



# NCTSN COVID-19 Resources

## Findings from Early NCTSN Efforts

- **The Traumatic Impact of COVID-19 on Children and Families: Current Perspectives from the NCTSN (2021) (PDF)**  
<https://www.nctsn.org/resources/the-traumatic-impact-of-covid-19-on-children-and-families-current-perspectives-from-the-nctsn>  
Outlines some of the traumatic impacts that COVID-19 has had on children and families. This report breaks down some of the pandemic challenges that children, families, and child-serving agencies have faced and describes the NCTSN's response to COVID-19.

## Grief and Loss

- **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.
- **Supporting Children and Teens during the Holiday Season (Updated November 2021) (PDF)**  
<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. It also shares tips that families can use to make this holiday season still feel special, including creative ways in which families can stay connected to loved ones and friends. Ideas for self-care and additional resources are also included in the fact sheet.
- **The Power of Parenting During COVID-19: Addressing Fears and Feelings from Prior Losses (2020) (PDF)**  
<https://www.nctsn.org/resources/power-of-parenting-during-the-covid-19-pandemic-addressing-fears-and-feelings-from-prior-losses>  
Provides caregivers guidance about how to address fears and feelings of prior losses that are coming up during COVID-19. This fact sheet offers information on loss and trauma reminders, coping with separation, and the mind body connection.
- **The Power of Parenting During COVID-19: Helping Children Cope with the Impending Death of a Loved One (2020) (PDF)**  
<https://www.nctsn.org/resources/power-of-parenting-during-the-covid-19-pandemic-helping-children-cope-with-the-impending-death-of-a-loved-one>  
Provides caregivers guidance about how to address the impending death of a loved one due to COVID-19. This fact sheet offers information on anticipating a death, preparing a child for the death, and saying goodbye.
- **The Power of Parenting During COVID-19: Mourning the Death of a Loved One (2020) (PDF)**  
<https://www.nctsn.org/resources/power-of-parenting-during-the-covid-19-pandemic-mourning-the-death-of-a-loved-one>  
Provides caregivers guidance on mourning a death of a loved one due to COVID-19. This fact sheet offers information on saying goodbye when you couldn't be there, understanding developmental differences in behaviors associated with grief, and seeking alternative support if needed.
- **Rosie Remembers Mommy: Forever in her Heart (2015) (Children's book & video)**  
<https://www.nctsn.org/resources/rosie-remembers-mommy-forever-her-heart> (book)  
<https://www.nctsn.org/resources/rosie-remembers-mommy-forever-her-heart-video> (video)  
Follows Rosie, a young girl who is struggling after the death of her mother, as she expresses wishes to see her mom, feels reluctant about school, finds no pleasure in activities she formerly found enjoyable, wonders whether she could somehow have caused her mother's death, and even refuses her favorite meal that Daddy has made. This children's book illustrates how a parent can provide solace and support to a child after the death of a loved one.
- **Ready to Remember: Jeremy's Journey of Hope and Healing (2011) (Children's book & video)**  
<https://www.nctsn.org/resources/ready-remember-jeremys-journey-hope-and-healing> (book)  
<https://www.nctsn.org/resources/ready-remember-jeremys-journey-of-hope-and-healing-video> (video)  
Tells the story of a 10-year-old boy's experience following the tragic death of his father. Jeremy is having a traumatic reaction and struggling at school and at home. This children's book was developed for the school-age reader, with an additional caregiver guide. The illustrated book describes Jeremy's journey as he and his family get help and are able to enjoy happy memories together.



● **Courage to Remember (2005) (Curriculum guide & video)**

<https://www.nctsn.org/resources/courage-remember-curriculum-guide> (book)

<https://www.nctsn.org/resources/courage-remember-training-video-child-traumatic-grief> (video)

Presents critical core components for providing Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) to children who suffer from childhood traumatic grief. This video includes helpful demonstrations of each TF-CBT treatment component through role-plays conducted by children. The material represents the results of significant advances in the field of childhood traumatic grief and the unique collaboration of researchers and clinicians in academic and community settings throughout the country.

### Suicide and Substance Use

● **Talking about Suicide with Friends and Peers (2021) (PDF)**

<https://www.nctsn.org/resources/talking-about-suicide-with-friends-and-peers>

Provides information to support youth talking about suicide with friends and peers. This fact sheet includes what you can do, action words, skills for getting help, as well as myths and facts about how to help as a peer. This resource is most helpful for youth ages 12 and older.

● **Words to Use When Talking About Suicide (2021) (PDF)**

<https://www.nctsn.org/resources/words-to-use-when-talking-about-suicide>

Provides information to help youth know what words to use when talking about suicide with friends and peers. This fact sheet includes when you should ask, examples of what to say, when to get help, as well as next steps. This resource is most helpful for youth ages 12 and older.

● **Taking Care of You (2021) (PDF)**

<https://www.nctsn.org/resources/taking-care-of-you>

Provides information to help youth practice self-care. This fact sheet includes information on what it means to take care of yourself, as well as recommended hotlines and conversation starters. This resource is most helpful for youth ages 12 and older.

● **Suicide, Self-Harm, and LGBTQ Youth: Tips for Parents (2020) (PDF)**

<https://www.nctsn.org/resources/suicide-self-harm-and-lgbtq-youth-tips-for-therapists>

Offers tips to therapists who work with LGBTQ youth experiencing self-injury and suicidal ideation. The fact sheet describes challenges that LGBTQ youth face and helpful approaches therapists can take to support the youth they are working with.

● **Trauma-Informed Telehealth Considerations for Youth with Suicidal and Self-Harm Ideation and Behavior (2019) (PDF)**

<https://asapnctsn.org/wp-content/uploads/2020/05/Pediatric-Telehealth-Recommendations.ASAP-Center.05.16.2020-Final.pdf>

This tip sheet covers a variety of considerations which include navigating a telehealth session, addressing youth safety, and working with the patient's caregiver to foster a safe environment. Although we tailor tips to the COVID-19 restrictions, these recommendations could be applied outside of the pandemic.

● **Evaluate & Management of Suicide Risk in Pediatric Practice (PDF)**

[https://asapnctsn.org/wp-content/uploads/2020/05/AsarnowZullo\\_SuEvalManagePrimaryCare\\_TipSheet5-13-2020SentAAP.pdf](https://asapnctsn.org/wp-content/uploads/2020/05/AsarnowZullo_SuEvalManagePrimaryCare_TipSheet5-13-2020SentAAP.pdf)

This tip sheet covers terminology related to suicidality, psychoeducation on the scope of suicidality in pediatrics, and guidance for suicide risk assessment in pediatrics.

● **Lock and Protect™ (web-based tool)**

<https://ucla.asapnctsn.org/>

Lock and Protect™ is a parent-oriented, web-based lethal means decision aid that provides information on restricting access to lethal means, including firearms and medications. Parents of youths at risk for suicide can access this tool by clicking the link above. We also have a general tool for restricting access to lethal means.

● **Talking to Your Child About a Suicide Death: Guide for Parents and Caregivers (2019) (PDF)**

<https://www.nctsn.org/resources/talking-to-your-child-about-a-suicide-death-a-guide-for-parents-and-caregivers>

Provides information to parents and caregivers on how to talk to children about a suicide death. This fact sheet offers guidance on how to prepare to tell children about a suicide death, help them to grieve in healthy ways, and when a child may need additional support.

● **Understanding Child Suicide: For Military Parents (2020) (PDF)**

<https://www.nctsn.org/resources/understanding-child-suicide-for-military-parents>

Offers military parents information about military youth suicide. This fact sheet includes information about suicide and military youth, how to talk to your child about suicide, warning signs that your child may be experiencing suicidal thoughts and helpful responses by age group, as well as evidence-based treatments for suicidal youth, and how to address your needs as a parent.



- **Understanding Youth Substance Use: For Military Parents and Caregivers (2020) (PDF)**  
<https://www.nctsn.org/resources/understanding-youth-substance-use-for-military-parents-and-caregivers>  
Offers military parents and caregivers information about military youth substance use. This fact sheet includes information about substance use and military youth, how to talk to your child about substance use, monitoring your child and understanding trauma and substance use, as well as resources on how to address your needs as a parent and caregiver.
- **Adolescent Trauma and Substance Abuse Online (2011) (E-learning)**  
<https://www.nctsn.org/resources/adolescent-trauma-and-substance-abuse-online>  
Provides training and materials for mental health clinicians and substance abuse treatment providers on the complex intersections between psychological trauma and co-occurring substance abuse and dependency. The course includes interactive online modules on understanding the links between traumatic stress and substance use among adolescents, a webinar and lecture presentation featuring expert faculty from the NCTSN, and a four-part Train-the-Trainer video series entitled Trauma and Co-Occurring Disorders: Understanding and Working with Youth and Their Caregiver.
- **Understanding the Links Between Adolescent Trauma and Substance Abuse (2008) (PDF)**  
<https://www.nctsn.org/resources/understanding-links-between-adolescent-trauma-and-substance-abuse-toolkit-providers-2nd>  
Explores the complex connections between traumatic stress and substance abuse. This toolkit provides guidelines for identifying, engaging, and treating adolescents suffering from these co-occurring problems.
- **Child Trauma and Opioid Use: Policy Implications (2021) (PDF)**  
<https://www.nctsn.org/resources/child-trauma-and-opioid-use-policy-implications>  
Provides policymakers and other stakeholders with an overview of how substance use and trauma affects children, adolescents, and families; substance use-related impaired caregiving; and the impact of the opioid crisis on children and families. This policy brief offers recommendations for clinical interventions and training, as well as prevention efforts.
- **The Power of Parenting: How to Help Your Child After the Death of a Sibling from Substance Use and Abuse (2020) (PDF)**  
<https://www.nctsn.org/resource/the-power-of-parenting-how-to-help-your-child-after-the-death-of-a-sibling-from-substance-use-or-overdose>  
Offers parents and caregivers information to help support their surviving children after a the death of a sibling due to substance use or overdose. This fact sheets includes information on helping children cope with stigma and shame, understanding the wide range of reactions that different family members may experience, coping with how substance use influences the family over time, adapting to loss, and prioritizing self-care and support for the parents or caregivers.

#### Child Maltreatment and Interpersonal Violence

- **A Toolkit for Child Welfare Agencies to Help Young People Heal and Thrive During and After Natural Disasters (2021) (PDF)**  
<https://www.nctsn.org/resources/a-toolkit-for-child-welfare-agencies-to-help-young-people-heal-and-thrive-during-and-after-natural-disasters>  
Helps child welfare agencies support children and youth during and after natural disasters. This toolkit is for child welfare staff, supervisors, and administrators who work with and on behalf of children, youth, and families who experience a natural disaster. The information and resources included in the toolkit provide evidence- and trauma-informed guidance for promoting positive outcomes for children and youth who experience natural disasters.
- **A Toolkit for Juvenile Justice Agencies to Help Young People Heal and Thrive During and After Natural Disasters (2021) (PDF)**  
<https://www.nctsn.org/resources/a-toolkit-for-juvenile-justice-agencies-to-help-young-people-heal-and-thrive-during-and-after-natural-disasters>  
Helps juvenile justice agencies support children and youth during and after natural disasters. This toolkit is for juvenile justice staff, supervisors, and administrators who work with and on behalf of children, youth, and families who experience a natural disaster. The information and resources included in the toolkit provide evidence- and trauma-informed guidance for promoting positive outcomes for children and youth who experience natural disasters..
- **Attachment Vitamins: Interactive Course on Early Childhood Attachment. Stress, and Trauma (2018) (E-learning course)**  
<https://www.nctsn.org/resources/attachment-vitamins-interactive-course-early-childhood-attachment-stress-and-trauma>  
Helps learners support children and families through the early years of a child's life. This course offers ways to create a trauma lens through which providers and parents can view and better support young children as they grow and learn. In these interactive lessons, learners will walk through concepts such as understanding a child's context, what attachment is, temperament and parenting style, trauma exposure in young children, mental health concerns, cultural considerations, and self-care tips.
- **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.



- **Working Together in the Pandemic: Tips for Front-Line Juvenile Justice Staff (2020) (PDF)**  
<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.
- **Strengthening Your Resilience: Take Care of Yourself as You Care for Others (2020) (PDF)**  
<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.
- **Working Together in the Pandemic: Tips for Juvenile Justice Administrators and Supervisors in Preparing for the Future (2020) (PDF)**  
<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 (2020) (PDF)**  
<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.
- **Intimate Partner Violence and Child Trauma (2021) (PDF)**  
<https://www.nctsn.org/resources/intimate-partner-violence-and-child-trauma-policy-brief>  
Provides policymakers and other stakeholders with an overview of intimate partner violence (IPV) and its relationship to child trauma, as well as policy-relevant and child trauma-focused recommendations to assist them in their response to intimate partner violence

## Schools

- **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.
- **Creating, Supporting, Sustaining Trauma-Informed Schools: A System Framework (2017) (PDF)**  
<https://www.nctsn.org/resources/creating-supporting-and-sustaining-trauma-informed-schools-system-framework>  
Presents a tiered approach to creating a trauma-informed school environment that addresses the needs of all students, staff, administrators, and families who might be at risk for experiencing the symptoms of traumatic stress. This framework offers a vision of a trauma-informed school, adhering to the "4 Rs": (1) realizing the widespread impact of trauma and pathways to recovery; (2) recognizing traumas signs and symptoms; (3) responding by integrating knowledge about trauma into all facets of the system; and (4) resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices.
- **Addressing Race and Trauma in the Classroom (2017) (PDF)**  
<https://www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators>  
Helps educators understand how they might address the interplay of race and trauma and its effects on students in the classroom. The guide outlines recommendations for educators and offers a list of supplemental resources. It should be implemented in accordance with individual school policies and procedures.
- **Psychological First Aid Field Operations Guide (2006) (PDF)**  
<https://www.nctsn.org/resources/psychological-first-aid-pfa-field-operations-guide-2nd-edition>  
Gives guidance on responding to disaster or terrorism events using the Psychological First Aid intervention. This evidence-informed approach helps to assist children, adolescents, adults, and families in the aftermath of disaster and terrorism. The manual includes in-depth information about each of the eight core actions and accompanying handouts for adults, adolescents, parents and caregivers, and providers.



- **PFA for Schools (2017) (PDF)**  
<https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>  
**PFA Mobile app (2012)**  
<https://www.nctsn.org/resources/pfa-mobile> (IOS version)  
<https://www.nctsn.org/resources/pfa-mobile-android-version>  
**PFA Online (e-learning Course) (Updated 2022)**  
<https://learn.nctsn.org/enrol/index.php?id=596>

- **Skills for Psychological Recovery (SPR) (2010) (PDF)**  
<https://www.nctsn.org/resources/skills-for-psychological-recovery>  
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.  
**SPR Online (2020) (e-learning course)**  
<https://www.nctsn.org/resources/skills-psychological-recovery-spr-online>

#### Additional COVID-19 Resources

- **Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (2021) (PDF)**  
<https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019>  
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.
- **Assisting Parents/Caregivers in Coping with Collective Trauma (2021) (PDF)**  
<https://www.nctsn.org/resources/assisting-parents-caregivers-in-coping-with-collective-traumas>  
Offers strategies to help parents/caregivers cope with collective traumas. This fact sheet also provides guidance on what parents/caregivers can do to care for their children as they cope.
- **Trinka and Sam Fighting the Big Virus: Trinka, Sam, and Littletown Work Together (2020) (Children's book)**  
<https://www.nctsn.org/resources/trinka-and-sam-fighting-the-big-virus>  
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 care-giver 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.
- **Fighting the Big Virus: Trinka's and Sam's Questions (2020) (Children's book)**  
<https://www.nctsn.org/resources/fighting-the-big-virus-trinka-and-sam-questions>  
Provides questions that Trinka 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: Trinka, 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 Cope with COVID-19 (2020) (PDF)**  
[https://www.nctsn.org/sites/default/files/resources/fact-sheet/parents\\_guide-helping\\_children\\_cope\\_with\\_covid-19\\_pandemic-final\\_version\\_386421\\_284\\_28977\\_v1.pdf](https://www.nctsn.org/sites/default/files/resources/fact-sheet/parents_guide-helping_children_cope_with_covid-19_pandemic-final_version_386421_284_28977_v1.pdf)  
Helps parents and caregivers address their children's concerns and worries arising from the COVID-19 pandemic and the disruptions of normal life that we are experiencing. This fact sheet is intended to help caregivers identify and address signs of adjustment difficulties in children and teens and suggest ways to talk to them about their fears and concerns.
- **Understanding and Coping with Reactions in a Pandemic (2020) (PDF)**  
<https://www.nctsn.org/resources/understanding-and-coping-with-reactions-in-a-pandemic>  
Provides information on understanding and coping with reactions in a pandemic. This fact sheet offers information on reactions you may be experiencing and why, how these reactions can lead to changes in your body, how to cope with those reactions, and understanding why the coping options work.





- **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.
- **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.

#### Provider Wellness and Secondary Traumatic Stress

- **Pause-Reset-Nourish (PRN) to Promote Wellbeing: Use As Needed to Care for Your Wellness! (2020) (PDF)**  
<https://www.nctsn.org/resources/prn-to-promote-wellbeing-as-needed-to-care-for-your-wellness>  
Provides information about the specific self-care strategy of Pause-Reset-Nourish, or PRN. This fact sheet acknowledges the levels of stress that professionals may be currently experiencing and offers a way to address unwanted symptoms and promote and replenish wellbeing and enhance resilience.
- **Secondary Traumatic Stress: Understanding the Impact on Professionals in Trauma-Exposed Workplaces (2022) (Toolkit includes webinar, resource guides, and slide decks)**  
<https://learn.nctsn.org/course/view.php?id=595&section=2>  
Is for all child-serving professionals who are exposed to details of traumatic events and/or individuals suffering from post-traumatic distress in the context of their work. Through the content in this course you will learn the risks associated with working with individuals who are suffering with traumatic stress symptoms, strategies to reduce the impact of secondary traumatic stress (STS) and support wellness in staff, and finally, how addressing STS is an ethical mandate for organizations and individuals working in trauma-exposed environments. Included with this course is a detailed facilitator guide, full slide deck, activity handouts, and additional resources.
- **Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals (2011) (PDF)**  
<https://www.nctsn.org/resources/secondary-traumatic-stress-fact-sheet-child-serving-professionals>  
Offers child-serving professionals information about secondary traumatic stress (STS). This fact sheet describes how individuals experience STS, understanding who is at risk, how to identify STS, strategies for prevention and intervention, and essential elements to address STS.
- **Secondary Traumatic Stress Informed Organizational Assessment (STSI-OA) (2014) (PDF)**  
<https://www.nctsn.org/resources/secondary-traumatic-stress-informed-organization-assessment-stsi-oa-tool>  
Identifies specific areas of strength and opportunities to implement STS-informed policies and practices. This tool, developed by members of the NCTSN and available through the University of Kentucky Center on Trauma and Children, is an assessment tool that can be used by organizational representatives at any level to evaluate the degree to which their organization is STS-informed and able to respond to the impact of secondary traumatic stress in the workplace.
- **Using the Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision (2018) (PDF)**  
<https://www.nctsn.org/resources/using-secondary-traumatic-stress-core-competencies-trauma-informed-supervision>  
Discusses the importance of quality supervision that organizations can provide to staff members at risk for secondary traumatic stress (STS). This fact sheet identifies the core competencies for supervisors providing formal support to workers who are exposed to secondary trauma. It is intended to be a developmental assessment for supervisors, to help identify areas of need, and to guide the user to resources to strengthen those areas of competency.
- **Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision Self-Rating Tool (2019) (PDF)**  
<https://www.nctsn.org/resources/secondary-traumatic-stress-core-competencies-in-trauma-informed-supervision-self-rating-tool>  
Is a self-rating tool that walks users through each of the competencies in Using the Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision. This tool allows users to rate themselves in each of the competency areas and offers information on which competencies the user has confidence in, needs more training in, or are not a part of his/her skill set.