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
- 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 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

References:


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

How Prepared Is Your Center?
Define emergency:

Define disaster:

Important Fact
ChildCare Aware of America (also known as NACCRRA, http://www.naccrra.org/) reports that there are nearly 11 million children under the age of five in child care each week. In the event of an emergency or disaster, all child care providers need to have

Basic Preparation: Food and First Aid

A Note about State Regulations and Policies
Rules and regulations for child care vary from state to state. Likewise, there may be important differences in disaster and emergency preparation, response, and management in various states. (For example, states in the Midwest do not need to worry about hurricanes, but they had better be prepared for tornadoes.)

In short, not all states and localities face the same types of risks. On the other hand, all states are similar in that they often rely on coordination between local, state, and federal agencies in order to respond effectively to major crises. This course provides general information for all providers, regardless of location, but it is essential for all providers to follow state rules and become familiar with local plans and available resources.

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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The first aid kit should contain at least the following items:

a) Disposable nonporous, latex-free or non-powdered latex gloves (latex-free recommended)
b) Scissors
c) Tweezers
d) Non-glass, non-mercury thermometer to measure a child’s temperature
e) Bandage tape
f) Sterile gauze pads
g) Flexible roller gauze
h) Triangular bandages
i) Safety pins
j) Eye patch or dressing
k) Pen/pencil and note pad
l) Cold pack
m) 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
n) A charged cell phone and extra coins for use in a pay phone
o) Two liters of sterile water for cleaning wounds or eyes
p) Liquid soap to wash injury and hand sanitizer, used with supervision, if hands are not visibly soiled or if no water is present
q) Tissues
r) Wipes
s) Individually wrapped sanitary pads to contain bleeding of injuries
t) Adhesive strip bandages, plastic bags for cloths, gauze, and other materials used in handling blood
u) Flashlight
v) Whistle

When children walk or are transported to another location, the transportable first aid kit should include all items listed above AND the following emergency information/items:
a) List of children in attendance (organized by caregiver/teacher they are assigned to) and their emergency contact information (i.e., parents/guardian/emergency contact home, work, and cell phone numbers)
b) Special care plans for applicable children
c) Emergency medications or supplies as specified in the special care plans
d) List of emergency contacts (i.e., location information and phone numbers for the Poison Center, nearby hospitals or other emergency care clinics, and other community resource agencies)
e) Maps
f) Written transportation policy and contingency plans

**Disaster Planning, Training, and Communication**

Written Emergency/Disaster Plan
Facilities should develop and implement a written plan that ________________________________________________
_______________________________________________________________________________________________

The Emergency/Disaster Plan should include:

a) 

b) 

c) 

d) 

e) 

f) 

g) 

h) 

i) 

1) 

2) 

3) 

4) 

5) 

6) 

7) 

Staff Training
Communicating with Parents/Guardians

It is crucial to provide clear, accurate, and helpful information to parents/guardians as soon as possible. Help parents understand what to expect by:

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Establish Key Contacts

Disaster planning and response protocols are unique, and they are typically customized to the type of emergency or disaster; geographical area; identified needs and available resources; applicable federal, state, and local regulations; and the incident command structure in place at the time. The U.S. Department of Homeland Security and the Federal Emergency Management Agency (FEMA) operate under a set of principles and authorities described in various laws and the National Response Framework (see http://www.fema.gov/emergency/nrf/ for details).

Each state is required to maintain a state disaster preparedness plan and a separate plan for

Centers need to have separate, detailed response plans for flu pandemics because:

Get to Know Your Nearby Schools and Officials

**Emergency and Evacuation Drills/Exercises Policy**

The facility should have a policy documenting that emergency drills/exercises should be regularly practiced for geographically appropriate natural disasters and human generated events such as:

Fire:

Tornado:

Floods:

Earthquake:

Experts recommend preparing procedures and conducting annual drills for the following potential threats, as well. Staff members need to know what to do in each of the following situations; however, it is not appropriate or necessary to do so when children are present.

e)

f)

g)

h)

i)
Reducing Risks and Impact

Since the terrorist attack of 2001 and Hurricane Katrina of 2005, communities across the country have become more aware of the importance of disaster preparedness. Many government agencies and private organizations offer advice and other resources. Look for the following resources in your community:

Disaster Mitigation

According to ChildCare Aware, the following are general steps all child care programs should take to reduce the impact of different types of disasters:

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In addition, be aware of these types of hazards as a part of the planning process:

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Building Modifications

Tips for Communicating and Reducing Stress and Anxiety

Why is it a good idea to encourage employees to have a family emergency plan?

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 (Grace & Shores, 2010).
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 over which they have no control. 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. Please be sure to browse the content and consider incorporating some of these valuable resources into your curriculum and making them available to families:
- http://www.ready.gov/kids

The Director’s Responsibilities

Assess, Direct, and Protect

Shelter-in-Place

Building Evacuation

Offsite Relocation

Mandatory Closings

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! (The book we have previously referred to, Preparing for Disaster: What Every Early Childhood Director Needs to Know by Elizabeth Shores and Cathy Grace, provides many forms to assist you in creating diagrams, checklists and other tools to make disaster planning easier).

Business Continuity

Records Back-up

Inventory

Insurance

Disaster Fund

Communication

Contact Relevant Agencies
Experts recommend that you keep information and contact the following agencies after a disaster:

Emergency Management Agency:

Public Health Agency:

Licensing Agency:

Child Care Subsidy Agency:

Child Nutrition Program:

Mental Health Agency:

Developmental Services Agency:

Child Care Resource and Referral Agency:

Staff Planning Sessions

**Staff Member’s Responsibilities**

Helping Children Cope

Promote Resilience in Children

Infection Control

First Aid

Shelter-in-Place

Evacuations

Relocations
**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 and 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, resources needed, and the timeline. You can find a sample Action Checklist form in the appendix of the Head Start Emergency Manual available at http://eclkc.ohs.acf.hhs.gov/. The checklist is also attached to the Resources section of the Handout accompanying this course.

**Recovery from Disaster**
Emergency preparedness professionals divide emergency response into two distinct phases:

**Impact period:**

**Relief period:**

**Recovering from Disaster**

**Long-Term Planning**

**Support for Children and Families**
The information in this section was adapted from FEMA’s booklet Helping Children Cope with Disaster (http://www.fema.gov/pdf/library/children.pdf). You can save or print this resource, and may want to keep copies on hand for families, just in case.

Children may respond to a disaster by demonstrating fear, sadness, or changes in behavior. In most cases, distress responses are temporary. In some cases children can be at risk for more enduring psychological distress as a function of three major risk factors:

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**Common Children’s Reactions to Disaster**

**Birth to 2 years**

**Preschool (3 to 6 years)**

**School age (7 to 10 years)**

**Pre-adolescence to Adolescence (11 to 18 years)**
Parents and teachers are sometimes faced with the challenge of discussing a frightening natural disaster with children. These important, yet difficult conversations might be easier by following these suggestions, outlined by the American Academy of Child and Adolescent Psychiatry (www.aacap.org):

- Create an open and supportive environment where children know they can ask questions, but at the same time it’s best not to force children to talk about things unless they’re ready.
- Give children honest answers and information. They will know or eventually find out if you are making things up and it will affect their ability to trust you or your reassurances in the future.
- Use words and concepts they can understand based on their age, language and developmental level.
- Be prepared to repeat information several times as asking the same question over and over may be a way for a child to ask for assurance.
- Acknowledge and validate the child’s thoughts, feelings, and reactions. Let them know that you think their questions and concerns are important and appropriate.
- Remember that children tend to personalize situations. For example they may worry about their own safety and the safety of friends and family.
- Be reassuring, but don’t make unrealistic promises. It is fine to let them know that they are safe in their home or school but you can’t promise that there won’t be another disaster.
- Let children know that lots of people are helping the families affected.
- Be careful what you say about the event as children learn from listening to your conversations with other adults.
- Don’t let children watch too much television with frightening images. The repetition of such scenes can be disturbing and confusing.
- Children who have experienced trauma or losses in the past are particularly vulnerable to prolonged or intense reactions to news or images of disasters. These children may need extra support and attention.
- Monitor for physical symptoms including headaches and stomach aches. This may be a sign that they are feeling anxious or overwhelmed.
- Children who are preoccupied with questions and concerns about the event should be evaluated by a trained and qualified mental health professional, especially if they have ongoing sleep disturbances, recurring fears about death, or are afraid to leave parents or go to school.
- Although parents and teachers may follow the news and daily events with close scrutiny, most children just want to play and move on.

Try This!

Promote Resiliency
If you are interested in how to teach children to be more resilient and how to adapt well in the face of adversity, trauma, tragedy, threats, and significant sources of stress resulting from disasters and other events, go to http://helpcenter.apa.org/featuredtopics/feature.php?id=39&ch=2. The American Psychological Association provides tips that can be downloaded on how to help children develop resiliency.

Important Tips for Parents and Other Caregivers

If you are a parent please take note, if you work with parents please share the following information with them so that they are aware of how to meet their child’s emotional needs after a traumatic event or disaster (adapted from healthychildren.org):

- Stay calm and take care of yourself first. If you are anxious or angry your child is more likely to be affected by your emotional state than by your words.
- Watch for unusual behavior that might suggest your child is having difficulty dealing with disturbing events. For example, symptoms might include: depression or irritability, sleep disturbances, changes in appetite, social withdrawal, obsessive play about the situation that interferes with normal activities, or hyperactivity that was not present previously.
- Spend extra time with your child, especially at bedtime, engaged in sharing, soothing and relaxing activities such as reading, talking, or singing quietly. Hug and touch your child as appropriate personal contact is reassuring.
- Spend extra time dropping your child off at child care – he or she may be afraid you won’t come back.
- Try to return to normal routines to restore a sense of normalcy and security.
- Limit television watching or watch it with your child to discuss what is being seen and how it makes you both feel.
- Answer questions honestly and as simply as possible.
- Reassure your child that steps are being taken to keep him/her safe.
- Don’t promise there won’t be another disaster, instead talk about steps you can take in case of another disaster.
- Never use threats such as “If you don’t be good a tornado will sweep you away.” This will only add to the fear and probably won’t help the behavior anyway.
- Recognize that some young children may be disinterested because they do not understand what has happened or the implications.
- Share your feelings about the crisis or disaster with your child. This is an opportunity for you to role model how to cope and how to plan for the future in a positive hopeful manner.
- Help your child identify concrete actions he or she can take to help those affected by the events as opposed to focusing on what could have been done.

Disaster Related Stress in Adults
Crisis, Disasters and Traumatic Events

Recommendations for Natural Disasters

Earthquakes

Indoor Safety
If you are inside, stay inside. DO NOT run outside or to other rooms during shaking. In most situations, you will reduce your chance of injury from falling objects and even building collapse if you immediately:

• DROP down on your hands and knees before the earthquake knocks you down. This position protects you from falling but allows you to still move if necessary.
• COVER your head and neck (and your entire body if possible) under the shelter of a sturdy table or desk. If there is no shelter nearby, get down near an interior wall or next to low-lying furniture that won’t fall on you, and cover your head and neck with your arms and hands.
• HOLD ON to your shelter (or to your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around.

DO NOT stand in a doorway. You are safer under a table. The doorway does not protect you from the most likely source of injury-falling or flying objects. Most earthquake-related injuries and deaths are caused by falling or flying objects (e.g., TVs, lamps, glass, bookcases), or by being knocked to the ground.

You can take other actions, even while an earthquake is happening, that will reduce your chances of being hurt.

• If possible within the few seconds before shaking intensifies, quickly move away from glass and hanging objects, bookcases, or other large furniture that could fail. Watch for falling objects, such as light fixtures, wall hangings, high shelves, and cabinets with doors that could swing open.
• If available nearby, grab something to shield your head and face from falling debris and broken glass.
• If you are in the kitchen, quickly turn off the stove and take cover at the first sign of shaking.
• If you are in bed, hold on and stay there, protecting your head with a pillow. You are less likely to be injured staying where you are. Broken glass on the floor has caused injury to those who have rolled to the floor or tried to get to doorways.

Outdoor Safety
If you are outside, stay outside, and stay away from buildings, utility wires, sinkholes, and fuel and gas lines.

The area near the exterior walls of a building is the most dangerous place to be. Windows, facades and architectural details are often the first parts of the building to collapse. Also, shaking can be so strong that you will not be able to move far without falling down, and objects may fall or be thrown at you. Stay away from this danger zone—stay inside if you are inside and outside if you are outside.

Floods

Basic Steps to Prepare for the Storm:

• Contact the local county geologist or county planning department to find out if your center is located in a flash-flood-prone area or landslide-prone area.
• Learn about your community’s emergency plans, warning signals, evacuation routes, and locations of emergency shelters.
• Plan and practice a flood evacuation route.
• Post emergency phone numbers at every phone.
• Identify potential hazards and know how to secure or protect them before the flood strikes. Be prepared to turn off electrical power when there is standing water, fallen power lines, or before evacuation. Turn off gas and water supplies before you evacuate. Secure structurally unstable building materials.
• Buy and install sump pumps with back-up power.
• Have a licensed electrician raise electric components (switches, sockets, circuit breakers and wiring) at least 12" above your projected flood elevation.
• For drains, toilets, and other sewer connections, install backflow valves or plugs to prevent floodwaters from entering.
• Anchor fuel tanks which can contaminate your basement if torn free. An unanchored tank outside can be swept downstream and damage other houses.
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If you are under a flood watch or warning:

• Gather the emergency supplies you previously stocked and stay tuned to local radio or television station for updates.
• Turn off all utilities at the main power switch and close the main gas valve if evacuation appears necessary.
• Fill bathtubs, sinks and plastic soda bottles with clean water. Sanitize the sinks and tubs first by using bleach. Rinse and fill with clean water.
• Bring outdoor possessions, such as trikes, toys and trash cans inside or tie them down securely.

Preparing to Evacuate:
Expect the need to evacuate and prepare for it. When a flood watch is issued, you should:

• Fill your vehicle’s gas tank and make sure the emergency kit for your van is ready.
• Make arrangements with families for transportation of their child.
• Identify essential documents such as medical records, insurance card along with ID cards and put in waterproof material to carry with you during evacuation.
• Fill your clean water containers.
• If you have pets, identify a shelter designated for pets.
• Review your emergency plans and supplies, checking to see if any items are missing.
• Tune in the radio or television for weather updates.
• Listen for disaster sirens and warning signals.
• Adjust the thermostat on refrigerators and freezers to the coolest possible temperature.

If you are ordered to evacuate:

• Adjust the thermostat on refrigerators and freezers to the coolest possible temperature.
• Listen for disaster sirens and warning signals.
• Tune in the radio or television for weather updates.
• Review your emergency plans and supplies, checking to see if any items are missing.
• Fill your clean water containers.
• If you have pets, identify a shelter designated for pets.
• Take only essential items with you.
• If you have time, turn off the gas, electricity, and water.
• Disconnect appliances to prevent electrical shock when power is restored.
• Follow the designated evacuation routes and expect heavy traffic.
• Do not attempt to drive or walk across creeks or flooded roads.

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• If you have pets, identify a shelter designated for pets.
• Take only essential items with you.
• If you have time, turn off the gas, electricity, and water.
• Disconnect appliances to prevent electrical shock when power is restored.
• Follow the designated evacuation routes and expect heavy traffic.
• Do not attempt to drive or walk across creeks or flooded roads.
If you are ordered NOT to evacuate, to get through the storm in the safest possible manner:
- Monitor the radio or television for weather updates.
- Stay away from all windows and exterior doors, seeking shelter in a bathroom or basement.
- Prepare to evacuate to your offsite location if you are instructed to do so by emergency personnel.

Tornados and Severe Thunderstorms

Knowing what to do when you see a tornado, or when you hear a tornado warning, can help protect your center. During a tornado people face hazards from extremely high winds and risk being struck by flying and falling objects. After a tornado, the wreckage left behind poses residual risks. Although nothing can be done to prevent tornadoes, there are actions you can take for your health and safety. When there are thunderstorms in your area, turn on your radio or TV to get the latest emergency information from local authorities. Listen for announcements of a tornado watch or tornado warning.

Local Warning System:
Learn about the tornado warning system of your county or locality. Most tornado-prone areas have a siren system. Know how to distinguish between the siren’s warnings for a tornado watch and a tornado warning. A tornado watch is issued when weather conditions favor the formation of tornadoes, for example, during a severe thunderstorm.

During a tornado watch:
- Stay tuned to local radio and TV stations or a National Oceanographic and Atmospheric Administration (NOAA) Weather Radio for further weather information.
- Watch the weather and be prepared to take shelter immediately if conditions worsen.
A tornado warning is issued when a tornado funnel is sighted or indicated by weather radar. You should take shelter immediately!

Because tornadoes or damaging winds may accompany thunderstorms, pay close attention to changing weather conditions when there is a severe thunderstorm watch or warning.

A severe thunderstorm watch means ________________________________________________________________

A severe thunderstorm warning ________________________________________________________________

Important Measures to Take:
- Develop a tornado emergency plan. Sketch a floor plan, or walk through each room and discuss where and how to seek shelter.
- Show a second way to exit from each room or area. If you need special equipment, such as a rope ladder, mark where it is located.
- Make sure everyone understands the siren warning system, if there’s such a system in your area.
- Mark where your first-aid kit and fire extinguishers are located.
- Mark where the utility switches or valves are located so they can be turned off— if time permits—in an emergency.

Signs of an Approaching Storm:
Some tornadoes strike rapidly, without time for a tornado warning, and sometimes without a thunderstorm in the vicinity. When you are watching for rapidly emerging tornadoes, it is important to know that you cannot depend on seeing a funnel: clouds or rain may block your view. The following weather signs may mean that a tornado is approaching:
- A dark or green-colored sky.

Hurricane

If you are under a hurricane watch or warning, here are some basic steps to take for the storm:
- Learn about your community’s emergency plans, warning signals, evacuation routes, and locations of emergency shelters.
- Identify potential hazards and know how to secure or protect them before the hurricane strikes. Be prepared to turn off electrical power when there is standing water, fallen power lines, or before you evacuate. Turn off gas and water supplies before you evacuate. Secure structurally unstable building materials.
- Buy a fire extinguisher and make sure everyone knows where to find it and how to use it.
- Locate and secure your important papers, such as insurance policies, children and staff files, licenses, etc.
- Post emergency phone numbers at every phone.
- Make plans to ensure your pets’ safety (http://www.bt.cdc.gov/disasters/petprotect.asp).

Preparing to Evacuate:
Expect the need to evacuate and prepare for it. The National Weather Service will issue a hurricane watch when there is a threat to coastal areas or hurricane conditions within 24-36 hours. When a hurricane watch is issued, you should:
- Make arrangements with families to pick up their child.
- Fill your clean water containers.
- Review your emergency plans and supplies, checking to see if any items are missing.
- Tune in the radio or television for weather updates.
- Listen for disaster sirens and warning signals.
- Secure any items outside which may damage property in a storm, such as bicycles, grills, propane tanks, etc.
- Cover windows and doors with plywood or boards or place large strips of masking tape or adhesive tape on the windows to reduce the risk of breakage and flying glass.
- Place vehicles under cover, if at all possible.
- Fill sinks and bathtubs with water as an extra supply for washing.
- Adjust the thermostat on refrigerators and freezers to the coolest possible temperature.
- If you are ordered to evacuate:
  - Take only essential items with you.
  - If you have time, turn off the gas, electricity, and water.
  - Disconnect appliances to reduce the likelihood of electrical shock when power is restored.
  - Follow the designated evacuation routes— others routes may be blocked—and expect heavy traffic.
- If you are ordered NOT to evacuate:
Remember that the great majority of injuries during a hurricane are cuts caused by flying glass or other debris. Other injuries include puncture wounds resulting from exposed nails, metal, or glass, and bone fractures.

When staying inside, to get through the storm in the safest possible manner:
- Monitor the radio or television for weather conditions, if possible.
- Stay indoors until the authorities declare the storm is over.
- Do not go outside, even if the weather appears to have calmed—the calm “eye” of the storm can pass quickly, leaving you outside when strong winds resume.
- Stay away from all windows and exterior doors, seeking shelter in a bathroom or basement.
- Prepare to evacuate to your offsite location if you are instructed to do so by emergency personnel.

If you are ordered to evacuate:
- Adjust the thermostat on refrigerators and freezers to the coolest possible temperature.
- Fill your clean water containers.
- Buy a fire extinguisher and make sure everyone knows where to find it and how to use it.
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Important Measures to Take:
- Develop a tornado emergency plan. Sketch a floor plan, or walk through each room and discuss where and how to seek shelter.
- Show a second way to exit from each room or area. If you need special equipment, such as a rope ladder, mark where it is located.
- Make sure everyone understands the siren warning system, if there’s such a system in your area.
- Mark where your first-aid kit and fire extinguishers are located.
- Mark where the utility switches or valves are located so they can be turned off—if time permits—in an emergency.

Signs of an Approaching Storm:
Some tornadoes strike rapidly, without time for a tornado warning, and sometimes without a thunderstorm in the vicinity. When you are watching for rapidly emerging tornadoes, it is important to know that you cannot depend on seeing a funnel: clouds or rain may block your view. The following weather signs may mean that a tornado is approaching:
- A dark or green-colored sky.

Avoid Frostbite and Hypothermia:

- A large, dark, low-lying cloud.
- Large hail.
- A loud roar that sounds like a freight train.

If you notice any of these weather conditions, take cover immediately, and keep tuned to local radio and TV stations or to a NOAA weather radio. (NOAA weather radios are the best way to receive warnings from the National Weather Service. By using a NOAA weather radio, you can receive continuous updates on all the weather conditions in your area). The National Weather Service recommends buying a radio with a battery backup (in case the power goes off) and a tone-alert feature that automatically sounds when a weather watch or warning is issued.

**Taking Shelter**

If you see a funnel cloud nearby, take shelter immediately. The key to surviving a tornado and reducing the risk of injury lies in planning, preparing, and practicing what you will do if a tornado strikes. Flying debris causes most deaths and injuries during a tornado. Although there is no completely safe place during a tornado, some locations are much safer than others.

Extra care is required in schools or any building where a large group of people is concentrated in a small area. The exterior walls of such buildings often have large windows.

If you are in one of these buildings you need to:
- Move away from windows and glass doorways.
- Go to the innermost part of the building on the lowest possible floor.
- Do not use elevators because the power may fail, leaving you trapped.
- Protect your head and make yourself as small a target as possible by crouching down.

**Wildfire**

**Practice Wildfire Safety:**

- People start most wildfires. Find out how you can promote and practice wildfire safety.
- Contact your local fire department, health department, or forestry office for information on fire laws.
- Make sure that fire vehicles can get to your center. Clearly mark all driveway entrances and display your name and address.
- Report hazardous conditions that could cause a wildfire.
- Teach children about fire safety. Keep matches out of their reach.
- Post fire emergency telephone numbers.
- Ensure adequate accessibility by large fire vehicles to your property.
- Plan several escape routes away from your center - by car and by foot.

**Before Wildfire Threatens:**

- Design and landscape your center with wildfire safety in mind.
- Select materials and plants that can help contain fire rather than fuel it.
- Use fire-resistant or noncombustible materials on the roof and exterior structure of the dwelling, or treat wood or combustible material used in roofs, siding, decking, or trim with fire-retardant chemicals evaluated by a nationally recognized laboratory.
- Plant fire-resistant shrubs and trees. For example, hardwood trees are less flammable than pine, evergreen, eucalyptus or fir trees.
- Select materials and plants that can help contain fire rather than fuel it.
- Plan several escape routes away from your center - by car and by foot.

**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.**

**Plan your water needs:**

- Identify and maintain an adequate outside water source such as a small pond, cistern, well, swimming pool, or hydrant.
- Have a garden hose that is long enough to reach any area of the building and other structures on the property.
- Install freeze-proof exterior water outlets on at least two sides of the building and near other structures on the property. Install additional outlets at least 50 feet from the building.

**When Wildfire Threatens:**

If you are warned that a wildfire is threatening your area, listen to your battery-operated radio for reports and evacuation information. Follow the instructions of local officials.

- Back your vans into the parking area or park them in an open space facing the direction of escape. Shut doors and roll up windows. Leave the key in the ignition.
- Confine pets to one room. Make plans to care for your pets in case you must evacuate.

If advised to evacuate, do so immediately:

- Wear protective clothing - sturdy shoes, cotton or woolen clothing, long pants, a long-sleeved shirt, gloves, and a handkerchief to protect your face.
- Take your Disaster Supplies Kit.
- Lock your building.
- Tell someone when you left and go to your designated offsite location if it is safe.
- Choose a route away from fire hazards. Watch for changes in the speed and direction of fire and smoke.

**Winter Storm**

- Choose a route away from fire hazards. Watch for changes in the speed and direction of fire and smoke.

Avoid Frostbite and Hypothermia:
Hypothermia:

Frostbite:

Understand Wind Chill:
The Wind Chill index is the temperature your body feels when the air temperature is combined with the wind speed. It is based on the rate of heat loss from exposed skin caused by the effects of wind and cold. As the speed of the wind increases, it can carry heat away from your body much more quickly, causing skin temperature to drop. When there are high winds, serious weather-related health problems are more likely, even when temperatures are only cool.

Refer to http://www.nws.noaa.gov/os/windchill from the National Weather Service for wind chill factors and frostbite times.

Avoid Ice:

Communication Checklist
• Make sure you have at least one of the following in case there is a power failure:
  o Battery-powered radio (for listening to local emergency instructions). Have extra batteries.
  o Battery-powered lamps or lanterns. (To prevent the risk of fire, avoid using candles. Candles should NOT be used in the child care environment, including family or home-care settings.)
  o National Oceanic and Atmospheric Administration (NOAA) weather radio receiver (for listening to National Weather Service broadcasts).
• Find out how your community warns the public about severe weather (siren, radio, television)
• Listen to emergency broadcasts.
Know the meaning of winter storm warning terms:
• Winter Weather Advisory: Expect winter weather conditions to cause inconvenience and hazards.
• Frost/Freeze Warning: Expect below-freezing temperatures.
• Winter Storm Watch: Be alert; a storm is likely.
• Winter Storm Warning: Take action; the storm is in or entering the area.
• Blizzard Warning: Seek refuge immediately! Snow and strong winds, near-zero visibility, deep snow drifts, and life-threatening wind chill.

Water Checklist:
• Keep a water supply. Extreme cold can cause water pipes in your building to freeze and sometimes break.
• Leave all water taps slightly open so they drip continuously.
• Keep the indoor temperature warm.
• Allow more heated air near pipes. Open kitchen cabinet doors under the kitchen sink.
• If your pipes do freeze, do not thaw them with a torch. Thaw the pipes slowly with warm air from an electric hair dryer.
• Have bottled water on hand.

Chemical Hazards

Define chemical emergency:

Scientists often categorize hazardous chemicals by the type of chemical or by the effects a chemical would have on people exposed to it. The categories/types used by the Centers for Disease Control and Prevention are as follows:
• Biotoxins—
  • Blister agents/vesicants—
• Blood agents—
• Caustics (acids)—
• Choking/lung/pulmonary agents—
• Incapacitating agents—
• Long-acting anticoagulants—
• Metals—
• Nerve agents—
Organic solvents—

Riot control agents/tear gas—

Toxic alcohols—

Vomiting agents—

**Recognize the symptoms of toxic poisoning:**

- Difficulty breathing
- Irritation of the eyes, skin, throat, or respiratory tract
- Changes in skin color
- Headache or blurred vision
- Dizziness
- Clumsiness or lack of coordination
- Cramps or diarrhea

**Chemical Agents**

**How to prepare to shelter-in-place during chemical events**

The following items would be good to have in your shelter room:

- First aid kit
- Flashlight, battery-powered radio, and extra batteries for both
- A working telephone
- Food and bottled water. Store 1 gallon of water per person in plastic bottles as well as ready-to-eat foods that will keep without refrigeration in the shelter-in-place room. If you do not have bottled water, or if you run out, you can drink water from a toilet tank (not from a toilet bowl). Do not drink water from the tap.
- Duct tape and scissors
- Towels and plastic sheeting. You may wish to cut your plastic sheeting to fit your windows and doors before any emergency occurs. Most likely you will only need to shelter for a few hours. Act quickly and follow the instructions of your local emergency coordinators such as law enforcement personnel, fire departments, or local elected leaders. Every situation can be different, so local emergency coordinators might have special instructions for you to follow. In general, do the following:
  - Go inside as quickly as possible. Bring any outdoor pets indoors.
  - If there is time, shut and lock all outside doors and windows. Locking them may pull the door or window tighter and make a better seal against the chemical. Turn off the air conditioner or heater. Turn off all fans, too. Close the fireplace damper and any other place that air can come in from outside.
  - Go in the shelter-in-place room and shut the door.
  - Turn on the radio. Keep a telephone close at hand, but don’t use it unless there is a serious emergency.

**Other general things to do:**

- Sink and toilet drain traps should have water in them (you can use the sink and toilet as you normally would). If it is necessary to drink water, drink stored water, not water from the tap.
- Tape plastic over any windows in the room. Use duct tape around the windows and doors and make an unbroken seal. Use the tape over any vents into the room and seal any electrical outlets or other openings.
- Listen to the radio for an announcement indicating that it is safe to leave the shelter.
- When you leave the shelter, follow instructions from local emergency coordinators to avoid any contaminants outside. After you come out of the shelter, emergency coordinators may have additional instructions on how to make the rest of the building safe again.

**Hazardous Materials Incident:**

**Other Types of Emergencies**

**Disease Outbreak**

If your program experiences a widespread disease outbreak:

- Contact the local health department for detailed suggestions.
- Create a safe space where individuals can stay until they are picked up or to wait for a health official.
- Teach proper hand washing techniques to children, staff and families.
- Wash and disinfect toys properly and according to the frequency, or even more frequently than dictated by regulations.
- Ensure that staff members have access to goggles, masks, and gloves to reduce contact with a sick individual.
• Cover your nose and mouth with your upper arm or tissue when you sneeze or cough. For more up-to-date information on widespread disease outbreaks and emergency preparedness planning, go to the CDC’s Emergency Preparedness and Response, Recent Outbreaks and Incidents (http://emergency.cdc.gov/recentincidents.asp).

**Attacks or Acts of Violence**

There are three types of emergencies that might occur within your program that you will want to be aware of and include in your emergency preparedness planning:

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**Community Violence**

If a violent event occurs you will want to:
• Contact local law enforcement immediately
• Take shelter in a safe space
• Offer comfort through play or conversation to children and families
• Get the necessary health care for anyone who was injured
• Consider mental health needs of children, staff and families afterwards

**Family Violence**

If you suspect family violence is occurring you will want to do the following:

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**Terrorism**

**Explosions**

**Biological Threat**

**Family Crises**

**Coping with Death**
If a facility experiences the death of a child or adult, the following should be done.

A. If a child or adult dies while at the facility:
1. The caregiver/teacher(s) responsible for any children who observed or were in the same room where the death occurred, should take the children to a different room, while other staff tend to appropriate response/follow-up. Minimal explanations should be provided until direction is received from the proper authorities. Supportive and reassuring comments should be provided to children directly affected;
2) Designated staff should:
   i. Immediately notify emergency medical personnel;
   ii. Immediately notify the child’s parents/guardians or adult’s emergency contact;
   iii. Notify the Licensing agency and law enforcement the same day the death occurs;
   iv. Follow all law enforcement protocols regarding the scene of the death:
      a. Do not disturb the scene;
      b. Do not show the scene to others;
   c. Reserve conversation about the event until having completed all interviews with law enforcement.
3) Provide age-appropriate information for children, parents/guardians and staff;
4) Make resources for support available to staff, parents and children;

B. For a suspected Sudden Infant Death Syndrome (SIDS) death or other unexplained deaths:
1. Seek support and information from local, state, or national SIDS resources;
2. Provide SIDS information to the parents/guardians of the other children in the facility;
3. Provide age-appropriate information to the other children in the facility;
4. Provide appropriate information for staff at the facility;

C. If a child or adult known to the children enrolled in the facility dies while not at the facility:
1. Provide age-appropriate information for children, parents/guardians and staff;
2. Make resources for support available to staff, parents and children.

COMMENTS: It is important that caregivers/teachers are knowledgeable about SIDS and that they take proper steps so that they are not falsely accused of child abuse and neglect. The licensing agency and/or a SIDS agency support group (e.g., CJ Foundation for SIDS at http://www.cjsids.org, the National Sudden and Unexpected Infant/Child Death and Pregnancy Loss Resource Center at http://www.sidscenter.org, and First Candle at http://www.firstcandle.org) can offer support and counseling to caregivers/teachers.

Loss of a Family Member

Divorce

Normal reactions to divorce would be anger, anxiety and mild depression. Some red flags for you to watch for would be sleep problems, poor concentration, trouble at school, self-injury or eating disorders, frequent angry or violent outbursts and refusal of loved activities. (www.helpguide.org/mental/children_divorce.htm).

Incarceration of a Family Member

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

What can you do to improve the outcomes for children with an incarcerated parent?

• Be aware of the additional risks mentioned above.
• Provide positive adult role models for the child.
• Teach children how to share information when they are asked about their family situation.
• Help children cope with the instability in their lives such as being separated from their siblings, changing schools and changes in their living situation.
• Support the other people and family members who become primary caretakers.
• Help prepare children for visits to the prison.
• Have books in the classroom about children with an incarcerated parent.

Books for Children with Incarcerated Parents:
• When Andy’s Father Went to Prison, by Martha Hickman
• A Visit to the Big House, by Oliver Butterworth
• My Mother and I are Growing Stronger, by Inez Maury
• Keeping in Touch by Long Distance, by Ann Kerniski
• The Night Dad Went to Jail, by Melissa Higgins
• A Terrible Thing Happened - A story for children who have witnessed violence or trauma, by Margaret Holmes

Financial Issues

16 of 17