

## Resources for Schools to Help Students Affected by Trauma Learn

### Resources Every School Should Have

#### **Calmer Classrooms: A Guide to Working with Traumatized Children**

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

This booklet assists teachers and other educators understanding and working with children and youth whose lives have been affected by trauma. *Calmer Classrooms* particularly addresses the needs of children who have been traumatized by abuse and neglect. It explains the effect of abuse on learning and attachment, providing teachers with strategies involving relationship-based practices for challenges and conflicts in the classroom as well as self-care.

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

[http://www.nctsn.org/nctsn\\_assets/pdfs/Child\\_Trauma\\_Toolkit\\_Final.pdf](http://www.nctsn.org/nctsn_assets/pdfs/Child_Trauma_Toolkit_Final.pdf)

The *Child Trauma Toolkit for Educators* provides information for educators, parents and caretakers, including facts, suggestions, psychological and behavioral impact of trauma by grade level, and self-care.

#### **Creating Sanctuary in Schools**

<http://www.sanctuaryweb.com/Documents/Sanctuary%20in%20the%20School.pdf>

*Creating Sanctuary in Schools* describes the basis for the process of providing a safe and healing environment for children in schools who need to recover from the effects of trauma, as well as for less traumatized children. Basic assumptions, values, goals and the process that must be shared by all members of the system are described.

#### **Helping Traumatized Children Learn**

<http://www.massadvocates.org/download-book.php>

*Helping Traumatized Children Learn* demonstrates how children's trauma from exposure to family and other forms of violence can help explain many educational difficulties teachers face every day. Such difficulties include the inability of children to focus, understand instructions, form meaningful relationships with peers and teachers, and control their behavior in appropriate ways. The report provides a school-wide flexible framework and a public policy agenda for creating trauma-sensitive school environments where traumatized children and their classmates can focus, behave, and learn.

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

<http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx>

*The Heart of Learning: Compassion, Resiliency, and Academic Success* is a handbook written and compiled by the State of Washington Office of the Superintendent of Public Instruction and Western Washington University staff. It contains valuable information for educators to help them on a daily basis as they work with students whose learning has been adversely impacted by trauma in their lives.

## **Websites for Educators**

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

[http://www.earlytraumagrieff.anu.edu.au/resource\\_hubs/early\\_childhood\\_schools\\_hub/schools\\_resourceonline/](http://www.earlytraumagrieff.anu.edu.au/resource_hubs/early_childhood_schools_hub/schools_resourceonline/)

This website provides information, videos, and podcasts about traumatized children. The website contains links to documents and other websites that are useful to educators and other professionals working in schools.

### **The Impact of Trauma on Learning**

<http://www.sch-psych.net/archives/001169.php>

This website summarizes trauma's impact on children by age, the effects on school behavior and performance, and school interventions. A related PowerPoint presentation is available.

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

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

*The Language of Trauma and Loss* provides teachers with information about the effect of trauma and loss on children, and the teacher's role in identifying and referring appropriate students. The program also helps teachers establish a safe classroom and improve language arts skills using trauma and loss as a vehicle. Web-streamed videos offer professional development information for teachers, and age-specific lessons for elementary, middle and high school students, and can be used as a vehicle to help students express their concerns.

### **National Child Traumatic Stress Network**

<http://www.nctsn.org>

Established by Congress in 2000, the National Child Traumatic Stress Network (NCTSN) is a unique collaboration of academic and community-based service centers whose mission is to raise the standard of care and increase access to services for traumatized children and their families across the United States. Combining knowledge of child development, expertise in the full range of child traumatic experiences, and attention to cultural perspectives, the NCTSN serves as a national resource for developing and disseminating evidence-based interventions, trauma-informed services, and public and professional education.

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

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

Professional quality of life is the quality one feels in relation to their work as a helper. Both the positive and negative aspects of doing one's job influence professional quality of life. This site covers self-care for secondary stress and trauma and vicarious traumatization that comes from doing your job. The PROQUAL Test ([http://proqol.org/ProQol\\_Test.html](http://proqol.org/ProQol_Test.html)) provides teachers with a score meant to their level of Compassion Satisfaction, Compassion Fatigue, and Burnout.

### **School Mental Health Project**

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

The UCLA Center for Mental Health in Schools provides a Quick Find On-Line Clearinghouse for a long list of topical areas involving stress, including PTSD, child abuse, immigrants and refugees, impulse control, traumatic brain injury, juvenile delinquency, eating disorders, physical and somatic complaints, homelessness, loss, grief, and bereavement. Resources include documents, websites, audio and video downloads and fact sheets.

## Websites with Clinical Information

### Child Trauma Academy

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

Led by renowned researcher Bruce Perry, the Child Trauma Academy seeks to improve the lives of high-risk children through direct service, research and education by creating biologically-informed child and family respectful practice, programs and policy.

### David Baldwin's Trauma Page

<http://www.trauma-pages.com/articles.php>

*Trauma Pages* focuses primarily on emotional trauma and traumatic stress, including PTSD (Post-traumatic Stress Disorder) and dissociation, whether following individual traumatic experience(s) or a large-scale disaster. The purpose of this website is to provide information for clinicians and researchers in the traumatic-stress field.

### Learning Center for Child and Adolescent Trauma

<http://learn.nctsn.org/course/category.php?id=3>

The *Learning Center* provides free access to NCTSN experts and up-to-date, science-based information in the areas of assessment, treatment and services, training, research and evaluation, and organizational and systems change for traumatized children, adolescents, and their families.

### National Institute for Trauma and Loss in Children

<http://www.starrtraining.org/tlc>

The mission of the *National Institute for Trauma and Loss in Children* (TLC) is to bring out the best in every traumatized child by creating environments where children can flourish. This site contains information about traumatized children and adults, as well as resources and training.

### National Post Traumatic Stress Network

<http://www.ptsd.va.gov/>

This web site has numerous fact sheets, assessment instruments, and articles on trauma in areas of children, adolescents, adults, family, active military, and veterans. It includes free online instruction to help provide a basic understanding of Post Traumatic Stress Disorder (PTSD).

## Selected Articles

### Optimum Learning Environments for Traumatized Children

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

This article addresses how and why traumatized children perform in schools, how the traumatized brain functions, and elements to avoid in and enhance schools.

### Resilience and Recovery from Trauma

[http://www.tsaforschools.org/index.php?option=com\\_content&task=view&id=92&Itemid=81](http://www.tsaforschools.org/index.php?option=com_content&task=view&id=92&Itemid=81)

This website includes a paper that summarizes research findings concerning the relationship between mental health and academic achievement.

### Trauma in Children and Related Learning Problems

<http://www.psychiatry.emory.edu/PROGRAMS/GADrug/Feature%20Articles/Parenting/2006%20Trauma%20in%20Children%20and%20Related%20Learning%20Problems.pdf>

This article provides an explanation of the “survival mode” experienced by traumatized children and how it affects their ability to learn and conform to behavioral expectations in the classroom. Teachers are presented as supportive adults.

## **Understanding and Helping Children Who Have Been Traumatized**

[http://www.jaspermountain.org/understanding\\_helping\\_children.pdf](http://www.jaspermountain.org/understanding_helping_children.pdf)

This article provides information about children who have been traumatized, including suggestions for how to support them.

## **Additional Publications**

### **Healing the Hurt: Trauma-Informed Approaches to the Health of Boys and Young Men of Color**

<http://www.calendow.org/uploadedFiles/Publications/BMOC/Drexel%20-%20Healing%20the%20Hurt%20-%20Full%20Report.pdf>

The purpose of this paper is to promote understanding of the role of trauma and adversity in the lives of Latino and African American boys and young men and to examine trauma-informed approaches to improving their health.

### **Healing the Invisible Wounds: Children's Exposure to Violence - A Guide for Families**

<http://www.safestartcenter.org/pdf/caregiver.pdf>

This easy-to-read publication is designed to help parents and other family caregivers understand how children are affected by exposure to violence.

### **Teaching Strategies: Emergency Preparedness**

[http://www.teachingstrategies.com/page/AU\\_HurricaneRelief.cfm](http://www.teachingstrategies.com/page/AU_HurricaneRelief.cfm)

These two free resources are available to help educators be more responsive to children after a natural disaster.

- [Helping Children Rebound: Strategies for Infant and Toddler Teachers After the 2005 Hurricanes](#)
- [Helping Children Rebound: Strategies for Preschool Teachers After the 2005 Hurricanes](#)

## **Books**

### **Preschool and Early Elementary**

- Koplow, Lesley (ed.). 2007. *Unsmiling Faces: How Preschools Can Heal, 2nd edition*. New York, NY: Teachers College Press.
- Koplow, Lesley (ed.). 2008. *Bears, Bears Everywhere: Supporting Children's Emotional Health in the Classroom*. New York, NY: Teachers College Press.

### **Elementary**

- Craig, Susan. 2008. *Reaching and Teaching Children Who Hurt: Strategies for Your Classroom*. Baltimore, MD: Paul Brookes Publishing.
- Oehlberg, Barbara. 2006. *Reaching and Teaching Stressed and Anxious Learners in Grades 4-8: Strategies for Relieving Distress and Trauma in Schools and Classrooms*. Thousand Oaks, CA: Corwin Press.

### **High School**

- Horsman, Jenny. 2000. *Too Scared to Learn*. New York, NY: Routledge.
- Stien, Phyllis, et al. 2003. *Psychological Trauma and the Developing Brain: Neurologically Based Interventions for Troubled Children*. New York, NY: Routledge.

### **PreKindergarten – High School**

- Greenwald, Ricky. 2009. *Treating Problem Behaviors: A Trauma-Informed Approach*. New York, NY: Routledge.
- Koplow, Lesley. 2002. *Creating Schools that Heal: Real-Life Solutions*. New York, NY: Teacher's College, Columbia University Press.