

Teaching the Teacher: Designing a Scenario-Based e-Learning Solution on Trauma-Informed
Classroom Management Strategies and Its Impact on Learner Engagement and Confidence

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Abstract

In 2024, the school district in question released data to all staff regarding the high turnover rate of certified staff within the first five years, underscoring the urgency of equipping novice teachers with evidence-based strategies to improve classroom management, boost confidence, and reduce attrition. This action research was aimed to address and improve this instructional problem while focusing on new teacher classroom behavior management techniques and confidence levels within one urban Title 1 elementary school (focused on grades K-2). Included in this design-based research, was the development and implementation of an e-learning training course designed to combine targeted trauma-informed classroom behavior management strategies with unique interactive scenario-based learning to facilitate knowledge transfer and boost engagement. The two primary research questions were: (1) What is the impact of scenario-based simulations on perceived learner engagement in an asynchronous e-learning environment? (2) How does an e-learning module combining direct instruction and scenario-based learning affect novice K-2 teachers' confidence in developing and implementing trauma-informed behavior management plans? A total of 14 teachers, each with varying years of experience, participated in this e-learning solution with a 100% completion rate. Data was collected electronically at three crucial intervals: pre-course and post-course Likert scale questionnaires assessing content knowledge and confidence levels, and a final performance task evaluated with a 4-point rubric across five domains. The researcher treated the data as ordinal and analyzed it using descriptive statistics. The findings concluded that not only did the participants knowledge of trauma-informed practices improve, but also their confidence levels relating to developing and implementing these same strategies in the classroom. (increased median survey values) Increased engagement scores were also reported during the interactive scenario-based asynchronous activities (increased median survey values) without regard to previously identified learning styles. These results confirmed how high-quality interactive, scenario-based learning could have a meaningful impact on future new teacher professional development within the district.

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Chapter 1: Introduction

More than two-thirds of all children in the United States experience at least one traumatic event before the age of 16. These traumatic events are not just neglect and/or abuse, they may include events such as parental separation, incarceration of a family member, and being a witness to domestic violence. (Understanding Child Trauma, 2023) These childhood experiences have lasting effects on daily life, learning, and building and maintaining positive relationships. Cognitive and learning-related signs of trauma may include concentration and memory impairment, anxiety, and being easily distracted. (Lebow, 2022) Behavioral and emotional signs of trauma can present as aggression, conflict with peers, intrusive thoughts, and a perceived lack of motivation. (Lebow, 2022). It is often within the classroom setting (as early as Kindergarten) that the daily demands of executive function, determine the child's ability to exert conscious control over their behavior. (Barr D. A., 2018) It is widely-known within educational and mental health professional communities, childhood trauma and the resulting trauma-response triggered behavior is a modern public health crisis.

Despite of the overwhelming number of K-12 students who have experienced at least one traumatic event, there is no one single agreed-upon framework to tackle these issues in a school setting. As a Kindergarten teacher and New Teacher Mentor in an urban Title I school (high poverty), I have found that classroom behavior management, specifically trauma-informed practices, is an area of keen interest among first, second, and third year "novice" teachers. (novice teachers are defined as having <4 years classroom experience) Almost all educators come into the district having completed a regionally accredited teacher preparatory program and obtaining a Bachelor of Arts Degree in a field related to Education. * Despite the years of training, there is a vast disconnect between learning classroom behavior management strategies during their studies and subsequently implementing them effectively in the classroom. Many of our district K-2 students have been exposed not to just one traumatic event but have been or are currently exposed to complex trauma. Complex trauma is defined as chronic interpersonal negative experiences. "The child does not have a chance to develop trust and a sense of safety around adults...which disrupts the child's core sense of attachment to caregivers." (Sheldon-Dean, 2024) These are often dysregulated, and exhibit trauma-response triggered behaviors that are severely disruptive to learning and relationship building.

Upon speaking with over 30 novice teachers in the district from Title I elementary schools, and being an educator myself, I witness the urgency for novice teachers in our district to learn evidence-based trauma-informed behavior management strategies that would be effective on specific student populations (students also experiencing poverty) More importantly, educators should be able to transfer this knowledge into their daily practices to be able to effectively manage their students and create a trauma-sensitive classroom.

Instructional Problem

Novice K-2 teachers (< 4 years' experience in the classroom) need targeted instruction on the effects of trauma on children and trauma-informed classroom behavior management strategies to create an effective classroom behavior management plan.

Research Topic

The research topic I have chosen, is the creation and implementation of an e-learning module that provides opportunity for the learner (K-2 Educator) to receive direct instruction and scenario-based learning for knowledge transfer of trauma-informed classroom behavior management strategies. The study will further examine the impact of scenario-based learning on perceived learner engagement as well the learner's ability to create an effective trauma-informed classroom behavior management plan.

Research Questions

What is the impact of the use of scenario-based simulations on perceived learner engagement in an asynchronous e-learning setting?

What is the impact of an e-learning module using direct instruction and scenario-based learning on the K-2 teacher's confidence to develop and implement their own trauma informed classroom behavior management plan?

Research Purpose

The purpose of this research is to examine the impact of a scenario-based e-learning module on the perceived engagement of adult learners and the ability to transfer this knowledge by creating an effective trauma-informed classroom behavior management plan.

Note: For the 2023/2024 school year, the state of TN approved provisional licenses for hard to staff areas where the candidate can hold a bachelor's degree in any subject and could teach for a period of one (1) year without completing an approved teacher preparatory program.

Chapter 2: Literature Review

Introduction to the Literature Review

This literature review explores critical topics within Education, Child Psychology, Universal Design for Learning (UDL) Principles, and Adult Learning Theory. Its focus lies on addressing an urgent instructional challenge: Novice K-2 teachers (< 4 years' experience in the classroom) need targeted instruction on the effects of trauma on children and trauma-informed classroom behavior management strategies to create an effective classroom management plan.

The review is structured around five main themes. The first theme, "Trauma and School Aged Children", examines how childhood trauma and adverse childhood events (ACEs) influence behavior and learning in school. The second theme, "Trauma-Sensitive Classroom Behavior Management" explores the use of trauma-informed behavior management strategies in elementary schools and early education classrooms. The third theme focuses on "Creating a Classroom Management Plan" and provides the framework and elements necessary to create an effective plan prior to the first day of school. The fourth theme, "Behavior Management Training for New Teachers" explores the current training model for teachers as well as research on virtual 3D simulations and traditional e-learning modules. The final and fifth theme, dives into "Adult Learning Theory" to understand how an instructional designer can engage adult learners (educators) using strategies to create positive interactions. Each of these themes provides essential insight into developing a "total package" e-learning solution tailored to address the instructional challenge outlined above.

Trauma and School Aged Children

What is trauma? According to the National Center on Safe Supportive Learning Environments, "Trauma refers to an event, series of events, or set of circumstances that is experienced as physically or emotionally harmful or life threatening, overwhelms a person's ability to cope, and has lasting adverse effects on the person's mental, physical, social, emotional, or spiritual well-being. (Trauma Sensitive Schools Training Package: Understanding Trauma and Its Impact, 2024) Potentially traumatic experiences for children and youth encompass more than neglect or abuse. It can be events associated with natural and human caused disasters, community or school violence, family trauma including divorce, incarceration or witness to domestic violence, medical trauma and even poverty. (Trauma Sensitive Schools Training Package: Understanding Trauma and Its Impact, 2024) With all of these personal and familial situations under the umbrella of an ACE (adverse childhood experience), it is not surprising that in the United States at least 64% of all adults reported having at least one type of ACE before the age of 18, while 1 in 6 adults in the United States reported that they had experienced four or more types of ACE's prior to age 18. (Centers for Disease Control and Prevention , 2023)

Deemed a modern public health crisis in the United States (Magruder, 2017), childhood trauma and ACEs have long-lasting and far-reaching consequences on a child's health, behavior and learning process'. For younger school-aged children the effects of trauma on health manifest as headaches, stomachaches, disrupted sleep and nightmares, and a lowered immune system. (Trauma Sensitive Schools Training Package: Understanding Trauma and Its Impact, 2024) Children may focus on their own actions during and after the event and display an outward display of behavior such as guilt, shame, aggression, or withdrawal. Adult relationships as well as peer relationships suffer greatly during and after ACEs, as the child no longer feels safe or in control. (Understanding Child Trauma, 2023)

When a child perceives the world as a dangerous and/or unpredictable place, it is not surprising that schools are the epicenter for emotional and behavioral outbursts. The cognitive demands of learning are often overwhelming for the child and achievement inevitably suffers. When stress hormones flood a child's brain, it has a negative effect on concentration, language processing, sequencing of information, decision making and memory. (Klabunde, 2024) Repeated exposure to stress (complex trauma) keeps the child in a constant state of hypervigilance which results as an inability to sustain attention combined with extremely exaggerated emotional and physical responses to external stimuli. (Terrasi, 2017) These emotional and physical trauma-response behaviors are being seen more and more in even the youngest learners, which is causing schools and educators to abandon traditional discipline techniques in favor of trauma-informed care in the classroom and school community.

Trauma-Sensitive Classroom Behavior Management

Discipline is often seen as a cornerstone of an effective education, providing a structured environment to achieve the desired learning objectives. However, the concept of discipline is most often associated with punitive measures delivered by an authoritarian figure. In reality, discipline strategies (defined as classroom management in education) are in fact more of a “spectrum of approaches”. Positive reinforcement, relationship building (trust), and creating a safe learning environment are key elements to achieve the desired behavioral outcomes in today’s trauma-informed care (TIC). (Sadruddin, 2012) Further research supports that teachers (as well as other early childhood professionals) play a vital role in trauma-informed care (TIC) in the classroom. More importantly, healthy relationships with adults create feelings of safety and reliability through daily structured routines and positive adult interactions. (Goldenthal, 2024) Therefore, it is imperative for new teachers recognize the importance of creating, implementing and assessing yearly classroom management plans with trauma-informed care at the top of their list for the upcoming school year.

There is no one set framework for creating a trauma-sensitive classroom or establishing an effective classroom management plan. Despite this fact, teachers can “front load” obtaining evidence-based classroom management strategies to help establish routines and procedures prior to the start of school. (Roscoe, 2010) These strategies include organizing the physical environment to promote calmness/mindfulness, establishing a clear outline of behavioral expectations with positive reinforcement strategies or developmentally appropriate consequences, and determining which classroom procedures are non-negotiables. (for safety concerns such as a fire-drill procedure) These strategies are aimed at preventing negative behaviors, while establishing key elements of classroom management that will significantly reduce unwanted trauma-response behaviors later in the year. (Roscoe, 2010)

Creating a Classroom Management Plan

Once the new teacher has a firm grasp on trauma-informed care, creating a trauma-sensitive learning environment and organizing evidence-based behavior management strategies to use in the upcoming school year, it is now time to create an effective classroom management plan. In fact, the classroom management plan might be one of the single most important tools an educator can have in their toolbox. A teacher’s ability to successfully manage a classroom is the greatest predictor of teacher satisfaction, career longevity, and most importantly, student achievement.

Most effective classroom management plans contain three major elements, efficient use of instructional time and classroom physical space, strategies to encourage students to make good choices, and effective implementation of instructional strategies. (Bouchrika, 2024) From this point, educators can incorporate their own goals, expectations, rules, consequences, and positive reinforcement procedures (such as a treasure box) to create a solid and predictable foundation for themselves, their students and families.

Positive Action, a US Department of Education approved supplier of K-12 toolkits aimed at challenging behavior in gen ed and exceptional education students (among other products) recommends these 8 steps for setting up a classroom management plan. (Positive Action Staff, 2023)

1. Set whole class expectations – create a list of non-negotiable expectations and then involve your entire class in revising and adding expectations as the year progresses.
2. Consider school policies when drafting classroom expectations – Make sure your policies align with your school and district expectations.
3. Establish clear and consistent boundaries – insist on no talking during important instructional time, etc.
4. Use verbal and non-verbal reinforcement – a “good job”, thumbs-up, a smile, a nod or a high-five are all examples of verbal and non-verbal reinforcement.

5. Create and distribute a planned syllabus – Decide on a frequency (monthly, quarterly, etc.) and create a document that informs families what their student will be learning and how they can be supported at that time.
6. Know all the students in the class – Getting to know every student establishes positive relationships and creates trust between the student and teacher.
7. Teach engaging content to encourage positive behavior – Although teachers are given all necessary content curriculum, teachers should set aside a small amount of planning time each week to review the curriculum and make small adjustments that align with student interests.
8. Decide what consequences you will implement for non-compliance- Always ensure that corrective action respects a student’s dignity and basic rights. Choose positive strategies over negative or punitive measures. Reduce forced isolation and instead encourage students to take control of their self-regulation by taking a break when they feel dysregulated.

Classroom Behavior Management Training for New Teachers

Training new teachers on behavior management strategies is a critical step in educating the educator. This is even more so true when presented with the research on the correlation between effective classroom behavior management on student achievement and teacher job satisfaction. Despite this evidence and the current outcry from educators for help, pre-licensure training programs and traditional school district professional development opportunities (whole group trainings, instructor led workshops, etc.) have failed to produce substantial growth in teachers’ knowledge and self-efficacy related to implementing evidence-based strategies in the classroom.

This issue is further complicated by the universally accepted training model for educators. Requiring new teachers to learn behavior management skills while “on the job”, simultaneously delivering content, performing assessments and maintaining the daily duties required in the classroom. High-stakes instruction such as this leaves little to no room for feedback (by a mentor or coach) to enhance future performance of the student or educator. (Shernoff E. A., 2018)

Simulation training where 3D virtual reality classrooms provide realistic situations and learner profiles exhibited some promise in research aimed at providing greater access to behavior management support for teachers. Teachers who used low-stakes group play, established the game play model was a motivator that could easily lead to additional collaborative opportunities and program usage accountability. Due to the fact that these programs are used asynchronously, it could also leave fewer teachers needing intensive, in-class support by school professionals (such as counselors, interventionists or instructional coaches) during the instructional day. (Shernoff E. A., 2021)

3D virtual reality simulation training may show early promise, but the cost and technology barriers are currently too great. Traditional module-based e-learning experiences provide a cost-effective opportunity for the new teacher to engage with targeted content. Research on behavior management e-learning modules that contain a blend of learning formats such as video, text, audio, and lower tech scenario-based learning opportunities reveal the positive correlation between micro-learning and increased reporting of self-efficacy in applying the strategies learned. It was also noted in the research that stand-alone e-learning courses are more beneficial when practicum experiences are incorporated. (McGuire, 2023)

Engaging the Adult Learner

Student engagement is defined as the “students’ psychological investment in and effort toward learning, understanding and mastering the knowledge skills or crafts that academic work is intended to promote.” Teachers (adult learners) are not much different than the students they teach. To have successful knowledge transfer, teachers

too must be engaged with the training content regardless of the fact it is a traditional face-to-face instructional model or an asynchronous e-learning module.

Due to time constraints, geographical location, or familiar/employer obligations, professional development opportunities for teachers are moving away from traditional instructor-led workshops to asynchronous online e-learning modules. Despite the desire to complete coursework online (for any perceived benefit to the learner), humans are social in nature and require at least some level of interaction to stay motivated. This could be any combination of interactions between themselves, the content, the course instructor, or their peers. Although the exact formula of interactions differs between users, the structure of the e-learning course should contain design elements that foster positive human connections. Noteworthy elements in the research include, having a weekly discussion thread that allows for questions between students and his/her instructor and peers, as well as instructor generated content and personalized video content that is best aligned with traditional face-to-face learning. (Beattie, 2022)

Conclusion

In conclusion, this literature review has explored critical topics within various research topics, all with the goal of addressing an urgent instructional challenge: Novice K-2 teachers (< 4 years' experience in the classroom) need targeted instruction on the effects of trauma on children and trauma-informed classroom behavior management strategies to create an effective classroom behavior management plan. The review was structured around five different themes, each one providing new insight that is used in developing an e-learning solution. Noteworthy findings from the research include:

- Confirmation of the negative impact of childhood trauma on behavior and learning in the school setting
- The physical and emotional manifestations of trauma and adverse childhood events (ACEs) such as headaches, stomachaches, and overreaction to external stimuli.
- “Front Loading” is an effective technique in which learners act before an event takes place.
- Confirmation that most classroom behavior management training is done “on the job” despite it being the biggest predictor to student success and teacher satisfaction.
- 3D virtual reality classroom scenarios show early promise in delivering high-quality training to teachers, but it remains in the early development stages due to barriers such as cost and technology requirements.
- Adult learners report higher engagement with instructor created materials vs. textbook images or website citations/links.

Together, these findings offer a cohesive foundation for developing an e-learning solution that equips novice teachers with the knowledge they need to lead a classroom that is safe, inclusive, and well-managed.

Chapter 3: Research Methodology

Instructional Problem Overview

The instructional problem identified for this research is, novice K-2 teachers (< 4 years' experience in the classroom) need targeted instruction on the effects of trauma on children and trauma-informed classroom behavior management strategies to create an effective classroom behavior management plan. To further break the instructional problem down it is important to look at the who, what, where, when and why.

Novice Educators are defined by the district as teachers with <4 years of experience. For this study, I have further refined the learners' group to be K-2 teachers. Behavior management strategies for students will always consider what is developmentally appropriate for the child. Therefore, narrowing down the grade band is essential to providing training that is useful for all test subjects.

An e-learning solution will almost always be favored over an in-person training among this group of learners. Employer and familial demands do not afford the teacher copious amounts of additional training time, especially in the 4th quarter of the school year. (when testing will take place) In addition to behavior management strategies, the learner will also be tasked in creating an outline of a behavior management plan (using a pre-determined template). Since plans should be created prior to the start of the school year, learners may take this opportunity at the end of the academic year to prepare for the next class of students. Learning may take place on campus (outside of instructional hours) or off, as determined by the individual's scheduling needs.

New teachers in high-poverty elementary schools (Title 1), are faced with more and more alarming student behaviors that stem from past or current trauma. These same schools often lack the resources to help the teacher cope either with additional training or staff available to assist in the classroom. Educational assistants, instructional coaches, administration staff, and behavioral interventionists are often not available at the exact moment needed to de-escalate a child in the early stages of dysregulation. That requires the teacher to stop what they are doing and attend to the child. If frequent enough, hours of instructional time may be lost during the school year. This disruption to learning could be catastrophic for a student population that is on average, far below state achievement levels. Providing short bursts of targeted trauma-informed behavior management strategies would equip the educator with additional solutions that can be practiced during the crucial first few weeks of school, (when routines and procedures are introduced and the tone is set) Furthermore, this behavior management plan could be a jumping off point for the learner and their assigned mentor to further analyze their management skills and identify gaps before it becomes necessary for further intervention.

Potential Solutions

Three potential e-learning solutions to address the current instructional problem are listed below.

1. A Collaborative Learning Experience: The first e-learning solution is focused not only on direct instruction of content but also a collaborative learner experience. The solution would provide students targeted asynchronous instruction on childhood trauma and trauma-informed behavior management strategies using various formats for content delivery. Learners would transfer this knowledge into creating a classroom behavior management plan. The educational content would be accessed through an LMS (Moodle) and would contain video lectures (via YouTube or directly uploaded to LMS), audio instruction (uploaded to LMS) and collaborative quizzes using Kahoot. Pre-course and post course surveys will be linked on Survey Monkey. This solution would also include virtual role-playing opportunities for teachers to transfer their knowledge to solve authentic classroom scenarios. The role-playing activities would take place synchronously via Zoom and act as a summative assessment.

There are distinct advantages and disadvantages to this e-learning solution. The advantages in designing a collaborative approach using interactive quizzes and role-playing activities allows for more student-to-student and student-to-instructor interactions to take place. In addition to providing a much-needed social connection, this would allow the instructor to assist with scaffolding behavior management strategies in real-time during role playing activities. Furthermore, collaborative learning opportunities reduce cognitive load and leverages the background knowledge and/or experience students may bring to the group.

A disadvantage of this e-learning solution is coordinating a time for all students to participate in the synchronous activities. During the instructional year there is little opportunity for additional training outside of contract hours. Due to the size of the district and the current turnover rate, this solution would greatly increase costs. It would also place pressure on the substitute teacher system to cover classrooms of teachers who need coverage. A possible solution by the district could be providing time outside of the teacher's instructional day during pre-determined professional development days. This would eliminate the need and extra cost for substitute teachers.\

2. **Microlearning:** These “bite-size” online modules, delivered over the entire academic year, would provide new teachers targeted instruction on childhood trauma and trauma-informed behavior management strategies and creating a classroom management plan. Each month, learners complete a module that focuses on one common classroom disturbance. (such as students who display sudden outbursts of anger) The module would provide instructional content to address the “why” behind the child’s behavior (through a trauma lens) and provide solutions for addressing the behavior in the classroom. At the end of each microlearning module, a scenario-based, multiple-choice assessment would be given on the LMS to ensure learner proficiency. Classroom management plans would not be used as summative assessment in this e-learning solution, but rather the focus of one microlearning session. All instructional content and assessment in this e-learning solution would be completed directly through the LMS (Moodle) and each microlearning module would contain video lectures (YouTube or directly uploaded to LMS), audio content (uploaded to LMS) and downloads. (pdf files) Pre-course and post course surveys will be linked on Survey Monkey.

Common industry advantages for microlearning are that its faster, more affordable to create, and flexible. (Andriotis, 2018) This e-learning solution would enjoy many of the same perks. Learners who are pressed for time could focus on one single issue and quickly receive solutions to use in the classroom. Having access to all the content ahead of time, the learner could choose what order to complete the modules, enjoying more flexibility and autonomy over their own learning. The cost to the district would be less as teachers could do these quick microlearning modules during in-service days or planning hours periodically throughout the school year.

Microlearning also comes with limitations. One disadvantage is that the content may feel fragmented, and learners may struggle to put all the concepts together when they begin to experience negative behaviors in their own classroom. This is especially true when the microlearning is to occur over the course of the academic year. To combat this issue, clear-actionable objectives that connect to the bigger picture must be written for each module.

3. **A Traditional Approach:** The final e-learning solution would address the instructional problem using a more traditional e-learning approach. Learners would be given targeted asynchronous instruction on childhood trauma and trauma-informed behavior management strategies through a series of asynchronous modules. Each module in the course builds on the last (scaffolded) and contains quizzes, scenario-based activities, self-assessment opportunities and discussion board posts. The class discussion board will be an opportunity for the learner to engage with the instructor and his/her peers on a pre-determined topic without the need for scheduling whole class meetings. The courses’ summative assessment will be a classroom management plan outline that the learner can then build on with his/her mentor prior to the start of school.

The content for this last e-learning module will be accessed through the LMS (Moodle) and will contain video content (YouTube or directly uploaded to LMS), audio content (uploaded to LMS) and downloads. (pdf files) Quizzes and self-assessments will be administered through the LMS (Moodle) and the discussion board will be on ProBoards.com. Pre-course and post course surveys will be linked to Survey Monkey.

There are advantages and disadvantages to this e-learning solution. An advantage would be that each module contains activities both in the LMS (quizzes, self-assessments, etc.) and off site. The class discussion board (that is utilized in each module) creates a forum that allows the learner to engage in discourse with the instructor and his/her peers. This will provide a needed social connection, while still honoring the learner's time. (as this is not a synchronous activity) A disadvantage to this solution is two-fold. The students will not have access to all training materials at the start of the course. Each module builds on the last and a minimum passing score on the formative assessments will have to be reached to unlock the next section. The learner may become frustrated to know that they cannot simply choose the module they want to work on. However, to make up for the lack of flexibility, each module section is relatively short and can be finished in under 30 minutes. The learner will also be allowed to take the assessment multiple times without penalty. Hints and content review will be embedded into the assessment so that learners may review the material as needed and progress quickly through all the lessons.

The e-learning solution I have selected to create is #3, the traditional approach where content builds sequentially and culminates into a final summative assessment. The reason for choosing this module is based on several factors that are learner centered. First, the topic and its complexity require longer modules with multiple videos and articles. Microlearning, as discussed in solution #2, although a great resource for busy professionals, is not ideal when presenting content with varying degrees of complexity. Choosing solution #3 would allow more time for learners to review all the content and provide a firm base of knowledge of trauma-informed practices.

Choosing an e-learning solution that had collaboration elements was also a factor in my decision. Solution #1 has collaborative role-playing activities that require complex scheduling and time out of the classroom. Solution #3 includes collaborative elements needed to boost engagement (class discussion board), but it is done completely asynchronously. This allows the learner to make the necessary social connections with his/her instructor and peers without the burden of scheduling around personal commitments.

Finally, I decided on solution #3 because of the summative assessment. Solution #1 has a collaborative summative assessment assessed through Zoom by the instructor. This solution would provide opportunity for learners to apply knowledge to authentic scenarios, however, it would take a considerable amount of time to complete and would be difficult considering learner schedules. Solution #3 has a summative assessment in the form of a classroom behavior plan outline. This assessment is done individually, where the learner synthesizes all course information and creates a trauma-sensitive classroom management plan outline. The purpose of creating an outline rather than a fully functioning behavior management plan is to both to honor learner time and provide an excellent opportunity for collaboration between the learner and his/her mentor throughout the school year. It is also important to note that scenario-based learning is incorporated in solution #3, but it does not require a synchronous event.

Research Methodology

Method

This action research study will include quantitative data collection. The study will address two research questions:

1. What is the impact of the use of scenario-based simulations on perceived learner engagement in an asynchronous e-learning setting?
2. What is the impact of an e-learning module using scenario-based learning on the K-2 teacher's perceived confidence to develop and implement their own trauma informed classroom behavior management plan?

The quantitative data collection will include a pre-course survey and post-course survey both using a 5-point or 6-point Likert scale well as a performance task (writing an effective classroom management plan outline) graded using a pre-determined quantitative grading rubric. This rubric will score the performance task over 5 domains (conventions, organization, ideas, word choice and on topic) using a 4-point scale.

One of the benefits of action research in education is that it can enable participants to identify deficiencies in their classroom management and find relevant solutions. More importantly, it can provide the motivation for such discussions to move from theory into practice. In this study, teachers increase their knowledge of trauma-informed practice and report any changes in perceived confidence levels for creating and implementing their own trauma-informed behavior management plan.

Participants/Stakeholders

The participants invited into this research study will be licensed teachers who are employed at the same Title 1 (high poverty) elementary school. They will not be paid for their involvement in this research. Current K-2 teacher at this school will be invited to participate this study (23) via the ERES Staff Facebook private group. The requirements for final selection are:

- The participant must teach (or have taught) the following grades: Kindergarten, 1st grade, or 2nd grade.
- Education level of all participants will be at least a Bachelor of Arts degree (in any field) and completion of a state recognized teacher preparation program.
- The participant must have less than 4 years of classroom teaching at the time of this research.

The identified stakeholders are not only the teachers themselves, but also the school administration (principal, vice principal), academic coaches, support mentors, school counselors as well as those involved in talent procurement at the school district level.

Participants and stakeholders alike understand the urgency for novice teachers in the district to learn evidence-based, trauma-informed behavior management strategies before they enter the classroom. Well-managed classrooms have better student learning outcomes and is directly related to job satisfaction and career longevity. (Qnextech, 2023) High turnover rates (within the first five years) are an ongoing issue in this school district. If teachers stay in the classroom longer, they bring much needed experience and stability into the schools, which is a win for everyone.

Data Collection Instrument(s)

During this research there will be three quantitative data collection points. First, a pre-course survey using a 5-point Likert scale will be given prior to instruction. The second data collection point will be from the post-course survey

taken at a future date. This post-course survey will be nearly identical as the pre-course survey in the areas of competence and Personal Attributes. It differs slightly in engagement. See the next page for a survey sample.

Pre-Course Survey

Directions: Reflect on the following questions. Use the following rating scale and put a check to indicate your rating.

1= Strongly Agree 2= Agree 3= Unsure 4= Disagree 5= Strongly Disagree

Area	Question	1= strongly agree	2= Agree	3= Unsure	4= Disagree	5= Strongly disagree
Competence	I have a clear understanding of the relationship between exposure to trauma and a child's ability to form relationships.					
	I have a clear understanding of the relationship between exposure to trauma and a child's ability to regulate their emotions.					
	I have a clear understanding of the relationship between exposure to trauma and child's ability to learn.					
	I have a clear understanding of what information an effective classroom management plan contains.					
	I have a clear understanding of how to implement a classroom management plan.					
	I have a clear understanding of how to write an effective classroom management plan.					
Personal Attributes	I believe it is important for me to use trauma-informed practices in the organization of my classroom's physical space.					
	I believe it is important for me to use trauma-informed practices in my daily classroom management strategies.					
	I am confident in using trauma-informed practices when organizing my classroom's physical space.					
	I am confident in using trauma-informed practices in my daily classroom management strategies.					
	I am confident in creating an effective classroom management plan.					
Engagement*	I am confident in implementing an effective classroom management plan.					
	I am engaged while learning about new information when I read written articles.					
	I am engaged while learning about new information when I use interactive scenarios.					
	I am engaged while learning about new information when I watch videos.					
	I am engaged while learning about new information when it is spoken out loud. (podcasts, audio files, etc.)					

*Engagement will be defined as a condition of emotional, social, and intellectual readiness to learn characterized by curiosity, participation, and the drive to learn more.

Post-Course Survey


Directions: Reflect on the following questions. Use the following rating scale and put a check to indicate your rating.

1= Strongly Agree 2= Agree 3= Unsure 4= Disagree 5= Strongly Disagree

Area	Question	1= strongly agree	2= Agree	3= Unsure	4= Disagree	5= Strongly disagree
Competence	I have a clear understanding of the relationship between exposure to trauma and a child's ability to form relationships.					
	I have a clear understanding of the relationship between exposure to trauma and a child's ability to regulate their emotions.					
	I have a clear understanding of the relationship between exposure to trauma and child's ability to learn.					
	I have a clear understanding of what information an effective classroom management plan contains.					
	I have a clear understanding of how to implement a classroom management plan.					
	I have a clear understanding of how to write an effective classroom management plan.					
Personal Attributes	I believe it is important for me to use trauma-informed practices in the organization of my classroom's physical space.					
	I believe it is important for me to use trauma-informed practices in my daily classroom management strategies.					
	I am confident in using trauma-informed practices when organizing my classroom's physical space.					
	I am confident in using trauma-informed practices in my daily classroom management strategies.					
	I am confident in creating an effective classroom management plan.					
	I am confident in implementing an effective classroom management plan.					
Engagement*	I am engaged while learning about new information when I read written articles.					
	I am engaged while learning about new information when I use interactive scenarios.					
	I am engaged while learning about new information when I watch videos.					
	I am engaged while learning about new information when it is spoken out loud. (podcasts, audio files, etc.)					

*Engagement will be defined as a condition of emotional, social, and intellectual readiness to learn characterized by curiosity, participation, and the drive to learn more.

The third data collection point will be taken from the course summative assessment. The final assessment is the completion of a Classroom Management Plan using a given template. The assessment will be graded with a numerical score based on a pre-determined grading rubric. This rubric will score the performance task over 5 domains (conventions, organization, ideas, word choice and on topic) using a 4-point scale. Note, a passing score is 16 out of 20 possible points. See the grading rubric below:



RUBRIC

Course Final Assessment

Passing score is 16/20 points

Student: _____
Total:
20

	1	2	3	4
CONVENTIONS	Has 4 or more errors	Has 3 errors	No more than 2 errors	No spelling or grammatical errors
ORAGNIZATION	Unorganized	Somewhat organized	Mostly organized	Completely Organized
IDEAS	Responds with incorrect information	Responds with some information	Responds with meaningful information	Responds with higher level of thinking
WORD CHOICE	Uses no descriptive words	Uses less than 1-2 descriptive words	Uses 3-4 descriptive words	Uses 5 or more descriptive words
ON TOPIC	No topic	Some topic	Most topic	All on topic

All three of these data collection tools align to the research questions. The pre-course and post-course surveys include questions related to learner engagement using scenario-based instruction as well as questions related to confidence creating and implementing an effective classroom management plan. (after the e-learning modules are completed)

The final assessment grading rubric is aligned to the research question because it will assess the classroom behavior management plan as being effective or not. Effective (or passing) is a score of 16 out of 20 possible points.

Data Analysis Technique(s)

For Pre-Course and Post-Course survey, I am measuring opinions and attitudes using a 5-point or 6-point Likert scale. The final assessment data is collected from a 4-point grading rubric across 5 domains. All data will be treated as ordinal and will be analyzed using descriptive statistics. I will analyze each set of data in both numerical and visual form. (chart, tables, etc.) Measure of central tendency will be calculated using the mode. (response that occurs more frequently) and statistical significance will be determined using the mean data. In addition, I will also be using cross tabulation for my scale analysis data. For example, I may want to compare the response of one group (such as years of service) with another group (confidence levels) to look at the relationship between confidence levels and different demographic variables.

Expected Timeline

The expected timeline will be as follows, approximately 3 days for participant selection and another 5 days for the learners to complete all modules, surveys, and assessments. Once all the data is in the LMS, survey collection app (SurveyMonkey) and classroom discussion board (Proboards), it will take no more than 7 days to analyze the data and submit the findings of this research. This means a total *maximum* research study length of 15 days. See specific dates below.

Estimated Dates:

Participant selection - June 1-3, 2024

Course completed by learners – June 4-8, 2024

Data Analysis – June 9-15, 2024

Data Security and Confidentiality

In this study I will use appropriate measures for maintaining data security and confidentiality. Examples include but are not limited to:

1. Research data will not be shared without permission from the participant and appropriate informed consent forms will be signed by all participants. These forms will be electronically stored on an external device (flash drive) and stored in a secure location (physical safeguard)
2. No personal identifying information will be shared in this research (school name, participant name, etc.)
3. LMS, Survey collection website, and class discussion board passwords will be strong passwords (increased complexity) and will not be shared with any other individual (administrative safeguard). Passwords will be stored electronically in a secure location on an external device (flash drive)
4. Researcher will complete the Human Subject Research Training and retain the certificate of completion as part of the study research records.
5. Collecting and storing data on a district owned device (computer) with appropriate firewall security, virus protection and data encryption. (technical safeguard) This device is locked in a secure location when not in use.

6. All records will be retained for 5 years after the study.
7. All electronic records will be erased using a commercial software application and the USB flash drive will be destroyed after 5 years. A record of the date and description of how the information was destroyed will be kept indefinitely.

Conclusion

The purpose of this research is to examine the impact of a scenario-based e-learning module on the perceived engagement of adult learners and their ability to transfer this knowledge by creating an effective trauma-informed classroom behavior management plan. Specifically, this study will address the following research questions:

1. What is the impact of the use of scenario-based simulations on perceived learner engagement in an asynchronous e-learning setting?
2. What is the impact of an e-learning module using scenario-based learning on K-2 teachers' perceived confidence to develop and implement their own trauma-informed classroom behavior management plan?

The benefits of this action research in education enables participants to identify deficiencies in their classroom management strategies and find relevant solutions. More importantly, it may motivate the transition of these discussions from theory into practice. In this e-learning solution, teachers will increase their knowledge of trauma-informed practices and report any changes in their perceived confidence levels for creating and implementing their own trauma-informed behavior management plan. In addition, the learners will also self-assess their perceived engagement levels while using scenario-based learning.

Data collection will include both a pre-course and post-course 5-point Likert scale surveys to capture nuanced opinions quickly and quantitatively. Additionally, quantitative data from the course summative assessment, which requires learners to create an effective behavior management plan, will be collected. This assessment is to be evaluated using a pre-determined grading rubric across five domains on a 4-point scale, ensuring fair grading practices, consistency, and alignment with the proposed learning objectives.

Participants will be pre-selected from the Title 1 elementary school where I am employed as a Kindergarten teacher and new teacher support mentor. Further selection criteria include years of service (<4 years) and grades taught (selecting only K-2 classroom teachers)

At the end of this research, I will analyze the quantitative ordinal-level data using descriptive statistics, including calculating the mode to determine the most common responses. Cross-tabulation will also be used to compare data between more than one group (demographic variable, etc.) and will be displayed both numerically and visually. The findings from this study may provide data regarding the efficacy of scenario-based e-learning in enhancing teacher engagement and confidence in developing and implementing trauma-informed classroom behavior management plans. This research highlights the potential of action research to drive improvements in the educational practice of a novice teacher (<4 years' experience).

Chapter 4: Results

Summary of Research

Due to the nature of the research, all data was collected electronically. Selected participants were sent a document to their district email address detailing how to access the e-learning training module on Moodle and the log-in details for the discussion board to post assignments and the required surveys. As this was a fully online e-learning training module, there was no need to conduct any in-person sessions. Participants were instructed to complete the modules at their own pace, within a specific time frame (15 days) and were encouraged to use either their district issued laptop or personal device (such as a phone, etc.). All but one participant used their district issued laptop. One participant used their mobile phone to access the content. All participants completed the training modules at home and well within the allotted timeline.

The research topic was the creation and implementation of an e-learning module that provides opportunity for the learner (K-2 Educator) to receive direct instruction and scenario-based learning for knowledge transfer of trauma-informed classroom behavior management strategies. The study further examined the impact of scenario-based learning on perceived learner engagement as well the learner's ability to create an effective trauma-informed classroom behavior management plan.

The studies participants were instructed to finish all sections of the e-learning module. This included any assignments and/or discussion board posts. The researcher had open "office hours" each day, to assist the participants who may have had difficulty accessing the content. During the first day, the researcher only fielded questions related to logging into Moodle and Pro-Boards as participants became familiar with the e-learning platform. No other accessibility concerns came up during the research and everyone completed the e-learning module in its entirety.

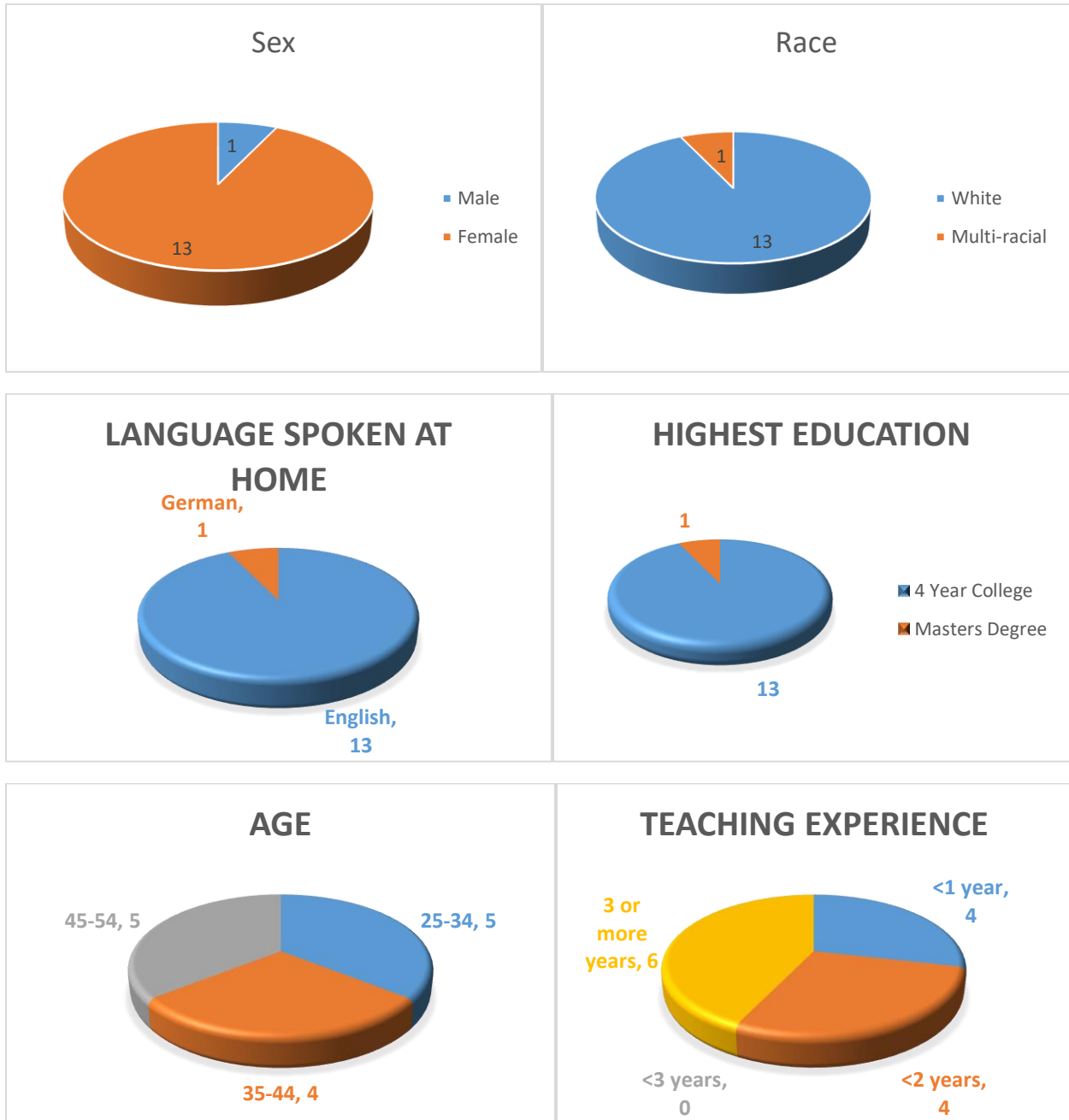
Other stakeholders previously identified such as school administration, behavioral interventionist, etc., were informed of the research but were not involved during the intervention. Subsequently, however, one of the school's behavior interventionists expressed interest in the e-learning training module and reviewed it after the participants completed their training. This person did not receive access to the discussion board or any student data, just the e-learning module content itself. The individual did see value in proposing this content to the district for other teachers to use. The quantitative data collection included pre-course surveys and post-course surveys both using a 5-point Likert scale well as a performance task (writing an effective classroom management plan outline) graded using a pre-determined quantitative grading rubric. This rubric will score the performance task over 5 domains (conventions, organization, ideas, word choice and on topic) using a 4-point scale. All the data was collected using a private link to the surveys hosted by surveymonkey.com.

Summary of Results

All 14 study participants completed 4 pre-course surveys and 3 post-course surveys (electronically). Pre-course surveys were given prior to receiving access to any module content and post-course surveys were given immediately at the end of the e-learning module. Learners submitted the pre-course surveys within 24 hours of beginning the e-learning module with a 100% response rate. Post-course surveys were completed with a 100% response rate within 48 hours of course completion. After receiving the surveys, I analyzed the quantitative ordinal-level data using descriptive statistics, including calculating the mean and mode to determine the most common responses. Cross-tabulation were also used to compare data between more than one group (demographic variable, etc.) and are displayed both numerically and visually. The findings from this study provided data regarding the efficacy of scenario-based e-learning in enhancing teacher engagement and confidence in developing and implementing trauma-informed classroom behavior management plans. This research highlights the potential of action research to drive improvements in the educational practice of a novice teacher (<4 years' experience).

Survey 1 – Learner Demographics (Pre-Course only)

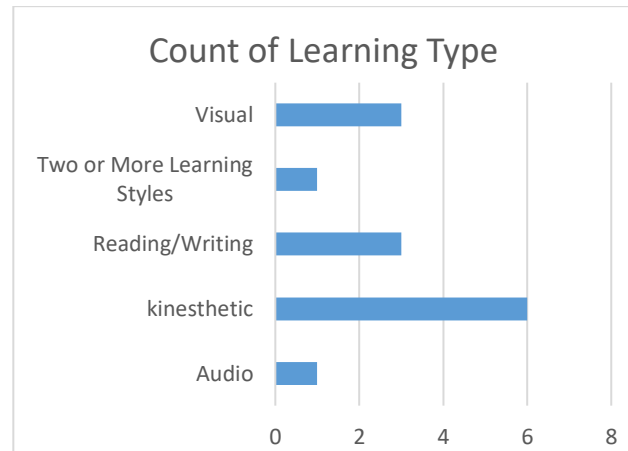
Pre-course survey 1 was aimed at capturing learner demographic data and self-assessed learning styles. This survey was completed prior to completion of the e-learning module. The result of the basic demographic survey (or Survey 1) is as follows. There was a 100% response rate. A second demographic survey, after the e-learning module, was not necessary. The only demographic information that was used for this research study was learner years of service. Despite this, having additional demographic data on hand could be useful for future iterations in design.



Learning Style Self-Assessment (Included with Pre-Course Survey 2)

Pre-course survey 2 initially asked learners to disclose their self-identified learning style as it relates to engagement with new professional online learning content. Students were encouraged to visit an external link at [What Type Of Learner Are You? \[QUIZ\] - Robertson College](#) to identify their learning style if they were not already aware. The results are listed below.

Learner ID	Years of experience	Learning Type
1	<1	Kinesthetic
2	<1	Reading/Writing
3	<2	Visual
4	<1	Visual
5	3+	Audio
6	3+	Visual
7	3+	Kinesthetic
8	3+	Reading/Writing
9	<1	Reading/Writing
10	<2	Kinesthetic
11	<2	Kinesthetic
12	<2	Two or More Learning Styles
13	3+	Kinesthetic
14	3+	Kinesthetic



Survey 2 – Perceived Engagement Level During Yearly Professional Development (Pre-Course and Post-Course)

The first research question in the study states: What is the impact of the use of scenario-based simulations on perceived learner engagement in an asynchronous e-learning setting?

Survey 2 was intended to address this question. Participants were asked (both before and after completing the e-learning module) to recall all previous professional development courses within the last calendar year. It could have been a professional development course through the school district, private entity or in the professional learning

community (school). Learners were then asked to compare their level of engagement with the mode of content delivery. For instance, were they most engaged with reading and writing content, listening to a speaker, participating in interactive scenarios, etc. It is important to note that engagement was defined to the participants in both the Pre-Course and Post-course Survey as, “a condition of emotional, social and intellectual readiness to learn characterized by curiosity, participation and the drive to learn more”.

The instructions for the post-course survey 2 stated that learners were to determine which mode of content delivery they felt most engaged with *during* the e-learning module. No consideration should be given to any *past* professional development. Learning styles are listed on the results below for future crosstabulation of data. They were not included on the post-course survey as not to influence the learner to choose an answer based solely on their predetermined learning style. For statistical analysis, all answers generated in the study (Likert questionnaire) were given a numerical value. The scale used for survey 2 was 1-5, 5 being the learner strongly agrees and 1 being represented by the learner strongly disagreeing. There was a 100% response rate for both the pre-course survey 2 and post-course survey 2.

Survey 2 - Perceived Engagement Raw Data (Pre-Course and Post-Course)

Key

- Strongly Agree = 5
- Agree = 4
- Neither Agree nor Disagree = 3
- Disagree = 2
- Strongly Disagree = 1

Learner ID	Years of Teaching experience	Self-Assessed Learning Type	Q1 I am most engaged with new content by reading or writing	Q1 Post Course	Q2 I am Most engaged with new content by watching a demonstration	Q2 Post Course	Q3 I am most engaged with new content by using interactive scenarios	Q3 Post Course	Q4 I am most engaged with new content by listening to a speaker	Q4 Post Course
1	<1	kinesthetic	2	1	3	3	4	5	1	1
2	<1	Reading/Writing	4	4	3	3	2	3	2	2
4	<1	Visual	2	3	4	4	2	2	1	1
9	<1	Reading/Writing	4	4	3	3	3	4	2	2
3	<2	Visual	1	3	4	4	3	4	2	2
10	<2	kinesthetic	1	1	3	3	2	5	2	2
11	<2	kinesthetic	2	1	2	2	4	5	2	2
12	<2	Two or More Learning Styles	2	4	2	2	4	4	3	3
5	3+	Audio	2	2	3	3	3	3	4	3
6	3+	Visual	1	4	2	2	3	4	2	2
7	3+	kinesthetic	1	1	4	4	2	5	3	3
8	3+	Reading/Writing	4	4	3	3	3	4	2	2
13	3+	kinesthetic	1	2	2	2	4	5	1	1
14	3+	kinesthetic	1	2	2	2	4	4	2	2

**Survey 2 - Perceived Engagement Statistical Analysis and Interpretation
(Pre-Course and Post-Course)**

Key

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

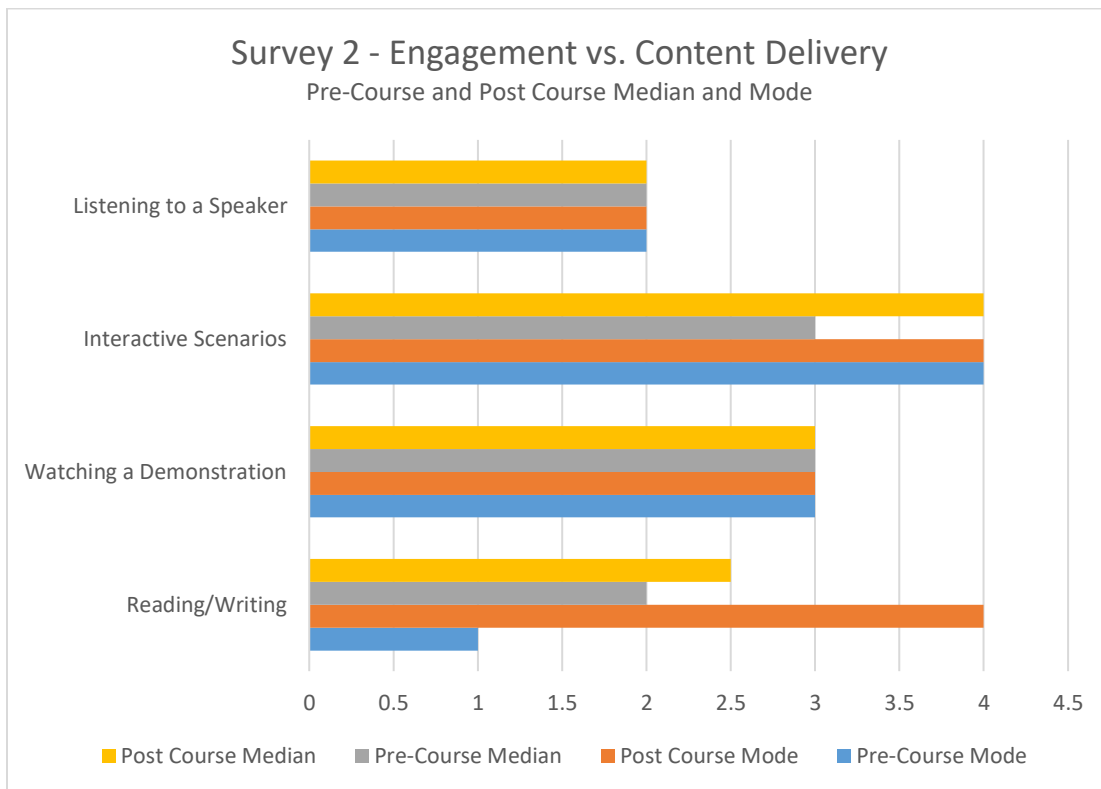
Strongly Disagree = 1

Question Number	SA	A	N	D	SD	Total Responses	Median	Mode	Std. Deviation
Q1 – Pre-Course Engaged by reading and/or writing	0	3	0	5	6	14	2	1	1.13
Q1 – Post-Course Engaged by reading and/or writing	0	5	2	3	4	14	2.5	4	1.24
Q2 – Pre-Course Engaged with watching a demonstration	0	3	6	5	0	14	3	3	0.74
Q2 – Post-Course Engaged with watching a demonstration	0	3	6	5	0	14	3	3	0.74
Q3-Pre-Course Engaged with interactive scenarios	2	3	5	4	0	14	3	4	0.80
Q3-Post Course Engaged with interactive scenarios	5	6	5	2	0	14	4	4	1.01
Q4 – Pre-Course Engaged by listening to a speaker	0	1	2	8	3	14	2	2	0.83
Q4 – Post-Course Engaged by listening to a speaker	0	0	3	8	3	14	2	2	0.65

Interpretation

According to my pre-course and post-course median data from Survey 2, question 1 and question 3 both result in statistical significance as the post-course median value increased. The mode demonstrated that question 2 and question 3 also had the most positively answered responses. Furthermore, results show that the mean difference increased most significantly (+0.93) with Question 3, “I am most engaged with new content by using interactive scenarios”. Based on this data I have concluded that simulations had the most impact on increasing perceived engagement post-course median value.

Based on this information the first research question was addressed. Scenario-based interactive simulations did have an effect (positive) on learner engagement in an asynchronous e-learning setting.



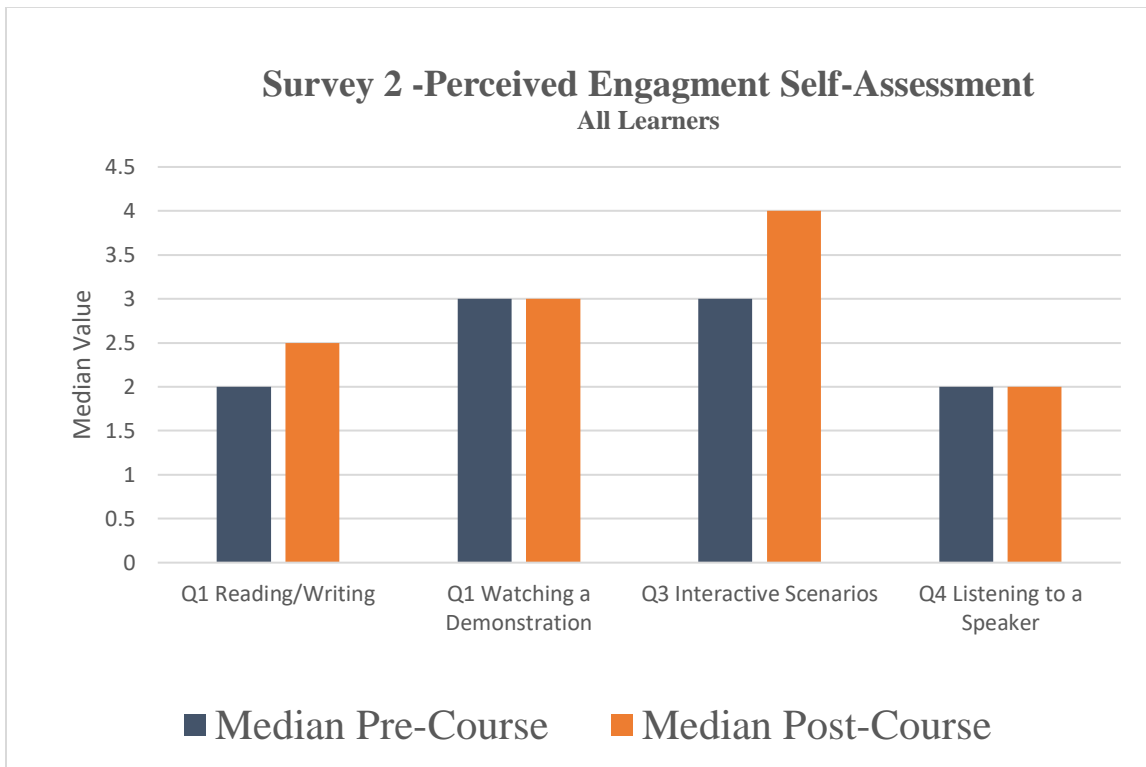
Learning Style Assessment Survey Data and Interpretation

Additionally, participants were asked to describe to their highest perceived engagement during online learning activities in relation to their learning style within the last year. Engagement was defined to the participants as, “a condition of emotional, social and intellectual readiness to learn characterized by curiosity, participation and the drive to learn more”. Participants were instructed to recall a time during a teaching and learning professional development within the last year when answering pre-course survey number 2.

The instructions for the post-course survey 2 stated that learners were to determine which mode of content delivery they felt most engaged with *during* the e-learning module. The definition of engagement was also giving to the learners. Engagement was defined as, “a condition of emotional, social and intellectual readiness to learn

characterized by curiosity, participation and the drive to learn more”. Participants were instructed to pick the one mode of content delivery that *most* suited their educational needs to achieve the learning objectives.

Learning styles are listed on the results below for context. They were not included on the post-course survey as not to influence the learner to choose an answer based solely on their predetermined learning style. Answers generated in this Likert questionnaire were given a numerical value to complete the statistical analysis. The scale is 1-5, 5 being the learner strongly agrees and 1 being represented by the learner strongly disagreeing. There was a 100% response rate for both the pre-course survey 2 and post-course survey 2.



The first research question identified in this study stated, “What is the impact of the use of scenario-based simulations on perceived learner engagement in an asynchronous e-learning setting?” According to my pre-course and post-course median data from Survey 2, question 1 and question 3 both result in statistical significance as the post-course median value increased. The mode demonstrated that question 2 and question 3 also had the most positively answered responses. Furthermore, results show that the mean difference increased most significantly (+0.93) with Question 3, “I am most engaged with new content by using interactive scenarios”. Based on this data I have concluded that simulations had the most impact on increasing perceived engagement post-course median value.

Cross-tabulation data analysis was also used to compare the impact of scenario-based learning in relation to learners’ years of service. The purpose is to find if there is any correlation between increased years of service and perceived engagement levels.

Survey 2 Statistical Analysis and Interpretation (By Years of Service).

Key

SA = Strongly Agree

A = Agree

N = Neither Agree nor Disagree

D = Disagree

SD = Strongly Disagree

YOS = Years of Service

<1 Year of Service

Question Number	YOS	Total Responses	Median	Mode
Q1 Pre-Course Engaged by reading/writing	<1	4	3	2
Q1 Post-Course Engaged by reading/writing	<1	4	3.5	4
Q2 Pre-Course Engaged with watching a demonstration	<1	4	3	3
Q2 Post-Course with watching a demonstration	<1	4	3.5	4
Q3 Pre-Course Engaged with interactive scenarios	<1	4	2.5	2
Q3 Post-Course Engaged with interactive scenarios	<1	4	3.5	2
Q4 Pre-Course Engaged by listening to a speaker	<1	4	1.5	1
Q4 Post-Course Engaged by listening to a speaker	<1	4	1.5	2

1 to <2 Years of Service

Question Number	YOS	Total Responses	Median	Mode
Q1 Pre-Course Engaged by reading/writing	<2	4	1.5	1
Q1 Post-Course Engaged by reading/writing	<2	4	2	1
Q2 Pre-Course Engaged with watching a demonstration	<2	4	2.5	2
Q2 Post-Course Engaged with watching a demonstration	<2	4	2.5	2
Q3 Pre-Course Engaged with interactive scenarios	<2	4	3.5	4
Q3 Post-Course Engaged with interactive scenarios	<2	4	3.5	4
Q4 Pre-Course Engaged by listening to a speaker	<2	4	2	2
Q4 Post-Course Engaged by listening to a speaker	<2	4	2	2

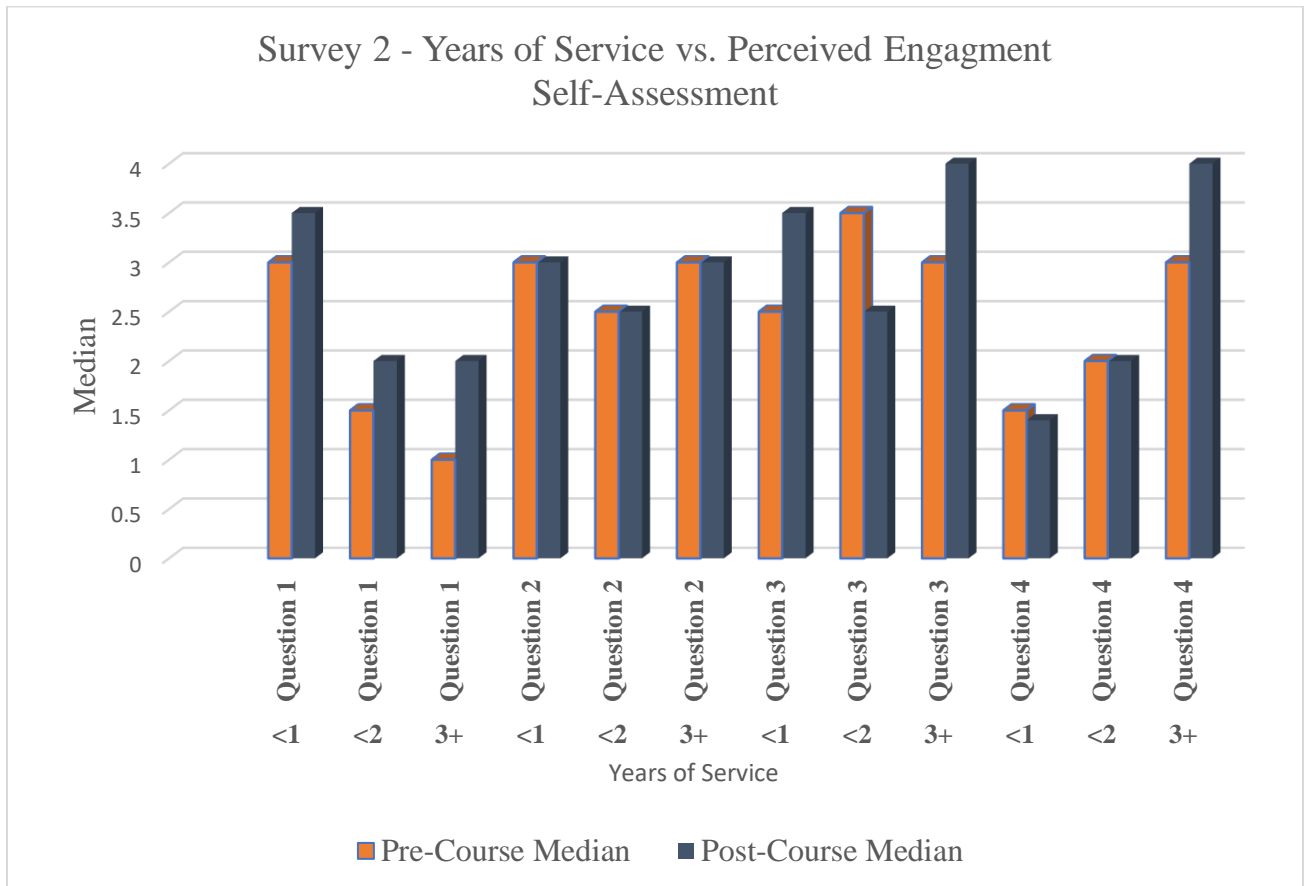
2 to <3 Years of Service

No learners in this group.

3+ Years of Service

Question Number	YOS	Total Responses	Median	Mode
Q1 Pre-Course Engaged by reading/writing	3+	6	1	1
Q1 Post-Course Engaged by reading/writing	3+	6	2	3
Q2 Pre-Course Engaged with watching a demonstration	3+	6	2.5	2
Q2 Post-Course with watching a demonstration	3+	6	2.5	2
Q3 Pre-Course Engaged with interactive scenarios	3+	6	3	3
Q3 Post-Course Engaged with interactive scenarios	3+	6	4	4
Q4 Pre-Course Engaged by listening to a speaker	3+	6	3	3
Q4 Post-Course Engaged by listening to a speaker	3+	6	4	4

Based on the data above and the visual model below, there is no pattern or correlation observed between years of service and the learners mean engagement calculation. This is not surprising as an individual’s learning style is subjective and can change over time with age and content. (educationplat, 2024)



Course Survey 3 – Perceived Knowledge and Understanding of the Impact of Childhood Trauma on Education and the Creation and Implementation of Effective Classroom Management Plans

In the next survey (Pre-Course and Post-Course Survey 3), the learner’s knowledge and comfort level with understanding childhood trauma and its impact on learning was self-assessed. In addition, learners were asked about their knowledge relating to the creation and implementation of a classroom behavior management plan. Again, questions 1-5 were scored based on assigning Likert responses a numerical value. 5 being represented as strongly agree and 1 is represented as strongly disagree. Pre-Course and Post-Course Survey 3 resulted in the following data. The Pre-Course survey was given prior to any instructional materials and the Post-Course Survey was sent the day the learner passed the course.

Survey 3: Perceived Knowledge and Understanding of the Impact of Childhood Trauma on Education and the Creation and Implementation of Effective Classroom Management Plans - Raw Data

Key

- Strongly Agree = 5
- Agree = 4
- Neither Agree nor Disagree = 3
- Disagree = 2
- Strongly Disagree = 1

Learner ID	Years of Teaching experience	Q1- I have a clear understanding of the relationship between exposure to trauma and a child’s ability to form relationships	Q1 Post-Course	Q2- I have a clear understanding of the relationship between exposure to trauma and a child’s ability to regulate their emotions.	Q2 Post- Course	Q3- I have a clear understanding of the relationship between exposure to trauma and a child’s ability to learn.	Q3 Post-Course
1	<1	3	3	3	4	4	5
2	<1	4	4	4	4	4	5
4	<1	3	3	4	5	2	3
9	<1	4	4	3	4	3	3
3	<2	4	3	5	5	5	5
10	<2	2	3	4	4	2	3
11	<2	4	4	4	4	4	5
12	<2	4	4	2	4	4	5
5	3+	4	4	3	3	3	4
6	3+	2	4	2	3	3	4
7	3+	4	4	4	4	1	5
8	3+	4	4	4	4	3	4
13	3+	2	3	4	4	4	5
14	3+	3	3	3	3	3	4

Survey 3: Perceived Knowledge and Understanding of the Impact of Childhood Trauma on Education and the Creation and Implementation of Effective Classroom Management Plans - Raw Data (Continued)

Key

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1

Learner ID	Years of Teaching experience	Question 4 - I have a clear understanding of how to create an effective classroom management plan.	Q4 Post Course	Q5- I have a clear understanding of how to implement an effective classroom management plan.	Q5 Post Course
1	<1	1	4	3	3
2	<1	2	4	3	4
4	<1	1	4	3	4
9	<1	2	5	1	3
3	<2	2	4	3	4
10	<2	2	4	3	4
11	<2	2	3	4	5
12	<2	3	4	4	5
5	3+	4	5	5	5
6	3+	2	4	4	4
7	3+	3	4	4	4
8	3+	2	4	4	4
13	3+	1	5	4	3
14	3+	2	4	3	5

Survey 3: Perceived Knowledge and Understanding of the Impact of Childhood Trauma on Education and the Creation and Implementation of Effective Classroom Management Plans – Statistical Analysis and Interpretation

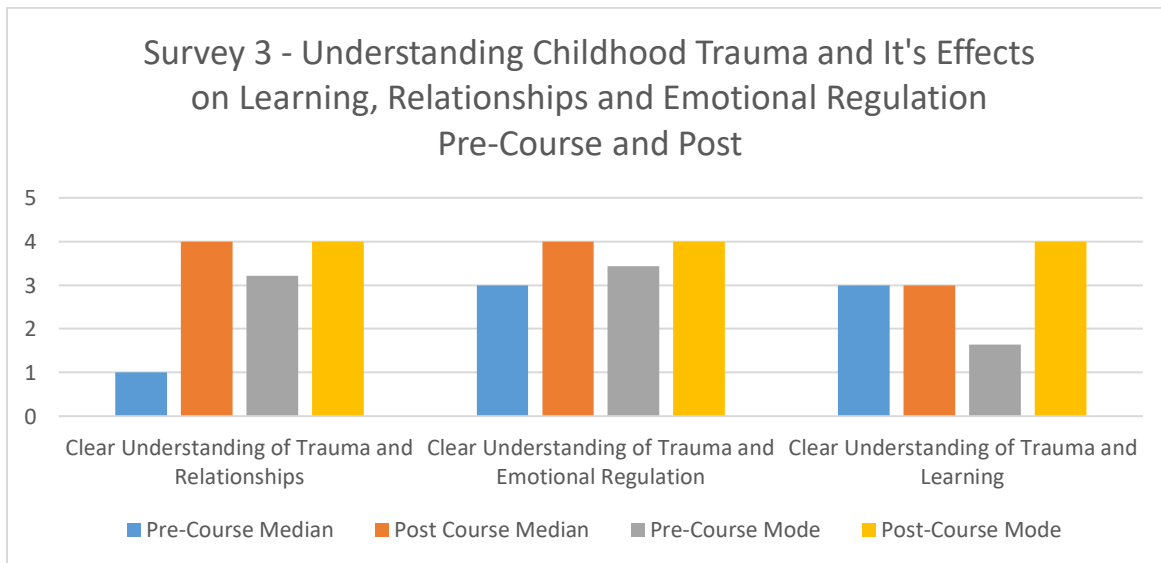
Question	SA	A	N	SD	D	Total Responses	Median	Mode	St. Deviation
Q1 Pre-Course Trauma and Relationships	0	8	3	3	0	14	4	4	0.81
Q1 Post-Course Trauma and Relationships	0	8	6	0	0	14	4	4	0.49

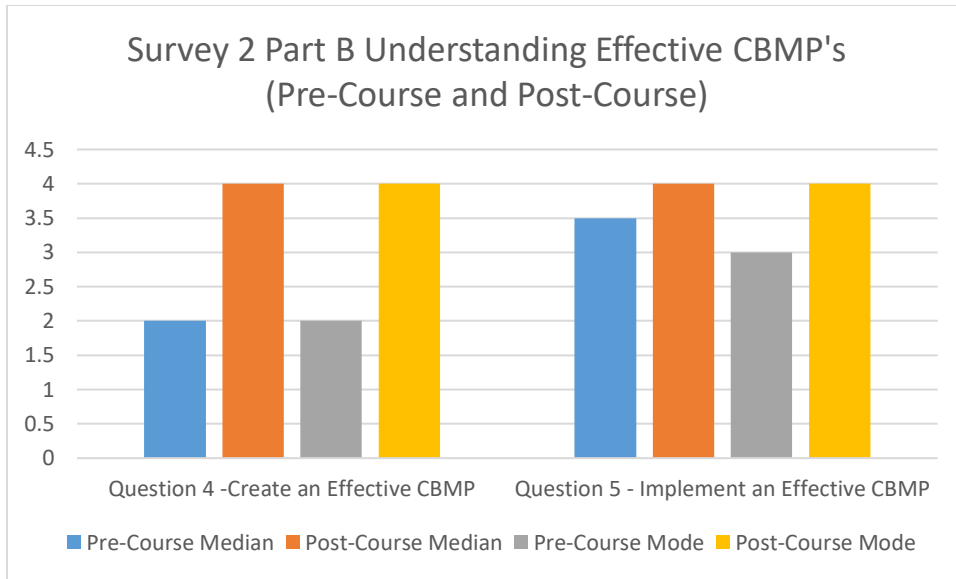
Q2 Pre-course Trauma and emotional regulation	1	7	4	2	0	14	4	4	0.82
Q2 Post-course Trauma and emotional regulation	2	9	3	0	0	14	4	4	0.59
Q3 Pre-Course Trauma and learning	1	5	5	2	1	14	3	5	1.01
Q3 Post-course Trauma and learning	6	4	4	0	0	14	4.5	5	0.80
Q4 Pre-course Creating a CBMP*	0	1	2	8	3	14	2	2	0.80
Q4 Post-course Creating a CBMP*	3	10	1	0	0	14	4	4	0.52
Q5 Pre-course Implementing a CBMP*	1	6	6	0	1	14	3.5	3	0.90
Q5 Post-course Implementing a CBMP*	4	7	3	0	0	14	4	4	0.70

*CBMP – Classroom Behavior Management Plan

Interpretation

Survey 3 was broken down into two parts for interpretation and graphing. Part A is understanding childhood trauma and its effects on learning, Relationships, and emotional regulation. As the raw data above and the visual model below suggest, questions one and two have an increase in median and mode when comparing the pre-course value to the post-course value. This suggests that after the learners completed the e-learning module, their understanding of the topics increased. Based on this information it can be concluded that the e-learning module was successful in this domain.





*CBMP – Classroom Behavior Management Plan.

Part B focused on the learners understanding of how to create and implement an effective classroom behavior management plan. (CBMP) Again, looking at the raw data and the graph, questions four and five show an increased median and mode value when comparing the pre-course and post-course results. This suggests that the learners, after completing the e-learning module had an increased understanding of how to create and implement an effective behavior management plan. This knowledge is essential as the learner moves forward with the e-learning nodule and then becomes confident in implementing and revising the classroom behavior management plan.

Survey 3 Understanding Childhood Trauma and Its Effects on Learning, Relationships and Emotional Regulation Statistical Analysis and Interpretation (By Years of Service)

Cross-tabulation data analysis was also used to compare the impact of scenario-based learning in relation to learners’ years of service. The purpose is to find if there is any correlation between increased years of service and perceived engagement levels. The data was grouped accordingly.

Key

- SA = Strongly Agree
- A = Agree
- N = Neither Agree nor Disagree
- D = Disagree
- SD = Strongly Disagree
- YOS = Years of Service

<1 Year of Service

Question Number	YOS	Total Responses	Median	Mode	Std. Deviation
Q1 Pre-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to form relationships	<1	4	3.5	3	0.50
Q1 Post-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to form relationships	<1	4	3.5	3	0.5
Q2 Pre-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to regulate their emotions.	<1	4	3.5	.3	0.50
Q2 Post-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to regulate their emotions.	<1	4	4	4	0.43
Q3 Pre-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to learn.	<1	4	3.5	4	0.83
Q3 Post-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to learn.	<1	4	4	5	1.00
Q4 Pre-Course I have a clear understanding of how to create an effective classroom management plan.	<1	4	1.5	1	0.50
Q4 Post-Course I have a clear understanding of how to implement an effective classroom management plan	<1	4	4	4	0.43
Q5 Pre-Course I have a clear understanding of how to implement an effective classroom management plan	<1	4	3	3	0.87
Q5 Post-Course I have a clear understanding of how to implement an effective classroom management plan	<1	4	4	3	0.50

Key

SA = Strongly Agree

A = Agree

N = Neither Agree nor Disagree

D = Disagree

SD = Strongly Disagree

YOS = Years of Servi

<2 Years of Service

Question Number	YOS	Total Responses	Median	Mode	Std. Deviation
Q1 Pre-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to form relationships.	<2	4	4	4	0.87
Q1 Post-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to form relationships	<2	4	3.5	3	0.50
Q2 Pre-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to regulate their emotions.	<2	4	4	4	1.09
Q2 Post-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to regulate their emotions.	<2	4	4	4	1.09
Q3 Pre-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to learn.	<2	4	4	4	1.09
Q3 Post-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to learn.	<2	4	5	5	0.87
Q4 Pre-Course I have a clear understanding of how to create an effective classroom management plan.	<2	4	2	2	0.43
Q4 Post-Course I have a clear understanding of how to implement an effective classroom management plan	<2	4	4	4	0.43
Q5 Pre-Course I have a clear understanding of how to implement an effective classroom management plan	<2	4	3.5	3	0.50
Q5 Post-Course I have a clear understanding of how to implement an effective classroom management plan	<2	4	4.5	4	0.50

2 to <3 Years of Service

No Learners in this group.

Key

SA = Strongly Agree

A = Agree

N = Neither Agree nor Disagree

D = Disagree

SD = Strongly Disagree

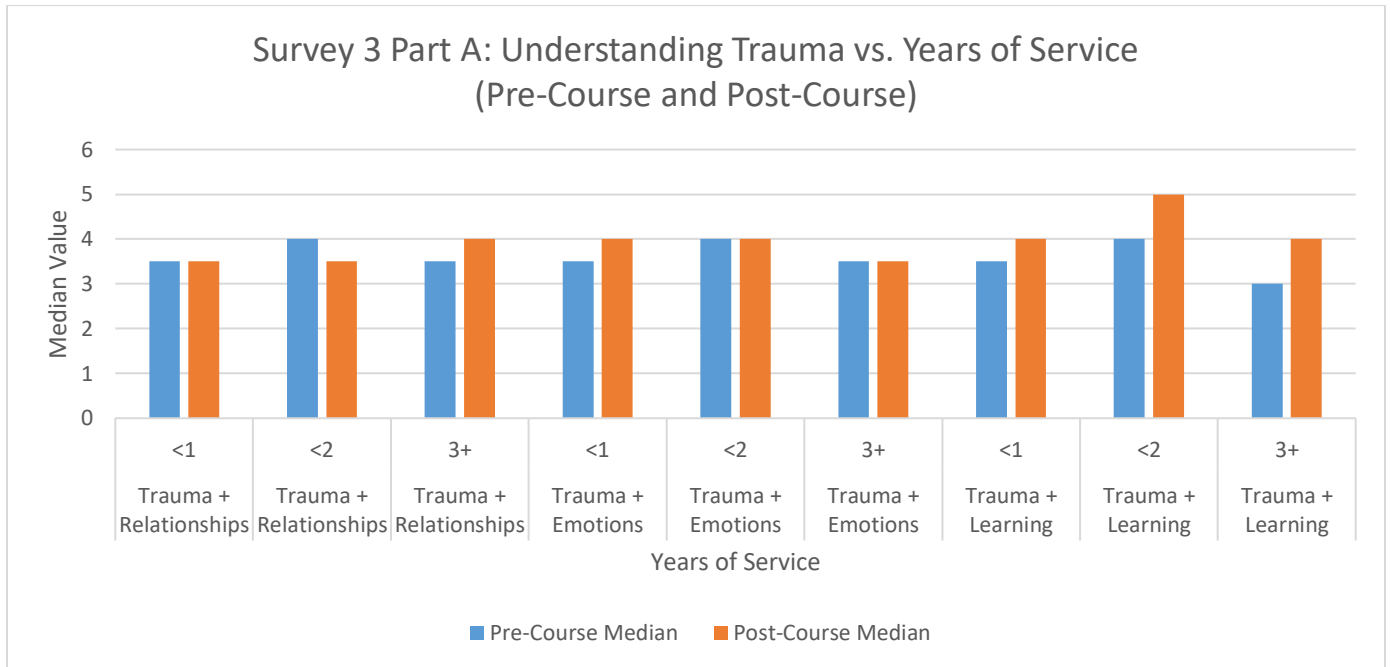
YOS = Years of Service

3+ Years of Service

Question Number	YOS	Total Responses	Median	Mode	Std. Deviation
Q1 Pre-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to form relationships	3+	6	3.5	4	0.90
Q1 Post-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to form relationships	3+	6	4	4	0.47
Q2 Pre-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to regulate their emotions.	3+	6	3.5	4	0.90
Q2 Post-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to regulate their emotions.	3+	6	3.5	3	0.50
Q3 Pre-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to learn.	3+	6	3	3	0.90
Q3 Post-Course I have a clear understanding of the relationship between exposure to trauma and a child’s ability to learn.	3+	6	4	4	0.47
Q4 Pre-Course I have a clear understanding of how to create an effective classroom management plan.	3+	6	2	2	0.94
Q4 Post-Course I have a clear understanding of how to implement an effective classroom management plan	3+	6	4	4	0.47
Q5 Pre-Course I have a clear understanding of how to implement an effective classroom management plan	3+	6	4	4	0.58
Q5 Post-Course I have a clear understanding of how to implement an effective classroom management plan	3+	6	4	4	0.69

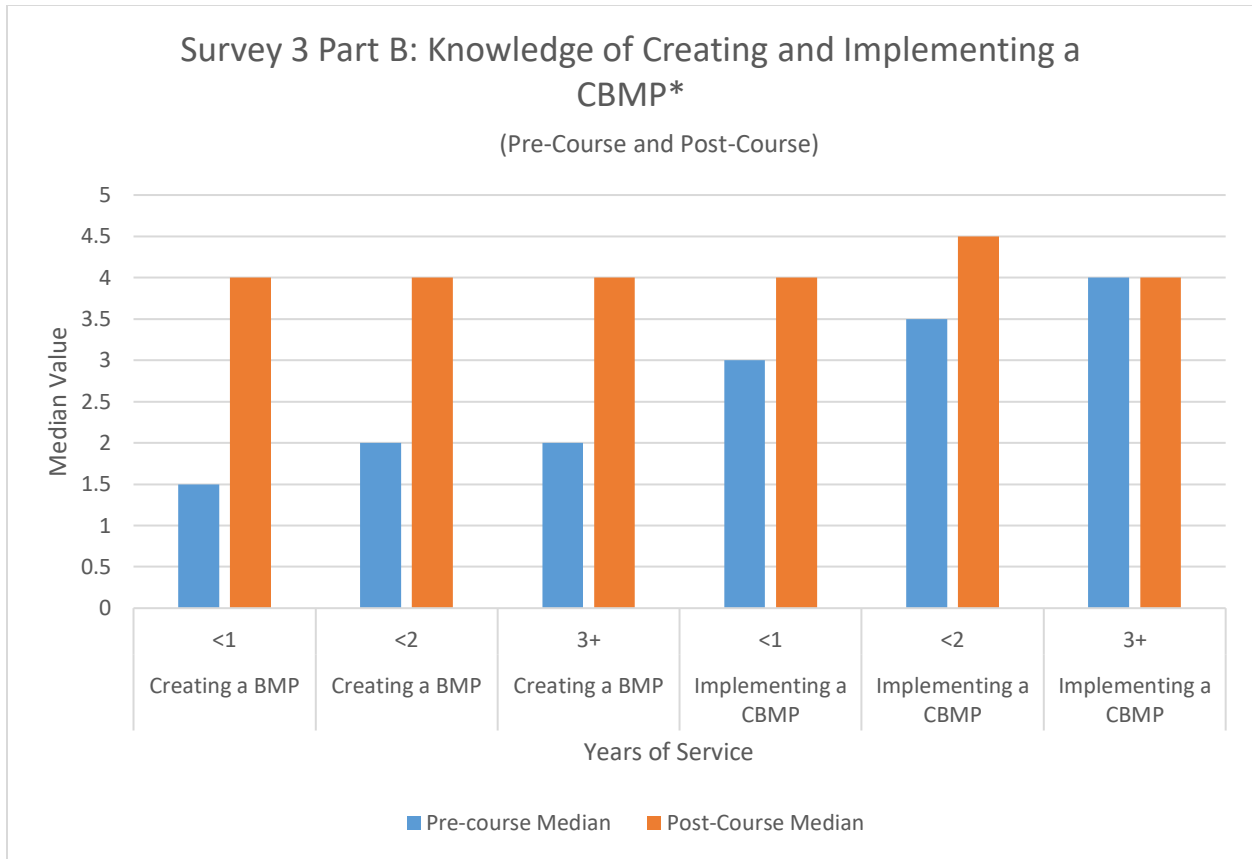
Interpretation

As in the analysis of the entire learner population, the cross-tabulated data was broken down into two parts. In survey 3, part A, the focus was understanding how trauma impacts a young school-aged child. Part B, the learner’s knowledge is assessed on how to create an implement a trauma-informed classroom management plan.



All three groups (sorted by years of service) have similar pre-course and post-course median values and there is no consistent increase or decrease of median values as the years of service increases. Therefore, from the data and the visual model, it can be concluded that there is no correlation between years of service and the learners perceived understanding of how trauma impacts a young child’s abilities to regulate emotions, learn and form relationships.

Survey 3 again was broken into part B: The learner’s knowledge of creating and implementing a trauma-informed classroom behavior management plan. When comparing this data against the learners’ years of service you can see a pattern emerge. (see below)



*CBMP – Classroom Behavior Management Plan

From the data and the visual model above, you can see that the pre-course median increases as the years of service increases. This trend is not surprising as learners may become more familiar with classroom behavior management plans as they complete more years of service within the district. (through professional development, etc.) Despite this, it can still be observed that there is an increase up to year three. It is in year 3, learner values plateau which means that they are not reporting any increases in knowledge. At this time the reason behind this is unknown and may warrant further study in future iterations in design.

Survey 4 Perceived Importance of Trauma-Informed Practices and Implementation of an Effective Classroom Behavior Management Plan

Pre-Course and Post-Course Survey 4 focused on the perceived importance of trauma-informed practices in the classroom as well as if they currently used any trauma-informed practices in their classroom management or classroom management plan. Note: An addition of a 6th column was created for survey 4 to allow for participants to disclose if they did not have a current classroom management plan. The answers generated a numeric score between 1-6 with 6 being strongly agree and 1 represented as the learner does not have a classroom behavior management plan already written or implemented.

Survey 4 Perceived Importance of Trauma-Informed Practices and Implementation of an Effective Classroom Behavior Management Plan – Raw Data

Key

Strongly Agree = 6

Agree = 5

Neither Agree nor Disagree = 4

Disagree = 3

Strongly Disagree = 2

I Don't Have A CM* Plan=1

Learner ID	Years of Experience	Q1- Importance of trauma informed practice in physical space	Q1 Post Test	Q2 - Importance of trauma informed practice in behavior management	Q2 Post-Test	Q3 – I implement trauma informed practice in my CBM* plan	Q3 Post-Test	Q4 – Confidence in setting up my physical space using trauma informed practices	Q4 Post-Test
4	<1	5	5	6	6	1	5	3	4
9	<1	5	5	6	6	1	5	4	6
1	<1	4	5	6	6	6	6	5	5
2	<1	4	4	5	5	1	5	5	5
10	<2	6	6	6	6	1	5	3	5
11	<2	6	6	6	6	1	4	3	4
12	<2	6	6	6	6	3	5	4	4
3	<2	6	6	6	6	1	5	5	6
5	3+	6	6	6	5	1	4	3	4
6	3+	6	6	6	6	1	5	5	5
7	3+	6	6	6	6	1	5	5	5
8	3+	6	6	6	6	1	6	4	5
13	3+	6	6	6	6	3	6	5	5
14	3+	6	6	5	5	4	6	4	5

*CBM = classroom behavior management plan

Survey 4 Perceived Importance of Trauma-Informed Practices and Implementation of an Effective Classroom Behavior Management Plan – Raw Data (Continued)

Key

Strongly Agree = 6

Agree = 5

Neither Agree nor Disagree = 4

Disagree = 3

Strongly Disagree = 2

I Don't Have A CM* Plan=1

Learner ID	Years of Experience	Q5 Pre-Course Confidence in using trauma informed practices in classroom management	Q5 Post-Course	Q6 Pre-Course Confidence in revising my CBMP* throughout the year	Q6 Post-Course	Q7 Pre-Course I am confident in implementing my revised CBMP* during the year	Q7 Post-Course
4	<1	2	5	1	5	1	5
9	<1	3	4	1	5	1	5
1	<1	6	6	6	6	6	6
2	<1	2	5	1	5	1	6
10	<2	2	5	1	5	1	6
11	<2	3	4	1	5	1	6
12	<2	3	4	2	4	2	6
3	<2	3	4	1	5	1	5
5	3+	4	5	1	6	1	5
6	3+	5	5	1	4	1	6
7	3+	5	5	1	5	1	5
8	3+	4	5	1	6	1	5
13	3+	4	4	2	5	2	6
14	3+	3	4	3	5	3	5

*CBMP= Classroom Behavior Management Plan

Survey 4 Perceived Importance of Trauma-Informed Practices and Implementation of an Effective Classroom Behavior Management Plan – Statistical Analysis and Interpretation

Key

SA = Strongly Agree = 6

A = Agree = 5

N = Neither Agree nor Disagree = 4

D = Disagree = 3

SD = Strongly Disagree = 2

No CBM Plan = I don't have a classroom behavior management plan = 1

Question Number	SA	A	N	D	SD	No CBM* plan	total	Median	Mode	Std. Dev.
Q1 Pre-Course Importance of trauma informed practice in physical space	10	2	2	0	0	0	14	6	6	0.73
Q1 Post Course Importance of trauma informed practice in physical space	10	2	0	0	0	0	14	6	6	0.61
Q2 Pre- Course Importance of trauma informed practice in behavior management	12	2	0	0	0	0	14	6	5.86	0.35
Q2 Post Course Importance of trauma informed practice in behavior management	12	2	0	0	0	0	14	6	6	0.41
Q3 Pre-Course I implement trauma informed practice in my CBM* plan	1	0	1	2	0	10	14	1	1.86	1.51
Q3 Post Course I implement trauma informed practice in my CBM* plan	4	8	2	0	0	0	14	5	5	0.64
Q4 Pre-Course Confidence in setting up my physical space using trauma informed practices	0	6	4	4	0	0	14	4	5	0.83

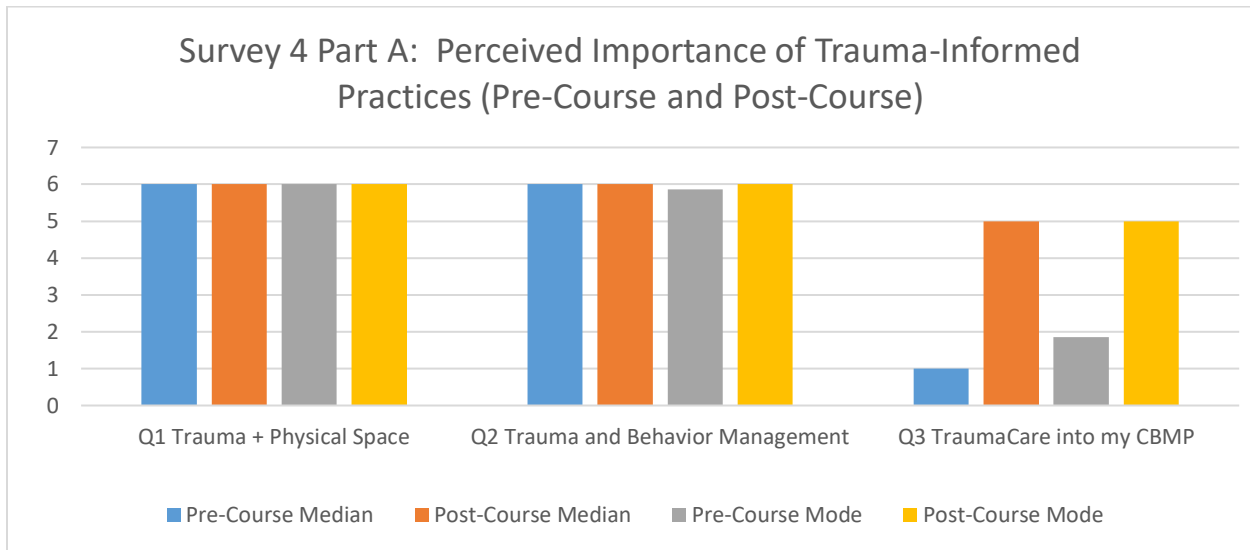
Question Number	SA	A	N	D	SD	No CBM* plan	total	Median	Mode	Std. Dev.
Q4 Post-Course Confidence in setting up my physical space using trauma informed practices	2	8	4	0	0	0	14	5	5	0.64
Q5 Pre-Course Confidence in using trauma informed practices in classroom management	1	2	3	5	3	0	14	3	3	1.18
Q5 Post-Course Confidence in using trauma informed practices in classroom management	1	7	6	0	0	0	14	5	5	0.61
Q6 Pre-Course Confidence in revising my CBM* plan throughout the year	1	0	0	1	2	10	14	1	1	1.34
Q6 Post-Course Confidence in revising my CBM* plan throughout the year	3	9	2	0	0	0	14	5	5	0.59
Q7 Pre-Course Confidence in implementing my revised CBM* plan during the year	1	0	0	1	2	10	14	1	1	1.34
Q7 Post-Course Confidence in implementing my revised CBM* plan during the year	7	7	0	0	0	0	14	5	5	0.50

CMB = classroom behavior management

Interpretation

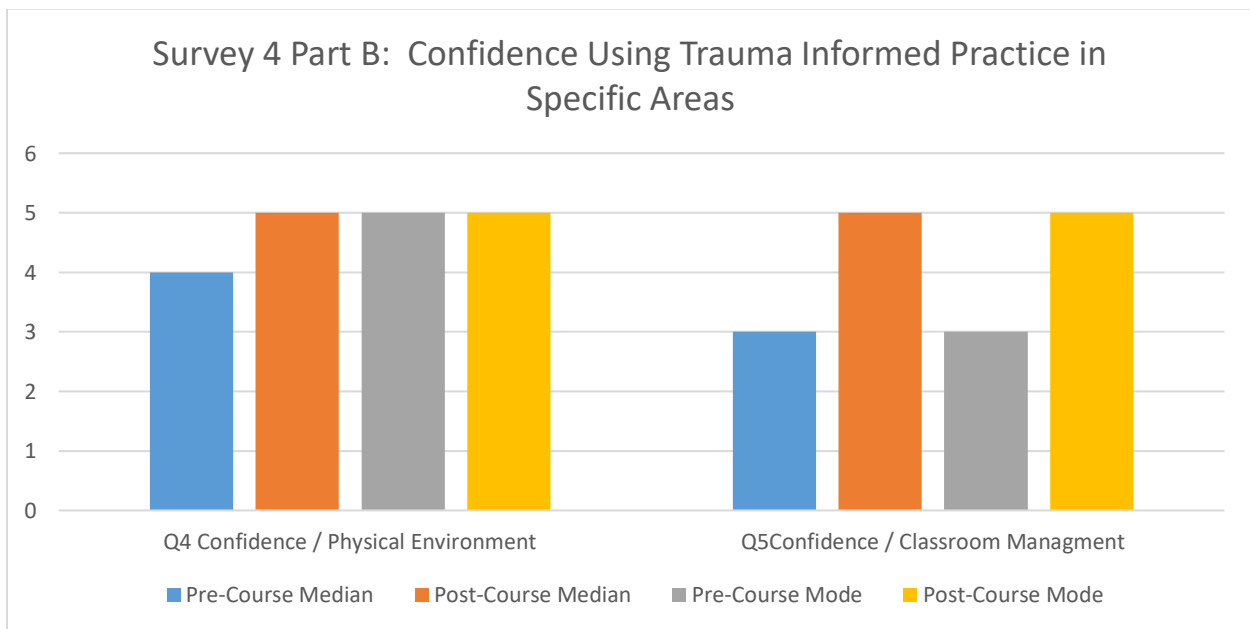
The second research question identified in this study stated, “What is the impact of an e-learning module using direct instruction and scenario-based learning on the K-2 teacher’s confidence to develop and implement their own trauma informed classroom behavior management plan?” Survey 4 was created to capture this data. For ease in interpretation, Survey 4 has been divided up into three parts. Part A is described as, “The Perceived Importance of Trauma-Informed Practices” and is made up of questions 1-3. These questions are intended to capture the learners’ attitudes (pre-course and post-course) toward using trauma informed care in the classroom. This includes

consideration when the learner sets up their physical space (classroom), choosing behavior management strategies and creating a trauma-informed classroom behavior management plan. The data is listed below.



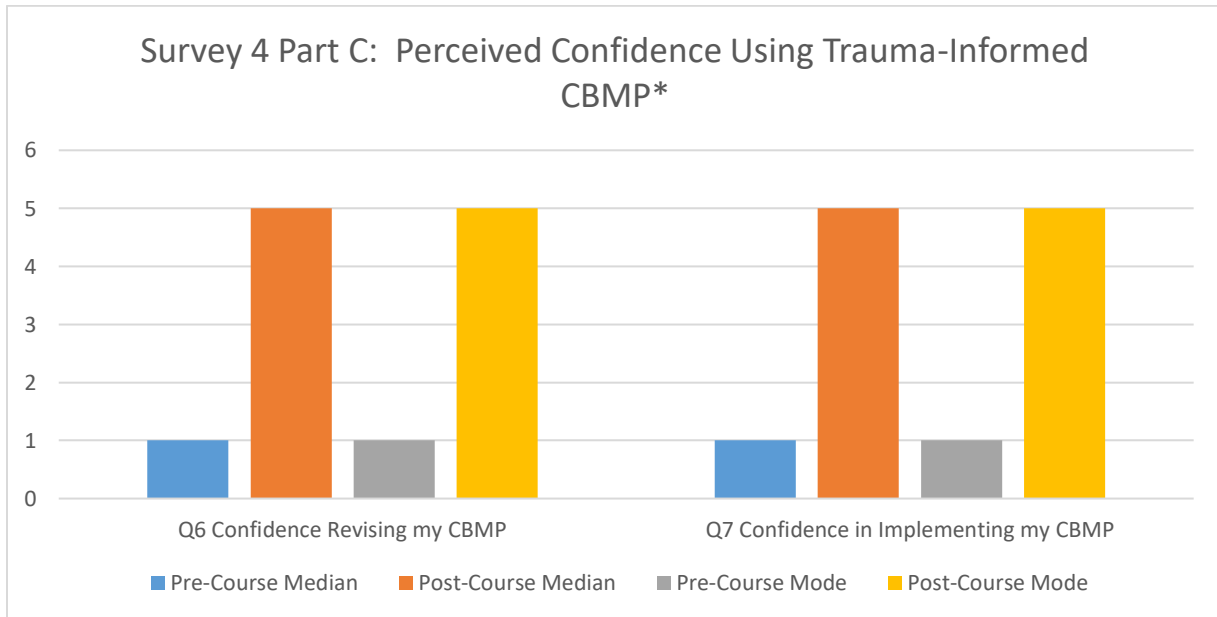
The data similarities in questions one and two are not surprising. This most likely is due to the fact that all of the learners are teachers in a Title 1 school in an urban setting. A large population of students in grades K-2 are not only from low-income families, but also have experienced multiple adverse childhood events. (trauma) Trauma-informed care is a common theme within the school and district alike. Therefore, it is easy to interpret this data as reflective of the learnings coming into the study with enough background knowledge to produce these results.

Survey 4, Part B contains two questions related to learner confidence. Question 4 takes trauma-informed care and classroom setup one step further in assessing the learner’s confidence in using evidence-based practices in the classrooms before and after the course. Question 5 also accesses learner confidence in using trauma-informed practices in their classroom management techniques before and after the e-learning solution.



The post-course median and mode calculation increased after learners completed the e-learning course. This indicates that the learners perceived confidence also increased after training and the e-learning solution was successful.

The same can be said for Survey Part C. The last two questions in the survey assessed learner confidence with implementation and revision of their trauma-informed classroom management plan created during the course’s final assessment. As many of the learners did not have a classroom management plan prior to the start of the e-learning solution, it is expected that the data shows a dramatic increase in median and mode values from pre-course to post-course levels. This can be seen in the table below.



*CBMP – Classroom Behavior Management Plan

Survey 4 Cross-Tabular Data Statistical Analysis and Interpretation (By Years of Service)

Cross-tabulation data analysis was also used to compare the confidence levels with the learners' years of service. The purpose was to see if there was an observable trend in confidence levels that may require learners in a certain group to receive follow-up support. For this I have extracted questions 5-7 for further analysis.

Key

SA = Strongly Agree

A = Agree

N = Neither Agree nor Disagree

D = Disagree

SD = Strongly Disagree

YOS = Years of Service

<1 Year of Service

Question Number	YOS	Total Responses	Median	Mode	Std. Deviation
Q1 Pre-Course Importance of trauma informed practice in physical space	<1	4	4.5	5	0.50
Q1 Post-Course Importance of trauma informed practice in physical space	<1	4	5	5	0.43
Q2 Pre-Course Importance of trauma informed practice in behavior management	<1	4	6	6	0.43
Q2 Post-Course Importance of trauma informed practice in behavior management	<1	4	6	6	0.43
Q3 Pre-Course I implement trauma informed practice in my CBM* plan	<1	4	1	1	2.17
Q3 Post-Course I implement trauma informed practice in my CBM* plan	<1	4	5	5	0.43
Q4 Pre-Course Confidence in setting up my physical space using trauma informed practices	<1	4	4.5	5	0.83
Q4 Post-Course Confidence in setting up my physical space using trauma informed practices	<1	4	5	5	0.71
Q5 Pre-Course Confidence in using trauma informed practices in classroom management	<1	4	2.5	2	1.64
Q5 Post-Course Confidence in using trauma informed practices in classroom management	<1	4	5	5	0.71
Q6 Pre-Course Confidence in revising my CBM* plan throughout the year	<1	4	1	1	2.17
Q6 Post-Course Confidence in revising my CBM* plan throughout the year	<1	4	5	5	0.43
Q7 Pre-Course I am confident in implementing my revised CBM* plan during the year	<1	4	1	1	2.17
Q7 Post-Course I am confident in implementing my revised CBM* plan during the year	<1	4	5.5	5	0.50

Key

SA = Strongly Agree

A = Agree

N = Neither Agree nor Disagree

D = Disagree

SD = Strongly Disagree

YOS = Years of Service

<2 Years of Service

Question Number	YOS	Total Responses	Median	Mode	Std. Deviation
Q1 Pre-Course Importance of trauma informed practice in physical space	<2	4	6	6	0.00
Q1 Post-Course Importance of trauma informed practice in physical space	<2	4	6	6	0.00
Q2 Pre-Course Importance of trauma informed practice in behavior management	<2	4	6	6	0.00
Q2 Post-Course Importance of trauma informed practice in behavior management	<2	4	6	6	0.00
Q3 Pre-Course I implement trauma informed practice in my CBM* plan	<2	4	1	1	0.87
Q3 Post-Course I implement trauma informed practice in my CBM* plan	<2	4	5	5	0.43
Q4 Pre-Course Confidence in setting up my physical space using trauma informed practices	<2	4	3.5	3	0.83
Q4 Post-Course Confidence in setting up my physical space using trauma informed practices	<2	4	4.5	4	0.83
Q5 Pre-Course Confidence in using trauma informed practices in classroom management	<2	4	3	3	0.43
Q5 Post-Course Confidence in using trauma informed practices in classroom management	<2	4	4	4	0.43
Q6 Pre-Course Confidence in revising my CBM* plan throughout the year	<2	4	1	1	0.43
Q6 Post-Course Confidence in revising my CBM* plan throughout the year	<2	4	5	5	0.43
Q7 Pre-Course I am confident in implementing my revised CBM* plan during the year	<2	4	1	1	0.43
Q7 Post-Course I am confident in implementing my revised CBM* plan during the year	<2	4	6	6	0.43

2 to <3 Years of Service

No learners in this group.

Key

SA = Strongly Agree

A = Agree

N = Neither Agree nor Disagree

D = Disagree

SD = Strongly Disagree

YOS = Years of Service

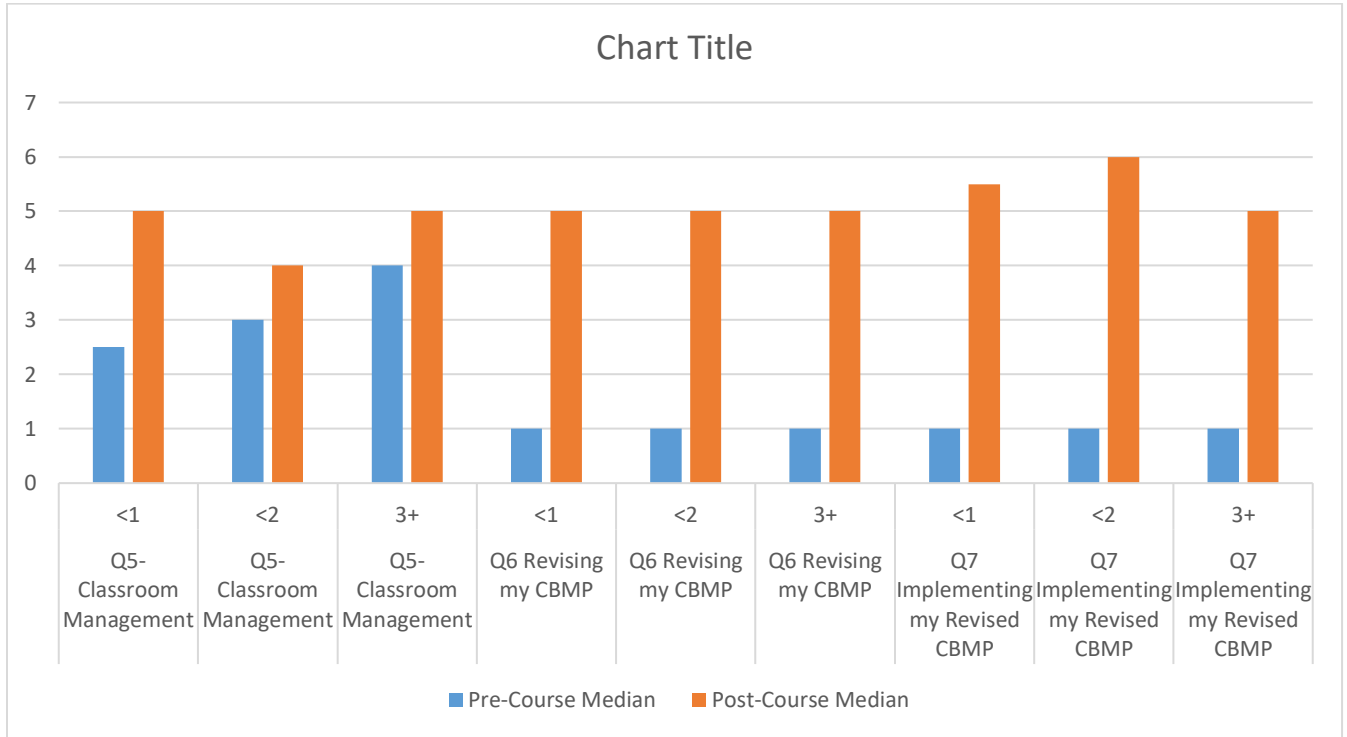
3+ Years of Service

Question Number	YOS	Total Responses	Median	Mode	Std. Deviation
Q1 Pre-Course Importance of trauma informed practice in physical space	3+	6	6	6	0.00
Q1 Post-Course Importance of trauma informed practice in physical space	3+	6	6	6	0.00
Q2 Pre-Course Importance of trauma informed practice in behavior management	3+	6	6	6	0.37
Q2 Post-Course Importance of trauma informed practice in behavior management	3+	6	6	6	0.47
Q3 Pre-Course I implement trauma informed practice in my CBM* plan	3+	6	1	1	1.21
Q3 Post-Course I implement trauma informed practice in my CBM* plan	3+	6	5.5	6	0.75
Q4 Pre-Course Confidence in setting up my physical space using trauma informed practices	3+	6	4.5	5	0.75
Q4 Post-Course Confidence in setting up my physical space using trauma informed practices	3+	6	5	5	0.37
Q5 Pre-Course Confidence in using trauma informed practices in classroom management	3+	6	4	4	0.69
Q5 Post-Course Confidence in using trauma informed practices in classroom management	3+	6	5	5	0.47
Q6 Pre-Course Confidence in revising my CBM* plan throughout the year	3+	6	1	1	0.76
Q6 Post-Course Confidence in revising my CBM* plan throughout the year	3+	6	5	5	0.69
Q7 Pre-Course I am confident in implementing my revised CBM* plan during the year	3+	6	1	1	0.76
Q7 Post-Course I am confident in implementing my revised CBM* plan during the year	3+	6	5	5	0.47

Interpretation

Based on the data above and the visual model below, two patterns emerge. First, there is an obvious increase in confidence levels with learners as their years of service increases (question 5). Question 5 assessed how confident the learner was in implementing trauma-informed practices within their classroom management techniques. It is not unusual that a new teacher would struggle with confidence levels prior to taking the course. What is encouraging is


the post-course median data. It still reveals a large increase in confidence levels. Based on the post assessment data grouped by years of service, I do not see a pattern that would require additional support for learners after the course is completed.



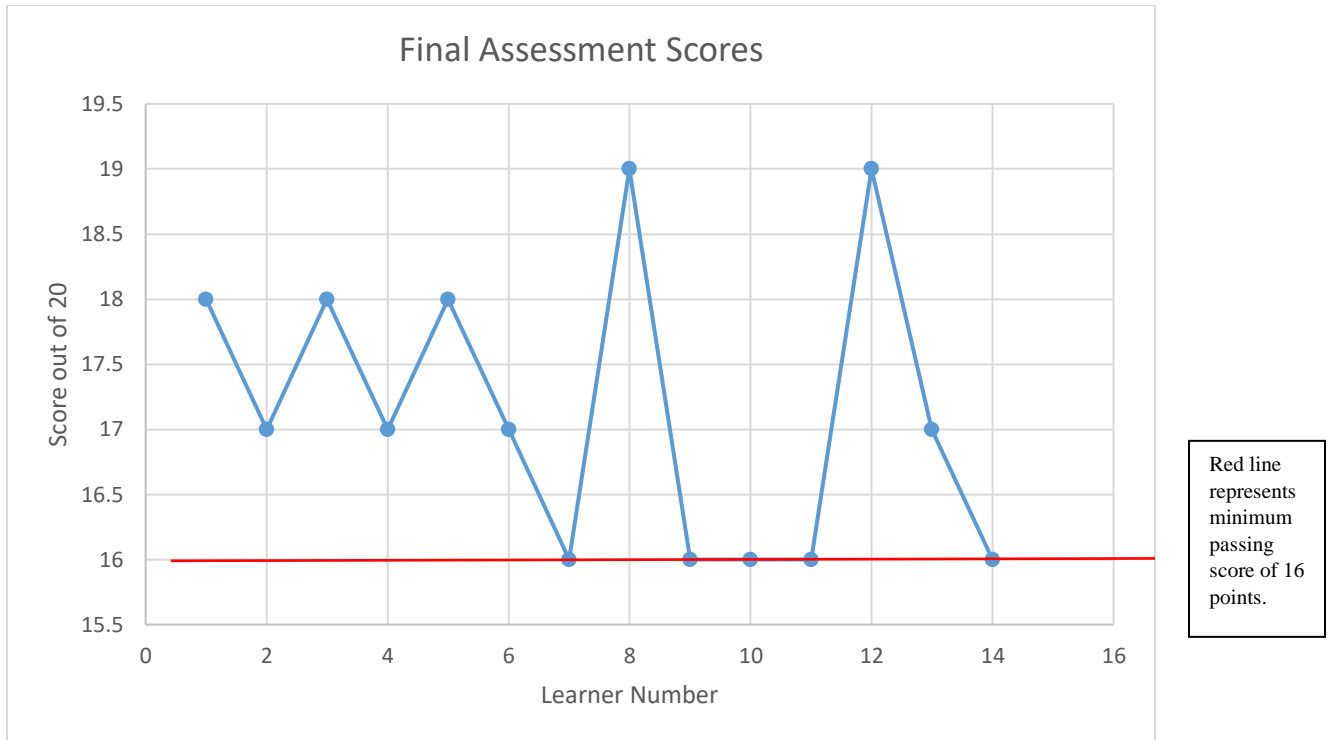
Final Assessment – Creating an Effective Trauma-Informed Classroom Behavior Management Plan

At the end of the e-learning module, students were tasked with creating a trauma-informed classroom behavior management plan. If they already had one in place, they were to review and ensure that it followed the guidelines to be “trauma-informed”.

Final Assessment Score Data and Interpretation

 RUBRIC Course Final Assessment Passing score is 16/20 points				
Student:		Total: <u>20</u>		
	1	2	3	4
CONVENTIONS	Has 4 or more errors	Has 3 errors	No more than 2 errors	No spelling or grammatical errors
ORGANIZATION	Unorganized	Somewhat organized	Mostly organized	Completely Organized
IDEAS	Responds with incorrect information	Responds with some information	Responds with meaningful information	Responds with higher level of thinking
WORD CHOICE	Uses no descriptive words	Uses less than 1-2 descriptive words	Uses 3-4 descriptive words	Uses 5 or more descriptive words
ON TOPIC	No topic	Some topic	Most topic	All on topic

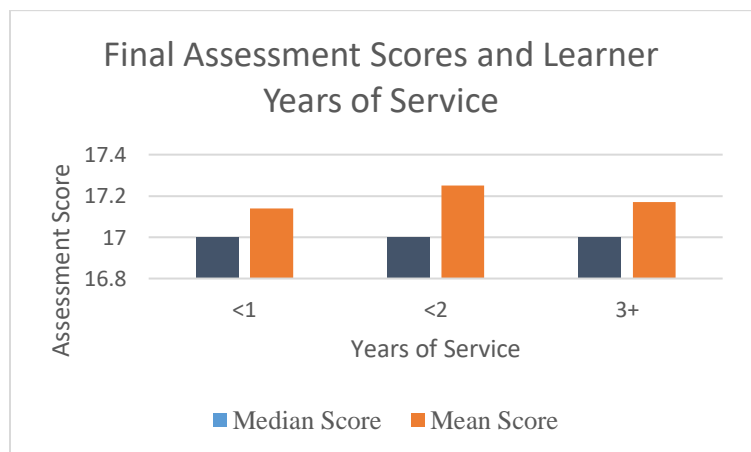
Respondent	Years of Experience	Score
1	<1	18/20
2	<1	17/20
3	<2	18/20
4	<1	17/20
5	3+	18/20
6	3+	17/20
7	3+	16/20
8	3+	19/20
9	<1	16/20
10	<2	16/20
11	<2	16/20
12	<2	19/20
13	3+	17/20
14	3+	16/20



All 14 students completed and received a passing score on the final assessment. Effectiveness was given a numerical value using the following grading rubric. A passing score was 16 points received out of 20 with unlimited attempts. All learners received a passing score on the first attempt. No additional attempts or reteaching was needed.

Finally, I will compare final assessment scores based on years of service. The data is listed below. The median and mean score do not vary enough to make any positive or negative correlation between final assessment scores and years of service. Thus concluding that years of service have little impact on if the learner passed or did not pass the e-learning solution.

Years of Service	Median Score	Mode
<1	17	17.14
<2	17	17.25
3+	17	17.17



Proposed Iteration(s) of E-Learning Solution

The topic I chose for this research project was the creation and implementation of an e-learning module that provides opportunity for the learner (K-2 Educator) to receive direct instruction and scenario-based learning for knowledge transfer of trauma-informed classroom behavior management strategies. This topic was inspired by a problem I had experienced first-hand as a “novice teacher”. The district and learning community professional development opportunities were seriously lacking in classroom behavior management. Specifically, targeted instruction on the effects of trauma on children and trauma-informed classroom behavior management strategies. In addition to these strategies, having an effective classroom behavior management plan just isn’t something that is expected or discussed. I saw an instructional need that desperately needed filling.

This study was intended to further examine the impact of scenario-based learning on perceived learner engagement as well the learner’s ability to create an effective trauma-informed classroom behavior management plan. The purpose of this research was to examine the impact of a scenario-based e-learning module on the perceived engagement of adult learners and the ability to transfer this knowledge by creating an effective trauma-informed classroom behavior management plan.

Evaluation and Feedback from Stakeholders

At the start of the project, I proposed two research questions. The first stated, “What is the impact of the use of scenario-based simulations on perceived learner engagement in an asynchronous e-learning setting?” Based on the data in the study, learners reported increased engagement levels with the scenario-based simulations. This was calculated by giving numerical values to each question in the Likert questionnaire and the pre-course values were compared to the post-course values to determine effectiveness of the e-learning solution. Further cross-tabulation of data also revealed that years of service did not have any impact on the learner’s engagement levels. Therefore, learners who were within their first year of teaching reported similar engagement levels as learners in near their fourth year of teaching.

In addition to the mean and mode data calculations used in the Likert questionnaires, I received additional direct feedback from learners regarding the scenario-based simulations. 8 out of the 14 learners reported that not only was this e-learning module helpful, but this type of professional development was superior to what was currently offered. One learner even wrote, “This training is better than anything the district has ever done.”

The second research question was “What is the impact of an e-learning module using direct instruction and scenario-based learning on the K-2 teacher’s confidence to develop and implement their own trauma informed classroom behavior management plan?” The data gathered in both the pre-course and post-course surveys determined that teacher confidence levels increased after completing this e-learning solution. This was evidenced again by the mean and mode data gathered from the Likert Questionnaires. As the median and mode values increased after completion of the e-learning solution, it is evident that the e-learning solution was successful in having an impact (positive) on teachers’ confidence.

Proposed Redesign of the E-learning Module

Despite the data showing that the e-learning solution was not only successful in solving the instructional problem but also answered the research questions successfully, I did see an area that could use revision. In Survey 4 Part A: Perceived Importance of Trauma-Informed Practices (Pre-Course and Post-Course) the mean and mode data *did not* increase after the e-learning solution was completed. This means that the learner did not perceive any increased knowledge or confidence in this domain. The Likert survey focuses on the learner’s attitude toward using evidence-based trauma informed practices, specifically in the classroom environment and with behavior management techniques. It can be concluded that based on the high median value in the pre-course survey reflected that all learners in the study approached the e-learning solution with a high-degree of understanding how important trauma-informed practices are in the classrooms. Thus, I feel it would be of benefit to change that module sections to optional extension activity prior to removing it entirely from the module.

Proposed Changes in Methodology

With the next round of participants, I would change my research methodology to reflect the following research question:

What is the impact of optional extension activities on evidence-based classroom management techniques and trauma-informed practice on perceived learner engagement and satisfaction in an asynchronous e-learning setting?

One of the benefits of action research in education is that it can enable participants to identify deficiencies in their classroom management and find relevant solutions. More importantly, it can provide the motivation for such discussions to move from theory into practice. In this iteration design, teachers have the option to increase their knowledge of trauma-informed practice and report any changes in perceived engagement and satisfaction levels.

Refinement to Data Collection Tools

Making refinements to the data collection tools prior to the next iteration will enhance the representativeness and trustworthiness of my data by ensuring that the data is collected in a timely manner and is indeed an accurate representation of learner's attitudes and satisfaction with the e-learning solution. The refinements would be as follows: the quantitative data collection would again include a pre-course survey and post-course survey both using a 5-point or 6-point Likert scale. All data will be treated as ordinal and will be analyzed using descriptive statistics. I will analyze data in both numerical and visual form. (chart, tables, etc.) Measure of central tendency will be calculated using the mode. (response that occurs more frequently) and statistical significance will be determined using the median data. In addition, I will also be using cross tabulation for my scale analysis data. For example, I may want to compare the response of one group (such as years of service) with another group (engagement levels) to look at the relationship between engagement levels and different demographic variables.

Participants and Stakeholders

The participants invited into this next phase in research study will be licensed teachers who are employed not just at the same Title 1 (high poverty) elementary school but from all elementary schools in the district. The restrictions on joining the research study will still be the same:

- The participant must teach (or have taught) the following grades: Kindergarten, 1st grade, or 2nd grade.
- Education level of all participants will be at least a Bachelor of Arts degree (in any field) and completion of a state recognized teacher preparation program.
- The participant must have less than 4 years of classroom teaching at the time of this research.

Participants and stakeholders alike understand the urgency for novice teachers in the district to learn evidence-based, trauma-informed behavior management strategies before they enter the classroom. Well-managed classrooms have better student learning outcomes and is directly related to job satisfaction and career longevity. (Qnextech, 2023) High turnover rates (within the first five years) are an ongoing issue in this school district. If teachers stay in the classroom longer, they bring much needed experience and stability into the schools, which will likely impact student learning outcomes.

Chapter 5: Discussion

Conclusion(s) Based on Results

All 14 study participants completed the e-learning solution, 4 pre-course surveys and 3 post-course surveys (electronically) with a 100% response rate. Pre-course surveys were given prior to receiving access to any module content and post-course surveys were given immediately at the end of the e-learning module. Learners submitted the pre-course surveys within 24 hours of beginning the e-learning module, while post-course surveys were completed 48 hours of course completion. This timely response added to data validity. After receiving the surveys, the Likert questions were given a numerical value. This value was consistent across all pre-course and post-course surveys analyzed. Using the quantitative ordinal-level data, the mean and mode were calculated to determine the most common responses. In addition, further calculation included cross-tabulation of data to compare responses by years of service. The intent was to establish if there is a correlation between knowledge and confidence levels and years of service.

Findings from this study provided positive statistical analysis regarding the efficacy of scenario-based e-learning in enhancing teacher engagement and confidence in developing and implementing trauma-informed classroom behavior management plans. Using the increased mean calculations, it was determined that learners did in fact report greater levels of knowledge after completing the e-learning solution. In addition, also using increased mean calculation data, learners also reported greater engagement using interactive scenario-based learning after the e-learning solution. This was compared to other modes of content delivery. The same data, cross-tabulated for years of service did not find any connection between knowledge/confidence and years of service.

All study participants were able to complete and pass the final assessment with one attempt. At this point, with the participant sample size, I cannot assume that this is necessarily reflective of the e-learning modules, but rather background knowledge that allowed them to be successful on the first try.

Importance of Findings

The urgency for novice teachers in the district to learn and apply evidence-based trauma-informed behavior management strategies is palpable. This study resulted in evidence that this need, albeit with a much smaller learner population than the district, was addressed by this e-learning solution. Asynchronous e-learning experiences that combine independent practice and peer interaction such as this, provide a way to provide the targeted high-quality instruction that staff needs.

Specifically looking at the impact of scenario-based interactive simulations, the study resulted in increased perceived learner engagement in an asynchronous e-learning setting. The impact of an e-learning module such as this one, can positively affect the K-2 teacher's confidence levels in the classroom. This type of result can be difficult with asynchronous learning opportunities, as most classroom management professional development is done in person. This could possibly free up in person professional development time, reducing costs for the district.

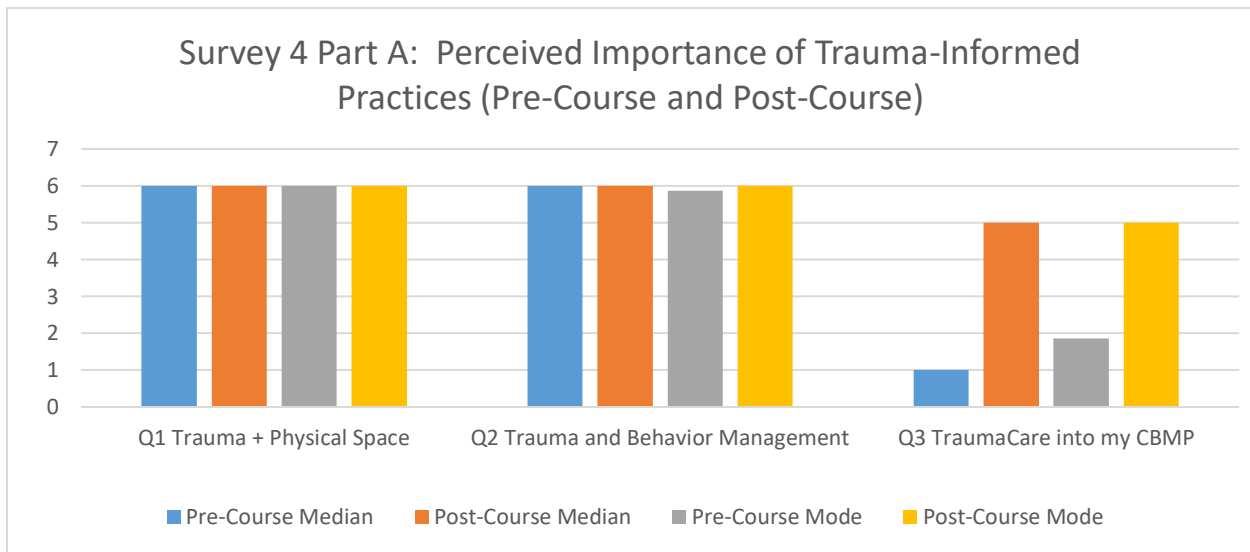
Limitations

During learner data collection, several limitations were encountered that may impact the effectiveness of the fully functioning e-learning module. The first being the time frame to which this study was to be completed. As confidence with classroom management often takes years to fully develop, being able to carry this research over an entire academic year would be beneficial. It is impossible to say, however, that the results obtained in this study would be replicated over the course of an entire academic year.

A second limitation would be population sample size. Although the data was collected in a timely and reliable way, there may be some benefit to expanding the participant size in future iterations. It would be even more interesting to open the requirements up to participation throughout school district. (not just one school) Although the e-learning solution was designed for a Title-1 (low income) school in an urban setting, as the research states, almost all students have experienced at least one adverse childhood experience. The research, strategies and subsequent scenario-based activities contains evidence-based principles that could have profound benefit to all students.

Implications of Research on Educational Practice

One area of the e-learning solution that produced data that was inconsistent was surrounding survey part 4 A: Perceived importance of trauma-informed practices. See the table below:



The data similarities in questions one and two are not surprising. This most likely is due to learners having experience in an urban Title 1 school. A large population of students in grades K-2 are not only from low-income families, but also have experienced multiple adverse childhood events. (trauma) Trauma-informed care is a common theme within the school itself. This data may be reflective of the learner’s previous knowledge prior to taking the e-learning solution. However, with a study population size of 14, it would be wise to keep topic available to the learner for the next iteration. Instead, make it an optional extension activity. After monitoring the next round of data, if similar results are generated, it may be warranted to remove this topic entirely

The success of the study leads the way for industry standard educator professional development to include more interactive, scenario-based learning modules to address instructional needs. This could possibly influence educator training to move away from the traditional speaker-audience format, into new opportunities with new technology such as virtual reality.

Design principles put into question in this study were related to the interactive scenario activities. Due to technology costs and time restraints, the activities were limited. The participants were able to navigate through a realistic classroom scenario and select trauma-informed responses to a student's behavior. When selected, the generated text "reactions" from the fictional student only resulted in 2 additional levels of engagement. Meaning, the interaction was brief and often lacked the nuance of a real classroom conversation. Therefore, modifying the design principles and the participant activity could improve the next iteration. The goal should be to create a more in-depth web of questions and answers to program into Articulate Storyboard along with corresponding visual changes in a child's facial expressions, behaviors, and position in the classroom. Further testing is needed to determine if Storyboard is the appropriate tool for this design.

The success of this study sparks debate for industry standard educator professional development to include more interactive, scenario-based learning modules to address varying instructional needs. This could influence educator training to move away from the traditional speaker-audience format, into areas with emerging technology such as virtual reality could play a vital role in preparing new teachers for the classroom.

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Appendix A

The e-learning solution used in this research study addressed the instructional problem using a traditional e-learning approach. Learners were given targeted asynchronous instruction on childhood trauma and trauma-informed behavior management strategies through a series of asynchronous modules. Each module in the course builds on the last (scaffolded) and contains quizzes, interactive scenario-based activities, self-assessment opportunities and discussion board posts. A final assessment is required to pass with a score of 16/20 possible points according to a grading rubric.

The technology used for this research included the following:

1. The use of a student LMS (Moodle) for content, quizzes and knowledge checks (informal checks for understanding)
2. Video content sourced from YouTube
3. Instructional materials using PDF files
4. Assignments and final assessment were hosted and moderated on the private discussion board ProBoards.com.
5. All surveys and Likert Score Questionnaires (Pre-course and post-course) were completed on surveymonkey.com

The course consisted of 4 modules with various modes of instruction. This included video content, evidence-based research (written content). Students were instructed to complete all modules within the allotted time frame.

Course Outline: Challenging Classrooms: Behavior Management Strategies for the Novice K-2 Educator

Important Information

Course Introduction with Learning Objectives
Pacing Guide, Participation Requirements and Code of Ethics, Grading Policy with Rubrics, Privacy Policy, Instructor Hours and Contact Information, New Teacher Network District Resources

Demographic Survey

Module 1: Before the Bell: Setting Up Your Classroom for Success

1.1 - Trauma and its impact on school aged children

Video: Content related to trauma and school-aged children

External training link – National Center on Safe and Supportive Learning Environments

Quiz (10 Questions) - Must score 80% or higher to progress to the next lesson.

1.2 Creating a Trauma Sensitive Classroom

Video: content related to trauma sensitive classrooms.

Reading: Trauma triggers and ways to reduce them in your classroom.

Quiz (5 questions)- Must score 80% or higher to progress to the next lesson.

Interactive Game: Learner clicks on items in a fictional cartoon style classroom to learn about why they might be helpful for students who experience trauma (through a pop-up box)

Assignment: Learners will post on the course discussion board and comment on one other post.

The screenshot shows a discussion thread interface. At the top, the title is "Assignment 1: Creating Trauma-Sensitive Classrooms". Below the title, there are navigation buttons: "« Prev", "1", and "Next »". On the right, there is an "Actions" dropdown menu and a search bar. The main content area shows a post from "Admin Administrator" with a profile picture of a person with a blue background. The post text reads: "Welcome to the Assignment 1 discussion thread. Here is where you will post your assignment. Please allow 48 hours for feedback and grading. Make sure to read the instructions carefully. The rubric is attached below. You must receive at least 16 out of 20 points to pass this assignment. If you do not, there will be instructions on how to resubmit with your score sent to your email." Below this, the instructions are: "Instructions: Using the information you learned in Module 1, please answer the following question: What is one thing you can do with your physical classroom environment to minimize trauma-response triggers? Is this something you would do in your class? Why or why not?" There is also an "Attachments:" section.

1.3 Establishing Routines and Procedures

Video: Content related to trauma-sensitive class procedures and the importance of routine for young children.

Reading Content: Why are routines important in the classroom, with examples of situations where you would need a pre-determined routine or procedure.

Reading Content: How to implement, practice and evaluate classroom routines and procedures.

Quiz (5 questions) - Must score 80% or higher to progress to the next lesson.

Assignment: Learners will write down one class routine, describe how they will implement and evaluate it for success. They will post this on the class discussion board. Learners will also comment on one other students' routine with a suggestion of what they could do if it was not deemed successful.

Module 2: In the Heat of the Moment: Unexpected Outbursts in Class

2.1 Classroom Disruptions

Video Content – How To handle different types of disruptions

Reading Content: How to deal with blurting and students speaking without permission

Meltdowns – tantrums- crying

Productive Struggle - Working through hard activities and how to promote a growth mindset.

Interactive Scenarios: Work through a series of realistic classroom scenarios sourced from educators in the district. Learners click on appropriate responses and are given pop-up feedback boxes to read.

2.2 Trauma Fatigue

Video Content – What is Trauma Fatigue (also discussed in an external training in the National Center on Safe and Supportive Learning Environments How to avoid this and what it looks like and how to fix it.

Quiz (5 questions) - Must score 80% or higher to progress to the next lesson.

2.3 Teacher Self Care – How to Put Your Own Oxygen Mask On First

Video: Content on teacher self-care when dealing with students and trauma.

Reading: Ideas for self -care

Additional Content: District posted resources for self-care, telehealth and health clinic information

No quiz

Module 3 – Teaching The Explosive Child

3.1 Dr. Robert Green and the Collaborative and Proactive Solutions

Video: Dr. Robert Greene discussing why trauma-informed practice is important.

Reading: Research regarding Dr. Greene's Collaborative and Proactive Solutions program.

Downloadable template: A template for learners to deep dive into the program and see how it may be of use in their own classroom.

3.2 How to implement Dr. Greene's practices

Video: Video recording of how Dr. Greene's behavior management technique is used while interviewing a kindergarten student.

Reading: Debrief of video mentioned above with links to additional (optional) content.

Quiz (5 questions)- Must score 80% or higher to progress to the next lesson.

Module 4 – Having a Plan: Creating a Behavior Management Plan You Can Use Tomorrow.

4.1 What is a Classroom Behavior Management Plan and How to Write One

Intro: Why a classroom management plan is important.

Video: Content related to behavior management plans.

Reading: What is required for an effective classroom behavior management plan that includes samples for learners to view.

Downloadable Template and Instructor sample: A template available for learners to use in their final assessment as well as a downloadable copy of the instructor's kindergarten classroom behavior management plan.

Final Assessment: Create an outline of an effective classroom behavior management plan using the template provided.

Final Assignment: Outline a behavior management plan and submit it to the class discussion board. Comment on one students' work.

End of Course – Students Sent Post Course Surveys Upon Course Completion

Appendix B**Participant Demographic Questionnaire (Sample)**

1. Which best describes your gender?
 - Male
 - Female
 - Prefer not to say
 - Other (please specify)
2. What is your race?
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Middle Eastern or North African
 - Multi-racial
 - White
 - Native American or Alaska Native
 - Native Hawaiian or other Pacific Islander
 - Other (please specify)
3. What is the primary language spoken in your home?
 - English
 - Spanish
 - German
 - Other
4. What is the highest level of education you have completed?
 - 4 Year College Degree
 - Master's Degree
 - Doctorate Degree
5. What age bracket do you fall under?
 - 18-24
 - 25-34
 - 35-44
 - 45-54
 - 55+
6. How many years of K-2 teaching experience do you have?
 - <1 year
 - 1 to <2 years
 - 2 to <3 years
 - 3+ years

Participant Learning Style Question (Sample)

1. Your learning style is how YOU process new information best. Please choose the best answer
 - I don't know my learning style.
 - I am a visual learner. I learn best when I am shown images of new information (text, pictures, diagrams)
 - I am an auditory learner. I learn best when I listen to someone giving me new information.
 - I am a kinesthetic learner. I learn best while "doing" something with the new information.
 - I am a reading/writing learner. I learn best when I read and/or write new information.
 - I am a social/interpersonal learner. I learn best when I work in a group of my peers to gain new information.
 - I am a verbal learner. I learn best when I can speak about the new information.

Pre-Course and Post Course Likert Questionnaires

The pre-course and post-course questionnaires are identical. For simplicity, the questions are only posted once.

Pre-Course Survey

Directions:

Reflect on the following questions. Use the following rating scale and put a check to indicate your rating.

1= Strongly Agree 2= Agree 3= Unsure 4= Disagree 5= Strongly Disagree

Area	Question	1= Strongly Agree	2= Agree	3= Unsure	4= Disagree	5= strongly disagree
Competence	I have a clear understanding of the relationship between exposure to trauma and a child's ability to form relationships.					
	I have a clear understanding of the relationship between exposure to trauma and a child's ability to regulate their emotions.					
	I have a clear understanding of the relationship between exposure to trauma and a child's ability to learn.					
	I have a clear understanding of how to create an effective classroom management plan.					
Personal Attributes	I have a clear understanding of how to implement an effective classroom management plan.					
	I believe it is important for me to use trauma-informed practices in my classroom's physical space.					
	I believe it is important for me to use trauma-informed practices in my daily classroom management.					
	I am confident in using trauma-informed practices in my classrooms' physical space.					
	I am confident in using trauma-informed practices in my daily classroom management.					
	I am confident in creating an effective classroom management plan.					
Engagement	I am confident implementing an effective classroom management plan.					
	I enjoy learning online by reading written articles.					
	I enjoy learning online using interactive scenarios.					
	I enjoy learning online watching video content.					

Post-Course Survey

Directions:


Reflect on the following questions. Use the following rating scale and put a check to indicate your rating.

1= Strongly Agree 2= Agree 3= Unsure 4= Disagree 5= Strongly Disagree

Pre-Course and Post Course Likert Questionnaires (Continued)

Area	Question	1= Strongly Agree	2= Agree	3= Unsure	4= Disagree	5= Strongly Disagree
Competence	I have a clear understanding of the relationship between exposure to trauma and a child's ability to form relationships.					
	I have a clear understanding of the relationship between exposure to trauma and a child's ability to regulate their emotions.					
	I have a clear understanding of the relationship between exposure to trauma and a child's ability to learn.					
	I have a clear understanding of how to create an effective classroom management plan.					
	I have a clear understanding of how to implement an effective classroom management plan.					
Personal Attributes	I believe it is important for me to use trauma-informed practices in my classroom's physical space.					
	I believe it is important for me to use trauma-informed practices in my daily classroom management.					
	I am confident in using trauma-informed practices in my classrooms' physical space.					
	I am confident in using trauma-informed practices in my daily classroom management.					
	I am confident in creating an effective classroom management plan.					
	I am confident implementing an effective classroom management plan.					
Engagement	In this course, I enjoyed learning about classroom management from articles.					
	In this course, I enjoyed learning about classroom management using interactive scenarios.					
	In this course, I enjoyed learning about classroom management using video content.					

Performance Assessment Rubric



RUBRIC

Course Final Assessment

Passing score is 16/20 points

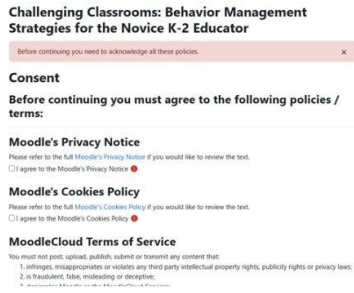
Student: _____

Total:
20

	1	2	3	4
CONVENTIONS	Has 4 or more errors	Has 3 errors	No more than 2 errors	No spelling or grammatical errors
ORAGNIZATION	Unorganized	Somewhat organized	Mostly organized	Completely Organized
IDEAS	Responds with incorrect information	Responds with some information	Responds with meaningful information	Responds with higher level of thinking
WORD CHOICE	Uses no descriptive words	Uses less than 1-2 descriptive words	Uses 3-4 descriptive words	Uses 5 or more descriptive words
ON TOPIC	No topic	Some topic	Most topic	All on topic

Moodle Log-In Instructions

Go to this website Dashboard | Challenging Classrooms (moodlecloud.com)
Username is: (unique log-in)
Password is: (unique password)
Consent to Moodle privacy, cookie policy and terms of service

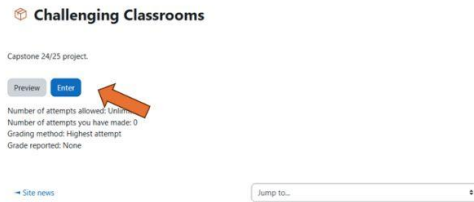


You will be directed to your “dashboard”. It will look like this. Click on the blue text “challenging classrooms”

Challenging Classrooms: Behavior Management Strategies for the Novice K-2 Educator



Click on the blue enter button



This is the main page of the course. To make the course larger you can always hide the left navigation if you want. Click on the small arrow. Then hit the “start course” button.



Appendix C

Site Permission

At the time of study, school was not in regular session. Therefore, I requested access to the school Facebook group to recruit participants. This is a private group that is moderated by an academic coach to make sure only school staff is allowed. Below I have included a copy of the request letter and subsequent site permission.

On May 30, 2024, at 8:51 PM, Charlotte Rosenkranz <crose46@my.wgu.edu> wrote:

Dear Charlotte Rosenkranz

Our Facebook Group ERES Staff has reviewed your Capstone Research request for the study: Challenging Classrooms: Implementing an E-Learning Module on Trauma-Informed Classroom Behavior Management Practices and we allow you to recruit participants for your study in accordance with your description:

I have designed a scenario-based, e-learning solution centered on trauma-Informed classroom management strategies. Classroom teachers at ERES (either currently teaching, or previously taught in grades K-2), will be invited to participate.

The e-learning solution contains 4 asynchronous modules, a private class discussion board (to post assignments), and learner surveys. (demographic survey, pre-course and post-course surveys) The summative assessment will be to create a trauma-informed classroom management plan outline to implement in August 2024. Learners will access all content through the following cloud-based software: Moodle, ProBoards, and SurveyMonkey.

My research will be focused on scenario-based e-learning and its impact on the adult learners' perceived engagement level during this professional development. In addition, I will measure the learner's perceived confidence in implementing the classroom management plan in the coming school year. (2024)

The extended invitation to conduct the above-described study will occur between
____June 1, 2024_____ to ____June 18, 2024_____.

Melissa Wright
Admin to ERES Staff Facebook Page

--

Charlotte Rosenkranz
ID#: 000729121
M.A. Education, Education Technology and Instructional Design
Start Date: 2/1/2018
Mentor: Brittani Dugger
360-775-6825
crose46@my.wgu.edu



Melissa Wright via wgu.edu
to Charlotte ▾

5:19PM (0 minutes ago) ☆ ↶

On May 31, 2024, at 5:17 PM, Charlotte Rosenkranz <crose46@my.wgu.edu> wrote:

Dear Charlotte Rosenkranz

Our Facebook Group ERES Staff has reviewed your Capstone Research request for the study: **Challenging Classrooms: Implementing an E-Learning Module on Trauma-Informed Classroom Behavior Management Practices** and we allow you to recruit participants for your study in accordance with your description:

I have designed a scenario-based, e-learning solution centered on trauma-Informed classroom management strategies. Classroom teachers at ERES (either currently teaching, or previously taught in grades K-2), will be invited to participate.

The e-learning solution contains 4 asynchronous modules, a private class discussion board (to post assignments), and learner surveys. (demographic survey, pre-course and post-course surveys) The summative assessment will be to create a trauma-informed classroom management plan outline to implement in August 2024. **Learners will access all content through the following cloud-based software: Moodle, ProBoards, and SurveyMonkey.**

My research will be focused on scenario-based e-learning and its impact on the adult learners' perceived engagement level during this professional development. In addition, I will measure the learner's perceived confidence in implementing the classroom management plan in the coming school year. (2024)

The extended invitation to conduct the above-described study will occur between

___ June 1, 2024 _____ to ___ June 18, 2024 _____.

Melissa Wright
Admin for ERES Staff Facebook page



Appendix D

Additional Content Referenced in e-Learning Modules National Center on Safe and Supportive Learning Environments

The screenshot displays the homepage of the National Center on Safe Supportive Learning Environments (NCSSE). The header includes the organization's logo, name, and tagline: "Engagement • Safety • Environment". Navigation tabs include "SCHOOL CLIMATE IMPROVEMENT", "TOPICS", "EVENTS", "RESOURCES" (highlighted), "TA SERVICES", and "STATE PROFILES".

The main content area features a "Home" section with a "NCSSE Training Tools" banner. Below this, a paragraph explains that NCSSE has developed training tools to support stakeholders in building safe and supportive learning environments. A second paragraph states that these tools provide research-based, user-friendly, and free-to-download materials for in-person training events.

Several training resources are listed, each with an icon, a title, a brief description, and a "Get This Training Resource" button:

- Building Student Resilience Toolkit:** A toolkit for strengthening middle school and junior high school students' resilience.
- Trauma-Sensitive Schools Training Package:** A package for understanding and building trauma-sensitive schools.
- Addressing Human Trafficking in America's Schools: Staff Development Series:** A series of videos for identifying trafficking and preventing it.
- Creating a Safe and Respectful Environment in Our Nation's Classrooms:** A toolkit for addressing bullying in classrooms.
- Creating a Safe and Respectful Environment on Our Nation's School Buses:** A toolkit for addressing bullying on school buses.
- Get Smart, Get Help, Get Safe:** A toolkit for addressing teen dating violence.

A note at the bottom of the training tools section states: "All materials contained on this page can be downloaded and used free of charge. No additional preparation or training is required."

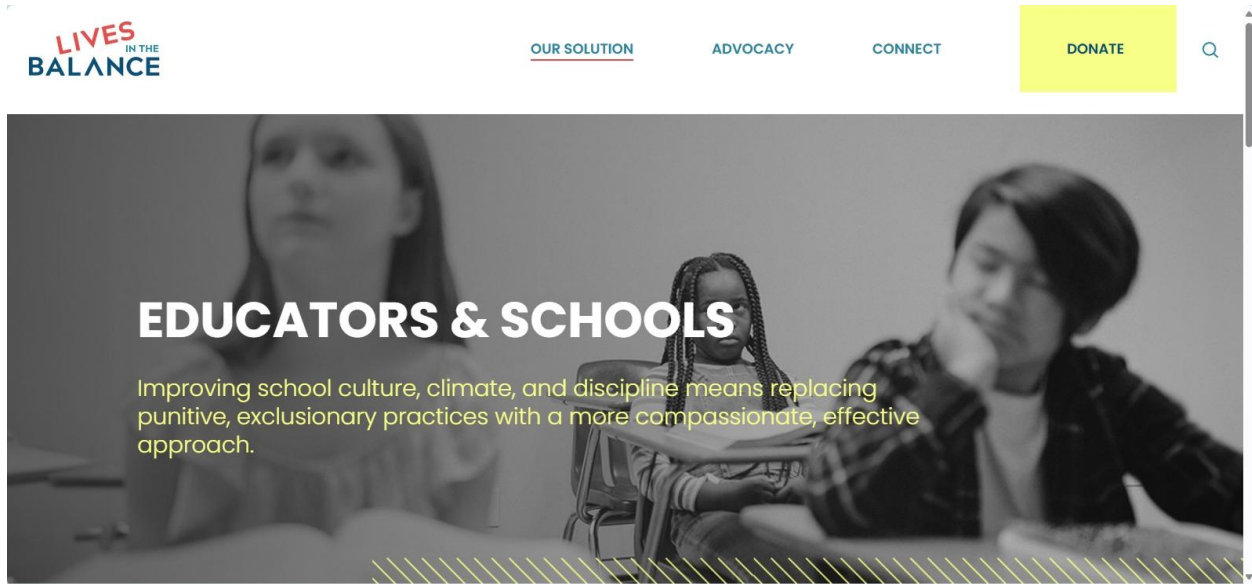
On the right side of the page, there are sections for "Upcoming Events" (listing "The Power of Trauma-Informed Care in Preschool Classrooms" and "Race/Ethnicity and LGBTQ2S+ Youth Part 2: Discussion of Black Gels"), "Latest News" (listing "PWCS School Psychologists Nurturing A Positive Climate and Culture" and "Climate Change Injustice and School Attendance and Absenteeism: Proximal and Distal Ecological Links"), and a "Was This Page Helpful?" poll with a "Submit" button.

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(Barr D. A., 2018)

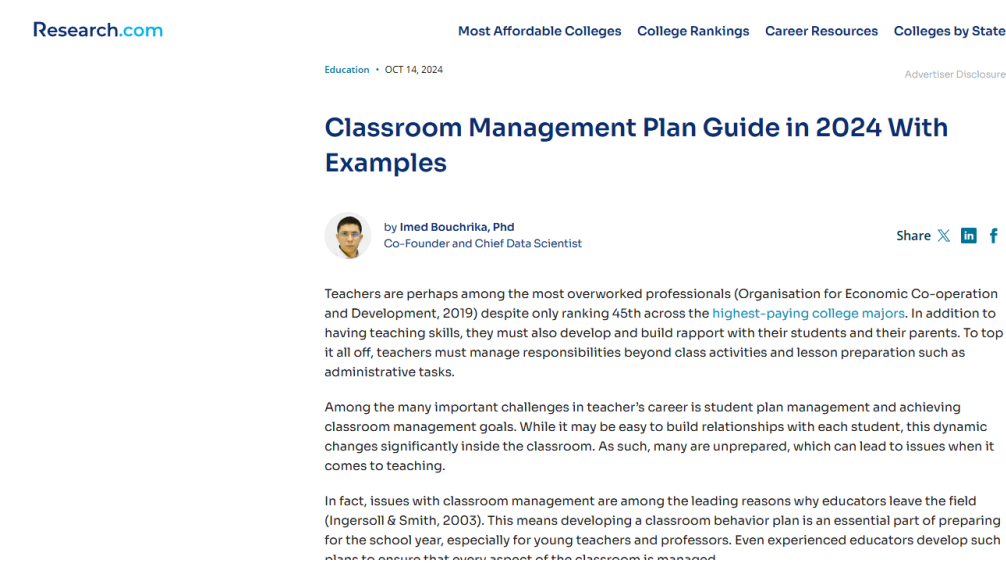
(NCSSE Training Tools, 2024)

Dr. Ross Greene – Lives in the Balance



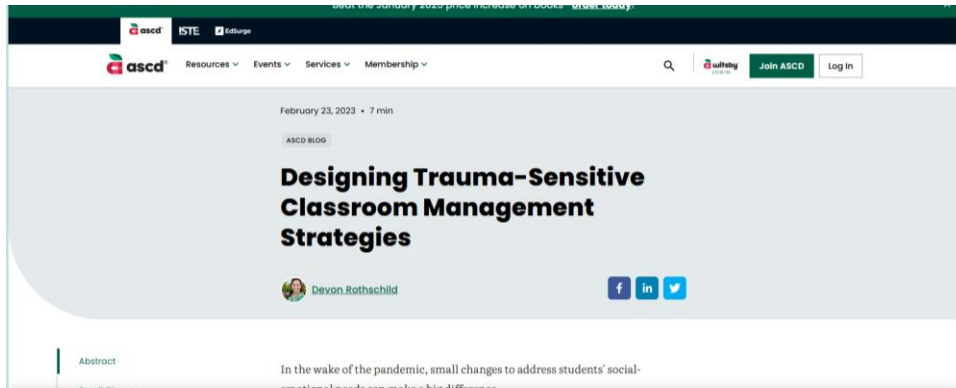
(Greene, 2024)

Classroom Behavior Management Plans

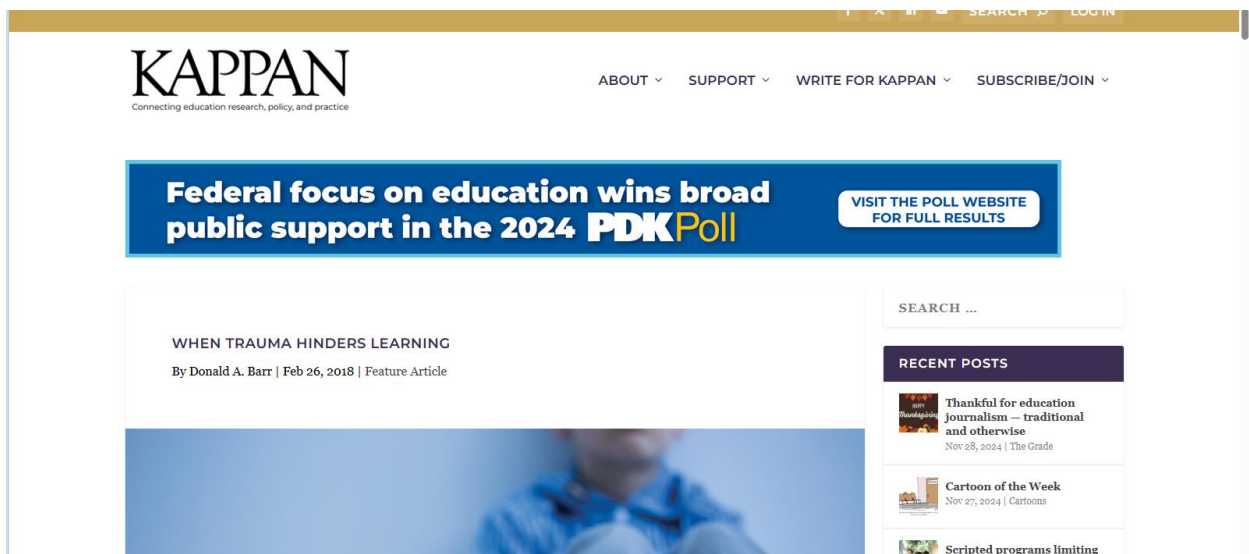


(Imed Bouchrika, 2024)

Trauma Resources



(Rothschild, 2023)



(Barr D. A., 2018)