



**Oklahoma
Temporary
Emergency
Child Care
Training Manual**

Temporary Emergency Child Care (TECC)

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Glossary

TECC	Temporary Emergency Child Care
FEMA	Federal Emergency Management Agency
ARC	American Red Cross
NAMB	North American Mission Board
VOAD	Volunteer Organizations Active in Disasters (state chapters)
Service Center	Location within the disaster area where agencies give monetary aid-vouchers to disaster victims
Licensing Agency	State agency responsible for giving permission for TECC to function on-site in the aftermath of disasters
Gifts-in-Kind	Material donations of food, clothing, cleaning supplies, furniture, et cetera given by the general public to the disaster victims
Team	Group of trained Baptist volunteers who are on-site administering TECC
Hats	Used interchangeably with “caps” to designate the official order of leadership on the disaster relief TECC team, such as white hat (cap), blue hat, yellow hat

Temporary Emergency Child Care Beginnings

In 1979, the Texas Men's disaster relief unit set up a Temporary Emergency Child Care (TECC) response ministry at Wichita Falls, Texas as a result of a devastating killer tornado. Karl Bozeman developed four teams of TECC across Texas and published a book describing in the clearest details how to build equipment and resource modules for several age groups; how to train volunteers in child care ministry; and how to build and equip the response trailer. Chris Shelby was the site coordinator of the first TECC response team at Wichita Falls. Her diary has been a part of over a dozen state Baptist convention's premiere TECC and program development of women and men. Since the Texas beginning and over 20 years later, there are 16 state TECC units on line.

The multi-state response of TECC in 1994 during a flood in Albany, Georgia and the Red River Valley flood in North Dakota/Minnesota in 1997 led to the development of a Temporary Emergency Child Care Manual as part of the Southern Baptist Convention (SBC) *Disaster Relief Operational Procedures (DROP) Manual*. It was also important to correlate temporary emergency child care with the other Baptist disaster relief ministries being performed at each disaster. Therefore, a meeting was called by Mickey Caison on November 11-13, 1997, for the purpose of developing the manual. This ministry is a tremendous channel of God's love to a community that is trying to recover to an ordered lifestyle following the disruption from a disaster. Like the other Baptist disaster responses, the TECC ministry deals with the recovery and reordering (rebuilding) phase of the disaster.

May we continue to be servants, servant-minded with servant hearts, modeling servanthood as Jesus did when he washed the feet of the disciples. It is to this end that the TECC ministry and this manual are dedicated.

Ministry Statement

Temporary Emergency Child Care is the caring for children when a disaster strikes. It is a ministry where children and parents are shown the love of Jesus at a time when care and attention are vital needs in their lives. This ministry is a tremendous channel of God's love to a community that is trying to recover to an ordered lifestyle following a disruption of various degrees. This disruption could range from a single family disaster to a catastrophic disaster.

Vision Statement

Providing for children during a disaster. They will need:

- Love -- Loving, caring workers help the child through a trying time.
- Continuity -- Bringing some order and continuity to children's lives when awareness of and attention to their needs is usually erratic.
- Safety -- A safe environment while parents attend to necessary activities.
- Schedule -- A normal routine of meals, rest, play, and attention.
- Cleanliness -- Provide and maintain a clean, sanitary environment.
- Acceptance -- Accepting children as they are and provide them with a feeling of well-being.
- Calm atmosphere -- Calm workers in a calm environment.

Providing a ministry to families in the aftermath of a disaster with the following:

- Relief -- Providing temporary child care so parents are free to deal with many circumstances needing attention, including disaster services assistance for the home (relocating/reconstruction) by FEMA, ARC, and other disaster agencies.
- Understanding -- Accept others without judgement or criticism.
- Compassion -- A friendly smile, a listening ear, and a sense of caring.
- Love -- Modeling the love of Jesus.
- Referrals -- Help provide the parents with the information of the types of disaster assistance available.
- Sharing the Gospel -- Giving a verbal presentation of the gospel.

Coordinating TECC with other relief organizations.

- Cooperation -- Working simultaneously with other Southern Baptist disaster relief ministries.
- Communication -- Ongoing consultation with the Southern Baptist Convention (NAMB), state Baptist conventions, Baptist associations, local church ministries, and other disaster relief agencies.
- Adaptability -- Be flexible to meet the changing needs that occur in a disaster.

Mission Opportunities for the local church and association, including evangelism and follow-up ministries.

- Sensitivity -- Realize that TECC workers are "ambassadors for Christ ..." and as representatives of the local church and association can assist in the building of a caring atmosphere and reputation.
- Missions in action -- Develop an awareness and provide information among the membership of local churches and associations for mission opportunities.

General

In Southern Baptist Disaster Relief, the North American Mission Board and state Baptist conventions are responsible for the organization and administration of the disaster relief ministry within their jurisdiction. Temporary Emergency Child Care (TECC) is part of the program that individual states have chosen to develop and support as a part of their state Baptist convention ministry. State Baptist conventions are solely responsible for the recruitment and enlistment of their TECC volunteers. The credentials as well as background checks of the volunteers are the responsibility of the state Baptist convention disaster relief directors.

The updating and debriefing of TECC volunteers, as well as travel and maintenance cost to the volunteers, are negotiated between the state Baptist convention and their volunteers.

The TECC units are owned and operated by the state Baptist conventions. The purchase of the units, equipment, and supplies is the sole responsibility of the state Baptist convention, association, or church that owns the unit. The cost of transportation, maintenance, insurance, and additional equipment is handled by the entity that owns the unit. The state Baptist convention will provide equipment, supplies, and training that meets the industry standard, as best as can be supplied in an environment characterized by mobility and lack of essential services.

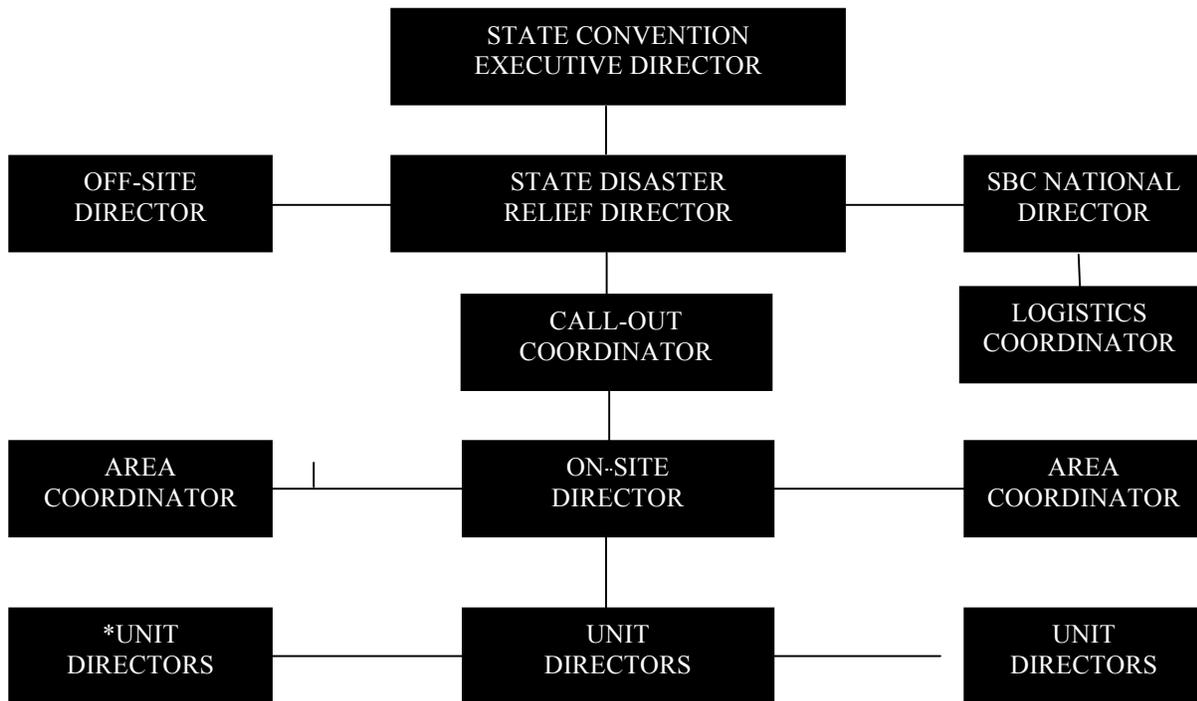
Chain of Command

A. National Leadership

1. Off-site coordinator
2. On-site coordinator
3. State area coordinators

B. State Leadership

1. State disaster relief director
2. Off-site coordinator
3. On-site coordinator
4. Unit director(s)



Yellow Cap Volunteers

Organizational structure for the national disaster relief program, including TECC.

Child Care Unit Organization

A. Leaders: Blue Caps

1. On-site coordinator
2. Unit director

B. Staffing Personnel

1. Minimum staff to child ratio should exceed the recommended ratios.
2. Always have a minimum of two trained workers for each age group.
3. Preferred ratio for multiple groups:
 - one adult to three children – two-years-olds and under
 - one adult to five children – three- to five-year-olds
 - one adult to eight -- elementary school children
4. Ethnic/bilingual team members.

C. Availability Schedule

1. Prepare to stay up to seven days.
2. Plan for overlap of 24 hours for transition between teams.

Multi-Unit Response

A. Chain of Command

1. White cap - coordinates all child care units
2. Blue cap - director of individual unit

B. Options Involving Interstate Relationships: Units and Staff (Teams)

1. Original on-site unit remains, to be staffed with trained TECC volunteers from other states.
2. Replacement unit(s) are moved in as necessary and available when previous unit(s) go home. Certainly, overlap and coordination are expected.
3. Use of local facility with child care equipment in place. This is both a beginning stage and a long range opportunity for continuing child care (after the TECC units have gone).

Protocol: Agreements and Call-Out

The Southern Baptist Convention has a formal agreement with the American Red Cross (ARC) that states, “Both organizations will work in cooperation to render maximum effective services to individuals in times of disaster.” (August 31, 1994, Elizabeth Dole, president, ARC with the SBC)

Major Disaster: Multi-State Response

The call-out protocol is explained on page 19 of *Involving Southern Baptists in Disaster Relief*. The protocol assumes that a multi-state call-out originates with the national disaster relief director and is communicated through the state disaster relief director and his or her system. It consists of the following stages:

A. Alert

1. Can you go?
2. This stage is updated about every 12 hours.
3. The 'alert' volunteers are notified by the state system.

B. Standby

1. A unit on standby is assumed to be able to respond as soon as it is called.
2. This stage should be updated every six hours.
3. If the unit or team cannot go within 24 hours, they will revert to **alert** or be taken off the potential response plan.
4. The 'standby' volunteers are notified by the state system.

C. Go

1. **Go** means the response is definite.
2. The unit will depart within six hours or less.
3. The vital information includes the circumstances, the location, the contact person and data, and how to get there.
4. The 'go' volunteers are notified by the state system.

D. No Go

1. "No Go" means the unit status may revert to standby, alert, or be taken off the potential response plan.
2. The 'no go' volunteers are notified by the state system.

Major Disaster: Single State Response

State disaster relief units (TECC units, feeding units, clean-up units, et cetera) can be activated by:

A. Southern Baptist Disaster Relief

1. National disaster relief director
2. State disaster relief director
3. Another state disaster relief director

B. Chapter, Regional, State or National ARC or Other Civil Offices

1. The appropriate director(s) of missions will be contacted concerning the status of these requests.
2. The national disaster relief director will be given updates

C. Director of Missions

1. The regional or state American Red Cross Chapter and appropriate civic and VOAD agencies will be informed, including the Governor's office.
2. The national disaster relief director will be given updates.

Local Disaster—Church or Associational Response

A. Activating the State Units

1. Only the state disaster relief director may activate the disaster relief units within the state system.
2. An association should first contact the state director in order to activate the state system.

B. Activating the Local or Church/Associational Units

1. Trained local or church/associational volunteer teams are encouraged to respond immediately to the rescue and cleanup and offer local child care on a small scale basis.
2. The local director of missions should be included in the loop.
3. It is always a good idea to quickly coordinate any response with the state system, the local police, the ARC, the local emergency services officers, and the Salvation Army. These agencies can be helpful for securing food and supplies.
4. Trained volunteers are encouraged to cautiously display the disaster relief logo and the proper identification badges when serving in a local response.

Training Requirements

Southern Baptists must complete the following to be recognized as a trained volunteer for disaster relief ministries in temporary emergency child care. Trained volunteers are allowed to wear the official disaster relief logo and clothing to official disaster responses or official functions.

I. Yellow Cap Training

A. Required Training

1. *Involving Southern Baptists in Disaster Relief*
2. Temporary emergency child care training material
3. Hands-on introduction to a temporary emergency child care unit
4. First aid and CPR
5. State required training - each state may set other requirements for TECC team members

B. Additional Training

1. State convention, associational, and local training events that focus upon teaching and caring for preschoolers and children.
2. Study the SBC's current children and preschool publications
3. Other disaster relief courses such as stress management, safety and sanitation, food sanitation, etc., usually available at the state disaster relief training events
4. Workshops put on by regional child care resource and referral agencies (see yellow pages in phone book under child care)

C. Training Updates

1. Retraining will be required on a minimum of a three-year cycle
2. A response to a disaster can be considered as a "hands-on training" update as determined by each state's policy

II. Blue Cap Training

A. Required Training

1. Complete the yellow cap minimum training
2. Complete the blue cap training
 - a. Be taught by the state or national disaster relief director or representative
 - b. Use SBC blue cap training material
 - c. Trainees come by invitation only
3. Additional requirements set by each state convention

B. Elective SBC or ARC Disaster Relief Courses

1. *Stress Management*
2. *Serving a Diverse Community*
3. *Advanced Child Care Teaching Skills*
4. *Food Sanitation and Safety*

C. Apprentice Training

Unit directors should have several hours of blue cap apprentice training at a real or simulated disaster. States in their premiere staffing are encouraged to partner with an experienced state TECC unit for on-site "hands-on experience." This is especially important for potential blue cap directors who would be responsible for the leadership of the state's maiden response.

D. Blue Cap Appointments

A blue cap appointment is not automatic nor is it guaranteed upon the completion of any or all of the above training. The state disaster relief director reserves the right to review all potential blue cap appointments. These are not lifetime appointments. Moreover, successful blue cap recipients are not always assigned a director's position on each outing.

III. White Cap Training

A. Definition

The white cap directs the ministry of multi-state units of the same relief ministry (i.e., temporary emergency child care) and/or one or more units in each of the responses such as a feeding unit; a temporary emergency child care unit, clean up unit, et cetera.

B. For a State Response

In the case of a single state responding to a disaster with its own multiple units, the state director usually serves as the white cap, and the training is by the nature of the office or by his/her appointment. In this case, the white cap will also bear the name of the state, as do the blue caps and unit and on-site coordinators. (Recall that some state structures include both an overall on-site coordinator as well as unit directors for the units responding to the disaster.)

C. For a Multi-state Response

In the case of a multi-state, same ministry response (i.e., a multi-state TECC response), the white cap is appointed by the national disaster relief director.

D. Minimum Requirements

The white cap will have the skills and minimum training of a blue cap. In addition, the white cap will have a proven record of leadership in Baptist child care work, Baptist missions, and discipleship.

E. An Expert in Interagency Cooperation and Public Relations

The white cap will be well-trained in interagency agreements and cooperation skills. The white cap should complete the ARC course in *Shelter Management* and implement the agreements involved.

The Trailer

The typical disaster relief TECC unit is a trailer or truck with a loading ramp sufficient to transport equipment and supplies for temporary emergency child care. (Suggested trailer size is 8' wide x 16' long, tandem axle.) Some states have a 6' x 12' single axle trailer. The interstate towing regulations are significantly different for each category. A camper-type, pick-up towing vehicle can provide extra space for equipment and supplies.

A unit towing vehicle should have:

1. A log book of the maintenance and safety equipment records.
2. The log of trip and accumulated miles for each response and miles to date.
3. A safety checklist of the trailer and tow vehicle including tire pressure, tire inspections, electrical checks, hook-up safety chains, and proper ball and locking pin.

A unit trailer should have:

1. A spare tire, tire gauge, flares, and spare electrical parts such as fuses, bulbs, flashlights.
2. A tool box, lug wrench, hydraulic jacks, and safety blocks.

Equipment List

General Equipment Suggested

1. One or more directional hanging or yard signs on wood/metal stakes with information about the temporary emergency child care provided.
2. At least one module on wheels per age group with covered plastic containers similar to the unit described by Karl Bozeman's TECC guide. The module should be equipped with resources sufficient to set up the initial TECC operation, including games, art supplies, paper, puzzles and activity resources.
3. One 3500-5000 watt generator and one gas container.
4. Two extension cords with proper amperage, at least 50' long, with power strip*.
5. An on-demand propane or electric water heater*
6. Two electric space heaters*
7. Portable electric lights*
8. One electric skillet*
9. Washer and dryer units*

*Each state may have regulations governing some of these suggested items because of liability concerns.

Infant and Toddler Equipment

1. Changing tables
2. At least two folding rocking chairs
3. At least four folding cribs
4. At least two playpens
5. 2-4 high chairs or fold-up children's seats with tray
6. One diaper container with lid and liner
7. Trash containers, one labeled for bio-waste material

Age Appropriate Equipment

1. Child-size tables and chairs
2. One child-size rocker
3. 2-3 CD/cassette players with activity tapes/CD's and rest time music

Other Basic Support Equipment

1. Shop vacuum and carpet sweeper
2. Hand-held communications equipment such as a set of two- or three-watt business/ham radio and a cellular phone
3. First aid kit, child/adult
4. Flashlights with plenty of batteries
5. One 15-20 gallon cooler and two-gallon water cooler with spigot
6. Trash containers with lids and liners
7. Laundry hampers (for dirty linen)
8. Weather band radio
9. Ear thermometer

(There are other sources on the field for necessary items. Check with VOAD, American Red Cross, Salvation Army, gifts-in-kind, warehousing, and local churches.)

Supply List

Refreshments for Children and Volunteers

1. Monitor foods/drinks, et cetera for expiration dates
2. Formula for infants (several types), variety of baby food
3. Eight gallons of distilled water
4. Juice and other drinks, sugar free, decaffeinated, water
5. Serving utensils (disposable plates, cups, forks, spoons and napkins)
6. Baby bottles in a variety of sizes

Sanitation and Hygiene Supplies

1. Disposable diapers in sizes to fit newborn through toddlers (3 to 6 dozen each size)
2. Facial tissues (At least 6 boxes)
3. Bathroom tissue (at least 12 rolls)

4. Disposable gloves, (Latex and vinyl)
5. Garbage bags in various sizes
6. Anti-bacterial liquid hand soap
7. 2 gallons regular bleach (has to be a 1/10 concentration) and non-chemical disinfectants
8. Three dish pans and dish drainer, one with lid for sanitizing solution for toys
9. Cleaning equipment and supplies sufficient to clean an area for the care and protection of children (mops, brooms, dust pans, buckets, dish pans, disinfectant solutions, disposable cloths, spray bottles and sponges)

Office Supplies

1. 1-2 drawer file cabinet and / or one file box for registration forms, et cetera
2. Pencil sharpener
3. Pencils and pens
4. Spiral notebooks or 3-ring binder notebooks for messages
5. Staples, stapler
6. Scotch tape
7. ID wristbands
8. Several sizes of masking tape
9. One 3-hole punch
10. Paper clips: a box each of multiple sizes is suggested
11. Post-it™ notes: several packages each of multiple sizes
12. Paper: Several tablets or lined paper for clerical work; also paper for the children to draw on and use for art work.
13. Scissors
14. Clipboards

Children's Supplies

1. Art Supplies
2. Games
3. Books
4. Crafts
5. Toys

(There are other sources on the field for necessary items. Check with VOAD, American Red Cross, Salvation Army, gifts-in-kind, warehousing, and local churches.)

Qualities and Characteristics

“Therefore be imitators of God, as beloved children. And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God (Ephesians 5:1-2, RSV).

Unit Director (Blue Cap)

- Member of a Southern Baptist church
- Blue cap training
- Experienced child care program director/volunteer
- Supervisory skills
- Decisive
- Able to accept and give constructive criticism
- Receptive to diverse cultural and ethnic communities
- Aware of medication guidelines and limitations
- Able to maintain a safe and secure environment
- Flexible, yet make sound quality decisions
- Have understanding of developmental characteristics of preschoolers and children
- Knowledge of and implementation of universal hygiene procedures
- Knowledge of organizational structure of disaster relief team and locations
- Knowledge in how to deal with donations and gifts-in-kind
- Ability to communicate with media, parents, government agencies, and other disaster relief organizations in a Christ-like manner
- Good physical and emotional health
- Able to quickly exercise common sense judgement
- Current certification in adult/pediatric CPR and first aid

Age Group Leader

- Member of a Southern Baptist church
- Yellow cap training
- Experienced in lesson planning
- Experienced in working with young children
- Able to receive and follow directions from the unit director
- Flexible
- Able to quickly exercise common sense judgement
- Display caring, loving, nurturing, Christ-like manner
- 18 years or older
- In good physical and emotional health
- Trained in adult/pediatric CPR and first aid

Age Group Assistant

- Member of a Southern Baptist church
- Yellow cap training
- Experienced in working with young children
- Able to receive and follow directions from the unit director and age group leader
- Flexible
- Able to quickly exercise common sense judgement
- Display caring, loving, nurturing, Christ-like manner
- 18 years or older
- In good physical and emotional health
- Trained in adult / pediatric CPR and first aid

Responsibilities

Directors

Pre-Opening: On-Site Coordinator and TECC Unit Director

A. Administrative duties

- Make sure that the agreements are in place for scheduling and supplying all foodstuffs.
- Secure a telephone list of all important contact people
- Continuous communication with national on-site coordinator.
- Daily communication with the state unit off-site coordinator or state director.
- Facility agreement form completed.

B. Public relations duties

- Put up signs, flyers, brochures and advertisements announcing the free child care ministry including all appropriate information.
- Deal with news media that may appear at site and be aware of guidelines for photographing children.

Operational: TECC Unit Director

A. Administrative

- Responsible for registering children or supervising if another staff member is in charge.
- Assign tentative age groups to each group leader. It may be necessary to change these age groups or have multi-age groups as the children begin to arrive.
- Be knowledgeable of and maintain appropriate children to worker ratio.

B. Team

- Give supervision to the team on location.
- Check with age group leaders regularly to assess needs of staff and children.
- Coordinate healthy snacks and lunch preparation each day.
- Make sure food sanitation and other sanitation procedures are followed.
- Give encouragement to age group assistants and build a “family” atmosphere with the team.
- Provide a schedule for morning and afternoon break.
- Lead an evaluation session each evening with staff.
- Plan time away, such as an evening meal for staff.
- Lead or ask a team member to lead in a devotional each day.
- See that everyone gets adequate rest.

C. Parents

- Be available to give guidance and encouragement to parents, including referrals.
- Be knowledgeable of where parents can go for different kinds of aid and be able to direct parents to the proper agencies, including locations and phone numbers.
- Be cautious not to make promises. Stay within actual knowledge.
- Listen to parents and takes advantage of any opportunity to share the gospel.

D. Team Closing -- Unit Stays

- In the case of a multi-state response, duplicate paperwork should be provided to the new team.
- State may require a representative to participate with their unit that remains on site.

E. Closing the Site

- Responsible for repacking the trailer.
- Make appropriate person aware of needed repairs and supplies that need to be replenished.
- Provide a list of families served to the local church for follow up, if appropriate.
- Send a “thank you” to host(s), local volunteers, and team members who helped with the children. Send paper work pertinent to each state unit to the state office and a copy to NAMB.

All Staff

Team

- Clean floor space of the area to be used. This may mean sweeping and mopping to provide a safe, sanitary environment.
- Unpack all modules from the trailer. These shelves make excellent divisions within the room and provide a safer environment. (if in one big room, decreases “run” space).
- Sanitize equipment.
- Set out a few toys to make the environment cheerful and inviting.
- Locate and sanitize the rest room the children and/or staff will use.
- Check work area for safety, including electrical outlets and furniture.
- Be “ever- present” while caring for children, who need to know that God is ever present. Thus, one must be ever present and not distant when ministering to the children.
- Display a courteous spirit at all times.
- Only use appropriate language and mannerisms.
- Be physically and verbally kind to the children, parents, and co-workers.
- Recognize and accept your own limitations. Stay within your training and refer victims or parents for any therapeutic-type interactions, if appropriate.

Age Group Leader and Age Group Assistants

Children and Classroom

- Meet immediate needs of the children.
- Provide a variety of age appropriate activities for children in their care.
- Provide a loving, accepting atmosphere where children feel secure.
- Always stop for a blessing before meals and snacks and take advantage of every opportunity to bring Bible thoughts and Bible verses into activities.
- Be alert to needs of children and their families in your TECC.
- Provide feeding, diapering, and napping information to parents.
- Encourage and allow children to express their feelings.
- Provide creative, open-ended activities to allow children to work through their feelings.
- Use only positive guidance with the children.

Facility and Equipment

- Empty trash at the end of the day.
- Sweep and mop the floor, if necessary.
- Sanitize toys and return toys and supplies to the appropriate bins in the modules.
- Maintain a clean, orderly environment for children.
- Supervise children to maintain a clean, orderly bathroom, classroom, play and eating areas.
- Sanitize and clean bathroom(s) at least daily.

Team Family

- Contribute to the family atmosphere of the team.
- Participate in daily devotional and evaluation sessions.
- Be sensitive to the needs of other team members.
- Maintain a clean, orderly meal and lodging area.
- Honor or accept others' unusual sleeping habits and schedules.

Improvements and Closing

- Assist site director by suggesting materials and supplies that need to be stocked for future disasters or when currently getting low on-site.
- Assist site director in repacking the trailer at the end of the disaster.

Things to Avoid

Be alert to the following items and practices that may hinder optimal performance of TECC.

- Radios, CD players, et cetera for personal use.
- Overly critiquing the site conditions in a negative manner; instead, be grateful for the opportunity to minister under less than ideal, comfortable conditions.
- Insensitive attitudes.
- Wearing clothing that is not appropriate for play and activities.
- Bringing valuable personal properties to the disaster site, including enroute, staging, lodging and areas of rest.
- Bringing pets and children.

Security

Before the Disaster

1. Each state's TECC director and state director should follow recommended guidelines to perform security checks on team members.
2. The unit director has the responsibility of reviewing security clearance and not placing people without security checks in lead positions.

On-site Security

1. People entering the child care area must be cleared by the unit director.
2. Parents must stop at the check-in area to enroll children.
3. Ideally, the check-in area should be separate from the working area.
4. Children should not leave the designated TECC area on their own .
5. Children going to the bathroom or being changed should be accompanied by two staff people.

Playground Security

1. Follow recommended ratios and guidelines on playground outings.
2. A minimum of two staff people must be on playground at all times when children are present.
3. The playground must be on the facility and free of safety risks—either enclosed or isolated from traffic or other hazards. The playground equipment must be age appropriate. Otherwise, do not use it! Do not take any chances on liability.
4. Walks, games and sports must be confined to the playground.
5. Interior facilities used for extra classroom activities and recreation must follow the same ratio guidelines and playground rules.
6. Bathroom breaks and hand washing should be organized during and after playground activities.

Registration and Dismissal of Children

Forms

1. Use designated forms.
2. All information given by the parent must be kept in strictest confidence unless permission is given.
3. Keep an ongoing log book that records the children's check-in and check-out time.
4. Keep a log book of staff arrival and departure times.
5. At time of registration, the registration form must be filled out completely on each child.

Registration Procedures

1. Two or more staff people (including the director) should be at the registration station, especially at the peak time, for greeting the families, assisting the parents in the paper work, keeping the children calm, and escorting the children to the proper care area (hopefully a room). The registration person should not leave the desk.
2. The person checking in or enrolling the child will be responsible to fill out the registration form.
3. It needs to be clearly and effectively established at the time of registration that it is necessary to present the pick up slip section of the registration form in order to pick up the child.

Identification

1. Each family unit is assigned a family number, which is effective for the duration of the TECC event. The unit director on the log and the registration forms records the number.
2. Children are identified by the use of wristbands or masking tape on the back of the child's shirt. This should include the registration number and the child's name.
3. All personal items brought by the child must be labeled. Label items with wide tape (1 ½" is ideal) and large, legible lettering, including the child's name and registration number.

Dismissing (Picking up) the Child

1. The person picking up the child is required to return the pick up slip and a picture ID as identification.
2. The staff person at the registration station is responsible to again greet the parent or responsible person, check the credentials (the pick up slip), and begin the dismissing procedure.
3. A staff person will locate the child(ren) by name and number and their personal belongings and return to the checkout station.

Sanitation

Health and Disease Control

Hale and Polder, using data from the Department of Health and Human Services, U.S. Public Health Service Center for Disease Control, suggest that these symptoms should be followed for exclusion of sick children or children with communicable situations.

1. Fever and sore throat, rash, vomiting, diarrhea, earache, irritability, or confusion
2. Fever is defined as having a temperature of 100°F or higher taken under the arm, 101 degrees F taken orally, or 102 degrees F taken rectally.
3. Diarrhea - runny, watery, or bloody stools
4. Vomiting—two or more times in a 24-hour period
5. Body rash with fever
6. Sore throat with fever and swollen glands
7. Severe coughing—child gets red or blue in the face or makes high-pitched whooping sound after cough
8. Eye discharge—thick mucus or pus draining from the eye, or pink eye
9. Yellowish skin or eyes
10. Child is irritable, continuously crying, or requires more attention than you can provide without hurting the health and safety of other children in your care.

Other symptoms to watch for (not covered by Hale and Polder): head lice, discolored nasal discharge, has been exposed to chicken pox, began taking an antibiotic less than 24 hours prior.

Toys and furniture should be sanitized periodically with a bleach solution of one tablespoon of bleach to one gallon of water. This should be mixed daily and not carried over for later use.

Diapers

1. Disposable gloves must be worn for diaper changing. Gloves must be changed after each usage.
2. Hands must be washed with soap and water or appropriate cleaning solution after each diaper changing.
3. Only disposable towels are to be used for hand drying.
4. Diaper changing surfaces must be sanitized after each use. Use 1/4 cup of bleach to a gallon of water.
5. Crib sheets, burp cloths, bibs and aprons must be laundered after each use.

Use of Disposable Gloves

1. For diaper changing
2. For handling of body fluids
3. For treating open wounds
4. Gloves must be changed after each usage

Hand Washing

1. Before handling food
2. After using the toilet
3. After handling shared toys
4. After coming in from outdoors
5. During illness, after sneezing, touching eyes nose or mouth
6. Nose wiping

Safe Food Handling and Sanitation Practices

1. Food must be served and stored at the appropriate temperatures.
2. The danger temperatures for food are between 40 - 140 degrees F.
3. Use all disposable dishes and serving ware -- plates, cups, eating utensils, napkins.
4. Use serving gloves.
5. Wash hands before food preparation and serving.
6. When drying hands use paper towel only or air dry.
7. Team members are encouraged to take Southern Baptist disaster relief food preparation and sanitation courses. See booklet: "Keeping Kids Safe - A Guide for Safe Food Handling and Sanitation" and "The ABC's of Safe and Healthy Child Care".

Health Concerns

Abuse Prevention

1. At time of arrival, the registrar should ask the admitting adult about any abrasions or bruises. These must be recorded on the registration form.
2. Staff should never be isolated where they cannot be observed by other staff.
3. Staff may never hit, shake or verbally abuse a child. Doing so will result in immediate removal from the TECC unit and team. Documentation is required.

Accidents and Injuries

1. In the event that a child is injured, contact the unit director immediately to determine first aid needs.
2. Any injury occurring to a child while in temporary emergency child care must be reported on an accident form.
3. In the event of serious injury, call 911. Staff should administer appropriate treatment until 911 arrives.

Behavior and Discipline

1. Guidance and discipline will always be administered in a firm, positive manner with a Christ-like spirit.
2. Children will not be allowed to behave in a manner that could cause injury to themselves or others.
3. In the event that a child can not be controlled, it may be necessary to remove the child from the TECC program. This is at the discretion of the unit director. Documentation is required.

Birth to Three Years Old

Trauma is an emotional shock that can intensify characteristics such as fear, anger and jealousy. Following are general characteristics of children. Be sensitive to how they are intensified during disasters. A crisis produces stress, fear, anxiety and can result in childhood trauma.

Physical

1. His large muscles are still developing. Provide materials and activities on his level.
2. He has plenty of energy. Allow him space and time to move around.
3. He tires easily. Alternate activities with quietness.

Mental

1. His vocabulary is limited. Talk on his level.
2. His attention span is limited. Provide a variety of activities.
3. He has limited ideas of time and space. Avoid specific concepts of time.
4. He is imaginative. Provide opportunities to "play like."
5. He is curious. Give him simple, direct answers.
6. He is literal-minded. Avoid abstract ideas or symbolism.
7. He learns by imitation. Be a good example.
8. He responds by suggestion. Avoid commands.
9. He learns through his senses. Provide opportunities to see, touch, hear, and smell

Social

1. He is self-centered. Be understanding, but encourage sharing.
2. He wants approval. Commend appropriate behavior.

Emotional

1. He has strong emotions. Control your own emotions; provide a quiet atmosphere.
2. He has feelings of insecurity. Provide structure while being flexible.
3. He has some control over crying. Encourage him to ask for things rather than cry for them.
4. He may act out his anger. Do not let tantrums be successful. Take them away from their audience. Encourage them to use words to express their needs, and respond positively when they do. They may just need someone to hold them to feel secure and loved.
5. He may become jealous for the attention of his caregiver. Avoid favoritism.
6. He may be possessive. Respect his belongings. You may need to put them out of reach of other children, but within sight of the owner. Label special toys with the child's name.

Spiritual

1. His concept of God varies according to his culture and upbringing. Letting him see God in you will be more important than any words you can say.
2. His first evidence of God may be you. Make sure you represent Christ with love and compassion.

Four to Five Years Old

Physical

1. He is active. Provide ample space and activities that allow him to move frequently.
2. His large muscles are developing. Provide large materials and toys.
3. He can do only one thing at a time. Provide simple, one-at-a-time activities.
4. He is susceptible to disease. Keep play and sleep areas clean; sanitize toys.

Mental

1. He has a limited vocabulary. Choose simple stories; use short, action words.
2. He enjoys repetition. Select good games, stories, and activities. Repeat them as often as the child seems interested.
3. His memory may be undependable. Send notes to parents. Do not expect him to remember from one day to the next.
4. He usually believes what he hears. Tell him the truth. If you do not have an answer, say so.
5. He thinks in concrete terms. Avoid symbolism.
6. His sense of time is limited. Use terms such as "a long time ago" or "after we eat lunch" as time references.
7. He learns by doing. Let him do as much for himself as he is comfortable doing.

Social

1. He is dependent. Give assistance only when he requests it. Praise him for completing work himself.
2. He may be shy. Respect his shyness. Help him choose activities with which he is comfortable. Provide a variety of activities so he can choose.
3. He is self-centered. Be understanding, but encourage sharing.
4. He likes to play alone. Provide individual play experiences.
5. He has imaginary playmates. Don't encourage him to give them up.
6. He needs attention. Give attention within limits.

Emotional

1. He is easily excitable. Avoid confusion. Speak in a calm, quiet tone. Distract the child, or, if necessary, remove him from a difficult situation.
2. He is afraid of the unfamiliar. Provide as much stability as possible.
3. He has many fears and can be insecure. Be reassuring without being misleading. Identify with his fears without reinforcing them. Don't make up answers or create fantastical reasons. Saying "I don't know" or "I don't understand" is OK.

Spiritual

1. He "catches" his religion. Be aware of teachable moments.
2. He is beginning to see the difference between right and wrong. Praise him when he makes right choices.

Six to Seven Years Old

Physical

1. His finer muscles are slowly developing. Provide work on his level.
2. He likes active participation. Provide active games and projects.
3. He tires easily. Alternate energetic and passive activities, including quiet time.

Mental

1. He is curious and imaginative. Answer questions as they arise. Let him act out stories and situations
2. He likes both facts and fantasies. Use both, but help him to distinguish between them.
3. He likes to use the skills he learns in school (e.g., reading, writing, math). Provide age-appropriate activities.

Social

1. He likes to talk. Value his ideas and suggestions. Provide opportunities for him to talk. Use guided conversation.
2. He likes both competitive and noncompetitive activities. Provide both.
3. He respects authority. Live worthy of his respect.

Emotional

1. He is easily excited. Speak softly and calmly.
2. He has many fears. Help him feel secure; be consistent.
3. He may withdraw because of shyness. Respect his shyness. Help him choose activities that he is comfortable with. Provide a variety of activities so he can choose.

E. Spiritual

1. He may have questions about God and is ready for some spiritual teaching. Provide spiritual experiences on his level, and give simple explanations when questions arise.
2. Some may be ready to make a decision for Christ. Be aware and ready to talk with the child about spiritual matters. However, do not force any child to make a decision.

How Children Are Impacted by Disasters

Profound Loss and Confusion

1. There is a profound sense of loss and confusion that leads to insecurities and fears.
2. These losses and confusions impact children generally in the same ways as other traumatic experiences such as when families separate or divorce, a death in the family, the child going to the hospital, et cetera.
3. Regular routines are broken. Adults begin responding differently to the children.
4. The physical surroundings are changed. They are replaced by strange activities and unfamiliar items. The familiar items of security may be gone (i.e., personal clothes, play items, landmarks, etc.).

Fear

1. Take a child's fears seriously.
2. He is afraid of being separated from his family.
3. He is afraid of being left alone.
4. Fears stem from his imagination or his fantasies or the real event.
5. A child who is dependent on adults for love, care, security, and food fears most of all the loss of his parents (and family) and being left alone.

Anxiety

1. Fantasized danger can be as real and threatening as real danger.
2. A child who is usually competent and unafraid may react with fear and considerable anxiety to events which threaten the family (adults).
3. The adult's react with normal emotions and natural fear, whereas the child becomes terrified.

How Children React to a Disaster

Emotional

1. Flashbacks
2. Separation anxiety
3. Emotional detachment
4. Regressive behavior
5. Fixation of the event
6. Grief
7. Apathy
8. Confusion

Physical

1. Sickness without known cause
2. Sleep disturbances
3. Hyperactivity or aggressiveness
4. Grief

Leading Children to Cope With Disasters

Emotional Calming

1. Caring, common sense workers
2. Love, a hug, understanding
3. To be touched and sometimes held
4. Patience from the workers
5. A sense of security

Physical Calming

1. A clean environment
2. A time for expression through play.
 - a. housekeeping area
 - b. block/building center
 - c. books and puzzles
 - d. creative art
3. An opportunity to talk and express feelings
4. Warm clothes, nutritious food and snacks
5. A time to rest

Social, Family and Spiritual Calming

1. Identification with the group
2. Continuity of workers
3. Prayer
4. Curriculum directed toward non-church or non-Christian children
5. Brochures directed toward helping parents deal with the needs of their children during this time of disaster

Room Arrangements

Service Center or American Red Cross Shelter

Room Options

1. One room - all ages together
2. Multiple rooms with ages divided (siblings or relatives may not want to be separated after a trauma)
3. Open room with children in sections of the room

Operations

1. Children participate for a few minutes to several hours (usually 3 - 4 hrs.)
2. Snacks—about every 2 hours
3. Meals—prefer parents take care of meal—evaluate situation
4. Resources for snacks and meals—American Red Cross or other servicing organization, disaster relief feeding unit, donations, parents or relatives in the building
5. Service center hours usually 8 a.m. to 6 p.m.

Child Care Center

Room Options

1. One room with all ages together
2. Multiple rooms with ages divided (siblings or relatives may not want to be separated after a trauma)
3. Church setting, probably in preschool rooms or fellowship hall, with TECC equipment

Operations

1. Children participate all day, perhaps for several days (8 a.m. to 6 p.m.)
2. Snacks (2) in mid-morning and mid-afternoon
3. Lunch—ERV, SBC feeding unit, or if facilities available, fix on site

Suggested Schedules

Service Center

8:00	Open center Register children Wash hands Free play - children may choose what they would like to do Bathroom and hand washing -- as needed during the day
10:00	Snack: drink and cookie, crackers, raisins, et cetera
12:00	Lunch or snack
1:00	Quiet time
2:00	Snack
4:00	Snack
6:00	Close: clean up, sanitize, get room and paper work ready for next day

Day Care Center

8:00	Open Register children
8:30	Snack
9:00	Free play till more children arrive
10:00	Game to acquaint children and staff Activity songs -- movement Free play
11:10	Story / wind down time Bathroom -- at least try and then wash hands
11:30	Lunch
12:15	Bathroom and wash hands
12:30	Rest time -- rub backs, if child agrees Quiet music Be flexible -- depends on how well children are resting. Some children may need to lay quietly with a book if not sleepy and disturbing others. Older children up earlier -- watch video, books, quiet activities
2:30	Up, shoes on
3:00	Snack, bathroom, wash
3:30	Free play till parents arrive
6:00	Close: clean up, sanitize, get room and paper work ready for next day

Sample Daily Schedule for Staff

- 6:00 a.m. Arise and shine for thy light has come!!
Devotional time – AM or PM - unit director leads or delegates
- 7:00 Breakfast at disaster relief feeding unit
- 7:45 Arrive at child care site
- 8:00 Open facility
Begin registration
Set up a printed schedule for:
Breaks: One 15-minute break in the morning and afternoon
Lunch: All together or rotate
Registration table: rotate staff for a change of pace
It is helpful to use a bulletin board or chalkboard to list schedules.
- 6:00 p.m. Close
Clean up
Sanitize room—chairs, tables, toys, etc.
Get paper work and room ready for next day
- 7:00 Dinner
- 8:00 Debriefing
Devotional
Prayer time
- 10:00 Lights out!!

Disaster Relief Personal Information Form

Date: _____

Name: _____ Birth Date: _____

Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: _____ Work Phone: _____

Spouse Name: _____ Work Phone: _____

Whom to notify in case of an emergency: (other than spouse)

1st Person: _____ Relationship: _____

Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: _____ Work Phone: _____

2nd Person: _____ Relationship: _____

Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: _____ Work Phone: _____

Profession _____

How much notice do you need? _____

Do you have any physical limitations? _____

Do you have special talents? _____

Member of what Southern Baptist church? _____

Pastor's Name: _____ Church Phone: _____

Association: _____ Preschool/children's experience: _____

Staff Medical Information

Today's date: _____

Name: _____ Home Phone: _____

Address: _____

City: _____ State: _____ ZIP: _____

Spouse: Name: _____ Work Phone: _____

Other person to contact in an emergency:

Name: _____ Relationship to you: _____

Home Phone: _____ Work Phone: _____

Church membership _____

Medical Problems: _____

Physical Handicaps: _____

Restrictions: (such as lifting, driving, standing, etc.) _____

Allergies: Food _____

Symptoms or reactions: _____

Antidote: _____

Allergies: Other: _____

Symptoms or reactions: _____

Antidote: _____

Medication: Name of Medication: _____

Dosage: _____ Frequency: _____

Side Effects: _____

Name of Medication: _____

Dosage: _____ Frequency: _____

Side Effects: _____

Person responsible for reminding you: _____

Year of DPT Booster (need new one every 10 yrs.): _____

Insurance Company: _____ Policy # _____

Information Required for All Workers with Children and Youth

Name _____
(First) (Middle) (Last)

Maiden Name _____ Other Last Names Used _____

Address _____

City _____ State: _____ ZIP _____

Social Security # _____ Date of Birth _____

Current Drivers License _____

Have you ever been convicted for or pleaded guilty to a crime? Yes No If yes, please explain.
(Attach a separate page, if necessary) _____

Were you a victim of abuse or molestation while a minor? Yes No You may refuse to answer
this question and instead discuss your answer with the director of the program for which you applied.

Personal References (Need 3 -- not former employers or relatives)

Name _____ Address: _____

City _____ State _____ ZIP _____

Name _____ Address: _____

City _____ State _____ ZIP _____

Name _____ Address: _____

City _____ State _____ ZIP _____

RELEASE

The above information contained herein is correct to the best of my knowledge. I authorize any and all individuals, churches, charities, employers and references you may contact to give any information (including opinions) that they may have regarding my character and fitness for ministry. I hereby release any individual, church, charity, employer, reference or any other person or organization, including record custodians, both collectively and individually, from any and all liability for damages of whatever kind or nature which may at any time result to me, my heirs or family, on account of compliance or any attempts to comply, with this authorization. I waive any right that I may have to inspect any information provided about me by any person or organization.

I further state that **I have carefully read the foregoing release and know the contents thereof, and I sign this release as my own free act.** This is a legally binding agreement which I have read and understand.

Signature _____ Date _____

Witness _____ Date _____

Oklahoma Baptist Disaster Relief Reference Form

_____ has applied for service in Disaster Relief Temporary Emergency Child Care. We consider it important to have your appraisal of this applicant's ability, conduct, personality and character. Your cooperation in answering these questions will be greatly appreciated. YOUR REPLY WILL BE CONFIDENTIAL.

What is your relationship to the applicant? _____

Give any information you can concerning home conditions and family background which bears on the applicant's suitability for this service. _____

Is there anything in the applicant's background that would hinder cooperation with our Oklahoma Baptist program? _____ If yes, explain. _____

Does applicant have any objectionable habits? If yes, explain. _____

Does applicant have self-motivation, personal ambition, and steady energy of purpose to be a good staffer _____

Is applicant active and useful in church and/or among the young people of the community? _____

What places of leadership has applicant held? _____

Taking these and other factors in full consideration about the applicant, I (check one)

- Whole-heartedly recommend
- With reservations recommend
- Do not recommend

We appreciate additional facts or comments concerning the applicant _____
(If additional space is necessary, please attach another sheet of paper.)

Signed: _____ Date: _____

Position: _____

Temporary Emergency Child Care Registration Form

ID # _____

Date: _____

Name of Child: _____ Age: _____ Birth Date: _____

Name of Parents/Guardian: _____

Address: _____ Home Phone: _____

Place where you can be reached:

Mother/Guardian: _____ Phone: _____

Address/Directions: _____

Father/Guardian: _____ Phone: _____

Address/Directions: _____

Person to contact if parent is not reachable: _____ Phone: _____

Name of child's physician: _____

Address: _____ Phone: _____

In the event of an emergency and parent cannot be reached by phone at the above numbers, consider this permission to treat my child.

I authorize that my child may be photographed for disaster relief training and promotional purposes.

YES ___ NO ___ (Please initial)

Parent/Guardian Signature: _____ Print Name _____

Things to know about my child: _____

Child's special needs: _____

Allergies: _____ Affects: _____ Antidote: _____

Feeding instructions: _____

Have you noticed any changes in your child since the disaster? If so, what? _____

Infants, Creepers, Toddlers Information

Child's Name: _____

Food: (circle) Solid Strained Table

Formula: Type _____

How Much: _____ How often: _____

Nap Time(s): _____

Any special need:(blanket, pacifier, etc.) _____

Presently on Medication: _____ Times to be given: _____

Sample Pickup Slip

These pickup slips can be color coded a different color for each day of the week that TECC is in operation. Three copies (same color) can be prepared on one sheet.

Temporary Emergency Child Care Pick-Up Slip

This identification form must be presented when you come for your child.

I.D. Number: _____

Date: _____

Child's Name: _____

Team Leader's Signature: _____

Phone Number of Center: _____

Sponsored by: Baptist General Convention of Oklahoma

Address _____

Injury Report

Name of Center: _____ Date: _____

Name of Child: _____ Home Address: _____

Location of Accident: _____ Time: _____

BRIEF DESCRIPTION OF SITUATION:

What was child doing? _____

How did the accident happen?
(include equipment or materials involved)

Hazardous conditions present: _____

Describe the injury _____

ADULTS IN CHARGE:

Name of adult in charge _____

Present at site of accident? Yes _____ No _____ Was parent notified? Yes _____ No _____

How was parent or guardian notified? (Phone or other) _____

Name of person who notified parent: _____

PROCEDURE:

First aid administered? YES___ NO___ By whom? _____

What was the procedure of treatment? _____

Referred to physician? _____ Nurse? _____ Clinic? _____ Hospital? _____

By whom? _____ Time: _____ Parent refused treatment? Yes _____ No _____

Explain: _____

Other information _____

List other adults present _____

Adult witnesses _____

Child witnesses _____

Signature of Age Group Leader/Program Nurse

Signature of Unit Director

Disaster Relief Incident Report

Date _____

Time _____

Name of Unit: _____

Type of Unit: _____

Location of Incident: _____

Unit Director (Blue Cap): _____

Injuries: _____

Emergency Notification Made by: _____

Property Damage: _____

Owner of Property: _____

Address: _____

Home Phone: _____ Work Phone: _____

Narrative _____

Unit Director Signed _____

On-site Coordinator Signed: _____

State Disaster Relief Director Signed: _____

Date Reviewed: _____

Decision: _____

Disaster Relief Temporary Emergency Child Care News Release

Free child care facilities will be provided by Oklahoma Baptist disaster relief temporary emergency child care at _____
for children, including infants through _____ (grade).

The temporary emergency child care program will be available for those affected by the recent _____ (disaster). Care will be available _____ (# days) a week, _____ through _____, from _____ a.m. until _____ p.m.

Unit director, _____, of the temporary emergency child care unit, said that volunteers who serve at the site have been trained in disaster services.

Oklahoma Baptists began the temporary emergency child care program to aid those affected by the _____ (disaster) and who need someone to care for their children while they attend to disaster relief needs.

Trailer Pre-Trip Check List

Date: _____ Destination: _____

Hookup

- 1. 4 stabilizer jacks in up position
- 2. Hitch securely on the ball. Make sure the catch lever is properly positioned
- 3. Catch lever secured -- all the way forward
- 4. Safety pin in the latch -- this guarantees that the latch is in proper position and prevents latch from coming open on the road
- 5. Attach the safety chains – criss-cross them
- 6. Attach electric cable for lights
- 7. Remove the trailer jack and verify it is in towing vehicle

Other Checks

1. Check and verify all lights working
 - Left brake light
 - Right brake light
 - Left turn signal
 - Right turn signal
 - Tail lights
 - License plate light
2. Tire pressure -- use gauge
 - Right
 - Left
 - Spare
3. All doors closed and locked -- **Carry 1 or more keys**
 - Side door
 - Ramp -- L/H
 - Ramp -- R/H

Towing Vehicle

- 3-ring binder w/pockets Trailer registration
 - Car insurance card
 - Maps/Atlas

 - Tool chest Fire extinguisher
 - Trailer jack 4-5 wood blocks
 - License plate Flares
- Move to towing vehicle

Odometer/Mileage

Previous _____ Departure / Return _____
Net Miles _____ Accumulative Miles _____

Signatures: **Driver** _____
Inspector _____

COMMENTS: Repairs needed, date completed, cost, recommendations.

Resources

FEMA Publications Warehouse Catalog
Free upon request
1 800 480-2520
www.fema.gov

Food Safety and Inspection Service
U.S. Department of Agriculture
Washington, D.C. 20250
1 800 535-4555

Quarterly: *The Food Safety Educator*
Keeping Kids Safe: A Guide for Safe Food Handling and Sanitation
Department of Health and Human Services
U.S. Public Health Service Centers for Disease Prevention
1 800 418-7246

The ABC's of Safe and Healthy Child Care
Order from: The Public Health Foundation
Poster \$5.00
Video \$25.00
Book \$20.00

American Red Cross
Department of Mental Health Services
8111 Gatehouse Road
Falls Church, VA 22042
(703) 206-6057
1 800 Help Now (to order catalog)

Publications:

Helping Children Cope with Disaster

Children's Reactions to Disasters

Help Can't Wait

When Bad Things Happen

Coloring books to guide parents and teachers in helping children through a traumatic situation:

Preparedness – Fire, Disaster

After the Earthquake

After the Flood

After the Fire

After the Tornado

After the Storm

American Culinary Federation
Chef and Child Foundation
10 San Bartola Drive
St. Augustine, FL 32086

Publication: *Understanding Prepared Foods*

Video: same (10 minutes)

\$19 for both

(904) 824-4468

Los Angeles County Department of Public Health

2415 West Sixth Street

Los Angeles, CA 90057

Publication: Co-released with FEMA

Coping with Children's Reactions to Earthquakes and Other Disasters

Helping Children after a Disaster