

# Talking to Children About Violence: Tips for Parents and Teachers

High profile acts of violence, particularly in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved-ones are at risk. They will look to adults for information and guidance on how to react. Parents and school personnel can help children feel safe by establishing a sense of normalcy and security and talking with them about their fears.

- 1. Reassure children that they are safe.** Emphasize that schools are very safe. Validate their feelings. Explain that all feelings are okay when a tragedy occurs. Let children talk about their feelings, help put them into perspective, and assist them in expressing these feelings appropriately.
- 2. Make time to talk.** Let their questions be your guide as to how much information to provide. Be patient; children and youth do not always talk about their feelings readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. Some children prefer writing, playing music, or doing an art project as an outlet. Young children may need concrete activities (such as drawing, looking at picture books, or imaginative play) to help them identify and express their feelings.
- 3. Keep your explanations developmentally appropriate.**
  - **Early elementary school** children need brief, simple information that should be balanced with reassurances that their school and homes are safe and that adults are there to protect them. Give simple examples of school safety like reminding children about exterior doors being locked, child monitoring efforts on the playground, and emergency drills practiced during the school day.
  - **Upper elementary and early middle school** children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Discuss efforts of school and community leaders to provide safe schools.
  - **Upper middle school and high school** students will have strong and varying opinions about the causes of violence in schools and society. They will share concrete suggestions about how to make school safer and how to prevent tragedies in society. Emphasize the role that students have in maintaining safe schools by following school safety guidelines (e.g. not providing building access to strangers, reporting strangers on campus, reporting threats to the school safety made by students or community members, etc.), communicating any personal safety concerns to school administrators, and accessing support for emotional needs.
- 4. Review safety procedures.** This should include procedures and safeguards at school and at home. Help children identify at least one adult at school and in the community to whom they go if they feel threatened or at risk.
- 5. Observe children's emotional state.** Some children may not express their concerns verbally. Changes in behavior, appetite, and sleep patterns can also indicate a child's level of anxiety or discomfort. In most children, these symptoms will ease with reassurance and time. However, some children may be at risk for more intense reactions. Children who have had a past traumatic experience or personal loss, suffer from depression or other mental illness, or with special needs may be at greater risk for severe reactions than others. Seek the help of mental health professional if you are at all concerned.

6. **Limit television viewing of these events.** Limit television viewing and be aware if the television is on in common areas. Developmentally inappropriate information can cause anxiety or confusion, particularly in young children. Adults also need to be mindful of the content of conversations that they have with each other in front of children, even teenagers, and limit their exposure to vengeful, hateful, and angry comments that might be misunderstood.
7. **Maintain a normal routine.** Keeping to a regular schedule can be reassuring and promote physical health. Ensure that children get plenty of sleep, regular meals, and exercise. Encourage them to keep up with their schoolwork and extracurricular activities but don't push them if they seem overwhelmed.

## Suggested Points to Emphasize When Talking to Children

- Schools are safe places. School staff works with parents and public safety providers (local police and fire departments, emergency responders, hospitals, etc.) to keep you safe.  
The school building is safe because ... (cite specific school procedures).
- We all play a role in the school safety. Be observant and let an adult know if you see or hear something that makes you feel uncomfortable, nervous or frightened.
- There is a difference between reporting, tattling or gossiping. You can provide important information that may prevent harm either directly or anonymously by telling a trusted adult what you know or hear.
- Although there is no absolute guarantee that something bad will never happen, it is important to understand the difference between the *possibility* of something happening and *probability* that it will affect you (our school community).
- Senseless violence is hard for everyone to understand. Doing things that you enjoy, sticking to your normal routine, and being with friends and family help make us feel better and keep us from worrying about the event.
- Sometimes people do bad things that hurt others. They may be unable to handle their anger, under the influence of drugs or alcohol, or suffering from mental illness. Adults (parents, teachers, police officers, doctors, faith leaders) work very hard to get those people help and keep them from hurting others. It is important for all of us to know how to get help if we feel really upset or angry and to stay away from drugs and alcohol.
- Stay away from guns and other weapons. Tell an adult if you know someone has a gun. Access to guns is one of the leading risk factors for deadly violence.
- Violence is never a solution to personal problems. Students can be part of the positive solution by participating in anti-violence programs at school, learning conflict mediation skills, and seeking help from an adult if they or a peer is struggling with anger, depression, or other emotions they cannot control.

NASP has additional information for parents and educators on school safety, violence prevention, children's trauma reactions, and crisis response at [www.nasponline.org](http://www.nasponline.org).

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## Federal Resources for Helping Youth Cope after a School Shooting

To help youth cope with school shooting incidents, [youth.gov](#) has [compiled a list](#) of federal resources those who work with youth can use to address trauma and bolster resilience. Please review these resources below and contact the agencies directly for assistance.

### Interagency Working Group on Youth Programs

#### [youth.gov](#)

[youth.gov's Trauma-Informed Approaches webpage](#) features a webinar and brief on implementing a trauma-informed approach for youth across service sectors. The webinar and brief discuss the concept and prevalence of trauma; techniques for coping with and recovering from trauma at an individual and systems level; the core principles for building a framework for understanding trauma; and implementation of elements essential for a trauma-informed system as presented by the featured experts. [Visit the webpage.](#)

#### Youth Engaged for Change (YE4C)

YE4C's [Current Events webpage](#) gives priority focus to the best federal resources for youth that are timely and responsive to the issues that are top-of-mind to youth today. The current focus is on what to do in an active shooter event, coping with community tragedies, building resilience, dealing with trauma, and finding mental health resources. [Visit the webpage.](#)

### U.S. Department of Education

#### National Center on Safe Supportive Learning Environments (NCSSLE)

NCSSLE's [Resilience Resources webpage](#) provides two resources on resilience. **Bolstering Resilience in Students: Teachers as Protective Factors** provides an overview of research on student resilience, particularly teachers' role in creating an environment where students can develop the ability to overcome challenges, and reviews key protective factors and seven strategies teachers can employ in creating environments that foster resilience in students. **Adolescent Health Highlight — Positive Mental Health: Resilience** presents key research findings on characteristics that are associated with resilience, describes program strategies that promote resilience, discusses links between resilience and avoidance of risk-taking behaviors, and provides helpful resources on resilience. [Visit the webpage.](#)

### **Readiness and Emergency Management for Schools (REMS) TA Center**

REMS TA Center's [Adversarial- and Human-Caused Threats webpage](#) offers a variety of federal agency partner resources related to planning for adversarial- and human-caused threats that may affect school districts, schools, institutions of higher education, community partners, and parents. [Visit the webpage.](#)

## **U.S. Department of Health and Human Services**

### **National Child Traumatic Stress Network**

The National Child Traumatic Stress Network's [Responding to a School Crisis webpage](#) provides resources for parents and caregivers, youth, and schools, including individualized guidelines for key school personnel to respond to school crises. The page also provides access to psychological first aid for schools and the 3r's of school crises and disaster. [Visit the webpage.](#)

### **National Resource Center for Mental Health Promotion and Youth Violence Prevention**

The National Resource Center for Mental Health Promotion and Youth Violence Prevention's [Trauma, Violence and School Shooting webpage](#) provides resources for parents, service providers, and educators who work with youth who are experiencing or have experienced trauma. [Visit the webpage.](#)

### **Substance Abuse and Mental Health Services Administration (SAMHSA)**

SAMHSA's [Incidents of Mass Violence webpage](#) provides information about who is most at risk for emotional distress from incidents of mass violence and where to find disaster-related resources. [Visit the webpage.](#)

### **Substance Abuse and Mental Health Services Administration (SAMHSA)**

SAMHSA's [Coping with Traumatic Events: Resources for Children, Parents, Educators, and Other Professionals webpage](#) provides resources and publications from the National Child Traumatic Stress Network, resources to address re-traumatization and chronic stress, and resources for disaster response professionals. [Visit the webpage.](#)