

Schools helping students affected by trauma



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Web-based Resources

- *Calmer classrooms: A guide to working with traumatized children* is an Australian resource that was developed to help educators understand and work with children/youth whose lives have been affected by trauma. The booklet explains the effect of abuse on learning and attachment and it provides teachers with strategies that reflect relationship-based practices for dealing with challenges and conflicts in the classroom. The emphasis in this document is on the needs of children traumatized by abuse and neglect.

See <www.ocsc.vic.gov.au/downloads/calmer_classrooms.pdf>.

- The National Child Traumatic Stress Network (NCTSN) is an American organization that develops and disseminates research-based interventions, trauma-informed services, and public and professional education. Its academic and community-based service centers improve care and access to services for traumatized children and their families. See <www.nctsn.org/>.

The *Child trauma toolkit for educators* was developed by the National Child Traumatic Stress Network. It provides information for educators and caregivers, including facts, suggestions for supporting learners, psychological and behavioural impacts of trauma by grade level, and self-care for educators and caregivers.

See <www.nctsn.org/nctsn_assets/pdfs/Child_Trauma_Toolkit_Final.pdf>.

The Learning Center for Child and Adolescent Trauma is intended for professionals and families. It provides various services and resources, including access to National Child Traumatic Stress Network experts and up-to-date information. See <<http://learn.nctsn.org/>>.

- *Creating sanctuary in the school* is a paper by Sandra L. Bloom that applies knowledge derived from establishing and working in the context of The Sanctuary™ to education (an inpatient therapeutic milieu unit designed to treat adults who have been traumatized as children). It describes how to provide a safe and healing environment in the schools for children who need to recover from the effects of trauma, as well as for less traumatized children. See <http://sanctuaryweb.com/PDFs_new/Bloom%20Sanctuary%20in%20the%20Classroom.pdf>. The website also provides additional information on the Sanctuary model and schools. See <www.sanctuaryweb.com/schools.php>.

- *Helping traumatized children learn* is a report from the Massachusetts Advocates for Children. It explores the fact that many of the daily educational difficulties faced by teachers with regard to students may be the result of children’s trauma from exposure to family violence as well as other forms of violence. The report provides a flexible framework for a school-wide approach to creating trauma-sensitive school environments.
See <www.massadvocates.org/download-book.php>.
- *The heart of learning: Compassion, resiliency, and academic success* is a handbook with information for educators who work with students whose learning has been negatively affected by trauma. See <<http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx>>.
- The Australian Child and Adolescent Trauma, Loss and Grief Network’s website provides information and resources about traumatized children for school communities, and refugee children and families. See <www.earlytraumagrief.anu.edu.au/>.
- *The language of trauma and loss* is a web-based resource for teachers about the effect of trauma and loss on children, and the teacher’s role with regard to identifying and referring appropriate students. It also helps educators create safe classrooms and improve language arts skills. Web-streamed videos and other professional development information for teachers, as well as age-appropriate lessons for early, middle, and senior years students are included.
See <<http://westernreservepublicmedia.org/trauma/>>.
- School Mental Health from the UCLA Center for Mental Health in Schools is a web-based “Quickfind Clearinghouse” on topics related to mental health and schools such as PTSD, child abuse, immigrants and refugees, impulse control, traumatic brain injury, juvenile delinquency, eating disorders, physical and somatic complaints, homelessness, loss, grief, and bereavement. Included on this site are documents, web links, audio and video downloads, and fact sheets.
See <<http://smhp.psych.ucla.edu/>>.

Websites with Clinical Information

- The Child Trauma Academy works to improve the lives of vulnerable children by providing direct services, and undertaking research and education. The Academy advocates biologically-informed child and family respectful practice, programs, and policy. See <www.childtrauma.org/>.
- *David Baldwin’s Trauma Information Pages* website is intended for clinicians and researchers in the traumatic-stress field. It focuses mostly on emotional trauma and traumatic stress.
See <www.trauma-pages.com/>.
- The National Institute for Trauma and Loss in Children (TLC) is dedicated to improving the lives of traumatized children by creating environments where they can flourish. Information on trauma, as well as resources and training, are available. See <www.starrtraining.org/home>.
- The National Center for Posttraumatic Stress Disorder website is sponsored by the U. S. Department of Veteran affairs and provides materials and resources on trauma pertaining to young children, adolescents, adults, family, active military, and veterans. See <www.ptsd.va.gov/index.asp>.
- The Jasper Mountain Center is a treatment facility for traumatized children and adults. The center’s website contains several informative articles, including the following:
 - *Optimum learning environments for traumatized children* is an article by Dr. Dave Ziegler in which the performance of traumatized children in schools and the reasons for their behaviour, the functioning of the traumatized brain, and the enhancement of school supports for traumatized children are discussed. See <www.jaspermountain.org/optimum_learning_environment.pdf>.

- *Understanding and helping children who have been traumatized* is an article by Dr. Dave Ziegler in which information about children who have been traumatized and suggestions on how to support them is provided. See <www.jaspermountain.org/understanding_helping_children.pdf>.
- *Resilience and recovery from trauma* is a paper on the Los Angeles Unified School District (LAUSD) Trauma Services Adaptation (TSA) Center for Schools and Communities website. It summarizes research findings concerning the relationship between mental health and academic achievement. See <www.tsaforschools.org/index.php?option=com_content&task=view&id=92&Itemid=81>.
- *Trauma in children and related learning problems* is an article from the Emory University School of Medicine, Department of Psychiatry and Behavioral Sciences. It describes the survival mode experienced by traumatized children and how it impacts on their ability to learn as well as on their behaviour. See <www.psychiatry.emory.edu/PROGRAMS/GADrug/Feature%20Articles/Parenting/2006%20Trauma%20in%20Children%20and%20Related%20Learning%20Problems.pdf>.
- *Healing the hurt: Trauma-informed approaches to the health of boys and young men of color* is a paper that addresses the specific needs of Black and Latino male children and young adults. It examines the role of trauma and adversity in their lives and trauma-informed approaches to improving their health. See <www.calendow.org/uploadedFiles/Publications/BMOC/Drexel%20-%20Healing%20the%20Hurt%20-%20Full%20Report.pdf>.
- *Healing the invisible wounds: Children's exposure to violence—A guide for families* is a publication designed to help caregivers understand how children are deeply affected by exposure to violence. See <www.safestartcenter.org/pdf/caregiver.pdf>.
- *Teaching strategies: Emergency preparedness* offers two web resources intended to help educators respond to children after a natural disaster. They were developed after hurricane Katerina devastated Louisiana and other southern states. See <www.teachingstrategies.com/page/AU_HurricaneRelief.cfm>. The resources are
 - *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 Years

Koplow, L. (Ed.). (2007). *Unsmiling faces: How preschools can heal* (2nd edition). New York, NY: Teachers College Press.

Koplow, L. (Ed.). (2008). *Bears, bears everywhere: Supporting children's emotional health in the classroom*. New York, NY: Teachers College Press.

Middle Years

Craig, S. (2008). *Reaching and teaching children who hurt: Strategies for your classroom*. Baltimore, MD: Paul Brookes Publishing.

Oehlberg, B. (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.

Senior Years

Horsman, J. (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.

Pre-kindergarten to Senior Years

Greenwald, R. (2009). *Treating problem behaviors: A trauma-informed approach*. New York, NY: Routledge.

Koplow, L. (2002). *Creating schools that heal: Real-life solutions*. New York, NY: Teacher's College, Columbia University Press.