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Exploring the Professional Development Needs of Teachers Regarding Trauma-and-Violence-Informed-Care

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Education

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Abstract

While Trauma-and-Violence-Informed-Care (TVIC) within classrooms promotes safety for all students, it is especially important for those with past or ongoing experiences of trauma and violence—and for those with unique stressors, such as military-connected students (MCS). The current study therefore sought to determine when and how best to present teachers with TVIC training. Correlation and regression analyses were conducted to examine survey responses from 89 Ontario teachers and teacher candidates, and twelve follow-up interviews were examined using reflexive thematic analysis. Results show that organizational support and teacher wellness are important for promoting effective professional development (PD). Teachers, whose limited resources and increased responsibilities make engaging in PD difficult, desire authenticity, autonomy, trust, and collaboration. Implications for teacher PD and education systems are discussed. This study is one of few to acknowledge support for teachers of MCS and highlights the need for increased understanding of structural sources of violence and stress.

Keywords

Trauma, teachers, professional development, safety, military

Summary for Lay Audience

The high prevalence of childhood trauma and violence calls for attention toward those who care for children, including the teachers who spend seven hours each day with them. There is a growing interest around implementing Trauma-and-Violence-Informed-Care (TVIC) within classroom settings. While TVIC can promote feelings of safety for all students, it is especially helpful for students with past or ongoing experiences of trauma and violence—and for those who encounter ongoing stress, such as youth whose parents serve in the Canadian Armed Forces. The current study therefore sought to determine when and how best to present teachers with TVIC training, in order that training opportunities may be adapted and improved for the future. Eighty-nine Ontario teachers and pre-service teachers completed a survey examining several factors that potentially impact willingness to engage in TVIC training. Of the participants, 12 agreed to a follow-up interview. Results show that organizational support and teacher wellness are important for promoting effective training, also known as professional development (PD). Teachers, whose limited resources and increased responsibilities make engaging in PD difficult, desire authenticity, autonomy, trust, and collaboration. Implications for teacher PD and education systems are discussed. This study is one of few to acknowledge support for teachers who work alongside military-connected youth and highlights a need to better understand structural sources of stress that might impact student wellbeing.

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Thank you to military families, in general. Military family life is challenging and includes sacrifices from all family members, who must be celebrated for their resiliency and strength. My hope is to someday give back to this amazing community of which I am part.

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Chapter 1

1 Introduction

Life can be difficult for school-aged children of military service members. Stressors unique to this population include high mobility (i.e., frequent change of home and school address), parental deployment and reintegration, shifting family dynamics (the result of deployment and reintegration), and coping with a parent's war-related physical or psychological trauma (Canadian Forces Morale and Welfare Services [CFMWS], n.d.; De Pedro et al., 2011). One way to support military-connected students (MCS) is to ensure that their teachers have the knowledge, strategies, and efficacy to provide them with equitable care. Over 462,000 Canadian children are currently growing up in military and veteran families (Battams, 2016) and, because on-base schools no longer exist in Canada, the majority of these children are educated in civilian schools (CFMWS, n.d.). While there is an increased awareness of the effectiveness trauma-informed training has on a teacher's perceived ability to support students, in general (Rodger et al., 2020), little is known about how relevant training might impact a teacher who supports students who have, are at risk for, or are currently experiencing stress, violence, or trauma. MCS comprise an important population who would benefit from their teachers' knowledge and self-efficacy to meet student needs, and thus serve as an example of the need for adequate teacher training. Prior to applying any sort of training intervention, however, it is important to understand when and how a teacher is most likely to be receptive of it. The current study aims to address this gap in the literature.

1.1 Trauma, Violence, and Trauma-and-Violence-Informed Care

The Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association, 2013) defines trauma as direct or indirect exposure to actual or threatened death, injury, or sexual violence. Indirect exposure includes in-person witnessing of an event as it occurs to others, learning of an event occurring to a loved one, or repeated confrontation with aversive details of such events (American Psychiatric Association, 2013). Unfortunately, exposure to trauma often occurs at a young

age, with 61.6% of Canadian adults aged 45-85 years having been exposed to trauma at least once during childhood (Joshi et al., 2021).

The high prevalence of childhood trauma calls for attention toward those who care for children, including the teachers who spend seven hours each day with them. While there is a growing interest around implementing trauma-informed care/practice (TIC/TIP) within classroom settings, past initiatives focused primarily on interpersonal forms of trauma and violence and overlooked structural violence—a form of violence wherein social structures harm people by preventing them from meeting their basic needs (Rodger et al., 2020). This is unfortunate because, as the following paragraphs will attest, structural violence is highly prevalent and has long-term effects on students. It is also linked with interpersonal forms of violence (Wathen & Varcoe, 2023), thereby adding a level of complexity which must be addressed.

Structural violence occurs when policies and practices are organized in ways that inequitably distribute social determinants of health, such as economic stability, housing, and access to quality healthcare and education (Wathen & Varcoe, 2023). There is ample evidence to suggest that structural violence is prevalent in Canada. In 2020, approximately one million (or 1 in 8) Canadian children were living in poverty, their family's after-tax income falling below 50% of the population median (Hillel et al., 2022). In 2022, almost one-fifth of households across Canadian provinces reported some level of food insecurity, whether it be worrying about food due to lack of money, compromising on quality and quantity, missing meals, or going days without food (Li et al., 2023). This accounts for 6.9 million Canadians, of which almost 1.8 million (one-fourth) are children (Li et al., 2023). Food insecurity is astronomically higher in Canadian territories (Li et al., 2023) and poverty is more prevalent among Indigenous, racialized, and immigrant communities, and among female-led single-parent families (Hillel et al., 2022). Data from the 2020-2022 Point-in-Time Counts, which provide a snapshot of homelessness in Canadian communities, found that 18% of individuals surveyed were children and youth (Quayum et al., 2024), up 5% from 2018 (Hunter, 2019). Additionally, 46% of respondents experienced some form of homelessness before age 25, and homelessness was high among Black and Indigenous individuals, 2SLGBTQI+

youth, and Canadian Armed Forces or RCMP veterans (Quayum et al., 2024). These statistics are the result of broader social conditions—such as discrimination based on ethnicity, gender, or income—that influence structural organization and permeate into policies and practice, affecting some more than others (Wathen et al., 2021).

The effects of both interpersonal trauma and structural violence on students are numerous and oftentimes sequential: impaired executive functioning, poorer academic outcomes, mental health challenges, low self-expectations for the future, and maintenance of low socioeconomic status (Rodger et al., 2020). Furthermore, interpersonal trauma and systemic violence are linked (Wathen & Varcoe, 2023), such that exposure to systemic violence (e.g., racism or poverty) places an individual at higher risk of interpersonal trauma (e.g., domestic violence) and, over time, increases the likelihood of intergenerational trauma (Ponic et al., 2016). The result is a perpetual cycle of systemic violence and interpersonal trauma.

Acknowledging structural violence is fundamental to ensuring that teachers understand their students' experiences of trauma in context and respond accordingly (Wathen & Varcoe, 2021). Trauma-and-Violence-Informed-Care (TVIC) is an extension of TIC/TIP that includes social justice issues in its conceptualization of mental health problems by addressing both interpersonal and structural forms of trauma and violence (Wathen et al., 2021). The four principles of TVIC include (1) understanding the impacts of trauma and violence, (2) creating safe environments, (3) fostering opportunities for choice, collaboration, and connection, and (4) focusing on strengths and capacities (Ponic et al., 2016). Central to TVIC in the classroom is employment of the Universal Design for Learning (UDL) framework, which emphasizes teaching in a way that is essential for some students and beneficial for all (Ministry of Education of Ontario, 2005). In other words, application of the TVIC principles is advantageous for everyone, despite specifically targeting those with experiences of trauma and violence (Wathen & Varcoe, 2023).

1.2 Teacher Education and Professional Development

As mentioned, adopting a trauma-and-violence-informed approach to care requires teachers to consider the context of their student's problematic behaviour, rather than perceiving it as a function of poor character. This shift from judgment-making to context-understanding is central to Mezirow's Transformative Learning Theory (Mezirow, 1997). According to Mezirow, true learning occurs when an individual is confronted with a situation that challenges the way they think. A learner is someone who realizes that there are other ways of conceptualizing problems or situations—ways different from their own—and allows the process of perspective-taking to transform existing thoughts, beliefs, and behaviours (Mezirow, 1997). For example, a teacher who observes a pencil being thrown across the classroom might easily assume that their student is “bad” or “misbehaved.” A teacher who adopts a TVIC approach, however, considers the “why” behind the pencil-throwing behaviour, perceiving the outburst as a response to stressful situations, anxiety-evoking events, systemic violence, or historical trauma. Rather than deal harshly with the student by sending them to the principal's office or assigning additional homework, this teacher collaborates with them to build a safer, more trustworthy classroom—regardless of whether they know exactly what is causing their student to feel unsafe or distrustful. In other words, this teacher does not need to know what is happening to their student outside the classroom to help them inside the classroom.

Tendencies to fall on the “bad” or “misbehaved” stereotype indicate a gap in teacher education—teachers rely on their own thoughts and biases because they've not been trained to do otherwise. To teach in Canada's publicly funded schools, generally a teacher must complete a Bachelor of Education (B.Ed) post-graduate degree and become certified through the governing body for education in whatever province or territory in which they wish to teach. Unfortunately, most Canadian teacher education programs do not include mental health training. Few teachers learn about mental health, or about supporting special populations such as refugee students, students with exceptionalities, or military-connected students.

1.3 Teacher Self-Efficacy and TVIC

Unfortunately, the lack of mental health education—especially in relation to diverse student populations—is a barrier to implementing TVIC within classroom settings (Canadian Teachers’ Federation, 2011). Because they have not been trained to recognize and respond to trauma, violence, specific stressors, or mental health concerns, teachers experience a lack of self-efficacy with regards to supporting affected students (Alisic et al., 2012; Arnold et al., 2014; Garner et al., 2014; Hill et al., 2022). Teacher self-efficacy is a widely studied construct that refers to a teacher’s perception of their capability to foster effective student engagement and learning (Tschannen-Moran & Woolfolk Hoy, 2001). According to Social Cognitive Theory (Bandura, 1993), a teacher’s perception of their own efficacy impacts the learning environment they create, such that teachers with high self-efficacy are action-oriented and willing to address problems in the classroom, while teachers with low self-efficacy are avoidant of problems in the classroom (Chwalisz et al., 1992). Indeed, research suggests that self-efficacy predicts the extent to which a teacher will employ inclusive teaching strategies (Jordan et al., 2009; Mankin et al., 2018; Zee & Koomen, 2016) and endorse UDL (Griful-Freixent et al., 2021).

That self-efficacy can increase inclusive practice and endorsements of UDL means it is an important construct to consider when implementing TVIC in schools (recall that UDL is central to the TVIC approach). In an attempt to understand how relevant training might impact self-efficacy to employ TVIC, Rodger and colleagues (2020) administered a mental health literacy course to teacher candidates. In approximately six hours, participants learned what TVIC is and how to implement it. Results indicate that the online training increased all teacher candidates’ self-efficacy to support the mental health and behaviour problems that may result from students’ experiences of trauma and violence (Rodger et al., 2020). This is in keeping with previous research that suggests self-efficacy is influenced by teacher empowerment (Hemric et al., 2010).

In addition to potentially increasing the likelihood that a teacher will implement TVIC, self-efficacy increases a teacher’s tolerance toward challenging students, job satisfaction, job commitment, and sense of wellbeing (Rodger et al., 2020). Self-efficacy also protects against negative outcomes, such as burnout and compassion fatigue (Aloe et al., 2014;

Bandura 1997; Brown, 2012). Needless to say, self-efficacy is a highly important teacher characteristic.

But what about the self-efficacy of teachers who support military-connected students? MCS form a unique population with unique challenges. In the sections that follow, research is presented that attests to these challenges and to recognition of them by educators. What research also highlights, however, are the feelings of incapability experienced by teachers as they attempt to support the MCS population.

1.4 Challenges Experienced by Military-Connected Youth

As mentioned, life for military-connected youth can be difficult. A parent's new military posting might mean that the entire family needs to pack up and relocate. Moving to a new home and school can prove particularly challenging for children, and research shows that military-connected youth who moved within the previous year are more likely to require mental health services, including psychiatric emergency visits and hospitalizations (Rowan-Legg, 2017). Another military-related stressor is parental deployment, whether it be for combat, humanitarian, or peacekeeping purposes. While the social and emotional functioning of military-connected youth is equal to or better than the functioning of civilian youth during peacetime, children whose parents are deployed experience more anxiety than same-age civilian children (National Child Traumatic Stress Network [NCTSN], 2015). Parental deployment is associated with greater antidepressant and anti-anxiety medication use (Rowan-Legg, 2017) and mental healthcare service use (De Pedro et al., 2011; 2014; Rowan-Legg, 2017). Approximately one in every four children whose parent is deployed experiences depressive symptoms (Seigel & Davis, 2013). While an increase in emotional reactivity, somatic complaints, sleep difficulties, and withdrawal is observed among preschool-aged children, research suggests that adolescents experience even greater stress during parental deployment (Rowan-Legg, 2017). Adolescents whose parents are deployed are more likely than their civilian peers to experience depression and suicidal ideation (Cederbaum et al., 2014; Reed et al., 2011; Rowan-Legg, 2017). They are also more likely to use substances (Gilreath et al., 2013; Rowan-Legg, 2017; Sullivan et al., 2015).

Mental health, however, is not the only risk for military youth. Unfortunately, rates of child maltreatment are increasing among military families (De Pedro et al., 2011; Rowan-Legg, 2017), neglect being the most commonly reported form of abuse (Rowan-Legg, 2017). The incidence of child abuse is 42% higher during deployment periods than non-deployment periods, and both rates are higher than civilian incidence rates (Gibbs et al., 2007). Mothers are three times more likely to maltreat their children when their spouse is away than when they are home (NCTSN, 2015), suggesting that deployment-related stress can impair the ability of the at-home parent to appropriately respond to and care for their child. Nonetheless, active service parents are more often the perpetrator than at-home parents, especially if they have returned from combat-related deployments (NCTSN, 2015). In no circumstance should a child ever be blamed for their abuse. The demands of military family life can, however, compromise a youth's emotional and behavioural functioning, leading them to act out. This places them at higher risk of maltreatment from a parent who has returned from active combat and is experiencing reduced parenting capabilities due to a traumatic brain injury, post-traumatic stress disorder, or substance use disorder (NCTSN, 2015). Finally, like child maltreatment, domestic violence is also higher among military populations (NCTSN, 2015).

The above offers a brief summary of the challenges that may be faced by military-connected youth. It is not meant to generalize all military families, however. The reality is that most families respond to the demands of military life with great resiliency. It is important for a teacher to understand the challenges MCS face, but also to recognize opportunities where the strengths and resiliency of these students can shine.

Unfortunately, research shows that teachers lack knowledge of MCS and ways to support them.

1.5 The Forgotten Group

Research by Arnold and colleagues (2014) and Garner and colleagues (2014) acknowledged that MCS and their educators are often missing from inclusive-education dialogue. Data were collected from a larger mixed-methods study which sought to develop a framework for school-based responsiveness to MCS (Arnold et al., 2014). A total of 74 educator participants from four United States school board districts were

recruited, including 55 teachers, eight school counsellors, seven principals, and four instructional support staff (e.g., reading specialist). Educators participated in focus groups where they were asked about MCS characteristics, needs of MCS and their teachers, current responses to MCS, and the qualities needed to work in military-affected schools (Garner et al., 2014). Findings reveal that educators recognize specific difficulties faced by MCS, specifically transitions to new school environments and parental deployments (Garner et al., 2014). Participants noted that moving from school to school oftentimes results in gaps of student knowledge, as different schools have different curriculums. Participants also discussed how parental deployment impacted the amount of homework completed as well as the decrease in home academic support (e.g., one less parent to encourage homework completion). In terms of social-emotional wellbeing, educators spoke about the anger, anxiety, distractedness, and sadness experienced by MCS whose parents were deployed (Garner et al., 2014).

Findings also show that educators perceive the ability to identify military students as an important skill. However, because cultural differences in MCS are not outwardly observable, educators reported difficulty identifying and therefore developing a cultural awareness of such students (Arnold et al., 2014). This was problematic for the educators who understood that knowing about military culture is also integral to supporting MCS. Military knowledge helps teachers feel empathy and compassion toward military-related challenges (e.g., transitioning to a new school, parental deployment, etc.), evidenced by those who had lived experience as a MCS or were otherwise military-connected (Arnold et al., 2014). But not all teachers are military-connected, and both studies emphasized their felt lack of knowledge. Less than 10% of educators reported having received specific training for working with MCS, and only 38% of teachers felt well-equipped to meet MCS' emotional needs (Garner et al., 2014). Furthermore, teacher participants reported that intersections of military culture with other cultural differences (e.g., language differences) made knowing about and supporting MCS even more difficult (Arnold et al., 2014). The lack of knowledge and self-efficacy calls for the action of school leaders to arrange specialized training for staff, thus increasing educators' capacity to support MCS directly. Overall, findings suggest a need for collaboration among public schools, colleges of education, colleges of counselling, and military family support

services to develop effective training programs in order to provide MCS with a more culturally responsive climate.

1.6 A Canadian Perspective

American research provides insight into the educational experiences of MCS (Arnold et al., 2014; De Pedro et al., 2014; Garner et al., 2014). Militaries and school boards differ based on geographical location, however, so American findings cannot simply be generalized to other populations. A recent study by Hill and colleagues (2022) recognized this and sought to explore what Canadian educators know about students whose parents are in the Canadian Armed Forces (CAF), and how the needs of these children are being met. Their research is particularly important because, as mentioned, on-base Canadian schools no longer exist (except for two overseas schools) and MCS attend civilian schools. Findings from the six participant interviews reveal that educators are generally aware that relocation and parental absence are defining features of military lifestyle. Educators discussed the associated challenges students experience, such as the development of friendships, feelings of uncertainty, missed milestones, and added stress (Hill et al., 2022). While MCS are informally identified within their schools, participants believe formal identification would help them better support their students (Hill et al., 2022). Finally, participants discussed the lack of military-related professional development opportunities known or available to them, as well as a lack of knowledge about any sort of collaboration between CAF organizations and school boards (Hill et al., 2022).

Hill and colleagues' findings are consistent with American research; overall, educators understand that MCS experience unique stressors but feel incapable of supporting this population. But while the United States has developed educator-specific tools to support MCS like the *Interstate Compact on Educational Opportunity for Military Children*, no such resources are known to exist in Canada (Hill et al., 2022). The Canadian Forces Morale and Welfare Services introduced a guide, *School Counsellors Working with Military and Veteran Families*, but this is for counselling professionals and not teachers specifically.

1.7 Current Study

What can be done for Canadian educators of MCS? Research points to the challenges experienced by MCS and, whether or not these challenges manifest as “traumatic events”, teachers providing a trauma-and-violence-informed approach to care might help. Recall the four principles of TVIC: (1) knowledge, (2) safety, (3) choice, collaboration, and connection, and (4) strengths focused. Also recall that TVIC includes social justice issues in its conceptualization of mental health problems by addressing structural violence. It can be argued that the school system harms MCS by failing to provide them with the support they need to academically and emotionally succeed. Research shows that educators are aware of this and want to help, but feel incapable of doing so. The original aim of the current study, therefore, was to determine whether TVIC training would increase the feelings of self-efficacy teachers have with regard to supporting MCS. However, attempts to recruit teachers for participation in a free e-learning program highlighted the importance of considering teachers’ needs and preferences when offering professional development. The current study's aim therefore shifted toward determining when and how best to present teachers with TVIC-related training. Answers can help inform effective professional development opportunities for teachers of MCS.

Chapter 2

2 Method

2.1 Procedure

In September 2023, the Teacher Wellness Team at “the University” launched *Teacher Wellness and Trauma-and-Violence-Informed-Care*, a free e-learning program for teacher candidates (TCs) and associate teachers (ATs) currently affiliated with the Faculty of Education at a large comprehensive university in Ontario.

Teacher Wellness and Trauma-and-Violence-Informed-Care was designed to help teachers understand how violence and oppression can affect students’ learning behaviour and health. Created by the Teacher Wellness Team at the University, the asynchronous program is comprised of seven modules which each take approximately thirty minutes to complete: Introduction, TVIC Principle 1, 2, 3, and 4, Vicarious Trauma, and Teacher Wellness. Additional material for teachers of military youth is included at the end of each TVIC principle module, as well as the Vicarious Trauma module (see Appendix A). The overall program, which is free and easily accessible via the Western Education website, draws upon Mezirow’s Transformative Learning Theory (1997) and case studies to help teachers understand the impact of trauma and violence and how to respond.

In November 2023, ethics approval was obtained to launch the module for teachers from five different school board districts, each located near large Canadian Armed Forces bases—the purpose being to target a niche population: teachers of military-connected students. Of the five school boards, only two approved the request to recruit participants, and efforts to engage teachers from these school boards were largely unsuccessful. In an attempt to understand why teachers chose not to participate in the free module, researchers turned to a two-phase project, conducted by members of the Teacher Wellness Team in Spring 2023, that asked about teacher needs, experiences and beliefs regarding professional development.

2.1.1 Spring 2023 Survey and Interviews

TCs and ATs affiliated with the Faculty of Education at the University were invited to participate in a two-phase project pertaining to teacher wellness. The project included (1) a survey that was used to directly inform resource development for teacher wellness (one being the *Teacher Wellness and Trauma-and-Violence-Informed-Care* e-learning program), and (2) follow-up interviews to determine beliefs regarding wellness and professional development needs and preferences. After ethics approval was obtained (see Appendix B), an email was sent by the Teacher Education Office (see Appendix C), asking TCs and ATs to indicate their willingness to participate in the survey (see Appendix D) and interview (see Appendix E). All who agreed to take part were sent an email with a Qualtrics link to the online survey, which takes 30-45 minutes to complete. Those who consented to the interview were contacted via email, and interviews were scheduled approximately 4-6 weeks after the survey was completed. Interviews ranged from 30 to 60 minutes in length and were conducted via Zoom or telephone.

2.2 Measures

The Teacher Wellness Survey was created for an overarching research project pertaining to teacher wellness and includes the following components:

2.2.1 Sociodemographic Characteristics

Participants were asked to indicate their age, gender, ethnicity, teacher status (i.e., teacher or teacher candidate), number of years spent teaching (if teacher), level of grade currently teaching or preparing to teach (i.e., elementary or secondary), and amount of personal and professional experience working with diverse learners.

2.2.2 Attitudes Related to Trauma-Informed Care (ARTIC-35-Education)

Developed by Baker and colleagues in 2016, the ARTIC-35 evaluates teachers' attitudes of trauma-informed care in educational settings. Thirty-five items are scored on a seven-point response scale, with two anchors for each item. High ARTIC-35 scores indicate

positive attitudes toward trauma-informed care, and research demonstrates high overall internal consistency ($\alpha = .91$; Baker et al., 2016).

The ARTIC-35 is divided into five subscales, each with seven items: Underlying Causes of Problem Behaviour and Symptoms ($\alpha = .78$), Responses to Problem Behaviour and Symptoms ($\alpha = .76$), On-The-Job Behaviour ($\alpha = .72$), Self-Efficacy at Work ($\alpha = .79$), and Reactions to the Work ($\alpha = .71$). For the purposes of this project, only Self-Efficacy at Work was included in final analyses. Self-efficacy at Work examines how able teachers feel to meet the demands of working with students who have experienced trauma. Higher scores indicate greater self-efficacy.

2.2.3 Structural Violence Scale

Despite its wide use to quantify trauma-informed attitudes, the ARTIC-35 focuses solely on interpersonal forms of trauma and violence and overlooks structural forms (Wathen et al., 2023). To address this gap, a developer of the Equity-oriented Health Care Scale (E-HoCS; Ford-Gilboe, 2017) created four items that reflect the structural violence dimension of TVIC. Just like the ARTIC-35, items are scored on a seven-point response scale, with two anchors for each item:

1. It is important that I ask students about basic resources that affect their well-being, such as food, clothing, or shelter / Students' personal situation is their own business.
2. Students are a product of their environment and background so I can expect certain students to behave a certain way / It is important to get to know each student to understand their context and how it might shape their behaviour.
3. I encourage students to come and see me when they need to / Students need to be self-reliant and solve their own problems.
4. When offering to help a student, I always explain various options and what might happen / Students should do what they're asked to do, with no explanation required.

Higher scores indicate a greater understanding of structural violence, and a measure of internal consistency demonstrates high reliability ($\alpha = .60$).

2.2.4 Beliefs about Learning and Teaching Questionnaire (BLTQ-Revised)

Adapted from its highly reliable 57-item version ($\alpha = .81$; Glenn, 2007), the 20-item BLTQ-Revised (Glenn, 2018) examines teachers' beliefs about learning and teaching in inclusive classrooms. Items from each of its four subscales—Teacher-Controlled Instruction ($\alpha = .71$), Entity Increment ($\alpha = .63$), Student-Centred Instruction ($\alpha = .64$), and Attaining-Standards ($\alpha = .71$)—are scored on a six-point Likert scale ranging from “*strongly disagree*” to “*strongly agree*.” For the purposes of this project, only Student-Centred Instruction was included in final analyses. Student-Centred Instruction examines the extent to which teachers endorse flexibility and choice with regard to student learning, and higher scores indicate students' needs are the focus of a teacher's instruction-based decisions (Glenn, 2018).

2.2.5 Workplace Psychological Safety

The National Standard of Canada for psychological health and safety (Mental Health Commission of Canada, 2013) was used to create five items pertaining to workplace psychological safety. On a five-point Likert scale ranging from “*No*” to “*Definitely*”, teachers and teacher candidates were invited to share how much their workplace or program characterized a psychologically safe environment. Higher scores indicate a higher sense of psychological safety in their workplace or program. A measure of internal consistency revealed that, as a scale, “Workplace Psychological Safety” is highly reliable ($\alpha = .93$).

2.2.6 Desired Learning Needs and Formats

Two open-ended questions asked teachers to identify their desired learning needs and the format with which they prefer professional development. Participants could type up to seven learning needs and up to four learning formats.

Finally, the survey also includes the Kessler Psychological Distress Scale (K6; Kessler et al., 2002), which inquires of personal mental health. For the current study's purposes, however, this scale was not included.

2.3 Participants

Participants were recruited via email through the Faculty of Education at the University, and participation was eligible to any teacher candidate or associate teacher listed as “Active” on the university roster. Eighty-nine participants completed 80% of all survey items, comprising the final sample (ATs = 86.5%). As seen in Table 1, ages ranged from 22 to 64 years ($M = 42.9$, $SD = 10.1$), and almost all participants identified as white ($n = 82$, 92.1%) and female ($n = 71$, 79.8%). ATs had, on average, 16.1 years of teaching experience ($SD = 9.12$), and 51.9% reported working in elementary schools. Of those who completed the survey, 12 also participated in a follow-up interview. One identified as a teacher candidate, the rest as associate teachers (ATs = 91.7%). Of the ATs, six had 10-19 years of teaching experience, three had 20-29 years, and two had thirty or more years. Eight identified as female.

Table 1

Demographics for Survey Participants (N = 89)

	<i>n</i>	%
Gender		
Female	71	79.8
Male	15	16.9
Missing	3	3.4
Background		
White	82	92.1
Black	1	1.1
East Asian	1	1.1
South Asian	1	1.1
Other	1	1.1
Mixed	2	2.2
Missing	1	1.1

Educator Status				
Teacher	77		86.5	
Teacher Candidate	12		13.5	
Current Level of Education Taught				
Elementary	40		51.9	
Secondary	37		48.1	
Level of Education Preparing to Teach				
Elementary	6		50	
Secondary	6		50	
	M	Min	Max	SD
Years Teaching	16.1	0	37	9.12
Age	42.88	22	64	10.06

2.4 Reflexive Thematic Analysis

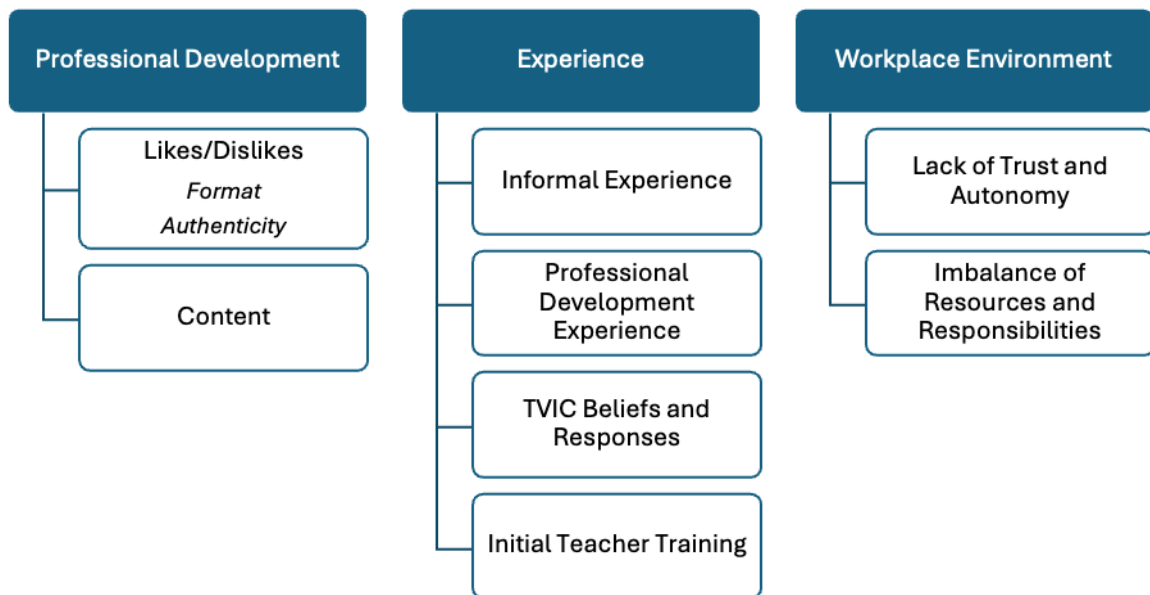
Reflective Thematic Analysis (RTA) was used to interpret the current study’s interview data. Developed by Braun & Clarke (2020), RTA deciphers patterns across a qualitative dataset through data coding and the development of themes. It embraces subjectivity and regards knowledge as situational (Devine, 2021), which lends itself well to the current study’s research aim and knowledge mobilization plan—the former being to determine how teachers perceive professional development as well as trauma-informed approaches, the latter being to use researchers’ data interpretations for the refinement of future TVIC training.

To answer the current study’s research questions, all interview content pertaining to professional development and teacher experience was extracted. Data were assigned specific codes and initial themes and sub-themes were generated. While reading and rereading the interviews, however, it became evident that even more content should be extracted. Many participants spoke of circumstances that may be related to why teachers are not accessing professional development opportunities. All of these circumstances pertained to workplace environment, and a new theme was created. Under it fall two sub-

themes, Lack of Trust and Autonomy and Imbalance of Resources and Responsibilities (see Figure 1).

Figure 1

Interview Themes and Subthemes



2.4.1 A Personal Note on Reflexivity

Of particular importance to RTA is the researcher who carefully considers what they do and how they do it—and how this influences research (Braun & Clarke, 2020). Because RTA encourages the use of the self, it seems fitting to offer a personal note. Who am I and how am I connected to my research? I am a counselling psychology student whose education centres around trauma-informed therapeutic practice. I am a qualifying psychotherapist at a children’s mental health agency, where my role is to counsel youth and their families. And I am spouse to a military service member, with whom I would someday like to have children. Our children will be military-connected, making the topic of teachers supporting MCS particularly salient. All three of these identities relate to my role as primary investigator of the current study. My personal connections leave me passionate about producing quality work that informs future research and resource development.

Chapter 3

3 Phase 1 Results

Survey data were analyzed using IBM Statistical Package for the Social Sciences, version 29 (SPSS Inc.). To ensure no data entry errors existed, data validation was first performed across the entire sample. Missing data was found for each of the variables being examined, and a pairwise deletion occurred for each entry with less than an 80% completion rate across *all* variables being tested. A reduction from $N = 120$ to $N = 89$ was observed. Person-mean imputations were used for remaining entries with missing values.

3.1 Descriptive Statistics

The range, mean, and standard deviation of each continuous variable are presented in Table 2, and response frequencies for ordinal and nominal variables are presented in Table 3. Pearson's correlation analyses were conducted to assess the relationships between numeric variables, and results are presented in Table 4 and Table 5. Attitudes related to Trauma-Informed Care (ARTIC-35) was positively correlated with attitudes toward structural violence (SVS), $r(72) = .45, p < .001$, beliefs about student-centred instruction (BLTQ-SC), $r(74) = .52, p < .001$, and workplace psychological safety, $r(71) = .31, p = .007$. Attitudes toward structural violence was also positively correlated with beliefs about student-centred instruction, $r(72) = .29, p = .012$, and workplace psychological safety, $r(71) = .24, p = .038$. Self-efficacy to support students who have experienced trauma (ARTIC-SE) was positively correlated with beliefs about student-centred instruction, $r(74) = .29, p = .012$, and workplace psychological safety, $r(71) = .30, p = .011$. Next, Spearman's correlation analyses were conducted to assess the relationships between ordinal variables (*Professional experience with learners who need more support*, *Personal experience with learners who need more support*, and *Professional experience with diverse learners*) and continuous variables, and results are presented in Table 6 and Table 7. Professional experience with learners who need more support was positively correlated with number of years teaching, $\rho(87) = .32, p = .002$, and professional experience with diverse learners, $\rho(86) = .28, p = .007$. No other monotonic relationships were observed.

Table 2*Descriptive Statistics for Continuous Variables*

Measure	<i>N</i>	<i>M</i>	<i>Min</i>	<i>Max</i>	<i>SD</i>
ARTIC-35	76	5.27	3.97	6.54	.63
ARTIC-SE	76	5.25	2.57	7	1.07
SVS	74	6.04	3	7	.81
BLTQ-SC	89	4.54	2.5	6	.74
Workplace Psychological Safety	76	3.18	1	5	1.13
Years Teaching	89	16.1	0	37	9.12

Note. ARTIC-35 = Attitudes Related to Trauma-Informed Care; SE = Self-Efficacy subscale; SVS = Structural Violence Scale; BLTQ-SC = Beliefs About Learning and Teaching Questionnaire, Student-Centred Instruction subscale.

Table 3*Response Frequencies for Ordinal and Nominal Variables*

Measure	%			
	None	A little	Moderate	Extensive
Level of Personal Experience with Learners who Need More Support	1.1	25.8	33.7	39.3
Level of Professional Experience with Learners who Need More Support	3.4	9	22.5	65.2
	No		Yes	
Level of Professional Experience with Diverse Learners	9.1		90.9	

Table 4*Bivariate Pearson Correlations with ARTIC-35*

Measure	<i>n</i>	1	2	3	4	5
1. ARTIC-35	76	--				
2. SVS	74	.45**	--			
3. BLTQ-SC	89	.52**	.29*	--		
4. Workplace Psychological Safety	76	.31**	.24*	.16	--	
5. Years Teaching	89	-.13	-.13	-.07	.01	--

Note. ARTIC-35 = Attitudes Related to Trauma-Informed Care; SVS = Structural Violence Scale; BLTQ-SC = Beliefs About Learning and Teaching Questionnaire, Student-Centred Instruction subscale.

** $p < .001$ level (2-tailed). * $p < .05$ level (2-tailed).

Table 5*Bivariate Pearson Correlations with ARTIC-SE*

Measure	<i>n</i>	1	2	3	4	5
1. ARTIC-SE	76	--				
2. SVS	74	.20	--			
3. BLTQ-SC	89	.29*	.29*	--		
4. Workplace Psychological Safety	76	.30*	.24*	.16	--	
5. Years Teaching	89	-.08	-.13	-.07	.01	--

Note. ARTIC-SE = Attitudes Related to Trauma-Informed Care, Self-Efficacy subscale; SVS = Structural Violence Scale; BLTQ-SC = Beliefs About Learning and Teaching Questionnaire, Student-Centred Instruction subscale.

** $p < .001$ level (2-tailed). * $p < .05$ level (2-tailed).

Table 6*Bivariate Spearman's Rho Correlations with ARTIC-35*

Measure	<i>n</i>	1	2	3	4	5	6	7	8
1. ARTIC-35	76	--							
2. SVS	74	--	--						
3. BLTQ-SC	89	--	--	--					
4. Workplace Psychological Safety	76	--	--	--	--				
5. Years Teaching	89	--	--	--	--	--			
6. Personal Experience with Learners who Need More Support	89	.18	.22	-.05	.04	.12	--		
7. Professional Experience with Learners who Need More Support	89	-.09	-.06	-.11	-.09	.32**	.11	--	
8. Professional Experience with Diverse Learners	88	.09	.09	.05	-.06	.16	.17	.28**	--

Note. ARTIC-35 = Attitudes Related to Trauma-Informed Care; SVS = Structural Violence Scale; BLTQ-SC = Beliefs About Learning and Teaching Questionnaire, Student-Centred Instruction subscale.

** $p < .001$ level (2-tailed). * $p < .05$ level (2-tailed).

Table 7*Bivariate Spearman's Rho Correlations with ARTIC-SE*

Measure	<i>n</i>	1	2	3	4	5	6	7	8
1. ARTIC-SE	76	--							
2. SVS	74	--	--						
3. BLTQ-SC	89	--	--	--					
4. Workplace Psychological Safety	76	--	--	--	--				
5. Years Teaching	89	--	--	--	--	--			
6. Personal Experience with Learners who Need More Support	89	.17	.22	-.05	.04	.12	--		
7. Professional Experience with Learners who Need More Support	89	-.17	-.06	-.11	-.09	.32**	.11	--	
8. Professional Experience with Diverse Learners	88	.10	.09	.05	-.06	.16	.17	.28**	--

Note. ARTIC-SE = Attitudes Related to Trauma-Informed Care, Self-Efficacy subscale; SVS = Structural Violence Scale; BLTQ-SC = Beliefs About Learning and Teaching Questionnaire, Student-Centred Instruction subscale.

** $p < .001$ level (2-tailed). * $p < .05$ level (2-tailed).

3.2 Multiple Regression Analyses

The absence of association between attitudes toward trauma-informed care and experience-related variables, in addition to the presence of association between attitudes toward trauma-informed care and other variables, prompted further investigation. A multiple regression was conducted to determine how well attitudes toward trauma-

informed care (ARTIC-35) is predicted by attitudes toward structural violence (SVS), beliefs about student-centred instruction (BLTQ-SC), and workplace psychological safety. The result was a significant model, $F(3, 69) = 14.87, p < .001, R^2 = .39$ (see Table 8). Closer examination revealed that beliefs about student-centred instruction ($t = 4.12, p < .001$) and attitudes toward structural violence ($t = 2.87, p = .006$) were significant predictors, and that workplace psychological safety approached significance, $t = 1.94, p = .057$. A second regression was conducted to predict self-efficacy to support students who have experienced trauma (ARTIC-SE) from the same variables and, as seen in Table 9, the model was also significant, $F(3, 69) = 3.83, p = .013, R^2 = .14$. This time, workplace psychological safety was a significant predictor ($t = 2.16, p = .034$), but attitudes toward structural violence ($t = .66, p = .513$) and beliefs about student-centred instruction ($t = 1.77, p = .082$) were not. A final analysis was conducted to predict attitudes toward structural violence (SVS) from attitudes toward trauma-informed care (ARTIC-35), beliefs about student-centred instruction (BLTQ-SC), and workplace psychological safety (see Table 10). The model was significant, $F(3, 69) = 6.27, p < .001, R^2 = .21$, and further examination revealed that attitudes toward trauma-informed care was a significant predictor, $t = 2.87, p = .006$.

Table 8

Regression Analysis Summary for Variables Predicting Attitudes toward Trauma-Informed Care (ARTIC-35)

Variable	B	SE B	95% CI		β	t	p
			LB	UB			
SVS	.22	.08	.07	.38	.29	2.87	.006*
BLTQ-SC	.34	.08	.17	.50	.40	4.12	< .001
Workplace Psychological Safety	.11	.05	-.00	.21	.19	1.94	.057

Note: $R^2 = .39, F(3, 69) = 14.87, p < .001$. ARTIC-35 = Attitudes Related to Trauma-Informed Care; SVS = Structural Violence Scale; BLTQ-SC = Beliefs About Learning and Teaching Questionnaire, Student-Centred Instruction subscale.

* $p < .05$ level (2-tailed)

Table 9

Regression Analysis Summary for Variables Predicting Self-Efficacy to Support Students Who Have Experienced Trauma (ARTIC-SE)

Variable	B	SE B	95% CI		β	<i>t</i>	<i>p</i>
			LB	UB			
SVS	.10	.16	-.21	.41	.08	0.66	.513
BLTQ-SC	.29	.16	.04	.62	.21	1.77	.082
Workplace Psychological Safety	.24	.11	.02	.45	.25	2.16	.034*

Note: $R^2 = .14$, $F(3, 69) = 3.83$, $p = .013$. ARTIC-SE = Attitudes Related to Trauma-Informed Care, Self-Efficacy subscale; SVS = Structural Violence Scale; BLTQ-SC = Beliefs About Learning and Teaching Questionnaire, Student-Centred Instruction subscale.

* $p < .05$ level (2-tailed)

Table 10

Regression Analysis Summary for Variables Predicting Attitudes toward Structural Violence (SVS)

Variable	B	SE B	95% CI		β	<i>t</i>	<i>p</i>
			LB	UB			
ARTIC-35	.48	.17	.15	.81	.37	2.87	.006*
BLTQ-SC	.08	.13	-.19	.34	.07	0.60	.554
Workplace Psychological Safety	.09	.08	-.08	.25	.12	1.05	.299

Note: $R^2 = .21$, $F(3, 69) = 6.27$, $p < .001$. ARTIC-35 = Attitudes Related to Trauma-Informed Care; SVS = Structural Violence Scale; BLTQ-SC = Beliefs About Learning and Teaching Questionnaire, Student-Centred Instruction subscale.

* $p < .05$ level (2-tailed)

3.3 Categorizing Desired Learning Needs and Formats

As mentioned, the Teacher Wellness Survey included two items asking about desired learning needs and formats. Answers were separated into categories, referred to as “collection[s] of similar data sorted into the same place” which “enables the researchers to identify and describe the characteristics of the category” (Morse, 2008, p. 727). Here, the purpose of categorizing was to determine what the desired learning needs and formats of teachers are, how they compare (Morse, 2008), and how this might inform future development of PD resources.

3.3.1 Desired Learning Needs

Five categories emerged from the desired learning needs responses, four being instruction related to (1) TVIC, (2) supporting diverse learners, (3), managing classroom behaviours, and (4) managing personal wellness. The fifth category was “workplace environment” and included any sentiments about the inadequacy of current environments to support teacher’s learning needs. Each category was represented as a new variable, each with two values: 0 (*No, the respondent did not reference this*) and 1 (*Yes, the respondent did reference this*). Forty-three out of 89 participants responded with at least one learning need; forty-six reported nothing and were therefore excluded from the frequency analysis. Table 11 shows that 41.9% of respondents reported wanting TVIC-related instruction, 51.2% wish to know how to support diverse learners, 18.6% wish to know how to manage classroom behaviours, and 30.2% would like support in managing their personal wellness. Sixteen respondents alluded to circumstances in their current workplace that prevent teachers’ learning needs from being met.

3.3.2 Desired Learning Formats

Forty out of 89 participants responded with at least one desired format; forty-nine reported nothing and were therefore excluded from the frequency analysis. As seen in Table 12, over half of the respondents expressed a desire for collaborative professional development (e.g., workshops, staff meetings, panel discussions, peer reviews), and in-person was preferred to online. Over half also reported wanting written content,

specifically tip-sheets that summarize important information. With regard to self-directed PD and aside from written content, teachers reported desiring videos and podcasts.

Table 11

Frequencies of “Learning Needs” Item Responses (N = 43)

	<i>n</i>	%
TVIC-Related Instruction	18	41.9
Instruction Related to Supporting Diverse Learners	22	51.2
Instruction Related to Managing Classroom Behaviours	8	18.6
Instruction Related to Managing Personal Needs	13	30.2
Workplace Environment	16	37.2

Table 12

Frequencies of “Learning Format” Item Responses (N = 40)

Format	<i>n</i>	%
Collaborative (e.g., workshops, staff meetings)	21	53
In-Person	9	22.5
Online	3	7.5
Both	1	2.5
Did Not Specify	8	20
Podcast	14	35
Video	19	47.5
Written	22	55
Tip Sheet	17	42.5
Other Written Material (e.g., books, articles)	3	7.5
Both	2	5

Chapter 4

4 Phase 2 Results

The following subsections highlight key findings from interview data. Recall that RTA was used to analyze data, and themes and subthemes—rather than categories and subcategories—were generated. Unlike a category, a theme is “a meaningful essence that runs through the data. [...] It is the basic topic that the narrative is about, overall” (Morse, 2008, p. 727). Rather than chunking data, “the researcher reads the interview [...] paragraph by paragraph, asking, ‘What is this about?’, and thinking interpretively” (Morse, 2008, p. 727). The following subsections highlight what I, the researcher, interpreted as important. Of course, the guided nature of the interviews helped shape what was discussed by teachers. But the questions were opened-ended and offered ample opportunity for flexibility and freedom of speech. Careful reading and rereading of the interviews helped inform how I now report the story I believe teachers want told.

4.1 Professional Development

Professional development refers to specific education experiences designed to help employees with different aspects of their job. For teachers, this professional learning is steeped in context. Successful and sustainable PD must consider a variety of factors, such as impact on student outcomes, acceptability to teachers and school administrators, feasibility of implementation, and flexible participation (Han & Weiss, 2005). It must have a specific content focus, employ active learning, align with teachers’ beliefs, foster collaboration, and consider appropriate duration (Desimone et al., 2002; Hadfield & Jopling, 2016). Also important are opportunities to collaboratively define learning goals, engage in mutual learning, reflect on teacher practices and provide honest feedback (Hadfield & Jopling, 2016; Lipowski & Rzejack, 2015). The following subthemes align with models of teacher PD and further evidence the nuances of professional learning.

4.1.1 Likes and Dislikes

Two sub-themes emerged when discussing with teachers their professional development likes and dislikes: format and authenticity.

4.1.1.1 Format

In-person activities are favoured over online training, and teachers prefer PD to occur during school hours: "... the last thing I want to do is spend my weekends or my evenings with one more thing to do online" (P6). Time is evidently valuable to teachers, who not only dislike *when* some PD is offered (weekends or evenings), but also *how long* some PD takes to complete. Suggestions for time efficiency included self-directed PD, delivering PD via easy-to-use technology platforms, and dividing large PD topics into several small and subsequent activities. Teachers also value collaboration and many reported liking or wishing for PD opportunities wherein they can share with colleagues about specific concerns.

4.1.1.2 Authenticity

Teachers dislike receiving PD that feels inauthentic or scripted. In other words, when someone stands in front of a PowerPoint and repeats verbatim what is on the screen: "... we get scripted, and we have no opportunity within that [...] to have really any kind of open discussion about the efficacy of what we're doing" (P3). Several teachers regard mandatory PD activities as administrative 'checks-in-the-boxes' (P3) and highlight its trendy and jargon-filled nature (P4). Teachers crave authenticity: "The best PD happens when it comes from a teacher who is not trying to climb the career ladder, and they're sharing something from their practice" (P4). They also want relevancy and for administration to genuinely care about their needs, as teachers. For example, one interviewee reported working for a small school board wherein board administrators know each school on an intimate level and thus deliver more personal and relevant PD. Here, teachers hold some level of autonomy regarding the topic and delivery of their PD, and it therefore feels genuine.

4.1.2 Content

A variety of TVIC-related professional development topics were suggested. To start, teachers wish to better identify symptoms of trauma in their students. They understand that what constitutes trauma for one student may not for another, and that trauma manifests itself differently across individuals. It can be difficult, however, to recognize

behaviours (e.g., skipping class) as responses to trauma, and teachers want increased knowledge of symptoms. Teachers also wish to better identify at-risk students. One teacher voiced a desire to gain greater cultural awareness of certain groups of people, so as to understand their students' backgrounds prior to even having them in their classroom. Another wondered how to ask appropriate questions about their students, "... so that then you can apply your professional judgement to what's the best decision for this kid..." (P7). Next, many reported wanting clear and consistent guidelines for how to respond to students who are experiencing trauma and violence. For example, what to do when a crisis occurs at school, or when a student continues to struggle during class. Or how to create a safe classroom environment: "...for kids to be able to learn to their fullest it has to be a safe environment, and it's something that we all want and care about and strive for, but it's really difficult with some of these kiddos to make that environment, so I would definitely love resources..." (P9). Several teachers also expressed wanting a better understanding of their role as it pertains to supporting students with trauma, and knowledge of "who does what in the school system" (P7). It is difficult for them to support their students when uncertain as to what comprises their role as "teacher." Finally, one interviewee reported wanting to know how to support their wellness after "second-hand" trauma exposure.

4.2 Experience

Here, experience refers to acquired knowledge and skill in supporting students with diverse learning needs and/or with past or ongoing experiences of trauma or violence. There is evidence to suggest that such knowledge and skill is associated with greater self-efficacy (Rodger et al., 2020) and trauma-informed attitudes (Loomis & Felt, 2021), and that by increasing trauma-informed attitudes, TVIC-related knowledge and skill development reduces stress (Loomis & Felt, 2021). Interviewees reported gaining experience in a variety of ways, for which the following subthemes attest.

4.2.1 Informal Experience

As mentioned, all interviewees—excluding the teacher candidate—reported having taught for more than 10 years. With time comes experience, and interviewees reported

informal encounters with trauma or learners with diverse needs—informal meaning not sought through formal training. Several spoke of student and teacher deaths, and one commented on the frequency of suicides and car accidents. A teacher’s informal experience with trauma can be linked to the type of school they work at or the kinds of classrooms they teach in. One interviewee shared, “especially the school that I’ve been at, there’s a lot of kids that are coming from trauma backgrounds, really a lot of unrest at home” (P9). Another reported teaching a whole classroom of refugee students. Due to its large population of refugees, the school has actually built trauma-informed practice into its philosophy.

Several teachers spoke directly about the acquisition of experience across time. One acknowledged the amount of learning that occurs at the beginning of a teaching career but how, after a few years, “you kind of fall into a rhythm” (P10). Another spoke about how knowing a student’s trauma can impact personal wellness, especially at the beginning of one’s career. They’ve learned, over time, that they cannot control everything or fix each student’s problems. As a teacher, they have come to acknowledge their limits. Another reported learning, through the years, that teachers must allow each student to cope with trauma in their own unique way. Also alluding to trauma-informed approaches, one interviewee surmised, “you learn as an educator over time that kids really need to be felt, feel safe in order to learn.” Several teachers spoke about passing along their acquired knowledge to new teachers, with one alluding to the sharing of knowledge as “something beneficial” that comes from every difficult experience (P7).

4.2.2 Professional Development Experience

Teachers varied in their TVIC-related professional development experiences. One teacher served on their school board’s Critical Instant Response Team, another completed a special Indigenous program, and two took part in suicide prevention training—all voluntarily. As mentioned, several reported working at schools with many student needs and instances of trauma. As a result, staff receive more trauma-related PD opportunities, such as after-school or online training sessions. Overall, very few instances of mandatory trauma-related PD were discussed; one teacher recalled watching a trauma-related PD

video, and another remembered a therapist coming to their school to discuss wellness and how teachers, as the “front-line”, must balance students' needs with their own (P11).

4.2.3 TVIC Beliefs and Responses

Despite lacking mandatory TVIC-related PD, many teachers expressed beliefs and responses that constitute trauma-and-violence-informed-care. According to one teacher, “there’s always [a] story that proceeds some sort of inappropriate behaviour.” Rather than perceive a student’s misbehaviour as inherent, it is important to “always keep[...] in the back of your mind that there is something [...] creating that behaviour” (P7). Such conceptualizations of student behaviour are in keeping with TVIC Principle 1, understanding the impacts of trauma and violence.

Teachers also alluded to Principle 2, creating safe environments. For one teacher, this means inviting students to complete a questionnaire that asks for their preferred names and pronouns and how those should be used when writing reports. It also means providing trigger warnings before introducing sensitive content, and offering alternative safe spaces (e.g., library). For other teachers, safety is promoted through “assignments that celebrate the different stories of who people are and where they come from and what their world looks like” (P11)—making sure students “see” themselves in classroom material.

Next, teachers highlighted Principle 3—choice, collaboration, and connection—through examples of working with their students to promote success. One teacher emphasized getting to know her students and asking how best to support them. Similarly, another teacher encourages his students to tell him “anything they think I should know about their sense of identity, and about things they found difficult in school as well as things that they enjoy, things they do well at, things they do outside of school, to try to get as broad a sense of who they are so that if I think someone is kind of stuck, I can tap into that information and encourage them to make a connection to their life outside of school to do the work” (P4). Nonetheless, teachers varied with regard to how much personal information they believe they should know about their students’ personal lives. One teacher believes it would be helpful to know details such as who their students are living

with, if their parents are getting a divorce, or if their siblings have mental health diagnoses. Another believes that knowing too much of a student's personal life would "colour the way I respond to the kid in every way, shape, and form" and would prefer to learn on a need-to-know basis (P7). One teacher spoke specifically on learning-related diagnoses and individualized education plans: "I don't think anyone needs a special paper to justify me helping them learn" (P4).

Despite any differences of opinion, teachers inadvertently expressed a desire to connect with their students and collaborate in ways that honour their students' choices. This often means drawing on their students' strengths and capacities—TVIC Principle 4. As one teacher put it, "effective teachers will recognize that all of their students are unique and will try and reach them in their own individual way" (P2). For an English teacher, this means incorporating student interests into the learning by, for example, asking a student who dislikes English but loves Technology to write about or present to the class some of his tech work. For a gym teacher, this means shifting the class culture from competitiveness to self-betterment and encouraging students to celebrate their classmates' individual successes. For another teacher, tapping into strengths means customizing classroom material to suit the needs of students with different learning styles and abilities. Finally, one teacher discussed an initiative his school is taking to foster a more strengths-based community. Rather than focus strictly on academic achievements, he and his colleagues intentionally "catch" their students exhibiting character traits such as kindness or resiliency. They have also added graduation awards such as "Personal Best" or "Respect for Human Diversity", moving away from solely academic- or athletic-based recognition (P10).

To conclude, many teachers expressed positive attitudes and beliefs toward TVIC, and reported engaging in TVIC strategies. They often did so inadvertently, meaning they were unaware of thinking or acting in TVIC-informed ways.

4.2.4 Initial Teacher Training

The above testifies that teachers can and do respond to the challenges that face them in their classrooms. Nonetheless, teachers expressed a desire for new teachers to receive

more formal training. One interviewee suggested that all teacher candidates complete a mental-health first aid course, and another wishes teacher candidates would receive two-to-four-week training in classrooms with diverse students (e.g., ESL classrooms). The teacher candidate reported that they would have liked to receive training about how to handle vicarious trauma *prior* to beginning their practicum. They also reported experiencing imposter syndrome—feeling inadequate and anxious about teaching. One teacher hopes there will be more support for new teachers around behaviour management in the classroom and trauma-informed practices, saying, “...it’s a job that I love and a career that I love and I want it to be a safe and [...] positive career for people to get into and I think that teacher candidates definitely have to be better prepared just at what they’re coming into” (P9).

4.3 Workplace Environment

Workplace environment refers to the physical, psychological, and social conditions in which an employee performs their job (Herrity, 2023). For a teacher, it encompasses not only the physical teaching space (i.e., classroom and school), but also the amount of time spent working, availability of resources (e.g., training and classroom materials), interactions with colleagues and school administrators, school policies and procedures, and more. The following sub-themes represent what is missing from teachers’ professional work environments.

4.3.1 Lack of Trust and Autonomy

Teachers reported feeling distrusted to do their jobs: “... we’re treated less and less like professionals, we’re not given that opportunity to prove that we are trustworthy” (P2). They also feel distrusted to choose the content of their own professional development: “...we’re not given the benefit of the doubt, and to say [...] I have a student in my class who is autistic and I want to learn more about how I can reach that student. It’s always about what the Ministry decides is important for us” (P2). Teachers reported having little to no say in determining what PD topics are relevant to them, the message being to “... keep your mouth shut about your personal opinions and just parrot what is being scripted down to you” (P3). One interviewee described the education system as a command-based

hierarchy, with students at the bottom, followed by teachers, administrators, superintendents, and the education board. They called it a “toxic recipe” wherein teachers and principals cannot collaborate to determine what best suits the needs of their own schools. Instead, principals must pass along information that the top of the hierarchy deems important for teachers to know. This interviewee wishes “there was more trust in teachers to share what they learn, what they think works, what they have trouble with so that we can genuinely help one another and help the students—that’s why we’re there” (P4).

Unfortunately, the lack of trust and autonomy may result in a reciprocal distrust of the education system itself: “... there’s a lack of trust, I think, in the current provincial government [...] wondering how committed they truly are to the quality of public education in Ontario, and so that’s stressful. You know, the feeling that [...] the people in charge of the system might be deliberately undermining the system, right?” (P3). The lack of trust *for* teachers may proceed a lack of trust *from* teachers. One interviewee went so far as to say, “...the system’s becoming less and less oriented toward education and more about slogans like ‘wellness’” (P4). Any emphasis on “wellness”, however, feels like lip-service to teachers who lack the support they need. Nonetheless, teachers may not feel safe enough to express their “true opinions and feelings about their job for fear of reprisal” (P3). That current environments lack trust and personal freedom leave some teachers considering retirement: “... when it’s time to retire, you know it, and I just think I’m there because I don’t want to sew my lips shut so as not to get in trouble but then pretend that I’m teaching, so I would rather end when I’m still teaching, I’m still offering critical feedback, encouraging people to think for themselves, to express themselves well” (P4).

4.3.2 Imbalance of Resources and Responsibilities

Teachers reported lacking the resources necessary to support themselves and their students as effectively and efficiently as they would prefer. This is especially unfortunate considering that teachers’ job demands have increased and are “getting a little bit crazy” (P12). Interviewees unanimously agreed that their teaching responsibilities have expanded, and an imbalance of resources and responsibilities was noted. Many spoke of

large classroom sizes and their responsibility—but ultimate inability—to meet the needs of every student. Several discussed the de-streaming of classes in Ontario (i.e., the abolition of separate Academic and Applied streams), and while they voiced the need for all students to feel included, they also expressed concern that de-streamed classes cause more harm than good. One interviewee went so far as to compare classrooms to “babysitting situations” with not much “dignity” for students (P10). Another commented, “Being able to reach diverse populations of students is dependent on how many individuals you have in the classroom” (P2).

With more students per class and a wider range of needs, strengths, and capacities, teachers feel unable to attend to their students in ways they deserve. Furthermore, a lack of support staff (e.g., Educational Assistants and Early Childhood Educators) and classroom material leaves teachers feeling ill-equipped to help *all* students learn and grow. Several commented on the time it takes to prepare their lessons, especially now that classes are de-streamed. In order to meet the needs of so many diverse students, classroom materials must showcase a plethora of pedagogical approaches. As one teacher explained, “I can’t just be like, okay, here’s a lesson plan. I have to tier it for [...] reading abilities, I have to tier it for numeracy and for literacy. I want to make it culturally responsive” (P12). Teachers, of course, lack the time needed to create such lesson plans and expressed a desire for support in doing so.

Teachers also expressed a desire for increased support staff outside the classroom, such as Guidance Counsellors, Social Workers, and School Psychologists. Interviewees expressed not knowing who to turn to when students are in distress or acting out in repeatedly aggressive ways. They reported a lack of mental health personnel within their schools and explained how, as a result, they “no longer just teach but be social workers as well” (P11). Unfortunately, the increased responsibility of attending to students’ social and emotional needs is not met with increased support, such as specialized training. One interviewee explained that providing training opportunities would mean “the Ministry” must acknowledge that “deal[ing] with kids who have gone through trauma” is “what we’re asking teachers to do, and it’s more than what we’ve originally said their job is” (P11). Teachers reported that professional development opportunities, in general, are

scarce and sometimes nonexistent. Aside from a disregard for the need to provide them, PD activities are lacking because *other* resources are lacking. For example, one interviewee shared that a recent shortage of supply teachers resulted in all full-time staff having their optional professional development days cancelled—meaning they had no opportunity to engage in voluntary PD activities during work hours (P3). So despite their increased responsibilities, teachers are receiving little to no opportunity for professional development. This is unfortunate because, as mentioned, teachers' jobs are expanding and with that comes the need for additional support.

Chapter 5

5 Discussion

Because teacher wellbeing is associated with student wellbeing (Harding et al., 2019), supporting students means first supporting teachers. One strategy is to instill in them the confidence needed to fulfill their teaching roles. According to a recent survey conducted by the Canadian Teachers' Federation (CTF, 2020), managing student behaviours while juggling multiple responsibilities is the most common source of stress among teachers. Furthermore, teachers feel frustrated when they cannot uphold their own professional standards (CFT, 2020), such as building professional knowledge, demonstrating professional practice, or undertaking ongoing professional learning (Ontario College of Teachers, 2024). Research suggests that TVIC training increases teachers' self-efficacy to support students whose mental health or behaviour challenges result from experiences of trauma and violence (Rodger et al., 2020). The *Teacher Wellness and Trauma-and-Violence-Informed-Care* e-learning program was therefore developed, the goal being to help teachers better understand their students' behaviours and respond accordingly. The program included additional information about military-connected students, offering strategies to support this unique population. However, efforts to engage teachers in the free training were unsuccessful, which could be due to many factors—recruitment procedures, program accessibility and structure, teacher motivation, and workplace environment (all to be discussed further). Data from a previously conducted survey and interviews were revisited, and the aim of the current study shifted from evaluation of the e-learning program toward accurately understanding when and how to present teachers with TVIC-related professional development opportunities.

5.1 Summary of Key Findings

5.1.1 Experience

Both quantitative and qualitative findings suggest that teachers, over time, gain experience supporting students with diverse needs. The current study sought to determine whether the amount of experience a teacher has impacts their attitude toward trauma-informed care and self-efficacy to provide it. In line with Self-Determination Theory

(Deci & Ryan, 1985; to be discussed further), a teacher's attitude may influence their willingness to engage in TVIC training, as might their feelings of capability.

Understanding the links between attitudes, self-efficacy, and experience can help to identify a target audience for future PD. Nonetheless, experience—whether it be number of years spent teaching or level of personal or professional experience with diverse learners—was not associated with attitudes toward trauma-informed care, attitudes toward structural violence, or beliefs about student-centred instruction, nor was it correlated with self-efficacy to support students who experience stress or trauma. In other words, there was no observed difference in attitudes, beliefs, or self-efficacy among less or more seasoned teachers. Several multiple regression analyses were conducted to determine what, if not experience, is associated with trauma-informed attitudes and self-efficacy to engage in trauma-informed care, and results are explained below.

5.1.2 Interpersonal and Structural Forms of Trauma and Stress

The current findings suggest that attitudes toward trauma-informed care are accurately predicted by attitudes toward structural violence, and that attitudes toward structural violence are predicted by attitudes toward trauma-informed care. What the bi-directional association suggests is that more positive attitudes toward trauma-informed care are associated with greater understanding of the impact of structural violence on students' lives, and vice versa. Interestingly, while beliefs that teaching should be guided by student needs (BLTQ-SC) accurately predicted pro trauma-informed care attitudes, these beliefs did not predict a teacher's understanding of structural violence. One possible interpretation is that while teachers understand the impact of interpersonal violence and respond accordingly, they do not understand the importance of altering their teaching methods to meet the needs of students who experience structural violence. Just as having experienced an interpersonal trauma can impact a student's ability to concentrate in class or succeed academically (Crosby et al., 2018), so can not having enough to eat or being a visible minority (Lipman & Boyle, 2008). If teachers understood this, their beliefs about flexibility and student choice might be more supportive of students who experience structural violence.

What differentiates trauma-and-violence-informed care (TVIC) from trauma-informed care (TIC) is its alignment with the Universal Design for Learning (UDL) framework which, as mentioned, emphasizes teaching in a way that is essential for some students and beneficial for all (Ministry of Education of Ontario, 2005). The TVIC approach does exactly that by acknowledging the prevalence of trauma (Van Ameringen et al., 2008), recognizing the impacts of trauma and violence, prioritizing safety and trust in the classroom, promoting student choice and collaboration, and drawing on students' strengths. While TVIC principles are especially important for students who experience trauma and violence, they make learning environments accessible to all students (Katz & Lamoureaux, 2018). Reiterating what the current study found, teachers understand the importance of offering choice and flexibility to students who have experienced interpersonal trauma, but not structural violence. It's possible they are familiar with trauma-informed practice but not TVIC, a relatively new concept. The association between attitudes toward TIC and attitudes toward structural violence is promising, however, and could be the result of recent global events. The COVID-19 pandemic has raised awareness of structural forms of violence, such as inequities based in marginalization, breaches of social justice, and lack of access to resources (Hillel et al., 2022). Having a general understanding of structural violence with a positive attitude toward trauma-informed approaches is the catalyst for changing classrooms to be safer, more flexible learning environments. Future research should continue to examine the relationship between attitudes toward structural violence and beliefs about student-centred instruction.

5.1.3 Safety as a Predictor

Workplace psychological safety is a concept that provides some interesting food for thought as a predictor of attitudes toward trauma-informed care that approached significance. To some extent, the level of psychological safety a teacher experiences at work predicts how positively they feel about trauma-informed care. This presents a troubling paradox wherein teachers are less inclined to think positively about trauma-informed care when their own workplaces fail to promote it. This failure is evidenced by policies and practices related to student discipline where, for example, Indigenous

students have been found to be expelled at rates higher than their dominant-culture counterparts (Graham et al., 2023). Additionally, workplace psychological safety was a predictor of self-efficacy to support students who have experienced trauma. In other words, the safer a teacher feels at work, the more likely they are to feel capable of implementing trauma-informed care. This is in keeping with both Social Cognitive Theory (Bandura, 1997) and Self-Determination Theory (Deci & Ryan, 1985), which highlight the influence of environment on self-efficacy. Unfortunately, both survey and interview findings suggest a current lack of psychological safety for teachers working in the Ontario school systems represented by the current sample—so much so that further discussion of the topic is warranted. The following section uses the current study’s qualitative data and previous research to describe teachers’ workplace-related perceptions. It then draws on theory and past research to explain the predictive power of workplace psychological safety on attitudes toward trauma-informed care and self-efficacy.

5.2 Workplace Environment

The open-ended survey item that asked teachers to identify their learning needs was instead used by many to “vent” their frustrations about current work environments. Similarly, despite no interview questions directly related to it, almost all interviewees spoke of workplace climate. Clearly, teachers have a story to tell about their work environments, and findings suggest increased job demands and insufficient resources—which lead to “a lot of stress in the schools” (P11). The aforementioned CTF survey found that, on a scale from zero to 100, zero being “not at all stressful” and 100 being “completely stressful”, teachers rate their job an average of 76.5 (CTF, 2020). Two-thirds of teachers found the continual shifts in their workplace environment either “very frustrating” or “severely frustrating”, and over 70% reported feeling exhausted or drained trying to balance teacher responsibilities (CTF, 2020). According to the job demands-resource model (JD-R; Demerouti et al., 2001), increased job demands and limited resources lead to job burnout by draining employees’ energy and hampering motivation (Bakker et al., 2003).

Job burnout is an affective reaction characterized by emotional exhaustion, detachment from work, and reduced feelings of achievement and competence at work (Maslach, 1982). Indeed, research consistently reports a negative relationship between burnout and self-efficacy (Brown, 2012), such that teachers who experience burnout feel less capable of engaging in effective instruction—which then impacts student learning (Jennings & Greenberg, 2009). On the other hand, teachers who feel efficacious and endorse student-centred learning are less likely to experience burnout (Friesen et al., 2023). In addition to low self-efficacy and poorer job performance, teacher burnout is associated with decreased job satisfaction and higher attrition rates (Sass et al., 2011). Workplace environment is a key determinant of job burnout (Bakker et al., 2003; Maslach et al., 2001), and research suggests that teachers' perceptions of their workplace can predict burnout by influencing self-efficacy and autonomous motivation (Fernet et al., 2012).

The effect of workplace environment on self-efficacy and motivation is central to Self-Determination Theory (SDT; Deci & Ryan, 1985), a macro theory of human motivation that has been applied to many domains, including workplace environment. According to SDT, employees have three basic psychological needs—autonomy, competency (or self-efficacy), and relatedness (Deci et al., 2017)—and the extent to which a workplace organization supports these needs influences employees' autonomous motivation and wellness (Deci & Ryan, 2000). To be autonomously motivated means to engage in an activity with “a full sense of willingness, volition, and choice” (Deci et al., 2017, p. 20). For example, a teacher engages in a professional development activity because they want to, not because they were told to do so. Previous research suggests that teachers are more likely to experience autonomous motivation and increased job satisfaction when they perceive their administrators as supportive of the three basic needs (Levesque et al., 2004; Nie et al., 2015). Conversely, when teachers perceive their administrators as controlling, they experience less autonomous motivation and are susceptible to burnout (Fernet et al., 2012). Unfortunately, the recent CTF survey shows that 83% of teachers feel “not supported” or “barely supported” by the Ministry of Education, 60% by their school board, and 24% by their school administrators (CTF, 2020). Lack of administrative support was commonly discussed by participants of the current study, who feel that campaigns for teacher wellness are nothing more than managerial “checks-in-

the-boxes.” Teachers feel distrustful of such campaigns when the organizations that promote them simultaneously fail to offer authentic communication, teacher-administration collaboration, and teacher autonomy.

The negligence of education ministries and school boards to meet teachers’ basic psychological needs potentially impacts motivation to engage in professional development—such as the *Teacher Wellness and Trauma-and-Violence-Informed-Care* e-learning program. Previous research examined the influence workplace environment can have on teachers’ use of trauma-informed resources (Mullin et al., 2023), and findings align with the JD-R model, SDT, and research pertaining to job burnout. Barriers to resource use included insufficient time, reduced energy, and lack of trust for school board (Mullin et al., 2023). All three of these might have impacted recruitment for participation in the *Teacher Wellness and Trauma-and-Violence-Informed-Care* e-learning program. First, recruitment took place in November, shortly before the holiday break when teachers might feel especially busy, perhaps completing Fall progress reports or organizing school concerts and events. Lack of time and lack of energy (a symptom of burnout) might have acted as barriers. Additionally, the initial recruitment email was sent to school administrators, who then forwarded an invitation to teachers. The lack of trust alluded to by participants of the current study provides insight as to why teachers may have chosen not to access the e-learning program. Aside from barriers, support from school administrators has been demonstrated to facilitate resource use among teachers (Mullin et al., 2023). In this sense, support means promotion of and encouragement to engage in potentially helpful resources or professional development opportunities (Mullin et al., 2023). Recall the positive relationship between administrator support and autonomous motivation (Levesque et al., 2004; Nie et al., 2015). Unfortunately for the Teachers of Military-Connected Students sub-sample who might have accessed the *Teacher Wellness and Trauma-and-Violence-Informed-Care* e-learning program, less than half of the contacted school boards granted permission to recruit teachers within their board. This fails to demonstrate support from school administration to engage in free and potentially effective training, and inadvertently sends a message that TVIC—specifically as it relates to supporting MCS—is not an administrative priority.

5.3 Limitations

While the current study's results can provide understanding as to why teachers chose not to engage in the *Teacher Wellness and Trauma-and-Violence-Informed-Care* e-learning program, they cannot offer full explanation. Several factors might have contributed to the lack of recruitment success. As mentioned, recruitment took place during a busy time of year and perhaps insufficient time acted as a barrier. Next, it is possible that teachers did not feel motivated to complete the program. One reason is that lack of time might have resulted in a lack of energy. Another reason is that teachers might not perceive the training as useful. The recruitment email sent to teachers introduced the e-learning program as a means to support military-connected students. Previous research shows that teachers are motivated to engage in PD related to supporting student needs (Mullin et al., 2023). Previous research (Han & Weiss, 2005) as well as the current study's qualitative data also shows that teachers are more motivated to engage in PD they believe is useful. Perhaps teachers in Canada do not yet perceive professional development around supporting MCS as useful. Perhaps Canadian teachers, in general, do not understand the unique challenges experienced by MCS and therefore anticipate no specific learning needs. The Canadian Armed Forces is much smaller than the United States Armed Forces, and military culture is likely less familiar to the average Canadian than it is to the average American. Perhaps more cultural awareness was needed in the e-learning program's recruitment email to teachers. Future research of this kind should consider providing additional information about military culture in its recruitment materials, building a case for why supporting MCS is even important.

Another limitation is scope and size—of the *Teacher Wellness and Trauma-and-Violence-Informed-Care* program's recruitment efforts and of the Spring 2023 survey and interviews. First, only Ontario schools were recruited for participation in the e-learning program. In Canada, education falls within provincial jurisdiction. Differences in provincial and territorial education ministries may result in differing perceptions of workplace environment among teachers across Canada. Future research should consider recruitment outside Ontario, to determine whether teachers in other provinces are more willing to engage in TVIC training. Next, of the teachers and teacher candidates who

completed the Teacher Wellness Survey, only 89 were included in final analyses due to completion rates. The small sample size and its associated power concerns meant that the number of variables included in analyses were limited. Additionally, it is likely that many of the participants work for a local school board, one that is quite large and oversees many schools. It is possible that the size of the school board a teacher works for influences their perception of workplace environment, but this was not investigated.

Also not investigated was the influence teacher burnout might have on the relationships between experience and attitudes toward trauma-informed care, attitudes toward structural violence, beliefs about student-centred instruction, and self-efficacy to support trauma-affected students. That no associations were observed between experience and other variables does not mean none exist. Participants in this study had, on average, 16 years of teaching experience. Given the workplace climate described by them, it is possible they are experiencing burnout. Future research should consider the potentially moderating effects of burnout on experience and attitudes towards TVIC, because, as mentioned, burnout lowers self-efficacy and autonomous motivation—which likely impacts a teacher’s willingness to engage in TVIC-related PD.

Finally, the Structural Violence Scale (SVS) and Workplace Psychological Safety (WPS) scale, although closely connected to TVIC principles (Ponic, 2016) and workplace psychological safety (Mental Health Commission of Canada, 2013), are not established measures. A scoping review of available measures of TIC and TVIC found that none fully encapsulate TVIC qualities (Wathen et al., 2023). That is, available measures do not investigate how respondents perceive structural violence and its influence on people’s lives, nor do they assess perceptions of workplace safety—both central to TVIC implementation. Until a more comprehensive TVIC measure is developed, the recommendation is to add to or combine pre-existing measures (Wathen et al., 2023). The current study mirrored the approach taken by Rodger and colleagues (2020), using the ARTIC-35 to measure teachers’ attitudes toward trauma-informed care and four additional items to measure attitudes toward structural violence, specifically. The current study added workplace psychological safety items, to address the lack of attention toward organizational factors that might influence TVIC uptake.

5.4 Implications

5.4.1 For Future Resource Development

5.4.1.1 Timing

As mentioned, none of the experience-related variables were positively correlated with attitudes toward trauma-informed care, attitudes toward structural violence, or beliefs about student-centred instruction. Nor were they correlated with feelings of efficacy toward supporting students who experience stress or trauma. The implication is that no particular type of teacher (e.g., low vs high level of experience) needs TVIC training more than another. What the current study suggests, rather, is that teachers of all stages desire knowledge. Perhaps they recognize that training can boost self-efficacy and thus desire to engage in an ongoing learning process.

Despite a new teacher not requiring more TVIC training than an experienced teacher, it is important to consider qualitative findings that suggest teachers' desire for increased instruction at the beginning of their career. A new career can feel daunting, especially when its job demands are ever increasing. Feelings of inadequacy and low self-efficacy may arise, and additional support through training and instruction becomes especially important (Bardach et al., 2022).

5.4.1.2 Content

Beyond expressing a desire for increased learning opportunity, teachers suggested specific PD topics. Both survey and interview data suggest that teachers do, indeed, desire TVIC-related instruction. Teachers wish to better identify symptoms of stress or trauma, and they also wish to increase their cultural awareness of diverse students. This aligns with previous research that shows teachers lack general knowledge of military culture as well as the confidence to accurately identify military-connected students who experience unique stressors (Arnold et al., 2014; Garner et al., 2014; Hill et al., 2022). Additionally, teachers reported wanting clear instruction about how to handle stress and trauma as it manifests itself in the classroom, through behaviours. They reported a desire for instruction around creating safe classrooms that support learners of all

sociodemographic backgrounds. Finally, teachers expressed a desire for managing their own wellness, specifically as it relates to boundary-setting at work. Professional development must consider that teachers are not counsellors or therapists and that their job does not entail supporting students in such a manner. It should therefore provide teachers with clear instruction as to what their job does or does not include, as well as information about resources available to students who are struggling.

Something important to note when considering future resource development is the moderate positive correlation between attitudes toward trauma-informed care and attitudes toward structural violence. Ideally, the strength of this relationship would be even stronger, as it indicates an awareness of the connection between structural violence and students' lived experiences. Future PD resources or training should consider highlighting this connection. For PD related to supporting MCS, this means educating teachers about the impact military systems or structures (e.g., relocation, deployment) might have on their students' social, emotional, and academic wellbeing.

5.4.1.3 Format

Both survey and interview data suggest that teachers desire to receive professional development in a collaborative fashion, mostly through in-person workshops with colleagues. Recall that, according to SDT, relatedness is a basic psychological need (Deci et al., 2017). Previous research suggests that the extent to which teachers can obtain advice and encouragement from colleagues influences teacher self-efficacy and job satisfaction (Aldridge & Fraser, 2016). Creating an affiliative learning environment is therefore important, and modifications of the *Teacher Wellness and Trauma-and-Violence-Informed-Care* e-learning program should consider opportunities for participant collaboration. One idea is to include a "Comments" section wherein teachers can post their thoughts and opinions. Additionally, if the resources required to do so were available, content presented in the e-learning program could be delivered through online or in-person workshops. As mentioned, the TVIC approach calls for action at an individual *and* organizational level. A collaboration among school boards and Military Family Resource Centre sites to produce workshop-style PD opportunities would be ideal for teachers of military-connected students.

Survey and interview data reveal that teachers also appreciate self-directed learning opportunities through succinct videos, podcasts, and written content. While the *Teacher Wellness and Trauma-and-Violence-Informed-Care* e-learning program is self-directed, it includes a lot of information which might, on first impression, seem overwhelming. Modifications of the program should consider providing one-page summaries of key concepts and including alternative learning formats (i.e., not just videos and written content, but also audio recordings). Finally, the e-learning program uses the University's online learning platform, which can be confusing for non-affiliated participants to maneuver. According to interview data, navigating new technology can be extremely frustrating and time-consuming for teachers, and previous research suggests that accessibility issues are barriers to teachers engaging in trauma-informed PD resources (Mullin et al., 2023). Program modifications should therefore consider a universal learning platform, something most teachers are familiar with.

5.4.1.4 Sustainability

Previous research suggests a lack of sustainability among trauma-informed interventions in schools (Arnold et al., 2021; Herlitz et al., 2020), sustainability being the extent to which an intervention is maintained within a school's ongoing operations (Arnold et al., 2021). To promote true health equity, future modifications of the *Teacher Wellness and Trauma-and-Violence-Informed-Care* e-learning program should consider its sustainability within schools. Existing research highlights several barriers to sustainability of trauma-informed interventions, including low teacher self-efficacy, teachers' concerns for professional burnout, administrative changes, staff shortages, lack of time, lack of resources provided by community partners (e.g., incentives), and lack of communication between schools and researchers regarding how to sustain the intervention (Arnold et al., 2021; Herlitz et al., 2020). Facilitators of sustainability, on the other hand, include teachers' perceived usefulness and effectiveness of intervention, dedicated school leaders, administrative support of intervention, alignment with school board policies and priorities, and feasibility—the extent to which the intervention can integrate into existing school routines (Arnold et al., 2021; Herlitz et al., 2020). What existing research suggests, then, is that both individual-level and organization-level

factors contribute to program sustainability. The following section discusses the latter, highlighting the need for organizational change.

5.4.2 For Organizations

Previous research suggests that organizations recognize the prevalence of trauma and are keen on implementing TVIC to enhance service delivery and support for staff (Javan, 2022). Interviewees of the current study confirmed this is true of school boards, reporting that trauma-informed practice is already embedded in some schools' philosophies.

However, the consensus was that while education ministries, school boards, and administrators might include trauma-informed practice in their mission statements, they fail to foster work environments where TVIC can be genuinely implemented. In other words, it all feels like "lip-service."

So how can education ministries, school boards, and administrators genuinely implement TVIC? Previous research shows that implementation is facilitated by caring for staff needs (Javan, 2022). As mentioned, to support students is to first support teachers. This means providing teachers with the time and tangible resources necessary to engage in TVIC-related training. First, professional development should occur within school hours. Teachers already struggle with work-life balance and should not have to engage in PD during the evening or on weekends. Next, professional development should be system-sponsored. One interviewee discussed how supply-teacher shortages resulted in their school's sponsored PD opportunities being taken away, but staff shortages and financial costs cannot stand as an excuse. If implementing TVIC is truly a priority, education ministries and school boards can and will make it happen. To help, they must call upon the support of other organizations, which previous research suggests is another facilitator of TVIC implementation (Javan, 2022; Mullin et al., 2023). Collaboration with other organizations can help intangibly, by forming new groups of like-minded individuals who work together to bring about improved service delivery (Javan, 2022). Outside organizations can also help tangibly, by providing funding, materials, or even trained professionals to help deliver TVIC-related PD. Regarding the support of military-connected students, a collaboration between school boards and Military Family Resource Centres is key. MFRCs are responsible for supporting military families, the aim being to

build a strong and resilient military community. One way to do so might be to collaborate with local schools and educate teachers about the unique challenges faced by MCS. This aligns with what previous research has also suggested is a facilitator of TVIC implementation in organizations—explicit emphasis on structural violence (Javan, 2022). Recall the current study’s finding that teachers do not fully understand the necessity of altering their teaching methods to support students who experience structural forms of violence. Overall, what the current study implies is that more education around structural violence is needed. Finally, opportunity for feedback was suggested by previous research as a facilitator of TVIC implementation (Javan, 2022). The more an organization encourages its members to voice their thoughts and opinions, the more likely it is to successfully implement TVIC. This makes sense, as feedback opportunities foster safety, trust, choice, collaboration, and connection—all facets of trauma-and-violence-informed-care.

The call to change is clear, as teachers are struggling to cope and express concern for their mental and emotional wellbeing (CTF, 2020). As one interviewee put it, “... I don’t think [teachers] are going to have the longevity unless some things change...” (P12). The above directives—caring for teacher needs, providing accessible training opportunities, collaborating with outside organizations, acknowledging structural violence, and welcoming feedback—are likely to shift the workplace from one wherein teachers feel “not supported” and “frustrated” (CTF, 2020) to efficacious and empowered to support students who experience trauma and violence.

5.4.3 For Self

I, the researcher, will now address you, the reader. Recall Transformative Learning Theory (Mezirow, 1997), which claims that true learning occurs when we are confronted with information that challenges how we think. I invite you to reflect on all that you have read and what you yourselves believe change should look like. This research was made possible by the voices of teachers who desire authenticity and freedom of speech. I encourage you to consider your own authentic voice. Who are you and what brought you to read this paper? What will you do with the information, now that you have it?

Are you a researcher interested in any of these topics? Will you consider the current study's findings in search of more answers?

Are you a program developer or content creator? Will you bear in mind the current study's suggestions for collaborative, relevant, time-effective, and sustainable resources? Will you consider educating your audience about the implications of structural violence and stress?

Are you a teacher? Perhaps you feel tired and overwhelmed. How will the current study encourage you to care for your students? How will it encourage you to care for yourself? What supports will you access, what boundaries will you set?

Are you a school administrator? You are in a position of power and privilege—that's amazing! What will you do with your power to support students, teachers, and the education system in general?

Do you work alongside military families at a military resource centre in Canada? Would you consider collaborating with local schools to support military-connected students?

As a researcher, counselling psychology student, qualifying psychotherapist, and military spouse, I have my own ideas as to how I can use what I've learned. I can continue to be curious, to ask important questions and find ways of answering them. I can advocate for my clients who experience interpersonal and structural forms of violence, by helping them access community resources. I can apply TVIC principles directly in session—listening to their stories, offering safety and trust, fostering choice and collaboration, and highlighting strengths. I have the unique privilege of working at a children's mental health organization that collaborates closely with schools to better support youth in the classroom. I can present my knowledge of TVIC to teachers, while having empathy for their oftentimes overwhelming jobs. Finally, as spouse to a military service member, I can advocate for my own future children and the additional support they might need as they navigate military lifestyle. I can use my insight to support other military families, and to advocate for overlooked populations—that is, military-connected students and the teachers who support them.

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Appendices

Appendix A: A Sample of Military-Related Content from the *Teacher Wellness and Trauma-and-Violence-Informed-Care E-Learning Program*

Military Literacy


TVIC Principle 1: Build Trauma Awareness & Understanding


Western  Education

 GENDER, TRAUMA & VIOLENCE
KNOWLEDGE INCUBATOR
@WESTERN
1

Military Literacy

As you've learned, the first step toward teaching in a violence and-trauma-informed way is building trauma awareness and understanding. For teachers of military-connected students, this means acquiring **military literacy**.

Western  Education

 GENDER, TRAUMA & VIOLENCE
KNOWLEDGE INCUBATOR
@WESTERN
2

Military Literacy

Military literacy refers to an awareness of the unique experiences of military families¹.

As a teacher, to have military literacy means that you understand the unique stressors affecting your military-connected students, such as relocation, parental deployment, shifting family dynamics, and coping with a parent's military-related physical or psychological trauma.

Military Literacy

Having military literacy helps you...

- Appreciate your students' strengths.
- Recognize your students' challenges.
- Better support your students, so they can cope and succeed in the classroom.

True or False?

There aren't many military kids in Canada.

False

Approximately 81,400 Canadian children and youth are currently growing up in military families⁵.

This does *not* include veteran families.

True or False?

Military kids go to military-run schools

False

Military kids used to live on military bases and attend military-run schools. Now, an estimated 85% of military and veteran families live off-base³, military-run schools are closed, and most military kids attend local public schools⁴.

Military Lingo

Let's start by learning some military lingo! Click on the term to reveal its definition.

Base

Chain of Command

Military Lingo

Let's start by learning some military lingo! Click on the term to reveal its definition.

Deployment

Imposed Restriction

Military Lingo

Let's start by learning some military lingo! Click on the term to reveal its definition.

Military Resource Family
Centre

Regular vs Reserve Force

Military Lingo

Let's start by learning some military lingo! Click on the term to reveal its definition.

Release

Retirement



Let's now turn our attention to the challenges experienced by military-connected youth...

Challenges Experienced by Military-Connected Youth: Frequent Relocation

Each year, 25% of Regular Force members are posted to a new base or wing and approximately 10,000 military families relocate⁵.

While traveling to a new province or city can be exciting, moving is also stressful. Read the following cases and determine what challenges resulted from moving.



Jeremy (13) and his family recently moved from Gagetown, New Brunswick, to Petawawa, Ontario—the result of his father’s new military posting. Jeremy wasn’t too happy about the move, which took place exactly one month before Drama Club’s Spring Play Jeremy had been cast as a major character! What’s more is that the young teen isn’t able to join his new school’s drama club; Jeremy’s mom is struggling to find daycare for his 5-year-old sister, Ellie, which means Jeremy is on babysitting-duty every afternoon. Jeremy misses his old house, which was big enough for him to have his own room. Here, he has to share with his 9-year-old brother.



Sophie (17) recently relocated from Charlesbourg, Quebec, to Wainright, Alberta, where her mother was recently reassigned. Sophie misses her step-sister, who lived just 10 minutes away. She also misses her friends and is disappointed she won’t be able to celebrate prom with them—they had planned to get ready together and even to rent a limo! Sophie doesn’t think she’ll be going to her new school’s prom... the teen doesn’t feel confident when speaking English (she spoke almost all French in Quebec), and this has prevented her from making new friends.

Challenges of frequent relocation include:

- Leaving behind friends
- Leaving behind home and community
- Having to stop an extracurricular activity
- Settling into a new home and community
- Starting at a new school
- Missing out on opportunities (e.g., tryouts already took place)
- Adapting to a new school curriculum, testing standards, credit transfers, and graduation requirements.
- Adapting to a new language and/or language of instruction.
- For parents, finding new childcare

Results from a 2013 survey found that for non-military spouses, relocation was the biggest military-related challenge. They found it difficult to re-establish medical services, social support networks, and employment⁵.

Despite the many challenges associated with relocation, military youth are resilient and most adjust quickly².

And the good news is that when teachers understand relocation challenges, they can better support military-connected students. The following modules will offer advice, strategies, and tips for working with kids before, during, and after a move.

Challenges Experienced by Military-Connected Youth: Parental Absence

Absences and deployment are characteristic of military life. Each year, approximately two-thirds of Regular Force members spend time away from their families due to operational requirements⁵.

There are several reasons why a Canadian Armed Forces member may be separated from their family:

- Training
- A military tasking
- Temporary Duty (TD)
- Imposed Restriction*
- Deployment*

*See Military Lingo for definitions

Frequent or extended absence is difficult and can have a profound impact each family member. A variety of factors contribute to amount of stress experienced by youth whose military parent(s) is(are) away from home¹:

Individual Factors

- Age, emotional development, previous experience with parental absence, sense of security in family and community, attachment to absent parent

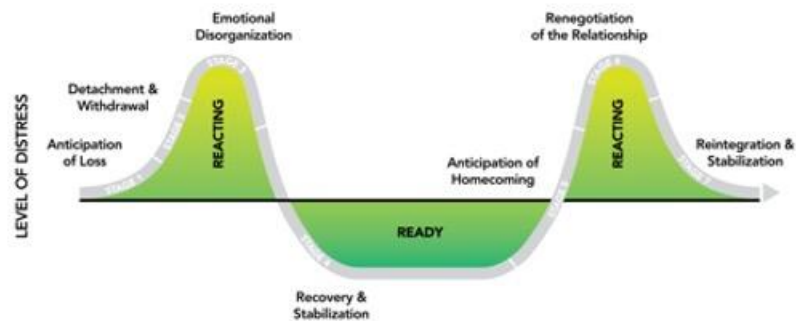
Familial Factors

- Previous family separation experience, couple stability, deployed member's attitude toward absence, deployed member's level of contact during absence, remaining parent's attitude toward absence, remaining parent's coping ability, remaining parent's level of emotional support, consistency of rules/routines, and efforts made by family to prepare child for absence

Situational Factors

- Length of absence, nature of mission (dangerous or not), ease of communication, geographical distance, length of preparation time given to family prior to absence

Emotional Cycle of Deployment



Source: *Guide to Working with Military Kids* (Canadian Forces Morale and Welfare Services)

Pre-Deployment

Stage 1: Anticipation of Loss⁶

Military youth may experience confusion, surprise, anger, irritability, increased dependence and attention-seeking behaviour, changes in sleep and appetite, and/or emotional distancing (from parent who is leaving).

Pre-Deployment

Stage 2: Detachment & Withdrawal⁷

Characterized by the service member's increased focus on preparation for training/mission; distancing of service member from family and family from service member; and strained communication. The remaining parent may experience despair, anger, or resentment, the departing parent may experience guilt and worry, and children/youth may act out or engage in regressive behaviours (e.g., bedwetting).

During Deployment

Stage 3: Emotional Disorganization⁸

At this point, family members may experience changes in routine, changes in eating and/or sleeping, increased irritability, feelings of disorganization, indecisiveness, and difficulty concentrating.

Younger children may:

- Experience confusion and feelings of abandonment
- Experience anxiety, believing the remaining parent will also disappear
- Experience mood swings or act out
- Engage in regressive behaviours

Older children may:

- Take on additional responsibilities (e.g., household chores and caregiving of younger siblings)
- Avoid the discomfort at home by withdrawing from their families and spending increased amounts of time with friends
- Engage in negative coping behaviours, such as substance abuse or self-harm

During Deployment

Stage 4: Recovery and Stabilization⁹

After a while, family members “settle into their new roles and responsibilities and find a way to manage while [their loved one] is away” (Guide to Working with Military Kids, p. 24). Although some kids enjoy their new routines, others continue to struggle with the many changes.

Stage 5: Anticipation of Homecoming¹⁰

This stage is usually marked with excitement and relief, although feelings of apprehension may also exist. Some kids may worry that their deployed parent will have changed (emotionally, physically, or both).

Post-Deployment

Stage 6: Renegotiation of Relationships¹¹

While the family is happy to be reunited, having the military parent home again takes a bit of readjusting.

- Some families decide to maintain their new schedules/routines/rules, and the military parent must figure out how they can fit into this new family structure.
- Some families decide to go back to old schedules/routines/rules, and it may be difficult for children and youth to readjust.
- Families shouldn't focus on going back to exactly the way things were, pre-deployment. The reality is that everyone has changed during deployment, and establishing a new "normal", rather than forcing the old "normal", is healthy.
- Reconnecting can feel overwhelming to children and youth, and it might take time before closeness between child and parent is reestablished.

Post-Deployment

Stage 7: Reintegration and Stabilization¹²

Usually around two to six months post-deployment, family members begin to settle into their "new normal" and feel more comfortable and relaxed around one another.

Some children may continue to struggle, however. It is important to recognize when additional help is needed.

The following modules will offer advice and tips for working with kids before, during, and after a deployment.

Challenges Experienced by Military-Connected Youth: Risk



Risk is an element of military life, the harsh reality being that service members may return home from training or operations with an injury or illness, or not at all.

Operational Stress Injury (OSI)

“An OSI is a psychological injury that may include anxiety, depression, PTSD, and substance abuse, resulting from operational duties performed while serving. Difficulties may occur during combat duties, after serving in a war zone, in peacekeeping missions, or following other traumatic or serious events not specific to combat, such as grief, loss or high stress situations” (Guide to Working with Military Kids, p. 31).

Lily's Story

Living with a parent who has an OSI can be challenging. Consider the following case:

Ever since Lily's father came home from an overseas operation last month, he hasn't been the same. He no longer jokes with Lily or teases her mom. Instead, he snaps at Lily's mom over minor issues, and gets mad when Lily asks him to play with her. Lily often wakes up at night to the sound of her father yelling—nightmares, her mom tells her. Lily's dad never used to drink a lot of beer, but now the recycling bin is overflowing with empty cans. One night, Lily's dad broke down and told her mom that, while on tour, he witnessed some horrifying events. He says he feels broken and can't bear the thought of going anywhere public.

Lily's Story

Kids respond differently to these challenges. Lily might:

- Hide her hurt and sadness, so that she doesn't further upset her father;
- Act in ways to reduce her father's symptoms, such as being "extra good" by cleaning the house;
- Become hyper-vigilant of her father's behaviours and daily routines (Knowing that Lily's father becomes particularly loud and angry after beer #3, the young girl goes to her room and "steers clear."); or
- Protect herself from loneliness and pain by avoiding her father, withdrawn, or spending increased time away from home and with friends.

None of the above are ideal behaviours. To promote positive child development among military kids, we must address risk-related challenges. The following modules encourage you to reflect on various risks and what you, as a teacher, might do to mitigate them.

Challenges Experienced by Military-Connected Youth: Structural Violence

Structural violence occurs when the ways in which systems are organized cause harm to people. That is, social structures or institutions (including schools, healthcare clinics, places of employment, etc.) prevent people from meeting their basic needs.

Of the following, what constitutes structural violence? Check all that may apply.

- Being put on a year-long waitlist at a medical clinic after relocating.
- Being put on a year-long waitlist at a childcare centre after relocating.
- Experiencing a worsened financial situation after relocating, due to higher cost of living in new city/province.
- A spouse/partner not having their seniority maintained at their new place of employment.
- A spouse/partner not having their education/experience recognized at their new place of employment.
- A spouse/partner not being able to find a new job.
- A youth not being able to graduate on time, due to differences in school curricula across provinces.
- A youth not being able to participate in extracurricular activities, due to having missed tryout/signup season.
- All of the above

Of the following, what constitutes structural violence? Check all that may apply.

- Being put on a year-long waitlist at a medical clinic after relocating.
- Being put on a year-long waitlist at a childcare centre after relocating.
- Experiencing a worsened financial situation after relocating, due to higher cost of living in new city/province.
- A spouse/partner not having their seniority maintained at their new place of employment.
- A spouse/partner not having their education/experience recognized at their new place of employment.
- A spouse/partner not being able to find a new job.
- A youth not being able to graduate on time, due to differences in school curricula across provinces.
- A youth not being able to participate in extracurricular activities, due to having missed tryout/signup season.
- All of the above

Structural violence isn't always intentional violence. It can simply be the result of not knowing what challenges may exist for certain groups of people. Consider the following true-or-false statement...

True or False?

Military families have their own military doctors and dentists.

False

The Canadian Forces Health Services (CFHS) provides medical and dental services to military members, but not to their families. Family members are required to access civilian healthcare services².

Was this something you already knew? Consider what you do or do not know about military families, and what your place of employment knows or doesn't know about military families.

When institutions such as schools, healthcare clinics, and places of employment anticipate and respond to the needs of military families, they reduce forms of structural violence.

Additional Resources

Relocation Resources for Children

- Hero in Training Activity Book: <https://cfmws.ca/support-services/moving-housing/relocation-resources-for-children>

Relocation Resources for Parents & Teachers

- Guide to Relocating: <https://cfmws.ca/support-services/moving-housing/guide-to-relocating>
- Relocation Benefits: <https://cfmws.ca/support-services/moving-housing/relocation-benefits>
- School System Considerations Checklist: https://cfmws.ca/CFMWS/media/images/documents/3.0%20Support%20Services/Relocation/Checklists/Education/School-System-Considerations-Checklist_ENG.pdf

General Resources for Adults who Support Military Kids

- Guide to Working with Military Kids: https://cfmws.ca/CFMWS/media/images/documents/3.0%20Support%20Services/3.1/EN-WorkingWithKidsGuide_web.pdf

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Appendix B: Ethics Approval



Date: 21 April 2023

To: Dr. Susan Rodger

Project ID: 122070

Study Title: Exploring and Attending to the Wellness Needs of Teachers in a Trauma and Violence Informed Care Framework

Short Title: Teacher Wellness

Application Type: NMREB Initial Application

Review Type: Delegated

Full Board Reporting Date: 05/May/2023

Date Approval Issued: 21/Apr/2023 11:14

REB Approval Expiry Date: 21/Apr/2024

Dear Dr. Susan Rodger

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the above mentioned study, as of the date noted above. NMREB approval for this study remains valid until the expiry date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

This research study is to be conducted by the investigator noted above. **All other required institutional approvals and mandated training must also be obtained prior to the conduct of the study.**

Documents Approved:

Document Name	Document Type	Document Date	Document Version
Teacher Wellness_Interview Prompts	Interview Guide	23/Feb/2023	1
email invitation_Initial_April 14_rev1_clean	Recruitment Materials	14/Apr/2023	2
Reminder_Email_Teacher Wellness_April 14_clean	Recruitment Materials	14/Apr/2023	2
Teacher Wellness LOI_April 14_Survey_clean	Implied Consent/Assent	14/Apr/2023	2
verbal consent script -April 14_rev1_clean	Verbal Consent/Assent	14/Apr/2023	2
Teacher_Wellness_Survey_April 14_rev	Online Survey Document	14/Apr/2023	2
Teacher Wellness LOI_April 14_Consultation & Interview_Clean	Implied Consent/Assent	14/Apr/2023	1

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Please do not hesitate to contact us if you have any questions.

Sincerely,

Ms. Katelyn Harris, Research Ethics Officer on behalf of Dr. Randal Graham, NMREB Chair

Note: This correspondence includes an electronic signature (validation and approval via an online system that is compliant with all regulations).

Appendix C: Email Invitation to Participate



Teacher Wellness Project

Email Invitation to Participate

Subject Line: Invitation to Participate in Research about Teacher Wellness and Professional Development

To be sent to: All Associate Teachers and Teacher Candidates affiliated with the Faculty of Education, Western University

Hello,

You are being contacted because you are listed as an "Active" Associate Teacher or Teacher Candidate at the Faculty of Education, Western University.

Our research team in the Faculty of Education is exploring different perspectives about teacher wellness, inclusion, and knowledge about supporting students facing difficult experiences. Importantly, we want to hear from you about what your needs are in terms of professional development and the types of resources that would be most useful to you in this context.

The survey will take approximately 30 to 45 minutes to complete. It also does not need to be completed in one sitting. Should you be interrupted while completing it or need to come back to it later, you can exit out and continue from where you left off at any time. You may skip any questions you do not want to answer.

In addition, you will be asked to indicate your interest in participating in an online Zoom interview to be scheduled at a time convenient for you, on these topics. The interview will take approximately 30 to 60 minutes to complete. Again, you may skip any questions you do not want to answer.

If you are interested in learning more, please read the attached Letter of Information and Informed Consent or click on the link below to access the letter of information and the pre-test survey link.

https://uwo.eu.qualtrics.com/jfe/form/SV_9t20dX8ArfKpfkG

If you have any questions about the details of this study, please contact our Principal Investigator, Dr. Susan Rodger at [REDACTED].

Thank you,

The Research Team,
Dr. Susan Rodger, Dr. Jacqueline Specht, and Dr. Kathryn Hibbert, Faculty of Education, Western University; Annie Beatty, Sybil Chan, Lisa Reynolds, Paige Walker, Katherine Reurink, MA & PhD students; Clare Tattersall, Faculty of Education, Western University

Appendix D: Teacher Wellness Survey

Letter of Information: Exploring and Attending to the Wellness Needs of Teachers in a Trauma and Violence-Informed Care Framework

The work of teachers is increasingly complex. The effects of this work and current knowledge and attitudes and the possibilities for professional development and support in the areas of teacher wellness, inclusion, and working with students who have difficult experiences are being explored. As an Associate Teacher or Teacher Candidate in the B.Ed. program at Western University, you are being invited to participate in a survey about teacher wellness. The questions asked in this survey will ask you about your wellness and invite you to share what types of professional development related to teacher wellness that you would be interested in receiving (such as specific topics and format). We appreciate your interest in this work. The survey will take approximately 30 to 45 minutes to complete. It also does not need to be completed in one sitting. Should you be interrupted while completing it or need to come back to it later, you can exit out and continue where you left off. You may skip any questions you do not want to answer.

If you decide to withdraw from the study, you may do so at any time by exiting the survey window. Due to the anonymous nature of your data, once your survey responses have been submitted, the researchers will be unable to withdraw your data

At the end of the survey, you will be asked to indicate your interest in participating in an online Zoom interview to be scheduled at a time convenient for you on these topics. The interview will take 30 to 60 minutes. You may skip any questions you do not want to answer.

You will also have the opportunity to indicate your interest in participating in the consultation group to develop resources for teacher wellness. Your participation in this research is voluntary and will not impact your relationship with the Faculty of Education in any way.

Risks & Benefits

There are no known risks to participating in this study, but some questions may be sensitive in nature. You may decline to answer any or all questions without penalization. Should you feel any level of distress, support is available through Reach Out, a confidential, 24h information, support, and crisis service (██████████).

While there are no direct benefits to participating, study data will be utilized to develop and present professional development opportunities to teacher candidates and associate teachers affiliated with the Faculty of Education at Western University. Additionally, free online resources will be available to anyone starting from July 2023 on the Faculty of Education website.

Confidentiality

The information collected will be used for research purposes only, and neither your name nor any identifying information will be used in any publication or presentation of the

study results. All survey information collected for the study will be kept confidential in the possession of Western's research; only whole group findings and themes will be shared. Anonymized survey data will be made available in summary form to the Consultation Group (Associate Teachers and Teacher Candidates who volunteer their time), who will be involved in planning and developing resources to support teacher wellness.

Qualtrics is an online survey tool that will be used to collect responses to the survey questions. The server is located in Ireland, here is the link to the [Qualtrics privacy policy](#). Although Qualtrics operates to the highest standard for data privacy and security, no information shared over the internet is fully guaranteed in terms of confidentiality.

All data will be retained for a minimum of 7 years. Representatives of Western University's Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research study. The results of the study will be disseminated through publication in a peer reviewed journal and/or through presentation at relevant conferences. You do not waive any legal rights by consenting to this study.

There is no cost to participate in this study.

Compensation

For each component of the study that you are involved in (reading this invitation, participating in the survey, and/or participating in the interview, and/or participating in the consultation group), you will be given the opportunity to enter a draw for one of two iPads as our appreciation of your time and expertise. This draw will take place on June 30th, 2023. We anticipate between 150 and 250 entries in total.

What if I have questions?

If you have any questions about the conduct of this study or your rights as a research participant, you may contact the Office of Human Research Ethics at The University of Western Ontario at [REDACTED] or [REDACTED].

If you have any questions about this study, please contact our Primary Investigator, Dr. Susan Rodger ([REDACTED]). This letter is yours to keep for future reference.

At the end of the survey, you will be asked to provide your first name and email address if you are interested in being contacted to participate in an interview or in the consultation group. If you wish to be entered in a draw for one of two iPads, submission of the survey indicates your consent to participate in the raffle. Your name and email address will not be associated with the survey data.

We would like to extend our sincerest gratitude for your willingness to consider participating in our research. Thank you.

Sincerely,

The Research Team,
 Dr. Susan Rodger, Dr. Jacqueline Specht, and Dr. Kathryn Hibbert, Faculty of Education,
 Western University; Annie Beatty, Sybil Chan, Lisa Reynolds, Paige Walker, Katherine
 Reurink, MA & PhD students; and Clare Tattersall, Faculty of Education, Western
 University

- I have read the above and wish to continue to the survey
- I have read the above and do NOT wish to continue to the survey

Display This Question:

If Letter of Information: Exploring and Attending to the Wellness Needs of Teachers in a
 Trauma and... = I have read the above and do NOT wish to continue to the survey

If you do not wish to complete the survey, but do wish to enter the draw, please click
 here: https://uwo.eu.qualtrics.com/jfe/form/SV_dbqqf8GUYi2Yrwa

Sociodemographic Characteristics

1. I am a...

- Teacher
- Teacher Candidate

Display This Question:

If I am a: = Teacher

2. How many years have you been teaching?

Display This Question:

If I am a: = Teacher Candidate

3. I am in...

- First year
- Second year

Display This Question:

If I am a: = Teacher

4. I am teaching primarily in the following system:

- Elementary
- Secondary

Display This Question:

If I am a: = Teacher Candidate

5. I am preparing to teach primarily in the following system:

- Elementary
- Secondary

6. My gender identity is _____**7. How do you define yourself?**

You may choose one answer, or more than one.

- Black
- East Asian
- Indigenous
- Latin American
- South Asian
- Southeast Asian
- West Asian
- White
- Other, please specify: _____

8. I am ____ years old.**9. I have encountered people who are diverse learners in the following ways:**

Please select all that apply.

- Self
- Family member
- Friend
- Co-worker/Co-volunteer
- In a professional role (e.g., teacher, caregiver, advocate)
- Not at all

10.

	None at all	A little	Moderate	Extensive
How much professional experience have you had working with learners who need more support?	0	1	2	3
How much personal experience have you had with learners who need more support?	0	1	2	3

Beliefs About Learning and Teaching Questionnaire (BLTQ-Revised)

Please read the following statements and indicate how strongly you agree or disagree with each one. All items are to be rated on the 6-point scale ranging from Strongly Disagree (1) to Strongly Agree (6).

							Strongly Agree - Strongly Disagree
1	Students should rely on the teacher to evaluate their work	1	2	3	4	5	6
2	Students cannot be counted upon to evaluate their own work	1	2	3	4	5	6
3	It is important for students to complete assignments exactly as the teacher planned	1	2	3	4	5	6
4	In every class I find students to whom I cannot teach core concepts	1	2	3	4	5	6
5	It is important for teachers, not students, to direct the flow of a lesson	1	2	3	4	5	6
6	It is important for teachers to have control over lessons	1	2	3	4	5	6
7	The ability to learn is something people have a certain amount of and there isn't much they can do to change it	1	2	3	4	5	6
8	The ability to learn is something that remains fixed throughout life	1	2	3	4	5	6
9	There isn't much I can do about how much ability I have in mathematics, science, and language arts	1	2	3	4	5	6
10	There will always be some students who simply don't get it no matter what I do	1	2	3	4	5	6
11	To assess students' understanding of a core concept, it is important to observe and listen to them as they work	1	2	3	4	5	6
12	Good teachers give students choices in their learning tasks	1	2	3	4	5	6
13	In core subjects, students should construct their own examples	1	2	3	4	5	
14	Good instruction relates learning material to things students are interested in outside of school	1	2	3	4	5	6
15	It doesn't matter whether students get the right or wrong answer as long as they understand the concepts inherent in the problem	1	2	3	4	5	6

		Strongly Agree - Strongly Disagree					
16	Concerns about getting the right answer are likely to interfere with concept development and learning	1	2	3	4	5	6
17	Giving grades is a good strategy for getting students to work	1	2	3	4	5	6
18	The more students are concerned about grades, the more they learn	1	2	3	4	5	6
19	All of my students would do well if they worked hard	1	2	3	4	5	6
20	Students who produce correct answers have a good understanding of the core concepts	1	2	3	4	5	6

K-6 Mental Health Screening Tool

The following questions ask about how you have been feeling during the past 30 days. For each question, please select the number that best describes how often you had this feeling.

Please complete all of the following items. If you would prefer not to answer any item, you are permitted to skip it.

1. During the past 30 days, about how often did you feel...

		All of the time	Most of the time	Some of the time	A little of the time	None of the time
1	nervous?	1	2	3	4	5
2	hopeless?	1	2	3	4	5
3	restless or fidgety?	1	2	3	4	5
4	so depressed that nothing could cheer you up?	1	2	3	4	5
5	that everything was an effort?	1	2	3	4	5
6	worthless?	1	2	3	4	5

2. The last 6 questions asked about feelings that might have occurred during the past 30 days. Taking them altogether, did these feelings occur more often in the past 30 days than is usual for you, about the same as usual, or less often than usual?

If you never have any of these feelings, select the associated option.

	A little more often than usual	A bit more often than usual	A lot more often than usual	About the same as usual	A little less often than usual	A bit less often than usual	A lot less often than usual	None of the time
These feelings have occurred...	1	2	3	4	5	6	7	8

The next few questions are about how these feelings may have affected you in the past 30 days.

3. During the past 30 days, how many days out of 30 were you totally unable to work or carry out your normal activities because of these feelings?

Please enter a number between 0 and 30.

4. Not counting the days you reported in response to the previous question, how many days in the past 30 were you able to do only half or less of what you would normally have been able to do, because of these feelings?

Please enter a number between 0 and 30.

5. During the past 30 days, how many times did you see a doctor or other health professional about these feelings?

Please enter a numerical value. If you have not seen a doctor or other health professional, please enter "0" in the box below.

6. During the past 30 days, how often have physical health problems been the main cause of these feelings?

	All of the time	Most of the time	Some of the time	A little of the time	None of the time
Physical health problems have been the main cause...	1	2	3	4	5

7. Please insert any additional comments about these questions and/or this topic below.

NOTE: Please do not include any identifiable information in the response box below (i.e., first/last name, school name, city of residence, etc.). If you do not have any additional comments, please leave empty.

Attitudes Related to Trauma Informed Care (ARTIC-35-Education)

Display This Question:

If I am a: = Teacher

People who work in education, health care, human services, and related fields have a wide variety of beliefs about their students, their jobs, and themselves. The term “student” is interchangeable with “client,” “person,” “resident,” “patient,” or other terms to describe the person being served in a particular setting.

Trauma-informed care is an approach to engaging people with trauma histories in education, human services, and related fields that recognizes and acknowledges the impact of trauma on their lives.

For each item, select the circle along the dimension between the two options that best represents your personal belief during the past two months at your workplace.

Please complete the following items. If you would prefer not to answer any item, you are permitted to skip it.

I believe...	1	2	3	4	5	6	7	
1 Students' learning and behaviour problems are rooted in their behaviour or mental health condition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students' learning and behaviour problems are rooted in their history of difficult life events.
2 Focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rules and consequences are the best approach when working with people with trauma histories.
3 Being very upset is normal for many of the students I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It reflects badly on me if my students are very upset.
4 I don't have what it takes to help my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have what it takes to help my students.
5 It's best not to tell others if I have strong feelings about the work because they will think I am not cut out for this job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It's best if I talk with others about my strong feelings about the work so I don't have to hold it alone.

6	The students were raised this way, so there's not much I can do about it now.	0	0	0	0	0	0	0	The students were raised this way, so they don't yet know how to do what I'm asking them to do.
7	Students need to experience real life consequences in order to function in the real world.	0	0	0	0	0	0	0	Students need to experience healing relationships in order to function in the real world.
8	If students say or do disrespectful things to me, it makes me look like a fool in front of others.	0	0	0	0	0	0	0	If students say or do disrespectful things to me, it doesn't reflect badly on me.
9	I have the skills to help my students.	0	0	0	0	0	0	0	I do not have the skills to help my students.
10	The best way to deal with feeling burnt out at work is to seek support.	0	0	0	0	0	0	0	The best way to deal with feeling burnt out at work is not to dwell on it and it will pass.
11	Many students just don't want to change or learn.	0	0	0	0	0	0	0	All students want to change or learn.
12	Students often are not yet able or ready to take responsibility for their actions. They need to be treated flexibly and as individuals.	0	0	0	0	0	0	0	Students need to be held accountable for their actions.
13	I realize that students may not be able to apologize to me after they act out.	0	0	0	0	0	0	0	If students don't apologize to me after they act out, I look like a fool in front of others.
14	Each day is uniquely stressful in this job.	0	0	0	0	0	0	0	Each day is new and interesting in this job.
15	The fact that I'm impacted by my work means that I care.	0	0	0	0	0	0	0	Sometimes I think I'm too sensitive to do this kind of work.
16	Students have had to learn how to trick or mislead others to get their needs met.	0	0	0	0	0	0	0	Students are manipulative so you need to always question what they say.
17	Helping a student feel safe and cared about is the best way to eliminate undesirable consequences.	0	0	0	0	0	0	0	Administering punitive consequences is the best way to eliminate undesirable behaviours.
18	When I make mistakes with students, it is best to move on and pretend it didn't happen.	0	0	0	0	0	0	0	When I make mistakes with students, it is best own up to my mistakes.
19	The ups and downs are part of the work so I don't take it personally.	0	0	0	0	0	0	0	The unpredictability and intensity of work makes me think I'm not fit for this job.

20	The most effective helpers find ways to toughen up—to screen out the pain—and not care so much about the work.	0	0	0	0	0	0	0	The most effective helpers allow themselves to be affected by the work—to feel and manage the pain—and to keep caring about the work.
21	Students could act better if they really wanted to.	0	0	0	0	0	0	0	Students are doing the best they can with the skills they have.
22	It's best to treat students with respect and kindness from the start so they know I care.	0	0	0	0	0	0	0	It's best to be very strict at first so students learn they can't take advantage of me.
23	Healthy relationships with students are the way to good student outcomes.	0	0	0	0	0	0	0	People will think I have poor boundaries if I build relationships with my students.
24	I feel able to do my best each day to help my students.	0	0	0	0	0	0	0	I'm just not up to helping my students anymore.
25	It is because I am good at my job that the work is affecting me so much.	0	0	0	0	0	0	0	If I were better at my job, the work wouldn't affect me so much.
26	Students do the right thing one day but not the next. This shows that they are doing the best they can at any particular time.	0	0	0	0	0	0	0	Students do the right thing one day but not the next. This shows that they could control their behaviour if they really wanted to.
27	When managing a crisis, enforcement of rules is the most important thing.	0	0	0	0	0	0	0	When managing a crisis, flexibility is the most important thing.
28	If I don't control students' behaviour, bad things will happen to property.	0	0	0	0	0	0	0	As long as everyone is safe, it is okay for students to become really upset, even if they cause some property damage.
29	I dread going to my job because it's just too hard and intense.	0	0	0	0	0	0	0	Even when my job is hard and intense, I know it's part of the work and it's ok.
30	How I am doing personally is unrelated to whether I can help my students.	0	0	0	0	0	0	0	I have to take care of myself personally in order to take care of my students.
31	If things aren't going well, it is because the students are not doing what they need to do.	0	0	0	0	0	0	0	If things aren't going well, it is because I need to shift what I'm doing.
32	I am most effective as a helper when I focus on a student's strengths.	0	0	0	0	0	0	0	I am most effective as a helper when I focus on a student's problem behaviours.

33	Being upset doesn't mean that students will hurt others.	O	O	O	O	O	O	O	If I don't control students' behaviours, other students will get hurt.
34	If I told my colleagues how hard my classroom is, they would support me.	O	O	O	O	O	O	O	If I told my colleagues how hard my classroom is, they would think I wasn't cut out for the job.
35	When I feel myself "taking my work home," it's best to bring it up with my colleagues and/or supervisor(s).	O	O	O	O	O	O	O	When I feel myself "taking my work home," it's best to keep it to myself.

Display This Question:
If I am a: = Teacher Candidate

People who work in education, health care, human services, and related fields have a wide variety of beliefs about their students, their jobs, and themselves. The term "student" is interchangeable with "client," "person," "resident," "patient," or other terms to describe the person being served in a particular setting.

Trauma-informed care is an approach to engaging people with trauma histories in education, human services, and related fields that recognizes and acknowledges the impact of trauma on their lives.

For each item, select the circle along the dimension between the two options that best represents your personal belief during the last two months of your last practicum.

Please complete the following items. If you would prefer not to answer any item, you are permitted to skip it.

I believe...	1	2	3	4	5	6	7	
1	Students' learning and behaviour problems are rooted in their behaviour or mental health condition.	O	O	O	O	O	O	Students' learning and behaviour problems are rooted in their history of difficult life events.
2	Focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories.	O	O	O	O	O	O	Rules and consequences are the best approach when working with people with trauma histories.
3	Being very upset is normal for many of the students I serve.	O	O	O	O	O	O	It reflects badly on me if my students are very upset.
4	I don't have what it takes to help my students	O	O	O	O	O	O	I have what it takes to help my students.

5	It's best not to tell others if I have strong feelings about the work because they will think I am not cut out for this job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It's best if I talk with others about my strong feelings about the work so I don't have to hold it alone.
6	The students were raised this way, so there's not much I can do about it now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The students were raised this way, so they don't yet know how to do what I'm asking them to do.
7	Students need to experience real life consequences in order to function in the real world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students need to experience healing relationships in order to function in the real world.
8	If students say or do disrespectful things to me, it makes me look like a fool in front of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If students say or do disrespectful things to me, it doesn't reflect badly on me.
9	I have the skills to help my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I do not have the skills to help my students.
10	The best way to deal with feeling burnt out at work is to seek support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The best way to deal with feeling burnt out at work is not to dwell on it and it will pass.
11	Many students just don't want to change or learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All students want to change or learn.
12	Students often are not yet able or ready to take responsibility for their actions. They need to be treated flexibly and as individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students need to be held accountable for their actions.
13	I realize that students may not be able to apologize to me after they act out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If students don't apologize to me after they act out, I look like a fool in front of others.
14	Each day is uniquely stressful in this job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Each day is new and interesting in this job.
15	The fact that I'm impacted by my work means that I care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sometimes I think I'm too sensitive to do this kind of work.
16	Students have had to learn how to trick or mislead others to get their needs met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students are manipulative so you need to always question what they say.
17	Helping a student feel safe and cared about is the best way to eliminate undesirable consequences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Administering punitive consequences is the best way to eliminate undesirable behaviours.
18	When I make mistakes with students, it is best to move on and pretend it didn't happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I make mistakes with students, it is best own up to my mistakes.

19	The ups and downs are part of the work so I don't take it personally.	0	0	0	0	0	0	0	The unpredictability and intensity of work makes me think I'm not fit for this job.
20	The most effective helpers find ways to toughen up—to screen out the pain—and not care so much about the work.	0	0	0	0	0	0	0	The most effective helpers allow themselves to be affected by the work—to feel and manage the pain—and to keep caring about the work.
21	Students could act better if they really wanted to.	0	0	0	0	0	0	0	Students are doing the best they can with the skills they have.
22	It's best to treat students with respect and kindness from the start so they know I care.	0	0	0	0	0	0	0	It's best to be very strict at first so students learn they can't take advantage of me.
23	Healthy relationships with students are the way to good student outcomes.	0	0	0	0	0	0	0	People will think I have poor boundaries if I build relationships with my students.
24	I feel able to do my best each day to help my students.	0	0	0	0	0	0	0	I'm just not up to helping my students anymore.
25	It is because I am good at my job that the work is affecting me so much.	0	0	0	0	0	0	0	If I were better at my job, the work wouldn't affect me so much.
26	Students do the right thing one day but not the next. This shows that they are doing the best they can at any particular time.	0	0	0	0	0	0	0	Students do the right thing one day but not the next. This shows that they could control their behaviour if they really wanted to.
27	When managing a crisis, enforcement of rules is the most important thing.	0	0	0	0	0	0	0	When managing a crisis, flexibility is the most important thing.
28	If I don't control students' behaviour, bad things will happen to property.	0	0	0	0	0	0	0	As long as everyone is safe, it is okay for students to become really upset, even if they cause some property damage.
29	I dread going to my placement because it's just too hard and intense.	0	0	0	0	0	0	0	Even when my placement is hard and intense, I know it's part of the work and it's ok.
30	How I am doing personally is unrelated to whether I can help my students.	0	0	0	0	0	0	0	I have to take care of myself personally in order to take care of my students.
31	If things aren't going well, it is because the students are not doing what they need to do.	0	0	0	0	0	0	0	If things aren't going well, it is because I need to shift what I'm doing.

32	I am most effective as a helper when I focus on a student's strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am most effective as a helper when I focus on a student's problem behaviours.
33	Being upset doesn't mean that students will hurt others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If I don't control students' behaviours, other students will get hurt.
34	If I told my colleagues how hard my placement is, they would support me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If I told my colleagues how hard my placement is, they would think I wasn't cut out for the job.
35	When I feel myself "taking my work home," it's best to bring it up with my colleagues and/or supervisor(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I feel myself "taking my work home," it's best to keep it to myself.

Structural Violence Scale

I believe...	1	2	3	4	5	6	7	
1 It's important that I ask students about basic resources that affect their well-being, as food, clothing, or shelter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students' personal situation is their own business.
2 Students are a product of their environment and background so I can expect certain students to behave a certain way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It's important to get to know each student to understand their context and how it might shape their behaviour.
3 I encourage students to come and see me when they need to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students need to be self-reliant and solve their own problem.
4 When offering to help a student, I always explain various options and what might happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students should do what they're asked to do, with no explanation required.

Workplace Psychological Safety

*Display This Question:
If I am a: = Teacher*

Please respond to the question below thinking about your workplace. A workplace with good Psychological Support would be able to state that:

	No	Not really	Somewhat	Quite a bit	Definitely
1 Our workplace offers services or benefits that adequately address employee psychological and mental health.	1	2	3	4	5
2 Our supervisors would say or do something helpful if an employee looked distressed while at work.	1	2	3	4	5
3 Employees feel supported in our workplace when they are dealing with personal or family issues.	1	2	3	4	5
4 Our workplace supports employees who are returning to work after time off due to a mental health condition.	1	2	3	4	5
5 People in our workplace have a good understanding of the importance of employee mental health	1	2	3	4	5

*Display This Question:
If I am a: = Teacher Candidate*

Please respond to the question below thinking about your workplace. A workplace with good Psychological Support would be able to state that:

	No	Not really	Somewhat	Quite a bit	Definitely
1 Our program offers services or benefits that adequately address student psychological and mental health.	1	2	3	4	5
2 Our professors/supervisors would say or do something helpful if a student looked distressed while at school.	1	2	3	4	5
3 Students feel supported in our	1	2	3	4	5

workplace when they are dealing with personal or family issues.

4	Our program supports students who are returning to school after time off due to a mental health condition.	1	2	3	4	5
5	People in our program have a good understanding of the importance of student mental health.	1	2	3	4	5

Desired Learning Needs and Formats

- Please help by telling us what professional learning needs you have with respect to teacher wellness, teaching diverse learners (including those with mental health needs), understanding and responding to trauma and violence, sense of confidence in doing any of these things, or other topics.**

Please share any ideas!

Topic 1 _____
 Topic 2 _____
 Topic 3 _____
 Topic 4 _____
 Topic 5 _____
 Topic 6 _____
 Topic 7 _____

- Please share the format that you think would be effective to receive information on these topics (e.g., tip sheet, podcast, video, etc.):**

Format 1 _____
 Format 2 _____
 Format 3 _____
 Format 4 _____

Invitation to Participate

We hope to conduct some follow-up research with interested teachers to better understand teacher wellness and professional development needs. These include conducting interviews with teachers and gathering a consultation group to develop helpful resources for teachers and student teachers regarding teacher well-being. Participation in the interviews and the team can be as much or as little as you like, and if you agree, you can stop at any time.

Finally, to thank you for your time completing the survey, you have the option to enter your name for a draw for one of two iPads (to be drawn on June 30th, 2023).

Would you be interested in being contacted to participate?

- Yes, I would be interested in the interview
- Yes, I would be interested in joining the consultation group
- Yes, I would be interested in the interview and the consultation group
- I am not interested in the future research but would like to enter the draw for the iPads
- I am not interested in the future research nor the draw for the iPads

Appendix E: Interview Guide

This study concerns teacher wellness and inclusion, and we are exploring what we can do to support your wellness and understand more about your process (that is, knowledge and beliefs) about inclusion and how you manage that every day in your classroom.

For Associate Teachers: How long have you been teaching?

For Teacher Candidates: What year are you in?

What would you like to tell us about your wellness?

- Does your wellness at work affect your wellness outside of work? If so, how?
- How do you know when you are experiencing high levels of wellness? Low levels of wellness?

What kinds of professional development and/or resources would support your wellness? For example, information on how to stay relaxed in a chaotic classroom.

- What format would these be best presented in? (e.g., website, paper, podcasts, etc.)

Have you ever done any professional development or teacher education on trauma (defined as experiencing stress that outstrips your ability to cope with the negative effects) and how it can affect working (for teachers) and learning (for students) in schools? If so, can you describe it briefly?

What are your beliefs about inclusive education, and how did these develop?

- How much do your beliefs and values agree or disagree with the current practice of inclusion? (i.e., having students with exceptionalities in one classroom, having immigrant and non-immigrant students in one classroom, etc.)

What is your daily work like in terms of inclusive education?

How do inclusive education practices and policies influence your daily work and wellness?

- What are some benefits and challenges for you as a teacher in inclusive classrooms?

Would you be interested in an online learning opportunity on these topics? Why or why not?

- If this sounds of interest to you, what features would you like to see? *For example, a toolkit you could download and use later that includes strategies and resources? Interviews or presentations from experienced teachers, mental health professionals, or other experts?*
- How do you think this resource could be helpful to you? What might be your goal in taking part in it?
- What would be the ideal length of time it would take to go through the material?

Is there anything else you would like to share about what we've been discussing?

Thank you so much for your time.

Curriculum Vitae

Name	Lisa Reynolds
Post-secondary Education and Degrees:	<p>The University of Western Ontario London, Ontario, Canada 2022-2024 M.A., Counselling Psychology (In-Progress)</p> <p>The University of Western Ontario London, Ontario, Canada 2016-2021 B.A. (Hons, with distinction), Psychology</p>
Honours and Awards	<p>Social Sciences and Humanities Research Council of Canada The University of Western Ontario 2023-2024</p> <p>Canadian Psychological Association Certificate of Academic Excellence Canadian Psychological Association 2021</p> <p>Dean's Honour List The University of Western Ontario 2017-2021</p> <p>UWO Part-Time Scholarship The University of Western Ontario 2020</p> <p>The Western Scholarship of Excellence The University of Western Ontario 2016</p>
Related Work Experience	<p>Research Assistant The University of Western Ontario 2022-2024</p> <p>Focused Family Therapy Intern Vanier Children's Mental Wellness 2023-2024</p> <p>Addiction and Mental Health Worker Canadian Mental Health Association 2021-2023</p>

Publications

Reynolds, L., & Zarbatany, L. (2021). Explaining why some popular youth are better liked than others: Prosocial and aggressive behaviour. *Western Undergraduate Psychology Journal*, 9(1).

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