

THRIVE

Training Hope and Resilience In Vulnerable Early school leavers



Overview

The THRIVE study involved a mixed methods evaluation to explore the use of trauma-informed practices in second chance education settings.

As part of this study, an online survey with Youthreach educators was conducted which explored: trauma awareness and understanding, trauma-informed practices, educator sense of efficacy, secondary traumatic stress, and educator challenges.

120 second chance educators took part in an online survey; 62% were female; 80% had more than 10 years experience of working in Youthreach settings.



Trauma-awareness & trauma-informed practices

Trauma and ACEs were perceived as a significant issue for learners in second chance education.

There was strong self-reported awareness and understanding of trauma and its effects on learning and development.

68 - 85% of educators agreed they had a good understanding of traumatic stress.

Use of trauma-sensitive practices were high suggesting sensitive and collaborative interactions between educators and learners



Supporting positive outcomes in learners

Practices which were identified as being crucial to supporting learners included:

- Relationship building and one-to-one-teaching
- Positive behavioural supports (e.g. positive reinforcement and role modelling)
- Individualised, holistic learning plans
- Collaborative working practices

Important resources included:

- Mentoring, guidance and psychological support



Educator & training needs

Between 25% - 50% of educators felt there was a lack of training or supervision when working with trauma-exposed learners.

Around 1/3 reported reported challenges in effectively engaging with and motivating learners.

Almost 1/4 reported lower confidence in their respond effectively to challenging behaviour in the classroom and establishing effective rules and routines in the classroom



Challenges and barriers

Emotional, psychological and mental health difficulties in learners were perceived as becoming more prevalent and were a major source of concern for educators

Educators also felt there was increasing pressure to focus on academic outcomes, rather than learner personal development and social and emotional skills

Insufficient access to psychological and counselling support for learners was also highlighted



Conclusions

Strengths

There was a broad and strong level of awareness regarding trauma and there were several positive findings in relation to the use of trauma-informed practices within second chance education settings.

There was also strong evidence for the use of collaborative, sensitive and strengths-focused approaches to learner development.

Areas for development

There was a perceived need for further training in, and resources for, trauma-informed practice which are targeted and tailored to second-chance education settings.

Specific areas identified for further capacity development for educators included youth mental health and resilience building

Supervision and support to mitigate against educator stress and burnout are also needed

For more information go to thriveresearch.eu

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