



**Trauma Informed Resources for
Livingston County Schools and Communities**



WELCOME

During these unprecedented times, the needs of youth, families, and staff with a history of trauma or adversity, already a subject of concern, may intensify as people experience stress and grief due to loss in the areas of employment, relationships, social support, and family stability. Now more than ever, professionals in human service organizations, healthcare and education need effective tools for resilience building and trauma responsiveness. With many competing priorities facing our communities and organizations, the GVHP Trauma Informed Communities Committee compiled TIC tools and resilience resources. In this toolkit, you will find:

- Reliable, accurate local, statewide and national resources and information to use for yourself, families, and students to promote resilience and self-care.
- Educational materials to use in the planning for a trauma-informed approach.

With so many uncertainties, creating and adopting a trauma-sensitive environment that promotes optimal child development is a community priority. Challenges or stressful experiences facing our youth and families, may greatly impact the physical, social, and emotional well-being of our developing children and the adults caring for them. This resource equips human service organizations, healthcare and schools they need to implement trauma sensitive strategies and help them connect to systems of support.

WHO WE ARE: GVHP

Vision: Livingston County residents will be the healthiest in New York State

Mission: To improve the health and well-being of the Livingston County community through collaboration, education, and prevention

The Genesee Valley Health Partnership, Inc. (GVHP) is a 501(c)(3) nonprofit integrated rural health network comprised of approximately forty multi-sector organizations that are either based in or provide services in Livingston County, New York.

Membership is open to any agency, organization, or individual as long as their membership furthers the attainment of the vision, mission, and purpose of GVHP. Network members represent a variety of community sectors including healthcare, education, law enforcement, government agencies, veterans, and various community-based organizations.

GVHP has four subcommittees including the TraumaInformed Communities Committee (featured), Be Well in Livingston, Suicide Prevention Taskforce, and Access to Care, Trauma-Informed Communities Committee

The TIC Committee was created to promote the development of resilient and trauma-informed communities in Livingston County through prevention, education, outreach, and policy changes.

Meeting Schedule: Third Tuesday of each month at 9:45am at the county government building in Geneseo (or via zoom)

CONTACT

Rachel Pena, Co-Chairperson rpena@CASA-Trinity.org 585-991-5012/ 585-748-5146

DeAnna Croteau, Co-Chairperson DLC292@Cornell.edu 585-991-5420/335-1752

Trauma Informed Resources for Livingston County Schools and Communities		
Resource	Contact Information	Goal
Trauma Informed Communities Committee	Rachel Pena (rpena@casa-trinity.org) DeAnna Croteau (dlc292@cornell.edu)	To collaborate and develop activities around TIC (Trauma Informed Care), Resilience and Adverse Childhood Experience’s throughout Livingston County.
1- 1.5 hour baseline training on ACE’s and overview of TIC (Trauma Informed Care)	Rachel Pena (rpena@casa-trinity.org) DeAnna Croteau (dlc292@cornell.edu) Facilitators: Rachel Pena, DeAnna Croteau	To set the foundation for awareness around Adverse Childhood Experiences and a Trauma Informed Approach to Care.
Trauma Informed Organization Change Training Series	Rachel Pena (rpena@casa-trinity.org) DeAnna Croteau (dlc292@cornell.edu) Facilitators: Rachel Pena, DeAnna Croteau	These training modules are designed to assist community-based organizations in adopting a traumainformed service culture. Currently, the Trauma Informed Organization Change curriculum consists of four (4) training modules, each of which takes approximately two hours to complete. <ul style="list-style-type: none"> • Module 1: Trauma 101 • Module 2: Principles of Trauma-Informed Care & Organizational Assessments • Module 3: Solution-Focused Approaches & Impact of the Work • Module 4: Building Resilience & PostTraumatic Growth



Trauma : An Overview of Emotional Trauma – 3 hours	Monroe County Systems of Care: Brian Conheady Phone: 585-753-2624 or bconheady@monroecounty.gov	<ul style="list-style-type: none"> • Identification of potential traumatic events and trauma symptoms. • Brief overview of how trauma can influence brain development, especially in children. • Understanding the importance of trauma informed responses to trauma-induced behaviors.
Trauma Champions Support	Rachel Pena (rpena@casa-trinity.org) DeAnna Croteau (dlc292@cornell.edu)	Ongoing support and technical assistance in becoming a Trauma Informed Organization and School
Family Impact of ACEs	DeAnna Croteau – Strengthening Families Educator Phone: (585) 991-5420 or (585) 335-1752 Email: dlc292@cornell.edu	Explores the financial impact and implications of ACEs on families and parenting styles and how service providers can approach ACEs in families.
NYS Office of Mental Health	https://www.omh.ny.gov/omhweb/dqm/res-traint-seclusion/trauma.html	Trainings and other resources on Trauma Informed Care
NYS Trauma Informed Network	https://www.traumainformedny.org/Home	Goal is to support champions of trauma responsive practices across the state with improved connection and access to quality resources. Here you can connect with other organizations around New York State, search resources and events on a variety of topics, and post resources and events that promote trauma-responsive practices.

Interventions and Support

ACE Target	Resources	Who to contact
Resiliency, Decision Making Skills, Community Engagement, Parent/Caregiver support and education	CASA-Trinity Substance Abuse Prevention	Rachel Pena (585) 991-5012 rpena@casa-trinity.org
Resiliency, Coping skills, Protective factors	Suicide Prevention Task Force	Lynn Mignemi lmignemi@co.livingston.ny.us

Coping skills, Emotional Regulation, Problem Solving	GVHP Social Emotional Learning Programs	Rachel Pena rpena@casa-trinity.org
Trauma Informed Mental Health Support	Mental Health Counseling	211 or Livingston County Mental Health: 585-243-7250 , Noyes Mental Health 585-335-4316
Parent/Caregiver Education, support and referral to services	Cornell Cooperative Extension of Livingston County	DeAnna Croteau – Strengthening Families Educator Phone: (585) 991-5420 or (585) 335-1752 Email: dlc292@cornell.edu
Mentor - Connection with caring adult	Catholic Charities	Brandy Swain: brandy.swain@dor.org
Crisis Intervention and Support services to sexual assault victims	Restore Sexual Assault Services	Lauren Berger - Outreach and Education Specialist Phone: (585) 658-2370 E-mail: Lauren.Berger@ppcwny.org
Crisis Intervention and Support services to domestic violence victims	Chances and Changes	Karen Tremer, Executive Director Phone: 585-658-394 E-mail: ktremer@chancesandchanges.org

Trauma Informed Therapists:

Nakita Natay Simons LMSW (TF-CBT provider)

76 Veterans Ave
Bath, NY
Zip 14810
Phone: (607) 664-4383

Bruce Teall, LCSW-R
Lakeville Office:
3517 Thomas Drive - Ste. 6
Lakeville, NY 14480
Phone: 585-314-4618
Fax: 585-672-6150
Services: Trauma Focused Cognitive Behavioral Therapy, Solution Focused Therapy/Techniques,

Shawn Parker LCSW, PLLC
95 Allens Creek Road
Building 1, Suite 302
Rochester, New York 14618
[\(585\) 638-9768](tel:5856389768)

Joyce Wagner, PhD, LCSW-R
95 Allens Creek Road
Building 1, Suite 301
Rochester NY 14618
(585) 733-9465

Hilda Saltos, LCSW
945 E Henrietta Rd
Rochester, New York 14623
[\(585\) 678-6193](tel:5856786193)

Lynda Spiegel, LMHC, NCC
160 Allens Creek Road
Rochester, New York 14618
[\(585\) 670-6388](tel:5856706388)

Erin Weingart, LCSW
120 Allens Creek Road, 2nd floor
Rochester NY 14618
(585) 207-0432

Carol Inzinga, LCSW-R
1655 Elmwood Ave
Suite 125
Rochester, New York 14620
[\(585\) 454-9226](tel:5854549226)

Jennifer Steffenhagen, MS, LMHC
Reflections Counseling Services
919 South Winton Rd.
Suite 302, 3rd Floor
Rochester, New York 14618
[\(585\) 563-5053](tel:5855635053)

Jennifer Thompson, LCSW
Healing Path Counseling Services
95 Allens Creek Rd
Bldg #2, Suite 17
Rochester, New York 14618
[\(585\) 252-2159](tel:5852522159)

Stergios Skatharoudis, LMSW, MA
160 Allens Creek Road
Rochester, New York 14618
[\(585\) 304-1943](tel:5853041943)

Organizations/Providers Using Trauma Informed Practices:

Name	Organization/Provider Name	Trauma Informed Practices Available
Michelle Dourie, LMSW	Catholic Charities Livingston County	<ul style="list-style-type: none"> • Trauma Focused Cognitive Behavioral Therapy • Solution Focused Therapy/Techniques
Annie Hanley	Livingston County Mental Health	<ul style="list-style-type: none"> • Trauma Focused Cognitive Behavioral Therapy
Debbie	Livingston County Mental Health Services	<ul style="list-style-type: none"> • EMDR • Trauma Focused Cognitive Behavioral Therapy • Trauma Sensitive Yoga
Thomas Walters	Livonia & Lima Family Medicine	Trauma Focused Cognitive Behavioral Therapy: COPE: Concurrent Treatment of PTSD and Substance Use Disorders Using Prolonged Exposure (Cope). Type of CBT for people with addiction and PTSD.
Dawn	Livingston County Mental Health Services	<ul style="list-style-type: none"> • Trauma Focused Cognitive Behavioral Therapy • Solution Focused Therapy/Techniques
Victoria Gaffney-Eaton	Livingston County Mental Health Services	<ul style="list-style-type: none"> • Trauma Focused Cognitive Behavioral Therapy
Jennifer Henderson	Livingston County Mental Health Services	<ul style="list-style-type: none"> • Trauma Focused Cognitive Behavioral Therapy
Alyssa Ammerman, LMSW	Livingston County Mental Health Services	<ul style="list-style-type: none"> • Solution Focused Therapy/Techniques
Mary Van Voorhis	Livingston County Mental Health Services	<ul style="list-style-type: none"> • Progressive Counting • Trauma Focused Cognitive Behavioral Therapy • Solution Focused Therapy/Techniques • Trauma Sensitive Yoga
Tracy Clarke	Livingston County Workforce Development	<ul style="list-style-type: none"> • Solution Focused Therapy/Techniques
Rene	Livingston County DSS	<ul style="list-style-type: none"> • Solution Focused Therapy/Techniques
Lin	Cornell Cooperative Extension Livingston	<ul style="list-style-type: none"> • Trauma Focused Cognitive Behavioral Therapy
Ford Best	Hillside	<ul style="list-style-type: none"> • Solution Focused Therapy/Techniques
Liz Thorp Brittany Jimenez	CASA-Trinity, Inc.	<ul style="list-style-type: none"> • Solution Focused Therapy/Techniques

Tiered Interventions

Type	Grade/Population	Name/Description
Data	All - whole school	Organizational self-assessment
Data	All	Staff Climate survey
Data	All	Parent Climate survey
Data	Adult	Adult ACEs survey
Data	6, 8, 10 and 12	Prevention needs assessment survey
Data	Kindergarten	ACE's screening
Data	9-12	Focus groups
Event	All	Child Safety Fairs
Network	All	Healthy Communities that Care/ACEs work group
Network	All	Safe Communities Committee
Network	All	Genesee Valley Health Partnership
Professional Development	All	Trauma Informed Menu of trainings
Professional Development	All	Genesee Valley Education Partnership - TIG Consortium
Professional Development	All	Classroom management techniques
Professional Development	All	Therapeutic Crisis Intervention or Non - Violent Crisis Intervention
Professional Development	All	Mental Health First Aid- Youth and Adult: teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders in your community
Tier 1	Pre-K - Grade 8	Second Step: evidence based social emotional learning and bullying prevention program
Tier 1	All	Restorative Practices: seeks to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim
Tier 1	K-12	TRIBES: process to create a positive school or classroom environment in order to improve behavior and learning
Tier 1	All	RESTORE Sexual Assault Prevention and Education Services

Tier 1	All	Olweus Bully Prevention: A bullying prevention program that includes schoolwide, classroom, individual, and community strategies that create a safe and positive school climate, improve peer relations, and increase awareness of and reduce the opportunities and rewards for bullying behavior
Tier 1	All	Life Skills Training: The life skills curriculum teaches students self-management skills, social skills, and drug awareness and resistance skills.
Tier 1	Grades 3-12	Too Good For Drugs/ Social Perspectives: empower children with the social-emotional learning and substance abuse prevention skills they need to lead happy and healthy lives.
Tier 1	Grades Prek-8	Mind Up: MindUp establishes core practices of deep breathing and attentive listening, which are then practiced throughout the program. These practices are designed to enhance students' self-awareness, focus attention, promote self-regulation, and reduce stress
Tier 1	Grades Prek-7	PAX Tools: A collection of 9 evidence-based, trauma-informed strategies to improve cooperation and self-regulation with youth. It supports parents, youth workers, and other caring adults to create a nurturing environment for youth by helping youth navigate difficult situations, deal with disappointment, and delay gratification. It uses the PAX Good Behavior Game theoretical underpinning
Tier 1, 2	7-12	Peer mentoring programs, Link Crew (links HS freshman with HS seniors)
Tier 1,2	7-12, girls only	Voices program: created to address the unique needs of adolescent girls and young women. It encourages them to seek and celebrate their "true selves" by providing a safe space, encouragement, structure, and the support they need to embrace their journeys of self-discovery
Tier 1, 2, 3	All	PBIS (Positive Behavior Intervention Supports): improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups
Tier 1, 2, 3	All	Zones of Regulation: provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts
Tier 2, 3	Parents and Other Caregivers	Cornell Cooperative Extension – Parent Education: improves caregiver's knowledge of child development, methods to build the parent-child bond, communication skills to promote cooperation, effective non-punitive discipline techniques, parental stress management and self-care. Parents Apart program: addresses the trauma of divorce/separation and how to shield or help children cope.

Tier 2	All	Behavior Intervention Team – multi-disciplinary team approach to support families and students – plan development and case management
Tier 2	All	Small group counseling – school mental health staff provides trauma informed care and skill building to students; based on data and teacher referral
Tier 2	All	Check in Check out (1:1 adult; student) – everyday connection between adult and student – brief relationship building
Tier 2	All	Check in Check out (5:1 adult, small group)- everyday connection between adult and student – brief relationship building
Tier 2	7-12	Teen Intervene: designed as a comprehensive screening, brief intervention and referral to treatment (SBIRT) model of care for youth that are at high risk for or have begun using drugs/alcohol
Tier 2	2-12	Resilience Builder: This innovative program details 30 group sessions designed to help youth bounce back from the challenges in their lives by increasing confidence, self-esteem, self-control, and the use of coping strategies.
Tier 2-3	Prek-5	Bounce Back: Bounce Back is a school-based group intervention for elementary school children exposed to stressful and traumatic events. The program focuses on social problem solving, psychoeducation, and relaxation, while adding additional components, such as feelings identification and positive activities, and tailoring delivery and activities to be developmentally appropriate for elementary aged children. Includes parent sessions.
Tier 3	3-10	SSET (Supporting Students Exposed to Trauma): a school-based group intervention for students who have been exposed to traumatic events and are suffering from symptoms of post-traumatic stress disorder (PTSD). SSET teaches many of the same cognitive and behavioral skills such as social problem solving, psychoeducation, and relaxation.
Tier 3	All	Check and Connect (1:1 adult; student) - everyday connection between adult and students – relationship building
Tier 3	7-10	PINS (Person In Need of Supervision)
Tier 3	7-12	Skill Building- Hillside: provide opportunities and activities designed to assist the youth in developing the skills needed to function more successfully in the community, home, and school

**For more information on who to contact for any of the Tiered Interventions please contact:
Rachel Pena: rpena@casa-trinity.org**

TOP TRAUMA-INFORMED CARE Resources

With so many resources available, it can be overwhelming to know where to start. While all of the resources in this toolkit have been researched and recommended by our TIC team, we have compiled a few recommended sites to visit for those who need the most information in a limited amount of time.

[Trauma Responsive Educational Practices \(TREP\)](#) :

[Trauma Responsive Educational Practices \(TREP\)](#): The TREP Project out of the University of Chicago presents an *Understanding Trauma and Trauma Responsive Educational Practices* course to increase your preparedness to meet students where they are when schools reopen. They are also developing a course called *Planning for a Trauma Responsive School Re-Start after COVID-19*.

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#):

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#): CASEL shares guidance for keeping social emotional learning (SEL) at the forefront during the COVID-19 pandemic following the four core focus areas of CASEL's guides for schoolwide SEL and districtwide SEL.

[Center on the Developing Child](#)

[Center on the Developing Child at Harvard University](#): The Center on the Developing Child at Harvard University has gathered a number of resources and recommendations to help during challenging times. This guide pulls together information on COVID-19, what it means for child development, and easy-to-share resources that can help parents and caregivers, as well as child care providers, pediatricians, and others who work with families.

[National Alliance on Mental Illness \(NAMI\)](#):

[National Alliance on Mental Illness \(NAMI\)](#): NAMI answers frequently asked questions regarding the intersection between coronavirus, or COVID-19, and people affected by mental illness, their caregivers, and loved ones. The guide features FAQs on a variety of topics from managing anxiety and social isolation to accessing health care and medications.

[U.S. Department of Health & Human Services \(HHS\)](#):

[U.S. Department of Health & Human Services \(HHS\)](#): The mission of HHS is to enhance and protect the health and well-being of all Americans. This page has information about resources, advice to help you cope, and strategies for supporting your mental and behavioral health during the COVID-19 pandemic. Many of these resources are available in multiple languages.

[National Child Traumatic Stress Network](#):

[National Child Traumatic Stress Network](#): The National Child Traumatic Stress Network (NCTSN) was created by Congress in 2000 as part of the Children's Health Act to raise the standard of care and increase access to services for children and families who experience or witness traumatic events. The NCTSN is administered by the Substance Abuse and Mental Health Services Administration (SAMHSA) and coordinated by the UCLA-Duke University National Center for Child Traumatic Stress (NCCTS).

[New York State Trauma-Informed Network](#):

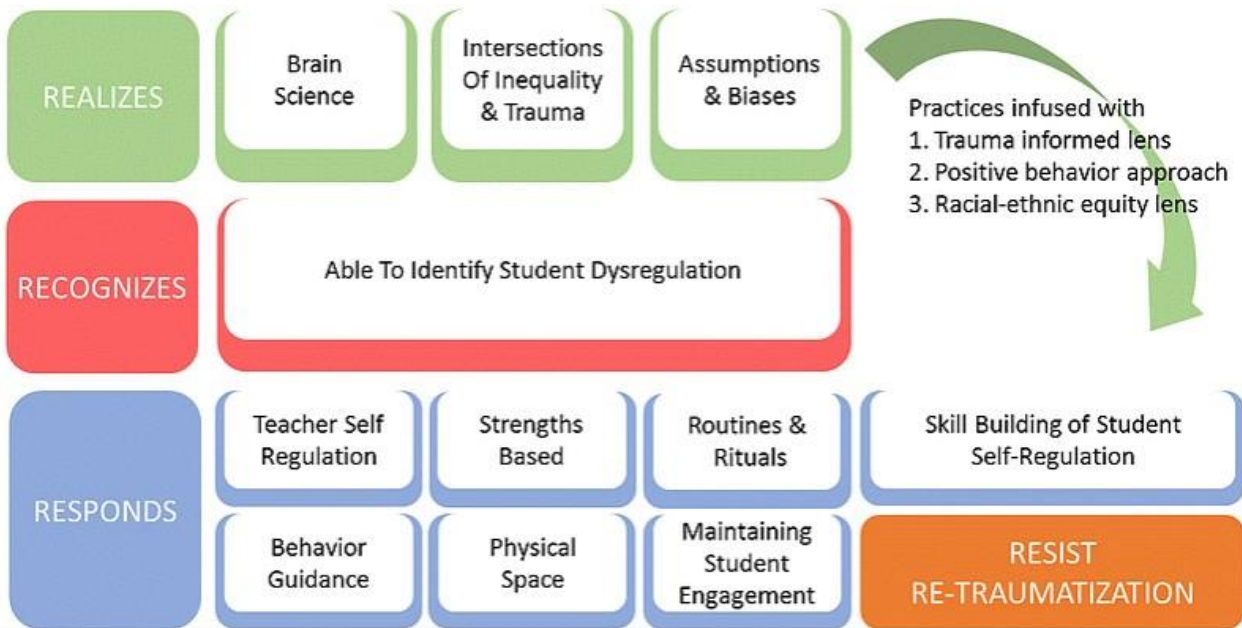
[New York State Trauma-Informed Network](#): The NYS Trauma-Informed Network connects organizations around the state with trauma-informed practice resources, trainings, and support, in an effort to increase the understanding of trauma, improve practices, and support resilience throughout the state. Here you can find two online assessment tools, TRUST and TRUST for Schools that are used to assess an organizations readiness in implementing trauma-informed practices.

RESPONSE TO STUDENTS—TIERED APPROACH

Tier 3 Tertiary Interventions/ Intensive Supports	Students	Individual therapeutic counseling Individual intervention plan
	Adults (staff and Caregivers)	Regular communication with family members and refer for more intensive services as needed Engage and support parents/ caregivers as part of their child’s intervention plan and therapy
	System	Wrap-around services as needed (e.g. child services, mental health specialists, social services, etc.) Improve district-wide educational materials related to mental health services
Tier 2 Secondary Interventions/ Selected Supports	Students	Student mentoring program Small groups or classes for specialized instruction that supports behavioral, social-emotional, skill-building interventions, and/ or academic success
	Adults (staff and Caregivers)	Identify and remove barriers to family involvement Wellness support for school staff to address stress, burnout, and secondary trauma Identify school staff to participate in Coordinated Care Team meetings to address the needs of at-risk students
	System	Partner with community social care organizations to support families experiencing social determinants of health (e.g., food insecurity, homelessness, financial burdens, mental health concerns, etc.) Re-examine and revise discipline policies and procedures, and alternatives to suspension
Tier 1 Universal Supports/ Primary Prevention	Students	Social-emotional learning curriculum Relationship-based teaching & learning Behavior as a form of communication Classroom routines for self-regulation Regular class meetings, check-ins, and/or circles
	Adults (staff and Caregivers)	Collaboration with families Staff self-care plans Ready-to-learn rooms Culturally-responsive approach to student need for safety and belonging Training and consultation for all school staff
	System	Outreach to community partners Providing a trauma-informed lens to school staff in their implementation of school-wide supports and interventions (e.g., positive behavioral interventions and supports, restorative practices, social emotional learning curricula)

RESPONSE TO STUDENTS—TIERED APPROACH

4 R's of a Trauma Responsive Educator



Focus on these 4 R's (Realize, Recognize, Respond, and Resist Re-traumatization) to help determine what to do within the tiered approach. For additional information, visit www.trepeducator.org.

Strategies to Adopt:

- ◆ PreK-Elementary: feeling check ins, observation, flagging system for extra consultation or support
- ◆ Middle School/ High School: surveying over time (checkpoints), observation, flagging system for extra consultation or support
- ◆ Group chat and Facebook support group
- ◆ Morning Huddle: 5 minutes of mediation, yoga, deep breathing exercises to start the day
- ◆ Gratitude Tree or Post-It Notes (e.g. write down 1 thing that you are grateful for)
- ◆ PEARLS Strategy in communicating with students, families and staffs



RESOURCES BY AUDIENCE

Key:



Video or webinar to watch



A PDF or worksheet can be downloaded

FOR SCHOOL STAFF

Understanding Trauma, Resilience, and Self-Care

[How Toxic Stress Affects Us, and What We Can Do About It](#) by Center on the Developing Child at Harvard University

[Building Adult Capabilities to Improve Child Outcomes](#) by Center on the Developing Child at Harvard University

[Secondary Traumatic Stress and Self-Care](#) for Educators by Safe Learning

[Healthy Mind Platter](#) · Dr. Dan Siegel

[Understanding Trauma and Trauma Responsive Educational Practices](#) · TREP EDUCATOR PROJECT

 [COVID-19 Webinar Slides and Webinar Recording](#) by Training & Technical Assistance Center (TTAC)

[COVID-19 Resources for Families and Educators](#) by Conscious Discipline

[7 Cs of Resilience](#) · Kenneth Ginsburg, MD, MSEd



[Supporting Children through Coronavirus](#) by National Child Traumatic Stress Network



[A Guide to COVID-19 and Early Childhood Development](#) Center on the Developing Child at Harvard



[The Power of a Teacher](#) · Adam Saenz, PhD



[5 Games to Teach Self Regulation](#) by Kreative Leadership



[Teaching the ABCs of Attention, Balance, and Compassion](#) Susan Kaiser-Greenland



[How Children and Adults Can Build Core Capabilities for Life](#) Center on the Developing Child at Harvard



[Bite-Sized Mindfulness: An Easy Way for Kids to be Happy and Healthy](#)



[The Science of Resilience](#) Center on the Developing Child at Harvard University



[5 Steps for Brain-Building Serve and Return](#)



[Active Relaxation: Deep Breathing \(Stress Management Plan for Teens\)](#)



[The Power of Empathy](#)



[Experiences Build Brain Architecture](#) by Center on the Developing Child at Harvard University



[The Brain Architects Podcast](#) by Center on the Developing Child at Harvard University

[Paradigm Shift Education](#)

[TBRI & Trauma-Informed Classrooms Training](#) by the TCU College of Science and Engineering

[Calm Classroom Mindfulness Programming](#) by Calm Classroom



[27 Resilience Activities and Worksheets for Students and Adults](#)

by [positivepsychology.com](#)

RESOURCES BY AUDIENCE

Key:



Video or webinar to watch



A PDF or worksheet can be downloaded

FOR SCHOOL STAFF CONTINUED

Toddler Through Pre-K Aged Children

[COVID-19 Resources](#) by Docs for Tots

[Psychological and Behavioral Impacts of Trauma: PreK](#) by NCTSN

Elementary School Aged Children

[Psychological and Behavioral Impacts of Trauma: Elementary School Students](#) by NCTSN

Middle School Aged Children

[Psychological and Behavioral Impacts of Trauma: Middle School Students](#) by NCTSN

High School Aged Children

[Psychological and Behavioral Impacts of Trauma: High School Students](#) by NCTSN

RESOURCES BY AUDIENCE

Key:



Video or webinar to watch



A PDF or worksheet can be downloaded

FOR PARENTS AND CAREGIVERS

How to Support

How Toxic Stress Affects Us, and What We Can Do About It

[Building Adult Capabilities to Improve Child Outcomes](#) by Center on the Developing Child at Harvard University

[7 Cs of Resilience](#)



[Supporting Children During Coronavirus](#) National Child Traumatic Stress Network Resources

[Coronavirus Anxiety Workbook](#) The Wellness Society, supported by JAMMA International

[COVID-19 Resources for Families and Educators](#)

by Conscious Discipline

[Caring for Your Family During COVID-19](#) by Prevent Child Abuse New York (PCANY)



[A Guide to COVID-19 and Early Childhood Development](#)



[The Power of a Teacher](#)



[5 Games to Teach Self Regulation](#)



[How Children and Adults Can Build Core Capabilities for Life](#)



[Bite-Sized Mindfulness: An Easy Way for Kids to be Happy and Healthy](#)



[The Science of Resilience](#)



[5 Steps for Brain-Building Serve and Return](#)



[Active Relaxation: Deep Breathing \(Stress Management Plan for Teens\)](#)



[The Power of Empathy](#)



[Experiences Build Brain Architecture](#) by Center on the Developing Child at Harvard University



[The Brain Architects Podcast](#) by Center on the Developing Child at Harvard University