



## **ADM107: Coping With Crises and Traumatic Events Handout**

### **Welcome to ADM107**

The goal of this course is to provide information that will reduce the threat to children, families, and the facility in the event of a crisis or traumatic event (emergency or disaster) inside or immediately surrounding the facility, as well as help children and families recover and cope after an emergency, disaster, or traumatic event.

### **Course Objectives:**

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Differentiate between an emergency and a disaster
- Identify recommendations for storage of emergency food, water, and other basic supplies
- Identify recommendations for continuity of business following a disaster
- Identify basic requirements regarding disaster planning and preparedness
- Identify and differentiate between responsibilities of administrators and staff members during and after disasters
- Define *mitigation* as it relates to emergency management
- Identify the importance of promoting *resilience* in children
- Define and demonstrate understanding of *impact* and *relief*
- Identify typical responses of children in various age groups to disaster
- Identify recommended strategies and practices for helping children and adults cope in the aftermath of a disaster
- Identify recommended safe practices and policies for responding to various types of disasters and security threats, including tornadoes, storms, earthquakes, and terrorist attacks
- Identify recommended strategies and practices for coping with the death of a child, death of a loved one, incarceration of a parent, or major financial troubles within a family

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### Course Notes:

*Use the space provided to record important information from this section of the course.*

Define emergency:

Define disaster:

### Important Fact

Each state is required to maintain a state disaster preparedness plan and a separate plan for responding to a \_\_\_\_\_.

### Basic Preparation: Food and First-Aid

Foundational Resource:

### Supply of Food and Water for Disasters

In areas where natural disasters (such as earthquakes, blizzards, tornadoes, hurricanes, floods) occur, a \_\_\_\_\_ supply of food and water should be kept in stock for each child and staff member.

## First-Aid and Emergency Supplies

### Additional First-Aid Kit Policies

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According to [Caring for Our Children](#), the first-aid kit should contain **at least** the following items:

- Disposable nonporous, latex-free, or non-powdered latex gloves (latex-free recommended)
- Scissors
- Tweezers
- Non-glass, non-mercury thermometer to measure a child's temperature
- Bandage tape
- Sterile gauze pads
- Flexible roller gauze
- Triangular bandages
- Safety pins
- Eye patch or dressing
- Pen/pencil and notepad
- Cold pack
- Current American Academy of Pediatrics (AAP) standard first-aid chart or equivalent first-aid guide such as the AAP Pediatric First-Aid for Caregivers and Teachers (PedFACTS) Manual
- A charged cell phone
- Two liters of sterile water for cleaning wounds or eyes
- Liquid soap to wash injury and hand sanitizer, used with supervision, if hands are not visibly soiled or if no water is present
- Tissues
- Wipes
- Individually wrapped sanitary pads to contain bleeding of injuries
- Adhesive strip bandages, plastic bags for cloths, gauze, and other materials used in handling blood
- Flashlight
- Whistle
- Battery-powered radio

Additional Comments:

## Disaster Planning Overview

## Written Emergency/Disaster Plan Basics

Contingency plans for various situations that address:

1. Emergency contact information and procedures.
2. How the facility will care for children and account for them, until the parent/guardian has accepted responsibility for their care.
3. Acquiring, stockpiling, storing, and cycling to keep updated emergency food/water and supplies that might be needed to care for children and staff for up to one week if shelter-in-place is required and when removal to an alternate location is required.
4. Administering medicine and implementing other instructions as described in individual special care plans.
5. Procedures that might be implemented in the event of an outbreak, epidemic, or other infectious disease emergency (e.g., reviewing relevant immunization records, keeping symptom records, implementing tracking procedures and corrective actions, modifying exclusion and isolation guidelines, coordinating with schools, reporting or responding to notices about public health emergencies).
6. Procedures for staff to follow in the event that they are on a field trip or are in the midst of transporting children when an emergency or disaster situation arises;
7. Staff responsibilities and assignment of tasks (facilities should recognize that staff can and should be utilized to assist in facility preparedness and response efforts, however, they should not be hindered in addressing their own personal or family preparedness efforts, including evacuation).

For some help writing a child care disaster plan, check out some of these resources:

- [California Child Care Disaster Plan](#)
- [Georgia Statewide Child Care Emergency Plan](#)
- [FEMA Sample Childcare Emergency Action Plan](#)
- [Seattle Child Care Provider Disaster Plan](#)
- U.S. Department of Education's [Practical Information on Crisis Planning: A Guide for Schools and Communities](#)
- U.S. Department of Education's [Guide for Developing High-Quality School Emergency Operations Plans](#)

## Employee Emergency Plans

## Considerations for Children with Special Healthcare Needs

## Program Leaders' Responsibilities

## Measures to Protect the Children and Staff

## Shelter-in-Place

## Lock Down

## Building Evacuation

## Offsite Relocation

## Mandatory Closings

Additional Comments:

*The leader's job is to make sure:*

## Measures to Reduce Risk

Define **mitigation**:

According to [ChildCare Aware of America](#), the following are **general steps** all child care programs should take to reduce the impact of different types of disasters:

- Regularly monitor for possible threats and hazards.
- Regularly clean and check heating, cooling, gas, and electrical systems. Determine that they are in good working order.
- Have one or more carbon monoxide detectors, as well as regular maintenance and checks of smoke detectors.
- Ensure fire extinguishers are properly charged, mounted, and easy to reach in case of fire.
- Be sure key staff members know how to use a fire extinguisher properly and other staff or family members are trained in its proper use.
- Ensure there are no barriers that prevent safe exit from the center or family child care home.
- Keep a NOAA weather radio with tone alert and battery backup somewhere centrally located and always on.
- Keep a pipe or crescent wrench near all water and gas sources in case you need to turn them off unexpectedly.
- Consider buying a generator for backup power. A licensed electrician must install a generator.

**Get to Know Your Nearby Schools and Officials**

**Establish Key Contacts**

**Building Modifications**

**Planning for Business Continuity**

**Records Back-up**

**Inventory**

**Insurance**

**Disaster Fund**

**Communication**

**Relevant Agencies' Contact Info**

## **Communicating with Parents/Guardians**

## **Staff Planning and Training Sessions**

## **Staff Member's Responsibilities**

### **Infection Control**

### **First-Aid**

## **Shelter-in-Place**

## **Evacuations**

## **Relocations**

## **Helping Children Cope**

## **Promoting Resilience in Children**

## **Emergency and Evacuation Drills**

The facility should have a policy documenting that emergency drills should be regularly practiced, including:



### Responding to Crises, Disasters and Traumatic Events

Natural Disasters	Technical Disasters	Attacks

Health Emergencies:

### Recommendations for Natural Disasters

#### Earthquakes

## **Floods**

## **Hurricanes**

## **Tornados and Severe Thunderstorms**

## **Wildfires**

## **Winter Storms**

## **Recommendations for Chemical Hazards**

## **Prepare to Shelter-In-Place During Chemical Events**

## **Recommendations for Disease Outbreak**

## **Attacks or Acts of Violence**

### **Community Violence**

### **Family Violence**

### **Active Shooter**

### **Terrorism**

## **Recovering from Disaster**

Emergency preparedness professionals divide emergency response into two distinct phases:

### **Impact period:**

**Relief period:**

## **Planning for Recovery**

### **Long-Term Planning**

### **Support for Children and Families**

## **Common Children's Reactions to Disaster**

### **Infants & Toddlers (Birth to 2 years)**

### **Preschoolers (3 to 6 years)**

### **School-Age (7 to 10 years)**

### **Pre-Adolescence to Adolescence (11 to 18 years)**

## **Meeting the Child's Emotional Needs**

## **Talking to Children about Disasters**

## **Important Tips for Parents and Other Caregivers**

## **Disaster-Related Stress in Adults**

## **Family Crises**

### **Coping with Death**

### **Loss of a Family Member**

### **Divorce**

### **Incarceration of a Family Member**

### **Financial Issues**



## **ADM107: Coping With Crises and Traumatic Events Try This Activities!**

### **Try This!**

#### **Map It!**

Identify routes and locations for sheltering-in-place or evacuation. Be sure to advise families and local emergency agencies about where you plan to be in advance.

### **Try This!**

#### **Evacuation Kit**

Prepare an evacuation kit with:

- The offsite relocation plans
- First-aid supplies
- Child nametags
- Child and employee rosters
- Goggles
- Disposable breathing masks for all children and adults
- Critical medical information
- Gallons of water
- Food in individual jars or wrappers
- Games
- Books
- Other materials to keep children occupied

### **Try This!**

#### **Create an Action Checklist**

Create a checklist so that the planning team can delegate specific tasks after a disaster to provide effective support to children, families, and staff. This checklist would be based on your emergency preparedness plan and related to specific emergencies. This will offer a framework to reduce confusion in the days after the disaster.

You will want to consider:

- The need
- The action
- The person responsible
- The resources needed
- The timeline



## Try This!

### Make It a Date!

Perhaps the most important tool for disaster preparedness is your calendar or datebook. If you write down the specific disaster readiness tasks you intend to accomplish on specific dates throughout your program's year, you will be much more likely to complete them.

Use your datebook for everything from contacting your local emergency management agency to holding regular staff workshops to remembering when hurricane and tornado seasons begin. Schedule staff planning sessions on the important responsibilities of disaster preparedness.

Additional recommended resources for planning and preparation:

- A variety of planning worksheets, including a Disaster Readiness Master Plan, are available in [\*Preparing for Disaster: What Every Early Childhood Director Needs to Know\*](#).
- [Emergency Preparedness on ChildCare Aware of America](#) includes sample forms to help you create emergency plans.
- [The Head Start Emergency Preparedness Manual](#) by Amanda Schwartz has many tools for emergency preparedness planning.

## Try This!

### Developmentally Appropriate Planning Activities for Children

As a child care professional, you never want to cause unnecessary fear or stress among children, especially regarding events or situations they have no control over. However, you can help them understand the importance of being prepared! You can teach them valuable preparation skills without scaring them. Children can grasp the concept of "just in case," which is why they are willing and able to line up during fire drills.

FEMA has prepared resources appropriate for children, families, and teachers at [www.ready.gov](http://www.ready.gov). Please be sure to browse the content and consider incorporating some of these valuable resources into your curriculum and making them available to families:

- [Kids](#)
- [Educators & Organizations](#)
- [Families](#)

## Try This!

### Create a Safety Zone

If you are in an area prone to wildfires, create a 30 to 100-foot safety zone around your center. Within this area, you can take steps to reduce potential exposure to flames and radiant heat. Basically, the goal is to reduce available fuel on the site.

Buildings built in pine forests should have a minimum safety zone of 100 feet. If your building sits on a steep slope, standard protective measures may not suffice.

Contact your local fire department or forestry office for additional information.

- Rake leaves, dead limbs, and twigs. Clear all flammable vegetation.
- Remove leaves and rubbish from under structures.
- Thin a 15-foot space between tree crowns and remove limbs within 15 feet of the ground.
- Remove dead branches that extend over the roof.
- Prune tree branches and shrubs within 15 feet of a stovepipe or chimney outlet.
- Ask the power company to clear branches from power lines.

- Remove vines from the walls of the building.
- Mow grass regularly.
- Store gasoline, oily rags, and other flammable materials in approved safety cans. Place cans in a safe location away from the base of your building.
- Prepare/update a list of your center's contents for possible insurance claims.