

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

TRAUMA RESOURCE LIST

Resources on Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events

Trauma and Trauma-Informed Schools

[SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#) (Substance Abuse and Mental Health Services Administration [SAMHSA]). This guidance document introduces the concept of trauma and offers a framework for becoming a trauma-informed organization.

[National Child Traumatic Stress Network \(NCTSN\)](#) (SAMHSA). This Website, funded by the Center for Mental Health Services, serves as a resource for the public, professionals, and others serving children and who are concerned about child traumatic stress.

[Trauma-Sensitive Schools Training Package](#) (U.S. Department of Education's [ED] National Center on Safe Supportive Learning Environments [NCSSLE]). This training package offers schools and school districts a framework and roadmap for adopting a trauma-sensitive approach schoolwide or districtwide.

[Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#) (NCTSN). This publication offers a framework to help schools and their community partners create a trauma-informed school environment.

[Essential Elements of a Trauma-Informed School System](#) (NCTSN). This Web page contains important components for trauma-informed school systems.

[Child Trauma Toolkit for Educators](#) (NCTSN). This publication provides school administrators, educators, school staff, and parents with basic information about working with traumatized children in the school system.

[CDC-Kaiser Permanente Adverse Childhood Experiences \(ACE\) Study](#) (U.S. Centers for Disease Control and Prevention). This Web page contains information on; questionnaires for; and data, statistics, and major findings from the original ACE study (which was one of the largest investigations of its kind ever done), led by Dr. Vincent Felitti.

[Age-Related Reactions to a Traumatic Event](#) (NCTSN). This publication describes how school-age children and adolescents may react to traumatic events and offers suggestions on how parents, physicians, communities, and schools can respond and provide children with support.

[Understanding Child Trauma](#) (SAMHSA and NCTSN). This publication cites research on the occurrence of child trauma, lists signs of traumatic stress, and shares how adults can help children recover from traumatic events.

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[Vicarious Trauma Toolkit](#) (Office for Victims of Crime). This Website provides resources to organizations that are exposed to trauma in the work setting to assist them in supporting staff and becoming more vicarious trauma-informed.

[Resource Guide to Trauma-Informed Human Services: Resources Specific to Schools](#) (Administration for Children and Families). This Web page contains resources on trauma-informed services and creating a trauma-informed school.

[Helping Children and Youth Who Have Experienced Traumatic Events](#) (SAMHSA). This publication shares information on how systems of care and trauma-informed services can improve the lives of youth who have experienced traumatic events.

[Psychosocial Issues for Children and Adolescents in Disasters](#) (SAMHSA). This publication offers resources to those working with children after an emergency event and discusses theories of child development as applied to youth experiencing the fear, anxiety, and trauma of emergency events.

[Cultural Awareness: Children and Youth in Disasters Webinar](#) (SAMHSA). This archived Webinar covers cultural awareness and why it is important in emergency events, as well as how to identify common reactions of children to emergency events and trauma.

Educator Resilience and Self-Care

[Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Training by Request](#) (REMS TA Center). This on-site training—offered in the Train-the-Educator and Train-the-Trainer format—provides an opportunity for caregivers in schools and school districts to better understand, and teach others, resilience strategies following emergency events.

[Understanding Educator Resilience and Developing a Self-Care Plan Specialized Training Package](#) (REMS TA Center). This downloadable resource features self-paced emergency management training materials on resilience strategies that can be used to increase the ability of educators and school staff to work more effectively with students impacted by stress, loss, and trauma brought on by emergency events.

[Understanding Educator Resilience and Developing a Self-Care Plan Webinar](#) (REMS TA Center and ED's Office of Safe and Supportive Schools [OSSS] with University of Southern California Suzanne Dworak-Peck School of Social Work). This archived Webinar provides information on the concepts of resilience and compassion fatigue; the impact of stress, burnout, and compassion fatigue on the education environment; how to identify signs and symptoms of compassion fatigue; and concrete steps for developing a professional self-care plan.

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[Using the Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision](#) (NCTSN). This publication discusses the importance of quality supervision that organizations can provide to staff members at risk for secondary traumatic stress.

Social, Emotional, and Behavioral Recovery Planning

[Developing a Recovery Annex Specialized Training Package](#) (REMS TA Center). This downloadable resource features self-paced emergency management training materials on developing a Recovery Annex—which covers social, emotional, and behavioral recovery—and a tabletop exercise for planning teams to walk through a scenario and discuss courses of action for recovering from an emergency event.

[Planning to Recover From Emergencies at Districts and Schools Webinar](#) (REMS TA Center and OSSS with Washington Office of Superintendent of Public Instruction School Safety Center, Plaza Towers Elementary School in Oklahoma, and Norman Public Schools in Oklahoma). This archived Webinar focuses on how K-12 schools and school districts can better plan to recover from emergency events and be ready for a range of threats and hazards.

[Disaster Technical Assistance Center \(DTAC\)](#) (SAMHSA). This Website helps states, U.S. territories, tribes, and local providers plan for and respond to behavioral health needs after a disaster. DTAC also maintains a [Disaster Distress Helpline](#) for people experiencing emotional distress related to emergency events and offers crisis counseling and support through a toll-free number at (800) 985-5990.

[Tips for Survivors: Coping With Grief After Community Violence](#) (SAMHSA). This publication discusses common signs of grief and anger and offers tips for helping children deal with grief.

[Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event](#) (SAMHSA). This publication describes possible reactions to an emergency event by age group and how parents, caregivers, and teachers can help children recover.

[Tips for Helping Students Recovering From Traumatic Events](#) (ED). This Web page contains practical information for parents and students who are coping with an emergency event, as well as educators, school psychologists, counselors, social workers, coaches, and school administrators who are providing support to those affected.

[Recovery Annex](#) (ED, U.S. Department of Homeland Security [DHS], Federal Emergency Management Agency [FEMA], U.S. Department of Justice [DOJ], Federal Bureau of Investigation [FBI], and U.S. Department of Health and Human Services [HHS]). This at-a-glance version of the [Guide for Developing High-Quality School Emergency Operations Plans](#) provides information on what school planning teams should consider including in the Recovery Annex when developing its goals, objectives, and courses of action.

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Psychological First Aid

[Implementing Psychological First Aid \(PFA\) for School and Postsecondary Settings Webinar](#) (REMS TA Center and OSSS with SAMHSA). This Webinar describes PFA, its role following an emergency, and its use in the education setting.

[Psychological First Aid \(PFA\) for Students and Teachers: Listen, Protect, Connect—Model & Teach \(Helpful Hints Volume 3, Issue 3\)](#) (REMS TA Center). This publication discusses the use of PFA in schools and the strategy “Listen, Protect, Connect—Model & Teach,” including its goals, how schools can implement it, developmental concerns, and staff training considerations. This publication is also available [en Español](#).

[Psychological First Aid for Schools \(PFA-S\) Field Operations Guide](#) (NCTSN). This publication provides school administrators, educators, and school staff guidance on responding to an emergency event using the PFA intervention.

[Psychological First Aid for Schools \(PFA-S\)](#) (ED, DHS, FEMA, DOJ, FBI, and HHS). This at-a-glance version of the [Guide for Developing High-Quality School Emergency Operations Plans](#) provides information on PFA-S and how it supports school emergency operations plan development.