



RethinkEd

Together We Power Potential



Navigating the Impacts of Trauma: Empowering Educators of Diverse Learners

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Overview

- Trauma and Posttraumatic Stress
- ACEs and Vulnerability
- Trauma-Informed School Practices & Resilience
- Q&A

Trauma & Posttraumatic Stress

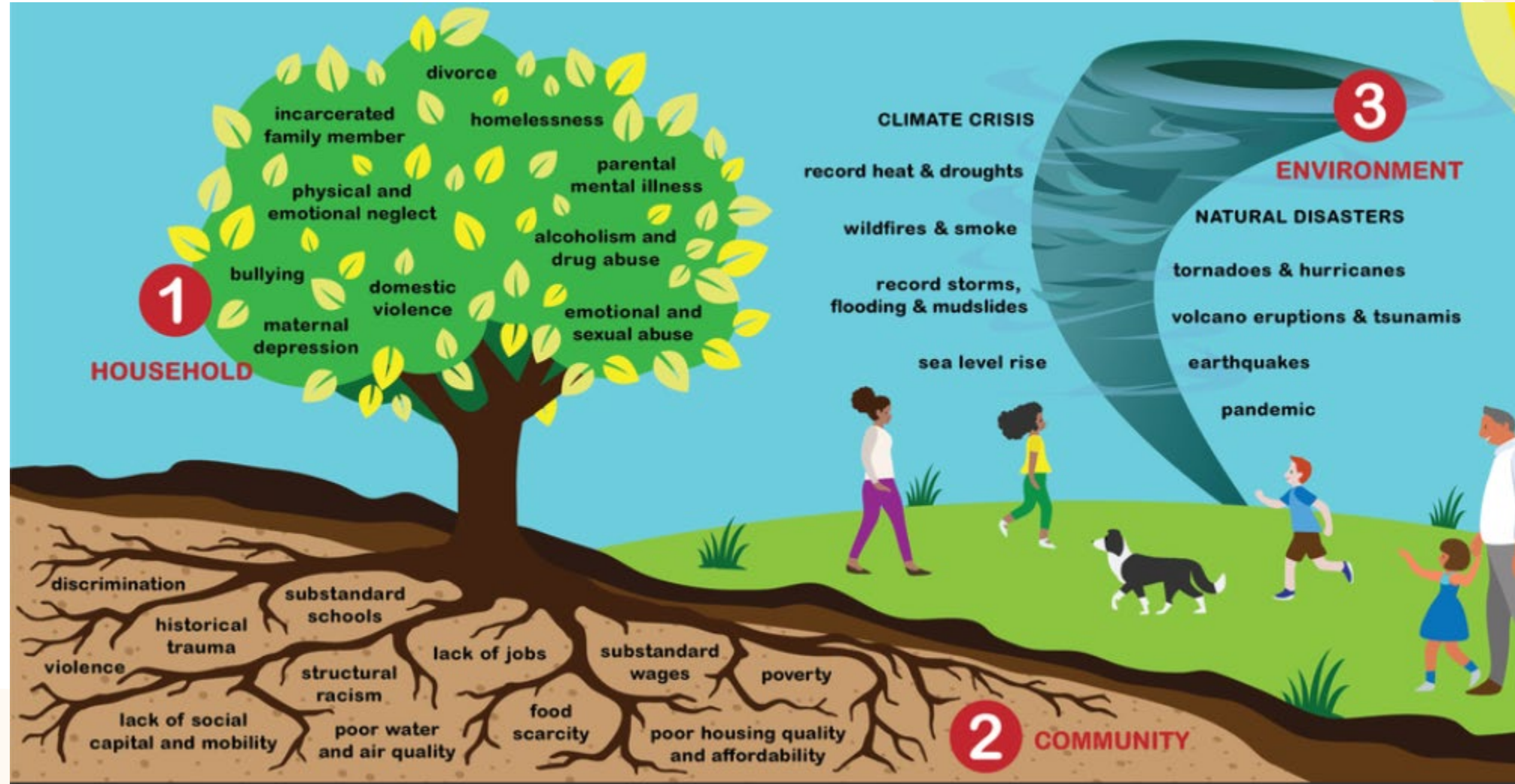
Individual trauma results from an event, series of events, or set of circumstances:

1. Experienced by an individual as **physically or emotionally harmful or life threatening**
2. And that has **lasting adverse effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being

SAMHSA (2014) "Concept of Trauma and Guidance for a Trauma-Informed Approach"



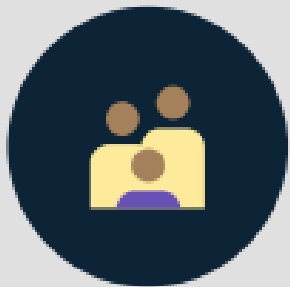
Event or series of events or circumstances experienced by the individual as physically or emotionally harmful or life-threatening



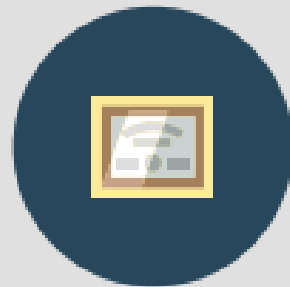


Some Groups Are More Likely to Have Experienced ACEs

Multiple studies show that people who identified as members of these groups as adults reported experiencing significantly more ACEs:



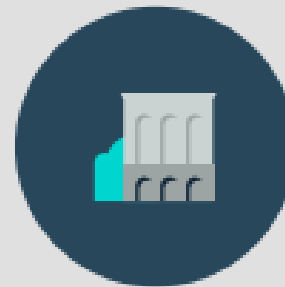
Black, Hispanic/
Latino, or
multiracial people



People with
less than a high
school education



People making
less than \$15,000
per year



People who are
unemployed or
unable to work



Lesbian, gay,
bisexual, or
transgender people

Intersectionality & Vulnerability

- Intersectionality – belonging to more than one at risk group

- Members of diverse racial and cultural groups
- Members of the LGBTQIA Community
- Persons with hearing, visual, and physical challenges/disabilities
- Persons living in poverty with lack of access to necessary resources
- Persons with serious and persistent mental illness
- Females
- People who are unhoused
- Persons on the Autism Spectrum
- Persons with intellectual or cognitive challenges/disabilities

Race-Based Traumatic Stress

- Mental and emotional injury caused by encounters with racial bias, ethnic discrimination, racism, and hate crimes

Examples:

- Systemic Racism
 - Disproportionate rates of punitive and exclusionary discipline
- Direct stressors
 - Experiencing verbal/physical violence and microaggressions
- Vicarious traumatic stressors
 - Witnessing violent acts targeted at people of color

Juvenile Justice System

African American, Hispanic, and American Indian youth continue to be disproportionately represented

While incarcerated may experience:

- Differential treatment based on race/ethnicity
- Solitary confinement
- Abuse, assault, coercion, control
- Disrupted socioemotional and general development

Racism & Prejudice

Children experience structural racism through:

- where they live
- where they learn
- what they have
- and how their rights are executed

Expectations and assumptions about abilities, motives or intents of others based on race impact health care delivery and general health outcomes

Discrimination & Vulnerability

- Sex/gender expression
- Religion
- Sexual orientation
- Immigrant status
- Disability status
- Family composition

Experiences of discrimination can be the enemy of a positive identity, a necessary part of positive youth development

Disparities in Educational Access

- Disparities in educational access and quality impact academic achievement trajectories
 - Chronic Absentee (>10%) – poverty, disabilities, chronic diseases, children of color (20-30% vs white counter parts at 17%)
 - Graduation rate 2015-2016
 - White Students (88%)
 - African American Students (76%)
 - Hispanic/Latinx (79%)
 - American Indian/Native American (72%)
 - These disparities limit benefits of educational attainment and are associated with chronic disease and reduced life expectancy

Prejudice in School Communities

Example: Disproportionate rates of discipline

- Begins in preschool with out of school suspensions
- K-12 – 3x the rate of suspension, almost 2x the rate of expulsion

10. Culture is closely interwoven with traumatic experiences, response, and recovery.



Culture can profoundly affect the meaning that a child or family attributes to specific types of traumatic events such as sexual abuse, physical abuse, and suicide. Culture may also powerfully influence the ways in which children and their families respond to traumatic events including the ways in which they experience and express distress, disclose personal information to others, exchange support, and seek help. A cultural group's experiences with historical or multigenerational trauma can also affect their responses to trauma and loss, their world view, and their expectations regarding the self, others, and social institutions. Culture also strongly influences the rituals and other ways through which children and families grieve over and mourn their losses.

Moral Injury as a mechanism for further traumatization

- Immigration process
- Violent communities
- Poverty

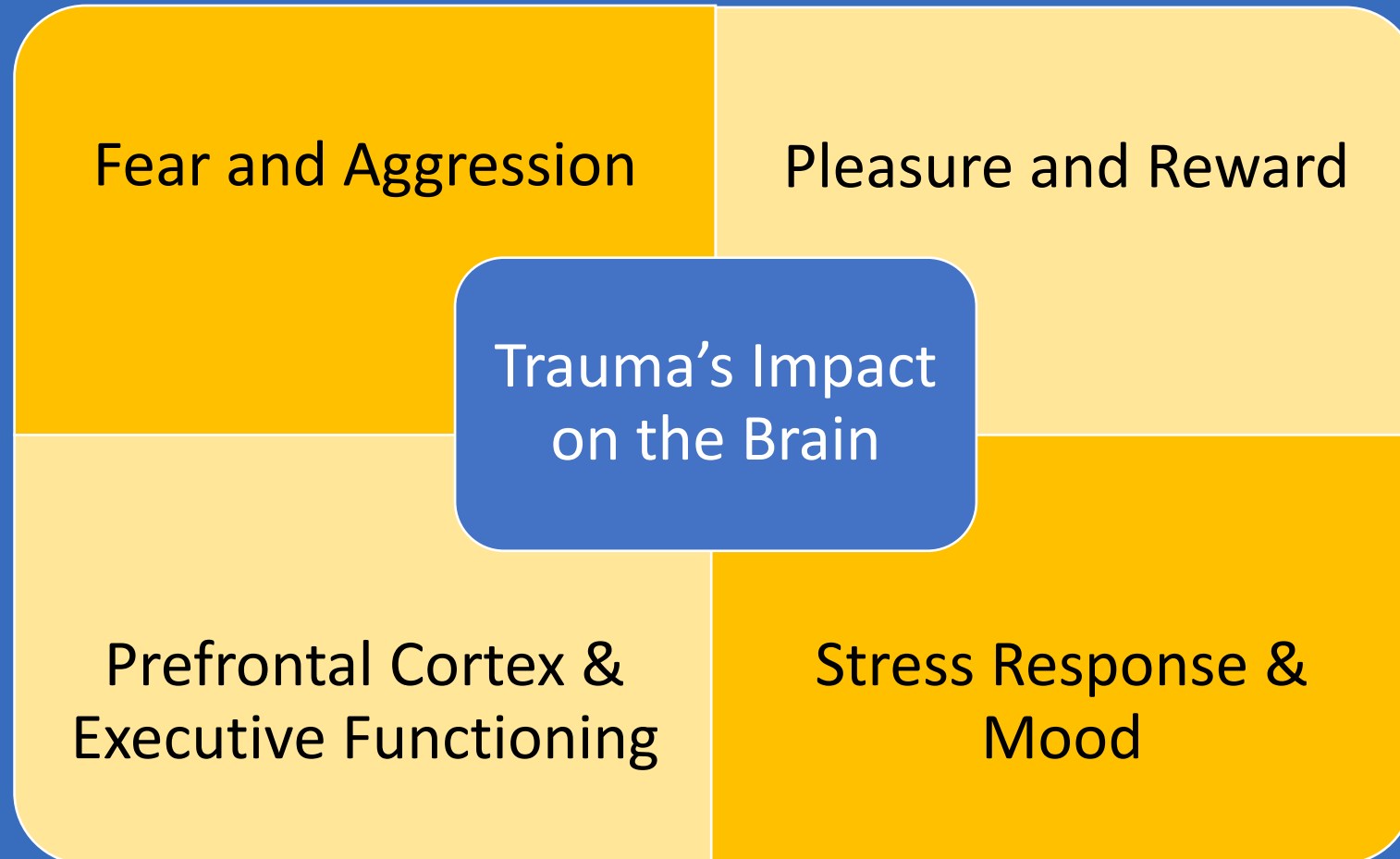
Trauma & Posttraumatic Stress

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SAMHSA (2014) "Concept of Trauma and Guidance for a Trauma-Informed Approach"

Lasting Adverse Effects



Lasting Adverse Effects



Symptoms of Posttraumatic Stress

Re-Experience

Intrusive Thoughts/
Perceptions

Nightmares

Re-enacting/ Dissociating

Distress /Reactivity to
Reminders

Avoidance

Thoughts, feelings, places,
people, activities

Inability to recall aspects of the
trauma

Diminished interest

Detached/
Disengaged

Increased Arousal

Difficulty Falling/Staying Asleep

Irritability or Outbursts of
Anger

Difficulty Concentrating

Hypervigilance

Lasting Effects: Adverse Childhood Experiences

Research shows that experiencing a higher number of ACEs is associated with many of the leading causes of death like heart disease and cancer.

Chronic Health Conditions

- Coronary heart disease
- Stroke
- Asthma
- Chronic Obstructive Pulmonary Disease (COPD)
- Cancer
- Kidney disease
- Diabetes
- Obesity

Health Risk Behaviors

- Smoking
- Heavy drinking or alcoholism
- Substance misuse
- Physical inactivity
- Risky sexual behavior
- Suicidal thoughts and behavior

Social Outcomes

- Lack of health insurance
- Unemployment
- Less than high school diploma or equivalent education

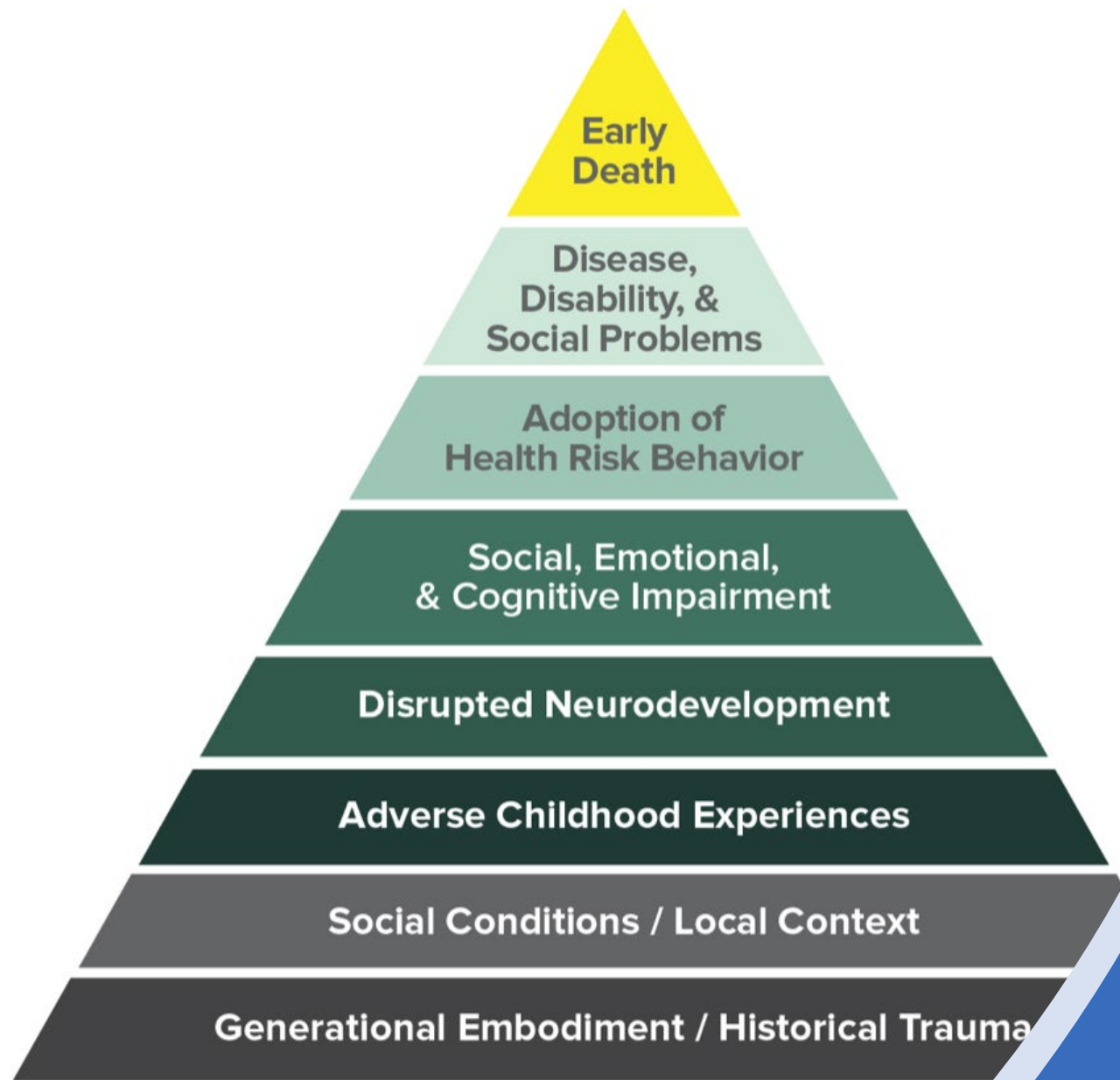
Mental Health Conditions

- Depression

Adverse Childhood Experiences have a dose-response relationship with risk for health outcomes

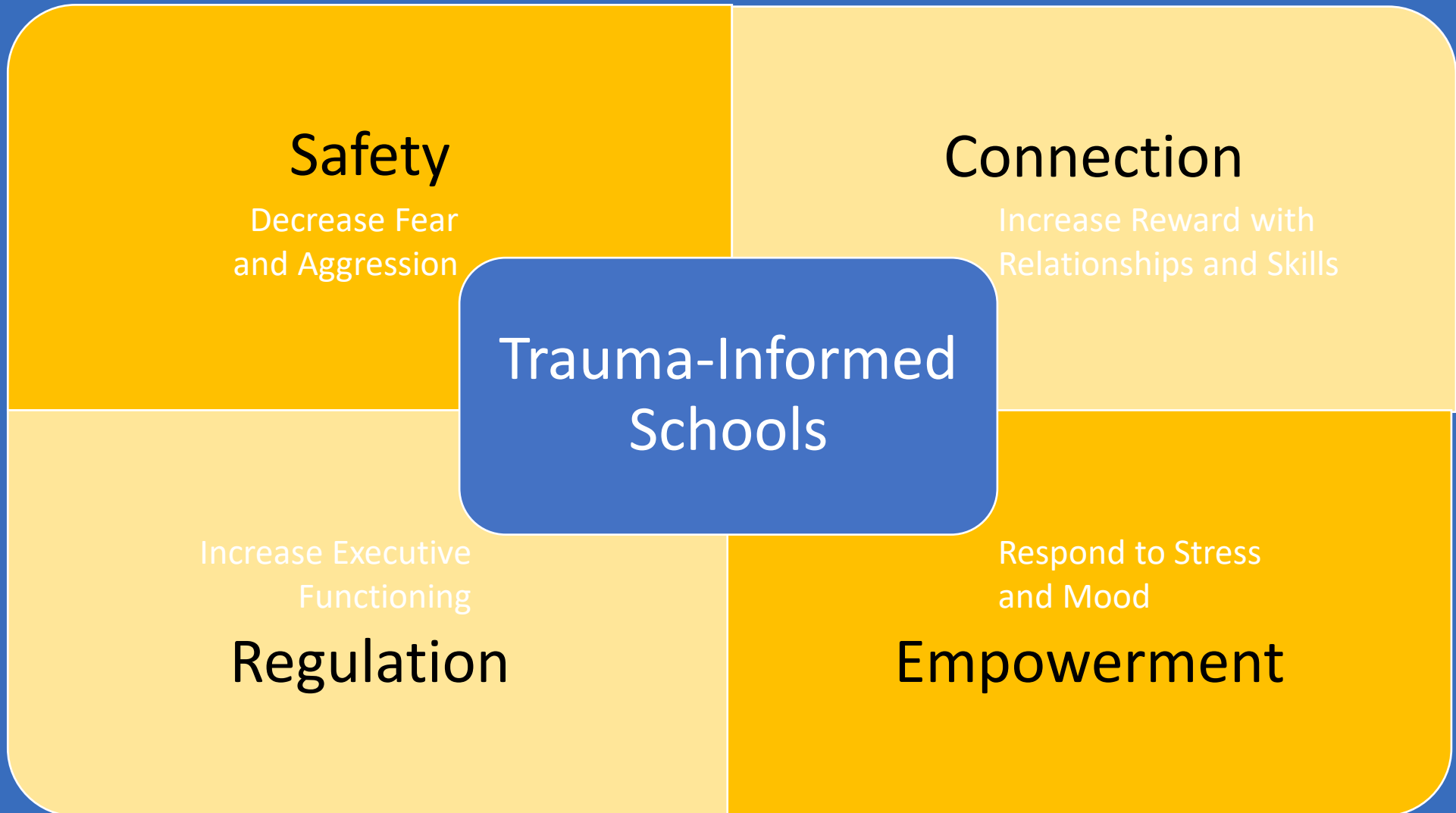
Neighborhoods with “little to no economic viability” was the “single strongest predictor of biological risk” for chronic health issues in adulthood

When examining youth in poverty, the rates of adverse experiences are more consistent across races/groups



Mechanism by which Adverse Childhood Experiences Influence Health and Well-being Throughout Life

Resilient School Communities RethinkEd





Relevant Questions!

- What are some simple ways schools can support teachers in making their classrooms more trauma-informed?
- What are some things we need to think about as a whole school to accommodate our students in a building-wide way?
- What are some evidence-based interventions that can be used to help address trauma in the classroom that teachers can use with minimal Prep?
- The Lens:
 - Experiencing What Was Lacking
 - Bridging the Gap

Trauma-Informed Schools: Safety

- Clear rules and expectations established collaboratively, enforced consistently, natural/logical consequences
- Active supervision and targeted redirection
- Routines, structure, regular reminders, notice of changes
- Clear instructions, what to expect, what to do
- Prescreening potentially triggering material and notifying students

Trauma-Informed Schools: Regulation Practices

- Building opportunities for regulation and movement into schedule
- Creating a space to regulate with clear expectations and options to support regulating activities
- Self-regulation and supporting fellow educators

Trauma-Informed Schools: Relationships and Empowerment

- Greetings
- Opportunities to share
- Strengths-based approaches with specific feedback
- Leadership opportunities
- Student voice and choice
- Social skills
- Self-Awareness and Management
- Restorative practices
- Healthy Identity

Trauma-Informed Schools: Understanding Trauma and Learning

- Memory
- Concentration/focus
- Attention/information filtering
- Planning
- Organizing
- Pleasure/reward center (Motivation)
- Affect regulation (bouncing back, disproportionate responses, getting stuck)
- Perceptions of others (trust, need for passivity or aggression)

Protective and Promotive Factors

Individual

- Sense of purpose
- Self-efficacy
- Self-regulation skills
- Problem-solving skills
- Involvement in positive activities

Relationships

- Parenting competencies
- Positive Peers
- Parent/Caregiver Well-being

Community

- Positive School Environment
- Stable Living Situation
- Positive Community environment



Resilience: Supporting Access to Care

Access to appropriate care, medical and psychological, along with positive childhood experiences can mediate the impact of adverse childhood experiences

Examples of Barriers to Navigate with Students and Families:

- People of color disproportionately represented in poverty
- Access to care impacted by insurance and ability to pay
- Hesitancy rooted in poor care experiences
- Cultural mismatch and lack of representation among care providers
- Availability of services in native language
- Transportation and logistical barriers
- Fears related to immigration status of self, family, community

Resilience: Quality of Education

- Experienced teachers
- Resources
- Advanced coursework
- Eligibility for special education

Students with positive perception of school racial climate have higher academic achievement and fewer disciplinary issues

Resilience: Relationships and Representation

Student-teacher relationships impact:

- School adjustment
- Literacy
- Math skills
- GPA
- Academic aptitude test scores

African American students who have ONE African American teacher in elementary school are more likely to graduate from high school and enroll in college

Secondary Traumatic Stress & Compassion Fatigue



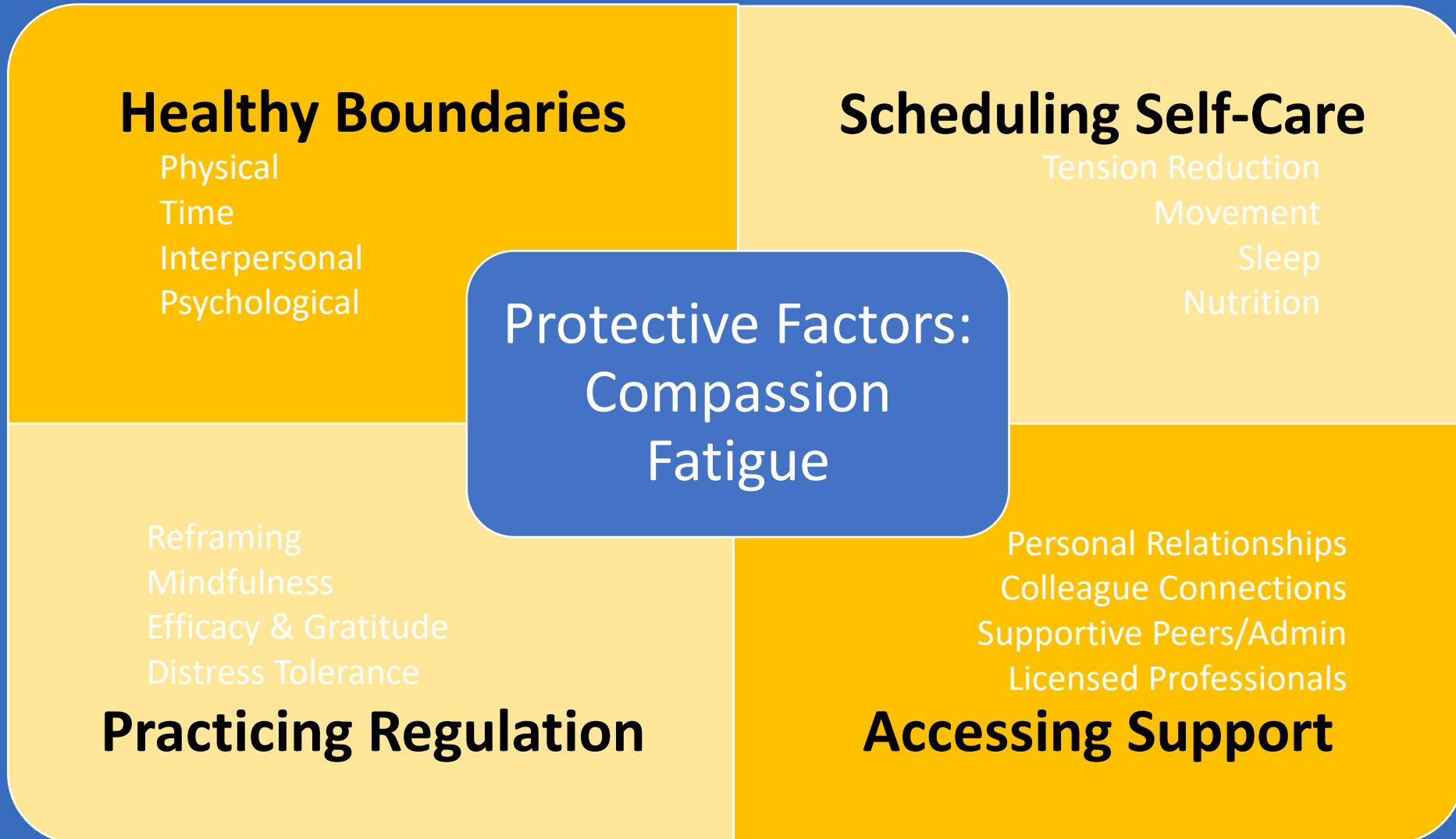
Symptoms of Posttraumatic Stress

Re-Experience	Intrusive Thoughts/ Perceptions	Avoidance	Thoughts, feelings, places, people, activities	Increased Arousal	Difficulty Falling/Staying Asleep
	Nightmares		Inability to recall aspects of the trauma		Irritability or Outbursts of Anger
	Re-enacting/ Dissociating		Diminished interest		Difficulty Concentrating
	Distress /Reactivity to Reminders		Detached/ Disengaged		Hypervigilance

Symptoms of compassion fatigue can result or be intensified when school staff:

- Have ongoing exposure to students in distress related to social, emotional, and behavioral challenges
- Experience or witness crisis events within the school or broader community
- Are exposed to the details and dynamics of others' experiences of trauma, maltreatment, abuse, and adversity

Resilient Educators





Q&A

- Are there aspects of evidence-based trauma-therapies that can be done in schools? (CBITS and Core Components)
- What are some recommended reading materials?
 - The Body Keeps the Score
 - Fostering Resilient Learners
- Activity books for clients?
 - Don't Let Emotions Run Your Life (and the related books in the series)
- How can educators support multilingual/ELL? Tools? Tips
 - Persist in communicating, Leverage colleagues early, Engage family, recognize process of immigration/acclturation, advocate for access to supportive technology and services

Q&A

Resources:

- Youth w DD/ID
- The Road to Recovery

Considerations:

- Silo MH and Behavior
- Behavior is Communication
- Regressive Behaviors

NCTSN The National Child Traumatic Stress Network

WHAT IS CHILD TRAUMA? ▾ TREATMENTS AND PRACTICES ▾ TRAUMA-INFORMED CARE ▾ RESOURCES ▾ ABOUT US ▾

GET HELP NOW

NCTSN RESOURCES

Home > What is Child Trauma? > Populations at Risk > Intellectual and Developmental Disabilities > NCTSN Resources

The following resources on Intellectual and Developmental Disabilities were developed by the NCTSN.

Refine

Keyword

RESOURCE TYPE ▾ TRAUMA TYPE ▾ LANGUAGE ▾ AUDIENCE ▾ OTHER ▾

ABOUT CHILD TRAUMA

TRAUMA TYPES ▲

POPULATIONS AT RISK ▾

Trauma and Substance Use ▲

Economic Stress ▲

Military and Veteran Families ▲

Youth Who Experience Homelessness ▲

LGBTQ Youth ▲

Intellectual and Developmental Disabilities ▾

NCTSN Resources

NCTSN RESOURCE ⓘ

Choosing Trauma-Informed Care for Children with Intellectual and Developmental Disabilities: A...

Type: Fact Sheet

Provides information for caregivers on choosing trauma-informed care for

NCTSN RESOURCE ⓘ

Trauma and Children with Intellectual and Developmental Disabilities: Taking Care of Yourself and...

Type: Fact Sheet

Offers guidance on the importance of taking care of oneself while parenting

NCTSN RESOURCE ⓘ

Understanding Trauma Responses in Children with Intellectual and Developmental Disabilities and...

Type: Fact Sheet

Outlines what responses to trauma could look like in children with IDD.



Q&A

- How to handle extreme behaviors when it is known that they've experienced trauma that is contributing to behavior?
 - Follow clear, repeatable protocols for responding to escalation
 - Recognize trauma related triggers/re-experiencing – incorporate into individual plans who responds and what to prioritize
- How/When does trauma contribute to a student's eligibility for special education services?
- Is there something that needs to be done to address trauma before considering if student needs special education services?
 - Trauma, development, mental health, and physical health are intertwined

Resources

- Major Organizations
 - National Child Traumatic Stress Network (NCTSN)
 - Substance Abuse and Mental Health Services Administration (SAMHSA)
 - Changing Minds
 - National Association of School Psychologists
 - Center for Disease Control
 - National Council of State Education Associations (NCSEA)
 - National Education Association (NEA)
 - National Center on Safe and Supportive Learning Environments (NCSSLE)
- Evidence-Based Treatment
 - Trauma-Focused Cognitive Behavioral Therapy
 - Integrative Treatment of Complex Trauma for Adolescents (ITCT-A)
 - Seeking Safety
 - Acceptance and Commitment Therapy (ACT) for PTSD
 - Eye Movement Desensitization and Reprocessing (EMDR)
 - Cognitive Processing Therapy

Original Adverse Childhood Experiences Study

Demographic Categories		Percent (N=17,337)	US Population
Gender	Female	54%	
	Male	46%	
Race	White	74.8% (approx. 12,829)	59%
	Hispanic/Latino	11.2% (approx. 1,907)	18.9%
	Asian/Pacific Islander	7.2% (approx. 1,213)	5% (AS) .2%(API)
	African American	4.6% (approx. 693)	12.6%
	Other	1.9% (approx. 173)	2.3% & .7% (AI)
Education	College Graduate +	39.3%	
	Some College	35.9%	
	High School Graduate	17.6%	
	Not HS Graduate	7.2%	

Behavioral Risk Factor Surveillance System (BRFSS)

Demographic Categories		Percent (N=214,157)	US Population
Gender	Female	51.5%	
	Male	48.5%	
Race	White	68.1% (approx. 145,000)	59%
	Hispanic/Latino	15.6% (approx. 34,000)	18.9%
	African American	8.4% (approx. 17,000)	12.6%
	Other	6.3% (approx. 12,500)	5% (AS) .7% (AI) .2%(API)
	Multiracial	1.6% (approx. 2,000)	2.3%
Education	Some College	32.6%	
	High School Graduate	28.1%	
	College Degree	25.5%	
	Not HS Graduate	13.8%	

ACEs Can Accumulate and Their Effects Last Beyond Childhood

The effects of ACEs can add up over time and affect a person throughout their life.

Children who repeatedly and chronically experience adversity can suffer from **TOXIC STRESS**.



Toxic stress happens when the brain endures repeated stress or danger, then releases **FIGHT-OR-FLIGHT HORMONES** like cortisol.

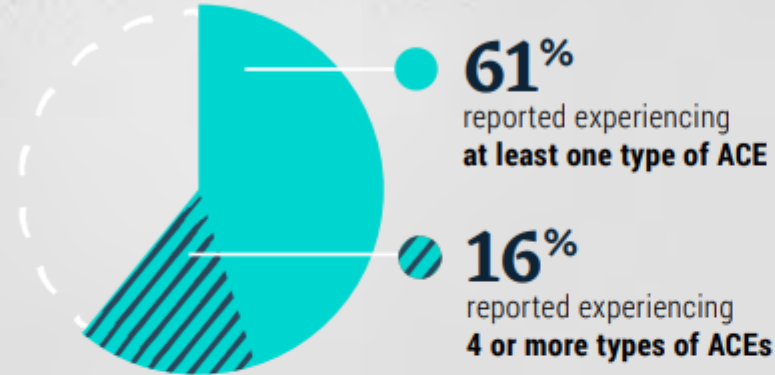


This **INTERNAL ALARM SYSTEM** increases heart rate and blood pressure and damages the digestive and immune systems.

Toxic stress can disrupt **ORGAN, TISSUE, AND BRAIN DEVELOPMENT**. Over time this can limit a person's ability to process information, make decisions, interact with others, and regulate emotions. These consequences may follow a person into adulthood.

Many People Report ACEs

According to data collected from more than 144,000 adults across 25 states between 2015 and 2017:



Types of ACEs

Abuse

- Emotional
- Physical
- Sexual

Neglect

- Emotional
- Physical

Household Challenges

The child lives with a parent, caregiver, or other adult who experiences one or more of these challenges.

- Substance misuse
- Mental illness
- Suicidal thoughts and behavior
- Divorce or separation
- Incarceration
- Intimate Partner Violence or Domestic Violence

Other Adversity

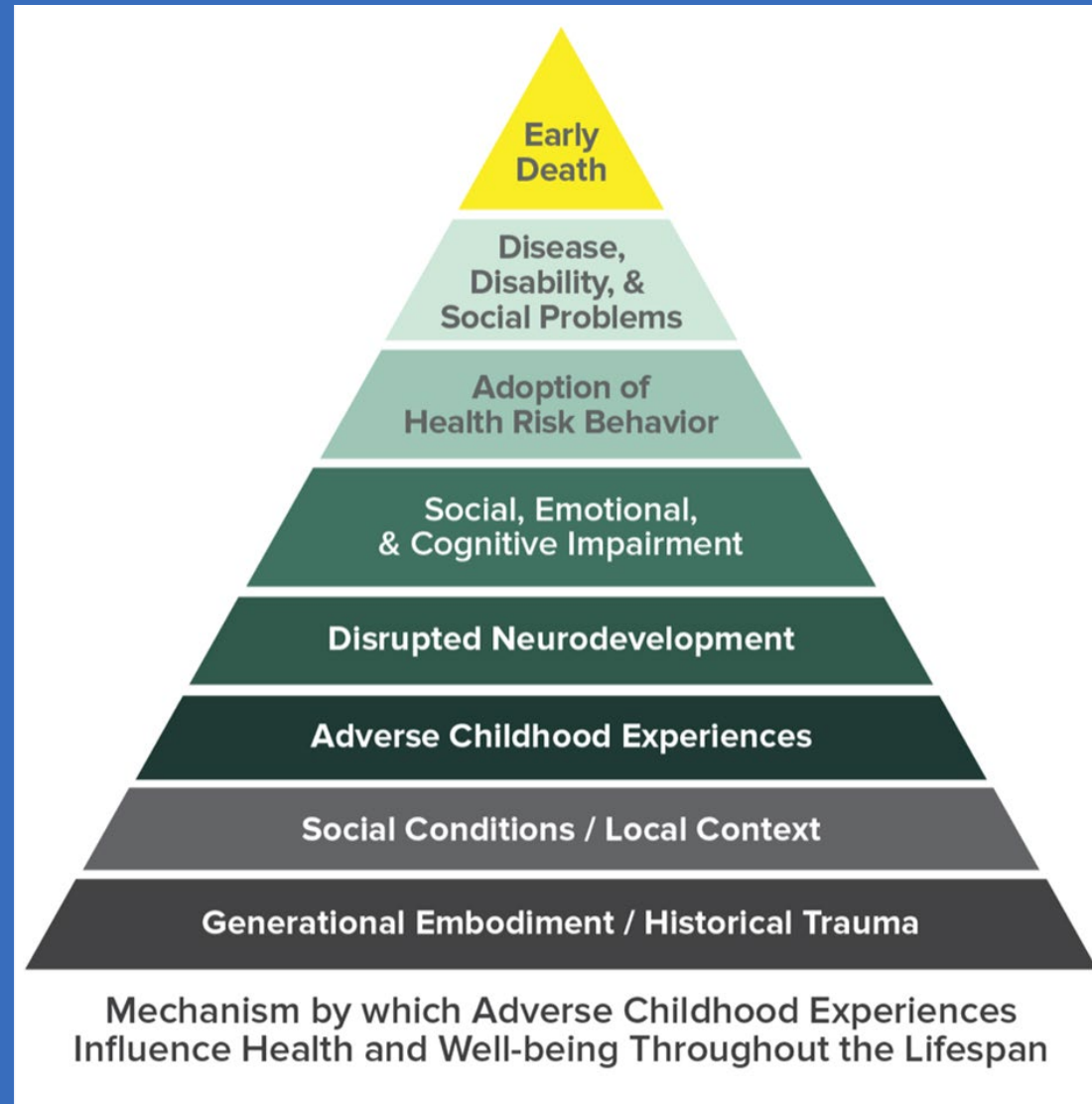
- Bullying
- Community violence
- Natural disasters
- Refugee or wartime experiences
- Witnessing or experiencing acts of terrorism



Adverse Childhood Experiences have a dose-response relationship with risk for health outcomes



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Developmental Guidance on Grief and Loss

- The following slides combine information from a few resources on developmental considerations for promoting understanding and meeting needs of students who are grieving

Ages	Level of Understanding	Reactive Behaviors	Needs
2 & Under	Can sense something is different Does not understand what death is Likely won't remember person who died	Fussiness/Irritable Clinging Regressive Behaviors Changes in eat/sleep/eliminate	Non-verbal Care (hugs, rocking) Stable Routine Consistent nurturing person
2-5	Sees death as temporary – may believe person will return. Don't fear death, but fear separation. Usually can't comprehend afterlife Feels sadness interspersed with normal Seeks substitute attachment figure May or may not remember the person who died	Regression Fear of Separation Aggression Non-Compliance Nightmares	Stable Routine Structure Honesty (dead) Simple Fact Answers Love Reassurance To be heard Examples to help understand (books)

Ages	Level of Understanding	Reactive Behaviors	Needs
6-9	<p>Begins to understand death is permanent</p> <p>Develops fear of death and of others dying or denial</p> <p>May feel guilt and blame self; see it as punishment for bad behavior</p> <p>Magical Thinking; may see self as cause of death</p> <p>Repeat questions</p>	<p>Grief ebbs and flows</p> <p>Compulsive care giving</p> <p>Aggression</p> <p>Possessiveness</p> <p>Regression</p> <p>Somatic</p> <p>Complaints</p> <p>School Phobia</p> <p>Exaggerated Fears</p>	<p>Ways to express their feelings (art, writing)</p> <p>Validation of feelings</p> <p>Love</p> <p>Reassurance they are not to blame and about the future</p> <p>To be heard</p> <p>Physical outlets</p>

Ages	Level of Understanding	Reactive Behaviors	Needs
10-12	<p>Has a realistic view of death and its permanence</p> <p>Asks specific questions about death, the body, etc.</p> <p>Death as universal</p> <p>Interested in the gory details (morbidly curious)</p> <p>May explore their own beliefs/ideas about death</p> <p>Concerned with practical questions (e.g., who will take care of me? How will my family's lifestyle change?)</p> <p>Identifies strongly with the deceased</p>	<p>Upset by the disruption in their lives</p> <p>Blame others</p> <p>Separation anxiety</p> <p>Denial/guilt</p> <p>Difficulty concentrating</p> <p>Decline in School</p> <p>Want to be Fixers</p>	<p>Permission and outlets to express feelings (anger, relief, sad)</p> <p>Validation of Feelings</p> <p>Offers Support and assistance and to know who can help them to be heard</p> <p>Truth</p> <p>Physical Outlets</p>

Ages	Level of Understanding	Reactive Behaviors	Needs
13-18	<p>Recognizes that life is fragile, death is inevitable</p> <p>May worry about own death</p> <p>Often tries not to think or talk about death</p> <p>Sometimes hides feelings so as not to look different</p> <p>Ponders and questions religious/philosophical beliefs</p> <p>Often angry at the deceased or others involved (doctor)</p> <p>Fears the future</p>	<p>Aggression, anger</p> <p>Possessiveness</p> <p>Somatic Complains</p> <p>Phobias</p> <p>Increased risk taking</p> <p>Promiscuity</p> <p>Increase drug/alcohol use</p> <p>Defiance</p> <p>Delinquent acts</p> <p>Suicidal ideation</p> <p>Protectiveness</p> <p>Decreased independence</p> <p>Difficulty concentrating</p>	<p>A trusted adult or peer for support</p> <p>Parental openness in sharing feelings</p> <p>Help in learning to manage feelings</p> <p>Continued emotional support</p> <p>Presence of caregivers</p> <p>Encouragement of effort toward independence</p>

Resources for Trauma-Informed Schools

- National Childhood Traumatic Stress Network (NCTSN) - [NCTSN.org](https://www.nctsn.org)
- Treatment and Services Adaptation Center - [TraumaAwareSchools.org](https://www.TraumaAwareSchools.org)
- National Education Association - [NEA.org](https://www.nea.org)
- Helping Traumatized Children Learn – [TraumaSensitiveSchools.org](https://www.TraumaSensitiveSchools.org)

Resources for Grief and Loss

These resources slides include:

- Key organizations with many free resources and trainings (some highlighted on the slides as a starting point)
 - Please explore the resource sections on these sites. You can even search for keywords on most of the sites. There is a ton!
- Counseling activities for grief in the form of packets and small books available online or to order
- Recommendations for books on grief including sites where you can find short descriptions of the books and who it might be appropriate for
- Suicide information, prevention, and general resources for school communities

Resources from the National Child Traumatic Stress Network (NCTSN)

- You can search in the NCTSN Resources section. Some of the resource titles include:
 - Traumatic Grief and Evidence Based Information
 - What is childhood trauma? Information on types and the how of trauma
 - Childhood Traumatic Grief: Youth Information Sheet
 - Helping Children with Traumatic Separation or Traumatic Grief Related to COVID
 - Rebuilding Connection Between an Estranged Mother and Daughter After a Father's Traumatic Death
 - Childhood Traumatic Grief: Information for Mental Health Providers
 - Childhood Traumatic Grief: Information for Military Parents or Caregivers
 - Childhood Traumatic Grief: Information for Parents and Caregivers
 - Childhood Traumatic Grief: Information for School Personnel
 - Rosie Recuerda a Mama: Siempre en su corazon video
 - Listo Para Recordar: El Viaje de Esperanza Y recuperacion de Jaime Video
 - Helping Youth After Community Trauma: Tips for Educators

- Resource from NCTSN
- Helping School-Aged Children with Traumatic Grief: Tips for Caregivers
- Many practical resources like this for caregivers, educators, helping professionals, military families, and kids

I WANT YOU TO KNOW THAT:	YOU CAN HELP ME WHEN YOU:
1. My feelings about the death are confusing. Sometimes I feel okay, and other times I feel sad, scared, or just empty or numb. It's really hard to make the scary and sad feelings go away.	1. Talk about your feelings and encourage me to talk about mine as long as I feel comfortable.
2. Sometimes my upset feelings come out as bad behavior.	2. Help me do things to feel calm, get back to my routine, and have fun again. Be patient until I feel O.K.
3. I have trouble concentrating, paying attention, and sleeping sometimes, because what happened is on my mind.	3. Understand that thoughts about what happened get stuck in my mind. Help me relax at bedtime by reading stories or listening to music and reminding me that you keep me safe.
4. I might have physical reactions like stomach aches, headaches, feeling my heart pounding, and breathing too fast.	4. Help me do things that make me feel calm, take my mind off things, or slow down my breathing.
5. Sometimes I wonder if the death was my fault.	5. Reassure me that it was not my fault.
6. I sometimes think the same thing will happen to me or other people I love.	6. Remind me about the things we do to stay safe and take care of ourselves. Help me remember all the people who take care of me.
7. I keep thinking about what happened over and over in my head.	7. Listen to what is on my mind. Tell me honestly what happened, using words I can understand. Do not let me see it on TV or other media if the story is in the news.
8. Sometimes I don't like to think or talk about the person who died, because it's too hard. I may not tell you everything because I don't want to upset you.	8. Don't make me talk about what happened. Don't get mad if I don't want to talk it or about the person.
9. I don't like to go to some places or do some things that remind me of the person who died, or of how my life has changed since the person died, because I get upset.	9. Don't make me go places if it still makes me too upset or scared.
10. I have trouble remembering good things about the person because I remember other things that make me too mad, sad, or scared, and they get in the way.	10. Understand that I am still too scared and sad to think about the happy times right now. Help me to feel better.

Dougy Center

- The Dougy Center has a ton to offer
- Filtered searches in the Dougy.org resources section are really helpful to find what you need

How to Use This Page

Grief is hard, but knowing you are not alone can help. Use the filters below to find articles and activities just for you.

Topic or Type of Death:

All

The Person Who Died:

All

Filter by Type:

All Types

Filter by Age:

0 - 5



Aldo's Adventures in Grief

Join Aldo the Llama and explore thoughts and feelings around grief.

[DOWNLOAD →](#)



What are you grateful for?

[LEARN MORE →](#)



Create a Family Playlist

[LEARN MORE →](#)



Younger Kids- ages 0-5

Tell adults how you are feeling



Older Kids- ages 6-12

Express your grief with our help



Activities

Click here for activities to express your grief




DOUGY CENTER RESOURCES

- Some of the available resources...
 - Supporting Students After a Death: Tips for Teachers and School Personnel
 - Covid-19 and Grief
 - Tips for Supporting Children who are Grieving
 - Supporting Children and Teens when Someone Dies from Substance Use
 - When Death Impacts Your School
 - Finding the Words: When Someone in Your Community has Died of COVID19
 - Back to School with Grief and COVID-19
 - Now What? Tips for Grieving Teens
 - Developmental Grief Responses
 - Supporting Children & Teens When a Family Member is Dying in a Hospital
 - Happy Holidays? Navigating the Winter Holidays with Grief and COVID19

National Alliance for Grieving Children

- Quick snapshot of the resources tab on their website

Home About Us Find Support **Resources** Join Us Awareness Grants Education Donate Member Login  search...

About Childhood Grief

GriefTalk Resource Guides

Frequently Asked Questions from
Parents/Caregivers

NAGC Holiday Toolkit

Be a Hero to Grieving Children-
Toolkit

"When Someone Dies" NAGC's
Activity Book

10 Ways to Help a Grieving Child

NAGC Videos

Covid-19 Resources

 [Home](#) ▶ [Resources](#) ▶ Covid-19 Resources

COVID-19

Free Webinars

Downloadable Toolkit

Membership Calls

For many that offer grief support to children, teens and those that care for them there are many challenges as a result of the social distancing that is necessary in light of the global pandemic. We are creating a series of free resources, educational opportunities and connection calls to facilitate those who work with grieving families accommodating to the current reality. Please share these broadly so that we can support the widest audience. Together we can succeed in continuing to provide a safe space for children and teens to process their grief. We will Grieve Alone but Together.

FREE DOWNLOADABLE RESOURCES

The National Alliance for Grieving Children (with the support of Alex Cares for Grieving Youth®) has released the booklet "[Coping with Change and Loss](#)" (Spanish version: "[Respondiendo al Cambio Y Pérdida](#)") to be shared freely with families.

NAGC

- More of what's available from the National Alliance for Grieving Children...
 - Talking to Children About Death and Dying
 - About Childhood Grief
 - Talking About End of Life Memorials and rituals
 - Talking About Grieving as a Family
 - Frequently Asked Questions from Caregivers Raising Bereaved Children
 - NAGC Holiday Toolkit: Supporting Grieving Children...
 - Responding to Change and Loss

The Coalition to Support Grieving Students is a collaboration of national organizations representing the full range of school professionals. Convened by the NCSCB and New York Life Foundation, the Coalition has created a set of industry-endorsed resources to empower school communities across America in the ongoing support of their grieving students.

GrievingStudents.org is a practitioner-oriented website providing practical, accessible, free information, handouts and reference materials, and includes over 20 video training modules featuring expert commentary, school professionals sharing their observations and advice, and bereaved children and family members offering their own perspective on living with loss. Through its founding and supporting organizational members, the Coalition's aim is to provide bereavement and related resources to those who support grieving students

- The Coalition to Support Grieving Students has a number of resources and Children's Hospital Los Angeles overall has many mental health related resources on crisis, trauma, bereavement. Here are a few of the themes of their resources not mentioned on the previous slide.
 - Talking to children, What not to say, support over time, peer support
 - Developmental and Cultural considerations for concept of death, connecting with families and cultural sensitivity
 - Practical considerations for funeral attendance, secondary losses, coordinating services, social media
 - Reactions and Triggers
 - Professional Prep and Self-care
 - Crisis and special circumstances including suicide, commemoration/memorialization
 - Coping with the Death of a student or Staff Member

Resources from Other Organizations

- Child Development Institute
 - How to Talk to Kids About Death
- Child Mind Institute (great resource for many mental health topics)
 - Helping Children Deal with Grief
- Worldmaker International
 - Feeling Our Way: Supporting the Emotional Needs of our School communities – Free webinar featuring the director of the National Center for School Crisis and Bereavement and the developer of the THRIVE mode of resilience

Resources

- National Institute of Health
 - Coping with Grief
 - Grief, Bereavement and Coping with Loss
 - Mourning the Death of a Spouse
 - End of life Topics
- Whole Child Counseling
 - Helping Children and Teens Cope with Grief & Loss
 - Support Art inspired by the Invisible String
- The Children's Grief Center
 - Anticipatory Grief

Resources

- Clinical Grief Activities Booklet from School Counselors Connect

**Grief Activities Based on the Safe Crossing Program Model
for Supporting Bereaved Children and Families**

1. Processing the circumstances or event within the context of the child's developmental ability.

- Creating a safe environment
- All About Me
- All About My Loved One (Anticipatory or Bereavement)
- Anagram
- Timeline

2. Understanding the concepts of grief and loss.

- "Way – No Way" Game
- "Grief" Activity
- Books helpful in talking about grief

3. Identifying and understanding feelings and behaviors associated with normal grief response.

- Feelings Worksheet
- Emotional Behavioral Cards
- Feelings Body
- Inside/Outside Feelings
- Feeling Concentration Game

The name of the person who died is...

This person was my...

My loved one died from...

My favorite thing to do with them was...

My favorite memory of my loved one is...

My loved one really liked...

Resources: Activities

- When Someone Dies: A Child-Caregiver Activity Book (Free)
 - National Alliance of Grieving Children
- Clinical Grief Activities Booklet (Free)
 - School Counselor Connect
- Liana Lowenstein – Creative Interventions for Bereaved Children

Resources: Books

- A Terrible Thing Happened
- The Invisible String (and workbook)
- Rabbityness
- Tear Soup
- When Someone Very Special Dies
- When Dinosaurs Die
- Lifetimes (more of a gentle introduction to the topic of death)
- I Found a Dead Bird (more for the very curious about the physical)
- Death is Stupid
- The Goodbye Book
- The Heart and the Bottle
- For More with brief descriptions:
<https://www.cbc.ca/life/wellness/books-to-help-children-cope-with-loss-and-grief-1.5436343>
 - GrievingLighthouse.org – also has many book recs with short descriptions

Suicide Prevention Resource Center & The American Association of Suicidology

- [Suicidology.org](https://suicidology.org)
 - Preventing Suicide
 - A toolkit for high schools
 - The Role of high School Teachers
 - The Role of High School Mental Health Providers
 - After a Suicide: A Toolkit for Educators
- [SPRC.org/Resources-programs](https://sprc.org/Resources-programs)
 - Can search for resources and programs in custom search sorting by what type of resource or program you need, the populations and setting, etc.
 - For example, If you filter for guidelines, youth & schools results include:
 - A model school policy on school prevention
 - Recommendations for school-based Suicide Prevention Screening
 - Youth Suicide prevention, intervention, and postvention guidelines

Resources: Suicide Info & Prevention

- American Academy of Child and Adolescent Psychiatry
 - https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Teen-Suicide-010.aspx
- American Foundation for Suicide Prevention
 - <https://afsp.org/suicide-statistics/>
- Center for Disease Control
 - <https://www.cdc.gov/ViolencePrevention/suicide/index.html>
- National Institute of Mental Health
 - <https://www.nimh.nih.gov/health/publications/suicide-faq/index.shtml>
- Substance Abuse and Mental Health Services Administration
 - <https://www.samhsa.gov/find-help/suicide-prevention>
- [Youth.Gov](https://youth.gov)
 - <https://youth.gov/youth-topics/youth-suicide-prevention>

School Community & Suicide

- Guidelines for School Responding to a Death By Suicide
 - GrievingStudents.org
 - National Center for School Crisis and Bereavement
- **National Association of School Psychologists**
 - Comprehensive School Suicide Prevention in a Time of Distance Learning
 - Preventing Suicide: Guidelines for Administrators and Crisis Teams
 - Suicide Clusters and Contagion
 - Save a Friend: Tips for Teens to Prevent Suicide

Suicide and Self-Harm – Child Mind Institute

- Supporting Children After the Suicide of a Classmate
- When Death Impacts Your School (for Admin)
 - Dougy.org
- Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention (book)

Additional Supports

- Good Grief – Peer Support Programs, Parent support, more
- Imagine NJ – Free grief SUpport
- Programs in NY from the National Alliance for Grieving Children
- Grief Care Counseling – Telehealth Support, Parent Consult
- Please keep in mind many of the major organizations have links in resources sections dedicated to finding local service providers and supports.