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The value of leisure in coping with natural disaster: A case study in the aftermath of Hurricane Katrina

Germaine Jackson
University of Northern Iowa

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THE VALUE OF LEISURE IN COPING WITH NATURAL DISASTER:

A CASE STUDY

IN THE AFTERMATH OF HURRICANE KATRINA

A Dissertation

Submitted

in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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May 2011

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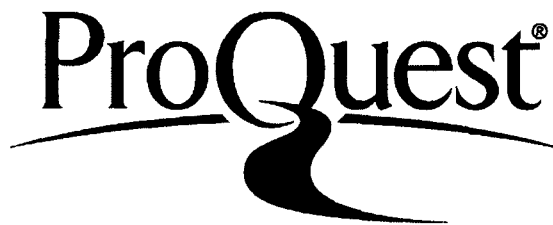
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DEDICATION

I dedicate this dissertation first to my father, the late Lawrence T. Jackson Sr., for all his love, support, patience, knowledge, and wisdom that inspired me throughout my years. Also, to my three beautiful children Edward III, Eric (Billy D.), and Ha'Wanna (Ashley,) who supported my decision to return to school and inspired me to continue on my journey, no matter how hard it got and told me to never give up.

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THE VALUE OF LEISURE IN COPING WITH NATURAL DISASTER: A CASE STUDY
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Approved:

Dr. Rodney Dieser, Committee Chair

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ABSTRACT

The late twentieth and early twenty-first centuries have witnessed more than their share of cataclysmic events, both natural and human-made. Most notable is Hurricane Katrina, a category 5 storm that ravaged the coasts of Louisiana and Mississippi. The infamous history of Hurricane Katrina's devastation stems from a couple of factors. First, the death toll reached what, for Americans, was a shockingly high figure of 1, 577 people. Second, and more socially and politically relevant, was the federal government's mismanagement of the crisis.

The purpose of this study was to examine the role of leisure services available to adolescents following the traumatic events of Hurricane Katrina. As such, this study was based on a three-phase, mix-methods approach. First, 100 adults who were adolescents during Hurricane Katrina filled out a structured questionnaire derived from the criteria enumerated for Post- Traumatic Stress Disorder (PTSD) listed in the Diagnostic and Statistical Manual IV – TR (DSM-IV-TR) in order to make an informal assessment of the level of stress these adolescents/youths experienced during and after the events of Hurricane Katrina. Sixty-one percent of the participants taking the survey met criteria for a diagnosis of PTSD similar to the criteria required for such a diagnosis by the DSM-IV. Second, 10 interviews were conducted with adults who were adolescents during the event of Hurricane Katrina and had reported high levels of stress, in order to investigate if leisure was helpful as a coping method during the aftermath of Hurricane Katrina. The most salient themes included: (1) leisure as a coping mechanism before and after Hurricane Katrina; (2) diversity of

leisure in dealing with the aftermath of Hurricane Katrina; and (3) importance of family and coping together. Third, three interviews were conducted with three different directors of youth-serving leisure agencies (New Orleans Recreation Department, Boys and Girls Club in New Orleans, youth services of Second Mt. Bethel Baptist Church in New Orleans) to investigate if leisure services helped adolescents cope with the traumatic aftermath of Hurricane Katrina. The most salient themes included: (1) implementation of new programs since Hurricane Katrina; (2) help rebuilding communities and centers; (3) creating partnerships in youth/leisure programming, and (4) preventative steps in the aftermath.

In short, this study outlined participants who experienced stress associated with Hurricane Katrina and were likely to suffer from PTSD and it found that leisure experiences and services can be used as a healthy coping strategy during highly stressful events. Future research can be built on this study in different ways. More in-depth interviews could be used to gain greater insights into how leisure experiences can facilitate coping and greater mental health. Likewise, future research can be directed on greater understanding of leisure constraints during times of natural disaster and if current leisure constraints strategies are even useful during a time of natural disaster.

CHAPTER 1

INTRODUCTION

The late twentieth and early twenty-first centuries have witnessed more than their share of cataclysmic events, both natural and man-made. Among the most distressing natural disasters was the December 26, 2004, Indian Ocean undersea earthquake which unleashed devastating tsunamis that hit the coasts of Thailand, Indonesia, and Sri Lanka killing more than 225,000 people. More recently, an earthquake shook Sichuan Province, China, in May of 2008, killing over 69,000 people and injuring more than 374,000. Closer to home, Americans have endured what seems like an unending series of hurricanes in the Gulf Coast, floods in the Midwest, and forest fires on the West coast.

Most notable among these natural disasters is Hurricane Katrina, a category 5 storm that ravaged the coasts of Louisiana and Mississippi. Katrina began as a tropical depression near the southeastern portion of the Bahamas on August 23, 2005. The following day it was upgraded to a tropical storm and became a hurricane only two hours before it hit the coast of Florida the morning of August 25. When it subsequently reached the unusually warm waters of the Gulf, it rapidly developed into a category 5 hurricane slated to hit the north rim of the Gulf by 6:10 a.m. on August 29. The infamous history of Katrina's devastation stems from a couple of factors. First, the death toll reached what, for Americans, was a shockingly high figure of 1,577 people. Second, and more socially and politically relevant, was the federal government's complete mismanagement of the crisis.

There have been studies by Galea, Resnick, and Vlahov. (2002). Galea et al. (2003), which suggested that disaster exposure, increases the risk for a wide range of mental and physical health reactions, such as Post-Traumatic Stress Disorder (PTSD). LaGreca and Prinstein (2002) documented high rates of PTSD symptoms in children subsequent to experiencing a natural disaster.

According to Yule and Bolton (2000), 111 (51.7%) out of 217 children and adolescents who survived a shipping disaster (the sinking of *Jupiter* in Greek waters) developed PTSD. Freedy and Brock (2010) estimated that 15% of American military troops returning from deployment will develop PTSD. Sutker, Uddo, Brailey, Vasterling, and Errera (1994) stated that “during Operation Desert storm (in 1990-1991) conflict following the Iraqi invasion of Kuwait) of those who were assigned to collect, tag, and bury scattered body parts of the dead, 65% developed PTSD.” Grossman (1995) states, “during World war II, doctors believed that 98% of men would develop psychiatric problems with days of continuous combat.” Engdahl, Dikel, Eberly, and Blank (1997) states about 20% of American fighters wounded in Vietnam developed PTSD, contrasted with 50% of those who were prisoners of war. Freedy and Brock (2010) also noted that rape of women is the leading cause of PTSD. They also stated that nearly 13% of women will be sexually assaulted at some point in their lives, and 25% to 50% of will develop PTSD as a result.

The attack of the World Trade Center on September 11, 2001, showed a similar correspondence with the severity of the trauma. After the attack on the World Trade Center a telephone survey was conducted and researchers determined that 7% of the

adults living south of 110th Street in New York City (but well north of the World Trade Center) reported symptoms that would have warranted a diagnosis of PTSD, but 20% of those living south of Canal Street (closer to the disaster site) reported no such symptoms (Galea et al., 2003).

Personal Narrative

My interest in this study emerged from a combination of professional/academic interests and personal experiences. First, I have long been interested in the phenomenon of PTSD. Second, my personal connection with New Orleans inspires a deep concern for the victims of Hurricane Katrina. Further, I was fortunate enough to have survived Hurricane Betsy in 1965. Betsy was a category 3 hurricane that devastated the area surrounding my childhood neighborhood. As response teams came into the community, responders inquired about the well-being of the adults, but they neglected to ask the children how they were affected both emotionally and mentally by the storm. The occurrence of Hurricane Katrina in August 2005 brought back memories of Hurricane Betsy, and at that point I realized that I might have experienced a mild form of Post-Traumatic Stress Disorder. I began to wonder if the children who survived Hurricane Katrina were being asked directly about their welfare. I also began to contemplate how many children potentially were suffering from Post-Traumatic Stress, as I am sure others did in 1965.

I did not realize that I was suffering from a mild form of Post-Traumatic Stress Disorder until Hurricane Katrina hit Louisiana August 29, 2005. It brought back a lot of uncomfortable memories for me. I can remember when Hurricane Betsy hit Louisiana

that no one asked the children, youth or adolescents how they felt. I can remember that I had a lot of questions to ask. I wanted to know what happened, how it happened, and what caused it to happen and what happened to the Brown and the John families? All I could remember was that their houses were destroyed and I never saw the families again. I never got a chance to ask any of my questions. This made me question myself, what would I have done had I been in Louisiana when Katrina hit. The first thing that came to mind was I know that I would have been like most people and would not have left until it was mandatory to evacuate the city.

Being a native of New Orleans, Louisiana, I have been hearing since 1965 when Hurricane Betsy hit Louisiana that we will need to evacuate the city when the next big hurricane hits. We packed up, stocked up, gassed up, and went inland to be safe from the storm. Lake Pontchartrain Causeway Bridge (the 24-mile bridge is the largest bridge in the world) is surrounded by water on all sides and for eight hours or more I along with others were stuck in a traffic jam. At last, the news comes in that it is safe to return back home. How safe is it being immovable on the Lake Pontchartrain Causeway Bridge for hours? After leaving New Orleans several times, I and many other people were tired of the same routine of packing up and going inland year after year and no hurricane hit the city. Further, I and others in New Orleans spent an enormous amount of time and money preparing for hurricanes, such as buying batteries, water, blankets, portable radios, and candles. It is exhausting, and nerve wracking!

After years of a long wait, Hurricane Katrina hit approximately 40 years later on August 29, 2005. Most of the people who did not leave Louisiana had no transportation

out. Many people did not have the money to leave, because they use public transportation which runs twenty-four hours a day, seven days a week and they, had no other way out. The others who did have a vehicle to leave had nowhere to go. Most Louisianans have four to five generations who live in Louisiana and have no outside family to go to. Thankfully, my family did have places to go, such as Alabama, Washington D.C., Atlanta, Houston, Texas, and Iowa. However, my family did not want to go too far because they wanted to be able to return to retrieve their belongings if they had to.

After watching the news, I felt that I had an obligation to investigate the youth/adolescents in my family who were stricken by Hurricane Katrina. I wanted to know if they were okay, if they were safe, and how they felt about what had happened to their city. All of these questions were running through my mind.

Leisure played a very important role in my life when Hurricane Betsy hit Louisiana. I remember weeks after the hurricane struck I was involved in leisure activities within the YWCA and within the community. I was a Brownie (which is a younger group of troops before you can become a Girl Scout). I was also involved in a home economics class at the community center. I was learning how to cook, sew, and knit, and about personal hygiene. Although I was also taught these things at home, it seemed much more fun when I was down at the recreational center.

I can remember before the hurricane hit we were not involved in community activities. After the hurricane my father enrolled us in the YWCA, Community Center, and Treme Center. I found it odd that my father enrolled us in the community activities

because he did not like us to be away from home after school. I can remember my father telling my mother that he wanted to keep all the children occupied so that they did not have to be traumatized by what happened to the city. My father stated that “children should not suffer for what Mother Nature has done; so, let us enroll them in more community activities to keep them busy.” I can remember my brothers going to the Treme Center, which is now a part of New Orleans Recreation Department (NORD), to play on the football and basketball teams. Grubb (1975), McKay (1993), and Munson (1991) all agree that leisure has been described as a way of keeping the mind busy. I agree because as I thought back to Hurricane Betsy and I can remember the more I stayed busy the less I reflected on the hurricane.

After Katrina, I took a role in locating my family and asked what the children were going to do about their schooling. I have two nephews who were seniors in high school and another nephew who wanted to continue his college education. He was a freshman at Mississippi State. I brought my three nephews back with me to Iowa and enrolled them into school. BJ and AJ II went to Cedar Falls High and AJ attended the University of Northern Iowa. I asked BJ and AJII if they played any type of sports in school and both of them said no. I asked if they wanted to join the football team. At first they both said that they had no interest. I insisted that they join some kind of leisure activities to keep their minds occupied and they did join the Cedar Falls High School football team. They were happy that I talked them into playing football because they enjoyed it and wished that they had played ball during their freshman year in high school. BJ stated he was glad he came to Iowa to get away from the scene of what took place in

New Orleans and that it helped him cope much better with the situation of what happened in New Orleans, Louisiana. He also stated that football was the best thing that happened to him and it kept him occupied. AJ II stated that he had no desire to play ball and all he wanted to do in his spare time was to draw. He also said that football made him see things in a different light. Counseling was provided for them at Cedar Falls High School too. AJ also attended counseling at UNI and he stated, “If it was not for my aunt looking out for me and providing a place for me to go and someone for me to talk to, I do not know what I would have done.”

Research Questions

The purpose of this study was to examine how leisure services helped adolescents cope with the traumatic events of Hurricane Katrina. As such, this study will take a three staged mix-method approach in an attempt to answer the following questions:

1. Regarding adults who experienced the traumatic events of Hurricane Katrina, do they still experience high levels of stress associated with this natural disaster?
2. Did leisure experience (both personal and formal services) help people cope who experienced the traumatic events of Hurricane Katrina?

Definition of Terms

This section provides the definition of essential terms as they will be used in this study.

Adolescence: A period of growth between childhood and adulthood; however, people disagree about when it begins and when it ends, especially because the period has been prolonged in western culture (Rogers, 1969).

Case study: Sources of data include interviews, document reviews, surveys, and observations. Yin (1984) states that a case study is “an empirical inquiry that investigates a contemporary phenomenon within its real- life context” (p. 23).

Leisure: Neulinger (1981) identified perceived freedom and intrinsic motivation as the two core elements of leisure (with perceived freedom serving as the primary element and intrinsic motivation serving as a secondary element). Intrinsic motivation occurs when the rewards to participation are seen as coming from engaging in the activity itself (opposed to external pressure), and perceived freedom refers to a state in which a person feels that what he/she is doing is done by choice.

Post-Traumatic Stress Disorder: PTSD is a debilitating condition with a host of negative symptoms that emerge after exposure to a traumatic event (American Psychiatric Association [APA], 2000). PTSD was first recognized by the American Psychiatric Association in the DSM-III (American Psychiatric Association, 1980) in 1980. The disorder was initially diagnosed in Vietnam combat veterans who described the recurring traumatic experiences that interfered with their daily functioning (Roberts et al., 1982).

Traumas: There are two types of trauma--physical and mental. Physical trauma includes the body's response to serious injury and threat. Mental trauma includes frightening thoughts and painful feelings. They are the mind's response to serious injury. Mental trauma can produce strong feelings. It can also produce extreme behavior, such as intense fear or helplessness, withdrawal or detachment, lack of concentration, irritability, sleep disturbance, aggression, hyper-vigilance (intensely watching for more distressing events), or flashbacks (sense that event is re-occurring).

CHAPTER 2

REVIEW OF RELATED LITERATURE

Background

Hurricane Katrina was catastrophic and will long be implanted in the world's mind, and will be known as the disaster of a lifetime in New Orleans, Louisiana. Katrina began as a tropical depression near the southeastern portion of the Bahamas on August 23, 2005. The following day it was upgraded to a tropical storm and became a hurricane only two hours before it hit the coast of Florida the morning of August 25. When it subsequently reached the unusually warm waters of the Gulf, it rapidly developed into a Category 5 hurricane slated to hit the north rim of the Gulf by 6:10 A.M. on August 29. The infamous history of Katrina's devastation stems from a couple of factors. First, the death toll reached what, for Americans, was a shockingly high figure of 1,577 people. Second, and more socially and politically relevant, was the federal government's mismanagement of the crisis.

On the morning of August 29, America awoke to television images of their fellow citizens stranded in attics and boats, on rooftops, and trapped in the overcrowded and woefully underequipped Superdome and Ernest N. Morial Convention Center (The River-Gate). In the days that followed, these images became increasingly more horrific as news cameras televised footage of desperate faces pleading for help as the scarcity of food, water, medicine, and sanitary facilities reached emergency levels. As viewers watched in stunned silence, it did not escape the attention of many that those desperate

faces on their television screens were overwhelmingly of New Orleans' poor and minority population. Moreover, not only did this catastrophic event confront America with the shame of its mostly hidden racial and economic oppression, but it flashed those images around the globe.

Hurricane Katrina's Long-Term Wrath

Yet, in the aftermath of the storm, the mostly poor and dispossessed could not rely on their government for much more than basic emergency assistance. As most of America moved on, the victims' emotional shock turned to feelings of abandonment, frustration, helplessness, and, finally, impotent anger. Families continue to struggle with the impact of the damage, loss, chaos, and thwarted hopes for their lives and communities. Katrina left in its wake not only a ruined city, but thousands of shattered lives. The storm quite literally blew away the finely woven fabric of people's lives -- their sense of place, their families, jobs, pets, and the possessions that connected them to their pasts (Greenman, 2005). Approximately 500,000 residents remained displaced months after the storm (Froomkin, 2007). It is unfortunate that most individuals and their communities felt that an injustice had happened to them they now felt abandoned, frustrated, helpless, and angry as well vengeful. With adults feeling this way, how can they be expected to cope or deal with the youths' reaction to the trauma? Put differently, the victims of Hurricane Katrina were traumatized people, having to deal with traumatized youth. These circumstances caused undue anxiety and stress among both adults and individuals. "This form of stress, much like the stress in combat or violent crimes, can result in the development of Post-Traumatic Stress Disorder (PTSD)."

The experiences related to Hurricane Katrina were unique and pose significant challenges for the mental health community. Clinicians are trained to provide treatment for families and youth who continue to struggle with the painful reminders of the inescapable trauma they have experienced. It is important that parents, caregivers, and guardians seek help for themselves before they seek help for their children because youth tend to take on the anxieties of adults in their environment. What makes caring for traumatized youth even more difficult is that many are at an age where they generally are experiencing age-related stress.

Background of Post-Traumatic Stress Disorder

During the early 1800s military doctors began diagnosing soldiers with “exhaustion” following the stress of battle. This “exhaustion” was characterized by mental shutdown due to individual or group trauma (Parrish, 1999, p. 2). Like today, soldiers during the 1800s were not supposed to be afraid or show any fear in the heat of battle. The only treatment for this “exhaustion” was to bring the afflicted soldiers to the rear for a while then send them back into battle. Through extreme and often repeated stress, the soldiers became fatigued due to the body’s natural shock reaction. In 1876, Dr. Mendez DaCosta published a paper describing a condition among American Civil War soldiers as “Soldier’s Heart,” whose “symptoms included startled responses, hyper-vigilance, and heart arrhythmia” (Parrish, 1999, p. 2). At the same time, in England, there was a similar condition that had the same symptoms as those being witnessed on the U.S. Civil War battlefields. Known as “railway spine,” these people had experienced

some type of catastrophic railroad accident and displayed symptoms commonly connected with PTSD.

World War I saw its share of mental fatigue. According to Parrish (1999), “some 60,000 of the British forces were diagnosed with mental fatigue and 44,000 of these were retired from the military because they could no longer function in combat” (p. 2). Known at the time also as “soldier’s heart” or “effect syndrome,” the term “shell shock” became the standard by the end of the World War I. During World War II, the term shell shock was replaced by “combat fatigue” to describe soldiers who exhibited signs of stress and/or anxiety due to combat. The term “post-traumatic stress disorder” was not used until 1980, with the publication of the third edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM), published by the American Psychiatric Association, (1980).

According to previous studies (Erikson, 1994; Horowitz, 1976; Groome & Soureti, 2004), the origins of PTSD began with the Vietnam War. Groome and Soureti (2004) highlighted that:

The diagnosis of PTSD first came into common use after the Vietnam War to describe the long-lasting psychological effects of exposure to traumatic events in battle, and its main symptoms are distressing intrusive memories, avoidance of stimuli associated with trauma and increased psychological arousal. Several scales have been developed for the assessment of PTSD symptoms, notably the Impact of Events Scale (IES) devised by Horowitz, Wilner, and Alvarez, (1979), (p. 387).

The Impact of Events scale is a self-report measure that uses a twenty-two item subject response questionnaire that examines “subjective distress” caused by trauma or traumatic events. It also consists of additional items that determine hyper-arousal

symptoms of PTSD and corresponds to 14 of the 17 symptoms listed in the DSM-IV. The scale is not used to diagnose PTSD; however, it is a good indicator that further examination of the subject is needed (Weiss & Marmar, 1996).

The DSM had originally referred to PTSD as “stress response syndrome” which was caused by what they called “gross stress reaction.” Then, in 1968, the DSM-II was published and categorized all trauma related disorders under the umbrella of “situational disorders.” It is interesting that during this period, according Parrish (1999), “Vietnam Veterans treated for the disorder during that period were informed that if their symptoms lasted more than 6 months after their return from Vietnam they had a ‘pre-existing’ condition, making it a ‘transient situational disorder,’ and the problem was not service connected. This resulted in a lot of ‘walking wounded.’ With the publication of the DSM-III Post-Traumatic Stress Disorder was placed under a sub-category of “anxiety disorder” and has become the standard. In the 1994 edition DSM-IV edition, “Post-traumatic Stress Disorder” is again used but has been placed under a new “stress response” category and remains in the “anxiety disorder” category.

According to the DSM-IV (American Psychiatric Association [APA], 1994), post-traumatic stress disorder is defined as:

The development of characteristic symptoms following exposure to an extreme traumatic stressor involving direct personal experiences of an event that involves actual or threatened death or serious injury, or other threat to one’s physical integrity; or witnessing an event that involves death, injury, or a threat to the physical integrity of another person; or learning about unexpected or violent death, serious harm, or threat of death or injury experienced by a family member or other close associate (Criterion A1). The person’s response to the event must involve intense fear, helplessness or horror (or in children, the response must involve disorganized or agitated behavior) (Criterion A2). The character symptoms resulting from the exposure to the extreme trauma include persistent re-experiencing [sic] of the

traumatic event (Criterion B), persistent avoidance of stimuli associated with the trauma and numbing of general responsiveness (Criterion C), and persistent symptoms of increased arousal (Criterion D). The full symptom picture must be present for more than 1 month (Criterion E), and the disturbance must cause clinically significant distress or impairment in social, occupational or other important areas of functioning (Criterion F) (p. 424).

For this study, a modification of the DSM-IV criteria for Post-Traumatic Stress Disorder will be utilized.

However, other studies that have examined PTSD among youth have used the Anxiety Disorders Interview Schedule (AIDS) for DSM-IV (Silverman & Albano, 1996), a structured interview specifically designed to provide diagnoses for a range of anxiety, mood, and somatoform disorders.

Relevant Research Concerning PTSD

There has long been awareness among researchers and clinicians that stress and trauma can have a severe impact on children and adolescents (Garnezy & Rutter, 1983). A number of theorists have suggested that childhood trauma may account for some of the variability in the presence and degree of psychiatric disorders in adulthood (La Greca, Silverman, & Wasserstein, 1998; Lonigan, Shannon, Taylor, Finch, & Sallee, 1994, and e.g., Terr, 1991). However, it has only been in the past decade that investigators have increasingly recognized that as an immediate effect of severe trauma in childhood, children/adolescents may develop Post-Traumatic Stress Disorder (PTSD). La Greca and Silverman (2006); La Greca, Silverman, Vernberg, and Prinstein (1996); and Vernberg, LaGreca, Silverman and Prinstein (1996) indicate that while some youth are severely impaired by exposure to a disaster, others cope much more effectively.

In recent years there have been a few studies that examined the validity of PTSD in children (Saigh, 1992; Scheeringa, Zeanah, Drell, & Larrieu, 1995). Whereas these investigations support the validity of the classification among adults (Blanchard, Kolb, Gerardi, Ryan, & Pallmeyer, 1986; Fairbank, Keane, & Mallory, 1983; Orr & Pittman, 1993; Zimmering, Caddell, Fairbank & Keane, 1993), adolescents (Sack, et al., 1995; Saigh, 1985, 1988; Saigh, Mroueh, Zimmerman & Fairbank, 1995), and children (Ornitz & Pynoos, 1989; Saigh, 1989, 1991), information regarding functional impairments among stress exposed populations is limited (Sack et al., 1995).

Exposures to traumatic events have been linked to depression, anxiety, and the development of Post-Traumatic Stress Disorder (PTSD; e.g., Breslau, Davis, Andreski & Peterson, 1991. Daroowalla, Kosch, Krupnick, & Rickel, 2000; Kessler, Sonnega, Bromet, Hughes, & Nelson, 1995; Kilpatrick, Aciern, Resnick, Saunders, & Best, 1997; Resnick, Kilpatrick, Dansky, Saunders, & Best, 1993; Vrana & Lauterbach 1994). After a disaster, youth may experience a range of symptoms, from mild stress reaction (such as re-experiencing the traumatic event or having frightening dreams) to a more severe case (e.g. reacting to the event repeatedly or lacking interest in activities). A youth with adverse stress reaction lasting longer than one month after a disaster may be at a higher risk of developing symptoms of PTSD or violent behavior later in life (*American Academy of Family Physicians*, 2006).

Some researchers also suggest that it is necessary to use developmentally stages-appropriate diagnostic criteria to PTSD in children, whose verbal and cognitive abilities

are limited. It has been estimated that PTSD develops in 30% of children who have survived a major trauma (Perry & Azad, 1999).

Trauma disorders are a common and costly problem in the United States. An estimated 7.7 million American adults, ages 18 and older, or approximately 3.5% of people in this age group in a given year, have PTSD. In 1990, anxiety disorders cost the U.S. an estimated \$46.6 billion (United States Department of Health and Human Services, 2008). According to *American Family Physician* (2006), untreated PTSD from any trauma is unlikely to disappear and can contribute to chronic pain, depression, drug and alcohol abuse, and sleep problems that impede a person's ability to work and interact with others. The clinically significant symptoms associated with various forms of trauma (war, sexual abuse, natural disasters, domestic violence, etc.) and their existence, frequency, intensity, and duration are dependent on numerous factors, such as gender, age, ethnicity, and environment, as well as their capacity to cope with the increased stress.

Long-term symptoms can lead to a variety of mental and physical disorders, ranging from depression and anxiety to acute cardiovascular and digestive disorders (La Greca et al., 1998; Russoniello et al., 2002; Weems et al., 2007). Interestingly, a few studies have been conducted and found that even people not directly involved in traumatic events have displayed clinically significant symptoms related to trauma; for example, after the terrorist attacks on September 11, 2001, and the Challenger Space Shuttle tragedy of January 28, 1986 (Whalen, Henker, King, Jamner, & Levine, 2004).

According to a study by Kessler et al. (1995), which examined over 8,000 individuals between the ages of 15 to 54, almost 8% of adult Americans will experience PTSD at some point in their lives. In a community sample of adolescents age 16 to 22 years, the prevalence of PTSD was found to be 3% in girls and 1% in boys (Cuffe, et al., 1998). Children exposed to traumatic events have a much higher incidence and prevalence of PTSD than children in the general population. In one example, 93% of the children who witnessed domestic violence were found to meet the criteria for PTSD (Kilpatrick & Williams, 1998).¹ According to the American Psychological Association (n.d.), it is estimated that 5% of Americans will develop Post-Traumatic Stress Disorder during their lifetime, from a traumatic event that has or will happen in their lives. As time goes on, it can be more severe if left untreated. However, when it comes to PTSD in youths, the findings have revealed something significantly different.

When it comes to the study of PTSD in youths, there is a pattern of limited research. For example, Groome and Soureti (2004) state:

Most early studies of post-traumatic stress disorder focused on adults, and until recently there was little evidence of PTSD reactions in children (Vogel and Vernberg, 1993). Indeed Garmezy and Rutter (1985) questioned the existence of PTSD in children. One possible reason for the lack of evidence of PTSD in children in the earlier studies is that they mostly relied on ratings obtained from parents and teachers, who tended to underestimate the level of distress experienced by children following a disaster (Earls, Smith, and Yung, 1988; Terr, (1985). More recent studies in which children have completed PTSD symptom rating scales have confirmed the occurrence of PTSD in children (p. 387).

¹ As mentioned above, domestic violence is a criterion for PTSD.

Studies that assessed PTSD in children have used a variety of measures. It varies with the type of assessment instrument being used. However, both structured interviews and questionnaires have been employed.

Measure of PTS structured interviews:

The scale which is used for children is called the Clinician Administered PTSD Scale for Children CAPS-C; (Nader, Kriegler, Blake, & Pynoos, 1994) which is a semi-structured clinical interview employing prompt questions as well as a supplementary follow-up questions that assess all DSM-IV criteria for PTSD and it has been used in numerous studies (Stallard, Velleman, & Baldwin, 2001; Meiser-Stedman et al., 2005). The CAPS-C has adequate internal consistency.

The administration of semi-structured or structured interviews requires extensive training and adequate financial resources. The assessment of a large sample of children may be more efficiently conducted through the use of self-report questionnaires.

Measures of PTSD: Self-report Questionnaires:

There are numerous studies that have assessed PTSD with the use of self-report questionnaires, such as the Trauma Symptom Checklist for Children (TSCC-A; Briere, 1996; e.g., Flowers, Lanclos, & Kelley, 2002). The TSCC-A is comprised of 44 items which include six subscales measuring constructs associated with the development of PTSD. The TSCC-A has demonstrated adequate internal consistency, convergent validity, and construct validity (Briere; Flowers, Lanclos, & Kelley). Although the questionnaire measures constructs associated with PTSD, it does not directly measure PTSD symptoms.

Although the incidence of natural disasters, and more particularly hurricanes, are quite common, research regarding the impact of these events on children has also been limited. According to Garrison et al. (1995):

Few empirical studies have documented the frequency and correlates of posttraumatic stress disorder (PTSD) in community samples of young adolescents after a natural disaster. Yet natural disasters are relatively common events, affecting millions of adults and children annually, (Solomon, 1989). Most experts agree that in the immediate aftermath of a natural disaster, a wide array of intense psychological reactions is normative (Freedy et al., 1992; Maida et al., 1989). Unsolved is whether diagnosable cases of mental disorder and/or significant stress-induced symptomatology occur over a longer period of time (Earls et al., 1988; Green, et al., 1990). . . Furthermore, to date there have been no large scale studies using standardized assessment procedures to investigate adolescent psychological functioning within the first several months after a natural disaster (p. 1193).

Post-Traumatic Stress Disorder and Youth

According to Perry (2002), “Each year in the United States more than five million children experience some extreme traumatic event. These include natural disasters (e.g., tornadoes, floods, and hurricanes), motor vehicle accidents, life threatening illnesses, painful medical procedures (e.g., severe burns, cancer), physical abuse, sexual assault, witnessing domestic or community violence, kidnapping, and sudden death of a parent (p. 2). Perry continues, “More than 40% of these children will develop some form of chronic neuropsychiatric problem that can significantly impair their emotional, academic and social functioning. The majority of neuropsychiatric problems is classified as anxiety disorders, with the most common being post-traumatic stress disorder (PTSD)” (p. 2).

Pynoos and Nader (1988) have criticized the PTSD conceptualization as it applies to sexual abuse and other traumas in children. Armsworth and Holaday (1993); Singer, Anglin, Song, and Lunghofer, (1995); and Warner and Weist (1996) all agree when examining the extent to which adolescents are exposed to various types of violence as either victims or witnesses, and the association of such exposure with trauma symptoms; specifically, the hypotheses that exposure to violence will have a positive and significant association with depression, anger, anxiety, dissociation, posttraumatic stress, and total trauma symptoms. Warner and Weist (1996) also state that PTSD manifests differently in children than in adults. For example, re-experiencing the traumatic event typically occurs through flashbacks in adults. Children, especially younger children, are more prone to have nightmares than flashbacks. Nevertheless, Fletcher (1996) proposed that early emotional responses to stress in children with PTSD are likely to equivalent their later responses to affectively overloaded situations. Natural disasters such as hurricanes, floods, earthquakes, and tornados are some of the most traumatic events that may cause PTSD (American Psychiatric Association, [APA] (1994).

Post-Traumatic Stress Disorder does not have the same affect on everyone. However, this does not mean that a youth who has experienced only one event is in less danger of PTSD than the youth who has experienced more. Stuber et al., (1997) states that not all children and adolescents exposed to traumatic events exhibit PTSD. The amount of trauma experienced is not really the issue; the main issue is getting the proper treatment for the youth in a timely manner when youth experience post-traumatic stress

disorder. Getting the proper treatment for PTSD at an earlier stage can help youth effectively cope with their traumatic event better.

In order to effectively help youth who suffer from PTSD, it is important to first look at the behaviors and symptoms being displayed in the aftermath of the traumatic event. According to the United States Department of Health and Human Services: Center for Mental Health Services (2006), there are typical reactions for children of all ages, including fears of future disasters, loss of interest in school, regressive behavior, sleep disturbances and night terrors, and fears of events associated with disasters. Youth generally lack the verbal and conceptual competencies to effectively cope with sudden stress. They normally do not verbally state what is going on or lack the words to describe how they are feeling, so sometimes you must look at their reactions in order to determine if or how they have been impacted by the trauma. Close attention must be paid to non-verbal reactions. Perry (2002) believes that children with PTSD are difficult to diagnose and are often misdiagnosed. Perry states,

In fact two children may both meet diagnostic criterion for PTSD but have a very different set of symptoms. This can be somewhat confusing to the non-clinical professional trying to understand traumatized children. In addition, the signs and symptoms of PTSD can look very similar to other neuropsychiatric disorders in children, including attention deficit hyperactivity disorder (ADHD) and major depression (p. 7).

Clinicians may not fully appreciate “ongoing stressors” that may be occurring in a child’s life. In addition, sometimes new symptoms appear that may complicate the diagnosis, since they appear after the original traumatic event, such as difficulties in school or social withdraw. Accordingly, “without any relevant traumatic history to aid the clinician, PTSD may not be diagnosed and post-traumatic stress symptoms (PTSS)

are classified as part of other conditions” (Perry, 2002 p. 7). Parents, caregivers, and guardians also should be aware of changes in the child’s behavior. Before seeking professional help, the parent (guardians, etc.) should be attentive to the child’s behavior and make note of how they get along with their friends, if their pattern of sleep has changed, if they seem more irritable, aggressive, or withdrawn, and so forth. These changes should be written down and given to the attending professional to become part of their PTSD history. Listening, artwork, and play should also be a part of the observation phase so that an understanding can be made of where the child is emotionally and socially.

When observing youth, it is important to know what the attachment between child and parent was like before the disaster. According to Greenman (2005), “Children think differently from adults, and at each stage of development they view the world through their own unique lenses. From birth, children have their own sensitivity to change, to unexpected events, and to distress. They respond to traumatic events and stress in their own way and with different levels of intensity” (p. 27).

Every child and adolescent is different and is affected differently by traumatic events, with age being a significant factor. For example, preschool age children (1-5 years old) show symptoms that may include thumb sucking, bed wetting, and speech difficulties (e. g., stammering). Adolescents (12-17 years old) experience flashbacks of the events, nightmares, and depression, and actions that may manifest in revenge. Others may experience symptoms, such as headaches and tension, appetite loss, sleep

disturbances, irresponsible and/or delinquent behavior, and poor concentration (United State Department of Health and Human Services, 2006).

It is common for youth to have fears and stress associated with trauma. Therefore, it is extremely important to address the fear early on before it becomes too intense. Early signs of anxiety are the keys to providing the child with support and understanding their need. Therefore, the sooner the detection the better it will be to help youth effectively deal with the trauma. However, Weems and Costa (2005) suggested that, in general, anxiety symptoms decline over time and in older aged youths. Nevertheless, McNally, Bryant, and Ehlers (2003) state that trait anxiety may be an important target for post-trauma interventions, as anxiety reduction strategies have not been shown to have caused by iatrogenic effects.² (Ekblad & Jaranson, 2004, as cited by Wilson & Drozdek 2004) states that “the prevalence of PTSD after traumatic experiences varies among others because of methodological difficulties, but it is estimated to vary between 9% and 37%” (p. 438).

Adults/guardians and caretakers must have patience with children/adolescents when these youth are going through their traumatic events. When allowing youth time to talk about their traumatic event, we must not cause further anxiety or rush them to share their feelings. It is okay for youth not to want to talk about the event. This would be an ideal time to suggest that they write their thoughts down in a journal or diary. Generally, youth are more comfortable talking with peers of their own age. It may also be wise for the caretakers to find a support group for themselves as well.

² Iatrogenic effects describe a symptom or illness brought on unintentionally by something that a doctor does or says.

Seeking Professional Help

Children/adolescents are sensitive to trauma in their own unique way. Their responses to trauma are very different from adults, yet they struggle to make sense of the situation. They have an emotional reaction that can be very deep. No matter how much we assume that they are fine, professionals understand that they need support not just from their parents. They also need support from their extended family as well. This support can be in the provided by teacher, recreational leader, preacher, psychiatrist, or counselor, as well as by peers who have experienced or witnessed trauma (Townsend, 1991). With the extra support, it gives them a sense of coping and let them know that they are not alone (United States Department of Health and Human Services, 2006).

Seeking professional help reduces the chances of youth developing long-term behavioral and mental health problems. Anticipatory preparations (to foresee) can help parents, caregivers, and/or guardians to put a plan in place that will help adolescents to establish a sense of safety and support. Weems and Overstreet (2008) believe that when dealing with children diagnosed with PTSD that treatment professionals must consider “multiple levels of impact when designing and implementing future research and prevention efforts” (p. 492) and that they can be used in the development of policy in order “to prevent and minimize suffering in the wake of disaster” (p. 492). The “multiple levels of impact” of which Weems and Overstreet speak refer to the belief that “individuals function within a multiple context” that they call “ecologies.” The ecologies impact human behavior and include cultural values and beliefs, school and home, and family and peer relationships. McKeever and Huff (2003) agree with Weems and

Overstreet (2008) and go on to say that, “It appears that certain individuals are at greater risk than other individuals due to ecological and biological diatheses” (p. 237-250).

In another study, Carrion et al. (2001) and De Bellis (1999) demonstrated that youth who have experienced severe stressors are more likely to display smaller cerebral brain volumes and to show decrease in specific brain regions involved in cognitive processing such as hippocampus which forced the researcher to look beyond individual responses and try to understand the individual youth within multiple contexts (Carrion, Weems, & Reiss, 2007). This is related to existing literature on disasters related to stress by (a) examining a number of possible outcomes (e.g., health complaints, aggression), (b) exploring the role that multiple contexts (e.g., poverty, discrimination) play in a child’s reaction to stress, and (c) testing a number of potential mediators (e.g., emotional dysregulation) and moderators (e.g., anxiety sensitivity, parenting) of the link between traumatic stress and children’s adjustment.

Although no set criteria exists and opinions vary on the type of treatment that is most effective, most researchers and professionals agree that the time to seek treatment is when emotional and behavioral states begin to disrupt daily life. Qualified mental health professionals trained in the treatment of PTSD have been very effective, while others outside of the mental health field also have obtained positive results as well. This aspect of treatment will be addressed later in this study.

Adolescence Defined

There are different age ranges and definitions linked to the term adolescence. The word adolescence comes from the Latin verb “adolescere” which means “to grow” or “to

grow to maturity.” It is generally defined as a period of growth between childhood and adulthood; however, people disagree about when it begins and when it ends, especially because the period has been prolonged in Western culture.³ Rogers (1969) brings up an interesting point about attempts to define adolescence, saying, “We may ask: is it possible, or even desirable, to attempt a more precise definition? Do we need different ways of viewing adolescence; and should we simply make clear within any context the frame of reference employed” (p. 3)? To truly understand issues related to adolescence, it seems a precise definition is necessary, although disagreement will always exist within and between various fields.

Generally considered an intermediate stage between childhood and adulthood, adolescence represents the transition from one stage to the other that is gradual and uncertain (the time span is not the same for every person). In this sense, adolescence can be likened to a bridge between childhood and adulthood over which individuals must pass before they take their places as mature, responsible, creative adults (Rice, 1996).

The period marking the end of adolescence and the beginning of adulthood varies among different nations. Even within a single country there will be different ages at which an individual is considered mature enough to be entrusted with particular tasks, such as driving a vehicle, having sexual relations, serving in the armed forces, voting, or marrying. Also, adolescence is usually accompanied by an increased independence

³ The term "Western culture" is generally used to refer to a set of social norms, ethical values, traditional customs, religious beliefs, political systems, and specific artifacts and technologies that derive from nations influenced by Europe.

allowed by the parents or legal guardians and less supervision, contrary to the preadolescence stage.

Beginning in the twentieth century, G. Stanley Hall approached the question of adolescence in a unique way focusing on the physiology of adolescence. Although Hall admired Sigmund Freud, he rejected Freud's theory of infantile sexuality and instead embraced the work of Charles Darwin and his theory of evolution. According to Bernard (1971), Hall developed a theory of childhood evolution where the child passed through a series of phases until he/she reached adulthood. Much of Hall's work focused on the adolescent phase of development and the physiological changes occurring during that phase. Bernard (1971) says of Hall's work: "Considerable attention was devoted to the notion that adolescence was a period of stress, strain, and uncertainty. Hall...attributed many of the alleged characteristics of adolescence to the physical and physiological effect of puberty" (p. 3). Hall's work on adolescence remains the basis of much research on adolescence and is widely accepted in various fields of study.

According to Borgen and Amundsen (1998), researchers have focused on a variety of issues in relation to adolescence:

Adolescents face a range of developmental issues. Havighurst (1952) suggested that two important areas included work and relationships. Levinson (1978) focused on changing relationships and on exploration, while Erikson (1968) commented on intimacy and commitment to goals. Super (1963) indicated that exploring and crystallizing vocational choice are important to older adolescents and young adults. What seems evident is that older adolescents and young adults enter transitions with the goal of becoming independently functioning adults, as they strive to meet evolving personal and career related needs. Rapid and escalating changes in labor market and post-secondary educational opportunities mean that adolescents now are confronted with the challenge of meeting their personal and career needs when neither can offer certainty or a sense of personal control.

Definition of Leisure

Leisure is not an easy word to define. Leisure often intertwines with the words recreation and play. Additionally, it is hard to place it under just one umbrella because it varies from community to community as well as culture to culture. For example, in the United States leisure is associated with free time, something that people value or find useful. In India, adult leisure is reserved for special occasions, such as religious rites, birth, and marriage, while in old communist Soviet Union leisure is controlled and viewed as “time in which one generates for the real purpose of life-work” (Ibrahim, 1991, p. 111).

Edginton and Rossmen (1988) believe that it is important to define terms because it helps practicing leisure professionals and those who study the leisure phenomenon. They state that terms, definitions, and theories help leisure professionals... “understand our roles and responsibilities in providing service... [and] help us define, explain, control, and ultimately predict the consequences of our intervention as professionals” (p. viii). So, by defining leisure it is easier for leisure professional to see specific leisure benefits and understand it better.

The term leisure is derived from the Latin word *licere*, to be free. The Greeks used the terms, *scol*, *schole*, or *skole*, to define leisure. These terms resulted in the Latin word *scola* and the English term *school*. *Schole*, according to Dare, Welton, and Coe (1998), can be thought of as a state or condition of being free from work. Barker (1946) has noted that the Greeks identified *schole* as an activity and differentiated the concept

from work (occupation), recreation, and amusement (Edginton, DeGraaf, Dieser, & Edginton, 2005). Barker (1946) wrote:

Is, there, contrasted not with activity, but with “occupation” (ascolia)-in words with the sort of activity which is pursued not for its own sake (as the activity of leisure is), but for the sake of something else... it is also contrasted with, or distinguished from, “recreation” (anapausis) and “amusement” (*paidia*-“the sort of thing children do”). Amusement and recreation mean rest after occupation, and preparation for new occupation: they are thus both essentially connected with the idea of occupation. Leisure stands by itself, in its own independent right. Aristotle thus operates with three different notions the notion of leisure; the notion of occupation; and the notion (in one sense intermediate between the two, but in other sense closer to the latter) of amusement and recreation (p. 323-324).

In ancient civilization, leisure was seen as a physical labor, however, leisure allows one time to think, unwind, relax, and improve one’s physical and mental mind in addition to their culture. In the United States leisure is viewed as the antithesis of work. We did not see the term “leisure” used in American society until 1940. The term leisure is viewed or seen as a way of “bringing together balance in one’s life” (Cordes & Ibrahim, 2003). For example, work, leisure, and play as stated above, interact with each other. You cannot have one without the other and without it there is no balance. All work and no play makes Jack a boring person. According to Edginton et al. (2005), leisure has become different things to different individuals. For the purposes of this study the researcher will use Neulinger’s theory of leisure.

Neulinger’s Leisure Paradigm

Neulinger (1981) identified perceived freedom and intrinsic motivation as the two core elements of leisure (with perceived freedom serving as the primary element and intrinsic motivation serving as a secondary element). Intrinsic motivation occurs when the rewards to participation are seen as coming from engaging in the activity itself

(opposed to external pressure) and perceived freedom refers to a state in which a person feels that what he/she is doing is done by choice (p. 46).

Recreation Defined

The term recreation is not as complex to define as the term leisure. The Latin translation of the word recreation encompasses the two terms to *restore and to refresh*. Recreation is an *activity that is engaged in during one's free time, is pleasurable and which has socially redeeming qualities* (Cordes & Ibrahim, 2003; Edginton, 2005; Jordan, Edginton, & Graaf, 1995; Kraus, 1990; Kraus, 2000; More & Averill, 2003; Russell, 2005).

Kraus (1990, 2000) provides one of the most complete analyses of the term *recreation* found in literature.

1. Recreation is widely regarded as an activity in contrast to sheer idleness or complete rest.
2. Recreation may include an extremely wide range of activities. Activities may be engaged in briefly or in a sustained way, for single episodes or throughout one's lifetime.
3. Recreation is voluntary and does not occur because of outside pressures, compulsory or obligatory.
4. Recreation activities are socially redeeming, wholesome, and contribute to the development of society.
5. Recreation has the potential for many desirable outcomes--fun is the steadfast goal of recreation, yet not its purpose (Haun, 1965).
6. Recreation takes place during one's free time, although it is not so much the activity that one pursues, but rather the reason for engaging in it.

Recreation is more of a voluntary pursuit which involves a wide range of activities in which one must feel free to be a part of or participate in.

A Benefit of Leisure: Buffer and Coping Theory

Buffer and Coping Theory suggests a psychological leisure benefit explanation is very different from a palliative coping version of the “keeping idle hands busy” (Coleman and Iso-Ahola, 1993). Higher incidence of mental and physical illnesses have been shown to be related to the way people perceive different events which may occur in one’s life. These events may include job loss and/or financial debt conditions. Thus, job loss or financial stress lead to increased stress and declining physical and mental health (Coleman & Iso-Ahola, 1993). Nonetheless, one may see the loss of a loved one as a negative life experience. This can cause mental and psychological problems and be at the top of their list. A psychological leisure benefit explanation is based on the idea that leisure indirectly influences health and well-being through its ability to facilitate coping behavior in response to stress life events and transition. The Buffer and Coping Theory utilizes leisure as a coping mechanism (e.g. Carpenter, 1989; Coleman & Iso-Ahola, 1993; Iso-Ahola, 1980; Kleiber & Kelly, 1980) to reduce stress, thereby reducing the presence of physical and mental illness.

Coleman and Iso-Ahola (1993) argue that leisure participation facilitates coping with stressful life events in two ways (see Figure 1). Essential to the coping benefits of leisure participation is the notion of buffers. These buffers work to reduce life stresses in a major way. The exact way stresses are addressed is twofold. First, the perception that social support is available in leisure activities creates a sense of social support merely from the availability of social mentors, friends, and companions). This process in turn produces a sense of relief that impacts stressors. Additionally, the development from the

perception of freedom is associated with leisure activities helps to reduce physical and mental illness. Thus, social support and self determination become the key buffers that contribute to health. According Coleman and Iso-Ahola (1993), there has been little research conducted that directly tests this theory. The people whose leisure fosters feelings of social support and self-determination are able to cope with life stress more effectively. The leisure buffer and coping theory postulates that:

Leisure impacts health by providing buffering mechanisms that come into play when life presents significant problems, On the other hand, when life stress is relatively low, leisure's contribution to health is expected to be less substantial on the short-term basis. In the long run, however, leisure is hypothesized to contribute to health by building health-promoting dispositions, such as self-determination (Coleman & Iso-Ahola 1993, p, 113).

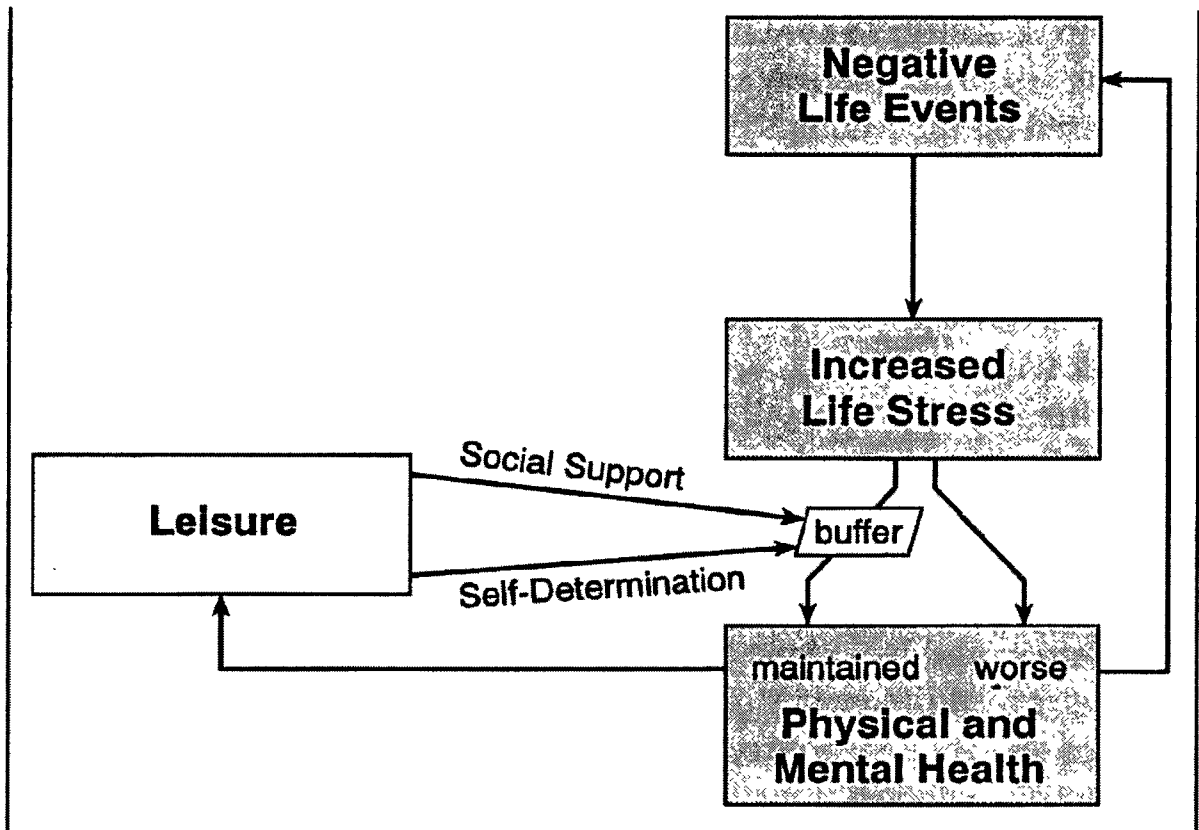


Figure 1. How leisure is related to coping:

Reprinted from: Coleman & Iso-Ahola (1993). Leisure and Health: The Role of Social Support and Self-Determination. *Journal of Hospitality and Leisure Marketing*, 2, 23-35.

Conclusion

Based on existing research, there is a pattern of generalization and anecdotal evidence regarding PTSD in youth rather than in-depth specific study, treatment history, and options related to the condition. What is needed within the field is a more specific examination of youth/adolescent with PTSD and the related traumatic events. With this in mind, this mixed method study will investigate adults who were youths at the time Hurricane Katrina hit the state of Louisiana in the fall of 2005. It will also examine PTSD in relation to a specific traumatic event (Hurricane Katrina) and explore what is currently being done to treat these victims of the catastrophic events of 2005. Based on preliminary data, the state of Louisiana, working in conjunction with academic institutions, has established various programs to confront adolescents with PTSD, while also collecting data for future research on PTSD in order to be prepared for future catastrophes. Additionally, this study will explore how youth who have experienced or witnessed traumatic events are at risk of developing behavioral and mental problems if they do not seek or receive professional help.

Research indicates that some youth are severely impaired by exposure to a disaster, while others may cope much more effectively. Youth may experience a range of symptoms, from mild stress reaction to more severe cases of PTSD depending on the individual. This researcher believes that in order to effectively help children who suffer from PTSD, we must first look at the behaviors and symptoms that are displayed in the aftermath of the traumatic event. Once diagnosis is made, then strategies for treatment can be developed, put in place, and implemented. Within the realm of treatment, the

ultimate question this study attempts to answer is “What role, if any, can leisure occupy in the treatment of PTSD in adolescents who have witnessed and experienced traumatic events?”

CHAPTER 3

METHODS

The purpose of this study is to examine how leisure services helped adolescents cope with the traumatic events of Hurricane Katrina. This chapter presents a description of the research participants, research design, instrumentation, and the procedures.

Research Participants and Research Design

This study took a three stage mix-method approach in order to understand how leisure services helped adolescents cope with the traumatic events of Hurricane Katrina. According to Lichtman (2006), mixed method research combines both quantitative and qualitative methods.

The first step—which is the quantitative component of this study—consisted of a 100 adults, who were adolescents during Hurricane Katrina, filling out a structured questionnaire derived from the criteria enumerated for Post-Traumatic Stress Syndrome listed in the Diagnostic and Statistical Manual IV – TR (DSM-IV-TR), published by the American Psychiatric Association, in 2000. The intent in using a structured questionnaire is not to formally diagnose participants but rather to make an informal assessment of the level of stress these adolescents/youths experienced during and after the events of Hurricane Katrina. Furthermore, it allowed the investigator to evaluate three aspects of the potential effects of trauma: (1) possible stress associated with re-experiencing the traumatic event; (2) possible fearfulness which leads to an avoidance of stimuli associated with the traumatic event; and (3) to assess possible symptoms of increased

arousal or anxiety associated with the trauma. Furthermore, it allowed an informal assessment of the stress levels experienced by adolescent survivors of Hurricane Katrina in order to provide a gauge for making an evaluation of how youth leisure programs affect the participants' ability to cope with and eliminate stress.

Participants for the survey phase of this research included 100 adolescents who were between 14 and 17 years old at the time of Hurricane Katrina (2005) and who are now students at Southern University in New Orleans. Southern University in New Orleans was selected because most students at this university are predominantly from the Louisiana area and have returned to Louisiana following Hurricane Katrina. Following Institutional Review Board (IRB) approval, one hundred participants were selected to take the survey. The Director of Career Council and Placement at Southern University at New Orleans (SUNO) assisted the investigator in identifying students who met the criteria for participation. After these students were identified, they were given a consent form which explained the nature of their participation and the general goals of the research (see Appendix A). Students who agreed to participate were administered the survey based on the DSM-IV criteria for Post-Traumatic Stress Disorder (see Appendix B). This survey consists of 29 questions, each to be answered as "yes" or "no." The cover page for the questionnaire requested the following demographic information: age, gender, ethnic origin, and school classification (freshman, sophomore, junior, or senior). The cover page also requested the name of the individual which was used only for the selection of the ten subjects who participated in the qualitative interview (see Appendix

B). After the data was collected, all names were removed from the questionnaires to ensure privacy and confidentiality.

The next two phases of the research process took on a qualitative perspective.

According to Denzin and Lincoln (1998), qualitative research involves

... an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studies' use and collection of a variety of empirical materials—case study, personal experience, introspective life story, interview, observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals' lives (p. 3).

According to Kraus and Allen (1996), qualitative research typically is marked by several key elements:

- It is carried out in natural settings, where people are living their real lives.
- Data are collected in the form of words or pictures, rather than numbers, and may include field notes, videotapes, diaries, official records, and other data types that provide a rich picture of the subjects being studied.
- It is concerned not only with what happens but how and why it happens- the nature of interpersonal relations, how people confront or respond to each other, their jokes, body language, and conversational gambits.
- It requires trust and researcher integrity in that subjects must be assured that the researcher is being honest with them and will not exploit them or distort the meaning of their lives.

- It is based on an inductive approach in which researchers do not begin with theoretical assumptions to be tested by observation, but rather with the need to see things from study participants' perspective and thus develop a theory.
- It demands checks in the form of detailed written notes and other types of documentation or evidence to confirm the researcher's conclusions.

In the second phase of the research, the researcher interviewed 10 adults based on the criteria that: (1) they were adolescents during the event of Hurricane Katrina, and (2) they self-report that they experienced significant stress. These interviews were unstructured conversational interviews, which allowed both the researcher and the research participant to discuss how leisure is helpful as a coping method in the process of dealing with stress. The first step was establishing a rapport with the participant. The investigator began the interview with a general discussion of her research interests and self-disclosure concerning her own experiences as a youth following Hurricane Betsy. After a rapport was established, the researcher began by stating the following:

1. Tell me a little bit about some of your favorite recreation and leisure activities that you were involved in as an adolescent.
2. Think back to the aftermath of Hurricane Katrina and share with me how you coped in general as an individual and as a family.
3. During the aftermath of Hurricane Katrina, were you involved in any types of recreation or leisure activities that helped you cope? If so, tell me about them.
4. Do you think that leisure activities and services helped you cope in the aftermath of Hurricane Katrina? If so, please explain.

In the third phase of the research, the investigator interviewed the director of three leisure services the New Orleans Recreation Department, the Boys and Girls Club in New Orleans, and the youth services of an African-American Church, in order to learn if leisure services helped adolescents cope with the traumatic events of Hurricane Katrina. These interviews were unstructured conversational interviews, which allowed both the researcher and the research participant to discuss how leisure is helpful as a coping method in the process of dealing with stress. The researcher began by asking the following questions:

1. Think back to the aftermath of Hurricane Katrina. Can you share any firsthand experiences in which leisure services may have helped adolescents cope with the stress associated with Hurricane Katrina? If so, could you please tell me these stories? Or, if leisure services did not appear to help, can you share your thoughts on this?
2. In your answer to the first question, of leisure services for youths who experienced Hurricane Katrina, what do you believe was the greatest single benefit, and why?
3. Thinking back, can you identify specific situations, if any, in which your agency could have provided services which might have been helpful to youths experiencing stress?

Data Analysis

In regard to the 100 structured questionnaires derived from the criteria enumerated for Post- Traumatic Stress Syndrome listed in the Diagnostic and Statistical Manual IV – TR (DSM-IV-TR), descriptive statistics were used to summarize the responses of the research participants (Appendix A).

In regard to the interviews a constant comparison was used to analyze the data. A constant comparison is a method for coding and analyzing qualitative data, which involves identifying general category codes/themes and comparing codes/themes from one observation (interview or organization document with codes/themes from other observations interview or organization document; Henderson & Bialeschki, 2002; Lichtman, 2006). In particular, separate constant comparisons were conducted related to the interviews of the 10 students from Southern University at New Orleans and three directors of leisure services.

Ethical Considerations

Three separate groups served as participants in this study: (1) 100 college students who had all experienced Hurricane Katrina; (2) 10 students who participated in the qualitative phase, selected from the 100 who responded to the questionnaire; and (3) directors from agencies who served youth during Hurricane Katrina. Each of these groups were assured that their responses are confidential and at the conclusion of the research, all identifying information is to be deleted from the data sheets.

If during the course of this research it was discovered that any of the participants were still suffering psychological consequences related to the experiences of Hurricane

Katrina or experience discomfort as a result of sharing the event as they participate in this research, they were to be given names and contact information regarding mental health professionals at Southern University in New Orleans.

CHAPTER 4

RESULTS

The purpose of this study was to examine how leisure services helped adolescents cope with the traumatic events of Hurricane Katrina. This chapter presents the results of the three stage mix-method approach in order to understand how leisure services helped adolescents cope with the traumatic events of Hurricane Katrina. The three stage mix-method approach included:

- **Quantitative Study:** The results of 100 adults who were adolescents during Hurricane Katrina who filled out a structured questionnaire derived from the criteria enumerated for Post- Traumatic Stress Disorder listed in the Diagnostic and Statistical Manual IV – TR (DSM-IV-TR) in order to make an informal assessment of the level of stress these adolescents/youths experienced during and after the events of Hurricane Katrina.
- **Qualitative Study:** The results of 10 interviews with adults who were adolescents during the event of Hurricane Katrina and experienced significant stress in order to discuss if leisure was helpful as a coping method in the process of dealing with stress of experiencing Hurricane Katrina.
- **Assessment of the Role of Leisure Services:** Interviews with Directors of Three Leisure Services Agencies: The result of interviews with three different directors of three leisure services (New Orleans Recreation Department, Boys and Girls Club in New Orleans, youth services of an African-American Church) in order to

learn if leisure services helped adolescents cope with the traumatic events of Hurricane Katrina.

Results of the Quantitative Study

An informal assessment of the level of stress these adolescents/youths experienced during and after the events of Hurricane Katrina. During the Preliminary Phase, participants were given a 29-item questionnaire and were asked to respond to each item by providing a “yes” or “no” response. An important aspect of the quantitative data was whether individuals endorsed items similar to those items listed as criteria in the DSM IV for a Post-Traumatic Stress Disorder (PTSD). For Section A of the DSM IV, both criteria required a “yes” answer; for Section B only one of five criteria required a “yes” answer; for Section C three of seven criteria required a “yes” answer; for Section D two of five criteria required a “yes;” and for Section F a “yes” required for only one aspect of an individual’s important areas of functioning, such as social or occupational impairment. Section E required a duration of more than one month for “yes” answers to Sections B, C, and D.

As described earlier, 29 questions were devised to parallel each of the DSM IV criteria (See Appendix C). Of these 29 questions, there were 3 questions for Section A (1) and 3 questions for A (2). For the five criteria in Section B, there were 5 questions; for the seven criteria in Section C there were 7 questions and for the five criteria in Section D there were 5 questions. For Section F there were 3 questions for the different components (impairment of social, occupational, or performance as a student). The question which corresponded to Section E simply asked whether experiences endorsed for Sections B, C,

and D lasted for more than one month. The duration of one month or more was required for a diagnosis of PTSD.

To identify participants who met criteria similar to those in the DSM IV, a “yes” answer was required for the 3 questions which corresponded to A (1) and for all three questions corresponding to A (2). For Section B, only one “yes” was required for the five questions; for Section C a “yes” answer was required for three of the seven questions, and for Section D two “yes” answers required for 2 of the five questions. For every question, participants were also asked if the duration of the symptoms was more than one month. Therefore, to meet criteria similar to those in the DSM IV, not only did the participants need to answer “yes” to the minimum number of questions required for each section (A, B, C, D, and F), but they also had to indicate whether the experience lasted for more than one month.

Samples based on different populations for which PTSD has been studied are varied. They include combat veterans, rape victims, victims of motor vehicle and other types of accidents, victims of natural disasters, and people suffering from life-threatening medical conditions (Nishith, Mechanic, & Resick, 2000; Ursano et al., 1999). (Edgdahl et al., 1997) also conclude about 20% of American fighters wounded in Vietnam who developed PTSD, contrasted with 50% of those who were prisoners of war. During Operation Desert Storm (in the 1990-1991 conflict following the Iraqi invasion of Kuwait), among those assigned to collect, tag, and bury scattered body parts of the dead, 65% developed PTSD (Sutker et al., 1994). During World War II, doctors believed that

98% of men would develop psychiatric problems with 60 days of continuous combat (Grossman, 1995).

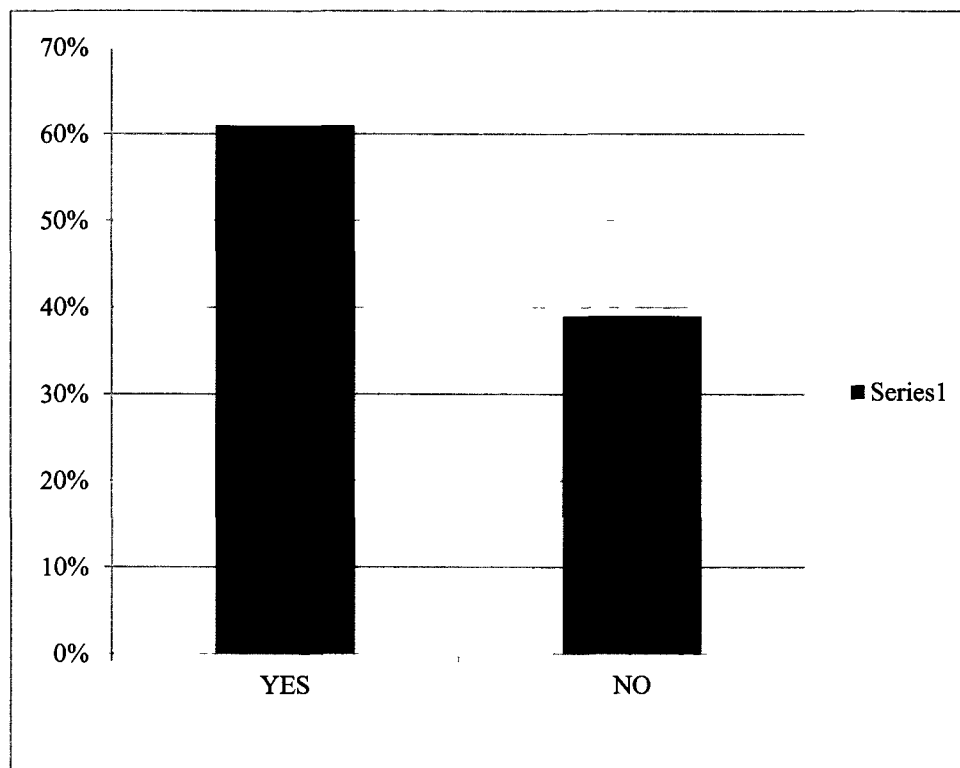
The occurrence of PTSD among residents of New York City after the terrorist attack on the World Trade Center on September 11, 2001, showed a similar correspondence with the severity of the trauma. Based on a telephone survey after the attack, researchers determined that 7% of the adults living south of 110th Street in New York City, but well north of the World Trade Center, reported symptoms that would have warranted a diagnosis of PTSD, but 20% of those living south of Canal Street, close to the disaster site, reported such symptoms (Galea et al. 2003). In short, among people who have been exposed to traumas, those exposed to the most severe traumas seem most likely to develop PTSD.

Beyond severity, the nature of the trauma matters. Traumas caused by humans are more likely to cause PTSD than are natural disasters (Charuvastra & Cloitre, 2008). For example, rape, combat experience, abuse, and assault all are associated with higher risk than are natural fires occurring and other disasters.

In the present study, the number of “yes” responses for questions for items similar to those in each of the five Sections (A, B, C, D, and F) was tabulated. In addition, the number of responses indicating that the reactions to each item lasted more than one month was tabulated. This allowed for a determination as to whether or not each participant met the criteria for PTSD as required by the DSM IV for all five sections, Using this procedure, 61 out of a 100 participants (61%) met the criteria corresponding to the DSM IV (see Table 1).

Table 1

Total number of persons estimated to meet or not meet all the DSM IV criteria for Post-Traumatic Stress Disorder.

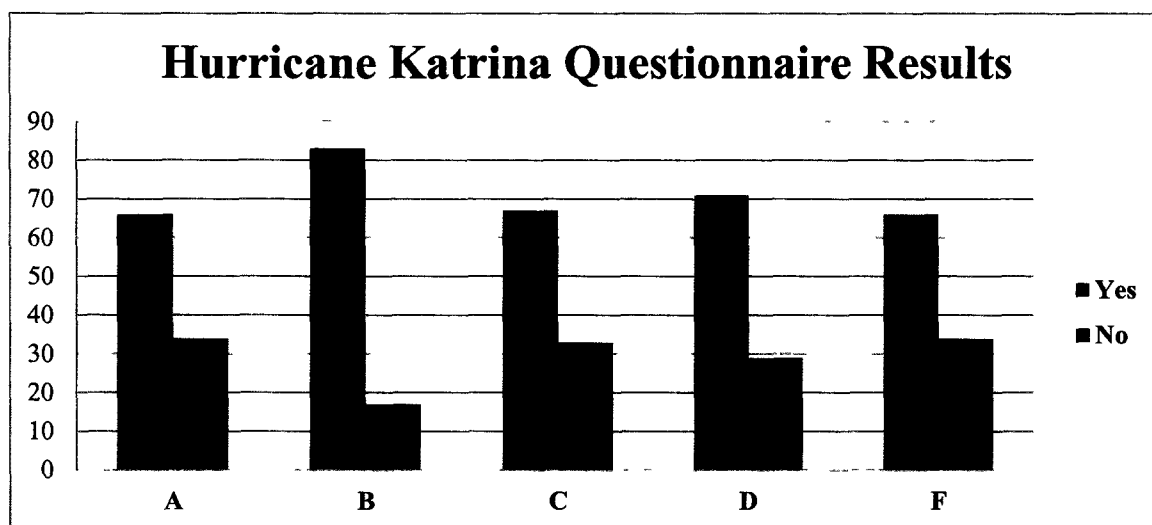


It is important to compare this percentage of PTSD resulting from other types of trauma. Beslau, Chicoat, Kessler, and Davis (1999) reported that at least one third of female rape victims will experience PTSD. Freedy and Brock (2010) reported that 15% of military persons who are exposed to trauma will develop PTSD. There are samples in which PTSD has been studied are varied. They include the general population, combat

veterans, assault and rape victims, victims of motor vehicle and other types of accidents, victims of natural disasters, and people suffering from life-threatening medical conditions (e. g., Nishith et al. 2000; Ursano et al., 1999). Yule et al. (2003) reported that 51.7% of 217 children and adolescents who survived a shipping disaster developed PTSD. To this writer's knowledge, this is the only study reporting a specific number of PTSD cases among children or adolescents exposed to an actual disaster. The results (51%) compare favorably with those of the present study (61%).

In order to assess the number of "yes" endorsements lasting more than one month for each of the five Sections (A, B, C, D, and F) listed in the DSM IV, the number of "yes" answers required to meet the criteria for each section was calculated for the whole sample. The total number of "yes" answers lasting more than one month for all 100 participants that met the criteria for PTSD for Section A was 66, for Section B was 83, for Section C was 67, for Section D was 71, and for Section F was 66 (see Figure 2). These calculations were done to assess to what extent "yes" endorsements differed for each of the five DSM IV sections listed under PTSD.

Table 2
Hurricane Katrina Questionnaire Results



Note: “Yes” answers (lasting more than one month) estimated to meet the criteria for each of the five sections (A, B, C, D, and F) in the DSM IV for Post-Traumatic Stress Disorder.

Results of the Qualitative Study

This study interviewed adults who were adolescents during the event of Hurricane Katrina and who had experienced significant stress in order to determine (or assess) if leisure was helpful as a coping strategy in the process of dealing with stress of experiencing Hurricane Katrina.

The results that follow present the most salient and constant consistent themes and (1) leisure as a coping mechanism after Hurricane Katrina; (2) diversity of leisure in dealing with the aftermath of Hurricane Katrina; and (3) importance of family and coping together.

Leisure as a Coping Mechanism After Hurricane Katrina

A prominent theme among all the participants was leisure and recreational activities and the use of coping mechanisms. This was seen when Corbin said,

“I played a little bit of football, basketball, I was on a step team at my church, I was in a D.A.R.E. program for my church, I was trying to get in New Orleans Center for Creative Arts (NOCCA) but it didn’t work out too well, I love baseball, and I love music, that’s it, and watching TV... Honestly, I really think (that the leisure activities and services helped to cope in the aftermath of Hurricane Katrina) because I have a history of a bad temper and in spots that are soft like Hurricane Katrina and all that, if it brought any negative I couldn’t tell you. So I think if I hadn’t got to basketball or the football, I probably would be in jail or you never know. Mc Park did let me relieve a lot of stress. Thank God for that. When I finished practice at the park I was too tired to be mad with anyone.” Likewise Ashley stated,

“When I first started the Boys and Girls Club I did not like it because I just wanted to be at home practicing my piano and my violin. After I realized that this was going to be a part of my everyday routine I kind of unwind when Ms. Dee came over and ask me what is it that I would like to be doing right now. My answer to her was if I was at home I would be playing my piano. That is when Ms. Dee brought me upstairs to practice on a piano that was in a room by itself. I got lost in time. When it was time to go I did not want to leave. I went back to playing on the piano but as far as outside leisure activities, I was not able to participate in any leisure activities during the aftermath of Katrina, however, I was able to enroll in school and that became my primary function during that time. Enrolling in school helped with the aftermath of Katrina, because it provided me with some kind of “normalcy” and a reminder of how easier things were before the hurricane.”

One specific aspect of leisure that some research participants engaged in was sports. Mallory immersed herself in sports in order to cope with the aftermath of Hurricane Katrina. Mallory was not the only person who engaged in sports, there were many research participants who played sports like Langston, Corbin, and Matthew. Langston did recognize the importance of being a part of recreational activities. Langston noted,

“When you are doing leisure activities, it is basically a stress reliever when it comes to your body. Our bodies carry so much tension just with everyday struggles in life so just by sweating period; you know that could really relieve a lot of stress. Anything where you have to think about something or any physical activity; well when you have to think and do physical activity at the same time it does relieve a lot of stress when it comes to your body. I am glad that we had a park right around the corner from my house because it kept me busy and out of trouble. You know NORD and The YMCA had a lot to offer kids when I was coming up.”

Furthermore, Mallory reported,

“Being active and working for NORD is where I got my first love of sports. I never thought that I would play sports because I always liked getting my hair and nails done and I did not want to do anything to mess that up. It also helped me whip my aunt in volleyball when we were in Houston [and] it kept her quiet and she said things like ‘you lucky I got old, otherwise I would have beat you like you stole something (laughing).’ Also playing inside and outside as a family brought us closer together and we still keep up doing things together as a family.”

When asked, “Were you involved in any types of recreation or leisure activities that helped you cope?” Matthew mentioned basketball and poetry, while Corbin was involved in football, the D.A.R.E. program, church, basketball, and music. The common activity listed was basketball. To this end, survey research suggests there is a connection between sports and coping under stressful conditions.

Diversity of Leisure in Dealing with the Aftermath of Hurricane Katrina

Although all of the research participants were dealing with the aftermath of Hurricane Katrina, they dealt with Katrina in many different ways: some played musical instruments, some talked their way through the situation with storytelling, some played sports, and others wrote poetry. Carmen, who did not go to a recreational center after the hurricane, would read, go to the movies, or help facilitate home recreational activities for her family. In contrast, Brittany, who went back to dancing after the hurricane, also picked up playing piano at the local Boys and Girls Club to relieve stress.

Brittany: I went back to dancing afterwards. It did help me cope a lot. It helped me cope a lot and I went back and picked up piano. Music is something that's always been part of my life and it's something about music that just helps me relax and it distracts me from everything. But I did pick up those two hobbies back then and it really did help me cope. It kept my mind off the situation, plus I got really heavy into church.

Interviewer: So I heard you say something about the dance. Was the dance part of the school or recreation, Boys & Girls Club, NORD, YMCA?

Brittany: It was at a studio with tuition and everything paid. At the Boys and Girl Club there was an old piano there and that's where I first got an interest in playing a piano.

Brittany recognized the significance of having leisure activities and actively engaging in recreational activities at the center in her life to help her cope.

Although she was not aware of the far reaching effects of the activities she engaged in, she did recognize how they helped her cope on a more short term basis. Ashley, who also used piano to cope with the stress of hurricane Katrina, did not want to participate in the activities the recreational facility provided but she realized that they did offer an activity she was interested in. Ashley made use of the facility simply because she was "forced" to go by her parents as a part of her everyday routine.

Ashley: Before Hurricane Katrina I was involved in many leisure activities. I played volleyball and softball in high school as well as played the violin in the school orchestra which pretty much kept me busy. Before high school when I was younger I use to go to the after school program at the Boys and Girls Club it was a lot of fun. During the aftermath of Katrina I was not able to participate in any of my recreational activities because I had to get back on track with my school work so that I can graduate on time.

Interview: elaborate more about the Boys and Girls Club and the different activities that you were involved in as an adolescent.

Ashley: When I first started the Boys and Girls Club I did not like it because I just wanted to be at home practicing my piano and my violin. After I realized that this was going to be a part of my everyday routine I kind of unwind when Ms. Dee came over and ask me what is it that I would like to be doing right now. My answer to her was if I was at home I would be playing my piano. That is when Ms. Dee brought me upstairs to practice on a piano that was in a room by itself. I got lost in time. When it was time to go I did not want to leave.

Interviewer: Did that made you feel better when playing the piano.

Ashley: Yes, I felt good. I was looking forward every day to go to the Boys and Girls Club just to play on the piano because it was much bigger than the one that I had at home.

Interviewer: Very good. So you have some good memories at the Boys and Girls Club.

Ashley: Yes, I do.

Importance of Family and Coping Together

Each research participant discovered the importance of family and used that foundation to help each other cope. All participants experienced different ways in which the hurricane strengthened them as a family. For example, Carmen and her family walked, prayed and played games together as a family. Mallory's parents were in the midst of a divorce when the hurricane hit. After the hurricane, they played games together and learned how to laugh with one another again. Mallory credits the hurricane for bringing her parents' back together. "It got us back together and as a family and saved my parent's marriage." Brittany's family argued a lot after the hurricane but she reminisces, "Lot of fights, arguing, and stuff like that. But what I think what really held us together, pulled us through it all, was prayer, of course, and making the best out of it." Lastly, Janice explained, "Well the way we coped was by being there for one another...we prayed."

The most salient and constant consistent themes were (1) leisure as a coping mechanism before and after Hurricane Katrina; (2) diversity of leisure in dealing with the aftermath of Hurricane Katrina; and (3) importance of family and coping together. Taken together, these themes support the notion, which has been suggested by different academic in leisure (e.g., Coleman & Iso-Ahola, 1993; Mannell & Kleiber, 1997; Rodriquez & Gamble, 2010), that leisure can be used as healthy coping skills that buffer negative stress. Table 3 provides a demographic overview of the ten research participants interviewed and all of the completed interviews are located in (D).

Table 3

A demographic overview of the ten research participants interviewed

| Research Participant | Gender and Ethnic Background of Research Participants | | Location |
|----------------------|---|----------------|---|
| Carmen | Female | Bosnian/Black | Southern University at New Orleans (SUNO) |
| Nidia | Female | Jamaican | Southern University at New Orleans (SUNO) |
| Corbin | Male | Black/American | Southern University at New Orleans (SUNO) |
| Derrick | Male | Black American | Southern University at New Orleans (SUNO) |
| Langston | Male | Black American | Southern University at New Orleans (SUNO) |
| Brittany | Female | Black American | Southern University at New Orleans (SUNO) |
| Mathews | Male | White/Black | Southern University at New Orleans SUNO |
| Ashley | Female | Black | Southern University at New Orleans (SUNO) |
| Mallory | Female | Black American | Southern University at New Orleans (SUNO) |
| Janice | Female | White | Southern University at New Orleans (SUNO) |

Assessment of the Role of Leisure Services: Interviews with Directors of Leisure Services Agencies

Interviews with three different directors of three leisure services (New Orleans Recreation Department, Boys and Girls Club in New Orleans, youth services of an African-American Church) were conducted in order to learn if leisure services helped adolescents cope with the traumatic events of Hurricane Katrina.

The results that follow present a few consistent themes: (1) Implemented new programs since Katrina; (2) Helped rebuild community and centers, (3) Created partnerships on programming; (4) Constructed preventative steps in the aftermath.

Implementation of New Programs

A prominent theme among all directors of the community entities who were interviewed after Hurricane Katrina was the implementation of new programs in recreational centers and churches. As Carlette from New Orleans Recreational Department (NORD) explained, "Since Katrina we have implemented several different programs, such sewing classes, music lessons, band, and voice lessons, weight lifting, golden age program, baton, flag twirling, ceramics, camping and computers just to name a few." In the same manner, Deidre, the Director of the New Orleans Boys and Girls Club, expounded upon other programs they put into place after Hurricane Katrina. "We now have a computer room for the younger kids as well as the teen agers. The younger children's computers are located downstairs and the older children's computer room is located upstairs. Before we had all the computers together in one room. We now have a teen center where they are not mixed in with the younger kids. There is a lot we have to

offer. We have also added since Katrina a tech lab, game room, and arts-and –crafts room.”

Helping Rebuild the Community and the Recreational Centers

All of the directors were present in the community after Hurricane Katrina. They all contributed to the rebuilding of the community and eventually, the rebuilding of the centers that were so vital in keeping the youth and community-at-large engaged after the hurricane. Deidra, the youth counselor at Second Mt. Bethel Baptist Church in New Orleans, exemplifies this point.

Deidra: Before Hurricane Katrina, our Youth Ministries of Second Mt. Bethel Baptist Church were in full swing of a wide variety of activities for children, students, and adults. Once Katrina hit we had to evacuate the city.

Interviewer: What happened after you returned back home?

Deidra: After I returned back home, my house was destroyed as well as the homes of a few other members from church. The church had damages but we, the church family, were determined to get back into the swing of things and make things happen. We did not give up. We got together and prayed and prayed. We came back and lived in mobile homes until we were able to return back to our homes. We opted to live in the mobile homes because this was the only way that we could help in lending a hand and rebuild our church. It took us a couple of weeks to help rebuild and afterwards the doors of the church were open.

Interviewer: Good, what about the members?

Deidra: We couldn't have opened at a better time.

Interviewer: Why?

Deidra: Because the community was coming back and they needed a church to come home to as well as the children needing a place to go. What we did was kind of open up an afterschool program for the children to come home to a safe haven. It was a group of church members who volunteered their own time to help aid the children with their homework, help them study for exams, and also provided kind words of inspiration to ensure them that everything was going to be alright. We started up our youth ministry program, which consists of choir practice for the

youth, liturgical dancing, drill team, steppers, studying the Bible and piano lessons as well.

Interviewer: That is grand, huge, but what do you mean by ensuring them?

Deidra: What I mean by ensuring them is that we comforted them [by] letting them know that things were going to be alright. We got on our hands and knees and prayed together, cried together and helped anyway that we knew how. We even got together in the community and fed them, clothed them and helping in any way that we could.

Carlette, further explained, “I have been employed by NORD for the past thirty years and have been enjoying every minute of it. I was 1 of the 26 employees down from 230 pre-Katrina that was called to come back to work and I did. The city was such a mess. We also saw families coming back to their homes and jobs and nowhere for the youth to go. We were determined, as well as the Mayor of the city, to help rebuild and put us back on track so that we can open up and extend our help to the community. To date, NORD has opened four multi-service centers: Behrman, Cut- Off, St. Bernard and Treme and more to come. By opening the four main parks, families came back and needed places to put their youths and we were there to assist them. I believe that the greatest single benefit of leisure services was the fact that we opened up the four main facilities in the communities that needed them the most. The parents were able to go back to work and not worry about an afterschool program for the children to attend.”

Carlette and Deidre help identify the trends for the community recreational centers and other community help services were to rebuild themselves and at the same time rebuild the community and fill a necessary need. The hurricane caused a gap in recreational and leisure services being provided in the city due to evacuations and centers closing because of flooding and low staff numbers. This shows how the rebuilding of recreational and leisure services is crucial for the rebuilding of a city in distress.

Creating Partnerships in Programming

Perhaps the most paramount function of a leisure service professional is to provide leisure services (Edginton, Hudson, Dieser, & Edginton, 2004). Although there are over twenty leisure programs models (e.g., benefits based programming, cafeteria approach), in many ways the three leisure professionals interviewed underscores Tillman's (1974) leisure programming approach of creative program. In short, Tillman suggested that creative leisure programming promotes an interactive relationship between leisure participants and leisure professionals for joint problem solving/sharing – including leisure professionals partnering with other leisure professionals and organizations. For example, the Boys & Girls Club made a choice to collaborate and “come together with the New Orleans Recreational Department. We do not have a pool for our children to swim in so, we had to communicate with them so that we can bring our children in to swim at their pool. They were more than happy to fulfill our children's dreams,” stated Deidre. They also began taking field trips to other leisure places like “Skate Country, swimming at Behrman Pool, Chris Paul Camp, Reggie Bush Camp, the movies, and the wave pool at Bayou Segnette Park” because allowing the children to leave their normal surroundings and go to another place to do recreational activities gave them the opportunity to escape and relieve stress. Even Deidra from the church chimed in to say, “as far as helping the youth relieve stress, I think for the most part they did by coming to church, studying, playing ball, eating, and learning the Word. I believe that this helped them.”

Second Mt. Bethel Baptist Church works hand in hand with the two recreational facilities. For the youth church members who need transportation to any of the recreational facilities for an afterschool programs, the church provides it for them. The youth church members are also part of a basketball and football league. They get an opportunity to interact with other youth who are their ages in and around the community.

Looking Back and Reflecting: Preventative and Innovative Steps

In retrospect, one always has to ask, “Could there have been something more anyone could have done to help and/or assist?” All three individuals in this section were asked that question along with “What have you done differently since the hurricane?” These questions are to help explore what new steps have been and can be taken in the aftermath of Hurricane Katrina but also in the face of any new hurricanes that may cause comparable damage. All interviewees agree that everyone was ordered to evacuate the city, so they had no choice, they had to leave. A common sentiment was expressed by Deidre, “If we would have stayed, we could have provided a safe haven for some of the people in the community who had nowhere to go. It was unfortunate that we could not provide a service for the community because we too had to leave.”

Carlette echoes the same thoughts on evacuation but adds:

The city was under emergency evacuation and no one was there anymore. But I can truly say, since Katrina it has opened our eyes to better serve the community in a much more positive and a wide variety of ways. We have also communicated with other organizations to see if we are translating some of the same or similar programs so that we can better assist the community and the youth who come to our center so that we can help them and provide what they need.

Interviewer: That is wonderful. Is there anything that you would like to add?

Carlette: Yes, since Hurricane Katrina, we have implemented the leap program for our youths. The leap program is a test, based in Louisiana, which students in grades 3rd, 5th, 7th, 9th, and 11th have to pass in order to move to the next grades. If they fail the leap test, they cannot move on. If they pass a portion of the leap test, they can move on to the next grade but the grade and a half, in other words, instead of the 3rd grade, they will be in 3 ½ grade. We have lots of material to help the students in studying for the leap exam. Before, we had no material or information to better help them in taking their test. I feel that we are coming a long way and have more to go.

This shows what little concern previously went into the effect the hurricane could have on children's ability to learn and catch up in school due to: the lack of a school, the loss of teachers, frequent moving and the stress of missing school, losing your house and other belongings and simple things like having clean clothes to wear. Deidre also agreed,

“First of all the city declared an emergency evacuation therefore, any able body had to leave the city. There was nothing the Boys and Girls Club could do for anybody at the time. At first we wanted to help the people but we had no way out of the city to come to us and use it as a shelter but the city declared Martial Law to anyone and everybody who was left in the city to leave so we could not stay to help the community even if we wanted to. After Katrina we worked hard and diligently to getting the center up and running so that we can service the community as fast as possible. And we did. The club is in a neighborhood setting where many of the children can walk to and from it. We now have a breakfast program before school and we did not have it pre Katrina. Thanks to Katrina we have now put this program in place. The mission of the Boys and Girls Club is “to enable all young people, especially those who need it the most, to reach their full potential as productive, caring and responsible citizens.”

The club offers an array of diverse activities to build assets and skills and educational and challenging opportunities to help children learn, grow, and develop. Membership is open to all youth between the ages of 6 to 18. We live day in and day out by our mission statement.

Table 4 provides a demographic overview of the three research participants interviewed (directors of leisure and youth services) and all of the completed interviews are located in Appendix E.

Table 4:
A demographic overview of the three directors of leisure/youth services who were interviewed

| Research Participants | Gender and Ethnic Background of Research Participants | Location |
|-----------------------|---|--|
| Carlette | Female Black American | New Orleans Recreational Department |
| Deidra | Female Black American | Boys and Girls Club Gretna La. |
| Deidra | Female Black American | Second Mt. Bethel Baptist Church in New Orleans |

CHAPTER 5

SUMMARY AND CONCLUSIONS

The purpose of this case study is to examine the role of leisure services available to adolescents following the traumatic events of Hurricane Katrina. The intent was not to formally diagnose participants but rather to make an informal assessment of the level of stress these adolescents/youths experienced during and after the events of Hurricane Katrina. In this chapter this study will present a conclusion based on the findings presented in the previous chapter. This chapter is divided into three sections: (a) integration of previous research. (b) implications for practice; and (c) directions for future research.

Discussion of Findings

This research consisted of three phases. The first was a quantitative study based on a survey of 100 college students who had personally experienced the tragedy of Hurricane Katrina. The second phase was an in-depth qualitative study of ten students who were selected from the 100 students who participated in the quantitative phase based on scores which indicated they were likely to have experienced significant stress. The third phase was an interview with the directors of programs serving youths at the time of Hurricane Katrina.

As indicated in the method section, the survey for the quantitative phase was directly modeled after the criteria for Post-Traumatic Stress Disorder as specified in the DSM IV. A scoring system was devised so as to make a meaningful comparison with the results of the survey modeled after the DSM IV with the actual designation of a PTSD

using the criteria from the DSM IV. As indicated in Figure 2, a surprising 61% of the 100 participants taking the survey met criteria for a diagnosis of PTSD similar to the criteria required for such a diagnosis by the DSM IV. This finding suggests that the participants who experienced stress associated with Hurricane Katrina were more likely to suffer from PTSD than many participants exposed to trauma resulting from a variety of other causes. Those other causes include military trauma (15%), soldiers wounded during the Vietnam war (20%), soldiers who were prisoners of war during the Vietnam war (50%), military personnel who recovered the remains of the dead following the invasion of Kuwait by Iraq (65%) female rape victims (one third), exposure to the trauma after the terrorist attack on the World Trade Center (estimated to be 20%), and a shipping disaster involving youths and adolescents (51.7%). The only higher percentage of PTSD victims than of Katrina were the military personnel who had to collect the body parts of soldiers killed in the Iraqi invasion of Kuwait. The findings of the present study indicate the high importance of having programs serving youth immediately available to victims of extreme natural disasters to offset the strong likelihood of serious psychological consequences. The importance of such programs will be further supported by the findings of phase two and phase three of this study.

Integration of Previous Research

One of the major results of this study is that it highlights that 61% of children and adolescents who lived through the natural disaster of Hurricane Katrina experienced post traumatic stress. To this end, this study also provides additional support regarding how leisure can be used to buffer and cope with stress. In particular, leisure indirectly

influences health and well-being through its ability to facilitate coping behavior in response to stress life events and transitions. The buffer and coping theory utilizes leisure as a coping mechanism to reduce stress thereby reducing the presence of physical and mental illness (Carpenter, 1989; Coleman & Iso-Ahola, 1993; Kleiber & Kelly, 1980).

Coleman and Iso-Ahola (1993), argue that leisure participation facilitates coping with stressful life events via creating social support and causing small spheres where self-determination can increase. This study clearly outlined the importance of social support where leisure was the vehicle that brought friends and families together to cope and help rebuild the city of New Orleans. The perception that social support is available in leisure activities creates a sense of social support merely from the availability of social mentors (e.g. friends and companions). This process in turn produces a sense of relief that impacts stressors. Thus, social support became the key buffer that contributed to health.

Beyond the clear connection to coping, the leisure activities that youth in this study participated in also caused two additional psychological benefits that have been outlined by Mannell and Kliber (1997) – satisfaction of unmet needs and psychological hedonism. Simply stated, leisure can be selected to compensate or satisfy unmet needs in other life domains. For example, a person who belongs to a bowling group can develop friendships and social recognition that may be absent elsewhere (e.g., school, work). In the case of the aftermath of Hurricane Katrina, leisure activities helped develop friendships and family relationships. Furthermore, leisure can provide pleasure, relaxation, fun, and escapism, which is often known psychological hedonism. In this

regard, these relatively brief and transient experiences enhance meaning in life and overall psychological well-being because they cause people to escape the stress of life. The leisure activities in this study clearly helped youth escape the dread of living in New Orleans during the aftermath of Hurricane Katrina.

This study also outlined the usefulness of Tillman's (1974) creative programming model during times of community disaster. Tillman suggested that creative leisure programming promotes an interactive relationship between leisure participants and leisure professionals for joint problem solving/sharing – including leisure professionals partnering with other leisure professionals and organizations. In this study, for example, the Boys and Girls Club made a choice to collaborate with the New Orleans Recreational Department related to aquatic recreation. Likewise, the Boys and Girls Club also began taking field trips to other non-traditional leisure places (e.g., the wave pool at Bayou Segnette Park), thus allowing the children to leave their normal surroundings and go to another place to do recreational activities which gave them the opportunity to escape and relieve stress.

Implications for Practice

This study outlined how future leisure professionals can use leisure programs to help youth experience psychological benefits. Beyond this, future leisure programmers can build on this study in two ways. First, leisure professionals need to articulate the benefits of leisure and need to use benefits-based programming in the aftermath of a disaster. In order to change public values regarding the beneficial aspects of leisure, in the past fifteen years or so leisure professionals and academics developed an explicit

benefits approach to leisure service delivery. According to Driver and Bruns (1999), the benefits approach to leisure is a broad philosophical framework which defines positive and negative consequences of delivering leisure services “. . . with the objective being to optimize net benefits – or to add as much value as possible” (p. 350). As such, benefits-based management (Allen, 1996) and benefits-based programming (Rossman & Schlatter, 2000) are specialized use of the benefits approach to leisure framework. Recently, Moore and Driver (2005) have argued for the term beneficial-outcomes approach to leisure (BOAL) because the term “outcomes” fits within contemporary society’s focus on functional beneficial results of human and leisure service delivery. Furthermore, Moore and Driver outlined additional advantages of BOAL, such as: (1) promoting greater understanding and appreciation of the social significant of recreation; (2) justifying allocations of public funds to parks and recreation in the social policy arena; (3) helping managers develop clearer leisure service objectives; (4) facilitating more meaningful recreation demand analyses; (5) enhancing marketing; and (6) facilitating additional research.

Building on the Rossman and Schlatter (2000) four component benefits based programming model, the following will outline how it can be applied to disaster relief programming:

1. Target social issues or problems: Activities address protective factors (e.g., coping after a natural disaster).

2. Activity components: Write performance objectives, identify activities to achieve coping and then process activities with recreation participants, and monitor the achievement of objectives.
3. Benefits outcome: Summarize the achievement of target goals leading to increased personal and family coping.
4. Benefits based awareness: Communicate the successes (outcomes) to the general public, funding sources, and stakeholders, such as the psychological benefits of coping.

Second, leisure professionals need to create greater partnerships with other leisure, youth, and human service organizations so that if recreation facilities are destroyed, there can be alternative facilities. For example, the Boys and Girls Club could create some type of understanding with local churches that they can share facilities if such facilities are destroyed in the event of another natural disaster.

Another professional implication is that local leisure and youth serving agencies, such as the Boys and Girls Club, YMCA, and the New Orleans Recreation department, need to create referral relationships with professional mental health organizations so that they can work in partnership to help adolescents or adults who are dealing with Post-Traumatic Stress Disorder. In writing about the need to develop better services and policies in order to help families deal with mental health aspects of youth and family, Jenson and Fraser (2006) have argued that local youth and mental health services need to create an integrated model where youth-serving agencies work together. As such, leisure and health youth serving agencies, like the Boys and Girls Club, YMCA, and the New

Orleans Recreation department, can take the first step to reach out and make a formal professional relationship with mental health services so that they can work together to help youth and adults deal with post-traumatic stress and other mental health issues that result from natural disasters or other life crises.

To this end, perhaps a logical starting point would be for these leisure youth serving agencies to hire a therapeutic recreation specialist with expertise in mental health issues. A therapeutic recreation specialist is a professional within leisure services who has training in the specialized application of recreation and leisure that assists in improving health specifically for people with special needs, such as people with mental health conditions (Carter, Van Andel, & Robb, 2003). It can be therapeutic recreation specialists working in a youth serving agency who can (1) begin to develop partnerships with mental health organizations as part of an integrated model of service delivery, and (2) can be a front-line specialist when any youth needs mental health services, be it related to Post-Traumatic Stress Disorder after a natural disaster or any other crisis.

Future Research

Future research can be built on this study in many different ways. Pragmatically and professionally, future research can investigate if the developments of new youth/leisure programs help participants deal with the heightened stress that still occurs among people of New Orleans in the aftermath of Hurricane Katrina. Future research can also examine how stress may be different across different dimensions of diversity (e.g. gender, race/ethnicity, social class) and how recreation can help buffer stress among people from diverse backgrounds. More in-depth interviews could be used to gain greater

insights into how leisure experiences can facilitate coping and greater mental health.

Likewise, future research can be directed on greater understanding of leisure constraints during times of natural disaster and if current leisure constraint strategies are even useful during a time of natural disaster. To this end, future research can be built on the hierarchical model of leisure constraints.

The hierarchical model of leisure constraints, suggests there are three types of basic leisure constraints (Crawford & Godbey, 1987; Crawford, Jackson, & Godbey, 1991; Jackson, 2005). First, intrapersonal constraints refer to psychological factors that are internal to the individual, such as personality, temperament, attitudes, and moods. For example, a person who has post-traumatic syndrome related to a natural disaster may not feel comfortable participating in outdoor leisure activities. Second, interpersonal constraints are those that arise out of an interaction with other people, such as family, friends, community members, and other socialization agents, such as mass leisure and popular culture. For example, if there are neighborhood friend who are fearful to leave their homes (due to post-traumatic syndrome), then they might develop more home-based leisure interests. Structural constraints refer to external conditions in the environment that inhibit or block participation in a leisure activity. For example, the lack of money (financial constraint or economic barrier) to be able to afford a membership to an indoor tennis club can block an already existing desire to participate in tennis. Two common strategies, identified in the literature, to help people overcome leisure constraints are constraint negotiation and recreation substitutability (e.g. Jackson, 2005; Mannell & Kleiber, 1997). First, constraint negotiation refers to the strategies people use to avoid or

reduce the impact of the constraint to leisure. For example, cognitive negotiation strategies can include cognitive dissonance reduction, where unchosen or constrained activity is purposefully devalued and no longer seen as interesting and behavioral negotiation strategies can include modifying aspects of leisure or even a lifestyle (e.g., time management activity where participants learn to better control daily routines so they can participate in leisure more through the creation of a weekly and daily planner.

Second, recreation substitutability refers to people choosing to substitute one type of leisure activity for another type of leisure activity, which provides similar psychological experiences, satisfactions, goals, and benefits. For example, to suffice a human need of belonging, a person may substitute the leisure activity of being a member of a bowling team in order to volunteer at habitat for humanity. Although bowling and building a house are very different leisure activities, the deeper underlying psychological need of belonging are similar across both (and many other) leisure activities. In addition, other forms of recreation substitutability can include (Brunson & Shelby, 1993; Shelby & Vaske, 1991):

- Temporal substitution: participating in the original leisure activity at a different time
- Resource substitution: finding a new setting to participate in the original leisure activity
- Strategic substitution: finding a different way to participate in the original leisure activity in the same setting at the same time

Future research could investigate the severity of various leisure constraints and to learn if constraint negotiation and recreation substitutability are helpful in the aftermath of natural disasters, such as Hurricane Katrina.

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APPENDIX A

QUESTIONNAIRE BASED ON DSM-IV-TR CRITERIA

A. The person has been exposed to a traumatic event in which both of the following were present:

1) The person experienced, witnessed, or was confronted with an event or events that involved actual or threatened death or serious injury, or a threat to the physical integrity of self or others.

1. During or after Hurricane Katrina, based on what you saw or experienced, did you think that you probably would have a serious injury or die as a result of the hurricane?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this belief last longer than a month?

Yes () No () I'm not sure or don't remember ()

2. During or after Hurricane Katrina, based on what you saw or experienced, did you believe that you or others would suffer serious physical harm?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this belief last longer than a month?

Yes () No () I'm not sure or don't remember ()

2) The person's response involved intense fear, helplessness, or horror. Note: In children this may be expressed instead by disorganized or agitated behavior.

1. During or after Hurricane Katrina did you feel very afraid?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last longer than a month?

Yes () No () I'm not sure or don't remember ()

2. During or after Hurricane Katrina, did you feel very helpless, in other words that there was nothing you could do for yourself or others?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last more than a month?

Yes () No () I'm not sure or don't remember ()

3. During or after Hurricane Katrina, did you see or experienced things that caused you to feel terrible or sickened when you thought about them?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last more than a month?

Yes () No () I'm not sure or don't remember ()

4. During or after Hurricane Katrina, did you feel confused or so restless that you could not sit still?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last more than a month?

Yes () No () I'm not sure or don't remember ()

B. The traumatic event is persistently re-experienced in one (or more) of the following ways:

1) Recurrent and intrusive distressing recollections of the event, including images, thoughts, or perceptions. Note: In young children, repetitive play may occur in which themes or aspects of the trauma are expressed.

1. During or after Hurricane Katrina, did you have bad memories or images of what you saw or experienced that kept popping up in your mind and upsetting you?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last more than a month?

Yes () No () I'm not sure or don't remember ()

2. During or after Katrina, did you make up games about Katrina, games that you played over and over again by yourself or with others?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these games last for more than a month?

Yes () No () I'm not sure or don't remember ()

2) Recurrent distressing dreams of the event. Note: In children, there may be frightening dreams without recognizing content.

1. During or after Katrina, did you have dreams at night about what you saw or experienced that was very upsetting to you?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these dreams last more than a month?

Yes () No () I'm not sure or don't remember ()

2. During or after Katrina, did you have frightening, upsetting dream that were not about the hurricane?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these dreams last more than a month?

Yes () No () I'm not sure or don't remember ()

3) Acting or feeling as if the traumatic event were recurring (includes a sense of reliving the experience, illusions, hallucinations, and dissociative flashback episodes, including those that occur on awakening or when intoxicated). Note: In young children, Trauma-specific reenactment may occur.

1. Regarding Katrina, when you are wide awake have you had very vivid experiences that seemed like the real thing - as if you were actually reliving things that happened during or after Katrina?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these vivid experiences last more than a month?

Yes () No () I'm not sure or don't remember ()

2. Have you ever had too much to drink and believed that you saw or experienced things that happened during or after Katrina?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this reliving these experiences during heavy drinking last more than a month?

Yes () No () I'm not sure or don't remember ()

4) Intense psychological distress at exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.

1. Do you have an intense stress reaction when you think about or run into situations that remind you of Hurricane Katrina?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this stress reaction last more than a month?

Yes () No () I'm not sure or don't remember ()

5) Physiological reactivity on exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.

1. When you think about Katrina or are reminded by things around you about Katrina, have you ever had physical signs of stress like perspiring, your heart pounding or racing, or queasy feelings in your stomach?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did you continue to have these physical changes last more than a month during times in which you thought about or were reminded of Katrina?

Yes () No () I'm not sure or don't remember ()

C. Persistent avoidance of stimuli associated with the trauma and numbing of general responsiveness (not present before the trauma) as indicated by three (or more) of the following:

1) Efforts to avoid thoughts, feelings, or conversations associated with the trauma.

1. When you think about Katrina or listen to others talk about it, do you try not to think it about or change the subject when others are talking about it?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did you do this for more than a month?

Yes () No () I'm not sure or don't remember ()

2) Efforts to avoid activities, places, or people that arouse recollections of the traumas.

1. Did Katrina bother you so much that you tried to avoid doing things, or going places, or being with persons who reminded you of Katrina?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did you do this for more than a month?

Yes () No () I'm not sure or don't remember ()

3) Inability to recall an important aspect of the trauma.

1. Are there certain things that you think happened during or after Katrina that you are simply unable to remember?

Yes () No () I'm not sure or don't remember ()

If you answered yes, were you unable to remember those certain things for more than a month?

() No () I'm not sure or don't remember ()

4) Markedly diminished interest or participation in significant activities.

1. After Katrina, did you lose interest in doing things that you used to enjoy or feel were important to you?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this loss of interest last for more than a month?

Yes () No () I'm not sure or don't remember ()

5) Feeling of detachment or estrangement from others.

1. After Katrina, did you feel like you were drifting away from other people or feel detached or like you were not really involved with them?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling of detachment last for more than a month?

Yes () No () I'm not sure or don't remember ()

6) *Restricted range of affect (e.g. unable to have loving feeling.*

1. After Katrina, did it interfere with your ability to become emotionally involved with other persons?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did the inability to become emotionally involved with others last for more than a month?

Yes () No () I'm not sure or don't remember ()

7) *Sense of a foreshortened future (e.g., does not expect to have a career, marriage, children, or a normal life span).*

1. After Katrina, did you have a feeling about how long you expected to live - that maybe you might not live long enough to have a career, marriage, or children?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling that you might have a shorter life span last for more than a month?

Yes () No () I'm not sure or don't remember ()

D. Persistent symptoms of increased arousal (not present before the trauma), as indicated by two (or more) of the following:

1) Difficulty falling or staying asleep.

1. After Katrina did you have difficulty falling or staying asleep?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this sleeping difficulty last for more than a month?

Yes () No () I'm not sure or don't remember ()

2) Irritability or outburst of anger.

1. After Katrina, did you become more irritable or have greater difficulty in controlling your temper?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this sleeping difficulty last for more than a month?

Yes () No () I'm not sure or don't remember ()

3) Difficulty concentrating.

1. After Katrina, was it more difficult for you to concentrate or focus your attention on a task?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this difficulty in your ability to concentrate or focus your attention last for more than a month?

Yes () No () I'm not sure or don't remember ()

4) Hypervigilance.

1. After Katrina, did you feel like you had to be super sensitive or aware about things around you in order prevent something bad from happening?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling that you had to be super sensitive or aware last for more than a month?

Yes () No () I'm not sure or don't remember ()

5) Exaggerated, startled response.

1. After Katrina, if you heard a sudden sound or someone touched you on the shoulder from behind, did you nearly jump out of your skin?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this kind of reaction last for more than a month?

Yes () No () I'm not sure or don't remember ()

E. Duration of the disturbance (symptoms in Criteria B, C, and D) is more than 1 month.

F. Did the disturbance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.

1. After Katrina, did you feel really anxious for a long period of time, so much so that it took the enjoyment out of your daily living experiences?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this anxiety last for more than a month?

Yes () No () I'm not sure or don't remember ()

2. Do you feel, like Katrina caused you to have problems interacting with other people?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these problems in interacting with other people last for more than a month?

Yes () No () I'm not sure or don't remember ()

3. After Katrina, did you have unusual difficulties in school or at work?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these problems at school or work last for more than a month?

Yes () No () I'm not sure or don't remember ()

APPENDIX B

QUESTIONNAIRE ON REACTIONS TO HURRICANE KATRINA

1. During or after Hurricane Katrina, based on what you saw or experienced, did you think that you probably would have a serious injury or die as a result of the hurricane?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this belief last longer than a month?

Yes () No () I'm not sure or don't remember ()

2. During or after Hurricane Katrina, based on what you saw or experienced, did you believe that you or others would suffer serious physical harm?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this belief last longer than a month?

Yes () No () I'm not sure or don't remember ()

3. During or after Hurricane Katrina, did you feel very afraid?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last longer than a month?

Yes () No () I'm not sure or don't remember ()

4. During or after Hurricane Katrina, did you feel very helpless, in other words did you feel that there was nothing you could do for yourself or others?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last more than a month?

Yes () No () I'm not sure or don't remember ()

5. During or after Hurricane Katrina, did you see or experience things that caused you to feel terrible or sickened when you thought about them?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last more than a month?

Yes () No () I'm not sure or don't remember ()

6. During or after Hurricane Katrina, did you feel confused or so restless that you could not sit still?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last more than a month?

Yes () No () I'm not sure or don't remember ()

7. During or after Hurricane Katrina, did you have bad memories or images of what you saw or experienced that kept popping up in your mind and upsetting you?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling last more than a month?

Yes () No () I'm not sure or don't remember ()

8. During or after Katrina, did you make up games about Katrina that you played over and over again by yourself or with others?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these games last for more than a month?

Yes () No () I'm not sure or don't remember ()

9. During or after Katrina, did you have dreams at night about what you saw or experienced that was very upsetting to you?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these dreams last more than a month?

Yes () No () I'm not sure or don't remember ()

10. During or after Katrina, did you have frightening, upsetting dreams that were not about the hurricane?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these dreams last more than a month?

Yes () No () I'm not sure or don't remember ()

11. Regarding Katrina, when you are wide awake have you had very vivid experiences that seemed like the real thing - as if you were actually reliving things that happened during or after Katrina?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these vivid experiences last more than a month?

Yes () No () I'm not sure or don't remember ()

12. Have you ever had too much to drink and believed that you saw or experienced things that happened during or after Katrina?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this reliving of these experiences during heavy drinking last more than a month?

Yes () No () I'm not sure or don't remember ()

13. Do you have an intense stress reaction when you think about or run into situations that remind you of Hurricane Katrina?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this stress reaction last more than a month?

Yes () No () I'm not sure or don't remember ()

14. When you think about Katrina or are reminded by things around you about Katrina, have you ever had physical signs of stress like perspiring, your heart pounding or racing, or queasy feelings in your stomach?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these physical changes last more than a month during times in which you thought about or were reminded of Katrina?

Yes () No () I'm not sure or don't remember ()

15. When you think about Katrina or listen to others talk about it, do you try not to think about it or change the subject when others are talking about it?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did you do this for more than a month?

Yes () No () I'm not sure or don't remember ()

16. Did Katrina bother you so much that you tried to avoid doing things, or going places, or being with persons who reminded you of Katrina?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did you do this for more than a month?

Yes () No () I'm not sure or don't remember ()

17. Are there certain things that you think happened during or after Katrina that you are simply unable to remember?

Yes () No () I'm not sure or don't remember ()

If you answered yes, were you unable to remember those certain things for more than a month?

Yes () No () I'm not sure or don't remember ()

18. After Katrina, did you lose interest in doing things that you used to enjoy or feel that were important to you?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this loss of interest last for more than a month?

Yes () No () I'm not sure or don't remember ()

19. After Katrina did you feel like you were drifting away from other people or feel detached or like you were not really involved with them?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling of detachment last for more than a month?

Yes () No () I'm not sure or don't remember ()

20. After Katrina, did you feel some interferes with your ability to become emotionally involved with other persons?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did inability to become emotionally involved with others last for more than a month?

Yes () No () I'm not sure or don't remember ()

21. After Katrina, did you have a feeling about how long you expected to live - that maybe you might not live long enough to have a career, marriage, or children?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling that you might have a shorter life span last for more than a month?

Yes () No () I'm not sure or don't remember ()

22. After Katrina did you have difficulty falling or staying asleep?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this sleeping difficulty last for more than a month?

Yes () No () I'm not sure or don't remember ()

23. After Katrina, did you become more irritable or have greater difficulty in controlling your temper?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this sleeping difficulty last for more than a month?

Yes () No () I'm not sure or don't remember ()

24. After Katrina, was it more difficult for you to concentrate or focus your attention on a task?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this difficulty in your ability to concentrate or focus your attention last for more than a month?

Yes () No () I'm not sure or don't remember ()

25. After Katrina, did you feel like you had to be super sensitive or aware of things around you in order prevent something bad from happening?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this feeling that you had to be super sensitive or aware last for more than a month?

Yes () No () I'm not sure or don't remember ()

26. After Katrina, if you heard a sudden sound or someone touched you on the shoulder from behind, did you nearly jump out of your skin?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this kind of reaction last for more than a month?

Yes () No () I'm not sure or don't remember ()

27. After Katrina, did you feel really anxious for a long period of time, so much so that it took the enjoyment out of your daily living experiences?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did this anxiety last for more than a month?

Yes () No () I'm not sure or don't remember ()

28. Do you feel like Katrina caused you to have problems interacting with other people?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these problems in interacting with other people last for more than a month?

Yes () No () I'm not sure or don't remember ()

29. After Katrina, did you have unusual difficulties in school or at work?

Yes () No () I'm not sure or don't remember ()

If you answered yes, did these problems at school or work last for more than a month?

Yes () No () I'm not sure or don't remember ()

Beyond this questionnaire, the main researcher (Germaine Jackson) is also examining if leisure participation and leisure services helped adolescents cope with the traumatic events of Hurricane Katrina.

To this end, you are invited to participate in a 20-40 minute interview to learn if leisure participation and leisure services helped you, when you were an adolescent, cope with the aftermath of Hurricane Katrina. Would you be willing to volunteer to be interviewed on this topic?

_____ Yes _____ No

If yes, please provide your name, address and a phone number below so that Germaine Jackson can contact you.

Name _____

Address _____

Phone Number _____

APPENDIX C

309.81 DSM-IV CRITERIA for POST-TRAUMATIC STRESS DISORDER

A. The person has been exposed to a traumatic event in which both of the following have been present:

(1) the person experienced, witnessed, or was confronted with an event or events that involved actual or threatened death or serious injury, or a threat to the physical integrity of self or others.

(2) the person's response involved intense fear, helplessness, or horror. **Note:** In children, this may be expressed instead by disorganized or agitated behavior.

B. The traumatic event is persistently re-experienced in one (or more) of the following ways:

(1) recurrent and intrusive distressing recollections of the event, including images, thoughts, or perceptions. **Note:** In young children, repetitive play may occur in which themes or aspects of the trauma are expressed.

(2) recurrent distressing dreams of the event. **Note:** In children, there may be frightening dreams without recognizable content.

(3) acting or feeling as if the traumatic event were recurring (includes a sense of reliving the experience, illusions, hallucinations, and dissociative flashback episodes, including those that occur upon awakening or when intoxicated). **Note:** In young children, trauma-specific reenactment may occur.

(4) intense psychological distress at exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.

(5) physiological reactivity on exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.

C. Persistent avoidance of stimuli associated with the trauma and numbing of general responsiveness (not present before the trauma), as indicated by three (or more) of the following:

(1) efforts to avoid thoughts, feelings, or conversations associated with the trauma

(2) efforts to avoid activities, places, or people that arouse recollections of the trauma

- (3) inability to recall an important aspect of the trauma
- (4) markedly diminished interest or participation in significant activities
- (5) feeling of detachment or estrangement from others
- (6) restricted range of affect (e.g., unable to have loving feelings)
- (7) sense of a foreshortened future (e.g., does not expect to have a career, marriage, children, or a normal life span)

D. Persistent symptoms of increased arousal (not present before the trauma), as indicated by two (or more) of the following:

- (1) difficulty falling or staying asleep
- (2) irritability or outbursts of anger
- (3) difficulty concentrating
- (4) hypervigilance
- (5) exaggerated startle response

E. Duration of the disturbance (symptoms in Criteria B, C, and D) is more than one month.

F. The disturbance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.

Specify if:

Acute: if duration of symptoms is less than 3 months

Chronic: if duration of symptoms is 3 months or more

Specify if:

With Delayed Onset: if onset of symptoms is at least 6 months after the stressor

APPENDIX D

QUALITATIVE SECTION
THE ACTUAL INTERVIEW OF ADULTS WHO WERE ADOLESCENTS DURING
HURRICANE KATRINA

The first person to be interviewed was Carmen. We met in the Veterans' Affair office on the campus of Southern University at New Orleans in Louisiana. As she walked into the Veterans' Affair office, I was sitting there waiting for Carmen to arrive. As she approached me I stood up to greet her with a warm hug. We sat down and began to talk, I opened the conversation by thanking her for coming out to talk with me.

Interview #1: Carmen

Interviewer: Hi, my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa. I am interested in the study of Hurricane Katrina. I am here today with Carmen who has volunteer to interview with me today.

Carmen: Hi my name is Carmen.

Interviewer: Where are you a student at?

Carmen: Southern University at New Orleans

Interviewer: Today, I am doing my interview and I just want you to relax and think about the questions that I am going ask you and take your time to answer them.

Do I have your permission to tape you?

Carmen: Yes

Interviewer: Tell me a little about you.

Carmen: Hi my name is Carmen. I am a senior majoring in biology here at Southern University.

Interviewer: Thank you. My first question is: Tell me a little bit about some of your favorite leisure activities that you were involved in as an adolescent.

Carmen: One of the activities that I enjoyed the most was reading, visiting different book stores as an adolescent just to read, that was my favorite and I also played sports. I participated in various sports activities in school and around my neighborhood.

Interviewer: So, where did you play sports? Was it at any particular recreational programs?

Carmen: Um, I played sports at the YMCA downtown as well at school.

Interviewer: Ok, great. Think back to the aftermath of Hurricane Katrina and share with me how you coped in general as an individual and as a family. You know, which means family things whether you played monopoly or may have help.

Carmen: After Hurricane Katrina was a very stressful time, so my family and I would have time set during the week where we would just talk about everything that was going on and we try to do some leisure activities just to relax or we would play like certain board games just talk and that just pretty much what we did just to cope through Hurricane Katrina.

Interviewer: Ok, did you and your family go to any recreational center? Were you able to go back to the YMCA?

Carmen: No, because after Hurricane Katrina, the YMCA was completely destroyed so we really did not have any opportunity to return there. My favorite leisure activities included participating in sports at my local youth center (YMCA). I also enjoyed reading novels. As a family we would get together weekly and discuss our different problems.

We would also play board games to relieve some stress. Because the YMCA was closed we spent a lot of time too getting out, taking long walks just to unwind. Walking was one of the main things that my mom, sister, and I would do in the afternoon at the YMCA.

Interviewer: Next question, Think back to the aftermath of Hurricane Katrina, could you share any firsthand experiences in which leisure participation or formal services helped you cope with the stress associated with Hurricane Katrina, which means anything that caused you stress?

Carmen: I think mainly through communication with my family and also through other activities that would basically relieve stress that was in my life I would try and go read and just sometimes read or go to the movies or sometimes I would direct recreational activities with my family just to mainly relieve some of the stress. This pretty much are all the ways that I used to cope.

Interviewer: Thank you. What do you believe was the greatest escape, out of all your leisure services as a youth, which helped you in the aftermath of Hurricane Katrina? What do you believe was your greatest single leisure benefit, if any? If any, share with me.

Carmen: I think the greatest benefit was from like the youth center that was in New Orleans. Before Katrina they provided a place for you just to convene; it was a safe environment. However, after Katrina the facilities were destroyed or deteriorated and you just really did not have a place just to convene talk and things like so that really imposed a problem.

Interviewer: Is there anything that you would like to add that we did not touch on?

Carmen: No

Interviewer: My last question is: Do you think that leisure activities and services helped you cope in the aftermath of Hurricane Katrina? If so, please explain

Carmen: Leisure activities helped me relieve stress and focus on other aspects of my life.

Interviewer: Is there anything that you would like to talk about or add to what you said?

Carmen: No, I believe that is all. Good luck to you and your Ph. D.

Interviewer: Thanks and thank you so much in taking time with me to share your experiences about the before and after Katrina and your leisure experiences.

Carmen: You are so welcome.

Interview #2: Nidia

Interviewer: Good morning I am here with Miss Nidia, How are you today?

Nidia: Good.

Interviewer: Great, Hi, my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here with Nidia who has volunteered to interview with me today.

My research focus is on a case study of Hurricane Katrina. In particular, I am interested in gaining a deeper understanding of the manner in which leisure services helped adolescents cope with the traumatic events of Hurricane Katrina, if at all.

Nidia: Good, somebody do care about us.

Interviewer: Yes I do. Do I have your permission to tape you?

Nidia: Yes you do.

Interviewer: Thank you. Where are you currently a student at?

Nidia: I am a student at Southern University which is located in New Orleans.

Interviewer: Thank you, now let's begin. Question number 1, tell me a little bit about some of your favorite recreation and leisure activities that you were involved in as an adolescent. Before you begin, when I say leisure activities, it does not have to be basketball, football, it can be prayers, monopoly, whatever was your leisure during the time of Hurricane Katrina.

Nidia: Before the storm or during the storm.

Interviewer: A little of both, leading up to the storm.

Nidia: Hi my name is Nidia and I am a senior majoring in social work ummmm, can you repeat the question? Sorry.

Interviewer: That's okay, repeating the question: Tell me a little bit about some of your favorite recreation and leisure activities that you were involved in as an adolescent.

Before you begin when I say leisure activities it does not have to be basketball or football; it can be prayers, monopoly, whatever was your leisure during the time of Hurricane Katrina.

Nidia: Um, I attend church and was a part of the sunshine youth group. Um, we threw halloween parties and toys for tots, um, also, did cultural day were you participate and learn about different culture and everything. Um I use to dance like liturgical dances and my St. Math Academy and was a youth service minister, um, Spanish club, French club, I was, um, senior president of the senior library club. In my junior year, I was the vice president my senior year um that's just about it.

Interviewer: So you had lot different leisure activities that kept you busy and occupied?

Nidia: Right, absolutely,

Interviewer: Okay, good. Now I want you to think back to the aftermath of Hurricane Katrina and share with me how you coped in general as an individual and as a family?

Nidia: Okay, well of course after storm we moved to Houston. The way I cope to this day I really haven't talk about it. I just deal with it as a writing you know. In other words I really don't I have never fully explained what happen during Katrina to any just like to one person. But I want to go into to full details. The way I cope as an individual I wrote in my journal.

Interviewer: Okay.

Nidia: It kept me occupied so not only was I going to school, um, I was working two jobs, two part-time jobs. And as a family you know like, um, as a family me, my mom, sister, and my dad, we were all in an apartment for the first time. We were in an apartment. The way we cope with each other just you know, party time together not really talk about it cause we kind of knew how each other felt about it, the situation, but you know just with you know just with Ms. G, I love you with things that's how we coped with it. But we really never did talked about it in the family, we just spent time together because you know before the storm we also talked together but just that one you know situation that happen it kind of brought us closer.

Interviewer: So it brought you closer and all of you were able to express the love that you had for one another that you never did before?

Nidia: Yes, yes, but not with words, just through emotions and support.

Interviewer: Supporting each other?

Nidia: Right, absolutely.

Interviewer: Okay. You said earlier that you did not share but you wrote in your journal and I am looking at it here that your article just got published in the *Bourbon Street Journal*.

Nidia: Yea, and I wrote that in 2005 and I completely forgot about it. What happen was on Monday I was doing my homework and I Google my name. I don't know why, I was just being silly and so what came up was, um my name was as a grad of St. Mary and then my story and I said, "oh, what story?" I had forgot all about this. Yea I wrote I had

forgot completely forgot about it. I knew that um I had put it on WWL TV. I did not think that they would put in on the journal, so yea, um, hum so that's what came out of it.

Interviewer: So, exactly, you did get a chance to express yourself, your story, with others without being aware of it.

Nidia: Yea, right, right.

Interviewer: So, does that make you feel good that your story got published?

Nidia: Yea, yea.

Interviewer: That makes you feel good that somebody actually heard what you were saying.

Nidia: Right.

Interviewer: So, you are excited about it?

Nidia: Right.

Interviewer: Good, congratulations.

Nidia: Thank you.

Interviewer: Great and keep it up.

Nidia: I will.

Interviewer: You never know who is out there listening and reading.

Nidia: Um, hum.

Interviewer: My next question is: During the aftermath of Hurricane Katrina, were you involved in any types of recreation or leisure activities that helped you cope? If so, tell me about them.

Nidia: Um, let me see. In Houston you know I was working and I moved back to New Orleans. That's when I started getting involved in more, um, that's when I became a peer

mentor at NORD and that's when I started came back fall 07, no spring 07, no fall 07, was when I got back involved in the community and I was still a mentoring at St. Mary's and that's when I started volunteering myself for greater services before and after the storm, um, let me see, hu, um...

Interviewer: What about the dancing?

Nidia: I never went back to that because it was for a certain age range. Fall of 08 till this day I have been on the dean's list and things like that and that's when in the spring 08 I, um, that.

Interviewer: Do you remember where you were?

Nidia: Um, yeah. In the Spring I decided, that's when I pledged Delta and then that's when I, don't know if it was the spring or the fall. It was like every semester I joined something to keep myself busy and occupied. It's because I like volunteering, so I volunteered with the Boys and Girls Club, volunteering with the, umm, St Mary's Academy here at SUNO. Every spring semester we have the community, umm, fair, health and awareness fair, so I volunteered for that, doing surveys. Umm what else?

There are a lot of things that I did, u knows, after Katrina to this date. That I have been doing a lot, being on homecoming court and all kind of stuff that I kept myself involved with.

Interviewer: So you really kept yourself busy with different activities?

Nidia: Right, right.

Interviewer: Okay, my last question is, Do you think that leisure activities and services helped you cope in the aftermath of Hurricane Katrina?

Nidia: Yeah.

Interviewer: How? Can you explain to me how?

Nidia: Um basically, having someone like, I guess keeping myself occupied and busy, you know? Especially with like family and friends having a support system which is really important. You know building relations with other people. Umm, sharing your story with someone and not necessarily have to be Katrina but any, any story that someone has similar to you. You know, sharing your thoughts and your feelings, just you know, building relationships, having closeness of your family and friends and you know your community just being there. So that's people or how I cope with you know the aftermath of Katrina was just being with them and lettin' them know, you know, how I feel, things like that.

Interviewer: So, you mentioned a mentoring program earlier. Do you find that your working as a mentor helped you cope? You found ways to help them cope?

Nidia: Yeah. Umhm. Because what I do, you know, I, umm, volunteer my services, well... I peer mentor incoming freshmen here at the university, so just listening to them and helping them is kinda like made me help myself, you know? And then I think maybe talking to young ladies from St. Mary's and everything and teaching them about coming, you know, respecting yourself and things like that kinda, you know, helped me as well. So, it's kinda taking your own advice too. Yea, also, I recommend joining some kind of recreational center to also help relieve your stress in your spare time. Just go out there and walk is meeting some other young ladies of your own age and just talk to them.

Interviewer: Okay, good. Is there anything more that you want to add to this interview?

Nidia: No. Hey I do feel much better about Hurricane Katrina. I got a chance to let it all out. Thank you so much.

Interviewer: You are so welcome. Are you alright?

Nidia: Yes, yes, thanks.

Interviewer #3: Corbin

Interviewer: Good morning Corbin, how are you?

Corbin: Good.

Interviewer: Thank you for wanting to participate in my research. Hi my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Corbin who has volunteered to interview with me today. I only have a few questions for you and you can take your time and answer it to the best of your ability. If you have no recollection just feel free to say so. You're not under any pressure, so relax. So, what I need you to do is introduce yourself and just tell a little bit about yourself. But before we begin, do I have your permission to tape you?

Corbin: Yes, yes, my name is Corbin. I was born in New Orleans. I go to SUNO, I'm a junior. Umm I have many interests. My major is theater but they don't have it here so I'm trying to work hopefully this year to get to Baton Rouge so I can study there.

Interviewer: Oh, so, you're going to transfer to the Southern in Baton Rouge once you finish here. So, you're going to stay here and get all your pre-reqs. Oh well, I wish you luck and congrats on that. That's not always an easy transition, to transfer. However, you are going to be okay because it is within the same system.

Corbin: Right.

Interviewer: Okay. Okay, I'm just going to ask you 4 questions and you can answer to the best of your ability. Tell me a little bit about some of your favorite recreational and leisure activities that you were involved in as an adolescent.

Corbin: Umm, football (I played a little bit of football), basketball, umm, I was on a step team at my church, I was in a D.A.R.E. program for my church, I was trying to get in NOCCA but it didn't work out too well, ummmm, I love baseball, I love music, I can't sing, but I love music you know, that's it, watching TV.

Interviewer: Okay, so you mentioned NOCCA. Please explain to those who don't know exactly what NOCCA is. NOCCA is a talented program. Can you give me a little bit more details about NOCCA?

Corbin: Yeah. NOCCA is... I forgot what the acronym is but it's a performing arts school for theater, dancing, music, umm, all the performing arts.

Interviewer: NOCCA stands New Orleans Center for Creative Arts. For people who have unique talent. NOCCA is a regional, pre-professional arts training center that offers secondary school-age children intensive instruction in dance, media arts, music (classical, jazz, vocal), theatre arts (drama, musical theatre, theatre design), visual arts, and creative writing, while demanding simultaneous excellence. It's for people with unique talent just to name a few, Wynton and Branford Marsalis, Harry Connick, Jr., Terence Blanchard, Nicholas Payton. There is a long waiting list to get into it. So, when you said, "I didn't get in" I don't want them to think that you didn't get in because of your ability or you didn't have any talent. You didn't get in because it was such a long waiting list and school was top priority and you needed to go to school. I just wanted to clarify for the record. I didn't want them to think that you're not talented or weren't good enough to get in. Just let them know that they have a waiting list of 400 to 500 people and in reality you have to start at least 2 or 3 years in advance to even get it or you really got to start as an

adolescent at maybe the 6th grade to start applying so you can be there for the 9th. Okay, when you mentioned football, you play for any recreational park like New Orleans Recreational Department (NORD) or in your community or you played for school?

Corbin: I played for my grandfather, he was the coach. At Mac Park.

Interviewer: Mac Park is Mc Donald's park which is run under the NORD programs.

Corbin: Yes.

Interviewer: Where is Mac Park located?

Corbin: At Marrero Louisiana.

Interviewer: That would be under NORD because each community has its own name.

Corbin: Right, okay.

Interviewer: My next question is, think back to the aftermath of Hurricane Katrina and share with me how you coped in general as an individual and as a family.

Corbin: As an individual I pretty much tried not to think about it but it was hard because during Katrina my mother was working at the shelter.

Interviewer: So, she got stuck here? So, she was one of the one's who had to stay? And that was hard because ya'll have to relocate and leave your mom here? Yes.

Corbin: Right. I was concerned about that. I had my aunty and uncle telling me not to worry about it but, in the back of my mind, I was still worried about it.

Interviewer: (interjection) That's mom, you're concerned.

Corbin: But I tried to drift off, not think about it so much. And when she did come back, when she came to where we were, that was a relief but when we got home and saw everything that happened to our house, it was...

Interviewer: Kind of devastating.

Corbin: Words can't explain.

Interviewer: So, what kind of coping mechanism did you use? Praying, playing games, activities, or talking it out?

Corbin: I prayed, umm, I spent 24 hours on my keyboard.

Interviewer: So, you kept yourself busy?

Corbin: Yeah, with my music. And at the school I was in Mississippi I kept myself in the theater program so I could have something to do. So, I just, basically, coped with it through the performing arts.

Interviewer: That's a great way to cope. You know what they say is that when you occupy yourself with a musical instrument or keep yourself busy, you're mastering that which you're doing and everything around you is irrelevant because you feel like you have control once you play that musical instrument. And the things that are going on around you are not that important until you come back to reality, so it was like you zoned yourself out of it.

Corbin: Oh, never thought of it in that way.

Interviewer: The next question: During the aftermath of Hurricane Katrina, were you involved in any types of recreational or leisure activities that helped you cope? If so, tell me about them.

Corbin: Yes, yes, I was at peace for that time frame. Well, like I said, the performing arts, basketball, football, um baseball, that's really about it.

Interviewer: So what sports did you play? Things like baseball, basketball, and football, at a recreational center or school?

Corbin: At school. They put me on a straight away path so I could get everything situated. After that I came back to New Orleans and I just kept in my work and my faith, you know.

Interviewer: My last question to you is, do you think that leisure activities and services helped you coped in the aftermath of Hurricane Katrina? If so, tell me.

Corbin: Honestly, I really think so because I have a history of a bad temper and when I play in sports that make me feel good and soft. It made me forget about Hurricane Katrina and all that other negative energy. If it brought any negative, I couldn't tell you. So, I think if I hadn't got to basketball or the football, I probably would be in jail or you never know, um.

Interviewer: (interjection) So, leisure activities helped you cope and helped you stay out of trouble at the same time which is wonderful. Great! Is there anything you want to add to any of these questions I've asked you?

Corbin: Um, Mc Park did let me relieve a lot of stress. Thank God for that. When I finished practice at the park I was too tired to be mad with anyone.

Interviewer: Is there anything else?

Corbin: Just want to thank you for letting me express myself.

Interviewer: You are so welcome. Is there anything else?

Corbin: No ma'am.

Interview #4: Derrick

Interviewer: Thank you for wanting to participate in my research. Hi my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Derrick who has volunteered to interview with me. Before we begin, do I have your permission to tape our interview?

Derrick: Yes ma'am.

Interviewer: So Derrick, tell me a little bit about yourself.

Derrick: I was born in New Orleans, Louisiana, and I go to SUNO.

Interviewer: Oh, okay. Now I'm going to go straight for the interview questions. The first one is: Tell me a little bit about some of your favorite recreational and leisure activities that you were involved in as an adolescent.

Derrick: Well that I'm involved in? What can I say? Like, I like to write like poetry. I like rapping. I dreamed of doing that like that's what I really wanted to do. But I had brothers too who liked playing football.

(Break in conversation)

Interviewer: Whenever you are ready, we'll pick back up. When you're ready

Derrick: I always dreamed of being in the rap studio but I never had a chance because I was always working. I didn't get signed up in 9 months. I was trying to get another job and get the money up and try to move out of my parents' house and get my own apartment, get my own speakers.

Interviewer: What's your hurry? (laughter)

Derrick: I'm not in a rush. I mean it's time I got my own. I'm a young man now. I gotta make my own decisions; I gotta do everything by myself. My parents always got my support.

Interviewer: And that's good. And that's one of the coping things that helped you cope, because you have family support. Oh, okay. Ummm, the second question: think back to the aftermath of Hurricane Katrina and share with me how you coped in general as an individual and as a family.

Derrick: Wow, as a family? It was new damages, things in my house, things like that. It was a lot of stuff. New Orleans was in a lot of pain. Wow, I mean like for example, Lil' Wayne the rapper he was from New Orleans and his studio was destroyed. It really is like, I can't see while at the same time it's like we lost a lot of people. We lost a lot of people. I was like... I was hurt. . I know how Hurricane Katrina felt. It was deadly and it was pain losing our relatives but at the same time there was a lot of damage.

Interviewer: (Interjection) you took it personal. That was normal. During the aftermath of Hurricane Katrina, were you involved in any types of recreational or leisure activities that helped you cope, if so, tell me what.

Derrick: What is leisure?

Interviewer: A leisure activity can be where you and your family got together, prayed together, played monopoly, or talked in family groups that you never done before. I mean, when I say leisure activity, it doesn't mean going out playing basketball at a recreational center. It can actually be at home spending more time with each other or by yourself. For example, your mom and dad probably worked all day and you never got a

chance to see them and Hurricane Katrina may have brought you closer as a family where you can actually sit down and do some kind of family talking, bonding, or praying.

Derrick: With the advocate of my family was outdone. So, when we prayed that, we got orders and got together and prayed even during hurricane, I think it's Rita? We prayed then too to make sure everything was alright. Before the storm my mom kept me busy in the nearby park. I played sports for a minute but I like rapping and writing more. Come to think about it the park was Mc Donald #16. Yea, because that is where I heard somebody rap for the first time without hearing it on the radio.

Interviewer: So as a family ya'll got together and prayed, not only for yourself but everybody else as a family. And people forgot about Hurricane Rita that followed Hurricane Katrina. Oh, okay good. Alright, the last question that I have for you: Do you think that leisure activities and services helped you cope in the aftermath of Hurricane Katrina? If so, tell me how.

Derrick: I think it does help. I think it does because it brought everybody in the neighbor closer together and even closer when we had football teams, closer and closer. and that's a good thing. After the storm everybody was coming together that's what New Orleans was doing, everybody was coming together instead of doing it themselves. It really is important.

Interviewer: So, since Hurricane Katrina, it brought closeness and it brought bonding and everybody was working as a team and not individually?

Derrick: Yes ma'am.

Interviewer: So, that's a good thing. Oh, okay. Is there anything else that you would like to share in this interview that we didn't talk about or what you would like to talk about? I mean, we're not following any guidelines or anything. I just want you to feel comfortable and be able to tell your story. I too was a victim of a hurricane. I wasn't here for Hurricane Katrina, as I mentioned before our interview was recorded, but I am a native of Louisiana and I left in '04 to attend the University of Northern Iowa to work on my Master's degree but in the process I do thank God that I was not here for Katrina. However, I remember Hurricane Betsy that hit in 1965. And I was little bitty girl and I can remember during that time that that wasn't a good time period, but what helped me cope during that time period we had the North Recreation Department and you know we did the basketball, the football, the volleyball, the Girl Scouts, the Cub Scouts, the Brownies, so my father got us involved in a lot of leisure activities to take our minds off of it. So, that's why I was asking you. So I experienced one, but I didn't experience Hurricane Katrina. Because I'm from Louisiana, I have a deep concern for the people of Louisiana. How did they cope and how did it work out during this transition?

Derrick: That's a good thing for Hurricane Katrina victims. I'm not just by myself in saying it. It brought tears to my eyes because if it wasn't for these people coming back, we wouldn't have a city. I see that a lot of the parks around the neighborhood are trying to come back together. That made me feels good. I became less angry you know and got to see new faces coming together.

Interviewer: And then you met people who came into your life who were there and willing to help you, who you never got before.

Derrick: That's right. That was a good feeling.

Interviewer: Oh, okay.

Derrick: Hurricane Katrina wasn't expected. Hurricane Katrina was real dangerous. Now that I think about it growing up in the hood we did a lot of playing in the parks and going around to parks nearby to rap and sing, play ball, now you can't do that anymore. A lot of people still have not returned home.

Interviewer: But you got over it.

Derrick: Yea, talking about it to you make me want to reach out to other young people to help keep them busy and out of the streets. I can look into helping young people in math. I am good at that you know.

Interviewer: Great, excellent idea.

Derrick: Thank you and you gave me lots of ideas that I am going to put to work. Man I didn't know that I had so much anger inside of me about the storm. Now all I want to do is help others make the best out of a bad situation.

Interviewer: Thanks, glad that I can help and make you think about others.

Derrick: Yes ma'am.

Interviewer: Well, thank you so much and I appreciate you taking time out of your busy schedule to share with me your ideas and your feelings about Hurricane Katrina. And I do wish you a lot of luck and success in your mathematics program and I hope you get to where you need to be.

Derrick: Thanks.

Interview #5: Langston

Interviewer: Thank you for wanting to participate in my research. Hi, my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Langston who has volunteered to interview with me today.

Interviewer: Good morning. How are you?

Langston: I doing fine. How are you?

Interviewer: Just great. Thanks for asking me. Let me ask you this for the record, do I have your permission to tape this interview?

Langston: Yes you do. My name is Langston. I'm a student at Southern University at New Orleans. I'm a first semester junior. I'm a business entrepreneurship major and you will be seeing me do big things after I finish.

Interviewer: Oh, okay good. I'll be looking forward to seeing it happen. So, I only have four questions to ask you for my interview.

Langston: Okay.

Interviewer: Okay, my first question is: Tell me a little bit about some of your favorite recreational and leisure activities that you were involved in as an adolescent.

Langston: Well, as an adolescent, I was, uh, really heavy into sports. So, I played basketball, football, and track, you name it. And I was willing to learn a lot so if you brought a sport to my attention that I didn't know of or didn't have any knowledge of then I would be interested in learning it, so later on I learned how to play tennis; learned about the scoring of golf; learned about badminton; uh, really everything that came in

sports. Another thing that I used to love to do was play chess. Uh, I was into music. I always have been into music and I used to write poems. It's ironic that my name is Langston 'cause you know I was born to write, that's the way I look at it.

Interviewer: Oh, okay, maybe you can tell me a poem before we finish this interview.

Langston: (laugh) Maybe.

Interviewer: By the way, where did you play sports?

Langston: Treme Park.

Interviewer: Treme Park is under the direction of NORD which means New Orleans Recreational Department.

Langston: Yes, it is run by NORD. My uncle coached for Nord for years

Interviewer: So, you had to follow family tradition.

Langston: I had no choice.

Interviewer: The second question is: Think back to the aftermath of Hurricane Katrina and share with me how you coped in general as an individual and as a family.

Langston: Alright. Well when it came to Hurricane Katrina, the way I always looked at it, I mean, it was something that was supposed to happen. The thing about New Orleans, New Orleans is such a corrupt city you know when it comes to a lot of things that go on here. So, I looked at as God washing all the sins away from our city and telling us to wake up because we needed a big wakeup call when it came to our city. Murder rate is off the chain, pregnancy rate is up, people disrespecting you know, uh, elders and stuff like that, so I looked at it like, um, it was a blessing in disguise because New Orleans's people have always been resilient when it came to their life and if you didn't wake up

after Hurricane Katrina, you was never going to wake up. It was going to be the walking dead.

Interviewer: Okay, so tell me some of the, (sigh) tell me how you and your family coped through it, Hurricane Katrina.

Langston: Well, what we did was, um, we just tried to. We always was a family base where we were big on family. And, um, we just tried to stick together like we always been doing. So, it was traumatic. Really it was more traumatic on the older people in our family which is my grandmother. That's the one that took it the hardest cause she couldn't get back into her home. So, our way of coping was just to stick together and...of course prayers, not really games, nothing like that. Maybe watched sports together

Interviewer: Okay.

Langston: You know just something where the family would get together that's how we would cope, through each other. Every morning and night we would get together and hold hands and prayed. We also watched a lot of football together as a team.

Interviewer: Almost like watching a Saints football game on the weekend.

Langston: Yeah, yeah something like that.

Interviewer: My third question is: during the aftermath of Hurricane Katrina, were you involved in any types of recreational or leisure activities that helped you cope? If so, tell me about them.

Langston: Um, well, I was...I discontinued doing the things that I did. But what I did was I tried to broaden my horizons so I tried to learn even more stuff when it came to

activities. Like I always said I wanted to learn how to read music so I took up the interest of trying to learn how to read music. Still haven't

Interviewer: Trying to master it?

Langston: Yes, but I still haven't really got to the...you know got everything down, when it came to it but for the most part that's one thing that I took up. I also took up umm you gonna laugh when I tell you this, I also took up water aerobics. That was something that was you know it's like a female base...

Interviewer: Well, I can't laugh.

Langston: No, go ahead and laugh at me.

Interviewer: No, I'm at the University of Northern Iowa and actually we have those kinds of classes there. So, that is not unusually to me.

Langston: Really, good, right, exactly. So you know just anything that I could get my hands on and was new to me, refreshing. That's basically what I took up. I missed the YMCA because it is gone as well as my neighborhood park because these are the places where I learned to play most of my sports. I see that most of the neighborhood parks are coming back. Not all of them but most of them.

Interviewer: So you took on a lot of challenges.

Langston: Oh yeah, I love a challenge, love it.

Interviewer: So the neighborhood park that you speak of was it part of NORD

Langston: Yes, it was.

Interviewer: My last question to you: Do you think that leisure activities helped you cope in the aftermath of Hurricane Katrina? If so, explain.

Langston: Of course it does. Cause when you are doing leisure activities, it is basically a stress reliever when it comes to your body. Our bodies carry so much tension just with everyday struggles in life so just by sweating period; you know that could really relieve a lot of stress. Anything where you have to think about something or any physical activity; well when you have to think and do physical activity at the same time it does relieve a lot of stress when it comes to your body. I am glad that we had a park right around the corner from my house because it kept me busy and out of trouble. You know NORD and the YMCA had a lot to offer kids when I was coming up.

Interviewer: What about the Boys and Girls Club or any other recreation facilities?

Langston: I only visit the Boys and Girls Club a few times because it was too far out of the way for me. Some of the activities that was offered there was offered at NORD for free. Boys and Girls Club to me was for people who did not have parks in their hood.

Interviewer: So, when did you visit the club?

Langston: When I was in the Boy Scouts we went on field trips to visit the club. I forgot all about being a boy scout. Now that I am thinking about it, this is the time that I realized that I could do a lot of things in my life that was positive. It was almost like it gave me hope.

Interviewer: So what you are saying is that being a part of recreational facilities instilled hope and a positive path to your future?

Langston: Yes, yes.

Interviewer: Oh okay. Do you have anything else to add?

Langston: Ummm, well it was a real good interview. That's all. Nice questions. Really appreciate ya'll choosing me you know to interview. I was feeling that nobody cared about us and what we went through. This makes me feel so much better about Katrina and also I can now release some of my anger feeling that we were forgot about.

Interviewer: Absolutely, glad I can pull it out of you and connect you back to reality. It is my pleasure that you wanted to participate. Thank you so much for being a part of my interview. Hey, what about that poem?

Langston: I am so full and excited to tell my story that I can't think of a poem, but when I do I promise it will be about Hurricane Katrina thanks to you.

Interviewer: Thanks, I am glad that I can help you release some of your negative energy.

Langston: Thanks and good luck to you too. Man you are motivating me to continue my education to the next last level.

Interviewer: Go for it. Reach for the stars.

Interview #6: Brittany

Interviewer: Hi my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Brittany who has volunteered to interview with me today. Before we begin do I have your permission to tape our interview?

Brittany: Yes, you do.

Brittany: My name is Brittany. I'm a student here at SUNO. I'm a freshman, first semester. Because of the hurricane it delayed me into coming to college right out of high school. My major is social work.

Interviewer: That is okay. The important thing is that you are here.

Brittany: Yes, you right.

Interviewer: Oh, well good luck and congratulations and I hope it works for you. I only have four questions to ask you and feel free to answer it however you feel. It can be short and to the point, I'm not timing you on it.

Brittany: Okay, yes

Interviewer: Thank you. My first question is: Tell me a little bit about some of your favorite recreational and leisure activities that you were involved in as an adolescent.

Brittany: The main one I was involved in was dance, freestyle dance. Some Salsa but it was mostly freestyle. Umm, I did play some baseball. Ummm, I also learned how to play two instruments, the piano and the flute.

Interviewer: Cool, musically inclined.

Brittany: I started playing the flute when I was in the 5th grade all the way up to the 8th grade. That's where I picked up the piano.

Interviewer: Oh, okay good. Alright, the second question is: Think back to the aftermath of Hurricane Katrina and share with me how you coped in general as an individual and as a family.

Brittany: It was rough, it was really rough. When we first heard about it we weren't going to go anywhere. We were going to stay home until our grandmother, she lived with us, and she was like "We need to leave, I think we really need to leave." So, we packed all our stuff up, but we packed like one days worth of clothes, because we didn't think... We thought it was going to be just like Ivan. It wasn't going to make any damage. So, we left and went to Meridian, Mississippi and got a hotel. It was us and a few other family members that lived in Slidell, LA. We lived in Slidell, LA. And yeah, we came to the hotel and we were there and the next day the storm hit of course. And that's when we found out that our house had been buried under the water. So, and everybody else's houses who lived there got messed up as well. And it was really hard, it was challenging. I seen a side of my family that I thought didn't even exist.

Interviewer: Meaning?

Brittany: A lot of fights, arguing, stuff like that. But what I think what really held us together; pulled us through it all was prayer, of course, and making the best out of it. I celebrated my 16th birthday on September 2nd and the storm hit August 29th and everybody was just so down and so upset. And I just, I cried my eyes out and then we had

gone out to Ryan's and it was just really blah. And I came back and my aunt and uncle had like this surprise cake for me. Trying to make it better, trying to make me feel better.

Interviewer: Did it?

Brittany: It made me feel better because it was about family. That's all that really matter.

Interviewer: And you had extended family that pulled together that didn't forget your birthday and when you got back they celebrated with you. Oh, okay, that's good. Alright, my third question is: during the aftermath of Hurricane Katrina, were you involved in any types of recreational or leisure activities that helped you cope? If so, tell me about them.

Brittany: I went back to dancing afterwards. It did help me cope a lot. It helped me cope a lot and I went back and picked up piano. Music is something that's always been part of my life and it's something about music that just helps me relax and it distracts from everything. But I did pick up those two hobbies back then and it really did help me cope. It kept my mind off the situation, it let me _____ and plus I got really heavy into church.

Interviewer: So, I heard you say something about the dance. Was the dance part of the school or recreation, Boys & Girls Club, NORD, YMCA?

Brittany: It was at a studio with tuition and everything paid. At the Boys and Girl Club there was an old piano there and that's where I first got an interest in playing a piano.

Interviewer: Okay a dance studio. Because I see now in the paper that NORD has that program. A dance class now that they implemented.

Brittany: Oh really? Maybe I can go and volunteer there to help others out. After all I did learn a lot of things about myself at the Boys and Girls Club.

Interviewer: What do you mean, about yourself?

Brittany: Well, I learned how to cook and mostly met girls of my own age to play with.

Interviewer: So, you had great experiences there.

Brittany: Yes, I kind of miss going to the Boys and Girls Club now that I am thinking about it. When I use to go there it made me feel free and I got lost within myself and time seems to pass much faster when I was there.

Interviewer: Was that good?

Brittany: Absolutely,

Interviewer: Now tell me more about the dance classes.

Brittany: Yes it is for people of all ages.

Interviewer: Where you interested in it?

Brittany: Yes. It was nice and just recently there was a nice article in the newspaper about the dance classes.

Interviewer: Really, I will look into it. Thanks for telling me.

Interviewer: Okay, my last question to you: Do you think that leisure services and activities helped you cope in the aftermath of Hurricane Katrina? If so, explain.

Brittany: Yes, it does. Like I said, it helps you keep your mind off the problem, things that you're facing in life, especially during Hurricane Katrina. Ummmm, I wasn't as upset, I wasn't as down, and I wasn't as depressed because my mind was on something else, especially when I played my music.

Interviewer: You mastered music and you're dancing and your surroundings validated to you.

Brittany: Yeah, everything just became mellow.

Interviewer: Oh, okay. Is there anything else you would like to add?

Brittany: No. I feel so much better now. Sometimes when you have a lot of things build up inside of you it is good to let it out and I did. Talking to you made me feel good and relieved. Man, do you know that you are a hero to people like me.

Interviewer: I do not see myself as a hero, just somebody who cares. Glad I was able to help you get it all out.

Brittany: Yea, yea, you are. Thank you.

Interviewer: No, thank you.

Interview #7: Matthew

Interviewer: Hi my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Matthew who has volunteered to interview with me today.

Matthew: My name is Matthew. I'm a senior at Southern University at New Orleans. My major is biology.

Interviewer: So how are you doing today?

Matthew: I could do better, but I'm doing.

Interviewer: Good. I only have four questions for you. You can be as long as you like or short and to the point, however you feel comfortable. First, I would like to ask, do I have your permission tape our interview?

Matthew: For sure.

Interviewer: My first question is: Tell me a little bit about some of your favorite recreational and leisure activities that you were involved in as an adolescent.

Matthew: Basketball, baseball.

Interviewer: Okay.

Matthew: I played baseball from the age of 5 all the way till about 15. And I played basketball from 8 all the way to college. I still play, not for a team but...

Interviewer: As leisure?

Matthew: Yes.

Interviewer: Okay, good. The second question is: Think back to the aftermath of Hurricane Katrina and share with me how you coped in general as an individual as well as a family.

Matthew: Ummm, well, as a young teen or whatnot, I had really got into writing poetry or whatnot and I think when I was maybe 20 I had really lost, I guess, the passion for writing it or whatnot and after the storm I guess after seeing everything or whatnot especially like seeing everything on TV the way the media made it, it kind of made me have to pick up the pen again.

Interviewer: Oh, okay, to relax your mind to get away from the negative images that really didn't happen. Okay good, okay question three: during the aftermath of Hurricane Katrina, were you involved in any types of recreational or leisure activities that helped you cope? If so, tell me about them.

Matthew: Yes I was. I was a member at Metro Fitness in Atlanta which was formerly known as Running Shoe. So, I use to go there pretty much (blank space on tape). Being a mentor at the Metro gave me a sense of belonging.

Interviewer: Oh, okay, good, good. The last question is: Do you think that leisure activities and services helped you cope in the aftermath of Hurricane Katrina? If so, explain.

Matthew: Yeah. It allowed us to focus on something other than the negative. Coming up I stayed involved in sports because I felt on top of the world.

Interviewer: Were these sports played at any recreation facilities?

Matthew: Yes, NORD, it was a place away from home.

Interviewer: Okay, good, great. Anything you want to add?

Matthew: FEMA, give me all the money you owe me. (laughter)

Interviewer: (Laughter) Thank you. Thank you. I appreciate you.

Interview #8: Ashley

Interviewer: Hi my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Ashley who has volunteered to interview with me today. How are you?

Ashley: Fine, and you?

Interviewer: I am doing just well; thank you for asking me. Before we begin the interview, do I have your permission to tape our interview?

Ashley: Yes, you do have my permission to interview me.

Interviewer: Thank you, this is a continued interview from our conversation that we did off the record when we established a rapport and I shared stories about my life and Hurricane Betsy. Are you ready?

Ashley: Yes I am. Hi my name is Ashley, and I am a senior majoring in biology here at Southern University at New Orleans.

Interviewer: Thank you. My first question is: Tell me a little bit about some of your favorite recreation and leisure activities that you were involved in as an adolescent.

Ashley: Some of my recreation and leisure activities I participated in as an adolescent were playing volleyball, softball, the piano, and my favorite was playing my violin. When I wasn't participating in those activities I went shopping, read a book, or spent time walking.

Interviewer: That is wonderful. My next question is: Think back to the aftermath of Hurricane Katrina, and share with me how you coped in general as an individual and as a family?

Ashley: As an individual I was very concerned and worried about many things. I didn't know if all of my families were in safe areas outside of New Orleans. Also, I was concerned with the continuation of my education. I have been playing a violin since the 1st grade and for some strange reason I had it with me. When we relocated to Atlanta I would find quiet time and play my violin for hours. As a family it was easier for us to deal with the aftermath of Katrina. We all realized what was important in our lives and as long as we had each other, rebuilding and replacing material items was not as bad as losing each other. We did, however, found time for each other. At last we were all under one roof at the same time. As a family we also played a lot of board and card games. This would not happen if Katrina would not have happened. We all lived separate lives. Between work and school it was rare that we saw each other during the week. Our only down time as a family was going to church as a family. Once we got in from church we were too tired or had homework to complete. My mother made sure no matter what happened that we would eat as a family on Sunday and we did.

Interviewer: Wonderful. My next question is: During the aftermath of Hurricane Katrina, were you involved in any types of recreation or leisure activities that helped you cope? If so, tell me about them?

Ashley: Before Hurricane Katrina I was involved in many leisure activities. I played volleyball and softball in high school as well as played the violin in the school orchestra

which pretty much kept me busy. Before high school when I was younger I used to go to the after school program at the Boys and Girls Club and it was a lot of fun. During the aftermath of Katrina I was not able to participate in any of my recreational activities because I had to get back on track with my school work so that I can graduate on time.

Interviewer: Elaborate more about the Boys and Girls Club and the different activities that you were involved in as an adolescent.

Ashley: When I first started the Boys and Girls Club I did not like it because I just wanted to be at home practicing my piano and my violin. After I realized that this was going to be a part of my everyday routine, I kind of unwind when Ms. Dee came over and ask me what is it that I would like to be doing right now. My answer to her was if I was at home I would be playing my piano. That is when Ms. Dee brought me upstairs to practice on a piano that was in a room by itself. I got lost in time. When it was time to go I did not want to leave.

Interviewer: Did that made you feel better when playing the piano?

Ashley: Yes, I felt good. I was looking forward every day to go to the Boys and Girls Club just to play on the piano because it was much bigger than the one that I had at home.

Interviewer: Very good. So you have some good memories at the Boys and Girls Club.

Ashley: Yes, I do. I can remember my brothers going to NORD playing football for the park. I could not go to NORD because I went to a private school and the girls that attended NORD program were a bit hard on us and they had such bad attitudes towards girls who went to private school. Therefore, my mom made sure that I did not go.

However, on the weekend as a family we did go out on Saturdays to see my brothers play football for NORD. It was a lot of fun.

Interviewer: Very good. So you can say that you had some affiliation with NORD?

Ashley: Yes. As I got older I saw that the girls who attended NORD programs was much more athletic and played from the heart and I was a quiet, soft-spoken person, girly girl.

Interviewer: More on the girlish side.

Ashley: (Laughing) Yes, I did not want any bruises or marks on my legs. When I played volleyball and softball I kept knee pads on.

Interviewer: (Laughing) Okay, You are still soft spoken and still looks as if you do not want to be bruised.

Ashley: (still laughing) Still do not want to be bruised all up.

Interviewer: My next question: Do you think that leisure activities and services helped you cope in the aftermath of Hurricane Katrina? If so, please explain.

Ashley: Yes, it did. I went back to playing on the piano but as far as outside leisure activities I was not able to participate in any leisure activities during the aftermath of Katrina, however I was able to enroll in school and that became my primary function during that time. Enrolling in school helped with the aftermath of Katrina, because it provided me with some kind of “normalcy” and a reminder of how much easier things were before the hurricane.

Interviewer: Explain to me when you say enrolled in school. Were you not in school?

Ashley: Yes, I was enrolled in school but I transfer for from Louisiana State University (LSU) to Southern University to be closer to home if a hurricane every hit again. My mother was a nervous wreck trying to locate my brother and I. My mother drove our dad crazy trying to get in touch with us. We could not meet our parents in New Orleans. We met in Atlanta. This was the closest we had ever been. I enjoyed the closeness.

Interviewer: Thank you so much Ms. Ashley for interviewing with me.

Ashley: No thank you. I was able to bring back some great memories on how we as a family got close together and to this day we still are. Now that I think about it thank you again. You brought me back to some great memories which I can now look at Hurricane Katrina in a good way and not the bad way that I have been thinking.

Interviewer: Thank you. I am so glad that I can help you bring back good memories and not the bad ones.

Ashley: So am I. My father always said “in every bad look for something good because an idle mind is the devil’s workshop.”

Interviewer: That is so true. Thanks so much. You were such a pleasure to talk with.

Ashley: Thanks and good luck to you and your dissertation work. I hope that it can be publishable so that others can see that someone does care about us and how we felt about Hurricane Katrina. It is so easy for the youth to be forgotten about.

Interviewer: Absolutely, absolutely.

Ashley: Perhaps you can give me some advice about grad school.

Interviewer: Sure, when we finish our interview.

Ashley: Sure.

Interviewer: Is there anything else you would like to say?

Ashley: No.

Interviewer: Thanks again, have a wonderful evening. Thank you.

Interview #9: Mallory

Interviewer: Hi, my name is Germaine Jackson and I am currently completing an Ed. D at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Mallory who has volunteered to interview with me today. Before we begin the interview, do I have your permission to tape our interview?

Mallory: Yes.

Interviewer: Thank you very much. How are you today?

Mallory: Fine.

Interviewer: Before we began I just want you to tell me a little about yourself.

Mallory: Hello, my name is Mallory, I am a senior and I am a majoring in business here at SUNO.

Interviewer: Thank you. For the record SUNO stand for Southern University at New Orleans.

Mallory: Correct.

Interviewer: Just relax and take a deep breath before we begin.

Mallory: Wait, is my hair okay?

Interviewer: Yes it is. However, I am not taking a picture of you, just a verbal interview.

Mallory: Ooh, okay.

Interviewer: Are you ready now?

Mallory: Yes.

Interviewer: My first question is: Tell me a little bit about some of your favorite recreation and leisure activities that you were involved in as an adolescent.

Mallory: Well there was so many. Let me see, I played softball for NORD. Do you know what NORD is?

Interviewer: Yes.

Mallory: I don't remember what it stands for because all I know of it as NORD, that's what everybody called it.

Interviewer: NORD stands for New Orleans Recreational Department.

Mallory: That right, that's right because when I got old enough to work my first job was with NORD. I did have that recreational thing on my paycheck.

Interviewer: So you were able to give back to the place that gave you a start?

Mallory: Yes, I got my job through the mayor's office. It was like a lottery for you to get a job.

Interviewer: What do you mean by lottery?

Mallory: So many people applied for the jobs every summer and it is limited to so many people to get the jobs for all that applied. Example, there may be room for only one hundred people and five hundred applies, then you are given a number and if your number is called you get the summer job.

Interviewer: Okay, that is like a lottery. You have to lucky to get the job. Okay, my next question is: Think back to the aftermath of Hurricane Katrina, and share with me how you coped in general as an individual and as a family?

Mallory: Hurricane Katrina was a daring time for me and my family. My mom did not take any chances so we left three days before the storm hit the city. We went to my aunt house in Texas. We gathered together as a family and watched the whole thing on the

news. It was so sad and tragic to watch. We got together and prayed and prayed. We prayed for our family as well as other people. We were grateful that we had somewhere to go. It was not a pretty sight to see all these people who was stranded in the city. If my aunt had not talked my dad into coming down I believe we would have been like all those other people who were stranded. All I can say is thank you God we left. Whoooo.

Interviewer: (interjected) Relax, take a deep breath and breathe.

Mallory: I am okay. It is sad for me to say but I'm glad Katrina hit because it drew my mom and dad closer. Before the storm they were not getting along very well. I believe that they were getting a divorce before the storm hit. As a family we prayed and prayed together and it brought us closer together as a family. We played Trivial Pursuit together. We laughed and told jokes and stories together for hours. I saw my mom and dad getting closer together. They begin to hold hand and say kind things to each other which I have not seen them do since I was eleven years old. So that's why I said it is sad for me to say.

Interviewer: It is alright to be honest. Would you like to continue or take a break?

Mallory: Continue because I feel good about letting it all out. I was afraid to tell anybody that I was glad that the storm hit NOLA because I did not want them to judge me.

Interviewer: It is alright, let it out. For the record NOLA means New Orleans, Louisiana.

Mallory, how about we take a break to let you unwind?

Mallory: No, I am fine; I feel better than ever to get it all out.

Interviewer: Would you like a drink of water?

Mallory: Yes, give me a minute.

Interviewer: I will now stop the tape.

Interviewer: (Mallory took a second to take a sip of water out of her water bottle). Are we ready? (Mallory shakes her head yes).

Interviewer: (Tape starts) Mallory are we ready to pick up where we left off.

Mallory: Yes, please do. I just want to say that I feel good that it is out of my system,

Interviewer: Okay, good. At any time you feel as if you need to stop feel free to say so and we will. Remember, you are under no obligation to finish this interview. This is strictly voluntary.

Mallory: Yes, yes I understand. I want to continue this interview. I want to get it all out.

Interviewer: What do you mean, get it all out?

Mallory: My guilt for my family getting back together.

Interviewer: I understand. Are we ready for the next question?

Mallory: Yes, go ahead by all means.

Interviewer: During the aftermath of Hurricane Katrina, were you involved in any types of recreation or leisure activities that helped you cope? If so, tell me about them.

Mallory: Yes, let me see. My sister and I when we was in Houston would go out into my aunt's backyard and play softball with our cousins. We had so much fun. Laughing, running around, and making up rules as we played the game. I remember one Saturday my cousin and I was playing softball and my Aunt Pam and my mom came out to challenge my cousin and I in a game of volleyball. Ten minutes or so, as we was into the game, my dad and uncle wanted to join, then my little sister and other cousin came out. The next thing you know we were all playing volleyball as a family. My Aunt Pam

shouted, “I used to be the top volleyball player when I played sports for Nord. Look me up. “Everybody knows about your aunt shouted out. My mom said yes, the best cheater and sore loser.” It was fun to see all of us playing and relaxing as one big happy family.

Interviewer: Awesome. It seems like Katrina brought a lot of closeness to you and your family?

Mallory: Yes it did and I loved every bit of what it did for my family but not other families, which was not so lucky.

Interviewer: Wonderful. My last question is: Do you think that leisure activities and services helped you cope in the aftermath of Hurricane Katrina? If so, please explain.

Mallory: Most definitely because being active and working for NORD is where I got my first love of sports. I never thought that I would play sports because I always liked getting my hair and nails done and I did not want to do anything to mess that up. It also helped me whip my aunt in volleyball when we were in Houston. It kept her quiet and she said things like, “You lucky, I got old, otherwise I would have beaten you like you stole something.” (laughing). Also, playing inside and outside as a family brought us closer together and we still keep up doing things together as a family. Thank you Katrina.

Interviewer: Sounds like you are grateful to Katrina?

Mallory: Yes, and no. Let me explain yes because it got us back together and as a family and saved my parents’ marriage. No, because so many people lost their loved ones, houses, and all that they own and memories that which they can never get back. So it do makes me sad and I still pray for everyone to find peace in their everyday lives.

Interviewer: That makes sense. I believe that sometimes something bad can happen and a good can come out of it. Is there anything that you would like to add?

Mallory: Just thank you for understanding me and not judging me about how I felt. It has brought me joy as much as pain. We too lost our house in the storm but, but found each other in God. Thanks Ms. Gigi for listening to me. I feel like the world has been lifted off my shoulders. You are a great listener. You made me feel so stress-free.

Interviewer: No, thank you for sharing your story with me and feeling so relaxed in telling it to me. Thanks so much.

Interview #10: Janice

Interviewer: Hi my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Janice who has volunteered to interview with me today. Before I begin do I have your permission to tape our interview Janice?

Janice: Yes you do have my permission to tape our conversation, I mean interview.

Interviewer: Thank you. How are you today Ms. Janice?

Janice: I am doing just fine.

Interviewer: Just tell me a little about yourself.

Janice: Hi, I am Janice and I am a senior majoring in biology.

Interviewer: Very good. Just relax and answer the questions to the best of your ability. You are under no pressure to answer any of them.

Janice: Okay I am ready when you are.

Interviewer: Ready. First question tell me a little bit about some of your favorite recreation and leisure activities that you were involved in as an adolescent.

Janice: Where do I begin? I was involved in many activities. Let's see, at school I was in the drama club, chess club, after school activities I played golf and soccer.

Interviewer: Why chess?

Janice: I wanted to learn how to play games that was offered to me. I like games that require thinking. I found just to be that game.

Interviewer: Okay continue.

Janice: Let me go back a little bit further. My curiosity as a child sparked my interest in chess. All of the men in my family played chess and I always wanted to learn how to play but I was always told that I was a girl and girls don't play chess. (Ha, laughing) I was determined to show them. So, when my father would drop me off at the Boys and Girls club after school the first thing I did after completing my homework was run and watch the boys play chess. Mr. David, who was one of the mentors at the Boy and Girls Club, taught me how to play. It was mind blowing to see how fast the time went.

Interviewer: Okay, very well.

Janice: Ms. Gigi by me learning how to play chess till this day I do believe that this is how I can take exams and pass them.

Interviewer: Would you like to elaborate on that?

Janice: Sure, I feel like chess is a thinking game and cause for concentration and paying attention. This helps me focus on my school work. You see, I am an only child and I had no siblings to play with so I occupied my mind with things that made me focus and concentrate.

Interviewer: That is wonderful.

Janice: My aunt, uncle, and grandpa used to tell me when I was small when I asked the question, "Why do you sit still so long staring at that game?" Their answer would be "Honey, an idle mind is the devil's workshop. So, if we keep our minds busy then the devil would not bother us because the devil was afraid of people who used their minds." So, by me being afraid of the devil all the time I just wanted to keep my mind busy and thinking all the time. (Laughter) I know that sounds silly.

Interviewer: No, not really, whatever works for you.

Janice: Yes, till this day I still believe that. I now know how to play chess and I feel like I am a pro at it.

Interviewer: Great.

Janice: For the hurricane we evacuated to Dallas and that's when I finally got a chance to beat my uncle in chess.

Interviewer: It made you feel good?

Janice: Yes, indeed it did.

Interviewer: My next question is: Think back to the aftermath of Hurricane Katrina, and share with me how you coped in general as an individual and as a family?

Janice: Well the way we coped was by being there for one another. We prayed and like I said a few minutes ago I finally got a chance to beat my uncle at chess and he had to eat his words that he use to say about chess being a thinking man's game. (Laughing) Any way, I could play chess with my uncles and that made me feel so special. Oh, the second part of your question, the way I coped as an individual I read, walked and went to the movies. Sometimes I would look into the mirror and practice different lines from plays like Hamlet and Romeo and Juliet, plays of that nature.

Interviewer: Okay, great, my next question is: During the aftermath of Hurricane Katrina, were you involved in any types of recreation or leisure activities that helped you cope? If so, tell me about them.

Janice: Besides chess, yes I would go out to this putt putt golf and hit the ball around. It was fun. At first I thought that it was not going to be fun because I like playing real golf but it turned out to be lots of fun.

Interviewer: Alright, my last question is: Do you think that leisure activities and services helped you cope in the aftermath of Hurricane Katrina? If so, please explain.

Janice: Yes, no doubt about it. As I mentioned earlier if it was not for the Boys and Girls Club I would not know how to play chess till this day, (shouting) "Thank you Mr. David." I feel that every child at some point and time in their lives should be involved and enrolled in a recreational place so that they can learn and unwind and just be themselves.

Interviewer: Okay, Is there anything else you would like to say.

Janice: Thank you for choosing me. You made me feel relaxed and calm. By the way, good luck to you on your dissertation work. You make me want to continue my education. After I graduate I wanted to work for a while. Now I think that I am going to continue my schooling and enroll in a medical school.

Interviewer: No, thank you. As far as your education, by all means you should continue it. I told a student earlier to reach for the stars and you should too.

Janice: Thanks, I will. Good luck to you.

Interviewer: Thanks to you too.

APPENDIX E

INTERVIEWS WITH THE THREE DIRECTORS:FIRST INTERVIEW: DIRECTOR OF THE NEW ORLEANS RECREATIONAL
DEPARTMENT

Before I began a taped session with each of my interviewees I established a rapport with each of them. The first director is Carlette from NORD, Second is Deidra from the Boys and Girls Club, and last is Deidra who is a youth counselor at Second Mt. Bethel Baptist Church in New Orleans, Louisiana.

Off the record, all the directors that I interviewed are from different recreational and church facilities in the city of New Orleans, Louisiana. I spoke to each director individually and told them a little about myself and the purpose of these interviews. I also informed them that these interviews, with their permission, were part of my dissertation and that I am completing an Ed. D. from the University of Northern Iowa. I also told them my story about Hurricane Betsy when I was a child and my interests in Hurricane Katrina. I also thanked them in advance for wanting to interview with me and it was greatly appreciated. All of the directors seemed excited about doing the interviews.

Interviewer: Good afternoon. How are you?

Carlette: Fine.

Interviewer: Before we begin, do I have your permission to tape our interview?

Carlette: Yes, you do.

Interviewer: Let us begin by me telling you why I am doing this interview once again and then you can tell me a little about you.

Carlette: Okay.

Interviewer: Hi, my name is Germaine Jackson and I am currently completing an Ed. D. At the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Carlette who has volunteered to interview with me today.

Carlette: Hi, my name is Carlette and I have been employed by NORD for the past thirty years and have been enjoying every minute of it.

Interviewer: Good. Tell me why you enjoy it?

Carlette: My first love has always been kids and making sure that they are safe and have a clean and learning environment around them.

Interviewer: That is wonderful. I will now begin my first question. Are you ready?

Carlette: Yes I am.

Interviewer: Think back to the aftermath of Hurricane Katrina. Can you share any firsthand experiences in which leisure services may have helped adolescents cope with stress associated with Hurricane Katrina? If so, could you please tell me these stories? Or, if leisure services did not appear to help, can you share your thoughts on this?

Carlette: When I heard that there was a hurricane to hit Louisiana, my family and I decided to pack up days before the hurricane hit. So, during the time Katrina hit, I was not in the city. However, after the hurricane was over weeks later I was one of the 26 employees from 230, pre-Katrina that was called to come back to work and I did. The city was such a mess.

We also saw families coming back to their homes and jobs and nowhere for the youth to go. We were determined as well as the Mayor of the city to help rebuild and put us back on track so that we can open up and extend our help to the community. To date, NORD has opened four multi-service centers: Behrman, Cut- Off, St. Bernard and Treme and more to come. And to answer your question on how we helped the youth cope was by opening the four main parks ASAP because families came back and needed places to put their youths and we were there to assist them.

Interviewer: That is wonderful. Tell me will the NORD parks be opening soon?

Carlette: Yes,

Interviewer: My next question: In your answer to the first question, of leisure services for youths who experienced Hurricane Katrina, what do you believe was the greatest single benefit and why?

Carlette: I believe that the greatest single benefit of leisure services was the fact that we opened up the four main facilities in the communities that needed them the most. The parents were able to go back to work and not worry about an after-school program for the children to attend. Since Katrina we have implemented several different programs, such sewing classes, music lesson, band, voice lesson, weight lifting, golden age program, baton, flag twirling, ceramics, camping and computers just to name a few. We already had programs before Katrina, such as football, baseball, basketball, tennis, and volleyball, just to name a few. Some of these programs were not in place before Katrina. Since Katrina we have inputted programs for kids ranging from the age of 4 years of age to 104 years of age.

Interviewer: That is wonderful. My last question is thinking back, can you identify specific situations, if any, in which your agency could have provided services which might have been helpful to youths experiencing stress?

Carlette: No, I cannot say off hand because the city was under emergency evacuation and no one was there anymore. But I can truly say, since Katrina it has opened our eyes to better serve the community in a much more positive and a wide variety of ways. We have also communicated with other organizations to see if we are translating some of the same or similar programs so that we can better assist the community and the youth who come to our center so that we can help them and provide what they need.

Interviewer: That is wonderful, is there anything that you would like to say.

Carlette: Yes, since Hurricane Katrina, we have implemented the leap program for our youths. The leap program is a test, based in Louisiana, which students in grades 3rd, 5th, 7th, 9th, and 11th have to pass in order to move to the next grades. If they fail the leap test they cannot move on. If they pass a portion of the leap test they can move on to the next grade, but the grade and a half, in other words, instead of the 3rd grade they will be in 3 ½ grade. We have lots of material to help the students in studying for the leap exam. Before, we had no material or information to better help them in taking their test. I feel that we are coming a long way and have more to go.

SECOND INTERVIEW: DIRECTOR OF THE BOYS AND GIRLS

CLUB

Interviewer: Before we begin, do I have your permission to tape our interview?

Deidre: Yes you do.

Interviewer: Let us begin by me telling you why I am doing this interview once again and then you can tell me a little about you.

Deidre: Sure, please do.

Interviewer: Hi my name is Germaine Jackson and I am currently completing an Ed. D. at the University of Northern Iowa and I am interesting in the study of Hurricane Katrina. I am here today with Deidra who has volunteered to interview with me today.

Deidre: Hi name is Deidre and I am the director of the Boys and Girls Club.

Interviewer: Thank you. I only have a few questions to ask you. Let me begin with my first question.

Deidre: Okay.

Interviewer: Think back to the aftermath of Hurricane Katrina. Can you share any firsthand experiences in which leisure services may have helped adolescents cope with stress?

Deidre: First of all, the city declared an emergency evacuation; therefore, any able body had to leave the city. There was nothing the Boys and Girls Club could do for anybody at the time. At first we wanted to help the people but we had no way out of the city to come to us and use it as a shelter but the city declared martial law to anyone and everybody

who was left in the city was told to leave, so we could not stay to help the community, even if we wanted to.

Interviewer: Okay anything else that you would like to say.

Deidre: Yes, my biggest thing that I would like is my prayer in life is to grab onto the community where they can truly understand what a Boys and Girls Club is all about. To start, there is a mandatory meeting held with the parents. As with anything concerning kids, parental involvement is the foundation of success and that success was evident at the club's summer parental meeting, which 278 parents attended, which by the way was a great turnout.

Interviewer: Why is that?

Deidre: Yes, because we have over 400 children, youth and students who attend and this is great. Some of the students and children who attend have siblings who attend the program too.

Interviewer: That is wonderful.

Deidre: Yes, it is.

Interviewer: In your answer to the first question, of leisure services for youths who experienced Hurricane Katrina, what do you believe was the greatest single benefit and why?

Deidre: After Katrina we worked hard and diligently to getting the center up and running so that we can service the community as fast as possible. And we did. The club is in a neighborhood setting where many of the children can walk to and from it. We now have a breakfast program before school and we did not have it pre-Katrina. Thanks to Katrina

we have now put this program in place. The mission of the Boys and Girls Club is “to enable all young people, especially those who need it the most, to reach their full potential as productive, caring, and responsible citizens.” The club offers an array of diverse activities to build assets and skills and educational and challenging opportunities to help children learn, grow, and develop. Membership is open to all youth between the ages of 6 to 18. We live day in and day out by our mission statement.

Interviewer: That is wonderful and you seem so excited.

Deidre: Yes I am. It gives me such great joy when I can reach out to the community.

Interviewer: Great. My last question is thinking back, can you identify specific situations, if any, in which your agency could have provided services which might have been helpful to youths experiencing stress?

Deidre: During Katrina no. After Katrina, we have. We have many programs we have added since Hurricane Katrina. We also have a program in place that works with high schools that have mandatory volunteer hours and community service hours the students must complete before graduation. At the Boys and Girls Club, our students are required to complete their homework before they can participate in the other club activities. In *The West Bank Guide* newspaper that was printed on October 8, 2009, our student Cornio says, “I like coming here and helping the younger kids. I help with homework and other learning programs. It’s a good way to work my service hours.” This makes me feel so proud when I hear students say positive things about the Boys and Girls Club.

Interviewer: That is powerful. My last question to you is: Thinking back, can you identify specific situations, if any, in which your agency could have provided services which might have been helpful to youths experiencing stress?

Deidre: Well, as I mentioned earlier, if we would have stayed, we could have provided a safe haven for some of the people in the community who had nowhere to go. It was unfortunate that we could not provide a service for the community because we had to leave. However, there were a few positive things that happened in spite of Hurricane Katrina. Since the storm, we have provided more services at the Boys and Girls Club than ever before.

Interviewer: Can you name a few of the programs of which you are speaking.

Deidre: We now have a computer room for the younger kids as well as the teen-agers.

The younger children's computers are located downstairs and the older children's computer room is located upstairs. Before, we had all the computers together in one room. We now have a teen center where they are not mixed in with the younger kids.

There is a lot we have to offer. We have also added since Katrina a tech lab, game room, and arts-and-crafts room.

Interviewer: Can you name one or two of your sponsors?

Deidre: We have a lot of sponsors that came aboard to help us. Just to name a few of our sponsors Wal-Mart and Lowes. We strive hard to have everyone to know that "we work to give the children opportunities to succeed in school, in work, in families, and with each other." By the way, our club recently received an A++ rating from Afterschool

Partnership, an organization that does observations to be sure that programming goals are met.

Interviewer: Can you explain what a tech room is?

Deidre: A tech room is where the kids are rotated throughout the day to learn basic computer skills and compete with other Boys and Girls Clubs across the nation in the “Digital Art Festival.” Our game room is complete with a Wii system and other games that are supervised by junior staffers. Our main teaching included, Character and Leadership Development, Education and Career Development, Health and Life Skills, the Arts and Sports and Fitness and Recreation. We also have a program that’s called “Career Launch and Money Matters.” The teens learn the proper way to market themselves in the workforce, and the importance of understanding how money works by writing checks, balancing accounts, general financial responsibility. The club is continually growing and has an ongoing goal of educating the community about what they’re about. The community involvement is a challenge although the surrounding communities know that the club is here.

Interviewer: This is fantastic. Have the Boys and girls club merged with other community programs?

Deidre: We have in a roundabout way come together with the New Orleans Recreational Department. What I mean is that we do not have a pool for our children to swim in so we had to communicate with them so that we can bring our children in to swim at their pool. They were more than happy to fulfill our children’s dreams.

Interviewer: Great, great. Are there any more programs that you would like to talk about?

Deidre: Yes, we plan field trips. Most of our field trips require a small fee, but the club sponsors kids who can't afford to pay. The field trips include a ferry ride to café Du Monde, Skate Country, swimming at Behrman Pool, Chris Paul Camp, Reggie Bush Camp, the movies, and the wave pool at Bayou Segnette Park. Last, we do have an annual meeting with our neighbor parks too so that we may continue to work as a team and provide a great service to our community as well as other surrounding communities.

Interviewer: Mrs. Deidre you were so helpful. Thank you so much for the information that you have provided to me.

Deidre: Thank for hearing me out. It is good to know that someone cares about the children in our communities.

THIRD INTERVIEW: YOUTH DIRECTOR OF SECOND MT. BETHEL BAPTIST
CHURCH

Interviewer: Before we begin do I have your permission to tape our interview?

Deidra: Yes you do.

Interviewer: Let us begin by me telling you why I am doing this interview once again and then you can tell me a little about you.

Deidra: Yes, please do.

Interviewer: Hi my name is Germaine Jackson and I am currently completing an Ed. D at the University of Northern Iowa and I am interested in the study of Hurricane Katrina. I am here today with Deidra who has volunteered to interview with me today.

Deidra: Hi, my name is Deidra. I am the youth counselor at Second Mt. Bethel Baptist Church in New Orleans Louisiana.

Interviewer: Thank you. I only have three questions to ask you. Let me begin with my first question is: Think back to the aftermath of Hurricane Katrina. Can you share any firsthand experiences in which leisure services may have helped adolescents cope with stress associated with Hurricane Katrina? If so, could you please tell me these stories? Or, if leisure services did not appear to help, can you share your thoughts on this?

Deidra: Before Hurricane Katrina, our Youth Counselor of Mt. Bethel United Methodist Church was in full swing of a wide variety of activities for children, students, and adults. Once Katrina hit we had to evacuate the city.

Interviewer: What happened after you returned back home?

Deidra: After I returned back home, my house was destroyed as well as the homes of a few other members from church. The church had damages but we the church family was determined to get back into the swing of things and make things happen. We did not give up. We got together and prayed and prayed. We came back and lived in mobile homes until we was able to return back to our homes. We opted to live in the mobile homes because this was the only way that we could help in lending a hand in rebuilding our church. It took us a couple of weeks to help rebuild and afterwards the doors of the church were open.

Interviewer: Good, what about the members?

Deidra: We couldn't have opened at a better time.

Interviewer: Why?

Deidra: Because the community was coming back and they needed a church to come home to as well as the children needing a place to go. What we did was kind of open up

an after-school program for the children to come home to a safe haven. It was a group of church members, who volunteered their own time to help aid the children with their homework, help them study for exams, and also provided kind words of inspiration to ensure them that everything was going to be alright. We started up our youth counselor program which consists of choir practice for the youth, liturgical dancing, drill team, steppers, studying the Bible and piano lessons as well.

Interviewer: That is grand, huge, but what do you mean by ensuring them?

Deidra: Yes, what I mean by ensuring them is that we comfort them letting them know that things were going to be alright. We got on our hands and knees and prayed together, cried together, and helping in way that we knew how. We even got together in the community and fed them, clothed them, and helping in any way that we could.

Interviewer: Awesome. My next question is in your answer to the first question, of leisure services for youths who experienced Hurricane Katrina, what do you believe was the greatest single benefit and why?

Deidra: I believe that the greatest single benefit was helping the community in clothing and feeding the people in and around the community. This event got bigger than we ever expected. It started with a few elders from the church feeding the men who was helping in preparing the church and as they looked around they saw some children who seemed hungry and lost so they reached out and fed them. From this, the event got larger and larger and the next thing you know, the whole community was pitching in. This was a wonderful thing to be a part of.

Interviewer: I bet it was. This takes me to my last question: Thinking back, can you identify specific situations, if any, in which your agency could have provided services which might have been helpful to youths experiencing stress?

Deidra: I believe that our church did all that could have been done with what we had. Perhaps the only thing that we could have done if we had stayed, our church could have been a safe haven for some families that was stuck in the Superdome and the River-Gate, but, since we didn't, then there was not much we could have done. But as far as helping the youth relieve stress, I think for the most part they did, by coming to church, studying, playing ball, eating, and learning Word. I believe that this helped them. We have been reaching out to the other communities and helping place our older youths who do not have rides to the parks to provide them with one. Besides, since Katrina, our church has tripled in numbers.

Interviewer: Is there anything that you would like to say?

Deidra: I think that we covered the bulk of it.

Interviewer: Thank you so much for your time.

APPENDIX F

INVITATION LETTER FOR SURVEY PARTICIPANTS

Date _____

Dear Student at Southern University at New Orleans:

My name is Germaine Jackson and I'm currently completing an Ed. D. from the University of Northern Iowa. I am interested in the study of Hurricane Katrina because I am from New Orleans Louisiana and a former student of Southern University at New Orleans. My research focus is on a case study of Hurricane Katrina. In particular, I am interested in gaining a deeper understanding of the manner in which leisure services helped adolescents cope with the traumatic events of Hurricane Katrina.

The purpose of this letter is to invite you to participate in a questionnaire. To be eligible to participate, you must (1) have been significantly impacted by Hurricane Katrina and (2) be an adult who was an adolescent during Hurricane Katrina.

The maximum amount of time required for this survey is approximately ten minutes. If you volunteer for this survey, you will be given a questionnaire from the investigator -- Germaine Jackson. You will be filling out a structured questionnaire derived from the criteria enumerated for Post- Traumatic Stress Syndrome listed in the Diagnostic and Statistical Manual IV – TR (DSM-IV-TR) published by the American Psychiatric Association in 2000.

If you are interested in participating in this study, please fill out the following contact information.

Name: _____ Phone number: _____

e-mail: _____

If you have any question or want additional information about this study, do not hesitate to contact Germaine Jackson 504-813-0560 or my advisor Dr. Rodney B. Dieser 319-273-7775. If it is easier, you are welcome to e-mail me at sugar3j@uni.edu. I appreciate your time and look forward to seeing all of you.

Sincerely,

Germaine Jackson

APPENDIX G
UNIVERSITY OF NORTHERN IOWA
HUMAN PARTICIPANTS REVIEW
INFORMED CONSENT:
INTERVIEWS OF ADULTS WHO EXPERIENCED
HURRICANE KATRINA WHEN THEY WERE ADOLESCENTS

Project Title: How leisure services helped adolescents cope with the events of Hurricane Katrina

Name of Investigator(s): Germaine Jackson (doctoral student) & Rodney Dieser, Ph.D.

Invitation to Participate: You are invited to participate in a research project conducted through the University of Northern Iowa. The University requires that you give your signed agreement to participate in this project. The following information is provided to help you made an informed decision whether or not to participate.

Nature and Purpose: Through interviews, the purpose of this research is to understand if leisure services helped you cope with the events of Hurricane Katrina.

Explanation of Procedures: Participation in this study requires you to participate in one conversational semi-structured interview lasting from 30 to 60 minutes that will be audiotape. In particular, these four questions will be asked

1. Tell me a little bit about some of your favorite recreation and leisure activities that you were involved in as an adolescent.
2. Think back to the aftermath of Hurricane Katrina, and share with me how you coped in general as an individual and as a family?
3. During the aftermath of Hurricane Katrina, were you involved in any types of recreation or leisure activities that helped you cope? If so, tell me about them?
4. Do you think that leisure activities and serviced helped you cope in the aftermath of Hurricane Katrina? If so, please explain.

The audiotapes and paper interview transcripts will be kept in a secure location in the office of the primary researcher. Interview transcripts on the computer will be kept on a password-protected computer at the office of the primary researcher. Only the researchers associated with this study will have access to the data.

Discomfort and Risks: Risks are moderate. Participating in this interview may cause the possibility of heightened stress as participants think back to the events of Hurricane Katrina

Benefits: No direct benefits.

Confidentiality: Information obtained during this study which could identify you will be kept confidential. No names will be asked. The summarized findings with no identifying information may be published in an academic journal or presented at a scholarly conference.

Right to Refuse or Withdraw: Your participation is completely voluntary. You are free to withdraw from participation at any time or to choose not to participate at all, and by doing so, you will not be penalized or lose benefits to which you are otherwise entitled.

Questions: If you have questions about the study or desire information in the future regarding your participation or the study, you can contact Rodney Dieser at 319-273-7775 at the School of Health, Physical Education, and Leisure Services, University of Northern Iowa. You can also contact the office of the Human Participants Coordinator, University of Northern Iowa, at 319-273-6148, for answers to questions about rights of research participants and the participant review process.

Agreement:

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

(Signature of participant)

(Date)

(Printed name of participant)

(Signature of investigator)

(Date)

(Signature of advisor)

(Date)

APPENDIX H
UNIVERSITY OF NORTHERN IOWA

HUMAN PARTICIPANTS REVIEW

INFORMED CONSENT:

INTERVIEWS OF DIRECTORS OF LEISURE AND YOUTH SERVICES

Project Title: How leisure services helped adolescents cope with the events of Hurricane Katrina

Name of Investigator(s): Germaine Jackson (doctoral student) & Rodney Dieser, Ph.D.

Invitation to Participate: You are invited to participate in a research project conducted through the University of Northern Iowa. The University requires that you give your signed agreement to participate in this project. The following information is provided to help you made an informed decision whether or not to participate.

Nature and Purpose: Through interviews, the purpose of this research is to understand if leisure services helped youth and community members cope with the events of Hurricane Katrina.

Explanation of Procedures: Participation in this study requires you to participate in one conversational semi-structured interview lasting from 30 to 60 minutes that will be audiotaped. In particular, these two question will be asked

1. Think back to the aftermath of Hurricane Katrina, can you share with me experiences where you saw firsthand how leisure services helped adolescents cope with the stress of Hurricane Katrina. Please tell me these important stories.
2. Overall, what is the greatest benefit to leisure services during the aftermath of Hurricane Katrina?

The audiotapes and paper interview transcripts will be kept in a secure location in the office of the primary researcher. Interview transcripts on the computer will be kept on a password-protected computer at the office of the primary researcher. Only the researchers associated with this study will have access to the data. Information obtained during this study which could identify an individual will be kept strictly confidential. The summarized findings may be published in an academic journal or presented at a scholarly conference. All of the recordings and all of the interview transcripts will be destroyed following a five-year period.

Information obtained during this study which could identify an individual will be kept strictly confidential. The summarized findings may be published in an academic journal or presented at a scholarly conference. All of the recordings and all of the interview transcripts will be destroyed following a five-year period.

Discomfort and Risks: Risks are moderate. Participating in this interview may cause the possibility of heightened stress as participants think back to the events of Hurricane Katrina

Benefits: No direct benefits.

Confidentiality: Information obtained during this study which could identify you will be kept confidential. No names will be asked. The summarized findings with no identifying information may be published in an academic journal or presented at a scholarly conference.

Right to Refuse or Withdraw: Your participation is completely voluntary. You are free to withdraw from participation at any time or to choose not to participate at all, and by doing so, you will not be penalized or lose benefits to which you are otherwise entitled.

Questions: If you have questions about the study or desire information in the future regarding your participation or the study, you can contact Rodney Dieser at 319-273-7775 at the School of Health, Physical Education, and Leisure Services, University of Northern Iowa. You can also contact the office of the Human Participants Coordinator, University of Northern Iowa, at 319-273-6148, for answers to questions about rights of research participants and the participant review process.

Agreement:

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

(Signature of participant)

(Date)

(Printed name of participant)

(Signature of investigator)

(Date)

(Signature of advisor)

(Date)