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SPECIAL EDUCATION TEACHER LICENSURE CURRICULA: CREATING
A PIPELINE OF TRAUMA-INFORMED SPECIAL EDUCATORS

BY

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DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in Curriculum and Instruction
in the Graduate College of the
University of Illinois Urbana-Champaign, 2022

Urbana, Illinois

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Abstract

Since the inception of formalized education, the roles and responsibilities of teachers have continued to expand. Today, teachers' duties are commonly affiliated with the school social workers (case managers), therapists (clinicians), and their primary role as teachers (educators). As student needs are more expansive, it is imperative teachers become better informed about how to engage, support, and intervene when presented with students who have experienced trauma and or traumatic symptoms of Post-Traumatic Stress Disorder (PTSD). For example, a student who may experience sexual abuse would be required in most cases to attend school as soon as possible. As a result, the child may become emotionally dysregulated, resulting in behavior outbursts and or school detachment. This behavior often leaves the teacher in awe as they try to figure out how to best support the student who has faced a traumatic event that will take time to process and heal.

As the rise in school crisis begin to shift our focus from academic achievement to mental health and substance abuse services, we must begin to advocate for a paradigm shift in how we look at schooling in today's time. There is a substantial push for the development of trauma-informed schools. This will require that our educators become trauma-informed to respond appropriately to students' needs and school crises that may arise on any given date. As a result, teachers will need to gain an in-depth understanding of trauma, trauma-informed care, and culturally appropriate approaches to best prepare them to meet the needs of students from all cultural backgrounds for real-life situations that exist in the schools at a fundamental level.

This work intends to document the similarities and differences between and among master's level special education teacher licensure programs. In addition, the researcher aims to

highlight coursework and curricula advances that best align with culturally responsive pedagogy and trauma-informed care.

Keywords: Culturally Responsive Pedagogy, Cultural Identity, Trauma, Trauma-Informed Care, External Risk Factors, Euro-Centric Teaching

Acknowledgments

Thank you, Lord, for giving me the strength to persevere through this process while achieving all my goals along the way. This body of work was inspired by my mother, Phyllis Denise Combs. Her dedication to educating children in Dayton Public Schools for the past 40 years as a special educator and principal has directed me to follow in her footsteps.

To my mother (Phyllis Combs) and father (James E. Combs Jr), I genuinely appreciate your support and I have followed through on my promise to choose a degree path and follow it to the doctoral level. Recognizing that often I would converse with you all and talk over your heads with my newly acquired learnings and theoretical perspectives, I thank you for allowing me the space to grow intellectually into a fully matured young man. I have strived to make you proud, parents, and even prouder upon this milestone.

Much appreciation is given to my wife, Danielle Combs, for her continued support throughout my academic journey at UIUC. Danielle has been critical foundational support, teacher, and model for me during this process. Thank you for your ongoing support and constant motivating reminders to persevere and complete my goal of earning a PhD. You will always be the first Dr. Combs, and your patient nurturing, and caring ways have helped add another to our family.

Likewise, my one and only sister, Ashely C. Combs, I have confided in you during times of frustration and unrest. Your words of encouragement have helped me through many nights allowing me to reset and hit the next day with the goal in mind to graduate. Thank you for your time, love, and patience.

My in-laws, Rechelle and Maurice Williams, you have been instrumental in supporting any and everything I have set out to complete. Since entering your family, you have taken me in

as one of your own. Those thoughts and actions have certainly drawn us closer, and I appreciate and thank you for your assistance with each milestone I have accomplished.

To the Combs and Hill family, I thank you for the love and support given during my academic journey. Auntie Audrey: thank you for always being a voice of reason, even when I was trying to figure things out along this journey.

Special thanks to Dr. Violet Harris, who chaired my dissertation committee, and committee members Dr. Reginald Alston, Dr. Patriann Smith, Dr. Tara Powell, and Dr. Shantel Crosby. All provided significant input in guiding me through this process.

My graduate school colleagues were vital in developing my critical lens and scholarly attainment. At times, our conversations were far more significant than any transpiring in a classroom.

My childhood friends Jesse Junius, Mike Thompson, and Faheem Kadir-Curtis have been instrumental to my success and ensured I maintained a plan for completion amid professional obligations.

Many thanks to the Men of Omega Psi Phi Fraternity, Inc., who was instrumental in their nurturing support and love like: Dr. James D. Anderson, Dr. Stafford Hood, Tony Laster, Dr. Maurice Hobson, Dr. Rodney Hopson, Dr. Mickey Johnson, Dr. Ronald Jackson, Shawn Hampton, Norris Chase, Montrell Coleman, Donald Dennis, Kelly Foster, Anthony Allen, Christopher Fuller, Anthony Cobb, Asim Osaze, Jesse Junius Sr., Nathaniel Snow, Jeffrey Vann, Bobby Henry, Broderick Henry, Gregory Smith, Ashton Hood, Brandon Tisdale, Brian Rhodes, Nathaniel Johnson along with members of Sigma Xi, Delta Alpha, and Beta Iota – have all exhibited the true meaning of Friendship during my academic journey.

To all the Lone Star Lodge brothers #18: Past Grand Clarence Trotter, Curtis Blanden, Jimmy Chatman, Robert Ward, Brother Akbar, Freddy Gordon, Reggie Otchere, and Kalachi Lambert. Thank you all for providing me with light and wisdom.

Lastly, to my great uncle Walter Simms, you have been a true inspiration to me during my adulthood. I am happy that you can witness me complete this milestone and become our family's first PhD. Your grandfather talks and nurturing ways have always been appreciated and motivating. During every conversation, you state for the past three years, "I want you to complete your doctoral work." You kindly remind me to reset priorities, never nagging or pushing the issue. Thank-you Unk.....

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Chapter 1: Introduction

The burden of suffering experienced by children with mental health needs and their families has created a health crisis in this country. (Satcher, 2000)

Children's Development and Lived Experiences

Every child that a teacher has in their class or on their roster has been shaped by unique experiences. They have been shaped by their biology and environment, including their social-economic status, family structure, religion, geographical location, and more. Meanwhile, their lived experiences, the events that happen to and around the child, shape how they progress and view the world based on their unique experiences. These lived experiences paint their reality and inform who they are as students. Each of these factors influences how a child interacts with their school, classroom, and teacher.

According to the Children's Defense Fund, 5 million U.S. children live on \$9.00 a day (Children's Defense Fund, 2018). While these children experience housing and food insecurity and limited access to preventive health care, the class divisions in the United States decrease those with lower economic status's ability to gain access to resources essential to one's well-being and overall health.

When students experience a health crisis or an oppressive system barrier, those from middle and upper-class families can better overcome obstacles. Therefore, although the class is an essential variable of economic status, we must consider this when identifying variables that affect student academic achievement.

It's estimated that 70% of all poor children in the United States are children of color (Children's Defense Fund, 2018). As we begin to connect the dots, we see how these children of color who live in or experience poverty cannot receive adequate health care to support their

physical, mental, and social-emotional needs. As these students grow older and move through the K-12 school system, they are tracked and categorized by labels such as receiving free and reduced lunch or referred to by teachers as having special needs. Children who are experiencing temporary or insecure housing, in foster care, or returning from juvenile detention also often are vulnerable and at greater risk of being exposed to risk factors. These factors may affect students' physical, mental, and social-emotional well-being, contributing to students becoming at risk of academic failure in school settings (Elder, Caspi, Van Nguyen, 1986). Furthermore, according to the Children's Defense Fund (2018), many of these students attend public schools in violent communities, environmental racism, food deserts, lack of health care, and school environments. These factors increase their exposure to external risk factors, exposing students to traumatic events.

Untreated and Undiagnosed

The Substance Abuse and Mental Health Services Administration defines trauma as resulting from "an event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or life-threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being." (SAMSHA, 2019). While trauma doesn't always lead to mental health issues, untreated mental health disorders lead to higher juvenile incarceration rates, school dropout, school discipline, family dysfunction, drug abuse, and unemployment (Committee on School Health, 2004). Untreated mental health disorders also lead to a disproportionate rate of students being mislabeled and placed in special education programs in K-12 schooling (Schulte-Körne, 2016). This is often a result of many families not seeking mental health services, as there is often a cultural hesitancy to share a child's mental health issues and seek assistance. Generally, it is a

protocol to keep problems private in some African American communities, especially when the root cause is due to family or home structure issues (Doyle, et al., 2015). This is especially notable among Black men as men believe that sharing negative lived experiences with others is a form of weakness and, therefore, not a masculine act (Jansz, 2000). Unfortunately, according to the Committee on School Health (2004), "most families will not address their mental health needs if their health insurance does not offer adequate coverage. In addition, variables such as the lack of transportation, financial constraints, child mental health professional shortages, and stigmas related to mental health problems" all contribute to the barriers to providing equitable services to children who are classified as a member of a vulnerable population.

Students' Lived Experiences and Schooling

Poverty. Systematic racism. Trauma. Mental health issues. Trying to negotiate to be a student while dealing with the consequences of multiple compounding systems is made that much harder when a child has a disability. There have been ongoing issues in special education (Repie, 2005) that affect students' social-emotional and mental health in academic settings. Krezmien, Mulcahy, and Leone (2008) support this by discussing the relationship between educational needs, mental health needs, and special education status among at-risk populations. Their research suggested that African American students labeled as emotionally disturbed or having behavioral disorders require significantly higher special-education accommodations and services than their counterparts. One variable that is not widely studied is mental health. Specifically, trauma impacts a student's academic achievement labeled as emotionally disturbed or having a behavioral disorder.

However, one approach developed for supporting students of color is Culturally Responsive Pedagogy or Practices (CRP) (Abrahams & Gay, 1972; Gay, 1995; Gay, 2002, 2010;

Ladson-Billings, 2009; Ladson-Billings, 1995). This approach highlights how instructional pedagogy can help increase historically marginalized students' academic achievement, critical consciousness, and cultural identity. In addition, CRP is a sound theory and concept that helps educators identify best practices for teaching students of color.

More importantly, CRP addresses the growing diversity in America's schools and therefore focuses on pedagogy and teaching and critical conscientization (Freire, 1973; Freire et al., 2018; Gay, 2010; Ladson-Billings, 2014). CRP requires teachers to acquire a master-level knowledge of power structures, racism, dominant views, equality, and equity issues that promote deficit thinking and oppressive teaching (Gay, 2010; Ladson-Billings, 2014). Special education teachers who work in high-poverty schools battle with having to deliver high-quality instruction with little to no resources. These educators, therefore, must possess a foundational understanding of CRP and how it can be integrated into their pedagogical practices to teach students with disabilities. This understanding is essential because it allows special education teachers, who are primarily White, non-disabled women from middle-class backgrounds (U.S. Department of Education, National Center for Education Statistics, 2019) who often lack the knowledge to maximize students' lived experiences, families, relationships, and identity to connect to their students in a manner that promotes high expectations and high-quality instruction (U.S. Department of Education, National Center for Education Statistics, 2019).

Varying Roles of Teachers

Academic achievement is just one of special education teachers' responsibilities. Their duties also include those commonly affiliated with school social workers (case managers) and therapists (clinicians). These extra responsibilities are more pronounced for the average urban special educator, who is more likely to be responsible for students who come to school

emotionally detached or disturbed. There is rarely just one variable or external risk factor that explains the students' difficulties at school. Special education teachers need to use various approaches when supporting a student in crisis. Typically, the goal is to address the student's emotional peak to help them find a baseline state that is more conducive to academic learning. This is an example of a special education teacher in the crisis interventionist (counselor) role and may occur daily or weekly. As the teacher addresses the issues, they then must document and check on the student periodically to ensure their well-being. These actions are aligned with the responsibilities and duties of a social worker (case manager). Most special education teachers do this habitually as they check in with their students so that they can share updates with the child's caregivers or other teachers.

These updates happen formally during parent-teacher conferences, 504 plan meetings, or individualized education plan (IEP) meetings. Special education teachers need to prepare for these meetings while managing their primary role as an educator, delivering high-quality instruction or modifications or accommodations to another teacher's content. The long-term consequences of COVID-19 will likely compound the challenges students face. It is imperative that teachers become better informed about how to engage, support, and intervene when presented with students who have experienced trauma or traumatic symptoms of post-traumatic stress disorder (PTSD).

Paradigm Shift to Attend to Students' Mental Health

Recognizing the increased need for supporting measures for students, school districts have begun to incorporate mental health services and social-emotional behavioral programs to help schools support the growing percentage of students who require supportive measures (Greenberg et al., 2003). For example, in the state of Ohio, school districts are adding counselors

and mental health therapists for at-risk students while implementing school-wide behavior and decision-making programs such as Positive Behavioral Interventions and Supports (PBIS), which are mandated by the State Department for students (Ohio Department of Education, 2018). Other states, such as Illinois, have passed legislation such as House Bill 3869 (Public Act 100-0014), which requires school districts to provide in-service training for school personnel on civil rights and cultural diversity, including racial and ethnic sensitivity and implicit racial bias services, and SB 565 (Public Act 99-0927), which requires social and emotional screenings for children as part of their school-entry examinations. These approaches are some of the first in a shift towards placing a strong emphasis on the importance of trauma-informed care approaches in schools. We can also see this shift in the increase of mandated training, assessments, and mental health services being implemented in K-12 schooling.

A debate currently underway in Oakland, California, provides a valuable context for considering how education is shifting to engage and support students who have experienced trauma in school settings. A recent class-action filing includes documentation that reported: "25 percent of the 22,000 students who attend CUSD have experienced at least two or more severe traumas" (Turner, 2015). The case was denied on the argument that exposure to trauma does not guarantee that a child will suffer from (a) "cognizant trauma-induced disabilities for purposes of the proposed class definition, and (b) have been denied meaningful access to their education" (Turner, 2015). Even though the case was thrown out, the debate amongst educators, social workers, and politicians about how to increase teachers' and other support staff's understanding of trauma-informed practices continues. While some school districts are focusing on preparing their school support personnel to adopt trauma-informed practices, others, such as Cox Academy in Oakland, are focused on preparing classroom teachers. Although little is known about the

consequences of the project, the school implemented a pilot program that tested the theory of training adults in a school community about the effects of trauma on young minds, especially on special education students with emotional and behavioral disorders (Adams, 2014). The program designers worked to provide new systems to coordinate and evaluate academic, behavioral, and mental health intervention models that were effective with this student population.

In addition to the trauma that happens before a student gets to school, the school itself can be a traumatic place. Since 2000 there have been 152 school shootings (K12 Academics, n.d.). As these statistics reveal, school violence has increased by 19% in the 21st century (Paolini, 2015). Compounding this data, themes such as gun violence presented themselves amongst others. Gun violence in schools, due to the advocacy work from groups like the National Rifle Association (Musa, 2016), systematically continues to influence the legislation and policies that should be used to protect our children and schools. For example, a teenager shot and killed 17 students in a school in Parkland, Florida, in February 2016. The NRA responded by pushing back against calls for stricter gun control, and there's a need for more stringent gun control policies and laws. Meanwhile, teacher preparation education programs have not been redesigned or modified to prepare better and equip teacher candidates with the skills necessary to deal with crises in schools when tragic events such as gun violence, natural disasters, and community and home violence occur that affect students' academic achievement.

Intent of Study

As outlined above, there are numerous variables that contribute to how the education system is beginning to shift toward incorporating mental health services in schools. With the uptick in school violence as well as the increase in bullying at school and cyberbullying online, among other contributors, the consensus among contributors is that these services are not just

necessary. Yet, there is a lack of research data that supports the notion that higher education special education teacher preparation programs are also shifting their paradigm to meet the needs of schools, communities, students, and teacher candidates.

Therefore, the intent of this work is to analyze and document the similarities and differences that exist between various master's level teacher preparation special education programs to determine which programs best align themselves with the emerging needs of schools. Specifically, this study will examine the programmatic curricula structure and the design of individual special education programs to determine the extent to which they are aligned with existing frameworks.

Problem Statement

Schools have recognized the mental health needs of students in K-12. As such, local, state, and federal agencies are creating policies and legislation to fund trauma-informed care and mental health services in schools. This proposed study posits that master's level special education teacher preparation curriculums do not incorporate or include mandatory courses on trauma, trauma-informed care, or culturally responsive pedagogy. A subsequent question is if higher education teacher preparation programs are shifting the way they prepare their student-teacher candidates to meet the need for trauma-informed educators. Therefore, this study seeks to identify what master's level special education teacher preparation programs, if any, best align with existing frameworks as well as any other courses that help teacher candidates understand students from a culturally responsive trauma-informed holistic framework.

As a licensed special education teacher, I firmly believe it is the responsibility of special education teacher preparation programs to be responsive to the needs of their communities, schools, and teachers by incorporating culturally responsive trauma-informed principles and

concepts to help teachers increase their ability to reach and teach students who have experienced some form of trauma in their lived experience.

The theoretical framework that will guide this study will be created by the researcher. The researcher will create a new, blended framework by connecting Culturally Responsive Pedagogy, a Social-Ecological Model, and Trauma-Informed Care. It is the theoretical perspective of the researcher that these three frameworks can be brought together to create a multifaceted lens to examine unique education teacher preparation curriculums. Utilizing the components, foundational principles, and concepts of each framework, the researcher believes he can create a culturally responsive trauma-sensitive theoretical framework that can be used to assess and evaluate specific objectives, goals, benchmarks and overall mission of each special education teacher preparation program.

Research Question(s)

A prominent research question pertaining to assessing culturally responsive trauma-informed content outlined in master's level special education teacher preparation programs would be: To what extent are trauma-informed care principles and concepts incorporated in SPED programs? The trauma-informed framework provided by SAMHSA does lend itself to including cultural considerations. The study will document and detail, through content analysis and case study findings, where the gaps or strengths in the curriculum are and what can be done to improve the curricular outcomes to help produce trauma-informed educators. As such, the research question and sub-questions posed in this study are:

Main Question

In what ways are master's level special education teacher preparation programs incorporating Culturally Responsive Trauma-Informed Care into their programs of study?

Sub-Questions

1. To what extent can the Culturally Responsive Trauma-Informed Care blended review model identify key components incorporated in coursework, field placements, and supplemental curricular materials?
2. How do differences (gender, racial, linguistics, etc.) shape the structure and contents of the master's level special education teacher preparation programs?

Chapter 2: Literature Review

Purpose

In this chapter, I identify and review relevant research, provide a synthesis of this research and identify any related findings across this research, and discuss the most compelling evidence. I focus on multicultural education and Culturally Responsive Practices (CRP) as an entry point for highlighting relevant findings and illuminating spaces for further study regarding reaching and teaching students with disabilities.

Significance

Special Education Teacher Preparation and K-12 Diversity

The demographics of special education teacher preparation programs look the least like the demographics of America's schools. While student populations grow increasingly diverse, even showing a decline in the number of White students in classrooms, special education teachers remain primarily White. As the diversity of the student population increases, special education teacher preparation programs need to offer core coursework that focuses on preparing teachers to work with students from different backgrounds and lived experiences than their own. The researcher believes that one way to accomplish this is for teacher preparation programs to incorporate culturally based courses that explore diversity in the context of culture that highlight and increase teachers' understanding of cultural nuances and differences. Preparing teachers with a skill set of cultural competence allows educators to meet the needs of culturally diverse student populations.

One of the most discussed topics within the literature on special education teacher preparation programs and diversity is the overrepresentation of culturally diverse student populations (Artiles & Trent, 1994; Gottlieb et al., 1994; H. Grossman, 1995). For example, African American boys and young men are overrepresented in special education programs

(Townsend et al., 1996). Meanwhile, African American males are underrepresented in the special education teaching force, comprising only 0.4% of elementary special education teachers and 2.2% of secondary special education teachers (Scott, 2016).

Programming that meets the standard. One way to shift demographics in special education teachers is to make special education a service that is more responsive to the needs of Black boys. One study (Brownell et al., 2005) suggests that programs focusing on cultural diversity are likewise likely to make a difference by increasing pedagogical skills. Findings indicate that general education teachers' who receive preservice or in-service preparation for the needs of culturally diverse learners are more likely to suggest that they are better prepared with skills to culturally and secure more substantial student achievement gains than those without this preparation (National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction [NCEETPRI], 2003; Wenglinsky, 2000).

It is reasonable to conclude that one way the field can ensure efforts are being made to make special education more welcoming to Black men is by changing the components within their teacher preparation programs that add value and are value-added and enhance a program's overall ability to be exemplary. For example, in studies conducted by Koppich (2000) and NCEETPRI (2003), faculty from teacher education programs identified key components that led to the program being exemplary and effective. Across the two studies, seven common features of effective teacher education programs emerged. These include:

- A coherent program vision permeates all coursework and field experiences. This vision provides faculty with a common language for communicating with each other, students, and school-based personnel.

- The conscious blending of theory, disciplinary knowledge, subject-specific pedagogical knowledge, and practice helps students link their learning in coursework to their classroom practice. Faculty accomplish this goal by modeling active pedagogy, discussing essential readings, and providing students with numerous opportunities to practice and reflect on what they learn and practice in applied settings.
- Carefully crafted field experiences are extensive, integrated well with coursework, developmental, and supervised carefully. Furthermore, the classrooms where student's internships are selected based on the skills of the cooperating teachers, who collaborate with university faculty members to help students practice what they learn in coursework.
- Faculty establish and monitor the accomplishments of standards for quality teaching. Strategies range from high admissions standards to stringent exit criteria based on classroom performance. Many institutions, especially urban environments, attempt to balance quality with equity of opportunity by using multiple admission criteria and ongoing mechanisms for monitoring and supporting student progress.
- Faculty use active pedagogy that employs modeling, helps students connect theory and practice, and promotes student reflection to help students move beyond their initial, sometimes simplistic, views of teaching and learning.
- The programs focus on meeting the needs of a diverse student population by attending to issues of diversity in required courses, assignments, and field experiences with students from diverse cultures and, in some instances, with students with disabilities.
- Faculty view collaboration as a vehicle for building professional community. Collaborations bridge preservice teachers, cooperating teachers, liberal arts and sciences

faculty, and college of education faculty. Furthermore, some programs stress building community in the classroom using a cohort structure.

The above highlights numerous components that could contribute to implementing an exemplary Special Education teacher preparation program. Although these standards may meet teacher preparation licensure requirements for accreditation, there is room for one to argue that curricula design must go beyond surface-level description and clearly define topics and issues that affect students in today's society. If this does not occur, special education teacher preparation efforts will hinder inclusion and diversity efforts. Yet, one component often emphasized is that programs will address and attend to diversity topics through required courses, assignments, and field experiences with students from diverse cultures and, in some instances, with students with disabilities. However, there is a lack of data provided to the public that suggests special education programs offer coursework and field experiences that increase competency levels of diversity and culturally responsiveness. For example, in many small college towns where the majority population is Caucasian, one can only wonder where students' field experiences will be culturally rich and diverse.

For example, teachers who feel inadequately prepared to address, manage, and support students labeled as ED/BD are "(a) less willing to implement individualized behavior support plans and reinforcement strategies, (b) vary reinforcement schedules, and (c) document student progress for systematic evaluation" (Baker, 2005; Gunter et al., 1993).

As an educator, I am always searching for ways to improve my practice. This improvement includes my ability to create and promote culturally conscious systems of care. For example, the cultural competence model (Campinha-Bacote, 2002) was created but could easily be applied to the education field. Specific components within the model require educators to be

culturally aware, possess culturally relevant skills to assess, measure, or determine student progress, have cultural knowledge (i.e., be a lifelong learner), and encounter students from cultures different from one's own. All these components contribute to one's ability and desire to change the educational outcomes of students through a culturally responsive lens.

This model emphasizes the importance of becoming culturally competent rather than culturally competent. This means one can never be culturally competent because it's impossible to know everything about all cultures. Rather, through an ongoing commitment to engage and learn from other cultures, educators can increase their competence, which allows them to interact and understand various perspectives, values, norms, and traditions.

The CRP framework enables educators to examine to what extent scholars discuss the notion of lived experiences in the CRP framework to make meaningful connections with their students beyond academic achievement. As an educator, it is essential to state that I do not subscribe to the notion of competence as a means of knowing all but rather as a means of learning and increasing my cultural knowledge and awareness to successfully serve as a change agent, advocate, and educator for students from diverse backgrounds. I have learned that CRP, if implemented correctly, can be a practical pedagogical approach to teaching and reaching students; yet I often think about the students that I taught in the inner city who arrive at school burdened with stressors associated with poverty that are so severe that it leads to moderate to severe mental health and social-emotional challenges (Howell, 2004). These challenges often come with trauma.

As a result, I was compelled to learn more about how trauma affects students' ability to achieve academically in K-12 settings. Unfortunately, the literature on Trauma-Informed Care was still in its infancy stage and not as widely explored as it pertains to special education. To add

insult to injury, my college did not offer any coursework on TIC. Consequently, I was forced to take coursework in the School of Social Work, where my first course was on Trauma-Informed Care. At that point, I became interested in learning how to take specific components retained in the Social Work program of study and argue for the need for much of their coursework to be cross listed between clinical track programs and teacher preparation. Trauma-Informed Care became that vehicle that would allow me to take components from CRP and bridge those of a Trauma-Informed Care Approach. To start, I had to figure out if Culturally Responsive Pedagogy lends itself to Trauma-Informed Care.

Review of Empirical Research

CRP initially challenged teacher preparation programs to commit to teaching about social justice and equity (Gay, 1995, 2002; Ladson-Billings, 1995) in a manner that was responsive and relevant to students' lived experiences, cultural norms, values, and customs. This commitment allowed preparation and licensure programs the opportunity to redesign their curricula to prepare teachers for education careers in all schools. As a result, scholars (Haberman, 1991b, 1991a; Irvine, 1991; Ladson-Billings, 2000; Lipman, 1995) have argued that teacher preparation programs need to offer training that critically emphasizes culture in the context of teacher pedagogy.

Moving Toward a Culturally Responsive Framework

Equity pedagogy (McGee Banks & Banks, 1995) places a strong emphasis on creating classroom environments that promote and embrace a democratic learning environment for students of color. Within this approach, the teacher's ability to teach students core subject matter is not enough; instead, their understanding and ability to "question assumptions, paradigms, and hegemonic characteristics is key" (McGee Banks & Banks, 1995) as teachers help students of

color become more conscious about themselves and how they are viewed in society by the dominant culture.

Scholars such as Gloria Ladson-Billings, Jacqueline Irvine-Jordan, and Geneva Gay specifically focused on the equity pedagogy aspect of multicultural education, expanding it to the notion of critical pedagogy. Their approach focused on specifically integrating the cultures and identities of African American students in the classroom in ways that are responsive to their students' lived experiences, learning, and cultural traditions to increase academic achievement and political consciousness.

Ladson-Billings (1994) defined CRP as a framework "that empowers students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes." This definition supports the notion that her "focus on pedagogy primarily seeks to influence attitudes and dispositions describing a posture a teacher might adopt that when fully embodied, would determine planning, instruction, and assessment" (Aronson & Laughter, 2016). Part of her work is arguing against one-size-fits-all approaches when asking for the best practices to help raise awareness for their students of color.

In her 1995 study "But That's Just Good Teaching," she describes CRP as a critical concept and theoretical approach using practices that promote academic achievement in core content areas to reach and teach African American students. Within the study, Ladson-Billings linked to school and culture from different perspectives. Here, she argued that we as teachers must recognize that "educators" traditionally have attempted to insert culture into the educator instead of inserting the educator into the culture. This factor is important because it requires educators to understand critical theoretical building blocks that contributed to the development of Ladson-Billings' ideology. Some of these building blocks include three terms from fundamental

empirical studies: culturally appropriate (Au & Jordan, 1981), cultural congruence (Mohatt & Erickson, 1981), and culturally responsive (Philips, 1974, 1989).

The term culturally appropriate is rooted in a study conducted on teachers in a Hawaiian school. Using the observational methodology, researchers found that teachers incorporated aspects of students' backgrounds into the design, development, and implementation of their daily lesson plans. This strategy advanced talk story (Au & Jordan, 1981). Talk Story is an approach that allows teachers to use students' language and cultural backgrounds to interact and teach students from the Native Hawaiian culture. Findings suggested that this approach uses dialogue to assess student knowledge and understanding of content. As a result, Au and Jordan extend the approach/strategy of being culturally appropriate; furthermore, this strategy has been proven to help students increase academic achievement on standardized reading tests (Davis, 2016). In other words, culturally appropriate is defined as the ability of a teacher to align classroom material, instructional approaches, language, and activities with the traditional and native cultural values and norms of students, therefore making the classroom culturally compatible for learning.

Mohatt and Erickson (1981) conducted a study on Native American students in a school context, using observational methods in classroom settings. This study suggested that teachers who used home language were more successful at reaching and teaching students and increasing academic achievement using varied culturally congruent forms of engagement and pedagogy. Cultural congruence is defined as an

inherently pedagogical strategy that accepts that the goal of educating minority students is to train individuals in those skills needed to succeed in mainstream society. It asserts that students feel comfortable when the pedagogy corresponds to the learning environments of the cultural communities in which they come. (Singer, 1988)

The idea is to identify cultural differences that are obstacles to learning in standardized classrooms and use this information to change classroom instruction and management to better fit students' cultural standards and expectations (Singer, 1988).

One example of how to effectively use the concept of cultural congruence to teach students of diverse populations skills to achieve academic success lies in an educator's ability to respond to a student's needs. First discussed in a study by Philips (1974, 1989), which took place on the Warm Springs Reservation in Oregon, this ability was based on classroom observations. Teachers used four different participant structures to engage students while promoting and increasing academic achievement. The researchers described these structures as culturally responsive because the teachers anchored their responses on the specific needs of the individuals and whole groups of students in their classrooms. This research made it clear that teachers can respond to all students' needs in their classrooms.

Empirical Studies: Supporting the Use of Culturally Responsive Pedagogy

Ladson-Billings (Ladson-Billings, 1995) identified disconnects early in the multicultural education literature as she began to piece together the theoretical framework. She acknowledged the lack of research focused on transferring pedagogical approaches to teacher candidates who failed to consider the needs, lived experiences, and educational attainment of minority students. Pedagogy was a critical component of this theoretical approach because it focused on methods and best practices for teaching students of color.

The CRP framework is supported by several empirical studies that suggest the framework's effectiveness in classrooms with African American students. The most widely cited work that supports the CRP framework is Ladson-Billings in her book *The Dreamkeepers* (Ladson-Billings, 2009), a qualitative study of teachers of African American students. The study

identified effective instructional strategies for teachers of students of color and the appropriateness of those strategies. Through interviews and observations, Ladson-Billings identified the characteristics of eight teachers who taught students of color in urban schools (Ladson-Billings, 1994) and described some culturally responsive differentiated teaching strategies (Ladson-Billings, 1995). Findings from her work produced the following methods:

1. Social relations: Teachers value relationships and demand respect; they are caring but can also differentiate between sympathy and empathy. This explanation supports why most teachers can be both caring and strict while still pushing students toward their optimal level of performance.
2. Conceptions of self and others: Teachers can help develop both students' academic and self-identity as they begin to understand and position themselves in a multicultural world. Teachers should believe that all students are capable of academic success. Teachers should also see themselves as members of their students' communities.
3. Conceptions of knowledge: Teachers use culturally relevant and responsive teaching strategies to reach and teach all students of color within their multicultural classrooms. Culturally responsive teaching incorporates the cultures of all students into the school curriculum, which in turn helps teachers reach and teach students through connections, understanding, and real-life experiences. The crux of this approach is to help empower minority students by using meaningful cultural connections to convey academic and social knowledge and attitudes. This student-centered interaction between a teacher and a student helps determine the extent of success for culturally diverse students in public schools (Vavrus, 2008).

From this, we can conclude that culturally responsive teachers know how to determine the multicultural strengths and weaknesses of curriculum designs and instructional materials and make the changes necessary to improve the quality of their pedagogy. These analyses speak to the significance of CRP and thus remind future researchers we should:

Should focus on the quantity, accuracy, complexity, placement, purpose, variety, significance, and authenticity of the narrative texts, visual illustrations, learning activities, role models, and authorial sources used in the instructional materials. One of the main goals is to replace pathological and deficit perceptions of students and communities of color with more positive influences (Gay, 2002).

Alfred Tatum (2000), a leading scholar in African American male adolescent literacy achievement, conducted an 8-month inquiry into classroom dynamics and instructional practices. The examination was conducted in a class of 29 eighth-grade students in a Chicago public school. Tatum reinforced Ladson-Billings' findings from *The Dreamkeepers* (1994a) and offered:

Culturally relevant approaches involve talking to black students about the personal value, the collective power, and the political consequences of choosing academic achievement. In such an approach, activities based on African American community norms are incorporated into the classroom, cooperation is emphasized over competition, and learning is structured as a social activity (Tatum, 2000).

Furthermore, Tatum identified critical components in Ladson-Billings' work as advancing specific strategies that are effective, culturally relevant approaches to literacy teaching. Through this approach, Tatum believed that using CRP is not a one size fits all approach. Still, instead, teachers must use a culturally relevant framework with explicit strategies and interventions to

help increase academic achievement in literacy for African American males. As a result, Tatum suggested the following explicit strategies:

Teachers must (a) include content that allows students to develop both cultural awareness and cultural knowledge; (b) be able to understand and develop culturally responsive toolboxes to help meet students where they are; (c) develop lessons and classroom learning activities and outcomes around students, their communities, and the world in which they live; and (d) incorporate, implement, and most importantly address critical topics that examine cultural norms, values, equity, equality, diversity, and inclusiveness within the context of classroom content (Tatum, 2000).

These approaches are grounded in the CRP framework and show evidence of being effective for teaching literacy skills to African American male students.

One such study that shows the positive link between CRP and students' academic success was Tyrone Howard's (2001) case study that examined students' perceptions and interpretations of their teachers' instructional practices. This case study looked at four elementary school teachers identified as effective culturally responsive teachers for African American students. The researcher collected data through observations and interviews with students of these four teachers and identified 17 students to participate in the study (ten girls and seven boys).

According to Howard, the primary purpose of interviewing the students was twofold:

The first reason was to gain insight into viewpoints rarely revealed in the research about teaching ethnically and culturally diverse students. A second reason for querying students was to understand their interpretation of the teaching practices and how the viewpoints were consistent with an outside observer and the teachers' intended goals and objectives (Howard, 2001b).

Howard suggested that research efforts in culturally relevant teaching practices for learners with native tongues differ significantly from those who speak standardized English. Yet, very little research has explored these learning environments' feelings, perceptions, and interpretations of student academic achievement. Specifically, within Howard's study, he explored African American students' perceptions and interpretations of culturally responsive teachers within urban contexts. Howard contended that students' perspectives are critical, and often these voices go unheard, especially in marginalized populations. He supported this notion by stating, "the shortcomings of numerous interventions and misguided practices merit creating a space for students to offer potential solutions for what they believe works best for them in schools" (2001b). As a result, one effective teaching strategy, according to Howard (2001a), would be to utilize home language in your classroom when engaging students instructionally.

Howard compared this experience to that of "going to the doctor, where you are asked numerous questions that allow you as the patient to explain your symptoms to allow the doctor to properly assess, diagnose, and create an intervention plan to help you get better" (2001b). He questioned the practice and widespread use of techniques in various professions but very seldom in classrooms with linguistically diverse students. He further argued that we have a large population of academically ill students; therefore, diagnosing and providing prescriptions (interventions) is all wrong. Doctors do not prescribe medication without assessing/evaluating patients; in essence, this would be considered malpractice in most professions, yet within the realm of education, educators often tend to develop and implement interventions without properly assessing or understanding their sick patients (students). Therefore, one can argue that it is not the students who are ill, but instead, it is the teachers who are infecting the students due to their inability to understand students. This analogy can be seen within the role of the special

education teacher, where their responsibilities, job duties, and daily activities require them to assess, diagnose, label, and differentiate their instruction and approaches to reach and teach students to promote academic achievement, identity, and consciousness of students with various lived experiences. As a result of the lack of cultural competence skills (Campinha-Bacote, 2002), the field has seen an alarming increase in the overrepresentation of minority students in special education.

Howard's work emphasized earlier that educators must use culturally appropriate, congruent, compatible, responsive, and sustaining concepts to reach and teach students of color. But, more importantly, he asserted that practices should align with the cultural language and structural (linguistic) needs of students in educational settings.

Cultural identity is another component embraced by Ladson-Billings within the CRP framework. Identity is essential in this theoretical framework because it is closely linked to a student's culture. What students think, embrace, and value is vital for teachers to understand to build cultural bridges that align curricula with students' interests and perspectives. Kirkland's (2011) work focused on the relationship between student identity and the cultural significance of African American males' knowledge about fashion, specifically clothing and shoes. Historically, within the African American culture, dress often represents personality and style. Kirkland used a case study approach that focused on an African American male's reading development, identity, and overall engagement with his teacher's instructional approach related to students' reading styles. Kirkland's study challenged the deficit theories and literature explaining why African American males do not read in school. Furthermore, within this study, Kirkland considered common descriptive phrases teachers and other education professionals used, such as

"disengaged and disinterested," to describe assumptions made about African American males' achievements and interest in the curricula in K-12 schools.

Kirkland used students' cultural values, norms, and home languages to find nuances in the curriculum to build cultural bridges that helped students understand and engage with materials that would otherwise create a cultural disconnect. Kirkland's (2011) findings stressed that youth were not failing to engage with school but rather that the school was failing to engage with students. Kirkland believed that African American students were attending school, but school administrators and faculty were not knowledgeable, aware, or equipped to engage students in the curriculum. This can be attributed to the lack of cultural compatibility, cultural competence, and culturally differentiated instructional methodology to promote culturally responsive classrooms and relevant to students' learning styles and cultural backgrounds (lived experiences). Therefore, as a result, African American students are culturally disconnected from the classroom learning experience because they can see neither themselves nor their interests within the design and implementation of the curricula and supplemental materials that are used to teach them.

Kirkland (2011) further suggested that because of the cultural disconnect, "schools consistently prepare youth unevenly for opportunities to participate in society precisely because of the politics of engagement, which are shaped by social factors and flawed school designs, not simply youth disinterest." As a result, if students are to learn, their interests in learning must be met for them to be fully committed and embrace both the curriculum and instruction used to promote academic achievement.

Kirkland argued that schools and teachers need to do a better job of engaging students in the learning and teaching process. Kirkland supported this notion by stating

if reading for Black males is an ideological act, then the teaching of reading to Black males should seek to correspond with Black male reading ideologies. Teachers can bridge the distance/dissonance between Black males and school through curricular and pedagogical moves that strive for ideological harmony between Black males and texts. (2011)

Students often looked at the curriculum, lessons, materials, supplemental resources, and instructional approaches as clothes. Clothes in the African American community represent a sense of style, identity, and symbol of class status (Kirkland, 2011). Clothes are often viewed as expressing oneself and interests; clothes and fashion are a significant cultural component of development in African American youth. In this context, clothes represent students' interests and cultural connections in school related to the curriculum and materials they are forced to engage in and master. Therefore, as a result, teachers must consider students' voices, perspectives, interests, and cultures to create cultural bridges between the student and the school experience that engages their interests.

Kirkland's (2011) study exhibits Gay's (2010) six dimensions of culturally responsive teaching by supporting the notion that lived experiences, language, and cultural privilege help African American students engage in texts that increase their literary exposure and skills. These factors are valuable in aiding teachers who seek ways to engage students with content generally viewed as increasing the cultural disconnect between the student and the material or instructional approach. Kirkland validated students' cultures, norms, and values by relating topics to students' home cultures; therefore, students' interests were sparked. Teachers could capitalize on methods designed to get students thinking about books the same way they think about clothes.

Pauline Lipman (1995) conducted a qualitative study using ethnographic methods to examine two southern restructuring schools that were predominately African American. Data were collected through observations and interviews with three teachers in schools classified as low-SES, low-academic performing schools with high rates of suspension that were improving their schools' educational experience and the overall experience of their students who were characterized as "at-risk." Lipman's study focused on teachers' lack of pedagogical and cultural knowledge skills to reach and teach students of color (African Americans). Furthermore, these components were missing in both teacher preparation programs and professional development, which supported teachers' ability to become exemplary teachers of African American students in educational settings.

This study supported the use and effectiveness of CRP in classrooms for students of color. Lipman's findings suggested that teachers committed to approaches against deficit mindsets have high expectations and uncompromising behavioral standards that promote academic achievement. These teachers help motivate students through genuine caring practices, which promote the importance of education through strength-based approaches that help bring out the best in each student. By utilizing this approach, teachers can validate students' lives and explain the importance of school and the social class system. Therefore, students understand the distribution of power and wealth in society, and the teacher can bring about a sense of connectedness, decreasing students' resistance. Lipman also discussed the notion of teachers as advocates. Culturally responsive teachers who see themselves as student advocates are often viewed as resources that can help navigate political barriers in school environments, allowing students to see teachers as mentors, stations of knowledge, and guides. This approach stimulates the activism within teachers to help students navigate life outside of school.

Along with understanding students' lived experiences, it is also equally important that teachers learn to build and sustain meaningful and authentic relationships with students. In a study, Milner (2011) used qualitative methods (observations and interviews) to examine the culturally responsive practices of one male science teacher in an urban setting that developed through his unique pedagogical style. The teacher in the study built authentic relationships by navigating the role of the teacher and learner; this served to be an efficient approach because it allowed the students to build a trusting, respectful relationship with him. This was accomplished by the ongoing use of narratives and storytelling that allowed the teacher to become more personable with his students; therefore, finding common denominators that students can relate to for the teacher to reach and teach them is critical to being a culturally responsive teacher. Through this approach, the teacher can address the identity, race, class, and gender issues of individual and whole groups of students. These practices help establish a learning community that fosters collaboration and unity inside and outside academic settings.

Another example of this is the Chubbuck technique (Chubbuck, 2005). This technique is all about empowerment through the arts—understanding that pain, insecurities, and fears are potent fuel to create a dynamic professional and personal journey. Although this approach is primarily used in the arts, it can be adapted and used to teach across the curriculum and find common denominators between the student and the content in which they engage.

In addition, another study (Hubert, 2014) used qualitative methods (case study) to examine students' perspectives of CRP and the effect that participating in culturally relevant mathematics instruction had on their attitudes and interest in mathematics. This study was conducted at an alternative high school with at-risk youth aged 18 to 22. The class focused on culturally responsive mathematics interventions taught by the researcher that would help prepare

students for their following sequence of mathematics courses. The enrollment for this class was 37 students, although only 20 students attended class daily. The researcher identified five students based on their (a) pre-assessment and post-assessment data, (b) attendance, and (c) ethnicity.

Using the three tenets set forth by Ladson-Billings (1995b), the researcher was able to effectively gather data from the students that identified four beliefs that helped students succeed in their mathematics course:

1. Students strongly believed that classrooms that felt more like home helped them to relax and become more attentive and eager to participate in the learning process.
2. Students felt their teacher cared about them and showed a sincere interest in building a genuine relationship. Caring (Brown-Jeffy & Cooper, 2011; Gay, 2010; Howard, 2001a; Ladson-Billings, 1995) is a component of CRP that allows students to open up and want to learn from the teacher because they firmly believe that the teacher is invested and will make sure they learn specific concepts and can relate them to their lives.
3. Students strongly believed that the increased opportunities to participate in classroom activities helped them comprehend and master mathematical concepts.
4. Lastly, implementing CRP in the mathematics teacher's pedagogical approach helped the students gain confidence and motivation that ultimately helped propel them to academic success in the mathematics course.

CRP is most often explored and examined in classrooms, emphasizing the implementation and mastery of core subjects for students of color. This pedagogical approach is said to be effective when teaching across the curriculum. Researchers (Culp & Chepyator-Thomson, 2011) conducted a study using the Infusing Multicultural Physical Education Attitudes

in Curriculum for Teachers (IMPACT) survey to collect data from physical education teachers about their feelings, perceptions, and attitudes about their instructional, curricular, and reflection practices in physical education classes with students of color. Discussed within their study was the importance of physical education teachers to "create physical education experiences where students feel accepted and are engaged in appropriate cognitive, affective, and psychomotor outcomes."

This study aimed to assess physical education teachers' instructional methods and attitudes regarding CRP. The IMPACT survey collected data from 31 elementary physical educators from 59 public schools in an urban southeastern school district. There were three critical findings from this study:

1. Teachers should teach and model class protocols through designing, posting and consistently enforcing rules and guidelines in their classrooms. According to teachers' reflections, this technique helps establish boundaries and serves as a learning contract between teachers and students. Furthermore, this approach incorporates accountability and responsibility for the student and their actions in classroom settings.

This approach is important because, although many rules are often unfair, unjust, and oppressive, many students of color must become aware and conscious of the reality of their positionality in a Europeanized society. Therefore, students learn to navigate spaces with set rules and regulations because the consequences of not abiding by rules in real-world applications are often negative results, such as incarceration or death. Through modeling and enforcing classroom rules that the students develop and the teacher collectively at the beginning of the school year, mutual agreement is set (contract), and standards/expectations are put in place to ensure classroom culture and climate.

2. Teachers need multicultural training. They have little training on multicultural instruction, and therefore their curriculum and instructional methods resemble Europeanized approaches that fail to engage or interest students of color.
3. Verbal and nonverbal communicative methods must be incorporated into physical education teachers' instruction because it catalyzes reaching students and encourages them to be active and participate in in-class activities.

Teachers must consider tone, language, body language, and interpretations as effective communication with minority students. In addition, interpersonal communication was identified as a means for expressing clear expectations for appropriate behavior. This study highlights various layers when engaging in CRP and increasing cultural competence skills to address students' needs and increase teachers' instructional strategies in classrooms with diverse student representation.

In conclusion, empirical evidence gives examples of best practices and implications for successful and impactful strategies and interventions of programs, curricula, and instruction with diverse populations. In addition, these studies show how developing, designing, and implementing educational instruction, supplemental materials, curricula, and other strategies, interventions, and approaches can be effective and impactful when grounded in the theoretical framework of cultural relevance and responsiveness.

Synthesis

Scholarly engagement with CRP can be traced along the following trajectories: academic achievement, instructional practices, behavioral consequences (discipline), academic identity, and student feelings and perceptions of the teacher's instructional pedagogy. Although variations exist in contexts and subjects, empirical findings suggest that teachers who engage and adopt

culturally responsive pedagogy create more positive learning outcomes for students of color.

This section aims to provide a synthesis of this research and identify any related findings across this research.

Overview

According to Ladson-Billings, teachers practicing CRP should possess cultural knowledge, desire, and awareness to incorporate theoretical underpinnings such as sociocultural consciousness, which Ladson-Billings (1995b) generally referred to as one's understanding of self and others to engage students in the learning process successfully. In addition, ethics of caring emphasizes that teachers should care for students and develop relationships that allow students to believe and trust teachers. Furthermore, this underpinning extends beyond academics and is often a gateway to understanding students' lived experiences.

With these theoretical underpinnings, teachers should also clearly understand the three core tenets that extend from the equity pedagogy model of multicultural education to the CRP theoretical framework.

1. High expectations assert that teachers should always hold high expectations for their students. By implementing challenging curricula, teachers can set expectations that exceed mediocrity and emphasize putting forth the best effort, leading to high-quality work, content mastery, and academic achievement.
2. Cultural identity suggests that there should be a relationship between the curricula and instruction and a student's home, community, and the world around them. This tenet is essential because it focuses on students' developing positive ethnic and cultural identities to achieve academically.

3. Critical consciousness requires teachers to cultivate students to increase their awareness and prepare them to understand and engage issues of social justice, equity, equality, and diversity as they pertain to their realities. The underpinnings and tenets should be incorporated into everyday pedagogical practices. Therefore, this section will synthesize and discuss commonalities across the literature.

Understanding Students' Lived Experiences

One significant commonality extending across the literature suggests student outcomes are impacted by teachers' understanding of the lived experiences of African American students (Ogbu, 1981). Effective teachers of African Americans and other students of color understand the critical issues related to racial identities, equity, institutionalization, and social and academic stereotypes (Hefflin, 2002). Teachers who possessed skills that helped build cultural bridges from teachers to students by aligning their curricula, supporting materials, and instructional approaches in differentiated ways to their student's interests, needs, and learning styles are identified in the literature as having cultural awareness and cultural awareness knowledge. As a result, teachers must have high expectations for students. Teachers must combat students' feelings, perceptions, and overall mindsets by using effective instructional practices to promote confidence in their abilities, impacting academic performance (Aronson & Laughter, 2016).

Multidimensional Components

Teachers who understand the multidimensional components in the learning and teaching process using their cultural knowledge, contributions, and experiences had a far greater success rate when reaching and teaching students of color (Howard, 1998; McAllister & Irvine, 2002; Morrison et al., 2008). Developing healthy, trusting relationships helps teachers influence students' perceptions of the teaching and learning process. These relationships help teachers

establish high expectations while bridging school and home culture gaps. Three critical constructs are essential components teachers should consider when engaging African American students in the teaching and learning process.

1. Use concrete experiences as a criterion of meaning: "Individuals who have lived through the experiences about which they claim to be experts are more believable and credible than those who have merely read and thought about such experience" (M. Collins, 1991). Lived experiences are a means for engagement and establishing relationships that build cultural bridges, which promote teaching and learning.
2. Use dialogue in assessing knowledge claims: Knowledge is derived from dialectical relationships. Paulo Freire asserted teachers must engage in the analytic process of sharing information (Freire & Macedo, 1987). Teachers are not the sole proprietor of the learning process, so they must maintain adaptability and flexibility by placing themselves in the learner's circumstances. By sharing knowledge and lived experiences, teachers better understand students' home and lived experiences. Ultimately, this relationship allows students to learn from tangible experiences and navigate their future paths better. By transferring knowledge, students are empowered to take ownership of personal outcomes and direction.
3. Implement ethics of caring: Teachers must commit to connectivity throughout the learning and teaching process. McAllister and Irvine (2002) suggested that "empathetic people take on the perspective of another culture and respond to another individual from that person's perspective." Ethics of care are often observed in relationships between teachers and students. When practices are grounded in the ethics of care, teachers can

nurture honesty, thoughtfulness, and positive relationships with students, parents, and their families, creating a support system that promotes educational attainment.

Critical Reflection and Building Cultural Bridges

Teachers enter classrooms with personal assumptions, feelings, and perceptions that guide their instruction. Teachers who were most effective in their instructional practices learned to reflect and minimize their biases before engaging students in the teaching and learning process. For example, in two studies (Hefflin, 2002; Hubert, 2014), a teacher asked students to write daily reflections, which were then used to help make adjustments to the curricula and pedagogical approach. This requires teachers to build cultural bridges that address various aspects of society and human development to unify disconnects between students and their realities. These disconnects are often observed in school settings where students fight the traditional Eurocentric teaching styles and curricula.

Cultural Synchronization, Academic Achievement, and Sociopolitical Consciousness

One finding that supports this is the term cultural synchronization (Irvine, 1991), which suggests that conflict is generated in relationships between students and teachers; if the value is not placed on the student's culture, there will be cultural disconnects that occur between the student and their learning experience. Studies suggest that teachers who can sync their curricula with students' cultures, interests, and identities are successful with student engagement and class participation, increasing students' academic achievement and identity. Consequently, if cultural synchronization is not considered when engaging in the teaching and learning process, teachers may find themselves guilty of using culturally inappropriate methods that do more harm to students than good. Irvine (1991) suggested that this cultural synchronization is critical when thinking about how disconnects and antisocial behaviors or attitudes toward school are

developed among students of color (mainly African Americans). Academic achievement is another theme that surfaced in the literature.

Teachers demanded, reinforced, and produced academic excellence in their students. Thus, culturally relevant teaching requires that teachers attend to students' academic needs to increase their enthusiasm for the learning process. The trick of culturally relevant pedagogy is to get students to "choose" academic excellence. (Ladson-Billings, 1995)

Getting students to choose academic excellence requires teachers to develop healthy, trusting relationships with them. This emphasizes assessing students' strengths and leadership skills to help support instructional approaches, classroom management, and instructional effectiveness. The literature suggests that teachers who could relate lessons to students' identities, communities, and world increased students' ability to understand their positionality in various oppressive systems and institutions. Furthermore, (a) teachers who validated student learning experiences by building cultural bridges helped students fill in gaps between school and home, and (b) teachers who are socially, emotionally, and politically aware of methods that are effective in educating the whole child were most successful in establishing student-teacher relationships that went beyond academics. These teachers went beyond a surface-level understanding of students and their lived experiences to a more comprehensive conceptualization that considered components that affected students' development in and out of school settings. This is important because students are looking for more than just teaching and learning; often, they just need a comrade or mentor to help guide them through situations that may be affecting their lives outside of the school setting. This is described in the ethics of caring findings that suggest that students are more willing to engage in a trusting relationship with a teacher if they believe the teacher genuinely cares for them. Ladson-Billings (1995a) stated, "beyond those

individual characteristics of academic achievement and cultural competence, students must develop a broader sociopolitical consciousness that allows them to critique the cultural norms, values, morals, and institutions that produce and maintain social inequities." In public schools, parent engagement in the past would be described as parent involvement. This incorporates volunteers, mostly mothers, assisting in the classroom, chaperoning students, and fundraising. Today, the old model has been replaced with a much more inclusive approach: school-family-community partnerships that now include mothers and fathers, stepparents, grandparents, foster parents, other relatives and caregivers, business leaders, and community groups all participating in goal-oriented activities, at all grade levels, linked to student achievement and school success (Epstein, 2018). Parent engagement is a significant component of all public schools and therefore is allocated its budget in districts spread across the country. When considering this, one must ask how parent engagement is represented in the CRP literature. The answer, unfortunately, is that it is not and, therefore, would need to be explored to provide evidence of how this can be an effective strategy for parents to focus on utilizing the CRP framework to increase student academic achievement.

Therefore, CRP is an approach that can help nurture and develop students' identities. Teachers must embrace social justice by providing a democratic and equitable education in culturally relevant or responsive ways that promote students' understanding of their positionality in the Europeanized American context. Thus, "teachers must encourage academic success and cultural competence, but they must also help students recognize, understand, and critique current social inequities" (Ladson-Billings, 1995b). Culturally responsive teachers are transformative figures who promote change both in and outside of school settings.

Teachers who use socio-politically conscious methods to teach students about their positionality in society also open the door for social change through activity-based community learning. Furthermore, teachers who can use emancipatory and liberating instructional methods understand the importance of being able to break down oppressive barriers and realities that exist in our schools, communities, and world. Finally, these instructional methods allow them to address critical literature, news, and current events in students' communities, homes, and world contexts.

Themes that explicitly stand out in the literature review include social justice, academic achievement, high academic expectations, cultural competence, cultural brokers, building cultural bridges, cultural synchronization, differentiated instruction, and sociopolitical consciousness. Although these definitions and themes differ according to the choice of words, each still fits the same premise of challenging the privilege and power of the dominant culture. This is accomplished by the teacher's ability to include student voices and culture in the materials, lessons, and instructional approaches used to reach and teach students of diverse populations.

The ideology of CRP is changing to encompass the various facets associated with culture and one's ability to be responsive in the context of culture. The concepts discussed above have been identified but have yet to be implemented in teacher preparation programs curricula. These courses are electives and not required for students to take if offered in most cases. Programs offer diversity courses, but as stated above, these courses do not explore the same content nor have the same emphasis, although there may be a lot of overlap. As a result, all educators need to acknowledge that culture, language, values, and traditions are set by emphasizing Eurocentrism as the dominant culture, leading to cultural assimilation and, more importantly, cultural

genocide. Key concepts such as values, traditions, and culture are all concepts that allow students to grow and develop within the classroom and curriculum; therefore, they become subjects in the instructional process, not mere objects (Freire & Macedo, 1987). This notion is essential as it moves us toward a true definition of responsive, which is one's ability to react quickly and positively to our students' ever-changing culture, values, and norms.

Research Results

The theoretical framework for CRP is a method that improves academic achievement, increases cultural competence, and creates change agents by increasing students' competencies through sociopolitical consciousness. As Gay (2010) stated, there is no one-size-fits-all approach:

It is not [that] one set of priorities is right or wrong or that all proponents of culturally responsive teaching should endorse the same constituencies. But they should make their commitments explicit and how they exemplify the general principles and values of teaching to and through cultural diversity.

Cultural identity "refers to identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion" (Hsueh-Hua Chen, 2014). Cultural identity is composed of many factors, such as traditions, heritage, language, aesthetics, norms, and customs (Chen, 2014), which contribute to the development and overall character/personality and their cultural background's influence on their identity. For students developing and coming into their own, identity is key (Fordham & Ogbu, 1986; Ogbu, 1981). This concept comes to fruition through the home, community, and world perceptions of who they are as humans functioning in a society with culturally similar or different others. Students often are forced to assimilate; therefore, they neglect their native

cultural values and norms and master those of the dominant culture. The work of Kirkland (2011) serves as evidence that identity plays a key role in CRP.

For example, Kirkland addressed the disengagement of African American males in classrooms regarding the literacy curricula. His attempt to use his lived experiences and cultural knowledge of students' backgrounds allowed him to connect critical concepts in a text (*Beowulf*) to urban experiences students understood and related to. The study highlighted the importance of curricular materials and then disconnected them. Furthermore, Kirkland identified that when educators think about their curricular and instructional approaches, they must consider their students' identities (culture). This strategy increases student engagement, participation, and exposure to new learnings that spark curiosity and help develop students' academic identities. In the context of literacy, this is important as students learn what genres of books they are interested in or curious to explore. Ultimately, this strategy increases students' awareness of self and requires teachers to understand that certain subjects and materials can be introduced and taught to students in various ways with the proper cultural knowledge and understanding. Relating this study specifically to CRP, Kirkland becomes a cultural broker by using his prior knowledge to help address barriers, feelings, and perceptions that hinder student development. By doing such, teachers set different expectations and develop stronger relationships with students through knowledge exchange.

Student's voice is an approach that allows students to express themselves using effective communicative methods regarding feelings and perceptions of sociopolitical, social justice, and education-related topics and issues. Ultimately, the goal is to allow students to give their perspectives and present various solutions to becoming change agents. Students' voice is important because they will enable students to become critical and challenge the status quo

effectively, therefore promoting critical consciousness through actionable social movements and ideologies. Much research around CRP has been completed using the same methods; these methods usually consist of surveys, interviews, and observations. However, Howard (2001b) took a different stance through a case study by focusing on students' perceptions and feelings of their teachers' instructional methodologies instead of teachers' perceptions and emotions. This is important because it gives the students a voice, which often goes unheard.

One significant finding within this study that supports CRP is the notion of caring teachers. In this context, students believed that their most influential teachers were the ones who cared about them and possessed the ability to engage and bond with them on issues outside of academics. These teachers affirmed their caring attitudes and feelings through continuous reassurance and student engagement. Another factor that resonated within the research was teachers' ability to structure their classrooms in ways that valued students' homes and community. This method helped teachers build learning communities within their classrooms and establish traditions and behavioral and academic expectations. The teachers in the study described and identified by students as culturally relevant teachers for African American students possessed the ability to incorporate features of the students' cultural capital into their pedagogical practices. Furthermore, these teachers saw themselves as cultural brokers.

Critical reflection allows teachers to think about their instructional approaches and how effectively they reach students. Lipman (1995) sought to resemble the methodological design of Ladson-Billings' (1994a) study in which she examined the practices of several teachers in school settings. Compelling evidence provided by the study suggested that teachers' cultural knowledge and cultural awareness are essential to effective teaching and reaching students.

Secondly, teachers who use CRP use their instruction as an empowering tool that helps to build bridges between students lived and educational experiences (Cantrell, 2002). For example, teachers could establish healthy relationships and incorporate language and cultural norms in classroom instruction. This study was essential because it showed teachers who completed the small tasks, like counseling and advising parents on student behavior (whether good or bad), challenging students to think harder, encouraging, correcting, and dramatically applauding their academic efforts. For example, one teacher set high expectations by requiring his students to treat his classroom like their home. This allowed the teacher to set boundaries and rules that needed students to behave and respect his space in ways that varied from other teachers in the school.

As a result, this particular teacher's pedagogy (CRP) enabled him to establish his own rules that served as disciplinary reform models in the school; therefore, his rapport with students decreased disciplinary actions in his class, which the principal immediately noticed because he never sent students to the office for disciplinary issues. Another compelling example is one teacher's ability to proactively establish strong relationships with students and their families by visiting student homes, phoning families after school, talking with them in church, and inviting them to sit in on her classes. Unlike colleagues who complained about student deficiencies, this teacher's approach was authentic and responsive to the needs of parents and guardians, many of whom worked several jobs or were diagnosed with advanced health issues that hindered their mobility. In this case, the parents were supportive and thankful for the ethics of caring by the teacher.

Conclusion

Teachers who value students and support their academic success embrace students' culture, values, traditions, and norms to increase students' educational outcomes. The evidence provided in this section supports the notion that CRP is a practical pedagogical framework. However, CRP requires educators to keep in mind that this approach is student-centered and must be altered at times to reach and teach students. Ladson-Billings (1995b) suggested that the primary focus is to increase academic achievement, sociopolitical consciousness, and cultural competence. Teachers can reach this goal by implementing various strategies that increase student engagement and motivation within educational settings.

CRP is a student-centered framework, focusing on students' academic achievement, identity, and political consciousness. This framework has evidence that supports its effectiveness. Still, there is a lack of empirical studies that use methods other than observations, interviews, and surveys to collect data to prove the overall effectiveness of this approach on large student populations. Furthermore, the notion of lived experience within this approach is discussed but not concretely examined to properly understand how this can affect students' development, actions, and overall achievement in school settings.

Django Paris (2012) challenged the terms responsive and relevant. Although these terms have meaning, they were not descriptive enough to address various orientations within the field of education about students of color. Paris argued that language and literacy should have more of an emphasis placed on them to sustain our students' cultural linguistics and origins. This would allow teachers to maintain the cultural heritage with the practices and traditions valued within the communities where students and their families reside. This can be seen in the use of Ebonics. Ebonics (Delpit & Dowdy, 2008; Gee, 2015; Perry & Delpit, 1998), also known as African

American Vernacular English (Black English), is what most African Americans use as their home language. Yet, it is not accepted in most schools because it is not proper English. As a result, the dominant American English is forced on school-aged children, perpetuating a cultural genocide and identity system. Therefore, Paris argued that educators should spend more time and energy-sustaining linguistics, cultural dexterity, and plurality (Paris, 2009, 2011). Consequently, Paris coined the term Culturally Sustaining Pedagogy.

Gloria Ladson-Billings (2014) also attempted to shake up the field with her article "Culturally Relevant Pedagogy 2.0: The Remix." Within this work, Ladson-Billings discussed the importance of shaking things up a bit from time to time to move away from the original version to create new, more advanced versions that meet the needs of the future. Things change over time, and our approaches and theories must change. As a result, I believe that society is beginning to recognize and discuss the importance of mental health in our country. There are numerous examples of mass shootings, child abuse cases, sexual assault, domestic violence, familial dysfunction, community violence, and natural disasters. All these events affect our school-aged children in some way.

Frameworks consisting of Culturally Responsive Pedagogy, Culturally Relevant Teaching, and Culturally Sustaining Pedagogy all focus on how to best teach our school-aged children. These frameworks are meaningful and contribute to teacher education, yet I argue that you cannot teach a child unless you reach them, connect with them, and build bridges. In short, you cannot go directly into instruction without establishing a rapport. Otherwise, disconnects and power struggles occur. Consequently, I look to bridge the gap between cultural responsiveness, cultural competence, and trauma-informed care to create a pipeline of culturally responsive trauma-sensitive educators who are informed on how to learn about students' lived experiences

and how those experiences affect their development, behavior, mental health, physical health, and overall academic achievement, especially for students labeled as emotionally disturbed, having a behavioral disorder, or having experienced trauma, which is a label special education now recognizes in certain states. Addressing the elephant in the room is as simple as being equipped to deal with the results of a student's reality. The realities of school-aged students are what many of our teachers encounter daily. Still, until they have the proper skills and training to reach students, they will not be able to move in the various frameworks that support academic achievement among these children. Unfortunately, trauma happens to all people at some point in their life, not just to people of color. This places a particular emphasis on all students, not just students of color. This does not suggest that race, class, gender, and the many issues of equity and equality are not necessary for a cultural context. Instead, it means that educators must be responsive to the needs of all students to reach and teach them, no matter the racial, gender, or demographic makeup of each. Thus, placing importance on one's ability to learn from and relate respectfully to students and their families who may be similar or different from you is vital.

When exploring the literature on CRP, one gap that stood out was that the CRP framework had not been proven effective in special education programs for students of color labeled as ED/BD, having a learning disability, or cognitively delayed. Therefore, we must use a multi-lens approach to see how these components are being taught in our special education teacher preparation programs, if at all. The term culturally responsive trauma-sensitive is theoretical; this will be accounted for in the theoretical framework by using a blended approach that incorporates foundation aspects of culturally responsive pedagogy, trauma-informed care, and the social-ecological model. Consequently, this model will focus on concepts, components, and skills required to use this approach with students effectively. The development of such a

framework will and should be used in all classrooms across the board but especially for special education teachers who encounter students labeled as ED/BD.

Chapter 3: Theoretical Framework

This chapter aims to articulate a theoretical framework that is culturally responsive and trauma-informed and can be used to examine special education teacher preparation program curricula. This framework incorporates theoretical components from (a) the Culturally Responsive Pedagogy (CRP) Framework (Ladson-Billings, 1995; Stoicovy, 2002), (b) the Trauma-Informed Care (TIC) Framework (Bath, 2008; Oral et al., 2016), and (c) the Social-Ecological Model (Fleury & Lee, n.d.; Ohri-Vachaspati et al., 2015). These frameworks have created a single, cohesive lens for organizing and shaping this study. Because there is no particular theoretical position encompassing all the varied facets of special education pedagogical practice. Developing a theoretical framework from multiple foundations is necessary for thoughtfully examining special education teacher preparation program curricula. Before delving into the details of the framework's various components, it is essential to revisit the nature of special education teacher preparation.

Context on Special Education Teachers

Special education teachers engage and support children identified as having mild, moderate, and severe physical, cognitive, or emotional disabilities. While not all children with disabilities have experienced trauma, some children who have experienced trauma are given extra support in school in a 504 Plan, which a special education teacher manages. Students with emotional disturbance/behavior disorder (ED/BD) are typically identified later in their K-12 schooling than other students with disabilities in primary grades (Walker et al., 1996). As a result, students labeled as ED/BD do not receive the proper support to address their emotional/behavioral variability in school settings. Schools were never designed to incorporate or provide mental health support. Students labeled as ED/BD frequently may need specific

therapeutic support or receive accommodations via outsourced providers, yet many students simply do not receive supportive therapeutic services.

For special education teachers, understanding the behaviors and experiences of school-aged children with ED/BD is fundamental to supporting them (Wagner et al., 2005). This is critically important because the education system is the only child-serving institution mandated to educate children and youth with ED/BD (Wagner et al., 2005). Over 450,000 students in the United States are classified as ED/BD. Students labeled as ED/BD are less likely to be academically successful than other subgroups of students with different disabilities and those without disabilities (Landrum et al., 2003). Furthermore, these students have high rates of dropping out of high school (U.S. Department of Education, National Center for Education Statistics, 2019).

Donovan and Cross (National Research Council [NRC], 2002) found that White children were less likely to be identified as having mental retardation or a learning disability than children of color. Meanwhile, African Americans have been historically more likely than other children of color and White children to be labeled as Emotionally Disturbed. Lastly, their findings suggested that 80 percent of ED/BD boys exhibit academic and behavioral problems in school settings (NRC, 2002).

Despite efforts to modernize, most teacher preparation programs are based on a particular model that relies on White-centric practice, resulting in a primarily White teaching force creating ineffective learning environments for students of color with disabilities. While some school-based special education programs are student-centered and recognized, most special education teachers fall back on the banking system approach to teaching (Beckett, 2013). This model asks students to commit cultural suicide to learn, adapt, and master middle-class, White culture

(Shear, 2015). The cultural synchronization transpiring in these classrooms often promotes cultural disconnects, minimizing students' needs. While this can be attributed to various factors, one argument suggests that there are apparent differences in the lived experiences of students and teachers with disabilities resulting in a disconnect that influences a teacher's ability to reach and teach their students (Hufton et al., 2003; Olmedo, 1997). This often results in a teacher's inability to effectively instruct students through curriculum development and implantation that is culturally responsive and relevant. Still, it also calls into question teachers' capacity to attend to trauma in their students.

Context on Students with Emotional Disabilities or Behavioral Disorders

Many external factors contribute to students being labeled as having an Emotional Disability or a Behavioral Disorder (ED/BD) and receiving special education services. Examples of external risk factors include but are not limited to poverty, culture, geography, and language, which allude to what is now called the new morbidity (Pollack et al., 2015). Dryer (2005) argued that the new morbidity is not so new; instead, they are long-present factors that affect a child's social and physical development. Research from the health care field (Haggerty et al., 1975; Palfrey et al., 2005) demonstrates that these external factors increase mental health, education, social-economic, and racial concerns that lead to inequality.

In addition to the external factors students experience before starting school, they experience mass shootings, community violence, familial dysfunction, and opioid and heroin epidemics with symptomologies rooted in mental health and alcohol and drug abuse characteristics concurrent to their school experience. Finally, students who face bullying or cyberbullying often experience depression, anxiety, and aggression due to victimization (Craig,

1998; Raskauskas, 2009; Swearer Napolitano, 2008). Preparing future special education teachers for these realities is a complicated charge.

Teaching with Poverty in Mind

As explored in the literature review, another variable that affects children with disabilities is the impact of living in poverty. In *Teaching with Poverty in Mind*, Eric Jensen (2009) wrote that to understand poverty; one must be able to differentiate between the different categories of poverty. There are six types of poverty, some of which can occur concurrently, as described in table 1.

Table 1

Six Types of Poverty

Type	Definition
Situational	Caused by crisis or loss; often temporary
Generational	It occurs in families where at least two generations have been born into poverty
Absolute	Rare in the United States; it involves a scarcity of necessities
Relative	Refers to the economic status of a family whose income is insufficient to meet its society's average standard of living
Urban	It occurs in metropolitan areas with populations of at least 50,000 people
Rural	It occurs in non-metropolitan areas with populations under 50,000

Adapted from Eric Jensen's *Teaching with Poverty in Mind* (2009).

These different types of poverty allow teachers to characterize better and understand students and their lived experiences. It also helps them understand the compounding variables of inequity in students' school experiences. Something as simple as knowing where a student is from can allow educators to explore further and collect data that inform their understanding of

issues that affect students. By understanding and acknowledging the sociohistorical events, policies, economic growth, and development of their community, one can begin to paint a picture of that student's lived experience (Chu, 2011; Milner, 2010; Priest, 2009). Students' environments and experiences can be unstable socially and emotionally, so special education teachers require specialized skills to support student needs.

For teachers to be effective, they must be able to reach their students (De Jong & Harper, 2005; Freitas & Leonard, 2011; Graves, 2006). In other words, teachers who possess specific skills and knowledge to understand their students better; lived experiences and how students affect their mental, physical, and spiritual well-being can better build cultural bridges to help students achieve academically (Gay, 1995). Without doing this, teachers will continue to face a cycle of frustration that decreases their ability to teach students effectively. Unfortunately, however, this connection is not something special education teacher preparation programs are likely to attend.

Emotional and Social Challenges

Children need a lot of support, care, and encouragement to help them develop. For example, newborn infants are automatically attached to their parents; through this attachment, children learn to communicate, develop relationships, and establish other social functions and skills to become socially competent (Sroufe, 2005). In addition, children's brains begin to recognize emotions (Ekman & Friesen, 2003). Gorski (2013) suggested that during the phase of emotional development, children primarily need four things:

- Caregivers who are consistent in their abilities to provide unconditional love, guidance, and support
- Safe, predictable, stable environments

- The allotted time for "attunement" for healthy emotional development skills
- Guidance and enrichment through increasingly challenging activities

If students cannot develop and master these various social-emotional skills needed to establish healthy relationships with others, emotional and social dysfunction and deficits can result. This can be very problematic as student academic achievement will be directly affected.

Acute and Chronic Stressors

Acute stress refers to severe stress resulting from exposure to traumatic experiences, while chronic stress refers to stress acquired over time. Jensen (2009) suggested that children who live in poverty often experience acute stressors more often than children who don't live in poverty. A stressor is anything that threatens or disrupts the healthy balance of the well-being of an individual. Neglect, exposure to toxins, abuse, and malnutrition are among the most common acute and chronic stressors, are all examples of trauma. There are many causes of these types of stress, and therefore trauma must be dealt with strategically and appropriately. If not addressed, acute and chronic stressors may result in depression and difficulty focusing on self-care (Richard & Shea, 2011).

Stressors significantly impact the brain and can cause serious health complications. Jensen (2005) stated that a "stressed neuron generates a weaker signal, handles less blood flow, processes less oxygen." As a result, the brain is strongly affected, and stress hormones are harmed, altering one's ability to process and comprehend information. For children, this may result in poor performance both academically and behaviorally. A child who comes from a stressful home environment tends to channel that stress into disruptive behaviors at school and be less able to develop a healthy social and academic life (Bradley & Corwyn, 2002; Jensen, 2009).

Cognitive Lags and Critical Thinking

Cognitive lag is the ability to process information accurately to make a critical decision. This component includes language development, memory, emotional processors, spatial cognition, and visual cognition (Jensen, 2009).

Children who come from environments with high poverty have solid protective skills because they are always alert but lack critical thinking skills. One common analogy is that some students possess street smarts but lack book smarts or common sense. According to Jensen (2005), "All cognition is built from lower-order brain systems including (a) sensory and motor systems, (b) auditory and language systems, (c) attention and executive functions, (d) social and environmental systems, (e) memory systems, and (f) behavioral regard system." These systems are not fully developed in our ability to think critically; instead, these systems are nurtured and cultivated.

No two humans are the same; we have often been taught that this is primarily due to differences in our genetic makeup (DNA). This is true, but we must also factor our brains into this argument. Our brains all have the same design, but we think and make decisions differently without specific training. Many of these differences are attributed to various factors that, include. Still, they are not limited to "gender, exposure to abuse or neglect, specific disorders, culture, and exposure to drugs, trauma, or toxins" (Jensen, 2005). For example, at times, males' emotional responses may be more physical than their female counterparts when frustrated or communicating needs and wants. Again, this may be attributed to gender differences in functioning emotional processing (Killgore & Yurgelun-Todd, 2001; van der Kolk, 2005).

This is related to poverty in many ways; for example, a poor or stressful home environment can undo the critical thinking skills developed in a child, adolescent, and adult.

Therefore, when assessing a person's cognitive development, teachers must take an all-things-considered approach that focuses on the whole child, including variables such as "home, community, nutrition, siblings, and after-school programs" (Jensen, 2005).

Health and Safety

The health and safety of children are core variables that are often assessed and documented by social workers. This is critical because, unlike adults, children are not strong enough to protect themselves or provide for themselves, nor do they have a well-developed immune system, which increases their chances of getting sick and affects their ability to concentrate, learn, and behave appropriately (Jensen, 2009). Unfortunately, it is no secret that the lower one's economic status, the lower one's overall health outcomes. This could result from various factors that can be classified as health hazards. One example is housing; the quality of one's house can affect a child's health. For example, according to National Pest Management Association, Cincinnati, Ohio, is said to be the bedbug capital of the country (Potter et al., 2010). In many cases addressing bed bugs is rooted in the home; concerns about children's clothing, books, and overall health are a direct result of the lack thereof adequate resources that then impacts the overall safety of other students and staff within the school setting. Furthermore, bug bites often lead to an infection resulting in time out of school due to doctors' visits, affecting students' attendance and overall academic achievement.

One effective way of attending to the multiple factors special education teachers must negotiate is to train them during their special education teacher education programs to ensure educators are learning this and other valuable skills that help them reach and teach all students. It is critical to determine which master's level special education teacher preparation programs incorporate key components that align with Culturally Responsive Pedagogy and Trauma-

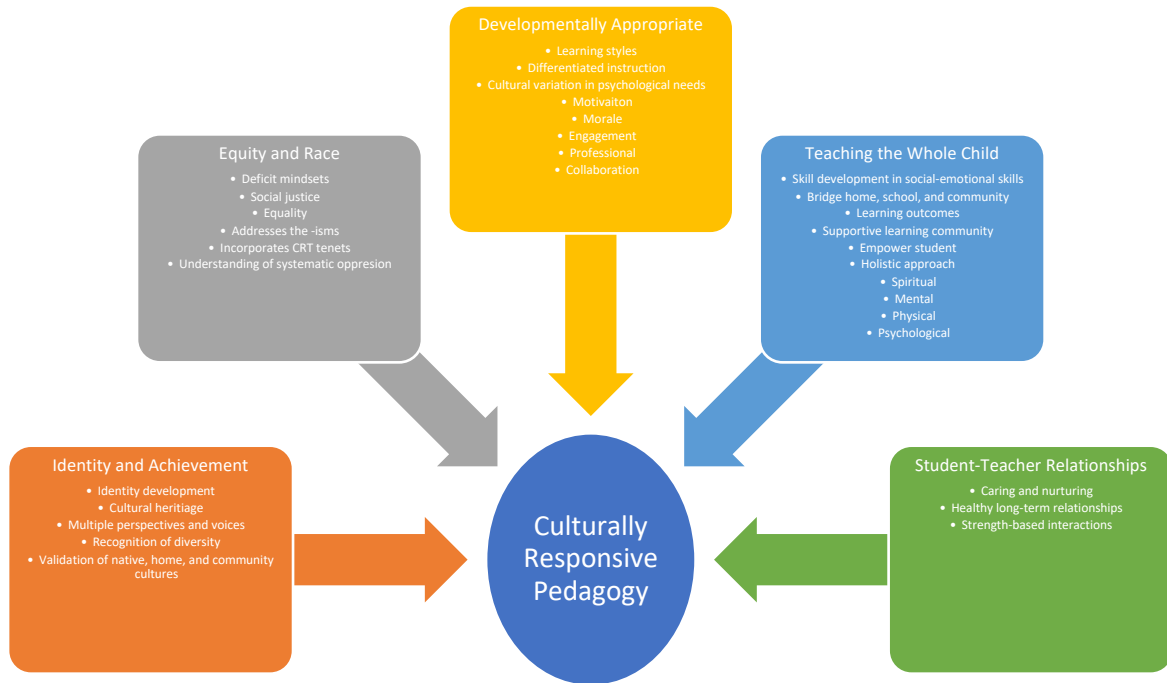
Informed Care to identify and highlight premier programs producing culturally responsive trauma-informed special educators who possess the skills to engage and support students from a holistic approach. These components are integrated to develop a framework that influences the creation of a rubric that will be used to analyze all documents during the data collection and analysis process.

Culturally Responsive Pedagogy

Culturally Responsive Pedagogy (CRP) asserts that students learn skills that help them become action-oriented to address issues in their lives using social justice frameworks. Ultimately, this framework empowers teachers to teach students different ways to engage the problems that affect their everyday realities. The phrase "culturally responsive" describes an entity that promotes a student's (a) identity and achievement and (b) equity and race, is (c) developmentally appropriate, (d) teaches the whole child, and focuses on (e) student-teacher relationships (Gay, 2010; Ladson-Billings, 1994). See figure 1.

Figure 1

Culturally Responsive Pedagogy Framework. Adapted from Brown-Jeffy and Cooper (2011)



CRP requires that educators understand the impact systems have on the social-historical context of students' cultures, communities, and lived experiences (see figure 1 for examples). Systematic oppression is key to understanding how different systems have affected students' lived experiences and ability to achieve academically in school settings. Thus, teachers must be equipped with the knowledge and skills to engage and support students who encounter traumatic experiences. Researchers state that teachers should develop specialized skill sets that translate this understanding into student engagement and teaching (Milner, 2010). These practices include developing culturally responsive trauma-informed strategies that help educators become knowledgeable about becoming effective first responders to student crises in school settings. This can be seen in a teacher's ability to establish and sustain effective healthy relationships with

students and their families using a strength-based approach grounded in ethnic heritage, experiences, recognition, and awareness of their culture (Gay, 2014).

Along with these critical components (figure 1), in addition to those of CRP, one must provide cultural respect to the ways of life of the survivor. Cultural respect means understanding the values and beliefs to respond to and meet the needs of diverse patients. This includes but is not limited to personal identification, language, thoughts, communications, actions, customs, beliefs, values, and institutions that are often specific to ethnic, racial, religious, geographic, or social groups. Teachers should also be culturally aware. Cultural awareness involves the process of self-examination that includes an in-depth exploration of one's positionality. This can be seen in the

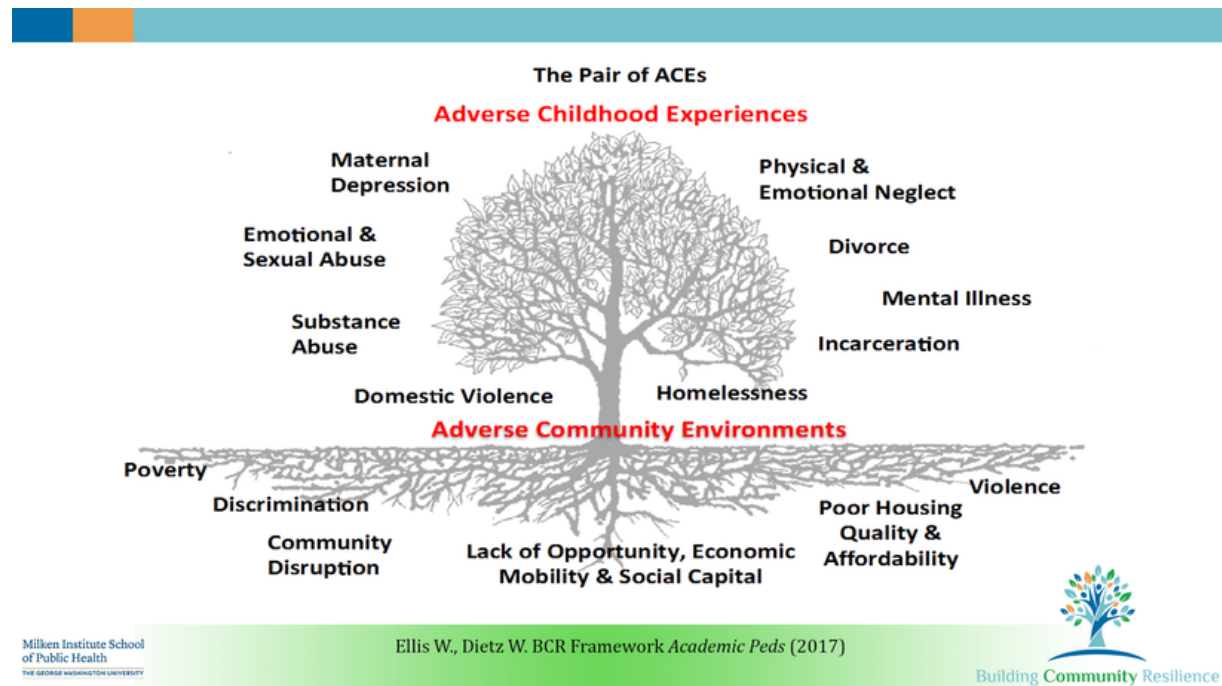
Integral Evaluator model provides a holistic grid for succinctly arraying key sensitizing concepts and questions. The embedded inquiry protocol guides us in systematic data-grounded assessments. It promotes regularly checking in with ourselves while doing boundary-spanning work to increase prospects for contextually-/culturally-responsive processes/practices that are both effective and appropriate: notably, providing Helpful-Help from multiple relevant vantage points (Symonette, 2015).

Teachers should also possess the cultural knowledge required to engage students to form a trusting relationship. Cultural knowledge requires one to obtain information on different cultural and ethnic groups. Such data can be obtained through sources such as journal articles, seminars, textbooks, internet resources, workshop presentations, university courses, and students and their families. Within the concept of cultural competence, one must also possess cultural skills that equip the professional with the necessary skills to engage various persons from different backgrounds to gather data needed to meet their needs successfully. Therefore, the

process required to directly engage in cross-cultural interactions with students, families, communities, staff, and colleagues from culturally diverse backgrounds lends itself to a professional with the awareness, desire, knowledge, and skills to engage others effectively. Lastly, for all these components to get together, one must have a cultural desire, which is the motivation to become culturally aware and seek cultural encounters. This component involves the willingness to be open to others, accept, and respect cultural differences, and be willing to learn from others.

Figure 2

Adverse childhood experiences and adverse community environments are some examples of social-historical factors that educators should understand. (Ellis & Dietz, 2017)



Therefore, culturally responsive trauma-informed care implies that one is responsive to the culture by utilizing the skills of cultural competence (Campinha-Bacote, 2006), as seen in figure 2. Also acknowledged is the occurrence of trauma from a traumatic lived experience lens. This framework considers the physiological impact that a traumatic experience may have on

one's ability to function in an academic setting. School personnel will need to possess critical skills to respond to students by translating this knowledge into practice as part of school-wide support and reduce traumatization by adopting practices that promote healing and growth rather than punishment and exclusion (S. F. Cole et al., 2013). Establishing trauma-informed approaches in a culturally responsive context also requires that all students see positive representations of their culture in the educational process (Goldenberg, 2014) to foster increased resilience and cultural pride. According to the Region X Equity Assistance Center Education Northwest (Krasnoff, 2016), practical strategies for teachers identifying curricular bias include practices such as but are not limited to:

1. Invisibility—Overlooking certain groups that imply they are less valuable or important.
2. Stereotyping—Limiting the opportunities for a specific group based on rigid perceptions of their ability or potential.
3. Imbalance or selectivity—Providing one viewpoint or selective information that leads to misinterpretation or an incomplete understanding of an event, situation, or group of people.
4. Fragmentation or isolation—Placing information about people of color, women, or other protected groups in a separate box or chapter from the main body of text.
5. Linguistic bias—Using masculine words such as he and humanity exclusively or patronizing terms such as needy or less fortunate to describe a group of people.

Figure 3

The skills of cultural competence. Adapted from Campinha-Bacote (2006)



Culturally Responsive Pedagogy and Lived Experiences

CRP is primarily focused on five elements: (a) identity and achievement, (b) equity and race, (c) developmental appropriateness, (d) teaching the whole child, and (e) student-teacher relationships (Gay, 2010; Ladson-Billings, 1995a). In school settings, this approach has a proven track record of effectively addressing students' needs from a holistic lens (Hefflin, 2002; Hollie, 2001; Howard, 2001a, 2001b). This means that students' mental, physical, social-emotional, and spiritual well-being must be assessed for the teacher to know what is going on in their lives to understand better and reach them.

The researcher hypothesizes that CRP should focus on more than these five elements. For example, Geneva Gay (2010) overtly asserted the importance of understanding that there is no clear-cut recipe for how CRP is implemented. Instead, importance is placed on specifying and explicitly defining clear variables or components adopted when implementing the CRP framework. As a result, the researcher strongly emphasizes the notion of "lived experiences." Through this lens, one can understand a person from a holistic point of view. This incorporates assessing and understanding one's culture, language, values, traditions, and community and the manifestations that occur in students' lives that guide how they navigate their world and society as a whole. Furthermore, these components must be unambiguous for other education professionals to replicate their approach.

CRP emphasizes how student outcomes are affected by teachers' understanding of students' lived experiences (Ogbu, 1981b). Effective teachers of students of color understand the critical issues related to racial identities, equity, institutionalization, and social and academic stereotypes (Hefflin, 2002). Teachers who possess skills that help build cultural bridges between teachers and students effectively align their curricula, supporting materials, and instructional approaches in differentiated ways to meet their students' interests, needs, and learning styles. This suggests that teachers are culturally aware and knowledgeable of their students. Consequently, teachers must have high expectations for students and a cultural desire to understand their students' lived experiences to combat their feelings, perceptions, and mindsets that may affect instructional practices and overall academic performance.

Teachers are neither counselors nor social workers, yet they often pick up many of the responsibilities and duties of these professions. Often, conflict can arise when the ideals of the teacher and the school don't recognize or appreciate the cultural norms of children (Irizarry,

2016; McCarty & Lee, 2014; Paris, 2009, 2011, 2012). As a result, major cultural disconnects arise between teachers and students due to how they perceive the world through their lived experiences. This often can lead to stereotypes, microaggressions, and deficit mindsets, contributing to increased discipline and special education referrals.

Unfortunately, CRP does not directly address students' exposure to trauma, so this framework will incorporate Trauma-Informed Care principles to understand better students' lived experiences through a trauma-informed lens. As a result, this framework will help fill in gaps to alleviate the bias, trauma, and chronic stress often associated with poverty in historical and structural oppression.

Trauma-Informed Care

There are numerous definitions of trauma, many of which are similar but have various nuances or differences. The American Psychiatric Association (APA) defines trauma as an "emotional response to a terrible event like an accident, rape or natural disaster" (APA, 2015). Shock and denial are typical responses after the event. Long-term reactions can include unpredictable emotions, strained relationships, flashbacks, and physical symptoms (e.g., headaches or nausea). As a result, some trauma victims have difficulty moving on. The DSM-5, a tool that outlines criteria for all clinical diagnoses within the mental health field, defines trauma as "direct personal experience of an event that involves actual or threatened death or serious injury, or other threat to one's physical integrity" (APA, 2013). It can also include witnessing an event that involves death, injury, or a threat, or learning about unexpected or violent death, harm, or threat of death or injury to a family member or close associate.

For this study, the definition provided by the Substance Abuse and Mental Health Services Administration (SAMHSA) was used. This definition made the most sense as it

explicitly and directly aligns with components of trauma-informed care. Furthermore, SAMHSA outlines principles and concepts that strongly align with TIC and its use in practical settings.

Trauma is:

an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life-threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being (SAMHSA, 2014).

Trauma that is psychological in context results from lived experiences that are very traumatic and leave one feeling emotionally helpless (Cook et al., 2017; Krystal, 1980).

Traumatized individuals may also experience triggers that result from memories or environmental stimuli that remind them of the traumatic event or circumstances (van der Kolk, 2005). For example, students who have experienced the traumatic event of a school shooting are classified as survivors. Regrettably, students and staff are not given adequate time to cope and heal before returning to school. As a result, many students return to school triggers memories of that event and causes re-traumatization. For example, students who return to school after a life-altering natural disaster or school shooting will likely face various emotions that can become overwhelming and possibly send them into an emotionally unstable state that retraumatizes them and can lead to post-traumatic stress disorder.

Trauma-Informed Schools

Trauma-informed practices have become increasingly popular in social services, health care, and even legal practices (Arman, 2000; Cook et al., 2017; Felitti et al., 1998). However, although this framework is beginning to bleed over into the education field with a push for establishing trauma-informed schools, it is slow to be adopted by large school districts around

the country. As a result, schools are confronted with the problem of balancing their primary mission (i.e., educating students) with the fact that many of their students need help coping with traumatic stress which affects their attendance and engagement in learning (Ko et al., 2008).

Schools around the country are different in terms of school climate, student culture, geographical location, school tradition, and school values. As a result, many students come to school with exposure to external risk factors that contribute to traumatic experiences and behaviors that can lead to mental health concerns and often a disproportionate number of disciplinary referrals (Darensbourg et al., 2010). Unfortunately, teachers are not equipped with the tools needed to engage students who have experienced trauma in schools. As a result, it is becoming increasingly important that educators in our schools receive in-depth training that informs them about the traumatic experiences that contribute to students' behaviors (McInerney & McKlindon, 2014; Walkley & Cox, 2013; Wiest-Stevenson & Lee, 2016).

For example, in schools with high suspension rates, teachers and school staff often hear about teachers who have poor classroom management skills (Wenning & Vieryra, 2020). This is partly due to traditional curricula in teacher education programs that focus primarily on producing teacher candidates with knowledge and skills that prepare them to teach students from middle-class financial backgrounds (Shields & Rangarajan, 2013). Teachers must assume responsibility to meet and reach students where they are intellectually for students to reach their full potential.

In my experience and based on in-depth conversations with 40–50 educators across the United States, it is common practice for administrators and teachers to dismiss a student's voice about what the problem may be. The teacher typically is the dominant influence on how a story is narrated in school settings. However, teachers rarely stop to ask themselves why a student is

acting the way they are or, even more importantly, what the root cause of a student's outburst is. This lends a hand to the notion of being responsive. When practitioners are responsive, they are in tune with their clients; specifically, educators should be able to acknowledge or document changes that occur in a student's behavior, attitude, and overall well-being. As educators, we are trained to be instructional facilitators who focus on academic achievement. For educators to become trauma-informed, they will need additional skills and tools to be adaptive and supportive within their roles.

Therefore, our practice needs to be responsive and sensitive to students' lived experiences. This notion goes beyond merely collecting surface-level information; we need to incorporate the use of trauma-sensitive assessments of trauma and trauma symptoms into teachers' instructional approaches. Furthermore, teachers must be knowledgeable of trauma-focused strategies and interventions to help guide their teaching when engaging students who have experienced trauma. A trauma-informed perspective asks clients not "What is wrong with you?" but instead "What happened to you?" to increase understanding of the student's background, family history, and trauma history (Smyth, 2011). Trauma-informed instructional strategies allow teachers to address students' cognitive behavior through a culturally responsive trauma-sensitive lens.

Teachers who work in schools in high-poverty communities often see the consequences of poverty and the evidence of abuse or neglect (Duhon-Ross, 1999). This is important to recognize because classroom teachers are often the only source of hope and support for these students. Therefore, it is safe to acknowledge that in many schools, teachers are the first responders to student crises resulting from trauma (Ko et al., 2008). As a result, teachers must become trauma-informed and aware of how to reach their best and teach their students.

Trauma-Informed Care Framework

SAMHSA is a department within the United States federal government tasked with various initiatives around mental health and substance abuse. Much of their contribution to the field has been in programming, funding, and best practices. One of the most recognized contributions of SAMHSA is its Trauma-Informed Care (TIC) Framework. In partnership with other professional organizations, such as the American Psychiatric Association (APA), research was completed to produce a working model that could be used in the field to guide service agencies with a template.

The first stage of the model recognizes the three Es: events, experiences, and effects (see figure 4). Events are defined in the model as "circumstances that include an extreme threat of physical or psychosocial harm and life-threatening neglect for a child that affects their development" (SAMHSA, 2014).

Figure 4

The three Es of the Trauma-Informed Care Framework



Once the initial event has taken place, it is the experience of the possibility that will determine if it is traumatic. This looks different for each person and therefore places an individualized lens on each event. What may be traumatic for one person may not be traumatic for another. Yet within this stage, it is crucial to "pay special attention to how the individual labels, assigns meaning to and is disrupted physically and psychologically by the event" (SAMHSA, 2014). Follow-up questions by the individual tend to be in the "Why me?" format because they are internally grasping the reality of their experience and how they perceive it affects them and their ability to cope.

The last E stands for the effects that the individual has experienced from the traumatic event. The results can be long- or short-lasting and often lead to other symptoms such as post-traumatic stress disorder. For example, a verbally abused student may have triggers that are the effect of the abusive events that occurred in their home life. On the other hand, a teacher who has no prior knowledge of these events and yells at a student may be surprised when the traumatized student responds in a manner the teacher deems unacceptable. To the student, this was a threatening event, and they went into protective mode, whereas the teacher went directly into discipline mode without considering a trauma-informed approach. Each of the Es discussed is equally essential. Still, the effects of such events are critical due to the various triggers and emotional arousal that weigh heavily on a person's mental, physical, and spiritual well-being.

A trauma-informed approach requires organizations grounded in four key assumptions (figure 5) and six fundamental principles (figure 6).

Key Assumptions of Trauma-Informed Care

The first fundamental assumption is realizing that a person has experienced trauma. This assumption requires that all persons within that organization have a realistic lens that lends to their ability to understand how trauma affects an individual from both a macro and micro perspective.

The second assumption requires that individuals within an organization be able to recognize the signs of trauma. This requires one to have a basic level of understanding of the various signs that manifest in victims, survivors, and those who have experienced trauma. Typically, this requires knowledge of interview protocols and threat assessments. For this study, this element will be huge as it will help determine what curricular components of special education teacher preparation programs lend themselves to increasing the capacity of a teacher to recognize trauma in school-aged children.

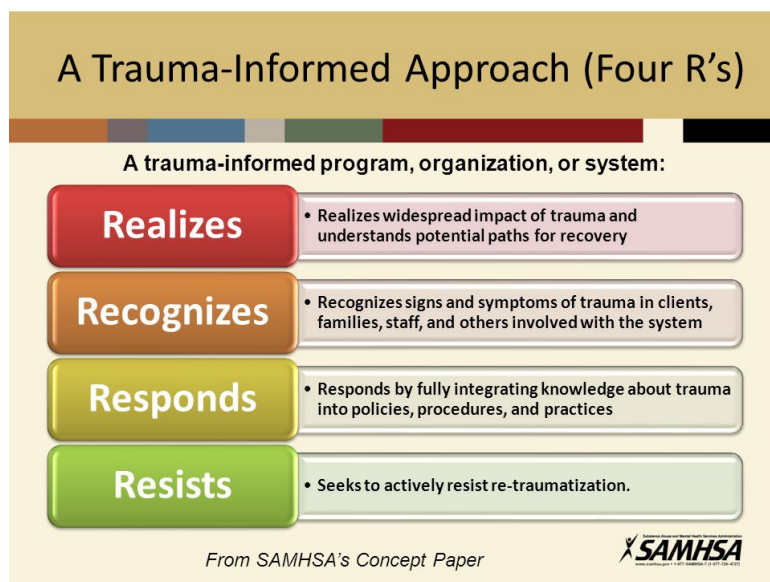
The third assumption asserts that an organization, system, or program has the capacity to respond to a traumatic event utilizing the principles of trauma-informed care. This assumption is based on the belief that there is an internal capacity within all staff of that specific organization to be prepared to respond in a trauma-informed manner. Therefore, training, leadership, and policy are all at the center of developing a trauma-informed staff. Some of the components listed within this assumption include resilience, recovery, and healing. Furthermore, the researcher will also look for crisis intervention, self-care, and first-responder training components listed within special education teacher preparation curricula.

The last assumption is an essential component of the trauma-informed model. It requires those engaging with individuals who have experienced, witnessed, or survived a traumatic experience to resist retraumatizing clients. For example, behaviors and tempers can turn into

power struggles in school settings. Often, it is second nature for teachers to demonstrate their power in different ways, such as raising one's voices. Without thinking about the effects of one's actions, the teacher is greeted by an even more hostile child. The teacher could not consider the child's lived experiences within the home environment, including verbal abuse. As a result, a significant disconnect is partially due to the teacher's inability to realize, recognize, respond, and resist retraumatizing the child. Therefore, continuous conflicts and rifts transpire.

Figure 5

The Four Key Assumptions of the Trauma-Informed Care Framework. Reprinted from SAMHSA's Concept Paper 2014.



Key Principles

The last layer of the trauma-informed framework includes the six key principles for a trauma-informed approach. Within this approach, the overall goal is recovery, so the principles are linked directly to service delivery that focuses on recovery and resilience for both family and individuals who have experienced trauma. See table 2 for a breakdown of the key trauma-informed principles.

Table 2

Trauma-Informed Key Principles

Principle	Description
Safety	The organization makes sure families and individuals feel safe. Particular emphasis is placed on physical and psychological well-being. This principle has a high priority within the TIC Key Principles.
Trustworthiness and Transparency	Decision-making from within the organization is conducted with transparency. As a result, the clients receiving services can engage in healthy, trustworthy conversations.
Peer Support	Peer support refers to other individuals with similar stories or lived experiences that ultimately promote recovery. Peer support often requires one to build on the first two principles of safety, trust, and transparency to support the healing of someone who has experienced trauma.
Collaboration and Mutuality	Professional collaboration among all levels of staff in an organization must come together with the mutual understanding that all power dynamics are irrelevant when implementing the TIC framework. The framework strongly emphasizes that healing happens when strong relationships are established (collaboration).

Table 2 (cont.)

Table 2 (cont.)

Empowerment, Voice, and Choice	Everyone has a voice, and that voice begins the healing process for persons who have experienced trauma. This principle aims to help individuals find their voice with support so that they can feel a sense of empowerment. This starts the healing process and ultimately allows individuals to make a choice to move toward recovery. Checking one's perceived biases at the door and moving toward cultural responsiveness is key. Considering all things, such as race, class, gender, religion, and identity, these components must be present in protocols, policies, and processes that recognize and responsively address trauma.
Cultural, Historical, and Gender Issues	For this study, culturally responsive trauma-informed care places one's cultural, and historical context at the forefront of how we as professionals address and help students heal from their traumatic experiences. Highlighting the importance of professional competency and the skill sets needed to provide proficient responsive direct services, it is essential to be explicit in their intentionality. Having skills to identify core components that may lend themselves to one, considering cultural, historical, and gender issues as possible contributors to one experiencing trauma is vital. Through the lens of the social-ecological model,

Table 2 (cont.)

Table 2 (cont.)

direct service providers at the macro level can identify external risk factors that contribute to one experiencing trauma. It is the thought that through this lens, one can collect vital evidence and knowledge that can aid in providing culturally sensitive trauma-informed practices that meet students' needs.

Social-Ecological Model

It is not a secret that traditional trauma strategies and interventions (Carter, 2007; Edwards, 2017; Felitti et al., 1998; Forsyth & Carter, 2014; Williams et al., 2018) were developed based on the experiences of White, well-educated, middle-class women and men. Unfortunately, privileged White adults neglected to recognize the diversity of backgrounds and situations shaped by race, ethnicity, class, immigration status, and sexual orientation (J. M. Grossman & Charmaraman, 2009).

Piotr Galperin's (1902–1988) work extends the practical operationalization of the Vygotskian theory. Galperin's work cultivates the ideas of Vygotsky and, therefore, has contributed to the pedagogical practice and educational research that aims at preparing students for their future and the uncertainties that go with it (Smith et al., 2016). This asserts that "helping all young people acquire the knowledge, skills, dispositions, and values they need to thrive and contribute to society, in the face of the challenges and opportunities they will meet" (Claxton, 2013).

Vygotsky's social, historical approach lends its hand to one's understanding of the development of the human mind (Leontiev, 2009). Vygotsky's approach focused on the human

mind and its development in a society; he argued that higher mental functioning (an ability to think in abstract terms) is rooted in social life (Wertsch, 1991). Consequently, to understand cognition, one should turn to real life, which is stimulated by developing relationships among humans involved in practical activities (Vygotskij & Cole, 1981). Vygotsky also argued that participation in practical social action, and using tools was the main factor influencing the development of the human mind.

Piotr Gal'perin's operationalization of Vygotsky's theoretical approach examined vital concepts such as culture, mediation, and internalization by questioning the processes and activities associated with mental development (Arievitch & Stetsenko, 2000; Arievitch & van der Veer, 1995; van Geert, 1987). Furthermore, according to Haenen (2001), Gal'perin extended Vygotsky's notion of the zone of proximal development (ZPD) by including a teaching-learning model that integrates the concepts of mediation, activity, and internalization.

Socio-cultural theory accentuates the role of interaction and peer collaboration in human development. Within this theory, learning occurs as an interaction between learners encompassing social activities (Vygotsky, 1978). From these interactions and activities, learners can construct knowledge and develop skills. This process is most useful when examining how humans and their peers influence individual and group learning. Furthermore, the socio-cultural theory provides researchers and educators with a lens to discuss how cultural beliefs and attitudes impact how instruction and learning take place.

Vygotsky's (1978) view considers the use of language and how we as humans hear and communicate using various written alphabetic systems from across the world. Close attention must be paid to home, school, and professional language. It can be a vital factor when establishing relationships with tutors and, more importantly, communicating/implementing

instructional pedagogy. It is through words students can express their feelings and emotions. This helps educators and teachers understand by providing meaning that can be interpreted through their cultural knowledge and beliefs. This, in turn, requires educators to have a knowledge base of students' cultural history which they can draw upon to reach and teach their students with minimum pushback successfully and ultimately be able to engage students in culturally responsive manners. From this perspective, socio-cultural theory served to enable the development of questions for the selected faculty and staff interviewees who agreed to participate in the study. The information collected from these interviews will help provide perspective and context of program development that aids in preparing teachers with skills that help them understand students' social and cultural histories.

Another component of socio-cultural theory relevant to this study is the role of the "zone of proximal development" (ZPD). According to Vygotsky (1978), the ZPD is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978). Essentially, the ZPD includes all the knowledge and skills that a person cannot yet understand or perform independently but is capable of learning with guidance. Vygotsky (1978) suggested that what individuals can do with others' assistance is more indicative of their development as "functions that will mature tomorrow but are currently in an embryonic state." Through a learner's collaboration with adults and their peers, problem-solving tasks are revealed, uncovering humans' maturational process and allowing assistors to reach out with the appropriate help. Guidance in the zone of proximal development brings about increased self-regulation as learners come to internalize activities that

have been manifested. According to Vygotsky, dialogue/interaction plays a central mediating role because it is the principal means of arriving at a common understanding of issues.

From this perspective, the socio-cultural theory will be used in this study to guide the research questions developed for assessing how master's level teacher preparation programs prepare student teacher candidates to become culturally responsive trauma informed. This approach aided in determining what student teacher candidates are being taught and if it aligns with concepts, principals, and frameworks. Moreover, the socio-cultural theory will allow the researchers to highlight premier programs that offer coursework that aids student teacher candidates possess the skills and knowledge that help to become informed.

Additionally, this approach considers a socio-cultural and historical positionality that allows them to understand systems of oppression and power that affect and often dictate a person's day-to-day lived experiences. This is critical because it is directly related to real-world events, scenarios, and situations that create lived experiences that can be traumatic.

Furthermore, socio-cultural contexts also consider those experiences that can be classified as interpersonal. These include traumatic events that may have occurred during childhood, adolescence, and adulthood, such as domestic violence, community violence, or child abuse (Quiros & Berger, 2015). Yet, these experiences are often ignored by White adults and some non-White adults (Sue et al., 2007; cited in Quiros & Berger, 2015). The reality for teachers is that traumatic experiences are prevalent in students who attend our schools.

Educators, social workers, counselors, psychologists, and other therapeutic and support specialists often use the Social-Ecological Model to help them understand the various levels of an individual life. The Social-Ecological Model is a theoretical framework that considers one's micro, mezzo, Exo, and macro-environmental ecosystems when assessing with a holistic

approach. By utilizing a holistic approach, one can examine the various levels of external risk factors that contribute to a person's life and affect their social, emotional, spiritual, physical, and mental well-being beyond the surface level. Subsequently, this theoretical approach allows one to understand the "why" and identify the root cause of a student's behavior in school settings. Its use helps one recognize that behavior results from the knowledge, values, traditions, attitudes, and beliefs of an individual and their social influences. These influences include the people with whom they associate, the organizations to which they belong, and the communities in which they live.

Students all have stories that must be understood to best support them. Although the field embraces frameworks to address academic needs, I argue that we cannot address teaching students (academics) until we holistically understand how to reach them (lived experiences). Understanding students' lived experiences is critical. The Social-Ecological Model allows teachers to have a lens to understand students' lived experiences from a surface-level approach. Pairing teachers' knowledge of the Social-Ecological Model components outlining external factors that contribute to students' behavior, emotional responses, educational attainment, and overall development increases teachers' ability to meet students where they are. It gives them the true ability to reach and teach students from all walks of life.

Layers of the Social-Ecological Model

According to scholars (Bronfenbrenner, 1979; Crosby, 2015), the ecological theory is used to examine various positive developments that occur in one's lived experience. Therefore, the theory emphasizes one's ability to independently adapt to the environment and the various variables that affect the ecosystem. This theory allows the researcher to examine program curricula and documents utilizing a holistic approach for this study. For example, Crosby (2015)

suggested that the ecological model increases one's lens to see contributors that may affect one's behavior or overall well-being. These variables may include neighborhood, community, home, friends, peers, and family. Therefore, the researcher can use these variables to assess further and evaluate programs of study developed by master's level special education teacher preparation programs.

Before jumping into the model's four components, one has first to understand the numerous layers of the model to grasp the holistic approach (see figure 6) fully. As a part of human development and introductory psychology, one learns that humans go through various stages of development during one's life development (Lerner, 2002). This model asserts that growth and development happen at various stages in one's life and usually occur naturally with age. Unfortunately, when one of these developmental stages is affected or missed, that particular person may experience developmental delays that hinder their ability to transition into the next level of development successfully.

The first layer, the microsystem, is defined as the stage in which an individual has direct social interactions with their immediate environment. This means that the microsystem includes all the components that are closest to the person and have direct linkage or impact. Some examples include but are not limited to home, school, and daycare. A microsystem typically includes family, peers, teachers, and caregivers. Relationships are a key component in this phase because children's behavior can be linked to learned behaviors and how they treat others in return in various settings.

The second layer, the mesosystem, is defined as the relationships and interactions between the multiple microsystems in one's life. In short, this layer looks at the various components within the microsystem. Specifically, it identifies and examines the relationships

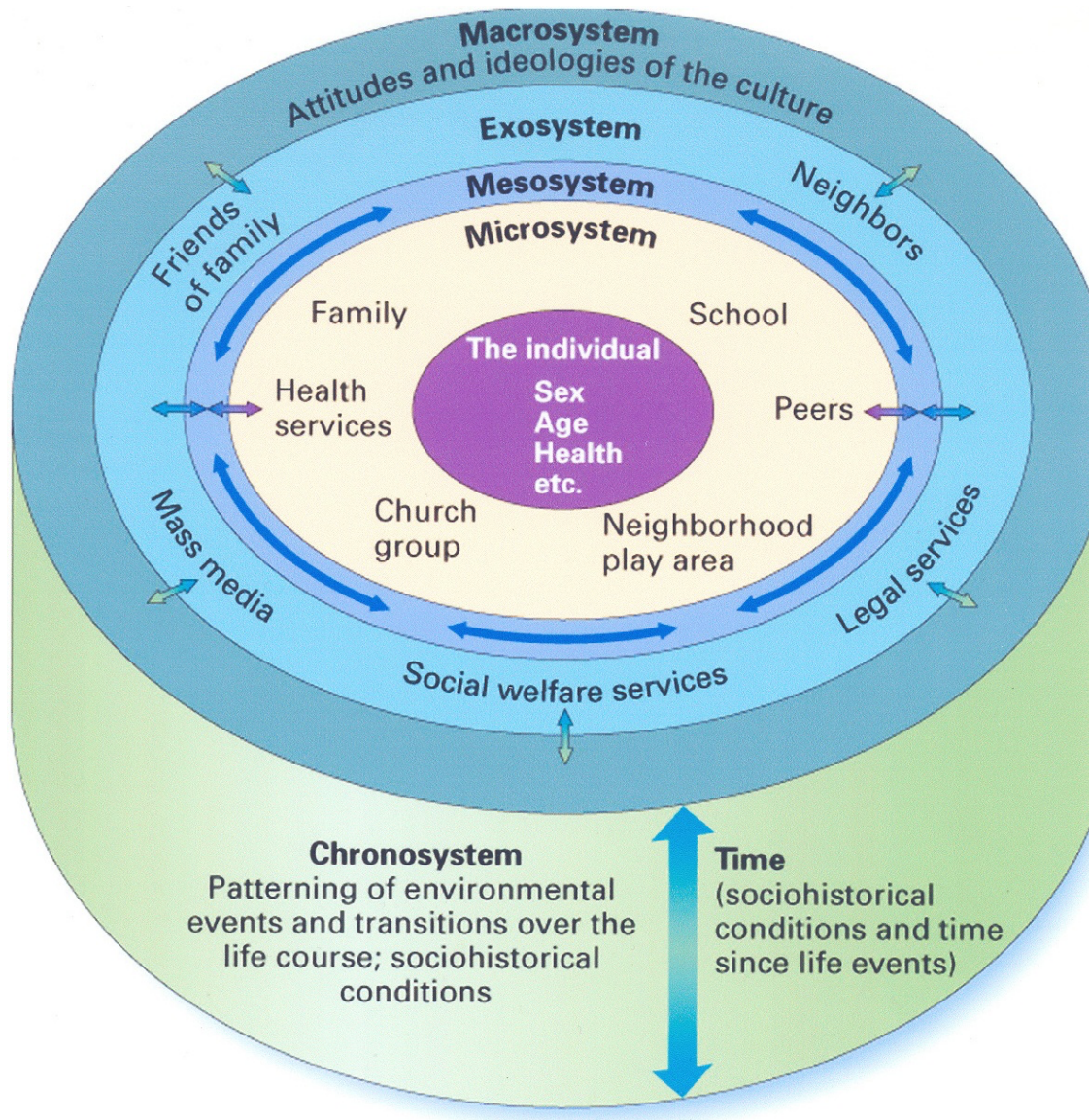
that exist between each variable and their relationships independently and dependently on each other. An example of this would be the relationship between a student's parents and the teacher. If parents have a good relationship with their child's teacher, the child is less likely to use manipulative behaviors to their advantage. Rather, the teacher and parents can discuss the student's manipulative behaviors and begin to emphasize addressing such shortcomings. Furthermore, this is a positive reinforcement because students can see how all systems are aligned and work together to successfully support them and their matriculation through life.

The third layer, the exosystem, is a setting or event that does not involve the person as an active participant but still affects them. For many students, this can be seen or observed through their parents' decision-making that directly affects their children. For example, single mothers who must work several jobs may not be able to attend parent-teacher conferences or IEP meetings. The child and the school staff may interpret this as neglectful behavior and therefore have lowered expectations and standards for the child. Furthermore, for parents who cannot attend IEP meetings, their child's education plans then fall to IEP teams, and the parents can only hope the IEP team has the best interests of the child in mind. Unfortunately, without advocates, students become lost in the shuffle and are not given adequate resources or instruction, which leads to increased behavioral and educational disconnects.

The last layer, the macrosystem, is defined as a set of variables such as people, places, and things that greatly influence the child. Examples of the macrosystem include components such as the government, cultural values, economy, and services. When looking at systems from a macro lens, it is imperative that one can recognize that each of the identified components within the macrosystem can affect a child either positively or negatively.

Figure 6

The four layers of the Social-Ecological Model. The figure is taken from Santrock (2008).



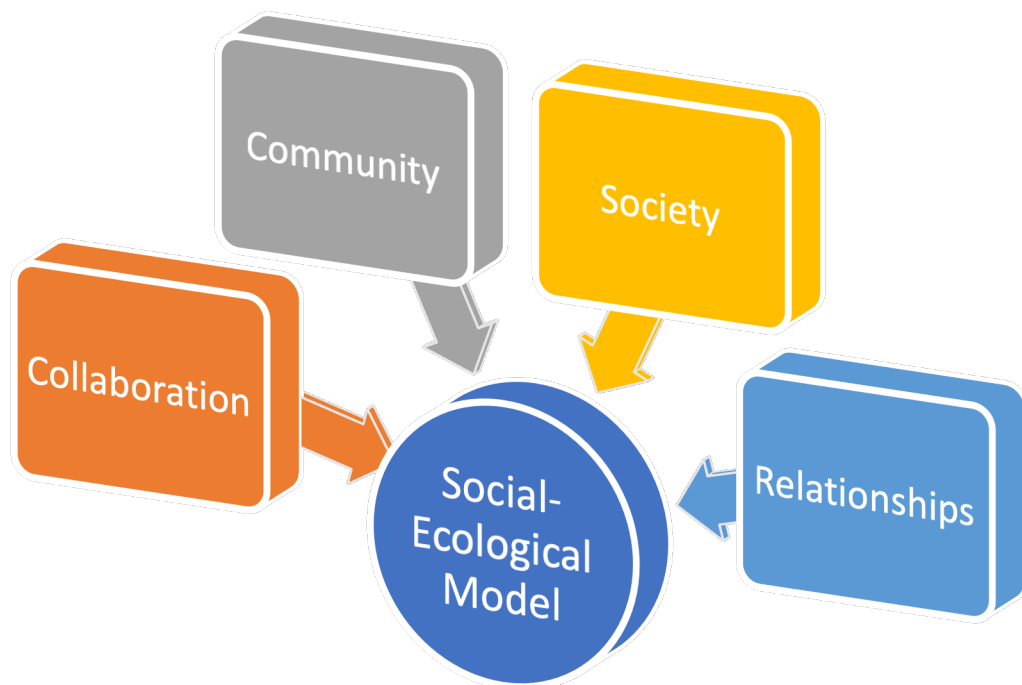
Components of the Social-Ecological Model

In the previous section, we defined and described the Social-Ecological Model in its different layers. Yet, other variables must be explored and broken down to allow one to have the required lenses to use this model truly appropriately. For example, this model considers the

complex interplay between individuals, relationships, community, and societal factors (figure 7). Furthermore, the Social-Ecological Model increases one's understanding of the multifaceted and interactive effects of personal and environmental factors that determine behaviors. Finally, from a macro perspective, these lenses, paired with those of the Social-Ecological Model, allow professionals and organizations such as schools to understand and identify gaps. These gaps can help increase the awareness of prevalent issues and help guide professionals through a holistic approach to help them hone in on root causes and possible interventions or solutions.

Figure 7

The Four Components of the Social-Ecological Model



Collaborative Teams

The Social-Ecological Model includes the notion of collaborative teams that focus on external factors through assessments that will examine the individual (student). Within this component, the teacher will assess and identify the clients (lived experiences), which consist of

biological and personal socio-cultural, and historical (Cole, 1995) factors that increase the knowledge of education professionals and support staff to better understand the student's life outside of the school setting. This approach will help educators and social service providers become more aware of a student's issues and determine approaches to best support them in school and community settings. Some of those strategies may focus on prevention, intervention, and reinforcement, which may be designed to promote positive outcomes related to one's attitudes, beliefs, and behaviors in various settings. This can be their saving grace for many students, while others can consider these supports the difference between life and death.

For example, Adverse Childhood Experiences (ACE) (Felitti et al., 1998) created a survey that later turned into an assessment measuring the number of adverse childhood experiences a person experienced throughout their childhood. This tool has gained notoriety because it suggests that most people have two or more adverse experiences during childhood. The tool examines mental health and sexual, physical, criminal, and psychological abuse. Furthermore, this tool suggests a strong relationship between adverse childhood experiences paired with external risk factors for several of the leading causes of death in adults.

Adverse Community Experiences and Resilience. This model offers a framework for understanding the intersectionality between communities and violence, especially for those highly impacted by community violence. Components such as places/spaces, people, and equitable Opportunities are key variables focused on within this framework. Additionally, this framework emphasizes resilience and how community trauma affects individual and community resilience and their overall ability to heal.

According to the State of California Department of Health Care Services (2022), pediatric ACES, also known as PEARL, is an assessment tool used by pediatricians to help

identify health risks and toxic stress in persons ages 0-19. This tool includes a section that screens for ACEs (Part 1) and screens for additional ACEs (Part 2). Additionally, there are currently three versions of the test that include (a) For ages 0-11, the PEARLS child tool must be completed by a parent/caregiver. (b) For ages 12-19, the PEARLS adolescent tool must be completed by a parent/caregiver. and (c) PEARLS for an adolescent self-report instrument for ages 12-19, to be completed by the adolescent.

Assessments such as those above and others similar should be used when determining what events have happened in one's overall lived experiences (living environment, social circle, etc.). This information could and should be incorporated into the special education labeling and IEP development process by the response to intervention (RTI) teams and special education programs. By utilizing this lens, one can assess and examine how collaborative teams are incorporated into each program of study.

Relationships

Relationships are another central focal point of the Social-Ecological Model. This component allows the collaboration team to focus primarily on their client's relationships (student). Examining these relationships beyond the surface level will allow special education teachers to identify risks and other external factors that may contribute to issues such as trauma and violence (victim or perpetrator). For example, the ACE's assessment, or any further assessment that measures lived experiences, can help a teacher truly understand underlying root causes. This will help teachers learn essential information that will increase their ability to be responsive to students and their needs. Special education teachers who teach students labeled as ED/BD would benefit significantly from such information because they would be aware of students' triggers that spark behaviors that may result from the teacher's actions, traumatizing (or

retraumatizing) a student. For example, if a teacher yells at a student who is ED/BD, they are likely not considering that the student may have been traumatized through verbal abuse, either past or present; therefore, the student is triggered when people yell at him.

A human being's closest social circle includes peers, friends, and family members, so it is also essential to recognize that they influence a person's behavior and contribute to the range of experiences. Therefore, understanding relationships is crucial to discovering possible root causes of students' learned behaviors. Assessing relationships also allows one to develop a clear understanding of a student's support system and those who can be identified as points of contact in critical situations outside of parents and guardians.

For example, advanced interviewing techniques such as the Attachment Style Interview for Research and Clinical Practice (ASI-RCP) can be used as a tool to guide teachers through in-depth questions that help gather data about students' lived experiences (Bifulco et al., 2008; Meyer & Pilkonis, 2001). Specifically, the ASI-RCP assesses the characteristics of adults and young people regarding the quality of their close relationships, social support, and security of attachment to those closest to them. The use of tools similar to the ASI-RCP is critical because it allows teachers and other staff to understand a student's support network. Therefore, the team can utilize that information to help develop or adjust students' individualized plans to meet their holistic needs.

Community

Understanding one's community and its influence on a student's development is another significant component of the Social-Ecological Model. This component focuses primarily on the settings that one encounters daily. These settings may include but are not limited to homes, schools, workplaces, and neighborhoods. In addition, social interactions and relationships must

be identified and thoroughly assessed for services and support to be created for victims or perpetrators of violence in both school and community settings. Understanding one's community also allows for increased awareness of resources, supports, and barriers in a community. In this case, having a proper understanding of the community and how it is positioned historically helps teachers paint a picture of how risk factors hinder the growth and development of the community where their school is positioned and their students' home communities.

Society

The last component of the Social-Ecological Model is society. This component looks at societal factors that influence or create an environment where traumatic experiences, victimization, violence, or perpetration are encouraged or inhibited. Factors that influence this component include social and cultural norms that support traumatic experiences, victimization, violence, or perpetration and interfere with one's ability to resolve conflicts. Other significant societal factors include but are not limited to the health, economic, educational, and social policies that help to maintain economic or social inequalities between groups in society.

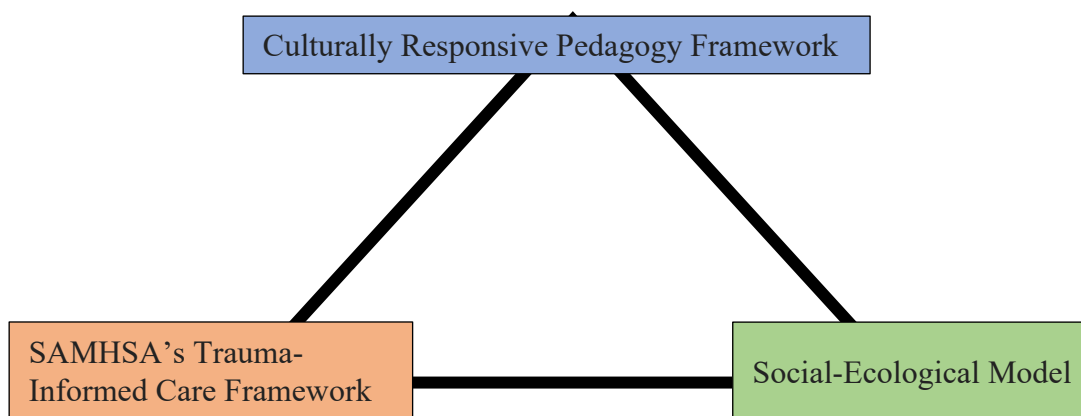
Introducing a New Model

Initially, culturally responsive pedagogy was the guiding theoretical approach for this study. However, the pedagogy alone is not sufficient to capture all the ways special education teachers need to be prepared to address students' lived experiences. Therefore, this mixed-method study combined three frameworks, the Culturally Responsive Pedagogy Framework, SAMHSA's Trauma-Informed Care Framework, and the Social-Ecological Model, to create a single framework that can be used to assess special education teacher preparation programs. In effect, this study looks to identify the "sweet spot" of content that will sufficiently prepare future special education teachers to teach and support students with disabilities, especially students of

color, who've experienced trauma, including the experiences of being food or housing insecure or otherwise sharing the consequences of living in poverty.

Figure 8

A New Model for Reviewing Special Education Teacher Preparation Programs (Review Model)



Chapter 4: Methodology

The purpose of this study is to examine to what extent special education teacher preparation programs incorporate coursework informed by Culturally Responsive Pedagogy Framework, SAMHSA's Trauma-Informed Care Framework, and the Social-Ecological Model into their Master's-level programs of study. Data was collected from college and university program websites in addition to course catalogs and syllabi to inform the study. This study posits that teacher preparation curricula lack the course development, instructional materials, and field experiences that are inclusive of culturally responsive pedagogy, trauma-informed care framework, and the social ecological model to increase teacher candidates' knowledge capacity of how to effectively meet the needs of K–12 students with disabilities, especially students of color who have experienced or are survivors of trauma in school settings.

Intent of Study

The intent of this work is to document the similarities and differences that exist between Master's-level teacher preparation special education programs. Findings will highlight which programs are best aligned with Culturally Responsive Trauma-Informed Model, SAMHSA's Trauma-Informed Care Framework, and the Social-Ecological Model. Specifically, this study will examine the programmatic curricula structure and the design of each individual SPED program to determine the extent to which they are aligned with a Culturally Responsive Pedagogy Framework, SAMHSA's Trauma-Informed Care Framework, and the Social-Ecological Model. These three components of an ideal program overlap utilizing a student-centered approach. The focus is placed on identifying components that support students holistically addressing their mental, physical, and spiritual wellbeing.

Problem Statement

The proposed study posits that Master's-level special education teacher preparation curriculums do not incorporate or include mandatory courses on trauma, trauma-informed care, social ecological and cultural responsiveness frameworks. The paradigm shift in education is moving toward mental health services being created and implemented in K–12 schooling (Moon, Williford, & Mendenhall, 2017). Therefore, local, state, and federal agencies are creating funding, policies, and legislation to support trauma-informed care and mental health services being placed in K–12 schooling (Luthar & Mendes, 2020). A major question that follows is whether higher education teacher preparation programs are shifting the way they prepare their student teacher candidates to meet the needs of students as culturally responsive, trauma-informed educators. This means that teacher will be introduced to culturally responsive theories, frameworks, and best practices prior to entering classrooms so that teacher candidates are prepared with the necessary skills set to meet the needs of students, their schools, and communities. This will increase teachers' ability to be confident in themselves as educators while also increasing their knowledge capacity to address the shifting diversification that exists amongst racial/ethnic demographics within k–12 schooling. Many school districts are creating diversity initiatives to address the changing dynamics that are occurring within the field. Some of these initiatives include the development of Diversity & Equity offices to address equity and inclusion issues through the development of supportive programming and services that may exist and/or be present (Healey, 2016). For example, Portland Public Schools and Grand Rapids Public schools (Healey, 2016) have included special trainings and programs to address the needs of their lesbian, gay, bi-sexual, queer, and transsexual (LGBTQ) student population. Overall,

many school districts have devoted many resources to the creation of professional development for their teaching staff to help raise awareness on how to address these concerns.

Research Question(s)

Main Question

- In what ways are Master's-level special education teacher preparation programs incorporating Culturally Responsive Pedagogy Framework, SAMHSA's Trauma-Informed Care Framework, and the Social-Ecological Model into their programs of study?

Sub-Questions

- How are these components addressed in coursework, field placements, and supplemental curricular materials?
- What programs show evidence of offering coursework on culturally responsive trauma-informed practices?
 - Are there any commonalities associated with programs coursework, field education, and supplemental curricular materials?

Methodology

This study was a multi-structured dissertation using grounded theory focused on (a) content analyses of the top 100 programs to identify a culturally responsive trauma-informed theoretical framework, (b) assessment of the creation of the programs and the ways they make explicit their theoretical perspectives and curriculum, and (c) a case study involving two institutions.

What is Grounded Theory?

Thomas Schwandt (2007) explains that the term grounded theory is used to describe approaches to exploring, developing, and advancing theory. Within a grounded theory framework, the researcher engages in data processes to develop proposed meanings to concepts. However, it is important to remember that the research practitioner's personal views and beliefs guide the data collection and how coding strategies are made and interpreted. Using this approach means inquiry begins with data, not theory. Concepts, models, and ideas that are developed through initial data collection are verified through further collection and compared/contrasted to subsequent data sets. Additionally, the researcher is able to identify trends and significant indicators found in data collected such as interviews, document review, and observations. Often times this method allows researchers the opportunity to gain an in-depth understanding of concepts, variables and the relationships that exist amongst conceptual data. This process is referred to as the "concept-indicator" model of analysis (Schwandt, 1994). It is the intention of the researcher to utilize the grounded theory to create a new theoretical model that can be utilized by curriculum and program developers to explicitly integrate culturally responsive trauma-informed concepts into teacher preparation training in the near future.

What Is Content Analysis?

Ole R. Holsti (1969) defined content analysis as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages." The specific type of content analysis approach chosen by the researcher varies with the theoretical and substantive interests of the researcher and the problem being studied (Weber, 1990). There are three types of content analysis approaches that include: conventional, directed, and summative (Hsieh & Shannon, 2005). Each of these methods are used to understand meaning of a text from

its content. The use of each method depends on how the researcher aims to achieve data collection. For example, the conventional content analysis approach develops the labelling system directly from text documents. However, during the analysis of a directed method, the process starts with relevant research results as guidance for initial codes. Lastly, a summative content analysis involves counting and comparing keywords or content, followed by the interpretation of the underlying context.

For the purpose of this study, directed content analysis was used and defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on a structured process used for coding (Berelson, 1952; Krippendorff, 1980; Weber, 1990). Furthermore, content analysis was used in this study to focus on the characteristics of language as communication with attention to the content or contextual meaning of the text (Budd et al., 1969; Lindkvist, 1981; McTavish & Pirro, 1990; Tesch, 1990).

The researcher used text such as verbal, print, and electronic forms of data obtained from print media such as articles, books, manuals, and on-line platforms (Kondracki et al., 2002). The use of qualitative content analysis went beyond counting words; rather it was used to identify keywords within university-specific program curricula material to then identify course syllabi and course descriptions.

Content analysis enabled the researcher to sort through large volumes of electronic data using a systematic structured approach (U.S. General Accounting Office, 1996). This approach incorporated five steps that included but were not limited to:

Step 1: Deciding whether to use content analysis

- The researcher ensured that data analyzed was appropriate. The researcher focused on written sources such as articles, transcripts of a speech, conversations, discussion, or a verbal description of visual information such as film, video, or photograph.
- The researcher focused on defining the variables. This was accomplished by using keywords adopted from the Culturally Responsive Trauma-Informed approach.
 - Researcher selected material to be analyzed.
 - Defined method for recording material.

Step 2: Defining the variables

- The researcher ensured that his categories were clear and specified. The researcher was intentional to ensure there was no overlap of category classification in order to avoid misreporting.

Step 3: Selecting material for analysis

- Within this study, the researcher made sure that documents were physically separable, minimally sized, and self-contained textual information. For the purpose of this study, websites were reviewed, including but not limited to university, department, program, and brochure specific.
- Selection Criteria. The goal of the research was to examine the top 100 Graduate Special Education Licensure programs according to the U.S. News Report, 2018. Within Phase One, the priority of the researcher was to clearly outline the subject population and the attributes that would make it possible to accomplish the purpose of the research. Furthermore, the investigator laid out inclusion and exclusion criteria for participation in a study. Inclusion criteria was defined as characteristics that the

prospective subjects must have if they were to be included in the study. For the purpose of this study, programs identified were to be:

1. A Teacher Preparation program based on one of three accreditation boards.
These boards include (a) Council for Accreditation on Education Programs (CAEP), which is a widely recognized national accreditor for teacher education programs in the United States that was formed through the consolidation of the (b) National Council for Accreditation of Teacher Education (NCATE) and the (c) Teacher Education Accreditation Council (TEAC).
2. A higher education program that offers undergraduate and graduate degree programs.
3. A program that specifically offers teacher licensure in Special Education.
4. A program that offers a specific track/curriculum for Special Education students.
5. A program that includes and or shows evidence of one or more key terms: trauma, trauma-informed care, cultural responsiveness, mindfulness, and self-care.

Step 4: Defining the recording units

- The researcher used Microsoft Excel to formulate a data sheet in which data was collected and inputted for the purpose of this study. Additionally, the researcher used a voice recorder to record all interviews.

Step 5: Developing an analysis plan

1. Conduct analysis based on key terms, words, word phrases, themes, course descriptions, and syllabi.

2. Establish the unit of meaning and set the categories being examined within the content analysis.
3. Decide the level of analysis: word, word sense, phrase, sentence, themes. The researcher utilized this step to stay focused and examine the data for specific concepts.
4. Identify and code the text accordingly. The researcher went through each university website's text and recorded all relevant data in the appropriate categories. This was done by identifying key words that related to the key terms outlined in the study. Once a course was identified, the researcher examined the course description and syllabi, if available. Furthermore, using software (Microsoft Excel), the researcher inputted identified information in predetermined and defined categories created on a Microsoft Excel form.
5. Analyze and assess content. Once the content was inputted into the Excel form, the researcher was then able to draw conclusions and generalizations to compare and highlight innovative programs. Within this step, the researcher was also able to determine if general trends and patterns could be identified.
6. Analyze shortcomings. During the data analysis process, the researcher was able to conduct interviews and store them on a password-protected laptop. During relocation, this device was damaged and the transcripts were not able to be retrieved. The researcher conducted follow-up interviews to support and verify the information that was collected and reported but it must be noted that the follow-up interviews are not as in-depth as the originals. Yet, these transcripts from follow-up interviews do verify statements made and included within the findings.

Additionally, due to this dissertation being completed during Covid-19, when many schools were shut down for extended periods of time, it can be argued that this could have contributed to the lack of response/participation from faculty within the study.

Content analysis was used to examine trends and patterns found within the electronic documents. These documents were assessed through university online platforms which included websites that listed information that directly linked the researcher to university/program specific curriculum material. Once the online material was identified and examined, the researcher highlighted various findings using coding derived from key terms, such as Culturally Responsive, Social Ecological, Trauma, and Trauma-Informed Care. Collected data was then analyzed allowing the research to interpret thematic findings. Lastly, content analysis allowed the researcher to collect data from this project to determine if policy changes related to the Review Model manifested into higher education special education teacher preparation curricula.

Data Collection

For most qualitative studies using content analysis, it is common that data is based on a sample that ranges from 1 to 30 sources (Fridlund & Hildingh, 2000); however, for the purpose of this dissertation study, it was agreed upon by the researcher and his committee that a sample size of 100 would suffice for meeting dissertation standards using the content analysis methods. Specifically, using qualitative content analysis, data will be presented in words from university/college web platforms outlining curricula, degree requirements, and programs of study. This data allowed the researcher to collect, analyze, interpret, and report results.

Research Procedures and Study Sample

The research procedures were as follows: Upon IRB approval, the researcher performed a content analysis that compared Master's-level Special Education programs. Within that list, schools in the study included three categories: (a) Top 100 programs from the 2020 U.S News & World Report, (b) HBCUs with Education Programs, and (c) Top schools in South Florida. A list that incorporates each category mentioned is listed below in Tables 2, 3 and 4. Once programs were identified, selected curriculums, course descriptions, and course syllabi determined if individual courses aligned with specific concepts. These documents were then reviewed for content that met criteria for analysis; the researcher looked for terms such as trauma, trauma-informed care, cultural responsiveness, mindfulness, and self-care. After selection of those programs, the researcher assessed and analyzed the objectives, goals, and overall mission used to guide the development of curricula. The second step to this process, which consisted of assessing and analyzing data, helped determine which courses were offered in programs to address all research questions. Grounded theory was utilized in this process to guide the analysis and extraction of data from websites through the theoretical lens of cultural responsiveness, trauma-informed care, and social ecological to further disseminate course descriptions, course titles, and course syllabi.

Data Sources

U.S. News & World Report (2020) annually identifies a list of the most reputable higher education programs highlighting various majors and programs, including education and more specifically, special education teacher preparation. The editors rank colleges and universities on 16 different measures of academic quality that fall into eight broader categories: social mobility, undergraduate academic reputation, graduation and retention rates, faculty resources, student

selectivity, financial resources, alumni giving, and graduation rate performance (Table 3).

Although, for most of these components, it is feasible to take into consideration that there are certain categories that cause large numbers of disparities between Primarily White Institutions (PWI) and Historically Black Colleges and Universities. For example, it must be taken into consideration the differences in financial gains such as donations and alumni giving, which can prevent smaller institutions from being included with the research.

Table 3

U.S. News & World Report (2020): Measures of Academic Quality

Indicator	Definition
Alumni giving rate	Money of record from alumni who received a degree from the university and donate one or more gifts to the university. The percentage of alumni giving serves as a proxy for how satisfied students are with the school. A higher average alumnus giving rate scores better than a lower rate in the ranking model.
First-year retention rate	Percentage of first-year students who returned to the same college/university the following fall.
Graduation rate	Percentage of entering first-year students who graduated within six years or less. This excludes students who transferred in after their first year.
Class size	Schools receive the most credit in this index for their proportion of undergraduate classes with fewer than 20 students. Classes with 20 to 29 students score second highest, 30 to 39 students score third highest, and 40 to 49 students score fourth highest. Classes with 50 or more students receive no credit.
Expenditures per student	Financial resources are measured by the average spending per full-time-equivalent student on instruction, research, public service, academic support, student services, and institutional support.

Table 3 (cont.)

Table 3 (cont.)

Indicator	Definition
Faculty compensation	The average faculty pay and benefits are adjusted for regional differences in cost of living. This includes full-time assistant, associate, and full professors.
Faculty with a doctoral or terminal degree	The percentage of full-time faculty members with a doctorate or the highest degree possible in their field or specialty.
Graduation rate performance	If the actual graduation rate is higher than the predicted rate, the college is enhancing achievement or is overperforming. If its actual graduation rate is lower than the predicted rate, then it's underperforming. *This indicator of added value shows the effect of the college's programs and policies on the six-year graduation rate of students after controlling for spending per student, the proportion of undergraduates receiving Pell Grants, standardized test scores, and high school class standing.
High school class standing	The proportion of students enrolled for the academic year beginning in fall who graduated in the top 10 percent or top 25 percent of their high school class.
High school counselor rating score	Public and private independent school counselors are used as an indicator of academic reputation in these two categories, along with separate ratings from college admissions deans, provosts, and presidents.
Pell Grant graduation rate	This new social mobility ranking indicator measures the success of Pell Grant students on an absolute basis. This assesses each school's performance of graduating students from low-income backgrounds.
Pell Grant graduation rates compared to non-Pell students	This new social mobility ranking indicator assesses success at achieving equitable outcomes for students from underserved backgrounds. It divides each school's six-year graduation rate among new entrant Pell recipient's achievement rates.
Proportion of full-time faculty	The proportion of faculty that is full time that academic year.

Table 3 (cont.)

Table 3 (cont.)

Indicator	Definition
SAT/ACT scores	Average test scores on both the SAT math and evidence-based reading and writing portions and the composite ACT of all enrolled first-time, first-year students entering in the fall of that academic school year.
Student-faculty ratio	The ratio of full-time-equivalent students to full-time-equivalent faculty members during the fall.* This excludes faculty and students of law, medical, business, and other stand-alone graduate or professional programs in which faculty members teach virtually only graduate-level students. Faculty numbers also exclude graduate or undergraduate students who are teaching assistants.
Peer assessment	A measure of how a school is regarded by administrators at peer institutions. A school's peer assessment score is determined by surveying presidents, provosts, and deans of admissions, or officials in equivalent positions, at institutions in the school's ranking category.

The top 100 programs outlined below (see Table 2) are identified as Primarily White Institutions (PWIs). To be sure to capture programs that primarily serve students of color, the researcher added an additional 61 Historically Black Colleges and Universities (HBCUs) to the pool (please see Table 4). Asian, American Indian, and Latino-serving institutions were excluded from the list because the researcher's primary goal was to compare HBCU to PWI. The researcher did include one institution within Florida that was identified as a Minority-Serving Institution (MSI); this school was Florida International University.

Table 4

*US News & World Report 2020: Top 100 Special Education Programs
(Schools listed in alphabetical order; not by rank)*

University	University
Arizona State University	Auburn, AL
Baylor University	Boise State University
Boston College (Lynch)	Brigham Young University
California State University (Los Angeles)	Clemson University
CUNY (Graduate Center)	Florida State University
Fordham University	George Mason University
George Washington University	Georgia State University
Harvard	Howard University
Indiana University @ Bloomington	Iowa State University
Johns Hopkins University	Kansas State University
Lehigh University	Loyola Marymount University
Loyola University Chicago	Marquette University
Michigan State University	Mississippi State University
Montclair State University	New York University (Steinhardt)
North Carolina State University	Northwestern University
Ohio State University	Pennsylvania State University
Purdue University	Rutgers, State University of New Jersey @ Brunswick
San Diego State University	Southern Methodist University
Stanford University	Syracuse University
Teachers College, Columbia University	Temple University

Table 4 (cont.)

Table 4 (cont.)

University	University
Texas A&M University @ College Station	UCLA
University of Alabama	University of Albany @ SUNY
University of Arizona	University of Arkansas @ Fayetteville
University of Massachusetts @ Amherst	University of Buffalo
University of California @ Berkley	University of California @ Davis
University of California @ Irvine	University of California @ Riverside
University of California @ San Diego	University of California @ Santa Cruz
University of California @ Santa Barbara	University of Cincinnati
University of Colorado @ Boulder	University of Florida
University of Georgia	University of Hawaii @ Manoa
University of Illinois @ Chicago	University of Illinois at Urbana-Champaign
University of Iowa	University of Kansas
University of Kentucky	University of Louisville
University of Maine	University of Massachusetts (Boston)
University of Miami	University of Michigan @ Ann Arbor
University of Minnesota @ Twin Cities	University of Mississippi
University of Missouri	University of Nebraska @ Lincoln
University of Nevada @ Reno	University of North Carolina @ Charlotte
University of North Carolina @ Greensboro	University of Oklahoma (Rainbolt)
University of Oregon	University of Pennsylvania
University of San Diego	University of South Carolina
University of South Florida	University of Southern California (Rosier)

Table 4 (cont.)

Table 4 (cont.)

University	University
University of Tennessee @ Knoxville	University of Texas @ Austin
University of Utah	University of Vermont
University of Virginia (Curry)	University of Washington
University of Wisconsin	University of Wisconsin @ Milwaukee
University of Central Florida	Utah State University
Vanderbilt University College at Peabody	Virginia Commonwealth
Virginia Tech	Washington University in St. Louis
William & Mary	

Furthermore, HBCUs were chosen to reflect the institutions that produce the largest number of African-American teachers in the United States. Table 5 further lists these institutions.

Table 5

*Historically Black Colleges and Universities with Teacher Programs
(Schools listed in alphabetical order, not rank)*

HBCU	HBCU
Alabama A&M	Alabama State
Albany State	Arkansas-Pine Bluff
Bennett College	Bethune Cookman University
Bowie State	Central State
Cheney University of Pennsylvania	Claflin
Clark Atlanta	Coppin State
Delaware State University	Dillard University
Elizabeth City State University	Fisk
Florida A&M	Florida Memorial
Fort Valley State	Grambling University

Table 5 (cont.)

Table 5 (cont.)

HBCU	HBCU
Hampton University	Howard University
Jackson State	Johnson C Smith
Kentucky State	Knoxville College
Lane College	Langston University
Lincoln University	Miles College
Mississippi Valley State	Morehouse
Morgan State	NC A&T
NC Central	Norfolk State
Prairie View	Savannah State
Shaw	Shaw University
South Carolina State	Southern University
Spelman	Tennessee State
Texas College	Texas Southern
Tugaloo College	Tuskegee
University of Maryland Eastern-Shore	Virginia State
Virginia Union	Winston Salem State University
Xavier University	

Finally, the study sample included 14 schools in Florida that produce the largest number of teacher candidates that reside in South Florida and work for Palm Beach County, Broward County, and Miami-Dade County School Districts. These schools were included in the study because the researcher currently resides in South Florida and looks to use this data in future research as discussed in the future implications section. Table 6 below provides a sample of these schools.

Table 6

Higher Education Institutions in Florida with Teacher Preparation Programs

(Schools listed in alphabetical order, not rank)

Florida Higher Education Institution	Florida Higher Education Institution
Barry University	Bethune Cookman University
Broward College	Florida A&M
Florida Atlantic University	Florida Gold Coast
Florida International University	Florida State University
Miami-Dade College	Nova Southeastern University
University of Central Florida	University of Florida
University of Miami	University of South Florida

Inclusion/Exclusion Criteria

Once the raw list was compiled, the researcher established criteria for determining if a particular program would remain as a part of the study. Inclusion criteria is defined as characteristics that the prospective subjects must have if they are to be included in the study. For the purpose of this study, subjects were:

1. a teacher preparation program based on one of three accreditation boards including:
 - a. Council for Accreditation on Education Programs (CAEP), which is a widely recognized national accreditor for teacher education programs in the United States that was formed through the consolidation of
 - b. the National Council for Accreditation of Teacher Education (NCATE) and
 - c. the Teacher Education Accreditation Council (TEAC),
2. a higher education program that offers graduate degree programs, a program that specifically offers mild-moderate (students with more mild or moderate disabilities range

from specific learning disabilities, cognitively delayed, emotionally disturbed, behavioral disorder) teacher licensure certification track in special education; and

3. a program that includes or shows evidence of one or more key terms: (a) cultural responsiveness, (b) trauma, (c) trauma-informed care, (d) trauma-informed schools, (5e) poverty, or (f) social-emotional.

The qualitative method study identified core learning objectives, goals, and benchmarks for beginner, intermediate, and advanced-level coursework within Master's-level special education programs. The researcher identified culturally responsive problem-based active learning scenarios that align with the aforementioned objectives, goals, and benchmarks; and highlighted instructional and supplemental instructional materials used to implement and assess teacher candidates' knowledge of content. Results were useful in

1. creating guidance that increases teacher preparation candidates' ability to engage and support students from various cultures in times of crisis or during traumatic experiences in school settings,
2. informing the field on the need to design a course that brings together concepts and principles from the Culturally Responsive Trauma-informed Model and using the information collected from both content and data analysis; and
3. challenging the field to shift the paradigm of how we prepare special education teacher preparation candidates by creating a space to incorporate the Culturally Responsive Trauma-informed Model into field experiences that allow students the opportunity to become responsive and competent in both theory and practice, as well as moving beyond surface-level understanding and toward trauma-informed teachings where candidates

increase their skill capacity to facilitate socio-emotional practices that lead to culturally responsive trauma-sensitive pedagogies with high fidelity.

Data Collection and Unit of Analysis

The researcher accessed each university's website focusing on the college that houses their respective Master of Special Education (mild-moderate) teacher licensure program. Many of these programs were located in the College of Education or Human Services. With the advancement of technology, university websites were used as marketing tools for degree programs, certificates, and continuing education. It is common practice for programs to outline their programs of study (e.g., curriculums). The researcher then entered data collected from university/college online websites into Microsoft Excel.

Qualitative methods (content analysis and thematic coding) were used to ensure that the top 100 teacher preparation programs, HBCU's, and a small sample of schools within the state of Florida were represented and assessed, as they're integral to the study. For the purpose of this study, a thematic code was defined as "a group of words with similar meaning or connotations" (Weber, 1990). Using this coding method, the categories were established prior to the analysis based on the Review Model, consisting of the SAMHSA Trauma-Informed Care Framework, Culturally Responsive Pedagogy, and Social-Ecological Model, and placed into Excel. These key words can be seen in the coding unit in the appendices.

In order to complete this process, the researcher and a group of Master's-level Social Workers from the University of Illinois helped develop codes for the Trauma-Informed Care Framework. This group consisted of 15 Master's-level students who were in the mental health track focusing on clinical social work. Their core course work included understanding diagnosis,

symptoms, interviewing, assessing, and understanding clients and their needs. This was done by defining key terms and concepts associated with Trauma-Informed Care.

The researcher, along with the group of students, then took these definitions and compiled them into categories of key words associated with the term Trauma-Informed Care. This process took place three times, where words were identified and defined. Based on frequency, the key terms associated with Trauma-Informed Care included trauma, trauma-informed care, cultural responsiveness, mindfulness, and self-care.

Visiting the various programs' websites was useful as they outlined in detail all courses required for degree completion. Their websites also offered course descriptions to help students gain detailed explanations. The course descriptions assisted in the determination of which categories to place them for this study. In addition, the researcher used doctoral-level graduate students and his dissertation committee to agree on the categories and then entered the data. Revisions to the categories were made to maximize mutual exclusivity and exhaustiveness (Weber, 1990).

The researcher referred to his coding units to define and ensure his sampling units were reliable (see Table 7). This was done to ensure that (a) all coding was mutually independent of all others and (b) raters rated independently.

Table 7

Coding Units and Definitions

Coding Unit	Definition
Culturally Responsive Pedagogy	Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1995).
Trauma	Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being (Cummings, Addante, Swindell, & Meadan, 2017).
Trauma-Informed Care	Trauma-Informed Care (TIC) involves a broad understanding of traumatic stress reactions and common responses to trauma. This approach requires an understanding of how trauma can affect treatment presentation, engagement, and the outcome of behavioral health services (Substance Abuse and Mental Health Services Administration, 2014).
Poverty	Poverty is the state of one who lacks a usual or socially acceptable amount of money or material possessions. Poverty is said to exist when people lack the means to satisfy their basic needs (Kanbur & Squire, 1999).
Social-Emotional	Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen, 2006). It encompasses both intra- and interpersonal processes.
Assessments	Assessment in special education is a process that involves collecting information about a student for the purpose of making decisions (Pierangelo & Guiliani, 2002).
Instructional	Instructional refers to teaching candidates' best practices to learn something (core subjects/specific content).
IEP Development	The development, implementation, and process associated with creating an Individualized Education Plan (Menlove, Hudson, & Suter, 2001).
Self-Care	The practice of taking an active role in protecting one's own well-being and happiness, in particular during periods of stress (Skovholt & Trotter-Mathison, 2014).

Table 7 (cont.)

Table 7 (cont.)

Coding Unit	Definition
Behavioral	Placing strong emphasis on behavior, behavioral management, and classroom management skills (Digennaro & Martens, 2007).
Mindfulness	Mindfulness is a state of active, open attention to the present state or well-being of self. This includes one's emotions, feelings, thoughts, bodily sensations, and surrounding environments (Tarrasch, 2015).
Other	This category is reserved for other themes and trends that should be noted.

Analysis

Phase One: Content Analysis

Using the list of top 100 programs generated from U.S. News & World Report, HBCU's, and a small sample from the state of Florida, the researcher identified the occurrence and frequency of identified terms associated with the Review Model created for this project. Course content refers to curricula used in teacher preparation education licensure programs at universities. The analysis yielded an account of which licensure curricula, course content, field placements, and supplemental curricular materials cover the topics of interest, to what degree of clarity these topics are covered, and to what degree of completeness these components help teacher candidates increase their knowledge capacity and overall confidence of implementing the frameworks in practice with high fidelity.

Table 8

Occurrence and Frequency of Terms

Occurrence & Frequency
46/107 schools have a curriculum focus on Behavior
56/107 have a curriculum focus on instruction (e.g., Reading)
15/107 schools focus on instructional interventions and strategies
1/107 offer a course in self-care (e.g., University of Florida)
1/107 include Culturally Responsive Pedagogy
27/107 programs have Individualized Education Plan offer as a course
42/107 programs offer two or more classes in assessments
1/107 offer class explicitly on poverty (e.g., UCLA)
0/107 schools offer a course in Trauma-Informed Care
2/107 Trauma NYU/VCU Child Abuse Course Requirement from the state for all teachers
HBCUs
1/59 Schools offer Trauma-Informed Care (e.g., Advocacy and Trauma Awareness)
Florida Schools
0/14 offer trauma-informed schools
0/14 -offer courses in poverty
0/14 offer courses in trauma
1/14 Responsiveness/pedagogy: offer course in self-care
1/14 offer course in self-care (e.g., University of Florida) Live Well Teach Well

Phase Two: Assessment of Content

Phase Two focused on the actual documents collected as a result of Phase One. These documents included program curricula, course descriptions, and syllabi. Once the materials were collected, the researcher coded them as described above.

Synthesis

Data collected from all phases of the study informs the field on how programs are or are not incorporating course work that provides for a mastery level of skills obtained while matriculating through the program to be effective when engaging and supporting K–12 students. Additionally, results will help inform the field on how to better prepare trauma-informed, culturally responsive teachers, to address socio-emotional impacts of their students, to gain additional awareness of the contextual needs of students, recognizing the influence of their culture and learning, to learn how to engage with students of color. This is related to grounded theory because it takes into consideration the researcher's practical experience, beliefs, and values to help shift the paradigm in teacher preparation by creating a new model utilizing grounded theory that can be used to assess curricula and its ability to prepare students to be competent in culturally responsive trauma-informed practices. Lastly, the data will help teacher candidates meet the ever-changing needs of students, their communities, and schools.

Phase Three: Interviews

More than 50 professors from the identified programs were contacted to participate in this study. Of the 50 professors contacted, eight responded. Of the eight professors who responded to the email invitation to participate in the study, five committed to an interview. All are accomplished professors, published, and experts in the field of Special Education. The five professors interviewed are described below (see Table 9).

For this study the researcher informed the interview participants that their real names and institutions would be incorporated without any negative connotations associated without findings. Each participant received a copy of the IRB and interview protocol prior to the interview and agreed to participate. Pseudonyms were not used as no information would be

threatening to them nor their institution. Furthermore, each participant was sent a copy of the interview transcript to verify all information that would be included in the data and incorporated within the study.

Table 9

Interview Participants

Professor	Institution	Program	Brief biography
Dr. James T. Jackson	Howard University	Special Education	Dr. Jackson's work focuses on identifying stress in children and youth and how it impacts education and behavior; classroom ecology and its effect on learning; using the arts as a teaching tool for students in both regular and special education classes; and effective strategies to promote inclusive education for students with special needs.
Dr. James Phillips Huguley	University of Pittsburgh	Social Work/Education	Dr. James P. Huguley's research focuses on school-based interventions that promote positive developmental outcomes for students of color, particularly in urban school settings. He teaches on research methods and on the history of race-relations in the United States. He is the Principal Investigator for the Just Discipline Project, a research-to-practice initiative centered on best practices in positive school climate and restorative school discipline. He is also Co-Principal Investigator on both the <u>Pittsburgh Parenting Project</u> , which examines best practices in culturally distinct parenting in African-American families; and with <u>Pitt-Assisted Communities and Schools</u> , which implements holistic university supports in high-need learning communities. Dr. Huguley is the Co-Director for the combined Master of Social Work/Education Certification program.

Table 9 (cont.)

Table 9 (cont.)

Professor	Institution	Program	Brief biography
Dr. Kathleen Zimmerman	University of Kansas	Department of Special Education	Dr. Zimmerman is a board-certified behavior analyst and held dual-teaching certifications in elementary general and special education. Her research focuses on the identification of evidence-based instructional practices for students exhibiting challenging behavior in general education settings and improving the methodology and synthesis of single case research design studies. Dr. Zimmerman also engages in partnerships with teachers and paraprofessionals to identify effective coaching strategies to support the implementation of academic and behavioral interventions to improve student engagement in specialized and inclusive settings.
Dr. Audrey Trainor	New York University	Department of Special Education	Dr. Trainor studies equity and diversity in special education, focusing on postsecondary transitions for adolescents with learning and behavioral/emotional disabilities. A central purpose of her work is to improve inclusive transition education and postschool outcomes for adolescents with disabilities who are made vulnerable by limited access to educational opportunities. Using capital theory, her projects examine how economic, cultural, and social capital coalesce and function as levers for power and agency in special education processes.
Dr. Heather Woodley	New York University	Co-Director of Childhood Education in the Department of Teaching and Learning	Dr. Heather Woodley is a clinical professor, therefore her courses on campus and in the NYU Teacher Residency focus on anti-racist, social justice-based, and multilingual education collaboratively together with teachers, communities, families and youth. Dr. Woodley's research explores ways to meet the academic, linguistic, and social-emotional needs of multilingual learners/emergent bilinguals and their families. She has published articles, chapters and curriculum on multilingual classroom practices and arts as social justice education, created online resources for teacher certification support, critical teacher education, and family empowerment in education.

Interviews

Interviews play a critical role in data collection in qualitative research studies according to John Creswell (2012). The interviews for this study will focus on the perspectives of professors associated with teacher preparation programs. These professors and their university affiliation, and research agenda/specializations are in Table 7. The researcher utilized Skype, semi-structured interviews included open-ended questions and last approximately 60-90 minutes. All interviews were conducted at a time of the professor's choice in an effort to increase participation rate.

Interviews conducted for this study provided additional information relative to exemplary programs giving insight into commonalities and differences amongst Master's-level licensure programs in special education. Rubin and Rubin (2011) devised a responsive interviewing model that incorporates seven steps. One of those steps include devising an appropriate interview protocol (or guide). Creswell (2012) suggests that questions in the study be sub-questions relative to the study's core research questions. The interview protocol (see Appendix B) was informed by these recommendations. Several of the original interview questions were omitted after conducting pilot testing to refine the protocol. Yin (2010) suggests pilot testing to enhance the researcher's instrument. Once conducted, the researcher was able to eliminate, combine, and refine questions to more appropriately pursue responses geared towards the design of the research. The interview protocol (see Appendix B) contains five major categories, which are the foundation of the primary research questions. These categories include: (a) Program Curriculum Mission, Objectives, & Goals; (b) Community Need; (c) Supervision; (d) Self-Care/Stress Reduction; and (e) Conclusion/Program Paradigm Shift. Minimal

demographic information was collected with the most vital variable, ethnicity, captured as part of the research design. Following are the interview questions (see Table 10):

Table 10

Interview Questions

Program Curriculum Mission, Objectives, & Goals • How would you describe your teacher preparation program in your own words? • What is the focus of the program? • How does the focus of the program align with the mission, objectives, and goals of the program?
Community Needs How do you align your program’s mission, objectives, and goals with the needs of K–12 schools in your community as well as nationally?
Can you describe a time when the program has adjusted coursework, concentrations, created certifications, and/or modified its curricula to meet the needs of society, communities, and K–12 schools? • Trauma/Trauma-Informed? • How do you define trauma? • What is your understanding of trauma-informed care? • Do you think your teacher preparation program is trauma-informed? ➤ How might past experiences of teacher preparation candidates affect their ability to engage and/or master the content? ➤ Please describe ways in which your teacher preparation program will both model and encourage trauma-informed care and practices. ➤ Please describe components that your teacher preparation program encompasses that will help student candidates understand as well as have the knowledge to engage students who have been exposed to trauma regarding their behavior? What do you envision in a trauma-informed teacher preparation program? • Describe how this LENS/FRAMEWORK can help strengthen your teacher preparation program curricula? • Tell me about how your program prepares teacher candidates to work with students who have been exposed to trauma.

Table 10 (cont.)

Table 10 (cont.)

Please describe some of the methods you have used to measure teacher candidates' progress towards understanding trauma and moving towards being trauma-informed?

- Do you believe that teachers should know how to deal with crisis situations in classroom and school settings?
- Are there any components of your program that lend themselves to crisis intervention? If so, can you describe your approach? What are the outcomes?

Supervision

- Are field educators trauma-informed?
- Do the student teacher evaluation forms incorporate any trauma-informed principles/components?
- Do they incorporate the TIC framework when assessing/evaluating student teacher/practicum performance?
 - Is it validated & reliable?
 - What was the process?
- What does a trauma-informed school look like to you?
- What type of schools do you think are best to collaborate with in order to expose teacher candidates to students with trauma for the purpose of learning?

Self-Care/Stress Reduction

- Are there any activities, trainings, or components that teach teacher candidates how to recognize how/when exposure to secondary traumatic stress is impacting them and their work?
- What tools and/or knowledge does the College provide field educators in order to help teacher candidates recognize the impact of secondary traumatic stress and support their self-care?
- What do you envision being implemented in the teacher preparation curriculum that increases skills for candidates to build resilience, increase recognition of secondary traumatic stress risk, and address this risk for the team or an individual?
- What have you done to support staff self-care in your most recent position?

Conclusion

- Has this interview inspired you to incorporate trauma-informed principles and domains into the learning curricula?
- What are your thoughts on collaborating with the Social Work department to incorporate and/or develop a trauma-informed track within your program?
- Do you think courses will be required or a specialized track will be developed?

Chapter 5: Results

Within this section the researcher will present curricula material, course syllabi, and course descriptions that are grouped by themes that provide significant evidence of programmatic components. Additionally, information from interviews with professors associated with premier special education programs is included to support findings and outline commonalities, strengths, and gaps within Master's-level special education teacher preparation programming. Ultimately, the researcher aimed to identify core course work that contributed to increasing student teacher candidates' awareness and competence in becoming culturally responsive, trauma-informed special educators. Each section will present data that supports the identification of components that are rooted in culturally responsive trauma-informed concepts associated with trauma-informed, culturally responsive, and social ecological frameworks.

Course Subjects & Professional Collaboration

Course Subjects

Behavior and classroom management is a core component to teacher preparation programs as it is an essential skill educators need to be effective teachers. Yet, many novice teachers report they do not feel adequately prepared to manage a classroom (Markow, Moessner, & Horowitz, 2006; Scott, 2017). These skills are implemented in programming through theory but real-life experiences (i.e., student teaching) is the most effective real-life application that gives students the ability to master concepts and increase knowledge capacity (Speed, Bradley, & Garland, 2015). According to a study conducted by Hudson, Voytecki, and Zhang (2018), learning to manage a classroom requires a complex set of behaviors effectively and positively on the part of the teacher. Teacher preparation programs must find ways to first teach and then develop fluency in delivering classroom management skills for the preservice teachers they

prepare for licensure. Given the complexity of this task, traditional ways of teaching classroom management strategies (e.g., practicum experiences, internships) often fall short in developing these skills in preservice teachers. Additionally, it is important to note that African Americans are overrepresented in special education programs that focus on behavior and less on intellectual achievement (Woodson & Harris, 2018).

After coding analysis, behavior/classroom management was identified as being the core location for which information about trauma and/or Trauma-Informed Care would be highlighted. Each program offered a course in classroom management, classroom behavior, and/or behavioral analysis. These three categories determined the extent to which programs focused on behavior. It is not a secret that the disproportionate placement of children in special education classrooms has been consistent for decades for African Americans (e.g., Gardner III & Miranda, 2001), Latinos or Hispanics (Klingner et al., 2006), those learning English as a second language (Artiles & Trent, 1994), and Native Americans (Huffman, 2010). Yet the disproportionality of African Americans in special education has been nearly two and a half times that of non-African Americans (Oswald et al., 1999).

One could assume that programs with a heavy focus on behavior suggest that teacher candidates will have a strong foundation in the area of behavior due to the program curricular providing a focus/concentration on behavior, behavioral interventions, and behavioral analysis. For example, the University of Utah has a course entitled SP ED 6022: Principles of Instruction & Behavior Support. Within this course students will be able to:

1. Define the three-tiered model of Positive Behavior Supports (PBS) and terms of the Applied Behavior Analysis (ABA) teaching model.

2. Select and implement appropriate data collection and evaluation procedures to assess the effects of instruction and behavior support procedures.
3. Describe and design basic strategies for organizing and managing a classroom environment (e.g., physical layout, scheduling, etc.).
4. Describe characteristics of effective classroom management and effective instruction to prevent problem behavior.
5. Describe and design reinforcement strategies for increasing and maintaining positive behaviors.
6. Describe and design consequence strategies for reducing problem behaviors.
7. Describe and implement basic strategies for conducting a functional assessment of problem behavior situations.
8. Design strategies related to setting events, proactive antecedent techniques, and teaching appropriate skills/behaviors.

This course at the University of Utah is heavily rooted in behavioral analysis but provides students with a knowledge base that reinforces positive behaviors. According to the Behavioral Analyst Certification Board, Behavior Analysis is defined as “the science of behavior. Its guiding philosophy is behaviorism, which is based on the premise that attempts to improve the human condition through behavior change (e.g., education, behavioral health treatment) will be most effective if behavior itself is the primary focus” (Behavior Analyst Certification Board, Inc., 2020). Therefore, it can be insinuated that applied behavioral analysis is a clinical approach used to decrease inappropriate behavior and increase appropriate behavior.

Moreover, this asserts that programs such as the one at the University of Utah are providing special educators with courses that focus on clinical skills. Twenty-nine programs

which included the term positive behavior support/management were also included in Figure 9 below. Additionally, an analysis is a determination of findings that are found through assessment; knowing the needs of a student behaviorally allows the teacher to use the analysis findings to make adjustments instructionally and behaviorally to address their social emotional needs. This takes into consideration how a student communicates and interacts with others to ultimately reach the student through a social emotional approach to help them increase their ability to achieve academically. This applies to the Culturally Responsive Trauma-informed Model in several ways: it (a) makes a connection to both internal and external risk factors that cause a child to behave in a manner of reacting to the environment or particular trauma; (b) requires teachers to be knowledgeable of various instructional strategies that can be used for interventions that are culturally responsive in nature; (c) requires teachers to recognize that their approaches can possibly retraumatize students and cause behaviors to manifest more in classroom settings.

Figure 9

Programs with Term Positive Behavior Support/Management Identified

Auburn University	Baylor University	Michigan State	Penn State	Southern Methodist University	University of Missouri	University of South Carolina
Clemson University	John Hopkins	University of Illinois	Indiana University	Texas A&M University @ College Station	University of Oklahoma	University of Texas Austin
Fordham University	George Washington University	Kansas State	Purdue University	University of Cincinnati	University of Kansas	Nova South Eastern University

Figure 9 (cont.)

Figure 9 (cont.)

Lehigh University	Montclair State University	Ohio State	Syracuse University	University of Illinois @ Chicago	University of Kentucky	University of South Florida
University of Louisville	University of Minnesota-Twin Cities	University of Vermont	University of Wisconsin-Madison	Florida State University	University of Central Florida	Florida Atlantic University

Another example includes: Rutgers University – Biological Bases of Behavior.

- This course aims to increase students’ knowledge through objectives and goals such as:
 1. To have an overview of the working brain and a general theoretical understanding of how the brain is related to human behavior;
 2. Have a specific understanding of the way in which many aspects of cognitive and personality functioning relate to brain structures;
 3. Conceptualize how the science can be applied to actual clinical practice and to one’s own capacity to consider and understand human behavior;
 4. Be able to consider issues relating to diversity and individual differences as they relate to brain structure and functioning.

Although, Rutgers University outlines the objectives and goals for the Biological Bases of Behavior course, one can lean towards the notion that this course lends itself to being very scientific and clinical in nature. Key terms listed below are incorporated and offered within the course syllabus. Furthermore, this supports the belief that coursework around the theme (behavior) can aid itself to a therapeutic foundational knowledge that sets the stage for examining strategies and intervention in depth after gaining a true understanding of the concept behavior.

Table 11

Key Terms Incorporated in Rutgers' Biological Bases of Behavior Course Syllabus

Biological Concepts	Behavioral Output
Cellular Organization	Arousal
Cellular Communication (neuro-chemical/electrical)	Attention
Major Anatomical structures	Sense Organs and Special Senses
Brain Networks	Higher Cortical Function
Hormones and Endocrine System	Emotions/Drive State
Central and Peripheral Nervous System	Pain Perception/Addiction
The immune System	Stress/Sickness
Genetics, adaptation, and degeneration	Development/Death

Although, this course is very heavy scientifically, it allows students the opportunity to gain a foundational understanding of how human behavior and the brain works. Lastly, this course seems to be race neutral as it does not provide any evidence of ascribing specific behaviors to certain racial demographics and/or cultural groups.

When searching Historically Black Colleges and Universities that offered applied behavioral analysis courses within their special education programs, only one was identified, North Carolina Central University. These courses were held at North Carolina Central University College of Education which offers a Special Education program with a focus on behavioral emotional disabilities, learning disabilities, and visual impairments. The program is unique in that it offers a three sequence, three credit hour course that focuses on students labeled as

Emotional/Behavioral Disabilities and provides the opportunity to earn a certification in Applied Behavior Analyst. Descriptions of these courses are included in Figure 10 below.

Figure 10

Descriptions of North Carolina Central University's Emotional/Behavioral Disabilities Courses

North Carolina Central University
EDEC 5151 - Characteristics of Students with Behavioral and Emotional Disabilities
Students will learn to use North Carolina Policies Governing Services for Children with Disabilities procedures for definition, identification, and placement of students with behavioral and emotional disabilities. Characteristics and etiology defined by Diagnostic and Statistical Manual DSM criteria are examined in addition to evidence-based interventions
EDEC 5641 - Methods for Teaching Students with Behavioral/Emotional Disabilities
This goal of this course is to prepare teacher candidates with an understanding of how to teach students with behavior and emotional problems. Specific components lend themselves to Emphasis is placed on learning intervention strategies, classroom/behavior management, conflict resolution, and social skills. Students will learn to collaborate with students with disabilities and their families in solving behavior problems through use of functional assessments, behavioral plans and IEPs.
EDEC 5645 - Advanced Seminar in Behavioral/Emotional Disabilities
Within the course students engage in literature from current research in the field of behavioral and emotional disabilities. Assignments include planning, implementing, and evaluating a project of their own design using evidence-based approaches.

In conclusion, this relates to the Culturally Responsive Trauma-Informed Model because it shows that behaviors are key predictors of signs related to students' academic achievement. Understanding the "why" and "how" students are behaving a certain way can help teachers develop interventions to assist students to get back to a baseline behavior that is reinforced through the implementation of positive behavior supports.

Community Collaboration

There is an old saying that states that it takes a village to raise a child. Similarly, it takes a team effort to educate a child. Thus, collaboration—a process that connects professionals together with the same objectives and goals—is a concept that is discussed amongst educators. Professional collaboration is essential to support and educate each child. A strong proponent of collaboration is Dr. Kathleen Zimmerman, an assistant professor at the University of Kansas, Department of Special Education, who agreed to be interviewed for the purpose of this study.

The University of Kansas offers a program that fosters a curriculum that is constantly assessed to fit the needs of student teacher candidates and the communities/schools they seek to serve. The University of Kansas has the number-one-ranked special education program in the U.S. by U.S News & World Report (2020).

Below are statements from Dr. Zimmerman. Based on her feedback, Kansas University's Special Education Program is strongly qualified for participation in this study. For instance, Dr. Zimmerman stated that her institution is continuously refining their classes through reflection and course evaluations/feedback. This asserts that they value students' voices and recommendations for improving, incorporating, and addressing evolving issues within communities, schools, and the society.

Dr. Zimmerman stated that Trauma-Informed Care (TIC) is integrated in all of the courses she teaches. For example, in the first section of one of her courses, the course content around implicit bias, observational data recording, and collaboration amongst care takers is covered in-depth. She places a strong emphasis on “collaboration” with community organizations to provide resources to students and their families. This is an important finding because it asserts that teachers are a part of the wraparound process. According to the

Association for Children's Mental Health (2020), wraparound services is a process/approach to working with children and youth with serious mental health and/or substance use challenges. During this process, community resources and partnerships are identified in order to develop a service plan that meets the individualized needs of each child.

Dr. Zimmerman states "Our program values this because the faculty believe that their teacher candidates need to understand that they serve as referral agent[s]." This asserts that teachers are referral sources that are familiar with and utilize community resources to support the child socially, mentally, physically, and oftentimes spiritually.

Interestingly enough, a correlation can also be made with teachers becoming competent and valuing the notion of community collaboration and the role of a caseworker. Casework may be defined by its embrace of "a body of knowledge derived from the foundation sciences and from empirical experience; a scientific method or particular approach to phenomena; and a set of scientific attitudes including the open-mindedness and objectivity which reflect the spirit of scientific inquiry" (Germain, 1970). Casework, thus, sought to bring together a scientific approach with the pursuit of humanitarian social values in its quest to widen opportunities and support the well-being and functioning of individuals and families (Bransford, 2008).

Casework is a subset of social work nonclinical direct practice. According to National Association of Social Workers (NASW) code of ethics, social work is defined as

A profession guided by values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes. The practice of social work requires knowledge of human development and behavior; of social and

economic, and cultural institutions; and of the interaction of all these factors (NASW n.d., paragraph 1).

Acknowledging that casework is a part of the responsibilities and duties of a social worker highlights the overlap in professions that exists between special educators (IEP Developer) and Caseworkers (Service Plan Developer). Moreover, community collaboration requires teachers to become competent cultural workers increasing knowledge and awareness of community and school resources that address student's needs (Kayma, 2010).

Special educators take on some roles, responsibilities, and duties associated with social work. Community collaboration should be emphasized in all teacher preparation programs in order to increase awareness and knowledge of how-to best support students who have experienced traumatic events, specifically with resources that exist outside of the school's reach. This is a key concept that one can argue places an emphasis on the importance of knowing what resources are in one's community to help address issues outside of school hours.

Dr. Zimmerman states "Understanding how families are developed and the cultural nuances that may occur with cultural similarities and differences is important for teacher candidates to understand and comprehend when engaging students and their families. As a result, various terms such as: 'Guardian Lighten, Grand Parents, Permanent or Temporary Caretaker' are explained and reviewed in my classes to increase knowledge of how teacher candidates understand family and student dynamics." This increases the teacher candidate's ability to engage students and their families culturally appropriately and responsively. For example, African-American families value eye contact while Asian children avoid eye contact. These are key conceptual cultural skills that increase one's ability to reach students and their families while establishing trusting relationships.

Understanding that these concepts look differently depending on the cultural makeup and/or background of the student and their family must be at the forefront of teaching these concepts.

Dr. Zimmerman states “This is not enough, but it’s a start, and we try to build on TIC foundation through providing various resources within the community.” Currently, there is no practicum associated with behavioral courses, but when asked about this concept, Dr. Zimmerman states, “It would be a great addition to the program’s curricula.” Additionally, Dr. Zimmerman states “Our program practicum experience focuses primarily on frequency, durations, and observation, from a professional lens of other individuals developing behavioral” plans rather than the students developing/conducting assessments, questionnaires, and interviews. This allows them to see good practice then take the new learning and model it independently. When examining the concept of practicum experiences through assessing program descriptions and requirements offered through the field services office, no data supported the development or implementation of a practicum experience where the focus is students who have experienced trauma.

Additionally, another program that focuses on case management and service coordination is Virginia Commonwealth University (VCU). This program specifically offers two courses that place a strong emphasis on community collaboration (see Figure 11 below).

As seen in two core courses offered in VCU’s program, there is a strong emphasis placed on community services, business networks, and collaborative practices to best support students with special needs. Embedded within these courses are objectives that increase skills in the areas of (a) case management, (b) collaboration, and (c) coordination of service delivery with related service providers for students with special needs in their respective communities.

Figure 11

Virginia Commonwealth University Courses That Emphasize Community Collaboration

Virginia Commonwealth University
SEDP 405. Collaborative Practices and Co-teaching in Inclusive Schools
This course is designed to help special education teacher candidates develop an understanding of collaborative and communication strategies, models and techniques to meet the educational needs of children with disabilities. More specifically, skills in the areas of case management and professional collaboration.
SEDP 616. Introduction to Disability Studies, Community Services and Business Networks
This course examines literature disability research from an historical/theoretical perspective. Students review legislation and policy to recognize both paradigms shift in the field of disability. Additionally, Students learn about community services and resources available to support adults with disabilities, as well as new trends in business partnerships and employment service models that promote the economic self-sufficiency of adults with disabilities.

Lastly, Purdue University was found to offer a course where the main focus in learning objectives is professional collaboration amongst ancillary personnel, agencies, and families. This course also lends itself to helping students learn how to problem solve and deal with conflicts that may arise with students with disabilities. This course focuses on transitional services that aid successful matriculation from secondary schooling to post-secondary education experiences.

The National Association of Special Education Teachers (NASSET) and the American Academy of Special Education Professionals (AASEP) defines a special education advocate as a professional that “assists families of children with any learning concerns. Some students have needs that are already identified, whereas other parents will seek advocacy support in helping them identify issues that may be affecting their child’s learning” (NASSET & AASEP, 2019). This asserts that the VCU program prepares teacher candidates to be true caseworkers with skills to advocate for students and their needs.

Figure 12

Purdue University EDPS 41001 Course

Purdue University
EDPS 41001 – Collaboration and Transition Practices for Individuals with Disabilities.
• This course is designed to addresses the professional collaborative practices for special educators, who work with school age students with disabilities. Students who enroll in this course will learn about collaboration with and amongst professionals, ancillary personnel, agencies, and families, problem-solving and dealing with conflict, co-teaching, and transition planning from early intervention to post-secondary settings. Additionally, students will learn about specific community resources, transition planning, co-teaching plans, and family interviews.

In conclusion, courses related to behavior and collaboration are two components strongly emphasized in Master's-level teacher preparation programs. Many of the top 100 programs focus on behavioral management. Yet others, such as those mentioned above, offer at least one course in applied behavioral analysis. These courses are foundationally based in therapeutic approaches. Moreover, at least one program, North Carolina Central University (an HBCU) places a focus on students becoming familiar with definitions, identification, and placement of students with behavioral disorders and emotional disabilities. Additionally, they have a sequence of courses that focus on behavioral disorders and emotional dysregulation in order to increase students' knowledge on characteristics and etiology defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM). These categories will be examined along with common interventions and causal factors. The DSM is used to help professionals identify and label specific mental disorders through set criterion approved by the American Psychological Association.

Programs such as North Carolina Central are unique because they provide students with background knowledge to understand students in SPED while also creating toolboxes full of evidence-based approaches and completing IEPs, 504 Plans, Response to Intervention (RTI) committees, instruction, or advocating. Information offered in such courses allow teachers the

opportunities to properly assess, label, and develop support plans for students using strength-based and/or positive behavior approaches.

Collaboration is another theme highlighted within this section. Programs tend to focus on the collaboration as it is an essential component to creating a successful education environment. Friend and Cook (1992) outline six components to collaboration. Collaboration is voluntary, requires uniformity among participants, is based on realistic goals, requires shared responsibility and accountability for participation, fosters shared resources, and has measurable outcomes. In this context, collaboration is seen as a skill that teachers need in order to support teachers. Although there was no program that focused explicitly on trauma-informed care, this finding (collaboration) is important because it emphasizes the importance of educators' ability to increase their knowledge of community resources that can be established to support students and their families. Additionally, within this component, teachers are seen as referral agents who provide recommendations and/or referrals to other community service, providers further addressing the needs of the student and their family.

Ultimately, community and professional collaboration suggest there are core skills needed to incorporate relationships amongst professionals both within the school and community setting. These relationships require teacher candidates to understand and recognize resources at the micro, mezzo, and macro levels. Understanding and recognizing how to partner with service providers can help students address their behavioral needs that may be associated with trauma. These behaviors will need professionally trained educators who are knowledgeable in the wraparound process as discussed earlier in this section. This process requires professionals from various sectors to come together in an effort to recognize external risk factors that lead and contribute to helping students cope with traumatic events that ultimately affect their academic

achievement. This asserts that the culturally responsive, trauma-informed framework is essential to educators becoming trauma-informed.

Assessments

Assessments in education are key to knowing the aptitude of students and their functioning level. This is a common practice and skill associated with special educators that is often taught in teacher preparation programs as they are strongly associated with the development of individualized education plans. Although 115/180 of schools did report offering courses on assessment, the emphasis is on academic achievement data collection (see Figure 13).

Figure 13

Assessment Courses Offered by Schools in Study

School	Assessment Course	School	Assessment Course	School	Assessment Course	School	Assessment Course	School	Assessment Course
Clemson University	Educational Assessment of Individuals with Disabilities	Auburn	Advanced Assessment in Special Education	California State University (Los Angeles)	Evidence-Based Practices in Literacy and Curriculum for Young Children with Disabilities	Texas A&M	Assessment in School Settings	University of North Carolina Charlotte	Diagnostic Assessment (3)
Florida State	Assessment and Methods in Early Childhood Special Education	Baylor	Assessment of Students	North Carolina State University	Principles of Developing and Interpreting Assessment	University of Arizona	Mathematics Methods and Assessment (3)	University of North Carolina Chapel Hill	Assessment in SPED
Fordham University	Assessment of All Learners with Disabilities	Boise State University	Assessment in literacy	NYU	Psychological & Educational Assessments in SPED	University of California @ Riverside	Educational Assessment of Individuals with Disabilities	University of Nevada	Assessment and Instruction in K-12 Math for Struggling Students
George Washington	Developmental Assessment in Special Education	Boston College	Educational Assessment of Learning Problems	Ohio State University	Educational Assessment of Students with Mild/Moderate Disabilities; Assessment and Instruction for Struggling Readers; Teaching Reading to Students with Disabilities;	University of Florida	Assessment and Curriculum Prescriptions for the Exceptional Population	University of Missouri	Assessment and Evaluation in Special Education

Figure 13 (cont.)

Figure 13 (cont.)

School	Assessment Course	School	Assessment Course	School	Assessment Course	School	Assessment Course	School	Assessment Course
Georgia State	Classroom Testing, Grading, and Assessment (3); EDRD 7650 Individualized Literacy Assessment and Instruction	Brigham Young University	Assessments & Evaluation for Students w/ Exceptional Needs	Pennsylvania State University	Developing and Interpreting Assessments in Special Education	University of Georgia	Assessment in Special Educ	University of Mississippi (Ole Miss)	Measurement & Evaluation for Classroom
Indiana University	Assessment and Remediation of the Mildly Handicapped I	Montclair University	Assessment in Special Education and Classroom Practice	Purdue University	Identification, Evaluation and Assessment of Exceptional Individuals	University of Illinois @ Chicago	Assessment of Monolingual and LEP Children with Disabilities	University of Minnesota-Twin Cities	Assessment and Due Process in Special Education
Kansas State University	Principles of Assessment & Assessment in Special Education	Mississippi State University	Diagnosis of SPED	Rutgers University	Identification and Assessment of Learning Disabilities	University of Illinois at Urbana-Champaign	Assessment and Remediation of the Mildly Handicapped; K536 Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies)	University of Miami	Educational Assessment and Accountability
Iowa State University	Principles of Assessment & Assessment in Special Education	Michigan State University	Assessment of Students with Mild Disabilities	San Diego State University	(Classroom Assessment M/M)	University of Iowa	Assessment Instructional Planning & Practice	University of Maryland	Assessment & Instruction in Mathematics & EDSP602 Functional Assessment & Instruction in Special Education

Figure 13 (cont.)

Figure 13 (cont.)

School	Assessment Course	School	Assessment Course	School	Assessment Course	School	Assessment Course	School	Assessment Course
John Hopkins University	Diagnosis/Assessment for Reading Instruction	Loyola University Chicago	Individualized Assessment and Instruction for Diverse Students	Southern Methodist University	Assessment for Special Educators	University of Kansas	1.) Assessment and methods of Teaching students with low-incidence disabilities in inclusive settings., 2.) Functional behavioral assessment, positive behavior support and classroom management	University of Maine	Assessment of Exceptional Learners
Lehigh University	Principles and Applications of K-12 Assessment	Loyola Marymount	Evidence-Based Assessment Practices to Promote Student Learning	Syracuse University	Literacy Intervention for Special Educators, Grades K-12	University of Kentucky	Advanced Education Assessment for Students (3)	University of Louisville	EDSP 520: Assessment of Exceptional Learners
University of Oklahoma (Rainbolt)	EDSP 5183: Advanced Assessment	University of Oregon	Assessment in Special Education	University of San Diego	Assessment in SPED	University of South Carolina	Functional Behavioral Assessment and Behavior Interventions EDEX 790 - Introduction to Assessment in Special Education	University of Southern California (Rossier)	Functional Behavioral Assessment and Behavior Interventions EDEX 790 - Introduction to Assessment in Special Education

Figure 13 (cont.)

Figure 13 (cont.)

University of Texas Austin	Assessment of Special Education	University of Utah	SP ED 6121 Assessment of Students with Mild to Moderate Disabilities SP ED 6021 Principles of Assessment and Data-Based Decision Making	University of Vermont	EDSP 280 Assessment in Special Ed ECSP 311 Assessment in EI/ECSE	University of Virginia	EDSP 280 Assessment in Special Ed ECSP 311 Assessment in EI/ECSE	University of Wisconsin-Madison	Diagnosis, Assessment, and Instructional Planning in Special Education
Utah State University	Assessment for students with Severe and Persistent Academic and Behavior Difficulties	University of Vermont	Theories, Assessment and Practices in Literacy Development for Individuals with Exceptionalities	College of William & Mary	Assessment for Instructional Design				

This information is usually used to compile scores for appropriate grade level competencies and functioning levels. For example, VCU offers courses three such assessment courses (see Figure 14 below).

Figure 14

Virginia Commonwealth University Assessment Course Descriptions

Virginia Commonwealth University
SEDP 533. Assessment of Individuals with Disabilities
This course is designed to provide knowledge and practical applications of screening and assessment of young children and students at risk for and with disabilities/delays. Teacher candidates will be prepared to screen, assess and conduct ongoing evaluations of young children and students with disabilities. Additionally, teacher candidates will gain knowledge of how to administer assessments and interpret results. This course focuses on both formal and informal assessments and their use in data-driven decision-making related to educational placement, intervention planning, and IEP/IFSP development.
SEDP 603. Theories, Assessment and Practices in Literacy Development for Individuals with Exceptionalities
This course is designed to prepare teacher candidates to instruct and support individuals with exceptionalities in developing and improving literacy skills. Teacher candidates will learn emergent literacy skills and how disabilities affect and/or delay learning and progress. Overall, this course emphasizes assessment as the basis for designing instruction and interventions. A variety of strategies, methods, and supports are discussed to address a variety of reading, language, and/or communication needs students may have.
SEDP 612. Assessment and Curriculum for Students with Severe Disabilities
This course is designed to address functional assessment strategies, IEP development, and curriculum organization and implementation for students with severe disabilities. The course aims to educate learners about techniques on how to teach in the least restrictive environment using a transdisciplinary team approach.

Literacy assessments measure student's academic achievement levels and are used to develop IEPs with appropriate academic goals and objectives to increase academic outcomes.

These assessments are normally batteries that include but are not limited to Wechsler

Intelligence Scale (WISC-III) and the Woodcock Johnson Psychoeducational Battery. These assessments measure academic achievement, functioning skills, and capacity. Yet, there is no evidence that teachers are taught about assessments that explore areas of suicide, crisis intervention, child abuse, etc. For example, Broward County Public Schools (2020) incorporates Behavioral Threat Assessment (BTA). The overall goal of the BTA is to create a battery that helps collect key information to properly respond to threats, screening steps to assist in determining threat level, and in-depth assessment to further aid in the development of supervision and action plans.

Based on the data collected on assessments in Master's-level special education programs for this study, findings suggest that there are two areas of concentration. These two areas include both behavior and academic achievement.

Data also suggests that there are gaps in teacher preparation curricula and as a result there are limited opportunities to train students in graduate programs on assessments related to trauma, trauma-informed care, cultural responsiveness, mindfulness, and self-care.

It is the ideology of the researcher based on the culturally responsive trauma-informed theoretical model that assessments that are rooted in culturally responsiveness and trauma-informed care place value on our commitment to teaching students competency skills within the framework of the model. Additionally, skills and learning objectives that increase teacher candidates' assessment proficiencies must emphasize foundational understandings of social contextual knowledge contributing to external risk factors and adverse childhood experiences that contribute to their ability to learn in school settings.

Mandated reporting showed itself as a consistent theme within the findings. For example, the state of Virginia requires all institutions of higher education, local educational agencies, and

other entities employing persons licensed by the Board of Education to develop, design, and implement a training program that addresses components in which they outline.

As a result, Virginia Commonwealth University created a Child Abuse and Neglect Certificate. In order to meet all requirements for the certificate, students must demonstrate successful completion of the training (on-line modules) within their online portfolio. The child abuse and neglect certificate is offered through the Virginia Board of Education and the Virginia Department of Social Services. According to Attachment A to Info. Supts. Memo. #209:

This curriculum guideline was developed to in response to Senate Bill 92 of the 2002 General Assembly, which requires all persons seeking initial licensure or licensure renewal for the first time after July 1, 2004, complete study in child abuse recognition and intervention. Such study should address three topics: (a) recognition of child abuse and neglect; (b) reporting child abuse and neglect; (c) interdisciplinary intervention following a child protective services investigation (State of Virginia Senate Bill 92, 2002).

A broad curriculum is provided by the Virginia Board of Education and the Virginia Department of Social Services. Within Memo #209, the state identifies topics and goals that should be addressed within the training. Institutions of higher education, local educational agencies, and other entities employing persons licensed by the Board of Education are urged to develop, design, and implement the training in any manner they feel fit. The curriculum includes the following components as listed below in Figure 15:

Figure 15

State of Virginia Child Abuse and Neglect Certificate Curriculum

State of Virginia
Child Abuse and Neglect Certificate: Recognizing Child Abuse and Neglect
Goal 1: To become familiar with three types of child abuse and neglect: • Physical abuse • Sexual abuse • Neglect
Goal 2: To be able to recognize physical and behavioral indicators of child abuse and neglect • Legal definitions • Operational definitions • Child indicators ◦ Physical ◦ Behavioral • Caretaker indicators • Abuse and neglect of children with disabilities ◦ Risk factors related to the disability • Truancy/compulsory attendance (COV §22.1.260-263) • Corporal punishment (COV §22.1-279.1)
Reporting Requirements
Goal 3: To be able to identify when it is necessary to report to child protective services • Mandated report requirements (COV §63.1-1509) • Penalty for failure to report • Liability for reporting • Reporting protocols for school employees (Superintendents Memorandum # 27 Informational, March 1, 2002)
Goal 4: Complaints against school personnel (COV §63.2-1511) • To understand procedures for reporting to social services • Reporting procedures, including use of a designee for each school or division • Confidentiality requirements
Goal 5: To understand social services' response to a report • Mission of child protective services • Child protective services' interview requirements • Types of findings • Information reported back to the reporter

Figure 15 (cont.)

Figure 15 (cont.)

Reporting Requirements
Goal 6: Complaints against school personnel (COV §63.2-1511) • To understand procedures for reporting to social services • Reporting procedures, including use of a designee for each school or division • Confidentiality requirements
Goal 5: To understand social services' response to a report • Mission of child protective services • Child protective services' interview requirements • Types of findings • Information reported back to the reporter
Intervention
Goal 6: To understand how to promote resiliency in children • Identifying resiliency indicators • Procedures for facilitating resiliency
Goal 7: To become familiar with effective intervention strategies • Services provided by social services • Value of interdisciplinary collaboration with social services

In addition to Virginia Commonwealth University, New York University (NYU) is another institution that requires teacher preparation students to take a course in child abuse. NYU's Special Education teacher preparation certification located within the Teaching & Learning division offer various degree tracks. One of the interviews conducted further provides a narrative to the importance of having courses with this topic in mind. Dr. Audrey Trainor was selected for an interview due to her research on equity and diversity in special education. Her primary research concentrates on postsecondary transitions for adolescents with learning and behavioral & emotional disabilities. Furthermore, her research examines how economic, cultural, and social capital are influenced power and agency in special education processes. Dr. Trainor's expertise in culturally responsiveness within special education offered examples of the expectations of teacher preparation candidates to learn about the parameters of what constitutes child abuse. The

interview protocol outlined in the appendices section was used to guide the interview. Dr Trainor states:

Different teachers need different skills, different. I mean, White teachers are gonna' need to unlearn—well and not just White teachers—but I think, in particular, you know, the way that we have the views of people with disabilities goes across racial groups, but then embedded in that there's also racist. And that has to be, I mean, like a true commitment to real anti-racist practices in the classroom has to be prioritized, but, you know, that's something that professors have to do too. And you're not going to bring that into a teacher education program unless the people who are in that program are also studying that problem. And that's a big thing. And then the other thing is I think for the teachers one, you know, one generic or important skill is to be able to look at a problem from multiple perspectives.

Dr. Heather Woodley is a clinical professor, therefore her courses on campus and in the NYU Teacher Residency focus on anti-racist, social justice-based, and multilingual education collaboratively together with teachers, communities, families, and youth. Dr. Woodley was chosen to participate in this research because of her expertise in teaching students to meet the academic, linguistic, and social-emotional needs of multilingual learners/emergent bilinguals and their families. Additionally, Dr. Woodley is the Co-Director of Childhood Education in the Department of Teaching and Learning.

For example, the State of New York requires all teacher preparation candidates to take a course in child abuse. The course is entitled “Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers” (NYU, 2020). Within this course teachers learn (a) How to understand/how to identify

children who are vulnerable to abuse and neglect; (b) teachers as mandatory reporters; (c) symptoms, signals, and signs of child abuse. During the interview, Dr. Trainor stated: “Why are children with disabilities more susceptible to abuse?” This is important as it brings to the forefront the reality that special needs students are a vulnerable population.

This requirement of New York is important because it gives teachers an opportunity to increase their knowledge capacity around child abuse and the signs, signals, and symptoms. This is a great illustration of how policy can influence the field of education with mandatory certification/trainings that add to the teacher’s ability to respond to traumatic events. Teachers are mandated reporters, and this must be strongly emphasized in all teacher preparation program.

Dr. Woodley is responsible for teaching the mandated reporter class at NYU. She states this course is:

I mean, it’s set in stone, because that’s what the state requires. I think restorative justice and restorative justice practices should be in there too, because we see a lot of like discipline violence, whether it’s like emotional violence or physical violence, kids being like sequestered and cops being called and just some really like traumatic things happening in the, in the name of discipline and behavior management that are causing like lifelong impacts on children. So, if we’re talking about violence prevention. It’s so interesting, like the violence prevention workshops are all about, like, preventing violence and children, but we never talked about preventing like violence of adults in the school against children...and I think that’s like a bigger issue; like I’m more worried about like people who kids are supposed to think are safe, like your teachers, your administrators being violent, whether it’s emotionally violent or physically violent towards a kid. And then, there goes like your whole trusted adult. No, that’s what it talks

about talks about a child to child. It doesn't talk about adult child in the school. So, the mandated reporting, one is about child abuse outside of school. And then there's another one called violence prevention, which is about stopping school violence, but the definition of school violence is only kid to kid. It's not adult to kid. Does that make sense?...like stopping the emotional violence of teachers or administrators to children.

The mandated reporter course is currently made up of three modules that explore components of Trauma-Informed Teaching, Dignity for all Students' Act (DASA), Mandated Reporting & School Violence, and Healthy Living & Substance Abuse Prevention. These components make up the certificate students acquire while matriculating through the teacher preparation program. Below is an example of how these components are designed and implemented into the curricula. Dr. Woodley shared how her course was broken down by modules.

Figure 16

NYU Mandated Reporter Course Modules

Prior to week 1 in module 1 (trauma-informed teaching):

Topics

How can communities shape learners and their learning?

How can societal institutions, structures, and media shape school experiences?

Learning Outcomes

By the end of this week students will be able to:

1. Demonstrate interest, value, and respect for students' home cultures and communities.

Read & View

- A Trauma-Informed Approach to Teaching Through Coronavirus, Teaching Tolerance
- Yosso (2005). Whose culture has capital: a critical race theory discussion of community cultural wealth
- (Moll, et. al., 1992) Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms

Figure 16 (cont.)

Figure 16 (cont.)

- Emdin, for White folks who teach in the hood... (Preface, Intro, Chapter 7)
 - For this reading, please identify one quote from the text that is particularly meaningful to you as a jumping off point for conversation in our following week's sync meeting. You can add your quote to the Google Doc here and please include the page number where it can be found. This will count towards your participation grade for this week.
- When SEL is used as another form of policing.
- (Links to an external site.)
- Communities for Just Schools Fund

View

Week 2 Media Resources

1. "I [STILL] can't breathe": Supporting kids of color amid racialized violence (Webinar from embracerace.org)
2. Abolitionist Teaching and the Future of Our Schools (Schomburg Center)
3. Creating critical thinkers through media literacy, Andrea Quijada
4. Nice White Lady

Complete

- Zoom Synchronous Meeting Wednesdays from 6:30 — 8:00 p.m. EST
- All-In Discussion
 - All-In: Students in Media Consider how your understanding of schools and learners may be shaped and explored through critical media literacy, including fiction and non-fiction media sources. (see discussion for details). Have your initial post up by Thursday, and continue responding in the conversation with 1-3 replies or comments on classmates' posts until Sunday at 11:59 p.m.
- Learning Groups: School / Community Partnerships Each member of the Learning Group will take on one of the readings below and use these as part of the discussion. Due Sunday by 11:59 p.m. EST
- Student Interview Questions Create 8-12 questions for a student interview (one-on-one / small group) or survey (whole class) for youth ages 12-21 (focus on any age/grade of your choice). Think about what you have learned about youth from student voices, readings, and media (see assignment for details) Due Sunday by 11:59 p.m. EST
- Abolitionist Teaching and the Future of Our Schools Using Canvas Studio, annotate the video by marking your emotions - where and why do you feel affirmation, confusion, frustration or other emotions? Annotate 3-5 various points throughout the video and you can build on or reply to your classmates annotations as well.

Figure 16 (cont.)

Figure 16 (cont.)

Week 1: DASA

Topics

How do I create a safe and inclusive classroom?

What is my role as a teacher to prevent and combat bullying, bias and racism?

Learning Outcomes

By the end of this week students will be able to:

1. Draw on student diversity (e.g., race, ethnicity, gender, sexual orientation, religion, culture) to design lessons that incorporate student/family voice, counteract stereotypes and promote equity and social justice.
2. Maximizes a community-based learning environment that promotes safety, access, and opportunities for individual and collective learning.

Week 2: Mandated Reporting & School Violence Prevention

Topics

- What are the means for prevention of and intervention in school violence?
- How do we integrate social and problem-solving skill development for students within a regular curriculum?
- What are the warning signs within a developmental and social context that relates to violence and other troubling behaviors in children.
- What are the means for identifying and reporting suspected child abuse and maltreatment?
- What are the statutes, regulations and policies relating to a safe nonviolent school climate?
- Which are the effective techniques and supports that promote a nonviolent school climate and enhance learning?

Learning Outcomes

By the end of this week students will be able to:

- Learning Goal 1: Prepare caring and socially responsible educators.
- Learning Goal 2: Meet New York State requirements for mandated health subjects in teacher preparation.
- Learning Goal 3: Provide knowledge and skills in health education to education students.
- Learning Goal 4: Create an affirming educational environment for all students through addressing school culture and climate.

Figure 16 (cont.)

Figure 16 (cont.)

Week 3: Healthy living & Substance abuse prevention

Topics

- How does alcohol and substance abuse impact teaching and learning?
- How can we help prevent substance abuse?
- What is our role in providing HIV/AIDS education?
- What is our role in keeping students safe?
- How can we provide safety education?
- How can we support students' mental health?

Learning Outcomes

By the end of this week students will be able to:

- Learning Goal 1: Prepare caring and socially responsible educators.
- Learning Goal 2: Meet New York State requirements for mandated health subjects in teacher preparation.
- Learning Goal 3: Provide knowledge and skills in health education to education students.
- Learning Goal 4: Create an affirming educational environment for all students through addressing school culture and climate.

All-In Discussions Some discussions are for all of us to participate in together. It's the virtual horseshoe of desks in a classroom.

- How do we talk about it? Discussing substance abuse with teens and adolescence can be a challenging task and is complex depending on your school and community context. Use this discussion space to share ideas about:
 - Complexities and cultural norms or differences about alcohol and substances.
 - Effective ways to discuss substance abuse with young people (draw from this week's sources and others)
 - Questions or what-if's you have about discussing substance abuse.
 - Scenarios you imagine or worry about regarding youth and substance abuse.
 - Your role in referring and supporting a youth struggle with substance abuse.
- What's the stress? In this discussion, we will explore sources of student stress and ways to support them.
 - What are some issues, triggers or factors in students' lives that you have noticed contribute to their stress?
 - What resources or strategies does your school have to support students with stress (due to peers, family, loss, academics, and more).
 - What are additional resources, activities or strategies you can find or know about to support students with stress.

This is an important finding because it asserts that teachers understand and recognize signs of abuse, neglect, and trauma. Understanding how to deal with crisis and manage it until a more specialized professional is able to take the handoff is important. For educators recognizing and being knowledgeable of the processes and protocols required to make reports to Children and Family Services is skill that can save a kid's life. Yet, professionally, it is equally important to know our professional boundaries, and ensuring that we do not obtain more information than we are professionally trained to deal with is essential to becoming a trauma-informed educator. Our goal as special educators is to report to and collaborate with other professionals who possess like values and skills to support the student and ultimately get them to a point where they can achieve a baseline behavior through coping skills and begin to achieve academically while in school settings.

Culturally Responsive Pedagogy

Culturally Responsive Pedagogy (CRP) asserts that students learn skills that help them become action oriented to address issues in their lives using social justice frameworks (Ladson-Billings, 1995). Ultimately, this framework empowers teachers to teach students different ways to engage issues that affect their everyday realities. The phrase “culturally responsive” describes an entity that promotes a student's (a) identity and achievement, (b) equitable, (c) developmentally appropriate, (d) teaches the whole child, and focuses on (e) student-teacher relationships (Gay, 2010; Ladson-Billings, 1994a). When examining the curricula, one program stood out more than the others when exploring how Master's-level special education teacher preparation programs emphasized cultural responsiveness. The program that strongly aligned its identity with cultural responsiveness was Loyola University Chicago. Many of the programs used the term diversity but not culturally responsive. This can be perceived in many different

ways, but without specific reference that is clear, unambiguous, and transparent, the researcher found that the use of the term diversity was representative of the multicultural movement. Whereas, culturally responsive is an array of strategies and interventions that focus on culture and cultural context of specific minority groups during instruction in efforts to help them achieve academically. As a result, one can argue that the two terms do not mean the same thing and cannot be used interchangeably. Loyola University used the term Culturally Responsive to name their courses appropriately. For example, in the Analyzing Culturally Responsive Instruction, the course focused specifically on Social Justice and Culturally Responsive Pedagogy.

Figure 17

Loyola University's Culturally Responsive Courses

Loyola University
Culturally Responsive Pedagogy
Module I: Builds on candidates' initial explorations of learning and development and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning.
<u>Key Competency Questions: Module I</u>
• What are fundamental components of culturally responsive teaching and culturally responsive classrooms? • What does it mean to learn? How is student thinking elicited and analyzed, supported and challenged? • How do teachers facilitate student learning?
Module II: Focuses on teacher candidates' professionalism in the context of social justice and the core tenets of culturally responsive pedagogy. Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, and other social identities.

Figure 17 (cont.)

Figure 17 (cont.)

<u>Key Competency Questions: Module II</u>
• What does it mean to teach for social justice? • What are characteristics of culturally responsive pedagogy? • What factors have influenced my own cultural identity development? What cultural values do I bring to my teaching? What cultural factors do I bring to my learning? • How does a school organize or structure itself to draw upon its community's unique assets and funds of knowledge? • What are the qualities of a healthy learning environment? Which of these are under the control of the teacher? • What is the importance of a healthy learning environment?

As a result, Loyola University is highlighted in this study for clearly outlying courses that incorporate Culturally Responsive Pedagogy in addition to social justice education in their teacher preparation curricula. This is important to the field of special education teacher preparation programs because it allows universities and colleges the opportunity to see how a course, track, or specialization is designed. As a result, programs are able to create and implement similar components into their programs of study to help increase students' cultural competence. This qualified Loyola to participate in an interview to gain an in-depth understanding of the development of their program. Unfortunately, the professors that were contacted in the study did not respond.

HBCUs & Trauma-Informed Care

Historically Black Colleges and Universities have a strong history of educating and preparing teachers of color to educate African American students in predominantly black communities for generations (E. Collins et al., 2013). HBCUs prepare teachers to reach and teach diverse student populations from all walks of life, and strong evidence suggests that schools of education on HBCUs campuses are exceptionally significant as they prepare and graduate 50%

of African American teacher candidates with bachelor's degrees (Baskerville, 2010). This is significant because these schools consistently add to the diversity of educators that is primarily composed of individuals from White middle-class backgrounds (Guarino et al., 2006).

For example, Howard University originally trained preachers and teachers to teach in urban schools. Historically Black Colleges and Universities prepare teacher candidates for educating diverse populations, especially those in urban and rural environments. HBCUs have committed to being the leading producer of African American educators in the U.S.A. Out of 59 HBCUs examined below, only one HBCU offers a course in Trauma-Informed Care.

Cheyney University offers the first-of-its-kind training program for HBCUs to offer the Trauma-Informed Education Studies (TIES) Certificate Program. This program is designed to train educators to address the needs of students experiencing trauma. The TIES program is a hybrid program that consists of online learning communities and in-class instruction. Ultimately, the TIES program aspires “to fill the void found in many educational preparation programs, which have not taken into account how to instruct educators on proper detection and handling of the range of learning challenges and possible long-term consequences facing students suffering from adverse or traumatic experiences” (Culpeper, 2017).

One finding is that many HBCUs do not have graduate programs. Unfortunately, this disqualified many of the institutions from the study. Only 29 of the 59 HBCUs examined had Master's-level Special Education Teacher Preparation programs. Of the 29 schools, only two HBCUs were identified as having a trauma-informed course that fits into the framework of culturally responsive trauma-informed care. The first institution is described above, North Carolina Central, as it offers a sequence of behavioral courses that prepare teacher candidates to engage students labeled as Emotionally Disturbed or having a Behavioral Disorder. Another

institution is Coppin State University, with a course in Self-Care; unfortunately, the researcher was not able to gather any information regarding a description of the course in detail due to the lack of access to a course syllabus.

These are great supporting findings because they show the adaptability that exists within programs to meet the needs of the students, communities, and schools. This finding shows that some programs are moving in the direction of recognizing the importance of trauma, self-care, and behavioral management. These specializations and certificate programs are paving the way for setting a new standard for preparing culturally responsive trauma-informed educators. Given the fact that HBCUs were founded on providing Negroes education in America, one would assume that their approach would be culturally responsive in nature—recognizing the external risk factors that affect students’ academic achievement. The education platform is changing, and more specialized services are being offered, and as a result, programs such as Cheyney and Coppin State are creating a pipeline of minority teacher candidates with skills to recognize social ecology, cultural responsiveness, and trauma-informed care. The creation of these programs would be a great contribution to the field considering that the cultural landscape of K–12 schooling is changing.

Barriers to Curriculum

Curriculum development often can incorporate components that are indirectly integrated within the objectives and goals aligned with the program’s overall mission; these are usually measured through the creation of benchmarks. As with the development of many curriculums, it can be argued that specific components are obsolete and/or not included. Dr. James T. Jackson is an assistant professor in the School of Education at Howard University. He was selected to participate in this study due to his expertise on identifying stress in children and youth and how it

impacts education and behavior, as well as identifying effective strategies to promote inclusive education for students with special needs. Dr. Jackson states:

We at Howard University have this mission that we will serve the needs of Black and Brown students. And in a sense, we frame it around what's called transformative education because, and, uh, and our efforts to sort of help kids help out students who wanted to become teachers. Transformative education for them means that they acquire a number of skills that will allow them to be change agents wherever they're teaching. But also, um, and this is specific to my course, um, there is, you know, um, we asked them to talk about who they are as individuals and where their emotional connections are lacking, so that if they're dealing with any kind of issues, emotional issues, we're asking them to investigate those things before they actually go out and teach. And so, in one of my, uh, a colleague of mine, his class, she has them doing, let's call it an ethno, uh, autoethnography after that, at the fee where they actually, um, look at themselves and sort of see what their issues are (6:11).

Dr. Jackson stated that Trauma-Informed Care is a strong component to addressing students' lived experiences from a holistic approach. His belief is that one cannot engage students labeled as Emotionally Disturbed/Behavioral Disorder without utilizing a trauma-informed care approach. Therefore, he incorporated the TIC approach in all his courses, as he truly believes it helps professionals address students' issues that are rooted in environmental, community/home violence, lived experiences, drugs, gang violence, and death. It was noted that most schools do not have school psychologists, school counselors, and/or mental health professional staff. When asked how Howard University College of Education offers courses in trauma/trauma-informed care he responded:

In terms of my, what my colleagues do and the classes that they teach, um, with the exception of perhaps the, um, human development and psychoeducational studies department, uh, I don't think it's done quite well, um, because it's not something that many of the folks tend to focus on. Uh, so, it's not really covered in other departments, and I'm not sure to what degree it's covered, and in the development cycle, educational studies, but I do know that there is a colleague, Dr. Malone, who actually talks about trauma-informed care quite a bit (1:34).

Yet, there are instances where professors in the College of Education do incorporate Trauma/Trauma-Informed Care. Dr. Jackson states that he believes that he his colleagues need to work on doing a better job at being explicit about incorporating Trauma/Trauma-Informed Care into their coursework and overall program. For example, Dr. Jackson states:

I remember a student this semester talked about her discovering that her, um, depression was hindering her connecting to her students. And her students were able to determine when she was in these different spaces because of her depression, and that research project that she engaged in allowed her to see how her emotional self via the depression was impacting her relationship with her teacher, with her students. And so, there is lots of efforts to have students really explore who they are and what they bring to the table before they cross into the classrooms with students that they're going to be teaching. If that makes any sense, we're asking students to really do a deep dive into who they are, figure out what they're going on, figure out what their trauma issues are and how does that impact their work as teachers, and what can they do to heal themselves before they try to interface with students that they're going to be teaching?

Dr. Jackson states that he explicitly examines things like emotional intelligence in his course. This allows students to understand historical context of family and the “why” students may act certain ways in classroom settings. He states that these behaviors often are the result of something that has occurred over time. For example, Dr. Jackson states:

Most the intelligence and what I have the students do...I have them do a seven-question response. I mean, I have them respond to several questions as it relates to their emotional intelligence. And what I've been able to find, as I read the responses, I have found that many of the students who are impacted by family issues, or for example, this year, this one girl told me that her father constantly provides them with negative feedback and what they do as a way to sort of manage that is to try to make fun of it. So, it becomes a—they substitute the laughter to cover their pain, correct. How her father responds to them and it's, and she recognizes how harmful it is, but because she's within the environment, that's a way that her laughing is a way for her to cope with what her father is doing. And, you know, I had to make some really strong comments about what I thought about it and encourage her to really seek counseling. Because if she's not able to deal with that effectively and put it in its place, then I'm wondering how effective she will be when the student comes to her with something similar (11.22).

This concept is key because it shows how important it is for educators to know themselves, their triggers, and mental capacity that can and will affect their ability to do their jobs. Furthermore, it allows teacher candidates to understand the importance of self-care. Dr. Jackson states:

Our program is really designed to help these teachers go in and be extremely well-trained. We think of them as like the maybe feel of education, where they go in, and they

have special, special capacities to work in really urban environments, under-resourced schools. They know what they're getting into. They're bringing a social work perspective, but they're bringing in teacher education training as well, and then social work friends. So,...they can stand in front of a classroom, and they're trained to teach in front of the classroom, but they're also trained—and to some degree, not a manager, quiet perspective of case for versus perspective—they have mental health training. Um, they have a really rich skillset to respond to students across the need spectrum in a way that we don't typically train teachers (7:38).

Howard, like many other HBCUs, lacks the technological resources and infrastructure to show a strong presence on media platforms as it pertains to promoting their various majors and, more specifically, their programs of study. A finding that will also be discussed in detail was the lack of course descriptions, syllabi, and programs of study on university websites. Dr. Jackson (17.20) states:

I can't respond to you based on what other HBCU's are doing, but what I can tell you is what Howard is building, Howard has a very robust technology program, uh, and it supports its faculty and staff experience. Well, and we've even up to improving it since the COVID, that's a COVID, uh, uh, pandemic. Uh, we have, we within a few weeks transition from a face-to-face model to a, more of a, um, virtual model, and surprisingly, faculty responded to it very well, so much so that there's concern that many faculty may want to stay in an online format versus a face-to-face format. Um, but all of that to say, uh, we have been charged by the university to upload if you will, to our, um, websites, uh, homepages our files, our syllabus...so that folks who are interested in our program can see what we are doing, what we have done, and, you know, our research interests.

Each faculty member, when they send out emails to, um, individuals, there are some faculty members who will attach the most recent research, uh, um, uh, linked to their most recent research. Uh, so students have access to seeing what they're doing, what they have done. And so, yeah. Howard is really kind of at the forefront of making sure that technology is something that's used and making sure that the public has access to what it is that we're doing. Um, not everybody's on board, but the system university system allows us to do that if we so choose. And there are many of my colleagues, including myself, who've actually done that, uh, where people, when they look us up, they can see what we have to offer. They can check out our, uh, CV's; they can, um, they have, uh, they can get a good description of the programs that we're trying to provide, um, and if they have further questions, they can call us directly.

All of the HBCUs examined were not as detailed with this information as their PWI counterparts, which left the researcher to make inferences without supported data. Furthermore, barriers existed with attempting to contact faculty and staff at certain institutions. For example, some institutions only provided email addresses, whereas other institutions provided numbers to receptionists and therefore there was no direct contact information, not including emails. This made it very difficult to get in contact with faculty and staff. Additionally, this serves as a barrier to fully assessing these institutions' courses and will be discussed further in detail within the limitations section.

Curriculum barriers can be an issue for institutions when developing, incorporating, and/or modifying a curriculum. Many of these barriers can be attributed to university, college, and departmental politics that may not be discussed openly. Other barriers may arise due to overload on faculty and staff; therefore, time becomes a barrier. In response to the question, "What are

some of the barriers to curriculum that you think HBCU's face as it pertains to trying to implement trauma-informed care into the teacher preparation program?" Dr. Jackson states

([31:40](#)):

I think one of the barriers would be fear that they don't know what they're talking about. And the other barrier would be making sure that people who are going to be talking about trauma-informed care really understand what that means and are comfortable talking about it, uh, and being able to understand your own sense of trauma and how that impacts your work as a teacher trainer, as a professional, whatever. Um, another barrier might be, um, lack of motivation to change the curriculum. Because what I've experienced in many, in many instances that I've been at several institutions that I went to—an HBCU—when people are attached to something and you talk about it, it becomes a difficult. And so, trying to convince those individuals that we need to do something different is going to be problematic because they're so used to what they're used to, that they don't want to see anything new and different. So, that would be a barrier for me. Um, having the courage to speak the truth about what our students need today, um, might be; the lack of courage actually is a barrier. Um, so there'll be a number of things.

Interviewer ([33:20](#)):

What about, um, the hidden curriculum? And so, some would argue that because HBCU has been training teachers to go into communities of color for decades, that trauma-informed care is embedded in their curriculum, um, it just isn't identified. I'm sure other institutions would say the same thing. Uh, what are your thoughts around that?

Dr. Jackson states ([33:46](#)):

I don't think that's true, um, because you cannot, you, you, you may touch upon it, but trauma-informed education has to be specific. It has to be intentional. And if you're not being intentional about doing that, you're going to whitewash things over, and that's going to make it difficult for our teachers to do effective work and trauma-informed education. Because if you whitewash it over, they won't understand the complexity of trauma-informed education and the importance of it. So, I don't believe that hidden curriculum. I believe that we have to be intentional about making sure that we recognize that there's a need for us to actually help our kids understand trauma-informed education, uh, because it's just like racism, we wash it. And so, kids don't quite understand it. We got to be intentional about how we show up with regards to what our kids have been experiencing and how we need to be prepared in order to help them move to the next level, if we want them to be successful. So, in that context, we have got to be intentional. So, I don't believe that hidden curriculum. I believe that our curriculums have to be intentional and it has to address specific issues that will impact our students and increase their ability to be healthy as they work with trying to help kids move along.

Therefore, it is important that HBCU's work together to make a concerted effort to see what is happening in their communities and students' lives in order to effectively modify their curricula to address current needs of K-12 schools, students, and their families.

Innovative Programs

Hybrid Program: The University of Pittsburgh created a very unique program in Social Work which includes both a Master of Social Work with a Certificate of Advanced Study in Teaching in Secondary Education (MSW/CAST). Students earn a social work degree and teaching certificate. This researcher conducted an interview with Assistant Professor Dr.

Huguley of Social Work, who is also the co-director of the combined program in Social Work and Education.

During the interview, Dr. Huguley described how the program was created and designed to cultivate school-based practitioners with skills to support vulnerable adolescents and families in urban school contexts. The MSW/CAST curriculum design incorporates the person-in-context approach of social work with culturally relevant secondary teaching methods. As such, graduates are trained to identify, design, and facilitate programmatic responses to the unique needs of children in schools in urban communities, and also to enhance classroom teaching and student learning through their specialized evidence-based expertise.

Program Origins: Pittsburgh Public Schools noticed that teacher candidates from University of Pittsburgh were entering the workforce with content skills to teach the students yet missing the skills to engage them culturally to understand their lived experiences. Consequently, there was a disconnect that occurred between the teachers and their students. As a result, the University of Pittsburgh decided to assess their program to figure out how to increase their student candidates' knowledge and understanding of how to truly engage and support students from a micro, mezzo, and macro level coming from underserved communities. This would require the College of Education and the School of Social Work within the University of Pittsburgh to collaborate in efforts to create a new innovative program. Dr. Huguley States:

Larry Davis was the Dean of our school at the time he passed away a month ago. And, um, you know, John Wallace was provost at the university and, um, it was really just a recognition of the fact that schools don't have all the answers. Schools typically are not designed to solve issues of poverty issues, you know, um, economic oppression. They're not. So, um, they need more tools to be able to do that work. And, you know, teachers go

into the classroom and, you know, if teacher training programs off fair enough, theoretically for learning science sites thinking, right, but they don't necessarily prepare them for understanding kids within the context of their communities and what they're facing before they walk in the door, what they faced in the past from other classroom experiences (18:14).

The University of Pittsburgh has a unique program, and its goals, objectives, and mission and development qualify it to be an innovative curriculum/teacher preparation program. Although, it is not specific to special education, the creation of such a model is ideal for creating a program that specifically addresses the needs of the Pittsburgh community. Dr. Huguley he states:

The social ecology theory is really a social work framework—Social ecological theory in psychology—but it seems to be saying that if we want to understand a person, we have to understand them within the context of the environment that they're in, whether that be your local environment, you know, their family context or neighborhood context, in a school context, but then also the social context, economic context. And I would say we also have to at least stay in that I'll speak for micro or anything, um, we think about, about folks in their historical social historical context, right? So, when we support black students, [inaudible] correct. Correct. Right. It's really technically this combined program. What did they get above the fact that these students are often coming from their schools that are under-resourced that just fundamentally don't have enough resources to address the issues that might impede student learning for students they're working with. And at the same time, these students are in those situations often because of historical injustices and racial injustices. And so, here in Pittsburgh, there's a history of segregation. There's a history of red lining there's entry of labor discrimination. Um, all

of these factors have created a black economic underclass that is not merit base. And so, we also have to understand it's important to the work because when kids look around, I mentioned in, I try to understand, and I try to understand why, what the staple is up this way. And that's mostly what it looks that way. And if we don't frame those issues and talk about these injustices, you're basically going to lead people to blame victims for, for those, those conditions. So, personally, in context, it operates in multiple ways. It says, you know, I hope that a discipline work that we think about a lot around here, you don't have to see a baby there. You see what that child's life is like outside of walking into that school door. I try to understand that. And that's an important, so we work perspective. A lot of educators take that perspective as well, but not everyone. Some people think it's not their job to think about that. We say it is your job to think about that. Um, so that person in context, we think it's critically important (2:26-3:55).

Fundamentally, social workers do work related to human behavior and social environment, right? So, I mean, that's the fundamental social work psychology foundation of the program. And those courses are going to talk about people within their social context and that's social work fundamentals about second level courses focused on children and families at risk. And so, within those courses or that child welfare, and it's also informed by, you know, our, our program's commitment to understanding race and other. We spent a whole year to deal with the faculty dealing with it's not racism or racial justice. I let that work. And so, our faculty has that as a central focus of the work that they do in these courses that are about understanding development in, in social contexts, um, and children at risk would cover that and talk about it from the perspective of child welfare is buried in the child welfare system, uh, education and development, and think

about those institutional components that should help attending was, um, as well as the validating, the Black and Brown children.

Programmatically, University of Pittsburgh has a model that should be researched more and adapted to fit various Teacher Education programmatic needs. The program is now in its 3rd cohort and looks to fill in the gaps within their community by creating a pipeline of Culturally Responsive Trauma-Informed Special Educators. There's a strong emphasis on teachers understanding social classes, inequity, poverty, and systemic oppression as a means for them to become teacher-counselors that are change agents in their schools and communities.

Definitely gonna' know about trauma coming out of a program. Um, hold on one second here. Yeah. I mean, trauma is going to be fundamental to what we talk about in our, in our development of classes. Uh, [inaudible] class wanting to children at risk as well. Those are definitely things that they're not going to hear about and understand, uh, trauma-informed responses. And I mean, they have a massive opportunity as well, to dig deeper into that. We have, um, you know, just looking this up, uh, we have courses specifically on that influential work. So, we have, um, someone who were practicing traumatic stress as a course. So, that's one course that they're eligible to take if they want to pursue that with vigor and really understand that issue. So, it's embedded in what we do. Um, it's a major part of what we do and then, I mean, they also can pursue it in a deeper level if that's something that they're fundamentally interested in, why expertise?

Discussion and Conclusion

The intent of this work is to document the similarities and differences that exist between Master's-level teacher preparation special education programs within the U.S. Findings highlight which programs are best aligned with culturally responsive, trauma-informed care, social-

emotional strategies and interventions, and self-care. Specifically, this study examined the programmatic curricula structure and the design of each individual SPED program to determine the extent to which they are aligned with the SAMHSA trauma-informed key principles and approach.

Discussion

Dr. Bruce Perry, director of the Child Trauma Academy, states: “When a child is threatened, various neurophysiological and neuroendocrine responses are initiated. If they persist, there will be alterations in the key neural systems involved in the stress response” (Perry, 2000, p. 50). Dr. Perry’s research contributions have begun to help professionals who are in direct contact with children who have experienced trauma become aware and conscious of how trauma affects youth and their long-term development.

Thus, research (Perry, 2007) supports the notion that if a child is exposed to prolonged, severe, unpredictable stress, a child in the context of school may experience hyper-arousal and/or hypo-arousal. This suggests that he/she will constantly be in flight, fight, or freeze mode and therefore have problems with being able to regulate their behavior and moving towards becoming emotionally unstable. As a result of being in this state of mind, all priorities shift, causing a child’s body to become overly concerned with surviving their current lived experience. This is a key finding as young children are particularly vulnerable to the effects of trauma which can result in developmental delays in language and cognitive functioning, difficulty in maintaining attention and concentrations, and difficulty in regulating emotions and functioning appropriately in a classroom setting (Perry, 2007). Yet, the question still remains: How do we best support those children when in our schools? One way to do this is through modifying our curricula to incorporate objectives and goals that are aligned with the culturally responsive, trauma-informed

framework—the blended theoretical approach derived from Culturally Responsive Pedagogy, Social Ecological Model, and the Trauma-Informed Care framework. Each of these theoretical frameworks have components that lend themselves to a trauma-informed holistic approach that is person centered and culturally responsive.

Within this study a blended theoretical framework approach was used to help guide the data collection and methodology. This framework incorporates theoretical components from (1) the Culturally Responsive Pedagogy (CRP) Framework (Ladson-Billings, 1995; Stoicovy, 2002), (2) the Trauma-Informed Care (TIC) Framework (Bath, 2008; Oral et al., 2016), and (3) the Social-Ecological Model (Fleury & Lee, n.d.; Ohri-Vachaspati et al., 2015). These frameworks have been used to create a single, cohesive lens for organizing and shaping this study. Because there is no singular theoretical position that encompasses all the varied facets of special education pedagogical practice, developing a theoretical framework from multiple foundations is a necessary aspect for thoughtfully examining special education teacher preparation program curricula.

The Culturally Responsive Trauma-Informed framework served as a good guide to completing the content analysis and collecting valuable data. Its incorporation of the CRP, TIC, and Social Ecological Model helped the researcher to identify components and themes within the studies data collection. The framework served to be helpful when differentiating between terms and subject matter that would be included within the study. For example, TIC allowed for the researcher to examine themes such as violence, sexual assault, child abuse, domestic violence, self-care, resilience, and others. The trauma-formed framework by SAMHSA truly helped the researcher narrow down components that were incorporated or lack thereof within curriculums

examined. Overall, the framework was able to be applied to the study as it set the foundation for risk factors, culturally responsiveness, trauma, and trauma-informed care.

Study Limitations

There were many limitations that presented themselves within this study. The first that presented itself was the use of the U.S. News and World Report that incorporates the top Special Education programs ranked by their rating process. As stated earlier, it can be argued that these rankings are biased and do not change much at all due to them being Predominantly White Institutions (PWIs)—the richest, the most privileged, the oldest, and in general, the most established institutions in the United States. Therefore, the indicators recognize and highlight institutional strengths, catapulting them to the top of the rankings and perpetuating a hierarchical system that forces other institutions to transform themselves to reflect.

Another limitation to this study includes the low response rate of programs from universities that qualified to be interviewed for the purpose of this study. More than 50 prospective affiliated professors were contacted to participate in the study. Initial invitation emails were sent out with four follow-up emails. Only eight participants responded to the invitations. Of those eight, only four agreed to participate in this study. The researcher found it more difficult to find accurate emails and phone numbers from professors from HBCUs as two schools did not post direct numbers to faculty. For those faculty, voicemail boxes were full which limited one's ability to leave messages and call back contact information. Administrative assistants were contacted, and proper information was left, yet there was no response or callback.

One component to the methods used in this study was a comparative analysis. Although, this method proved to be successful, it did come with its limitations. For example, although key

words were used to identify courses, one could argue that these terms are incorporated in courses just not mentioned explicitly in course titles and course descriptions. Furthermore, many of the key terms used have varying definitions which can be interpreted differently with fluctuating contexts. For example, TIC is a buzz word, and there is not a set definition that is standard to the field. Additionally, when this researcher requested course syllabi, many professors declined. It is the ideology that this is intellectual property and a component that distinguishes programs and courses.

Additionally, COVID-19 shut many institutions down during the completion of this study and, therefore, as a result, can be argued as a contributing factor to low participation and/or response rate. For example, Loyola University Chicago did not have any professors respond to the participation request for the study. This serves as a limitation in this study because the school was highlighted as explicitly incorporating culturally responsive pedagogy within their program of study. As a result, outside of identifying the core coursework and course description, there is no supporting evidence from professors within the program through interview to gain more insight into the overview and origins of the development and implementation of such coursework.

Another limitation to the study is that it is limited to only course descriptions, programs of study, and interviews by a limited number of professors. More in-depth study should include a case study approach that gains data through course observations while incorporating a curriculum evaluation methodology.

This study focused on Master's-level SPED programs. The four participants interviewed for the purpose of this study strongly stated that TIC should be a foundational component that is incorporated in both SPED and General Education teacher preparation programs. The study

focused primarily on Master's-level special education teacher preparation programs; a limitation to this approach is that TIC coursework is more often found in programs such as education psychology and social work departments; therefore, an approach is needed that examines the extent to which programs collaborate (interdisciplinary approach) and/or the extent to which teacher preparation students take TIC courses in other programs.

Lastly, due to most data for this study being retrieved from online platforms (university websites), it must be noted that course syllabi are as not easily assessable due to programs and/or professors not wanting to openly share course design. Oftentimes, these courses are unique and to decrease course replication, they are not shared or provided for public review. As a result, this affected how in-depth a course could be examined to determine whether it incorporated culturally responsive and/or trauma-informed care into their coursework

Educational Implications

This study indicates that Master's-level special education teacher preparation programs are not trauma-informed. As discussed previously, the coursework above suggests that teacher candidates take courses that are labeled with terms such as diversity and/or multicultural. One can argue that these courses cover an array of concepts, objectives, and they overlap with Culturally Responsive Pedagogy. Yet, only one program explicitly addresses this framework within its preparation program. As a result, one can suggest that these teacher preparation programs are not modifying their programs to incorporate core coursework that will increase the preparedness of their teacher candidates by equipping them with the initial skills essential to competently address the needs of their communities, schools, students, and their families.

Additionally, the study found a lack of teacher preparation programs that address the concept of self-care. Real-world applications suggest that Special Education teachers have high

burnout rates. Moreover, COVID-19 has placed a firm hold on the world, more specifically, the American workforce. We have watched K-12 settings be overworked, undersupported, and overall overwhelmed during this time. This implication suggests that there should be ongoing professional development in K-12 locations and courses offered that provide educators with knowledge on the best practices that can be used to reduce stress and lower countertransference amongst staff and students, among other variables. Without such classes and professional development, we will begin to see an increase of educators leaving the education profession and decreased enrollment in higher education teacher preparation programs.

Additionally, increased mental health, substance use, and other health-related symptoms. Although historically, this has been an ongoing debate and issue. This study highlights that self-care is a significant component of trauma-informed care and is overlooked in higher education programs. Therefore, our teacher preparation candidates must acquire skills to help them become competent and knowledgeable of best practices for managing one's overall health from a mental, physical, and spiritual, holistic approach.

Special Education teachers serve many roles with the special needs of their students. As a result, they are required to have knowledge and skills that allow them to engage students holistically. When a student is emotionally unstable and, therefore, cannot regulate his/her behavior, they are then forced to reach for a set of skills that most special educators do not possess. Therefore, knowledge acquired through pre-service training will equip teacher candidates with the ability to feel confident in their ability to engage and support students who have social-emotional issues as a result of trauma.

It would be beneficial for special education teachers and Response-to-Intervention teams to be educated on the importance of social emotional learning and trauma. This should result in a

stronger, school-wide understanding and appreciation of trauma-informed care within the roles and responsibilities in special education.

Recommendations for Future Research

Within this section, the researcher will outline future research ideas that have been discussed throughout the course of the study with colleagues, faculty, staff, educators, and my committee. These ideologies for future research represent a research agenda that supports the foundation of Culturally Responsive Trauma-Informed Special Education Teacher preparation curricula development, although, the premise of this study was to design and conduct a study that would yield data that supported the transformation of our teacher preparation programming in new innovative ways.

Trauma-Informed Care is a term that is new to the Educational Profession. In many cases, it is used more practically in K–12 schools than in Colleges of Education. As we see a shift in the Education system with the integration and implementation of Mental Health services in K–12 schooling we must consider what this means from a micro, mezzo, and macro lens.

Utilizing a systematic approach, Trauma-Informed Care at this stage is an organizational, structural, and treatment framework that involves understanding, recognizing, and responding to all kinds of trauma. This requires all persons, staff, etc., working within these systems to be knowledgeable of trauma in efforts to move to a trauma-informed operational lens to create effective systems of care. Therefore, relating this concept to the current study highlights the need for Teacher Preparation programs to teach students how to become aware and conscious of the symptoms of toxic stress, poverty, external risk-factors, trauma, and how these effects present themselves in a school setting. This is critical and requires educators to have specialized skills in order to engage students identified as having special needs and/or being a part of a vulnerable/at-

risk population. Paccione-Dyszleeski (2016), supports this by stating that awareness is the first step in moving towards becoming trauma-informed. For example, if a child presents with challenging behaviors, a culturally responsive, trauma-sensitive educator will possess the skills required to be responsive to the needs of that child. Therefore, as a child raises his/her voice, curses, or is unable to express his/her needs, tosses a chair, and/or is not responsive to directives, trauma will be considered as the root cause. Within this framework, the educator will respond with an understanding rooted in being trauma informed to the actions of the child.

Thus, as a result of this study, the researcher has placed much emphasis on South Florida. Due to this being the current home of the researcher, he is interested in looking at how the current institutions within the metropolitan areas of Fort Lauderdale (Broward County) and Miami (Miami-Dade County) to include but not be limited to Florida Memorial University, Barry University, Nova Southeastern University, University of Miami, Florida Atlantic, and Florida Memorial University can create a unified Pipeline of Culturally Responsive Trauma-Informed/Sensitive Educators. Currently, none of the teacher preparation programs offer courses that focus on trauma. Therefore, a research question would be how the design, implementation, as well as cross collaboration of systems within education and government work together to help fill in this gap within the South Florida region.

After recognizing that a large number of SPED licensure programs do not offer TIC concentrations and/or certificates within their perspective programs, this topic must be examined a bit more in-depth. The argument of trauma-informed care not being incorporated in higher education teacher preparation curricula, the researcher aspires to examine this topic further as it relates to TIC and how it looks in K–12 curricula. Currently, it is being implemented in specific states as initiatives to help address many of the issues in both schools and communities. As a

result, I ask to what extent are pre-service teachers, K–12 schools, and higher education programming knowledgeable of what this really looks like instructionally and/or within their lesson plans? What skills do you need to possess to successfully incorporate and/or address social emotional skills/learning in classrooms with students labeled as BD/ED? Years ago, in the Special Education field, the term Life Skills was used and focused on by Special Education teachers as a means of teaching student's skills that were essential to them surviving in life. Is there a such thing as TI-Social Emotional Learning?

As the researcher engaged in critical dialogue with Special Education teachers and support staff, thought was given to the role of the paraprofessional educator in special education classrooms, specifically, how their roles are not offered specialized training with students classified as requiring educational supports. Although these educators are not licensed to teach, they perform many duties both individually with students and/or organizationally in the classroom. Often these educational support staff are the closest staff to students outside of the lead teacher. As a result, special education paraprofessionals should be required to have culturally responsive trauma-informed care training for them to be effective first responders in the event they should be presented with a student's crisis. Creating a trauma-informed-care educator workforce is the key to addressing the needs of our students.

Another implication that derived from interviews held for the purpose of this research study was that there should be an initiative started amongst the academic community that produces policy contributions to create a Trauma-Informed Care Endorsement for Teacher Educators. All four professors interviewed for this study agreed that it is much needed and would be a great way to ground the concept into teacher education.

Although, many ideologies for future research have been outlined above, my committee and I strongly believe that a robust follow-up would be to advocate for the development of a program that specializes in preparing special education teachers how to blend social work and clinical assessment/counseling skills with their instructional foundation. This might include the development of an advanced-level practicum that serves as a community-focused learning experience similar to a community school that would allow students the opportunity to work with students and their families during crisis.

Lastly, within the study there were some schools such as VCU and NYU that incorporate mandated reporting courses that lead to certificates. Proposing a study that examines an in-depth approach to what information and coursework make up these TIC certificates could serve as a gateway to advocating for the development and/or implementation of a specialization that can become an endorsement to a teacher licensure. Additionally, states such as Virginia and New York mandate that teachers take these courses based on their curricula objectives and goals. Mandating that teacher candidates be taught such materials ensures that they have the knowledge capacity to identify, document, and report scenarios to the proper authorities. These skills can and will save the lives of many students.

Conclusion

Currently, there have been compounded challenges due to COVID-19 that have put strains on resources and changed lifestyles. Higher Education Teacher Preparation programs are tasked more than ever to become relevant by providing coursework that prepares teachers to meet the needs of students from a holistic approach. This means mentally, physically, emotionally, and spiritually. Stressors are becoming a norm and special educators are at a

disservice to themselves and students if they are not properly equipped with the tools to reach and teach students.

Harris and Fallot (2001) suggest that school systems need to become trauma-informed by thoroughly incorporating this framework in all aspects of its service delivery. Revamping and/or modifying teacher preparation programs is one way to address the issue. We must begin to accept the notion that school is no longer a place for just education—rather it is a system that delivers many services to students in which education is the focal point. Therefore, by ensuring that the service delivery is trauma-informed speaks to the school’s ability to support school-aged children and adolescents from a holistic approach. In return, this will help youth’s ability to prosper and succeed academically as well as in their developmental stages.

For instance, according to the National Association of School Psychologists a “threat assessment is a violence prevention strategy that involves: (a) identifying student threats to commit a violent act, (b) determining the seriousness of the threat, and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior. The goals of threat assessment are to keep schools safe and to help potential offenders overcome the underlying sources of their anger, hopelessness, or despair” (NASP School Safety and Crisis Response Committee, 2014). Assessments such as these must be included to fit the needs of the schools and students to ensure safety within the schooling environment and address traumatic circumstances. These assessments are embedded in some public-school district protocols but not clearly addressed in teacher preparation programs. For example, in Broward County Public Schools (Broward County Public Schools, n.d.), it is now policy that a threat assessment be carried out on any student who makes a threat. BCPS, therefore, outlines policies and procedures for Threat Assessment teams. This is important to

highlight because it is key to helping special education teacher preparation candidates increase their knowledge of how to understand, recognize, and respond to symptomatology that is rooted in trauma. Furthermore, this battery allows educators to properly work with colleagues as part of a Threat Assessment Team to address such crisis threats that may exist within the school district. For instance, information from such assessments is foundational to SPED teachers, who are tasked with collecting data on so many different levels to justify labeling, identifying threats, monitoring behaviors, discipline (consequences), RTI (Response to Intervention), and Individual Education Plans (IEPs). Yet, even after the IEP and/or a label has been given to a student, it is still the responsibility and duty of the RTI team and/or SPED teacher to monitor that student's progress over the course of an academic year. As a result, such assessments and training must be identified and provided to both pre-service and in-service special educators to better inform those creating students' IEPs.

It is essential that there's an ongoing, robust, and open dialog between administrators, educators, parents, and students, because transparency is critical to creating a pipeline of well-prepared special education teachers. Findings suggest that courses are beginning to be offered by programs in areas of adverse childhood events, behavioral analysis, diagnosis (DSM-5), child abuse, physical abuse, sexual abuse, neglect, and teachers' obligation to be mandated reporters.

Reiterating the idea that some institutions integrate courses that include clinical diagnosis (DSM-5), Behavioral Analysis therapeutic approaches, behavioral plans, as well as case management work (referrals, service plans, IEP, crisis intervention, etc.), this strongly suggests that special educators' job functions and training have a lot of overlap with those of Social Work. Programs of study such as that of the University of Pittsburgh's dual degree programs which create and assert that students will know how to (a) understand the learning environment of

students in the urban settings, (b) understand schools as organizations in context, (c) utilize culturally relevant classroom instruction to promote academic growth of adolescents, and (d) facilitate intervention programs and student support services that focus on the social and emotional needs of students.

There are not a lot of programs that are moving in the direction of incorporating culturally responsive, trauma-informed coursework in their Master's-level teacher certification program curricula. These courses are needed due to the increase in school and community violence, drug use (Opioid Epidemic), and various external risk factors. Trauma is becoming a true issue at the forefront of our society, and we must as a profession equip our teachers with the skills and knowledge necessary to intervene and support students with exposure to such lived experiences.

The field must push to create uniform certificates and specializations that address real-life scenarios and situations that are reoccurring in our society and, more importantly, school settings. One program that is highlighted in this study is the University of Pittsburgh, and the power that the Pittsburgh Public Schools held in their demand to the University to evaluate the training of their teacher candidates to fit the needs of the community and schools in which they would be employed to serve, educate, and support students. It was through this hard conversation that University Pittsburgh brought together professors from the College of Education and School of Social Work. What came of the meeting was an evolution in how teachers are prepared for work in urban education. The evolution of the dual degree program is a political battle that requires commitment between the College of Education and other Colleges and/or Schools to provide teacher candidates with a well-rounded toolbox of skillsets.

Specifically, within the field of Special Education, we use traditional approaches to address students with challenging behavior as well as socio-emotional shortcomings. Instead of assessing the root cause of a child's label, we as special educators diagnose without proper education or understanding of students' lived experiences to understand their needs socially, emotionally, spiritually, and physically. For example, many practices are well documented for increasing both inequities and inequalities within public schools' disciplinary policies and procedures. Many public school systems, especially those who educate black boys in urban communities, have high rates of suspension/expulsion; therefore, data suggests that these practices are not effective (Skiba & Rausch, 2006) and more importantly, lack principles of social justice. Without an understanding of the effects of chronic stress and trauma, trauma-impacted students are at risk of being seen as children with "problem behaviors" rather than as children in distress.

Public Schools are now recognizing the impact of trauma and beginning to adopt trauma-informed practices. When school systems approach students through a trauma lens, they are better equipped to provide the educational and socio-emotional supports necessary to help students reach their potential. States such as New York and Virginia require organizations to create curricula to educate students on Mandated Reporting. These states allow the universities and/or training agencies to modify core objectives set by the state. Modified curricula may resemble trainings, modules, certifications, etc. These programs support and highlight the importance of how important it is for teachers to acquire skills that lend themselves to teachers being able to identify, report, support, and advocate for students who experience trauma.

Oftentimes, the trauma identified must be reported to authorities due to the seriousness of accusations. Therefore, teachers must know the proper processes of how to identify, assess,

document, and report these accusations. Mandated reporting courses are an excellent foundational course to explore trauma, trauma-informed care. Basic objectives can be discussed and/or explored to ensure that educators are competent in this subject. Examples of course objectives include but are not limited to:

Special Education teacher preparation programs would be much better suited to prepare teacher candidates with the skillsets needed to engage students who may experience trauma if they incorporated: (a) assessments that lend themselves to assess child adverse experiences, crisis intervention, suicide ideation, and child abuse; (b) in-depth understanding of mandated reporting; (c) community collaboration that allows teachers the opportunity to identify resources to help support students and their families as they learn to cope, heal, and build resiliency in recovery; and (d) best practices associated with trauma-informed care with special attention placed on cultural responsiveness. As discussed earlier in the literature review, there is no one-size-fits-all approach to culturally responsive pedagogy.

As educators who come into direct contact with students who experience trauma, it is our professional duty to become aware of best practices to engage and support our students in school settings. Remembering the motto, “We have to reach them in order to teach them,” asserts the growing realization that our process of teacher preparation should be informed by and consistent with the Culturally Responsive Trauma-Informed Care framework. One important component that is essential to this framework includes the social ecological model. Although this theory can be used within the Culturally Responsive Trauma-Informed Care framework, this study discusses the importance of the person-centered approach, which is based on the premise that social factors contribute to the experiences and difficulties, and it is through the empowerment of people as self-determining actors in their own lives that social and personal change can be brought about

(Rogers, 1979; Washburn & Grossman, 2017). Within this approach, the educator would utilize skills such as empathy, unconditional positive regard, and genuineness (e.g., Kensit, 2000) with congruence to meet the needs of students. When trying to understand a student holistically from a social historical context that highlights and provides a timeline of lived experiences that encompass external risk factors that affect a student's mental, physical, and spiritual motivation to excel academically is one that educators must be knowledgeable of in order to answer the unknown question of "What's really going on?".

Covid 19 showed America and the rest of the world that unexpected events can have long-term effects on our lives. We have been forced to adapt our way of life to survive in the unknown. With stress levels at an all-time high for the majority, we have all been forced to adapt and become flexible with each other as there are many external risk factors that can affect a person in different ways. This current event serves as a great example that we all have been faced with and/or experienced some external risk factors that altered our mental, physical, and spiritual wellbeing. Some would argue that the pandemic has changed the landscape in which we see schools operating. Students and K–12 education has become a key topic discussed and debated at the forefront of our political gambit. Many trauma-informed care certificate programs and/or coursework is being developed by programs in the school of social work or education psychology. Teacher preparation programs must look at interdisciplinary collaborations at the university and departmental level, putting internal politics aside in order to achieve the better good of teacher preparation by creating a pipeline of culturally responsive trauma-informed teacher candidates.

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Appendix A

Definitions of Terms

Culturally Responsive Pedagogy – Culturally responsive pedagogy is a student-centered approach to teaching that incorporates student’s cultural traditions, values, and strengths to promote student achievement. Ladson-Billings (1994a) defined CRP as a framework “that empowers students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes” (pp. 16-17).

Cultural identity “refers to identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion” (Chen, 2014, p. 1).

Trauma – Trauma is the response to a deeply distressing or disturbing event that overwhelms an individual’s ability to cope, cause feelings of helplessness, diminishes their sense of self and their ability to feel the full range of emotions and experiences. According to the American Psychological Association; trauma is an emotional response to a terrible event like an accident, rape or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea (APA, 2020).

Trauma-Informed Care – According to the State University of New York at Buffalo Center for Social Research; “Trauma-Informed Care (TIC) is an approach in the human service field that assumes that an individual is more likely than not to have a history of trauma. Trauma-Informed Care recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual’s life- including service staff. A Trauma-Informed Care approach strives to understand the whole of an individual who is seeking services. When trauma occurs, it affects an

individual's sense of self, their sense of others and their beliefs about the world. The intention of Trauma-Informed Care is not to treat symptoms or issues related to sexual, physical or emotional abuse or any other form of trauma but rather to provide support services in a way that is accessible and appropriate to those who may have experienced trauma" (Center for Social Research, 2020).

External Risk Factors - According to the CDC, "Risk factors are those characteristics linked with child abuse and neglect, but they may or may not be direct causes. A combination of individual, relational, community, and societal factors contribute to the risk of child abuse and neglect.

Although children are not responsible for the harm inflicted upon them, certain factors have been found to increase their risk of being abused and/or neglected" (Center for Disease Control and Prevention, 2020).

Euro Centric Teaching – Eurocentrism is a teaching pedagogy that refers to a body of beliefs that uncritically establish Europe's historical progress and political and ethical superiority/dominant (Blaut, 1993, p. 8). This approach leads one to believe that the rest of the world is secondary and beneath European civilization. In educational contexts, Eurocentric perspectives can be traced in curricula & instruction, textbooks, praxis, and shed lights on how education is central in producing and reproducing structural systemic racism often leading to cultural democide.

Appendix B

Interview Protocol

Program Curriculum Mission, Objectives, & Goals

- How would you describe your teacher preparation program in your own words?
- What is the focus of the program?
- How does the focus of the program align with the mission, objectives, and goals of the program?

Community Needs

How do you align your programs mission, objectives, and goals with the needs of K-12 schools in your community as well as nationally?

Can you describe a time when the program has adjusted coursework, concentrations, created certifications, and/or modified its curricula to meet the needs of society, communities, and K-12 schools?

- Trauma/Trauma-Informed
- How do you define trauma?
- What is your understanding of trauma-informed care?
- Do you think your teacher preparation program is trauma-informed?
 - How might past experiences of teacher preparation candidates affect their ability to engage and/or master the content?
 - Please describe ways in which your teacher preparation program will both model and encourage trauma-informed care and practices.
 - Please describe components that your teacher preparation program encompasses that will help student candidates understand as well as have the

knowledge to engage students who have been exposed to trauma regarding their behavior?

What do you envision in a trauma-informed teacher preparation program?

- Describe how this LENS/Framework can help strengthen your teacher preparation program curricula?
- Tell me about how your program prepares teacher candidates to work with students who have been exposed to trauma.

Please describe some of the methods you have used to measure teacher candidates progress towards understanding trauma and moving towards being trauma-informed?

- Do you believe that teachers should know how to deal with crisis situations in classroom and school settings?
- Are there any components of your program that lend themselves to crisis intervention? If so, can you describe your approach? What are the outcomes?

Supervision

- Are field educators' trauma-informed?
- Do the student teacher evaluation forms incorporate any trauma-informed principles/components?
- Do they incorporate the TIC framework when assessing/evaluating student teacher/practicum performance?
 - Is it validated & reliable?
 - What was the process
- What does a trauma-informed school look like to you?

- What type of schools do you think are best to collaborate with in order to expose teacher candidate to students with trauma for the purpose of learning?

Self-Care/Stress Reduction

- Are there any activities, trainings, or components that teach teacher candidates how to recognize How when exposure to secondary traumatic stress is impacting them and their work?
- What tools and/or knowledge does the College provide field educators with in order to help teacher candidates recognize the impact of secondary traumatic stress and support their self-care?
- What do you envision being implemented in the teacher preparation curriculum that increases skills for candidates to build resilience, increase recognition of secondary traumatic stress risk, and address this risk for the team or an individual?
- What have you done to support staff self-care in your most recent position?

Conclusion

- Has this interview inspired you to incorporate trauma-informed principles and domains into the learning curricula?
- What are your thoughts on collaborating with the Social Work department to incorporate and/or develop a trauma-informed track within your program?
- Do you think courses will be required or a specialized track will be developed?

Appendix C

IRB Consent Letter



Social Behavioral Research Consent Form

Preparing Trauma-Informed Special Educators

You are being asked to participate in a voluntary research study. The purpose of this study is to examine to what extent teacher preparation programs incorporate culturally responsive trauma-informed instruction, frameworks, and theory into program curricula, materials, and coursework. Participating in this study will involve the researcher to schedule a time to ask you to participate in an interview; these scheduled meeting times will last for 45 minutes in duration with an identified faculty member via phone, skype, google hangout, or in person. The interview protocol contains questions about program development, curricula adaptation, and program objectives & goals as it relates to the researcher's research questions. There are no risks related to this research nor are there any reasons a person should not participate. Benefits to the study include the incorporation of innovative framework and/or the lack thereof curricula that have helped the field produce Trauma-informed Special Educators.

Dominic D. Combs (Doctoral Candidate)
Department of Curriculum & Instruction
University of Illinois at Urbana-Champaign
DCombs2@Illinois.edu
Advisor: Violet Harris
VHarris@Illinois.edu

Signature

Printed Name

Signature of Person Obtaining Consent

Printed Name of Person Obtaining Consent

Date

Date (must be same as subject's)

Appendix D

Study Participatory Invitation Letter



COLLEGE OF EDUCATION

Department of Education Curriculum & Instruction
1310 South Sixth Street, Champaign Illinois 61820

University of Illinois at Urbana Champaign Institutional Review Board

Letter of Invitation to Participate in Research

Preparing Trauma-Informed Special Educators

Date: _____

Dear _____

We invite you to participate in a research study conducted by Dominic Combs, students in the Curriculum Instruction Doctoral program at the University of Illinois at Urbana-Champaign. The faculty advisor is Dr. Violet Harris Faculty-Sponsor, Professor Emeritus, College of Education.

The purpose of this study is to examine to what extent teacher preparation programs incorporate culturally responsive trauma-informed instruction, frameworks, and theory into program curricula, materials, and coursework. Your program has been identified as meeting criteria therefore you are eligible to participate in this study. The researcher will schedule a time to ask you to schedule an interview; these scheduled meeting times will last for 45 minutes in duration with an identified faculty member via phone, skype, google hangout, or in person. The interview protocol contains questions about program development, curricula adaptation, and program objectives & goals as it relates to the researcher's research questions. Your responses will be anonymous and confidential. Please do not write any identifying information (your name, address, name of school, etc.) on your survey.

Your participation in this study is completely voluntary. If you choose to participate you may choose to discontinue participation at any time and you may choose any of the survey questions that you do not wish to answer. Your completion of the survey and returning it to the investigators indicates your consent to participate in this study. Feel free to contact me at DCombs2@Illinois.edu or (954) 997-8501 if you have questions.

Sincerely,

Dominic D. Combs
Doctoral Candidate

Appendix E

Institutions and Demographics

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
1	Arizona State University	Mary Lou Teachers College	Yes	Phoenix	AZ	R1
2	Auburn University	College of Education	Yes	Auburn	AL	R1
3	Baylor. (All Levels Track)	Educational Psychology	Yes	Waco	TX	R2
4	Boise State University	School of Education		Boise	ID	R2
5	Boston College	Lynch School of Education and Human Development	Yes	Chesnutt Hill	MA	R1
6	Brigham Young University	McKay School of Education: Counseling Psychology and Special Education	No	Provo	UT	R2
7	California State University (Los Angeles)	Charter College of Education	Yes	Los Angeles	CA	
8	Clemson University	College of Education	Yes	Clemson	SC	R1
9	CUNY (Graduate Center)			New York	NY	R2
10	Florida State University	School of Education	Yes	Tallahassee	FL	R1

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
11	Fordham University	School of Education	Yes	Bronx	NY	R2
12	George Mason University	School of Education	Yes	Fairfax or Arlington	VA	R1
13	George Washington University	Graduate School of Education and Human Development	Yes	Washington	DC	R1
14	Georgia State University	Graduate School of Education and Human Development	Yes w/ MAT	Atlanta	GA	R1
15	Indiana University @ Bloomington	School of Education	Yes	Bloomington	IN	R1
16	Iowa State University	School of Education	Yes	Ames	IA	R1
17	Johns Hopkins University	School of Education	Yes	Baltimore	MD	R1
18	Kansas State University	College of Education	Yes	Manhattan	KS	R1
19	Lehigh University	College of Education	Yes	Bethlehem	PA	R2
20	Loyola Marymount University	School of Education	Yes	Los Angeles	CA	R2
21	Loyola University Chicago	School of Education	Yes	Chicago	IL	
22	Marquette University	School of Education	Yes	Milwaukee	WI	R2

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
23	Michigan State University	College of Education	Yes	East Lansing	MI	R1
24	Mississippi State University	College of Education	Yes	Starkville	MS	R1
25	Montclair State University	School of Education	Yes	Montclair	NJ	R2
26	North Carolina State University	College of Education	Yes	Raleigh	NC	R1
27	Northwestern University	School of Education	Yes	Evanston	IL	R1
28	NYU	Steinhardt	Yes	New York City	NY	R1
29	Ohio State University	College of Education and Human Ecology	Yes	Columbus	OH	R1
30	Pennsylvania State University (University Park)	College of Education	Yes	University Park	PA	R1
31	Purdue University	School of Education	Yes	West Lafayette	IN	R1
32	Rutgers, The State University of New Jersey @ Brunswick	School of Education	Yes	New Brunswick	NJ	R1
33	San Diego State University	College of Education	Yes	San Diego	CA	R2

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
34	Southern Methodist University	School of Education and Human Development	No	Dallas	TX	R2
35	St. Louis University			St. Louis	MO	R2
36	Stanford University				IN	
37	Syracuse University	School of Education	Yes	Fairfax or Arlington	VA	R1
38	Teachers College, Columbia University			New York	NY	R2
39	Temple University	School of Education	No	Philadelphia	PA	R1
40	Texas A&M University @ College Station	Education & Human Development	Yes	College Station	TX	R1
41	University of Alabama			Birmingham	AL	R1
42	University of Albany @ SUNY			Albany	NY	
43	University of Arizona		Yes	Tucson	AZ	R1
44	University of Arkansas @ Fayetteville			Fayetteville	AR	R1

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
45	University of Buffalo	Graduate School of Education	Yes			
46	University of California @ Berkley		Yes	Berkeley	CA	R1
47	University of California @ Davis	School of Education	Yes	Davis	CA	R1
48	University of California @ Irvine	School of Education		Irvine	CA	R1
49	University of California @ Riverside	School of Education	Yes	Riverside	CA	R1
50	University of California @ San Diego			La Jolla	CA	R1
51	University of California @ Santa Cruz			Santa Cruz	CA	R1
52	University of California @Los Angeles UCLA			Los Angeles	CA	R1
53	University of California @Santa Barbara	Gervitz School of Education		Santa Barbara	CA	R1
54	University of Cincinnati		Yes	Cincinnati	OH	R1

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
55	University of Colorado @ Boulder			Boulder	CO	R1
56	University of Florida	College of Education	Yes	Gainsville	FL	R1
57	University of Georgia	John H. Lounsbury College of Education	Yes	Athens	GA	R1
58	University of Hawaii @ Manoa		No	Honolulu	HI	R1
59	University of Illinois @ Chicago	College of Education		Chicago	IL	R1
60	University of Illinois at Urbana-Champaign	College of Education	Yes	Champaign	IL	R1
61	University of Indiana	School of Education	Unclear	Bloomington	IN	R1
62	University of Iowa	College of Education	Yes	Iowa City	IA	R1
63	University of Kansas	Department of Special Education, School of Education	Yes	Lawrence	KS	R1
64	University of Kentucky	College of Education	No	Lexington	KY	R1
65	University of Louisville	College of Education	Yes	Louisville	KY	R1

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
66	University of Maine	College of Education	Yes	Orono	ME	R2
67	University of Maryland College Park	College of Education	Yes	College Park	MD	R1
68	University of Massachusetts (Boston)			Boston	MA	R2
69	University of Massachusetts @ Amherst	College of Education	Yes	Amherst	MA	R1
70	University of Miami	School of Education & Human Development	Yes	Coral Gables	FL	R1
71	University of Michigan @ Ann Arbor			Ann Arbor	MI	R1
72	University of Minnesota-Twin Cities	College of Education and Human Development/Department of Educational Psychology	Yes	Minneapolis & St. Paul	MN	R1
73	University of Mississippi (Ole Miss)		No	Oxford	MS	R1
74	University of Missouri	College of Education (Online)	Yes	Columbia	MO	R1
75	University of Nebraska @ Lincoln	College of Education and Human Services	Yes	Lincoln	NE	R1

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
76	University of Nevada @ Reno	College of Education	Yes	Reno	NV	R1
77	University of North Carolina @ Greensboro	School of Education	Yes	Greensboro	NC	R2
78	University of North Carolina Chapel Hill	School of Education		Chapel Hill	NC	R1
79	University of North Carolina Charlotte	Cato College of Education	Yes	Charlotte	NC	R2
80	University of Oklahoma (Rainbolt)	Jeannine Rainbolt College of Education/Educational Psychology	Yes	Norman	OK	R1
81	University of Oregon	Department of Special Education and Clinical Studies	Yes	Eugene	OR	R1
82	University of Pennsylvania			Philadelphia	PA	R1
83	University of Pittsburgh	School of Education	Yes	Pittsburgh	PA	R1
84	University of San Diego	School of Leadership and Education Sciences	Yes	San Diego	CA	D/PU
85	University of South Carolina	School of Education	Yes	Columbia	SC	R1
86	University of South Florida			Tampa	FL	R1

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
87	University of Southern California (Rossier)	Rossier School of Education	Yes	Los Angeles	CA	R1
88	University of Tennessee @ Knoxville	Theory & Practice in Teacher Education	Yes	Knoxville	TN	
89	University of Texas Austin	College of Education	Yes	Austin	TX	R1
90	University of Utah	College of Education	Yes	Salt Lake City	UT	R1
91	University of Vermont	College of Education and Social Services	Yes	Burlington	VT	R2
92	University of Virginia	Curry School of Education	Yes	Charlottesville	VA	R1
93	University of Washington	College of Education	Yes	Seattle	WA	R1
94	University of Wisconsin @ Milwaukee		Yes	Milwaukee	WI	R1
95	University of Wisconsin-Madison	Rehabilitation Psychology & Special Education	Yes	Madison	WI	R1
96	University of Central Florida	Education and Human Performance	Yes	Orlando	FL	
97	Utah State University	Emma Eccles Jones College of Education & Human Services	Yes	Logan	UT	R2

Institution	Name	School/College	Certification Program	City	State	R1/Teaching
98	Vanderbilt University	Peabody College of Education and Human Development	No	Nashville	TN	R1
99		School of Education	Yes	Baltimore	MD	R1
100	Virginia Commonwealth (VCU)	School of Education	Yes	Richmond	VA	R1
101	Virginia Tech			Blacksburg	VA	R1
102	Washington University in St. Louis			St. Louis	MO	R1
103	College of William & Mary	School of Education	Yes	Williamsburg	VA	R2

Appendix F

Notes, Review Data Set 1

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
1	Y						Language and Literacy, Mathematics
2	Y	Behavior, Instruction					Advanced Teaching Methods in Special Education; Curriculum and Teaching in Specialization (Learning Strategies); Teaching Methods in Special Education; Curriculum in Severe Disabilities
3	Y	Instruction					EDP 5364 Teaching Associate special education (mod/severe) EDP 5363 Teaching Associate Special EducationEDP 5379 Education of Students with Mod/Severe* EDU 4375 Math for Learners with Exceptionalities EDU 4374 Literacy for

Complete		Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
							Learners with Exceptionalities
4	Y	Behavior, Instruction					
5	Y	Instruction		Instruction of Students with Special Needs and of Diverse Learners			Instruction of Students with Special Needs and of Diverse Learners
6	Y	Behavior, Intervention , Instruction		Child & Adolescent Social/Emotional Assessment & Intervention			Single-Subject Research Design
7	Y	Behavior, Intervention		Student Behavior and Social Interaction Skills: Support for Individuals with Special Needs			Evidence-Based Practices in Literacy and Curriculum for Young Children with Disabilities

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
8	Y	Instruction, Intervention , Behavior					Language Arts Instruction for Individuals with Disabilities; Teaching Mathematics to Individuals with Disabilities; Directed Teaching in Special Education; Integrating Knowledge and Skills to Develop Preservice Special Educators' Instructional Expertise; Reading and Writing Instruction and Assessment for Culturally and Linguistically Diverse Students
9	XXXXXX						
10	LOOK	CLAIMS: Curriculum & Instruction but no classes					

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
11	Y	Behavior, Instruction	Seminar	Seminar	Seminar	Seminar	Literacy and Learning Across the Curriculum (CTGE5547)
12	Y	Saw no focus, revisit					EDSE 503: Language Development and Reading
13	Y	Instruction, Assessment, Understandi ng Students Characterist ics.					CPED 6224 – Diagnostic Teaching of Reading: K- 6; CPED 6412 – Elementary School Curriculum and Methods: Humanities; CPED 6412 – Elementary School Curriculum and Methods: S.T.E.M.
14	Y	Behavior, Instruction,		EXC 6590 Functional and Social Methods for Students with Behavior Learning Disabilities			EDRD 6600 Introduction to Material and Methods of Reading Instruction or EDRD 7600 Theory & Pedagogy in the Study of Literacy; EXC 6580 Instructional Methods for Students with Behavior Learning Disabilities; EXC 7190 Alternative

Complete		Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
							Approaches to Literacy Instruction for Students with Disabilities
15	Y	Instruction, Intervention, Behavior					
16	Y	Unclear					
17	Y	Instruction, Behavior					871.511 Instructional Planning and Management in Special Education
18	Y	Academic Assessments, Instructional Interventions, Behavior		Interventions: Emotional & Behavioral Disorders, Interventions: Low Incidence Special Education			
19	Y	Core Content Subject Area,					SPED 418 Alternative Curricular Approaches ; SPED 421 Academic Interventions: Secondary

Complete		Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
		Instruction, Assessment, Behavior					Level; TLT 407 Instructional Design for K-12 Classrooms; TLT 432 Reading and Critical Thinking in Middle Level and High School Education
20	Y	Instruction, Intervention					Instructional Design/Methods (Math, STEM, SS) elementary & secondary
21	Y	Instruction,					TLSC 420: Teaching Mathematics in Elementary Grade Classrooms TLSC 421: Teaching Science in Elementary Grade Classrooms TLSC 422: Teaching Social Studies in Elementary Grade Classrooms TLSC 423: Foundations of Literacy Instruction TLSC 440: Language and Literacy for Diverse Students; TLSC 442:

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
							Discipline-Specific Literacy for Diverse Students TLSC 450: Teaching and Learning in an Area of Specialization TLSC 451: Teaching and Learning with a Global Framework TLSC 460: Developing Rigorous and Relevant Instruction and Assessment
22	Call, no SPED listed						
23	Y	Instruction, Intervention , Behavior					CEP 842: Content Area Instruction for Students with Mild Disabilities
24	Y	Instruction					EDX 87003Directed Individual Study
25	Y	Instruction, Intervention , Behavior					Advanced Instructional Techniques for Students with Learning Problems Instructional Planning for

Complete		Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
							Students with Disabilities in Inclusive Settings
26	Y	Behavior, Intervention					ECI 576—Teaching Functional and Life Skills to Students with Disabilities ECI 571—Methods & Materials in Learning Disabilities
27	No MS offered						
28	Y	Behavior, Intervention, Instruction	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A. S.A.: The Social Responsibilities of Teachers	Strategies for Teaching Students with Emotional/Behavioral Disorders.	Drug & Alcohol Abuse Child Abuse Identification/School Violence Prevention	Adolescent Learners in Urban Contexts.	

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
29	Y	Instruction, and Behavior					Methods of Instruction for Elementary Children with Mild/Moderate Disabilities; Methods of Instruction for Secondary Students with Mild/Moderate Disabilities; Introduction to Children's Literature Reading: Understanding Phonics and Its Role in Instruction Foundations;
30	Y	Behavior, Instruction, Intervention		Problems in the Education of the Emotionally Disturbed			
31	Y	Intervention , Behavior					
32	Y	Instruction, Behavior					Instructional Decision Making in Special Education
33	Y	Instruction and Behavior					TE 930 (Teaching Reading & Language Arts) SPED 647

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
							(SPED Adaptations of Basic Skills Instruction) DLE 915A/B# (Teaching and Learning in the Content Area: English Language Development/SDAIE)
34	Y	Instruction and Behavior					EDU 6358. Instructional Interventions for Math EDU 63xx. Instructional Strategies for Intensive Intervention
35	PhD Only						
36	Don't See a SPED						
37	Y	Instruction and Behavior					RED 625 - Literacy Across the Curriculum SPE 612 - Adapting Instruction for Diverse Student Needs
38	N/A Deaf, Autism, Language						

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
	Communication ONLY						
39	Dom Do this one						
40	Y	Instruction, Behavior					SPED 617 Adolescent Literacy for Students with Diverse Instructional Needs & SPED 630 Early Literacy for Students with Diverse Instructional Needs
41	Y-N/A						
42	Y-N/A						
43	Y	Instruction, Behavior, Intervention					SPE 538 Language and Literacy I (3)
44	DC						
45	Couldn't Find						

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
46	N/A joint PhD with San Fran State						
47	Y - Not Offered						
48	Y - Not Offered						
49	Y	Instruction					EDUC 282A: Curriculum Theory and Instructional Processes: Mathematics and Science EDUC 282B: Curriculum Theory and Instructional Processes: Social Studies, Visual and Performing Arts, and Physical Education EDUC 295C: Curriculum and Instruction for Students with Severe Disabilities
50							

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
51	NA						
52	Y - Not Offered	Culture	N/A	N/A	N/A	ED-405	
53	NA						
54	Y	Behavior					
55	Call them(note to self)						
56	Y	Instruction, Intervention					EEX 6061 - Instructional Strategies Pre-K-6 EDG 6415 - Principles of Instruction and Classroom Management
57	Y	Behavior, Instruction					EDEX 6122 Curriculum & Methods IR 2 / EDEX 6121 Instructional Strategies & Procedures I
58							

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
59	N			SPED 512 Curricular and Social Adaptations for Working with Learners with High Incidence Disabilities			
60	Y	Behavior, Instruction					SPED 440: Instructional Strategies I SPED 441: Instructional Strategies II SPED 446: Curriculum Development I SPED 447: Curriculum Development II SPED 448: Curriculum Development III CI 431: Tchg Elementary Mathematics CI 475: Teaching Elementary Reading and Language Arts I
61	Y	Instruction, Assessment					L504 Identifying and Working with Learner Literacy Difficulties (Elementary and

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
							Secondary teachers) L517 Advanced Study of the Teaching of Secondary School Reading (Secondary teachers only) L545 Advanced Study of the Teaching of Reading in Elementary Schools (Elementary teachers only)
62	Y						EDTL: 4982 Instructional Decision Making in Education EDTL: 4975 Explicit Instruction
63	Y	Behavior, Instruction		Characteristics, Methods & Assessment: Intro to Struggling learners & Students High Incidence			Listed in other categories here?
64	Y	Behavior, Instruction					EDS 630: Advanced Methods for Teaching Students with Disabilities

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
							(3) & EDS 631: Programming for Students with Moderate and Severe Disabilities (3)
65	Y	Behavior, Instruction					EDSP 609/611: MSD Curriculum and Methods I & II
66	Y	Behavior, Instruction,					SED 543: Program Planning and Curriculum Access
67	Y	Behavior, Instruction					EDSP652 Curriculum & Instruction: Elementary/Middle Special Education
68	Y						
69	Not Offered						
70	Y	Instruction					TAL 629 Educating Exceptional Students TAL 634 Language and Reading Instruction or TAL 647 Language

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional and Early Reading Instruction
71	Don't See MS in special ed						
72	Y	Instruction, Intervention , and Behavior					Multiple Intervention Based courses
73	Y	Behavior, Instruction		EDSP 678: Positive Behavior Support			EDCI 601 Advanced Curriculum and Theory (Change to Advance Learning Theory and Practice)
74	Y	Behavior, Instruction					
75	Y-unable to find						
76	Y	Instruction, Behavior					EDRL 643 - Literacy Instruction II EDSP 643 Special Education Curriculum:

Complete		Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
							General Methods **EDSP 644 Special Education Curriculum: Approaches for Adolescents
77	Y	Instruction, Behavior					SES 652 Writing Instruction SES 642 Reading Instruction SES 610 Ecologically Based Instruction SES 611 Universal Design for Learning SES 656 Math and Science Instruction
78	Y	Instruction and Behavior					EDUC 628 Teaching English Language Learners EDUC XXX: Specially Designed Instruction for Literacy and Mathematics EDUC 614: Innovative and Engaging Teaching

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
79	Y	Instruction and Behavior					SPED 5175 - Instructional Planning in Special Education (3) SPED 5272 - Teaching Mathematics to Learners with Special Needs (3) SPED 5277 - Teaching Written Expression to Learners with Special Needs (3) SPED 5279 - Content- Area Instruction for Students with Special Needs (3)SPED 5275 - Teaching Reading to Elementary Learners with Special Needs (3) SPED 5276 - Teaching Reading to Middle and Secondary Learners with Special Needs (3)
80	Y	Instruction and Behavior					EDSP 5013-Special Education Instructional Methods and Programs

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
81	Y	Instruction and Behavior	ONE NOTE				Early Literacy for Diverse Learner; Intermediate Literacy for Diverse Learners; SPED 542 Adolescent Literacy for Diverse Learners; Special Education Math'; SPED 660 Design of Instruction ;
82	No MS SPED Listed						
83	TOO MANY, YOU DO						
84	Y	Instruction		EDTE 510P Educational Psychology EDTE 513P Positive Behavior Supports for Family, School,			EDTE 501P Methods for Language & Literacy EDTE 502P Elementary Methods I: Math & Science or EDTE 504P Secondary Methods I EDTE 503P Elementary Methods II: Humanities or EDTE 505P Secondary Methods II:

	Complete	Curriculum Focus	C-TIC	C-Social Emotional and Community Engagement	C- Trauma	C- Poverty	C-Instructional
							Social Science or EDTE 506P Secondary Methods II: Science or EDTE 507P Secondary Methods II: Mathematics or EDTE 508P Secondary Methods II: English or EDTE 509P Secondary Methods II: World Lang.
85	Y - Super Thorough Almost Unreal	Behavior, Interventions, Instruction					EDEX 712 - Instruction of Students with Intellectual Disabilities & EDEX 616 - Instruction of Students with Specific Learning Disabilities
86	only 4 courses						
87	Y	Instruction and Intervention				Context for Educational	EDUC 670 Intro to Curriculum & Pedagogy in Urban Schools, Identifying and teaching

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
						Equity, Access, and Agency,	to students differences EDUC672 Integrated Language Development Across the Curriculum EDUC 675 Literacy Development and Instruction in Elementary Education & EDUC 676 Secondary Ed
88	Straight Catalog						
89	Y	Instruction and Behavior		Foundations of Positive Behavioral Interventions			SED 384 Instruction and Intervention in ECSE SED 383 Intensive Reading Interventions for 22 Students with Dyslexia Reading Disabilities SED 383 Intensive Mathematics Interventions for Students with Math Disabilities and Difficulties SED 388 Teaching Individuals with Autism

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
							and Developmental Disabilities'
90	Y	Instruction and Behavior					SP ED 6022 Principles of Instruction & Behavior Support SP ED 6122 Reading Instruction for Students with Mild to Moderate Disabilities SP ED 6140 Writing Instruction SP ED 6141 Math Instruction
91	Y	Instruction, Behavior		Behavior Analysis in Special Education			EDSP 224 Meeting Inst Needs/All Stdnts ECSP 310 Curriculum in ECSP
92	Y	Instruction					Reading & Writing, Mathematic Instruction
93	Y			Techniques for instructing social behaviors for students with mild disabilities	Child Abuse Seminar (Required for Certification only)		

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
94	Not Offered??						
95	Y*****	Instruction & Behavior					RP & SE 465 Language and Reading Instruction for Students with Disabilities
96	???	Instruction, Behavior					EEX 6061 - Instructional Strategies Pre-K-6 EEX 6065 - Programming for Students with Disabilities at the Secondary Level
97	???						
98	Y	Specializati ons: Early Childhood, High Incidence, Low Incidence (Focus is on providing services &		SPED 7400 Management Procedures for Academic and Social Behavior		Advance d Issues in Family Interventi on	Advanced Procedures in Classroom Management and social skills Instruction

	Complete	Curriculum Focus	C-TIC	C-Social Emotional	C- Trauma	C- Poverty	C-Instructional
		supports not teaching)					
99	??????	Emphasis is on reading, writing, and behavior		Applied Behavioral Programming, Classroom Management			Instructional planning, Reading Methods, Spoken and Written Language Methods.
100	Y	Instruction, Behavior					SEDP 601 Instructional Methods and Programming for Individuals with Disabilities SEDP 602 Methods II: Teaching Students in Special Education - General Education
101	only admin						
102	N/A						
103	Y	Instruction, Behavior					CRIN X59 Assessment for Instructional Design CRIN E07 Elementary Mathematics Curriculum and Instruction

Appendix G

Review Data Set 2

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
1						Evaluation in Education
2		Advanced Behavior Management in Special Education; Positive Behavior Supports;	Advanced Assessment in Special Education;			Framework for Collaboration in K-12; Community-based Instruction and Related Services 3
3		5377 Applied Behavior Analysis	EDU 5371 Assessment of Students			
4			Assessment			Accelerated & Limited
5				Educational Assessment of Learning Problems		
6				Assessments & Evaluation for Students w/ Exceptional Needs		

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
7				Evidence-Based Practices in Literacy and Curriculum for Young Children with Disabilities		
8		Intensive Behavioral Interventions for Individuals with Disabilities	EDSP 8210(3 credit hours): Educational Assessment of Individuals with Disabilities			Intensive Academic Interventions for Individuals with Disabilities; Legal and Policy Issues in Special Education;
9						
10			EEX 5239: Assessment and Methods in Early Childhood Special Education			

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
11	Historical, Philosophical, and Multicultural Foundations of American Education (UEGE5102)• Teaching and Learning with Diverse Adolescents: Assessment and Planning (CTGE5402) Teaching English Language Arts and History in Inclusive Adolescence Classrooms* (CTGE5175) Teaching Math and Science in Inclusive Adolescence Classrooms* (CTGE5176)	Teaching and Learning with Diverse Adolescents: Assessment and Planning (CTGE5402) Behavior Interventions and Effective Classroom Management* (CTGE5167)	Assessment of All Learners with Disabilities* (CTGE5170)	• Teaching and Learning with Diverse Adolescents: Assessment and Planning (CTGE5402 - 3 credits)		Required Workshops: Child Abuse Identification and Reporting Workshop (EDGE0210 - 0 credits) Dignity for All Students Training (EDGE0260 - 0 credits) Drug, Alcohol, and Tobacco Training (EDGE0220 - 0 credits) Schools Against Violence Education Workshop (EDGE0230 - 0 credits)

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
12		EDSE 625: Applied Behavior Analysis: Verbal Behavior				
13		SPED 6290 – Affective Development and Behavior Management in Special Education	SPED 6260 – Developmental Assessment in Special Education			SPED 6239 – Analysis of Teaching and Collaboration for Professionals Working with Students with Disabilities; Overview and Legal Issues in Educating Exceptional Learners; Characteristics of Individuals with Learning, Emotional, and Intellectual Disabilities; SPED 6238 – Issues in Educating Individuals with Learning, Emotional, and Intellectual Disabilities; SPED 6202 - Researching Current Trends in Special Education: Teacher Decision Making.

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
14	EPSF 7100 Critical Pedagogy (3) EPSF 7110 Multicultural Education (3) EPSF 7120 Social and Cultural Foundations of Education (3)	EXC 6570 Individual and Classroom Management (3)	EPRS 7920 Classroom ing, Grading, and Assessment (3); EDRD 7650 Individualized Literacy Assessment and Instruction (3) EXC 6560 Educational Evaluation of Students with Disabilities (3)			
15	K548 Families, School and Society	K553 Classroom Management and Behavior Support		Assessment and Remediation of the Mildly Handicapped I		
16	CI 536: Sociocultural Learning Theory & one course in social and cultural studies/social justice certificate					Changed Curriculum fall 2018 - seems to focus on socio- cultural/psychological

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
17		871.513 Applied Behavioral Programming	Diagnosis/Assessment for Reading Instruction	874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle		
18		Behavior Management	Principles of Assessment & Assessment in Special Education		Practicum 1 & 2	EDSP 723 – Characteristics of Cognitive Disorders * EDSP 728 – Characteristics of Emotional & Behavioral Disorders *
19	SPED 332 Education and Inclusion of Individuals with Special Needs SPED 404 Diversity, Families, and School Collaborations in K-12	SPED 409 K-12 Classroom Environment and Management; SPED 432 Positive Behavior Support	SPED 405 Principles and Applications of K-12 Assessment; SPED 452 Assessment in Special Education;			

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
20	EDUR 6601: Language and Literacy in Culturally and Linguistically Diverse K-8 Environments		EDUR 6600: Evidence-Based Assessment Practices to Promote Student Learning	EDUR 6600: Evidence-Based Assessment Practices to Promote Student Learning		EDCE 5978: Directed Teaching with Students w/Students with Mild/Moderate Disabilities/ EDES 6609: Advanced Inclusionary Practices for Students with High Incidence Disabilities

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
21	TLSC 401: Bringing Language, Learning and Developmental Theory into Practice; TLSC 403: Teaching, Learning and Leading for Social Justice; TLSC 404: Constructive Learning Environments for Diverse Students TLSC 405: Analyzing Culturally Responsive Classroom Instruction TLSC 406: Educational Policy for Diverse Students;		TLSC 407: Individualized Assessment and Instruction for Diverse Students; TLSC 441: Using Classroom Data in a Collaborative Environment to Advance Student Achievement; TLSC 461: Developing and Implementing Rigorous and Relevant Instruction and Assessment			
22						

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
23		CEP 841: Classroom and Behavior Management & CEP 844: Applied Behavior Analysis	CEP 803A: Assessment of Students with Mild Disabilities	Assessment and Intervention (3 cr.)		
24			EX Supervision: Diagnosis of SPED			
25		Positive Behavior Supports for Diverse Learners	Assessment in Special Education and Classroom Practice		Educational Planning for Adolescents with Disabilities 3	3
26	ED 508— Exploring Diversity in Classroom and Community	ECI 579— Organization and Behavioral Management of Inclusive Classrooms ECI 584— Intervention for Behavior Problems of Students with Disabilities	ED 507—Principles of Developing and Interpreting Assessment	ECI 581— Educational Diagnosis and Prescription For Children With Exceptionalities		
27						

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
28			Psychological & Educational Assessments in SPED	Assessment and Instructional Design for Students with Mild to Moderate Disabilities	SPCED-GE 2501 Observations in Special Education SPCED-GE 2901 Student Teaching in Childhood Special Education I SPCED-GE 2902 Student Teaching in Childhood Special Education II	Childhood or Early Childhood

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
29		Applied Behavior Analysis for Teachers Communication Skills for Children with; Classroom and Behavior Change Management for Students with Disabilities;	Educational Assessment of Students with Mild/Moderate Disabilities; Assessment and Instruction for Struggling Readers; Teaching Reading to Students with Disabilities;			Delivering Effective Services to Enhance the Inclusion of Students with Special Needs
30				Developing and Interpreting Assessments in Special Education		
31		EDPS 51500 - Applied Behavior Analysis for Teachers	EDPS 56300 - Identification, Evaluation and Assessment of Exceptional Individuals	EDPS 56010M - Mild Intervention Practicum in Special Education & EDPS 56010I - Intense Intervention Practicum in Special Education		
32		Biological Bases of Behavior	Identification and Assessment of Learning Disabilities	Remediation of Learning Disabilities		

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
33		SPED 553 Behavioral Strategies and Supports for Students with Disabilities	SPED 534 (Classroom Assessment M/M)			
34		EDU 6360. Behavioral Interventions in the Classroom	EDU 6357. Assessment for Special Educators			
35						
36						
37		SPE 665 - Positive Behavior Supports in Secondary Schools		RED 621 - Literacy Intervention for Special Educators, Grades K-12		
38						
39						
40	SPED 602 Ethical and Professional Conduct in Special Education and Applied Behavior Analysis	SEFB 618 Behavior Management & SPED 699 Advanced Applied Behavior Analysis	SPED 601 Assessment in School Settings			
41						

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
42						
43				EED 537 Mathematics Methods and Assessment (3)		
44						
45						
46						
47						
48						
49	EDUC 109 or EDUC 109S: Education in a Diverse Society		EDUC 129: Educational Assessment of Individuals with Disabilities	EDUC 295B: Adapting Core Curriculum and Standards-Based Instruction (Mild/Moderate Disabilities)		
50						
51						
52						
53						
54		SPSY 8010: Applied Behavior Analysis 1 & 2				
55						

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
56		EEX 6612 - Methods of Behavioral Management	EEX 6295 - Assessment and Curriculum Prescriptions for the Exceptional Population			Live-Well/Teach-Well Online MS with chosen tracks Curriculum focus changes based on chosen track
57		EDEX 6117 Behavior Management	EDEX 6118 Assessment in Special Educ			
58						
59	SPED 461 Political and Socio-Cultural Perspectives on Special Education	SPED 514 Principles of ABA and Experimental Analysis of Behavior	SPED 423 Assessment of Monolingual and LEP Children with Disabilities			
60			SPED 424: Foundations of Assessment			
61	K548 Families, School and Society (3 cr.)	K553 Classroom Management	K535 Assessment and Remediation of the Mildly Handicapped; K536 Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies)			K565 Collaboration and Service Delivery; K548 Family, School and Society

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
62	EDTL: 4171 Diversity and Exceptionalities in Literacy Instruction	EDTL: 4950 Behavioral and Social Interventions		EDTL: 3103 Assessment Instructional Planning & Practice		
63	Methods in Access and inclusion in the core curriculum	SPED 743 Methods: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management	1.) Assessment and methods of Teaching students with low-incidence disabilities in inclusive settings., 2.) Functional behavioral assessment, positive behavior support and classroom management	1.) Assessment and methods of Teaching students with low-incidence disabilities in inclusive settings., 2.) Functional behavioral assessment, positive behavior support and classroom management		1.) Family and interprofessional Collaboration in Special Education, 2.) Transition Education and services from Childhood to adulthood.
64		EDS 601: Applied Behavior Analysis (3) EDS 603: Behavioral Consultation in Schools (3)	EDS 610: Advanced Education Assessment for Students (3)	EDS 610: Advanced Education Assessment for Students (3)		

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
65		EDSP 644: Applied Behavior Analysis EDSP 546: Behavior Analytic Approach to Communicatio n	EDSP 520: Assessment of Exceptional Learners			EDSP 540: Introduction to Exceptional Children
66		SED 532: Behavior Management and Intervention	SED 553: Assessment in Special Education	SED 545: Intervention for Reading Difficulties SED 598: Writing Interventions for Students with Disabilities		
67		EDSP613 Behavior & Classroom Management in Special Education	EDSP615 Assessment in Special Education	EDSP683 Assessment & Instruction in Mathematics & EDSP602 Functional Assessment & Instruction in Special Education		
68						
69						

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
70	TAL 608. Language Development for Linguistically and Culturally Diverse & TAL 604. Building Positive Relationships in Inclusive Secondary Schools.		TAL 601. Educational Assessment and Accountability			
71						
72		EPSY 5616 – Classroom Management and Behavior Analytic Problem Solving & EPSY 5657 – Interventions for Behavior Problems in School Settings	EPSY 5614 – Assessment and Due Process in Special Education	EPSY 5001 – Learning Cognition and Assessment		
73		EDSP 680: Applied Behavior Analysis and Management	EDCI 603 Measurement & Evaluation for Classroom Teachers	EDCI 631 Differentiated Instruction		

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
74		SPC_ED 7310 Behavioral Management for Exceptional Students SPC_ED 8440 Advanced Behavior Management: Applied Behavior Analysis	SPC_ED 7320 Assessment and Evaluation in Special Education			
75						
76	EDSP 632 Serving Individuals with Disabilities & Their Families	EDSP 653 Behavior Management in Techniques for Students with Disabilities	EDSP 652 Assessment For Special Education EDSP 663 Assessment and Instruction in K-12 Math for Struggling Students	EDSP 663 Assessment and Instruction in K- 12 Math for Struggling Students		
77		SES 659 Behavior Management SES 658 Positive Behavior Supports				

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
78	EDUC 615: Schools and Community Collaboration (3)	EDMX: 782 Behavioral Support Methods (3)	EDUC 744/790: Assessment (3)			
79		SPED 5270 - Classroom Management (3) SPED 6502 - Advanced Classroom Management (3)	SPED 5173 - Diagnostic Assessment (3)			
80		EDSP 5143: Applied Behavior Analysis in School Settings	EDSP 5183: Advanced Assessment			**More behavior courses required dependent on concentration
81		SPED 526 Behavior and Classroom Management; Advanced Behavior Management	Assessment in Special Education			Special Education Law; Transition Planning and Instruction I&II
82						
83						

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
84	EDTE 500P Diversity, Inclusion & Schooling		EDTE 517P Assessment			
85		EDEX 715 - Applied Behavior Analysis in Special Education & EDEX 791 - Procedures in Special Education Assessment and Intervention I	DEX 716 - Functional Behavioral Assessment and Behavior Interventions EDEX 790 - Introduction to Assessment in Special Education			
86						
87	EDUC 671 Contexts for Educational Equity, Access, and Agency EDUC 679 Blended Learning Experiences for Students in Urban Schools		Assessment and Curriculum for students with disabilities	EDUC 674 Identifying and Teaching to Student Differences		Collaboration, Families, and Case management
88						

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
89	SED 380 Cultural and Linguistic Diversity in SED/Rehabilitation Counseling	Foundations of Positive Behavioral Interventions		Assessment of Special Education		Law & Disabilities
90		SP ED 6022 Principles of Instruction & Behavior Support SP ED 6110 Behavioral Support Strategies for Students with Mild to Moderate Disabilities	SP ED 6121 Assessment of Students with Mild to Moderate Disabilities SP ED 6021 Principles of Assessment and Data-Based Decision Making	Writing Instruction and Assessment: K-6		
91		EDSP 217 Behavior Analysis in Special Education	EDSP 280 Assessment in Special Ed ECSP 311 Assessment in EI/ECSE	History & Systems of Services for Person w/Disabilities		
92				IEP Development and implementation		Legal foundations of special education, Transition Planning

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
93				Principals of Appraisal for Teachers of Exceptional Children, 2.) Functional Behavior Disorder		Family-Professional Partnerships and Collaborative Teaming
94						
95	RP & SE 710 Multicultural Issues in Special Education	RP & SE 330 Behavior Analysis: Applications to Persons with Disabilities		RP & SE 464 Diagnosis, Assessment, and Instructional Planning in Special Education		
96						
97						
98		Teaching high school students with severe and persistent academic and behavior difficulties.		Assessment for students with Severe and Persistent Academic and Behavior Difficulties		
99				Educational Assessment		Legal Issues

	Culturally Responsive Pedagogy	C-Behavior	Assessments	IEP Development	Practicum Experiences	Other
10 0	SEDP/TEDU 619 Multicultural Perspectives in Education	SEDP 631 Behavior Support of Individuals with Disabilities		SEDP 603 Theories, Assessment and Practices in Literacy Development for Individuals with Exceptionalities		
10 1 10 2 10 3		CRIN X56 Classroom Management and Positive Behavioral Supports for Students with Disabilities	CRIN X59 Assessment for Instructional Design			