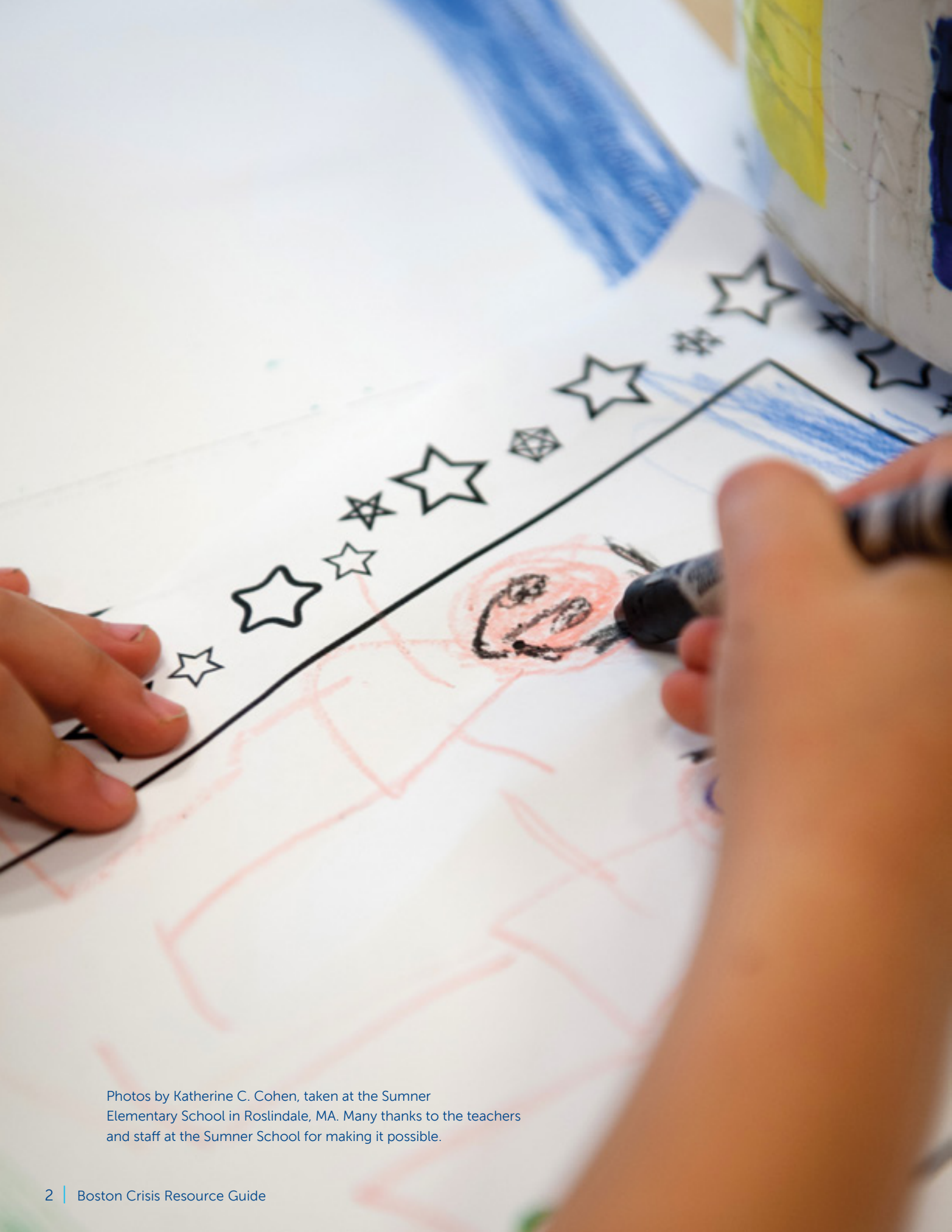




A Tool for Families, Schools, and Professionals
Working With Youth During A Crisis

Crisis Resource Guide





Photos by Katherine C. Cohen, taken at the Sumner Elementary School in Roslindale, MA. Many thanks to the teachers and staff at the Sumner School for making it possible.

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Introduction

As part of the BCHNP program model, we assist Boston schools when they are faced with a crisis. Following the Boston Marathon bombing on April 15, 2013, BCHNP helped schools plan for teacher, parent, and student support.

School professionals and caregivers are often on the frontlines in helping children and adolescents deal with challenging topics. Adults often seek information on how to provide youth with support and a sense of safety during and after a crisis. Though there are numerous resources for adults caring for and working with youth who have been exposed to a traumatic event, the volume of information can leave readers overwhelmed and unsure as to which resources will be the most useful given the nature of the crisis or tragedy.

In creating this guide, we sought to provide a collection of existing high-quality crisis resources. Additionally, we aimed to make the resources easily accessible to readers by highlighting important information about each and organizing the resources by type of crisis or tragic event. For the purpose of this guide, a “crisis” refers to an event that is experienced directly or indirectly by an individual, group, community, or society and often: 1) is perceived as dangerous and/or unpredictable, 2) leads to a person or group of people feeling frightened, stressed, distressed, or out of control, and 3) disrupts an individual’s usual pattern of functioning.

Each chapter begins with a brief introduction to the topic. Following the introduction, readers will find a list of resources on that topic. The resources do not appear in any certain order. To help readers determine which resource will be the most useful to them, we have given an overview of each resource using nine domains. For each resource, we have provided the author(s) and a link to the resource location. We have listed the original source for a resource when it is known. For resources that are also available in PDF, a link to the PDF has been provided.

Resources in this guide were evaluated for the following: 1) breadth of information provided, 2) depth of information provided, 3) readability, 4) inclusion of links to other local or national resources, and 5) accuracy of information. We aimed to provide readers with a variety of high quality resources for each type of crisis or tragic event. What we discovered in our search for resources for this guide is that while there is an abundance of resources to address some types of crisis, there is a great need for the development of additional quality

resources for other types of crisis. Specifically, further development is needed in the area of supporting children and adolescents following acts of violence in their neighborhoods, such as shootings and homicides. In addition, there is a limited number of resources that address helping families and children cope with medical trauma. While many crisis resources promote self-care, we believe there is a need for more resources that are dedicated to this important topic. Finally, we found that resources that presented strategies by developmental level and provided exact language for adults to use when giving support to children and adolescents were among the most helpful. We believe that these are components that should be included in future resources.

We hope that this crisis resource guide will be a helpful tool for the Boston community and beyond. While this guide was developed primarily for families and school communities, we believe it could be useful to any professional who works with youth following a tragedy. We encourage readers to explore all resources in the guide, even those intended for a different audience, to find what will be most helpful to them during a crisis. The Boston Crisis Resource Guide was made possible by the support of Fidelity Charitable and the employees of Fidelity Investments.

Chapter 1. Crisis Preparedness & Response: General Guidelines for Schools

When faced with a crisis, schools often take several steps to ensure that students, families, and staff feel safe and supported. Deciding what steps to take and designing a plan of action can often be a daunting task. This chapter offers resources that provide tips and strategies to assist school professionals in planning for how to respond to a crisis. The resources included in this chapter discuss crisis more generally or cover many different types of crises and do not focus on one specific type of crisis.

1. School Crisis Guide: Help & Healing in a Time of Crisis

Author: National Education Association Health Information Network

Location/Source: <http://neahealthyfutures.org/wpcproduct/school-crisis-guide/>

PDF: <http://neahealthyfutures.org/wp-content/uploads/2015/05/schoolcrisisguide.pdf>

Intended Audience	Administrators, School Mental Health Professionals
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Planning, responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Preparing for a crisis, role of crisis response team, definition of crisis, managing the media, helping youth cope, steps for responding to a crisis
Secondary Topics	PTSD, common reactions, memorials
Type of Information Provided	Factual information, tips and strategies, checklists, what to say, worksheets (see website), letter templates (see website), scripts (see website)
Languages	English
Length of Document	Home webpage with links to additional web pages, 52 pgs. (PDF)

2. Listen, Protect, & Connect—Model & Teach: Psychological First Aid for Students and Teachers

Authors: M. Schreiber, R. Gurwitch, and M. Wong

Location/Source: <http://www.ready.gov/>

PDF: http://ssetprogram.org/_static/tsa/uploads/files//pfa_schoolcrisis_%281%29.pdf

Intended Audience	Teachers
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Steps for responding to a crisis, helping youth cope, engaging students in a conversation, common reactions
Secondary Topics	Seeking professional help, warning signs and adverse reactions
Type of Information Provided	Factual information, general tips and strategies, worksheets, what to say
Languages	English
Length of Document	16 pgs. (PDF)

3. Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers

Author: Substance Abuse and Mental Health Services Administration

Location/Source: <http://store.samhsa.gov/product/Tips-for-Talking-With-and-Helping-Children-and-Youth-Cope-After-a-Disaster-or-Traumatic-Event-A-Guide-for-Parents-Caregivers-and-Teachers/SMA12-4732>

PDF: <http://store.samhsa.gov/shin/content//SMA12-4732/SMA12-4732.pdf>

Intended Audience	Teachers, Families
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Trauma reactions, common reactions, helping youth cope, steps for responding to a crisis, developmentally specific information
Secondary Topics	Seeking professional help, engaging youth in a conversation
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English, Spanish, Punjabi (scroll to bottom of webpage to find the tip sheet in Spanish and Punjabi)
Length of Document	4 pgs. (PDF)

4. National Center for School Crisis and Bereavement Center- Sample Letter Templates for Students, Families, and Staff

Author: National Center for School Crisis Bereavement at USC School of Social Work

Location/Source: <https://sowkweb.usc.edu/about/centers-affiliations/national-center-school-crisis-and-bereavement>

Intended Audience	Administrators, Teachers, School Mental Health Professionals, Other School Staff
Type of Crisis(es) Addressed	Death impacting a school community, death by suicide, death by homicide, death—general, medical trauma and chronic illness
Timing of Crisis	Responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Helping youth cope, developmentally specific information, community violence, engaging youth in a conversation
Secondary Topics	Media exposure, warning signs and adverse reactions
Type of Information Provided	Letter templates, scripts, links to additional information
Languages	English
Length of Document	1 webpage with links to additional information

Chapter 2.

Supporting Youth Impacted by a Death

Following experiencing a death, children and adolescents often respond by asking questions about loss and displaying a range of emotions and behaviors. Factors such as the child’s relationship to the person that died, the age of the person who died, and how the person died can influence how a child responds to a death and how the child grieves. The type and amount of support that youth need can greatly vary. As a result, adults may feel overwhelmed or uncertain about what steps to take. The resources in this chapter provide strategies and tips to support both students and adults. Some of the resources in this chapter focus on a specific type of crisis resulting in death, such as a death by homicide or a death by suicide, while other resources provide more general guidance on steps to support youth following a death.

1. Guidelines for Responding to the Death of a Student or School Staff

Author: National Center for School and Crisis Bereavement at USC School of Social Work

Location/Source: <https://sowkweb.usc.edu/about/centers-affiliations/national-center-school-crisis-and-bereavement>

PDF: <https://sowkweb.usc.edu/download/about/centers-affiliations/nscsb-guidelines-responding-death-student-or-school-staff>

Intended Audience	Administrators, Teachers, Other School Staff
Type of Crisis(es) Addressed	Death impacting a school community
Timing of Crisis	Responding
Target Developmental Level	Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Role of crisis response team, steps for responding to a crisis, memorials and funeral services, helping youth cope
Secondary Topics	Developmentally specific information, common reactions, warning signs and adverse reactions
Type of Information Provided	Factual information, general tips and strategies
Languages	English
Length of Document	7 pgs. (PDF)

2. Guidelines for Schools Responding to a Death by Suicide

Author: National Center for School and Crisis Bereavement at USC School of Social Work

Location/Source: <https://sowkweb.usc.edu/about/centers-affiliations/national-center-school-crisis-and-bereavement>

PDF: <https://sowkweb.usc.edu/download/about/centers-affiliations/nscsb-guidelines-schools-responding-death-suicide>

Intended Audience	Administrators, Teachers, Other School Staff
Type of Crisis(es) Addressed	Death by suicide, death impacting a school community
Timing of Crisis	Responding
Target Developmental Level	Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Role of crisis response team, steps for responding to a crisis, helping youth cope, memorials and funeral services, engaging youth in a conversation, appropriate language for explaining a death
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies
Languages	English
Length of Document	8 pgs. (PDF)

3. When Death Impacts Your School

Author: The Dougy Center: The National Center for Grieving Children and Families

Location/Source: <http://www.dougy.org/grief-resources/death-impacts-your-school/>

Intended Audience	Administrators, Teachers, School Mental Health Professionals, Other School Staff
Type of Crisis(es) Addressed	Death impacting a school community
Timing of Crisis	Responding
Target Developmental Level	Not specified
Primary Topics	Steps for responding to a crisis, helping youth cope, engaging youth in a conversation, grief symptoms
Secondary Topics	Memorials and funeral services, classroom interventions
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English, Spanish, Punjabi (scroll to bottom of webpage to find the tip sheet in Spanish and Punjabi)
Length of Document	1 webpage

4. Death: Dealing with Crisis at School Practical Suggestions for Educators

Author: National Association of School Psychologists

Location/Source: http://www.nasponline.org/resources/crisis_safety/neat_poland.aspx

Intended Audience	Administrators, Teachers, School Mental Health Professionals, Other School Staff
Type of Crisis(es) Addressed	Death impacting a school community, death by suicide, death by homicide, death—general, medical trauma and chronic illness
Timing of Crisis	Responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Helping youth cope, developmentally specific information, community violence, engaging youth in a conversation
Secondary Topics	Media exposure, warning signs and adverse reactions
Type of Information Provided	Letter templates, scripts, links to additional information
Languages	English
Length of Document	1 webpage with links to additional information

5. After a Suicide: A Toolkit for Schools

Author: American Foundation for Suicide Prevention and Suicide Prevention Resource Center

Location/Source: http://www.sprc.org/library_resources/items/after-suicide-toolkit-schools

Intended Audience	Administrators, Teachers, School Mental Health Professionals, Other School Staff
Type of Crisis(es) Addressed	Death impacting a school community, death by suicide
Timing of Crisis	Responding
Target Developmental Level	Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Role of crisis response team, helping youth cope, appropriate language for explaining a death, steps for responding to a crisis
Secondary Topics	Memorials and funeral services, seeking professional help, managing media, mental illness
Type of Information Provided	Factual information, general tips and strategies, what to say, links to additional information, scripts, letter templates
Languages	English
Length of Document	49 pgs. (PDF—go to webpage to access PDF)

6. American Foundation for Suicide Prevention: Helping Children Understand

Author: American Foundation for Suicide Prevention

Location/Source: <https://www.afsp.org/coping-with-suicide-loss/where-do-i-begin/helping-children-understand>

Intended Audience	Not specified
Type of Crisis(es) Addressed	Death by suicide
Timing of Crisis	Responding
Target Developmental Level	Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Helping youth cope, common reactions, engaging youth in a conversation
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, what to say, links to additional information, media references
Languages	English
Length of Document	1 webpage with links to additional web pages

7. Maine Suicide Prevention Program: Resources for Parents

Author: Maine Suicide Prevention Program

Location/Source: <http://maine.gov/suicide/parents/index.htm>

Intended Audience	Families
Type of Crisis(es) Addressed	Death by suicide
Timing of Crisis	Responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Common reactions, warning signs and adverse reactions, helping youth cope, engaging youth in a conversation
Secondary Topics	Seeking professional help
Type of Information Provided	Factual information, general tips and strategies, what to say, links to additional information (see sidebar)
Languages	English
Length of Document	1 webpage with links on sidebar to additional information for parents

8. When a Child's Friend Dies by Suicide

Author: Society for the Prevention of Teen Suicide

Location/Source: <http://www.sptsusa.org/parents/when-a-childs-friend-dies-by-suicide/>

Intended Audience	Families
Type of Crisis(es) Addressed	Death by suicide
Timing of Crisis	Responding
Target Developmental Level	Pre to Early Adolescents, Adolescents
Primary Topics	Common reactions, warning signs and adverse reactions, helping youth cope, engaging youth in a conversation
Secondary Topics	Seeking professional help
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English
Length of Document	1 webpage

9. Memorials After a Suicide: Guidelines for Schools and Families

Author: Society for the Prevention of Teen Suicide

Location/Source: <http://www.sptsusa.org/memorials-suicide/>

Intended Audience	Administrators, Teachers, Other School Staff, Families
Type of Crisis(es) Addressed	Death by suicide, death impacting a school community
Timing of Crisis	Responding
Target Developmental Level	Pre to Early Adolescents, Adolescents
Primary Topics	Memorials and funeral services, common reactions, helping youth cope
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, what to say, links to additional information
Languages	English
Length of Document	1 webpage, 5 pgs. (PDF)

10. About Childhood Grief

Author: National Alliance for Grieving Children

Location/Source: <http://www.childrengrieve.org/about-childhood-grief>

PDF: <https://www.childrengrieve.org/sites/default/files/About%20Childhood%20Grief-%202013.pdf>

Intended Audience	Families
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood
Primary Topics	Helping youth cope, grief symptoms, appropriate language for explaining a death, common reactions
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, what to say, links to additional information
Languages	English
Length of Document	1 webpage, 2 pgs. (PDF)

11. How to Help a Grieving Teen

Author: The Dougy Center: The National Center for Grieving Children and Families

Location/Source: <http://www.dougy.org/grief-resources/how-to-help-a-grieving-teen/>

Intended Audience	Not specified
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Pre to Early Adolescents, Adolescents
Primary Topics	Helping youth cope, grief symptoms, appropriate language for explaining a death, common reactions, developmentally specific information
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English
Length of Document	1 webpage

Chapter 3. Talking with Youth about Natural and Man-made Disasters

Natural and man-made disasters, because of the magnitude of their impact and because they are often highly publicized events, can result in intense feelings of sadness, fear, and anxiety for individuals, especially children. It is common for children and adolescents to have questions for adults and require additional support even when they have not been directly impacted by the event. This chapter aims to provide adults with resources that can help them to explain disasters to youth and help youth cope following a disaster. As there is some overlap in strategies for supporting youth following a natural disaster and a man-made disaster, many resources in this chapter discuss both types of crises. This chapter contains resources that have been developed for different audiences. Readers are encouraged to explore all of the resources in this chapter to find information that will be helpful to them.

1. The National Child Traumatic Stress Network: Natural Disasters

Author: The National Child Traumatic Stress Network

Location/Source: <http://www.nctsn.org/trauma-types/natural-disasters>

Intended Audience	Families, Teachers, School Mental Health Professionals, Other School Staff
Type of Crisis(es) Addressed	Natural disasters
Timing of Crisis	Planning, responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Helping youth cope, common reactions, seeking professional help
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, links to additional information
Languages	English
Length of Document	1 webpage with links to additional web pages

2. A National Tragedy: Helping Children Cope—Tips for Parents and Teachers

Author: National Association of School Psychologists

PDF: http://www.nhusd.k12.ca.us/files/TipsforTeachersandParents_2.pdf

Intended Audience	Administrators, Teachers, Other School Staff, Families
Type of Crisis(es) Addressed	Natural disasters, man-made disasters
Timing of Crisis	Responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Helping youth cope, common reactions
Secondary Topics	Media exposure, developmentally specific information
Type of Information Provided	Tips and strategies
Languages	English
Length of Document	1 webpage

3. Helping Children Cope with Disaster

Authors: American Red Cross and Federal Emergency Management Agency

Location/Source: <http://www.redcross.org>

PDF: http://www.redcross.org/images/MEDIA_CustomProductCatalog/m14740413_Helping_children_cope_with_disaster_-_English.pdf

Intended Audience	Families
Type of Crisis(es) Addressed	Natural disasters, man-made disasters
Timing of Crisis	Planning, responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Common reactions, warning signs and adverse reactions, developmentally specific information, media exposure, helping youth cope, preparing for a crisis
Secondary Topics	Seeking professional help
Type of Information Provided	Factual information, general tips and strategies, checklist, links to additional information
Languages	English, Spanish, Haitian-Creole, Chinese, Korean, Tagalog, Vietnamese (for resource in different languages, see: http://www.redcross.org/find-help/disaster-recovery/recovering-emotionally)
Length of Document	12 pgs. (PDF)

4. Disaster Resource Center

Author: American Academy of Child & Adolescent Psychiatry

Location/Source: http://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/Disaster_Resource_Center/Home.aspx

Intended Audience	Families, School Mental Health Professionals
Type of Crisis(es) Addressed	Natural disasters, man-made disasters
Timing of Crisis	Responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Helping youth cope, PTSD, engaging youth in a conversation, seeking professional help, developmentally specific information
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies
Languages	English
Length of Document	1 webpage with links to additional web pages

5. Psychological First Aid—Parent Tips for Helping School Age Children After Disasters

Authors: The National Child Traumatic Stress Network and the National Center for PTSD

Location/Source: <http://www.nctsn.org/content/psychological-first-aid>

PDF: http://www.nctsn.org/sites/default/files/pfa/english/appendix_e6_tips_for_parents_with_schoolage_children.pdf

Intended Audience	Families
Type of Crisis(es) Addressed	Natural disasters, man-made disasters
Timing of Crisis	Responding
Target Developmental Level	Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Common reactions, warning signs and adverse reactions, helping youth cope, engaging youth in a conversation, developmentally specific information
Secondary Topics	Media exposure
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English, Spanish, Japanese, Chinese
Length of Document	2 pgs. (PDF)

6. Psychological First Aid—Parent Tips for Helping Preschool Age Children After Disasters

Authors: The National Child Traumatic Stress Network and the National Center for PTSD

Location/Source: <http://www.nctsn.org/content/psychological-first-aid>

PDF: http://www.nctsn.org/sites/default/files/pfa/english/appendix_e5_tips_for_parents_with_preschool_children.pdf

Intended Audience	Families
Type of Crisis(es) Addressed	Natural disasters, man-made disasters
Timing of Crisis	Responding
Target Developmental Level	Early Childhood
Primary Topics	Common reactions, warning signs and adverse reactions, helping youth cope, engaging youth in a conversation, developmentally specific information
Secondary Topics	Media exposure, appropriate language for explaining a death
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English, Spanish, Japanese, Chinese
Length of Document	2 pgs. (PDF)

7. Psychological First Aid—Parent Tips for Helping Infants and Toddlers After Disasters

Authors: The National Child Traumatic Stress Network and the National Center for PTSD

Location/Source: <http://www.nctsn.org/content/psychological-first-aid>

PDF: http://www.nctsn.org/sites/default/files/pfa/english/appendix_e4_tips_for_parents_with_infants_and_toddlers.pdf

Intended Audience	Families
Type of Crisis(es) Addressed	Natural disasters, man-made disasters
Timing of Crisis	Responding
Target Developmental Level	Toddlers
Primary Topics	Common reactions, helping youth cope, developmentally specific information
Secondary Topics	Warning signs and adverse reactions, seeking professional help, appropriate language for explaining a death
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English, Spanish, Japanese, Chinese
Length of Document	4 pgs. (PDF)

8. Helping Children Cope: Tips for Talking about Tragedy

Author: Mayo Clinic

Location/Source: <http://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/helping-children-cope/art-20047029?pg=2>

Intended Audience	Families
Type of Crisis(es) Addressed	Natural disasters, man-made disasters
Timing of Crisis	Responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Engaging youth in a conversation, developmentally specific information, helping youth cope, common reactions
Secondary Topics	Self-care, warning signs and adverse reactions, media exposure
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English
Length of Document	2 web pages

Chapter 4. Talking with Youth about Violence in the Community

Children and adolescents living in urban settings may be exposed to violence. Community violence can disrupt the lives of youth in many ways including losing friends or loved ones, making neighborhoods unsafe, and causing feelings of stress or anxiety. It is important for youth to have adults in their lives who they can talk to about violence they have witnessed, experienced, or heard about from peers, media, or others in the community. The resources in this chapter provide tips and strategies to help adults feel better prepared for having conversations about community violence with children and adolescents.

1. Talking to Children About Violence: Tips for Parents and Teachers

Author: National Association of School Psychologists

Location/Source: <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/school-violence-prevention>

Intended Audience	Families, Teachers, Administrators, Other School Staff
Type of Crisis(es) Addressed	Man-made disasters, community violence
Timing of Crisis	Responding
Target Developmental Level	Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Helping youth cope, developmentally specific information, community violence, engaging youth in a conversation
Secondary Topics	Media exposure, warning signs and adverse reactions
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English, Spanish, Korean, Vietnamese, French, Amharic, Chinese, Portuguese, Somali, Arabic, Kurdish (see webpage for links to information in different languages)
Length of Document	2 pgs. (PDF)

2. Early Warning, Timely Response: A Guide to Safe Schools

Authors: Center for Effective Collaboration and Practice of the American Institutes for Research in collaboration with the National Association of School Psychologists

Location/Source: <http://www2.ed.gov/about/offices/list/osep/gtss.html>

PDF: <http://cecp.air.org/guide/guide.pdf>

Intended Audience	Administrators, Teachers, Other School Staff
Type of Crisis(es) Addressed	Community violence
Timing of Crisis	Planning, responding
Target Developmental Level	Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Preparing for a crisis, role of crisis response team, warning signs and adverse reactions, violent behavior, school policies, steps for responding to a crisis
Secondary Topics	Classroom interventions, seeking professional help
Type of Information Provided	Factual information, general tips and strategies, checklists, links to additional information (see webpage)
Languages	English, Spanish (see http://cecp.air.org/guide/guia_espanol.asp)
Length of Document	40 pgs. (PDF)

3. Helping Children & Adolescents Cope with Violence & Disasters: What Community Members Can Do

Author: National Institute of Mental Health

Location/Source: <https://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-community-members/index.shtml>

PDF: https://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-community-members/nih-15-3519_150143.pdf

Intended Audience	Administrators, Teachers, School Mental Health Professionals, Other School Staff, Families, First Responders, Non-School Professionals
Type of Crisis(es) Addressed	Community violence, death by homicide, man-made disasters, natural disasters
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Trauma reactions, traumatic stress, PTSD, common reactions, helping youth cope, steps for responding to a crisis, developmentally specific information
Secondary Topics	Seeking professional help
Type of Information Provided	Factual information, general tips and strategies, links to additional information (see webpage)
Languages	English, Spanish
Length of Document	1 webpage, 20 pgs. (PDF)

Chapter 5. Medical Trauma and Chronic Illness

Hospital visits, medical procedures, and illness can often be scary experiences for children and adolescents regardless of whether they know someone who is or if they are experiencing these things directly. Adults can be a great source of comfort to youth when they can explain illness and medical procedures in age appropriate terms and when they understand the range of emotions that children may experience as a result of being ill or having an ill friend or family member. The resources in this chapter were created to support adults who are caring for children and adolescents who are receiving medical procedures or who have been hospitalized for medical reasons or who know others that are ill or have been hospitalized. Self-care for adults who know children who are ill or are experiencing medical trauma is also discussed in some of the resources.

1. After the Injury

Authors: Children’s Hospital of Philadelphia Research Institute and Center for Injury Research and Prevention

Location/Source: <https://www.aftertheinjury.org/>

Intended Audience	Families, Non-School Professionals (Healthcare Professionals)
Type of Crisis(es) Addressed	Medical trauma and chronic illness
Timing of Crisis	Responding
Target Developmental Level	Not specified
Primary Topics	Helping youth cope, engaging youth in a conversation, traumatic stress, common reactions, seeking professional help, self-care
Secondary Topics	PTSD
Type of Information Provided	Factual information, general tips and strategies, what to say, links to additional information, media references, worksheets
Languages	English, Spanish (see: https://www.aftertheinjury.org/es)
Length of Document	Home webpage with links to additional web pages

2. Healthcare Toolbox: Your Guide to Helping Children and Families Cope with Illness and Injury—For Parents and Children

Author: Children’s Hospital of Philadelphia

Location/Source: <https://www.healthcaretoolbox.org/for-parents-and-children.html#Hospital>

Intended Audience	Families
Type of Crisis(es) Addressed	Medical trauma and chronic illness
Timing of Crisis	Responding
Target Developmental Level	Not specified
Primary Topics	Traumatic stress, common reactions, helping youth cope, engaging youth in a conversation, seeking professional help
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, links to additional information, handouts
Languages	English, Spanish (scroll to find links to handouts in English and Spanish)
Length of Document	1 webpage with links to additional web pages

3. Caring for a Seriously Ill Child

Author: KidsHealth

Location/Source: http://kidshealth.org/parent/system/ill/seriously_ill.html#cat172

Intended Audience	Families
Type of Crisis(es) Addressed	Medical trauma and chronic illness
Timing of Crisis	Responding
Target Developmental Level	Not specified
Primary Topics	Common reactions, helping youth cope, engaging youth in a conversation, seeking professional help, self-care
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, links to additional information
Languages	English, Spanish
Length of Document	4 web pages

4. Taking Care of You: Support for Caregivers

Author: KidsHealth

Location/Source: http://kidshealth.org/parent/system/ill/caregivers.html?tracking=P_RelatedArticle#cat172

Intended Audience	Families
Type of Crisis(es) Addressed	Medical trauma and chronic illness
Timing of Crisis	Planning, responding
Target Developmental Level	Adults
Primary Topics	Self-care, seeking professional help
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, links to additional information
Languages	English
Length of Document	3 web pages

5. Toolkit to Help Educators Support Children of Parents with Serious Illness

Author: Marjorie E. Korff Parenting at a Challenging Time Program

Location/Source: <http://www.mghpact.org/for-parents/other-resources/resources-for-cancer>

PDF: http://www.massgeneral.org/cancer/assets/pdfs/MGH%20Cancer%20Educator%20Toolkit_final_r1.pdf

Intended Audience	Administrators, Teachers, School Mental Health Professionals, Other School Staff
Type of Crisis(es) Addressed	Medical trauma and chronic illness
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Developmentally specific information, helping youth cope, common reactions, warning signs and adverse reactions, engaging youth in a conversation
Secondary Topics	Classroom interventions
Type of Information Provided	Factual information, general tips and strategies, letter templates, links to additional information, media references
Languages	English
Length of Document	38 pgs. (PDF)

Chapter 6. Youth and Media

Often following a crisis or tragedy, news coverage is flooded with images of the event. In addition to seeing images on television, many youth turn to social media websites to express opinions and share what they know or have heard about tragic events. Repeated exposure to tragic events through media can result in heightened fear, stress, and anxiety for youth and may also result in youth misinterpreting information about an event. The resources in this chapter were created to help adults think about their child’s exposure to media sources following a crisis. These resources also provide tips for initiating conversations with children and adolescents about what they are seeing or hearing in the media about tragedies.

1. Talking with Kids About News

Author: PBS Parents

Location/Source: <http://www.pbs.org/parents/talkingwithkids/news/>

Intended Audience	Families
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood
Primary Topics	Media exposure, engaging youth in a conversation, helping youth cope, developmentally specific information
Secondary Topics	Warning signs and adverse reactions, common reactions
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English
Length of Document	Home webpage with links to additional web pages

2. How to Talk to Your Child About the News

Author: KidsHealth

Location/Source: <http://kidshealth.org/parent/positive/talk/news.html>

Intended Audience	Teachers
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Planning, responding
Target Developmental Level	Not specified
Primary Topics	Media exposure, developmentally specific information, helping youth cope, engaging youth in a conversation
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, links to additional information
Languages	English, Spanish
Length of Document	2 web pages

Chapter 7. Understanding Trauma

Following a crisis, most children and adolescents feel nervous or fearful for a few days and then begin to feel better. When a child’s upsetting feelings persist, adults may wonder if the child is experiencing a trauma reaction and what they can do to help the child. This chapter has been included to help adults learn about symptoms of trauma and what type of help is available for children and adolescents who are experiencing trauma.

1. Helping Children & Adolescents Cope with Violence & Disasters: What Community Members Can Do

Author: National Institute of Mental Health

Location/Source: <https://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-community-members/index.shtml>

PDF: https://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-community-members/nih-15-3519_150143.pdf

Intended Audience	Administrators, Teachers, School Mental Health Professionals, Other School Staff, Families, First Responders, Non-School Professionals
Type of Crisis(es) Addressed	Community violence, death by homicide, man-made disasters, natural disasters
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Trauma reactions, traumatic stress, PTSD, common reactions, helping youth cope, steps for responding to a crisis, developmentally specific information
Secondary Topics	Seeking professional help
Type of Information Provided	Factual information, general tips and strategies, links to additional information (see webpage)
Languages	English, Spanish
Length of Document	1 webpage, 20 pgs. (PDF)

2. Understanding Child Traumatic Stress: A Guide for Parents

Author: The National Child Traumatic Stress Network

Location/Source: <http://nctsn.org/products/understanding-child-traumatic-stress-guide-parents-2008>

PDF: http://www.nctsn.org/sites/default/files/assets/pdfs/ctte_parents.pdf

Intended Audience	Families
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood
Primary Topics	Traumatic stress, common reactions, helping youth cope
Secondary Topics	Seeking professional help, engaging youth in a conversation
Type of Information Provided	Factual information, general tips and strategies, what to say
Languages	English, Spanish (see http://www.nctsn.org/sites/default/files/assets/pdfs/Una_Guia_Para_Padres.pdf)
Length of Document	2 pgs. (PDF)

3. Traumatic Grief in Military Children: Information for Families

Author: The National Child Traumatic Stress Network

Location/Source: <http://www.nctsn.org/trauma-types/traumatic-grief/military-children#q1>

PDF: http://www.nctsn.org/sites/default/files/assets/pdfs/Military_Grief_Families_final3.pdf

Intended Audience	Families
Type of Crisis(es) Addressed	Man-made disasters, death by homicide
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Traumatic grief, PTSD, helping youth cope, self-care, developmentally specific information
Secondary Topics	Media exposure, memorials and funeral services, seeking professional help
Type of Information Provided	Factual information, general tips and strategies, what to say, media references, links to additional information
Languages	English
Length of Document	12 pgs. (PDF)

4. Child Trauma Toolkit for Educators

Author: The National Child Traumatic Stress Network

Location/Source: <http://www.nctsn.org/resources/audiences/school-personnel/trauma-toolkit>

PDF: http://www.nctsn.org/sites/default/files/assets/pdfs/Child_Trauma_Toolkit_Final.pdf

Intended Audience	Administrators, Teachers, Other School Staff
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Trauma, traumatic grief, PTSD, common reactions, helping youth cope, self-care, developmentally specific information
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, what to say, links to additional information (see webpage)
Languages	English, Spanish
Length of Document	21 pgs. (PDF)

5. Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers

Author: Substance Abuse and Mental Health Services Administration

Location/Source: <http://store.samhsa.gov/product/Tips-for-Talking-With-and-Helping-Children-and-Youth-Cope-After-a-Disaster-or-Traumatic-Event-A-Guide-for-Parents-Caregivers-and-Teachers/SMA12-4732>

PDF: <http://store.samhsa.gov/shin/content//SMA12-4732/SMA12-4732.pdf>

Intended Audience	Families, Teachers
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Toddlers, Early Childhood, Middle Childhood, Pre to Early Adolescents, Adolescents
Primary Topics	Trauma reactions, common reactions, helping youth cope, steps for responding to a crisis, developmentally specific information
Secondary Topics	Seeking professional help, engaging youth in a conversation
Type of Information Provided	Factual information, general tips and strategies, what to say, links to additional information
Languages	English, Spanish, Punjabi (scroll to bottom of webpage to find the tip sheet in Spanish and Punjabi)
Length of Document	4 pgs. (PDF)

Chapter 8. Self-care for Adults

It can be challenging supporting and taking care of children and adolescents during and following a crisis. Adults may experience a range of feelings around talking with youth about a tragedy, especially when they are dealing with their own feelings around the tragedy. It is important that adults take time to nurture their own emotional health so that they can continue to be a strong and consistent presence for the children and adolescents in their lives. The resources in this chapter aim to help adults find ways to take care of themselves while taking care of others.

1. Helping Staff Manage Stress When Returning to Work: Tips for Supervisors of Disaster Responders

Author: Substance Abuse and Mental Health Services Administration

Location/Source: <http://store.samhsa.gov/product/Helping-Staff-Manage-Stress-When-Returning-to-Work/SMA14-4871>

PDF: <http://store.samhsa.gov/shin/content//SMA14-4871/SMA14-4871.pdf>

Intended Audience	Non-School Professionals
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Planning, responding
Target Developmental Level	Adults
Primary Topics	Self-care, seeking professional help
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, links to additional information
Languages	English, Spanish (scroll to bottom of webpage)
Length of Document	4 pgs. (PDF)

2. Recovering Emotionally

Author: American Red Cross

Location/Source: <http://www.redcross.org/find-help/disaster-recovery/recovering-emotionally>

Intended Audience	Not specified
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Adults
Primary Topics	Self-care, seeking professional help
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, links to additional information
Languages	English
Length of Document	1 webpage

3. Practicing Self-Care After Traumatic Events

Author: Riverside Trauma Center

Location/Source: <http://riversidetraumacenter.org/trauma-center-resources/>

PDF: <http://traumacenter.wpengine.com/wp-content/uploads/2015/06/Practicing-Self-Care-After-Traumatic-Events.pdf>

Intended Audience	Not specified
Type of Crisis(es) Addressed	Not specified
Timing of Crisis	Responding
Target Developmental Level	Adults
Primary Topics	Self-care, common reactions
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, links to additional information (see webpage)
Languages	English
Length of Document	1 pg. (PDF)

4. Taking Care of You: Support for Caregivers

Author: KidsHealth

Location/Source: http://kidshealth.org/parent/system/ill/caregivers.html?tracking=P_RelatedArticle#cat172

Intended Audience	Families
Type of Crisis(es) Addressed	Medical trauma and chronic illness
Timing of Crisis	Planning, responding
Target Developmental Level	Adults
Primary Topics	Self-care, seeking professional help
Secondary Topics	N/A
Type of Information Provided	Factual information, general tips and strategies, links to additional information
Languages	English
Length of Document	3 web pages

Closing

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For questions about this resource guide, please contact us at **BCHNP@childrens.harvard.edu**.





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