

Trauma-Informed Teaching as Correlates of Academic Performance Among Students with Special Education Needs in Ibadan, Oyo State Nigeria

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Abstract: Academic Performance of student with Special Education Needs (SENs) had been widely researched, but few researches have considered it based on trauma-informed teaching. To fully implement the relationship between the two, this study investigated trauma-informed teaching as correlates of academic performance of students with special needs in Ibadan. The study employed correlational design. One hundred and fifty (150) Junior Secondary Class (JSS1-3) students from five public secondary schools in Ibadan that answered the questions on the different areas of special needs and indicated how it led to their past experiences of trauma and also adverse childhood experience of trauma participated in the study. Two instruments: namely Academic Performance Rating Scale (APRS) Revised and a well structured questionnaire were administered to elicit responses from the participants. The data realized were subjected to Pearson Product Moment Correlation PPMC and Multiple Regression. There was a positive significant relationship between trauma-informed teaching and academic performance ($r = .669^{**}$, $N = 150$, $p < .05$). There is also a joint contribution of trauma-informed teaching on academic performance of students with special needs. Also, there is a significant relative contribution of trauma-informed teaching ($\beta = 0.669$, $t = 10.965$, $p < 0.05$) on academic performance of students with Special needs. Trauma-informed teaching fostered the academic performance of students with special needs. Conclusion and recommendations were made accordingly.

I. INTRODUCTION

Students' psychology and wellbeing are often adversely affected by trauma. Traumatized students in most cases often have the likelihood of negative outcomes such as mental health challenges, lower cognitive abilities which negatively impact their emotional, social and overall achievements especially in school Chafouleas, Koriakin, Roundfield & Overstreet (2019). This also has negative effects on their behaviour and academic performance, especially on students with special needs. Students that are traumatized often behave in an unexpected way in such that it negatively impacts their learning in classroom setting. The temerity with which they handle the most important aspects of their lives, especially their academics and various skills acquisition is calling for immediate and appropriate attention. They often display aggressive behavior as it becomes difficult for them to handle their emotions and distress experiences without being rude and disproportionately deviant from rules and regulations guiding their immediate environment or groups in which they

find themselves. CDC (2019), maintained that trauma is one of the largest public health issues facing children nowadays.

Childhood trauma could be as a result of various experiences on which children respond based on their individual stages of development, personality, age, intelligence, environment and past histories of experienced trauma (Cole, et al 2005). According to CDC some of the Adverse Childhood Experiences (ACE) that are indicators of childhood trauma are: mental illness, sexual abuse, physical and emotional abuse, substance abuse, violence, neglect and divorce. One good way to assist traumatized students is teachers being proactive and responsive to the psychological challenges being confronted by these students under the influence of plethora of traumatic stress by making the classroom conducive, safe and calm for teaching/learning activities irrespective of their psychological state of mind. Teachers' attitude go a very long way to help traumatized students overcome their psychological distresses both in the classroom and among their peers.

Traumatized Students find it difficult to assimilate when the learning environment is harsh and not structured in such a way that will benefit and have their needs promptly met. Terrasi and de Galarce, (2017) reiterated that traumatized students display inappropriate social interactions, they often display difficulties in self-regulation, have problem with negative thinking and find it difficult trusting others. Therefore, it has become an important matter for teachers to bear these in mind in order to carefully handle matters that relates to them in the classroom. Aupperle, Melrose, Stein, Paules, (2012) averred that considering neurobiological factor, learning becomes difficult for students when they are not safe, identified and cared for within the school and more importantly, the classroom setting. It is therefore essential for teachers to be readily available to attend to the needs of traumatized students within their classroom.

Teachers are to be responsive to their immediate needs and make the classroom activities lively, impressive and interactive such that learning becomes effortless for them. This will inculcate the safety feelings and sense of belongingness into these students irrespective of their disabilities status or any form of challenge within and without them. Teachers are to be well informed about the knowledge of Trauma-informed teaching and approaches. They need the

knowledge and understanding of this concept to be able to do their work as expected of them. OECD, (2018) averred that an insufficient understanding of the impact of trauma can undermine the work of the concerned group of people. Teachers therefore, need to be well informed about the concept of trauma- informed teaching. It starts with the clear understanding of what trauma is all about and how trauma and life challenges can negatively impact learning alongside a students' behaviour. Having a deep understanding of this will at a glance help a teacher to know why some students behave the way they do and possible means of stepping in, so as to better the lot of such students.

Trauma is defined as any disturbing experience that results in significant fear, helplessness, dissociation, confusion, or other disruptive feelings intense enough to have a long-lasting negative effect on a persons' behaviour, attitude and possibly other areas of functioning (Wong 2021). According to SAMHSA (2014) trauma is a widespread, harmful and costly public health problem which occur as a result of violence, abuse, neglect, loss, disaster, war and other emotionally harmful experiences. The advent of covid-19 pandemic has brought with it varieties of trauma that has left some children unbalanced psychologically, for instance some have lost not one, not two loved ones, close relations like their parents, the bread winner of the family and as a result they had to be relocated from previous school and at the same time be under the watch of some one they are not so well familiar with, since they have lost both or either of the parents to the pandemic. This is an enough trauma in an individuals' life that need close monitoring and positive attention. Without gain saying, trauma will definitely bring distractions, affect the studying and learning culture, or possibly totally eject any traumatized student from school if not handled properly. Trauma is all about an individual reaction to stressors or an upsetting situations or experiences. Students will never come out to tell the teacher he is traumatized, teachers from their wealth of experiences should be able to identify traumatized students from a sudden shift in behaviour, for instance, skipping classes, missing assignments, being disorganized, being indiscriminately indifferent, and or including behaviour issues and lots more.

Teachers are likely to further help the traumatized students by entering and engaging in positive and productive relationships with the child first and later the parents in a way that will help the students to easily adjust or totally overcome the trauma. The most productive way of utilizing trauma informed teaching is by understanding of the fact that the unusual, cold response from the student could be as a result of his traumatized experiences. Teachers might need to make some adjustment in the classroom organization and structures, the kind that will give consideration and attention to the traumatized students. Teachers' reactions to some unscrupulous behaviour of traumatized students are not to be harsh and personal. It must not be the one that will exacerbate the experiences of the students as it relates to his traumatized experiences. The teachers are in the right position to intervene

emotionally and academically to assist the traumatized students. Students with trauma often come to school with loads of emotional issues, teachers therefore need the understanding of the usage of expressive language learning to ameliorate this problem (The Australian Childhood Foundation, 2010).

Academic performance of traumatized students are often affected in that traumatized children exhibit negative behaviours like, poor self-regulation, they display violence among peers, show defiance, often refuse to participate in classroom activities and mostly withdraw from mates in the classroom. Traumatized students have behaviours that mostly and negatively affect teaching learning processes. This kind of behaviour are frustrating to teachers and therefore teachers being in position of authority should assert their control as these students may be overly defensive, defiant and anticipating adult criticism (Jennings, 2018). Teachers are to take cognizance of the fact that they can deal with problematic behaviour often displayed by traumatized students in their various classroom if they can interact pleasantly with these students and simply change the way they dish out instructions and directions often.

Teachers are not to be hard on these students, they are to rather show them love and be less of being authoritative in issuing out instructions. Minahan and Rappaport, (2012) averred that interaction strategies help traumatized students feel safe and be readily available to access curriculum. There is always a positive outcome if the teachers/students relationship are cordial. Brunzell, Stokes and Waters, (2016) reiterated that educators have emphasized that relationship with students need to be addressed before education. A care centered and supportive relationship between the teacher and students will always bring out the best from both ends. A little change in character, classroom environment, countenance of the teacher and facial expression by the teacher can mean a lot to a student who is passing through trauma or any form of stress. According to Thomas, Crosby and Vanderhaar, (2019) an effective trauma informed teaching approach will need the educators and teachers understanding of it from three perspectives, there is need to build knowledge and understand the nature of individual's trauma, also there is need to shift perspective and build emotionally healthy school culture and consideration must be given to educators self-care.

There are various children who had experienced trauma in schools, educators, especially teachers should be in the right position to assist such students to stabilize and find solace in school and amidst friends and people they constantly come in contact with. Almost, if not all the students in the classroom have possibly experienced trauma, sometimes somewhere in the past. Trauma-informed care and teaching help to apparently facilitate quick recovery, reduce re-victimisation, and also encourage self and community wellness and bring about an improved connectedness (Jenna, Corinne and Kazelman 2013). Research had confirmed that a very good percentage of all school aged children experience

trauma (Felitti, Anda, Nordenberg, William, Spitz, Edwards, Koss and Marks 1998). Campbell and Schwartz (1996) posits that people in urban areas especially children and adolescents experience higher rates of exposure to violence which leave them traumatized. Therefore, teachers are to be conscious of this fact and as a result make concerted efforts to help such student regain self-esteem and achieve their academic goals in life.

Teachers have the power to positively influence their students' behaviour if they can employ the positive interactions and relationship based strategies like having a warm and healthy relationship with their students, can create an opportunity for safety and more importantly serve as a source of healing the wounds incurred from previous experiences of ACE. Most of these students are from home with low- income or marginalized communities where they are exposed to various kind of challenges and trauma. Teachers are therefore expected to always have this at the background of their minds that the classroom consists of different types of students from different background and experiences including the traumatized. It is one kind of successful strategies in handling traumatized students.

Trauma Informed Approaches And Special Education

According to Harris and Fallot (2001), a trauma informed approach is all encompassing as it has to do with the understanding of a persons' physical, social, academical, psychological and emotional effect of trauma on an individual and at the same time on those working with them. It is often used in educational setting and it also produce better case results for law enforcement. Trauma-informed concept is an important area of development in special education. Portell, (2019) also maintained that there will be a drastic change in our system, if education can be approached with the understanding of the physiological, social, emotional, and academic impact of trauma and its adverse effects on students. The following are to be taken into consideration while using trauma informed approach in education of students with special needs.

- 1) Awareness of negative behaviour and poor academic performance of students as a result of their adverse childhood experiences. Trauma informed education or approach will put into consideration the influence, the level at which the experiences had imparted and impacted the academic performance of the affected child.
- 2) Educators, teachers especially must have the understanding of the past experiences of their students, they should know the Adverse Childhood Experiences (ACE) the students have undergone. This however, will enable them develop a strong, stable and nurturing relationships that foster a sense of belongingness, which is actually essential and also impetrative for healing of the traumatized students. It should be understood that new content learning can never be possible where there is no feeling of safety

for learners, therefore, trauma- informed teaching approach should build safety through structure, consistency, compassion, and understanding of the need of each child in the classroom environment Ziegler. Health Federation of Philadelphia, (2010) used an acronym as a guide to trauma-infomed relationship that can be embarked upon by teachers thus CAPPD:

- **Calm:-** This simply means that teachers can help their students to function effectively and be relieved of their traumatized experiences when they learn to calm down, regulate their emotions and create a relaxed atmosphere for themselves and their students.
 - **Attuned:-** This is also encouraging the teachers to be accustomed to all the non-verbal cues and body languages and emotional display of each child with consideration of the level at which each child can function and possibly operated. Connection with the childs' emotions sensory level is prerequisite to connection with cognitive level. This shows that teachers in a trauma-imformed teaching setting must be observant.
 - **Present:-** Teachers are to be physically and emotionally there for the students. Students appreciate teachers who are all out to focus attention on them, and they also know if you sidetrack them by not truly engaging them or giving them the needed attention.
 - **Predictable:-** The teachers are to be consistent in the way they handle their students especially the traumatized ones, their structured routines are to be consistently followed and administered, often practice what they love doing in the classroom. Activities that make them happy and readily involved will enable them to easily lean, grow and be ready to further explore.
 - **Don't:-** Teachers are not to allow the demeanor from this students so as to put them on their toes emotionally. Our students will remain calm when we are calm as teachers, teachers therefore are to be incharge of controlling their emotions even at the face of an unexpected circumstances.
- 3) Trauma-informed approach is not about that child, but it is all about what makes that child behaves the way he/she does and fixing it. It is all about the system, not the child.
 - 4) Employ consequences instead of punishment. Educators need the knowledge of right reactions and responses to negative behaviours and this becomes easy when they can differentiate between consequences and punishment. Consequences maintain calmness, stop misbehavior in a moment, get students back on track and its equally productive in learning environment while punishment often dampen the spirit of the students as it do more harm. However, it is good to note that consequences can not teach

student skills that are missing. Trauma informed teaching helped students know that teachers care. It also help students to recover from the effects of the trauma if properly handled.

Statement of the Problem

Traumatized students, especially those with SENs perform woefully academically in most cases simply because teachers teach them without giving adequate consideration to their past experiences of trauma which negatively impact their academic performance. Teachers also need the understanding of the concept of trauma-informed teaching as it helps traumatized students learn at their own pace. However, lack of trauma informed teaching affects teaching learning processes such that students as a result of their past experiences of trauma find it difficult to learn and assimilate in the class room and this in turn drastically affect their academic performance. They have past adverse childhood experiences that make them misbehave, act rudely and find it difficult to settle down and learn in the classroom setting. Therefore, there is need for teachers to understanding that most of the students in the classroom are traumatized. They therefore need the influence and assistance of teachers that are trauma-informed to build a nurturing relationship with the traumatized children such that will enable them to easily come out of their trauma and as a result start to perform excellently well academically. Therefore, this study investigated trauma-informed teaching as correlates of academic performance among students with special education needs in Ibadan.

Purpose of Study

The main purpose of this study is to investigate trauma-informed teaching as correlates of academic performance of students with special needs with the view of developing a better understanding of the concept in order to help stakeholders to crystalize its usage across all sectors where it can be utilized and specifically:

- 1) Determine the influence of trauma-informed teaching on academic performance of students with special needs in Oyo state .
- 2) Determine the relationship between trauma informed teaching and academic performance of students with special needs.
- 3) Examine the relative contribution of trauma-informed teaching on academic performance of students with special needs.

Research Questions

The following research question were raised and answered

- 1) What is the relationship between trauma-informed teaching and academic performance of students with special needs.
- 2) What is the composite effect of trauma-informed teaching on academic performance of students with special needs?

- 3) What is the relative contribution of trauma-informed teaching on academic performance of students with special needs?

II. METHODS

Population and Sample

The target population for this study comprised all traumatized junior secondary school students with special needs in Oyo state. The sample comprised 150 Junior Secondary School students in classes 1 to 3 who are traumatized due to their past experiences during COVID and various forms of special needs who are between the ages of 10 and 15. Five public special schools were purposefully selected to get enough students with various experiences of trauma. Abadina College Ibadan, Methodist Grammar School Oju irin, Ibadan, Lagelu grammar School, Ibadan, Egbeda Community Grammar School, Egbeda Ibadan, Community Grammar School, Orita-Aperin Ibadan.

The students that were traumatized during COVID-19 and those that have one disability or the other were involved in the study including some gifted and talented students, since the aim of the study is to investigate trauma-informed teaching as correlates of academic performance of students with special needs.

III. RESEARCH INSTRUMENTS

Academic Performance Rating Scale (APRS)

The Academic Performance Rating Scale (APS) was used to measure the academic performance of the participants. The scale was used to elicit response from the participant about their general performance academically for the purpose of this study. The reliability coefficient of the scale is 0.73. A well-structured questionnaire was also designed to obtain information from participants about the various types of trauma they have experienced in the past, especially in the area of safety, trust, abuse and household matters and disability status.

IV. RESULTS

This presents the result of the research carried out on trauma-informed teaching as correlates of academic performance among students with special education needs in Oyo State, Nigeria. Three research questions were formulated and used for this study. The statistical test of frequency counts and simple percentages was used to analyze the respondent characteristics, while PPMC and Multiple Regression were used to analyze the research questions. The summary of data analysis were discussed below:

Correlation

Descriptive Statistics			
	Mean	Std. Deviation	N
Academic Performance	11.8933	3.39195	150
Trauma-informed teaching	13.3400	3.36749	150

Correlations			
		Academic Performance	Trauma-informed teaching
Academic Performance	Pearson Correlation	1	.669**
	Sig. (2-tailed)		.000
	N	150	150

Trauma-informed teaching	Pearson Correlation	.669**	1
	Sig. (2-tailed)	.000	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

Regression

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.669 ^a	.448	.444	2.52809	.448	120.226	1	148	.000
a. Predictors: (Constant), Trauma-informed teaching									
ANOVA ^a									
Model		Sum of Squares	Df	Mean Square	F	Sig.			
1	Regression	768.393	1	768.393	120.226	.000 ^b			
	Residual	945.900	148	6.391					
	Total	1714.293	149						
a. Dependent Variable: Academic Performance									
b. Predictors: (Constant), Trauma-informed teaching									
Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.			
		B	Std. Error	Beta					
1	(Constant)	2.897	.846		3.425	.001			
	Trauma-informed teaching	.674	.062	.669	10.965	.000			
a. Dependent Variable: Academic Performance									

RQ1: What is the relationship between trauma-informed teaching and academic performance of students with special needs?

Table 4: Result of PPMC showing the significant relationship between trauma-informed teaching and academic performance of students with special needs

Variable	Mean	Std. Dev.	N	R	P	Remark
Academic performance	11.89	3.39	150	.669**	.000	Sig.
Trauma-informed teaching	13.34	3.36				

*Sig. at .05 level

Table 4 above shows that there was a positive significant relationship between trauma-informed teaching and academic performance ($r = .669^{**}$, $N = 150$, $p < .05$) among students with special needs. Therefore, there is a significant relationship between trauma-informed teaching and academic performance of students with special needs.

RQ2: What is the composite effect of trauma-informed teaching on academic performance of students with special needs?

Table 5: Summary of Regression Analysis of the composite effect of trauma-informed teaching on academic performance of students with special needs

.R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.669	0.448	0.444	2.52809			
SUMMARY REGRESSION ANOVA						
	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	768.393	1	768.393	120.226	0.000	P<0.05 Sig.
Residual	945.900	148	6.391			
Total	1714.293	149				

Table 5 showed a joint contribution of the trauma-informed teaching on academic performance of students with special needs. The table show coefficient of multiple correlations (R) of 0.669 a multiple R square of 0.448. This means that 44.4% ($Adj. R^2 = 0.444$) of the variance in the academic performance of students with special needs is accounted for by the independent variables, when taken

together. The significance of the joint contribution was tested at $p < 0.05$ using the F-ratio at the degree of freedom (df- 1/148). The table also showed that the analysis of variance for the regression yielded a F-ratio of 120.22. The above present is significant at 0.05 level. It implies that there is joint contribution of trauma-informed teaching on academic performance of students with special needs.

RQ 3 : What is the relative contribution of trauma-informed teaching on academic performance of students with Special needs?

Table 6: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remark
	(B)	Std. Error				
Model			Beta			
Constant	2.897	.846	-	3.425	.001	-
Trauma-informed teaching	.674	.062	.669	10.965	.000	$P < 0.05$ (Sig.)

Table 6 reveals that there was a significant relative contribution of the independent variables to the dependent variable, expressed as beta weights. There is relative coefficient of trauma-informed teaching to determine the relative contributions of the independent variables (trauma-informed teaching) ($\beta = 0.669$, $t = 10.965$, $p < 0.05$) this indicates most potent contributor to the academic performance of students with Special needs. It implies that there is a significant relative contribution of trauma-informed teaching on academic performance of students with Special needs.

V. DISCUSSION OF FINDINGS

The study established from the result of the first research question that there was a significant relationship between trauma-informed teaching and academic performance of students with special needs ($r = .669^{**}$, $N = 150$, $p < .05$). This implies that if any student who has experienced trauma for any reason is under the trauma-informed system of care and teacher, such a students will perform better than when trained ordinarily. This findings concurred with the findings of O'Toole (2019), which maintained that Trauma informed approach establishes a nurturing learning environment and create a sort of positive relationship between the teachers and students which brings a positive outcome as relates to healing, growth and learning. The study negates the findings of Berlin and Kolko (2016) who stated that the intent of trauma-informed approaches in school though noble, but relatively little is known about the impotence and usefulness and how it can be evaluated. The findings is also in line with the findings of Minahan, (2019) which maintained that using trauma-informed teaching style, teachers can assist students who have experienced developmental trauma, struggled with an inaccurate self-image and low self-confidence to later experience positive self-thoughts and display their knowledge.

Result of the second research question reveals that there is a joint contribution of the trauma-informed teaching on academic performance of students with special needs. The table shows coefficient of multiple correlations (R) of 0.669 a multiple R square of 0.448. This means that 44.4% ($\text{Adj. } R^2 = 0.444$) of the variance in the academic performance of students with special needs is accounted for by the independent variables, when taken together. This indicates that trauma indeed is one factor that negatively affect the academic performance of students with special needs. However, if trauma-informed practices can be mandated in all schools there will be a drastic improvement in performance of every traumatized students. This findings is consistent with the findings of Perfect, Turley, Carlson, Yohanna & Saint Gilles (2016) which emphasized that research had shown that experiences of childhood trauma and traumatic stress are associated with impediments in school performance as it can significantly affect social, emotional, cognitive and even impedes brain development in any child. The findings also agrees with the findings of Wolpow, Johnson, Hertel & Kincaid (2009) which reiterated that experiences of trauma especially childhood trauma can negatively affect a students' capacity for self-regulation, organization, comprehension and memorization all of which are detrimental to academic performance and social competence of a student. Hence the importance of trauma-informed teaching in all classroom in order to boost the academic performance of every child especially the traumatized ones.

From research question three, which is on relative contribution of trauma-informed teaching on academic performance of students with special needs. It was discovered from table 6 that there was a significant relative contribution of the independent variables (trauma informed teaching) on the dependent variable, (academic performance) expressed as beta weights. There is relative coefficient of trauma-informed teaching to determine the relative contributions of the independent variables (trauma-informed teaching) ($\beta = 0.669$, $t = 10.965$, $p < 0.05$) this indicates most potent contributor to the academic performance of students with Special needs. This implies that there is a significant contribution of trauma informed teaching on academic performance of traumatized students with special needs. This findings is consistent with the findings of Nemer (2019) who averred that if all stakeholders, adults and teachers are provided with appropriate and adequate trauma-informed training and coaching, there will be an increase and positive outcomes in student teacher relationships. This result is in agreement with the findings of Archibold (2014) who discovered in his research that educators should rather spend more time creating the condition for a positive and motivating learning experiences for student instead of constantly reacting to discipline or behaviour problems of students at school. It is important to know that teacher can easily do this if they have adequate knowledge of trauma-informed teaching and practices. In contrast,

despite the growing research on trauma-informed teaching, there have been an increasing efforts to make our system trauma-informed but little or nothing is known by teachers and stakeholders about the benefits attached to this approach in school. It is therefore necessary to key into the view of Lang, Campbell, & Vanerploeg (2015) who posited that there have been an increased efforts to increase the knowledge and awareness about trauma informed teaching at all levels, due to the growing research on trauma informed teaching, consequences, cost implication, knowledge and the prevalence in our surroundings and schools.

VI. CONCLUSION

Trauma informed teaching are the possible ways of improving on academic performance of all classes of learners including those with special needs. Teachers are to first and foremost be informed and be aware of the overall effects of trauma on physical, social, and emotional wellbeing of all children. The Adverse Childhood Experiences (ACE) of each student must be made be open and well communicated to the teachers. This of course will enable the teachers to help the student learn how to cope and possibly outgrow the effects of the trauma on their immediate and future life and experiences. Promoting trauma informed teaching will widen the understanding of the teachers about the facts that most students in the class have been traumatized somehow somewhere in the process of life and growth which could be responsible for negative behaviour and academic performance of each students in the classroom. Engaging the tool of trauma informed teaching can then help the affected students to be brought back to their feet and then beging to act and perform excellently well in the classroom and among their peers.

VII. RECOMMENDATION

Based on ther findings of this study, the following recommendations were made.

- 1) Trauma-informed teaching and aproaches should be promoted in schools such that traumatized students can learn at their pace and improve on their academic performance.
- 2) Teachers and stake holders should engage the tool of trauma-informal teaching as against harsh school discipline practices that has little or no positive outcomes on academic performance of the students.
- 3) Trauma-informed teaching should be introduced to teachers early enough in order to aid their understasnd of its importance in the classroom and on the overall well-being of students.
- 4) Policy makers and curriculum planners should see to effective implementation of these approach in the curriculum and school policies.
- 5) There should be training and re-training of teachers on the benefits, effectiveness of trauma-informed

teaching and consequences of punishment and being hostile to students.

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