The first three modules in this series are designed to aid classroom educators and school staff to

- Recognize and understand the impact of stress and trauma on students (Module 1),
- Learn how to use resilience-building strategies in the classroom (Module 2), and
- Develop a self-care plan to become more resilient adults and avoid burnout (Module 3).

Resources associated with each of the first three modules can be found at the end of each module. This module provides administrators with a summary of resources that are available to provide schoolwide support to all staff participating in the task of building more resilient students. The resources include information associated with trauma-sensitive practices; resilience development; and various complementary strategies associated with positive behavioral interventions and supports, positive school climate, restorative practices, and social and emotional learning (SEL).

Before you start selecting resources to use, we recommend that you familiarize yourself with the content being presented to educators by reading through each module and, in the case of Modules 1 and 2, viewing the corresponding Microsoft PowerPoint presentations.

The first section of this resource guide highlights resources by topic. The second section identifies all resources used in Modules 1–3. URLs are provided where available so that any resource can be easily accessed online.

### Administrative Leadership Matters

Recent *Promoting Student Resilience* grantees, which are funded by the U.S. Department of Education, reflected on the importance of administrative leadership in their resilience-building efforts:

“Generally, principals/leadership have been the entry point for the program into schools . . . .”

—Baltimore City Schools

“Your district has to be on board; you need support. Not all change has to come from the top-down, but it helps if the leader has the same values and language [as reflected in the resilience-building efforts] . . . .”

—St. Louis Public Schools
Section 1: Resources by Topic

Trauma-Sensitive Practices

**ChildTrends** offers many resources on trauma-sensitive practices that can be accessed by searching for “trauma” on its website, [https://www.childtrends.org/](https://www.childtrends.org/). For example, *How to Implement Trauma-Informed Care to Build Resilience to Childhood Trauma* can be found at [https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma](https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma).

**Forbes, H. T. (2012).** *Help for Billy.* Beyond Consequences Institute, LLC.


Understanding and Promoting Resilience

**Alliance for a Healthier Generation** offers help for creating school wellness committees: [https://www.healthiergeneration.org/take-action/schools/wellness-topics/policy-environment/school-wellness-committees](https://www.healthiergeneration.org/take-action/schools/wellness-topics/policy-environment/school-wellness-committees)

**CDC Healthy Schools** offers guidance for developing a local school wellness policy: [https://www.cdc.gov/healthyschools/npao/wellness.htm](https://www.cdc.gov/healthyschools/npao/wellness.htm)

**Center on the Developing Child at Harvard University. (n.d.).** Resilience. In *A guide to toxic stress.* [https://developingchild.harvard.edu/science/key-concepts/resilience/](https://developingchild.harvard.edu/science/key-concepts/resilience/)

**Compassion Resilience** provides toolkits for schools, parents, and health and human services: [https://compassionresiliencetoolkit.org/](https://compassionresiliencetoolkit.org/)

**National Association of School Psychologists** offers schoolwide methods for fostering resiliency: [http://www.nasponline.org](http://www.nasponline.org)

**Professional Quality of Life Measure** offers a scale for measuring one’s own compassion, satisfaction, and fatigue: [https://proqol.org/ProQol_Test.html](https://proqol.org/ProQol_Test.html)

Complementary Strategies

Many strategies schools are already using work hand-in-hand with resilience building. If you are already using some of these strategies in your school, you may find these resources useful for thinking through how to do more. If you are not using any of these strategies, then use these resources to get started in your efforts.

Positive Behavioral Interventions and Supports (PBIS)

Technical assistance for using PBIS in schools and districts is provided by the U.S. Department of Education’s Office of Special Programs and the Office of Elementary and Secondary Education. PBIS supports schools, districts, and states to build systems capacities for implementing a multitiered approach to social, emotional, and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

https://www.pbis.org/

Positive School Climate

Positive school climate characterizes a school that effectively attends to all the social, emotional, and academic support needs of students. Schools take specific steps to foster social and physical safety; provide support that enables students and staff to realize high behavioral and academic standards; and encourage and maintain respectful, trusting, and caring relationships throughout the school community.

GLSEN offers resources for developing an affirming and inclusive learning environment for LGBTQ youth: https://www.glsen.org/resources/educator-resources

National Center for Safe Supportive Learning Environments (NCSSLE) provides technical assistance to schools that are working on building positive school climates. The following resources are just a few of those available on the NCSSLE website:

- ED School Climate Surveys: https://safesupportivelearning.ed.gov/edscis
- School Climate Improvement Resource Package. This package includes a 3-page Self-Assessment and Action Planner that is tied to the Quick Guide on Making School Climate Improvements for school leaders, which can be found on the website: https://safesupportivelearning.ed.gov/scirp/about
NCSSLE’s parent organization, the American Institutes for Research (https://www.air.org/) provides many resources, for example:


National Clearinghouse on Supportive School Discipline describes the four conditions for learning critical for families and caregivers: https://www.air.org/resource/building-positive-conditions-learning-home-strategies-and-resources-families-and-caregivers

National School Climate Center (NSCC): https://www.schoolclimate.org/

Professional Development for Teachers (PDST) offers supports, including school-planning prompts, for creating a positive school culture and climate: https://www.pdst.ie/positive-school-culture-and-climate

Teaching Tolerance, produced by the Southern Poverty Law Center, offers classroom and professional development materials that promote racial and cultural tolerance: https://www.tolerance.org/

The Learning Policy Institute’s Making ESSA’s Equity Promise Real: State Strategies to Close the Opportunity Gap describes how states are taking advantages of opportunities in the Every Student Succeeds Act (ESSA) to implement polices around positive school climate aimed at racial equity: https://learningpolicyinstitute.org/product/essa-equity-promise-report

Restorative Practices

Restorative practices provide strategies for strengthening relationships between individuals and social connections within communities. The International Institute of Restorative Practices presents a comprehensive overview of the theory and practice of the field, as well as specific resources for how to use these practices in the classroom: https://www.iirp.edu/


Social and Emotional Learning

SEL is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible choices. The Collaborative for Academic, Social, and Emotional Learning (CASEL) makes guides, data, and research available to help make the case for using SEL: https://casel.org/
AIR has numerous SEL resources on its website.


NCSSLE’s All staff handout “7. Social and Emotional Competencies Checklist” is part of the Trauma-Sensitive Schools Training Package: https://safesupportivelearning.ed.gov/sites/default/files/TSS_Building_Handout_7_social_and_emotional_competencies.pdf.


Responding to the COVID-19 Pandemic

NCSSLE offers a landing page (https://safesupportivelearning.ed.gov/responding-covid-19-pandemic) with extensive resources for schools to use as they respond to the pandemic. The site includes federal and state resources; best practices in safety; planning resources for returning to school; materials on navigating online learning; free distance learning plans; and resources to help support anxious students, families, educators, and professional staff.

Section 2: Resources by Module

Module 1: Building Resilience in the Face of Adversity


Substance Abuse and Mental Health Services Administration. (2019, August 2). Trauma and violence. https://www.samhsa.gov/trauma-violence


### Module 2: Building Resilience in the Classroom


Omni, V., & Sánchez, F. (2012). *Enhancing peer-to-peer relationships to strengthen school climate* [Webinar]. National Center on Safe Supportive Learning Environments. [https://safesupportivelearning.ed.gov/sites/default/files/sssta/20120330_PeerRelWebinarFINAL32912ppt.pdf](https://safesupportivelearning.ed.gov/sites/default/files/sssta/20120330_PeerRelWebinarFINAL32912ppt.pdf)


Module 3: Self-Care Guide for All Staff


Portions of the content in this module are adapted from materials developed by Sandra A. López, LCSW, ACSW, University of Houston, Graduate School of Social Work.