## References

Alexander, J. (2019). Building traumasensitive schools: Your quide to creating safe, supportive learning environments for all students. Baltimore, MD: Paul H. Brookes Publishing.

American Counseling Association's Traumatology Interest Network. (2011). Vicarious trauma [Fact Sheet #9]. Alexandria, VA: Author. Retrieved from https://www.counseling.org/ docs/trauma-disaster/fact-sheet-9--vicarious-trauma.pdf

Center for Youth Wellness. (2013). An unhealthy dose of stress. San Francisco, CA: Author. Retrieved from https:// drive.google.com/file/d/1RD50llP2dimEd V3zn0eGrgtCi2TWfakH/view

Craig, S. E., & Sporleder, J. (2017). Trauma-sensitive schools for the adolescent years: Promoting resiliency and healing, Grades 6-12. New York, NY: Teachers College Press.

Griggs, M., Glover Gagnon, S., Huelsman, T., Kidder-Ashley, P., & Ballard, M. (2009). Student-teacher relationships matter: Moderating influences between temperament and preschool social competence. Psychology in the Schools, 46, 553-567. doi: 10.1002/ pits.20397

Konishi, C., Hymel, S., Zumbo, B., & Li, Z. (2010). Do school bullying and student-teacher relationships matter for academic achievement? A multilevel analysis. Canadian Journal of School Psychology, 25, 19-39. doi: 10.1177/0829573509357550

Ludy-Dobson, C. R., & Perry, B. D. (2010). The role of healthy relational interactions in buffering the impact of childhood trauma. In E. Gil (Ed.) Working with children to heal interpersonal trauma: The power of play (pp. 26-43). New York, NY: Guilford Press. Retrieved from <a href="https://childtrauma.">https://childtrauma.</a> org/wp-content/uploads/2014/12/ The Role of Healthy Relational Interactions\_Perry.pdf

Nadiv, S., & Nicholson, J. (2019). Creating trauma-informed learning environments. San Francisco, CA: WestEd. Retrieved from https://wested.org/ trauma-informed-practice-resilience/

National Child Traumatic Stress Network. (n.d.). Creating traumainformed systems. Los Angeles, CA: Author. Retrieved from <a href="https://www.ntps://www. .nctsn.org/trauma-informed-care/ creating-trauma-informed-systems

Pianta, R. C. (1999). Enhancing relationships between children and teachers. Washington, DC: American Psychological Association.

Pickens, I. B., & Tschopp, N. (2017). Trauma-informed classrooms. Reno, NV: National Council of Juvenile and Family Court Judges. Retrieved from: http://www.ncjfcj.org/sites/default/ files/NCJFCJ SJP Trauma Informed  $\underline{Classrooms}\underline{\hspace{0.1cm}}Final.pdf$ 

Shonkoff, J. P., & Garner, A. S. (2012). The lifelong effects of early childhood adversity and toxic stress. Pediatrics, 129(1), e232-e246.

Trauma and Learning Policy Initiative. (n.d.). "The problem: Impact" [website], paras. 3-5. Retrieved from https://traumasensitiveschools. org/trauma-and-learning/ the-problem-impact/

University of California San Francisco. (2019a). UCSF HEARTS: Healthy environments and response to trauma in schools [website]. San Franciso: The Regents of the University of California. Retrieved from <a href="https://hearts.ucsf.edu/">https://hearts.ucsf.edu/</a> program-overview

Waters, S., Cross, D., & Runions, K. (2009). Social and ecological structures supporting adolescent connectedness to school: A theoretical model. Journal of School Health, 79, 516-524.



LEAF, Inc., provides high-quality professional learning to support superintendent development and the development of school district leadership team members across New York. Launched in 2012, the subscription service is intended to provide a convenient and cost-effective format for professional learning. For more information, call LEAF, Inc., at 518.449.1063.



WestEd is a nonpartisan, nonprofit agency that conducts and applies research, develops evidence-based solutions, and provides services and resources in the realms of education, human development, and related fields, with the end goal of improving outcomes and ensuring equity for individuals from infancy through adulthood. For more information, visit WestEd.org.

Copyright 2019 WestEd.