
**Some Funded Research Projects Focusing on the Aftermath
Related to Children's Mental Health and Academic Performance,
Their Schools, and Their Families**

>Edith Barrett (Principal Investigator), Maria Martinez-Cosio (Co-Principal Investigator), Carrie Ausbrooks (Co-Principal Investigator). *The Role of Schools in Mediating the Academic, Social, and Psychological Effects of a Forced Evacuation on Youth*. University of Texas at Arlington. December 30, 2005-June 30, 2007 (Estimated).

"This study examines the role of schools in helping youth adopt to their life after the catastrophic event of Hurricane Katrina. Thousands of Gulf coast residents, both affluent and poor, moved to Fort Worth, Texas. Schools possibly provide the foundation for families and adolescents to become adapted to their new life. The study is examining sociological, and psychological influences on the social and academic outcomes of children and their families who were forced to move to new neighborhoods. The study will describe the characteristics of the adolescents evacuated to Fort Worth area, measure psychological and social well-being (such as anger), examine school response to needs of new students, and study the reaction of local homeowners, churches, and governments. The study will obtain information from 300 adolescents moved to Fort Worth, interview parents of the adolescents, interview principal and teachers in the schools of the adolescents, and interview leaders of local organizations. The researchers intend to develop reports that will be disseminated at educational and sociological conferences, seek publication in journals for those fields, create reports on best practices, and seek to report their findings to the media. The theoretical perspective of this proposal is taken mostly from sociology and education with some reference to psychological concepts of well-being. The research question is centered on how adolescent children adjust to totally new environments forced on them by relocation. Many of the relocated students are minority who may be moved to majority dominant schools. The investigators will obtain information from students, families, and school leaders to better describe the types of adjustments that were necessary and how well they were accommodated. They will investigate how the institutional structures of family and schools help, or not help, students adjust to an entirely new environment forced on them by destruction of their New Orleans homes."

<http://www.nsf.gov/awardsearch/showAward.do?AwardNumber=0554837>

>Teresa Buchanan (Principal Investigator), Diane Burts (Co-Principal Investigator), Timothy Page (Co-Principal Investigator). *Early Childhood Educators' Responses to Katrina and Child Outcomes*, Louisiana State University. January 1, 2006-Dec. 31, 2006.

"Very little is known about the immediate response of classroom teachers to natural disasters. Even less is known about early childhood educators' responses or about the impact of those young children's learning. This research will investigate these topics in the aftermath of Hurricanes Katrina and Rita. One objective of the study is to collect information about teachers' classroom responses to Hurricanes Katrina and Rita. Teachers' responses to the hurricanes will be measured with a survey about teacher and child classroom activities. The teacher sample will include preschool, kindergarten, and primary-grade teachers from Louisiana, another hurricane-prone state, and a state that is not threatened by hurricanes. Teacher responses are expected to differ according to classroom characteristics (location and grade level) and reported teaching practices. Multiple regression analysis of responses will control for teacher characteristics (certification area, educational background, refugee status, etc.) and emotional well-being. The second objective is to investigate how teachers' responses are related to child learning and behavior outcomes. For this aspect of the study, classrooms will be selected using purposive random sampling: Classrooms in which teachers report doing a lot of classroom work in response to the hurricanes, a moderate number

hurricane-related activities, and few or no hurricane-related activities. Researchers will use time sampling to document observed child stress-related behaviors. An innovative play-based interview technique, using a modified story-stem methodology in the context of 'Hurricane Centers,' will be used to measure children's knowledge. Analysis of covariance will compare child outcomes across age levels and teacher-response groups. The knowledge gained from this research will help answer important questions. First, how do educators address such events in their classrooms? Second, do teachers who typically use developmentally appropriate teaching practices respond to these events differently than other teachers? Third, to what extent do differential teacher responses to these disasters affect young children's behaviors and understanding of hurricanes? As those questions are answered, our knowledge about how education and children are impacted by disasters will be advanced in ways that have important implications for teachers, teacher educators, and psychologists. Specifically, because this research uses a standard methodology to measure children's knowledge across a range of ages, the results will contribute new insights into understanding age-related differences in children's knowledge of a specific type of natural disaster. The research will also contribute significantly to the existing literature on children's understanding of natural phenomena. The information gathered from this project will lead to (a) the development and dissemination of ideas about effective teaching strategies and curriculum for early childhood classrooms in regions impacted by cultural crises and upheavals related to natural disasters and (b) a general appreciation for the interaction between children's hurricane-related experiences and their understanding of natural disasters."

[http://appl003.lsu.edu/educ/coe.nsf/\\$Content/Peabody%20Bulletin/\\$file/Jan-Feb-Bulletin-College%20of%20Education.pdf#search=%22Buchanan%2C%20Teresa%20Principal%20Investigator%22](http://appl003.lsu.edu/educ/coe.nsf/$Content/Peabody%20Bulletin/$file/Jan-Feb-Bulletin-College%20of%20Education.pdf#search=%22Buchanan%2C%20Teresa%20Principal%20Investigator%22)

>Ashraf Esmail, Delgado Community College; Eargle, Lisa A., Francis Marion University. *Hurricanes Katrina and Rita and the Educational Process.*

"This paper examines how disasters alter the functioning of community institutions and their outcomes. In particular, we examine the impact that Hurricanes Katrina and Rita have on the educational institutions and their operating procedures, and the possible impacts on student learning outcomes. Disaster literature shows how the features of communities (their human, social, political, and economic capital) influence the degree to which a disaster impacts communities and how communities responds to catastrophic events (including how social institutions are altered and make adjustments post- disaster) and the variety of outcomes for communities. Literature on education and poverty discusses how educational institutions in environments of deprivation and neglect operate differently, and have different student learning outcomes, than those operating in economically sound environments. In the Gulf Coast region, both situations exist, some schools were operating in tight economic situations, while others were operating in relative privilege; and Hurricanes that devastated these institutions to various degrees. Via media accounts and other sources of data, we examine how institutions have responded to these situations and what impacts this may have on student learning outcomes." Paper Presented at the Southern Sociological Society's 69th Annual Meeting (2006) <http://www.msstate.edu/org/sss/06meet/Publish/2006Abstracts.pdf>

>Virginia Gil-Rivas, *Parent-Child Relation /Child Adjustment Post Hurricane.* March 2006-Feb. 2008. University of North Caroline-Charlotte, Department of Psychology.

"The long-range objectives are to identify (1) mechanisms by which children adjust in the aftermath of disaster, and (2) strategies for intervention to foster successful adaptation. With a primary goal of furthering understanding of the role of the caregiver-child relationship (CCR) in post-disaster adjustment, this study will assess children (7 to 9 year olds) and caregivers evacuated as a result of Hurricane Katrina at two time points and will serve as the initial step in a longitudinal effort. This work has important health implications, given the

enormous impact of the hurricane on those directly exposed and the ongoing adversities they continue to face. Exposure to major stressors places children at risk for emotional, behavioral, and academic difficulties, though children also vary considerably in their adaptation subsequent to such events. Enhancing understanding of the impact of the hurricane on children, and factors that influence their adjustment, can guide policy, practice, and intervention to best meet the diverse needs of children and families post-disaster. A short-term longitudinal approach, with 2 data collections separated by 6 to 8 months, will be used. Four hundred families impacted by the hurricane will be recruited, and children (ages 7-9 years) will be the focus. Primary caregivers will complete multiple indicators of child adjustment and measures regarding caregiving and contextual variables. Children will complete self-reports of emotions, experiences, and resources thought to be relevant to adjustment post-disaster. The specific aims of this study are: (1) examine the contribution of child characteristics and resources to adjustment 6 and 12 months post-hurricane; (2) investigate the extent to which caregiver resources and other post-hurricane contextual factors predict the quality of the CCR 6 and 12 months post-disaster; and (3) test a model predicting that the CCR will mediate the association between disaster and post-hurricane contextual factors, and children's adjustment."

[http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7146579&p_grant_num=1R03MH078197-01&p_query=\(Katrina\)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=35&p_audit_numfound=8&p_keywords=Katrina](http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7146579&p_grant_num=1R03MH078197-01&p_query=(Katrina)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=35&p_audit_numfound=8&p_keywords=Katrina)

>Hawkins, Robert Leibson. New York University, School of Social Work. February 1, 2006-July 15, 2006. *Families Affected by Hurricanes Katrina or Rita*.

"...gives families affected by Hurricanes Katrina or Rita an opportunity to tell their family's story. This study will include families who left New Orleans and returned, as well as those who did not or could not return to the area. While the interviewers are interested in all families and types of families with children (married, single parents, grandparent led, etc.), we are particularly interested in low-income and working class families. The study will include an interview where questions will be asked about the following: (1) The family's experiences before, during, and after the hurricanes (2) Specifically about the families experiences with relocation (3) The family's experiences in their new areas (4) The family member's feelings about the community where they were relocated to (5) How the family used their social connections before, during, and after the hurricanes (6) How the family member thinks and feels about New Orleans now that the hurricanes are over (7) How family members, including children, psychologically responded to their experiences and how the family coped with any negative or unusual behavior."

>The Hurricane Katrina Community Advisory Group. *Overview of Baseline Results: Hurricane*. Boston, Harvard Medical School. Department of Health Care Policy. August 29, 2006.

"This NIH-funded research is being conducted through narrative and survey collection from a representative sample of 2000 individuals who lived in the areas affected by Hurricane Katrina. It includes individuals who are in different points of transition, i.e., still displaced, in transition to returning to original residence, and living at original residence. The survey data obtained from the participants included demographic data, pre and post-Katrina housing situation, pre and post-Katrina social support, hurricane and aftermath-related experiences, health problems, emotional state pre and post-Katrina, perceptions of self and others, and suggestions for future redirection of funds and resources in order to best serve their needs. The interviews are conducted on a quarterly basis in order to chart progress made by these individuals. This survey research has implications for policy because it highlights the needs of those affected." <http://www.hurricanekatrina.med.harvard.edu/index.php> (Description of Project) http://hurricanekatrina.med.harvard.edu/pdf/baseline_overview_1-06.pdf (Copy of the Baseline Interview)

>Mary Lou Kelley, (Principal Investigator). Ongoing Research Project Title: *Children's Adjustment in the Aftermath of Hurricane Katrina*. Louisiana State University Psychology Dept.

“This NIMH funded research aims to inform public health policy by examining a wide range of factors in the lives of children who have been displaced and comparing them to children who have not been displaced. The wide range of variables to be looked at will emphasize academic (including truancy), social, family, and psychological well-being after the hurricane. Additionally, it will explore the relative importance of risk factors such as "low socioeconomic status,...violence exposure, maternal distress, personal loss, [and] life threat" and protective factors such as "family routines, coping, [and] social support." Strengths of this study is that it is longitudinal (i.e., 7 weeks post disaster, 7 months, 13 months, 19 months) and includes a comparison group (i.e., compares those who were displaced by the hurricane vs. those who were not displaced given that displacement really adds exponentially to the stressful realities that families and their children have to face). Finally, the study will allow researchers to compare the pre and post-Katrina school performance of all students. In total, they should have about 400 families.”
<http://www.lsu.edu/psychology/faculty/Katrina%20research.pdf>

>Laura Lein (Principal Investigator). Ongoing Project Title: *Assessment of Services, Costs, and Outcomes for Katrina Evacuees*. The University of Texas at Austin School of Social Work.

“The study is to be conducted from June 2, 2006 to May 1, 2007. "The city of Austin, with additional support from the Entrepreneurs Foundation of Central Texas, is undertaking a research project to assess the progress evacuees are making, the impact of the case management system, and the remaining needs of evacuees. This project includes 1) the detailed analysis of interviews with a member of each of the 1,154 evacuee households in the case management system; 2) a review of literature from Texas and other states on the social services and housing programs established for evacuees and assessment of those programs; 3) focus groups with interviewers in contact with evacuees; 4) a cost assessment estimating future costs of care for Katrina evacuees; and 5) the production of a consolidated report illustrating what is known from these efforts to be made available on a web site containing research from a number of Austin-based projects concerning evacuees.”
<http://www.utexas.edu/research/cswr/projects/pj0255.html>

>Kenneth Meier (Principal Investigator), Scott Robinson (Co-Principal Inv.) Alisa Hicklin (Co-Principal Inv.). *Emergency Response and the Impact of Hurricane Katrina on Texas Public Schools*, Texas A&M Research Foundation. Oct. 1, 2005-Sept. 30, 2006.

"K-12 schools are an integral component of America's societal infrastructure. However, little is known about how these organizations participate in the larger system of disaster response for the various types of hazards we may face (which range from natural disasters, to terrorist attack, to violent students). In the case of the recent Hurricane Katrina, K-12 schools have been asked to absorb tens of thousands of displaced children. Without the close integration of schools, the network of social services provided to persons displaced by Hurricane Katrina will be incomplete. This study will assess the impact of displaced persons on school districts in Texas as well as analyze the school districts' experiences collaborating with the various deliverers of relief. This research will also gather perishable data on the districts' perceived vulnerability to disaster and the impact of the hurricane on emergency planning processes in school districts. This study will contribute to scientific knowledge about educational organizations, disaster response, and the role of collaboration on hazard and emergency preparedness in public organizations. There are four likely contributions of this study. First, the study will provide an assessment of the impact of the movement of people displaced by Hurricane Katrina on school districts in Texas. Second, the research will identify the factors most closely related to policy collaboration on the part of K-12 school districts in the response to Hurricane Katrina. Third, the research will contribute to the literature on network

policy making and public management. While there is broad consensus that an increasing amount of policy making is occurring in collaborative networks, there is little known about the determinants of highly effective collaboration in disaster response. Fourth, the research will contribute to our understanding of how disasters affect the planning processes initiated in educational organizations. The research will reveal how the disaster in Louisiana, Mississippi, and Alabama has affected the vulnerability assessments of school districts in Texas. These contributions should empower emergency planners in schools (and those who work with schools) to understand how best to coordinate disaster response in a complex network of first responders and relief organizations."

<http://www.nsf.gov/awardsearch/showAward.do?AwardNumber=0553124>

>Angela A. Robertson, *Hurricane Katrina Effects on Female Adolescent Offenders*. Mississippi State University. April 2006-September 2007.

"One aim of this study is to assess the impact of a recent natural disaster on female adolescent offenders, a group with increased likelihood of negative outcomes in response to disaster-related stress and other adverse life events. We propose to study the mental health effects of Hurricane Katrina and three potential maladaptive outcomes: substance abuse, delinquency/crime, and sexual risk behavior. We will determine if, and to what extent, young women incarcerated in Mississippi were directly affected by the hurricane or indirectly affected through their families and significant others. We will compare hurricane affected subjects with those not affected on measures psychological distress (anxiety, depression, and post traumatic stress). A second aim is to test a stress model of deviant and health compromising behavior using path analysis and structural equation modeling. Controlling for pre-disaster deviance, we will test the effects of stressors, psychological distress, and mediating/moderating effects of coping, social support, and receipt of services on post-disaster deviance. Part of the sample for this project will be selected from participants who are currently enrolled in a National Institute on Drug Abuse funded STD/HIV risk reduction intervention (DA017509). Of the 140 active study participants, 84 of them were residing in FEMA designated disaster counties prior to the hurricane. Problems associated with the hurricane and it's aftermath may confound results of intervention effectiveness. Thus, a third aim of the proposed research is to assess this threat to validity. We will also recruit female adolescent offenders incarcerated since Hurricane Katrina to increase the sample size to 300 to allow sufficient power for the proposed analysis plan. Potential subjects will be recruited from the state training school for girls and from juvenile detention facilities located in the southern part of the state. Female adolescents with a history of incarceration have high rates of substance use, mental illness, and health problems, including sexually transmitted diseases. This study will contribute to the design of prevention interventions for this population to address multiple health problems simultaneously."

[http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7158849&p_grant_num=1R21DA021986-01&p_query=\(Katrina\)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=52&p_audit_numfound=7&p_keywords=Katrina](http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7158849&p_grant_num=1R21DA021986-01&p_query=(Katrina)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=52&p_audit_numfound=7&p_keywords=Katrina)

>Louise A. Rohrbach, *Impact of Louisiana Hurricanes on Adolescent Substance Abuse*. University of Southern California, Department of Preventative Medicine. April 2006-Mar 2008.

"The proposed research project focuses on the effects of hurricanes Katrina and Rita on the psychological functioning and substance use behaviors of adolescents in Louisiana. The majority of previous research on the impacts of natural disasters on children and adolescents has focused on assessment of post-traumatic stress disorder (PTSD). Few studies have examined how exposure to natural disasters is related to the use of cigarettes, alcohol, and marijuana among young people. Prospective studies are needed to investigate the interrelationships among exposure to hurricanes, PTSD and other symptoms of psychological distress, and substance use. The specific aims of this study are to: 1. Investigate the

relationship between exposure to the hurricanes and increases in adolescent substance use behaviors from pre-disaster to post-disaster; 2. Examine whether PTSD symptomatology mediates the relationship between exposure to the hurricanes and substance use and abuse; and 3. Examine factors that may be associated with PTSD symptomatology, including the severity of disaster experiences (e.g., life threat and loss, or disruption); characteristics of the adolescent, such as demographic characteristics and predisaster functioning; characteristics of the post-disaster environment, such as the availability of social support and the presence of other major life stressors, and coping strategies that adolescents use to deal with the disaster. Our research group is in a unique position to conduct a study of the effects of exposure to Katrina and Rita on adolescents' mental health and substance use. Currently, we are studying 647 high school students in Lake Charles, Louisiana who participated in a drug abuse prevention program trial during the last school year. Prior to the hurricanes, in fall 2004, we surveyed these adolescents at baseline and six weeks later (post-implementation) to assess their substance use behaviors and related attitudes and beliefs. In the proposed longitudinal study, we will conduct two long-term follow-up assessments, which will occur at 7- and 19-months post-hurricanes, respectively, to measure substance use, psychological functioning, severity of exposure to the hurricanes, and related psychosocial constructs. This application addresses the effects of disasters on youth, an important area of research that has tremendous public health implications. Specifically, it addresses the etiology of drug abuse, a critical public health problem that is one of the most prominent contributors to morbidity and mortality in the U.S. The results of studies of this type may prove useful in the development of effective treatment and prevention programs for youth who have experienced the devastation of hurricanes."

[http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7159086&p_grant_num=1R03DA021982-01&p_query=\(Katrina\)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=35&p_audit_numfound=10&p_keywords=Katrina](http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7159086&p_grant_num=1R03DA021982-01&p_query=(Katrina)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=35&p_audit_numfound=10&p_keywords=Katrina)

>Cynthia L. Rowe, *Family-Based Drug Services for Young Disaster Victims*. University of Miami-Medical, Psychiatry & Behavioral Sciences. May 2006-April 2009.

"The devastation that Hurricane Katrina wrought on New Orleans and its surrounding communities stunned the world. Its consequences are likely to be particularly acute for adolescents, who are vulnerable for co-occurring trauma and substance abuse under conditions of extreme stress, family disorganization, and life disruption. This proposal, submitted in response to NOT-DA-05-013, "Notice of Mechanism for Time-Sensitive Research Opportunities: PAR-05-150, Expansion to Include Alcohol and Drug Abuse Research Pertaining to Hurricane Katrina," would be the first examination of the links between adolescent substance abuse and trauma following a community-wide disaster. Using this rapid review and funding opportunity, the study would explore the potential of a family-based intervention, Multidimensional Family therapy (MDFT; Liddle, 2002a), to address comorbid trauma and substance abuse among teens impacted by Hurricane Katrina. MDFT has demonstrated strong effects on adolescent substance abuse and comorbid problems, yet has not been fully tested with traumatized teens and their families. The investigators will partner with clinical providers in St. Charles Parish, Louisiana, a New Orleans area community that was heavily impacted by the storm, to rigorously test MDFT vs. group CBT in a real-world service setting. This randomized controlled trial has four aims: 1) To explore links between hurricane-related stress and trauma and youths' substance abuse; 2) To investigate in a community-based randomized controlled trial the effectiveness of a family-based intervention (MDFT) vs. group CBT for teen substance abusers impacted by Hurricane Katrina; 3) To examine teen and parent coping as mediators of treatment effects; and 4) To explore moderators of treatment effects based on post-Katrina stress and trauma symptoms. 150 youth ages 13 to 17 who are clinically referred for outpatient substance abuse treatment and experiencing trauma symptoms related to the hurricane will be randomized to either MDFT or group CBT. Both treatments will incorporate trauma-focused interventions

and will be delivered by treatment providers in the same community-based agency. A multiple time point (intake, 2, 4, 6, and 12 months), multiple-domain and method assessment approach will evaluate MDFT's capacity to: (1) decrease youths' substance use, trauma, delinquency, and school problems; (2) reduce youths' diagnoses of PTSD; and (3) reduce parental stress and family conflict. Latent growth curve modeling (LGC) and parallel process LGC will be used to test study hypotheses regarding treatment outcomes, youth and parent coping as treatment mediators, and post-Katrina stress and trauma as moderators of treatment effects. The study has significant potential to advance the field by elucidating links between teen substance abuse and trauma, and validating a family-based intervention for traumatized adolescent substance abusers in the wake of the nation's most costly natural disaster." [http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7146237&p_grant_num=1R01DA021887-01&p_query=\(Katrina\)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=100&p_audit_numfound=1&p_keywords=Katrina](http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7146237&p_grant_num=1R01DA021887-01&p_query=(Katrina)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=100&p_audit_numfound=1&p_keywords=Katrina)

>Manuel Sprung, *Intrusive thoughts and social cognitive development following Hurricane Katrina*. University of Southern Mississippi. January 1, 2006-December 31, 2007.

"Consciousness entails experiences of a constant flow of thought, consisting of a continuous succession of mental states and contents (thoughts, percepts, feelings, etc.). This stream of consciousness continues even when individuals expend considerable effort to inhibit unwanted thoughts. Expressions like "my mind wandered" and claims such as "I can't get that song out of my head" reflect adults' sense that the mind is partially uncontrollable. Unlike adults, kindergartners and elementary school children typically have only limited knowledge of the constant flow of thought and its uncontrollability. These basic findings argue for the hypothesis that young children will have difficulty monitoring and reporting intrusive thoughts following potentially traumatic events, such as Hurricane Katrina. This project will investigate whether children's "theories" of the mind's operations underlie their abilities to monitor intrusive thoughts. Children living in areas directly affected by Hurricane Katrina, and control children in areas not directly affected by Katrina, will be interviewed on intrusive thoughts and tested for theory of mind development, self-control, language skills, and general intelligence. Children who experienced Hurricane Katrina directly are expected to report more intrusive thoughts than other children. In addition, children's level of theory of mind is expected to predict their ability to notice and report intrusive thoughts. Levels of self-control, language skills, general intelligence and family socio-economic status are expected to be either independent predictors or covariates of theory of mind in predicting intrusive thoughts. Recent research has also shown that theory of mind development can be delayed following traumatizing events, such as maltreatment or abuse. It is therefore expected that children who experienced Hurricane Katrina directly will be delayed in theory of mind development. Stronger support for this hypothesis is expected for preschool age children than for older children. Unwanted intrusive thoughts and flashbacks are potential threats to psychological health and everyday functioning, especially after potentially traumatizing events like Hurricane Katrina. This project will be the first empirical study of the relationships among intrusive thoughts, children's level of knowledge about the mind, and experiences with a natural disaster. If children's level of theory of mind does indeed predict intrusive thoughts, and if younger children have difficulties monitoring and reporting intrusive thoughts because their understanding of the mind's operations is not fully developed, then children who suffer from recurring intrusive thoughts--and specifically, negative thoughts Hurricane Katrina--may be at risk for developing behavioral problems. By contrast, higher levels of theory of mind development may be associated with advanced social skills and resilience to psychopathology. Given the importance of theory of mind development to social functioning, evidence for delays in theory of mind development

subsequent to a natural disaster would have significant clinical and educational implications. The hypothesized findings from this project would suggest that theory of mind should be an integral part of preventive interventions aimed at children who experience traumatizing events, such as abuse, natural disasters, war, and terrorism."

Looking for More?

Use the following Searchable Databases:

>NSF database of funded projects <http://www.nsf.gov/awardsearch/>

>NIH database of funded projects (CRISP) <http://www.crisp.cit.nih.gov/>
CRISP (Computer Retrieval of Information on Scientific Projects) "is a searchable database of federally funded biomedical research projects conducted at universities, hospitals, and other research institutions. The database, maintained by the Office of Extramural Research at the National Institutes of Health, includes projects funded by the National Institutes of Health (NIH), Substance Abuse and Mental Health Services (SAMHSA), Health Resources and Services Administration (HRSA), Food and Drug Administration (FDA), Centers for Disease Control and Prevention (CDCP), Agency for Health Care Research and Quality (AHRQ), and Office of Assistant Secretary of Health (OASH)."

>American Sociological Association's "Registry of Hurricane Disaster Research"
<http://www.asanet.org/page.wv?section=ExecOffice&name=EXEC++Registry+of+Hurricane+Disaster+Research>

Researchers write in and let the research community know what projects they are working on.

TABLE
Funded Research Projects Concerning Katrina-Exposed Children, Their MH &
Academic Functioning, Their Families, and/or Their School

Grantor	Grantee(s), Contact Info, Important Links to Read about their work related to children Post-Katrina	Title or Basic Summary of Project
National Science Foundation (Amount:-\$54,000)	Manuel Sprung, University of Southern Mississippi, Department of Psychology manuel.sprung@usm.edu http://www.clarionledger.com/apps/pbcs.dll/article?AID=/20060312/NEWS0110/603120350/1002) January 1, 2006-December 31, 2007 (Estimated). http://www.nsf.gov/awardsearch/showAward.do?AwardNumber=0603674	"...measuring the potential impact from Hurricane Katrina on the cognitive functioning in 192 children ages 5 to 8. He is comparing children living in Hattiesburg, Mississippi, and in other areas affected by the hurricane with a control group from outside the region"
National Science Foundation	Teresa Buchanan (Principal Investigator), Diane Burts (Co-Principal Investigator), Timothy Page (Co-Principal Investigator) Louisiana State University tbuchan@lsu.edu January 1, 2006-December 31, 2006 (Estimated). http://www.nsf.gov/awardsearch/showAward.do?AwardNumber=0555387	"Early Childhood Educators' Responses to Katrina and Child Outcomes"
National Science Foundation	Edith Barrett (Principal Investigator), Maria Martinez-Cosio (Co-Principal Investigator), Carrie Ausbrooks (Co-Principal Investigator). ebarrett@uta.edu http://www.uta.edu/public-affairs/pressreleases/page.php?id=1556 University of Texas at Arlington. December 30, 2005-June 30, 2007 (Estimated). http://www.nsf.gov/awardsearch/showAward.do?AwardNumber=0554837	"The Role of Schools in Mediating the Academic, Social, and Psychological Effects of a Forced Evacuation on Youth"

TABLE
Funded Research Projects Concerning Katrina-Exposed Children, Their MH &
Academic Functioning, Their Families, and/or Their School

<p>Funds from the National Science Foundation via the Natural Hazards Center at University of Colorado</p> <p>\$3,500 Quick Responses Research Grant</p> <p>For a list of 24 other Hurricane Katrina projects that received this grant, see: http://www.colorado.edu/hazards/qr/katrina.html</p>	<p>Lori Peek; Department of Sociology, Colorado State University Alice Fothergill; Department of Sociology, University of Vermont</p> <p>Lori Peek: Same contact info as above Alice.Fothergill@uvm.edu</p> <p>http://www.csmonitor.com/2005/1117/p14s01-sten.html</p>	<p>“Reconstructing Childhood: An Exploratory Study of Children Following Hurricane Katrina”</p> <p>These researchers used this grant to actually go to Louisiana and “study the impacts of Katrina on children.” See the brief report of project at http://www.colorado.edu/hazards/qr/q186/q186.html</p>
<p>National Science Foundation (NSF)</p> <p>NSF Small Grant for Exploratory Research in the amount of \$40,000 (NSF-SGER)</p>	<p>Lori Peek & Kate Browne.</p> <p>Department of Sociology, Colorado State University.</p> <p>lori.peek@colostate.edu http://welcome.colostate.edu/index.asp?url=programs_peek http://lamar.colostate.edu/~loripeek/</p> <p>http://www.asanet.org/page.wv?section=ExecOffice&name=EXEC++Registry+of+Hurricane+Disaster+Research kate.browne@ColoState.edu</p>	<p>The researchers will “study the social, economic, and family impacts of Hurricane Katrina on the evacuees who were relocated to Denver, Colorado.”</p>
<p>National Science Foundation</p>	<p>Kenneth Meier (Principal Investigator) Scott Robinson (Co-Principal Investigator) Alisa Hicklin (Co-Principal Investigator)</p> <p>kmeier@polisci.tamu.edu</p> <p>Texas A&M Research Foundation.</p> <p>October 1, 2005-September 30, 2006.</p> <p>http://www.nsf.gov/awardsearch/showAward.do?AwardNumber=0553124</p>	<p>“Emergency Response and the Impact of Hurricane Katrina on Texas Public Schools”</p>

TABLE
Funded Research Projects Concerning Katrina-Exposed Children, Their MH &
Academic Functioning, Their Families, and/or Their School

National Institute of Mental Health (NIMH)	Mary Lou Kelley Louisiana State University; Psychology Department. mkelley@lsu.edu http://www.lsu.edu/psychology/faculty/Katrina%20research.pdf	“Children’s Adjustment in the Aftermath of Hurricane Katrina.”
National Institute of Mental Health (NIMH)	Virginia Gil-Rivas March 2006-February 2008 University of North Carolina-Charlotte, Psychology Department vgilriva@email.uncc.edu http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7146579&p_grant_num=1R03MH078197-01&p_query=(Katrina)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=35&p_audit_numfound=8&p_keywords=Katrina	“Parent-Child Relation /Child Adjustment Post Hurricane”
National Institute on Drug Abuse	Louise A. Rohrbach rohrbac@usc.edu University of Southern California, Department of Preventive Medicine April 2006- March 2008 http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7159086&p_grant_num=1R03DA021982-01&p_query=(Katrina)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=35&p_audit_numfound=10&p_keywords=Katrina	“Impact of Louisiana Hurricanes on Adolescent Substance Abuse”
National Institute on Drug Abuse	Cynthia L. Rowe crowe@med.miami.edu University of Miami-Medical, Psychiatry & Behavioral Sciences http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7146237&p_grant_num=1R01DA021887-01&p_query=(Katrina)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=100&p_audit_numfound=1&p_keywords=Katrina	“Family-Based Drug Services for Young Disaster Victims”
National Institute on Drug Abuse	Angela A. Robertson Mississippi State University April 2006-September 2007 angela.robertson@ssrc.msstate.edu http://crisp.cit.nih.gov/crisp/CRISP_LIB.getdoc?textkey=7158849&p_grant_num=1R21DA021986-01&p_query=(Katrina)&ticket=23476188&p_audit_session_id=114472663&p_audit_score=52&p_audit_numfound=7&p_keywords=Katrina	“Hurricane Katrina Effects on Female Adolescent Offenders”

TABLE
 Funded Research Projects Concerning Katrina-Exposed Children, Their MH &
 Academic Functioning, Their Families, and/or Their School

<p>Post-Katrina Longitudinal Follow-up Not Funded Yet (Researchers intend to Propose this research to NIH and NSF)</p>	<p>Carl Weems (University of New Orleans) and Dr. Armando A. Piña (Department of Psychology, Arizona State University) http://www.public.asu.edu/clas/issr/Hurricane_Katrina.htm "... 'why do some individuals respond well while others are severely impacted?' Prior to ... Hurricane Katrina, [they] conducted an extensive battery of psychological tests on a sample of approximately 275 children (ages 7 – 17) and their parents who lived in the New Orleans area. The pre-Katrina assessment included cognitive measures, parent and child self-reports of trait anxiety, positive affect, and negative affect plus a number of social and contextual variables that may predict mental health functioning or moderate the impact of trauma."</p>	<p>"Approximately one year later, [they] are now poised to revisit these children and their families to study the effects of Katrina. This sample... represents a unique and unprecedented opportunity to examine how pre-trauma functioning moderates adaptive/maladaptive functioning after a major natural disaster in youths and their families."</p>
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