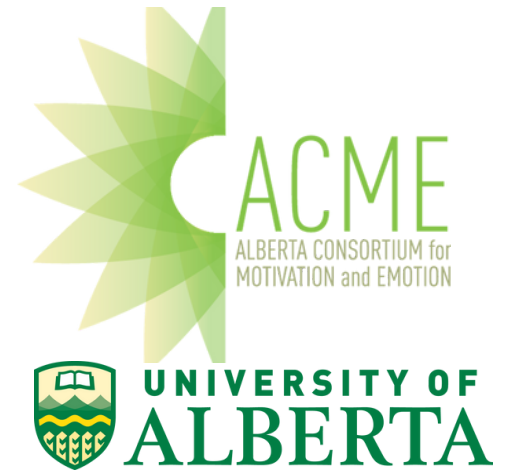


# RESEARCH BRIEF

## PRE-SERVICE TEACHERS' KNOWLEDGE AND BELIEFS OF TRAUMA-INFORMED TEACHING



We want to thank the 189 pre-service teachers at the University of Alberta who completed our survey regarding pre-service teachers' current understanding of childhood trauma and trauma-informed teaching. Below, Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotion (ACME) present some initial findings that we believe may be of interest to you. Any questions or comments can be directed to [acme@ualberta.ca](mailto:acme@ualberta.ca).

### WHO PARTICIPATED?



60.8% identified as women



2.7% identified as non-binary



36.6% identified as men



"I am familiar with trauma-informed teaching practices."

69.8% of participants disagreed with this statement.

### DOES EVERYONE HAVE THE SAME BELIEFS?

No! Women agreed **significantly more** than men when asked about whether schools play an important role in supporting students who have experienced trauma.

Men also reported **less agreement** with the belief that teacher behaviours can impact these students' social and emotional well-being.



### WHAT THEY WANT TO LEARN



"I would like to learn more ways to empower students. Every student is different and comes with different levels of trauma. Adaptability is one of the biggest strengths a teacher can poses."

"I would like to learn more about active strategies that can be used in the classroom to make my class environment more trauma informed."



"I would like more details about how to recognize signs of trauma."

"I would like to hear the experiences of those who have gone through a trauma and learn what they thought would have been helpful to them during their time in school."

