

Resources Addressing Trauma, Violence, Grief, and Loss
Compiled by Connecticut State Department of Education from the National
Association of School Psychologists and other sources

Allowing students the opportunity to talk about their fears when ready helps them to process traumatic events. This document provides seven tips for talking to students about violence and points to emphasize during conversations.

Talking to Children About Violence:

http://www.nasponline.org/resources/crisis_safety/talkingviolence.pdf (also available in Korean, Spanish, and Vietnamese)

Recognizing the symptoms of trauma is the first step in addressing the needs of students exposed to traumatic experiences. This document discusses the experience of being exposed to a crisis situation and provides the key symptoms and signs of severe emotional trauma.

Identifying Seriously Traumatized Children:

http://www.nasponline.org/resources/crisis_safety/psycht_general.aspx

This document discusses common reactions to large-scale tragedies and emphasizes the management of anger as experienced by adults and children. Tips for parents and teachers are provided.

Strong Emotional Reactions to Traumatic Events: Tips for Parents and Teachers:

http://www.nasponline.org/resources/crisis_safety/angermgmt_general.aspx

When traumatic events occur, children look to adults, including parents, teachers, and administrators, for support and guidance. This document provides suggestions for coping with a tragedy and includes information on what all adults should do and what parents and schools can do.

Helping Children Cope: Tips for Parents and Educators:

http://www.nasponline.org/resources/crisis_safety/terror_general.aspx

Guidelines for Responding to the Death of a Student or School Staff, provided by the National Center for School Crisis and Bereavement

<http://www.cincinnatichildrens.org/service/n/school-crisis/resources/school-resources/>

Communication barriers and opportunities and related topics about death

Talking to Children about Death, Clinical Center, NIH

http://www.cc.nih.gov/ccc/patient_education/pepubs/childeath.pdf

Opportunities for play and semi-structured activities can be a catalyst toward facilitating coping skills in children and promote social and emotional growth and development. The links below provides child and adolescent activities requiring either no supplies or limited supplies for implementation.

Simple Activities for Children and Adolescents

http://www.nasponline.org/resources/crisis_safety/Activities_No_Supplies.pdf

Child and adolescent activities that require limited supplies for daytime and lighted areas.

http://www.nasponline.org/resources/crisis_safety/Activities_Limited_Supplies.pdf

How adults respond to grief can influence how youth learn to manage their own emotions and can facilitate effective ways of coping with these experiences. This document explores grief reactions in preschool, elementary, middle and high school students.

Death and Grief: http://www.nasponline.org/resources/crisis_safety/deathgrief.pdf

School superintendents and principals can provide much needed leadership during times of crises and can chart a course towards recovery. This document provides suggested steps, violence prevention measures and additional information to support this endeavor.

Tips for School Administrators for Reinforcing School Safety:

http://www.nasponline.org/resources/crisis_safety/schoolsafety_admin.aspx

Guidelines for planning, suggestions, activities for memorials

Memorials After Traumatic Events:

http://www.nasponline.org/resources/crisis_safety/memorials_general.aspx

Dealing with a Death in the School:

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

Understanding and supporting students with special needs in crisis

Coping with Crisis: Helping Children With Special Needs:

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx