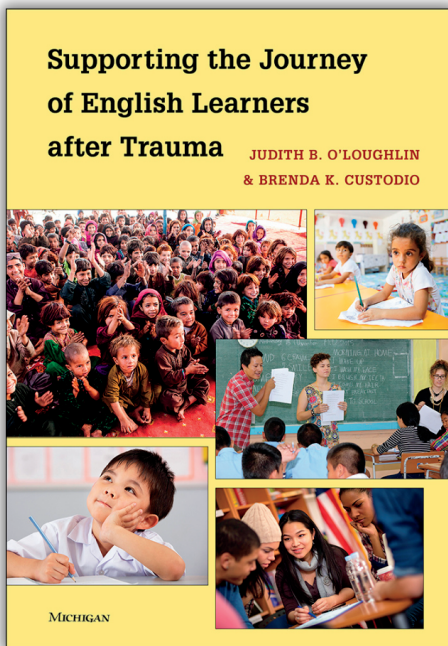




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SUPPORTING THE JOURNEY OF ENGLISH LEARNERS AFTER TRAUMA

Judith B. O'Loughlin and Brenda K. Custodio

One of the hottest topics in education today is trauma-informed pedagogy. Much of what has been written in this area comes from counselors, therapists, and other experts in this field, but there is very little written specifically about the effects of trauma on English learners. This book has been written to address this need. The authors have sifted through the literature on trauma and social-emotional learning (SEL) to provide the material that applies directly to English learners. This book was written mainly for teachers of students with immigrant backgrounds and for the building administrators who support them, including counselors, paraprofessionals, and social workers.

This book is designed to provide a practical resource to help educators better understand the possible traumatic backgrounds of their students and how that could be affecting their academic, social, and emotional lives. It also focuses on how school personnel can create a safe environment in schools and classrooms to help students recognize, nurture, and expand the internal resilience that has enabled them to weather past situations and that will allow them to continue the healing process.

One chapter is devoted to the topic of self-care for educators who are working so hard to help students be resilient. An appendix features a list of recommended books on the topics of personal migration and resilience.

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