

Coming
Sept
2024!

Mending Education

Finding Hope, Creativity, and Mental Wellness in Times of Trauma

Karen Gross is an instructor of continuing education at Rutgers Graduate School of Social Work, a former college president, and served as a senior policy advisor at the U.S. Department of Education. **Edward K.S. Wang** is an assistant professor of psychology at Harvard Medical School and the director of policy and planning for the Chester M. Pierce MD Division of Global Psychiatry at Massachusetts General Hospital.

Discover how the crisis of a global pandemic allowed educators to improve learning across the pre-K–adult pipeline. While acknowledging the scale of loss and difficulty the Pandemic engendered within the field of education, this book focuses on how sudden and forced changes to teaching and learning created “Pandemic Positives,” which can be captured and brought to scale. In particular: Part I addresses how Pandemic Positives came into being, with special attention to the presence of educator hope and creativity. Part II explores the Pandemic Positives that arose in three settings: when schools were closed, when learning turned online, and when schools re-opened. Part III provides strategies for replicating the Pandemic Positives so they become positive educational game changers. This book is grounded on trauma and mental wellness theory and includes the in-the-trenches experiences and voices of educators. The text features art created by the coauthors and shares both their professional and personal experiences, humanizing and enriching the book. *Mending Education* completes a trilogy composed of *Breakaway Learners* and *Trauma Doesn’t Stop at the School Door* by Karen Gross.

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Paperback, \$44.95, 9780807786000
Hardcover, \$135.00, 9780807786017
Ebook, \$44.95, 9780807782545

Book Features

- Focuses on what has been ignored in education in any organized and cohesive fashion—how a pandemic actually improved education if we have the courage and will to see those positives and implement them.
- Filled with the voices of educators—their spoken words that are often ignored or not understood, appreciated, or implemented.
- Includes an epilogue that is an actual conversation between the authors based on a set of questions, allowing them to share their thoughts and feelings about the book and its positive messages.
- Designed to be used in classrooms and in policy discussions—all in an effort to improve education for every student.
- Shares the professional and personal experiences of the authors, including their own individual experiences with trauma—a personal and revelatory read.



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Trauma Doesn't Stop at the School Door

Strategies and Solutions for Educators, PreK–College

Karen Gross

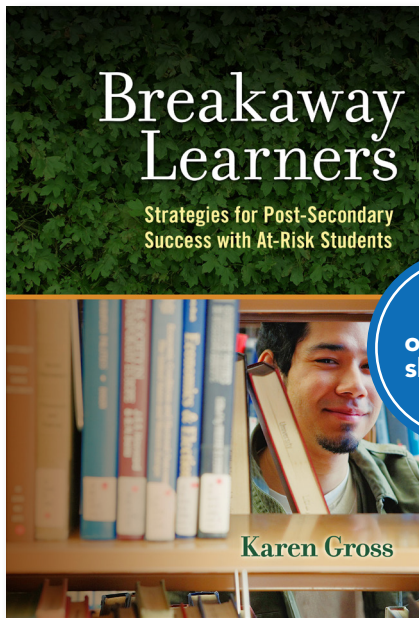
Drawing on real-life scenarios, including the COVID-19 pandemic, this resource provides concrete suggestions to assist institutions in becoming trauma-responsive environments. Gross suggests changes that alter how and what we teach, how we train teachers, how we structure our schedules, how we address disciplinary issues, and how we design our physical space.

"A treasure trove of information on trauma, as well as thoughtful recommendations for schools from preK through college."

—**Kathleen Ross**, president emeritus, Heritage University



2020 240 pages
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Breakaway Learners

Strategies for Post-Secondary Success with At-Risk Students

Karen Gross

This powerful book explores how institutions of higher education can successfully serve students who have experienced poverty, toxic stress, trauma, or abuse. Drawing on her experience as a college president, Karen Gross offers an approach to addressing inequities that focuses on the many positive attributes these students have acquired.

"A must-read for academics, policymakers, teachers, social service providers, police chiefs, and government officials."

—**Martha Kanter**, former under secretary, U.S. Department of Education



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