

***Understanding Trauma-Exposed Students  
& How Educators Can Better Support  
This Growing Population***

***Signature Assignment  
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***Topic  
& Purpose***

# *Topic & Relevance*

**Topic:** For my project, I wanted to learn more about the subject of **trauma**, how it can affect students' **school performance**, the **needs of this population**, how schools can incorporate **better training** for their educators & integrate practices that **support these individuals**.

In consideration of this growing population, communities across the globe have looked to educators to provide a safe & supportive environment for all students & districts have worked to expand educators' knowledges on the subject of mental health & trauma.

Although many schools mandate trainings for all personnel, the lack of research & effective education has posed challenges & confusion when enacting these practices across classrooms.

# *Purpose*

***Purpose:*** With the rate of suicide growing *tremendously*, it is **essential** that our educational system incorporates strategies, programs & interventions that focus on the well-being of all students.

The research seeks to discuss a child's development and how it may be directly affected by the type of trauma he/she has been exposed to. It also seeks to understand trauma exposed youth, the importance of students' voices, how educators can better respond to those affected by trauma & further discover what steps in professional development should be taken so that schools can incorporate effective informed practices.

*With this gathered information, stakeholders can make better informed decisions on the subject of integrating trainings & practices on the basis of understanding the behaviors & needs of these trauma-exposed students.*

# ***Research Question***

*How does **trauma** manifests itself **within the school setting** and which **informed practices** should be **implemented** to better **support this population**?*



# ***Design & Methodology***



# ***Methodology***

## ***Mixed-Methods Approach:***

**Qualitative & Quantitative Approach**

## ***Participants:***

- (1) Teachers of varying grade levels who currently implement informed-practices & interventions**
- (2) Middle school students, of varying genders & grade levels. Must be enrolled in the teachers (above) class. 50% of participants must be trauma-exposed.**

***Quantitative Approach:*** Stratified sampling.

***Qualitative Approach:*** Purposive sampling.

## ***Methods of Data Collection:***

**Observations, interviews, surveys, behavioral reports & progress monitoring.**



# *Design of Methodology*

## *Quantitative:*

- (1) Pre-professional trainings on informed practices & interventions, the rate of truancies & behaviors between those trauma-exposed & those who are not will be collected.**
- (2) 50% of the educators (teachers) who are participating in the study will attend extensive trainings on the subjects of trauma-informed practices & interventions, all through one system as to ensure consistency.**
- (3) Those who attended the trainings will implement these new strategies into their classrooms. Those who did not attend, will continue to implement their usual practices.**
- (4) Over the course of 60 days, the rate of truancies & behaviors will again be collected from both the classrooms implementing the new strategies & those who are not. The results will then be compared to one another & to the previously collected data (pre-training).**



# ***Data Analysis - Quantitative***

***(T-Test):*** By using this approach, I will directly compare the two groups & determine if the trainings & new practices helped the specific population or if it did not.

The *treatment group* would be those who are in the classrooms of the teachers who attended the trainings & are utilizing new practices & procedures.

The *control group* would be those who are in the classrooms of the teachers who did not attend the trainings & are going about their normal routine.

I will also use the *Dependent T-Test* to compare the same group of trauma-exposed youth at two separate times (pre-training & post-training).

For both tests I would use the  *$p < .01$  level* to determine if the scores are deemed significant and exceed the critical value.

# *Design of Methodology*

## *Qualitative - Steps 1-3:*

- (1) Conduct interviews with teachers who have trauma-exposed students in their classrooms & that use informed-practices. Ask them to make observations of this population & discuss their findings.**
- (2) Over a 30-day period, observe these classrooms (scheduled & unscheduled), record what observations reveal.**
- (3) Interview students (both trauma-exposed & not). Discuss purpose of research, ask them to share their story & educational experience, what "triggers" them within a classroom, what their needs are, what practices they believe work & which they believe need to be adjusted. For those who are *not trauma-exposed*, ask them similar questions but more specifically, what they observe in their peers behaviors.**

# *Design of Methodology*

## *Qualitative - Steps 4-6:*

**(4) Randomly select 50% of the teachers & conduct trainings/seminars on the subject of trauma. Discuss 30-day observations, findings from the student & teacher interviews, discuss trauma in detail, its various forms, the importance of a one-system approach & the program that will be integrated across all classrooms.**

**(5) Post-training; first, repeat step (2) for 60-day period & then repeat step (1 & 3). Interview & supply surveys to the students in the classrooms of the teachers who attended trainings. Along with step (1), educators will be asked to utilize "progress monitoring." This means that school personnel will administer surveys and conduct observations that represent the effectiveness of these practices.**

**(6) Compare all findings & results to the classrooms that did not integrate new system & to the data simultaneously collected via the quantitative approach.**

# ***Data Analysis - Qualitative***

***(Triangulation):*** This will be tested to discover if educators & students report similar feelings before & after the study is conducted.

By using multiple individuals, educators who are using the new system & those who are not, this would allow for a *diversity in my data*.

I would also ask that each individual discusses his or her take on these approaches, its limitations, and strengths.

Working with those who are integrating new practices, those who are not while also working with trauma-exposed & non trauma-exposed students will allow we to accrue *vast & detailed recordings that can be accurately compared to one another*.

These comparisons will help me discover patterns, contrasting opinions & results.

# ***References***

**Barrett, S., Eber, L., Flammioni, A., Pohlman, K., Scheel, N. (2020) Integrating A Trauma-Informed Approach Within a PBIS Framework. *Center on PBIS*, 1-17.**

**Shank, G., Pringle, J., & Brown, L. (2018). Understanding Education Research: A Guide to Critical Reading (2nd ed.). Routledge.**