

Emergency Planning Guide for Child Care



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NOTE: In a declared emergency, the Bureau of Child Care Licensing understands that programs may need to exceed their license capacity in order to assist children and families.

INTRODUCTION

New Hampshire, although a small state, has the potential for disasters ranging from floods, ice storms, nor'easters, hurricanes and forest fires, as well as the risks associated with toxic spills and the Seabrook Nuclear Power Plant and Vermont Yankee Nuclear Power Station. In the event of an emergency, children may or may not understand what is happening and may be physically or developmentally unable to rescue or protect themselves. Programs that have followed the steps toward preparedness and planning are better able to respond, protect lives and return to normal operation in a shorter time period.

This **Emergency Response Planning Guide for New Hampshire Child Care Programs** is intended to serve as a planning tool for child care programs in New Hampshire.

This guide provides basic preparedness and planning information that can be customized to fit the size of any program. It is strongly recommended that all programs have a written **Emergency Response Plan (ERP)**. The plan should be comprehensive, yet not so complex that people (staff, parents, town officials, etc.) won't be able to recall the necessary steps when faced with an emergency situation. This guide is set up to assist programs in developing a plan that suits them.

There are five basic steps to follow:

1. Form an Emergency Planning Team.
2. Identify what could happen to you. Where a program is located is important to consider when developing an emergency response plan. Keep in mind the proximity of the program to bodies of water, power plants, factories where there may be toxic chemicals, etc. Take the time now to develop personal relationships with local town emergency managers, fire officials, law enforcement and public works personnel. These people would most likely respond to an emergency at or near your program. They can also assist in determining areas of potential disasters/threats or hazards in the vicinity of your program.
3. Create a disaster plan. Follow the easy checklist format in creating your plan.
4. Complete the checklist.
5. Practice and maintain your plan.

Your preparedness is part of the large plan your local **Emergency Management Director** maintains. You may want to notify town officials of your willingness to have your facility available to assist other children and families who may need immediate shelter, or to provide child care for emergency responders.

EMERGENCY RESPONSE PLAN (ERP)

Once you have drafted an ERP, it is important to share it with all the people your organization has contact with, such as parents of the children, food providers, etc. Remember to share it with new clients and contacts as well, and be sure to communicate subsequent changes or updates to parents. Newsletters, e-mail and parent meetings are ways that are effective to communicate such changes.

Identify a local radio or television station to be your source of broadcast communications. When parents enroll in your program inform them to tune in to this station to receive emergency information.

Keep emergency contact information for each child easily accessible. Include home and work numbers, e-mail addresses, and cell phone numbers for parents **and** others who are authorized to be responsible for each child. Have an out-of-town contact number for each child and employee, so that if phone lines are down in a parents' work area, someone with the family's network can be contacted with notification that the child or employee is safe. Inform families to call this out-of-town contact for updated information if needed. Be sure of what your back up communications plan will be if phone service is interrupted.

Recommend to parents of children who are medically fragile or have special needs that they provide medical information to emergency responders (i.e. EMT, Fire Departments, etc.)

When you have a change in staff, orient them to your ERP and their responsibilities within the plan.

PREVENTION AND PREPAREDNESS

Following is a list of things that can be done in an effort to prevent emergencies within the program and to help prepare in the event of an emergency.

- Inspect facilities, both inside and outside and surrounding area
- Make sure of compliance with already existing licensing regulations
 - Fire and health approvals
 - Sign in and out for children and staff
 - Proper staff to child ratios
 - Working telephone and posted emergency numbers
 - Posted evacuation plans **in each room**
- Become familiar with your local emergency response agency
- Know the emergency alert system in your community (local radio station)
- Identify hazards in your area
- Communication is key:
 - With licensing
 - With emergency response agencies
 - With other state agencies
 - With staff

- Know the mass evacuation plan for your community and identify what resources you will need to quickly and safely transport the children in your care.
- If your program is located in the Seabrook or Vermont Yankee Emergency Planning Zone, consider having Potassium Iodide on hand, along with permission slips from parents authorizing you to dispense the pills when ordered to do so by the state health department.
- Understand the Department of Homeland Security's Alert System for potential acts of terrorism. Pre-determine what actions your program will take in the event the United States goes to Alert Level RED.

IMPROVING SECURITY

- Request local law enforcement to perform a safety inspection of facility
- Review physical plant for security
- Develop a system of code words/phrases to use among staff in announcing an emergency, such as "Code Red" for fire and "Code Blue" for a medical emergency
- Develop arrangement for mutual aid with other facilities and schools in your area
- Develop a phone tree to alert parents or responsible parties

ACTIONS YOU CAN TAKE TO IMPROVE SECURITY

- Install buzzers/signals on door and outside gates
- Install security doors with coded buttons
- Install outside security cameras
- Install outside security lighting
- Issue pagers to parents
- Install panic buttons or intercoms in each room and in the office
- Install motion sensors with lights/buzzers
- Install mirrors on the corners of building
- Issue photo ID badges with electronic access card to authorized parents/staff/adults
- Have at least one cell phone or walkie-talkie (preferred) in each class or area
- Create a two-stage entrance for security, i.e. a desk to stop at or 2 sets of doors to pass through before accessing direct child care space
- Establish an internet connection from the center
- Regularly clean and check heating, cooling, gas and electrical systems and verify that they are in good working order.
- Regularly check smoke detectors to assure they are free of dust and have operable batteries.
- Provide one or more carbon monoxide detectors.
- Ensure that fire extinguishers are properly charged, mounted and easy to reach in case of fire.
- Be sure you know how to use a fire extinguisher properly and train staff or family members in proper usage.

- Ensure that there are never obstructions (locked doors, strollers, storage of teaching materials or recyclables, etc.) that prevent safe exit from the facility. Maintain exits free of snow and ice.
- Consider purchasing and professionally installing a generator for back-up power. Realize that an adequate supply of fuel needs to be safely and properly stored away.
- Do a general review of the entire program to evaluate how “child proof” it is to prevent accidents and injuries. Evaluate the need for fencing or the condition of existing fencing, the ground cover under outside play structures, the floor covering under indoor play structures, how chemicals are stored, tippy shelving, sharp objects, long cords or strings that could pose a strangulation hazard, electrical hazards, unprotected stairs, etc.

IMPORTANT LOCATIONS TO KNOW

- Electricity shut off and how to do it
- Gas shut off and how to do it
- Water shut off and how to do it
- Air vent shut off and how to stop circulation if necessary (toxins in air)
- Where the emergency kit, first aid kit and fire extinguisher are located
- Where the alarm is for evacuation, if applicable
- How to quickly reach 911 and the Poison control Hotline

SHELTER-IN-PLACE

Shelter-in-place simply means staying inside the building you are in. Your emergency plans should include how parents will be notified, what number to call if different from the usual number and specific protocols and instructions for parents about not coming to the location, etc until the order for shelter-in-place has been removed by the pertinent authority.

During an accidental release of toxic chemicals or other emergencies where air quality outside is threatened, shelter-in-lace keeps the occupants inside a building and out of danger. Local authorities issue orders for shelter-in-place during chemical emergencies and in some radiological situations. Local officials will relay emergency action steps to the media on a continual basis until the crisis is over.

Once the order for shelter-in-place has been issued, do not leave your building location until you receive official notification that the danger has passed. Close and lock all the doors and windows to the outside. (Windows often seal better when locked.) If possible, bring outdoor pets inside. Turn off all heating systems. Turn off all air conditioners and switch intakes to the “closed” position.

Seal any gaps around window-type air conditioners. Turn off all exhaust fans in kitchens, bathrooms and any other spaces. Close all fireplace dampers. Close as many internal doors as possible. Use tape and plastic food wrapping, wax paper or aluminum wrap to cover and seal fireplaces, bathroom exhaust and grilles, range vents, dryer vents and other openings to the outdoors to the extent possible. Seal any obvious gaps around external windows and doors. Close the drapes, curtains or shades for additional protection.

If the vapors begin to bother the staff and children, hold wet cloths or handkerchiefs over the nose and mouth. For a higher degree of protection, go into the bathroom(s), close the door(s) and turn on the shower(s) in a strong spray to “wash” the air. Do not worry about running out of air to breathe, as this is very unlikely in normal homes and buildings.

EVACUATION

1. Post a current and accessible written evacuation plan with at least two escape routes.
2. Determine which children or staff may require additional assistance to evacuate during a drill or actual emergency.
3. Always ensure that you have a system in place to account for children and staff at all times.
4. Count children often! Be sure staff know the children for which they are responsible.
5. Evacuation Plan:
 - Should be current and written
 - Should be posted in each room
 - Should identify 2 unobstructed escape routes
 - Regularly practice drills, practice at different times of day, using different exits and doing both announced and surprise drills
 - Conduct drills for different types of disasters
 - Include plans for relocation
 - Obtain written permission to use relocation sites
 - Inform parents and staff of sites
 - Have appropriate forms ready (emergency info. and authorization)
 - Keep detailed documentation regarding to whom children can be released
6. Emergency Evacuation
 - Make sure daily attendance records are accurate and available
 - Who is in the program, their arrival and departure time
 - Have emergency information with the attendance list
 - Account for all children and staff
 - Keep vehicles with at least a half tank of gas
 - If walking, use rope train or buddy system, with one staff at front and one at back if possible
 - Take emergency medical supplies (see section on ‘Emergency Backpacks’)
 - Take cellular phone
 - Always start and end with counting children and matching to attendance list

OFF-SITE SHELTERING

Identify potential evacuation sites you can use in the event of a local emergency, if necessary. There may be a building or site that is open to the public during your hours of operation and is within walking distance of your facility. Contact the owner or other appropriate person to determine its availability for possible sheltering. In the event that a disaster would strike a large area surrounding your facility, it is wise to identify a secondary site.

EMERGENCY RESPONSE ROLES

- Do an organizational chart
 - Staff name, phone number and position
 - To whom each person reports
- List what their role and responsibility is in an emergency
 - Who will administer first aid?
 - Who will take the attendance list?
 - Who will be responsible for taking emergency information on each child?
 - Who will call for help?
 - Who will carry the emergency kits?
 - Which children will go with which staff?
 - Which children may require extra attention due to special needs and which staff will do that?
- Important to have overlaps of responsibilities and a back up plan in the event of absence, shift ended, etc.
- Stay calm!

EMERGENCY SUPPLIES

Maintain an inventory of at least 24 hours of emergency supplies (see list below.)

- Emergency information, attendance lists, etc.
- Necessary medication and medical equipment (inhalers, maintenance meds, epi-pen, etc.)
- Adequate first aid supplies/kits
- Flashlights and batteries
- Battery operated radio, with batteries stored separately (not in the radio)
- Cellular phone
- Non-perishable food items, including formula and special food for infants and children with allergies. Date the food and use and replenish accordingly.
- A supply of disposable bowls and eating utensils
- A manually operated can opener.

- Maintain an adequate supply of personal hygiene and sanitation supplies including toilet paper, paper towels, disposable diapers, wipes, feminine hygiene products and re-sealable plastic bags.
- Water (see separate section below on WATER)
- Blankets and extra bedding to provide warmth and comfort if utilities fail
- Wooden matches
- Instruct staff to keep their own personal necessity items safely stored at the program.
- Duct tape
- Petty cash for gas or other unforeseen needs
- Second kit or backpack
 - Special things used to occupy children’s attention during stressful times
 - Toys
 - Books
 - Games
 - Activity plans
 - CD players, earphones and CDs

WATER

1. Purchase enough commercially bottled water to last staff and children a minimum of 24 hours. The rule of thumb is 1 gallon of water for each child and adult per day. Store the water in a cool, dark location.
2. Date the bottled water supply, and replenish it at least once per year to keep it fresh. If your water supply has an expiration date, you may have to check it more often than once a year.
3. Additional water may be needed for flushing toilets. Identify an available source in your area, **OR** keep expired water and clearly label that it is for use for flushing toilets only.

COMMUNICATION

Provide a telephone that does not rely on electricity and plugs directly into the phone jack (i.e. old telephone or inexpensive, plug-in phones which don’t require batteries.) Have walkie-talkies available for local communication needs. In an emergency, cell phone systems are likely to be down from heavy demand. FRS radios have a range of 2 miles, while GMRS radios have a range of up to 7 miles and tie-in with the first responder network. However, GMRS radios require FCC licensure.

EMERGENCY BACKPACKS

Emergency backpacks should be kept ready to go in the event you must evacuate to an off-site shelter or temporary location. For larger programs, there should be a backpack for each group. The backpack should include emergency supplies in portions to meet the evacuation needs of the number of children. Make sure that backpacks are not so cumbersome that they hinder the evacuation process. Emergency information on children, medication, first aid supplies, sanitary items, flashlight, portable radio and comfort items should be included.

TRANSPORTATION

1. Obtain permission from parents to transport their children in an emergency.
2. Develop a plan to supplement transportation by the use of volunteers, additional staff or neighbors.

EMERGENCY DRILLS AND PROCEDURES

1. Consider provisions in the event of fire, shelter-in-place, relocation and evacuation. Conduct drills for each type of emergency.
2. Be sure your staff know what to do for each type of emergency.
3. Develop and practice plans for relocating to more than one other site if necessary.
4. In case the electrical system is not functioning, establish an alternative way to convey an immediate message to all staff in all areas that they need to shelter-in-place or evacuate immediately.
5. Consider including your neighbors, governing board, town emergency officials, local emergency planning committee, businesses, and volunteers in your planning.
6. Contact your local Emergency Management Director, fire department or local Chapter of the American Red Cross to assist with training for your program.
7. Ensure that staff are prepared at home, and that they have a family plan in case they are not able to get home for an extended period of time, etc.
8. Involve parents and emergency personnel in your practice sessions so they may see firsthand how well prepared you are. Emergency personnel are usually very willing to be of assistance and often have excellent ideas for improving the speed and efficiency of your evacuation. After a practice session schedule a “debriefing” session. You may wish to invite back parents and emergency personnel. Talk about what worked well, and where you need to adjust and update your plan.

THE AFTERMATH

- Identify status of the program
- Most agencies and organizations have policies for temporary re-location in an emergency
 - Temporarily exceed license capacity
 - Abbreviated fire and health inspections
 - Exceptions for playgrounds
 - Built-in time lines for compliance
- Do policies need to be changed?
 - Careful not to knee-jerk
 - What have we learned from our experiences?
- It is not unusual for staff to remain on the site afterwards
- Be alert for signs of emotional and mental stress among the children and staff
- Give staff the support necessary (including licensing)
 - Professional health and behavioral health experts at staff meetings
 - Must be mentally healthy to support the programs
- Important that people are taking care of themselves
 - How are your staff/family doing?
 - How are the children/family doing?
- Be able to make proper referrals. Develop a listing of referral options in your area.
- Listen – people need to tell their story
- REMEMBER: emergencies will continue to happen
 - Our best DEFENSE is a good OFFENSE
 - PREVENTION
 - PREPAREDNESS

ROLE OF REGULATION

- Inform/train facilities in prevention techniques
- Assure your requirements adequately address emergency preparation
- Enforce the requirements that are in place
- Encourage facilities to put written policies and procedures into practice

NUCLEAR EMERGENCIES

Nuclear Power Plant

In the event of a nuclear emergency the most likely areas to be affected would be the communities surrounding the nuclear power plants. Radiation guidelines for nuclear power plants have been established by the Nuclear Regulatory Commission and have designated that the 10-mile radius surrounding a nuclear power plant is the Emergency Planning Zone.

If you provide child care within the Emergency Planning Zone for the Vermont Nuclear Power Plant or the Seabrook Nuclear Power Plant you should notify the Department of Safety's Bureau of Emergency Management (see references) in order to complete an Emergency Day Care Plan. You will be given assistance in filling out the form and information about how you should proceed in the event of a disaster. Information about alert notification, to shelter-in-place or to evacuate to a predetermined location will be given along with information about obtaining potassium iodide (KI) pills in the event of an accident at a nuclear power plant.

It is also important to know the Emergency Alert System radio station in your community. This station would broadcast an emergency message indicating the type of emergency and radio announcements would tell you what to do. Staying tuned to the radio might be all you need to do or you might be told to take other action.

The towns listed below are in whole or in part of the Emergency Planning Zone for the Nuclear Power Plants.

Seabrook Nuclear Power Plant

Brentwood	Newfields
Exeter	Newton
Greenland	North Hampton
Hampton	Portsmouth
Hampton Falls	Rye
Kensington	Seabrook
Kingston	South Hampton
New Castle	Stratham

Vermont Yankee Nuclear Power Plant

Chesterfield
Hinsdale
Richmond
Swanzey
Winchester

Portsmouth Naval Shipyard

Child care providers living in the Seacoast area should be aware that there is always the possibility of an emergency situation occurring at the Portsmouth Naval Shipyard. As part of the response team, the Department of Safety's Bureau of Emergency Management New Hampshire would be involved with assisting New Hampshire residents with information about the emergency and what actions would need to be taken.

Child care providers should contact their local Emergency Management Director or the Department of Safety's Bureau of Emergency Management or both (see references) to become informed about emergency information. It is also important to know the Emergency Alert System radio station in your community. This station would broadcast an emergency message indicating the type of emergency and radio announcements would tell you what to do. Staying tuned to the radio might be all you need to do or you might be told to take other action.

OTHER TYPES OF EMERGENCIES

- 1. Border Patrol / Jail Escapes:** With our northern New Hampshire border adjoining Canada, the threat of illegal entry and customs related issues may occur. Also in communities that have local, county or state correctional facilities or half-way houses for prisoners, the threat of an escaped prisoner is one that child care providers should have an emergency plan for. Child care providers who live in communities which could be affected by these concerns would be notified through public information systems such as local radio or television news broadcasts. Care should be taken to follow any recommendations given such as staying inside, locking doors and windows, access to a cell phone and accurate release information pertaining to each child in your program.
- 2. Civil Disturbance:** Any activity that may impact the general public or local municipal areas such as a riot or demonstration, where traffic flow may be impeded or diverted, crowd control issues, looting or burning may occur.
- 3. Earthquake:** Earthquakes, although rare, do occur in New Hampshire; there is a fault line that runs through the Lakes Region. Fortunately most earthquakes that do occur are of low magnitude. However, if a moderate quake ever strikes, it could cause significant damage since buildings in the state are not built to earthquake codes. In the event of an earthquake, child care providers should know and post the Emergency Alert System call number in their area. Tune into the radio station for information on what you should do.
- 4. Fire Hazard:** Any structural fire or wildland/forest fire which could impact the surrounding vicinity, including diverting traffic, evacuation and/or smoke alerts. Fires are the most common disaster in New Hampshire.
- 5. Geologic Hazard:** A geological event such as an earthquake, landslide or sinkhole. Disruption of vital infrastructure (electricity, phones, water supply, etc.) may result in severe situations.
- 6. Hazardous Materials:** A spill or release of hazardous materials from a local facility, a vehicle or radiological release, which could result in evacuation or the need to take protective action.
- 7. Severe Weather:** Tornado, hurricane, nor'easter, thunderstorm, flood, dam failure, tidal wave, snow, blizzard, ice storm or avalanche. Severe weather can result in road closures, loss of power, phones, water supply and property damage. May also result in parents or others not being able to get to their children.

8. **Terrorism:** Agro-terrorism (pertaining to crops, fields, soil), biological, chemical, explosive, incendiary (arson, bomb or agitator) or radiological. Suspicious articles and bomb threats can also be considered terrorism.

9. **Transportation Hazard:** A transportation incident involving air, rail, road, water, pipeline or radiological

10. **Utility Disruption:** An incident that impacts or disrupts power, communication, water supply, gas, etc.

11. **Other:** Other types of emergencies such as kidnapping or hostage taking (especially in a domestic/custody dispute), medical emergencies (seizure, bee sting, other allergic reaction), spread of serious infectious disease (meningitis, hepatitis) or severely ill staff member.

RECOVERING FROM AN EMERGENCY

Programs that are prepared for emergencies have shorter recover times. Recovery involves efforts to return the program, staff, and children to a normal routine as soon as possible. Depending on the amount of damage, returning to normal operations could be a long-term process. If appropriate, be sure that your facility has been inspected prior to re-entry to ensure your facility had not sustained structural damage, and is in compliance with life safety codes.

The cumulative crisis-related stress of an emergency can dramatically impact the psychological and physical well being of children and adults. Develop reasonable expectations for staff and children during the emergency when coping ability is low and frustrations are high. Despite best efforts to provide support and reassurance to children and adults, they may continue to experience symptoms and reactions which may indicate a need for professional consultation. These symptoms include:

Children: Withdrawn behavior, depression, helplessness, generalized fear, loss of verbal skills, sleep disturbances, loss of toileting skills, anxious attachment or clinging, uncharacteristic hostility or acting out.

Adults: withdrawal, depression, feelings of inadequacy and helplessness, difficulty in concentration, slowness to respond, substance abuse, psychosomatic or real physical symptoms (headache, bladder/bowel problems, chest pains, cramps, sleep disturbance, change in food consumption patters.) In addition, other symptoms may include over-arousal, hypervigilence, being a super-hero or overly helpful and attentive to others while not taking care of themselves in the process.

Program staff can assist in psychological recovery by giving children and adults correct information about the emergency or event. Provide opportunities to talk and share feelings with others, facilitating communication with loved ones or family members outside of the program.

Providing good information that is age appropriate is crucial. Children need to know what happened, how and to whom, without greusome details or too much attention to the details. They also need to know what is being done to help, how they can help if possible and that the others that may be more traumatized are being helped. Information that is provided in a clear, calm and reassuring but accurate way is vital. Suggestions for addressing different ages of children who are coping after an incident include:

Preschooler

- Stick to regular family routines.
- Provide plenty of comfort and reassurance. Very young children need a lot of cuddling, as well as verbal support.
- Avoid lengthy and unnecessary separations between parent and child.
- Permit the child to sleep in the parent's room, temporarily.
- Encourage the child to express emotions through drawing, play, puppet shows and story telling.
- Limit exposure to television and radio reports that depict disasters.

Elementary Age Children

- Provide extra attention and consideration.
- Set gentle but firm limits for acting-out behavior.
- Listen to the child's repeated telling of his/her trauma experience.
- Encourage the child to express thoughts and feelings through conversation and play. If the child is reluctant to talk or is fearful of the subject, be patient and don't pressure him or her to open up. Sometimes repression and denial are helpful defenses when dealing with stressful news.
- Provide home chores and rehabilitative activities that are structured, but not too demanding.
- Limit exposure to television, radio and newspaper reports that depict disasters.
- Point out kind deeds and the ways in which people help each other out.

Pre-Adolescents and Teens

- Provide extra attention and consideration.
- Be there to listen to your children, but don't force them to talk about feelings and emotions.
- Encourage discussion of trauma experiences among peers.
- Promote involvement with community-based efforts.
- Urge participation in physical activities.
- Encourage resumption of regular social and recreational activities.
- Limit exposure to television, radio and newspaper reports that depict disasters.

It is important to remember, that you do not have to "fix" how your child feels. Instead, focus on helping your child understand and deal with his or her experiences.

If signs of stress do not subside after a few weeks, or if they get worse, parents should consider consulting a mental health professional who has special training in working with children.

The New Hampshire Division of Behavioral Health supports 10 Community Mental Health Centers across the state. These centers, as well as other private mental health practice, are listed in local telephone directories under the heading of "Mental Health Services." The information is also available by calling the Division of Behavioral Health at 800-852-3345 ext. 5007.

Additionally, if a disaster occurs in your local area, the state health department may deploy one of its five Disaster Behavioral Health Response Teams to assist residents, first responders and victims in the aftermath. You can request their help by notifying the Division of Behavioral Health at the number listed above, or by contacting your local health officer.

HOW TO TALK TO CHILDREN

In the event that you need to respond to an emergency while caring for children it is important to talk with them about the traumatic event that has taken place. This will help the children understand and feel that you have done what is necessary to keep them safe.

- **Create a safe environment.** Keep the children in a familiar environment or with their friends and teachers they enjoy. Maintain a routine as much as possible.
- **Provide reassurance and extra support.** Make sure the children are comfortable asking questions or discussing concerns. Ask what they heard or how they feel about what has taken place. See what they say about “why” the incident occurred. Clear up any misunderstandings about the cause. Reassure them that they are safe and loved and that you are staying with them.
- **Be honest about what has happened.** Provide accurate information, appropriate for the child’s age. Shield preschoolers from frightening details. School age children may want to know the basics, while teenagers will want to know a great deal more.
- **Tell children what the government or emergency agencies are doing.** Reassure children that state and federal governments, police and fire and rescue workers are doing everything possible.
- **Be aware of your behavior.** Discuss your feelings with children, without increasing their fears. It’s okay to say you’re worried and talk about dealing with emotions. Also reassure them that you are proud or feel safe being protected by our government and emergency management agencies.
- **Put it in perspective.** If the event is over you can explain that to the children and let them know it was a rare event. You can also tell them that other people are sad or angry about this event-taking place.

The name of the Local Emergency Management Director in our location is:

Telephone:

Alternative Phone:

Local Chapter of the American Red Cross:

_____ Telephone number

Local Radio Station to Tune Into for Information:

References:

American Red Cross

Federal Emergency Management Agency

National Association for Regulatory Administration (NARA)

National Center PTSD at ncptsd.org

National Institute of Mental Health at nimh.nih.gov

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