



PREPARING FOR NATURAL
DISASTERS AND SCHOOL CRISIS
EVENTS THROUGH
A BEHAVIORAL HEALTH LENS



TEAM
KENTUCKY[®]

CABINET FOR HEALTH
AND FAMILY SERVICES

Department for Behavioral
Health, Developmental and
Intellectual Disabilities



TABLE OF CONTENTS

03 | **About This Toolkit**

06 | **Natural Disasters**

23 | **School Mass
Violence Attacks**

38 | **Unexpected Death**

50 | **Preparing for
Anniversaries**

61 | **Coping Activities**



ABOUT THIS TOOLKIT

This toolkit is a **comprehensive resource** designed to **assist Kentucky schools in preparing for, mitigating, and recovering from the behavioral health impacts of traumatic events**. Such events encompass natural disasters, school mass violence incidents, and unexpected deaths of staff members or students.

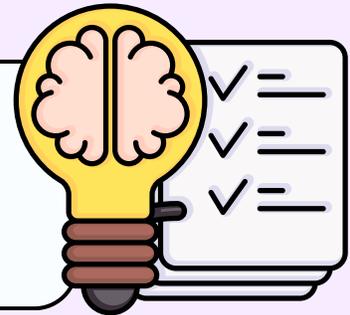
Traumatic events can significantly affect the behavioral and physical health of students, staff, and educators, disrupting the learning environment and jeopardizing safety. Children and youth respond differently to emergencies due to their physiology and developmental stage. **Addressing their needs beforehand can enhance their recovery from such events.**

Behavioral health is essential to emergency preparedness plans and crucial for community resilience and recovery following a traumatic event. Individuals, families, and first responders may experience various emotional, behavioral, physical, and cognitive responses. **Preparedness before a crisis can reduce anxiety and promote calmness.**

HOW TO USE THIS TOOLKIT

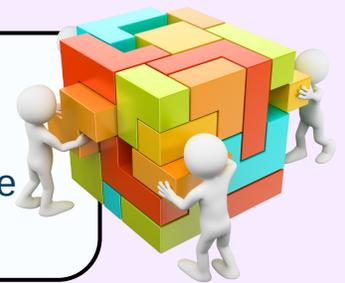
LEARN

Use these resources to learn how to prepare for, respond to, and recover from the behavioral health impacts of traumatic events, including natural disasters and school crisis events.



BUILD

This guide contains resources to help build positive behavioral health skills essential to emergency preparedness plans and crucial for community resilience and recovery following a traumatic event.



PREPARE

The toolkit provides lesson plans and other resources to promote preparedness before a crisis, which can reduce anxiety and promote calmness.



ADAPT

This toolkit is tailored to the diverse demands of natural disasters and school crises. While some resources may appear duplicated across sections, this enables easy standalone use based on specific school needs.



THE IMPORTANCE OF PREPAREDNESS

PREPAREDNESS INVOLVES...

1

developing a comprehensive response and recovery plan

2

training staff to address the immediate, midterm, and long-term needs of students and staff members

3

practicing plan implementation in a simulated traumatic event environment

4

evaluating and redesigning plan components that no longer meet operational standards for the school

When people are trained in emergency protocols (including students, when appropriate) and have knowledge of techniques to reduce anxiety and establish calm, they are better able to handle the emergency and help the people impacted by the traumatic event.

NATURAL DISASTERS



Preparing Students for Natural Disaster

Preparation promotes teamwork and emotional stability, reduces worry, boosts confidence and resilience, and enhances coping abilities during and after the event.



Teachers can reduce student stress and increase resiliency by modeling healthy coping and supporting skills for regrouping, recovering, and seizing opportunities.



Preparing Families and Children for Natural Disasters

SAMHSA advises parents to take steps to ensure children are better equipped to respond to disasters and cope with common reactions.

Plan for disasters by involving children in safety and resilience preparations, regardless of age, through the following steps:

- Prepare family emergency kits with supplies for all household members, including pets, to ensure readiness and safety during emergencies. (Please visit <https://www.ready.gov/kids/family-emergency-planning/build-a-kit> for a guide on how to build an emergency kit)
- Create an evacuation and reunification plan for emergencies, establishing an alternative meeting spot recognizable to all family members if home isn't safe or separation occurs.
- Discuss school safety drills with your child and encourage them to identify strategies learned that could be applied to household emergency plans.



Children and Disasters
SAMHSA



In the Classroom: Preparing Students for Natural Disaster

These resources are tools that can be used with students to help them feel prepared, should a natural disaster occur, which reduces their anxiety and increases their resilience.

Ready 2 Help:

This game is designed for ages 8 and up and can be downloaded in 6 languages. Order free copies in English and Spanish from FEMA Warehouse by visiting:

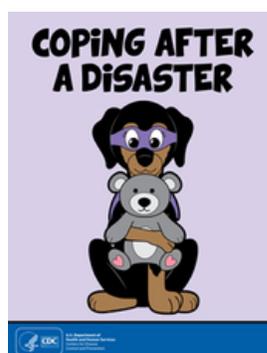
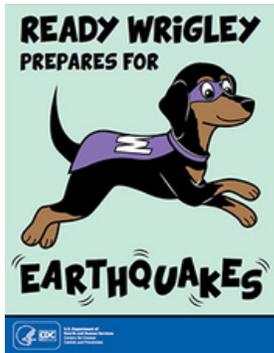
<https://www.ready.gov/kids/ready-2-help>



Ready Wrigley helps students learn to prepare and cope with different natural disasters.

Please visit:

<https://www.cdc.gov/orr/ready-wrigley/> to access these free resources for your school!



Best Practices for Natural Disaster School Response

- **Everyone in the school needs access to vital disaster-related information and resources.**
 - Ensure all school staff receive current disaster policy information for consistent, aligned responses. If overwhelmed, other staff can step in to support all children.
- **Responding and recovery takes time.**
 - Expect delays in return to normalcy after a natural disaster. Prioritize mental health support over academics initially. Be flexible with varying student adjustment timelines.
- **Remember that youth take cues from the adults around them.**
 - Stable school staff aid student stability. Kids can quickly become unregulated if staff are unregulated, emphasizing caregiver self-care importance.
- **Schools should minimize student, family, and staff exposure to traumatic material.**
 - Delay potentially traumatizing activities until students and staff have recovered from the event.
- **Schools need to work closely with and communicate with behavioral health providers.**
 - Schools should promptly engage with local Community Mental Health Centers (CMHC) for on-site providers and additional community-based

Responding: Sample Classroom Meeting/Teacher Script



After a natural disaster, guiding staff, students, and families can be overwhelming.

On the following two pages, sample scripts for the classroom and a sample letter to go home to families.

These samples can be tailored to fit the needs of your school and community.

Sample Classroom Meeting/Teacher Script and Outline (to be edited to meet your specific needs)

NOTE: If you cannot read this script to your class or would like support when reading it, please let us (school administration) know, and we will have a school mental health professional come to your room and facilitate this meeting.

Please **READ THE FOLLOWING TO STUDENTS:** We have all experienced a natural disaster that has impacted each of us differently. When something like this happens, people sometimes have questions, and I would like to answer any questions you may still have. I may not know all the answers, but I will be honest. I may also tell you to ask your parents, or I may have to ask someone else and get back to you with more information. I also want to let you know that different people react differently to this type of event, which is okay. Some people may cry, others may have trouble eating or sleeping, some may find it hard to do work, and many others may not. If you want to talk to someone about your feelings or reactions, please let me know, and I will make sure you get the help you need. Does anyone have any questions?

WHEN ANSWERING QUESTIONS, PLEASE REMEMBER THE FOLLOWING:

1. Provide ONLY verified facts.

- Tell the truth (don't ignore or minimize facts).
- Use brief and simple explanations for younger children. When discussing death or loss, avoid euphemisms ("went to sleep and did not wake up," "went away," or "lost"), which may be taken literally and cause fear or misunderstanding.
- Expect to repeat facts.
- Do not give details that students do not ask for, especially those you think might frighten children (e.g., natural disasters are typical).
- Don't sensationalize or speculate.

2. Allow students to ask questions and use the following options when responding to what students ask and say:

- Explicitly identify what information is rumor or not fact, and dispel crisis rumors.
- Let students' questions guide what information you share.
- Use one of three general responses:
 - "This is what we know" when sharing verified crisis facts.
 - "I don't know" when addressing crisis circumstances that have yet to be verified.
 - "Talk to your parents" when addressing crisis circumstances inappropriate for classroom discussions (e.g., Why did God let this happen?).

3. Balance the information with reassurance about what is being done to keep them safe and how rare these events are (if they are indeed rare). Remember the referral procedures in case a student needs more support.

4. Let your students know that they can go to the triage areas if they would like to discuss this event or if you feel they need more help coping.

Sample Letter to Send Home (to be edited to meet your specific needs)

Insert date

Dear *(insert school name here)* Family,

Our school and community have experienced unimaginable loss due to the *(insert natural disaster)* on *(insert date or month event occurred)*. However, we are so excited to get back to educating your children and reestablishing routines and a new normal. While it may take some time to set up our routines as we continue to assess this event's impact on our school community, we are sending this communication to let you know what resources are immediately available.

Students may want to speak with you and other family members about what they're experiencing. Below are resources that may be useful for helping children cope with grief. Our goal is to assist our school family in understanding grief/loss and provide helpful suggestions for managing it. Our school mental health professionals, our district crisis team, and other local providers will be available to offer support and resources individually as needed. If you have any questions or concerns, please do not hesitate to contact any of the individuals listed below.

As we process the impact and cope with loss, we assure you that communication, resource provision, and your child's physical and behavioral safety are our most significant priorities. We are committed to always supporting your child and you during this time.

Sincerely,

(insert name of school leader here)

Principal, *(insert name of school here)*

List and attach all school-based resources here, such as counselors, school psychologists, social workers, FRYSC, and other school-based mental health professionals. (remove this paragraph once you add resources).

Responding After A Natural Disaster: Taking Care of Your Students

Students who have been through a natural disaster may struggle with concentration, behavior, and learning. Some may be withdrawn, others disruptive.

In the following few pages, you will find tips for supporting students in their recovery from this disaster.



Responding After A Natural Disaster: Tips on Taking Care of Your Students

MODIFY LESSON PLANS

- Adapt lesson plans to ease the workload.
- Move at a slower pace and increase flexibility.
- Repeat or write down instructions and avoid material that may distress students.

COMMUNICATE WITH STUDENTS

- Discuss students' feelings about the disaster.
- Offer accurate information to ease fears.
- Encourage healthy coping skills.

KNOW YOUR STUDENTS' EXPERIENCES

- Be aware of individual student experiences in a natural disaster to understand behavior and academic capabilities.

PROVIDE STRUCTURE

- Maintain a structured schedule with consistent rules and consequences for student support and stability.

SHARE INFORMATION WITH OTHERS

- Collaborate with colleagues to monitor students' well-being and share information about vulnerable times.

REFER STUDENTS FOR HELP AS NEEDED

- Encourage distressed students to seek support from school counselors, social workers, or nurses.



Responding After A Natural Disaster: Tips on Taking Care of Your Students

PROMOTE PROSOCIAL ACTIVITIES

- Engage adolescents in prosocial activities to rebuild the school community and social life. Peer-to-peer support fosters interaction and connection.

ENCOURAGE SELF-CARE

- Encourage students to prioritize rest, exercise, and healthy eating, promoting coping skills.

IDENTIFY SLEEP PROBLEMS

- Support students in getting adequate rest, which improves concentration and behavior.
- Collaborate with parents to address sleep issues promptly, encourage parents to seek help from medical professionals if needed.

BE PATIENT

- Recovery unfolds over weeks and months.
- Be patient. Students progress at different rates, some facing temporary setbacks.

REDUCE REMINDERS

- Limit exposure to reminders of the event, including teacher conversations.
- Modify emergency drills to support reactive students.



Populations Most at Risk for Distress

Kentucky endured multiple recent disasters, causing emotional distress. Coping strategies involve preparation, self-care, and seeking support. Normalize feelings and prioritize healthy coping methods.

Populations most at risk for distress include:

- Survivors living or working in the impacted areas (youth & adults)
- Loved ones of victims
- First responders, rescue & recovery workers and volunteers



General signs may include:

- Irregular sleep patterns
- Physical complaints like headaches or stomachaches
- Persistent fatigue
- Anger or irritability
- Extreme sadness
- Excessive worry
- Unexplained guilt
- Need to keep busy
- Increase in substance use
- Change in eating habits
- Social withdrawal

Child Warning Signs and Risk Factors After a Natural Disaster

Children, who are often some of the most vulnerable in disasters, are affected as young as infancy by natural disaster events, per National Child Traumatic Stress Network research.

Disasters can be confusing and frightening for children, leading to emotional upset and chaos, especially if they are left with unfamiliar people. Between the ages of 6-11, kids in distress may:

- Withdraw from playgroups and friends
- Compete more for parental and teacher attention
- Resist leaving home
- Show reduced interest in schoolwork
- Exhibit aggression
- Experience increased conflict with peers or parents
- Struggle with concentration



Teen Warning Signs and Risk Factors After a Natural Disaster

Disasters affect teenagers differently based on the disruption to family or community. Teens aged 12-18 may:

- Show physical complaints
- Lack interest in homework and chores
- Compete for attention
- Withdraw
- Resist authority
- Exhibit disruptive or aggressive behavior
- Experiment with high-risk behaviors like underage drinking or drug misuse



Children at risk for emotional distress include those who've:

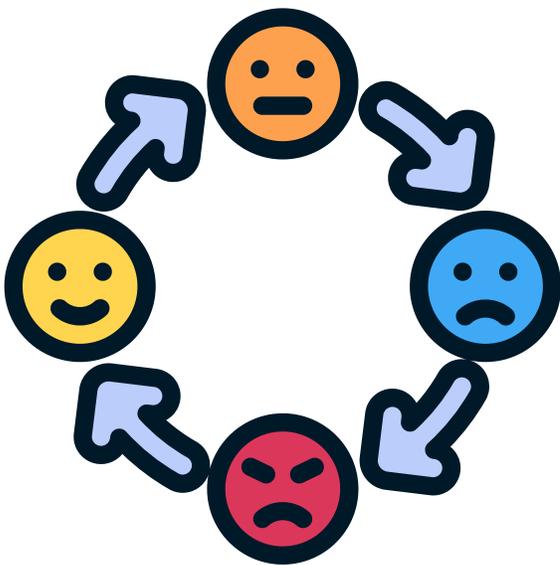
- Survived prior disasters
- Faced temporary housing, loss of belongings, parental unemployment
- Lost loved ones in disasters

Adult Warning Signs and Risk Factors After a Natural Disaster

Disaster-affected adults face overwhelming responsibilities as caretakers, survivors, and responders. Amid crisis, they must prioritize their own physical and mental well-being.

Warnings signs of stress in adults may include:

- Crying or anger outbursts
- Appetite changes
- Loss of interest in activities
- Physical symptoms like headaches or stomach pains
- Fatigue
- Feelings of guilt, helplessness, or hopelessness
- Avoidance of family and friends



After a Natural Disaster: Self-Care Tips for Educators

Self-care is vital anytime, anywhere. Implement self-care activities throughout your day. What does self-care look like for you? Here are a few tips that you can use to help take care of your mind and body.

I matter

- **Prioritize self-care:** eat healthy, avoid drugs and alcohol, and exercise regularly. Simple activities like walking and deep breathing can aid decompression.
- **Connect with loved ones for support:** share your feelings with a trusted person, and don't hesitate to ask for help when needed.
- **Reduce news exposure to manage stress:** continuous news coverage of tragedies or catastrophes can cause anxiety and stress.
- **Prioritize quality sleep:** Post-disaster sleep disturbances are common. Establish a bedtime routine, avoid screens and caffeine before bed, and consider journaling to ease racing thoughts.
- **Maintain a consistent routine:** eat and sleep at set times and regularly incorporate enjoyable activities into your schedule.
- **Refrain from significant life decisions post-disaster,** like career changes, as the aftermath can amplify challenges.
- **Reduce stress by enjoying nature:** explore parks safely for emotional health.

Disaster Distress Helpline

Call or text 1-800-985-5990

The Disaster Distress Helpline (DDH) is the nation's first hotline offering year-round crisis counseling for disaster-related emotional distress. Available 24/7 to U.S. residents, it offers multilingual support.

Counseling Services

The helpline aids recovery by offering empathetic, nonjudgmental listening. Staffed by trained counselors, it provides crisis counseling, distress recognition, referrals, and coping tips.

Who Can Call the Disaster Distress Helpline?

The helpline supports anyone affected by disaster-related emotional distress, including survivors, responders, caregivers, and clergy. Calls can be made on behalf of oneself or others.

For more information regarding the Disaster Distress Helpline visit
<https://www.samhsa.gov/find-help/disaster-distress-helpline>

SCHOOL MASS VIOLENCE ATTACKS



Preparing for School Mass Violence Attacks

Promote safe learning environments by prioritizing school safety through a behavioral health perspective for students, staff, and communities. Administrators can take steps to enhance the perception of schools as safe environments, boosting comfort for students and staff.

- 1. Inform parents about safety policies and crisis prevention.**
- 2. Emphasize everyone's role in safety, balance building security with a supportive environment, and offer mental health resources.**
- 3. Highlight violence prevention efforts, like conflict resolution and interpersonal skills training.**



Preparedness: Talking to Students

Discussing mass violence and traumatic events with students validates their feelings and lessens anxiety. Planning and addressing the possibility of such events are crucial.



HERE ARE SOME DISCUSSION POINTS:

- Remind students of the safety measures in place and their role in school safety.
- Differentiate between reporting and tattling.
- Address the probability versus the possibility of harm.
- Encourage maintaining routines.
- Violence is never a solution to problems. Discuss safe ways for students to resolve conflict and be a positive part of solutions.

Reducing the Psychological Impact of Lockdowns

Lockdowns are crucial for crisis management, affecting staff and student safety perceptions. Addressing developmental needs before, during, and after reduces harm and psychological impact. Include lockdown plans in emergency preparedness.

Preparing for a Lockdown:

- Develop distinct lockdown protocols for community emergencies and those within the school to minimize trauma.
- Collaborate with emergency dispatchers to clarify lockdown terms and ensure mutual understanding.
- Introduce drills with clear goals and accommodations for diverse needs, improving response readiness without raising anxiety.
- Notify students and staff of lockdown drills in advance, considering trauma histories and offering accommodations for those fearful of drills.
- Train staff to recognize and assist students in distress during lockdowns, with administration presence ensured during drills.
- Involve resource officers and mental health professionals in planning and clarify drills on social media to prevent rumors.

Reducing the Psychological Impact of Lockdowns

Lockdown drills teach staff and students their roles and develop confidence for real emergencies. Emphasize best practices and conduct periodic drills for preparedness.

During a lockdown:

- Provide precise information, stressing obedience to adults, and use developmentally appropriate language.
- Display a calm demeanor to instill confidence in students.
- Train staff in stabilization techniques and reassure distressed students.
- Clearly communicate the level of danger during a lockdown to reduce anxiety.
- Use established communication channels to update families promptly.
- Consider assigning a team member to monitor social media for misinformation.
- Implement a lockout or modified lockdown when safe to preserve the learning environment and minimize trauma.
- Reserve complete lockdowns for immediate threats to the school.



Reducing the Psychological Impact of Lockdowns

After a Lockdown:

- Collaborate with law enforcement to assess related risks.
- Utilize a public information officer for factual communication with parents, schools, and the media.
- Prioritize student-caregiver reunification, especially for vulnerable groups.
- Provide resources for caregivers to address children's concerns.
- Offer mental health crisis interventions as necessary.
- Encourage staff and student feedback on lockdown experiences.
- Conduct a thorough evaluation of the lockdown process.



<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/mitigating-psychological-effects-of-lockdowns>



Common Reactions After a Traumatic Event

Common reactions to mass violence lessen over time. Awareness of these reactions aids in providing support for yourself and your children.

Common reactions to mass violence include:

- Anxiety
- Fear
- Behavior changes
- Harmful habits
- Loss of interest in activities
- Physical complaints
- Changes in school/work habits
- Fixation on the event
- Strong reactions to reminders
- Heightened sensitivity to sounds.



Preschool Aged: Reactions After a Traumatic Event

Parents, doctors, communities, and schools aid children by understanding their trauma experiences, addressing ongoing pain, and restoring balance to their lives and families.

Preschool aged children may exhibit:

- Helplessness
- Uncertainty about danger
- Fear affecting various aspects of life
- Emotional expression difficulties
- Sleep disturbances and fear
- Panic when apart from parents
- Speech and toileting regression
- Traumatic play or event reenactment



How to Help Preschool Aged: After a Traumatic Event

To reassure children and help them cope:

- Ensure they get enough sleep
- Provide comfort and reassurance
- Allow time for play or creative activities like drawing

To prevent children from feeling isolated in their emotions, parents, relatives, and educators should encourage them to express their feelings verbally.

Consistent caregivers who ensure children are picked up on time from school and informed about their parents' whereabouts offer a sense of security after a traumatic event.

After trauma, caregivers and educators may notice children who experience temporary regression in developmental tasks.



Adapted from:

[https://www.nctsn.org/sites/default/files/resources//age_related_reactions_to_traumatic_events.p](https://www.nctsn.org/sites/default/files/resources//age_related_reactions_to_traumatic_events.pdf)

dfg

Elementary School Aged: Reactions After a Traumatic Event

Young school-age children may worry about their safety and that of others in their school or home after a traumatic experience.

Elementary aged children may exhibit:

- Experience guilt or shame about actions during the event.
- Repeatedly talk about or seem overwhelmed by the event.
- Have sleep disturbances or nightmares.
- Struggle with concentration and learning.
- Complain of stomach aches and headaches.
- Exhibit reckless or aggressive behaviors.



How to Help Elementary School Aged: After a Traumatic Event

It is important to:

- Support children in expressing emotions at home and in the classroom.
- Encourage open communication about concerns.
- Correct misrepresentations of traumatic experiences.
- Assist children in addressing emotional interference through learning.



Middle and High School Aged: Reactions After a Traumatic Event

Traumatized adolescents may feel self-conscious about their emotional responses.

Middle and high school aged youth may:

- Withdraw from family and friends due to anxiety and fear of being different.
- Experience shame and guilt, with fantasies of revenge.
- Change their worldview.
- Engage in self-destructive or accident-prone behaviors.



How to Help Middle and High School Aged: After a Traumatic Event

- Encourage adolescents to discuss the event, their feelings, and prevention expectations with a trusted adult.
- Support parents to address strain on relationships with family and peers and provide support during these challenges.
- Help adolescents grasp "acting out" as anger expression post-trauma and provide healthier emotional outlets.
- Discuss thoughts of revenge post-violence. Addressing realistic consequences and formulating constructive alternatives can alleviate adolescents' sense of helplessness.



Adapted from:

https://www.nctsn.org/sites/default/files/resources//age_relat ed_reactions_to_traumatic_ev ents.pdf

Coping After A School Mass Violence

In addition to meeting basic needs, there are several ways to enhance coping after catastrophic violence.

PHYSICAL

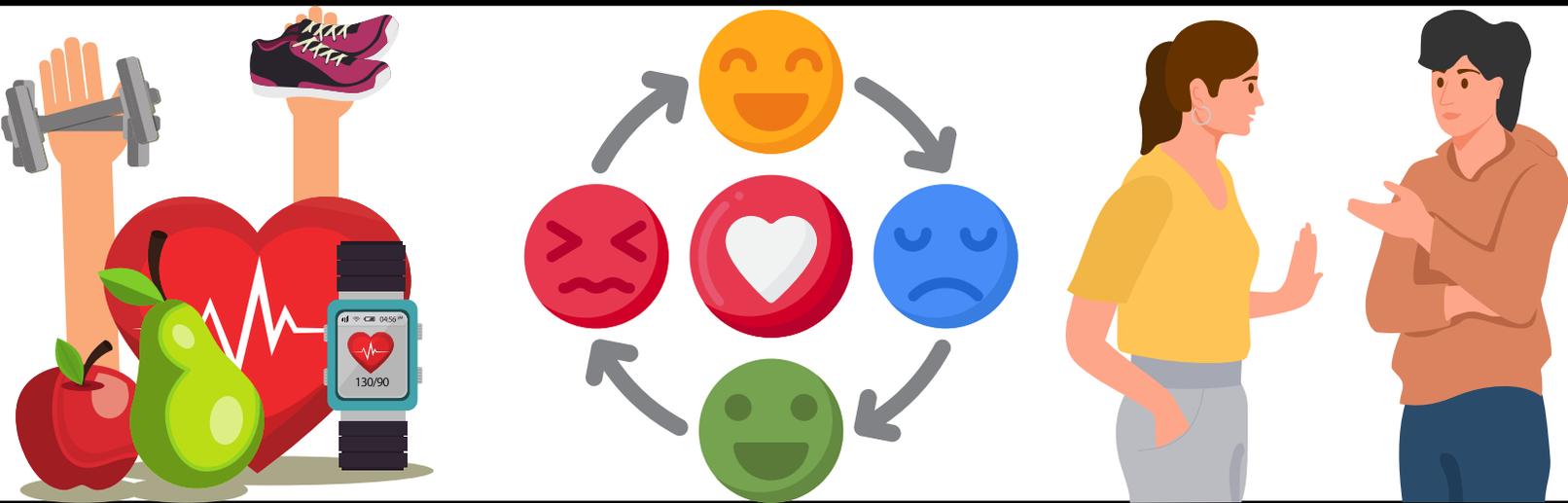
Encourage students and staff to have proper nutrition, exercise, and sleep.

EMOTIONAL

Emotional reactions are normal and should lessen over time. Seek professional help if reactions remain extreme or persistent.

SOCIAL

Social support from family and communities' aids in coping after trauma. Encourage students to communicate and seek available support.



Taking Care of Yourself for School Staff

Prioritize self-care to effectively support your students through the traumatic event.

- Reflect on personal impact to communicate effectively with students.
- Prioritize physical well-being: rest, hydration, sleep, and exercise.
- Connect with colleagues, friends, and community for support.
- Postpone major decisions until after time has passed.
- Rest and engage in enjoyable activities for self-care.



**TAKE CARE
OF
YOURSELF**

UNEXPECTED DEATH OF A STUDENT OR STAFF MEMBER



Preparing for Unexpected Death

Trauma is an emotional response to a very stressful or frightening event. Unexpected deaths, such as those from car accidents, overdose, illness, and suicide, can lead to trauma. Experiencing trauma can impact how you feel about yourself and how you interact with others. It can also put you at risk for developing mental health conditions such as anxiety disorders, depression, PTSD, substance use disorder, and borderline personality disorder.

The long-term impacts of trauma can include

- Severe anxiety, stress, or fear
- Misuse of alcohol or drugs
- Depression
- Eating disorders
- Self-injury
- Suicide

Preparing ahead of time will allow proper support systems to be in place when they are needed, which will greatly reduce the impact of the traumatic event on staff and students



Preparing for Unexpected Death

Develop or update a bereavement policy for your school, clearly outlining procedures in the event of an unexpected death. Regularly review and communicate this policy to all staff members.

Establish a dedicated bereavement team to respond to sudden student bereavement at school quickly. Ensure each team member is fully aware of and understands their role and responsibilities.

Provide bereavement training for all staff, especially in primary schools where students form strong bonds with teachers and staff members.

Ensure resources about loss, death, grief and bereavement are available for all staff and students and accessible in class reading areas, the school library or a separate box containing these specific resources.

Preparing for Unexpected Death

Keep a regularly updated list of local services to support bereaved children and families.

Respect families' confidentiality while ensuring relevant staff are aware of any bereaved students and the circumstances. This allows for appropriate support and care, especially if others at school are affected by a death or bereavement in the future.

Prepare communication materials, including a media statement and emails/letters to parents, for immediate dissemination in the event of a sudden death.



Responding to Unexpected Death: Special Considerations

In sensitive cases such as suicide or substance use-related deaths, contact the family to determine their preferences for sharing details with the school community. Encourage open conversations with students to identify those at risk. If suicide is publicly disclosed, sharing publicly available information without parental consent is not necessary.

Special efforts are needed to:

- Identify students at higher risk for adjustment concerns, including those who may have been aware of the suicide plan or could be targeted, such as former romantic partners following a breakup.
- Educate staff, parents, and students about suicide warning signs, as well as how to seek help from the community and school.
- Encourage students to seek assistance and reduce the stigma associated with accessing mental health services.
- Avoid idealizing the cause of death while still showing respect to the deceased.
- Limit media exposure.
- Stay in touch with local law enforcement, mental health agencies, and providers to monitor any potential deaths resulting from high-risk behaviors in the community.



Responding to Unexpected Death: Sample Script/Letter for Office Staff

Date:

We are sad to learn that (insert name), a (name role of deceased), died unexpectedly on (insert date). We do not have any more information at this time.

Grief counselors will be available for anyone who would like to talk about his or her feelings and will be providing support to students and staff.

Sincerely,

(Insert Name)

General Tips to Support Students of All Ages

- **Recognize typical grief reactions, including:**

- decreased appetite
- difficulty sleeping
- decreased concentration
- increased sadness
- social withdrawal



- Note: Students sometimes feel angry toward the deceased for leaving them.



- **Be direct and honest with students about death,** using terms like "death," "die," or "dying" instead of euphemisms. Remind students that dying is not contagious and that it's uncommon for children to die.
- **Be patient and concise,** repeat important information as needed, and be prepared to answer the same question multiple times.
- **Listen attentively, acknowledge emotions, and refrain from passing judgment.**



General Tips to Support Students of All Ages



- **Express your feelings honestly and calmly** to encourage children to share their thoughts and grief openly.



- **Avoid making assumptions and imposing your opinions on your students.**



- **Students may experience various emotions**, and each student's experience is unique. There is no one correct way to cope with loss, and emotions and actions will vary and change throughout the grieving process.



- **Assure students that their emotions are normal after a death** but seek professional help immediately if they express any risk to themselves or others, such as suicidal thoughts.



- **Recognize cultural variations in grieving and paying respects to the deceased among students and their families.**



- **Consider a student's behavior, mentality, and understanding of mortality, especially for children with developmental disabilities who may struggle to communicate.** Despite limitations in communication, they are still impacted by death, often exhibiting behaviors such as increased obsession, frustration, physical complaints, marital problems, and self-stimulatory tendencies.

General Tips to Support Students of All Ages

- **Maintain classroom routines** and engage students in activities they previously enjoyed.



- **Encourage students to ask questions and express their emotions in a respectful manner**, redirecting the conversation based on their inquiries.

- **Respect students' individual preferences for expressing grief, providing alternative outlets** such as writing, drawing, listening to music, or playing games for those who may find it challenging to verbalize their emotions.



- **Engage students' peers in discussions about grieving**, emphasizing the importance of demonstrating compassion and empathy towards their grieving classmates.

- **Assist bereaved students in locating a peer support group where they can connect** with others who have also experienced the death of a loved one.



Tips to Support Student by Age Group- Preschool

- Avoid using euphemisms when discussing death, especially with young children who may not understand death or believe it is reversible.
- Allow children to express their feelings and thoughts about death through play and painting.
- Be prepared to answer questions repeatedly and offer specific details in your responses.
- Possible reactions after an unexpected death may include:
 - Crying or screaming
 - Clinging to caregivers or other trusted adults
 - Fear of separation
 - Regressive behaviors such as wetting pants and thumb sucking
 - Decreased verbalization



Tips to Support Student by Age Group: Elementary School

- These students may ask questions to understand what happened. Be patient and refer them to adults who can provide answers.
- Acknowledge younger students' emotions and anxieties about death, but avoid assigning meaning to their magical thinking, as they may believe they caused the death.
- Provide various avenues for expression to students aged nine to twelve, as they may feel uncomfortable expressing their emotions and observing others' grieving behaviors.
- Possible reactions include:
 - Behavioral difficulties
 - Decreased concentration
 - Poor school performance
 - Depression
 - Irritability
 - Withdrawal
 - Somatic complaints (headaches & stomachaches)



Tips to Support Student by Age Group: Middle and High School

- If students are uncomfortable sharing their emotions with you or their peers, don't force them. Instead, give them an opportunity to express their emotions in private.
- Students often turn to social media for support. Pay attention to what they share and post. Encourage students to reach out and help a friend in need.
- Mid- to late-teenage students typically feel more comfortable expressing their emotions and grieving in ways similar to adults.
- High school students may use physical contact, such as hugging or touching the arm, to show their support and empathy.
- **Possible reactions include:**
 - Poor school performance
 - Anxiety
 - Depression
 - High-risk behaviors or substance use
 - Emotional numbing
 - Suicidal thoughts



PREPARING FOR ANNIVERSARIES: NATURAL DISASTERS AND TRAUMATIC SCHOOL EVENTS



50

Planning For Anniversaries



Developing an anniversary plan ahead of time will help ensure the needs of school staff and students are met.

Teachers, staff, and students (if appropriate) should work together to develop a plan that meets the needs of the school community.

The plan should address:

- Communication with students, staff, and parents.
- How to handle classroom discussions around the event.
- Additional safety and mental health services needed for that day.
- Review of school safety plans and procedures and make any needed updates or changes.
- Policies and procedures of a referral system for high-risk students who may need additional help and services.
- Decisions on memorial activity guidelines for your school.



Adapted from:

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/anniversaries-of-traumatic-events-guidance-for-educators>

Anniversary Reactions

The anniversary of a natural disaster or traumatic school event can provide a place for emotional healing. It is important to understand that reactions are common even years after the event. Help educate and support stakeholders, school staff, parents, and other community partners in recognizing common reactions and ways to support survivors.



Supporting Those Who Are Grieving During Anniversaries

- **Acknowledge the anniversary and the range of responses:** Use clear language that acknowledges the past and the present.
 - Example: “We may all remember what happened (insert time of anniversary) ago. A lot has changed, and we may still miss things as they used to be. It’s okay to feel upset when we remember what we’ve lost. And it’s okay to feel proud of all that we have accomplished since then. There is no right or wrong way to feel.”
- **Maintain routines as much as possible:** Consistency and predictability are critical means of reassuring youth and adults and helping them stay regulated during stressful times.
- **Adjust expectations:** Individuals may be unable to maintain their usual activity levels during this time.
 - You may need to repeat requests more.
 - You may find that both youth and adults struggle with concentration, memory, integrating new ideas, thinking creatively, making decisions, or executing complex tasks.
 - Slow down, take your time, take frequent breaks, and focus on one thing at a time.
 - Remember, these changes are temporary and will likely improve as the stress response to the anniversary decreases.



For Further Support:

If you or someone you know is in need of additional support please call or text the Suicide & Crisis Lifeline at **988**

Ways Communities Can Support Each Other Through Anniversaries

Recommended:

Employers, youth serving agencies and other stakeholders should plan expanded or enhanced mental health services and supports on or around anniversaries.

Ways communities can support grieving individuals during anniversaries:

- **Allow room for grieving:** Anniversaries often bring up powerful feelings of loss of people, places, or things, as well as the loss of hopes and dreams.
- **Give space and normalize:** Support people where they are. There is no right or wrong way to grieve.
- **Provide time and space for healthy coping:** Allow people to process the anniversary while encouraging healthy coping.

School-Initiated Memorials Are Not Recommended:

Avoid formal all-school memorials. Not everyone feels comfortable with memorial services. Instead, create a sense that school is a safe place and have small conversations as needed with individual students or classes; always allow students to be quiet or be excused from those conversations as appropriate.

Taking Care of You

Parents and Caregivers Navigating Anniversaries

- **Acknowledge your emotions and thoughts:** Talk, write, sing, or express them with trusted others, and remember whatever you are feeling is okay.
- **Be gentle with yourself:** Set realistic expectations and remember it may not be as easy to multi-task, make decisions, or accomplish complex tasks.
- **Take care of your body:** Sleep, eat well, be physically active.
- **Take care of your mind:** Find time for quiet and reflection, try a few minutes of mindfulness each day.
- **Maintain a routine:** Consistency and predictability help mitigate stress responses.
- **Connect with others:** Offer to help and accept kindness and help from others.
- **Limit media exposure, even for adults, media can be highly activating and distressing.**
- **Seek professional help** for yourself or your children if needed.



Tips for Parents and Caregivers

Helping Children/Teens Navigate Anniversaries

- **Anticipate reminders will occur:** It's normal for everyone to respond to reminders with strong emotions and thoughts.
- **Be honest and acknowledge reminders:** Talk about feelings, thoughts, memories, and losses related to the traumatic event with children to help your child understand these are normal.
- **Practice calming strategies:** Try deep breathing, muscle relaxation, grounding, and mindfulness activities.
- **Maintain normal routines:** This provides a sense of psychological and physical safety.
- **Limit media exposure:** Be aware of watching or reading media about the anniversary. Limit the amount of media coverage viewed. Have conversations to discuss and process what is being seen and felt.
- **Provide extra support as needed:** Spend extra time reassuring children at bedtime or when they are separated from their parents.
- **Adjust expectations:** Simplify or repeat instructions and expect immature behavior.
- **Connect with others:** Connections build support and resilience.
- **Do something to help others:** Helping others helps individuals build a sense of agency, feel valuable, and build resilience.
- **Celebrate accomplishments:** Remind children and teens that they continue to live their lives in lots of successful ways.



Helping Children and Youth Cope with Traumatic Event Anniversaries

Help children and youth recognize traumatic event reminders and understand their responses are normal.

Support children and youth in using calming strategies like breathing, mindfulness, grounding, and refocusing to cope with trauma reminders.

Help children and youth find words and other ways to express their strong feelings and thoughts.

Recognize and celebrate accomplishments children and youth have had over the year(s) since the event.

Provide opportunities for children and youth to make a difference in their communities, families, and lives.

Limit media exposure.

Remember, all children and youth respond differently. Allow them space to experience the anniversary in ways that work for them.



Calming Activities Families Can Do Together

- **Coloring and Painting:**

- Ask children to draw a picture of a school activity from the day. When they are finished, ask questions about that and other things they did.



- **Puzzles:**

- This can be a good, engaging activity for all ages. This activity helps with communication and teamwork.



- **Reading together:**

- Read a book to your child or read a book together with older children.

- **Play with modeling clay or playdoh:**

- Have children pick an animal, food, thing, etc., and create that item with clay or Play-Doh.



- **Exercise Together:**

- Go for a walk or take a yoga class together.

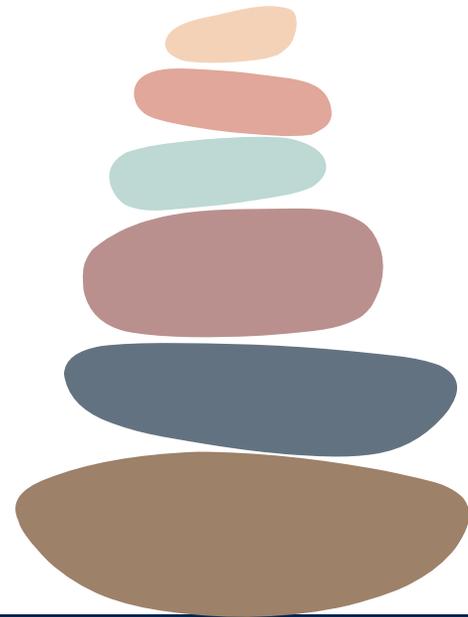


Ways to Support Calm and Relaxed Behaviors

- Take slow, deep breaths.
- Drop your jaw, drop your shoulders, drop your stomach.
- Focus on loosening up parts of your body that are tense.
- Close your eyes and picture yourself being calm.
- Count backwards from 10 to 1.
- Challenge or fact-check your thoughts by talking to a trusted person.
- Go outside and get some fresh air.
- Write down your thoughts.
- Drink some water or get a snack.



Relax
SLOW DOWN

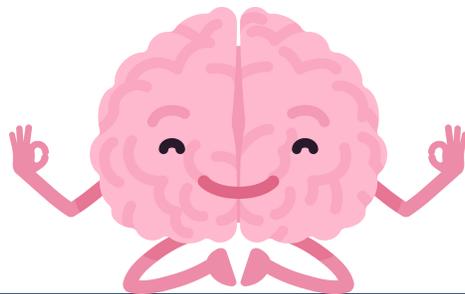




Mindfulness and Movement

Ways Employers, Schools, Youth Serving Agencies Can Implement Mindfulness and Movement Breaks

- Try starting the day, a class, or a meeting with a deep breathing exercise.
 - Resource for adolescent breathing exercises:
<https://kidshealth.org/en/teens/relax-breathing.html>
 - Resource for adult breathing exercises:
<https://www.healthline.com/health/breathing-exercise>
- Incorporate grounding techniques in a daily routine, staff meetings, or classroom. Grounding techniques help create a space to improve distressing feelings such as anxiety, stress, PTSD, etc.
 - Resource for grounding techniques:
www.healthline.com/health/grounding-techniques
- Take regular stretch and movement breaks.
- Encourage parents and caregivers to practice mindfulness and breathing techniques and incorporate movement breaks at home.
- Give time and space for youth and/or employees to practice mindfulness.



Self-regulation strategies are helpful to prevent and respond to reactions to trauma and reminders.



ACTIVITIES FOR FAMILIES TO PROMOTE HEALTHY COPING SKILLS



Healthy Coping Activities

- Exercise
- Meditate
- Make a craft
- Write in journal, poetry, stories, etc.
- Draw, color, doodle, paint
- Connect with positive friends, mentors, and trusted adults
- Eat healthy
- Stay hydrated
- Sing and/or dance
- Play with a pet
- Play with fidgets, modeling clay or play-doh
- Make your favorite healthy snack
- Take a nap
- Take a hot shower or relaxing bath
- Engage in your favorite outdoor activity
- Play a game with friends
- Make a favorite songs playlist
- Get together with friends and do a fun activity
- Go to or watch a movie
- Text or call a friend
- Cook and/or eat a meal with a friend or family member
- Read a book to yourself or read to others



Let's Make Your Own Calm Jar!

Materials Needed:

- Glass or plastic jars with lids, 16-ounce
- 1/2 cup glitter glue or clear glue
- Distilled water
- High-temperature hot glue gun, optional
- 1–2 teaspoons glitter



KEEP CALM



Instructions:

1. Pour 1/2 cup of distilled water into the jar.
2. Pour 1/2 cup of glitter glue or clear glue into the jar.
3. Add 1–2 teaspoons of extra glitter to the jar.
4. Fill up the remainder of the jar with distilled water.
5. If desired, use a hot glue gun to squeeze a ring of glue around the lid of the jar. Press the lid onto the jar and secure with the metal ring.
6. Shake the jar well to distribute the glitter.
7. Your DIY glitter jar is complete!

What Does the Calm Jar Do?

When kids are stressed, sad, or angry, they naturally have a fight-or-flight or freeze response. This makes it difficult for them to make rational decisions. Encouraging mindfulness through activities like the calm jar can help reduce stress and increase mental wellness and self-control. Have fun making a glitter calm jar together at home or school.

- Invite the child to sit down comfortably.
- Encourage them to shift their gaze to the swirling glitter, breathing deeply in and out as they watch it sink to the bottom of the jar.
- Next, invite them to notice the calm feeling moving through their body as they breathe.
- Perhaps their feet feel heavy and warm, and that feeling is moving up towards their shoulders.
- As they breathe, ask them to notice how their heartbeat feels steady, and their body temperature feels just right. All the while breathing in...and out.
- As the glitter settles and the water clears, so will their thoughts, feelings, and body.



Dried Bean Stress Balls



Materials Needed:

3-4 latex balloons

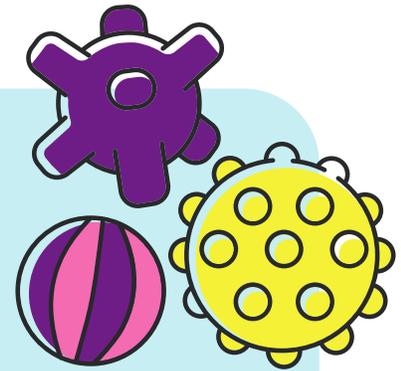
Water bottle

Scissors

Any type of dried bean or rice

Instructions:

1. Cut off the bottom of the water bottle to make a funnel.
2. Blow up ONE balloon to stretch it out.
3. Place the balloon around the neck of the bottle.
4. Use the bottle as a funnel to pour beans inside. Then, stuff the balloon full, smashing them in with your finger or a wooden spoon handle.
5. Snip the balloon OFF the bottle.
6. Cut the neck off 2 or 3 more balloons.
7. Place a balloon over the bean ball, making sure the opening of the first balloon is centered in the BOTTOM of the balloon.
8. Layer one or two more balloons, ensuring the openings do not overlap.



Note: Three layers of balloons should be good enough, but four are sturdier.

Homemade Playdough

Materials Needed:

- 1 cup all-purpose flour
- 1 cup water
- 2 teaspoons cream of tartar
- 1/3 cup salt
- 1 tablespoon vegetable oil
- Food coloring (optional)

Instructions:

1. Mix together all of the ingredients in a 2-quart saucepan.
2. Cook over low/medium heat, stirring.
3. Continue stirring until the mixture is thickened and begins to gather around the spoon.
4. Remove the dough onto wax paper or a plate to cool.

Note: Cool completely before storing in a ziplock bag or sealed container.



Once you're done, have your child pick something to create and work together to make it! Have fun!



5 Minute Rainstick

Materials Needed:

- A tall plastic bottle
- 15 colored straws
- 1/4 cup of colored garbanzo beans and/or 1/4 cup of rice (can color rice if desired).



Instructions:

1. Empty the water from the bottle and let it dry.
2. Add 1/4 cup of colored garbanzo beans.
3. Cut up the straws in different sizes.
4. Add the straws to the bottle – one color at a time.
5. Layer as many colors as you want your rain stick to have.
6. Add 1/4 cup of colored rice, leaving space for the rice to move around.
7. Glue the lid with super glue to avoid your little one trying to open it and spilling it all.
8. Shake to distribute the rice and then gently move the bottle upside down to hear the rain fall down.



Let's Make Oobleck

Materials Needed:

- 1 cup cornstarch
- 3/4 cup water
- Food coloring (optional)
- Plastic bowl or bin



Instructions:

1. Help your child measure 3/4 cup of water in a plastic measuring cup.
2. If you have food coloring, have your child add a few drops to the water.
3. Help your child measure 1 cup of cornstarch and pour it into a plastic bowl or bin. Ask your child, "What do you think will happen when the liquids are added to the corn starch?"
4. Slowly add the water and food coloring.
5. Let your child mix the mixture. It will take about 10 minutes to mix evenly, so you may need to help. Ask your child to describe the mixture. Ask, "What color is it now?" You may need more water and/or cornstarch to get the consistency right.
6. Once the mixture is ready, have your child gently feel the top of the mixture. Ask your child, how does the oobleck feel? Then, let your child sink his hands into the oobleck. Ask, "What does the oobleck feel like now?" "Is it bumpy or smooth? Hard or soft?" You can also ask if the oobleck feels warm or cold. Try shaping the oobleck into a ball. Can you do that with other liquids?

Note: Be sure to throw the oobleck in the trash. Do not pour it down the drain. It may separate and become a hard clump of cornstarch!



Extra Activity: Oobleck comes from the book "Bartholomew and the Oobleck" by Dr. Seuss here is a link for the read aloud with music that you can listen to while you make Oobleck.

Teen Activities to Promote Healthy Coping



Building with Legos or Blocks

This is a great activity to complete together, spending time building a specific project or free building time.

Nail Art

Painting fingernails with others. Try playing with new colors and painting patterns.



Color

The act of coloring can serve also as meditation. There are digital coloring books online offering free printable coloring pages

The act of making and crafting with your hands can improve your mood and engage your brain. Try some creative play every day to reduce daily anxiety levels.

Paint on Canvas or Rocks

Rocks can often be found in the yard; use paint markers, acrylic pain and permanent markers.



Journal

Find a notebook and create a personal journal, encourage teens to write thoughts, feelings and anything else in their journal. Parents can model this healthy coping activity also.



Make Bracelets

Make bracelets or make a friendship bracelet and give it to someone as a "thinking of you" gift.



Teen Activities to Promote Healthy Coping



Listening to Music

Pick relaxing and calming music and share with family. Add the music playlist to other activities as well such as a craft or while cooking together.

Knitting or Crochet

Find a local knitting or crochet class to learn with a teen. Or find an online video to learn.



Game/Video Game Night

Have teens choose their favorite board game or video game and play as a family together.

The act of making and crafting with your hands can improve your mood and engage your brain. Try some creative play every day to reduce daily anxiety levels.

Outdoor Activities

Participate in the activity as a family allowing teens to lead or teach other family members.



Scavenger Hunt

Allow teens to create fun family scavenger hunt for everyone.



Family Trivia Night

Create trivia questions and incorporate into to dinner table time or family fun game night, again letting teens take the lead.

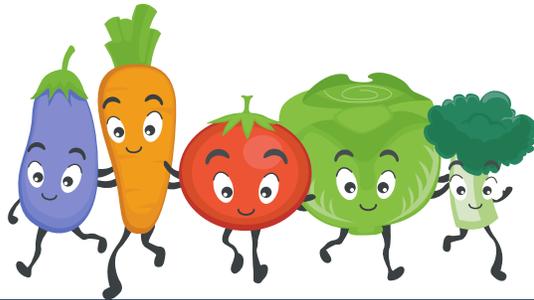


Salad in a Jar



Make it fun! Your kid/teen can choose whatever they want for their salad in a jar as long as they pick at least four veggies. Any type of jar with a lid will work, but pint mason jars work well for kids. Below you will find ingredient Ideas for your “Salad in a Jar.” Remember to have fun with this meal. Ingredients that are not on the list can be added as well. Enjoy!

- Romaine lettuce
- baby spinach
- kale mix
- broccoli slaw
- chopped or shredded carrots
- chopped cucumbers
- cherry or grape tomatoes, cut in slices or tomato chopped
- chopped green onions
- green or black olives
- artichoke hearts
- hearts of palm cut in slices (just discovered these!)
- chopped ham or turkey
- shredded or cubed cheese
- feta cheese
- bell peppers, chopped
- garbanzo or other beans you like, drained and washed
- corn
- broccoli, chopped



- cauliflower, chopped
- grilled chicken chopped
- tuna or salmon
- raisins or Craisins
- fresh mushrooms
- chopped celery
- snow peas
- boiled eggs, sliced

Topping Ideas:

- roasted chickpeas
- sesame sticks
- chopped nuts
- bacon bits
- sunflower seeds
- pumpkin seeds
- salad dressing of any kind



Instructions:

- Assist your child with chopping the veggies they have selected for their salad.
- Put the chunkier veggies on the bottom.
- If eating immediately add salad dressing to the top of the jar or store in a small container for later.
- Once you have assembled your salad, add the top to the jar and shake then open the lid and enjoy!

Hedgehog Rolls Recipe



Ingredients

- 500g pack brown bread mix
- 25g butter
- plain flour, for dusting
- 12 raisins
- 6 flaked almonds
(for kids with nut allergies, consider using a bit of raisin or a chocolate chip or come up with your own ideas to make the hedgehog nose)

STEP 1: Make the bread mixture with the butter following pack instructions. It's easiest to use a stand mixer but not difficult to do by hand. Leave the dough to rest for 5 mins, then knead for 5 mins.

STEP 2: Cut the dough into six pieces. Dust the surface with a little flour and shape each piece into a ball by rolling it between your hand. Now make it hedgehog-shaped by pulling one side out a little and squeezing it gently into a snout. Be quite firm or it will bounce back.

STEP 3: Put the hedgehogs on a baking sheet, cover with a damp small towel and leave to rise for 1 hr.

STEP 4: Heat oven to 350 degrees. Using kitchen scissors (supervise younger children), carefully snip into the dough to make the spikes on the backs of the hedgehogs. Press raisins in for the eyes and push a flaked almond into the end of each snout.

STEP 5: Bake for 15 mins or until the rolls are risen and golden. Rolls will keep for two days in an airtight container.



Did You Know?

Fun Facts About Hedgehogs

Share these fun facts with your child while they wait for their hedgehog treats to be ready to eat:

Hedgehogs are nocturnal
which means they sleep during the day and only come out at night.

A group of hedgehogs is called an array.



A baby hedgehog is called a hoglet.

Hedgehogs have over 5000 spines on their back
which can be raised and lowered in response to threatening situations.



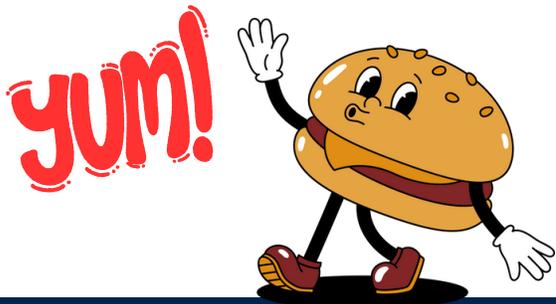
Hedgehogs can travel up to 2 miles when they are out to forage
which is a pretty long way for those little legs!

Hedgehogs are lactose intolerant
which means they can't drink milk, but water is perfectly fine for them.

Cheeseburger Cups

Ingredients Needed:

- Cooking spray
- 6 burger buns, split
- 1 tbsp.
- vegetable oil
- 1 medium onion, chopped
- 1 lb. ground beef
- 1/2 tsp. garlic powder
- Kosher salt
- Freshly ground black pepper
- 3 slices cheddar, quartered
- Ketchup, for serving
- Yellow mustard, for serving
- 12
- Pickle chips



Instructions

1. Preheat oven to 350° and grease a muffin tin with cooking spray. Flatten the burger bun halves to 1/4 inch thick with a rolling pin and place one-half cut-side up in each prepared muffin cup.
2. Heat oil in a large skillet over medium-high heat. Add onion and cook, stirring, until soft, about 5 minutes. Add ground beef and cook, breaking up meat with a wooden spoon, until no longer pink, about 6 minutes. Drain fat.
3. Return the beef mixture to the skillet and season with garlic powder, salt, and pepper. Divide the ground beef mixture among burger bun cups and top each with a cheddar cheese square. Bake until the cheese is melty, and the buns are golden about 10 minutes.
4. Drizzle cups with ketchup and mustard, top with a pickle, and sprinkle with sesame seeds.



Garlic Bread Pizza Sandwiches

Ingredients Needed:

- 1 package (11-1/4 ounces) frozen garlic Texas toast
- 1/4 cup pasta sauce
- Shredded mozzarella cheese
- 8 slices thinly sliced hard salami
- Additional pasta sauce, warmed, optional



Directions

1. Preheat griddle over medium-low heat. Add garlic toast; cook until lightly browned, 3-4 minutes per side.
2. Spoon 1 tablespoon of sauce over each of 4 pieces of toast. Top with cheese, pepperoni, salami and remaining toast.
3. Cook until crisp and cheese is melted, 3-5 minutes, turning as necessary. If desired, serve with additional sauce.



Apple Slice Nachos

Ingredients:

- 2 cups thinly sliced apples
- 2 tablespoons caramel sauce
- 2 tablespoons chocolate sauce
- 1 tablespoon sprinkles
- 1 tablespoon miniature chocolate chips



INSTRUCTIONS

- Arrange the apples on a plate.
- Drizzle the apples with the caramel and chocolate sauces.
- Top with sprinkles and chocolate chips and serve immediately.



Did You Know?

Fun Facts About Apples

1. **Apples are a member of the rose family!** Yep, apples, along with pears, plums, cherries, and peaches, are all members of the rose family of plants.
2. **Apples have five seed pockets.** Have you ever cut an apple open and looked inside? Each one has five distinct seed pockets called carpels. The number of seeds in each apple depends on the variety and the health of the plant. A healthy plant will produce more seeds than one struggling to survive.
3. **Approximately 2,500 varieties of apples are grown in the United States, and over 7,500 varieties are grown worldwide.** While the grocery store and farmers' market may only have a half-dozen varieties available for sale, there are actually more than 2,500 different types of apples grown in the US. Many of them aren't good to eat (like the crab apple, which is the only native apple plant in the US), but the ones that are all have their own unique flavor and texture.
4. **Apples are healthy for you!** You may have already gathered that apples are good for you, but did you know they're free of cholesterol, fat, and sodium? With many American diets already high in those three things, apples are a delicious and healthy alternative to pre-packaged snacks. To get even more health benefits, don't peel your apple.
5. **The average American eats about 46 pounds of apples and apple products yearly.** Although about 60% of the United States' apple crops are eaten raw each year, the other 40% is used to make applesauce, apple pies, apple cider, apple juice, and other delicious apple goodness. In fact, Americans eat about 46 pounds of raw apples and apple products each year, making apples the most consumed deciduous fruit in the country.

TEAM KENTUCKY[®]

CABINET FOR HEALTH
AND FAMILY SERVICES

Developed by:

Brittany Young, BSW, CPS

Suicide Prevention Enhancement Specialist

brittany.young@ky.gov

Amy Potts, MA

Disaster Program Administrator

amy.potts@ky.gov

**Department for Behavioral Health,
Developmental and Intellectual Disabilities**

Division of Mental Health

