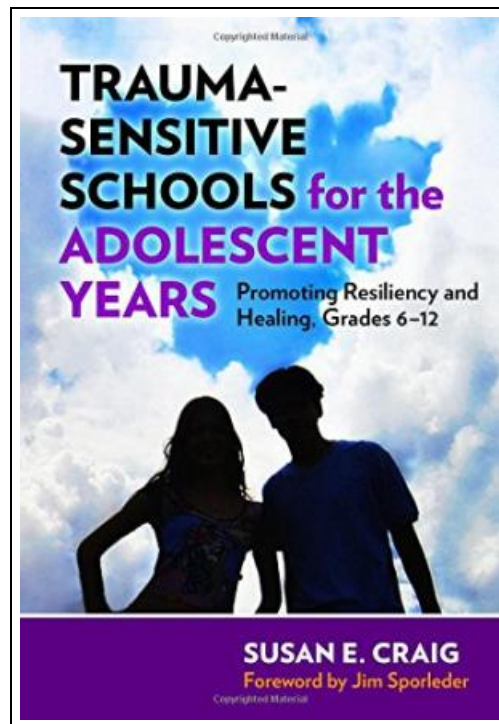


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Teachers College Press. Paperback. Condition: New. 176 pages. Trauma Sensitive Schools for the Adolescent Years provides a uniquely comprehensive and accessible resource for all educators and school administrators. Craig offers clear descriptions of the scientific literature related to toxic stress and trauma, along with practical and implementable suggestions for promoting schoolwide practices to support and educate students with trauma histories. -- Eric Rossen, director, Professional Development and Standards at National Association of School Psychologists Susan Craig gives an in-depth look into the impact of trauma on the adolescent brain along with ideas about how educators can foster resilience and support student learning for all. Trauma-Sensitive Schools for the Adolescent Years is packed with strategies for collaboration with adolescent learners to create classroom and school environments that truly have the power to be transformative. This is an essential book for any secondary educator or administrator. -- Sara Daniel, MSW, LCSW, Director of Clinical Services, SaintA Milwaukee, WI The trauma-sensitive schools movement is the result of a confluence of forces that are changing how educators view students academic and social problems, including the failure of zero tolerance policies to resolve issues of school safety, bullying, and academic failure, as well as a new understanding of adolescents disruptive behavior. In this follow-up to her bestseller, Trauma-Sensitive Schools, Susan Craig provides secondary school teachers and administrators with practical ideas for how to improve students achievement by implementing a trauma-sensitive approach to instruction. Along with clear explanations of the role that childhood adversity and trauma play in determining academic success, readers will find dozens of concrete strategies to help them: View poor academic and social progress through a trauma-sensitive lens. Create a school climate that fosters safety and resiliency in vulnerable teenagers. Establish relationships with students that support their efforts to self-regulate. Design instruction that reflects the...



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