

National Trauma Campaign News

Cultivating Safe, Supportive, and Trauma-Informed
Learning Environments in the Times of COVID-19

National Trauma Campaign Update

The National Trauma Campaign network is actively and collectively advocating for the next federal COVID package to include provisions that address the trauma caused by the pandemic. At this writing, we do not yet know what will make it into the final version. However, we urge you to respond to upcoming Calls to Action from Campaign, which will be issued according to movement of the bill through Congress. You may also be asked to engage more deeply if you have a Senator or Representative who holds a key position relative to the inclusion of trauma provisions. Looking ahead, we encourage you to prepare to advocate to state-level decision-makers that flexible federal funding needs to be directed, in part, toward trauma-informed and resilience-building approaches in your state. You can look to the Campaign for information and support of state-level advocacy in August and September.

Your National Campaign Team is working to more deeply embed a race equity lens into the Campaign. This has always been important to us, though was not explicitly called out. Recent events have directed our attention toward our own position in the racial justice movement, and the traumatogenesis of structural and systemic racism. It is clear to us that if we do not call out these forces we are not fulfilling our work. We will continue to bring these issues to light and clarify our path forward as we support BIPOC communities and individuals, and develop a more diverse National Campaign leadership team and network membership.

As school systems determine their return plan, no matter where children, educators, and school personnel are engaging in education, the trauma of the pandemic will be a factor. The National Trauma Campaign Team has organized a list of resources that you are invited to share with the leaders and decision-makers in your state to assist in ensuring all settings and individuals are equipped to recognize and respond to trauma, in themselves and others. Since we anticipate that the next federal COVID bill will allow resources to be spent on addressing social and emotional issues and mental health issues, these resources may be particularly useful to school systems, and other systems, working to become trauma-informed. We hope these materials are also useful as you prepare your advocacy.

As always, we look forward to continuing to work with you to effect meaningful change and we thank you for your continued engagement and support!

Stay well and take good care,

Your National Trauma Campaign Core Team

#TransformTrauma #TransformChildhoodTrauma

Resources and Tools



Trauma-Informed School Strategies During COVID-19

This document uses the National Child Traumatic Stress Network's (NCTSN) "Creating, Supporting and Sustaining Trauma-Informed Schools: A System Framework" to consider how, in the time of COVID-19, schools can adapt or transform their practices by using a trauma-informed approach to help children feel safe, supported, and ready to learn. [**Click here to view.**](#)



Mindfulness for Kids: Learning How to Regulate Emotions, Calm Down, and Improve Focus

Research shows that practicing mindfulness can have many benefits, including helping young people learn to manage negative emotions and thoughts as well as improving concentration. This resource provides information and ideas to help you introduce mindfulness to young people at home and/or in the classroom. [**Click here to view.**](#)



How to Support Students' Emotional Well-Being During the Pandemic

Research-backed strategies to help students feel connected during a time of physical isolation. [**Click here to view.**](#)



Helping Children Settle Back into School After Lockdown

This webpage provides links to 11 different resources to support children in the face of change. [**Click here to view.**](#)



Ensuring Your Mindfulness Teaching is Trauma-Informed

While practicing mindfulness can be helpful to young people who have experienced trauma, it is important to recognize that certain common mindfulness techniques may re-traumatize some students. This piece provides strategies to help ensure mindfulness practice in the classroom is inclusive, trauma-informed, and responsive to students' unique needs. [**Click here to view.**](#)

Keep Current with the Campaign

**TRAUMA IS COMMON,
PERVASIVE, AND
EXPENSIVE...
AND THERE IS HOPE.**



JOIN THE NATIONAL TRAUMA CAMPAIGN TODAY!

#TRANSFORMTRAUMA
#TRANSFORMCHILDHOODTRAUMA

For additional resources, tools, and updates on National Trauma Campaign happenings, click on the image above.

Questions? Thoughts? Contact info@traumacampaign.org

Training Opportunities

From Starr Commonwealth: *Trauma-Informed Resilient Schools*

Trauma-Informed Resilient Schools teaches school professionals how to create trauma-informed learning environments. The training focuses on resilience, places an emphasis on understanding how trauma impacts children and their school experience, and provides strategies on how to cultivate trauma-informed classroom and school supports. [Click here to view.](#)

Starr Commonwealth has made this course free for a limited time.



From Texas Christian University (TCU): *Trust-Based Relational Interventions (TBRI) and Trauma-Informed Classrooms Training*

In response to COVID-19's impact on our school system, TCU is providing access to a four-part TBRI & Trauma-Informed Classrooms online training course. Lesson topics include: trauma and its impact on the brain; empowering students; cultivating strong, healthy relationships in the classroom; and classroom management strategies. [Click here to view.](#)

TCU is offering access to this course for free through August 31, 2020.

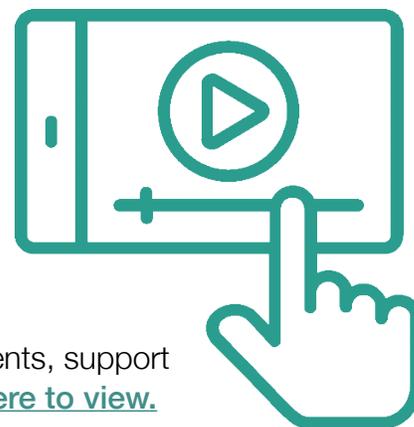
Suggested Videos

From Cincinnati Children's: *Staying Well*

This short video can be watched by young people to help normalize the range of responses to stress as well as present strategies to cope with and manage their feelings. [Click here to view.](#)

From Edutopia: *5 Keys to Social & Emotional Learning Success*

This video explores effective classroom practices to engage students, support social and emotional learning, and improve achievement. [Click here to view.](#)



Save the date!

Do you have questions or thoughts about trauma-informed advocacy, policy developments, or how you can help advance the National Trauma Campaign?

Join the Campaign Core Team for "office hours" the **third Wednesday of each month from 4-5 PM ET to** We will be in touch with a Zoom link for 8/19 soon!



Spotlight On: School Nurse Practitioners

As schools consider strategies for reopening this coming fall amid the COVID-19 pandemic, healthcare professionals in educational settings are more critical than ever. Leah Fesi, a school nurse practitioner in Northeast Philadelphia, described that she and others with [Education Plus Health, Inc.](#) are insistent on doing their best to keep students and faculty both physically and mentally healthy.

Fesi also encourages teachers not to be afraid when the conversation drifts towards curious questions or confessions from children regarding COVID-19 and the effect it has had on their lives. “Children will need to be heard.... Some kids haven’t had that at all during quarantine.” Fesi describes this as one way to create a trauma-free environment and maintain the security that schools provide to many students.

Mindful Moment

During these unprecedented times, we continuously hear words like ‘anxiety,’ ‘uncertainty,’ ‘unknown,’ ‘grief,’ ‘loss,’ ‘trauma...’ and the list goes on. These words individually and collectively can catalyze us into an internal and/or external frenzy. In last month’s *Mindful Moment* we focused on catching our breath. This month, we will work on using our breathing to help us feel more balanced/regulated when faced with stress.

We can use centering in preparation and/or in response to anything, anywhere. One way to feel centered while standing or seated is to place your feet on the floor, sit/stand tall, relax your shoulders away from the ears, let your hands rest by your side, relax your belly, and take 3 breaths. During those breaths say to yourself, “inhale, exhale, inhale, exhale, inhale, exhale”. Notice your breath for what it is, be kind to yourself and don’t judge it. Notice the difference from beginning to end and then go about your way.



Another way to get centered is to tap into our senses. The 5, 4, 3, 2, 1 Exercise depicted above can help us ground ourselves in our senses. If one sense is more of a challenge, replace that suggestion with something else that is accessible. The goal is to slow down and become more centered to prepare and/or respond to the internal and external stressors we face.