



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

August 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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