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## Leading Through a Trauma-Informed Lens

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## **Leading Through a Trauma-Informed Lens**

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ED 590: Research and Complete the Capstone, C284

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## DEDICATION

To my family and friends: Thank you for your continued support throughout this experience! I could not have completed this program without you! Thank you!

To my cohort colleagues: Thank you for making this learning experience so valuable by coming to our weekly Google Meets as your true authentic selves ready to grow together. We did it!

To my grandma: While you will not be able to see me complete this program, your continued love and support has stayed with me in my heart. Thank you for teaching me the importance of a good education and modeling what it means to be a lifelong learner. Miss you!

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### **Abstract**

This paper examined research on what is necessary for leaders to lead and create a school culture that supports students through a trauma-informed lens. This research looked for findings from multiple quantitative, qualitative, and mixed-methods studies which examined the importance of effective leadership, the necessity of professional development for educators, and the implementation of trauma-informed practices that will lead to student success. The research revealed specific factors that lead to beneficial leadership outcomes along with interconnectedness of purposeful and ongoing professional development and implementation of trauma-informed practice due to the fact that response to student behaviors is not intuitive. Further research is needed in longitudinal studies on the impact of trauma-informed professional development, comparative study on certain trauma-informed practice across different grade levels, the impact of community partnership in trauma-informed education, and cost-effectiveness of trauma-informed practices.

*Keywords:* culture, professional development, social-emotional learning, trauma-informed pedagogy

## Leading Through a Trauma-Informed Lens

### **Chapter One: Introduction**

Psychologist Abraham Maslow once said, “one can choose to go back toward safety or forward toward growth. Growth must be chosen again and again; fear must be overcome again and again” (LeBoeuf, 2022). This means students can only learn when they are able to focus on growth rather than fear. Student behavior is a widely discussed topic in education. In recent years, student behavior has become the forefront of the conversation with increased incidents in schools resulting in increased support for student mental health. Therefore, a great deal of responsibility falls on school administrators to put emphasis on social emotional learning to better the culture of the school. When dealing with student behavior, it is essential in understanding the importance of relationships and the impact of trauma; as all behavior is a form of communication.

In a classroom setting, responding to behavior in a way which is trauma-informed is not always done. How educators implement strategies to deal with behavior is not always research based. In fact, some of the articles addressed in this paper acknowledge there has been little training done to provide educators with correct resources to deal with student behavior which stems from trauma. However, even with research supporting trauma-informed strategies, professional development and programs are not always implemented. This is because implementing trauma-informed management takes time, money, and commitment amongst both educators and administrators. Professional development must be done in a way that provides educators necessary tools and support.

With the implementation of effective leadership and trauma-informed training, schools will be able to create a culture which supports the academic and social emotional needs of their

students. Therefore, research in this paper will demonstrate the importance of effective leadership and how effective leadership impacts a school, the importance of staff development, and implementation practice necessary for trauma-informed education and response in the classroom.

### **Importance of the Topic**

A school with effective leadership and effective policies and practices to support the needs of all students will allow for student success, better management, better school culture, reduction in disparities amongst student achievement, and a long-term positive impact on the community. It is known in the educational field that there is a need to better support student mental health. The Center for Disease Control and Prevention (CDC), has identified an increasing number of youths who are struggling from mental health (CDC, 2023). This means practices must change in the educational setting to support students' social-emotional development in addition to their academics.

In the studies above by Anderson et al. (2015) and Chunta and DuPaul (2022), it was noted educators do not often respond to student behavior in a way that acknowledges the behavior stems from trauma experiences. In the research by Rahimi et al. (2021), the research stated the importance of educators developing specific skills to deal with students of trauma. Therefore, ongoing professional development on how to implement behavior management strategies that understand behavior as a reaction to trauma is essential for the well-being of students and staff. Without professional development on how to effectively respond to students of trauma, academic and social emotional needs of students will not be met.

To better support student needs, there must be effective leadership and professional development first. Once established, supporting student needs with trauma-informed practices is

possible. Research has revealed educational professionals are aware students may be experiencing trauma, but the most common intervention is a referral to a counselor. In response to this the researchers questioned, “findings indicate that respondents are not citing themselves as resources for support, which begs whether they would benefit from professional development focused on trauma-informed practice” (Rahimi et al., 2021 p.80). There is a strong need in our educational system to change the way educators respond to trauma to support the success of the students, have better management, better school culture, reduction in disparities amongst student achievement, and a long-term positive impact on the community. However, this can only be done if leadership creates a culture that supports educators to have the training and knowledge to implement trauma-informed practices in the classroom.

### **Scope of Research**

This research study examined quantitative, qualitative, and mixed-methods studies to better understand the importance of supporting students with a trauma-informed lens. The following literature review is divided into three themes that emerged during the research process. The first theme will show the importance of effective leadership. This theme is helpful in understanding the important role leadership plays within a school setting. The second theme will discuss the importance of professional development leadership provides educators. This theme will provide helpful information to ensure professional development is done in a way that brings about change. The third theme is on the implementation of trauma-informed practices. This will highlight intentional practices that must be taken into account when implementing change to current norms. The information gathered will support the need to train, educate, and implement practices that will disrupt current disparities within public education by highlighting an evidence based-approach to supporting student needs.

## Research Question

In light of what is known about pedagogy in the contemporary educational setting, how can educational leaders lead in a way that supports both staff and students with trauma-informed behavior management so the culture of the school supports both social-emotional and academic success? This research is essential in the current contemporary educational setting to ensure both leaders and educators are creating a culture that is both equitable and inclusive to learners who have experienced trauma or hardships.

## Definition of Terms

**Culture** is the purposeful actions a school takes to ensure all community members feel safe, welcome, and respected. Culture is created by the purposeful actions of educational leaders (Mendoza et al., 2022).

**Professional Development** is training provided by school leadership to support the ongoing learning for educators usually on school specific goals. Professional development can happen through training, collaboration, and reflection (Zimmerman & May, 2003).

**Social-Emotional Learning** is education that supports students reaching academic success by learning how to support their individual needs. This requires specific instruction and curriculum (Ballin, 2022).

**Trauma-Informed Pedagogy** is to acknowledge and support academic disparities due to a variety of experiences that negatively impact student learning (Rahimi et al., 2021).

## Summary

Going back to Psychologist Abraham Maslow, “one can choose to go back toward safety or forward toward growth. Growth must be chosen again and again; fear must be overcome again and again” (LeBoeuf, 2022). This quote is applicable to the research articles because students

can only learn and grow when they feel safe. Both of these research articles look at the importance of relationships and understanding how student trauma impacts students. Successful leaders need to create a culture for learning which focuses on the importance of relationships and being proactive in social emotional learning to support learners.

This paper will present information about the importance of effective leadership strategies, implementation of professional development on trauma-informed practices, and the positive impacts student achievement. These three themes will be presented through qualitative, quantitative, and mixed-method research followed by a discussion and application of the research to support student needs. Future research for each theme will also be discussed specifically focusing on long-term effectiveness, impacts on diverse populations, and frameworks needed in the educational setting.

## **Chapter 2: Literature Review**

The below literature outlines three important themes which will support the research question of, how can educational leaders lead in a way that supports both staff and students with trauma-informed behavior management so the culture of the school supports both social-emotional and academic success? Three themes emerged throughout the research as fundamental components to creating an effective culture of student success. The three themes are strong leadership strategies, effective professional development, implementation of trauma-informed practices. These three themes work in collaboration with one another when addressing how to implement trauma-informed practices. The research below will also demonstrate these three themes in isolation do not fully support student success but must be effectively implemented together. Chapter one will also review the proposed problem, the importance of the topic and a summary of the findings.

The first emerging theme was the importance leadership has on establishing a culture which supports student success. This theme was supported by the research studies of Channing (2020), Williams (2018), Mendoza et al. (2022), and Flood (2019). This research theme focused on leadership and laid the foundation for themes two and three. The second emerging theme was on effective professional development. This theme was supported by the research studies Rahimi et al. (2021), Arnold et al. (2020), Zimmerman and May (2003), Dyson et al. (2021), and Balci and Özkan (2023). This theme in conjunction with effective leadership led to the development of the third theme. The third emerging theme was the correct implementation of trauma-informed practices. This theme was supported by the research studies of Johnson et al. (2022), Chunta and DuPaul (2022), Anderson et al. (2015), Ballin (2021), Gregory et al. (2020), and Jacobson (2020) and provided insight into how leadership and professional development are put into action.

### **Highly Effective Leadership Strategies**

There have been multiple research studies done on effective leadership as leadership has a large impact on the culture of an organization. In a quantitative study which will be further discussed below, Channing (2020), sought to understand how leaders learn, understand, identify what is important, and the challenges they encounter. A participant in the research study noted, “Leaders also learn by doing—making mistakes and learning from them is a powerful experience” (Channing 2020 p.142). Emerging research will be discussed in theme three which emphasizes the importance of utilizing trauma-informed behavior management. This is a shift for how behavior historically has been handled in the educational setting. Therefore, effective educational leaders are able to experience, learn, and change practices in light of new

information. Additional research below will outline needs in leadership development programs and traits of an impactful leader.

The quantitative research study published by the International Council of Professors of Educational Leadership by Channing (2020) examined how leadership is taught and learned. The purpose of the study was to answer five questions about leadership. The five questions were to look at how leadership is taught, what important competencies are most important, challenges leaders face, how leadership education is put into practice, and what leaders need to know and do (Channing 2020 p.135).

The quantitative study was made up of one-hundred-thirty faculty, staff, and administrators in a Kindergarten through twelfth grade in a school setting. The researcher also used a descriptive design and survey data to gather information (Channing, 2020). The participants were non-random and asked to participate via e-mail. There were originally over four-hundred participants invited to join the study. Of the participants, sixty-eight percent were administrators, nineteen percent were faculty members, and thirty-four percent were staff. This study had significantly more female participants than male. Two-thirds were female and one third of participants were male (Channing, 2020). All parts of the study were via an online survey. The survey consisted of thirteen items, two Likert scale, two ranking, and five open response questions. There was a scale used to analyze themes in the open response for specific themes (Channing, 2020). The purpose of the open response scale was to have a standardized method of scoring the open responses. When assessing scores, biases may have arisen due to respondents providing socially desirable responses.

The findings of the study support leadership is not an inherent ability but rather can be developed through training and experiences. Majority of the participants felt they were

adequately prepared for their leadership positions however a theme emerged finding leaders should be prepared more holistically (Channing, 2020). Channing (2020) argued throughout the research that even with a vast amount of research on the topic of leadership, there is little clarity on what leadership is. Therefore, without a full understanding of what leadership is, how can leaders be given the effective training to be effective? Thus, the development of specific traits and competencies will help leaders adapt to the changing practices in education.

An additional study was conducted on developing culturally competent leadership to address the inequalities in public education. This is essential to the research question because leaders not only need to know how to lead, but lead in a way which stops the current inequalities in public education. A qualitative study was published in 2018 by Williams in the *Administrative Issues Journal*. This study, “investigated the practices and impact of interdisciplinary faculty at a flagship university in the American Southwest” (Williams, 2018, p 48). This research brought to light the importance of training leaders to be culturally competent for “demographically changing schools” (Williams, 2018 p. 49). This research study took place over multiple years at a college in the American Southwest. The purpose of the study was to create a curriculum for future leaders centered more on the importance of better supporting marginalized students (Williams, 2018). The study involved thirty-one faculty in a program preparing leadership candidates for kindergarten through twelfth grade schools. The research also involved the students in the program. The researchers used surveys and focus groups. The students in the program were also asked to keep reflective journals. The research was divided into five phases. The first phase was to organize and collect work. This meant looking at current practices, reflecting, and taking time to re-imagine. The second phase was examining capacity for cultural competence. This involved outreach to the community and better appreciation and

understanding of community culture. The third phase was defining cultural competence and key indicators. The purpose of this phase was to name key indicators candidates would need to know to be culturally competent leaders. The fourth phase was redesigning the curriculum and pedagogy for the program (Williams, 2018). The final phase was to evaluate the changes. While the research is still ongoing, the research concluded there is a desperate need to not only prepare future leaders for equity and social justice work (Williams 2018). A large takeaway, simply leading is not enough (Williams, 2018).

The last two studies focused on the importance of leadership programs which trained effective leaders. The following research study looked at the perceptions of Blue-Ribbon schools who are having successful outcomes for their students on the factors that are most impactful on student success. In 2022, Mendoza et.al conducted a qualitative study that looked at schools that were thriving (Mendoza et al., 2022). According to Mendoza et al., “the study drew perceptions from three principles and four teachers from two different schools in the Rio Grande Valley” (Mendoza et al., 2022, p 13). The researcher wanted to know what was contributing to the success of one low-performing school. The study sought to answer four questions: what factors are motivating in seeking Blue Ribbon status, what role do teachers and principals play in the process, what contributes to the culture of a Blue-Ribbon school, and what was the perception from teachers of leadership (Mendoza et al., 2022). For the purpose of this paper, the second research question on the role of the principal was critical and will be focused on.

For this qualitative research, the author first collected demographic data from the principals and teachers. Permission also had to be obtained to research the district and the participants also signed consent to participate (Mendoza et al., 2022). The researcher used

interviews via phone or afterschool hours to collect data. To interpret the data, codes were developed to organize the data. Through the scoring process, participant identity remained anonymous to avoid bias. A program called “Dedoose” (Mendoza et al., 2022 p.24) was also used to analyze qualitative data. The themes that emerged for being the most impactful for the school’s success from the interview were leadership (128 codes), school culture (125 codes), teachers (115 codes), principals (113 codes), and collaboration (110 codes) (Mendoza et al., 2022, p24).

The study identified leadership and school culture as the most identified factors of success for the school. The leadership style participants identified in their leadership were, “transformational, servant leader, and shared leadership” (Mendoza et al., 2022, p 24-25). The research also revealed that when referring to culture, “teachers interviewed referred to their principals as the primary component of the school’s thriving culture, skilled team builder, instructional leader, and visionary worker” (Mendoza et al., 2022 p. 25). These traits of leadership exhibited at the Blue-Ribbon school that Mendoza et al. (2022) reported have significant impact on student success.

A quantitative research study was done by Flood in 2019. Flood’s research identified a lack of quantitative research on leadership to support social justice. Therefore, his research aimed to rectify the deficit of this type of research in the field. Flood’s research focused on three questions. First, what makes up social justice behaviors. Second, is the social justice scale valid. Third, is the social justice scale reliable. The scale Flood is referencing is his research by Torres-Harding et al., in 2012 (Food, 2019). This scale, Social Justice Behavior Scale (SJBS), “was developed through the creation of items based on a literature review, informed directly by a

meta-analysis, and refined through the Delphi Technique” (Flood, 2019, p 303). This scale currently guides social justice leadership.

For this study, researchers used an email list of 60,000 principals. Out of the potential participants, only two-hundred thirty principals completed the research study. The participants were from twenty-seven states across the United States (Flood, 2019). The participants lacked diversity as the majority were white at over seventy two percent. Almost sixty percent were women, and over half held a master's degree (Flood 2019). To address the research questions, the researchers used a variety of questionnaires and scales to determine what leaders felt were behaviors that supported social justice, then used tools to measure the validity and reliability of the social justice scale in relation to behaviors that were identified as important to social justice behaviors. The study provided important quantitative research on the behaviors of leaders that support student success and that the social justice behavior scale can be reliable in measuring effective social justice leadership. This research is important because it allows leaders a framework to lead that will support student success through a social justice framework.

Channing’s (2020) quantitative study highlighted the need for a holistic emphasis on developing future leaders. However, also questioned the challenges of defining leadership and questioning how leaders can be effectively trained without a clear framework. Moreover, William’s (2018) qualitative study emphasizes the importance of leaders to be culturally competent in their leadership in demographically changing schools and inequalities in public education. Mendoza et al.’s (2022) qualitative study on Blue-Ribbon schools highlights the importance of leadership and culture as most impactful on the success of a school. Lastly, Flood (2019) identifies there is a framework that can be utilized by educational leaders to lead from a social justice lens. Transitioning from the themes of this research on the importance of

leadership in public education, the next theme is how leadership can utilize professional development to empower and train educators to lead through a trauma-informed lens.

### **Effective Professional Development**

In the last theme, the importance of leadership was discussed. The next theme will focus on the importance of leadership supporting staff in professional development to increase student success. The below research will discuss how trauma-informed practices shape student's success and how educators can become more informed on strategies they can use.

A qualitative exploratory research study published in the Georgia Educational Researcher in 2021, brought to light trauma-informed practices by educational professionals who feel under-prepared for the current mental health crises facing the nation's youth (Rahimi et al., 2021). The purpose for this study was to, “gauge their knowledge of and experiences with students impacted by trauma or adverse childhood experience (ACEs) and probe their understanding of trauma-informed practices” (Rahimi et al., 2021 p.73).

This study had a large group of participants for a qualitative study. In fact, there were over four hundred fourteen teachers, counselors, and paraprofessionals involved in this study. All participants were reached out to virtually through professional organizations. Due to the “exploratory nature” of the study, demographics were not collected on the participants other than their specific role in schools in southeast Georgia. The researchers designed a survey with questions on a one to five scale along with a variety of open-ended questions. There is no mention of limitations or critique of research by the researchers in this study. Prior to analyzing the data, the researchers did remove outliers (Rahimi et al., 2021).

The research revealed educational professionals are aware students may be experiencing trauma, but the most common intervention is a referral to a counselor. In response to this the

researchers questioned, “findings indicate respondents are not citing themselves as resources for support, which begs whether they would benefit from professional development focused on trauma-informed practice” (Rahimi et al., 2021 p.80). Findings also identified various forms of trauma-informed practices participants are aware of. Unfortunately, the research supported there is a lack of awareness with, “ACES study, meditation, brain-based strategies, community mental health supports, complex trauma, conscious discipline, culturally relevant pedagogical strategies, restorative justice, symptoms/triggers of trauma, toxic stress, vicarious trauma, and wrap-around services” (Rahimi et al., 2021 p.80). Therefore, the conclusion of the researchers was the participants lacked the knowledge of how to deal with the behavior associated with a student of trauma other than referring the student to the counselor rather than figuring out strategies within the classroom (Rahimi et al., 2021).

A qualitative multi-case study by Arnold et al., 2020, discussed factors that influence trauma-informed intervention systems. This particular study focused on the implementation of a, “trauma-informed mindfulness intervention called RAP (Relax, be Aware, and do a Personal Rating)” (Arnold et al., 2020 p.1). However, the study findings focus on the overarching research on implementing trauma-informed programs into schools. This study took place in Baltimore City Public Schools in Maryland. The district has eighty thousand students. Seventy-nine percent of students are Black/African American, eleven percent are Hispanic, and eight percent are White. Baltimore has higher poverty rates and about fifty three percent of students qualify for assistance programs. Twenty schools implement the RAP program for eighth graders. Of the twenty schools, fifteen administrators took part in the study. The administrators of the schools were interviewed about the implementation. This research collection took place over a one to two-year span with semi-structured interviews. After the interviews, data was analyzed using,

“Yin’s five-phase approach to qualitative data analysis” (Arnold et al., 2020 p.5). The researchers identified limitations because administrators were unable to participate in all interviews, there were staffing shortages, the program did not include all students, some administrations were asked more questions when interviewed, and there could have been bias on how the implementation was going from administration. Research concluded that, “identifying factors associated with adoption has the potential to shape the development of strategies to increase the uptake of school mental health innovations (Arnold et al., 2020 p.12). A huge factor researchers discovered was specific training continued consultation to be beneficial during implementation (Arnold et al., 2020). The study by Arnold et al. reinforces how resources are implemented is just as beneficial as the resource itself. Educational leaders need to design professional development on trauma-informed behavior management in a way that makes the resources accessible to staff to achieve student success.

Knowing the information from the above two studies, Zimmerman and May, in 2003 utilized a qualitative study titled, *Providing Effective Professional Development: What’s Holding Us Back?* This study is from a larger study which specifically uses qualitative data to understand the limitations of professional development in education. In the study Zimmerman and May states. “Unfortunately, the myriad duties involved in a building principal often inhibit him/he from successfully fulfilling the role of instructional leader” (Zimmerman & May 2003, p38). This means educators are not always receiving the necessary professional development to support student success.

To investigate the professional development practices, Zimmerman and May mailed a survey to four hundred fifty principals in school’s kindergarten through twelfth grade in the state of Ohio (Zimmerman & May, 2003). The data involved cross-case analysis to understand the

professional development inhibitors (Zimmerman & May, 2003). The data was broken down by grade level and responses were coded and organized into categories. The purpose of organizing the data this way was to see if there were any common themes in responses.

The data revealed that many principles recognized there was a need for a “renewal” in current professional development practices. However, the inhibitors researched seem to be preventing this (Zimmerman & May, 2003). The most common themes were a lack of time and money. Less prominent themes but still impactful were, “lack of substitute teachers, teacher contract issues, lack of human resources, and lack of presenters. Other shared inhibiting factors emerged were teacher resistance/attitude, other expectations, and no problems” (Zimmerman & May, 2003, p 42). Even with these obstacles, Zimmerman and May stated, “The collaborative and supportive behaviors of principals are critical to creating safe environments where change can take place” (Zimmerman & May, 2003, p 42). Even with these obstacles, effective professional development is still possible. Zimmerman and May outlined ways principals can overcome inhibitors from his research. Zimmerman and May’s research stated, when leadership has clear expectations along with a clear vision and mission professional development will be more focused. Zimmerman and May go on to discuss the importance of allowing educators time for professional learning, and creating a culture which embraces change. While this study outlined some of the challenges of professional development, according to Zimmerman and May these obstacles can be overcome and will be overcome when, “all those involved in the professional learning of teachers recognize the importance of controlling and removing the barriers to providing quality professional development” (Zimmerman & May, 2003 p 46).

The above research has emphasized the importance of effective professional development. The following research looks at some of the experiences of establishing social

emotional learning in schools and the impact effective professional development had on the success of the program. In February of 2021, Dyson et al., published a qualitative study in the *International Electronic Journal of Elementary Education*. This research study focused on understanding the experiences of educators when establishing social emotional learning (SEL) in their elementary classrooms. Dyson et al., identifies the importance of SEL curriculum as helping students overcome obstacles that prevent academic success (Dyson et al., 2021). The researchers argued that for this to happen teachers need to be trained and stated, “Such support is especially required for elementary schools with at-risk students, with challenging classrooms, emotional climates, and limited mental health supports available for both teachers and students to enhance their SEL and broader learning” (Dyson, 2021 p. 626). Researchers also included Restorative Practices (RP) as an important part of SEL implementation. RP supports non-punitive action when dealing with behavior but rather a more holistic and relationship building approach to solving conflict (Dyson et al., 2021).

For this study the researcher wanted to understand the educator’s perspective on what made implementing SEL and RP successful in the elementary setting. The research used a case study design in a kindergarten through fifth grade school in North Carolina. The school where the study took place was in Clonkeen. This school had been identified as low-performing and with students at-risk. The school population is just under four hundred students. Sixty-percent of the students were African American, twenty percent Caucasian, eleven percent Hispanic, and ten percent multi-racial. Ninety-eight percent of the students are from low-income families (Dyson et al., 2021). The researchers used convenience sampling to have fourteen educators participate in the study. The teachers all had varying degrees of training and experience in regards to SEL. The qualitative procedures used inductive and deductive analysis for data

analysis. This involved interviews and using NVivo 12 plus to record data (Dyson et al., 2021). There was then coding aimed to interpret the data. Dyson, stated researchers spent extended time with the educators to ensure credibility. The researchers also used peer debriefing for credibility as well as challenging findings and looking for themes and connections amongst debriefing (Dyson et al., 2021).

The findings of the research on establishing effective SEL pedagogies focused heavily on the importance of professional development. Educators experienced workshops, in-school training, monthly meetings, and check-ins. One of the participants stated, “Every staff meeting we go over these things...It’s giving awareness to all the staff about what we’re doing and what we’re trying to accomplish” (Dyson et al., 2021 p.629). While this article will be further discussed in the theme below, in regards to the importance of professional development, the principal created whole-school buy-in along with time for teachers to understand and effectively implement effective practices. This research emphasizes that the factors supporting student achievement happen before the students are in the classroom with quality professional development (Dyson et al., 2021).

The final study of this theme focuses on effective feedback from school principals to improve instruction. This study is relevant to the theme because along with professional development, there needs to be an effective feedback process on new practices. This mixed-method research published in 2023 in *Research Papers in Education* by Balci & Özkan, “aims to develop a program on giving effective feedback (GEFP) which is designed to improve principals’ feedback capacities which support teachers’ in-class teaching and to examine the impact of this program” (Balci & Özkan, 2023 p.242). This research emphasized providing feedback is an important part of the learning process to allow educators to grow (Balci & Özkan,

2023). Therefore, in order for educators to successfully learn practices which support student success, there must also be a way to give effective feedback to allow educators to continue to grow in the way they respond to students' behavior through a trauma-informed lens.

The research was an experimental mixed method design. This research study used a multi-stage sampling method. The participants are all secondary school teachers in Turkey. This study originally involved sixty-eight secondary schools and principals along with one thousand three hundred thirty-eight teachers. However, after a multi-stage sampling, the total number of schools the study focused on was eight schools with two-hundred ninety-five teachers. The collection process for the quantitative data was a "Personal Information Form" and "School Principal Feedback Scale" with a Likert rating (Balci & Özkan 2023). For the qualitative data, an interview form was used for both the teachers and principals. The research also followed a Giving Effective Feedback Program (GEFP) observation procedure to gauge the level of effectiveness of principal feedback programs (Balci & Özkan, 2023).

The results of the study concluded having an effective feedback program, increased the effectiveness of the feedback. An important discovery of this research was in this feedback program, "school principals first realized they needed professional development. They stated they had deficiencies especially in terms of supervision, and feedback and they had the opportunity to remedy these deficiencies with GEFP" (Balci & Özkan, 2023). This research concluded not only is feedback helpful to educators but also helpful for educators to better understand professional development needs. Having a GEFP will allow educational leaders to better know the needs and ways to better support educators with professional development when implementing SEL or RP practices (Balci & Özkan, 2023).

In conclusion, the above studies collectively identify the role of effective professional development as a critical component to supporting student success, particularly through the lens of trauma-informed practices. Rahmie et al. (2021), highlighted a significant gap in the knowledge and awareness educators have when it comes to trauma-informed practices. Arnold et al.'s (2020) study reinforced the importance of resources when supporting educators. This study also identified the need for training and continued check-ins highlighting the importance of ongoing professional development to support educators to effectively implement practices. Zimmerman and May's (2003) study highlighted the challenges both administrators and educators face providing effective professional development. However, emphasis on effective professional development is still possible under quality leadership. Dyson et al.'s (2021) study dove into the experiences of educators implementing SEL in elementary classrooms and how much continued professional development supported the process of implementing new practices. Lastly, Balci and Özkan's (2023) research emphasized the importance of feedback for both the educator and the principal in supporting continuous improvement of practices and instruction. The findings of these studies collectively argue the need for an ongoing approach to professional development to support pedagogies for handling SEL and RP to support student success.

### **Implementation of Trauma-Informed Practices**

In the previous two themes, the importance of effective leadership has been discussed as well as the importance of professional development on changing practices to better support student needs. This leads to the final theme of the importance of implementation of trauma-informed practice. Going back to the research of Dyson et al. (2021), the leadership and ongoing professional development have a large impact on creating a culture where educators feel supported and able to implement new practices (Dyson et al., 2021). The research below will

outline current practices when it comes to implementing trauma-informed practices and why these practices lead to student success.

A quantitative research study by Johnson et al., 2022, looked at educators' knowledge of implementing evidence-based practice (EBIs) and what factors or resources educators used when choosing behavior strategies. This study used discrete choice experimentation (DCE) to understand how general education teachers select behavior intervention. The participants of the study were two hundred sixty-six-kindergarten through fifth grade general education teachers. The participants ranged in age from eighteen to fifty-five, eighty-six percent of participants were female while only thirteen percent were male, seventy-nine percent of participants were White, six percent of participants were Asian, six percent Black/African American, five percent Hispanic, and four percent identified as multiple races. The majority of the participants either had bachelors or master's degrees. The participants also came from a variety of schools. Twenty-one percent of educators came from rural schools, twenty-five percent from urban, and fifty percent from suburban. The researchers conducted a pilot test to check procedures of a small group of participants prior to collecting all data in accordance with best practices. The DCE was made of "fifteen choice tasks, each prefaced by an introductory vignette describing a teacher's struggle to manage students' disruptive behavior and instructions to select one of two intervention options presented" (Johnson et al., 2022 p.4). Participants were then given a demographics questionnaire. A "conditional logit method" (Johnson et al., 2022 p.5) was used to analyze the data. The researchers discussed limitations of the research due to teacher influence, removal of some data due to the concern over some of the interview questions. Thus, researchers suggest a more narrowed study on specific interventions (Johnson et al., 2022).

The reason this study is relevant to professional development is the research highlights strategies educational leaders could use during professional development to support educators to implement strategies in their classrooms. The researchers discussed some educators who found detailed instructions and frequent consultation helpful. (Johnson et al., 2022). The researchers also noted, “such knowledge may help to guide the program design process and aid in the conceptualization of evidence-based practices embedded with teacher preferred intervention characteristics” (Johnson et al., 2022 p.9). Therefore, educational leaders utilize this data when planning professional development for educators on trauma-informed behavior management in a way which will support implementation amongst staff.

A recent quantitative research study was conducted by Chunta and DuPaul (2022) examining the relationship between a diagnostic label and the choice of the teacher for the intervention. While this study does not focus specifically on trauma, the study does discuss the importance of interventions on behalf of the teacher and whether the intervention accurately supports the student. The purpose of this study, “was to examine how the diagnostic labels of ADHD and SLD impact general education teachers’ intervention choices” (Chunta & DuPaul, 2022). The participants of this study were about two hundred third and fourth grade teachers in the United States. The participants were chosen in a way where participants were representative of census data from around the United States. For the study, participants were assigned one of two profiles of a student with attention deficit hyperactivity disorder (ADHD) or specific learning disability (SLD). The participants were given a self-efficacy scale which focused on classroom management, student engagement, and instructional strategies. The data was collected over a three-day period (Chunta & DuPaul, 2022). A variety of analyses were used to address the data including a t-test analysis, Cohen’s d effect size, and regression analysis was done on the

different research questions to analyze their findings on self-efficacy (Chunta & DuPaul, 2022).

It is interesting to note the more familiar the educator was with evidence-based practices, the higher the self-efficacy score.

The researchers do acknowledge possible participant bias on the self-efficacy scale as well as there not being complete accuracy in participants to the census data. The researchers also pointed out that the profiles which were used may not “generalize to a classroom setting” (Chunta & DuPaul, 2022 p.304). Further research is also encouraged in more urban areas. However, what is important to note from the findings of this study, is educators were more likely to use more learning strategy skills on students with an SLD label than students with an ADHD label even though students with ADHD would benefit from similar interventions. This builds the question in light of the Chunta and DuPaul, would educators respond to behavior differently if they were aware there was trauma involved?

A mixed method study was done in 2015 by Anderson et al. The research of this study identified the need for professional development focused on understanding student trauma (Anderson et al., 2015). The study took place at an elementary school in a Northeastern town in the United States. This particular elementary school was chosen because of a prior relationship with the university. The school the study took place at had a little over four hundred students, a diverse population, many students were economically disadvantaged, and a high suspension rate, and test scores were very low with ninety percent of the students not meeting standards. The participants of the research study were twenty-five classroom staff. However, the research is focused on sixteen staff who participated through the end of the study. Of the sixteen participants, fifteen were women, educational backgrounds ranging from high school diplomas to

bachelor's degrees, and there was a variant number of years of experience of one to twenty years (Anderson et al., 2015).

The research had three parts made up of both qualitative and quantitative research. First, researchers found the professional development needs of the staff through a needs assessment. The majority of staff responded they wanted support when it came to, “developing strategies to more effectively address students’ challenging behaviors” (Anderson et al., 2015 p.118). Second, the researchers implemented workshops to address support staff from their findings in the needs assessment. The third part of the research involved surveys and focus groups of the participants to gather data on the impact of the professional development. The researchers do address the limitations of there being no formal observations, the quantitative portion of the study was developed by the researcher, and the same researchers who gave the training also evaluated the participants possibly creating bias (Anderson et al., 2015).

The findings of this research highlighted some important elements of trauma-informed behavior management that while staff became more aware of the impact trauma can have on student behavior, they did not yet understand the role of how their actions escalate or deescalate behavior associated with trauma. Researchers also noted staff still believed “aggressive tone or strong words were necessary for effective discipline” (Anderson et al., 2015 p.129). When in fact researchers have cited multiple prior studies supporting that this is not an effective method dealing with students of trauma.

A qualitative research study was published in 2021 by Ballin. The purpose of the study was to better understand how trauma sensitive schooling and SEL can better support all students. Ballin (2021) states in her research, “They are told to focus but not taught how, to sit still but not given tools, and to stop crying but not given the time to be understood. Educational equity

requires students to be seen as individuals, in the context of their communities, and instructed and cared for inclusive of their unique needs” (Ballin, 2021 p.10). This meaningful statement emphasizes students will struggle to achieve if not provided the necessary tools to do so.

For this qualitative study, Ballin (2021) used a kindergarten through fifth grade school in the north-east school in the United States called the Wellington School. Ballin (2021) spent thirty-five days over a three-year span going to the school for interviews and observations. The participants of the study included fifteen teachers, five parents, five children, and the principal. Interview questions were decided by the researcher and tailored to who was being interviewed. Interviews were usually thirty minutes to an hour. The teachers who took part in the research were selected by the principals for having a trauma-informed approach, had experience, and had been trained in trauma-informed practices. Ballin (2021) notes school leadership created a climate to support trauma-informed practices because of the needs of the school population. Through this research, the study wanted to identify, “intentional school design related to the teaching of social-emotional skills and supporting students affected by trauma” (Ballin, 2021, p 109).

Ballin’s (2021) findings yielded four intentional structures at the school that supported student needs and led to academic success. The three findings focused on staffing, design of spaces, routines, and professional development. The staffing finding heavily focused on the importance of collaboration and support staff to help the classroom teacher collaborate with others and have support helping students. Staffing also included intentional hiring. This means those hired at the school understood the culture of trauma-informed approach when responding to student behavior. The finding of spaces focused on the design of having spaces students could go during challenging times. The space also took into consideration the lighting, colors, and

seating. These purposeful decisions allowed students to feel comfortable and have choice. The findings of routine focused on purposeful time allotted for community building and purposeful interaction times with students to build relationships. Last, the findings on professional development supported continued focus and training of staff to better understand and support student needs. These intentional designs provide high support and are researched based practices to support students achieve academic success.

Ballin states, “When the staff is supported, this flows down to the students” (Ballin, 2021, p 113). This reinforced the research above that effective leadership and professional development play a critical role in the implementation process of trauma-informed practices. Additionally, intentional and meaningful ways the school is structured and designed have an impact on creating an environment for student success.

In addition to SEL practices to support student needs, recent research has emphasized the importance of Restorative Practices. Specifically, this study identified twelve indicators that would support implementation. In a qualitative research study by Gregory et al. (2021), researched indicators of a culture with successful RP. Gregory et al. identifies RP as a way to, “improve school climate and address disparities in discipline” (Gregory et al., 2021, p 148). RP can be implemented along with SEL practices to support student success. The researcher acknowledges there is a need to shift from zero-tolerance practices to a shift of relationship building and proactive practice to support student success both emotionally and academically.

The eighteen participants of this study were educational leaders in an urban district. These participants were currently implementing RP practices in their schools or supporting the implementation as consultants in the first to fourth year of implementation. Of the eighteen participants, ten were Black or African American, five were white, one participant was Hispanic,

and two participants declined to answer (Gregory et al., 2021). Eleven participants were female and seven were male. The participants were spread out amongst thirteen schools in an urban Northeast part of the United States kindergarten through twelfth grade. The schools where the participants led were seventy to one-hundred percent free or reduced lunch (Gregory et al., 2021). The participants participated in a semi-structured interview process and researchers identified emerging themes leading to the twelve indicators for RP implementation (Gregory et al., 2021).

The twelve indicators were: administrative support, school wide buy-in, policy reform, data-based change, capacity building, addressing equity and social justice, professional development, student voice, community involvement, RP tier support, explicit SEL instruction, community building circles, restoring community in classrooms, and restoring more serious harm with conferences (Gregory et al., 2021). These findings provide indicators other schools can use while implementing RP practices to support student success. These findings also highlight the importance of leadership creating a climate which supports students through a trauma-informed lens as well as provides professional development so their educators understand the why and how.

Finally, a qualitative study was published by Jacobson as an exploratory analysis of the importance of trauma-informed practices in education. This study reinforces the “why” to all of the above research. Jacobson’s research study aimed to answer the question, “in what ways are trauma-informed frameworks used to support the social-emotional and academic outcomes of learners” (Jacobson, 2020 p. 124). Educators in this research study reported knowing their students face barriers in the academic setting, and know the students need support in place to

achieve academic success. Therefore, Jacobson (2020) wanted to research if trauma-informed practices support students at risk in Ontario, Canada.

For this study, Jacobson (2020) used semi-structured interviews with participants to collect data. The study only had three participants involved. The three participants were two social workers, and someone who oversees English language learners (ELL) and professional development leader for trauma-informed practices. While this was a very small participant list, Jacobson wanted to really understand the experiences of students the participants work with. Descriptive coding was used on interview questions to interpret the data specifically looking for, “commonalities among the interviews with respect to the student behaviors and experiences, and the educators’ trauma-informed strategies and viewpoints” (Jacobson 2020, 127).

The findings from the interviews with the participants identified learners with trauma may have increased economic, social, and academic needs. Learners have more in school barriers due to out of school situations. Learners struggle in traditional school settings. A safe space matters. Relationships are essential in building trust. Understanding learners' challenges in a sensitive manner supports student success. It is important to consider expectations, the environment, and curriculum for learners. Educators observe improvements with trauma-informed responses. Learners continue to face challenges even with trauma-informed practices. (Jacobson, 2020, 127). These findings identified the why behind trauma-informed practices in school while also acknowledging that there may not be an immediate change so ongoing support is essential.

In conclusion, the implementation of trauma-informed practices in education reveals a multifaceted approach involving effective leadership, and ongoing professional development, and intentional implementation strategies. The quantitative study by Johnson et al. (2022), sheds

lights on educators decision-making process when choosing behavior intervention strategies. This research is valuable for leaders when planning professional development. Chunta and DuPaul (2022) although not trauma-specific, raises the influence of how teachers label and decide on intervention choices for students. This brings to question if teachers' decisions would change if they responded from a trauma-informed lens. The mixed method research of Anderson et al. (2015), highlights the importance of professional development for teachers to effectively implement practices to support student needs as there is a lack of awareness on how to descale trauma-related behaviors. Ballin's (2021) qualitative study provides insight into intentional structures that support trauma-informed practices that can be used during implementation. The research of Gregory et al. (2020), identifies twelve indicators that support implementation of restorative practices. Finally, Jacobson's (2020) research looks at the 'why' of trauma-informed practices and identifies the importance of intentional practices with both the emotional and physical space of the school to promote student success. These collective findings highlight there needs to be intentional focus put on the emotional and physical environment of a school when implementing trauma-informed practices to support the social-emotional and academic well-being of students.

### **Review of the Proposed Problem**

In light of what is known about pedagogy in the contemporary educational setting, how can educational leaders lead in a way that supports both staff and students with trauma-informed behavior management so the culture of the school supports both social-emotional and academic success? The research above revealed three themes to answer the research question. When supporting students through a trauma-informed lens, effective leadership, professional development, and effective implementation of trauma-informed practices are essential in

supporting student success. If a school's culture is not in alignment with the themes above, the social-emotional needs of the student may not be met. Therefore, the implementation of research-based trauma-informed practices from leaders to daily routine must be reflected upon in the current state of education.

### **Review of the Importance of the Topic**

It is known the climate of education is changing. Therefore, so must the practices in education. To support student needs, leadership must lead through a trauma-informed lens. The Center for Disease Control and Prevention (CDC), has identified an increasing number of youths struggling from mental health (CDC, 2023). While the specific cause is not identified, the CDC identifies that strong bonds and protective relationships can support youths (CDC, 2023). Therefore, educational leaders have a very important role in shaping their school's environment to support the growing needs of their students. However, educational leaders must have the training to do so through their own leadership approach as well as how they support those in the school community (Channing, 2020). By promoting a culture that supports educators through meaningful professional development and implementation of practices that support all students they can create a culture of social-emotional and academic success.

### **Summary of Findings**

The research studies of Channing (2020), Williams (2018), Mendoza et al. (2022), and Flood (2019) highlight the importance of effective leadership. Most importantly, leadership programs need to better prepare leaders to support social justice and take a more holistic approach to leadership. Effective leaders need to address current inequalities in education, and build a supportive and culturally responsive environment for educators resulting in increased student success.

The research studies Rahimi et al. (2021), Arnold et al. (2020), Zimmerman & May (2003), Dyson et al. (2021), and Balci et al. (2023), emphasize the need for ongoing professional development. Research identified the response of educators when dealing with students is not intuitive. Therefore, providing the knowledge and skills to educators to support students of trauma will help support all learners. Studies also indicate when staff have more understanding in this area, they will be able to better support student needs and ultimately increase student achievement for all.

The research studies of Johnson et al., Chunta (2022) & DuPaul (2022), Anderson et al. (2015), Ballin (2021), Gregory et al. (2020), and Jacobson (2020) guide the implementation of trauma-informed practices. The above research indicates learners with trauma face significant barriers in school thus requiring a more supportive learning environment. This learning environment requires intention action on behalf of educators and leaders. The research further indicates there are specific tools, resources, and frameworks that can help support the implementation of trauma-informed practices to support educators and students.

## **Conclusion**

Based on the review of the research conducted on the intersection of effective leadership, professional development, and implementation of trauma-informed practices, it is evident creating a school culture which supports students through a trauma-informed lens requires a multifaceted approach. The first theme emphasized the need for leadership to adopt a holistic approach, integrate social justice principles, and work collaboratively with educators. This allows educators to address disparities in public education while allowing for growth of educators and better support student needs. The second theme built upon the first theme of leadership ensuring they are providing continuous effective leadership to support educators

implementing new practices to increase confidence in making instructional decisions. Theme three followed with the need for intentional implementation strategies for trauma-informed practices. Theme two and three ensure educators are using evidence-based approaches that support the emotional and physical well-being of students. The three themes above outline the imperative need of creating a collaborative school culture which supports students through a trauma-informed lens.

The following chapter will discuss the insights gained from the research from the above research and the application of how those insights can better support the current contemporary educational setting. The third chapter will also suggest future research that could better support the impact of a trauma-informed approach in education.

### **Chapter Three: Discussion and Application**

The research throughout the three themes above has outlined the importance and the impact of leadership, professional development, and the implementation of trauma-informed care on supporting the needs of all students. This chapter will discuss the insights gained from the research. The application of this research and impacts on student-success. Explore recommendations for future research which could better support this area of study. Last, conclude with the importance of why practices in education need to change to support all students' social and emotional well-being if there is going to be academic success.

#### **Insights Gained from the Research**

The first insight gained is from the research in the first theme which identified the importance of effective leadership. The research continued to emphasize the importance of educational leaders to have a more holistic and social justice approach to their leadership style.

The research indicated creating programs that support this by providing more training and experience in the field (Channing, 2020).

A second insight gained from the research is that response to behavior is not intuitive (Rahimi et al., 2021). In fact, often educators do not have enough training to know the correct behavior intervention to support a struggling student. This reinforces the importance of there being ongoing effective professional development to support educators.

A third insight gained from the above research was the importance of ongoing professional development. The research of Rahimi et al. (2021), Arnold et al. (2020), Zimmerman and May (2003), Dyson et al. (2021), and Balci and Özkan (2023), emphasize the need for ongoing relevant professional development. Educational leaders need to ensure they are providing a learning community responsive to educators' needs to implement effective practices.

Therefore, knowing the above insights, educational practices need to change to better support students, educators, and the school culture as whole. The information below will identify how the insights from the research can be put into action.

## **Application**

The insights above provided a foundation for what research has indicated could better the field of education. The information below will be putting those insights into action knowing there needs to be change.

To effectively meet the needs of all students, practices must change. It is known, students need a supportive environment to succeed. This is where the importance of leadership could not be overstated. Before discussing leadership in the schools, the research of Channing (2020) emphasized the importance of leadership programs providing a more robust experience for future leaders. The research acknowledges leadership is not inherent but learned (Channing,

2020). Therefore, if we want leaders to lead holistically and with a social-justice lens (Flood, 2019), we need leaders to have this mentorship in their learning programs. Additionally, according to the research of Mendoza (2022), we learned skills leaders need to develop in leadership programs to lead are those of a collaborative leader. Once leaders are in schools, they must work in collaboration with educators to create a culture effective in making change. Research has established a framework for educational leaders to use to ensure a social justice lens (Flood, 2019). With collaboration and clear framework, educational leaders can support their educators and students with a clear vision and mission through a social-justice lens.

The second and third insights work in collaboration with one another. Behavioral intervention is not intuitive and professional development must be ongoing. In essence, one cannot assume educators have the knowledge they need and training to create change must be ongoing. This means there needs to be comprehensive behavioral intervention training programs. These programs would provide educators with the knowledge to understand behavior that stems from trauma. Not only will this support students because there will be the correct interventions, but also this will allow educators to be more confident in their management strategies. There must also be ongoing professional development and collaboration amongst educators for growth. This means providing shared experiences, feedback, and time to practice. Leadership could also prioritize funding for coaches and mentors to help in the growth process. Research by Ballin (2021) indicated the importance of space and routine. Ongoing professional development will support educator reactions to behavior that stems from trauma but also develop proactive ways throughout the layout of the day and space to support student needs. Additionally, ongoing professional development provides educators with time to monitor, reflect, and enhance the way they are supporting their students through a trauma-informed lens.

By implementing these ideas for educational leaders and professional development schools will have an increased likelihood in creating an environment which will meet the needs of all learners with both their social-emotional needs and academic needs.

### **Future Studies**

The above research provides valuable insights into better supporting the needs of all students. However, there are areas which could be further researched as more and more schools are implementing practices to better support student needs. There were four areas the research did not address. These four areas were longitudinal studies on the impact of trauma-informed professional development, comparative study on certain trauma-informed practice across different grade levels, the impact of community partnership in trauma-informed education, and cost-effectiveness of trauma-informed practices.

Trauma-informed practices have been utilized more and more in recent years to support needs. In the majority of research above, the effectiveness of trauma-informed care was researched over a three-year span. It would be beneficial to follow this pedagogy and the impacts for student success over a longer period of time. For example, the qualitative research studies of both Jacobson (2020) and Ballin (2021), only spanned a few years looking at the impact of social-emotional practices. A study following a graduating class kindergarten through twelfth grade with comparisons to average student graduation and retention rates could provide valuable insight.

From the research above, we know that the structure, layout, and routine of a school can support student needs (Ballin, 2021). However, the studies which referenced this did not specifically address layout and routine of a school that are most beneficial to an elementary

student vs a secondary student. Researching the impacts of spaces and routines across grade levels would better support the implementation of trauma-informed practices.

With the growing task lists for educators and educators in education, outsourcing support through community partnerships would not only build community relationships, but allow for more support in schools. These relationships will enhance educator capacity and provide a more comprehensive approach to student support. Research on the positive impacts of community partnerships linked to student success will encourage schools and organizations to build partnerships.

Lastly, it is known more funding is needed in public education. Thus, the positive financial impacts on providing students with social-emotional support in schools has on the community long-term could provide proof funding to support social-emotional needs of students provides a proactive financial benefit to the community. This research could encourage districts not using the approach to do so due to the financial implications.

These above research ideas build upon the existing research to further explore the growing literature of the positive impacts of implementing trauma-informed practices in addition to effective leadership and professional development.

## **Conclusion**

In conclusion, the importance of effective leadership and trauma-informed practices cannot be overstated. Psychologist Abraham Maslow once said, “one can choose to go back toward safety or forward toward growth. Growth must be chosen again and again; fear must be overcome again and again” (LeBoeuf, 2022). This means students can only learn when they are able to focus on growth rather than fear. Student behavior is a widely discussed topic in education. Thus, the importance of addressing social-emotional learning through a trauma-

informed lens has become a must. However, research has suggested there is complexity to doing so. The complexity leans upon the leadership, the professional development practices, and the implementation of leading through a trauma-informed lens.

The research presented in this paper aims to clarify this complexity. In chapter two, the first theme presented research on the importance of effective leadership. The research emphasized the need to train leaders in a more holistic approach and the importance of their leadership in creating a culture of a supportive community. Theme two identified the need for ongoing professional development in schools. Effective professional development equips educators with the necessary support, knowledge, and tools needed to implement research-based practices. The third theme was on the implementation of trauma-informed practices. This research identified knowledge of these practices is not intuitive and intentional action must be taken to ensure social-emotional practices are implemented correctly.

Ultimately, ensuring leaders develop practices that allow for effective leadership and investing in trauma-informed professional practices creates a positive school culture where implementation of trauma-informed practices can be achieved. Prioritizing the implementation of these evidence-based practices in the current climate of the educational field will create a supportive environment for students and staff. When implemented, research suggests supportive environments will allow for academic success for all students, decrease the achievement gap, and increase student retention rates. Therefore, in light of what is known about pedagogy in the contemporary educational setting, educational leaders can lead in a way which supports both staff and students with trauma-informed behavior management so the culture of the school supports both social-emotional and academic success.

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## Appendix

Article Tracking Matrix

Articles:	Method:	Strong leadership Strategies:	Effective Professional Development	Implementation of Trauma-Informed Practices
Anderson et al., 2015	Mixed Method			X
Arnold et al., 2020	Qualitative		X	
Balci and Özkan, 2023	Mixed Method		X	
Ballin, 2021	Qualitative			X
Channing, 2020	Quantitative	X		
Chunta and DuPaul, 2022	Quantitative			X
Dyson et al., 2021	Qualitative		X	X
Flood, 2019	Quantitative	X		
Gregory et al., 2020	Qualitative			X
Jacobson, 2020	Qualitative			X
Johnson et al., 2022	Quantitative			X
Mendoza et al., 2022	Qualitative	X		
Rahimi et al., 2021	Qualitative		X	
Williams, 2018	Qualitative	X		

Zimmerman and May, 2003	Qualitative		X	
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