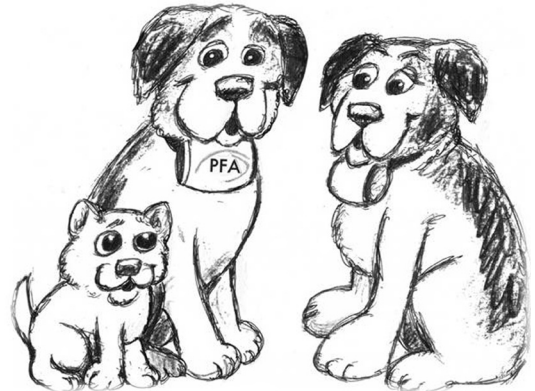


Appendix C: Handouts and Worksheets



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Provider Worksheet

Survivor Current Needs

Date: _____ Provider: _____

Survivor Name: _____ Location: _____

This session was conducted with (check all that apply):

Child Adolescent Adult Family Group

Provider: Use this form to document what the survivor needs most at this time. This form can be used to communicate with referral agencies to help promote continuity of care.

1. Check the boxes corresponding to difficulties the survivor is experiencing.

Behavioral	Emotional	Physical	Cognitive
<input type="checkbox"/> Disorientation	<input type="checkbox"/> Acute stress reactions	<input type="checkbox"/> Headaches	<input type="checkbox"/> Inability to accept/cope with death of loved one(s)
<input type="checkbox"/> Increased drug, alcohol, or prescription drug use	<input type="checkbox"/> Acute grief reactions	<input type="checkbox"/> Stomachaches	<input type="checkbox"/> Distressing dreams or nightmares
<input type="checkbox"/> Isolation/withdrawal	<input type="checkbox"/> Sadness, tearfulness	<input type="checkbox"/> Sleep difficulties	<input type="checkbox"/> Intrusive thoughts or images
<input type="checkbox"/> High-risk behavior	<input type="checkbox"/> Irritability, anger	<input type="checkbox"/> Difficulty eating	<input type="checkbox"/> Difficulty concentrating
<input type="checkbox"/> Regressive behavior	<input type="checkbox"/> Anxiety, fear	<input type="checkbox"/> Worsening of health conditions	<input type="checkbox"/> Difficulty remembering
<input type="checkbox"/> Separation anxiety	<input type="checkbox"/> Despair, hopelessness	<input type="checkbox"/> Fatigue/exhaustion	<input type="checkbox"/> Difficulty making decisions
<input type="checkbox"/> Violent behavior	<input type="checkbox"/> Guilt or shame	<input type="checkbox"/> Chronic agitation	<input type="checkbox"/> Preoccupation with death/destruction
<input type="checkbox"/> Maladaptive coping	<input type="checkbox"/> Feeling emotionally numb, disconnected	<input type="checkbox"/> Other _____	<input type="checkbox"/> Difficulties completing assignments or chores
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____		<input type="checkbox"/> Other _____

2. Check the boxes corresponding to other specific concerns.

- | | |
|---|--|
| <input type="checkbox"/> Past or preexisting trauma/psychological problems/substance abuse problems | <input type="checkbox"/> Living arrangements |
| <input type="checkbox"/> Injured as a result of the emergency | <input type="checkbox"/> Lost job or school |
| <input type="checkbox"/> At risk of losing life during the emergency | <input type="checkbox"/> Financial problems |
| <input type="checkbox"/> Loved one(s) missing or dead | <input type="checkbox"/> Physical/emotional disability |
| <input type="checkbox"/> Displaced from home | <input type="checkbox"/> Medication stabilization |
| <input type="checkbox"/> Assisted with rescue/recovery | <input type="checkbox"/> Concerns about child/adolescent (for parent) |
| <input type="checkbox"/> Pets missing/injured/dead | <input type="checkbox"/> Separation from primary caregiver (for child) |
| <input type="checkbox"/> Other _____ | |

3. Please make note of any other information that might be helpful in making a referral.

4. Referral

- Within school (specify) _____
- Community response agencies
- Professional mental health services
- Other _____
- Substance abuse treatment
- Other community services
- Medical treatment

5. Was the referral accepted by the individual? Yes No

PFA-S Provider Care

Providing support in the immediate aftermath of crisis can be an enriching professional and personal experience that enhances satisfaction through helping others. It can also be physically and emotionally exhausting. The following provides information to consider when responding to an emergency at a school.

Common Stress Reactions

You may experience a number of stress responses, which are considered common when working with survivors:

- Increase or decrease in activity level
- Difficulties sleeping
- Substance use
- Disconnection and numbing
- Irritability, anger, and frustration
- Vicarious traumatization in the form of shock, fearfulness, horror, helplessness
- Confusion, lack of attention, and difficulty making decisions
- Physical reactions (headaches, stomachaches, easily startled)
- Depressive or anxiety reactions
- Decreased social activities
- Diminished self-care

Extreme Stress Reactions

You may experience more serious stress responses that warrant seeking professional support or monitoring by a supervisor. These include:

Sense of helplessness

Preoccupation or compulsive re-experiencing of trauma experienced either directly or indirectly

Attempts to over-control in professional or personal situations, or act out a “rescuer complex”

Social withdrawal and isolation

Chronic exhaustion

Survival coping strategies like relying on substances, overly preoccupied by work, or drastic changes in sleeping or eating patterns

Serious difficulties in interpersonal relationships, including domestic violence

Depression accompanied by hopelessness

Suicidal ideation or attempts

Unnecessary risk-taking

Illness or an increase in levels of pain

Changes in memory and perception

Disruption in your perceptions of safety, trust, and independence

School administration and leadership can help support providers by reducing the risk of extreme stress through implementing procedures and policies. Consider:

- Encouraging work breaks
- Rotating of providers from the most highly exposed assignments to lesser levels of exposure
- Identifying enough supports to meet the needs of administration, staff, students, and families
- Encouraging peer partners and peer consultation
- Monitoring providers who meet certain high risk criteria, such as: those who have been directly exposed to the event, those having regular exposure to severely affected individuals or families, those with multiple stresses (e.g., family changes, health problems)
- Ensuring regular supervision, case conferencing, staff appreciation events
- Conducting trainings on stress management practices and encourage the use of such practices
- Supporting open communication

Self-Care

Self-care is the ability to engage in helping others without sacrificing other important parts of one's life. It's taking responsibility for job functions you have control over, the ability to maintain a positive attitude towards the work despite challenges, and your right to be well, safe, and fulfilled.

It's important to remember that self-care is not an emergency response plan to be activated when stress becomes overwhelming or that having a good self-care plan means you are acting selfishly. Healthy self-care can renew our spirits and help us become more resilient.

Think of self-care as having three basic aspects:

Awareness	The first step is to seek awareness. This requires you to slow down and focus inwardly to determine how you are feeling, what your stress level is, what types of thoughts are going through your head, and whether your behaviors and actions are consistent with the who you want to be.
Balance	The second step is to seek balance in all areas of your life including work, personal and family life, rest, and leisure. You will be more productive when you've had opportunities to rest and relax. Becoming aware of when you are losing balance in your life gives you an opportunity to change.
Connection	The final step is connection. It involves building connections and supportive relationships with your co-workers, friends, family, and community. One of the most powerful stress reducers is social connection.

Self-Care Checklist

There are several ways you can find balance, be aware of your needs, and make connections. Use this list to help you decide which self-care strategies will work for you.

Make every effort to:

- | | |
|--|--|
| <input type="checkbox"/> Seek out and give social support | <input type="checkbox"/> Access supervision routinely to share concerns, identify difficult experiences and strategize to solve problems |
| <input type="checkbox"/> Check in with other colleagues to discuss the response to the emergency | <input type="checkbox"/> Anticipate that you will experience recurring thoughts or dreams, and that they will decrease over time |
| <input type="checkbox"/> Schedule time for a vacation or gradual reintegration into your normal life | <input type="checkbox"/> Keep a journal to get worries off your mind |
| <input type="checkbox"/> Prepare for worldview changes that may not be mirrored by others in your life | <input type="checkbox"/> Ask for help in parenting, if you feel irritable or are having difficulties adjusting back to your routine |
| <input type="checkbox"/> Participate in formal help if extreme stress persists for greater than two to three weeks | <input type="checkbox"/> Plan for family/home safety, including making child care and pet care plans |
| <input type="checkbox"/> Increase leisure activities, stress management, and exercise | <input type="checkbox"/> Practice brief relaxation techniques during the workday |
| <input type="checkbox"/> Pay extra attention to health and nutrition | <input type="checkbox"/> Use a buddy system to share upsetting emotional responses |
| <input type="checkbox"/> Self-monitor and pace your efforts | <input type="checkbox"/> Stay aware of limitations and needs |
| <input type="checkbox"/> Maintain boundaries: delegate, say “no,” and avoid getting overloaded with work | <input type="checkbox"/> Recognize when one is Hungry, Angry, Lonely or Tired (HALT), and take the appropriate self-care measures |
| <input type="checkbox"/> Pay extra attention to rekindling close interpersonal relationships | <input type="checkbox"/> Increase activities that are positive |
| <input type="checkbox"/> Practice good sleep routines | <input type="checkbox"/> Practice religious faith, philosophy, spirituality |
| <input type="checkbox"/> Make time for self-reflection | <input type="checkbox"/> Spend time with family and friends |
| <input type="checkbox"/> Find things that you enjoy or make you laugh | <input type="checkbox"/> Learn how to “put stress away” |
| <input type="checkbox"/> Try at times not to be in charge or the “expert” | <input type="checkbox"/> Write, draw, paint |
| <input type="checkbox"/> Increase experiences that have spiritual or philosophical meaning to you | <input type="checkbox"/> Limit caffeine, cigarettes, and substance use |

Be careful of engaging in activities that can hinder your attempts at good self-care. Avoid:

- Extended periods of solo work without colleagues or working “round the clock” with few breaks
- Negative self-talk that reinforces feelings of inadequacy or incompetency
- Common attitudinal obstacles to self-care (e.g., “It would be selfish to take time to rest.”)
- Negatively assessing your contribution
- Use of excessive use of alcohol, illicit drugs, or excessive amounts of prescription drugs

Connecting with Others: For Adults

SEEKING SOCIAL SUPPORT

- Making contact with others can help reduce feelings of distress
- Adults can benefit from spending time with other similar-age peers
- Adults need the support of familiar adults to cope with traumatic events
- Support can come from family, friends, teachers, or others coping with the same traumatic event

Social Support Options

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Spouse or partner • Trusted family member • Close friend | <ul style="list-style-type: none"> • Clergy • Doctor or nurse • Counselor | <ul style="list-style-type: none"> • Support group • Co-worker/Teacher • Pet |
|--|--|---|

Do . . .

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> ✓ Decide carefully whom to talk to ✓ Decide ahead of time what you want to discuss ✓ Choose the right time and place | <ul style="list-style-type: none"> ✓ Start by talking about practical things ✓ Let others know you need to talk or just to be with them ✓ Talk about painful thoughts and feelings when you're ready | <ul style="list-style-type: none"> ✓ Ask others if it's a good time to talk ✓ Tell others you appreciate their listening ✓ Tell others what you need or how they can help—name one main thing that would help you right now |
|--|---|--|

Don't . . .

- | | |
|---|---|
| <ul style="list-style-type: none"> ✗ Keep quiet because you don't want to upset others ✗ Keep quiet because you're worried about being a burden | <ul style="list-style-type: none"> ✗ Start by talking about practical things ✗ Let others know you need to talk or just to be with them |
|---|---|

Ways to Get Connected

- | | |
|--|--|
| <ul style="list-style-type: none"> • Call friends or family on the phone • Increase contact with the acquaintances and friends you have now • Renew or begin involvement with a church, synagogue, mosque, temple, or other group | <ul style="list-style-type: none"> • Get involved with a support group • Get involved in community recovery activities |
|--|--|

Connecting with Others: For Adults

GIVING SOCIAL SUPPORT

You can help family members and friends cope with the emergency by spending time with them and listening carefully. You may also feel better yourself when you give support to others. Most people recover best when they feel connected to people who care about them. Some people choose not to talk about their experiences very much, while others do need to discuss their experiences. For some, talking about what happened can help those events seem less overwhelming. For others, just spending quiet time with people who are close and accepting can feel best. Here is some information about giving social support to other people.

Reasons Why People May Avoid Social Support

- Not knowing what they need
- Feeling embarrassed or “weak”
- Feeling they will lose control
- Not wanting to burden others
- Doubting it will be helpful or thinking that others won’t understand
- Having tried unsuccessfully to get help in the past
- Wanting to avoid thinking or feeling about the event
- Feeling that others will be disappointed or judgmental
- Not knowing where to get help

Good Things to Do When Giving Support

- Show interest, attention, and that you care
- Find a time and place to talk without interruption
- Have no expectations; don’t judge
- Show respect for the person’s reactions and ways of coping
- Acknowledge that this type of stress can take time to resolve
- Help brainstorm positive ways to deal with his/her reactions
- Talk about expected reactions to traumatic events and healthy coping
- Express belief that the person is capable of recovery
- Offer to talk or spend time together as many times as is needed

Things That Interfere with Giving Support

- Rushing to tell someone that he/she will be okay or that he/she should just “get over it”
- Discussing your personal experiences without listening to the other person’s story
- Stopping the person from talking about what is bothering him/her
- Acting like someone is weak or exaggerating, because he/she isn’t coping as well as you are
- Giving advice without listening to the person’s concerns or asking what works for him/her
- Telling the person he/she was lucky it wasn’t worse

Ways to Get Connected

- Let the person know that experts think persistent avoidance and withdrawal are likely to increase distress, while social support helps recovery
- Encourage the person to join a support group with others who have had similar experiences
- Encourage the person to talk with a counselor, clergy, or medical professional, and offer to accompany him/her
- Enlist help from others in your social circle, so that you all take part in supporting the person

Connecting with Others: For Students

- Talking or hanging out with other people can help you feel better.
- It is important to get support from both adults (family members and teachers) and peers your age (friends and classmates).
- It may help to spend time with other people who have been through similar experiences.

Those who can support you include:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Family who live with you • Extended family members who don't live with you • Adults at school (teachers, coaches, aides, administrators) | <ul style="list-style-type: none"> • Close friends/boyfriends/girlfriends • Classmates or others your age who have had experiences like yours • School counselors or other counselors | <ul style="list-style-type: none"> • Religious leaders • Doctors or nurses • Pets |
|--|--|--|

When you want to talk to someone:

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> ✓ Decide carefully whom to talk to by thinking about a person you trust, who listens to you, and who can help you. ✓ Choose the right time and place to talk. | <ul style="list-style-type: none"> ✓ For example, a teacher may not be able to talk to you while she is teaching class, but may be happy to talk to you after class. ✓ Ask the person if it's a good time to talk. ✓ Let the person know that you want to talk. | <ul style="list-style-type: none"> ✓ If you don't feel like talking, tell the person that you just want to spend time with them. ✓ Start by telling the person what you need. ✓ If you feel ready, you may talk about sad or scary thoughts or feelings, but you don't have to talk about anything if you don't want to. |
|--|--|---|

Sometimes students don't want to talk about what happened because they worry that:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Other people won't want to listen or don't have time to listen. • Other people will be upset if they hear about what happened. • Adults will be mad if you talk about bad things that happened. | <ul style="list-style-type: none"> • They will look like they are weak or scared if they ask for help. • If they let themselves feel sad or scared, they will never feel better. <ul style="list-style-type: none"> – For example, some people are scared that if they start crying, they won't stop. This is not true; it actually helps to talk, as long as you wait until you are ready. |
|---|---|

Do not let your worries stop you from talking to family and friends. They want to be there for you, and you will feel better if you spend time with them.

What to do:

- ✓ Tell a family member or friend that you would like to talk about what happened and your feelings about it.
- ✓ Tell family members or friends if you don't feel like talking about what happened, but want to spend time and do fun things with them.
- ✓ Remember that after something bad happens, it is ok to have many different feelings.
- ✓ Know that it is ok to spend time with people and to have fun, even during a sad time.
- ✓ Reach out to friends or family members by phone or internet.
- ✓ Get involved in support groups and community, school, or religious activities (sports, volunteering, youth groups).
- ✓ Support others; sometimes it will help you feel better, too.

Good things to do when giving support to other people:

- Let people know that you are interested in how they are feeling.
- Understand that people have all different kinds of feelings after a traumatic event. There is no right or wrong way to react. Some people cry when they are sad; other people may feel sad, but respond by being quiet, laughing, or seeming angry.
- Listen to the other person, respect his/her feelings, never make fun of the person, and encourage friends to seek support from adults when you think it might help. It always helps to be a good friend.

When Terrible Things Happen: For Adults

Immediate Reactions

There are a wide variety of positive and negative reactions that survivors can experience during and immediately after an emergency. These include:

Domain	Negative Responses	Positive Responses
Cognitive	Confusion, disorientation, worry, intrusive thoughts and images, self-blame	Determination and resolve, sharper perception, courage, optimism, faith
Emotional	Shock, sorrow, grief, sadness, fear, anger, numbness, irritability, guilt, and shame	Feeling involved, challenged, mobilized
Social	Extreme withdrawal, interpersonal conflict	Social connectedness, altruistic helping behaviors
Physiological	Fatigue, headache, muscle tension, stomachache, increased heart rate, exaggerated startle response, difficulties sleeping	Alertness, readiness to respond, increased energy

Common Negative Reactions That May Continue

Intrusive reactions

- Distressing thoughts or images of the event while awake or dreaming
- Upsetting emotional or physical reactions to reminders of the experience
- Feeling as if the experience is happening all over again (“flashbacks”)

Avoidance and withdrawal reactions

- Avoiding talking, thinking, or having feelings about the traumatic event
- Avoiding reminders of the event (places and people connected to what happened)
- Restricted emotions, feeling numb
- Feelings of detachment and estrangement from others, social withdrawal
- Loss of interest in usually pleasurable activities

Physical arousal reactions

- Constantly being “on the lookout” for danger, startling easily, or being jumpy
- Irritability or outbursts of anger, feeling “on edge”
- Difficulty falling or staying asleep, problems concentrating or paying attention

Reactions to trauma and loss reminders

- Reactions to places, people, sights, sounds, smells, and feelings that are reminders of the traumatic event
 - Reminders can bring on distressing mental images, thoughts, and emotional/physical reactions
 - Common examples include sudden loud noises, sirens, locations where the event occurred, seeing people with disabilities, funerals, anniversaries of the event, birthday of the deceased, and media reports about the event or its aftermath

Positive changes in priorities, worldview, and expectations

- Enhanced appreciation that family and friends are precious and important
- Meeting the challenge of addressing difficulties (by taking positive action steps, changing the focus of thoughts, using humor, acceptance)
- Shifting expectations about what to expect from day to day and about what is considered a “good day”
- Shifting priorities to focus more on quality time with family or friends
- Increased commitment to self, family, friends, and spiritual/religious faith

Common Reactions When a Loved One Dies

- Confusion, numbness, disbelief, bewilderment, feeling lost
- Feeling angry at the person who died or at people considered responsible for the death
- Strong physical reactions, such as nausea, fatigue, shakiness, and muscle weakness
- Feeling guilty for still being alive
- Intense emotions, such as extreme sadness, anger, or fear
- Increased risk for physical illness and injury
- Decreased productivity or difficulty making decisions
- Having thoughts about the person who died, even when you don’t want to
- Longing for, missing, and wanting to search for the person who died
- Worry that they themselves or another loved one might die
- Anxiety when separated from caregivers or other loved ones
- Heightened sense of the role of spirituality and/or religion

What Doesn't Help

- ✗ Doing risky things (driving recklessly, substance abuse, not taking adequate precautions)
- ✗ Overeating or not eating
- ✗ Not taking care of yourself
- ✗ Extreme withdrawal from family or friends
- ✗ Extreme avoidance of thinking or talking about the event or the death of a loved one
- ✗ Working too much
- ✗ Using alcohol or drugs to cope
- ✗ Excessive watching television or spending time on the internet
- ✗ Withdrawing from pleasant activities
- ✗ Violence or conflict
- ✗ Blaming others

What Helps

- ✓ Seeking a community religious professional
- ✓ Positive reminiscing about a loved one who has died
- ✓ Seeking counseling
- ✓ Taking breaks
- ✓ Keeping a journal
- ✓ Exercising in moderation
- ✓ Trying to maintain a normal schedule
- ✓ Participating in a support group
- ✓ Getting adequate rest and eating healthy meals
- ✓ Using relaxation methods (breathing exercises, meditation, calming self-talk, soothing music)
- ✓ Scheduling and engaging in positive activities (sports, hobbies, reading)
- ✓ Focusing on something practical to do right now to manage the situation
- ✓ Talking to another person to get support or spending time with others

When Terrible Things Happen: For Students

When a bad thing happens, people have many different kinds of thoughts and feelings. There is no right or wrong way to feel. Some of the ways we respond may be helpful like how being around family and friends can help us feel happy or safe, while some of the ways we respond can make us feel very sad, scared, or angry.

A crisis can affect how you feel, how you think, and how you act.

You may feel confused, worried, shocked, sad, scared, angry, guilty, or numb. Maybe even scared about things that you weren't scared of before, such as being alone, being in the dark, or getting hurt.

You may have feelings in your bodies, such as:

- Being tired
- Headaches or stomachaches
- A fast heart beat
- Feeling jumpy
- Having problems sleeping

You may have thoughts, such as:

- Believing that what happened was your fault
- Images of the bad thing repeatedly popping into your head
- Nightmares
- Worrying that bad things will happen again

You may act differently:

- You may not want to be around family or friends
- You may get into more fights
- You may have a hard time concentrating or getting schoolwork done
- You may not want to talk about, think about, or have any feelings about the bad thing that happened
- You may not have as much fun as you used to
- You may not want to be around things that remind you of what happened

Many of these thoughts, feelings, and behaviors may occur when your reminded of the bad thing that happened. Reminders may include places, people, sights, sounds, smells, and feelings related to the event.

What does NOT help when you are affected by a crisis:

- X Staying away from fun activities
- X Fighting
- X Avoiding thinking about what happened
- X Staying away from family and friends
- X Avoiding asking for help when you need it
- X Using drugs or alcohol
- X Taking risks, such as climbing too high, being careless crossing the street, or driving recklessly

What helps when you are affected by a crisis:

- ✓ Talking to and spending time with family and friends
- ✓ Doing fun things with family and friends
- ✓ Eating well, getting enough sleep, and exercising
- ✓ Getting back to a regular schedule—doing things that you would usually do
- ✓ Playing outside
- ✓ Listening to music
- ✓ Keeping a journal
- ✓ Giving yourself extra time to do homework
- ✓ Accepting that you may need extra help temporarily and being willing to ask others for support

It is okay to feel sad or scared after a bad thing happens, but if these feelings get in the way of getting along with family or friends or schoolwork, talk to an adult about your feelings.

Helping Your Family Cope: For Parents

Reestablish Family Routines

Reestablish family routines to the extent possible after an emergency. Try to maintain routines such as meal times, bedtime, reading time, and playtime, and to set aside time for the family to enjoy activities together.

Develop Tolerance among Family Members

Assist family members in developing a mutual understanding of their different experiences, reactions, and course of recovery. Encourage family members to be understanding, patient, and tolerant of differences in their reactions to the event, and to talk about things that are bothering them, so that the others will know when and how to support them.

Family members can help each other by:

- Listening and trying to understand
- Comforting with a hug
- Doing something thoughtful like writing a note
- Getting the child's mind off the event by playing a game

Even though family members have gone through the same crisis, they may have very different feelings and reactions to it. These differences can lead to misunderstandings, arguments, and an inability to support each other well.

Pay special attention to your children's behavior. Out of control or unusual behavior could mean that your children are troubled by reminders and hardships from the event. For example, children may look as if they are having a temper tantrum, when actually they are acting out because they have been reminded that a friend was hurt or killed.

Give Special Attention to Adolescents

Adolescents may find that you are more anxious about their safety and, consequently, more restrictive in what you allow your teens to do, after the family has faced a crisis. Help adolescents to understand that this increase in your protective behaviors is common and usually temporary. Knowing that the "strictness" will not last forever will help teenagers avoid unnecessary conflict as the family recovers.

Common Caregiver Reactions:

- Setting earlier curfews
- Limiting adolescents from going off by themselves without adult supervision
- Insisting that teens call in frequently to let you know that they are safe
- Restricting "everyday" risks (driving a car or doing skateboarding tricks) even if you formerly permitted it

Parents worry more about their kids' safety after a crisis, so they often have more restrictions. Remind teens to cut you some slack. This increase in supervision is usually only temporary, and will probably drop off as things start to settle down.

Tips for Relaxation

Tension and anxiety are common feelings after crises. These feelings can make it more difficult to cope with the many things that must be done to recover. Using relaxation exercises to calm yourself during the day may make it easier to sleep, concentrate, and have energy for coping with life. These exercises can include slow breathing, meditation, swimming, stretching, yoga, prayer, listening to quiet music, spending time outdoors. Here are breathing exercises that may help:

Adults and Teens	<ol style="list-style-type: none"> 1. Inhale slowly (one-thousand one, one-thousand two, one-thousand three) through your nose or mouth, and comfortably fill your lungs. 2. Silently and gently say to yourself, "I'm filling my body with calm." 3. Exhale slowly (one-thousand one, one-thousand two, one-thousand three) through your mouth, and comfortably empty your lungs. 4. Silently and gently say to yourself, "I'm letting the tension drain away." 5. Repeat five times slowly.
Children (practice with your child)	<p>Let's practice a different way of breathing that can help calm our bodies down.</p> <ol style="list-style-type: none"> 1. I want each of you to think about your favorite color. Okay, we are going to breathe in through our noses or mouths. When we breathe in, we are going to think about our favorite color and the beautiful things you connect with that color. 2. Next, we will breathe out through our mouths. When we breathe out, we are going to breathe out the gray and the uncomfortable feelings that have been building up. Let out the air, slowly and quietly. 3. Let's try it together. Breathe in really slowly and inhale thinking about your favorite color and the beautiful things connected to this color, while I count to three. One, two, three. Good job. Now, while I count again, slowly let the air out while thinking about the color gray and all the unpleasant feelings. One, two, three. Great job. Let's try it together again. [Remember to praise children for their efforts.]

Tips for Families:

- Find a room where everyone can spread out and have his/her own space.
- Some family members will want to lie down, others will want to sit. Some will want to close their eyes, and some will want to keep them open. Encourage everyone to find a way that feels most comfortable to them.
- Take time to practice this when everyone is calm. That way, everyone will be better able to use the breathing exercise when they are feeling upset.
- For young children, turn the breathing exercise into a game. Blow soap bubbles with a wand or blow cotton balls across a tabletop. Get creative and make it fun.