



Book Series

# *Contemporary Perspectives on Developing Trauma-Informed Teachers*

Series Editors

Ofelia Schepers, *Purdue University*; Megan Brennan, *Resilient Futures*; Philip E. Bernhardt, *Metropolitan State University of Denver*

The use of Trauma-Informed Practices (TIP) in schools aims to create a safe, supportive climate, in which school personnel are encouraged to view and respond to students' behaviors with an understanding of the potential impact of trauma and the strength of resilience. These practices are intended to be holistic and require a paradigm shift framing potential concerns about students with what has happened rather than what is wrong with you? When educators understand the impact of trauma on a child's behavior, development, social-emotional skills, and readiness for learning, they can actively work to address these needs and more effectively promote student success.

## **Books in this series:**

- Developing Trauma-Informed Teachers
- Developing Trauma-Informed Teachers

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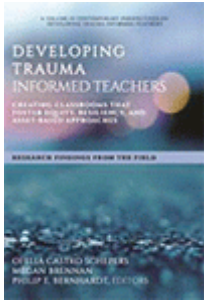
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## Developing Trauma-Informed Teachers Creating Classrooms That Foster Equity, Resiliency, and Asset-Based Approaches ~ Research Findings From the Field

Ofelia Schepers, Purdue University; Megan Brennan, Resilient Futures; Philip E. Bernhardt, Metropolitan State University of Denver

2023. Paperback 979-8-88730-107-5 \$52.99. Hardcover 979-8-88730-108-2 \$94.99. eBook 979-8-88730-109-9 \$85.

The vision and development of this edited text are driven by a deep desire to ensure that teacher candidates are thoughtfully prepared to more fully address students' needs and create classroom environments that are safe for students and teachers. Specifically, this text will provide an understanding of how educator preparation programs are providing teacher candidates with the knowledge and skills to effectively utilize an asset-based approach to foster resiliency skills that support P-12 students who have or are experiencing trauma. This text considers how programs are developing equity-focused content, curriculum, & pedagogy to ensure teacher candidates can integrate trauma-informed practices as well as develop their own resiliency skills. This resource highlights important and relevant tools, strategies, and approaches for preparing future teachers to implement traumainformed practices within their classrooms.

In recent years, much attention and resources focused on preparing teachers to more comprehensively address, acknowledge, and understand childhood trauma and the impact it has on students' lives inside and outside of the classroom. This text will be of interest to all those working in institutes of higher education, alternative licensure programs, and organizations, public schools, and districts involved with the preparation of teachers and/or professional development of in-service educators. It has the potential to serve as a catalyst for teacher preparation programs to more intentionally integrate trauma-informed practices in meaningful ways and contribute to a glaring gap within the literature focused on the systematic ways in which childhood trauma and resiliency development are being addressed in the preparation of teachers.

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Trauma is a public health crisis. High rates of trauma exposure among youth and the impact that experiences of trauma can have on students' psychosocial and academic outcomes are well-established. These traumatic events do not live outside of the scope of schools and teaching. As children and teachers develop communities within their classrooms and schools, trauma comes with those who have experienced it, whether invited or not (Bien & Dutro, 2014). This extended time that teachers spend with students inherently provides opportunity to witness students' lived experiences (Caringi et al., 2015; Motta, 2012). These experiences capture many facets of students' lives, including traumatic events; however, many teachers indicate that they feel unprepared to address students who have experienced trauma in meaningful and

sustainable ways (Caringi et al, 2015). In response, many schools and districts have adopted trauma-informed practices (Overstreet & Chafouleas, 2016).

This text addresses the gap in the literature in embedding trauma-informed practices into pre-service teacher education. This text provides examples of the various ways educator preparation faculty are developing and implementing trauma-informed practices across their programs, instituting broader curricular shifts to incorporate trauma-informed practices, shifting pedagogical practices to include trauma-informed practices and collaborating across disciplines in order to ensure that teacher candidates are thoughtfully prepared to address students' needs and create classroom environments that are equitable, safe and sustainable for students and teachers.

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