

MY OWN STORY ABOUT TYPHOON HAIYAN

A GUIDED ACTIVITY TEXTBOOK
FOR CHILDREN, TEENAGERS, TEACHERS, AND FAMILIES



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TABLE OF CONTENTS

GUIDE FOR PARENTS AND TEACHERS

GUIDE FOR CHILDREN AND TEENAGERS

WHO I AM

ABOUT ME

ABOUT MY LOVED ONES

ABOUT SCHOOL

MY STORY

WHERE I WAS, WHO I WAS WITH, WHAT I WAS DOING

WHAT I FELT, SAW, AND HEARD

WHAT MAKES TYPH

FEELINGS RIGHT AFTER THE TYPHOON

SOME OF THE SCARIEST THINGS ABOUT THE TYPHOON

SOME OF THE GOOD THINGS ABOUT THE TYPHOON

HEROS

MY HOME

ABOUT MY DREAMS

MEMORIES

PROBLEMS AND WORRIES

HELPING OTHERS AND GETTING HELP

My HOPES

MY STRENGTHS

QUOTES THAT GIVE ME STRENGTH

HELPING PEOPLE WITH BIG TROUBLES

MY FAITH

WHAT I CAN EXPECT

SAFETY AFTER THE TYPHOON

WHAT MAKES TYPHOONS HAPPEN

MY LISTS

MANDALAS

MENTAL HEALTH CHECKLIST

**A Guided Activity Workbook for Children's Mental Health from
The Children's Psychological Health Center, Inc. 2105 Divisadero Street, San Francisco, CA 94115
(415)292-7119 www.childrenspsychological.org A nonprofit agency**

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Translations and further modification pending

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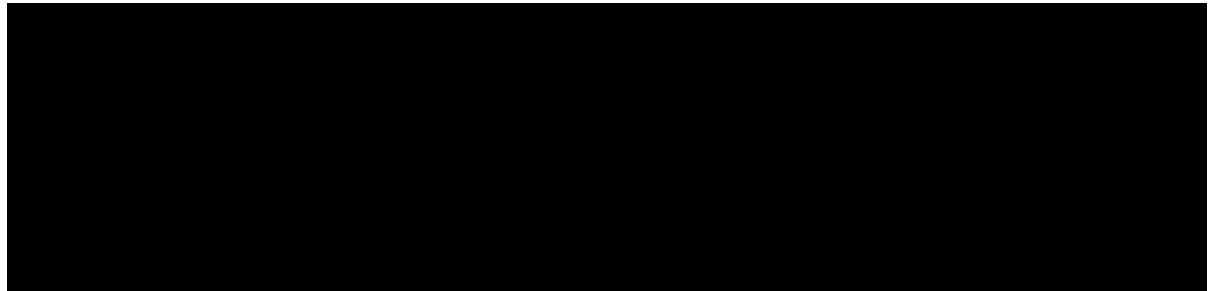
GUIDE FOR PARENTS, CAREGIVERS, TEACHERS, AND OTHER ADULT HELPERS

This book is used to promote healthy coping with stress. If you are an adult looking at this book, your idea is probably the same as ours. You want to try to help children change a stressful, possibly traumatic situation into a learning and healthy coping experience. Hurricanes, floods, and their aftermaths can be a useful developmental crisis for children, because even though they are scary, they can stimulate learning and growth in children's brains and in their feelings. But they can also be a negative experience, creating doubt, fear, and insecurity. Some children who already have lived through bad things like a hurricane or tornado are much more scared when it happens again. Surprising as it may seem, some children who have survived a natural disaster once are less scared when it happens again. After any hurricane, all children need a support system of relatives, teachers, and other helpers at this time, to give them strength to struggle with their personal challenges and the challenges their family and community faces after a natural disaster.

This workbook comes from our experience in helping strengthen the mental health of disaster survivors. Its main purpose is to give psychological first aid to children and adolescents. In that way, 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 helper or teacher. Perhaps you are a parent, 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, a teacher or a counselor. This workbook is designed to strengthen both you and the children you know, love, and help. If you are a family member with a child and you have been through a hurricane, you may have been through a range of very painful emotions and have experienced severe, sustained stress. If your home or workplace was damaged or your life was seriously disrupted by other after-effects of the hurricane, these feelings can be magnified by practical challenges. Certainly many victims of hurricanes have been very frightened and many have felt helpless or hopeless. Even when they don't experience the effects of a hurricane directly, children and adults who suffer the threat of hurricanes can be traumatized. Waiting long hours in traffic during an evacuation, not knowing what you will find when you return home or what you will find when the danger has passed, and fears for personal safety can all take a toll. Just knowing that your home could be flooded or destroyed can be traumatic even if that does not happen to you personally. After a hurricane, many children and adults suffer from knowing someone personally who was injured or killed or whose home and community were devastated by a hurricane. When children hear about these things happening to others, whether or not they know them personally, they may have bad dreams, feelings of being unsafe, fears about the future, and other symptoms of stress and trauma.

Getting mentally active by getting past fears and painful memories and putting them in a bigger and positive perspective is an important part of moving forward. Our focus is to have strength for the future without either dwelling on or forgetting the suffering. Remembering and planning are both needed to help build a better tomorrow. Despite the stress you may still be under, your idea is probably the same as ours. You want to help children and families change a disorganized and confusing situation into some constructive learning and coping experience. Helping others, especially children, is one of the best things you 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 COPE IN A CRISIS



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

This workbook is designed to give psychological first aid right now to both you and the stressed people you know and love. If children or grownups who were recently traumatized by a hurricane need personal or family therapy with a professional therapist, this book can help sustain folks until they get therapy. This book can also be useful to the therapy process once you get that help in person. Use of this workbook by a person in need of psychological treatment cannot take the place of in-person therapy. It can be a structure around which to build an in-person therapy, like scaffolding around a building being repaired. Research with children who survived Hurricane Katrina has shown that this workbook's approach is helpful on its own or as a structure for therapy. Benefits of our agency's guided activity workbooks have been studied measured.

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

- ☐ Hurricanes Katrina and Rita (*My Story About Hurricanes Katrina and Rita, 2005*)
- ☐ The October 1989 earthquake in the San Francisco Bay Area (*My Earthquake Story*)

- The Santa Barbara Fire in 1990 □ the East Bay Hills Fire of October 1991 (*My Fire Story*)
- Massive flooding in the Midwest in 1993 (*My Flood Story*)
- The first Gulf War in 1991 (*My War Story*) □ the Balkan War of 1999 (*My Kosovo Story*)
- The World Trade Center 9/11 terrorism (*My Story about the Attack on America*, 2001);
- The 2005 Tropical Storm Stan mudslide (Guatemala) in (*Mi Historia de la Tormenta Stan*, or *My Story of Tropical Storm Stan*, 2005)

The method this Guided Activity Workbook is derived from is based on 47 years of projects treating over 1,000 children in “reflective networks” within classroom groups. (See www.childrenspsychological.org for references and to learn more about Reflective Network Therapy and The Cornerstone Method).

A study at Tulane University in New Orleans found that workbooks like this one help to lower stress in children following hurricanes. Other carefully controlled studies have found that a workbook about children’s foster care stories, reduce foster children’s behavioral problems and help prevent their “bouncing around” among foster homes in New York City (*My Personal Life History Book*, 1995).

GETTING STARTED

1. Read the whole book yourself before your child, student, or client does, especially if he or she is under ten or eleven years of age.
2. For children who can’t read it all by themselves, be sure to read aloud the "Guide for Children and Teenagers" section. That will help you answer questions the children may have.
3. Be prepared to work only a few minutes to half an hour at a time at first with any child or small group of children. Be *flexible* in your work with your child. Working on this book may take several months. Carefully save the book for the child in-between sessions and every now and then, give the child a photocopy with his or her name and the last date he or she worked on the book. The entire book does not have to be completed for the book to help. Some parts may not be relevant to every situation. *Never force a child* to face a section of the book against his or her will. Allow each child to select which parts of the book to work with first. Stop using the book whenever he or she wants, even though it may not be completed.
4. A child who cannot or will not work with you should have his or reluctance or unwillingness respected.
5. Point out that the hurricane and everything that happened because of it is something the child’s whole family and community will remember. He or she can make a record of it with this book, adding to our shared history.
6. See the *Mental Health Checklist* at the end of the book for some guidance as to how serious the child’s reactions are right now, to see if a possible trauma is involved.

The Youngest Children

Parents and teachers cannot expect much detailed verbal participation when using this workbook with children younger than three to five. But even two and three year olds can color in picture sections with some help. It may well be helpful to let babies and toddlers be present

while older children work with you. This is especially helpful if the babies' and toddlers' older siblings and parents work on the book.

A sense of family caring and unity is also a big help to babies and toddlers in stressful times. You can set up a helpful and thoughtful network of caring people by letting brothers and sisters, grandparents or other important people in the child's life be nearby or participate when a young child uses the workbook. Such work is a form of what the authors call "Reflective Network Therapy." It can promote the development of thinking rather than acting impulsively or in dangerous ways. **Please see the section below on *Use of Illustrations* with young children for helpful guidance.**

Preschool and Kindergarten Children

If your child is between ages 3 and 6 (or even older, if the child doesn't write well yet), let him or her do a lot of coloring and drawing. You may want to read much of the book to the child. Let the child choose some of the topics by reading the captions and asking which part he or she wants to work on first. You can often help a preschool or kindergarten child do the drawings. If you think the words are too hard, change them into simpler words when you read. Asking the child to tell you what to write down may help her or him come up with verbal responses. Act as an interested reporter-secretary, trying to draw your child out while giving encouragement. Write down exactly what the child has to say. Take your time. Don't insist on the child answering each question. It may be enough for him or her to know that you think the topic can be useful to think about and share.

Try hard to involve the child's family, including brothers, sisters and parents or other relatives or guardians in helping the child to focus on the book. Get adult relatives' help with addresses of people who might send birthday or holiday presents. Encourage the idea of getting the child's medical records by getting the addresses of doctors and dentists from the adults, writing them into the book. Get the names of people who would especially enjoy getting a drawing or card from the child. Use a digital camera or cell phone to help the child make pictures of himself to send out to friends and relatives. The child's medical history should be written in the *Medical Information* section by an adult. The *Mental Health Checklist* is too advanced for reading to such young children. Answer it for the child.

Middle Childhood

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

Eleven Years and Older

Most (but not all) children over age 11 will want to work on the book on their own. Nevertheless, they benefit from your interest and help with difficult parts. Children with learning difficulties or great emotional distress may need adult help throughout. Teachers, parents, siblings, and friends can help by tuning in, getting interested and involving them with others who know about their lives. They should be regularly offered adult assistance at times.

They can look up information and answers, find out about their own mental health by using the checklist, and might give you plenty of adult-sounding suggestions. Be available to serve as a resource for the child or teenager, and help them find information and answers they need. Try hard to keep them in touch with a network of persons who know them. If possible, create a school-based or shelter-based network of kids, teachers, and other helpers interested in the lives of children dealing with a shared stress like a hurricane.

For Bereaved Families or Families Made Homeless by a Hurricane

Any person who has mental health problems as a result of suffering the loss of a loved one or being very severely traumatized in some other way may benefit from in-person counseling, psychotherapy, or family therapy. Help is available through mental health services like clinics or hospitals and through schools or individual therapists. Services are usually listed under "mental health" or "social services." Look for a listing of your local Psychiatric Society or Psychological Association. Individual mental health workers are usually listed under such titles as "psychologists", "psychiatrists", "psychoanalysts," "psychotherapists, counselors, and family therapists". Or, you can go to www.google.com and search for "child psychotherapy" [your town].

For Parents, Caregivers and Families

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

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

If you prefer, a family may work together on a workbook as a project to give them strength and to help them share ideas and feelings. Family members may individually work on the same questions by using several workbooks, or separate copies of some pages from the workbook, and then adding them all together in one copy of "My Family Story". Or you may all work together on one shared book, each of you giving your own reactions. Each person should sign his or her own name to their entry, when sharing the use of one book. Doing some "shared remembering" of what happened, or of life before the storm, can help your children feel safer, because they know that you are in charge and they are not alone with scary feelings. This may also help bring your family closer together. The social "glue" of family and friends working together can protect against a person of any age feeling helpless or "falling apart."

If children don't seem to be able to describe any feelings at all or if they have some trouble

remembering what they have experienced or felt, you can ask them to talk and draw about other people. Remembering and re-experiencing what happened to others can help. Instead of talking about “me” or making statements about what “I” felt or saw or heard, a child can talk about what someone else (he, she or they) felt or saw or heard.

Helping children pay attention to the positive things they have tried in order to feel better or stay safe is an important part of teaching children to grow mentally. When people are in danger, their bodies actually make “fight or flight” chemicals called hormones that can help them to learn well if the stress is under control. A parent, relative, or teacher can make such learning constructive. Children can think hard and learn as much as possible and be empowered to help create a better world for themselves and others. Use information and drawings of your own to give a child information he or she can understand about weather systems, dams, levees, sea walls, and the power of water, and to help them come up with smart ways to plan for and prevent disaster. Your own ideas will serve as a model to help children overcome that lack of power and doubts about a predictable future they may feel.

Using Drawings and Illustrations

The drawings in the book can be used by individuals and families, teenagers and children, in a variety of ways to help strengthen people’s healthy coping after terrible events. Children who think in visual ways, with their eyes, instead of verbally, through listening and talking, , can color in the pictures with an adult, who can help the child think about the topic. The pictures can then be used as starting points for talking about the events pictured.

Adults and children who are overwhelmed with flashbacks (briefly thinking and feeling like they are back in the disaster), nightmares or trouble sleeping may want to draw their memories rather than talking about them. People who feel very anxious or who are easily startled may want to stick to drawings too. They can find the experience of coloring in images of the experience calming. They might choose to start with the pictures that are most different from what actually happened to them, and gradually work up to those that are more like the events that may trouble them most.

Be sure to encourage a child to include some drawings of good memories or good dreams. Family members may choose to work on a drawing together, each coloring part of it. 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.

The illustrations that are already in the book can also be used to start talking about what happened and what people feel. That can help those children who remain emotionally numb, or who have some trouble remembering what they experienced to remember more about what happened. For example, a parent could ask, "What are you feeling now?" or "What is happening to the person in this picture?" People often express their own feelings by describing what someone else is feeling.

The illustrations can also be used to help people feel more in charge of what happens to them, or to feel mastery. For instance, asking the child to draw a picture showing what the child or family can do about someone getting hurt or losing their home, or what the building, or car, etc. would look like if it got repaired can help people to imagine their lives getting more back to

normal instead of being unpredictable and out of control. It might even give children and adults new ideas for things they can do in now to make things better for themselves or other people.

For Teachers

Teachers and school counselors are natural helpers who can promote learning and coping among children traumatized and displaced by the events and aftermath of natural disasters. When it is appropriate, teachers can use *My Story About Typhoon Haiyan* in a classroom setting, with children working individually or in small groups. This can be a very effective way to support group togetherness. Social support in a group setting helps children and adults cope with catastrophes. If you plan to use the book in order to help identify children who need additional assistance, consultations are often available to schools through school psychologists, social workers, or guidance counselors. If there is none, call your local Mental Health Association, Psychiatric Society or Psychological Association. Take the child's completed *Mental Health Checklist* to your school psychologist or other school personnel, or to a pediatrician or outside mental health professional, in order to help that professional to screen for children who need immediate help. Be sure to get parental permission before doing this whenever it's required.

Use by Mental Health Professionals and Graduate Students

Therapists can use *My Story About Typhoon Haiyan* in individual, family or group sessions as a supplement to treatment for children or adults with Post Traumatic Stress Disorder or other Adjustment Disorders due to a disaster or any displacement of a child's living arrangements.

Training DVD's and consulting assistance for mental health agencies in the use of this book are available from:

The Children's Psychological Health Center, San Francisco, California, 2105 Divisadero St., San Francisco CA 94115 phone (415) 292-7119 (fax) 415 749-2802

Gilbert Kliman, MD Medical Director Email gilbertkliman2008@gmail.com

More information is online at www.childrenspsychological.org in the Disaster Relief section.

GUIDE FOR CHILDREN AND TEENAGERS

Living through a hurricane can leave you with many difficult feelings and confused thoughts. It doesn't always do that, but sometimes it does. Sometimes going through something so frightening can surprise people because it can turn out that they get stronger and make good changes in their lives because of it. People can get stronger from facing their problems and from finding out they can do very hard things like survive a disaster.

An upsetting event like a hurricane can give person strong feelings of fear or sadness or other bad feelings that can last for a month or even longer. This can happen to anyone, even very strong and smart grownups. Scary and upsetting things that make people upset for a long period of time happen to most people at one time or another in their life. Sometimes children get frightened, upset or worried after an upsetting event, but not until after it is over. Some children get over it with no troubles. Sometimes children have trouble sleeping or have bad dreams.

They might be afraid to go to school, or have headaches, or stomachaches or other problems because they are so worried. They might not even know what they are worried about. Some children get very upset and don't know that it's because of the hurricane or other bad thing that happened. They can even think they are upset about something little, like when another child says something they don't like, or when their favorite shirt gets dirty.

They may have trouble remembering what happened, or sometimes remember bad things that they don't like to think about at all. They might be afraid. They might have no feelings at all, almost like they are bored. They might stop being able to pay attention and have problems with learning or doing homework for a while. It helps to know there are people you can talk to who can help like parents, relatives, godparents, brothers and sisters and cousins, teachers, ministers, priests, other religious leaders, or psychologists, doctors, or older friends. Talking to trusted adult helpers or friends and writing about your feelings can help you feel better. It can also help you learn more about what to do to be safe. Using this book may help you to talk to others, and it may help you in other ways.

Writing down or drawing pictures about what you remember, what you think about and what your feelings are, can help you become stronger. You'll make your own personal story of what happened. If you can use this book by yourself, or with the help of a parent or a teacher, maybe you can feel stronger and keep on learning more. And maybe you could help others, too, if you share what you learn.

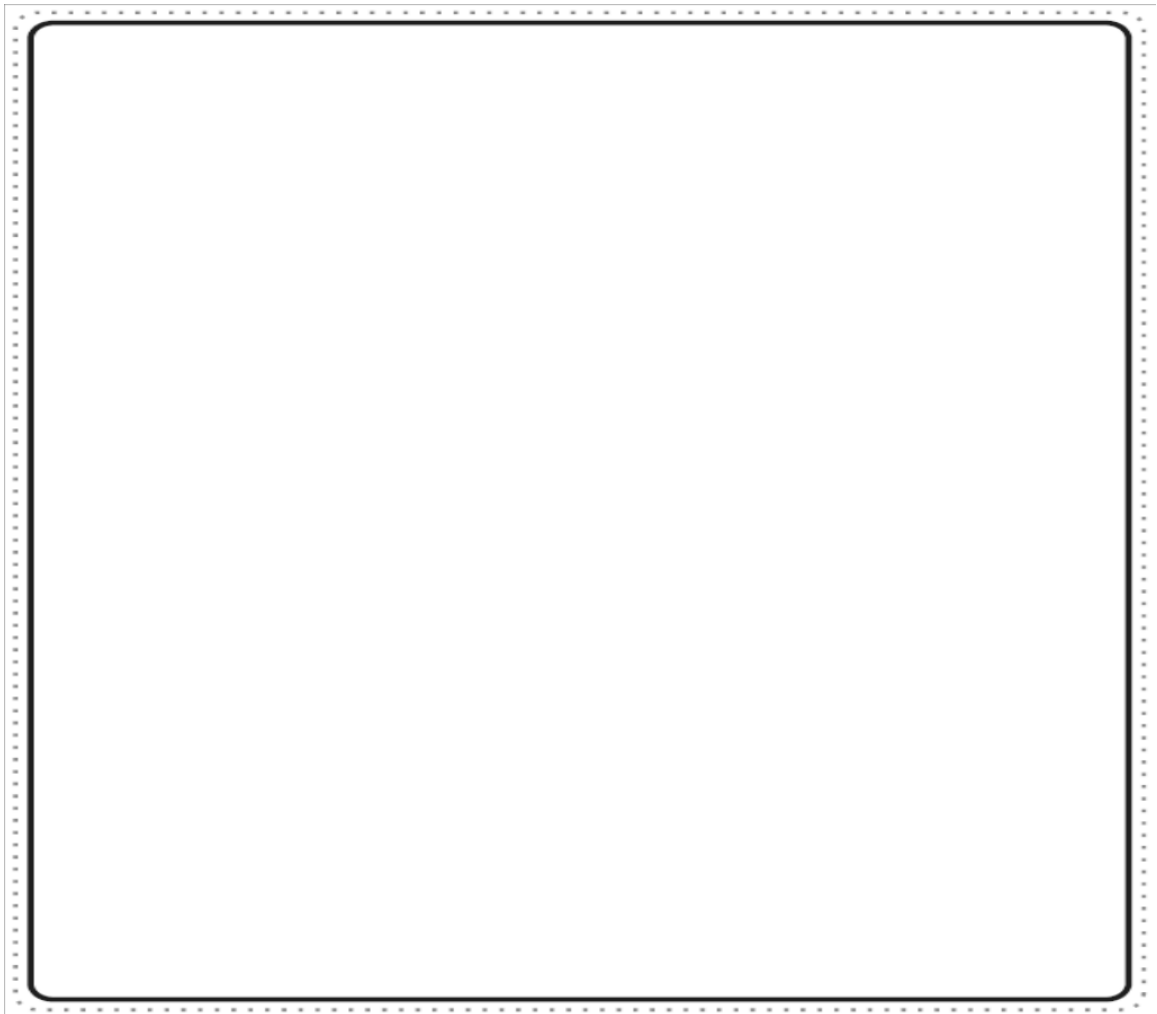
Look through this book and begin wherever you want. Fill in as many of the blank spaces as you can, alone or with help. Ask for help if you need it to understand the questions or to write down the answers. Try drawing pictures or coloring in the pictures that are already in this book. You can put extra pages in your book if you need more room for photos or drawings or if you need more room to write. You can make a scrapbook out of this book by stapling in extra pages. Take your time. You can skip anything that makes you too upset, and try to come back to it another time. There may also be parts that do not exactly apply to you. Feel free to skip or change anything you like. You don't need to think just about the upsetting parts of what happened. Keep in mind that the happy memories and good events are very important. Maybe someone did something very nice that you want to remember. Maybe you helped someone who needed help, and that made you feel good about yourself. Maybe you saw something that made you laugh. Remember, you should definitely talk to a grownup if you become upset or worried, and also to share what you have learned.

MY STORY ABOUT THE TYPHOON

BY _____

MY NAME

HERE IS A DRAWING OR A PHOTO

A large rectangular box with a dotted border, intended for a drawing or photo.

OF ME:

The date I started this book: _____

The date I finished this book: _____

I was helped to write this book by: _____

WHO I AM

ABOUT ME

My birthday is _____ I am _____ years old.

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

I now live at _____

I used to live _____

Something I am good at is _____

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

MY FAVORITE THINGS

My favorite meal _____

My favorite snacks _____

My favorite movie _____

My favorite movie star _____

My favorite book _____

My favorite TV show _____

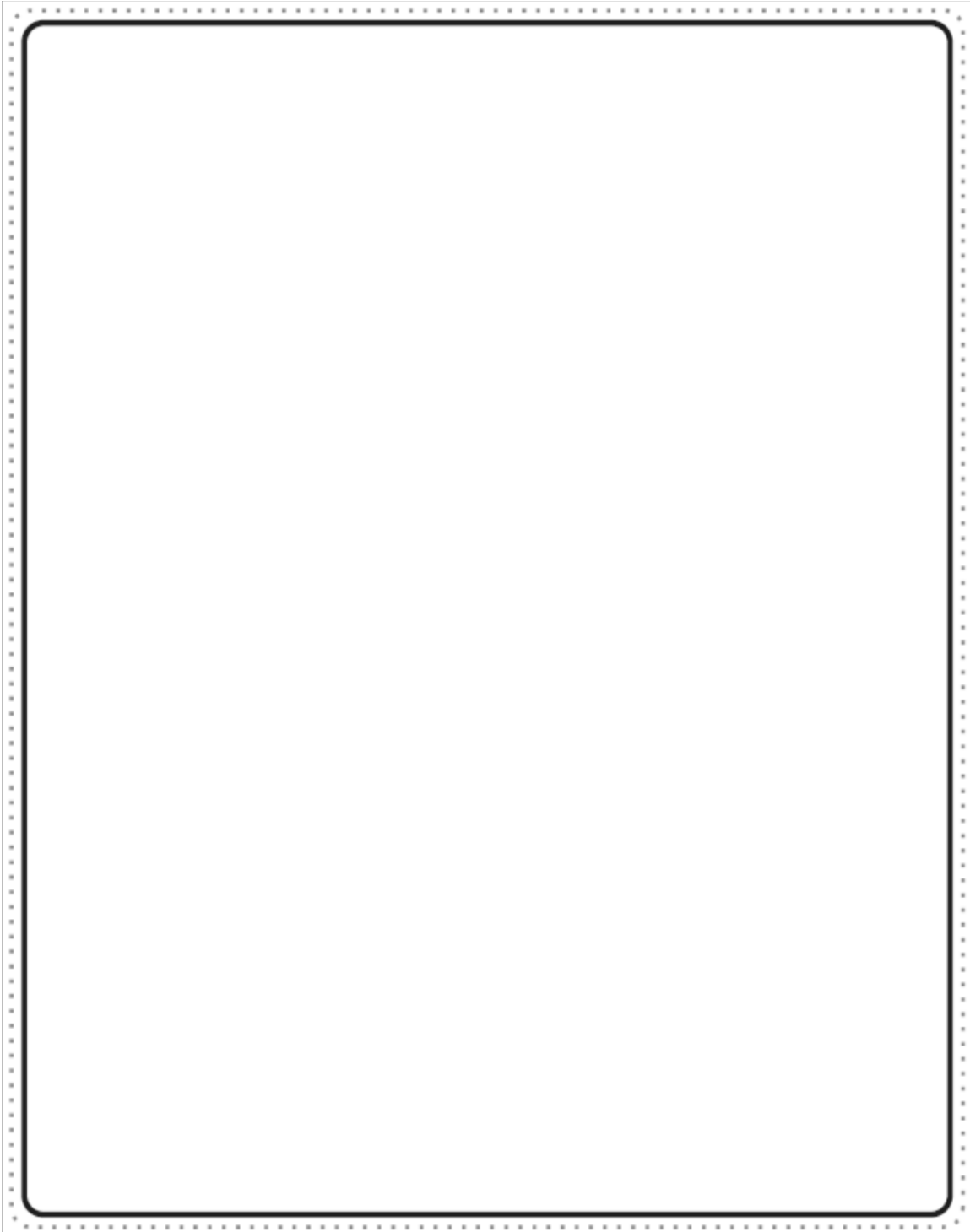
My favorite singers _____

My favorite song _____

My favorite game/sport _____

My favorite hobby _____

Here is a drawing of something I want to do when I grow up:



ABOUT MY FAMILY

THESE ARE THE PEOPLE WHO RAISED AND HELPED TAKE CARE OF ME:

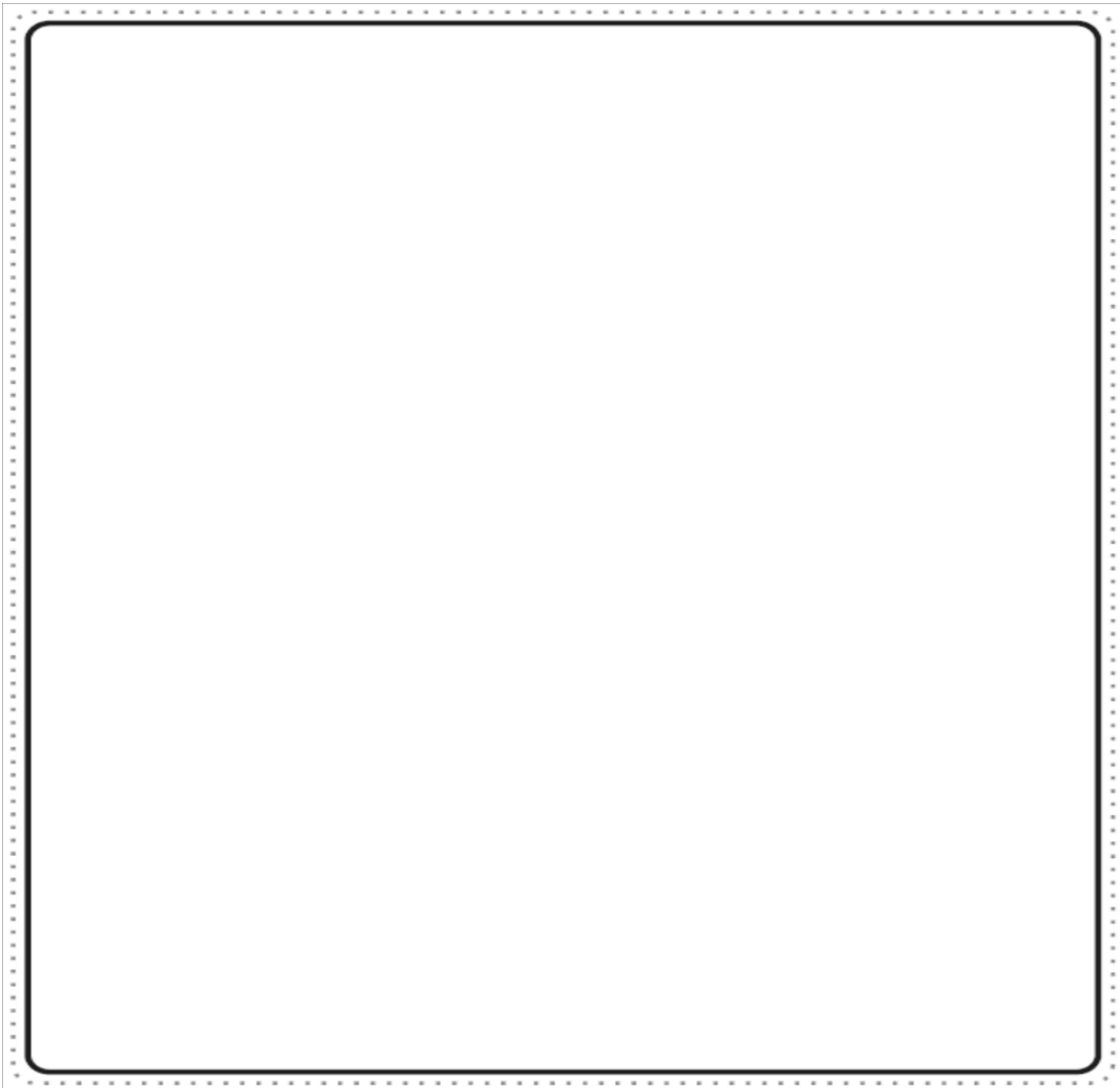
(Check the correct box to say whether the person is living, has been missing since the typhoon, died in the typhoon, or had already died before the typhoon).

Name	Person's relationship to me	Person is alive	Person was hurt in the Typhoon	Person is missing since the typhoon	Person died in or after the typhoon	Person died before the Typhoon

THE CONTACT INFORMATION FOR THE IMPORTANT PEOPLE IN MY LIFE IS:

Name	Relationship to me	Address	Telephone number

Here is a drawing of something we liked to do as a family:



THIS IS A LIST OF FUN THINGS I DID WITH MY PARENTS AND OTHER PEOPLE WHO HELPED TAKE CARE OF ME BEFORE THE TYPHOON:

1. _____

2. _____

3. _____

ABOUT MY FAMILY AND FRIENDS

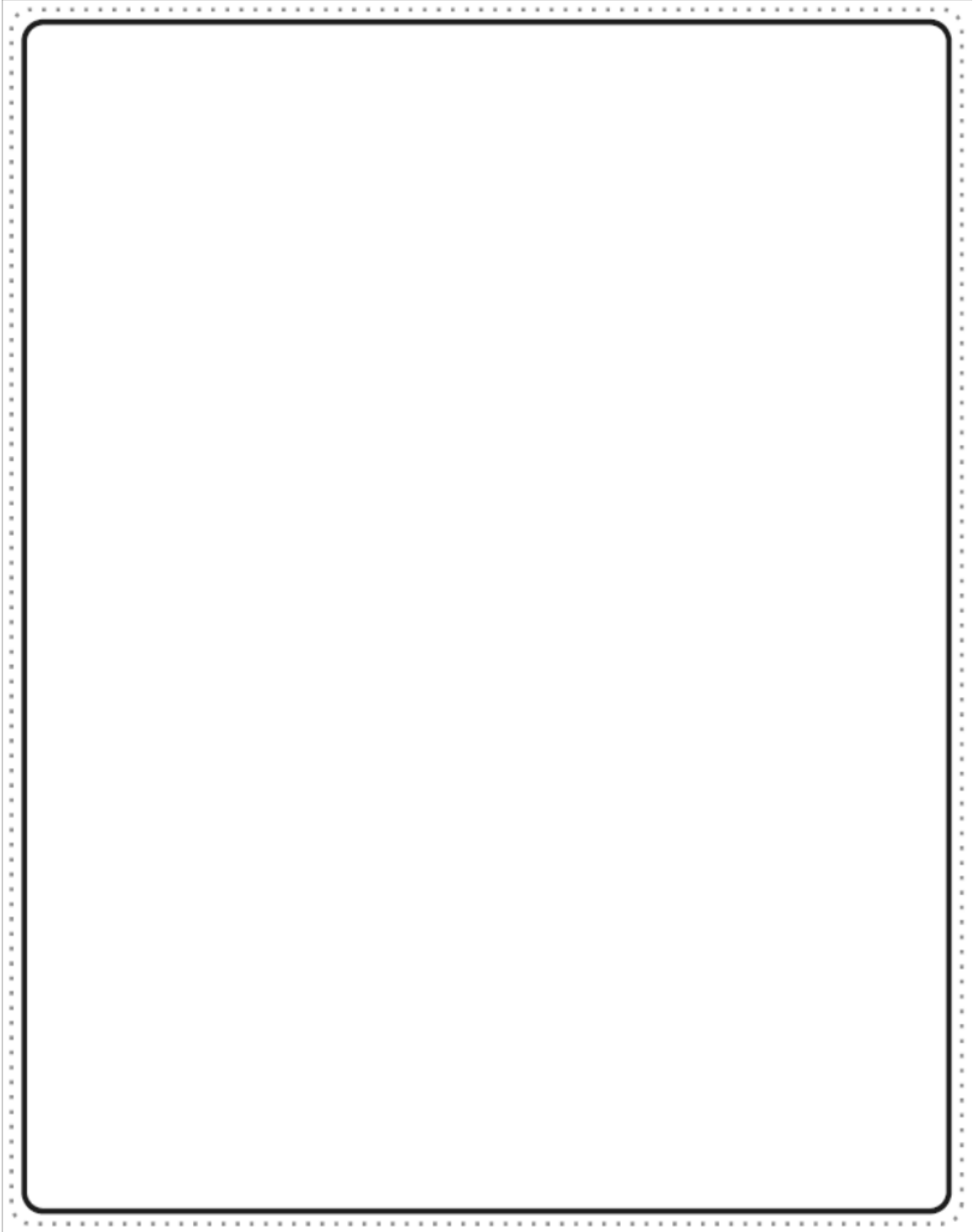
HERE IS A LIST OF MY BROTHERS, SISTERS, COUSINS, AND BEST FRIENDS AND WHAT HAPPENED TO THEM IN THE TYPHOON: (Check the correct box to say whether the person is living, has been missing since the typhoon, died in the typhoon, or had already died before the typhoon).

Name	Person's relationship to me	Person is alive	Person was hurt in the typhoon	Person is missing since the typhoon	Person died in or after the typhoon	Person died before the Typhoon

What we used to do for fun *before* the typhoon: _____

What we do for fun *after* the typhoon: _____

Here is a drawing of us doing one of our favorite things:



ABOUT SCHOOL

Before the typhoon, I went to school. yes _____ no _____

Before the typhoon, I never went to school. yes _____ no _____

Before the typhoon, I had already stopped going to school. yes ____ no ____

Circle the right answer:

My school survived the typhoon.

My school did not survive the typhoon.

The Name of my school is (or was before the typhoon):

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

One thing that is different about school since the typhoon is:

One thing that is the same about school since the typhoon is:

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

better	worse	the same	I'm not in school now
---------------	--------------	-----------------	------------------------------

The subjects I like best, or liked best when I was in school are:

The subject I like the least is:

What I like most about being in school is:

(Put a check mark in the box next to what is true:)

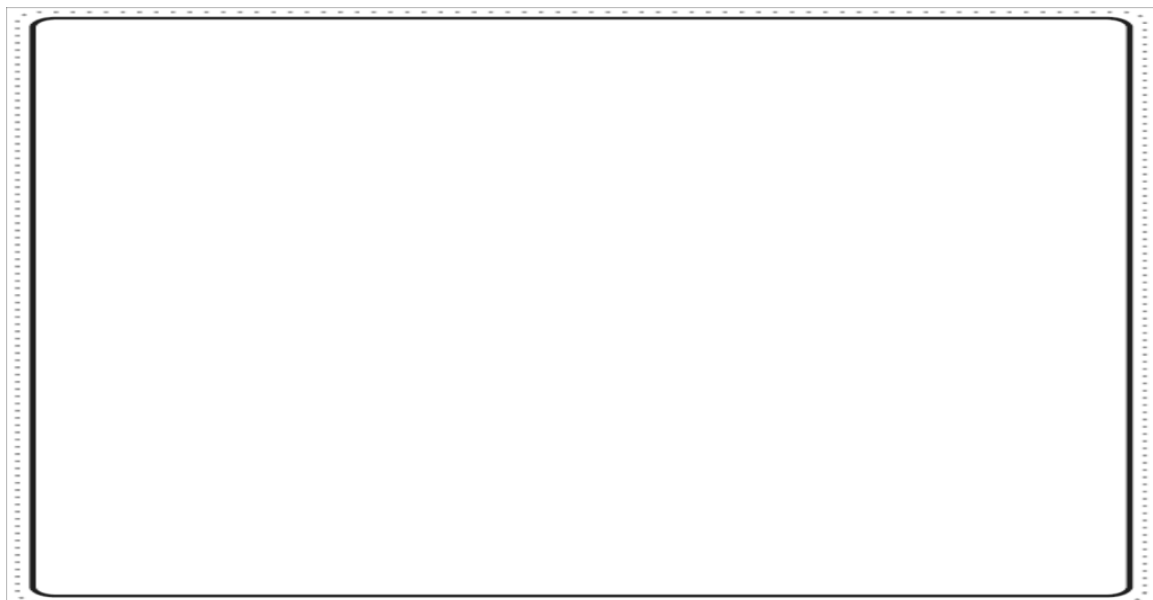
Since the typhoon it is harder to do my schoolwork.

Since the typhoon it is easier to do my schoolwork.

There is no difference.

I am not in school right now.

Here is a drawing of my school before the typhoon:



HERE ARE THE NAMES OF SOME OF MY TEACHERS:

Teacher's Name	What grade or subject the teacher taught me	Teacher is alive	Teacher was hurt in the typhoon	Teacher is missing since typhoon	Teacher died in or after typhoon	Teacher died before typhoon

HERE ARE THE NAMES OF SOME OF MY CLASSMATES:

Name	Classmate is alive	Classmate was hurt in the typhoon	Classmate is missing since the typhoon	Classmate died after the typhoon

--	--	--	--	--

Check One:

Since the typhoon I have gone back to school _____

Since the typhoon I have not been in school _____

My School's address is or was

My school's phone number is _____

What I like or used to like most about school is

YOUR STORY IS IMPORTANT

The Philippines is the most typhoon prone country in the world. The name “Yolanda” is given by the Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA), who is responsible for naming tropical cyclones entering the Philippines. The abbreviation PAGASA also means, “hope,” which PAGASA aims to do. PAGASA aims to provide flood and typhoon warnings as well as weather forecasts and advisory services to people so that they can prepare for what may come. Typhoon Yolanda, also known as Typhoon Haiyan, is the strongest typhoon ever to make landfall and is the worst on record for the nation. One day, when you grow up, your children may be interested in knowing what happened in the big typhoon and this book can help you tell them about it. You are an eyewitness to a major typhoon. You had personal experience. Your written and drawn story and the story of what happened to your community is a historical record of a big event that has affected millions of

people in the Philippines and Filipinos in many other countries who have lost loved ones. It has even affected many millions of people who are not Filipino. Your story is unique and special.

I first heard that a typhoon was coming from _____.

The first thing I heard about the typhoon was _____

When I first learned a typhoon was coming, I was most worried

about _____

The people I was with said they were worried about: _____

What we did to try to keep safe was _____

MY PERSONAL STORY

Now, here's my personal story, about things that I might be the only one to know about what happened on November 8, 2013 when the Typhoon made landfall.

Where I was

At that minute, I was in _____

Who I was with

I was with _____

What I was doing

I was _____

Here is a drawing of what I was doing during the hurricane:

A large rectangular box with a solid black border and a dotted black border, intended for drawing or writing.

WHAT I FELT, SAW AND HEARD

The first thing I heard when the typhoon started was _____

At first, I felt _____

Then I thought _____

The first thing I knew about the big winds was _____

The next thing I remember that happened was _____

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

Later I found out: _____

Then I felt _____

This is what other people told me they were thinking and feeling when the typhoon came:

Put a check mark in the boxes next to what is true:

I know someone who lost something or someone important to them or suffered because of a flood the typhoon caused.

I saw dead bodies on the side of the streets

I know about that some people became very violent after the typhoon

I know that grown ups and children were separated from each other

The typhoon destroyed many homes, schools, and other buildings.

I know that people got sick and died after the typhoon

I know that food, clean water, and medicine was scarce after the typhoon.

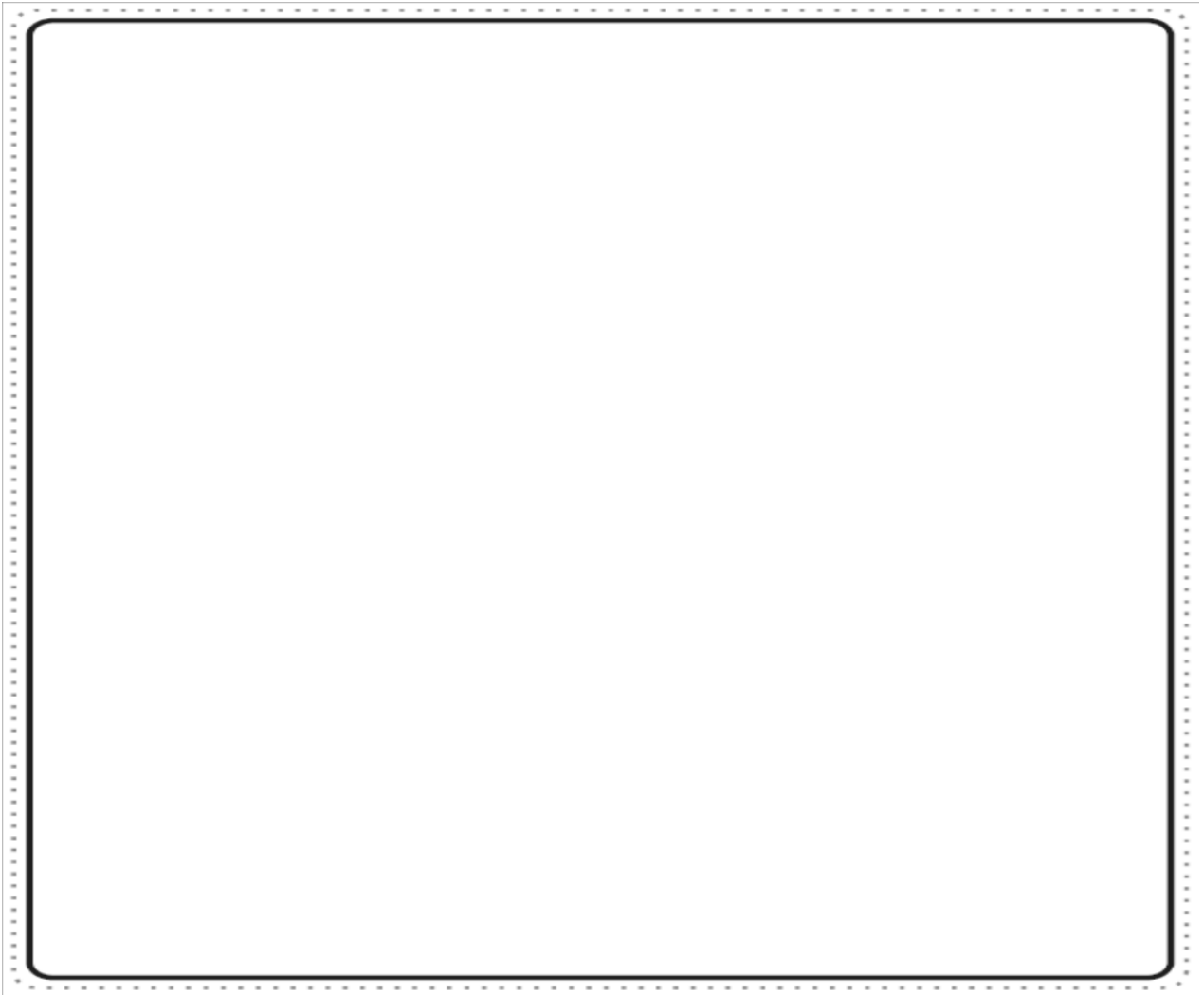
I heard that people from other towns, cities, islands, and countries helped bring food, water, and medicine to us and/or other people affected by the typhoon

I know that many people lost their homes and had to sleep on the streets

Even though living through a flood in my neighborhood is not part of my own typhoon story, I am sometimes very worried about another typhoon that might cause a flood where I live.

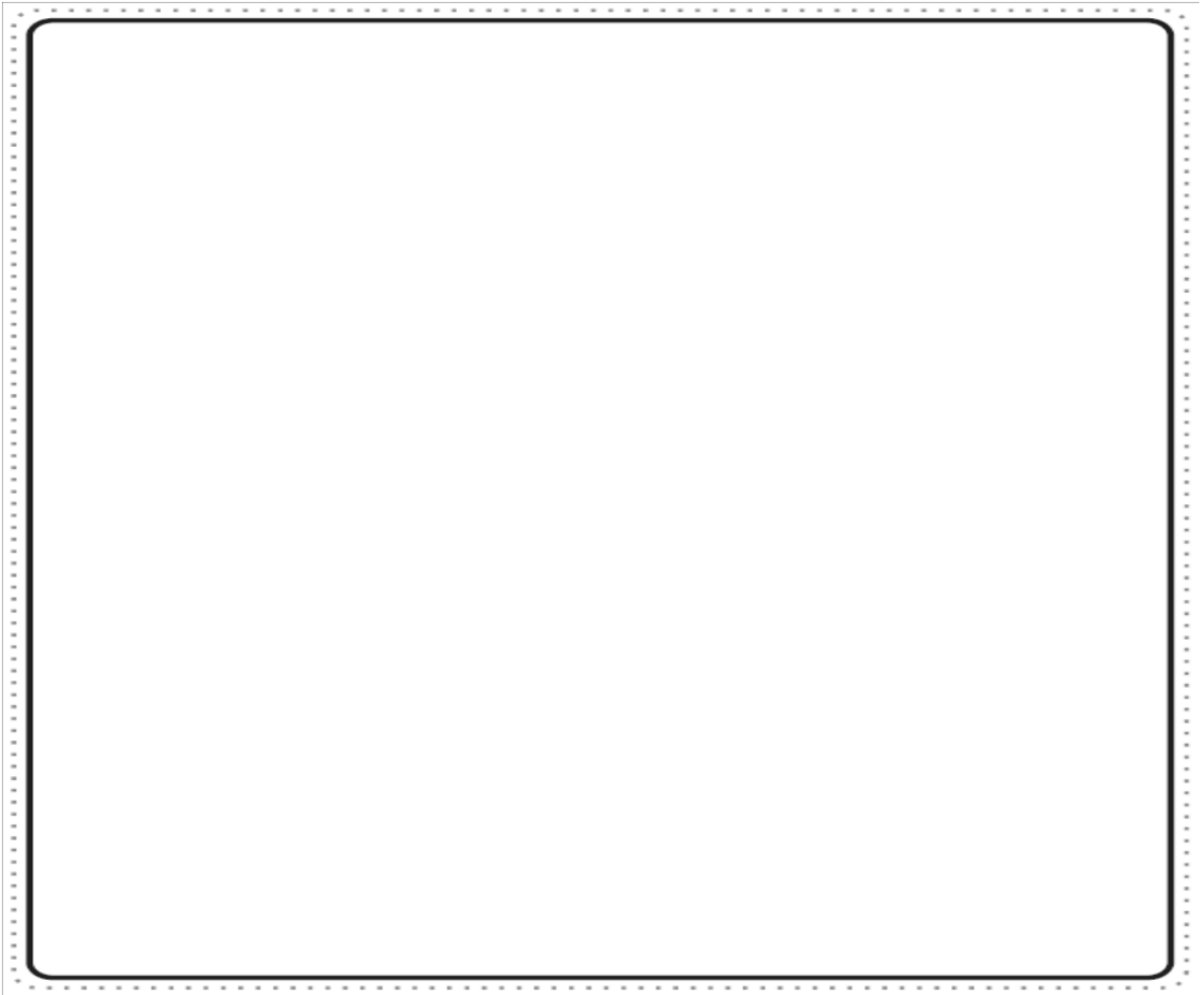
This is what I saw and heard with my own eyes and ears, not from TV, radio, newspapers, or other people, about flooding after the typhoon:

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



The most frightening thing I saw was:

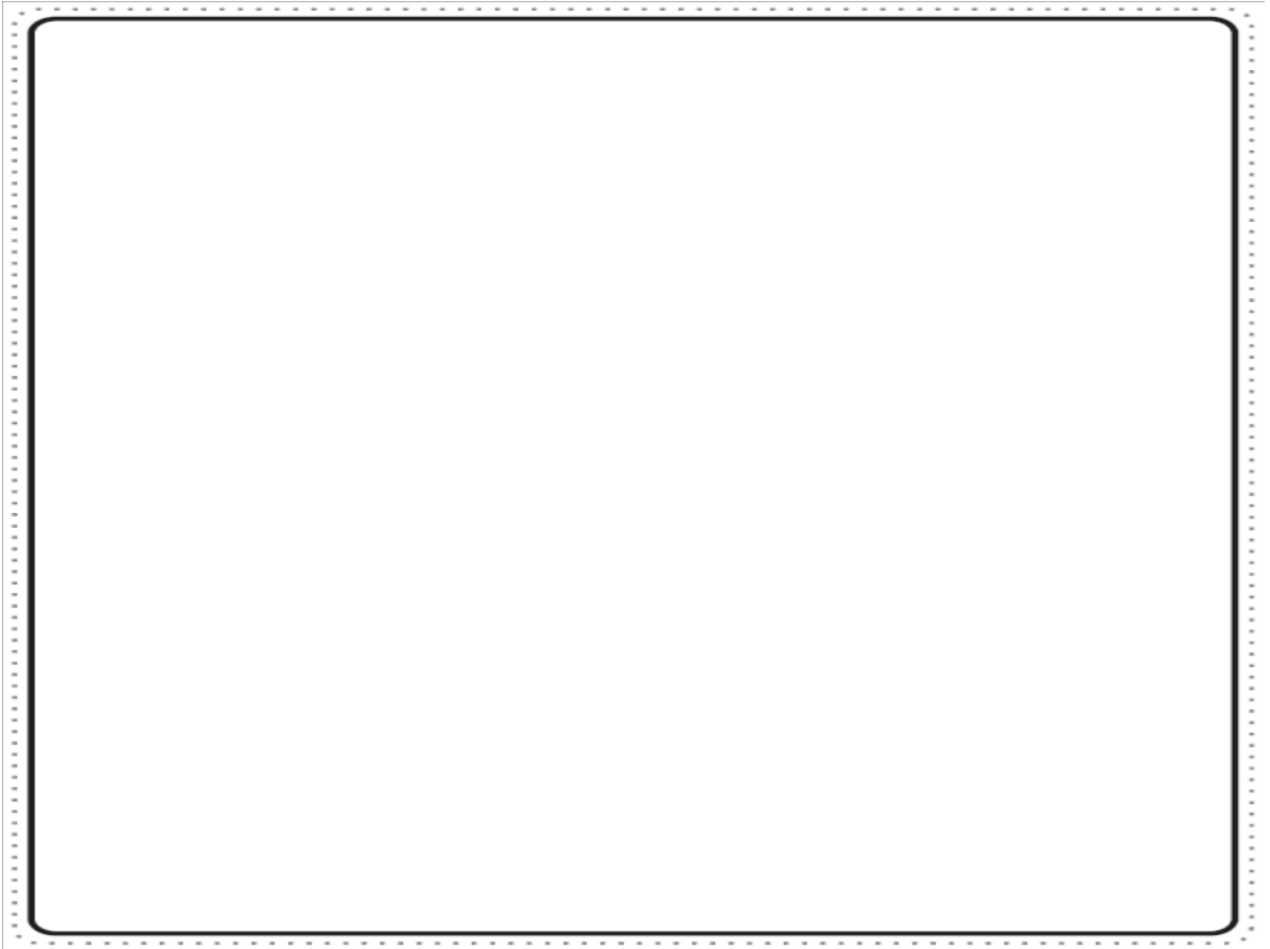
Here is a drawing about the strangest thing I saw:



The strangest thing I saw or heard about was _____

_____.

Here is a drawing about the saddest thing I saw:



The most saddest thing was:

CLEANING UP AFTER A FLOOD IS A LOT OF WORK

Floods brought by a typhoon do not always kill people or animals. Floodwaters do not always rise high enough in houses and buildings or spread far enough to completely ruin lots of buildings and houses. But even in a small flood, once water gets into a house, furniture, clothes, toys, precious photographs, refrigerators, and equipment can get still ruined.

***RIGHT AFTER THE TYPHOON WAS OVER, I HAD LOTS OF
FEELINGS.***

Circle all the words that are true about how you felt:

Thirsty and hungry	Helpless	Extra alert	Mixed up	Nothing	Loved
Thankful	Strange	Ashamed	Like I couldn't breathe	Sad	My heart beat hard
Sorry for myself	Sweaty	Angry at myself	Worried	Happy	Clear-minded
Confused	Guilty	Lucky	Scared	Sorry for others	Wild
Glad	Nervous	Hopeless	Stupid	Numb	Small
Greedy	Angry at: _____	Forgotten	Unsafe	Lonely for My friends	Bad
Like nobody could protect me	Hungry	Lonely for My family	Sick	Hurt	Like I did something wrong
Very cold	Shaky	Dizzy	Special	Like I wanted to cry	Sleepy
Heavy	Smart	Lost	Afraid to Go to sleep	Silly	Safe

Like yelling	Dreamy	Very hot	Like running away	Itchy	Bored
--------------	--------	----------	-------------------	-------	-------



MOURNING AND HONORING LOVED ONES WHO DIED

Mourning our dead loved ones after the typhoon is very difficult. Many were uncertain for days if loved ones had survived the typhoon. Some lost multiple family members due to the typhoon. Children and adults in the Philippines and around the world were saddened when thinking about all of the things that had happened. Some children lost one or both parents. Some lost brothers, sisters, or relatives. Some lost good friends. Everyone lost places and people they had known all their lives.

It is important to remember that after any major crisis, everyone will respond in his or her own unique way. It helps when parents and others who care for children can pay attention to how

they are doing after the typhoon. Children do not always cry in response to the death of a loved person. Their way of mourning may be very different than adults and may take longer to become apparent. For instance, sometimes a child who has lost someone he or she loves very much won't seem upset by the death but will cry over something unimportant instead. Grownups can think the child is insensitive, but really, the child is feeling too overwhelmed to show his or her grief. This book can help children to do the emotional work of remembering and continuing to love their dead relatives and friends without overwhelming them. For instance, it can help children to treasure their memories and maintain respect for what was meaningful in their past, by drawing and writing about not only terrible memories but also happier times and hopes for the future

SOME OF THE SCARIEST THINGS ABOUT THE TYPHOON

(Write in the sections that apply to your story and cross out the ones that do not apply.)

Here are some of the bad things that happened to me, personally, in the typhoon and afterwards: _____

Here are some of the bad things that happened to people I love or care about:

What was worst about the typhoon for me was _____

This is how I got injured, and what parts of my body got injured

When I first got hurt, my injuries hurt me this much of the time:

All the time. _____ a lot of the time. _____ some of the time. _____

A little of the time. _____ never. _____

This is a list of the names of the members of my family who got injured, how they got hurt, and what parts of their bodies got injured

Other people I personally know who were injured are:

Here are some of the ways that people I know were hurt

Thinking about their injuries bothers me:

All the time. _____ a lot of the time. _____ some of the time. _____

A little of the time. _____ never. _____

Here's a true story about how some people scared and or hurt me _____

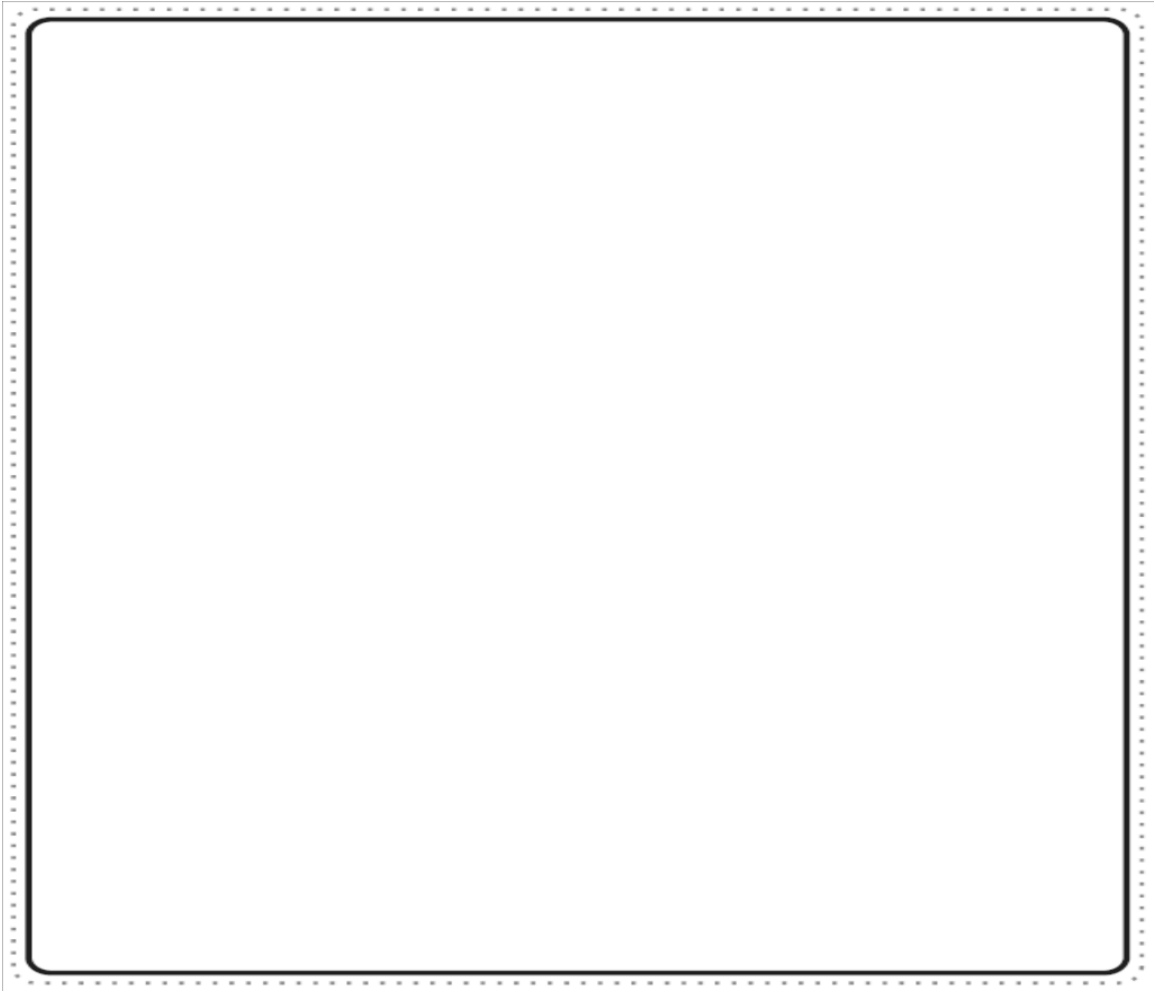
Here's a true story about how some people acted selfishly or meanly _____

Here's a true story about how I got separated from my loved ones _____

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

SOME OF THE GOOD THINGS ABOUT THE TYPHOON

Here is a drawing about a true story of people helping other people during the typhoon:



Here is a true story I know about someone helping strangers or helping someone helping someone I know:

HEROES

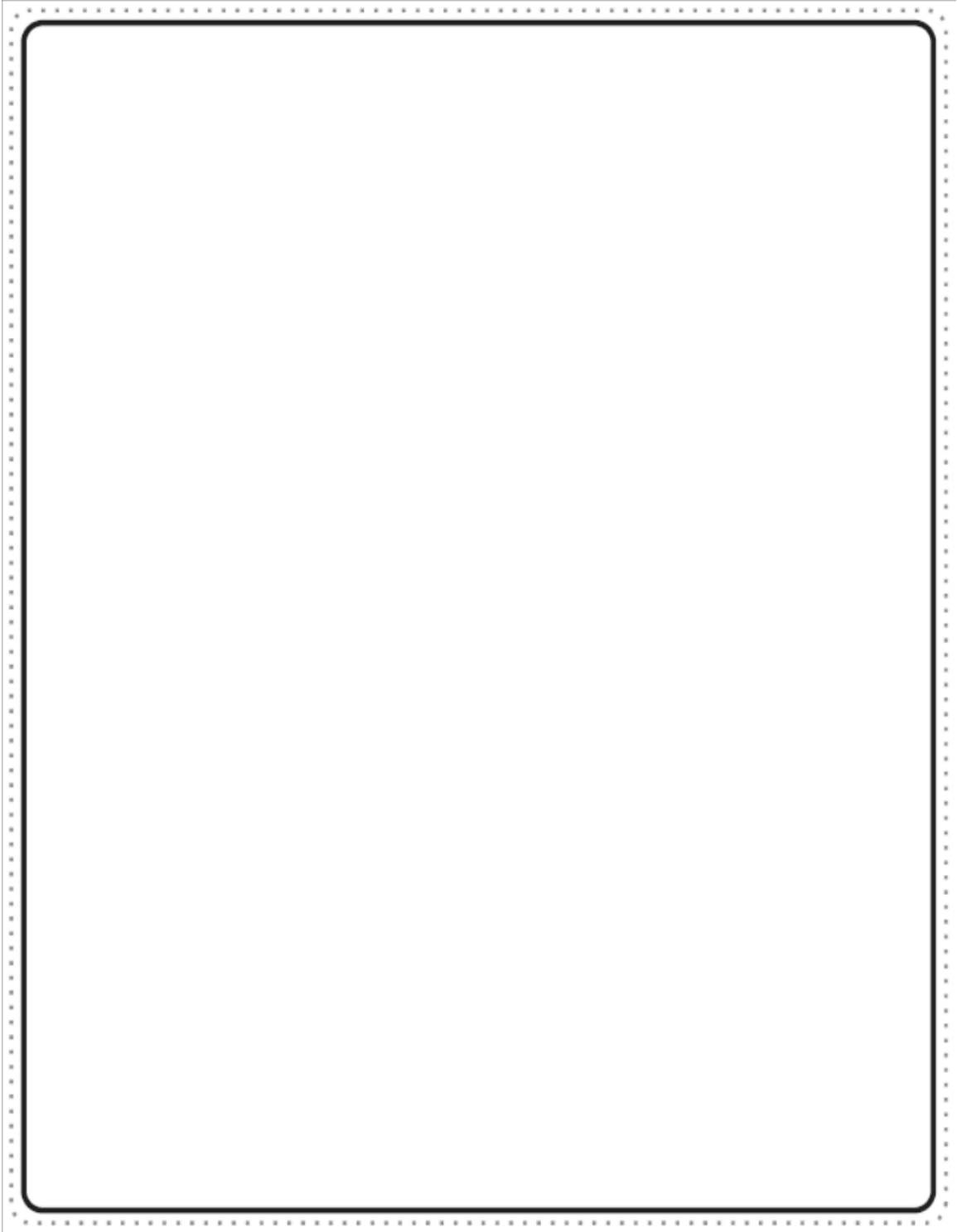
What a hero means to me:

Here are a list of people who I saw as Heroes:

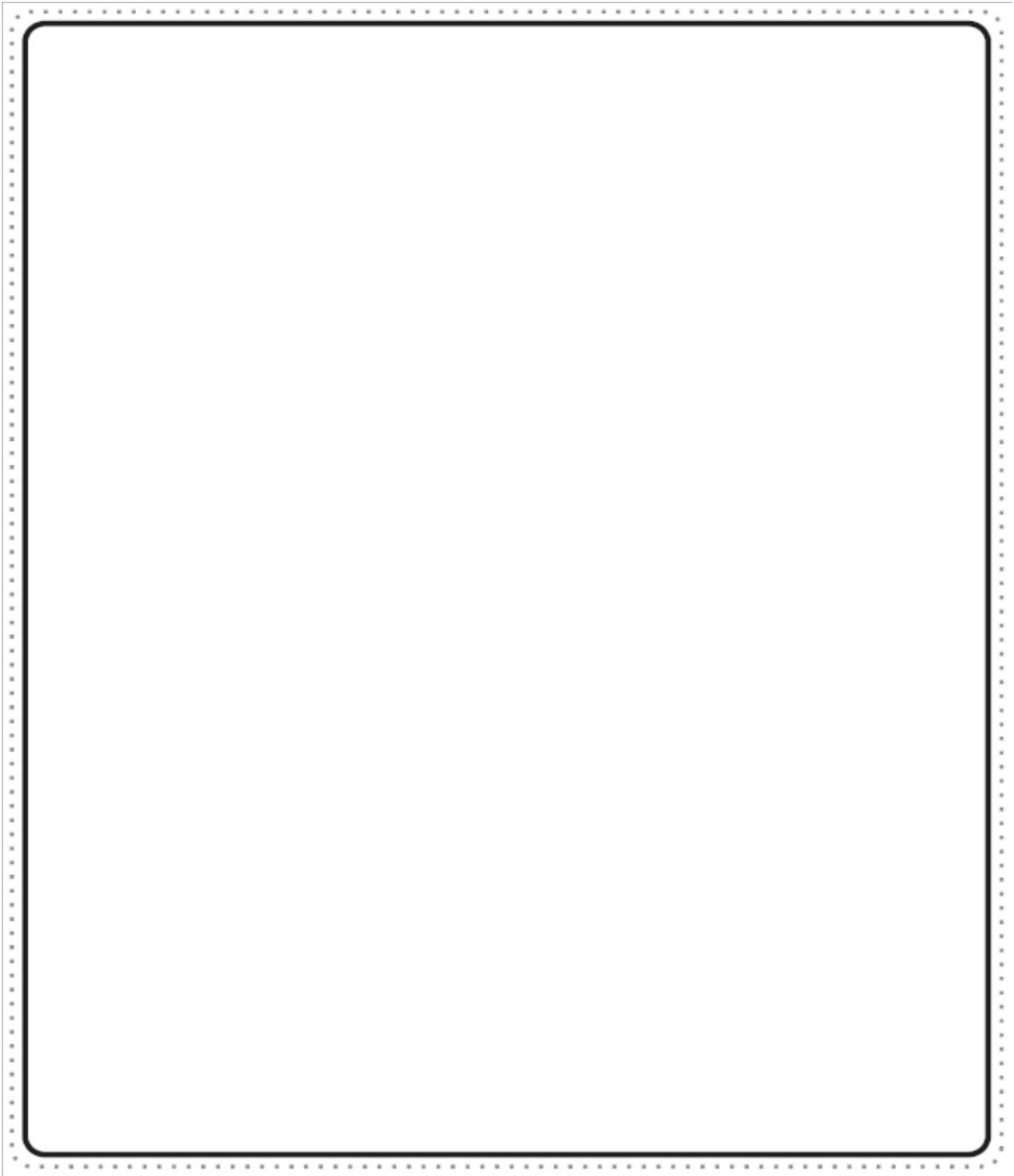
What they did was:

If I could thank them I would say:

Here is a drawing of the Hero(es) during or after the Typhoon and what they did:



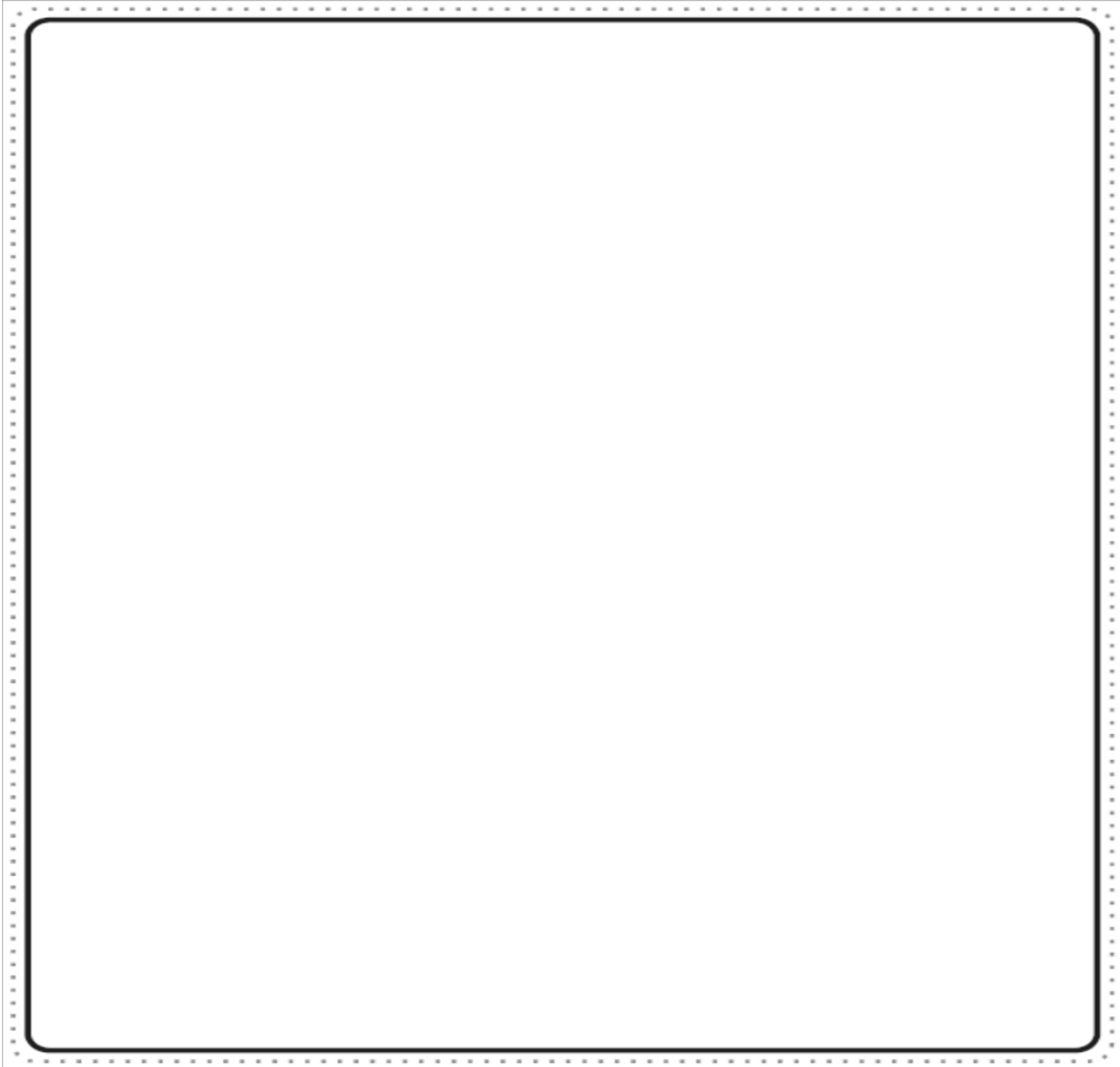
Here is a drawing of my idea of a safe place:



This is what makes the place I drew safe for people _____

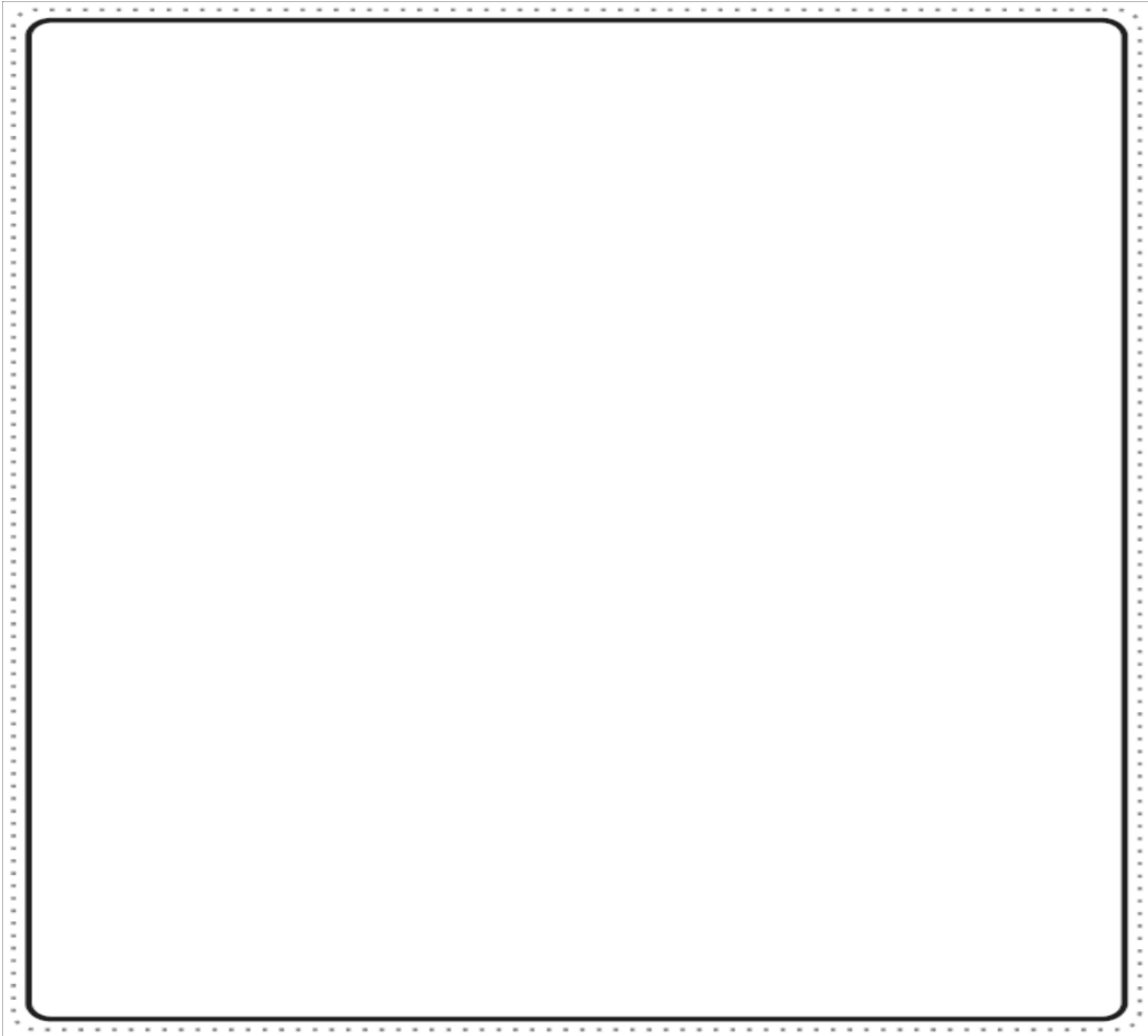
ABOUT MY HOME

Here's a drawing of my home before the typhoon:



Two things that I liked about my home before the typhoon were:

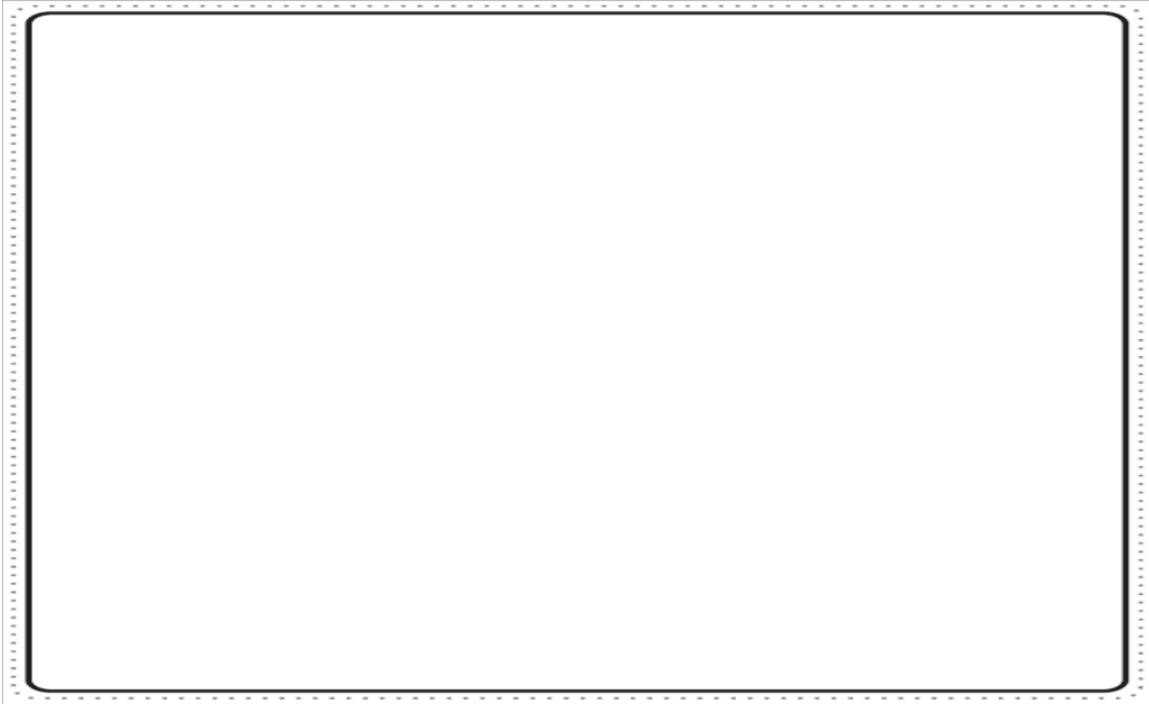
Here's a drawing of the room I slept in before the typhoon:



Before the typhoon, I used to sleep in that room Alone _____ or With these people

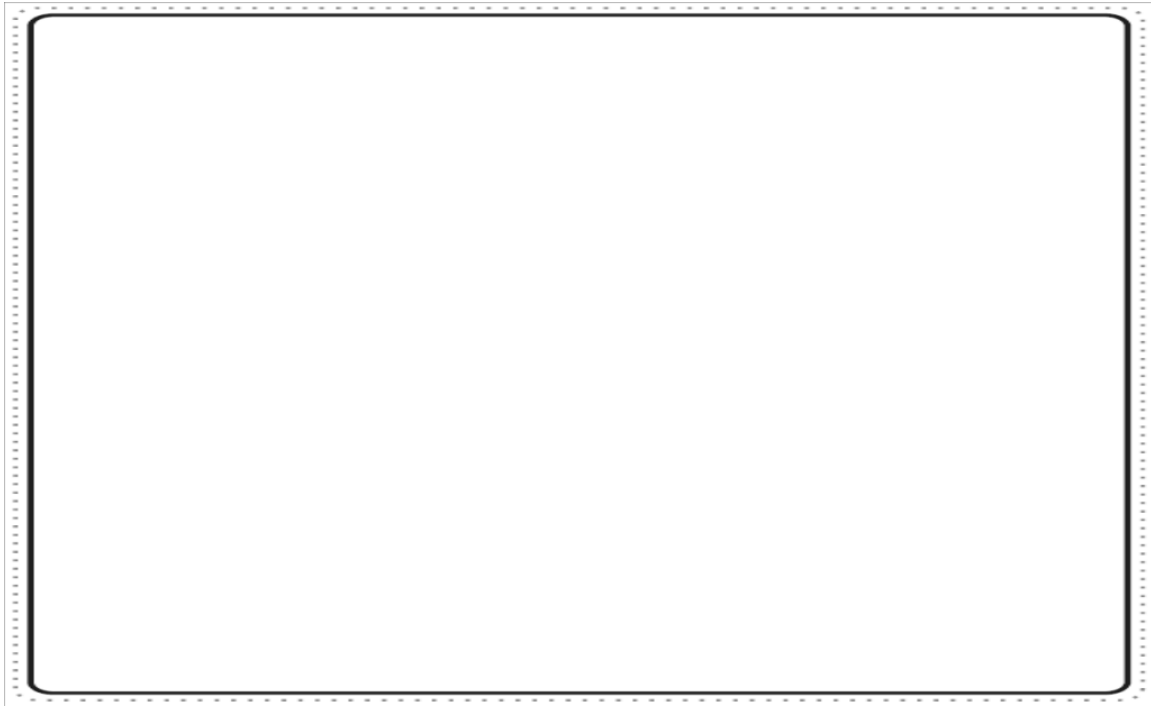
Some of my things that I miss the most that got damaged or lost in the typhoon were:

Here is a drawing of where I stayed after we evacuated to be
safe from the typhoon:

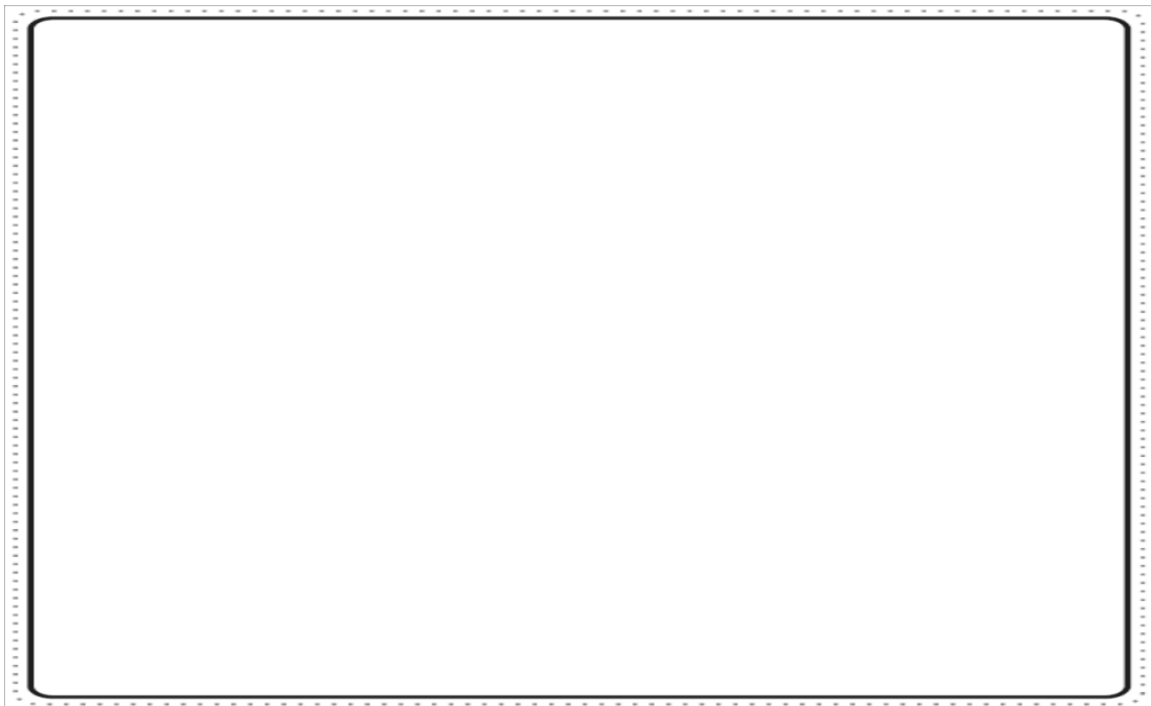


How I got there got there was:

Here is a drawing of where I have been staying since the typhoon:



Here is a drawing of the kind of home I would like to live in, a home that has strong walls, strong high ceilings, and that will not fall down if there is ever another typhoon:



ABOUT MY DREAMS

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

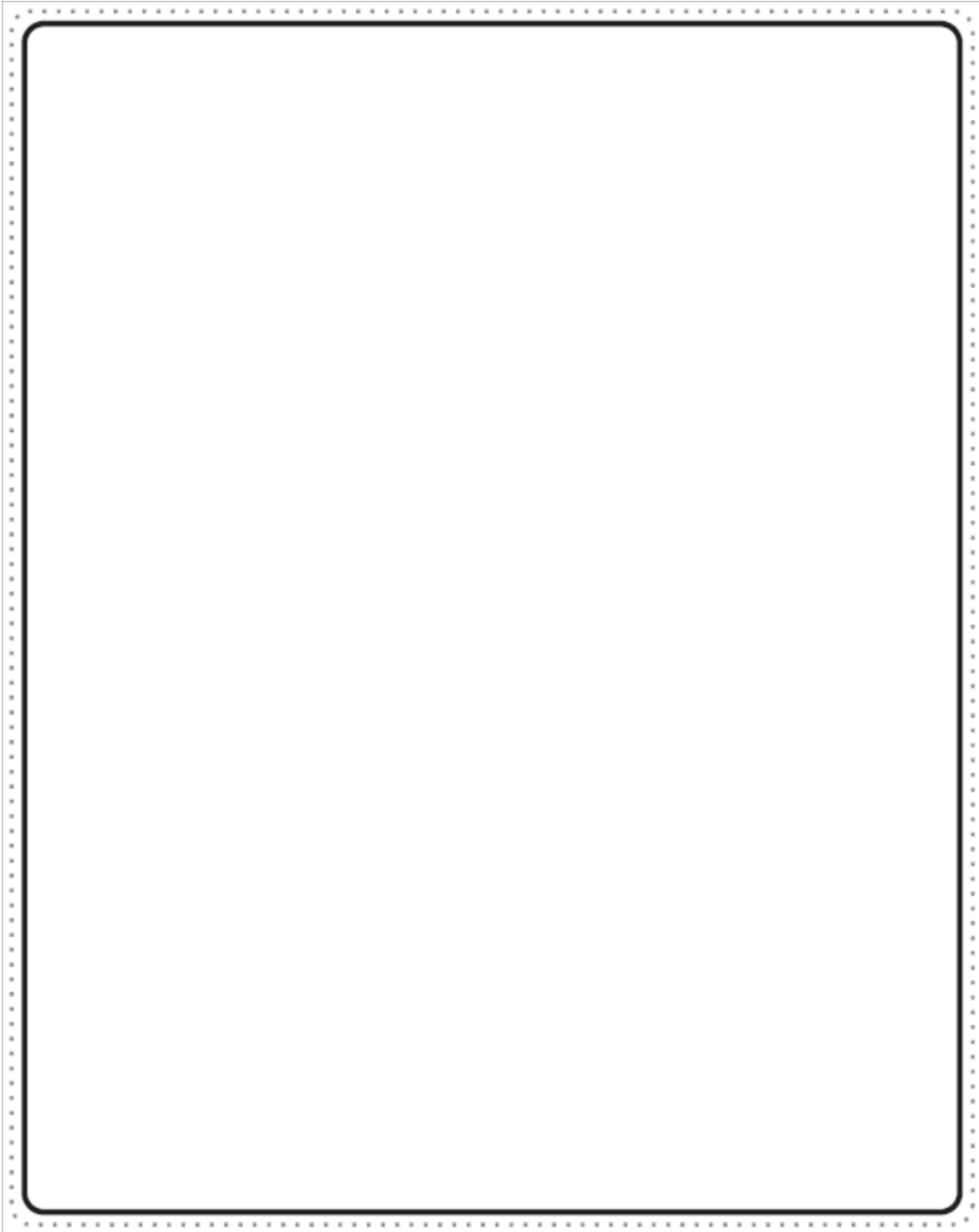
Before the typhoon, my **WORST** dream in my whole life was this dream:

Before the typhoon, the **BEST** dream in my whole life that I can remember was this dream:

MY WORST DREAM SINCE THE TYPHOON HAPPENED

Here is the story of the worst dream I've had so far since the typhoon.

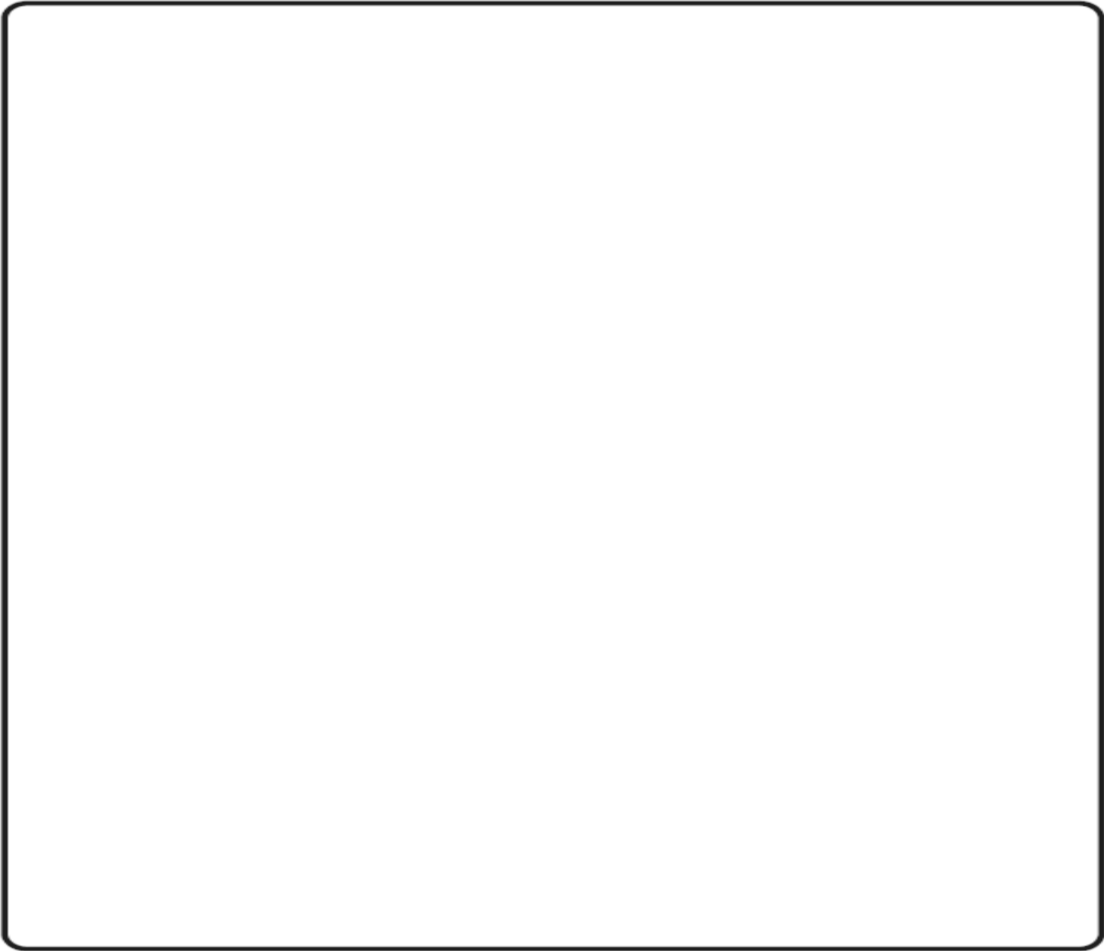
Here is a drawing of a scene from the worst dream I've had since the typhoon:



MY BEST DREAM SINCE THE TYPHOON HAPPENED

Here is the story of the best dream I've had so far since the typhoon.

Here is a drawing of a scene from the best dream I've had since the typhoon:



MEMORIES

~~~~~

Sometimes children and teenagers remember things that upset them. Sometimes they can't remember much about those upsetting things. These pages are for people who remember things about the typhoon but don't want to remember those things. If you write them down or draw them, sometimes they don't bother you as much afterwards. Writing and drawing on these pages may also help if you are having trouble remembering as much as you want to about the time during and after the typhoon.

~~~~~

Today's date is _____.

The part I hate to remember the most about the typhoon is _____

The time of day when I usually remember these things is: _____.

What I am usually doing at that time is: _____

_____.

Things that make me think about this are: _____

This is what I have actually done to help myself stop remembering these bad things:

The time of day when bad memories usually do not bother me is: _____.

What I am doing when I don't remember those bad things is _____

Another time when bad memories don't worry me so much is when I'm doing this:

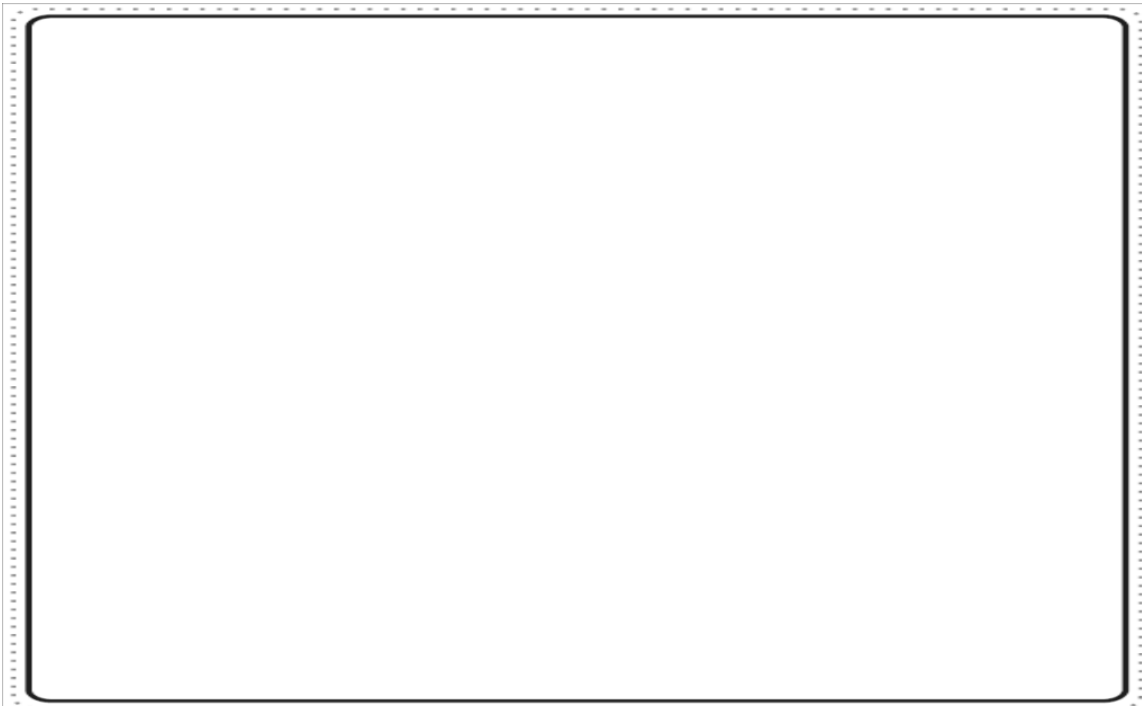
Other Things Kids Can Do To Help Stop Remembering for a While

CIRCLE THE ONES YOU THINK MIGHT WORK:

Make a card or a present for someone who really needs cheering up.	Watch a funny movie.	Make a list of all the good things that have ever happened to you.
Play a favorite card game with your family or friends.	Play with action characters or toy figures or puppets.	Decorate a corner of the room you sleep in.
Art: <ul style="list-style-type: none">◇ Drawing or painting◇ Work with clay◇ Photography◇ Making designs◇ Making a collage◇ Making a mural	Exercise: <ul style="list-style-type: none">◇ Dancing◇ Taking a walk◇ Riding a bike◇ Swimming◇ Playing sports◇ Running	Music: <ul style="list-style-type: none">◇ Singing◇ Listening to music◇ Learning to play a musical instrument or playing one I can already play
Say a prayer to God	Talk on the phone.	Make an art project from things you've collected around your neighborhood
Computer: Look up facts. Email friends. Find friends on Facebook. Play computer games.	Start a collection: <ul style="list-style-type: none">◇ Rocks or shells◇ Cartoons◇ Bottle caps or stickers◇ Interesting bits of wood◇ Coins, stamps, or cards	Make a list of what makes you happy. Add one new thing to the list every day or every week.

Help something grow: ◇ Take care of a plant. ◇ Take care of a pet. ◇ Help care for a little brother, sister, or cousin	Learn everything you can about the job you want when you become a grown up.	Take a warm shower or a warm bath to relax and then snuggle in bed with a good story.
Get help to learn to how to cook something you like.	Go to church with grown ups.	Ask a grown up for help with finding something to do to take your mind off fears and bad memories.
Hug parent, brother, sister, or relative.	Make up a story and tell it to your friends, your family, or a stuffed animal or pet	Help the grownups clean up the typhoon mess or set up a new place to live.

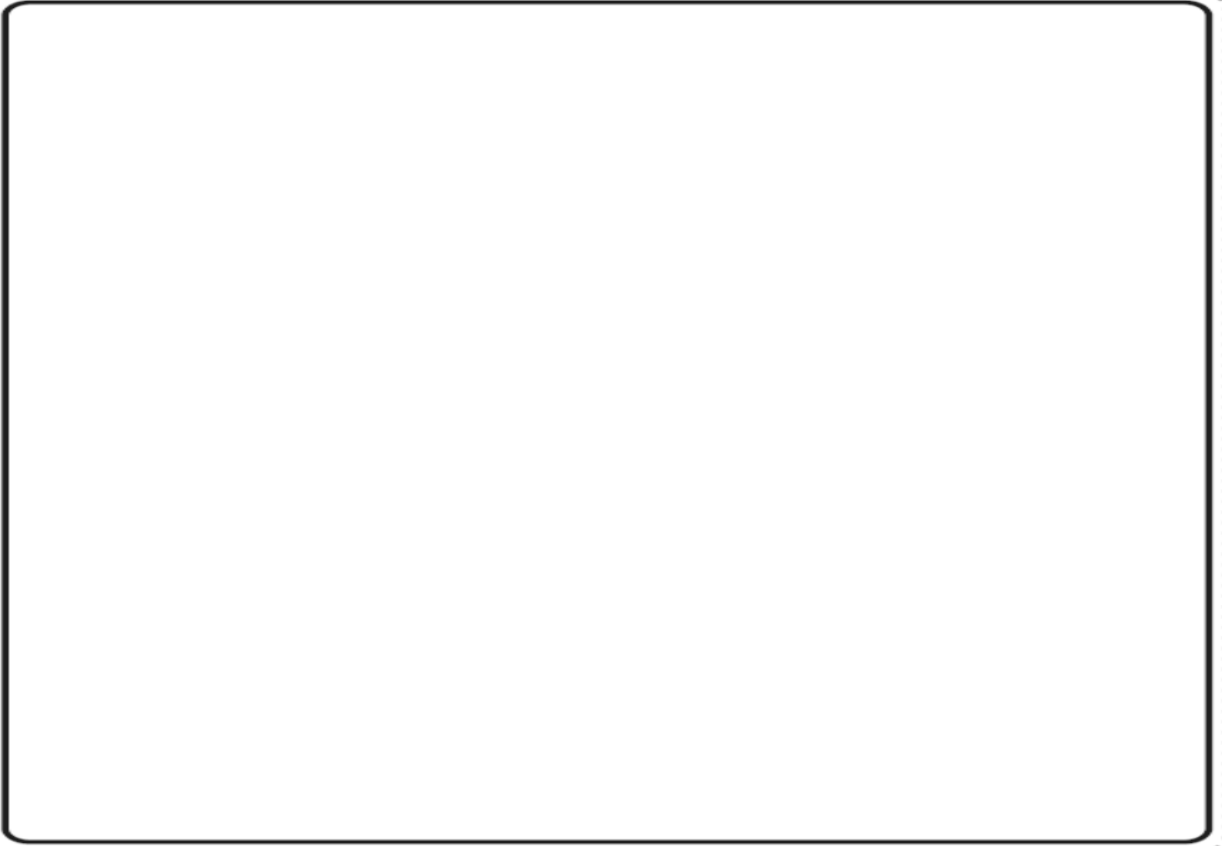
Here is a drawing of a memory I would like to remember more often:



PROBLEMS AND WORRIES

My biggest problems now are:

This is a drawing showing something about one of my biggest problems:



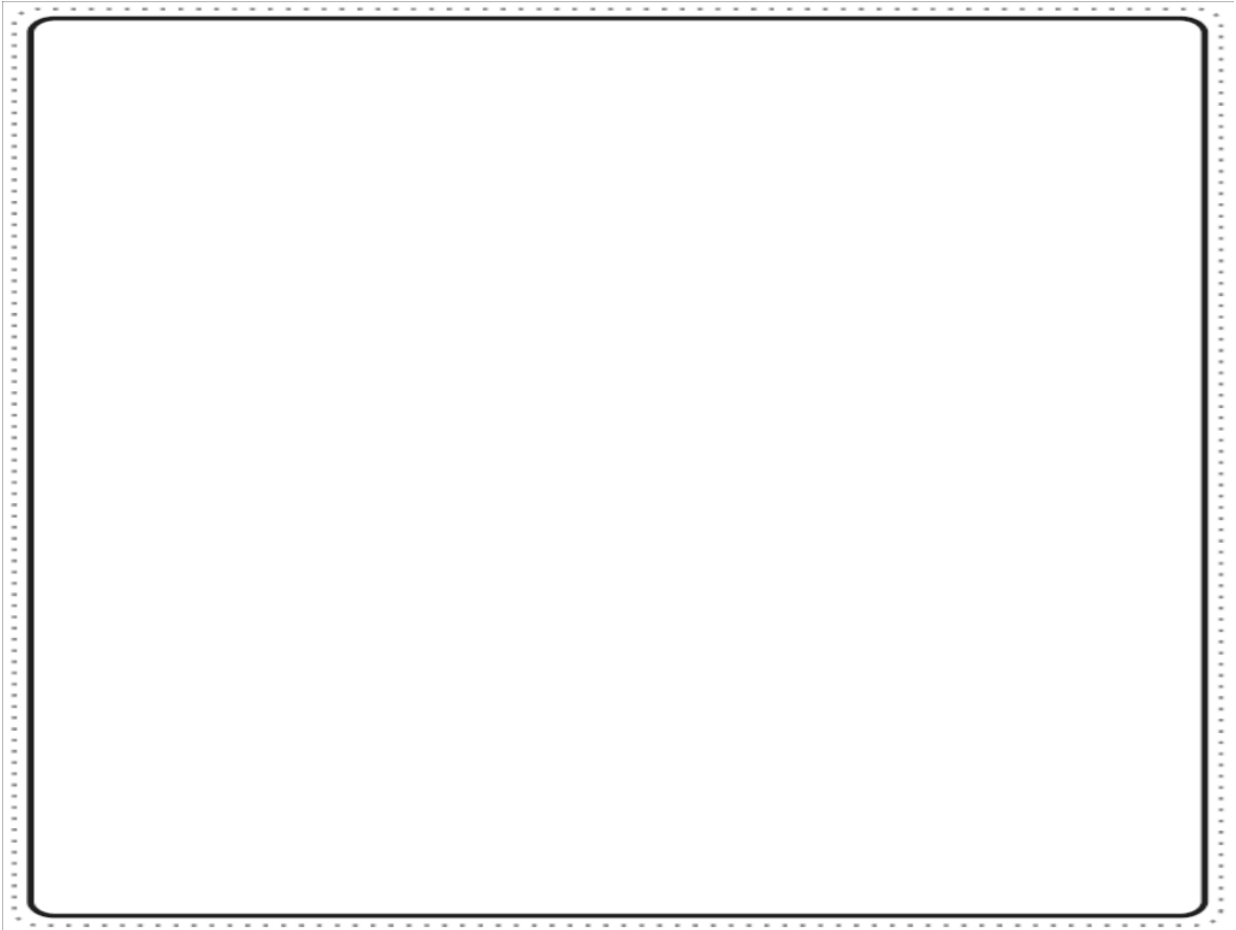
This is what I worry the most about now:

Some people I can talk to about problems and worries are:

This is what I'd most like help with:

HELPING OTHERS AND GETTING HELP

Here's a drawing of me going to someone to help me:



This is what I needed help with: _____

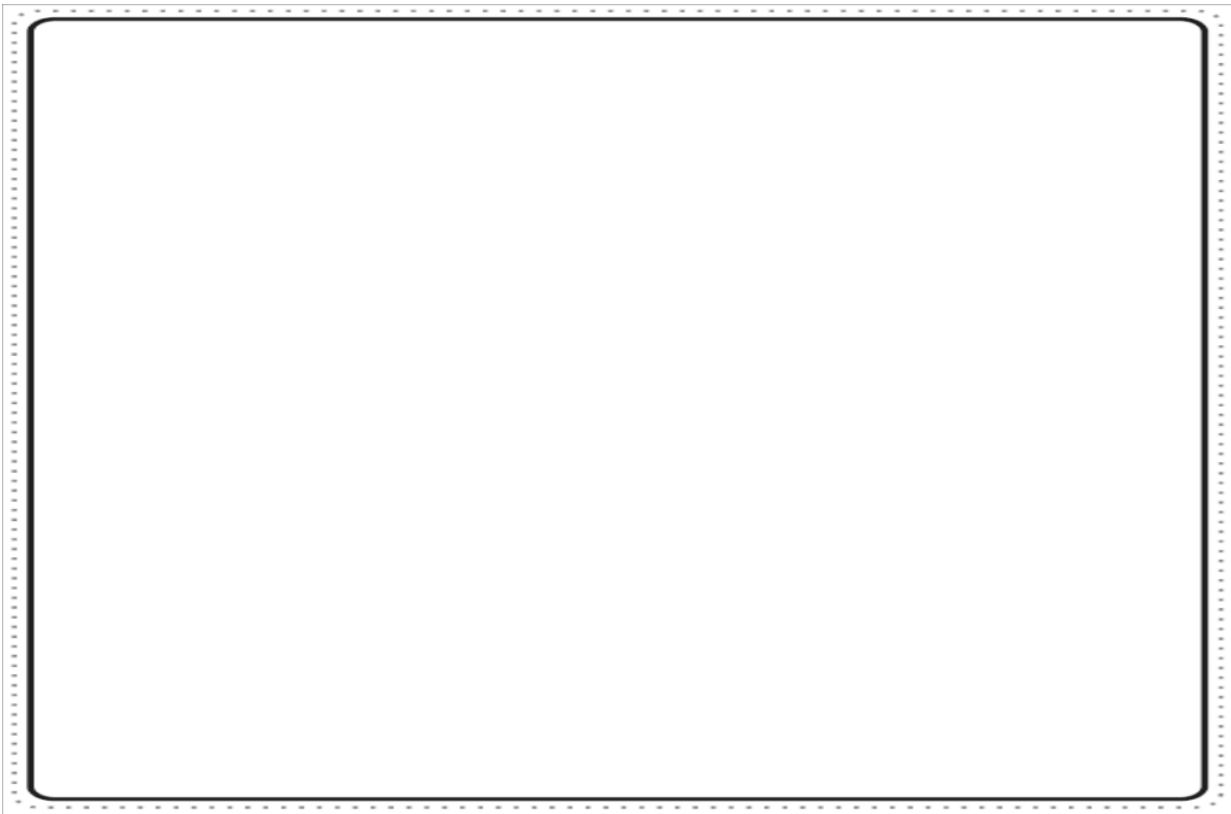
This is what happened when I asked for help:

I got help after the typhoon, but I also helped other people, maybe in big ways or maybe in small ways. Here are some things I did to help other people:

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

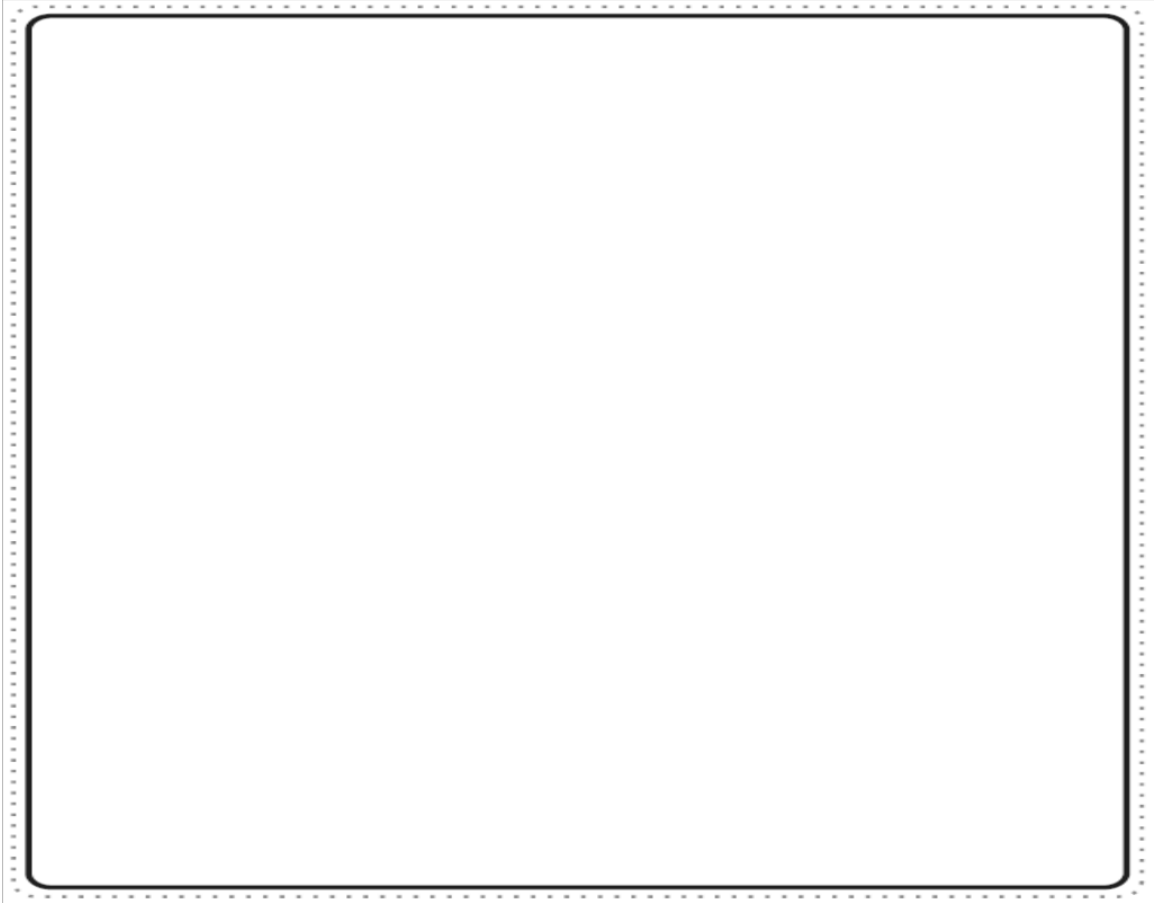
After I helped other people, I felt: _____

Here is a drawing of me helping someone else.



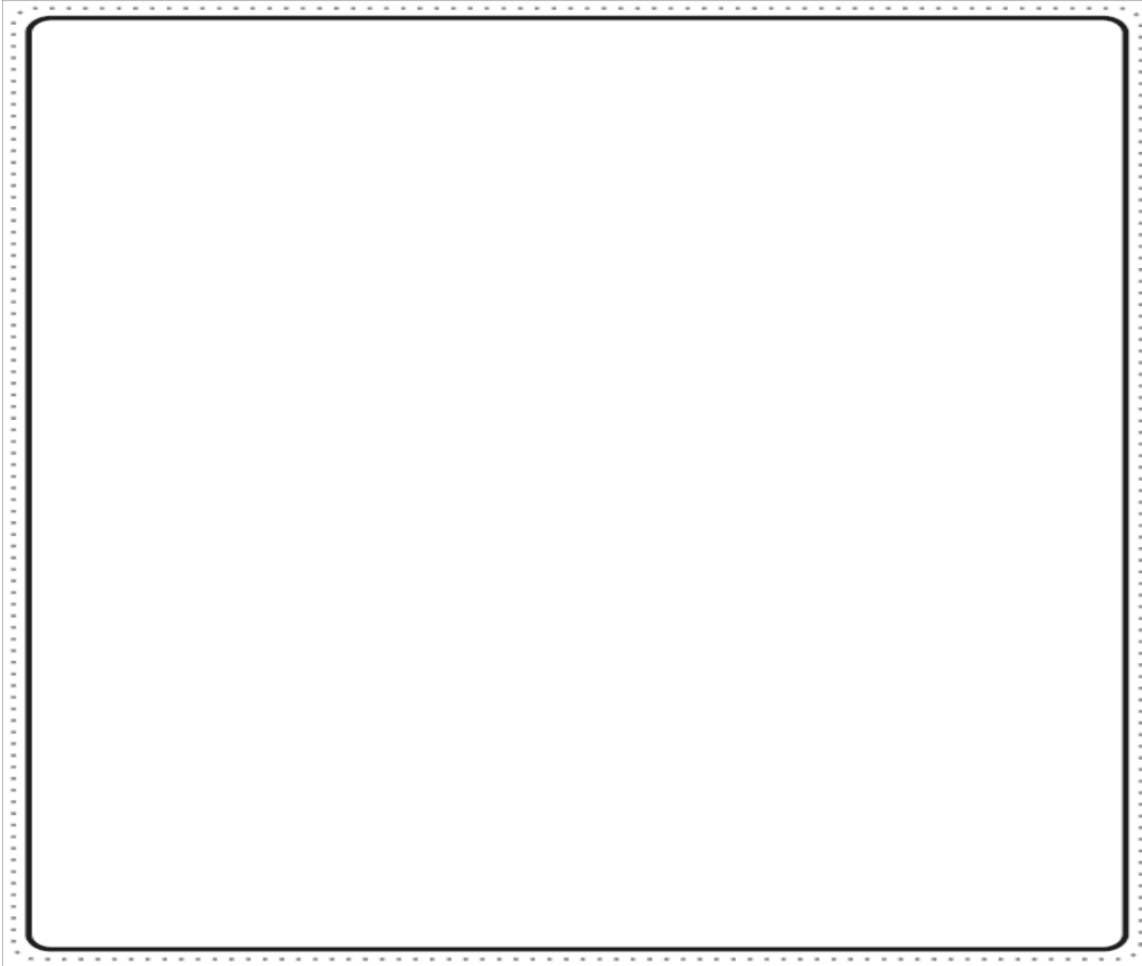
MY HOPES

HERE IS A PICTURE ABOUT MY BEST HOPES FOR MY FAMILY AFTER THE
TYPHOON



My best hopes for my family after the typhoon are:

HERE IS A PICTURE ABOUT MY BEST HOPES FOR MY COUNTRY AFTER
THE TYPHOON



My best hopes for my country after the typhoon are:

MY STRENGTHS

Some of the things I am good at are

5. _____

6. _____

7. _____

8. _____

9. _____

What people say I am good at or what they love about me are:

1. _____

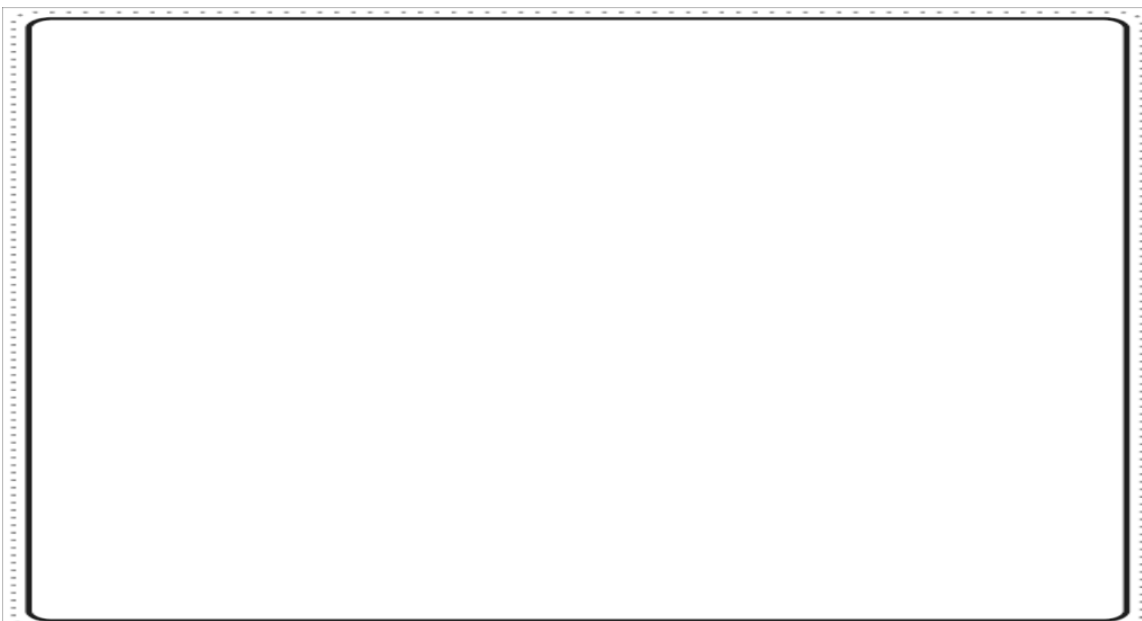
2. _____

3. _____

4. _____

5. _____

Here is a drawing of me doing my special talent:



Quotes That Give Me Strength:

We often hear words of encouragement from family, friends, elders, and even books. Write some of these quotes down to help lift you up when you are feeling down to get you through difficult times.

Quote: _____

Where/Who I heard it from: _____

Quote: _____

Where/Who I heard it from: _____

Quote: _____

Where/Who I heard it from: _____

HELPING PEOPLE WITH BIG TROUBLES

Here are some ways I think friends and family can help people who are sad because somebody got hurt or died:

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

Here are some ways I think friends and family can help people who feel blue (depressed, sad or helpless):

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

Here are some ways I think prayer or going to a church or prayer meeting can help people with big troubles:

Here are some ways I think having a hobby or playing sports can help people with big troubles:

Here are some ways I think I can use my strengths to help people who are sad or in need:

FAITH AND COMMUNITY

Belonging to a community of believers can be like having a bigger family. That can be a big help when bad things happen because it helps many people feel that they are not alone.

All over the world, many people get strength and hope from their faith. People can pray in in private by themselves or in a special place of worship like a church, temple, mosque, or prayer meeting. People of different faiths can have different names for God. Some of the names that different people use when they pray are: Jesus, Father, Holy Spirit, The Lord, Allah, Adonai, Great Spirit, King of Kings, Buddha, Krishna, and even more. Some people believe the name of God is too sacred to say out loud. Most people believe we all pray to the same God no matter what name we use. Some people also pray to saints, to the Virgin Mary, to their Guardian Angels, or to other angels. Some people also pray to their ancestors or to spirit guides.

Other people get strength from being part of their community and helping others even though they do not go to special place to pray. Some people have beliefs that give them strength and hope that are not part of a religion.

(Fill in what applies to you)

Who I Pray to: _____

What My Faith Teaches Me About The Typhoon:

What happened to the people who lost their lives in the typhoon:

This is how I believe _____ takes care of me:
(fill in name of who you pray to)


How _____ has helped my family and me during and after the typhoon:
(fill in name of who you pray to)

Prayer Requests

1. For _____
2. For _____
3. For _____
4. For _____
5. For _____

My Personal Prayer to _____
(fill in name of who you pray to)

Here is a drawing the depicts my Faith and Beliefs:



Counting my Blessings

I am thankful for _____

WHAT CAN I EXPECT?

What kinds of things might bother me for a while because of the typhoon?

- ◇ **Trouble concentrating or paying attention.**
- ◇ **Grouchiness.**
- ◇ **Bad dreams.**
- ◇ **Trouble sleeping.**
- ◇ **Worrying about it happening again.**
- ◇ **Remembering scary things when I don't want to.**
- ◇ **Being afraid my safety and other people's safety.**
- ◇ **Acting and feeling younger than I really am for a little while.**
- ◇ **Not feeling sure about the future.**

What are some of the good things I can expect as I learn to deal with my feelings and memories about what happened because of the typhoon?

- ◇ **Feeling great because I got through it.**
- ◇ **Finding out that my mind and body are stronger than I knew before.**
- ◇ **Having a strong, healthy interest in planning and being ready for any disaster that might happen in the future.**
- ◇ **Feeling good about getting help when I need it to deal with my problems.**
- ◇ **Feeling respect and caring for myself and other people who suffer from difficult experiences.**
- ◇ **Knowing that there are some things I can't control and many things I can control.**

- ◇ Learning that most people want to help others, even strangers, when there is an emergency.
- ◇ Feeling curious to learn about how to reduce damage from typhoons and other natural disasters.
- ◇ Feeling a strong desire to be helpful to other people when they need it.
- ◇ Understanding that my story about the typhoon is only one of my true stories, because so many other things also happen in my life.
- ◇ I can feel good about the future.

WHAT MAKES TYPHOONS HAPPEN

A typhoon is an intense tropical storm with powerful winds and heavy rain. Other names for typhoon include hurricane, cyclone, and tropical storm. Typhoons occur when the ocean and the warm air meet. Since heat rises warm air is pushed up into the sky and can cause a large swirling action, which creates a typhoon. Weather in the eye of a hurricane is usually calm. The eye of a hurricane can be anywhere from 3.2 kilometers to over 320 kilometers. The winds around the eye of the typhoon are usually the strongest. The circular motion continues on because of water vapor and heat supply energy. The typhoon created in the middle of the ocean can find its way onto land, which often cause vast damage to coasts and islands.

SUGGESTED READING LIST

What do scientists know about how global warming affects hurricanes? Does nature have storm cycles? Want to know more about floods, storms, and flood control? Below is a list of suggested books and articles. See also *The Encyclopedia Britannica* or *World Book Encyclopedia* or look online and in newspapers and news magazines for articles on floods, storms, flood control, and weather. Check a public library card catalog under the subject of flood. You could also read any of the books listed below. Ask your local librarian or, if you have one, a school librarian, for help in finding them if you can't find them yourself.

- Kolbert, Elizabeth, (2007) *Man, Nature and Climate Change*. London. Bloomsbury Publishing PLC
- National Center for Atmospheric Research, (2005) *Kids' Crossing in the Classroom. Teaching Earth and Atmospheric Science*. Boulder, CO.
- Pearce, Fred, (2002) *Global Warming*. New York, DK Publishing.
- Rothschild, David (2008). *Earth Matters*. New York, DK Publishing.
- Speth, James G. (2004) *Red Sky at Morning: America and the Crisis of the Global Environment*. Yale University Press
- Weart, Spencer, (2004). *The Discovery of Global Warming*. Cambridge, MA. Harvard University Press

Wood, Penny. (1990) *Storms—Facts, Stories, Projects*. New York Puffin Books.

FOR THE YOUNGER CHILD

Branley, Franklyn. (1985) *Flash, crash, rumble, and roll*. New York: Harper Trophy.

Cole, J. and Degen, B. (1996) *The magic school bus inside a hurricane*. New York, NY. Scholastic Press.

Drye, William. (2002) *The storm of the century*. National Geographic

Layton, A, Mark B. (1997) *I'll know what to do. A kid's guide to natural disasters*. Washington DC. Magination Press.

Osborn W and Osborne M. (2003) *Twisters and other terrible storms*. New York: Random House Books for Young Readers.

Ruckman, Ivy, (1988). *No Way Out*. New York, New York. Crowell.

Simon, Seymour. (1989) *Storms*. New York: Morrow Junior Books.

Van Ausburg, Chris.(1 982) *Ben's dream*. Boston. Houghton Mifflin.

READINGS FOR PARENTS, TEACHERS, COUNSELORS AND CAREGIVERS

Klman, G., Oklan, E. (2008) *My personal life story about being homeless*, San Francisco. Children's Psychological Health Center, Inc.,

_____. (2008). *My Sichuan earthquake story*, San Francisco:Children's Psychological Health Center, Inc.

_____. (2006). *My personal story about hurricanes Katrina and Rita*, San Francisco. Children's Psychological Health Center, Inc.

_____. (2001, 2). *My book about the attack on America*. San Francisco. Children's Psychological Health Center, Inc., San Francisco.

_____. (1989). *My earthquake story*. San Francisco. Children's Psychological HealthCenter, Inc.

_____. (1985). *The personal life history book: a manual for preventive psychotherapy*. San Francisco: Children's Psychological Health Center, Inc.

_____. (1968) *Psychological Emergencies of Childhood*. New York. Grune & Stratton

Kliman, G. & Rosenfeld, A. (1980) *Responsible Parenthood*. New York. Holt Rinehart.

Websites for Kids

<http://www.weatherwizkids.com/weather-hurricane.htm>

<http://eo.ucar.edu/webweather/>

<http://www.almanac4kids.com/weather/index.php>

<http://www.spaceweathercenter.org/index.html>

<http://urbanext.illinois.edu/treehouse/index.cfm>

SAFETY AFTER THE TYPHOON

Even after the typhoon passes, the aftermath is just as dangerous. There are many health and safety concerns. Floodwaters and still waters pose a variety of risks including infectious diseases, chemical hazards, and injuries. Eating or drinking anything contaminated by floodwater can cause diarrheal disease. Floodwaters may contain sharp objects such as glass or metal that can cause injury and lead to infection. Here are some safety tips:

- Boil water before drinking
- Boil water and let it cool before using it to bathe or cleanse yourself
- Wash hands with clean water after contact with flood waters or as frequently as possible
- Avoid playing in floodwater areas
- Wear shoes all at all times and avoid going barefoot if possible
- Avoid playing with toys that have been contaminated by flood water and have no been disinfected
- Avoid exposing any open wounds to floodwaters
- Cover open wounds with waterproof bandages

In addition to the health and safety risks, there are also social risks that arise after a natural disaster. When resources are low and needs are high, it can cause some people to act dangerously. While there are many people who are helpful, there are also many people who may not have the best intentions. Here are some safety tips you can follow to keep safe:

- Use a buddy system (go with older siblings, cousins, friends if your parents are not around) when going on roads, secluded areas, or crowded areas with strangers
- Be aware of your surroundings and know how to get in contact with a caregiver or a safe adult
- Let adults know where you are going and when you will be back
- Yell or use a loud voice if you feel that you are in danger
- Report or tell an adult about any unwanted touching, rape, or threatened rape

If you are orphaned or separated from caregiver:

- Seek out a trusted adult such as a teacher, doctor, emergency aid worker, or religious leader and tell them you have lost or have been separated from your parents or caregivers.
- Seek out a church, shelter, special agency and ask for help in receiving services
- Find a group home or family
- Make a list of surviving relatives who might take care of you and seek help from a trusted adult to get in contact with them

Name	Relationship	Location/Phone Number

MY LISTS

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

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

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

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

5. _____

Here are some things I am really good at:

1. _____

2. _____

3. _____

4. _____

5. _____

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

1. _____

2. _____

3. _____

4. _____

5. _____

Here are some things people say are special about me:

1. _____

2. _____

3. _____

MY LIST OF IMPORTANT ADDRESSES

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

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

Name	Address	Phone /Cell Phone	Email

ABOUT MY HEALTH

Put a check mark by the right answer:

I don't have any health troubles.

I do have health troubles. My health troubles are: _____

Put a checkmark in the box beside the right answers:

My health troubles are better than they were a year ago.

My health troubles are better than they were right before the hurricane.

My health troubles are worse than they were a year ago.

My health troubles are worse than they were right before the hurricane.

My health troubles are the same as they were a year ago.

My health troubles are the same as they were a year ago.

I am losing weight. I am gaining weight.

I am as tall as other kids my age. I am shorter than other kids my age.

I have been to the doctor for a checkup in the past year.

I went to the dentist in the past year.

Other people are worried about my health.

People are worried about my health because: _____

I worry about my health.

I don't worry about my health.

MEDICAL INFORMATION

This information should be written here by my doctor, parent or another adult.

Responsible Parent or Caregiver (Name) _____

Address: _____

Home Phone: _____ **Work:** _____ **Cell:** _____

Child's Name: _____ **Today's Date** _____

Date of Birth: _____ **Blood Type:** _____

Medical Insurance Carrier (if any) _____

Insurance Number (if any): _____

Diagnosed medical condition, if any: _____

Special medical needs are: _____

Known allergies to medications: _____

Medical Doctor's Full Name: _____

Health Center or Clinic Name: _____

Address: _____

Phone Number: _____ **Fax:** _____

Medications the child regularly takes are:

Medication	Dose	Frequency	Purpose
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<u>Major Illnesses, Hospitalizations and Operations</u>	Date

Other medical problems: _____

IMMUNIZATIONS:	Date

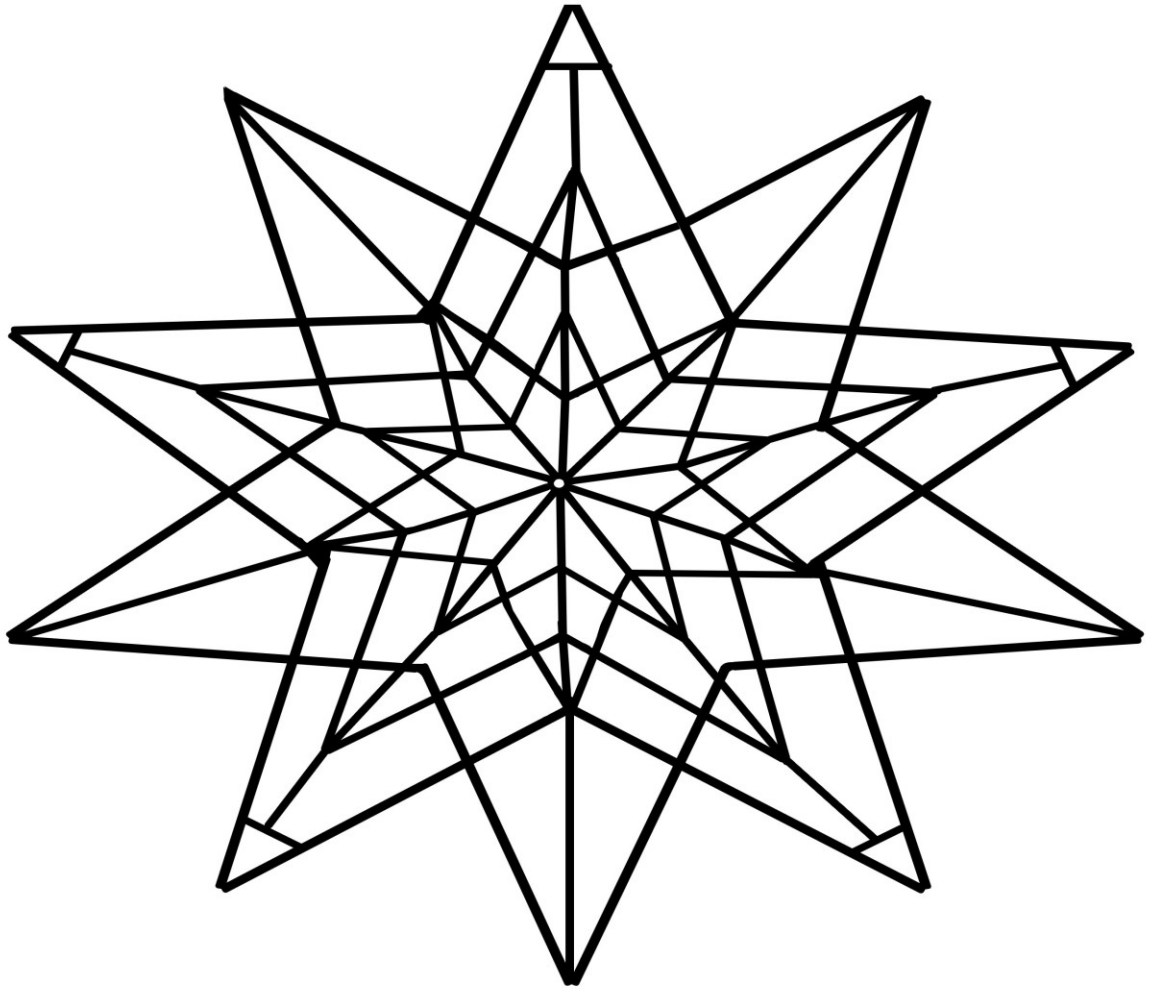
Comments:

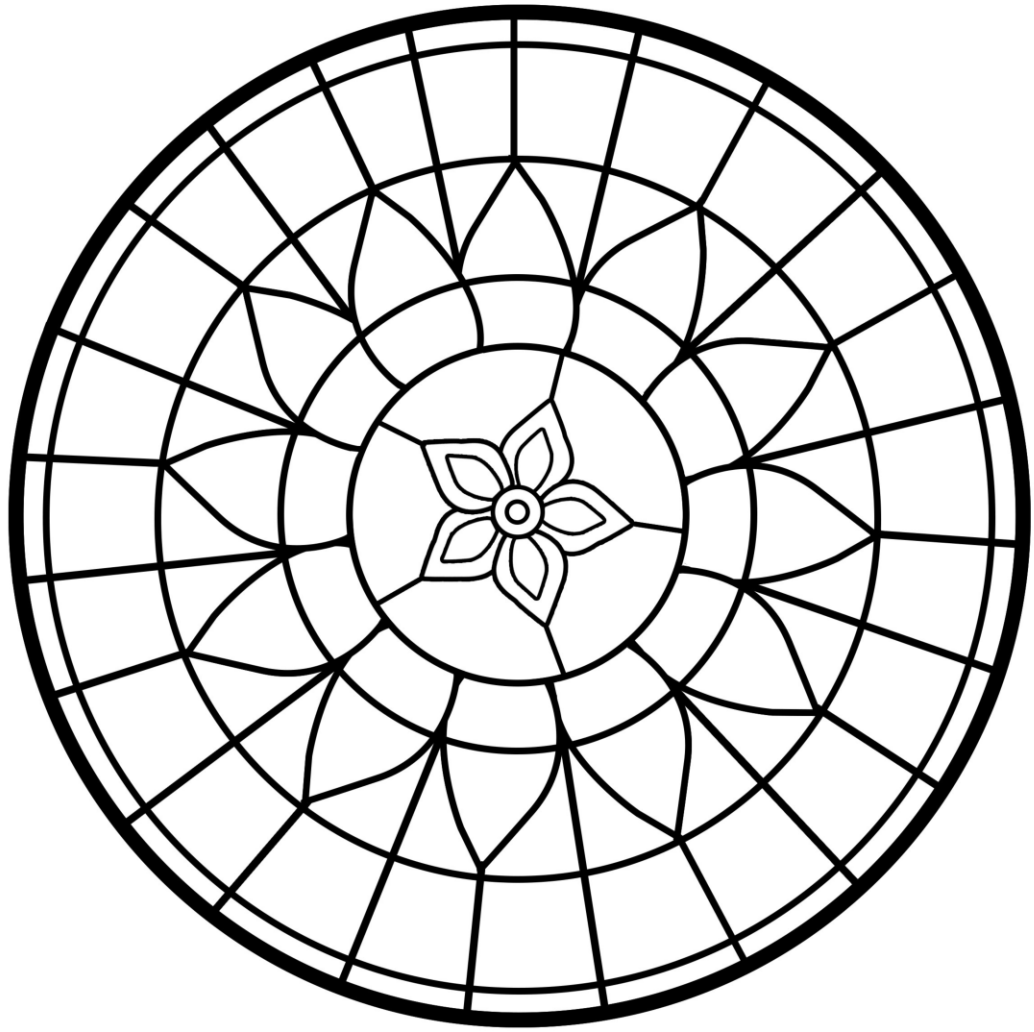
DENTIST (Name) _____

ADDRESS: _____

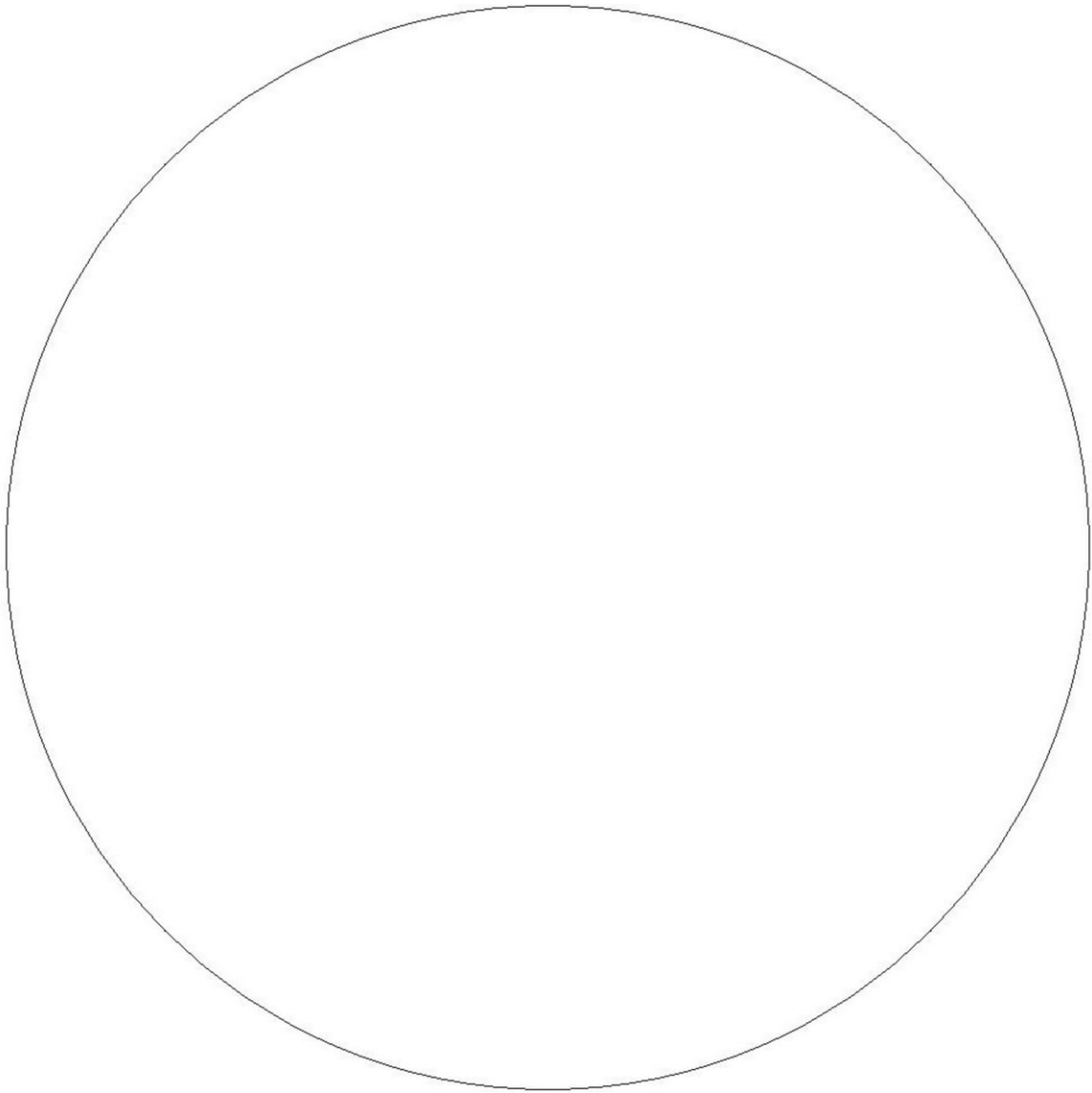
PHONE NUMBER: _____

Mandala comes from the Sanskrit word for "circle." Coloring and creating mandalas can be a good way to artfully meditate, express emotion, and self-soothe. Color this mandala with your favorite colors.





Draw and color your own Mandala



MENTAL HEALTH CHECKLIST: INSTRUCTIONS

INSTRUCTIONS TO THE ADULT WRITING ABOUT THE CHILD OR ASSISTING AN OLDER CHILD AND DOING THE SCORING

An adult should be in charge of this section. Ask the child for help with answering the questions. An adult should always complete this Checklist if the child is under age eleven. An adult should supervise and help older children who want to answer about themselves. Add the pluses and minuses for all questions.

Children who were already mentally ill, had developmental disorders such as autism, or were in psychiatric treatment for any reason before the typhoon are likely to have a more difficult time than other children after a disaster. They are more vulnerable to trauma than emotionally healthy and normally developing children. We suggest their previous services or treatment be resumed as promptly as social conditions permit.

If one or more of the child's parents, siblings, or other caretakers or family members died in the typhoon, or has had a disfiguring injury such as loss of a limb or severe facial scarring, or if the child is suicidal or if the total score on the checklist below is more than 100, we suggest getting a professional mental health opinion. Take this entire book or a photocopy of it with the child and you to the mental health consultation.

TIMING FOR USE OF THIS CHECKLIST:

Children should use this workbook for at least one session of drawing and writing before they use this checklist.

THE CHECK LIST IS DIVIDED IN TWO PARTS:

ITEMS IN PART ONE are relatively fixed, known mental health risk factors. Answers to these items are unlikely to change over time, and should be filled out as soon as possible.

ITEMS IN PART TWO are changeable symptom factors. Part two should be filled out a month after the typhoon or typhoon related stressful events. If you are starting the workbook anytime after a month following the typhoon, all items should be filled out as soon as possible.

HOW TO COMPLETE THE MENTAL HEALTH CHECKLIST:

Always ask the child for his or her answer to each item or statement in the Checklist.

- **If the item is false or does not apply to this child, put a ZERO in column B.**
- **If the item is true for this child, copy the number from Column A into Column B.**

Be sure to include the plus or minus sign.

MENTAL HEALTH CHECKLIST

Person filling out the answers _____

Relationship to the child or teenager _____

(Circle "SELF" here, if you are completing this checklist for yourself.)

PART 1	EVENTS BEFORE AND EVENTS BEFORE AND IMMEDIATELY AFTER THE TYPHOON		
<p>NAME OF CHILD _____</p> <p>Name of adult rater, and relationship to child: _____</p>		<p>TODAY'S DATE</p>	
	ITEM	A. ITEM SCORE	B. This Child's Item Score
	<ul style="list-style-type: none"> <u>If the item is false or does not apply to this child, put a ZERO in Column B.</u> <u>If the item is true for this child, copy the number from Column A into Column B.</u> Be sure to include the plus or minus sign. 		
1	At any time before the typhoon, one parent of the child died or lost contact, or there were multiple major stressors such as molestation, rape, domestic violence, jailing, a major accident or major illness of a family member.	+15	
2.	At any time before the typhoon, the child already had no living parent.	+15	
3	In the year before the typhoon, there was a major accident in the child's family	+5	
4	In the year before the typhoon, the child had a major physical illness.	+5	
5	The child has access to a number of caring adults who are still available daily.	-10	
6	The child had to move out of his or her house because of the typhoon.	+5	
7	The child had reliable housing again within one month after the typhoon.	-5	
8	A family member is living with the child.	-5	
9	The child was severely injured in the typhoon.	+7	
10	A parent, sibling or a main caregiver was killed or is missing in the typhoon.	+35	

11	The child is the only survivor in his immediate family.	+35	
12	The child is one of very few child survivors in his immediate family.	+15	
13	The child's home or school collapsed and killed other children.	+15	
14	The child was rescued from a collapsed or flooded building where other people were killed.	+15	
15	The child saw a dead or mutilated body.	+15	
16	The child lost part or all of a limb or suffered severe facial scarring, or had brain injury or part of the child's body was crushed	+20	
17.	Before the typhoon, this was a physically healthy, active, cheerful, curious, sociable child who had close relationships with adult caregivers, had several close friends, was behaving well at school and home, did not smoke or use drugs or alcohol, enjoyed sports and hobbies and was learning at least at grade level.	-50	
18	Most of the items in row 17 (above) apply to this child, but several don't	-25	
	TOTAL SCORE FOR PART 1		

MENTAL HEALTH CHECKLIST

PART 2	THE CHILD NOW HAS THESE NEW OR INCREASED BEHAVIORS AND THEY HAVE LASTED OVER FOUR WEEKS SINCE THE TYPHOON		
NAME OF CHILD <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>		TODAY'S DATE <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	
Name of Adult Filling Out This Form <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>			
	ITEM <ul style="list-style-type: none"> <u>If the item is false or does not apply to this child, put a ZERO in Column B.</u> <u>If the item is true for this child, copy the number from Column A into Column B.</u> Be sure to include the plus or minus sign. 	A. ITEM SCORE	B. This Child's Item Score
17	Defiance or delinquent behavior.	+5	
18	Nightly states of terror. or sudden waking or nightmares.	+5	
19	Wakes from dreams confused or in a sweat	+5	
20	Difficulty focusing or paying attention	+5	
21	Extreme irritability	+5	
22	Lost toilet training, lost some vocabulary or acts,as if younger than before	+5	
23	Started to stutter or lisp after the disaster	+5	
24	Severe anxiety, fear, or phobias that are new	+5	
25	Obstinacy – refusing to cooperate or obey	+5	
26	New or exaggerated fears	+5	
27	New rituals or compulsions – things the child feels he or she must do	+5	
28	Severe clinging to adults	+5	
29	Unable to fall asleep or stay asleep	+5	
30	Startles or jumps at loud noises or reminders of the typhoon	+5	
31	No longer shows hopes or plans for the future.	+5	
32	Lost pleasure in usual activities and usual relationships	+5	
33	Lost curiosity	+5	
34	Almost always sad or crying	+5	
35	Frequent, ongoing headaches or stomach aches	+5	

36	Too worried about his body or illnesses	+5	
37	Unusually preoccupied with thoughts of death	+20	
38	Unusually accident-prone	+15	
39	Expresses thoughts of wanting to hurt himself, or hoping to die	+35	
40	Expresses thoughts of wanting to kill himself	+35	
41	Since the typhoon has behaved more age-appropriately, been more cooperative, more creative, helpful, and had constructive relationships with peers, teachers and caregiving adults more than before the typhoon.	-35	
	TOTAL SCORE FOR PART 2		
	TOTAL COMBINED SCORES FOR PART 1 PLUS PART 2		

ABOUT THE COPYRIGHT HOLDER
THE CHILDREN’S PSYCHOLOGICAL HEALTH CENTER, INC. 2105 Divisadero Street, San Francisco,
CA 94115, USA www.childrenspsychological.org

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

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

LICENSES FOR MASS COPYING: Licenses are available to governments and nonprofit agencies at no cost. See the Disaster Relief section of our website to learn more.

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