



New England (HHS Region 1)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Childhood-Trauma Learning Collaborative (C-TLC) Topical Resource Directory

July 2021



Seminal Resources

A Compassionate School Response to Mental Illness Guide

Back to School After COVID-19: Supporting Student and Staff Mental Health
Toolkit | Webinar | Interactive Slideshow

Neurobiology and Executive Functioning Webinar

Additional Resources *(topical listings are presented in alpha order)*

Building Confidence and Positivity

Blogs

Life is Good Playmakers: Spreading Optimism, Joy, and Hope Through Compassionate Connection

Back to School After COVID-19 Part III: Open up with Optimism and Connection

Well-being, Future Orientation, Risk, and Self-Esteem

The Strength of Vulnerability

Vulnerability, Shame, Courage, and Connection

Classrooms, Compassion, and Contentment

Vulnerability, Whole-Heartedness, and Sense of Worthiness

Resiliency in Students

Math Anxiety in Students: Causes and Prevention

The Complexity of Screen Time: Effects on Anxiety and Depression

Webinar

Back to School After COVID-19: Open up with Optimism and Connection

Bullying Prevention

Blogs

Cyberbullying in the Information Age

Learning from Tragedy: How A Bullying-Related Teen Suicide Led to SEL Reform in Massachusetts

Part I: Understanding the Trauma of the School Shootings Epidemic—Why?

Collaborations with Departments of Education & State/Federal Agencies

Blogs

Mindfulness & Compassion: Innovations for Leaders in Government and Business

The State of Mental Health in New England Schools

Learning from Tragedy: How A Bullying-Related Teen Suicide Led to SEL Reform in Massachusetts

Vermont's Department of Mental Health is Leading the Way in New England

Childhood Trauma Hearing: The House Oversight and Reform Committee

Reflections: The State of School Mental Health



C-TLC Community

Blogs

[The Childhood-Trauma Learning Collaborative: A school-based mental health initiative](#)

[New England Mental Health Technology Transfer Center Announces Inaugural Fellows](#)

[Trauma-Centered Care at the New England Mental Health Technology Transfer Center](#)

[Bringing Trauma Responsive Practices to School Leaders: CEI Partners with Mental Health Technology Transfer Center \(MHTTC\) Network](#)

[Kicking Off a Year of Growing Together in the Childhood-Trauma Learning Collaborative](#)

[Educating Teachers About Neurobiology and Executive Functioning in the Childhood-Trauma Learning Collaborative](#)

[Featured Fellow: Lisa Parker](#)

[The State of Mental Health in New England Schools: Innovations, Needs, and Future Directions](#)

[Featured Fellow: Erica McLaughlin Leads Teachers at Randolph Elementary to Become Trauma-Informed](#)

[Vermont's Department of Mental Health is Leading the Way in New England](#)

[Featured Fellow: Transforming a School with Jim O'Rourke, Principal, Hillsboro-Deering High School](#)

[Visioning Onward: Planning Heart Centered 21st Century Learning Communities](#)

[Reflections: The State of School Mental Health](#)

[Featured Fellow: Rhode Island's Cumberland School Department's Director of Special Services Rachel Santa](#)

[School Health Assessment and Performance Evaluation System \(SHAPE\): School Leader Perspectives](#)

[Featured Fellow: Combating Fatigue and Burnout with Ali Sumski, Bridge Program Support Specialist](#)

[Featured Fellow: Addressing Trauma with Joan Cavallo, St. Albans City School Principal](#)

[Courageous Conversations and Healing Practices: Reflecting on the State of Mental Health in New England Schools](#)

[The Center for Educational Improvement in the Next Decade: Focusing on Alleviating Childhood Trauma and Toxic Stress for School Staff through Heart Centered School Communities](#)

[Destiny, Education, and Next Steps to Address Mental Health Challenges](#)

[Visioning with Intention to Change the World by Inspiring the Next Generation of Leaders](#)

[Featured Fellow: Jaime Ela, a Maine Principal Implementing Trauma-Informed Learning in the Classroom](#)

[Featured Fellows: Maranacook Community Middle and High School Principals](#)

[Trauma-Informed Distance Learning Recommendations](#)

[Visioning During a Time of Uncertainty to Bring Peace and Hope](#)

[Why Schools Need a Compassionate Response to Trauma and Mental Illness](#)

[Featured Fellow: Providence's District Coordinator for Project AWARE Amy Messenger Discusses the Importance of School-Based Mental Health Supports](#)

[How Trauma-Sensitive Learning Is Continuing Online](#)

[Featured Fellows: The Inaugural Class of the Childhood-Trauma Learning Collaborative](#)

[Featured Fellow: Joelle Brookner Demonstrates Leadership and Compassion in her Western Massachusetts School District](#)

[Teachers and Families Collaborating to Educate Children During School Closures](#)

[Reimagining Education in the Era of COVID-19](#)

[Featured Fellow: Trauma-Responsive, Healing Practices with Pamela Reed, Director of Equity and Inclusion in the Rutland City Public School District](#)

Equity in Education

Blogs

[Transitioning to Trauma-Informed Care: One Elementary School Culture Transformation](#)

[Identifying Dyslexia and Low Vision](#)

[Easy Everyday Accommodations for Dyslexia and Low Vision](#)

[Natural Disasters and Post-Traumatic Resilience in Children for Attention-Boosting at School](#)

[Understanding and Preventing the Rise of Teen Suicide](#)

[LGBTQ Youth Mental Health: A Perpetual Issue Hidden in the Shadows](#)

[Compassionate School Policies](#)

[Developing Good Listening Skills for Students with Learning Disabilities through Audiobooks](#)

[Restorative Justice in Schools: Benefits and Complications](#)

[Mental Health for All](#)

[Equity in Education Part I: A Strength-Based Approach](#)

[Equity in Education Part II: Confronting Biases as a First Step](#)

[Equity in Education Part III: Methods for Teaching Students about Equity](#)

[Poverty & Brain Development: Why Early Intervention is Imperative](#)

[Helping Immigrant Children: How Educators Can Support Students Before & After an ICE Raid](#)

[Math Anxiety in Students: Causes and Prevention](#)

[Defiant or Depressed? Working with Black Girls in the School Setting](#)

[Monitoring Vocabulary Development in Children](#)

[Part I: Understanding the Trauma of the School Shootings Epidemic—Why?](#)

[Trauma-Informed Distance Learning Recommendations](#)

Blogs (continued)

[Because I am a Black Educator](#)

[Holding America in the Cradle of Justice](#)

[Courageous Conversations in the Classroom Part I: A Partnering Tool to Achieve Equity in Schools](#)

[Courageous Conversations in the Classroom Part II: Empowering Students to Have Difficult Conversations](#)

[Courageous Conversations in the Classroom Part III: Discussing Racial Inequity in the Elementary and Secondary Classroom](#)

[Courageous Conversations Part IV: Examining an Urgent Need for Change](#)

[Racism and Education: Voices from the Field](#)

[Equity in Education Part I](#)

[Equity in Education Part II](#)

[Equity in Education Part III](#)

[Equity in Education Part IV: Redefining Education](#)

[Equity in Education Part V: Belonging is Essential to Student Success](#)

[Educators: The Heart of the Paradigm Shift](#)

[Teachers and Families Collaborating to Educate Children During School Closures](#)

[Swimming While Black: Diversity in Aquatics](#)

Webinars

[Courageous Conversations: A partnering tool to achieve equity in schools](#)

[A Compassionate School Approach to Children's Mental Health: Equity, Justice, and Overcoming Disparities](#)

[Equity for All Students - Especially Those Who are Marginalized](#)





Leadership and Compassionate Schools

Blogs

[Compassionate Discipline](#)

[Moving from Transactional to Transformational Leadership: Being a Mindful Principal](#)

[Compassionate Discipline in Practice](#)

[Looking at Discipline Differently: Bringing Restorative Discipline to the Classroom](#)

[Transitioning to Trauma-Informed Care: One Elementary School Culture Transformation](#)

[Part II: Transformational Leadership is the Key to Empowering Students](#)

[Leadership for the 21st Century](#)

[Mindfulness and Transformational School Leadership](#)

[S-CCATE: A More Effective Classroom Climate Measurement Tool](#)

[Bringing Trauma Responsive Practices to School Leaders](#)

[Fears of Compassion](#)

[Mindfulness for a more Compassionate and Resilient City](#)

[Restorative Justice in Schools: Benefits and Complications](#)

[Mindfulness & Compassion: Innovations for Leaders in Government and Business](#)

[The State of Mental Health in New England Schools: Innovations, Needs, and Future Directions](#)

[Featured Fellow: Erica McLaughlin Leads Teachers at Randolph Elementary to Become Trauma-Informed](#)

[Learning from Tragedy: How A Bullying-Related Teen Suicide Led to SEL Reform in Massachusetts](#)

[Featured Fellow: Transforming a School with Jim O'Rourke, Principal, Hillsboro-Deering High School](#)

[Visioning Onward: Planning Heart Centered 21st Century Learning Communities](#)

[Reflections: The State of School Mental Health](#)

Blogs (continued)

[School Health Assessment and Performance Evaluation System \(SHAPE\): School Leader Perspectives](#)

[Featured Fellow: Addressing Trauma with Joan Cavallo, St. Albans City School Principal](#)

[Part I: Understanding the Trauma of the School Shootings Epidemic—Why?](#)

[Visioning with Intention to Change the World by Inspiring the Next Generation of Leaders](#)

[Establishing Mindful School Communities to Bring Healing to Education and Beyond](#)

[Why Schools Need a Compassionate Response to Trauma and Mental Illness](#)

[How Trauma-Sensitive Learning Is Continuing Online](#)

[Featured Fellow: Joelle Brookner Demonstrates Leadership and Compassion in her Western Massachusetts School District](#)

[Back to School After COVID-19 Part I: Schools Must Address Grief as Students Return to School](#)

[Back to School After COVID-19 Part II: Supporting Student & Staff Mental Health](#)

[Back to School After COVID-19 Part III: Open up with Optimism and Connection](#)

[Teachers and Families Collaborating to Educate Children During School Closures](#)

[Reimagining Education in the Era of COVID-19](#)

[Helping Students Cope with COVID and Death](#)

[Healing: A Role for Educators](#)

Webinars

[Visioning for the Future of Education: Back to School After COVID-19—Supporting Student and Staff Mental Health](#)

[What will schools be like next year? Visioning for the Future of Education: A Three Part Series](#)

Other Resources

[Back to School After COVID-19—Supporting Student and Staff Mental Health Toolkit](#)

[School Compassionate Cultural Analytic Tool for Educators \(S-CCATE\)](#)

[A Compassionate School Response to Mental Illness Guide](#)

[Seasonal Affective Disorder: Responding to the Winter Blues in the Classroom](#)

Mental Health Screening and Treatment

Blogs

[Removing Roadblocks to Effective Recognition and Treatment of Adolescent Mental Illness](#)

[Understanding and Preventing the Rise of Teen Suicide](#)

[Mental Health for All](#)

[School Mental Health Screening Part I: The Benefits and Cautions of Universal Mental Health Screening](#)

[School Mental Health Screening Part II: Trauma-Informed Recommendations](#)

[School Mental Health Screening Part III: Is universal screening the right choice for your school community?](#)

Webinars

[Mental Health and Children: Perspectives from Family on Screening, Diagnosis and Supports](#)

[Mental Health Supports for Children: Issues with Rural Delivery](#)

[Identifying Trauma](#)

Mindfulness Practices

Blogs

[Schools and Families Working Together to Promote Mindfulness as a Community-Care Practice](#)

[Establishing Mindful School Communities to Bring Healing to Education and Beyond](#)

[Part I: Five Mindful Habits for Families and Schools to Increase Happiness & Connection—Presence and Calm](#)

[Part II: Five Mindful Habits for Families and Schools to Increase Happiness & Connection—Compassion, Gratitude, and Reflection](#)

[Mindfulness and Transformational School Leadership](#)

[Comparing Mindfulness Practices across the United States and Canada](#)

[Mindfulness Movement in the United Arab Emirates](#)

[Yoga in Schools: Enhanced Academic Performance and Student Well-being](#)

Blogs (continued)

[Mindfulness in Schools: Does it improve academic achievement?](#)

[Yoga in Schools: Specific Postures, Sequences, and Lesson Plans](#)

[Mindfulness Practices in Schools: Webinar to Inspire Teachers and School Leaders](#)

[Mindfulness and Autism](#)

[Mindfulness for a more Compassionate and Resilient City](#)

[Yoga in Schools: Apps and Videos to Bring Yoga to the classroom](#)

[Mindfulness in Portugal: Leveraging Social Labs to Catalyze Grassroots Change](#)

[Mindfulness & Compassion: Innovations for Leaders in Government and Business](#)

[Teaching Mindfulness through Play](#)

[Mindfulness as a Lifeline to Alleviate Stress and Suffering, Increase Health and Well-being](#)

Webinars

[Trauma-Informed Yoga in Schools](#)

[A Districtwide Approach to Coordinating Mindfulness Implementation: Spotlight on Montgomery County Public Schools](#)

[Cultivating Mindful Habits](#)

[Mindfulness Practices in Schools](#)



Other Resources

[Five Mindful Habits for All to Increase Happiness and Connection](#)

[Mindfulness Practices Book Study: Cultivating Heart Centered School Communities where Students Focus and Flourish](#)



Neuroscience & Trauma/Toxic Stress

Blogs

[Natural Disasters and Post-Traumatic Resilience in Children](#)

[The Cognitive Behavioral Intervention for Trauma in Schools: Success in Two School Districts](#)

[The Work of Dr. Bruce Perry: Breaking the Intergenerational Cycle of Trauma](#)

[Reactive Attachment Disorder and Brain Architecture](#)

[Teacher Stress Impacts Executive Functioning and Productivity](#)

[Educating Teachers about Neurobiology and Executive Functioning](#)

[Poverty & Brain Development: Why Early Intervention is Imperative](#)

[Creating Peace, Healing Trauma](#)

Webinars

[Psychosocial Deprivation & Neurocognitive Functioning: Long-Term Effects on Cognition, the Brain, and Mental Health](#)

[Poverty, Brain Development, and Early Interventions](#)

[Neurobiology and Executive Functioning](#)



Parenting with Compassion

Blogs

[Compassionate Discipline](#)

[Compassionate Discipline in Practice](#)

[Parents and Compassion: A Webinar on the Role of Schools in Healing Family Trauma](#)

Webinars

[Parents and Compassion: A Webinar on the Role of Schools in Healing Family Trauma](#)

School Mental Health Support Teams

Blogs

[Removing Roadblocks to Effective Recognition and Treatment of Adolescent Mental Illness](#)

Self-Care

Blogs

[Teacher Stress Impacts Executive Functioning and Productivity](#)

Other Resources

[Stress, School, and Self-Care: COVID-19 Highlights Inequities, Mental Health Challenges, Systemic Needs, and Possible Solutions](#)

Social Emotional Learning (SEL)

Blogs

[S-CCATE: A More Effective Classroom Climate Measurement Tool](#)

[Leaders in Educational Research & Development Want More Robust Measures of Social Emotional Learning](#)

[Learning from Tragedy: How A Bullying-Related Teen Suicide Led to SEL Reform in Massachusetts](#)

Substance Misuse Prevention

Blogs

[Connections between Addiction and Teen Suicide in West Virginia](#)

[Addiction and Substance Misuse in Youth](#)

Suicide Prevention

Blogs

[Emotion Regulation, Adult-Youth Relationships, and Youth Suicide](#)

[Connections Between Addiction and Teen Suicide in West Virginia](#)

[Understanding and Preventing the Rise of Teen Suicide](#)

[Learning from Tragedy: How A Bullying-Related Teen Suicide Led to SEL Reform in Massachusetts](#)

[Understanding Self-Harm in Students: Part 1](#)

[Understanding Self-Harm in Students: Part 2 Treatment and Prevention](#)

Substance Misuse Prevention

Blogs

[Connections between Addiction and Teen Suicide in West Virginia](#)

[Addiction and Substance Misuse in Youth](#)

Trauma-Responsive Healing Practices

Blogs

[Helping Students Cope with COVID and Death](#)

[Music Therapy for Traumatized Children](#)

[Therapeutic Effects of Listening to and Making Music](#)

[Natural Disasters and Post-Traumatic Resilience in Children](#)

[The Cognitive Behavioral Intervention for Trauma in Schools: Success in Two School Districts](#)

Blogs (continued)

[The Work of Dr. Bruce Perry: Breaking the Intergenerational Cycle of Trauma](#)

[Trauma-Centered Care at the New England Mental Health Technology Transfer Center](#)

[Bringing Trauma Responsive Practices to School Leaders: CEI Partners with Mental Health Technology Transfer Center Network](#)

[Parents and Compassion: A Webinar on the Role of Schools in Healing Family Trauma](#)

[Creating Peace, Healing Trauma](#)

[In a World of Noise, Music is the Answer](#)

[Healing: A Role for Educators](#)

Webinars

[Trauma-Informed Yoga in Schools](#)



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