















SELECT NCTSN RESOURCES RELATED TO THE COVID-19 PANDEMIC

-  **Age-Related Reactions to a Traumatic Event (2010) (PDF)**
<https://www.nctsn.org/resources/age-related-reactions-traumatic-event>
Describes how young children, school-age children, and adolescents react to traumatic events and offers suggestions on how parents and caregivers can help and support them.
-  **Coping in Hard Times: Fact Sheet for Youth High School and College Age (2020) (PDF)**
<https://www.nctsn.org/resources/coping-hard-times-fact-sheet-youth-high-school-and-college-age>
Helps high school students and young adults understand how economic difficulties may affect them and provides suggestions on how they can cope during these uncertain times.
-  **Coping in Hard Times: Fact Sheet for Community Organizations and Leaders (2020) (PDF)**
<https://www.nctsn.org/resources/coping-hard-times-fact-sheet-community-organizations-and-leaders>
Discusses how challenging financial circumstances affect communities, their organizations, their members' sense of safety and ability to calm, self- and community- efficacy, connectedness, and hope. This fact sheet offers practical ways to help community members address their problems, stay connected, network, and cope better during economic downturns.
-  **Coping in Hard Times: Fact Sheet for Parents (2020) (PDF)**
<https://www.nctsn.org/resources/coping-hard-times-fact-sheet-parents>
Helps parents understand how economic difficulties can affect their families, in terms of their sense of safety, connectedness, and hope. The fact sheet also helps families find ways to cope during uncertain times.
-  **Coping in Hard Times: Fact Sheet for School Staff (2020) (PDF)**
<https://www.nctsn.org/resources/coping-hard-times-fact-sheet-school-staff>
Discusses how challenging financial circumstances may affect you, other school staff, students, and their families and provides specific ways to help.
-  **Creating Effective Child- and Family-Focused Disaster Behavioral Health Messages on Social Media (2019) (PDF)**
<https://www.nctsn.org/resources/creating-effective-child-and-family-focused-disaster-behavioral-health-messages-on-social-media>
Offers guidance to child-serving behavioral health organizations and professionals who serve communities affected by disaster and terrorism events. This toolkit provides guidance and shares lessons learned from previous incidents, how to get started using social media, including guidance on developing a social media policy and plan, constructing messages for various disasters and audiences, and managing social media accounts. It also includes sample messages to modify to better fit specific disasters and terrorism events.
-  **Family Resilience and Traumatic Stress: A Guide for Mental Health Providers (2017) (PDF)**
<https://www.nctsn.org/resources/family-resilience-and-traumatic-stress-guide-mental-health-providers>
Provides information on family resilience. This fact sheet discusses a family's ability to maintain or resume effective functioning, including care of its members following potentially traumatic events.



-  **Fighting the Big Virus: Trinka's and Sam's Questions (2020) (PDF)**
<https://www.nctsn.org/resources/fighting-the-big-virus-trinka-and-sam-questions>
Luchando Contra el Gran Virus: Las Preguntas de Trinká y Juan (2020) (PDF)
Provides questions that Trinká and Sam have about the big virus and ways to answer those questions. This companion story includes common questions that children may have about COVID-19. The pages from this companion story can be read as individual pages or you can include the pages into the *Trinka and Sam Fighting the Big Virus: Trinká, Sam, and Littletown Work Together* book. You can limit which questions to use with your children, as children may have questions about some things regarding the virus and others may not be appropriate for their experience.
-  **Helping Children with Traumatic Separation or Traumatic Grief Related to COVID-19 (2020) (PDF)**
<https://www.nctsn.org/resources/helping-children-with-traumatic-separation-or-traumatic-grief-related-to-covid-19>
Offers information on how to talk with children about traumatic separation or traumatic grief as it relates to the COVID-19 pandemic. COVID-19 has resulted in thousands of children being separated from loved ones who require isolation and/or hospitalization due to a loved one testing positive for COVID-19 or because of potential exposure for essential workers. This tip sheet is for caregivers or other adults supporting children with traumatic separation or traumatic grief related to COVID-19. Especially in stressful times, in addition to the suggestions here, all children benefit from caregivers listening to and validating their different feelings.
-  **Keeping Yourself and Your Kids Safe and Healthy in the Pandemic: Tips for Judges, Legal Professionals, and Court Personnel (2020) (PDF)**
<https://www.nctsn.org/resources/keeping-yourself-and-your-kids-safe-and-healthy-in-the-pandemic-tips-for-judges-legal-professionals-and-court-personnel>
Offers helpful questions about safety that judges, legal professionals, and court personnel can ask themselves regarding their work and their personal lives. This fact sheet also provides basic steps to helping youth handle their stress during the pandemic, as well as do's and don'ts for working with children and families in a pandemic.
-  **Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (2020) (PDF)**
<https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019>
Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (in Chinese) (2020) (PDF)
<https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019-ch>
Guía de ayuda para padres y cuidadores para ayudar a las familias a enfrentar la enfermedad Coronavirus 2019 (COVID-19) (2020) (PDF)
<https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019-sp>
Provides information for parents and caregivers about infectious disease outbreaks in your community. Knowing important information about the outbreak and learning how to be prepared can reduce stress and help calm likely anxieties. This resource will help parents and caregivers think about how an infectious disease outbreak might affect their family— both physically and emotionally—and what they can do to help their family cope.
-  **PFA Mobile (2012)**
<https://www.nctsn.org/resources/pfa-mobile> (IOS version)
<https://www.nctsn.org/resources/pfa-mobile-android-version>
Lets responders review Psychological First Aid (PFA) guidelines and assess their readiness to deliver PFA in the field. The app provides additional support when the responder is in the field by providing tips on different survivor groups (infant/toddler, preschool, school-age, adolescent, adult) and keeping track of survivor concerns and referral needs. Resource links are included to facilitate referrals. PFA Mobile™ supplements other resources that trained individuals utilize before, during, and after a disaster response.

**PFA: Parent Tips for Helping Adolescents (2012) (PDF)**

<https://www.nctsn.org/resources/pfa-parent-tips-helping-adolescents>

PFA: Parent Tips for Helping Adolescents (in Chinese) (2011) (PDF)

<https://www.nctsn.org/resources/pfa-parent-tips-helping-adolescents-chinese>

PFA: Parent Tips for Helping Adolescents (in Japanese) (2009) (PDF)

<https://www.nctsn.org/resources/pfa-parent-tips-helping-adolescents-japanese>

PFA: Consejos para padres: cómo ayudar a adolescentes (2006) (PDF)

<https://www.nctsn.org/resources/pfa-consejos-para-padres-como-ayudar-adolescentes>

Is a handout from the Psychological First Aid Field Operations Guide (PFA). This handout provides parents with common reactions after a disaster, ways to respond to those reactions, and examples of things you can say to your adolescent.

**PFA: Parent Tips for Helping Infants and Toddlers after Disasters (2012) (PDF)**

<https://www.nctsn.org/resources/pfa-parent-tips-helping-infants-and-toddlers-after-disasters>

PFA: Parent Tips for Helping Infants and Toddlers after Disasters (in Chinese) (2011) (PDF)

<https://www.nctsn.org/resources/pfa-parent-tips-helping-infants-and-toddlers-after-disasters-chinese>

PFA: Parent Tips for Helping Infants and Toddlers after Disasters (in Japanese) (2009) (PDF)

<https://www.nctsn.org/resources/pfa-parent-tips-helping-infants-and-toddlers-after-disasters-japanese>

PFA: Consejos para padres: cómo ayudar a bebés y niños pequeños (2006) (PDF)

<https://www.nctsn.org/resources/pfa-consejos-para-padres-como-ayudar-bebes-y-ninos-pequenos>

Is a handout from the Psychological First Aid Field Operations Guide (PFA). This handout provides parents with common reactions after a disaster, ways to respond to those reactions, and examples of things you can say to your infants or toddlers.

**PFA: Parent Tips for Helping Preschool-Age Children after Disasters (2012) (PDF)**

<https://www.nctsn.org/resources/pfa-parent-tips-helping-preschool-age-children-after-disasters>

PFA: Parent Tips for Helping Preschool-Age Children after Disasters (in Chinese) (2011) (PDF)

<https://www.nctsn.org/resources/pfa-parent-tips-helping-preschool-age-children-after-disasters-chinese>

PFA: Parent Tips for Helping Preschool-Age Children after Disasters (in Japanese) (2009) (PDF)

<https://www.nctsn.org/resources/pfa-parent-tips-helping-preschool-age-children-after-disasters-japanese>

PFA: Consejos para padres: cómo ayudar a niños de edad preescolar (in Spanish) (2006) (PDF)

<https://www.nctsn.org/resources/pfa-consejos-para-padres-como-ayudar-ninos-de-edad-preescolar>

Is a handout from the Psychological First Aid Field Operations Guide (PFA). This handout provides parents with common reactions after a disaster, ways to respond to those reactions, and examples of things you can say to your preschool-age child.

**Simple Activities for Children and Adolescents (2020) (PDF)**

<https://www.nctsn.org/resources/simple-activities-children-and-adolescents>








Offers activity ideas to parents and caregivers whose families are sheltering in place, social distancing, and homeschooling due to school closures amidst the COVID-19 outbreak.

**Skills for Psychological Recovery (SPR) Online (2020)**

<https://www.nctsn.org/resources/skills-psychological-recovery-spr-online>

Aims to help survivors gain skills to manage distress and cope with post-disaster stress and adversity. This course utilizes skills-building components from mental health treatment that have been found helpful in a variety of post-trauma situations. Research suggests that a skills-building approach is more effective than supportive counseling. SPR is appropriate for developmental levels across the lifespan and is culturally informed.



-  **Strengthening Your Resilience: Take Care of Yourself as You Care for Others**
<https://www.nctsn.org/resources/strengthening-your-resilience-take-care-of-yourself-as-you-care-for-others>
Offers juvenile justice professionals ways to care for themselves during the pandemic. This fact sheet includes questions to ask when monitoring stress as well as do's and don'ts for strengthening resilience and caring for yourself and others.
-  **Supporting Children and Teens During This Holiday Season:**
<https://www.nctsn.org/resources/supporting-children-and-teens-during-this-holiday-season>
Offers parents and caregivers strategies and ideas for supporting children and teens during the holiday season. This fact sheet provides tips that parents can use to talk to their children and teens about how they are feeling and changes to holiday celebrations and traditions.
-  **Supporting Children During Coronavirus (COVID-19) (2020) (PDF)**
<https://www.nctsn.org/resources/supporting-children-during-coronavirus-covid19>
Offers ways to support children and talk to them about COVID-19. This fact sheet describes how to start a conversation with children about COVID-19, correct inaccurate information, and encourage children to ask questions and how to answer them, help children self-regulate, and outlines common reactions, how to stay connected, practice self-care, and what to do if you need extra help.
-  **Taking Care of Yourself (2018) (PDF)**
<https://www.nctsn.org/resources/taking-care-of-yourself>
Offers providers a list of ideas for self-care strategies to use after a difficult event. This checklist outlines the three basic aspects of self-care including awareness, balance, and connection.
-  **The Impact of COVID-19 on Child Sex and Labor Trafficking (2020) (PDF)**
<https://www.nctsn.org/resources/the-impact-of-covid-19-on-child-sex-and-labor-trafficking>
Describes how the impact and consequences of COVID-19 increase the risk of involvement in sex or labor trafficking. This fact sheet offers information on what you can do as a provider and how to support yourself.
-  **The Impact of Developmental Trauma in Communities of Color During the Pandemic:**
<https://www.nctsn.org/resources/the-impact-of-developmental-trauma-in-communities-of-color-during-the-pandemic>
Features Andrew Woods, a clinician with over two decades of experience working with boys and men of color. Speakers interview Mr. Woods and discuss the impact of developmental trauma in communities of color during the pandemic. This video also includes Mr. Woods describing his experience and work developing and implementing culturally appropriate, high quality, and evidence-based crisis response, mental health and supportive programs, partnerships, and policies for victims of violence and trauma to improve the lives of youth and adult victims of crime and their families in the Greater Hartford Area of CT.
-  **The Resilience of Youth: The Impact of Developmental Trauma, COVID-19, and Beyond:**
<https://www.nctsn.org/resources/the-resilience-of-youth-the-impact-of-developmental-trauma-COVID-19-and-beyond>
Features Angel Cooper, Matthew Bump, Weimy Montero, and Marcell Paige, four amazing young adults who will talk about their experiences and thoughts on resiliency. They will reflect on their goals, challenges, healthy coping styles, and hopes for the future. The participants' reflections will give us an inside look at resilience and how it can impact developmental trauma. Dr. Rocio Chang will moderate live commentary with Drs. Mandy Habib, Cheryl Lanktree, Monique Marrow, and Isaiah Pickens. In this live commentary, the experts will talk about the importance of having open conversations with young adults as well as how to listen to their own reflections and reactions while these conversations are taking place.

**Trinka and Sam Fighting the Big Virus: Trinka, Sam, and Littletown Work Together (2020) (PDF)**

<https://www.nctsn.org/resources/trinka-and-sam-fighting-the-big-virus>

Trinka y Juan Luchando Contra El Gran Virus: Trinka, Juan, y Pueblito Trabajan Juntos (2020) (PDF)

<https://www.nctsn.org/resources/trinka-and-sam-fighting-the-big-virus-sp>

Helps young children and families talk about their experiences and feelings related to COVID-19 and the need to shelter in place. In the story, the coronavirus has spread to Littletown causing changes in everyone's lives. The story opens doors to conversations about COVID-19, ways that families and communities are working together to keep safe from the virus, family and community strengths, common challenges and reactions in children and adults, ways that families support children and each other, and our intense gratitude for frontline workers. A caregiver guide is available in the back of the book that provides ways parents can use the story with their children. A companion story, *Fighting the Big Virus: Trinka's and Sam's Questions*, for how to answer children's questions about the virus is also available.

**Trauma-Informed School Strategies during COVID-19 (2020) (PDF)**

<https://www.nctsn.org/resources/trauma-informed-school-strategies-during-covid-19>

Provides trauma-informed school strategies in response to COVID-19. This fact sheet offers information on the physical and emotional well-being of staff, creating a trauma-informed learning environment, identifying and assessing traumatic stress, addressing and treating traumatic stress, trauma education and awareness, partnerships with students and families, cultural responsiveness, emergency management and crisis response, and school discipline policies and practices.

**Working Together in the Pandemic: Tips for Front-Line Juvenile Justice Staff**

<https://www.nctsn.org/resources/working-together-in-the-pandemic-tips-for-front-line-juvenile-justice-staff>

Offers front-line juvenile justice staff ways to effectively support one another during the pandemic. This fact sheet provides information on how to deal with disagreements, frustrations, critical incidents, and other challenges front-line workers have at work. It includes ways to keep the work team strong as well as do's and don'ts for working as a team in a time of crisis.

**Working Together in the Pandemic: Tips for Juvenile Justice Administrators and Supervisors in Preparing for the Future**

<https://www.nctsn.org/resources/working-together-in-the-pandemic-tips-for-juvenile-justice-administrators-and-supervisors-in-preparing-for-the-future>

Offers administrators and supervisors with guidance for dealing with the challenges currently facing juvenile justice settings due to the pandemic. This fact sheet includes questions to consider in preparing juvenile justice programs for the future and do's and don'ts for being proactive and preparing for future challenges.

**Working Together in the Pandemic: Tips for Supporting Youth and Families in a Time of Crisis**

<https://www.nctsn.org/resources/working-together-in-the-pandemic-tips-for-supporting-youth-and-families-in-a-time-of-crisis>

Offers juvenile justice staff information on supporting justice-involved youth and families during the pandemic. This fact sheet provides important considerations to keep in mind when working with youth and families during the pandemic, including do's and don'ts for working with youth and their families in time of crisis.

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