



Creating Effective Child- and Family-Focused Disaster Behavioral Health Messages on Social Media

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Why read this toolkit?

Social media provides the opportunity to share behavioral health messages with a large number of people and potentially promote recovery and resilience in times of disaster and terrorism. The vast reach of social media also means that messages that might impede or impair recovery can also spread quickly. This toolkit will give you strategies for making your messages more effective while avoiding mistakes that may at best be ineffective and at worst, cause harm.

Who is this toolkit for?

We designed this toolkit for child-serving behavioral health organizations and professionals who serve communities affected by disaster and terrorism events. It provides guidance and shares lessons learned from previous incidents. In this toolkit, you will find information to help you get started using social media, including guidance on developing a social media policy and plan, constructing messages for various disasters and audiences, and managing social media accounts. This toolkit also includes sample messages that you can modify to better fit specific disasters and terrorism events.



Why should you use social media in times of disaster and terrorism?

First, social media provides your organization the ability to reach large numbers of people as well as share resources and information that those people might not realize exists in a timely manner. It may promote effective action and build resilience. It also provides the opportunity to rebut misleading or incorrect information. Finally, using social media can also provide ways for survivors to connect with each other or other service providers.

What are the risks of using social media in times of disasters and terrorism?

Given the short nature of messages and lack of context, some messages may be misunderstood or generate unintended, negative consequences. Also adding to the difficulty, many facts related to disasters and terrorism events can change rapidly. People with differing viewpoints might comment, contradict, or hijack messages or conversations. This toolkit provides considerations for addressing many of these concerns.

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Goals of Use

Social media can be part of a larger outreach strategy aimed at providing information to promote effective and efficient action. This is true even in the best of situations, but is often crucial in the face of disasters and terrorism. Given its widespread popularity and high accessibility, social media can be an important resource for reaching large numbers of people quickly and can achieve many goals. While the technology and best practices of social media are recent creations, the basic principles of their use are consistent with those of effective communication in any domain. Social media can provide timely information, can be rapidly and frequently updated as better information becomes available, and can gather information in the forms of feedback and input, which is why it is considered to be more “social” and dynamic than conventional media sources.

The goals for child-serving organizations and providers using social media in times of disasters and terrorism are to:

- Promote effective decision-making and behavior in children, parents, and child-serving providers.
- Enhance resilience, safety, and effective coping.
- Address and respond to messages and media that undermine safety and good decision-making and protect children and individuals against misinformation and media that is potentially retraumatizing or sensationalizing.
- Prepare parents and child-serving providers to support children in times of disaster and terrorism.

Scope of Use

Based on the needs of the individual or organization, social media serves a different purpose for each user. In an effort to meet the goals listed above:

- Differentiate how you use social media professionally and personally. Separate professional posting (e.g. trauma-focused) from personal or recreational interests (e.g. pets, gardening).
 - One way to do this is to create a separate professional account.
 - If you use a personal account for both types of posting, keep in mind that your professional followers will read your non-professional posts.
 - Keep all posts on an organizational account professional.
- Stay within your scope of practice as mental health professionals, educators, or other child-serving providers. It is your role as a child-serving provider to disseminate culturally sensitive information about helpful behavioral health prevention and intervention related to terrorism and disasters. Your messages should enhance protective factors to prevent trauma or assist in the recovery from it. Consider the following:
 - It is beyond your scope to act as pseudo-journalists. Simply sending out information about events is not enough; leave that to legitimate news outlets.
 - Instead of echoing specific safety recommendations, it may be best to refer or direct attention to the appropriate public safety or emergency management agency (for example: orders to evacuate or shelter in place). This avoids the perception that your organization bears responsibility for such decisions or information.

2 Overview of Social Media Platforms

Understanding the characteristics and features of different social media platforms is necessary for constructing messages that are appropriate to a given platform's strengths and limitations and reach the intended audience. Social media is constantly evolving, and the characteristics of each platform are likely to change, so it is vital to have current knowledge of the available platforms. The following considerations can help you choose which social media platforms to utilize and how to tailor the message for each platform.

Who uses the platform?

- In order to reach the most people, select the platforms with the widest use for your target demographic. Consider how user demographics may shape the messages you share.
- Example: Some social networking platforms may attract users from all age groups, while others may primarily consist of one age group or another.
- Example: Some social networking platforms may attract a professional audience, while others appeal more broadly.



What is allowed in a post?

- Some social media platforms set limits on the number of characters in each post and whether or not you can include pictures, links, or videos. Consider how best to convey your message and then determine which social media platforms fit that need.

How frequently do users access the site? How quickly are users likely to get your message?

- Some social media platforms work better for quick dissemination and responding to changing events. Other platforms may work better for sharing and/or archiving messages that are more general and relevant across many events.
- Example: Twitter and Facebook may be effective for sharing messages and resources relevant to a specific event. YouTube, on the other hand, can be a good fit for sharing webinars that may apply to each kind of natural disaster.

How do the features of the social media platform interact with the goals of your message?

- Some social media platforms may not be as effective depending on your goal. Take into account how users interact with the platform.
- Example: After a tornado, you want to disseminate a new tip sheet for how parents can talk to their children and want to include a link to the resource. Messages shared over Snapchat disappear after a user views the content and may not allow a user to go back and follow a link to resources later.

The popularity and relevance of various social media platforms is likely to change over time, as new platforms emerge and increase in users and others fade or become irrelevant. Many resources provide up to date statistics and information on social media use and trends. The links below can provide answers to the above questions and help you choose the social media platforms that will be most effective. Be careful to get information from reliable sources, as less evidence-based sources may be motivated to provide biased information for competitive reasons.

- Pew Research Center: <http://www.pewinternet.org/2018/03/01/social-media-use-in-2018/>
- Hootsuite (social media management platform): <https://hootsuite.com/research>

Strategically using social media before an event happens may be necessary to build and reach the largest audience possible and ensure messages have an impact. To be effective during a disaster, organizations need to establish themselves as a trusted source of information and develop a following among social media users. To do this:

- Choose social media platforms best suited to your goals and audience.
- Learn how to use social media well before a disaster hits. Trying to learn while responding to an actual event can lead to more mistakes.
- Build a following by identifying other trusted organizations to follow and inviting these organizations to follow you back.
- Extend your in-person partnerships to social media. Include agencies you collaborate with as friends and followers on social media.
- Ensure your posts are accurate, timely, and relevant to the community you are trying to reach.

FOLLOWERS
are people or organizations who subscribe to see your posts on social media, usually due to a common interest.

The following table provides a brief overview of several social media platforms commonly used in disaster behavioral health messaging.

| |  FACEBOOK |  TWITTER |  INSTAGRAM |  LINKEDIN |  YOUTUBE |
|---|---|--|---|---|--|
| Description | Social networking site with broad application | Micro-blogging site | Site for “visual storytelling” | Business-focused networking platform | Video sharing site, including webinars |
| Who uses the platform? | <p>2nd most used platform for U.S. adults</p> <p>68% of US adults use Facebook</p> <p>50% of teens use Facebook</p> <p>34% of US teenagers think Facebook is “for old people”</p> | <p>Serves more than 2 billion search queries a day</p> <p>Slightly more women than men use twitter</p> <p>40% of users are between ages 18 and 29 years – usage drops with age</p> <p>Users have above average incomes and education</p> | <p>35% of adults use it</p> <p>More likely to be used by 18-24-year-olds</p> <p>More popular with women</p> | <p>Especially popular among college graduates (50%) and those in high-income households</p> <p>Most affluent and educated user base</p> <p>Students and recent graduates are the fast-growing demographic</p> | <p>Most used platform among U.S. adults</p> <p>Used by ¾ of adults and 94% of 18-24-year-olds</p> <p>Has the highest percentage of users who live in rural areas</p> |
| What is allowed in a post? | Text, images, videos, links | Text (limited to 280 characters), images, links, videos (limited to 2 minutes and 20 seconds) | Images & video only (can include text in captions or written over images) | Text, images, videos, links, and documents | Videos only |
| Considerations for disaster behavioral health messages | Good for sharing resources; Ideal for longer messages | Good for sharing resources; requires more frequent posting and monitoring; best for short, powerful messages | Cannot include links in posts | Good for reaching a professional audience; May be checked less frequently than other platforms | A way news is communicated; Can be effective for sharing webinars and other training material |

¹ Smith, A. & Anderson, M. (2018) Social Media Use in 2018. Pew Research Center.

²Sehl, K. (2018) All the Facebook Demographics that Matter to Social Media Marketers. Hootsuite. <https://blog.hootsuite.com/facebook-demographics/>

³Gramlich, J. (2019). 10 facts about Americans and Facebook. Pew Research Center. <http://www.pewresearch.org/fact-tank/2019/02/01/facts-about-americans-and-facebook/>

Developing a New Message

To be most effective, the messages you convey should directly connect with your goals, and should be part of your outreach strategy. When developing your messages, take into consideration the following:

- Who is the intended audience?
- What is the intended outcome of the message?

The answers to these questions should guide the message you develop. For example:

- **Intended audience:** educators serving children affected by the earthquake.
- **Intended outcome:** teachers will learn strategies for supporting affected students.
- **Possible message:** After an earthquake, students may benefit from having a predictable, structured class schedule with rules and consequences, even if in a new or temporary setting. For additional ideas for how teachers can support students, visit <http://ow.ly/nY9H30plQtj>

In choosing an intended audience and outcome of the message, consider the following:

- What was the impact of the event:
 - Who was exposed or affected?
 - What was the scale and duration of the event?
 - Which communities were affected?
- Was there death or injury?
- Which professionals might be responding?
- What systems are involved (for example, schools, health care)?
- What are the unique circumstances of the event?

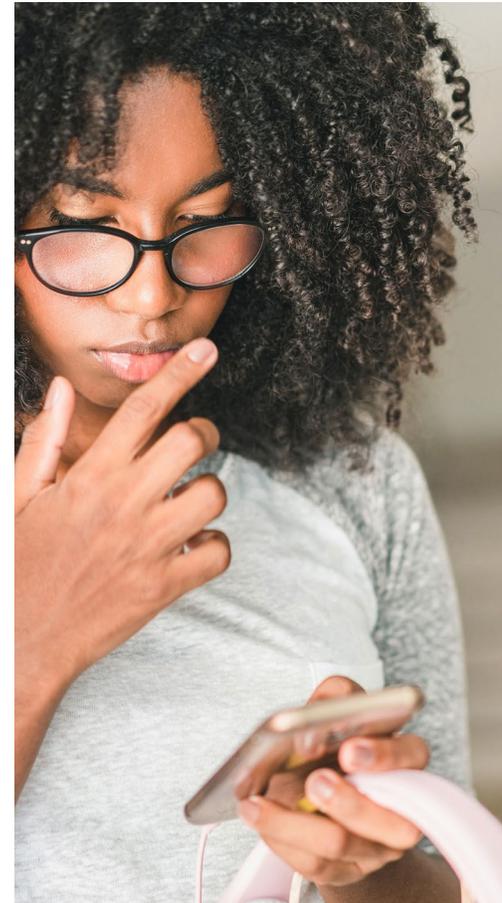
These factors are critical in constructing a message and selecting appropriate resources to share. It is also important to consider how long the information will be accurate or relevant. Some information is time-limited. For example, if a resource's web link changes, a shelter, clinic, or service closes or removes services, it is important to ensure that this information remains up-to-date.

It is also important to avoid any graphic details about violence to minimize potential copycat behavior.

For additional information about message development strategies, the CDC has also developed a Social Media Communications Strategy Worksheet, found here: https://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit_bm.pdf

Reposting/Sharing

Reposting or sharing content from other organizations is another method for providing important information. Reposting has several benefits. First, it allows you to keep your social media account active even if you don't have new original content to share. Second, it provides a way to share additional disaster-related information to your audience that may be outside your expertise as behavioral health providers (such as emergency management updates, certain safety tips, etc.). When reposting, be sure that any information shared is still in line with the mission of your organization. Also, consider that by reposting, you are still responsible for the quality of information that you share.



Before reposting, it is critical to vet all sources properly. During times of natural disaster and terrorism, predatory individuals may attempt to capitalize on an event by spreading false information that may be financially or politically motivated. As part of vetting your sources:

- Repost only from sources you know are reliable. This may include nationally recognized organizations or organizations that you have a history of collaboration. Be aware that some people create fake accounts with legitimate sounding names.
- Research ahead of time reliable sources of information. Know your emergency response partners' official social media accounts.
- Follow all links in any message you are considering reposting. Links that appear helpful at first may link to content that does not fit your mission or values.

Images

Several social media platforms enable you to incorporate images and videos into posts. When used carefully and strategically, both forms of media have the ability to improve the overall impact of a post. Be sure to choose images in line with your overall goals and the intended outcome of the post. Avoid using overly graphic images, as these can elicit strong emotional reactions or even retraumatize individuals who have experienced trauma. When using images, consider the following:

- Avoid depictions of the actual event or subsequent damage.
- Be aware that even if you don't include graphic images in your post, some sources you link to might. This is another reason to follow all links before sharing.
- If sharing resources, consider an image of the resource tip sheet or handout as a way to reinforce what users will get if they follow your link.
- Consider creating a generic logo (for example "happening now") that users can begin to associate with disaster-related information or resources.
- There are many sites that provide stock photos for free, including the FEMA library:
<https://www.fema.gov/media-library#>



Hashtags

In addition to text and images, social media messages often include hashtags. A hashtag is a word or phrase preceded by the symbol # that categorizes the post. Hashtags allow social media users to easily identify social media conversations related to a given topic giving them the ability to join in on larger conversations and find information quickly. Choosing a hashtag that is widely used can help your messages reach a larger audience while choosing more niche hashtags enables you to hone in on a specific audience. To select an appropriate hashtag, look at the hashtags used by national organizations, associations, and government agencies. Try to keep them short and clear. Be aware that the most popular hashtags may evolve over the course of an event, so continue to monitor what others are using. You can use the same hashtags across all platforms, and can use more than one hashtag in a post.

For example:

Families affected by the tornadoes in the Central US can use the children's book *Trinka and Sam and the Swirling Twirling Wind* to help children learn to deal with their fears and worries. <http://ow.ly/oRnW30ow1R6> #tornado #Ohiotornado #Indianatornado #Kansastornado

Links

Links are the most common way to share resources through social media. Given the character limits of many platforms, finding a way to shorten links can be helpful and make your post look more precise.

- Some platforms have their own service. Twitter requires shortened links, and all links posted in Tweets or Direct Messages automatically shorten using the platform's service (<http://t.co>). Simply typing a URL into Twitter's compose box will shorten it.
- You can also use another service to shorten your URL for use on other platforms. Some options include:
[Hootsuite - https://hootsuite.com/pages/owly](https://hootsuite.com/pages/owly)
[Bitly - https://bitly.com/](https://bitly.com/)

Here is an example of what a shortened link looks like:
<https://www.nctsn.org/resources/parent-guidelines-helping-children-after-tornado>
shortened to <http://ow.ly/xm9830plQx5> using Hootsuite

Another benefit of using a service to shorten your links is that many provide data about how many views and downloads your link gets. The analytics section discusses this further.

Plan Ahead

The pressure to respond quickly after a disaster can lead to mistakes in posting or less effective messaging. Creating, reviewing, and testing posts ahead of time enables you to counter this problem. Creating your own library of messages provides an opportunity for you to practice developing social media messages, and allows a streamlined process for getting them reviewed by an advisory council or others involved in the review process. These messages can then be adapted or tweaked as needed to address the specifics of any event.

In addition to the example messages available in this toolkit, several message libraries address preparedness, response, and recovery for a range of public health disasters. These can provide additional ideas for constructing messages for your community.

- Drexel University, Dornsife School of Public Health
<http://drexel.edu/dornsife/research/centers-programs-projects/center-for-public-health-readiness-communication/social-media-library/>
- Ready.gov Social Media Preparedness Toolkits
<https://www.ready.gov/toolkits>

Pre-Posting Checklist

Once information has posted, it can remain in circulation despite all efforts to retract it. Because you cannot retract posted content, it is crucial to never post information of questionable value. Given the possibility for social media messages to have an unintended effect, the following is a checklist of questions to ask before posting any content:

- Is this post "on mission" for my organization?
- Could this offend any group of people?
- Is it specific enough to be helpful?
- Have I properly vetted the source?
- Do the images support the goal of the message?
- Have I included the appropriate stakeholders or people for whom this post is relevant?

Example Message Across Platforms

Considering the above applications, here is an example of how one message might look across different platforms:

- **Intended audience:** parents and caregivers of children affected by the tornado
- **Intended outcome:** parents and caregivers will learn about common reactions to disasters, and how to support their children

INSTAGRAM



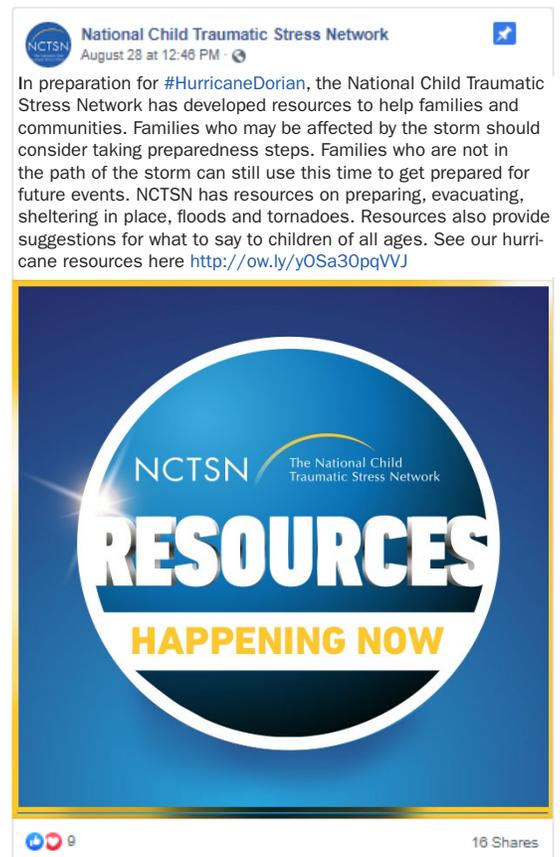
5 likes

nctsn In preparation for #TSDorian #HurricaneDorian, the National Child Traumatic Stress Network has developed resources to help families and communities. Families who may be affected by the storm should consider taking preparedness steps. Families who are not in the path of the storm can still use this time to get prepared for future events. NCTSN has resources on preparing, evacuating, sheltering in place, floods and tornadoes. Resources also provide suggestions for what to say to children of all ages. See our hurricane resources here <http://ow.ly/yO-Sa30pqVJ>

TWITTER



FACEBOOK



The goal of child-specific disaster behavioral health messages will depend on the phase of disaster a community is experiencing and how recently they may have experienced a prior event. This section reviews considerations for timing your messages as well as recommendations for what to post before, during, and after catastrophic events.

Before

Being prepared ahead of time is one of the best ways to help children and families recover after a disaster. Before a disaster or terrorist event affects a community, social media can help increase preparedness, knowledge of local and national resources, and self- and community-efficacy.

To promote individual and community preparedness:

- Share preparedness resources from your organization as well as local and national organizations. This may include preparedness tip sheets, websites, toolkits, workshops, or educational videos.

For example:

Know where to get up to date information about hazards in your community. Sign up to receive text or e-mail alerts about emergencies from your local Office of Emergency Management.

- Identify disaster seasons relevant to your community. Encourage specific preparedness steps individuals and families can take.

Examples include:

As part of your family's emergency kit, include games & toys to keep children entertained. #EventHashtag

As hurricane season approaches, get ready now by making a family communication plan. Families should identify important contacts and know who they might stay with if they need to evacuate. To help plan, fill out a preparedness wallet card: <http://ow.ly/V2MI30plQGa>

- Share preparedness steps that address children's needs. For example, recommend that parents give children information about disasters in simple terms and include children in their family's preparedness efforts.
- Be careful to encourage and motivate families to take appropriate preparedness steps without unnecessarily raising alarms or inciting panic.



- Leverage national preparedness months or days, and use these times for additional messaging and connecting to other organizations. Some days and months to consider include:

| DATE | EVENT | EXAMPLE MESSAGE |
|--------------------------------|--|---|
| First Saturday in May | National Wildfire Community Preparedness Day | National Wildfire Community Preparedness Day is approaching. Parents and caregivers should teach young children about wildfires during the day, and not before bedtime when children might become more anxious. For additional tips on explaining wildfires and other disasters to children, download the Help Kids Cope App http://ow.ly/g1qU30plQTt |
| May | National Hurricane Preparedness Week | National Hurricane Preparedness Week is a good time for parents and caregivers to teach young children how to get ready for hurricane season. Asking preschool age children to repeat back what they heard is one way to make sure they understood. For additional ideas parents and caregivers can use to explain hurricanes to children, download the Help Kids Cope App. http://ow.ly/ehw630plQWL |
| October (day varies each year) | Great ShakeOut | October 17 is the Great ShakeOut - a day to practice how to be safer during earthquakes. To prepare, parents and caregivers should learn about their school's emergency plan and where they might reunite with their children after an earthquake. For additional steps families can take to prepare, check out this family preparedness tip sheet: http://ow.ly/S2CR30plR0M |
| September | National Preparedness Month | September is National Preparedness Month. Download the Help Kids Cope App for tips on how to explain natural disasters to children and what steps your family can take to get prepared. http://ow.ly/zeDE30plR1D |

Remember, if a community has experienced a disaster or catastrophic event previously, preparedness efforts may overlap with recovery. Extra sensitivity is needed. To encourage preparedness in a community that is also dealing with the effects of a prior event, acknowledge that this is the case and use a “lessons learned approach.” Example messages include:

- Natural disasters will always be a part of living here. We can't make the disasters stop but we can start to make our families safe. Find out more about preparedness here: <http://ow.ly/cYR230plR6q>
- Rebuilding our community after Hurricane Michael also means getting prepared for the next hurricane season. For ideas on steps your family can take, visit: <http://ow.ly/3eDw30plR76>

During

As an event unfolds, it is even more critical to ensure that messages are accurate and in line with the mission of your organization. Rumors and misinformation are likely to abound during or immediately after an event, and there may be an urge to share information, regardless of whether or not it is helpful. To be the most effective:

- Post “just in time” messages about steps individuals and families can take to increase safety for events that have some warning, such as a hurricane.

- Share messages for making it safely through for events with a longer duration.
- Balance posting quickly and early while ensuring that your information is accurate. There is no need to “scoop” other sources. Do your research and wait until you understand an event before rushing to post. It is better to be accurate and post later, than to post before others but be wrong.
- Consider the language that you use and make sure to avoid words/phrases that will discriminate against certain ethnic or cultural groups or individuals.
- Take into account how the event may be affecting children in particular, rather than lumping everyone together.
- Consider pausing social media posts about other topics for the duration of the event.
- Remember to focus on your mission. Do not feel like you need to share or post everything related to the event. Capitalize on your strengths.
- Example messages:

“Name that tune,” “Encore,” and “20 guesses” are all games that you can play with children in a car during a long evacuation to help distract from worry. To learn these games and more, <http://ow.ly/MHT630pQutH>

Immediately after an earthquake, young children may benefit from having a stuffed animal or blanket to hold or doing slow breathing to calm their bodies. More ideas for helping young children can be found at <http://ow.ly/NRZc30pIRjN>

Children often mirror the reactions of adults around them. To help address children’s reactions during a hurricane, parents and caregivers can model calm behavior. For additional ideas to help children, go to <http://ow.ly/MHT630pQutH>



After
 After a catastrophic event has happened, use social media to share resources on coping, provide tips and linkages for practical assistance, and promote self-care and supporting others. Include important topics such as common reactions to disasters, strategies to support children, and how agencies, both locally and nationally, are providing support. You can find example messages for addressing these issues in the subsequent chart.

Stress is a common reaction after a disaster or terrorism event. Social media can encourage self-care and support families, first responders, behavioral health providers, and people engaged in cleanup efforts. To address stress and encourage self-care:

- Acknowledge that stress, anxiety, and frustration are common reactions.
- Share messages specifically targeting these audiences.
- Include tips and resources addressing coping.
- Consider the timing of self-care messages. Self-care messages are relevant through all stages of a disaster, including during preparedness. However, it is important to match the content and tone of the message to the current situation.
- Develop messages that acknowledge how self-care may change over the course of an event. In the early stages, stress what users can do now as well as what might be helpful later.

- Immediately after an event people may be so focused on response activities they push off thinking about self-care until later. However, if small steps aren't taken in the beginning, exhaustion and burnout can mean fewer people are left to utilize self-care resources later.
- Self-care messages should reflect the current realities of the response. For example, responders and survivors may not have access to things that they would have used to support self-care in typical circumstances or may be experiencing longer work hours and less flexibility. Consider:
 - In early stages of recovery, instill the importance of practicing self-care methods that use fewer resources or less time. Promote small moments of self-care, such as a two-minute breathing exercise or looking at a picture of a loved one. Encourage protective behaviors, such as limiting media exposure or caffeine. Orient individuals to the need for self-care both now and as recovery continues.
 - After initial recovery needs are met, provide information on additional strategies such as delegating or avoiding overloaded work or reintegrating more leisure activities and exercise.

Use social media to promote community-efficacy and provide information about how individuals can support recovery efforts. To do this:

- Share posts on “How to Help” those affected by the event (focus on populations relevant to your agency/organization).
 - Balance those most affected and those who may have more space to donate time and resources
- Avoid posts that are not promoting overall resiliency of the community. For example, “hero” stories can imply that others’ actions weren’t also effective. Try to keep messages about specific groups (e.g., parents of toddlers, teachers) rather than on one or few individuals.
- Provide accurate information about organizations and agencies who are active in recovery efforts and how to connect with them.
 - Be aware that disasters and terrorism events are times when people may try to take advantage of others’ urge to help by creating fake charities that steal donations.
 - Be extra diligent in researching any referrals or reposting links from any outside agencies.
 - Referring to agencies that you have a long-standing relationship with and worked with before the event is one way to ensure they are legitimate.

Recovery after a disaster or terrorism event can take considerable time, often years, and the needs of a community will evolve. Consider the current needs of a community when posting and pay attention to the timing of your messages. Each disaster or terrorist event will have unique characteristics, so be sure to match your posts to the specific needs of your community. Consider the voice of your social media presence and make sure it is consistent with your mission. The following chart provides recommendations for resources and messages that you can share to address certain issues, as well as the general period in which they commonly arise. You can find additional examples in the message library at the end of the toolkit.

| TIMEFRAME | ISSUE/CONCERN | EXAMPLE MESSAGES/RESOURCES |
|-----------------------|---------------------------------------|---|
| First Days and Weeks | Common Reactions | During times of stress, children and teens may have more trouble with their behavior, concentration, and attention. Parents and caregivers can offer extra patience, care, and love. For other tips on helping children and teens after a hate crime, visit http://ow.ly/sDmp30pIRsb |
| | Injuries | Undergoing medical treatment can cause additional fears and worries for children injured in the bombing. Doctors, nurses, and other health care providers can find resources and recommendations for supporting children in the Health Care Toolbox. http://ow.ly/eRIZ30pIRsp |
| | | Taking care of both physical and emotional pain is critical for helping children injured in the #event move toward healing. Parents and caregivers can find information to help kids recover at http://ow.ly/JZOW30pIRtx |
| | Fatalities | Children who have lost a loved one in the #event may feel too sad or scared to remember happy times at first. Parents and caregivers can focus on helping them to feel better in the moment. For additional ideas on supporting affected children, visit: http://ow.ly/YbEX30pIRJN |
| | | Parents and caregivers can help prepare children to attend a funeral following #school shooting by telling them what they might see or hear, how others might react, and giving them the choice to go or not. The tip sheet Guiding Adults in Talking to Children About Death and Attending Services has additional recommendations: http://ow.ly/DGvF30pmf1B |
| | School Closures | Children whose schools closed due to #event may find it difficult to cope with the loss of routine and time without friends. Parents and caregivers can give children opportunities to talk about their feelings and provide structure at home through mealtimes and bedtimes. For additional ideas of how parents can support children, visit: http://ow.ly/li2J30pIRKK |
| First Weeks to Months | Schools Reopening/School Difficulties | Poor participation in school can be caused by sleep difficulties, which are common after natural disasters. For additional considerations on how students may be affected and what educators can do to support them, visit http://ow.ly/KDPC30pIRRg |
| | Self-Care | Responding to a disaster can be downright exhausting. It's important to pace ourselves for what is more likely a long-haul endurance marathon than a sprint. Let's minimize exhaustion by taking proper care of ourselves. |

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| Anniversaries | Trauma Reminders | Places, people, sights, sounds, smells, and date of occurrence can all be reminders of the school shooting and elicit strong emotional and physical reactions. To learn more about how experiencing a school shooting can impact adolescents, visit: http://ow.ly/gP1130pIRTe |
| | | Rain, wind, and thunder can all be reminders of Hurricane Michael for children who experienced it. Parents and caregivers can help children recognize and learn to cope when being reminded. For strategies parents and caregivers can use to support children experiencing trauma reminders, visit: http://ow.ly/pHUo30pIRTL |
| | Self-Care | Anniversaries can be an especially stressful time following a natural disaster. Effective self-care requires awareness of your own feelings, balance between areas of your life, and connection to co-workers, friends, family, and community. For additional ideas on self-care, visit: http://ow.ly/ji3g30pIRVZ |

Long-Term Recovery and Resilience Building

Immediately following a disaster or other critical event, the public may be inundated with information about the event. Resources and support from the community often accompany this increased attention. However, this phase is often relatively short-lived. For a person or community that trauma deeply impacts, the effects can continue long after it feels like the world has moved on and aid has lessened or stopped. Twelve months post-incident the majority of people in communities are well on the road to recovery. However, for a variety of reasons, 20% or more of community members may still be struggling. It is important to normalize the protracted recovery period for some. Long-term messaging should also honor the process of recovery as very personal and individual.

Because we tend to remember important events based upon the calendar date that they took place, those dates become a key time for reflection and memorialization of those whose were killed, injured, or otherwise harmed. Anniversaries may also present a time of increased reminders, physical and emotional reactions, or worry about another event. For those who had a loved one die, anniversaries mark how long they have been without that person. On those dates, people may feel very strong emotions and might benefit from emotional support and acts of solidarity.

Social media provides a unique opportunity to address these longer-term recovery needs for individuals and communities. Information can be provided at any interval after a disaster and remind impacted communities that their continued feelings are valid. Some considerations for other disaster impacts are included below.

- Cumulative effects are an important aspect of long-term recovery. Existing traumas compound with disaster exposure. Disasters themselves have a wider traumatic impact that deserve specific attention. These could include:
 - Loss of home
 - Loss of job or school
 - Increased mental and physical health risks
- Longer recovery stress also shows a rise in risky behaviors (such as an increase in substance use and abuse) and other co-occurring indirect impacts including an increase in intimate partner violence.
- Feelings can persist or reignite by the difficulties in recovery, further traumatic experiences, and anniversary reactions.

- Community members may be in very different places and follow different recovery trajectories.
- Try to be inclusive and respectful of all concerned, from those who want to minimize reminders and leave it behind to those who need additional help and seek additional support or remembrance of the event.
- Example messages include:

Disasters are complicated events. Different people recover at different paces and that's okay. Finding a resource that works for you is important and possible. Visit <http://ow.ly/99pR30pQsbk> to find helpful information.

Helping others can help you! Neighborhoods can change a lot after a disaster. Visiting neighbors, helping them to clean up or get back in their homes or even just catching up with them can help your whole community feel better together.

Once you return home after a disaster, the transition may be hard, especially when things look different. However, if you begin to include every member of your family in making new memories, starting new traditions up again, and finding ways to celebrate the return home, you make the transition easier. More information and tips can be found here: <http://ow.ly/99pR30pQsbk>



Include Strengths-Based Stories

It can be tempting to focus on the negative impacts and considerations surrounding long-term recovery. However, it is good to balance heavier content with content that promotes a strengths-based perspective. Balance is important because your audience may respond differently based on their experiences; do not deny the reality of different post-disaster circumstances.

Posting the stories of organizations involved in ongoing recovery efforts helps connect the idea that a recovery phase lasts longer than a media cycle. It's important to know who your audience is and follow their lead so the tone and timing of your posts is appropriate.

Develop Inclusive Messaging

In order to reach all individuals affected by disasters and terrorism, consider how different populations may experience your messages. This section provides recommendations for creating social media messages that will be helpful to a broad and diverse audience. To develop inclusive messages, consider the following steps:

- Craft messages with empathy and care.
- Avoid making assumptions or labeling.
- Use neutral terms and language. For example, use “people” instead of “he” or “she”.
- Be open to helping all kinds of people.
- Craft inclusive messages that use a simple structure and common vocabulary.
- Have a diverse group of people who can spot stereotyping review the message before publishing.
- Share images with diverse people pictured.
 - Be sure not to attach images that associate members of a specific group with messages or behaviors that could be stereotyped, however. For example, if you are posting tips for managing challenging behaviors in children, do not use an image of just minority children.
- Before catastrophic events happen, take time to see how you might increase your social media followers to include diverse groups. Explore collaborations with community organizations and leaders who can repost your messages or help convey your messages to other groups.
 - Consider what social media platforms will best reach a diverse audience. Different groups may or may not reflect national trends, so reaching them may require using different platforms.

Avoid Politicizing Events

Disasters and terrorism events can have significant political implications. To meet the goals of disaster behavioral messaging, avoid politicizing events and keep social media posts neutral. To do this:

- Be clear whether advocacy is part of your organization’s mission and stay within that scope.
- Avoid blame, making assumptions, or posting before you know all the facts.
- Cite research and known outcomes; do not offer opinions or judgements.
- Do not overgeneralize.

Mass Violence Events

The unique features of mass violence events require the following considerations when creating social media messages in response:

- Do not talk about the perpetrators. Keep the focus on victims, outcomes, and how to help.

- If fatalities have occurred, avoid using the term resilience or resilience-focused resources. The concept of resilience and “bouncing back” can minimize the difficulty of adjusting to the death of a loved one. Focus instead on resources targeting grief or traumatic grief.
- Take extra care when retweeting to avoid promoting messages that could be political in nature. Always vet the source of your information.



6 Ethical Use of Social Media to Inform without Emotional Manipulation

After disasters and terrorism, media and social media can be flooded with distressing images and messaging that heightens fear and exacerbates negative emotion. This section seeks to encourage trauma-informed utilization of social media that is more ethical and prevents unnecessary triggering.

Effective communication in times of disaster and terrorism must strike a balance between providing accurate information about events that are inherently painful and upsetting without evoking unhelpful negative emotion. It is also paramount that messages do not take advantage of the emotionality of a situation to “compel” or “move” consumers of the message into action that is not in their or the community’s best interest or may be politically or financially motivated. Significant efforts and research have gone into educating the journalistic community on better ways of covering tragic events without unduly increasing their traumatic impact, and many of the same principals apply to disaster behavioral health social media messaging. Assisting individuals and communities with their immediate coping and longer-term adaptation to trauma requires a measure of cautious sensitivity to the unintended consequences that could inflict emotional harm.

When developing messages in response to disaster and terrorism events, consider the following:

- Decide on what your most important intentions are and stick closely to them. Muddy or blurred intentions may not only undermine clarity, but might also raise the risk of unintended consequences.
- Stay inside the bounds of your expertise and mission. If you are supporting disaster and trauma coping and recovery, then be careful not to lapse into a more journalistic mode of communication (i.e., covering the events and the personalities involved).
- There is no need to be graphic or detailed regarding the “facts” of any traumatic incident. The problem with details is that they may add to the graphic content or introduce distortion (i.e., be simply incorrect, speculative, or have a short shelf life). Examples of facts to avoid include death tolls or speculations about the cause or perpetrator of an incident. For additional discussion of these issues, see the Dart Center for Journalism & Trauma. <https://dartcenter.org/>

To use social media effectively in times of disasters and terrorism, have policies and procedures in place to guide social media use. This section introduces some of the considerations for managing a social media account and provides additional sources for more in-depth information.

Create a Social Media Policy

A social media policy helps guide organizational decision-making by outlining those responsible to post content, when to post the content, and what content to post. If you work under the umbrella of a larger institution, look for their social media policy and be sure to follow those guidelines as well. Establishing these parameters ahead of time can help minimize mistakes and unhelpful posting during disasters and terrorism events, when pressure to respond quickly may be high. The values and mission of your organization should guide the social media policies you create.

Staffing and Planning

Identify who in your agency is responsible for posting and what is expected of them. Persons responsible for managing your social media should be able to communicate properly and professionally. Additional steps to address staffing include the following:

- **Clearly assign all of the responsibilities associated with social media.**
Organizations will vary in the number of staff available to work on social media and their expertise. Some may include volunteers or interns. If you have several employees involved, consider designating a social media manager who can direct your messaging and make quick informed decisions when needed. Other responsibilities include 1) posting new messages or reposting/sharing relevant messages, and 2) monitoring activity on the accounts and responding to comments or questions.
 - Ensure staff in charge of the accounts stay informed about how to use social media and seek out training if needed.
 - Ensure staff in charge of reposting content train in how to spot fake accounts, misinformation, or content inconsistent with your agency's values and mission.
- **Set expectations for social media use in off hours.**
Disaster or terrorism events can happen at any time. Social media consumers may also make comments or ask questions at any time. Decide what is feasible for your organization to manage and assign after hours responsibilities as appropriate.
- **Designate backups.**
It can be helpful to have more than one person familiar with your policies and procedures and have access to your social media accounts. In the case of large-scale emergencies or individual variation in availability, having several backups ensures that social media messaging is ready to go if someone loses power or connectivity.
- **Designate authority to post.**
Identify if there are any types of posts or content that require additional approval or review and make sure everyone stays informed about this process. For some organizations, one or two individuals may have the expertise to manage all new posts. For others, some or all posts may need to go through a review process.
- **Separate personal and professional posting.**
Staff need to make sure they are sending information from the correct account, and log off when not in use to reduce the chance of unauthorized access. Establish whether staff will require a personal account in order to access the organizational account.
- **Consider staff wellbeing.**
Monitoring social media during a disaster or terrorism event could expose staff to many distressing stories and images. Have a plan to make sure staff receive support as needed.

Content

A social media policy should set guidelines for dealing with issues of content. Considerations include:

- Set clear guidelines for copyright issues. Ensure that social media users know how to use others' content appropriately. It should also be clear how to use your own organization's content or if there is content that should not be shared over social media.
- Establish guidelines for using employee images and information. Decide whether it is appropriate to post images that include employees. Decide whether it would be appropriate to "tag" employees, and thus identify their name. Make sure that employees are aware what these policies are.

Address Misinformation

Misinformation is plentiful on social media and is certainly present during times of disasters and terrorism. Misinformation can take many forms, including incorrect facts, emotional exploitation, financial frauds, or just outdated information. Fake accounts might use popular hashtags in order to boost website traffic. Be sure not to contribute to the spread of misinformation by vetting any message you repost. Additional steps you can take to counter misinformation include:

- Be sure of the facts before posting. Even national news media may report incorrect facts in the immediate aftermath of an event. Double check that your information is correct.
- Highlight and connect people to official sources of information. Fake accounts are prevalent, and disguised with legitimate sounding names.
- Establish policies about how and when to respond to misinformation. Know ahead of time what falls within your expertise to address and what does not.
- Acknowledge rumors and provide correct information.

Additional Information

There are many quality examples and templates available to guide the creation of a social media policy. For additional information, please visit: Social Media Policy Templates by Idealware - <https://www.idealware.org/reports/nonprofit-social-media-policy-workbook/>

Social Media and Disaster Communications Checklist by Gallagher - <https://www.ajg.com/us/-/media/files/us/legacy/social-media-disaster-communications-checklist.pdf>



Address Negative or Inappropriate Comments

Disasters and terrorism events are times of high emotion, and it is possible that your social media account will receive negative or inappropriate comments. When this happens:

- Correct blatant misinformation that could mislead or harm but avoid getting into an argument.
- Delete vulgar or harmful comments.
- If a post is threatening in nature, contact the appropriate personnel in your organization as well as the moderators of the social media platform.
- Have a prepared response directing users to appropriate resources if they share clinical content to your social media (e.g., disclose feelings of depression or suicidal ideation). These messages can often be shared through private messages instead of public formats. Here is an example response:

If this is an emergency call 911. We can't respond to questions regarding personal situations, appropriate diagnosis or treatment. Consider calling your physician or use SAMHSA's Mental Health Services Locator for information about mental health resources. <http://ow.ly/YKrm30pQsoC>

Address Mistakes/Misinformation You Share

In the event that you make a mistake and share either misinformation or a personal post instead of a professional one, have a plan to address it. Respond to the mistake instead of hiding or minimizing it. Your response should be tactful, calm, and address any misinformation given. Think ahead about how you might handle this problem, to reduce potential delays in responding. Be sure to:

- Act quickly.
- Admit the mistake.
- Provide corrective information.
- Apologize if appropriate.

For additional information on countering misinformation, visit:

Homeland Security - Countering False Information on Social Media in Disasters and Emergencies
https://www.dhs.gov/sites/default/files/publications/SMWG_Countering-False-Info-Social-Media-Disasters-Emergencies_Mar2018-508.pdf



Evaluating the reach and reception of your messages can provide important feedback for directing future messaging. This section reviews several indicators that can be helpful in shaping messaging as well as resources for more in-depth information.

Several categories of data provide meaningful information about your messages' impact. They include:

- **Message Reach:** This indicates how many users potentially viewed the message, including how many people follow you on each platform.
- **Message Engagement:** It can also be helpful to understand the degree to which people interact with your message. This can include the number of likes, shares, comments, mentions, or number of user clicks on your content.
- **Social Media Team Feedback:** After an event, take time to meet with your social media team to debrief and discuss how the response worked. Consider:
 - What went well?
 - What didn't go well?
 - What are ways the team can improve?

By using these indicators, you can start to learn what does and doesn't work and what types of messages are more effective than others. For example – we have found that sharing a single tip sheet or resource gets more engagement than sharing a link to a list of resources.

Each social media platform has its own specific indicators for message reach and engagement. Additionally, some link shorteners, such as Hootsuite and Bitly, aid in the collection of analytics. The following resources provide more information about using analytics to guide your messaging:

- <https://blog.hootsuite.com/facebook-analytics-insights-beginners-guide/>
- <https://blog.hootsuite.com/social-media-analytics/>



General Disaster Messages*

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| Before | Practicing your disaster plan regularly as a family helps your children feel confident because they will know what to do if an emergency happens. For additional ideas on how to prepare, download the app Help Kids Cope at http://ow.ly/LiyH30pIW5f |
| | Children are ready to hear different levels of information about disasters at different ages. For ideas on how to talk to children at their developmental levels, download the Help Kids Cope app. http://ow.ly/wrt330pIW6i |
| | September is National Preparedness Month. This is a good time to check in with family members, neighbors, and friends to see how everyone can take steps to get more prepared for disasters. For ideas on what to do, visit http://ow.ly/6qmL30pIW6J |
| After | Anyone can step up to the challenges of aiding in the emergency response and long-term recovery efforts after disasters. Some are professionals, others volunteers, all are pillars that help hold communities together. Let's all make efforts to support each other while remembering to take good care of ourselves as well. For ideas on how to take care of oneself and support others, visit: http://ow.ly/Gq5u30pIW7G |
| | Strong reactions to the annual remembrance of a disaster or traumatic event are common. Address these reactions by planning ways to help cope in the weeks before that time arrives. For additional ideas, visit http://ow.ly/Lihv30pIWaQ |
| | Helping young children feel safe after a disaster is an important way to help them recover. Parents and caregivers can hold them and let them stay close, keep them away from frightening TV images and scary conversations, and do familiar things like telling a story or singing a song. For more ideas of how parents and caregivers can help young children heal, visit: http://ow.ly/wNfL30pIWg4 |
| | The aftermath of a disaster may have its bright spots, but can also feel like a time of prolonged stress and negative feelings. Try to find a balance of the ups and downs because there are often reasons to feel hopeful and appreciative of others and also of one's self. Taking care of yourself is the essence of resilience. |
| | Disasters also affect infants and toddlers, and may result with them crying more, wanting to spend extended time with caregivers, and changes in sleeping or eating. This tip sheet includes ways that parents and caregivers can help young children after a disaster. http://ow.ly/X3ao30pIWwho |
| | School-age children may become preoccupied with their own actions during a disaster, and may feel shame or guilt over what they did or didn't do. To learn more about how children of different ages may react after a disaster, visit: http://ow.ly/54NA30pIWjv |
| | Keeping children engaged and active can help give them a break from the stress of dealing with the disaster. For those without access to their regular toys, books, and games, this worksheet has ideas for activities children can do that require little or no supplies. Children can even use these in a car! http://ow.ly/INRv30pIWmw |
| | Psychological First Aid (PFA) is an early intervention that supports children, adolescents, adults, and families impacted by disasters. Responders can learn PFA through the online training course at the NCTSN Learning Center: http://ow.ly/zrdH30pIWmU |
| | After a disaster, students may feel tired, have head or stomachaches, feel jumpy, or have problems sleeping. This tip sheet can be shared with students to help them understand their reactions and learn what does and doesn't help: http://ow.ly/nPRm30pIWnh |
| | Many disaster services are available to all survivors, regardless of immigration status. Be sure to learn what is available and reach out to all communities. To learn more, visit: http://ow.ly/oVE730pIWnM |

* Some example messages may need to be edited for length to fit specific platform character limits. Examples used Hootsuite to shorten URLs.

Hurricanes

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| Before | <p>Having your children pick out a favorite book or toy for your disaster preparedness kit is one way to get them involved in planning as hurricane season approaches. For additional tips, download the Help Kids Cope App. http://ow.ly/G9gu30pIWrc</p> |
| | <p>Having the phone numbers of your child’s school, daycare, or afterschool program readily available is an important preparedness step. Keep these and other important numbers organized with a Family Preparedness Wallet Card. http://ow.ly/TqLQ30pIWuB</p> |
| | <p>Today starts National Hurricane Preparedness Week. When talking with your children about hurricanes and preparedness, be sure to ask what questions they have. Children feel less scared and alone when they get answers to what is on their minds. For more ideas on how to talk to children, download Help Kids Cope. http://ow.ly/HTFM30pIWv5</p> |
| During | <p>When sheltering in place during a hurricane, children of all ages may not want to sleep alone. Consider having everyone sleep in the same room or letting children sleep together. For additional ideas to help children during a hurricane, download the app Help Kids Cope. http://ow.ly/MsRU30pIWvx</p> |
| | <p>Until debris is cleaned up and space is made safe, there are many activities children can do inside to help cope with stress and stay engaged. For ideas of what children can do, visit: http://ow.ly/X3ay30pIWvV</p> |
| After | <p>Media coverage of the hurricane can trigger strong reactions in children. Parents can help by being available to talk about their feelings, thoughts, and concerns. For other ideas of how parents can help children manage media exposure to the disaster, visit http://ow.ly/VYph30pIWUw</p> |
| | <p>Teenagers may feel self-conscious about their fears and reactions after the hurricane, and worry they are abnormal for feeling a certain way. For ideas on how to help, parents can download Parent Tips for Helping Adolescents after Disasters. http://ow.ly/TbDA30pIWWU</p> |
| | <p>Using different colors to represent different feelings is just one way parents can use the Trink and Sam: A Rainy Windy Day children’s book to help their kids deal with their fears and worries after the hurricane. Download the book at http://ow.ly/n6j730pIWXv</p> |
| | <p>Living apart from their families can be an additional challenge for some college students recovering after the hurricane. To learn more about common reactions and coping strategies, download College Students Coping After the Hurricane. http://ow.ly/MT-9630pIX3I</p> |
| | <p>As the anniversary of Hurricane Michael approaches, children may become agitated, anxious, withdrawn, or even aggressive. Others may respond with reckless, acting out behaviors or feel a sense of loss. Parents can learn ways to support their children by visiting http://ow.ly/WbOs30pQt5k</p> |

Tornadoes

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| Before | <p>Tornadoes happen with little warning: prepare ahead by writing down important contact information, know where to stay if evacuated, and have a plan for pets and livestock. Download the Family Preparedness Wallet Card to help with this process. http://ow.ly/6Mck30ow0TP</p> |
| | <p>Prepare children about the warning signs of a tornado and what to do when they hear the sirens. The Help Kids Cope app provides parents with tips for how to talk with children of different developmental levels. http://ow.ly/ErR930ow167</p> |
| | <p>Before a tornado warning occurs, assemble an emergency supply kit. Families should have access to enough water, food, and other emergency supplies for at least 3 days and medications for at least 7 days. Ready.gov has additional info for building a kit. http://ow.ly/nftV30ow416</p> |
| During | <p>When everyone is in a safe place parents can use Help Kids Cope for suggestions on how to reassure their children. Suggestions include helping children take slow breaths to calm their bodies and playing a game while waiting in the shelter. http://ow.ly/ErR930ow167</p> |
| | <p>When the sirens go off parents can encourage younger children take a favorite stuffed animal or blanket to their safe place. For more ideas of how parents can help children, visit: http://ow.ly/ErR930ow167</p> |
| After | <p>Families can read <i>Trinka and Sam and the Swirling Twirling Wind</i> to help children who seem scared, angry, or sad after the tornado. The purpose of the story is to help children who have experienced a tornado learn to deal with their fears and worries. http://ow.ly/oRnW30ow1R6</p> |
| | <p>If your child was separated from you during the tornado, use the questions on this worksheet to better understand your child's experience. This can help identify what supports they might need. http://ow.ly/JvZ430plX6I</p> |
| | <p>Things can look very different after a tornado. Teens can experience feelings of sadness, anger, & become anxious. Tornado Response for Teens: Right after a Tornado offers teens information about how they may feel and ways to cope. http://ow.ly/i86k30ow26F</p> |
| | <p>Teachers play an important role in helping students' recover. Returning to school is important to promote the welfare of children & families. Teacher Guidelines for Helping Students after a Tornado offers suggestions to help educators support students. http://ow.ly/yaW030ow2ny</p> |
| | <p>As the anniversary of a tornado approaches, children may become agitated, anxious, withdrawn, or even aggressive. Others may respond with reckless, acting out behaviors or feel a sense of loss. Parents can learn ways to support their children by visiting http://ow.ly/Wb0s30pQt5k</p> |
| | <p>After a tornado, electricity may be off and it may be unsafe to play outside. Simple Activities for Children and Adolescents outlines activities families can do in dark areas to stay preoccupied when dealing with the stress of a major event. http://ow.ly/G4FU30ow2Yb</p> |

Wildfires

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| Before | <p>May 4, 2019 is National Wildfire Community Preparedness Day. Learn what steps you can take to get your family prepared here: http://ow.ly/wiwmq</p> |
| | <p>Talk with your family about an emergency plan for wildfires: http://ow.ly/rD7A30pQtnj</p> |
| During | <p>Children are most vulnerable to the smoke in wildfires. Find out how to reduce their risk by downloading the app Help Kids Cope http://ow.ly/FcuC30meLi</p> |
| | <p>If you evacuated the area due to a #Location #Nameofwildfire, wait for public officials to say it's safe before returning.</p> |
| After | <p>Wildfires can create separation from loved ones, cause loss of homes and valuables, and disrupt living for weeks or months. This resource provides parents and caregivers guidance on how to support children through these many changes. http://ow.ly/p8ws30pIX7V</p> |
| | <p>Media coverage of the wildfires can affect many children, including those who have evacuated and are viewing images of damage to their neighborhood, those viewing images of a fire that can spread to their area, those who have been affected by fire in the past, or those who see how other families are impacted. This resource can help parents and caregivers learn how to help children manage media coverage of the wildfire. http://ow.ly/qYHR30pIX8q</p> |
| | <p>Trinka and Sam: The Big Fire is a children's book that follows two preschool characters as they deal with their reactions and feelings after a wildfire. Sometimes children find it easier to talk about how characters are feeling than how they are feeling. Parents and caregivers can use this book to help support children exposed to a wildfire. Download it here: http://ow.ly/T9eN30pIXmX</p> |
| | <p>Some children may be very interested in the anniversary of the wildfire while others may choose to ignore it all together. Regardless of their reactions, parents and caregivers can learn strategies for supporting their children during the anniversary here: http://ow.ly/otWA30pIXno</p> |
| | <p>After a wildfire, children may demonstrate heightened reactions to commonplace events such as smoke, campfires, fire trucks, or hot and windy days. To learn other common reactions to wildfires and steps parents can take to support their children, download Help Kids Cope: http://ow.ly/F6FI30pIXnU</p> |

Earthquakes

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| Before | Families should practice how to “Drop, Cover, and Hold On” in preparation for an earthquake. For additional ideas on how to prepare, go to http://ow.ly/E20s30plXp7 |
| After | Teachers: Help your students cope after an earthquake. See this @NCTSN resource for tips: http://ow.ly/1ReO30plXq3 |
| | To help reduce unnecessary reminders of the earthquake, limit teacher-teacher conversations about the event in front of students and during class time. For additional ideas of how teachers can support students, visit http://ow.ly/KZNu30plXqo |

Tsunamis

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| After | Children may have many questions about the recent tsunami. Parents and caregivers can help by answering questions truthfully and allowing children to express their concerns. If the conversation is distressing, it can help to follow it with a favorite story or a pleasant family activity. For more tips, visit http://ow.ly/CbWP30plXsX |
| | The sight or smell of the ocean, watching the tide going out, or even the movement of water in a bathtub can act as a disturbing reminder to tsunami survivors. To learn more about the impact of tsunamis, visit http://ow.ly/7JfO30plXtC |

Winter Storms

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| Before | Do you have an emergency preparedness kit for your car this winter? Include jumper cables, a cell phone charger, warm clothes and blankets, a bag of sand, and a first aid kit. For more ideas on how to prepare as a family, visit: http://ow.ly/jVZe30plXu8 |
| After | Children getting restless while stuck inside? “Museum After Dark.” “Sleeping Pirate.” and “Flashlight Scavenger Hunt” are all games children can play indoors. To learn more about these games and other activities, visit http://ow.ly/SG4M30plXum |

Mass Violence

After a mass violent event, there is no “normal” length of time for grieving. Help family members and friends understand that each person is going through his or her own course of grief. Everyone needs extra time to mourn. For additional information, visit: <http://ow.ly/GkbT30plXvh> #EventName

For children or teens injured in #EventName and for those facing long-term medical needs, encourage them to participate in medical discussions and decisions as much as possible.

Is it OK to celebrate the holidays while my community is grieving following #EventName? Children benefit from having routines and structure. Celebrating the holidays is one of those routines. To learn more, visit: <http://ow.ly/WPey30plXvB>

During the emotional time following #EventName, parents should have someone they can talk to about their own feelings. When parents care for themselves, they can better care for their children. For additional recommendations for parents, visit: <http://ow.ly/j6kN30plXxy>

Teachers discussing #EventName explosion will find tips for helping youth here: Helping Youth after Community Trauma <http://ow.ly/8Vmg30bYkPg>

After the bombing, teens may worry more about their families, minimize the challenges in their daily lives, or search for understanding of why someone would commit this act. You can share this resource with teens to help them understand common reactions and strategies for taking care of themselves. <http://ow.ly/Cn6P-30plXys>

Experiencing a mass violence event can change children's lives in many ways. Children can have strong emotional and physical reactions, changes in school performance, disruptions to relationships, as well as changes in interests and plans for the future. To learn more about the psychological impact of mass violence, visit: <http://ow.ly/1ZEA30plXyR>

Will asking children about the recent shooting stir things up and make it worse? While it may not help to push kids to talk if they don't want to, parents and caregivers can help by talking with their children and letting them know they are welcome to ask questions and express their concerns and feelings. For other ideas on how to help, visit: <http://ow.ly/bDoj30plXzL>

Media coverage of the recent mass violence event can increase fears and anxiety in children; and very young children may not understand that the event is replaying and may believe it is happening repeatedly. Parents and caregivers can help by limiting media exposure and discussing what children are watching with them. For additional ideas, visit: <http://ow.ly/GHig30plXAG>

School Violence

Schools can learn important considerations to account for the needs of all students when planning safety drills by downloading the resource Creating School Active Shooter/Intruder Drills <http://ow.ly/wFjL30pIXHc>

After a violent event, journalists may ask youth to recount their experiences or reactions to the event. Parents and youth can learn what their rights are and signs of a good reporter by downloading Tip Sheet for Youth Talking to Journalists about Mass Violence <http://ow.ly/hxup30pIXIH>

Restoring a sense of safety is a critical step in promoting recovery after a school shooting. To learn what parents and professionals can do to help, visit <http://ow.ly/UwT230pIXJI>

Teachers may see signs of distress in students for days and weeks after the shooting. Teachers can help by providing reassurance that students can come to them with concerns or help connect them with other sources of support. For additional ideas on how teachers can help, visit: <http://ow.ly/334W30pIXJQ>

Everyone who works at a school, including bus drivers, kitchen staff, and custodial staff, will encounter students affected by the shooting. Modeling a calm presence, checking in with students, or reporting any changes in behavior are all ways support staff can contribute to recovery. For additional ideas, visit <http://ow.ly/LymS30pIXKm>

Providers responding to the recent school shooting may experience many common stress reactions. Monitoring these reactions and engaging in self-care is important to be able to continue this work. For ideas on what to look for and steps to take, visit <http://ow.ly/PGxt30pIXSz>

Psychological First Aid (PFA) for Schools adapts the core principles of PFA to be most effective when delivered in a school setting. PFA for schools gives administrators, educators, and staff practical ideas to meet immediate needs, reduce distress, and foster adaptive coping in the wake of a tragedy. Download the field operations guide here: <http://ow.ly/JEtB30pIXUo>

Asking what your child already knows can be a helpful way to start a conversation about the recent shooting. Parents can learn additional tips for talking to children at <http://ow.ly/5xfm30pIXUR>

Should teachers be lenient with students who act out or express anger after the recent school shooting? While these reactions are understandable, it can actually help students when teachers set limits on aggressive or disruptive behavior and reinforce clear expectations. For additional ideas on how teachers can help, visit: <http://ow.ly/mvH230pIXW5>

Hate Crimes

Hate crimes can cause fear, anxiety, worry, confusion, and anger. Most teenagers will have heard something about the attack, and not talking about it can make the event even more threatening. NCTSN has tips on how to talk to children about hate crimes <http://ow.ly/37Mn30pIY4I>

To help children following a hate crime, this fact sheet highlights strategies caregivers can use to facilitate effective conversations, age-specific guidelines, and actions families and communities can take before an event occurs. <http://ow.ly/h59s30pmfrv>

During times of stress, children and teens may have more trouble with their behavior, concentration, and attention. Parents and caregivers can offer extra patience, care, and love. For other tips on helping children and teens after a hate crime, visit www.nctsn.org

After a hate crime, adults should be mindful that children are sensitive to your stress and may listen to conversations even if you don't think they can hear or are paying attention. Try to have your discussions with other adults without children present. For more tips on helping children and teens after a hate crime visit www.nctsn.org

Public Health Emergencies

Coping with #event can be stressful for everyone. Parents and caregivers can help by talking to their children about their thoughts. You do not need to have all the answers, just listening can help. For tips on coping and tips on talking with youth go to <http://ow.ly/iL6K30pIYb6> #EventHashtag

During a pandemic flu, it can be helpful to balance using social media and online mechanisms to stay in contact with others with limiting overexposure to sensational media coverage. For additional ideas on coping with a pandemic flu, visit <http://ow.ly/UKCI30pIYcg>

How can I support my child while they are in the hospital? Parents and caregivers can learn ideas at <http://ow.ly/pbl430pIYcJ>

Information on social media user demographics and trends:

- Pew Research Center: <http://www.pewinternet.org/2018/03/01/social-media-use-in-2018/>
- Hootsuite (social media management platform): <https://hootsuite.com/research>

Social Media Overview:

- APA - Social Media's Growing Impact on our Lives
<https://www.apa.org/members/content/social-media-research>
- American Red Cross Social Media and Disasters: Best Practices and Lessons Learned
http://www.redcross.org/images/MEDIA_CustomProductCatalog/m22442828_Social_Media_-_Suzanne_Bernier_-_SB_Crisis_Consulting.pdf
- CDC Social Media Toolkit
https://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit_bm.pdf
- Gallagher Social Media and Disaster Communications Checklist
<https://www.ajg.com/us/-/media/files/us/legacy/social-media-disaster-communications-checklist.pdf>

Communication:

- APA Practice Update - Running start... to a great career: Using LinkedIn effectively and ethically
<https://www.apaservices.org/practice/update/2017/10-26/using-linkedin?-ga=2.93982237.1665829235.1571234682-1896797586.1538593444>
- Goal Setting/Writing Smart Objectives
<http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>
- CDC Guide to Writing for Social Media
<https://www.cdc.gov/socialmedia/tools/guidelines/guideforwriting.html>
- Homeland Security - Countering False Information
https://www.dhs.gov/sites/default/files/publications/SMWG_Countering-False-Info-Social-Media-Disasters-Emergencies_Mar2018-508.pdf
- How to Use Social Media to Better Engage People Affected by Crises: A Brief Guide for those Using Social Media in Humanitarian Organizations (2017)
https://ifrc-1.nyc3.digitaloceanspaces.com/CEASocialmediaguide_WEB_IFRC_EN.pdf
- Dart Center for Journalism and Trauma
<https://dartcenter.org/>

Social Media Policy and Management:

- Example Social Media Policies
<https://www.idealware.org/reports/nonprofit-social-media-policy-workbook/>

Disaster Message Libraries:

- Drexel University Dornsife School of Public Health
<http://drexel.edu/dornsife/research/centers-programs-projects/center-for-public-health-readiness-communication/social-media-library/>
- Ready.gov Social Media Preparedness Toolkits
<https://www.ready.gov/toolkits>
- FEMA Image Library
<https://www.fema.gov/media-library#>

Social Media Analytics:

- Hootsuite
<https://blog.hootsuite.com/facebook-analytics-insights-beginners-guide/>
<https://blog.hootsuite.com/social-media-analytics/>
- Social Media Analysis During Disasters
https://sis.nlm.nih.gov/dis_courses/social-media/index.html

Sites for Shortening Links:

- Hootsuite
<https://hootsuite.com/pages/owly>
- Bitly
<https://bitly.com/>

Accessibility and Special Populations:

- <https://accessibility.umn.edu/tutorials/accessible-social-media>
- <https://www.smashingmagazine.com/2016/06/improving-color-accessibility-for-color-blind-users/>