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|  | **Building Resilience: Resources for Supporting Young Children Who Have Experienced Trauma and Maltreatment and Their Families[[1]](#footnote-1)** |
| **Evidence Sources** | **No. 43. An Act Relating to Building Resilience for Individuals Experiencing Adverse Childhood Experiences**  [**https://legislature.vermont.gov/assets/Documents/2018/Docs/ACTS/ACT043/ACT043%20As%20Enacted.pdf**](https://legislature.vermont.gov/assets/Documents/2018/Docs/ACTS/ACT043/ACT043%20As%20Enacted.pdf)  *Vermont’s legislation summarizes the impact of adverse childhood experiences on Vermont’s youngest residents and lays out a sequence of responses, including enhanced emphasis in education courses offered through the University of Vermont.*  **Clinical Considerations Related to the Behavioral Manifestations of Child Maltreatment**  [**http://pediatrics.aappublications.org/content/139/4/e20170100**](http://pediatrics.aappublications.org/content/139/4/e20170100)  *This report from the American Academy of Pediatrics (AAP), the American Academy of Child and Adolescent Psychiatry, and the National Center for Child Traumatic Stress provides guidance for pediatricians and other pediatric health care providers in recognizing and managing the behavioral and mental health symptoms exhibited by children who have been maltreated. In addition to summaries of the consequences of maltreatment, the report discusses currently available treatment approaches.*  [**A National and Across-State Profile on Adverse Childhood Experiences**](https://email.zerotothree.org/acton/ct/18223/s-049b-1711/Bct/l-sf-rpt-00O1a0000034rkd-0a23/l-sf-rpt-00O1a0000034rkd-0a23:cbcd/ct14_0/1?sid=TV2%3AuMVdN0VPs) **(ACEs)**  [**http://www.cahmi.org/wp-content/uploads/2017/10/aces\_brief\_final.pdf**](http://www.cahmi.org/wp-content/uploads/2017/10/aces_brief_final.pdf)  *This issue brief offers hope and a way forward so that all children and their families can attain optimal physical, social, and emotional development and well-being. Presented are the latest data documenting the prevalence of ACEs among children in the U.S. This brief also points to strategies that families, caregivers, providers, and communities can implement to reduce the negative health effects associated with ACEs, heal, and help children thrive in the face of adversity.*  **Position Statement on Child Maltreatment** [**https://www.decdocs.org/position-statement-child-maltreatme**](https://www.decdocs.org/position-statement-child-maltreatme)  *The position statement from the Division for Early Childhood outlines the expected role of special education professionals who directly support and care for children with disabilities who have been maltreated or are at risk due to factors within their environment. It also provides action recommendations and guidelines for working with families. For a one-page summary, go to* [**https://divisionearlychildhood.egnyte.com/dd/TKVhNAOUvP/?forceDownload=false&preview=true&cb=1522188737528**](https://divisionearlychildhood.egnyte.com/dd/TKVhNAOUvP/?forceDownload=false&preview=true&cb=1522188737528)  **Position Statement – Trauma-Informed Care** [**https://www.pta.org/home/advocacy/pta%27s-positions/Individual-Position-Statements/Position-Statement-Trauma-Informed-Care**](https://www.pta.org/home/advocacy/pta%27s-positions/Individual-Position-Statements/Position-Statement-Trauma-Informed-Care)  *This position statement from the national Parent-Teacher Association (PTA) highlights recommendations for supporting children who have experienced trauma.*  **The Prevalence of Adverse Childhood Experiences, Nationally, By State, and By Race or Ethnicity**  [**https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity/**](https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity/)  *Research summarized in this report reveals that 45% of children in the US have experienced at least one adverse childhood experience. Economic hardship and parental divorce or separation are the most common, both nationally and in almost every state. The prevalence of other adverse childhood experiences (including parental incarceration, parental death, and other experiences) varies by state and by race and ethnicity. Black and Hispanic children are more likely than white children to have had at least one adverse childhood experience.*  **Prevention of Child Abuse in Early Childhood Programs and the Responsibilities of Early Childhood Professionals**  **to Prevent Child Abuse**  [**https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSCHAB98.PDF**](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSCHAB98.PDF)  *The National Association for the Education of Young Children (NAEYC) offers the following recommendations as strategies to prevent child abuse in early childhood programs, including physical, emotional, and sexual abuse, to the greatest extent possible. These recommendations outline specific roles for early childhood professionals, early childhood programs, family members, and public regulation. Particular attention is given to the role of early childhood programs, focusing on the*  *importance of carefully planned and implemented policies with regard to practices with children, staff screening and recruit-ment, and partnerships with families. In addition, this statement outlines responsibilities of early childhood professionals to prevent child abuse in other settings.* |
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| **Evidence Sources** | **Substance Use & Opiate Task Force Report and 2017 Recommendations**  [**http://buildingbrightfutures.org/wp-content/uploads/2017/12/BBF-Substance-Use-Task-Force\_Report-and-Recommendations\_Final.pdf**](http://buildingbrightfutures.org/wp-content/uploads/2017/12/BBF-Substance-Use-Task-Force_Report-and-Recommendations_Final.pdf)  *This report highlights the extent and impact of use of controlled substances and opiates in Vermont, along with recommendations for addressing these challenges.*  **Trauma-Informed Integrated Care for Children and Families in Healthcare Settings**  [**https://www.nctsn.org/sites/default/files/resources//trauma\_informed\_integrated\_care\_for\_children\_and\_families\_in\_healthcare\_settings.pdf**](https://www.nctsn.org/sites/default/files/resources//trauma_informed_integrated_care_for_children_and_families_in_healthcare_settings.pdf)  *This position statement from the National Child Traumatic Stress Network provides policymakers and other stakeholders an overview of trauma-informed integrated care and its importance for children who have experienced trauma, as well as policy-relevant and child trauma-focused recommendations to assist them in their response to child trauma and healthcare issues.*  **A Trauma-Sensitive Approach to Education and Learning for Children Aged 0-8 Years**  [**https://www.whealth.com.au/documents/work/trauma/LiteratureReview.pdf**](https://www.whealth.com.au/documents/work/trauma/LiteratureReview.pdf)  *This Australian review focuses on the impact of trauma and concepts from neurobiology. It is written for early childhood educators who encounter infants and children, from newborns to 8-year-olds, who have suffered the effects of significant trauma in their young lives. It aims to enhance existing knowledge of child development by focusing on attachment, neurobiology and the impact of trauma on learning.* |
| **Print Sources** | **The Biological Effects of Childhood Trauma**  [**https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3968319/**](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3968319/)  *This article focuses primarily on the peer-reviewed literature on the neurobiological sequelae of childhood trauma in children and adults with histories of childhood trauma. It also reviews relevant studies of animal models of stress which can help us to better understand the psychobiological effects of trauma during development.*  **Calmer Classrooms: A Guide to Working with Traumatised Children** [**http://education.qld.gov.au/schools/healthy/pdfs/calmer-classrooms-guide.pdf**](http://education.qld.gov.au/schools/healthy/pdfs/calmer-classrooms-guide.pdf)  *Understanding the experience of the abused and neglected child assists us to develop compassion, patience and empathy. This Australian publication informs and encourages teachers and other school personnel to forge attachments through two key mechanisms: understanding traumatized children and developing relationship-based skills to help them.*  **Child Maltreatment 2016 - 27th Annual Report**  <https://www.acf.hhs.gov/sites/default/files/cb/cm2016.pdf>  *The Children's Bureau published these national data about child abuse and neglect known to child protective services agencies in the U.S. during federal fiscal year (FFY) 2016. Some key findings in the report are:*   * *The estimated number of victims increased by 3% since 2012.* * *Three-quarters (74.8%) of victims were neglected, 18.2% were physically abused, and 8.5% were sexually abused.* * *Children in their first year of life had the highest rate of victimization.*   **Economic Hardship Among Most Common Adverse Experiences for U.S. Children**  [**https://www.childtrends.org/news-release/economic-hardship-among-common-adverse-experiences-u-s-children/?ct=t(2nd\_CCR\_R\_Update\_October\_2017)&mc\_cid=c475d6586b&mc\_eid=5f4253054b**](https://www.childtrends.org/news-release/economic-hardship-among-common-adverse-experiences-u-s-children/?ct=t(2nd_CCR_R_Update_October_2017)&mc_cid=c475d6586b&mc_eid=5f4253054b)  *In this report, the authors estimate the prevalence of eight adverse childhood experiences for children in 2016 nationally, by state, and by race and ethnicity. The experiences examined are economic hardship, parental divorce or separation, parental death, parental incarceration, violence among adults in the home, victim of or witness to neighborhood violence, living with a mentally ill adult, and living with someone who has a substance use problem.*  **Helping Young Children Who Have Experienced Trauma: Policies and Strategies for Early Care and Education**  [**https://www.childtrends.org/publications/ecetrauma/**](https://www.childtrends.org/publications/ecetrauma/)  *This report from Child Trends and the National Center for Children in Poverty includes a definition of early childhood trauma, including different types, a review of the prevalence of early childhood trauma and its effects, and information about the special needs of young children who have experienced trauma. The report offers promising strategies for child care and preschool programs looking to help young children who have endured trauma and presents recommendations of policies that could increase the capacity of ECE providers to help children who have experienced trauma learn and thrive.* |

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| **Print Sources** | [**How Do Acute and Chronic Stress Impact the Development of Self-Regulation?**](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/HowDoAcuteChronicStressImpactDevelopment.pdf)  [**https://www.acf.hhs.gov/opre/resource/how-do-acute-and-chronic-stress-impact-the-development-of-self-regulation**](https://www.acf.hhs.gov/opre/resource/how-do-acute-and-chronic-stress-impact-the-development-of-self-regulation)  *This brief summarizes key concepts of self-regulation and stress and presents findings from a literature review on the relationship between stress and self-regulation.*  **How to Identify and Support Children Experiencing Stress**  [**http://usa.childcareaware.org/wp-content/uploads/2017/01/ChildStress\_Whitepaper.pdf**](http://usa.childcareaware.org/wp-content/uploads/2017/01/ChildStress_Whitepaper.pdf)  *This January 2017 resource highlights ways in which infants and toddlers may show caregivers that they are experiencing stress. The publication also offers effective strategies to reduce children’s stress levels.*  **In Brief: The Science of Neglect**  [**https://developingchild.harvard.edu/resources/inbrief-the-science-of-neglect/**](https://developingchild.harvard.edu/resources/inbrief-the-science-of-neglect/)  *Thriving communities depend on the successful development of the people who live in them and building the foundations of successful development in childhood requires responsive relationships and supportive environments. This brief summarizes, in English and Spanish, the outcomes to anticipate when those components are not available.*  **The Lifelong Effects of Early Childhood Adversity and Toxic Stress** [**http://pediatrics.aappublications.org/content/129/1/e232**](http://pediatrics.aappublications.org/content/129/1/e232)  *This report by Shonkoff et al, which was published in Pediatrics, presents a framework that illustrates how early experiences and environmental influences can leave a lasting signature on the genetic predispositions that affect emerging brain architecture and long-term health. The report also examines extensive evidence of the disruptive impacts of toxic stress, offering intriguing insights into causal mechanisms that link early adversity to later impairments in learning, behavior, and both physical and mental well-being.*  **The Long Shadow of Childhood Trauma**  [**https://www.citylab.com/equity/2017/12/the-long-shadow-of-childhood-trauma/547388/?j=1079840&e=camille.catlett@unc.edu&l=329\_HTML&u=36373709&mid=7200908&jb=1**](https://www.citylab.com/equity/2017/12/the-long-shadow-of-childhood-trauma/547388/?j=1079840&e=camille.catlett@unc.edu&l=329_HTML&u=36373709&mid=7200908&jb=1)  *University of Wisconsin-Madison psychology professor Seth Pollak worked with over 50 people around the age of 20 and found that those who had experienced extreme stress as kids were hampered in their ability to make good decisions as adults. Simply put, childhood trauma—due to circumstances like neglect or exposure to violence—created young adults fundamentally unable to correctly consider risk and make healthy life decisions—and no threat of punishment was likely to be effective in changing this deficit. This December 2017 article explores these findings and their implications for the long term effects of trauma.*  **A Model for Creating a Supportive Trauma-Informed Culture for Children in Preschool Settings**  [**https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4419190/**](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4419190/)  *This paper describes Head Start Trauma Smart (HSTS), an early education/mental health cross-systems partnership designed to work within the child’s natural setting—in this case, Head Start classrooms. The goal of HSTS is to decrease the stress of chronic trauma, foster age-appropriate social and cognitive development, and create an integrated, trauma-informed culture for young children, parents, and staff. Created from a community perspective, the HSTS program emphasizes tools and skills that can be applied in everyday settings, thereby providing resources to address current and future trauma. Program evaluation findings indicate preliminary support for both the need for identification and intervention and the potential to positively impact key outcomes.*  **Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities**  [**https://www.cdc.gov/violenceprevention/pdf/CAN-Prevention-Technical-Package.pdf**](https://www.cdc.gov/violenceprevention/pdf/CAN-Prevention-Technical-Package.pdf)  *This technical package offers strategies based on the best available evidence to help prevent child abuse and neglect. The strategies in this package include those with a focus on preventing child abuse and neglect from happening in the first place as well as approaches to lessen the immediate and long-term harms of child abuse and neglect. They range from a focus on individuals, families, and relationships to broader community and societal change. This range of strategies is needed to better address the interplay between individual-family behavior and broader neighborhood, community, and cultural contexts.* |
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| **Print Sources** | **Prevention Resource Guide**  [**https://www.childwelfare.gov/pubPDFs/guide\_2018.pdf**](https://www.childwelfare.gov/pubPDFs/guide_2018.pdf)  *This 2018 publication from the Child Welfare Information Gateway offers support to community service providers who engage with parents, caregivers, and children to prevent child abuse and nurture social and emotional well-being. The Guide provides evidence-based tools and strategies designed to strengthen families and facilitate optimal child development. The tips sheets for parents and caregivers in chapter five, are available in both English and Spanish.*  [**Promoting the Development of Resilient Academic Functioning in Maltreated Children**](http://r20.rs6.net/tn.jsp?f=001xkp_Aq7s-4svP_vtuLYJKj2A5XYhf8w4hoTfLbgGckrbo7y_6YBW1oIV3O1u5ecgS8UeVgcLAXmcmT0VrFE1TMtuHr7S8Y3fxtPo2cqSZkDeHKX0sJ3rYn17x0cVEz6hq93a-ROlCU4GutfHhXeU2ntAdTLMS9HjPlDmD4JCW25mkc3OswoKSdLsu-oJXj2E88HY348EpWSXluZO_81kHFjyqm1jggwb&c=E4hn7GCo9Aqbl6lSvC1BsZfLQDnAIIuOUXg_CWTgCOxRQ6zSI9Pc7w==&ch=lkHRtrY3mln2iqDxz-EwVr6ledg1lwisX0vwqAdvjYI2PMagbQ8NNw==)  [**https://www.sciencedirect.com/science/article/pii/S0145213417302739?via=ihub**](https://www.sciencedirect.com/science/article/pii/S0145213417302739?via=ihub)  *This study, which was published in Child Abuse & Neglect, examined patterns of developmental trajectories of language development and academic functioning in children who have experienced maltreatment. Researchers examined how maltreatment type and timing of abuse explained variation in developmental trajectories and the extent to which individual, relationship, and community protective factors promoted the development of resilient language/academic functioning trajectories. Authors suggest that despite early adversity, it is possible for a maltreated child to achieve competent academic functioning. Authors identify possible avenues for intervention and suggest that the methodology employed in the current study makes a unique contribution to the field of child development research.*  **Responding With Care to Students Facing Trauma**  [**http://www.ascd.org/publications/educational-leadership/dec17/vol75/num04/Responding-with-Care-to-Students-Facing-Trauma.aspx**](http://www.ascd.org/publications/educational-leadership/dec17/vol75/num04/Responding-with-Care-to-Students-Facing-Trauma.aspx)  *Exposure to trauma is prevalent among school-aged children. Teachers know that facing trauma impedes students' ability to focus and learn, but it can be challenging to keep responding with care to a student whose behavior is disruptive. This article offers six specific strategies to help reach students whose lives are affected by trauma.*  **Risk and Prevention of Maltreatment of Children with Disabilities**  [**https://www.childwelfare.gov/pubPDFs/focus.pdf**](https://www.childwelfare.gov/pubPDFs/focus.pdf)  *Children living with disabilities are three times more likely to suffer abuse or neglect when compared to those without disabilities. This* [*January*](https://www.childwelfare.gov/pubs/prevenres/focus/) *2018 document from the Child Welfare Information Gateway (January 2018) describes the extent of the problem, risk factors, and prevention strategies. It also provides current statistics and research and covers critical issues to consider when assessing a child with a disability for maltreatment.*  **The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain**  [**https://developingchild.harvard.edu/resources/the-science-of-neglect-the-persistent-absence-of-responsive-care-disrupts-the-developing-brain/**](https://developingchild.harvard.edu/resources/the-science-of-neglect-the-persistent-absence-of-responsive-care-disrupts-the-developing-brain/)  *Young children who experience severe deprivation or* [**neglect**](https://developingchild.harvard.edu/science/deep-dives/neglect/) *can experience a range of negative consequences. Neglect can delay brain development, impair* [**executive function**](https://developingchild.harvard.edu/science/key-concepts/executive-function/) *skills, and disrupt the body’s stress response. This working paper explains why neglect is so harmful in the earliest years of life, and why effective interventions can improve long-term outcomes in learning, health, and the parenting of the next generation.*  **Supporting Brain Development in Traumatized Children**  [**https://www.childwelfare.gov/pubPDFs/braindevtrauma.pdf**](https://www.childwelfare.gov/pubPDFs/braindevtrauma.pdf)  *This bulletin summarizes what professionals can do to promote healthy brain development for vulnerable children and youth and put families and service providers in touch with the most effective, evidence-based interventions. It is designed to help professionals understand the behavioral, emotional, and mental effects of early abuse and neglect in children, as well as available early intervention options.*  **Ten Ways to Foster Resilience in Young Children – Teaching Kids to “Bounce Back”**  [**http://southernearlychildhood.org/upload/pdf/Dimensions\_Vol42\_3\_Petty.pdf**](http://southernearlychildhood.org/upload/pdf/Dimensions_Vol42_3_Petty.pdf)  *This article highlights practices for professionals to use to foster resilience in young children who have experienced trauma.*  **Understanding the Effects of Maltreatment on Brain Development**  [**https://www.childwelfare.gov/pubPDFs/brain\_development.pdf**](https://www.childwelfare.gov/pubPDFs/brain_development.pdf)  *This issue brief delivers information on how the brain develops, the effects of maltreatment on brain development, implications for practice and policy, and additional resources and references.* |

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| **Audiovisual Sources** | **In Brief: Early Childhood Mental Health** [**https://www.youtube.com/watch?v=E7IlnTG7wzk&feature=youtu.be**](https://www.youtube.com/watch?v=E7IlnTG7wzk&feature=youtu.be)  *This video explains how improving children’s early environments can prevent initial difficulties from destabilizing later development and mental health. A companion brief with references is available in English and Spanish.*  **In Brief: The Impact of Early Adversity on Child Development**  [**https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development-video/**](https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development-video/)  *This video outlines, in English and Spanish, basic concepts from the research on the biology of stress, which show that major adversity can weaken developing* [**brain architecture**](https://developingchild.harvard.edu/science/key-concepts/brain-architecture/) *and permanently set the body’s*[**stress response system**](https://developingchild.harvard.edu/science/key-concepts/toxic-stress/) *on high alert. Science also shows that providing stable, responsive environments for children in the earliest years of life can prevent or reverse these conditions, with lifelong consequences for learning, behavior, and health. A companion brief with references is also available in English and Spanish.*  **In Brief: Resilience Series**  [**https://developingchild.harvard.edu/resources/inbrief-resilience-series/**](https://developingchild.harvard.edu/resources/inbrief-resilience-series/)  *Reducing the effects of significant adversity on young children’s healthy development is critical to the progress and prosperity of any society. Yet not all children experience lasting harm as a result of adverse early experiences. Some may demonstrate “resilience,” or an adaptive response to serious hardship. A better understanding of why some children do well despite early adversity is important because it can help us design policies and programs that help more children reach their full potential. These three videos provide an overview of why resilience matters, how it develops, and how to strengthen it in children.*  **In Brief: The Science of Neglect**  *Extensive biological and developmental research shows significant neglect—the ongoing disruption or significant absence of* [***caregiver responsiveness***](https://developingchild.harvard.edu/science/key-concepts/serve-and-return/)*—can cause more lasting harm to a young child’s development than overt physical abuse, including subsequent cognitive delays, impairments in* [***executive functioning***](https://developingchild.harvard.edu/science/key-concepts/executive-function/)*, and disruptions of the body’s stress response. This edition of the InBrief series explains why significant deprivation is so harmful in the earliest years of life and why effective interventions are likely to pay significant dividends in better long-term outcomes in learning, health, and parenting of the next generation. This 6-minute video provides an overview of* [***The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain***](https://developingchild.harvard.edu/resources/the-science-of-neglect-the-persistent-absence-of-responsive-care-disrupts-the-developing-brain/)*, a Working Paper from the National Scientific Council on the Developing Child.*  **Recognizing and Addressing Trauma in Infants, Young Children, and Their Families**  [**http://www.ecmhc.org/tutorials/trauma/index.html**](http://www.ecmhc.org/tutorials/trauma/index.html)  *This tutorial was developed to provide a deeper understanding of the types of trauma and its impact on young children and their families, as well as the role of the consultant. The tutorial includes pre- and post-tests, activities, and resources.*  **Tipping the Scales: The Resilience Game**  *In this interactive feature, you will learn how the choices we make can help children and the community as a whole become more resilient in the face of serious challenges. Negative events can occur at any moment, and it’s your job to choose positive events to counteract these negatives.* |
| **Online Sources** | **5 Ways Trauma-Informed Care Supports Children’s Development**  [**https://www.childtrends.org/child-trends-5/5-ways-trauma-informed-care-supports-childrens-development/**](https://www.childtrends.org/child-trends-5/5-ways-trauma-informed-care-supports-childrens-development/)  *This website highlights five ways in which trauma-informed care can support children’s healthy development.*  **Adverse Childhood Experiences · ACEs Too High?**  [**https://acestoohigh.com/got-your-ace-score/**](https://acestoohigh.com/got-your-ace-score/)  *Ten types of childhood trauma are measured in the ACE Study. Five are personal — physical abuse, verbal abuse, sexual abuse, physical neglect, and emotional neglect. Five are related to other family members: a parent who’s an alcoholic, a mother who’s a victim of domestic violence, a family member in jail, a family member diagnosed with a mental illness, and the disappearance of a parent through divorce, death or abandonment. Each type of trauma counts as one. This website will enable any individual to assess their ACE score and to obtain information about the implications of that score.*  **Adverse Childhood Experiences Resources**  [**https://www.cdc.gov/violenceprevention/acestudy/resources.html**](https://www.cdc.gov/violenceprevention/acestudy/resources.html)  *This website offers a variety of resources, ranging from materials to support educators and families to model programs and the results they’ve achieved, as well as infographics, articles, PowerPoint presentations, and research.* |
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| **Online Sources** | **Center for the Application of Prevention Technologies (CAPT)**  [**https://www.samhsa.gov/capt/**](https://www.samhsa.gov/capt/)  *CAPT promotes the application of prevention science to advance state, tribal, jurisdictional, and community efforts to address substance use and misuse. The website includes tools, research, and resources on the strategic prevention framework and other aspects of practicing effective prevention.*  **ECHO Parenting**  [**https://www.echoparenting.org/resources/**](https://www.echoparenting.org/resources/)  *This website features infographics and resources on trauma, several of which are available in English and Spanish. These resources are available for download (PDF) and or may be ordered through the site.*  **The Centers for Disease Control (CDC)-Kaiser Permanente Adverse Childhood Experiences (ACE) Study**  [**https://www.cdc.gov/violenceprevention/acestudy/about.html**](https://www.cdc.gov/violenceprevention/acestudy/about.html)  *This study, conducted in the late 1990’s, is one of the largest investigations of childhood abuse and neglect and later-life health and well-being. Questionnaires, protocols, and findings are all available at this website.*  **Harvard Center on the Developing Child- Resilience Series**  [**https://developingchild.harvard.edu/resources/inbrief-resilience-series/**](https://developingchild.harvard.edu/resources/inbrief-resilience-series/)  *This website provides videos and other resources that define resilience and why it matters, share the science behind resilience, and reveal how resilience is built and fostered in children.*  **National Center for Trauma-Informed Care and Alternatives to Seclusion and Restraint (NCTIC)** [**http://www.samhsa.gov/nctic//**](http://www.samhsa.gov/nctic//)  *NCTIC supports interest in developing approaches to eliminate the use of seclusion, restraints, and other coercive practices and to further advance the knowledge base related to implementation of trauma-informed approaches. The website has a variety of free resources related to implementing trauma-informed care.*  **The National Child Traumatic Stress Network**  [**http://www.nctsn.org/**](http://www.nctsn.org/)  *This website offers resources about identifying different types of child trauma, signs of exposure, and the effects of trauma on children. Resources are available for specific audiences including professionals, family and caregivers, school personnel, and policymakers. The site includes resources for addressing traumatic grief (i.e., the sudden death or loss of a loved one).*  **Parenting a Child Who Has Experienced Trauma**  [**https://www.childwelfare.gov/pubPDFs/child-trauma.pdf**](https://www.childwelfare.gov/pubPDFs/child-trauma.pdf)  *This website discusses the nature of trauma, its effects on children and youth, and ways to help your child. Increasing the understanding of trauma, can help support a child’s healing, your relationship with him or her, and a family as a whole.*  **Sesame Street in Communities – Traumatic Experiences**  [**https://sesamestreetincommunities.org/topics/traumatic-experiences/**](https://sesamestreetincommunities.org/topics/traumatic-experiences/)  *This child and family friendly website features familiar characters from the Sesame Street show and provides activities, articles, workshops, and printable information. These include links to an app called, “Breathe, Think, Do with Sesame” and another app activity called “Art Maker” through which children can create art that helps express their feelings after a traumatic event.*    **Trauma-Informed Approach and Trauma-Specific Interventions**  [**https://www.samhsa.gov/nctic/trauma-interventions**](https://www.samhsa.gov/nctic/trauma-interventions)  *This website provides information about, and links related to, the Substance Abuse and Mental Health Services Administration’s six key principles of a trauma-informed approach and specific interventions to address trauma’s consequences and facilitate healing.* |

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|  | **Building Resilience: Resources for Supporting Young Children Who Have Experienced Trauma and Maltreatment and Their Families** |
| **Online Sources** | **Trauma-Informed Practice**  [**https://www.childwelfare.gov/topics/responding/trauma/**](https://www.childwelfare.gov/topics/responding/trauma/)  *To provide trauma-informed care to children, youth, and families involved with child welfare, professionals must understand the impact of trauma on child development and learn how to effectively minimize its effects without causing additional trauma. This website provides information on building trauma-informed systems, assessing and treating trauma, addressing secondary trauma in caseworkers, and trauma training. It also offers trauma resources for professionals, caregivers, and families.*  **Vermont Child Trauma Collaborative (VCTC)**  [**http://mentalhealth.vermont.gov/children-youth-and-family-services/child-trauma/vermont-child-trauma-collaborative-vctc**](http://mentalhealth.vermont.gov/children-youth-and-family-services/child-trauma/vermont-child-trauma-collaborative-vctc)  *The VCTC is a virtual collaborative comprised of 10 designated agencies, one special service agency and one private group practice serving all regions of the state. Three to six clinicians at each site formed local ARC community treatment and services teams.  Clinicians received intensive training and consultation with The Trauma Center at Justice Resource Institute (Massachusetts) on the ARC Framework.  The trauma treatment services targeted children ages 3-18 who have experienced complex trauma, and their families.  Some VCTC sites also implemented Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) and/or Child & Family Traumatic Stress Intervention (CFTSI).  Additionally, VCTC completed a train-the-trainer series for mental health providers and community partners to provide overview trauma trainings to community partners.*  *For more information about the Vermont Child Trauma Collaborative, contact Laurel Omland* [***laurel.omland@vermont.gov***](mailto:laurel.omland@vermont.gov)*.* |

1. This collection was compiled and annotated by [**Camille Catlett**](mailto:camille.catlett@unc.edu) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of April 2018. Resources in English and Spanish are highlighted. This document is available at [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections)

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