



Teaching Channel

A K12 Coalition Company

Trauma Toolkit

A Guide for Managing Trauma as the Result of School Violence

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Introduction

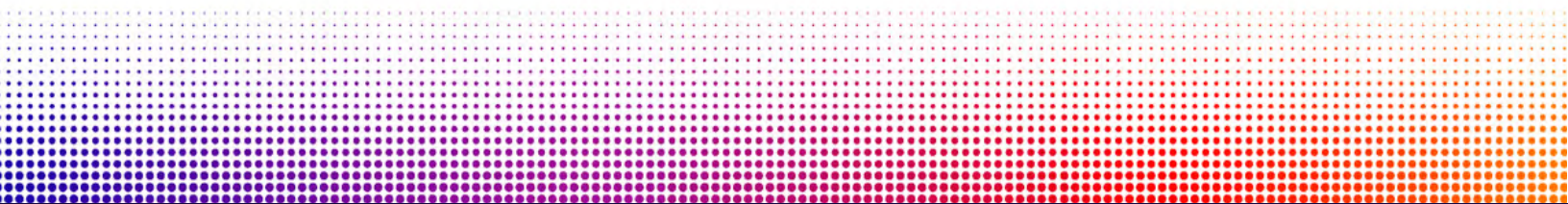
This toolkit was created to provide tangible support for educators and students experiencing trauma as the result of continuing gun violence in schools. Our hope is that the information in this resource provides concrete strategies and actions you can take to support students who have experienced trauma, and as you navigate the turbulent waters of mass shootings and gun violence. There is much to consider when discussing the trauma of gun violence including the vulnerability of students. Because we are educators, we are especially aware of what has happened in our schools. As a result, we have included information about physical safety, emotional safety, trauma, and much more.

12



Each day 12 children die from gun violence in America. Another 32 are shot and injured

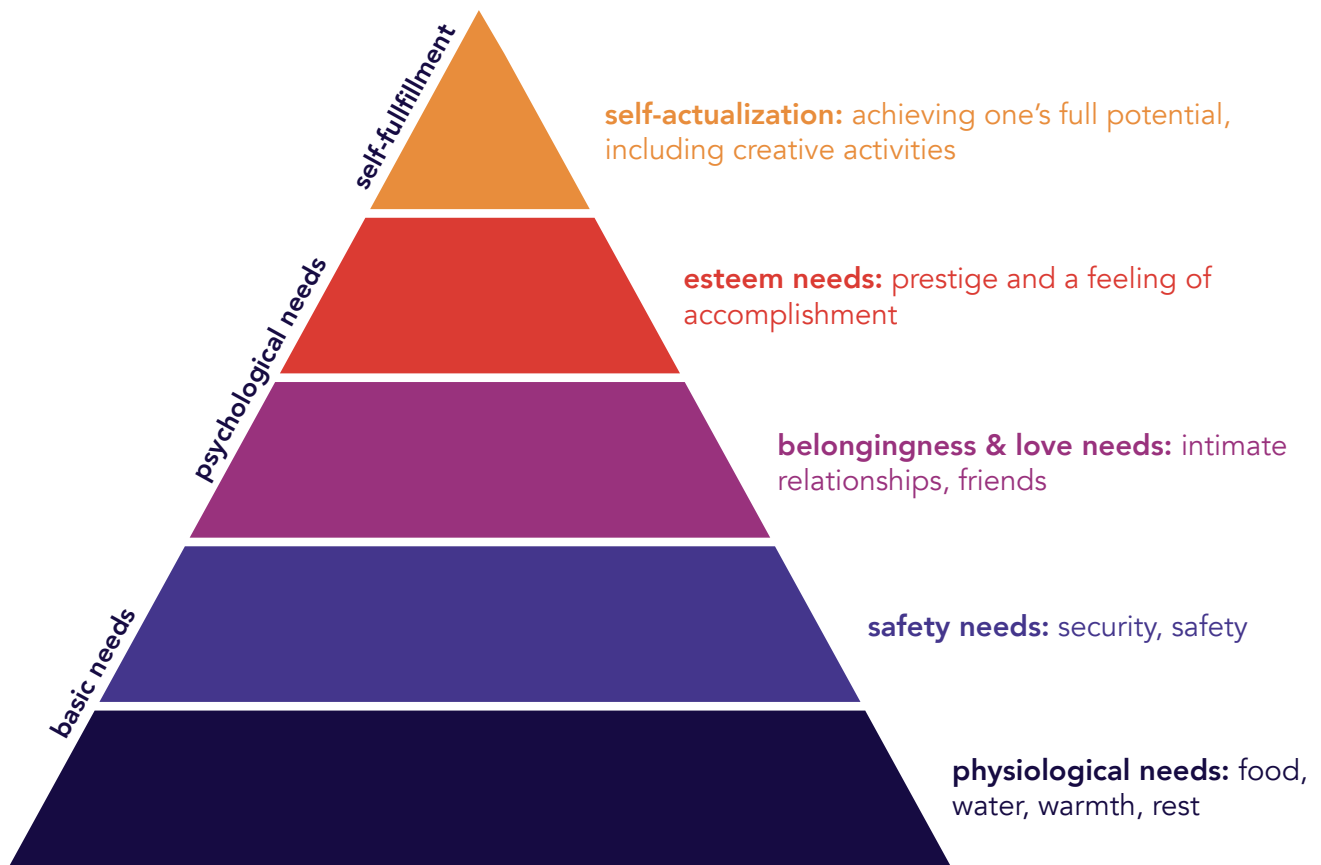
Image adapted from **The Sandy Hook Promise**





Safety & Security

As human beings, our first and most basic needs are physiological; food, water, warmth and rest. Our second most basic needs are for safety and security—as illustrated in Dr. Abraham Maslow’s Hierarchy of Needs, a theory that explains the five things that motivate us, below. When our safety and security are threatened—like when there is a mass shooting with life-altering trauma for students, educators, families and bystanders.



Dr. Abraham Maslow's **Hierarchy of Needs**

Physical Safety

Emergency Operations Plan

Discussing the safety of students in school can instigate fear and anxiety. But, as you will see in the quote below, not discussing plans for physical safety can cause even more fear and anxiety. In an effort to respond to threats of physical safety, the Federal Emergency Management Agency (FEMA) recommends schools design and practice Emergency Operations Plans (EOPs). The guidelines outlined by the Federal Emergency Management Agency, define the purpose of an EOP as:

- Anticipates the likelihood of potential crisis events
- Outlines roles, responsibilities, and duties related to prevention and response
- Provides assurances of appropriate, adequate planning and preparation
- Increases the organization's legal protections from liability

The need to create, understand, and possibly execute an Emergency Operations Plan is a surreal reality we must proactively fulfill in order to keep our students, and ourselves, safe. It is important to collaborate with all stakeholders to address, "I don't want to think about that," and replace it with a more confident, "I know what to do."

Practicing an Emergency Operations Plan can instigate anxiety amongst students, and there is concern by some that having a plan is "too scary" or will "train the next shooter." However, Amy Klinger and Amanda Klinger, authors of Keeping Students Safe Everyday: How to Prepare for and Respond to School Violence, Natural Disasters and Other Hazards explain, students already know and understand there can be violence at school. In addition, they have found that not having a plan creates more anxiety, as evidenced in this statement:

"Although the levels of concern and sophistication may vary from student to student, anxiety doesn't occur because students are trained about what to do in a lockdown, but rather, because they aren't trained at all. What is more anxiety-inducing to students than a potentially violent encounter at school is the appearance that there isn't a plan and no one knows what to do."

- Klinger & Klinger (2019)



Physical Safety

To mitigate the effects of lockdowns, crisis exercise drills, and [armed assailant drills](#), the [National Association of School Psychologists](#) (NASP) echoes the need to be diligent in our planning, preparation, and in what we do during and after a lockdown.

Building Strong Communities and Supportive Classroom Environments

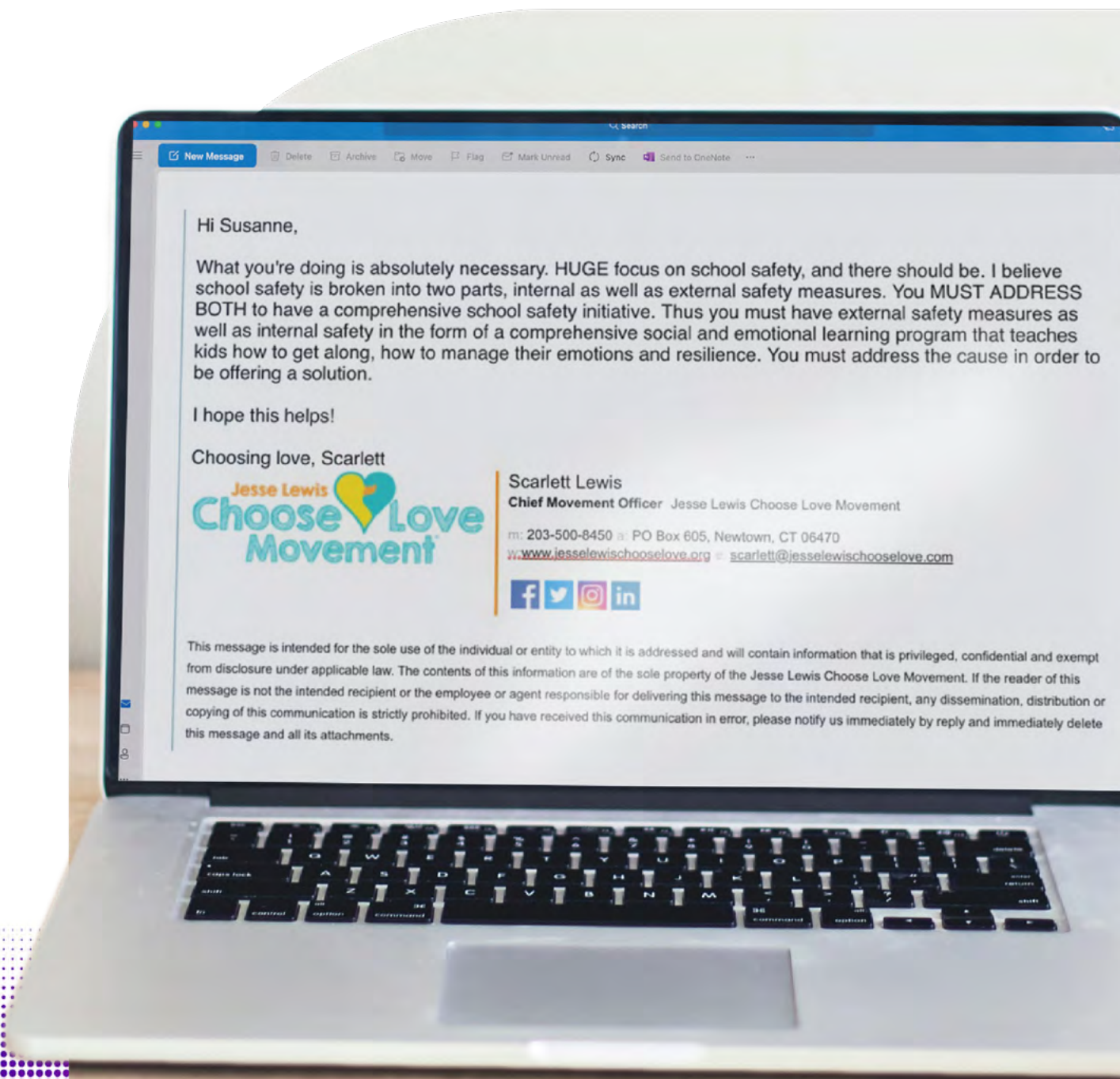
There are many ideas that can be used to create strong, safe, supportive communities and classrooms. The use of positive interventions & supports, psychological & counseling services, and anonymous reporting systems are three ways we can immediately create change and make an impact. Other suggestions in, "[School Violence Prevention](#)" from the National Association of School Psychologists (NASP) include ideas for preventing violence before it starts. And, "[A Supportive Classroom Environment](#)," and "[Community Building](#)," from CASEL, provide ways to ensure students feel safe, by:

- Creating strong communities
- Building frameworks that create emotional safety and belonging
- Promoting discipline practices that are based on social-emotional learning

Emotional Safety

As a professional learning specialist for Learners Edge, I attended an ASCD conference which featured a workshop on school safety. The speaker was Scarlett Lewis, mother of Jesse Lewis, one of the first-graders killed at Sandy Hook Elementary School in 2012. After attending the conference, I reached out to Ms. Lewis for her advice on school safety and for her permission to share the email below.

Here is what she said:





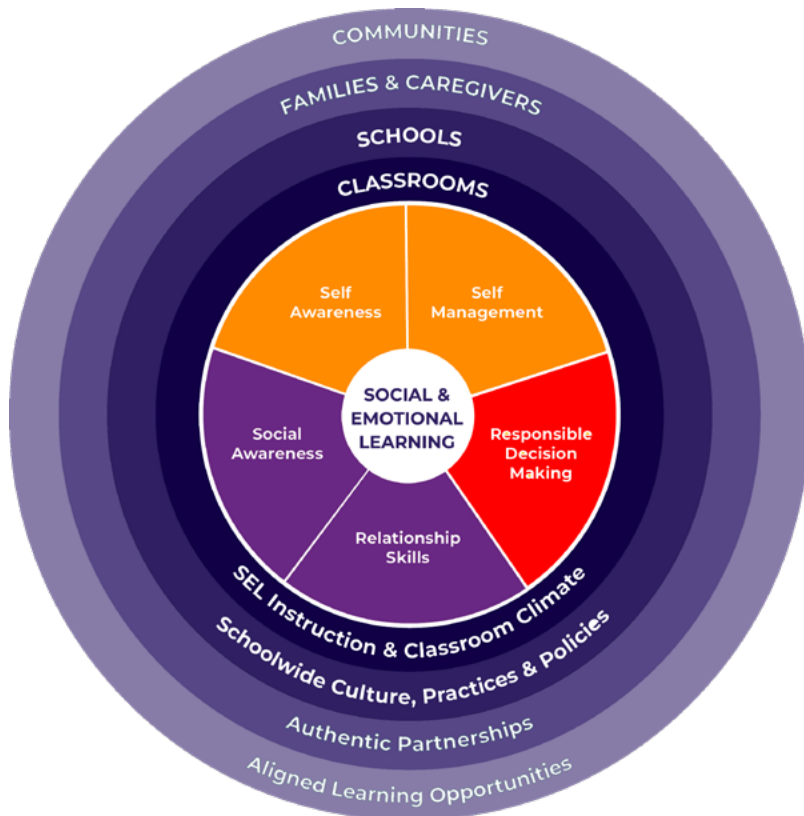
Emotional Safety

Social-Emotional Learning

Scarlett Lewis is emphatic that schools address both external (physical) and internal (psychological) safety measures. [The Collaborative for Academic, Social, and Emotional Learning](#) (CASEL) supports and advocates for social-emotional learning (SEL) in schools. The following two articles and a video below describing how to create emotionally safe schools and the fundamentals and core competencies of SEL:

- [“Creating Emotionally Safe Schools-Belonging and Emotional Safety” from CASEL](#)
- [“What is the CASEL Framework?” From CASEL](#)
- [SEL 101: What are the core competencies and key settings?](#)

The SEL Wheel from CASEL, below, clearly illustrates the connections between social-emotional learning and communities, families & caregivers, schools, and classrooms. For more information on SEL, please review the [CASEL](#) website.



SEL wheel image adapted from CASEL



Emotional Safety

Empathy

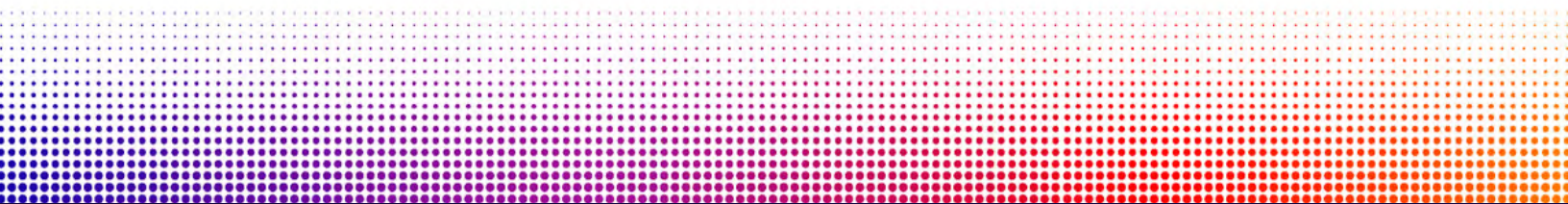
Another important aspect of social-emotional learning and feeling safe at school is empathy. Teaching students the crucial role that empathy plays in getting along with others goes a long way in preventing bullying, and encouraging allyship and advocacy. The following resources provide educators with information about the impact of empathy, and the role that empathy—or lack thereof—plays in bullying behaviors.

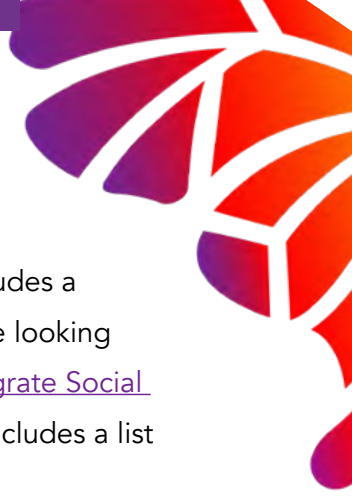
- [Brené Brown on Empathy](#)
- [“Teaching Empathy to Kids and Teenagers” from Soul Shoppe](#)
- [“Bullying Prevention,” from NASP](#)



Gay and lesbian youth have been threatened or injured with a weapon on school property

Image adapted from [The Sank Hook Promise](#)





Trauma

This article from Jane Bluestein, "[Survey: Is Your School an Emotionally Safe Place?](#)" includes a checklist to assess whether your school feels like a safe space for students. And, for those looking to add social-emotional learning to their curriculum, the article, "[26 Simple Ways to Integrate Social Emotional Learning Throughout the Day](#)" by Elizabeth Mulvahill from We Are Teachers includes a list of ideas that be easily implemented—even on the first day of school, like:

- Start the day with a check-in (shows kids you care)
- Include partner activities (promotes friendship)
- Nurture a culture of kindness (demonstrate that it's cool to care)

Phrase	Instead of...
"How can I improve?"	"I'm no good at this."
"Let me try a different way."	"I give up."
"Mistakes are part of learning."	"I failed."
"Have I done my best work?"	"I'm all done."
"Learning takes time."	"This is too hard."
"How can we learn from one another?"	"He/She is smarter than me."
"I like a challenge."	"I'll stick with what I know."
"My effort and attitude are everything."	"My abilities determine everything."

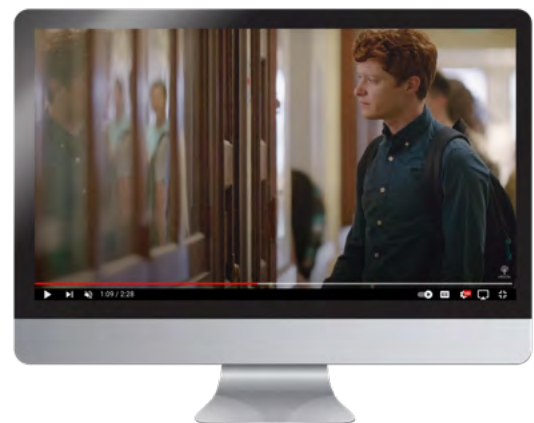
Logos for We Are Teachers and Apperson are visible at the bottom.

Resource from "[26 Ways to Integrate Social-Emotional Learning Throughout the Day](#)" at We Are Teachers

"A Framework for Safe and Successful Schools"

from the National Association of School Psychologists includes overarching ideas about creating a sense of safety. Schools must focus on social-emotional learning because in almost every documented case of active shooters, there were warning signs, as seen in the following video from the Sandy Hook Promise:

Evan | [Sandy Hook Promise](#)





Trauma

Trauma, according to the American Psychological Association (APA), is the emotional response to a terrible event. As you can see below, many experiences can cause trauma. Beyond those who experience trauma first hand, there is also secondary trauma. Secondary trauma is prolonged exposure to others' trauma which can be experienced through the media or by the re-telling of traumatic events. And, there is vicarious trauma, which is the result of working with others who have experienced trauma. Both secondary and vicarious trauma are explained in this article, [“Defining Vicarious Trauma and Secondary Traumatic Stress,”](#) from Tend. According to [“Students Exposed to Trauma,”](#) from the APA, trauma is the result of exposure to:

- Gun violence
- Sexual abuse
- Domestic abuse
- Natural disasters/
catastrophic events
- Addiction
- Suicide/death
- Familial illness
- Automobile accidents

The list above is not exhaustive. Additional traumatic events and their effects are listed on SAMSHA's "Types of Traumatic Events" page. This NPR interview with Dr. Melissa Brymer of UCLA/ Duke University National Center for Child Traumatic Stress, is a reminder about the trauma children experience when there is a school shooting.

“Oh gosh. I am absolutely devastated for the children who will never get to live out their lives. You know, they are forever second, third and fourth-graders. I’m devastated for the parents and loved ones of those children and also the teachers who were killed. I’m devastated for the students and teachers of the school who were fortunate enough to live, but will, unfortunately, have to endure an immense amount of trauma for the rest of their lives.”

- **Jaelyn Corin, Survivor, Marjorie Stoneman Douglas High School, Parkland, FL in an interview with NPR about the mass shooting at Robb Elementary School in Uvalde, TX**

Trauma can manifest in feelings of fear, flashbacks, anxiety, nightmares, hyper-vigilance, and can impact children's development for the rest of their lives. For those who survive a mass shooting, 36% experience Post-Traumatic Stress Disorder (PTSD) and of those diagnosed with the disorder, as many as 80% experience depression. According to the Substance Abuse and Mental Health Administration (SAMHSA), more than two-thirds of children have experienced one traumatic event by the time they are 16.



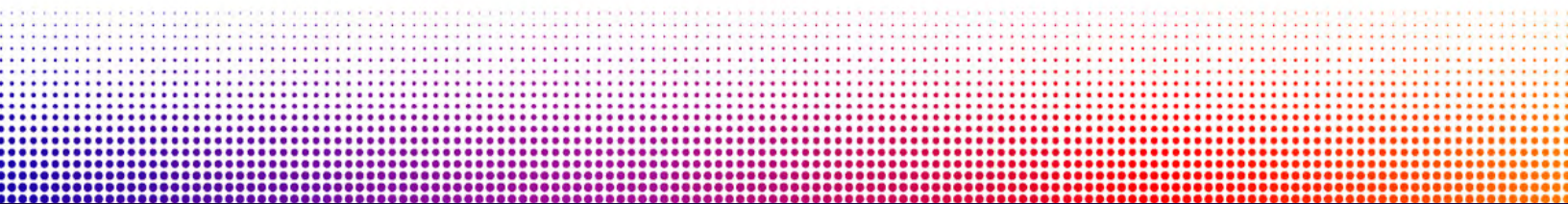
Trauma

Signs and Effects of Trauma

When students are exposed to trauma, the impact becomes clear in their behavior, emotions, health, well-being, and academics. According to the American Psychological Association, effects of trauma include fear-based behaviors, disruptions in cognitive/academic skills, and physical/psychological symptoms such as:

Preschool	Elementary School	Middle & High School
<ul style="list-style-type: none"> • Feel helpless & uncertain • Fear of being separated from their parent/caregiver • Cry/scream a lot • Eat poorly and lose weight • Return to bedwetting • Return to using baby talk • Develop new fears • Have nightmares • Recreate the trauma through play • Are not developing to the next growth stage • Have changes in behavior • Ask questions about death 	<ul style="list-style-type: none"> • Become anxious & fearful • Worry about their own or other's safety • Become clingy with a teacher or parent • Feel guilt or shame • Tell others about the traumatic event again & again • Become upset if they get a small bump or bruise • Have difficulty concentrating • Experience numbness • Have fears that the event will happen again • Have difficulties sleeping • Show changes in school performance 	<ul style="list-style-type: none"> • Feel depressed & alone • Discuss the traumatic events in detail • Develop eating disorders & self harming behaviors such as cutting • Start using or abusing alcohol or drugs • Become sexually active • Feel like they're going crazy • Feel different from everyone else • Take too many risks • Have sleep disturbances • Don't want to go to places that remind them of the event • Say they have no feeling about the event

Resource adapted from the **Center for Child Trauma Assessment, Services and Interventions** at Northwestern University





988
SUICIDE
& CRISIS
LIFELINE

Trauma

The lists above are not comprehensive. The Substance Abuse and Mental Health Administration (SAMHSA) includes additional [age-specific trauma behaviors](#) for preschool, elementary, middle, and high school children, and [“How Trauma Affects Kids in School,”](#) from ChildMind lists more of trauma’s effects. As educators and adults, we may see students exhibit trauma-related behaviors and therefore must be vigilant about potential psychological and behavioral and calls-for-help.

If a you, a student, or someone you know is in crisis, please reach out to a doctor, a mental health professional, or dial 988 (formerly 1.800.273.8255) for the [Suicide & Crisis Lifeline](#).

Adverse Childhood Experiences

Research tells us that witnessing or surviving trauma increases one’s ACE score. The term, ACEs or ACE score, is the result of a 1995-1997 study by the [Centers for Disease Control and Kaiser-Permente](#) who partnered to learn about the relationship between childhood trauma and adult well-being/mortality. The study, now known as the ACE study, is referenced when discussing trauma, its effects, and the necessity to include social-emotional learning in schools. To learn more about ACEs, take the ACE quiz found in, [“Take the ACE Quiz and Learn What It Does and Doesn’t Mean,”](#) from NPR.



Trauma



Helping Children and Adolescents Cope With Traumatic Events

Every year, children and adolescents experience disasters and other traumatic events. Family, friends, and trusted adults play an essential role in helping youth cope with these experiences.

How do children and adolescents respond to traumatic events?

It is typical for children and adolescents to have a range of reactions after experiencing or witnessing a traumatic event, such as a natural disaster, an act of violence, or a serious accident.

Regardless of age, children and adolescents may:

- Report having physical problems such as stomachaches or headaches.
- Have nightmares or other sleep problems, including refusing to go to bed.
- Have trouble concentrating.
- Lose interest in activities they normally enjoy.
- Have feelings of guilt for not preventing injuries or deaths.
- Have thoughts of revenge.

Young children (age 5 and younger) may:

- Cling to caregivers and/or cry and be tearful.
- Have tantrums, or be irritable or disruptive.
- Suddenly return to behaviors such as bed-wetting and thumb-sucking.
- Show increased fearfulness (for example, fear of the dark, monsters, or being alone).
- Incorporate aspects of the traumatic event into imaginary play.

Older children (age 6 and older) and adolescents may:

- Have problems in school.
- Withdraw or become isolated from family and friends.
- Avoid reminders of the event.
- Use drugs, alcohol, or tobacco.
- Be disruptive, disrespectful, or destructive.
- Be angry or resentful.

Many of these reactions are normal and will lessen with time. If these symptoms last for more than a month, the family should reach out to a health care provider.



Resource adapted from the [Center for Child Trauma Assessment, Services and Interventions](#) at Northwestern University



Trauma

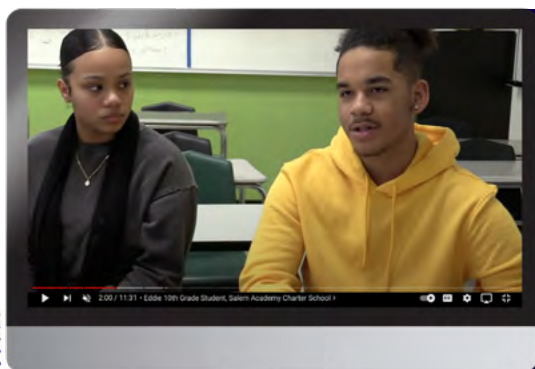
Processing Trauma

After a traumatic event, lives are changed, and we can provide practical support to assist in recovery and healing, such as:

- Listen
- Be present
- Provide food, clothing, a place to rest
- Offer transportation, take care of children, pick up mail, water plants/flowers, accept deliveries, run errands, put gas in cars, cut grass, shovel walks, feed and care for pets
- Communicate with schools, doctors/counselors, friends/families
- Check-in to see how they are doing

The National Center for School Crisis and Bereavement (NCSCB) offers these [“Bereavement Guidelines”](#) and this [“Psychological First Aid for Students and Teachers”](#) handbook when a trauma takes place. The Substance Abuse and Mental Health Services Administration (SAMHSA) provides [“Tips for Survivors: Coping with Anger After a Disaster or Traumatic Event,”](#) and the National Institutes of Health created these guidelines called [“Coping with Traumatic Events.”](#) In addition, schools and educators can apply [trauma informed teaching strategies](#) like:

- Nurturing students’ sense of belonging
- Teaching students how to reset after events that recall trauma
- Assisting students in understanding what they are feeling
- Applying and practicing coping skills



To see practical trauma-sensitive strategies at work in school, please watch this **video** from Salem Academy.



Trauma

Coping with Trauma-What to Say



Helping Children Cope With Terrorism: Tips for Families and Educators

Intentional acts of violence that hurt innocent people are frightening and upsetting. Children will look to adults for guidance on how to react. Families and school personnel can, first and foremost, establish a sense of safety and security.

Follow these key reminders and visit www.nasponline.org/helping-children-cope-with-terrorism to learn more.



Reaffirm Safety

Reassure children that they are safe, their schools are safe, and (if true) so are the adults in their lives. If appropriate, share how the threat of terrorism is real, but the chance of being personally affected is low. Emphasize how trustworthy people are in charge—firefighters, doctors, police—to keep communities safe.



Model Productive Coping Strategies

Children take their emotional cues from the significant adults in their lives. Avoid appearing anxious or frightened, and monitor your feelings (anxiety, fear, grief, anger). Know when to seek support, because you will be better able to help children if you are coping well. Get appropriate sleep, nutrition, and exercise. Avoid drugs and alcohol as a strategy to manage your own feelings and reactions.



Encourage Open Communication

Allow children the opportunity to verbalize their thoughts and feelings, but do not force them. Be a good listener and remind children that it is okay to feel upset. Very young children may not be able to verbalize these often complex thoughts and feelings; they are typically looking for adult guidance on whether or not they should feel threatened.



Keep Explanations Developmentally Appropriate

Ensure the adults providing such supports are in control of their own emotions.

Early Elementary



Provide brief, simple information with reassurance.

Upper Elementary



Answer questions and assist in separating reality from fantasy.

Upper Middle & High



Validate opinions, and provide the facts needed to appraise the degree of personal threat.

For additional guidance, visit www.nasponline.org/war-and-terrorism.
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Resource adapted from the [Center for Child Trauma Assessment, Services and Interventions](#) at Northwestern University



Trauma

Coping with Trauma-What to Say

Director of the National Center for School Crisis and Bereavement, Dr. David Schonfeld, travels to schools after violence or traumatic events. Below is the [advice he provided](#) after the mass shooting at Robb Elementary School in Uvalde, Texas in May, 2022:

RECOGNIZE YOU SHOULD TALK TO CHILDREN

- Adults fear they will “make it worse” or may upset children, but many have already heard about what happened through social media
- Younger students can become curious or confused when observing reactions of adults and may seek information

ASK STUDENTS THEIR CONCERNS

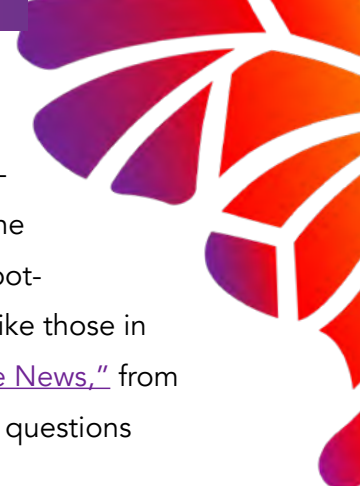
- Children’s worries are not the same as adults’. They often have different concerns, fears, or skepticism
- Ask what they are worried about before reassuring them

DO NOT MINIMIZE THEIR DISTRESS

- If they are worried, they are worried
- Start a conversation
- Be open and present

DO NOT TRY TO HIDE YOUR DISTRESS

- Allow children to see you have been impacted as well
- Use your own angst as an opportunity to share how you are feeling and to role model effective coping skills



Coping with Trauma-What to Say (continued) Educators are challenged to determine how to discuss something that causes so much distress. Some explain, “this is the new normal,” to which Dr. Schonfeld replies, [“there is nothing normal about this.”](#) The bottom line, he says, is to continue to be open to discussing gun violence using strategies like those in [“Talking to Children about Terrorist Attacks and School and Community Shootings in the News,”](#) from the National Center for School Crisis and Bereavement. The article addresses additional questions children may have, such as:

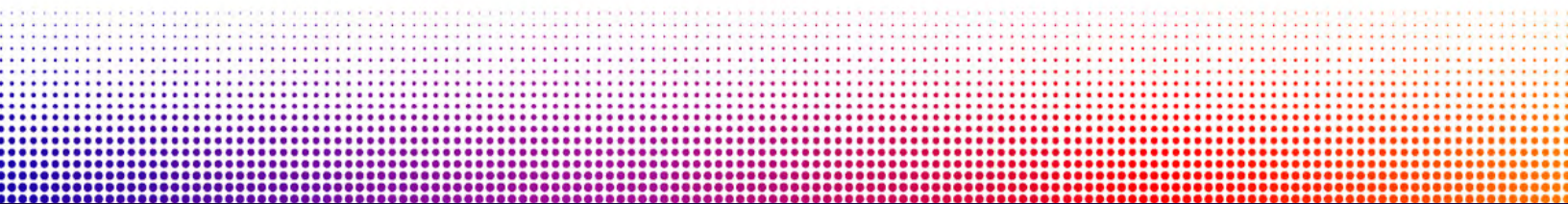
- Could I have done something to prevent it?
- Whose fault is it?
- Is this going to change my life?

Two other powerful resources that support teachers, parents, and administrators when determining out how to discuss school violence include, [“How to Talk to Children about Violence: Tips for Parents and Teachers,”](#) with age-specific sections: early elementary/lupper elementary/middle school/lupper middle and high school, and [“Responding to a Mass Casualty Event at School”](#) which includes what to do in the first 2 hours, the first 24 hours, the first 2 weeks, and how to manage students’ return to school, both from the National Association of School Psychologists.

[“15 Tips for Talking with Children about Violence”](#) from Colorín Colorado, includes resources in English, Spanish, Korean, Vietnamese, French, Amharic, Chinese, Portuguese, Somali, Arabic and Kurdish-Bahdini. Back in the classroom, [“Nine Ways to Help Students Discuss Guns and Violence,”](#) from the Greater Good Science Center includes suggestions for facilitating tough conversations about violence in schools, such as the need to:

- Foster civil discourse and reflection
- Establish classroom norms
- Embrace silence

Frightening situations can conjure feelings of isolation and helplessness. [“SMS SOS”](#) from Learning for Justice, describes why students are turning to their phones in crisis. The article explains how students can text the word “HOME,” to 741741 for free 24/7 support. Also included is a [poster](#) with crisis line information that can be swiftly and easily displayed in communities, schools, or classrooms.





Trauma

Coping with Trauma-What to Do



Helping Children Cope With Terrorism: Tips for Families and Educators

Intentional acts of violence that hurt innocent people are frightening and upsetting. Children will look to adults for guidance on how to react. Families and school personnel can, first and foremost, establish a sense of safety and security.

Follow these key reminders and visit www.nasponline.org/helping-children-cope-with-terrorism to learn more.



Observe Children's Emotional State

Some children will not express themselves verbally, but changes in their behavior, appetite, or sleep patterns can indicate anxiety or stress. Seek help from a mental health professional for children with more intense reactions and for those whose changes last for a week or more.



Maintain a Normal Routine

Keep a regular schedule to assure and promote physical and mental health. Encourage maintenance of schoolwork and extracurricular activities, but do not push children if they seem overwhelmed. Limit TV/media exposure, as crisis related scenes and images can be frightening.



Do Not Judge Groups by the Actions of a Few

Be careful not to stereotype people or countries that might be associated with the violence. While anger is a normal response felt by many, we must ensure we do not compound an already tragic situation and react against innocent individuals with vengeance and hate. There is a tremendous risk of unfairly stigmatizing people who are perceived to resemble the perpetrators because of their apparent race, language, religion, or manner of dress. Children can easily generalize negative statements and develop prejudice. Talk about tolerance and justice versus vengeance. Stop any bullying or teasing immediately.

Related Resources



Translated Handout

The companion handout is available in the following languages: Amharic, Chinese, French, Korean, Spanish, and Vietnamese.



School Safety Resources

NASP has made several school safety resources available to the public in order to promote the ability of children and youth to cope with traumatic or unsettling events.

For additional guidance, visit www.nasponline.org/war-and-terrorism.
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Resource from the **National Association of School Psychologists**



Resources

Beyond not knowing what to say, not knowing what to do is yet another challenge in the midst of trauma. To grow in our understanding about how to teach, learn, and prepare, the resources below provide actions we can take before and after trauma has occurred.

Lessons & Learning

Sadly, learning about trauma and school violence is necessary in order to educate and support students. The resources below provide tangible ideas for starting difficult conversations and guiding learning.

TRAUMA AND SEL

- [“Trauma Informed Lessons and Resources for Students and Staff”](#) from Share My Lesson
- [“Trauma Informed Strategies to Use in Your Classroom”](#) from the Resilient Educator
- [“School Guide for SEL Instruction”](#) from CASEL
- [“Social Emotional Lesson Plans”](#) from Education.com
- [“Sample Lesson Plan: Generating Classroom Shared Agreements”](#) from CASEL
- [“Teachers’ Essential Guide to Social Emotional Learning in Digital Life”](#) from Common Sense Media

GUN VIOLENCE

- [“How to Talk as a Classroom About Gun Violence in Schools”](#) from PBS
- [“Addressing Gun Violence: Lessons and Resources”](#) from Share My Lesson
- [“How the Arts Can Help Children Think About Gun Violence”](#) from NPR
- [“Gun Violence in Schools”](#) from Resources from Learning for Justice

ACTIVISM

- [“Lesson Plan: We’re the Generation that’s Going to End It”](#) from Junior Scholastic
- [“10 Questions Lesson Plan: Parkland Student Activism”](#) from Facing History
- [“Be An Activist Lesson Plan”](#) from Common Sense Media



Resources

Books

Books beautifully articulate topics we have difficulty expressing or explaining. These resources list book titles for young children to adult readers.

- ["Top 5 SEL Books for Teachers to Read"](#) from Empowering Education
- ["New and Noteworthy Books on SEL"](#) from Teachers College Press
- ["Books About Trauma Recovery"](#) from Amazon
- ["4 Children's Book Discussing Violence"](#) from Momentus Institute
- ["13 Books for Teens that Address Gun Violence"](#) from St. Louis Public Library
- ["National Gun Violence Awareness Day Reading List"](#) from Penguin-Random House
- ["5 Books that Try to Help Explain the Unexplainable: The U.S. Gun Violence Epidemic"](#) from NPR

For Administrators

Responding to trauma is especially precarious for those who are responsible to lead schools during times of crisis and for families who must manage afterwards.

- ["Recovery from Large Scale Crises: Guidelines for Crisis Teams and Administrators"](#) from NASP
- ["Responding to School Violence, Tips for Administrators"](#) from NASP
- ["Reunification,"](#) from NASP
- ["Returning to School After an Emergency or a Disaster,"](#) from the Centers for Disease Control (CDC)
- ["Helping Your Children Manage Distress in the Aftermath of a Shooting"](#) from the APA
- ["Parent Guidelines for Helping Youth after Mass Violence"](#) from NCTSN
- ["Community Violence-Reactions and Actions in Dangerous Times"](#) from the NCTSN





Advocacy & Activism

Each of the resources for advocacy and activism below provide realistic, practical actions we can take to work toward our common goal of ending gun violence in schools and communities. We have included some thought-provoking and informative articles related to our collective reaction, as well.

Advocacy

Many brave folks, young and old, driven by hope and determination, have worked tirelessly to advocate for safety in schools. Below, are resources that have resulted from the aftermath of school shootings:

- [Resource Center from the Jesse Lewis Choose Love Movement](#)
- [Uvalde Resources from Meadows Mental Health Policy Institute](#)
- [“Parkland Hero Speaks Out” from NBC Miami](#)
- [“When Students Become Our Teachers” by Betsy Butler](#)
- [“Columbine Survivors 20 Years Later” from CNN](#)

Activism

Responding to trauma is especially precarious for those who are responsible to lead schools during times of crisis and for families who must manage afterwards.

- [Students Demand Action](#)
- [Everytown](#)
- [The Say Something Program](#) from The Sandy Hook Promise
- [The Start With Hello Programs](#) from The Sandy Hook Promise
- [The Say Something-Anonymous Reporting System](#) from The Sandy Hook Promise
- [The SAVE Promise Club-Students Against Violence Everywhere](#) from The Sandy Hook Promise





Advocacy & Activism

Articles

There are as many opinions as there are people. The articles below include suggestions from the writers, and information about gun legislation.

- ["Angry Over Texas School Shooting, Students Stage Walkouts Protesting Gun Violence, Again,"](#) from the LA Times
- ["Students Should Refuse to Go Back to School,"](#) by Gal Beckerman at the Atlantic
- ["Gun Bill Expands School Safety Spending Beyond Security,"](#) from Roll Call includes an interactive map of the United States including funding for each state
- ["The House Has Passed the Gun Control Bill,"](#) from NPR

Looking Ahead

As this trauma toolkit was being created, another mass shooting took place in Highland Park, Illinois on the 4th of July. We are, and continue to be, devastated by the gun violence in our schools, communities, and nation. As we look ahead, we leave you with "A Peace Plan for a Safer America," "Promoting Compassion and Acceptance in Crisis," and "Look for the Helpers":

- ["A Peace Plan for a Safer America" from March for Our Lives](#)
- ["Promoting Compassion and Acceptance in Crisis" from NASP](#)
- [Fred Rogers: Look for the Helpers](#)





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