



PART 3 RESPONSE

NEA SCHOOL GUN VIOLENCE PREVENTION AND RESPONSE

GUIDE



Contents

About the National Education Association and Everytown for Gun Safety Support Fund	ii
Letter from NEA President Becky Pringle	iii
Letter from Moms Demand Action Executive Director Angela Ferrell-Zabala	v
Introduction	1
Why This Guide	1
Organization and Focus of This Guide	3
The Guide's Checklists and Resources	3
The Guide's Four Main Sections	4
Part 3: Gun Violence Response.....	6
Gun Violence Response Executive Summary and Checklists.....	6
Talking with Students After an Incident.....	6
Media Strategies	7
Identifying Resources to Support Students, Families, and Educators	7
Building Strong Partnerships	7
Summary Action Checklist: Prevention: State	8
Summary Action Checklist: Prevention: Local	11
Overview	14
How to Talk to Pre-K-12 Students About Gun Violence	15
Key Topics When Talking About an Incident.....	16
Support for College Students After a Gun Violence Incident	17
Media Relations and Other Communications After a Gun Violence Incident	18
Manage Media Relations.....	19
Designate a Spokesperson to Serve Throughout the Crisis.....	20
Gun Violence Response Resources	24
National Education Association Resources.....	24
Everytown Resources	24
Other Resources	25
References	27

About the National Education Association and Everytown for Gun Safety Support Fund

The [National Education Association \(NEA\)](#) is more than 3 million people—educators, students, activists, workers, parents, neighbors, and friends—who believe in the opportunity for all students and the power of public education to transform lives and create a more just and inclusive society. NEA has affiliate organizations in every state and more than 14,000 communities across the United States. The Association brings the expertise, drive, and dedication of our educators and allies to focus on providing the best public education to each and every student across race, place, background, and ability. Our members work at every level of education—from prekindergarten through graduate-level university programs—and in other types of public service.

The NEA Health and Safety Program, within the Association’s Education Policy and Implementation Center (EPIC), partnered with Everytown’s team to develop this guide. It draws on the expertise and work of several centers, departments, and initiatives across the organization, including EPIC, the Center for Advocacy and Political Action, the Center for Communications, the Center for Organizing and Affiliate Support, the Center for Professional Excellence and Student Learning, the Office of General Counsel, and the Center for Racial and Social Justice. Audrey Soglin—whose career in public education includes service as the executive director of the Illinois Education Association, a local association president, and a 25-year classroom teacher—worked with the Health and Safety Program staff as a consultant on this project.

The guidance and feedback of NEA state and local affiliate leaders, staff, and members have been crucial in conceptualizing, developing, and fine-tuning this guide, which incorporates, in part, material from the [NEA School Crisis Guide](#), published in 2018. You can contact the NEA Health and Safety Program at healthandsafetyprogram@nea.org and find [NEA Health and Safety Program content](#) on NEA’s website.

The staff of Everytown for Gun Safety Support Fund—the education, research, and litigation arm of Everytown for Gun Safety (Everytown)—provided their expertise on gun violence prevention, research, and education to help create a comprehensive and data-driven resource. As the nation’s largest gun violence prevention organization, Everytown has more than 10 million supporters and more than 700,000 donors, including parents and guardians, students, survivors, veterans, mayors, and everyday people throughout the United States who are fighting for commonsense gun safety measures that can help save lives. The Everytown Support Fund seeks to improve our understanding of the causes of gun violence and help reduce it by conducting ground-breaking research, developing evidence-based policies, communicating this knowledge to the public, and advancing gun safety and gun violence prevention in communities and the courts.

The leadership and guidance from subject matter experts on gun violence prevention at Everytown were pivotal in the content creation and development of this guide. You can contact Everytown Support Fund’s team at info@everytown.org and find their Research and Policy content on [Everytown Support Fund’s website](#).

Letter from NEA President Becky Pringle

On April 20, 1999, I had been a middle-school science teacher in Pennsylvania for 23 years. None of my two decades of experience and training had prepared me to answer the questions my frightened students had about the shooting happening at Columbine High School that day. Along with my fellow educators, I shared the country's profound shock and grief that a school building—a place that should always be safe—had become the site of a massacre. The only thing that comforted us was the belief that this—then the deadliest mass shooting at a K-12 school in U.S. history—was a terrible anomaly. We believed our country would learn from the tragedy and take every measure to ensure it never happened again.

But the Columbine death toll was surpassed at Sandy Hook Elementary School...and Parkland High School...and Uvalde's Robb Elementary School. Each time, we thought, "They have to do something now." But close to 400 school shootings later, the biggest change seemed to be in 2020, when firearms finally surpassed car accidents and disease to become the No. 1 killer of children in America.

We must put a stop to the gun violence that continues to terrorize our students, our educators, families, and communities. As President Biden, who finally passed the most comprehensive gun safety legislation in 30 years, said, "We all want our kids to have the freedom to learn to read and to write instead of learning how to duck and cover in a classroom."

Gun violence in schools affects all students and educators, and its ripple effects spread out to the entire community. There is the constant fear that your school, your children, will be the next victims. According to the American Psychological Association's report, "Stress in America 2023: A Nation Recovering from Collective Trauma," 56 percent of U.S. adults report mass shootings as a significant source of stress. And we know that the long-term effects of toxic stress can change the brain and body's makeup, particularly for children, severely affecting both physical and mental health.

According to the Everytown for Gun Safety Support Fund, with whom NEA partnered to create this guide, 107 incidents of gun violence on school grounds have already caused 29 deaths and injured 61 people—and this is just during the first five months of 2024.

This is unacceptable. No matter how many school shootings we have seen happen, they are just as unacceptable today as they were in 1999. We cannot, we must not, accept the lie that there's nothing we can do to stop them.

While we are grateful for the strides President Biden has made, it is clear that more still needs to be done, which is why NEA set out to issue a call to action to end gun violence in our schools and communities. The result is this guide—a collection of hundreds of calls to action for educators; for school district, college, and university boards and administrators; for politicians; and for students, parents, and families. We look to the day when this guide will be unnecessary and obsolete, but for now, we—the members of this nation's largest labor union—must focus our attention on how to end gun violence in our schools and our communities.

And we must take a hard look at what that violence really looks like. While the picture most people have in their minds about schools and guns involves young White male shooters and White victims, the truth is that our students of color are disproportionately affected by gun violence. According to Everytown, “2 in 3 incidents of gunfire on school grounds from 2013 to 2021 occurred in schools where one or more racial and/or ethnic minorities constituted a majority of the student population.”

The good news is that gun violence is preventable. Not by absurd and impossible measures like arming teachers or putting armed security officers in every school, but through commonsense gun laws and trauma-informed schools that create safe environments and that have the staffing and mental health resources necessary to do it right.

The guide focuses on the roles of state and local education association leaders, staff, building representatives, faculty liaisons, and more. But it is meant to serve as a bridge between what NEA affiliates can do to facilitate gun violence prevention, preparation, response, and recovery and the crucial work of so many others in the broader school community. We know that each community varies with respect to their approach to guns and their experiences with gun violence. This guide is designed to help educators of all types and all levels of experience join with others to end gun violence in our schools.

NEA, we must find a way forward together. We must stop our children—our hope for the future—from continuing to fall prey to this country’s epidemic of gun violence. And we must help the survivors recover and succeed despite their trauma.

Thank you for picking up this guide and committing to being part of the solution!



Rebecca S. Pringle
President, National Education Association

Letter from Moms Demand Action Executive Director Angela Ferrell-Zabala

Gun violence is the No. 1 killer of children in America.

This is a statistic I say often, but it never becomes less jarring. And while this fact encompasses more than just school shootings, it is undeniable that our classrooms are not the safe havens that they should be.

Students deserve the freedom to live, learn, and play without the constant threat of gun violence. But this is our current reality, caused by a reckless gun industry, a corrupt gun lobby, and extremist lawmakers who refuse to take decisive action.

I know that with an issue this large and complex, a safer future can often feel out of reach. The truth is, there's no one-size-fits-all answer to preventing gun violence—but we do have the solutions to this crisis. We need to create powerful, informed networks in our communities that know how to keep our children safe. It will take all of us—educators, administrators, parents, students, law enforcement, mental health professionals, advocates, and policymakers—working together to create change.

To address this urgent need, we are proud to partner with the National Education Association to introduce a comprehensive guide that equips Pre-K-12 schools and higher education institutions with resources, recommendations, and evidence-based solutions for gun violence prevention. This new tool is intentionally organized into four parts: Prevention of, Preparation for, Response to, and Recovery from gun-related incidents on school grounds—because we've seen how important it is not only to prevent gun violence but also to heal from the trauma when it does occur.

As a mother of four children myself, I've seen up close how our gun violence crisis shapes the educational experiences and well-being of our students. But we cannot—and will not—normalize the fact that our children live in fear of being shot in their classrooms. This guide serves not just as a collection of strategies, but as a call to action for protecting young people in America.

I am hopeful that with dedication, collaboration, and the right tools, we will save lives. This is a necessary step in that direction, and our movement is here to support you every step of the way.

Thank you for your commitment. Together, I know that a safer future is possible.

In solidarity,



Angela Ferrell-Zabala
Executive Director of Moms Demand Action

Introduction

WHY THIS GUIDE

The United States suffers from an epidemic of gun violence. Every day, more than 120 people are killed by guns, and more than 200 are shot and wounded (Everytown for Gun Safety Support Fund, 2024-j). Less than 1 percent of gun deaths per year occur on school grounds, but the impact extends far beyond these casualties: Gun violence shapes the lives of millions of people in this country who witness it, who know the victims, or who live in fear of the next shooting. Gun violence has a profoundly harmful impact on students, educators, families, and communities.

For most of this country's history, infectious diseases and car accidents constituted the greatest risks to childhood health, but today, gun violence is the No. 1 cause of death for children and teens. Each year, more than 4,000 children and teens are shot and killed, and more than 17,000 are shot and wounded (Everytown for Gun Safety Support Fund, 2024-k). Homicides account for roughly 6 in 10 gun deaths among children (Everytown for Gun Safety Support Fund, 2024-k), and gun suicides are on the rise—a public health crisis (American Public Health Association, 2023) that communities and elected officials can prevent. In the United States, an estimated 3 million children per year are exposed to shootings (Finkelhor et al., 2015), and the trauma of witnessing shootings—whether in their schools, communities, or homes—can have a devastating impact on their lives. The Stress in America survey provides ample evidence of the collective trauma our country faces, including from mass shootings (American Psychological Association, 2023).

The Everytown Support Fund's [Gunfire on School Grounds](#) database details the myriad ways in which gun violence manifests in U.S. schools. Over the past 11 years, the Everytown Support Fund has identified at least 1,200 incidents of a firearm discharging a live round inside or into a school building or on or onto school grounds. Of these incidents, 841 occurred on the grounds of a prekindergarten, elementary, middle, or high school, resulting in 270 people killed and 580 people wounded. In the 326 incidents that occurred on university or college campuses during that time period, 120 people were killed and another 251 were wounded (Everytown for Gun Safety Support Fund, 2024-b).

Students exposed to the trauma of violence, crime, and abuse are more likely to suffer from substance use disorders, depression, anxiety, and post-traumatic stress disorder (PTSD); fail or have difficulties in school; and engage in criminal activity (Finkelhor et al., 2015); (Cronholm et al., 2015). Even for those who have not experienced gun violence at school, the trauma of lockdowns and active shooter drills—which are happening with notable frequency—leaves students, educators, and their families across the country experiencing firsthand the impact of fear from the anticipation of gun violence.

The National Education Association (NEA) remains committed to ending the scourge of gun violence. As NEA President Becky Pringle told the U.S. House Committee on Oversight and Reform in testimony urging Congress to act to end gun violence, “Inaction means we are willing to accept what should be unacceptable to us all” (NEA, 2022-b).

With attention to the disproportionate impact of gun violence on communities of color, NEA advocates in Congress, develops resources and trainings, encourages media and academic coverage of the subject, mobilizes members and communities, and engages with partners across the country to end gun violence. However, more must be done. To further address gun violence in our schools at every level of education, in July 2022, the NEA Representative Assembly (RA)—the Association’s highest decision-making body—directed NEA to issue a national call to action to help ensure that all students, educators, schools, campuses, and communities are safe from the epidemic of gun violence.

Working with an NEA-wide team that meets regularly to assess, plan, and work toward the ambitious goal set by the RA, the Association has convened members, leaders, and staff across the country to help develop strategies and identify needed actions. As part of its call to action, NEA has partnered with the Everytown for Gun Safety Support Fund (Everytown Support Fund) to produce the NEA School Gun Violence Prevention and Response Guide. The guide helps NEA’s state and local leaders, staff, and worksite leaders—like building representatives and faculty liaisons—prevent, prepare for, respond to, and facilitate recovery from gun violence in all education settings.

Ideally, this guide will be used for planning and advocacy that should already be taking place in Pre-K-12 schools and institutions of higher education. By focusing on the roles of association leaders, staff, and worksite leaders, like building representatives and faculty liaisons, it is meant to complement—not supplant—planning, preparation, and action by school administrators.



www.nea.org

www.everytownsupportfund.org

ORGANIZATION AND FOCUS OF THIS GUIDE

We published the guide’s four sections—on prevention, preparation, response, and recovery—separately to facilitate their use. Each part includes material for Pre-K–12 schools and institutions of higher education and for all categories of employees.

This guide uses the term “educators” broadly to refer to NEA’s rich and diverse membership, including aspiring educators; classroom teachers; education support professionals (ESPs), such as paraeducators and clerical service, custodial and maintenance, food service, health and student service, security, skilled trades, technical service, and transportation workers; the faculty, staff, and graduate workers in colleges and universities; and specialized instructional support personnel (SISP), like school counselors, school social workers, school psychologists, school nurses, speech-language pathologists, and school librarians.

The guide presents resources, tools, recommended practices, and checklists for incorporating gun violence-related strategies into the school crisis prevention and response plans of associations, Pre-K–12 schools, and institutions of higher education.

The Guide’s Checklists and Resources

The guide includes separate checklists for state leaders and staff and for local leaders, staff, and building representatives, department liaisons, department representatives, and other educators taking on worksite leadership roles.

The prevention, preparation, and recovery checklists start with steps for people newer to this work and advance to action items for those who are expanding their ongoing work. People who are broadening and deepening their engagement are likely to have already taken many of the early steps identified in the checklists. The response-related checklists outline actions based on the time elapsed since the gun incident: the first few hours, the first 12 hours, and the first week and beyond.

The end of the guide includes detail on all URLs of the resources hyperlinked throughout the body of the document.

The Guide's Four Main Sections

- 1 PREVENTION:** Prevention aims to reduce the risk and prevent the occurrence of gun violence incidents on school grounds, on campuses, and in communities. It includes taking actions to foster a positive and safe school climate and limit access to firearms that could be used in acts of school violence. This section presents strategies to help schools plan for trauma-informed crisis intervention practices, promote secure storage of guns, increase mental health and suicide prevention supports, integrate community violence intervention programs into schools, advocate for legislation that limits the presence of guns in schools, and take other steps to address gun violence.

- 2 PREPARATION:** Preparation involves planning for gun violence-related scenarios and continually planning, practicing, and evaluating the efficacy of responses. The goals are to minimize emotional, psychological, and physical harm when incidents occur and to have a system in place for immediate, effective response and recovery, which includes establishing crucial relationships with school administrators and community groups. The preparation and prevention phases often occur simultaneously and are ongoing. This section includes strategies to install evidence-based security upgrades to prevent shooters' access to education settings, examine the efficacy and potential harm of active shooter drills and school policing, and establish the processes and relationships that will facilitate effective responses.

- 3 RESPONSE:** The response phase includes action steps to minimize the harm of gun violence to students, educators of all types, and their families. The focus is short-term and requires coordination and rapid response during and immediately after a gun violence incident. The checklist for this section includes strategies and action steps based on how long ago the gun incident took place—the first few hours, the first 12 hours, and the first week and beyond. It also includes recommendations on how to speak with students about gun violence.

- 4 RECOVERY:** Recovery focuses on coping with trauma after a gun violence incident and restoring a safe and healthy school environment. It is imperative to focus on supporting the emotional, physical, and psychological health of students, educators, and their families. This section includes approaches to supporting recovery efforts, providing care and support to those impacted by gun violence incidents, and evaluating the planning and incident response to identify areas that need improvement or adjustment.

The NEA Gun Violence Prevention and Response Guide

FOUR PHASES OF WORK TO ADDRESS GUN VIOLENCE IN SCHOOLS

1

PREVENT

- Understand Guns in Schools
- Consider ACEs, Trauma, and Toxic Stress
- Apply Evidence-Based Prevention Strategies
- Foster Safe and Supportive Schools
- Implement Education and Advocacy Strategies
- Carry Out Plans to Prevent Gun Violence

2

PREPARE

- Adopt Evidence-Based Approaches to Security
- Examine School Policing and Active Shooter Drills
- Understand, Assess, Improve, and Work with Emergency Operations Plans
- Put the Pieces in Place to Facilitate Response and Recovery

3

RESPOND

- Know How to Talk with Students About Gun Violence
- Support College Students After Gun Violence
- Implement Successful Communications Strategies
- Respond in a Deliberate, Effective Manner

4

RECOVER

- Understand Gun Violence Trauma
- Communicate Supportively
- Provide Care and Support
- Foster and Rely on Community Partnerships
- Evaluate and Improve Your Incident Response



PART 3:

Gun Violence Response

GUN VIOLENCE RESPONSE EXECUTIVE SUMMARY AND CHECKLISTS

The response section of the NEA School Gun Violence Prevention and Response Guide includes short-term measures to ensure coordinated and effective responses during and immediately after a gun violence incident to minimize harm; provide support to students, educators, and families; and facilitate communication with the media and the broader community. The recommendations in this part of the guide require coordination and rapid response during and immediately after a gun violence incident. For broader context and related recommendations, consult the other sections of this guide: Part One—Prevention, Part Two—Preparation, and Part Four—Recovery.

The first hours immediately following a gun violence incident are likely to be fear-inducing, fast-moving, and chaotic. It is critical that safety and trauma-informed practices are at the center of an association's response. With many other moving pieces, it is important that the association coordinate with or, at a minimum, not undercut emergency response work.

The checklist for this section includes strategies and action steps based on how long ago the gun incident took place—the first few hours, the first 12 hours, and the first week and beyond. Those who have already done the preparation-related work identified in Part Two of the guide will be better equipped to implement the steps in the checklists, and they will be better prepared to identify how to adjust the steps as necessary given the particulars of the gun violence incident being addressed. In any case, effective responses will require coordination within and between components of the association and with administrators and law enforcement agencies, sensitivity to trauma, thoughtful communications, engagement with partners, and the provision of support for students and educators.

Talking with Students After an Incident

Key principles and suggestions to keep in mind when talking to students about a gun violence incident include:

- 1 Creating a space for them to discuss and explore their feelings, assuring them that their fears are valid, and reminding them that there are safety measures in place;

- 2 Letting students lead the conversation about safety and gun violence to find out what they know before sharing any information;
- 3 Remembering that this is a collective trauma experienced by children, teens, and adults, and every person will react differently; and
- 4 Supporting students after a gun violence incident, which involves understanding post-traumatic stress syndrome, grief, trauma, and loss.

Media Strategies

In the wake of a gun violence incident, it is important to have a plan and strategy for ongoing communication with educators, students, parents, the community, and the media. There are some key rules to ensure thoughtful communications and success in handling media inquiries and press, such as identifying a spokesperson who conveys two or three approved messages, with accuracy and empathy, to members and the public. When releasing information, it is essential that association leaders and members review and follow all district policies and state laws. The state affiliate and NEA are available to assist locals.

This section differs in structure from other sections in the guide because responding to a gun violence incident requires quick action under what may be extremely stressful circumstances, with incomplete information, potential life-and-death emergency responses, and fast-moving questions from members, families, and caregivers. It focuses on action steps for leaders and staff.

Identifying Resources to Support Students, Families, and Educators

Given the breadth of contexts in which incidents of gun violence take place, identifying a single set of resources to support students, educators, and families is not possible. The [Everytown Survivor Network](#) amplifies the power of survivor voices, offers trauma-informed programs, provides information on direct services, and supports survivors in their advocacy. NEA's [Gun Violence Response](#) website includes multiple general resources.

In addition to the NEA and Everytown resources, this guide's section on resources includes material from the American Psychological Association, the National Association of School Psychologists, the National Child Traumatic Stress Network, the American School Counselor Association, Sandy Hook Promise, and the Coalition to Support Grieving Students, some geared toward Pre-K-12 contexts and some focused on institutions of higher education. When considering which resources to distribute, consider the specifics of the incident and the needs that the materials are designed to meet.

Building Strong Partnerships

Strong partnerships with local and statewide organizations provide the opportunity to enhance association work related to incidents of gun violence. This section of the guide includes links to national-level organizations that may have state- or local-level counterparts. Identifying local groups—including professional associations, non-governmental organizations, and academic centers—may also serve the same purpose. Identifying and building relationships with such groups that focus on racial and social justice, countering gun violence, promoting student health, or another relevant topic establishes mutual opportunities for support in response to the incident in the short-, medium-, and long-term.

GUN VIOLENCE RESPONSE

SUMMARY ACTION CHECKLIST: RESPONSE: STATE

STATE PRESIDENTS AND EXECUTIVE DIRECTORS					
The First Hours After an Incident					
To Do		Where to find it, contacts, etc.	Complete	Assigned to	Next steps, follow up, dates, not applicable, etc.
1	Contact the local president to provide support and assistance. In general, state presidents or their designees will contact the local president.				
2	Contact NEA to discuss needed support and coordination on national and state public responses. In general, state executive directors or their designees will contact NEA.				
3	Maintain contact with the lead UniServ director for updates from the local to provide resources and coordinate support. Be careful to follow appropriate state processes for communicating with UniServ directors and ensure that lines of communication are clear.				
4	Assist local leaders in creating an initial communique to members. Include, as necessary, material on talking with students after incidents of gun violence and other material identified in this section of the guide.				
5	Clarify who at the state affiliate level will be the main ongoing contact for the local association leader.				

SUMMARY ACTION CHECKLIST: RESPONSE: STATE

STATE PRESIDENTS AND EXECUTIVE DIRECTORS					
The First 12 Hours After an Incident					
	To Do	Where to find it, contacts, etc.	Complete	Assigned to	Next steps, follow up, dates, not applicable, etc.
1	In collaboration with the local, assist, as needed, in creating ongoing communications for members and work with and support the local's media spokesperson; NEA can assist.				
2	Create, as needed, written communiques for local leaders to send to victims' families.				
3	Contact NEA Member Benefits and determine what resources are available for the local members, their students, and their families.				
4	Develop and provide talking points, as needed, for local leaders who are communicating with concerned members. Include information on accessing mental health and community supports.				
5	In collaboration with local leaders, create ongoing communications for members and work with and support the local's media spokesperson; NEA can assist.				
6	Connect with organizations championing civil rights and racial and social justice; countering gun violence; supporting parents, family members, higher education partners, and spouses; and promoting student health. Discuss approaches to and mutual opportunities for support in response to the incident in the short-, medium-, and long-term. Communicate with the local association about potential initiatives and opportunities.				

SUMMARY ACTION CHECKLIST: RESPONSE: STATE

STATE PRESIDENTS AND EXECUTIVE DIRECTORS					
The First Week After an Incident and Beyond					
To Do		Where to find it, contacts, etc.	Complete	Assigned to	Next steps, follow up, dates, not applicable, etc.
1	Assist the local association in developing protocols to address members' fear and grief.				
2	In collaboration with the local association, assist in organizing resources about talking to students about gun violence, including written guidance for members returning to work, virtual assistance, and frequently asked questions documents.				
3	Identify opportunities as appropriate to advocate for an end to gun violence, including through the adoption of steps suggested in Part One of the guide on preventing gun violence.				
4	Stay in touch with the local association and provide ongoing assistance with member communications.				

SUMMARY ACTION CHECKLIST: RESPONSE: LOCAL

LOCAL PRESIDENTS, STAFF, AND WORKSITE LEADERS					
The First Hours After an Incident					
To Do		Where to find it, contacts, etc.	Complete	Assigned to	Next steps, follow up, dates, not applicable, etc.
1	As appropriate for the association, make sure the correct people at the state association are aware of the situation and that all relevant state and local leaders are communicating with one another.				
2	Reiterate within the association protocols for responding to a gun violence incident using the prepared description of the protocol or, if not already done, indicating who is the lead contact for the state affiliate, etc.				
3	Prepare to communicate with members about the incident.				
4	Be prepared to review the member roster and class assignments, with a hard copy available, in case it is necessary to account for members.				
5	Review suggested language for initial inquiries, fine-tuning for the specifics, and coordinate with the state association.				

SUMMARY ACTION CHECKLIST: RESPONSE: LOCAL

LOCAL PRESIDENTS, STAFF, AND WORKSITE LEADERS					
The First 12 Hours After an Incident					
To Do		Where to find it, contacts, etc.	Complete	Assigned to	Next steps, follow up, dates, not applicable, etc.
1	Coordinate with the administration and emergency response personnel.				
2	Work with administrators and NEA to identify needed mental health supports.				
3	Focus on member communications; coordinate, as appropriate, with the state association.				
4	If necessary, identify association members who are missing, wounded, or related to victims using the member roster and class assignments.				
5	Compile community support resources for members.				
6	Connect with organizations championing civil rights and racial and social justice; countering gun violence; supporting parents, family members, higher education partners, and spouses; and promoting student health. Discuss approaches to and mutual opportunities for support in response to the incident in the short-, medium-, and long-term. If working with state-level organizations, communicate as appropriate with the state affiliate about potential initiatives and opportunities.				

SUMMARY ACTION CHECKLIST: RESPONSE: LOCAL

LOCAL PRESIDENTS, STAFF, AND WORKSITE LEADERS					
First Week After an Incident and Beyond					
To Do		Where to find it, contacts, etc.	Complete	Assigned to	Next steps, follow up, dates, not applicable, etc.
1	Promote the mental health services organized by the district, and check with the state affiliate about services offered by NEA Member Benefits.				
2	Communicate, as appropriate, with and support families of members who are directly impacted by the incident.				
3	Provide an opportunity for members to offer support, such as meals and child care, to affected members.				
4	Plan time for members to discuss how to talk about gun violence prior to going back to the site; ask the state affiliate for assistance. Expect that every educator in every building will be confronted with students' concerns.				
5	Check in with members regularly.				

OVERVIEW

Keep four points in mind when reading this section of the guide:

- 1** The first hours, in particular, are likely to be fear-inducing, fast-moving, and chaotic. The educators working in the building where the shooter is located will be focused on the very real threat to their lives and the lives of their students, colleagues, and visitors. Educators, students, and visitors in other buildings will also be concerned about their own safety.
- 2** At this time, the physical safety of those involved in the incident and the use of trauma-informed practices when communicating or comforting is critical.
- 3** Association work in response to gun incidents will take place within the context of many other moving pieces at the Pre-K-12 school or institution of higher education and in the broader community. It is important to coordinate or, at a minimum, be sensitive to not undercut emergency response efforts.
- 4** NEA state and local associations vary greatly, including their experience and infrastructure for responding to gun violence; however, identifying and reaching out to colleagues who have addressed incidents of gun violence can be helpful.



HOW TO TALK TO PRE-K–12 STUDENTS ABOUT GUN VIOLENCE

Parents and families of school-age children may feel uncertain about how to discuss an incident of gun violence in a way that does not cause further trauma. The National Child Traumatic Stress Network provides [guidance to help families understand how children may react](#) to such traumatic events (National Child Traumatic Stress Network, n.d.-a). The network also provides resources for adults, including [strategies for coping with collective traumas](#) (National Child Traumatic Stress Network, 2021).

Educators and families can foster healthy coping skills and mechanisms for children by:

- Promoting various emotional outlets for children, including art, music, sports, writing, games, and activities;
- Encouraging them to talk about their feelings routinely; and
- Initiating check-ins if they appear to be having a hard time.

Many educators also are concerned about discussing traumatic events and death; they may be afraid that raising the topic will upset students. However, the [Coalition to Support Grieving Students](#)—an organization of which NEA was a founding member—believes saying nothing can convey negative messages, including perceived insensitivity and disapproval (Coalition to Support Grieving Students, n.d.). By speaking up, educators can let grieving students know they recognize their situation and want to be supportive.

The American Psychological Association has produced [guidance to help educators respond to students](#) who may need support after a traumatic experience (American Psychological Association, 2021). Here are some tips for approaching those conversations:

- Make students feel physically and psychologically safe enough to share. Consistency and structure are important to create that feeling.
- Empathize and show sensitivity to students and remember that reactions to trauma may present as discipline problems.
- Validate the student's experiences and feelings.
- Check in with students one-on-one.
- Have patience. Students may take some time to recover. Remember that reactions to trauma can persist or suddenly appear long after the original event occurred.

Key Topics When Talking About an Incident

Following a gun violence incident, educators and families alike will be faced with questions and thoughts from students and children about what happened. It is important that, when discussing the following topics, educators and families consider employing these strategies.

1. Safety

- Keep children and students grounded in the moment.
- Point out locks on doors, alarms, and security features.
- Look into specific safety procedures and precautions, and discuss the specific policies, people, and efforts already in place to protect them.
- Allow children and students to think through and process their fear of danger.
- Don't be dismissive of their inquiries, and allow them to further explore their needs.

2. Gun Violence

- First, ask what they already know.
- Be straightforward and direct but gentle, leaving out graphic detail.
- Affirm this is an uncomfortable topic, and it is okay to be scared.
- Validate fears while reassuring their safety and reminding them of prevention efforts.
- Acknowledge the complexity of these emotions and encourage students and children to share any thoughts or questions that may later arise.

3. Trauma

- Observe children's and students' behavioral and emotional changes, and practice tolerance for those changes, when appropriate.
- Understand that children, teens, and adults will be struggling with collective trauma that was brought on by gun violence (Abrams, 2023).
- Pay attention to signs that someone is struggling more than they let on; for example, a student or child may experience trouble sleeping, difficulty concentrating on schoolwork or chores, or changes in appetite or mood. Consult mental health practitioners.
- Understand what may bring on strong emotions for students and children. Take measures to reduce the risk of exposure to traumatic content.

4. Grief and Loss

- Take a similar approach to the trauma-related steps outlined above.
- Use simple terms, and allow students and children to openly react, feel, and lead the conversation.
- Alert students and children of any alterations to their daily routine or schedule.
- Understand that persisting changes in behavior or concerning reactions may warrant professional attention.

SUPPORT FOR COLLEGE STUDENTS AFTER A GUN VIOLENCE INCIDENT

The National Child Traumatic Stress Network (NCTSN) produced [College Students: Coping After the Recent Shooting](#), a resource that helps postsecondary students understand what to expect following a gun violence incident (National Child Traumatic Stress Network, n.d.-b). The document notes that “Understanding that the gun violence event has been an extremely frightening experience, and the days, weeks, and months following can be very stressful. How long it takes for an individual to cope depends on what they experienced during and after the shooting. If a student was injured during the event or lost friends or family, they may have a more difficult time coping. In the aftermath, it is difficult to figure out where to begin.” (National Child Traumatic Stress Network, n.d.-b)

Here is a summary of NCTSN's useful resource, including common terms and reactions to these traumatic events.

Post-traumatic stress reactions are common, understandable, and expected, and they can be serious. There are three types of post-traumatic stress reactions:

- **Intrusive reactions** are ways in which the traumatic experience comes back to mind, including in dreams, thoughts, and images at various times;
- **Avoidance and withdrawal reactions** include staying away from people, places, or things that are reminders of the shooting or feeling emotionally numb, detached, or estranged from others.
- **Physical reactions** include sleep difficulties, poor concentration, irritability, jumpiness, nervousness, and being “on the lookout for danger.”

Reactions to danger refer to the sense that events or activities have the potential to cause harm. In the wake of a shooting, people and communities have greater appreciation for the enormous danger of violence and the need for effective emergency operations plans.

Depression is associated with the experience of loss, unwanted changes, or prolonged grief and is strongly related to the accumulation of post-violence adversities and the frustrations that accompany them.

Physical symptoms can occur even in the absence of any underlying physical injury or illness.

Trauma and loss reminders are things, events, situations, places, sensations, and even people that remind a person about a traumatic event or loss.

MEDIA RELATIONS AND OTHER COMMUNICATIONS AFTER A GUN VIOLENCE INCIDENT

In the wake of a gun violence incident, it is important to have a plan and strategy for ongoing communications with educators, students, families, the surrounding community, and the media. Constant and consistent communication helps maintain transparency, provide the most up-to-date information, and address concerns. It also helps build trust, correct misinformation, and foster a sense of community.

Managing media coverage responsibly ensures the well-being of those affected by the crisis, minimizing the potential for re-traumatization. Overall, a well-structured and ongoing communications strategy plays a crucial role in facilitating recovery and rebuilding efforts after a gun violence incident.

Follow these key rules to maintain as much control over the situation as possible:

- 1. Accuracy:** Never guess, speculate, or predict the future. Don't release information until you have verified its accuracy. Never go off the record. Always assume you are on the record, unless otherwise specified.
- 2. Immediacy:** Issue a basic accurate, factual initial statement as quickly as possible. Find resources to include in your media release in the related section of this guide. Be sure to confirm and reconfirm information at all points, and determine who and how the administration will provide information during a crisis. Gather information by asking the following:
 - What happened?
 - Who is in charge?
 - Has the situation been contained?
 - What is the status of the victim(s)?
 - Did you have forewarning?
 - Where do parents reunite with children?
- 3. Key messages:** Develop two or three key messages that are honest, consistent, responsive, and responsible. Strive to be positive and proactive.
- 4. Location:** Secure the location's perimeter and determine where media will and will not be permitted. Designate a media area where all briefings will take place.
- 5. Purpose:** Use local media as a quick communications pipeline to key audiences but do not depend solely on the media.

6. **Policy:** Make sure you follow all district policies and state laws when releasing information. Follow your crisis communications plan.
7. **Spokesperson:** Designate a spokesperson and speak with one clear voice.
8. **Availability:** Hold regular media briefings and respect deadlines. Avoid saying “no comment.” Provide a brief statement and then take a few questions, but stop when they get redundant or head off course.
9. **Attitude:** Express sympathy, be calm, and remain respectful. Avoid getting defensive or placing blame.
10. **Care:** Respect student and educator health, safety, and privacy rights.
11. **Privacy:** Consider privacy issues and laws when thinking about releasing victim and perpetrator names—what are the roles of law enforcement, administrators, hospitals, and families in releasing names and conditions of victims? The administration should have a carefully considered and crafted policy regarding release of student and educator information, photos, and yearbooks that take into account applicable laws. Recognize that the media may use previously published photos of students participating in athletic or other events.

Manage Media Relations

The media will want ongoing information, so it is important that the designated spokesperson is available, open, and honest. Pre-K-12 schools and institutions of higher education should develop media response and outreach strategies to be prepared for how to best provide this information.

It is important that everyone in the broader community understands the cycles of media response because the needs and desires of the media change as the situation evolves:

- Emergency Response:** Initially, the media may be eager for information. Reporters will interview people willing to talk to them, often without verifying accuracy of information. The more factual information released, the less the media will have to rely on rumor and hearsay.
- What and Who:** The media will want to know exactly what happened and who was involved—victims and perpetrators.
- Why and How:** The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.
- Analysis of Emergency Response:** The media will analyze the crisis response: Did first responders react appropriately? Did the emergency operations plan work? How could it happen? As the situation stabilizes, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they’ll ask if proper security measures were in place.
- Second-Day Stories:** The media will begin to look for a different spin or angle, including emerging issues and people to interview. The media will also want to cover special events, such as memorials, the first day back, and athletic activities. Media protocols for special events are included in the related sections of this guide.

When communicating with the media, employ the following strategies:

- Determine when to talk to the media and identify an experienced spokesperson to field media questions and requests—if there is a public information officer, it is key that all educators and students should know how to refer media inquiries to this designated person.

- Identify tactics for answering media questions, sharing accurate and up-to-the-minute information, and developing positive working relationships with the media.
- Know who to contact and how to reach all local media, contacting them first because they will be in it for the long haul.
- Consider the feelings of victims and whether their talking to the media is healthy and appropriate.
- Develop templated news releases and advisories that can be quickly filled in and updated with information.
- Consider utilizing social media to amplify updates and statements, if appropriate.
- Coordinate, as appropriate, with district and/or municipal officials.
- Follow all district policies and state laws when releasing information to the media.
- Provide media training for educators as needed and identify a backup district spokesperson.
- Craft key messages about safety and talking points specific to the emergency or crisis, including talking points about transportation safety.
- Prepare a daily fact sheet.
- Identify the association expert who will provide guidance to educators on media interviews.
- Establish policies regarding media.
- Be prepared to manage media coverage of benchmark dates, anniversaries, etc.

Designate a Spokesperson to Serve Throughout the Crisis

If the administration has a communications office, the director of such an office is often the ideal spokesperson. The entity affected must determine carefully whether the principal, superintendent, school board or trustees, members, or state affiliate will make public statements and who is most appropriate to do so. Questions to consider when determining the appropriate spokesperson include:

- Is the official emotionally ready and able to give a statement?
- Does the community/media expect a high-level official to take an active, visible communications role?
- What are the legal considerations and long-term implications of any statement?
- Which official is appropriate? Who has the most information and represents the district best in the public arena?

Once the spokesperson is in place and/or other officials are assigned their roles, it is important that they are prepared to take on these roles. Here are some recommended action items:

- Provide talking points in writing.
- Prepare a list of frequently asked questions and answers.
- Practice and draft responses to questions, especially difficult ones.
- Determine a specific length of time for the interview or media conference, and ensure it begins and ends on time.
- Have the communications director in charge and/or designated spokesperson (introduced as such) manage the question-and-answer period and decide when the interview should end.

- Meet with media spokespeople from law enforcement and the fire/rescue agencies to determine how to coordinate release of information.
- Develop a call log and track media calls, news agency and reporter names, and questions asked.

The association's spokesperson should announce regularly scheduled press briefings. During the first few hours as the incident is unfolding, hourly press briefings or updates may be required, even if there is nothing new to report. That frequency can decrease as the situation stabilizes; however, the more information the association, district, or institution of higher education shares with the media, the more they can control the story and ensure it is reported with accuracy. Those holding press briefings in the hours after an incident should report the following:

- **How the identity of victims will be released:** Names should not be released until they are verified and the families have been notified. Law enforcement, fire and rescue, hospitals, and families should be involved in this decision.
- **Information about evacuation:** The media are very helpful in getting information out quickly so that families know where their children are and how they can be reunited.
- **Sympathy and acknowledgment of pain and grief:** Victims, their families, and the community have experienced a traumatic event. They need to connect on a human level and feel the range of emotions associated with a crisis.
- **Thanking individuals and agencies:** Acknowledge the good work of educators, first responders, and community groups that helped with response efforts.



Building Strong Partnerships

Addressing gun violence in education settings requires strong, meaningful relationships with partners to deepen association understanding, build relationships, strengthen the processes and policies of Pre-K–12 schools and institutions of higher education, and ensure that approaches developed to keep students, educators, and communities safe are culturally and racially appropriate.

From state to state and within states, potential partners may vary. An important place to start is with other unions representing workers in the Pre-K–12 schools and institutions of higher education where association members work, gun violence-focused organizations, racial and social justice organizations, after-school programs, mental and physical health providers and organizations, associations representing principals or other administrators, and local colleges and universities with programs that identify or address violence in communities or, more specifically, in education settings.

The following list includes several national-level organizations—with links to their websites—that may have state or local counterparts. Identifying local groups working on similar topics may also serve the same purpose.

AAPI Victory Alliance

<https://aapivictoryalliance.com/gunviolenceprevention>

AASA—The School Superintendents Association

<https://www.aasa.org/resources/all-resources?Keywords=safety&RowsPerPage=20>

Alliance to Reclaim our Schools

<https://reclaimourschools.org>

American Academy of Pediatrics

<https://www.aap.org/en/advocacy/gun-violence-prevention>

American Psychological Association

<https://www.apa.org/pubs/reports/gun-violence-prevention>

American School Counselor Association

<https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Prevention-of-School-Rela>

Color of Change

<https://colorofchange.org>

Community Justice Action Fund

<https://www.cjactionfund.org>

Hope and Heal Fund

<https://hopeandhealfund.org/who-we-are>

League of United Latin American Citizens

https://lulac.org/advocacy/resolutions/2013/resolution_on_gun_violence_prevention/index.html

Life Camp

<https://www.peaceisalifestyle.com>

Live Free

<https://livefreeusa.org>

March for Our Lives

<https://marchforourlives.org>

MomsRising

<https://www.momsrising.org/blog/topics/gun-safety>

NAACP

<https://naacp.org>

National Association of Elementary School Principals

<https://www.naesp.org>

National Association of School Nurses

<https://www.nasn.org/blogs/nasn-inc/2023/07/27/take-action-to-address-gun-violence>

National Association of School Psychologists

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis>

National Association of Secondary School Principals

<https://www.nassp.org/community/principal-recovery-network>

National Association of Social Workers

<https://www.socialworkers.org>

National PTA

<https://www.pta.org/home/advocacy/federal-legislation/Public-Policy-Priorities/gun-safety-and-violence-prevention>

National School Boards Association

<https://www.nsba4safeschools.org/home>

Parents Together

<https://parents-together.org/the-heart-of-gun-safety-and-a-new-approach-to-advocacy>

Sandy Hook Promise

<https://www.sandyhookpromise.org>

The Trevor Project

<https://www.thetrevorproject.org>

UnidosUS

<https://unidosus.org/publications/latinos-and-gun-violence-prevention>

GUN VIOLENCE RESPONSE RESOURCES

National Education Association Resources

National Education Association

<https://www.nea.org>

The National Education Association is the nation's largest union, representing more than 3 million elementary and secondary teachers, higher education faculty, education support professionals, specialized instructional support personnel, school administrators, retired educators, and students preparing to become educators.

NEA Health and Safety Program

<https://www.nea.org/healthy-schools>

The NEA Health and Safety Program provides information and solutions related to student and educator mental health, violence prevention and response,

infection control, and environmental and occupational safety and health, among other topics.

NEA School Crisis Guide

<https://www.nea.org/resource-library/neas-school-crisis-guide>

Produced in 2018, the guide provides detailed content on how to effectively prevent, prepare for, respond to, and recover from school crises.

Responding to Gun Violence

<https://www.nea.org/gunviolence>

This portion of the NEA website provides health and safety content on taking action, helping students and educators cope, resources for school leaders, fostering mental health, and preventing hate and bias.

Everytown Resources

Everytown for Gun Safety

<https://www.everytown.org>

Everytown for Gun Safety is the largest gun violence prevention organization in America. The organization is a movement of more than 10 million supporters working to end gun violence.

Everytown for Gun Safety Support Fund

<https://everytownsupportfund.org>

The Everytown Support Fund is the education, research, and litigation arm of Everytown for Gun Safety. It seeks to improve our understanding of the causes of gun violence and help to reduce it by conducting ground-breaking original research, developing evidence-based policies, communicating this knowledge to the American public, and advancing gun safety and gun violence prevention in communities and the courts.

Everytown Survivor Network

<https://everytownsupportfund.org/everytown-survivor-network>

The Everytown Survivor Network is a nationwide community of survivors working together to end

gun violence. The network amplifies the power of survivor voices, offers trauma-informed programs, provides information on direct services, and supports survivors in their advocacy.

Other Resources

PLANNING RELATED TO GUN VIOLENCE

Resources on Planning for Family Reunification

<https://rems.ed.gov/K12FamilyRAnnex.aspx?AspxAutoDetectCookieSupport=1>

The Readiness and Emergency Management for Schools Technical Assistance Center provides guidance on how students and families can reunite post-crisis.

United on Guns Mass Shooting Resources for Local Officials

<https://www.unitedonguns.org>

United on Guns created resources to help local leaders prepare for, and respond to, a mass shooting, including the Mass Shooting Protocol, which provides leaders with a checklist for the first 24 hours after a gun violence incident, and the Mass Shooting Playbook, a comprehensive resource for leaders to prepare for, respond to, and help their community recover from a gun violence incident. Both resources can be downloaded at the link above.

GRIEF AND TRAUMA

American Psychological Association

<https://www.apa.org/topics/gun-violence-crime>

The American Psychological Association provides resources, news, podcasts, and more on the topic of gun violence and crime, including:

How Educators Can Talk to Students Exposed to a Trauma

<https://www.apa.org/ed/schools/primer/trauma>

How to Talk to Children About Difficult News

<https://www.apa.org/topics/journalism-facts/talking-children>

Helping Your Children Manage Distress in the Aftermath of a Shooting

<https://www.apa.org/topics/gun-violence-crime/shooting-aftermath>

American School Counselor Association

<https://www.schoolcounselor.org/Publications-Research/Publications/Free-ASCA-Resources/Crisis-Trauma-Resources>

The American School Counselor Association provides resources and other materials related to crisis and trauma in schools.

Coalition to Support Grieving Students

<http://www.grievingstudents.org>

The Coalition to Support Grieving Students is a collaborative of professional organizations that represent educators, school administrators, student support personnel, and school board members. It provides relevant and high-quality professional learning opportunities and resources to school staff, community members, and families who support grieving students in schools and communities.

National Child Traumatic Stress Network

The National Child Traumatic Stress Network provides fact sheets and tip sheets for response efforts, including:

Age-Related Reactions to a Traumatic Event

<https://www.nctsn.org/resources/age-related-reactions-traumatic-event>

College Students: Coping After the Recent Shooting

<https://www.nctsn.org/resources/college-students-coping-after-the-recent-shooting>

Coping After Mass Violence

<https://www.nctsn.org/resources/coping-after-mass-violence>

For Teens: Coping After Mass Violence

<https://www.nctsn.org/resources/for-teens-coping-after-mass-violence>

Parent Guidelines for Helping Youth After the Recent Shooting

<https://www.nctsn.org/resources/parent-guidelines-helping-youth-after-recent-shooting>

Providing Psychological First Aid: Health-Related Professionals

<https://www.nctsn.org/resources/providing-psychological-first-aid-health-related-professionals>

Psychological First Aid (PFA) Online E-Learning Course

<https://www.nctsn.org/resources/psychological-first-aid-pfa-online>

Psychological First Aid for Schools (PFA-S) Field Operations Guide

<https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>

Psychological First Aid for Schools Webinar

<https://www.nctsn.org/resources/psychological-first-aid-schools>

Talking to Children About the Shooting

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

Talking to Children When Scary Things Happens

<https://www.nctsn.org/resources/talking-to-children-when-scary-things-happen>

Spanish-language version:

<https://www.nctsn.org/resources/talking-to-children-when-scary-things-happen-sp>

Talking to Teens When Violence Happens

<https://www.nctsn.org/resources/talking-to-teens-when-violence-happens>

Spanish-language version:

<https://www.nctsn.org/resources/talking-to-teens-when-violence-happens-sp>

Tips for Parents and Caregivers on Media Coverage of Traumatic Events

<https://www.nctsn.org/resources/tips-parents-and-caregivers-media-coverage-traumatic-events>

Tip Sheet for Youth Talking to Journalists About the Shooting

<https://www.nctsn.org/resources/tip-sheet-youth-talking-journalists-about-shooting>

Sandy Hook Promise Resources

<https://www.sandyhookpromise.org/blog/teacher-resources>

Sandy Hook Promise includes resources for teachers to engage students, including:

How to Help After a Gun Violence Tragedy

<https://www.sandyhookpromise.org/blog/community-resources/how-to-help-after-a-gun-violence-tragedy>

How to Help Children Cope with a Gun Violence Tragedy

<https://www.sandyhookpromise.org/blog/community-resources/how-to-help-children-cope-with-a-gun-violence-tragedy>

Spanish-language version:

<https://www.sandyhookpromise.org/blog/community-resources/como-ayudar-a-los-ninos-a-enfrentar-una-tragedia-de-violencia-armada>

REFERENCES

- Abrams, Z. (2023, October 27). Stress of Mass Shootings Causing Cascade of Collective Traumas. *Monitor on Psychology*, 53(6), 20. Retrieved from <https://www.apa.org/monitor/2022/09/news-mass-shootings-collective-traumas>
- American Psychological Association. (2021, October). *Students Exposed to Trauma*. Retrieved May 12, 2024, from <https://www.apa.org/ed/schools/primer/trauma.pdf>
- American Psychological Association. (2023, November). *Press Release: Stress in America 2023: A Nation Recovering from Collective Trauma*. Retrieved February 22, 2024, from American Psychological Association: <https://www.apa.org/news/press/releases/stress/2023/collective-trauma-recovery>
- American Public Health Association. (2023). *Gun Violence Is a Public Health Crisis*. Retrieved February 14, 2024, from https://www.apha.org/-/media/files/pdf/factsheets/200221_gun_violence_fact_sheet.ashx
- Coalition to Support Grieving Students. (n.d.). *Module Summary: What Not to Say*. Retrieved May 12, 2024, from <https://grievingstudents.org/wp-content/uploads/2021/09/NYL-1A-Talking-With-Children.pdf>
- Cronholm, P. et al. (2015, September). Adverse Childhood Experiences Expanding the Concept of Adversity. *American Journal of Preventive Medicine*, 49(3), 354–361. <https://doi.org/10.1016/j.amepre.2015.02.001>
- Everytown for Gun Safety Support Fund. (2024-b). *Gunfire on School Grounds in the United States*. Retrieved May 24, 2024, from Everytown for Gun Safety Support Fund: <https://everytownresearch.org/maps/gunfire-on-school-grounds>
- Everytown for Gun Safety Support Fund. (2024-j). *How Does Gun Violence Impact the Communities You Care About?* Retrieved February 14, 2024, from EveryStat: <https://everystat.org>
- Everytown for Gun Safety Support Fund. (2024-k, February 20). *The Impact of Gun Violence on Children and Teens*. Retrieved February 14, 2024, from Everytown for Gun Safety Support Fund: <https://everytown-research.org/report/the-impact-of-gun-violence-on-children-and-teens>
- Finkelhor, D. et al. (2015). Prevalence of Childhood Exposure to Violence, Crime, and Abuse: Results from the National Survey of Childhood Exposure to Violence. *JAMA Pediatrics*, 169(8), 746–754. Retrieved February 16, 2024, from <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2344705>
- National Child Traumatic Stress Network. (2021). *Assisting Parents/Caregivers in Coping with Collective Traumas*. Retrieved March 12, 2024, from <https://www.nctsn.org/resources/assisting-parents-caregivers-in-coping-with-collective-traumas>
- National Child Traumatic Stress Network. (n.d.-a). *Age-Related Reactions to a Traumatic Event*. Retrieved February 19, 2024, from https://www.nctsn.org/sites/default/files/resources/age_related_reactions_to_traumatic_events.pdf

- National Child Traumatic Stress Network. (n.d.-b). *College Students: Coping After the Recent Shooting*. Retrieved May 12, 2024, from National Child Traumatic Stress Network: https://www.nctsn.org/sites/default/files/resources/fact-sheet/college_students_coping_after_the_recent_shooting_formatted.pdf
- NEA. (2022-b, June 8). *Press Release: NEA President Becky Pringle Testifies at House Committee on Oversight and Reform, Urges Congress to End Gun Violence*. Retrieved February 16, 2024, from National Education Association: <https://www.nea.org/about-nea/media-center/press-releases/nea-president-becky-pringle-testifies-house-committee-oversight-and-reform-urges-congress-act-end>

PART 3 | RESPONSE



www.nea.org
www.everytownsupportfund.org