

Enlightening Encounters: The Role of a Human Library in Shaping Pre-Service Teachers' Future  
Trauma-Informed Approaches

by

Gabrielle Nathalie Pelletier

A thesis submitted in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in

SCHOOL AND CLINICAL CHILD PSYCHOLOGY

Department of Educational Psychology

University of Alberta

© Gabrielle Nathalie Pelletier, 2024

## **Abstract**

Due to the striking impact of childhood trauma on development and well-being (Mandelli et al., 2015; Paquola et al., 2016; Statistics Canada, 2015), there has been a movement towards systemic implementation of trauma-informed approaches (TIAs). TIAs are meant to help working professionals realize, recognize, respond, and resist re-traumatization (SAMHSA, 2014a). One key system that bears the ability to mitigate the impacts of childhood trauma is the education system. However, as much as schools need policy and system-level change to support children who experience trauma, they also need agreement and effort from the people doing the work - namely future teachers. One way to shift pre-service teachers' attitudes and beliefs is by engaging them in experiential learning opportunities that evoke strong emotions (Day & Sachs, 2004, Stoll et al, 2012). A Human Library is an experiential opportunity where individuals, "storytellers", share their lived experiences with strangers, "readers". The goal is to create a space for open and respectful dialogue amongst participants, to reduce stigma, and increase awareness and understanding of diverse lived experiences. Thus, the purpose of this study was to explore the lived experience of pre-service teachers participating in a Human Library and its impact on their attitudes and beliefs about TIAs. My research questions were the following: (1) Does a Human Library event change pre-service teachers' attitudes and beliefs about trauma-informed teaching? (2) What is the lived experience of pre-service teachers participating in a Human Library event? (3) Does a Human Library event influence pre-service teachers' intentions and behaviours to learn more about trauma-informed teaching? (4) What is the sustained impression of the Human Library event on pre-service teachers? I utilized a multi-method design, collecting data from seven participants through surveys at three time points and one interview post event. To analyze my data, I used descriptive statistics and a reflexive

thematic analysis (RTA; Braun & Clark, 2020). The researcher's findings revealed that the Human Library had a significant positive impact on participants. Individual trajectories demonstrated an overall upward trend towards more trauma-informed attitudes. There was also a positive sustained impression of the event and an intention to continue their journey in becoming trauma-informed teachers. Their "enlightening" experience of the Human Library is reflected through four different themes: (1) feeling impassioned, (2) meaningful shifts, (3) advocates for trauma-informed teaching, and (4) processing becoming a trauma-informed teacher. Embedding Human Libraries into teacher education presents a promising and innovative direction for introducing the concept of TIAs to future teachers.

## **Preface**

This thesis is an original work by Gabrielle N. Pelletier. The generative artificial intelligence application or Large Language Model ChatGPT 3.5 was used for parts of chapter two and chapter five of this thesis to summarize initial ideas and edit writing. All AI text was verified and modified by the student who assumes all responsibility for the accuracy of the content.

The research project, of which this thesis is a part, received research ethics approval from the University of Alberta Research Ethics Board, Project Name “The Effect and Experience of a Human Library on Pre-Service Teachers’ Knowledge and Beliefs About Trauma”, Study ID Pro00125408, on December 16th, 2022.

Furthermore, this work was supported by a Doctoral Fellowship from the Social Sciences and Humanities Research Council (SSHRC), and a University of Alberta Kule Institute Dialogue Grant.

### **Dedication**

This thesis is dedicated to all the children who have ever felt left behind or unsupported by the systems meant to protect and nurture them. May your voices be heard, your experiences acknowledged, and your futures be filled with hope and healing.

## Acknowledgements

To my supervisor, Dr. Lia Daniels, thank you for taking me under your wing seven years ago, even though it meant supervising three students in one cohort. I am endlessly grateful for that pivotal moment. You masterfully balanced offering guidance when needed while granting me the autonomy to follow my own journey. I guess you are a motivation expert after all! I will forever look back at my time here and feel gratitude that I had a supervisor who demonstrated unwavering support, endless opportunities, timely feedback, and dedication to student success.

To my examining committee members, Dr. Melissa Tremblay and Dr. Sophie Yohani, thank you kindly for your time, your wisdom and thoughtful feedback since I began conceptualizing this program of research. I am grateful to have such inspiring women participating in this process with me. Dr. Randolph Wimmer, thank you for your time and effort in reviewing my work, and I look forward to having you be a part of these important conversations once again. Finally, a thank you to my external committee member Dr. Susan Rodger as well for your time and effort in reviewing my work. I look forward to learning from your expertise.

A special acknowledgment to my storytellers, Iman, Jenn, and Rafella, whose generous contributions of time and sharing of lived experiences made this study possible. Your vulnerability, strength, and resilience in the face of adversity is truly inspiring and deserving of celebration. You have already made a significant positive impact on many lives and will continue to do so. I also extend my heartfelt gratitude to my seven participants who also showed remarkable vulnerability and fully immersed themselves in the Human Library and the research. Your future students are fortunate to have you.

To Devon, I can't even begin to imagine what the last 7 years would have been like without you by my side. You have been there with me throughout all the highs and the lows that come with this journey. I made it here because of our endless late night conversations pondering life, cries, laughs, celebrations, and everything in between. Thank you for always believing in me. I am also grateful for the countless inspiring people, mentors, supervisors, and friends I have met throughout this program, my time in Edmonton, and my residency in BC. Their presence has also been monumental in my success. A special thank you to Cass, Sarah, and Devon E.

To my partner Dom, I appreciate your gentle soul and ability to see the good everywhere around you. Thank you for walking this journey with me and for selflessly uprooting your life to BC with me this year. To my parents, I would not have made it this far without your support. Thank you endlessly for believing in my potential to succeed and for pushing me forward. You have consistently been there for me from a distance, ready to pick up the phone and listen anytime I needed you. I am forever grateful for the values you have instilled in me.

Each person I've crossed paths with, whether their impact was big or small, has played a crucial role in helping me reach this milestone. It truly takes a village, and I am deeply grateful for the support of everyone in my life.

## Table of Contents

ABSTRACT .....	II
PREFACE .....	IV
DEDICATION .....	V
ACKNOWLEDGEMENTS .....	VI
LIST OF TABLES .....	X
LIST OF FIGURES.....	XI
CHAPTER I: INTRODUCTION.....	1
CHAPTER II: REVIEW OF THE LITERATURE.....	2
CHILDHOOD TRAUMA.....	2
TRAUMA-INFORMED SCHOOLS.....	5
LEARNING OPPORTUNITIES IN TRAUMA-INFORMED APPROACHES.....	8
PRE-SERVICE TEACHER EDUCATION.....	11
EXPERIENTIAL LEARNING IN TEACHER EDUCATION PROGRAMS.....	12
HUMAN LIBRARIES .....	13
THEORY OF PLANNED BEHAVIOUR .....	16
Addressing Attitudes .....	17
Addressing Mindset Beliefs .....	18
CONCEPTUAL FRAMEWORK.....	18
CHAPTER III: METHODOLOGY .....	19
RESEARCH DESIGN AND QUESTIONS.....	20
PARTICIPANTS .....	21
PROCEDURE.....	22
Before the Event.....	23
Day of the Human Library .....	23
Follow-up .....	24
RESEARCHER POSITIONALITY .....	19
MATERIALS .....	24
Storytellers.....	24
Survey Data .....	25
Interview Data .....	27
RATIONALE FOR ANALYSIS .....	28
Quantitative Analysis .....	28
Qualitative Analysis .....	28
CHAPTER IV: RESULTS.....	30
BASELINE KNOWLEDGE.....	30
QUANTITATIVE RESULTS.....	31
Variable Descriptives .....	31
Future Intentions.....	33



Sustained Impression.....	34
QUALITATIVE FINDINGS .....	35
Themes and Sub-Themes .....	35
CHAPTER V: DISCUSSION .....	43
CHANGES TO ATTITUDES AND BELIEFS .....	44
LIVED EXPERIENCE OF THE HUMAN LIBRARY .....	49
BECOMING A TRAUMA-INFORMED TEACHER.....	53
IMPLICATIONS.....	58
Research .....	58
Theory .....	59
Practice .....	62
LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH.....	63
Sample .....	63
Study Design .....	64
Variables.....	65
CONCLUSION .....	66
REFERENCES.....	67
APPENDIX A: ETHICS APPROVAL .....	95
APPENDIX B: RECRUITMENT POSTER.....	95
APPENDIX C: INFORMATION LETTER .....	96
APPENDIX D: T1 SURVEY (GOOGLE FORM) .....	98
APPENDIX E: SPEAKER INTRODUCTIONS AND GUIDELINES FOR THE EVENT .....	102
APPENDIX F: T2 SURVEY (PAPER FORM).....	103
APPENDIX G: T3 SURVEY (GOOGLE FORM) .....	106
APPENDIX H: RESEARCHER'S REFLECTION AND POSITIONALITY .....	109
APPENDIX I: POST HUMAN LIBRARY AND DATA ANALYSIS REFLECTION .....	111

## **List of Tables**

Table 1: Participant Demographics.....	21
Table 2: Variable Descriptives for Times 1 through 3 .....	31
Table 3: Percentage of Participants Endorsing Specific Future Intentions at T2 and T3 .....	34
Table 4: Descriptive Statistics for Participants' Sustained Impression at Time 3 .....	35

## List of Figures

Figure 1: Conceptual Framework .....	19
Figure 2: Multi-Method Procedure of the Human Library .....	22
Figure 3: Individual Trajectories on the Attitudes Scale .....	32
Figure 4: Individual Trajectories on the Mindset Beliefs Scale .....	33
Figure 5: Conceptual Framework .....	44
Figure 6: Conceptual Framework: Attitudes and Beliefs .....	45
Figure 7: Conceptual Framework: Experiential Learning .....	50
Figure 8: Conceptual Framework: Intentions and Behaviours .....	53

## **Chapter I: Introduction**

In Canada, one in three children has experienced some form of childhood trauma before the age 15 (Statistics Canada, 2015). Due to increased openness in discussing and understanding mental health, initiatives to address and support people with lived experiences of trauma have become at the forefront of many national organizations, government, and social service sectors (SAMHSA, 2014a). One system that has increased their focus on understanding trauma is the education system. On average, children spend approximately 35 hours per week at school during the fundamental years of their life, making it one of the primary environments for their development. Children who have experienced trauma often have difficulty learning and creating meaningful relationships (Bell et al., 2013; Carrion & Wong, 2012; Goodman et al., 2012; Wilson et al., 2011).

Researchers show that when vital concepts, like trauma-informed teaching (TIT) are introduced during teacher education, teachers tend to be more likely to change their beliefs and continue to seek out professional development (PD) throughout their careers compared to those who are not introduced to these concepts early on (Durksen et al., 2017). However, currently, there are no training standards for pre-service teachers and in-service teachers on the topic of trauma or TIT (Brown et al., 2019; Hobbs et al., 2019; Thomas & al., 2019). Because the study of psychological trauma is not part of an established teacher-education curriculum, pre-service teachers might not even be aware of the impacts of trauma on their students or how to create trauma-informed classrooms. Furthermore, because arguably few pre-service teachers may have familiarity with trauma as a concept or experience, they may not even believe TIT is relevant to their work of delivering curricular content and assessing learning. Importantly, it is well established that attitudes and beliefs precede action (Ajzen, 1991) and that beliefs related to

teaching are hard to change (Pajares, 1992). In light of this knowledge, it might be beneficial to dedicate time to addressing pre-service teachers' attitudes and beliefs about TIT before spending time and resources embedding training. One way to potentially facilitate these changes is through experiential learning opportunities such as a Human Library. A Human Library is an event where individuals can listen and have discussions with people who may have different life experiences than them. The goal is to challenge stigma, stereotypes, and to increase connectedness amongst diverse people (Groyecka et al., 2019). The overall purpose of this study was to explore the lived experience pre-service teachers engaging in a Human Library as an experiential learning opportunity, and its impact on their attitudes and beliefs about TIT.

## **Chapter II: Review of the Literature**

### **Childhood Trauma**

*Trauma* is defined as a distressing experience that has long-lasting emotional and physical impacts on an individual (Canadian Mental Health Association, n.d.). *Childhood trauma* is defined as trauma that happens in the first 18 years of life, such as abuse, neglect, racism, intergenerational suffering, or any other traumatic experience. Because teachers work with children, discussion of adverse childhood experiences (ACEs) is particularly relevant. More than 30 years ago, Lenore Terr pioneered contemporary studies on childhood trauma. She first defined *childhood trauma* as the outcomes of external factors which “[render] the young person temporarily helpless and [break] past ordinary coping and defensive operation. . . . [This includes] not only those conditions marked by intense surprise but also those marked by prolonged and sickening anticipation.” (Terr, 1991, p. 11). Terr spent most of her career in psychiatry trying to conceptualize childhood trauma and its treatment.

The notion of childhood trauma was further validated partly because Felitti et al. (1998)'s ACEs study on adults found that at least 50% of participants had experienced at least one form of traumatic stress during childhood. It was the first study exploring how childhood experiences could negatively affect one's well-being, often lasting into adulthood. Participants in the ACEs study were given a score based on how many childhood traumas they had experienced in the following categories: physical abuse, emotional abuse, sexual abuse, a family member with substance use disorder, incarcerated family member, mother treated violently, divorce, and a family member with mental illness. There are now many more experiences that are considered ACEs that were not taken into consideration during this first study, such as bullying, medical trauma, community violence, natural disasters, sex trafficking, grief, and terrorism, to name a few (The National Child Traumatic Stress Network, n.d).

As we now know, traumatic experiences can have long-lasting impacts on brain development and well-being (Mandelli et al., 2015; Paquola et al., 2016; Statistics Canada, 2015). ACEs have been consistently associated with significant adverse social, behavioral, mental, and physical health outcomes, including substance use disorders, depression, suicidality, risky sexual behavior, sexual victimization in adulthood, domestic violence, self-harm behaviors, physical inactivity, obesity, heart disease, cancer, liver disease, sexually transmitted diseases, teen pregnancy, homelessness, unemployment, and being both a perpetrator and a victim of interpersonal violence (Dietz et al., 1999; Herman et al., 1997; Hillis et al., 2000; Lalor & McElvaney, 2010; Noll et al., 2003; Roberts et al., 2011; Tam et al., 2003).

Children are in one of the most vulnerable positions to sustain long-lasting consequences on their well-being due to ACEs. More specifically, researchers show that children of marginalized groups, such as younger people, women, people of lower socioeconomic status,

LGBTQIA2S+ folk, and BIPOC folk are more likely to experience traumas and develop long-lasting challenges (Haskell & Randall, 2009; Joshi et al., 2021). This is in part due to barriers with accessing support and care in the aftermath of a traumatic event(s) and due to high rates of exposure to chronic trauma (e.g., racism and homophobia). Currently, it is of concern that childhood trauma poses severe economic and social costs that amount to well over hundreds of billions of dollars each year, directly impacting families, communities, and societies (Centers for Disease Control and Prevention, 2020).

Plenty of research documents that childhood trauma can impact important abilities needed to be successful at school (Burke et al., 2011; Delaney-Black et al., 2002; Pechtel & Pizzagalli, 2011; Streeck-Fischer & van der Kolk, 2000). In a systematic review examining school-related outcomes after exposure to trauma, Perfect et al. (2016) found through 102 studies that youth who have experienced trauma are at significant risk for impairments in cognitive functioning such as IQ, memory, attention, language/verbal ability, and lower academic performance. Behaviourally, these students are at a higher risk for discipline, dropout, lower attendance, and higher levels of disruptive behaviors and internalizing symptoms. Regarding mental health, Briggs-Gowan et al. (2010) found that exposure to violence was associated with depression, separation anxiety, and difficulties with conduct in children. Non-interpersonal traumatic events such as exposure to natural disasters were associated with phobic anxiety. Notably, the more children are impacted by trauma and the less support they receive, the more likely they will experience adverse outcomes as they develop and throughout adulthood (Hodges et al., 2013). A relevant concern is that not all children have access to equitable services due to socioeconomic and sociocultural barriers.

Because most children spend most of their time at school, schools are uniquely situated to support students who have experienced trauma (Brunzell et al., 2016; Soleimanpour et al., 2017). Many practitioners hope that using TIAs in education will help bridge the academic and social-emotional gaps caused by trauma, as seen in other fields and systems (Amaro et al., 2007; Azeem et al., 2011; Rivard et al., 2004).

### **Trauma-Informed Schools**

One way government and advocacy organizations have tried to address children's trauma-related challenges is by acknowledging that interactions in individuals' systems can either help or exacerbate trauma symptoms. TIAs are defined as:

A strengths-based service delivery approach that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment (Substance Abuse and Mental Health Services Administration [SAMHSA], 2014a, p.19).

SAMHSA has developed four assumptions by integrating trauma research, knowledge generated through trauma interventions, and perspectives of survivors of trauma. The four assumptions, known as the 4Rs, state that:

A program, organization, or system that is trauma-informed *realizes* the widespread impact of trauma and understands potential paths for recovery; *recognizes* the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and *responds* by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively *resist re-traumatization*..." (SAMHSA, 2014b, p. 9)



Such approaches have benefited patients and clients in the fields of psychiatry, psychology, law, and social work (Amaro et al., 2007; Azeem et al., 2011; Huntingon et al., 2005; Rivard et al., 2004). Most recently, systems of education have acknowledged the need. Specifically, there has been discussion about how TIAs can play a role in supporting children and families within the school environment through informing teaching practices, interventions, community liaison, and teacher education (Cole et al., 2005; Crosby, 2015; Day et al., 2015; Oehlberg, 2008; Thomas et al., 2019). Furthermore, the incorporation of TIAs in education has provided scholars with the opportunity to research and anticipate how to implement these new approaches effectively (Perfect et al., 2016).

There are several levels of involvement in implementing TIAs in schools. Changes are typically made through teachers' instructional practices, programs offered, and school-wide procedures (Overstreet & Chafouleas, 2016). Generally, most TIAs emphasize moving away from punitive disciplinary responses and instead increasing supportive interventions such as strengths-based approaches (Dorado et al., 2016; Ford et al., 2006) that include setting routines, consistency, attunement to behaviors, and emotional regulation.

Most of the efforts surrounding TIAs in schools have been through large, multi-tiered interventions (Phifer & Hull, 2016). Thomas et al. (2019) conducted a literature review summarizing the field's current state and examined interventions embedded in schools and classrooms and their outcomes on several variables. Within the 33 articles identified, the authors failed to find a specific framework by which TIAs were implemented; 30 different interventions were utilized even though many overlapped in foundational framework and approach. In terms of effectiveness, Thomas and his colleagues (2019) concluded that 32 out of the 33 studies found their interventions to be "effective" to various degrees. A large proportion of interventions

focused on reducing mental health symptoms such as anxiety or depression. Fewer of the papers reviewed focused on school-based variables such as attendance, disciplinary action, academic achievement, student belonging, or teacher perspectives. Many studies were identified as pilot or preliminary, highlighting the field's novelty and perhaps justifying the lack of rigor in some study designs.

More recently, Roseby and Gascoigne (2021) conducted a systematic review of trauma-informed school interventions on non-academic-related and academic-related outcomes. Among the 15 articles that met inclusion criteria, they identified eight different models and theories with common overlap. In terms of effectiveness, Roseby and Gascoigne (2021) reported improvements in internalizing behaviors, self-regulation, resilience, achievement, attention, and attendance, as well as reduced suspension rates. According to their review, programs that were implemented system-wide, provided intense training, and offered booster sessions had the best student-related outcomes over time. However, some included studies found no improvements in academic-related outcomes, PTSD symptoms, teacher-student relationships, and teacher knowledge and beliefs. These inconsistent findings may be explained by the lack of a solid theoretical framework or design weaknesses related to sample size, intervention lengths, physical setting, and the selected assessment outcomes.

Overall, these reviews provide promise in terms of benefits from TIAs as school-wide initiatives but given that it is teachers who ultimately interact with students daily in the classroom, their beliefs, and skills related to TIT are similarly crucial. Regardless of the intervention approach, embedding TIAs in schools involves first and foremost educating teachers and pre-service teachers on the topic of trauma and its impact on children's lives and educational experiences.

Currently, the most common form of learning is facilitated in teacher education programs with pre-service teachers or PD with teachers in practice. In both instances, pre-service teachers and in-service teachers are given information on a new topic to increase their knowledge, attitudes, practices, and student outcomes (Darling-Hammond et al., 2017). Despite the promise in the area of PD on TIT, much of the research is limited due to its novelty, inconsistent use of theoretical frameworks, and focus on different student- and teacher-related outcomes. One barrier that requires specific attention is addressing pre-service teachers' attitudes and beliefs about TIT before dedicating time to explicit education.

### **Learning Opportunities in Trauma-Informed Approaches**

Previous researchers have highlighted the beneficial outcomes of PD on TIAs such as enhanced trauma knowledge, improved attitudes, and more trauma-informed behaviours in clinical settings (Brown, et al, 2012; Green, et al., 2015). In education, PD opportunities on this topic are valued by staff (Bignold & Barbara, 2012), and such opportunities can improve in-service teachers' perceived effectiveness in working from a trauma-informed approach (Anderson et al., 2015; Schafer, 2019). However, the effectiveness of such PD in educational settings remains largely unexplored (Overstreet & Chafouleous, 2016), especially when it comes to pre-service teachers who are still in the initial stage of their education.

Early exploration of PD for pre-service teachers in TIT have shown great promise in terms of realizing, recognizing, responding and resisting re-traumatization (SAMHSA, 2014a), as well as improving pre-service teachers' well-being as they embark on their teaching journeys. Specifically, embedding learning opportunities on TIT can reduce the likelihood of experiencing vicarious trauma by emphasizing the importance of teachers seeking support and practicing self-care (Brown et al., 2020; DiMaria-Sileno, 2021; Ellison et al., 2020; Foreman & Bates, 2021;

L'estrage & Howard, 2022; Rodger et al., 2020). Because teaching is a highly stressful profession, it is paramount that pre-service teachers are given the proper learning opportunities to develop the self-efficacy needed for a sustainable practice.

As a case in point, Foreman and Bates (2021) examined pre-service teachers' knowledge, awareness, and self-efficacy beliefs with the ARTIC-35 Education version scale (Baker et al., 2016). The opportunity evaluated in the study was a 90-minute lesson on TIAs according to SAMHSA's 4 R model (realize, recognize, respond, resist re-traumatization) developed by a counselor and a teacher. They found that the instruction significantly improved participants' beliefs towards ones that were more trauma-informed. Similarly, Wendel (2018) also demonstrated through the ARTIC-35 Education version scale (Baker et al., 2016), that opportunities for PD in TIAs could positively alter in-service teachers' attitudes toward TIAs.

L'Estrange and Howard (2022) examined pre-service teachers' knowledge, self-efficacy, and resilience before and after completing a 6-week elective course on TIT, and one year after graduating. Researchers found significant differences pre-post and these changes continued to be evident into participants' first year of teaching. Despite sample attrition, those who participated at the one-year follow-up shared that their experience during their program helped them support students impacted by experiences of trauma. Overall, the research indicates that learning opportunities on TIAs in various formats and lengths can help bolster pre-service teachers' knowledge, attitudes, self-efficacy, and even behaviours once they begin their teaching careers.

Although there is a significant focus on shifting the mindset of teachers from a deficit-based approach to compassionate instruction and discipline through understanding, realizing, and recognizing trauma (Thomas et al., 2019), pre-service and in-service teachers are given little to no opportunities or standards in the topic and how to shift such perspectives (Day et al., 2015).

For example, only five states in the United States require teacher training in TIT (Reddig & VanLone, 2022). It has been well documented that in-service teachers feel that they lack knowledge and resources when it comes to working with students who have experienced trauma (Bixler-Funk, 2018; Furman, 2021; Miller & Flint-Stipp, 2019; Stipp, 2019). It has also been noted that they find this work particularly challenging (Souers, 2018). Most in-service teachers are left to figure it out for themselves or seek out PD on their own after completing their initial teacher education programs.

In a literature review, Rahimi et al. (2021) found that in-service teachers lack knowledge of the impacts of trauma and TIT. They are not prepared to implement different teaching strategies and consistently affirm a need for PD on TIT. Furthermore, in multiple studies looking at in-service teachers' perspectives in supporting students who have experienced trauma, most wished they would have received opportunities for learning during their pre-service education programs (Alisic, 2012; Davies & Berger, 2019).

The literature on pre-service teachers' readiness is the same such that they also feel eager to learn but unprepared to take action (Bonnett et al., 2023; Carton et al., 2023; Hinbest, 2022; Howorun, 2021; Kovinthan Levi, 2021; McClain, 2021; Pelletier et al., 2021). When McClain (2021) interviewed 15 pre-service teachers in a United States university, 60% reported that they only felt "somewhat prepared" to support students who have experienced trauma. Similarly, when Pelletier et al. (2021) asked pre-service teachers in a Canadian University about their knowledge of TIT, 70% of pre-service teachers said they were unfamiliar with it and 78% said it was essential for them to learn more.

Learning opportunities, especially before pre-service teachers enter their careers, might alleviate some of the stressors associated with being a new teacher. Shifting pre-service teachers'

perspectives on TIT by introducing these ideas before they go into classrooms could be helpful (Opiola et al., 2020; Stipp, 2019). Specifically, it has been shown that shifts in perspectives are more likely to stick and be implemented when they are brought about earlier in teachers' careers (Durksen et al., 2017). For example, teachers are more likely to put in effort and seek out learning opportunities if they have the belief that it will be useful (Girvan et al., 2016).

### **Pre-Service Teacher Education**

In Alberta, there are several pathways to becoming a teacher, with the most common being a four-year bachelor's degree. Regardless of the pathway, all candidates must complete a minimum number of teacher education courses and at least 10 weeks of student teaching experience (Rheume, J. et al., 2018). After graduation, teachers must apply for an interim teaching certificate from the Ministry of Education. Permanent certification is granted after two years of successful full-time teaching, based on evaluations that measure competencies outlined in the Teaching Quality Standard (TQS; Alberta Education, 2018).

There have been concerns about teacher education programs, particularly their focus on teaching curriculum and student assessment, rather than on the complex and evolving nature of teaching itself (Task Force for Teaching Excellence, 2014). The TQS developed by Alberta Education (2018) emphasizes the importance of addressing the relational aspects of teaching in teacher education programs. The most recent TQS document (Alberta Education, 2023) also states that teachers should be capable of addressing students' emotional and mental health needs. However, Alberta currently lacks guidelines or training standards for trauma-informed practices, which may be due to the lack of standardization and a shared vision in teacher education programs across the province (Rheume J. et al., 2018).

In response to the growing need for training in trauma-informed approaches, the University of Alberta's Faculty of Education has created a graduate certificate in educational studies, which includes four courses focused on trauma-sensitive practices for teachers, healthcare professionals, and school staff. While this program is designed for in-service teachers, it represents a positive step and reflects the University's commitment to incorporating relevant content into teacher education. It also suggests that such training opportunities might eventually be included in pre-service teacher education.

### **Experiential Learning in Teacher Education Programs**

Another factor influencing a change in perspective is the type of learning received. Traditional PD is focused on the transmission of knowledge with the hopes that it will be transferred to practice, however researchers have shown that this is not necessarily the case (Guskey, 2002; Pickering & Howard-Jones, 2007).

For example, studies designed to change pre-service teachers' beliefs based on logic without practical learning have failed to do so (Lim & Chan, 2007; Richardson, 2003; Tillema, 2000). PD and learning opportunities in teacher education are shifting their design to include experiential learning, thereby encouraging participants to be active participants and reflect on their learning. The purpose of experiential learning is to "ignite change within the individual" (Girvan et al., 2016) with the assumption that this will lead to greater learning gains and application. According to experiential learning theory (Kolb, 2014) and transformative learning (Mezirow, 2009), strong emotions are at the forefront of behavioural change. In teacher PD, Darling-Hammond and McLaughlin (2011) argue that this approach can motivate teachers to try new practices as it supports the emotional responses required to shift personal beliefs (Day & Sachs, 2004; Egloff & Souvignier, 2020; Stoll et al, 2012).

It has been noted that in order to facilitate pre-service teachers' motivation to try new practices, teacher education programs must first address their perspectives and beliefs (Fives et al, 2015; Leavy et al., 2007). Some have even argued that addressing pre-service teachers' beliefs is more important than providing them knowledge on how to teach (Tillema, 2000). Beliefs, unlike knowledge, which is acquired based on logic and facts, are personal judgements based on the truth of personal experience (Egloff & Souvignier, 2020; Pajares, 1992; Richardson, 2003). As a result, beliefs are often rooted in emotion (Ashton & Gregoire-Gill, 2003; Day & Sachs, 2004; Fridja & Mesquita, 2000; Stoll et al, 2012). Thus, as much as schools need policy and system-level change to support children who experience trauma, they also need agreement and effort from the people doing the work - namely future teachers. It is of current relevance to find impactful experiential learning opportunities that will shift pre-service teachers' attitudes and beliefs about TIT.

### **Human Libraries**

Danish activists developed the concept of the Human Library in the early 2000s as a way to reduce prejudice against marginalized groups including people of color, people with disabilities, people of lower socio-economic status, and people of the LGBTQIA2S+ community. Human Libraries have since expanded to over 83 countries (Groyecka et al., 2019).

In the literature, a Human Library is described as an event where individuals "borrow" a book, in this case, a human, to have a conversation during which the "human book" shares their personal stories with their "readers". The purpose of the storytelling is to facilitate open and respectful dialogue to increase the reader's awareness of the discussed topic and openness to the viewpoints of the storyteller. There are two types of Human Libraries (Abergel, 2005). Open



Human Libraries are open to everyone willing to participate. Alternatively, a Human Library can be designed to be dedicated to a specific group of people, in this case, pre-service teachers.

In terms of scholarly presence, research on Human Libraries is a new concept that has not been extensively published (Lam & al., 2023). Researchers completing a systematic narrative review on Human Libraries found that there were only four experimental studies and five studies with qualitative designs between 2010-2022. From this review, “readers” experienced reduced prejudices and improved attitudes, and both “readers” and “human books” reported numerous aspects of personal growth. The authors suggested that future Human Library initiatives should follow implementation guidelines with clearly defined ethical considerations and employ diverse, rigorous research methodologies.

A study conducted by Chung and Tse (2022) examined whether a Human Library could improve participants' understanding and awareness of mental health issues. They utilized an experimental approach with a multigroup pretest-posttest design to assess knowledge, attitudes, and beliefs. Forty-five participants were randomly assigned to either the Human Library intervention, didactic teaching session, or no intervention. The Human Library intervention group showed significantly more improvement in their mental health literacy compared to the two other groups. Specifically, they showed a significant increase in their understanding of mental health issues. There was also a shift in participants’ attitudes towards mental health, with a reduction in stigma and more positive perceptions of those experiencing mental health challenges. Finally, post intervention, participants were more likely to engage in behaviours that support mental health, such as seeking help for themselves or others, and advocating for mental health awareness.

Another study conducted by Kwan (2020) explored how the Human Library approach contributes to social inclusion and recovery, particularly for individuals with lived experiences of mental health issues. Through qualitative methods, including interviews and observations, the researchers gathered insights from both the "human books" who shared their personal stories and the participant "readers" who engaged with them. The researchers revealed the Human Library significantly fostered social inclusion by breaking down stereotypes and reducing stigma. The interactions between the "human books" and "readers" helped to build empathy, understanding, and mutual respect. For the "human books", sharing their experiences was found to be empowering and therapeutic, contributing positively to their recovery journey. Moreover, participants reported that the Human Library sessions provided them with new perspectives and a deeper understanding of mental health issues, which in turn encouraged more inclusive attitudes and behaviors.

Lastly, a mixed-method study conducted by Pope et al. (2023) aimed to evaluate the impact of the Human Library project on the development of cultural awareness and sensitivity among occupational therapy (OT) students. The findings indicated a significant improvement in cultural awareness and sensitivity among participants, as well as increased empathy and critical reflection on their own biases. The researchers concluded that the Human Library is an effective educational tool for developing cultural competence in OT students, suggesting its integration into educational curricula to prepare students for culturally responsive practice.

Overall, based on the current research, a Human Library may provide pre-service teachers with a different experience from typical coursework. Specifically, it encompasses many of the facets considered as experiential learning in teacher education including learning through experience, reflection, and active participation (Kolb, 2014). Therefore, it may be an effective

way to change their attitudes and beliefs via challenging misconceptions through listening to lived experiences, connecting with diverse people, having open conversations, and engaging in reflective practices.

### **Theory of Planned Behaviour**

According to the theory of planned behavior (TPB; Ajzen, 1991), intentions are the proximal predictor of behavior, and intention is predicted by a series of attitudes and beliefs about the desired behavior, subjective norms, and perceptions of control. Because pre-service teachers are not yet teaching in classrooms regularly, their intention to learn about and use TIT may be the most relevant marker of their future action (or inaction). A meta-analysis by Armitage and Conner (2001) found that out of 185 studies, TBP accounted for 27% to 39% of the variance in behavior and intention. For example, a study conducted by Dun et al. (2018) found that teachers' intention to engage in ongoing PD was predicted significantly by their beliefs, subjective norms, and perceptions of control.

A study conducted by Gilor and Katz (2019) found that TPB explained the degree to which pre-service teachers were willing to engage in inclusive teaching practices. Another study conducted by Gold et al. (2024) found that pre-service teachers' intentions to use evidence-based sources for justifying decision making was explained through TBP. Specifically, their attitudes towards research use had the highest predictive power. Albeit with a smaller effect size, self-efficacy towards finding scientific sources and subjective norms via influence from their teacher mentors also predicted their intentions. Sundborg (2019) found that healthcare professionals' beliefs about trauma, TIAs related self-efficacy, and leadership support were all important variables when building capacity for commitment to TIAs.

### *Addressing Attitudes*

First, an attitude is defined as the degree to which someone has a positive versus negative evaluation of performing a behaviour (Ajzen, 1980). Attitudes, like beliefs, have been found to predict future action or inaction (Ajzen, 1991). Addressing attitudes about a given topic, in this case, TIT, can help predict whether a pre-service teacher or in-service teacher would be willing to put in the effort to learn about it and implement it in practice. Researchers have found that interventions targeting attitudes about TIT have not only successfully shifted teachers' attitudes but also their self-efficacy and behaviors relating to TIT (Kim et al., 2021; Wendel, 2018).

Baker et al. (2016) developed one of the first psychometrically validated measures to assess professionals' favourable or unfavourable attitudes towards TIAs. The ARTIC scale is measured across several domains that tap into unique areas of trauma-informed attitudes. In their most recent study, Baker et al. (2021) found high internal reliability for the education version of their scale (ARTIC-35 Education version:  $\alpha = .90$ ). In their sample, those who were more familiar with trauma-informed approaches also had more favourable ARTIC scores especially in relation to empathy, self-efficacy, system-wide support, and support seeking behaviour. In comparison, those with more burnout and vicarious trauma had less favourable ARTIC scores. Interestingly, they found that individuals who rated their schools as trauma-informed also reported attitudes that aligned with stricter rules and more punitive approaches to challenging behaviours.

To this point, Miller and Stint-Flipp (2024) have recently highlighted the potential unintended negative consequences related to embedding TIAs without proper instruction and skill building. Specifically, although TIAs are about creating safe environments for students to grow despite adversity, researchers have found that this may not be the message that was initially

shared (Bonnett et al., 2023). The focus instead was on the fact that these students had reduced abilities because of their experiences (Bonnet et al., 2023; Gherardi et al., 2022; Hobbs et al., 2019; Perry & Daniels, 2016).

Unlike many studies showing an increase in positive attitudes after learning about TIAs (Brown et al., 2012; Foreman & Bates, 2020; Purtle, 2020; Wendel 2018), Baker et al. (2021) found no relationship between formal learning opportunities and ARTIC scores. Overall, although continued research and improvement of the ARTIC scale is warranted especially around its validity, it is currently an efficient and reliable measure to administer when assessing school professionals' attitudes about TIAs.

### ***Addressing Mindset Beliefs***

Second, beliefs are defined as a person's opinion of the truth (Pajares, 1992). When it comes to beliefs about control, mindset theory (Dweck, 1999) has provided an effective operationalization. Dweck (1999) posits that individuals with a growth mindset believe that abilities are malleable, while individuals with fixed mindsets believe that abilities are set in stone. Beliefs about abilities can "set the stage" for success in interventions. Individuals who believe that abilities are malleable have been found more likely to follow through with supporting behaviours (Burnette et al., 2020). Furthermore, mindsets positively correlate with cognitive reappraisal strategies, in other words, changing how one thinks about a specific concept (De Castella et al., 2013; Schroder et al., 2015).

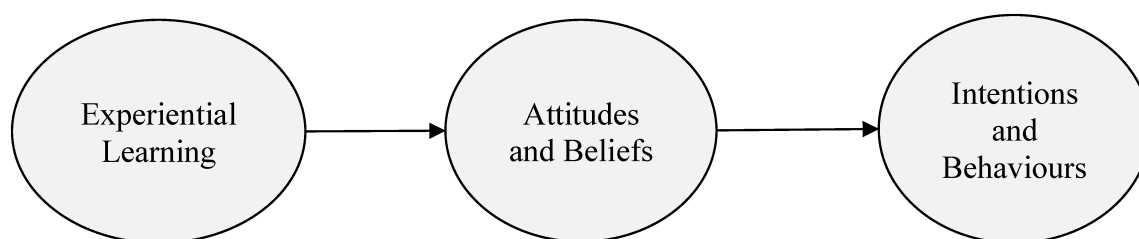
### **Conceptual Framework**

The current study was built on the following conceptual framework (See Figure 1). The framework is rationalized by first, experiential learning being a strong tool to facilitate change in attitudes and beliefs (Darling-Hammond & McLaughlin, 2011; Kolb, 2014) and then second, that

these changes may influence intentions that shape future behaviours. Specifically, considering the foundational nature of attitudes and beliefs and the learning position of pre-service teachers (Ajzen, 1991; Pajares, 1992), this framework combines experiential learning, attitudes, and beliefs as relevant for the intention and eventual enactment of TIAs.

**Figure 1**

*Conceptual Framework*



### **Chapter III: Methodology**

#### **Researcher Positionality**

My perspective is primarily rooted in constructivist ontology and interpretivist epistemology. I hold the belief that my position as a researcher prevents complete objectivity. I view the construction of meaning and worldviews as inherently tied to individual experiences and uniqueness. Nonetheless, I do hold pragmatic views as well. I recognize that shared meanings and commonalities exist among our differences. These patterns offer valuable insights and aid in exploring and understanding various constructs. I also understand that they are necessary for action given dominance of positivist paradigms in systems that influence change. For these reasons, I chose to conduct a multi-method study.

I am a 5th year PhD student in School and Clinical Child Psychology (SCCP) with experience working in a clinical capacity in schools and other public serving systems. I acknowledge my clinical interest in working alongside children who experience trauma as well as in systems where TIAs are embedded. I believe that pre-service teachers should receive

learning opportunities on TIT and that they are not receiving enough. As a student in SCCP, I am versed in the psychological constructs that may (or may not) come to play in the lived experience of a Human Library. However, I am not a pre-service teacher, therefore I do not assume that I know what it would be like to experience this type of Human Library as a future teacher. I went into all parts of the project balancing my unique perspective and an open mind to learn about participants' own experience and uncover patterns in the data.

### **Research Design and Questions**

In this study, I sought to understand the lived experience of pre-service teachers participating in a Human Library and how it impacted their attitudes and beliefs about TIT. The existing research on the outcomes of Human Libraries is limited, and to my knowledge, this is the first study of its kind to address these topics. I proposed the following research questions: (1) Does a Human Library event change pre-service teachers' attitudes and beliefs about trauma-informed teaching? (2) What is the lived experience of pre-service teachers participating in a Human Library event? (3) Does a Human Library event influence pre-service teachers' intentions and behaviours to learn more about trauma-informed teaching? (4) What is the sustained impression of the Human Library event on pre-service teachers?

I designed a multi-method study that used both quantitative and qualitative methods separately. The quantitative portion involved data collection both before and after the event to measure changes. The qualitative portion served the purpose of getting a more in-depth understanding of participants' lived experience of the Human Library after their participation. The University of Alberta's Research Ethics Board approved the study (Pro00125408, Appendix A).

## Participants

I recruited pre-service teachers at Universities with an Education program in Edmonton, Alberta to participate in the study (See Appendix B). Fifteen participants indicated interest in the study and seven were able to participate in the full study (See Table 1 for summary of demographics). Of the seven participants, five identified as women and two as men. Four participants were in the 18-24 age range and three were in the 25-35 age range. Regarding ethnicity, three identified as White, one as Slavic, one as East Asian, one as Arab, and one as Indigenous. Three participants were in year 5+ of the Education program, one in fourth year, two in third year, and one in second year. Five of the participants expressed that they hoped to teach High School, one Junior High, and one participant was undecided. This information is intended simply to describe the sample, not be integrated into the results.

**Table 1**

*Participant Demographics*

<b>Participant</b>	<b>Age</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Program Year</b>
<b>P1</b>	25-35	Woman	Slavic	5+
<b>P2</b>	18-24	Man	White	5+
<b>P3</b>	18-24	Woman	Indigenous	4
<b>P4</b>	18-24	Woman	East Asian	5+
<b>P5</b>	25-35	Man	White	3
<b>P6</b>	18-24	Woman	White	2
<b>P7</b>	25-35	Woman	Arab	3

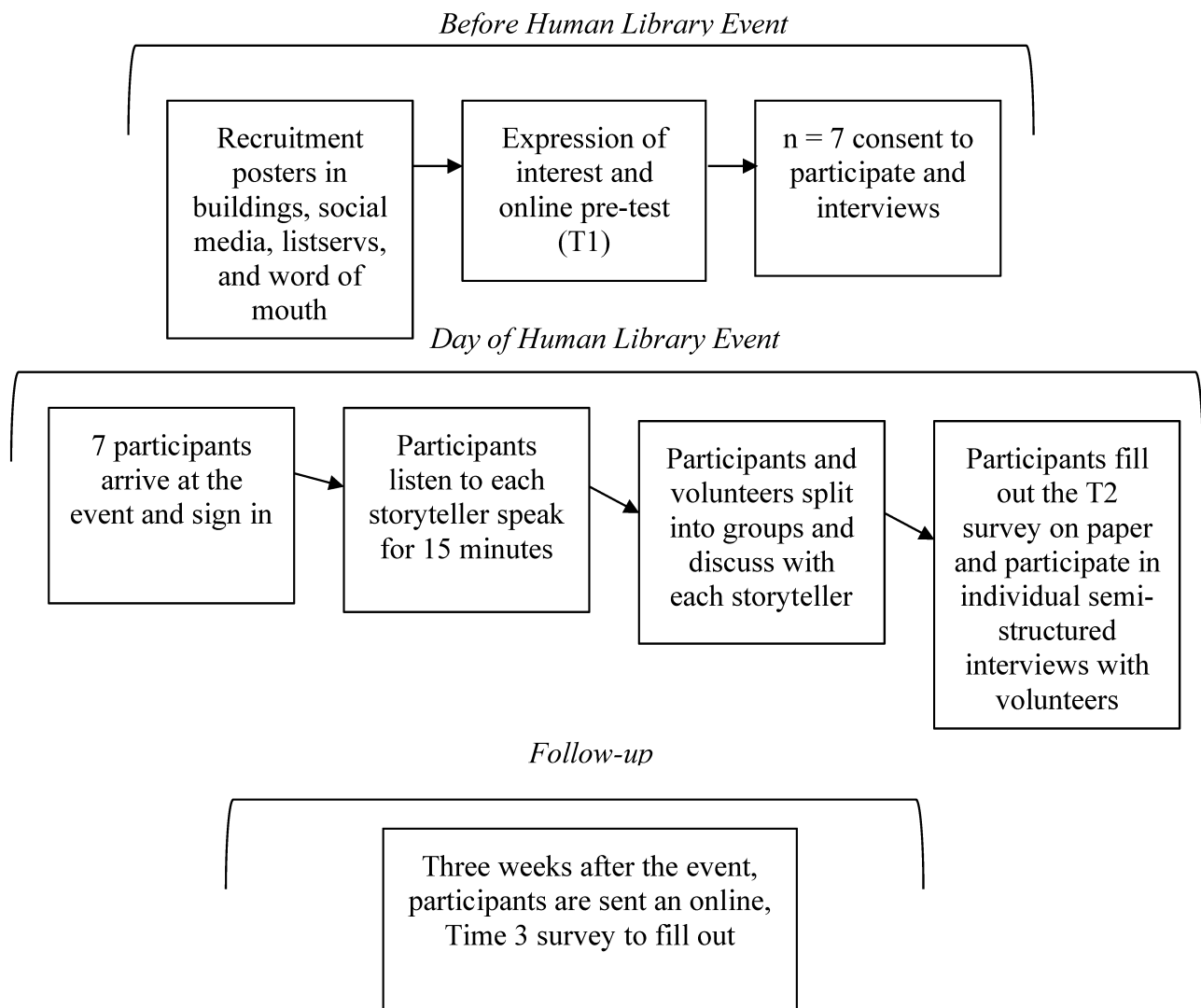


## Procedure

I enacted the multi-method study in three distinct phases: before the event (Time 1 (T1), pre-test), the day of (Time 2 (T2), post-test), and follow-up (Time 3 (T3)). See Figure 2 for an overview of the procedure.

**Figure 2**

*Multi-Method Procedure of the Human Library*



### ***Before the Event***

I recruited participants by putting up posters in the Education building at the University of Alberta, and circulating an advertisement through emails, listservs, social media, and word of mouth. All recruitment forms asked interested participants to scan a QR code that was linked to a Google Form Information Letter (Appendix C). The Information Letter explained the Human Library event, as well as the research attached to the event, including research goals, benefits/risks, and confidentiality parameters. Pre-service teachers were asked to “RSVP”, indicating their intention to attend the Human Library. After this expression of interest, pre-service teachers were asked to “reflect on their current understandings of childhood trauma” by completing a brief survey of approximately five minutes (Appendix D). This survey served two functions: (1) to help pre-service teachers mentally prepare for the Human Library and (2) as a pre-test (T1) measure. Two days prior to the event, I sent the confirmed participants a reminder email and a brief information letter. The information letter included short biographies about the speakers as well as guidelines for the event including mutual respect, confidentiality, and genuineness (See Appendix E).

### ***Day of the Human Library***

On the day of the event, pre-service teachers arrived at the location of the Human Library. The event was hosted by a team of volunteers who were trained prior to the event. Participants were greeted by the team, asked to sign-in, and were provided with coffee, tea, pastries, and fidgets. Once the event started, participants listened to three storytellers from the community share their stories of childhood trauma. They addressed how it manifested itself in school, how their relationship with their teachers impacted them positively and negatively, and what they wanted future teachers to take away from their experience. Then, participants and

volunteers were divided into three groups. They had the opportunity to have collaborative discussions with each storyteller for approximately 15 minutes. The venue was set up to provide everyone with a comfortable setting that included a safe space for communication. Volunteers were part of the groups to ensure the conversations ran smoothly and to gauge the comfort and well-being of participants and storytellers. Once the event was done, prior to their exit, volunteers asked attendees to fill out a brief five-minute survey that contained measures of attitudes on trauma-informed teaching, mindset beliefs, and future intentions (T2; Appendix F). Then, participants engaged in an audio recorded, semi-structured interview in a private location, on site to gather additional data on their thoughts and experience.

### ***Follow-up***

Three weeks following the event, I sent participants another brief five-minute survey asking them to reflect on their experience (T3; Appendix G). The survey included several of the same questionnaires as in the pre-test and post-test (e.g., attitudes about trauma-informed teaching, mindset beliefs, future intentions) as well as items designed to be an indication of longer-term impact.

### **Materials**

The following describes the people who shared their experiences during the Human Library, the surveys utilized for the quantitative data collection and the interview questions that guided the qualitative data collection.

### ***Storytellers***

To avoid the possibility of dehumanizing presenters by referring to them as a “book”, I chose to call them “storytellers” for this study. A Human Library consists of asking people with lived experience of something specific to share their stories with people who have little exposure

to the experience. For this study, storytellers were asked to share the role childhood trauma has played in their lives and how risk and protective factors contributed to their healing positively or negatively. I found three mental health advocates in the community with experience in public speaking. All three had engaged in similar events and were willing to share their stories. The three advocates were thrilled by the opportunity to participate and highlighted positive beliefs on the importance of this type of research. I met with the speakers through video conferencing on several different occasions to collaborate on the planning of the event to ensure safety, autonomy, and comfort. I discussed with each speaker the potential benefits and risks of speaking to others about their experiences. I also provided them with detailed information outlining the event and expectations in both written and oral format. Each storyteller was compensated for their transportation. They were given a gift basket and a personalized card as a thank you afterwards.

### ***Survey Data***

Each survey (T1; T2; T3) consisted of a combination of pre-existing survey tools and researcher-created items. Each survey had a slightly different combination of items tailored to its place in the larger research design. Two pre-existing scales with established evidence of reliability and validity were adapted and used at all three data collection points. There were also separate descriptive questions that were only relevant at specific time points. The pre-test survey included demographic information and four questions to account for participants' baseline knowledge of TIAs and of Human Libraries.

**Attitudes.** Rather than creating new items, I used six questions from the Attitudes Related to Trauma-Informed Care – Education (ARCTIC-35 Education) Scale (Baker et al., 2016) to assess participants' attitudes surrounding TIT. I did not use the whole scale because not

all items were relevant to research focus and sample. The items chosen were reflective of two of the subscales including attitudes around the underlying causes of trauma and response to in-class behaviours. The items chosen in the ARTIC-35 Education are highly relevant and have been validated to capture relevant attitudes. For this study, the reliability was T1:  $\alpha = .64$ , T2:  $\alpha = .57$ , T3:  $\alpha = .58$ . Participants circled their personal beliefs between two opposing statements along a dimension of one to seven such as (1) “Students’ learning, and behavior problems are rooted in their behavioral or mental health condition” to (7) “Students’ learning, and behavior problems are rooted in their history of difficult life events”. A higher score represents attitudes that are more in-line with TIAs.

**Mindset Beliefs.** To assess pre-service teachers' mindsets, I adapted the three-question measure from Carol Dweck et al. (1995) Theories of Intelligence Scale. Participants were prompted with the following statement: *Considering a student who has experienced trauma in your mind, answer the following questions reflecting your own beliefs. There are no right or wrong answers.* Participants responded to three growth (T1:  $\alpha = .61$ , T2:  $\alpha = .87$ , T3:  $\alpha = .66$ ) statements about intelligence beliefs on a six-point Likert scale from one (Strongly disagree) to six (Strongly agree). For example, "Even their basic abilities level can be increased considerably." A lower score represents a more fixed mindset, and higher scores represent a more growth-oriented mindset.

**Future Intentions.** I created eight matched items for the T2 and T3 surveys. For the first question participants answered dichotomously (yes/no) to their interest in pursuing more knowledge on childhood trauma and TIT practices. The seven following questions included a list of possible actions participants could take following the Human Library. The items ranged in how much effort and/or investment would be required by the participant from low (e.g.,

Receiving emails on opportunities to learn about TIT) to high (e.g., Registering for a one semester (for credit) course on TIT). The purpose of asking the questions at both T2 and T3 was to see if participants followed through with the intention of seeking out information (not necessarily signing up). The verbatim items are in Table 3 of the results section.

**Sustained Impact Items.** I created three items for the T3 survey to assess participants' ongoing thoughts on the impact of the event (e.g., After the event, I was eager to share my experience with people I know). Participants responded on a five-point Likert scale from 1 (Strongly disagree) to 5 (Strongly agree). The verbatim items are presented in Table 4 of the results section.

### ***Interview Data***

The purpose of interviews in research is to understand participants' views, experiences, and beliefs. Interviews are beneficial when little is known about the phenomenon being studied (Gill et al., 2008), in this case, a Human Library. For this study, I utilized a semi-structured interview format. Participants were individually interviewed by a team of seven volunteers and probed with questions such as "Tell me a bit about how you're reacting to this event. What are you feeling and thinking?" This flexible approach allowed me to present several questions to guide the conversation while giving space to pursue other ideas in greater depth. Their responses were audio recorded. I chose to conduct the interviews immediately following the Human Library for multiple reasons. First, to reduce participant burden of having to schedule additional time to complete interviews with me. Second, to get an immediate perspective of their experience of the Human Library. Third, to be present and readily available if any support was needed from my volunteers.

## **Rationale for Analysis**

### ***Quantitative Analysis***

I conducted the quantitative analysis in three steps using Jeffreys's Amazing Statistics Program (JASP, 2023). First, I ran descriptive statistics on baseline knowledge and to observe if there were any trends in the data within means, standard deviations, frequencies, skewness, and kurtosis for all variables. Second, following challenges with recruiting a larger sample and low power detection of change at the mean level, I pivoted from my initial plan to run RM-ANOVAs. Instead, I plotted individual trajectories on my variables across the three time points. Third, I ran descriptive statistics to describe participants' future intentions and sustained impression of the event.

### ***Qualitative Analysis***

For the qualitative data, I conducted a reflexive thematic analysis (RTA; Braun & Clark, 2020) in six steps. The RTA process aligned with my overall goal for this part of the study which was to make meaning of the lived experience of the participants.

Prior to commencing the analysis, I engaged in a journaling process where I laid out my assumptions and reflections about the (See Appendix H). This is an important element of a reflexive thematic analysis (Braun & Clarke, 2020) because it embraces qualitative research as subjective and influenced by researchers' histories, perceptions and values. This includes how researchers become interested in the topic they are studying and how the data is interpreted. This approach was highly relevant to my ontological and epistemological beliefs and my professional experiences with and beliefs about TIAs. This practice gave me the space to acknowledge my subjectivity and positioning while remaining aware of how I was utilizing it as a resource in

analysis. I also reflected on my experience leading up to the Human Library and during my analysis (See Appendix I).

First, I utilized the Otter.Ai software to transcribe the interviews. All transcripts were double-checked to ensure accuracy. Through an inductive process, I began familiarizing myself with the transcripts through various means including listening to the audio recording and closely reading through transcripts multiple times. Second, going through each transcript individually, I began open-coding larger meanings of text, grouping them together based on initial notes related to relevant segments tied to the research question. Third, I merged the data set by creating a codebook that included three columns: code name, definition of what the code meant, and examples of direct quotes. I started making meaning across the data by utilizing a back-and forth approach where I re-labelled or re-coded as needed. I collapsed codes into larger units of meaning (themes) and underlying facets (sub-themes). Fourth, I continued analyzing the themes and sub-themes by seeing if there was enough meaningful data for each. I readjusted and removed ones as I continued to explore meaning across the spectrum. During the analysis, I mostly focused on the semantic meaning given the brevity of the interviews, however I incorporated a latent approach when feasible. Utilizing my position as a researcher, I was able to produce themes that both highlighted shared meaning between participants' responses while acknowledging my subjective interpretation (Braun & Clark, 2020). Fifth, I went back to my themes and sub-themes, giving them final names that helped create a narrative representing the data in a cohesive manner. I also chose data items that would best showcase the argument made by each theme. Sixth, I finalized how and in what order I would present my analysis within the context of my research questions, current research, and theory.



In alignment with a reflexive process, the analysis was done over many weeks and with regularly scheduled meetings with my supervisor. This allowed me to step in and out of the analysis, process my interpretations, and come back with a fresh perspective each time. Working alongside another person during my analysis helped me process the units of meaning. The final themes and sub-themes were shared and discussed with four of the seven interviewers to establish confidence in my interpretation of the participants' experience.

### **Chapter IV: Results**

I present the results in three sections that both align with and diverge from the research questions. First, I discuss participants' baseline knowledge of TIT prior to participating in the Human Library to help contextualize the sample. Second, the quantitative results answer the following research questions: (1) Does a Human Library event change pre-service teachers' attitudes and beliefs about trauma-informed teaching?, (2) Does a Human Library event influence pre-service teachers' intentions and behaviours to learn more about trauma-informed teaching?, (4) What is the sustained impression of the Human Library event on pre-service teachers? Third, the qualitative results speak to the following research question (1) What is the lived experience of pre-service teachers participating in a Human Library event? I do not move back and forth between the quantitative and qualitative results in this section in keeping with the multi-method design.

#### **Baseline Knowledge**

In terms of describing their familiarity with trauma and TIT, no participants reported receiving substantial training on the topic of trauma. 28.6% (n=2) of participants reported being familiar with TIT, and 14.3% (n=1) of participants reported having participated in a Human Library before the event. Four participants **strongly agreed**, and three participants **agreed** to the

following statement: *It is important for me to teach at a school that has an awareness of trauma and trauma-informed teaching approaches*. Furthermore, three participants **strongly agreed**, and four participants **agreed** to the following statement: *Relative to all the things pre-service teachers need to learn, trauma and trauma-informed approaches are high on the list*. Overall, the concepts of trauma, trauma-informed teaching, and a Human Library event were relatively new for the sample participants but was viewed as important to them as future teachers.

## Quantitative Results

### *Variable Descriptives*

Descriptive information about each scale (e.g., attitudes and beliefs) at each time point, is provided in Table 2. Overall, participants' means were higher at T2 (after the event) and T3 (follow-up) than at T1 (before the event) on the attitudes and beliefs scale. This suggests an increase from baseline in their scores related to attitudes about TIT and mindset beliefs. Figure 3 provides a visual representation of individual participants' trajectories on the attitudes scale. Figure 4 provides a visual representation of individual participants' trajectories on the beliefs scale.

**Table 2**

*Variable Descriptives for Times 1 Through 3*

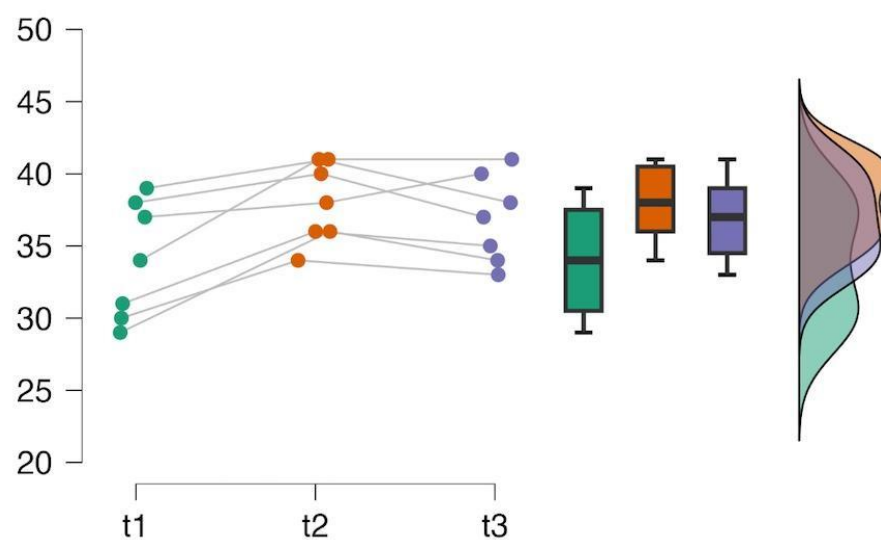
Measure	#	Scale	N	$\alpha$	Range	<i>M</i>	<i>SD</i>	Skew	Kurtosis
Attitudes_T1	6	1-7	7	0.64	29-39	34.00	4.08	0.00	-2.17
Attitudes_T2	6	1-7	7	0.57	34-41	38.00	2.77	-0.20	-1.70
Attitudes_T3	6	1-7	7	0.58	33-41	36.85	3.02	0.14	-1.52

Beliefs_T1	4	1-5	7	0.79	13-18	16.29	1.70	-1.19	2.02
Beliefs_T2	4	1-5	7	0.86	14-20	17.57	2.23	-0.39	-0.78
Beliefs_T3	4	1-5	7	0.97	15-20	17.58	2.30	0.28	-2.62

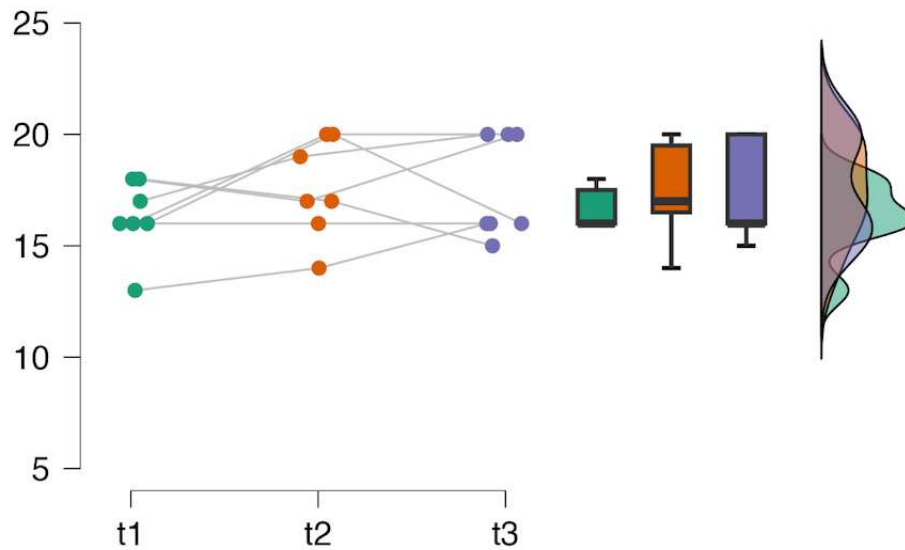
*Note.* T1 = time 1; T2 = time 1; T3 = time 3;  $\alpha$  = reliability

**Figure 3**

*Individual Trajectories on the Attitudes Scale*



*Note.* The y axis delineates participants' average attitudes scale scores. The x axis delineates the three timepoints when they filled out the scale.

**Figure 4***Individual Trajectories on the Mindset Beliefs Scale*

*Note.* The y axis delineates participants' average beliefs scale scores. The x access delineates the three timepoints when they filled out the scale.

### ***Future Intentions***

In T2 survey, participants were asked whether this session made them want to learn more about TIT approaches. All participants responded yes. Then, they were asked to read through a list of opportunities and checkmark those that they would be interested in pursuing. In the T3 survey, participants were asked whether they had investigated any of the opportunities from the same list since the event. Table 3 records participants' responses to each item at both T2 and T3. Overall, participants demonstrated interest in continuing their learning about TIT at both T2 and T3. Notably, 100% of participants at T2 expressed that they would participate in another Human Library and that they would attend a free seminar on TIT.

**Table 3**

*Percentage of Participants Endorsing Specific Future Intentions at T2 and T3*

<b>Intentions at T2</b>	<b>%</b>	<b>Intentions at T3</b>	<b>%</b>
This session has made me want to learn more about trauma and trauma-informed teaching approaches	100%	I am still inspired to learn more about trauma and trauma-informed teaching because of the event.	100%
Receiving emails on opportunities to learn about trauma-informed teaching	85.7%	Receive emails on opportunities to learn about trauma-informed teaching	66.7%
Personally searching for online resources on trauma-informed teaching	42.8%	Personally searched for online resources on trauma-informed teaching	57.1%
Registering for another Human Library	100%	Registering for another Human Library	33.3%
Joining a book club on trauma and trauma-informed teaching	0%	Joining a book club on trauma-informed teaching	0%
Taking a <b>free</b> 1-day seminar on trauma-informed teaching	100%	Taking a <b>free</b> 1-day seminar on trauma-informed teaching	57.1%
Registering for a <b>paid</b> 1-day seminar on trauma-informed teaching	57.1%	Registering for a <b>paid</b> 1-day seminar on trauma-informed teaching	16.7%
Registering for a one semester (for credit) course on trauma-informed teaching	57.1%	Registering for a one semester (for credit) course on trauma-informed teaching	16.7%

### ***Sustained Impression***

In the T3 survey, participants were additionally asked to reflect on three statements regarding their thoughts and actions after the Human Library (See Table 4). The question with

the widest range of responses (2-5) and the lowest mean ( $M = 4.0$ ) despite being above midpoint was: “I am still processing what I learned about the impacts of trauma on child development”.

The question with the highest mean ( $M = 4.71$ ) was: “I still think about the event once in a while.” Overall, participants scored well above the midpoint on all questions suggesting a positive sustained impression of the event.

**Table 4**

*Descriptive Statistics for Participants’ Sustained Impression at Time 3*

Measure	Scales	N	Range	<i>M</i>	<i>SD</i>	Skew	Kurtosis
After the event, I was eager to share my experience with people I know.	1-5	7	3-5	4.29	0.76	-0.60	-0.35
I still think about the event once in a while.	1-5	7	4-5	4.71	0.49	-1.23	-0.84
I am still processing what I learned about the impacts of trauma on child development.	1-5	7	2-5	4.00	1.00	-1.40	3.00

## Qualitative Findings

### *Themes and Sub-Themes*

The interviews were intended to facilitate the ability for participants to share their unique lived experience of attending a Human Library. Interviews lasted on average 14 minutes and 32 seconds (9:41 to 23:10). The reflexive thematic analysis resulted into 11 subthemes that were consolidated into four themes: feeling impassioned, meaningful shifts, advocates for trauma-informed teaching, and processing of becoming a trauma-informed teacher.

**Feeling Impassioned.** Participants appeared to have strong emotional responses to multiple facets of the event. Specifically, the words they utilized to describe the experience suggested positivity, intensity, and passion rather than indifference or negativity. The experiencing of such emotions appeared to be facilitated through how the Human Library was set up and the stories that were shared. The emotions felt as a result of vulnerability suggested to be a catalyst in their ability to truly process the information and think about what is next. Specifically, participants' narratives alluded that they were able to immerse themselves in the experience, to let their guards down, and be in the present moment with the readers and other participants. From these discussions, two sub-themes were conceptualized (a) the event as positive experience, (b) and the emotional impact of a Human Library.

***The Event as a Positive Experience.*** Participants' dialogue about the event suggested it was highly enriching and invaluable for them. For example, one participant described the whole event as: "it's a very, almost cathartic and very enlightening experience." The Human Library was a "great" opportunity to support their learning. They appreciated being able to understand the perspective of a person who has faced these challenges. They also benefited from the group interactions and the opportunity to engage directly with speakers. Participants found the event to be well-structured, collaborative, and comfortable, allowing them to feel secure and open. The Human Library's ability to help individuals articulate their thoughts and reflect on their experiences without feeling judged was noted. Ironically, without maybe realizing it consciously, participants appreciated that the event was constructed through a trauma-informed approach. "I think it was just the right amount of people. I felt safe and comfortable when I first came in and saw just a few people." Another participant shared:

[I appreciated the] acknowledgment that this is a safe space, and everyone is going to be participating. I signed up knowing I was going to be participating. And then just the way the talk was set up. So, they were talking to us, I guess, for 20 minutes but we were able to talk with them at the end and bounce ideas off them like about their past, and the future about things we can do. So, it was really collaborative.

Despite the potential for a Human Library focused on an uncomfortable topic to be challenging, participants' overall meaning making of the event was that it was a positive experience.

***The Emotional Impact of a Human Library.*** Participants' narratives suggested that hearing lived experiences of trauma had a profound influence on their emotional growth. Participants were able to confront their own vulnerabilities through "readers" willingness to be vulnerable themselves. Some discussed how the event was healing for their own personal experiences: "I guess because of my mental health journey of the past four years; I feel like a weight has been lifted off my chest, I'm getting so inspired". Others described the experience in relation to their future teaching practice, suggesting that participating in the event gave them inspiration that they can have a positive influence on their students. For example,

I'm really glad I did this... And I understand, it's emotionally tough, but I think people do need to hear things like this sometimes to be reminded, there are people out there, struggling and teachers get the privilege to alter lives.

One participant noted initial feelings of anger directed towards themselves for ways they had reacted to some of their students in the past. In parallel, they shared that this event facilitated reflection about how they can be better moving forward: "I guess, like angry at myself that I didn't have the patience that I should. But not necessarily something that I would dwell on, or that would hold me back from, it's more of a motivating factor." Participants experienced a range



of emotions, including some uncomfortable ones, but there was a shared meaning that although sitting with peoples' difficult experiences can be emotionally taxing, it is essential for both personal and professional growth.

**Meaningful Shifts.** The Human Library event facilitated multiple shifts among participants. Participants gained a deeper awareness of the widespread nature of trauma, understanding that it is more prevalent and varied than they initially believed. The authentic and personal stories shared during the event significantly impacted their perception, making the concept of trauma more real and tangible compared to traditional learning methods. They realized that trauma often goes unnoticed, as it can be hidden behind outward appearances. This newfound awareness led to a shift in their beliefs, particularly in recognizing their potential impact as future teachers and challenging preconceived biases about individuals who have experienced trauma. From these discussions, four sub-themes were conceptualized: (a) prevalence of trauma, (b) realness of hearing stories, (c) trauma is masked, and (d) change in beliefs.

***Prevalence of Trauma.*** It appeared that participants did not realize how commonly trauma was experienced by children. They suggested that the definition of trauma was broader than they may have originally thought it to be and that the Human Library “opened their eyes” on the prevalence of these experiences. For example, one participant commented:

It's more like the scope of it is wider ranging than I guess I thought. There's like, two or three big ones you hear about...So I guess that shifted my idea of what trauma could be or what people go through.

One shared that it was not necessarily new information for them but that “[trauma] is more prevalent than I thought.”

***Realness of Hearing Stories.*** In part this prevalence was linked to the authenticity of the stories that were shared - a realness that impacted the participants in meaningful ways. For example, participants discussed that hearing people discuss their lived experiences of trauma supported a shift in their understanding of trauma, alluding to the fact that learning about trauma in a more conventional way like a class presentation does not have the same effect. One participant explained:

Listening to people talk about that makes it feel more real. Like everybody knows. That's kind of what it's about. But to hear it said, makes it feel more real and like, surprising... Versus reading it in a textbook that says, this is what trauma is, this is why we have to do it, versus someone being like, "I actually experienced this."

Another participant shared similar thoughts:

But to really hear it from people and really connect with people, that's a whole different thing, because you can watch a lecture that tells you what trauma is or what anxiety is. And it can have an effect on you, Sure. But like really talking to someone, I'm hearing their story and knowing that it's real, and it's happened. And that's what actually makes an impact.

***Trauma is Masked.*** Another reflection was the realization that people often carry struggles that are not immediately visible, and the full impact of trauma may not be recognized until much later. They alluded that listening to the speakers made them realize that unlike physical disabilities, trauma isn't always as obvious and can be hidden. One participant expressed: "Realizing that like anyone that's walking down the street, or anyone that you have an interaction with no matter what they look like, yeah or if they're smiling, they may be struggling." Another shared: "So if someone had a lot of trauma, maybe I would have kind of

assumed that they would seem really distressed but that's not necessarily the case. Being more aware of that.”. This realization underscores the importance of treating each student with respect and dignity, as anyone, regardless of their outward appearance or demeanor, may be dealing with significant challenges. At the same time, it may also create a bit more pressure for teachers to feel like they have to unmask or uncover a reality that might be hidden behind the student they see.

***Change in Beliefs.*** In addition to gaining new knowledge about trauma, participants alluded to an actual perceived shift in their beliefs. They gained awareness around the presentation of trauma and how important relationships in children’s lives such as one’s with their teachers, can either heal or perpetuate suffering. This newfound empathy enabled them to identify with experiences they previously could not relate to prior and enabled them to feel like it is more accessible to support students with trauma. Specifically, they experienced a change in their beliefs about their role as a future teacher. Participants recognized the importance of providing constant and reliable support and were left feeling more capable and confident about fostering a supportive environment for students carrying various emotional burdens. One participant stated:

It's feeling more accessible. I mean, you know, just being there for people in general..to have a classroom full of students who are vulnerable and carrying trauma and guilt and all of these emotions good and bad. It's just like, I feel like it can be done. You know, like, there aren't any big answers that anyone can give. But it has to be like, constant and reliable.

***Advocates for Trauma-Informed Teaching.*** Participants reflected on the importance of acknowledging experiences of trauma and shifting teaching approaches to support student

growth. They discussed implications including advocating at the broader level and sharing their knowledge and experiences with others. Participants emphasized the necessity for opportunities to learn about TIAs to equip teachers with the skills to recognize, respond to, and resist re-traumatization. They advocated that small, empathetic actions and adjustments in teaching approaches can significantly impact students' well-being. Importantly, they noted that awareness and understanding of trauma is as critical as the skills used to support students. From these discussions two sub-themes were conceptualized: (a) teachers are impactful (b) training is important.

***Teachers Are Impactful.*** Participants reflected that pre-service and in-service teachers need to understand the important role they have in the lives of their students, namely students who experience trauma because teachers can support them. Not only was there a shift in their beliefs about their impact as highlighted in an above sub-theme, but there was an embodied understanding following the shift of what that looks like in action. They seemed to acknowledge their power by discussing how specific strategies in their teaching approaches could influence their students' growth in the classroom. For example, one participant stated:

We're possibly that safe space for kids for eight hours a day. So, if we are that safe place for that kid, letting them do what they need to take care of themselves, and not trying to push the science test or quiz that they might have missed, or they need to catch up.

***Training is Important.*** Participants reiterated that all pre-service teachers should have to participate in a Human Library and/or receive training on TIT. It appeared that they believed that receiving such training is vital in preparing all pre-service teachers for becoming effective teachers. They highlighted that, in their opinion, it was as important as other mandatory training they currently receive. One participant commented "I think it should be probably mandatory. I'm

dead serious... You don't maybe not have to do a full course but just attending maybe like three over your studies of attendance. Maybe it should be integrated.” Another shared that: “There are some teachers who are going to be out there who've never had things like this happen to them. So, they need to hear experiences about this so that they can help their students....”

**Processing How to Become a Trauma-Informed Teacher.** The Human Library provided a setting for participants to intentionally process their next steps as future teachers. These discussions included shorter-term goals that can put be into action before they enter their teaching practices. They also discussed how they hope to implement TIT strategies once they have their own classrooms. In these conversations, three sub-themes were conceptualized: (a) seek out knowledge, (b) practice trauma-informed teaching, (c) embed storytellers’ wisdom.

***Seek Out Knowledge.*** Participants were intentional in their discussion about wanting to continue their pursuit of knowledge about the topic of trauma-informed teaching because of their experience attending a Human Library. One commented: “Immediately I'm going to look for a trauma course offered or like a field experience at a trauma school or something.” The event appeared to ignite a desire to invest more of their time in similar opportunities. For example, one noted: “I'd definitely be interested in attending another Human Library like this, or a professional development day on trauma and TIT to learn more about it.” They appeared motivated and ready to continue their learning.

***Practice Trauma-Informed Teaching.*** Participants also described their intentions as future teachers. They explored how they hope to incorporate TIT into their practice and provided specific examples of how they plan on supporting students who have experienced trauma. Some discussed specific actions encompassing TIT while others provided system-level implications. One participant noted that they would implement changes promptly: “Yeah, I mean, probably

immediately, it'll affect how I go into, or how I might react to somebody in my practicum in the next couple weeks.” Another participant discussed how they will focus on the relational aspect of being a trauma-informed teacher.

We all have these childhood needs, like, am I seen, Am I heard? Am I important? I think that is what she said. So just bringing that into the classroom in everyday ways, you know, like, greeting them at the door, that makes a big difference in classroom management and building rapport with students.

Another participant discussed broader implications such as: “Potentially even speak at assemblies, try and push my school to do assemblies about those things, maybe just increasing awareness is also just a really big thing.”

***Embed Storytellers’ Wisdom.*** Participants resonated with wisdom shared by the speakers surrounding helpful mindsets to hold about their future students. The wisdom retained was not about specific tools or skills but more about shifting their way of thinking about students’ needs. For example, one common reflection included: “She said teach to the most marginalized child. You know, that's actually like a really good thought to have in mind, like a really good way to go about it.” Another resonating moment shared by participants was that: “Kids just want to know that they're seen, that they're heard, and that they matter. And it's just making sure that my students know that I think is an important thing”. Participants may have resonated with these quotes given that they are straightforward but hold a powerful message. Holding these important quotes at the forefront of their minds may be a tool that supports their intentionality in practice.

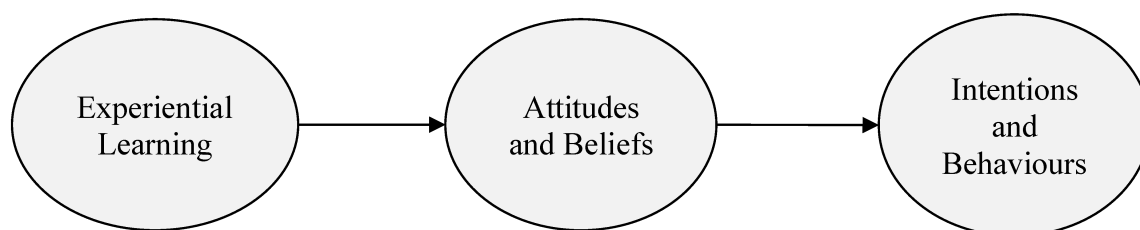
## Chapter V: Discussion

The purpose of this dissertation was to explore pre-service teachers’ lived experience of a Human Library and its impact on their attitudes and beliefs. The study was conceptualized using

the following model (Figure 5.). The results are explained within this conceptual framework moving back and forth between the quantitative and qualitative findings in order to mostly fluently describe the impact of the Human Library on this sample of pre-service teachers. I discuss the significance of the findings for each research question, the implications for research, practice, and theory, as well as limitations and directions for future research. Overall, pre-service teachers' experience of a Human Library was impactful and positive.

**Figure 5**

*Conceptual Framework*

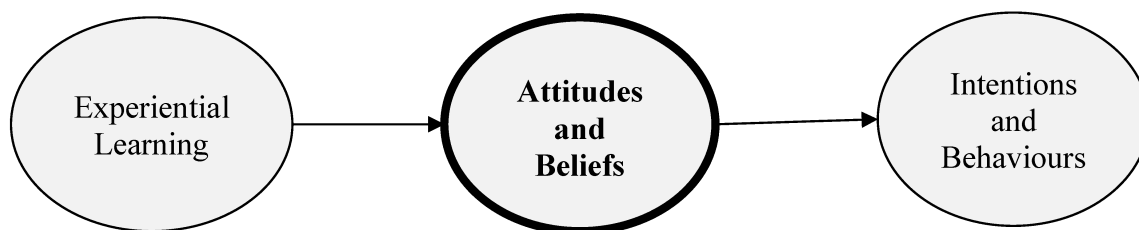


### **Changes to Attitudes and Beliefs**

I begin this discussion focusing on the middle of the conceptual framework, namely changes to participants' attitudes and beliefs (Figure 6). I focus my discussion on the trajectories of individual participants. These trajectories showed meaningful changes in pre-service teachers' knowledge, attitudes, and beliefs. These changes are further supported and elaborated in the qualitative interview data.

**Figure 6**

*Conceptual Framework: Attitudes and Beliefs*



*Note.* The bolded oval of the conceptual framework represents what part will be discussed in this section.

I observed a positive shift in participants' attitudes toward TIT after engaging in the Human Library. Specifically, participants began to view student behaviors and symptoms as adaptable and flexible rather than fixed and intentional. Moreover, they shifted how they thought about the significance of relationships, flexibility, kindness, and safety as catalysts for change, placing less emphasis on rules, consequences, and accountability. These shifts align with TIAs that advocate for kindness, compassion, attentiveness, and adaptability to prevent re-traumatization (Bonnett et al., 2023; Winninghoff, 2020). In other words, these shifts are important because they offer an alternative to traditional school methods that rely on punitive measures like disciplinary actions and removing students from class when faced with student misbehavior and serve as a necessary first step in changing practice (Thomas et al., 2019). According to Pajares (1992), self-efficacy is a prominent influencing factor in belief shifts and motivation. Pre-service teachers who report high self-efficacy are typically more motivated to try new teaching practices and be engaged in reform (Borko & Putnam, 1996; Gregoire, 2003; Gregoire-Gill, Ashton, & Algina, 2004; Peterson et al., 2011; Richardson, 2003; Woolfolk Hoy et al., 2006). Participants' responses reflect that the experience of a Human library gave them a sense of confidence that they can support their students in more proactive ways.



For pre-service teachers' growth mindset beliefs, when looking at individual trends, one participant's growth mindset actually decreased. I offer three possible explanations for one participant's decrease in growth mindset. First, there is a gap in the literature on understanding how personality traits, such as grit, might influence mindsets, as highlighted by Orosz et al. (2017). It is possible this individual has a personality trait that resulted in feeling even more overwhelmed, discouraged, and less motivated after encountering the trauma narratives. Second, as noted previously, recent study by Miller and Stint-Flipp (2024) shed light on potential unintended consequences of incorporating TIT into teacher education programs. Specifically, they found that the mere introduction of the concept of trauma without thorough explanation and skill-building ran the risk of perpetuating the commonly supported deficit view that students who experience trauma are difficult to support and teach. Third, participants did not explicitly discuss vicarious trauma in their interviews, but they did shed light on the difficult emotions that were felt during the experience. Although it was sensed that they felt that the positive experience outweighed the costs and that these difficult emotions led to enlightenment, it could be that this was not the case for this participant. Researchers have shown that vicarious trauma can negatively impact one's attitudes and beliefs about TIAs (Baker et al., 2020). All explanations are speculative and future research could examine quantitative data before the qualitative interviews to gain explanatory perspectives.

Looking at group trends excluding this individual, there was an observable trend indicating an upward shift in mindset beliefs (i.e., becoming more growth focused) following attendance at the Human Library. These findings were even sustained at T3. In other words, after hearing the firsthand stories and engaging in discussions with the storytellers, most participants exhibited increased growth beliefs regarding the potential for children who have experienced

trauma to enhance and develop their abilities. These findings corroborate other studies that have found that single session interventions focusing on different malleable constructs including intelligence, personality, and motivation can lead to an increase in growth mindset beliefs (Daniels et al., 2020, Schleider et al., 2018). This upward trend becomes even more apparent in the participants' qualitative data. Herman and Whitaker (2020) and Kim et al. (2021) who both examined changes in attitudes and beliefs relating to TIAs also suggested that the rich transformation of their participants was uncovered in the qualitative portion of their studies.

During interviews, participants reported experiencing shifts in their attitudes and beliefs, particularly regarding their perceptions of individuals who have experienced trauma and their roles as future educators. Through this experience, participants gained a deeper awareness that trauma is often masked. They explained that individuals may appear fine on the outside while struggling internally. This experiential learning provided a unique opportunity for participants to witness individuals "unmasking". Learning with storytellers who are now adults also gave the opportunity to acknowledge that people are resilient and can prosper in the face of adversity.

This is particularly powerful for a few reasons. First, students might not know how to articulate what they are going through or feel comfortable sharing their experiences. Understanding this dynamic is crucial in a trauma-informed approach. As SAMHSA's (2014a) guidelines highlight, the initial step in being trauma-informed is to realize and recognize trauma. This means acknowledging that trauma is not always visible on the surface and requires a sensitive and informed approach to identify and address it effectively. By not making assumptions and being aware of the hidden nature of trauma, educators and practitioners can better support those who might be silently suffering. Second, as scholars have addressed, some learning opportunities focused on TIAs omit important conversations about strength and

resilience (Miller & Flint-Stipp, 2024; Bonnet et al., 2023; Gherardi et al., 2022; Hobbs et al., 2019; Perry & Daniels, 2016). In this case, how participants made meaning of the conversations and discussions they heard, supports that the Human Library carefully balanced addressing the challenges of adversity with promoting a strength-based dialogue.

Acknowledging the classroom as a potential safe space, participants emphasized being aware of the importance of empathy, listening, and responsiveness in meeting the diverse needs of students. Many of these comments can be viewed as participants having a newfound appreciation for the importance of high-quality student-teacher relationships. Meta-analyses and systematic reviews have found significant correlations between quality teacher-student relationships and academic achievement, reduced disruptive behavior, school engagement, motivation, executive functioning, as well as general well-being (Emslander et al., 2023; Quin, 2017). When surveying 1,449 teachers in the United States, Patall et al. (2023) found that the most helpful teaching practices, reported by 96.9% of the sample as being used often or very often, were teachers engaging their students through caring and relationships. Collaboration, autonomy, and choice were also noted as core tenets of perceived behavioural and proactive engagement. High quality teacher-student relationships also mediate the relationship between student behaviour and peer relationships. When teachers reduce the negative aspects of their relationship with students who present with externalizing behaviors, those same students are more likely to have fruitful peer relationships with their classmates (Endedijk et al., 2022). Although early experiences shape children's schemas and behaviors, the bonds teachers form with their students can help create new narratives and mitigate the impact of negative experiences (García-Rodríguez et al., 2023). The Human Library's ability to facilitate new

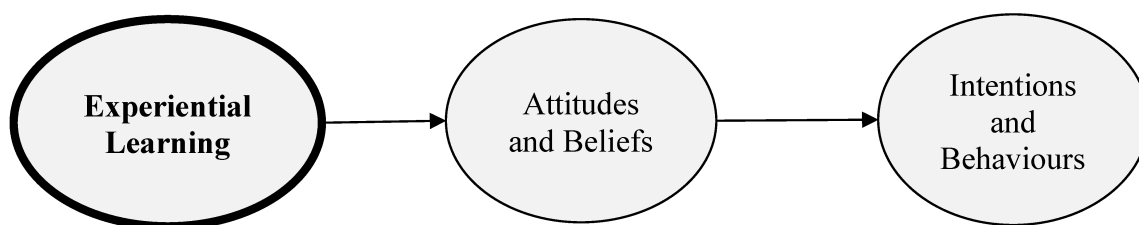
perspectives for the sample about the importance of teacher-student relationships provides promise given their importance as highlighted in the research.

### **Lived Experience of the Human Library**

Next, I turn to the start of the conceptual model and the way participants experienced and made meaning during the Human Library (Figure 7). I furthermore make links between how participants described the experience of the Human Library as creating the changes in their attitudes and beliefs. This type of explanation is in keeping with Vygotsky's (1978) social constructivism theory which posits that social interactions shape individual views. Specifically, through such interactions, individuals gain knowledge and shape their attitudes and behaviors. In this case, the Human Library broadened participants' understanding of trauma, challenging their previous conceptions such as its prevalence, diverse range of traumatic experiences individuals may encounter, and teachers' potential influence. Not only do teachers face the hard job of supporting students through successful academic outcomes, but they also have a responsibility to actively challenge social injustices and support marginalized students (Bercaw & Stooksberry, 2005). Finding ways to bring about this understanding in a way that is constructive, and motivating is paramount for positive change and the experience of the Human Library seems to be one option. I elaborate on participants' experience of the Human Library through discussion of hearing lived accounts of trauma, the emotional elements, and their reflective process.

**Figure 7**

*Conceptual Framework: Experiential Learning*



*Note.* The bolded oval of the conceptual framework represents what part will be discussed in this section

First, participants emphasized the impactful nature of hearing authentic stories of trauma firsthand. They described how listening to individuals shares their lived experiences and having intimate conversations with them afterwards fostered a deeper understanding in comparison to learning about trauma through more conventional means, such as in lectures or textbooks. Daniels et al. (2020) found that different types of evidence for practice was convincing depending on the teacher. In their study, some teachers responded more favorably to qualitative evidence, such as teacher-generated suggestions and discussions than experimental evidence. The findings suggest that the sample in this study appreciated learning through qualitative means as well. Furthermore, the way in which the Human Library was experienced fit with recommendations by critical pedagogy theorists who advocate for a dialogical approach where knowledge is co-constructed and promoted through mutual respect and collaborative learning (Bercaw, & Stooksberry, 2005; Friere, 2000). Both dialogical approaches and the Human Library allow students, in this case, pre-service teachers, to begin to be conscious of and critically examine the power structures and patterns of inequality around them. This has the potential to lead them to engage in action to facilitate social change. Critical theory perspectives highlight

reforming education to treat each student with dignity and respect and valuing the lived experiences of human beings (Ryoo & McLaren, 2010).

Second, researchers have shown that evoking strong emotional reactions helps foster changes in attitudes and beliefs (Day & Sachs, 2004; Stoll et al, 2012). These ideas are well-supported by theories such as experiential learning theory (Kolb, 2014) and transformative learning theory (Mezirow, 2009) that are rooted in the understanding that emotions have a significant impact on learning and are in fact crucial for growth (Damasio, 2000; Meyer & Turner, 2002; Zeivots 2010). The Human Library event elicited positive and difficult emotional responses related to participants' personal and professional lives. For these participants, this experiential learning opportunity promoted empathy and understanding. They described the experience as "cathartic" and "enlightening", emphasizing the unique opportunity to listen and collaboratively discuss with the storytellers in an intimate and safe setting.

However, strong emotions require a safe and relational environment, a characteristic considered key in PD about TIAs (Whitaker et al., 2019). The participants discussed the emotional challenges of confronting the difficult topics described by the storytellers but emphasized their importance. In reflecting on the stories, discussions, and their emotions, participants noted personal growth and newfound clarity. Some participants were able to self-reflect on similar past experiences and gain a new perspective. Others recognized areas for improvement in their interactions with others. These findings are corroborated by new research on Human Libraries suggesting that Human Libraries do in fact facilitate personal growth (Chung & Tse, 2022; Kwan, 2020; Lam & al., 2023; Pope & al., 2023).

The ability to learn through reflection is a fundamental concept supported in experiential learning (Sternberg & Zhang, 2014) and is why it is widely utilized in conjunction with other

traditional teaching methods. For the participants in this study, reflections facilitated shifts to their preconceived biases, leading to a more nuanced understanding of trauma and its effects. Many expressed that the event inspired them and renewed their motivation for future teaching practices. Specifically, it gave them a strong desire to advocate for TIAs. A sense of advocacy was also found in Chung and Tse (2022) participants following their participation in a Human Library.

Experiential learning enhances both motivation and the inherent desire to learn (Kong, 2021) through reflection, collaboration, discussion, and hands-on experience. Pre-service teachers often replicate the teaching methods they experienced as students, which becomes problematic when teaching expectations have shifted since their own schooling (Darling-Hammond, 2006). Darling-Hammond (2006) emphasizes that it is crucial for pre-service teachers to confront and reassess their preconceived attitudes and beliefs in a way that motivates them to adapt and teach effectively to meet the current needs of their students (Peterson et al., 2011; Peterson & Moss, 2006; Peterson & Moss, 2007).

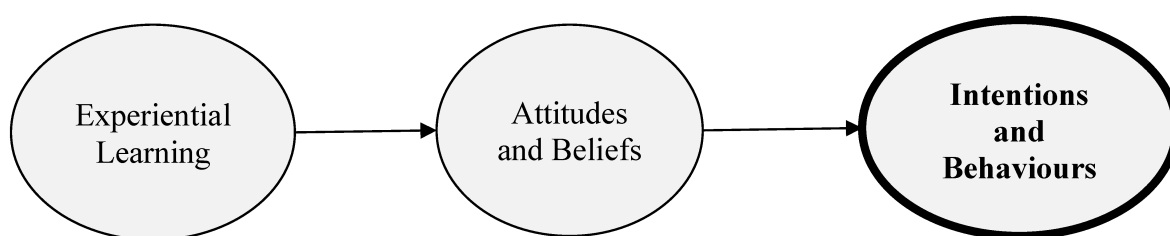
Overall, the Human Library was constructed to facilitate mental, emotional and social interactions to promote greater opportunity for knowledge transmission and change in attitudes and beliefs (Voukelatou, 2019). Participants' experience tells us that a Human Library might possess the mechanisms to alter the attitudes and beliefs needed to then be motivated to learn and implement TIAs (Girvan et al., 2016). Specifically, insights obtained through the Human Library have the potential to be a catalyst for participants' future behaviours in the classroom and for student outcomes (Fives et al, 2015; Gill & Hardin, 2015; Staub & Stern, 2002).

## Becoming a Trauma-Informed Teacher

Lastly, I turn to the end of the conceptual model and the way participants discussed their future intentions and behaviours because of the Human Library (Figure 8). I elaborate on three ways that the participants described sustained impression of the Human Library as well as the future steps they plan to take as future teachers who are motivated in embedding TIAs in their teaching practice.

**Figure 8**

*Conceptual Framework: Intentions and Behaviours*



*Note.* The bolded oval of the conceptual framework represents what part will be discussed in this section.

First, the participants reflected on their post-Human Library experience, expressing a strong intention to continue their learning journey in TIAs and to integrate such practices into their future classrooms. The fact that over 57% of participants continued to actively search for additional learning opportunities three weeks post-event highlights a sustained interest in deepening their understanding and competencies. Furthermore, three weeks following the event, participants noted that they had been eager to share their experience with people they knew, and that they were still thinking about and processing their experience. This desire for learning opportunities on TIAs for teachers in various forms is well documented across the literature (Alisic, 2012; Bixler-Funk, 2018; Day et al., 2015; Miller & Flint-Stipp, 2019; Pelletier et al., 2021). Similarly, the participants emphasized the critical need for pre-service teachers to receive



learning opportunities on TIAs. In their interviews, participants highlighted the inevitability of working with students who have experienced trauma and stressed the importance of such opportunities in preparing them to be effective teachers.

Approximately 67% of youth experience significant adverse events no matter where they live in the world (Carlson et al., 2020). Record-Lemon and Buchanan (2017) noted elevated reports of school-aged children exposed to trauma. Although no research is available for reported prevalence rates of trauma in school-aged children in Canada, researchers surveying over 44,000 adult Canadians, found that 61.6% reported exposure to at least one adverse childhood experience (ACE; Joshi et al., 2021). In the United States, Gonzalez et al. (2015) reported that 34% of children in Grades 1 to 5 had experienced one or more traumatic events in their sample. Woodbridge et al. (2016) reported in their sample that Grade 6 students reported an average of 3.62 traumatic events. To meet this need, when teachers are provided with appropriate opportunities and resources, professional learning becomes a viable way for teachers to learn about new topics. This leads to strengthened self-efficacy, increased work engagement, and reduced burnout (Durksen & al., 2017; Xanthopoulou, 2007). Embedding opportunities within teacher education programs that provide pre-service teachers with a desire to deepen their learning may serve as an additional steppingstone for a successful practice. It has been found that pre-service teachers' initial motivations for teaching predict later PD goals (Watt et al., 2014; Watt & Richardson, 2007).

The participants' commitment to learning, as evidenced by their desire to seek additional knowledge, aligns with Hargreaves' (2003) emphasis on the significance of teachers' intentions and actions in promoting TIAs. This intention to integrate TIAs is pivotal, considering its potential to mitigate the impacts of trauma on student well-being (Brunzell et al., 2016; Dorado

et al., 2016; Kim et al., 2021). Furthermore, the importance of teacher buy-in is highlighted by several models investigating the sustainability of mental health programming (Aarons et al., 2011; Greenhalgh et al., 2004; Mendel et al., 2008;). Teachers' support has been consistently identified as critical for the success of mental health interventions in schools (Forman et al., 2009; Lynn et al., 2003).

Second, one way to begin tackling these barriers is by addressing the critical need for strategies and interventions to cultivate teacher engagement and commitment to TIAs in schools, ensuring the successful implementation and sustainability of such initiatives (Nadeen & Ringle, 2016). The preference for free opportunities over paid ones among the participants emphasizes the importance of making such resources widely accessible. This preference aligns with the need for systemic advocacy and implementation efforts to support the integration of TIAs across educational settings. Expecting pre-service teachers or educators already facing financial burdens to independently navigate these resources may be unrealistic (Lin & al., 2016; Snyder et al., 2019). Building momentum and ensuring sustainability in TIAs requires proactive support and resource allocation at a systemic level (Thomas et al., 2019).

Participants offered suggestions for mandatory or integrated learning, underscoring the perceived urgency and necessity of incorporating TIAs into teacher education programs. For example, one participant stated, “I think it should be probably mandatory. I'm dead serious... You don't maybe not have to do a full course but just attending maybe like three over your studies of attendance. Maybe it should be integrated.” Although there is currently no available data in Canada, in the United States, very few teacher education programs require trauma-informed pedagogy as part of the curriculum. Moreover, most States do not even require half of the elements of trauma-informed pedagogy such as creating safe and predictable classrooms,

positive teacher-student relationships, collaboration, cultural responsiveness, and positive behaviour management (Reddig & VanLone, 2022). Some university courses incorporate trauma-informed pedagogy into mandatory mental health training (Rodger et al., 2020). Other pre-service education programs focus on child protection practices to prevent harm to children, though they may or may not cover how to respond and resist re-traumatization once the harm has occurred (Walsh et al., 2011). Other programs integrate trauma within broader subjects, such as inclusive education or social and emotional learning (Bradford et al., 2021; Kearns & Hart, 2017).

Aside from limited mandatory training, there have been considerable efforts to bring about change in other ways. For example, other States have developed policies to encourage training and trauma-informed schools (Reddig & VanLone, 2022). In British Columbia, although there is no mandatory training on trauma-informed pedagogy, in 2022, the Ministry of Education and Childcare released four key principles for teachers to follow in order to promote the mental health of students, including incorporating trauma-informed practices (BC Ministry of Education and Childcare, 2022). Despite these initiatives, there is currently no blueprint when it comes to embedding these opportunities in teacher education. As noted previously, scholars suggest proceeding cautiously as there may be potential consequences related to introducing trauma and TIAs to pre-service teachers if they are not presented in the right way (Miller & Flint-Stipp, 2024). Some scholars worry that early trainings on TIAs were rooted in a deficit perspective (Bonnett et al., 2023; Boylan, 2021; Ginwright, 2018). For example, in some trainings, the messaging was focused on highlighting how students with experiences of trauma had reduced abilities (Bonnet et al., 2023; Gherardi et al., 2022; Hobbs et al., 2019; Miller & Flint-Stipp, 2024; Perry & Daniels, 2016). Although it was not necessarily the intention to perpetuate such

narratives, this approach neglected addressing factors of resilience (Avery et al., 2020; Leitch, 2017), viewing students, and discussions on how to foster change through positive teacher-student relationships.

Third, participants in the Human Library expressed a variety of tangible steps they planned to take to continue their journey to becoming a trauma-informed teacher. In their interviews, they expressed how the wisdom shared by storytellers resonated with them as future teachers. They used the storytellers' language in their interviews such as teaching to the most marginalized child and prioritizing students' sense of belonging and worth. Participants further indicated a commitment to incorporating these insights into their future teaching practice, recognizing their value in fostering a supportive and inclusive learning environment and being willing, according to the survey, to join mailing lists, look up training on trauma-informed practices, and sign up for free and paid courses. The participants' clarity in how to proceed contrasts with the existing literature that suggests teachers often do not know what to do with their knowledge about trauma (Anderson et al., 2015; Blitz et al., 2016, 2020; Blitz & Mulcahy, 2017). The participants seemed to clearly express their next steps, suggesting a benefit to a Human Library approach that other opportunities may not cultivate.

Overall, intentions are regarded as the most reliable predictor of future behavior, shaped by attitudes and beliefs, subjective norms, and perceived control (Ajzen, 1991). Based on the theory of planned behaviour (TPB), considering the participants noted changes in their attitudes and beliefs, recognized the significance of the field, and seemed to have a clear plan for the future, it is unsurprising that they intend to continue their learning about TIAs. Specifically, the Human Library effectively created a pathway forward for the participants. This path was facilitated by collaboratively learning with the storytellers and addressing experiences of the

emotional and behavioral impacts of trauma, factors of resilience, and how teachers can support student well-being.

## **Implications**

The results of this study have implications for research, theory, and practice. I delineate these implications keeping in mind the many individuals who research or work in school settings.

## ***Research***

In this study, I used a multi-method design involving both quantitative surveys and qualitative interviews. In doing so, I was able to obtain measurable data that allowed for statistical analysis of patterns and trends, offering a broad overview of the participants' experiences and perceptions. Meanwhile, the qualitative interviews offered deeper insights into individual experiences and contextual factors, capturing the nuanced and personal aspects of the participants' stories that quantitative methods alone might overlook.

Drawing on this, one implication for researchers is to be vigilant about potential methodological biases and work to mitigate them through careful study design and analysis. Integrating social justice perspectives ensures that the research not only addresses the immediate outcomes but also considers the broader implications of power dynamics, representation, and equity. One way I facilitated this process in the study was by engaging the storytellers in the research process to ensure that it reflected their perspectives and needs. I also carefully constructed the Human Library event to incorporate the pillars of TIAs including autonomy, safety, choice, and empowerment (SAMHSA, 2014b). Another way was by combining quantitative measures with qualitative data to capture the richness of participants' experiences and contextual factors that influenced the findings. Given that the state of Human Libraries in

research is led by poor methodological designs (Lam & al., 2023), to enhance the rigor and relevance of research on Human Libraries, researchers should combine social justice perspectives with robust experimental designs in order to conduct research that is methodologically sound but also grounded in principles that promote equity and inclusion.

More research on the effectiveness of a Human Library in the context of teacher education will be beneficial, as it is crucial for pre-service teachers and practicing teachers to engage in evidence-based teaching opportunities to effectively address the diverse needs of students (Darling-Hammond, 2006). The study underscores the need to further explore how incorporating lived experiences and personal narratives into teacher education programs, particularly those focused on TIAs, can transform beliefs, attitudes, and ignite change (Girvan et al., 2016). Future researchers should focus on systematically evaluating the impact of this experiential learning approach. Studies could investigate various aspects, such as the extent to which these experiences influence teachers' self-efficacy, their classroom practices, and ultimately, student outcomes. Additionally, researchers could explore the best practices for integrating these narratives into existing experiential learning or frameworks, ensuring they are delivered in a sensitive and constructive manner. One avenue for exploration that would be relevant to ensure best practices would be to also explore the impacts of Human Libraries on storytellers themselves.

### ***Theory***

In social sciences, theoretical triangulation involves using multiple theoretical frameworks to guide and interpret research findings (Vivek et al., 2023). By integrating and drawing on prior knowledge from related theories, I was able to empirically ground the study, which was especially advantageous given the novelty of the field and the absence of previous

work in this area. Specifically, I utilized educational theories to construct a conceptual framework. By drawing from theories commonly employed in teacher education research, such as experiential learning theory (Kolb, 2014) and TBP (Ajzen, 1991), I laid a solid foundation for the research. The utilization of these theories allowed me to structure the research in a coherent manner, providing a roadmap for exploring the topic and analyzing the findings. Each theory offered unique insights into different facets of the experience of the Human Library. For example, the factors influencing participants' attitudes and beliefs within the Human Library, the mechanisms behind their growth, and the predictors of their behavioral intentions. As novel ways to learn continue to emerge, it remains important to have a theoretical awareness of the psychological and pedagogical constructs that underpin the approaches.

In retrospect, when considering the use of a Human Library to educate teachers on TIAs, examining the phenomenon through alternative lenses could offer valuable insights into the effectiveness, equity, and sustainability of this approach. Specifically, through data analysis, reflection, and re-immersing in the literature, it became relevant that using other pedagogical theories would have been relevant in grounding the research. For instance, transformative learning theory (Mezirow, 2009) could offer a valuable framework for understanding the concept of a Human Library given the experiencing of emotions, self-reflection, and shifts highlighted by participants. This theory posits that individuals can undergo profound shifts in perspective and understanding through reflective thinking, critical dialogue, and engaging with diverse experiences (Mezirow, 2009). Interestingly, this is essentially why Human Libraries were designed in the first place. Therefore, I highly suggest future researchers ground their research on Human Libraries in this theory as we move towards strengthening our scientific understanding of this experiential learning opportunity.

Additionally, exploring the impacts of a Human Library through critical theory (Ryoo & McLaren, 2010) could shed light on issues of equity and fairness within educational systems, highlighting disparities in access and opportunities. Specifically, researchers might explore how Human Libraries can serve as platforms for raising awareness about social issues, challenging dominant narratives, and promoting social justice values among pre-service teachers (Mills et al., 2016). For example, in this study, I gave storytellers the platform to discuss what they *wish* teachers would have done to support them, shedding light on how the system also played part in their experience of trauma (Davis et al., 2022; Gaffney, 2019).

Utilizing community-based participatory research could emphasize the role of collaborative efforts and community partnerships in fostering educational development and support (Mattur Grunwald & Folly Nicpon, 2023). Researchers could investigate how Human Libraries can serve as catalysts for community-driven approaches to learning about TIAs. This could include fostering collaboration, sharing of resources, and collective problem-solving among educators, administrators, parents, and other stakeholders.

Meanwhile, delving into self-efficacy theories could provide deeper insights into individuals' beliefs in their own capabilities and how they influence their actions and outcomes (Pajares, 1992). Researchers could explore the role of peer support, mentorship, and ongoing PD in enhancing self-efficacy and sustaining their commitment to TIAs. Additionally, investigating the impact of contextual factors, such as school culture and leadership support through social constructivism theory (Vygotsky, 1978) could shed light on teachers' sense of efficacy by informing strategies for creating conducive environments for trauma-informed education.

By considering these alternative theories and perspectives, researchers could potentially uncover nuances and complexities that were not fully addressed in my conceptual framework. A



reflective approach to this novel area of research is important given the interdisciplinary nature of this concept. I encourage the integration of diverse theories and perspectives to enrich scholarly inquiry while balancing meaningful advancement to the field.

### ***Practice***

Throughout this experience, I had the opportunity to contemplate the role and significance of being a psychologist in today's society. Psychologists hold ethical obligations that extend beyond individual client care to encompass broader societal responsibilities (Kakkad, 2005). Rooted in our ethics code, these duties emphasize the importance of promoting mental health, supporting individuals through various challenges, and contributing to societal betterment (Canadian Psychological Association, 2017). A crucial aspect of this is advocating for TIAs across systems that frequently interact with vulnerable populations, such as schools, healthcare facilities, and social services. Child psychologists, in particular, understand the profound impacts of trauma on students and thus can champion TIAs in educational settings, ensuring children receive the support they need to thrive.

This involves opportunities for school staff to recognize and respond to trauma, integrating social-emotional learning into the curriculum, and fostering policies that create safe and supportive environments. One innovative way to achieve this is through Human Libraries, where psychologists can organize events, train facilitators, promote the concept, evaluate their impact via research, and ensure these gatherings are conducted safely and productively. In a time of significant societal divide, I encourage psychologists to use their voices, power, and position to bring people together. With a deep understanding of human behavior and mental health, we are uniquely positioned to bridge gaps and foster unity by promoting understanding, empathy, and inclusivity.

## **Limitations and Directions for Future Research**

The study should be considered in light of the following limitations: participant sample, study design, and variables. I address potential ways to mitigate these limitations for future research.

### ***Sample***

First, despite persistent efforts to recruit pre-service teachers, the sample was limited to seven participants. Specifically, Cohen et al. (2000) suggest that survey research in education should not have a sample size lower than 30. This is especially relevant in this context as educational policy stakeholders place significant value on quantitatively oriented evidence-based research, which they conceptualize as experimental studies that place emphasis on robust statistical data (Ercikan & Roth, 2014). The small sample may have also limited some of the meaning making (Braun & Clark, 2019). For instance, in the study, a few participants brought up how the Human Library was therapeutic for them as survivors of trauma. However, this connection was not prominent enough to be conceptualized as a theme. While I cannot be sure if a larger sample size would have made this connection clearer, it is possible that it might have. Although there is a shift to embed qualitative data in decision making processes, the current reality is that the ability to generalize research findings is a key factor in assessing the value and significance of research (Ercikan & Roth, 2014).

Second, the study relied on convenience sampling, meaning that participation was voluntary and likely attracted individuals already interested in TIAs. This sampling method does not capture the views of those who are less interested, required to participate as part of their curriculum, or who hold more fixed or negative beliefs about trauma. For instance, researchers have shown that individuals who voluntarily assess their Adverse Childhood Experiences (ACE)

scores are more inclined to endorse TIAs (Strait & Bolman, 2016). Employing purposive sampling would help diversify the sample, thus increasing the ability to generalize the research to a broader subset of pre-service teachers.

Third, recruiting participants and storytellers was challenging in general making it difficult to fully prioritize diversity, equity, and inclusion intentionally in the study. In reflection, these challenges may also be in part because of the way the study was designed posed barriers in the first place (Wright et al., 2022). For example, although I was mindful of the time and travel commitment to the event, it was ultimately still a 3-hour event that required one to travel to the University. To mitigate some of these barriers, I covered the cost of travel for the storytellers, however I was not able to do the same for the participants. Future researchers employing social justice perspectives may want to carefully consider how their research designs may be impeding recruitment in general and a just representation of the population.

### ***Study Design***

First, although single-group designs are not generally an issue in qualitative research since they focus on depth rather than breadth (Fossey et al., 2002), they do pose limitations in quantitative research. The largest limitation is that they pose a significant threat to internal validity (Allen, 2017). The findings cannot be utilized to make causal inferences because there is no way to know whether enhanced or decreased outcomes would have occurred regardless of the intervention since no group comparisons were made. In education research, scholars suggest utilizing single group designs as a part of a larger research agenda, that is, to identify where additional research embedded in more controlled studies is needed (Campbell & Stanley, 2015). When utilized for the right reasons, single group pre-post studies can be practical due to their simplicity, low-cost nature, and when no comparison groups are available (Allen, 2017). In this

case, it made sense to conduct the research study with a single-group design as there is no previous research on the topic. The findings provide future researchers with the confidence to invest more time and effort to continue to explore this phenomenon with robust designs.

Second, despite addressing participants' intentions, which is established as the best predictor of future behaviour (Ajzen, 1991), the research design did not capture the long-term impacts of the Human Library on participants' behaviours. Consequently, it is unclear whether the participants' changes in attitudes and beliefs about TIAs are sustained over time or if they will actually implement the actions discussed. Researchers in education PD have long argued that longer and more sustained PD programs are generally more effective in changing teaching practices than one-off sessions (Luft & Hewson, 2014; Darling-Hammond & Richardson, 2009; Supovitz & Turner, 2000). Nonetheless, it does not mean that single session PD opportunities are not helpful. Therefore, future studies should track participants over a longer period to assess the persistence of these changes and their practical application. Overall, understanding whether the positive impacts of Human Libraries are sustained over time is crucial for assessing its true effectiveness.

### ***Variables***

Participants' mindset beliefs were already high at the study's outset, indicating a potential ceiling effect. This makes it challenging to measure significant changes post-intervention. Previous studies have similarly found that pre-service teachers generally endorse growth mindset beliefs (Asbury et al., 2016; DeLuca et al., 2019; Guthsall, 2013, 2014; Pelletier et al., 2020). It remains unclear whether these high initial scores reflect genuine beliefs or social desirability bias. Furthermore, while Dweck posits that mindset is a primary driver of motivation and behavior (Dweck & Yeager, 2019), other researchers argue that constructs like self-efficacy may

be more influential (Burgoyne et al., 2020). Self-efficacy has been shown to be a crucial predictor of whether teachers implement educational reforms (Liou et al., 2019).

In general, when teachers develop a strong sense of self-efficacy, they are more likely to feel confident in their abilities to effectively manage classrooms, deliver engaging lessons, and address students' diverse needs (Pajares, 1992). This self-efficacy can foster a sense of responsibility and empowerment, motivating teachers to take proactive steps in PD and pedagogical strategies (Borko & Putnam, 1996; Gregoire, 2003; Gregoire-Gill et al., 2004; Peterson et al., 2011; Richardson, 2003; Woolfolk Hoy et al., 2006). By focusing on their own beliefs, teachers can cultivate a mindset that supports continuous improvement and resilience, ultimately benefiting their students and the learning environment. In this context, measuring pre-service teachers' self-efficacy might provide deeper insights into their motivations for adopting TIAs. It may also inform the potential for sustained positive impact in their educational practices.

### **Conclusion**

In conclusion, the Human Library was a positive and emotional experience for participants. They were able to learn, tackle beliefs, think critically, and have collaborative conversations. These mechanisms fostered their ability to explore their future intentions about TIAs as they embark into their teaching careers. Embedding Human Libraries into teacher education represents a promising and innovative direction for introducing TIAs. By bridging the gap between theory and practice, this approach can elicit pre-service teachers to think about how they can support all students, particularly those who have experienced trauma, fostering more inclusive and responsive educational environments

## References

- Abergel, R. (2005). *Don't judge a book by its cover!: The living library organiser's guide*. Budapest: Council of Europe.
- Alberta Education. (2018). Teaching Quality Standard. Edmonton: Government of Alberta.  
Retrieved from <https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf>
- Alberta Education. (2023). Teaching Quality Standard. Edmonton: Government of Alberta.  
Retrieved from <https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/09cd735a-3a02-4f1f-8e23-51a11e6dfb06/download/educ-teaching-quality-standard-2023.pdf>
- Alisic, E. (2012). Teachers' perspectives on providing support to children after trauma: A qualitative study. *School Psychology Quarterly*, 27(1), 51–59.  
<https://doi.org/10.1037/a0028590>
- Anderson, E., Blitz, L.V., & Saastamoinen, M. (2015). Exploring a school-university model for professional development with classroom staff: teaching trauma-informed approaches. *School Community Journal*, 25(2), 113-134.  
<http://www.adi.org/journal/CurrentIssue/CurrentIssue.pdf> (ed.gov)
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Ajzen, I. (1980). *Understanding attitudes and predicting social behavior*. Englewood cliffs.
- Amaro, H., Dai, J., Arévalo, S., Acevedo, A., Matsumoto, A., Nieves, R., & Prado, G. (2007). Effects of integrated trauma treatment on outcomes in a racially/ethnically diverse sample

- of women in urban community-based substance abuse treatment. *Journal of urban health: Bulletin of the New York Academy of Medicine*, 84(4), 508–522.  
<https://doi.org/10.1007/s11524-007-9160-z>
- Armitage, C. J., & Conner, M. (2001). Efficacy of the theory of planned behaviour: A meta-analytic review. *British journal of social psychology*, 40(4), 471-499.  
<https://doi.org/10.1348/014466601164939>
- Ashton, P. T., & Gregoire-Gill, M. (2003). At the heart of teaching: The role of emotion in changing teachers' beliefs. In J. Rath & A. McAninch (Eds.), *Teacher Beliefs and Classroom Performance: The Impact of Teacher Education* (pp. 99–121). Ablex.
- Avery, J. C., Morris, H., Galvin, E., Misso, M., Savaglio, M., & Skouteris, H. (2020). Systematic review of school-wide trauma- informed approaches. *Journal of Child & Adolescent Trauma*, 14(3), 381–397. <https://doi.org/10.1007/s40653-020-00321-1>
- Azeem, M. W., Aujla, A., Rammerth, M., Binsfeld, G., & Jones, R. B. (2011). Effectiveness of six core strategies based on trauma-informed care in reducing seclusions and restraints at a child and adolescent psychiatric hospital. *Journal of child and adolescent psychiatric nursing: Official publication of the Association of Child and Adolescent Psychiatric Nurses, Inc*, 24(1), 11–15. <https://doi.org/10.1111/j.1744-6171.2010.00262.x>
- Bahnson, M., Sallai, G., Jwa, K., & Berdanier, C. (2023). Mitigating ceiling effects in a longitudinal study of doctoral engineering student stress and persistence. *International Journal of Doctoral Studies*, 18, 199–227. <https://doi.org/10.28945/5118>
- Baker, C. N., Brown, S. M., Wilcox, P. D., Overstreet, S., & Arora, P. (2016). Development and psychometric evaluation of the Attitudes Related to Trauma-Informed Care (ARTIC) Scale. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 8(1),

- 61–76. <https://doi.org/10.1007/s12310-015-9161-0>
- Baker, C. N., Brown, S. M., Overstreet, S., Wilcox, P. D., & New Orleans Trauma-Informed Schools Learning Collaborative. (2021). Validation of the attitudes related to trauma-informed care scale (ARTIC). *Psychological Trauma: Theory, Research, Practice, and Policy*, 13(5), 505–513. <https://doi.org/10.1037/tra0000989>
- Bell, H., Limberg, D., & Robinson, M. (2013). Recognizing trauma in the classroom: A practical guide for educators, *Childhood Education*, 89(3), 139-145, <https://doi.org/10.1080/00094056.2013.792629>
- Bixler-Funk, A. M. (2018). Preservice teachers' perceptions of preparedness in supporting students who have experienced trauma [Doctoral dissertation, University of Kansas]. KU ScholarWorks.
- Bonnett, T., Gould, E., Gratton, C., Malik, S., & Zinck, J. (2023). Trauma-informed practice: A self-study examining the readiness of pre-service early years professionals. *Journal of Early Childhood Teacher Education*, 45(1), 118–136. <https://doi.org/10.1080/10901027.2023.2257147>
- Borko, H., & Putnam, R. T. (1996). Learning to teach. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 673-708). Macmillan.
- Boylan, M. (2021). Trauma informed practices in education and social justice: Towards a critical orientation. *International Journal of School Social Work*, 6(1). <https://doi.org/10.4148/2161-4148.1071>
- Bradford, B., Trudel, L. E., Katz, J., Sokal, L., & Loreman, T. (2023). Promising practices for preparing Canadian teachers for inclusive classrooms: Analysis through a transformative learning lens. *International Journal of Inclusive Education*, 27(11), 1191–1206.



<https://doi.org/10.1080/13603116.2021.1882058>

Braun, V. & Clark, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*. SAGE Publication.

Braun, V., & Clarke, V. (2019). To saturate or not to saturate? Questioning data saturation as a useful concept for thematic analysis and sample-size rationales. *Qualitative Research in Sport, Exercise and Health*, 13(2), 201–216.

<https://doi.org/10.1080/2159676X.2019.1704846>

Braun, V., & Clark, V. (2020). One size fits all? What counts as quality practice in reflexive thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352.

<https://doi.org/10.1080/14780887.2020/1769238>

Briggs-Gowan, M. J., Carter, A. S., Clark, R., Augustyn, M., McCarthy, K. J., & Ford, J. D. (2010). Exposure to potentially traumatic events in early childhood: differential links to emergent psychopathology. *Journal of child psychology and psychiatry, and allied disciplines*, 51(10), 1132–1140. <https://doi.org/10.1111/j.1469-7610.2010.02256.x>

Brown, S. M., Baker, C. N., & Wilcox, P. (2012). Risking connection trauma training: A pathway toward trauma-informed care in child congregate care settings. *Psychological Trauma: Theory, Research, Practice, and Policy*, 4(5), 507.

<https://doi.org/10.1037/a0025269>

Brown, E. C., Freedle, A., Hurless, N. L., Miller, R. D., Martin, C., & Paul, Z. A. (2022). Preparing teacher candidates for trauma-informed practices. *Urban Education*, 57(4), 662–685. <https://doi.org/10.1177/0042085920974084>

Brown, E. L., Phillippo, K. L., Weston, K., & Rodger, S. (2019). United States and Canada pre-

- service teacher certification standards for student mental health: A comparative case study. *Teaching and Teacher Education*. 80, 71-82. <https://doi.org/10.1016/j.tate.2018.12.015>
- Brunzell, T., Stokes, H., & Waters, L. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*, 20(1), 63–83. <https://doi.org/10.1007/s40688-015-0070-x>
- Burgoyne, A. P., Hambrick, D. Z., & Macnamara, B. N. (2020). How firm are the foundations of mind-set theory? The claims appear stronger than the evidence. *Psychological Science*, 31(3), 258–267. <https://doi.org/10.1177/0956797619897588>
- Burke, N. J., Hellman, J. L., Scott, B. G., Weems, C. F., & Carrion, V. G. (2011). The impact of adverse childhood experiences on an urban pediatric population. *Child abuse & neglect*, 35(6), 408–413. <https://doi.org/10.1016/j.chiabu.2011.02.0064>
- Burnette, J. L., Pollack, J. M., Forsyth, R. B., Hoyt, C. L., Babij, A. D., Thomas, F. N., & Coy, A. E. (2020). A growth mindset intervention: Enhancing students' entrepreneurial self-efficacy and career development. *Entrepreneurship Theory and Practice*, 44(5), 878–908. <https://doi.org/10.1177/1042258719864293>
- Carrion, V. G., & Wong, S. S. (2012). Can traumatic stress alter the brain? Understanding the implications of early trauma on brain development and learning. *The Journal of adolescent health*, 51(2), 23–28. <https://doi.org/10.1016/j.jadohealth.2012.04.010>
- Carton, E., Martin, K., Woolard, A., & Fitzgerald, K. (2023). Pre-service teachers' experiences with students impacted by Trauma in the school setting. *Population Medicine*, 5. <https://doi.org/10.18332/popmed/165667>

Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education (5th ed.)*.

Routledge; Falmer.

Cole, S. F., Greenwald-O'Brien, J., Gadd, M. G., Ristuccia, J., Wallace, D. L., & Gregory, M.

(2005). Helping traumatized children learn: Supportive school environments for children traumatized by family violence. *A report and policy agenda*. Retrieved from

Massachusetts Advocates for Children, Trauma and Learning Policy Initiative website:

<https://traumasensitiveschools.org/wp-content/uploads/2013/06/Helping-Traumatized-Children-Learn.pdf>

Centers for Disease Control and Prevention. (2020). *Preventing adverse childhood*

*experiences*. U.S. Department of Health and Human Services.

<https://www.cdc.gov/violenceprevention/acestudy/index.html>

Chafouleas, S. M., Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a

blueprint for trauma-informed service delivery in schools. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 8(1), 144-162

<https://doi.org/10.1007/s12310-015-9166-8>.

Chung, E. Y. H., & Tse, T. T. O. (2022). Effect of Human Library intervention on mental health literacy: a multigroup pretest–posttest study. *BMC psychiatry*, 22(1), 1-8.

<https://doi.org/10.1186/s12888-022-03725-5>

Crosby, S. D. (2015). An ecological perspective on emerging trauma-informed teaching practices. *Children & Schools*, 37(4), 223–230. <https://doi.org/10.1093/cs/cdv027>

Daniels, L. M., Goegan, L. D., Radil, A. I., & Dueck, B. S. (2021). Supporting pre-service

teachers' motivation beliefs and approaches to instruction through an online intervention.

*British Journal of Educational Psychology*, 91(2), 775–791.

<https://doi.org/10.1111/bjep.12393>

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of teacher*

*education*, 57(3), 300-314. <https://citeseerx.ist.psu.edu/document?repid=rep1&type>

[=pdf&doi=f6b551e43df2934a8354886aeb1ba1fae45f4c54](https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=f6b551e43df2934a8354886aeb1ba1fae45f4c54)

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional

development. <https://learningpolicyinstitute.org/sites/default/files/>

Darling-Hammond, L., & Richardson, N. (2009). Research review/teacher learning: What

matters. *Educational leadership*, 66(5), 46-53. <https://www.studentachievement.org>

[/wp-content/uploads/teacher-learning-what-matters.pdf](https://www.studentachievement.org/wp-content/uploads/teacher-learning-what-matters.pdf)

Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional

development in an era of reform. *Phi delta kappan*, 92(6), 81-92.

[http://www.pdkmembers.org/members\\_online/publications](http://www.pdkmembers.org/members_online/publications)

[/Archive/pdf/PDK\\_92\\_6/81pdk\\_92\\_6.pdf](http://www.pdkmembers.org/members_online/publications/Archive/pdf/PDK_92_6/81pdk_92_6.pdf)

Day, A., Somers, C., Baroni, B., West, S., Sanders, L., & Peterson, C. (2015). Evaluation of a

trauma-informed school intervention with girls in a residential facility school: Student

perceptions of school environment. *Journal of Aggression, Maltreatment & Trauma*, 24,

1086–1105. <https://doi.org/10.1080/10926771.2015.1079279>

De Castella, K., Goldin, P., Jazaieri, H., Ziv, M., Dweck, C. S., & Gross, J. J. (2013). Beliefs

about emotion: Links to emotion regulation, well-being, and psychological distress. *Basic*

*and Applied Social Psychology*, 35(6), 497–505.

<https://doi.org/10.1080/01973533.2013.840632>

Delaney-Black, V., Covington, C., Ondersma, S. J., Nordstrom-Klee, B., Templin, T., Ager, J.,

Janisse, J., & Sokol, R. J. (2002). Violence exposure, trauma, and IQ and/or reading

- deficits among urban children. *Archives of pediatrics & adolescent medicine*, 156(3), 280–285. <https://doi.org/10.1176/appi.ajp.157.5.737>
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of teacher education*, 57(3), 300-314. <https://doi.org/10.1177/0022487105285962>
- Davies, S., & Berger, E. (2019). Teachers' experiences in responding to students' exposure to domestic violence. *Australian Journal of Teacher Education (online)*, 44(11), 96-109. <https://doi.org/10.14221/ajte.2019v44.n11.6>
- Day, C., & Sachs, J. (2004). Professionalism, performativity and empowerment: Discourses in the politics, policies and purposes of continuing professional development. In C. Day, & J. Sachs (Eds.), *International Handbook on the Continuing Professional Development of Teachers* (pp. 3-32). Maidenhead: Open University Press.
- Dietz, P.M., Spitz A.M., Anda R.F., Williamson, D.F., McMahon, P.M., Santelli, J.S., et al. (1999). Unintended pregnancy among adult women exposed to abuse or household dysfunction during their childhood. *JAMA*, 282(14), 1359–1364. <https://doi.org/10.1001/jama.282.14.1359>
- DiMaria-Sileno, M. (2021). *An Examination of the Influence of Educator Preparation Programs and Professional Development on Teacher Perception of Academic Engagement of Students with ACEs*. [Doctoral dissertation, Lincoln Memorial University]. ProQuest Dissertations Publishing.
- Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health*, 8, 163–176. <https://doi.org/10.1007/s12310-016-9177-0>

- Durksen, T. L., Klassen, R. M., & Daniels, L. M. (2017). Motivation and collaboration: The keys to a developmental framework for teachers' professional learning. *Teaching and Teacher Education, 67*, 53–66. <https://doi.org/10.1016/j.tate.2017.05.011>
- Dunn, R., Hattie, J., & Bowles, T. (2018). Using the Theory of Planned Behavior to explore teachers' intentions to engage in ongoing teacher professional learning. *Studies in Educational Evaluation, 59*, 288–294. <https://doi.org/10.1016/j.stueduc.2018.10.001>
- Dweck, C. S., Chiu, C., & Hong, Y. (1995). Implicit theories and their role in judgments and reactions: A word from two perspectives. *Psychological Inquiry, 6*(4), 267–285. [https://doi.org/10.1207/s15327965pli0604\\_1](https://doi.org/10.1207/s15327965pli0604_1)
- Dweck, C. S. (1999). *Self-Theories: Their Role in Motivation, Personality and Development*. Psychology Press.
- Dweck, C. S., & Yeager, D. S. (2019). Mindsets: A view from two eras. *Perspectives on Psychological Science, 14*(3), 481–496. <https://doi.org/10.1177/1745691618804166>
- Egloff, F., & Souvignier, E. (2020). Effects of emotion on teaching-related beliefs, attitudes, and intentions of preservice teachers. *Psychology Learning & Teaching, 19*(2), 161–183. <https://doi.org/10.1177/1475725719868410>
- Ellison, D., Wynard, T., Walton-Fisette, J. L., & Benes, S. (2020). Preparing the next generation of health and physical educators through trauma-informed programs. *Journal of Physical Education, Recreation & Dance, 91*(9), 30–40. <https://doi.org/10.1080/07303084.2020.1811623>
- Emslander, V., & Scherer, R. (2022). The relation between executive functions and math intelligence in preschool children: A systematic review and meta-analysis. *Psychological Bulletin, 148*(5-6), 337–369. <https://doi.org/10.1037/bul0000369>

- Endedijk, H. M., Breeman, L. D., van Lissa, C. J., Hendrickx, M. M. H. G., den Boer, L., & Mainhard, T. (2022). The teacher's invisible hand: a meta-analysis of the relevance of teacher–student relationship quality for peer relationships and the contribution of student behavior. *Review of Educational Research*, 92(3), 370-412.  
<https://doi.org/10.3102/00346543211051428>
- Ercikan, K., & W.-M. Roth (2009). *Generalizing from educational research: Beyond qualitative and quantitative polarization*. Routledge.
- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M.P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14(4), 245–258.  
[https://doi.org/10.1016/S0749-3797\(98\)00017-8](https://doi.org/10.1016/S0749-3797(98)00017-8)
- Fives, H., & Buehl, M. M. (2012). Spring cleaning for the “messy” construct of teachers’ beliefs: What are they? Which have been examined? What can they tell us? In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. Royer, & M. Zeidner (Eds.), *APA educational psychology handbook: Individual differences and cultural and contextual factors* (Vol. 2, pp. 471–499). American Psychological Association.
- Fives, H., & Lacatena, N. & Gerard, L. (2015). Teachers’ beliefs about teaching (and learning). In H. Fives, & M. G. Gill (Eds.), *International Handbook of Research on Teachers’ Beliefs* (pp. 230-245). Routledge.
- Ford, J. D., Chapman, J., Mack, J. M., & Pearson, G. (2006). Pathways from traumatic child victimization to delinquency: Implications for juvenile and permanency court

- proceedings and decisions. *Juvenile and Family Court Journal*, 57(1), 13–26.  
<https://doi.org/10.1111/j.1755-6988.2006.tb00111.x>
- Foreman, T., & Bates, P. (2021). Equipping pre-service teachers with trauma-informed care for the classroom. *Northwest Journal of Teacher Education*, 16(1), 2.  
<https://doi.org/10.15760/nwjte.2021.16.1.2>
- Forman, S. G., Olin, S. S., Hoagwood, K. E., Crowe, M., & Saka, N. (2009). Evidence-based interventions in schools: Developers' views of implementation barriers and facilitators. *School Mental Health*, 1(1), 26–36. <https://doi.org/10.1007/s12310-008-9002-5>
- Freire, P. (2000). *Pedagogy of the oppressed*. Continuum.
- Frijda N. H., Mesquita B. (2000) Beliefs through emotions. In: Frijda N. H., Manstead A. S. R., Bem S. (eds) *Emotions and beliefs: How feelings influence thoughts* (pp. 45–77). Cambridge University Press.
- Furman, J. (2021). *From knowledge to application: A mixed-methods examination of preservice teacher perspectives on trauma-informed practice* [Doctoral dissertation, Virginia Commonwealth University]. <https://scholarscompass.vcu.edu/etd/6739>
- García-Rodríguez, L., Iriarte Redín, C., & Reparaz Abaitua, C. (2023). Teacher-student attachment relationship, variables associated, and measurement: A systematic review. *Educational Research Review*, 38, 100488. <https://doi.org/10.1016/j.edurev.2022.100488>
- Gill, M. G., & Hardin, C. (2015). A “Hot” Mess: Unpacking the Relation between Teachers' Beliefs and Emotions. In H. Fives, & M. G. Gill (Eds.), *International Handbook of Research on Teachers' Beliefs* (pp. 230-245). Routledge.
- Gilor, O., & Katz, M. (2019). Pre-service teachers' willingness to engage in inclusive teaching:



- An explanatory model. *Journal of International Special Needs Education*, 22(2), 77–89.  
<https://doi.org/10.9782/17-00011>
- Ginwright, S. (2018). The future of healing: Shifting from trauma informed care to healing centered engagement. *Occasional Paper*, 25, 25–32. <https://grandparents.com.au/wp-content/uploads/2018/08/OP-Ginwright-S-2018-Future-of-healing-care.pdf>
- Girvan, C., Conneely, C., & Tangney, B. (2016). Extending experiential learning in teacher professional development. *Teaching and Teacher Education*, 58, 129–139.  
<https://doi.org/10.1016/j.tate.2016.04.009>
- Goodman, R. D., Miller, M. D., & West-Olatunji, C. A. (2012). Traumatic stress, socioeconomic status, and academic achievement among primary school students. *Psychological Trauma: Theory, Research, Practice, and Policy*, 4(3), 252–295.  
<https://doi.org/10.1037/a0024912>
- Gold, B., Thomm, E., & Bauer, J. (2024). Using the theory of planned behaviour to predict pre-service teachers' preferences for scientific sources. *British Journal of Educational Psychology*, 94(1), 216–230. <https://doi.org/10.1111/bjep.12643>
- Gonzalez, A., Monzon, N., Solis, D., Jaycox, L., & Langley, A. K. (2015). Trauma exposure in elementary school children: Description of screening procedures, level of exposure, and posttraumatic stress symptoms. *School Mental Health*, 1, 1–12.  
<https://doi.org/10.1007/s12310-015-9167-7>
- Green, B. L., Saunders, P. A., Power, E., Dass-Brailsford, P., Schelbert, K. B., Giller, E., Wissow, L., Hurtado de Mendoza, A., & Mete, M. (2016). Trauma-informed medical care: Patient response to a primary care provider communication training. *Journal of Grief & Trauma*, 21(2), 147–159. <https://doi.org/10.1080/15325024.2015.1084854>

- Gregoire-Gill, M., Ashton, P. T., & Algina, J. (2004). Changing preservice teachers' epistemological beliefs about teaching and learning in mathematics: An intervention study. *Contemporary Educational Psychology*, 29, 164-185.  
<https://doi.org/10.1016/j.cedpsych.2004.01.003>
- Gregoire, M. (2003). Is it a challenge or a threat? A dual-process model of teachers' cognition and appraisal processes during conceptual change. *Educational Psychology Review*, 15, 147-179. <https://doi.org/10.1023/A:1023477131081>
- Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank quarterly*, 82(4), 581–629. <https://doi.org/10.1111/j.0887-378X.2004.00325.x>
- Groyecka, A., Witkowska, M., Wróbel, M., Klamut, O., & Skrodzka, M. (2019). Challenge your stereotypes! Human Library and its impact on prejudice in Poland. *Journal of Community & Applied Social Psychology*, 29(4), 311-322. <https://doi.org/10.1002/casp.2402>
- Guskey, T. R. (2002). PD and teacher change. *Teachers and teaching*, 8(3), 381-391. <https://doi.org/10.1080/135406002100000512>
- Haskell, L. & Randall, M. (2009). Disrupted attachments: A social context complex trauma framework and the lives of Aboriginal peoples in Canada. *Journal of Aboriginal Health*, 5(3), 48-99. <https://doi.org/10.3138/IJIH.V5I3.28988>
- Herman, A. N., & Whitaker, R. C. (2020). Reconciling mixed messages from mixed methods: A randomized trial of a professional development course to increase trauma-informed care. *Child Abuse & Neglect*, 101, 104349. <https://doi.org/10.1016/j.chiabu.2019.104349>

- Herman, D.B., Susser, E.S., Struening, E.L., & Link, B.L. (1997). Adverse childhood experiences: Are they risk factors for adult homelessness? *American Journal of Public Health*, 87(2), 249–255. <https://doi.org/10.2105/ajph.87.2.249>
- Hillis, S.D., Anda, R.F., Felitti, V.J., Nordenberg, D., & Marchbanks, P.A. (2000). Adverse childhood experiences and sexually transmitted diseases in men and women: A retrospective study. *Pediatrics*, 106(1). <https://doi.org/10.1542/peds.106.1.e11>
- Hinbest, C. (2022). *Pre-service teachers' views of trauma-informed practices in online classrooms: a focus on refugee students and a sense of belonging* [Doctoral dissertation, Ontario Tech University]. <https://hdl.handle.net/10155/1531>
- Hobbs, C., Paulsen, D., & Thomas, J. (2019). Trauma-informed practice for pre-service teachers. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1435>
- Hodges, M., Godbout, N., Briere, J., Lanktree, C., Gilbert, A., & Kletzka, N. (2013). Cumulative trauma and symptom complexity in children: A path analysis. *Child Abuse & Neglect*, 37(11), 891-898. <https://doi.org/10.1016/j.chiabu.2013.04.001>
- Howorun, N. (2021). *Pre-service teacher attitudes relevant to trauma-informed practice* [Doctoral dissertation, Master's thesis, University of Calgary]. <https://doi.org/10.11575/PRISM/39201>
- Huntington, N., Jahn Moses, D., & Veysey, B. M. (2005). Developing and implementing a comprehensive approach to serving women with co-occurring disorders and histories of trauma. *Journal of Community Psychology*, 33(4), 395–410. <https://doi.org/10.1002/jcop.20059>

- Jordi, R. (2011). Reframing the concept of reflection: Consciousness, experiential learning, and reflective learning practices. *Adult Education Quarterly*, 61(2), 181–197.  
<https://doi.org/10.1177/0741713610380439>
- Joshi, D., Raina, P., Tonmyr, L., MacMillan, H. L., & Gonzalez, A. (2021). Prevalence of adverse childhood experiences among individuals aged 45 to 85 years: A cross-sectional analysis of the Canadian longitudinal study on aging. *CMAJ open*, 9(1), E158–E166.  
<https://doi.org/10.9778/cmajo.20200064>
- Kakkad, D. (2005). A new ethical praxis: psychologists' emerging responsibilities in issues of social justice. *Ethics & Behavior*, 15(4), 293–308.  
[https://doi.org/10.1207/s15327019eb1504\\_2](https://doi.org/10.1207/s15327019eb1504_2)
- Kearns, S., & Hart, N. (2017). Narratives of 'doing, knowing, being and becoming': Examining the impact of an attachment-informed approach within initial teacher education. *Teacher development*, 21(4), 511–527. <https://doi.org/10.1080/13664530.2017.1289976>
- Kong, Y. (2021). The role of experiential learning on students' motivation and classroom engagement. *Frontiers in Psychology*, 12, 771272.  
<https://doi.org/10.3389/fpsyg.2021.771272>
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.
- Kovinthan Levi, T. (2019). Preparing pre-service teachers to support children with refugee experiences. *Alberta Journal of Educational Research*, 65(4), 285–304.  
<https://doi.org/10.11575/ajer.v65i4.56554>
- Kim, S., Crooks, C. V., Bax, K., & Shokoohi, M. (2021). Impact of trauma-informed training and mindfulness-based social–emotional learning program on teacher attitudes and

- burnout: A mixed-methods study. *School Mental Health*, 13(1), 55–68.  
<https://doi.org/10.1007/s12310-020-09406-6>
- Kwan, C. K. (2020). A qualitative inquiry into the Human Library approach: Facilitating social inclusion and promoting recovery. *International Journal of Environmental Research and Public Health*, 17(9), 3029. <https://doi.org/10.3390/ijerph17093029>
- Lalor K, McElvaney R. (2010). Child sexual abuse, links to later sexual exploitation/high-risk sexual behavior, and prevention/treatment programs. *Trauma, Violence, & Abuse*, 1, 159–177. <https://doi.org/10.1177/1524838010378299>
- Lam, G. Y. H., Wong, H. T., & Zhang, M. (2023). A systematic narrative review of implementation, processes, and outcomes of human library. *International Journal of Environmental Research and Public Health*, 20(3), 2485.  
<https://doi.org/10.3390/ijerph20032485>
- Leavy, A. M., McSorley, F. A., & Boté, L. A. (2007). An examination of what metaphor construction reveals about the evolution of preservice teachers' beliefs about teaching and learning. *Teaching and Teacher Education*, 23(7), 1217–1233.  
<https://doi.org/10.1016/j.tate.2006.07.016>
- Leitch, L. (2017). Action steps using ACEs and trauma-informed care: A resilience model. *Health & Justice*, 5(1), 1–10. <https://doi.org/10.1186/s40352-017-0050-5>
- Levin B. B. (2015) The development of teachers' beliefs. In Fives H., Gill M. G. (eds) *International handbook of research on teachers' beliefs* (pp. 48–65). Routledge.
- Lim, C. P., & Chan, B. C. (2007). Microlessons in teacher education: Examining pre-service teachers' pedagogical beliefs. *Computers & Education*, 48(3), 474–494.  
<https://doi.org/10.1016/j.compedu.2005.03.005>

- Lin, P. Y., Childs, R. A., Zhang, J., & Boylan, M. (2016). It takes a toll on pre-service teachers and programs: Case studies of teacher candidates who withdrew from a teacher education program. *Cogent Education*, 3(1). <https://doi.org/10.1080/2331186X.2016.1160524>
- Lynn, C. J., McKay, M. M., & Atkins, M. S. (2003). School social work: Meeting the mental health needs of students through collaboration with teachers. *Children & Schools*, 25(4), 197-209.
- Mandelli L, Petrelli C, Serretti A. (2015) The role of specific early trauma in adult depression: A meta-analysis of published literature. Childhood trauma and adult depression. *European Psychiatry*, 30(6), 665-680.  
<https://doi.org/10.1016/j.eurpsy.2015.04.007>
- McClain, M. P. (2021). Teacher candidates' perceptions of preparedness of teaching students who experience trauma. *Journal of Teacher Education and Educators*, 10(1), 5-23.  
<https://dergipark.org.tr/en/pub/jtee/issue/62163/827508>
- McIntyre, E. M. (2017). *Teacher acceptability of trauma-informed approaches following professional development training* [Doctoral dissertation, Tulane University]. Tulane University ProQuest Dissertation & Theses.
- Mendel, P., Meredith, L. S., Schoenbaum, M., Sherbourne, C. D., & Wells, K. B. (2008). Interventions in organizational and community context: a framework for building evidence on dissemination and implementation in health services research. *Administration and policy in mental health*, 35(1-2), 21–37.  
<https://doi.org/10.1007/s10488-007-0144-9>

- Miller, K., & Flint-Stipp, K. (2024). The unintended consequences of integrating trauma-informed teaching into teacher education. *Teaching Education*, 1-19.  
<https://doi.org/10.1080/10476210.2024.2307360>
- Mills, C., & Ballantyne, J. (2016). Social justice and teacher education: A systematic review of empirical work in the field. *Journal of Teacher Education*, 67(4), 263–276.  
<https://doi.org/10.1177/0022487116660152>
- Noll, J.G., Horowitz, L.A., Bonanno, G.A., Trickett, P.K., & Putnam, F.W. (2013). Revictimization and self-harm in women who experienced childhood sexual abuse: Results from a prospective study. *Journal of Interpersonal Violence*, 18, 1452–1471.  
<https://doi.org/10.1177/0886260503258035>
- Mezirow, J. (2009) ‘An overview on transformative learning’. In K. Illeris (ed.) *Contemporary theories of learning: learning theorists... in their own words* (pp. 90-105). Routledge.
- Oehlberg, B. (2008). Why schools need to be trauma-informed. *Trauma and Loss: Research and Interventions*, 8(2), 1–4. [http://www.traumainformedcareproject.org/resources/WhySchoolsNeedToBeTraumaInformed\(2\).pdf](http://www.traumainformedcareproject.org/resources/WhySchoolsNeedToBeTraumaInformed(2).pdf)
- Opiola, K. K., Alston, D. M., & Copeland-Kamp, B. L. (2020). The effectiveness of training and supervising urban elementary school teachers in child–teacher relationship training: A trauma-informed approach. *Professional School Counseling*, 23(1), 2156759X1989918. <https://doi.org/10.1177/2156759X19899181>
- O’Toole, C., & Dobutowitsch, M. (2023). The courage to care: Teacher compassion predicts more positive attitudes toward trauma-informed practice. *Journal of Child & Adolescent Trauma*, 16(1), 123–133. <https://doi.org/10.1007/s40653-022-00486-x>
- Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special

- issue. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 8(1), 1–6. <https://doi.org/10.1007/s12310-016-9184-1>
- Patall, E. A., Yates, N., Lee, J., Chen, M., Bhat, B. H., Lee, K., Beretvas, S. N., Lin, S., Man Yang, S., Jacobson, N. G., Harris, E., & Hanson, D. J. (2024). A meta-analysis of teachers' provision of structure in the classroom and students' academic competence beliefs, engagement, and achievement. *Educational Psychologist*, 59(1), 42–70. <https://doi.org/10.1080/00461520.2023.2274104>
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307–332. <https://doi.org/10.2307/1170741>
- Paquola, C., Bennett, M. R., & Lagopoulos, J. (2016). Understanding heterogeneity in grey matter research of adults with childhood maltreatment-A meta-analysis and review. *Neuroscience and biobehavioral reviews*, 69, 299–312. <https://doi.org/10.1016/j.neubiorev.2016.08.011>
- Pechtel, P., & Pizzagalli, D. A. (2011). Effects of early life stress on cognitive and affective function: an integrated review of human literature. *Psychopharmacology*, 214(1), 55–70. <https://doi.org/10.1007/s00213-010-2009-2>
- Pelletier, G.N., Goegan, L.D., Chazan, D.J., & Daniels, L.M. (2020). Agreeing is not the same as accepting: Exploring pre-service teachers' growth mindsets. *Canadian Journal for New Scholars in Education*, 11(2), 59-69. <https://journalhosting.ucalgary.ca/index.php/cjnse/article/view/70592>
- Pelletier, G.N., Goegan, L.D., Chazan, D.J., & Daniels, L.M. (2021, August 12). *A Pre-Post Quasi-Experimental Study: Examining Pre-Service Teacher Beliefs on Trauma-Informed Teaching* [Virtual presentation]. American Psychological Association Annual Convention



(APA 2021). Virtual Format.

Perfect, M.M., Turley, M.R., Carlson, J.S. et al. (2016). School-related outcomes of traumatic event exposure and traumatic stress symptoms in students: A systematic review of research from 1990 to 2015. *School Mental Health* 8, 7–43.

<https://doi.org/10.1007/s12310-016-9175-2>

Peterson, S. E., & Moss, C. M. (2006, April). Changing pre-service teachers' beliefs about learning and motivation: Are we asking the right questions? *Paper presented at the annual meeting of the American Educational Research Association*, San Francisco, CA.

Peterson, S. E., & Moss, C. M. (2007, April). Acquiring, abandoning, and adapting beliefs about motivation: inquiry into teachers' decisions of teaching practice. *Paper presented at the annual meeting of the American Educational Research Association*, Chicago, IL.

Peterson, S., Schreiber, J., & Moss, C. (2011). Changing preservice teachers' beliefs about motivating students. *Teaching educational psychology*, 7(1), 27-39.

<https://files.eric.ed.gov/fulltext/EJ935546.pdf>

Phifer, L. W., & Hull, R. (2016). Helping students heal: Observations of trauma-informed practices in the schools. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 8(1), 201–205. <https://doi.org/10.1007/s12310-016-9183-2>

Pickering, S. J., & Howard-Jones, P. (2007). Educators' views on the role of neuroscience in education: findings from a study of UK and international perspectives. *Mind, Brain, and Education*, 1, 109-113. <https://doi.org/10.1111/j.1751-228X.2007.00011.x>

- Pope, K., Hewlin-Vita, H., & Chu, E. M. Y. (2023). The Human Library and the development of cultural awareness and sensitivity in occupational therapy students: A mixed methods study. *Frontiers in Medicine*, 10, 1215464. <https://doi.org/10.3389/fmed.2023.1215464>
- Quin, D. (2017). Longitudinal and contextual associations between teacher–student relationships and student engagement: A systematic review. *Review of Educational Research*, 87(2), 345-387. <https://doi.org/10.3102/0034654316669434>
- Rahimi, R., Liston, D. D., Adkins, A., & Nourzad, J. (2021). Teacher awareness of trauma informed practice: Raising awareness in Southeast Georgia. *Georgia Educational Researcher*, 18(2), 72. <https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1197&context=teach-secondary-facpubs>
- Reddig, N., & VanLone, J. (2022). Pre-service teacher preparation in trauma-informed pedagogy: A review of state competencies. *Leadership and Policy in Schools*, 23(1), 17–28. <https://doi.org/10.1080/15700763.2022.2066547>
- Rheume, J., Spencer, B. L., Donlevy, J. K., Gereluk, D., & Brandon, J. (2018). Alberta’s new teaching quality standard and its implications for teacher education. *The Journal of Educational Thought (JET) / Revue de La Pensée Éducative*, 51(2), 162–183. <https://www.jstor.org/stable/26873062>
- Richardson, V. (2003). Preservice teachers’ beliefs. In J. Raths & A. C. McAninch (Eds.), *Teacher beliefs and classroom performance: The impact of teacher education* (pp.1-22). Greenwich, CT: Information Age Publishing.
- Rivard, J., McCorkle, D., Duncan, M., Pasquale, L., Bloom, S., & Abramovitz, R. (2004). Implementing a trauma recovery framework for youths in residential treatment. *Child*

- And Adolescent Social Work Journal*, 21(5), 529-550. <https://doi.org/10.1023/b:casw.0000043363.14978.e6>
- Roberts A.L, Gilman SE, Breslau J, Breslau N, Koenen KC. (2011). Race/ethnic differences in exposure to traumatic events, development of post-traumatic stress disorder, and treatment-seeking for post-traumatic stress disorder in the United States. *Psychological Medicine: A Journal of Research in Psychiatry and the Allied Sciences*, 41, 71–83. <https://doi.org/10.1017/S0033291710000401>
- Rodger, S., Bird, R., Hibbert, K., Johnson, A. M., Specht, J., & Wathen, C. N. (2020). Initial teacher education and trauma and violence informed care in the classroom: Preliminary results from an online teacher education course. *Psychology in the Schools*, 57(12), 1798–1814. <https://doi.org/10.1002/pits.2237>
- Roseby, S., & Gascoigne, M. (2021). A systematic review on the impact of trauma-informed education programs on academic and academic-related functioning for students who have experienced childhood adversity. *Traumatology*, 27(2), 149–167. <https://doi.org/10.1037/trm0000276>
- Schafer, E. S. (2019). *Examining the impact of trauma-informed care training on educators' knowledge, attitudes, and behavior: A qualitative study* [Doctoral Dissertation, Clemson University]. [https://tigerprints.clemson.edu/cgi/viewcontent.cgi?article=3454&context=all\\_dissertations](https://tigerprints.clemson.edu/cgi/viewcontent.cgi?article=3454&context=all_dissertations)
- Soleimanpour, S., Geierstanger, S., & Brindis, C. (2017). Adverse childhood experiences and resilience: Addressing the unique needs of adolescents. *Academic Pediatrics*, 17(7), S108-S114. <https://doi.org/10.1016/j.acap.2017.01.008>
- Statistics Canada. (2015). *Family violence in Canada: A statistical profile, 2015; Profile of*

- Canadian adults who experienced childhood maltreatment* (No. 85-002-X). Canadian Centre for Justice Statistics. <https://www150.statcan.gc.ca/n1/en/pub/85002-x/2017001/article/14698-eng.pdf?st=BeNdN7Ux>
- Staub, F. C., & Stern, E. (2002). The nature of teachers' pedagogical content beliefs matters for students' achievement gains: Quasi-experimental evidence from elementary mathematics. *Journal of Educational Psychology*, 94(2), 344–355.  
<https://doi.org/10.1037/0022-0663.94.2.344>
- Stipp, B. (2019). A big part of education also: A mixed-methods evaluation of a social and emotional learning (SEL) course for pre-service teachers. *Emotional and Behavioural Difficulties*, 24(2), 204–218. <https://doi.org/10.1080/13632752.2019.1597569>
- Streeck-Fischer, A., & van der Kolk, B. A. (2000). Down will come baby, cradle and all: diagnostic and therapeutic implications of chronic trauma on child development. *The Australian and New Zealand journal of psychiatry*, 34(6), 903–918.  
<https://doi.org/10.1080/000486700265>
- Winninghoff, A. (2020). Trauma by numbers: Warnings against the use of ACE scores in trauma-informed schools. *Occasional Paper Series*, 2020(43), 33–43.  
<https://doi.org/10.58295/2375-3668.1343>
- Sailer, M., Maier, R., Berger, S., Kastorff, T., & Stegmann, K. (2024). Learning activities in technology-enhanced learning: A systematic review of meta-analyses and second order meta-analysis in higher education. *Learning and Individual Differences*, 112, 102446.  
<https://doi.org/10.1016/j.lindif.2024.102446>

- Schleider, J., & Weisz, J. (2018). A single-session growth mindset intervention for adolescent anxiety and depression: 9-month outcomes of a randomized trial. *Journal of Child Psychology and Psychiatry*, 59(2), 160–170. <https://doi.org/10.1111/jcpp.12811>
- Schroder, H. S., Dawood, S., Yalch, M. M., Donnellan, M. B., & Moser, J. S. (2015). The role of implicit theories in mental health symptoms, emotion regulation, and hypothetical treatment choices in college students. *Cognitive Therapy and Research*, 39(2), 120–139. <https://doi.org/10.1007/s10608-014-9652-6>
- Snyder, T.D., De Brey, C., & Dillow, S. A. (2019). *Digest of Education Statistics 2018, NCES 2020-009*. National Center for Education Statistics.
- Stoll, L., Harris, A., & Handscomb, G. (2012). *Great professional development which leads to great pedagogy: Nine claims from research*. Nottingham, NCSL.
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2014a). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. [https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA_Trauma.pdf)
- Substance Abuse and Mental Health Services Administration (SAMHSA) (2014b). *Trauma-informed care in behavioral health services*. <https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4816.pdf>
- Sundborg, S. A. (2019). Knowledge, principal support, self-efficacy, and beliefs predict commitment to trauma-informed care. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11(2), 224–231. <https://doi.org/10.1037/tra0000411>
- Tam T. W, Zlotnick C., & Robertson M. J. (2003). Longitudinal perspective: Adverse childhood events, substance use, and labor force participation among homeless adults. *American Journal of Drug and Alcohol Abuse*, 29(4), 829–846.

<https://doi.org/10.1081/ada-120026263>

- Task Force for Teaching Excellence. (2014). *Part I: Report to the minister of education, Government of Alberta; Part II; What we heard – community and stakeholder consultation*. Retrieved from <https://open.alberta.ca/dataset/0c3c1074-b890-4db0-8424-d5c84676d710/resource/1315eb44-1f92-45fa-98fd-3f645183ac3f/download/goae-taskforceforteachingexcellence-web-updated.pdf>
- Terr, L. C. (1991). Childhood trauma: An outline and overview. *American Journal of Psychiatry*, 148(1), 10-20. <https://doi.org/10.1176/ajp.148.1.10>
- The National Child Trauma Stress Network (n.d.). *Trauma types*. <https://www.nctsn.org/what-is-child-trauma/trauma-types>
- Thomas, M. S., Crosby, S., & Vanderhaar, J. (2019). Trauma-informed practices in schools across two decades: An interdisciplinary review of research. *Review of Research in Education*, 43(1), 422–452. <https://doi.org/10.3102/0091732X188211233>
- Tillema, H. H. (2000). Belief change towards self-directed learning in student teachers: Immersion in practice or reflection on action. *Teaching and Teacher Education*, 16(5–6), 575–591. [https://doi.org/10.1016/S0742-051X\(00\)00016-0](https://doi.org/10.1016/S0742-051X(00)00016-0)
- Voukelatou, G. (2019). The contribution of experiential learning to the development of cognitive and social skills in secondary education: A case study. *Education Sciences*, 9(2), 127. <https://doi.org/10.3390/educsci9020127>
- Vivek, R., Nanthagopan, Y., & Piriyaarshan, S. (2023). Beyond methodology: Theoretical foundations of triangulation in qualitative and multi-method research: A literature review. *Scientific Studies on Social and Political Psychology*, 29(2), 53-62. <https://doi.org/10.61727/ssppj/2.2023.53>

- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.
- Walsh, K., Laskey, L., McInnes, E., Farrell, A., Mathews, B., & Briggs, F. (2011). Locating child protection in preservice teacher education. *Australian Journal of Teacher Education*, 36(7). <https://doi.org/10.14221/ajte.2011v36n7.1>
- Watt, H. M., & Richardson, P. W. (2007). Motivational factors influencing teaching as a career choice: Development and validation of the FIT-Choice scale. *The Journal of experimental education*, 75(3), 167-202. [https://users.monash.edu/~hwatt/articles/Watt&Richardson\\_JXE2007.pdf](https://users.monash.edu/~hwatt/articles/Watt&Richardson_JXE2007.pdf)
- Watt, H. M., Richardson, P. W., & Wilkins, K. (2014). Profiles of professional engagement and career development aspirations among USA preservice teachers. *International Journal of Educational Research*, 65, 23-40. <http://dx.doi.org/10.1016/j.ijer.2013.09.008>
- Wilson, K. R., Hansen, D. J., & Li, M. (2011). The traumatic stress response in child maltreatment and resultant neuropsychological effects. *Aggression and Violent Behavior*, 16(2), 87–97. <https://doi.org/10.1016/j.avb.2010.12.007>
- Woodbridge, M. W., Sumi, W. C., Thornton, S. P., Fabrikant, N., Rouspil, K. M., Langley, A. K., & Kataoka, S. H. (2016). Screening for trauma in early adolescence: Findings from a diverse school district. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 8(1), 89–105. <https://doi.org/10.1007/s12310-015-9169-5>
- Woolfolk Hoy, A., Davis, H., & Pape, S. J. (2006). Teacher knowledge and beliefs. In P. Alexander & P. Winne (Eds.), *Handbook of Educational Psychology* (2nd ed.). Lawrence Erlbaum Associates

Zeivots, S. (2016). Emotional highs in adult experiential learning. *Australian Journal of Adult Learning*. 56, 352-372. <https://files.eric.ed.gov/fulltext/EJ1120642.pdf>



## Appendix A

### Ethics Approval

#### Notification of Approval

Date: December 16, 2022  
 Study ID: Pro00125408  
 Principal Investigator: [Gabrielle Pelletier](#)  
 Study Supervisor: [Lia Daniels](#)  
 Study Title: The Effect and Experience of a Human Library on Pre-Service Teachers' Knowledge and Beliefs About Trauma  
 Approval Expiry Date: December 15, 2023  
 Sponsor/Funding Agency: University of Alberta


	Project ID	Title	Grant Status	Sponsor	Project Start Date	Project End Date	Purpose	Other Information
RSO-Managed Funding:	RES0060492	Pushing the Boundaries of Motivation Research through Creative and Businesslike Designs	Awarded	Kule Inst Dialogue Grant	9/1/2022	3/31/2024	Grant	

## Appendix B

## Recruitment Poster

RESEARCH PARTICIPANTS NEEDED

# HUMAN LIBRARY ON TRAUMA



**ARE YOU A PRE-SERVICE  
TEACHER AT THE UNIVERSITY  
OF ALBERTA?**

If so, are you interested in expanding your knowledge about trauma and challenging your beliefs as a future teacher while participating in doctoral research? Participate in a Human Library where individuals with lived experience will share their stories and provide you with a space to listen, ask questions, and connect!

**Event details**

**When:** February 16th, 2023



**Time:** 1:45pm (The event will last approximately 3 hours)

**Where:** 4th Floor Lounge  
Education North Building

**What is needed from you?**

- Completion of three 6-7 minute surveys
- A ~3 hour attendance at the Human Library event
- An *optional* opportunity for a 10-minute interview about your experience after the event

**SPACE IS LIMITED.** If this might be of interest to you, scan the QR code for more information, to RSVP, and take the pre-test survey. If you have any questions, please contact Principal Investigator: Gabrielle Pelletier, [gpelletier@ualberta.ca](mailto:gpelletier@ualberta.ca)

This research has been approved by the REB (Pro00125408)

## Appendix C

### Information Letter

**Study Title:** The effect and experience of a Human Library on pre-service teachers' knowledge and beliefs about trauma

**Principal Investigator:** Gabrielle Pelletier, Doctoral Student; gpelleti@ualberta.ca, 780-234-4019

**Supervisor:** Dr. Lia Daniels, Professor; lia1@ualberta.ca

**Invitation to Participate:** You are invited to participate in this research study about the impacts of a Human Library on knowledge and beliefs about trauma because you are a pre-service teacher at the University of Alberta.

**Purpose:** Trauma-informed practices in the education system are being researched and put into practice in schools to support student well-being and learning. Information on the impacts of trauma and trauma-informed practices is being introduced in pre-service teacher programs as well. One of the most common ways to provide professional development to pre-service teachers is through presentations. However, we know that experiential learning opportunities are well-valued by pre-service teachers as they provide a more engaging means to learn. A Human Library provides the opportunity for pre-service teachers to connect with individuals who will share their stories, impart their wisdom, and answer questions. As part of Gabrielle's doctoral research, the purpose of this study is to see whether a Human Library can help increase knowledge and change beliefs about trauma. You will be asked to answer surveys and attend a Human Library event. If you are interested, there will also be an opportunity to participate in a short interview to share your experience after the event.

#### Participation:

- **Part 1:** 6-7 minute online survey
- **Part 2:** In-person Human library event (2 hours) + 6-7 minute online survey + opportunity for a 10 minute in-person interview
- **Part 3:** 2 week follow-up 6-7 minute online survey

**Your rights:** Your decision to participate in this study is entirely voluntary. You do not have to answer any questions that you do not want to answer but your consent is implied by completing the first survey. However, you may decide to withdraw from the study at any time before or after the event. Your decision to withdraw or pull-out will not affect your academic status or access to services from the University of Alberta or elsewhere. You can ask to have your data removed from the study up to 30 days after completing the final survey. Everything you do will remain confidential, and your name will not appear on any records from the study.

**What happens with the data:** To make sure your records remain anonymous, the only identifying information will be through your CCID for up to 30 days after completing the final survey and kept on a secure, encrypted, password protected password. After the 30 days, all information will be de-identified and we will no longer be able to remove your data. Only the principal investigator and her research team will have access to the data. After the study, the data will be stored for the required 5 years.

**Benefits and risks:** There is some direct benefit from participation in this study. Participating in a Human Library can provide new knowledge, elicit self-awareness and exploration, foster connection with other human beings, clarify misconceptions, and encourage authentic communication skills. There are some minor risks associated with your participation. Hearing about experiences of trauma could elicit strong emotional responses. If at any time during the event you are feeling overwhelmed, you will be able to connect with a person from the team and they will provide you with the appropriate supports and resources. Also, because this is a group event, your identity will be known to other participants. However, as mentioned, your survey and interview data will be kept confidential.

It is not possible to know all the risks that may happen in a study, but the researchers have taken all reasonable safeguards to minimize any known risks to a study participant. If we find out anything new during this research which may change your willingness to be in the study, we will tell you about these findings.

**Confidentiality and Anonymity:** The information that you will share will remain strictly confidential and will be used solely for the purposes of this research. To minimize the risk of security breaches and to help ensure your confidentiality we recommend that you use standard safety measures such as signing out of your account, closing your browser and locking your screen or device when you are no longer using them / when you have completed the questionnaires. Results will be published as part of a doctoral dissertation, in journal articles, poster presentations, and other knowledge translation outlets. Anonymity is guaranteed since you are not being asked to provide your name or any personal information.

If you have any questions about the research now or later, please contact Gabrielle Pelletier, [gpelleti@ualberta.ca](mailto:gpelleti@ualberta.ca) or Dr. Lia Daniels, [lia1@ualberta.ca](mailto:lia1@ualberta.ca). Study results will be available at <https://sites.google.com/ualberta.ca/acme/home>.

The plan for this study (Pro00125408) has been reviewed by a Research Ethics Board at the University of Alberta. If you have questions about your rights or how research should be conducted, you can call (780) 492-2615. This office is independent of the researchers. Completion and submission of the survey means your consent to participate.

## Appendix D

### T1 Survey (Google Form)

**This is a serious event and one that we hope will be meaningful for you and our speakers. To help you prepare, we have created a brief reflective survey for you to complete. It's really quick but it will help you self-assess your knowledge and interest in trauma before the event. Please complete it now:**

1. I have received substantial training on trauma  
Yes/No
2. I have participated in a Human Library before  
Yes/No
3. I know a lot about the impacts of trauma on child development  
1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree
4. I am familiar with trauma-informed teaching approaches  
Yes/No
5. Relative to all the things pre-service teachers need to learn, trauma and trauma-informed approaches are high on the list  
1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree
6. It is important for me to teach at a school that has an awareness of trauma and trauma-informed teaching approaches  
1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree

**Instructions:** The next series of questions ask you to think about your own **BELIEFS** about the students you will work with, their abilities, lives, and learning. There are no wrong or right answers to these questions. Please pick the response that best reflects your personal beliefs.

For the next five questions, select the **ONE** number along the dimension between the two options that best represents your personal beliefs in the last 2 months.

1. Students' learning and behavior problems are rooted in their behavioral or mental health condition	1   2   3   4   5   6   7	Students' learning and behavior problems are rooted in their history of difficult life events
2. When managing a crisis, enforcement of rules is the most important thing	1   2   3   4   5   6   7	When managing a crisis, flexibility is the most important thing
3. Students need to experience real life consequences in order to function well in the real world	1   2   3   4   5   6   7	Students need to experience healing relationships in order to function well in the real world
4. Many students just don't want to change or learn	1   2   3   4   5   6   7	All students want to change or learn
5. Students could act better if they really wanted to	1   2   3   4   5   6   7	Students are doing the best they can with the skills they have
6. If things aren't going well, it is because the students are not doing what they need to do	1   2   3   4   5   6   7	If things aren't going well, it is because I need to shift what I am doing

**Please answer the next four questions according to your own beliefs about children who have experienced trauma.**

1. Even the basic ability level of children who have experienced trauma can be increased considerably

Strongly disagree – 1 2 3 4 5 – Strongly agree

2. Abilities can always be substantially increased in children who have experienced trauma

Strongly disagree – 1 2 3 4 5 – Strongly agree

3. No matter how much ability children who have experienced trauma have, it can always be increased quite a bit

Strongly disagree – 1 2 3 4 5 – Strongly agree

4. No matter if a child has experienced trauma, their abilities can be significantly increased

Strongly disagree – 1 2 3 4 5 – Strongly agree

**Consent: Although this event is open to everyone for educational purposes, the event is providing data for Gabrielle Pelletier's (she/her) doctoral dissertation. By allowing us to include your answers to these questions in her research you are not only helping her graduate (!) but contributing to an empirical understanding of a Human Library.**

Can we please include your responses on this form in her doctoral project?

Yes/No

**Demographic Information: We are gathering demographic information as part of our research study to see if there are any differences in findings across the variables we are asking about.**

1. How would you like us to describe your gender?

- Woman
- Man
- Non-Binary
- Prefer not to answer

2. How do you want us to describe your ethnicity? \_\_\_\_\_

3. How old are you?

- 18-24

- 25-35
- 36-50
- 50 +

4. In what year of the education program are you?

- 1
- 2
- 3
- 4
- 5+

5. What level do you hope to teach?

- Elementary
- Junior High
- High School
- Undecided

**To learn about your experience in the Human Library, Gabrielle will be giving out another survey at the end of the Human Library and two weeks following so keep your eyes open for that. She is also looking to interview about 10 people on their experiences at the Human Library. If you would like to participate in a short interview on the day of the event, please tick this box and Gabrielle will send you an email with more information.**

Yes/No

Thank you for your interest in the Human Library. We look forward to seeing you on **February 16th at 2:00pm (please arrive at 1:45pm) in the Education North Building, 4th Floor Lounge, University of Alberta.** We will send confirmation of the event two days before with some additional information and an entry ticket.

Please click next and then submit to record your responses.



## Appendix E

### Speaker Introductions and Guidelines for the Event

# HUMAN LIBRARY SPEAKERS AND GUIDELINES

## Speakers



Raffela  
Mancuso

RAFFELA IS A MENTAL HEALTH ACTIVIST, ENTREPRENEUR, AND CONTENT CREATOR. WHEN SHE WAS YOUNG, CHILDHOOD NEGLECT WAS PREVALENT THROUGHOUT HER SCHOOL EXPERIENCE. THIS TRAUMA SHAPED HER LEARNING, RELATIONSHIPS, AND BEHAVIOUR IN WAYS THAT SHE IS UNPACKING TO THIS DAY. BEING A NEURODIVERGENT ADULT LIVING WITH MENTAL ILLNESS HAS CREATED MANY BARRIERS IN HER LIFE, AND NOW SHE IS LEARNING HOW TO WORK WITH THESE BARRIERS INSTEAD OF AGAINST THEM.



Iman  
Gatti

IMAN IS A CERTIFIED GRIEF RECOVERY SPECIALIST, TRANSFORMATIONAL SPEAKER AND BESTSELLING AUTHOR. IMAN'S DECISION TO BECOME A GRIEF RECOVERY SPECIALIST WAS INSPIRED BY HER OWN EXPERIENCE OF LIVING WITH TRAUMATIC LOSS. DETERMINED NOT TO LET HER TRAGIC PAST DEFINE HER, SHE FOUND HER CALLING WAS TO HELP OTHERS TO PROCESS AND RECOVER FROM GRIEF, TRAUMA AND LOSS. HER BESTSELLING MEMOIR CRACKED OPEN - NEVER BROKEN TELLS THE STORY OF HER CHILDHOOD AND HOW SHE REFUSED TO BECOME A VICTIM, INSTEAD TURNING TRAUMA INTO TRIUMPH.



Jenn  
Hope

JENNIFER HOPE IS A MENTAL HEALTH AND PATIENT ADVOCATE, AND ON THE CHAIR OF THE NON-PROFIT ORGANIZATION YEG MENTAL HEALTH. JENNIFER LIVED THROUGH MULTIPLE TRAUMAS, ABUSE, NEGLECT, FAMILY ADDICTION AND UNDIAGNOSED MENTAL ILLNESS FROM A VERY YOUNG AGE. HAVING GONE WITHOUT HELP FOR SO LONG JENNIFER IS NOW SHARING HER RECOVERY/HEALING JOURNEY SO OTHERS KNOW THEY AREN'T ALONE AND HEALING IS POSSIBLE EVEN IF IT COMES LATER IN LIFE AS IT DID FOR HERSELF.

## Guidelines

- Please arrive on time. The event is set to start at 2:00pm. ●●●
- Speakers will individually share their stories for 15-20 minutes each. Then, you will get the chance to break out into smaller groups and ask questions/engage in conversations with each speaker. ●●●
- A human library is based on mutual respect. The participant must be respectful in their questions and conversations with the speakers. ●●●
- The participant must be respectful of other participants' questions, reactions, feelings. ●●●
- Be aware that the speakers can refuse to answer any questions they don't feel comfortable answering. ●●●
- You are free to take a break or leave if you feel overwhelmed but make sure to check-in with one of the event volunteers. ●●●
- Just be yourself - that will help to relax you and to relax the person you're talking with. ●●●

### SAMPLE QUESTIONS YOU CAN ASK SPEAKERS

- How could your teachers have supported you better?
- What do you want future teachers to know?
- Why did you participate in the Human Library?
- How did your trauma impact your ability to learn and be in a classroom?
- What do you enjoy most about your advocacy work?
- What do you feel are assumptions people make about you?

## Appendix F

### T2 Survey (Paper Form)

**Thank you for attending the Human Library on trauma event. We hope it was meaningful for you and our speakers. This survey has two purposes. First it was designed to help you reflect on your experience. Second, it provides data for Gabrielle's dissertation. It's really quick but it will help you self-assess your knowledge and interest in trauma now. Circle only ONE answer.**

**Please write down your CCID here: \_\_\_\_\_**

**1. I know a lot about the impacts of trauma on child development.**

Strongly disagree – 1   2   3   4   5 – Strongly agree

**2. I think about people who have experienced trauma differently because of what I learned today**

Strongly disagree – 1   2   3   4   5 – Strongly agree

**3. Relative to all the things pre-service teachers need to learn, trauma and trauma-informed approaches are high on the list.**

Strongly disagree – 1   2   3   4   5 – Strongly agree

**4. It is important for me to teach at a school that has an awareness of trauma and trauma-informed teaching approaches.**

Strongly disagree – 1   2   3   4   5 – Strongly agree

**5. This session has made me want to learn more about trauma and trauma-informed teaching approaches**

Yes / No

**6. If you answered YES, to the last question, which of the following opportunities would you be interested in pursuing? Check all that apply.**

- ☐ Receiving emails on opportunities to learn about trauma and trauma-informed teaching
- ☐ Personally searching for online resources on trauma and trauma-informed teaching
- ☐ Registering for another Human Library

- ☐ Joining a book club on trauma and trauma-informed teaching
- ☐ Taking a **free** 1-day seminar on trauma and trauma-informed teaching
- ☐ Registering for a **paid** 1-day seminar on trauma and trauma-informed teaching
- ☐ Registering for a one semester (for credit) course on trauma and trauma-informed teaching

**Instructions:** The next series of questions ask you to think about your own **BELIEFS** about the students you will work with, their abilities, lives, and learning. There are no wrong or right answers to these questions. Please pick the response that best reflects your personal beliefs.

For the next five questions, select the **ONE** number along the dimension between the two options that best represents your personal beliefs in the last 2 months.

1. Students' learning and behavior problems are rooted in their behavioral or mental health condition	1   2   3   4   5   6   7	Students' learning and behavior problems are rooted in their history of difficult life events
2. When managing a crisis, enforcement of rules is the most important thing	1   2   3   4   5   6   7	When managing a crisis, flexibility is the most important thing
3. Students need to experience real life consequences in order to function well in the real world	1   2   3   4   5   6   7	Students need to experience healing relationships in order to function well in the real world
4. Many students just don't want to change or learn	1   2   3   4   5   6   7	All students want to change or learn
5. Students could act better if they really wanted to	1   2   3   4   5   6   7	Students are doing the best they can with the skills they have
6. If things aren't going well, it is because the students are not doing what they need to do	1   2   3   4   5   6   7	If things aren't going well, it is because I need to shift what I am doing

**Please answer the next four questions according to your own beliefs about children who have experienced trauma.**

5. Even the basic ability level of children who have experienced trauma can be increased considerably

Strongly disagree – 1 2 3 4 5 – Strongly agree

6. Abilities can always be substantially increased in children who have experienced trauma

Strongly disagree – 1 2 3 4 5 – Strongly agree

7. No matter how much ability children who have experienced trauma have, it can always be increased quite a bit

Strongly disagree – 1 2 3 4 5 – Strongly agree

8. No matter if a child has experienced trauma, their abilities can be significantly increased

Strongly disagree – 1 2 3 4 5 – Strongly agree

Strongly disagree – 1 2 3 4 5 – Strongly agree

## Appendix G

### T3 Survey (Google Form)

**Thanks again for your participation in the Human Library on trauma! We hope that it was a positive experience for you. This final survey has two purposes. First, it was designed to help you reflect on your experience. Second, it provides data for Gabrielle's dissertation. It's really quick but it will help you self-assess your knowledge and interest in trauma now that time has passed since the event.**

**Please write your CCID (The first part of your email). This is NOT your student id number. \_\_\_\_\_**

**Instructions: There is no right or wrong answer. Pick the answer that best reflects your current thoughts.**

1. After the event, I was eager to share my experience with people I know.  
1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree
2. I am still inspired to learn more about trauma and trauma-informed teaching because of the event.  
1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree
3. I still think about the event once in a while.  
1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree
4. I am still processing what I learned about the impacts of trauma on child development.  
1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree

**What part was the most impactful part of the event?**

- a. Listening to the stories
- b. Conversations in the breakout groups
- c. Both were equally impactful

**Since your participation in the Human Library, which if any of the following opportunities have you looked into? Select all that apply.**

- Registering to receive emails on opportunities to learn about trauma and trauma-informed teaching
- Personally searched for online resources on trauma and trauma-informed teaching

- Registering for another Human Library
- Joining a book club on trauma and trauma-informed teaching
- Signing up for a free seminar on trauma and trauma-informed teaching
- Signing up for a paid seminar on trauma and trauma-informed teaching
- Registered for a one semester (for credit) course on trauma and trauma-informed teaching

**Instructions:** The next series of questions ask you to think about your own **BELIEFS** about the students you will work with, their abilities, lives, and learning. There are no wrong or right answers to these questions. Please pick the response that best reflects your personal beliefs.

**For the next five questions, select the ONE number along the dimension between the two options that best represents your personal beliefs in the last 2 months.**

1. Students' learning and behavior problems are rooted in their behavioral or mental health condition	1	2	3	4	5	6	7	Students' learning and behavior problems are rooted in their history of difficult life events
2. When managing a crisis, enforcement of rules is the most important thing	1	2	3	4	5	6	7	When managing a crisis, flexibility is the most important thing
3. Students need to experience real life consequences in order to function well in the real world	1	2	3	4	5	6	7	Students need to experience healing relationships in order to function well in the real world
4. Many students just don't want to change or learn	1	2	3	4	5	6	7	All students want to change or learn
5. Students could act better if they really wanted to	1	2	3	4	5	6	7	Students are doing the best they can with the skills they have
6. If things aren't going well, it is because the students are not doing what they need to do	1	2	3	4	5	6	7	If things aren't going well, it is because I need to shift what I am doing

**Please answer the next four questions according to your own beliefs about children who have experienced trauma.**

9. Even the basic ability level of children who have experienced trauma can be increased considerably

Strongly disagree – 1 2 3 4 5 – Strongly agree

10. Abilities can always be substantially increased in children who have experienced trauma

Strongly disagree – 1 2 3 4 5 – Strongly agree

11. No matter how much ability children who have experienced trauma have, it can always be increased quite a bit

Strongly disagree – 1 2 3 4 5 – Strongly agree

12. No matter if a child has experienced trauma, their abilities can be significantly increased

Strongly disagree – 1 2 3 4 5 – Strongly agree

## **Appendix H**

### **Researcher's Reflection and Positionality**

#### **Trauma-Informed Teaching**

As I embark on my research journey, it's crucial for me to acknowledge my preconceived assumptions regarding trauma-informed teaching. I believe that trauma plays a significant role in students' lives, but I need to be mindful of the fact that learning about trauma in teacher education may be a complicated process and it may be uncomfortable for some. Although it is something that I am passionate about, it does not mean that everyone else is or sees its importance.

#### **Experiential Learning**

My belief in experiential learning as an effective educational approach is strong, but I need to examine how my biases might influence this belief. While I've always valued firsthand experiences over traditional lectures, I must ensure that my preference for experiential methods doesn't blind me to other perspectives. I need to remain open to the possibility that different learning approaches may have varying impacts, particularly when it comes to understanding complex issues like trauma.

#### **Human Libraries**

As I consider the potential of Human Libraries in my research, I must highlight any assumptions I may hold about their effectiveness. While I intuitively recognize the value of engaging with individuals who have lived experiences, I need to guard against assuming that this approach is universally beneficial. I must recognize that this may not always lead to positive outcomes for everyone. It's essential for me to approach the Human Library with an open mind, acknowledging that its impact may vary depending on factors such as context and individual



differences. By acknowledging my own perspective and remaining open, I can ensure that my research also remains grounded in participants' interpretations.

## **Appendix I**

### **Post Human Library and Data Analysis Reflection**

Reflecting on my experience organizing and leading an event, I found myself wrestling with a mix of emotions. The prospect of taking charge of such an endeavor was daunting, and the anticipation leading up to it was nerve-wracking. Each time a speaker or participant dropped out, it felt like a personal setback, and I couldn't help but feel a sense of embarrassment, almost as if I had failed before even starting.

However, looking back now, I realize that these setbacks were not indicative of failure but rather part of the process. It's natural for unexpected challenges to arise, especially in research as my supervisor has always told me.

On the day of the event, my anxiety persisted as I worried over whether people would show up. But as the event unfolded, I felt that stress dissipate. Witnessing participants actively engaging with the speakers and each other was gratifying. Seeing the volunteers' dedication and enthusiasm added to this sense of fulfillment, reminding me of the collective effort put into this event.

One profound realization from this experience was the power of intimacy in driving change. The connections forged during the event, the candid conversations, and the exchange of ideas all contributed to fostering a sense of closeness and understanding among participants. It became evident that genuine, meaningful interactions were essential for eliciting impactful change.

Had the conversations gone south or had participants struggled to engage, it would have been disheartening, to be honest. Recognizing that people weren't learning or being impacted by the discussions would have been a tough pill to swallow. Thankfully, witnessing the active participation and hearing firsthand accounts of the impact of the Human Library reaffirmed to me the significance of the event's purpose and its ability to effect positive change.

Throughout my qualitative analysis, I engaged in discussions with my supervisor to reflect on my analysis rather than to achieve consensus in meaning. She emphasized the importance of remaining mindful of my biases while interpreting the data. She cautioned against making sweeping generalizations based on my findings and advised me to tread carefully with the statements I made given my sample. Moreover, these conversations allowed me to reflect on my initial assumptions, as I frequently found myself aligning the results with my preconceived notions. Having a collaborative process with someone who was at the Human Library as well was invaluable in helping me make sense of the data.

In hindsight, while the journey leading up to the event was stressful the experience itself was incredibly rewarding. It taught me invaluable lessons about the transformative power of human connection and the sense of fulfillment in conducting meaningful research.