Handout for Marleen Wong Presentations – June 2012

Resources: Books and Journal Articles

Provides definitions and concepts about sensory modulation, illustrates behavioral aspects of sensory modulations disorders and describes a framework for assessment and intervention. Presents emerging data gathered on children served by the Southwest Michigan Children’s Assessment Center of the prevalence of sensory modulations disorders among children with a history of trauma alone, and those with both trauma and fetal alcohol spectrum disorder.

Details environmental, family, school and community protective factors that foster resiliency. Appendices include valuable matrices and checklists of protective factors.

Readers are introduced to the concept of ambiguous loss and shown how such losses relate to concepts of the family definitions of trauma, and capacities for resilience as well as target points for those suffering ambiguous loss. The author provides the therapeutic insight that may aid mental health professionals in not “going for closure” but rather building strength and acceptance of ambiguity.

A pioneering work written for all educators, the “Purple Book” as it is known with affection, contains three chapters helpful to those needing an introduction to the “trauma-sensitive” educational methods: The Impact of Trauma on Learning, The Flexible Framework for Making School Environments Trauma-sensitive, and Policy Recommendations. Download at no cost from: http://www.massadvocates.org/helping_traumatized_children_learn

A hands-on book for the classroom practitioner, the text includes chapters on family violence and how it changes how children learn, trauma, language and memory, violence and relationships, violence and self-regulation, and ways to support reading and writing skills for those dealing with trauma. There are also chapters on teacher self-care, creating trauma-sensitive schools and professional development.

This Center for Disease Control sponsored study examined the responses of 17,421 adult members of a large HMO to a series of surveys. Findings revealed that 44% of respondents (75% of which were college graduates) reported sexual, physical, or psychological abuse as children, and 12.5% reported having a mother who had been treated violently. This study established a causal link between the breadth of exposure to “adverse childhood experiences” and multiple health risk factors including depression, chronic obstructive pulmonary disease and ischemic heart disease.
Framingham Public Schools (2008, June) Teachers’ strategies for working with children exposed to trauma-3rd edition, Framingham, MA: Author. Framingham School District’s teacher handbook for working with children who have been victims of chronic and/or acute traumatic stress. Contains valuable background information, vignettes for group study, and dozens of practical classroom applications. Authored by the teachers themselves. May be purchased by contacting Laurie Burnett lburnett@framingham.k12.ma.us or Rosangela Ferreira rferreira@framingham.k12.ma.us 454 Water Street. Framingham, MA 01710.


Henderson, N. & Milstein, M.M. (2003). *Resiliency in schools: Making it happen for students and educators*. Thousand Oaks, California: Corwin Press. The authors provide reviews of research into how schools may foster resiliency as well as concrete suggestions for application. The final chapter (Tools to Facilitate Change) provides practical surveys and checklists.


**Websites**

Please note that Websites may change over time

**The Adverse Childhood Experiences (ACE) Study**


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**Institute for Rural Health, Idaho State University**

http://www.isu.edu/irh/resources/proqol.shtml

On this site you can access the ProQOL (Professional Quality of Life Scale), a 30-question survey to self-assess the affect that trauma may be having on our professional lives. At this same site one can gather invaluable handouts on secondary/vicarious trauma and compassion fatigue.

**The National Child Traumatic Stress Network**

http://www.nctsn.org/nccsts/nav.do?pid=hom_main

Established by Congress in 2000, the National Child Traumatic Stress Network (NCTSN) is a collaboration of academic and community-based service centers whose mission is to raise the standard of care and increase access to services for traumatized children and their families across the United States. Combining knowledge of child development, expertise in the full range of child traumatic experiences, and attention to cultural perspectives, the NCTSN serves as a national resource for developing and disseminating evidence-based interventions,
trauma-informed services, and public and professional education. Includes resources (in English and Spanish) for parents and caregivers, military children and families, and educators.

**The National Trauma Center**
http://www.traumacenter.org/about/about_TC.php
http://www.nctsnet.org/nctsn_assets/pdfs/js.pdf
This website and PowerPoint presentation provides information from the Trauma Center. This includes the work of Joseph Spinazzola, Ph.D., and medical director and founder Bessel van der Kolk, M.D. Each are internationally recognized leaders in the field of psychological trauma. Also provided is information on training and education programs, including attachment, regulation and competency (ARC).

A Guidebook to Creating Trauma Informed Compassionate Schools
Ray Wolpow, Ph.D., Mona M. Johnson, M.A., CPP, CDP, Ron Hertel, B.S., Susan O. Kincaid, Ph.D.

**The Cognitive Behavioral Intervention for Trauma in Schools (CBITS)** program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters.

CBITS uses cognitive-behavioral techniques (e.g., psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure).

The CBITS Program Website offers interactive online training course that will prepare you to implement CBITS* http://cbitsprogram.org/

- Sample materials and forms to help you deliver the CBITS intervention
- A robust online community where you can engage with discussion boards, "ask the experts," and collaborate on documents
- Video clips of experts providing practical advice on CBITS implementation
- And more!