

Thesis Proposal: Subject & Title

Complete the following step

Student Name:

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ID#:

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Subject:

Trauma Informed Education

Title:

Using Fruitful Principles as Intentional Classroom Interventions to Reduce Barriers to Learning for Traumatized Learners

Introduction

Complete Step

Introduction

The field of education is relatively young, and teachers are actively adapting to the shifting landscape of expectations and resources in classrooms globally. Teachers need to be constant innovators to meet the needs of their diverse students. Another significant and unfortunate reality is that the number of students coming into classrooms with some history of trauma is steadily rising. While currently all educator training includes identification for learning disabilities with specific interventions to help such students, trauma informed education is not as widely presented to new teachers. More research and discussion is needed for educators to better support the traumatized students in their classrooms.

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Description

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Description

Due to the high need of trauma informed education, more discussion is needed on effective strategies for removing barriers to learning in traumatised students. Educators seek out best practices to achieve their learning objectives, so as we study what works and what does not in a classroom, barriers to learning due to trauma ought to be carefully evaluated. Particularly, teachers need tools and strategies to reduce these barriers for their students. One poetic lens to present strategies for removing barriers to learning for traumatised students is through the fruit of the spirit described in the Christian Bible. A teacher need not hold to the Christian worldview to recognise that love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control are valuable tools to integrate into the classroom to help students feel safe and supported in their learning. Investigating these terms in more detail provides specific strategies to first identify triggers for trauma in the classroom and subsequently scaffold learning accounting for the needs of traumatised students.

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General Analysis

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General Analysis

Trauma informed education is a relatively unstudied area as those who research and write about trauma rarely focus on the impact and practices within a learning environment. Educators likewise are not provided specific interventions for traumatised students during their teacher training though every good educator will learn strategies to be sensitive to students carrying obvious trauma into the classroom. A brief survey of the published materials on trauma informed education shows an emphasis on learners with extreme home situations like foster care or homelessness. Researchers like Berardi and Morton in 2017 and Sanders in 2021 highlight the more severe needs of young people in such situations. These students certainly need immediate intentional interventions. Unfortunately, hidden traumas are increasingly common, and it's vital that educators begin to look for signs of hidden trauma and develop intentional strategies to reduce barriers to learning for such students who are not being flagged with obvious reasons for trauma.

The field of trauma informed education is rapidly changing as educators and psychologists together realise the impact of the COVID-19 pandemic on the educational setting. Students and teachers alike experienced an array of psychological stress and trauma in the initial global shutdown and scramble to adapt schools to an online format. Returning to the classroom, teachers see students struggling with the academic environment due sometimes to trauma related to the online schooling

experience. Studies are already coming out evaluating ramifications in the field such as the student perception of education post-COVID (Castro and George 2021) or the impact on students and families of students with learning disabilities during COVID (Troxler 2021 and Sideropoulos et al. 2022). Perhaps the most glaring impact is the stratification of the learning gap in students of varying socioeconomic backgrounds presented in studies like that of Bonal and González (2020); highlighting the learning gap for students is significant because there is also a mitigated impact of the stress of online school and other COVID complications.

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Current Information

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Current Information

As teachers in the classroom know and current research shows, there is an increasing number of traumatised students in the classroom. What is lacking is discussion surrounding strategies for educators to intentionally remove barriers to learning for such students.

- Therefore, this thesis will first present and evaluate research on how teachers might identify trauma triggers in the classroom.
- Subsequently, it will present researched intervention strategies to remove barriers to learning caused by trauma.
- Finally, it will offer recommendations on how to prepare teachers to promote safe learning environments for all learners.

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Discussion

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Discussion

Because educators are already working with curriculum objectives, professional development goals, required IEP accommodations, and so many other factors, the goal of this thesis is not to add one more check box for teachers to account for. Rather, this research aims to give educators a lens with which they can view their pedagogical strategies and adapt rather than reconstruct entire lessons or

curriculum. Teachers hope to help every student to learn, so the strategies presented here will be intentionally available across disciplines and learning levels. The unique presentation of this thesis is to name the strategies according to the "fruit of the spirit" listed in the Christian Bible though any educator can seek to add love, joy, peace, patience, kindness, goodness, faithfulness, and self-control into their classroom with or without a Christian worldview.

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Conclusion

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Conclusion

As the world adjusts to the impact of COVID-19 across all spheres, educators in particular are reeling from the return to "normal" learning and discovering it is no longer possible to teach the same as before. This thesis offers insight into one of the reasons students are no longer the same while also providing strategies with a longer impact as various kinds of traumatised learners share classroom spaces. This provides valuable analysis in the field of education to support higher efficacy among teachers. Not only will this benefit students who may have teachers who are better equipped to assess and address their trauma in the learning environment, but this will most likely increase teacher longevity as the toll of ineffectiveness increases burnout among educators.

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Bibliography

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