participation in the use of this workbook with children younger than three. But two and three year olds can color in 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.

Preschool and Kindergarten Children:

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

which is too advanced intellectually.

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

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

Middle School Children:

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

Children will often work on the book on and off.

Most children age 11 and up may want to work on the book pretty much on their own. Nevertheless, they benefit most from your interest and help in hard parts. Children with learning difficulties may require adult help throughout. It is part of the healing for caregivers and family to share in some of the work. Most children age 11 and over can look up information and find out about their own mental health by using the checklist. Be available to serve as a resource for your child or teenager by helping to find information and answering questions. The greatest value of the book is in creating a network of helping resources, including YOU.

- Read the whole book yourself before your child or student does.
- Review the overall contents with your middle school and high school students; answer questions they may have.
- Point out that the series of wildfires was a time that his or her family and the whole community will remember. He or she can help make a record of it with this workbook, adding to our nation's history. It could even help other children one day.

For use by teens and teachers:

Keep in mind this is a historic time. Study the history of California wildfires. Here is a refresher:

- The Tunnel fire of 1991 resulted in 25 deaths and destroyed 2,900 structures.
- The Griffith Park fire of 1933 killed 29 people.

Understand the effects on climate. Air-quality, based on levels of tiny particles that can flow deep into the lungs, is rated “unhealthy” across much of Northern California, and smoke has traveled as far as Fresno, more than 200 miles to the south. The effects are many: schoolchildren were kept inside, the Oakland Raiders canceled their outdoor practice to prevent players from breathing in the bad air, and doctors are reporting an increase in visits and calls from people with lung and heart trouble.

Be flexible in your work with your middle schoolers and teens. Working on this book may take several months. Allow each student to take the lead, selecting parts of the book to work with. Stop using the book whenever he or she wants, even though it may not have been completed.

Don't push your child or student. Anyone who cannot or will not work with you should not be pushed. Never force a child to do a section of the book against his or her will.

See the Mental Health Checklist online at www.childrenspsychological.org, and referred to at the end of the book.

If a Family Member Died or was Severely Injured during the Wildfires

Many people complained of being forced out in a frightening way, or traumatized by the speed, violence, loss, and the enormity of what happened. Children in these families will likely benefit from in-person mental health evaluation and brief preventive treatment. A mental health checklist toward the end of this book will provide guidance as to when to get a child additional help. Help is available through mental health services listed at the end of this book under “Relief and Mental Health Services.”

It's important to keep in mind that children in mourning may seem younger than their age. They may not appear to be sad, instead seeming over active or over cheerful. Even teenagers may act like younger children, acting

more clingy and dependent than usual. Try to be patient with them. On the other hand, sometimes children and teens act too mature for their age, as if they became parents themselves. They may worry that it will burden parents and other adult relatives to share their feelings. Don't overlook their potential for benefiting from brief professionally given mental health service.

For You, the Adults

Adults may find that using this book can help them understand and cope better with their own experiences during wildfires and fires. You may add your own questions as well as answering the questions asked of the children. You may also find that drawing or doing some of the workbook activities may help you become calmer or help you to remember your experiences and master the strong feelings they bring up for you.

The end of the book has a list of helpful relief services. Relief efforts might be able to use your volunteer help, and that of your teen-age children, especially in future disasters.

For Use by a Family or a Small Network of Helpers

The most helpful way of using the book is working together on it as a family or a network of helpers. People who reflect together about a shared experience can make everyone grow and feel better. You may each individually work on the same questions (using several workbooks or else on separate paper) and then add them all together in one "Family Wildfire Story." Or you may all work on one book, contributing your own parts of the story. You should each sign your own name to your entries. Talking, writing, and drawing together in a joint project of "shared remembering" may help your children feel safer. This may also help bring your family closer together.

Using Drawings and Illustrations

Families with teenagers and children can use the drawing and activity pages throughout the book in many ways. Pictures can then be used as starting points for open-ended discussions about the events a

child chooses to draw. Don't insist on discussions. Let the child take the lead.

Adults, teenagers or children who are "overwhelmed" with flashbacks (momentarily feeling like they are back in the disaster), nightmares or insomnia may prefer to draw rather than talk about their memories. People who feel very anxious or who are easily startled may want to stick to drawing, too. They can find the process of coloring in images of the experience calming. They might choose to start with drawings of things they didn't experience themselves and gradually come to those closest to their own experience.

Be sure to urge a child to include some drawings of good memories or good dreams. Family members can work on a drawing together, each coloring a portion.

If the drawing is about an event that made them feel helpless, drawing together can allow everyone to feel less helpless, calmer, and more in control.

Uses by Teachers and School Counselors

Teachers and school counselors are natural helpers to promote learning and coping among displaced children. They can use MY PERSONAL STORY ABOUT THE CALIFORNIA WILDFIRES with children working on the book individually or in small groups. A recommended duration is 20 minutes at a time once or twice a week. This can be an effective way to support group togetherness, something that has been shown to help children and adults cope with catastrophes. Personal narrative activity can also be useful in integrating one or more children who lived through the wildfires into a new community.

If you plan to use the book in order to help identify children who need professional mental health assistance, use the mental health checklist and have a high scoring child's status considered by a mental health professional. Quizzes and projects will help teachers promote healthy discussion and learning that can be very strong during and following danger. Mental Health information and consultation is available to schools by calling the agencies listed at the end of this book under "Mental Health Services," your local Mental Health Association, Psychiatric Society or Psychological Association or www.childrenspsychological.org.

Use As a Resource for Mental Health Professionals

Therapists can use MY PERSONAL STORY ABOUT THE CALIFORNIA WILDFIRES in individual, family or group sessions. It is a resource, not a whole treatment. It can only supplement and not replace professional mental health screening and diagnosis. It can be a valuable part of structured professional treatment for children and teenagers with Posttraumatic Stress Disorder or Adjustment Disorders due to the wildfires. Consultation and training for mental health professionals and agencies in the use of this book as the basis for a structured therapeutic intervention is available from The Children's Psychological Health Center (415) 292-7119 (www.childrenspsychological.org).

Guide for Middle School Students and Teenagers Using this Workbook

Talking to adults and other kids about your feelings or worries about what happened can help you feel better. It can also help you learn more about what to do to be safer if another disaster comes along some time. Using this book may help you to talk to other people, and it may help you in other ways.

Writing down or drawing pictures about what you remember, what you think about, and what your feelings and needs are can help you feel stronger. You'll make your own personal record of what happened.

You can use this book by yourself, but it is best done with the help of a parent, teacher, or counselor. You may also feel strong enough to help others, too, and share what you learn.

Look through this book and begin wherever you want. Fill in as many of the blank spaces as you can. Ask for help if you need it to understand the questions or to write down the answers. Try drawing pictures or coloring in the pictures that are already in this book. You can also make a scrapbook out of this book by stapling in extra pages. Use extra pages to hold newspaper or magazine clippings or extra drawings and paste in any photographs of wildfire damage you take or can find. Answer the quiz questions if you are able to. Take your time. You can skip anything you want and come back to it another time.

This isn't homework – it is for you, so you don't have to push yourself hard. Remember, you should definitely talk to an adult in your family or school or community if you become upset or worried, and also to share what you have learned. To learn even more about wildfires, go to a local library or the internet and search for information.

Why Should You Learn About Wildfires?

The 2017 wildfires repeat a lot of past disasters. Learning about disasters can help you in the future. You can think about ways to warn people on a large scale, avoid dangerous road blockages, clearing dead brush around homes, keep everyone calm, and cooperating to help more people survive.

Most people did not panic or stop helping each other during the wildfire troubles. Some people died because they could not escape the fire in time. Older people were especially vulnerable. Many pets had to be left behind. Almost everybody cooperated with evacuations, kept calm and took care of each other. A lot of people helped rescue each other. A big lesson of wildfires and other disasters is that more lives can be saved by governments and people thinking ahead to be prepared for a rapid escape.

Different people, different ways of behaving

Thousands of Californians helped each other. Faced with so many dangerous events, some children and adults were more frightened, upset or worried than ever in their lives before. Some were real heroes. There were amazing helpers all around, wonderful people saving others at great risk to themselves. The police, firemen, Army, Navy, National Guard, and Coast Guard all helped – on the ground, water and in the air. Thousands of people came from far away to help. Airplanes dropped many tens of thousands of water and fire retardant to help put out the wildfires.

Even some of the amazing helpers and heroes were scared. Some fought large, dangerous, fast-moving fires and were working in terrible heat and smoke.

Whether from wildfires or from any disaster, even some of the bravest children and teenagers have trouble

sleeping or have bad dreams. Some just want to get back to school. Others are afraid to go back to school, or have headaches, stomachaches, or other problems. Some may not know that they are worried about the flood and the terrible things it did. They may have trouble remembering what happened, or sometimes they can't remember good things that happened. Some people remember only the bad things that they would rather not think about at all. They might be afraid whenever they see a river, or maybe they have other special fears.

All those reactions are normal. But it is also normal not to get too upset, and many children might not even get worried. Some are just proud of what they and other people they know have dealt with, and proud that they have helped themselves and others.

The whole nation is very sad that so many people died and so many homes and industries were destroyed because of the California Wildfires. But this is a chance for children and teenagers to write down and share their stories about the wildfires and look forward to a better tomorrow.

Children and teenagers can use this book to teach all people across the whole country, to learn how to be safer next time nature starts to get very dangerous. We need children and adolescents' help to think about more ways to be even stronger and smarter about times when whole cities and states have emergencies. All children can share their The California Wildfires stories and can learn more about what the disaster victim children of all races and classes went through. That way we can all do better helping ourselves if there is another fire or any other danger that we have to overcome. We will overcome, especially together.

This book can help you be strong alone and stronger together with friends and family.



Here's a photo or drawing of me:

My Personal Story About The California Wildfires

by _____(my name)

The date I started this book: _____

The date I completed this book: _____

I was helped to write this book by: _____

Who I Am

I am a (circle which one) **boy** **girl** other

I am _____ years old, with (how many) _____sisters and _____(how many) brothers.

I live(d) at (address) _____

in (city) _____(state) _____

The people who usually live with me, and how they are related to me are:

Name

Age

Relationship

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

The place I lived before The California Wildfires started was:

City: _____ **State:** _____ **Zip Code:** _____

Since the Wildfires came I have been living at:

City: _____ **State:** _____ **Zip Code:** _____

It is (choose one):

A relative or friend's home (person's name): _____

The home of a stranger (person's name): _____

A hotel or motel - Hotel/Motel Name: _____

Address: _____

A shelter - Shelter Name: _____

Address: _____

The best telephone number to call me at was usually: _____

Now you can reach me at this phone number: _____

**If you ever want to send me a birthday or Holiday card,
send it to this address:**

My best friend's names are:

Name	Age	Address	Telephone Number

Here is a drawing of my best friend:

More Information

In case there is another big problem with using the phones or keeping records during another disaster, I'd like to keep this information handy. (Ask an adult to make a copy of this page for your wallet or purse. The purpose of keeping this handy is: if you get in trouble or are separated from your family these are the people you can call for help.) Important adults in my family and their relationship to me are:

NAME and RELATIONSHIP: _____

BEST ADDRESS: _____

BEST TELEPHONE : _____

NAME and RELATIONSHIP: _____

BEST ADDRESS: _____

BEST TELEPHONE: _____

NAME and RELATIONSHIP: _____

BEST ADDRESS: _____

BEST TELEPHONE: _____

NAME and RELATIONSHIP: _____

BEST ADDRESS: _____

BEST TELEPHONE: _____

When The California Wildfires Happened

On _____ (*date or day of the week*) tremendous winds and warnings of fires started near my home.

At the start of the wildfires and flooding that followed I was _____ years and _____ months old.

So that I can remember exactly what was happening then, I can make a list of some of the other things that I remember about that time. The season was _____.

The weather before the wildfires was: _____.

Other important things that were happening around that time were:

I will never forget some things because:

My Personal Story

Now, here's my personal story, about things that happened when The California Wildfires came and fires and evacuations started. I might be the only one to know some of these things.

Where I Was – At that time, I was in: _____

Who I Was With – I was with: _____

What I Was Doing – I was: _____

What I Heard And Saw –

The first thing I heard about the wildfires that really came close was: _____

I first heard about the wildfires from: _____

The first thing I personally saw about the big winds was:

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

The strangest thing I saw was:

The scariest thing I saw was:

The saddest thing I saw was:

I saw some good things happen. The best thing that happened was:

The next best thing that happened was:

The most surprising good thing I saw was:

Here is a drawing or picture of where I was when I first saw the Wildfires:

What I was Thinking in the First Days

Circle all the words that fit.

I felt:

afraid excited like I wasn't there
 relieved nothing angry my heart beat hard happy
 sad scared curious

At first, I was worried about: _____

My family and friends said they felt worried about: _____

Here is a drawing of what I was worried about:

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

Some bad things that happened to grownups that I know were:

Things my family and other grownups can do to help us find our friends and relatives are:

Some good things that I saw people doing were:

That made me feel:

After the wildfires seemed to be getting under control I felt: (*Circle all that are true*)

sad	confused	happy	afraid	thirsty
glad	lonely	sick	angry at myself	lonely for my family
sleepy	hungry	alert	sorry for myself	relieved
mixed-up		my heart beat hard		lonely for friends
clear-minded		helpless		sweaty
sorry for other people		angry at other people		nothing

About My Dreams

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

Today is _____, _____. Since The California came I have had
(*number*) _____ dreams I can remember. I had the worst one on or about _____.

Here is the story of the worst one I had:

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

The best dream I've had since the wildfires was on (month/day/year)_____.

The story of the dream is:

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

Memories

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

Today's date is: _____

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

Things that make me think about this are:

Things that kids can do to help stop remembering for a while are: (*circle what you think works*)

playing sports	praying with relatives	talking
playing with action	with other kids	reading cheerful
characters	books	learning about good news
and toy figures	talking with relatives on the phone	
going to church		
meetings praying in		
private		

What I have actually done to help myself stop remembering is:

Other things that other people do to help me stop remembering for a while are: thinking about happy times, thinking about happy possibilities for the future, making lists of useful things we want to do to get over our troubles. Here's a list of some useful things I thought of:

The part of the wildfires troubles I can't remember too well is:

Here is the story of the happiest thoughts I had since the wildfires:

Here is a drawing of what I most hate to remember about The California Wildfires:

Here is a drawing of two very good things I know that happened since the wildfires:

Other Important California Wildfires News I Know About

At first we didn't know all about what was going to happen. Later, on television, some of us saw news about flooded buildings, houses and cars. This is what I thought about some of those news stories:

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

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

Some people amazed me with how they helped each other. Here are some helpful things I saw, heard or read about that happened in other places.

In _____

In _____

In _____

Use this blank page for more space to write and draw about helpful things that happened.

When I first saw the pictures on TV of what The California Wildfires did, the feeling I had was:

About My Home

Here's a photo or drawing of my room, where I usually slept before the wildfires:

The California Wildfires changed my room in this way:

I know because: (*circle one*)

- I saw my room.
- Someone who saw it told me.
- It's not safe to go home right now, so I am only guessing.

Some of my things that I know or think got damaged or lost during the wildfires:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Fill in what is true about you.

The name of a place I had to go because of The California Wildfires

is: _____

Name of person) _____ took me there.

The way I got there was: _____

The way I felt when I got there was: _____

—
Some of the people who were with me there are:

Name: _____

Address: _____

Name: _____

Address: _____

Name: _____

Address: _____

—
Now the way I feel about that place is: _____

—
The worst thing about the place I first went to was: _____

—
The best thing about the place I first went to was: _____

I can / cannot (*circle the right word*) go home right now because:

Here's a drawing of one place I stayed or where I still am:

About My School

This is what happened to my school back home: *(If you think nothing happened to it, write that.)*

Here's a true story, including some things I like, about the school I am going to now:

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 are: _____

This is what I'd most like help with: _____



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

About God and Religion

Fill in blank spaces about yourself. Change or cross out words that aren't about you. Feel free to keep your thoughts private and not write.

I think some people got stronger by help from God and religion.

When there isn't a wildfires or flood, I go to the _____
church (*synagogue, mosque*) in the town of _____ in
the state of _____. What I like best about what we did in
that place is _____. It
would be good if I could do _____ again, right there. But that would be
hard because _____

Here's how I used religion when I was afraid.

I prayed to God about: _____

I did things that I thought God would want me to do. Those things were:

During the evacuation, I had some thoughts about religion and God. Those thoughts were:

I heard it can feel good to forgive after being angry. I am trying to forgive:

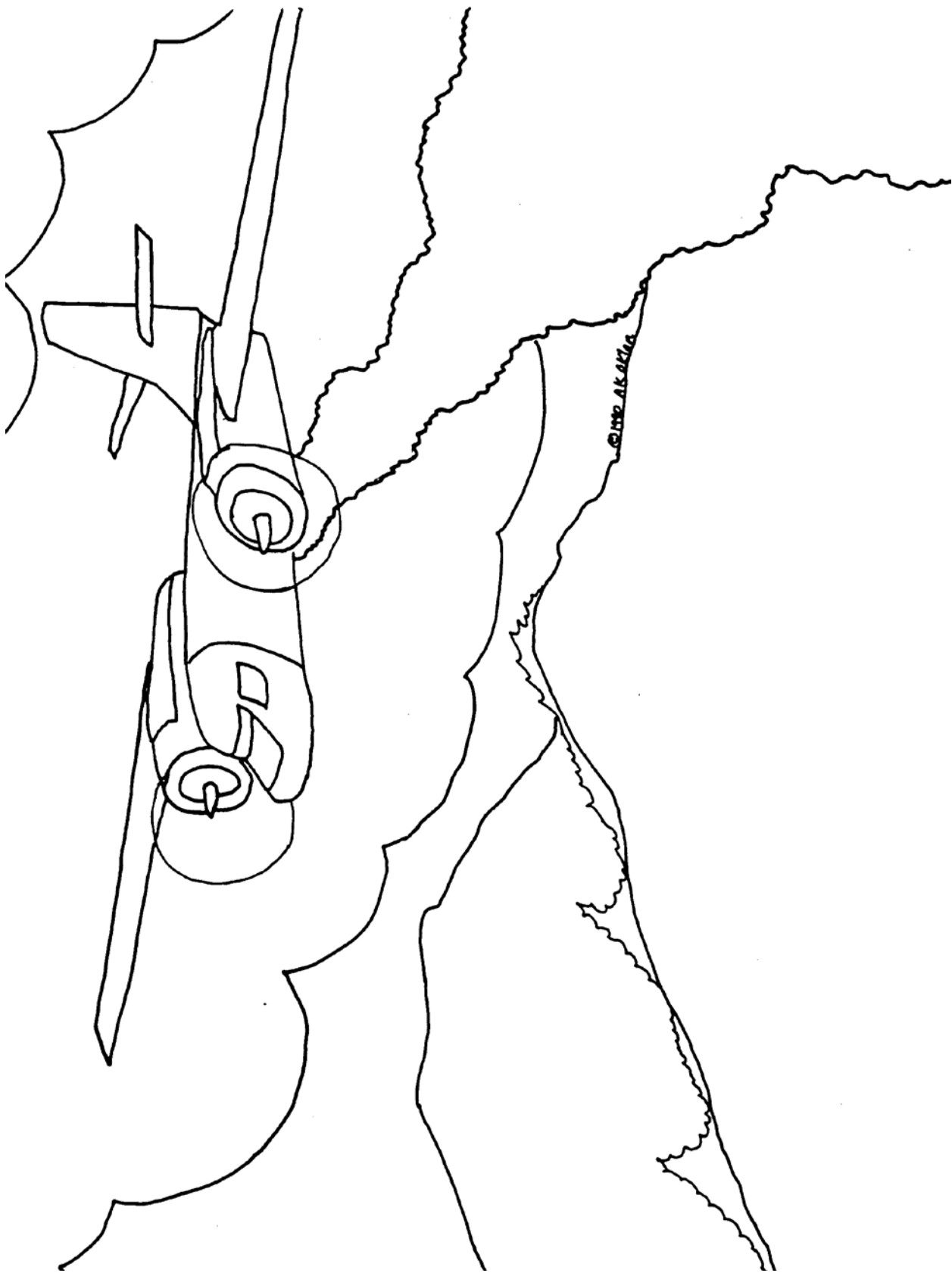
You can use this blank page to draw and write more about your beliefs.

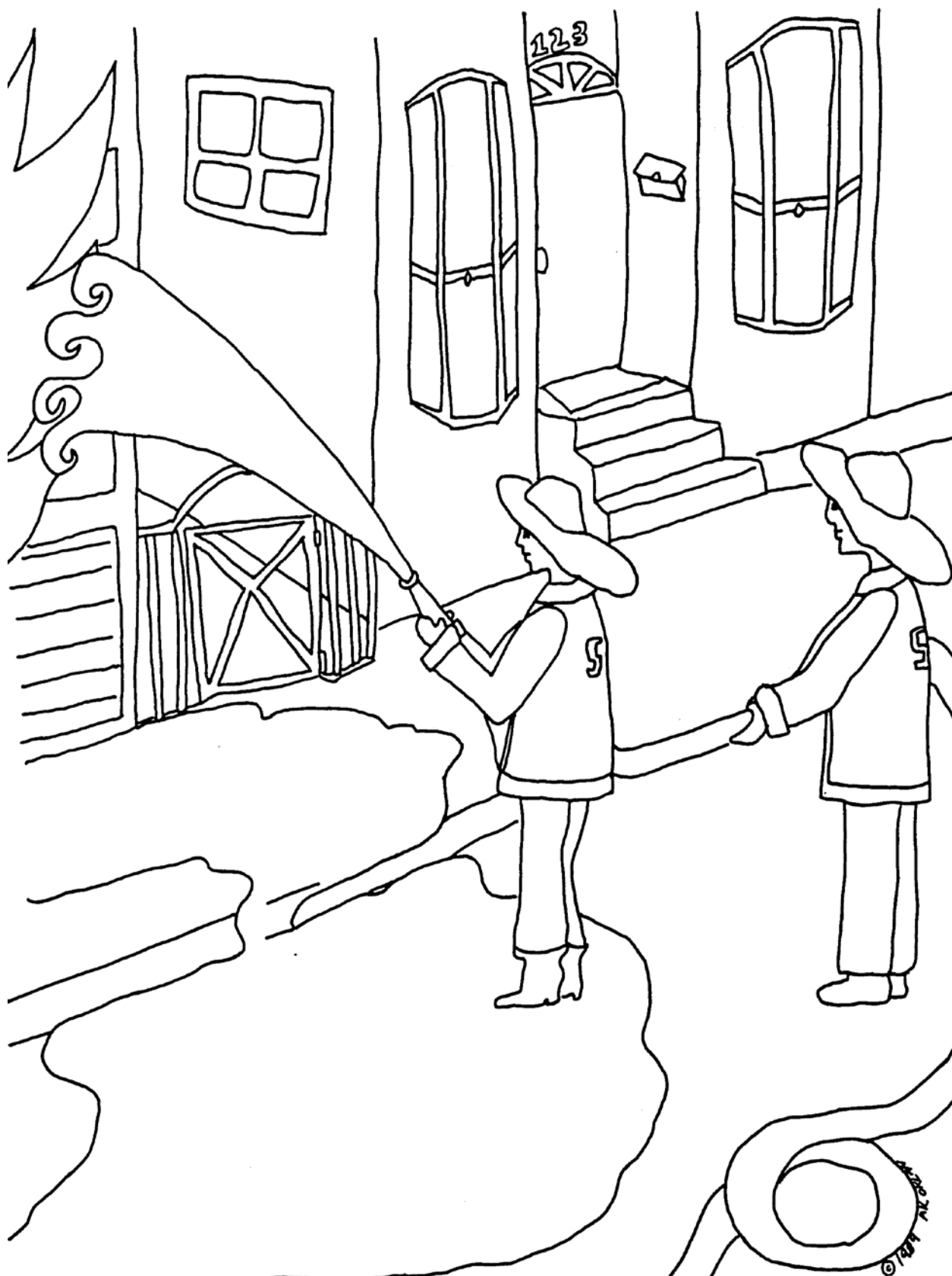
Coloring Book Section

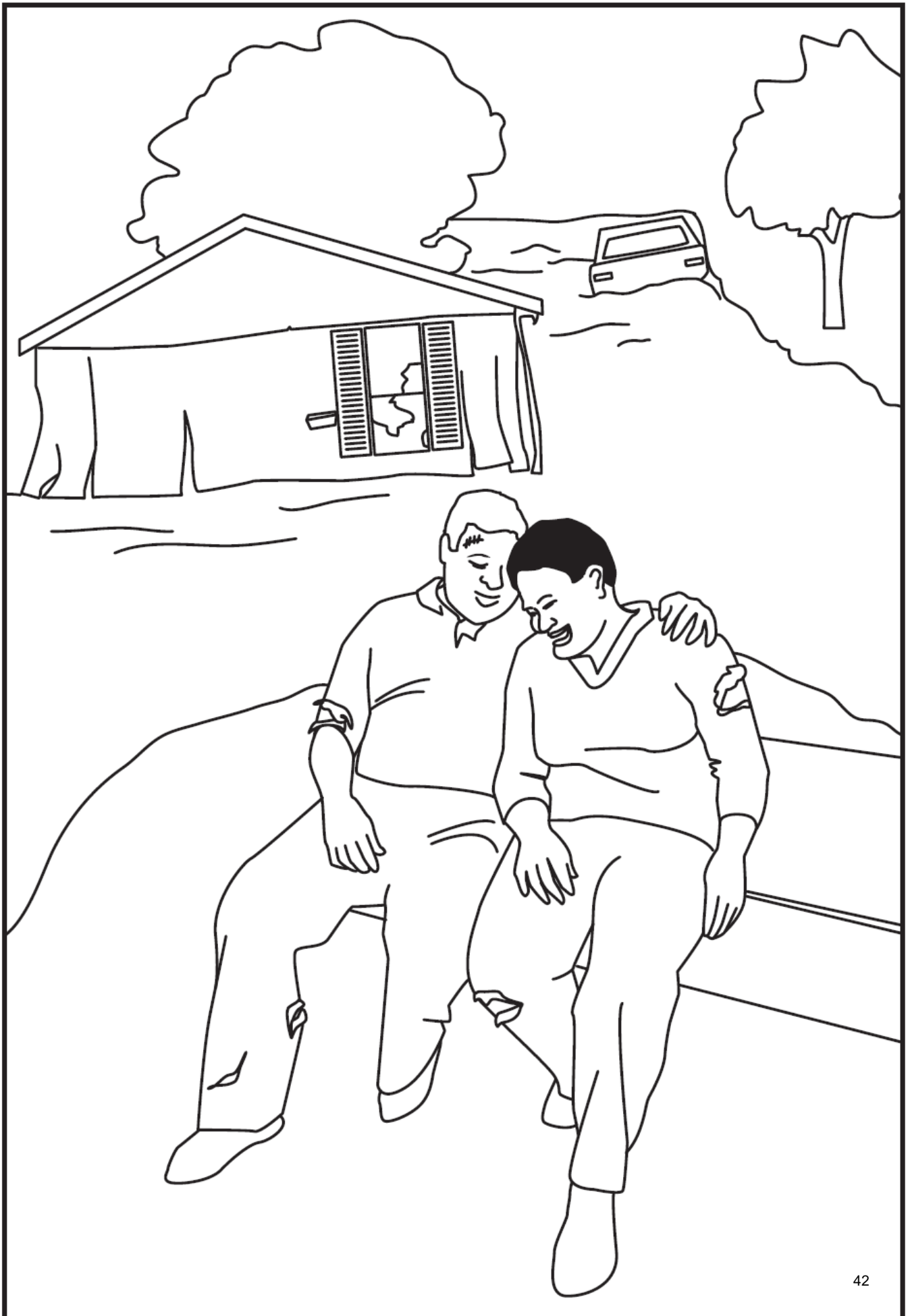
Directions: We made these drawings to get you started. If you like to color, finish coloring the ones we made for you. Use crayons or colored pencils. Add any details you like. You can add pages to make your own drawings, or get somebody to draw what you would like them to draw.

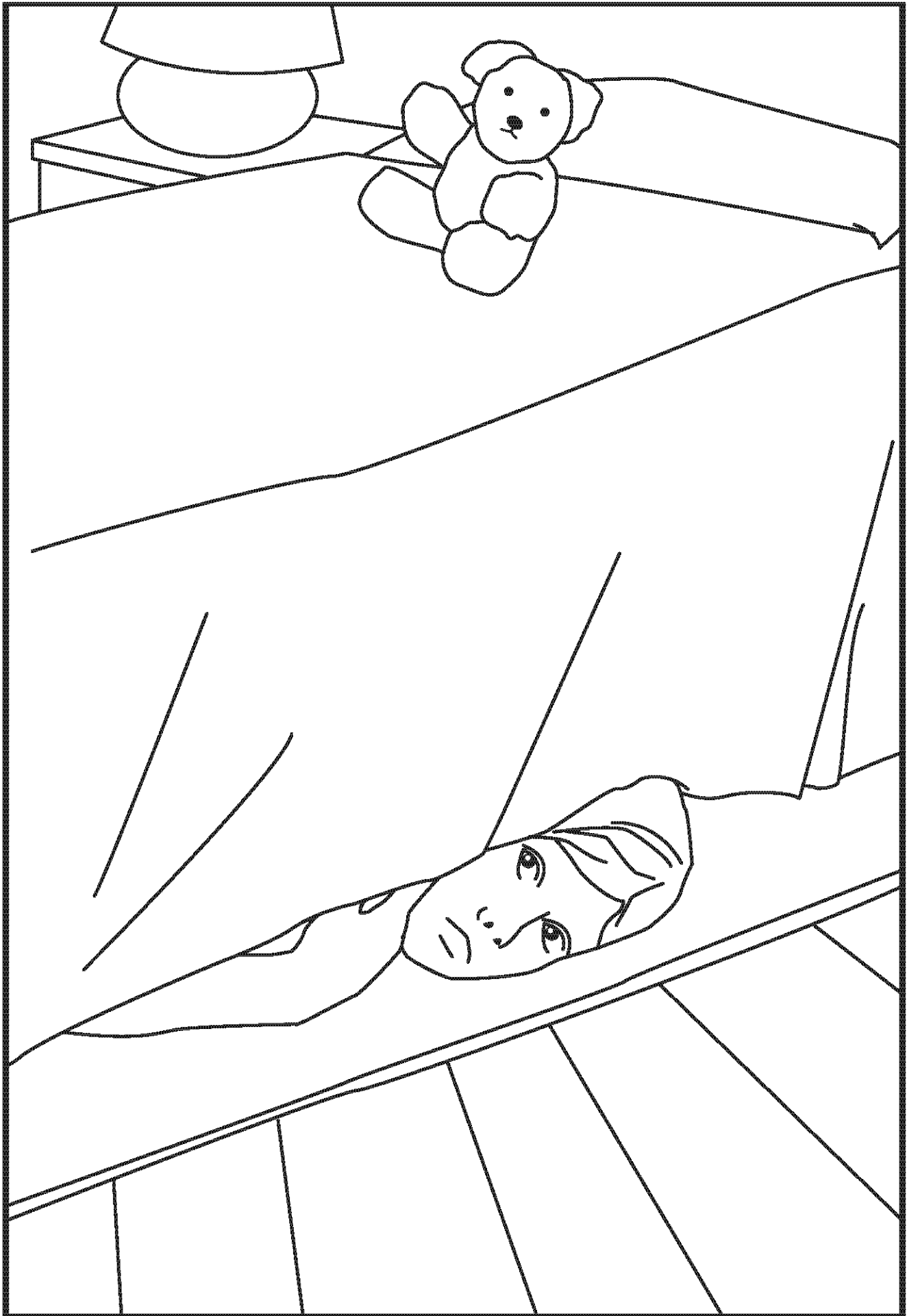
Ben age 10



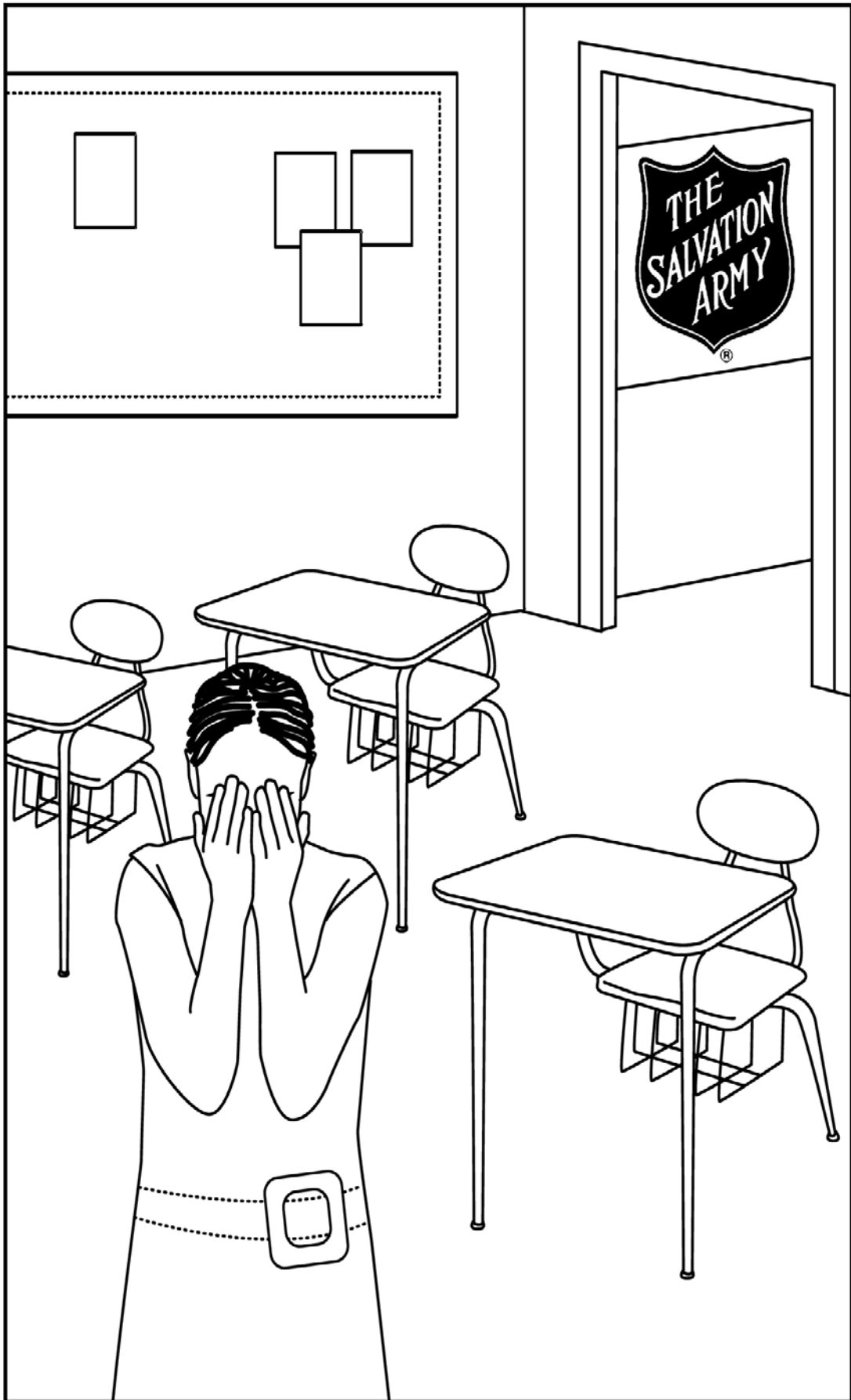




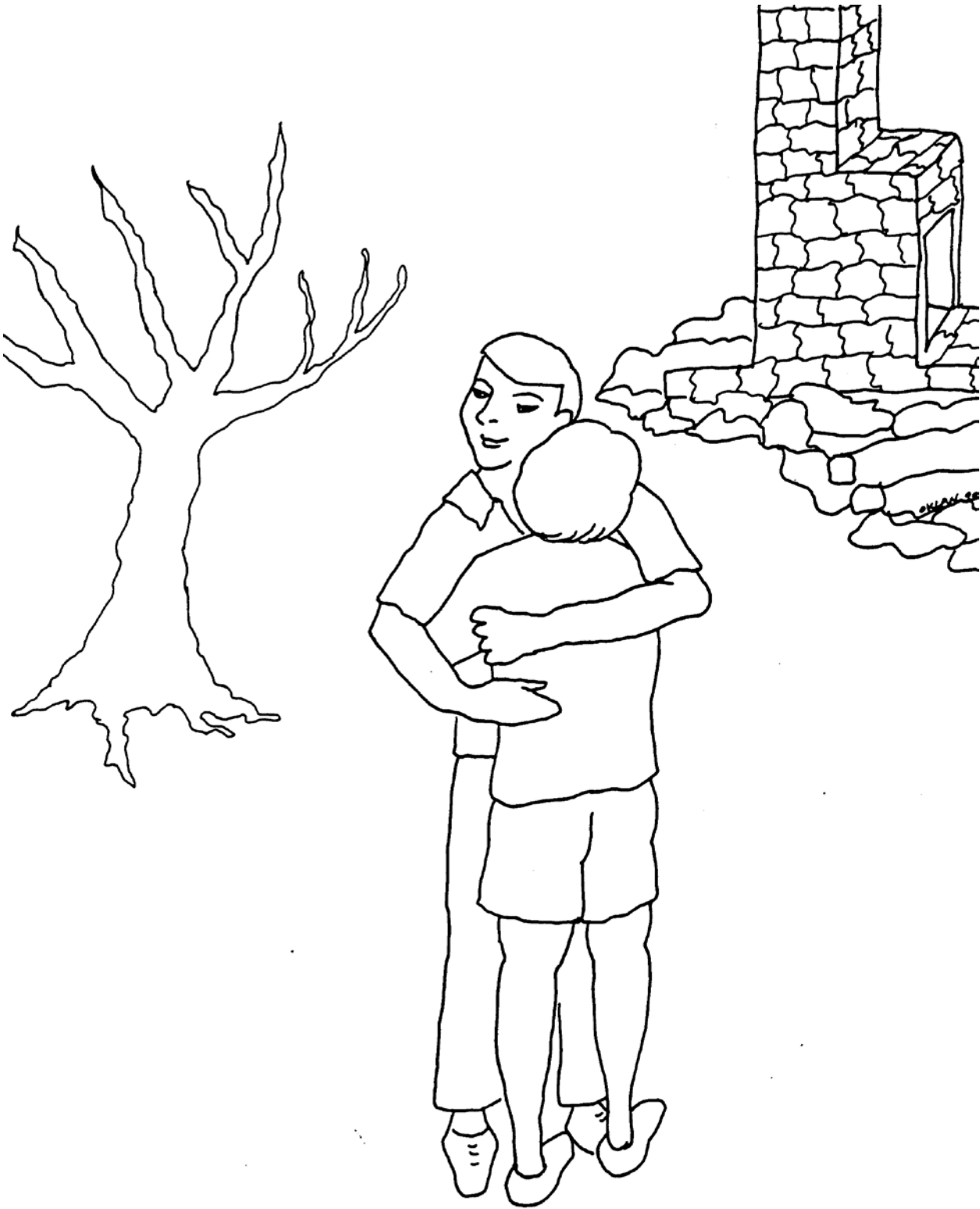


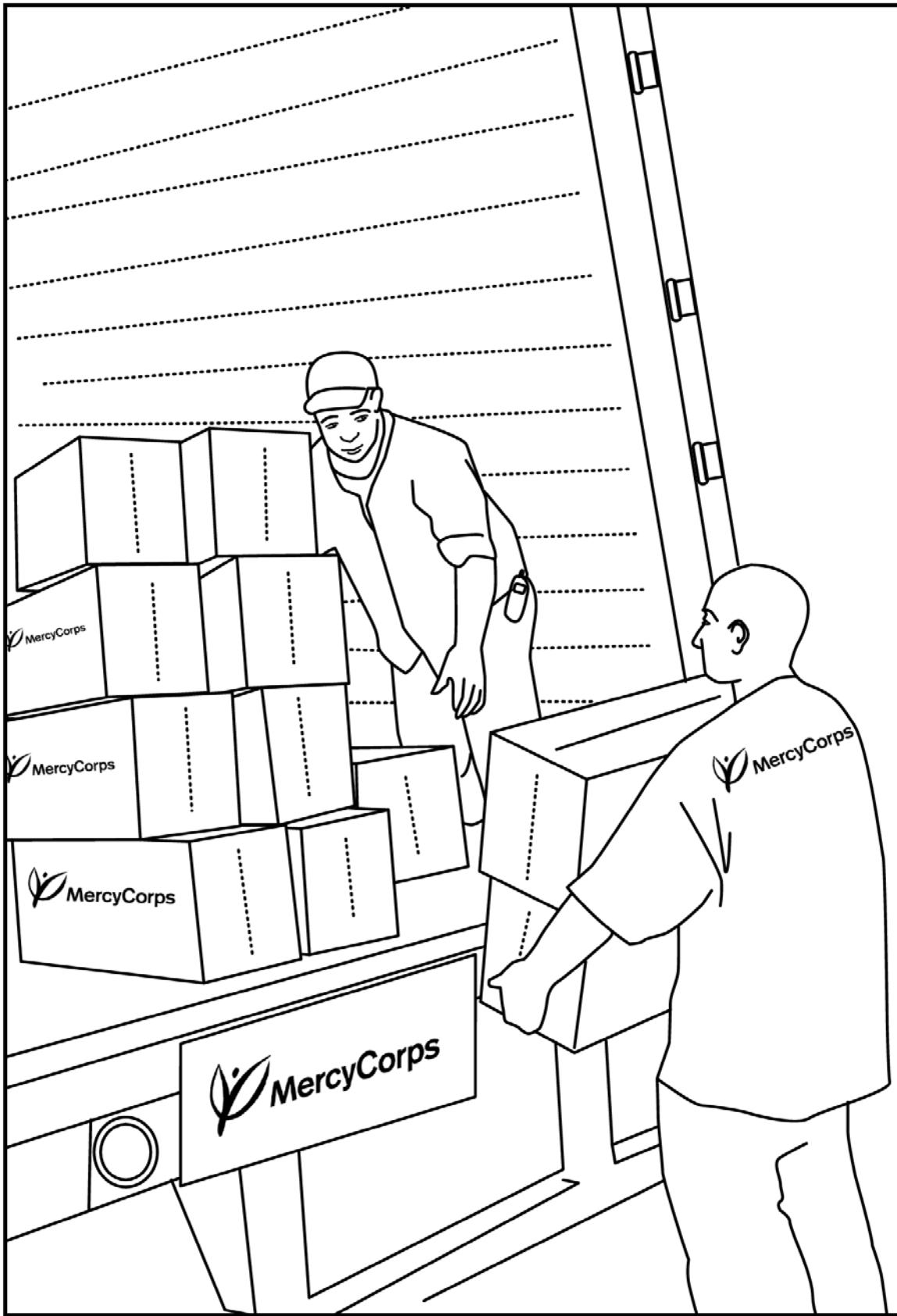












Newspaper Clippings

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

Helping People with Big Troubles

Here are some ways I heard about that peoples' homes can be fixed or they can get good new places to live:

Here are some ways friends and family can give strength to people who are sad because of missing or dead family members:

Here are some ways I think friends and family can help people who are still in the hospital.

Here are some ways I think friends and family can help people who are at home but feeling very blue (depressed, sad, helpless).

Here are some ways I think schools can help wildfires survivors:

-

Here are some ways I think the YWCA or the Salvation Army can help wildfires survivors:

Here are some ways religion can help people with big troubles:

Here are some ways hobbies and sports can help people with big troubles:

Safety Drills

Here is a list of safety things we can do right now at our school:

__ Here is a list of safety things we can do right now at our home:

My ideas for the U.S. Government to do are:

Actions Middle and High School Students Can Take

Besides working on this book, there are other things you can do about your wildfires and disaster thoughts and feelings.

1. You can use the internet or a library to learn more about wildfires, weather, and forests.
2. You and your family could make a list of supplies you might need if another wildfires or disaster happened. Then you could collect these things in one place. Separate what you will need to take with you if you have to leave home in a hurry. Does a member of your family need medicine, like insulin or heart pills? Portable oxygen? A wheelchair? Copies of medical records? Do you have pets? They need portable cages, food supplies and maybe medication. You may need a backpack and luggage bag that rolls, to carry food and water.
3. You and your family could plan and practice how to leave your home if there is a warning about wildfires or floods and where to meet. You could use this same “disaster plan” for earthquakes, mud slides and any community-wide danger.
4. If you are old enough, you could volunteer to help at a Salvation Army Shelter, the Red Cross, Mercy Corps, or other relief agency. By helping others we can feel better. Hospitals usually want you to be 14 years old before you can volunteer.
5. You could paint a wildfires and flood mural with your family or friends.
6. You could have a fundraiser for disaster relief or the homeless people. One example is an art show. Your friends could show drawings about the disaster. You could charge admission and send the money to: The United Way, the YWCA, the Salvation Army, The Children’s Psychological Health Center, The Red Cross or Mercy Corps.
7. There will be a lot of lost, injured and homeless pets whose families have lost their homes and can no longer care for them. You could gather friends and family and volunteer at the local SPCA or Humane society.

8. If you are old enough, you could learn where the water, electrical, and natural gas shut-offs are and how to use them.
9. You could write ideas about how to better protect your city, neighborhood, and own home from wildfires and looting.
10. You could plan which out-of-town friends and family you will contact if you are separated by transportation or telephone problems. Keep their numbers in your purse or wallet. Then you won't have to worry so much about losing touch with each other. Cell phones might work when other phones don't. Write down a few email addresses to keep in your wallet in case you use a computer later on.
10. Relief agencies such as The Salvation Army are collecting household goods, clothing and other things for flood victims at local offices. You and your family and friends could collect these things to donate in your neighborhood.
11. 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.
12. Be a reporter right now. Make a NEWSLETTER with your true stories and those of others who fill out a book like this. Get their caregivers to give you permission. Send a copy of your Newsletter to other shelters and agencies caring for lots of people. Ask an adult with a scanner to scan it and put it on an email to the other agency. Save this book for making a personal history of the disaster when you are older.

Some Relief and Mental Health Services

Also see your local Yellow Pages. Call your local or State Disaster number, FEMA, Mental Health Association, Psychiatric Society or Psychological Association.

Disaster Relief Agencies:

Federal Emergency Management Agency (FEMA) (800) 621-FEMA
Red Cross (800) HELP-NOW

Suicide Prevention Mental Health Services:

North Bay Suicide Prevention Hotline: (855) 587-6373
National Suicide Prevention Lifeline: (800) 273-TALK (8255)
Spanish language counselors: (888) 628-9454
Mental Health Emergency Hotline 24-hour: (800) 746-8181
The Children's Psychological Health Center, Inc. 415 292-7119

Family and Children Services:

Adult Protective Services (APS) Hotline 24-hour: (800) 667-0404
Child Protective & Child Welfare Services Hotlines:
(707) 565-4304 (24-hour) or (800) 870-7064
YWCA Domestic Violence Hotline 24-hour: (707) 546-1234

Consultation Regarding Use of this Workbook:

The Children's Psychological Health Center • www.childrenspsychological.org (415) 292-7119

Child and Adolescent Mental Health Checklist

For parents or caregivers to consider when deciding if a child or adolescent is in need of mental health services following a disaster.

Circle the numbers to the right of each YES answer.

1. Has the child had two or more major stresses within a year before this disaster, such as a death in the family, a sexual molestation, or a major physical illness, or being the victim of physical abuse? If YES, +15
2. Does the child have a network of already known caregiving persons who continue to relate to him daily after the disaster? If YES, -10
3. Has the child had to move out of his house because of the disaster for more than a month? If YES, +10
4. Was there reliable housing within one month of the disaster, with the child's usual household members living together? If YES, -10
5. Was the child previously severely disobedient or delinquent? If YES, +15

Has the child shown any of the following *new* or greatly increased problems for more than a month after the disaster?

- | | |
|--|-----|
| 6. Nightly states of terror? | +5 |
| 7. Waking from dreams confused or in a sweat? | +5 |
| 8. Difficulty concentrating? | +5 |
| 9. Violence or extreme irritability?* | +15 |
| 10. Bedwetting, soiling or loss of previous achievements in toilet training? | +5 |
| 11. Speech became immature or there was onset of stuttering or lisping? | +5 |
| 12. persistent severe anxiety or phobias? | +5 |
| 13. Obstinacy? | +5 |
| 14. New or exaggerated fears? | +5 |
| 15. Rituals or compulsions? | +5 |
| 16. Severe clinging to adults? | +5 |
| 17. Inability to fall asleep or stay asleep? | +5 |
| 18. Startling or jumping easily at noises? | +5 |
| 19. Upset at any reminders of the disaster? | +5 |
| 20. Loss of ambition for the future? | +5 |
| 21. Loss of pleasure in usual activities? | +5 |
| 22. Loss of curiosity? | +5 |
| 23. Persistent sadness or crying? | +5 |
| 24. Persistent headaches or stomach aches? | +5 |
| 25. Overly worried about body health? | +5 |
| 26. Misbehavior in school, or truancy? | +5 |
| 27. Inappropriate sexual behavior ? | +5 |

28. Emotional numbness?	+5
29. Belief that he/she knew the disaster was coming?	+5
30. Hallucinations, delusions or great confusion*?	+5
31. Very anxious or nervous?	+15
32. Using street drugs*?	+5
33. Spacey or daydreams?	+15
34. Emotionally “not there”?	+10

How To Score and Use the Mental Health Checklist:

Add the pluses and subtract the minuses for all questions that apply to your child. If the score is more than +35, or if there has been a starred item, we suggest a mental health consultation. This can be from a pediatrician or one of the services listed in the Mental Health Services section of this book. Take this checklist or book with you to the consultation. A child who becomes preoccupied with death, is unusually accident prone, or who makes suicidal threats, should be taken for immediate consultation.

About This Book and Who Wrote It

Wildfires present a mental health task for hundreds of thousands of people, many of them young and psychologically vulnerable children with sharply limited economic resources and an abruptly broken community life. Hundreds of thousands of children have been displaced from their families, friends, familiar schools, neighborhoods, churches, wider communities and sources of psychological strength. Like foster children, they have suddenly become children for whom governments, agencies and all citizens possible must help give care. A simple, rational and easy to use method is needed to reach out psychologically to those children and help fortify them. Critical incident debriefing is in scientific question, though widely used. Therefore a structured cognitively enriching activity has been developed. The Personal Life History Book method, an evidence-based intervention for helping children displaced into foster care, has been tested by random assignment controlled assessment. Modified, it is the basis for this disaster workbook.

THE CHILDREN’S PSYCHOLOGICAL HEALTH CENTER, INC, from which this book comes, is a non-profit public benefit agency based in San Francisco. Its mission is to help emotionally stressed children, and to prevent the bad outcomes of traumatic childhood experiences. Other of its guided activity workbooks to help healthy expression, coping and learning after stresses include My Personal Life History Book For Foster Children, My Book About the Attack on America , My Tornado Story, My Earthquake Story, My Fire Story, My Kosovo Refugee Story, My Book About the Gulf War, and My Flood Story. These are a series of trauma related, guided activity workbooks for children, families and caregivers.

The way grownups react to a disaster is highly influential in the behavioral outcomes for children. It was first noticed and scientifically reported by the senior author that teachers who were passive and failed to discuss the national disaster of President Kennedy’s assassination with their children, had poor behavioral outcomes among the 800 pupils studied (Kliman, G. “Children in a National Disaster,” in Psychological Emergencies of Childhood, Grune and Stratton, NY 1969) Teachers who took adult initiative in discussing the disaster with their pupils had much better pupil behavioral outcomes.

Gilbert Kliman, M.D., is a Distinguished Life Fellow of The American Psychiatric Association, Life Fellow and Diplomate of the American Academy of Child and Adolescent Psychiatry and Medical. Director of The Children’s Psychological Health Center, Inc., and its division, The Children’s Psychological Trauma Center, 2105 Divisadero Street, San Francisco,

California 94115. He has 40 years of experience in psychological disaster response. He founded and directed one of the nation's largest personal and community psychological disaster facilities, The Center for Preventive Psychiatry. He is author of *Psychological Emergencies of Childhood*, recipient of over 60 private and governmental grants

National Institute of Medicine grants and founding Editor of *The Journal of Preventive Psychiatry*. Dr. Kliman wrote, with Life Science Editor, Albert Rosenfeld, *Responsible Parenthood*. They won an international literary prize for "World's best book concerning the well-being and nurture of children." He won the 2016 Anna Freud Prize of the American Psychoanalytic Association, of which is a Life Fellow.

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

Harriet Wolfe, M.D. is President of the American Psychoanalytic Association, on the faculty of The San Francisco Center for Psychoanalysis, of which she was been President. Associate Clinical Professor of Psychiatry at the University of California, San Francisco, she practices psychoanalysis, individual and family therapy in San Francisco.

Ari Oklan, Ph.D. is a clinical psychologist who works directly with children and families exposed to psychological trauma, is a clinical psychologist at *Through The Looking Glass*, and a principal author of "My Personal Story About the School Shooting," written in response to the tragedy in Newtown, Ct. His paper, "Treating Inhalant Abuse in Adolescents: A Recorded Music Expressive Arts Intervention," was recently published in the APA journal *Psychomusicology: Music, Mind, and Brain*.

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

Jodie Kliman, Ph.D. teaches family and narrative therapy at the William James University in Boston and is associated with the Center for Multicultural Training in Psychology at Boston Medical Center. She is on the Board of the American Family Therapy Academy, for whom she recently published a monograph, *Touched by War Zones, Near and Far: Oscillations of Despair and Hope*. She is involved in providing psychological services for Hurricane Katrina survivors in Massachusetts.

Mercy Corps of Portland, Oregon contracted with The Children's Psychological Health center to produce *My Personal History Book About Hurricanes Katrina and Rita* workbook. That contract included Mercy Corps' contribution of illustrations which became the property of The Children's Psychological Health Center, Inc.

Copyright October 16, 2017, CPHC

2105 Divisadero St., San Francisco, CA 94115

www.childrenspsychological.org

