

## Post-Trauma Do's And Don'ts

People who have experienced a traumatic event often demonstrate changes in behavior. The suggestions below are aimed at reducing the probability of long-term stress reactions.

### Do's

- Get enough rest
- Maintain a good diet and exercise program
- Find time and talk to supportive peers and family about the incident
- Take time for leisure activities
- Follow a familiar routine
- Spend time with family and friends
- Attend meetings regarding this traumatic event
- Create a serene scene to escape to either visually or literally
- Take one thing at a time
- Expect the experience to bother you
- Seek professional help if your symptoms persist
- Seek medical assistance if your physical symptoms concern you

### Don'ts

- Drink alcohol excessively
- Use drugs or alcohol to numb consequences
- Withdraw from significant others
- Reduce leisure activities
- Stay away from work
- Increase caffeine intake
- Look for easy answers
- Take on new major projects
- Pretend everything is OK
- Make major changes if you don't need to

### Resources Are Available

Additional information, self-help tools and other resources are available online at [www.FOH4YOU.com](http://www.FOH4YOU.com). Or call us for more information, help and support. Counselors are available 24 hours a day, seven days a week to provide confidential assistance at no cost to you.



Employee Assistance Program  
*We Care, Just Call*  
**1-800-222-0364**  
1-888-262-7848 TTY Users  
[www.FOH4YOU.com](http://www.FOH4YOU.com)

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This information is not intended to serve as medical advice. If you experience physical symptoms which cause you concern, please consult your physician.

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## Common Responses to Traumatic Events

The recent school shooting has affected the lives of many people – those directly impacted and even those indirectly impacted. Although responses to the event may differ, most people will experience some common reactions. These signs and symptoms may begin immediately or you may feel fine for days or even weeks and then suddenly be hit with a reaction. Although it may seem strange, it is very normal for people to experience emotional “aftershocks” following a traumatic event. Some common responses are:

### Physical Reactions

- Insomnia
- Fatigue, hyperactivity or “nervous energy”
- Pain in the neck or back
- Headaches
- Heart palpitations or pains in the chest
- Dizzy spells
- Appetite changes

### Emotional Reactions

- Flashbacks or “reliving” the event
- Excessive jumpiness or tendency to be startled
- Irritability
- Anger
- Feelings of anxiety or helplessness
- Feeling vulnerable

Usually, the signs and symptoms of trauma will lessen with time. If you are concerned about your reaction, note the specific symptoms that worry you. For each symptom, note the:

- **Duration**—Normally, trauma reactions will grow less intense and disappear within a few weeks.
- **Intensity**—If the reaction interferes with your ability to carry on your life normally, you may want to seek help.

### Tips for Coping After a Traumatic Event

As you are experiencing various emotions resulting from a traumatic event, below are suggestions that may help:

- Physical exercise along with relaxation may help relieve the physical stress.
- Talk to people; talk is the most healing medicine.
- Spend time with others. Resist the tendency to isolate.
- Give yourself permission to feel rotten and share your feelings with others.
- Keep a journal; write your way through sleepless times.
- Get plenty of rest and eat regular meals, even if you don’t feel like it.
- Recurring thoughts, dreams or flashbacks are normal. They will decrease over time and become less painful.

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## Signs of Stress Reaction

At some time in your life, you or someone you know may experience a traumatic event. It is very common for people to feel emotional aftershocks (or stress reactions) when they have experienced a traumatic event. Sometimes the aftershocks appear immediately, but they also can appear a few hours or even a few days later. In some cases, weeks or months may pass before stress reactions occur.

The signs and symptoms of a stress reaction may last days and occasionally months, depending on the severity of the traumatic event. With understanding and support from your family, friends and co-workers, the stress reactions usually pass more quickly. Occasionally, stress reactions can be so severe that professional assistance from a counselor may be needed. Below are some signs and symptoms of stress reactions. Help is available if these or other reactions interfere with your daily activities.

<b>PHYSICAL</b>	<b>MENTAL</b>	<b>EMOTIONAL</b>	<b>BEHAVIORAL</b>
Fatigue	Tendency to blame others	Anxiety	Changes in normal activities
Insomnia	Confusion	Grief	Change in speech
Muscle Tremors	Inability to make decisions	Denial	Withdrawal from others
Twitches	Heightened or lowered alertness	Survivor guilt/Self blame	Emotional outbursts
Difficulty Breathing	Poor concentration	Emotional numbness	Change in communication
Elevated Blood Pressure	Forgetfulness	Uncertainty	Suspiciousness
Rapid Heartbeat	Trouble identifying known objects or people	Loss of emotional control	Inability to rest
Chest Pain	Increase or decreased awareness of surrounding	Fear of loss	Substance Abuse
Headaches	Poor problem-solving	Depression	Intensified startle reflex
Visual Difficulties	Loss of a sense of time, place or person	Lack of capacity for enjoyment	Erratic movements
Nausea/Vomiting	Disturbed thinking	Intense anger	Decreased personal hygiene
Thirst	Nightmares	Irritability	Diminished Sexual Drive
Hunger	Inescapable images	Helplessness	Appetite Disturbance
Dizziness	Flashbacks	Mistrust	Prolonged Silences
Excessive Sweating	Suicidal ideas	Feelings of worthlessness	Accident Proneness
Chills	Disbelief	Apathy/Boredom	
Fainting	Change in Values		

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## Coping with Children's Reactions

### How to Deal With Fear and Anxiety

- Fear is a normal reaction to any danger that threatens life or well-being.
- After a disaster, a child may be afraid of recurrence of injury or death, being separated from family, or being left alone.
- Parents tend to ignore the emotional needs of the child once they are relieved that nothing "serious" has happened to the family.
- You must recognize that a child who is afraid is very frightened!
- A first step for parents is to understand the kinds of fear and anxiety a child experiences.

### Advice to Parents

- It is very important for the family to remain together.
- The child needs reassurance from your words as well as actions.
- Listen to what the child tells you about any fears.
- Listen when he tells you how he feels, what he thinks of what has happened.
- Explain to the child, as well as you can, about the disaster and about the known facts; again, listen carefully to her.
- Fears do not need to completely disrupt a child's and family's activities.

### Settling Down

- Parents should indicate to the child that they are maintaining control; they should understand but be firm and supportive, and should make decisions for the child.
- It is natural for a child to want to be close to the parents and for the parents to want to have the child near them.
- Parents should also be aware of their own fears and uncertainties and the effect these will have upon the child.
- Children respond to praise and parents should make a deliberate effort not to focus upon the child's immature behavior.

### How Can Parents Recognize When To Seek Professional Help?

It is time to seek help if:

- a sleeping problem continues for more than a few weeks
- the clinging behavior does not diminish
- the fears become worse

### Resources Are Available

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## Highlighted Resources for Children, Parents, and Educators from SAMHSA

### ***Children and Youth—SAMHSA Disaster Behavioral Health Information Series installment***

[http://www.samhsa.gov/dtac/dbhis/dbhis\\_children\\_intro.asp](http://www.samhsa.gov/dtac/dbhis/dbhis_children_intro.asp)

This SAMHSA Disaster Behavioral Health Information Series installment focuses on the reactions and mental health needs of children and youth after a disaster and contains resources from both the child trauma and disaster behavioral health fields. The collection includes an annotated bibliography and a section with helpful links to organizations, agencies, and other resources that address disaster preparedness and response issues surrounding children and youth.

- The annotated bibliography is found at [http://www.samhsa.gov/dtac/dbhis/dbhis\\_children\\_bib.asp](http://www.samhsa.gov/dtac/dbhis/dbhis_children_bib.asp)
- Helpful links are found at [http://www.samhsa.gov/dtac/dbhis/dbhis\\_children\\_links.asp](http://www.samhsa.gov/dtac/dbhis/dbhis_children_links.asp)

### ***Tips for talking with and helping children and youth cope after a disaster or traumatic event: A guide for parents, caregivers, and teachers***

<http://store.samhsa.gov/shin/content/KEN01-0093R/KEN01-0093R.pdf>

This tip sheet helps parents, caregivers, and teachers to recognize and address stress responses in children and youth affected by traumatic events such as automobile accidents and disasters. It describes stress reactions that are commonly seen in young trauma survivors from various age groups and offers tips on how to help as well as resources.

### ***Cultural Awareness: Children and Youth in Disasters Podcast***

<http://www.samhsa.gov/dtac/podcasts/cultural-awareness/register.asp>

The goal of this 60-minute podcast is to assist disaster behavioral health responders in providing culturally aware and appropriate disaster behavioral health services for children, youth, and families impacted by natural and human-caused disasters. Featured speakers include April Naturale, Ph.D., of SAMHSA DTAC and Russell T. Jones, Ph.D., of Virginia Tech University.

- This podcast has been archived at <http://www.samhsa.gov/dtac/podcasts/cultural-awareness/register.asp>.
- The transcript has been archived at <http://www.samhsa.gov/dtac/podcasts/cultural-awareness/transcript.pdf>.
- The presentation has been archived at <http://www.samhsa.gov/dtac/podcasts/cultural-awareness/presentation.pdf>.

### ***Psychosocial issues for children and adolescents in disasters***

<http://store.samhsa.gov/product/Psychosocial-Issues-for-Children-and-Adolescents-in-Disasters/ADM86-1070>

This booklet includes resources for people working with children after a disaster. It covers child development theories in relation to how youth respond emotionally to disasters. It also features suggestions, case studies, and a resource guide.

### ***Supplemental research bulletin: Children and disasters***

[http://www.samhsa.gov/dtac/bulletin/SAMHSA\\_DTAC\\_Supplemental\\_Research\\_Bulletin.htm](http://www.samhsa.gov/dtac/bulletin/SAMHSA_DTAC_Supplemental_Research_Bulletin.htm)

This Research Bulletin from SAMHSA examines the emotional impact that natural and human-caused disasters have on children and youth. Developed in July 2012, this bulletin examines five recently published research and literature review articles and provides a discussion of the risk factors linked to children's responses to disaster, protective factors, and resilience. It concludes with suggestions about policy and practice.

## Resources from the National Child Traumatic Stress Network

- ***It's okay to remember***

<http://www.nctsn.org/trauma-types/traumatic-grief/what-childhood-traumatic-grief>

This video provides information regarding traumatic grief in children, addresses the three main types of

trauma reminders, and illustrates how families can experience the pain of loss and then heal. It features physicians and experts in the field and is appropriate for parents and others who care for children.

- **Parent Tips for Infants and Toddlers**

This document offers a grid to help parents with infants and toddlers understand how their child may be feeling—it also offers an in-depth list of how parents can help their young children cope with disaster.

- [English] [http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e4\\_tips\\_for\\_parents\\_with\\_infants\\_and\\_toddlers.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e4_tips_for_parents_with_infants_and_toddlers.pdf)
- [Chinese] [http://www.nctsn.org/sites/default/files/pfa/chinese/appendix\\_e3.pdf](http://www.nctsn.org/sites/default/files/pfa/chinese/appendix_e3.pdf)
- [Japanese] [http://www.nctsn.org/sites/default/files/pfa/japanese/appendix\\_e4.pdf](http://www.nctsn.org/sites/default/files/pfa/japanese/appendix_e4.pdf)
- [Spanish] [http://www.nctsn.org/sites/default/files/pfa/spanish/appendix\\_e4\\_bebes.pdf](http://www.nctsn.org/sites/default/files/pfa/spanish/appendix_e4_bebes.pdf)

- **Parent Tips for Preschoolers**

This document provides information for parents including reactions and/or behavior that may occur after a disaster including suggestions for what to say and do once the disaster is over.

- [English] [http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e5\\_tips\\_for\\_parents\\_with\\_preschool\\_children.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e5_tips_for_parents_with_preschool_children.pdf)
- [Chinese] [http://www.nctsn.org/sites/default/files/pfa/chinese/appendix\\_e4.pdf](http://www.nctsn.org/sites/default/files/pfa/chinese/appendix_e4.pdf)
- [Japanese] [http://www.nctsn.org/sites/default/files/pfa/japanese/appendix\\_e5.pdf](http://www.nctsn.org/sites/default/files/pfa/japanese/appendix_e5.pdf)
- [Spanish] [http://www.nctsn.org/sites/default/files/pfa/spanish/appendix\\_e5\\_preescolar.pdf](http://www.nctsn.org/sites/default/files/pfa/spanish/appendix_e5_preescolar.pdf)

- **Parent Tips for School-age Children**

This document offers information on common reactions after a disaster and how parents can respond to their school-age children.

- [English] [http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e6\\_tips\\_for\\_parents\\_with\\_schoolage\\_children.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e6_tips_for_parents_with_schoolage_children.pdf)
- [Chinese] [http://www.nctsn.org/sites/default/files/pfa/chinese/appendix\\_e5.pdf](http://www.nctsn.org/sites/default/files/pfa/chinese/appendix_e5.pdf)
- [Japanese] [http://www.nctsn.org/sites/default/files/pfa/japanese/appendix\\_e6.pdf](http://www.nctsn.org/sites/default/files/pfa/japanese/appendix_e6.pdf)
- [Spanish] [http://www.nctsn.org/sites/default/files/pfa/spanish/appendix\\_e6\\_escolar.pdf](http://www.nctsn.org/sites/default/files/pfa/spanish/appendix_e6_escolar.pdf)

- **Parent Tips for Adolescents**

This document will provide parents with tips for how to respond to their adolescent child after a disaster. The tips include possible reactions, responses, and examples of things to do and say.

- [English] [http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e7\\_tips\\_for\\_parents\\_with\\_adolescents.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e7_tips_for_parents_with_adolescents.pdf)
- [Chinese] [http://www.nctsn.org/sites/default/files/pfa/chinese/appendix\\_e6.pdf](http://www.nctsn.org/sites/default/files/pfa/chinese/appendix_e6.pdf)
- [Japanese] [http://www.nctsn.org/sites/default/files/pfa/japanese/appendix\\_e7.pdf](http://www.nctsn.org/sites/default/files/pfa/japanese/appendix_e7.pdf)
- [Spanish] [http://www.nctsn.org/sites/default/files/pfa/spanish/appendix\\_e7\\_adolescentes.pdf](http://www.nctsn.org/sites/default/files/pfa/spanish/appendix_e7_adolescentes.pdf)

- **Tips for Parents on Media Coverage**

[http://www.nctsn.org/sites/default/files/assets/pdfs/tips\\_for\\_parents\\_media\\_final.pdf](http://www.nctsn.org/sites/default/files/assets/pdfs/tips_for_parents_media_final.pdf)

This tip sheet provides information for parents on how to limit a child's exposure to disturbing media images after an earthquake.

## **Additional Resources for Children, Parents, and Educators**

***After a loved one dies—how children grieve; And how parents and other adults can support them***

<http://www.newyorklife.com/newyorklife.com/General/FileLink/Static%20Files/New%20York%20Life%20Foundation%20Bereavement%20Guide%20-%20After%20a%20Loved%20One%20Dies%20.pdf>

This 26-page booklet is for parents and other adults to help children who have suffered the loss of a parent or loved one to get through their grief.

***Helping students cope with media coverage of disasters: A fact sheet for teachers and school staff***

[http://www.oumedicine.com/docs/ad-psychiatry-workfiles/school\\_disaster\\_media\\_factsheet\\_2011.pdf?sfvrsn=2](http://www.oumedicine.com/docs/ad-psychiatry-workfiles/school_disaster_media_factsheet_2011.pdf?sfvrsn=2)

According to this fact sheet, it "provides an overview of how media coverage of a disaster may affect students and suggests strategies that people working in schools can use to address these effects. The strategies described in this fact sheet can be used by teachers, school counselors, school social workers, other school staff members, and school administrators.

***Helping your child cope with media coverage of disasters: A fact sheet for parents***

[http://www.oumedicine.com/docs/ad-psychiatry-workfiles/parent\\_disaster\\_media\\_factsheet\\_2011.pdf?sfvrsn=2](http://www.oumedicine.com/docs/ad-psychiatry-workfiles/parent_disaster_media_factsheet_2011.pdf?sfvrsn=2)

According to the document, this fact sheet "provides an overview of how media coverage of a disaster may affect your child and suggests strategies that parents can use to address these effects.

***Responding to stressful events: Helping children cope***

[http://www.phac-aspc.gc.ca/publicat/oes-bsu-02/pdf/helping-child-cope\\_e.pdf](http://www.phac-aspc.gc.ca/publicat/oes-bsu-02/pdf/helping-child-cope_e.pdf)

This packet contains information on helping children cope after a stressful event. It provides information on common reactions and coping techniques.

***Talk, listen, connect: When families grieve***

<http://www.sesamestreet.org/parents/topicsandactivities/toolkits/grief>

This collection of resources addresses the difficult topic of the death of a parent and helps families cope with complex emotions, honor the life of a loved one, and find strength in each other. There are components for military families and nonmilitary families.

***Understanding child traumatic stress***

[http://nctsn.org/sites/default/files/assets/pdfs/understanding\\_child\\_traumatic\\_stress\\_brochure\\_9-29-05.pdf](http://nctsn.org/sites/default/files/assets/pdfs/understanding_child_traumatic_stress_brochure_9-29-05.pdf)

This document discusses the cognitive response to danger as it relates to traumatic experiences or traumatic stress throughout all developmental stages, particularly in children. It provides an overview of posttraumatic stress responses and their severity and duration, as well as posttraumatic stress after chronic or repeated trauma.

**Resources on Trauma and Mass Violence:**

- ***Coping with Violence and Traumatic Events***—This SAMHSA website has a variety of resources for first responders, schools, adults, and families for coping with violence and traumatic events. <http://www.samhsa.gov/trauma/index.aspx>
- ***Dealing with the Effects of Trauma: A Self-Help Guide***—This SAMHSA guide provides more in-depth information on recovering from a traumatic event and is geared for those whose reactions may be lingering. <http://store.samhsa.gov/product/Dealing-with-the-Effects-of-Trauma-A-Self-Help-Guide/SMA-3717>
- ***Effects of Traumatic Stress after Mass Violence, Terror, or Disaster***—Developed by the National Center for Posttraumatic Stress Disorder (PTSD), this publication provides information regarding normal reactions to abnormal situations. It includes descriptions of common traumatic stress reactions, problematic stress responses, and symptoms of PTSD and Acute Stress Disorder. <http://www.ptsd.va.gov/professional/pages/stress-mv-t-dhtml.asp>
- ***In the Wake of Trauma: Tips for College Students***—This fact sheet helps college students cope with the mental health effects in the aftermath of trauma. It explains normal reactions, emphasizes the importance of talking about feelings, and offers tips for coping. Includes resources for more information. <http://store.samhsa.gov/product/In-the-Wake-of-Trauma-Tips-for-College-Students/KEN01-0092R>

- **Mass disasters, trauma, and loss**  
This brochure explains stress reactions individuals may experience after a disaster, what they can do to recover, and when they should seek professional help.  
<http://www.istss.org/AM/Template.cfm?Section=PublicEducationPamphlets&Template=/CM/ContentDisplay.cfm&ContentID=1464>
- **Mental Health and Mass Violence: Evidence-Based Early Psychological Intervention for Victims/Survivors of Mass Violence**—This report is targeted to those who deliver psychological interventions to emotionally distressed persons following mass violence, to those who research these issues, and to employers who want to help workers who have experienced this type of emotional trauma. It is also intended to aid officials who must decide what mental health help to include in the local, state, and national responses to survivors of mass violence and terrorism.  
<http://www.nimh.nih.gov/health/publications/massviolence.pdf>
- **Mental Health Care for Ethnic Minority Individuals and Communities in the Aftermath of Disasters and Mass Violence**—This paper reviews research that indicates that ethnic minorities (African American, Asian Americans, Native Americans, and Latinos) may suffer more adverse psychological consequences after disasters and mass violence than do white Americans. Guidelines are provided so that disaster behavioral health services can become more culturally responsive and traditional barriers are reduced.
- **Mental Health Response to Mass Violence and Terrorism: A Field Guide**—This SAMHSA publication is intended for mental health and disaster workers; first responders; government agency employees; and crime victim assistance, faith-based, healthcare, and other service providers who assist survivors and families during the aftermath of mass violence and terrorism. Please let us know if you would like additional free copies.  
<http://store.samhsa.gov/product/Mental-Health-Response-to-Mass-Violence-and-Terrorism-A-Field-Guide/SMA05-4025>
- **Responding to Victims of Terrorism and Mass Violence Crimes**—This booklet describes the relationship between the Office of Victims of Crime and the American Red Cross and provides guidance about crime victims' rights and needs as well as how to assist victims of terrorism and mass violence crime. It provides a comparison of how natural disasters are similar to and different from disasters caused by criminal human behavior and notes the psychological effects of each.
- **Violence and Mental Illness: The Facts**—This SAMHSA website discusses the importance of understanding mental illness and promoting social inclusion.  
[http://www.samhsa.gov/MentalHealth/understanding\\_MentalIllness\\_Factsheet.aspx](http://www.samhsa.gov/MentalHealth/understanding_MentalIllness_Factsheet.aspx)

## Resources on Re-Traumatization and Chronic Stress:

### **Addressing the Traumatic Impact of Disaster on Individuals, Families, and Communities**

[http://www.nh.gov/safety/divisions/hsem/behavhealth/documents/atc\\_white\\_paper.PDF](http://www.nh.gov/safety/divisions/hsem/behavhealth/documents/atc_white_paper.PDF)

Presented at the After the Crisis Initiative: Healing from Trauma after Disasters Expert Panel Meeting. This white paper addresses healing from the trauma induced by a disaster, especially in terms of regaining normalcy and offering and receiving peer support. In addition, the paper focuses on restoring communities with the supports necessary to be sensitive to the recovery from trauma by individuals, children, and families.

### **Coping with Stress**

<http://www.cdc.gov/Features/HandlingStress>

This webpage from the Centers for Disease Control and Prevention provides clear concise information on coping with stress related to a traumatic event.

### **Lessons Learned from School Crises and Emergencies**



[http://rems.ed.gov/docs/LL\\_Vol5Issue3.pdf](http://rems.ed.gov/docs/LL_Vol5Issue3.pdf)

This publication from the U.S. Department of Education Readiness and Emergency Management for Schools discusses retraumatization at Virginia Polytechnic Institute and State University (Virginia Tech) following the 2007 campus shooting of 32 individuals.

***Tips for Survivors of a Traumatic Event: Managing Your Stress***

<http://store.samhsa.gov/shin/content/NMH05-0209R/NMH05-0209R.pdf>

This tip sheet outlines the common signs of stress after a disaster and provides stress reduction strategies.

***Trauma and Retraumatization***

[http://www.witnessjustice.org/violence/docs/trauma\\_retraumatization.pdf](http://www.witnessjustice.org/violence/docs/trauma_retraumatization.pdf)

Presented at the After the Crisis Initiative: Healing from Trauma after Disasters Expert Panel Meeting, this resource paper presents an exposition on the types of trauma and its cumulative and intergeneration effects. It speaks particularly to the continued retraumatization that results from experiencing a disaster.

***Tips for Survivors of a Traumatic Event: Managing Your Stress—***

<http://store.samhsa.gov/shin/content/NMH05-0209R/NMH05-0209R.pdf>

This tip sheet outlines the common signs of stress after a disaster and provides stress reduction strategies.

**Resources for Disaster Response Professionals:**

***A Guide to Managing Stress in Crisis Response Professions***

<http://store.samhsa.gov/shin/content//SMA05-4113/SMA05-4113.pdf>

This manual aids crisis response workers in stress prevention and management before, during, and after a public health crisis. It describes the stress cycle and common stress reactions and offers tips to promote a positive workplace and to monitor and minimize stress.

***Guidelines for working with first responders (firefighters, police, emergency medical service and military) in the aftermath of disaster***

<http://www.agpa.org/events/clinician/Guidelines%20for%20Working%20with%20First%20Responders%20in%20the%20Aftermath%20of%20Disaster.html>

This online tip sheet lists common characteristics of disaster responders, suggests interventions for working with disaster responders, and provides additional resources in working with this population.

***Self-Care for Disaster Behavioral Health Responders Podcast***

<http://www.samhsa.gov/dtac/selfcareDBHResponders/selfcareDBHResponders-presentation.pdf>

SAMHSA DTAC recently released a Self-Care for Disaster Behavioral Health Responders Podcast. The goal of this 60-minute podcast is to provide information, best practices, and tools that enable disaster behavioral health (DBH) responders and supervisors to identify and effectively manage stress and secondary traumatic stress through workplace structures and self-care practices.

You can read a transcript of the podcast at <http://www.samhsa.gov/dtac/selfcareDBHResponders/selfcareDBHResponders-transcript.pdf>

***Tips for managing and preventing stress: A guide for emergency response and public safety workers***

<http://www.nd.gov/dhs/info/pubs/docs/mhsa/disaster-tips-managing-stress-for-emergency-response-public-safety-workers.pdf>

This fact sheet gives organizational and individual tips for stress prevention and management for emergency response workers and public safety workers. It describes normal reactions to a disaster, signs of the need for stress management, and ways to handle stress.