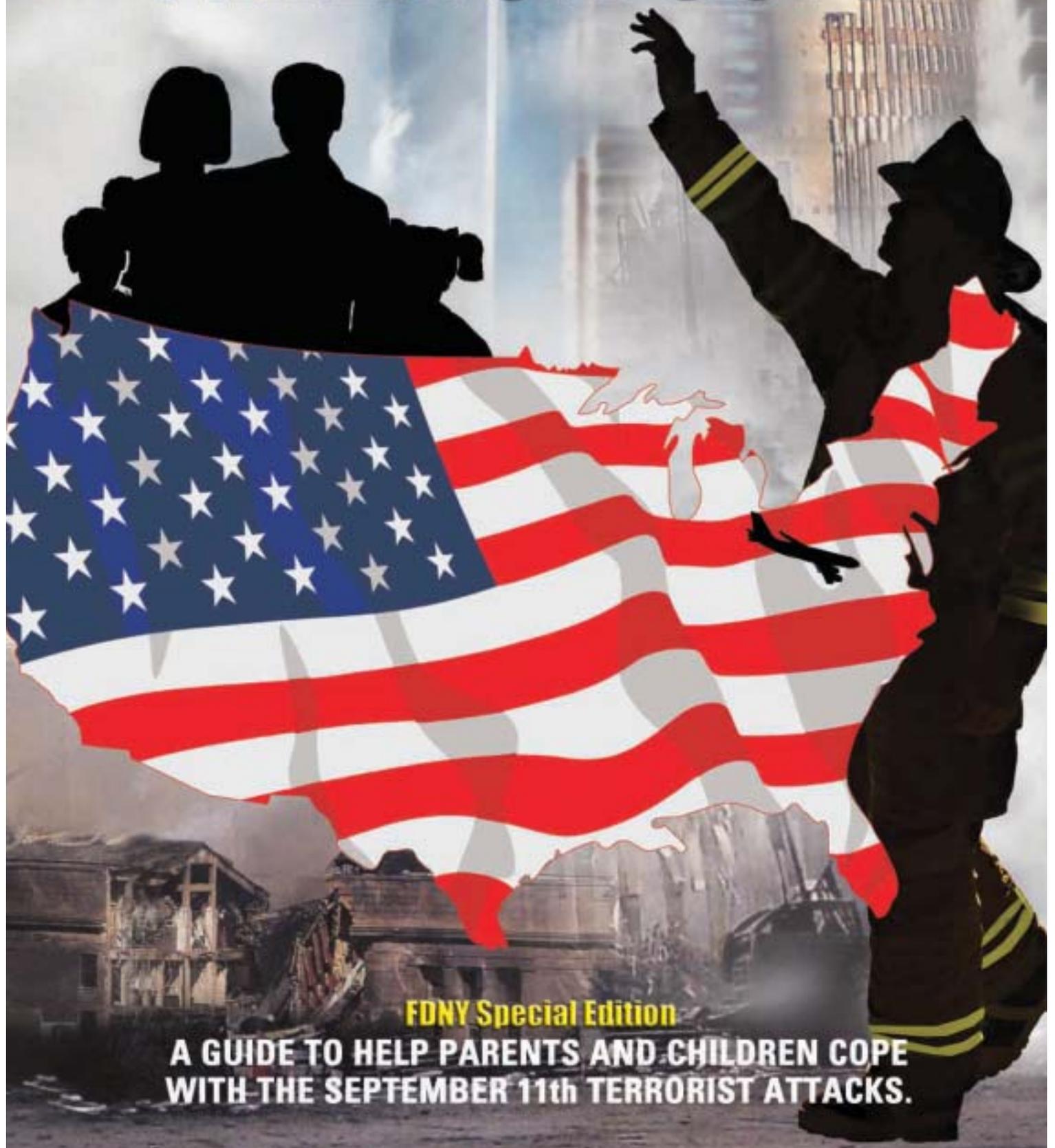




HELPING AMERICA COPE



FDNY Special Edition

**A GUIDE TO HELP PARENTS AND CHILDREN COPE
WITH THE SEPTEMBER 11th TERRORIST ATTACKS.**



FIRE DEPARTMENT

251 Lafayette Street New York, NY 10012

Counseling Services Unit

Tel: (212) 570-1693 Fax: (212) 431-1731

Dear Families:

As we look to repair the Fire Department family after the tragedy of September 11, we must never forget those who gave their lives. We must also look at those who survived. The fire department family lost 343 brave people who sacrificed their lives to save others. These heroes had one mission on that day – to save people. We must always remember over 15,000 lives were saved on September 11. That number is remarkable because it is a tribute to what fire personnel do every day. They save lives.

Thousands of firefighters and EMS personnel worked tirelessly for months to recover fallen victims and repair the damaged site. This tragedy has taken its toll on all fire department families. We have mourned together and supported each other through these tragic times. As we look toward the future, we must support each other in healing as well.

It is our hope that this book will give you the opportunity to discuss the upcoming anniversary with your families in a safe, non-threatening way. The activities are for adults and children to speak about this tragedy so we can gain support from one another. Studies have shown, that in the long run, children who are assisted in their grieving by the adults around them do just fine. Helping children understand will help them heal. Fear of the unknown is frightening.

Please share this book with your families and use the resources that are available. We can look toward the future with a sense of understanding and security. As we rebuild the Fire Department, we must rebuild from our homes first.

Sincerely;

Kerry J. Kelly, MD
Chief Medical Officer

Susan Magazine
Assistant Commissioner for
Family Assistance

September 13, 2001

Dear men and women of the
NYC Fire Department,

I am an eighth-grade student at Ingleside Middle School in Phoenix, Arizona. I just wanted to write to you and say that I really appreciate what you are doing for our country. These past few days have been very scary and emotional for us. I felt very scared, and I'm all the way across the country. You must have been thousands of times more scared than I was. I look to you and the police officers as heroes. You've been risking your lives to save people trapped in the rubble while the rest of us just go about our normal lives. I'm so sorry about those firefighters lost in the collapsing towers. I'm so thankful that our country has people like you who risk their lives to protect everyone else. I hope you know that my family and I keep you in our prayers. We know God is there watching over you as well as everyone else. Thank you.

Sincerely,
Daley Melton 😊



NEW YORK POST

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HOW TO USE THIS BOOK

Dear Parent or Caring Adult,

In the aftermath of the September 11, 2001 terrorist attacks, many parents expressed concerns about how these events might affect their children. Common questions were: “What should I tell my child?” “How can I tell if these events are bothering my child?” “What can I do to help my child cope with this disaster?” This book is designed to help parents address these questions and issues.

Children and adults’ reactions to the terrorist attacks will vary, depending in part on how close they were to the events and how much they were directly affected. Because of this, some parents and children may be more interested in the materials in this book than others. We suggest you read the book first before choosing which topics and activities to do with your child. In addition, please evaluate your own stress level before beginning work on this book. If you feel you are having difficulty with stress, talk to another adult before working on this book with your child.

The book contains activities that parents and caring adults can do together with their children. The activities are appropriate for children ages 6 to 12 years, but may be adapted for older children as well. We encourage you to adjust the activities and their pace to your child. Younger children (ages 6 to 8) may need extra help from a parent, and may prefer to complete some activities by drawing rather than by writing. Younger or active children may also prefer working on one topic at a time; others may be able to complete two or more topics in one sitting. Keep in mind that some children prefer to seek out more information than others.

There are 12 Topics covered in this book. For each topic, there is a “Parent Page” on the left and a “Child Page” on the right. Some of the Parent Pages have “Joint Activities” at the bottom for parents and children to complete together.

➤ Each Parent Page has instructions and activities for parents -



➤ Each Child Page contains a parallel activity for the child -



The sections of this book have been put together in a suggested sequence. However, feel free to “skip ahead” to those that may be especially useful for your child. For example, the “Fears and Worries” topic, and the material on pages 34-35 may be of special interest. There are four sections in this book. The first section, Topics 1-4, has activities that may help you “ease into” using the book. The second section, Topics 5-8, covers coping skills that should be helpful for most children. The third section, Topics 9-12, focuses on coping skills to help children with specific situations. The fourth section contains common Questions and Answers and useful information and resources.

Find a quiet time to complete the activities with your child. Explain to your child that the activities in this book are informative and fun and will help them cope with any bad feelings that they are having as a result of the terrorist attacks.

With our best wishes to all Fire Department families,

Annette La Greca

Elaine Sevin

Scott Sevin



A DAY WE WILL REMEMBER – The Facts

Children understand events based on their own experiences, which are more limited than adults’ experiences. Before September 11, 2001, many children, especially young children, may not have heard the word “terrorist” or understood what this meant. Some might not have understood why adults were so upset by the events of September 11, or why there was continuous television coverage of the event.

What children did understand, however, was that something was very wrong. Many schools closed, and children were sent home in the middle of the school day. Their teachers, family and friends were visibly upset, scared or in shock; many were crying. Even if family members were “okay,” children may have seen others who were upset and scared on television or in their neighborhood.



Parent Activity: Check Your Child’s Knowledge of the Facts

One way to help a child cope with the events of September 11 – and to prevent any misunderstandings – is to review the facts with your child. Talk about the terrorist attacks and make sure your child understands the main facts and events that occurred. This will open up an opportunity for discussion on many related subjects.

JOINT ACTIVITY: Relevant Topics

Below is a list of “keywords” that you and your child can discuss. Keep in mind that some children may not want to discuss every “keyword.” This is okay. You can read these terms to your child and have them choose which “keywords” they would like to discuss or know more about. If needed, look up information on the Internet, at your local library or school library.

The Taliban
Afghanistan
Terrorist
Osama Bin Laden
Al Qaeda
Chemical Weapon
Nuclear Weapon
Biological Weapon
Anthrax
Islam
Muslim
Immigration Visa
Washington DC
New York City

The Pentagon
World Trade Center
Ground Zero
Police Department
Fire Department
Bunker Gear
Protective Mask
Asbestos
EPA
FBI
CIA
U.S. Coast Guard
U.S. Customs Service
CDC

Democracy
President George W. Bush
Vice President Dick Cheney
Colin Powell, Secretary of State
Donald Rumsfeld, Secretary of Defense
John Ashcroft, U.S. Attorney General
Tom Ridge, Homeland Security
Rudolph W. Giuliani
Governor George E. Pataki
United Nations (UN)
NATO
Army, Navy, Air Force, Marines
Special Operations Forces (SOF)
Operation Enduring Freedom



A DAY WE WILL REMEMBER – The Facts



It is important to remember what happened on September 11, 2001. Terrorists hijacked (took over) four airplanes. Two planes were flown into the World Trade Center in New York and another was flown into the Pentagon in Washington DC. Passengers on the fourth plane stopped another terrorist attack from happening when their plane crashed in Pennsylvania.

Although many people were killed on September 11, thousands were saved thanks to the rescuers that came to help. Heroes such as firefighters, police, emergency medical technicians, paramedics, doctors and brave citizens saved many lives.

1. You can show your appreciation to the heroes of September 11 by drawing or writing a tribute below. Use another sheet of paper if you need more room.

2. Draw or write a thank you to the people who continue to help save lives each and every day.



A DAY WE WILL REMEMBER – Where Were You?

The terrorist attacks of September 11, 2001 were a “defining moment” in American history – just like the attack on Pearl Harbor or the assassination of President John F. Kennedy. Our country and our lives will be forever changed by these events. Decades later, many who were alive at the time of President Kennedy’s assassination can remember where they were and what they were doing the moment they heard the news.

For children, however, the significance of such an event may not be immediately understood and may not leave a lasting impression. It is important for them to remember the events of September 11 and their own personal experiences. The following activities will help you and your child reflect on where you were when you first heard about the terrorist attacks.



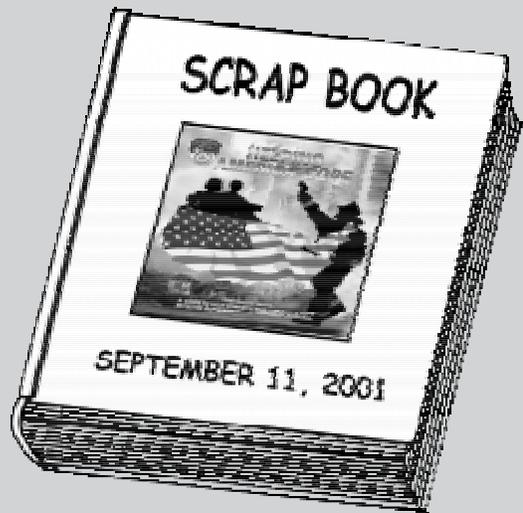
Parent Activity: Reflections

On a separate sheet of paper, answer the following questions. Have your child work on his or her section as well. When you are both finished, discuss your answers. Be sure to save your responses, which can be used in the Joint Activity below.

1. *Describe where you were when the terrorist attacks occurred.*
2. *How did you first hear about them?*
3. *What were you doing when you first heard the news?*

JOINT ACTIVITY: A Day In History Scrapbook

Together, create a scrapbook of your family’s personal memories of September 11, 2001. You can either buy a scrapbook or make one yourself. Inside, include pictures of yourself, your child, your family and your friends taken as closely to the September 11 date as possible. Also put newspaper, magazine and Internet articles, photographs and other information related to the events of September 11 inside your scrapbook. Don’t forget to include a section where you can add your and your child’s answers to the “A Day We Will Remember” activities. When you are finished creating your scrapbook, store it in a cool, dry place away from sunlight. Who knows, one day your grandchildren will be able to read it!





A DAY WE WILL REMEMBER – Where Were You?



September 11, 2001 is a day that many people will never forget. In the future, your children will read about what happened in their history books. Below are some questions that will help you remember what happened on September 11. Answer the questions as best as you can. When you are done, trade answers with an adult and talk about what you wrote. You can even place your answers in a scrapbook.

Where were you when you heard about the terrorist attacks?

Who told you or how did you find out about the attacks?

What were you doing when you first heard about the terrorist attacks?

What did you do the rest of the day?



Talking About Feelings With Your Child

Over the next few weeks and months, there are likely to be more developments related to the United States' war on terrorism. For example, the U.S. has been engaged in military action in Afghanistan, and threats of additional terrorist attacks exist in our country. In order to understand how your child is reacting to these events, it will be important to keep the "lines of communication" open. This means creating a comfortable time and place for your child to talk with you about feelings, worries or concerns.

It will help if you...

- Pick a quiet place to talk, where there are few distractions (e.g., no television on).
- Have a regular time to talk and share, such as after school or before dinner. Talking right before bedtime may **not** be a good idea if your child is having trouble sleeping.
- Speak with another adult before you talk with your child if you feel you are having trouble with your own feelings.

Some children may be hesitant to tell parents how they are feeling because they see that their parents are already upset. Remember, it's okay for parents to express how they feel, but not to the extent that they alarm their children. Do not feel that you have to pressure your child to talk about thoughts and feelings. If you create an opportunity for your child to talk and try to be a good listener, your child will naturally bring up things that are on his or her mind. Sometimes your child's concerns may have to do with the terrorist attacks; other times they may focus on everyday events. By creating comfortable times to talk, your child will tell you when things bother them.

Here are some guidelines you can use when talking to your child:

- Listen to your child's feelings rather than controlling the conversation yourself.
- Acknowledge and normalize your child's statements by making comments like these:
 - "It sounds like you were very angry."*
 - "That part made you feel sad."*
 - "It's okay to feel that way."*
- Be neutral. Do not judge or criticize your child. Make comments like these:
 - "That's interesting."*
 - "Tell me more about it."*
 - "What do you mean?"*
- It's okay to say "*I don't know*" if your child asks a question you cannot answer.
- Pay attention to behaviors that show your child has strong feelings, such as these:
 - Fidgeting or squirming
 - Poor eye contact (doesn't look at you while talking)
 - Facial expressions that show anger, sadness or worry

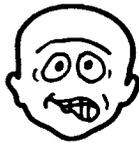


Talking About Feelings



When people heard about the terrorist attacks, they reacted in many different ways and had many different types of feelings. Some of those feelings may have changed or gone away after a few weeks or months. Complete the activities below to show your feelings about the attacks.

1. Below are some pictures and words that describe how people felt after they heard about the terrorist attacks on September 11. Circle the faces that describe how you felt when you **first** heard about the attacks.



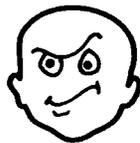
Afraid



Angry



Confused



Disbelief



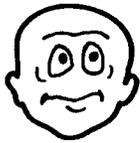
Disgusted



Enraged



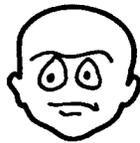
Upset



Guilty



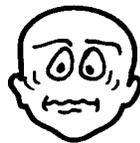
Horrified



Hurt



Lonely



Nervous



Sad



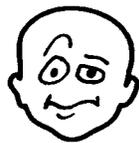
Scared



Shocked



Surprised



Suspicious



Worried

2. Below, draw how you feel **now** about the attacks. You can use the words or pictures from above to help describe your feelings.



Understanding Stress Reactions

After a disaster, children and adults may have a number of different reactions. Feelings of stress, upset, anger, fear and shock are common and normal reactions to an abnormal event such as the terrorist attacks. It is also common for children and adults to have a variety of reactions, and to have some days when they are more upset than others. Feelings and reactions change over time.

Although stress reactions are common and normal, they can create problems for children and families. For example, trouble concentrating can make it difficult for children to focus on schoolwork. Difficulty sleeping may make children more tired and irritable than usual, causing more fights and arguments. Because stress reactions can create problems in everyday living, most children will need some help from their parents when they have stress reactions.

Nobody knows your child better than you. If you pay attention to how your child is reacting to things, you will have a good idea of how to help your child. Over the next few months, many children's reactions will lessen. If your child still has a lot of stress-related reactions, or if these reactions create a problem for your child, it will help to talk to a school counselor or mental health professional.

Keep in mind that if a child was experiencing stress prior to the attacks, he or she will be particularly vulnerable to experiencing stress in this aftermath period. Also, if other attacks or distressing events occur in the next few months, many children and adults will re-experience some of their initial stress reactions. If you are unsure about how your child is feeling at some point in the future, you can repeat the activities in this section.



Parent Activity: Evaluate Your Child's Stress

These activities will help you recognize the most common kinds of stress reactions children have and to see which reactions your child is experiencing, if any. On the left side of (Parent) Page 14 is a list of common stress reactions. Check the ones you see in your child. After you are done, have your child complete their activities on (Child) Pages 13 and 15 (younger children may need assistance). When your child finishes, review their responses and compare them to yours.

Use the right side of Page 14 as an "Answer Key" to identify your child's responses from Page 15. This will help you recognize the types of stress your child is experiencing and direct you to the topics that will help your child cope with that type of stress. For example, if your child circled "YES" to Question #3, he or she may be having problems "re-experiencing" the attacks. You should refer to the recommended coping topics on the right side of Page 14. In general, the "Things You Can Do" topics are helpful for all children. If your child has specific stress reactions, you can refer to the "Special Situations" topics for help.

JOINT ACTIVITY: Group Conversation

The purpose of this activity is to let your child know that they are not alone in their reactions and fears in the wake of the attacks. Have other families with children meet in a relaxed atmosphere to discuss their reactions and thoughts surrounding the event. You can have the children choose the topics of interest and concern. If you wish, food and beverages can be served.



Understanding Stress - Measure Your Stress



Below is a ruler that will help you measure your feelings. How scared or upset are you because of the terrorist attacks? Read the ruler first. Then, starting from the bottom, color in the ruler to the number that best describes how you are feeling. The number 1 means you feel very little stress. The number 12 means you feel a lot of stress and need help.

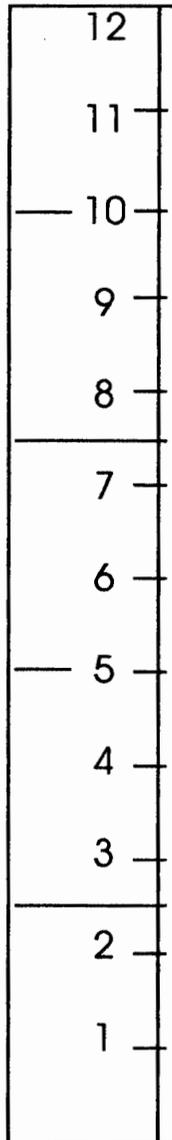
I'm really, really scared and upset. I need help.

I'm very scared and upset. I need extra help to get through this.

I'm scared, but I'll be okay with a little help.

I'm a little scared, but I'm okay.

Nothing scares or bothers me.



HELP! Too much stress!

Very Much

A Lot

Some

A Little Bit

Not At All



Understanding Stress Reactions

Below on the left side is a list of common stress reactions children have following traumatic events. **Check** the reactions, if any, you have noticed in your child over the **past few weeks**. On the right side is an “Answer Key” for (Child) Page 15. It will help you recognize your child’s stress reactions and provide a list of recommended coping topics.

Fears and Worries

My child is afraid of or worried about:

- Being alone or sleeping alone.
- Separating from a parent or loved one.
- Planes or travel.
- Buildings collapsing or being bombed.
- People who remind them of the terrorists.

Child is “re-experiencing” the attacks

My child....

- Talks about the attacks a lot or asks many questions.
- Has distressing dreams or nightmares.
- Acts or feels as if an attack is happening again.
- Can’t stop thinking about what happened.

“Avoidance” or “emotional numbing”

My child...

- Isn’t interested in their usual activities and friends.
- Is quiet and withdrawn.
- Has trouble feeling happy or other positive emotions.
- Has trouble remembering things.
- Avoids anything that reminds them of the event.

Physical Symptoms

My child...

- Has difficulty falling or staying asleep.
- Startles more easily than usual.
- Has difficulty concentrating.
- Is more irritable than usual.
- Has physical complaints like stomach or head aches.

Other Reactions (a change from before attacks)

My child...

- Has angry outbursts.
- Has problems eating (too much or too little).
- Feels sad.
- Acts like a younger child (sucks thumb, etc.).

On a scale of 1-12, (1 being the lowest and 12 highest), my child’s overall stress level is: _____

Child’s Questions: #5, 14

See Sections on:

Fears and Worries
Talking about Feelings
How to Cope
Questions and Answers

Child’s Questions: #1, 2, 3, 4, 11

See Sections on:

Intrusive Thoughts and Dreams
Talking about Feelings
How to Cope

Child’s Questions: #6, 7, 8, 13

See Sections on:

How to Cope
Talking About Feelings
Dealing with Loss and Sadness
Fears and Worries

Child’s Questions: #9, 10, 12, 15

See Sections on:

Staying Physically Healthy
Intrusive Thoughts and Dreams
Reducing Exposure
How to Cope

Child’s Questions: #16, 17, 18

See Sections on:

Managing Anger
Dealing with Loss and Sadness
How to Cope
Normal Routines



Understanding Stress



The sentences below ask about your thoughts and feelings about the terrorist attacks. Show how you have been thinking and feeling for the past few weeks by circling “YES” or “NO” for each sentence.

- | | | |
|--|-----|----|
| 1. I get scared, afraid or upset when I think about the attacks. | YES | NO |
| 2. I keep thinking about what happened. | YES | NO |
| 3. I think about the attacks, even when I don't want to. | YES | NO |
| 4. I have bad dreams. | YES | NO |
| 5. I worry that another attack or something bad might happen. | YES | NO |
| 6. I don't enjoy the things I usually like to do (hobbies, friends, etc.) | YES | NO |
| 7. I feel that people really don't understand how I feel now. | YES | NO |
| 8. I feel so scared, upset or sad that I can't even talk or cry. | YES | NO |
| 9. I feel more jumpy and nervous now than before the attacks. | YES | NO |
| 10. I have not been sleeping well. | YES | NO |
| 11. Thoughts or feelings about the attacks get in the way of my remembering things, like what I learned at school. | YES | NO |
| 12. It is hard to pay attention in school. | YES | NO |
| 13. I try to stay away from things that remind me of the attacks. | YES | NO |
| 14. I worry about things that didn't bother me before, like flying on a plane or being in a tall building. | YES | NO |
| 15. I have more stomachaches, headaches or other sick feelings since the attacks. | YES | NO |
| 16. I have been doing things now that I wouldn't do before, like getting into fights, talking back or disobeying more. | YES | NO |
| 17. I get mad or angry at friends and family more than usual. | YES | NO |
| 18. I feel sad about all the things that have happened | YES | NO |

(Adapted from the Reaction Index by Frederick, 1985)



How Does Your Child Cope?

Everyone has their own ways of coping with stressful events. Some ways of coping are positive and more effective than others. For example, some positive ways to cope with stressful events include seeking support from others, solving a problem, trying to remain calm and trying to look at the positive side of things. On the other hand, some ways of coping can be negative and usually do not help a difficult situation. Yelling, getting angry and blaming others are all examples of negative ways of coping. These ways of coping can lead to new problems.

Try to encourage your child to use positive ways of coping when dealing with upsetting events related to the terrorist attacks. The activities in this section will help you identify how your child is coping with recent events and encourage positive ways of coping. On the next page are some questions about the ways your child tries to cope. Have your child answer the questions in a quiet place. When your child is finished, go over the answers together.



Parent Activity: Identifying How Your Child Copes

While your child is completing their activity, think about how he or she usually copes with bad events. Below, write in the positive and negative ways your child copes.

| Positive Ways My Child Copes | Negative Ways My Child Copes |
|------------------------------|------------------------------|
| | |
| | |
| | |
| | |

JOINT ACTIVITY: Evaluate How Your Child Copes

Review your child’s responses together and talk about them. Items #3, 6, 9 and 12 are positive coping strategies that you can encourage your child to use. For example, item #3 reflects “having a positive outlook” and item #6 reflects “problem solving” as well as “talking about things that are upsetting.” In addition, item #9 reflects “keeping calm” and item #12 reflects “seeking support and comfort from others.” These coping strategies can help your child deal with stress better. Additional ideas for coping are covered in other sections of this book. “Seeking information” and “finding distraction” can also be effective ways of coping for some children.

The remaining items on the child’s page (#1, 2, 4, 5, 7, 8, 10, and 11) are negative ways of coping. They usually don’t help a difficult situation and sometimes can make it worse. For example, items #1 and 2 reflect “social withdrawal,” items #4 and 5 reflect “blaming self or others,” item #7 reflects “wishful thinking,” items #8 and 11 reflect “angry feelings” and item #10 reflects “feeling helpless.” If your child circled some of these items, you might want to help him or her focus on other ways of coping with stress. Again, some sections in this book will give you some good ideas.



How Do I Cope With Things That Happen?



Here is a list of things that children do to solve problems or feel better when bad things happen. Think about what you have done to feel better about the recent terrorist attacks. Circle YES or NO for each to show whether or not you did that to feel better about what has happened.

| | <u>Did you do this?</u> | |
|--|--------------------------------|----|
| 1. I stayed by myself. | YES | NO |
| 2. I kept quiet about the bad things that happened. | YES | NO |
| 3. I tried to see the good side of things. | YES | NO |
| 4. I blamed myself for causing the bad things that happened. | YES | NO |
| 5. I blamed someone other than the terrorists for causing the bad things that happened. | YES | NO |
| 6. I tried to fix the bad things by doing something or talking to someone. | YES | NO |
| 7. I wished the bad things had never happened. | YES | NO |
| 8. I yelled, screamed or got mad. | YES | NO |
| 9. I tried to calm myself down. | YES | NO |
| 10. I didn't do anything because the bad things couldn't be fixed. | YES | NO |
| 11. I got mad or angry at others. | YES | NO |
| 12. I tried to feel better by spending time with others like my family, grownups or friends. | YES | NO |

(This was adapted from the KIDCOPE, with the permission of Anthony Spirito.)



Things That Can Help - Normal Routines

One of the most upsetting aspects of disasters and traumatic events for children and adults is that they shake people's feelings of safety and security. Helping your child feel safe and secure after a traumatic event will help your child feel less distressed. One of the ways to help your child cope is to get your child back into his or her normal routine.

Everybody has a normal routine that they more or less follow on a daily basis. Some have different routines for weekends and for weekdays. Resuming normal activities and routines will give your child a sense of comfort, as their day becomes more predictable. This familiar environment will help your child feel safer and more secure. It will also help to distract your child from feelings of distress. This section is designed to help you and your child identify a "normal routine."

It will also be helpful to identify and encourage your child's favorite everyday activities. Before your child begins working on the next page, you can make a photocopy of the page and let him or her complete the same activities for both normal weekday and weekend routines. For younger kids, this may be best done as a joint activity.



Parent Activity: Identifying Your Normal Routines

What are your normal routines? On a sheet of paper, list them. Include what activities you do and the times that you typically do them. It may be the case that you have already returned to your normal routines. If so, highlight any activities that are different now for you and your family than before the attacks (e.g., more television viewing). Keep a separate list for your weekday and weekend routines. When you work on the joint activity with your child, see if you can suggest some favorite everyday activities to add to both of your normal routines that do not take up a lot of time. For example, you can ride bicycles; or play catch, cards, board games or ping-pong.

JOINT ACTIVITY: Plan Some Fun Activities

Together, review your child's normal routine list from Page 19. Have your child highlight or mark with a star his or her favorite everyday activities. Together, make a list of favorite activities you and your child enjoy doing together. Then, add some of these favorite everyday activities to both of your normal routines that you will enjoy doing.

If you can, take out your daily planner or calendar and, along with your child, plan the next week or two. Write in or draw each favorite everyday activity that is planned. You can update your schedule periodically with different activities.

* A good idea is to let your child create his or her own calendar. Have them write in or draw their "schedule" and add in each planned favorite everyday activity. You can then hang your child's calendar in an easily viewable place, such as on a refrigerator door.



Things That Can Help - Normal Routines



What is your normal routine? On the left side, list things that you do on a normal day. When you are done, complete the clocks on the right side. Draw in the missing hands on each clock to show what time you normally do the listed activity.

What I normally do

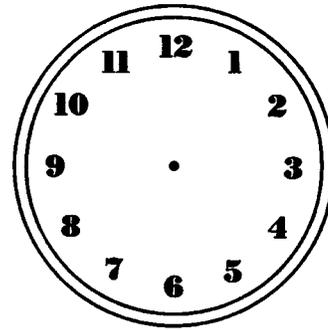
In the morning:

In the afternoon:

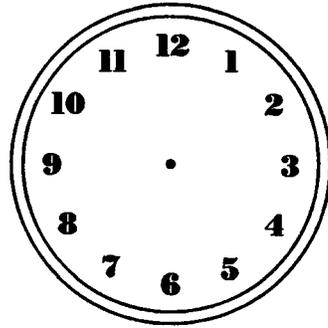
In the evening:

Before bedtime:

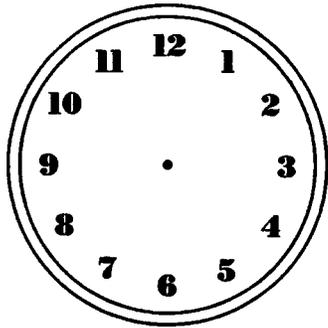
Complete the clocks



What time I normally wake up



What time I normally eat lunch



What time I normally go to bed



Things That Can Help - Reducing Exposure

Another way to help children cope with the terrorist attacks is to reduce their exposure to upsetting images of the attacks or to things that resemble the attacks. Visual images are ways of “re-experiencing” the event. For example, after the bombing of the Federal Building in Oklahoma City, children who watched television programs with images of the bombing and stories of the victims’ families had more distress and fears than children who did not watch much television.

Because of the distressing aspect of television images, your child will feel better if you limit viewing of terrorist-related programs. This is very important now when scenes of war, bombings and other terrorist-related events are reported in the news. Upsetting images can lead to increased fears, bad dreams and trouble sleeping. The kinds of TV shows to limit include the news and special programs about the terrorist attacks or about the victims and families who were hurt. It will also help to limit television shows, movies and even video games that have a lot of violence.

If you are unsure about the content of a show or movie, check the program’s ratings in the newspaper or on the Internet before viewing.* You can also periodically ask if there is anything on television that your child has questions about or that bothers them. You can also watch a show or movie with your child and turn the program off if it becomes upsetting. An even better idea is to limit television and media use in general, if this is possible. Instead, encourage your child to participate in other fun activities like reading, sports, community events, outdoor activities or card games. These activities will provide a distraction from upsetting events and help your child feel more in control. You can use your child’s responses from the next page to help you find alternative activities for them to do.

* Helpful websites for parents include the Yahoo! industry ratings for television shows (<http://tv.yahoo.com>) and movies (<http://movies.yahoo.com>). Another good website is the National Institute for Media and the Family (www.mediafamily.org), which provides ratings of the amount and portrayal of violence for most television shows and movies.



Parent Activity: What Does Your Child Watch?

Identify your child’s favorite television shows and movies. You can even watch the programs or movies with your child. Look the shows up in a newspaper or on the Internet to see their violence ratings and recommended viewing ages. If a program or movie appears unhealthy, limit your child’s viewing of it, or encourage other shows or activities.

JOINT ACTIVITY: Family Day

Need an excellent alternative to sitting around the house, watching television? Create a Family Day! Have your family pick one day out of the week or month and set it aside to spend quality time together. Do not let job responsibilities or schoolwork interfere with your day. Choose fun activities that everyone will enjoy. For example, have a family picnic, visit a park, museum or aquarium, go to a beach, take a scenic day trip or volunteer for a community service project.



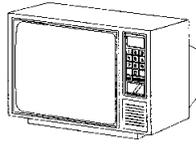
Things That Can Help - What I Like To Do



Fill in the blanks. Tell how many days a week you do each activity listed.

ACTIVITY

- Watch TV
- Listen to music
- Play with friends
- Do family activities
- Read a book
- Play videogames
- Play sports



DAYS PER WEEK

List your favorites for each category:

My favorite hobbies are:

My favorite sports are:

My favorite family activities are:

My favorite musicians are:

My favorite books are:





Topic 8 Things That Can Help - Staying Physically Healthy

Stress can affect people physically as well as mentally. After a distressing event, many people do not feel like eating, or may have trouble sleeping. These changes make it harder for a person to cope with stress. Just as it is important to resume normal everyday activities, it is also important to stay active and healthy. This is especially true for children. A child who is healthy and physically fit will find it easier to cope with stress. In fact, all of us do better when we feel strong and healthy.

The activities in this section are designed to help you identify changes in your child’s eating, sleeping and exercise habits. They are also designed to help you get your child “back on track.” Have your child complete the activity on Page 23 while you finish the one below.



Parent Activity: Track Your Child’s Health

Observe your child over the next few days. Note any changes in your child’s health behaviors since the time of the terrorist attacks. Write down any changes you have noticed in the following categories:

| | |
|---------------|-----------------------|
| Eating meals: | Sleeping or resting: |
| Exercise: | Increased complaints: |

JOINT ACTIVITY: Coping Chart

Take a look at the physical changes you have noticed in your child. If there are areas that need improvement, work together on creating a “Coping Chart.” List things you and your child can do to cope. Include some of your child’s answers from Page 23. Together complete the chart. Some examples are:

| | |
|---|---|
| <p><u>Eating (lack of appetite):</u> Drink a milkshake with fruit Take vitamins Have a regular family meal time Purchase healthy snacks (raisins, carrots)</p> | <p><u>Trouble falling or staying asleep:</u> Sleep with light on or a night-light Snuggle with a favorite doll Play soft music Count backward from 100</p> |
| <p><u>Exercise (lack of):</u> Join a sports league or youth group Learn a new sport (tennis or dance lessons) Develop a personal exercise routine Do outdoor activities (hiking, biking, etc.)</p> | <p><u>Increased physical complaints:</u> Have child checked by family doctor Practice relaxation to reduce stress (see Page 35)</p> |



Things That Can Help - Staying Physically Healthy



By keeping healthy, you can deal better with the things that make you stressed or worried. In the boxes below, write or draw what you do to keep healthy for each category. Some examples are given to help you get started.

My favorite healthy foods

Apples



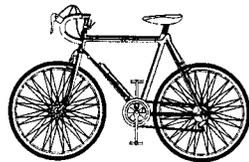
How I relax before bedtime

Listen to music



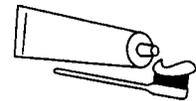
My favorite ways to exercise

Ride my bike



How I keep my body healthy

Brush my teeth





Fears and Worries - What You Can Do

After a traumatic event, children and adults may feel more fearful and worried. This is especially true with events that are unpredictable, such as terrorist attacks. Since September 11, many children and adults have fears and worries about their personal safety or the safety of loved ones. It will be useful to understand the kinds of things your child worries about. This will enable you to help your child cope with fears and worries. It will also help you to reassure your child. It is a good idea to repeat this section later on, as the focus of your child’s worries may change over time.

Keep in mind that fears and worries can be learned through television and other media sources. Because of this, we have included an activity to reduce media use (see Pages 20-21). You might also find a relaxation exercise useful (see Page 35). In addition, be careful to monitor what you say to other adults about your worries when your child may be listening, as this can communicate new worries and concerns to your child.



Parent Activity: What Are Your Worries?

Children often “learn” about potential sources of fear and worry by observing others, including their parents and teachers. Because of this, it will be helpful to identify some of the things you worry about, and that you might unintentionally communicate to your child. The terrorist attacks have brought about a whole new set of fears and worries that may not have been present before September 11. On a sheet of paper, write down the fears or worries you currently have (resulting from the terrorist attacks). Use the following categories as a guide:

- | | | | |
|--------|--------|----------|-------|
| Work | Family | Friends | World |
| Travel | Health | Children | Other |

JOINT ACTIVITY: Develop a “Worry Buster” Plan

Along with your child, develop a “Worry Buster” plan. Use a separate sheet of paper. For each “worry” that you and your child have listed in the “worry” activities, develop a coping plan to deal with that worry. For example:

Child’s Worry:

Something will happen when the child is in school and he or she won’t be able to reach the parent.

Worry Buster Plan:

Create an index card for your child to carry with emergency phone numbers to reach the parent. Give a copy to the teacher and school.



| Worry | Worry Buster |
|-------|--------------|
| | |
| | |
| | |



Fears and Worries - What You Can Do



It is important that you talk with a parent or other adult about some of the worries or fears you have about different things. A “worry” is when you think something bad might happen. For example, you might have a “worry” that you will get a bad test score. In each section below, list some of your worries or fears that bother you.

| | |
|--|---|
| <p style="text-align: center;">SCHOOL</p>  <hr/> <hr/> <hr/> <hr/> | <p style="text-align: center;">FRIENDS & FAMILY</p>  <hr/> <hr/> <hr/> <hr/> |
|  <p style="text-align: center;">WORLD</p> <hr/> <hr/> <hr/> <hr/> | <p style="text-align: center;">TRAVEL</p>  <hr/> <hr/> <hr/> <hr/> |
|  <p style="text-align: center;">HEALTH</p> <hr/> <hr/> <hr/> <hr/> | <p style="text-align: center;">PETS</p>  <hr/> <hr/> <hr/> <hr/> |
| <p style="text-align: center;">Other Concerns</p> <hr/> <hr/> <hr/> <hr/> | |



Intrusive Thoughts and Dreams - What You Can Do

Sometimes after a traumatic event, children keep thinking about the event or “see images” related to the event in their mind, even though they don’t want to. For example, a child might keep thinking about the World Trade Center Towers collapsing, or might visualize planes hitting a building, even when they are in school or doing other activities. Sometimes these intrusive thoughts happen at bedtime and make it difficult for children to fall or stay asleep.

Although these stress reactions are common, especially during the first weeks or months after an upsetting event, the unwanted “images” may be very distressing. If your child is having these kinds of thoughts or images, or is having trouble sleeping, the activities in this section may be very helpful. It will also be helpful to limit television viewing (see Reducing Exposure, Page 20), encourage good health (see Staying Physically Healthy, Page 22) and encourage your child to do more enjoyable things (see Normal Routines, Page 18).

Another way to help stop intrusive thoughts is to encourage your child to re-direct thinking away from the upsetting thoughts and focus on something more positive. If the intrusive thoughts happen at bedtime, it will help to have a routine that focuses on something pleasant and distracting, such as a bedtime story.

JOINT ACTIVITY: STOP Bad Thoughts

Ask your child if he or she has any thoughts about the terrorist attacks, or if any “pictures” or “images” come into their head that bothers them. If so, tell your child that this is very normal after a bad thing happens, such as the terrorist attacks. Find out when these bad thoughts or pictures normally occur (e.g. at bedtime, in school, etc.).

Next, explain to your child that when they have bad thoughts or images, he or she should **STOP** and think about something else. Tell your child that you will make a STOP sign together to remind them to STOP when they are having bothersome thoughts and do something else.

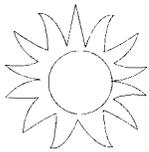
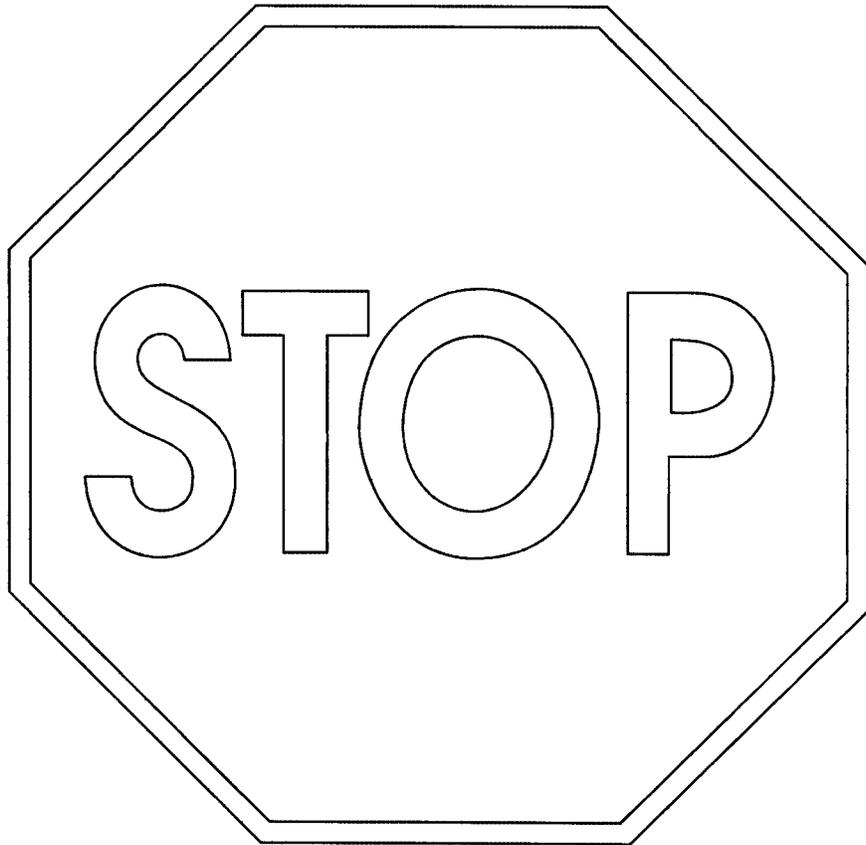
Together, complete the next page. You may want to photocopy the page before you work on it so your child will be able to carry a copy with them. On the top half of the page is a STOP sign. Let your child color it in. On the bottom half is a space for you and your child to write down **OTHER** things your child can do when they start to have bothersome thoughts. This may depend on whether the thoughts occur during the day or at night. The following are some examples to give you and your child some ideas.

| DAYTIME | NIGHT-TIME or BEDTIME |
|--------------------|-----------------------------------|
| Call a friend | Read a story |
| Call a parent | Listen to music |
| Read a book | Count backward from 100 |
| Ride a bike | Practice relaxation (see Page 35) |
| Hug a parent | Draw a picture |
| Sing or hum a song | Have parent “tuck” you into bed |

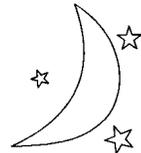
(Adapted from Robin Gurwitch, Ph.D., University of Oklahoma Health Sciences Center)



When You Have Bad Thoughts and Dreams:



and think of **OTHER** things to do.



DAYTIME

NIGHT-TIME or BEDTIME



Managing Anger - What You Can Do

It is not unusual for children and adults to have angry or irritable feelings after a disaster or distressing event. Often, children may want to “blame others” for bad things that happened, or may just be more irritable than usual. It is understandable that many people are angry after the terrorist attacks. However, it is important that children and adults find ways to cope with angry feelings.

If your child is feeling angry or irritable, explain that it is okay to feel that way. This is very normal. Explain that it is NOT okay to take out angry feelings on other people. For example, it is okay to feel angry, but not okay to fight and argue with others. Also, it is not okay to do something mean to someone who reminds you of the terrorists.

There are two kinds of activities in this section. The first activity focuses on how to resolve conflicts and help your child manage angry feelings and disagreements with others. The second activity focuses on multicultural awareness - that is, understanding others who are different. This activity is meant to help children accept others and to keep them from “striking out” at people who may remind them of the terrorists.



Parent Activity: Developing an Anger Management Plan

Keep a brief diary about your child’s behavior over the next week or two. Take notes on what happens before, during and after each angry outburst. Use this information to develop an “anger management” plan.

Before – *With whom does your child get angry? What situations trigger the anger?*

During – *What does your child do when angry? What is the behavior?*

After – *What happens after? Do you discipline your child? Do you ignore the behavior?*

If your child gets angry or annoyed at the same person, or in the same situation, try changing the situation to prevent the angry outbursts. For example, if your child gets angry when a sibling changes the television channel, it may help to have family rules about television viewing. You can even have your child “talk through” angry feelings with the person who is the target.

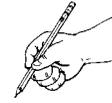
Also, look at what happens after your child gets angry. Does your child get his or her way? Try not to ignore the angry behavior or give in to your child’s misbehavior. Instead, calmly tell them that “feeling angry” is okay, but “acting angry” is not. Have your child sit quietly until they calm down and then talk over what is bothering them to see if the situation can be resolved. If this does not work, you may have to discipline your child. For example, depending on your child’s age, you can have them miss a favorite TV show, go to bed a half hour earlier than usual or do an extra chore.

JOINT ACTIVITY: Role Playing

Ask your child to complete the activity on the following page. Afterward, go over your child’s ideas for “positive” things to do when feeling angry, and help identify additional things they can do. Then, play a “pretend” game with your child. You pretend to do something annoying and your child has to practice the STOP, LOOK and LISTEN ideas. Your child can also practice doing something other than getting mad. Involve other family members in the game as well.



Managing Anger - Conflict Resolution



Since the terrorist attacks, many people have felt angry or irritable. You might have these feelings, too. It is okay to feel angry, but it is **not** okay to fight or argue with someone because you are upset or angry at someone or something else.

Sometimes you may feel angry with your family, teachers, friends or classmates. If you are upset and angry with someone, or get into an argument, here are a few steps to remember that will help you solve a problem without violence:

STOP

- what you are doing and count to 10 slowly

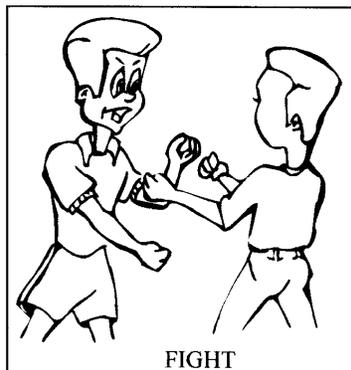
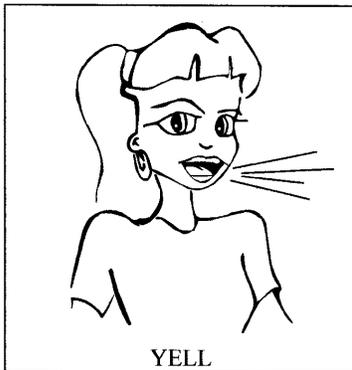
LOOK

- at each other. Focus your attention on the other person.

LISTEN

- to each other's stories about what is wrong and think together of a possible solution.

Below are some of the things people do when they get angry. These are bad ways to cope with angry feelings.



Below, draw or write some good things you can do when you feel angry or get into an argument with someone. If you need some ideas, ask an adult for help.



Managing Anger - Multicultural Awareness

One result of the terrorist attacks has been discrimination and even some harmful acts against people who look Arabic. Although many people are angry or afraid, discrimination and harmful acts are not positive ways to cope with these feelings.

Parents are powerful role models for children. Children can learn from their parents both good and bad qualities. That is why it is important for you (as a parent) to think about what you say and do in front of your child. Is there anything, even unintentional, that might communicate to your child that certain people or groups of people are not to be trusted or respected? This is a good time to tell your child that people of all races and colors should be respected and treated fairly, even if they seem “different.”

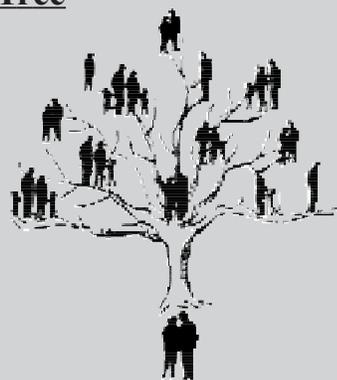
The term “Arab-American” is used to identify Americans who can trace their ancestry to, or who immigrated from, Arabic-speaking areas of the Middle East. This can include individuals from a number of countries, religions, cultures and ethnic backgrounds. To many Americans, Arabic customs, beliefs and way of life seem strange and foreign. Many children and adults are naturally fearful of people and things they do not understand. If your child is unfamiliar with Arabic culture, this can lead to uncomfortable feelings, nervousness or fear. The recent terrorist attacks also can increase feelings of fear or anger. One way to help children cope with these feelings is to increase their awareness of Arabs and Arab culture.

JOINT ACTIVITY: Increase Awareness Through Research

Help your child do some research to promote a better understanding of Arab culture. Use resources from a library, books, the Internet or even interviews. Let your child identify and choose an Arabic country and write a report on it. Make sure your child talks about the country’s geography, weather, system of government, economy and history, as well as its population’s culture, ethnic background and religious heritage. If your child is too young to write a report, you can have them draw a picture of an object that they came across in their research.

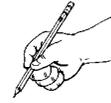
JOINT ACTIVITY: Family Tree

Most Americans, or their ancestors, originally came from another country. Where did your family come from? Help your child trace his or her own family’s history and create a family tree. Go back as far as possible. Interviews with relatives will help. You can even have family members make a cassette or video recording explaining their life histories.





Managing Anger - Multicultural Awareness



When the terrorist attacks occurred, many people felt angry and afraid. It is okay to feel this way, but it is not okay to say or do mean things to people who remind you of the terrorists. Because the terrorists came from Arabic nations, many people are mad at or afraid of people who look Arabic. But there are many, many Arabs in the world and very, very few terrorists. Many Arabs feel bad about the terrorist attacks.

There are many Arab-Americans in the United States. Arab-Americans are people who came from, or whose families came from, an Arabic country, but are American just like you. You must be careful not to take out any angry feelings on people who look Arabic or who remind you of the terrorists. If you have an Arab-American friend, you should continue to be that person's friend. Remember, the President and our government are doing all they can to catch the terrorists; that is their job. It is your job to be a good American and be accepting of others.

Complete the activity below:

| | |
|---|---|
| OUTSIDE | INSIDE |
| Look in the mirror and write down all the things you can see about yourself on the <u>outside</u> . Example: Hair color, eye color, etc. | Now, close your eyes and think about what you are really like on the <u>inside</u> . Write these qualities down. Example: Friendly, smart, etc. |
| MAKE A NEW FRIEND Find someone in your school or neighborhood you do not know. | |
| OUTSIDE | INSIDE |
| Write down all the things about your new friend you can see from the outside. | Now, introduce yourself to them and write down what they are like on the inside. |



Coping with Loss and Sadness - What You Can Do

After traumatic events, many children and adults have feelings of sadness and loss. This is very common. In fact, since the terrorist attacks, many children and adults report feeling this way.

Some children and adults feel very sad because they lost family members, co-workers or friends in the World Trade Center, the Pentagon or in a hijacked plane. Most people did not lose family members or friends, but they still feel sad.

There are many reasons why people feel sad. Sometimes it is because they feel badly for the people who lost family members and friends. Sometimes it is because they don't know what to do to help the situation. Sometimes it is because things "just don't seem the same" since the terrorist attacks. The attacks have changed our "usual way of life."

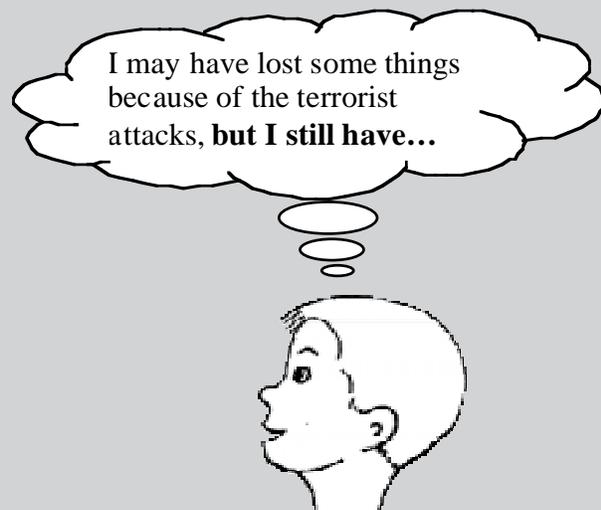
The activity in this section will help you and your child identify and talk about feelings of sadness. It will also identify things to do that will help your child to cope with sadness and loss.

In general, some things that can help children when they feel sad are:

- Focusing on the positive things they still have (e.g., health, loved ones, etc.)
- Talking to a friend or family member when feeling "blue."
- Doing activities they usually enjoy (see Pages 18 – 21 for ideas)
- Doing things to help others (e.g., writing letters, volunteering, donating money; see Page 39 of the *Questions and Answers* for some ideas)

JOINT ACTIVITY: Positive Coping Ideas

Together with your child, complete the activity on the next page about "losses" and the things they "still have." Focusing on the things they did not lose is a positive way of coping with sadness and loss. Your child may need help with this activity, because some of the things can be hard to name or draw (e.g., loss of sense of safety). Once your child is finished, discuss the answers. Point out that it hurts to lose something important. Also, talk about some positive things your child can do to feel better (see above suggestions).



Common Questions and Answers

My child is worried about another terrorist attack. What should I say?

Be honest with your child, but also be reassuring. Tell your child something like this:

“Being scared of another terrorist attack is normal. Many people are nervous because another attack may happen. However, everyone is working very hard to keep you, your family and your friends safe. People like the President and other leaders, the military, the police, fire department, FBI, CIA, Coast Guard, etc. They are all working together to stop another attack.”

You might also point out that the military conflict (our attack on the terrorists) is very far away. You can also say that the President has asked all of us to be brave and go about our usual activities. The President feels safe and is doing all of his usual activities, too.

Children are often reassured by hearing that their parents and family members love them and will do everything they can to keep them safe. Older children also may appreciate discussions of the specific steps that have been taken to improve security in places like airports, public buildings, schools and sports stadiums.

(Some of this advice is adapted from the Web page by the National Association for School Psychologists.
For more detail, see http://www.nasponline.org/NEAT/children_war.html)

My child is nervous about flying on an airplane. What can I do?

Before a flight, talk to your child about safety issues. Let them express their feelings and fears. Tell your child that you understand why they are nervous about flying on an airplane. Point out that you would not go on an airplane yourself if you didn't think it was safe. Reassure your child about all the extra steps that have been taken to keep travelers safe (such as extra security at the airport and on the airplanes, checking out people who look or behave suspiciously).

Another good idea is to bring relaxing and distracting activities for your child to do during travel. This might be a favorite toy or doll, a portable CD or tape player, a book, a deck of cards, or a hand-held video game player. This will help them feel more secure. You can also get ideas from the activities in the other sections of this book such as “How Does Your Child Cope” (Page 16) and “Fear and Worries” (Page 24). The relaxation exercise on the next page may also help.

How can I help my child feel less nervous when I'm on a business trip?

If you travel for work, stay in closer touch with family members. You can do this by calling home or sending e-mails on a frequent basis. If you can, choose a specific time to call or send an e-mail each day you are away. You might also give your child your cell phone number, or another good number to call, if they get scared or worried.

While you are away, make sure your child stays active with lots of activities. You might also give your child a project to finish before you get back, such as drawing a poster or completing a list of chores around the house. Spend some extra time with your child when you return, and do a fun activity together.

How can I teach my child to relax?

Use the Turtle Technique

Talk to your child about what turtles do when they feel scared. Tell your child that turtles go into their shells to calm down. Say that he or she can also create a shell to relax in when feeling mad, scared or stressed. Your child can create a shell by doing any of the following: Putting his or her head down, going to a quiet corner or a separate room, or just closing his or her eyes. Once your child is in his or her shell, it is important to relax. Here are some things that can help:

- 1) Sit in a comfortable position, with feet flat on the floor.
- 2) Take a couple of deep breaths; feel your stomach go in and out like a balloon
- 3) Count to ten or twenty very slowly.
- 4) Imagine something you really enjoy, such as sitting on the beach in the sun, or floating on water, or some other positive, calm image.
- 5) Remind your child that he or she can practice before sleep or when nervous or scared.

How can I tell when to seek professional help for my child?

It is a good idea to seek the help of a mental health professional when either your child has a number of stress reactions (see Page 14) that don't seem to be getting better or going away, or your child is so bothered by the terrorist attacks or related events that he or she is having a very hard time in school, at home or with friends.

* This advice applies to adults as well. If your stress reactions persist or interfere with your everyday functioning, you should seek professional help.

How do I explain to my child why I choose to stay a part of the Fire Department?

Only you know the answer(s) to this question. Each individual has his or her own reasons for choosing to be a member of the Fire Department. Below are some talking points that may help you explain some of your reasoning to your child.

- To be a member of the Fire Department is an honor and a privilege that I worked very hard to obtain. Very few people pass the difficult written and physical tests. I am proud to be a part of the Fire Department.
- I like to help others. Being a member of the Fire Department means that I get to help people and save lives everyday. There is no better feeling than to help others who are in need and cannot help themselves.
- This is not just a job, it is something I enjoy and want to do. The people I work with are like a family to me, and we protect each other. I hope that when you grow up, you enjoy your job and the people you spend your day with as much as I do.
- My training and experience allow me to be a member of the Fire Department, but it is your willingness to share me with the city that makes it possible. Thank you for your understanding and support, and for allowing me to do what I love to do.

What should I tell my child about the reasons for the terrorist attacks?

Many children want to know why the terrorists attacked the United States and why they dislike Americans. These are not easy questions to answer, and the answers can be complicated. Many people have their own beliefs and feelings about the attacks and the reasons behind them. Only the terrorists really know the answers to these questions.

What we can give you are some “talking points” to use with your child that may help you answer questions about the terrorists and their attacks. These are only suggestions; it is up to you to decide how you want to discuss these questions with your child.

Why don't they like us?

There are many reasons why the terrorists do not like Americans or the United States, including:

- They do not like our way of life because it is very different from theirs.
- The terrorists do not believe in freedom or democracy.
- The terrorists do not believe that women should be free and take part in government, business or society.
- The United States was built on freedom and democracy, and since the terrorists do not like these ideas or our way of life, they do not like Americans or the United States.

Why did the terrorists do this?

- You can explain to your child that most people accept or at least tolerate differences.
- The United Nations (U.N.), for example, tries to resolve conflicts and differences that people and countries have with each other in a peaceful way. The United States belongs to the U.N.
- The terrorists do not accept or tolerate people who are different from themselves, and do not choose to solve their conflicts peacefully.
- The terrorists are “extremists.” They use extreme methods, such as violence and terrorism, to hurt those whom they do not like or who are different from them.
- The terrorists thought that by attacking the United States, we would change the way we live and become more like them. They were very wrong.

Why did we go to war?

You might discuss with your child that:

- The people who did the bad things must be stopped.
- We have gone to war against the terrorists to make sure that another attack like September 11 does not happen again.
- We must punish the people who committed these acts. Just like a criminal who goes to jail for committing a crime and hurting people, the terrorists must be punished for their crimes and for hurting so many people.
- It may help to explain that the September 11 attacks were not the first time the terrorists had attacked Americans or American interests (e.g., the bombing of the USS Cole a year ago, bombings of the U.S. embassies in Africa, etc.).
- We have to fight to protect Americans and American interests everywhere.

Where Can I Find Additional Assistance?

www.nyc.gov/fdny

This website has great information about the NYC Fire Department; specifically the Family Assistance Unit – designed to meet your needs – and the Counseling Service Unit - for any help.

**You can also contact the Family Assistance Unit at:
(718) 999-1473**

**Or any questions can be answered by calling the
Counseling Service Unit at:
(212) 570-1693**

Some Helpful Websites

Project Liberty Web Site

Information on Project Liberty services and resources. Links to web sites devoted to children's issues.
www.projectliberty.state.ny.us

New York State Office of Mental Health

Age Related Reactions of Children to Disasters

www.omh.state.ny.us/omhweb/crisis/crisiscounseling3.html

American Psychological Association

Various materials for parents and children and links to other sites.

www.apa.org/psychnet/coverage.html

National Association of School Psychologists

Children and Fear of War and Terrorism: Tips for Parents and Teachers

www.nasponline.org/NEAT/children_war.html

National Institute of Mental Health

Helping Children and Adolescents Cope with Violence and Disasters

Contains in-depth information on Trauma and Post-Traumatic Stress Disorder **www.nimh.nih.gov/outline/responseterrorism.cfm**

Public Broadcasting System

A Guide to Children's Grief by Kenneth J. Doka

www.pbs.org/wnet/onourown/terms/articles/children.html



FDNY COUNSELING SERVICES UNIT LOCATIONS

The FDNY Counseling Service Unit (CSU) provides services to all personnel, including family members. Appointments for individuals, couples, family and phone counseling are available **Monday – Friday from 8am to 6pm and Saturday from 10am to 4pm**, except where indicated. Outside referrals are also available.

MANHATTAN

251 Lafayette Street, 3rd Floor
New York, NY 10012
(212) 570-1693
24-Hour Phone Line

FORT TOTTEN, QUEENS

Fort Totten, Building 413A
Bayside, NY 10314
(718) 352-2140

STATEN ISLAND

1688 Victory Boulevard
Staten Island, NY 10314
(718) 815-4111

BRENTWOOD, SUFFOLK COUNTY

Crooked Hill Road
Brentwood, NY 11717
By Appointment
(631) 851-6888

ORANGE COUNTY

St. James Episcopal Church
1 St. James Place (at S. Church St.)
Goshen, NY 10924
Monday and Thursday 10am–6pm
(845) 294-5716

PUTNAM COUNTY

Church of Holy Communion
1055 Route 6
Mahopac, NY 10541
By Appointment
(845) 294-5716

ROCKLAND COUNTY

Don Basco Retreat House
Marian Shrine
Willow Grove Road
Stony Point, Rockland
By Appointment
(845) 294-5716

www.nyc.gov/fdny

How Can I Help?

Every person is unique, and has different talents or things they are good at doing. Think about your talents and the things that you do best. Then think of a creative way to use your talents to help others and support America. For example, we, the authors of this book, used our talents to create *Helping America Cope*, which is our way of fighting terrorism and helping those in need. Helping comes in many ways and forms. You should do what you can to help, but stay within your limits. If you cannot help financially, find another way, such as writing letters of support, volunteering your time or services, or creating a poster or mural showing your support.

How can I help fight terrorism and support America's troops overseas?

Many people have been asking how or what they can do to help fight terrorism. The fact is, everyone in America is already helping. By simply going to work or school, and resuming your normal, everyday activities, you are helping America fight back against terrorism. You can also help by showing support for our country and our military personnel overseas. You can do this by:

- Displaying the American flag or yellow ribbons in front of your house or on your cars.
- Creating "patriotic" T-shirts and hats expressing your support of our country and troops.
- Writing letters of support to your local military offices, police and fire departments and Congressional representatives, thanking them for their assistance in fighting terrorism.

My child and I want to do something to help those in need. What can we do?

Those who have been personally affected by the attacks need our support and help. Helping others, especially those in need, can help you and your child cope with your feelings as well. Here are some ideas for what you can do to help those in need.

Adults: Donate money
 Donate goods
 Donate services
 Give blood
 Volunteer your time (for fundraisers and community projects)

You can also help by assisting your child in their activities, such as coordinating fundraising activities like bake sales and car washes, assisting in transportation, mailing letters of support, etc.

Children: Donate money
 Donate goods
 Volunteer your time (for fundraising activities, community events)
 Write letters or send drawings to those affected by the tragedy or to those who are helping keep us safe (firefighters, police, etc.)

Fundraising: Fundraising can be fun! Use your talents and creativity to help raise money for those in need. For example, if you're a good cook, hold a bake sale. If you like to make lemonade, have a lemonade stand. If you're a good artist, paint pictures and sell them in your neighborhood. You can even organize a car wash or school carnival to raise money. The ideas are unlimited!

Questionnaire For Parents

We are interested in hearing your thoughts about this book and the New York City Fire Department. Please complete the questionnaire below and send it back to us. Your evaluation and thoughts will help us produce better material in the future.

Please use the following scale to rate your experiences using this book.

- | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-----------------|----------------|--------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| 1. The information in the book was helpful. | | | | 1 2 3 4 5 |
| 2. The parent activities were informative. | | | | 1 2 3 4 5 |
| 3. I have felt better about things since using the book. | | | | 1 2 3 4 5 |
| 4. The child activities were constructive and easily understood. | | | | 1 2 3 4 5 |
| 5. The joint parent-child activities created a safety net for interaction and discussion. | | | | 1 2 3 4 5 |
| 6. My child has felt better about things since using this book. | | | | 1 2 3 4 5 |
| 7. I would recommend this book to other parents. | | | | 1 2 3 4 5 |
| 8. My overall evaluation of the book is positive. | | | | 1 2 3 4 5 |
| 9. What have you liked most about the support you have received? | | | | |

10. What needs would you like to see addressed by the Fire Department?

11. Additional comments:

Please mail to:

The Other Side of the Firehouse
251-Laffayette Street, 3rd Floor
New York, NY 10012



**This book is made available by the generosity of all who gave contributions
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THE SEPTEMBER 11th FUND**

**This fund was established by
The United Way of New York City
and
The New York Community Trust**

**The people of New York City will not be victims of this terrible tragedy,
but will become survivors who will be stronger and work together to rebuild.**

www.september11fund.org