

## Toolkit of Behavioral Health Resources Pertaining to the Israel-Hamas Conflict

This list of resources was developed for those working with and supporting individuals and communities emotionally impacted by the Israel-Hamas conflict and is intended for various populations and service sectors. The following is included:

- Materials focused on responding to hate crimes and other violence motivated by prejudice.
- Resources for and about specific populations, including children, families, and schools; refugees, asylum-seekers, and others new to the United States; and responders.
- Information about international incidents and general behavioral health needs during and after crises, mass violence and terrorism, and trauma.
- Resources for acute behavioral health needs.

### Resources Responding to Hate Crimes and Violence Motivated by Prejudice

- **Talking to Children About Hate Crimes**—This tip sheet from the National Mass Violence Victimization Resource Center explains the impacts incidents of violence and hate crimes can have on people of all ages and suggests ways for parents and others who care for children to talk to children about a hate crime. The tip sheet describes common reactions to hate crimes; emphasizes the importance of talking about safety with children; and encourages adults to talk openly with children about bias, prejudice, and discrimination.  
<https://nmvvc.org/media/hgfpvz0z/talking-to-children-about-hate-crimes.pdf>
- **Talking to Children about Hate Crimes and Antisemitism**—Written after a mass shooting at a synagogue in Pittsburgh, Pennsylvania, in 2018, this National Child Traumatic Stress Network (NCTSN) fact sheet contains useful information parents and other caregivers can use to talk with children and adolescents about hate crimes and antisemitism. It also offers suggestions for supporting young people in coping with these experiences and taking steps to increase safety.  
<https://www.nctsn.org/resources/talking-to-children-about-hate-crimes-and-anti-semitism>
- **Talking to Children about Antisemitism and Hate Crimes**—In this online article, the Center for Children and Youth within Jewish Family and Children’s Services advises parents and other important adults in the lives of children about ways to talk to children about antisemitism. Suggestions focus on starting a conversation on the topic, discussing

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measures to increase safety, allowing children to talk about their fears, and relying on community.

<https://ccy.jfcs.org/talking-to-children-about-anti-semitism-and-hate-crimes>

- **Talking with your Children about Islamophobia and Hate-Based Violence**—This NCTSN fact sheet describes Islamophobia, identifies factors that can heighten Islamophobia in society, and describes ways Islamophobia may affect children and parents. The fact sheet recommends several ways for parents to communicate with and support their children, and themselves, in coping.  
<https://www.nctsn.org/resources/talking-with-your-children-about-islamophobia-and-hate-based-violence>
- **What Is a Hate Crime? And What You Can Do if You Experience One**—This article from the website of KQED, a public media organization, defines hate crimes and hate incidents, suggests steps to take if experiencing or witnessing a hate crime, and discusses documenting and reporting hate crimes. The article also offers mental health information and resources for people who have experienced a hate crime or incident or other incident involving racism and prejudice.  
<https://www.kqed.org/news/11827832/what-is-a-hate-crime-and-what-you-can-do-if-you-experience-one>
- **Where to Get Help if You are a Victim of a Hate Crime**—At this web page, the Los Angeles Police Department lists various nonprofit organizations providing resources and support for victims of hate crimes from different ethnic and social backgrounds. The page highlights organizations such as the Anti-Defamation League, American-Arab Anti-Discrimination Committee, National Association of Latino Elected Officials, and the Committee Against Anti-Asian Violence.  
<https://www.lapdonline.org/where-to-get-help-if-you-are-a-victim-of-a-hate-crime>

## Resources for Children, Youth, Parents and Other Caregivers, and Schools

- **Understanding Child Trauma**—This web page from SAMHSA presents statistics on child trauma, which may be experienced as part of a natural or human-caused disaster, and lists signs of traumatic stress in children and youth. It also offers tips for parents and other caregivers for helping children and youth to cope with trauma. Links are also provided to downloadable infographics provided by the SAMHSA National Child Traumatic Stress Initiative.  
<https://www.samhsa.gov/child-trauma/understanding-child-trauma>
- **After a Crisis: Helping Young Children Heal**—This tip sheet from the NCTSN describes how young children may respond to disasters and other crises and suggests ways for parents and other caregivers to support them in coping. The tip sheet uses the word SAFETY as a memory aid for readers, with each category of tips beginning with a letter in the word.  
<https://www.nctsn.org/resources/after-crisis-helping-young-children-heal>

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- **Age-Related Reactions to a Traumatic Event**—In this fact sheet, NCTSN provides an overview of how children and adolescents may react to a traumatic event, including a natural or human-caused disaster that they experience as traumatic. This resource describes reactions typical within specific age ranges and offers tips for families, doctors, and school personnel to help children and adolescents cope.  
<https://www.nctsn.org/resources/age-related-reactions-traumatic-event>
  - **Assisting Parents/Caregivers in Coping with Collective Traumas**—This NCTSN fact sheet describes how collective traumas such as war may impact parents and other caregivers and offers strategies for coping. The fact sheet also suggests ways parents and other caregivers can help their children.  
<https://www.nctsn.org/resources/assisting-parents-caregivers-in-coping-with-collective-traumas>
  - **Childhood Traumatic Grief: Information for Mental Health Providers**—This NCTSN tip sheet provides an overview of the grieving process for children and explains childhood traumatic grief for professionals providing services to children. The resource includes signs of traumatic grief and tips for supporting the child in recovery.  
<https://www.nctsn.org/resources/childhood-traumatic-grief-information-for-mental-health-providers>
  - **Childhood Traumatic Grief: Information for Parents and Caregivers**—This NCTSN tip sheet describes how children grieve, defines childhood traumatic grief, and identifies signs that children may be experiencing traumatic grief. It also offers tips for parents and caregivers to support children in coping with traumatic grief.  
<https://www.nctsn.org/resources/childhood-traumatic-grief-information-for-parents-and-caregivers>
  - **Childhood Traumatic Grief: Information for School Personnel**—In this fact sheet, NCTSN explains to school personnel how children often experience grief, as well as defining childhood traumatic grief, which children may experience after a disaster in which they lost a loved one. The fact sheet lists signs of childhood traumatic grief and suggests ways for school personnel to help children who may be going through this kind of grief.  
<https://www.nctsn.org/resources/childhood-traumatic-grief-information-for-school-personnel>
  - **Childhood Traumatic Grief: Youth Information Sheet**—In this 2-page resource, NCTSN describes grief in children and teenagers and explains childhood traumatic grief, which has some different signs and symptoms from other grief. Tips are provided for coping with traumatic grief.  
<https://www.nctsn.org/resources/childhood-traumatic-grief-youth-information-sheet>
  - **Children’s Mental Health is Paramount Amidst Israel-Gaza Humanitarian Crisis**—In this news release, the American Academy of Child & Adolescent Psychiatry (AACAP) discusses the Israel-Gaza humanitarian crisis and its impacts on children and families. AACAP offers tips for parents and other caregivers in supporting their children during

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this time and lists related resources, including online information about [talking to children about terrorism and war](#) and [children and exposure to news](#).  
[https://www.aacap.org/AACAP/zLatest\\_News/Childrens\\_Mental\\_Health\\_Paramount\\_A\\_midst\\_Israel-Gaza\\_Violence.aspx](https://www.aacap.org/AACAP/zLatest_News/Childrens_Mental_Health_Paramount_A_midst_Israel-Gaza_Violence.aspx)

- **Creating Supportive Environments When Scary Things Happen**—This fact sheet explains how parents and other caregivers can create home environments that offer children and adolescents the stability and reliability they need to cope effectively with adversity, including war. The fact sheet zeroes in on routines, rhythm, and ritual as ways to foster security and resilience.  
<https://www.nctsn.org/resources/creating-supportive-environments-when-scary-things-happen>
- **Helping School-Age Children with Traumatic Grief: Tips for Caregivers**—After children lose someone they love in a disaster or other event, they may go through traumatic grief, particularly if the death was sudden or frightening. In this tip sheet, NCTSN explains how school-age children may experience traumatic grief and suggests ways for parents and other caregivers to support them in moving through and coping with this type of grief.  
<https://www.nctsn.org/resources/helping-school-age-children-traumatic-grief-tips-caregivers>
- **Helping Teens with Traumatic Grief: Tips for Caregivers**—This NCTSN tip sheet explains how teens may experience traumatic grief, a type of grief that people may go through after a death that occurs as part of a disaster or other sudden or violent event. The tip sheet describes 10 ways that teens may feel, behave, and express themselves as they go through traumatic grief, and, for each reaction, it suggests ways for parents and other caregivers to offer support.  
<https://www.nctsn.org/resources/helping-teens-traumatic-grief-tips-caregivers>
- **Helping Young Children with Traumatic Grief: Tips for Caregivers**—In this tip sheet, NCTSN explains how young children may experience traumatic grief, which can arise after a disaster or other event in which the child lost a loved one. The tip sheet lists ways in which young children may go through and express traumatic grief and offers suggestions for parents and other caregivers to support children in coping.  
<https://www.nctsn.org/resources/helping-young-children-traumatic-grief-tips-caregivers>
- **Helping Youth after Community Trauma: Tips for Educators**—In this 1-page tip sheet, NCTSN identifies 10 ways youth may react to community traumas such as natural or human-caused disasters and suggests ways for educators to respond to these reactions and support youth in coping. The tip sheet also advises educators to find professional mental health support for youth—and for themselves—as needed.  
<https://www.nctsn.org/resources/helping-youth-after-community-trauma-tips-educators>
- **PFA: Parent Tips for Helping Adolescents after Disasters**—Part of the *Psychological First Aid (PFA) Field Operations Guide*, this handout lists reactions adolescents may have to disasters, suggests ways for parents to respond, and offers examples of things

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parents can do and say to support adolescent disaster survivors.

<https://www.nctsn.org/resources/pfa-parent-tips-helping-adolescents>

- **PFA: Parent Tips for Helping Infants and Toddlers after Disasters**—This handout lists ways that infants and toddlers may react to disasters, how parents should interpret these reactions, and steps parents can take to help infants and toddlers in coping. The handout is part of the *PFA Field Operations Guide*, which describes PFA, an approach responders can use to provide support and assistance to disaster survivors.  
<https://www.nctsn.org/resources/pfa-parent-tips-helping-infants-and-toddlers-after-disasters>
- **PFA: Parent Tips for Helping Preschool-Age Children after Disasters**—Part of the *PFA Field Operations Guide*, this handout lists reactions preschool-age children may have to disasters, including behaviors that are common reactions among children in this age range. The handout presents ways for parents to respond and things they can do and say.  
<https://www.nctsn.org/resources/pfa-parent-tips-helping-preschool-age-children-after-disasters>
- **PFA: Parent Tips for Helping School-Age Children after Disasters**—This handout lists reactions children may have to disasters, ways parents can respond helpfully to these reactions, and examples of things parents can do and say to support their school-age children after a disaster. The handout is part of the *PFA Field Operations Guide*.  
<https://www.nctsn.org/resources/pfa-parent-tips-helping-school-age-children-after-disasters>
- **Refugee Trauma**—On this web page, the NCTSN outlines the impact of trauma on refugee children. The page covers various aspects of refugee trauma, including core stressors, screening and assessment, and intervention strategies for various audiences including mental health professionals, healthcare professionals, and policymakers. Additionally, the web page links to supplementary resources to aid in understanding refugee trauma.  
<https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma>
- **Talking to Children about Hate Crimes**—This tip sheet from the National Mass Violence Victimization Resource Center offers parents and caregivers tips for communicating with their children when an incident of mass violence that is also a hate crime has occurred in their community. The tip sheet includes steps for creating an open conversation, suggestions regarding media exposure, and encouragement to discuss bias and discrimination openly with children.  
<http://nmvrc.org/media/wbuhhigx/tipsheet17.pdf>
- **Talking to Children about War**—This fact sheet from the NCTSN explains how international wars and conflicts may affect children and families, offers tips for talking with children about war, and suggests ways to manage exposure to the conflict through the media. The fact sheet concludes with suggestions for helping children build and

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increase resilience.

<https://www.nctsn.org/resources/talking-to-children-about-war>

- **Talking to Children When Scary Things Happen**—This NCTSN fact sheet provides adults with the guidance necessary to speak to children about scary or violent occurrences happening in the world. The fact sheet outlines a conversational approach that is digestible for children and supportive of their emotions toward such events.  
<https://www.nctsn.org/resources/talking-to-children-when-scary-things-happen>
- **Talking to Teens When Violence Happens**—While this tip sheet focuses on the impacts of mass violence events on parents and teenagers, it offers information and suggestions applicable to other types of violence, including war. The tip sheet encourages parents and guardians to begin by understanding their own feelings and reactions and then offers several ways to communicate effectively with teenagers and help teenagers cope with their reactions.  
<https://www.nctsn.org/resources/talking-to-teens-when-violence-happens>
- **Traumatic Separation and Refugee and Immigrant Children: Tips for Current Caregivers**—This tip sheet from NCTSN explores how caregivers can support immigrant and refugee children who have experienced traumatic separation. It outlines what children of different ages may feel in response to separation and offers strategies for addressing their emotional wellness.  
<https://www.nctsn.org/resources/traumatic-separation-and-refugee-and-immigrant-children-tips-current-caregivers>
- **Understanding Refugee Trauma: For Child Welfare**—This fact sheet is designed to offer insights to individuals working within or alongside the child welfare system. The fact sheet describes traumas refugee children face and suggests ways to address the unique needs of children who are refugees.  
<https://www.nctsn.org/resources/understanding-refugee-trauma-child-welfare>
- **Understanding Refugee Trauma: For School Personnel**—This fact sheet identifies challenges that refugee children and adolescents may have owing to their experiences as refugees and suggests ways for school administrators and teachers to help address these challenges. The fact sheet explores considerations for refugee children in the areas of school, classroom experience, characteristics individual to the child, and family.  
<https://www.nctsn.org/resources/understanding-refugee-trauma-school-personnel>
- **Faith-based Communities and Spiritual Leaders**—This part of the SAMHSA Disaster Behavioral Health Information Series (DBHIS) resource collection includes materials to help communities of faith and spiritual leaders support survivors of natural and human-caused disasters. It features faith-based organizations involved in disaster response, resources that highlight how faith leaders can help communities recover after disasters, and information about working with children.  
<https://www.samhsa.gov/resource-search/dbhis?rc%5B0%5D=audience%3A20217>



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- **Disasters & Religions app**—Provided by the University of Southern California Center for Religion and Civic Culture, New York Disaster Interfaith Services, and the National Disaster Interfaiths Network, this mobile app offers information and resources to help responders and voluntary organizations serve disaster-affected religious communities more effectively and build partnerships with religious leaders. Compatible with Apple (<https://apps.apple.com/us/app/disasters-and-religions/id1513405416>) and Android ([https://play.google.com/store/apps/details?id=com.crcc&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.crcc&hl=en_US&gl=US)) operating systems, the app contains information about 27 different religions and links to PDF resources that are easy to share.  
<https://n-din.org/disasters-religions-app>
  - **Mitigating Attacks on Houses of Worship: Security Guide**—Provided by the U.S. Department of Homeland Security’s Cybersecurity and Infrastructure Security Agency, this guide is designed to help faith-based organizations develop security strategies to protect congregations in places of worship across the nation. The guide discusses risks and hazards faced by places of worship and ways of creating a holistic security strategy, assessing vulnerabilities, and fostering community preparedness and resilience.  
[https://www.cisa.gov/sites/default/files/publications/Mitigating%20Attacks%20on%20Houses%20of%20Worship%20Security%20Guide\\_508.pdf](https://www.cisa.gov/sites/default/files/publications/Mitigating%20Attacks%20on%20Houses%20of%20Worship%20Security%20Guide_508.pdf)

## Resources for Refugees, Asylum-seekers, and Other New Arrivals

- **Resources To Support the Mental Health of Refugees and Asylum Seekers**—Maintained by the SAMHSA Mental Health Technology Transfer Center Network, this collection begins with a list of key concepts for people providing care to children, youth, and families navigating the asylum system. It then offers resources for responders to help them with self-care, to learn about trauma-informed care, and to engage with communities; resources about supporting refugee and asylum-seeker mental health; a list of related websites; and resources grouped by format, including manuals, tip sheets, articles, and reports.  
<https://mhntcnetwork.org/centers/global-mhttc/resources-support-mental-health-refugees-and-asylum-seekers>
- **Tips and Tools for Reaching Limited English Proficient Communities in Emergency Preparedness, Response, and Recovery**—Developed for emergency preparedness and response professionals, this guide from the U.S. Department of Justice explains how to incorporate language access into emergency plans. It discusses how to identify groups of people who speak specific languages and to ensure that individuals in these groups have access to services. The guide is designed to help professionals comply with legal requirements for meaningful access to services for people with limited English proficiency.  
<https://www.justice.gov/crt/file/885391/download>
- **Understanding Refugee Trauma: For Mental Health Professionals**—This fact sheet from the NCTSN explains how trauma associated with experience as a refugee can affect child or adolescent development and any adjustment issues a young person may be having. It identifies key considerations for mental healthcare professionals and suggests

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ways to address trauma in a child or adolescent in a refugee family.

<https://www.nctsn.org/resources/understanding-refugee-trauma-mental-health-professionals>

- **Understanding Refugee Trauma: For Primary Care Providers**—This fact sheet highlights ways for primary care professionals to use visits with refugee children and their families to identify and help address concerns linked to trauma as well as physical health. Specific suggestions are provided for working with families and navigating service systems to help link families with emotional and behavioral support.  
<https://www.nctsn.org/resources/understanding-refugee-trauma-primary-care-providers>

## Resources for Disaster Responders and First Responders

- **Cultural and Population Sensitivity in Disaster Behavioral Health Programs**—This double issue of *The Dialogue*, the quarterly newsletter of the SAMHSA Disaster Technical Assistance Center (DTAC), focuses on cultural sensitivity in disaster behavioral health programs. The contributors to this newsletter discuss implementing disaster behavioral health programs in various communities. Contributors also share tips and information on how to work with different populations.  
<https://www.samhsa.gov/sites/default/files/dtac/dialoguevol14i3and4compliant-508c.pdf>
- **Disaster Preparedness in Migrant Communities: A Manual for First Responders**—In this 41-page manual for responders, the Lutheran Immigration and Refugee Service gives information on how to include communities it collectively refers to as newcomers—immigrants, refugees, migrants, asylum-seekers, and unaccompanied children—in disaster planning, response, and recovery. It describes unique qualities of newcomer communities; recommendations; and tools to support disaster planning, response, and recovery that includes newcomers.  
[https://diversitypreparedness.org/~/\\_media/Files/diversitypreparedness/uploads/LIRS%20Migrant%20Communities.ashx?la=en](https://diversitypreparedness.org/~/_media/Files/diversitypreparedness/uploads/LIRS%20Migrant%20Communities.ashx?la=en)
- **Pause – Reset – Nourish (PRN)\* to Promote Wellbeing**—Provided by the NCTSN, this tip sheet describes the PRN approach to promotion of well-being for responders to a disaster or other crisis. In addition to providing specific ways to engage in stress management, the tip sheet identifies sources of more information and support in coping.  
<https://www.nctsn.org/resources/prn-to-promote-wellbeing-as-needed-to-care-for-your-wellness>
- **PFA Mobile™**—Compatible with Apple and Android devices, this free mobile app from NCTSN is designed to help responders with providing PFA in disaster-affected communities. The app identifies the eight core PFA actions, helps responders use interventions appropriate for specific survivor reactions, and expedites assessment and referral of survivors.  
PFA Mobile linked to the Apple App Store: <https://www.nctsn.org/resources/pfa-mobile>  
PFA Mobile linked to the Google Play Store: <https://www.nctsn.org/resources/pfa-mobile-android-version>



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- **Psychological First Aid Field Operations Guide, 2nd Edition**—Developed by the National Center for Posttraumatic Stress Disorder and NCTSN, PFA is an evidence-informed approach that disaster response workers can use to assist people in the immediate aftermath of disaster.  
[https://www.ptsd.va.gov/professional/treat/type/psych\\_firstaid\\_manual.asp](https://www.ptsd.va.gov/professional/treat/type/psych_firstaid_manual.asp) and <https://www.nctsn.org/resources/psychological-first-aid-pfa-field-operations-guide-2nd-edition>
  - **Psychological First Aid for Displaced Children and Families**—This guide from the NCTSN offers an evidence-informed approach to supporting displaced children and families after their arrival in the United States. Created for responders, the guide suggests ways to assist displaced individuals through tailored and culturally competent steps.  
<https://www.nctsn.org/resources/pfa-for-displaced-children-and-families>
  - **Psychological First Aid Online**—NCTSN offers this online course to train new disaster responders in PFA, as well as to provide a refresher training for responders who want to review this approach to disaster response. The course describes the core actions of PFA and how they can be applied after a disaster, as well as discussing provider well-being.  
<https://learn.nctsn.org/course/view.php?id=596>

## International Incidents

- **Coping With Distress after International Disasters: Tips & Resources for Individuals, Families & Communities**—This guide from Vibrant Emotional Health is a collection of resources and information for those experiencing anxiety, fear, confusion, or loneliness during and after an international incident. It includes links to person locator resources, tips for self-care, and more help.  
<https://www.vibrant.org/coping-with-distress-after-international-disasters-tips-resources-for-individuals-families-communities>

## General Crisis Response and Recovery Information

- **Tips for Survivors: Coping With Grief After a Disaster or Traumatic Event**—In this tip sheet, SAMHSA defines and describes grief, discusses ways of coping with grief, and explains complicated or traumatic grief. The tip sheet also offers relevant resources for additional support.  
<https://store.samhsa.gov/product/Tips-for-Survivors-/SMA17-5035>
- **Tips for Survivors of a Disaster or Other Traumatic Event: Managing Stress**—This SAMHSA tip sheet gives stress prevention and management tips for dealing with the effects of a disaster or trauma. It identifies common reactions to disasters and other traumatic events, lists tips to manage and lower stress, and highlights signs of the need for professional support.  
<https://store.samhsa.gov/product/Tips-for-Survivors-of-a-Disaster-or-Other-Traumatic-Event-Managing-Stress/SMA13-4776>

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- **PFA: Tips for Adults**—Part of the *PFA Field Operations Guide*, this handout identifies common reactions in adults who have experienced a disaster or other collective crisis, suggests responses, and offers examples of things to do and say to cope with the reaction. These suggestions and examples include a breathing exercise for relaxation, prioritization of responsibilities that feel overwhelming, and tapping into existing relationships for support.  
<https://www.nctsn.org/resources/pfa-tips-adults>
  - **PFA: When Terrible Things Happen – What You May Experience**—Also part of the *PFA Field Operations Guide*, this handout identifies common reactions to disasters and other extremely adverse events and suggests a wide range of steps people can take to improve well-being and enhance resilience.  
<https://www.nctsn.org/resources/pfa-when-terrible-things-happen>

### Mass Violence- and Terrorism-specific Resources

- **Disaster-specific Resources: Mass Violence/Community Violence**—This part of the SAMHSA DBHIS resource collection focuses on incidents of mass violence and community violence and their effects. Resources discuss common reactions to incidents of mass violence, tips for coping, and ways to support children and youth in coping.  
[https://www.samhsa.gov/resource-search/dbhis?rc%5B0%5D=type\\_of\\_disaster%3A21219](https://www.samhsa.gov/resource-search/dbhis?rc%5B0%5D=type_of_disaster%3A21219)
- **Tips for Young Adults: Coping with Mass Violence**—In this tip sheet, SAMHSA DTAC discusses ages 18 to 26 as a phase of development and explains how incidents of mass violence may affect people within this phase. The tip sheet highlights common reactions to mass violence, tips for coping, and resources for disaster behavioral health support.  
<https://store.samhsa.gov/product/tips-young-adults-coping-mass-violence/pep22-01-01-006>
- **Serving Communities of Diverse Cultures and Languages After Mass Violence**—This tip sheet intends to assist consultants entering communities affected by mass violence in enhancing their cultural competence. Emphasizing the importance of understanding diverse cultures and languages, the tip sheet encourages consultants to be culturally appropriate and sensitive to the beliefs and practices of affected populations.  
[https://www.ovcttac.gov/downloads/massviolence/Mass-Violence-Diverse-Cultures-Languages\\_508c\\_03282023\\_JA.pdf](https://www.ovcttac.gov/downloads/massviolence/Mass-Violence-Diverse-Cultures-Languages_508c_03282023_JA.pdf)
- **Mental Health Considerations After a Traumatic Event**—A product of Voices Center for Resilience, a nonprofit formed after the attacks of September 11, 2001, this tip sheet highlights common reactions to acts of violence, civil unrest, or terrorism. It identifies signs of the need for professional mental health support, coping tips during short- and long-term recovery, and signs of mental illnesses that may arise in the aftermath of exposure to violence.  
[https://media.voicesofseptember11.org/projects/tipsheets/trauma\\_tips\\_mentalhealth\\_001.pdf](https://media.voicesofseptember11.org/projects/tipsheets/trauma_tips_mentalhealth_001.pdf)

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## Resources About Trauma

- **Tips for Survivors of a Disaster or Other Traumatic Event: Coping with Retraumatization**—In this tip sheet, SAMHSA defines retraumatization as “reliving stress reactions experienced as a result of a traumatic event when faced with a new, similar incident,” notes that retraumatization is common, and identifies ways to cope. The tip sheet lists events that may lead to retraumatization, highlights retraumatization signs and symptoms, and offers suggestions for coping.  
<https://store.samhsa.gov/product/Tips-for-Survivors-of-a-Disaster-or-Other-Traumatic-Event-/sma17-5047>
- **Trauma and Violence**—At this web page, SAMHSA defines trauma, notes that lifetime experience of trauma is common, identifies effects of trauma, and discusses the traumatizing nature of seclusion and restraint as part of treatment of people with mental and/or substance use disorders. Links to related resources, including the [Project ReCAST grant program](#), are also provided.  
<https://www.samhsa.gov/trauma-violence>
- **Mass Disasters, Trauma, and Loss**—This booklet from the International Society for Traumatic Stress Studies discusses common reactions to disasters, factors that make people more likely to experience reactions for longer periods, and steps survivors can take to cope effectively after a disaster. Signs of the need for professional mental health assistance are also provided.  
[https://istss.org/ISTSS\\_Main/media/Documents/ISTSS\\_MassDisaterTraumaandLoss\\_English\\_FNL.pdf](https://istss.org/ISTSS_Main/media/Documents/ISTSS_MassDisaterTraumaandLoss_English_FNL.pdf)
- **War’s Enduring Legacy: How Does Trauma Haunt Future Generations?**—This American Psychological Association article explores research on the effects of collective trauma experienced in war, genocide, disaster, and historical marginalization on not only the original experiencers but also on their descendants. The article discusses signs and symptoms of historical or intergenerational trauma, ways trauma and its impacts are transmitted from one generation to another, and promising interventions.  
<https://www.apa.org/topics/trauma/trauma-survivors-generations>

## Additional Resources for Acute Needs

- **SAMHSA Disaster Distress Helpline**—The SAMHSA Disaster Distress Helpline (DDH) provides free, confidential crisis counseling and support to people in distress due to natural and human-caused disasters. The DDH is available 24/7, on all days of the year, via talk or text to 1–800–985–5990. The line also offers support in Spanish (people who call or text should press 2 for this option) and can connect callers with counselors in over 100 languages via third party interpretation services. People who are deaf or hard of hearing or who have other speech or hearing disabilities can use the texting option or, if they would like support in American Sign Language (ASL), they can call the DDH’s toll-free number via videophone-enabled device or click the “ASL Now” link at the DDH website.  
<https://www.samhsa.gov/find-help/disaster-distress-helpline>

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DDH information is included in 30 languages, including Arabic, Hebrew, Punjabi, and Yiddish: <https://issuu.com/disasterdistresshelpline>.

- **988 Suicide and Crisis Lifeline**—The 988 Suicide and Crisis Lifeline is a source of support available 24/7 to people in crisis, including people experiencing international conflict from afar, triggers of past trauma, and other adversities. People in the United States can call or text 988 for support in English or Spanish. After calling 988, people in the United States can also request interpretation services in more than 240 languages and dialects. There is also an online chat feature available in English and Spanish. People who are deaf or hard of hearing who communicate using ASL can call 988 Videophone; those who are deaf or hard of hearing and who use a TTY can use their preferred relay service or dial 711 and then 988.  
<https://988lifeline.org>

Versions of the 988 Suicide and Crisis Lifeline website are available in Spanish at <https://988lifeline.org/es> and in English with information specifically for people who are deaf or hard of hearing or who have hearing loss at <https://988lifeline.org/help-yourself/for-deaf-hard-of-hearing>.

Should you need further assistance, please contact a technical assistance specialist at SAMHSA DTAC by calling 1–800–308–3515 or emailing [dtac@iqsolutions.com](mailto:dtac@iqsolutions.com).