As part of a larger pilot to implement a classroom-based, mindfulness-focused social and emotional learning program, a school-based MindUP, within an overarching trauma-informed framework, this poster presents results of educators' pre- and post attitudes towards trauma-informed approach to the implementation of MindUP.

Participants experienced increases in self-efficacy in meeting the demands of working with children who have experienced trauma or adversity.

Participants reported a trend toward an increased understanding of the causes of problem behavior and a trend toward an increased understanding of the benefits of the trauma-informed approach in the classroom in meeting the needs of students who may have experienced adversity. The skills learned through delivery of the MindUP framework of trauma-informed care (ARTIC) scale.

The results include more evidence in educator's efficacy for providing trauma-informed approaches in their classrooms from Time A-pre-training (M = 5.53, SD = 0.78) to Time C-post-program (M = 5.89, SD = 0.63, t= -2.41, p < 0.05). Figure 1 displays changes in educators' self-efficacy for providing trauma-informed approaches at Time A was associated with a statistically significant increase to self-efficacy at Time C. This result is further supported by qualitative reports. Many participants identified changes that strengthened their capacity to respond to challenging behaviour in their classroom. They shared that they became more aware of the impact of childhood adversity and toxic stress on students' behaviors. The skills learned through delivery of the MindUP framework of trauma-informed care (ARTIC) scale.

Figures 1: Changes of Teacher Self-Efficacy for Providing Trauma-Informed Approaches in Classrooms

Table 1: Pre- and Post-program Teacher Self-Efficacy for Providing Trauma-Informed Approaches

Pre-training Post-program

<table>
<thead>
<tr>
<th>Time Point</th>
<th>Mean Score</th>
<th>t-test</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-training</td>
<td>5.53</td>
<td>5.89*</td>
<td>&lt;0.05</td>
</tr>
</tbody>
</table>

As part of a larger pilot to implement a classroom-based, mindfulness-focused social and emotional learning program, few studies have evaluated the use of trauma-informed approaches, due in part to the lack of valid psychometric measures (Baker et al., 2015, p. 190).

The trauma-informed training as a framework for delivery of MindUP demonstrated an increase in educator-reported self-efficacy: the feeling of being able to meet the demands of working with a traumatized population of students. This finding is important as a link between an educator’s perceived ability to create a safe and healthy learning environment for all students and to positively address the challenging behaviors of students who may have experienced adversity. The skills learned through delivery of the MindUP framework of trauma-informed care (ARTIC) scale.

The findings were an unexpected and relevant result. The feeling of being able to meet the demands of working with a traumatized population of students.

The study highlights the importance of developing trauma-informed approaches to education, which can help educators feel more confident and competent in meeting the needs of students who may have experienced adversity. The skills learned through delivery of the MindUP framework of trauma-informed care (ARTIC) scale.

This pilot was an unexpected result that was further supported by education.

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