



Supporting Our Communities Through Tragedy

Updated: May 2022

The recent violence at Robb Elementary School in Uvalde, Texas, and the supermarket in Buffalo, New York, along with mass shootings that continue across the nation impacts all communities. In addition to the National Mental Health Technology Transfer Center’s [Resource Page for Coping with School Tragedies: Resources to Support School Communities in the Aftermath of Crisis and Loss](#), the Northwest MHTTC’s School Mental Health Team has curated some additional free resources to support youth, staff, communities and district systems to support our region as we respond to these traumatic events.

Resources to Support Youth

<p>Talking to Children About Violence: Tips for Parents and Teachers, National Association of School Psychologists (NASP)</p>	<p>High profile acts of violence, particularly in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved ones are at risk. They will look to adults for information and guidance on how to react. Parents and school personnel can help children feel safe by establishing a sense of normalcy and security and talking with them about their fears.</p>	<p><input checked="" type="checkbox"/>Mental Health Professional <input checked="" type="checkbox"/>Teacher/ Direct Service Provider <input type="checkbox"/>Building/District Leadership <input checked="" type="checkbox"/>Caregivers</p>	<p><input type="checkbox"/>Webinar <input type="checkbox"/>Module <input type="checkbox"/>Brief <input checked="" type="checkbox"/>Resource/ Toolkit</p>
<p>Supporting Students with Anxiety in the Classroom, Northwest MHTTC</p>	<p>Anxiety is one of the most common mental health concerns youth face. While it is a normal emotional experience, it can grow to become incredibly distressing and interfering, particularly as it comes to school. When anxiety is present in the school setting (whether in-person or remote), educators have an important role in encouraging and reinforcing brave vs. anxious behavior. Research supports the importance of youth moving from a cycle of avoiding to a cycle of approaching anxiety-provoking situations in order to overcome problematic anxiety. In this webinar, we will discuss how to identify, understand, and intervene for problematic anxiety for youth in your classroom.</p>	<p><input checked="" type="checkbox"/>Mental Health Professional <input checked="" type="checkbox"/>Teacher/ Direct Service Provider <input type="checkbox"/>Building/District Leadership <input checked="" type="checkbox"/>Caregivers</p>	<p><input checked="" type="checkbox"/>Webinar <input type="checkbox"/>Module <input type="checkbox"/>Brief <input checked="" type="checkbox"/>Resource/ Toolkit</p>
<p>Talking to Children About School and Community Shootings, LA Children’s Hospital</p>	<p>This guide offers advice on how to talk to children about tragic events, such as shootings and terrorist attacks, that they are likely to hear about at school and/or on the news.</p>	<p><input type="checkbox"/>Mental Health Professional <input type="checkbox"/>Teacher/ Direct Service Provider <input type="checkbox"/>Building/District Leadership <input checked="" type="checkbox"/>Caregivers</p>	<p><input type="checkbox"/>Webinar <input type="checkbox"/>Module <input type="checkbox"/>Brief <input checked="" type="checkbox"/>Resource/ Toolkit</p>

School Violence Prevention: Tips for Parents & Educators, NASP	<p>All schools work to prevent school violence and schools are very safe places. Children, staff, and parents all have an important role in promoting school safety by following procedures and reporting concerns. It is also important to balance sufficient building security with a healthy, nurturing, school environment. The goal is to reassure students that although there is a possibility of violence occurring in a school, the probability of a school experiencing a high-profile violent act is extremely low.</p>	<input type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input type="checkbox"/> Building/District Leadership <input checked="" type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input checked="" type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Helping Your Children Manage Distress in the Aftermath of a Shooting, American Psychological Association	<p>This page provides tips for parents to discuss shooting with their children and help manage distress.</p>	<input type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input type="checkbox"/> Building/District Leadership <input checked="" type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input checked="" type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
For Teens: Coping After Mass Violence, National Center on Child Traumatic Stress Network (NCTSN)	<p>Resource for teenagers to help identify and tackle personal problems after mass violence. Has resources including taking care of yourselves, worrying about loved ones, and how to deal with unsafe and afraid feelings.</p>	<input type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input type="checkbox"/> Building/District Leadership <input checked="" type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input checked="" type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Helping School-Age Children with Traumatic Grief: Tips for Caregivers, NCTSN	<p>Describes how school-age children may feel when struggling with the death of someone close and offers tips on what caregivers can do to help.</p>	<input type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input type="checkbox"/> Building/District Leadership <input checked="" type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input checked="" type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Helping Youth after Community Trauma: Tips for Educators, NCTSN	<p>A resource for educators and other staff that work with students to help them identify what students might feel like, and how the educators can best help them</p>	<input type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input type="checkbox"/> Building/District Leadership <input checked="" type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input checked="" type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Trauma-Informed SEL Practices	<p>How to Support Someone Who Has Experienced Trauma Infographic Dos and Don'ts of a Trauma Informed Compassionate Classroom Infographic Physical Impact of Trauma Infographic Impacts of Trauma Infographic Trauma Informed Support for Children Infographic The Pair Tree of ACEs</p>	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input type="checkbox"/> Building/District Leadership <input checked="" type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
<h2>Resources to Support Staff & Communities</h2>			
Supporting Schools During and After Crisis, Center on	<p>This page highlights resources to support the use of a multi-tiered systems of support (MTSS) framework to support students, families, and educators</p>	<input checked="" type="checkbox"/> Mental Health Professional	<input type="checkbox"/> Webinar <input type="checkbox"/> Module

<p>Positive Behavioral Interventions and Supports (PBIS)</p>	<p>during the transitions back to school during and following a crisis (e.g., a pandemic, natural disaster, other emergency) in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.</p>	<p><input checked="" type="checkbox"/>Teacher/ Direct Service Provider <input checked="" type="checkbox"/>Building/District Leadership <input type="checkbox"/>Caregivers</p>	<p><input type="checkbox"/>Brief <input checked="" type="checkbox"/>Resource/ Toolkit</p>
<p>Responding to School Violence: Tips for Administrators, NASP</p>	<p>Violence such as high-profile school shootings can cause concern within school communities, even if they are not directly affected by the event(s). Adults and students struggle to understand why these events happen and, more importantly, how they can be prevented. School principals and superintendents can provide leadership by reassuring students, staff, and parents that schools are generally very safe places for children and youth, and reiterating what safety measures and student supports are already in place in their school.</p>	<p><input type="checkbox"/>Mental Health Professional <input type="checkbox"/>Teacher/ Direct Service Provider <input checked="" type="checkbox"/>Building/District Leadership <input type="checkbox"/>Caregivers</p>	<p><input type="checkbox"/>Webinar <input type="checkbox"/>Module <input type="checkbox"/>Brief <input checked="" type="checkbox"/>Resource/ Toolkit</p>
<p>Care for Caregivers: Tips for Families and Educators, NASP</p>	<p>Parents, teachers, and other caregivers play a critical role in helping children cope with crises, often ignoring their own needs in the process. However, caregivers must take good care of themselves so they are able to take good care of the children in their charge.</p>	<p><input checked="" type="checkbox"/>Mental Health Professional <input checked="" type="checkbox"/>Teacher/ Direct Service Provider <input checked="" type="checkbox"/>Building/District Leadership <input type="checkbox"/>Caregivers</p>	<p><input type="checkbox"/>Webinar <input type="checkbox"/>Module <input checked="" type="checkbox"/>Brief <input checked="" type="checkbox"/>Resource/ Toolkit</p>
<p>School Violence Prevention: Guidelines for Administrators & Crisis Team, NASP</p>	<p>Efforts to reduce school violence are most successful when they use multiple strategies selected specifically for each school's needs. No single strategy or program will create a safe school and effective efforts require collaboration among administrators, teachers, school psychologists, other school mental health professionals, school resource officers, parents, students, and community agencies.</p>	<p><input type="checkbox"/>Mental Health Professional <input type="checkbox"/>Teacher/ Direct Service Provider <input checked="" type="checkbox"/>Building/District Leadership <input type="checkbox"/>Caregivers</p>	<p><input type="checkbox"/>Webinar <input type="checkbox"/>Module <input checked="" type="checkbox"/>Brief <input checked="" type="checkbox"/>Resource/ Toolkit</p>
<p>Behavioral Health Toolkit for Navigating Crisis, School-Based Services, Medical Services, Family Support Networks and more. Partnerships for Action, Voices for Empowerment (PAVE)</p>	<p>This toolkit provides an overview of information about crisis response, school-based services, medical systems, family support networks and places to advocate for systemwide improvements.</p>	<p><input checked="" type="checkbox"/>Mental Health Professional <input checked="" type="checkbox"/>Teacher/ Direct Service Provider <input checked="" type="checkbox"/>Building/District Leadership <input type="checkbox"/>Caregivers</p>	<p><input type="checkbox"/>Webinar <input type="checkbox"/>Module <input type="checkbox"/>Brief <input checked="" type="checkbox"/>Resource/ Toolkit</p>
<p>Recover from Large-Scale Crises: Guidelines for</p>	<p>This document outlines response strategies immediately following a crisis as well as at one month, six months, one year, and beyond one year.</p>	<p><input checked="" type="checkbox"/>Mental Health Professional <input checked="" type="checkbox"/>Teacher/ Direct Service Provider <input checked="" type="checkbox"/>Building/District Leadership</p>	<p><input type="checkbox"/>Webinar <input type="checkbox"/>Module <input type="checkbox"/>Brief</p>

Crisis Teams and Administrators, NASP		<input type="checkbox"/> Caregivers	<input checked="" type="checkbox"/> Resource/ Toolkit
Responding to a Mass Casualty Event at School: General Guidance for the First Stage of Recovery, NASP	This brief guidance documents role of schools in the month following a mass casualty event.	<input checked="" type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Coping in the Aftermath of a Shooting, American Counseling Association	Resources counselors can use to find out more about coping with mass violence.	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Supporting Child and Student Social, Emotional, and Mental Health Needs, US Department of Education	The U.S. Department of Education released a new resource: Supporting Child and Student Social, Emotional, Behavioral and Mental Health to provide information and resources to enhance the promotion of mental health and the social and emotional well-being among children and students. This resource highlights seven key challenges to providing school- or program-based mental health support across early childhood, K–12 schools, and higher education settings, and presents seven corresponding recommendations. This resource includes many real-world examples of how the recommendations are being put into action by schools, communities, and states across the country. See Executive Summary Here .	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input checked="" type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Self-Care for School Psychologists, NASP	Whether you are a practitioner, graduate educator, graduate student, or work in private practice, it is important to practice good self-care throughout the year. This is especially true-although feels harder to do-during busy, stressful times. Self-care is an important part of our personal professional practice, a key component of prevention for ourselves and the children we serve, and critical to our ability to help others. Use these helpful resources to get started.	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Promoting Social and Behavioral Success for Learning in Elementary Schools	Practice Recommendations for Elementary School Educators, School and District Administrators, and Parents. See Executive Summary Here .	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Mental Health, Suicidality, and Connectedness Among High School	Mental health issues among youths are an important public health concern during the ongoing COVID-19 pandemic. However, the findings in this report also indicate that poor mental health, persistent feelings of sadness or hopelessness, and suicidal thoughts and behaviors were less prevalent	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief

Students, Centers for Disease Control (CDC)	among those who felt close to persons at school and were virtually connected with others during the pandemic. Comprehensive strategies that improve connections with others at home, in the community, and at school might foster improved mental health among youths during and after the pandemic.	<input type="checkbox"/> Caregivers	<input checked="" type="checkbox"/> Resource/ Toolkit
Safe, Sane, and Stable in Turbulent Times, Northwest MHTTC	This document presents stress management skills for mental health providers, drawing from trauma-informed approaches, and was developed in conjunction with the "Safe, Sane, and Stable in Turbulent Times" webinar held on October 15, 2021.	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Grief, Exhaustion, and Finding Vitality in Behavioral Health Care for Staff, Northwest MHTTC	This Q&A document addresses how behavioral healthcare providers can cope with grief, loss, and bereavement both personally and professionally and was developed in conjunction with the "Grief, Exhaustion, and Finding Vitality in Behavioral Health Care for Staff" webinar held on February 10, 2022.	<input checked="" type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Grief, Exhaustion, and Finding Vitality in Behavioral Health Care for Supervisors and Leadership, Northwest MHTTC	This document details how supervisors and leadership can apply disaster recovery information to real-world teams functioning in support of staff vitality and resilience and was developed in conjunction with the "Grief, Exhaustion, and Finding Vitality in Behavioral Health Care for Supervisors and Leadership" webinar held on February 8, 2022.	<input checked="" type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Resources for District Systems			
After a School Tragedy...Readiness, Response, Recovery & Resources, National MHTTC Network	This resource, developed by a workgroup across the MHTTC Network, is designed to help schools better support students and families in the aftermath of violence and trauma. It provides strategies to assist schools with readiness, response, and recovery to help a school community support resilience in the event of a tragedy.	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input checked="" type="checkbox"/> Caregivers	<input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
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OSPI School Safety Center	Comprehensive Safety Planning Toolkit Comprehensive School Safety Coordinators School Safety and Security Staff School Safety and Student Well-Being Advisory Committee	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input checked="" type="checkbox"/> Brief

		<input type="checkbox"/> Caregivers	<input checked="" type="checkbox"/> Resource/ Toolkit
Washington State School Based Threat Assessment	HB 1216 and RCW 28A.320.123 Salem-Keizer Threat Assessment Model Washington State Threat Assessment Fidelity Document School Based Threat Assessment Policy 3225 and Procedure 3225P	<input checked="" type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Comprehensive School Safety Toolkits	Guidelines for Developing High Quality Emergency Operation Plans The Role of the District in Developing High Quality Emergency Operation Plans: A Companion to the School Guide Emergency Management Toolkit	<input checked="" type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input checked="" type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
OSPI Mental, Social, & Behavioral Health	Washington's Office of Superintendent of Public Instruction Mental, Social, and Behavioral Health Resource and Information page.	<input checked="" type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Workforce Secondary Traumatic Stress	Washington legislation acknowledges the toll Secondary Traumatic Stress (STS) has on educators and students and focuses on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being. STS Resource Page here .	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provide <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Causes and Consequence of School Violence: A Review, National Institute of Justice (NIJ)	This report commissioned by the National Institute of Justice (NIJ) takes a comprehensive look at the state of the research on school violence and includes additional discussions about research on serious violence and studies that were funded by NIJ's Comprehensive School Safety Initiative. See Also: What Do Data Reveal About Violence in Schools , NIJ	<input type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input checked="" type="checkbox"/> Brief <input type="checkbox"/> Resource/ Toolkit
Building a Culture of Staff Wellness Through Multi-Tiered Systems of Support Center on PBIS	The purpose of this brief is to provide recommendations to district and school leadership teams on how the components of Positive Behavioral Interventions and Supports (PBIS) can be used to prioritize staff health and wellbeing.	<input checked="" type="checkbox"/> Mental Health Professional <input type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit
Effective Programs to Address Trauma in Schools , Northwest MHTTC	This Practice Brief describes three of the most commonly used effective school-based interventions for trauma and the importance of creating a "trauma-informed" school community to optimize these interventions.	<input checked="" type="checkbox"/> Mental Health Professional <input checked="" type="checkbox"/> Teacher/ Direct Service Provider <input checked="" type="checkbox"/> Building/District Leadership <input type="checkbox"/> Caregivers	<input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Module <input type="checkbox"/> Brief <input checked="" type="checkbox"/> Resource/ Toolkit

SAMHSA's [Disaster Distress Line](#) Call or Text 1-800-985-5990 (for Spanish, press "s") to be connected to a trained counselor 24/7/365.

Northwest MHTTC School Mental Health Team

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Twitter: [@NorthwestMHTTC](https://twitter.com/NorthwestMHTTC) and [@SMARTCtr](https://twitter.com/SMARTCtr) **Facebook:** [Northwest MHTTC](https://www.facebook.com/NorthwestMHTTC)

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