Center on
GREAT TEACHERS & LEADERS
at the American Institutes for Research® ■

Supporting Student Resilience and Well-Being with Trauma-Informed Care

Educator Self-Assessment & Planning Tool   **APRIL 2020**

TEACHING AND LEADING IN THE TIME OF COVID-19 (WEBINAR SERIES)

Introduction

Educators are increasingly aware of the high rates of student exposure to childhood adversity and trauma and the effects on learning. Experiences related to the COVID-19 crisis add an additional layer of stressors for students and families. In the face of this collective trauma, teachers are addressing the disruptions and challenges and navigating this new terrain, as they work to take care of themselves and support student well-being. Disrupted routines, isolation, grief, disconnection from teachers, peers, and other friends and family and the additional strain on family well-being takes its toll on students. This handout includes an educator self-assessment for supporting student well-being that includes an array of trauma-informed strategies for fostering student well-being and resilience during these unprecedented times. The strategies outlined in this document are intended to be used to support all students. It is also important to identify those students who require support that is usually provided through more targeted and intensive mental health interventions.

Note: Educator self-care is critical for supporting student well-being. Click **here** to access an educator self-care self-assessment from part 1 of this two-part webinar series to consider how you are taking care of yourself at this time.

Defining Our Terms

Below is a review of common terms used in the fields of mental health and education to refer to the prevalence and effects of adversity and trauma on student health and well-being and approaches to addressing these issues in educational settings.

Adverse childhood experiences: First defined by the Adverse Childhood Experiences Study, adverse childhood experiences occur before the age of 18 and fall into three main categories: abuse, neglect, and household dysfunction (Felitti et al., 1998). Recently, experts have expanded the categories and types of adverse childhood experiences to include additional experiences such as exposure to group and/or community violence, poverty and related stressors, bullying, racism and discrimination, poor health, and involvement with systems such as child welfare and juvenile justice (Cronholm et al., 2015; Ellis & Deitz, 2017; Wade, Shea, Rubin, & Wood, 2014). Although the terms *adverse childhood experiences* and *trauma* are often used interchangeably, any adverse childhood experience might not have a traumatic effect.

Trauma: The term *trauma* refers to an event, a series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening; that overwhelms a person's ability to cope; and that has adverse effects on the individual's

functioning and mental, physical, social, emotional, or spiritual well-being (Substance Abuse and Mental Health Services Administration, 2014). Traumatic experiences come in many forms, including acute events; chronic experiences, such as ongoing exposure to violence; and historical traumas that involve the collective and cumulative trauma experienced by a particular group across generations still suffering its effects (e.g., violent colonization and assimilation policies, slavery, segregation, racism, homophobia, discrimination and oppression).

Toxic Stress: The term *toxic stress* refers to the strong, frequent, and prolonged activation of a child's stress response system caused by exposure to chronic, severe adversity and trauma without adequate support, such as recurrent abuse, chronic neglect or deprivation, and ongoing exposure to threat and violence within families or communities (National Scientific Council on the Developing Child, 2014).

Resilience: *Resilience* refers to a positive, adaptive response to significant adversity (Center on the Developing Child at Harvard University, 2015). A person's capacity for resilience is influenced by internal and external assets that strengthen the potential for positive outcomes.

Trauma-Informed Care: The term *trauma-informed care* originated in the behavioral health system and refers to a universal approach to addressing trauma that requires changes to the practices, policies, and culture of an entire organization, so all staff have the awareness, knowledge, and skills needed to support trauma survivors.

Trauma-Informed/Trauma-Sensitive Schools: In some contexts, the term *trauma-informed schools* is used to refer to a multitiered approach to addressing trauma that includes universal and targeted interventions. Some educators have adopted the term *trauma-sensitive schools* or *trauma sensitivity* to refer to a universal approach to addressing trauma adopted by all school staff, for all students (Cole, Eisner, Gregory, & Ristuccia, 2013; Guarino & Chagnon, 2018). This educator self-assessment tool includes universal strategies that can be used by all staff and with all students.

Social and Emotional Learning: The term *social and emotional learning* refers to developing, teaching, or enhancing individuals' interpersonal and intrapersonal competencies, including those competencies that are critical to resilience in the face of adversity, such as emotional regulation and relationship skills. Trauma-informed care for students includes strategies for building students' social and emotional competencies.

Responses to Trauma

Children and youth affected by trauma may experience a variety of reactions that may affect all aspects of daily life.

Common Reactions to Trauma	
Emotional	Irritability, sadness, worry, fear, anxiety, depression, guilt, grief, apathy or numbing, anger
Behavioral	Trouble managing emotions; more intense mood swings; increased agitation; fidgeting, nail biting, aggression, impulsivity, increased conflict, crying frequently, difficulty communicating or listening, changes in energy levels, withdrawal, regressed behaviors (e.g., bedwetting, separation anxiety), increased risk taking (e.g., substance use), loss of interest in previously enjoyable experiences, decline in school performance
Physical	Headaches and stomachaches, heart racing, fatigue, muscle pain, disrupted sleep or appetite, nightmares, heightened startle response, difficulty getting out of bed, trouble maintaining personal hygiene
Cognitive	Excessive worry, racing thoughts, preoccupation with the event, confusion, difficulty concentrating, forgetfulness

Key Resilience Factors

Common factors associated with resilience in the face of adversity and trauma include:

- adaptable, caring, and supportive relationships;

- a sense of mastery over life circumstances;

- strong executive function and self-regulation skills;

- safe and supportive environments; and

- affirming faith or cultural traditions.

Educator Self-Assessment for Supporting Student Well-Being

Instructions

This self-assessment tool includes a range of practices that educators may consider integrating with students. As educators, you must consider what is reasonable and within your control to do and where you could get additional support related to a particular practice you would like to try. You may already be integrating many of these practices but want to incorporate them more consistently and intentionally. Some practices that you determine you *never* or *rarely* do may not be things that you are able to incorporate at this time. Other practices included here may require additional assistance by others to adopt. For example, school counselors or social workers may provide support to teachers regarding integrating well-being practices such as mindfulness exercises (see resource list for example exercises).

Assessment practices are grouped by common core areas related to adopting a trauma-informed approach that include: (1) trauma-informed mindset and instruction; (2) safety; (3) emotional regulation; and (4) relationships. We begin with strategies related to educator mindset and supportive instruction and then offer specific strategies related to safety, regulation, and relationships that can be incorporated into instruction and engagement.

Core Assessment Areas	
Trauma-Informed Mindset & Instruction	Educator beliefs and ways of thinking about students that help to promote a safe, respectful, and supportive instructional environment.
Safety	Includes ensuring physical safety (being free from harm), emotional safety (feeling seen, heard, and respected), and identity safety (being appreciated for who you are).
Emotional Regulation	Helping students to be aware of their emotional states, to manage their emotional responses, and to verbalize how they are feeling. Includes attention to adult regulation.
Relationships	Involves incorporating practices that foster connections between educators and students, among students, and between educators and parents/caregivers.

Take some time to complete the self-assessment, using the following scale to identify how often you incorporate each of these strategies:

1 = I never do this.

2 = I rarely do this.

3 = I do this sometimes (e.g., occasionally).

4 = I do this often (e.g., frequently).

Educator Self-Assessment for Supporting Student Well-Being Please rate on a scale of 1 to 4 (1 = never; 4 = often) how often you incorporate the following strategies.				
TRAUMA-INFORMED MINDSET & INSTRUCTION	**Never**	**Rarely**	**Sometimes**	**Often**
Check your assumptions and mental talk about students and their behaviors (e.g., noticing negative thoughts, assumptions, and biases (e.g., "This student always does this." "This family just doesn't care.") versus more positive and trauma-informed systems of meaning (e.g., "students and families do well if they can. I wonder what is making this so overwhelming for that student/family." "It seems like this student doesn't care, but I am wondering what else might be getting in the way." "This student is too dysregulated to learn right now.").	1	2	3	4
Avoid negative labels (e.g., disengaged, uninterested, lazy, unmotivated, doesn't care) that don't take into account the stress that students and families are experiencing.	1	2	3	4
Avoid power struggles and demands about how students engage with virtual learning (dress code, where they are in their residence.	1	2	3	4
Aim to understand what is at the root of a particular behavior (e.g., unsolved problems, unmet needs, lagging skills).	1	2	3	4
Respond to the need or issue behind the behavior instead of the behavior (e.g., "By the way that you are acting, it seems like maybe you are having a bad day. How can I help?").	1	2	3	4
Focus on generating solutions to the problem versus punishment for behavior.	1	2	3	4
Avoid comparisons: "John got this done; you should be able to do this too."	1	2	3	4
Work to identify your assumptions and biases related to issues of race, culture, language, and class.	1	2	3	4
Be flexible in this new virtual learning environment (e.g., be open to trying new things, manage expectations of yourself and your students; don't try to recreate everything as it was, virtually).	1	2	3	4

Educator Self-Assessment for Supporting Student Well-Being Please rate on a scale of 1 to 4 (1 = never; 4 = often) how often you incorporate the following strategies.				
Help link learning to what is happening and is relevant right now in the time of the pandemic (don't ignore the current moment).	1	2	3	4
Deliver content in smaller, more manageable increments to avoid overwhelming students.	1	2	3	4
Invite and encourage feedback on what students are and are not understanding and suggestions for improvements.	1	2	3	4
Communicate in the language of the home, establish multi-language hotlines, and translate materials for families.	1	2	3	4
Let go of zero tolerance and rigid expectations, take care how you word e-mails and talk with students, and balance expectations with understanding.	1	2	3	4
Ask what may be behind difficult behaviors (e.g., work refusal) at this time. Consider levels of stress, access and support issues, and potential skill issues behind challenging behaviors.	1	2	3	4
Appreciate all efforts, even if assignments are not complete.	1	2	3	4
Integrate questions into lessons to help students practice self-awareness (e.g., What did you like about this? What felt frustrating or difficult? What did you think about the topic? What are you curious to know more about?)	1	2	3	4
Incorporate a welcoming opening ritual at the beginning of all lessons that supports well-being (e.g., a "do now" or "entry" card that is about how students are doing emotionally, such as highs and lows or feelings faces or emojis).	1	2	3	4
Incorporate practices that support regulation throughout the lesson time (e.g., brain breaks, collective pauses, mindful minutes, an emotional temperature check).	1	2	3	4
Incorporate an optimistic closure at the end of each lesson (e.g., accolades, appreciations, gratitude circles; feelings checks, something I learned, something I am curious about, what I am hopeful about or looking forward to).	1	2	3	4
Celebrate successes.	1	2	3	4

Educator Self-Assessment for Supporting Student Well-Being — Please rate on a scale of 1 to 4 (1 = never; 4 = often) how often you incorporate the following strategies.				
Savor positive emotions and pay attention to what it is like to feel good and to enjoy positive moments and laughter as they arise.	1	2	3	4
Use hopeful language about the future and share stories of hope and strength at this time.	1	2	3	4
Engage in virtual appreciation or gratitude circles and/or offer space for written statements of gratitude (e.g., 1 thing you appreciate about your classmates).	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
SAFTY	**Never**	**Rarely**	**Sometimes**	**Often**
Post check-in videos at the same times every day.	1	2	3	4
Incorporate consistent rituals during your lesson (e.g., opening circles, morning meetings or check-ins that you were doing previously).	1	2	3	4
Share clear daily and weekly agendas with what students should expect from you.	1	2	3	4
Set clear behavioral norms and agreements for your virtual classroom community as to how you will be with each other and review these norms and agreements regularly.	1	2	3	4
Have students develop the behavioral and norms and agreements.	1	2	3	4
Set clear expectations for online behavior as it relates to safety and respect and clear consequences for cruelty and bullying online, including race-based bullying.	1	2	3	4
Keep track of all online activity you can see—tell students to send you screenshots or videos of any abusive or harmful behavior toward others.	1	2	3	4
Offer ways for students to connect with you if they need help or want to share worries.	1	2	3	4
Provide access to hotlines and avenues for reporting if you or others are unsafe.	1	2	3	4
Check your assumptions and biases about students and student behaviors.	1	2	3	4

Educator Self-Assessment for Supporting Student Well-Being
Please rate on a scale of 1 to 4 (1 = never; 4 = often) how often you incorporate the following strategies.

Strategy				
Be aware of and respond to the presence and impact of historical and systemic racism on students and the presence of race-based trauma at this time.	1	2	3	4
Establish safe, trusting, and caring environments where students feel safe taking risks to be themselves and share their experiences.	1	2	3	4
Incorporate materials and references that are culturally relevant to students.	1	2	3	4
Demonstrate respect in the day-to-day communications (e.g., correctly pronouncing names, using the preferred language to share information with families, being curious about and honoring students' cultural stories and experiences).	1	2	3	4
Adopt virtual learning practices that support equity (e.g., how and when you hold live events, materials used, accommodations by student need).	1	2	3	4
Explore how students can be part of addressing racial and social justice issues highlighted during this pandemic (where age-appropriate).	1	2	3	4
Be aware of your default coping patterns and try to employ strategies that involve addressing the problem, reaching out for help, and working to find solutions as opposed to avoiding, shutting down, or numbing out.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
EMOTIONAL REGULATION	**Never**	**Rarely**	**Sometimes**	**Often**
Incorporate grounding and mindfulness practices that support regulation (e.g., belly breathing, body scans and muscle relaxation, journaling, music, silence, movement).	1	2	3	4
Educate students about the brain and nervous system and the stress response.	1	2	3	4
Normalize emotions and emotional difficulties at this time.	1	2	3	4
Ask students to identify how they are feeling, using tools such as mood meters, emojis or feelings faces, or scales.	1	2	3	4

Educator Self-Assessment for Supporting Student Well-Being				
Please rate on a scale of 1 to 4 (1 = never; 4 = often) how often you incorporate the following strategies.				
Share out highs and lows for the day or week (offer nonverbal options such as writing, drawing, or Google Form).	1	2	3	4
Incorporate tools for assessing intensity of emotions, such as thermometers on screen and students can identify where they are.	1	2	3	4
Help students develop their own self-regulation plans (examples are offered in the resources list). Developing these plans could be an exercise for a lesson or something done during advisory time for older students.	1	2	3	4
Incorporate signals students can use throughout a lesson to identify their emotional state (e.g., pause and check—how easy is it to pay attention right now, from 1 to 10, using our hands).	1	2	3	4
Be observant, and recognize your signs of stress. (Tip: Map your day, and note the times you feel most stressed. Understand your triggers.)	1	2	3	4
Practice mindfulness techniques that strengthen your self-awareness (e.g., mindful breathing, body scans, compassion exercises). Create cues for self-awareness practice throughout your day (e.g., moments in the day, particular activities, visual reminders), for example, "Before every lesson, I am going to take three deep breaths."	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
RELATIONSHIPS	**Never**	**Rarely**	**Sometimes**	**Often**
Use multiple forms of communication (e.g., e-mail, text, mail, video) to engage with students and families.	1	2	3	4
Ensure that all students feel welcomed, seen, and appreciated during this time.	1	2	3	4
Do individual check-ins or video conferences with students in your class (or homeroom or advisory).	1	2	3	4
Ensure communication with students and families is personal, warm, and respectful and that you convey that you miss students and care about them.	1	2	3	4

Educator Self-Assessment for Supporting Student Well-Being **Please rate on a scale of 1 to 4 (1 = never; 4 = often)** **how often you incorporate the following strategies.**				
Smile and greet students and parents by name when you connect with them virtually.	1	2	3	4
Consider making daily inquiries to students and families (e.g., Are you able to access your work? Are there any unmet family needs? Are you having any issues with your internet connection or access?).				
Consider the quality of your relationships with your students and what you can do to foster connection.	1	2	3	4
Connect before you correct—ask first what a student needs and convey concern about their stresses and challenges, before addressing issues related to level of participation in learning, work completed, or particular behaviors that you are observing.	1	2	3	4
Connect with students over topics that matter to them beyond academics.	1	2	3	4
Use online tools to build community (e.g., Flipgrid or Seesaw—allow students to share photos and videos that classmates can watch and comment on).	1	2	3	4
Conduct virtual community-building check-in circles (see more information in the resource list).	1	2	3	4
Employ a virtual class journal.	1	2	3	4
Honor community rituals and transitions virtually or at a distance (e.g., virtual proms, videotaped graduation speeches, celebratory signs for graduating seniors, celebratory parades around student homes).	1	2	3	4
For students you are less connected to, consider a virtual 2 by 10 (2 minutes per day to engage with a student for 10 consecutive school days); engagement may be a note.	1	2	3	4
Conduct a virtual relationship mapping session with colleagues to identify adult connections among students and to target staff to support particular students at this time.	1	2	3	4
Provide ways to support student expression (art, music, videos).	1	2	3	4
Use a collaborative problem-solving approach to address student challenges.	1	2	3	4

Educator Self-Assessment for Supporting Student Well-Being Please rate on a scale of 1 to 4 (1 = never; 4 = often) how often you incorporate the following strategies.				
Recognize and help students identify their strengths.	1	2	3	4
Be present.	1	2	3	4
Convey empathy and respect for student challenges in the moment.	1	2	3	4
Monitor and attune your responses to your students' current nervous system states (regulated or dysregulated, in survival or learning mode).	1	2	3	4
Admit mistakes, and work to repair relationships when needed.	1	2	3	4
Share helpful resources with parents.	1	2	3	4
Provide regular office hours to answer parent questions.	1	2	3	4
Invite families to join the learning (e.g., morning meetings and closing circles).	1	2	3	4
Create daily student schedules adapted collaboratively with parents to include home activities such as time to wake-up, brush teeth, eat breakfast (where applicable and age-appropriate).	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4

Assessment Follow-Up Questions to Consider

1. What was the process of filling out the assessment like for you?

   _____

   _____

   _____

2. Were you surprised by any of your responses? If so, which ones?

   _____

   _____

   _____

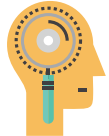3. In what areas are you strongest? Where is there room for growth?

   _____

   _____

   _____

Supporting Student Well-Being Plan

Use this template to create your own plan for supporting student well-being. Check back regularly to see how things are going, and assess whether you need to make any adjustments to your plan. You may consider doing these activities with colleagues if it is useful to share what is working and try some practices together.

Based on your responses to the self-assessment, list one to two things in each area that you already do frequently and one to two things that you would like to try out or do more of to support student well-being in your role. Then, choose a few things from your list that you can make a commitment to doing in the next month.

Area	Already Do	Would Like to Do
TRAUMA-INFORMED MINDSET & INSTRUCTION		
SAFETY		
EMOTIONAL REGULATION		
RELATIONSHIPS		

Committed to Do in the Next Month

- _____
- _____
- _____
- _____
- _____

Resources

General Resources

- **Greater Good Science Center Guide to Well-Being During Coronavirus**. Includes resources and articles for individuals, parents, educators, and other professionals facing COVID-19.

- **Greater Good in Education Program.** Produced by the University of California, Berkley's Greater Good Science Center, offers education professionals practical insights from areas such as social and emotional learning, mindfulness, and related topics for their personal and professional lives. Resources include **Stress Management for Educators** and **Trauma and Resilience for Adults.**

- **COVID-19 Well-Being Toolkit and Resources.** Developed by the **Center for Healthy Minds at the University of Wisconsin-Madison**. Includes resources, tips, and guided mediations for supporting well-being for educators, students, and parents.

- **COVID-19 Resources: Helpful Information and Tips for Dealing with COVID-19.** Offers a comprehensive list of resources from the American Federation of Teachers for navigating the emotional effects of COVID-19, including articles, videos, blogs, and podcasts for dealing with the stress related to coronavirus. Includes resources on self-care, such as **Taking Care of Yourself in Difficult Times.**

- **Coronavirus (COVID-19) Resources for School Communities.** Resources and free webinars from the Yale Center for Emotional Intelligence for supporting leaders, educators, students, and families.

- **CASEL CARES: SEL Resource During COVID-19.** Includes webinars and tips for navigating adult and student social and emotional needs in response to COVID-19.

- **Taking Care of Yourself.** From the National Child Traumatic Stress Network, this checklist offers best practices that individuals can use to maintain awareness, find balance, and connect after a difficult event.

- Free mindfulness apps:
  - **Stop, Breathe, and Think** is a guided meditation app that allows you to choose your own meditation experience and suggests useful meditations based on how you are feeling on that particular day.
  - **Calm** includes an array of meditative visuals and soundscapes with quick meditative moments, full guided meditations, and the ability to track your progress.
  - **Smiling Mind** provides specific meditation programs for different age groups, ranging from age 7 to adult, including short as well as extended mindfulness exercises.
  - **Insight Timer** provides a number of guided meditations and a simple meditation timer you can use anywhere.

- **Omvana** is library of meditation and mindfulness talks by the top professionals in the field.

- [Tips for managing virtual instruction during the COVID-19 crisis](#)

- teachhub.com: [Janelle Cox, Teaching Strategies: Entry and Exit Cards](#)

- Center on the Developing Child: [3 Principles to Improve Outcomes for Children and Families](#)

Resources for Safety

- [Cornavirus, Online Learning, Social Isolation, and Cyberbullying: How to Support Our Students](#) by Sameer Hinduja, March 16, 2020

- Cyberbullying Research Center, [Report Cyberbullying](#): places you can get help for bullying, harassment, threats, and misuse for social media apps, gaming networks, and related companies

Resources for Trauma-Informed Practice in Education

- Resources for explaining the brain and stress response:

  - [The Brain in the Palm of the Hand](#)

  - [Teaching How The Brain Works To Kids](#)

- [Trauma-Informed SEL Toolkit](#)

- National Center for Safe, Supportive Learning Environments: [Trauma-Sensitive Schools Training Package](#)

- [A Trauma-Informed Approach to Teaching Through Coronavirus](#), by Teaching Tolerance Staff, March 23, 2020

  - Include in lesson plans and packets fun activities kids can do at home: [Simple Activities for Children and Adolescents](#)

- Trauma and Learning Policy Initiative, [Priority for Trauma-Sensitive Remote Learning: Keeping Connections Strong](#)

- National Child Traumatic Stress Network. [Creating, Supporting and Sustaining Trauma-Informed Schools](#)

- Massachusetts Advocates for Children, Trauma and Learning Policy Initiative: [Trauma-Sensitive Schools](#)

Resources for Emotional Regulation and Social and Emotional Learning

- SEL 3 Signature Practices

- Adapted from Certified Clinical Trauma Professional training by Dr. Robert Rhoton: Self-Regulation Skills

- Emotional regulation plans:

  – Guidelines for Using the Emotional Regulation Action Plans, ER Plan: EC-2

  – Guidelines for Using the Emotional Regulation Action Plans, ER Plan: Elementary

  – Guidelines for Using the Emotional Regulation Action Plans, ER Plan: Middle/High

- 5-point scales:

  – Group Check-In from *The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition*, by Kari Dunn Buron and Mitzi Curtis

  – The Incredible 5-Point Scale Kari Dunn Buron & Mitzi Curtis

- Using the mood meter:

  – Teaching Emotional Intelligence in Early Childhood—based on the work of the Yale Center for Emotional Intelligence, where they developed the RULER approach to social and emotional learning that teaches emotional intelligence

  – Mood Meter Check-in and RULER Skills—mood meter exercise for adults to practice mapping their moods

  – Mood Meter Sheets

  – Boost Emotional Intelligence with the Mood Meter—information about mood meter

  – Creating Emotionally Intelligent Schools With RULER—article about ruler

- Mindfulness practices:

  – Mindful Schools—offers courses in mindfulness for educators

  – 16 Meditation Apps for Children in the Classroom -

  – 25 Fun Mindfulness Activities for Children and Teens

  – Breathe for Change Wellness Resources (can download classroom guides to mindfulness and presence, compassion and courage, and love and gratitude that can be modified for online teaching)

  – Mindfulness Toolkit with lessons and practices and background

- Center on the Developing Child:

    – [Executive Function Activities for 5- to 7-year-olds](#)

    – [Executive Function Activities for 7- to 12-year-olds](#)

    – [Executive Function Activities for Adolescents](#)

Resources for Relationships

- [Search Institute](#)—offers tools, including a tool for identifying student strengths, for creating relationships using its developmental relationship framework.

- Collaborative Problem-solving- https://youtu.be/zuoPZkFcLVs

- [Virtual Relationship Mapping (Grades 6–12)](#)

- [Check-In Circle for Community Building](#) and [virtual adaptation by Panorama](#)

- [Virtual Class Journal](#) from Panorama: Build a virtual space for students to respond to daily or weekly prompts in writing, art, or photography. Students can read the journal entries of peers to build connection. (Google template: [Google Sign in to continue to Forms](#))

Resources for Supporting Parents

- NCTSN guide for families: [Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019](#)

- Include in lesson plans and packets fun activities kids can do at home: [Simple Activities for Children and Adolescents](#)

- Trauma-Informed Resources Available During COVID-19 Quarantine: From the Attachment and Trauma Network: https://www.attachmenttraumanetwork.org/trauma-informed-resources-for-covid-19-quarantine/

- Trauma-Informed Parenting during our "Staycation": https://www.attachmenttraumanetwork.org/wp-content/uploads/social-distancing-infographic-final.pdf

Bibliography

Beckerman, N. L., & Corbett, L. (2008). Immigration and families: treating acculturative stress from a systemic framework. *Family Therapy, 35*(2), 63-81

BigFoot, D. S., Willmon-Haque, S., & Braden, J. (2008). *Trauma exposure in American Indian/Alaska Native children*. Oklahoma City, OK: Indian Country Child Trauma Center. Retrieved from http://www.theannainstitute.org/American%20Indians%20and%20Alaska%20Natives/Trauma%20Exposure%20in%20AIAN%20Children.pdf

Bowen, J. (2020). Counselors and educators should check-in with students, prioritize mental health and well-being during coronavirus (COVID-19) school closures. Retrieved from https://ced.ncsu.edu/news/2020/04/14/counselors-and-educators-should-check-in-with-students-prioritize-mental-health-and-well-being-during-coronavirus-covid-19-school-closures/

Cantor, P., Berg, J., Strayer, L., & Rose, T. (2018). Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, DOI: 10.1080/10888691.2017.1398650

Carter, R. T. (2007). Racism and psychological and emotional injury: Recognizing and assessing race-based traumatic stress. *Counseling Psychologist, 35*(1), 13–105.

CASEL. (n.d.). *SEL 3 signature practices*. Chicago, IL: Author. Retrieved from https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf

Center for Healthy Minds, University of Wisconsin-Madison. (2020). *COVID-19 well-being toolkit and resources.* Madison, WI: Author. Retrieved from https://centerhealthyminds.org/well-being-toolkit-covid19

Center on the Developing Child at Harvard University. (n.d.). *3 principles to improve outcomes for children and families*. Cambridge, MA: Author. Retrieved from https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/HCDC_3PrinciplesPolicyPractice.pdf

Center on the Developing Child at Harvard University. (2015). *Supportive relationships and active skill-building strengthen the foundations of resilience* (Working Paper No. 13). Retrieved from www.developingchild.harvard.edu

Centers for Disease Control and Prevention. (2020). *Stress and coping*. Retrieved from https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html

Coker, T. R., Austin, S. B., & Schuster, M. A. (2010). The health and healthcare of lesbian, gay, and bisexual adolescents. *Annual Review of Public Health, 31,* 457–477.

Cole, S. F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). *Creating and advocating for trauma-sensitive schools: Helping traumatized children, Vol. 2.* Boston, MA: Massachusetts Advocates for Children. Retrieved from https://traumasensitiveschools.org/tlpi-publications/download-a-free-copy-of-a-guide-to-creating-trauma-sensitive-schools.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2017, September). *TOOL: 12 strategies for adult SEL facilitation—Professional development reflection*. Retrieved from https://ocde.us/EducationalServices/LearningSupports/HealthyMinds/Documents/SEL/Adult%20SEL/12%20Strategies%20on%20Adult%20SEL%20Facilitation%20-%20Sept%202017.pdf

Collins, K., Connors, K., Donohue, A., Gardner, S., Goldblatt, E., Hayward, A., . . . Thompson, E. (2010). *Understanding the impact of trauma and urban poverty on family systems: Risks, resilience, and interventions.* Baltimore, MD*:* Family Informed Trauma Treatment Center at http://nctsn.org/nccts/nav.do?pid=ctr_rsch_prod_ar or http://fittcenter.umaryland.edu/WhitePaper.aspx.

Cronholm, P.F., Forke, C.M., Wade, R, Bair-Merritt, M.H., Davis, M., Harkins-Schwarz, M. . . Fein, J.A. (2015). Adverse chilhood experiences: Expanding the concept of adversity*. American Journal of Preventative Medicine, 49 (3), 354-361*.

DeBellis, M. D., & Zisk, A. (2014). The biological effects of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America, 23*(2), 185–222.

Elias, M. J. (2020). Tips for managing virtual instruction during the COVID-19 crisis. Retrieved from https://www.njea.org/tips-for-managing-virtual-instruction-during-the-covid-19-crisis/

Ellis, W., & Dietz, W. (2017) A new framework for addressing adverse childhood and community experiences: The building community resilience (BCR) model. *Academic Pediatrics, 17, S86-S93.*

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., . . . Marks, J. S. (1998). The relationship of adult health status to childhood abuse and household dysfunction. *American Journal of Preventive Medicine, 14*(4), 245–258.

Finkelhor, D., Turner, H. A., Shattuck, A., & Hamby, S. L. (2015). Prevalence of childhood exposure to violence, crime, and abuse: Results from the National Survey of Children's Exposure to Violence. *JAMA Pediatrics*, *169*(8), 746–754.

Garey, J. (n.d.). *The power of mindfulness*. Retrieved from https://childmind.org/article/the-power-of-mindfulness/

Guarino, K., & Chagnon, E. (2018). *Trauma-sensitive schools training package*. Washington, DC: National Center on Safe Supportive Learning Environments.

Hinduja, S. (2020). *Coronavirus, online learning, social isolation, and cyberbullying: How to support our students.* Retrieved from https://cyberbullying.org/coronavirus-online-learning-social-isolation-cyberbullying

Imad, M. (2020). *Hope matters.* Retrieved from https://www.insidehighered.com/advice/2020/03/17/10-strategies-support-students-and-help-them-learn-during-coronavirus-crisis

Kohli, R. & Solorzano, D.G. (2012). Teachers, please learn our names!: racial microaggressions and the K-12 classroom. *Race Ethnicity and Education, 15(4),* 441-462.

Kris, D. F. (2018). *How to build a trauma-sensitive classroom where all learners feel safe.* Retrieved from https://www.kqed.org/mindshift/52566/how-to-build-a-trauma-sensitive-classroom-where-all-learners-feel-safe

Leonhardt, D. (2010). The kids aren't all right. *The Atlantic, July/August 2010 Issue*.

Massachusetts Advocates for Children. (2020). *Trauma and Learning Policy Initiative, Priority for trauma-sensitive remote learning: Keeping connections strong.* Boston, MA: Author. Retrieved from https://traumasensitiveschools.org/wp-content/uploads/2020/04/Trauma-Sensitive-Remote-Learning.pdf

Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development, 85*(1), 6–20.

National Center on Safe Supportive Learning Environments. (2020). *Trauma-sensitive schools training package.* Retrieved from https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package

The National Child Traumatic Stress Network. (n.d.). *About PFA.* Retrieved from https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa

National Child Traumatic Stress Network. (2010.) *Age-related reactions to a traumatic event*. Retrieved from https://www.nctsn.org/resources/age-related-reactions-traumatic-event

National Child Traumatic Stress Network. (2013). *Conversations about historical trauma*. Retrieved from http://www.nctsn.org/resources/topics/culture-and-trauma

National Child Traumatic Stress Network, Schools Committee. (2008). *Child trauma toolkit for educators*. Los Angeles, CA, & Durham, NC: National Center for Child Traumatic Stress.

National Scientific Council on the Developing Child. (2014). *Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper 3*. Updated Edition. http://www.developingchild.harvard.edu

Newhouse, K. (2020). Four core priorities for trauma-informed distance learning. Retrieved from https://www.kqed.org/mindshift/55679/four-core-priorities-for-trauma-informed-distance-learning

Newman, K. M. (2016, November 9). *Five science-backed strategies to build resilience.* Berkeley, CA: Greater Good Science Center at UC Berkeley. Retrieved from https://greatergood.berkeley.edu/article/item/five_science_backed_strategies_to_build_resilience

Panorama Education. (n.d.). *Adult SEL toolkit*. Retrieved from https://go.panoramaed.com/adult-sel-social-emotional-learning-toolkit

Pat-Horenczyk, R., Rabinowitz, R. G., Rice, A., & Tucker-Levin, A. (2009). The search for risk and protective factors in childhood PTSD. In D. Brom, R. Pat-Horenczyk, & J. D. Ford (Eds.), *Treating traumatized children: Risk, resilience and recovery* (pp. 51–71). New York: Routledge.

Perfect, M. M., Turley, M. R., Carlson, J. S., Yohanna, J., & Saint Gilles, M. P. (2016). School-related outcomes of traumatic event exposure and traumatic stress symptoms in students: A systemic review of research from 1990 to 2015. *School Mental Health, 8,* 7–43.

Perry, B. D. (2001). The neurodevelopmental impact of violence in childhood. In D. Schetky & E.

Benedek (Eds.), *Textbook of child and adolescent forensic psychiatry* (pp. 221–238). Washington, DC: American Psychiatric Press.

Porges, S. (2009). The polyvagal theory: New insights into adaptive reactions of the autonomic nervous system. *Cleveland Clinic Journal of Medicine, 76*(Suppl 2)*,* S86–S90.

Prothero, A. (2020). How to teach social-emotional learning when students aren't in school. *Education Week, 39*(29), 14–15.

Russell, G., & Lightman, S. (2019). The human stress response. *Nature Reviews Endocrinology, 15(9),* 525–534.

Shafir, T. (2015). Body-based strategies for emotion regulation. In M.L. Bryant (Ed.), *Handbook on emotion regulation: Processes, cognitive effects and social consequences* (pp. 231–249). Hauppauge, NY: Nova Science Publishers, Inc.

Siegel, D. J. (2012). *The developing mind: How relationships and the brain interact to shape who we are.* New York, NY: Guilford Press.

Substance Abuse and Mental Health Services Administration. (2014). *Trauma-informed care in behavioral health services* (Treatment Improvement Protocol [TIP] Series 57, HHS Publication No. [SMA] 14-4816). Rockville, MD: Author.

Teaching Tolerance. (2020). *A trauma-informed approach to teaching through coronavirus.* Retrieved from https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus

Think:Kids. (2014). *Regulate, relate, reason*. Retrieved from http://www.thinkkids.org/regulate-relate-reason/

Thomas, A.J., Carey, D., Prewitt, K., Romero, E., Richards, M., & Velsor-Friedrich, B. (2012). African american youth and exposure to community violence: Supporting change from the inside. *Journal for Social Action in Counseling and Psychology, 4(1)*, 54-68.

Turner, H. A., Vanderminden, J., Finkelhor, D., Hamby, S., & Shattuck, A. (2011). Disability and victimization in a national sample of children and youth. *Child Maltreatment*, *16*, 275–286.

Transforming Education. (2020). *Mindfulness toolkit.* Retrieved from
https://www.transformingeducation.org/mindfulness-toolkit/

van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma.* New York, NY: Viking Press.

Wade, R., Jr., Shea, J.A., Rubin, D., & Wood, J. (2014). Adverse childhood experiences of low-income urban youth. *Pediatrics, 134(1),* 13-20.

Wolpow, R., Johnson, M. M., Hertel, R., & Kincaid, S. (2009). *The heart of learning and teaching: compassion, resiliency, and academic success.* Olympia, WA: Washington State Office of the Superintendent of Public Instruction (OSPI) Compassionate Schools.

Yale Center for Emotional Intelligence. (2020). *RULER community strategies for managing anxiety around COVID-19.* Retrieved from http://www.rulerapproach.org/wp-content/uploads/2020/03/RULER-Community-Strategies-for-Managing-Anxiety.pdf