

# FAST Finds: Building Resilience for Young Children Who Have Experienced Trauma

## Interested in Pennsylvania's Plan for Trauma-Informed Practices?

[Trauma-Informed PA Practices: A Plan to Make Pennsylvania a Trauma-Informed, Healing-Centered State](#) outlines what it means to be trauma-informed and healing-centered in PA. The plan offers 43 recommendations in six key areas. They range from building a Pennsylvania network on the Adverse Childhood Experiences (ACEs) Connection web platform to connect all community-based movements focused on ACEs and trauma to reforming regulations and policies that can retraumatize children and families receiving services from the state.

## Looking for a Synthesis of Evidence-Based Practices?

[How to Implement Trauma-Informed Care to Build Resilience to Childhood Trauma](#) is a research brief from Child Trends that summarizes current practices for supporting children who have been exposed to trauma. The authors outline the ways in which a broad range of programs (including afterschool programs, schools, early care and education providers, medical providers, and social services) can incorporate trauma-informed care into their services and help children build resilience against past and future traumatic experiences.

## Do You Work Virtually with Children and Families Who Have Experienced Trauma?

[Strategies for Trauma-Informed Distance Learning](#) offers strategies, with specific examples, for recognizing and responding to students' social and emotional needs while teaching remotely. The strategies are organized using neuroscientist Bruce Perry's "3 Rs" approach to intervention: Regulate, Relate, and Reason. Using the strategies in this brief to address students' social and emotional needs for regulation and relationships can help educators ensure that their students are ready to reason and continue to thrive, even from a distance.

## Would a Video Overview of the Impact of Early Adversity Be Useful?

[InBrief: The Impact of Early Adversity on Child Development](#) is a video that outlines, in English and Spanish, basic concepts from research on the biology of stress. The science that shows that providing stable, responsive environments for children in the earliest years of life can prevent or reverse adverse impacts is also addressed. A companion brief with references is also available in English and Spanish.

## Do You Work with Young Children with Disabilities?

[Risk and Prevention of Maltreatment of Children with Disabilities](#) underscores that children with disabilities are three times more likely to suffer abuse or neglect than those without disabilities. This January 2018 document from the Child Welfare Information Gateway describes the extent of the problem, risk factors, and prevention strategies. It also provides current statistics and research and covers critical issues to consider when assessing a child with a disability for possible evidence of maltreatment.

## Looking For Additional Resources?

[Building Resilience: Resources for Supporting Young Children Who Have Experienced Trauma and Maltreatment and Their Families](#) is a 10-page, annotated collection of free resources. It includes articles, videos, research, websites, and more, including both resources for individual learning and for use in professional development. Topics addressed include stress, neglect, trauma, maltreatment, and more.