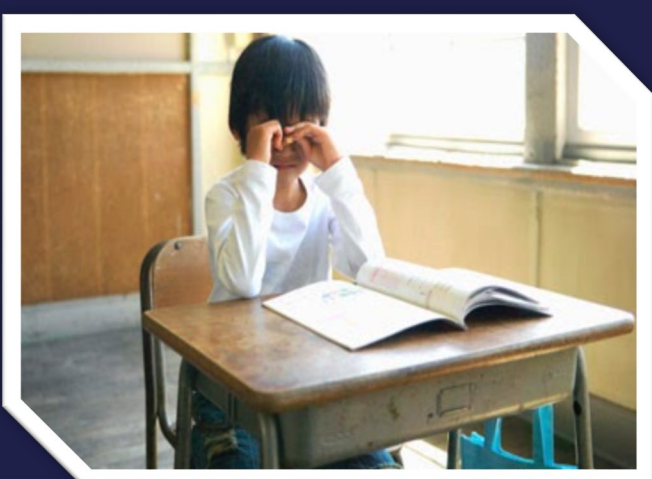


# Exploring Trauma-Informed Education in Teacher Preparation and the Prevalence of Trauma-Informed Indicators in Pre-Service Educators' Classroom Behavior Management Plans

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The research question I examined, is if I investigate trauma informed instructional practices for pre-service educators by interviewing higher education clinical/practicum instructors and reviewing classroom management behavior plans for pre-service educators, in what ways will this information increase my knowledge of how pre-service educators are prepared for trauma informed practices in schools?

## Abstract

This study addresses trauma informed practices in clinical classes at a small university. Classroom behavior management plans were analyzed, and clinical instructors were interviewed for trauma informed indicators. Results found while trauma indicators were present in both interviews and plans, a continued need for training regarding trauma informed indicators exists.

## Methodology

- This pilot study was conducted using a convergent parallel study as quantitative and qualitative data were merged
- **Both forms of data were collected in a similar time frame and then the information was integrated in the interpretation of the overall results.**
- The main instrument utilized for the pilot study was The Missouri Model for Trauma-Informed Schools.

## Results

Although this research was conducted utilizing a convergent parallel study to examine trauma-informed education in higher education teacher preparation programs, and the prevalence of trauma-informed indicators in pre-service educators' classroom behavior management plans, there is a possible association between clinical instructor trauma informed practices impacting pre-service educators' classroom behavior management plans. The instructors' theme of collaboration, aligned with the collaboration indicator for pre-service teachers.

## Introduction

**A classroom is often the key to identifying children who have trauma experiences.**

It is vital that pre-service and seasoned teachers are well-versed in trauma-informed practices.

**Teachers and staff should have the necessary trauma informed structures to support these students who have encountered adverse experiences.**

Many pre-service educators articulated that they did not have the appropriate training, nor the ability to implement trauma informed indicators or strategies during a classroom disruption (Atici, 2007; Chafouleas et al., 2015; Reinke et al., 2011).

**Becoming trauma informed is an on-going practice that provides therapeutic support for staff, students, community, and parents.**

This process is always evolving, but in the center of that evolution is the persistent need for the trauma informed indicators to be met (safety, trust, choice, collaboration, and empowerment) for all participants.

**It would be beneficial to find additional ways to include trauma informed instruction in a pre-service educator curriculum.**



Trauma impacts every facet of a child's life. It effects social and emotional relationships, academics, physical and mental health, and can even have behavioral ramifications. Therefore, it is vital that preservice educators have exposure to trauma informed training and indicators.

For more information, please scan the QR code or contact: kroede01898@Fontbonne.edu

## Limitations

- Number of faculty and student participants
- **A larger sample of participants would have greatly impacted this research.**
- Lack of demographic background information of both clinical instructors and preservice teachers.
- All participants were female (clinical instructors and preservice educators)-distribution
- **The Missouri Trauma Informed Model, is only a couple years old**
- **Distribution of the model is a limitation as well, as it is not distributed statewide and not state mandated**
- Lack of analysis of the classroom behavior management plan
- Lack of knowledge of the grade point average (GPA) the preservice teacher retained
- **Classroom behavior management plans came from preservice teachers**
- Lack of study of the clinical instructors' own syllabi, or classroom behavior management plan

## Conclusion

There is a need for trauma-informed care due to high rates of trauma exposure for students. Universities should include trauma-related teaching practices for preservice teacher education as the outcomes can alter teacher approach and student intervention as well as student outcomes.