



Massachusetts Association for the Education of Young Children

SPECIAL EDITION

MAAEYC is deeply saddened to hear about ANOTHER senseless school shooting. As we struggle to make sense of this tragic loss of life, we have worked to pull together a multitude of resources for anyone that is struggling.



National Association for the Education of Young Children

“Above all, we shall not harm children. This principle has precedence over all others in this Code.”

– NAEYC Code of Ethical Conduct

We mourn deeply for the young children and educators who were killed in a space meant for joy and learning yesterday in Uvalde, Texas. We grieve with their families, friends, and surviving classmates, whose lives also have been irrevocably altered.

This violence causes deep and lasting trauma for communities, families, and children. NAEYC has developed resources that support early childhood educators as they respond to violence in their communities and elsewhere, as they answer the unanswerable questions that children will ask, and as they support children’s well-being each and every day. These include:

- [Resources for Crisis and Traumatic Events](#)
- [Resources to Help Young Children Cope in the Aftermath of Violence](#)
- [Coping with Violence](#)
- [#EndGunViolence](#)

NAEYC is committed to taking action to keep children from experiencing gun violence as part of their daily lives. To that end, NAEYC joins educators, parents, members, and partners in calling upon Congress and state legislatures to act to end gun violence, and to protect children and educators in their schools and communities.



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RESOURCES

#EndGunViolence

<https://www.naeyc.org/resources/blog/end-gun-violence>

Coping with Violence

<https://www.naeyc.org/our-work/families/coping-with-violence>

NASP-National Association of School Psychologists

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/school-violence-resources/school-violence-prevention/responding-to-school-violence-tips-for-administrators>

Webinar: Creating Trauma Sensitive Classrooms

<https://youtu.be/mjG3xNxtU1E>

Resources to Help Young Children Cope with the Aftermath of Violence

<https://www.naeyc.org/resources/blog/help-young-children-cope-violence>

TALKING TO CHILDREN ABOUT VIOLENCE: TIPS FOR FAMILIES AND EDUCATORS

Families and school personnel play a critical role in helping to reestablish a sense of normalcy and security for children after an act of violence occurs. Follow these key reminders and visit www.nasponline.org/children-and-violence to learn more.

KEEP EXPLANATIONS DEVELOPMENTALLY APPROPRIATE

Early Elementary

Provide simple information and concrete examples balanced by assurance of safety.

Upper Elementary and Early Middle School

Answer questions and assist in separating reality from fantasy.

Upper Middle & High School

Emphasize students' role in safety & how to access support.

REAFFIRM SAFETY

- Emphasize that schools are very safe.
- Let children speak about their feelings and validate reactions to the event.
- Support the appropriate expression of their feelings and help to put them in perspective.



MAKE TIME TO TALK

- Let children's questions guide the information provided. Be patient and look for clues that a child wants to talk.
- Young children may need concrete activities (e.g., imaginative play) while some older children may prefer writing or playing music.



REVIEW SAFETY PROCEDURES

- Help children identify an adult at school and in the community that they can go to if they feel threatened or at risk.
- Review procedures and safeguards in school and home settings.



MONITOR EMOTIONAL STATE

- Some children will not express themselves verbally but changes in behavior, appetite, or sleep patterns can indicate anxiety or stress.
- Seek help from a mental health professional for those with more intense reactions that last more than 2 weeks.



MAINTAIN A NORMAL ROUTINE

- Keep a regular schedule and healthy nutrition, sleep and exercise to promote physical and mental health.
- Encourage maintenance of school work and extracurricular activities but do not push children who seem overwhelmed.
- Limit exposure to images or graphic reference to the event (e.g., TV and social media)..



NATIONAL ASSOCIATION OF
School Psychologists

For additional guidance, visit
www.nasponline.org/safety-and-crisis.

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SUPPORTS FOR TEACHERS, ADMINISTRATION AND STAFF

50 RESOURCES TO SUPPORT THE MENTAL HEALTH OF TEACHERS AND SCHOOL STAFF

<https://teach.com/resources/mental-health-resources-teachers-school-staff/>

SAFEGUARDING THE MENTAL HEALTH OF TEACHERS-THE HARVARD GRADUATE SCHOOL OF EDUCATION

<https://www.gse.harvard.edu/news/uk/19/12/safeguarding-mental-health-teachers>

MENTAL HEALTH RESOURCES

DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)- WASHINGTON, DC

<https://www.mentalhealth.gov>

DEPARTMENT OF MENTAL HEALTH RESOURCES- MASSACHUSETTS

<https://www.mass.gov/mental-health-resources>

NATIONAL ALLIANCE ON MENTAL ILLNESS- MASSACHUSETTS

<https://namimass.org/resources/>

(MAMH)MASSACHUSETTS ASSOCIATION FOR MENTAL HEALTH-MASSACHUSETTS

<https://www.mamh.org/referral-help>

WAYS TO ADVOCATE

PREVENTION INSTITUTE

<https://www.preventioninstitute.org/about-us>

VIOLENCE POLICY CENTER

<https://vpc.org/5-things-you-can-do-now-to-help-stop-gun-violence/>

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