

My Personal Story about Hurricane Harvey



A Guided Activity Workbook
for Middle and High School Students

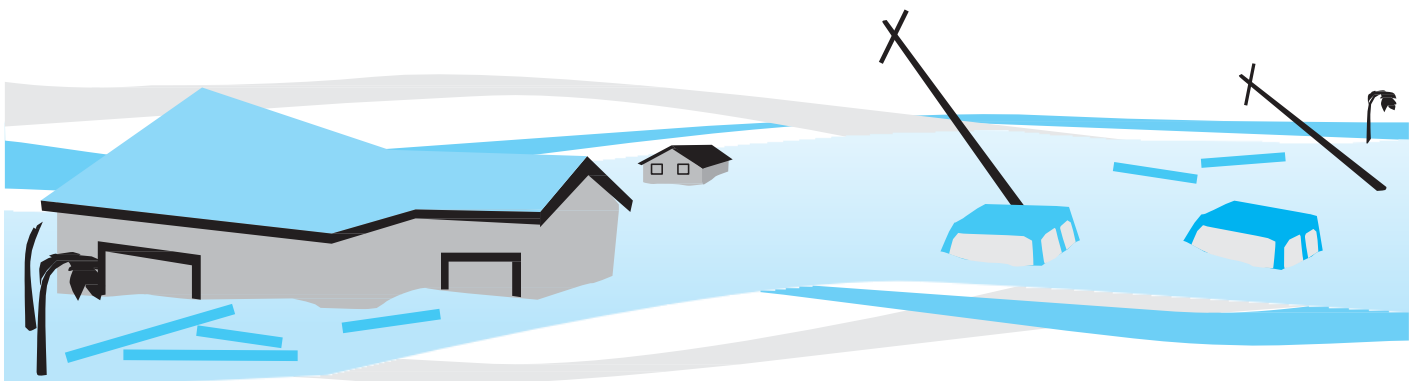


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- A simple and straightforward way to encourage healthy expression, learning and coping
- Use this book with families, teachers, counselors, shelter workers and other caregivers to help overcome bad memories and fears.

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

Illustrations by Amy Ruppel, including artistic concepts
by Anne Kuniyuki Oklan, R.N and Rebecca Kliman

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2105 Divisadero St., San Francisco, CA 94115, www.childrenspsychological.org

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

This Hurricane Harvey 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 shelter worker who has responsibility for evacuated children and families. Perhaps you are helping as a volunteer.

Fearful Hurricane Harvey days were followed by fearful flood days, stressing a whole nation with the largest flood in a thousand years. If you are a family member with a child, you 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.

Hurricanes Harvey caused flooding that became one of the greatest disasters the city of Houston, the state of Texas 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 past and make the future better!



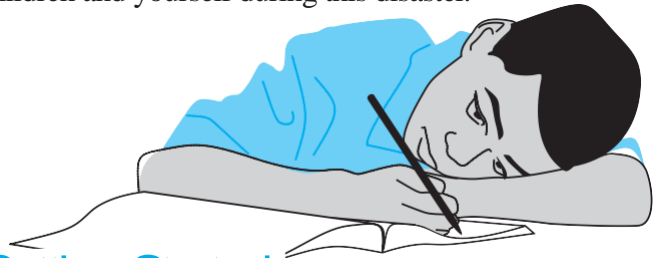
Giving Children and Teenagers Psychological "H.A.N.D.S." with Which to Work in a Crisis

Helplessness is one of the worst parts of an emergency. During times of disaster or community distress like Hurricane Harvey 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 hurricanes 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

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. Remember 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 hurricane and flood 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.

- 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 Hurricane Evacuation Operations

Many people complained of being forced out in a frightening way, or traumatized by 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 hurricanes and floods. 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.

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 help 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 Flood 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. Let the child take the lead at least sometimes.

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.

Try asking, "What do you think the people in this picture should do?" "How do you think we could help them?"

The drawings can be an aid in getting over helplessness by giving other points of view.

Remembering and re-experiencing has to be put in the third-person point of view for children who don't seem to be having any feelings at all or who have some trouble remembering what they experienced. A caregiver or parent could ask about a picture: "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 drawings can also be used to help children master the situation or feel some sense of control. Ask the child to draw a picture showing what the child or family can do, or what the building, or car, etc. would look like repaired. Practicing positive thinking and rehearsing how to make things better in the future are valuable remedies for stress.

Notice the optional story section on religion. Prayer and forgiveness are part of many religions, for good reason. Mental health scientists are now learning that religious beliefs and forgiveness can ultimately be part of growing stronger following a disaster. They seem to be important in getting over many forms of psychological traumas. Forgiving those whose behavior, actions or inactions are blamed for parts of what happened can be a valuable goal of recovery. That doesn't mean that preventable harm to children and families is okay – it is not. It is especially important to learn strategies for better protection.

Helping children emphasize positive strategies is also part of teaching children to grow intellectually. Danger actually produces fear hormones that can measurably promote learning if well managed. A parent or teacher can make learning constructive. Children can think hard and learn as much as possible and be empowered to help create a better world. Use information and drawings of your own to give a child age-appropriate information about weather systems, better dams, and smart ways of planning for and preventing disaster. Your own ideas will serve as a model to help children overcome the lack of power and a predictable future they may feel. If you have political views about race, poverty and disaster, discuss them with your child and get his or her own opinions written down. Ask your child to write down detailed, positive ideas on how to improve these factors in the future.

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 HURRICANE HARVEY to start a structured project in a classroom setting, with children working on the book individually or in small groups. 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 Hurricane Harvey 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 on page 51 and have the child's status considered by a mental health professional. The suggested quizzes and projects will help teacher's 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 HURRICANE HARVEY 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 hurricane. 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 hurricane or flood

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 floods or flood 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's 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 hurricanes and floods, go to a local library or search the internet.

Why Should You Learn About Hurricanes and Floods?

Most people did not panic or stop helping each other during Hurricane Harvey troubles. Almost everybody cooperated, kept calm and took care of each other. A lot of people used boats to rescue one another, shared their food and water, which was very hard to find. Some people broke into stores so they could get enough food and water for their families and for other families. A big lesson of hurricanes, floods, and other disasters is that more lives can be saved by governments and people thinking ahead, and by everyone staying in control of their fear and anger. You can think about ways to keep everyone calm, sharing supplies, and cooperating so more people survive.

Hurricane Harvey repeats a lot of past disasters. Learning about natural disasters can help you in the future. You may already know that New Orleans, and many parts of Louisiana, Texas, Mississippi, Alabama, and Florida were largely covered by water in 2005, when Hurricane

Katrina blew a great surge of water onto the land and broke dams and levee walls. Hurricane Rita also broke some levees in the same places a few weeks later!!

Did you know that when Hurricane Rita was coming, millions of people were evacuated from parts of Texas? People spent big parts of days on the highways getting out of places like Galveston and Houston. Fortunately, most kids got out safely but twenty four older people from a nursing home died when a bus caught fire. Many people ran out of gas on the highway.

In New Orleans, Katrina caused a disaster. A whole lake full of water, Lake Pontchartrain, covered downtown New Orleans. A lot of people didn't have cars and couldn't drive out when the Mayor told them to. And you may already know there weren't enough buses and bus-drivers ready on time. Hurricane Katrina also changed its direction and unexpectedly flooded a lot of towns and cities on the Gulf Coast, especially Biloxi, Mississippi and communities nearby. Rita then came back and broke some flood walls, causing more flooding.

But, do you know this isn't the first time disasters like these hurricanes and floods happened to a lot of people in your area? Unless we learn more, it could keep happening! Something like this 2017 flooding in Houston happened along the Mississippi River in 1927.

Another terrible flood happened in the Midwest in the summer of 1993. Both times, thousands of farms, schools, houses and factories were covered with water. Soldiers, engineers, and prisoners from jails helped stop the floods. People from many other parts of the country came to help. But in all three times, 1927, 1993 and 2005, the government couldn't do enough ahead of time to keep levees from breaking and keep people safe.

About Hurricanes and Floods

Hurricanes and floods can be our deadly enemies, and can make people fear storms with heavy rains. But rainwater is very important to all of us. We all need fresh water to drink. Farmers use it to grow crops, so we will have food to eat. Throughout history, people have built reservoirs, dams, canals and levees to keep rivers and lakes from overflowing when heavy rains come, and to store water for the dry season, for drinking, washing, and to water the crops.

People are very lucky to have rivers; and they are lucky that rainstorms bring enough water to keep them flowing. But when the wind blows extremely hard or it rains too much, oceans, lakes and rivers sometimes get out of human control. Then rivers,

dams, and levees can be very dangerous. Terrible floods happen when storm surges or record rainfall occurs. Streets, drainage ditches, rivers and lakes overflow. A hurricane can drop a huge amount of rain water onto land, and even cover whole cities and surrounding areas.

During hurricane Harvey buildings and people in low places were in especially great danger from the high winds and water. Many people and their pets and farm animals and all their belongings were swept away by rushing waters. Outside the cities, farms and homes were ruined. Schools and factories and even hospitals shut down and sometimes were under so much mud and water that they had to close. Many cars and trailers were swept under water. Oil refineries were ruined and cooking gas lines were broken. A hydrogen peroxide factory exploded causing a large fire, fortunately without any injuries that we know of. Toxic waste sites became a big hazard.

Different People, Different Ways of Behaving

Thousands of Houstonians 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.

Even some of the amazing helpers and heroes were scared. Some saw dangerous, fast-flowing water, which was much deeper than anyone expected. Some people had to swim or float to safety. Thousands of people had their homes or schools damaged or destroyed and many had to move out of their homes. Some people had to run or jump from buildings to escape. Most people personally know others who were hurt or died. In some places, the smells were terrible.

Whether from Hurricane Harvey 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 wrecked because of Hurricane Harvey. But this is a chance for children and teenagers to write down and share their stories about Hurricane Harvey 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 Hurricane Harvey stories and can learn more about what hurricane and flood victim children of all races and classes went through. That way we can all do better helping ourselves if there is another hurricane, flood 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:

A large rectangular area with a solid black border and a dashed blue border, intended for a photo or drawing. The area is currently blank.

My Personal Story About Hurricane Harvey

by _____ (my name)

The date I started this book: _____

The date I completed this book: _____

I was helped to write this book by: _____

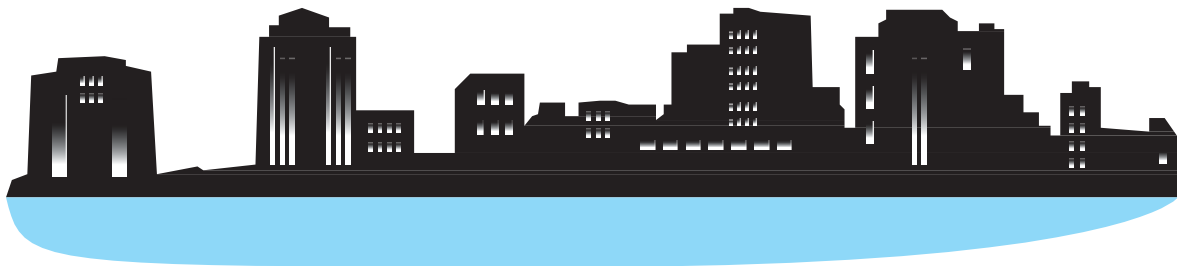
Who I Am

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:

A large empty rectangular box with a solid black border and a dashed blue border, intended for a drawing or photo.

The place I lived at before Hurricane Harvey hit was:

City: _____ State: _____ Zip Code: _____

Since Harvey 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:



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 Hurricane Harvey Happened

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

At the start of the hurricane 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 hurricanes 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 Hurricane Harvey came and floods 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: _____

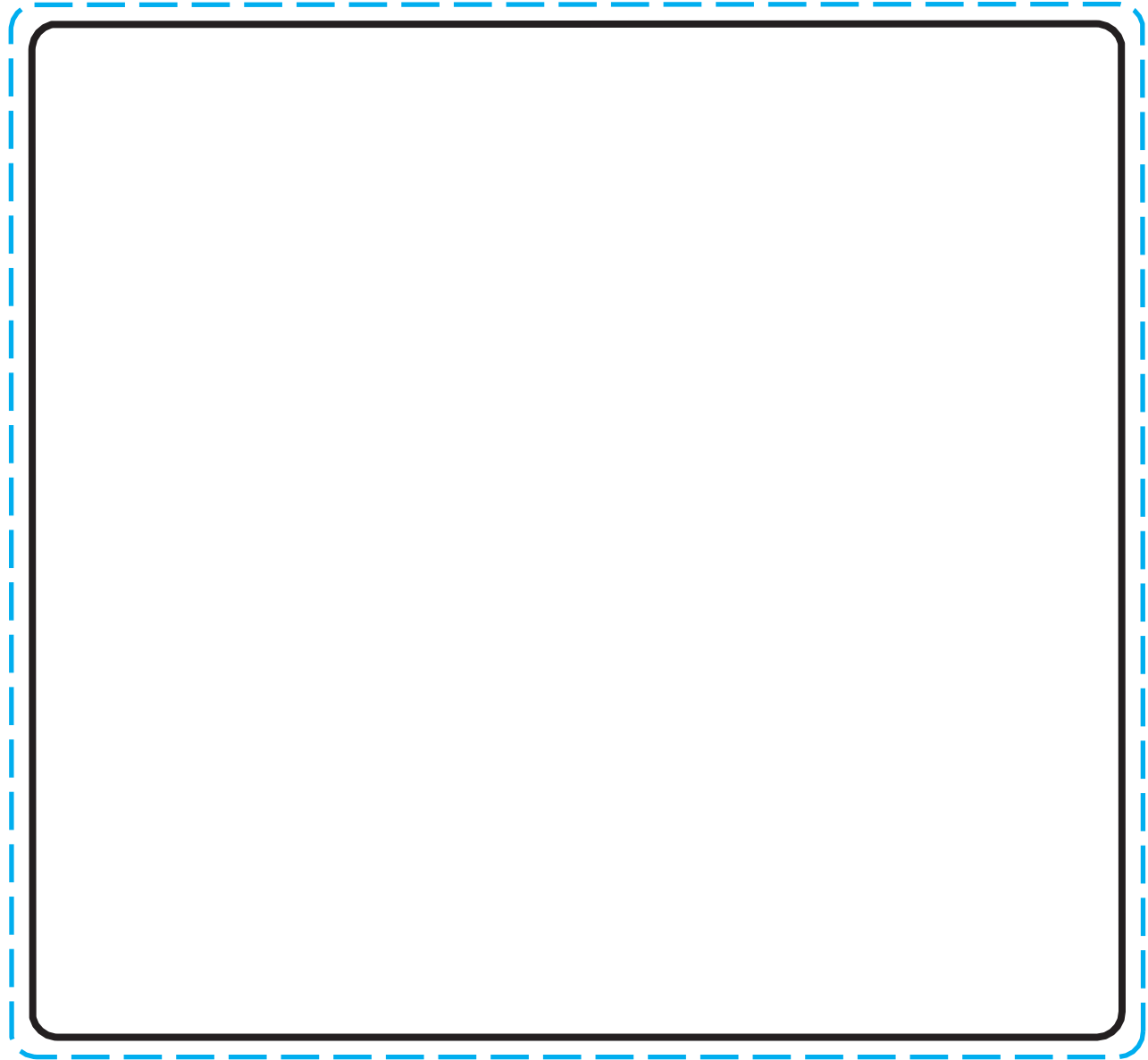
What I Heard And Saw –

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

I first heard about the hurricane 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:

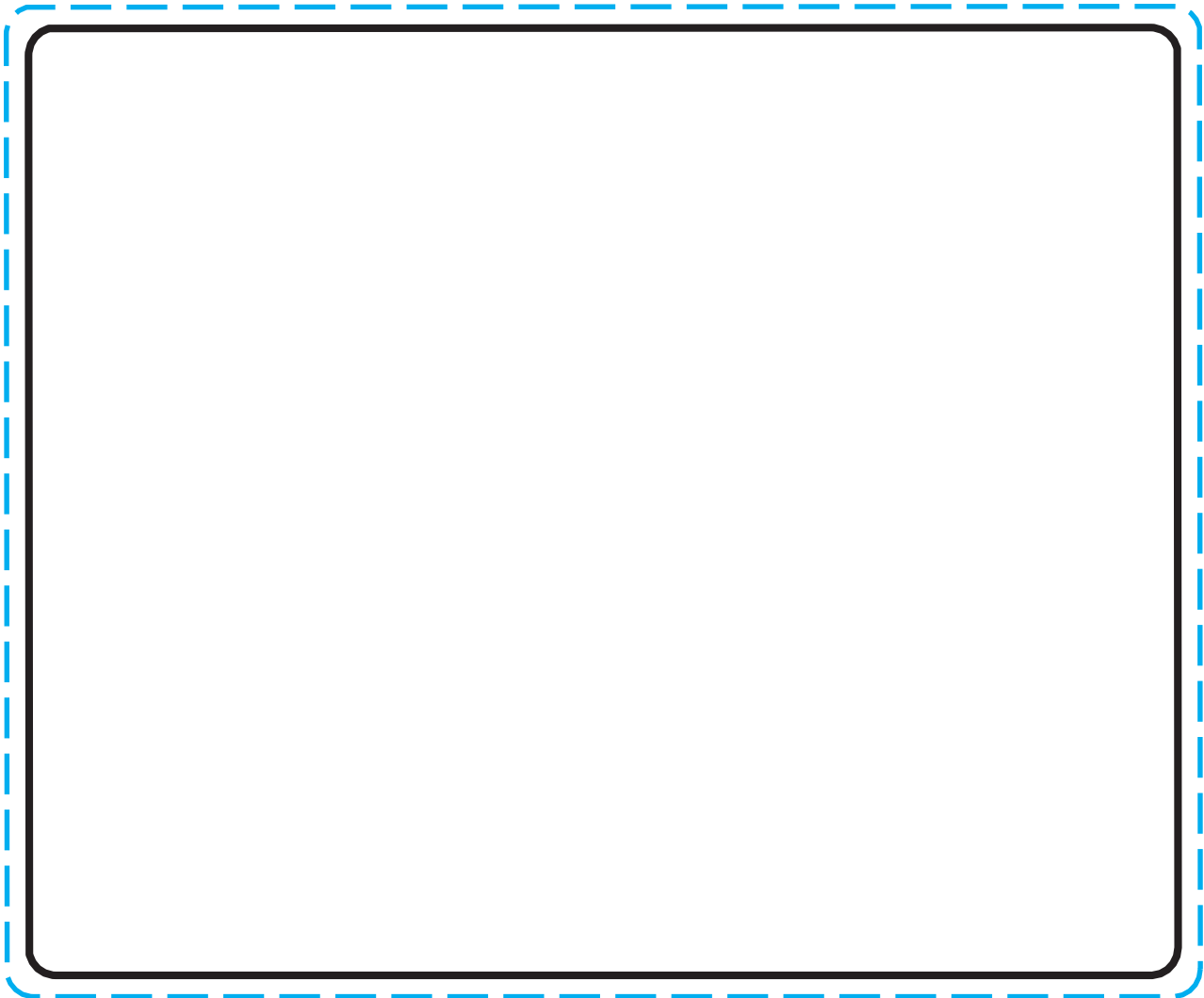
The saddest thing I saw was:

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 hurricane:



What I was Thinking in the First Days

Circle all the words that fit.

I felt:

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

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

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

About My Dreams

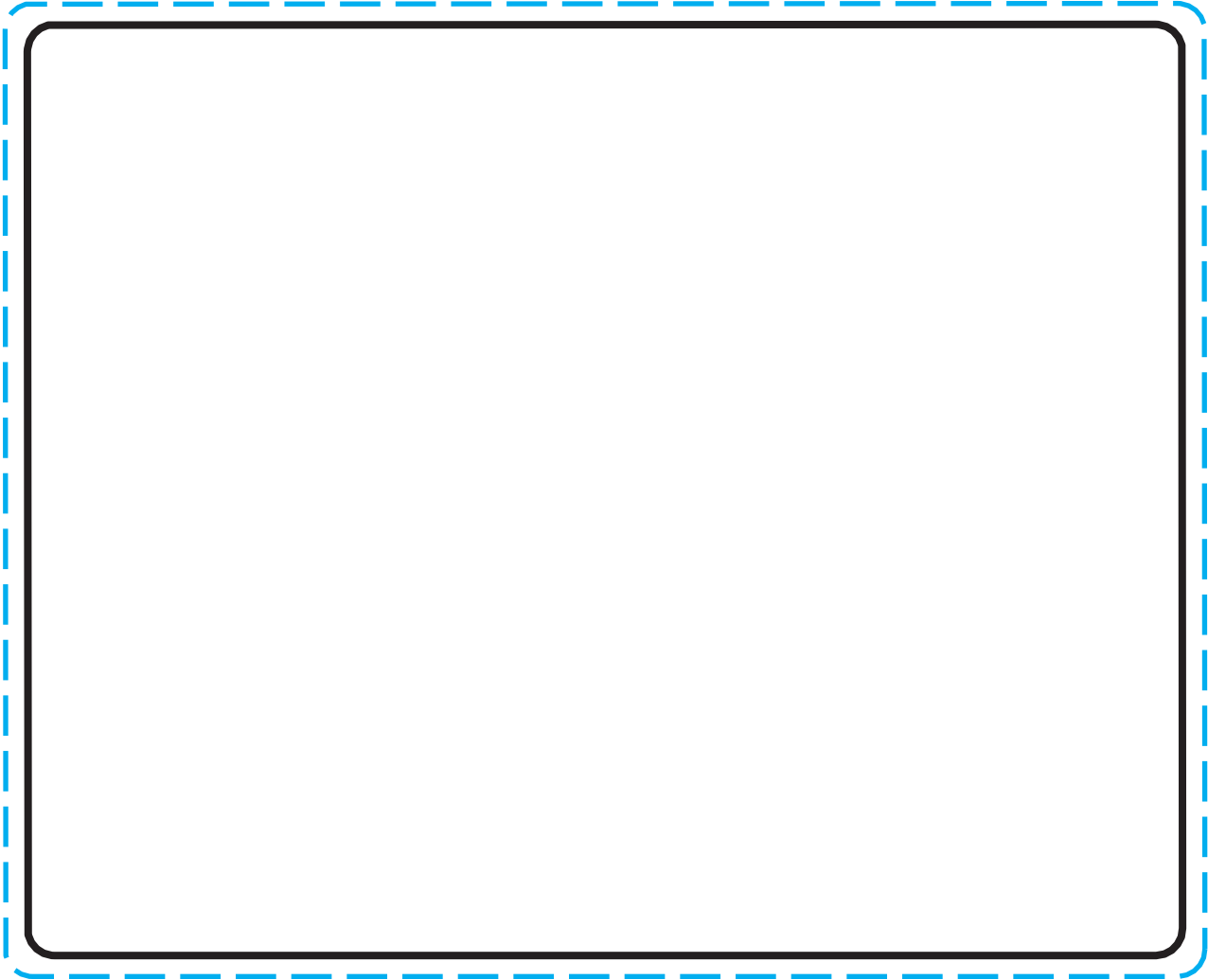
Here is something only I know about, my own dreams. Before the hurricane, my best dream in my whole life was like this:

Today is _____, _____. Since Hurricane Harvey 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:



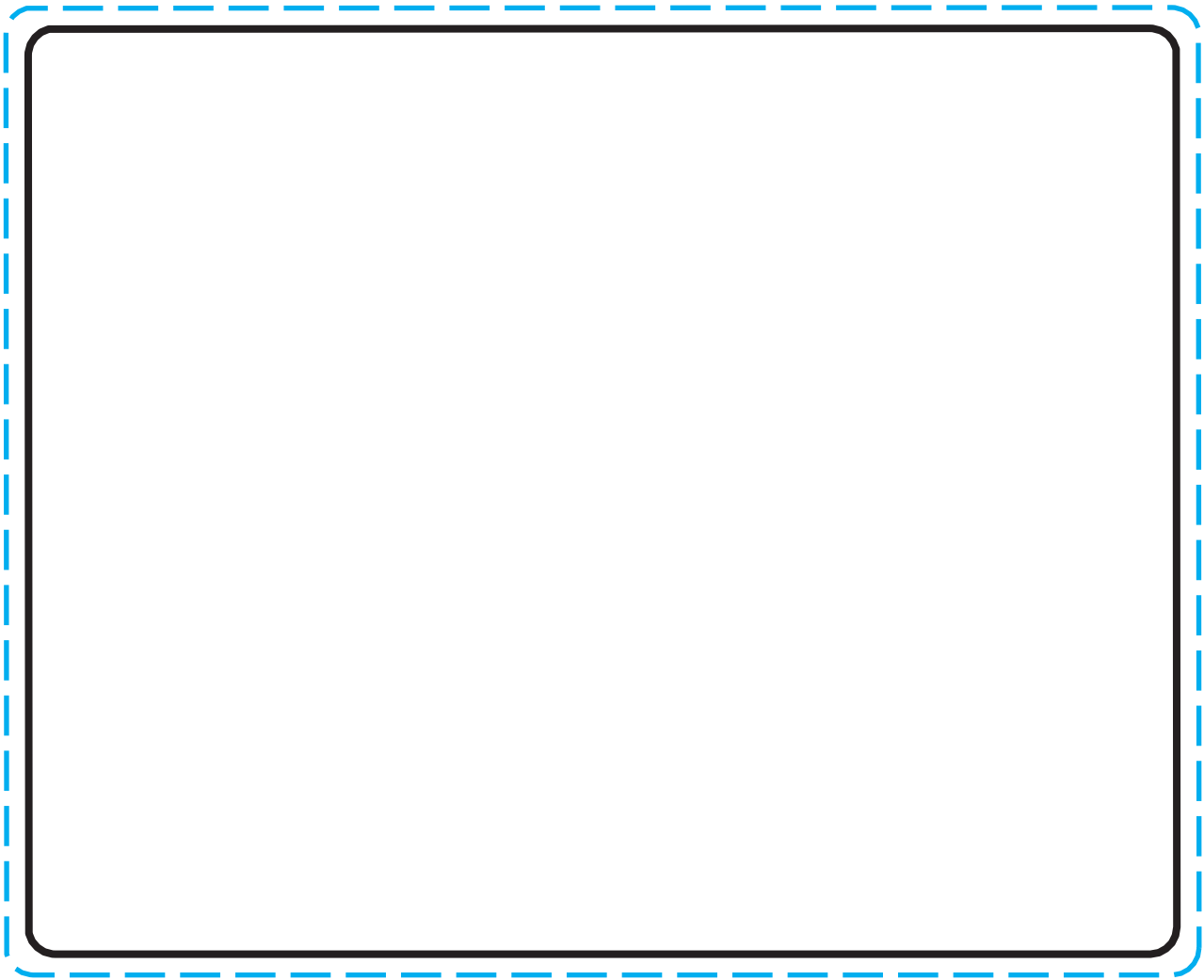
Here is a drawing of a scene from the worst dream since the hurricane:



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

The story of the dream is:

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



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 hurricane.

Today's date is: _____

The part I most hate to remember about the hurricane 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 |
| playing with action characters
and toy figures | talking with other kids |
| going to church meetings | reading cheerful books |
| praying in private | learning about good news |
| listen to music | talking with relatives |
| | drawing |

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:

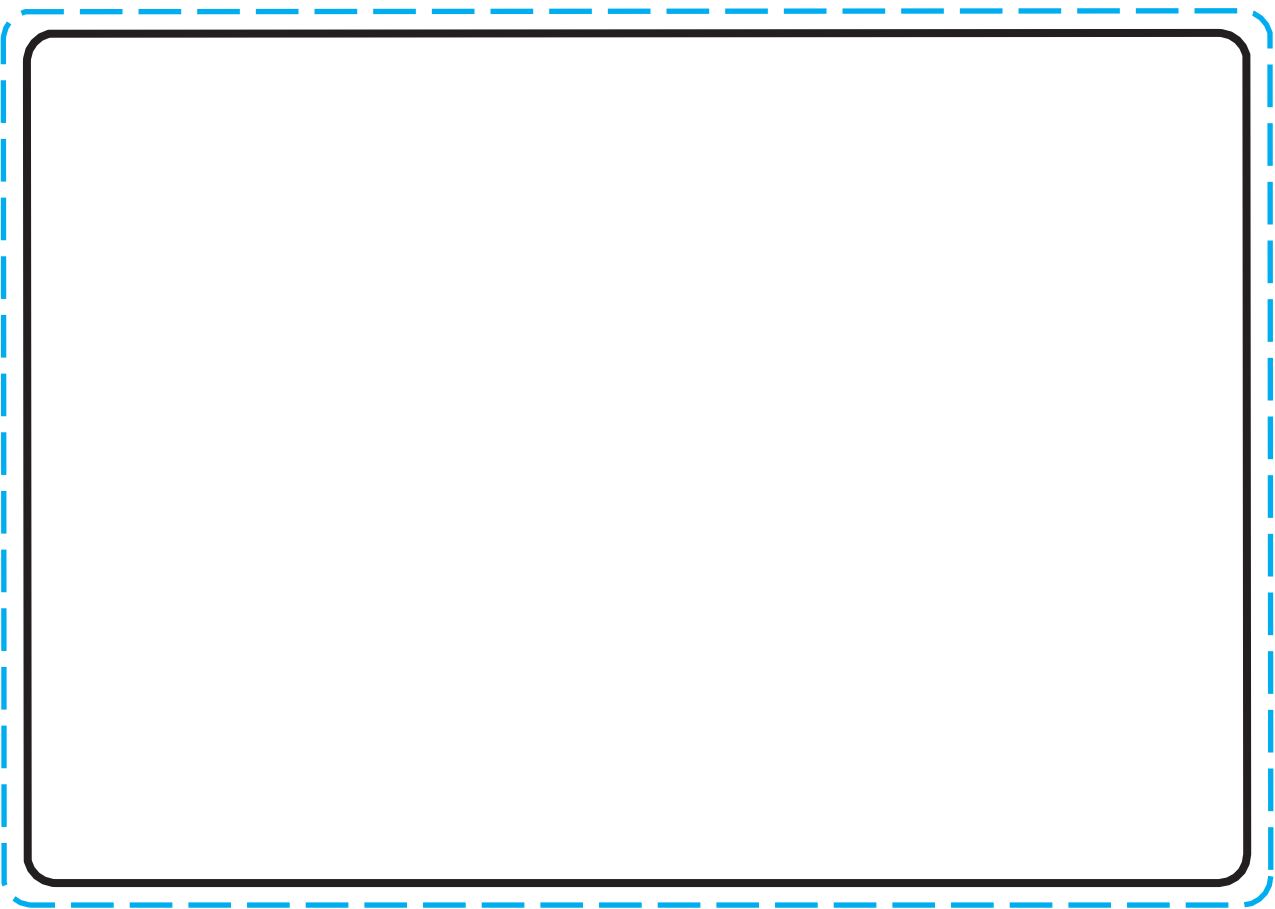
The part of the hurricane troubles I can't remember too well is:

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

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



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



Other Important Hurricane Harvey 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 _____

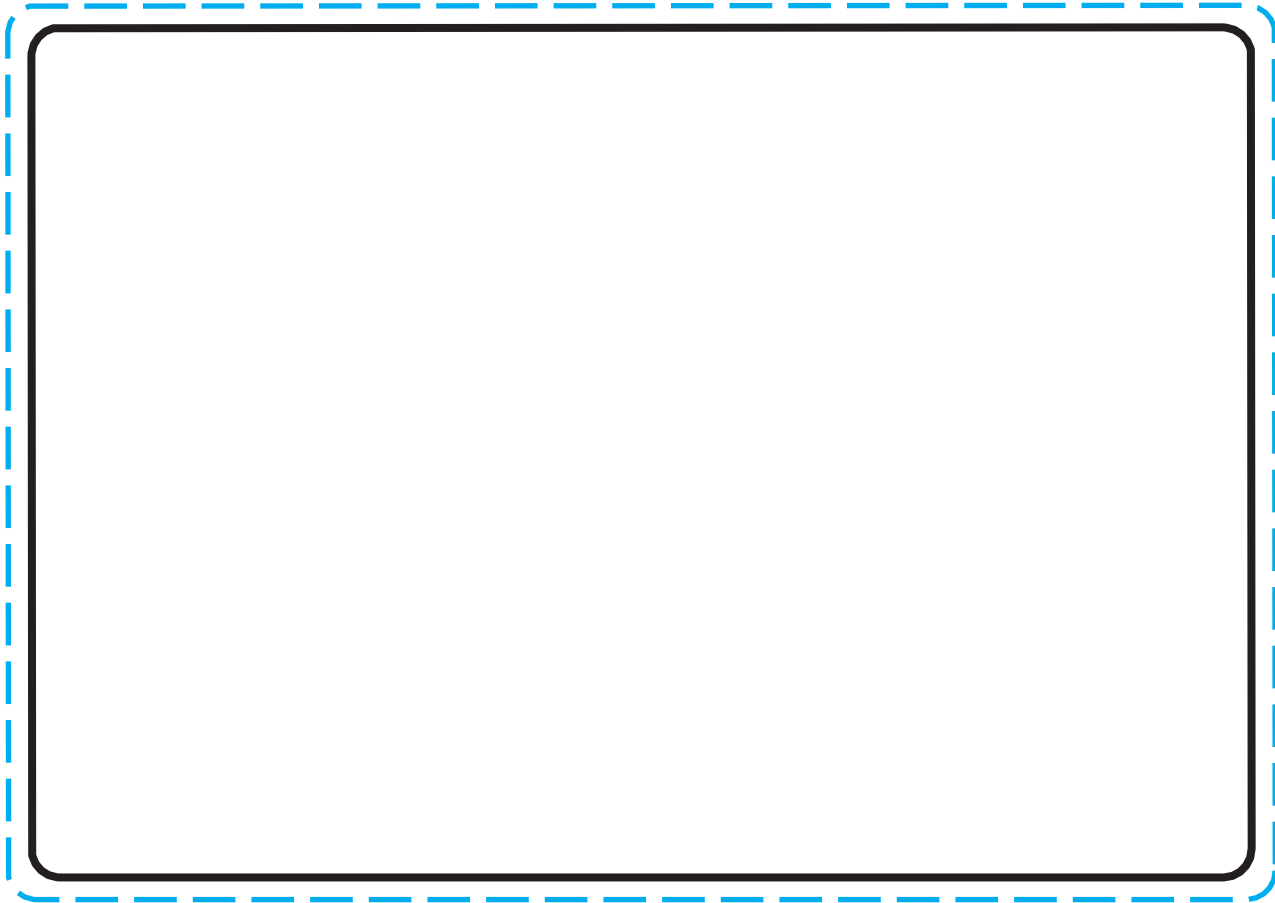
In _____

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 Hurricane Harvey did, the feeling I had was:

About My Home

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



Hurricane Harvey 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 hurricane:

_____	_____
_____	_____
_____	_____
_____	_____

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 Hurricane Harvey 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
_____	_____
_____	_____
_____	_____
_____	_____

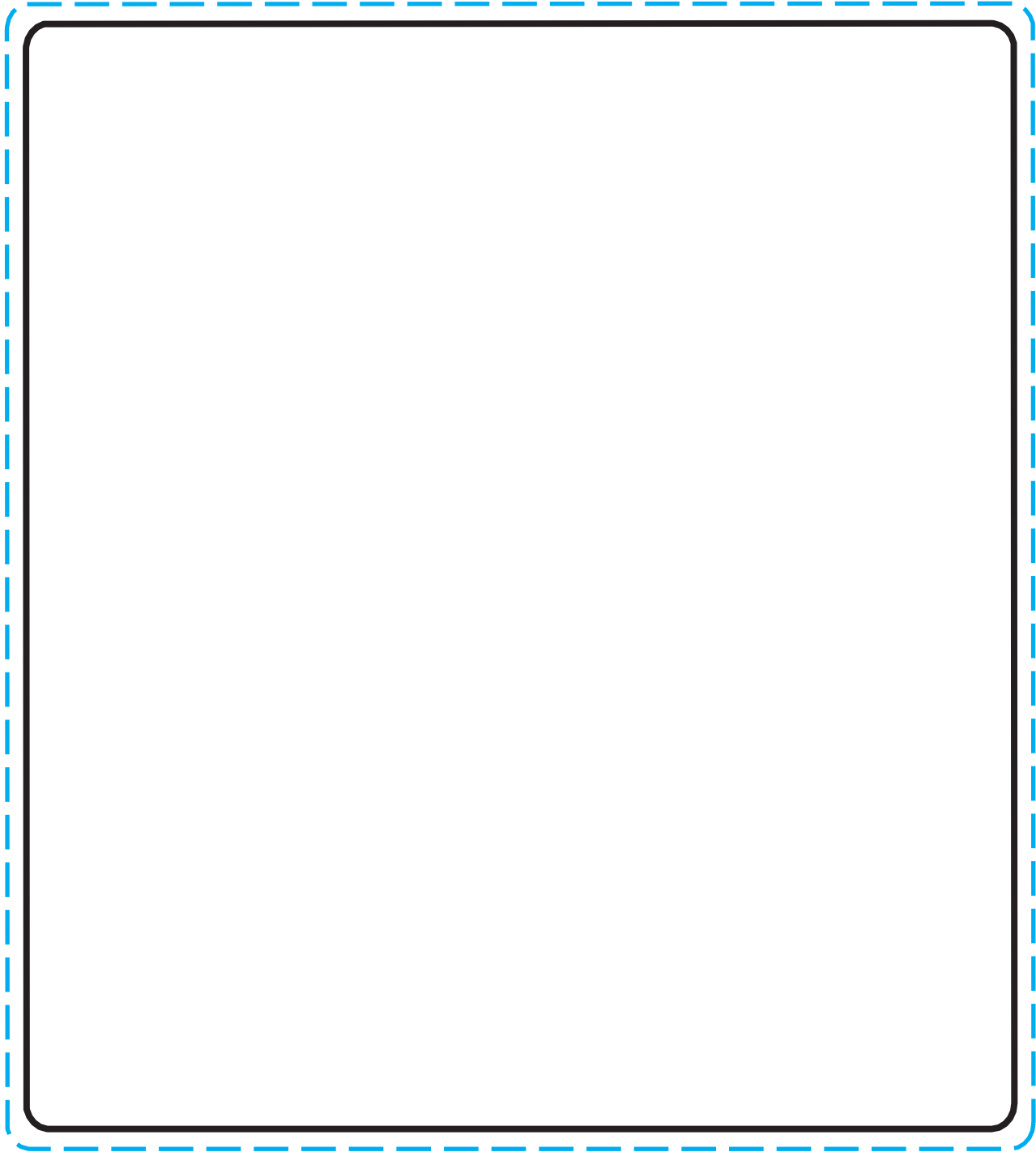
Now the way I feel about that place is:

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:

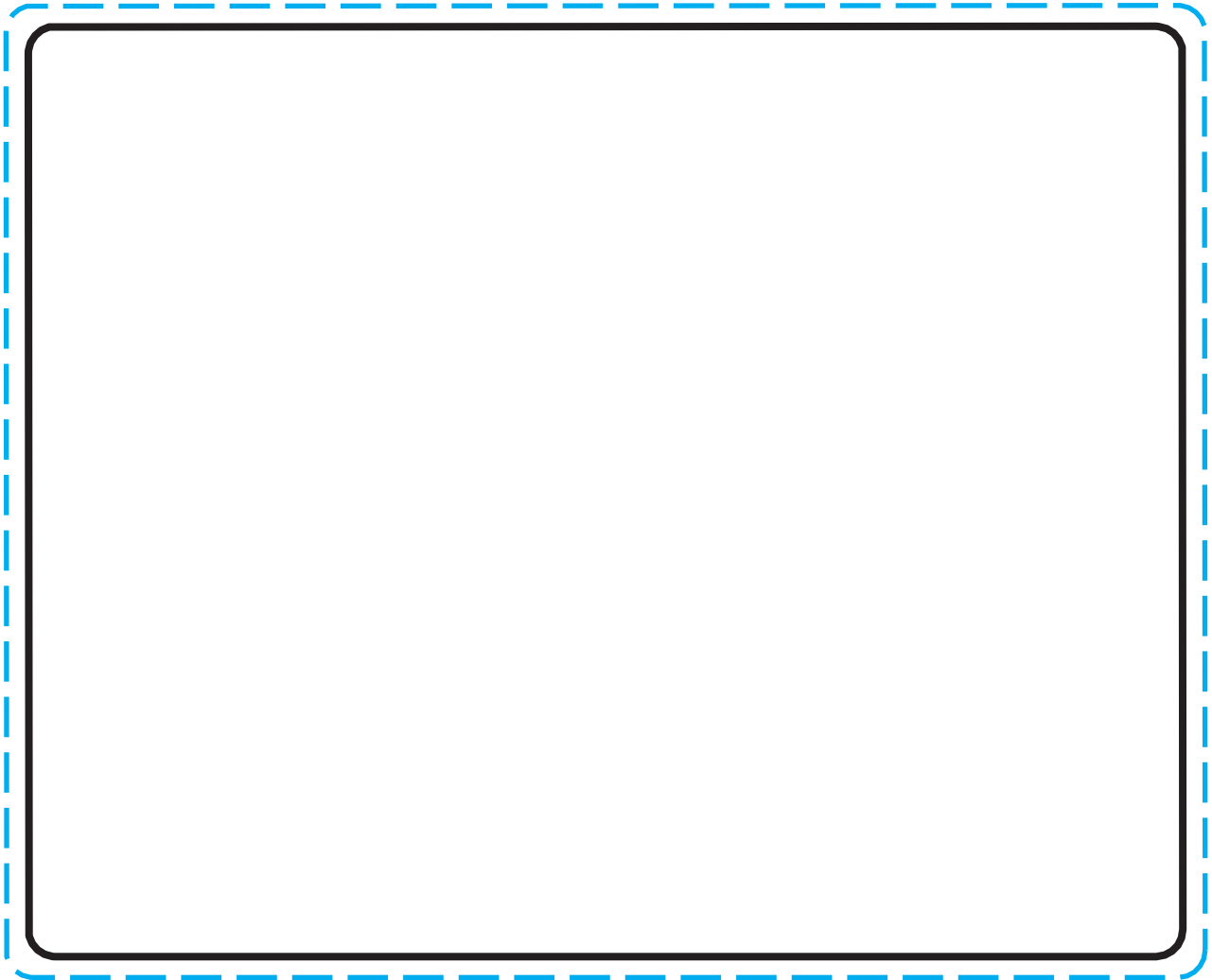


About My School

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

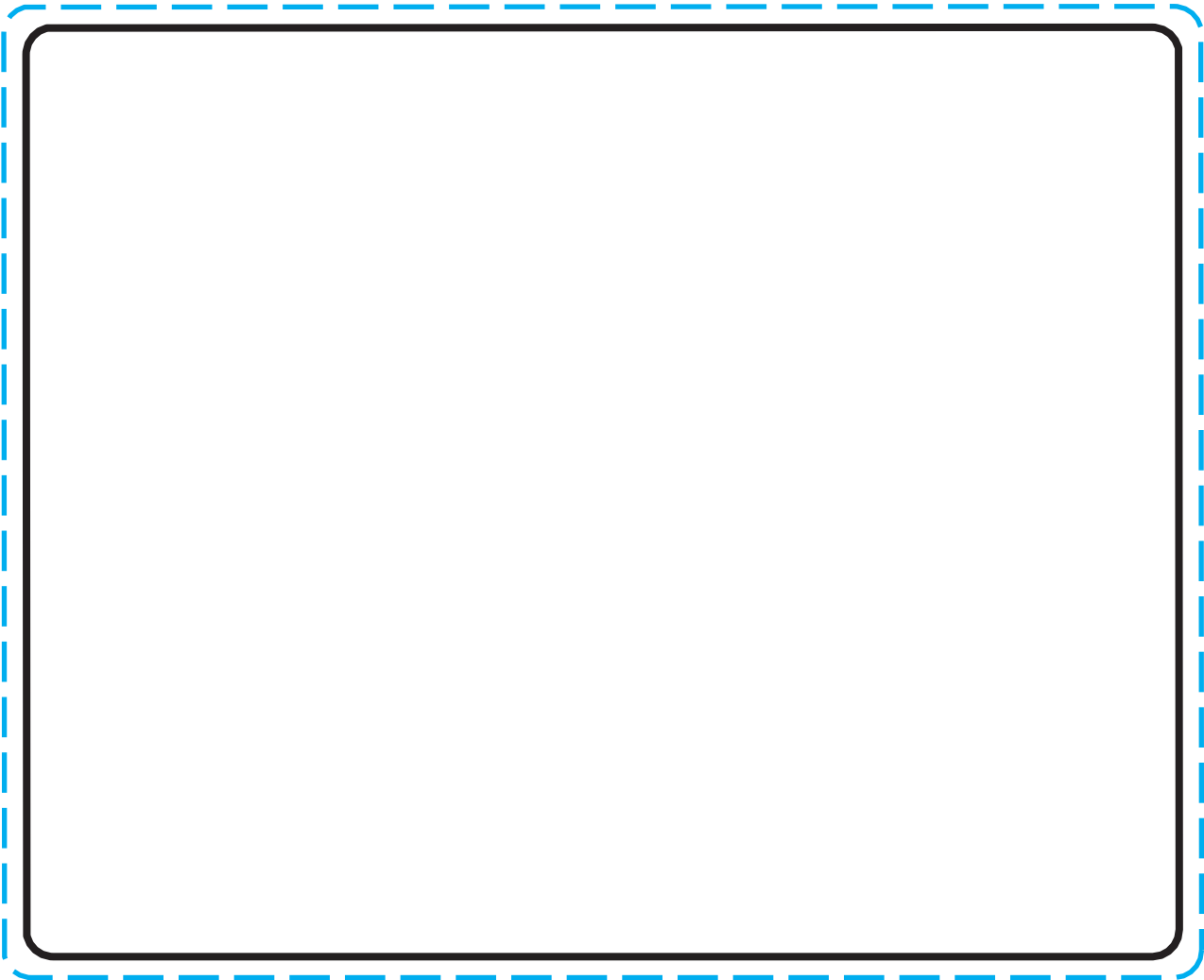
My biggest problems or worries now are: _____

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 hurricane 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:

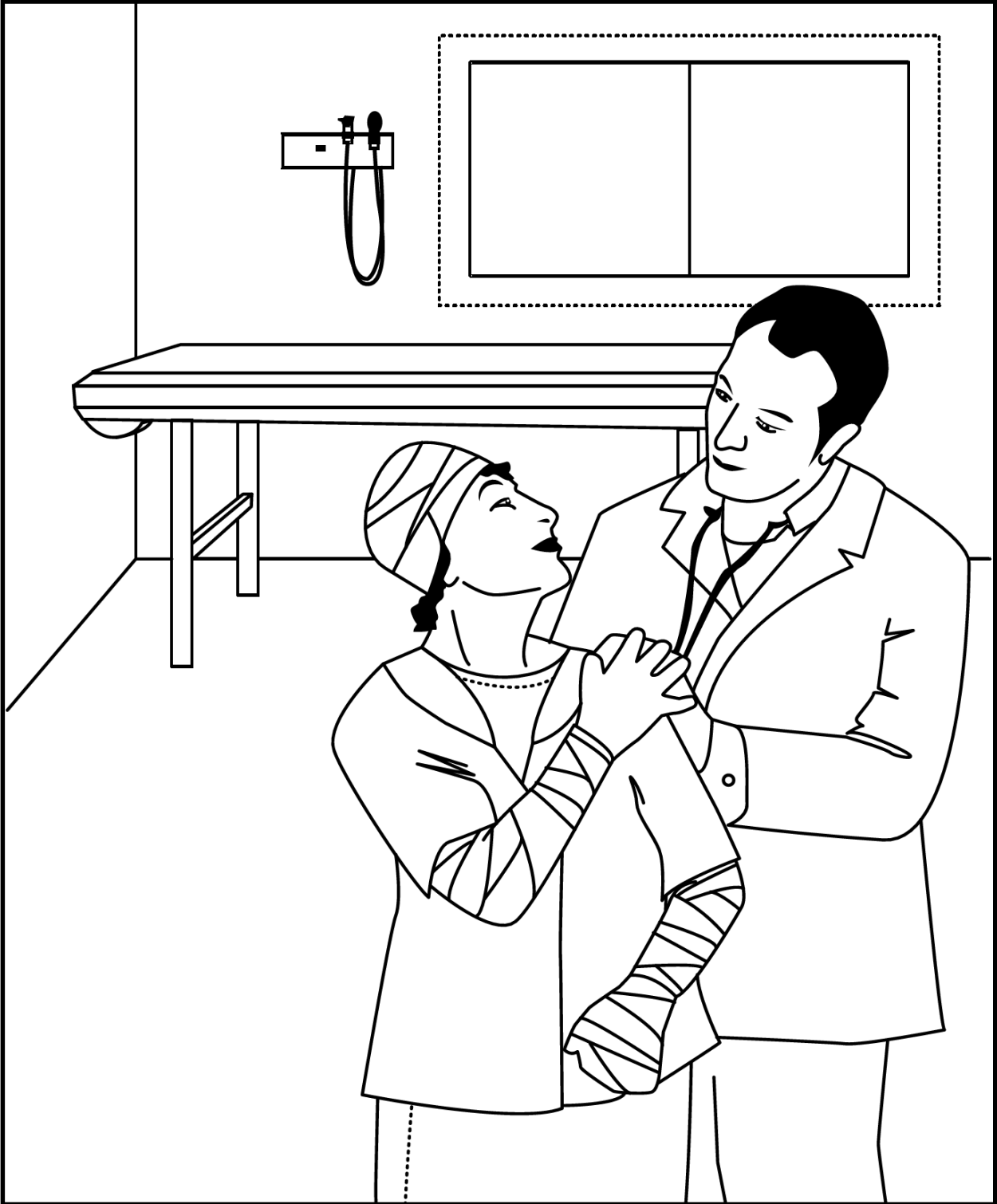
I heard it can feel good to forgive after being angry. I am trying to forgive:

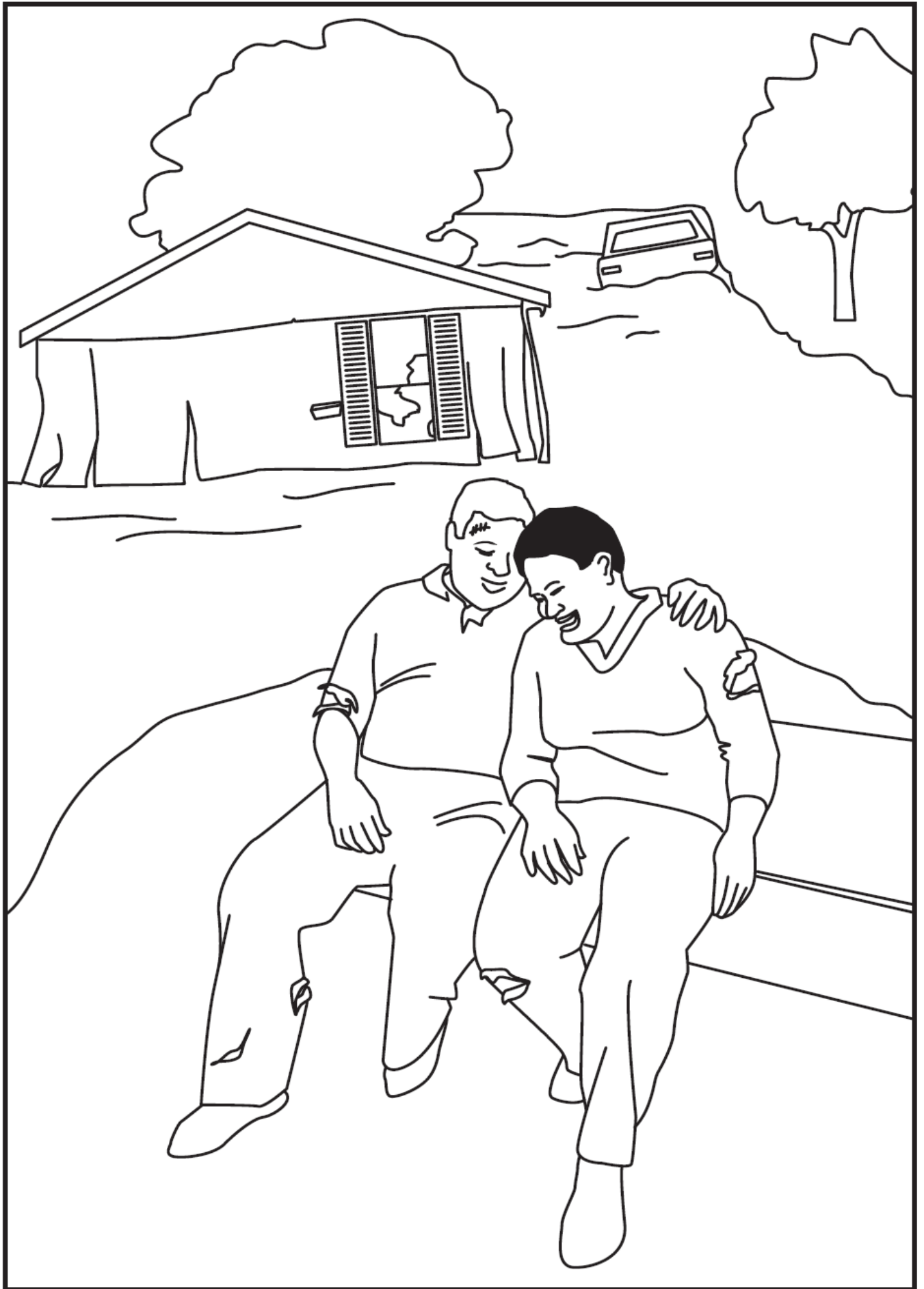


You can use this blank page to draw and write more about your beliefs.

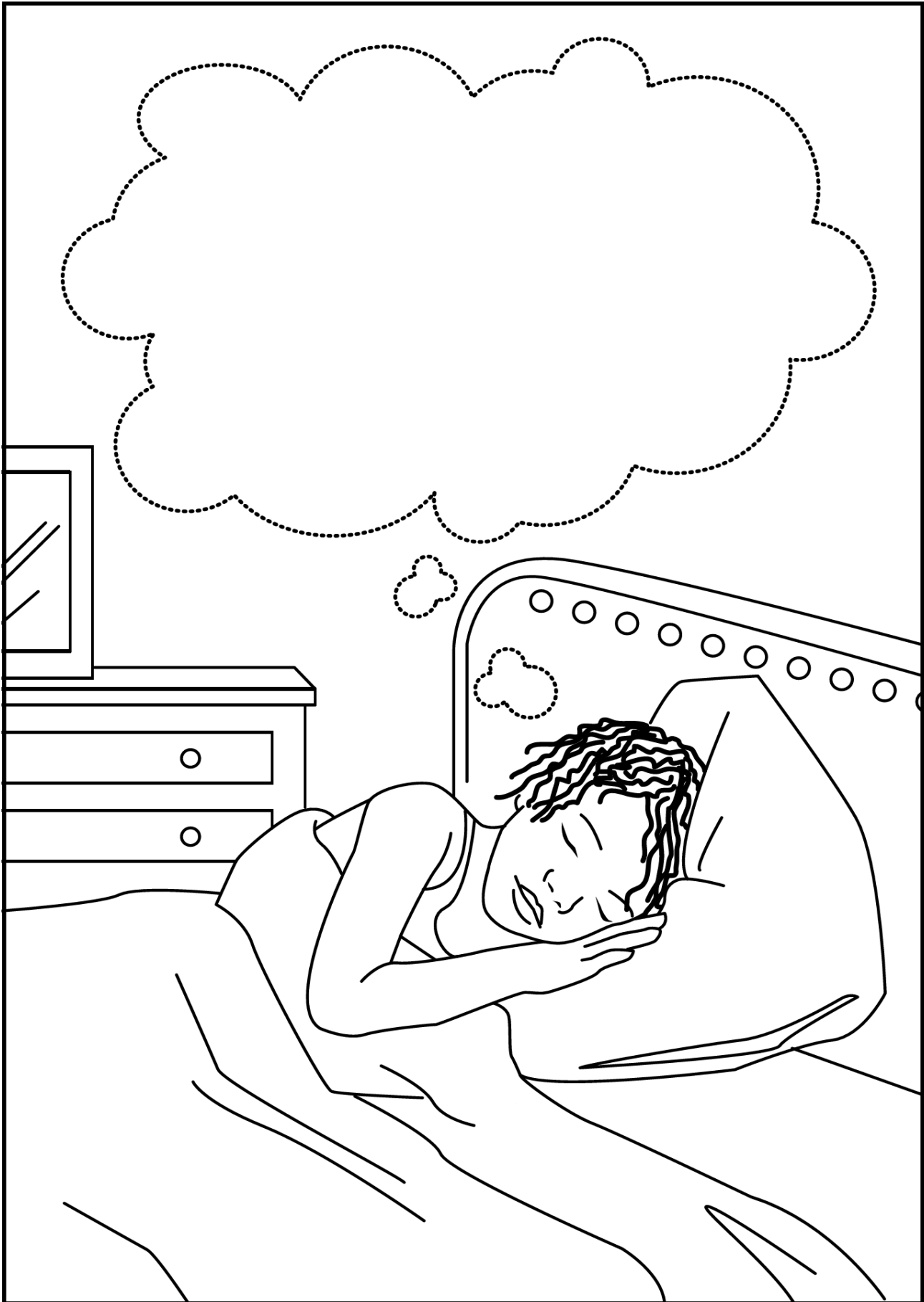
Coloring Book Section

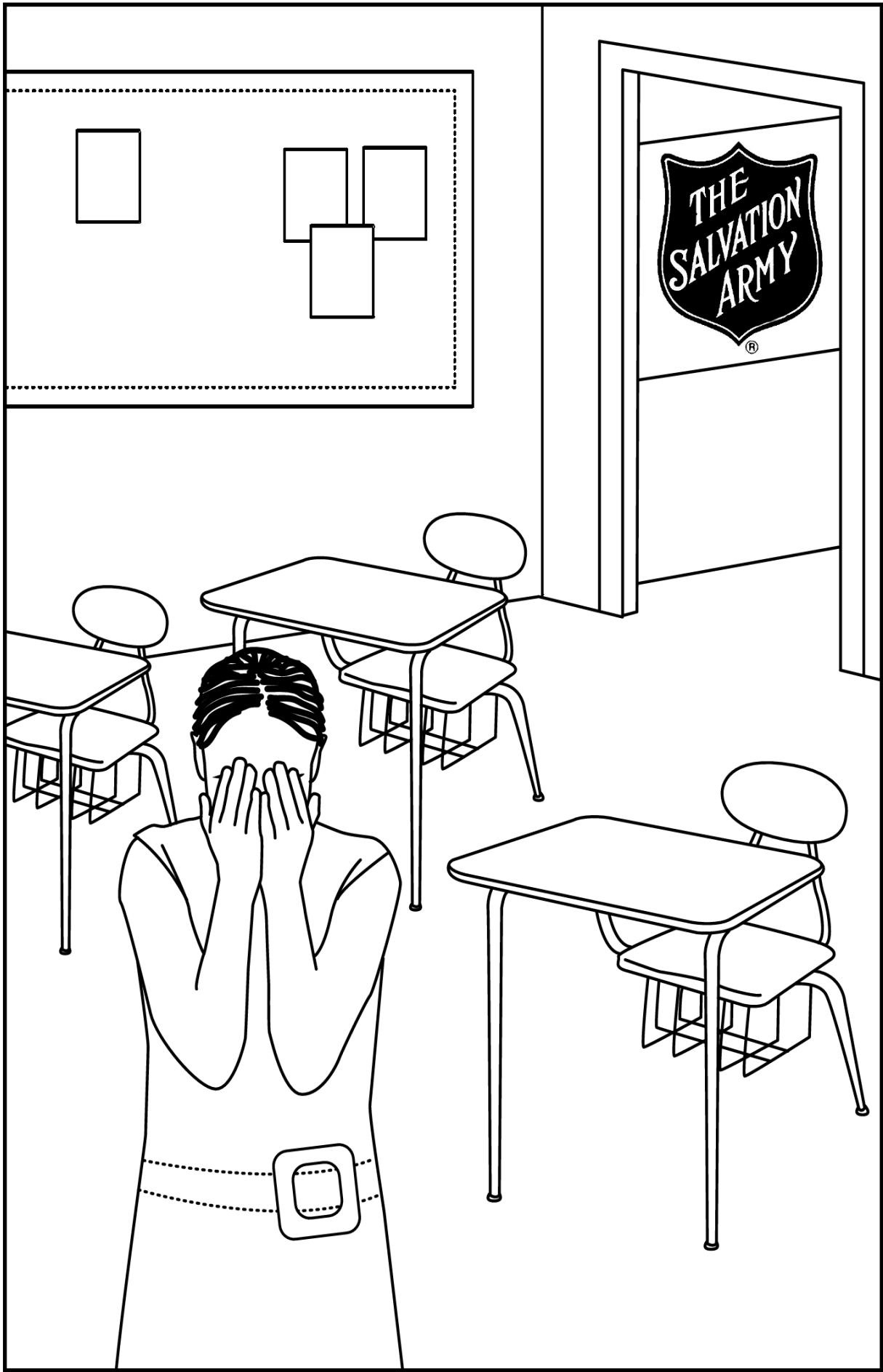
Directions: We made these drawings to get you started. If you like to color, finish coloring the ones we made for you. Use markers, watercolors or colored pencils. Add any details you like. You can add pages to make your own drawings, or get somebody to draw what you would like them to draw.





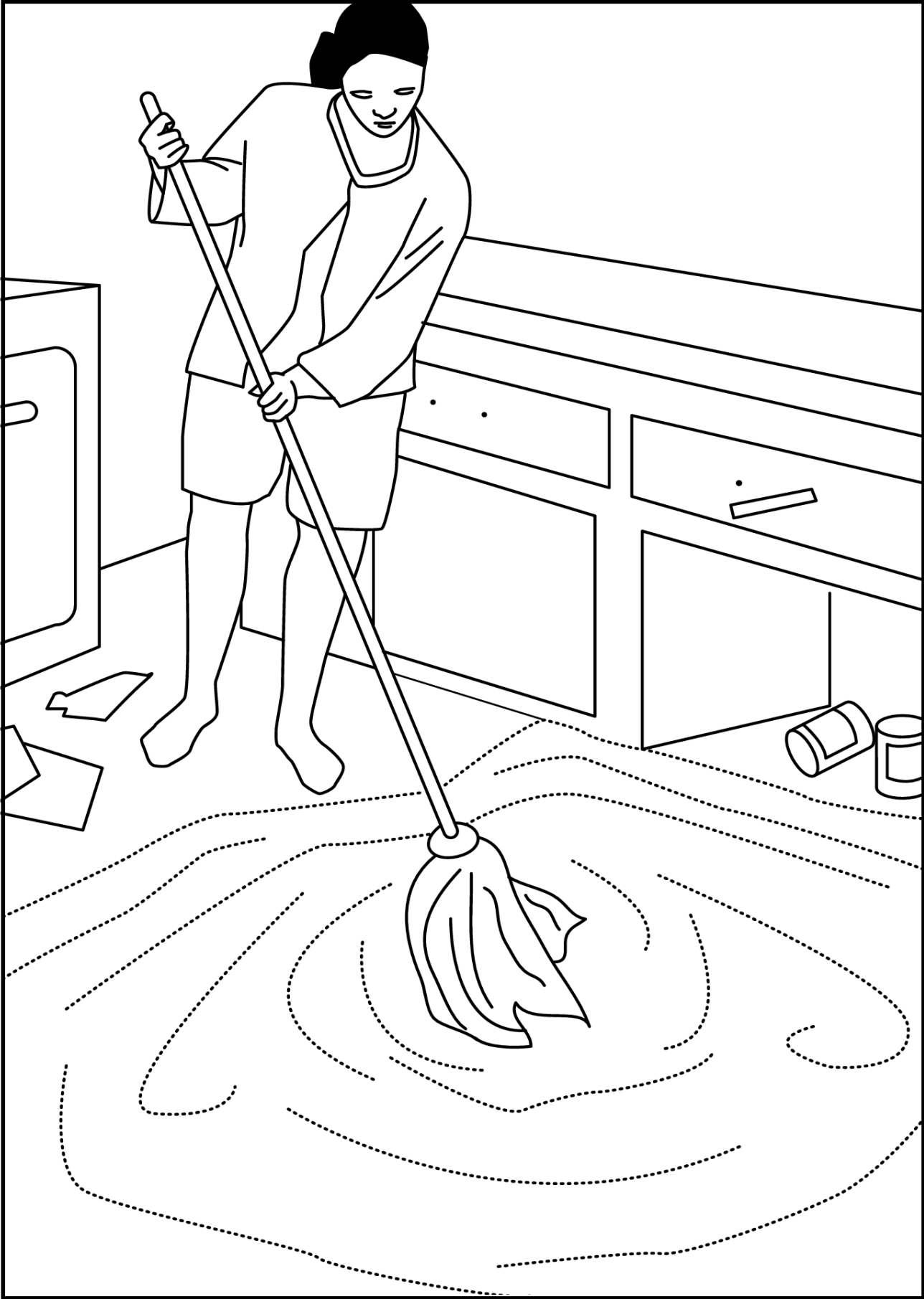


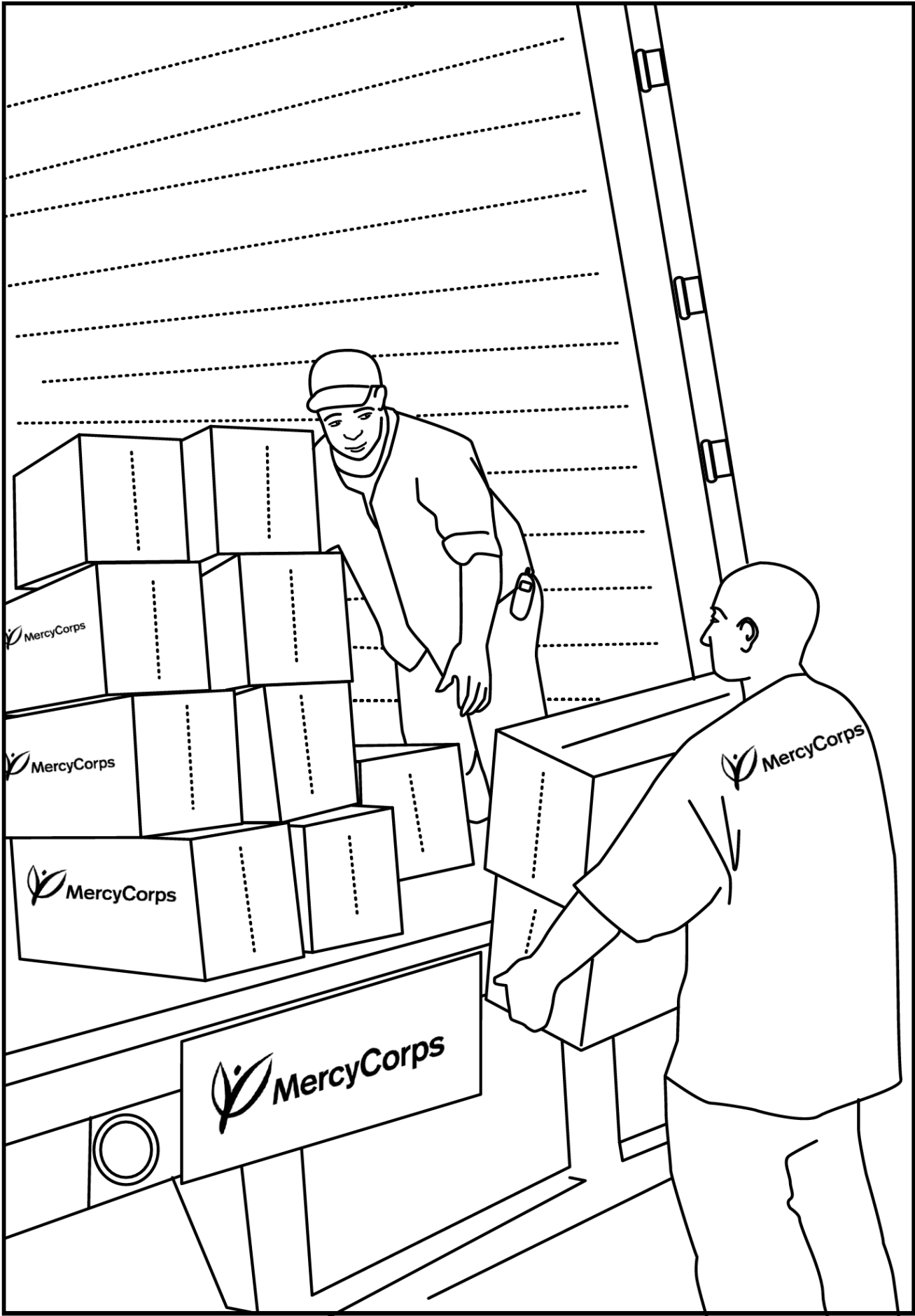












Newspaper Clippings

Save some newspaper clippings about places where the flood was, 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 hurricane survivors:

Here are some ways I think relief and rescue organizations such as the Red Cross, Mercy Corps, and FEMA can help hurricane 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 hurricane and flood thoughts and feelings.

1. You can use the internet or a library to learn more about hurricanes, floods, weather, and rivers.
2. You and your family could make a list of supplies you might need if another hurricane or flood 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 hurricane or flood and where to meet. You could use this same “disaster plan” for earthquakes, mud slides and fires.
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 hurricane 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 ASPCA or Humane Society by helping to feed, care for or walk the animals.
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 hurricanes and floods 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.
11. 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.

12. 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.
13. 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.

An Optional Quiz About Hurricanes and Floods

1. Which are causes of dangerous floods?
 - a. Hurricanes with big onshore surges, and very heavy rain storms lasting for days and weeks.
 - b. Dams overflowing.
 - c. Weakened dams and levees.
 - d. Sunspots.
 - e. Stalled weather systems.
 - f. All of the above.
2. Which of the following are true about the Brazos River?
 - a. It is the 11th-longest river in the United States of America
 - b. Sometimes the river is used to mark the boundary between East Texas and West Texas.
 - c. The Brazos river rose to record heights during Hurricane Harvey causing further flooding.
 - d. Only a. and c. are true.
 - e. All of the above are true.
3. Which of the following are not true about the “Great Flood of ‘93”?
 - a. Over 12 billion dollars’ worth of damage was done.
 - b. At least 48 people died and many more were injured.
 - c. The flooding was worst near the mouth of the Mississippi, with New Orleans especially hard hit.
 - d. This was the biggest flood ever recorded in the U.S up to that time.
 - e. The flooding was caused by a hurricane.
 - f. Rainfall in the Midwest was more than twice normal that year.
4. What can I expect to feel when I am in a big disaster?
 - a. Fear for my life and other people’s lives.
 - b. Remembering fearful scenes when I don’t want to.
 - c. Trouble sleeping.
 - d. Grouchiness.
 - e. Loss of confidence in the future.
 - f. Worry about it happening again.
 - g. Bad dreams.
 - h. Trouble concentrating.
 - i. Temporary babyishness.
 - j. A strong desire to be helpful to other people.
 - k. A strong curiosity about how to reduce the damage.
 - l. Any, all, or none of the above.

5. Which of the following statements about levees are true?
 - a. Levees have been built for over 200 years to control flooding and protect communities living along rivers. Many are very old and weak.
 - b. There are over 7,000 miles of levees along the Mississippi and the rivers that feed it.
 - c. The effect of levees on a river is that it makes the water rise higher and faster and it tends to back up.
 - d. Levees do not allow a flooding river to spread into its natural flood-plain and enrich the soil.
 - e. While protecting certain areas, levees can also make flooding worse downriver.
 - f. All of the above.

6. Which of the following statements about hurricanes are true?
 - a. Hurricanes are very strong winds that move in a circle. They can form over the ocean and then can hit the shore.
 - b. Hurricanes have winds traveling more than 70 miles an hour.
 - c. Satellites and ground based radar can locate a hurricane.
 - d. Weather scientists, called meteorologists, can usually tell people in a general way where a hurricane will hit.
 - e. There is usually time to escape a hurricane by leaving the place it is expected.
 - f. All of the above.

7. When floodwaters begin to go down, the following health problems can occur:
 - a. The sewage system is damaged which lets raw human waste mix into the water system.
 - b. Bacteria begins to grow in the water and oozing mud and can cause disease, such as cholera, dysentery, hepatitis, and tetanus.
 - c. Water from pipes in houses and other buildings is not safe to drink.
 - d. Mosquitoes increase in vast numbers and can spread West Nile disease, malaria, and some kinds of encephalitis.
 - e. There are oil, pesticides and chemicals from refineries and factories that are left in the floodwaters, ponds, swamps, and mud.
 - f. Bodies left in the floodwaters and mud can cause disease.
 - g. All of the above.

8. Things we can do to keep future hurricanes and floods from harming people include which of the following:
 - a. Make sure all families, schools, and workplaces have a week's supply of medicines that are needed every day, safe food and water, flashlights and battery operated radios.
 - b. Make sure every community, school, workplace and household has a plan for what to do if a disaster like a hurricane or flood occurs.
 - c. Train more weather scientists (meteorologists) to learn more about predicting storms and floods and more engineers for building levees and dams.
 - d. Learn more about conservation methods such as saving forests and grasslands, and preventing soil erosion which help in flood control.
 - e. Learn more about building dams, reservoirs, levees, floodways, jetties and cutoffs.
 - f. Learn more about how to stop global warming.
 - g. All of the above.

9. In 2003, a record-breaking rain causing floods over the Midwest was caused by a stalled weather system. What is a stalled weather system?
 - a. A mass of cold dense air, which can usually move into a mass of warmer, less dense air and lift it up.
 - b. A mass of hot air collides with a mass of cold air. Neither moves in its usual pattern. The collision sets off drenching thunderstorms.
 - c. A mass of hot air called an updraft rises to form storms and hurricanes. It carries drops of water to very high altitudes. There it turns to rain and starts to fall. As it falls, it pulls some air down with it called a downdraft.

10. Some ways to get over feeling bad after a big disaster like a hurricane or flood include:
 - a. Talking about your feelings to someone who you can count on to listen.
 - b. Helping others.
 - c. Thinking of ways to make your home and community safer and write them down.
 - d. Trying to remember what happened and write it down or draw pictures.
 - e. All of the above.

11. Hurricane Rita:
 - a. Was at times a Category 1,2,3,4 and 5 Hurricane.
 - b. Destroyed a lot of homes and oil refining equipment.
 - c. Came less than a month after Hurricane Katrina
 - d. Caused a national emergency plan to go into action
 - e. Was responded to with knowledge we gained from Hurricane Katrina about how hard it is to deal with a large disaster that requires extremely large numbers of people to leave their homes and places of work.
 - f. All of the above.
 - g. None of the above.

12. Hurricane Harvey:
 - a. Is a tropical cyclone that caused unprecedented damage and flooding in Southeastern Texas
 - b. Was followed by more rain than ever fell before in the USA
 - c. Was slow moving
 - d. Is one the worst natural disaster, the city of Houston, the State of Texas and the USA have ever suffered.
 - e. Is the first major hurricane to make landfall in the United States since Hurricane Wilma in 2005.
 - f. only a. and c. are true
 - g. All of the above are true

13. Hurricane Harvey:
 - a. Was followed by more rain than ever fell before in the U.S.A.
 - b. Was slow moving.
 - c. Both a. and b. are true.
 - d. None are true.

Answers: 1) a, b, c, and e. 2) e. 3) d. and e. 4) l. 5) f. 6) f. 7) g. 8) g. 9) b. 10) e. 11) f. 12) g. 13) c.

Suggested Reading For Mental Health Workers

Is global warming at fault for incrementing force of hurricanes? Is nature just going through cycles? Want to know more about floods, storms, and flood control? Check on Google or a public library card catalog under the subject of floods and climate change.

Scientific Articles on Guided Activity Workbooks: Research and Manualization

See <http://www.childrenspsychologicalhealthcenter.org/resources/guided-activity-workbooks/> for a list of Guided Activity Workbooks and links for downloading each workbook.

For a Tulane University Dept. of Psychiatry study concerning use of Guided Activity Workbooks after Hurricanes Katrina and Rita see Lawrence and Viron (2006,2007) references below and place the following link in your browser:

<http://www.childrenspsychologicalhealthcenter.org/wp-content/uploads/2014/11/Research-Regarding-CPHC-Guided-Activity-Workbooks1.pdf>

Aust, P. 1981 Using the Life Story Book in treatment of children in placement.
Child Welfare LX September/October 1981.

Bondy, D., Davis, D, Hagen, S., et al 1990 Brief, Focused Preventive Group Psychotherapy: Use of the Personal Life History Book Method with Groups of Foster Children. J. of Preventive Psychiatry 4:1.

Harvey, John.H. and Uematsu, Mika A. 1995 Why We Must Develop and Tell Our Accounts of Loss, Presented at Society for Applied Research in Memory and Cognition First Biennial Conference, U British Columbia, Vancouver.
Authors are at University of Iowa.

Kliman G. (1996) "Field Notes: Foster Care: The Personal Life History Book: A Psychoanalytically Based Intervention for Foster Children," Journal for the Psychoanalysis of Culture & Society, Fall 1:2. 159-162. (Show a significant reduction in the odds of unplanned transfers (bounces) among foster homes)

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Kliman, G., Schaeffer, M., and Friedman, M. 1982 Preventive Mental Health Services for Children Entering Foster Family Care: An Assessment with M. Harris Schaeffer, and M. Friedman. Monograph of The Center for Preventive Psychiatry, White Plains, New York.

Kliman, G. and Schaeffer, M. 1983 "Summary of Two Psychoanalytically Based Service and Research Projects: Preventive Treatments for Foster Children" with M. Harris Schaeffer, Ph.D. J. of Preventive Psychiatry, Vol. II, No. 1

Kliman, G 2003 "The Personal Life History Book: A Preventive Therapy for Foster Children." A day- long workshop at Counseling4Kids, Los Angeles, September 2003 (video available from CPHC).

----- (2006) Psychoanalytically-Based Workbooks to Help Children Cope with Disaster The Journal of the American Psychoanalyst, Fall /Winter 2006 Volume 40, No. 4, p.16-18.

----- (2006) Two Methods for Maximizing the Good Effects of Foster Care. J. Psychoanalysis and the Community. Vol. 2.

Klagsbrun, S. and Kliman, G. 1989 Preventive Psychiatry: Early Intervention and Situational Crisis Management, co-editor, with S.C. Klagsbrun, M.D., E.J. Clark, Ph.D., others. The Charles Press, Philadelphia.

Kliman, G., Oklan, E. and Wolfe, H. 1989 My Earthquake Story: A Guided Workbook for Children, Parents and Teachers, Family Development Press, Kentfield, CA.

Kliman, G. and Scheffer, M 1990 A Breakthrough in Prediction and Prevention: Diagnoses as Social Predictors for Foster Children. J. Preventive Psychiatry and Allied Disciplines 4:1

Kliman, G. 2006 "Crises Intervention Techniques Within Schools: What you Need to Know When Large or Small Scale Disasters Strike." Lorman Educational Seminar, Sacramento, CA October 6, 2006.

Lawrence L.E., Viron M, Johnson JE, Hudkins A, Samples G, Kliman G 2006 "A school-based mental health recovery effort." Poster session presentation at the 58th Annual Meeting of the Institute on Psychiatric Services Annual Meeting, New York, NY, October 5-8, 2006.

Lawrence, L, Viron M, Johnson JE, Hudkins A, Samples G, Kliman G, O'Neill P. "A School-based Mental Health Recovery Effort." 2007 Poster session presentation, Assoc Disaster Medicine SEP Annual meeting, Park City, Utah, June 2007.

Mishkin, AD, Viron M, Lawrence, L.E., Johnson JE, Samples G, Kliman G. 2007 "Reducing Post-Traumatic Stress after Hurricane Katrina: A School-Based Intervention." Poster presented at the 59th Institute on Psychiatric Services Annual Meeting, New Orleans, LA. October 11-14, 2007

Pardeck, John T. 1983 An empirical analysis of behavioral and emotional problems of foster children as related to re-placement in care. Child Abuse and Neglect 7:75-83.

Stein, S. 1974 The Open Family Series Kliman, G., Consultant Editor. A series of five books entitled About Dying, Making Babies, That New Baby, A Hospital Story, and About Handicaps, Walker Publishing Co., New York.

Viron, L. , Johnson J., Hudkins, A., Samples G., Kliman G. (2006) Preliminary Results of a Tulane U. Medical School Study. Displaced Victims of Hurricane Katrina Using Psychoanalytically Informed Guided Activity Workbooks Developed by The Children's Psychological Health Center: A School-based Mental Health Recovery Effort . Poster Session, American Psychiatric Association. 2006.

Wheeler, C. 1978 Where am I going? Making a Life Story Book. Juneau, AK. Winking Owl Press.

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:

Mercy Corps • www.mercycorps.org	(800) 292-3355
Salvation Army • www.salvationarmysouth.org	(601) 969-7560
Salvation Army Texas • salvationarmytexas.org	(214) 956-6000
Federal Emergency Management Agency (FEMA)	(800) 621-FEMA
Louisiana FEMA • www.fema.org	(800) 621-3362
Texas FEMA • www.fema.org	(940) 898-5399
Red Cross • www.redcross.org	(800) HELP-NOW

Other Relief Agencies:

Catholic Charities USA • www.catholiccharitiesusa.org	(703) 549-1390
Episcopal Relief and Development • www.er-d.org	(800) 334-7626
Church World Service • www.churchworldservice.org	(800) 297-1516
Humane Society • www.humanesociety.org	(866)720-2676
PETA • www.peta.org	(757)622-7382
Houston SPCA • www.houstonspca.org	(713) 869-7722

Consultation Regarding Use of this Workbook:

The Children's Psychological Health Center • www.childrenspsychological.org	(415) 292-7119
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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 knew the disaster was coming? | +5 |
| 30. Hallucinations, delusions or great confusion? * | +15 |
| 31. Very anxious or nervous? | +5 |
| 32. Using street drugs? * | +15 |
| 33. Spacey or daydreaming a lot? | +5 |
| 34. Emotionally “not there”? | +10 |
| 35. Other Stressors: * | |

Has anyone in the child’s immediate family been killed or severely injured in the disaster (include severe injury to the child)? If YES, + 25

Other Helpful Factors:

- | | |
|---|-----|
| 36. Has the child been doing as well as usual in school? | -10 |
| 37. Is the child learning new and useful skills? | -10 |
| 38. Is the child making some new friends? | -5 |
| 39. Has a caregiver gotten employment? | -15 |
| 40. Has the child gotten away from previous use of street drugs or being delinquent? | -15 |
| 41. Is the child taking an interest in church or other Adult supervised group activities? | -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. What is the score from the checklist above? _____.

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

Hurricanes present a great 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. One of its missions 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, My Flood Story, My Personal Story About Hurricanes Katrina and Rita, and Family Forever: A Personal Guide Book to Help Latino Children Understand Deportation. 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 member of the American Psychoanalytic Association, Distinguished Life Fellow of The American Psychiatric Association, Diplomate of the American Academy of Child and Adolescent Psychiatry, Certified Psychoanalyst for Children, Adolescents and Adults - Am. Psychoanalytic Association 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

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*, which won an international literary prize for “World’s best book concerning the well-being and nurture of children.” and the 2016 Anna Freud Prize of the American Psychoanalytic Association.

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 on the faculty of the San Francisco Center for Psychoanalysis where she is a Training and Supervising Analyst, a past president and a past board of trustees chair. She is President of the American Psychoanalytic Association (2016-18), Associate Clinical Professor of Psychiatry in the University of California, San Francisco, Department of Psychiatry, and she practices psychoanalysis, individual and family therapy in San Francisco.

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 Williams James University 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 provided 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 and that contract included their contribution of illustrations which became the property of The Children’s Psychological Health Center, Inc.

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www.childrenspsychological.org

NOTES



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