



Emergency Plan Library



The forms, templates, worksheets, checklists, and tools in the Emergency Plan Library are in alphabetical order. You may use some or all of these materials to meet the needs of your individual program.

UCSF School of Nursing

Developed by the UCSF California Childcare Health Program with funding from the California Department of Education

The Emergency Plan Library includes the following:

- Child Emergency Information Form
- Damage Assessment Tool
- Drill Log
- Emergency Checklist for Children with Special Needs
- Emergency Disaster Plan Addendum
- Emergency Supplies Checklist
- Emergency Wallet Cards
- Family Engagement and Disaster Planning Sample Meeting Agenda
- FEMA Insurance Discussion Form
- Hazard Analysis Worksheet
- Job Action Sheets
- Letter of Agreement with Relocation Site
- LIC 610, Emergency Disaster Plan for Child Care Centers
- LIC 610A, Emergency Disaster Plan for Family Child Care Homes
- LIC 624, Unusual Incident/Injury Report
- LIC 624A, Death Report
- LIC 624B, Unusual Incident/Injury Report — Family Child Care Home
- LIC 999, Facilities Sketch
- LIC 999A, Facilities Sketch — Family Child Care Home
- LIC 9148, Earthquake Checklist
- LIC 9221, Parent Consent for Administration of Medications
- Relocation/Reunification Drill Permission Slip
- Resource List
- Safe-Place and Shelter-in-Place Checklist
- Sample Emergency Disaster Drills
- Sample Staff Training Agenda
- Self-Assessment Tool/After Action Report
- Special Health Care Plan
- Young Children and Disasters Health and Safety Note

Child Emergency Information Form – To be completed by parent or guardian

CHILD'S INFORMATION			
CHILD'S FIRST AND LAST NAME		NICKNAME	DATE OF BIRTH
HOME ADDRESS			
HOME PHONE			
PARENT/GUARDIAN CONTACT INFORMATION			
FIRST AND LAST NAME			
WORK PHONE	HOME PHONE	CELL PHONE	E-MAIL
FIRST AND LAST NAME			
WORK PHONE	HOME PHONE	CELL PHONE	E-MAIL
EMERGENCY CONTACT INFORMATION (CHILD MAY BE RELEASED TO THE PERSONS BELOW IF PARENT/GUARDIAN IS UNAVAILABLE)			
FIRST AND LAST NAME		RELATIONSHIP TO CHILD	
ADDRESS		E-MAIL	
HOME PHONE	CELL PHONE	WORK PHONE	
FIRST AND LAST NAME		RELATIONSHIP TO CHILD	
ADDRESS		E-MAIL	
HOME PHONE	CELL PHONE	WORK PHONE	
FIRST AND LAST NAME		RELATIONSHIP TO CHILD	
ADDRESS		E-MAIL	
HOME PHONE	CELL PHONE	WORK PHONE	
OUT-OF-AREA CONTACT (IN CASE LOCAL CALLS CANNOT BE MADE)			
FIRST AND LAST NAME		RELATIONSHIP TO CHILD	
ADDRESS		E-MAIL	
HOME PHONE	CELL PHONE	WORK PHONE	
CHILD'S MEDICAL CARE			
PHYSICIAN'S NAME		PHONE NUMBER	
ADDRESS			
E-MAIL		WEBSITE	
MEDICAL CONDITIONS, SPECIAL NEEDS, ALLERGIES, MEDICATIONS, ETC.			
DENTIST'S NAME		PHONE NUMBER	
ADDRESS			
E-MAIL		WEBSITE	
HOSPITAL NAME		PHONE NUMBER	
ADDRESS			

I grant permission for the child care program to provide or arrange for medical treatment and/or transportation to an evacuation site and/or medical facility for my child during an emergency or disaster. I grant permission for my child to be released to any of the emergency contacts designated above if I am unable to pick them up in an emergency.

PARENT/GUARDIAN NAME (Please print)	SIGNATURE	DATE
PARENT/GUARDIAN NAME (Please print)	SIGNATURE	DATE

Damage Assessment Tool

Name/Title of Person Completing Assessment: _____

Brief Description of Disaster: _____

Name of Program: _____ Contact Person: _____

Address: _____

Director or Owner's Name (If not contact person): _____

Home Phone: _____ Cell Phone: _____

Fax: _____ E-mail: _____

Employee/Child Status

	#Enrolled/ Employed	# Present	# Injured	# Missing	# Released	Other
Staff						
Children						
Others						

Additional Notes:

Type of child care program

Child Care Center Family Child Care Other

Please check if any of the following apply to your program:

State Funded Private Non-Profit Private For-Profit Tribal Program
 Head Start/Early Head Start Public Non-Profit Public For-Profit Military Program
 Participate in Food Program Accredited Program

	Licensing capacity # of:	Current # of children served post disaster:
Infants		
Toddlers		
Preschoolers		
School-age		

What is your assessment of the damage to your child care program?

Significant Partial Little or no evidence of damage

Is street access available? Yes No

Is your facility open? Yes No

If yes, what are the hours of operation? _____

Do you have the capacity to serve additional children? Yes No

If yes, how many? _____

If no, what factors most impact your ability to re-open?

- Return of utilities (electricity/water) Return of staff Repair of structural damage
- Financial assistance to replace lost or damaged materials in classrooms
- Families not returning to impacted area or not returning children to care
- Other: _____

If you are currently temporarily closed, are you and/or your staff interested in working in other child care facilities for a limited time? Yes No

What repairs, supplies or materials are needed immediately to continue or resume caring for children?

Utilities

Is telephone access available at your facility? Landline Cell Both Neither

Is electricity available at your facility? Generator-based Normal None

Is water available at your facility? Bottled Normal None

Estimate of Damages

Repairs (Structural damage)	Contents (Materials)	Total
\$	\$	\$

Type of Insurance

Is the building insured to cover the cost of repairs? Yes No

Check all types of insurance coverage you have:

- Property Fire Flood (Structure) Flood (Contents) Earthquake None

What approximate payment is expected from the insurer? _____

Funding Applications

Have you completed/submitted a disaster application with FEMA? Yes No

Have you completed/submitted a disaster application with the Small Business Association? Yes No

Have you completed/submitted a disaster application with other agencies (please specify)? Yes No

Emergency Disaster Drill Log

California Community Care Licensing (CCL) Requirements

Licensed child care programs must conduct emergency drills at least once every 6 months. Practice “duck, cover, and hold” earthquake drills under tables or desks no less than four times per year. Programs are required to keep written documentation with the date and time of the drills at your facility.

Types of Drills

Schedule drills based on your hazard analysis. In California, the four most common natural disasters are earthquakes, fires, floods, and tsunamis. It is also helpful to conduct drills for human-caused emergencies such as a gas leak, a chemical spill, an active shooter, and/or an impaired or disgruntled adult.

MONTH	TYPE OF DRILL	DATE HELD	TIME OF DRILL	NOTES FOR IMPROVEMENT	SIGNATURE / INITIALS
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

Emergency Checklist for Children with Special Needs

Medications

- Supplies:** There is a three day supply of medications for each child who needs medication.
- Storage:** Medications are not expired and are stored at the proper temperature that can be maintained during evacuation or transport (for example, a cooler with a cold pack for refrigerated medications).
- Training:** A designated staff member is assigned and trained to handle medications during evacuation and transport.

Evacuation and Transfer of Non-Ambulatory Children

- Wheeled Equipment:** Equipment is available for evacuating non-ambulatory children (for example, evacuation cribs, wagons, strollers with multiple seats).
- Wheelchairs:** There is a wheelchair for evacuating each wheelchair-dependent child. If a child uses a power wheelchair, a lightweight manual chair is available as a backup.
- Training:** All staff is trained in the evacuation procedures according to the physical, developmental, and emotional needs of non-ambulatory children.

Emergency Identification

- Child Emergency Information Forms:** Each child's emergency information is up-to-date with name, allergies, medications, emergency contacts.
- Emergency Name Tags:** Each child has an up-to-date emergency name tag with name and special communication needs.
- Medic Alert Bracelets:** Children with medic alert bracelets wear them at all times.

Mutual Aid

- Letters of Agreement:** Signed agreements for relocation sites and back-up equipment and supplies are current and on file.

Special Equipment & Supplies

- Supplies:** There is a three-day supply of special equipment for each child who needs special equipment.
- Expiration Dates:** Expiration dates on medical supplies are checked regularly.
- Assistive Devices:** Devices are labeled with the child's name and contact information.
- Special Social and Emotional Needs:** There is equipment to decrease visual or auditory stimulation for children who have difficulty with unfamiliar or chaotic environments (for example, pop-up tents, head phones).

Staff Training and Emergency Drills

- Drills:** Conduct and document regular emergency drills. Include all staff and children.
- Types of Drills:** Conduct drills for multiple emergencies (for example, fire, earthquake, lock-down).
- Assignments:** Assign staff to individual children with special needs.
- Walking Ropes:** Practice using walking ropes for evacuation drills with ambulatory children.

Food & Water

- Supplies:** There is a three-day supply of food and water. Include snacks that can be transported.
- Gastrostomy Tubes (G-tubes):** There is a three day supply of equipment and formula for children with feeding tubes.

Emergency “Ready-to-Go” Kits for Evacuation

- “Ready-to-Go” Kits:** A kit is available with supplies to last approximately six hours. (See Emergency Supplies Checklist.)
- Other Supplies:** Consider toys, board games, and/or electronic devices with games and movies for individual children with special needs.
- “Ready-To-Go” File:** The file includes daily attendance sheets, Child Emergency Information Forms, list of children who wear medic alert bracelets, and copies of special health care plans. (See Emergency Supplies Checklist.)

Communication

- Personal Communication Devices:** Children with special communication needs have access to a personal communication device (for example, computer tablets, white board, voice output devices).
- Parents/Guardians with Special Needs:** Prepare a plan for parents/guardians who have special communication needs (for example, visual or hearing impairments).
- Communication Technology:** Use the communication method preferred by families (for example, email, text, phone).

Emergency Disaster Plan Addendum for Child Care Programs

This form can be used with LIC 610/610A to show how child care providers meet the Federal Child Care and Development Block Grant (CCDBG) disaster planning requirements and best practice recommendations for emergency preparedness.

1) ADDITIONAL ASSIGNMENTS DURING AN EMERGENCY			
Name(s) of Facility Safety Coordinator			
Name(s) of Security, Attendance, and Reunification Coordinator			
Name(s) of Supervision and Care Coordinator			
Name(s) of Supplies Coordinator			
2) SHELTER-IN-PLACE AND LOCKDOWN			
Designated safe place location(s) in your building			
Location of long-term (72 hour) emergency supplies			
3) EVACUATION			
Location of on-site gathering place for evacuation			
Location of back-up, on-site gathering place for evacuation			
Location of "Ready-to-Go" Kit (6 hour) emergency supplies			
Location of "Ready-to-Go" File (emergency contact forms, documents, letters of agreement, maps, and other information)			
Location(s) of carbon monoxide detector			
4) COMMUNICATION			
Child Care Licensing Regional Office, phone number			
Resource & Referral Agency name and phone number			
Local Mental Health support name and phone number			
5) REUNIFICATION			
Location of daily attendance sheet			
Primary mode of communication with families			
Alternate mode(s) of communication with families			
6) ACCOMODATION OF INFANTS, TODDLERS, AND CHILDREN WITH SPECIAL NEEDS			
Location(s) of wheeled equipment for non-ambulatory children			
Location of special health care plans			
Location(s) of medications and special equipment			
Location(s) of infant and toddler feeding supplies (breast milk, formula, and appropriate food for infants and toddlers)			
7) CONTINUITY OF OPERATIONS AND SERVICES AND RECOVERY			
Contact information for local agency responsible for facility safety inspection			
Contact information for food service vendor			
Contact information for other vendors or professional services			
Location (s) of other available computers in the event that on-site computers are destroyed			
Name of person(s) responsible for backing up critical records including children's/staff records, payroll, accounts, etc.			
Location of back-up records			
8) PRACTICE DRILLS			
Types of drills (based on hazard assessment)			
Name of person(s) responsible for documenting drills			
9) EMERGENCY DISASTER PLAN TRAINING AND COMMUNICATION			
Emergency contact information for community partners and families is up-to-date.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date:
All staff members have completed training on this emergency disaster plan and have been instructed on their roles and responsibilities before, during, and after a disaster.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date:

NEXT DATE THE PLAN WILL BE REVIEWED AND UPDATED:

Emergency Supplies Checklist

Keeping Track of Your Supplies

- Date supplies, keep a record, and review every six months.
- Rotate food and water before they expire.
- Check that supplies are in good condition and that important documents are up-to-date every six months.
- Check batteries for damage and refresh as need. Do not store batteries inside of the device. (Store in a baggie).
- Update sizes of children's clothing and age appropriateness of activities as needed.
- Remind parents to update contact information at least every six months.
- Considering picking a date that is easy to remember to check your supplies, such as the beginning and end of Daylight Savings Time.
- Consider printing and laminating a copy of your supplies list to store with your supplies. You can use it to check off items as they are used and request replacements as needed.

Documents

Attendance Records — Keep the daily attendance sheet where you can easily grab it in an emergency.

- Daily attendance sheet

“Ready-to-Go” File — Store these emergency documents in a binder, folder, or envelope inside (or near) your “Ready-to-Go” Kit.

- Child Emergency Information Forms (includes medical release and emergency transportation permission)
- Emergency plans
- Emergency contact information of local agencies, services, and facilities
- Relocation site agreements with maps and written directions
- Special Health Care Plans
- Parent Consent for Administration of Medication and Medication Chart (LIC 9221)

Back-up Business Documents — Back up your business records on a thumb drive, cloud service, or have hard copies.

- Children's records
- Employee records
- Food program records
- Accounts receivable
- Insurance policies
- Rental agreements
- Floor plans
- Bank records
- Other business documents




Supplies

	“READY-TO-GO” KIT	72 HOUR EMERGENCY SUPPLIES
	Use a waterproof backpack (or wheeled duffle bag or bin) that holds enough supplies for an evacuation lasting up to 6 hours.	Use a sturdy waterproof container with a tight-fitting lid that holds enough supplies for lockdown or shelter-in-place lasting up to 72 hours.
Food & Water	<input type="checkbox"/> One gallon of water for every four people (this may not fit in a backpack, store so that it can be taken in an evacuation) <input type="checkbox"/> Non-perishable snacks such as granola bars and crackers <input type="checkbox"/> Formula / appropriate food for infants and toddlers (consider liquid formula or store enough water to mix powdered formula) <input type="checkbox"/> Infant bottles <input type="checkbox"/> Disposable cups, plates, bowls, and utensils	<input type="checkbox"/> One gallon of water per person per day <input type="checkbox"/> Water purification filter or tablets <input type="checkbox"/> Non-perishable food items such as canned fruit and protein sources (e.g. beans, tuna, chicken) <input type="checkbox"/> Formula/appropriate food for infants and toddlers (consider liquid formula or store enough water to mix powdered formula) <input type="checkbox"/> Infant bottles <input type="checkbox"/> Disposable cups, plates, bowls, and utensils <input type="checkbox"/> Manual can opener
First Aid	Small first-aid kit to include: <input type="checkbox"/> A current edition of a pediatric first-aid manual (for example, American Academy of Pediatrics, Red Cross, National Safety Council) <input type="checkbox"/> Sterile first-aid gauze pads <input type="checkbox"/> Bandages or roller bandages <input type="checkbox"/> Liquid soap (plain) <input type="checkbox"/> Adhesive tape <input type="checkbox"/> Scissors <input type="checkbox"/> Tweezers <input type="checkbox"/> Disposable gloves <input type="checkbox"/> Chemical ice pack	Large first-aid kit to include: <input type="checkbox"/> A current edition of a pediatric first-aid manual (for example, American Academy of Pediatrics, Red Cross, National Safety Council) <input type="checkbox"/> Sterile first-aid gauze pads <input type="checkbox"/> Bandages or roller bandages <input type="checkbox"/> Adhesive tape <input type="checkbox"/> Scissors <input type="checkbox"/> Tweezers <input type="checkbox"/> Thermometer <input type="checkbox"/> Liquid soap (plain) <input type="checkbox"/> Cotton balls <input type="checkbox"/> Disposable gloves <input type="checkbox"/> Thick gauze pads or sanitary napkins <input type="checkbox"/> Chemical ice pack <input type="checkbox"/> Heat pack <input type="checkbox"/> Safety pins <input type="checkbox"/> Triangle type sling

	“READY-TO-GO” KIT	72 HOUR EMERGENCY SUPPLIES
Safety	<input type="checkbox"/> Walking Rope <input type="checkbox"/> Whistle <input type="checkbox"/> Flashlight with batteries <input type="checkbox"/> Glow sticks <input type="checkbox"/> Duct tape <input type="checkbox"/> Masking tape/painter’s tape <input type="checkbox"/> Caution tape for marking boundaries <input type="checkbox"/> Work gloves <input type="checkbox"/> Utility knife/multi-tool <input type="checkbox"/> Extra keys	<input type="checkbox"/> Walking Rope <input type="checkbox"/> Whistle <input type="checkbox"/> Flashlight <input type="checkbox"/> Extra batteries <input type="checkbox"/> Glow sticks <input type="checkbox"/> Duct tape <input type="checkbox"/> Masking tape/painter’s tape <input type="checkbox"/> Caution tape for marking boundaries <input type="checkbox"/> Work gloves <input type="checkbox"/> Permanent marker <input type="checkbox"/> Plastic sheeting (to seal windows, doors, and vents in shelter-in-place situation) <input type="checkbox"/> Dust/filter mask (1 per person) <input type="checkbox"/> Goggles <input type="checkbox"/> Utility knife/multi-tool <input type="checkbox"/> Extra keys
Personal Care & Hygiene	<input type="checkbox"/> Diapers <input type="checkbox"/> Wet wipes <input type="checkbox"/> Alcohol-based hand sanitizer <input type="checkbox"/> Toilet paper <input type="checkbox"/> Paper towels <input type="checkbox"/> Sunscreen	<input type="checkbox"/> Diapers <input type="checkbox"/> Wet wipes <input type="checkbox"/> Toilet paper <input type="checkbox"/> Menstrual products <input type="checkbox"/> Paper towels <input type="checkbox"/> Plastic bags (varied sizes) <input type="checkbox"/> 5 gallon plastic bucket with toilet seat <input type="checkbox"/> Toothbrushes and toothpaste <input type="checkbox"/> Sunscreen
Comfort, Clothing & Bedding	<input type="checkbox"/> Emergency blankets <input type="checkbox"/> Activity items such as card games, crayons, paper, small toys, and books <input type="checkbox"/> Clean teething rings and pacifiers <input type="checkbox"/> Emergency cash (small bills)	<input type="checkbox"/> Emergency blankets (1 per person) <input type="checkbox"/> Extra blankets <input type="checkbox"/> Rain ponchos <input type="checkbox"/> Several pairs of clean socks and underwear in a variety sizes <input type="checkbox"/> Extra children’s clothes in a variety of sizes, including jackets, hats, and closed-toe shoes <input type="checkbox"/> Several children’s activity items <input type="checkbox"/> Clean teething rings and pacifiers <input type="checkbox"/> Personalized comfort kits for each child to include a favorite activity, toy, or book, photo of the child’s family, and comfort note from the parent <input type="checkbox"/> Emergency clothing, supplies, medication and comfort items (for example, reading material, music) for staff members <input type="checkbox"/> Emergency cash (small bills)
Communication	<input type="checkbox"/> Radio with extra batteries or crank radio (emergency stations identified)	<input type="checkbox"/> Radio with extra batteries or crank radio (emergency stations identified) <input type="checkbox"/> Portable cell phone charger and cords <input type="checkbox"/> Signal/flare <input type="checkbox"/> Walkie-talkie

Wallet Cards

Make copies of the page as needed. Fill out the cards, cut them out and fold them in half.
Laminate the cards or have a store laminate them for you.

 Child care provider: _____ Phone: _____ Alternate: _____ Out of area contact: _____ Phone: _____ Alternate: _____ Status update location: _____	Relocation site #1: _____ Address: _____ Phone: _____ Relocation site #2: _____ Address: _____ Phone: _____ Code word: _____
 Child care provider: _____ Phone: _____ Alternate: _____ Out of area contact: _____ Phone: _____ Alternate: _____ Status update location: _____	Relocation site #1: _____ Address: _____ Phone: _____ Relocation site #2: _____ Address: _____ Phone: _____ Code word: _____
 Child care provider: _____ Phone: _____ Alternate: _____ Out of area contact: _____ Phone: _____ Alternate: _____ Status update location: _____	Relocation site #1: _____ Address: _____ Phone: _____ Relocation site #2: _____ Address: _____ Phone: _____ Code word: _____
Child care provider: _____ Phone: _____ Alternate: _____ Out of area contact: _____ Phone: _____ Alternate: _____ Status update location: _____	Relocation site #1: _____ Address: _____ Phone: _____ Relocation site #2: _____ Address: _____ Phone: _____ Code word: _____

Ideas for Engaging Families in Disaster Planning

See next page for sample flyer

- Hand out copies of the program's disaster plan. This may be a copy of LIC 610 / 610A, or it may be a more detailed plan. Consider handing out copies of the Emergency Disaster Plan Addendum for Child Care Providers that you may have filled out as part of the Step-By-Step Guide. Walk families through the various sections of your disaster plan. Answer any questions that may come up. Consider explaining the job actions assigned to staff, particularly the Security, Attendance, and Reunification Coordinator, the Communications Coordinator and the Supervision and Care Coordinator.
- Hand out the Child Emergency Information Form that you have on file for each child to their family. Make sure they review the information carefully and update the form as needed. Include Special Health Care Plans as well. Collect all the forms.
- Hand out Wallet Cards that contain information on relocation sites and contact information. Make sure each individual gets one. Speak in-depth with families about the information on the cards. Explain how to get to the relocation sites and why you selected those sites.
- Discuss options for alternate modes of communications that your families would use. Find out which families use Facebook, Twitter, or other social media sites. Discuss setting up a group email chain or group text message that could be used to relay important emergency information.
- Ask about unique needs that families might have in disaster situations. For example, some parents may be emergency response workers such as doctors, law enforcement, utilities workers, or fire fighters who may not be able to leave work to pick up their children in a disaster. Some families might have special communication needs or long commutes. Children in families with unique needs may need extra emotional support in disaster situations.
- Activity: Bring out craft materials (paper, pens, crayons, colored pencils, magazines, newspapers, scissors, glue, glitter, etc.) and have parents create a comfort note for their children. Keep these notes in your long-term emergency supplies.
- Share information on preparing for disasters at home and encourage families to involve their children in their home emergency preparedness as much as possible.

Family resources to share:

- Sesame Street's Let's Get Ready Toolkit www.sesamestreet.org/parents/topicsandactivities/toolkits/ready
- FEMA's Family Emergency Plan Template https://www.ready.gov/sites/default/files/documents/files/Family_Emergency_Plan.pdf
- FEMA's Family Communication Plan Template www.fema.gov/media-library-data/0e3ef555f66e22ab832e284f826c2e9e/FEMA_plan_parent_508_071513.pdf
- The Center for Disease Control's website on preparing a home emergency kit (print out the infographic) <http://emergency.cdc.gov/preparedness/kit/disasters/>

Share information on helping children cope with disasters and trauma.

Resources to share:

- www.savethechildren.org/cope (print out the infographic)
- Zero to Three's web page on Disaster Relief and Trauma http://main.zerotothree.org/site/PageServer?pagename=key_disaster&AddInterest=1142
- CCHP Health and Safety Note, Young Children and Disasters <http://cchp.ucsf.edu/YoungChildDisasterNote>
- Child Care Aware's web page on Crisis and Disaster Resources www.naccrra.net/programs-services/crisis-and-disaster-resources
- www.fredrogers.org/parents/special-challenges/tragic-events.php

Disaster Preparedness Meeting

Families, you won't want to miss this important meeting!

Help us keep your child safe!

- Receive a copy of our program's emergency disaster plan.
- Get a laminated wallet card with important information you will need to reunite with your child in the case of relocation.
- Review and update your child's emergency information.
- Create a customized comfort note for your child to help them cope in an emergency.
- Learn how to communicate with our program during a disaster.
- Take home resources on creating a disaster plan for your family and on how to help your child thrive after a disaster strikes.

Date:

Time:

Meeting Location:

RSVP:

Additional Information:



Open for Business Worksheet
Insurance Coverage Discussion Form

Use this form to discuss your insurance coverage with your agent. Having adequate coverage now will help you recover more rapidly from a catastrophe.

Insurance Agent: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

INSURANCE POLICY INFORMATION

Type of Insurance	Policy No.	Deductibles	Policy Limits	Coverage (General Description)

Do you need Flood Insurance? Yes ___ No ___

Do you need Earthquake Insurance? Yes ___ No ___

Do you need Business Income and Extra Expense Insurance? Yes ___ No ___

Other disaster-related insurance questions:

Hazard Analysis Work Sheet

Visit www.myhazards.caloes.ca.gov and search the address of your child care program. Click “All Risks” tab at the top of the webpage. Use the information to fill in Part A of the work sheet below. Or you can contact your local office of emergency services to find out the disaster risks in your area.

PART A: California Risks

EARTHQUAKE	Risk Level: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Recommended Actions:	

FLOOD	Risk Level: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Recommended Actions:	

FIRE	Risk Level: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Recommended Actions:	

TSUNAMI	Risk Level: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Recommended Actions:	

PART B: Other Potential Hazards

To identify other hazards to plan for, consider the likelihood of the incident happening and how much of an impact the incident would have on your child care program.

Potential hazards include severe weather, power outages, medical emergencies, pandemics and epidemics, hazardous materials incidents, disgruntled or impaired adults, violence from guns or other weapons, civil unrest, or terrorism.

Sources that can help you identify which hazards to plan for include local fire, police, emergency medical services, and health departments; existing threat and hazard assessments; local or regional National Weather Service offices; Federal Emergency Management Agency (FEMA) Regional Offices; records from previous incidents and historical data; Volunteer Organizations Active in Disasters (VOAD); or colleges/other research organizations.

Severe Weather

What type of weather extremes may occur in our region (i.e., blizzards, extreme heat, high winds, etc.) and what are the possible consequences?

WEATHER EXTREME	POSSIBLE CONSEQUENCES	POSSIBLE SECONDARY EFFECTS

Hazardous Material Incident

What types of hazards exist in our neighborhood (for example, rivers, reservoirs, chemical plants, highways and railways where chemicals are transported, flood plain, power lines, gas pipelines, etc.) and what are the possible consequences?

HAZARD / LOCATION	POSSIBLE CONSEQUENCES	POSSIBLE SECONDARY EFFECTS

Other Hazards

OTHER HAZARD	POSSIBLE IMPACTS TO CHILD CARE PROGRAM	POSSIBLE SECONDARY EFFECTS

Notes:

Job Action Sheets: Staff Roles and Responsibilities

During an emergency it is important that staff members know what to do to keep everyone safe. The following are key emergency roles and duties:

Incident Leader: Directs evacuations and disaster response activities. Oversees the other positions and the person count. This role is usually filled by the director, site supervisor, lead teacher, or owner.

First Aid Coordinator: Provides first aid to children and staff. Assesses and documents injuries and treatments. Determines the need for outside medical assistance.

Communication Coordinator: Provides status updates to families and local emergency services before, during, and after an emergency. Monitors emergency alerts, warnings, and public safety updates. Distributes resources and materials to help families recover and cope with the emergency. If staffing allows, consider assigning multiple people to this role as it may consist of communication with many people.

Transportation Coordinator: Oversees the movement of staff and children in the case of an evacuation or relocation. The Transportation Coordinator also tracks road conditions and road closures that may affect evacuation routes.

Security, Attendance, and Reunification Coordinator: Keeps track of attendance and person count for children and staff. Reports missing persons to the Incident Leader. Secures entrances and monitors sign-out procedures for reunification of children and families.

Supervision and Care Coordinator: Ensures that children (including children with special needs and infants and toddlers) are well cared for while other staff members are busy with emergency roles.

Facility Safety Coordinator: Protects the building and grounds from further damage and children and staff from injury. Takes charge of utilities, for example, gas, water, electricity, and sanitation. Conducts search and rescue operations. Reports unsafe situations to the Incident Leader.

Supplies Coordinator: Assembles emergency supplies, equipment, and other essential materials (for example, food, water, comfort items) needed in an emergency. Distributes resources and reports additional needs to the Incident Leader. Monitors and updates supplies before, during, and after an emergency.

An individual teacher might fill more than one of these jobs, or the jobs might be filled by a team of staff members, depending on the size of the program. When assigning jobs be mindful of staff members' strengths and skills. Provide ongoing training to ensure staff members understand their roles in an emergency. Cross-train in multiple positions in case someone is absent or is unable to perform their emergency job.

Use the following [JOB ACTION SHEETS](#) to assign roles and responsibilities. The Job Action Sheets may be customized to fit the needs of your child care program and staff. For example, specific duties can be shared or reassigned.

Incident Leader

Name:
Name of alternate staff member:
You report to: Outside agencies such as local Office of Emergency Service (OES), Child Care Licensing (licensing), Resource & Referral Agencies (R&R Agencies), and supporting agencies such as the Local Planning Council (LPC), or local First 5.
Location of command center:
Date of last training:

Job Description:

Direct disaster response activities. Assume overall responsibility for the safety of all students, staff, and volunteers present.

Immediate Tasks:

- Set up a command center
- Hand out Job Action Sheets to staff.
- Direct and coordinate disaster operations including leading evacuation or shelter-in-place/ lockdown.
- Conduct a person count.
- Ensure that all emergency roles are being fulfilled and children are safe.
- Determine the need for and request outside assistance, as needed.
- Collect, analyze, and report information concerning children and staff who are injured or missing.
- Collect, analyze, and report information on facility damage.
- Work with the Communication Coordinator to contact local law enforcement, the fire department, and emergency medical services.

Intermediate Tasks:

- Collect all completed forms and written reports from staff.
- Sign the “Unusual Incident/Injury Report” (LIC 624) within 7 days. (LIC 624 is completed by the Communications Coordinator. Two signatures are required.)
- Track personnel time and assess the need for relief staff.
- Contact local authorities, for example Child Protective Services or law enforcement, about children who have not been picked up.

Extended and Recovery Tasks:

- Maintain records (including photos) of all damage to your facility. Notify your insurance carrier. Work with city officials to determine if your building is safe.
- Keep receipts for supplies and materials purchased post-disaster.
- Identify supplies and materials needed to re-open your child care program.
- Compile a list of vendors who can provide emergency repair or replacement.
- Apply for financial assistance as needed.
- Implement your business continuity plan.
- Survey staff and families about the effectiveness of your disaster plan. Ask what worked and what needs improvement.
- Update your emergency disaster plan.

First Aid Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of first aid station:
Date of last training:

Job Description:

Administer first aid to children, staff, and volunteers. Assess and document injuries and treatments. Determine need for outside medical assistance.

Immediate Tasks:

- Set up a first aid station.
- Assess injuries and provide first aid as needed.
- Document injuries and treatment given.
- Determine need for outside medical assistance.
- Report on situation to Incident Coordinator.
- Work with the Transportation Coordinator to establish priorities for transporting the injured to hospitals.
- Work with the Supervision and Care Coordinator to maintain child/staff ratios as needed.

Intermediate Tasks:

- Work with Supplies Coordinator to track first aid supply inventory.

Extended and Recovery Tasks:

- Work with Supplies Coordinator on assessing the first aid kit used in the disaster and make recommendations for improvement.
- Update your supplies and disaster plan.

Note: Be familiar with the current edition of a first aid manual kept with the first aid supplies. Alternatively, consider downloading the Red Cross first aid app (available in English and Spanish) on staff members' cell phones.

Communication Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of communication hub:
Date of last training:

Job Description:

Manage all internal and external communications. Keep staff, families, and other agencies and services informed of status.

Immediate Tasks:

- Contact police, fire, or medical help (9-1-1).
- Notify families (of children and staff) with status updates; be aware of families with special communication needs, such as hearing or visual impairment.
- Contact relocation sites and/or out-of-state contacts as needed.
- Respond to phone calls from families and others who are calling the site for information.
- Monitor outside communication channels for information (for example, radio, television, police/fire department channels, text alerts).
- Disseminate information to staff.
- Operate alternate communication systems (walkie-talkies or non-electric phones) or work with outside vendors or volunteers with access to HAM (amateur) radios.
- Operate alternate warning system in event of power outage (for example, cowbell, bullhorn).
- Regularly update Incident Leader on communication activities and challenges.

Intermediate Tasks:

- Post signs on doors.
- Update your voicemail message, as needed.
- Make a verbal report to the Regional Child Care Licensing Office within 24 hours.
- Communicate with your local R&R Agency to report the status of your business (for example, child care availability, closure, evacuation, open child care slots).
- Relay information updates to the Supervision and Care Coordinator to share with children (if appropriate).
- Respond to media questions. Get approval from Incident Leader before providing information.
- Contact the Red Cross Safe & Well for assistance locating families, if needed.

Extended and Recovery Tasks:

- Submit a written "Unusual Incident/Injury Report" (LIC 624) to Community Care Licensing within 7 days.
- Communicate with mental health support agencies.
- Update website or social media pages.
- Continue to update families of your business operation status as needed.
- Assess effectiveness of disaster response as related to communication. Document recommendations.
- Update your disaster plan.

Transportation Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Date of last training:

Job Description:

Coordinate the movement of staff and children for relocation to another site. Monitor information on transportation conditions.

Immediate Tasks:

- Drive the evacuation vehicle if needed.
- Assess the situation and determine the need for and the availability of car seats in a vehicle evacuation. (In situations where car seats are not available, saving lives is the first priority in an emergency.)
- Check nearby road conditions and report to Communications Coordinator and Incident Leader.
- Do not drive through moving water. Six inches of water can stall a car, and one foot of water can cause a car to float.
- Ensure emergency vehicles, such as fire trucks, have clear access to the facility.
- Work with First Aid Coordinator to establish priorities for the transportation of the injured to hospitals when transportation is available.
- Assess and report transportation needs to Incident Leader and Communications Coordinator.
- If you do not have access to vehicles to relocate staff and children in an emergency, contact your local emergency services about local transportation resources such as school buses, ambulances, law enforcement vehicles, and public transportation.

Intermediate Tasks:

- Check that vehicles are safe and ready if an evacuation is needed.
- Check safety of nearby roads and parking lots.
- Check up-to-date information on road closures.
- Identify alternate routes and modes of transportation as needed.

Extended and Recovery Tasks:

- Assess effectiveness of disaster response as related to transportation. Document recommendations.
- Update your disaster plan.

Security, Attendance, and Reunification Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of child release area:
Date of last training:

Job Description:

Keep track of children and staff. Secure entrances and check identification when children are signed out during reunification.

Immediate Tasks:

- Take daily attendance sheet in event of evacuation.
- Collect daily attendance sheets from individual classroom teachers. Check with each teacher that attendance sheets are up-to-date.
- Track the location of children and staff – use daily attendance sheet.
- Document and report missing persons to Incident Leader.
- Lock all external gates, doors, and other points of entry.
- Guard the entrance to the facility.
- Set up an area to release children to families or people authorized by parents. Secure against unauthorized access (use caution tape or signs).
- Check child emergency information forms for name(s) of person(s) authorized to pick up children.
- Check identification of person(s) picking up children.
- Document the child releases. Have the parent or authorized person sign-out before releasing the child.
- Report any unauthorized individuals to the Incident Leader.

Intermediate Tasks:

- Report any broken security features to Incident Leader (for example, broken locks, security cameras).
- Report children who have not been picked up to Incident Leader.

Extended and Recovery Tasks:

- Remind families to update child emergency contacts as needed.
- Assess the effectiveness of disaster response as related to security and attendance. Document recommendations.
- Update your disaster plan.

Supervision and Care Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of supervision and care area:
Date of last training:

Job Description:

Ensure that the children, including infants, toddlers, and children with special needs, are well cared for while other staff are performing their emergency roles.

Immediate Tasks:

- Assign staff to individual children with special needs and make sure they have a copy of the child's special health care plan.
- Provide for children's needs such as food, water, and diapering /toilet breaks (work with the Supplies Coordinator).
- Set up a safe space that limits children's exposure to media.
- Keep the Incident Leader updated on any problems or significant incidents.
- Arrange developmentally appropriate activities for children.
- Provide reassurance to children.

Intermediate Tasks:

- Monitor and document the emotional health of each child.
- Monitor staff needs and report to the Incident Leader.
- Encourage children to act out their feelings with toys or puppets; don't be alarmed at angry or violent emotions; use play-acting to begin a conversation about worries and fears.
- Talk with children about what they think happened; give simple, accurate, and developmentally-appropriate answers to questions; if a child knows upsetting details that are true, don't deny them; listen closely and communicate with them about their fears. If children of parents who are emergency workers have questions about their parent's safety, answer their questions without providing extra information that might be confusing or upsetting (work with the Communication Coordinator).
- If a child seems reluctant to talk, offer for them to draw pictures, which may encourage discussion.
- Display patience when children ask the same question many times; children often use repetition as a source of comfort; be consistent with answers and information.

Extended and Recovery Tasks:

- Refer families to local mental/behavioral health resources.
- Support children's emotional recovery; maintain a familiar routine as much as possible.
- Let children talk about the trauma and know that it is normal to feel worried or upset; help younger children use words like "angry", "afraid", and "sad" to express their feelings.

Facility Safety Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Date of last training:

Job Description:

Protect the site and everyone present from further damage or injury.

Immediate Tasks:

- Turn off all utilities and secure water system, if necessary.
- Contact local utilities (for example, water, gas, electricity), if necessary.
- Set up sanitation facilities (for example, portable toilets, wipes).
- Seal windows, doors, and vents with plastic sheeting in shelter-in-place situation.
- Block off or post signs in areas that are unsafe. Keep people out of building if necessary.
- Report to the Incident Leader.

Intermediate Tasks:

- Clean up debris and other hazards.
- Sanitize and disinfect the facility as needed (for example, diapering areas, spilled blood, etc.).

Extended and Recovery Tasks:

- Assess and report facility damage and needed repairs.
- Check that carbon monoxide and fire detectors are in working order. Replace batteries twice a year.
- Work with the Incident Leader to compile a list of vendors who can provide emergency repair or replacement and contact them as needed.
- Assess what worked and what needs improvement.
- Update your disaster plan.

Note: If you do not know how to turn off your gas, water, and electricity, call your local utility provider (for example, Southern California Edison, Pacific Gas & Electric) to make a visit to your site and provide technical assistance before a disaster occurs.

Supplies Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of supply distribution area:
Date of last training:

Job Description:

Monitor and deliver supplies, water, food, and equipment during the course of the disaster.

Immediate Tasks:

- Bring emergency supplies to the Command Center for shelter-in-place or grab the “Ready-to-Go” Kit and “Ready-to-Go” File for evacuation.
- Bring medical supplies, food, water, medications, special equipment, and special needs care plans for evacuation. Remember medications stored in the refrigerator; transport in a portable cooler.
- Bring feeding supplies needed for infant and toddler care (for example, breast milk, formula, foods that are not choking hazards).
- Distribute supplies, food, and water for immediate use, as needed.
- Work with First Aid Coordinator to distribute and track first aid supplies.
- Make sure medical supplies, medications, and special needs care plans are transported along with the children during relocation.
- Check with staff members about their personal needs for medication and/or supplies.
- Establish a list of everyone being sheltered and address any special needs, including special dietary needs and food allergies.
- Estimate the number of persons needing shelter and the length of time shelter will be needed.
- Report additional supply needs to Incident Leader.

Intermediate Tasks:

- Distribute water and food.
- Take inventory and assess need for water, food, blankets, and other supplies.

Extended and Recovery Tasks:

- Create list of supplies (including water and food) that need to be replenished.
- Update your emergency supply list based on what you ran out of, what you had too much of, and what items you needed but didn't have. Ask: Were the children sufficiently comfortable and occupied? Were they hungry or thirsty? Was there any equipment you wished you had?
- Update supplies (including water and food) and disaster plan.

Letter of Agreement with Relocation Site

I hereby give permission for _____ child care provider to use the below listed site as an emergency relocation site for child care staff and children during a drill or actual emergency event.

This agreement will remain in effect until Month, Date, Year: _____

The agreement may be terminated before this date by either party, but only with written notification.

Relocation Site Name: _____

Relocation Site Address: _____

Relocation Site Contact Person: _____

Relocation Site Contact Number: _____

Alternate Contact Number: _____

Is site accessible at all times the child care program is open? Yes No

Include any information needed to access and enter the site:

Maximum Number of Children and Staff/Capacity: _____

Check off items that the relocation site will provide in an emergency:

- Water
- Food
- Transportation
- Telephone
- People to assist
- Other:

Include any special considerations (storage room, restrooms, wheelchair accessible, back-up equipment, supplies, etc.):

Relocation Site Representative Printed Name: _____

Signature: _____ Date: _____

Child Care Program Representative Printed Name: _____

Signature: _____ Date: _____

EMERGENCY DISASTER PLAN FOR CHILD CARE CENTERS

INSTRUCTIONS:

Post a copy in a prominent location in facility, near telephone.
Licensee is responsible for updating information as required.
Return a copy to the licensing office.

NAME OF FACILITY		ADMINISTRATOR OF FACILITY	
FACILITY ADDRESS (NUMBER, STREET,	CITY,	STATE,	ZIP CODE)
		TELEPHONE NUMBER ()	

I. ASSIGNMENTS DURING AN EMERGENCY (USE REVERSE SIDE IF ADDITIONAL SPACE IS REQUIRED)

NAME(S) OF STAFF	TITLE	ASSIGNMENT
1.		DIRECT EVACUATION AND PERSON COUNT
2.		HANDLE FIRST AID
3.		TELEPHONE EMERGENCY NUMBERS
4.		TRANSPORTATION
5.		OTHER (DESCRIBE)
6.		

II. EMERGENCY NAMES AND TELEPHONE NUMBERS (IN ADDITION TO 9-1-1)

POLICE OR SHERIFF	OFFICE OF EMERGENCY SERVICES
RED CROSS	POISON CONTROL
HOSPITAL(S)	OTHER AGENCY/PERSON
CHILD PROTECTIVE SERVICES	

III. FACILITY EXIT LOCATIONS (USING A COPY OF THE FACILITY SKETCH [LIC 999] INDICATE EXITS BY NUMBER)

1.	2.
3.	4.

IV. TEMPORARY RELOCATION SITE(S) (IF AVAILABLE, SUBMIT LETTER OF PERMISSION FROM RENTER/LEASSOR/MANAGER/PROPERTY OWNER)

NAME	ADDRESS	TELEPHONE NUMBER ()
NAME	ADDRESS	TELEPHONE NUMBER ()

V. UTILITY SHUT—OFF LOCATIONS (INDICATE LOCATION(S) ON THE FACILITY SKETCH [LIC 999])

ELECTRICITY
WATER
GAS

VI. FIRST AID KIT (LOCATION)

VII. EQUIPMENT

SMOKE DETECTOR LOCATION (IF REQUIRED)
FIRE EXTINGUISHER LOCATION (IF REQUIRED)
TYPE OF FIRE ALARM SOUNDING DEVICE (IF REQUIRED)
LOCATION OF DEVICE

VIII. AFFIRMATION STATEMENT

AS ADMINISTRATOR OF THIS FACILITY, I ASSUME RESPONSIBILITY FOR THIS PLAN FOR PROVIDING EMERGENCY SERVICES AS INDICATED BELOW. I SHALL INSTRUCT ALL CLIENTS/RESIDENTS, AGE AND ABILITIES PERMITTING, ANY STAFF AND/OR HOUSEHOLD MEMBERS AS NEEDED IN THEIR DUTIES AND RESPONSIBILITIES UNDER THIS PLAN.

SIGNATURE	DATE
-----------	------

EMERGENCY DISASTER PLAN FOR FAMILY CHILD CARE HOMES

Type or print clearly. Post next to phone. Keep current - Return a copy to the licensing office.

LICENSEE NAME:	DATE:
----------------	-------

1. EMERGENCIES - LIFE THREATENING - Call 9-1-1 - Tell them: Number Calling from:

HOME ADDRESS:

MAJOR CROSSROAD:

HOME DIRECTION FROM CROSSROAD:

2. EMERGENCY NAMES AND TELEPHONE NUMBERS (In addition to 9-1-1)

Fire/Paramedics:		Office of Emergency Services:	
Red Cross:	Licensing:	Ambulance:	Other:
Hospital:	Police/Sheriff:	Child Protective Services:	
	Poison Control:		

3. FACILITY EVACUATION - Some disasters require evacuation of the building. Using a copy of the Facility Sketch (LIC 999A), show arrows for the safest way to exit rooms. Be sure that exit doors are not locked from the inside. In the event of a fire, get everyone out, follow the escape routes, meet at a prearranged location, account for everyone, do not let anyone return to the building and call the fire department.**4. TEMPORARY RELOCATION SITE(S)** - Some disasters require moving to a safe location. When relocating, determine whether you need food, water, blankets and flashlight and meet at a prearranged easily accessible location. Be sure to obtain permission from the property owner.NAME: PHONE:

ADDRESS:

NAME: PHONE:

ADDRESS:

5. UTILITY SHUT OFF -Indicate locations on the Facility Sketch (LIC 999A) with the exit routes.

GAS:	GAS CO. PHONE:
ELECTRIC:	ELECTRIC CO. PHONE:
WATER:	WATER CO. PHONE:

6. EQUIPMENT LOCATION - The fire department may help you with installation information.FIRE EXTINGUISHER LOCATION: SMOKE DETECTOR LOCATION:FIRE ALARM LOCATION (IF YOU HAVE ONE): TYPE**7. OTHER EMERGENCY EQUIPMENT** - Where appropriate identify location of first aid kit, blankets, food and water, flashlight, radio and other emergency equipment.

LOCATION:

EMERGENCY DISASTER PLAN FOR FAMILY CHILD CARE HOMES

Need help filling out the Emergency Disaster Plan Form?

Applicants need to submit a plan to handle possible emergencies. The Emergency Disaster Plan is a plan that identifies resources when an emergency occurs. A copy of the form must be posted in a conspicuous place near a telephone and a copy given to the licensing agency with the application packet. Licensee is responsible for updating information as required and all information should be typed or clearly handwritten.

1. **EMERGENCIES - LIFE THREATENING** - Whenever a life threatening emergency occurs, use the 9-1-1 telephone number. Operators are able to speed dial help for any life threatening emergency. If the call is interrupted, they are usually able to identify the home address from the open line. It is important to write out exactly what needs to be said to direct help to the home. This means that you need to write out the home phone, the address of the home, the nearest major cross street and directions to the home from the cross street.
2. **EMERGENCY NAMES AND TELEPHONE NUMBERS** (In addition to 9-1-1) - This is a list of additional emergency resources that you may need. Most of the numbers are listed on the form. The Office of Emergency Services (OES) assists local government and the public with emergencies that threaten lives, property and the environment. The telephone number for your local OES can be found in the white pages of the telephone book under Government Listings, County Government Offices, "Emergency Operations". It may also be found under County Sheriff's Department. The "Other" is extra space for other numbers that you think may be needed in an emergency.
3. **FACILITY EVACUATION** - The most important action in a fire emergency is getting the children safely out and grouped together in a safe location. As part of your application packet, you need to complete a facility sketch. Take a copy of the sketch and identify the quickest exiting routes from each room. Copies of the exiting routes should be posted in conspicuous locations. You also need to identify a safe location where everyone should gather to be sure everyone is counted and no one remains in the building. **You need to have regular fire drills with the children.** Your fire department is an excellent resource for fire and evacuation instructions.
4. **TEMPORARY RELOCATION SITES** - In the event of an emergency or disaster, you need to make arrangements to move to a temporary site, such as at the home of a friend or a local church. You need to identify a second site in the event the first site is not immediately available in the emergency. Be sure to get permission from the property owner of the relocation site.
5. **UTILITY SHUT OFF** - In emergencies such as floods and earthquakes, it may be necessary to shut the utilities off. It is important to identify the locations of the utility shut off for such emergencies. You should also have a wrench on hand for the gas line. It also may be helpful to put the utility shut off locations on the Facility Sketch.
6. **EQUIPMENT LOCATION** - Your home must contain a fire extinguisher and smoke detector device which meet the standards established by the State Fire Marshal. The fire extinguisher must be in a location that is easily accessible and identified in this plan. The local fire department may help you with the location of fire equipment. In addition to smoke alarms, you need to identify and locate any other emergency alarms that are on the premises. If a fire is just beginning, it may be possible to extinguish the fire with a fire extinguisher. However, the children should be safely relocated before attempting to extinguish any fire.
7. **OTHER EMERGENCY EQUIPMENT** - In the event of a flood or earthquake, it may be necessary to have a first aid kit, blankets, food and water, radio, flashlight and other provisions. The plan needs to identify where this other emergency equipment is kept.

UNUSUAL INCIDENT/INJURY REPORT

INSTRUCTIONS : NOTIFY LICENSING AGENCY, PLACEMENT AGENCY AND RESPONSIBLE PERSONS, IF ANY, BY NEXT WORKING DAY.

SUBMIT WRITTEN REPORT WITHIN 7 DAYS OF OCCURRENCE.

RETAIN COPY OF REPORT IN CLIENT'S FILE.

NAME OF FACILITY		FACILITY FILE NUMBER	TELEPHONE NUMBER ()
ADDRESS		CITY, STATE, ZIP	

CLIENTS/RESIDENTS INVOLVED	DATE OCCURRED	AGE	SEX	DATE OF ADMISSION

TYPE OF INCIDENT

- | | | | | |
|--|---|--|---|---|
| <input type="checkbox"/> Unauthorized Absence | <input type="checkbox"/> Alleged Client Abuse | <input type="checkbox"/> Rape | <input type="checkbox"/> Injury-Accident | <input type="checkbox"/> Medical Emergency |
| <input type="checkbox"/> Aggressive Act/Self | <input type="checkbox"/> Sexual | <input type="checkbox"/> Pregnancy | <input type="checkbox"/> Injury-Unknown Origin | <input type="checkbox"/> Other Sexual Incident |
| <input type="checkbox"/> Aggressive Act/Another Client | <input type="checkbox"/> Physical | <input type="checkbox"/> Suicide Attempt | <input type="checkbox"/> Injury-From another Client | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Aggressive Act/Staff | <input type="checkbox"/> Psychological | <input type="checkbox"/> Other | <input type="checkbox"/> Injury-From behavior episode | <input type="checkbox"/> Fire |
| <input type="checkbox"/> Aggressive Act/Family, Visitors | <input type="checkbox"/> Financial | | <input type="checkbox"/> Epidemic Outbreak | <input type="checkbox"/> Property Damage |
| <input type="checkbox"/> Alleged Violation of Rights | <input type="checkbox"/> Neglect | | <input type="checkbox"/> Hospitalization | <input type="checkbox"/> Other (<i>explain</i>) |

DESCRIBE EVENT OR INCIDENT (INCLUDE DATE, TIME, LOCATION, PERPETRATOR, NATURE OF INCIDENT, ANY ANTECEDENTS LEADING UP TO INCIDENT AND HOW CLIENTS WERE AFFECTED, INCLUDING ANY INJURIES:

PERSON(S) WHO OBSERVED THE INCIDENT/INJURY:

EXPLAIN WHAT IMMEDIATE ACTION WAS TAKEN (INCLUDE PERSONS CONTACTED):

DEATH REPORT

LICENSEE MUST REPORT THE DEATH OF A CLIENT OF ANY CAUSE, REGARDLESS OF WHERE THE DEATH OCCURRED.

INSTRUCTIONS : NOTIFY LICENSING AGENCY, PLACEMENT AGENCY AND RESPONSIBLE PERSONS, IF ANY, BY NEXT WORKING DAY.
SUBMIT WRITTEN REPORT WITHIN 7 DAYS OF OCCURRENCE.
RETAIN COPY OF REPORT IN CLIENT'S FILE.

NAME OF FACILITY		FACILITY FILE NUMBER	TELEPHONE NUMBER ()
ADDRESS		CITY, STATE, ZIP	
CLIENT'S NAME	D.O.B.	SEX	DATE OF ADMISSION
DATE AND TIME OF DEATH	PLACE OF DEATH		

DESCRIBE IMMEDIATE CAUSE OF DEATH *(IF CORONER REPORT MADE, SEND COPY WITHIN 30 DAYS)*:

DESCRIBE CONDITIONS PRIOR TO OR CONTRIBUTING TO DEATH:

EXPLAIN WHAT IMMEDIATE ACTION WAS TAKEN *(INCLUDE PERSONS CONTACTED)*:

MEDICAL TREATMENT NECESSARY? YES NO IF YES, GIVE NATURE OF TREATMENT:

NAME OF ATTENDING PHYSICIAN		NAME OF MORTICIAN	
REPORT SUBMITTED BY:	NAME AND TITLE	DATE	
REPORT REVIEWED/APPROVED BY:	NAME AND TITLE	DATE	

AGENCIES/INDIVIDUALS NOTIFIED *(SPECIFY NAME AND TELEPHONE NUMBER)*

LICENSING _____ ADULT/CHILD PROTECTIVE SERVICES _____

LONG TERM CARE OMBUDSMAN _____ PARENT/GUARDIAN/CONSERVATOR _____

LAW ENFORCEMENT _____ PLACEMENT AGENCY _____

UNUSUAL INCIDENT/INJURY REPORT - FAMILY CHILD CARE HOME

EVENTS THAT MUST BE REPORTED TO PARENTS/AUTHORIZED REPRESENTATIVES AND/OR THE DEPARTMENT:

- A. No later than the same business day, notify a child's parent or authorized representative of the events listed in #11 that affect that child.
- B. Within the next business day, notify the Department by telephone or fax of the events listed in #11.
- C. If reported to the Department by telephone, submit written report within 7 calendar days of the event.
- D. Keep a copy of the report submitted to the Department in the (affected) child's record.

GENERAL INSTRUCTIONS FOR COMPLETION

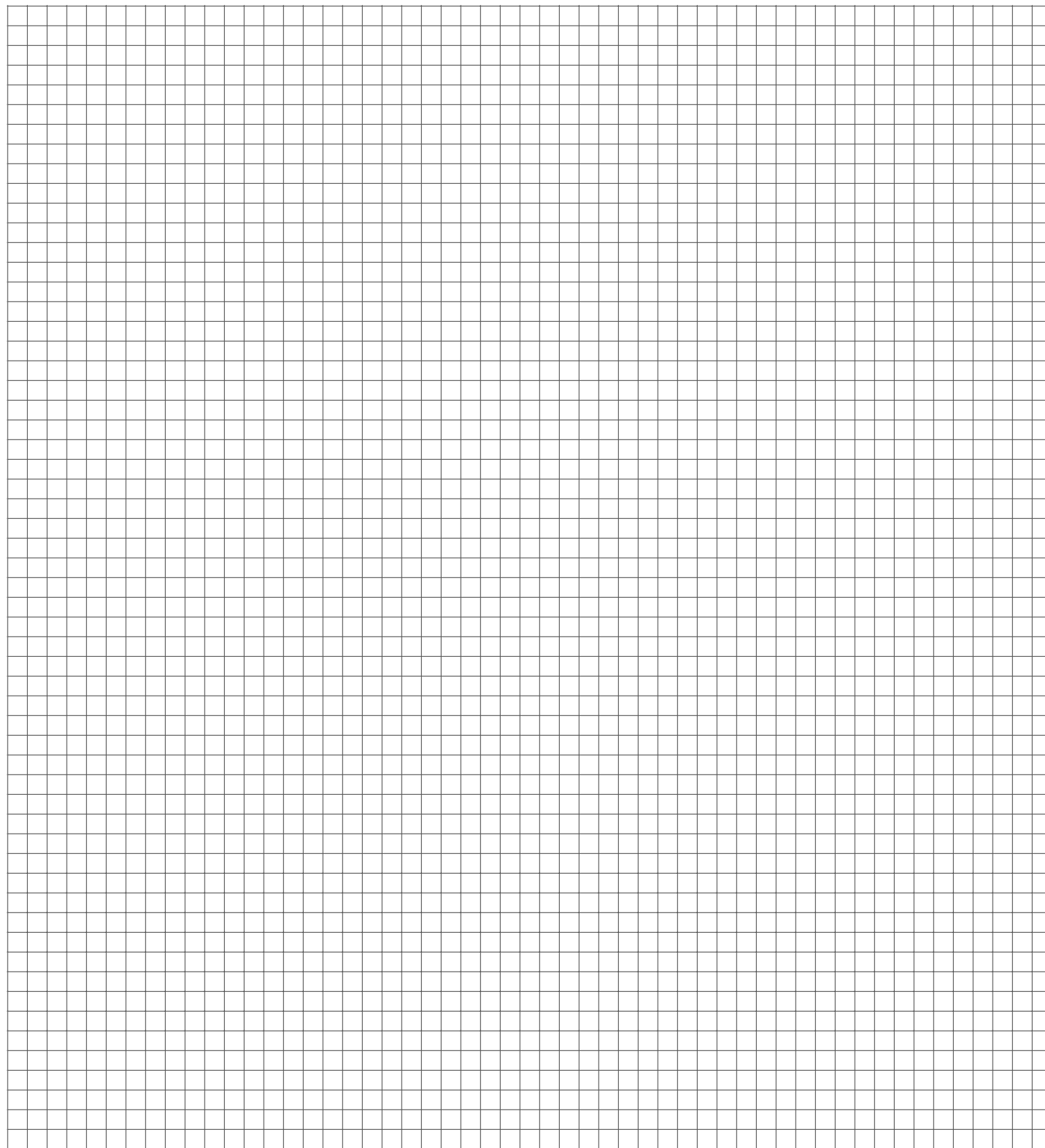
1. Enter the facility number as shown on the license
2. Enter the licensee's name as shown on license.
3. Enter the name of the facility as shown on the license.
4. Enter the number and street address, city, and zip code.
5. Enter the first and last name of each child involved in the incident or injury.
6. Enter the child's age or the month, date, and year of birth.
7. Enter the gender of each child as M for Male or F for Female.
8. Enter the month, date, and year each child was accepted into the family child care home.
9. Enter the language that the child or parent speaks (*i.e., English, Spanish, etc.*).
10. Enter the month, date, year and the time of day that the incident or injury happened.
11. Event to be reported:
 - a. Check if any child has died from any cause.
 - b. Check if a child was injured, and the injury required treatment by a medical professional.
 - c. Check if a child in care leaves or wanders (is missing) from the facility without permission or supervision, including when a child is missing during any outing or special event away from the facility, or a child does not return from school.
 - d. Check if it is suspected that a child has been abused or neglected.
 - e. Check if there is a fire or explosion in or on the premises of the family child care home.
 - f. Check if there is a communicable disease outbreak when determined by the local health authority.
 - g. Check if any child is poisoned while in care.
 - h. Check if there is some other incident that threatens the physical or emotional health and safety of any child.
12. Describe what happened. Be specific. Include name of person(s) involved in or suspected of causing the injury.
13. Include medical findings and treatment.
14. Describe how this incident or injury will be prevented in the future.
15. Enter the first and last name and title of the physician or other health care provider providing care to child, if known.
16. Enter the area code and telephone number of the physician or other health care provider.
17. Enter the name(s) and telephone number of the child's parent(s), or authorized representative(s).
18. Enter the month, date, and year that the child's parent(s), or authorized representative(s) were notified.
19. Check one or more of the agencies notified of the incident or injury.
20. Enter the name of the person (*for each agency*) with whom you spoke when reporting the event.
21. Enter the month, day, and year next to the agency person's name that was contacted.
22. Enter the area code and telephone or fax number of the agency contacted.
23. Enter your signature here.
24. Enter your area code and telephone number.
25. Enter the month, date, and year this report is signed.

FACILITY SKETCH (Floor Plan)

Applicants are required to provide a sketch of the floor plan of the home or facility and outside yard. The floor sketch must label rooms such as the kitchen, bath, living room, etc. Circle the names of the rooms that will be used by staff/residents/clients/children. Door and window exits from the rooms must be shown in case of an emergency (see Emergency Disaster Plan). Show room sizes (e.g. 8.5 x 12). Keep close to scale. Use the space below. See back for yard sketch.

FACILITY NAME:

ADDRESS:

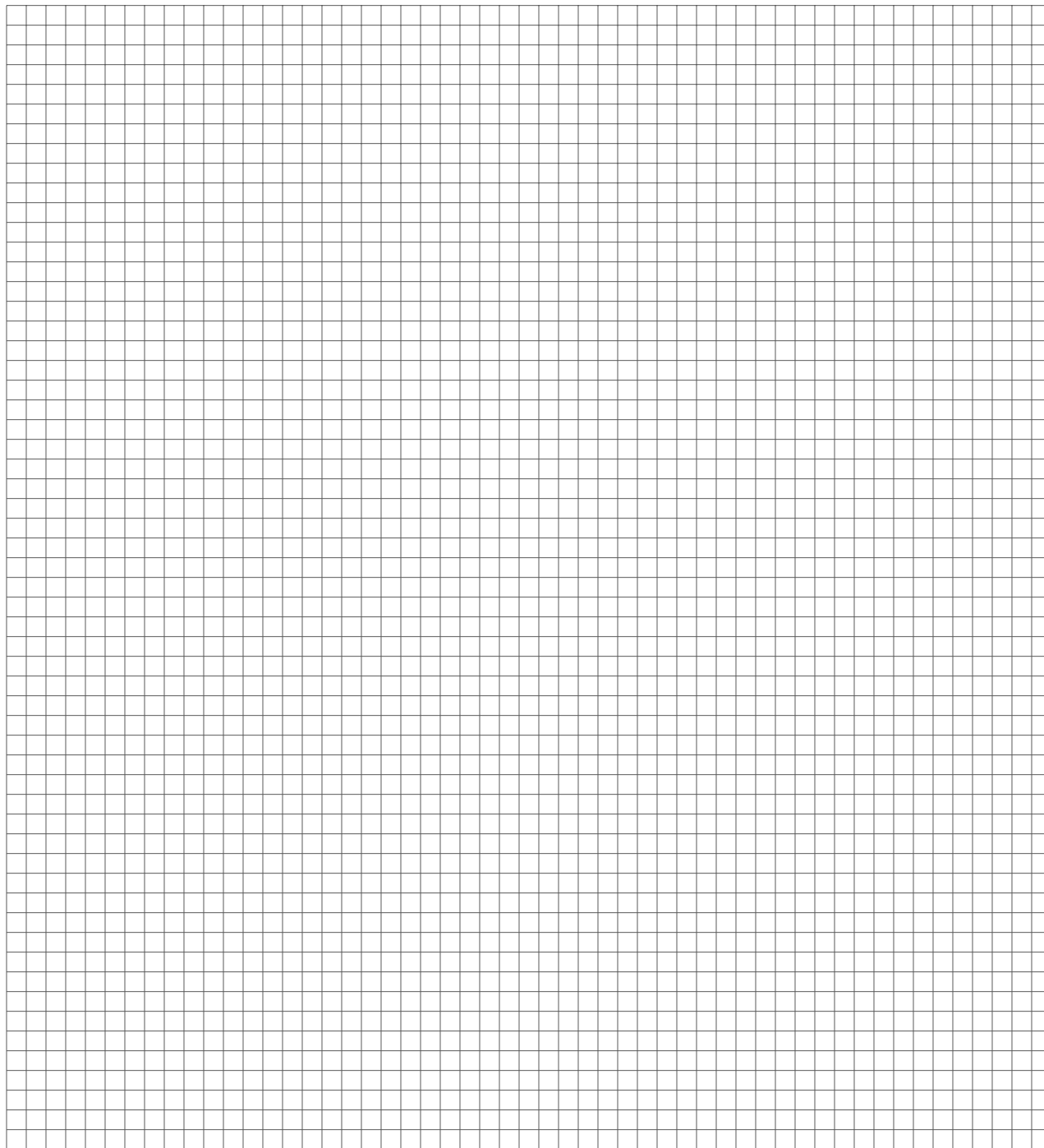


FACILITY SKETCH (Yard)

The yard sketch should show all buildings in the yard including the home (with no detail), garage and storage building. Include walks, driveways, play area, fences, gates. Show any potential hazardous area such as pools, garbage storage, animal pens, etc. Show the overall yard size. Try to keep the sizes close to scale. Use the space below.

FACILITY NAME:

ADDRESS:



FACILITY SKETCH (Floor Plan) - Family Child Care Home

Applicants are required to provide a sketch of the floor plan of the home or facility and outside yard. The floor sketch must label rooms such as the kitchen, bath, living room, etc. Please identify areas which will be "off limits" to children. Door and window exits from the rooms must be shown in case of an emergency (see Emergency Disaster Plan). Show room sizes (e.g. 8.5 x 12). Keep close to scale. Use the space below. See back for yard sketch.

FACILITY NAME:

ADDRESS:

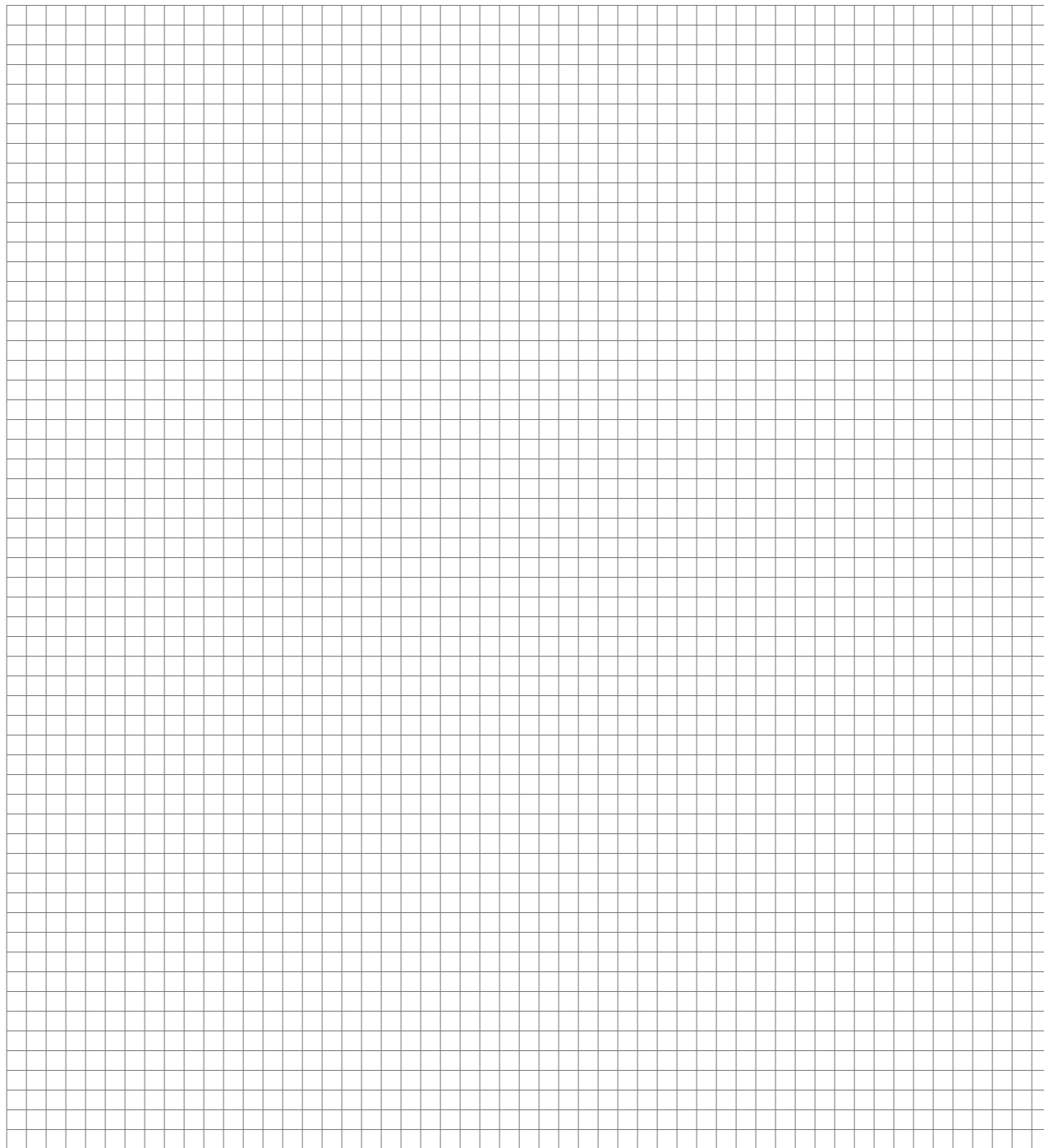
A large grid area for drawing a floor plan sketch. The grid is composed of small squares, approximately 20 units wide and 40 units high, providing a scale for the drawing.

FACILITY SKETCH (Yard) - Family Child Care Home

The yard sketch should show all buildings in the yard including the home (with no detail), garage and storage building. Include walks, driveways, play area, fences, gates. Please identify areas which will be "off limits" to children. Show any potential hazardous areas such as pools, garbage storage, animal pens, etc. Show the overall yard size. Try to keep the sizes close to scale. Use the space below.

FACILITY NAME:

ADDRESS:



EARTHQUAKE PREPAREDNESS CHECKLIST (EPC) *

Health & Safety Code 1596.867 requires an Earthquake Preparedness Checklist be included as an attachment to the Emergency Disaster Plan (LIC 610, LIC 610A and 610A (SP)) and be made accessible to the public. This form is intended to meet this requirement.

A. ELIMINATE POTENTIAL HAZARDS IN CLASSROOMS AND THROUGHOUT THE SITE:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Bolt bookcases in high-traffic areas securely to wall studs. <input type="checkbox"/> Move heavy books and items from high to low shelves. <input type="checkbox"/> Secure and latch filing cabinets. <input type="checkbox"/> Secure cabinets in high traffic areas with child safety latches. <input type="checkbox"/> Secure aquariums, computers, typewriters, TV/VCR equipment to surfaces (e.g., by using Velcro tabs). <input type="checkbox"/> Make provisions for securing rolling portable items such as TV/VCRs, pianos and refrigerators. <input type="checkbox"/> Move children's activities and play areas away from windows, or protect windows with blinds or adhesive plastic sheeting. <input type="checkbox"/> Secure water heater to wall using plumber's tape. | <ul style="list-style-type: none"> <input type="checkbox"/> Assess and determine possible escape routes. <input type="checkbox"/> Enlist parent and community resource assistance in securing emergency supplies or safeguarding the child care site. <input type="checkbox"/> Store a 3-day supply of nonperishable food (including juice, canned food items, snacks, and infant formula). <input type="checkbox"/> Store a 3-day supply of water and juice. <input type="checkbox"/> Store food and water in an accessible location, such as portable plastic storage containers. <input type="checkbox"/> Store other emergency supplies such as flashlights, a radio with extra batteries, heavy gloves, trash bags, and tools. <input type="checkbox"/> Maintain a complete, up-to-date listing of children, emergency numbers, and contact people for each classroom stored with emergency supplies. |
|---|---|

B. ESTABLISH A COORDINATED RESPONSE PLAN INVOLVING ALL OF THE FOLLOWING:

CHILDREN:

- Teach children about earthquakes and what to do (see resource list below).
- Practice "duck, cover, and hold" earthquake drills under tables or desks no less than 4 times a year.

PARENTS:

- Post, or make available to parents, copies of the school earthquake safety plan (including procedures for reuniting parents or alternate guardians with children, location of planned evacuation site and method for leaving messages and communicating).

C. CHILD CARE PERSONNEL AND LOCAL EMERGENCY AGENCIES:

- Identify and assign individual responsibilities for staff following an earthquake (including accounting for and evacuating children, injury control and damage assessment).
- Involve and train all staff members about the earthquake safety plan, including location and procedure for turning off utilities and gas.
- Contact nearby agencies (including police, fire, Red Cross, and local government) for information and materials in developing the child care earthquake safety plan.

* For more free resources contact:

- (1) Federal Emergency Management Agency (FEMA)
- (2) Office of Emergency Services (OES)
- (3) Red Cross

PARENT CONSENT FOR ADMINISTRATION OF MEDICATIONS AND MEDICATION CHART**NOTE:** Regulation Section 101221 requires the following information be on file.

CHILD CARE CENTER NAME:	LICENSE NUMBER:	DATE:
-------------------------	-----------------	-------

PARENT'S INSTRUCTIONS:

1. All prescription and nonprescription medications shall be maintained with the child's name and shall be dated.
2. Prescription and nonprescription medications must be stored in the original bottle with unaltered label. Medications requiring refrigeration must be properly stored.
3. Prescription and nonprescription medication shall be administered in accordance with the label directions.
4. Written consent must be provided from the parent, permitting child care facility personnel to administer medications to the child. Instructions shall not conflict with the prescription label or product label directions.

CHILD'S NAME	DATE OF BIRTH
MEDICATION NAME	DOSAGE

I authorize child care personnel to assist in the administration of medications described above to the child named above for the following medical condition/s:

From _____ to _____ at _____ daily while in attendance.
BEGINNING DATE ENDING DATE TIME OF DAY

PARENT'S SIGNATURE:	DATE:
---------------------	-------

MEDICATION CHART
Staff Documentation of Medicine Administration

DATE	TIME GIVEN	STAFF SIGNATURE
DATE	TIME GIVEN	STAFF SIGNATURE
DATE	TIME GIVEN	STAFF SIGNATURE
DATE	TIME GIVEN	STAFF SIGNATURE
DATE	TIME GIVEN	STAFF SIGNATURE
DATE	TIME GIVEN	STAFF SIGNATURE

Upon completion, return medicine to parent or destroy, and place form in child's record.

STAFF	DATE
-------	------

Sample Relocation/Reunification Drill Permission Slip*

Child Care Program Name: _____

Address: _____

Phone Number: _____ Cell Phone Number: _____

We will be practicing emergency relocation drills at various times throughout the year. This Relocation/Reunification Drill Permission Slip provides a release stating that you as the parent/guardian authorize:

(NAME OF CHILD CARE PROVIDER)

to take your child off the child care site for the purpose of practicing a relocation and/or reunification drill.

The relocation drill may require walking your child to primary and alternative relocation sites. This permission slip covers your child's participation in emergency relocation drills throughout the year. This will involve leaving the child care facility site with child care staff.

You will be notified in advance when a relocation and/or reunification drill will take place and where to pick up your child. All possible care and safety will be provided for your child.

Child Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Relocation Site Name (Primary): _____

Relocation Site Address (Primary): _____

Relocation Site Name (Secondary): _____

Relocation Site Address (Secondary): _____

*This is a *sample* permission slip. Check with your administration and/or legal counsel about parent permission requirements for your program.

Resources

Administration for Children and Families (ACF) www.acf.hhs.gov/

- Office of Human Services, Emergency Response and Recovery Resources
www.acf.hhs.gov/programs/ohsepr/early-childhood
- Office of Planning, Research, and Evaluation: Services for Families of Infants and Toddlers Experiencing Trauma
www.acf.hhs.gov/programs/opre/resource/impact-of-trauma-families-of-infants-and-toddlers
- Child Care Resources for Disasters and Emergencies
www.acf.hhs.gov/programs/occ/resource/child-care-resources-for-disasters-and-emergencies

American Academy of Pediatrics (AAP) www.aap.org

- AAP Children and Disasters www.aap.org/disasters
- Ensuring the Health of Children in Disasters Policy Statement
<http://pediatrics.aappublications.org/content/early/2015/10/13/peds.2015-3112.abstract>
- Healthychildren.org provides information and guidance for parents based on advice from leading child health experts and scientific research www.healthychildren.org
- Breastfeeding in Disasters www2.aap.org/breastfeeding/files/pdf/infantnutritiondisaster.pdf

American Public Health Association (APHA) www.apha.org

- The Get Ready campaign helps Americans prepare themselves, their families and their communities for all disasters and hazards, including pandemic flu, infectious disease, natural disasters and other emergencies.
www.apha.getready.org
- Get Ready Parents Page: Preparedness information to share with your family
www.getreadyforflu.org/getreadyparents.htm
- Preparedness Information for Children www.getreadyforflu.org/kids/index.htm

American Red Cross www.redcross.org

- Ready Rating program is a free, self-guided program designed to help businesses, organizations, and schools become better prepared for emergencies. www.readyrating.org
- FREE American Red Cross Mobil APPS www.redcross.org/prepare/mobile-apps
- Project Pillowcase is an hour-long educational program for children in grades 3-5. The presentation is perfect for after-school programs. www.redcross.org/get-help/prepare-for-emergencies/resources-for-schools/
- Disaster and Safety Library www.redcross.org/prepare/disaster-safety-library
- Safe and Well Program is a registry where family and friends can search the list of those who have registered themselves as “safe and well”. <https://safeandwell.communityos.org>

California Childcare Health Program <http://cchp.ucsf.edu>

- Emergency/Disaster Preparedness for the Child Care Setting
<http://cchp.ucsf.edu/EmergencyPrepNote>
- Preparing for Pandemic Flu in Child Care Centers
<http://cchp.ucsf.edu/PandemicFluNote>
- Young Children and Disasters
<http://cchp.ucsf.edu/YoungChildDisasterNote>

California Department of Education (CDE) www.cde.ca.gov/

- California Early Childhood Educator Competencies www.cde.ca.gov/sp/cd/re/ececomps.asp
- CDE Child Nutrition Program, Child and Adult Care Food Program (CACFP) disaster relief guidelines www.cde.ca.gov/ls/nu/sn/mbcnp022015.asp
- Crisis Response Box Program www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf
- Early Education and Support Division www.cde.ca.gov/re/di/or/cdd.asp
- Management Bulletin: Reduced Days of Operation or Attendance due to Emergency Conditions www.cde.ca.gov/sp/cd/ci/mb1009.asp

California Department of Public Health (CDPH) www.cdph.ca.gov

- Emergency Preparedness Office www.bepreparedcalifornia.ca.gov
- Emergency Preparedness: Infant and Young Child Care and Feeding www.cdph.ca.gov/healthinfo/healthyliving/childfamily/pages/emergencypreparednessinfantandyoungchildcareandfeeding.aspx

California Department of Social Services (CDSS), Community Care Licensing <http://cclid.ca.gov>

- Community Care Licensing Division (CCLD) Title 22 Regulations <http://cclid.ca.gov/PG555.htm>
- Disaster Planning Self-Assessment Guide for Child Care Centers and Family Child Care Homes www.cclid.ca.gov/res/pdf/DisasterGuideforHomesCenters.pdf
- Forms www.dss.cahwnet.gov/cdssweb/PG166.htm#lic

California Governor's Office of Emergency Preparedness (Cal OES) www.caloes.ca.gov

- State of California Emergency Plan, 2009 [www.caloes.ca.gov/PlanningPreparednessSite/Documents/00%20SEP%207-01-09%20covrev%20\(12\).pdf](http://www.caloes.ca.gov/PlanningPreparednessSite/Documents/00%20SEP%207-01-09%20covrev%20(12).pdf)

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition, Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition <http://cfoc.nrckids.org/>

- Caring for Our Children, 3rd Edition Standard 9.2.4.3: Disaster Planning, Training, and Communication <http://cfoc.nrckids.org/StandardView/9.2.4.3>

Centers for Disease Control and Prevention (CDC) Emergency Preparedness and Response <http://emergency.cdc.gov/>

- Caring for Children in a Disaster www.cdc.gov/childrenindisasters/index.html
- Schools and Child Care Centers www.cdc.gov/childrenindisasters/schools.html

Child Care Aware® of America <http://childcareaware.org/>

- Disaster preparedness resources that support child care providers, children, and families. <http://usa.childcareaware.org/advocacy-public-policy/crisis-and-disaster-resources/>

Department of Homeland Security www.dhs.gov

- *Ready* educates Americans to prepare for and respond to emergencies including natural disasters and potential terrorist attacks. The *Ready* site has content available in 12 languages, including Arabic, Chinese, French, Haitian, Hindi, Japanese, Korean, Russian, Spanish, Tagalog, Urdu and Vietnamese and a Spanish language site. www.Ready.gov www.listo.gov (Spanish)

Child Care Resource Center www.ccrcca.org

- Emergency Preparedness Toolkit for Child Care Programs, with support from Los Angeles Department of Public Health, provides information and resources for child care providers to better prepare for, respond to, and recover from an emergency or disaster. www.ccrcca.org/providers/emergency-preparedness

Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) www.nichd.nih.gov

- Activity Book for African American Families: Helping Children Cope with Crisis www.nichd.nih.gov/publications/pubs/cope_with_crisis_book/Pages/index.aspx

Federal Emergency Management Agency (FEMA) www.fema.gov

- Free, online training: Emergency Management Institute: IS-36 Multihazard Planning for Childcare <http://training.fema.gov/is/courseoverview.aspx?code=is-36>
- Federal Emergency Management Administration (FEMA) Disaster APP with alerts and tips for surviving disasters, weather updates, resources for sheltering, and financial assistance. www.fema.gov/mobile-app
- Earthquake Preparedness: What Every Child Care Provider Needs to Know www.fema.gov/media-library/assets/documents/1795
- Technical assistance on relief services and services related to rebuilding efforts and Individual Public Assistance grants is available. www.fema.gov/apply-assistance

Fred Rogers Company www.fredrogers.org

- Tragic Events in the News www.fredrogers.org/parents/special-challenges/tragic-events.php

Government Services Agency (GSA) Resources for Child Care Program Stakeholders www.gsa.gov/portal/content/105296

- Provider Emergency Preparedness Toolbox www.gsa.gov/portal/content/117427

Great California Shakeout www.shakeout.org/california

- Childcare and Pre-Schools www.shakeout.org/california/childcare

National Association for the Education of Young Children (NAEYC) www.naeyc.org

- Coping with Violence webpage lists many online resources to help children and families. www.naeyc.org/content/coping-violence

National Center for Missing and Exploited Children www.missingkids.org

- Disaster Response www.missingkids.org/DisasterResponse

National Child Traumatic Stress Network www.nctsn.org/

- Tips for Parents on Explaining Media Coverage
www.nctsn.org/sites/default/files/assets/pdfs/tips_for_parents_media_final.pdf
- Parent Tips for Helping Preschool-Age Children after Disasters
www.nctsn.org/sites/default/files/assets/pdfs/appendix_tips_for_parents_with_preschool_children.pdf
- Resources for Parents and Caregivers www.nctsn.org/resources/audiences/parents-caregivers
- Healing after Trauma Skills (H.A.T.S.): A Manual for Professionals, Teachers, and Families Working with Children after Trauma and Disasters www.nctsn.org/sites/default/files/assets/pdfs/hats2012.pdf
- The Road to Recovery: Supporting Children with Intellectual and Developmental Disabilities Who Have Experienced Trauma www.nctsn.org/products/children-intellectual-and-developmental-disabilities-who-have-experienced-trauma

National Library of Medicine www.nlm.nih.gov

- Health Resources on Children in Disasters and Emergencies, resources for professionals on the medical and public health issues of children in disasters and emergencies, are available online:
<https://disasterinfo.nlm.nih.gov/dimrc/children.html>

Office of Disease Prevention and Health Promotion www.health.gov

- Healthfinder.gov Disaster Preparedness <http://healthfinder.gov/FindServices/SearchContext.aspx?topic=1023>

Office of Head Start <http://eclkc.ohs.acf.hhs.gov/hslc>

- Emergency Preparedness <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/ep>

Ready San Diego www.readysandiego.org

- San Diego County Childcare Disaster Plan and Guide www.readysandiego.org/childcare

Save the Children www.savethechildren.org

- Save the Children offers free, online, Child Care Emergency Preparedness Training. A professional development certificate for 4 contact hours is available.
www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.9111279/k.8B62/Get_Ready_Get_Safe_Training.htm

Sesame Workshop www.sesameworkshop.org

- Disaster Preparedness activities for children: www.sesamestreet.org/parents/topicsandactivities/toolkits/ready

Substance Abuse and Mental Health Services Administration(SAMHSA) www.samhsa.gov

- Disaster APP: Emergency Behavioral Health Response. Free SAMHSA Disaster App with resources for any type of traumatic event, including tip sheets; guides for responders, teachers, parents, and caregivers; and a directory of behavioral health service providers in the impacted area. www.store.samhsa.gov/apps/disaster/
- Disaster Distress Helpline: People experiencing emotional distress related to natural or human-caused disasters can call 1-800-985-5990 to receive immediate crisis counseling with a trained counselor. Or text or text TalkWithUs to 66746 to connect with a trained crisis counselor. The toll-free, multilingual, and confidential crisis support service is available to all residents in the United States and its territories. www.samhsa.gov/find-help/disaster-distress-helpline
- Tips for Helping Children Cope: A Guide for Parents, Caregivers, and Teachers
<http://store.samhsa.gov/shin/content/KEN01-0093R/KEN01-0093R.pdf>

Technical Resources, Assistance Center, and Information Exchange (TRACIE)

<https://asprtracie.hhs.gov>

- The Assistance Center provides one-on-one consultation at 1-844-5-TRACIE (587-2243).
- The Information Exchange provides opportunities for peer-to-peer discussion, and Technical Resources can be found at the online resource library: <https://asprtracie.hhs.gov/technical-resources>

United States Department of Labor www.dol.gov

- Disaster Unemployment Assistance (DUA): Provides information and assistance for disaster relief services and loan programs after presidentially declared disasters. www.ows.doleta.gov/unemploy/disaster.asp

United States Small Business Administration (SBA) www.sba.gov

- Provides information and assistance about small business disaster relief loans for child care providers after presidentially declared disasters. www.sba.gov/managing-business/running-business/emergency-preparedness/disaster-assistance

2-1-1 www.211.org

- Callers can request information about shelters, clean drinking water, evacuations, child care services, housing assistance, physical and mental health resources, and more. (May not be available in all counties.)

Safe-Place and Shelter-in-Place Checklist

Choosing a location for a Safe-Place and Shelter-in-Place:

Is there an area inside your facility with:

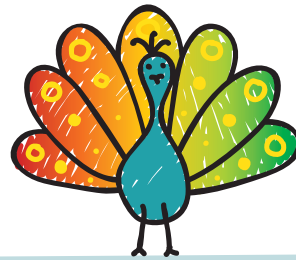
- Telephone or other means to communicate with emergency personnel?
- Cell phone coverage at that location?
- Access to at least one outlet for charging a cell phone? (And is a spare cord kept there?)
- Access to a bathroom or other sanitary facilities?
- Limited access to the outside?
- Can all outside doors and windows be locked?
- Do your windows have drapes, curtains or shades for additional protection?
- Do you have access to your emergency supplies in the Shelter-In-Place and Safe-Place areas?
- Do the police and local emergency personnel know your safe place?
- What are the local protocols for safe place (closing blinds, locking doors)?

Preparing your Shelter-in-Place location:

- Do you know where the turn-offs for the heating system are and how to operate them? Is the information posted?
- Do you know where the turn-offs for the air conditioning systems are and how to operate them? Can you switch intakes to the closed position? Is the information posted?
- Where are the exhaust fans in your child care (e.g., over the stove, bathroom)?
- Do you have duct tape and plastic sheeting to cover and seal fireplaces, bathroom exhaust and grilles, range vents, dryer vents, outlets, and other openings to the outdoors to the extent possible? Is the window sealing equipment stored in the Shelter-In-Place room and is it easily accessible?

Sample Emergency Disaster Drills

Conduct emergency disaster drills at least every six months. Include different types of drills, in a variety of locations, at different times of the day. Log the date, time, and type of drill. Make a yearly schedule for the different drills you will practice. Keep documentation of your drills on site for at least one year.



Fun ideas to build skills and knowledge for emergency disaster drills

- Play games like follow-the-leader so that children can learn to move together in an orderly way.
- Plan a field trip to the fire station or have your local fire fighters visit your program.
- Provide for dress up and dramatic play with costumes for fire fighters, first responders and emergency workers.
- Develop a science theme with books and activities about earthquakes, tornados, floods, blizzards, etc.
- Play “turtle” and have children pretend to be turtles by crouching down, covering their heads, and holding still.
- Play “lizards under rocks” and have children pretend to be lizards seeking shelter under a sturdy table.
- Practice using a walking rope for children to hold onto when walking as a group.

Sample of an Announced Earthquake Drill: Drop, Cover, and Hold On

- Use songs, rhymes, books, or scripted stories to teach children the basics of what happens in an earthquake, how to Drop, Cover, and Hold On, and how to assume the “turtle pose.” Teach the turtle pose, by showing how to kneel on the ground and cover your head with your hands. Bend at the waist so your face is close to your knees and protected from falling objects.
- Tell the children that during an earthquake, the Earth might move beneath their feet like a boat in the waves. Explain that earthquakes may be noisy, with loud banging, crashing, or rumbling sounds and ringing alarm bells.

NOTIFICATION

- Tell the children that an earthquake drill is about to happen. Then say “Earthquake—Drop, Cover, and Hold On,” or use a bell or alarm to signal the drill.

INDOOR ACTION

- Drop to the ground with the children, take cover under a sturdy piece of furniture such as a heavy desk or table (if available), and hold on. Try using role-play imagery like: “I am a mama chicken and you are my little chicks, get under my wings! Now let’s all be turtles, get in your turtle pose!”
- Huddle together facing away from windows while you assume a turtle pose. Pretend that the table is a log or a rock.
- Demonstrate how to cover your eyes with your free hand (the one you’re not holding on with).
- If there are no sturdy pieces of furniture to get under, huddle together and assume the turtle pose next to an interior wall but away from windows, overhead light fixtures, and tall pieces of furniture that might fall over.
- *For infants:* Carefully pick up the baby in your arms, holding the child against your chest, and carry them as you Drop, Cover and Hold On. The adult will provide additional protection above and on either side of the child. Alternatively, place infants in an evacuation crib (or other infant evacuation equipment) and roll it next to an interior wall. Lock the wheels and shield the infants from falling objects.

OUTDOOR ACTION

- Move the children into the open, away from buildings, fences, trees, tall playground equipment, utility wires, and streetlights.
- Have the children face away from windows and assume a turtle pose.

CONCLUSION

- Stay under cover until the drill is over. Work up to staying under cover for one minute or longer after seeking cover.
- Take attendance and ensure all children are present and safe.

Sample Announced Fire / Evacuation Drill

NOTIFICATION	<ul style="list-style-type: none">■ Tell the children that a fire drill is about to happen. A smoke detector test button or other designated noise, such as a recording of the fire alarm, may be used as your practice alarm. Tell children that when they hear that sound it means there is a fire drill.■ Explain to the children that when they hear the fire alarm or designated noise, they must get up quickly and leave everything behind.■ Point out all the exits to the children. Tell the children that you will leave the building through the closest exit. Test alternate escape routes and windows that can be used as exits. Practice with ladders if they are part of your evacuation plan.
ACTION	<ul style="list-style-type: none">■ Evacuate children as follows:<ul style="list-style-type: none">■ <i>Infants and Toddlers:</i> Practice using evacuation equipment for infants and toddlers. For example, use an evacuation crib, a stroller with multiple seats, a wagon, or an infant rescue vest/apron/carrier.■ <i>Preschoolers:</i> Gather children in a group and supervise an orderly evacuation to the designated assembly area. Practice using a walking rope for children to hold on to during evacuation.■ <i>Children with Special Needs:</i> These children will be assisted by specific staff members who have been trained in their role to evacuate children with special needs.■ Grab the daily attendance list and the “Ready-to-Go Kit” backpack, including the Ready-to-Go File on the way out.■ Check bathrooms and the classroom, and shut the door behind you after you are sure everyone has exited.■ Gather outside at the agreed upon place.■ Take attendance to ensure everyone has made it out safely.
COMMUNICATION	<ul style="list-style-type: none">■ Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.
CARE AND SUPERVISION	<ul style="list-style-type: none">■ Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility.■ Follow established procedures for addressing children’s (especially infants and toddlers) nutrition and hygiene needs during the period of time they are evacuated.
CONCLUSION	<ul style="list-style-type: none">■ Remain at the meeting spot until the child care director or designee announces the end of the drill.

Sample Announced Tsunami / Flood Drill

- Both tsunami and flood drills will be the same as an evacuation drill, except that you will need to seek higher ground.
- Tsunamis come after earthquakes, and they can come on suddenly.
- For most floods, you would have time to follow flood updates and call families to pick up their children before evacuating. Flash floods can come on quickly and you will have to leave the building right away.

NOTIFICATION

- Tell the children that an emergency drill is about to happen and they will leave the building.
- Explain to the children that when they hear “tsunami drill” or “flood drill,” you will all evacuate the building.
- Tell the children that they must get up quickly and leave everything behind, just like in a fire drill.
- Point out all the exits to the children. Tell the children that you will leave the building through the closest exit.

ACTION

- Evacuate children as follows:
 - *Infants and Toddlers:* Practice using evacuation equipment for infants and toddlers. For example, use an evacuation crib, a stroller with multiple seats, a wagon, or an infant rescue vest/apron/carrier.
 - *Preschoolers:* Gather children in a group and supervise an orderly evacuation to the designated assembly area. Practice using a walking rope for children to hold on to during evacuation.
 - *Children with Special Needs:* These children will be assisted by specific staff members who have been trained in their role to evacuate children with special needs.
- Grab the daily attendance sheet and the “Ready-to-Go” Kit including the “Ready-to-Go” File on the way out.
- Check bathrooms and other classrooms, and shut the door behind you after everyone has exited.
- Gather outside at the agreed upon place.
- Take attendance to ensure everyone has made it out safely.

COMMUNICATION

- Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.

CARE AND SUPERVISION

- Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility.
- Follow established procedures for addressing children’s (especially infants and toddlers) nutrition and hygiene needs during the period of time they are evacuated.

CONCLUSION

- Tell the children that in a real event you would be going to a relocation site at higher ground. You may want to practice walking on the sidewalk through the neighborhood as if you were actually going to this location. If appropriate, tell the children the name or location of the higher ground relocation site.

Sample Announced Lockdown Drill

NOTIFICATION

- Tell the children that a lockdown drill is about to happen.
- Director or designee will announce “Lockdown” or other code word.

ACTION

- If there are children playing outside, bring them inside.
- Go to the nearest room or the designated location away from danger.
- Bring disaster supplies to the designated safe place location.
- Tell staff and families outside the building that they cannot enter the building and to find a safe location.
- Lock the classroom doors and windows, cover the windows, and turn off lights and audio equipment.
- Keep all children sitting on the floor, away from doors and windows. Use tables, cabinets, or other heavy furniture as a shield, if present.
- Take attendance of children and ensure all children remain in room as quietly as possible.
- Ignore any fire alarm activation.

COMMUNICATION

- Turn cell phones on silent or vibrate.
- Role-play: “Call 9-1-1” (just pretend!) and explain the situation. * note: in a real emergency it might not be safe to talk on the phone, but you can still call 9-1-1 and leave the phone on. Do not make phone calls unless there is an emergency situation (for example, an injured child or adult in need of immediate medical attention).

CARE AND SUPERVISION

- Follow established procedures to help children stay quiet, for example, holding hands, gently rocking back and forth, and making eye contact with each child, or offering pacifiers to infants.
- Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility.
- Follow established procedures for addressing children’s (especially infants and toddlers) nutrition and hygiene needs during the period of time they are in lockdown.

CONCLUSION

- Remain in the room until the child care director or designee announces the end of the lockdown.

Sample Announced Shelter-in-Place Drill

NOTIFICATION	<ul style="list-style-type: none">■ Tell the children that a shelter-in-place drill is about to happen.■ Director or designee will announce “Shelter-in-Place.”
ACTION	<ul style="list-style-type: none">■ Bring children and staff to the pre-determined areas within the facility or home. Choose an interior room without windows or vents that has adequate space to accommodate children and staff.■ Close and lock all windows and doors.■ Shut off the building’s heating systems, air conditioners, exhaust fans, and switch intakes to the closed position.■ Seal all cracks around the doors and any vents into the room with duct tape or plastic sheeting.■ Conduct a roll call to ensure everyone is present and accounted for in the area.■ No outside access is permitted, but activity within the facility may continue.
COMMUNICATION	<ul style="list-style-type: none">■ Role play: providing status updates for families (just pretend!).■ Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.■ Keep cell phone within reach at all times.
CARE AND SUPERVISION	<ul style="list-style-type: none">■ Bring disaster supplies to the designated safe place location.■ Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, special health care plans, and assistive devices for communication and mobility.■ Follow established procedures for addressing children’s (especially infants and toddlers) nutrition and hygiene needs.■ Provide developmentally appropriate activities.
CONCLUSION	<ul style="list-style-type: none">■ Continue the shelter-in-place drill until the child care director or designee announces the end of the shelter-in-place drill.

Sample Announced Tornado Drill

NOTIFICATION	<ul style="list-style-type: none">■ Tell the children that a tornado drill is about to happen.■ Director or designee will announce “Tornado” or other code word.
ACTION	<ul style="list-style-type: none">■ If children are playing outside, bring them inside.■ Secure or store outdoor toys, furniture, and equipment that may act as missiles.■ Seek shelter in an interior, protected area of the building on the lowest level possible or in a designated tornado shelter.■ Keep children away from windows.■ Take attendance.■ Bring disaster supplies to the designated safe location.
COMMUNICATION	<ul style="list-style-type: none">■ Role play: Provide status updates for families (just pretend!).■ Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.■ Keep cell phone within reach at all times.
CARE AND SUPERVISION	<ul style="list-style-type: none">■ Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, special health care plans, and assistive devices for communication and mobility.■ Follow established procedures for addressing children’s (especially infants and toddlers) nutrition and hygiene needs.■ Provide developmentally appropriate activities.
CONCLUSION	<ul style="list-style-type: none">■ Continue the tornado drill until the child care director or designee announces the end of the drill.

Sample Impaired Adult Role-Play

No children are involved in this drill. Including children in an impaired adult drill may cause confusion or fear.

Conduct this role-play exercise as part of a staff meeting.

Assign someone to play the impaired adult, two people to play staff members and one person to play the director.

- Role-play a situation involving an adult who has come to the child care facility to pick up a child. The adult is stumbling, slurring their speech, and smells strongly of alcohol.
- The staff person identifies the adult as intoxicated, and immediately looks for a space away from the children to have a conversation with her/him.
- At the same time, the staff member uses a code word to signal another staff member to assist.

Example of script:

"Hello, (name of family member). How are you doing this afternoon?"

"Fine"

"I know you are here to pick up (name of child). Unfortunately, we are going to have to find someone else to take (name of child) home today."

"What? Why? We have to be somewhere at 6 o'clock!"

"I am concerned because I smell alcohol on you and we cannot let (name of child) go home with you alone."

"I'm fine; it was just a few beers, what's your problem?"

"It's our policy that if someone seems impaired, that we can't send the child home alone with him or her."

"I don't have my phone."

"We have an emergency contact list and we'll call for you. Let's go to the office and make that call."

- Alternatively, if the impaired adult becomes combative, then one staff member goes to get the director. The director continues the conversation with the impaired adult and determines if a call to the police or social services (Child Protective Services) is needed.

Other situations you might role-play: Adults who are emotionally impaired (for example, severely depressed or manic); using drugs; overly tired; or violent. You might also practice how to respond to a disgruntled staff member or former employee.

Debrief with staff.

Bonus Drill: Relocation/Reunification

NOTIFICATION

- Make arrangements with one of your relocation sites to conduct a relocation and reunification drill.
- Collect a Relocation/Reunification Drill Permission Form for each child.
- Using the emergency numbers listed on each Child Emergency Information Form, notify families of where and when they can pick up their child that day.

ACTION

- Conduct an evacuation drill with the children (see drill above).
- Walk or transport children to the relocation site and check in with the primary contact of the site.
- Take attendance.
- Set up an area to release children and secure against unauthorized access (use caution tape or signs).

CARE AND SUPERVISION

- Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility.
- Follow established procedures for addressing children's (especially infants and toddlers) nutrition and hygiene needs during the period of time they are evacuated.
- Set up developmentally appropriate activities for the children.
- Ensure children stay within designated boundaries.

REUNIFICATION

- Check Child Emergency Information Form for the name of person(s) authorized to pick up child.
- Check identification of person(s) picking up children.
- Document child releases and have adult sign before releasing child to adult.
- Report any unauthorized individuals to the director.
- Use alternate modes of communication as needed to reach families of children who have not been picked up by a pre-determined time. Ensure that these families update their emergency contact information immediately following the conclusion of the reunification drill.

CONCLUSION

- End drill when all children have been picked up.
- Pack up all materials and thank your reunification site host.
- Debrief with staff.
- Debrief with families.

Sample Staff Training Agenda

Staff Training on Emergency Preparedness

Sometimes staff members react very strongly to a disaster or emergency. Include staff in emergency planning for their own safety and for optimal child outcomes.

Goal: Staff members will be engaged in disaster preparedness activities and committed to minimizing injury, loss, and destruction before, during, and after a disaster or emergency.

Objective 1: All staff will know their assignments, roles, and responsibilities in a disaster.

Objective 2: Staff will know how to access emergency services; the location of the emergency exits; and how to use emergency equipment.

Objective 3: Staff will be prepared to run an emergency drill with children.

Objective 4: Staff will be familiar with typical emotions following a disaster or emergency.



Sample Agenda

1. Welcome and introductions
2. Why it is important for child care facilities to prepare for disasters and to have a plan.
3. Update staff emergency contact information.
4. Encourage staff to make an emergency plan for their families.
5. Review the details in your child care program disaster plan.
6. Review Job Action Sheets: ask for volunteers and make assignments.
7. Review drill schedule for the year, and the drill log.
8. Conduct a walkthrough of disaster drills to prepare staff for conducting drills with children.
9. Check that CPR and first aid certifications have been updated within the last two years.
10. Introduce the After Action Report form to document and evaluate each training exercise, emergency event, or drill.
11. Introduce the Young Children and Disasters Health and Safety Note and discuss the unique needs of children and appropriate response to children's physical and emotional needs during and after a disaster.

Self-Assessment Tool / After Action Report

Name of Facility: _____

Name/Title of Person Completing Report: _____

Date: _____ Start Time: _____ End Time: _____

Drills/Exercises or Incident response

- | | | | |
|--------------------------------|---------------------------------------|--|---|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Power Outage | <input type="checkbox"/> Evacuation | <input type="checkbox"/> Other (specify): |
| <input type="checkbox"/> Flood | <input type="checkbox"/> Lockdown | <input type="checkbox"/> Extreme Weather | _____ |

Participation: Provide a list of individuals and agencies participating in the event:

Timeline of events: Provide description of events and activities:

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

Special Health Care Plan

To be completed by the Child Care Health Consultant or Health Advocate. The Special Health Care Plan provides information on how to accommodate the special health concerns and needs of this child while attending an early care and education program.

Name of Child: _____ Date: ___/___/___

Name of Child Care Program: _____

Description of Health Condition(s)

List description each health condition:

Team Member Names and Titles (include parents)

Parent/Guardian _____

Health Care Provider (MD, NP) _____

On-site Care Coordinator _____

Team Members; Other Support Programs Outside of Child Care (name, program, contact information, frequency)

Physical Therapist (PT) _____

Occupational Therapist (OT) _____

Speech & Language Therapist: _____

Social Worker: _____

Mental Health Professional/Consultant: _____

Family-Child Advocate: _____

Other: _____

Communication

The team will communicate: Daily Weekly Monthly Other _____

The team will communicate by: Notes, Communication log, Phone, E mail, In Person Meetings,

Other _____ Dates and times _____

Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) is attached. Yes No

Staff Training Needs

Type of training: _____

Training will be provided by: _____

Training will be monitored by: _____

Staff who will receive training: _____

Dates for training: _____

Plan for absences of trained personnel responsible for health-related procedure(s):

Special Health Care Plan

Medical Information

Medical information from the Health Care Provider is attached: Yes No

Information Exchange Form cchp.ucsf.edu/InfoExchangeForm has been completed

by Health Care Provider: Yes No

Medication to be given: Yes No

Medication Administration Form has been completed by health care provider and parents: Yes No

Allergies: Yes No if yes, list: _____

Safety

Strategies to support the child's needs and safety issues while in child care: (e.g., diapering/toileting, outdoor play, circle time, field trips, transportation, nap/sleeping) _____

Special equipment: _____

Positioning requirements: _____

Equipment care/maintenance: _____

Nutrition and Feeding Needs

A Nutrition and Feeding Care Plan has been completed Yes No

Allergies to food: Yes No if yes, list: _____

Other feeding concerns: _____

Behavior Concerns

List specific changes in behavior that arise as a result of the health-related condition/concerns _____

Emergencies

Emergency contact: _____ Telephone: _____

Health Care Provider: _____ Telephone: _____

Emergency Information Form Completed Yes No

Follow-up, Updates, and Revisions

This Special Health Care Plan is to be updated/revised whenever child's health status changes or at least every _____ months as a result of the collective input from team members.

Due date for revision and team meeting: ____/____/____.

Attach additional information if needed. Include unusual episodes that might arise while the child is in care, how the situation should be handled, and special emergency or medical procedures that may be required.



Young Children and Disasters

Disasters and trauma

After experiencing a disaster—whether it is a flood, earthquake, fire, or human caused event, children may react in ways that are difficult to understand. Even if children are not physically injured, the emotional response can be strong. They may act clingy, irritable or distant, and although they are very young and do not seem to understand what is going on, they are affected as much as adults. Adult fears and anxieties are communicated to children in many ways. The experience is more difficult for them, as they do not understand the connection between the disaster and all the upheaval that follows. They need reassurance that everything is all right.

There is a wide range of “normal” reactions for children following a disaster, most of which can be handled with extra support at home, child care and school. In some cases, professional intervention may be needed, despite everyone’s best efforts. Early intervention can help a child avoid more severe problems.

Message to parents

Some ways to provide reassurance after a disaster are:

- Try to remain calm.
- Remember the effect and anxiety produced by watching television coverage or listening to the radio. Keep TV/radio/adult conversations about the disaster at a minimum around young children.
- Spend extra time being close to your child(ren).
- Answer all questions as honestly and simply as possible. Be prepared to answer the same questions over and over. Children need reassurance to master their fears.
- Spend extra time with your child at bedtime—soothing and relaxing time—talking, reading or singing quietly.
- Spend extra time with your child when bringing them to child care—they may be afraid you will not come back.
- Try to return to a normal routine as soon as possible to restore a sense of normalcy and security.

- Don’t promise there won’t be another disaster. Instead, encourage children to talk about their fears and what they can do to help in case of disaster. Tell them you will do everything you can to keep them safe.
- Be patient and understanding if your child is having difficulties.
- Never use threats. Saying, “If you don’t behave an earthquake will swallow you up,” will only add to the fear and not help your child behave more acceptably.
- Consider how you and your child can help. Children are better able to regain their sense of security if they can help in some way.
- Share your concerns with your child’s teacher or child care provider. Consider assistance from professionals trained to work with disaster victims.

Message to child care providers

You can be a support and resource to parents by helping them understand behavioral and emotional responses. Be sensitive to how parents feel when they are separated from their children in a disaster. It may be very helpful for parents, children and you to take some extra time when dropping off children in the morning. A group meeting to reassure parents, discuss your response to their children’s reactions, and review your emergency plan will help everyone feel more secure.

Help children cope by reenacting how the disaster felt and talking about their fears so they can master them. Talk about being afraid, and practice what you will do the next time a disaster strikes. Because young children think the world revolves around them, children may need reassurance that they did not cause the disaster.

Consider referring a family for professional help if any of the behaviors on the following page persists two to four weeks after the disaster. Children who have lost family members or friends, or who were physically injured or felt they were in life-threatening danger, are at special risk for emotional disturbance. Children who have been in previous disasters or who are involved in a family crisis may also have more difficulty coping.

rev. 06/16

Typical Reactions of Children Following Disaster

Children Ages 1 to 5

Children in this age group are particularly vulnerable to changes in their routines and disruption of their environments. Dependent on family members for comfort, they may be affected as much by the reactions of family members as by the disaster. Focus on reestablishing comforting routines, providing opportunity for nonverbal and verbal expression of feelings, and reassurance.

Regressive Reactions	Emotional/Behavioral Reactions	
<ul style="list-style-type: none"> • Bedwetting • Thumbsucking • Fear of darkness • Fear of animals • Fear of “monsters” • Fear of strangers 	<ul style="list-style-type: none"> • Nervousness • Irritability • Uncooperative • Hyperactivity • Tics • Speech difficulties • Anxiety about separation from parents 	<ul style="list-style-type: none"> • Shorter attention span • Aggressive behavior • Exaggeration or distortion of disaster experience • Repetitive talking about experiences • Exaggeration of behavior problems
Physiological Reactions	How to Help	
<ul style="list-style-type: none"> • Loss of appetite • Overeating • Indigestion • Vomiting • Bowel or bladder problems • Sleep disorders and nightmares 	<ul style="list-style-type: none"> • Give additional verbal assurance and ample physical comforting. • Provide comforting bedtime routines. • Permit the child to sleep in the parents’ room on a temporary basis. • Encourage expression of emotions through play activities including drawing, dramatic play, or telling stories about the experience. • Resume normal routines as soon as possible. 	

Children Ages 5 to 11

Regressive behaviors are especially common in this age group. Children may become more withdrawn or more aggressive. They might be particularly affected by the loss of prized objects or pets. Encourage verbalization and play enactment of their experiences. While routines might be temporarily relaxed, the goal should be to resume normal routines as soon possible.

Regressive Reactions	Emotional/Behavioral Reactions	
<ul style="list-style-type: none"> • Increased competition with younger siblings • Excessive clinging • Crying or whimpering • Wanting to be fed or dressed • Engaging in habits they had previously given up 	<ul style="list-style-type: none"> • School phobia • Withdrawal from play group and friends • Withdrawal from family contacts • Irritability • Uncooperative • Fear of wind, rain, etc. 	<ul style="list-style-type: none"> • Inability to concentrate and drop in level of school achievement • Aggressive behavior • Repetitive talking about their experiences • Sadness over losses • Overreaction to crises or changes in the environment
Physiological Reactions	How to Help	
<ul style="list-style-type: none"> • Headaches • Complaints of visual or hearing problems • Persistent itching and scratching • Nausea • Sleep disturbance, nightmares, night terrors 	<ul style="list-style-type: none"> • Give additional attention and ample physical comforting. • Insist gently but firmly that the child accept more responsibility than younger siblings; positively reinforce age-appropriate behavior. • Reduce pressure on the child to perform at his or her best in school and while doing chores at home. • Reassure the child that his competence will return. • Provide structured but not demanding chores and responsibilities. • Encourage physical activity. • Encourage verbal and written expression of thoughts and feelings about the disaster; encourage the child to grieve the loss of pets or toys. • Schedule play sessions with adults and peers. 	