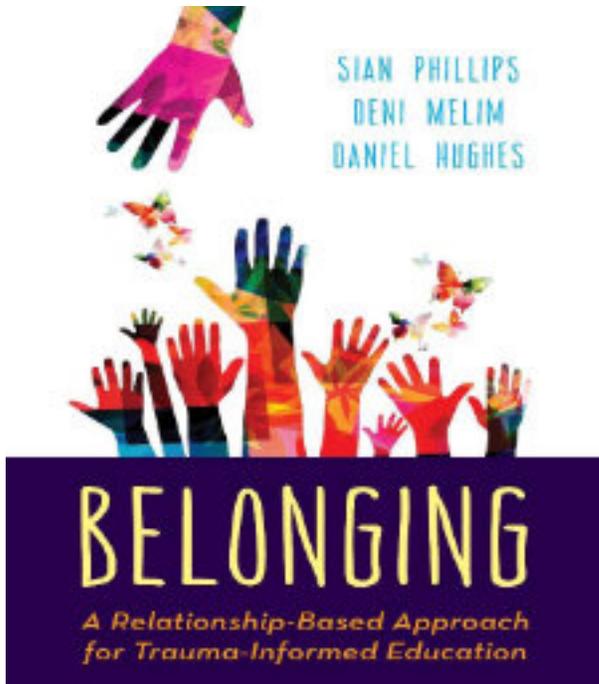


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Sian Phillips, Deni Melim & Daniel Hughes

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About the Book

This book focuses on three important and comprehensive areas of theory and research that provide a theoretical, clinical, and integrated intervention model for developing the relationships and a sense of safety for children with developmental trauma need.

About the Editors

Sian Phillips is a clinical psychologist in Kingston, Ontario. She is a certified DDP therapist, consultant and trainer, providing training internationally. She also has a private practice, specializing in the assessment and treatment of children who have experienced developmental trauma.

Deni Melim is an elementary teacher in Kingston, Ontario. She collaborates with school boards, mental health organizations across the province and community partners to support students with developmental trauma.

Daniel Hughes is a clinical psychologist and a member of the American Psychological Association and the Dyadic Developmental Psychotherapy Institute. Dr. Hughes is the author of many professional books and has been the keynote speaker at many conferences. His website is danielhughes.org.

Praise for the Book

“This book offers educators a window into the minds of children who come to school playing defense, children who deeply mistrust the intentions of the very people who so want to teach and guide them. In these pages, educators will find what they need to know to help these students experience school as a safe-enough place to let down the walls to learning and start to reap the benefits of being in school. Please read *Belonging* and pass it along to everyone you know who wants to make school a safe haven for all children.”

—**Jonathan Baylin**, coauthor of *The Neurobiology of Attachment-focused Therapy*

“Anchored in principles of interpersonal neurobiology, Dr. Phillips Dr. Hughes again inspire readers to reconsider trauma repair from the lens of neuroscience. This research-informed roadmap invites parents, stewards, practitioners, and allies to work in concert with schools and educators to co-create a trauma-informed path toward posttraumatic growth of children. This is a brilliantly crafted call to action!”

—**Jennifer Shaw**, Gil Institute

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