

**Prioritizing possibilities for child wellbeing:
A field building agenda to address adverse childhood experiences and
promote resilience in children’s health services**

TECHNICAL APPENDIX

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Technical Appendix I provides further detail on methods used in the agenda setting process and a detailed list of all field-building activities undertaken from 2013-2017 to develop this national ACEs and Positive Health agenda for Child and Family Health Services.

Introduction to a Summary of Methods and Field Building Efforts

This Technical Appendix provides more in-depth details about the methods and field building efforts conducted through the development of a national agenda to address adverse childhood experiences and promote resilience and nurturing relationships in pediatrics. The agenda summarized in the paper was the product of a four-year field-building effort² (2013-2017) which, through a number of different mechanisms and activities, gathered input from a wide range of stakeholders including researchers, providers, health systems, policy and thought leaders, public health and communications agencies, community-based organizations, national and local initiatives, philanthropic organizations and families, encompassing all levels of government and both public and private sectors.

(<http://www.academyhealth.org/about/programs/adverse-childhood-experiences-aces>)

Further Details on Methods

The framework and logic model guiding the agenda setting process is summarized in Figure 1. Grounded theory and modified Delphi process methods were employed. This effort began commensurate with the release of first-ever national and state population-based data on ACEs among US children and youth from the 2011-12 National Survey of Children's Health (NSCH) and was motivated by findings from this new data. In Spring 2014, the Child and Adolescent Health Measurement Initiative (CAHMI) initiated a formal partnership with Academy Health to engage a national expert steering committee² to review research findings and assess the sufficiency of research and the need and goals for engaging in a children's health services research and policy agenda setting process to prevent and ameliorate the impacts of ACEs in children, youth and families. This work sought to build on prior foundation building efforts, such as the 2012 American Academy of Pediatrics policy statement on early life adversity, the CDC's Essentials for Childhood initiative, the Robert Wood Johnson Foundation's National ACEs Summit (May 2013), and launch of the *ACEs Connection* online resource in 2012.^{34,38,44} As summarized in Figure 2, and further detailed in Technical Appendix, our work directly engaged approximately 500 individuals and comprised approximately 79 distinct agenda setting and field building activities and processes across eight areas of activity:

- (1) In-person stakeholder discussion and design summits (4 meetings; n=136);
- (2) Online crowdsourcing of goals and priorities (4 rounds; 10 groups; n=250);
- (3) Literature, environmental, and measures scan (5228 publications scanned, 300 in depth reviews, 200 website reviews; 40 key informant interviews);
- (4) Develop foundational research and data resources using the 2013 released 2011-12 National Survey of Children's Health (NSCH). (2 data briefs; 2 policy/white papers; 3

journal publications; 2 magazine/press articles; design of methods to create county/city level child and youth ACEs and resilience data)

(5) In-person focus groups and roundtable forums (8 forums conducted at national research, policy and practice-community conferences; approximately 125 participants)

(6) Commission research and policy papers and facilitate development of Academic Pediatrics special journal issue (this issue of Academic Pediatrics) and an August 2016 JAMA Pediatrics publication⁴⁵ and other publications.^{41,43,46-51}

(7) Conduct education and engagement presentations and workshops (31 sessions between May 2013 and December 2016; approximately 3000 participants overall; feedback informed agenda)

(8) Engage in participatory action research partnerships to learn and build the field. Included the collaborative design, dissemination and evaluation of state, county and city ACEs and resilience data-in-action infographics for community-based efforts (<http://childhealthdata.org/docs/default-source/local-area-synthetic-estimates/adverse-childhood-experiences-among-baltimore-maryland-s-children.pdf?Status=Master>); facilitating inclusion of ACEs and protective factors data into national chartbooks (<http://www.americashealthrankings.org/learn/reports/2016-annual-report>), news publications and policy forums related to collaboration across juvenile justice, social services, school health and health care reform.

Further information on the in person summits, online crowdsourcing and literature and environmental scan is summarized below. Additional detail and links to summaries and resources developed through each activity is available in the Field Building Summary Table also included in this Technical Appendix.

(1) In-person stakeholder discussion and design meetings (4 meetings; n=136):

Between Spring 2013 and Spring 2016, four in-person meetings were collaboratively designed with child health stakeholders to gather input on the state of the field, identify goals and partners to specify a national agenda, foster ongoing dialogue and cohesion among stakeholders to advance the capacity of the field to address ACEs and promote positive health. Deliberations were synthesized and guided development of commissioned research papers, action research field building efforts and the national agenda. Meetings included: (1) Pediatric Academic Societies Annual Meeting workshop on “Leveraging Mind-Body Neuroscience to Improve Pediatrics and Address Adverse Childhood Experiences” (May 2013; n=15); (2) an Academy Health Annual Meeting special interest group (SIG) meeting on “Promoting Early and Lifelong Health: The Problem of ACEs and the Promise of Resilience: (June 2014; n=36); (3) a San Diego County community forum “We Are the Medicine: How Communities and the Health Care System Can Work to Address Childhood Trauma and Promote Resilience” (June 2014; n=50) and (4) a national summit synthesizing the emerging “Hope and the New Science of Thriving” positive health-oriented agenda that emerged through this work (March 2016; n=35). Links to the agendas, participants and proceedings from these meetings can be found in the Technical Appendix.

(2) Online crowdsourcing of goals and priorities (4 rounds; 10 stakeholder groups; n=250);

A crowdsourcing software system called *Co-Digital* (<http://www.codigital.com/>) was used to engage a wide range of children’s health services stakeholders and partners to collectively generate, prioritize and refine goals and priorities for research and policy to address ACEs and promote child, youth and family resilience and well-being. From April 2014 to

October 2015 three phases and four rounds of crowdsourcing took place. Each online input project lasted 7-10 days. A total of 814 individuals across 10 stakeholder groups were iteratively and collectively identified by steering committee members for participation including health services researchers; pediatricians and pediatric nurses; state health policy and program leaders; children's hospital leaders; health care plan and system leaders; family leaders; federal policy and program leaders; social and community services organizations; media and public health communications leaders; funding agencies and foundations. Participants were organized into 26 smaller groups, each of which identified, refined and voted on each other's ideas for goals and priorities. Ideas identified in earlier rounds were set forth to subsequent groups for consideration and these subsequent groups further edited and ranked these ideas and added additional ideas. In this way, the crowdsourcing process operated as a modified Delphi process.

A total of 250 invitations were accepted, yielding an average 39% response rate across the 26 smaller groups. Response rates were as high as 84% for family leaders and 73.4% for state policy and program leaders to a low of 18.2% for federal agency and program leaders. About half (49%) of all respondents were health services researchers and pediatric providers with the remaining responses from the other 8 stakeholder groups. A total of 363 ideas were identified and ranked by importance by participants with an average of 2.45 ideas being set forth per participant and an average of 6.8 exchanges took place per idea to edit/refine and rank/vote on its priority. Table 1 summarizes participation across each of the four rounds.

All ideas set forth across the four rounds of crowdsourcing were reviewed, regardless of their priority ranking by participants. Two phases of synthesis took place. First, ideas were categorized according to whether they referenced: (1) statements of importance of and priority goals for an agenda; (2) priority research, policy or practice implementation opportunities and actions that should be taken to achieve goals or (3) requirements to enable actions to advance goals and priorities. Once themes and ideas were identified, they were then categorized according to presence or absence of disagreement or uncertainty in order to identify priority issues for resolution to advance research, policy and practice action in the field. Synthesis from the crowdsourcing process was iteratively integrated with findings from other agenda-setting activities.

(3) Literature and environmental scan

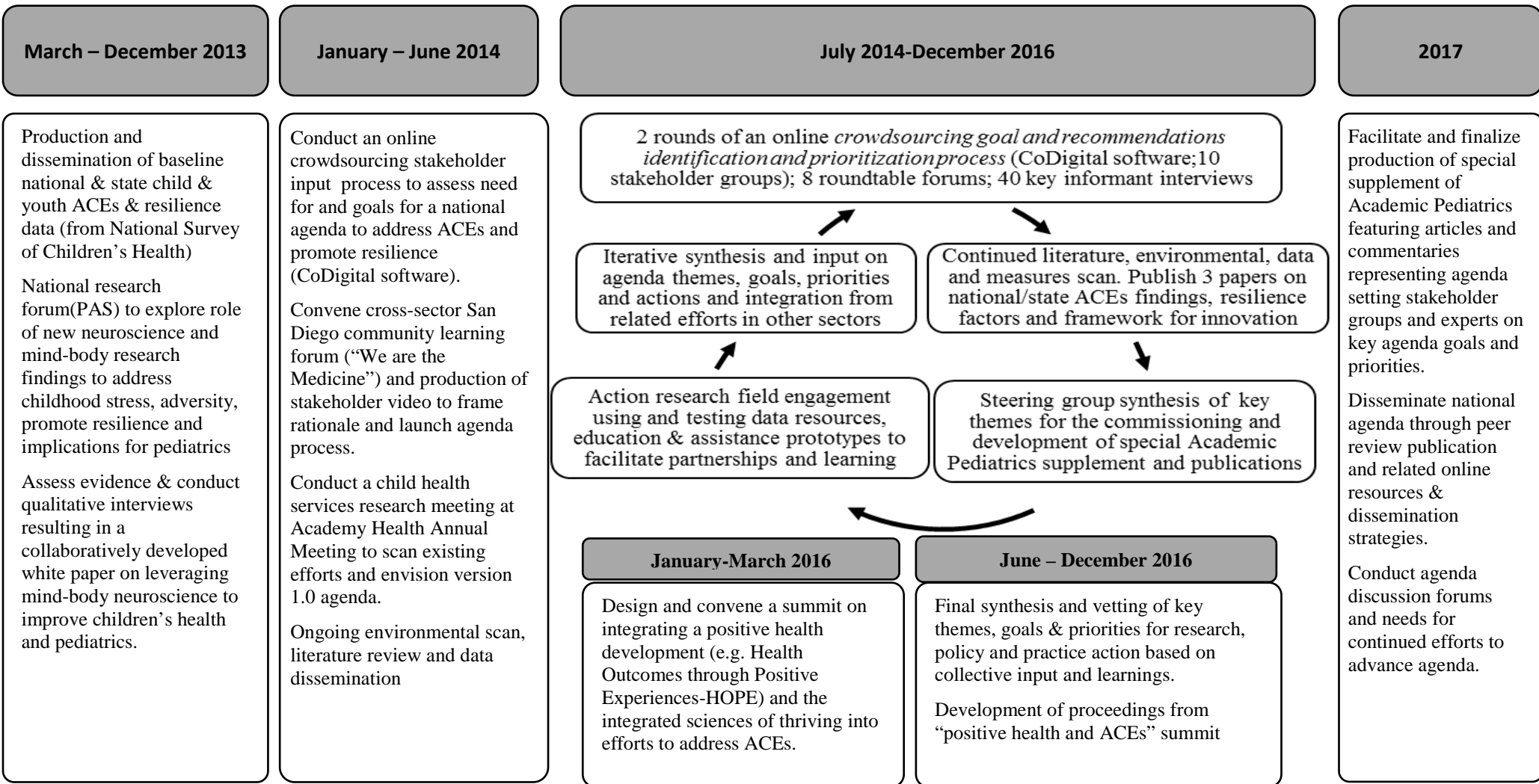
In person summits and crowdsourcing rounds led to the identification of research and resources and informed specification of guiding principles, search terms and a search plan for the literature review and environmental scan. The review and scan sought to identify frameworks and conceptual models, interventions, metrics and research relevant to assessing and addressing ACEs overall and bridging children's health services and other sectors to promote resilience, flourishing and positive child and family social and emotional capabilities.

Overall, 5228 publications and resources emerged from the search and led to an in-depth review of 300 pediatrics and child health research publications and reports. A total of 300 of these were categorized by type of research and led to identification of 25 conceptual models, 72 evidence-based interventions, 85 implementation programs, 80 multi-stakeholder collaborations and initiatives, 32 policies, guidelines and recommendation sets, and six training programs. Key informant interviews associated with publications and resources identified were conducted with over 40 resource leaders and 200 websites were reviewed to further evaluate resources identified. The findings from this activity are detailed in Technical Appendix.

Assessment of the research and resources identified were evaluated for implications for

research and policy priorities. This led to 47 ideas for consideration cutting across three broad areas: (1) research and data; (2) communication and translation; and (3) policy. These ideas were further evaluated for their potential to address shorter term needs and their readiness for application in applied research and policy as well as their alignment with the priority goals and recommendations emerging from the crowdsourcing and other input processes. Input received through the in person summits and forums/listening sessions, key informant interviews, educational forums and action research efforts were further integrated with crowdsourcing results and those from the literature review and environmental and measurement scan.

Technical Appendix I: Agenda Setting Activities



Technical Appendix I: Field Building Agenda Setting Activities: 2013-2017

Activity/Process	Description	Example Resources and Links
Activity 1: In Person Stakeholder Meetings (4 meetings; n=136)	<ul style="list-style-type: none"> • Leveraging Mind-Body Neuroscience to Improve Pediatrics Pediatric Academic Societies Workshop (5/3/13; n=15) • <i>We Are the Medicine</i>: How communities and the health care system can work together to address childhood trauma and promote resilience (6/5/14; n=50) San Diego, California [w/CA Endowment and ACEs Connection] • Promoting Early and Lifelong Health: The Problem of Adverse Childhood Experiences and the Promise of Resilience (6/6/14; n=36) [AcademyHealth Meeting] • Hope and the Science of Thriving: A Summit to Build the Field of Positive Health and Nurturance (3/29/16; n=35) Baltimore, Maryland. [w/Children’s Hospital Association; Prevent Child Abuse America, Center for Study of Social Policy] • 	<ul style="list-style-type: none"> • California Endowment sponsored short video from 6/5/14 meeting: • Academy Health & CAHMI project documents: version 1.1 agenda and web-based portal: <ul style="list-style-type: none"> ○ Addressing Adverse Childhood Experiences: A Roadmap to Early and Lifelong Health ○ Promoting Positive Health by Addressing Adverse Childhood Experiences: Advancing Awareness, Research, and a New Research Agenda ○ CAHMI ACEs Portal • Proceedings from Hope and Science of Thriving Summit (3/29/16) • An Applied Conversation on Leveraging Mind-Body Neuroscience and Mindfulness to Improve Pediatrics. PAS Workshop 5/4/13.
Activity 2: Online Crowd Sourced Input (4 rounds; n = 250; 49% response rate)	<p>Four rounds of CoDigital software enabled <i>collective insight</i> crowdsourcing with 10 stakeholder groups who identified 102 ideas on goals, priorities, specific research questions, and policy actions to address ACEs and promote thriving in children’s health and related services. Average of 2.45 ideas were set forth per participant. Ideas fell into 6 health services research and policy domains: (1) organization, financing and cross-sector integration of services; (2) availability, access, coverage, costs and coordination of services and resources;(3) practitioner, family & community engagement, communication & behavior; (4) measurement, informatics, and clinical and systems decision making; (5) work force capacity, credentialing, training, and support; (6) rapid-cycle evaluation, outcomes research & learning & communications, and scaling training infrastructure.</p> <p>Included health services researchers; pediatric and family practice providers; federal, state and local government program leaders and policymakers; community organizations; health services and program funders; the media; and, families.</p>	<ul style="list-style-type: none"> • CoDigital “Collective Insight” Information: • Round 1: April, 2014 (n=13; 47 ideas; 59% response rate); • Round 2: May 2014 (n=30; 42 ideas; 33% response rate); • Round 3: August 2015 (n=127; 172 ideas; 34.3% response rate); • Round 4: October 2015 (n=80; 102 ideas; 29.8% response rate; see Table 2 for details.)

Technical Appendix I: Field Building and Agenda Setting Activities: 2013-2016

Activity/Process	Description	• Example Resources and Links
<p>Activity 3: Literature & Environmental Scan (identified 300 resources, 47 recommendations, 3 strategic goals, & 10 action areas. 6 top priorities identified.</p>	<p>Focus and methods guided by 2013-14 stakeholder input (in-person meetings & CoDigital Collective Insight). Scan included identifying guiding principles & search strategy; assessed 5228 search results; in-depth review of 300 child health and ACEs specific findings; categorization of final set of 300 resources (e.g. 25 conceptual models, 72 evidence-based interventions, 85 implementation programs, 80 collaborations and initiatives, 32 policies, guidelines & recommendation sets and 6 training programs). Key informant interviews conducted with over 40 resource leaders, 200 websites reviewed. We assessed of gaps & assets and derived 7 recommendations for child health services research & data, communication & translation, & policy; Recommendations were further categorized by 10 areas & scored by need, impact, readiness & alignment with priority goals for systems alignment, promotion of social and emotional development and movement building. 6 top priorities selected. Scan of measures identified existing ACEs/resilience related metrics.</p>	<ul style="list-style-type: none"> • See Technical Appendix II for scan findings summary tables • MCH-MRN Measurement Portal, MCH measurement compendium
<p>Activity 4: Project- Generated Research & Data Resources</p>	<p>The 2013 release of 2011-12 National Survey of Children’s Health data led to development of new data resources on prevalence and knowledge about ACEs among US children. 3 research papers were published reflecting these analyses. A consortium White Paper was developed on leveraging mind-body neuroscience to improve pediatrics & participation in the AAP Policy Statement on Mind-Body Methods. A policy statement was crafted with the Children’s Hospital Association. NSCH micro-data findings on ACEs, resilience and protective factors were added to the www.childhealthdata.org data query.</p>	<ul style="list-style-type: none"> • Link to first release of 2011-12 NSCH ACEs findings (3/2013): • 2013 NSCH ACEs Data Brief for RWJF/Institute for Safe Families/ACEs Connection National Summit: • 2013 Article: Optimizing health and health care systems for children with special health care needs using the life course perspective. • 2013 White Paper: Your Being, Their Well Being: Leveraging Mind-Body Neuroscience and Mindfulness to Improve Pediatrics: A national collaboration to promote the translation of research into pediatrics training, practice and policy • 2014 Article: Adverse Childhood Experiences: Assessing The Impact On Health And School Engagement And The Mitigating Role Of Resilience • 2015 Article: Adverse Childhood Experiences, Resilience and Mindfulness-Based Approaches: Common Denominator Issues for Children with Emotional, Mental, or Behavioral Problems

Technical Appendix I: Field Building and Agenda Setting Activities: 2013-2016

Activity/Process	Description	• Example Resources and Links
(Activity 4: Project- Generated Research & Data Resources continued)	(The 2013 release of 2011-12 National Survey of Children’s Health data led to development of new data resources on prevalence and knowledge about ACEs among US children. 3 research papers were published reflecting these analyses. A consortium White Paper was developed on leveraging mind-body neuroscience to improve pediatrics & participation in the AAP Policy Statement on Mind-Body Methods. A policy statement was crafted with the Children’s Hospital Association. NSCH micro-data findings on ACEs, resilience and protective factors were added to the www.childhealthdata.org data query.)	<ul style="list-style-type: none"> • 2016 Articles: The New Science of Thriving • 2016 Issue Brief: The Case for investment in child health as a matter of our nation’s security, economy and well-being. • CAHMI DRC: ACEs and state-specific Data Briefs and Reports
Activity 5: Roundtable Forums and Interviews	<p><u>2013</u>: (1) Health Commons/Care Oregon forum on ACEs & Child Well-Being (with David Ford); (2) Pediatrician appreciative inquiry on addressing social & emotional underpinnings of child health in practice;</p> <p><u>2015</u>: (1) Association of Maternal and Child Health Programs forum; (2) Pediatric Academic Societies Special Interest Group forums; (3) Academy Health Annual meeting forum; (4) American Public Health Association forum; (5) State University of New York Downstate Department of Nursing seminar; (6) University of Southern Maine and Maine Resilience Coalition forum.</p> <p><u>2016</u>: (1) Family Voices focus group</p>	
Activity 6: Commissioned New Papers & Supplement in Academic Pediatrics	Project strategy & planning group commissioned papers on: state of science and innovation; practice-based translation; community approaches policy opportunities and needs, positive health models, measurement/assessment, equity. Commentaries & additional papers were subsequently invited. A total of 15 papers and 16 commentaries were produced for this Academic Pediatrics Supplement.	<ul style="list-style-type: none"> • Paper #1: Capitalizing on Science (Shonkoff/JAMA): • All other papers (n=30) are found in this supplement Academic Pediatrics, expected release September, 2017

Technical Appendix I: Field Building and Agenda Setting Activities: 2013-2016

Activity/Process	Description	<ul style="list-style-type: none"> • Example Resources and Links
<p>Activity 7: Presentation at national meetings</p>	<p>2013: (1) American Public Health Association (2) Heart-Mind (3) Pediatric Academic Societies (4) RWJF/Institute for Safe Families Nat'l ACEs Summit (5) VCHIP/UVM ACEs and Complex Care Forum. (6) WA State Univ Child & Family Well-Being Conference</p> <p>2014: (1) Academy for Child and Adolescent Psychiatry (2) AcademyHealth Annual Research Meeting (3) CityMatch/MCH Epi Annual Meeting (4) Int'l Research Consortium on Integrative Medicine and Health (5) Pediatric Academic Societies</p> <p>2015: (1) AcademyHealth Annual Research Meeting (2) ACEs Southeastern Summit (3) American Public Health Association (4) Association for Maternal and Child Health Programs (5) Healing Trauma in Baltimore (6) Int'l Attachment Conference (7) Kennedy Forum on Brain Fitness (8) National Child Health Policy Conference, AcademyHealth (9) Pediatric Academic Societies</p> <p>2016: (1) AcademyHealth Annual Research Meeting (2) American Public Health Association (3) Center for Youth Wellness ACEs Summit (4) CityMatch/MCH Epi Annual Meeting; (5) Legislative Briefings (US Senate, MD state legislators) (6) National Child Health Policy Conference (NCHPC), AcademyHealth (7) NIH Mind-Body & Pop. Health (8) Pediatric Academic Society (9) Stanford/ChildX</p>	<ul style="list-style-type: none"> • Kennedy Forum on Brain Fitness • Healing Trauma in Baltimore Forum • Stanford ChildX Forum

Technical Appendix I: Field Building and Agenda Setting Activities: 2013-2016

<p>Activity 8: Action Research Partnerships to Build the Field (examples)</p>	<p>Examples of “Action Research” collaborations to build the field include talks, webinars, data-in-action trainings, local area data briefs for <i>Change In Mind</i> (Alliance for Strong Families and Communities), <i>Mobilizing Action for Resilient Communities</i> (Health Federation of PA), <i>Building Resilient Communities</i>, <i>Thriving Communities</i>, Campaign for Trauma Informed Policy & Practice, Agenda findings shared for 2015 AcademyHealth (Nemours; CA Endowment) overarching child health agenda.</p>	<ul style="list-style-type: none"> • Development of county and city ACEs and Resilience Data Briefs to Advance Community-Based Action • Lucile Packard Foundation for Children’s Health collaboration on county/city ACEs & resilience data • Collaboration to include ACEs and family protective factors data in America’s Health Rankings Report • Autism Speaks collaboration to report on ACEs and protective factors for children with ASD • California Endowment collaboration to advance trauma-informed prisoner reentry in California under Prop 47 • Education and resources to support trauma-informed schools legislation and policy in California • PBS and Detroit News collaboration on child health, ACEs and resilience in US cities: • Mobilizing Action for Resilient Communities (Webinar) • Building Community Resilience initiative (webinar, to in person workshops and trainings)
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TECHNICAL APPENDIX II

Compendium of Models, Evidence Based Practices, Programs, Collaborations and Initiatives, Policies and Guidelines, and Training Programs

Technical Appendix III provides a summary of the literature review and environmental scan conducted as part of the agenda-setting process with the intention to identify frameworks and conceptual models, evidence-based and other promising interventions and programs, federal, state and local collaborations and initiatives, policies and guidelines, and training programs. Overall, 5228 publications and resources emerged from the search and led to an in-depth review of 300 pediatrics and child health research publications and resources. A total of 292 of these were categorized by type of research and led to identification of 24 conceptual models, 72 evidence-based interventions, 85 implementation programs, 80 multi-stakeholder collaborations and initiatives, 32 policies, guidelines & recommendation sets and 6 training programs.

Technical Appendix II-A: Conceptual Models and Analytic Frameworks for Social-Emotional Development and Well-being

Topic	Focus	Reference	Database/Source
A positive youth development model for students considered at-risk	Education	Edwards, O. W., Mumford, V. E., & Serra-Roldan, R. (2007). A positive youth development model for students considered at-risk. <i>School Psychology International</i> , 28(1), 29-45.	ERIC
A public health framework for fostering resilient outcomes among youth	Education	Overstreet, S., & Mathews, T. (2011). Challenges associated with exposure to chronic trauma: Using a public health framework to foster resilient outcomes among youth. <i>Psychology in the Schools</i> , 48(7), 738-754. doi:10.1002/pits.20584	PsycINFO
A strengths-based social psychological approach to resiliency: Cultural diversity, ecological, and life span issues	Community	Bowman, P. J. (2013). A strengths-based social psychological approach to resiliency: Cultural diversity, ecological, and life span issues. In S. Prince-Embury, D. H. Saklofske, S., (pp. 299-324). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-4939-3_21	PsycINFO
An interactional perspective for community and youth development	Community	Berliner, B., Benard, B., & Western Regional Center for Drug-Free Schools and Communities. (1995). More than a message of hope: A district-level policymaker's guide to understanding resiliency.	ERIC
Collaboration as effective means for promoting resiliency	Community	Linquanti, R., & Western Regional Center for Drug-Free Schools and Communities. (1992). Using community-wide collaboration to foster resiliency in kids: A conceptual framework.	ERIC
Community engagement for disaster preparedness	Community	Wells, K. B., Springgate, B. F., Lizaola, E., Jones, F., & Plough, A. (2013). Community engagement in disaster preparedness and recovery: A tale of two cities—Los Angeles and New Orleans. <i>Psychiatric Clinics of North America</i> , 36(3), 451-466. doi:10.1016/j.psc.2013.05.002	PsycINFO
Cultivating the spirit through resilience: vision of effective schools and mission of caring teachers	Education	Gafoor, K. A., & Kottalil, N. K. (2011). Cultivating the spirit through resilience: Vision of effective schools and mission of caring teachers.	ERIC
Effective comprehensive prevention programs: a planning guide	Education	Duncan, A. N., Stephens-Burden, S., Bickel, A., Northwest Regional, E. L., & Western Regional Center for Drug-Free Schools and Communities. (1996). Effective comprehensive prevention programs: A planning guide.	ERIC
Family adjustment adaptation and response (FAAR) model	Military	Saltzman, W. R., Pynoos, R. S., Lester, P., Layne, C. M., & Beardslee, W. R. (2013). Enhancing family resilience through family narrative co-construction. <i>Clinical Child and Family Psychology Review</i> , 16(3), 294-310. doi:10.1007/s10567-013-0142-2	PsycINFO

Technical Appendix II-A: Conceptual Models and Analytic Frameworks for Social-Emotional Development and Well-being

Topic	Focus	Reference	Database/Source
Family resilience framework	Community	Walsh, F. (2013). Community-based practice applications of a family resilience framework. In D. S. Becvar, & D. S., (pp. 65-82). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-3917-2_5	PsycINFO
From risk to resilience: promoting school-health partnerships for children	Education	Richardson, J. W. (2008). From risk to resilience: Promoting school-health partnerships for children. <i>International Journal of Educational Reform</i> , 17(1), 19-36.	ERIC
Including role strain and adaption to strengths based model for counseling <i>*Also in Interventions</i>	Community	Bowman, P. J. (2006). Role strain and adaptation issues in the strength-based model: Diversity, multilevel, and life-span considerations. <i>Counseling Psychologist</i> , 34(1), 118-133.	ERIC
Project Competence	Community	Masten, A. S., & Powell, J. L. (2003). A resilience framework for research, policy, and practice. In S. S. Luthar, & S. S., (pp. 1-25). New York, NY, US: Cambridge University Press.	PsycINFO
Resilience, brain development, poverty, child maltreatment, and cultural interpretation of behavior	Education	Novick, R., & Northwest Regional Educational Lab, Portland, OR Child, Family, and Community Program. (1999). <i>Family involvement & beyond: School-based child and family support programs.</i>	ERIC
Resiliency based social learning: a strengths based approach	Health	Lietz, C. A. (2004). Resiliency based social learning: A strengths based approach. <i>Residential Treatment for Children & Youth</i> , 22(2), 21-36.	PsycINFO
Role of after school programs for school success	Community	Miller, B. M. (2003). Critical hours: Afterschool programs and educational success.	ERIC
Sanctuary model for creating change in community organizations	Community	Bloom, S. L. (2005). Creating sanctuary for kids: Helping children to heal from violence. <i>Therapeutic Communities</i> , 26(1), 54-60.	PsycINFO
School social workers promoting resilience, youth development through community service	Education	Leyba, E. (2010). How school social workers integrate service opportunities into multiple elements of practice. <i>Children & Schools</i> , 32(1), 27-49.	ERIC
The preconception stress and resiliency pathways model	Community	Ramey, S. L., Schafer, P., DeClerque, J. L., Lanzi, R. G., Hobel, C., Shalowitz, M., . . . Raju, T. N. K. (2015). The preconception stress and resiliency pathways model: A multi-level framework on maternal, paternal, and child health disparities derived by community-based participatory research. <i>Maternal and Child Health Journal</i> , 19(4), 707-719. doi:10.1007/s10995-014-1581-1	PsycINFO

Technical Appendix II-A: Conceptual Models and Analytic Frameworks for Social-Emotional Development and Well-being

The role of spirituality and religion in promoting stress resilience in survivors of childhood trauma	Community	Brewer-Smyth, K., & Koenig, H. G. (2014). Could spirituality and religion promote stress resilience in survivors of childhood trauma? <i>Issues in Mental Health Nursing</i> , 35(4), 251-256. doi:10.3109/01612840.2013.873101	PsycINFO
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Technical Appendix II-A: Conceptual Models and Analytic Frameworks for Social-Emotional Development and Well-being

Topic	Focus	Reference	Database/ Source
Theory of change framework for a home visiting intervention	Families	de la Rosa, I. A., Perry, J., Dalton, L. E., & Johnson, V. (2005). Strengthening families with first-born children: Exploratory study of the outcomes of a home visiting intervention. <i>Research on Social Work Practice</i> , 15(5), 323-338.	PsycINFO
Transactional resilience framework	Community	Leyba, E. (2010). How school social workers integrate service opportunities into multiple elements of practice. <i>Children & Schools</i> , 32(1), 27-49.	PsycINFO
Trauma, terrorism and disasters	Education, Health	Pfefferbaum, B. J., Reissman, D. B., Pfefferbaum, R. L., Klomp, R. W., & Gurwitch, R. H. (2007). Building resilience to mass trauma events. In L. S. Doll, S. E. Bonzo, J. A. Mercy, D. A. Sleet, L. S., (pp. 347-358). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-0-387-29457-5_19	PsycINFO
We are the medicine: a brain-smart approach to improving child well-being and population health”	Health	C. Bethell, 2015. <i>We are the Medicine</i> ; www.cahmi.org	CAHMI

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Aggression Replacement Training (ART)	Juvenile Justice	Amendola, A. M., & Oliver, R. W. (2013). Aggression replacement training and childhood trauma. <i>Reclaiming Children and Youth</i> , 22(2), 56-61. Calame, R., Parker, K., Amendola, M., & Oliver, R. (2011). Resiliency and aggression replacement training with families. <i>Reclaiming Children and Youth</i> , 20(3), 47-50.
Art Education	Emergency Housing & Homeless	Morasco, K. (2013). Art education for children and youth living in an emergency housing shelter.
Art Therapy	Emergency Housing	Howie, P., Burch, B., Conrad, S., & Shambaugh, S. (2002). Releasing trapped images: Children grapple with the reality of the September 11 attacks. <i>Art Therapy</i> , 19(3), 100-105. doi:10.1080/07421656.2002.10129401
Arts-Based Learning	Multiple-Settings	Smilan, C. (2009). Building resiliency to childhood trauma through arts-based learning. <i>Childhood Education</i> , 85(6), 380.
Attachment and Biobehavioral Catch-up (ABC)	Foster Care	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care—vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x
Attachment-Based Family Therapy (ABFT)	Clinical & Therapeutic Settings	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=314
Attachment, Regulation & Competency (ARC)	Preschool	Holmes, C., Levy, M., Smith, A., Pinne, S., & Neese, P. (2015). A model for creating a supportive trauma-informed culture for children in preschool settings. <i>Journal of Child and Family Studies</i> , 24(6), 1650-1659. doi:10.1007/s10826-014-9968-6
Bounce Back	Elementary Schools	Langley, A., DeCarlo Santiago, C., Rodríguez, A., & Zelaya, J. (2013). Improving implementation of mental health services for trauma in multicultural elementary schools: Stakeholder perspectives on parent and educator engagement. <i>The Journal of Behavioral Health Services & Research</i> , 40(3), 247-262. doi:10.1007/s11414-013-9330-6

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Brainology	Secondary Schools	Donohoe, C., Topping, K., & Hannah, E. (2012). The impact of an online intervention (Brainology) on the mindset and resiliency of secondary school pupils: A preliminary mixed methods study. <i>Educational Psychology</i> , 32(5), 641-655.
Bucharest Early Intervention Project (BEIP)	Foster Care	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care–vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x
Building Heart	Schools, Sports	Bell, C. C., & Suggs, H. (1998). Using sports to strengthen resiliency in children: Training heart. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 7(4), 859-865.
Child and Family Traumatic Stress Intervention (CFTSI)	Clinical & Therapeutic Settings	Berkowitz, S. J. (2012). Childhood trauma and adverse experience and forensic child psychiatry: The Penn Center for Youth and Family Trauma Response and Recovery. <i>Journal of Psychiatry & Law</i> , 40(1), 5-22. SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=305
Child-Adult Relationship Enhancement (CARE)	Non-Clinical Settings	Guarino, K., & Bassuk, E. (2010). Working with families experiencing homelessness: Understanding trauma and its impact. <i>Zero to Three</i> , 30(3), 11-20.
Child-Centered Play Therapy (CCPT) for Refugee Children	Schools	Schottelkorb, A. A., Dumas, D. M., & Garcia, R. (2012). Treatment for childhood refugee trauma: A randomized, controlled trial. <i>International Journal of Play Therapy</i> , 21(2), 57-73. doi:10.1037/a0027430
Cognitive Behavioral Intervention for Trauma in Schools (CBITS)	Schools	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=153
Collaborative Problem Solving Approach (CPS)	Multiple-Settings	Info at: http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/#sthash.wQeIJSx9.dpuf
Compassionate Schools	Schools	Wilson, M. A. (2013). Compassionate school model: Creating trauma sensitive schools.

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Connections Kit	Schools, Community-Based Settings	Dialog Systems, Inc., Social and Health Services, Ltd. (1993). Connections Kit.
Constructive Family Ritual Constructing	Home	Kiser, L. J. (2007). Protecting children from the dangers of urban poverty. <i>Clinical Psychology Review</i> , 27(2), 211-225. doi:10.1016/j.cpr.2006.07.004
Early Childhood Mental Health Consultation (ECMHC)	Preschools	Holmes, C., Levy, M., Smith, A., Pinne, S., & Neese, P. (2015). A model for creating a supportive trauma-informed culture for children in preschool settings. <i>Journal of Child and Family Studies</i> , 24(6), 1650-1659. doi:10.1007/s10826-014-9968-6
Essence of Being Real	Community	Wilkerson, J.L. (2002). <i>The Essence of Being Real: relational peer support for men and women who have experienced trauma</i> . Sidran Press: Baltimore, MD.
Eye Movement Desensitization and Reprocessing (EMDR)	Outpatient Settings	Soberman, G. B., Greenwald, R., & Rule, D. L. (2002). A controlled study of eye movement desensitization and reprocessing (EMDR) for boys with conduct problems. <i>Journal of Aggression, Maltreatment & Trauma</i> , 6(1), 217-236. doi:10.1300/J146v06n01_11 SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=199
Families Overcoming Under Stress <i>*Also listed in Program</i>	Military	Lester, P., Stein, J. A., Saltzman, W., Woodward, K., MacDermid, S. W., Milburn, N., . . . Beardslee, W. (2013). Psychological health of military children: Longitudinal evaluation of a family-centered prevention program to enhance family resilience. <i>Military Medicine</i> , 178(8), 838-845. doi:10.7205/MILMED-D-12-00502 Lester, P., Leskin, G., Woodward, K., Saltzman, W., Nash, W., Mogil, C., . . . Beardslee, W. (2011). Wartime deployment and military children: Applying prevention science to enhance family resilience. In S. M. Wadsworth, D. Riggs, S. M. (pp. 149-173). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4419-7064-0_8 Murphy, R. A., & Fairbank, J. A. (2013). Implementation and dissemination of military informed and evidence-based interventions for community dwelling military families. <i>Clinical Child and Family Psychology Review</i> , 16(4), 348-364. doi:10.1007/s10567-013-0149-8

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Family Depression Program (FDP)	Mental Health Clinics	Butler, S. F., Budman, S. H., & Beardslee, W. (2000). Risk reduction in children from families with parental depression: A videotape psychoeducation program. <i>National Academies of Practice Forum: Issues in Interdisciplinary Care</i> , 2(4), 267-276.
Family Nurture Intervention	NICU	Info at: http://www.biomedcentral.com/1471-2431/12/14
Feeling Well and Doing Well	Schools	Brunzell, T., Waters, L., & Stokes, H. (2015). Teaching with strengths in trauma-affected students: A new approach to healing and growth in the classroom. <i>American Journal of Orthopsychiatry</i> , 85(1), 3-9. doi:10.1037/ort0000048
Filming Interactions to Nurture Development (FIND) Video Coaching	Home	Info at: http://developingchild.harvard.edu/innovation-application/innovation-in-action/find/
FOCUS Family Resilience Enhancement Program	Mental Health Clinics, Military	Saltzman, W. R., Pynoos, R. S., Lester, P., Layne, C. M., & Beardslee, W. R. (2013). Enhancing family resilience through family narrative co-construction. <i>Clinical Child and Family Psychology Review</i> , 16(3), 294-310. doi:10.1007/s10567-013-0142-2
Fostering Individualized Assistance Program (FIAP)	Foster Care	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care—vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x
Grief and Trauma Intervention for Children	Schools, Home	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=259
Healthy Start + Family Thriving Program	Home	Info at: http://www.promisingpractices.net/program.asp?programid=271
I feel better now!	Schools	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=244

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Incredible Years (IY) Intervention	Foster Care	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care–vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x
Integrative Treatment of Complex Trauma for Adolescents (ITCT-A)	Mental Health Clinics	Kagan, R., & Spinazzola, J. (2013). Real life heroes in residential treatment: Implementation of an integrated model of trauma and resiliency-focused treatment for children and adolescents with complex PTSD. <i>Journal of Family Violence</i> , 28(7), 705-715. doi:10.1007/s10896-013-9537-6
Keeping Foster Parents Trained and Supported (KEEP)	Foster Care	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care–vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x
Loss and Survival Team (LOSS)	Schools	Salloum, A., & Overstreet, S. (2008). Evaluation of individual and group grief and trauma interventions for children post disaster. <i>Journal of Clinical Child and Adolescent Psychology</i> , 37(3), 495-507.
Middle School Success (MSS) <i>*A derivative of KEEP</i>	Foster Care	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care–vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x
Motivation-Adaptive Skills-Trauma Resolution (MASTR) Therapy	Multiple-Settings, Counseling	Greenwald, R. (2005). <i>Child trauma handbook: A guide for helping trauma-exposed children and adolescents</i> . Binghamton, NY, US: Haworth Maltreatment and Trauma Press/The Haworth Press.
Move with Me - Movement and Mindfulness for Early Learning	Home	National TA Center for Children's Mental Health. Available at http://move-with-me.com
Multidimensional Treatment Foster Care for Adolescents (MTFC-A)	Foster Care	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care–vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Multidimensional Treatment Foster Care for Preschoolers (MTFC-P)	Foster Care	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care–vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x
Newborn Individualized Developmental Care and Assessment Program (NIDCAP)	NICU	Info at: http://www.promisingpractices.net/program.asp?programid=103
Parent-Child Interaction Therapy	Multiple-Settings	<p>Guarino, K., & Bassuk, E. (2010). Working with families experiencing homelessness: Understanding trauma and its impact. <i>Zero to Three</i>, 30(3), 11-20.</p> <p>Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care–vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i>, 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x</p> <p>Murphy, R. A., & Fairbank, J. A. (2013). Implementation and dissemination of military informed and evidence-based interventions for community dwelling military families. <i>Clinical Child and Family Psychology Review</i>, 16(4), 348-364. doi:10.1007/s10567-013-0149-8</p> <p>SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=23</p>
ParentCorps	Low-Income Communities	SAMHSA's National Registry of Evidence-Based Programs. Available at http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=246
Penn Resiliency Program (PRP)	Schools	<p>Gillham, J. E., Hamilton, J., Freres, D. R., Patton, K., & Gallop, R. (2006). Preventing depression among early adolescents in the primary care setting: A randomized controlled study of the Penn Resiliency Program. <i>Journal of Abnormal Child Psychology</i>, 34(2), 195-211.</p> <p>Reivich, K., & Gillham, J. (2010). Building resilience in youth: The Penn Resiliency Program. <i>Communique</i>, 38(6), 16-19.</p>

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Play and Learning Strategies (PALS)	Home	Info at: https://www.childrenslearninginstitute.org/programs/play-and-learning-strategies-pals/
Prolonged Exposure Therapy for Adolescents (PE-A)	Mental Health Clinics	Gilboa-Schechtman, E., Foa, E., Shafran, N., et al. (2010). Prolonged exposure versus dynamic therapy for adolescent PTSD: A pilot randomized controlled trial. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 49(10), 1034-1042. More info here: http://www.childtrends.org/?programs=prolonged-exposure-therapy-for-adolescents-pe-a
RALLY (Responsive Advocacy for Life and Learning in Youth)	Schools	Noam, G. G., & Malti, T. (2008). Responding to the crisis: RALLY's developmental and relational approach. <i>New Directions for Youth Development</i> , (120), 31-55.
Real Life Heroes	Residential Treatment	Kagan, R., & Spinazzola, J. (2013). Real life heroes in residential treatment: Implementation of an integrated model of trauma and resiliency-focused treatment for children and adolescents with complex PTSD. <i>Journal of Family Violence</i> , 28(7), 705-715. doi:10.1007/s10896-013-9537-6
Rebooting the Brain	Early Childhood Education	McLintock, B. (2011). Rebooting the brain: Using early childhood education to heal trauma from abuse and neglect. <i>Exchange: The Early Childhood Leaders' Magazine</i> since 1978, (201), 65-67.
Resiliency Partnership-Directed Approach (RPD)	Community, Family, Early Childhood Education	Fantuzzo, J., Coolahan, K. C., & Weiss, A. D. (1997). Resiliency partnership-directed intervention: Enhancing the social competencies of preschool victims of physical abuse by developing peer resources and community strengths. In D. Cicchetti, S. L. Toth, D. (pp. 463-489). Rochester, NY, US: University of Rochester Press.
Resilient Children Making Health Choices Project	Early Childhood Education	Dubas, J. S., Lynch, K. B., Galano, J., Geller, S., & Hunt, D. (1998). Preliminary evaluation of a resiliency-based preschool substance abuse and violence prevention project. <i>Journal of Drug Education</i> , 28(3), 235-55.
Restorative Integral Support (RIS)	Multiple-Settings, Counseling	Larkin, H., Beckos, B. A., & Shields, J. J. (2012). Mobilizing resilience and recovery in response to Adverse Childhood Experiences (ACE): A Restorative Integral Support (RIS) case study. <i>Journal of Prevention & Intervention in the Community</i> , 40(4), 335-346. doi:10.1080/10852352.2012.707466

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Role Strain Adaptation of the Strengths Based Model of Individual counseling <i>*Also in Frameworks</i>	Multiple-Settings, Counseling	Bowman, P. J. (2006). Role strain and adaptation issues in the strength-based model: Diversity, multilevel, and life-span considerations. <i>Counseling Psychologist</i> , 34(1), 118-133.
Self Care	Foster Care	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care–vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x
Somatic Experiencing (SE™)	Mental Health Clinics	Info at: http://www.traumahealing.com
Starting Early Starting Smart (SESS)	Pediatric Healthcare, Early Childhood Education	Hanson, L., Deere, D., Lee, C. A., Lewin, A., & Seval, C. (2001). Key principles in providing integrated behavioral health services for young children and their families: The "Starting Early Starting Smart" experience.
Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)	Group Homes	Wonderlich, S. A., Simonich, H. K., Myers, T. C., LaMontagne, W., Hoesel, J., Erickson, A. L., . . . Crosby, R. D. (2011). Evidence-based mental health interventions for traumatized youth: A statewide dissemination project. <i>Behaviour Research and Therapy</i> , 49(10), 579-587. doi:10.1016/j.brat.2011.07.003
Students Speak Out	Schools	Welkowitz, J. A., Broer, S. M., Topper, K., Thomas, C., Backus, L., Hamilton, R., & University of South Florida, Tampa Research and Training Center for Children's Mental Health. (2000). Students speak out: Preliminary qualitative findings of a Mentor/Advisor project.
Teaching With Strengths in Trauma-Affected Students	Schools	Brunzell, T., Waters, L., & Stokes, H. (2015). Teaching with strengths in trauma-affected students: A new approach to healing and growth in the classroom. <i>American Journal of Orthopsychiatry</i> , 85(1), 3-9. doi:10.1037/ort0000048
The Portland Touchstone Project	Schools, Community-Based Settings	Mitchell, S. J., & Portland Public Schools, OR Research and Evaluation Dept. (1996). Portland public schools touchstone project: Final evaluation report, 1994-1996. Mitchell, S. J., & Portland Public Schools, OR Research and Evaluation Dept. (1997). Touchstone project evaluation report, 1996-1997.

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
The Strong Teens Social and Emotional Learning Curriculum	Residential Treatment	Isava, D. M. (2007). An investigation on the impact of a social emotional learning curriculum on problem symptoms and knowledge gains among adolescents in a residential treatment center.
Therapeutic Yoga for Youth and Caregivers	Mental Health Clinics	Berkowitz, S. J. (2012). Childhood trauma and adverse experience and forensic child psychiatry: The Penn Center for Youth and Family Trauma Response and recovery. <i>Journal of Psychiatry & Law</i> , 40(1), 5-22.
Tools for "Iina" (Life)	Community, Navajo	Arviso, V., Welle, D., Todacheene, G., Chee, J. S., Hale-Showalter, G., Waterhouse, S., . . . and S. J. (2012). Tools for "Iina" (life): The journey of the "Iina" curriculum to the glittering world. <i>American Indian and Alaska Native Mental Health Research: The Journal of the National Center</i> , 19(1), 124-139.
Trauma Affect Regulation: Guide for Education and Therapy (TARGET)	Multiple-Settings	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=258

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Trauma Focused TF-CBT	Multiple-Settings	<p>Wonderlich, S. A., Simonich, H. K., Myers, T. C., LaMontagne, W., Hoesel, J., Erickson, A. L., . . . Crosby, R. D. (2011). Evidence-based mental health interventions for traumatized youth: A statewide dissemination project. <i>Behaviour Research and Therapy</i>, 49(10), 579-587. doi:10.1016/j.brat.2011.07.003</p> <p>Holmes, C., Levy, M., Smith, A., Pinne, S., & Neese, P. (2015). A model for creating a supportive trauma-informed culture for children in preschool settings. <i>Journal of Child and Family Studies</i>, 24(6), 1650-1659. doi:10.1007/s10826-014-9968-6</p> <p>Schottelkorb, A. A., Dumas, D. M., & Garcia, R. (2012). Treatment for childhood refugee trauma: A randomized, controlled trial. <i>International Journal of Play Therapy</i>, 21(2), 57-73. doi:10.1037/a0027430</p> <p>Sigel, B. A., Kramer, T. L., Connors-Burrow, N., Church, J. K., Worley, K. B., & Mitrani, N. A. (2013). Statewide dissemination of trauma-focused cognitive-behavioral therapy (TF-CBT). <i>Children and Youth Services Review</i>, 35(6), 1023-1029. doi:10.1016/j.chilyouth.2013.03.012</p> <p>Berkowitz, S. J. (2012). Childhood trauma and adverse experience and forensic child psychiatry: The Penn Center for Youth and Family Trauma Response and Recovery. <i>Journal of Psychiatry & Law</i>, 40(1), 5-22.</p> <p>Murphy, R. A., & Fairbank, J. A. (2013). Implementation and dissemination of military informed and evidence-based interventions for community dwelling military families. <i>Clinical Child and Family Psychology Review</i>, 16(4), 348-364. doi:10.1007/s10567-013-0149-8</p>
Trauma Systems therapy (TST)	Mental Health Clinics	<p>Saxe, G. N., Ellis, B. H., & Kaplow, J. B. (2007). Collaborative treatment of traumatized children and teens: The trauma systems therapy approach. New York, NY, US: Guilford Press.</p> <p>Ellis, B. H., Saxe, G. N., & Twiss, J. (2011). Trauma systems therapy: Intervening in the interaction between the social environment and a child's emotional regulation. In V. Ardino, & V. (pp. 373-390) Wiley-Blackwell.</p>

Technical Appendix II-B: Evidence-Based and Trauma-Informed Interventions

Intervention	Setting	Reference(s)/Website
Trauma-Focused Child-Parent Psychotherapy (CPP)	Mental Health Clinics	Lieberman, A. F., & Van Horn, P. (2009). Giving voice to the unsayable: Repairing the effects of trauma in infancy and early childhood. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 18(3), 707-720. doi:10.1016/j.chc.2009.02.007 SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=194
Traumatic Incident Reduction (TIR)	Healthcare, Justice	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=245
Treatment for Children Disfigured by Physical Trauma	Multiple-Settings, Counseling	Blakeney, P., Robert, R., & Meyer, W. J. (1998). Psychological and social recovery of children disfigured by physical trauma: Elements of treatment supported by empirical data. <i>International Review of Psychiatry</i> , 10(3), 196-200. doi:10.1080/09540269874772
Trust-Based Relational Intervention®	Home	McKenzie, L. B., Purvis, K. B., & Cross, D. R. (2014). A trust-based home intervention for special-needs adopted children: A case study. <i>Journal of Aggression, Maltreatment & Trauma</i> , 23(6), 633-651. doi:10.1080/10926771.2014.920454
Wilderness Adventure Program for Young Offenders	Outdoor/ Wilderness	Russell, K. C., & Walsh, M. A. (2011). An exploratory study of a wilderness adventure program for young offenders. <i>Journal of Experiential Education</i> , 33(4), 398-401.

Technical Appendix II-C: Programs

Program	Focus	Reference(s)/Website	Database/Source
After Deployment Adaptive Parenting Tools Program (ADAPT)/Parent Management Training-Oregon (PMTO) Intervention	Military	Murphy, R. A., & Fairbank, J. A. (2013). Implementation and dissemination of military informed and evidence-based interventions for community dwelling military families. <i>Clinical Child and Family Psychology Review</i> , 16(4), 348-364. doi:10.1007/s10567-013-0149-8	PsycINFO
Alameda County School-Based Clinics	Schools	Waters, J. A. (2002). Moving forward from September 11: A stress/crisis/trauma response model. <i>Brief Treatment and Crisis Intervention</i> , 2(1), 55-74. doi:10.1093/brief-treatment/2.1.55	PsycINFO
Assuring Better Child Health and Development (ABCD) Program	Healthcare, State-level Medicaid Programs	Info at: http://www.nashp.org/abcd-history/	NICHQ
AVANCE	Home	Chavkin, N. F., Gonzalez, J., ERIC Clearinghouse on Rural Education and Small Schools, & AEL, Inc., Charleston, W.V. (2000). Mexican immigrant youth and resiliency: Research and promising programs. <i>ERIC Digest</i> .	ERIC
Chadwick Trauma-Informed Systems Project	Social Welfare	Info at: http://www.chadwickcenter.org/CTISP/images/CTISPTICWAdminGuide2ndEd2013.pdf	NCTSN
Chicago Parent Program	Early Childhood Education	Info at: http://www.chicagoparentprogram.org	Web-Based
Child Development-Community Policing program (CDCP)	Law Enforcement	Murphy, R.A. et al., 2005. Acute service delivery in a police-mental health program for children exposed to violence and trauma. <i>The Psychiatric quarterly</i> , 76(2), pp.107–121.	PubMed
Child Witness to Violence Project	Healthcare, Community	Info at: http://www.childwitnessstoviolence.org/about-us.html	Web-Based
Circle of Security (COS)	Multiple Settings	Info at: http://circleofsecurity.net	Web-Based
Collaborative Learning for Educational Achievement and Resiliency (CLEAR), Trauma Center (WA)	Education	Info at: http://ext100.wsu.edu/clear/	Web-Based
Coordinated Children's Services Initiative (CCSI)	Community	Cristantiello, S., & Kuntz, A. (2010). What's 'good for the goose': The strengths-based approach with providers. (pp. 213-225). Lanham, MD, US: Jason Aronson.	PsycINFO

Technical Appendix II-C: Programs

Program	Focus	Reference(s)/Website	Database/Source
Core Curriculum for Childhood Trauma	Social Welfare, Education	Duncan, A. N., Stephens-Burden, S., Bickel, A., Northwest Regional, E. L., & Western Regional Center for Drug-Free Schools and Communities. (1996). Effective comprehensive prevention programs: A planning guide.	ERIC
Data Resource Center	Within Healthcare, Communities	Info at: http://www.cahmi.org/projects/drc/	CAHMI
Dion Initiative for Child Well-Being and Bullying Prevention	Schools, Foster Care	Info at: http://brad552.wix.com/dioninitiative#!mission/c12xt	Web-Based
Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response	Schools	United States Agency for International Development. (2009). Doorways I: Student training manual on school-related gender-based violence prevention and response US Agency for International Development.	ERIC
DULCE	Healthcare, Justice	Info at: https://www.bmc.org/Project-DULCE/manual.htm	NICHQ
Erie County Wraparound Program	Community	Patton, R. A. (2008). Efficacy of wraparound services for in-home and foster children.	PsycINFO
Families Overcoming Under Stress <i>*Also in Interventions</i>	Military	Lester, P., Stein, J. A., Saltzman, W., et al. (2013). Psychological health of military children: Longitudinal evaluation of a family-centered prevention program to enhance family resilience. <i>Military Medicine</i> , 178(8), 838-845. doi:10.7205/MILMED-D-12-00502 Lester, P., Leskin, G., Woodward, et al. (2011). Wartime deployment and military children: Applying prevention science to enhance family resilience. In S. M. Wadsworth, D. Riggs, S. M. (pp. 149-173). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4419-7064-0_8 Murphy, R. A., & Fairbank, J. A. (2013). Implementation and dissemination of military informed and evidence-based interventions for community dwelling military families. <i>Clinical Child and Family Psychology Review</i> , 16(4), 348-364. doi:10.1007/s10567-013-0149-8	PsycINFO

Technical Appendix II-C: Programs

Program	Focus	References/Website	Source/ Database
Family Bereavement Program	Multiple Settings	Kriechman, A., Salvador, M., & Adelsheim, S. (2010). Expanding the vision: The strengths-based, community-oriented child and adolescent psychiatrist working in schools. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 19(1), 149-162. doi:10.1016/j.chc.2009.08.005 Sandler, I. N., Wolchik, S. A., Ayers, T. S., Tein, J., Coxe, S., & Chow, W. (2008). Linking theory and intervention to promote resilience in parentally bereaved children. In M. S. Stroebe, R. O. Hansson, H. Schut, W. Stroebe, M. S., (pp. 531-550). Washington, DC, US: American Psychological Association. doi:10.1037/14498-025	PsycINFO
Family Foundations	Community	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=236	NREPP
Global Center for Resiliency and Wellbeing "Resiliency and Happiness Programs"	Multiple Settings	Info at: http://stressfree.org/global-center-for-resiliency-and-wellbeing/	Web-Based
Going Beyond Clinic Walls	Healthcare, Communities	Info at: https://www.icsi.org/health_initiatives/accountable_health/going_beyond_clinical_walls/	Web-Based
Head Start Trauma Start	Early Childhood Education	Holmes, C., Levy, M., Smith, A., Pinne, S., & Neese, P. (2015). A model for creating a supportive trauma-informed culture for children in preschool settings. <i>Journal of Child and Family Studies</i> , 24(6), 1650-1659. doi:10.1007/s10826-014-9968-6	PsycINFO
Healthy Environments to Respond to Trauma in Schools (HEARTS)	Schools	Info at: http://coe.ucsf.edu/coe/spotlight/ucsf_hearts.html	Web-Based
Healthy Steps	Within Healthcare	Briggs, R. D., Silver, E. J., Krug, L. M., et al. (2014). Healthy steps as a moderator: The impact of maternal trauma on child social-emotional development. <i>Clinical Practice in Pediatric Psychology</i> , 2(2), 166-175. doi:10.1037/cpp0000060	PsycINFO
Heroic Choices	Community	Britt, A. M. (2006). A national children's resiliency response initiative: 2006-2007 plan to help Katrina's kids.	ERIC
Home Visiting Program (Title V): Child First	Home	Info at: http://homvee.acf.hhs.gov/Model/1/Child-FIRST/42/1	ACF

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Program	Focus	References/Website	Source/ Database
Home Visiting Program (Title V): Early Head Start	Home	Info at: http://homvee.acf.hhs.gov/Model/1/Early-Head-Start-Home-Visiting--EHS-HV-/8/1	ACF
Home Visiting Program (Title V): Family Check-Up	Home	Info at: http://homvee.acf.hhs.gov/Model/1/Family-Check-Up-sup---sup--For-Children/9/1	ACF
Home Visiting Program (Title V): Healthy Families America	Home	Info at: http://homvee.acf.hhs.gov/Model/1/Healthy-Families-America--HFA--sup---sup-/10/1	ACF
Home Visiting Program (Title V): Healthy Steps	Home	Info at: http://homvee.acf.hhs.gov/Model/1/Healthy-Steps--National-Evaluation-1996-Protocol-/12/1	ACF
Home Visiting Program (Title V): Home Instruction for Parents of Preschool Youngsters (HIPPIY)	Home	Info at: http://homvee.acf.hhs.gov/Model/1/Home-Instruction-for-Parents-of-Preschool-Youngsters--HIPPIY--sup---sup-/13/1	ACF
Home Visiting Program (Title V): Nurse-Family Partnership	Home	Miller, T.R., 2015. Projected Outcomes of Nurse-Family Partnership Home Visitation During 1996-2013, USA. <i>Prevention Science</i> , 16(6), pp.765–777. Info at: http://homvee.acf.hhs.gov/Model/1/Nurse-Family-Partnership--NFP--sup---sup-/14/1	PubMed ACF
Home Visiting Program (Title V): Parents as Teachers (PAT)	Home	Info at: http://homvee.acf.hhs.gov/Model/1/Parents-as-Teachers--PAT--sup---sup-/16/1	ACF
Home Visiting Program: Building Healthy Children (BHC)	Home	Paradis, H.A. et al., 2013. Building healthy children: evidence-based home visitation integrated with pediatric medical homes. <i>Pediatrics</i> , 132 Suppl 2, pp. S174–S179.	PubMed
Home Visiting Program: Family Spirit	Home	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=361	NREPP
Home Visiting Program: Minding the Baby	Home	Info at: http://mtb.yale.edu	NICHQ
Home Visiting Program: Project SafeCare	Home	Info at: http://www.cehd.umn.edu/ceed/inpersontrainings/steepsibtraining.html	Web-Based
Home Visiting Program: Strengthening Families with Firstborn Children	Home	de la Rosa, I. A., Perry, J., Dalton, L. E., & Johnson, V. (2005). Strengthening families with first-born children: Exploratory story of the outcomes of a home visiting intervention. <i>Research on Social Work Practice</i> , 15(5), 323-338.	PsycINFO

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Program	Focus	References/Website	Source/ Database
Hopeworks 'N Camden	Community	Info at: http://hopeworks.org/youth-development/	Web-Based
I Sing the Body Electric	Schools, Community	Phillips, K., Dietz, J., Borzi, M., & Harrison, G. (2006). I sing the body electric: Description of an innovative health promotion and fine arts program for adolescents. <i>International Electronic Journal of Health Education</i> , 9, 154-165.	PsycINFO
Infant Health and Development Program	Early Childhood Education	Info at: http://www.promisingpractices.net/program.asp?programid=136	NICHQ
Kognito Family of Heroes	Military, Online	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=312	NREPP
Living in the Face of Trauma (LIFT)	Healthcare	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=202	NREPP
Massachusetts Child Psychiatry Access Project (MCPAP)	Early Childhood Education, Schools	Kriechman, A., Salvador, M., & Adelsheim, S. (2010). Expanding the vision: The strengths-based, community-oriented child and adolescent psychiatrist working in schools. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 19(1), 149-162. doi:10.1016/j.chc.2009.08.005	PsycINFO
Massachusetts Department of Justice Youth Services Secure Residential Treatment-Pilot	Juvenile Justice	McMackin, R. A., Leisen, M. B., Sattler, et al. (2002). Preliminary development of trauma-focused treatment groups for incarcerated juvenile offenders. In R. Greenwald, & R. (pp. 175-199). Binghamton, NY, US: Haworth Maltreatment and Trauma Press/The Haworth Press.	PsycINFO
Military Kids Connect	Military, Online	Murphy, R. A., & Fairbank, J. A. (2013). Implementation and dissemination of military informed and evidence-based interventions for community dwelling military families. <i>Clinical Child and Family Psychology Review</i> , 16(4), 348-364. doi:10.1007/s10567-013-0149-8	PsycINFO
Military-Informed Schools * COMPACT: Interstate Compact on two Educational Opportunities for Military Children * BCMCS: Building Capacity in Military-Connected Schools	Military, Schools	Murphy, R. A., & Fairbank, J. A. (2013). Implementation and dissemination of military informed and evidence-based interventions for community dwelling military families. <i>Clinical Child and Family Psychology Review</i> , 16(4), 348-364. doi:10.1007/s10567-013-0149-8	PsycINFO

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Program	Focus	References/Website	Source/ Database
<i>MindUp</i> , Scholastic	Schools	Brunzell, T., Waters, L., & Stokes, H. (2015). Teaching with strengths in trauma-affected students: A new approach to healing and growth in the classroom. <i>American Journal of Orthopsychiatry</i> , 85(1), 3-9. doi:10.1037/ort0000048	PsycINFO
Mobile Dad	Military	Murphy, R. A., & Fairbank, J. A. (2013). Implementation and dissemination of military informed and evidence-based interventions for community dwelling military families. <i>Clinical Child and Family Psychology Review</i> , 16(4), 348-364. doi:10.1007/s10567-013-0149-8	PsycINFO
Mobilizing Action for Resilient Workplaces (MARW), Wisconsin Collective Impact Coalition	Workplaces	Description at: http://www.healthfederation.org/wp-content/uploads/2015/10/HFP_MARC-Press-Release_2015-10-29-1.pdf	RWJF MARC
Oregon Resiliency Project/ Strong Kids Program	Schools	Merrell, K. W. (2010). Linking prevention science and social and emotional learning: The Oregon Resiliency Project. <i>Psychology in the Schools</i> , 47(1), 55-70.	ERIC
Parent Child Home Program	Early Childhood Education	Info at: http://www.parent-child.org	NICHQ
ParentCorps	Schools	Brotman, LM; Dawson-McClure, S; Kamboukos, D; Huang, KY; Calzada, EJ; Goldfeld, K; Petkova, E. Effects of ParentCorps in Prekindergarten on Child Mental Health and Academic Performance Follow-up of a Randomized Clinical Trial Through 8 Years of Age. <i>JAMA Pediatr.</i> 2016;170(12):1149-1155. doi:10.1001/jamapediatrics.2016.1891.	PubMed
Parent Further	Community, Online	Info at: http://www.parentfurther.com	Web-Based
Parentivity	Community, Online	Info at: http://www.parentivity.org	Web-Based
Pediatric Medical Traumatic Stress Toolkit for Health Care Providers	Within Healthcare	Info at: http://www.nctsn.org/trauma-types/pediatric-medical-traumatic-stress-toolkit-for-health-care-providers	NCTSN
Penn Center for Youth and Family Trauma Response and Recovery (CYFTRR)	Within Healthcare	Berkowitz, S. J. (2012). Childhood trauma and adverse experience and forensic child psychiatry: The Penn Center for Youth and Family Trauma Response and Recovery. <i>Journal of Psychiatry & Law</i> , 40(1), 5-22.	PsycINFO

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Program	Focus	References/Website	Source/ Database
Positive Behavior Interventions and Supports (PBIS) Model	Schools	Info at: https://www.pbis.org	RWJF <i>Change in Mind</i>
Program at Erie Neighborhood House	Social Welfare, Community	Baker, B. M. (2010). Promoting resilience: A program for children at risk for child maltreatment and their families.	PsycINFO
Program in Education, After School, and Resiliency (PEAR)	Schools, Foster Care	Info at: http://www.pearweb.org	RWJF <i>Change in Mind</i>
Project REACH	Schools	Robinson, W. L., & Others, A. (1993). Risk behavior in adolescence: Methodological challenges in school-based research. <i>School Psychology Quarterly</i> , 8(4), 241-54.	PsycINFO
Promoting Healthy Development Survey (PHDS)	Within Healthcare	Info at: http://www.cahmi.org/projects/phds/	CAHMI
Reaching Educators, Children and Parents (RECAP)	Schools	Info at: http://www.promisingpractices.net/program.asp?programid=155	NICHQ
READY4K! Program for Preschool Parents	Online (Text)	Info at: http://www.edcentral.org/ready-4k/	Web-Based
Real Life Heroes (RLH) <i>*Could also be considered an intervention</i>	Social Welfare	Kagan, R., & Spinazzola, J. (2013). Real life heroes in residential treatment: Implementation of an integrated model of trauma and resiliency-focused treatment for children and adolescents with complex PTSD. <i>Journal of Family Violence</i> , 28(7), 705-715. doi:10.1007/s10896-013-9537-6 Kagan, R., Henry, J., Richardson, M., Trinkle, J., & LaFrenier, A. (2014). Evaluation of Real Life Heroes treatment for children with complex PTSD. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> , 6(5), 588-596. doi:10.1037/a0035879	PsycINFO
Restoration Center Community Planning Project	Community, Faith-Based Organizations	Chung, B. et al., 2011. Project overview of the Restoration Center Los Angeles: steps to wholeness--mind, body, and spirit. <i>Ethnicity & disease</i> , 3 Suppl 1, pp.S1–100–6.	PubMed
Ripple Effects Whole Spectrum Intervention System	School, Online	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=210	NREPP
RULER	Schools	Info at: http://ei.yale.edu/ruler/ruler-overview/	Web-Based

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Program	Focus	References/Website	Source/ Database
Sanctuary Model <i>*Also in Frameworks</i>	Multiple Settings	Bloom, S. L. (2005). Creating sanctuary for kids: Helping children to heal from violence. <i>Therapeutic Communities</i> , 26(1), 54-60.	PsycINFO
Scaling Social Emotional Development in Well Child Care for Young Children	Within Healthcare	NICHQ, Ariadne Labs, and the Einhorn Family Charitable Trust (2015). Promoting Young Children’s Socioemotional Development in Primary Care Project Summary, Recommendations and Next Steps. Report.	NICHQ
Seeking safety <i>*Could also be considered an intervention</i>	Healthcare, Multiple Settings	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=376	NREPP
SITCAP-ART: Sensory Intervention for Traumatized Children, Adolescents and Parents	Juvenile Justice	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=195	NREPP
Steps Towards Effective Enjoyable Parenting (STEEP)	Education	Info at: http://www.cehd.umn.edu/ceed/inpersontrainings/steepsibtraining.html	Web-Based
Strengthening Families	Community	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=44	NREPP
The Action Guide	Schools	Info at: http://actionguide.healthinschools.org/action-guide/	Web-Based
The MegaSkills Program	Schools	Chavkin, N. F., Gonzalez, J., ERIC Clearinghouse on Rural Education and Small Schools, & AEL, Inc., Charleston, W.V. (2000). Mexican immigrant youth and resiliency: Research and promising programs. <i>ERIC Digest</i> .	ERIC
The Seniors Offering Support (SOS) program	Schools	Petri, C. J., Geiger, B. F., Boling, W., Hartline, A., & Powers, C. (2001). Evaluation of the seniors offering support program of Hoover City Schools.	PsycINFO
Trauma Focused Coping (Multimodality Trauma Treatment)	Schools	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=234	NREPP
Trauma Recovery and Empowerment Model (TREM)	Community	SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=158	NREPP

Technical Appendix II-C: Programs

Program	Focus	References/Website	Source/ Database
Treatment Collaborative for Traumatized Youth (TCTY)	Within Healthcare	Wonderlich, S. A., Simonich, H. K., Myers, T. C., LaMontagne, W., Hoesel, J., Erickson, A. L., . . . Crosby, R. D. (2011). Evidence-based mental health interventions for traumatized youth: A statewide dissemination project. <i>Behaviour Research and Therapy</i> , 49(10), 579-587. doi:10.1016/j.brat.2011.07.003	PsycINFO
Triple P	Community	Leve, L. D., Harold, G. T., Chamberlain, P., Landsverk, J. A., Fisher, P. A., & Vostanis, P. (2012). Practitioner review: Children in foster care—vulnerabilities and evidence-based interventions that promote resilience processes. <i>Journal of Child Psychology and Psychiatry</i> , 53(12), 1197-1211. doi:10.1111/j.1469-7610.2012.02594.x SAMHSA's National Registry of Evidence-Based Programs. Available at http://nrepp.samhsa.gov/ViewIntervention.aspx?id=1	PsycINFO NREPP
University of New Mexico Community Based Multidisciplinary Approach	Schools	Kriechman, A., Salvador, M., & Adelsheim, S. (2010). Expanding the vision: The strengths-based, community-oriented child and adolescent psychiatrist working in schools. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 19(1), 149-162. doi:10.1016/j.chc.2009.08.005	PsycINFO
University of Maryland School Mental Health Program	Schools	Kriechman, A., Salvador, M., & Adelsheim, S. (2010). Expanding the vision: The strengths-based, community-oriented child and adolescent psychiatrist working in schools. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 19(1), 149-162. doi:10.1016/j.chc.2009.08.005	PsycINFO
Well Visit Planner	Family Engagement in pediatric care settings	Info at: http://www.cahmi.org/projects/wvp/ ; Well Visit Planner tool can be accessed at: www.wellvisitplanner.org	CAHMI

Technical Appendix II-D: Local and State Collaboration to Address Adverse Childhood Experiences and Promote Positive Health

Collaboration	Focus	Reference/Website	Database/Source
ACEs Public Private Initiative (APPI), Washington State	Various Community Sectors	Info at: http://www.appi-wa.org	Web-Based
Alaska Resilience Initiative, Alaska Children's Trust (ACT)	Statewide Initiative, Various Community Sectors	Info at: http://www.alaskachildrenstrust.org/programs/aces-initiative	RWJF MARC
Arizona ACE Consortium	Various Community Sectors	Info at: http://communityresiliencecookbook.org/tastes-of-success/the-arizona-story/ Info at: http://www.azpbs.org/strongkids/	Web-Based
Bemidji Thrive Initiative	Various Community Sectors	Info at: http://www.bemidjithrive.com	Web-Based
Big Brothers, Big Sisters of Calgary and Area, Alberta	Community, Families	Info at: http://bbbscalgary.ca	RWJF <i>Change In Mind</i>
Boyle McCauley Health Centre in Edmonton, Alberta	Community, Healthcare, Mental Health	Info at: http://www.bmhc.net	RWJF <i>Change In Mind</i>
Buncombe County ACEs Collaborative	Various Community Sectors	Info at: http://buncombeaces.org	RWJF MARC
California Defending Childhood (DOJ)	Justice, Foster Care	Info at: http://www.californiahealthline.org/articles/2015/2/17/calif-aims-to-protect-kids-from-health-effects-of-trauma-other-issues	Web-Based
Camden Healing 10	Various Community Sectors	Info at: http://healing10.org	Web-Based
CASA Child, Adolescent, and Family Mental Health in Edmonton, Alberta	Community, Families, Mental Health	Info at: http://www.casaservices.org	RWJF <i>Change In Mind</i>
Center for Youth Wellness, San Francisco, CA	Healthcare, Community, Policy	Info at: http://www.centerforyouthwellness.org/about/overview/	Web-Based
Children and Families First in Wilmington, Delaware	Community, Family	Info at: http://www.cffde.org	RWJF <i>Change In Mind</i>
Children's Resilience Initiative, Walla Walla, WA	Various Community Sectors	Info at: http://resiliencetrumpsaces.org	RWJF MARC

Technical Appendix II-D: Local and State Collaboration to Address Adverse Childhood Experiences and Promote Positive Health

Collaboration	Focus	Reference/Website	Database/Source
Children's Trust of South Carolina	Statewide Initiative, Various Community Sectors	Info at: http://www.scchildren.org/prevention_learning_center/adverse_childhood_experiences_aces/	Web-Based
Children's Home Society of Washington in Seattle	Community, Families, School	Info at: http://www.chs-wa.org	RWJF <i>Change In Mind</i>
Children's Hospital of Wisconsin in Milwaukee	Community, Family	Info at: http://www.chw.org/childrens-and-the-community/	RWJF <i>Change In Mind</i>
Community Resilience Initiative, New Haven, NJ	Parents, Communities, Schools, Justice	Info at: http://cityofnewhaven.com/Mayor/CommunityRes.asp	Web-Based
Creating Sanctuary, The Dalles, OR	Community	Info at: http://createsanctuary.org/home/about-us/	RWJF MARC
CUPS Health, Education, Housing in Calgary, Alberta	Community, Families, Education, Housing	Info at: http://cupscalgary.com	RWJF <i>Change In Mind</i>
Dallas Youth and Family Center Services	Schools, Healthcare	Bush, M. J., & Wilson, C. S. (1997). Linking schools with youth and family centers. <i>Educational Leadership</i> , 55(2), 38-41.	ERIC
Depeche Children's Center (Depeche) and the Houston Independent School District (HISD)	Schools	Clettenberg, S., Gentry, J., Held, M., & Mock, L. A. (2011). Traumatic loss and natural disaster: A case study of a school-based response to hurricanes Katrina and Rita. <i>School Psychology International</i> , 32(5), 553-566.	ERIC
Early Childhood Colorado Partnership	Statewide Initiative, Various Community Sectors	Info at: http://earlychildhoodcolorado.org/ECCCommunity/OurPartners/EarlyChildhoodColoradoPartnership.aspx	Web-Based
East End House in Cambridge, Massachusetts	Community, School	Info at: http://eastendhouse.org	RWJF <i>Change In Mind</i>
Elevate Montana	Statewide Initiative, Various Community Sectors	Info at: http://www.elevatemontana.org	RWJF MARC

Technical Appendix II-D: Local and State Collaboration to Address Adverse Childhood Experiences and Promote Positive Health

Collaboration	Focus	Reference/Website	Database/Source
Essentials for Childhood Initiative, Washington State	Statewide Initiative, Various Community Sectors	Info at: http://www.doh.wa.gov/CommunityandEnvironment/EssentialsforChildhoodInitiative	CDC
Family Service Association of San Antonio in San Antonio	Community, Families	Info at: http://www.family-service.org	RWJF <i>Change In Mind</i>
Hawaii Home Visiting Network	Statewide Initiative, Early Childhood Education, Healthcare, Home	Yoshimoto, D.K., Robertson, N.T. & Hayes, D.K., 2014. Insights in public health: the Hawaii Home Visiting Network: evidence-based home visiting services in Hawaii. <i>Hawaii journal of medicine & public health: a journal of Asia Pacific Medicine & Public Health</i> , 73(5), pp.155–160.	PubMed
Help Me Grow	Healthcare, Early Childhood Education, Communities, Families	Info at: http://www.helpmegrownational.org/pages/what-is-hmg/what-is-help-me-grow.php	Web-Based
Homer Prevention Project	Various Community Sectors	Info at: http://homerpreventionproject.org	Web-Based
Illinois ACEs Response Collaborative	Healthcare, Mental Health, Policy, Law Enforcement, Education	Info at: http://www.iowaaces360.org/illinois.html	RWJF MARC
Institute on Trauma and Trauma-Informed Care (ITTIC)	Various Community Sectors	Info at: http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care.html	Web-Based
Iowa ACEs360	Statewide Initiative, Various Community Sectors	Info at: http://www.iowaaces360.org	Web-Based
KVC Health Systems in Olathe, Kansas	Healthcare, Social Welfare, Families	Info at: https://www.kvc.org	RWJF <i>Change In Mind</i>

Technical Appendix II-D: Local and State Collaboration to Address Adverse Childhood Experiences and Promote Positive Health

Collaboration	Focus	Reference/Website	Database/Source
LaSalle School in Albany, New York	Community, School	Info at: http://www.lasalle-school.org	RWJF <i>Change In Mind</i>
Maine Resilience Building Network	Various Community Sectors	Info at: http://www.maineaces.org	Web-Based
Martha O'Bryan Center in Nashville, Tennessee	Community, Families	Info at: http://www.marthaobryan.org	RWJF <i>Change In Mind</i>
Mississippi Children's Collaborative	Health Care	Info at: https://www.umc.edu/News_and_Publications/Centerview/2014-01-27-04_Behavioral_Access.aspx	Web-Based
Organization for Economic Cooperation and Development (OECD) Social Skills Development Project	Education, Community, Families	OECD (2015), <i>Skills for Social Progress: The Power of Social and Emotional Skills</i> , OECD Skills Studies, OECD Publishing. http://dx.doi.org/10.1787/9789264226159-en	Web-Based
Peace 4 Tarpon	Families/ Parents, Schools, Community	Info at: http://www.peace4tarpon.org/about-p4t/	RWJF MARC
Peace4Crawford	Various Community Sectors	Info at: https://www.facebook.com/SOCpeace4crawford/timeline	Web-Based
Philadelphia ACEs Task Force	City-wide Initiative, Various Community Sectors	Info at: http://instituteforsafefamilies.org/philadelphia-ace-task-force Info at: http://www.healthfederation.org/portfolio/philadelphia-ace-project/	RWJF MARC
Population Health Research Data Repository, University of Manitoba	Government, Healthcare, Research	Info at: http://umanitoba.ca/faculties/health_sciences/medicine/units/community_health_sciences/departamental_units/mchp/resources/repository/index.html	Web-Based
Rural Underpinnings for Resiliency and Linkages (RURAL), an example of a Safe Schools/Healthy Students (SS/HS) project	Schools, Law Enforcement, Healthcare	Paige, L. Z., Kitzis, S. N., Wolfe, J., & Kitson, J. (2006). Implementing the Safe Schools/Healthy students initiative in Kansas. In S. R. Jimerson, M. Furlong, S. R. (pp. 553-565). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.	PsycINFO
Saint Regis Mohawk Health Service (Akwesasne, NY)	Within Healthcare, Community	Info at: http://www.srmt-nsn.gov/divisions/indian_health_service	Web-Based

Technical Appendix II-D: Local and State Collaboration to Address Adverse Childhood Experiences and Promote Positive Health

Collaboration	Focus	Reference/Website	Database/Source
San Diego Trauma Informed Guide Team & Building Healthy Communities Central Region (Harmonium, Inc.)	School, Community	Info at: http://www.harmoniumsd.org	RWJF MARC
Sheldon Kennedy Child Advocacy Centre in Calgary, Alberta	Community, Families	Info at: http://www.sheldonkennedycac.ca	RWJF <i>Change In Mind</i>
Smart Start, The North Carolina Partnership for Children, Inc.	Schools, Early Childhood Education	Info at: http://www.smartstart.org/raising-the-quality-of-early-care-and-education/	NICHQ
Sonoma County ACEs Connection	Various Community Sectors	Info at: http://www.acesconnection.com/g/sonoma-county-aces-connection/home	RWJF MARC
The Family Partnership in Minneapolis	Community, Families	Info at: http://www.thefamilypartnership.org	RWJF <i>Change In Mind</i>
The HEARTS Initiative for ACE Response, University at Albany School of Social Welfare and Prevent Child Abuse America	Various Community Sectors	Info at: http://www.aceresponse.org/who_we_are/ACE_Response_Goals_47_pg.htm	RWJF MARC
Trauma Matters KC	Various Community Sectors	Info at: http://www.marc.org/Community/Regional-Health-Care-Initiative/Behavioral-Health/Trauma-Matters-KC	RWJF MARC
Trauma Transformed (T2), San Francisco Bay Area, CA	Various Community Sectors	Info at: http://www.t2bayarea.org/about/who_we_are.html	Web-Based
Trauma-Informed DC	Various Community Sectors	Info at: http://www.acesconnection.com/blog/trauma-informed-dc-metro-area-initiative-begins	Web-based
Trauma-Informed Oregon	Statewide Initiative, Various Community Sectors	Info at: http://traumainformedoregon.org/about/	Web-Based
Vital Village Network, Boston MA	Community, Families	Info at: http://www.vitalvillage.org/about	RWJF MARC
Wellspring Family Services in Seattle	Community, Family	Info at: http://www.wellspringfs.org	RWJF <i>Change In Mind</i>

Technical Appendix II-D: Local and State Collaboration to Address Adverse Childhood Experiences and Promote Positive Health

Collaboration	Focus	Reference/Website	Database/ Source
Wisconsin Collective Impact Coalition	Community	Info at: http://www.healthfederation.org/wp-content/uploads/2015/10/HFP_MARC-Press-Release_2015-10-29-1.pdf	RWJF MARC

Technical Appendix II-E: National Initiatives to Address Adverse Childhood Experiences and Promote Positive Health

Initiative	Sectors/Bridge	Reference(s)/Website	Source/Database
Advancing Adoption of Trauma Informed Approaches to Care, Center for Health Care Strategies, Inc	Within Healthcare	Info at: http://www.chcs.org/project/advancing-adoption-trauma-informed-approaches-care/	RWJF
Alliance for Early Success (formerly the Birth to Five Policy Alliance)	Funders, Policy, Early Childhood Education, Healthcare	Info at: http://www.earlysuccess.org	RWJF
Birth to Five: Watch Me Thrive! (Coordinated Federal Effort - ACF, CDC, CMMS, HRSA, SAMHSA, OSEP, Administration for Community Living, Eunice Kennedy Shriver NICHD)	Children and Families, Early Childhood Education, Healthcare	Info at: http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive	ACF
BUILD Initiative	Early Childhood Education, Policy, Private, Communities	Info at: http://www.buildinitiative.org/AboutUs/Overview.aspx	Web-Based
Change in Mind Initiative: Applying Neuroscience to Revitalize Communities, Alliance for Strong Families and Communities	Education, Community	Info at: http://www.alliance1.org/change-in-mind	RWJF
Community Partnerships for the Protection of Children, Center for the Study of Social Policy, Washington DC	Community, Policy	Info at: http://www.cssp.org/publications/child-welfare?type=child_welfare_community_partnerships_for_the_protection_of_children&title=Child%20Welfare:%20Community%20Partnerships%20for%20the%20Protection%20of%20Children	Web-Based
Department of Justice Defending Childhood Initiative	Justice	Info at: http://www.justice.gov/defendingchildhood/about-initiative	Web-Based
Early Childhood Comprehensive Systems (Federal-HRSA)	Children, Families, Early Childhood Education, Healthcare	Info at: http://www.mchb.hrsa.gov/programs/earlychildhood/comprehensivesystems/index.html	HRSA/ MCHV
Evidence for Action	Within Healthcare	Info at: http://www.evidenceforaction.org	RWJF

Technical Appendix II-E: National Initiatives to Address Adverse Childhood Experiences and Promote Positive Health

Initiative	Sectors/Bridge	Reference(s)/Website	Source/Database
Greenbook Initiative (Family Violence Department of the National Council of Juvenile and Family Court Judges)	Justice	Banks, D., Dutch, N. & Wang, K., 2008a. Collaborative efforts to improve system response to families who are experiencing child maltreatment and domestic violence. <i>Journal of Interpersonal Violence</i> , 23(7), pp.876–902. Banks, D., Landsverk, J. & Wang, K., 2008b. Changing policy and practice in the child welfare system through collaborative efforts to identify and respond effectively to family violence. <i>Journal of Interpersonal Violence</i> , 23(7), pp.903–932.	PubMed
Maternal, Infant, and Early Childhood Home Visiting Programs (MIECHV)	Families, Healthcare	Info at: http://mchb.hrsa.gov/programs/homevisiting/	HRSA/ MCHV
MCH Measurement Research Network (MCH-MRN), UCLA/CAHMI	Research/Data	Info at: http://www.healthychild.ucla.edu/ourwork/mchmrn/	CAHMI
Mobilizing Action for Resilient Communities (MARC), The Health Federation of Philadelphia	Healthcare, Communities	Info at: http://www.healthfederation.org/portfolio/communities-poised-to-expand-groundbreaking-work-in-childhood-trauma/	RWJF
National Child Trauma Stress Network	Various Sectors	Info at: http://www.nctsn.org	Web-Based
National Children’s Resiliency Response Initiative	Community	Britt, A. M. (2006). A national children's resiliency response initiative: 2006-2007 plan to help Katrina's kids.	ERIC
Pediatric Integrated Care Collaborative (PICC), SAMHSA’s National Child Traumatic Stress Network	Healthcare	Info at: http://web.jhu.edu/pedmentalhealth/PICC.html	JHU
Project LAUNCH (federal-level partnership among the Substance Abuse and Mental Health Services Administration, the Administration for Children and Families, the Health Resources and Services Administration, and the Centers for Disease Control and Prevention)	Healthcare, Early Childhood Education, Home	Info at: http://www.healthysafekids.org/grantee/project-launch	Web-Based
ReadyNation: A Global Imperative, A Local Opportunity	Workforce, Education	Info at: http://www.readynation.org/wp-content/uploads/ReadyNation-Business-Actions-on-Early-Childhood.pdf	RWJF

Technical Appendix II-E: National Initiatives to Address Adverse Childhood Experiences and Promote Positive Health

Initiative	Sectors/Bridge	Reference(s)/Website	Source/ Database
Safe Schools/Healthy Students Initiative (US Departments of Education, Health and Human Services, and Justice)	Education	Info at: http://www2.ed.gov/programs/dvpsafeschools/index.html	Web-Based
Safe Start (Department of Justice)	Families, Justice	Info at: http://www.ojdp.gov/programs/ProgSummary.asp?pi=15	Web-BASED
SAMHSA National Center for Trauma Informed Care and Alternatives to Seclusion and Restraint	Community, Justice, Healthcare	Info at: http://www.samhsa.gov/nctic	SAMHSA
The Resilience Research Center	Education, Community	Info at: http://www.resilienceresearch.org	Web-Based
Trauma-Informed Primary Care Initiative, Kaiser and National Council of Behavioral Health	Healthcare	Info at: http://www.thenationalcouncil.org/trauma-informed-primary-care-initiative-learning-community/	Web-Based

Technical Appendix II-F: Policies, Guidelines and Recommendations to Address ACEs and Promote Positive Health

Topic	Focus	Resource(s)/Website	Database/Source
"Am I Safe Here and Do You Like Me?" Understanding Complex Trauma and Attachment Disruption in the Classroom	Schools	O'Neill, L., Guenette, F., & Kitchenham, A. (2010). "Am I safe here and do you like me?" understanding complex trauma and attachment disruption in the classroom. <i>British Journal of Special Education</i> , 37(4), 190-197.	ERIC
ACF-HHS memo: importance of social-emotional well being	Child Welfare	Mason, S. E. (2012). Child well-being as a federal priority in child welfare. <i>Families in Society</i> , 93(3), 155-156. See also: ACF 2015 Memo.	PsycINFO
Advancing Rural Family Resiliency Research, Education, and Policy	Families, Education	Braun, B. (2009). Advancing rural family resiliency research, education, and policy. <i>Journal of Family and Consumer Sciences</i> , 101(4), 27-32.	ERIC
Annual Research Review: Resilience and Child Well-Being-- Public Policy Implications	Education, Social Welfare, Healthcare	Ager, A., Zimmerman, C., Unlu, K., Rinehart, R., Nyberg, B., Zeanah, C., . . . Strotzman, K. (2012). What strategies are appropriate for monitoring children outside of family care and evaluating the impact of the programs intended to serve them? <i>Child Abuse & Neglect: The International Journal</i> , 36(10), 732-742.	ERIC
Birth through Eight State Policy Framework	Policy-Makers	Alliance for Early Success and Child Trends. (2015). Birth through eight state policy framework: research at a glance. Available at http://www.childtrends.org/wp-content/uploads/2015/11/2015-44AESBirthThru8Research2015FINAL.pdf	Web-Based
Building Resiliency: Supporting Elementary School Students through Parental Bereavement	Schools	Ray, S. K. (2013). Building resiliency: Supporting elementary school students through parental bereavement.	ERIC
Building Resilient Students: Three Strategies for Success	Schools	Davis, J. S. (2014). Building resilient students: Three strategies for success. <i>Educational Horizons</i> , 92, 21-25.	ERIC
Building School Communities: A District Success Story	Schools	Brown, L., Ushijima, T., & CenterSource Systems, S., CA. (1998). Building school communities: A district success story.	ERIC
Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers.	Early Childhood Education	Lamb-Parker, F., Hagen, J., Robinson, R., Clark, C., Columbia Univ, New York, NY Center for Population and Family Health, & Society for Research in, Child Development. (1998). Children and families in an era of rapid change: Creating a shared agenda for researchers, practitioners and policy makers. Summary of conference proceedings: Head start's national research conference (4th, Washington, DC, July 9-12, 1998)	ERIC
Critical Hours: Afterschool Programs and Educational Success	Schools	Miller, B. M. (2003). Critical hours: Afterschool programs and educational success.	ERIC

Technical Appendix II-F: Policies, Guidelines and Recommendations to Address ACEs and Promote Positive Health

Topic	Focus	Resource(s)/Website	Database/Source
Developmental and Contextual Transitions of Children and Families: Implications for Research, Policy, and Practice.	Early Childhood Education	Lamb-Parker, F., Hagen, J., Robinson, R., Columbia Univ, New York, NY Center for Population and Family Health, & Society for Research in Child Development. (2001). Developmental and contextual transitions of children and families: Implications for research, policy, and practice. Head Start's national research conference (5th, Washington, DC, June 28-July 1, 2000). Summary of conference proceedings.	ERIC
Family Pediatrics: Report on the Task Force on the Family	Family Pediatrics	Schor, E.L. (2003). Family pediatrics: report of the task force on the family. <i>Pediatrics</i> , 111(6 pt 2):1541-71.	Pub-Med
Healing Childhood Trauma Worldwide	Youth-Serving Settings	Kuban, C. (2012). Healing childhood trauma worldwide. <i>Reclaiming Children and Youth</i> , 21(3), 14-16.	ERIC
Healing Invisible Wounds	Justice, Law Enforcement	Adams, E. J. (2010). Healing invisible wounds. <i>Reclaiming Children and Youth</i> , 19(3), 32-33.	ERIC
Hope and Healing: A Caregiver's Guide to Helping Young Children Affected by Trauma	Early Childhood Education, Schools	Rice, K. F., Groves, B. M., & Zero to Three: National Center for Infants, Toddlers and Families. (2005). Hope and healing: A caregiver's guide to helping young children affected by trauma ZERO TO THREE.	ERIC
Infant and Toddler Resilience: Knowledge, Predictions, Policy, and Practice	Family	Gordon, K. A. (1996). Infant and toddler resilience: Knowledge, predictions, policy, and practice.	ERIC
Methods for Developing Resiliency in Children from Disadvantaged Populations	Schools, Communities	Steinhauer, P. D. (1996). Methods for developing resiliency in children from disadvantaged populations.	ERIC
Mexican Immigrant Youth and Resiliency: Research and Promising Programs	Schools	Chavkin, N. F., Gonzalez, J., ERIC Clearinghouse on Rural Education and Small Schools, & AEL, Inc. (2000). Mexican immigrant youth and resiliency: Research and promising programs. <i>ERIC Digest</i> .	ERIC
Practicing Resilience in the Elementary Classroom	Schools	Bickart, T. S., & Wolin, S. (1997). Practicing resilience in the elementary classroom. <i>Principal</i> , 77(2), 21-22,24.	ERIC
Preventing Childhood Trauma Resulting from Exposure to Domestic Violence.	Justice, Law Enforcement, Schools, Early Childhood Education, Social Work	Fisher, D. (1999). Preventing childhood trauma resulting from exposure to domestic violence. <i>Preventing School Failure</i> , 44(1), 25-27.	ERIC

Technical Appendix II-F: Policies, Guidelines and Recommendations to Address ACEs and Promote Positive Health

Topic	Focus	Resource(s)/Website	Database/Source
Recognizing Trauma in the Classroom: A Practical Guide for Educators	Schools	Bell, H., Limberg, D., & Robinson, Edward, I.,II. (2013). Recognizing trauma in the classroom: A practical guide for educators. <i>Childhood Education</i> , 89(3), 139-145.	ERIC
Resilience Guide: A Collection of Resources on Resilience in Children and Families.	Families	Cesarone, B., ERIC Clearinghouse on Elementary and Early, Childhood Education, & National Parent, I. N. (1999). Resilience guide: A collection of resources on resilience in children and families.	ERIC
Resiliency in Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, & Communities.	Schools, Families	Henderson, N., Benard, B., Sharp-Light, N. (1999). Resiliency in action: Practical ideas for overcoming risks and building strengths in youth, families, & communities.	ERIC
Resiliency Reconsidered: Policy Implications of the Resiliency Movement. Educational Policy in the 21st Century: Opportunities, Challenges and Solutions	Schools	Davis, D. M. (2007). Resiliency reconsidered: Policy implications of the resiliency movement. Educational policy in the 21st century: Opportunities, challenges and solutions IAP - Information Age Publishing, Inc.	ERIC
School Helping Students Deal with Loss	Schools	University of California, Los Angeles, Center for Mental Health in Schools. (2005). School helping students deal with loss.	ERIC
School Staff Guide to Risk and Resiliency	Schools	Florida State Dept of Education, Tallahassee Bureau of Instructional Support and, Community Services. (1997). School staff guide to risk and resiliency.	ERIC
School-Based Child and Family Support Programs	Schools	Novick, R., & Northwest Regional Educational Lab, Portland, OR Child, Family, and Community Program. (1999). Family involvement & beyond: School-based child and family support programs.	ERIC
Substance Abuse in Children of Parents with Mental Illness: Risks, Resiliency, and Best Prevention Practices.	Families	Mowbray, C. T., & Oyserman, D. (2003). Substance abuse in children of parents with mental illness: Risks, resiliency, and best prevention practices. <i>Journal of Primary Prevention</i> , 23(4), 451-83.	ERIC
Translating Developmental Science to Address Childhood Adversity	Medical Home, Families	Garner, A., Forkey, H., Szilagyi, M., (2015). Translating Developmental Science to Address Childhood Adversity. <i>Academic pediatrics</i> , pp.1–10.	PubMed
Turning the Corner: From Risk to Resiliency. A Compilation of Articles from the "Western Center News."	Schools, Communities	Benard, B., & Western Regional Center for Drug-Free Schools and Communities. (1993). Turning the corner: From risk to resiliency. A compilation of articles from the "western center news."	ERIC

Technical Appendix II-F: Policies, Guidelines and Recommendations to Address ACEs and Promote Positive Health

Topic	Focus	Resource(s)/Website	Database/ Source
Violence and the Family: Report of the American Psychological Association Presidential Task Force on Violence and the Family.	Families, Social Welfare, Education	American Psychological Association. (1996). Violence and the family: Report of the American Psychological Association presidential task force on violence and the family.	ERIC
Young Children and Trauma: Intervention and Treatment	Mental Healthcare, Social Welfare	Osofsky, J. D. (2004). Young children and trauma: Intervention and treatment Guilford Publications.	ERIC

Technical Appendix II-G: Examples of Trauma-Informed Training Programs

Trauma-Informed Training Programs	Focus
Risking Connection www.riskingconnection.com	Staff training that teaches a relational framework and skills for working with survivors of traumatic experiences
Sanctuary Model and S.E.L.F. (Safety, Emotional Management, Loss, Future) www.sanctuaryweb.com	Organizational model with training to shift organizational culture and promote recovery
Trauma Center at Justice Resource Institute www.traumacenter.org	Training programs for mental health professionals
Trauma Transformed www.t2bayarea.org	Staff training with an organizational focus to build trauma-informed systems of care
Futures Without Violence: Measuring Trauma-Informed Practice: Tools for Organizations www.futureswithoutviolence.org/measuring-trauma-informed-practice-tools-for-organizations/	Training on validated tools for measuring organizational trauma-informed care.
Trauma-Informed Guide Team (TIGT) created by San Diego County ⁱ	<p>“Train the Trainer” program for mental health specialists. Specifies core competencies:</p> <ul style="list-style-type: none"> • Engaging leadership at the top; • Making trauma recovery consumer-driven; • Emphasizing early screening; • Developing a trauma-competent workforce; • Instituting standard practice guidelines; and • Avoiding recurrence or re-traumatization.”

ⁱ Leonelli, L. *Trauma-Informed Mental Health Care in California: A Snapshot*, California Mental Health Planning Council, Continuous System Improvement Committee, December 2014, p7.