

Order Screening, Assessment, and Treatment

Screening and Assessment

For a comprehensive listing of screening and assessment tools that measure children's experiences of trauma, see the Measures Review Database offered by the National Child Traumatic Stress Network:

<http://www.nctsnet.org/resources/online-research/measures-review>

Treatment

For a listing of evidence-based treatment models, see the California Evidence-Based Clearinghouse and the National Child Traumatic Stress Network.

<http://www.cebc4cw.org/>

California Evidence-Based Clearinghouse

Enter the word "trauma" into the search box to learn about proven and promising treatment programs.

<http://www.nctsnet.org/resources/topics/treatments-that-work/promising-practices>

Fact sheets for 42 trauma-informed treatment programs, offering: treatment description; target population; essential components; clinical and anecdotal evidence; research evidence; and references.

Never Too Late, But Earlier Is Better

(Source: Center on the Developing Child at Harvard University, Graph Source: Pat Levitt, 2009).

The first years of life are a very busy and crucial time for the development of brain circuits. The brain has the most plasticity, or capacity for change, during this time, which means it is a period of both great opportunity and vulnerability. The impact of experiences on brain development is greatest during these years—for better or for worse. It is easier and less costly to form strong brain circuits during the early years than it is to intervene or "fix" them later. Brains never stop developing—it is never too late to build new neural circuits—but in establishing a strong foundation for brain architecture, earlier is better.

http://developingchild.harvard.edu/key_concepts/brain_architecture/

