School-Community Collaboration to Address the Impact of Trauma and Build Resilience: A Public Health Approach

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Impact of Trauma and Violence: Interventions for School, Clinical and Community Settings
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The Center for Childhood Resilience (CCR) is focused on building the resiliency of all children and youth by leading innovative, sustainable and evidence-based strategies that engage youth-serving organizations in a public health approach to addressing the impact of trauma and promoting mental health and wellness.

CCR’s multidisciplinary team of mental health professionals share insights and best practices through trainings, consultation, advocacy and research to advance mental health services and build strong communities.

CCR collaborates with educators, community agencies, civic and government leaders, parent organizations, and philanthropic groups who work with and advocate for children.
Collaborators

We believe that the diversity of our relationships enhances our mission to promote thriving children, families and communities

Our Collaborators Include:
Shared Definitions
Resilience & Strength

• **Resilience** = Positive capacity of people to cope with stress and life problems.

• **Things that promote resilience and strength**
  - Strong bonds and connectedness with parents and caring adults
  - Positive experiences in the community (school, church, neighborhood)
  - Positive cultural identity
  - Personal qualities, coping resources, courage, leadership
Power of Healthy Relationships

• CDC has identified SSNRs (safe, stable, nurturing relationships) as crucial in ameliorating the effects of child maltreatment and promoting healthy habits and lifestyles:
  – Safe: free from fear and secure from psychological or physical harm
  – Stable: predictable and consistent
  – Nurturing: available and sensitive to respond to child’s needs including physical (food, shelter), developmental, and emotional

• Number, quality, & stability of relationships is a strong predictor of resilience
Recipe for Resilience: Two types of promotive factors

- **Assets:** Positive factors that reside within individuals
  - Self-esteem
  - Socially outgoing
  - Academic ability
  - Artistic skill
  - Athletic ability

- **Resources:** Positive factors in the environment
  - Parental/familial support
  - Adult mentors
  - Prosocial peers
  - Youth programs
  - Employment

Assets and resources provide youth with the individual and contextual characteristics necessary for healthy development. — Fergus & Zimmerman, 2005
What is Child Trauma?

The 3 Es

An emotionally painful or distressing event

The experience of the event induces an abnormally intense and prolonged stress response

The event and experience of the event result in lasting physical & mental effects

Types of Trauma

• Extreme Acute Event
  Examples: car accident, assault, natural disaster

• Chronic Stressful Events
  Examples: abuse, violence, poverty, historical, systemic

Childhood Traumatic Grief

• Typical grieving process is complicated if the death was traumatic

Bruce D Perry © 2004-2015
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Trauma in Context
Child Trauma: National Incidence

- **50%** of the nation’s children have experienced at least one or more types of serious childhood traumas.

  *National Survey of Children’s Health, 2013*

- **Over 40%** of the children and adolescents receiving services through NCTSN funded centers experienced 4 or more different types of trauma and adversity.

  *Pynoos et.al, 2014*
Violence is a Public Health Crisis

Community violence, domestic violence, school violence, physical abuse, etc., impact:

- Youth who were injured
- Youth who witnessed injury or death
- Youth who witnessed any part of the violence
- Youth whose friends were injured or killed
- Youth whose friends/family perpetrated the violent acts
- All students at the school
- Teachers and staff in the same scenarios
- Community members
- Parents (of all youth) in the community

Media amplifies sense of danger/vulnerability in communities.
Community Trauma

Equitable Opportunity
Economic and educational environment

People
Social-cultural environment

Place
Physical/built environment

Symptoms of Community Trauma
- Intergenerational poverty
- Long-term unemployment
- Relocation of businesses & jobs
- Limited employment
- Disinvestment

- Deteriorated environments and unhealthy, often dangerous public spaces with a crumbling built environment
- Unhealthy products

- Disconnected/damaged social relations and social networks
- The elevation of destructive, dislocating social norms
- A low sense of collective political and social efficacy

Figure 1 The Community Environment

Public Health Implications of the Current Sociopolitical Climate

• Marginalized individuals are experiencing significant distress
  – Dramatic increase in the number of hotline calls
  – Schools reporting instances of:
    • Hate speech
    • Racist vandalism
    • Students fearful to attend school
  – Decline in attendance at medical appointments and application for public benefits

“Disrespect invites disrespect. Violence incites violence. When the powerful use their position to bully others, we all lose.”
Meryl Streep, 2017 Golden Globes
Teenagers Report a Surge in Bullying During a Divisive Election Season

In a survey of 50,000 teenagers, some 70 percent reported abusive behavior across months of a notably angry presidential campaign.

Chicago Loop Synagogue Vandalized With Swastikas

February 4, 2017 10:43 AM

Unauthorized immigrants covered by DACA face uncertain future

Fear, anger over potential 'Muslim registry'

White House defends transgender military ban

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Mental Health Repercussions for Minority/Marginalized Youth

Anxiety

Self-Esteem

Physical illness

Absenteism

Physical illness

Suicidal thoughts/behaviors

Problem behaviors

Lowered school achievement

DEPRESSION

Accumulating trauma
Most Vulnerable Individuals

- Visible minorities
- Gender non-conforming individuals
- Refugee/immigrant children and adolescents
- Recipients of DACA (Deferred Action for Childhood Arrivals) or “dreamers”
- Whose family members also may be undocumented and experiencing the same distress
- Limited English proficiency
- Exposed to others’ suicidal behavior
- Pre-existing risk factors for suicidal behavior (e.g., depression, anxiety disorders, prior suicide attempts or non-suicidal self-injurious behaviors)
Historical Trauma

“Cumulative and psychological wounding over the life span & across generations, emanating from massive group trauma experience”
-Maria Yellow Horse Brave Heart, PhD

Response to historical trauma:
• Unresolved grief & anger in turn contribute to physical & behavioral health disorders
• Historical trauma shapes the way people respond to current traumatic stressors
Response to historical trauma:

- Unresolved grief & anger in turn contribute to physical & behavioral health disorders
- Shapes the way people respond to current traumatic stressors

SOURCE: ADAPTED FROM RYSE Center  https://rysecenter.org/
Healthy Chicago 2.0 Data

Map of Gun Violence

- 390 Firearm-related HOMICIDES in 2014
- 2,435 NON-FATAL SHOOTINGS in 2014
- 9,577 Gun-related VIOLENT CRIMES in public places in 2014

Map of Lowest Child Opportunity

- 48% of children in Chicago are living in LOW CHILD OPPORTUNITY AREAS
- 1 in 2 African American and Hispanic children live in low child opportunity areas compared to 1 in 50 white children
Illinois Poverty Report Examines the Cycle of Risk: The Intersection of Poverty, Violence, and Trauma

• Poverty and well-being, by county, as measured by four key indicators:
  – Poverty
  – Unemployment
  – Teen births
  – High school graduation

• The County Well-Being Index highlights counties experiencing negative conditions:

  - WATCH
    County has an indicator score of 4 or 5 and needs to be monitored.

  - WARNING
    County has an indicator score of 6, 7, or 8 and needs to initiate corrective action.
The Pair of ACEs

Adverse Childhood Experiences

- Maternal Depression
- Physical & Emotional Neglect
- Emotional & Sexual Abuse
- Divorce
- Substance Abuse
- Mental Illness
- Domestic Violence
- Incarceration
- Homelessness

Adverse Community Environments

- Poverty
- Violence
- Discrimination
- Poor Housing
- Community Disruption
- Quality & Affordability
- Lack of Opportunity, Economic Mobility & Social Capital
Trauma and Exposure to Violence Research Findings

- Decreased IQ and reading ability
  (Jimenez et al., 2016; Kira et al., 2012; Sharkey, 2010)

- Lower grade-point average
  (Borofsky, et al. 2013; Mathews et al, 2009)

- More days of school absence
  (Mathews et al, 2009)

- Increased behavior problems, expulsions, & suspensions
  (Jimenez et al., 2016)

- Decreased rates of high school graduation
  (Porche et al., 2011)
Impact of Neighborhood Violence on Academic Performance

• Acute effect of exposure to local homicide on cognitive performance
  – Statistically significant decrease in students’ scores during the week following a homicide that occurred on their block (regardless of connection to the victim)

• How many weeks during the academic year would the learning abilities of youth in your neighborhood potentially be impacted?

Sharkey, 2010: [www.pnas.org](http://www.pnas.org); McCoy, Raver, & Sharkey, 2015; Project on Human Development in Chicago Neighborhoods (PHDCN) [http://www.icpsr.umich.edu/PHDCN](http://www.icpsr.umich.edu/PHDCN)
Confined by Violence

I want to go outside and play
But I can’t
Not because it’s a rainy day
It’s to avoid the gunshots
That may come my way

I want to go outside and play
But I can’t
Not because I have no bike to ride
It’s because my mom fears
I’ll be another victim of a senseless homicide

I want to go outside and play
But I can’t
not because it’s after-hours
Or even that it’s way too dark
It’s because of all the bloodshed
That occurs in the neighborhood park

I want to go outside and play
But I can’t
Not because I have no friends
It’s because of the violence
It seems it never ends

I want to go outside and play
But I can’t
Not because I don’t deserve it
There’s this thing called Life
And I’m just trying to preserve it

- Kristian, Chicago Public Schools 4th grader
A Public Health Response
On average, only 1/4 of children in need of mental health get the help they need.

Of those receiving mental health treatment, 70-80% receive treatment in a school setting.

Research suggests that schools may function as the de facto mental health system for children and adolescents.

7.5 Million U.S. Children with Unmet Mental Health Needs

(Center for Health and Behavioral Health in Schools, 2012)
Mental Health Problems reported among Chicago Public School Students

32.5% of CPS students felt sad or hopeless almost every day for 2 weeks or more in a row and stopped usual activities
CDC YRBS, 2013

15.5% of CPS students seriously considered attempting suicide
CDC YRBS, 2013
Illinois Children’s Mental Health Act of 2003

Created the first Social-Emotional Learning Standards in the United States and requires that every school district:

1. Implement evidence-based age and culturally appropriate classroom instruction and **school-wide strategies that teach social and emotional skills**, promote optimal mental health and prevent risk behaviors for all students.

2. Establish protocols to screen, assess and **provide early intervention for students who have significant risk factors** for social, emotional or mental health problems that impact learning.

3. Establish **partnerships with diverse community agencies** and organizations to assure a coordinated approach to addressing children’s mental health and social and emotional development.

4. **Build and strengthen referral and follow-up mechanisms for providing effective clinical services** for children with social, emotional and mental health issues that impact learning through school-based intervention and school and community linked services and supports.
ISBE SEL Standards

Self-awareness & self-management
- Manage emotions
- Recognize strengths
- Skills to reach goals

Establish & maintain positive relationships
- Recognize feelings & perspectives
- Social skills to communicate effectively
- Prevent & resolve interpersonal conflict

Decision-making skills & responsible behavior
- Consider safety & ethical factors in decisions
- Apply decision-making skills to daily situations
- Contribute to well-being of school & community
# Public Health Approaches

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Public Health</th>
<th>MTSS or RTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Resiliency</td>
<td>Primary Prevention</td>
<td>Universal Strategies</td>
</tr>
<tr>
<td>Early Intervention for At-Risk</td>
<td>Secondary</td>
<td>Targeted Interventions</td>
</tr>
<tr>
<td>populations</td>
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<td>Targets Specific Deficits or</td>
<td>Tertiary</td>
<td>Individual Interventions</td>
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<td>Symptoms for Reduction &amp;/or Recovery</td>
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ALL STUDENTS
(Ex: PBIS or Foundations, Second Step, Restorative Conversations, Talking Circles)

CREATE POSITIVE LEARNING CLIMATE
School climates with positive relationships, clear expectations, and collective responsibility establish appropriate behaviors as the norm. Respectful, learning-focused, participatory classroom environments with well-managed procedures and behaviors maximize learning time.

TARGETED SUPPORTS
For at-risk students, classroom-based responses can help de-escalate behavior problems, clinical group interventions address anger, trauma, and violence; and restorative practices provide students with strategies to resolve conflicts.

INDIVIDUALIZED INTERVENTIONS
For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.

SOME
(Ex: Peace Circles, Check In/Check Out, BAM/WOW, CBITS, Anger Coping, Think First)

TEACH SOCIAL AND EMOTIONAL SKILLS
Explicit curricula, along with integrated instructional practices that promote social and emotional development, teach students how to form positive relationships, make responsible decisions, and set goals. These are critical skills for college and career success.
CCR Training on Evidence Based Tier II Interventions

• Collaborate with national developers of curricula
• Serve as local trainers for district wide trainings
• Develop local cadre of trainers
• Supported Implementation: Move Beyond “Train and Hope”
• Create tools to facilitate screening, progress & fidelity monitoring, as well as evaluation of effectiveness of interventions
• Through CPS, trained over 1000 Clinicians including:
  – Approximately 90% of CPS School Social Workers
  – CPS psychologists, counselors and community mental health providers
• Assist in identifying and piloting new interventions to add to clinician tool box
The BHT is a school-based group of behavioral health staff that addresses the needs of a school’s at-risk students.

A BHT:

• **Coordinates** services so that students are appropriately matched to services
• Develops a system of **accountability** to ensure follow-through with service delivery
• Builds on and maximizes existing **resources**
• **Evaluates** the effectiveness of interventions and determines the need to reassess
Behavioral Health Team: Best Practices

- Uses a **multi-tiered system of supports**
- **Builds on capacity** and **address needs** of the individual school
- Uses **referral and screening protocols** to match students to appropriate intervention(s)
- Provides **evidence-based interventions** that address students’ social, emotional, and behavioral needs.
- Collaborates with school personnel and community-based organizations to **provide and/or coordinate services** and form a web of support
- Collects, interprets, and reports on **data** to improve quality of services.
School Based Trauma-Informed Principles and Practices
The Invisible Backpack

Trauma affects how young people think, feel, and behave...

• The Invisible Backpack
  o Beliefs about self
  o Beliefs about adults and authority figures
  o Beliefs about the world

• How can we repack this backpack?

• How can we make our clients feel:
  o Safe?
  o Capable?
  o Likeable/Lovable?

Components of Trauma-Informed Care

Creating a Safe Environment

Building Relationships and Connectedness

Supporting and Teaching Emotional Regulation
The Vision & Plan for Building a Trauma-Sensitive School

**The Vision**
- Leadership & staff on board
- Safety for all students
- Holistic support for all students
- Connections for all students
- Teamwork & shared responsibility
- Anticipate & adapt

**The Plan**
1. School-wide Infrastructure, Procedures & Culture
2. Staff Training
3. Classroom Instruction for Traumatized Students
4. Alternative Strategies for Traumatized Students
5. Linkage with Behavioral Health Professionals

Trauma and Learning Policy Initiative, Massachusetts Advocates for Children & Harvard Law School, 2013
Multi-Tiered Systems of Support (MTSS)

Tier 1: Universal Instruction & Supports
General academic and behavior instruction and support provided to students in all settings.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 3: Intensive Interventions & Supports:
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual and small group student needs provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.
Trauma-Focused Evidence-Based Interventions in Schools

Group Interventions:
• Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)

School-Based Group Interventions:
• Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
• Bounce Back

Reasons to Provide Clinical Interventions in School

Students more likely to get the treatment they need:

• Fewer barriers
• Less stigma

In-school Interventions are effective because they:

• Build social support from peers
• Build relationships, trust, and safety network in school
Why School Based Interventions are Critical?

New Orleans – School vs. nonschool based treatment

- CBITS (N=58)
  - Group and individual sessions at the child’s school
    - 53 participated in groups
    - 2 dropped out, 2 pulled out by parents, 1 left school

- TF-CBT (N=60)
  - Individual appointments at Community MH Clinic
    - 7 completed treatment
    - 6 ineligible
    - 1 diagnosed with Asperger’s + PTSD Symptoms
    - 16 did not come to appointment, 7 no interest, 16 never reached
De-scaling What Doesn’t Work, Scaling Up What Does

- Parenting Classes
- Anger Management
- Generic Counseling
- Evidence-Based Parenting Interventions
- Evidence-Based Trauma & Mental Health Interventions
- Trauma Screening & Functional Assessment

De-scaling what doesn’t work

Investing in what does

RESEARCH-BASED APPROACHES

INEFFECTIVE APPROACHES
Cicero Replication Study: 2013-2015

- Participants:
  - 43 1st-4th Graders
  - Mean Age = 7.80
  - 58% Male
  - 88% Latino
Frequency & Type of Traumas

**M = 6.86, SD = 3.93**

**Five Most Commonly Reported Traumas**

- Family member or someone close taken away by authorities: 61%
- Separation from parent/caregiver: 61%
- Someone close to the child became ill or hurt badly: 52%
- Saw or heard a physical fight: 52%
- Victim of a bad accident: 49%
PTSD Symptoms

F(2,44) = 4.55, p = .02

$\eta^2_{\text{Partial (T1-T2)}} = .10$
Center for Childhood Resilience Collaboration with Schools

- Provide school consultation to communities throughout the state (suburban, urban, and rural) via professional development for staff & strategic planning with administration
- School-wide staff training & development of trauma-informed schools (Tier I)
- Training and supported implementation for evidence based interventions
Collaborative Efforts to Build Trauma Informed Community
Addressing & Preventing Community Trauma

Economic & Educational Environment:
- Improve economic opportunities for youth & adults with interventions that increase college attendance
- Job training and placement for non-college bound youth
- Job training/readiness for formerly incarcerated members of the community

Physical Environment:
- Improve physical environment, reduce deterioration, & create space for positive interactions.
- Reclaim public space to be appealing residents

Social-Cultural Environment:
- Youth development, violence prevention & health promotion programs that build on existing community assets, involve community members & organizations that connect people.

SAMHSA’s 6 Key Principles of a Trauma-Informed Approach

1. Safety
2. Trustworthiness and Transparency
3. Peer support and mutual self-help
4. Collaboration and mutuality
5. Empowerment, voice and choice
6. Cultural, Historical, and Gender Issues
Illinois Childhood Trauma Coalition (ICTC)

The ICTC is a voluntary collaboration of organizations that are committed to applying a trauma lens to their efforts on behalf of children and families throughout the state. Founded in 2005, the Coalition is made up of over 120 public, private, clinical, research, advocacy and educational institutions.

GOALS:

- Increase awareness of the importance of prevention, early identification and treatment of childhood trauma.
- Develop a workforce that includes all individuals working with children and families that is trauma-informed.
- Increase capacity to help trauma-affected children and their families.
Illinois Childhood Trauma Coalition (ICTC)

- **Workforce Development Committee**: Develop a trauma-informed workforce for all individuals working with children and families.

- **Refugee and Immigrant Committee**: Respond to the increasing numbers of refugee and immigrant children arriving in the US with significant trauma exposure.

- **Public Awareness Committee**: Raise public awareness about how trauma can impact children and families.
As part of ICTC communications efforts, the Coalition instituted a statewide public media campaign in 2015 to help families become more aware that childhood trauma exists. Learn more at www.LookThroughTheirEyes.org.
Healthy Chicago 2.0

• Launched March 29, 2016 by Mayor and CDPH
• 4-yr plan to address health inequities and improve health and well-being for all communities
• 10 priority areas identified through community health assessment process: #10: Become a Trauma-Informed City
• Action teams to address priorities, co-chaired by CDPH & community partner (including city agencies, faith communities, health providers & hospitals)
Addressing ACES Offers Critical Public Health Opportunities

- ACES are the most **preventable** cause of serious mental illness
- ACES are the most **preventable** causes of drug and alcohol abuse in women
- ACES are the most **preventable** causes of HIV high-risk behavior (IV drugs, promiscuity)
- ACES are a significant contributor to leading causes of death (heart disease, cancer, stroke, diabetes, suicide)

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1 IOM (Institute of Medicine) and NRC (National Research Council). 2013. 
Adopt a Public Health/Systems approach to Child Maltreatment and ACES

1. Trauma-sensitive legislation and regulations
2. Build capacity in communities and systems to prevent & treat child trauma
3. Integrate trauma services across family-serving systems
4. Screen for ACEs in systems that serve children and families
5. Integrate and enhance programs to target synergistic ACEs with highest cumulative risks
Trauma Prevention & Treatment Save Money (and Lives)!

Silver Lining: Resilience Trumps ACEs

• Prevention & treatment programs are cost-effective
  
  ➢ High quality home visiting child abuse prevention programs have been found to return ~ $3.00/dollar of cost\(^1\)
  
  ➢ Evidence-based child trauma treatments such as Parent-Child Interaction Therapy (PCIT) return $3.64/dollar cost\(^1\)
  
• Transformation of school culture by increasing trust, love, mutual respect, sense of control, clear expectations, pride in achievement--better attendance, grades, and test scores even with increasing ACE scores\(^2\)

Trauma Legislation

- **S. 774** -- Trauma Informed Care for Children and Families Act (Federal)
- **S. 2680** Opioid Crisis Response Act (Federal)
- **PA 99-0927** -- Social Emotional Screening Amendment to the School Code (IL)
- **HB 3644** -- Trauma, Resiliency and Recovery Task Force (IL)
- **HB 2663** Early Childhood Program/Expulsion (IL)
Trauma Response Grants

U.S. Dept HHS: Resiliency in Communities After Stress and Trauma (ReCAST)

US DOE: Resiliency in Communities After Stress and Trauma (ReCAST)

US Department of Justice, Office for Victims of Crime (OVC) Vision 21: Linking Systems of Care for Children & Youth
Promoting Return on Investment: Trauma Prevention & Treatment

High quality early interventions lower the impacts of Adverse Childhood Experiences (ACEs) and show a return on investment of 6:1.

$1 Investment

$6 Return

$194,700 Total economic lifetime benefit per participant

- $143,400 Increased lifetime net earnings
  - From HS graduation and higher education
- $15,500 Increased tax revenue
  - From HS graduation and higher education
- $28,200 Reduced health care and mortality costs
  - Reduced smoking costs
  - Reduced depression costs
  - Reduced drug treatment costs
- $7,600 Public system savings
  - K-12 system savings for reduced need for special education and grade retention
  - Justice system savings from reduced crime
  - Reduced need for public assistance
  - Child welfare system savings from reduced child abuse and neglect

These are conservative estimates that primarily focus on the quantifiable ECONOMIC return on investment and don’t take into account the opportunity and psychological costs of remedial education, toxic stress, etc.

Promoting Resilience...

Throughout the lifespan

- From gestation/infancy through childhood, adolescence, and beyond

Across multiple locations of care and development

- Home, school, community organizations, primary care and subspecialty clinics, emergency departments, and inpatient units

In every community

- Build capacity of community resources to promote awareness and engage in creating collaborative solutions

In diverse domains

- Academic functioning, peer relationships, emotional, psychological, and physical health
Additional Resources

**ACES Study**
www.acestudy.org

**ACES Too High**
www.acestoohigh.com

**Dr. Perry and Child Trauma Academy**
www.childtrauma.org

**Illinois Childhood Trauma Coalition**
www.illinoischildhoodtrauma.org

**Mind Yeti by Committee for Children**
www.mindyeti.com

**Trauma Responsive Schools Implementation Assessment (TRS-IA)**
https://theshapesystem.com/trauma

**Futures Without Violence, Changing Minds Campaign**
www.changingmindsnow.org

**Helping Traumatized Children Learn**
http://traumasensitiveschools.org

**Illinois Council Against Handgun Violence (Student Voices Contest)**
www.ichv.org

**The Trauma Stewardship Institute**
www.traumastewardship.com

**National Pediatric Practice Community on ACE’s**
www.nppcaces.org
Additional Resources

Professional Quality of Life Measure
http://www.proqol.org/

Compassion Fatigue Awareness Project
www.compassionfatigue.org
patricia@compassionfatigue.org

National Child Traumatic Stress Network
www.nctsn.org

Stop, Breathe and Think App
http://stopbreathethink.org/

Provider Resilience App
http://t2health.dcoe.mil/apps/provider-resilience

Child Trauma Toolkit for Educators
http://www.nctsn.net/nctsn_assets/pdfs/Child_Trauma_Toolkit_Final.pdf

Helping Traumatized Children Learn
http://traumasensitiveschools.org

Self-Compassion
www.self-compassion.org

Trauma Stewardship Institute
http://traumastewardship.com/the-trauma-stewardship-institute/

Creating Healing School Communities:
School-Based Interventions for Students Exposed to Trauma
http://amzn.to/2EsBnZ7