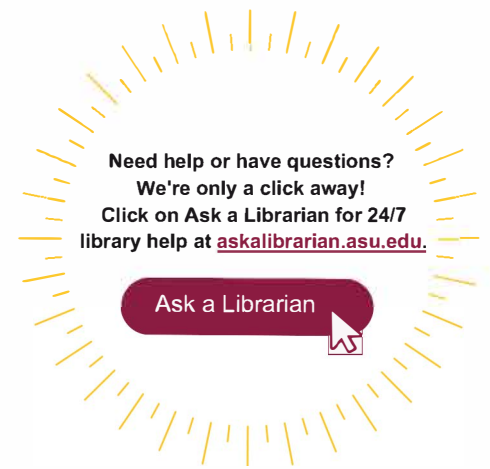


Top tips

PsycInfo

database



PsycInfo (1800 -) is a library search engine primarily used by ASU faculty and student scholars to find **scholarly articles published in peer-reviewed psychology and behavioral science journals**. Psychology dissertations and books published by the American Psychological Association can also be found here.

To learn more about PsycInfo, please visit libguides.asu.edu/psycinfo.


Getting started

You want to find peer-reviewed research articles on the topic of trauma-informed practices in schools. Prepare to search by **generating keywords** and breaking down your topic into the concepts you want in the search results.

For example:

Concept 1: **trauma-informed** is a type of practice.

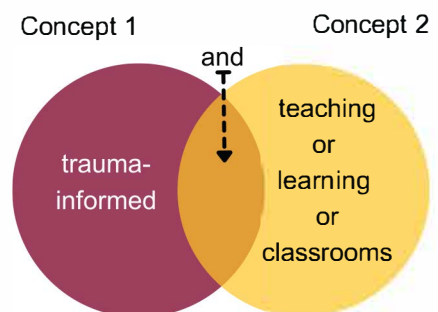
Concept 2: **teaching** or **learning** or **classrooms** are places to apply trauma-informed practices.



A note about the power of **and, or** in searches:

Use **and** between your concepts to narrow search results to items with both concepts.

Use **or** between keywords to broaden the search to include related keywords for a single concept.





Tip 1 Searching

PsycInfo opens to this search form, with boxes available for each concept you are searching.

Enter the **keywords** for your topic. If entering a phrase be sure to use " " quotations. Use one search box for each concept. Add a row if needed.

Select the **Limit to: Peer reviewed** option to find peer-reviewed journal articles.



Tip 2 Limiting results

Sometimes **narrowing search results** is necessary to meet the needs of an assignment. Below are some of the limits you can use to narrow search results in PsycInfo; these can be found on the left-side filtering menu, next to your initial search results.

Source type

- Scholarly Journals (309)
- Books (185)
- Dissertations & Theses (745)

Record type

- Dissertation (745)
- Dissertation Abstract (745)
- Journal (307)
- Peer Reviewed Journal (307)
- Journal Article (259)

Population

- Human (1,194)
- Female (296)
- Male (191)
- Inpatient (9)
- Transgender (8)

Publication date

1994 - 2022 (years)

Enter a date range

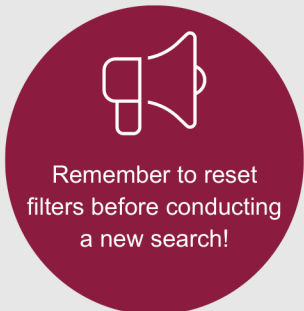
Age group

- Adulthood (18 yrs & older) (640)
- Childhood (birth-12 yrs) (182)
- Adolescence (13-17 yrs) (155)
- Young Adulthood (18-29 yrs) (88)
- School Age (6-12 yrs) (79)

Methodology

- Empirical Study (878)
- Quantitative Study (561)
- Qualitative Study (335)
- Interview (268)
- Nonclinical Case Study (41)

For more information on specific methodologies, please visit the **APA website**.



Remember to reset filters before conducting a new search!



Tip 3

Evaluating results

First read the abstract to determine if the topic, variables studied or type of study meets your needs.

Citation/Abstract | Scholarly Journal

Shifting teacher practice in trauma-affected classrooms: Practice pedagogy strategies within a trauma-informed positive education model

Brunzell, J., Stokes, Helen, Waters, Lea. *School Mental Health: A Multidisciplinary Research and Practice Journal* Vol. 11, Iss. 3, (Sep 1, 2019): 600-614. DOI:10.1007/s12310-018-0930-8

Abstract/Details | 56 References | 10 Cited by | 65 Documents with shared references

Abstract
Translate -

This study explored how primary and secondary school teachers changed their practice pedagogy as they underwent training in trauma-informed positive education (Brunzell et al., *Contemp School Psychol* 20:63-83, 2016b. <https://doi.org/10.1007/s40688-015-0070-x>). TIPE integrates teaching strategies from two practice paradigms: trauma-informed education and positive education in order to educate vulnerable students who struggle in school due to trauma histories from abuse, neglect and/or violence. Over the course of 1 year, teachers (N=18) co-designed and/or adapted TIPE through an iterative procedure of appreciative inquiry participatory action research. The aim was to strengthen teacher capacities in order to assist their students to overcome classroom-based adversity and to bolster their learning. This study privileged teachers' phenomenological experience of TIPE by investigating the experiential aspects of planning for and implementing curriculum and classroom management. Two emergent themes were found in the qualitative data: (1) increasing relational capacity and (2) increasing psychological resources. These results were analysed through contemporary frames of teacher practice, which revision the purpose of teacher practice as a set of practice challenges to better assist teachers in educating their vulnerable student cohorts. (PsyInfo Database Record (c) 2020 APA, all rights reserved) (Source: journal abstract)

Details

Subject
At Risk Populations (major); Learning Strategies (major); Teaching (major); Teaching Methods (major); Trauma-Informed Care (major); Elementary School Teachers; School Learning; Secondary Education; Childhood Adversity

Classification 3560: Classroom Dynamics & Student Adjustment & Attitudes

Age Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs)

Population Human; Male; Female

Location Australia

Identifier (keyword) teacher practice; trauma-informed classrooms; pedagogy strategies; positive education; primary school teachers; secondary school teachers; vulnerable students; classroom-based adversity; learning

Methodology Empirical Study, Interview, Qualitative Study

Look at the **Title, Abstract, Subject and Identifier** to find additional keywords!

Check the **Age, Population and Methodology** to make sure the article fits your research needs.



Tip 4

Accessing and managing results

Click for a **citation** in the style of your choosing, including APA (American Psychological Association).

Cite

Copy citations directly into your paper

APA 7th (basic) - No Case Changes (No Title Casing), DOI: empty

Sonsteng-Person, M., & Loomis, A. M. (2021). The role of trauma-informed training in helping Los Angeles teachers manage the effects of student exposure to violence and trauma. *Journal of Child & Adolescent Trauma*, 14(2), 189-199. <https://doi-org.ezproxy1.lib.asu.edu/10.1007/s40653-021-00340-6>

Citation/Abstract | Scholarly Journal

The role of trauma-informed training in helping Los Angeles teachers manage the effects of student exposure to violence and trauma

Sonsteng-Person, Melanie, Loomis, Alysse M. *Journal of Child & Adolescent Trauma* Vol. 14, Iss. 2, (Jun 2021): 189-199. DOI:10.1007/s40653-021-00340-6

Abstract
Translate -

Exposure to trauma, such as community violence, has far-reaching effects on children's learning and behavior. While schools are a critical place to provide positive and safe spaces for students, teachers have self-reported a lack of knowledge on how to work effectively with traumatized students. In response to this, there has been an increase in teacher training on trauma-related topics. However, it is unclear how training impacts teachers' trauma knowledge and difficulty responding to traumatized students in the classroom. As such, this exploratory study used a survey (N=94) with Los Angeles teachers to assess whether training on violence and trauma is related to trauma knowledge and reported difficulty responding to traumatized students. Regression analyses indicate that total training increased teachers' trauma knowledge, which was found to mediate teachers' difficulty responding to traumatized students. Findings from this study support the need for a focus on trauma-informed training within the education context. (PsyInfo Database Record (c) 2022 APA, all rights reserved) (Source: journal abstract)

Details

Quote icon | Email icon | Print icon | All Options icon

Full text options

Get full text

ASU Library
Arizona State University

Suggested sources

The **full text** may be available in:

- PsycInfo
- another research database
- by request, through interlibrary loan

Requesting is free for ASU students.