

Creating a Trauma-Sensitive School Climate: implementing trauma-informed practice in education through staff training and organisational focus.

No registrations found.

Ethical review	Not applicable
Status	Other
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON26197

Source

NTR

Brief title

TSO

Health condition

Not applicable

Sponsors and support

Primary sponsor: not applicable

Source(s) of monetary or material Support: NRO

Intervention

Outcome measures

Primary outcome

Reduction of trauma symptoms, behavioural problems, and improvement of self-regulation

skills and resilience in students

Secondary outcome

Improvement of trauma knowledge, experienced competence in working with traumatised children, teacher-student alliance, perceived quality of class climate in teachers

Study description

Background summary

More than two thirds of children experience one or more so called adverse childhood experiences before turning eighteen (Bethell, Davis, Gombojav, Stumbo & Powers, 2017). Most teachers are insufficiently aware of the negative impact of traumatic events on students' behaviour, wellbeing and academic achievement. Consequently, teachers do not sufficiently address the specific educational and supportive needs of students who have developed educational and/or behavioural problems as a consequence of traumatic events. The implementation of trauma-informed practices in schools is essential to compensate for the possible adverse effects of traumatic events.

The effects of programmes developed to improve trauma-informed practices in schools have not been studied extensively.

The present project aims to implement and investigate the effectiveness of the Trauma-Sensitive Schools' programme (Coppens, Schneijderberg, & Van Kregten, 2016), which professionalizes teachers and helps to create trauma-sensitive climates in schools by implementing trauma-informed practices. The programme helps teachers to understand students' behaviour and performances, and teaches them how to apply specific knowledge about brain development and developmental trauma.

It is hypothesized that the implementation of trauma-informed practices in schools will help teachers to better understand, recognize and respond to students' trauma-based behaviour. In turn, this will help remediate the negative impact of trauma on students' functioning.

Primary outcomes regarding the effectiveness of the Trauma-Sensitive Schools' programme relate to improved teacher's self-efficacy, teacher-student alliance and class climate.

Secondary outcomes are reduction of students' trauma symptoms and behavioural problems and improved self-regulation and resilience.

Study objective

1. The implementation of the Trauma-Sensitive Schools' programme in (special) education contributes to improved student functioning.
2. The implementation of the Trauma-Sensitive Schools' programme in (special) education contributes to enhanced teacher knowledge and competencies regarding trauma-informed practices.

Study design

six measures over two consecutive school years

Intervention

Implementation of trauma informed education

Contacts

Public

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Scientific

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Eligibility criteria

Inclusion criteria

Informed consent; age 8-18 years; IQ>70; ACE \geq 2 or ACE \geq 1 AND CRIES \geq 30

Exclusion criteria

If not met inclusion criteria

Study design

Design

Study type: Interventional

Intervention model:	Other
Allocation:	Non controlled trial
Control:	N/A , unknown

Recruitment

NL	
Recruitment status:	Other
Start date (anticipated):	01-11-2018
Enrollment:	205
Type:	Unknown

IPD sharing statement

Plan to share IPD: Undecided

Ethics review

Not applicable	
Application type:	Not applicable

Study registrations

Followed up by the following (possibly more current) registration

No registrations found.

Other (possibly less up-to-date) registrations in this register

No registrations found.

In other registers

Register ID

NTR-new NL7858

Other NRO approved by ETC Radboud University Nijmegen : 40.5.18540.143

Study results