



Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives, K-5

Susan Craig

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Growing evidence supports the important relationship between trauma and academic failure. Along with the failure of “zero tolerance” policies to resolve issues of school safety and a new understanding of children’s disruptive behavior, educators are changing the way they view children’s academic and social problems. In response, the trauma-sensitive schools movement presents a new vision for promoting children’s success. This book introduces this promising approach and provides K–5 education professionals with clear explanations of current research and dozens of practical, creative ideas to help them.

Integrating research on children’s neurodevelopment and educational best practices, this important book will build the capacity of teachers and school administrators to successfully manage the behavior of children with symptoms of complex developmental trauma.

“Kudos! Susan Craig has done it again. After *Reaching and Teaching Children Who Hurt*, she has written a book that will help administrators and educators truly make schoolwide trauma sensitivity a regular part of the way their schools are run. A major contribution to education reform.”

—**Susan Cole**, director, Trauma and Learning Policy Initiative, Massachusetts Advocates for Children, and Harvard Law School.

“Dr. Craig’s message is clear that promoting self-reflection, self-regulation and integration gives traumatized children the chance at learning that they’re not getting in traditional approaches. And she bravely points out that it’s critical for teachers to recognize the toll that this emotional work can take and the need for self-care. Being mindful of both the importance of trauma sensitive systems and the enormity of the task of helping vulnerable children build resilience is so critical for everyone working with and caring for our children.”

—**Julie Beem**, MBA, Executive Director of the Attachment & Trauma Network, Inc.

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