



Childhood-Trauma Learning Collaborative

Resources for Educators

April 23, 2019

Trauma and stress are impacting far too many children and youth. The Childhood Trauma-Learning Collaborative (C-TLC) is tasked with helping schools to become aware of needs and concerns impacting children's mental health and identifying ways that schools can help alleviate the impact of trauma and stress. Our focus is to help educators create positive compassionate school environments where children and youth are able to thrive and learn. The following compilation of guides, news articles and resources is designed to provide some background knowledge and information to help with the implementation activities of the C-TLC. We hope this inspires you to implement relevant policies, procedures, and activities in your school/district. Share this list with your school or district staff so that everyone has some resources to support the social-emotional health of students who have experienced trauma.

Trauma Informed Care

Background Information

[Creating trauma informed systems](#)

[Helping traumatized children learn.](#)

The Trauma and Learning Policy Initiative and the National Child Traumatic Stress Network (NCTSN) are committed to helping schools establish trauma informed environments and provide resources and outreach. The NCTSN website includes definitions; questions and answers about trauma informed care; a fact sheet; and resources pertaining to 1) schools; 2) justice systems; 3) health systems; and 4) child welfare systems.

[Adverse childhood experiences are different than child trauma, and it's critical to understand why](#)

This short article, written as part of a blog for Child Trends, explains the distinction between *childhood adversity*, *adverse childhood experiences (ACEs)*, *trauma*, and *toxic stress* and provides links to various seminal studies and other pertinent information.

Practical Advice

[National Child Traumatic Stress Network Toolkit for Educators](#)

The toolkit provides specific information on the psychological and behavioral impact of trauma on students of various ages and offers suggestions on how to structure programs in preschools, elementary schools, middle schools, and high schools.

[The Cognitive Behavioral Intervention for Trauma in Schools: Success in two school districts](#)
[Cognitive Behavioral Intervention for Trauma in Schools](#)

The Cognitive Behavioral Intervention for Trauma in Schools is a therapeutic program for middle schoolers and high schoolers that has been proven effective at reducing symptoms of PTSD and depression as well as improving performance in reading and math. Read more about its benefits and the adaptation for elementary students in this article. Explore the curriculum itself with this program guide.

Deeper Dive

[The trauma-informed school: A step-by-step implementation guide for administrators and school personnel](#)

This impressive handbook details, in almost 250 pages, the needs of Pre-K through Grade 12 students who have experienced trauma and adverse childhood experiences and specifies how teams and individuals in schools can provide specific assistance and support. The book includes surveys and other tools as well as links to additional practical resources for teachers and administrators. An invaluable resource for building a trauma informed school.

[Integrating ACEs science and trauma-informed practices in your school district-what role does the administrator play?](#)

This article discussed the important role administrators play in deciding whether or not their districts become trauma-informed and how they can lead the transformation once they make a commitment to introduce trauma-informed care to their district.

School-Based Mental Health

Background Information

[Mental health programs in schools: Growing body of evidence supports effectiveness](#)

Research is finding that mental health programs implemented in schools are highly effective at improving mental health and related outcomes. They discuss the impact of popular programs such as Positive Behavior Interventions and Support and where we still need more research.

[HRSA awards \\$11 million to increase access to critical services at school-based health centers](#) [School Mental Health](#)

The U.S. government is increasingly acknowledging that we have a youth mental health crisis and that the best place to intervene might be at school. Bills are being passed in several states to increase mental health funding and grants are being awarded to schools who pledge to bring increased mental health services to their schools. See if your school qualifies for one! The second link has great advice about specific programs that qualify for grants your school or district could win.

Practical Advice

[Evidence-Based Program Tool Booklet](#)

This guide from the University of Pittsburgh compiles some excellent options for school-based mental health programs that have evidence proving their effectiveness. They also answer some common questions about such programs.

[Ending the Silence of Mental Illness in High School](#)

This facilitated program brings family members and persons with mental illness into schools to talk about their journeys and educate youth on the signs of mental illness as well as seeking treatment. Ending mental health stigma is an important step to expanding access to mental health services for all youth.

Deeper Dive

[A Missed Opportunity: Universal School-Based Mental Health Literacy Services](#)

This journal article highlights the utility of universal school-based mental health programs with personal vignettes that demonstrate present the limitations in community mental health literacy and the consequences of mental health stigma. It summarizes evidence related to universal school-based mental health programs that encourage collaboration between academic psychiatrists, community health partners, and school administrators and educators.

Youth Mental Health Issues

Background Information

[Teenagers Say Depression and Anxiety Are Major Issues Among Their Peers](#)

[Healthy Kids Survey reveals areas of concern](#)

Teenagers are acknowledging that mental health issues eclipse bullying, substance abuse, and gangs in both a national survey and a survey in California. Seventh graders in California showed especially alarming rates of chronic sadness or hopelessness at 28%. Students know that learning can't occur when their brains are pre-occupied with anxiety and depression. Start a conversation at your school or district about why it's imperative that mental health be a priority now.

Practical Advice

[2017 Children's Mental Health Report](#)

[Here's how schools can support students' mental health](#)

[Five things schools can do to help pupils' mental health](#)

Here are three resources you can use to start a conversation with colleagues about what your district or school can do to support your students' mental health needs. They give actionable steps, links to interesting studies about student mental health, and links to information about accessing mental health services.

Deeper Dive

[Why are so many teen athletes struggling with depression?](#)

Certain groups of teens are at higher risk for mental health issues such as depression. High school athletes are increasingly showing higher rates of depression than their peers. This would be a good article to share with any coaches who might have student athletes suffering in silence.

[Australia's innovation in youth mental health care: The headspace centre model](#)

The headspace centre model for youth mental health is used in Australia to offer holistic comprehensive mental health care. It's an innovative approach that is showing promise. Perhaps your school could gain some helpful tips from their work.

Suicide Prevention

Background Information

[Understanding and preventing the rise of teen suicide](#)

[Suicides, often linked to opioids, spike in rural Michigan and among young](#)

[Connections between addiction and teen suicide in West Virginia](#)

Youth suicides are on the rise. So is opioid use. Read more about the connection between suicide and substance abuse in this article about rural Michigan and this CEI blog post about rural West Virginia authored by Suzann Mullane, one of our presenters today. We've also included a more general article explaining why teens today are so vulnerable to suicide and what your school can do to prevent suicide in your student population.

Practical Advice

[Know the Signs](#)

The first step to suicide prevention is awareness. This program was created by the California Endowment to help educate the public on the signs of potential suicide. Destigmatize suicide by starting a conversation in your school, district, and community.

[Teens who care: Combating suicide, mental health issues in Cincinnati area schools](#)

Suicide prevention doesn't have to be costly. Read about how 39 middle and high schools in Cincinnati are motivating students to become peer supports in the Hope Squad.

[More Than Sad](#)

The American Foundation for Suicide Prevention released this curriculum to help teachers and parents prevent teen suicide.

[Model school district policy on suicide prevention: Model language, commentary, and resources](#)

This guide from the nation's leading suicide prevention organizations gives school districts the tools they need to ensure that everyone from principals to teachers to students themselves are aware of symptoms

of suicide, what kind of language to use around the concept of suicide, and how to create a school culture that stops suicide from occurring.

Deeper Dive

[Only 20 U.S. states use this proven method of reducing suicides among gay, lesbian & bi youth](#)

Some student populations, such as LGBTQ youth, have higher risks of suicide. Learn more about how specific language in policies can reduce rates of suicide for this population.

[Study shows many preteens screen positive for suicide risk during ER visits](#)

Youth are displaying signs of suicide risk at earlier ages with a third of youth aged 10-13 who visited the ER screening positive for suicide risk.

Bullying Prevention

Background Information

[Being bullied may alter the teen brain, increase risk for mental illness](#)

A study found that when teens are victimized by their peers, certain areas of their brains shrink. Without intervention, these shrinkages could result in mental health issues. This highlights the importance of bullying prevention at the school level.

[A Majority of Teens Have Experienced Some Form of Cyberbullying](#)

Over half of U.S. teens report that they have been bullied or harassed online in the past year. Cyberbullying is increasingly affecting preteen and teen students' mental health.

Practical Advice

[Stomp Out Bullying](#)

Stomp Out Bullying is dedicated to stopping bullying by "changing the culture." In addition to learning about how to prevent bullying in your school, they provide a text chat line that youth can access if they are being bullying or need help.

[What Teens Can Do](#)

This guide released by the US government shows teens how they can respond to bullying occurring in their school. It also gives teens advice for when they're experiencing bullying, when they see a friend being bullied, or how to be a part of the larger anti-bullying movement.

Deeper Dive

[The bullying workbook for teens: Activities to help you deal with social aggression and cyberbullying](#)

[Bullying hurts: Teaching kindness through read alouds and guided conversations](#)

[Bullying beyond the schoolyard: Preventing and responding to cyberbullying](#)

These books discuss the reasons kids bully (and cyberbully), how to stop it from becoming an issue in your school community, and what to do if it's happening to your students. They all include activities to do with students that will not only help them understand the consequences of bullying, but also how to manage their negative emotions to stop the cycle of bullying.

Mindfulness in Schools

Background Information

[Global Trend: Mindfulness in Schools](#)

[Movement and breathing breaks help students stay focused on learning](#)

[Mindfulness in the classroom: One deep breath at a time](#)

Mindfulness is being used in classrooms around the globe to manage stress and reduce the effects of trauma. Students need to release toxic stress. Movement and breathing breaks allows students to calm down using mindfulness. One article even discusses how our Mindfulness Practices book can help your school implement mindfulness practices in your classroom or school.

Practical Advice

[Supporting Secure Attachment and Self-Regulation through Mindfulness in Traumatized Children Kindness Curriculum released for greater well-being in the classroom](#)

Learn quick, easy ways to infuse mindfulness into your classroom in the first link, which also introduces you to an evidence-based mindfulness curriculum called The Kindness Curriculum. Visit the second link to learn even more about it and receive it at no cost.

Deeper Dive

[Mindfulness practices: Cultivating heart centered communities where students focus and flourish](#)

This book helps educators transform their classrooms and schools into nurturing, safe, compassionate, mindful communities using neuroscience research to address: 1) the urgency of healing traumatized students, 2) mindfulness practices, and 3) practical applications to classrooms and communities. There are practical exercises teachers can implement in their classrooms tomorrow.

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Childhood-Trauma Learning Collaborative
 Project Manager, Martha Staeheli, Ph.D.
 Project Director, Christine Mason, Ph.D.