

NC Center for Resilience & Learning
**Educator Preparation Programs Landscape Analysis on the
Use of Trauma-Informed Content & Practices in North
Carolina**
Winter 2023-2024

About the Survey

The NC Center for Resilience & Learning created a task force in February 2023 comprised of representatives from different educator preparation programs (university, college, and community college-level) across the state focused specifically on including and utilizing * *trauma-informed content* and practices with future educators. Part of the work of the task force in the first year was to develop a landscape analysis survey to share widely to gain a better understanding of what different programs were already doing or hoping to do in terms of embedding trauma-informed content/practices into their coursework with students.

Participant Information

Participants included faculty and staff in various educator prep programs, including K-12 teacher, early childhood, administrator, and school counselor prep, as well as a wide variety of specific degree programs within schools of education.

*12 participants reported they do not currently utilize trauma-informed content in their programs. Still, **all 12 want to learn more from other programs and receive best practice recommendations on beginning this work.***

Survey

Respondents

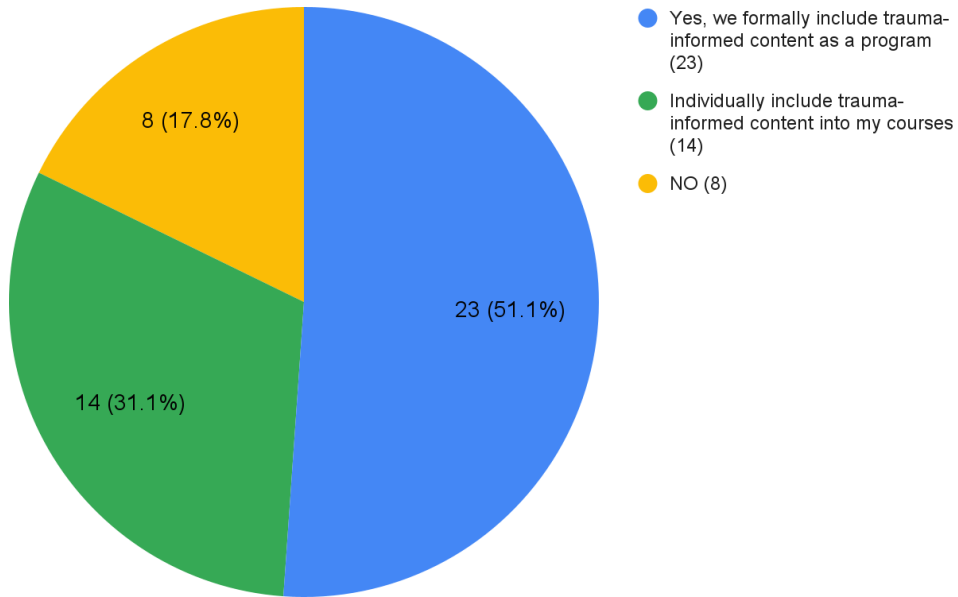
25 Colleges & Universities

47 Total Participants

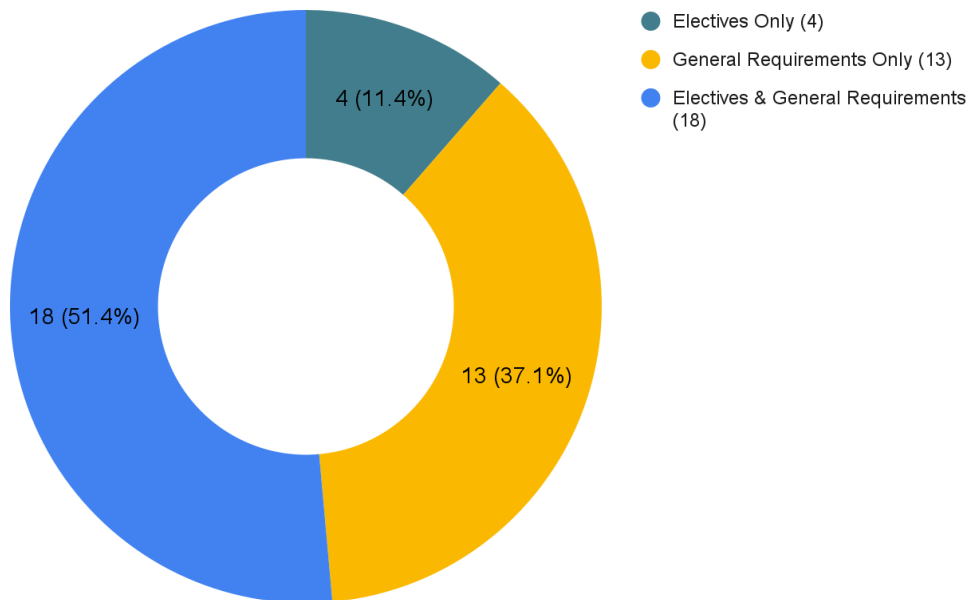
Colleges & Universities

Brevard College	Randolph Community College
Campbell University	Salem College
Catawba Valley Community College	Sandhills Community College
Central Carolina Community College	South Piedmont Community College
Central Piedmont Community College	Stanly Community College
Duke University	UNC-Chapel Hill
East Carolina University	UNC-Charlotte
Forsyth Technical Community College	UNC-Asheville
Haywood Community College	UNC-Greensboro
NC Community College System	UNC-Wilmington
NC Central University	Wake Forest University
NC State University	Western Carolina University
	Wayne Community College

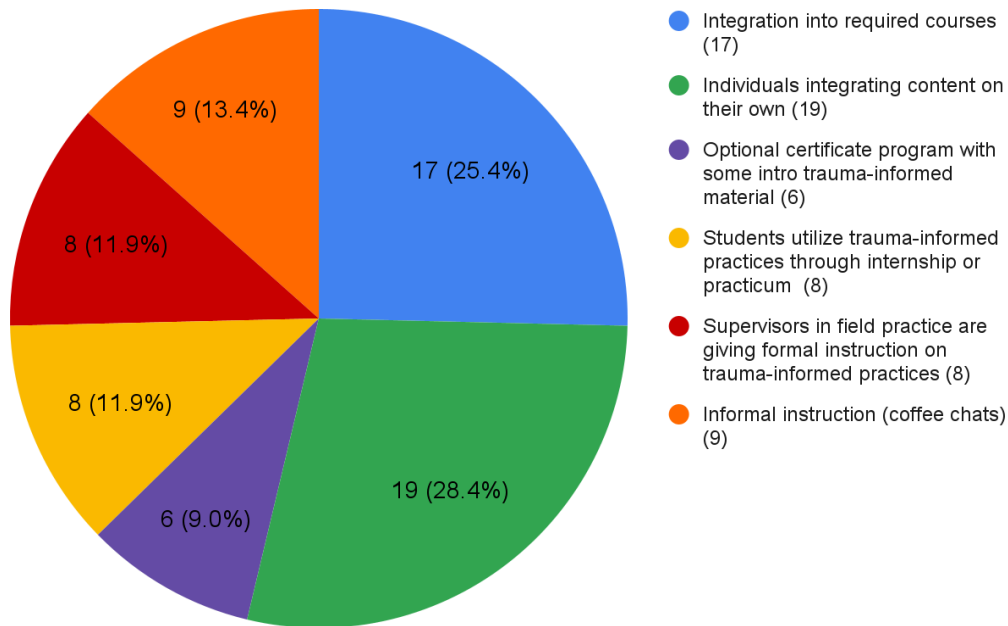
1. Does your educator preparation program utilize/implement trauma-informed practices content or curriculum into your coursework with students?



2. Do you offer trauma-informed curriculum and coursework in your electives or general requirements? (for those who are formally including trauma-informed content into their program as well as for those who individually are doing so on their own volition)



3. How would you categorize or describe the trauma-informed practices or content you use in your curriculum with students?



Other: CRM workshops, Early childhood training, mandatory certificate program

4. What specific topics related to trauma-informed practices are included in your content and curriculum?

- Culturally responsive teaching (26)
- Adverse Childhood Experiences (25)
- SEL & Self Regulation (25)
- Staff self-care & wellness (24)
- Relationships as foundation (24)
- Science behind stress response (24)
- Restorative practices and alternatives to discipline (18)

What do these findings tell us?

Our findings indicate that many educator preparation programs include trauma-informed practices in their coursework. However, some are doing it on their own volition, while others are doing it more formally. For those who are doing it formally, there is no statewide standard for implementing this content, so each school's process and material likely look very different. Across the board, there is clear interest and a strong recognition of the importance of including trauma-informed practices in preparation content. However, there seems to be a lack of formality and consistency in "what to include and how to include it."

Research Questions to Consider:

1. Does inclusion of this in teacher prep programs improve teacher satisfaction and teacher retention in the first few years out?
2. Does inclusion of this in teacher prep programs improve teacher effectiveness and teacher self-efficacy?
3. Are there differences in student learning outcomes when teachers are effectively implementing trauma-informed practices versus not?
4. How do we clearly and effectively define key terms backed by research and data?
5. How helpful is including trauma-informed content and practices in preparation programs to graduates as they begin practice in the field?
6. In what ways does embedding content AND practice of these tools impact candidates' foundational knowledge AND comfort AND skills to go forth and also now use these practices?
7. Is it better to have this content diffused across individual courses or should it be packaged as one unit or module for students?
8. What would be the best structure for a course for EdD students in educational leadership?

Best Practices for Implementation into Ed Prep Programs:

1. A standard, agreed-upon curriculum outline and content and resources list to guide what programs include and embed them.
2. Embed relationship-building time into courses with short semesters or online courses, ensuring community and trust are established for harder or more sensitive topics.
3. Linking trauma-informed practices with culturally responsive practices is essential for effective preparation and implementation.
4. Consider ways to fit it into already existing required content without having to change larger objectives or curricula.
5. Formalize this type of training and seek approval for permanent embedding into preparation programs.
6. Provide this content in core courses so all students have access.
7. Include trauma-informed practices in field-based and internship experiences.
8. Formalize a structure allowing pre-service teachers and current cooperating teachers to bridge theory and practice

Best Practices for Modeling Trauma-Informed Teaching from Current Staff/Faculty in Ed Prep Programs:

1. Create a formal "Care Statement" noting sensitive or triggering content that will be shared AND specific resources available at the campus or community level for additional mental health and wellness support.
2. Learn and practice regulation skills as part of class and course content.
3. Implement peer support groups among students.
4. Establish connection time and activities for community-building among students outside of class time (coffee hours, alumni/mentor dinners, etc.)
5. Embed reflection time regularly into coursework.
6. Allow students to take breaks or have special accommodations as needed with sensitive coursework/content.
7. Proper training for faculty/staff teaching trauma-informed content and faculty peer support for those teaching.

Policy Recommendations for Policymakers:

1. Increase the number of mental health professionals and school counselors in schools.
2. Improve teacher pay and overall teacher working conditions.
3. Provide trauma-informed training directly to policymakers.
4. Changed required course content and objectives by formalizing this type of training and seeking approval for permanent embedding into prep programs.

Policy Recommendations for LEAs:

1. Provide more than "one-and-done" training
2. Include a multilayer approach in educator prep programs and through DPI/LEA level and make this level of training a requirement for educators annually.
3. Model trauma-informed practices at the leadership level within schools and districts and build processes for accountability.

*** Trauma-Informed Approach:**

The kind of approach that a program, organization, or system takes when they are informed about trauma and its potential impacts. SAMHSA categorizes trauma-informed approaches using the four (4) "R"s. These include (1) *Realize* the widespread impact of trauma and understand potential paths for recovery; (2) *Recognize* the signs and symptoms of trauma in clients, families, staff, and others; (3) *Respond* by integrating knowledge about trauma into policies, procedures, and practices; and (4) actively seek to *Resist* re-traumatization. The Six Key Principles of a trauma-informed approach identified by SAMHSA include: Safety, trustworthiness, transparency, peer support, collaboration, mutuality, empowerment voice and choice, cultural, historical, and gender issues.

A trauma-informed approach is not a check box. Rather, it is a continual process of intentionally choosing to look at human behavior and experiences with the consideration that stress and trauma may be having an impact on what is happening. For the purposes of a trauma-informed approach in schools and with educators, we consider practices related to social-emotional learning (SEL), staff wellness and self-care, restorative practices, relationship-building, and culturally responsive teaching all as a part of the trauma-informed approach umbrella.