

## Appendix 2: Resources for Beginning Trauma-Informed Practices

### **GENERAL EDUCATION ON CHILDHOOD TRAUMA**

#### **2014 Franklin County Children's Report: How Toxic Stress Threatens Success**

Report on how poverty, stress, and trauma undermine children's success and how to develop and support resilient children. It provides examples of local programs, community efforts, and investments to counter child trauma and stress in Franklin County.

[http://liveunitedcentralohio.org/download/initiatives/champion\\_of\\_children/2014\\_FCC\\_Report\\_140620.pdf](http://liveunitedcentralohio.org/download/initiatives/champion_of_children/2014_FCC_Report_140620.pdf)

#### **Australian Child & Adolescent Trauma, Loss & Grief Network**

This website provides information, webinars, and resources about trauma and children.

<http://earlytraumagrief.anu.edu.au/>

#### **Center on the Developing Child**

This Harvard University website provides science and policy-related information on early development, brain architecture, toxic stress, and other key concepts to understand the effects of trauma on children.

<http://developingchild.harvard.edu/>

#### **Center for Mental Health in Schools**

The Center was created to pursue theory, research, practice and training to address mental health and psychosocial concerns through school-based interventions. It offers toolkits, factsheets, and publications about mental health issues in schools.

<http://www.smhp.psych.ucla.edu/>

#### **Essential Trauma Informed Practices in Schools**

PowerPoint presentation created by Barb Iversen and Shannon Cronn from the Arizona Department of Education School Safety and Prevention that defines trauma, explains how trauma impacts child behavior and learning, and identifies important trauma-informed practices in a school setting.

<http://www.azed.gov/prevention-programs/files/2013/12/trauma-informed-schools-barb-iversen.pdf>

#### **The Language of Trauma and Loss**

This website provides teachers with information about the effect of trauma and loss in children, explains the teacher's role in identifying and referring students affected by trauma, and provides professional development videos and reference materials.

<http://westernreservepublicmedia.org/trauma/>

#### **The National Child Traumatic Stress Network website**

The Network was established to improve access to care, treatment, and services for traumatized children and adolescents exposed to traumatic events. The website provides extensive information, resources, and products. To see a list of clinical treatment and trauma-informed service approaches used by NCTSN and their factsheets, go to Resources → Topics → Treatments that Work → Promising Practices.

<http://www.nctsn.org/products>

#### **Optimum Learning Environments for Traumatized Children: How Abused Children Learn Best in School**

Dr. Dave Ziegler describes why a child affected by trauma might struggle in school and elements that should be avoided or enhanced in school settings.

[http://www.jaspermountain.org/optimum\\_learning\\_environment.pdf](http://www.jaspermountain.org/optimum_learning_environment.pdf)

#### **Professional Quality of Work Life**

This website provides information about compassion issues that teachers working with traumatized youth might experience that affect their professional quality of life including satisfaction and compassion fatigue, burnout, secondary traumatic stress, vicarious traumatization and vicarious transformation. The website provides information, presentation tools, downloadable PowerPoint slides, and manuals for handling these issues.

[http://proqol.org/Home\\_Page.php](http://proqol.org/Home_Page.php)

### **Trauma-Informed Care for Children Exposed to Violence: Tips for Teachers**

Handout developed by the Safe Start Center for teachers on understanding trauma, identifying signs of trauma in different age groups, and suggestions for what teachers can do to help

<http://www.justice.gov/sites/default/files/defendingchildhood/legacy/2011/09/19/tips-teachers.pdf>

### **Trauma-Sensitive School Checklist**

Checklist for assessing how trauma-sensitive a school already is

<http://sspw.dpi.wi.gov/files/sspw/pdf/mhtraumachecklist.pdf>

### **Why Schools Need to Be Trauma Informed**

Article by Barbara Oehlberg on the need for schools to be trauma-informed which discusses brain development, what it means for a school to be trauma-informed, and accruable benefits to schools.

<https://www.starr.org/sites/default/files/articles/whyschoolsneed.pdf>

## ***TRAINING/CONSULTING (IN-PERSON OR ONLINE)***

### **Center for Transformative Teacher Training**

Organization that provides professional development to transform teaching in traditionally underserved communities. They offer in-person training as well as one online course. Their No-Nonsense Nurturer Course and Building Equitable Classrooms series have considerable content about the trauma that many students have experienced and how to best address students with traumatic experiences.

<http://transformativeteachertraining.com/programs.php>

### **Child Trauma Academy (CTA)**

CTA is a collaborative, interdisciplinary virtual network for learning about trauma and tools for implementing trauma-informed care. CTA offers training and certification in the Neurosequential Model (NMT), a developmentally-informed, biologically-respectful approach to working with at-risk children, through in-person or recordings. CTA also offers two online courses in the Neurosequential Model in Education (NME) which is designed to help educators understand NMT and to apply that knowledge to teaching and learning. CTA also offers a number of online training materials and resources.

<http://childtrauma.org/>

### **Cognitive Behavioral Intervention for Trauma in Schools (CBITS)**

CBITS, is a school-based program that uses cognitive behavioral techniques like relaxation, social problem solving, and cognitive restructuring to help students who have experienced trauma reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS offers a host of free resources including both online and in-person training on how to implement CBITS in a school.

<https://cbitsprogram.org/>

### **Conscious Discipline**

Conscious Discipline is a comprehensive social-emotional learning and classroom management program based on current brain research. They offer workshops, conferences, and customized solutions such as on-site training, on-site coaching, or off-site coaching. A variety of resources, video, and products are also available.

<http://consciousdiscipline.com/>

### **National Institute for Trauma and Loss in Children (TLC)**

TLC provides online or partially in-person training to become a Certified Trauma Specialist. They provide books, handbooks, and other resources for implementing trauma-informed practices.

<https://www.starr.org/training/tlc/certification/level-1-specialist-certification>

### **Trauma-Informed Yoga Training**

Street Yoga offers a national training program to individuals with 20-30 hours of personal yoga experience on how to adapt yoga for working with youth experiencing trauma. A school wanting to implement these practices could send interested school personnel training in teaching yoga and starting a program.

<http://streetyoga.org/training/training-overview/>

## **LOCAL TRAINING AND CONSULTING**

### **Bellefaire**

Clinical counselors and social workers from Bellefaire work in schools throughout Cuyahoga and Lorain counties, including over 60 Cleveland schools. Services include assessment; wrap-around/community psychiatric treatment and prevention for Pre-K-12 students with mental health needs, including trauma-related issues. They work with educators to provide consultation, prevention services, or therapeutic interventions.

<http://www.bellefairejcb.org/counseling/school-based-counseling>

### **Positive Education Program Consultation and Training Services**

Positive Education Program (PEP) was established in collaboration with area superintendents more than 40 years ago to support school districts in serving challenging students. PEP recently underwent a three-year initiative to become fully certified by Sanctuary as a trauma-informed organization. Today, PEP operates several Day Treatment Centers, Connections, Early Childhood Plus, and PEP Assist. Through PEP Assist, PEP provides consultation and training for school districts which are guided and supported by a trauma-informed perspective. Some districts use PEP Assist to provide targeted consultation for students who are having difficulty managing the classroom environment while others use it to deliver training to build competencies of the district's professionals. Services are always tailored to meet a district's needs.

<http://www.pepcleve.org/assist.aspx>

## **OUT-OF-STATE TRAINING AND CONSULTING**

### **The Center for Transformative Teacher Training**

The Center for Transformative Teacher Training offers a variety of programs and online training opportunities to improve classroom management and promote student academic success, including training on cultural sensitivity and positive narration.

<http://transformativeteachertraining.com/index.php>

### **Child Trauma Academy**

The Child Trauma Academy is a collaborative, interdisciplinary virtual network for learning about trauma and tools for implementing trauma informed care. CTA offers training courses in the Neurosequential Model in Education (NME) as well as online videos, training materials, online courses, tools and other resources.

<http://childtrauma.org/>

### **Collaborative & Proactive Solutions (CPS)**

CPS, developed by psychologist Ross Greene, is a model to help educators understand behaviorally challenging students and how to work with them to achieve better outcomes. Online training includes audio programming and demonstration videos specifically designed for educators and schools. CPS provides FREE web-based resources. Dr. Greene and his colleagues also offer further training through live workshops and consultation.

<http://www.livesinthebalance.org/>

### **Safe & Civil Schools**

Safe & Civil Schools is a training initiative to create emotionally and physically safe school environments that foster independence, integrity, confidence, self-control, kindness, literacy, and responsibility. They

offer workshops and in-service trainings, consultation, books, and DVDs on professional development for K-12 educators.

<http://www.safeandcivilschools.com/>

### **The Sanctuary Model**

The Sanctuary Model, a trauma-informed full-system approach, creates a safe, nurturing therapeutic environment that supports children and youth impacted by trauma and helps them reorganize their self-defeating beliefs and get hope for the future. Resources and opportunities for training and education are available on the Sanctuary Model.

<http://www.sanctuaryweb.com/>

## **BOOKS/MANUALS FOR SELF-TRAINING**

### **Calmer classrooms: A guide to working with traumatized children**

Commissioned by the Child Safety Commissioner, this booklet assists kindergarten, primary and secondary teachers, and other school personnel to understand trauma in children and to introduce educators to the calmer classroom model which focuses on developing a relationship between the teacher and the child.

[http://www.cyp.vic.gov.au/childsafetycommissioner/downloads/calmer\\_classrooms.pdf](http://www.cyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf)

### **Child Trauma Toolkit for Educators**

Developed by the National Child Traumatic Stress Network, this toolkit provides detailed information on trauma in children, self-care for educators, and suggestions for educators on helping a traumatized child.

[http://rems.ed.gov/docs/NCTSN\\_ChildTraumaToolkitForEducators.pdf](http://rems.ed.gov/docs/NCTSN_ChildTraumaToolkitForEducators.pdf)

### **Conscious Discipline**

Conscious Discipline, a teaching philosophy designed by Dr. Becky Bailey, is a research-based comprehensive self-regulation program that combines social-emotional learning with discipline and guidance.

[http://consciousdiscipline.com/downloads/research/2014\\_new\\_research\\_summary--FINAL.pdf](http://consciousdiscipline.com/downloads/research/2014_new_research_summary--FINAL.pdf)

### **Edgework Consulting**

The passionate team of master practitioners in organizational and team development, program design, training and facilitation at Edgework Consulting offer various publicly available tools and resources, including resources on trauma-sensitive sport programs. Although the resources are specific to sport-based intervention, the guiding principles could easily be applied off the field or court and in the classroom to help children heal after trauma.

<http://www.edgeworkconsulting.com/assets/PlayingToHealEdgeworkJUNE2013.pdf>

<http://www.edgeworkconsulting.com/assets/The-Power-of-Sports-in-Working-With-Youth-Affected-by-Complex-Traumafor-websitev1.pdf>

### **The Heart of Learning: Compassion, Resiliency, and Academic Success**

This handbook compiled by the Office of Superintendent of Public Instruction and Western Washington University staff provides recommendations for teachers on how to interact with trauma-affected students on a daily basis. It is available for download for free.

[www.k12.wa.us/compassionateschools/heartoflearning.aspx](http://www.k12.wa.us/compassionateschools/heartoflearning.aspx)

### **Helping Traumatized Children Learn**

The Trauma and Learning Policy Initiative (TLPI) has published two volumes of Helping Traumatized Children Learn, both of which are downloadable for free. *Volume 1: A Report and Policy Agenda* summarizes research in psychology and neurobiology on trauma in childhood and introduced the Flexible Framework, a tool to help any school create a trauma-sensitive learning environment. *Volume 2: Creating and Advocating for Trauma-Sensitive Schools* is a guide for creating trauma-sensitive schools and a policy agenda to provide support for school to become trauma-informed.

<http://traumasensitiveschools.org/tlpi-publications/>

### **How Schools Can Help Students Recover from Traumatic Experiences: A Tool Kit for Supporting Long-Term Recovery**

This toolkit produced by the RAND organization helps schools promote long-term recovery in students affected by trauma. It aims to help schools determine the best approach by comparing programs on several dimensions and providing information on how to obtain each program's manual and other aids. [http://www.rand.org/content/dam/rand/pubs/technical\\_reports/2006/RAND\\_TR413.pdf](http://www.rand.org/content/dam/rand/pubs/technical_reports/2006/RAND_TR413.pdf)

### **Making It BETTER: Activities for Children Living in a Stressful World**

Written by Barbara Oehlberg, this book provides more than 70 practical group activities for children aged 3-10 who have been affected by trauma to help them engage in self-healing and self-empowerment. Extensive background information complements the wide range of healing art, play, and language arts activities.

<http://www.redleafpress.org/Making-It-Better-P22.aspx>

### **Making Space for Learning: Trauma-Informed Practice in Schools**

Australian Childhood Foundation produced this resource guide for schools to learn about the effects of trauma on child development and functioning, to promote principles for trauma-informed schools, and to provide trauma-sensitive strategies schools can implement.

<http://www.childhood.org.au/~media/Files/Fundraising%20files/Fundraising%20resource%20files/Making%20space%20for%20learning%20ACF.ashx>

### **NCTSN Learning Center: Special Topics**

The Learning Center provides links to free resources available through the NCTSN that functions as an online classroom where participants can explore the resource, hear how others in the field are using it, what others think, and keep up to date on related activities.

<http://learn.nctsn.org/course/index.php?categoryid=6>

### **Positive Behavioral Interventions & Supports**

Positive Behavioral Interventions and Supports (PBIS), also known as SWPBS (School-Wide Positive Behavior Supports), emphasizes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a safe, positive school environment. It is based on the belief that teaching behavioral expectations and rewarding students for following them is much better than waiting for misbehavior to occur before responding.<sup>1</sup> More than 16,000 schools across the US currently use PBIS.<sup>2</sup> The Technical Assistance Center on Positive Behavioral Interventions and Supports, established by the U.S. Department of Education's Office of Special Education Programs (OSEP), provides resources to assist states, districts, and schools to establish, improve, and sustain the PBIS framework.

<http://www.pbis.org/training>

### **Program Manual: Support for Students Exposed to Trauma: The SSET Program**

Produced by the RAND organization and sponsored by the National Institute of Mental Health, this document provides a group leader training manual, lesson plans, and lesson materials and worksheets to assist in the implementation of SSET, a series of support groups that use a structured approach to reduce distress from exposure through skill-building techniques.

[http://www.rand.org/content/dam/rand/pubs/technical\\_reports/2009/RAND\\_TR675.pdf](http://www.rand.org/content/dam/rand/pubs/technical_reports/2009/RAND_TR675.pdf)

### **Reaching and Teaching Stressed and Anxious Learners in Grades 4-8: Strategies for Relieving Distress and Trauma in Schools and Classrooms**

Written by Barbara Oehlberg, this important resource helps educators understand how trauma and stress interfere with cognitive skills, and how classroom and school activities can be used to restore feelings of safety, empowerment, and well-being.

<https://us.sagepub.com/en-us/nam/reaching-and-teaching-stressed-and-anxious-learners-in-grades-4-8/book227993>

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<sup>1</sup> U.S. Office of Special Education Programs, "Positive Behavioral Interventions & Supports."

<sup>2</sup> Stevens, "Massachusetts, Washington State Lead U.S. Trauma-Sensitive School Movement."

### **Structured Sensory Intervention for Traumatized Children, Adolescents & Parents (SITCAP)**

SITCAP is a field-tested, evidence-based practice, with specific programs for different age groups, based on structured sensory therapy, sensory-based activities, and cognitive-reframing.

<https://www.starr.org/content/structured-sensory-interventions-traumatized-children-adolescents-adults-and-parents-sitca-0>

### **Supporting and Educating Traumatized Students: A Guide for School-Based Professionals**

This guide, written by Eric Rossen and Robert Hull, provides recommendations to non-clinically trained educators on how to support trauma-affected students, keeping in context developmental and cultural considerations.

<http://global.oup.com/academic/product/supporting-and-educating-traumatized-students-9780199766529?cc=us&lang=en&>

### **Trauma Center at Justice Resource Institute – ARC**

The Trauma Center at Justice Resource Institute developed Attachment, Self-Regulation and Competency (ARC), a framework for intervention with youth and families who have experienced traumatic stress which targets attachment, self-regulation, and competency. The ARC manual and affiliated handouts are available for purchase on the Publications & Products section of the Trauma Center web site. The Trauma Center also offers various training and education opportunities and resources.

[http://www.traumacenter.org/products/arc\\_purchase.php](http://www.traumacenter.org/products/arc_purchase.php)

## **FINDING FUNDING OPPORTUNITIES**

### **A Guide to Private Funding to Support Child Traumatic Stress and Other Trauma-Focused Initiatives**

Produced by The National Center for Child Traumatic Stress, this guide provides information and guidance on how to access private funding opportunities to support the development and implementation of trauma-informed initiatives.

[http://www.nctsn.org/sites/default/files/assets/pdfs/Private\\_Funding\\_Guide\\_Final.pdf](http://www.nctsn.org/sites/default/files/assets/pdfs/Private_Funding_Guide_Final.pdf)

### **NCTSN Funding Opportunities**

NCTSN provides links to sources of information about federal and private funding opportunities for organizations that want to expand trauma-informed care practices.

<http://www.nctsn.org/resources/sustainability/funding-opportunities>

### **U.S. Department of Education**

Various grants are offered through the U.S. Department of Education to help schools develop safe and supportive school environments.

#### *Project Prevent*

Project Prevent is a grant program to help schools identify students at-risk for trauma, offer mental health services for trauma or anxiety, and implement other school-based prevention programs.

<http://www2.ed.gov/programs/projectprevent/index.html>

#### *Grants for the Integration of Schools and Mental Health Systems*

This grant program aims to increase student access to quality mental health care by linking school systems with mental health systems.

<http://www2.ed.gov/programs/mentalhealth/index.html>

#### *Safe Schools-Health Students Initiative*

This grant program helps create safe and drug-free schools, promote healthy child development, and prevent violence.

<http://www2.ed.gov/programs/dvpsafeschools/index.html>