

Trauma Resources

Updated 1/15/19

Disclaimer:

These Trauma Resources are compiled by Mental Health Recovery Services of Warren and Clinton Counties as a service for professionals and the community. The aim is to give wide coverage to resources, training and news as well as a variety of views and opinions on aspects related to trauma. MHRS does not necessarily endorse the opinions or views put forth in these publications, and neither guarantees the accuracy of the information provided by external sources/links nor accepts responsibility or liability for any consequences arising from the use of such data.

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General Trauma Topics:

[Trauma Tree Graphic](#) – *Added 1/15/19*

Graphic which illustrates the relationship between adversity within a family and adversity within a community.

[SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#):

Developed by SAMHSA

Introduced in this document from the Substance Abuse and Mental Health Services Administration (SAMHSA) is a concept of trauma and a framework for how an organization, system, service sector can become trauma-informed. Included is a definition of trauma (the three "E's"), a definition of a trauma-informed approach (the four "R's"), 6 key principles, and 10 implementation domains.

[SAMHSA'S Concept of Trauma and Guidance for a Trauma-Informed Approach in Youth Settings](#),

Developed by SAMHSA

This four-page document SAMHSA offers a framework designed to be used across service systems that interface with youth.

[Trauma Informed Care](#)

Infographic by Echo Parenting and Education

[Trauma Informed Care: Resources and Perspectives](#)

Sponsored by The National Technical Assistance Center for Children's Mental Health at Georgetown University and JBS International

Many resources, actions, and lessons learned from entities that have become trauma informed, are necessary to help child-serving systems and provider organizations on their journey to becoming trauma informed. This web-based tool can support leaders and decision makers at all levels (national, state, tribal, territorial, and local) in taking steps on their journey. This tool comprised of issue briefs, video interviews, and resource lists tells a story of implementation of trauma informed services and offers guidance and resources to help on your implementation journey.

[Psychological First Aid: Field Operations Guide](#)

By National Child Traumatic Stress Network

Guidelines for responding to trauma survivors after a crisis

[Guidelines for Applying a Trauma Lens to a Child Welfare Practice Model](#)

Developed by the Chadwick Center for Children and Families at the Rady Children's Hospital in San Diego in partnership with the National Child Traumatic Stress Network.

This guidance discusses ways to address trauma at fifteen different stages of a child welfare case – during investigations, safety planning, in-home services, out of home placement, etc.

[Guide for Providing a Trauma-Informed Approach in Human Services](#)

Developed by Administration for Children & Families, U.S. Department of Health and Human Services

The Guide is intended to provide an introduction to the topic of trauma, a discussion of why understanding and addressing trauma is important for human services programs, and a "road map" to find relevant resources.

[Family Resilience and Traumatic Stress: A Fact Sheet for Mental Health Providers](#)

Developed by the National Child Traumatic Stress Network

For mental health providers working with families who have experienced trauma, this fact sheet describes family resilience, defines the types of traumatic stress that can effect family functioning, shows how family resilience is related to individual resilience, delineates characteristics that contribute to family resilience, and recommends ways providers can support family resilience

[Sharing Power](#) is a deliberate approach to engagement with families, youth, and children. It seeks to combine the knowledge and training of the provider with the lived experience of the families receiving services. Sharing power has become as integral to trauma-informed care as any psychoeducation, narrative, or skill-based practices. The Substance Abuse and Mental Health Services Administration (SAMHSA) has included this concept in its definition of trauma-informed care, stating that, "Importance is placed on partnering and the leveling of power differences... Healing happens in relationships and in the meaningful sharing of power and decision-making."

- [What's Sharing Power Got to Do with Trauma-Informed Practice?](#)
- [Sharing Power: A Tool for Reflection](#)

Developed by the National Child Traumatic Stress Network

These tools can guide providers through a series of reflections that will help them identify opportunities to empower clients and families in the course of trauma-responsive care – i.e. finding answers "with" families rather than "for" them.

[A Guide for you in Understanding Trauma](#)

Developed by Youth M.O.V.E

A booklet which provides illustrations and descriptions of trauma and trauma reactions.

[Understanding Neurobiology of Psychological Trauma – Added 1/28/18](#)

Pathways Transition Training Partnership has developed a tip sheet for service providers with introductory information on scientifically informed findings about brain development and trauma, specific to transition-age youth. This eight-page resource, available for free download from Pathways, includes a discussion of the impact of trauma on the brain and the combined effect of developmentally based changes to the brain during adolescence.

[Guide to Providing a Trauma Informed Approach in Human Services](#)

Developed by the US Department of Health and Human Services

The guide is intended to provide an introduction to the topic of trauma, a discussion of why understanding and addressing trauma is important for human services programs, and a "road map" to find relevant resources.

[Opioid Use, Misuse, and Overdose in Women](#)

Developed by The U.S. Department of Health and Human Services Office on Women's Health

The report examines prevention, treatment, and recovery issues for women who misuse opioids, have opioid use disorders, and/or overdose on opioids. It also presents findings and takeaways from OWH's

national and regional opioid meetings held in 2016. – Includes information about Adverse Childhood Experiences (ACES).

[Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs and Health](#)

This first-ever *Surgeon General's Report on Alcohol, Drugs, and Health* reviews what we know about substance misuse and how you can use that knowledge to address substance misuse and related consequences.

[Understanding the Impact of Suicide in Rural America](#) ****Added 3/8/18**

The Health Resources and Services Administration (HRSA) National Advisory Committee on Rural Health and Human Services released this policy brief and recommendations on suicide in rural America. It includes a discussion of the impact of suicide in rural areas along with prevention strategies at the state and federal levels.

ACES:

[ACEs and Toxic Stress: Frequently Asked Questions:](#) ***Added 1/15/19***

The Center for the Developing Child at Harvard University has produced a new infographic that answers frequently asked questions about adverse childhood experiences (ACEs) and provides strategies for mitigating their effects.

[Extended List of ACEs tools](#)

Collected by of ACEs Connection

A compendium of various ACEs Screening tools

[Jeffrey Brenner on Adverse Childhood Experiences](#)

Developed by Penn University

Brief Video on ACEs. 4 minutes

[How Childhood Trauma Can Make You a Sick Adult - Vincent Felitti](#)

Brief Video on ACEs Study. 8 minutes

APPS:

Suicide prevention: The Friend2Friend App was developed by Kognito. The app uses stories, avatars, and conversations to educate teens on 1) the warning signs of peer distress, 2) the steps to help a friend, 3) signs to help teens know when to tell a trusted adult about any concerns. Just type in “Friend2Friend” on Google Play or the Apple Market Place to download Friend2Friend for FREE

Child Abuse:

[Trauma Systems Therapy for Foster Care \(TST-FC\)](#), **Added 6/20/18**

program sponsored by the Annie E. Casey Foundation

The Trauma Systems Therapy for Foster Care (TST-FC) training curriculum gives child welfare agencies a tool that foster parents can use to support children in their care and help them heal. Includes Facilitator guide and powerpoint slides.

[ARC Reflections Training Program](#), **Added 6/20/18**

program sponsored by the Annie E. Casey Foundation

Because foster parents play a critical role in supporting children in foster care, who often have experienced trauma, the Casey Foundation developed ARC Reflections, a nine-session program that child welfare agencies can use to train foster parents to better care for children who have had traumatic experiences. Includes Facilitator guide and powerpoint slides.

[Helping Children and Youth Who Have Traumatic Experiences](#), **Added 6/20/18**

Report produced by SAMHSA, shows that nearly half of the nation's children have experienced at least one traumatic event in their lifetime. Children and youth who have experienced traumatic events are at risk of developing serious emotional disturbances or serious mental illness. To address the needs of children and youth, SAMHSA's Children's Mental Health Initiative (CMHI) promotes treatment and support for children, youth, and young adults who experience serious emotional disturbance or serious mental illness. Children who experience trauma and receive treatment through systems of care show significant improvements in their behavioral and emotional health. This framework enhances care coordination across multiple systems that work with children's services. [Read more about the report.](#)

[SW Ohio Child abuse and neglect needs assessment report](#)

[Published by](#) Ohio Children's Trust Fund

Report on Child Abuse and Neglect needs in the area

Children/Youth:

[A Guide to Toxic Stress](#) *Added 1/15/19*

The Center on the Developing Child at Harvard University created this three-module guide to provide information about toxic stress and how it impacts children who have experienced Adverse Childhood Experiences (ACEs). The modules include toxic stress 101, the science and social causes of toxic stress, and preventing and addressing toxic stress.

[Bullying and Trauma Facts](#): *Added 1/15/19*

This infographic from the National Childhood Traumatic Stress Network provides facts about the relationship between bullying and trauma, as well as how being bullied can lead to post-traumatic stress disorder.

[Engaging Pediatric Primary Care to Address Childhood Trauma: Part of a Comprehensive Public Health Approach](#): *Added 1/15/19*

This issue brief from the Child Health and Development Institute of Connecticut, Inc., examines statewide policy opportunities and resources to boost the role of pediatrics in the early identification of child traumatic stress and connection to services.

[Three Principles to Improve Outcomes for Children and Families](#): *Added 1/15/19*

The Center for the Developing Child at Harvard University released a brief that highlights three principles that can guide decision-makers in choosing among policy alternatives, designing new approaches, and shifting existing practice in ways that will prevent and reduce the impact of Adverse Childhood Experiences.

[How to Talk About Sexual Harassment with Tweens and Teens](#) - *Added 1/15/19*

<https://www.common sense media.org/blog/how-to-talk-about-sexual-harassment-with-tweens-and-teens>

[Child Trauma and Opioid Use: Policy Implications](#) *Added 1/15/19*

This brief from the National Childhood Traumatic Stress Network provides policymakers and other stakeholders with an overview of how substance use and trauma affects children, adolescents, and families; substance use-related impaired caregiving; and the impact of the opioid crisis on children and families.

[Trauma-Informed Care in Short-Term Residential Therapeutic Programs and Foster Family Agencies](#) *Added 10/5/18*

This resource from the California Evidence-Based Clearinghouse for Child Welfare lists trauma-informed care (TIC) programs relevant to residential service providers and highlights evidence-informed strategies for selecting and implementing TIC models in residential settings.

[Cyberbullying Prevention](#) *Added 10/5/18*

Children and adolescents may have more time to spend on their devices may rely on them more to stay in touch with friends. To prevent cyberbullying, parents and caregivers can learn the [warning signs](#) of cyberbullying and how to respond, and get familiar with the [social media apps and sites](#) that kids use frequently.

[Stopbullying.gov](#) has resources on [Recreation Leaders' Unique Role in Addressing Bullying](#) and [Faith-Based Leaders' Unique Role in Addressing Bullying](#). *Added 10/5/18*

[Bullying Victimization among US youth](#) ****Added 10/5/18***

This fact sheet covers the burden and demographics of bullying victimization among U.S. youth and uses two large national data sources: the 2017 Youth Risk Behavior Surveillance System (YRBSS; CDC, 2017b) and the 2016 National Survey of Children's Health (NSCH; Child and Adolescent Health Measurement Initiative, 2016).

[Dads Rock Engagement Toolkit](#), ****Added 6/20/18****

A new discussion toolkit from CANTASD has been released as a supplement to the film *Dads Rock*, part of the Building Community, Building Hope film series. Use the toolkit and film to spark conversations with potential new partners about nurturing fathers' involvement in their children's lives.

[2018 Prevention Resource Guide](#) ****Added 5/4/18****

The 2018 Prevention Resource Guide from the Child Welfare Information Gateway was designed to support service providers as they work with families to promote child well-being and prevent child maltreatment. It focuses on protective factors that build on family strengths to foster healthy child and youth development. [Get the guide](#)

[Report to Congress on Runaway and Homeless Youth Program](#) **** Added 5/4/18****

This report describes the achievements of the Runaway and Homeless Youth Program of the Family and Youth Services Bureau (FYSB). Additional chapters describe other FYSB activities and initiatives, including the National Runaway Safeline and the Runaway and Homeless Youth Training and Technical Assistance Center, progress made on the Runaway and Homeless Youth Program Monitoring System, and research efforts. [Read more](#)

[Child Trends Report: The Prevalence of Adverse Childhood Experiences, Nationally, by State, and by Race or Ethnicity](#) ****Added 3/8/18:** A new report from Child Trends found that 45 percent of children in the United States have had at least one adverse childhood experience. Adversities experienced in childhood pose a critical public health issue because they can lead to toxic levels of stress and long-term health problems, including alcoholism, obesity, and drug abuse. [Read the report](#)

[NTCSN Fire Resource: Trink and Sam and the Big Fire](#) - Added 1/26/18

The National Child Traumatic Stress Network released a children's story book called "[Trinka and Sam and the Big Fire](#)," developed to help young children and their families talk about feelings and worries related to fires. In the story, Trinka and Sam, two young mice, are worried after they experienced a fire that damaged their community. The story can be used by parents, educators or child practitioners to guide conversations about feelings, thoughts, and questions about fires. The story is available in English and Spanish versions.

[Parenting After Trauma: A guide for foster and adoptive parents](#)

Developed by the American Academy of Pediatrics

Provides helpful tips for foster and adoptive parents in assisting their children cope with previous traumatic events.

[The Cognitive Behavioral Intervention for Trauma In Schools \(CBITS\): An Effective Treatment for Children in Connecticut](#)

Publication of the Child Health and Development Institute

This Issue Brief provides data on implementation of CBITS in Connecticut

[Children with Traumatic Separation: Information for Professionals](#)

Developed by the National Child Traumatic Stress Network

Provides information and suggestions for helping children who experience traumatic separation from a caregiver.

[Is it ADHD or Child Traumatic Stress? A Guide for Clinicians](#)

Developed by the National Child Traumatic Stress Network

This guide provides definitions of child traumatic stress and attention-deficit/hyperactivity disorder (ADHD), explains how symptoms can overlap, and summarizes some of the differences between the two. Understanding these differences can help parents and providers assess and treat children appropriately and more effectively.

[Podcast: Differential Diagnosis: Trauma and ADHD](#)

Sponsored by the National Child Traumatic Stress Network

Explains how children exposed to traumatic events can exhibit symptoms that overlap with ADHD and, in some cases, could result in inaccurate diagnosis. 7 minutes

[Understanding Child Trauma](#)

Infographic developed by SAMHSA

[Parents Behind Bars: What Happens to Their Children?](#)

Developed by Child Trends

Report on the prevalence and effects of parental incarceration

Economic Stress

The National Child Traumatic Stress Network provides information about economic changes and stressors and their effects on parents and other caregivers, communities, and children. Also provided are links to related resources, including guidance on building resilience and a series of fact sheets about coping with difficult economic times.

[New Resource Helps Parents Talk To Their Kids About Tragedies](#) - Parents wondering how to talk to their children about tragedies such as natural disasters or terrorist attacks have a *new resource* to help them - by *HealthyChildren.org*, a website run by the American Academy of Pediatrics."

[Reactions and Guidelines for Children Following Crisis and Trauma](#) By Robin Gurwitch, Ph.D., Duke University Medical Center; Jane F. Silovsky, Ph.D., University of Oklahoma Health Sciences Center; Shelli Deskins, Ph.D., Cincinnati Children's Hospital Medical Center; and Michelle Kees, Ph.D., University of Michigan

Concise listing of trauma reactions for children by age group

[Tips for talking with and helping children cope after a disaster or traumatic event: A Guide for Parents, Caregivers and Teachers](#)

By SAMSHA

Tip sheet with common reactions and recommendations by age group

[After Violence: Supporting Children Who Have Faced Trauma](#)

Infographic developed by Child Care Aware

[Restoring a Sense of Safety in the Aftermath of a Mass Shooting: Tips for Parents & Professionals](#)

Tip Sheet developed by the Center for the Study of Traumatic Stress

Tip Sheets developed by the National Child Traumatic Stress Network:

[Parent Guidelines for Helping Youth after the Recent Shooting](#)

[Talking to Children about the Shooting](#)

[Department of Justice Launches Changing Minds Campaign to Help Children Exposed to Violence](#)

The White House and the Department of Justice (DOJ) launched a national campaign to raise awareness, teach skills, and inspire public action to address children's exposure to violence.

The campaign, called *Changing Minds*, is a collaboration led by DOJ's Office of Juvenile Justice and Delinquency Prevention (OOJDP), Futures Without Violence, and the Ad Council, created pro bono by the advertising agency Wunderman. *Changing Minds* features short films, digital assets, and print content intended to reach adults who interact with children and youth in grades kindergarten to 12.

Targeted to teachers, coaches, counselors, doctors, nurses, law enforcement officers, and other frontline professionals and caregivers, guiding them on ways they can help kids recover from trauma.

<https://changingmindsnow.org/>

[Sesame Street's Little Children, Big Challenges: Incarceration](#)

These resources -- including a video, activities, and a story -- can help with the changes a child is going through when dealing with the incarceration of a loved one.

[Sesame Street's Little Children, Big Challenges: Traumatic Experiences](#)

This multi-media resource can help a child who is coping with traumatic experiences

[What is Complex Trauma? A Resource Guide for Youth and Those Who Care About Them](#)

Developed by the National Child Traumatic Stress Network

[Center for P-20 Safety and Security page on Anti-Harassment, Intimidation and Bullying](#) - a variety of bullying prevention resources for schools, families and communities.

Community-Based Trauma/Disaster:

[Coping with Disaster Anniversaries](#) *Added 1/15/19*

The days leading up to traumatic anniversaries can stir up feelings of restlessness, grief, fear, and unease. Fortunately, anniversaries can also provide an opportunity for emotional healing. SAMHSA offers many resources for supporting children, families, communities, and public health officials affected by incidents of mass violence and natural disasters. Some of these include a SAMHSA slide deck and [webcast](#), [disaster anniversary training](#), and many publications including [Tips for Survivors of a Disaster or Other Traumatic Event: Coping with Retraumatization](#), [Long-Term Behavioral Health Reactions to Trauma Events](#), and [The Dialogue](#).

[Behavioral Health Conditions in Children and Youth Exposed to Natural Disasters](#) *Added 10/5/18*

Developed by SAMHSA

This edition of the *Supplemental Research Bulletin* reviews existing literature on behavioral health symptoms in children and youth after natural disasters, including symptoms of depression, anxiety, and posttraumatic stress. It also discusses risk and protective factors that make children more or less vulnerable to the behavioral health effects of disasters. Lastly, it describes a wide range of interventions and methodologies for supporting children and youth after natural disasters, helping to reduce negative mental health outcomes and teaching skills to increase resilience.

SAMHSA Resources Foster Resilience in Aftermath of Tragedy:

Substance Abuse and Mental Health Services Administration (SAMHSA) has tools and resources to support survivors, community members, responders and behavioral health providers to foster recovery and resilience.

Resources for Survivors and Community Members

- [Disaster/Distress Helpline](#)
- [Coping With Grief After Community Violence](#)
- [Tips for College Students: After a Disaster or Other Trauma](#)
- [Tips for College Students: After a Disaster or Other Trauma: R U A Survivor of a Disaster or Other Trauma?](#)
- [Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers](#)
- [Tips for Survivors of a Disaster or Other Traumatic Event: Managing Stress](#)
- [Tips for Survivors of a Disaster or Other Traumatic Event: Coping with Retraumatization](#)
- [Tips for Survivors: Coping With Grief After a Disaster or Traumatic Event](#)
- [Incidents of Mass Violence](#)
- [Disaster-Specific Resources](#)

Resources for Responders and Behavioral Health Providers

- [SAMHSA Behavioral Health Disaster Response Mobile App](#)
- [SAMHSA Disaster Kit](#)
- [Understanding Compassion Fatigue](#)
- [Preventing and Managing Stress](#)
- [Identifying Substance Misuse in the Responder Community](#)
- [Returning to Work](#)
- [Adjusting to Life at Home](#)
- [Incidents of Mass Violence](#)
- [Disaster-Specific Resources](#)
- [Effects of Traumatic Stress after Mass Violence, Terror, or Disaster](#)
- [New Tip Sheet for Health Care Practitioners and Responders To Help Survivors Cope With Grief After a Disaster or Traumatic Event](#)

Office of Homeland Security Resources

[Active Shooter: How to Respond](#)

Veteran's Administration Resources

[Effects of Traumatic Stress after Mass Violence, Terror, or Disaster](#)

[Disaster-Specific Resources: Mass Violence or Riots](#) - This part of the Disaster-Specific Resources installment of the SAMHSA Disaster Behavioral Health Information Series features resources about mass violence. The collection includes websites, tip sheets, toolkits, manuals, and videos about incidents of mass violence and their mental health and substance use (behavioral health) effects, school crisis response, coping with reactions to an incident of mass violence, and supporting children in coping.

[Mass Violence and Terrorism](#) - SAMHSA's National Child Traumatic Stress Network provides links to tip sheets and information about how incidents of mass violence may affect children and families, how parents and other caregivers can support children in coping, and helping children and adolescents who were injured in mass violence incidents. Also included are materials for school staff and pediatric providers.

[Acts of Violence, Terrorism, or War: Triggers for Veterans](#) - In this article, the National Center for Posttraumatic Stress Disorder explains the ways in which veterans may react slightly differently from the rest of the population to incidents of mass violence, terrorism, and war. Authors present research findings about how these incidents may affect veterans differently, and they provide suggestions for veterans for coping with their reactions, finding additional help, and supporting children and members of their communities.

[VA's Disaster Preparedness Toolkit](#): The Veterans Emergency Management Evaluation Center within the U.S. Department of Veterans Affairs (VA) has released a new toolkit, the *Disaster Preparedness to Promote Community Resilience: Information and Tools for Homeless Service Providers and Disaster Professionals*. The toolkit provides guidance for identifying and collaborating with partners to address disaster response and recovery needs of homeless individuals. It outlines strategies to engage in preparedness and minimize service disruption from a disaster.

[Helping children after a disaster](#) by the American Academy of Child and Adolescent Psychiatry

[Helping children cope after a disaster](#) by the CDC

[When Disaster Strikes: Promising Practices—Low-Income Families and Communities:](#) In this 7-page booklet, MDC, an organization based in North Carolina, explains factors and conditions that place low-income people and communities at particular risk in disasters. It then recommends strategies and steps that officials, organizations, and individuals can take to build capacity in low-income communities. Also included are case studies in which organizations helped to increase preparedness in low-income communities and ensure that recovery and rebuilding efforts included people with low incomes.

Courts:

[Trauma Sensitivity Is Not Enough: Becoming a Trauma Competent Court](#)

Sponsored by Ohio Supreme Court
Powerpoint presentation

For Attorneys/Court personnel:

- [Establishing a Trauma Informed Lawyer/Client Relationship](#) Developed by the American Bar Association
- [Communicating with Youth who have experienced Trauma](#) Developed by the American Bar Association
- [Attorneys For Children Guide to Interviewing Clients](#) Developed by Karen A. Reitman

Cultural Sensitivity:

[Trauma through a culturally specific analysis](#)

Developed by the National Latino Network

The document first begins by exploring relevant definitions in the context of trauma informed work and gender based violence. Through specific examples and tips to organizations, highlight core principles that apply to working in a trauma informed and culturally specific manner are highlighted. Practice scenarios and questions to help organizations think through their capacity, philosophy, and commitment to trauma informed and culturally specific approaches are provided.

[Understanding Neurobiology of Psychological Trauma: Tips for working with transitional age youth](#)

Developed by Pathways RTC

This resource provides tips on how to best work with transitional age youth who have suffered from traumatic experiences.

[Racial Injustice and Trauma: African Americans in the U.S.](#)

This SAMHSA National Child Traumatic Stress Network position statement is a call to action for the Network to collectively integrate specific activities within the work of the NCTSN that address racial injustice and trauma that affects African American children and their families

[Increasing Cultural Competence to Reduce Behavioral Health Disparities](#)

Developed by SAMHSA

Report outlines ways to increase cultural competence and reduce behavioral health disparities.

[Five Signs of Emotional Suffering: Nepali](#), ****Added 6/20/18****

SAMHSA's Office of Behavioral Health Equity, the Ohio Department of Mental Health and Addiction Services, and the Bhutanese Nepali community of Columbus, Ohio, collaborated with the Campaign to Change Direction to translate the Five Signs of Emotional Suffering tool into Nepali. This new resource includes culturally appropriate definitions, emoticons, and explanations of emotional suffering.

Developmental Disabilities:

[Trauma-Informed Toolkit for Providers in the Field of Intellectual & Developmental Disabilities](#),
Developed by the Center for Disability Services

This toolkit addresses a number of areas designed to support people with intellectual and developmental disabilities (IDD) who may have experienced trauma. Included is a guide for direct support professionals and others, background information on the problem of ACEs and the evidence that the problem is magnified in those with IDD, a guidance for trauma-informed behavioral planning, and directions for thinking about personal and agency solutions.

Domestic Violence:

[NTCSN Intimate Partner Violence and Child Trauma Policy Brief](#) - Added 1/28/18

The National Child Traumatic Stress Network (NTCSN) released a [policy brief on Intimate Partner Violence \(IPV\) and Child Trauma](#), which provides policymakers with an overview of intimate partner violence and its relation to child trauma. The policy brief provides information about the consequences for children exposed to IPV and how these challenges can be addressed by policymakers and other stakeholders. The brief also describes how the NCTSN serves as a resource to professionals, policymakers, and the public.

[HealthPath Releases White Paper on Impact of Domestic Violence Exposure on Ohio's Children](#)

This [report](#) explores the short- and long-term effects and economic impact of domestic violence exposure on children and recommendations on the best way to support them. The paper also lists evidence-based and promising interventions that can reduce the negative effects of domestic violence on children and help build the protective factors that promote resilience.

Domestic violence is a pattern of behavior that one person in a relationship uses to control the other. The behavior may be verbally, emotionally, physically, financially, or sexually abusive. National Child Traumatic Stress Network in partnership with Futures without Violence has developed [+10 fact sheets on Children and Domestic Violence for parents](#) who may have left-or still be in-an abusive relationship.

[OJJDP-funded Toolkit To Support Law Enforcement Responses to Children Exposed to Violence Released](#)
Earlier this week, the OJJDP-funded toolkit, developed by the International Association of Chiefs of Police (IACP) and the Yale Child Study Center, was released in conjunction with Police Week. The "Enhancing Police Responses to Children Exposed to Violence" toolkit is designed to equip law

enforcement professionals with trauma-informed, developmentally-appropriate tools to identify and minimize threats to child safety, foster closer engagement between law enforcement and youth, and maximize both officer safety and positive outcomes for children and families.

Families:

[Supporting Adults Who Care for Young Children affected by Trauma](#) *Added 1/15/19*

Zero to Three, in collaboration with the National Child Traumatic Stress Network and the Alliance for the Advancement of Infant Mental Health, developed a resource for adults caring for infants and young children who have experienced separation or trauma. The resource includes a list of professional in each state who have volunteered to be contacted for more information and resources.

[Somewhere to Turn: Meeting the Mental Health Needs of Adoptive and Guardianship Families](#) *Added 1/15/19*

These four guides from the Sierra Health Foundation offer tools and tips to help agencies and mental health professionals remove barriers to the provision of mental health services. Each guide also includes recommendations, a self-assessment tool, and tip sheets for providers, parents, and youth.

[The Power of Parenting: How to Help Your Child After a Parent or Caregiver Dies](#) *Added 1/15/19*

The National Child Traumatic Stress Network published this fact sheet, co-sponsored by New York Life, which draws from experiences of bereaved caregivers, researchers, and mental health professionals. It offers guidance on how to talk to your child after a parent or caregiver dies including, how to face new fears, how to take care of yourself, how to hold on to the old while embracing the new, how to create comforting connections, as well as how to seek additional support for children.

Human Trafficking:

Ohio Project Aware developed the following resources for school professionals outlining what they need to know about human trafficking in order to recognize the signs and take steps in order to keep their students and families safe from harm.

[Human Trafficking Fact Sheet](#)

[Human Trafficking- What Schools Need to Know](#)

[Human Trafficking Free Online Training – Developed by the Ohio Human Trafficking Taskforce and includes 1 continuing education credit \(free\) for many professionals](#)

[Compendium of resources related to Human Trafficking](#)

Developed by The National Child Traumatic Stress Network

Developed for mental health professionals, law enforcement personnel, health care professionals, and survivors on the signs of trafficking and services for human trafficking survivors.

[CDC Adds New Human Trafficking Data Collection Fields for Health Care Providers,](#)

****Added 6/20/18****

On June 11, the National Center for Health Statistics (NCHS) at the Centers for Disease Control and Prevention (CDC) [added new data collection fields](#) on human trafficking for federal fiscal year 2019. Health care providers and hospitals that see an increase in trafficking cases now have ICD-10-CM codes to adequately differentiate victims of trafficking from other abuse victims. The Office on Trafficking in Persons and the U.S. Department of Health and Human Services' Office on Women's Health consulted with CDC and health care provider stakeholders on strengthening trafficking data collection in health care settings.

CDC added new T codes to report for cases of suspected and confirmed forced labor and sexual exploitation and Z codes for the examination and observation of trafficking victimization.

[Visit the Office on Trafficking in Person's website to learn more about the specific additions to the ICD-10-CM list of diseases.](#)

- [CDC announcement of ICD-10-CM](#)
- [CDC FTP website to download ICD-10-CM](#)
- [Centers for Medicare and Medicaid Services' website for the Procedure Coding System \(ICD-10-PCS\), which replaces ICD-9-CM, Volume 3](#)
- [HHS SOAR to Health and Wellness training on human trafficking for health care providers](#)
- [HHS Look Beneath the Surface pocket card for health care providers](#)
- [HHS Look Beneath the Surface poster for health care providers](#)

[HHS Look Beneath the Surface brochure for health care providers](#)

Juvenile Justice:

[Strengthening Our Future: Key Elements to Developing a Trauma-Informed Juvenile Justice Diversion Program for Youth with Behavioral Health Conditions](#)

Developed by the National Center for Mental Health and Juvenile Justice

This report provides strategies for embedding trauma-informed approaches into diversion policies and practices.

[Gender & Trauma Somatic Interventions for Girls in Juvenile Justice: Implications for Policy and Practice](#)

A report by Georgetown Law's Center on Poverty and Inequality calls for specialized yoga programs to be offered widely to girls in the juvenile justice system amidst growing evidence that they can help them overcome the harmful effects of pervasive childhood trauma.

[Best Practices for Residential Interventions for Youth and their Families: A Resource Guide for Judges and Legal Partners and the \[Executive Summary\]\(#\).](#)

Developed by The Building Bridges Initiative and the Association of Children's Residential Centers

This guide focuses on youth 12 to 17 years of age and their families, but also offers a section on some of the unique issues and needs of children under 12 and their families.

[The Future of Youth Justice: A Community-Based Alternative to the Youth Prison Model](#)

Developed by the Harvard Kennedy School and the National Institute of Justice

This report provides recommendations for creating community-based alternatives to the youth prison model. It examines experiences from several states that have pursued alternative models. It finds that community-based approaches can reduce recidivism, control costs, and promote public safety.

[Reducing Recidivism for Justice-Involved Youth](#)

Developed by the U.S. Department of Education

LGBTQ:

[The Report of 2015 U.S. Transgender Survey \(USTS\)](#) is available from the National Center for Transgender Equality. USTS is the largest survey to examine the experiences of American transgender people (18 and older) in the U.S. and its territories. It provides a detailed look at the experiences of transgender people across a wide range of categories, such as education, employment, family life, health, housing, and interactions with the criminal justice system.

[National LGBT Health Education Center](#): The National LGBT Health Education Center provides educational programs, resources, and consultation to health care organizations with the goal of optimizing quality, cost-effective health care for lesbian, gay, bisexual, and transgender (LGBT) people. The Education Center is a part of [The Fenway Institute](#), the research, training, and health policy division of [Fenway Health](#), a Federally Qualified Health Center, and one of the world's largest LGBT-focused health centers. This website provides a variety of on-demand webinars, trainings, and other materials/resources on enhancing services to the LGBT community with health care settings. However, much could be used by other organizations. One training available is how to [collect/record sexual orientation and gender identity](#) in a case record.

Supporting the Unique Needs of the LGBTQ Community

The SAMHSA-HRSA Center for Integrated Health Solutions (CIHS) can support providers at all organizational levels in building knowledge of LGBTQ sensitive topics. From preventive best practices to innovations in treatment, CIHS is here to help you navigate the continuum of care with free [1:1 consults](#) by subject matter experts, [webinars](#), [products](#), and [resources](#).

The following steps may assist your organization in recognizing and appropriately interacting with the LGBTQ community:

- Using the Joint Commission’s [field guide](#) on communicating patient- and family-centered care for the LGBTQ community as a roadmap to examine current practices and promote cultural inclusivity.
- Informing staff webinars trainings, such as National Council’s webinar, “[Behavioral Health Services for Sexual and Gender Minority Adults: Where Data and Practice Intersect](#),” and those available from the [SAMHSA-funded YMSM+LGBT Center of Excellence](#).
- Preparing staff to provide sensitive and informed care by utilizing “[LGBT Training Curricula for Behavioral Health and Primary Care Practitioners](#)” and learning modules and guides available from [The National LGBT Health Education Center](#).
- Reviewing practice guidelines for [trauma-informed approaches](#) for working with LGBTQ teens and young adults, and best practices for engaging parents and caregivers in the care of LGBTQ youth with SAMHSA’s [resource guide](#).
- Ensuring your substance use disorder treatment and prevention approaches are sensitive to LGBTQ clients by using the clinician and program administrator resources in [SAMHSA’s LGBT Treatment Guide](#).
- Recognizing that race, ethnicity, culture, language, and beliefs are components of identity, and committing to validating and expanding knowledge of the experiences of [LGBTQ persons of color](#).
- Assessing current [policies and practices](#) to ensure your organization scores well on the Healthcare Equality Index (HEI).

Each distinct population within the LGBTQ community faces its own challenges and health issues. Here are a few additional resources that can help you understand some of these unique challenges:

- [Top Health Issues for LGBT Populations](#)
- [Top 10 Things Lesbians Should Discuss with Their Healthcare Provider](#)
- [Top 10 Things Gay Men Should Discuss with Their Healthcare Provider](#)
- [Understanding Issues Facing Bisexual Americans](#)
- [Center of Excellence for Transgender Health](#)

For the most updated information from SAMHSA and HRSA, check the following websites on a regular basis:

- [SAMHSA’s LGBT Page](#)
- [HRSA’s LGBT Page](#)

[Like Walking Through a Hailstorm: Discrimination Against LGBT Youth in US Schools](#) is a recent report from Human Rights Watch. The report includes interviews with students, parents, teachers, and administrators from five states and offers a review of policies that affirm or discriminate against LGBT youth, families, and staff.

[Missed Opportunities: LGBTQ Youth Homelessness in America](#), **Added 6/20/18**

This research brief from Voices of Youth Count highlights research related to the experiences of young people who identify as lesbian, gay, bisexual, transgender, or queer (LGBTQ) and face homelessness. Compared to heterosexual and nontransgender youth, LGBTQ youth are disproportionately represented among the nearly 4.2 million youth and young adults in America who experience some form of homelessness during a 12-month period.

Schools:

[Handle with Care program](#) – *Added 1/15/19*

Describes the West Virginia model program which promotes safe and supportive homes, schools and communities that *protect* children, and help traumatized children *heal* and *thrive*. HWC promotes school-community partnerships aimed at ensuring that children who are exposed to trauma in their home, school or community receive appropriate interventions to help them achieve academically at their highest levels despite whatever traumatic circumstances they may have endured.

[Healthy Students and Thriving Schools: A Comprehensive Approach for Addressing Students' Trauma and Mental Health Needs](#) *Added 1/15/19*

The Child Health and Development Institute of Connecticut's new report provides a comprehensive framework for states and school districts to address the mental health and trauma needs of students.

[The Trauma Responsive Schools Implementation Assessment \(TRS-IA\)](#) *Added 1/15/19*

An evidence-informed self-assessment that can be completed by schools or districts in under 20 minutes to identify areas of strength and need in their trauma responsive programming and policies.

[Helping Educators Support Students affected by Trauma](#) *Added 1/15/19*

Trauma Informed Positive Behavior Support created the Child Trauma Toolkit at no cost for educators to support youth and their families who have experienced trauma. The toolkit includes strategies that educators can implement to address symptoms of distress related to trauma and increase coping and social skills among youth.

[Five strategies for educators to incorporate positive psychology practices into their everyday teaching and classroom expectations](#) and [How to help Traumatized Students in the Classroom](#) *Added 1/15/19*

Developed by The Greater Good Science Center at the University of California, Berkeley to support students affected by trauma.

[Do's and Don'ts of a Trauma Informed Classroom](#)

Infographic by Echo Parenting and Education

[Helping Traumatized Children Learn](#)

Developed by the Trauma and Learning Policy Initiative in collaboration with Massachusetts Advocates for Children and Harvard Law School

A variety of resources and videos to assist schools become trauma informed.

[A Psychological First Aid Guide for Ohio Colleges and Universities](#)

Developed by the Ohio Department of Mental Health and Addiction Services

A resource of interventions designed to assist students, faculty and staff in the event that they may experience natural disasters or acts of violence.

[From Suspension to Support in the Early Grades: The School-Based Diversion Initiative Elementary Model](#)

Resource from the Child Health and Development Institute of Connecticut, Inc.

The issue brief offers an overview on how Connecticut reduced suspensions and expulsions for young children by utilizing a comprehensive trauma-informed approach, emphasizing family-school-community partnerships, and other youth-centered techniques over the last few years.

[Supporting Students Experiencing Childhood Trauma: Tips for Parents and Educators](#). [This web resource](#), developed by the National Association of School Psychologists, offers information to caregivers and educators regarding trauma risk factors, warning signs that mental health support may be necessary, and the potential impact of trauma on education. Specific strategies are provided for adult caregivers and school-based professionals to use with youth who have experienced trauma.

[Talking to Children about a Shooting](#). [This two page web resource](#) developed by The National Child Traumatic Stress Network (NCTSN) provides guidance to adults for having conversations with children after a shooting. The document includes guidance on monitoring media exposure, common reactions, and modeling coping.

[How can schools support family resilience?](#) - Traumatic stress often affects the entire family, even if the trauma is experienced by the student. A family's ability to be resilient in response to trauma can improve outcomes for the student, in addition to the family unit. Various characteristics influence family resilience, such as shared beliefs and attitudes about coping, ability to maintain structure with flexibility, effective communication skills, and problem solving skills. [This website](#) from The National Child Traumatic Stress Network provides recommendations for mental health providers to use to support and strengthen family resilience.

[School Resources after a Crisis:](#)

- For school clinicians: "[Crisis management in children and adolescents](#)" from the Center for School Mental Health in collaboration with the Maryland School Mental Health Alliance
- For parents and caregivers: "[Talking to children about the shooting](#)" from The National Child Traumatic Stress Network
- For school leadership: "[School Crisis Guide](#)" from the National Education Association

View the full resource list here: <https://tinyurl.com/CSMHTraumaList>

[Addressing Students' Mental Health Needs: Stamford Public Schools' Comprehensive Trauma-Informed System](#)

Developed by The Child Health and Development Institute

This Issue Brief explores how Stamford Public Schools responded to a series of suicides by building a trauma-informed model for school mental health that is resulting in better outcomes for students. The

process, strategies, and lessons learned by Stamford Public Schools can help guide other districts seeking to improve their mental health services and supports.

The [School Justice Partnership](#) offers a variety of resources and tip sheets, many of which related to trauma informed care.

Screening Tools:

[Mental Health, Social Emotional, and Behavioral Screening and Evaluation Compendium](#)

The purpose of this compendium is to provide a comprehensive source of information for practitioners engaged in mental health work about both no-cost and at-cost mental health, social-emotional, and behavioral screening tools for children and adolescents.

Secondary Trauma:

[International Association of Firefighter \(IAFF\) Center of Excellence for Behavioral Health Treatment and Recovery, Upper Marlboro, MD \(near Washington, DC\)](#) - *Added

1/15/19*

The IAFF Center of Excellence for Behavioral Health Treatment and Recovery is a one-of-a-kind addiction treatment facility specializing in PTSD for IAFF members who are struggling with addiction, PTSD other related behavioral health challenges to receive the help they need in taking the first steps toward recovery. It is a safe haven for members to talk with other members who have faced or overcome similar challenges. They accept eligible individuals nationwide.

[Archived Webinar](#) talking about access, expectations and treatment at this facility

[Ohio ASSIST](#): *Added 1/15/19*

Ohio ASSIST will host Post Critical Incident Seminars (PCIS) in Ohio and can help safety service personnel from Ohio register for PCIS events in partner states. These events are provided free of charge for safety service personnel and their families.

[Signs and Symptoms of Secondary Traumatization](#)

[Preparing for the Unimaginable: How chiefs can safeguard officer mental health before and after mass casualty events](#)

Developed by NAMI, in partnership with the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS)

The report serves as a roadmap to help law enforcement agencies plan to manage officer wellness in the aftermath of a tragedy, from dealing with the media to coordinating with other agencies around mental health.

[First Responders: Behavioral Health Concerns, Emergency Response, and Trauma](#), ****Added 6/20/18****

SAMSHA publication

Emergency medical services personnel, firefighters, and police officers are often the first on the scene to aid those experiencing disasters and other traumatic situations. Research shows that repeated exposure to such situations, the fast-paced nature of these jobs, and institutional factors can take a toll on first responders' health. This edition of the *Supplemental Research Bulletin* reviews existing literature and provides insight into behavioral health issues experienced by first responders. It may be helpful to first responders in maintaining their own health and managers seeking to support the behavioral health of their teams. The edition reviews current research showing that first responders may experience several behavioral health issues, including depression, posttraumatic stress disorder, suicidality, and substance use, at higher rates than the general population. It also explores behavioral health risk and protective factors in first responders, as well as interventions designed to reduce behavioral health risk in first responders and foster resilience.

Therapeutic Interventions:

[Cognitive Behavioral Intervention for Trauma in Schools \(CBITS\): Second Edition](#) just released! ***Added 1/15/19***

Based on two decades of use in the field, the second edition of CBITS was just released by RAND, Incorporated, and is available at no cost to schools and clinicians. The CBITS program is designed for use with groups of students who have experienced significant traumatic experiences and are suffering from related emotional or behavioral problems, particularly symptoms of post-traumatic stress disorder. Delivered by school-based clinicians and taking into account cultural context, it uses a variety of proven cognitive-behavioral techniques in an early intervention approach, including psychoeducation about trauma and its consequences, relaxation training, learning to monitor stress or anxiety levels, recognizing maladaptive thinking, challenging unhelpful thoughts, social problem-solving, creating a trauma narrative and processing the traumatic event, and facing trauma-related anxieties rather than avoiding them.

[Strengthening Family Coping Resources: Multi-family Group for Families Impacted by Trauma](#)

SAMHSA's National Child Traumatic Stress Network offers this new fact sheet on *Strengthening Family Coping Resources* (SFCR) which provides accepted, empirically-supported trauma treatment for families living in traumatic contexts with the goal of reducing the symptoms of PTSD and other trauma-related disorders in children and adult caregivers. Since most families living in traumatic contexts contend with on-going stresses and threats, SFCR is also designed to increase coping resources in children, adult caregivers, and in the family system to prevent relapse and re-exposure.

Veterans and Military Families:

Community Provider Toolkit: This toolkit supports the behavioral health and wellness of veterans receiving services outside the U.S. Department of Veterans Affairs (VA) health care system. Resources available in this toolkit include information on screening for military service, handouts, and trainings to increase knowledge about military culture and mini-clinics focused on relevant aspects of behavioral health and wellness.

[VA Releases Veteran Suicide Statistics by State](#)

VA has released findings from its analysis of veteran suicide data for 50 states, Puerto Rico and the District of Columbia. The release is part of VA's comprehensive examination of more than 55 million records, from 1979 to 2014, which will be used to develop and evaluate suicide prevention programs across every state. The new data include veteran suicide rates and overall suicide rates by state, age group, and gender and list the most common suicide methods.

[Back to School: Resources Available for Teachers, Military Kids](#)

Tips from the Defense Centers