

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

*This revised toolkit focuses on providing resources for and about children, youth, and adults; families and communities; refugees, asylum-seekers, and new immigrants to the United States; and service providers in a variety of settings. This toolkit focuses on the effects of experiencing or hearing about international conflicts, mass violence and terrorism, crises, trauma, hate crimes, and other violence motivated by prejudice, particularly in light of recent events giving rise to Islamophobia, antisemitism, and other forms of discrimination.*

## Resources Responding to Hate Crimes and Violence, Prejudice, Discrimination, and/or Racism

- **Hate Crime Threat Response Guide**—This one-page guide from the Federal Bureau of Investigation (FBI) defines the term “hate crime” and lists steps for people to take if they have been threatened in various ways (e.g., in writing, by phone, physically). A toll-free telephone number (1-800-CALL-FBI or 1-800-225-5324) and URL (<https://tips.fbi.gov/home>) are also provided for people to use to report threats or hate crimes. <https://www.fbi.gov/file-repository/hate-crime-threat-response-guide-updated-118-2023.pdf/view>
- **HHS Office for Civil Rights**—The U.S. Department of Health and Human Services (HHS) Office for Civil Rights (OCR) enforces several civil rights laws that prohibit discrimination. This bulletin describes how these laws may protect individuals who are or are perceived to be Jewish, Muslim, or of another religious group: <https://www.hhs.gov/civil-rights/for-individuals/special-topics/shared-ancestry-or-ethniccharacteristics-discrimination/index.html>. Anyone who believes they have been discriminated against based on race, color, religion, or national origin can file a complaint of discrimination with OCR. To file a complaint, visit: <https://www.hhs.gov/civilrights/filing-a-complaint/index.html>
- **Talking with your Children about Islamophobia and Hate-Based Violence**—This Substance Abuse and Mental Health Services Administration (SAMHSA) National Child Traumatic Stress Network (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-andhate-based-violence>

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The fact sheet is also available in Arabic: <https://www.nctsn.org/resources/talking-with-your-children-about-islamophobia-and-hate-based-violence-ara>.

- **Talking to Children about Hate Crimes and Antisemitism**—Written after a mass shooting at a synagogue in Pittsburgh, Pennsylvania, in 2018, this SAMHSA 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>

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

- **Understanding Child Trauma**—This web page from SAMHSA presents statistics on child trauma 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. Downloadable infographics provided by the SAMHSA National Child Traumatic Stress Initiative (NCTSI). <https://www.samhsa.gov/child-trauma/understanding-child-trauma>
- **Age-Related Reactions to a Traumatic Event**—In this fact sheet, the SAMHSA NCTSN provides an overview of how children and adolescents may react to a traumatic event. 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 SAMHSA NCTSN fact sheet describes how collective traumas such as religious hate and prejudice 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-collectivetraumas>
- **Childhood Traumatic Grief: Information for Mental Health Providers**—This SAMHSA 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-mentalhealth-providers>
- **Childhood Traumatic Grief: Information for Parents and Caregivers**—This SAMHSA 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-andcaregivers>
- **Childhood Traumatic Grief: Information for School Personnel**—In this fact sheet, SAMHSA NCTSN explains to school personnel how children often experience grief, as

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well as defining childhood traumatic grief. 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-schoolpersonnel>

- **Childhood Traumatic Grief: Youth Information Sheet**—In this 2-page resource, SAMHSA 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>
- **Creating Supportive Environments When Scary Things Happen**—This fact sheet, SAMHSA NCTSN 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 and international conflict. 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-thingshappen>
- **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, SAMHSA 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-tipscaregivers>
- **Helping Teens with Traumatic Grief: Tips for Caregivers**—This SAMHSA 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, SAMHSA 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, SAMHSA 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>

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- **PFA: Parent Tips for Helping Adolescents after Disasters**—Part of the SAMHSA NCTSN *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 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 Preschool-Age Children after Disasters**—Part of the SAMHSA NCTSN *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 has ways for parents to respond and things they can do and say. <https://www.nctsn.org/resources/pfa-parent-tips-helping-preschool-age-children-afterdisasters>
  - **PFA: Parent Tips for Helping School-Age Children after Disasters**—This SAMHSA NCTSN 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-afterdisasters>
  - **Talking to Children About Hate Crimes**—This tip sheet from the National Mass Violence Center (NMVC) 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 War**—This fact sheet from the SAMHSA 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 increase resilience. <https://www.nctsn.org/resources/talking-to-children-about-war>
  - **Talking to Children When Scary Things Happen**—This SAMHSA 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 SAMHSA NCTSN 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 offers several ways to communicate effectively with teenagers and help them cope with their reactions. <https://www.nctsn.org/resources/talking-to-teens-when-violence-happens>

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## Resources for Faith Communities

- **Faith-based Communities and Spiritual Leaders**—This part of the SAMHSA Disaster Technical Assistance Center (DTAC) 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>
- **Mitigating Attacks on Houses of Worship: Security Guide**—Provided by the U.S. Department of Homeland Security’s (DHS) 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%2520Attacks%2520on%2520Houses%2520of%2520Worship%2520Security%2520Guide\\_508\\_0.pdf](https://www.cisa.gov/sites/default/files/publications/Mitigating%2520Attacks%2520on%2520Houses%2520of%2520Worship%2520Security%2520Guide_508_0.pdf)
- **Resources for Leaders of Faith-Based Communities, Organizations, and Institutions to Protect Against Targeted Violence**—This website links to a variety of DHS resources that may be helpful to leaders of faith-based communities, organizations, and institutions when facing heightened threats of targeted violence and terrorism. <https://www.dhs.gov/faith-based-tv-resources>

## 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 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>
- **Cultural and Religious Literacy Tip Sheets**—At this web page, the Federal Emergency Management Agency (FEMA) provides several tip sheets emergency managers and others seeking to engage faith communities can use to make an engagement plan and learn more about specific faiths, including Islam. <https://www.fema.gov/emergency-managers/individuals-communities/faith/cultural-andreligious-literacy-tip-sheets>
- **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 (DOJ) explains how to incorporate language access into emergency plans. It discusses

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how to identify groups of people who speak specific languages and to ensure 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>

- **PFA Field Operations Guide, 2nd Edition**—Developed by the National Center for Posttraumatic Stress Disorder (PTSD) and SAMHSA 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-2ndedition>
- **PFA Online**—SAMHSA 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>
- **Resources and Tools for Religious Literacy and Competency**—In this tip sheet, FEMA offers information and tools to help responders develop their religious literacy and competency, acknowledging at the outset that doing so is an ongoing process. The tip sheet features resources from NDIN and the Center for Religion and Civic Culture at the University of Southern California Dornsife, online resources for learning more about various religions, and recommended reports and books. [https://www.fema.gov/sites/default/files/2020-03/fema\\_faith-communities\\_culturalresources-tools\\_1.pdf](https://www.fema.gov/sites/default/files/2020-03/fema_faith-communities_culturalresources-tools_1.pdf)

## General Crisis Response and Recovery Information

- **Tips for Survivors: Coping With Grief After a Disaster or Traumatic Event**—In this tip sheet, SAMHSA DTAC 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 DTAC 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-TraumaticEvent-Managing-Stress/SMA13-4776>
- **PFA: Tips for Adults**—Part of the SAMHSA NCTSN *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

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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 SAMHSA NCTSN *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>

## Resources Related to Mass Violence, Conflict, and War

- **Disaster-specific Resources: Mass Violence/Community Violence**—This part of the SAMHSA DTAC 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**—This SAMHSA DTAC tip sheet 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/pep22-01-01006>
- **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-CulturesLanguages\\_508c\\_03282023\\_JA.pdf](https://www.ovcttac.gov/downloads/massviolence/Mass-Violence-Diverse-CulturesLanguages_508c_03282023_JA.pdf)
- **HHS ACF Office of Family Violence Prevention and Services**—The U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Family Violence Prevention Services' Family Violence Prevention and Services Act (FVPSA) discretionary and formula grant recipients provide violence prevention training in domestic and sexual violence and the intersections of mass violence, community violence and violence based on discrimination by populations, sexual identity and orientation and faith. [FVPSA National Resource Centers and State Domestic Violence Coalitions](#) can connect community members to appropriate supports as needed for these particular violence prevention resources. For more information on the Office of Family Violence Prevention and Services: <https://www.acf.hhs.gov/ofvps>

## Resources About Trauma

- **Practical Guide for Implementing a Trauma-Informed Approach**—This SAMHSA resource builds on SAMHSA's landmark [Concept of Trauma and Guidance for a](#)

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[Trauma-Informed Approach](https://store.samhsa.gov/product/practical-guide-implementing-trauma-informedapproach/pep23-06-05-005) and other foundational documents to offer recommendations for implementing trauma-informed approaches at systemic and organizational levels. The guide provides an overview of the concept of trauma and trauma-informed approaches and suggestions for implementing trauma-informed approaches in training and workforce development, financing, physical environment, and other areas. <https://store.samhsa.gov/product/practical-guide-implementing-trauma-informedapproach/pep23-06-05-005>

- **Tips for Disaster Responders: Understanding Compassion Fatigue**—This SAMHSA DTAC tip sheet defines and describes compassion fatigue, burnout, and secondary traumatic stress. It lists signs of compassion fatigue, offers tips for preventing and coping with compassion fatigue, and notes that responders may also experience positive effects from their work. <https://store.samhsa.gov/product/Understanding-Compassion-Fatigue/sma14-4869>
- **Tips for Healthcare Professionals: Understanding Stress and Compassion Fatigue**— This SAMHSA DTAC tip sheet explores stress and compassion fatigue, as well as signs of distress after a disaster. It identifies ways to cope and enhance resilience, along with resources for more information and support. <https://store.samhsa.gov/product/tips-healthcare-professionals-coping-stress-andcompassion-fatigue/pep20-01-01-016>
- **Tips for Survivors of a Disaster or Other Traumatic Event: Coping with Retraumatization**—In this tip sheet, SAMHSA DTAC 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-TraumaticEvent/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 Resiliency in Communities After Stress and Trauma \(ReCAST\) grant program](#), are also provided. <https://www.samhsa.gov/trauma-violence>
- **What is Historical Trauma?**—Part of a [guide to trauma-informed human services](#) developed by several U.S. Department of Health and Human Services (HHS) administrations and offices, this online information defines and describes historical trauma, offering examples across various cultures and communities. It also explains how historical trauma may affect individuals and communities and offers suggestions for providing trauma-informed services to people with historical trauma. <https://www.acf.hhs.gov/trauma-toolkit/trauma-concept>
- **Secondary Traumatic Stress**—At this part of its website, SAMHSA NCTSN defines secondary traumatic stress and explains why child-serving professionals may be



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particularly at risk, given the prevalence of trauma among the children with whom they work. The page links to additional information about how to prevent and mitigate secondary traumatic stress and to NCTSN resources on the topic.

<https://www.nctsn.org/trauma-informed-care/secondary-traumatic-stress>

## 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 tollfree number via videophone-enabled device or click the “ASL Now” link at the DDH website. <https://www.samhsa.gov/find-help/disaster-distress-helpline>

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

- **988 Suicide and Crisis Lifeline**—The SAMHSA 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/helpyourself/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@manhattanstrategy.com](mailto:dtac@manhattanstrategy.com).