

Trauma Informed Care Resources

1. Child Trauma Academy

<http://www.childtrauma.org> under Library there is a lot of great information.

2. Keep the Cool in School Articles

Keep the Cool in School: <http://teacher.scholastic.com/professional/bruceperry/cool.htm>

In the first of a series of articles about promoting nonviolent behavior in children, Dr. Perry gives an overview of the 6 core strengths that children need in order to be humane.

Attachment: The First Core Strength: <http://teacher.scholastic.com/professional/bruceperry/attachment.htm>

In the second article of the Keep the Cool in School campaign, Dr. Perry discusses attachment and how it contributes to preventing aggression and anti-social behaviors in children.

Self-Regulation: The Second Core Strength:

http://teacher.scholastic.com/professional/bruceperry/self_regulation.htm

In the third article of the Keep the Cool in School campaign, Dr. Perry explores self-regulation and how it contributes to preventing aggression and anti-social behaviors in children.

Affiliation: The Third Core Strength: <http://teacher.scholastic.com/professional/bruceperry/affiliation.htm>

In the fourth article of the Keep the Cool in School campaign, Dr. Perry shares how educators can help students feel included, connected and valued.

Awareness: The Fourth Core Strength:

http://teacher.scholastic.com/professional/bruceperry/different_same.htm

In the fifth article of the Keep the Cool in School campaign, Dr. Perry shares ideas about encouraging children to respect and appreciate each other's differences and similarities.

Tolerance: The Fifth Core Strength: <http://teacher.scholastic.com/professional/bruceperry/tolerance.htm>

In the sixth article of the Keep the Cool in School campaign, Dr. Perry discusses tolerance, the most complex of the six core strengths.

Respect: The Sixth Core Strength: <http://teacher.scholastic.com/professional/bruceperry/respect.htm>

In the seventh article of the Keep the Cool in School campaign, Dr. Perry explores how educators can help students accept and enjoy the differences in others.

3. The Developing Child

A Place for Everyone: Nurturing Each Child's Niche:

<http://teacher.scholastic.com/professional/bruceperry/niche.htm>

One of the many jobs of early childhood educators is to nurture the uniqueness of every child. This article includes tips for identifying a child's individual strengths and needs.

The Importance of Pleasure in Play: <http://teacher.scholastic.com/professional/bruceperry/pleasure.htm>

Play, more than any other activity, fuels healthy development of children. In this article, learn strategies for mixing emotional, social, and cognitive challenge with fun.

Curiosity: The Fuel of Development: <http://teacher.scholastic.com/professional/bruceperry/curiosity.htm>

For children, the positive cycle of learning is fueled by curiosity, and the pleasure that comes from discovery and mastery. Find out how teachers can help to keep the process going.

How Sounds Become Words:

<http://teacher.scholastic.com/professional/bruceperry/soundsbecomewords.htm>

How is it that words come to have meaning? When does the sound become the word? And how can we help children learn the true meaning of our most important words?

The Developmental Hot Zone: http://teacher.scholastic.com/professional/bruceperry/hot_zone.htm

Helping children move from the comfortable and familiar, and take on new challenges, is a very important task. In this latest article, Dr. Perry outlines strategies for providing the right opportunities for children at the right time, and in the proper sequence.

The Meaning in Words: <http://teacher.scholastic.com/professional/bruceperry/words.htm>

In a conversation with *Early Childhood Today* editor Helen Benham, Dr. Perry explains how children learn to make sense of the language they hear — in conjunction with the actions they see.

Biological Relativity: Time and the Developing Child:

http://teacher.scholastic.com/professional/bruceperry/biological_relativity.htm

Can mere hours in infancy have more power to shape us than months in middle age?

4. Children in Distress

Children and Loss: <http://teacher.scholastic.com/professional/bruceperry/childrenloss.htm>

Teachers serve as a crucial emotional bridge for a child at times of loss. What do we need to know to help students cope, especially in the classroom environment?

Death and Loss: Helping Children Manage Their Grief:

http://teacher.scholastic.com/professional/bruceperry/death_and_loss.htm

Dr. Perry shares strategies for helping children to adjust to difficult situations such as moving, divorce, and death.

Bonding and Attachment in Maltreated Children: Consequences of Emotional Neglect in Childhood:

<http://teacher.scholastic.com/professional/bruceperry/bonding.htm>

Dr. Perry explains why experiences during infancy and early childhood are so critical to shaping our capacity to form emotionally healthy relationships, and how maltreatment can impair this important capability.

Bonding and Attachment in Maltreated Children: How You Can Help:

http://teacher.scholastic.com/professional/bruceperry/bonding_help.htm

In this article, Dr. Perry suggests ways that responsive adults, such as parents, teachers, and other caregivers, can make all the difference in the lives of maltreated children.

Why Does Violence Happen? http://teacher.scholastic.com/professional/bruceperry/why_violence.htm

Dr. Perry revisits the Columbine High School tragedy one year later. Use this article as a teaching resource to initiate student discussion.

The Child's Loss: Death, Grief, and Mourning:

http://teacher.scholastic.com/professional/bruceperry/child_loss.htm

Find out how teachers, caregivers, and other adults can help children exposed to traumatic death.

The Impact of Abuse and Neglect on the Developing Brain:

http://teacher.scholastic.com/professional/bruceperry/abuse_neglect.htm

Find out how destructive experiences can affect children in far-reaching ways — emotional, behavioral, academic, social, and physical — for life.

Principles of Working With Traumatized Children:

http://teacher.scholastic.com/professional/bruceperry/working_children.htm

Some special considerations for teachers and caregivers in understanding and working with children who have suffered trauma.

Aggression and Violence: The Neurobiology of Experience:

http://teacher.scholastic.com/professional/bruceperry/aggression_violence.htm

Over 5 million children are directly exposed to violence in the U.S. each year. What will the impact on our society be? Read on to find

5. The Brain and Learning

Attunement: Reading the Rhythms of the Child:

[Attunement: Reading the Rhythms of the Child | Scholastic](#)

Learning about children's individual strengths, vulnerabilities, and preferred styles of communication can help teachers to reach and teach each child more effectively.

Using Technology in the Early Childhood Classroom:

http://teacher.scholastic.com/professional/bruceperry/using_technology.htm

In this article, Dr. Perry outlines how computers, the Internet, television, and other technology tools can help children develop curiosity, problem-solving, and independent-thinking skills.

Creating an Emotionally Safe Classroom:

http://teacher.scholastic.com/professional/bruceperry/safety_wonder.htm

Why are the first days of the new school year so important? Find out what you can do during these first weeks to help new students come to enjoy school and love learning.

How the Brain Learns Best: <http://teacher.scholastic.com/professional/bruceperry/brainlearns.htm>

In his latest article, Dr. Perry outlines some easy ways to help your students learn optimally in the classroom by helping to activate different parts of the brain.

Bruce Perry on You tube

Dr. Bruce Perry, Childhood Development on LIVING SMART: <http://www.youtube.com/watch?v=vak-iDwZJY8>

Dr Bruce Perry Pt 1: <http://www.youtube.com/watch?v=1gr8k1BgEe4>

Dr Bruce Perry Pt 2: <http://www.youtube.com/watch?v=g3cz-QIPkOo>

Dr Bruce Perry Pt 3: <http://www.youtube.com/watch?v=ZVRO7PdYRnM>

6. Other Trauma related Resources

1. The National Child Traumatic Stress Network <http://www.nctsnet.org/>

You can make an account and access free on line training and you can sign up for their newsletter.

Previous speaker series <http://learn.nctsn.org/>

2. Trauma Focussed Cognitive Behaviour Therapy

<http://tfcbt.musc.edu/>

3. The Sanctuary Model:

<http://www.sanctuaryweb.com/>

Information under publications as well as some pertinent links.

4. Trauma-informed.ca

[Trauma-informed Toolkit.pdf](#)

<http://www.trauma-informed.ca/>

5. Three short videos on Three Core Concepts in Early Development

Experiences Build Brain Architecture

[1. Experiences Build Brain Architecture - YouTube](#)

Serve & Return Interaction Shapes Brain Circuitry

[2. Serve & Return Interaction Shapes Brain Circuitry - YouTube](#)

Toxic Stress Derails Healthy Development

[3. Toxic Stress Derails Healthy Development - YouTube](#)

6. Trauma Informed Care (TIC)-Resources Guide

[Trauma-Informed Care Resources Guide \(crisisprevention.com\)](#)

7. Complex Trauma in Children and Adolescents

[Complex Trauma in Children and Adolescents | The National Child Traumatic Stress Network \(nctsn.org\)](#)

8. A Trauma-Informed Practice Guide for Working with Children, Youth and Families—MCFD Document

[trauma-informed_practice_guide.pdf \(gov.bc.ca\)](#)

9. Southwest Ontario Aboriginal Health Access Centre

[SOAHAC » Services](#)

10. Trauma Informed Practice: Working with Indigenous Individuals

[PowerPoint Presentation \(omssa.com\)](#)

11. Canadian Family Physician March 2018, 64 (3) 170-172;

[Trauma-informed care | The College of Family Physicians of Canada \(cfp.ca\)](#)

(Not child specific but informative)

