

INTRODUCTION

- According to Statistics Canada, 1 in 3 adults in Canada have experienced some form childhood maltreatment before the age of 15.
- Children who have experienced trauma are often noticed at school as these experiences can influence learning and relationships.
- Researchers have shown that teachers have the power to counterbalance the negative effects of childhood trauma by implementing trauma-informed teaching practices into their classrooms.
- The research and conceptualization trauma-informed schools is relatively new. Furthermore, having a growth mindset, the belief that abilities are malleable, has been shown to influence teacher practices.
- For this reason, we wanted to see whether mindsets would relate to pre-teacher beliefs about trauma-informed schools.

METHOD

Participants

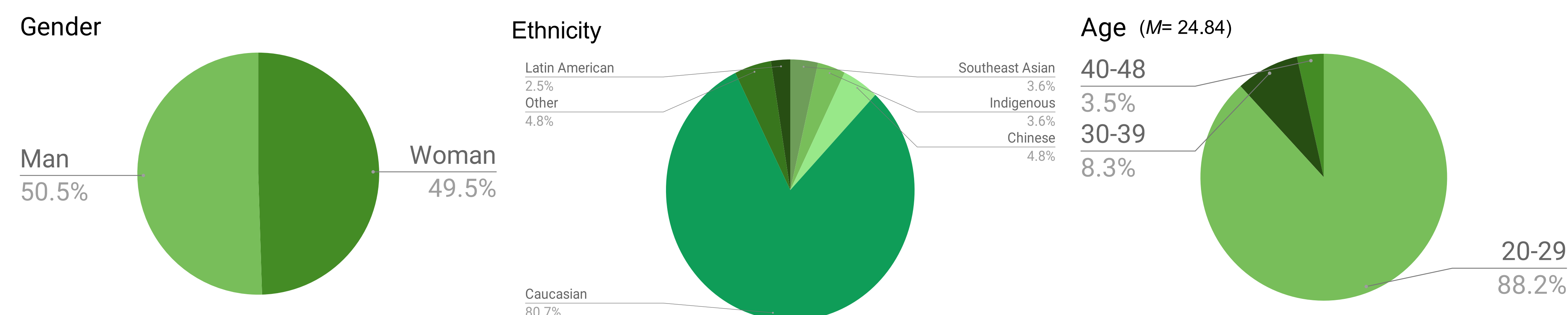
- We recruited 82 pre-service teachers from the Faculty of Education at the University of Alberta through one of their education classes (see demographics for more information).

Procedure

- Participants completed online self-report questionnaires assessing their mindsets (e.g., "You can learn new things, but you can't really change your basic intelligence.") and beliefs about trauma-informed schools (e.g., I believe schools play an important role in supporting students who have experienced trauma.)

RESULTS

DEMOGRAPHICS



GROWTH MINDSET



Pre-service teachers' mean score on the growth mindset questionnaire was $M = 4.34$ ($SD = 1.00$). This was well above the midpoint of 3, suggesting that most teachers supported a growth mindset.



GROWTH MINDSET AND TRAUMA INFORMED-SCHOOLS



Having a growth mindset *significantly and positively* correlated ($r(82) = .24, p = .031$) with the belief that schools play an important role supporting students who have experienced trauma.



DISCUSSION

- In line with the existing mindset literature, these findings demonstrate that pre-service teachers typically endorse a growth mindset over a fixed mindset. A growth mindset has been shown to influence how teachers engage with their students and their perceived responsibility for student success.
- These results suggest that there may be a relationship between mindsets and beliefs around school responsibility for supporting students who have experienced trauma.
- Because buy-in is quite important for trauma-informed schools to be successful, addressing pre-service and teacher mindsets may be an important avenue to consider jointly.

FUTURE RESEARCH

- As this is a new area of research, there are multiple avenues to consider. However, because this research was preliminary and included a small sample size, researchers may want to explore this area of study with more rigorous and precise methodology. This would allow to confirm that there is a relationship between both concepts.

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