

# Nurturing **CHILDREN** After Natural Disasters

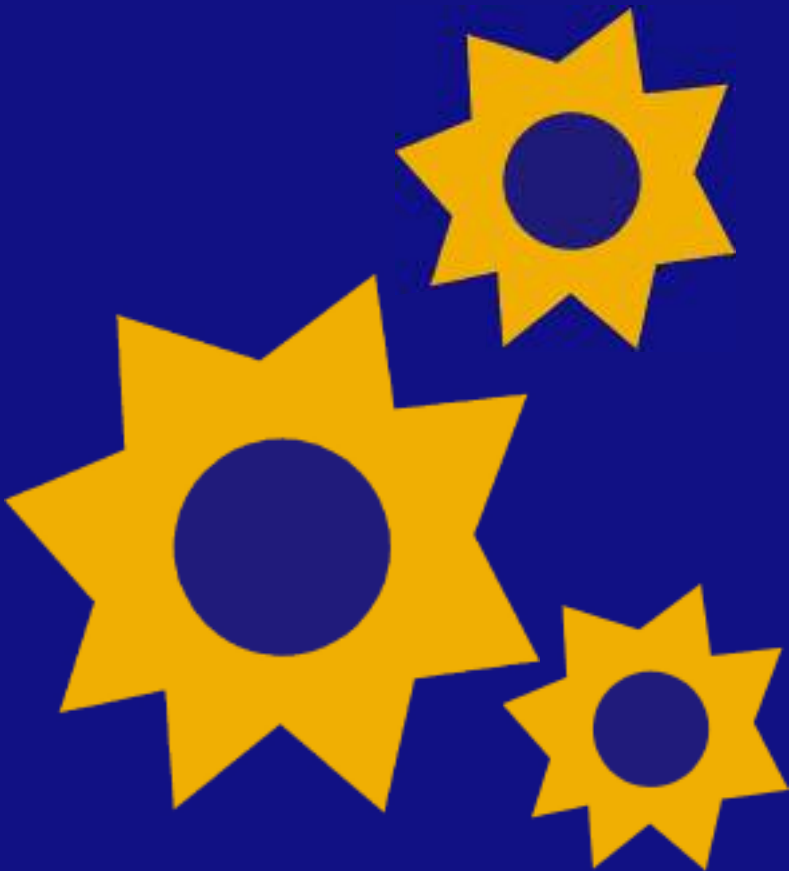
A B O O K L E T F O R C H I L D C A R E P R O V I D E R S



DEVELOPED BY



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Resource and Referral Agencies



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# Introduction

Caring for children is a big responsibility under “normal” conditions. However, when something out of our control happens, such as a nature- or weather-related disaster, caring for children becomes an ever greater responsibility.

Severe weather and related emergencies are scary. Many times they happen suddenly with little time to react. They often leave behind a great deal of destruction to land, homes, and people’s lives. For those who survive a disaster, life may never be the same.

Although “disasters” do not happen all the time, when they do, their impact can have long-lasting effects—months or years. Child care providers are important supports to families and children who have gone through the stress and chaos of a hurricane, flood, or other event that becomes a disaster.

While there is nothing that can be done to stop mother nature, there are ways to prepare ahead of time. While you may not have experienced a natural disaster, you have no doubt read about them, and watched coverage on TV or on the web. You can empathize with people throughout the country or the world who have experienced disasters. When you think about the effect these events have on you, you can imagine how young children may feel.

The focus in this booklet is to give **basic** information for child care providers to help children in their care. It is important to remember that although an emergency situation or disaster happened weeks, months, or perhaps a year ago, or even if it happened far away, it could still be having an impact on children. Helping children to cope with their feelings and feel safe is an ongoing process for child care providers.

This booklet **does not** focus on every type of disaster, abuse or other traumatic event that can occur in life. In the Resources chapter, you will find a list of organizations that have expertise on disasters and the impacts they have on families. Use these references for more in-depth information on these issues.

This booklet is divided into four chapters:

- 1. Natural Disasters 101:  
Common Weather Dangers**
- 2. Are You READY?:  
Be Prepared**
- 3. Supporting Children:  
After Disaster Strikes**
- 4. Resources and Support:  
Finding the Information You Need**



# Chapter One:

## Natural Disasters 101– Common Weather Dangers

### SO, HOW'S THE WEATHER?

To help you prepare for the specific region in which you live, do you know:

1.

What kind of severe weather usually occurs in your area?

2.

Which particular season is risky for your area? (summer, winter)

3.

Where your nearest emergency shelter is located?

There are many types of natural disasters. Most typically dangerous weather events tend to occur in specific areas of the country. Depending on where you live, you may be near a coastal area that is at a high risk for floods or hurricanes, but perhaps tornadoes are unlikely. Or, you may live in an area where it gets extremely hot and is prone to wild fires or drought, however erupting volcanoes are never a concern.

If you've been living in any area long enough, you know what the typical weather patterns are. You know the kinds of dangerous weather that could occur in your area. If you are new to your area, find out about local weather patterns and risks.

The following are common natural events that can easily turn into disasters. Some areas of the United States are more likely to experience

some of these types of events more than others. However, any of these weather- or earth-related events can happen anywhere.

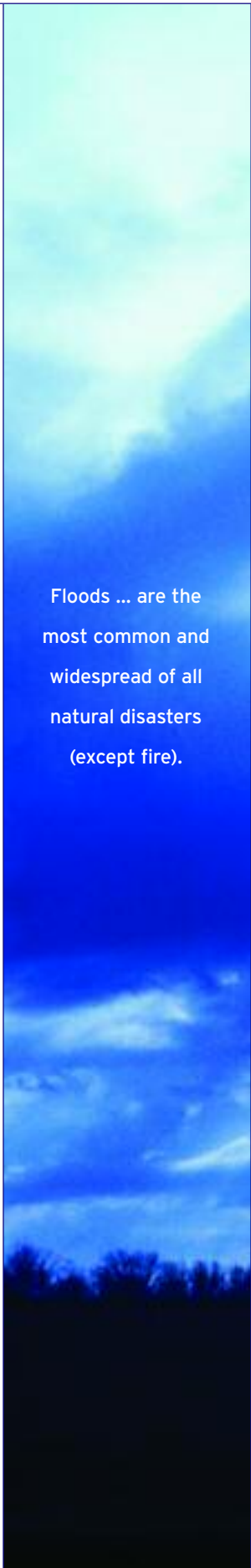
Many weather emergencies are forecasted and followed by the National Weather Service (NWS). The NWS is part of the federal government's National Oceanic & Atmospheric Administration (NOAA) of the U.S. Department of Commerce. If you have internet access, you can get information on the weather anywhere in the U.S. Their website is: [www.nws.noaa.gov/](http://www.nws.noaa.gov/).

Local weather forecasters are usually right in line with current weather conditions that affect your region. Through your local news media – television, radio, newspapers – you most likely will always be able to get up-to-the minute details on any weather patterns they are watching.



WEATHER EVENT	WHAT IT IS	GREATEST U.S. POTENTIAL
EARTHQUAKES	There are over one million quakes each year on the Earth. Most earthquakes last only seconds, but some large quakes may last minutes.	West Coast—California, N.W. States, some parts of Midwest 
FIRES, WILD FIRES	Fires can be caused by lightning strikes, destroyed power lines or other electrical mishaps, high temperatures resulting from severe heat. 	Southwest U.S., California
FLOODS	<b><i>The most common and widespread of all natural disasters</i></b> —except fire. They are also the most damaging. Caused by heavy rains, storms, or aftermath of hurricanes. Many floods can also cause mud slides.	Coastal areas, anywhere in the U.S. Most communities in the United States have experienced some kind of flooding, after spring rains, heavy thunderstorms, or winter snow thaws.
HURRICANES	Hurricanes are tropical storms with very high winds (74 miles per hour or more). They can bring heavy rains, high winds, and storm surges.	East coast; gulf coast, states bordering near the Atlantic ocean. August and September are peak months during the hurricane season.
TORNADOES	Tornadoes are violent windstorms that appear as a twisting, funnel-shaped cloud. They start by a thunderstorm or sometimes a hurricane and occur when cool air overrides a layer of warm air, forcing the warm air to rise rapidly.	Anywhere. Midwest.  Tornado season is generally March through August, although tornadoes can occur at any time of year. Over 80 percent of all tornadoes strike between noon and midnight.
WINTER STORMS 	Winter storms can bring strong and heavy rains, accumulated snow or ice that can leave an area devastated.	Where ever it snows. Typically in the Midwest, Northeast, and some southern states as well.

[Definitions from the Federal Emergency Management Administration (FEMA)]



Floods ... are the most common and widespread of all natural disasters (except fire).

# Chapter Two:

## Are You Ready? Be Prepared!

**A**s a child care provider, you already know that it is important to be prepared for typical “emergency” situations when working with young children. You should have a first aid kit with the usual bandages, creams or sprays for cuts and scrapes, a thermometer, and so on. However, it is also suggested that you be prepared for extreme emergencies. Have a disaster kit and recommended supplies ready, along with a plan on what you will do in case of disaster. A plan helps reduce a lot of

the stress and panic that comes with not being ready. The more prepared you are, the calmer you will be when helping children.

### Get Supplies Ahead of Time

The following is a list of supplies the American Red Cross recommends that you should have ready in case you have to stay indoors. See their website for a more detailed list: [www.redcross.org/services/prepare/0,1082,0\\_3\\_00.html](http://www.redcross.org/services/prepare/0,1082,0_3_00.html)

You already know that it is important to be prepared for typical “emergency” situations when working with young children.

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WATER	FOOD	TOOLS/SUPPLIES
<ul style="list-style-type: none"><li>• Store several gallons – at least 1 gallon per person.</li><li>• Use plastic containers or non-breakable containers.</li><li>• Have water available in smaller quantities – soft drink bottles, 16 ounces to avoid waste.</li><li>• Use water for drinking, food preparation, and sanitation.</li></ul>	<ul style="list-style-type: none"><li>• Canned foods, meats – fish and vegetables. Lightweight, smaller cans to avoid waste</li><li>• Canned juices</li><li>• Vitamins</li><li>• Comfort/treat foods</li></ul>	<ul style="list-style-type: none"><li>• Toilet paper</li><li>• Soap</li><li>• Disinfectant</li><li>• Plastic trash bags with ties</li><li>• Plastic bucket and lid</li><li>• Paper plates, cups, utensils</li><li>• Non-electric can opener</li><li>• Battery-operated radio</li><li>• Flashlights</li><li>• Batteries</li><li>• Fire extinguisher</li><li>• Aluminum foil</li><li>• Matches</li><li>• Battery powered lanterns</li><li>• Needle and thread</li><li>• Shut-off wrench for the home gas and water</li><li>• Pencil and paper</li><li>• Tools, nails, duct tape</li></ul>



It is recommended that you store enough emergency items to last about 7 days.

### Know What to Do In Case Of...

Know the DOs and DONTs of specific emergency weather-related events, such as tornadoes, hurricanes, floods, or fires. Every type of weather emergency has guidelines for what to do before, during and after the event. Examples of specific guidelines are: (1) Never try to drive through standing water during a flood; (2) If caught in a wild fire, do not try to outrun it because fire moves too quickly. Learn the recommendations for each type of emergency.

Make sure you have plans in place for what to do with the children in your care during such events. The Red Cross and the Federal Emergency Management Agency (FEMA) have many resources for different emergency situations. Their resources include how to prepare and react in a given emergency.

### Talk with Parents and Families

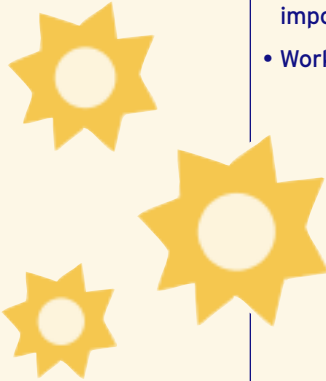
Talking with parents about your planned procedures for caring for and protecting children during an emergency or disaster is also very important. You can find out from parents what works best to comfort their children. Come to an understanding on what the procedures will be so that both you and families are clear on what will and will not happen.

### Get to Know Children

The more you know about the children in your care, the easier it will be to respond to and help them. The emotional connection you make with the children in your care is beneficial for you, the children, and their families. This connection will be even more beneficial because children need extra support during times of crises, such as after a natural emergency or disaster.



Talking with parents about your planned procedures for caring for and protecting children during an emergency or disaster is also very important.

FIRST AID/MEDICINE	CLOTHING	SPECIAL ITEMS
<ul style="list-style-type: none"> <li>• Adhesive bandages of various sizes</li> <li>• Gauze bandages</li> <li>• Gauze pads</li> <li>• Adhesive tape</li> <li>• Tweezers</li> <li>• Cold pack</li> <li>• Anti-bacterial ointment</li> <li>• 2 pairs of latex gloves</li> <li>• Hand sanitizer</li> <li>• CPR breathing barrier</li> <li>• Pain reliever – non-aspirin for children</li> <li>• Anti-diarrhea medicine</li> <li>• Laxative</li> <li>• Personal hygiene items</li> </ul>	<ul style="list-style-type: none"> <li>• Shoes/boots</li> <li>• Rain gear</li> <li>• Blankets or sleeping bags</li> <li>• Hats and gloves</li> <li>• Thermal underwear</li> </ul>  <p style="text-align: center;"><i>Note: Replace stored batteries, water and canned food every 6 months.</i></p>	<ul style="list-style-type: none"> <li>• Items for infants/young children – formula, diapers, baby food, powdered milk</li> <li>• Books, games, toys</li> <li>• Prescription medicine if available</li> <li>• Important records should be sealed – water proofed (insurance policies, birth records, account information, important phone numbers)</li> <li>• Working cell phone</li> </ul>

If you are caring for children who are new to your program, try to connect with them as soon as possible.

**Suggestions for getting to know children:**

- **Make individual sheets on each child**, such as an “All About My Child” diagram that parents fill out that lists specific traits and preferences for each child. For example, listings may include: Favorite Foods, Favorite Books, How to Console if Upset, Temperament.
- **Keep a photo of each child in your care.** Have a parent bring one or take one yourself. It is always good practice to have a photo and/or an accurate description for each child with their name, physical description, family information and contact phone numbers.
- **Take time to get to know each child as an individual.** Spend at least 10 minutes each day focusing on one particular child. Make each child feel special and worthy of your

focused attention. Make sure that the other children are supervised when spending individual time with a child.

- **Have a special space** – cubby or small area for each child. Allow children to bring a favorite toy or item, such as a blanket, from home to help them feel at ease while in your care. It is a good idea for young children to have photos or drawings of their families while in child care. This can be especially comforting if a parent is deployed.

**Get to Know Families**

Child care is about providing services to families. Children benefit when child care providers and their parents work together. By getting to know and working with family members, you can help provide the best care for all children.

**Caring for Children New to Your Program –After a Disaster**

If you are caring for children who are new to your program, it is important to try to connect with these children as soon as possible. Because they are coming to you from a stressful situation, they may need extra attention and reassurance. The following suggestions apply to all children in care, but are very helpful for new arrivals:

- Spend time with the children, especially when they arrive.
- Address them by their names often to let them know you know who they are and that you are there for them.
- Learn what makes each child comfortable – get as much information from their parents as possible.
- Help children feel they are part of your program – introduce them to the other children in your program.
- Don’t force any participation if they are hesitant or obviously feeling anxious or sad.
- Do allow them to bring or hold onto any objects they find familiar or comforting.
- Provide a variety of calm, soothing activities – music, reading, art, blowing bubbles



**Suggestions for getting to know families:**

- **Meet with parents or other family members** to learn what their expectations are for their child in child care;
- **Work with parents on a communication style that works** for both of you so that you keep each other informed on important things going on that affect the child (for example: emails, notebooks, phone calls, handwritten notes, personal conversations);
- **Ask the parents to fill out an “All About My Child” diagram** (before children are enrolled) so that they can tell you all about their child;
- **Let parents know you are a good resource** on early childhood growth and development. Give them information on topics of interest.
- **Invite families to the program** as much as possible. Make sure they know you have an open-door policy and welcome their presence.
- **Give daily or weekly updates** on how their child is doing in your care. Reassure them that you have their child’s best interest at heart and recognize them as special and unique.
- **Listen to concerns parents may have.** Ask them how things are in their home and work life. Ask them if they have any concerns about their child that you should know about. Be ready to make referrals to community agencies that may help.
- **Take time to develop positive relationships.** Parent-caregiver relationships take time and patience to develop.

**Take a Personal Inventory**

Being a child care provider means you are ready and able physically, intellectually, and emotionally to meet the needs of children and their families. In times of extreme stress, such

as during natural disasters, it is essential that you know how to handle and cope with stress before helping children to do so.

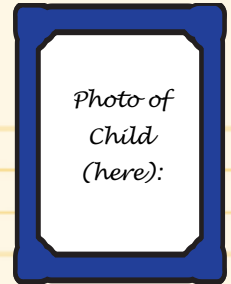
To make sure you are ready, try some of these suggestions:

1. **Stay Supported.** Maintain your personal supports. As a child care provider, it is especially critical that you have a support system to help you get your needs met. Ask family members, friends, colleagues, and look for community resources for assistance when needed.



**Activity Sheet #1**

**All About My Child**  
(for Parents)



*Child's Name:*

*Nickname:*

*Age:*

*Birthday:*

*Favorite Foods*

*Favorite Toys*

*Favorite Things to Do*

*What Comforts Him/Her*

*My Child's Personality:*

*Three Unique Things About My Child:*

Activity Sheet #2

## Keeping in Touch With Me (for Parents)

Parent Name(s)

Child's Name

I prefer to be kept informed of what my child is doing:

- |                                 |  |
|---------------------------------|--|
| <input type="checkbox"/> Daily  | <input type="checkbox"/> By phone            |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> In person           |
| <input type="checkbox"/> Other: | <input type="checkbox"/> By email            |
|                                 | <input type="checkbox"/> Regular meetings    |
|                                 | <input type="checkbox"/> Daily sheet/journal |



### 2. Stay Positive. Take care of yourself.

Maintaining a positive state of mind with children, their parents and your own needs is very important. Your positive attitude can make life easier for everyone around you. How successful you are in managing your emotions and physical health will impact your work, so here are some steps you can take:

- Take long walks, run, or do something active at least 20 minutes each day.
- Take a stress-reduction class or practice meditation or yoga.
- Join or form a support group of other child care providers and stay in close contact with others who do the same type of work.
- Make time for yourself every day – read a book, see a movie, make mealtime a special time for you and your family.
- Set short- and long-term goals for yourself both personally and professionally
- Stay connected with activities and people outside of your work with children (special interest groups, community organizations)

### 3. Stay Informed. Keep up-to-date on information and resources available on child care and emergency preparedness.

- Know what resources are available in your community, where the nearest shelter is located, and who to call in emergencies.

Activity Sheet #3

## All About the Family (for Parents and Families)

Parent Name(s)

Child's Name

Other Children and Ages:

Important Things to Know About Me/Us:

The kind of involvement I'd like to have with my child's care:

What I'd like most for my child to get out of child care is:

- Contact your community child care resource and referral agency (CCR&R) for written resources or to learn about upcoming workshops and trainings. To find the CCR&R nearest you, contact Child Care Aware at [www.childcareaware.org](http://www.childcareaware.org) or call toll-free at 1-800-424-2246.

### Signs of Trauma-Related Stress

Adults and children often show stress in different ways. If you've experienced an emergency or natural disaster, or are involved in helping others who are coping with getting through a crisis, you will undoubtedly experience stress. That is to be expected. It is important to note your feelings so that you can be prepared. Seek professional help if necessary.

The following are only a few typical symptoms taken directly from the National Center on PTSD (Post Traumatic Stress Disorders). [www.ncptsd.va.gov/facts/general/fs\\_effects.html](http://www.ncptsd.va.gov/facts/general/fs_effects.html)

### How Do You Handle Stress?

It is important for you to be prepared to help children handle their emotions and stress. Before you can do that well, make sure you have strategies to use when under stress. Some recommendations are:

- Have a support system of people in your life that you can depend on.
- Take time everyday to relax and do something just for you.
- Eat healthy foods regularly.
- Write down your thoughts and feelings in a journal.
- Join a support group.
- Understand how stress affects you personally and how you deal with it.
- Use several strategies for dealing with your own anxiety and stress levels: meditation, quiet reflection, baths, walks, adequate rest, talking with friends.
- Remind yourself to take deep breaths frequently: we tend to hold our breaths when under stress.
- Know it's normal to experience stress. Take it easy on yourself.
- If the symptoms do not lessen over time and if your daily life is affected by any particular symptoms, seek professional help. The affects of stress and trauma can go for many weeks or months, but they should not get worse or go on and on.

### What You May Feel or Experience

- Feeling as if the trauma is happening again (flashbacks)
- Getting upset when reminded about the trauma (something you may see, hear, feel, smell, or taste)
  - Feeling anxious or fearful
  - Trouble controlling emotions
- Trouble concentrating or thinking clearly
  - Trouble falling or staying asleep
  - Feeling shaky and sweaty
  - Having your heart pound or having trouble breathing
- Trouble remembering important parts of what happened during the trauma
  - Trouble having loving feelings or feeling any strong emotions
  - Finding that things around you seem strange or unreal
- Feeling disconnected from the world around you and things that happen to you
  - Losing interest in things you used to enjoy doing

To help children handle their emotions and stress...make sure you have strategies to use when *you* are under stress.

# Chapter Three:

## Supporting Children: After Disaster Strikes

Children are helped by providing a safe, nurturing environment while they are away from their families.

**C**hild care providers play an important role in working families' lives and in the lives of the children under their care. Children need to know that they are safe and will be kept safe. When a natural disaster happens, everyone's sense of safety is naturally shaken up. The first concern in safeguarding children's emotional development is to assure them that they are safe and that you will help keep them safe until their parents or other family members come for them.

You can help families after a disaster by supporting them as they carry on and rebuild their lives. Children are helped by providing a

safe, nurturing environment while they are away from their families. You can help re-establish routines that children need in their daily lives to grow and develop typically.

### Recognizing Stress and Anxiety in Children

When natural disasters happen, children may become confused and fearful. Young children do not have the ability to understand or process their feelings. The most important way you can help children who are stressed and have experienced a natural disaster is to help them feel safe again. Helping children feel safe takes time, patience, and it takes the ability of the adults in their lives to be reassuring again and again.

Regardless of the source of stress, most children will display some similar behaviors resulting from stress. Keep in mind that all children are different and may not show stress in the same way. It is key to know the individual child and take note of any changes in behavior.




### Things to Keep in Mind When Helping Young Children under Stress

- **Speak calmly, reassuringly** — even if you're upset





**What Stress May Look Like (and How to Respond)**

Age Group/Behaviors	What You Can Do
<p><b>INFANTS</b></p> <ul style="list-style-type: none"> <li>• Crying more than usual</li> <li>• More clinginess</li> <li>• Difficulty sleeping or sleeping more than usual</li> <li>• Changes in eating or “pooping”</li> </ul>	<ul style="list-style-type: none"> <li>-Keep routines in care normal and consistent</li> <li>-Hold and rock more, be affectionate</li> <li>-Keep a positive attitude</li> <li>-Reassure as needed</li> <li>-Be patient</li> </ul> 
<p><b>TODDLERS</b></p> <ul style="list-style-type: none"> <li>• Loss of appetite</li> <li>• May regress to acting younger, for example, wanting a bottle using “baby talk”</li> <li>• Clinginess</li> <li>• Cries or screams a lot</li> <li>• Being more aggressive – hitting or pushing</li> </ul>	<ul style="list-style-type: none"> <li>-Play with them</li> <li>-Continue to hug and give affection</li> <li>-Pay attention to how they play</li> </ul> 
<p><b>PRESCHOOLERS</b></p> <ul style="list-style-type: none"> <li>• Trouble sleeping</li> <li>• Acts out anger or becomes more aggressive</li> <li>• Bedwetting</li> <li>• Nightmares</li> <li>• Fear of being left alone; fear of strangers</li> <li>• Testing behavior limits – may do something they know is ‘wrong’</li> <li>• Going back to “younger” behaviors</li> <li>• May keep asking if “it” (the disaster) will happen again</li> </ul> 	<ul style="list-style-type: none"> <li>-Keep routine care normal and consistent</li> <li>-Listen to them</li> <li>-Accept their feelings; help them identify their feelings</li> <li>-Comfort, reassure them as needed</li> <li>-Encourage them to draw or play to act out any fears</li> <li>-Limit any exposure to the media</li> <li>-Take care in the language you use around them</li> <li>-Read stories about children feeling scared or going through similar situations</li> <li>-Reassure that no matter what, you will keep them safe</li> </ul>

Keep in mind that all children are different and may not show stress in the same way. It is key to know the individual child and take note any changes in behavior.



Keep routines normal... maintain a peaceful atmosphere.

- **Keep routines normal** and continue favorite rituals or activities
- Maintain a “**peaceful**” atmosphere
- Make sure children are eating **regular, healthy meals**
- Always **reassure children** that you will do whatever you can to keep them safe
- **Limit exposure to the media** and adult conversations about the disaster
- **Answer any questions** children have. Be honest

without giving a lot of detail

- **Talk about the event** when children bring it up — don’t try to change the subject. Correct any “false” ideas young children may have about what happened. The language you use and information you give should always be *age-appropriate*.
- **Be available**, calm and loving
- Give physical reassurance — **hugs, smiles**
- Give a variety of opportunities for **emotional expression** — clay, drawing, building, dramatic play
- **Teach children ways to calm themselves:** dance to music, breath deeply, art activities, taking time out to rest
- **Remember that it could take weeks or months**, sometimes years, for some children to **fully** recover or even **show** symptoms of stress after a disaster. Each child is different. The more consistent children’s daily routines are and remain after a disaster, the better they will be able to adjust and move forward.



- **Give children choices** in their daily routine, as appropriate
- **Maintain clear rules and expectations** for appropriate behavior; this helps children feel a sense of control and safety.

### Help Children Feel in Control

Children are very aware of what is happening around them, even if they cannot put words to it or understand it. During times of crises, children may feel a loss of control over their world. These feelings of “not having control” can lead to a sense of hopelessness.



One way you can help children gain a sense of control is to allow them to have choices.

All choices given to children should be acceptable to you. For example, you can give a four year old the choice of either playing with blocks or participating in art activities. No matter which activity the child chooses, it is acceptable to you. But it allows the child to make a decision and have a voice in what they can do at that moment. Choices not only help with a feeling of control, but also help children be responsible for their actions or decisions.

You can also help children gain a sense of control by getting them involved in volunteer activities that can promote a sense of well

being and the practice of helping others. For example, after a disaster, the children in your program may want to raise money for those hurt by the disaster. You can help them do this by getting involved in events already organized, or by organizing one yourself. Helping others could be in the form of baking and selling cupcakes or lemonade, or organizing a toy or book drive for children. Some children may want to draw pictures or “write” letters to other children who were affected by the disaster. Local service organizations could be contacted to make sure these drawings and letters actually can get to these children.

### When Professional Help is Needed

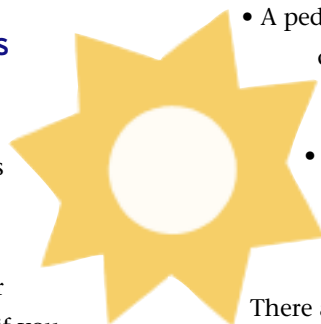
Some children will always have more difficulty coping with stress than others. There is not a time-limit on how long it should take for a child to recover from loss or major stressful events. However, if you notice that a child’s reactions to stress or trauma is not lessening over time, getting better, or is becoming worse, you should seek additional help from professionals. In cases where a child is not sleeping normally – too much or too little, is consistently not eating,



or is crying or screaming regularly and cannot be consoled, help is needed immediately. You cannot wait for things to improve. In cases where children need immediate and more focused attention, always work with the family to find appropriate help.

### Assist parents in getting help or referrals to services by contacting:

- Your local CCR&R or social services agency,
- A pediatrician (or the child’s family physician),
- A mental health professional in the community (child psychologist or psychiatrist).



There are many explanations about the emotional and long-term effects of surviving a disaster. The long-term effects on children who have lost a home, loved ones, pets or favorite belongings are not easy to predict. This booklet does not go into all the medical terms and conditions that are associated with trauma. However, there are many well-written resources available if you want more in-depth and specific information. You can find these on the internet, in libraries, or within your local Child Care Resource and Referral Agency, Department of Social Services, and Department of Health.

The following section on Resources and Supports points you to well-known agencies and organizations that have pamphlets, booklets, articles, slides, and other types of information on weather/disaster related events, disaster preparedness, child development, trauma and how to help children and their families cope with disasters.



If you notice that a child’s reactions to stress or trauma is not lessening over time, getting better, or is becoming worse, you should seek additional help from professionals.

# Chapter Four:

## Resources and Support: Information You Need

CCR&Rs are bridges between child care providers, families, local communities and government agencies.

They fulfill a wide range of child care services and needs.

**W**e recommend you start with your local Child Care Resource and Referral (CCR&R) Agency for resources they may have. Local CCR&Rs are bridges between child care providers, families, local communities and government agencies. They fulfill a full-range of child care services and needs. They can be extremely valuable resources for child care providers in locating services and organizations in their communities, and for referring families for additional assistance. If you need to find your nearest CCR&R, you can call Child Care Aware at 1-800-424-2246 or go online to [www.childcareaware.org](http://www.childcareaware.org), put in your zip code and get the name, address and phone number of your community CCR&R.

### Information on Emergency and Disaster Preparedness/Current Response Status:

- **National Oceanic and Atmospheric Administration/National Weather Service (NOAA) (NWS)**, [www.nws.noaa.gov](http://www.nws.noaa.gov)
- **American Red Cross**, [www.redcross.org](http://www.redcross.org), 202-303-4498
- **Federal Emergency Management Agency (FEMA)**, [www.fema.gov](http://www.fema.gov)
- **PrepareRespondRecover.com**

### Information on Children, Trauma, Stress on Children and Stress:

*(Printed materials—booklets, pamphlets, charts; detailed information and explanation of psychological impact on children)*

- **The ChildTrauma Academy** — provides education, service delivery and program consultation to improve the lives of traumatized children. Many resources on website. [www.childtrauma.org](http://www.childtrauma.org), 281-932-1375
- **National Center on Family Homelessness** — uses research and evaluation, program design, service delivery, systems integration, and advocacy to help homeless children and their families. [www.familyhomelessness.org](http://www.familyhomelessness.org), 617-964-3834
- **National Academy of Pediatrics (AAP)** — presents resources addressing physical and emotional needs of children, including Children's Mental Health Needs During Disasters. <http://aap.org>, 202-347-8600
- **National Association of Social Workers (NASW)** — shares methods and techniques parents may use to help their children cope with disaster and a reference guide for post-trauma home and school care.

[www.naswdc.org/pressroom/events/katrina/05/default.asp](http://www.naswdc.org/pressroom/events/katrina/05/default.asp), 202-408-8600

- **Substance Abuse and Mental Health Services Administration (SAMHSA)** — has professional resources for service providers in response to the hurricane, including assistance in trauma recovery and crisis counseling. [www.samhsa.gov/Matrix/professional\\_disaster.aspx](http://www.samhsa.gov/Matrix/professional_disaster.aspx)

- **National Mental Health Association (NMHA)** — has resources on helping children cope with disasters. <http://nmha.org/reassurance/hurricane/children.cfm>, 1-800-969-6642

#### National Early Care and Education, Family-Focused Organizations—Resources on Disaster Response for Children and Families, Coping:

- **NACCRRA: National Association of Child Care Resource and Referral Agencies** — list of suggested strategies and resources to work within communities on disaster preparedness and response, [www.naccrra.org/emergency](http://www.naccrra.org/emergency), 703-341-4100
- **NAFCC: National Association of Family Child Care**, [www.nafcc.org](http://www.nafcc.org), 1-800-359-3817
- **NAEYC: National Association for the Education of Young Children**, [www.naeyc.org/families/disaster.asp](http://www.naeyc.org/families/disaster.asp); 1-800-424-2460
- **ZERO TO THREE:** [www.zerotothree.org](http://www.zerotothree.org), 202-638-1144
- **Sesame Street (Parents page):** Article: *Tragic Times, Healing Words*, [www.sesameworkshop.org/parents/advice/article.php?contentId=49560](http://www.sesameworkshop.org/parents/advice/article.php?contentId=49560), 212-595-3456 (Sesame Workshop)

#### Books to Share with Children

Books are a natural way to support children as they face many life events and are dealing with their developing feelings. Child care

providers can introduce children to stories on specific life events similar to what they have experienced. These stories can help children know that how they feel is shared by many other children. They can also learn that even in the scariest of times, there is always hope.

There are many books for young children that deal with emotions, death and grief, and more recently tragic events. You can borrow these books from:

- Your local library, or
- Your local CCR&R lending library.

The following websites have compiled a comprehensive list of books you may want to try with the children in your program.

- For a list of books for preschoolers, ages three through seven, locate the website of *The National Center on Family Homelessness [trauma and homelessness]* [www.familyhomelessness.org/online\\_resources.html](http://www.familyhomelessness.org/online_resources.html)
- For a list of books for children of various ages on comfort and caring, death and grief, emotions, peace, specific acts of terror in recent history. *The Maria Hastings School in Lexington, Massachusetts* <http://hastings.ci.lexington.ma/us/resources/coping.htm>



Stories can help children know that how they feel is shared by many other children. They can also learn that even in the scariest of times, there is always hope.

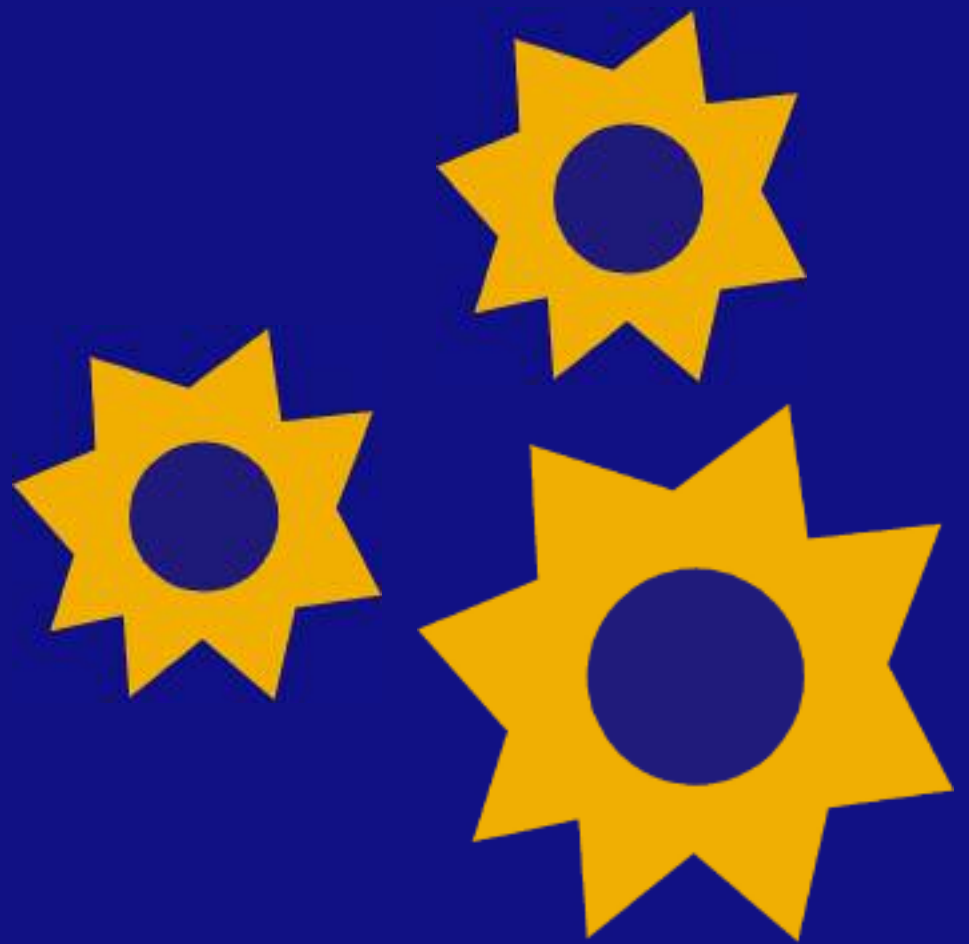


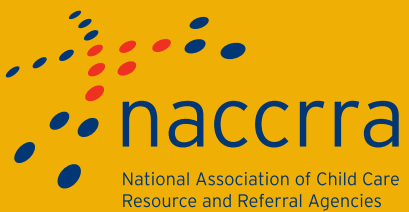
NACCRRA is the national network of more than 850 child care resource and referral centers (CCR&Rs) located in every state and most communities across the United States. CCR&R centers help families, child care providers, and communities find, provide, and plan for affordable, quality child care.

Since 1987, NACCRRA has been working to improve early care and education for children by:

- Providing training, resources, and best practices standards to local and state CCR&Rs that support high quality, accountable services.
- Promoting national policies and partnerships that facilitate universal access to quality child care.

NACCRRA is a nonprofit 501(c)(3) member organization of CCR&Rs and other organizations, businesses, and individuals interested in supporting our work and in receiving NACCRRA reports and resources.





3101 Wilson Boulevard, Suite 350 • Arlington, VA 22201  
(703) 341-4100 • [www.naccrra.org](http://www.naccrra.org)