



# Educational Considerations

## Call for Manuscripts

### **Dear Teacher: Children and Trauma**

Recent data indicates that more than 50 percent of our students are entering our classrooms burdened with serious issues. These can include poverty, abuse, an unstable home environment, or illness, to name a few. While the disruptive concerns may vary, the result is the same: they are hurting, and their needs reach far beyond what any state standards or school curriculum is prepared to address.

As we look at the needs of these students, we face many challenges ourselves. How do we make our students feel safe in the brief time they are in our classroom? How do we lessen their struggles while still maintaining a focus on teaching them our content? How can we, if we have not experienced their problems, respond as an educational community? What can we learn from the students themselves? What do their experiences tell us about society, and how does the educational community respond to that? What would those students share with us if they felt free and unburdened of blame for what they are experiencing? And, how does our teaching these children affect us as educators? What kind of emotional toll does it take on us as we try to provide support?

We invite you to submit manuscripts that connect to this theme of educating students experiencing trauma in a meaningful manner. We are seeking manuscripts that explore a variety of avenues with this topic—research, essays, commentaries, and other formats that provide insight and support as we work to help our students move beyond the trauma that has invaded their lives.

Please direct questions about this issue to:

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**Submission Deadline: August 1, 2018**

**Publication Date: Fall/Winter 2018**

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