

# Resilience and Trauma-Informed Care Tools for Educators and Schools



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## WELCOME

During these unprecedented times, the needs of students, families, and staff with a history of adversity, already a subject of concern, may intensify as people experience stress and grief due to loss in the areas of employment, relationships, social support, and family stability. Now more than ever, professionals in education need effective tools for resilience building and trauma responsiveness.

With many competing priorities facing our communities and organizations, the CCN Regional Trauma-Informed Care team compiled TIC tools and resilience resources. In this toolkit, you will find:

- Reliable, accurate resources and information to use for yourself, families, and students to promote resilience and self-care.
- Educational materials to use in the planning for a trauma-informed approach.

With so many uncertainties, creating and adopting a trauma-sensitive environment that promotes optimal child development is a community priority. Challenges or stressful experiences facing our students and families, may greatly impact the physical, social, and emotional well-being of our developing youth, as well as the adults caring for them. This resource equips schools and staff with the tools for empathy, assessment of need, and connecting systems of support.

## CONTACT US

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## WHO WE ARE

Our CCN Regional Trauma-Informed Care team consists of dedicated and passionate individuals from colleges, county government, health care, social care/ human services, and schools spanning across Care Compass Network's 9-county region in the Southern Tier and beyond.

As a regional network, we value and support the implementation and adoption of trauma-informed care principles. We believe that practicing trauma-informed care takes into account a holistic person-centered approach that can help break the cycle of negative impact caused by trauma.

*We envision a resilient community built upon strong partnerships, trust, and compassion.*

Our mission is to implement evidenced-based trauma-informed care by supporting the development of resilient and strong partnerships, individuals, families, and communities through advocacy, education, and empowerment. A core strategy to bring this to fruition is to create and promote access, availability of training, educational tools, and resources for our community.

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## TOP TRAUMA-INFORMED CARE HIGHLIGHTS

With so many resources available, it can be overwhelming to know where to start. While all of the resources in this toolkit have been reviewed and recommended by our CCN Regional Trauma-Informed Care Team, we have compiled a few recommended sites to visit for those who need the most information in a limited amount of time.

[Trauma Responsive Educational Practices \(TREP\)](#): The TREP Project out of the University of Chicago presents an *Understanding Trauma and Trauma Responsive Educational Practices* course to increase your preparedness to meet students where they are when schools reopen. They are also developing a course called *Planning for a Trauma Responsive School Re-Start after COVID-19*.

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#): CASEL shares guidance for keeping social emotional learning (SEL) at the forefront during the COVID-19 pandemic following the four core focus areas of CASEL's guides for schoolwide SEL and districtwide SEL.

[Center on the Developing Child at Harvard University](#): The Center on the Developing Child at Harvard University has gathered a number of resources and recommendations to help during challenging times. This guide pulls together information on COVID-19, what it means for child development, and easy-to-share resources that can help parents and caregivers, as well as child care providers, pediatricians, and others who work with families.

[National Alliance on Mental Illness \(NAMI\)](#): NAMI answers frequently asked questions regarding the intersection between coronavirus, or COVID-19, and people affected by mental illness, their caregivers, and loved ones. The guide features FAQs on a variety of topics from managing anxiety and social isolation to accessing health care and medications.

[U.S. Department of Health & Human Services \(HHS\)](#): The mission of HHS is to enhance and protect the health and well-being of all Americans. This page has information about resources, advice to help you cope, and strategies for supporting your mental and behavioral health during the COVID-19 pandemic. Many of these resources are available in multiple languages.

[National Child Traumatic Stress Network](#): The National Child Traumatic Stress Network (NCTSN) was created by Congress in 2000 as part of the Children's Health Act to raise the standard of care and increase access to services for children and families who experience or witness traumatic events. The NCTSN is administered by the Substance Abuse and Mental Health Services Administration (SAMHSA) and coordinated by the UCLA-Duke University National Center for Child Traumatic Stress (NCCTS).

[New York State Trauma-Informed Network](#): The NYS Trauma-Informed Network connects organizations around the state with trauma-informed practice resources, trainings, and support, in an effort to increase the understanding of trauma, improve practices, and support resilience throughout the state. Here you can find two online assessment tools, TRUST and TRUST for Schools that are used to assess an organizations readiness in implementing trauma-informed practices.

## RESPONSE TO STUDENTS—TIERED APPROACH

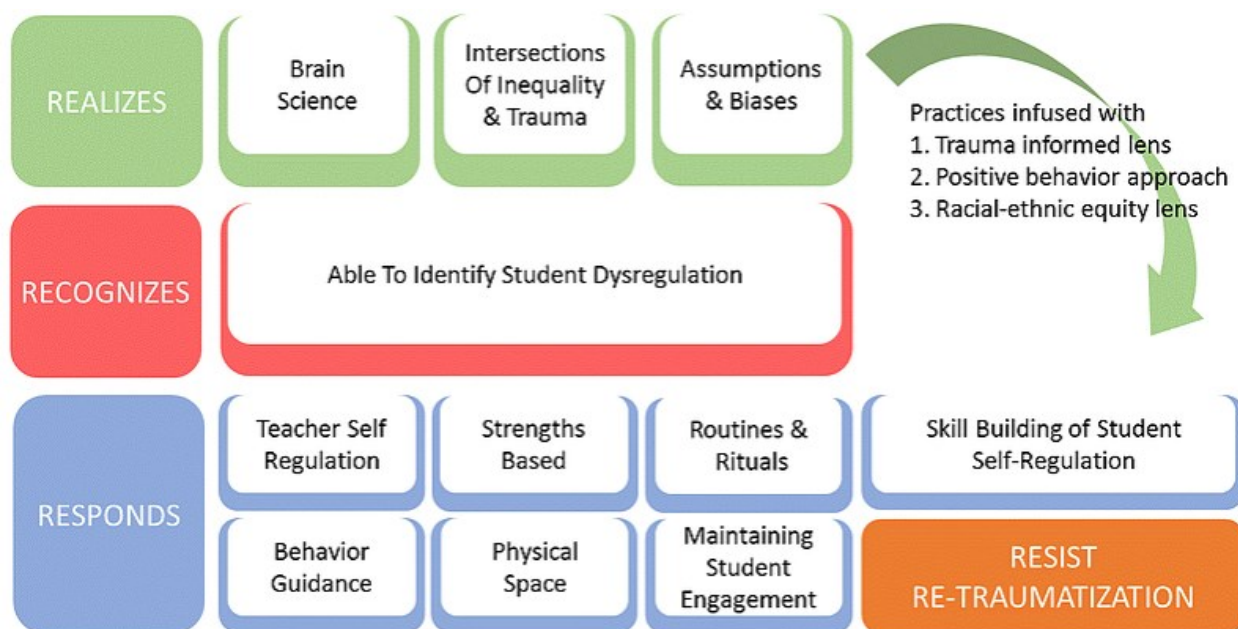
<b>Tier 3</b>  <b>Tertiary Interventions/ Intensive Supports</b>	<b>Students</b>	Individual therapeutic counseling Individual intervention plan
	<b>Adults (staff and Caregivers)</b>	Regular communication with family members and refer for more intensive services as needed Engage and support parents/ caregivers as part of their child’s intervention plan and therapy
	<b>System</b>	Wrap-around services as needed (e.g. child services, mental health specialists, social services, etc.) Improve district-wide educational materials related to mental health services
<b>Tier 2</b>  <b>Secondary Interventions/ Selected Supports</b>	<b>Students</b>	Student mentoring program Small groups or classes for specialized instruction that supports behavioral, social-emotional, skill-building interventions, and/ or academic success
	<b>Adults (staff and Caregivers)</b>	Identify and remove barriers to family involvement Wellness support for school staff to address stress, burnout, and secondary trauma Identify school staff to participate in Coordinated Care Team meetings to address the needs of at-risk students
	<b>System</b>	Partner with community social care organizations to support families experiencing social determinants of health (e.g., food insecurity, homelessness, financial burdens, mental health concerns, etc.) Re-examine and revise discipline policies and procedures, and alternatives to suspension
<b>Tier 1</b>  <b>Universal Supports/ Primary Prevention</b>	<b>Students</b>	Social-emotional learning curriculum Relationship-based teaching & learning Behavior as a form of communication Classroom routines for self-regulation Regular class meetings, check-ins, and/or circles
	<b>Adults (staff and Caregivers)</b>	Collaboration with families Staff self-care plans Ready-to-learn rooms Culturally-responsive approach to student need for safety and belonging Training and consultation for all school staff
	<b>System</b>	Outreach to community partners Providing a trauma-informed lens to school staff in their implementation of school-wide supports and interventions (e.g., positive behavioral interventions and supports, restorative practices, social emotional learning curricula)

Adapted from: HEARTS: Healthy Environments and Response to Trauma in Schools, School Mental Health, 8 (1), 163-176; and Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole-Staff Approach (2018) Victoria Romero, Ricky Robertson, and Amber Warner



## RESPONSE TO STUDENTS—TIERED APPROACH

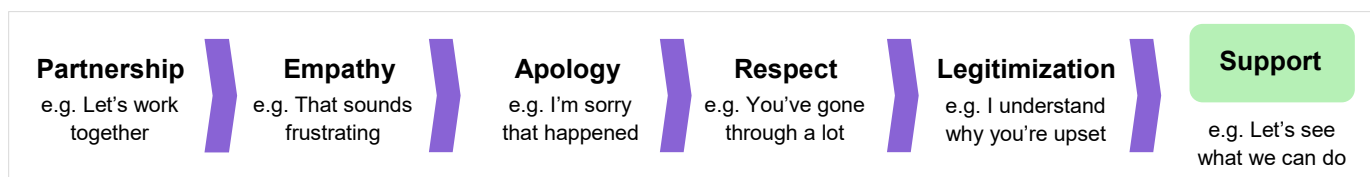
### 4 R's of a Trauma Responsive Educator



Focus on these 4 R's (Realize, Recognize, Respond, and Resist Re-traumatization) to help determine what to do within the tiered approach. For additional information, visit [www.trepeducator.org](http://www.trepeducator.org).


### Strategies to Adopt:


- ◆ PreK-Elementary: feeling check ins, observation, flagging system for extra consultation or support
- ◆ Middle School/ High School: surveying over time (checkpoints), observation, flagging system for extra consultation or support
- ◆ Group chat and Facebook support group
- ◆ Morning Huddle: 5 minutes of mediation, yoga, deep breathing exercises to start the day
- ◆ Gratitude Tree or Post-It Notes (e.g. write down 1 thing that you are grateful for)
- ◆ PEARLS Strategy in communicating with students, families and staffs



# RESOURCES BY AUDIENCE

**Key:**

 Video or webinar to watch

 A PDF or worksheet can be downloaded

## FOR SCHOOL STAFF

### Understanding Trauma, Resilience, and Self-Care

[How Toxic Stress Affects Us and What We Can Do About It](#) by *Center on the Developing Child at Harvard University*

[Building Adult Capabilities to Improve Child Outcomes: A Theory of Change](#) by *Center on the Developing Child at Harvard University*

[Secondary Traumatic Stress and Self-Care for Educators](#) by *Safe Learning*

[Healthy Mind Platter](#) by *Dr. Dan Siegel*

[Understanding Trauma and Trauma Responsive Educational Practices](#) by *TREP EDUCATOR PROJECT*

 [COVID-19 Webinar Slides and Webinar Recording](#) by *Training & Technical Assistance Center (TTAC)*

[COVID-19 Resources for Families and Educators](#) by *Conscious Discipline*

[7 C's of Resilience](#) by *Kenneth Ginsburg, MD, MEd*


 [Supporting Children During Coronavirus](#) by *National Child Traumatic Stress Network Resources*

[Emergencies and Natural Disasters: Helping Children and Families Cope](#) by *National Center for Pyramid Model Innovations (NCPMI)*

 [A Guide to COVID-19 and Early Childhood Development](#) by *Center on the Developing Child at Harvard University*


 [The Power of a Teacher](#) by *Adam Saenz, PhD*

 [5 Games to Teach Self-Regulation \(Self-Control\)](#) by *Kreative Leadership*

 [Teaching the ABCs of Attention, Balance, and Compassion](#) by *Susan Kaiser-Greenland*

 [How Children and Adults Can Build Core Capabilities for Life](#) by *Center on the Developing Child at Harvard University*

 [Bite-Sized Mindfulness: An Easy Way for Kids to be Happy and Healthy](#) by *Kira Willey*


 [The Science of Resilience](#) by *Center on the Developing Child at Harvard University*

 [5 Steps for Brain-Building Serve and Return](#) by *Center on the Developing Child at Harvard University*

 [Active Relaxation: Deep Breathing \(Stress Management Plan for Teens\)](#) by *Center for Parent and Teen Communication*

 [The Power of Empathy](#) by *Helen Riess, MD*

 [Experiences Build Brain Architecture](#) by *Center on the Developing Child at Harvard University*

 [The Brain Architects Podcasts](#) by *Center on the Developing Child at Harvard University*

[Videos](#) by *Paradigm Shift Educators*

[Coping through COVID-19](#) by *Broome County*

[Guidance for P-12 Schools](#) by *NYSED*

[TBRI & Trauma-Informed Classrooms Training](#) by *the College of Science & Engineering*



 [Calm Classroom Mindfulness Programming](#) by *Calm Classroom*

[27 Resilience Activities and Worksheets for Students and Adults](#) by *positivepsychology.com*



# RESOURCES BY AUDIENCE

**Key:**

-  Video or webinar to watch
-  A PDF or worksheet can be downloaded

## FOR SCHOOL STAFF CONTINUED

### Toddler Through Pre-K Aged Children

[COVID-19 Resources](#) by *Docs for Tots*

[Psychological and Behavioral Impacts of Trauma: PreK](#) by *NCTSN*

### Elementary School Aged Children

[Psychological and Behavioral Impacts of Trauma: Elementary School Students](#) by *NCTSN*

### Middle School Aged Children



[Psychological and Behavioral Impacts of Trauma: Middle School Students](#) by *NCTSN*

### High School Aged Children

[Psychological and Behavioral Impacts of Trauma: High School Students](#) by *NCTSN*

# RESOURCES BY AUDIENCE

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## FOR PARENTS AND CAREGIVERS

### How to Support


[How Toxic Stress Affects Us and What We Can Do About It](#) by *Center on the Developing Child at Harvard University*

 [Supporting Children During Coronavirus](#) by *National Child Traumatic Stress Network Resources*

 [Coronavirus Anxiety Workbook](#) by *The Wellness Society, supported by JAMMA International*

[After a Disaster: Self-Care Tips for Dealing with Stress](#) by *New York Office of Mental Health*

[Caring for your Family During COVID-19](#) by *Prevent Child Abuse New York (PCANY)*

 [COVID-19 Webinar Slides and Webinar Recording](#) by *TTAC*

[COVID-19 Resources for Families and Educators](#) by *Conscious Discipline*

[7 C's of Resilience](#) by *Kenneth Ginsburg, MD, MEd*

[Ways to Practice Self Compassion During the Coronavirus Pandemic](#) by *Center for Parent & Teen Communication*

[Daily Essential Mental Activities to Optimize Brain Matter and Create Well-being](#) by *Dr. Dan Siegel*


 [The Power of a Teacher](#) by *Adam Saenz, PhD*

 [5 Games to Teach Self-Regulation \(Self-Control\)](#) by *Kreative Leadership*

 [Teaching the ABCs of Attention, Balance, and Compassion](#) by *Susan Kaiser-Greenland*

 [How Children and Adults Can Build Core Capabilities for Life](#) by *Center on the Developing Child at Harvard University*


 [Bite-Sized Mindfulness: An Easy Way for Kids to be Happy and Healthy](#) by *Kira Willey*

 [The Science of Resilience](#) by *Center on the Developing Child at Harvard University*

 [5 Steps for Brain-Building Serve and Return](#) by *Center on the Developing Child at Harvard University*

 [Active Relaxation: Deep Breathing \(Stress Management Plan for Teens\)](#) by *Center for Parent and Teen Communication*

 [Experiences Build Brain Architecture](#) by *Center on the Developing Child at Harvard University*

 [The Brain Architects Podcasts](#) by *Center on the Developing Child at Harvard University*

[COVID-19 Resources for Parents](#) by *NYS Parenting*

[Coping through COVID-19](#) by *Broome County*


 [COVID-19 Time Capsule Project](#) by *the Institute for Human Services*


 [27 Resilience Activities and Worksheets for Students and Adults](#) by *positivepsychology.com*

 [Trinka and Sam Fighting the Big Virus Coloring Book](#) by *Piplo Productions*

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**Key:**

 Video or webinar to watch

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## FOR PARENTS AND CAREGIVERS CONTINUED

### Toddler Through Pre-K Aged Children

[Psychological and Behavioral Impacts of Trauma: PreK](#) *by NCTSN*

[COVID-19 Resources](#) *by Docs for Tots*

[Parent Tips for Helping Infants and Toddlers After Disasters](#) *by NCTSN*

[Parent Tips for Helping Preschool Age Children After Disasters](#) *by NCTSN*

### Elementary School Aged Children

[Psychological and Behavioral Impacts of Trauma: Elementary School Students](#) *by NCTSN*

[Parent Tips for Helping School Age Children After Disasters](#) *by NCTSN*

### Middle School Aged Children

[Psychological and Behavioral Impacts of Trauma: Middle School Students](#) *by NCTSN*

[Parent Tips for Helping School Age Children After Disasters](#) *by NCTSN*

### High School Aged Children

[Psychological and Behavioral Impacts of Trauma: High School Students](#) *by NCTSN*

[Supporting Children During COVID-19](#) *by National Child Traumatic Stress Network Resources*