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The Use of Children's Literature and Reflective Writing as a Means to Help Primary Elementary Students Cope with Natural Disaster

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THE USE OF CHILDREN'S LITERATURE AND REFLECTIVE WRITING AS
A MEANS TO HELP PRIMARY ELEMENTARY STUDENTS COPE WITH
NATURAL DISASTER

by

CONNIE ZENZ

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Elementary Education
in the College of Community Innovation and Education
and in The Burnett Honors College
at the University of Central Florida
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Abstract

Natural disasters such as hurricanes, tornadoes, floods, tsunamis, and earthquakes frequently happen across the world. Many of these natural disasters bring destruction to homes, loss of loved ones, and emotional or physical trauma. For children who are still developing coping skills, these natural disasters can bring them emotional distress because they are unable to process their experiences in a healthy way. In a review of literature on the topic of bibliotherapy and reflective writing to help children learn coping skills, I discovered a need for these processes to be introduced in normal settings, such as school and home, to help children who have experienced natural disasters develop coping skills.

My goal in conducting this research was to create a resource that includes a variety of children's literature on the topic of a natural disaster and that demonstrates a coping skill for that trauma. Guiding questions and reflective writing prompts were also added to this resource for the users to guide children in identifying and learning the demonstrated, healthy coping skills. I selected twenty-one quality and award-winning books that address natural disaster for review. Nineteen of them demonstrated a healthy coping skill within the book. Using the information from the book, I created guiding questions and reflective writing prompts to help guide the children in connecting with and learning how to use the coping skill demonstrated.

Future developments from my research may include a website with the resource information or a hard copy that can be sent to areas of high-need or high-risk for natural disaster. My goal is that my resource will foster healthy coping skills for children in the school setting, home, or alongside professional help.

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Chapter One: Introduction

Considering the numerous natural disasters that have occurred around the world in the last five years, it is very likely that a person has had some kind of experience with one, whether as an adult or as a child. These natural disasters can include hurricanes, tornados, earthquakes, floods, and tsunamis, to name just a few. With this prevalence comes the differences in experiences and how they can affect an individual. The effects of a natural disaster can be either physical or psychological, or both. While the physical effects are easier to identify and treat, the psychological effects often remain undiagnosed or untreated in both children and adults. According to Terranova, Boxer, and Morris (2009), childhood psychological issues such as anxiety, depression, and especially Post-Traumatic Stress Disorder (PTSD) symptoms are closely correlated to children who have been a victim of a natural disaster. These symptoms can be due a child's lack of maturity and ability to manage their coping skills in a healthy manner.

As a result of a childhood trauma from experiencing a natural disaster, students may be greatly affected in many areas of their life. Displacement, loss of a family member, and radical lifestyle changes play a role in how a child functions socially and academically. Social relief efforts can be carried out in the community setting or in a classroom setting and can have effective results for children (Szente, 2016). Considering the amount of waking hours a child spends in the classroom each week, a great deal of the coping a child will have to do will be within the walls of a school. Therefore, teachers and educators should be equipped with resources to create an environment that promotes and models healthy coping skills. This is not to take away from professional psychological treatment, but to reinforce the counseling through

routine classroom activities. Two highly effective ways of incorporating modeled coping skills in the classroom setting are through the use of children's literature and reflective writing.

Access to a set of children's literature that relates to the specific types of natural disaster experiences is in great demand. These sets should include books that develop a sense of security for students and a close as possible relation to the child's particular situation. Through this research, it is my goal to explore and identify quality children's literature that will help young children to cope with their feelings after experiencing natural disasters. Additionally, I have explored the use of reflective writing, along with the children's literature as a means of further helping these young students process their feelings after experiencing natural disasters. With the information gathered through my exploration of quality children's literature and reflective writing, I have created a resource that is accessible to children, teachers, and caregivers to provide materials that will relate to specific situations and serve as a bridge to help students cope with their experiences.

With the occurrence of each natural disaster, more children are at risk of psychological issues as a result of the trauma they have experienced. Schools and educators may be able to offer assistance by using quality children's literature and reflective writing as a means to help primary elementary students cope with natural disaster. Through the use of children's literature, primary students, in particular, may be able to identify themes and characters that relate to their own situation. Since picturebooks are particularly appropriate for primary aged students, having a resource available that includes realistic stories that can be read aloud to students who have

experienced natural disaster may assist in them finding a connection and thereby enhancing their ability to cope with the trauma they experienced.

As Pola and Nelson (2014) point out, “the unpredictability of natural disasters... undoubtedly contributed to the limited research in this area” (p. 342). However, considering the large level of destruction caused by natural disasters in the past few years, more is being done to develop resources for children to learn healthy coping skills. The identified need for more research and resources to be created for children who have experienced natural disasters is also supported by Pfefferbaum, Jacobs, Jones, Reyes, and Wyche (2017). Their position is that a clear necessity exists for more resources and research to be made available for both children and educators effected by trauma from natural disasters. The next section will cover my rationale and personal connection to the need for a resource to help children cope with natural disaster.

Rationale

This topic of childhood trauma caused by natural disasters captured my attention for two different reasons. First, when I was a young child, my family and I lived in Florida in 2004 when the four hurricanes (i.e., Charley, Francis, Ivan, and Jean) hit the central Florida area in rapid succession. Being a six year old at the time, I found that taking shelter and hearing the ferocity of the storm outside to be extremely frightening. I remember the damages done to my neighborhood and not having power for over a week. Fortunately, my family and I did not suffer from any physical injury or displacement from our home, but for many months after the hurricanes, my siblings and I were terribly frightened any time it was windy or rained. While this was a serious situation to me as a child, in learning about other natural disasters and the severity

of the damage they have done to entire countries as I was growing up, I realize that my struggle, as a child, with personal security due to a few hurricanes that brought no harm to me or my home, cannot compare to what other children sometimes go through. Too often, children are injured, lose a family member, or have their home destroyed by natural disasters. This is one of the reasons I feel drawn to helping those children find healthy ways to cope with what they have come through.

The other reason I have chosen to research this topic is the influx of displaced students into Florida's public schools from areas that were destroyed by Hurricane Maria in 2017, primarily from Puerto Rico and the Caribbean. Families from across the affected areas have come to Florida to rebuild their lives and recover from the traumatic events that occurred in their homelands. While some came to Florida to evacuate before the storm, many others came after. Regardless of how the students experienced the trauma, many of them do not have homes or families to which to return. These experiences can be very traumatic and can deeply affect the children. In my own pre-service teaching, I spent many days working with English Language Learners (ELL) who came to Florida because of the hurricane. In interacting with the vast diversity of children who have been displaced by natural disaster, I found that having access to resources to help students cope with trauma from natural disasters to be critical. Many of these children will have knowledge of or actually experienced a disaster and may need support. Since there are many forms of natural disaster that children can experience, children and teachers should have access to resources that address these various experiences and that can support and help them cope with the experience. The next section will present a review of literature relating to the topics of children coping with natural disaster, the use children's literature to model

coping, and the use of reflective writing to further help students process this type of traumatic event in their lives.

Chapter Two: Review of Literature

This chapter is a review of the literature that addresses the main areas of my research. The first section pertains to the different types of childhood trauma caused by natural disasters. The next section covers the use of children's literature and bibliotherapy as a means to help children cope with their experiences of natural disasters. In relation to the second section, I share why the use of quality and award winning children's literature is essential and more beneficial to this process. Lastly, I address the use of reflective writing as a means to further the students' connections to the literature in order to assist them in working through their feelings.

Trauma from Natural Disaster

Natural disaster is, in many cases, a spontaneous occurrence, or an occurrence that provides little warning or time to prepare. With events such as hurricanes, there is often prior warning. However, for other events such as earthquakes, tornadoes, and tsunamis there is unfortunately, often very little warning. While preparation time permitted for a natural disaster may benefit the physical safety of a child or an adult, it may not necessarily prevent the psychological damages that may result from experiencing the disaster. According to Felton, Cole, and Martin (2013), "13.9% of children and adolescents have experienced some form of disaster (i.e., flood, fire, tornado, hurricane, ice storm, terrorist attack, and earthquake) in their lifetime" (p. 65). The literature uncovered three areas that have significance with children experiencing trauma from a natural disaster: post-traumatic stress disorder (PTSD), displacement from home or loss of family members, and the existence of community post-disaster.

Post-traumatic stress disorder

Children who have been a victim of natural disaster differ from adult victims in that they “are less likely to have the maturity necessary to effectively respond to natural disasters” (Terranova, Boxer & Morris, 2009, p. 345). This, in turn, may lead to the development of negative coping skills that are directly connected to some of the symptoms of PTSD which Terranova, Boxer, and Morris identify as reliving the disaster, anxiety, depression, fear, and rumination. The negative coping or reliving and ruminating on a traumatic event as a response style is linked to depressive tendencies in children (Felton, Cole & Martin, 2013). In studies based on children’s post-disaster reactions from the 2010 Nashville Flood and Hurricane Katrina, it was found in both cases that when the child had a greater ability to regulate their emotions, the likelihood of PTSD and depressive tendencies were reduced after a natural disaster (Felton, Cole, & Martin, 2013).

Natural disasters sometimes force children and families in to a new environment or way of life that is radically different from the one to which they have been accustomed. In children, this kind of displacement can be detrimental in multiple ways. As Pfefferbaum, Jacobs, Jones, Reyes, and Wyche (2017) share, a natural disaster can greatly disrupt the normalcy in a child’s life. Some of the areas which this disruption affects are their normal routine, social connections, family dynamics, and physical location. Developmental changes, such as a shift in confidence in their social network and self-identity, trust, and security may be affected when these sudden natural disasters occur. Behavioral changes may also surface, including regression, behavioral

outbursts, and connections to people or things that may not have been important to them before may become more prevalent (Simmons & Douglas, 2018).

Avenues for recovery for each child will differ based on the level of displacement. These avenues can include social reconstruction through family or schools. Social reconstruction is the rebuilding of a social network that has been radically changed. Social networks in this case may be a child's friends from their school or neighborhood that they no longer see or changes to their usual family dynamics. Additionally, the financial stability of a family who has recently been through a natural disaster may be at risk, therefore, psychological care in the form of therapy may not always be an option. As a result, some children are at greater risk for their post-disaster distress developing into more serious issues. Simmons and Douglas (2018) identify this as the reason schools and teachers may be a more viable option to helping students develop coping skills. While more intense psychological care may not be an option, efforts made in schools and classrooms through the use of literature and discussion may have great success in introducing coping skills for students who have experienced natural disaster.

According to Felton, Cole, and Martin (2013), their research with the 2010 Nashville Flood victims revealed that children who had a support system showed significantly lower PTSD symptoms and significantly higher positive coping skills. With that information, schools can play a larger role in providing students with that social support. Social support through child play and classroom literature based activities can allow students to express themselves with other students or privately with a teacher, inevitably those expression may aid in developing their positive coping skills (Szente, 2016). A key aspect of creating the much needed normalcy for children

who have been moved to a new area and school is routine. The establishment of routine provides an opportunity for regulated support and reestablishing of consistency in the child's life (Pfefferbaum, Jacobs, Jones, Reyes & Wyche, 2017). Due to the numerous hours a child spends in school, this time can be a convenient and useful way to build a social support system for a child who has been displaced by a natural disaster. Schools can be a resource to both directly and indirectly provide mental health resources for children through academic instruction and through rebuilding the social support system in the classroom (Simmons & Douglas, 2018).

Positive coping skills are not skills children are guaranteed to possess or to which they have been exposed. The trauma some children experience from natural disasters reveals the need for these children to be provided with assistance to prevent further psychological suffering. This assistance can be provided through both the community and schools (Szente, 2016). The following portion of the review of literature will address the use of quality children's literature and reflective writing as a resource in schools to help children develop healthy coping skills and form a social support system.

Children's Literature and Bibliotherapy

In consideration of the information regarding childhood trauma from natural disaster, it is clear that there should be a method made available to all students to teach them healthy coping skills. While psychological care under the supervision of a professional is one path to take to learn these coping skills, it is not necessarily available to all children due to the possible financial constraints. As a result, having resources and strategies available to teachers and schools to help support these students can be extremely beneficial. One such strategy is incorporating the use of

children's literature. This strategy is similar to an approach used by trained therapists called bibliotherapy. "Bibliotherapy is a therapeutic process of guided discussion of literature that provides an experience used to treat emotional and behavioral problems" (DeVries, Brennan, Lankin, Morse, Rix, & Beck, 2017, p. 49). "Bibliotherapy comes from two Greek words; *biblion*, which means book, and *therepia*, meaning healing" (DeVries, Brennan, Lankin, Morse, Rix, & Beck, 2017, p. 49). Therefore, the primary purpose of bibliotherapy in this situation would be to build a sense of healing in the children through the use of books. Bibliotherapy is described in multiple ways; however, as Lu Ya-Ling (2018) shares, the definitions can vary in regards to who may perform it with children. The key aspect of bibliotherapy is using children's literature as a foundation to personally connect with the reader. The connection is generally encouraged and guided through discussion by a facilitator. However, "who is qualified to perform [bibliotherapy] it is still a controversial issue" (Lu Ya-Ling, 2008, p. 47). While bibliotherapy is most often used by a professional therapist, aspects of their professional techniques such as sharing books, guided discussions, and connecting coping skills can be used in a classroom setting to promote similar results.

Children's literature is material, usually in the form of books, which is used on a daily basis in the classroom. Children's literature are oftentimes in the form of picturebooks. Wolfenbarger and Sipe (2007) share that a picturebook is a "book in which the story depends on the interaction between written text and image and where both have been created with a conscious aesthetic intention" (p. 273). They also share that the purpose of picturebooks "emphasizes the inextricable connection of words and pictures and the unique qualities of the form: a picturebook is not simply a book that happens to have pictures" (Wolfenbarger & Sipe,

2007, p. 273). This type of literature, especially useful for our youngest readers, can be used as a resource for educators to openly share models of healthy coping skills that are demonstrated by characters in a story. The story can be read aloud and shared with all in the class, without drawing extra attention to the student who may be in most need of learning the coping skills.

McMath (1997) shares that the use of picturebooks that depict characters who are coping and experiencing natural disaster commonly reveal a theme of restoration of the child's faith in a safe community and hope. He also strongly suggests a collection of these picturebooks be readily available in a classroom library or as a school resource for students to read on their own or for an educator to share with the students. As previously noted, although the use of bibliotherapy is primarily carried out by professional psychologists, Pola and Nelson (2014) share the idea of teachers, librarians, and therapist working together to know the child's needs better and build resources for them through children's literature. Roberts and Crawford (2009) recommend using these books as read alouds in the classroom setting as a way to integrate them in to the curriculum. The use of children's literature in the classroom to connect with students who have experienced trauma from a natural disaster can be helpful when the student is able to identify or connect with a character or situation which is similar to their own experience. In finding the connection, the student can experience the relation they share with the character(s) as a means to better understand their own situation from another point of view and it can provide an opportunity to gain insight into the emotions they may be experiencing (Pola & Nelson, 2014). It may also reassure students that they are not alone in having an experience with natural disaster (De Vries, Brennan, Lankin, Morse, Rix, & Beck, 2017).

As one considers using children's literature to help children connect with the traumatic situation portrayed in a book, this process relies greatly on the specificity of the book to the experience. Considering the multiple types of natural disaster, the specific effects it is having, and the coping skill represented in the story should all align to the child's situation as closely as possible. While some variation is good to broaden the children's view of the community of people who are in a situation similar to them, the closer the relation the child has to the story, the more likely the child will be able to connect with it (McMath, 1997). McMath also shared the importance of picking up on the "cues" the child presents. This might include how the child responds to the story or what the child chooses to share with the teacher. When using children's literature to model coping skills, it is important to make sure that the child does not feel that his emotions and experiences are not being minimized, but rather understood and addressed (Connolly, 2012).

With the goal of using children's literature as a model to cope being one of positivity and resolved outcome, the books used should present an overall message of resiliency (Connolly, 2012). As Connolly continues to share, resiliency is an important factor to these stories because it offers the child who has experienced a trauma, the ability to see that there is hope for their recovery as well (2012). While reading these stories, students may see the characters recover and begin to move on in lives after experiencing a natural disaster. The resiliency demonstrated by the characters after a natural disaster offer hope of a positive future to the child when they see others, similar to themselves, doing so. An author's writing style may play a role in how the reader connects to the story. Authors use a variety of different methods to incorporate natural disaster into the story some of which include: "animal stories, eyewitness accounts, and young

adult fiction” (Connolly, 2012, p. 2). Connolly (2012) shares the beneficial use of animal stories where the main character is an animal who experiences a trauma caused by natural disaster. The animal character typically completes a journey to recovering from their trauma. Eyewitness experiences are told from the perspective of children who have experienced a particular natural disaster and have come through them positively (Connolly, 2012). Young adult fiction focuses strongly on how the characters cope and typically demonstrate and model coping skills.

Just as professional bibliotherapy has shown great success in children who have been traumatized by natural disasters, the steps taken during this professional process can be carried out in a classroom in a similar way. De Vries, Brennen, Lankin, Morse, Rix, and Beck (2017) share that the steps children tend to follow during the process are threefold. By reading the story students will make a situational connection to a character. Perhaps they are the same gender, are from the same area, or have experienced a similar loss. Through this, the child will form an emotional connection to the character because of the relation they have to the trauma they are currently experiencing. Last, usually at the end of the book, the students will identify and experience the resolution of the problem similar to the way the character does (De Vries, Brennen, Lankin, Morse, Rix, & Beck, 2017). These stages provide insight and hope to a child by allowing them to see that there are others who have gone through the same struggles, and have made it through by using healthy coping skills. In selecting children’s literature for this purpose, it is important to select quality children’s literature. The next section will address what qualifies a text as quality and how certain awards help identify their quality.

Quality and Award-winning Children's Literature

Quality children's books are "worth reader's close attention... [, but] books ranging in quality excellent to poor are readily available in bookstores and libraries as well as online" (Short, Brown & Tomlinson, 2018, p. 4). Since the access to different quality books is so prevalent, it is important for readers and educators to be aware of the qualifications for a quality piece of children's literature. Stone & Conrad (2017) argue that to determine the quality of a particular book, one must "evaluate the different elements of the book including, style and language, character, plot, illustrations, pacing, setting, tension, design and layout, mood, accuracy, tone, point-of-view, and theme" (p. 3). *The Essentials of Children's Literature* (Short, Brown & Tomlinson, 2018) stresses the ability of quality children's literature to connect the reader to a better understanding of real life situations. Overall, a quality piece of children's literature will have academic and social value in the education of the student. I feel that this quality in children's literature is especially important to the use of children's literature in helping children cope with natural disasters because the relation and better understanding of their situation is key to the coping process.

Another key element that can be used to identify a piece of children's literature as quality is if the text has received an award. The quintessential award given to picturebooks is the Caldecott Medal. According to the Association for Library Service to Children, the Caldecott Award is given only to "the most distinguished American picturebooks for children published by an American Publisher in the United States" ("Caldecott Medal – Terms and criteria", 1999). This award is given annually, with one Medal given to first place and runners up receive an Honor award. Considering that the criteria necessary in receiving this award closely correlate to

those of being classified as quality children's literature, award-winning children's literature are usually considered quality. When selecting children's literature, quality and award-winning books are highly effective in reader connection and content material.

While children's literature may be the foundation on which modeling coping skills for natural disasters can be shared with children, De Vries, Brennen, Lankin, Morse, Rix, and Beck (2017) share that a corresponding activity, such as a response to the reading, should be included. This secondary reflection may give the student an opportunity to reflect personally on what they have read and experienced. Corresponding activities may include questioning, art expression, or writing. The following section addresses the use of reflective writing as a response to reading quality children's literature about natural disaster and how reflective writing can be used as a method to help children (and adults) further process their feelings from natural disasters.

Reflective Writing

An effective way for students to reflect on their emotions after a natural disaster is by finding a connection and using that connection to help them express their feelings. Expression is a healthy way to cope with traumatic events, it also develops student's social-emotional awareness (Kremenitzer, 2005). Several studies have shown the academic and social effectiveness of therapeutic writing in childhood trauma related to natural disasters. In the educational setting, reflective writing can be used as a method for traumatized students to communicate and share their emotions with their teachers, or others, in a way that is comfortable for them. The use of reflective writing as a way to process their experiences serves as a "vehicle to understand and reconstruct their world" (Shreve, Danbom, & Hanhan, 2002, p.102). Making

the connection between reading material and the student's situation is the first step in the student being able to make a written connection with their emotions. As Antzoulis (2003) shares, when reading material is used as a resource for the students to connect to a particular situation, they are able to resonate with the themes and feelings of the characters because they were relevant to them. The process of using reflective writing and journaling have been shown to provide students with the opportunity to regroup their emotions into place where they can both address and work on expressing them as a means to cope in a healthy way ("I Had To Teach Hard, 2010).

Reflective writing is a strategy that can be woven into a school's curriculum and can be used as an expressive outlet for students to cope. Emotional intelligence plays a key role in student's methods of coping with a traumatic event such as natural disasters. Emotional intelligence has an effect on four major skills: "perception, accessing, understanding, and regulation skills" (Kremenitzer, 2005, p. 3). Self-reflective writing can be used to develop these skills and, in turn, grow them into healthy coping skills. Some school systems that have a large population of students and families who have been affected by a natural disaster have implemented material and prompts into the curriculum to help foster healthy coping. One successful example of this was the way the teachers in North Dakota addressed trauma through their curriculum after the Red River Valley Flood in 1997. As Zevenbergen, Sigler, Duerre, and Howse (2000) explain, one school district examined the expressive elements (drawings and writings) from before and after the flood to see in what ways the student's expressions had changed. In doing so, they found that while all of the elementary grades showed significant changes in expression, the greatest amount of altering was in the primary grades. The changes

made to the teaching materials included literature about floods (characters, animals, homes, and informational), drawing prompts, and expressive writing and journaling about the literature.

Zevenbergen, Sigler, Duerre, and Howse, (2000) found that taking anywhere from 10 minutes to an hour to incorporate these activities based on natural disaster played a significant role in students recovery from trauma caused by a natural disaster.

Reflective writing in the classroom setting as a means to help children cope with natural disasters provides insight into where the child stands with regard to their ability to cope, and it provides them with an opportunity to express their feelings in a private setting. By reviewing a student's reflective writing response, the teacher can gain insight into what the child is struggling with specifically (Shreve, Danbom, & Hanhan, 2002). Knowing this information enables the educator to better communicate with the child and be aware of situations that might cause other issues (e.g., if a thunder storm comes during the school day, a loud crashing sound, talking about a certain topic, etc...). This access can also assist the teacher in finding quality children's literature that can be used to help the child with expressing emotions resulting from the trauma, which as Pola and Nelson (2004) share is valuable. Having the student share their writings with their teacher or classmates can assist in rebuilding the bond and sense of community stability (Shreve, Danbom, & Hanhan, 2002). Considering the fact that several primary students may not have the ability to write, there are other ways students may express themselves. Shreve, Danbom, and Hanhan (2002) share, "The work of children in playing, drawing, dancing, singing, building, talking, and writing expresses the emerging understandings they bring to their worlds". For those students who may not be able to write yet, verbal discussion may be utilized. Beyond discussion, our youngest learners may express themselves through methods such as drawing out how they

feel after reading the story. Other ways these students can express themselves include acting out their connections and emotions. Some examples may include acting with puppets, toys, or other props.

As the research supports, the use of reflective writing and children's literature as a means to help children cope with natural disasters can be highly effective in the school setting. Zevenbergen, Sigler, Duerre, and Howse (2000), stress the importance of having access to resources that can provide children and teachers with material that supports and models healthy coping skills. Healthy forms of expression can allow children to "discover their feelings, allow their voices to be heard, and deal with their pain" (Antzoulis, 2003, p. 52). The following chapter will provide insight into the methods I used to carry out this research, based on the reviewed literature, to examine and identify quality and award-winning children's literature and reflective writing activities that can be used as a means to help primary elementary students cope with natural disaster.

Chapter Three: Methodology

This chapter will offer an overview of the timeline of my research. It will also address the procedures I implemented in order to select quality children's literature for review and develop guiding questions and reflective writing prompts.

Timeline

The timeline for my research was as follows:

- February, 2019: Met with thesis chair to discuss topic and committee
- February-March, 2019: Began researching and analyzing articles on related topics by writing an annotated bibliography
- March, 2019: Began writing thesis proposal and created draft of Children's Literature Qualification Guide with Guiding Questions and Reflective Writing Prompts
- April, 2019: Defended thesis proposal
- May-June, 2019: Began examining and categorizing a variety of quality and award-winning children's literature that addresses natural disaster, and developed reflective writing prompts for thesis and resource
- August-October 2019: Wrote thesis based on the gathered data
- November-December, 2019: Defended and Published Thesis

Procedures for Researching Children’s Literature

To go about finding children’s literature to create a resource for children and teachers to aid in coping with natural disaster, I began narrowing down the selection of books to quality and award-winning, primary elementary school literature. I looked at Caldecott Medal winners first because they have been selected by the American Literacy Association as books that are quality pieces of children’s literature. From there, I examined Caldecott Honor texts, meaning the text was a “runner-up” for the Medal, and books that had received other various awards including: local, state, and organizational awards. By using this process as my point of reference, I was able to find topic-specific books that were beneficial as material to help children cope with natural disaster. Considering the need for a variety of quality children’s literature on the topic of natural disaster, the selected books were not all Caldecott Medal winners. However, quality pieces of children’s literature were selected. I determined this by using the suggested criteria developed by Stone and Conrad (2017) which are to “evaluate the different elements of the book including, style and language, character, plot, illustrations, pacing, setting, tension, design and layout, mood, accuracy, tone, point-of-view, and theme” (p. 3). Along with Stone and Conrad’s criteria, Scott, Brown, and Tomlinson (2018) offer additional criteria to determine quality which includes “the originality of the story, the language and imagery, the uniqueness and style of the text, and its meaning through the test of time... and the ability of quality children’s literature to connect the reader to a better understanding of real life” (p. 5).

To begin narrowing down the books that were potential candidates for this research, I used the Children’s Literature Comprehensive Database to search specifically for age appropriate

and award-winning picturebooks that covered the same natural disasters on which I was focusing (i.e., hurricane, flood, tornado, earthquake, and tsunami). After locating several potential examples, I attempted to gather these books for close reading through the University of Central Florida databases and libraries including the Curriculum and Materials Center (CMC), the John C. Hitt library on the main campus (Intra-Library Loan System), and the Orange County Public Library. I primarily used the American Library Association and the Children's Literature Comprehensive Database as tools in determining the book's award-winning status. I also examined the lists provided by Connolly (2012) in *Surviving the storm: trauma and recovery in children's books about natural disasters* and Roberts and Crawford (2009) in *Children's Literature Resources on War, Terrorism, and Natural Disasters for Pre-K to Grade 3*, for children's literature suggestions to ensure that they were of quality.

In order to determine the usefulness of the quality and award-winning literature to my research and resource, I carefully read each text for content and then examined the author's techniques and the way the text addressed the character's experiences with natural disaster including hurricanes, floods, tornadoes, earthquakes, and tsunamis. Upon reading a variety of children's literature in different genres related to this project, I created the "Children's Literature Qualification Guide with Guiding Questions and Reflective Writing Prompts" I created (see Appendix A) to record the information I obtained as I reviewed the children's literature. The qualification guide was developed using work from Connolly (2012), McMath (1997), and Roberts and Crawford (2012) as models and includes general information about the book such as the title, the author and illustrator's name, and the publication information. Additionally, each book's award status is noted; the appropriate grade level for the book; language options; the

natural disaster represented; and the possible applications it may have for students. Regarding grade level, many of the books have a broad grade range. Therefore, the user's discretion may be required to adjust or further explain any vocabulary that may be too difficult to the child. As I read each selected book, I considered its quality using the previously mentioned qualification standards. If the book met the standards of quality, I used the "Children's Literature Qualification Guide with Guiding Questions and Reflective Writing Prompts" (Appendix A) to gather more specific information about the book. Next, I reviewed the information from the qualification guide, reflected on the content of the story, and strategically recorded useful, open-ended guiding questions to encourage students to think more in depth about the situation of the characters, as well as their own. I used the guiding questions to develop one or two writing or expression prompts to help students further explore their feelings.

In the next chapter, I will present the results of my research and how it might be applied to primary elementary students as well as any benefits for teachers and classroom application. The results will include a list of books that offer and demonstrate healthy coping techniques that can be useful for students who experience natural disasters and a list of guiding questions and reflective writing prompts that will guide students in processing and becoming familiar with these healthy coping skills will be discussed (Appendix B).

Chapter 4: Results and Discussion

After closely reading a total of twenty-one pieces of quality children's literature that covered a variety of natural disasters (i.e., hurricane, flood, tornado, earthquake, and tsunami), I was able to identify healthy coping strategies that were represented in most of the stories. Two of the twenty-one selected books were not included in my research and will be addressed later in this chapter. Of the coping skills represented, I found that they could be categorized into three types of healthy coping methods: family and community support, positive thought and making the best of a situation, and expressing emotions and feelings. I will address these coping skills with more specificity along with the data collected from the books later in this chapter. While the coping skills are not directly taught in these books, the characters and actions taken in these stories demonstrate these skills being put into practice. The guiding questions and reflective writing aspects of my research (Appendix B) have been created to guide teachers and other adults in helping the child develop the ability to recognize these coping skills and their value.

As recommended by Connolly (2012), the overall message and tone of all of the selected books is one of resiliency and positivity. This component was one that I specifically looked for while examining these books because "as children and the adults in their lives read these books together, questions, discussion, doubts, worries, and the celebrations that affirm life should be encouraged. By reading these books together in guided, supportive settings, young children may be offered some consolation in response to the hardships of war, terrorism, and natural disasters" (Roberts & Crawford, 2009, p. 385).

Of the twenty-one books selected for this research, nineteen of them demonstrated a specific set of coping skills for the natural disaster represented. All of the nineteen books were examined for quality and fit the criteria provided by Stone and Conrad (2017) and Scott, Brown, and Tomlinson (2018). The two books that did not qualify were, *To Honduras with Love* by Mary-Jane Hampton (2000) and *A Day the Changed America: Earthquake* by Shelly Tanaka (2004). Both of these books were quality pieces of children’s literature; however, they did not demonstrate a coping skill for the natural disaster addressed. As a result, they were not included in my research. Of the nineteen examined, nine were award-winning books, and demonstrated meaningful connections to the natural disaster and coinciding coping skill(s) used by the characters. The data recorded in the “Children’s Literature Qualification Guide with Guiding Questions and Reflective Writing Prompts” (Appendix B) were organized according to natural disaster and recorded in alphabetical order according to the author’s last name. Each natural disaster category contains a total of three to five quality and award-winning pieces of primary children’s literature (hurricane-5; flood-5; tornado-3; earthquake,-3; tsunami-3).

Within each natural disaster category of Appendix B, the three most prominent coping skills (i.e., family and community support, positive thought and making the best of a situation, and expressing emotions and feelings) are recorded for reference. I designed the guiding questions provided in “Children’s Literature Qualification Guide with Guiding Questions and Reflective Writing Prompts” (Appendix B) as open-ended questions that draw information from the story to guide the child in identifying the coping skill on their own or with adult guidance. The purpose of the guided questions is to help the child to expound upon their thoughts on the subject or identify the cues in the story that led them to have certain ideas about the character(s).

It is important that the student be able to talk openly about their thoughts. The “Children’s Literature Qualification Guide with Guiding Questions and Reflective Writing Prompts” (Appendix B) offers questions and prompts to foster this among students. For example, “What do you do when you have confusing feelings?” or “Explain the feelings the character shared in the story. How are they similar to your feelings?” Guidance can and should be given when needed or asked for, but the discussion should be the student’s opportunity to work thorough any thoughts, feelings, or connections made that their personal experience with natural disaster might foster. After the guiding questions have been asked, the child should be better prepared to complete the reflective writing prompt. The prompts were created to align with the guided questions and allow the student to expand the thoughts and connections in a more personal way. The remainder of this chapter will share specific findings regarding the coping skills represented in each of the books.

Family and Community Support

As Simmons and Douglas (2018) share, schools are a key place where a child’s social support system can be strengthened and reaffirmed after a natural disaster has disrupted it. Considering the amount of time children spend in school each day, the consistency of support and community within the school can play a significant role in a child’s recovery. As the most prominent coping skill represented in my findings, twelve of the nineteen books demonstrated community and family support as the primary or secondary coping skill within the story. Two of the selected books vividly represent the reassurance social support offers, the first of which is *Green City* by Allan Drummond (2016). This story demonstrates how community support can

bring people together to share in rebuilding life after a traumatic loss of home or loved ones. In *Green City*, a little boy and his family have been victims of a powerful tornado that destroyed their home town of Greensburg, Kansas. As expected, the people were upset and suffering from loss and fear, but the town decides to stick together and help each other out in the ways they can. For example, many of the neighbors took turns grilling and barbequing meals for each other and entire neighborhoods came together to clean up the rubble left behind by the tornado, even the little children. As the story continues, the people of Greensburg, Kansas rebuild the homes and stores in a green, environmentally friendly way. Ultimately, the city of Greensburg has buildings made with recycled materials, solar panels, and a community garden that was open to all. In the end, it was community support that helped the people recover physically and aided in their emotional support. In the story, the narrator shared, “Some people saw the whole situation as an opportunity for a fresh start” for their town and shared, “We’re going to make a brand-new town, and we’re gonna do it right” (Drummond, 2016, p. 3). The support of family and community allowed the little boy to feel that he wasn’t alone after the tornado and that he had a whole city to support him. Students could be guided to see how family and community support plays a role in helping the little boy cope using guiding questions like those offered in this research (Appendix B). Some of the guiding questions might include, “How do you think the boy felt about his entire town being destroyed by a hurricane? How do you think the boy felt when his town started to rebuild? Did the town seem stronger after they rebuilt it? How so?” Students will have the opportunity to share their thoughts while being guided with these open ended questions.

The second book that shares a successful representation of family support is *One Lucky Girl* by George Ella Lyon (2000). This story is also about a tornado that violently disrupts a

neighborhood. The main character, Nick, takes shelter with his parents in their trailer home. Unfortunately, Nick's parents could not get to Becky, his baby sister, in time because she was asleep in her crib. After the storm, the family looks for her in the rubble with no success. After hours of looking, Nick finds Becky safe and sound in the tall grass nearby. The family is relieved and grateful that they could rely on each other and their neighbors for help as they all searched for her. In the story, the family loses their home and most of their belongings. Nick asks "How are we going to live now?" and the father replies, "Together" (Lyon, p. 29, 2000). This is a significant representation of relying on family support to cope with such loss after a natural disaster and it directly connects into the guiding questions. One example of the guiding questions included in Appendix B is, "When they found Becky, Nick asked where they were going to live now that their home was gone, the dad said 'Together'. Explain what you think he meant by that." This question may guide students in identifying their families as a support system to help them cope with a natural disaster. The next section addressed how positive thought and making the best of a situation is represented as a coping skill among the selected children's literature.

Positive Thought and Making Best of the Situation

As one of the three most prominent coping skills found in the selected books, positive thinking and making the best of a negative situation is a healthy method children can identify and develop to cope with the trauma of a natural disaster. Positive thinking is a useful way to prevent rumination, which Felton, Cole and Martin (2013) have found can lead to anxiety and depressive tendencies (as discussed in Chapter 2: Review of Literature regarding Post-traumatic Stress Disorder). Of the nineteen selected books, nine of them demonstrated positive thinking and

making the best of the situation as the primary or secondary coping skill. Two of the books represented this coping skill in a particularly successful way. *Hurricane* by David Wiesner (2008) is told from the perspective of David, a little boy whose neighborhood had been hit by a hurricane. While David's house did not sustain any severe damage, the neighbor's house was quite damaged. This damage included a large tree from the neighbor's yard falling into the David's yard. He realized that if the wind had blown the other way the tree would have fallen into his house. David and his brother, George were frightened by the thought of this, and were subsequently fearful of another hurricane coming. David and George later decide to go outside and look at the damage more closely. While outside, confronting their fears, they realize the fallen tree was like a jungle. For several days following the hurricane, David and George play in their "jungle." This experience helps them to feel better about the damage caused by the hurricane in their neighborhood. The author shared that the tree has become "a private place, big enough for secret dreams, small enough for shared adventure" (Wiesner, 2008, p. 22). This story demonstrates the power of making the best of a situation and changing negative thoughts into positive ones. Guiding questions that may help students connect with positive thought and making the best of a situation as a coping skill they can also use are, "If they had not stayed positive and made the best of the situation, how would they have felt? Why is positivity and friends important to feeling better?"

A second story that demonstrates positive thinking and hopefulness as a unique coping skill is *Limpopo Lullaby* by Jane Jolly (2006). In this story, Jossette and her children, Leroy and Aimee, make up a family from a small village in Mozambique. The family is forced to spend days in a tree awaiting salvation from a flood that destroyed the village they call home. Jossette

shares thoughts of hope and what it will be like when they are saved. Jossette's hopefulness kept the tone of the story positive, despite the fear and danger they felt. Students can be guided in connecting with the hopefulness in the story and in their own lives with guiding questions such as, "The family was eventually returned to safety, but they lost their home. Why did they still seem happy at the end?" Questions like this one provide students with the opportunity to reflect on the characters' or their own experience and how they can be hopeful for their future. The following section will discuss how expressing emotions and feelings is demonstrated in particular pieces of children's literature as a means to help teach healthy coping skills.

Expressing Emotions and Feelings

Perhaps the most useful coping skill for children to develop in order to deal with the trauma and aftermath of a natural disaster is their ability to address and express their emotions and feelings. As mentioned earlier, expression is a key coping strategy that fosters healthy, open communication about the child's social-emotional awareness of their feelings after a traumatic event (Kremenitzer, 2005). Expression is the purpose behind the guided questions and reflective writing aspect of this research. After using children's literature to introduce the topic of natural disaster, the guided questions and reflective writing can support the child in expressing personal feelings and emotions that may be brought about the character's experience as well as the child's own experience. Expression can be shared orally, in writing, through art, or in other ways (i.e., acting, retelling, drawing, discussion, etc.). Five of the selected books demonstrate expression as the primary coping skill. Two of the unique ways that expression is demonstrated in my findings is through poetry writing and talking about emotions. *River Friendly*, *River Wild* by Jane Kertz

(2001) is a story of poems based on Jane Kertz' own experience with a flood. She writes this story from the perspective of a young girl, just as she was when she had the same experience, who has become a victim to a flood that threatened her and her family's lives. The author chooses to have the little girl share her experience of the flood from beginning to end through poetry about how the flood, recovery, and rebuilding made her feel. At one point the character expressed her anger in a poem called, "Mad". She shares,

I'm mad at the flood because my cat is gone and Sarah's living at her grandma's house now. I'm mad at this doll because she was upstairs, so she's fine and my favorite doll wasn't, so she isn't...I'm mad at my mom because she makes me eat the Red Cross snacks. 'We are lucky to have something to eat,' she says... But I don't feel lucky." (Kertz, 2001, p. 16)

Writing poetry to express feelings is represented in this story and it ends with a message of hope because of the recovery and continuation of life. To assist students in identifying this, we can guide them with questions from the "Children's Literature Qualification Guide with Guiding Questions and Writing Prompts" (Appendix B) such as, "Write about the different feelings the girl expressed in the story. Are they similar to yours?" This may benefit the students in identifying specific emotions that they may be feeling as well and guide them in learning how to express them.

Another story that demonstrated expression well is *We Shake in a Quake* by Hannah Givon Gelman (1999). This story is told by little boy who shares his experience with an earthquake that comes while he is playing in his room. In the beginning of the story, the little boy

is very open about how he feels. For example, during the earthquake he says, “I tried to stay real calm... but you can’t help but be scared when you shake, shake, shake” (Gelman, 1999, p. 3). As the boy’s family prepares for a possible aftershock, he is learning about earthquake safety in school. The boy shares his feelings with his trusted loved ones and they share how important it is to talk about your feelings so you can better understand them and address them. This is demonstrated by the characters when the little boy and his sister “agreed that scary feelings must be shared” (Gelman, 1999, p. 6). This is perhaps the best example of verbal expression for children to be introduced to because of the reasoning and structure represented. Guiding questions such as “By better understanding earthquakes and talking about how they make you feel, do you think others or yourself might be less nervous or scared of them?” can help students who might be frightened by an experience with an earthquake to open up about their feelings about it.

While there are various coping skills that can be practiced by students, the three I have addressed in my research; family and community support, positive thought and making the best of a situation, and expression, are ones that can be introduced to students through children’s literature by teachers and adults in their lives. I believe that the use of children’s literature can be an effective resource in identifying child-friendly methods of teaching coping skills to help children cope after a natural disaster. It is important the story be relatable to the child through the character(s) or situation. In this way it will create an opportunity for the child to make a personal connection to the coping skill. The following chapter will offer a conclusion of the findings for this project, as well as address the educational implications and future developments of my research.

Chapter 5: Conclusion, Educational Applications, and Future Projects

The goal of my research was to address the use of children's literature and reflective writing as a means to help primary elementary students cope with natural disaster. I wanted to examine and chart quality pieces of primary children's literature that addressed natural disasters such as hurricanes, tornados, floods, tsunamis, and earthquakes and that demonstrated healthy coping skills for students who have been affected by natural disaster. Additionally, I wanted to create guiding questions and reflective writing prompts for each of the selected books which could be used to assist the students to identify and use the same skill(s) featured in the story.

After reading twenty-one quality pieces of quality children's literature, I selected and documented nineteen of them that demonstrated the qualities for which I was looking (natural disaster and healthy coping skills) (see Appendix B). The coping skills represented in the selected stories are community and family support, positive thought and making the best of a situation, and expression of emotions. For each of the books, I created coinciding guiding questions and reflective writing prompts to provide an opportunity for the student(s) to examine or connect with the coping skill demonstrated in the story (see Appendix B). This resource is not intended to replace professional psychological assistance; however, it is intended to be a support resource for teachers, parents, and those who work with children who have experienced natural disaster. The use of this resource may provide additional support to students coping with natural disaster.

Lessons Learned

Over the course of this project, it has become clear to me that there is a need for students to learn coping skills in order to process traumatic events such as natural disasters in a healthy way. Considering most children are still developing their social-emotional skills, processing trauma due to an experience with a natural disaster may be difficult. My research has shown me that using children's literature and reflective writing to teach healthy coping skills, not only introduces a new coping skill, but it can provide the students with an opportunity to make a connection to characters who have had similar experiences. Students who are struggling with trauma from a natural disaster may benefit from knowing that others have made it through similar circumstances and from seeing how the characters of the stories overcame obstacles such as fear, loss, and displacement.

Representation of natural disasters and coping skills within the same piece of children's literature is not widely represented. This was one of the obstacles I faced while selecting children's literature for the "Children's Literature Qualification Guide with Guiding Questions and Reflective Writing Prompts" (Appendix B). I recognized that there is a need for more quality children's literature on these topics which is one of the reasons why more resources, similar to the one I have created, are vital. While several books address natural disaster, many authors of these stories have chosen to take a more lighthearted tone by personifying the disaster or using the natural disaster as a metaphor for other concepts. While this is a useful method to soften a difficult concept for children, it may not benefit children who are struggling to cope in an

effective way. Children's literature that represents both natural disaster and coping skills are scarce.

When selecting the children's literature for this research, I was faced with the difficulty of locating the books. Several books were located in the Curriculum and Materials Center at the University of Central Florida (UCF) and the Orange County Public Library system, however; to collect a diverse variety of quality books, I had to request them from the UCF Interlibrary Loan System (which request books from other libraries and colleges across the United States). While locating the selected children's literature took several months, it revealed to me that by having a collection or resource, such as the one I have created, other organizations, schools, and families will be able to gain access to these materials much quicker. With more available resources to share related to this issue, children and communities outside of the psychology profession will have a greater opportunity to access helpful material after a natural disaster. The following section will explain possible classroom applications and other educational implications of this research.

Educational Applications

In using the information and resources provided through my research, healthy coping skills can be introduced to children who have experienced natural disaster in places that offer familiarity and comfort, such as the child's home or school. The purpose of this research was to create a resource to assist teachers, school personnel, and parents/guardians in helping their students feel better about their situations. This resource is not intended to replace or discount professional psychological help for trauma, but to give an opportunity for the adults in a child's

life to introduce healthy coping skills and reinforce any professional help the child might be receiving. By sharing healthy coping skills through children's literature and guiding children with questions and prompts about the stories, it immerses the child in an environment that fosters healthy coping of emotions in a positive way. While this will not take away the trauma of a natural disaster the child has experienced, it is designed to help alleviate some of the stress of not knowing how to process feelings or feeling alone in the experience.

In the classroom, this resource can be implemented in regular reading instruction or through read alouds. The teachers and school personnel should have an understanding of the child's comfort level to determine if the child would feel more comfortable reading these stories in a small group, one-on-one, or as a whole class. Reading these books to the entire class may benefit all students by helping to teach them healthy coping skills, while also avoiding singling out any particular student. If the child is more comfortable reading stories about natural disasters with the teacher or to themselves, then that should be an option provided. The guiding questions and writing prompts to help the student make connections to the characters and coping skills can be discussed verbally with the student or written in a private journal to ensure the student is comfortable in how they are expressing their feelings. Similar methods can be used in the home by parents/guardians. Regardless of whether the resource is used in the school setting or at home, it may open a discussion to what the student is feeling and help them feel comfortable and safe after an experience with natural disaster.

Future Projects

Considering the variety of information gathered from my research, it would be beneficial to have all of my findings in a user-friendly website. I plan to develop a website that organizes the data I have collected during my research in a topical and organized format. This would be available to teachers, parents, school counselors, and psychologists. This website will also be child-friendly so children may access the guided questions and reflective writing prompts with little difficulty and with the permission of a parent or guardian. Users will be able to search for a particular natural disaster or coping skill. When the natural disaster or coping skill is selected, a list of books featuring the desired aspects will be provided to the user. My goal is to grow the selection of quality children's literature in each category over time to provide users with a diverse selection of books.

Another project that I would like to implement in the future would be to create a hard-copy package for classrooms or institutions in low-income areas at high-risk for natural disasters across the world. My hope would be to have a hard-copy of each of the books, the "Children's Literature Qualification Guide", and the "Guiding Questions and Reflective Prompts" included in the packages. This resource would be available in schools and communities that may not have access to emotional health resources after a natural disasters due to financial need. I would like the package to be offered electronically as well; however, in many circumstances electricity is not available to areas recently effected by a natural disaster, so it would primarily be offered as a hard copy package. I would also like to create and author my own children's books that could be added to this resource.

Using children's literature and reflective writing as a means to help primary elementary students cope with natural disaster allows for a wide variety of growth in the different ways teachers, parents, and guardians can assist children through difficult times. It is my hope that the research and resource I have created will bring awareness to the need for healthy coping skills to be taught in the education field; and, in addition to this, play a part in filling in the gap caused by a lack of resources available to help children cope with trauma caused by a natural disaster. Future developments and resources in this area will play an essential role in the incorporation of healthy coping skills for trauma caused by natural disaster.

APPENDIX A
Children's Literature Qualification Guide with Guiding Questions and
Reflective Writing Prompts

Author/Illustrator:	
Public information: (date, publisher, location)	
Is this an award-winning book? (yes/no)	
If yes, which award?	
Grade level?	<i>(wording of questions may be modified to meet developmental need of child)</i>
Language options?	
Disaster Represented:	
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	
Guiding questions that may initiate the child's connection to the book:	
Reflective writing prompt and expression suggestions:	

APPENDIX B
Completed Children's Literature Qualification Guide with Guiding Questions
and Reflective Writing Prompts
(Categorized by natural disaster)

HURRICANE:

Title:	<i>The Pink House at the Sea Shore</i>
Author/Illustrator:	Blumenthal, Deborah; Chakya, Doug
Public information: (date, publisher, location)	NY, Clarion Books (2005)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	1-4 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Hurricane
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character was a young girl and her brother Jake. -The story is told from the girl’s point of view. -The issue that the characters faced was losing their summer beach home and everything that was in it to a hurricane.</p> <p>-Positive thought and making the best of the situation The coping skill that is demonstrated in this story was reflecting on positive times from their house and making the best of the situation by building a tent and talking about their feelings with their loved ones.</p>
Guiding questions that may initiate the child’s connection to the book:	<p>-How do you think the girl and boy felt when they saw that their home was destroyed? -What feelings would you have if something you love is destroyed? -What did they do when they saw the pieces of their home? -What did they do to help themselves feel better? -Did they seem better the next summer? How so?</p>
Reflective writing/ expression prompt suggestions:	<p>-After the hurricane destroyed their house, the girl was very sad. What did she do with her family the next summer to help herself feel better? -Write/talk about a time you felt sad and what you did to feel better. What would you have done to feel better if you were in the story?</p>

Title:	<i>Two Bobbies</i>
Author/Illustrator:	Larson, Kirby; Cassels, Jean; and Nethery, Mary
Public information: (date, publisher, location)	NY, Walker (2008)
Is this an award-winning book? (yes/no)	Yes
If yes, which award?	<ul style="list-style-type: none"> • Arkansas Diamond Primary Book Award, 2011, Winner • Children's Crown Award, 2011, Honor Book, Grades 4-5 • Colorado Children's Book Award, 2010, Runner Up, Picture Book • Cybils Awards, 2008, Finalist, Non-Fiction Picture Book • Emphasis on Reading, 2009-2010, Winner, Grades K-1 • Flicker Tale Children's Book Award, 2010, Winner, Non Fiction Book • Florida Reading Association's Children's Book Award, 2013, Winner, Pre K through Grade 2 • Henry Bergh Children's Book Award, 2008, Winner, Non-Fiction Companion Animal • Keystone to Reading Book Award, 2010, Winner, Primary • Louisiana Young Readers' Choice Award, 2011, Winner, Grades 3-5 • Monarch Award: Illinois' K-3 Children's Choice Award, 2011, 2nd Place, Grades K-3 • Nevada Young Readers' Award, 2011, Winner, Picture Book • North Carolina Children's Book Award, 2010, Winner, Picture Book • Pennsylvania Young Readers' Choice Award, 2010-2011, Winner, Grades 3 -6 • Show Me Readers Award, 2010, Winner • SIBA Book Award, 2009, Winner, Children's Book • South Carolina Picture Book Award, 2011, Winner • Treasure State Award, 2010, Winner • Washington Children's Choice Picture Book Award, 2010, Winner
Grade level?	1-2 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Hurricane

<p>Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)</p>	<ul style="list-style-type: none"> -The characters were a puppy named Bobbie, and a pet Bob cat. -The point of view is from an outsider sharing their story of survival and dependence on each other after Hurricane Katrina. - The issues presented are separation, loss of home, and loss of family. <p>-Family and community support The coping skills represented in this story are trusting others to help you through difficult situations and believing in a positive ending (positive outlook). Community connections are also prevalent sources of recovery too.</p>
<p>Guiding questions that may initiate the child's connection to the book:</p>	<ul style="list-style-type: none"> -How did the two animals survive the hurricane? -How did they rely on each other during the recovery? -Have you ever had to rely on others for help? If so, how? -How do you think they felt when they were left behind? -How do you think they were feeling when the rescuers came and they were saved together?
<p>Reflective writing/ expression prompt suggestions:</p>	<ul style="list-style-type: none"> -In the story, the two bobbies were left behind by their families, how did they help each other survive after the storm? Would they have made it without each other? -Do you think having a friend to help you made it easier to get through the hurricane? Why or why not? -How important was community help and hope to the animals? -Would it be the same for people too? Explain.

Title:	<i>Hurricane!</i>
Author/Illustrator:	London, Jonathan
Public information: (date, publisher, location)	NY, Morrow Junior (1999)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	PK-2 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Hurricane
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The characters in this story are a young boy and his family in Puerto Rico.</p> <p>-The point of view is from the little boy who is swimming in the ocean as a hurricane suddenly appears.</p> <p>-The issue that needed to be coped with was the trauma of experiencing and trying to escape the danger of an immediate hurricane.</p> <p>-Expressing emotions and family and community support</p> <p>The coping skill that is demonstrated is speaking about the things that have happened to you to help you process them, as well as a support system.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-What did the boy do when the hurricane came unexpectedly? How do you think he felt?</p> <p>-Did he have any family or friends to comfort him?</p> <p>-How do you think he felt when he was safe?</p>
Reflective writing/expression prompt suggestions:	<p>-The boy in this story is telling the story of what happened to him. Do you think being able to talk about what happened to him helped him to understand his feelings? Why?</p> <p>-What do you do when you have confusing feelings? Who do you talk to?</p>

Title:	<i>Yesterday We Had a Hurricane</i>
Author/Illustrator:	McLaughlin Mercier, Dierdre
Public information: (date, publisher, location)	Chesapeake, VA, Bumble Bee (2006)
Is this an award-winning book? (yes/no)	Yes
If yes, which award?	<ul style="list-style-type: none"> • Mom’s Choice Award, 2008 • Moonbeam Children’s Book Award, 2007
Grade level?	K-3 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	Spanish
Disaster Represented:	Hurricane
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character is a young child who is experiencing a hurricane for the first time.</p> <p>-The point of view is a first-hand account told from that same young child.</p> <p>-The issues that the child faced was the wind, sound of the rain, his grandma’s safety in jeopardy, and the tree and powerline damage. The child also lived without power for a time.</p> <p>-Family and community support; positive thought and making the best of the situation</p> <p>The coping skills represented are the child comforting his dog as a means to comfort himself, he spent time with his family who reassured him of his safety, and he found the good (a way to have fun) by playing games, and using the flashlight.</p>
Guiding questions that may initiate the child’s connection to the book:	<p>-What did the young child do in the story to keep safe?</p> <p>-When you are in a bad storm, what do you do to keep safe?</p> <p>-What did the storm in the story sound like, look like?</p> <p>-The storm had caused the power to go out, and even though it was scary, the young child found ways to make the time fun.</p> <p>-How would you feel if the power went out after a storm/hurricane?</p> <p>-What could or did you do without power?</p>
Reflective writing/ expression prompt suggestions:	-The character in the story said they was scared, so they went to their mom, and she comforted her. They also felt better when they comforted their dog. What are some ways you feel comforted during a bad storm or hurricane? Who do you go to?

	<p>-The young child told this story to share their experience with others. -Can you think of a creative way to share your experience like the young child did?</p>
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Title:	<i>Hurricane</i>
Author/Illustrator:	Wiesner, David
Public information: (date, publisher, location)	NY, Clarion Books (2008)
Is this an award-winning book? (yes/no)	Yes
If yes, which award?	<ul style="list-style-type: none"> • Golden Sower Award, 1993 • MAR Readers' Choice Award, 1993
Grade level?	PK-2 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Hurricane
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-This main characters a boy and his brother and they adjust to the life after a hurricane hits their neighborhood.</p> <p>-The point of view is from the little boy David and his brother.</p> <p>-The issues address in this story were that of looking for the best in a situation and applying it to overcome any fear the loss may have caused.</p> <p>-Positive thought and making the best of the situation In the story the boys made the best of the damage after the hurricane. They turned the tree damage into their "Jungle".</p>
Guiding questions that may initiate the child's connection to the book:	<p>-After the hurricane, do you think the boy having his brother with him helped him to feel better? Why or why not?</p> <p>-What did the boys do when they saw the damage? How did they feel? What did they do next? -In what ways described in the story did the brothers made the best of their situation?</p>
Reflective writing/expression prompt suggestions:	<p>-Have you ever changed a bad situation into a better one?</p> <p>-If the brothers had not stayed positive and made the best of the situation, how would they have felt? How is positivity and friendship/family important to feeling better?</p>

FLOOD:

Title:	<i>Flood!</i>
Author/Illustrator:	Calhoun, Mary; Ingraham, Erik
Public information: (date, publisher, location)	NY, Morrow Junior Books (1997)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	1-4 (<i>Questions below may need to be modified based on developmental level of student</i>)
Language options?	
Disaster Represented:	Flood
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character of this story is a young girl named Sarajeon and her family.</p> <p>-The story is told from a narrator’s point-of-view, but there is a large amount of dialogue throughout the story.</p> <p>-The issue that the characters faced in the book was that the flood was threatening their safety. Sarajeon was separated from her dog that often comforted her; and, she used to think that the river was her friend, but now it is putting them in danger and has destroyed her home.</p> <p>-Family and community support and positive thought The coping skills that are represented in this book are looking to family and community for comfort, thinking about positive things, and the ending demonstrated hopefulness and safety even though they lost their house.</p>
Guiding questions that may initiate the child’s connection to the book:	<p>-How do you think Sarajeon felt when she heard that the river might flood her home? Why?</p> <p>-In what ways did Sarajeon stay brave? How did her family and Josie play a role in this?</p> <p>Have you ever had to stay brave when you were scared? Did anyone help you?</p>
Reflective writing/expression prompt suggestions:	<p>-At the end of the story, the family was hopeful that they could rebuild their home after the flood destroyed it. Have you ever wanted to rebuild something after it was destroyed?</p> <p>-What did Sarajeon mean when she said that her family is her home? Share your thoughts.</p>

Title:	<i>Limpopo Lullaby</i>
Author/Illustrator:	Jolly, Jane; Huxley, Dee
Public information: (date, publisher, location)	Vancouver, B.C; Simply Read Books (2006)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	3-4 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Flood
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main characters of this story are Josette, the pregnant mother, and Leroy and Aimee, the children.</p> <p>-The story is told from a narrator's point-of-view.</p> <p>-The issues faced in this story was the unexpected flooding of the Limpopo River that forced the family to leave their home. They also had to survive in large tree for several days without food. Josette also delivered her child while in the tree.</p> <p>-Positive thought and making the best of the situation</p> <p>The coping skill that can be found in this book is hopefulness. While the family was in the tree, they were hopeful for a rescue and it did come for them. They were all safe in the end.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-Did the family expect there to be a serious flood? What makes you think this?</p> <p>-What emotions would you have felt if you had been with the family during the flood? In the tree?</p> <p>-How do you think the community connected with their family as they were rescued from the tree?</p>
Reflective writing/ expression prompt suggestions:	<p>-The family was eventually returned to safety, but they lost their home. -</p> <p>What factors were involved that helped support them to move forward and stay positive?</p>

Title:	<i>Flood Warning</i>
Author/Illustrator:	Kenath, Katherine; Schimley-Safford, Amy
Public information: (date, publisher, location)	NY; Harper Collins Publishers (2016)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	2-5 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Flood
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character was a boy in the illustrations. -The point of view was that of the narrator. -The issues addressed were the different causes of floods and what they can do to homes and neighborhoods.</p> <p>-Expressing emotions The coping skill demonstrated in this book was understanding the situation better to ease fear, and being prepared for situations like that so you can stay safe in the future.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-How do you think the boy felt at the beginning when he saw the streets flooding? -By being prepared and understanding how floods work, do you think that impacts the boy's reaction to the flood?</p>
Reflective writing/ expression prompt suggestions:	<p>-This story explains what floods can do to your home. What are ways you can stay safe during a flood? -Do you think you would be as scared of a flood now that you understand what they are and how you can prepare for one? Why?</p>

Title:	<i>River Friendly, River Wild</i>
Author/Illustrator:	Kertz, Jane; Brennan, Niel
Public information: (date, publisher, location)	NY, Simon and Shuster Books for Young Readers (2000)
Is this an award-winning book? (yes/no)	Yes
If yes, which award?	Golden Kite Award, 2001
Grade level?	2-5 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Flood
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character of this book is the author as a young girl.</p> <p>-The book is comprised of poems shared by the girl about her experiences, feelings, and worries.</p> <p>-The main issues she faced in this story was a massive flood in her hometown, water contamination, cold weather, loneliness, and fear.</p> <p>-Expressing emotions</p> <p>The coping skill addressed in this book was talking through the feelings about the experience.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-The girl in the story helped her family prepare their house for the hurricane, did you do anything to help prepare?</p> <p>-How did you have to prepare to leave your home?</p> <p>-What was your home like after the storm?</p> <p>-How do you think the girl felt when she was experiencing the evacuation, coming back, the rebuilding? How did you feel during those moments?</p> <p>-Why do you think having hope was important to the girl?</p> <p>-Were you able to maintain hope during this scary time? If so, how?</p>
Reflective writing/ expression prompt suggestions:	<p>-The girl in the story wrote poems about her experience with the storm, write a poem to express how you felt at that time of your hurricane or how you feel now.</p> <p>-Write about the different feelings the girl expressed in the story. Are they similar to yours? If not, how are they different?</p>

Title:	<i>Flood</i>
Author/Illustrator:	Villa, Alvaro F.
Public information: (date, publisher, location)	North Mankato, Minnesota; Capstone Young Readers (2013)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	K-3 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	Wordless book
Disaster Represented:	Flood
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main characters were a family. -This is a wordless picturebook. -The issue that was addressed was that the family had to evacuate their home when a flood was fast approaching, and the house ended up being destroyed by the flood.</p> <p>-Family and community support; positive thought and making the best of the situation The coping skill that was addressed in this story was relying on family for comfort and hope that a better future is coming (they rebuilt the house).</p>
Guiding questions that may initiate the child's connection to the book:	<p>-When you saw the family, did they seem happy at the beginning? Middle? End? How do you know? -How did they feel when they saw their home after the flood? -What did they do that helped them to feel better again after the flood?</p>
Reflective writing/ expression prompt suggestions:	<p>-In the story, the children had to leave their home. What do you think they were feeling when this happened? -Explain how they acted when they returned to their home again? -Do you think they were positive about rebuilding their home? Was this a helpful way to feel better about their loss?</p>

TORNADO:

Title:	<i>Green City</i>
Author/Illustrator:	Drummond, Allan
Public information: (date, publisher, location)	NY, Farrar Straus Giroux (2016)
Is this an award-winning book? (yes/no)	Yes
If yes, which award?	Green Earth Book Award, 2017
Grade level?	K-3 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Tornado
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character is a young boy and the community of Greenburg. -The point-of-view is told from the boy's perspective. -The issues that he faces was that his town was destroyed in all of 9 minutes, there was severe damage, the entire town was to be rebuild, loss of school community, home, and financial stability for his family.</p> <p>-Family and community support; positive thought The coping skills represented in this book are community and family connections, positive outlook (hope), and finding or making good from the poor situations.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-How do you think the boy felt about his entire town being destroyed by a hurricane? -How do you think the boy felt when his town started to rebuild? -Did the town seem stronger after they rebuilt it? How so? -How did the community pull together?</p>
Reflective writing/expression prompt suggestions:	<p>-After the tornado, the boy dreamed of a new home and that dream came true. What would you dream about if you were the boy? -The boy was hopeful about the town even though he lost everything. What things did he do to stay positive? Would you have acted differently?</p>

Title:	<i>The Storm</i>
Author/Illustrator:	Harshman, Marc; Mohr, Mark
Public information: (date, publisher, location)	NY, Cobblehill Books/Dutton (1995)
Is this an award-winning book? (yes/no)	Yes
If yes, which award?	<ul style="list-style-type: none"> • Golden Sower Award, 1998 • Parent’s Choice Award, 1995
Grade level?	PK-2 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Tornado
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character is a young boy who is confined to a wheelchair. -The point-of-view is told by a narrator. -The issues the character faced were that he was trapped outside in his wheelchair as a tornado approached. He had to save himself and his father’s animals. One of his roosters died.</p> <p>-Expressing emotions; family and community support The coping skill represented here is positivity for your survival and disaster preparedness to calm your nerves of the unknown natural disaster. His family also brought him a sense of community security.</p>
Guiding questions that may initiate the child’s connection to the book:	<p>-How do you think Jonathan felt about being in a wheelchair during the tornado? -Do you think he was brave to helping the farm animals? Why? -Why was Jonathan’s family happy after the tornado?</p>
Reflective writing/ expression prompt suggestions:	<p>-Jonathan was in a wheelchair when the tornado came so he might have faced more difficulty trying to get safe, but he did. Write about how you think Jonathan stayed positive and what were his strengths during that time? -Jonathan and his family were happy even though they lost some animals and their farm had damage. They were positive about their safety and future. Explain how you would have reacted if this happened to you and your family?</p>

Title:	<i>One Lucky Girl</i>
Author/Illustrator:	Lyon, George Ella; Trivas, Irene
Public information: (date, publisher, location)	NY, DK Pub. (2000)
Is this an award-winning book? (yes/no)	Yes
If yes, which award?	<ul style="list-style-type: none"> • Kentucky Bluegrass Award, 2002
Grade level?	PK-2 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Tornado
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character of this story is Nick “hawk eye”, his parents, and his baby sister, Becky.</p> <p>-The story is told from Nick’s point of view.</p> <p>-The issues that the characters faced in this book were that their home was destroyed by a sudden tornado, they thought they had lost Becky, and fear.</p> <p>-Community and family support; positive thought</p> <p>The coping skills that can be taken from this story are community teamwork in recovery, hope (things work out with time), and family connections/love.</p>
Guiding questions that may initiate the child’s connection to the book:	<p>-How do you think Nick felt when the tornado came so suddenly? -</p> <p>What did the family do to stay safe? How did they feel when they found out that the baby sister was not in the house?</p> <p>-How did the community step in to help their family?</p>
Reflective writing/ expression prompt suggestions:	<p>-Explain what you might have done after the tornado passed and you saw its damage?</p> <p>-When they found Becky, Nick asked, “But where are we going to live?”. Their dad said “together”. What do you think he meant by that?</p>

EARTHQUAKE:

Title:	<i>We Shake in a Quake</i>
Author/Illustrator:	Gelman Givon, Hannah; Uttal, David
Public information: (date, publisher, location)	CA, Tricycle Press (1999)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	PK-2 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Earthquake
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main characters of this book was a little boy, and his family. -The story was told from the perspective of a little boy. -The issues that the boy faced in this story was fear of the earthquakes that had already happened and future ones.</p> <p>-Expressing emotions The coping skills that were represented in this story were talking about ones feelings and better understanding what earthquakes are and how we can prepare for safety during one.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-By better understanding earthquakes, do you think others or yourself might be less nervous or scared of them? -Why? /Why not? -Has there been a time that you had to learn to be prepared for a scary situation?</p>
Reflective writing/ expression prompt suggestions:	-How might you explain or comfort another person about their fears of an earthquake returning?

Title:	<i>Earthquake</i>
Author/Illustrator:	Lee, Milly; Choi, Yangshook
Public information: (date, publisher, location)	NY: Farrar Straus and Giroux (2006)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	3 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Earthquake
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main characters in this book are the little boy, and his family members: MaMa, PoPo, and BaBa.</p> <p>-The little boy is telling the story.</p> <p>-The issues that are faced in this story is the sudden effects of an earthquake and fire in the San Andreas Chinatown. The family had to gather as much as they could from their home and travel to Golden Gate Park.</p> <p>-Family and community support The coping skills that were represented in this book were family and community support, and a positive ending to the tragedy.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-Why do you think the boy was surprised by the shaking?</p> <p>-What made him feel safe?</p> <p>-How did the boy's family make it to safety?</p> <p>-Has there been a time when your family had to stay together to be safe?</p>
Reflective writing/ expression prompt suggestions:	<p>-When the boy and his family were leaving their home, why did they only take a few things? Explain why you think they took what they did?</p> <p>-The boy lost his home, but still felt safe. Why do you think that is?</p>

Title:	<i>Panda's Earthquake Escape</i>
Author/Illustrator:	Perry, Phyllis J.
Public information: (date, publisher, location)	Sylvan Dell Publishing (2010)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	3 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Earthquake
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main characters were a mother and child panda, Li-Ling and Teng-Fe.</p> <p>-The two pandas on the nature reserve were awakened in the night by a severe earthquake. The two of them begin to run away as fast as they can, but Teng-Fe loses sight of his mother. After a few minutes of fear, he finds her again and they hunker down in a safe place.</p> <p>-After a few hours, the keepers of the nature reserve find them and bring them back to the enclosure where they are together and safe.</p> <p>- The issues the characters faced were fear of the earthquake, separation from home, and separation from family.</p> <p>-Community and family support; positive thought The coping skill used in this story were closeness to family, persistence of hope, and community care.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-How did you feel reading this story as the two pandas became separated? Have you ever been alone and lost from others?</p> <p>How do you think the pandas felt when they were back home in their reserve?</p> <p>-How did community helpers and the mother panda help the baby one to feel safer?</p> <p>-Has your community and family had to pull together to help you feel safer?</p> <p>-If you were one of the pandas, would you have acted differently?</p>
Reflective writing/ expression prompt suggestions:	<p>-What kind of feelings do you think Teng-Fe had when the earthquake began? While they were running? At the end?</p> <p>-How would you have acted and felt if you were one of the pandas?</p>

	<p>-What helped the little panda to feel better? Would that have helped you? If not, what would have?</p>
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TSUNAMI:

Title:	<i>Eli the Elephant: a tsunami story</i>
Author/Illustrator:	Donald, Margret; Grant, Sophia; Noble, Stuart
Public information: (date, publisher, location)	New Delhi: Tara-Indian Research Press (2006)
Is this an award-winning book? (yes/no)	No
If yes, which award?	
Grade level?	3+ (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Tsunami
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character in this story is Eli and his brother elephants. -The story is told by a narrator. -The issues faced in this story are facing danger head on and loss of homes and lives.</p> <p>-Community and family support The coping skills that can be found within this story are community support and hope for the future.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-Why did Eli want everyone to move up the mountain? -How did he get everyone to safety? -Have you ever been in the role of a leader or messenger? How did they feel? -What happened when the tsunami came?</p>
Reflective writing/ expression prompt suggestions:	<p>-If you had been on the beach like the people were, would you have listened to Eli? -Even though many of the people and animals were saved, many others did not make it. How did Eli and the animals feel about that? What did they do? -What would you have done to cope?</p>

Title:	<i>Owen and Mzee: The Language of Friendship</i>
Author/Illustrator:	Hatkoff, Isabella; Hatkoff, Craig; Kahumbu, P; Greste, Peter
Public information: (date, publisher, location)	NY, Scholastic Press (2006)
Is this an award-winning book? (yes/no)	Yes
If yes, which award?	<ul style="list-style-type: none"> • <u>American Booksellers Book Sense Book of the Year (ABBY) Award, 2007</u> • <u>Book Sense Book of the Year Award, 2007</u> • <u>Buckaroo Book Award, 2008</u> • <u>Cuffies: Children's Booksellers Choose Their Favorite (and not-so-favorite) Books of the Year, 2006</u> • <u>Garden State Children's Book Award, 2010</u> • <u>Nautilus Book Award, 2007</u>
Grade level?	3+ (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	
Disaster Represented:	Tsunami
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-This book is the nonfiction version of <i>Mama</i> by Jeanette Winter. The main characters are Owen (baby hippo) and Mzee (turtle).</p> <p>-The point of view is narrated by the authors.</p> <p>-The issues faced are Owen's loss of mother, and (after building a family relationship with Mzee) the possibility of losing that too.</p> <p>- Community and family support The coping presented here is restored family, community security (from rescuers) and hope.</p>
Guiding questions that may initiate the child's connection to the book:	<p>-When the tsunami happened, how did Owen get rescued?</p> <p>-Did the community help Owen recover from its disaster? If so, how?</p> <p>-How do you think Owen felt after he had a new family? How did Mzee respond to having a new family member?</p> <p>-How did you feel reading this story?</p>
Reflective writing/ expression prompt suggestions:	<p>-This story happened in real life. Community helpers made the recovery easier for Owen. How has the community helped you?</p> <p>-How can you help others in the community who have experienced loss?</p>

Title:	<i>Mama</i>
Author/Illustrator:	Winter, Jeanette
Public information: (date, publisher, location)	Orlando, FL, Harvourt (2006)
Is this an award-winning book? (yes/no)	Yes
If yes, which award?	<ul style="list-style-type: none"> • Boston Globe Hornbook Award for Excellence in Children’s Literature, 2006 • Society of Illustrators Original Art Award, 2006
Grade level?	PK-3 (<i>wording of questions may be modified to meet developmental need of child</i>)
Language options?	Wordless
Disaster Represented:	Tsunami
Application to Student: (Coping skill represented [community connection, talking it out, hopefulness], social interactions, age of character, point of view, etc.)	<p>-The main character is a baby hippopotamus.</p> <p>-The book is almost entirely wordless, but the images are that of the baby hippopotamus point-of-view.</p> <p>-The issues that the baby hippopotamus faced was the trauma of surviving a tsunami, and the loss of her beloved mother.</p> <p>- Community and family support; positive thought</p> <p>The coping skills represented in this book, are the restoration and hope after a loss of a loved one (by a turtle) and home (rescue enclosure).</p>
Guiding questions that may initiate the child’s connection to the book:	<p>-How do you think the hippo felt when the tsunami came?</p> <p>-Did the baby hippo miss its mama? How do you know?</p> <p>-How do you think the hippo felt after meeting the tortoise? Why?</p>
Reflective writing/ expression prompt suggestions:	<p>-When the hippo lost her mama she was sad. What could you do to help support the hippo?</p> <p>-How was the hippo hopeful starting a new life with a new family?</p>

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