

Student and Teacher Perceptions of the Impact of Trauma on Self-Efficacy for Self-Regulated Learning in Middle School

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Introduction

The Problem and Importance (Boyras & Granda, 2019; Romano et al., 2015)

- Learners are exposed to numerous means to have traumatic experiences (e.g., social unrest, systemic inequities, COVID, etc.)
- Trauma has widespread effects (e.g., neurologically, developmentally, socially, emotionally, etc.)
- The effects of trauma are not separate from the learner
 - The effects are brought into the classroom with the learner

What Do We Know? (Boyras et al., 2016; Dermitzaki & Efklides, 2000; Pintrich, 2000)

- Self-efficacy beliefs are part of the forethought phase of SRL
- Middle school is a critical developmental point for SRL
- Self-efficacy for SRL influences SRL strategy use, and in turn academic achievement
- Trauma negatively predicts academic achievement

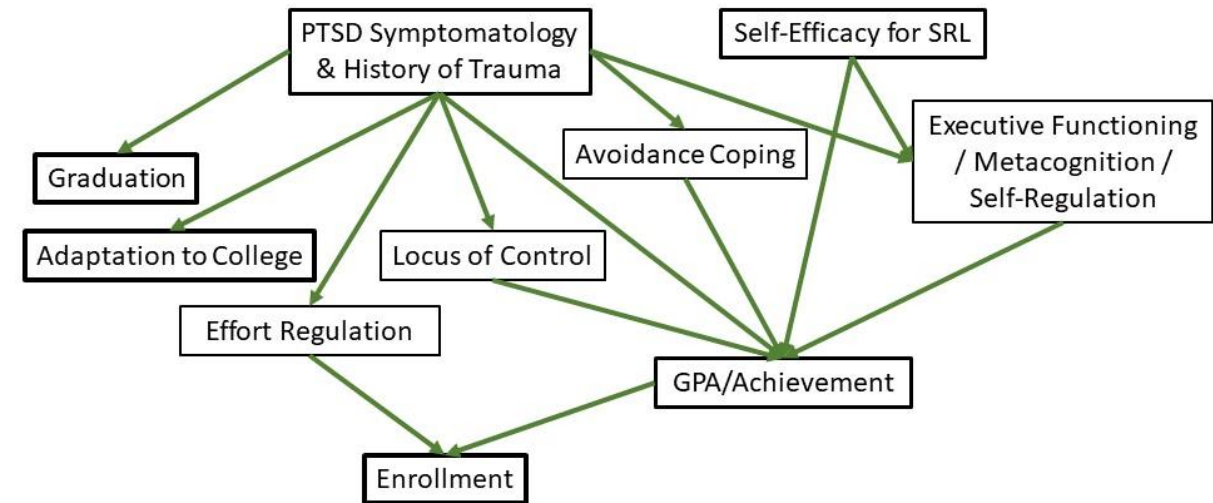
What is Missing?

- The interactions between self-efficacy for SRL and trauma on middle school student achievement



Literature Review

Authors	Date	Relevant Constructs
Ben-Eliyahu & Linnenbrink-Garcia	2013	SRL; Achievement
Boyratz et al.	2013	Trauma; SRL; Achievement
Boyratz et al.	2016	Trauma; SRL; Achievement
Boyratz & Granda	2019	Trauma; SRL; Achievement
Boyratz et al.	2019	Trauma; SRL; Achievement
Crozier & Barth	2005	Trauma; Middle School; SRL; Achievement
Dermitzaki & Efklides	2000	SRL; Achievement
Ferrara & Panlilio	2020	Trauma; SRL; Achievement
McGuire & Jackson	2018a	Trauma; Middle School; SRL; Achievement
McGuire & Jackson	2018b	Trauma; Middle School; SRL; Achievement
Rowe & Eckenrode	1999	Trauma; Middle School; SRL; Achievement
Vondra et al.	1990	Trauma; SRL; Achievement
Welsh et al.	2017	Trauma; SRL; Achievement
Wodarski et al.	1990	Trauma; Middle School; SRL; Achievement
Zimmerman et al.	2000	Self-efficacy for SRL; Achievement



Research Questions

How do seventh and eighth grade middle school students perceive how past traumatic experiences influence their self-efficacy beliefs for using self-regulated learning skills?

- What are challenges these students encounter?
- What aspects of the classroom environment are helpful for these students?

How do seventh and eighth grade middle school teachers perceive how their students' past traumatic experiences influence student self-efficacy beliefs for self-regulated learning skills?

- What are challenges these teachers encounter when working with these students?
- What supports do teachers need to effectively educate these students?



Method: Framework

Research Design & Framework

- Interpretative Phenomenological Framework

Sampling Method

- Extreme-Case Sampling



Method: Participants

Student Participants

- 4 groups:
 - 7th grade
 - 6-8 high self-efficacy for SRL
 - 6-8 low self-efficacy for SRL
 - 8th grade
 - 6-8 high self-efficacy for SRL
 - 6-8 low self-efficacy for SRL
- Screened for high- and low-levels of self-reported self-efficacy for self-regulated learning (SELF-A; Zimmerman & Kitsantas, 2007)
- Screened for traumatic experiences (CTQ; Bernstein et al., 2003)

Teacher Participants

- 4 Teachers
 - 2 7th grade
 - 2 8th grade
- Asked during screening for experience with students who have a background of trauma



Method: Instruments

Students

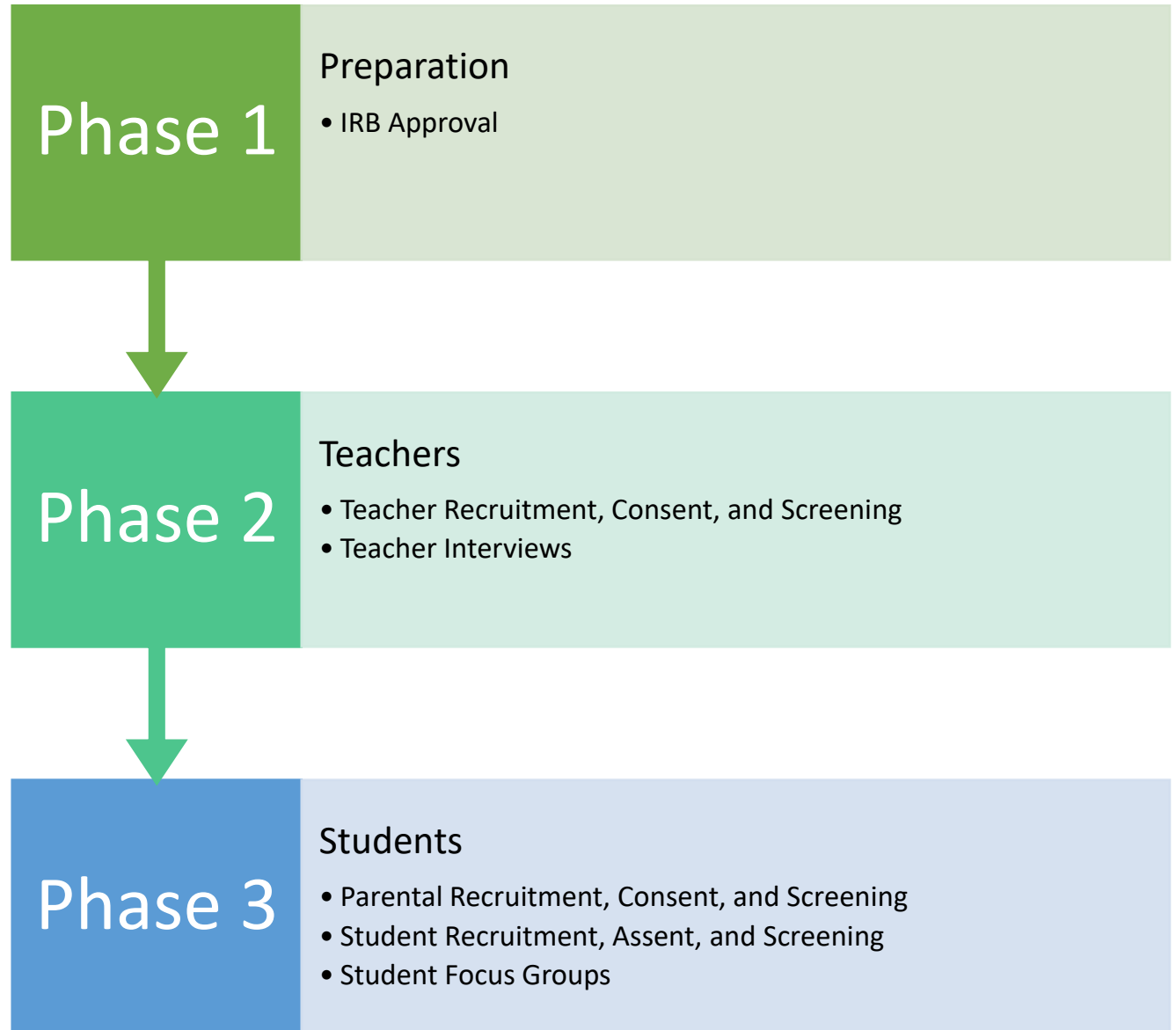
- 4 Focus Groups
 - Split by participant groupings
 - Semi-Structured
 - 45-60 Minutes
 - 10 Questions
- Sample Question
 - *“Tell me a little about how you keep track of your learning in the classroom?”*
 - *“Do you feel like your past experiences from outside the classroom impact your learning? Could you explain why or why not?”*

Teachers

- Individual Interviews
 - Semi-Structured
 - 45-60 Minutes
 - 10 Questions
- Sample Questions
 - *“What are some ways you see your students’ past traumatic experiences impacting them in the classroom?”*
 - *“What supports have you found helpful in teaching these students to set, track, and meet goals?”*



Method: Procedure



Method: Planned Data Analysis

Obtain and clean interview transcripts

- Input/include low-level inferences (e.g., body language, filler sounds such as “um”)

Thematic Analysis

- In vivo coding
- Examination of code frequencies
 - Overall
 - Across individuals
- Categories: examination of trends within a code's quotes
- Themes: grouping of categories across all codes to explore overall trends



Method: Trustworthiness

Low-Inference Descriptors

- E.g., participant quotes

Multiple Data Sources

- Student and Teacher participants
- 7th and 8th grade
- High and low-self-efficacy for self-regulated learning

Member-checking

- Reach out to participants following coding to confirm understanding

Reflexivity

- Notes maintained throughout the data collection and analysis process to understand researcher bias

Triangulation

- Finding areas where Students and Teachers overlap in their lived experiences



Method: Ethical Considerations

IRB Approval

Clear and detailed assent and consent forms

- Reminders that participation is optional

Communication with guardians and school staff

- Consent
- In emergency or crisis situations

Available mental health resources

Confidentiality

- Removal of personal information
- Use of pseudonyms



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