

## SPECIAL ENEWS

From: Center for Mental Health in Schools at UCLA

Re: UPDATE (9/22/05) — Hurricane Aftermath

As we noted on Monday, this and subsequent special ENEWS mailings will continue to distribute materials, additional guidance notes, and other information and sharing on a regular, but not daily basis.

We encourage you to keep sending us information to share with others, indications of what is needed and what is helpful. Your input is essential and is greatly appreciated by others across the country.

### MEETING SCHOOL NEEDS TODAY AND LOOKING AHEAD

>>Maurice Elias, Professor, Department of Psychology, Rutgers University, and Co-Developer of the Social Decision Making/Social Problem Solving Project has created a tool that could be used to guide discussions in an empathy and problem-solving skill-building way. He sent a copy and it is **included as an attachment to this ENEWS**.

>>>Reports from Louisiana indicate that different groups are arriving daily to help in some way, but there still is a significant problem related to coordinating them with the efforts of existing local, State or Federal efforts. This will need to be a greater focus in every domain. This would seem to be a particularly opportune time for school districts and schools to move forward with establishing resource-oriented mechanisms first to handle coordination of resources and then to evolve into “Learning Supports Resource Teams” for schools, “Learning Supports Resource Councils” for families of schools, and a “Learning Supports Resource Group” at District, regional, and state offices. See

>”What is a Learning Supports Resource Team?” (FACT SHEET) at

[http://smhp.psych.ucla.edu/pdfdocs/resource\\_coord\\_team.pdf](http://smhp.psych.ucla.edu/pdfdocs/resource_coord_team.pdf)

>”Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports

at [http://smhp.psych.ucla.edu/pdfdocs/Report/resource\\_oriented\\_teams.pdf](http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf)

### NEWS BRIEFS

>>NEW YORK TIMES – “Plan Will Pay 90% of Costs for Students Hit by Storm.” The Department of Education announced a plan to pay 90% of the educational costs of students and schools affected by Hurricane Katrina for one year. But the Department's plan (see <http://hurricanehelpforschools.gov/0916-factsheet.html>), which seeks \$2.6 billion in new hurricane relief spending, came under immediate attack from Democrats and teachers' union officials, who asserted a major component – payments to families with children in private schools – amounted to a national voucher program. The department proposed that \$1.9 billion be used to pay states and school districts for absorbing children from the affected areas into their public schools. An additional \$227 million would be dedicated to displaced adults with outstanding student loans, and to colleges and universities that have taken in students from the storm areas.

>>WASHINGTON POST -- “Bush Proposes Vouchers for All Displaced Students.” Under President Bush's plan to cover most of the cost of educating students displaced by Hurricane Katrina, parents could enroll their children in a private or religious school this year at federal expense, even if they had gone to public schools back home. In proposing \$1.9 billion in aid for kindergartners through 12th graders whose schools were ruined by the storm, U.S. Education

Secretary Margaret Spellings originally said the administration was setting aside \$488 million for private school tuition and other help. Yesterday, however, as new fine print of the proposal emerged, White House and Education Department spokesmen confirmed the government payment -- as much as \$7,500 per child -- would be given for a year to any displaced family that now prefers an alternative to public schools."

>>HOUSTON CHRONICLE -- Spellings vows 90% payback for Texas schools -- "Texas schools will recoup the millions of dollars they have spent to educate more than 41,000 students evacuated from New Orleans, according to a relief proposal announced Friday by the U.S. Department of Education. The \$2.6 billion package, which still needs approval from Congress, includes up to \$7,500 for each Hurricane Katrina evacuee. The proposal pledges to reimburse schools for 90 percent of their instructional costs, which averages \$6,750 per Texas student. The hope is that other relief funds, such as FEMA, will pick up the remaining 10 percent. ...

The proposal also includes up to \$488 million for families at private schools and up to \$227 million for colleges and their students. Because nearly 33 percent of students in the highly impacted areas attended private school - three times the national average - the plan also includes up to \$7,500 in emergency compensation for families already enrolled at those campuses. Private schools that have opened their doors, often free of charge, to Katrina students, hope they'll see some of that money. ...

It signals much-needed relief for the Houston Independent School District, which has enrolled roughly 4,700 displaced students. Texas' largest school district has hired 180 new teachers, added 37 new bus routes and ordered about 10,000 new textbooks to accommodate the students. The district also has spent about \$1 million for 20 additional police officers. "It's a very significant announcement," HISD Superintendent Abelardo Saavedra said. "Hopefully the funds will start flowing very quickly." Saavedra said he's hoping some costs, like those associated with increased psychological services and the reopening of Douglass and Ryan elementary schools, will be covered by FEMA. Districts across the state have received numerous donations, including a \$100,000 check the National Education Association will present to the Texas State Teachers Association. Until the federal package is finalized, HISD will continue to spend its operational budget - and reserves, if necessary, Saavedra said. The district is already spending money that's earmarked for the second half of this school year, he said.

Richard Griffin, a consultant with the Harris County Department of Education, said area superintendents are anxious to see more details about the proposal. They're concerned that districts might still lose money since the displaced students, some of whom are homeless, traumatized and without school records, will be more expensive to educate.

... Spellings said she also expects - probably as early as next week - a ruling on accountability standards for the displaced children. The Texas Education Agency has asked to exempt displaced students' results from the Texas Assessment of Knowledge and Skills.

>>Medicaid and the Hurricane Aftermath. (From the Bazelon Center) -- "The desperate and immediate need of hundreds of thousands of people displaced by Hurricane Katrina for health and mental health services created a dilemma for Congress, which had agreed to cut \$10 billion cut from Medicaid. Because Medicaid is the primary source of states' mental health care funding, such cuts would further shred the safety net for vulnerable populations, including many of those traumatized by Katrina. Recognizing the need, Congress has postponed its budget reconciliation efforts until mid-October, and a bipartisan group of Senators, led by chairman and ranking member of the Senate Finance Committee, Charles Grassley (R-IA) and Max Baucus (D-MT), has introduced emergency health care relief legislation. The Grassley-Baucus Emergency Health Care Relief Act uses Medicaid to meet the needs of Katrina survivors. See a summary at: <http://www.bazelon.org/issues/medicaid/grassley-baucus.htm> The package would provide immediate Medicaid health care relief to Katrina victims with incomes up to 100 percent of the federal poverty level -- up to 200 percent for pregnant women and children. It includes options for comprehensive mental health services, including home- and community-based services and would cover 100 percent of the cost with federal dollars in the states affected by Hurricane Katrina (Louisiana, Mississippi and counties under disaster designation in Alabama). The coverage would last for five months, with an option to extend it for another five months."

>>John Schlitt, Executive Director of the National Assembly on School-Based Health Centers

reports that: “Five New Orleans clinics are gone. In fact, schools in Orleans Parish aren’t expected to open at all this school year. In Mississippi ... of the state’s twenty-two school-based health centers, several were severely damaged – all of them in the Biloxi area.... For some evacuees, private insurance linked to a job that no longer exists provides no coverage. ...The W.K. Kellogg Foundation has made a \$12 million commitment to its existing grantees who are dealing the with storm’s aftermath. Funding for school-based health centers is included in the emergency appropriation.” Kaye Ray, Executive Director Southeast MS Rural Health Init., Inc. reported to Schlitt that “Hattiesburg, MS has one school- based health center that is now open and seeing patients. Although the clinic only had minor damage it was closed for 3 weeks (with the exception of 2/3 days when it was used to assist a local Red Cross shelter in seeing patients). The schools in Hattiesburg are now open, along with the health center. We have also been funded as a New Access Point for a school based clinic at the Hattiesburg High School and have received the Notice of Grant Award enabling us to move forward with that school-based health center.”

## **VOLUNTEERS NEEDED**

>>Health and mental health professionals who want to volunteer their time in the area to assist with meeting the needs of children and youth and schools, contact: John Schlitt, Executive Director, email: [jschlitt@nasbhc.org](mailto:jschlitt@nasbhc.org) phone: 888-286-8727

## **MORE RESOURCES**

In addition to those we have online at <http://smhp.psych.ucla.edu/crisisresp.htm#hurricane> and those we have cited in previous ENEWS mailings:

>>LEXIS-NEXIS – <http://www.lexisnexis.com/news/> -- a portal that provides free full text access to Hurricane content

>>Some Rebuilding Guidelines from CAMPAIGN FOR YOUTH – “Considerations for Youth and Communities Impacted by Hurricane Katrina” – <http://www.nyec.org/CFY-katrina.pdf> “Even before the storm and floods, many of the young people in the affected areas were already adrift -- disconnected from school, work, and other supports all youth need to make the transition to successful adulthood. As communities struggle to integrate newcomers, or rebuild damaged infrastructure, the National Campaign for Youth says the needs and abilities of disconnected young people should not be overlooked. In fact, now’s the time to help both communities and kids ages 16-24 by involving them in rebuilding and developing their neighborhoods.”

>>The National Black Child Development Institute is offering materials for parents, families, including a free publication – “An Activity Book for African American Families: Helping Children Cope with Crisis” See <http://nbcidi.org> or call (202) 833-2220.

>>Mona Johnson, Prevention/Intervention Program Supervisor at the Office of Superintendent of Public Instruction in Washington State identifies the following as a useful resources to help those working with children and youth dealing with the hurricane aftermath: In “Operation: Military Kids National Ready, Set, Go! Training Manual” see particularly Chapter 8: Coping with Stress, Chapter 9: Impact of Grief, Loss and Trauma and Chapter 10: Fostering Resilience in Children & Youth. Online at – <http://www.k12.wa.us/OperationMilitaryKids/TrainingManuals.aspx>

>>“Having been through September 11th, we would like counselors, teachers and school staff to know that we are available to help in whatever manner that they see fit. We would appreciate it if you could include the following blurb in your next enewsletter: ‘The faculty and staff at the NYU Child Study Center Institute for Trauma and Stress are greatly saddened by the effects of Hurricane Katrina. We understand that schools, school districts, and local agencies have a lot of

experience in dealing with traumas, but at times like these, resources can be spread thin. Based on our ongoing experiences helping NYC schools recover from the aftermath of 9/11, we would like to partner with schools that are helping students affected by Katrina. We are able to donate written materials on helping students, teachers, and caregivers cope with the effects of Hurricane Katrina, provide training to counselors, and other school staff, and/or assist with parent trainings. We will tailor these services to fit the needs of your school. For more information, please contact Elizabeth Mullett, Ph.D. at (212) 263-3682 or [Elizabeth.mullett@med.nyu.edu](mailto:Elizabeth.mullett@med.nyu.edu). Materials also can be downloaded from our website: [www.AboutOurKids.org](http://www.AboutOurKids.org).”

>>Bob Conlon, Director of Student Support Services, Fort Bend Independent School District indicates his staff have found the following particularly useful at this juncture:(1) “Teacher Guidelines for Helping Students after a Hurricane” from the National Child Traumatic Stress Network – [www.NCTSN.net](http://www.NCTSN.net), (2) “Parent Guidelines for Helping Children after a Hurricane” from the National Child Traumatic Stress Network – in English and Spanish– [www.NCTSN.net](http://www.NCTSN.net) , (3) “Understanding the Impact of Katrina on Children and Adolescents” from The ChildTrauma Academy – [www.ChildTrauma.org](http://www.ChildTrauma.org) , and (4) guidance notes from our Center – <http://smhp.psych.ucla.edu/pdfdocs/planningneeds.pdf> and [http://smhp.psych.ucla.edu/pdfdocs/loss\(hurricane\).pdf](http://smhp.psych.ucla.edu/pdfdocs/loss(hurricane).pdf)

>>Resources for Schools from the National Child Traumatic Stress Network – Programs for Early Recovery, Programs for Intermediate Recovery, Additional Websites for School Personnel [http://www.nctsn.net/nccts/nav.do?pid=ctr\\_schl\\_resources](http://www.nctsn.net/nccts/nav.do?pid=ctr_schl_resources)

>>Hurricane Katrina: School Safety and Emergency Planning – resources from National School Safety and Security Services – <http://www.schoolsecurity.org/katrina.html>

>>From Diane L. Bridgeman, Ph.D. Monterey Bay Psychological Association disaster response co-chair – [drdianebridgeman@hotmail.com](mailto:drdianebridgeman@hotmail.com) – Ph; (831) 420-1109 – She and colleagues have developed resources for their Disaster Mental Health teams, ARC, Psychological Assoc. and in work with their County Mental Health Team and National colleagues. The resources are “only meant as guidelines. ... As is always the case there is the balance between standardizing materials and tailoring them for each location/situation.” The resources include: (1) a process that can be used for MH folks to arrange for "post-assignment check-ins", formerly known as a type of debriefing for disaster workers upon their return, not for clients; (2) a "MH Screening Assessment" (primarily used in health services by ARC chapter nurses, but sometimes used along MH lines for intense and hardship assignments), (3) "Coping on Assignment" handout for volunteers, (4) "Considerations on Hardship Assignments", (5) "Post-assignment Check-ins" and (6) Points to consider for staff & volunteers working at Chapters, call-centers, etc. Diane indicates they are currently preparing a listing of relevant disaster mental health materials that they would be happy to send along as well. And, we shortly have more to share with reference to due diligence in respecting crucial diversity.

>>**SMALL GRANT FOR PSYCHOLOGY EDUCATION AND TRAINING -- to replace destroyed materials or other needs associated with the hurricane** – From the American Psychological Association Hurricane Relief Support – Grants up to \$5,000 will be made on a one-time basis. Funding may be used to offset the expenses associated with replacing supplies, books, journals, teaching resources, and other losses or costs associated with the hurricane. Proposals will be accepted from psychology departments or programs of regionally accredited institutions of higher education or APA accredited training programs. Only one proposal may be submitted by an individual program. Proposals should be typewritten, and not exceed two single-spaced pages of text. The proposal must briefly explain the need for funding, and provide a detailed budget and must be postmarked no later than October 15, 2005; decisions will be made by November 15. Send to: Deborah McCall, Science Directorate, American Psychological Association, 750 First Street NE, Washington, DC 20002 or as an attachment to email.

## **A Format for Conducting Discussions Among Students about Hurricane Katrina and the Events in the Gulf Coast: What Can Be Done? How Can Healing Take Place? How Can Students Take an Active Helping Role?**

The following pages contain a two worksheets and a lesson plan/discussion outline that can be used now and into the future with groups of students to help them sort out the events in the Gulf Coast in an emotionally intelligent way. The worksheets ask students to focus on different groups involved in the conflict. For example, one is set up with the groups, Children Who Have Lost Their Homes and Relief Workers. If there were 24 students in a class, they might form 4 groups of 6. Each group would complete the worksheet from the perspective of the group they were assigned. In this case, 2 groups would take the perspective of the children and 2 would take the perspective of the relief workers. Older students and/or those with more background, can add groups and/or think of them in more sophisticated ways. So, one might say National Guard Members sent to help and Looters, or for three groups, Meteorologists Tracking the Storm, FEMA Personnel who were involved in recent Florida Hurricanes, and the Mayor of New Orleans, Biloxi, or other affected cities. The selection of groups can integrate with larger curricular concerns, such as reading maps, calculating the height of a storm surge and the force of waves, analyzing the construction and strength of levees, and understanding geography, state and local government, communication systems, and the history, economy, and culture of Gulf Coast cities. The second worksheet is blank, which allows one to define groups in whatever way makes instructional sense.

The social decision making/social problem solving format in the worksheets is designed to help students clarify their feelings, try to understand why they feel as they do and be clear about their sources of information, determine clear goals, and work toward problem solving. Ultimately, this format serves to purpose of creating a deeper sense of empathy and perspective-taking. This is difficult to do, but this format helps that process along. The second purpose of the format is to help focus on action steps. Students in a democracy have shared responsibilities and need to have an orientation toward active participation. These various format are presented in the hopes of fostering greater understanding among our youth and also as tools to help the healing process as events move forward. If you have any questions about the use of these formats, please email me at [MJERU@AOL.COM](mailto:MJERU@AOL.COM) or Fax to me at 732-445-0036. —Maurice J. Elias, Ph.D., Rutgers University & CASEL Leadership Team ([www.CASEL.org](http://www.CASEL.org)).

**Academic Infusion of SEL/Decision Making into History and Current Events**

**Children Who Have Lost Their Homes**

**Relief Workers**

**Feelings**

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**Problems**

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**Goals**

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**Think of things to do**

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**Envision Outcomes**

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**Select best alternative**

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Academic Infusion of SEL/Decision Making into History and Current Events

Group: \_\_\_\_\_

Group: \_\_\_\_\_

Feelings

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Problems

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Goals

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Think of things to do

---

Envision Outcomes

---

Select best alternative

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## Thinking About Current Events

1. What is the event that you are thinking about? When and where is it happening? Put the event into words as a problem or choice or decision.
2. What people or groups were involved in the problem? What are their different feelings? What are their points of view about the problem?
3. What do each of these people or groups want to have happen? Try to put their goals into words.
4. For each person or groups, name some different options or solutions to the problem that they think might help them reach their goals. Add any ideas that you think might help them that they might not have thought of.
5. For each option or solution you listed, picture all the things that might happen next. Envision long and short term consequences.
6. What do you think the final decisions should be? How should it be made? By whom? Why?
7. Imagine a plan to help you carry out your solution. What could you do or think of to make your solution work? What obstacles or roadblocks might keep your solution from working? Who might disagree with your ideas? Why? What else could you do?
8. Rethink it. Is there another way of looking at the problem that might be better? Are there other groups, goals, or plans that come to mind?

From: Elias, M. J., & Bruene Butler, L. (2005). Social Decision Making/Social Problem Solving for Middle School Students: Skills and Activities for Academic, Social, and Emotional Success. Champaign, IL: Research Press.  
([www.researchpress.com](http://www.researchpress.com))