Further Reading

Bissonette, T., & Shebby, S. (2017, December). Trauma-informed school practices: The value of culture and community in efforts to reduce the effects of generational trauma. Retrieved from https://www.apa.org/pi/families/resources/newsletter/2017/12/generational-trauma.aspx

 This article discusses trauma-informed school practices. The article argues that trauma-

 informed schools can help to improve educational outcomes. It also addresses adverse

 childhood experience, historical trauma, and the Menominee Model.

Building community resilience for children and families (2007). Retrieved from

https://www.nctsn.org/sites/default/files/resources//building\_community\_resilience\_for\_children\_families.pdf

This guidebook discusses what community resilience is and provides information about how to build community resilience for families and their children. Some of the topics addressed in the guidebook include community leadership, healthcare, mental and public health, personnel in childcare settings, media, first responders, religious and cultural groups, business, media, the elements of resilience, and other community resilience resources.

Castelloe, M. (2012). *How trauma is carried across generations: Holding the secret history of*

*our ancestors.* Retrieved from https://www.psychologytoday.com/us/blog/the-me-in-

we/201205/how-trauma-is-carried-across-generations

This article discusses the issue of trauma carrying across generations of people. The author addresses this transgenerational trauma and how it is transmitted. The article covers both the situations where transgenerational trauma is transferred in specific families and societal trauma affecting large groups of people in response to their shared history.

Celluci, A. (2017). *The school library as a safe space.* Retrieved from http://edublog.scholastic.com/post/school-library-safe-space#

This article discusses the school library as a safe space for the students it serves. The role of the school library in the school and how it can support the school's student population is addressed. The author also talks about using the school library as a model for positive interaction and a judgement free space for both the students and the community.

Child and adolescent issues (2018, May 15). Retrieved from https://www.goodtherapy.org/learn-about-therapy/issues/child-and-adolescent-issues

This article from GoodTherapy discusses the issues faced by children and adolescents

specifically. The article discusses the different stages of development as children grow from infants into teenagers. The article then moves on to mental health risk factors and statistics, relationships, eating issues and substance abuse that teenagers and children may have to contend with.

 Connolly, A. (2011). Healing the wounds of our fathers: Intergenerational trauma, memory, symbolization and narrative. *Journal of Analytical Psychology,* *56*(5), 607-626.

 The article by Connolly discusses intergenerational trauma and the history of the different

approaches that have been taken on the issue, with focus being given to the extreme cases of intergenerational trauma. The author then addresses specific analytical therapy techniques in treating the survivors and their children.

Dajevskis, E., Cappiello, M. A., & Crain de Galarce, P. (2016, October 25). *Therapy by the book.* Retrieved from http://www.slj.com/2016/10/programs/therapy-by-the-book/#\_

This article discusses bibliotherapy, its importance and why its uses for traumatized students. The authors go on to discuss the benefits of Storytime, making book suggestions and providing books to build the community in assisting with the recovery from trauma.

Doll, B., Brehm, K., & Zucker, S. (2014). *Resilient classrooms: Creating healthy environments for learning.* New York: The Guilford Press.

This book explains how a healthy classroom environment is made. It also discusses how to recognize when a classroom is lacking the essential supports required to transform a classroom into a healthy environment. This book also includes planning tools and worksheets that can be used to assist with this process.

Dotson, L. (2017). The transformative power of trauma-informed teaching. Retrieved from https://www.edweek.org/tm/articles/2017/11/22/the-transformative-power-of-trauma-informed-teaching.html

 The author discusses her experiences dealing with traumatized children as a school

 administrator. She states that a trauma-informed approach, rather than a disciplinary one, can assist in reducing the behavioral issues that traumatized students often exhibit.

Truebridge, S. (2014). *Resilience begins with beliefs: Building on student strengths for success in school.* New York, NY: Teachers College Press, Teachers College, Columbia University.

This book addresses resilience and the importance of beliefs in building resilience. The author attempts to arm educators with tools and strategies that they can use to transfer resilience theory into their teaching in order to increase the success and learning of their students.

 Ulrich, R. S. (2013, January 11). *Designing for calm*. Retrieved from https://www.nytimes.com/2013/01/13/opinion/sunday/building-a-space-for-calm.html

This article discusses the issue of violence in mental health facilities and offers up architecture as a solution to this issue. The author argues that the right architecture and design can decrease human aggression and provide a calming effect on patients that are emotionally troubled.