

Mind and Body Checklist

Date: Day/Month/Year

Name:

male/female

The following questions are about things that happen to the mind and body of anyone who has experienced a great stress. The information from this questionnaire will be used by your school counselor, student nurse, homeroom teacher and others responsible, to help you with the health of your mind and body. Circle the one that applies to you.

I The damage (by the disaster) was

0. none 1. little 2. much 3. great)

II When I experienced the damage, I was

0. not scared 1. a little scared 2. very scared 3. extremely scared

III How has the damage (by the disaster) affected your mind and body this past week?

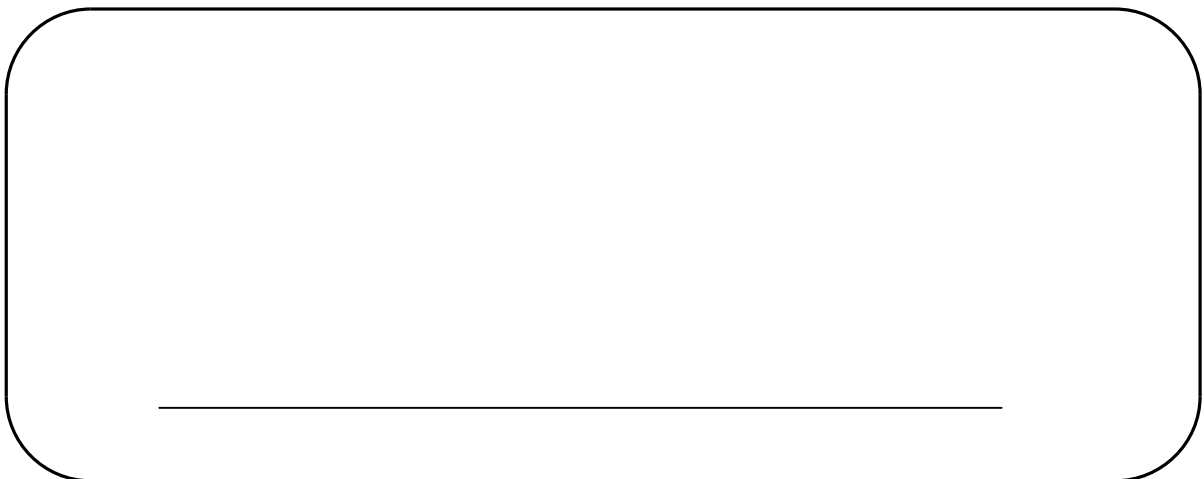
Circle the one that applies to you.

0 . no 1 . a little 2 . very 3 . extremely

- | | | | | |
|---|---|---|---|---|
| 1. I' m anxious and restless. | 0 | 1 | 2 | 3 |
| 2. I' m upset, irritated and angry. | 0 | 1 | 2 | 3 |
| 3. I can' t sleep or I wake up in the middle of my sleep. | 0 | 1 | 2 | 3 |
| 4. I' m startled by small noises. | 0 | 1 | 2 | 3 |
| 5. I can' t concentrate on things. | 0 | 1 | 2 | 3 |
| 6. I' m tense and/or excited. | 0 | 1 | 2 | 3 |
| 7. I have dreams or nightmares about it. | 0 | 1 | 2 | 3 |
| 8. I recall the moment suddenly. | 0 | 1 | 2 | 3 |
| 9. I' m worried that it may happen again. | 0 | 1 | 2 | 3 |
| 10. It' s always on my mind. | 0 | 1 | 2 | 3 |
| 11. I don' t mean to, but I can' t stop thinking about it. | 0 | 1 | 2 | 3 |
| 12. When I recall it,
my heart pounds and I feel pressure in my chest. | 0 | 1 | 2 | 3 |

13. I' m sometimes absent minded (I don' t feel anything). 0 1 2 3
14. I don' t remember it well. 0 1 2 3
15. I try not to talk about it. 0 1 2 3
16. I avoid the things, people and places that remind me of it. 0 1 2 3
17. Things that used to be fun are no longer fun. 0 1 2 3
18. I don' t want to talk to anyone. 0 1 2 3
-
19. I think that all my effort is meaningless. 0 1 2 3
20. I feel alone. 0 1 2 3
21. I feel responsible for the bad thing that happened. 0 1 2 3
22. I don' t feel I can trust anyone. 0 1 2 3
-
23. There' s no one I can talk to about how I feel. 0 1 2 3
24. I' m so afraid that I can' t be by myself. 0 1 2 3
25. My head or stomach hurts, I don' t feel well. 0 1 2 3
26. It' s hard to go to school, I don' t enjoy school. 0 1 2 3
-
27. I think it' s important to be connected with people. 0 1 2 3
28. I think that I can overcome any hardship. 0 1 2 3

Please write about how you feel now. You can draw a picture to express yourself.



Instructions to given by the person monitoring

() months ago, there was a terrible (). Just hearing the word () probably is enough to make some people feel bad. After we experience a great stress, our minds and bodies go through a change. Thinking "No! No!" is one reaction. Everyone reacts in such a way, it's natural. But if you continue to keep these feelings, keep the tension, then you lose your concentration to study and even play is no longer fun.

The questions that follow are meant to get at your reactions to an extremely stressful experience, reactions that anyone would have following such an experience. The questionnaire is meant to help you understand the mind and body changes you are going through so you can overcome the experience.

This questionnaire is to be used by your school counselor, the school nurse and other people responsible, for purposes of discussing the health of your mind and body.

This is not a test.

Please don't answer if you don't feel like it.

You can turn in a blank sheet or quit part way through.

Tell the students "This is a very important personal matter, so you mustn't look at others' sheets." , and then distribute the questionnaire.

Tell the students, "You don't have to do this if it's hard for you. You may skip questions that bring up bad feelings."

1. The damage (by the earthquake) was
0. none 1. little 2. much d. great

You had better delete this question. Because the damage is serious, and the teacher grasps a child's damage situation.

2. When I experienced the damage, I was
0. not scared 1. a little scared 2. very scared 3. extremely scared

"Please think about this past week. How was your mind and body? You can close your eyes or think quietly. Please take about 10 seconds."

(Following the 10 seconds.)

3. How has the damage (by the earthquake) affected your mind and body this past week? Circle the one that applies to you.

0 not affected 1 a little affected 2 very much affected 3 greatly affected

“You may skip questions that bring up bad feelings.”

“If you start to feel bad, you can breath out deeply.”

“OK. I’ ll give you 5 or 6 minutes. Please get started.”

Caution;

1, In a child who has various symptoms intrusions, numbing, avoidance, physical complaints and depression -, beforehand, you tell the child conducting a questionnaire survey.

Please ask the child about whether you do or do not it, where you do it in your class room or single room (the nurse’s office etc.), or you don’t it.

2, If there is big damage in your school, probably, it will be good to do per a grade or a class rather than to do it simultaneous.

3, The child to whom feeling worsened into the questionnaire needs to do individual counseling or individual care..

It seems that that the child has such feelings in an everyday life.

You think that the it is an opportunity which the child can control his/her such feelings.

You collaborate with school counselor and medical doctor..

Moreover, the result of this questionnaire is useful to find a child who needs special care.

We recommend you to make children's educational records.

The record will be useful to know the health of a child in the long run.

The data will also become the precious data which appeal against the necessity for the support from in and outside the country.

When Disaster Strikes

Disaster takes from you all that you hold dear; life, family, belongings.

The hardship, the sadness and the fear change not only your heart and mind, but your

body as well. The changes of your heart and mind include not only fear, but also an inability to feel your own feelings, a condition of "frozen mind", an inability to think about things as they actually are. Some people become excitable.

The mind and body feel different somehow

MIND

- Can't concentrate on one's studies
- Suddenly recall the event
- Agitated
- Bad dreams, nightmares
- Startled at the smallest things
- Can't stop thinking about the event
- Difficulty falling asleep

- Absent-minded, spaced-out
- Can't sleep alone
- Heavy-hearted
- Can't go to the toilet alone
- Sad
- Afraid to be alone
- Avoids memories
- Think that something bad will happen again
- Can't remember
- Doesn't trust people

BODY

- Head is heavy
- Stomach not well
- Physically tired

→ These are changes in the mind and body that anyone would feel.

What then should we do?

- Relax your mind.
Read a book, listen to relaxing music, do breathing exercises, do shoulder relaxing exercises
- Have someone you trust listen to you.
Talking about a painful experience can ease your mind
Remember that you are not alone
- It's important to be sympathetic
Share your sympathy with friends
There's power in talking with people and with family and teachers !
- It's good to remember happy times.
- There's a time to do your best and a time to rest.
- It's important to take time to sleep, eat, study and play.

Please talk with your teacher or school counselor about it

Stress Coping Checklist

Name

Date: Day/Month/Year

male/female

How have you been? What will you do?

Please read the question and circle the number that best applies.

(0)never (1)almost never (2)not so often (3)a little (4)quite often (5)always

When you feel stress (something bad happens or you are under pressure), you...

1. Loosen your shoulders and relax. 0 1 2 3 4 5
2. Do something to calm yourself, such as breathing exercises. 0 1 2 3 4 5
3. Enjoy talking with people. 0 1 2 3 4 5
4. Talk with someone you trust. 0 1 2 3 4 5
5. Play sports or do some kind of physical activity. 0 1 2 3 4 5
6. Do a hobby (music, reading, cooking, etc.). 0 1 2 3 4 5
7. Think that such an experience makes you a better person.
(makes you determined to keep at it) 0 1 2 3 4 5
8. Send yourself positive messages. 0 1 2 3 4 5
(tell yourself things that make you feel better, give you courage).
9. Try different ways to make things better. 0 1 2 3 4 5
10. Think about what you should do and say. 0 1 2 3 4 5
11. Take it out on someone. 0 1 2 3 4 5
12. Break things you shouldn't. 0 1 2 3 4 5
13. Keep your feelings to yourself. 0 1 2 3 4 5
14. Keep hardships locked up inside. 0 1 2 3 4 5

Taking it out on someone brings stress to that person. It's not a good way to deal with stress. Keeping your feelings to yourself is not a good way either. Let's find a good way to be refreshed and face up to the stress. We are behind you all the way!

Please write how you are feeling now. You can draw a picture if you like.

(Please write about the disaster.) You can also write your impressions about this survey.

Child Stress Checklist (a fosterer or a teacher answers.)

year month day

When experiencing something extremely frightening, the body and mind react in various ways.

This is natural. A child experiencing shock, but unable to express his or herself

in words, will find expression through his or her behavior.

Understanding this expression will help those responsible, the school counselor, school nurse, homeroom teacher, etc., help the child in his or her recovery.

Below is a list of behaviors that describe children.

We (teacher) ask for your cooperation.

1, To be filled out by the fosterer (parent) or guardian.

2, Be sure to write the child's name

3, Place in envelope and give to the person in charge by (date)

() grade () class name ()
male • female

Please let us know how your child has been this past week.

Circle the most appropriate number. Please answer all questions.

	NO	a little yes	quite Yes	extremely YES
1 Upset, easily angered	0	1	2	3
2 Easily startled, surprised by noises	0	1	2	3
3 Defensive, cautious	0	1	2	3
4 Doesn't concentrate in play or with studies	0	1	2	3
5 Excitable, in high spirits	0	1	2	3

We often blame ourselves after feeling emotionally high. Let the child know that high emotions often come with the kind of experience he or she is going through (*has gone through?). Have the child stretch, exhale deeply, or instruct in some other form of relaxation.

6 Seems unable to sleep (unable to fall asleep, wakens during sleep).	0	1	2	3
7 Has frightening dreams, nightmares. (Wakens in the night, screaming.)	0	1	2	3
8 Involves self in play related to the traumatic event (*disaster?).	0	1	2	3
9 Repeatedly talks about the traumatic event (*disaster?).	0	1	2	3
10 When something happens that triggers an association with the traumatic event (a TV news report for the disaster, etc.) the child becomes anxious or physically debilitated	0	1	2	3

If, during the middle of the night, the child should wake screaming, gently hug and assure him or her that, "You're scared, aren't you. But, it's OK now." Often the child will forget the incident by morning. Children will sometimes act out a disaster or incident in play. This is a way to express feelings of fear. If the play is not dangerous, let it continue and, whether you choose to watch or join in, offer reassurance, "It was scary, wasn't it." When the child begins talking about the scary experience, listen calmly. By talking with someone who can be trusted, the child will be able to deal with the difficult experience. The child may talk repeatedly about something. Gradually his or her way of talking will settle down.

11 Sometimes spaced-out, absent-minded.	0	1	2	3
12 Dislikes talking about or being asked about the event.	0	1	2	3
13 Dislikes or avoids places that remind him or her of the event.	0	1	2	3
14 Enjoys, takes an interest in things less than before.	0	1	2	3
15 Reluctant to talk, dislikes talking.	0	1	2	3

Having experienced severe stress, the child may shut off his or her feelings as a way of dealing

with it. In such a case, sharing in a past hobby (sports, music, cooking, etc.) can be helpful. Feeling a bit of relief sometimes allows the child to talk about a frightening experience.

- | | | | | |
|---|---|---|---|---|
| 16 Clinging, behaving as if younger. | 0 | 1 | 2 | 3 |
| 17 Return to earlier childhood habits (bed-wetting, nail-biting, etc.). | 0 | 1 | 2 | 3 |
| 18 Afraid to be alone. | 0 | 1 | 2 | 3 |
| 19 Unable to leave parent' s side. | 0 | 1 | 2 | 3 |
| 20 Unable to go to the toilet or take a bath alone. | 0 | 1 | 2 | 3 |

Rather than scold, be close to the child until he or she feels safe.

Dependency following a serious event is an expression of the child' s seeking peace of mind.

- | | | | | |
|---|---|---|---|---|
| 21 Weakened physical condition indicated by stomachache, headache, etc. | 0 | 1 | 2 | 3 |
| 22 Pre-existing conditions(asthma skin condition etc.) worsen. | 0 | 1 | 2 | 3 |
| 23 Appears tired, exhausted. | 0 | 1 | 2 | 3 |
| 24 No appetite. | 0 | 1 | 2 | 3 |

Taking care of the body helps take care of the mind. Please have the child see a doctor.

- | | | | | |
|---|---|---|---|---|
| 25 Feels he or she has to make extraordinary efforts because circumstances have left no other choice. | 0 | 1 | 2 | 3 |
| 26 Says that nobody understands, thinks he or she is alone. | 0 | 1 | 2 | 3 |
| 27 Blames self, thinks he or she is a bad person. | 0 | 1 | 2 | 3 |
| 28 Says or thinks that people cannot be trusted. | 0 | 1 | 2 | 3 |
| 29 Doesn't want to go to school. | 0 | 1 | 2 | 3 |

Speaks more negatively, "No matter how good I am, this kind of thing happens." "I' m no good." "I can' t trust anyone." Tell the child that he or she can turn around his or her thinking, that "A hard experience can revive one' s life."

- | | | | | |
|---|---|---|---|---|
| 30 Feels that relationships are important. | 0 | 1 | 2 | 3 |
| 31 Thinks now that life is to be valued, that he or she has gained some power to overcome difficulty. | 0 | 1 | 2 | 3 |

• Please write down anything else that has bothered you or that you are concerned about.

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Please send me your e-mail if you have some questions about these checklists.

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