



The Need for Building Resilience

- **ACEs are Common.** Research shows that adverse childhood experiences (ACEs) and trauma are prevalent across class, race, and gender. Forty-six percent of U.S. school children have experienced at least 1 adverse childhood experience and the prevalence of ACEs increases with age (Sacks, Murphey, & Moore, 2014). The rates of exposure are even higher for districts with a significant number of students receiving free-and-reduced lunch because poverty is an ACE.

- **Emotional, Behavioral, & Cognitive Challenges.** ACEs and trauma have been shown to negatively impact students' behavior, academic performance, and social-emotional development. The symptoms of ACEs can manifest in a diverse array of internalizing and externalizing behaviors, including anxiety, depression, substance abuse, emotional outbursts, physical aggression, etc.
- **Chronic Stress & Compassion Fatigue.** Educators who navigate this “new normal” frequently report feeling frustrated, overwhelmed, and stressed. Repeated exposure to secondary trauma and chronic stress can negatively impact educators' mental health and effectiveness, fueling compassion fatigue, burnout, and staff turnover.

Building Resilience professional development builds...

- **Trauma-Informed Multi-Tiered Systems of Support (MTSS).** Building Resilience equips schools and districts with multi-tiered trauma-informed supports and interventions that foster achievement, positive behavior, and social-emotional well-being.
- **Equity & Social-Emotional Learning (SEL).** Building Resilience grows educators' capacity to achieve equitable outcomes through culturally-responsive teaching and leading, rooted in relationships that address needs for safety, belonging, and feeling valued.
- **Mental Health & Resilience.** Building Resilience supports schools and districts in developing systems and practices that foster both educator *and* student mental health and resilience.

In Our Book...

- **Putting Your Oxygen Mask on First.** In Chapters 2 & 3, educators cultivate self-awareness, growth mindset, SEL competencies, and self-care to support their resilience, well-being, and effectiveness.
- **Building on Your Practice.** Every chapter includes activities, reflections, and online resources so that educators can read, reflect, and respond while developing their practice.
- **Relationship-Based Teaching & Learning:** Chapters 4 & 5, deepen educators' understanding of the impact of ACEs and trauma on brain development, cognition, and behavior. Educators are equipped with a Talk, Trust, Feel, Repair Toolkit, comprised of strategies that foster learning, emotional regulation, and positive behavior, and address conflict through restorative practices.
- **Alignment & Implementation.** Chapter 8 guides school and district leaders through an implementation process to align and incorporate trauma-informed practices with their existing MTSS. For schools that may be beginning their MTSS journey, a multi-tiered trauma-informed framework is presented with recommendations for sustained implementation and development.

For information about book purchases and/or professional development, please contact:

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