



Tool: PowerPoint Presentation, "Psychological First-Aid"

**Psychological First-Aid**  
A Community Support Model

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No one who experiences a disaster is untouched by it.

1

**Psychological First-Aid Resources**

- American Red Cross
- American Psychological Association
- Centers for Disease Control & Prevention (CDC)
- Substance Abuse and Mental Health Services Administration (SAMHSA)
- National Institute for Mental Health (NIMH)
- Minnesota Department of Health (MDH)
- Minnesota Department of Human Services
- Minnesota Hospital Association (MHA)
- National Center for PTSD, Terrorism & Disaster Branch

4

**Psychological First-Aid**

**A set of skills** that helps community residents care for their families, friends, neighbors, and themselves by providing basic psychological support in the aftermath of traumatic events.

2

**Guidelines**

*A normal reaction to an abnormal situation*

- Expect and promote normal recovery
- Assume survivors are competent
- Recognize survivor strengths
- Promote resiliency
- Support survivors to master the disaster experience

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5

**Psychological First-Aid**

- A model that:
  - Integrates public health, community, and individual psychology.
  - Includes preparedness for communities, work places, schools, faith communities, and families.
  - Does not rely on direct services by mental health professionals.
  - Uses skills you probably already have.

3

**What is a Disaster?**

A disaster is an occurrence that causes human suffering or creates human needs that the victim cannot alleviate without assistance.



**All Disasters Begin Locally.  
Get Prepared Locally!**

6

## What is a Critical Incident?

A natural or man-made event or situation that has the potential to temporarily overwhelm the ability to maintain psychosocial equilibrium.

7

## SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors

# OUTCOMES

SAFETY	FUNCTION	ACTION
Restoring physical safety and diminishing the physiological stress response.	Facilitating psychological function and perceived sense of safety and control.	Initiating action toward disaster recovery and return to normal activity.

Source: Shultz, Cohen, Watson, Furr, Espino, Smith. SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors. Miami, FL: DEEP Center 2004.

## Psychological vs. Medical "Footprint"

In a disaster, the size of the psychological "footprint" greatly exceeds the size of the medical "footprint."



DEEP Center for Disaster Emergency Psychology  
University of South Florida

Shultz, SM, et al., Behavioral Health Assessment Training for Response and Recovery Operations, 2007, Center for Disaster Emergency Psychology, University of South Florida

## SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors

# SAFETY

SAFETY	What Survivors Need:
SAFEGUARD	Safety Security Shelter
	What To Do:
	Remove from harm's way. Remove from the scene. Provide safety and security. Provide shelter. Reduce stressors.

Source: Shultz, Cohen, Watson, Furr, Espino, Smith. SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors. Miami, FL: DEEP Center 2004.

## Psychological First-Aid

The Model

Skills

8

## SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors

# SAFETY

SAFETY	What Survivors Need:
SUSTAIN	Basic survival needs
	What To Do:
	Provide food, water, ice. Provide medical care, alleviate pain. Provide clothing. Provide power, light, heat, air conditioning. Provide sanitation.

Source: Shultz, Cohen, Watson, Furr, Espino, Smith. SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors. Miami, FL: DEEP Center 2004.

*SAFETY, FUNCTION, ACTION:  
Psychological First Aid for Disaster Survivors*

## FUNCTION

<b>FUNCTION</b>	<b>What Survivors Need:</b> Soothing human contact Validation that reactions are "normal".
<b>COMFORT</b>	<b>What To Do:</b> Establish a compassionate "presence." Listen actively. Comfort, console, soothe, and reassure. Apply stress management techniques. Reassure survivors that their reactions are "normal" and expected.

Source: Shultz, Cohen, Watson, Flynn, Espino, Smith. SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors. Miami, FL: DEEP Center 2014.

*SAFETY, FUNCTION, ACTION:  
Psychological First Aid for Disaster Survivors*

## ACTION

<b>ACTION</b>	<b>What Survivors Need:</b> Planning for recovery Practical first steps and "do-able" tasks Support to resume normal activities Opportunities to help others
<b>EMPOWER</b>	<b>What To Do:</b> Set realistic disaster recovery goals. Problem solve to meet goals. Define simple, concrete tasks. Identify steps for resuming normal activities. Engage able survivors in helping tasks.

Source: Shultz, Cohen, Watson, Flynn, Espino, Smith. SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors. Miami, FL: DEEP Center 2014.

*SAFETY, FUNCTION, ACTION:  
Psychological First Aid for Disaster Survivors*


## FUNCTION

<b>FUNCTION</b>	<b>What Survivors Need:</b> Social supports/keeping family together Reuniting separated loved ones Connection to disaster recovery services, medical care, work, school, vital services.
<b>CONNECT</b>	<b>What To Do:</b> Keep survivor families intact. Reunite separated loved ones. Reunite parents with children. Connect survivors to available supports. Connect to disaster relief services, medical care.

Source: Shultz, Cohen, Watson, Flynn, Espino, Smith. SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors. Miami, FL: DEEP Center 2014.

### General Guidelines

- Tell the truth as it is known, when it is known.
- Explain what is being done to deal with the problem.
- Avoid withholding bad news or disturbing information.
- Be forthright about what is not known.
- Provide practical guidance for citizen protection.



Source: Olson et al. 2002, Page 2004

*SAFETY, FUNCTION, ACTION:  
Psychological First Aid for Disaster Survivors*

## ACTION

<b>ACTION</b>	<b>What Survivors Need:</b> Information about the disaster Information about what to do Information about resources Reduction of uncertainty
<b>EDUCATE</b>	<b>What To Do:</b> Clarify disaster information: • what happened • what will happen Provide guidance about what to do. Identify available resources.

Source: Shultz, Cohen, Watson, Flynn, Espino, Smith. SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors. Miami, FL: DEEP Center 2014.

*SAFETY, FUNCTION, ACTION:  
Psychological First Aid for Disaster Survivors*

<b>SAFETY</b> <b>SAFEGUARD</b> Goal: SAFEGUARD survivors from harm and offer protection.	<b>FUNCTION</b> <b>COMFORT</b> Goal: COMFORT support, validate, and orient distressed survivors.	<b>ACTION</b> <b>EDUCATE</b> Goal: EDUCATE and inform survivors about the disaster, available options for action, and resources for support.
<b>SUSTAIN</b> Goal: SUSTAIN survivors by providing basic needs.	<b>CONNECT</b> Goal: CONNECT survivors to family, friends, and social supports.	<b>EMPOWER</b> Goal: EMPOWER survivors to take first steps toward disaster recovery and foster self-efficacy and resilience.

Source: Shultz, Cohen, Watson, Flynn, Espino, Smith. SAFETY, FUNCTION, ACTION: Psychological First Aid for Disaster Survivors. Miami, FL: DEEP Center 2014.

## SKILLS: Stress

Stress is:

- Normal
- Productive or destructive
- Acute or chronic
- Cumulative over time
- Preventable
- Manageable

19

## The Stress Response

- Physical – Body Reactions
- Emotional – Feelings
- Cognitive – Thinking and decision making
- Behavioral – Actions
- Spiritual – Beliefs and values

22

Life is  
inherently  
stressful



20

## Common Physical Reactions to Traumatic Stress in Adults

- Elevated heart rate
- Elevated blood pressure
- Elevated blood sugar
- Stomach upset, nausea
- Gastrointestinal problems (diarrhea, cramps)
- Sleep difficulties
- With extended stress, suppression of immune system functioning

23

## Stressors

Events or situations that produce physical or psychological reactions

Stressors can be:

- Real or imagined
- Internal or external
- Absolute or perceived

21

## Common Physical Reactions to Traumatic Stress in Children

- Headaches
- Stomachaches
- Nausea
- Eating problems
- Other physical reactions

24

### Common Emotional Reactions to Traumatic Stress in Adults

- ❑ Fear and anxiety
- ❑ Sadness and depression
- ❑ Anger and irritability
- ❑ Feeling numb, withdrawn, or disconnected
- ❑ Feeling a lack of involvement or enjoyment in favorite activities
- ❑ Feeling a sense of emptiness or hopelessness about the future

25

### Common Cognitive Reactions to Traumatic Stress in Children

- ❑ Confusion and disorientation
  - Particularly difficult symptom for school-age children
- ❑ Difficulty concentrating
  - May appear as behavioral problems in classroom

\*Note that school may be place where child functions best:

- Continuing structure, predictability
- Child may retain a sense of control

26

### Common Emotional Reactions to Traumatic Stress in Children

- ❑ Anxiety, fear, vulnerability
- ❑ Fear of reoccurrence
- ❑ Fear of being left alone
  - Especially if separated from family during event
  - May seem like an exaggerated reaction to adults
- ❑ Loss of "Sense of Safety"
- ❑ Depression
- ❑ Anger
- ❑ Guilt

26

### Common Behavioral Reactions to Traumatic Stress in Adults

- ❑ Family challenges (physical, emotional abuse)
- ❑ Substance abuse
- ❑ Being overprotective of family
- ❑ Keeping excessively busy
- ❑ Isolating self from others
- ❑ Being very alert at times, startling easily
- ❑ Problems getting to sleep or staying asleep
- ❑ Avoiding places, activities, or people that bring back memories

29

### Common Cognitive Reactions to Traumatic Stress in Adults

- ❑ Difficulty concentrating
- ❑ Difficulty with memory
- ❑ Intrusive memories
- ❑ Recurring dreams or nightmares
- ❑ Flashbacks
- ❑ Difficulty communicating
- ❑ Difficulty following complicated instructions

27

### Common Behavioral Reactions to Traumatic Stress in Children

- ❑ "Childish" or regressive behavior
  - May not be deliberate acting out
- ❑ Bedtime problems
  - Sleep onset insomnia
  - Midnight awakening
  - Fear of dark
  - Fear of event reoccurrence during night

30

### Common Reactions to Traumatic Stress – Faith & Spirituality in Adults & Children

- Reliance upon faith
- Questioning values and beliefs
- Loss of meaning
- Directing anger toward God
- Cynicism

31

### SKILLS: Active Listening

- Eye contact
- Facial expression
- Tone of voice
- Head movement

34

### Event is more traumatic when...

- Event is unexpected
- Many people die, especially children
- Event lasts a long time
- The cause is unknown
- Event is poignant or meaningful
- Event impacts a large area

32

### Active Listening

- Verbal Support
  - Tone of voice
  - Not too loud
  - Encouraging prompts/head movement
  - Support personal pacing
- Physical Contact
  - Pat on back
  - Hug
  - Follow lead of person

35

### Factors that make traumatic events less stressful...

- Preparation
- Training
- Teamwork, cooperation, camaraderie

33

### Active Understanding

- Try not to interrupt
- Ask questions to clarify
- Occasionally restate a part of the story in your own words to make sure you understand
- Establish sequence
- Avoid "Why?" and "Why not?"
- Avoid "I know how you feel"
- Avoid evaluation of their experience and their reactions in the event
- Silence is OK

36

## Agitation

- Some may become agitated
- Refusal to follow directions
- Loss of control
- Become threatening
- This is a reaction to an **UNCOMMON** situation, and has *nothing* to do with you
- Seek help from security



37

## Basic Principle of Helping:

WHEN IN DOUBT...

REFER TO A  
PROFESSIONAL!



38

## Basic principles...

- Privacy
- Respect
- Non-judging
- Impartial
- Equal care for all
  - Gender, age, ethnicity, religion, political perspective, and culture

39

## Specific reactions that MAY indicate additional needs

- Difficulty thinking clearly or acting logically
- Bizarre behavior
- Lacking awareness of reality
- Extreme stress reactions or grief
- Confusion
- Inability to concentrate or make decisions
- Haunted by images or memories of the event
- Complaining of physical symptoms after reassurance that there are none

40

## Your Role

***A Compassionate  
Presence***

39

## Referrals for Additional Care and Support (IMMEDIATE)

- Disorientation
- Psychotic behavior
- Inability to care for self
- Suicidal/homicidal thoughts, talk, or plans
- Inappropriate anger or reactions to triggers
- Excessively "flat" emotions
- Regression
- Problematic alcohol or drug use
- Flashbacks, excessive nightmares, or crying

42

## Self-Care: Are You Ready...Really?

- Evaluate your level of readiness to respond
- Do not assume that because you are experienced you must be ready to respond
- Give consideration to your physical and emotional health
- If you have recently encountered a major life stressor it may be better for you and those who need assistance for you to NOT to respond

43

## Personal Resiliency Plan

- Focus beyond short-term
- Know your unique stressors and *Red Flags*
- Know unique stressors of the event: extent of damage, death, current suffering
- Demystify/de-stigmatize common reactions
- Select from menu of coping responses
- Monitor on-going internal stress



46

## What is Resilience?

- Positive adaptation in the face of adversity
- Ordinary--not extraordinary
- People commonly demonstrate resilience
- The "rule" not the exception



44

## Building Responder Resilience Pre-event

- Educate and train
- Build social support systems
- Instill sense of mission and purpose
- Create family communications plan

47

## Promote Resiliency

- Everyone who experiences a disaster is touched by it
- We have the ability to "bounce back" after a disaster to a "New Normal"
- Resilience can be fostered
- One goal of Psychological First-Aid: support resiliency in ourselves and others

45

## Response

- If possible deploy as a team or use the buddy system
- Focus on immediate tasks at hand
- Monitor occupational safety, personal health, and psychological well-being
- Know your limits
- Activate family communication plans

48



## Post-event (Recovery)

### Monitor health and well-being

- Delayed reactions with increased demand for services seen in general public and emergency responders (onset >5 wks later)
- Give yourself time to recover
- Seek support when needed

49

## Self Care After Support Work

- Expect a reintegration period upon returning to your usual routine
- Pay attention to cues from your family that you are becoming too involved

50



### Activity: Self-Assessment Questionnaire of Readiness

Evaluate your capabilities, limitations, and needs to be able to respond to an emergency while at work.

Abilities/ Preparedness		
Yes	No	Do you know the location of all fire alarms and extinguishers?
Yes	No	- Are you able to activate the fire alarms?
Yes	No	Can you operate a fire extinguisher?
Yes	No	- Have you practiced?
Yes	No	Do you know the location of ALL exits?
Yes	No	- Have you evaluated your ability to use them?
Yes	No	Have you determined how you may be of assistance to others in an emergency? (i.e. guiding people through darkened spaces and exits if you have no or low vision, offering emotional or calming support)
Yes	No	Do you keep critical carry-with-you supplies? (Medication, small flashlight, fully charged portable devices, paper/pen/pencil, emergency health information)

Evacuation		
Yes	No	Would you be able to evacuate after normal business hours?
Yes	No	- Do you know how to reach emergency personnel and facility response staff in case of an emergency after normal business hours?
Yes	No	Do you know where the facility's designated meeting place is located?
Yes	No	- Have you practiced?
Yes	No	Do you know how you would be signaled/told to evacuate the building?
Yes	No	- Have you practiced?
Yes	No	Have you determined how you may be of assistance to others during an evacuation? (i.e. guiding people through darkened spaces and exits if you have no or low vision, offering emotional or calming support)

Personal Preparedness		
Yes	No	If you wear contact lenses, what will you do if and when smoke, dust, or fumes become painful or dangerous. Do you keep glasses with you?
Yes	No	Do you know the location of telephones throughout the facility?
Yes	No	Do emergency alarm systems have audible and visible features?
Yes	No	If you are hard of hearing, will you be able to hear over the sound of very loud emergency alarms? How will you understand emergency information and directions that are usually given verbally? Tell your support network how to help you.
Yes	No	Do you have a personal support network? (Those that will help you if you are sick or unable to respond in an emergency.)
Yes	No	Have you anticipated the types of reactions you may have in an emergency situation and planned for coping with them? (Ex. stress, confusion, fear)
Yes	No	Do you know how to assist with a wheelchair? What will it take to evacuate a person in a wheelchair from the building?
Yes	No	Have you labeled essential equipment or documents that you may need and kept them in a place where they can be removed from the facility during an evacuation? Are these documents backed-up at any other location?
Yes	No	Do you carry supplies with you based on your worst days? (asthma inhalers, gloves, nicotine gum, etc)
Yes	No	Does your emergency health information card clearly explain your sensitivities and reactions, helpful treatments, doctors' information, insurance information, etc?
Yes	No	Do you have emergency basic supplies with you at work in case you have to 'shelter in place'? (food, water, clothes, etc)
Yes	No	Do you have a family emergency communication plan so that you can be assured of your family's safety during an emergency?



### Activity: Individual Continuity Planning

Planning to continue operations during an emergency helps to identify your critical job functions and how you plan on carrying them out under unusual circumstances. You should think about what your specific job functions are, how they are done normally, how they could be performed outside of the norm, and how you would communicate with your organization.

Your personal planning (done on this worksheet) will be a complement to your faith organization's continuity of operations plan. Making a plan for yourself will help you and your organization react to an emergency in a timely manner. Remember, this document may cover more than you need to plan for, or it may not have all that you need to plan. This is just a 'jumping off point' for planning. You can make your plans anything you want as long as they work for you and your organization.

Job Function	Comments
What are your overall job functions?	
What are your most critical job functions? (What do you have to do to keep the organization running?)	
Prioritize these critical job functions:	
Modify your list if necessary to take seasonal circumstances into account.	
What do you absolutely need/require to do your job?	
<b>Dependencies</b>	
What other jobs or job functions do you absolutely need to do your job?	
Are there alternatives to these needs/functions?	
Do you rely on another person (either internally or externally) to do your job? Do they have a plan?	

Do others rely on you to do their jobs? Are you making these functions a priority for you? (Work with these other people to help create a larger plan.)	
<b>Alternatives</b>	
Can you do your job from a different location? (Ex. home, a different office, a different faith organization)	
How would you do your job from a different location? Do you have the equipment at home that is necessary?	
Can you do your job without electricity? How?	
Are your alternatives realistic? If not, can you make them more feasible?	
Is there a time limit for being able to perform your job under different conditions?	
<b>Communication</b>	
What communication methods do you use externally and internally now?	
Will you be able to maintain these lines of communication in an emergency?	
Prioritize your communication methods:	
Will you be able to maintain communication if lines are limited (no phone, no electricity)? How?	

Organization Level	
Do your answers (your plan) align with your organization's priorities, mission, people, property?	
Do your answers (your plan) align with your organization's Continuity of Operations Plan?	
Who will be receiving this plan? (Everyone should know what the plans are.)	
In the event of an emergency, could you take on another role with your organization?	
What other role?	
Can someone take on your job functions (if you are unable to perform it)? Who could? (Talk with them and work together on this plan.)	
You should review and update your plan annually – make a date now.	

Additional Notes:



### Activity: Get a Kit Together

The following list will help you determine what to include in your disaster supplies kit that will meet your family's needs. This list may have a LOT more than you need or it may not have enough. Every individual and family is different and will have different needs during an emergency. Create your kits to fit your own needs.

There are two ways you can go about creating a kit: (1) purchase "one extra" and (2) stockpiling. Purchasing "one extra" means that a person has not created a separate stockpile of emergency supplies, but rather, essential items are purchased and rotated in a quantity that allows a family to survive for five days at home. These supplies are usually kept as part of the food and daily use items in the home. The stockpile philosophy means that a person buys supplies which are usually kept in the basement or other storage area and are not used until there is an emergency.

Do not forget family members with special needs who may require extra items to survive (i.e. hearing aid batteries, prescription medications, diapers, baby formula, etc) and your pets.

Remember to rotate your supplies occasionally so they do not expire. There are some large barriers to people and families making these kits. If you can, donate your time and resources to assist others once you have begun.

One great way to motivate your entire congregation to stock up is to put one item on display every week for everyone to purchase. For example, the first week you could display a manual can opener and encourage everyone to make that purchase over the week. During the next week, display a gallon of water and so on. You may want to see if a store close by will partner with you to offer your display items on sale the week everyone should buy it.

### First Aid Supplies

Supplies	Home	Vehicle	Work
Adhesive bandages, various sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5" x 9" sterile dressing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conforming roller gauze bandage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Triangular bandages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3" x 3" & 4" x 4" sterile gauze pads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Germicidal hand wipes or waterless, alcohol-based hand sanitizer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antiseptic wipes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large, medical grade, non-latex gloves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tongue depressor blades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adhesive tape, 2" width	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antibacterial ointment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cold pack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scissors (small, personal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tweezers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assorted sizes of safety pins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cotton balls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thermometer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tube of petroleum jelly or other lubricant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sunscreen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPR breathing barrier, such as a face shield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First-aid manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***Non-Prescription and Prescription Medicine Kit Supplies***

<b>Supplies</b>	<b>Home</b>	<b>Vehicle</b>	<b>Work</b>
Aspirin and non-aspirin pain reliever	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anti-diarrhea medication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antacid (for stomach upset)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laxative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vitamins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prescriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra eyeglasses/contact lenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***Sanitation and Hygiene Supplies***

<b>Item</b>	<b>Item</b>
Washcloth and towel <input type="checkbox"/>	Heavy-duty plastic garbage bags and ties for personal sanitation uses and toilet paper <input type="checkbox"/>
Towelettes, soap, hand sanitizer <input type="checkbox"/>	Medium-sized plastic bucket with tight lid <input type="checkbox"/>
Toothpaste, toothbrushes <input type="checkbox"/>	Disinfectant and household chlorine bleach <input type="checkbox"/>
Shampoo, comb, and brush <input type="checkbox"/>	Small shovel for digging a latrine <input type="checkbox"/>
Deodorants, sunscreen <input type="checkbox"/>	Toilet paper <input type="checkbox"/>
Razor, shaving cream <input type="checkbox"/>	Contact lens solutions <input type="checkbox"/>
Lip balm, insect repellent <input type="checkbox"/>	Mirror <input type="checkbox"/>
Feminine supplies <input type="checkbox"/>	

## Equipment and Tools

Tools		Kitchen items	
Portable, battery-powered radio or TV	<input type="checkbox"/>	Manual can opener	<input type="checkbox"/>
NOAA Weather Radio, if appropriate for your area	<input type="checkbox"/>	Mess kits or paper cups, plates and plastic utensils	<input type="checkbox"/>
Flashlight and extra batteries	<input type="checkbox"/>	All-purpose knife	<input type="checkbox"/>
Signal flare	<input type="checkbox"/>	Household liquid bleach to treat drinking water	<input type="checkbox"/>
Matches in a waterproof container (or waterproof matches)	<input type="checkbox"/>	Sugar, salt, pepper	<input type="checkbox"/>
Shut-off wrench, pliers, shovel, and other tools	<input type="checkbox"/>	Aluminum foil and plastic wrap	<input type="checkbox"/>
Duct tape and scissors	<input type="checkbox"/>	Resealable plastic bags	<input type="checkbox"/>
Plastic sheeting	<input type="checkbox"/>	Small cooking stove and a can of cooking fuel (if food must be cooked)	<input type="checkbox"/>
Whistle	<input type="checkbox"/>	Batteries	<input type="checkbox"/>
Small canister, ABC-type fire extinguisher	<input type="checkbox"/>	Comfort Items	
Tube tent	<input type="checkbox"/>	Games	<input type="checkbox"/>
Compass	<input type="checkbox"/>	Cards	<input type="checkbox"/>
Work gloves	<input type="checkbox"/>	Books	<input type="checkbox"/>
Paper, pens and pencils	<input type="checkbox"/>	Toys for kids	<input type="checkbox"/>
Needles and thread	<input type="checkbox"/>	Foods	<input type="checkbox"/>
Battery-operated travel alarm clock	<input type="checkbox"/>		

## Food and Water

Supplies	Home	Vehicle	Work
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ready-to-eat meats, fruits and vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canned or boxed juices, milk and soup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High-energy foods such as peanut butter, jelly, low-sodium crackers, granola bars and trail mix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special foods for infants or persons on special diets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cookies, hard candy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instant coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cereals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Powdered milk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## ***Clothes and Bedding Supplies***

Item	
Complete change of clothes	<input type="checkbox"/>
Sturdy shoes or boots	<input type="checkbox"/>
Rain gear	<input type="checkbox"/>
Hat and gloves	<input type="checkbox"/>
Extra socks	<input type="checkbox"/>
Extra underwear	<input type="checkbox"/>
Thermal underwear	<input type="checkbox"/>
Sunglasses	<input type="checkbox"/>
Blankets/sleeping bags and pillows	<input type="checkbox"/>

## ***Documents and Keys***

Item	Stored
Personal identification	<input type="checkbox"/>
Cash and coins	<input type="checkbox"/>
Credit cards	<input type="checkbox"/>
Extra set of house keys and car keys	<input type="checkbox"/>
Prayer book and/or other important faith-related items	<input type="checkbox"/>
Copies of the following:	<input type="checkbox"/>
Birth certificate	<input type="checkbox"/>
Marriage certificate	<input type="checkbox"/>
Driver's license	<input type="checkbox"/>
Social Security cards	<input type="checkbox"/>
Passports	<input type="checkbox"/>
Wills	<input type="checkbox"/>
Deeds	<input type="checkbox"/>
Inventory of household goods	<input type="checkbox"/>
Insurance papers	<input type="checkbox"/>
Immunization records	<input type="checkbox"/>
Bank and credit card account numbers	<input type="checkbox"/>
Stocks and bonds	<input type="checkbox"/>
Emergency contact list and phone numbers	<input type="checkbox"/>
Map of the area and phone numbers of places you could go	<input type="checkbox"/>

Source: U.S. Department of Homeland Security | Federal Emergency Management Agency (modified).

