

Trauma Informed Schools

A proven model for empowering teachers, school counsellors and school communities to support refugee children

2019



Theirworld



Trauma Informed Schools



Theirworld

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Introduction

Approximately 250 million children around the world are affected by armed conflict and 75 million children have their education disrupted each year due to disaster or conflict. Globally, less than three percent of humanitarian aid is directed towards education and even less is dedicated to trauma support in schools. Yet refugees and displaced children arriving in new communities often have experienced severe emergencies, violence, the loss of family members and other traumatic life events which impact their overall well-being.

Trauma can affect a child's behaviour and ability to do well at school as well as the overall learning environment for other students if not addressed properly. And quality education which includes support for the psychological well-being of trauma-affected students can improve the overall life chances of children, their learning and the overall school community.

Even though we know trauma can have a direct, immediate, and potentially overwhelming impact on children's ability to learn, addressing these challenges through education in emergencies is not always present in refugee-hosting communities. Traditional teaching methods, when dealing with children who have been through war and trauma, often fall short of supporting children to learn.

Long-term support and funding is necessary to ensure that education systems are able to adapt to meet the needs of trauma-affected refugee children and local host communities.

The Trauma-Informed Schools programme was supported by Theirworld and implemented by the Maya Vakfi from 2017-18 to test an intervention designed to meet the challenge of improving the teaching and learning environment for trauma-affected students and their peers. The model placed emphasis on the well-being of Syrian refugee children in Turkish schools and support provided to school authorities educating refugee communities to help create safer and more nurturing environments. The prospectus outlines the successes of the pilot as well as possible solutions and suggestions to scale up and implement the Trauma-Informed Schools model using existing infrastructure.



Setting the Scene for Trauma Informed Schools

Turkey is now home to more than 3.6 million registered Syrian refugees; 44% of them are age 17 and under. When Syrian families fled from the horrors of their war-torn country, they might have thought their children were safe at last. But the experiences of living through conflict and the arduous journey to safety has left many young Syrians deeply traumatised. And when hundreds of thousands of refugees were granted spaces in Turkish public schools, many teachers were unprepared for how to address the many ways trauma can express itself in a classroom. And the decision by the Turkish government in 2017 to transition all Syrian children into the public school system in the next three years made it even more crucial for school authorities, particularly teachers and school counsellors, to be given the tools and training to support Syrian children to thrive within the Turkish school system.

Supportive relationships and networks between parents, caregivers, teachers and peers have been shown to protect children from the adverse impacts of conflict¹. That is why Theirworld and the Maya Vakfi believe that having the right training and skills to manage a child's traumatic stress empowers teachers, school counsellors and members of the school community to help refugee children reach their full potential. Knowing that teachers are at the heart of a child's education, Theirworld and the Maya Vakfi worked together to deliver support to teachers and school administrators to work through barriers that prevent traumatised refugee children from continuing their learning, regaining a sense of normalcy and rebuilding their lives. The Maya Vakfi designed a trauma-informed school programme, which concentrated on teacher training, to counter the effects trauma has on learning and well-being.

The programme consisted of training for teachers, training for school counsellors, identification of traumatised students and additional support for these students. The programme was a low cost, high-impact intervention readily complementing larger education initiatives and adaptable to existing education infrastructure and training programs, maximising value-for-money alongside other investments in refugee education. In recognition of the project's impact, the Ministry of National Education has agreed to extend the project to seven additional provinces during the 2018-2019 academic year, an encouraging signal for other governments, donor agencies and implementation partners to take into consideration for further scaling up of these efforts inside Turkey and in other refugee contexts.

This prospectus showcases the teacher training component of the programme and provides guidance to governments, policy makers, and others working with Syrian children to encourage adoption, adaptation and scale-up of the Trauma-Informed Schools programme in other regions where trauma impacts refugee children as they integrate into local host community schools.

¹ C Panter-Brick, M Grimon, M Eggerman (2014) 'Caregiver-child mental health: a prospective study in conflict and refugee settings', *J Child Psychol Psychiatry* 55(4): 313-27



This pilot project was evaluated by Dilek Çelik, Assistant Professor of Psychology from the İstanbul Gedik University. Following the teacher training

- 96.1% of teachers agreed the training improved their knowledge and competence in understanding trauma.
- Nine out of every ten teachers felt empowered to provide a more nurturing educational setting for refugee children.

The Need: The impact of trauma on children's education

Syrian refugee children in Turkey face higher risks of mental health problems than their Turkish counterparts. A recent study showed the degree of traumatic experiences and mental health problems of Syrian refugee children:

- 79% of the children witnessed a death of a family member
- 60% of the children witnessed physical injury to a family member (or shooting)
- and 30% of the children were exposed to violence (injury, shooting).

Almost half of refugee children showed post-traumatic stress disorder (PTSD) symptoms, ten times greater than the typical child. Moreover, 44% of refugee students demonstrated symptoms of depression. Almost a quarter of these children experienced psychosomatic pain in arms and legs daily and about one in every five children experienced daily headaches².

Childhood trauma can have a direct, immediate, and potentially overwhelming impact on the ability of a child to learn. Consequences of traumatic childhood of refugee students manifests itself in many ways, including aggression in academic or social life, low school attendance, depression, attention deficit, anxiety, introversion, and delays in cognitive development can be observed³. Learning and memory are also often affected, weakening academic success⁴. Studies have also shown that Syrian children performed academically worse than their Turkish counterparts and were more likely to drop out due to the effects of trauma⁵.

² Sirin, Selcuk & Rogers-Sirin, Lauren. (2015). The Educational and Mental Health Needs of Syrian Refugee Children.

³ Veltman, M. W., & Browne, K. D. (2001). Three Decades of Child Maltreatment Research. *Trauma, Violence, & Abuse*, 2(3), 215-239. doi:10.1177/1524838001002003002

⁴ Cole, S. F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). *Helping traumatized children learn*. Boston, MA: Massachusetts Advocates for Children.

⁵ Şirin & Şirin, 2015

The Intervention: Teacher & Counsellor Training within a Trauma Informed Approach

The Theirworld and Maya Vakfi model focuses on the role that teachers and school administrators can play in supporting traumatised students. Aiming to provide relevant training and skills to help manage traumatic stress, empower teachers and administrators, and support members of the school community, the program aided Syrian children reach their full potential and counter some of the effects of trauma which otherwise would have gone unaddressed.

Based on a protocol signed with the Ministry of National Education (MoNE) and with the support of Theirworld, Maya Vakfi worked with school authorities to implement a trauma-informed approach in four public schools in Istanbul that have a high population of Syrian students and the highest number of students who have traumatic experiences during the 2017/2018 school year. With the success of the program, Maya Vakfi was able to expand the program during the 2018/2019 school year through a partnership with Relief International and Concern Worldwide to implement the program in Istanbul and Sanliurfa, a province in the south-east of Turkey bordering Syria. In total, Maya Vakfi has worked in twenty schools, trained 1,055 teachers and school counsellors, provided 235 caregivers with positive parenting classes and almost 5,000 children with PSS classroom and group activities.

In a trauma-informed school, the adults of the school community, including teachers, school counsellors, school administrators and parents are taught by experts in children's mental health, to recognize and respond to children who have been impacted by traumatic stress. A trauma-informed school focuses on re-teaching behaviour expectations, practicing alternate behaviours and restoring relationships that may have been damaged.

The Training

The teacher training designed by the Maya Vakfi focuses on increasing awareness amongst teachers that "kids do well if they can" and that if they are not, then as adults, teachers need to figure out what skills, setting and relationships children need so they can do better. Within the context of trauma, teachers learn about the common effects of trauma and healing methods, are trained to identify trauma indicators and symptoms and improve the tactics they use when responding to children exhibiting the behaviours. In addition, teachers and administrators are prepared to provide students with clear expectations and communication strategies to guide them through stressful situations.

The teacher training component takes place in two modules over a six-hour training period. The training can be integrated into existing planned training and professional development programs or be an add-on training program at the start or during the school year. The first module is designed to increase a teacher's theoretical understanding of trauma and the effects it may have on a child's ability to learn. This foundational training is designed to ground the teacher in the basics of trauma, so they can understand the various manifestation of trauma, the different causes of trauma, the short and long-term effects as well as demonstrating the importance of a trauma informed school in a child's recovery.

MODULE 1 (3 hours)	TOPICS COVERED
The Definition of Trauma	<p>Introduction to the concept of trauma through an art activity.</p> <p>What is trauma and the effects in daily life are taught and discussed with participants through their experiences.</p>
The Effect of Trauma on Brain and Learning	<p>Biological and physical effects of traumatic experience are taught and discussed.</p> <p>How this affects teaching and learning negatively in the classroom.</p> <p>Teachers' observation in the classroom are discussed.</p>
The Indicators of Trauma Symptoms	How trauma symptoms can be observed in daily life and school setting.
The Definition of Trauma Informed Approach and Trauma Informed Schools	Positive impacts of the trauma informed approach are explained and discussed.
War and Migration Trauma	The trauma caused during / after war and migration and their effects on children and their families are explained.
Child Neglect and Abuse	<p>The trauma caused by child neglect and abuse and their effects on children are explained.</p> <p>The responsibility / roles of teachers and school administrations if they face child neglect and abuse are discussed.</p> <p>How to report and refer the cases regarding child neglect and abuse cases are mentioned.</p>
Loss and Grief	<p>How the loss and grief trauma effects the child and their families are explained.</p> <p>Information is given to teachers how they approach to children with experiences of loss and grief.</p>

The second module is designed to train teachers in how to apply techniques in the classroom such as positive discipline practice, classroom management, and the importance of a routine, clear and calm communication to create a nurturing environment for children.

MODULE 2 (3 hours)	TOPICS COVERED
Establishing Classroom Discipline with Children with Traumatic Experience	Information and techniques are taught to teachers about positive disciplinary methods in the classroom regarding students with traumatic experiences.
Managing Negative Behaviours in Classrooms with Children with Traumatic Experiences	How to manage negative behaviors of students with traumatic experiences are taught / (Case Discussion) Teachers observation and experience are discussed and practical solutions and support are given to teachers.
Classroom Management with Children with Traumatic Experiences	Case discussion about classroom management and teachers experience are talked and support / information are given regarding classroom management with children with traumatic experiences.
Psychosocial Support Activities in Classroom with Children with Traumatic Experiences	Basic psychosocial support activities such as breathing exercises, muscle relaxation exercises, etc. are demonstrated in the classroom.
Bullying Interventions	Intervention techniques regarding anti-bullying are explained/taught to teachers.

Maya Vakfi also trained School Counsellors in how to best support Syrian children suffering from trauma. The counsellors underwent eight hours of training. The training consisted of two modules, each consisting of four hours of training.

The training is designed to complement the training received by the teachers as the counsellors are expected to support primary school teachers with in-school activities that can be applied to support children with traumatic experiences.

The training provided to counsellors and primary school teachers were complementary. Both teachers and counsellors underwent training in basic trauma information, the observation of trauma symptoms in the classroom, activities that can be applied in classrooms to support children with traumatic experiences, classroom management for traumatized children, the application of positive discipline methods, and self-care for teachers. Additional modules to school counsellors about interviewing children and the application of intervention techniques for children who have traumatic experiences were also taught.

The Broader Trauma-Informed School Programme

The training provided by the Maya Vakfi took place within the broader Trauma-Informed School Programme. The programme is a three step programme detailed below which brings together several aspects of a school's response to provide support to refugee students.

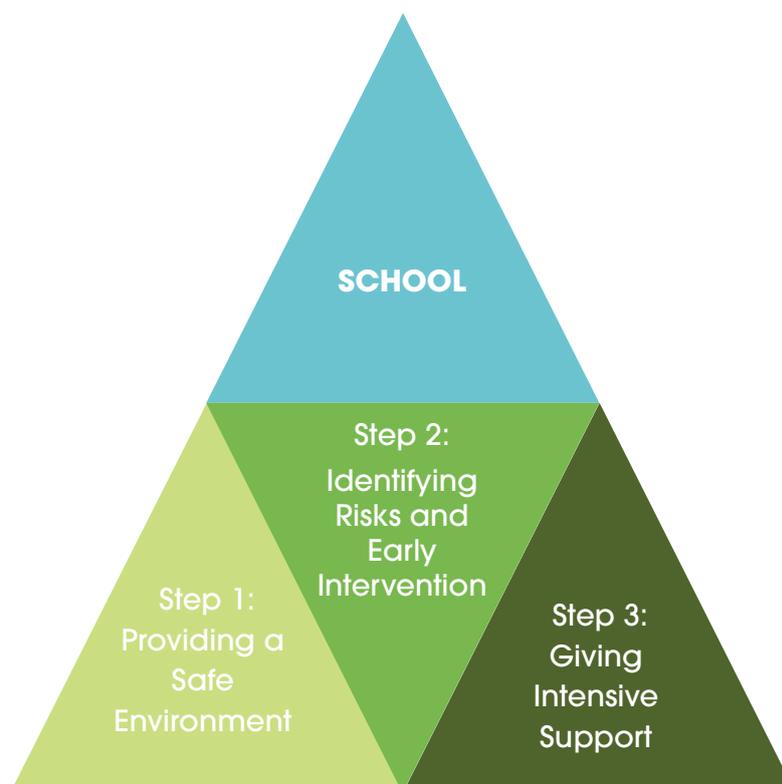


Figure 1: The Three-Step Trauma Informed School Model

Step 1: Supporting the student by providing a safe school environment via teacher and counsellor training

This step involves the necessary training and information to support school leadership and teachers to provide a safe environment for all learners. Teacher and counsellor training is designed to equip school administrators with the understanding needed to create a safe school environment for children suffering from trauma. This was the primary intervention provided by the Maya Vakfi.

Step 2: Identifying the children at risk and applying early intervention

The aim of the second step is to understand the child's individual needs and how children were affected by traumatic experiences. This step involves trauma symptoms screening and group interventions. Within the scope of Maya Vakfi Trauma Informed School Programme, children with traumatic experiences were identified through a scale that was completed by teachers, after completion of training, in line with parental consent. Via referral from teachers, children with traumatic experiences were included in eight-week psychosocial support workshops by psychologists from Maya Vakfi. These workshops focused on decreasing post-traumatic stress symptoms and increasing resilience.

Step 3: Intensive support methods and the applications of trauma informed interventions

After screening, children who are found to show post-traumatic stress symptoms requiring more substantial support, are referred to individual sessions which take place in the Maya Vakfi field office. These children are given intensive support and improve coping skills.

Evaluation and Findings

Through work with the Istanbul Gedik University, a rigorous pre-and-post mixed methods evaluation was conducted consisting of surveys and in-depth interviews. Assessments and data collection were collected from 63 classroom teachers and school counsellors, and seven in-depth interviews were conducted in order to understand the needs and struggles of the teachers in terms of classroom management, coping with trauma, self-care and to assess their level before and after participating in the trauma-informed training.

Pre-Training Assessment Results: What was happening inside schools hosting refugees⁶

Prior to the implementation of the trainings, an evaluation focused on gathering information about the schools and teachers prior to participation to better understand their needs. The findings include:

⁶ Additional findings in a longer documentation of the study can be found in Annex 1 at the end of this report.

Needs of the Child

- As the number of Syrian students in their classroom increased, teachers are more likely to state the necessity of additional support services for children suffering from traumatic stress.

“Of course, there is a difference between them and others because there is the experience of war. If we give an example, the physical violence is common among children who have a war experience.” (Teacher-Pre training)

“There are either in one extreme point or the other. One is very skittish, afraid of everything; a slight increase in your voice is devastating for that child, so you can immediately see an emotional collapse. But there are more children with violent tendencies. To express themselves they can easily beat their friends. Kicking... slaps are very common.” (Teacher-Pre training)

- Experiences of trauma were highly common among Syrian and Turkish students not only due to war and immigration but also due to the daily stresses related to living in a disadvantaged neighbourhoods, child abuse and neglect.
- War and immigration trauma is the most common traumatic experience (19% of all surveyed students), followed by emotional abuse (9.5%) and living in a disadvantaged neighbourhood (8.7%).
- Children demonstrate behavioural symptoms related to the effect of trauma within the classroom, with the most common being learning difficulties and anger management.

Ability of teacher to respond to the child's needs

- Most teachers, despite their studies in education, do not feel competent to deal with children with traumatic experiences or know how to communicate with or help support their psychological needs.
- Many teachers had difficulties in classroom management related to behavioural and emotional problems related to students with a history of trauma.
- Teachers reported problems with anger management too due to the stressful nature of their job.
- Teachers felt there was an inadequate number of professionals in psychological counselling services to support them in catering to the needs of refugee students.
- Teachers expressed difficulty in balancing the time they devote to high-needs individual students and the time devoted to the class as a whole.

Overall, teachers had a desire to provide additional support to students experiencing traumatic stress. However, they were limited by numerous barriers including lack of time, training, and relevant background information. It was clear from the pre-training answers that teachers were eager to learn and improve their skills to support traumatised children. It was also clear that they felt they had neither the time nor the necessary techniques to respond to the specific needs of pupils that are dealing with various psychological problems and trauma.

Post Training Evaluation: What impact the training had on teachers and learners

Post-assessment tools were designed to understand the effectiveness of the training and to understand if there was an increased level of trauma-informed perspectives following the training. The findings include:

- Although most of the participants stated that they had a general idea about what psychological trauma was before the training, **they emphasized that after training the training programme increased their level of awareness and sensitivity in understanding trauma.**
- Participants also mentioned that they had a chance **to revise and correct their knowledge about the effect of trauma** on children.

“I realized that I did something wrong as a result of this training. For example, I was giving the children a lot of punishment for violating the rules of the class like not taking the break but I gave up this punishment. Because I understood that children should actually enter the classroom in a way that is free of energy, that is to say, I learned how they enter the class in a comfortable way, discharge their energy.” (Teacher-Post training)

- **89%** of teachers and counsellors found evidence-based, short-termed psychosocial support programmes with practical classroom application to be beneficial.
- After the training, **96.1% agreed the training improved their knowledge and competence** and 89.32% agreed they felt empowered after the training.

“Let me tell you that the kids are enjoying it a lot. They learn when they enjoy. In other words, I think that it contributes a lot to the cognitive development of children and that it contributes a lot to their sensory development. I mean, guys, they want it over and over again. The activities of the Maya Vakfi are really so highly selected, with very careful, qualified activities. In fact, we have reached our goal.” (Teacher – Post Training)

- Many teachers revised their perspective about the academic failure of the students with a history of war and migration, citing an improved understanding of learning difficulties resulting from psychological trauma experienced by children

“I didn’t know for example, that the trauma is not only affecting their psychological wellbeing but, has a serious impact on learning. Now, I learned instead of labelling them “lazy”, I should have a different perspective.” (Teacher – Post Training)

“Those children have much lower comprehension capacities than others. He’s withdrawn. So normally, many of us think that there is a problem in their IQ. But we need to pay special attention to them, take care personally. Try different methods. They need to be included in the class (Teacher – Post Training)

- **Routine formation and self-regulation activities for traumatized children** was cited as a particularly useful element. The participants stated that they were previously unaware of the importance of routine in countering the effects of trauma.

“We all say play is very important, okay, but I honestly did not know how important the routine is for children with traumatic experiences. I have learnt that. Routine formation was very original for me. For instance, I have 7 Syrian children in my classroom and now I will try not to change their seats, I will try to follow some routines.” (Teacher – Post Training)

- It was found that when the self-care capacities of the teacher’s increase, teachers are more likely to use positive disciplinary strategies and use reward. This helped teachers avoid burnout and replaced previous negative strategies and punishment. The findings show there is a circular dynamic between teachers’ self-care capacities and the capacity to intervene with trauma

“You’re not alone. Sometimes we think that we are the only one who is struggling with that problem but actually it is not true. In fact, everyone has this problem. The way everyone meets and resolves can be a little different. They also try and work hard. I mean, this is something like a starfish that was washed ashore, even if I save this one starfish, it is achievement.” (Teacher – Post Training)

Scaling Up

The Trauma-Informed School intervention was designed to be accessible, affordable, effective and scalable.

- The model is designed to become embedded into existing public school infrastructure and programming, reducing any restrictions on access.
- The model is a low-cost intervention, using existing school spaces and requiring no capital costs.
- The model is designed to focus on the minimal effective elements that can be put into practice in a classroom in order to facilitate scale up.
- The training was designed for existing teaching and counsellor personnel already working in with refugee children so as to reduce the need to hire additional specialist staff.

The average costs per student beneficiary was \$30 or about \$350 per teacher. The majority of this costs arose from hiring qualified and experienced psychologists and support staff (80%), program materials and training costs (10%) and coordination, travel and general operating costs (10%).

Recommendations

The scale of the challenge facing educators of Syrian children in Turkey cannot be underestimated, however it is not insurmountable. There are a range of actions that will facilitate better support for children affected by traumatic stress impeding their learning.

Within Turkey, the Trauma-Informed Schools Initiative has the potential to scale up to serve all schools where refugees are integrated into mainstream schools. Theirworld and the Maya Vakfi are pleased that the Ministry of National Education (MoNE) has expanded the protocol to implement the program in seven provinces across Turkey including Istanbul, Izmir, Mersin, Hatay, Gaziantep, Kilis and Sanliurfa. To continue to provide support to students impacted by trauma, we recommend:

- The Turkish Government sets policy direction, enacts legislation, and provide leadership to mainstream psychosocial education interventions in provinces with high enrolments of Syrian children. In doing so, we recommend the effects of traumatic stress on learning as part of teacher training, national curriculum, and public education and, as part of the national strategy, support for teachers, such as the Maya Vakfi's Trauma Informed School Programme, continued to be scaled.
- NGOs and Agencies working with traumatised students use holistic approaches in the schools to equip teachers and school personnel with the training and information necessary to improve the integration and support for students with trauma. These organisations may wish to adopt the Trauma-Informed Schools model.
- Donors and international agencies prioritise support for trauma-affected refugees when they are integrated into host communities' schools. In particular, based on the positive results from this pilot, donors and agencies are encouraged to funding the scaling-up of the Maya Vakfi program within Turkey for Syrian refugees or adapt it to other relevant refugee contexts.

From September 2017 until June 2019, Maya Vakfi has

Implemented the Trauma Informed School program in 20 schools across Istanbul and Sanliurfa

Trained 1,055 teachers and school counsellors

Provided MHPSS services to 4,955 children

Facilitated Positive Parenting sessions with 235 caregivers

Cost per student: \$30

Cost per teacher: \$350

ANNEX – Trauma Informed Schools Assessment Report

METHODOLOGY

In order to assess the effectiveness of trauma-informed schools (TIS) training program, we used mixed methods research design; including pre-post quantitative and qualitative training program evaluation. The data was collected from 63 classroom teachers and school counselors for pre-post quantitative (survey) analysis and 7 classroom teachers for pre-post qualitative (in-depth interview) analysis.

The main objective of the pre-assessments was to understand the needs and struggles of the teachers in terms of classroom management, coping with trauma, self-care and to assess their level of pre-training trauma-informed perspective. Post-assessment tools are mainly designed to understand the effectiveness of the training and being able to conduct pre-post comparison to understand if there is an increased level of trauma-informed perspective after the training.

For the quantitative training program evaluation, teachers completed two surveys; one of them was conducted before training (pre-assessment) and the other one was just after the training (post-assessment). Pre-training survey consists of items regarding demographic information of the teachers, student characteristics, trauma history of the students, Ratings regarding need for training and additional-support services, Measure of teachers' Involvement with Non-academic Needs of Students (5-item), Measure of Disciplinary Strategies (9 item measure), Measure of Self-care and Burn-outs (4-item), Measure of Beliefs and Knowledge of Trauma and Child Abuse favorable to TIS (12- item measure).

All of the items were developed for the purpose of present study rather than using existing related scales in evaluation of Trauma-Informed Systems which necessitates longer time due to higher number of items per scale and the program did not have enough time to set separate sessions for the assessment.

Post-training survey consists of measures regarding the training satisfaction rates of the participants. In addition to satisfaction measures, the participants also evaluated Measure of Beliefs and Knowledge of Trauma and Child Abuse favorable to TIS (12- item measure) to assess the changes in Trauma-Informed Approach.

In addition to pre and post-survey assessment which will provide quantitative data, we also administered qualitative techniques and conducted in-depth interviews to explore the underlying dynamics and emergent topics. This study conducts a qualitative analysis through the interviews of classroom teachers to address the challenges to work with children with a history of trauma. It is also aimed to identify the necessity of trauma-informed training. The interview was semi-structured allowing the ability to have participants elaborate, or investigate other topics that may arise. The rationale behind a qualitative study and conduction interview with teachers was to gather data and understand the experience directly from the source.

The qualitative data was collected only from classroom teachers to have an in-depth understanding for their unique experiences regarding trauma-related issues in classroom environment while both classroom teacher and psychological counselors were a part of this training and pre & post-survey assessment which provided quantitative data. Although the main target of the trainings which were conducted within primary schools is classroom teachers, psychological counselors were also led to apply for the volunteer training and accepted since they have an important role for the intervention of trauma.

RESULTS

Quantitative TIS Training Program Evaluation (Survey) Results

1-) Demographic Data

Participants

A total of 63 teachers completed the pre- and post-training evaluation surveys. While 68.2% of the teachers, who are included in the evaluation, participated to the training program conducted within the institutions, the remaining was part of voluntary training program. For detailed information see Table-1.

Table 1: Distribution of Participants per Primary School

Primary School	N	Percentage
Melek Hatun	13	20,6
İskenderpaşa	12	19,0
Atikali	18	28,6
Volunteer participants	20	31,8
Total	63	100,0

Results showed that majority (N=39, 62%) of the participants who completed the quantitative training evaluation survey, were classroom teachers while the remaining were either school counselors (N=22, 35%) or branch teachers (N=2, 3%). There were 46 females (73%) and 17 males (27%) among participants. The mean age of participants was 39; ranging from 21 to 59. When the mean year of experience as a teacher analyzed it is observed that there was a significant variation in the overall teaching experience of the participants (from 1 year to 40 years) with a mean of 17 years of experience (see Table-2).

Table 2: Age and Year of Experience of the Participants

	N	Minimum	Maximum	Mean	Std. Deviation
Age	56	21.0	59.0	39.179	10.4292
Year of experience as a teacher	47	1.0	40.0	17.064	10.4495

Student Characteristics (for classroom teachers only)

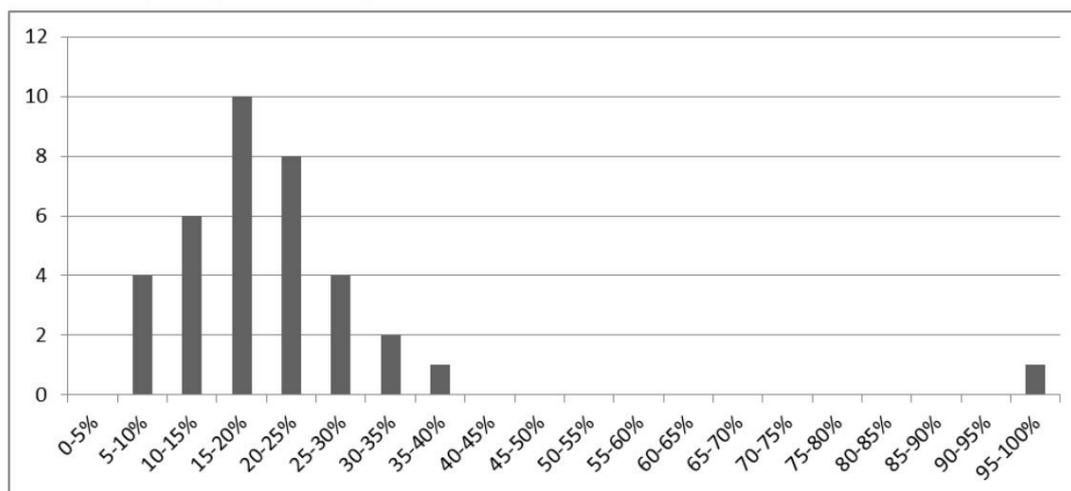
The descriptive statistics about students were collected only from classroom teachers to have a better understanding about classroom environment since school counselors and branch teachers serve for the whole school and not responsible from one single classroom. The results showed that the mean number of students per classroom is 32 and the total number of students within those classrooms is 1251. Since the training is mainly designed for the effect of war an immigration trauma on children, we also assessed the number of Syrian students. The total number of Syrian students was 261 (mean per class= 7). See Table 3 for detailed info.

Table 3: Demographics information about students

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Number of students per class	39	17	43	1251	32.077	6.2928
Number of Syrian students per class	36	1	41	261	6.692	6.4570
Drop-outs within the last year	34	0	2	6	.176	.5205

The proportion of Syrian students compared to overall classroom population was 21.38% (ranged from 5.71% to 95.35%). The distribution of the proportion of Syrian students is shown in Figure 1.

Figure 1: The proportion of Syrian students compared to overall classroom population



2-) Pre-training Survey Results

During the pre-training survey, we collected data regarding the frequency of traumatic experiences among students, ratings regarding need for training and additional-support services, Measure of teachers' Involvement with Non-academic Needs of Students (5-item), Measure of Disciplinary Strategies (9 item measure), Measure of Self-care and Burn-outs (4-item), Measure of Beliefs and Knowledge of Trauma and Child Abuse favorable to TIS (12- item measure). Apart from measure of beliefs and knowledge of trauma and child abuse favorable to TIS, the other measures mainly developed to understand if there is a need for TIS training for a targeted population and to understand the characteristics of students as well as teachers about the issues which might have an impact on their pre-training classroom regulation strategies and dynamics. First of all, descriptive statistics about each individual sub-measure will be presented. Following part will report the analysis about the relational interaction (correlational analysis) among those sub-measures. Results about the pre-survey findings about beliefs and knowledge of trauma and child abuse favorable to TIS will not be included in pre-training survey result presentation since this part of the assessment tool is specifically developed to understand the level of effectiveness of the training program and will be presented in pre-post training comparison session.

Trauma Experiences among Students:

The teachers are presented with a list of 9 traumatic experiences (see Table 4) and asked to indicate the total number of students who has each of those traumatic experiences within their classroom. Overall, teachers stated a total of 612 traumatic experiences within 39 classrooms which shows that trauma are highly common among children. (For detailed information see Table 4.) War and immigration trauma is the most common traumatic experience (19% of all students, N=237), followed by emotional abuse (9.5% of all students, N=119) and living in a dangerous neighbourhood (8.7% of all students, N= 109).

When it is compared to qualitative data, it is also worth to mention that among classroom teachers none of them indicated to have a student with a traumatic experience of sexual abuse, even 2 out of 7 teachers stated the incidences of sexual abuse among the students in their classroom. The inconsistency between those results might be teachers' lack of knowledge about how to identify sexual abuse.

Table 4: Trauma Experiences of Children

	Total number	% among all students
Parental Loss	30	%2,4
Life-threatening disease	4	%0.1
Life-threatening accident	0	0
War and immigration	237	%19.0
Living in dangerous neighborhoods	109	%8.7
Sexual abuse	0	0
Physical abuse	48	%3.8
Emotional abuse	119	%9.5
Neglect by caregiver	65	%5,2
Do you have any student whose case has been prosecuted because s/he had been exposed one of those traumatic experiences indicated? If so; how many students do you have?	4	

Need for Training and Additional-support Services,

The participants were asked to select among “yes” and “no” option about the statement “Do you think it is beneficial to learn an evidence-based, short-termed psychosocial support program which consists of activities intended to support general well-being of children with traumatic experiences and which are applicable in the classrooms?”. Among the participants, 89% of them selected the option “yes” and stated that they think it is beneficial to learn an evidence-based, short-termed psychosocial support program which consists of activities intended to support general well-being of children with traumatic experiences and which are applicable in the classrooms.

Apart from believing in the necessity of evidence-based teacher training, the participants also rated what should be the additional-support services for the children with traumatic experiences. The responses of classroom teachers were 88.9% for psychological counseling, 87.9% for family counseling, 74.2% for in-class psychosocial support activities which can be carried out by teachers, 80.6% for taking extra lessons to support academic success.

Teachers’ involvement with students non-academic needs

Participants rated the statement (on a likert type scale ⁷ from 0-strongly disagree to 5-strongly agree) indicated in Table 5 which is about teachers’ level of involvement with students non-academic needs. Overall, the mean level of taking care of non-academic needs of students is above 4.5 on 5 for each statement. For detailed information and the distribution of the ratings see Table 5.

Table 5: Teachers’ involvement with students non-academic needs

	0-3	4	5	Mean	Std. Deviation
I care of being in communication with children’s families	2 %5.1	9 %23.1	25 %64.1	4,639	,5929
Apart from academic conditions of students, I also follow emotional and behavioral conditions of students	1 %2.6	13 %33.3	22 %56.4	4,556	,6522
I listen students when they need me during break	3 %7.7	6 %15.4	27 %69.2	4,639	,7232
I listen students objectively after fights/ conflicts	0	3 %7.7	32 %82.1	4,914	,2840
I give advice to students about how they resolve their problems	0	7 %17.9	29 %74.4	4,806	,4014
When I notice that students are not okay (all right), I ask them about what happened.	0	8 %20.5	28 %71.8	4,778	,4216

⁷Likert-type scales are developed to measure attitudes/knowledge of participants by asking them to respond to a series of statements about a topic, in terms of the extent to which they agree with them. A Likert-type scale assumes that the strength/intensity of experience is linear, i.e. on a continuum from strongly agree to strongly disagree and those ordinal scales measure led the researcher to assess the levels of agreement/ disagreement rather than categorizing the responders into 2 groups (e.g. Those who agreed on a statement and those who did not.).

Example: Please select the number below that best represents your experience about the statement. “

I care of being in communication with children’s families”

Strongly Disagree 0—1—2—3—4—5 Strongly agree

Disciplinary Strategies (Rewards and Punishments) Used by Teacher

The participants also rated disciplinary strategies they used for the misbehavior of the students. (0-strongly disagree to 5-strongly agree). Among those statement 5 of them were positive disciplinary strategies which will lead to a behavioral change for child and 4 of them were negative disciplinary strategies, mainly punishment which are not effective, especially when the child has a traumatic history. Research indicates that children who have been exposed to violence often have difficulty responding to social cues and may withdraw from social situations or bully others (Van der Kolk, 2003) For example, when compared to their classmates, children who have been physically abused have been found to engage in less intimate peer relationships and tend to be more aggressive and negative in peer interactions. Further, students who have experienced trauma may feel that authority figures have failed to provide safety for them in the past and punishment may increase the potential for re-traumatization. A trauma-informed school focuses on re-teaching behavior expectations, practicing alternate behaviors and restoring the relationships that may have been damaged. Trauma-informed schools operate with the belief described by Rose Greene (2014) that “kids do well if they can” and that if they are not then as adults, we need to figure out what skills, setting and relationships they need so they can do better. It is found that participants are better at using positive disciplinary strategies (range from 80.5%- Reward children as group (in group) to 94.5% -Support positive social behavior (such as; helping, sharing and being awaiting turn) compared to ability to avoid punishment (range from 75% – Send child who behaves inappropriate out of class or send or threaten to send them to the school principle to 25%-Ignore inappropriate behavior which disrupts the course flow).

Table 6: Positive Disciplinary Strategies- Rewards

	0-3	4	5	Mean	Std. Deviation
Support positive social behavior (such as; helping, sharing and being awaiting turn)	2 %5.5	8 %22.2	26 %72.3	4,667	,5855
Give time to child who acts aggressively	3 %8.4	14 %38.9	19 %52.7	4,444	,6522
Reward children as group (in group)	7 %19.5	12 %33.4	17 %47.1	4,139	1,1251
Warn child about the consequences of her/his behavior	3 %8.2	10 %27.8	23 %63.8	4,500	,8106
Inform about child's positive behaviors to her/his family	5 %13.8	11 %30.5	20 %55.7	4,333	1,0142

Table 7: Negative (Ineffective) Disciplinary Strategies -Punishment

	0	1	2-5	Mean	Std. Deviation
Use methods which restrict children physically in classroom environment (such as; preventing child from break, preventing child from gym class (physical education), making child stand on one foot)	10 %27.8	3 %8.3	23 %63.9	2,167	1,6818
Bawl child out	8 %22.3	6 %16.7	22 %61.1	2,111	1,5816
Send child who behaves inappropriate out of class or send or threaten to send them to the school principle	14 %38.9	13 %36.1	9 %25	1,139	1,3555
Ignore inappropriate behavior which disrupts the course flow	6 %16.7	3 %8.3	27 %75	2,639	1,6929

Self-care Strategies & Burn-outs of the Teachers

Measure of self-care strategies and burn-out symptoms showed that 78.9 % of the participants conciliation methods for themselves when they feel sad/ angry (rated 4 or 5 out of 5), and only 48.7% pay attention to spare time for themselves, no matter how intense their daily plan was.

The data also showed that some teachers had anger management issues due to burn-outs. 33.3% of the participants stated that they get angry when students do not listen to them (rated 4 or 5) and 41% stated that teaching becomes difficult for them during the times they have a hard time to keep their anger level. For detailed information see Table 8 and 9.

Table 8: Level of Self-care

	0-3	4	5	Mean	Std. Deviation
During the school time, I have conciliation methods for myself when I feel sad/ angry.	8 %21.1	13 %34.2	17 %44.7	4,053	1,2291
I pay attention to spare time for myself no matter how intense my daily plan is	20 %51.3	8 %20.5	11 %28.2	2,949	1,8771

Table 9: Level of Burn-outs

	0	1	2-5	Mean	Std. Deviation
I get angry when students do not listen to me	10 %25.6	3 %7.7	26 %66.7	2,410	1,7729
Teaching becomes difficult for me during the times I have troubles with anger management	12 %30.8	4 %10.2	23 %59	2,103	1,7289

Correlation Analysis

A series of correlational analysis⁸ was conducted to see if there is a relationship between the sub-measures of pre-survey. It was found that when the self-care capacities of the teachers increase (and the burn outs level decreases), teachers are more likely to use positive disciplinary strategies and use reward (and avoid negative strategies and punishment) ($r=.356, p<.05$). In addition, the analysis supported that teachers who are more likely to take care of the non-academic problems/needs of the students are also more likely to use positive disciplinary strategies and avoid punishment ($r=.518, p<.001$). When the number of Syrian students in their classroom increased, teachers are more likely to state the necessity of additional- support services for the traumatic and adverse experiences for the children ($r=.428, p<.05$). This is clear supporting evidence about the necessity of developing strategies and systems which will support teachers to learn how to deal with traumatic experiences of the children. More NGOs should target TIS program at schools; especially where there is a high ratio of Syrian students. Interestingly, the level of teaching experience of the participants showed negative correlation with the pre-assessment scores of beliefs and knowledge about trauma and child abuse favorable to TIS ($r= -.350, p<.05$) as well as the level of the necessity of additional-support services for the traumatic and adverse experiences for the children ($r= -.426, p<.05$). That is to say, when the level of teaching experience increases, the likelihood of having trauma-informed perspective as well as believing in the necessity of multidisciplinary team work and additional-support services, to deal with effect of trauma on children, decreases. The possible explanation for the finding might be the resistance of experienced teachers to change their perspective and understand the dynamics of trauma and they may not be willing to change their working methods and cooperate with a multidisciplinary team.

⁸ Correlation analysis is a method of statistical evaluation used to study the strength of a relationship between two, numerically measured, continuous variables. The total scores of each sub-measure are calculated to prepare the data set for correlational analysis.

3-) Post-training Survey Results

Post-training surveys were completed by the teachers at the end of the training. While the pre-training assessment is mainly designed for need assessment and the level of TIS knowledge of the participants before the training, the post-training assessment aims to assess the satisfaction rates as well as level of improvement in TIS perspective of the participants. Post-training survey consists of measures regarding the training satisfaction rates of the participants. In addition to satisfaction measures, the participants also evaluated Measure of Beliefs and Knowledge of Trauma and Child Abuse favorable to TIS (12- item measure) to assess the changes in Trauma-Informed Approach.

Satisfaction Rates

There were 3 parts in the post-survey which represent the satisfaction rates of training program;

- How much the topics included in the training was convenient with training content and was instructed clearly and effectively by trainers?
- How much the topics included in the training enabled the participants to increase their knowledge and competence about trauma?
- Do the participants feel empowered after the training?

The questions regarding the satisfaction from the training was assessed using likert-type scales from 1 to 5 and the criteria for calculation of general satisfaction from the training program was the participants who rated the statements 4 (agree) ad 5 (strongly agree).

1-) The topic was convenient with education content and it was instructed clearly and effectively by educators

The participants evaluated 13 main topics covered and satisfaction with the content and methodology of the training was changing between **88.7%** (Classroom management on children with traumatic experiences) to **98.4%** (Definition and types of trauma as well as Trauma sensitive approach and healing statements). Open-ended questions and the qualitative analysis showed that whenever there is dissatisfaction with the content and methodology, the main reason is not the irrelevance of the topic but the time-constraints. Participants believe that the topics should be covered more comprehensively. The average satisfaction rates for the education content and the trainers performance was **%95.6**.

Table 10: The topic was convenient with education content and it was instructed clearly and effectively by educators

	Below 4	4 and above	5	% of satisfaction rates per item ⁹	Mean	Std. Deviation
Definition and types of trauma	1 %1.6	9 %14.3	53 %84.1	%98.4	4,825	,4227
The effects of trauma on brain	2 %3.2	12 %19	48 %76.2	%96.8	4,710	,6625
Trauma symptoms and appearance in class	2 %3.2	12 %19	49 %77.8	%96.8	4,746	,5070
Trauma sensitive approach and healing statements	1 %1.6	13 %20.6	49 %77.8	%98.4	4,762	,4654
War and immigration	3 %4.8	14 %22.2	46 %73	%95.2	4,683	,5630
Definitions about child neglect and abuse	3 %4.8	14 %22.2	46 %73	%95.2	4,705	,5581
Approach to children who are victim of sexual abuse	4 %6.5	11 %17.7	47 %75.8	%93.5	4,694	,5892
Loss and bereavement	3 %4.8	10 %16.1	49 %79.1	%95.2	4,742	,5413
Routine formation and self-regulation activities on traumatized children	2 %3.2	11 %17.7	49 %79.1	%96.8	4,758	,5020
Discipline on children with traumatic experiences	5 %7.9	16 %25.4	42 %66.7	%98.4	4,587	,6384
Management of negative behaviors on children with traumatic experiences	4 %6.5	19 %30.6	39 %62.9	%93.5	4,565	,6173
Classroom management on children with traumatic experiences	7 %11.3	12 %19.4	43 %69.3	%88.7	4,581	,6906
Provide sense of security and cope with bullying	3 %4.8	17 %27	43 %68.2	%95.2	4,635	,5765
Average Satisfaction Rate	%95.6					

⁹ Total of percentages for the participants who rated 4 or 5. The percentages were calculated by looking at the valid percentages; which means that the missing data is not represent and excluded from the percentage calculations.

2-) The topics enable me to increase my knowledge and competencies about the subject

The participants also evaluated if each of those topics enabled them to increase their knowledge and competence about trauma. The satisfaction rates were changing between **93.4%** (Approach to children who are victim of sexual abuse and Classroom management on children with traumatic experiences) and **98.4%** (For 4 topics; Trauma symptoms and appearance in class, Trauma sensitive approach and healing statements, Routine formation and self-regulation activities on traumatized children and Discipline on children with traumatic experiences). The average satisfaction rates for the effect of training in knowledge and competence improvement was **96.1%**.

Table 11: The topics enable me to increase my knowledge and competencies about the subject

	Below 4	4	5	% of satisfaction rates per item ¹⁰	Mean	Std. Deviation
Definition and types of trauma	2 %3.2	13 %21	47 %75.8	%96.8	4,726	,5175
The effects of trauma on brain	3 %4.9	10 %16.3	48 %76.2	%95.2	4,738	,5447
Trauma symptoms and appearance in class	1 %1.6	14 %22.6	49 %77.8	%98.4	4,742	4769
Trauma sensitive approach and healing statements	1 %1.6	15 %24.2	47 %75.8	%98.4	4,726	,4848
War and immigration	4 %6.5	15 %24.2	46 %74.2	%93.5	4,597	,7120
Definitions about child neglect and abuse	3 %5	15 %25	43 %69.3	%95	4,650	,5771
Approach to children who are victim of sexual abuse	4 %6.6	14 %23.4	42 %70	%93.4	4,633	,6097
Loss and bereavement	2 %3.2	14 %22.6	42 %70	%96.4	4,710	,5244
Routine formation and self-regulation activities on traumatized children	1 %1.6	15 %24.5	46 %74.2	%98.4	4,721	,4875
Discipline on children with traumatic experiences	1 %1.6	21 %34.4	45 %73.9	%98.4	4,623	,5217
Management of negative behaviors on children with traumatic experiences	3 %4.9	18 %29.5	40 %65.6	%95.1	4,607	,5853
Classroom management on children with traumatic experiences	4 %6.6	17 %27.8	40 %65.6	%95.1	4,726	,5175
Provide sense of security and cope with bullying	2 %3.2	18 %29	42 %67.8	%96.8	4,738	,5447
Average Satisfaction Rate	%96.1					

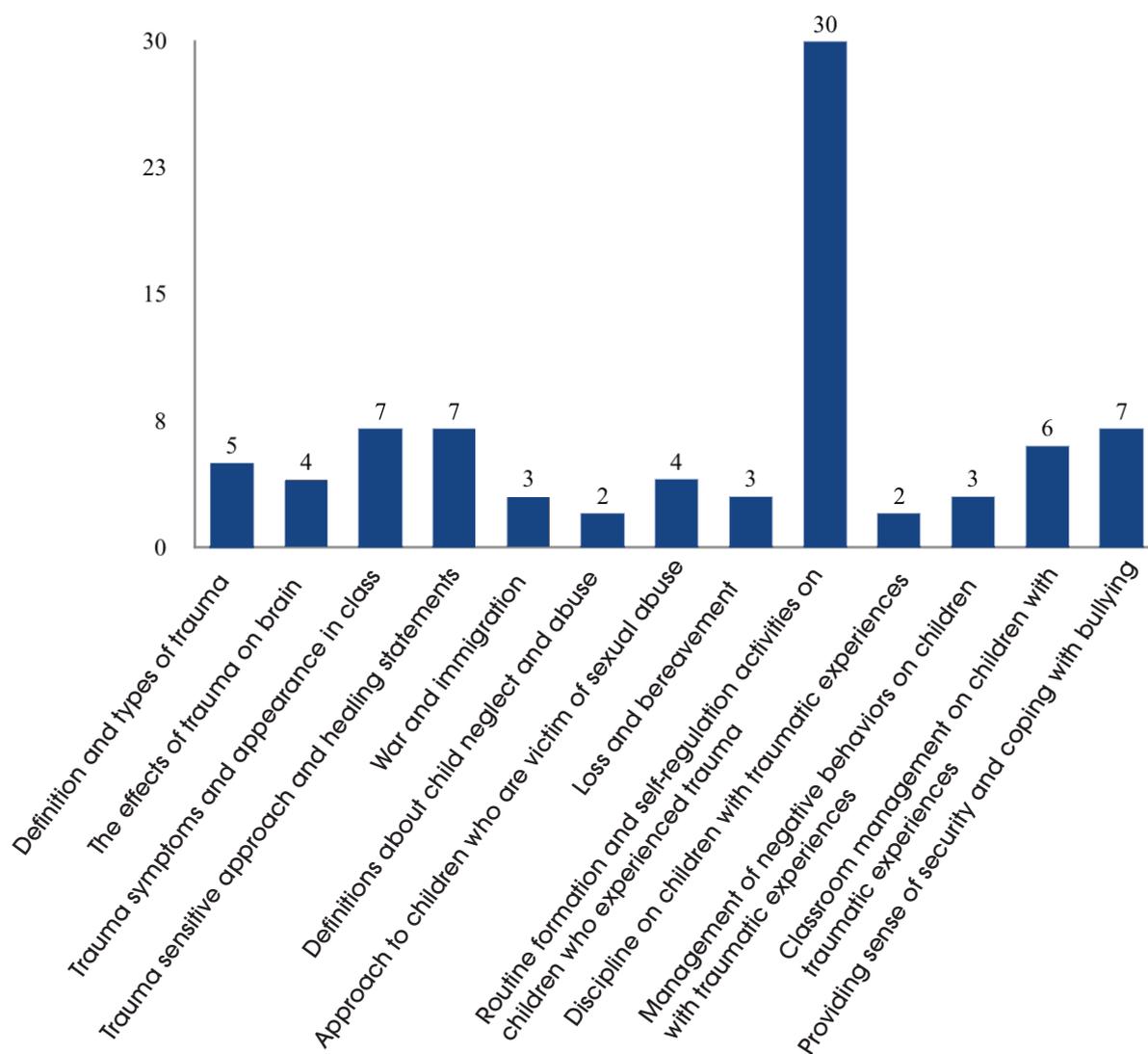
¹⁰ Total of percentages for the participants who rated 4 or 5. The percentages were calculated by looking at the valid percentages; which means that the missing data is not represent and excluded from the percentage calculations.

When the participants are asked to select the most effective topic in the training which they believe contributed to their knowledge, most of the participants (N=30) selected routine formation and self-regulation activities on children who experienced trauma, followed by trauma symptoms and appearance in class, trauma sensitive approach and healing statements, providing sense of security and coping with bullying (N=7 per each). For detailed information, see Table 12.

Table 12: Most favorable topics of the training

	N
Definition and types of trauma	5
The effects of trauma on brain	4
Trauma symptoms and appearance in class	7
Trauma sensitive approach and healing statements	7
War and immigration	3
Definitions about child neglect and abuse	2
Approach to children who are victim of sexual abuse	4
Approach to children who are victim of sexual abuse	3
Loss and bereavement	30
Routine formation and self-regulation activities on children who experienced trauma	2
Management of negative behaviors on children with traumatic experiences	3
Classroom management on children with traumatic experiences	6
Providing sense of security and coping with bullying	7

Figure 2: Frequency distribution of the number of participants' selection of most favorable topics of the training



There is also open-ended question regarding the least effective/ineffective topic covered during the training and that should be removed from the program content. The responses showed that there is no specific topic requested to be removed from the program. On the other hand, participants mentioned that the methodology of training should be more applied and enriched with case examples. They also stated that they wish to have more time to discuss the topics like “classroom management”, “disciplinary strategies within the class” and “bullying” and the length of training was limited.

3-) Empowerment

There were 5 statements to assess the rates of feeling of empowerment after the training. The empowerment statement were also rated in a likert-type scale (1-strongly disagree to 5- strongly agree) and the mean empowerment rates varied between 85.7% (I think that I can handle better with bullying to **95.2%** (I believe that creating routines would contribute positively to classroom management)). The average empowerment rates were **89.32%**.

Table 13: Level of empowerment felt after the training

	Below 4	4	5	% of satisfaction rates per item ¹¹	Mean	Std. Deviation
I believe I can make positive contributions to the development of children with traumatic experience with a better comprehension about the symptoms.	6 %9.5	17 %27	40 %63.5	%91.5	4,540	,6678
I feel empowered about providing in-class discipline.	8 %13.1	20 %32.8	33 %54.1	%86.9	4,377	,8198
I think that I can handle better with bullying	11 %14.3	21 %33.3	31 %49.2	%85.7	4,270	,8837
I feel more equipped about what I can do in case I encounter with an abuse case.	10 %12.7	23 %36.5	30 %47.6	%87.3	4,254	,9327
I believe that creating routines would contribute positively to classroom management	3 %4.8	19 %30.1	41 %65.1	%95.2	4,603	,5831
Average percentage of empowerment	%89.32					

With an open ended question, it is asked if there any factors in their organization or in their classroom dynamics that will make it harder for the application of activities for the students that are reviewed during the training education, the following responses are gathered;

- The indifference of families and the situation in which families do not cooperate with school
- Physical restrictions, curriculum, excess number of problematic students, the system
- The shortage of time
- Having crowded classrooms, excess number of students

¹¹ Total of percentages for the participants who rated 4 or 5. The percentages were calculated by looking at the valid percentages; which means that the missing data is not represent and excluded from the percentage calculations.

4-) Assessment of Changes in Trauma-Informed Perspective

Apart from assessment of satisfaction rates in post-training surveys, the quantitative data collection procedure also aimed to measure if there will be a change in the trauma-informed perspective of the participant after the education. To do so, measure of beliefs and knowledge of trauma and child abuse favorable to TIS¹² was used and teachers rated the 12 statements between 0 (Strongly Disagree) to 5 (Strongly Agree) on a likert-type scale. Eight of items were favorable to trauma informed perspective which means that teachers who rated them with higher scores are more likely to have trauma informed perspective, while 4 of the items were reverse items (R) which were expected to be rated in an opposite direction (lower scores represent trauma-informed perspective. Series of paired-samples t-test analysis¹³ conducted to assess the change in trauma-informed perspective.

Pre- and Post-training comparison results for each item regarding measure of beliefs and knowledge of trauma and child abuse favorable to TIS for classroom teachers (excluding school counselors and branch teachers) showed that there is an change in the means of 8 items after the training in a favorable direction to TIS (Increase in the means of straight items between pre and post-assessment and decrease in the means for reverse items. See bold items in the table) and 4 of those were statistically significant¹⁴ - Those items are; Children show trauma symptoms in the classroom to draw the teacher's attention to their psychosocial needs, Learning abilities of children who had traumatic experiences might weaken, I directly report it to legal authorities when a child shares an experience that s/he had been abused (p values colored in red and marked with * in the Table)

The participants rated 12 items between 0 to 5 and the maximum score that a participant could get from the measure of beliefs and knowledge of trauma and child abuse favorable to TIS is found to be 60. When the total scores of pre- and post-measures of beliefs and knowledge of trauma and child abuse favorable to TIS calculated, the average total scores found to be 43.70 for pre-assessment and increased to 46.16 in post-assessment (N=31).

¹² The items will be favorable to TIS if the statement in the item supports the general idea of the trauma-informed perspective and rated as high as possible by an informed teacher and as low as possible for a reverse item which contains false information about the nature of trauma or how to intervene and expected to be reduced throughout the education.

¹³ The paired sample t-test, sometimes called the dependent sample t-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is statistically significant or not.

¹⁴ Statistically significant is the likelihood that a relationship between pre and post assessment mean differences is caused by something other than chance. Statistical hypothesis testing is used to determine whether the result of a data set is statistically significant. This test provides a p-value (.05), representing the probability that random chance could explain the result; in general, a p-value of 5% or lower is considered to be statistically significant. If a finding is said to be "statistically significant," that simply means that the pattern of findings found in a study is likely to generalize to the broader population of interest.

The difference between pre-and post-assessment measures was approximating to a significant level when it is calculated just by including classroom teachers, although it did not statistically catch it due to outlier responses and missing data ($t(30)=1.917, p=.065$). For detailed information, see Table 14.

Table 14: Pre & Post Assessment Item Comparison Results for Classroom Teachers

		Mean	N	Std. Deviation	T	Sig. (2-tailed)
Children, who did not ever witness war, could also show symptoms of trauma.	Pre-assessment	4,000	39	1,4142	-1,772	,084
	Post-assessment	4,410	39	1,1634		
Children show trauma symptoms in the classroom to draw the teacher's attention to their psychosocial needs.	Pre-assessment	2,811	37	1,6131	-2,480	,018*
	Post-assessment	3,541	37	1,6599		
There is no connection between children's aggressive behaviors and their traumatic experiences. (R)	Pre-assessment	2,079	38	1,8066	-1,421	,164
	Post-assessment	2,526	38	1,8706		
Some students are raised to show aggressive attitudes, so they need time to understand their teachers' expectations, the structure of education environment and to behave accordingly.	Pre-assessment	4,154	39	1,0397	-,098	,922
	Post-assessment	4,179	39	1,0729		
Learning abilities of children who had traumatic experiences might weaken	Pre-assessment	3,500	38	1,5553	-2,401	,022*
	Post-assessment	4,184	38	1,1115		
Children who experience traumatic events need constructive rules and routines.	Pre-assessment	4,289	38	,8353	-1,096	,280
	Post-assessment	4,474	38	,8617		
Special in-class activities are necessary for children who had traumatic experiences.	Pre-assessment	4,154	39	1,2039	-1,712	,095
	Post-assessment	4,385	39	,9898		
I directly report it to legal authorities when a child shares an experience that s/he had been abused.	Pre-assessment	2,500	36	1,8593	-2,029	,050*
	Post-assessment	3,194	36	1,8019		
I inform the school counselor and see what we can do for the child, when a child shares an experience that s/he had been abused.	Pre-assessment	4,872	39	,3387	1,965	,057
	Post-assessment	4,538	39	1,0966		

		Mean	N	Std. Deviation	T	Sig. (2-tailed)
When I suspect child abuse, first of all, I call child's family members and try to get information whether the situation is true or not. (R)	Pre-assessment	3,282	39	1,9861	3,082	,004*
	Post-assessment	2,282	39	2,1145		
Emotional abuse is not as much important as physical and sexual abuse. (R)	Pre-assessment	,789	38	1,6466	-,332	,741
	Post-assessment	,921	38	1,6827		
When I encounter a child abuse case, I try to deal with it by myself not to carry things too far. (R)	Pre-assessment	,459	37	,9887	-1,924	,062
	Post-assessment	1,000	37	1,5635		

***Significantly different between pre and post assessment.**

There were also analysis for Pre- and Post-training comparison for each item regarding measure of beliefs and knowledge of trauma and child abuse favorable to TIS for all the participants (including school counselors and branch teachers). The results showed that there is a TIS favorable change in the means of 7 items after the training and 6 of those were statistically significant- marked with *.

When the total scores of pre- and post-measures of beliefs and knowledge of trauma and child abuse favorable to TIS calculated, the average total scores found to be 45.08 for pre-assessment and increased to 47.73 in post-assessment (N=47) when all of the participants included in the analysis. The analysis showed that there is a statistically significant increase in the participants' level of TIS favorable approach. ($t(46) = 2.827, p = .007$). For detailed information, see Table 15.

Table 15: Pre & Post Assessment Item Comparison Results for All of the Participants (Classroom Teacher and School Counselors)

		Mean	N	Std. Deviation	T	Sig. (2-tailed)
Children, who did not ever witness war, could also show symptoms of trauma.	Pre-assessment	4,161	62	1,3452	-1,194	,237
	Post-assessment	4,403	62	1,2605		
Children show trauma symptoms in the classroom to draw the teacher's attention to their psychosocial needs.	Pre-assessment	2,383	60	1,7378	-2,784	,007*
	Post-assessment	2,983	60	1,9265		
There is no connection between children's aggressive behaviors and their traumatic experiences (R)	Pre-assessment	1,656	61	1,7116	-,600	,551
	Post-assessment	1,787	61	1,8984		
Some students are raised to show aggressive attitudes, so they need time to understand their teachers' expectations, the structure of education environment and to behave accordingly.	Pre-assessment	4,274	62	1,0270	,088	,930
	Post-assessment	4,258	62	,9740		
Learning abilities of children who had traumatic experiences might weaken	Pre-assessment	3,541	61	1,5119	-4,081	,000*
	Post-assessment	4,393	61	,9709		
Children who experience traumatic events need constructive rules and routines.	Pre-assessment	4,246	61	,9066	-2,815	,007*
	Post-assessment	4,607	61	,7366		
Special in-class activities are necessary for children who had traumatic experiences.	Pre-assessment	4,258	62	1,1153	-2,668	,010*
	Post-assessment	4,548	62	,8431		
I directly report it to legal authorities when a child shares an experience that s/he had been abused.	Pre-assessment	3,034	59	1,7613	-2,010	,049*
	Post-assessment	3,508	59	1,5798		
I inform the school counselor and see what we can do for the child, when a child shares an experience that s/he had been abused.	Pre-assessment	4,839	56	,3706	2,255	,028
	Post-assessment	4,554	56	1,0255		

		Mean	N	Std. Deviation	T	Sig. (2-tailed)
When I suspect child abuse, first of all, I call child's family members and try to get information whether the situation is true or not (R)	Pre-assessment	2,742	62	2,0320	2,935	,005*
	Post-assessment	2,048	62	1,9454		
Emotional abuse is not as much important as physical and sexual abuse. (R)	Pre-assessment	,623	61	1,4738	-,061	,951
	Post-assessment	,639	61	1,4263		
When I encounter a child abuse case, I try to deal with it by myself not to carry things too far. (R)	Pre-assessment	,373	59	,9450	-1,887	,064
	Post-assessment	,763	59	1,3938		

*Significantly different between pre and post assessment.

The above two tables and results are probably one of the most important sections of the report, yet we only spend 2.5 pages on it (the majority of which are the tables themselves). We need more analysis to be done here. In addition, before starting the qualitative section we need to conclude this section and provide a connection to the proceeding section.

Qualitative TIS Training Program Evaluation (In-depth Interview) Results

To have a deeper understanding, we conducted in-depth interviews with the teachers who had been volunteered for. All interviews were audio-recorded, transcribed verbatim, and analyzed for themes using constant comparison methods to look for commonalities, differences, and main ideas.

There were 7 participants in pre and post-training in-depth interviews¹⁵. The main objective of the pre-training in-depth interviews is to understand the difficulties that the children as well as teachers struggling from and to have a better understanding about their needs, to discover manifestation of trauma within a school environment. Post-training in-depth interviews is mainly design to understand teachers' thoughts about the effectiveness of the training program.

¹⁵ Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain enough data to sufficiently describe the phenomenon of interest and address the research questions. Creswell (1998) recommends 5 - 25 and Morse (1994) suggests at least 6 participants. For the present study, it is believed that 7 participants will be representative out 39 classroom teachers, which is the total number of participants.

1-) Emergent Themes in Pre-Training In-depth Interviews

Findings from post-training in-depth interviews were organized into six key emergent themes: adversities caused by being foreigner/Syrian refugee; traumatic experiences of the children; the effect of war and migration on the children; in-service training needs of the teachers, cooperation problems with the parents and self-coping strategies and burn-outs of the teachers.

Adversities cause by being foreigner/Syrian refugee

One of the most predominant sub-themes regarding the difficulties of being refugee is language barrier. Participants emphasized that language barrier affect the performance of the children in the classroom and has a negative effect on the learning process. Students who are not fluent in language feel frustrated and show signs of anger since they are not able to express themselves. In addition to difficulties caused by language barriers in the classroom, participants also mentioned that they are not able to refer the students in need for psychological support and therapy since it is very difficult to find professionals who speak their native language.

“I told that the kid should definitely undergo a psychological support. Since he is Syrian, we cannot refer him to treatment because he doesn't speak the language. We refer Turkish students to RAM (Counseling Research Centers). We're referring them to the hospital. There is nowhere to refer Syrians unfortunately. That's why we can't help them to heal. I think their parents are also more indifferent than us, Turkish parents. Children don't speak languages, and when we refer them, parents don't care for their children.” (P3-Pre)

"I think the Turkish language levels of children from Eastern families should be identified by authorities before they start to primary school. They should be put to a test; it is a pity for them, too. Otherwise, these children lose their confidence. They come from behind, I mean you teach them the same subject for 15 times, their comprehension is slower and what happens then in this case? We become frustrated because we do like individual education, cannot execute formal education." (P3-Pre)

"According to my personal opinion, it is wrong to take Syrian students directly into first class; they should first take language education. There would not be any problem in the class if Syrian children take compulsory language education for one year and then start to school after they learnt Turkish. Because they know Turkish, they would express themselves and would not get angry. For instance, not girl students but boys try to express themselves with signs and when their friends do not understand them, they get angry, could not control their anger and beat their friends." (P3-Pre)

Another adversity about being refugee is the discrimination problem. The participants stated that there is a prejudice toward Syrian children, especially prejudice of Turkish parents. It has been told that parents of the Turkish children do not want their children to socialize with Syrian children and Syrian children react aggressively when they feel rejected.

"Syrian parents want their children to be seated with Turkish children, want their children to be friends with Turkish students. They do not want discrimination. This is an advantage for us. However, Turkish parents want discrimination against them. I mean, we had Turkish parents who said 'Why did we hold a parent meeting with them' in the first parents' meeting and we understand Turkish parents. It is important to try to establish a balance at that point." (P1-Pre)

"Bullying is happening. I do not understand but I think it's because of families. It is not about school. You would say 'Why?'. I mean, for instance, a parent does not want his/her child to seat with a Syrian child. Or, s/he does not want her/his child to play with a Syrian kid. I think people should be educated about these subjects. Though, everything needs to be done is being performed but the source of problems is families. They come and say it in person, for instance. They say 'do not sit my child near to his or her'. Of course, we respond them as it should be but there are such things, too." (P6-Pre)

Participants also mentioned that the some of the families are living in extreme poverty. Basic physical needs of the children are not met.

These children are not taken care of at home, I think. For instance, I had a student named M. . I went, they live in a shelter. There is no window; it is a single huge room. The ground was concrete, was like ice. I went to home at January; it was as cold as marble. That kid was always ill last year. They are always ill because they live in cold places. I mean, I did not take off my coat, I was cold. I caught cold and there was another baby at that home. He says that he changed his home this year. I did not do home visit but it is impossible for these children not to be affected psychologically in such environments. When you think that there could also be marital discords because they had financial difficulties. One child's close relatives are in Syria and they are in here. I think they feel alone, they feel that they are outsider. Since they are not in healthy environments, they frequently become ill. (P3-Pre)

The traumatic effects of war and immigration on children

The participants stated that there are students in their classroom who experienced war and immigration trauma but, on the other hand, the traumatic experiences of the children is not only limited with war and immigration but also about loss of significant others, physical abuse, sexual abuse. Aggression and violence are the dominant behavioral symptoms among children with war and immigration experience.

"So in my class there are students from Syria, for example. Two or three of them have reached this maturity, have accepted, have somehow overcome, trying to adapt to our country, but unfortunately there is a very adverse effect in some of them. In them, violence, negativity, being negative about the life, noncompliance and rebellion are observed." (P4-Pre)

"Now the war kids are getting more peevish. Well, more fearless. But in both ways it can be said. In contrast to others, it is timid and introverted. There are either in one extreme point or the other. One is very skittish, afraid of everything; a slight increase in your voice is devastating for that child, so you can immediately see an emotional collapse. But there are more children with violent tendencies. To express themselves they can easily beat their friends. Kicking..., slaps are very common. Well, it's rudeness, obviously." (Pre-P6)

"In other words, the war ... Trauma and a moment of war, whether they directly experienced it or not do not matter. A little moment that reminds it. Of course, there is a difference between them and others because there is the experience of war. If we give an example, the physical violence is common among children who have a war experience. It always reflects on child psychology." (Pre-P7)

Traumatic experiences of the children other than war and immigration

In addition to having student with a traumatic experience of war and immigration, the participants also stated that there are students with a history of loss of significant others, witnessed the murder of significant other, physical abuse, sexual abuse. They also mentioned they observe some emotional and behavioral indicators of trauma such as aggression, irritability, reflecting traumatic experience in dreams and drawings etc. For some cases, the source of abuse was family members.

“We always keep in touch with the family or we warn the family. For instance, a kid once came with a mark of iron, I tell the family about what we can do. That we can keep a record, refer him/her to social services, eventually his/her child can be taken from them. When we state this, families pay attention. There is a state which protects the child, this child does not only belong them. We usually make parents to feel this. I also mention this in parents meetings. I say that if I see a mark or an injury when the child arrives, I will make it into a report.” (P1-Pre)

“I had a student, I asked them to draw a dream which they see very frequently. One of my students drew her/his family when I asked them to draw their recurring dreams and behind the picture, s/he drew a man with knife. Then, I learnt that her/his father was stabbed by a neighbor, here is a trauma. I could see this situation from this picture but I should realize this until that time. S/he never speaks and combines her foot and hands like this, s/he was a fearful child.” (P1-Pre)

“For instance, I have a student who lost her/his mother last week. Her disease started last year in the second period. She started to receive cancer treatment and then she becomes confined to bed. The child feels depressed. Her/his hand is always on her/his head while s/he was writing or reading a book like tries to hidden her/his head. When I say any negativity or lack of her/his, the child’s eyes start to fill with tears and s/he starts to cry. I try to read about what I can do with this child in order to learn how a teacher should approach a child who loses her/his parent. I think this contribute to me about how I deal with children with problems, how I approach them differently or how I use child language.” (P5-Pre)

“There was a kid in my class who was raped and I was having difficulties to restrain that child because the things that I can become limited after a certain point.” (P3-Pre)

In-service Training Needs of Teachers

Most of the participants mentioned that their educational background is mainly on teaching but they don't feel competent about how to deal with children with traumatic experiences, how to communicate with them and intervene in their psychological needs. They also stated that they are having difficulties in classroom management since they have children with behavioral and emotional problems related to trauma. Another point emphasized by classroom teachers was inadequate number of professionals in psychological counseling services.

"The school guidance service needs to be working very actively. We also need to be informed. We took education at school, but there was not guidance, so we surely have deficiencies about communication with children. The answer when I ask the child differs from the answer when school counselor asks. Although children answer me with a few words, they pour out to school counselors; we could not achieve this." (P1-Pre)

"I think I honestly need more experts. I sometimes feel inadequate. I think guidance service is very important for this. We have more than 900 students but one guidance counselor. I think there should be more guidance counselors, at least more than one in a school in Turkey with today's circumstances. Why? Because, there is much need for this. I mean, we sometimes remain incapable. I mean they are the experts of their job, they know how to approach and behave. Okay, we are also experienced and help them as much as we can but we do not always encounter with kids who experience war and immigration. I mean their numbers have increased in last 4-5 years; especially nowadays they flood into Turkey. They are coming again. Honestly, we should be educated about how we approach." (P6-Pre)

"Class discipline is very important. Okay, we get education in universities, we experience, work as a teacher for years with different student groups but there is no age for learning and you encounter with a new group, new problems every year. There would be an education for a good class discipline with different techniques, different games, this education can contain what we can do during lesson or explains different materials. Once, we need to fix classes' physical conditions. You make child to put a desk, how different activities you can do. You do not have a drama class, a sports hall, so you cannot take children out to discharge their energies. You make children to watch from smart board but these materials are very insufficient, they could be enriched. Like I said, we firstly have to learn that how we can approach to child and parent, maybe we can make a mistake in somewhere. How it should be approached, what kind of rewards and punishments should be applied, let's make a self-criticism in here. Teachers tend to apply punishments rather than rewards. I mean how can we gain children by making good things? I think we have to be enriched in this sense. What we do by ourselves sometimes can be inadequate and most importantly, families should be put in place. What you do by yourself in the class is not enough, it should continue at home, too." (P4- Pre)

Cooperation Problem with the Parent

Most of the participants stated that they are having difficulties to cooperate with the parents. They complain about families, being indifferent toward the needs of their children.

"We somehow reach that child but if the parent does not support, we lose the child from our hands. That is why the parent is very important, a strong bond with parent, parents' trust to us is very important. I mean, the logic 'my child does not do that' should be abandoned." (P1-Pre)

"We try to adapt students into society; we try to get them in. By doing this and including also families, we try them to socialize, them to improve. If you only consider students as themselves, there will be something missing. We also try to interact with families because there is also time for spending at home as well as at school. There also should be an education at home, so children can improve faster than their friends. By doing these, we try to create an atmosphere in which they are accepted in the society." (P7-Pre)

Self-coping Strategies and Burn-outs of Teachers

The participants also mentioned that their job is stressful and sometimes they have problems with dealing with their anger. They feel helpless and lose their positivity toward life. Some of the participants also gave examples about the strategies to cope with stress like spending time with friends, spare time for themselves but overall they still mentioned that it is emotionally exhausting.

"I sometimes yell to children when they make me angry but after two minutes I stop and think of what am I doing and I give up. However, in those times I cannot handle, yes I flame up then because I cannot deal with it by myself. I mean, if I can overcome, this anger would not happen. This is also a problem to me. Usually, I try not to get angry. I am known as patient, patient and sweet teacher by my students." (P2-Pre)

"I have no such quality anymore about looking positively to life. I used to be a very positive person but unfortunately, I have started to see everything in a negative way. Or, I could not get enjoy from life when I talk to my husband at home; it should not have been like this. Especially a class teacher should be cheerful, positive so that s/he can pass this to children. Children are affected from us. However, there are too many negative examples so I became a person who thinks everything as negative. How long I work in here? For 6 years. I was not like that kind of person six years ago. I think I need to be as I was before, I even think about getting psychological help but this situation is not like this just for me. This is valid for all teachers because our mission is to teach them, you say I should teach them and you always give, give and give from yourself but there will be a disappointment when you do not get anything from the opposite side. Or, I have to learn not to get disappointed when I give them by thinking 'Okay, their capacity is that much, they can learn this much'. There is a world of difference when I compare them with my old students. I say I have to get used to it, I do not know." (P3-Pre)

"I try to set aside time for myself, I do my exercise or I do not know, just drinking a coffee with my friends is very good for me. (How do you overcome with the situations in which you feel that you could not provide in-class discipline?) It is happening and you sometimes feel exhaustion. I mean I am a sixteen-year teacher and I sometimes come to a deadlock, get tired, and criticize myself about thinking that I am inadequate or not. However, there are so many kids like this in our classes, I mean 1-2 students in every class is okay but if there are 7-8 students, you do not blame yourself anymore. Let's say, we chasten 2 or 3 of them but still there are 3 or 4 students who do not get better. This condition makes you sad, you also sometimes feel inadequate as a teacher." (P4-Pre)

In addition to these concerns, participants also discussed the difficulty they face in balancing the time they devote to high-needs individual students and the time devoted to the class as a whole. Overall, teachers have a desire to provide additional support to students experiencing child traumatic stress. However, respondents reported they are limited by numerous barriers including lack of time, training, and relevant background information.

2-) Emergent Themes in Post-Training In-depth Interviews

Findings from post-training in-depth interviews were organized into four key emergent themes: Increased level of awareness and sensitivity in understanding trauma; satisfaction with the methodology and content of the training; empowerment; and suggestions to improve the training.

Increased level of awareness and sensitivity in understanding trauma

Although most of the participants stated that they had a general idea about what psychological trauma is before the training, they emphasized that the training program increased their level of awareness and sensitivity in understanding trauma.

"It was like a confrontation with a reality. It's consolidated; I mean what I know about it (trauma). You know, we are a bit shallow and superficial but we are not able to internalize the problem and understand what those children are going through. I realized we should try to get into them (thinking from their perspective). I realized we were missing that." (P1-Post)

"My awareness has increased. (Silence) My awareness has definitely increased. I knew some of the expected behaviors and their reasons but still I was not able to fully comprehend it. You know, it was clearer in my head now. Like there was cloudy foggy weather and now it is cleared up." (P2-Post)

"I believe that I should be more positive toward students. Be more patient... I knew it before but we are being more sensitive and clearly remember what those children gone through after the training. I believe we should be more understanding toward those children." (P3-Post)

"It was a lot of fun. Of course, we have learned a lot of things. Like how to approach children with traumatic experiences. Obviously, it broadens my horizon and I will apply them in my daily life My awareness increased." (P6-Post)

"I think I've internalized a little more. Maybe I couldn't look too much from the eyes (perspective) of a child, but now I learned how to do that." (P2-Post)

"The trainers told us "this issue should leave a question mark when we face problems like this (trauma)". We're trying to be more careful. When we encounter traumatic, we wonder if we understand better, we are trying to build better empathy. We began to care more." (P7-Post)

Apart from changes in the level of awareness and sensitivity in understanding trauma, it was also observed that some participants had a chance to revise and correct their knowledge about the effect of trauma on children. One of the participants mentioned that he had a chance to comprehend the trauma better by knowing how the effect of trauma could be observed in biological level.

“I usually believe in the biological factor because I’m a teacher who works within the framework of logic. To see the effects of biological factors on trauma, to see that trauma can be observed especially neurologically, gave me insight about becoming conscious concerning how much important subject the trauma is.” (P7 -Post)

One of the predominant sub-theme that the participants stated to be a new and illuminating detail about how to strengthen and deal children with traumatic experiences is routine formation; especially within the classrooms.

“All we say that play... play is very important okay but I honestly did not know how important the routine is for children with traumatic experiences. I have learnt that.... Routine formation was very original for me. For instance, I have 7 Syrian children in my classroom and now I will try not to chance their seats, I mean will try follow some routines.” (P6-Post)

In addition to improve their insight and learn more practical information, they also mentioned that they revised their perspective about the academic failure of the students with a history of war and migration. They stated that they were more likely to attribute failure to their low IQ level and comprehension capacities while they understood that learning difficulties are result of psychological trauma experienced by children.

“For instance, I was saying that perceptual capacities were very low ... intelligence.... when I first started I was thinking that they had problems with intelligence... After the training, I realized that all of these children were traumatized.” (P3-Post)

“Those children have a much lower comprehension capacities than others. He’s withdrawn. So normally, many of us think that there is a problem in their IQ. But we need to pay special attention to them, take care personally. Try different methods. They need to be included in the class.” (P3-Post)

“So I’ve been learning more about who these traumatized children are. I’ve learned better how to observe them and detect the signs in the classroom. I learned that the children we have described as “different” or those we have labeled, may have other problems in the children we label. I’ve a better insight now.” (P4-Post)

“Trauma, I mean, didn’t know it, for example, that the trauma is not only affecting their psychological wellbeing but, has a serious impact on learning. Our approach was a little bit different.... Rather than focusing cognition or comprehension.... Now, I learned instead of labeling them “lazy”, we should have different” (P6-Post)

“Here, the person who experienced trauma should be ready for actualization of learning process. If the traumatic event is one of the factors which prevent this readiness, this traumatic situation should be fixed. Starting education without fixing this situation causes to hitch the education in the individual sense. Primarily, I personally have been motivated about fixing the situation and immediately starting the education. As a result of the training we have climbed to a slightly higher level.” (P7-Post)

Participant also mentioned that their understanding of disciplinary strategies has changed. Now they are better at understanding the effective strategies; especially for children with a history of trauma. They comprehend the mechanism of reward and punishment and understand better which one is more likely to work and lead to behavioral changes.

“More rewards and a more positive approach. Yeah. I noticed that. I’m supposed to do more than punishment. I should be more moderate. (P4-Post)

“I realized that I did something wrong as a result of this training. For example, I was giving the children a lot of punishment for violating the rules of the class like not taking the break but I gave up this punishment. Because I understood that children should actually enter the classroom in a way that is free of energy, that is to say, I learned how they enter the class in a comfortable way, discharge their energy.” (P6-Post)

In addition to increased knowledge about the mechanism and effects of trauma on children, participants also stated that they learned how to deal with child abuse and neglect cases, intervene with the situation, use the referral mechanism more effectively; especially in sexual abuse cases.

“About sexual abuse, for example, if there is a student who comes up with something like this, or if you discover some it. During the training, there were some explanations about what needs to be done, we talked about it, so it’s better not to notify the parent directly (for the cases that the child shares that he/she is victimized by a family member) , for example. The teacher shouldn’t try to solve it by themselves. We learned where we should report the case.” (P2-Post)

“We have learnt what are the criteria to consider a child as sexually abused, how we can realize this and then the steps which we follow after abuse. That was good and efficient.....We have learnt how we should behave and approach to a child when s/he says that s/he was exposed to sexual abuse.” (P4-Post)

“So, noticing the risk factor is always important in here, we will decide what to do and how to do according to the characteristics of the case (abuse).” (P7-Post)

Satisfaction with the methodology of the training

The participant also mentioned the methodological strengths of the training. They emphasized that visual materials as well as review of the cases made them understand the topics clearer. They also stated that the trainers were highly motivating and friendly.

“It was more memorable since they were working with visual material.”(P1-Post)

“Trainers also have mentioned about their own examples and it has been a plus for me. When there are applied examples, it becomes persistence and clearer. I think they have contributions my competence.” (P2-Post)

“They (trainers) were very sweet people. They were very open to communication, very productive and friendly. They covered the topics very well. Communication skills, their voices, we loved them.” (P4-Post)

Empowerment

With an increased level of knowledge and awareness, teachers began to feel more empowered and confident. They believe that they would be able to provide more nurturing educational setting for the children.

“Of course I feel empowered. As I said, knowing what to do will give you more confidence in your life. We know a little more about what we’re going to do when we come across with the topic (trauma) in the future.” (P7-Post)

“As a result of training, we will provide a better education. If there are breakdowns in society, we will try to intervene and fix them at the subject of trauma. By this way, family, student, teacher, wherever there is a problem or at least wherever there is a question, we will put a question mark.” (P7-Post)

“Of course this training helped me to query about my competence and my teaching. So, you can always learn a lot of things from every people. ‘I know everything’ is not a valid thought.” (P6-Post)

“Normally, we used to get angry if we warn those children 20-30 times. Now, I think that I should not get angry even after these warnings.” (P3-Post)

One of the empowering experiences is that training provides the participants to share their experiences and express their struggle. They mentioned that they had a chance to understand that they are not alone.

“Of course this is nice, at least we are not alone, we are interested in this, there is someone who is interested, it is nice to have people who are experts in their work (P1-Post)

“You’re not alone. Sometimes we think that we are the only one who is struggling with that problem but actually it is not true. In fact, everyone has this problem. The way everyone meets and resolves can be a little different. They also try and work hard. I mean, this is something like a starfish that was washed ashore, even if I save this one starfish, it is achievement.” (P2-Post)

“You say there are people who understand that I’m not fighting by myself” (P3-Post)

Another empowering factor is to see the effectiveness of activities on children that they have learned during training. Seeing the motivation of children and how much they liked the activities motivated them. They also stated that the activities are not only useful to make children have fun but within a positive environment, the cognitive capacities learning skills of the children are also getting better.

I mean, when it started with the games, I saw the usefulness to work.” (P4-Post)

“So I could give the examples as follows, the application was very enjoyable, I liked it very much. I’m learning them for the first time. I’m talking about activities. So, I think I will get feedback from really positive children when I do them in class. And maybe I can use it as a reward for the children. In that sense I saw the benefit. In other words, I think the child will be in such a nice kind of mood. I like it. I think the training was very successful. ” (P6-Post)

“Let me tell you once the kids are enjoying it a lot. They learn when they enjoy. In other words, I think that it contributes a lot to the cognitive development of children and that it contributes a lot to their sensory development. I mean, guys, they want it over and over again. The events of the Maya Vakfi are really so highly selected, with very careful, qualified activities. Children, not just to enjoy, in fact, we have reached our goal.” (P6-Post)

Suggestions to improve the training methodology and efficacy

The participants gave some feedbacks which will help to revise the methodology of the training program. Most of the participants emphasized that the length of the training (6 hours) is limited and it would be better if the training program is conducted during “seminar periods”. They stated that they feel tired after a school day and not able to pay full attention to the content of training. They also suggested that it would be more efficient if the training program is divided into different sessions and each session of the training is conducted in different days. They believe that it would be more interactive and participants would have a chance to apply what they have learned during the intervals between sessions and discuss it in the next coming session.

“I mean this training could be arranged in a more suitable time... For instance, we have a seminar period, fifteen days at the beginning and fifteen days at the end of the year and we fiddle away these periods. For instance in that times, I think it would be more beneficial by spreading this training to one week or to ten days; it will be more helpful in more extensive time with more relaxed minds.” (P1-Post)

“For instance, semester holidays can be used as opportunity, seminar periods can be assessed, and for instance summer times can be also useful. In broader times, in more suitable atmospheres for conversation, we would like it in that way.” (P1-Post)

“For example, activities were arranged as being always in the last order; I wish these activities would be in the first place of the education program so we could apply them. They overlap the time which our energy was dried up.” (P4-Post)

“I mean our teachers would like to something with real applications, they would like to take concrete feedback.” (P4-Post)

In addition to methodological feedbacks, they mentioned that some topics that are important for classroom management could not be covered in detail due to time limitation.

“I think the subject of in-class discipline was passed over very shortly. I think the most challenging subject today for teachers is class discipline. I think class discipline could be embraced more comprehensively.” (P6-Post)

Apart from the schedule of the training they gave some feedbacks about the content and teaching methods. Most of the participants believe that the content of the training prepared in a professional way and the topics included fulfilled the needs but on the other hand, they emphasized that the teaching methods should be more applied, encourage the active participation of the trainees (teachers), strengthen the in-class application capacities of the teachers in addition to theoretical background.

“Content was prepared professionally but in practice part, there were a few examples; it would be more beneficial if it is arranged as a workshop. Because, actually the person who sits there thinks like this, if someone talks about something, the other person automatically becomes in the student position. It does not matter if the other person is a teacher. I mean, after 2-3 narrations, we also get bored even though we are teachers. Then, I think it would be more helpful if the training contains directly the activities or it was organized as a workshop.” (P6-Post)

“I mean the events which we called role modeling or opposing events could be presented to us and how these events could be resolved also could be included.” (P6-Post)

“I am a person who prefers applied training. I am a person who understands more from applied topics. So normally this is something that works on me, so applied trainings are always a plus for me. They're getting more permanent for me. Other types of education are forgotten very quickly.” (P2-Post)

There are also some feedback not only related to the methodology and the content of the training program but about the scope of Maya Vakfi overall program. They believe that the outcomes of the training would be more effective if Maya Vakfi has a more comprehensive, holistic approach and work with students, families as well school counselors. The school counselors and counseling services should be part of the training program. They believe that what teachers could achieve in the classroom would be limited if there is no comprehensive intervention in the overall system and for the each element of the system.

“Or I don’t know, field work or workshops could be done with children, I mean I think that they could be more helpful.” (P1-Post)

“One of the biggest problems we have experienced is inconsiderateness of families about this subject. We could not feel their support so much. We experience problems even in parents’ meeting, like I said. For instance, we are starting a new project called fellow parents. We will choose a Syrian family, a Turkish family and we will make them to meet, we will make them to spend their time together outside. For instance, I think about how I actualize this. I mean, it is a hard thing to do. I mean, because there are a lot of prejudices, it could be hard to gather them together.” (P1-Post)

“I think Maya Vakfi should also work with parents.” (P6-Post)

“We used to have a counseling hour one day a week, in that hour, school counselor used to direct us, make us to do activities. So, the training could be given us in this way with activities that we can apply with children.” (P1-Post)

“I honestly also would like psychologists to come to class. Well, we could make the study together with them. I mean they could show some examples to us, we could work together only on about this subject, about how we can guide children. For instance, we have a plenty of time consisting of free activity hours, playing hours, so, we can evaluate these times. We can be more useful for children by memorizing children poetries, singing them songs. We can also engage dialogues with children’s families by following their children’s deficiencies.” (P1-Post).

CONCLUSION

Quantitative TIS Training Program Evaluation

Qualitative TIS Training Program Evaluation

Is there a need for TIS Training?	Is there a need for TIS Training?
<p>Yes, the results of pre-training surveys showed that;</p> <ul style="list-style-type: none"> • There is a total of 1251 students and among those 261 of them are Syrian children • Teachers reported 612 traumatic incidences among their students • 89% of the participants stated that they think it is beneficial to learn an evidence-based, short-termed psychosocial support program which consists of activities intended to support general well-being of children with traumatic experiences and which are applicable in the classrooms. • It was found that when the self-care capacities of the teachers increase (and the burn outs level decreases), teachers are more likely to use positive disciplinary strategies and use reward (and avoid negative strategies and punishment) ($r=.356$, $p<.05$). 	<p>Yes, the results of pre-training in-depth interviews showed that;</p> <ul style="list-style-type: none"> • Trauma experiences are highly common among student and it is not only about war and immigration but also adversities related to living in a disadvantageous neighborhoods as well as child abuse and neglect. • Children show the behavioral symptoms related to the effect of trauma within the classroom. Learning difficulties and anger management problems were the most common topics emerged during the interviews. • Teachers feel incompetent to intervene in the needs of children with an experience of trauma and states that sometimes they have problems with anger management too. They feel helpless and lose their positivity toward life.
Is it possible to say that the participants were satisfied with the training?	Is it possible to say that the participants were satisfied with the training?
<p>Yes, the results of post-training surveys showed that ;</p> <ul style="list-style-type: none"> • The satisfaction rated about the content and methodology of 13 main topics covered was changing between 88.9% (Classroom management on children with traumatic experiences) to 98.4% (Definition and types of trauma as well as Trauma sensitive approach and healing statements). • Scores on positive evaluations about whether the topics enabled them to increase their knowledge and competence about trauma were changing between 93.7% and 98.4%. • The mean scores of feeling of empowerment after the training was high (between 4.270 to 4.603 out of 5) 	<p>The results of post-training in-depth interviews showed that the participant mentioned the methodological strengths of the training. They emphasized that visual materials as well as review of the cases made them understand the topics clearer. They also stated that the trainers were highly motivating and friendly.</p> <p>With an increased level of knowledge and awareness, teachers began to feel more empowered and confident. They believe that they would be able to provide more nurturing educational setting for the children. They mentioned that training provides the participants to share their experiences and express their struggle.</p>

<p>Is it possible to say that the training program was effective to improve trauma-informed perspective of the teachers?</p>	<p>Is it possible to say that the training program was effective to improve trauma-informed perspective of the teachers?</p>
<p>Yes, when the total scores of pre- and post-measures of beliefs and knowledge of trauma and child abuse favorable to TIS calculated, there is a statistically significant increase in the participants' level of TIS favorable approach. ($t(46) = 2.827, p = .007$)</p>	<p>Most of the participants stated that they had a general idea about what psychological trauma is before the training, they emphasized that the training program increased their level of awareness and sensitivity in understanding trauma.</p> <p>They also mentioned that they had a chance to revise and correct their knowledge about the effect of trauma on children.</p>

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