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Proposed Study: Middle Level Teachers' Perceptions of Educating and Supporting Students Who Have Experienced Trauma: An Exploratory Case Study

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Abstract

This exploratory case study seeks to explore middle level teachers' perceptions of their ability to educate and support students who have experienced trauma. More than ever, children are experiencing events in their life that can potentially cause traumatic responses. Little research has been explored regarding teachers' perceptions of their ability to educate and support middle level students, who have endured traumatic stress, in the middle level, grades, 6-8, who have endured traumatic stress. This study is in progress, beginning in fall 2020, and the participants are located in an urban middle school in Connecticut. The researcher utilized a criterion sample of 11 middle level teachers of all core content areas (English, Mathematics, Science, and Social Studies) and conduct semi-structured interviews and teacher open-ended reflective prompts to better understand the overarching research question of, "What are middle level teachers' perceptions of educating and supporting students who have experienced trauma?" Additionally, the researcher will collect demographic data through a brief questionnaire. Data will be analyzed by each and across cases for emerging patterns and themes using the constant comparative method.

Data Collection

The research design is that of an exploratory case study as there is no pre-determined outcome and the research is based on the desire to gain an extensive and in-depth description of a social phenomenon (Yin, 2014).

- Teacher Demographic Questionnaire (~5 mins)
- Researcher Generated Semi-Structured Interview Protocol (~60-90 minutes)
- Open-Ended Reflective Prompts (~20 mins)
- Existing Documents
- Researcher Journal

Data Analysis

Teacher Demographic Questionnaire	Semi-Structured Teacher Interviews	Teacher Open-Ended Reflective Prompts	Existing Documents	Researcher Journal
<ul style="list-style-type: none"> • Provides a rich description of the participants • Data will analyzed and displayed in a table 	<ul style="list-style-type: none"> • Transcribed and then analyzed through qualitative coding using NVIVO software • Data will be reported for emerging patterns and themes using the constant comparative method (Glaser & Strauss, 1967) 	<ul style="list-style-type: none"> • Coded in the same manner as the semi-structured teacher interviews and existing documents using the constant comparative method (Glaser & Strauss, 1967) within NVIVO 	<ul style="list-style-type: none"> • Possible documents could include as well as digital sources • Will be coded in the same manner as the interviews/open-ended reflective prompts and stored in NVIVO 	<ul style="list-style-type: none"> • Used during data collection, analysis, and writing stages to record reflections and questions • Check researcher biases and analyzed to triangulate data • It will be coded as deemed appropriate

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