

# SUPPORTING CHILDREN DURING THE TRAUMA OF COVID-19

## ONLINE RESOURCES

(April 10, 2020) With each passing day, the COVID-19 pandemic's impact on families socially, emotionally, physically, and financially continues to increase. When, earlier this week, Surgeon General Jerome Adams described this time as "our Pearl Harbor moment, our 9/11 moment," there could be no doubt that many of our families will experience trauma. Research indicates that distressing and disturbing experiences can directly impact learning and brain functioning. Trauma-informed practices to address this impact is applicable to an ever-growing population of students given this current situation. Below is a list of websites and articles related to trauma-informed practices. We are sharing this as a resource. Inclusion on this list does not entail a commercial endorsement of any of these resources.

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### RESEARCH

#### Archives of General Psychiatry

##### [Traumatic Events and Posttraumatic Stress in Childhood](#)

This frequently-cited 2007 article addresses the frequency of traumatic events among American children. The authors note that more than two thirds of children reported having experienced at least one traumatic event by 16 years of age.

#### Child and Adolescent Health Measurement Initiative

##### [Profile on Adverse Childhood Experiences](#)

This 2017 issue brief reviews data documenting the prevalence of Adverse Childhood Experiences (ACEs) among children in the United States.

### ARTICLES

#### Edutopia

##### [The How and Why of Trauma-Informed Teaching](#)

In this 2018 article, Alex Shevrin Venet, an expert in the field of trauma-informed teaching, explains why being "trauma-informed" is essential.

#### KQED MindShift

##### [Four Core Priorities for Trauma-informed Distance Learning](#)

This April 6, 2020 article outlines four key areas of focus for trauma-informed teaching during distance learning. MindShift, a service of KQED, the San Francisco Bay area public media source, is dedicated to topics related to learning and education.

##### [Strategies Schools Can Use to Become More Trauma-Informed](#)

This article, written prior to the outbreak of COVID-19, offered specific strategies for trauma-informed teaching that can be applied to distance learning.

#### Educational Leadership (ASCD Journal)

##### [Trauma-Informed Teaching Strategies](#)

Jessica Minahan, a board-certified behavior therapist and author of *The Behavior Code*, describes eight key components of Trauma-Informed Teaching and Strategies.

#### Washington Post

##### [A Trauma-Informed Approach to Teaching through Coronavirus – for Students Everywhere, Online or Not](#)

This article offers steps educators can take during distance learning to support students in feeling safe.

#### thenotebook

##### [A Look Inside How Trauma-Informed Practices Work in Districts and Schools](#)

Pediatrician Kathleen Reeves reports on action research completed in public and charter Philadelphia schools and the positive impact of trauma-informed education.

#### Education Week

##### [Yes, You Can Do Trauma-Informed Teaching Remotely \(and You Really, Really Should\)](#)

This April 3, 2020 article describes why trauma-informed practices are particularly vital during COVID-19 and distance learning. The author shares several suggestions and strategies offered, as well.

#### Teaching Tolerance

##### [A Healthy Reminder to Educators During School Closures](#)

This article, written by an instructional coach from Washington State, shares some encouraging words for fellow educators.

##### [How to Respond to Coronavirus Racism](#)

This article concisely offers suggestions for recognizing and addressing instances of racism related to COVID-19.

### OTHER RESOURCES

#### The National Child Traumatic Stress Network

##### [Resources on Child Trauma](#)

This site provides a library of documents on wide-ranging topics including

#### SanctuaryWeb

##### [Videos and Media](#)

This site shares a variety of resources focusing on the [Sanctuary Model](#) created by Dr. Sandra Bloom, a professor at Drexel University, and colleagues.

#### Unconditional Learning

##### [Getting Started with Trauma-Informed Teaching](#)

College instructor and consultant Alex Shevrin Venet shares a variety of links on trauma-informed practices, including teacher self-care.

#### Truth for Teachers Podcast

##### [A Crash Course on Trauma-Informed Teaching](#)

Angela Watson, a National Board-certified teacher, shares an article and linked podcast that defines trauma and outlines strategies for trauma-informed teaching.

*The Spire Leadership Group is an education-focused consulting firm based in Philadelphia. Spire Leadership is led by founder Tim Matheny, who has served as a high school principal, the New Jersey Department of Education's Chief Intervention Officer, and Executive Director of the Philadelphia Academy of School Leaders. Spire's team includes Consulting Associate April Gonzalez, a veteran principal, assistant principal, and curriculum supervisor. For more information on Spire Leadership, visit [spireleadershipgroup.com](http://spireleadershipgroup.com).*