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Autore	Pitzer Amanda-Lee
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Nota di contenuto	Part I Foundations of Trauma-Informed Understanding -- Chapter 1. What Is Trauma? -- Chapter 2. Theoretical Foundations of Trauma-Informed Practice -- Chapter 3. How Trauma Affects the Brain and Body -- Chapter 4. Cultural and Generational Trauma in Schools -- Chapter 5. How Trauma Shows Up in Classrooms -- Chapter 6. The Ripple Effect—Teachers, Classmates, and Systems -- Part II Shifting the Lens—From Behavior to Belonging -- Chapter 7. The Starting Point Is Empathy -- Chapter 8. Root Cause, Not Just Behavior -- Chapter 9. Special Education and Re-Traumatization -- Chapter 10. Rebuilding Trust after Harm -- Part III Practices That Restore -- Chapter 11. Creating Trauma-Informed Classrooms -- Chapter 12. Responding Without Retraumatizing -- Chapter 13. When Helping Hurts—Turning STS into Strength -- Chapter 14. Stronger Together: Partnering with School-

Based Mental Health Teams -- Chapter 15. Leadership Matters—
Creating a Trauma-Informed School Culture -- Chapter 16. Student
Voice and Agency -- Chapter 17. Parents as Partners in Healing --
Chapter 18. Screens, Stress, and Scrolling: Helping Students Navigate
the Digital World -- Chapter 19. Beyond the Classroom—Advocacy as a
Trauma-Informed Practice -- Part IV Conclusion -- Chapter 20.
Restoring Hope -- Part V Appendix -- Chapter 21. Case Studies and
Classroom Tools.

Sommario/riassunto

This book is a practical and deeply personal guide for educators seeking to understand and respond to student trauma. Blending scholarly research, classroom strategy, and lived experience, it explores how trauma affects learning, behavior, relationships, and teacher well-being, as well as how schools can become places of safety and healing. Written by an educator, trauma scholar, and Gold Star widow, the book weaves compelling narrative with evidence-based practices, offering both insight and hope. The text is organized into three sections that move the reader from foundational understanding to practical application. Part I, Foundations of Trauma-Informed Understanding, examines what trauma is and how it impacts students' brains, bodies, and behaviors. Part II, Shifting the Lens—From Behavior to Belonging, reframes misbehavior as a signal of underlying need, encouraging educators to seek root causes rather than punitive responses. Part III, Practices That Restore, presents strategies for creating trauma-informed classrooms that prioritize safety, connection, and empowerment. Amanda-Lee Pitzer specializes in trauma-informed education, educational psychology, and educational leadership. She holds a doctorate in Educational Psychology from Regent University. Her trauma work takes place at Columbia College of South Carolina, where she equips teachers with strategies, evidence-based practices, and practical applications to successfully develop trauma-informed classrooms.
